

### Sample lesson plan for *Writing for IELTS* Unit 7

**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 per group of four students. Cut up and bundle sets together.

#### Part 1: Vocabulary (20–30 mins)

##### FOCUS

These exercises introduce learners to key expressions associated with the theme of employment and finances and provide practice in collocation.

##### Spot check 1:

To practise using collocation for words connected with employment and finances play Pelmanism in groups of four.

1. Distribute the cards and have learners place them face down in the middle of the group.
2. Each learner takes it in turns to turn over two cards. If they match s/he keeps them, if not, they are turned back face down.
3. Learners continue until all the cards have been matched.
4. Learners count and note down the number of pairs they have collected.
5. One student then looks at his/her pairs and says a word. The first student to give a collocation adds a point to his/her score.
6. Continue until all the collocations have been given. The learner with the most points wins.

**Note:** the student who collected the most pairs is disadvantaged in the second part and this is a chance for the others to catch up.

##### Spot check 2:

To check recall of vocabulary connected with employment and finances, have learners discuss their own finances in groups of six.

1. Books closed, elicit the eight categories of spending from Vocabulary exercise 1 and write them on the board.
2. Explain that you want groups to discuss their own finances, covering some of the areas you have written on the board. During the discussion, you want them to use two of the key words from Vocabulary exercises 2–4 (ones used in the answers) without the others in the group noticing.

3. Give learners time to read through Vocabulary exercises 2–4 and choose their words/phrases. They then start their discussion.

4. Set a time limit of five minutes for the discussion. Have those students who managed to include one or two words/phrases without the group noticing say what they were and the sentence in which they were used.

5. Give learners an opportunity to say some of their sentences (with chosen words/phrases embedded) as a class.

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

##### FOCUS

These exercises train learners to describe the relationship between two visual prompts, graphs, charts, etc. Exercises 1–3 develop skills in comparing data and writing a description. Exercise 4 provides practice in writing a description.

##### Exercise 1

This exercise focuses on how to understand the relationship between the two diagrams. Have learners read the Exam information at the top of page 58. Books closed, have a brief class discussion about: the experience your learners have already had with this type of question; to what extent the Exam information provided helpful advice. Then have learners complete the activity according to the instructions and discuss their answers in pairs.

##### Exercise 2

This exercise provides a model description for learners to analyse using the six questions that follow. Have learners complete the activity according to the instructions and discuss their answers in pairs. Questions 5 and 6 might cause some difficulty, so make sure they have an opportunity to discuss their answers in pairs or groups before looking at the answer key.

##### Exercise 3

Direct attention to the Exam tip at the bottom of page 59. The advice on *hedging* links with what students learned in Unit 6, Practice exercise 6 on academic style. Have learners study the graph and bar chart and think about what each of the two sentences mean. You may need to give help at this point by providing sentence stems:

*When the availability of cheap credit increases, ... ; when the availability ...*

*When the rate of ... ; when ...*

This is a good opportunity to highlight the use of semi-colons for contrasting events. When they have finished, have learners complete the second part of the exercise according to the instructions and discuss their answers in pairs.

**Typical mistakes:** Learners may find this exercise challenging and think they are not able to do it. However, there is often a difference between what learners can do and what they think they can do. Sometimes they actually need help (as suggested above) and sometimes they just need prompting and encouragement. Whether or not you provide help, it is important to make sure learners still have plenty to think about for themselves when they do the task, so they are engaged in the process of learning.

### Exercise 4

This writing exercise has a clear 'plan' to follow, so your learners should be able to write the description without any help. When they finish, have them correct each other's work in pairs and then compare what they have written with the suggested answer.

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

### FOCUS

These exercises build on the work learners did in Unit 6 on supporting evidence and signposting with an additional focus on providing examples.

### Exercise 5

This exercise helps learners analyse example descriptions to develop their own ability in descriptive writing. Have learners complete the activity according to the instructions and discuss their answers in pairs.

### Exercise 6

Have learners read the Exam tip at the bottom of page 61. Ask a few check questions:

*How many examples of signposting language are given? (six)*

*How many types of signposting language are given? (two)*

*How many times would you be likely to use these example expressions in an IELTS essay? (about three times)*

Learners complete the activity according to the instructions.

### Exercise 7

Books closed, read out the first statement beginning 'Some people buy products ....' Have learners come up with examples from their own experience and

supporting evidence. Do the same, briefly, with the second two statements. Then have learners read the three questions **a–c** and think about how this links with what they have just done as a class. Learners complete the activity according to the instructions and discuss their answers in pairs.

**Typical mistakes:** Many students find it difficult to use their imagination and it can be helpful to discuss issues first, as in the instructions above. Obviously they can't do this in an exam, so it is important to highlight how much they already know during such discussions.

### Exercise 8

Learners read the instructions and essay title and then write the essay. Apart from the writing they do in Part 3 Exam practice, this is the first time they have written a substantial part of an essay without guidance. Depending on your learners, you may wish to have a discussion of the issues involved in the essay question before they begin. Encourage learners to edit their first draft and then write out a final version before exchanging with a partner to check. Finally, have them read the model answer and discuss in groups of four anything they have noticed about the model and how they could have improved their own writing.

## Part 3: Exam practice (Homework – 1 hour)

This can be assigned for homework.

### FOCUS

Emphasise the importance of using signposting language and a suitable academic style.

→ For Task 1, allow 20 minutes for planning and writing.

→ For Task 2, allow 40 minutes for planning and writing.

For Units 7–12, ask students to complete the work within the official exam-allotted time as printed on the paper.

## PHOTOCOPIABLES

<b>consumer</b>	<b>goods</b>	<b>disposable</b>	<b>personal</b>
<b>household</b>	<b>debt</b>	<b>expenditure</b>	<b>income</b>
<b>confidence</b>	<b>services</b>	<b>gradual</b>	<b>change</b>