

About *Reading for IELTS*

Collins English for Exams series has been designed to be easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exercises are carefully arranged from simpler to more difficult
- All units follow the same basic structure to breed familiarity and confidence
- Answer key is clear and comprehensive

Because these fundamentals are in place, classroom teachers can focus on providing a stimulating learning environment, maintaining motivation through pair and group work, and helping learners develop good learning strategies through exploration and reflection. This resource will explain how the material works and how it can be adapted to make the most of the classroom learning context.

Each chapter in *Reading for IELTS* has a similar three-part structure, which can form the basis of regular classroom routines. It will provide approximately 4 hours of content, 2 of which we recommend doing in class and 2 of which will make ideal homework tasks.

Part 1: Vocabulary

We recommend that vocabulary exercises be done at home before the lesson.

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary (*activate schemata*) without eating into classroom time.
- As repeated exposure to new vocabulary is required for mastery, the first 10–20 minutes of the lesson can be spent doing a ‘spot check’ of a selection of the vocabulary covered in Part 1. The lesson plans provided show how this can be done through game-like activities, which also work as ice-breakers.
- Encourage the students to complete the exercises *without* a dictionary to develop the skill of inferring the meaning of unfamiliar words from context.

Part 2: Practice exercises

Chapters 1–11 provide practice on the task types commonly encountered in the IELTS test.

- Each chapter provides an explanation of each task type followed by a variety of exercises of increasing difficulty. The exercises break down each exam task into component skills so that learners can acquire the necessary underlying competencies.
- The lesson plans provided for each unit concentrate on this section and offer roughly two hours of material, including suggestions for optional extension activities.
- Most exercises can be done individually and checked in pairs or small groups. Pair and group work trains learners to reflect on and explain how they have approached the task. This form of practice, along with the exam tips provided in each chapter, will help them develop a better understanding of exam strategies (*metacognitive skills*).

Part 3: Exam practice

This can be given as homework.

- Exam practice allows learners to integrate the skills they have learned and practise them under timed conditions.
- The answer key provides information about why certain answers are correct or incorrect.
- These exercises will help learners assess their readiness for the actual exam.

Sample lesson plan for *Reading for IELTS* Unit 1

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

Teacher preparation: Prepare hand outs:

1. Photocopy Spot check exercise hand out (sufficient for 1 per student).
2. For Practice exercise 2, re-write paragraph c as a series of discrete sentences, photocopy sufficient for each pair of students in the class, cut up into component sentences and bundle sets together.
2. For Practice exercise 5, photocopy the list of headings (sufficient for students to work in groups of 3), cut up into component headings and bundle sets together. (35–45 mins)

Part 1: Vocabulary (up to 15 mins)

FOCUS

These exercises train learners to learn words in groups of related items.

Spot check 1:

To check learners' recall of nouns to describe types of relationship, distribute the photocopied hand out and instruct learners to complete the first exercise: show the links between related items by drawing three lines from top to bottom.

Line 1 = words related to marriage

Line 2 = words related to sibling relationships

Line 3 = words related to non-family relationships

Spot check 2:

Instruct learners to complete the second exercise: fill the gaps in the family tree described in the passage.

Part 2: Practice exercises (50 mins for Exercises 1–3; 50 mins for Exercises 4 & 5)

FOCUS

Exercises 1–3 train learners to recognise typical paragraph structures. Exercise 4 helps learners think like test writers by having them compose their own headings. Exercise 5 allows learners to test out different answers to the matching exercise and give reasons for their choices.

Exercise 1

Learners can write their summaries individually then compare their sentences in small groups. Ask each group to choose the sentence that best summarises the paragraph and select a member to read it aloud or write it on the white board. Highlight examples of good work.

Typical mistakes: Sometimes students focus exclusively on the topic of the paragraph and do not notice the function, for example whether the text is describing, explaining, or criticising. Point out that in this paragraph, the writer is giving advice. This is important because in matching headings exercises, headings can refer to both the topic and function.

Exercise 2

Have learners analyse paragraphs a and b according to the instructions in the book. For paragraph c, distribute the sets of sentences to pairs of students and instruct them to arrange the sentences in the correct order. As you check their answers, ask them to explain what helped them to identify the introduction, main body and conclusion of the paragraph. Then complete questions 8 and 9 in the book.

Exercise 3

As learners complete this exercise, ask them to underline any words or phrases in paragraphs a–c that helped them make their choices. Look out for the following words and phrases.

Paragraph a = gives information/a description: [the report] *found that, forty-two per cent, sixty-seven per cent.*

Paragraph b = develops an argument: *should not be, the report shows the need for, demonstrates the need to, it is important that*

Paragraph c = states cause and effect: *need to be, would become, would be forced, there would be, we would be*

Exercise 4

To help learners understand what typical headings are like, ask them to look at the headings in Exercise 5 and notice how they are different from sentences – point out that headings often consist of noun phrases which summarise the key content of the section. Then have learners complete the exercise individually and compare their headings in small groups. Highlight examples of good work and ask learners to explain how they approached the task. Emphasise the importance of strategies like focusing on topic sentences, skimming and underlining key words.

Exercise 5

Divide the class into groups of 3 and distribute the bundles of headings. Learners work together to match each heading to the appropriate section.

Where they disagree, ask them to explain their decisions, identifying key words and phrases in the text to support their choices.

Typical mistakes: Sometimes learners match headings to one part of the section rather than the whole of the section – look out for those who pair Section c with vii. Learners can also be tricked by superficial similarities between key words – look out for Section e and iv, both of which contain the word political but do not match in terms of content.

EXTENSION ACTIVITY

1. Ask learners to sketch three generations of their own family trees and note any changes in family structure that have taken place. In small groups ask them to share their findings and discuss questions a and b.
 - a. To what extent does your family history reflect the changes described in Section c of the text?
 - b. Which of the views presented in Section d do you agree with most? Do you feel that family life today is better or worse than in previous generations? Why? (30 mins)
2. Ask learners to imagine that they are to write a 4–5 paragraph text in support of their view. Instruct them to write headings for each paragraph. (15 mins)

Part 3: Exam practice (Homework – 40 mins)

This can be assigned for homework. First, invite the class to help you list useful strategies and common pitfalls.

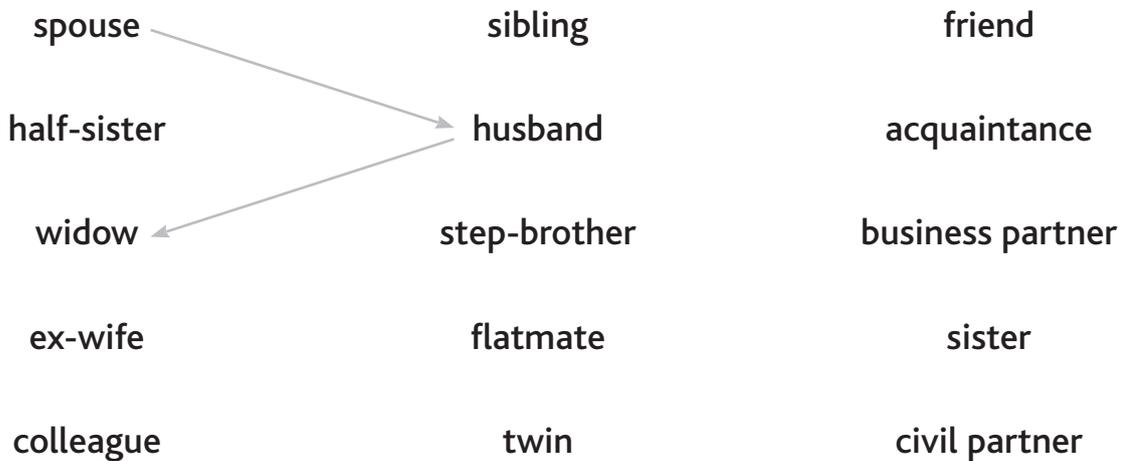
PHOTOCOPIABLES

Vocabulary spot check 1

Group the words below into categories of related items by drawing three lines from top to bottom.

- Line 1 = words related to marriage
- Line 2 = words related to sibling relationships
- Line 3 = words related to non-family relationships.

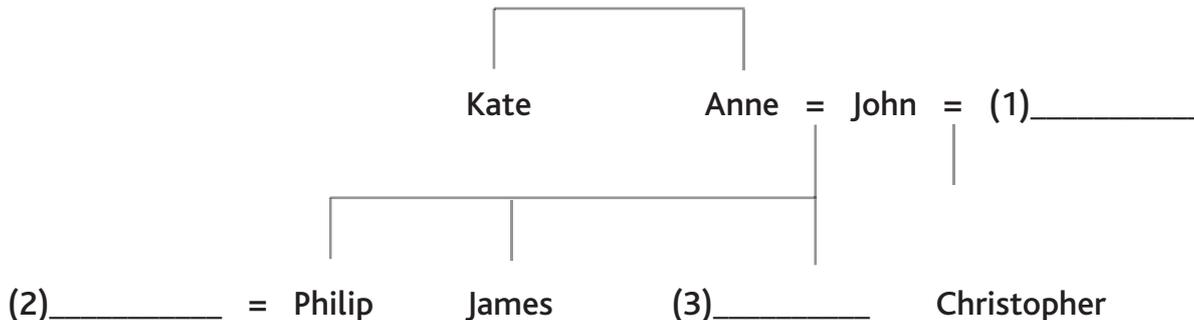
The first line has been started for you.



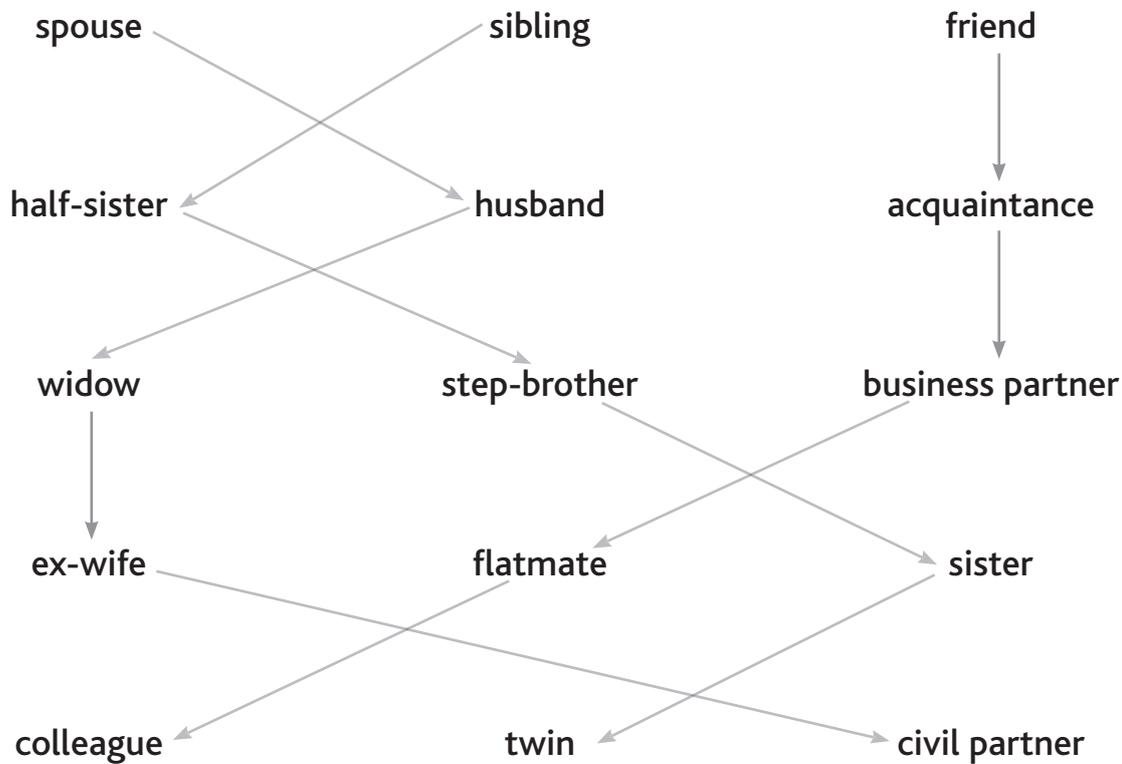
Vocabulary spot check 2

Complete the family tree by writing names in the gaps according to the description below.

My name is Susan. My mother and father divorced when I was eight, so I have a step-mother called Carly as well as my biological mother Anne. I've got three brothers; the one I get on best with is actually my half-brother Christopher. He is closest to me in age. I suppose the most recent addition to our family is my sister-in-law. She and my aunt share the same name but are completely different in terms of personality, which is not surprising as they are not blood relations.



Vocabulary spot check 1 answer key



Vocabulary spot check 1 answer key

1. Carly, 2. Kate, 3. Susan

Sample lesson plan for *Reading for IELTS* Unit 2

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

Teacher preparation: For Vocabulary spot check 1, prepare cards or slips of paper with nouns a-f from Vocabulary exercise 1 and nouns 1–6 from Vocabulary exercise 2 (one noun per card). Prepare sufficient for one set of cards per group of four students. (25 mins)

Part 1: Vocabulary (up to 15 mins)

FOCUS Exercises 1–4 introduce common nouns associated with healthcare and train learners to work out the meanings of words from context. Exercise 5 encourages learners to learn words with their associated word forms.

Spot check 1:

To provide further practice in working out meaning from context, play the following game.

1. Divide students into teams of four.
2. Place face down in front of each team one set of cards with nouns from Vocabulary exercises 1 and 2.
3. Have each team member take it in turn to select the top card and describe the item to the other team members without naming it.
4. The team that correctly guesses the most items in 10 minutes wins.

Spot check 2:

To help learners recognise word class from word endings, write, *-ion*, *-ment* and *-ance* on the board.

1. Ask learners to identify the part of speech normally indicated by these word endings (nouns) and match the verbs *equip* and *ignore* to the correct noun ending.
2. Invite them to do the same for the words *infect* (*infection*), *assist* (*assistance*) and *develop* (*development*).
3. Elicit further nouns with these endings (e.g. *rejection*, *disturbance* and *argument*).

Part 2: Practice exercises (50 mins for Exercises 1–4; 40 mins for Exercises 5 & 6)

FOCUS Exercises 1–4 train learners to scan a text for information. Exercise 5 and 6 train learners to complete tables and diagrams with missing information.

Exercise 1

Scan for the first 2–3 items together as a class then set the remaining items for individual work.

Typical mistakes: Many students habitually read intensively from first word to last. If your students are reluctant to scan, make the exercise more game like by setting a time limit for completing the exercise. Or divide learners into teams and have them compete to find the most items first.

Exercise 2

FOCUS Exercises 2–4 train learners to scan for specific information by initially previewing a text for overall content and organisation.

Divide learners into groups of 4–5 and set the following pre-reading discussion question: *Who should be responsible for looking after the vulnerable in society?* (4–5 mins)

Then direct their attention to the task instructions and have them complete the task individually.

Typical mistakes: Sometimes learners write complete sentences rather than notes. If your learners lack experience in note making, show them the following example (or something similar) based on the text in Practice exercise 1:

1942 UK government Report on Social Insurance (= Beveridge Report) designed to deal with poverty, ill health, lack of education, poor housing & unemployment

Point out that notes normally consist of a selection of key words and symbols and that there is no need to write in complete sentences or to include grammar words such as articles.

Exercise 3

Instruct learners to note a few key words or ideas for each paragraph and to write their summaries using their notes.

Typical mistakes: Learners often find it difficult to summarise a text without copying large chunks. To encourage them to think about the overall meaning make sure that they make notes first and write from their notes rather than directly from the text.

Exercise 4

Do the exercise following the instructions in the book. Emphasise how previewing a text makes it easier to quickly identify the likely location of specific information.

Exercise 5

As learners look at the instructions and diagram, reinforce the Exam tips in the box above. Ask them to identify the word class of the items labelled (nouns) and to give synonyms for *employment* (e.g. *work*, *occupation*) and *lifestyle* (e.g. *way of life*, *way of living*). Ask learners to suggest words and expressions that could be used to complete the diagram. Then do the exercise following the instructions in the book.

Typical mistakes: Learners may exceed the word limit and/or use the incorrect word class, e.g. for item 5, they may write 'bodies change as people age'. Before looking at the answer key, suggest that they check they have used the correct number of words and word class.

Exercise 6

Learners can do the exercise as instructed in the book individually then compare their answers in pairs.

EXTENSION ACTIVITY

1. Divide the class into groups of four. Instruct each group to discuss the four Acts of Parliament described in the passage for Practice exercise 6 and rank them from 1 to 4 (1 = most important, 4 = least important) giving reasons for their views. To finish, conduct a straw poll of the groups' views. (20 mins)
2. Point out that the purpose of legislation is to improve the governance and welfare of society. Invite them to consider the class a 'micro-society'. Divide the class into groups of four and ask each group to discuss how the governance and welfare of the class could be improved. To finish, ask each group to propose 'legislation'. (20 mins)

Part 3: Exam practice (Homework – 40 mins)

This can be assigned for homework. Point out that the passage contains a number of technical terms and that some of these are explained in the glossary. Remind learners of the other strategies that they can use to work out the meaning of unfamiliar words: using descriptive information and examples in the context, looking for synonyms, working out word class from word endings.

Sample lesson plan for *Reading for IELTS* Unit 3

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

Teacher preparation: For Vocabulary spot check 1, prepare sets of cards for the game of 'Snap': photocopy sufficient numbers of the definitions a-j in Vocabulary exercise 4 and cut them up so that each group of four learners can work with one set of definitions. Prepare bundles of 10 slips of blank paper (sufficient for $\frac{3}{4}$ of your students). (30 mins)

Part 1: Vocabulary (up to 20 mins)

FOCUS Exercises 1–6 introduce common words and expressions associated with education and train learners to work out the meanings of words from context. Exercise 7 encourages the learning of words with their associated word forms.

Spot check 1:

To reinforce vocabulary for different types of schools, divide the class into groups of four to play the following version of the game 'Snap'.

1. Ask or designate one person in each group to act as facilitator.
2. Distribute bundles of blank slips of paper to each of the remaining students and ask them to write down the words 1–10 listed in Vocabulary exercise 4 (one word per slip of paper). These cards form the players' hands.
3. Shuffle the bundles of definitions and place one bundle face down in front of each group facilitator.
4. To play the game, the facilitator turns over the top definition and the three players compete to be the first to place the matching word in their hand on top of the definition saying 'Snap!' as they do so.
5. The facilitator adjudicates using the answer key. The winner is the person with the largest number of correct matches.

Spot check 2:

To help learners recognise word class from word endings, write, *-tion*, *-ive*, *-er*, and *-ic* on the board.

1. Ask learners to identify the word class usually indicated by these word endings (*-tion* and *-er* = nouns; *-ive* and *-ic* = adjectives)
2. Elicit further nouns and adjectives with these endings (e.g. *celebration*, *driver*, *extensive*, *heroic*).

Part 2: Practice exercises (30–40 mins for Exercises 1–3; 60 mins for Exercises 4–8)

FOCUS These exercises train learners to find and understand specific information and to respond to short answer questions keeping within the specified word limit.

Exercise 1

Do the exercise following the instructions in the book. If learners are unfamiliar with the vocabulary, encourage them to work out the meanings from context.

Exercise 2

Do the first two questions together as a class. Elicit responses and write them on the board. If learners have difficulty answering in fewer than three words, write out the whole response and invite the class to nominate words to cross out. Have students complete the remainder of the exercise in pairs. If time allows, challenge learners to come up with an additional 3–4 questions to ask each other.

Typical mistakes: Learners may try to give whole sentences. Point out that for many of the questions a noun or noun phrase is sufficient. Where an action or event needs to be described, a gerund can normally be used in place of a subject-verb-object formation, e.g. Question 5 re a negative experience can be answered with 'breaking my leg' rather than 'when I broke my leg'.

Exercise 3

Do the exercise following the instructions in the book.

Exercise 4

FOCUS Exercise 4 trains learners to scan for specific information by initially previewing a text for overall content and organisation.

Do the exercise following the instructions in the book. Remind students that most of the information they need will be contained in the topic sentence of each paragraph.

Exercise 5

FOCUS Exercise 5 helps learners identify appropriate strategies for responding to short answer questions.

Have students work in pairs or groups of three to complete the exercise.

Typical mistakes: Learners who tend to be text focussed rather than task focussed may choose strategies 1, 3 and 5. Point out the importance of being task focussed and highlight the value of strategies 2 and 6.

Exercise 6

FOCUS

Exercise 6 trains learners to identify the key words in a question.

Do the first two items together as a class. If your learners are more oral/aural in orientation, point out that the important words in a statement or question are generally the words that are stressed in speech. Demonstrate by reading aloud one of the questions and asking learners to underline the words that are stressed (i.e. louder and/or longer).

Learners can do the remainder of the exercise individually then compare their answers in pairs.

Exercise 7

Have students work individually to complete the exercise.

Typical mistakes: Some learners may have difficulty keeping within the word limit. Remind them to focus on using noun phrases. If they find themselves getting stuck, suggest they write longer responses initially and edit them down to three words once they have answered all of the questions.

Exercises 8 & 9

Learners can do the exercise as instructed in the book individually then compare their answers in pairs. If time is short, the exercises can be assigned for homework.

Part 3: Exam practice (Homework – 40 mins)

This can be assigned for homework.

Sample lesson plan for *Reading for IELTS* Unit 4

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

Teacher preparation: Prepare handouts:

1. For Vocabulary spot check 1, make sufficient copies of the hand out so there is one set (A and B) per group of four to six students.
2. For Vocabulary spot check 2, make sufficient copies of the hand out so there is one for each student. (15 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce common words and expressions associated with water and geographical features and train learners to work out meaning from context.

Spot check 1:

To check learners' recall of vocabulary associated with geographical features, do the following group activity.

1. Organise learners into groups of four or six, dividing each group in half as Team A and B.
2. Distribute the definitions to each group, half to each team.
3. Have each team member take it in turns to give a definition and elicit an answer from the other team.
4. The team that gets the most answers correct in each group wins.

Spot check 2:

To check learners' recall of vocabulary associated with liquids, do the following mingling activity.

1. Distribute one set of words to each student.
2. Set up as a mingling activity. Have learners ask about each word as follows:
What's another word for [purification]?
They ask a different student for each question until seven students have answered correctly.
3. For each correct answer, they write the answer and the name of the student that gave it.
4. The first person to collect seven correct answers from seven different students, wins.

Part 2: Practice exercises (40 mins for Exercises 1–5; 50 mins for Exercises 6–8)

FOCUS These exercises train learners to read and answer questions efficiently. Exercises 1 & 2 develop awareness of how sentence structure can help in completing sentences about a text. Exercises 3–6 develop awareness of how to find information within a text. Exercises 7 & 8 train learners to understand the gist of paragraphs.

Exercise 1

This exercise helps learners to predict sentence endings by looking at the grammar of the sentence. Direct learners' attention to the Exam information and tip boxes before they complete the exercise. Then go through the example for Exercise 1 as a class. Use this opportunity to clarify the grammatical descriptions learners will need to use in the exercise. Before they begin, point out that adverbs could come next in most of the sentences, but this would not make sentences with the most appropriate meaning. Learners complete the exercise in pairs.

Typical mistakes: Some learners may not be familiar with the grammatical terminology/ descriptions. If this is a problem, you can have them work in small groups to complete this exercise. You will then need to make sure you reinforce their understanding of this area over the next few lessons.

Exercise 2

The object of this matching exercise is for learners to make use of their predictions from Exercise 1. Do the first item together as a class. Have learners look for the three sentences beginning with a noun, noun phrase or gerund before deciding which sentence is most likely to be correct. Then have learners complete the exercise individually and compare their answers in pairs.

Typical mistakes: Learners often continue to use their own strategies to complete an exercise rather than the one the exercise is focusing on – in this case, using grammar clues to complete sentences. You can encourage them to follow the stages in the instructions by monitoring carefully while they work and having them discuss how they arrived at their answers during feedback.

Exercise 3

This exercise is designed to help learners with another important strategy, identifying where to find information in a text to answer a particular question. Have learners complete the exercise according to the instructions. Highlight that in some IELTS question types, such as sentence completion, the information is always in the same order as the text.

Exercise 4

Exercises 4 & 5 help learners to identify key words in a question and to see how they are paraphrased in the text. Remind learners that the key words in a phrase or sentence are generally the ones that are stressed in speech (see Unit 3, Exercise 6). Demonstrate with the first sentence, using a natural stress on *Searching*, *artefacts* and *sea*. Learners can complete the remainder of the exercise individually, then compare their answers in pairs.

Typical mistakes: Many learners have difficulty with English stress and intonation patterns. Some might therefore find that using stress patterns to identify key words unhelpful and would prefer to concentrate on other indicators, e.g. that they are mainly nouns and verbs. (Note that in these sentence beginnings there are few verbs and the key words are mainly nouns.)

Exercise 5

Direct learners' attention to the Exam tip box at the bottom of page 37 before trying the exercise. Complete the exercise following the instructions in the book. During feedback, refer them to the Exam tip box at the bottom of page 38. Highlight how the two sentence beginnings *Looking for items under the sea* and *Finding artefacts* are also paraphrases of the words used in the text by eliciting how the wording has changed to '*Searching for artefacts under ...*' and '*...recovering artefacts*'.

Exercise 6

This exercise looks more closely at paraphrasing. Learners complete the exercise following the instructions in the book. In classes with weaker learners it would be a good idea to go through the example as a class before they complete the exercise: you can use the opportunity to clarify vocabulary, especially the use of *minefield* as a *difficult situation*. Have learners discuss their answers and why they think the alternatives are incorrect before going through the explanations in the answer key.

Exercise 7

Before completing the exercise, discuss what learners know about the kind of danger people can face from

stormy seas both on and off the water. You don't need to pre-teach vocabulary, but some of it might come up naturally in the discussion. Before they complete the exercise, remind learners to look for both exact wording and paraphrasing.

Typical mistakes: Many learners try too hard to understand every detail in a text at the expense of general comprehension. This preoccupation with understanding everything in a long text can be a particular problem when the aim of an activity is to focus on specific detail, as in Exercise 7. It can be reassuring for learners if you have them skim read the text first and then elicit briefly what they learned about the dangers of the sea. In this way they can share their responses and get a more global understanding of the text before they focus on the details – they will probably be surprised how much they have picked up when reading for gist.

Exercise 8

Before learners begin, point out that they need to use the information they found in Exercise 7. They then complete the exercise according to the instructions. During feedback, point out that the combination of the two exercises will provide the learners with a useful reading skill, i.e. locating where to find information in a text and then reading that part of the text for detailed understanding.

EXTENSION ACTIVITY (30 MINS)

For additional practice in paraphrasing, divide the class into four groups and follow the following steps.

1. Each group chooses four sentences from the text in Unit 3, Practice exercise 4.
2. The group discusses how to paraphrase the sentences they have chosen.
3. They rewrite the sentences, dividing them up to make a matching exercise with sentence stems 1–4 and sentence endings **a–d**.
4. Each group passes their exercise to the next group to complete – on a separate answer sheet.
5. Once all groups have finished, they pass on the exercise they have completed to the next group.
6. Continue until all the exercises are completed.

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.

PHOTOCOPIABLES

Vocabulary spot check 1

Group A

1. A substance which is not solid but which flows and can be poured, for example water (a liquid)
2. A lake that is used for storing water before it is supplied to people (a reservoir)
3. A large amount of water that covers an area which is usually dry, for example when a river flows over its banks (a flood)
4. An area of calm sea water that is separated from the ocean by a line of rock or sand (a lagoon)
5. A wall that is built across a river in order to stop the water flowing and to make a lake (a dam)

Group B

1. A long period of time during which no rain falls (a drought)
2. A long line of rocks or sand, the top of which is just above or just below the surface of the sea (a reef)
3. A bank of sand below the surface of the sea or a river (a sandbank)
4. Fine sand, soil, or mud which is carried along by a river (silt)
5. The ground under the sea (the seabed)

Vocabulary spot check 2

similar word

name of student

beverage

immersion

irrigation

perspiration

precipitation

purification

vapour

Sample lesson plan for *Reading for IELTS* Unit 5

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

Teacher preparation: For Vocabulary spot check 2, prepare and copy a list of the ten words in Vocabulary exercise 3, leaving a space next to each word for learners to write. Also write the same words on sticky notes, (one word per note). You may need to duplicate words to ensure that there are enough for one sticky note per student. (20 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce common words and expressions associated with language and communication and train learners to work out meaning from context.

Spot check 1:

To check learners' recall of vocabulary associated with signs do the following pair activity.

- Learners draw eight signs, including any of the ones they remember from Vocabulary exercise 6, e.g. *poisonous substance*.
- Learners swap signs with a partner and try to guess the meaning of the signs that their partner has drawn.
- Learners get one mark for each sign they draw from Vocabulary exercise 6 (max 6 marks) and one mark for each of their partner's signs that they identify correctly (max 8 marks).
- The learner(s) with the most marks win(s).

Spot check 2:

To check learners' recall of vocabulary associated with body language, do the following mingling activity. It is in two parts.

Part 1:

- Fix the sticky notes to each learner's forehead without them seeing the word.
- Set up the mingling activity. Learners move around the class interacting in different pairs: one mimes the action on their partner's forehead, the other tries to guess what it is.
- In any pair, if one student can't mime the action or the other can't guess, they move on to work as a different pair. When someone correctly guesses an action written on their forehead they sit down.
- Continue until all learners have finished.

Part 2:

- Give each student a list of the ten body language words and check understanding of each one.
- Continue as a mingling activity. Learners interact in pairs and mime one of the actions on the list.
- If the other person gives the correct word for the action, s/he writes their name next to action on the list.
- The activity continues until one student has a list of eight different student names, one for each action.

Part 2: Practice exercises (40 mins for Exercises 1–5; 50 mins for Exercises 6–8)

FOCUS These exercises train learners to answer multiple-choice questions. Exercise 1 provides a general introduction to multiple-choice questions. Exercises 2 & 3 train learners to locate information in the text. Exercises 4–6 encourage learners to put detailed information from a text into their own words (so they can more easily identify correct multiple-choice options). Exercises 7 & 8 train learners to identify correct answers and incorrect distractors.

Exercise 1

Direct learners' attention to the Exam information box at the top of page 44 before trying the exercise. To introduce multiple-choice questions, have learners do the exercise following the instructions in the book. During feedback, show an interest in their answers, but highlight the importance of reading the question carefully and choosing the correct number of options.

Typical mistakes: Learners often lose marks in exams unnecessarily by not following instructions. As learners should be encouraged to learn from their mistakes, it is better to leave them to make their own mistakes in Exercise 1, rather than warning them in advance to follow the instructions carefully. Typically the mistake in this exercise will be to choose the incorrect number of options.

Exercise 2

Before they begin, briefly introduce the text by eliciting what learners think is the key to good communication. Then point out that Exercise 2 is similar to the one they did in Unit 4, Practice exercise 3 and is about locating information. Have learners complete the exercise according to the instructions. Remind them that with multiple-choice questions, like sentence completion, the information is always in the same order as the text.

Exercise 3

This exercise reminds learners to look for key words in the question as they did in Units 3 & 4. Have learners complete the exercise according to the instructions. Then have them compare their answers with the suggestions in the answer key.

Exercise 4

Refer learners to the Exam tip box on page 45 before they complete the exercise and remind them of the paraphrasing exercise they did in Unit 4, Practice exercise 6. Elicit why it is useful to paraphrase extracts from the text – it helps them form a better understanding of the information. Go through the example as a class, then have learners complete the exercise following the instructions in the book and have them check answers in pairs. Encourage them to take an interest how each version is different, their own versions and the ones in the answer key.

Exercise 5

Exercises 5 & 6 help learners to answer questions in their own words. Elicit what learners have learned about monkey behaviour from the text in Practice exercise 4. Explain that they are going to read more about the research of Professor Snowdon and David Teie in the next text. Learners complete the exercise following the instructions in the book. Make sure they understand that the instruction to use bullet points means they have to write a list of answers to each item.

Typical mistakes: You will find that learners often fail to carry out instructions in stages when asked to do so. Highlight the importance of stage 1, underlining key information in the questions, and go round the class checking as they work. Ideally, the learners will develop the habit of doing this over time.

Exercise 6

Books closed, have learners discuss in small groups the pros and cons of predictive texting. Encourage them to give examples of problems they have encountered – they are often amusing. Then complete the exercise, in two stages, following the instructions in the book. Have learners compare their ideas with the models in the answer key to see if they were on the right track.

Typical mistakes: Learners do not find paraphrasing easy and might feel tempted to copy chunks from the text instead of using their own words. Point out that the aim of this activity is to encourage learners to think about and re-state the key ideas in the text in order to recognise the correct multiple-choice option; it is not a test of their ability to write grammatically correct sentences.

Exercise 7

Learners now practise answering multiple-choice questions. Complete the exercise following the instructions in the book. Then have pairs discuss their answers and the ones in the answer key. After feedback, have learners discuss in small groups to what extent the activity in Exercise 6 helped them find the correct answers. Point out that it is helpful to reflect on everything they do in the classroom after the lesson as this will enable them change bad habits and learn new skills more effectively.

Exercise 8

Learners complete the exercise following the instructions in the book. As the object is to identify incorrect distractors, it is important to discuss these in depth during feedback. To make this more effective, it is useful for learners to first discuss them in pairs and then in small groups.

EXTENSION ACTIVITY (30 MINS)

Divide the class into groups of four and follow these steps.

1. Using the text in Practice exercise 5, each learner writes one multiple-choice question where there is one correct answer.
2. In groups, learners discuss each question, the answer and the distractors to see if they are appropriate.
3. Each group then passes their exercise to the next group to complete – on a separate answer sheet.
4. When they finish answering, they pass on the exercise they have completed to the next group.
5. Continue until each group has completed all the exercises.

Part 3: Exam practice (30 mins)

This can be assigned for homework. Have learners look at the Exam tip box before they do the exercise. Remind learners to look again at the Exam information and tip boxes from the unit before completing the Exam practice section.

Sample lesson plan for *Reading for IELTS* Unit 6

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

Teacher preparation: For Vocabulary spot check 1, make sufficient copies of the hand out so there is one set of cards per group of four learners. Cut up and bundle sets together. (15 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce common words and expressions associated with science and technology and raise awareness of word origins and use of suffixes.

Spot check 1:

To provide practice in using suffixes and recalling nouns associated with science, divide learners into groups of four.

1. Place the cut-up set of suffixes from Vocabulary spot check 1 hand out face down in front of each group.
2. Learners work as two pairs, with each pair taking turns to either say the words or do the timing / adjudicating.
3. One pair turns over a suffix card. They have 30 seconds to say as many scientific words as they can think of that end in this suffix. The pair scores a point for every word they say correctly. The other pair times them and counts how many correct words they manage to say.
4. Pairs swap roles and turn over another card.
5. The team with the most points wins when all the cards have been turned over.

Spot check 2:

To discuss the jobs of people practising a particular science or medicine, do the following mingling activity. Note that the activity is based on the branches of science and medicine and their explanations in Vocabulary exercise 3 – omitting item 6 (geometry) that cannot be used to describe a job.

1. Give each student a number from 1–12 (omitting number 6). Starting counting again from 1 after reaching 12. Nominate randomly so that learners can't remember each other's numbers.
2. Explain that you want them to describe the job they have been allocated. Have them identify what

their job is from the list in Vocabulary exercise 3, e.g. student 5 is an ecologist.

3. Write a model stem on the board as follows:
I'm a scientist/doctor who is concerned/deals with ...
4. Ask learners to think about how to explain their job to others using the language on the board and in Vocabulary exercise 3.
5. Set up the mingling activity. Have the learners ask and answer about each job, e.g. as follows:
What do you do?
I'm a scientist. I'm concerned with the nature and properties of matter and energy.
You're a physicist.
That's right.
6. Learners write down the name and job of the student and move on to another pair, collecting as many names as possible.

Part 2: Practice exercises (40 mins for Exercises 1 & 2; 40 mins for Exercises 3 & 4)

FOCUS These exercises train learners to complete a diagram or picture and complete sentences about a text. Exercise 1 trains learners to distinguish between types of information in a long text. Exercise 2 trains learners to use this information for labelling diagrams. Exercises 3 & 4 train learners to paraphrase information from a text to complete sentences.

Exercise 1

This exercise raises awareness of the way that paragraphs in a text focus on different ideas. Direct learners' attention to the Exam information box near the top of page 53. Books closed, find out what learners already know about dolphin intelligence and their views on how dolphins should be treated. Then have learners skim read the text to identify the general idea of each paragraph: they write the letter a) *properties of brains* or b) *intelligence* next to each paragraph. Allow just three or four minutes to encourage skim reading rather than a detailed reading. Then have learners work in pairs, looking at the answer key; they will notice that some paragraphs (4 and 6) focus primarily on b) but also refer to a), and that Paragraph 7 talks almost equally about both. Paragraph 8 is not included as it is the conclusion.

Typical mistakes: Texts do not always follow fixed rules with each paragraph strictly divided into different topics. However, they do usually follow a general pattern with paragraphs mainly about one topic: learners need to get used to this idea. They should understand that it is very useful to skim read a text to get a general idea, but that they will still need to read some paragraphs more closely to identify exactly what information it contains.

Exercise 2

Draw attention to the Exam tip box at the bottom of page 54. Then elicit or clarify how this exercise links to Exercise 1, i.e. doing Exercise 1 helped learners identify where to look for the information to complete each diagram. Have learners work in pairs to complete the exercise. Point out that unlike in the exam, there is no word limit here so there may be some variations in their answers.

Exercise 3

Introduce Exercises 3 & 4 by reminding learners of the importance of paraphrasing. Have learners complete this exercise according to the instructions. During feedback, point out that the sentence beginnings paraphrase what is in the text, but that the sentence endings use the same language as the text.

Exercise 4

Remind learners that in order to look for paraphrases in the text, it is useful for them to put each sentence into their own words before they begin reading. Remind them that the answers are in the same order as the text; also point out that they can use the exact words from the text in their answers, as in Exercise 3, as long as they write no more than three words.

Typical mistakes: Some learners may struggle to find the correct answers because there is so much information in the text, e.g. for item 3, several reasons are given for why Goodall thought women made good field scientists. Paraphrasing the sentence beginnings, thinking about the word limit and paying attention to the grammar of the sentence should all help learners narrow down the possible answers to the correct one (in item 3, grammar helps as the answer has to be an infinitive verb form). If some of your learners do not use this sort of strategy to answer exam-type questions, remind and encourage them to try them out.

EXTENSION ACTIVITY (30 MINS)

To help learners understand the two texts in more depth as well as provide further practice in paraphrasing, divide the class into groups of four.

1. Divide the groups into As and Bs. The A groups use the text in Practice Exercise 1 and the B groups use the text in Practice Exercise 4.
2. Each group selects four sentences to paraphrase, making a note of where they are in the text.
3. Group members paraphrase one sentence each.
4. The group then work together to edit and write the four paraphrased sentences in the order they appear in the text.
5. A and B groups exchange their sentences. Each group then finds and matches the four paraphrased sentences to the ones in the text.

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.

PHOTOCOPIABLES

Vocabulary spot check 1

-logy

-metry

-graphy

-ics

-ing

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.

Sample lesson plan for *Reading for IELTS* Unit 8

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

Teacher preparation: For Vocabulary spot check 3, select and print/cut out a selection of 15 photographs of elderly people. Make sure that there is a variety of types and that it would be possible to use all the adjectives in Vocabulary exercise 3 to describe them. (20 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce common words and expressions associated with age (young and elderly people), and help learners understand the connotations of adjectives and nouns that describe people's age and relationships.

Spot check 1:

To revise vocabulary from Section 1, have learners discuss what they wrote in Vocabulary exercise 5 in pairs.

1. One learner in each pair reads aloud what they have written and their partner tries to identify the five words they have included from the Vocabulary section.
2. The partner asks questions about the text to clarify and elicit further information.
3. They swap roles and repeat the procedure.
4. Learners then tell the rest of the class any interesting things they have found out about their partner.

Spot check 2:

To develop an understanding of connotation, write the following words on the board: *a couple, -ish (twelve-ish), aspiration, scam, elderly, octogenarian, mature.*

1. Learners discuss in pairs any connotations they feel the words have for them. These might include:
a couple: no longer willing to go out and have fun.
-ish: the speaker is uncertain
aspiration: relates to someone who is ambitious
elderly: a fairly respectful way to refer to old people (perhaps old but still active)
octogenarian: someone in their eighties (often positive connotations so perhaps still active)

mature: someone who is not old but no longer youthful

Note that these are not definitions, but possible feelings about or reactions of an individual to the words.

Spot check 3:

To develop a more in-depth understanding of words to describe age, have learners describe a selection of elderly people using the words in Vocabulary exercise 3.

1. Distribute the photographs, one for each learner. If you have more than 15 learners, you will need to put some of them in pairs.
2. Each student writes the number of the adjective from Vocabulary exercise 3 that they feel best describes the person in the photo.
3. They then pass the photos on to another student and select a different adjective to describe the new photo they have received. Continue until everyone has described all the photos.
4. Learners work in groups of four and discuss their choice of adjectives.

Part 2: Practice exercises (25 mins for Exercises 1 & 2; 15 mins for Exercise 3; 25 minutes for Exercises 4 & 5)

FOCUS These exercises train learners to read more efficiently and identify information. Exercises 1 & 2 encourage learners to use prediction to anticipate information. Exercise 3 provides practice in increasing reading speed. Exercises 4 & 5 train learners to answer true/false/not given questions.

Exercise 1

This exercise helps learners to tackle true/false/not given questions by identifying different topics in a text quickly. Direct learners' attention to the Exam information and Exam tip boxes at the top of the page. Point out that the exercises in this unit should be carried out exactly according to the instructions so that they gain the maximum benefit. Have learners read the instructions and discuss as a class before they begin. Point out that although they should read carefully, they should keep going rather than looking back or hesitating if they feel they haven't fully understood something. Learners complete the exercise according to the instructions and discuss the outcome as a class.

Typical mistakes: Most learners find it difficult to increase their reading speed for a variety of reasons. One problem is that they can go from their normal reading speed to 'panic reading' where everything becomes a blur. In this exercise encourage them to read normally, while attempting to read a little faster than usual. More importantly, they shouldn't look back or hesitate (except to tick a topic).

Exercise 2

Direct learners' attention to the Exam tip box in the middle of page 71, which reminds them of the need to predict answers. Explain that prediction can take a variety of forms. In this exercise, thinking of paraphrases helps learners focus on meaning. Point out that in this case, paraphrasing just means 'finding alternative words and phrases', e.g. *quantity* as an alternative to *proportion*. Learners complete the first part and discuss their answers in pairs. Then have them complete the second part of the exercise according to the instructions. Have learners reflect in groups how the prediction helped understanding.

Exercise 3

Direct learners' attention to the Exam tip box at the top of page 72 before they do the speed reading. As in Practice exercise 1, the instructions need to be fully understood before the learners begin. Point out that it would be particularly helpful to use a timer on a smart phone, if they have one, instead of a watch. This means they can stop the timer each time they answer the check question. Have them read the first text according to the instructions and then discuss how it went as a class. When they are ready, have them read the second text in the same way. When they finish, discuss whether and to what extent they improved their reading for the second text.

Typical mistakes: As mentioned in Practice exercise 1, learners might go into 'panic reading' mode unless they are sure what to do. Make it clear that this is not a race, but part of the process of increasing their reading speed. If they have to go back and reread a section, they should not see this as a failure but simply as feedback to help them adjust their reading speed to fit comprehension.

Exercise 4

This exercise prepares learners for the true/false/not given questions in Exercise 5. Direct attention back to the Exam information box at the top of page 70. Highlight the fact that the answers must come from the text. Explain that Exercise 4 just focuses on TRUE or NOT GIVEN answers, as the distinction between these two is not always immediately obvious. Have them

complete the exercise according to the instructions and discuss their answers in pairs before checking with the answer key.

Typical mistakes: Many learners find the NOT GIVEN distinction difficult to understand. As indicated in the key, they often think an answer is true based on their own knowledge, or by making deductions from the text. It is therefore important that they have time to think carefully about their answers by discussing them in pairs.

Exercise 5

Have learners complete the exercise according to the instructions and discuss their answers in pairs before checking the key. Then discuss this activity type as a class and clarify any remaining issues if necessary.

Typical mistakes: Learners may have problems identifying the NOT GIVEN answers, especially as they have both TRUE and FALSE items to deal with this time. It is therefore very useful for them to discuss anything they are still uncertain about. Learners like concrete tips so you can tell them:

- Don't make assumptions – All three NOT GIVEN items, 4, 5, and 6 could be wrongly answered by making assumptions, i.e. that Tesco, Asda and Sainsbury's are the three biggest supermarkets; that creating thousands of new jobs means Morrisons are doing well; that the two thirds of staff they are recruiting over 24 are in a specific age range (25–75).
- Notice modifying words like *only*, *some*, *exactly* – This does not come up in the examples but is a common problem, e.g. *Most students want to get a part-time job* is not the same as: *Students always want to work part time*.
- Don't make use of your own knowledge – you may know that most employees of McDonald's are young, but the text doesn't say so (and you cannot assume that because only 1,000 out of 75,000 are over 60, that most of the rest are under 30).

EXTENSION ACTIVITY (30 MINS)

To help learners understand the difference between what a text actually says and what a reader may take from the text, learners work in groups of four to six.

1. Ask learners to tell you what they remember about the text in Unit 7, Practice exercise 6. Write their ideas on the board as statements.
2. Have learners re-read the text to find which statements are correct.
3. Write *assumptions* and *specific phrases* on the board. Look at the first sentence in the text

EXTENSION ACTIVITY (30 MINS)

as a class and have learners come up with an assumption based on the text. You might need to prompt them to say, for example: '*because of the recession*'. Have them look at the second sentence to find a specific phrase: '*traditional recruiters*'. Write both answers under the appropriate headings.

4. Have learners work in groups to find more examples of both possible assumptions and specific phrases in the text and write them in a list under the appropriate headings.
5. Discuss what each group has come up with as a class and clarify how these assumptions and specific phrases could cause learners to misinterpret the text.

Part 3: Exam practice (30 mins)

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

Sample lesson plan for *Reading for IELTS* Unit 9

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

Teacher preparation: For Vocabulary spot check 1, make sufficient copies of the hand out for one per group of four students. (15 mins)

Part 1: Vocabulary (15–25 mins)

FOCUS These exercises introduce common words and expressions associated with neighbourhoods and communities, and focus on collocation and word building.

Spot check 1:

To revise vocabulary associated with Vocabulary exercise 1, do the following pair activity.

1. Learners label the seven pictures.
2. They then discuss differences between the seven images in the pictures and the places where they live.
3. Continue as a class discussion, helping with any new vocabulary learners need to describe differences.

Spot check 2:

To broaden understanding of vocabulary connected with communities and neighbourhoods, have learners discuss the places they live in groups of six.

1. As a class, elicit what learners remember about the two texts in Vocabulary exercises 4 & 5.
2. In groups, have learners find out from each other if anything similar happens in their own communities.
3. They continue the discussion by talking about what sorts of events they would like to see in their own communities.
4. Have feedback as a class.

Part 2: Practice exercises (50 mins for Exercises 1–4; 30 mins for Exercise 5 & 6)

FOCUS These exercises train learners to match information to its location in a text. Exercise 1 focuses on identifying what sections of text are about. Exercises 2 & 3 focus on identifying types of information. Exercise 4 focuses on the function of paragraphs. Exercises 5 & 6 focus on reading strategies relevant to this type of exercise.

Exercise 1

Direct learners' attention to the Exam information box at the top of page 81. Have them complete the activity according to the instructions and discuss their answers in pairs.

Typical mistakes: Learners are often distracted by detail in a short text and lose sight of the overall meaning. It is worth pointing this out after learners have completed the exercise if they had trouble identifying the correct answers.

Exercise 2

This exercise helps learners focus on the function of different types of information. Direct learners' attention to the Exam tip at the top of page 82. Books closed, write the functions **a–f** from column 2 on the board. Elicit what type of information learners would expect to see in each case and any language associated with it. Have learners complete the activity according to the instructions and discuss their answers in small groups.

Typical mistakes: Although this exercise might seem straightforward, there are some aspects that could confuse your learners. First of all, *an explanation* refers to clarifying information or providing further detail and not to giving an explanation why – which is the purpose of *a reason*. Secondly there is an absence of signposting words to indicate the function: there is no *i.e.* to signal an explanation, or *because* to signal a reason, etc. The only signpost is the word *like* in sentence 6 to indicate a comparison. For this reason, it is useful to have learners discuss their answers in groups while you go round the class clarifying where appropriate.

Exercise 3

Having completed Practice exercise 2, learners should be ready to complete this exercise without any support. However, you might like to highlight that the types of information appear in the same order as the texts. Have learners complete the activity according to the instructions and discuss their answers in pairs.

Exercise 4

This exercise focuses on the main topics of paragraphs. Have learners complete the activity according to the instructions and discuss their answers in pairs.

Exercise 5

Exercises 5 & 6 focus on reading strategies relevant to matching information. This exercise is an opportunity for learners to reflect on how to improve their ability

in matching by thinking about the list of six possible strategies. When they have checked their answers, have them reflect on what they do themselves and to what extent they follow the four useful strategies proposed. Have them discuss their views in small groups.

Exercise 6

Have learners complete the activity according to the instructions. When they have finished, organise them to work in the same groups as in Exercise 5. They discuss how easy or difficult they found the task, whether they used the strategies proposed and, if so, whether they were helpful.

EXTENSION ACTIVITY (30 MINS)

To provide further practice in identifying information, organise learners in groups of 6.

1. Refer to the seven types of information in Practice exercise 3. Tell learners to find and underline any examples of these from the text.
2. Refer to Practice exercise 6 and highlight the type of language used to identify two different types of information:
an example of ... (example)
a reason why ... (reason)
Point out that other information types can often be identified by simply referring to something specific in the text:
a countryside issue
a well-known person
3. Have groups write similar phrases about the information they have underlined in the text.
4. They transfer them all onto one sheet, keeping a separate answer key.
5. Swap lists of information between groups and have them answer each other's questions.

Part 3: Exam practice (40 mins)

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

PHOTOCOPIABLES



www.shutterstock.com · 142056310



www.shutterstock.com · 142043677



www.shutterstock.com · 17202979



www.shutterstock.com · 121189258



www.shutterstock.com · 112363370



www.shutterstock.com · 183051941



www.shutterstock.com · 154264334

Sample lesson plan for *Reading for IELTS* Unit 10

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

Teacher preparation: For Vocabulary spot check 2, make sufficient copies of the hand out so there is one set of cards per group of four students. Cut up and bundle sets together. (15 mins)

Part 1: Vocabulary (15–20 mins)

FOCUS These exercises introduce common words and expressions associated with holidays and travel and provide practice in using synonyms and word building.

Spot check 1:

To revise vocabulary related to holidays and travel, have learners work in teams of four students.

1. Give them two minutes to write down as many words and phrases they can remember connected with the topic of holidays and travel.
2. After two minutes see which team has the longest list. Have them read out their list and write the words and phrases on the board. Add words from other groups that are not on the list.
3. Ask learners to open their books and find five more words or expressions in the Vocabulary practice section.

Spot check 2:

To practise using synonyms for words connected with holidays and travel play a 'pairs' game in groups of four.

1. Distribute the cards and have learners place them face down in the middle of the group.
2. Each player takes turns to reveal two cards. If they match s/he keeps them, if not, they are turned back face down.
3. Learners continue until all the cards are matched.
4. Learners count and note down the number of pairs they have collected.
5. One student then looks at his/her pairs and says a word or phrase. The first student to give a synonym adds a point to his/her score.

6. Continue until all the synonyms have been given. The student with the most points wins.

Note: the student who collected the most pairs is disadvantaged in the second part and this is a chance for the others to catch up.

Part 2: Practice exercises (50 mins for Exercises 1–4; 30 mins for Exercises 5 & 6)

FOCUS These exercises train learners to identify writers' views/claims in the context of yes/no/not given questions. Exercises 1–3 focus on the difference between facts and opinions. Exercise 4 reminds learners of the importance of paraphrasing. Exercises 5 & 6 focus on identifying writers' views or claims.

Exercise 1

Direct learners' attention to the Exam information box at the top of page 89. Point out that the answers yes/no/not given are used for questions about the writer's opinion and true/false/not given are used for answers about factual information (see Unit 8). Explain that this exercise helps them to think about the difference between fact and opinion. Have learners complete the activity according to the instructions and discuss their answers in pairs. Check answers and clarify any issues that arose in the pair discussion as a class.

Typical mistakes: Some learners might have more difficulty distinguishing fact from opinion than others. Use this introductory activity to find out about your own learners so that you can provide the appropriate help. Point out how to answer a yes/no/not given question in a text containing the following sentence: *As for me, I think the airport service for Thai Airways is better than any other.* Thai Airways has the best airport services. Given, but not a fact (NO). The writer thinks that Thai Airways has the best airport services. Given, and expresses the writer's opinion (YES).

Exercise 2

Highlight that this exercise focuses on facts: whether the statement agrees with a fact in the text or contradicts it. Discuss the example as a class. Then have learners complete the activity according to the instructions and discuss their answers in pairs.

Exercise 3

Highlight that this exercise focuses on opinions: whether the statement agrees with the writer's opinion

or contradicts it. Learners complete the activity according to the instructions. Tell them to discuss their answers in pairs, justifying each answer. Continue discussion in groups before checking the answer key.

Typical mistakes: If you feel some of your learners still need reminding about how this activity works, have a discussion at this point about how Exercise 2 and 3 have helped their understanding of the yes/no/not given activity type.

Exercise 4

This activity is a simplification of the sort of question learners will see in the exam: the statements give a definition of the words and phrases they need to find in the text – which helps them think about the paraphrasing of specific words and phrases. Learners complete the exercise according to the instructions.

Exercise 5

Practice exercises 5 & 6 provide targeted practice in answering yes/no/not given questions. Direct learners' attention to the Exam tip at the bottom of page 90. Highlight that this exercise only asks them to distinguish between YES and NOT GIVEN. This means they can just concentrate on finding whether the information is in the text, and not be distracted by looking for information that contradict the statement. If there is no paraphrase, the answer is NOT GIVEN.

Exercise 6

Elicit or explain how this activity differs from the yes/no/not given activities in the exam:

- a) The information in focus is provided so learners do not have to find it in the text.
- b) Instead of identifying one statement as YES/NO/NOT GIVEN, learners identify one of each.

Point out that this will provide them with valuable practice in the exam technique. Have learners complete the activity according to the instructions and then discuss answers in pairs. Check answers in groups of four and have learners look carefully at the commentary provided in the answer key.

Typical mistakes: Point out that the choices in this exercise have been written to specifically highlight problems that students face when answering similar yes/no/not given question types. This is why it is important for them to check carefully through the commentary and reflect on any misunderstandings, e.g. the difference between *confident about (something)* and *confident* in item 2.

EXTENSION ACTIVITY (30 MINS)

To help learners distinguish fact from opinion, have them reread sections C–E of the Exam practice text in Unit 9.

1. Learners work individually, underlining facts and circling opinions.
 2. When they have finished, have them work in pairs to compare their answers.
- Answer key:** facts underlined; opinion in italics.

C

Living Streets (livingstreets.org.uk), which promotes safe, active and enjoyable streets, says *steer clear of heavy traffic*. Its research shows that people living on busy streets shield themselves from noise, don't go outside and restrict their children's independence – all of *which reduces interaction with neighbours*. And although an *open space may seem like an asset, it can also become a source of conflict*, says Dominic Church, senior adviser at the Commission for Architecture and the Built Environment. *'If they are not kept clear and nobody is clearly responsible for the maintenance, they can become breeding grounds for graffiti, antisocial behaviour and kids mucking about,'* he says.

D

Local police can tell you whether there is a Neighbourhood (or Home) Watch scheme in your area (mynhw.co.uk). Living in an area with a scheme doesn't just reduce your insurance premiums and ensure that the police tackle local issues such as theft: research shows that even when neighbours have nothing in common they share a desire to create a safe area and create a community spirit. If there isn't a scheme, find out why.

E

Councils have lists of local voluntary organisations that can help to reveal the interests and activities of local communities. Some councils also run award schemes, which may include prizes for active and inspirational groups. Search the web, use social media and post queries on forums to find out residents' views. *This may give you more varied and up-to-date information than the council.* Look at newschoolsnetwork.org to see if there are any plans to set up a new free school in the area. *This is a sign of socially engaged parents and community motivation.*

Part 3: Exam practice (30 mins)

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

PHOTOCOPIABLES

Vocabulary spot check 1

clientele	customers	staycations	holiday at home
sector	business	commuters	people who travel to work
lobby group	campaigners	arrangement	scheme
casualties	injuries		

Sample lesson plan for *Reading for IELTS* Unit 11

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

Teacher preparation: For the Extension activity make enough copies of the hand out for each student. (20 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS **Focus:** These exercises introduce common words and expressions associated with culture and modern society and provide practice in using homonyms.

Spot check 1:

To revise words associated with high and low culture have students work in pairs to complete a table.

1. Draw two columns on the board headed *Low culture* and *High culture*. Elicit two items from Vocabulary exercise 1 that can go under *Low culture* and two that can go under *High culture*.
2. Learners write as many words and phrases as they can under each heading, both new words and ones from Vocabulary exercise 1.
3. Score two points for each item from Exercise 1 and one point for each new item. The pair with the most points wins.

Spot check 2:

To revise and extend the use of homonyms, do the following activity.

1. Elicit examples of homonyms that the learners have encountered in Vocabulary exercises 5 and 7: *beam, conductor, myth, plump, relay, stratosphere, steep, stunned*. Write them on the board.
2. Add to the list any homonyms from the exercises that the learners can't remember, then elicit two possible meanings for each one.
3. Write the following additional homonyms on the board:
address, arm, board, book, chip, duck, file, hail, jam, light, match, object, park, rock, row, saw, spring, trip, watch
Have learners work in groups to see if they can come up with two meanings for each. They should write them down as list. Point out that they can all be a noun or a verb.

4. When they have done as many as they can, have them swap lists with another group and, using a dictionary, check answers and complete any left blank.
5. The group with the most definitions wins.

Part 2: Practice exercises (20 mins for Exercises 1 & 2; 30 mins for Exercises 3 & 4; 30 mins for Exercises 5 & 6)

FOCUS These exercises train learners to match statements to features in the text. Exercise 1 focuses on the difference between facts and opinions. Exercise 2 focuses on identifying features in a text. Exercises 3 & 4 focus on skimming, scanning and paraphrasing as preparation for Exercise 5. Exercise 6 practices the strategies from previous exercises to match statements.

Exercise 1

This exercise helps learners pick out opinion and information in a text. Direct learners' attention to the Exam information box the top of page 97. Elicit the difference between a fact and opinion. Have learners complete the activity according to the instructions and discuss their answers in pairs. Check answers and clarify any issues that arose in the pair discussion as a class.

Exercise 2

Exercise 2 gives practice in picking out key information. Go through the example carefully and discuss it as a class. Elicit the exact words used if different from the answers, i.e. *a study, children under two, language development*. Then have learners complete the activity according to the instructions and discuss their answers in pairs.

Typical mistakes: Learners sometimes find it hard to isolate key words from the detailed information around them. Rather than identifying features, they might identify things that are too specific. You can help them by getting them to try and shorten any lengthy explanations, e.g. in Text B: *paediatricians' advice* instead of *'official advice to parents from the American Academy of Paediatrics'*. You could also point out that this is an exercise where the process is more important than the correct answer, i.e. they will learn more by thinking about possible answers than just by trying to get them correct.

Exercise 3

Point out that this exercise introduces a three-stage strategy for summarising key information that will save them time and improve their comprehension. Note the following about each step:

1. When they skim-read each paragraph, they should only read enough to identify the topic (or it quickly becomes reading for detail)
2. Having made a note of the topic, they should write anything else they remember before moving on to the next paragraph (but not re-read the paragraph)
3. Having completed steps 1 and 2, learners can look at their notes to predict what is missing, and then scan for detailed information.

Typical mistakes: The ability of your learners to do this task will depend on how well they can both skim-read and take notes. If your learners lack effective note-taking skills, give them practice using texts in other units and encourage them to make notes. This can be done as a self-study activity.

Exercise 4

This exercise links the importance of paraphrasing to the feature-matching task type. Have learners complete the activity according to the instructions and discuss their answers in pairs. They should compare their ideas with the suggestions in the answer key.

Exercise 5

Exercises 5 and 6 focus on specific elements of feature matching. Have learners complete the activity according to the instructions. Tell them to work individually; they should refer to their notes initially and then refer to the text, discussing their answers in pairs. For a full explanation, have learners look at the answer key.

Typical mistakes: Learners sometimes find it difficult to separate different elements of a task – as they are asked to do in Exercise 5. It is helpful to give each element more clarity by, for example, having them do the first stage individually and the second in pairs.

Exercise 6

This exercise highlights four different types of statement: opinions (of the author or quoted by him/her) and facts (expressed by the author or quoted by him/her). Discuss the strategies learners can use before they begin. After checking answers, have a class discussion about the strategies they have learned.

EXTENSION ACTIVITY (30 MINS)

To give learners further practice in feature-matching tasks before they complete the exam practice, have them use the text from the Exam practice in Unit 10 to answer the question in the handout.

Part 3: Exam practice (30 mins)

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

PHOTOCOPIABLES

Match the statements 1–6, which describe people and places, with names A–F.

1. A member of staff at Loganair
2. A senior member of staff at Westray Junior High
3. A company that records unusual facts
4. A boat that is currently out of use
5. A place in Orkney that is not on an island
6. A place used for comparison

A Willie McEwen
B Edinburgh airport
C Jonathan Hinkles
D Kirwall
E The Guinness Book of Records
F Golden Marina

Sample lesson plan for *Reading for IELTS* Unit 12: Practice Test

Student preparation for this class: Ask learners to read page 7 of their books, which tells them how the test is marked. Ask them to use their books to revise any areas they have found difficult, e.g. sentence completion questions, labelling diagrams. (30 mins)

Teacher preparation: None

Your learners will benefit most if this test is done under exam conditions. They should answer all four sections consecutively. Remind them that in the actual test they will need to keep 10 minutes aside to transfer their answers to the answer sheet. Ideally you should invigilate the test, but it will also benefit learners if they do it on their own. Learners should mark their own tests so they can easily see which questions they had trouble with.

Review page 7 of the book, which explains how the banding is calculated. When learners have calculated their score and checked their band, spend some more time going over the test. If a lot of students had problems with a particular question, let them read the text again and discuss any issues that arise.

EXTENSION ACTIVITY (20 MINS)

Ask learners to write an action plan that states which areas they should work on, and which sections of the book they are going to use to revise. Leave sufficient time for them to hand it in for you to check over and then discuss as a class.