

## Sample lesson plan for *Grammar for IELTS* Unit 17

**Student preparation for this class:** Have learners study the first part, the grammar, before the class and make notes on anything they need clarifying in class. (20–30 mins)

**Teacher preparation:** none

### Practice exercises (45 mins)

**FOCUS** These exercises train learners to understand how the organization of text can help them in both understanding and producing written text.

#### Exercise 1

Books closed, write the sentence functions in Exercise 1 on the board: *result*, *opposite view*, *example*, *reason*, *topic sentence*. Discuss how learners can signal these different functions in their writing, e.g. *result*: use of *so*, *opposite view*: use of *on the other hand*, etc. Then have learners complete the exercise according to the instructions and check answers in pairs.

**Typical mistakes:** Students do not always make the connection between the content of lessons and its contribution to improved exam results. You might wish to highlight how the logical ordering of sentences into: *topic sentence*, *reason*, *example*, *opposite view* and *result* has enabled the writer to create a concise, clearly expressed paragraph.

#### Exercise 2

Have learners complete the exercise according to the instructions. During feedback, highlight how this organization of text is clear and logical, i.e. description of the data, then interpretation of the data (in this case in two separate ways). Explain that the key to organizing text for the IELTS Writing exam is to first understand what the examiner wants, then think about the logic/order of your argument, and finally decide how to organize each part of what you want to say.

#### Exercise 3

Direct attention to the Grammar tip at the top of page 72. Make sure learners understand the difference between the function of a sentence, e.g. *giving a reason for a specific statement*, and the function of a paragraph, e.g. *describing a problem*. Then have learners read the Exam tip; this links with the Grammar tip in the sense that *the main idea* deals with the content/function of the paragraph as a whole, whereas *details* deal with the content/function of individual *sentences*. Learners complete the exercise and discuss their answers in pairs.

#### EXTENSION ACTIVITY (20 MINS)

For additional practice in developing organization within writing, have learners discuss their own views on fashion. Then have them write a short text outlining their own views or the views of another student as follows: begin with a topic sentence; follow with two sentences, each one expressing a function such as: *example*, *reason/explanation*, *problem*, *result* or *opposite view*.

#### Exam practice (30 mins)

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

If you have time in the next class, you could have learners discuss in groups: how the headings help the reader understand the paragraphs; why the three extra headings are not an appropriate choice for any of the paragraphs.