

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.