

Sample lesson plan for *Reading for IELTS* Unit 7

Student preparation for this class: Have students complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: none

Part 1: Vocabulary (15–20 mins)

FOCUS **Focus:** These exercises introduce common words and expressions associated with employment and finances, and practise spelling.

Spot check 1:

To check learners' recall of vocabulary associated with employment and finances, do the following class activity.

1. Write the six words from Vocabulary exercise 2 on the board plus the following five words: *counterpart*, *industry*, *recession*, *salary*, *workforce*. Label the words A–K.
2. As you write the words, check pronunciation.
3. Read out definitions of each word (see definitions for additional words below) and have learners write the corresponding letter from the board.

Definitions: *counterpart* – someone that does the same job as someone in another company or institution; *industry* – organised economic activity concerned with manufacture, extraction and processing of raw materials, or construction; *recession* – a temporary depression in economic activity or prosperity; *salary* – a fixed regular payment made by an employer, often monthly; *workforce* – the total number of people employed by a company on a specific job.

Spot check 2:

To develop an understanding of collocation, do the following pair activity.

1. Write the following on the board in two columns:
go, take up, expand, increase, widen, enter, out-earn, make, pay, hit: confidence, opportunities, hard, other people, a job, the job market, abroad, redundant, the same, horizons.
2. Learners take it in turns to say and write down a word from the left column: their partner writes down the word or phrase that collocates.
3. They then check the texts in Vocabulary exercises 4 & 5 to see if they are correct.

Note: there are several words that could have different collocations: *expand/increase the job market, widen/make opportunities, pay other people/the same and hit confidence/other people/the job market*

Part 2: Practice exercises (30 mins for Exercises 1–3; 25 mins for Exercises 4–6; 25 mins for Exercises 7 & 8)

FOCUS These exercises train learners to complete notes, summaries and flow charts. Exercises 1–3 remind learners of the importance of prediction. Exercise 4 highlights the importance of following instructions. Exercises 5 & 6 train learners in locating relevant information. Exercises 7 & 8 provide practice in summarising and labelling diagrams.

Exercise 1

This exercise provides practise in identifying parts of speech. Direct learners' attention to the Exam information and Exam tip boxes at the top of the page. Have learners complete the exercise according to the instructions and check their answers in pairs. Clarify that although some nouns can act as adjectives (as in the example from the text: *job opportunities*), the word is still a noun. Ask learners to look out for other examples in the texts that follow, e.g. *student workers* in Exercise 5.

Exercise 2

This exercise practises prediction in preparation for Exercise 3. Introduce the topic of the job market by discussing how easy it is for young people and graduates to get jobs. Check learners know the meaning of *economic downturn* and *recovery* before looking at the exercise. Go over the example as a class. Then have learners complete the exercise according to the instructions and discuss their answers in pairs. Elicit possible answers, but avoid looking at the answer key until learners have completed Exercise 3.

Exercise 3

Have learners complete the exercise according to the instructions and check their answers in pairs. Then have them work in groups, looking at alternative answers in the key for Exercise 2, discussing how they predicted their own answers and comparing this with the grammatical information in the key.

Typical mistakes: As already pointed out, learners are keen to get the right answer, but not always so interested in how they found it. Make sure they read the answer key for Exercise 2 carefully and reflect on how the information can help them.

Exercise 4

Draw learners' attention to the Exam tip box near the top of page 64 before doing the exercise. Have learners complete the exercise according to the instructions. The sole purpose is to remind learners of the importance of following instructions, so make sure they take the point. Clarify that & (= and) counts as one word. You could also point out that, in the exam, the rubric will state: 'Write NO MORE THAN THREE WORDS AND/OR A NUMBER.' In this case, answer 5 would be correct.

Exercise 5

Exercises 5–7 help learners to complete a gapped summary. Before learners begin this exercise, instruct them to read the Exam tip box in the middle of page 64. Then have a brief class discussion about what questions to ask when tackling a summary, e.g. Is it factual, descriptive or argumentative? Who or what is the subject matter? What information specifically relates to the subject matter? Have learners complete the exercise according to the instructions. During feedback, highlight that the basic elements of the summary are three nouns: the *rights* and *responsibilities* of students.

Typical mistakes: Learners often find it difficult to write or explain what something is about using concise language, so it is useful to provide guidance and suggest some models:
The summary is about [X] and [Y]. (as in the example)
The summary argues for [X].
The summary describes [X].

Exercise 6

This exercise involves learners scanning the text to find the relevant section. Before they begin, point out that the information they are looking for may be contained in more than one paragraph. Highlight the instruction to scan the text, i.e. look for specific information relating to *the legal rights and responsibilities of students who work*.

Exercise 7

Have learners complete the summary completion exercise according to the instructions

Exercise 8

This exercise practises using strategies from earlier exercises to complete a flow chart. Point out that it is similar to completing a summary. Have learners study the flow chart, including the title, to clarify which section of the text it relates to. Remind them that they should also try to predict the types of information that is missing. Then have learners complete the exercise according to the instructions. During feedback note whether any learners has used more than two words in their answer. If so, point out that they would have received no marks for that answer.

EXTENSION ACTIVITY (30 MINS)

To help learners understand the text in Practice exercise 6 in more depth, as well as providing practice in scanning and paraphrasing, organise the learners in pairs.

1. Ask learners to select ten nouns or verbs from the text and write them in a list. The words should be ones that are distributed throughout the text.
2. Have them swap word lists with their partner and then work individually try to find all the words on their partner's list in 60 seconds.
3. Have them put the word in context summarising how it appears in the text, for example, with the word *cater*:
'Most universities will have a job shop, operated by the institution or the students' union. As these cater specifically for learners, they will at least make the search easier.'
 This could be summarised as:
Most universities have job shops that cater specifically for students.
4. When they finish, have learners discuss with their partner what they have learned about the text by doing the exercise. Discuss briefly as a class.

Part 3: Exam practice (30 mins)

This can be assigned for homework. Remind learners to look again at the Exam information and tip boxes before completing the Exam practice section.