

### Sample lesson plan for *Get Ready for IELTS Writing* Unit 3

**Student preparation for this class:** Have students complete all of Part 1: Language development before the class. (40–50 mins)

**Teacher preparation:** Photocopy Language development spot check 1 hand out (sufficient for one per student). Photocopy Language development spot check 2 hand out (sufficient for one per pair of students), cut up each sentence into individual words and bundle sets together. For the Extension activity, prepare bundles of 10–12 blank slips of paper (sufficient for one set for each group of four students). (35–40 mins)

#### Part 1: Language development (up to 20 mins)

**Focus:** Exercises 1 & 2 introduce common nouns associated with culture and a range of negative and positive adjectives. Exercise 3 & 4 introduce SVO word order and common conjunctions.

##### Spot check 1:

To check learners' recall of adjectives, divide learners into groups of 3–4. Distribute Language development spot check 1 hand out and invite learners to respond to what they see using the adjectives listed in Language development exercise 2.

##### Spot check 2:

To reinforce learners' understanding of SVO word order and use of conjunctions, pair them up and distribute the word cards for sentences 3 and 4 from Language development exercise 4. Challenge them to unscramble the sentences in two minutes.

#### Part 2: Skills development (40 mins for Exercises 1–4; 30 mins for Exercise 5)

**Focus:** Exercises 1–4 focus on understanding Task 2 essay questions. Exercise 5 focusses on generating ideas for a Task 2 essay.

##### Exercise 1

Spend 3–4 minutes discussing the Exam information at the top of page 23. Ask questions such as:

- Have you written essays of this type before, either in English or in your own language?
- How long does it normally take you to write 250 words in English?

- How do you learn about the kind of social topics covered in Task 2 exam questions?

Then ask learners to do the exercise following the instructions in the book and compare their answers in small groups.

**Typical mistakes:** Learners who choose (a) or (b) for question 1, or choose an incorrect paraphrase for the question, may focus too much on the subordinate clause (*because they are...*). Point out that in most cases the important information in a statement is contained in the main clause (*All museums and art galleries should be free...*).

##### Exercise 2

Learners do the exercise individually and check their answers in pairs or small groups.

**Typical mistakes:** If learners choose (b), point out that IELTS Task 2 questions are rarely so broad. For those who choose (c), point out that essay questions are unlikely to be so categorical or 'black and white'.

##### Exercise 3

Learners work in pairs to complete the exercise. Conduct a straw poll of students' opinions re statements 1–4: as you read out each statement ask for a show of hands if they agree. To follow up, pairs generate 2–3 ideas of their own in response to the essay question. Invite each pair to read out one of their ideas and ask the class to decide whether it agrees or disagrees with the statement in the essay question.

##### Exercise 4

Draw learners' attention to the Exam tip box at the top of the page. Have them do the exercise individually and check their answers in pairs.

##### Exercise 5

Learners do the exercise individually and compare their answers in pairs. Have them brainstorm ideas in small groups. Invite a spokesperson from each group to share one or two of their ideas with the class. As they do so, write them up on the board in note form. Then draw learners' attention to the Exam tip box at the bottom of the page. Point out that to save time when planning their essay they can write down their ideas in note form.

### EXTENSION ACTIVITY

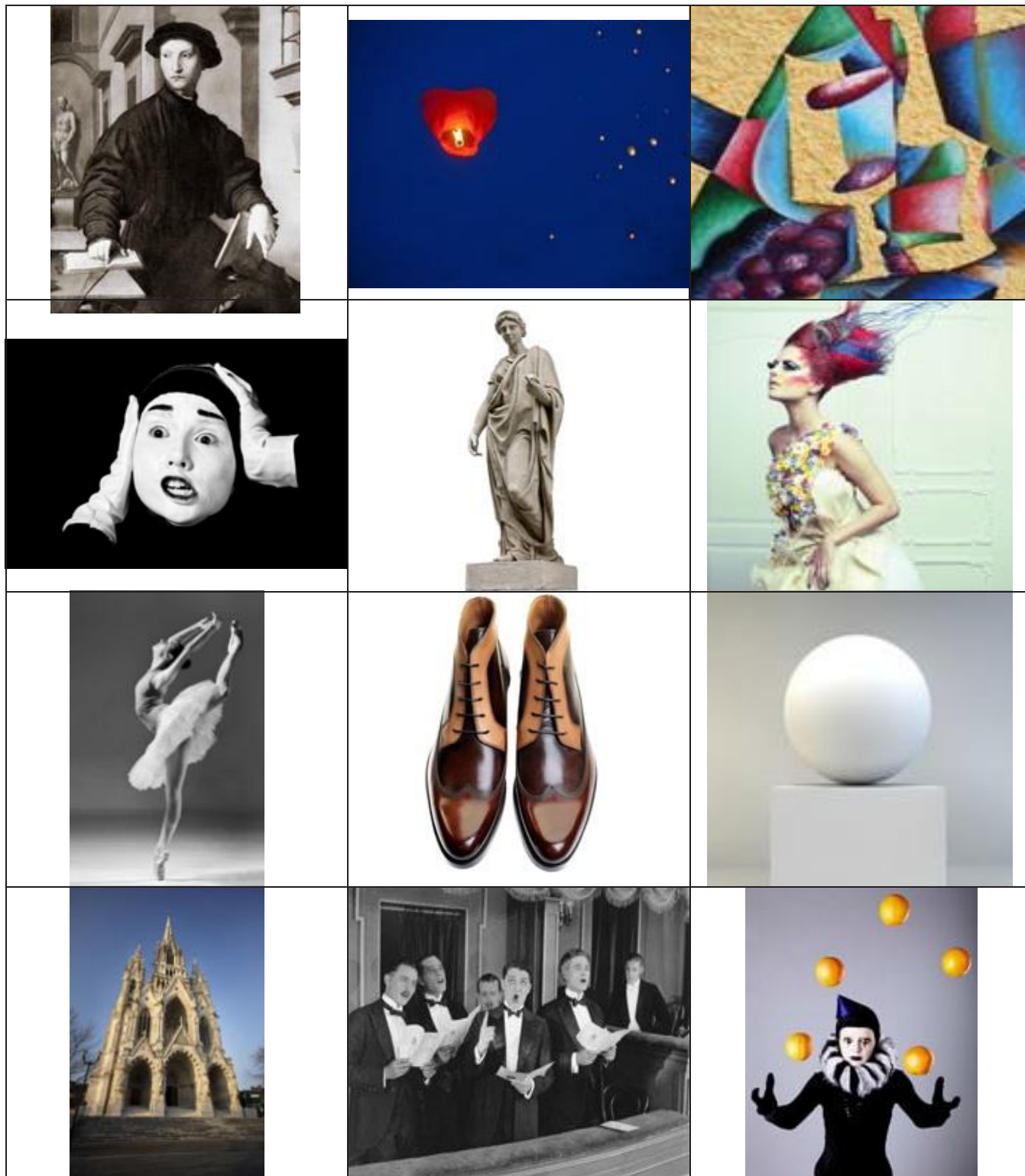
Learners continue working in small groups. Distribute 10–12 slips of blank paper to each group and ask them to write down one of the ideas generated in Exercise 5 on each slip of paper. Ask them to put the ideas in the order in which they might logically occur in an essay. Circulate among the groups and ask them to explain their choices. (25 mins)

### Part 3: Exam practice (Homework – 60 mins)

This can be assigned for homework. If this is your students' first attempt at Task 2, suggest they spend up to 60 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.

### PHOTOCOPIABLES

#### Language development spot check 1



**PHOTOCOPIABLES****Language development spot check 2****Language development Exercise 4 Sentence 3**

<b>Young</b>	<b>people</b>	<b>should</b>
<b>watch</b>	<b>less</b>	<b>television</b>
<b>because</b>	<b>most</b>	<b>programmes</b>
<b>are</b>	<b>not</b>	<b>educational.</b>

**Language development Exercise 3 Sentence 4**

<b>The</b>	<b>science</b>	<b>museum</b>
<b>is</b>	<b>free</b>	<b>so I</b>
<b>think</b>	<b>it</b>	<b>is</b>
<b>good</b>	<b>for</b>	<b>families.</b>