

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)

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.