

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 (*plays*) 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 (*friends*) once a week.

3. I bought a new television last week.

Playing the guitar is a relaxing sport (*activity*).

4. Not many of (*Not many*) 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 (*the*) most popular game in the UK.

People don't spend many (*much*) time doing sport.

7. A qualification is (not) the same as an exam.

Mustapha finish (*ed*) school and pass (*ed*) all his exams.

8. I watched last week a film at the local cinema (*last week*).

I go usually (*usually go*) to a concert every month.

9. I like taking photographs but (*and/so*) I bought a camera.

The horizontal axis of a bar chart usually has different categories.

10. I don't like museums as much than (*as*) art galleries.

I like visit (*visiting*) 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.