

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