

About *Writing for IELTS*

Collins English for Exams series has been designed to be easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exercises are carefully arranged from simpler to more difficult
- All units follow the same basic structure to breed familiarity and confidence
- Answer key is clear and comprehensive

Because these fundamentals are in place, classroom teachers can focus on maintaining motivation, providing individual feedback, and facilitating pair and group work so that more interactive practice can take place. This resource will explain how the material works and how it can be adapted to make the most of the classroom learning context.

Each chapter in *Writing for IELTS* has a similar three-part structure, which can form the basis of regular classroom routines. It will provide 4–5 hours of content, 2 of which we recommend doing in class and 2–3 of which will make ideal homework tasks.

Part 1: Vocabulary

We recommend that vocabulary exercises be done at home before the lesson.

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary (activate schemata) without eating up classroom time.
 - As repeated exposure to new vocabulary is required for mastery, the first five minutes of the lesson can be spent doing a 'spot check' of a selection of the vocabulary covered in Part 1.
 - Students will have a further opportunity to use some of the vocabulary when they do the exam practice exercise after the lesson.
 - Encourage the students to complete the exercises without a dictionary.
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Part 2: Practice exercises

This is divided into two halves – the first half is about task 1 and the second is about task 2.

- Approximately one hour of class time should be devoted to the exercises for task 1 and one hour for exercises for task 2.
 - The lesson plans provided for each unit concentrate on this section and offer roughly two hours of material
 - Most exercises can be done individually and checked in pairs or small groups. Pair and group work trains learners to reflect on and explain how they have approached the task. This will help them develop a better understanding of exam strategies (metacognitive skills) and get them used to giving reasons for their choices – an important skill for IELTS speaking and writing tasks.
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Part 3: Exam practice

This can be given as homework.

- Exam practice for early units can be done without a time limit so that learners have the opportunity to improve the quality of their writing before they focus on increasing the speed. As the learners gain in skill, the time they allow themselves can gradually be reduced until they are able to complete both tasks in one hour.
- Feedback should be given and students should be required to redraft their texts incorporating the necessary improvements.

Sample lesson plan for *Writing for IELTS* Unit 1

Student preparation for this class: Have students complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: Photocopy sample task 1 response (sufficient for 1 per student) and cut up into paragraphs. (10 mins)

Part 1: Vocabulary (up to 15 mins)

FOCUS These exercises introduce learners to adjectives and abstract nouns for describing character traits, nouns for describing figures and tables, and some common verbs for expressing points of view. These will help learners write introductory paragraphs for task 1 and task 2 and to write in an academic style.

Spot check 1:

To check learners' recall of adjectives for character traits:

1. Ask learners to rank the adjectives *aggressive*, *authoritative* and so on from 1 to 7 according to how strongly they associate each adjective with themselves (1 = most like me, 7 = least like me).
2. Learners compare answers in small groups.
3. Ask each group to give the noun form for 1–2 of the adjectives.

Spot check 2:

To check learners' recall of words for describing figures and tables, sketch the six visual prompts on the board and ask learners to identify:

- a) the type of visual represented and
- b) the following components: segment, column, row, vertical axis and horizontal axis. (If you have access to a computer and projector, display a selection of figures and tables using a Google™ image search.)

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

FOCUS These activities introduce learners to task 1 instructions and sample task 1 responses.

Exercise 1

1. Elicit vocabulary for branches of scientific study by asking learners to identify names for:
 - a) the study of forces such as heat, light, and gravity. (Answer: physics)
 - b) the study of the stars, planets and other natural objects in space. (Answer: astronomy)
 - c) the study of the Earth's structure, surface, and origins. (Answer: geology)
 - d) the study of living things. (Answer: biology)
 - e) the science of diagnosing, treating, and preventing disease in people (Answer: medicine)
 - f) the science of diagnosing, treating, and preventing disease in animals (Answer: veterinary medicine)
2. Ask learners to group the sciences according to whether they are more likely to be studied by men or by women.
3. Ask learners to look at the bar chart on page 10 and compare their answers to the information in the chart.
4. Then do exercise 1 following the instructions in the book.

Typical mistakes: Although learners often know that they should spend no more than 20 minutes on task 1, in practice they often spend more time than they should. Emphasise that task 2 is weighted more than task 1, so they should always spend less time on task 1. (For example, if candidates score a band 6.0 in task 1 and 5.5 in task 2, they will only achieve a 5.5 overall for writing.) Some candidates also believe that they should describe all of the information presented. Emphasise the importance of selecting and highlighting key information.

Exercise 2

To encourage learners to focus on text organisation, distribute copies of the sample response on page 11 cut up into paragraphs. Ask learners to work in pairs to put the paragraphs in the correct order. Check their responses as a class asking learners to give reasons for their choices. Then go over questions 1–6.

Exercise 3

To raise energy, set as a competition to see who can find the errors in the shortest time.

Typical mistakes: Candidates often fail to look closely at what the figure or table is showing, for example numbers may represent percentages or units of a hundred, thousand, or million.

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

FOCUS These activities introduce learners to task 2 instructions and a sample response.

Exercise 4

Do the exercise following the instructions in the book. Then ask students to work in pairs to list ways of promoting equality of opportunity for men and women in the workplace. Ask them to decide in which order they would present their ideas and why.

Typical mistakes: Learners will often lead with what they consider their strongest point. Good task 2 essays often work towards the strongest point by first considering and dismissing weaker points.

Exercise 5

Learners can do the exercise individually then check their answers in pairs.

Typical mistakes: Learners often present points of view as simply right or wrong. Point out that it is a good strategy to point out strengths and weaknesses of all of the opinions presented.

Exam information and Exercise 6

FOCUS This part of the lesson helps learners to analyse task 2 questions.

Point out that although learners cannot predict writing paper topics, they can learn to recognise common question types. This will allow them to 'recycle' essay plans and set expressions they have learned for similar question types. Learners can do the exercise individually then check their answers in pairs.

Exam tip

Prior to looking at the exam tip on page 14, ask learners to indicate how long they think they should spend on the following stages of essay writing:

- a) analysing the question
- b) thinking of ideas
- c) making a plan
- d) writing the essay
- e) checking for mistakes

Then compare their answers to the recommendations in the exam tip.

Typical mistakes: Candidates often feel they can save time by starting to write straightaway. Emphasise the importance of thinking and planning. If they spend 6–7 minutes on these stages, they will be able to write more quickly and coherently.

Part 3: Exam practice (Homework – 2 hours)

This can be assigned for homework.

FOCUS Emphasise the importance of analysing the question and planning *before* writing. When you give feedback on learners' responses, focus on how well they have followed instructions.

- ▶ For Task 1 allow 15 minutes for planning and 30 minutes for writing.
- ▶ For Task 2 allow 15 minutes for planning and 60 minutes for writing.

Note that these time allowances are twice what the student would have in the exam. This is to allow learners to develop the skills they need to produce good quality work. As learners become more proficient, the amount of time they spend on practice exam tasks can be gradually reduced until they can complete the work within the official exam-allotted time as printed on the paper.

Sample lesson plan for *Writing for IELTS* Unit 2

Student preparation for this class: Have students complete all of Part 1: Vocabulary before the class (1 hour).

Teacher preparation: none

Part 1: Vocabulary (10 mins)

FOCUS The first exercise introduces learners to key expressions associated with the theme of diet and nutrition. Exercises 2–5 introduce the most common verbs and nouns used to describe linear graphs along with their associated adjectives and adverbs.

Spot check 1:

To check learners' recall of nutrition related vocabulary:

1. Represent 5–6 of the expressions from Exercise 1 by writing on the board the first and last letter of each word and spaces for the remaining letters, e.g. organic food =
o _ _ _ _ _ c f _ _ d.
2. Read out the corresponding definitions and ask learners to complete the expressions.

Spot check 2:

To check learners' recall of expressions for describing line graphs:

1. Sketch a graph on the board illustrating some aspect of the class that has changed over time, e.g. size of the class or amount of participation. Explain that the graph represents something about the class and ask learners to guess what it is.
2. Elicit verbs and adverbs (e.g. rose sharply) and adjectives and nouns (e.g. a dramatic fall) to describe the graph.

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

FOCUS Exercises 1–3 cover the correct use of tense and time expressions.

Exercise 1

Learners can do the exercise as instructed in the book individually then check their answers in pairs.

Typical mistakes: Sometimes students find it more natural to use continuous tenses and/or the past perfect tense to describe trends. Point out that tense use in academic English is generally more restricted than in everyday English. The simple past, simple present and present perfect tense are very commonly used. Continuous tenses and past perfect tense are less commonly used. In the exam they should focus on using the most common tenses accurately.

Exercise 2

Do the exercise following the instructions in the book.

Follow up by sketching a simple time line on the board indicating past, past up to the present, and future and drawing up a list of topics that are likely to engage your students personally: e.g. motivation to study English, self-confidence, or amount of free time. Invite learners to make sentences about themselves using the topics and the time frame that you indicate. E.g. Indicate the first topic and the 'past up to the present' to elicit a sentence such as 'My motivation to study English has increased steadily.'

Typical mistakes: Look out for correct tense use and word order: adjective + noun (e.g. dramatic fall) and verb + adverb (e.g. increased dramatically).

Exercise 3

Elicit prepositions relating to expressions of time by asking learners to complete sentences relating to their lesson: e.g. 'Our class meets ___ 3.00 ___ 5.00 ___ Mondays.' (key: from, to/until, on).

Then do the exercise following the instructions in the book.

Exercise 4

FOCUS This exercise involves combining and condensing information. It is more advanced than the others but important for anyone hoping to achieve a band 6.5 or above.

Learners who have a good grasp of sentence structure can do the exercise as instructed in the book individually then check their answers in pairs.

Typical mistakes: Learners sometimes fail to omit pronouns in sentences with multiple verbs, e.g. It rose sharply, then it fell, then it levelled off. After it rising steeply, it levelled off.

EXTENSION ACTIVITY

If time allows, try this follow-up exercise: Each learner sketches a line graph representing one of the topics mentioned in the notes for Exercise 2 and uses this as a visual prompt for writing practice. To check for clarity, pairs read each other their written descriptions – the student who is listening draws the graph as it is being described, and then the two versions of the graph are compared.

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

Exercise 5

FOCUS

This activity encourages students to engage more actively with the topic

To raise energy and allow the class to get a 'snapshot' of its members' views, ask learners to respond to each statement with a show of hands: hand raised all the way up = strongly agree, hand raised $\frac{3}{4}$ up = agree, hand raised $\frac{1}{4}$ up = disagree, hand down = strongly disagree.

Exercise 6

If possible pair up students who had different views about statement 1 above and have them work together.

Typical mistakes: Some learners may not be aware of the need to think about the topic from a variety of perspectives. Point out that this is normally what is expected of an academic essay.

Exercise 7

FOCUS

This activity shows students how to use question prompts to brainstorm around a topic.

Have students work in pairs. Ask them to brainstorm their own answers to the essay question before completing the template. They can then assess whether the prompts helped them come up with ideas about the topic.

Exercises 8

To help learners generate ideas, have them work in small groups. Follow up with whole-class discussion and sharing of ideas. To help students gauge the quality of their ideas, periodically ask the class for a show of hands to express levels of agreement as in Exercise 5 above.

Part 3: Exam practice (Homework – 1 hour 25 mins)

This can be assigned for homework.

FOCUS

When you give feedback on learners' responses, focus on the areas covered in the unit, in particular variety of expression and grammatical accuracy for Task 1 and range of ideas for Task 2.

- ▶ For Task 1 allow 10 minutes for planning and 20 minutes for writing.
- ▶ For Task 2 allow 15 minutes for planning and 40 minutes for writing.

Note that these time allowances are slightly longer than the student would have in the exam. Depending on the level of the students and the proximity of the exam, you could instead ask the students to complete the work within the official exam-allotted time as printed on the paper.

Sample lesson plan for *Writing for IELTS* Unit 3

Student preparation for this class: Have students complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: none

Part 1: Vocabulary (up to 15 mins)**FOCUS**

These exercises train learners to use words in phrases or 'chunks' rather than learning them in isolation. Developing this aspect of their vocabulary will help make their language come across as more proficient and natural.

Spot check 1:

To check learners' recall of education related collocations:

1. On the board, write the first letter of each of the nouns listed in Vocabulary exercise 2 and spaces for subsequent letters, e.g. for *standards* write s _ _ _ _ _ . Learners copy what you have written onto a piece of paper.
2. Read aloud the adjectives that collocate with the nouns, pausing to give learners time to fill in the missing letters.

Spot check 2:

For more practice describing percentages, ask for a show of hands to questions such as:

1. Who enjoyed PE?
2. Who here is good at mathematics?
3. How many of you preferred arts subjects to science subjects?

After each show of hands, nominate a learner to describe the class's response using an expression such as *the (vast) majority of*, *nearly half* and so on.

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

Exercises 1–3 teach learners to use a range of grammatical forms and expressions to compare and contrast information.

Exercise 1

1. Ask learners what form marks normally take in their learning context – e.g. percentages, letters etc. Explain that in the UK, marks for school work are often given as letters, with A* the highest.
2. On the board, write the subjects listed in the bar chart for Exercise 1 in alphabetical order. Ask learners to rank the subjects from 1 to 8 according to generally perceived level of difficulty (1 = most difficult, 8 = least difficult).
3. Ask learners to look at the bar chart and say what, if anything, they find surprising about the information.
4. Learners read the examples in the book and complete the exercise individually.

Typical mistakes: Check for faulty pairings, e.g. *as* with *than* (*Nearly as many students sat the Art and Design exam than as did the Chemistry exam*) and *more* with *per cent* (*The percentage of students gaining... was more higher than the percentage of students achieving...*).

Go over the exam tip on page 27. Challenge students to make sentences about the class using the adverbs listed, e.g. *There are far more females in this class than males. The boys in this class work nearly as hard as the girls.*

Exercise 2

Do the exercise following the instructions in the book.

Elicit additional expressions for signalling similarity and difference, e.g. *on the other hand* = *in contrast*, *whereas* = *while*.

Exercise 3

Learners do the exercise as instructed in the book individually then compare their answers in pairs. If they have made mistakes, direct their attention to examples of the target expression in the unit, and encourage them to make the corrections themselves.

Typical mistakes: If learners rewrite sentence 2 beginning: *As many boys achieved...*, make sure they complete the sentence using the auxiliary verb *did*: e.g. *As many boys achieved a passing grade in mathematics as did girls*. For sentence 3, make sure the correct punctuation is used (comma instead of full stop), e.g. *Whereas boys did well..., girls did well...*

Part 2: Practice exercises: Task 2 (50 mins–1 hour)**Exercise 4**

FOCUS This activity develops learners' understanding of how academic arguments are typically constructed.

- Before looking at the example, ask learners to discuss the following questions in small groups:
 - How good are you at working in a team?
 - Do you enjoy team work?
 - How have you acquired team working skills?
- Instruct learners to read the essay ideas and outline, answer questions 1–4 in the book, and discuss their answers in pairs.

Typical mistakes: Learners often like to lead with their strongest idea. Explain that in academic arguments, writers normally begin with a critical analysis of one or more 'weaker' points of view and then present their favoured view.

Exercise 5

- If time allows, ask learners to discuss the following questions in small groups:
 - How do you feel about sitting exams? Do you enjoy the challenge, or do they make you anxious?
 - What are some of your best and worst experiences of exams?
 - In general, do you think your exam results accurately reflect your skills and knowledge?
- Instruct learners to do the exercise following the instructions in the book. To help generate ideas, have them work in pairs. Ask some pairs to take the position that exams can accurately measure intelligence and others to take the opposite position.
- Once they have written their outlines, ask pairs who have taken contrasting positions to compare their outlines. Highlight examples of good work for the rest of the class.

Exercise 6

This can be assigned for homework.

Exercise 7

FOCUS This activity will allow you to see whether learners have understood the principles of academic argumentation sufficiently well to apply them to a different type of question.

Set this exercise as a whole class activity.

Part 3: Exam practice (Homework – 1 hour 25 mins)

This can be assigned for homework.

FOCUS Emphasise the importance of comparing and contrasting information for Task 1 and constructing an effective argument for Task 2.

- ▶ For Task 1 allow 10 minutes for planning and 20 minutes for writing.
- ▶ For Task 2 allow 15 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 4–6, reduce the amount of extra thinking time by half. For Units 7–12, ask students to complete the work within the official exam-allotted time as printed on the paper.

Sample lesson plan for *Writing for IELTS* Unit 4

Student preparation: Have learners complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: none

Part 1: Vocabulary (20–30 mins)

FOCUS Exercises 1 & 2 introduce learners to key expressions associated with the theme of nature and the environment. Exercises 3 & 4 introduce words and phrases used to describe cause and effect. Exercise 5 focuses on the different strength of similar words.

Spot check 1:

To check learners' recall of vocabulary associated with natural habitats and environmental damage.

1. Write *natural habitats* and *environmental damage* on the board.
2. Have learners copy the headings and write as many words as they can connected with each. Tell them to include any words they know as well as the ones from Vocabulary exercises 1 & 2.
3. Have learners work in pairs to combine their lists of words.
4. Elicit the words from the pair that has written the most words and check that they are all relevant.

Spot check 2:

For practice in using cause-and-effect words and phrases.

1. Elicit the six words and phrases from Vocabulary exercise 4 and write them on the board.
2. Have learners work in groups of four to discuss environmental issues in their own country/ies. They should include at least one cause-and-effect sentence for each issue they discuss.
3. Elicit at least one cause-and-effect sentence from the class for each of the words and phrases on the board.

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

FOCUS These exercises train learners to use language related to describing a process. Exercise 1 uses two short texts to introduce the language of the unit, students completing a flow diagram with information from Text 2. Exercises 2–4 focus on

sentence combining, signposting a sequence of events and the passive voice. Exercise 5 gives practice in using the elements introduced.

Exercise 1

Have learners read the text on clear cutting to identify the three main stages. Learners then read the second text and complete the flow chart as instructed in the book. After checking answers, have them think about the follow-up task based on the two texts they have read.

Exercise 2

This exercise encourages learners to notice and use a variety of ways of combining sentences. Have them do the activity in two stages to make sure they get maximum benefit. In stage 1, they study the sentences and how they are combined; in stage 2, they cover the text and write the sentences.

Typical mistakes: Learners often feel that getting the right answer is more important than the process of learning. This activity highlights this dilemma in two ways. Firstly, students might just copy the answers from the text, so it is useful to follow the procedure above. Secondly, they might feel that the examples of how to combine sentences are too unsystematic. To address this issue and encourage your learners to take an interest in the language, have them work in small groups and discuss the six ways of combining sentences. They should think about: how they add clarity and interest to the description; how they can use the sentences in their own writing.

Exercise 3

This exercise encourages learners to notice signposting language as part of the process of using it themselves. Have them complete the exercise according to the instructions. Highlight that in some IELTS question types, such as sentence completion, the information is always in the same order as the text. Go over the Exam tip at the bottom of page 35. To highlight the fact that signposting is not always used, have learners find examples of where it could be used but isn't, e.g. Text 1 paragraph 2: *The limbs and tree tops are (then) removed.*

Exercise 4

Exercises 4 & 5 focus on the use of the passive. Remind learners of the hint about when to use the passive in the second part of Practice exercise 1. Then have them complete the exercise according to the instructions and check answers in pairs.

Typical mistakes: L2 English speakers often have problems with passives, particularly if they are not used in their L1. It is therefore useful to give clear guidelines and practice on specific aspects such as the distinction highlighted in Practice exercise 1 and made use of in Exercise 4.

Exercise 5

Clarify the first part of the instructions using the example. Point out the following about each clause of the new sentence:

- One clause always remains similar to the original sentences in Practice exercise 4, but the other usually changes in some way, e.g. *'the flow of water slows down'* → *'slowing the flow of water down'*.
- The word/expression in brackets can come at the beginning of the first or second clause (second in the example).

Have learners check their work in pairs and do feedback as a class before learners re-write the sentences as a passage using signposting.

Typical mistakes: The answer for item **c** uses a semi-colon to divide the two clauses. However the answer could also be: *A sand bar forms across the estuary and, as a result, salinity in the estuary decreases.* Your students need to know that two phrases divided by a colon or semi-colon is still one sentence; also that the use of these will make their writing appear more academic.

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

FOCUS These exercises develop learners' understanding of the difference between informal and academic style.

Exercise 6

Have learners read the instructions and the question that follows. Books closed, elicit a few views on the topic from the class to stimulate their interest. Have them read the two texts and answer question 1. Then have learners work in pairs to find characteristics of the academic style, both in terms of style and linguistic features. Tell them to underline anything they notice as this will help them evaluate the texts more easily.

Exercise 8

Have learners read the Exam tip and answer any questions that arise. Before they begin the exercise, have them read the table of characteristics of academic style and discuss anything that is unfamiliar in pairs.

Provide help out where necessary. Then have learners complete the exercise according to the instructions and check answers in small groups.

Typical mistakes: Some students may be unfamiliar with words like *impersonal*, *emotive*, *subordinators*. However, the use of examples makes the meaning clear in most cases. Encourage your learners to work out the meaning for themselves.

Exercise 9

Remind learners of the Exam tip at the bottom of page 37, and particularly the point about not using too many words. Have learners work individually and then discuss their sentences in pairs, modifying them if they feel it is appropriate. Then have them work in small groups to modify their sentences further. Finally, have them compare their answer with those in the key.

Typical mistakes: One important aspect of academic writing is the use of noun phrases as in sentence 1 *'the desire for wealth'*. It would be useful to highlight this point so that your learners begin to notice other examples and start using them in their own writing. You might wish to have your students identify the ones used in Response 2, Practice exercise 6, e.g. *'ever-increasing areas of land'*, *'elephants and lions living in the wild'* (noun phrase as object); *'the conflict between humans and animals'*, *'People living thousands of miles away'*, *'the poor farmer living nearby'* (noun phrase as subject)

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

This can be assigned for homework.

FOCUS 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.

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)

FOCUS

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.

FOCUS

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

Sample lesson plan for *Writing for IELTS* Unit 6

Student preparation: Have learners complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: For Vocabulary spot check 1, write the following numbered words on separate cards so you can put them in a pile to use in the activity: 1. change, 2. distribution, 3. reason, 4. trend, 5. banking, 6. pattern, 7. change, 8. networking, 9. correlation. (5 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce learners to key expressions associated with the theme of science and technology and provide practice in collocation.

Spot check 1:

To practice collocation in the context of words associated with science and technology, do the following group activity in groups of four.

- Write the following words on the board: *noticeable, underlying, distinctive, online, widespread, social, significant, main, gradual*.
- Explain that group members will take it in turns to come to the front of the class. When the first group member comes up, show them word number one. They must remember the word and tell their group. As a group they then find one word that collocates and write the two words. As soon as they finish, another member of the group comes to the front to look at the next word.
- The first group to finish gains one point; each group gets one point for a correct answer. The group with the most points wins.

Note: there may be more than one possible collocation for some words.

Spot check 2:

To check learners' recall of vocabulary associated with science and technology and practise collocation, have them work in pairs and write down the nine collocations practised in Spot check 1. When they finish swap lists with another pair and have them mark each other's work. They get two points for each correct collocation that is correctly spelt (one mark if there are any spelling mistakes)

Note: Make sure you clean the list off the board before you begin and check that the learners are not using the list they wrote in Spot check 1.

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

FOCUS These exercises train learners to interpret tables and summarise the information contained in them. Exercises 1 & 2 develop skills in interpreting data and finding patterns. Exercise 3 provides practice in writing general statements with supporting details.

Exercise 1

Books closed, elicit examples of popular online activities. Then have learners guess which are the most popular. Have them check the table in Exercise 1 to find recent data on the issue. Tell learners to read the instructions and answer the first question. Give feedback and have them answer the second question. Give feedback and have them answer the third question. Students then read the commentary in the answer key and discuss in pairs.

Typical mistakes: The aim of the activity is to guide learners step by step to understand why response 2 is better than response 1. For this reason it is better to insist they do the activity in three stages.

Exercise 2

Go over the Exam tip at the top of page 51. Highlight the importance of being flexible when interpreting tables, i.e. being prepared to switch focus if necessary, to see patterns. Point out that your learners will be able to see how this works as they go through the four steps in the exercise.

This exercise encourages learners to notice and use a variety of ways of combining sentences. Have learners discuss the commentary in the answer key when they have completed the exercise.

Exercise 3

This exercise focuses on how to signpost general statements in a summary. Go over the Exam tip towards the bottom of page 51. Then have learners identify the signpost, the general statement and supporting statement in the example, i.e. sentence 1, clause 1 in sentence 2, clause 2 in sentence 2. Have learners write similar general statements, each one preceded by signposting and followed by supporting detail. In pairs, learners compare the suggested answers with what they have written themselves.

Typical mistakes: Learners often find it difficult to focus on two things at once – in this activity, signposting the general statements as well as providing supporting details. You might need to write sentence stems on the board to help and tell them to choose three:

One significant trend is ...

The smallest growth in the percentage of ...

Another noticeable feature of ...

However, the biggest growth in ...

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

FOCUS

These exercises develop learners' ability to plan for summarising a table and improve their ability to see sophisticated patterns of interpretation.

Exercise 4

This exercise requires discussion, so organise learners in groups of six. Have them first look for strengths – if they notice weaknesses at this point they can bring them up later. Have all learners in the group agree and then have a secretary write their views. Use the same procedure for weaknesses. They then compare what they have written with the answer key.

Typical mistakes: Students are often reluctant to commit to a particular view so it is sometimes useful to get a group consensus which is then written down and agreed by the whole group. The answers will then have more impact when they compare them with what they have written.

Exercise 5

As in Practice exercise 1, highlight the step-by-step process: first learners read general statement 1, then complete general statements 2 and 3 that follow. Once they have done this, they go back and add the supporting evidence, writing the appropriate letter as in the examples. Finally, have students discuss the advantages of the plan over the one in Exercise 4, before checking with the answer key.

Exercise 6

You might wish to begin with books closed as follows. Write the two sentences on the board and elicit which is more appropriate. Then elicit other possible ways of modifying sentence 1. Books open, have learners complete the task using language from the Exam tip below the exercise.

Typical mistakes: Students often use a narrow range of language because they think it is safer to do so. Highlight the importance of using a variety of expressions – this is not only important in academic writing, but will gain marks in the exam. You could give learners a quick practice as follows: say a part of speech, e.g. *modal verbs* and elicit suitable examples, i.e. *can, could, may*. You could extend this by having learners practise in a similar way in pairs, one with book open and the other with book closed.

Exercise 7

Have learners complete the exercise according to the instructions, then compare with the suggested answers.

Exercise 8

Learners read the instructions and essay title and then follow steps 1 & 2 to complete the first part of the activity. Check answers before going on to step 3. Give sufficient time for learners to complete the final step. Encourage them to edit their first draft and then write out a final version.

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

This can be assigned for homework.

FOCUS

Emphasise the importance of using signposting language 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.

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

consumer	goods	disposable	personal
household	debt	expenditure	income
confidence	services	gradual	change

Sample lesson plan for *Writing for IELTS* Unit 8

Student preparation: Have learners complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: For Vocabulary spot check 1, write a numbered list of the following set expressions: 1. *negotiate responsibility* (with) *someone*, 2. *exercise control* (over) *others*, 3. *distinguish right* (from) *wrong*, 4. *behave* (in) *someone's best interest*, 5. *hold someone accountable* (for) *their actions*, 6. *take things* (into) *account*, 7. *impose responsibility* (on) *someone*, 8. *work in the interest* (of) *others*. (5 mins)

Note: this list is for reference, not a hand out.

Part 1: Vocabulary (20–30 mins)

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

Spot check 1:

To practise set expressions requiring prepositions, play a class game.

1. Have learners draw a table with two rows and four columns. Write the following prepositions on the board and have learners write eight, one for each box, in their table: *in, into, after, of, on, at, up, over, with, for, around, from*.
2. Explain that you want learners to cross out the preposition that can follow the expression you read out.
3. Say the expressions on your list, one by one, replacing the preposition with the word 'prep', e.g. '*negotiate responsibility (prep) someone*'.
4. When a student has crossed out all his/her prepositions, s/he says *Bingo!*
5. Have them read out their prepositions to make sure they match the ones used in the expressions.
6. Read out your list again, eliciting the correct preposition for each expression.

Spot check 2:

To practise using verbs associated with rights and responsibilities, have learners work in groups of four to discuss the rights and responsibilities of teenagers. Let them refer to the words in Vocabulary exercise 2 in their discussions.

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

FOCUS These exercises develop the ability of learners to write about graphical data. Exercise 1 develops learners' understanding of good writing through the guided analysis of a model description. Exercises 2 & 3 provide practice in signposting. Exercise 4 provides practice in writing supporting detail.

Exercise 1

This exercise gives further practice in analysing model descriptions. Have learners complete the activity according to the instructions and discuss their answers in pairs. Have a follow-up discussion in groups of four to share what they have learned from the exercise.

Exercise 2

This is another exercise which encourages learners to notice features of the language. Make sure that they have several opportunities to notice the features by doing the exercise individually, checking in pairs and then discussing in small groups – before looking at the answer key.

Typical mistakes: Noticing is recognised as a very important feature of language learning. Fortunately, it is something that learners can easily develop as a habit if they see its importance. However, as the benefits are not immediately obvious, some students resist the process and lose a valuable tool. Point out that once noticing becomes automatic, it will help develop their learning whenever they see or hear the target language – without any real effort!

Exercise 3

Exercise 2 should have provided the preparation that learners need to do this exercise. Have them complete the activity according to the instructions and discuss their answers in pairs.

Exercise 4

Like Exercise 3, this activity is greatly helped by the preparation in Exercise 2. Your students should be able to complete the paragraph without further help. However, if you have weaker students in your class, you might need to prompt them with the areas of the table to focus on, i.e. the exception to the initial statement about boys and the biggest gap between girls' and boys' responses. When learners study the suggested answer, have them look for ways they could improve their own writing rather than seeing it as a model to follow.

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

FOCUS These exercises focus on the appropriate use of tense, voice and modal verbs and how to write a conclusion.

Exercise 5

This is a very valuable exercise as it clarifies the function of verb tenses, etc., in a clear, academic context. Have learners complete step 1 of the activity according to the instructions and discuss their answers in pairs. Make sure you clarify any aspect of the exercises your learners are uncertain about. Part 2 provides a second chance to look at how the language is used in context.

Exercise 6

Have learners read the Exam tip at the top of page 69. Ask a few check questions:

How many examples of modals are there? (six)

How are the uses of 'will' and 'would' different in the explanations? (will for intentions and would for consequences)

Which example expresses necessity apart from 'must'? (should)

Highlight that there is an element of choice in the answers. Learners complete the activity according to the instructions.

Exercise 7

Part 1 of this exercise is another important opportunity to notice – in this case, how conclusions are written. Part 2 follows on from Part 1 (apart from question 5). You might need to point out that question 5 is looking for a one-sentence summary of paragraphs 2–4 of the essay.

Exercise 8

Although the instructions are clear, you might want to break the task down into steps as it is important that learners understand exactly what to do to make a good attempt at writing the conclusion. First, they re-read the essay in Exercise 6 – perhaps imagining they had written it themselves; second, they re-read the functions in Exercise 7 and look at how they were used in the sample conclusions; finally, they write the conclusion, referring back to the essay and sample conclusions as appropriate. Have them discuss the commentary in pairs, paying particular attention to how extracts from the essay were used. For example:

Introduction: *'I would suggest that although this (firm discipline in schools) may be one solution, we should approach the task of encouraging responsible behaviour among young people in a variety of ways.'*

Restated in conclusion: *'In summary, there are several ways in which young people can be encouraged to behave responsibly.'*

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.

Sample lesson plan for *Writing for IELTS* Unit 9

Student preparation: Have learners complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: none

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce learners to key vocabulary and expressions associated with the theme of people and places.

Spot check 1:

To review vocabulary associated with people and places, do the following group activity.

1. Organise students into groups of four or six, dividing each group in half into Teams A and B.
2. Team A chooses either a synonym/definition from Vocabulary exercise 1 or a definition from Exercise 2 and reads it out for Team B to answer.
3. Have each team take turns to give a definition and elicit an answer from the other team.
4. The team that gets the most answers correct in each group wins.

Spot check 2:

To review language related to causes and consequences of population ageing, read out phrases from Vocabulary exercise 3. Have individuals give you a cause or consequence of each one. Allow time for discussion and improvement of individual answers, focusing first on meaning and then on accuracy.

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

FOCUS These exercises train learners to use cohesive devices to establish clear connections between sentences, thus making them easier to understand. Exercise 1 introduces learners to a variety of cohesive devices. Exercise 2 focuses on punctuation related to cohesion. Exercises 3 & 4 provide practice in using cohesive devices appropriately.

Exercise 1

Have learners study sentences **a–c** and see how they are combined to form the longer sentence. Elicit or point out that *As* is a subordinating conjunction and *both ... and* is used as a coordinating conjunction. Tell learners to study the table of cohesive devices and

discuss in pairs. Elicit a few more examples of each cohesive device (apart from apposition which does not have examples). Have learners complete the second part of the activity according to the instructions and check their answers in pairs.

Note: for a full list of cohesive devices you should check online.

Exercise 2

Have learners complete the activity according to the instructions and discuss their answers in pairs. During feedback, ask them to explain why the punctuation has been added in each case.

Typical mistakes: Many learners are not sure when to use a colon or a semi-colon. This is a good opportunity to clarify. A colon can be used: before a list; before an explanation or reason; after introductory headings; to introduce direct speech. A semi-colon can be used to mark a break between two main clauses when there is a balance or contrast between them. To test whether you can use a semi-colon, you can ask yourself if the clauses could be written as separate sentences; the reason for using a semi-colon instead of a full stop in such cases is to show there is link between them. As you can see in sentence 2, a semi-colon can also be used to separate items in a list that begins with a colon.

Exercise 3

It is worth warning learners before they begin that this sentence combining exercise requires quite minor changes. If you have some weaker students you might want to let them know what they are looking for: two non-defining relative clauses and two coordinating conjunctions.

Typical mistakes: You might need to explain that in the answer key for item 2, the relative pronoun *which* has been replaced by a participle *developing*, i.e. *which are all developing ... countries*, shortened to *'all developing ... countries'*. This can be done with the relative pronouns *who*, *which* and *that* and is used to make some clauses easier to understand.

Exercise 4

Although your learners should find it easy to modify this paragraph, they will probably come up with fewer changes than in the suggested answer. It is therefore a good idea to do the exercise in stages: first individually, then comparing answers in pairs and finally discussing in small groups. When they look at the suggested answer, they may be surprised at how few cohesive devices have been used. The only ones remaining are

interestingly, until, however, thereafter and whereas (apart from *and* used with single nouns).

Typical mistakes: You might need to do some additional preparation for students that are not aware of these cohesive devices, making sure you introduce some of the more unusual cohesive devices such as *interestingly* (to indicate point of view), and *thereafter* (to show sequence).

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

FOCUS

These exercises focus on how to write a cohesive text through the choice of appropriate words.

Exercise 5

This exercise will help your learners notice for themselves the importance of using the right words and phrases to create a cohesive text. Have them complete the activity according to the instructions and discuss their answers in pairs. When they finish, direct attention to the Exam tip towards the bottom of page 76. Emphasise the importance of using a range of vocabulary in most instances and repetition as a strategic tool.

Exercise 6

This exercise reinforces the contrast between strategic repetition and using a range of vocabulary. Before they begin, have learners scan the text and underline examples of the word *obligation*, and discuss why it has been repeated. They then complete item 1 according to the instructions. Carry out feedback as a class before having them answer the questions in items 2 and 3.

Exercise 7

Have learners read the Exam tip at the bottom of page 77. Elicit what *This view* refers to in the second example sentence, i.e. *'that people over the age of sixty-five were too old to work'*. Point out that sometimes the word that can follow this is in the previous sentence but usually, as in the example, it has to be identified. Elicit other words that could be used instead of *view*, e.g. *idea* or *opinion*. Then have learners complete the activity according to the instructions and discuss their answers in pairs.

Exercise 8

Have learners complete the first part of the exercise according to the instructions and discuss their answers in pairs. During feedback, point out that they should use these topic sentences as a model for completing Part 2. When they have completed and checked the topic sentences in Part 2, have them expand the first one. If there is time, they can expand the other two topic sentences.

Part 3: Exam practice (Homework – 1 hour)

This can be assigned for homework.

FOCUS

Emphasise the importance of using cohesive devices and a choice of vocabulary that enhances cohesion.

- 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.

Sample lesson plan for *Writing for IELTS* Unit 10

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 learners. Cut up and bundle sets together.

For Vocabulary spot check 2, prepare six questions for your learners to ask each other which can be answered using an attitude adverb. Use other vocabulary from the unit where possible, for example:

Are you ambitious? Interestingly, I'm not/Inevitably, I am. What's your impression of the current financial situation? Obviously, I find it very worrying/Surprisingly, I feel confident things will improve. (15 mins)

Part 1: Vocabulary (20–30 mins)**FOCUS**

These exercises introduce learners to key vocabulary and expressions associated with culture and modern society and help develop an appropriate choice and range of vocabulary.

Spot check 1:

To review language related to fame, have learners work in pairs and match words with a similar meaning.

1. Distribute the hand outs, one set to each pair.
2. Partner A says a word and elicits a synonym from partner B, who says the word and writes the synonym next to the correct word in the table.
3. Partner A can challenge the word if they think it is wrong; if so, partner B writes a 'C' next to the word.
4. Partner B then says a word and partner A responds as above. Play continues until they have each completed their table.
5. They then check answers and get one point for each correct one. If a partner has made a correct challenge, they get a bonus point.

Spot check 2:

To check students' recall of adverbs that show attitude and practise their use, do the following mingling activity.

1. Elicit the attitude adverbs from Vocabulary exercise 4 and write them on the board. Complete the list with any adverbs learners can't remember.
2. Explain that the object of the mingling activity is to ask enough questions to collect answers that use all the attitude adverbs from different students.

3. Learners stand up and mingle: have them find a partner and ask each other one of the questions on the board. They preface their answers with one of the attitude adverbs.
4. Each student makes a note of the name of their partner and the attitude adverb used in their answer.
5. When a student has collected answers that use all the attitude adverbs they sit down and attempt to write down some of the answers they heard.

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

These exercises develop an understanding of how to use accurate and precise vocabulary. Exercise 1 deals with similar words that are often confused. Exercises 2 & 4 focus on using vocabulary with appropriate formality. Exercise 3 practises using a range of vocabulary. Exercise 5 reviews vocabulary from the exercises.

Exercise 1

Books closed, elicit some popular jobs that schoolchildren want to do when they grow up. Have them decide on the top five job choices of children in the UK. Books open, have learners study the chart and compare their predictions with how children felt in 1980 and 2010. Briefly discuss possible reasons for the change (e.g. celebrity culture, changes in the media). Explain that the sentences that follow analyse the results of the table. Have learners complete the first part of the activity according to the instructions and check their answers in pairs. Clarify any issues that come up. Then have learners complete the second part of the activity.

Typical mistakes: Most learners make the same mistakes with certain words. By focusing directly on problem words, you have an opportunity to correct some common mistakes. The activities that follow recycle the words to help learners remember them. Point out that your learners can do the same thing on their own, identifying areas where they make the same mistakes and eliminating them one by one.

Exercise 2

Point out to learners that they can make use of many words from Exercise 1 in this activity. Have them complete the exercise according to the instructions and check their answers in pairs.

Exercise 3

Once again, learners can make use of many words from Exercise 1. Have them complete the activity

according to the instructions and check their answers in pairs.

Typical mistakes: Most students like to 'play it safe' in exams and will use a limited range of vocabulary even if they know other words. Highlight the importance of using a range of vocabulary and how this will gain them marks, even if they make some mistakes.

Exercise 4

Point out that in this exercise, the words and phrases have not already been used in earlier exercises. However, they are all words and phrases that have appeared earlier in the book. Have learners work in pairs to complete the activity according to the instructions and check their answers in small groups.

Exercise 5

Have learners work in small groups to discuss the results of the survey of media coverage. Elicit whether they agree or disagree with the results. Then have them complete the activity according to the instructions and check their answers in pairs.

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

FOCUS These exercises continue the focus on appropriate choice of vocabulary, particularly some of the more predictable language used in Task 2.

Exercise 6

Have learners work individually to complete the activity according to the instructions, discuss their answers in pairs and then finalise their answers in small groups.

Exercise 7

Have learners work individually to answer the first question. Then ask them to work in small groups to discuss and justify their choice. Provide learners with the answer and then have them discuss the problems with paragraphs **a**, **b** and **d**.

Typical mistakes: Learners can find it confusing to evaluate the writing of others. However, by separating out specific issues, this activity provides very useful practice. To make sure your learners get the most out of the exercise, make sure they have enough time to complete each stage of the process, individual work, justifying answers in groups and identifying the specific issues with paragraphs **a**, **b** and **d**.

Exercise 8

This exercise builds on Exercises 1 and 2. Have learners complete the exercise according to the instructions and discuss their answers in pairs. Follow up by comparing them with the suggested answer in the key.

Exercise 9

This exercise not only requires your learners to evaluate the paragraphs and make choices, but also to rewrite them. Make sure they have sufficient time to do this effectively. Have them discuss their answers in pairs before comparing them with the suggested answer in the key.

Exercise 10

Have learners read the Exam tip. Discuss as a class how this advice impacts on what they did in Exercise 9 and any other issues that arose during the exercise. Then have them complete the exercise in the same way as Exercise 9.

Part 3: Exam practice (Homework – 1 hour)

This can be assigned for homework.

FOCUS Emphasise the importance of using appropriate vocabulary in their answers.

- 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

Partner A

fame _____

ambition _____

transient _____

shortcoming _____

image _____

praise _____

infamous _____

achievement _____

idol _____

imperfect _____

endorse _____

Partner B

aspiration _____

notorious _____

worthless _____

icon _____

acclaim _____

accomplishment _____

approve _____

short-lived _____

impression _____

stardom _____

flaw _____

Sample lesson plan for *Writing for IELTS* Unit 11

Student preparation: Have learners complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: None.

Part 1: Vocabulary (15–20 mins)

FOCUS

These exercises introduce learners to key vocabulary and expressions associated with holidays and travel. They also focus on word building in the context of accurate use of parts of speech and common suffixes.

Spot check 1:

To review vocabulary associated with road signs, do the following pair activity.

1. Learners draw ten road signs, including any of the ones they remember from Vocabulary exercise 1, e.g. *road works ahead*.
2. Learners swap signs with a partner and try to guess the meaning of the signs that their partner has drawn.
3. Learners get one mark for each sign they draw from Vocabulary exercise 1 (max 8 marks) and one mark for each of their partner's signs that they identify correctly (max 10 marks).
4. The learner(s) with the most marks wins.

Spot check 2:

To provide practice in using suffixes and recalling nouns associated with holidays and travel, have learners work in pairs.

1. Write the four suffixes on the board as headings.
2. Tell learners to write as many words as they can that end in these suffixes. Explain that they will get two marks for each word from Vocabulary practice 3–5 and one mark for any other words they can think of.
3. Give them five minutes.

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

FOCUS

These exercises develop accuracy in writing by focusing on verb forms, prepositions and articles.

Exercise 1

During the course, you will already have dealt with issues related to verb forms. This exercise will highlight some of the problems that still remain.

Have learners complete the activity according to the instructions and check their answers in pairs. Tell them that they should note any mistakes and do remedial work on their own. Point out that there are many exercises on the Internet they can use.

Typical mistakes: Many learners have some difficulty using the present perfect. Explain that, if this is the case, the best way to overcome the problem is to look at the different uses of the present perfect aspect one at a time. For example, they could focus on activities that started in the past and continue to the present, initially. Point out that the numerous aspects of language that need to be learned can sometimes seem overwhelming; by isolating just one use, they should be able to succeed.

Exercise 2

Set a challenge for your learners to get the correct answers for the whole of Vocabulary exercise 2. Before they begin, point out the following (related to two issues within this exercise):

1. Begin by identifying the subject of the sentence. Point out that this might be a noun phrase such as *Transport policy in the United Kingdom*.
2. Think about the role of the subject. Is it the *agent* or the *patient*?

The driver [agent] put petrol in his car.

The driver [patient or passive subject] was stopped by the police [agent].

Note: Sometimes we don't bother with the agent
The driver was stopped [by the police] for speeding.

With some verbs, the agent is so unimportant that we use the active.

The car stopped at the traffic lights (we don't say the car was stopped by the driver at the traffic lights).

Have learners complete the activity according to the instructions and check their answers in pairs.

Exercise 3

Write on the board:

Sara wanted to buy an electric car, but decided that she'd better buy a petrol one after seeing how much they cost.

Have learners identify the infinitive verbs *to buy* and *buy*. Then have them identify the gerund *seeing*. Tell them to work in small groups and decide when each one is used. During feedback make sure you cover the following:

Infinitives without 'to' come after auxiliaries and a few other verbs and expressions like *make* and *had better*. Gerunds always come after prepositions, e.g. 'after seeing'. They can also be replaced by *something*, e.g. 'after something'.

Once again, set a challenge for your learners to get the correct answers for the whole of Vocabulary exercise 3.

Typical mistakes: This is another area where learners often make mistakes. Having done this exercise, it would be useful to have them look up a full explanation of the different uses in a grammar book or online.

Exercise 4

Have learners read the Exam tip at the top of page 91 and discuss the information in small groups. When they have finished, clarify anything they are unsure of. Have learners complete the activity according to the instructions and check their answers in pairs. When they have finished, direct attention to the Exam tip at the bottom of the page.

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

FOCUS These exercises continue the focus on common errors of grammar.

Exercise 5

This exercise helps learners identify areas where they need further work. Have them complete the activity individually according to the instructions, check their answers in pairs and then discuss the exercise in small groups.

Note: Your students might find alternative answers that are acceptable. For example:

- 7 Many people **living** in rural areas have no choice but to travel by car.
- 8 Buying a second-hand car is sometimes risky; inexperienced buyers can be easily cheated.
- 9 Buying a second-hand car is sometimes risky **and** inexperienced buyers can be easily cheated.
- 10 Because the industry is poorly regulated, buyers are not always well-informed.

Typical mistakes: If any of your students find this exercise difficult, remind them that these are common errors and not to feel discouraged. At this stage in the course, it is too late to do much remedial work. However, it is useful for learners to have a clear idea of their areas of weakness before doing the Practice test so that they can pay extra attention to these areas. Point out that the exercises that follow will provide further practice in some of these areas. Highlight the importance of the process of learning, i.e. whether or not they make mistakes, they will learn from the process of doing them, particularly in a classroom context where they have the opportunity to discuss with other students and clarify with the teacher.

Exercise 6

You may need to do an example before learners complete the exercise to demonstrate how to 'effectively highlight the main point'. For example, write the following sentences on the board:

The majority of shops are located in town centres. Town centres can be difficult places to park.

Then write *Town centres ...* and elicit how to complete the sentence to mean the same thing:

Town centres, where the majority of shops are located, can be difficult places to park.

Have learners complete the activity individually according to the instructions and check their answers in pairs.

Exercise 7

It is probably a good idea to point out that most of the punctuation relates to commas, although learners should also pay attention to colons and full stops. Have learners complete the activity individually according to the instructions and check their answers in pairs.

Exercise 8

The first item in this exercise is probably the most difficult, so it is a good opportunity for learners to think about it and discuss it in pairs. Elicit different answers before confirming which one is correct. Have learners complete the rest of the activity individually according to the instructions and check their answers in pairs.

Exercise 9

This exercise is an opportunity for learners to do a controlled proofread using what they have learned in Exercise 8. Have them complete the activity individually according to the instructions and check their answers in pairs.

Exercise 10

Direct attention to the Exam tip in the middle of page 94. Emphasise the importance of proofreading, pointing out that marks can be lost by missing out this stage. Have learners complete the activity individually according to the instructions, discuss their answers in pairs, then check in small groups.

Part 3: Exam practice (Homework – 1 hour)

This can be assigned for homework.

FOCUS Emphasise the importance of proofreading their work.

- 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.

Sample lesson plan for *Writing for IELTS* Unit 12: Practice Test

Student preparation for this class: Ask learners to read page 7 of their books, which tells them how the test is marked. Ask them to use their books to revise any areas they have found difficult, e.g. interpreting graphical data, writing conclusions. (30 mins)

Teacher preparation: None

Your learners will benefit most if this test is done under exam conditions. They should answer both parts consecutively. Remind them that in the actual test they will need to keep 10 minutes aside to proofread their writing. Ideally you should invigilate the test, but it will also benefit learners if they do it on their own. Learners should mark their own tests so they can easily see which questions they had trouble with.

Review page 7 of the book, which explains how the banding is calculated. When learners have calculated their score and checked their band, spend some more time going over the test. If a lot of students had problems with a particular question, let them read the text again and discuss any issues that arise.

EXTENSION ACTIVITY (20 MINS)

Ask learners to write an action plan that states which areas they should work on, and which sections of the book they are going to use to revise. Leave sufficient time for them to hand it in for you to check over and then discuss as a class.