

## 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.