

About *Get Ready for IELTS Writing*

Collins Get Ready for IELTS series has been designed to help learners at a pre-intermediate level (equivalent to band 3 or 4) to acquire the skills they need to achieve a higher score. It is easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exam information and study tips are presented in an easy-to-read format
- Exercises are carefully arranged from simpler to more difficult
- Review units allow for systematic revision
- Answer key is clear and comprehensive

With these fundamentals in place, classroom teachers can focus on ensuring that learners approach the writing process in the most effective way and understand how their writing will be assessed. This resource will explain how best to use the material and how it can be adapted to make the most of the classroom learning context. It shows you how you can maintain interest and motivation, deal with common errors, and facilitate pair and group work so that more interactive practice can take place.

Each chapter in *Get Ready for IELTS Writing* has a similar three-part structure, which can form the basis of regular classroom routines. It will provide 3–4 hours of content, 2 of which we recommend doing in class and 1–2 of which will make ideal homework tasks.

Part 1: Language development

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

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary and grammar structures without eating up classroom time.
- As repeated exposure to new vocabulary and structures is required for mastery, the first 10–15 minutes of the lesson can be spent doing a 'spot check' of a selection of the material covered at home. The remaining language development exercises can be done with the teacher in class.

Part 2: Skills development

Part 2 of each unit focusses on either task 1 or task 2.

- Each chapter provides an explanation of the type of answer required along with exercises of increasing difficulty. The exercises break down the writing process into component skills so that learners can acquire the necessary underlying competencies.
- The lesson plans provided for each unit concentrate on this section and offer roughly two hours of material, including suggestions for optional extension activities.
- Most exercises can be done individually and checked in pairs or small groups. This trains learners to reflect on and explain how they have approached the task.

Part 3: Exam practice

This can be given as homework.

- This section provides realistic exam practice and allows learners to integrate the skills they have learned.
- A checklist summarises the key learning points in the unit and gives learners a framework for assessing their development.
- Feedback should be given and students should be required to redraft their texts incorporating the necessary improvements.

Sample lesson plan for *Get Ready for IELTS Writing* Unit 1

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (40–50 mins)

Teacher preparation: For Language development spot check 1, prepare cards with hobbies listed in Language development exercise 2 (one word per card). Prepare sufficient for one set of cards per group of three students. (20–30 mins)

Part 1: Language development (up to 20 mins)

Focus: Exercises 1 & 2 introduce common words and collocations for hobbies and interests; Exercise 3 introduces the present simple tense; Exercise 4 introduces quantifiers.

Spot check 1:

To reinforce verb-noun collocations for hobbies and interests, on the board display the questions:

- Do you play football?
- How often do you play football?
- Do you like playing football?

Nominate individuals in the class to ask and answer the questions. Check for correct use of the auxiliary verb in responses *Yes, I do* and *No, I don't*, and for the use of expressions *never*, *every day*, *once a week* etc. Then divide the class into groups of three and do the following activity.

1. Ask or designate one person in each group to act as facilitator using the Exercise 2 answer key on page 90.
2. Place face down in front of each remaining pair of students one set of cards with hobbies from Language development exercises 2.
3. Players take it in turn to select the top card and ask each other one of the three questions above using the term on the card.
4. The facilitator allocates one point for each correct question and each correct response.

Spot check 2:

To provide further practice in using quantifiers, explain that you are going to conduct a quick class survey.

1. Write 5–6 sentences on the board using the phrase *people in the class like + ...ing* and the hobbies listed in Exercise 2 leave a blank space at the start of each sentence for a quantifier, e.g. _____ *people in the class like playing football*.
2. Ask learners to predict the class's responses by completing each sentence with a quantifier from Exercise 4, e.g. *Not many people in the class play football*.
3. To check their predictions, frame each statement as a question and ask for a show of hands in response, e.g. *Who likes playing football?* See who has made the most accurate predictions.

Part 2: Skills development (30 mins for Exercises 1–3; 60 mins for Exercises 4–8)

Focus: These exercises train learners to read and correctly interpret tables. Exercises 3 & 4 show how to write a Task 1 introduction based on a table.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 10. Ask questions such as:

- Do you have experience of this type of task?
- How long does it normally take you to write 150 words in English?
- Can you recognise the difference between formal, semi-formal and informal writing?

Then ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Follow up by asking learners to compare sentences 2 and 4 and identify which is less formal and why. (Answer: 2, because it contains a *lot of* and the contraction *don't*). Invite them to rephrase the sentence to make it more formal. (Answer: *Many students dislike hockey*).

Typical mistakes: Some learners may believe that *few* is the same as *a few*. Explain that *few* = *not many* and that *a few* = *some* (i.e. it is more affirmative).

Exercise 2

Learners do the exercise individually and check their answers in pairs. Explain that for Task 1 they will always have to give reasons for any general statements they make about the table or diagram.

Exercise 3

Draw learners' attention to the Exam tip box at the top of page 11, then have them do the exercise.

Typical mistakes: Learners often confuse quantity with percentage. Sentences describing the elements of a table are also challenging to write because of the number of prepositional phrases required. Follow up by rewriting sentence (c) on the board in random word order and ask learners to work in pairs to reconstruct the sentence.

Exercise 4

Draw learners' attention to the Exam tip box at the bottom of page 11, then have them do the exercise in small groups.

Exercise 5

Learners do the exercise individually and check their answers in pairs. To follow up, ask learners to identify all of the uses of *-ing* in the passage (present participle after *spend time*; gerund after the verb *like* and the subject in the sentence *Browsing news...is popular...*)

Get Ready for IELTS Writing**EXTENSION ACTIVITY**

Conduct a class survey of Internet use and create a table to serve as a writing prompt.

1. Ask learners to identify how much time they spend (in hours or minutes) each day on average on each of the Internet activities listed in Exercise 3.
2. Divide learners into groups of 5–6 and designate each group with a letter of the alphabet. Ask the members of each group to share their answers among themselves and derive a total for each activity for the group.
3. Sketch a table on the board like the table in Exercise 3 but replacing age groups with Group A, B, C and so on. Compile the information in the table by asking a spokesperson for each group to report their totals for each activity.
4. Give learners 20 minutes to write up the findings following the model in the book (Practice exercises 4 & 5). (50 mins)

Part 3: Exam practice (Homework – 40 mins)

This can be done in class or assigned for homework. If this is your students' first attempt at Task 1, suggest they spend up to 40 minutes on the exercise. 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 *Get Ready for IELTS Writing Unit 2*

Student preparation for this class: Have students complete all of Part 1: Language development exercises before the class. (40 mins)

Teacher preparation: none

Part 1: Language development (10–15 mins)

Focus: Exercises 1 & 2 introduce some common words and collocations associated with education; Exercise 3 introduces the past simple tense; Exercise 4 introduces comparative forms.

Spot check 1:

Check learners' recall of verb-noun collocations related to education. Ask them to close their books. Write on the board the six nouns listed in Language development exercise 2. Using the answer key read out the verbs that collocate with each item – learners have to listen and guess the associated noun.

Spot check 2:

To provide further practice in using comparative forms, invite student to compare males and females in the class using the forms listed on page 16. Give an example sentence and prompts based on what you can see, e.g. for the prompt *carry a rucksack*, learners might say *More females than males carry a rucksack*. Other prompts might include: *have short hair, wear glasses, use an electronic dictionary, are wearing bright colours today*.

Typical mistakes: Learners may not recognise that much and less should be used with uncountable nouns and produce sentences like: *Less females than males wear glasses*.

Part 2: Skills development (30–35 mins for Exercises 1 & 2; 45 mins for Exercises 4–8)

Focus: These exercises train learners to read and write about bar charts.

Exercise 1

Spend 2–3 minutes going over the Exam information at the top of page 17. Have learners work in pairs to complete the exercise and then draw their attention to the Exam tip box at the bottom of the page.

To consolidate their understanding of bar charts, ask them to look at the table at the bottom of page 10 and explain how the information would be conveyed in a bar chart. Ask the following questions:

1. What would the left-hand vertical axis show? (Answer: *number of hours*)
2. What would the bottom or horizontal axis show? (Answer: *activities*)
3. How would the bars be shaded? (Answer: each bar would have two shades, one representing teenagers 13–15 and the other teenagers 16–18.)

Exercise 2

Before looking at the bar chart on page 18, write the subjects on the board. For each subject, ask students to say whether they think boys or girls are likely to have the higher number of exam passes. Learners then compare their predictions with the information in the bar chart. Have them do the gap fill exercise individually and check their answers in pairs.

Demonstrate how they can exploit language in a model answer for another task.

Write the first paragraph on the board and erase the content words until only the following remains:

The bar chart shows the numbers of ... in ... in The chart groups the ... according to ... and divides these ... into ... and There are clear differences between the

Ask students to complete the sentences using information from the bar chart on the previous page. (Answer: *The bar chart shows the numbers of students in local primary schools in 2008. The chart groups the students according to school and divides these groups into boys and girls. There are clear differences between the schools.*)

Exercise 3

Draw learners' attention to the Exam tip box at the top of page 11. Have them do the exercise individually, then compare their paragraphs in pairs. Circulate among the pairs and note examples of good work as well as the types of mistakes being made. Share good work with the class by writing example sentences on the board. Give additional instruction to address persistent errors.

Typical mistakes: Make sure that students use the past tense. Point out that even if the information in the prompt refers to a time period in the past, Task 1 responses typically begin with the present tense. This is because the subject of each sentence is usually the figure itself (e.g. *The bar chart shows...*) or parts of it (e.g. *the horizontal axis represents...*). However, for the main body, you normally switch to the simple past tense if the information in the prompt refers to past time.

Also look out for errors with prepositions as this type of response requires a good command of a range of phrases (e.g. *number of...with..., range from...to, a difference of..., did best in...*).

Part 3: Exam practice (Homework – 35 mins)

This can be done in class or assigned for homework. If this is your students' first or second attempt at Task 1, suggest they spend up to 35 minutes on the exercise. 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 *Get Ready for IELTS Writing* Unit 3

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (40–50 mins)

Teacher preparation: Photocopy Language development spot check 1 hand out (sufficient for one per student). Photocopy Language development spot check 2 hand out (sufficient for one per pair of students), cut up each sentence into individual words and bundle sets together. For the Extension activity, prepare bundles of 10–12 blank slips of paper (sufficient for one set for each group of four students). (35–40 mins)

Part 1: Language development (up to 20 mins)

Focus: Exercises 1 & 2 introduce common nouns associated with culture and a range of negative and positive adjectives. Exercise 3 & 4 introduce SVO word order and common conjunctions.

Spot check 1:

To check learners' recall of adjectives, divide learners into groups of 3–4. Distribute Language development spot check 1 hand out and invite learners to respond to what they see using the adjectives listed in Language development exercise 2.

Spot check 2:

To reinforce learners' understanding of SVO word order and use of conjunctions, pair them up and distribute the word cards for sentences 3 and 4 from Language development exercise 4. Challenge them to unscramble the sentences in two minutes.

Part 2: Skills development (40 mins for

Exercises 1–4; 30 mins for Exercise 5)

Focus: Exercises 1–4 focus on understanding Task 2 essay questions. Exercise 5 focusses on generating ideas for a Task 2 essay.

Exercise 1

Spend 3–4 minutes discussing the Exam information at the top of page 23. Ask questions such as:

- Have you written essays of this type before, either in English or in your own language?
- How long does it normally take you to write 250 words in English?

- How do you learn about the kind of social topics covered in Task 2 exam questions?

Then ask learners to do the exercise following the instructions in the book and compare their answers in small groups.

Typical mistakes: Learners who choose (a) or (b) for question 1, or choose an incorrect paraphrase for the question, may focus too much on the subordinate clause (*because they are...*). Point out that in most cases the important information in a statement is contained in the main clause (*All museums and art galleries should be free...*).

Exercise 2

Learners do the exercise individually and check their answers in pairs or small groups.

Typical mistakes: If learners choose (b), point out that IELTS Task 2 questions are rarely so broad. For those who choose (c), point out that essay questions are unlikely to be so categorical or 'black and white'.

Exercise 3

Learners work in pairs to complete the exercise. Conduct a straw poll of students' opinions re statements 1–4: as you read out each statement ask for a show of hands if they agree. To follow up, pairs generate 2–3 ideas of their own in response to the essay question. Invite each pair to read out one of their ideas and ask the class to decide whether it agrees or disagrees with the statement in the essay question.

Exercise 4

Draw learners' attention to the Exam tip box at the top of the page. Have them do the exercise individually and check their answers in pairs.

Exercise 5

Learners do the exercise individually and compare their answers in pairs. Have them brain storm ideas in small groups. Invite a spokesperson from each group to share one or two of their ideas with the class. As they do so, write them up on the board in note form. Then draw learners' attention to the Exam tip box at the bottom of the page. Point out that to save time when planning their essay they can write down their ideas in note form.

EXTENSION ACTIVITY

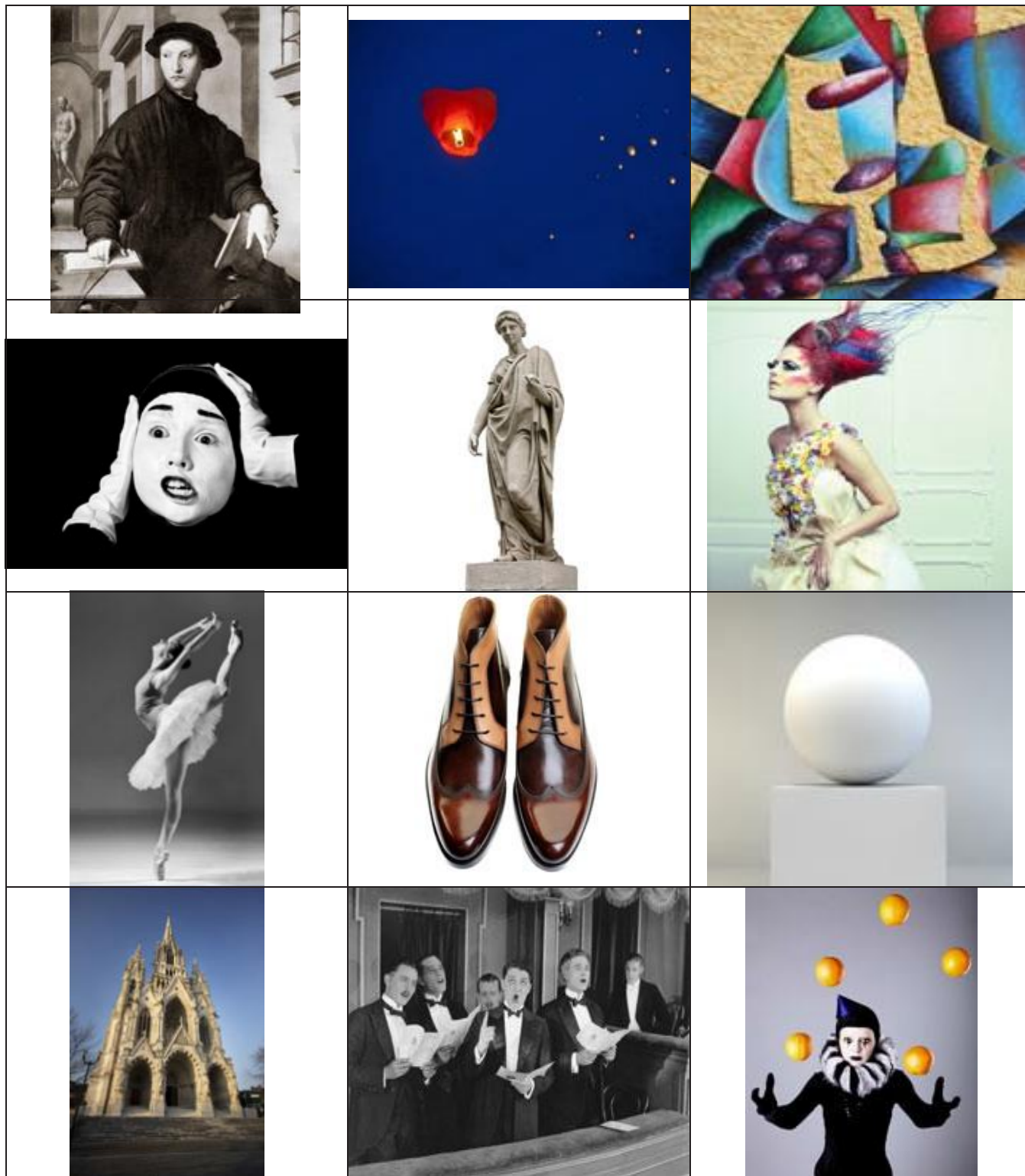
Learners continue working in small groups. Distribute 10–12 slips of blank paper to each group and ask them to write down one of the ideas generated in Exercise 5 on each slip of paper. Ask them to put the ideas in the order in which they might logically occur in an essay. Circulate among the groups and ask them to explain their choices. (25 mins)

Part 3: Exam practice (Homework – 60 mins)

This can be assigned for homework. If this is your students' first attempt at Task 2, suggest they spend up to 60 minutes on the exercise. 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.

PHOTOCOPIABLES

Language development spot check 1



PHOTOCOPIABLES

Language development spot check 2**Language development Exercise 4 Sentence 3**

Young	people	should
watch	less	television
because	most	programmes
are	not	educational.

Language development Exercise 3 Sentence 4

The	science	museum
is	free	so I
think	it	is
good	for	families.

Sample lesson plan for *Get Ready for IELTS Writing Review 1*

Student preparation for this class: Have students complete Review 1. (20 mins)

Teacher preparation: Photocopy Language development spot check 1 hand out (one hand out per group); photocopy Language development spot check 2 paragraphs and cut up as indicated (one set for each pair of students) (15 mins)

Focus: Exercises 1 & 2 revise language from Units 1–3; Exercise 2 revises essay structure; Exercise 3 revises how to summarize a bar chart; Exercises 4 revises one aspect of opinion essays.

Spot check 1 (20 mins):

To check learners' recall of language from Units 1–3, play a team game.

1. Explain that some of the sentences in the quiz are correct and others are not (the incorrect ones have the correct information in brackets). Point out that the mistakes might be in vocabulary, grammar or in factual information relevant to the students' studies.
2. Divide the class into groups of at least six students with two teams in each group.
3. Distribute Spot check 1 strips, one per student.
4. Decide who starts. One team member reads out their first sentence, the other team has to decide if it is correct or not. If they are right that it is incorrect, they then identify what is wrong and say the correct version. Teams get one mark for answering *correct/incorrect* and one mark for saying the correct version (if applicable).
5. A member of the other team then reads his/her sentence and the game proceeds until there are no more sentences.

Note: if you wish to extend the quiz, just add more similar sentences.

Spot check 2 (20 mins):

To check learners' understanding of how to structure a paragraph, have them order paragraphs from the model answer to Units 2 & 3 Exam practice (see Photocopiables). Both of these include internal reference that ensures one order only. This should provide a good opportunity for discussion. However this should not pre-empt more detailed work on link words and reference pronouns in Units 7 and 8 respectively.

Unit 2 (paragraph 2 only) (see page 92 in the book for correct order)

Sentence 1 begins with both male and female students. Sentence 2 has a general point about female students. Sentence 3 gives a more specific answer – the most popular subject. There are two reasons that the reference to women comes next. It continues the reference to females from the previous sentence; *However*, introduces the next stage of the paragraph, referring to mathematics and law. The final *however* refers back to the previous two sentences, one about women and the other about men.

Unit 3 (first two paragraphs) (see page 94 in the book for correct order)

This has a similar internal logic but there are two possible orders. The second, not quite as good as the first, has the first two sentences of paragraph 2 at the end of paragraph 2. It is less appropriate than the original which starts paragraph 2 by talking about positive things connected with sport and cultural activities before discussing any of the issues.

PHOTOCOPIABLES

Review 1: Language development spot check 1

1. My father play (<i>plays</i>) golf every weekend. The vertical axis of a bar chart usually shows quantity.
2. There are lots of different nationalities in my class. I play football with a group of friend (<i>friends</i>) once a week.
3. I bought a new television last week. Playing the guitar is a relaxing sport (<i>activity</i>).
4. Not many of (<i>Not many</i>) girls like playing football. The school spent \$5,000 on new facilities.
5. Some of my friends have weekly karate lessons. There are more people in Germany than in France.
6. Football is (<i>the</i>) most popular game in the UK. People don't spend many (<i>much</i>) time doing sport.
7. A qualification is (not) the same as an exam. Mustapha finish (<i>ed</i>) school and pass (<i>ed</i>) all his exams.
8. I watched last week a film at the local cinema (<i>last week</i>). I go usually (<i>usually go</i>) to a concert every month.
9. I like taking photographs but (<i>and/so</i>) I bought a camera. The horizontal axis of a bar chart usually has different categories.
10. I don't like museums as much than (<i>as</i>) art galleries. I like visit (<i>visiting</i>) different countries.

Review 1: Language development spot check 2

Unit 2 text (paragraph 2)

Science and maths were the most popular subjects for male students in 2005, but non-science subjects were most popular with female students.

The most popular subjects for female students were less technical subjects such as social sciences, languages, literature and humanities.

Social sciences was by far the most popular subject for women.

However, very few female students chose to study mathematics and law: four thousand and six thousand respectively.

Almost no men – two thousand – chose to study languages and very few men chose to study the arts.

However, just as many men as women chose to study humanities.

Unit 3 text (paragraphs 1 & 2)

Some people think that young people should spend their free time on cultural activities like music, film and theatre.

Other people believe that sport is better for young people.

In my opinion, both culture and sports are important parts of life so young people should do a mixture of both.

Sport gives young people the chance to exercise, which is important for health reasons.

Sport also teaches about rules and teamwork.

Cultural activities are good for the health of the mind and spirit and allow young people to be creative and experience different worlds.

However, going to the theatre or learning a musical instrument can be expensive.

Sports activities can be less expensive but can be dangerous and lead to injury.

Sample lesson plan for *Get Ready for IELTS Writing* Unit 4

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (30–40 mins)

Teacher preparation: Photocopy Language development spot check 2 hand out and a set of cards. Prepare sufficient for one set of each per group of 3–4 students. (15 mins)

Part 1: Language Development (up to 25 mins)

Focus: Exercise 1 introduces spelling of words for family relationships; Exercises 2 & 3 introduce a range of modals; Exercise 4 introduces use of modals to indicate strength of an opinion.

Spot check 1:

To check the learners' ability to recall and spell words for family relationships, write the eight words from Language development exercises 1 on the board with gaps as follows:
mo t _ _ _ , d _ _ _ _ ter, _ _ _ ndm _ _ _ er, f _ t h _ _ - in-l _ _ ,
gr _ _ ds _ n, _ ath _ _ _ n, p _ r _ _ t _

1. Give definitions of the words in random order, e.g. *the mother of your parents, the wife of your father* (use mime if students don't know the word). Have the class respond by finding the appropriate word and giving the missing letters, e.g. *g-r-a-o-t-h* (for grandmother) and *h-e-r* (for mother).
2. Ask students to use the words on the board to make four more words for family relationships:
father/parents-in-law, grandfather/daughter.
3. Divide the class into groups of 3 or 4. Have them tell each other names of family members using the language in Exercise 1, e.g. *My grandmother's name is Lara.*

Typical mistakes: Learners may want to pronounce the 'silent' letters in words like grandmother /'grænməðə/ (elision), or not pronounce letters such as the linking 'r' in mother-in-law /'mʌðərɪnlɔː/. Also make sure they use the same stress pattern for each of the family words, i.e. stress on the first syllable.

Spot check 2:

To check the learners' understanding of the use of modal verbs to express possibility, necessity and opinion, divide the learners into groups of 3–4. Distribute the Language development spot check 2 hand out and modal cards, one per group. Groups match the modals to each sentence so that all six can be used – only one option will allow all the cards to be used. (Answers: *should, might, need to, mustn't, need to, will.*)

Encourage groups to discuss different options and clarify any issues during feedback. For example, they might say: '*My friend's young children will go to university.*' rather than '*might*', but this use here is debatable. There is also a fine difference between the use of *should* and *need to*: *should* is a general obligation while *need to* implies that it is in order to have a good outcome.

Part 2: Skills development (30 mins for Exercises 1–3; 30 mins for Exercises 4 & 5)

Focus: These exercises continue the focus on writing a Task 2 essay. Exercises 1–3 provide information and practice with the structure of individual paragraphs. Exercises 4 & 5 provide information and practice in structuring multiple paragraphs within an essay.

Exercise 1

Ask learners to look at the example of a good paragraph. They read the text, ignoring the underlined phrases and answer the question: *What might happen to children who don't have love and support from their parents?* Have them give an example from the text. Then have learners identify the three underlined parts of the text and the function of each one. They then work in pairs and answer the *True/False* statements.

Exercise 2

Ask learners to work individually and decide which paragraph follows the rules in Exercise 1. Tell them to put a tick against anything that follows the rules and a cross against anything that breaks the rules. Then have them check their answers in pairs. Highlight the phrase at the beginning of paragraph 3 *Rules are important (for children)* and prompt students to produce different ways of saying it and write on the board:

- Children need (to be taught) rules.
- Parents should teach their children rules.
- It is important for children to have rules.

Exercise 3

Go over the Exam information at the top of page 31. Give students a few minutes to discuss whether this advice follows on from what they have just learned in Exercises 1 & 2. Introduce Exercise 3 by pointing out that each sentence can start with an opinion and point out the different ways you wrote on the board after Exercise 2. Learners do the exercises individually and check their answers in pairs.

Exercise 4

Spend 3–4 minutes discussing the Exam information at the bottom of page 31. Ask students why it is important to follow a standard structure. Point out that to succeed in IELTS they must do what the examiners want. Learners read the essay title and use what they learned in Unit 3 about understanding and answering the question.

Draw attention to the Exam tip at the bottom of page 32. Point out that this will help them identify the introduction. Learners do the exercises individually and check their answers in pairs. Before they begin, tell them to think clearly about the reasons for their choice and be ready to explain them.

Typical mistakes: Students often fail to follow advice on writing essays. For example, with the essay structure they may have a very short or weak conclusion because they don't see it as important (or they may simply repeat what they put in the introduction). This might be because writing follows a different style in their own culture, because their teacher has told them something different, or simply because they want to make their essay more interesting. Make it clear that they will only get a good mark if they follow standard procedures in writing.

Exercises 5

Tell the learners to think carefully about the definitions while doing the exercise so they use some of the language themselves when checking in pairs. Do feedback as a class to provide a further opportunity to use the language of explanation.

EXTENSION ACTIVITY

Have learners look back at an essay they have already written and see if it can be divided in the same way as the structure they have looked at. Alternatively, use one essay that a student has already written that would be suitable for such a task and have all learners work on it. (30 mins)

Part 3: Exam practice (Homework – 60 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 60 minutes on the exercise to allow them 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.

PHOTOCOPIABLES

Unit 4: Language development spot check 2

will	might
need to	don't need to
mustn't	should

1. Children _____ listen to their parents.
2. My friend's young children _____ go to university.
3. Parents _____ help their children with everything.
4. Grandparents _____ give their grandchildren things against the wishes of the children's parents.
5. Parents _____ love and understand their children.
6. Parents _____ usually do their best for their children.

Sample lesson plan for *Get Ready for IELTS Writing* Unit 5

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (40–50 mins)

Teacher preparation: Photocopy Language development spot check 1 cards. Prepare sufficient for one set of cards per group of 3–4 students. (15 mins)

Part 1: Language development (up to 25 mins)

Focus: Exercises 1 & 2 introduce verbs (infinitive and past form) and their noun equivalent to describe movement on graphs; Exercises 3 & 4 introduce adjectives and adverbs to describe different degrees of movement or trends; Exercise 5 introduces ways of describing time periods used on graphs.

Spot check 1:

To reinforce use of 'adjective + noun' and 'verb + adverb' combinations, play pelmanism in groups of 3–4. Distribute Language development spot check word cards to each group and do the activity as follows.

1. Write on the board *Tourism increased*. and *There was an increase in tourism*. Highlight the use of the verb *increased* and the noun *an increase*. Then demonstrate pelmanism on the board using four large cards with the words *to drop*, *a rise*, *sharply*, *sharp* attached face down on the board. Turn over *to drop* and *sharp*. Indicate that verb and adjective cannot be used together. Replace and turn over *to rise* and *sharply*. Say: '*Tourism rose sharply*.' Then take the two cards off the board and put on the table. Turn the remaining two cards *a rise* and *sharp*, elicit that they go together and the sentence: '*There was a sharp rise in tourism*.' Give the pair of cards to the student that gave the correct sentence.
2. Learners now play in groups of 3–4, collecting matching cards. To win a pair, learners must:
 - Pick up a matching pair.
 - Make a sentence similar to the one on the board.

If a student picks up a matching pair and fails to make a correct sentence, the cards are replaced face down.

Spot check 2:

To provide practice in distinguishing between points of time and periods of time using time phrases.

1. Tell learners to listen and watch. Say a period of time, e.g. *for ten years*, and indicate that it is a period by placing your hands apart. Say a point in time, e.g. *twenty years ago*, and indicate that it is a point by raising your index finger on one hand.
2. Practise as a class saying different time phrases and getting learners to respond with the gesture.
3. Tell learners to refer to the time phrases on page 36 and elicit different times, e.g. *between 1985 and 2003*. Make sure they are able to say dates accurately. Have learners work in pairs, taking turns to say dates while their partner responds with an appropriate gesture.

Part 2: Skills development (30 mins for Exercises 1–3; 60 mins for Exercises 4–8)

Focus: These exercises train learners to read and interpret line graphs and summarise the information. Exercise 3 shows how to write a summary based on a graph in preparation for one of the question types in Task 1.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 37. Ask questions such as: *What axis of the graph shows quantities? Give an example of a quantity. What does the horizontal axis show? Give examples of units of time that can be shown. As well as an increase, what trends can a line on a graph show?* Then ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Follow up by eliciting true answers for 3, 5 and 6. If the students are interested, have them briefly discuss what they think of these trends and why they are happening.

Typical mistakes: some students may be confused about the use of the present perfect (see item 5). This is included as an example of natural language, but you do not need to focus on it.

Exercise 2

Draw attention to the Exam tip box at the bottom of page 37. Elicit a typical example for the past from Part 1. Point out that learners should make use of these ready-made expressions in their writing (as in Exercise 2). Learners do the exercise individually and check their answers in pairs.

Typical mistakes: Learners often confuse talking about the graph with what it shows. When talking about the graph we use the present simple, when talking about what it shows, we use a tense that relates to the time on the horizontal axis, past, present or future.

Exercise 3

Have learners do the exercise in small groups. Encourage them to discuss each one and the reasons for their choice. Go over them as a class and discuss the structure of the text:

- what the graph shows
- a general comment about Singapore
- specific numbers for Singapore.
- a general comment for Japan and Thailand (because similar graphs)
- specific numbers for Japan and Thailand
- a comment on the similarity of the figures
- commentary on the direction of the graph

Point out that there is a clear structure and although there is some choice about what to highlight, the writer has a limited choice.

Typical mistakes: students don't always understand the importance of variety in their writing. For example, they will overuse *rise* rather than including *go up* and *increase* in their writing. Similarly they often fail to make use of adjectives and adverbs to signal different degrees of movement in a graph.

EXTENSION ACTIVITY

Conduct a survey of tourism in different countries around the world. Agree a time period, for example, 2009 – 2013 and have different learners choose a country and draw a graph about a particular topic (see for example <http://data.worldbank.org/indicator/ST.INT.ARVL>).

1. Ask each learner to research a country of their choice and draw a graph.
2. Put them together in groups of four to combine their graphs and compare the figures.
3. Have learners discuss the numbers and fluctuations and discuss what factors might cause the differences.
4. Give learners 20 minutes to write up the findings following the model in the book (Practice exercise 3). (50 mins)

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 30 minutes on the exercise to allow them 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.

PHOTOCOPIABLES

Unit 5: Language development spot check 1

to increase	an increase	to rise
a rise	to decrease	a decrease
to fall	a fall	to drop
a drop	to fluctuate	a fluctuation
to go up	to go down	sharply
sharply	sharply	sharply
gradually	gradually	gradually
gradually	sharp	sharp
sharp	gradual	gradual
gradual		

Sample lesson plan for *Get Ready for IELTS Writing* Unit 6

Student preparation for this class: Have students complete Part 1: Language development exercises 1–4 before the class. (20–30 mins)

Teacher preparation: For Language development spot check 1, photocopy hand out (one per student); for Language development spot check 2, photocopy and cut up cards (set of three circles per student). (20 mins)

Part 1: Language development (up to 40 mins)

Focus: Exercises 1–3 introduce common words for talking about films; Exercises 4–6 introduce percentages and fractions and how to use them to describe viewing figures.

Spot check 1:

To reinforce understanding and recall words related to films, distribute the Language development spot check 1 hand out and have students complete the information individually. Then divide the learners into groups of four to discuss the films they have chosen.

Spot check 2:

To provide further practice in using quantifiers, play a mingling activity.

1. Distribute a set of three incomplete circles to each student.
2. Ask learners if they can make one complete circle from what they have (no).
3. Tell them to ask each other for what they need, e.g. *Have you got three quarters of a circle?* If the answer is *Yes*, the other student asks for what s/he needs; if the answer is *No*, to either question, they both find another student to ask.
4. When most of the class have completed one circle, play again using percentages. This time have student prepare their own three cards with different percentages in units of ten. Explain that their cards should add up to more than 100% with no combination being equal to 100%, e.g. 30%, 50%, and 80%. They exchange cards as in 4) above to make a set totalling 100%.

Exercise 5

Introduce the exercise by having learners identify the 'fraction/per cent + *of* + noun + verb' in the example sentences. Learners then complete the exercise individually and check in pairs.

Exercise 6

Have learners discuss the explanation and complete the matching exercise in pairs. Then have them apply the language to their own class. For example, *Just under a third of students are girls*, or *Approximately half the class are wearing jeans*.

Typical mistakes: Students often fail to see long noun phrases as the subject of a sentence. It is useful to get them used to this by using appropriate pronunciation. This means saying the noun phrase as one block with its own internal rhythm rather than as single words. For example:

□ □
/Just under a third of students/ ...
□ □
/Approximately half the class/...

Part 2: Skills development (30 mins for Exercises 1–3; 60 mins for Exercises 4–8)

Focus: These exercises train learners to read and correctly interpret pie charts. Exercise 4 shows how to compare pie charts and write a summary in preparation for one of the question types in Task 1.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 42. Ask questions such as: *What percentage does a complete circle represent? What's another way of saying a share of the pie? What does each share or proportion represent or show? Why is it useful to see these different categories? Are they only compared as percentages?*

Then ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Follow up by asking learners to identify the sentence that uses an approximate amount (4). Elicit how students can see this is less than 25% (because the angle of the share is less than 90 degrees).

Exercise 2

Draw attention to the Exam tip before Exercise 2. Link this with what you discussed with item 4 in Exercise 1. Learners do the exercise individually and check their answers in pairs. Before they begin, highlight the language used to describe, e.g. *13–24 (between 13 and 24 years old)*. Elicit how to write 55+ years (*over 55 years old*).

Exercise 3

Spend 2–3 minutes discussing the Exam information at the top of page 43. Elicit any language the students might need, e.g. *more/less than, increase/decrease in/by, and/but*. Then have them do the exercise. Draw attention to the use of *to* and *by*, an important distinction when discussing data such as that used in pie charts.

Typical mistakes: Students typically find difficulty in using prepositions accurately. There are three other important prepositions for discussing data that students might find difficult using accurately, all of which are used in Exercise 3:

in + date

on + format, e.g. *on DVD*

proportion + *of*, e.g. *20% of*

Exercise 4

Draw learners' attention to the Exam tip box at the bottom of page 44. Point out that they have a choice of what to write in several of the answers to Exercise 4. Say *a quarter* and elicit *25%*: say *approximately* and elicit *about*. Then have learners do the exercise in small groups.

EXTENSION ACTIVITY

Conduct a similar survey of reasons for buying films among the class and create two pie charts to serve as a writing prompt.

1. Divide the class into male and female and have them conduct separate surveys into reasons for buying videos. Students in each group should just give one main reason.
2. Get each group to draw a pie chart of their findings and then discuss whether they think they are representative of a bigger sample. Have them adjust the charts to what they think is more representative.
3. Have one student from each group draw their pie charts on the board and discuss whether they are happy with the result.
4. Ask learners to think about how they could use the model in Practice exercise 4 to write a summary. Point out that they would have to add language such as *we think/feel* at each stage of the summary.
5. Give learners 20 minutes to write up their summaries following the adjusted model in the book (Practice exercise 4). (50 mins)

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 30 minutes on the exercise to allow them 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.

PHOTOCOPIABLES

Unit 6: Language development spot check 1

A recent film you enjoyed watching at the Cinema or on DVD

Name of Film:

Type of film:

Actor playing main character:

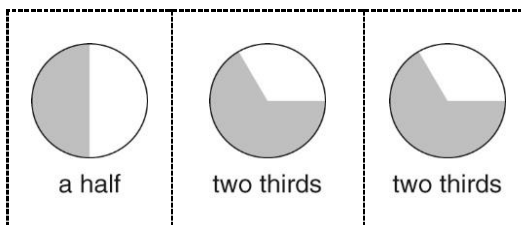
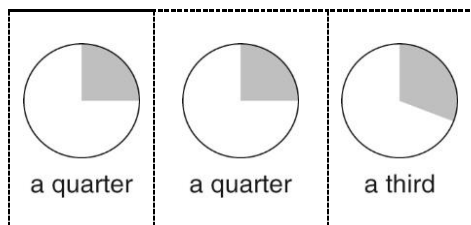
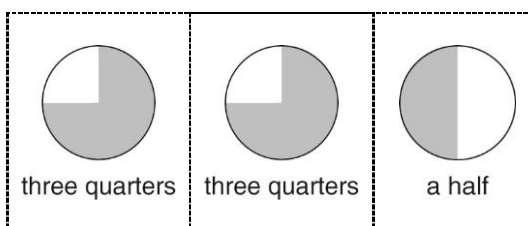
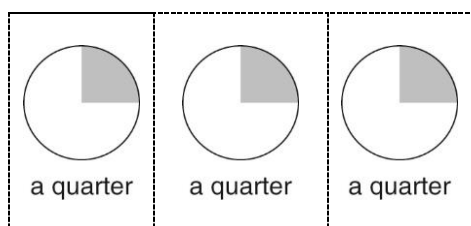
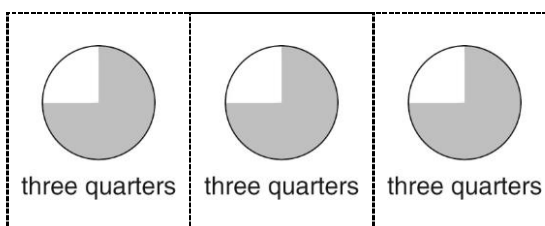
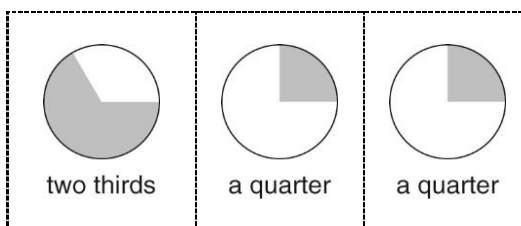
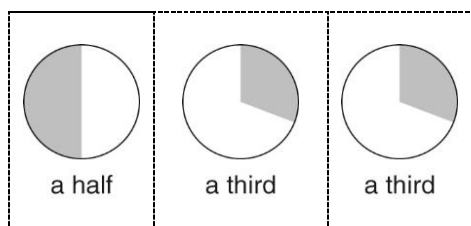
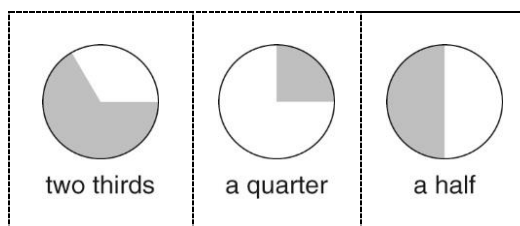
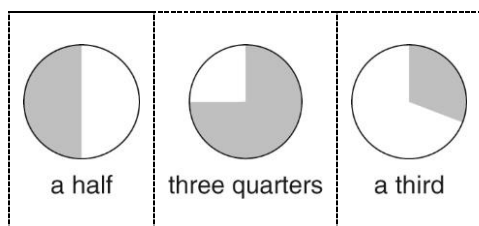
Description of main character:

Popular music from soundtrack (if any):

Special effects (if any):

Was it a blockbuster?

Unit 6: Language development spot check 2



Sample lesson plan for *Get Ready for IELTS Writing Review 2*

Student preparation for this class: Have students complete Review 2. (20 mins)

Teacher preparation: Photocopy Language development spot check 1 hand out (one hand out per group); photocopy Language development spot check 2 paragraphs and cut up as indicated (one set for each pair of students). (15 mins)

Focus: Exercise 1 revises language from Units 4–6; Exercise 2 revises essay structure; Exercise 3 revises how to summarize a graph; Exercise 4 revises how to interpret a pie chart.

Spot check 1 (20 mins):

To check learners' recall of language from Units 4–6, play a team quiz.

1. Divide the class into groups of at least seven students. Have two teams in each group and one member of the group as the quizmaster.
2. Distribute Spot check 1 hand out to the quizmaster in each team. Give him/her two minutes to read through the questions, checking with you if they don't understand anything.
3. Toss a coin to see who starts and the quizmaster asks this team the first question. If the team gets it right, they have another question. This continues until they cannot answer a question.
4. Marks are allocated as follows: One mark for each correct answer; a bonus of two points if the other team answers a question that the first team couldn't answer.

Note: if you wish to extend the quiz, just add more similar questions.

Spot check 2 (20 mins):

To check learners' understanding of how to structure a paragraph, have them order the paragraphs from the model answer to Unit 4 Exam practice (see hand out for Spot check 2; note that this has been slightly modified to make it more like the one in Exercise 2 of the Review).

PHOTOCOPIABLES

Review 2: Language development spot check 1

1. What is wrong with the sentence: *'It is predicted that sales fell by 10%.'* (You predict the future not the past)
2. What is another way of saying a 'rapid increase'? (sharp increase/sharp rise/rapid rise)
3. What modal can you use for giving advice? (should)
4. Name one genre of films. (comedy/action/thriller/romantic/horror/science fiction/documentary, etc.)
5. What do you call the mother of your wife or husband? (mother-in-law)
6. If you are uncertain about something happening in the future, what can you use instead of 'will'? (might)
7. What is the opposite of 'sharply' when describing movement on a graph? (gradually)
8. What is the difference between Bollywood and Hollywood? (One is in India, the other in the USA)
9. What is a very successful film called – the word has two parts, both beginning with 'b'? (blockbuster)
10. What is 50% of two thirds? (one third)
11. What is wrong with this sentence: *'Seventy percentage of girls like comedy films.'* (It should be *percent*)
12. What is missing in this sentence: *'Eighty percent teenagers like action films.'* (of)
13. What is a half minus a quarter? (a quarter)
14. How do you say 53% if you don't want to be exact? (approximately/ about/ just over a half/ 50%)
15. Correct the sentence: *'There has been a steady increase since ten years.'* (for ten years)
16. What must you have, beginning with 'q', to get a good job? (qualifications)
17. What is another way of saying: *'A pen is not necessary.'* beginning with 'You'? (You don't need a pen.)
18. What type of films are more successful, documentaries or action movies? (action movies)
19. If the proportion of males in a cinema is 40%, what is the proportion of females? (60%)
20. Correct the sentence: *'A sharply increase.'* (A sharp increase)

Review 2: Language development spot check 2

Some people say that children should always follow their parents' advice; others claim that this is not always right. I believe that children should follow their parents' advice when they are young, but they should become more independent when they are older.

I believe that young children do not know the difference between right and wrong, and a parent is the best person to teach them this. For example, a young child does not know that it is wrong to take things that do not belong to them. Parents can also teach children about dangers, both in the home and outside.

However, when children grow older they should pay less attention to their parents. This is because parents might tell a child which career to choose, and this should be the child's decision. Parents sometimes want to tell their children how to live, but when they are grown up, they can decide for themselves. If a child doesn't make their own decisions, he or she might grow up to be less independent and strong.

These are the reasons why I feel we have to look at the age of children when answering this question. My view is that parents need to give young children advice on morals and safety, but not on how to live when they are older.

Sample lesson plan for *Get Ready for IELTS Writing* Unit 7

Student preparation for this class: Have students complete Part 1: Language development exercise 1 before the class. (20–30 mins)

Teacher preparation: For Language development spot check 1, photocopy hand out for each student. (5 mins)

Part 1: Language development (up to 40 mins)

Focus: Exercise 1 introduces common words used in IT; Exercises 2–4 introduce how to connect ideas that agree or contrast.

Spot check 1:

To provide further practice in using common IT vocabulary and remind learners how to add ideas that agree or contrast, distribute Language development spot check 1 hand out. Students work individually and match the descriptions with the pictures in Language development exercise 1. Then divide learners into groups of four and have them discuss whether they agree with the points made in the hand out. (Answers: 1c, 2e, 3f, 4b, 5a, 6d)

Exercise 2

Have learners work in groups and discuss their ideas of how to complete the sentences. Encourage them to discuss both the content and language used. Students then complete the three sentences in writing.

Exercise 3

Have learners complete Language development exercise 3 in the same way as Exercise 2.

Typical mistakes: Students often overuse one way of connecting ideas, typically *however* and *in addition*. Point out that the more variety they have in their writing, the more marks they will get in their exam.

Exercise 4

Draw attention to the *Watch Out!* box in preparation for Language development exercise 4. Learners do the exercise individually and then check their answers in pairs or small groups.

Part 2: Skills development (30 mins for Exercises 1–3; 60 mins for Exercises 4–7)

Focus: These exercises train learners to write essays that evaluate questions or arguments by focussing on advantages and disadvantages in preparation for writing one of the question types in Task 2.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 42. Ask questions such as: *Should you push one side of the argument? What does it show if you consider both sides of the argument? What should you do if you believe strongly in one side of the argument? (put yourself in someone else's shoes).*

Then ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Follow up by asking learners to identify which opinions they agree with. Then have them think of a possible counter argument so they can experience giving views that they do not share.

Typical mistakes: Students often feel they should only say what they think or believe. However, it is not only appropriate but also helpful for the students to provide different points of view. In this way they will find they have more to talk about.

Exercise 2

Explain that part of having balanced opinions is that you are able to justify, or support them. Remind learners that they did work on this in Unit 4 about the family when they looked at main ideas and supporting ideas. Have learners do Language development exercise 2 individually. Encourage them to think about whether they agree with the supporting arguments as they do the activity. Give them time to discuss their views in pairs.

Exercise 3

Go through the six headings on the left of Skills development exercise 3. Explain that the main idea is always first but the others will depend on the writer. For example you might follow a main idea with a supporting idea or an example. Point out that the sentences can all be joined together to make a single text, but not in the order of either column 1 or column 2. Set the first task to just match the headings in groups of three or four. Then have students work together to put them in the best order to form a paragraph. You will need to monitor carefully as they work.

Typical mistakes: Students often feel they don't have enough to write about. By focussing on the structure of an essay you can demonstrate how it is possible to write a lot by developing one simple idea using paragraph functions. They can vary slightly in order but always begin with the main idea, e.g. main idea, example, supporting idea, expansion, reason, etc.

Exercise 4

Draw attention to the Exam tip in the middle of page 51. Point out that this is a clear and simple way of structuring an essay. Have learners complete Skills development exercise 4 in preparation for Exercise 5.

Exercise 5

Draw attention to the Exam tip at the bottom of page 51. Elicit other examples, referring to page 48 if necessary. Point out that the only use of a contrasting link word in this exercise will be to introduce paragraph 2. Have the learners write the two paragraphs and check in pairs. During feedback briefly discuss whether they agree that these are balanced opinions.

Exercise 6

Go over the three essay questions and highlight that each one is evaluative and will involve putting the advantages and disadvantages of the three issues. Go over the first one on the board to give a model of note-taking and help the learners start thinking about the task. For example, elicit the following ideas, then modify into notes form (as in the brackets):

- You can learn about other places and people (learn about other places / people)
- You can choose the programmes (choose programmes)
- It is relaxing (relaxing)

Learners then work in pairs and complete notes for the other two essay titles.

Typical mistakes: Most students, native or non-native, have problems making notes. As it is a very useful writing skill it is useful to give them practice each time they are asked to make notes. Highlight the fact that once they have written the content (in note form) they can concentrate on how it is written, i.e. accuracy.

Exercise 7

Draw attention to the Exam tip. Then have the learners read the introduction and conclusion to the essay in Skills development exercise 7. Elicit the opinion of the writer on using social networking sites at work. Establish that paragraph 2 is putting the disadvantages and paragraph 3 will put the advantages. Have learners work in pairs and make notes, then write paragraph 3 individually.

EXTENSION ACTIVITY

Have learners modify paragraphs 1, 2 and 4 of the essay in Exercise 7 so that it fits their own views. (50 mins)

Part 3: Exam practice (Homework – 45 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 45 minutes on the exercise to allow them 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.

PHOTOCOPIABLES

Unit 7: Language development spot check 1**What are they describing?**

1. It's a great way of playing with your children. On the other hand, parents worry about how much their children do it.
2. It's fantastic for keeping families connected. Moreover, it's easy to use for old people.
3. These are constantly used for business and pleasure. However, you can get too many.
4. Young people are much better at doing this. Also, they have developed their own language.
5. Although parents worry that young people do this instead of going out, it's a great way of keeping in touch.
6. You can easily find what you like. In addition you can share with your friends.

Lesson plan: *Get Ready for IELTS Writing* Unit 8

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (40–50 mins)

Teacher preparation: For Language development spot check 1 & 2, photocopy and cut up two hand outs. Prepare one per pair for Spot check 1 and one per student for Spot check 2. (15 mins)

Part 1: Language development (up to 40 mins)

Focus: Exercises 1 & 2 introduces common words used in describing personal finance; Exercises 3–5 introduce the use of pronouns for reference within a text.

Spot check 1:

Remind learners how words are used together in different kinds of collocations or other links. For example, verb + noun or noun + noun, opposites, etc. Distribute Language development spot check 1 hand out and have learners work in pairs: they match the words from Language development exercises 1 & 2 with each 'brain teaser'. (Answers: 1. wealth/possessions, 2. rich/wealthy, 3. save/spend, 4. wealth/poverty, 5. savings/income, 6. tax/income/salary/wealth/savings, 7. salary/income.)

Spot check 2:

To provide further practice in using reference within a text, have learners work in groups of four to match corresponding sentences.

1. Distribute Language development spot check 2 hand out.
2. Nominate one student in each group to say their first sentence. The student who has the corresponding second sentence reads it out. Continue in a clockwise direction.
3. Have learners discuss what they think of each sentence, e.g. whether they agree or disagree or have some experience of their own. Answers: 1d, 2c, 3h, 4a, 5f, 6g, 7b, 8e).

Part 2: Skills development (50 mins for Exercises 1–3; 50 mins for Exercises 4 & 5)

Focus: These exercises train learners to write opinion essays that include a range of opinions, including the writer's, in preparation for writing one of the question types in Task 2.

Exercise 1

Spend 3–4 minutes discussing the Exam information at the top of page 56. Ask questions such as: *Why should you include a range of opinions in your essay when it asks for yours? How does this link with what you learned Unit 7 about writing advantages and disadvantages? What verbs can be used to introduce your own opinion? What about other people's opinions?*

Then ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Discuss the variety of phrases that introduce opinions in class feedback. Follow up by asking learners if they identify more with the writer's opinions, other opinions or don't identify with one more than the other.

Typical mistakes: As mentioned in Unit 7, students often fail to use a range of vocabulary in their essays. Point out the importance of using a variety of verb phrases in their writing and that this is an easy way to gain marks.

Exercise 2

Draw attention to the Exam tip before Skills development exercise 2. Point out that it should be clear from the start what the writer thinks – they will see this in the introduction they are about to read. Have learners do Exercise 2 individually. Encourage them to write the opinions in full so that they focus their full attention on the arguments. Highlight in feedback how the writer states a general opinion at the beginning, goes on to say what two others think and then clearly states his/her own opinion.

Exercise 3

Go through the instructions carefully. Make sure learners understand that they can add their own opinions to the notes provided, i.e. the notes are just there to help. Point out that the exam question has very similar wording to the one in Exercise 2 so they can use that introduction as a model. However, encourage them to use different phrases for introducing opinions and linking ideas.

Exercise 4

Draw attention to the Exam tip in the middle of page 57. Remind learners that they dealt with these linking words in Unit 7. Then introduce Exercise 4, pointing out that the gap-fill paragraph follows from the one in Exercise 2, i.e. the first reason for the writer's opinion. Have them do the gap-fill in small groups. There are several answers for each gap: encourage learners to discuss the answers fully so they feel comfortable in how they are used.

Have learners work individually on the second paragraph. First they extend the notes, and then write the paragraph. Point out that they should express views that continue naturally from paragraphs 1 and 2.

Exercise 5

Have learners complete the gapped paragraph. During class feedback establish the kind of opinions being expressed, i.e. that you have to find happiness in yourself. Discuss what kind of second paragraph such a person might write. Highlight that it should complement the first paragraph. Elicit possible extensions:

- Extend one of the examples mentioned of the 'good things in their life': family, friends, good health, or pets.
- Bring in another more general point: enjoying small things, helping others, etc.

Have learners write the second paragraph individually and ask them to compare their paragraphs with a partner.

Typical mistakes: Many students find it difficult to make connections. This is a skill that can be learned if they are given regular practice. One way to do this is to ask students to read an article and identify the opinion of the author. Then ask students to think about what other views the same author might have.

Get Ready for IELTS Writing

EXTENSION ACTIVITY

Have learners type up the three-paragraph essay in Exercise 2 and 4 with different linking words and phrases to introduce opinions. Tell them they can make any other modifications they wish that they feel might improve the essay. (50 mins)

Part 3: Exam practice (Homework – 50 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 50 minutes on the exercise, getting closer to the official exam allotted time as printed on the paper.

PHOTOCOPIABLES

Unit 8: Language development spot check 1**Brain teasers: words that link together**

1. You can inherit both of these.
2. Two words with a similar meaning.
3. Two opposite things you can do.
4. Two opposite situations people live with.
5. You can live on either of these two.
6. You can do this with four of them.
7. One is the main source of another.

PHOTOCOPIABLES

Unit 8: Language development spot check 2

1. Not everyone thinks that wealth leads to happiness. ...

a) ... These changes are not welcome by everyone.

2. Governments are taking an interest in why so many people are unhappy. ...

b) ... This simple action can save a lot of money.

3. There are many stories of people winning the lottery. ...

c) ... Many people think this problem is linked to advertising and TV.

4. New gadgets are making us do things in different ways. ...

d) ... In fact it is often linked to dissatisfaction.

5. Money is no substitute for a good family life. ...

e) ... This approach can only work if some of it is for other people.

6. The weather in the UK can often be dull and rainy. ...

f) ... This is why parents need time off with their children.

7. You easily change gas and electricity suppliers these days. ...

g) ... This can be very depressing.

8. These days, people use shopping as a way of finding happiness. ...

h) ... Some of these stories have a happy ending, but many of them do not.

Lesson plan: *Get Ready for IELTS Writing* Unit 9

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (40-50 mins)

Teacher preparation: For Language development spot check 1 & 2, photocopy and cut up resource material. Prepare one set per group of 3–4 students for Spot check 1 and one set per pair for Spot check 2. (15 mins)

Part 1: Language development (up to 40 mins)

Focus: Exercises 1 & 2 introduce common words associated with the natural world; Exercises 3–5 introduce the passive for describing a process.

Spot check 1:

To check learners' recall of words associated with the natural world, divide them into groups of 3–4 to put the images of the words in alphabetical order. To make this more interesting, you can have each group competing to finish first.

Spot check 2:

To provide further practice in using the passive, have learners work in pairs to complete the six sentences using the 18 phrases. Distribute a set of sentence phrases to each pair and have them produce six passive sentences.

Part 2: Skills development (50 mins for Exercises 1–3; 50 mins for Exercises 4 & 5)

Focus: These exercises train learners to describe a physical process in preparation for writing one of the question types in Task 1.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 62. Ask questions such as: *Why is it important in your studies that you can describe a process? Can you see an example diagram that illustrates a process? When describing a process, are all the verbs in the passive?* Ask learners to discuss the pictures and labels in pairs: they clarify what is happening in each picture and the vocabulary involved. Then have them work individually to complete the text.

Exercise 2

Skills development exercise 2 has two purposes: to get learners thinking logically about a process; to provide input on how to write complete sentences in the passive from notes in preparation for Exercise 3. Have learners do the exercise individually and check in pairs.

Exercise 3

Go through the instructions carefully. Draw attention to the two procedures for transforming the labels: full sentences from notes; change from active to passive. Point out that learners should label their own diagrams in a similar way, i.e. in reduced note form with minimum use of articles and prepositions. Have students complete the sentences in pairs and then check in small groups. When checking they should pay particular attention to the use of articles and prepositions.

Typical mistakes: Students often use a definite article for first mention of a noun. This is a particular problem when describing a process because the items mentioned in the process might be assumed to be present, e.g. *the lava* (that we know about) *comes from a volcano*. Highlight the absence of the definite article in first mention in the answers to Exercise 3.

Exercise 4

Draw attention to the Exam tip at the top of page 64. Remind students that they were introduced to *firstly* and *secondly* for sequence in Unit 8. Have learners discuss the diagram in pairs and clarify anything they find unclear. Learners then work individually to complete the gapped text. Check their answers and elicit the next sentence, complete with sequence adverb. Learners complete the rest of the description individually.

EXTENSION ACTIVITY (50 MINUTES)

Have learners work in groups to work on a process of their own choice: they draw and label different parts of the process. Monitor their work, helping with any vocabulary they need. When they have completed the diagram, have them write up the process as a group. They can present their completed work to the rest of the class.

Part 3: Exam practice (Homework – 25 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 25 minutes on the exercise, getting closer to the official exam allotted time as printed on the paper.

PHOTOCOPIABLES

Unit 9: Language development spot check 1



PHOTOCOPIABLES

Unit 9: Language development spot check 2

glaciers	were formed	many years ago
trees	are damaged	by acid rain
radiation	is produced	in nuclear generators
volcanoes	are formed	during eruptions
crops	are harvested	in the summer
many factories	were built	in 19 th century Europe

Sample lesson plan for *Get Ready for IELTS Writing Review 3*

Student preparation for this class: Have students complete Review 3. (20 mins)

Teacher preparation: none.

Focus: Exercises 1 revises language from Units 4–6; Exercise 2 revises pronoun reference; Exercise 3 revises the passive; Exercise 4 revises how to write an essay, considering advantages and disadvantages; Exercise 5 revises the use of linking words; Exercise 6 revises the use of the passive to write about a process.

Spot check 1 (25 mins):

To check learners' recall of language from Units 7–9, have them test each other in pairs. Students work in groups of four to prepare a quiz based on vocabulary from Units 7–9. They then pair up with learners from different groups to test each other.

Spot check 2 (25 mins):

To check learners' understanding of the passive, have them work in groups to describe a process of their choice in writing. Discuss possible ideas for processes to describe as a class to encourage students to think of something that interests them. Point out that you can help them with any vocabulary they need for the writing. Write any new vocabulary on the board as it might be of interest to other groups. Groups swap texts and the other groups read them out to the class. If you run out of time, you could simply ask the groups to write their names on the texts they have written and hand these into you.

Sample lesson plan for *Get Ready for IELTS Writing* Unit 10

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (40-50 mins)

Teacher preparation: For Language development spot check 1, photocopy and cut up resource material, one set per group of six students. (15 mins)

Part 1: Language development (up to 40 mins)

Focus: Exercises 1 & 2 introduce words describing urban areas and buildings, and verbs associated with changes to them; Exercises 3–4 introduce the present perfect for recent changes that are either still continuing or relevant to the present; Exercise 4 is also about comparative and superlative forms.

Spot check 1:

To check learners' recall of words associated with urban change play a game in groups of six.

1. Distribute one of the building/urban areas cards to each student in the group and place the set of verb cards face down in the middle of the group.
2. Have learners take it in turns to pick up a verb and make a sentence with his/her building/urban area. E.g.

Deteriorate/ industrial complex: *The industrial complex in my town is deteriorating.*

3. The other learners in the group judge whether the sentence is grammatically correct and makes sense. If so the learner keeps the card. If not they replace it at the bottom of the pile. The winner is the student who has the most cards at the end of the game.

Note that sentences should have some real content, so *The industrial complex in my town is deteriorating* is fine but *The industrial complex is deteriorating* is not.

Spot check 2:

To provide further practice in using the present perfect, have learners write one sentence about something unusual they have done in their life (using the present perfect). They hand in their sentences for you to read out to the class one by one. Learners write down who they think has done each 'unusual thing'. The winner is the one who gets the most correct guesses.

Part 2: Skills development (50 mins for Exercises 1–3; 50 mins for Exercises 4 & 5)

Focus: These exercises train learners to describe two or more charts, graphs or tables in preparation for writing one of the question types in Task 1.

Exercise 1

Point out that learners have already done some work on comparing pie charts in Unit 6 and will now look at comparing charts and graphs in more detail. Spend 2–3 minutes discussing the Exam information at the top of page 70. Ask questions such as: *Will you have to compare data about different topics? You read about changes in Summerville (page 69). Can you name two different aspects relating to houses? How might one change have caused another?* Ask learners to discuss the bar chart and two pie charts in pairs and make sure they understand the data. This is an opportunity for them to ask you questions. Then have them complete Exercise 1 individually and compare their answers in pairs.

Exercise 2

Draw attention to the Exam tip in the middle of page 71. Point out that the main trends refer to things in general. Example 1 talks about general activities, i.e. spending on 'other things'. In other cases the general thing could be the time frame. Have the students complete the exercise in pairs and check their answers as a group.

Exercise 3

Learners complete the exercise individually and check their answers in pairs or small groups. During feedback have learners explain why two sentences use the present perfect and the four others the past simple (1 & 2 describe periods up to the present and 3–6 describe points or periods in the past).

Typical mistakes: Students at all levels find the present perfect difficult to understand. It is useful to contrast it with the simple past at every opportunity.

Exercise 4

Introduce Exercise 4 by analysing how the notes for item 1 have been expanded: time period moved to beginning of sentence (but could remain at end); addition of two definite articles; equals (=) to indicate change (in this case introducing present perfect); so to indicate consequence; noun phrase + two nouns changed to verbs (*land use, increase/decrease*). Point out that it is a similar process to expanding headings, which they did in Unit 9. Have learners do the exercise individually and check their answers in pairs or small groups.

Typical mistakes: Students often find it difficult to edit their work. Creating full sentences from notes is a very good opportunity for them to focus on accuracy using ready-made chunks of language. Encourage them to make good use of this opportunity and link it to the importance of editing their own work.

EXTENSION ACTIVITY

Have learners work in pairs to produce a complete summary of the data in the graph and pie chart on page 72 using the 12 sentences in Exercises 3 & 4. Point out that they can use what they learned in Unit 9 about introducing the summary, as well as making use of linking words they studied in Unit 7. They might also wish to draw some conclusions from the data. (50 mins)

Part 3: Exam practice (Homework – 20 mins)

This can be done in class or assigned for homework. Tell the students to spend up to 20 minutes on the exercise, the official exam allotted time as printed on the paper.

PHOTOCOPIABLES

Unit 10: Language development spot check 1

improve	expand	alter
deteriorate	reduce	convert
transform	grow	

residential area	fast food restaurant
old factories	entertainment complex
shopping centre	sports centre
business park	industrial area

Sample lesson plan for *Get Ready for IELTS Writing* Unit 11

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (40–50 mins)

Teacher preparation: none

Part 1: Language development (up to 40 mins)

Focus: Exercises 1 & 2 introduce words associated with health; Exercises 3–4 introduce the first and second conditionals.

Spot check 1:

To check learners' recall of words associated with health and to practice the first and second conditional, organize a role play to discuss how to deal with the problem of obesity.

1. Allocate the following two types of roles: doctors/admin and nurses/support staff. Have doctors and admin use the first conditional to express more certain views, and the nurses and support staff use the second conditional to express more tentative views.
2. Have learners prepare their roles by thinking of how they can use the words from Language development exercises 1 & 2 with a conditional sentence to express their own views on what to do about the problem of obesity. Ask them to think of at least three sentences.
3. Tell learners to try and use their conditional sentences in a natural context without the others noticing. Award points for each use of a conditional that goes unnoticed. When the discussion is complete, swap roles and discuss another topic such as the advantages and disadvantages of free healthcare.

Note: You might find you need to act as chairperson, but if so, use this role to encourage discussion rather than an opportunity to give your own views.

Part 2: Skills development (50 mins for Exercises 1–3; 50 mins for Exercises 4 & 5)

Focus: These exercises train learners to write about cause and effect using conditional sentences and appropriate linking words in preparation for one of the question types in Task 2.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 76. Ask questions such as: *What language do you use to describe cause and effect? Give an example of a linking word that introduces a cause. Give an example of a linking word that introduces an effect.* Then have them complete Exercise 1 individually and compare their answers in pairs.

You will notice in the paragraph that there are two other sentences indicating cause and effect (or just effect) that your students may have underlined. These are:

The cost of healthcare (C) should not stop people going to the doctor. (E)

The result of this could be an unequal and divided society. (E)

The reason the first sentence is not included in the answer key is because it does not follow the conditional pattern highlighted in this section – but it is worth noting. The second sentence only shows effect so is not included in the answer key. However, it does include one of the linking phrases referred to in the Exam information box and is worth noting.

Exercise 2

Have learners complete the exercise individually and check their answers in pairs or small groups. Encourage them to write the sentences as this will help them focus their attention on the actual language used rather than how they might remember it if asked to repeat the phrase.

Typical mistakes: It is normal that students tend to repeat the same mistakes they have always made, despite teacher input. It is therefore useful to have some exercises that force them to pay attention to accuracy.

Exercise 3

Highlight the different ways that cause and effect sentences can be structured. Point out that they should vary the pattern in their writing to maintain interest – although the choice usually depends on what is being highlighted in the sentence, the cause or the effect. Learners do the exercise individually and check their answers in pairs or small groups.

Exercise 4

This is another exercise where learners have to use their editing skills. If they have difficulty locating the mistakes, prompt them to find the mistakes for themselves rather than giving them the answers. For example, if they can't identify the first one, ask them to list the linking words that express effect as a reminder.

EXTENSION ACTIVITY

Have learners work in groups to discuss the text in Exercises 1, 2 and 4. Have them identify where they disagree with the writer, noting their own views. They then rewrite the text to express their own views. (50 mins)

Get Ready for IELTS Writing

Part 3: Exam practice (Homework – 40 mins)

This can be done in class or assigned for homework. Tell the students to spend up to 40 minutes on the exercise, the official exam allotted time as printed on the paper.

Sample lesson plan for *Get Ready for IELTS Writing* Unit 12

Student preparation for this class: Have students complete all of Part 1: Language development before the class (30–40 mins).

Teacher preparation: For Language development spot check 1, prepare large cards, each with one of the eight words from Language development exercise 1 + additional known transport words; for Language development spot check 2, photocopy the hand out (one per student). (15 mins)

Part 1: Language development (up to 40 mins)

Focus: Exercise 1 introduces words associated with transport; Exercises 2 & 3 introduce verbs followed by *to* + infinitive or the *-ing* form; Exercise 4 introduces zero article/plural to talk about things in general.

Spot check 1:

To check learners' recall of words associated with transport, do a mingling activity.

1. Pin the cards you have prepared on each of the learner's backs without letting them see what it is. If you have more than eight students, add other suitable words such as *underground* and *airport* so there are enough for each student.
2. Have learners mingle and ask each other questions to find out the word on their back. They can only ask *Yes/No* questions e.g. *Is it a problem?* but must not ask directly about the word, e.g. *Is it pollution?* Of course, once they are sure, they say what they think the word is.
3. When they have all found their words, ask each student to say something personal about transport – an opinion or an experience – using their word.
4. If your students are finding this activity difficult, write the words on the board so that students know what words they can choose from. However, it's best to challenge the students first and let them try to do the activity without the words on the board.
5. As an extension to this activity add a few more general words about transport to the board, such as *trains*, *public transport*, *flights*, etc. Then ask students to talk about transport in general. Listen and check that they are using the correct articles, zero article, plurals, etc.

Spot check 2:

To check learners' understanding of verb + *ing*/ infinitive with *to*, have them complete statements about themselves using the Language development spot check 2 hand out. Ask them to use verbs in their answers. When they have completed the hand out they ask and answer, for example, as follows:

S1: What do you want to do before you next birthday?

S2: I want to buy a new car. Why did you decide to take the IELTS exam?

Part 2: Skills development (50 mins for Exercises 1–3; 50 mins for Exercises 4 & 5)

Focus: These exercises train learners to write problem and solution essays in preparation for one of the question types in Task 2.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 82. Ask questions such as: *What do you explain first, the problem or the solution? How many solutions do you need to think of? How many ways can you structure these essays? If paragraph 1 is Problem 1 + solutions, how is paragraph 2 structured?* Have learners complete Exercise 1 individually and compare their answers in pairs.

Exercise 2

Have learners complete the exercise individually and check their answers in pairs or small groups. During feedback, encourage students to evaluate the suggested solutions.

Typical mistakes: Students can sometimes find it difficult to think of solutions to problems. Encourage them to see solutions as just possibilities that may or may not be effective. The important thing when writing is to come up with ideas, even if they might not work.

Exercise 3

This is another opportunity for learners to concentrate on accuracy as they have already been given the ideas and vocabulary to use. Give learners enough time to think about what they are writing and monitor while they are working. Encourage discussion in pairs when they have completed the writing. Identify the structure of the essay during feedback (problem/solution, problem/solution) and draw attention to the Exam tip at the bottom of page 83.

Note: Encourage learners to also notice how the notes are structured to help them when writing their own notes.

Exercise 4

This is another example exercise where students have to use their editing skills. This time they are looking for something specific. Go over the three areas and make sure they fully understand the mistakes highlighted. With example 3, elicit other examples of incorrect parts of speech, for example using an adjective instead of an adverb.

Typical mistakes: Students often don't know where to start when editing their work. It is therefore a good idea for them to become familiar with common errors they make and look for these first. They can then do a second general check for sense and other mistakes.

Exercise 5

Draw attention to the Exam tip at the bottom of page 84. Also point out that they need a clear understanding of their own weaknesses in order to edit effectively. Have learners complete the exercise individually and check in pairs or groups.

Typical mistakes: Students can be surprisingly vague about the kind of mistakes they make. This is a good opportunity to clarify exactly what kind of specific writing problems they have. Use the opportunity to help the students identify their own specific areas of weakness.

EXTENSION ACTIVITY

Have learners work in groups to discuss the text in Exercises 4 & 5. They make notes on the text where they disagree with what the writer is saying, noting their own views. Then have them rewrite the text to express their own views. (50 mins)

Part 3: Exam practice (Homework – 40 mins)

This can be done in class or assigned for homework. Tell the students to spend up to 40 minutes on the exercise, the official exam allotted time as printed on the paper.

PHOTOCOPIABLES

Unit 12: Language development spot check 1

1. I decided the IELTS exam because
2. I enjoy at the weekend.
3. I want before my next birthday.
4. Last year, I promised
5. I plan when I finish studying.
6. When I'm in a hurry, I usually choose by
7. For people who want to travel, I suggest
8. By next year, I expect
9. I cannot resist when I'm in a café.
10. I feel we should all consider to help make a better society.

Sample lesson plan for *Get Ready for IELTS Writing Review 4*

Student preparation for this class: Have students complete Review 4. (20 mins)

Teacher preparation: Photocopy Language development spot check 2 sentences and cut up as indicated. Prepare sufficient for one set of sentences for every two students. (15 mins)

Focus: Exercises 1 & 2 revise language from Units 10–12; Exercise 3 revises how to compare data and summarize information; Exercise 4 revises cause and effect.

Spot check 1 (25 mins):

To check learners' recall of language from the whole book, have them use the glossary on pages 114–133 to understand and provide definitions of words.

1. Demonstrate as a class. For example, page 115, bottom of the page, *local*. Show how to give the definition without using the word itself, i.e. '*It means, in, near or belonging to the area you live in*'. Show a more difficult one on the same page, *fail*. This could change to: '*If you do this, you do not get a satisfactory level or pass*.' Or, still on page 115, you could demonstrate with the word *difference*, by changing the definition to: '*The amount by which one number is less than another*.'
2. Organize learners into groups of four students. All students choose and adapt a definition and take turns to ask the others in the group to guess their word. Point out that if learners are unable to think of the word they can ask questions like: *What's the first letter? How many letters are there in the word?* etc.

Spot check 2 (25 mins):

To check learners' understanding of how to compare and describe data, have learners order the first six sentences (two paragraphs) from the model answer to the Exam practice (see Photocopiables). This is particularly useful as it encourages learners to revisit material that is already familiar and do something different with it. Before they begin, point out that there are two paragraphs, the first having two sentences and the second four sentences. They should be able to identify the first sentence easily, but if they have problems you can prompt them by pointing out that it is the only sentence that uses the present simple.

PHOTOCOPIABLES

Review 2: Language development spot check 2

The pie charts and table show 25-year-olds' accommodation and the availability of different types of housing in London in the 1990s and 2010s.

Since 2010, the lower number of available 1–2 bedroom houses and flats has reduced the housing choices for this age group.

Shared accommodation has become the most common form of housing for this age group in the 2010s.

In the 1990s, only around 50% of those surveyed lived in shared houses or flats.

In the 2010s this number has grown to around 75% of 25-year-olds living in London.

The higher number could be due to the stable availability of larger houses and flats during this period.

Sample lesson plan for *Get Ready for IELTS Speaking Practice Test*

Student preparation for this class: Ask students to read page 7 of their books which tells them how the marking of the test is done. Ask them to read the Progress check questions at the end of each unit and use their books to revise any areas they have found difficult (e.g. certain aspects of representing data, structuring paragraphs or grammar). (30 minutes)

Teacher preparation: none

The students will benefit most if this test is done under exam conditions with students working in silence throughout the exam.

Part 1: 20 minutes (summarizing information in a bar graph)

Part 2: 40 minutes (writing an opinion essay)

Ask students to look at page 7 of the book which explains how marking is done.

Ask students to work individually and hand in the paper at the end of the allocated period of one hour.

EXTENSION ACTIVITY

You could ask learners to discuss in groups of 3–4 how they think they have done in the exam and what areas they found difficult. You could then discuss any issues and how to deal with them as a class. (10 mins)