

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.