

Sample lesson plan for *Writing for IELTS* Unit 5

Student preparation: 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 for one set (A and B) per group of four students. (10 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS Exercises 1 & 2 introduce learners to key expressions associated with the theme of language and communication. Exercises 3 & 4 focus on reporting words for expressing different points of view.

Spot check 1:

To check learners' recall of words associated with global English, organise the learners into groups of four.

1. Divide each group into A and B and give one set of the hand outs to each.
2. Pair A choose one word on the list and have pair B explain what it means. They do not need to give a concise definition, but should be able to convey the meaning to the other pair.
3. Pair B get a point for an adequate explanation. If they cannot explain the word, pair A get an extra point if they can explain it.
4. Pair B then ask pair A to explain a word on their list. They continue until all the words have been explained.
5. The team in each group with the most points wins the group contest. The team with the most points across groups wins the class contest.

Spot check 2:

For practice in using reporting words, divide the learners into groups of six to discuss their views on the use of English as a world language.

1. Have learners make notes on each other's opinions (name and opinion); they should note down at least one opinion from each student.
2. While they discuss the topic, write three examples of reporting verbs from each of the five categories in Vocabulary exercise 3 in random order on the board.
3. Following the discussion, have learners express the views of other students in their group using one of the reporting words on the board. Each time a reporting verb is used cross it off and have students choose from the remaining words until all have been used.

Part 2: Practice exercises: Task 1 (40–50 mins)

FOCUS These exercises train learners to use language related to describing a diagram. Exercises 1 & 2 give practice using model descriptions. Exercises 3 & 4 provide training in the writing of the introduction and conclusion to a description.

Exercise 1

Before learners begin, find out what they know about Indo-European languages. Explain if necessary that they are the root of many of the languages we speak today. Then have them complete the exercise according to the instructions and check answers in pairs. During feedback, make sure your students understand what all the names refer to, e.g. *Celtic*. This should be clear if they have managed to draw the diagram correctly.

Typical mistakes: Some learners are not proficient in using diagrams and charts. If your students find the above activity difficult, it might mean that you need to give them further practice in the basics of how to represent information graphically: bar charts, pie charts, mind maps, etc.

Exercise 2

Before learners begin, have a brief discussion about the difference between British and American English and where each one is used around the world. Have learners complete the paragraph ordering according to the instructions and check answers in pairs. Give feedback as a class before continuing with the second part of the activity in pairs.

Typical mistakes: This is a discovery learning activity which helps learners understand how to write a description of a diagram for the IELTS exam. It is worth spending time on this stage to save misunderstandings later. You might wish to have learners discuss answers in small groups, with each pair justifying their answers, and have a class follow up.

Exercise 3

The next two exercises focus on the introduction and conclusion. Have learners complete the exercise according to the instructions and check answers in pairs.

Exercise 4

Have learners read the Exam tip at the top of page 44. Emphasise the importance of using different words from the task instructions by pointing out that they will

always get more marks for using a range of vocabulary in their writing. Write on the board:

How many elements does the bar chart have?

What does the data show?

Have the learners work in groups of four to discuss the questions. During feedback point out that they need to include all the elements that the bar chart shows in the introduction and what the data shows in the conclusion. Have learners write the two paragraphs, beginning as indicated in the instructions. Have them compare their answers in pairs and then with those in the answer key.

Typical mistakes: Learners often need reminding to use language that has recently been introduced. You will probably need to remind them of the cause-and-effect expressions introduced in Unit 4 which they might wish to use in the conclusion.

Part 2: Practice exercises: Task 2 (50 mins–1 hour)

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These exercises develop learners' understanding of how to write an introduction to an academic essay.

Exercise 5

This exercise involves analysing and commenting on an introduction. It is important that learners have plenty of opportunity for discussion. Have them read the instructions and the question that follows, then work individually and discuss their answers in small groups.

Exercise 6

This exercise builds on what learners have done in Exercise 5. Have them read the instructions and the question that follows, then work individually and discuss their answers in small groups.

Exercise 7

Have learners read the Exam tip in the middle of page 46. Discuss briefly why a degree of modesty is important in academic writing – academia encourages debate and collaboration, and discourages displays of ego and ideology. Have learners read the instructions and the question that follows, then complete the exercise and check in pairs. Follow up with a class discussion of what they have learned in Exercises 5 to 7.

Exercise 8

Point out that Exercises 1 to 3 presented a range of ways of introducing essays, including a variety of expressions. Have learners make use of these models to write their own introductions. To follow up, write the following headings on the board: *Clarity, Use of Expressions, Range of vocabulary*. Then have learners work in pairs to evaluate each other's writing. Have them pay particular attention to the points on the board, awarding marks out of five for each one. Point out that they should mark down any introduction that is too similar to the ones in Exercises 1 to 3.

Typical mistakes: Learners often find it difficult to use the target language to express their own thoughts. They may copy a template or ignore what they have learned completely. The minimum you should aim for is to have your learners mix phrases from a variety of models to form something that gives the appearance of being original.

Part 3: Exam practice (Homework – 1 hour 15 mins)

This can be assigned for homework.

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Emphasise the importance of using signposting language, appropriate use of the passive voice and a suitable academic style.

- For Task 1, allow 5 minutes for planning and 20 minutes for writing.
- For Task 2, allow 10 minutes for planning and 40 minutes for writing.

Note that these time allowances are slightly longer than the student would have in the exam. For Units 7–12, ask students to complete the work within the official exam-allotted time as printed on the paper.

PHOTOCOPIABLES

Group A

imply disagree advocate refute question object insist dismiss claim support concede
assert say accept

Group B

challenge acknowledge maintain urge suggest think argue doubt deny suspect agree
believe admit