

## 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.

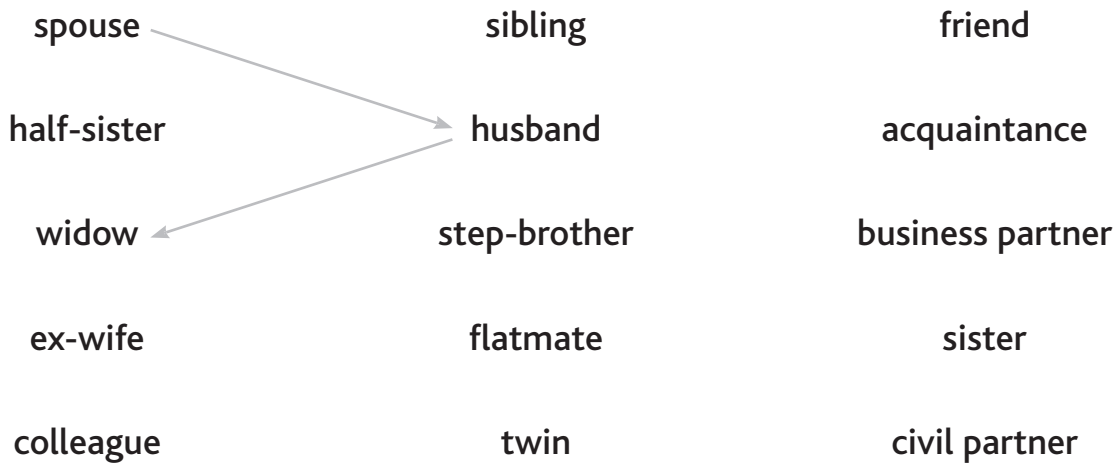
### PHOTOCOPIABLES

#### 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.

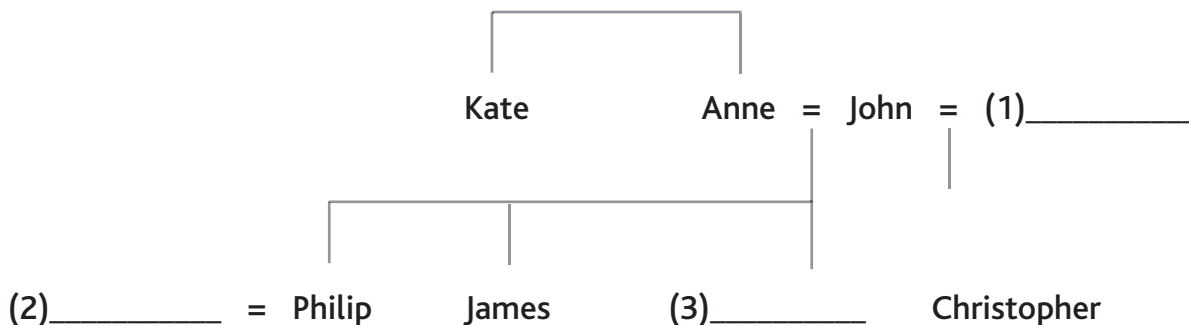
The first line has been started for you.



#### Vocabulary spot check 2

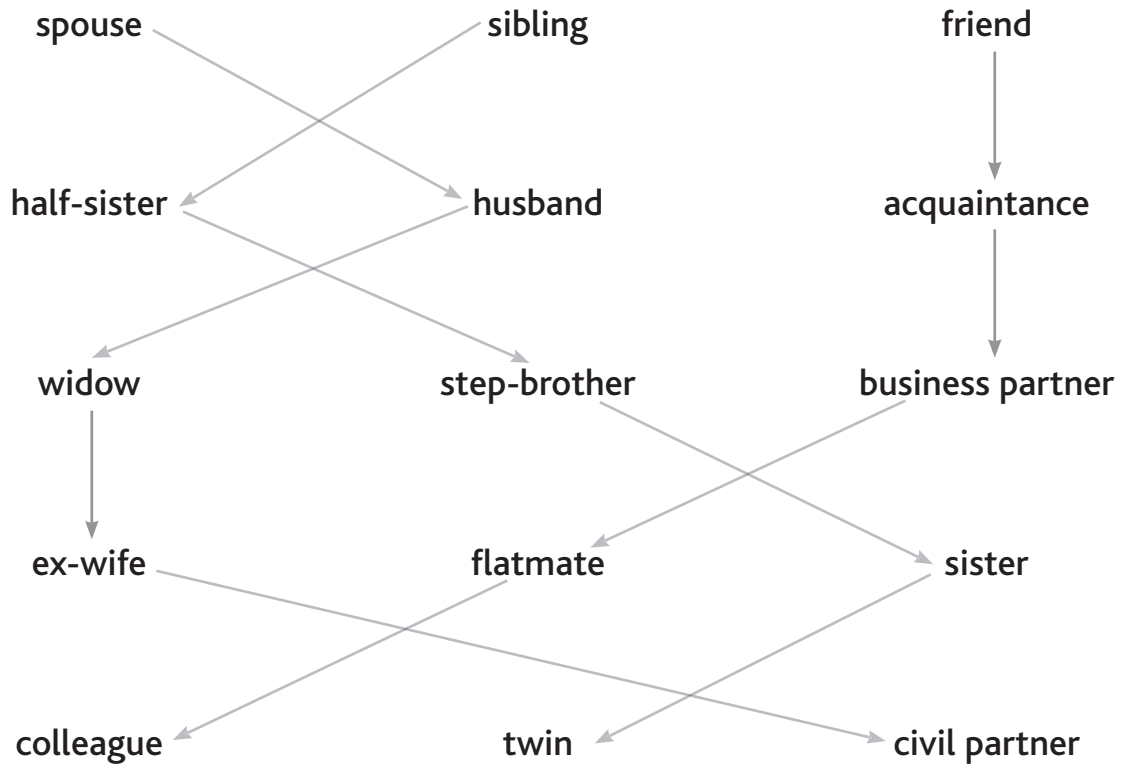
Complete the family tree by writing names in the gaps according to the description below.

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.



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### Vocabulary spot check 1 answer key



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1. Carly, 2. Kate, 3. Susan