

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

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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.