

Sample lesson plan for *Get Ready for IELTS Writing* Unit 4

Student preparation for this class: Have students complete all of Part 1: Language development before the class. (30–40 mins)

Teacher preparation: Photocopy Language development spot check 2 hand out and a set of cards. Prepare sufficient for one set of each per group of 3–4 students. (15 mins)

Part 1: Language Development (up to 25 mins)

Focus: Exercise 1 introduces spelling of words for family relationships; Exercises 2 & 3 introduce a range of modals; Exercise 4 introduces use of modals to indicate strength of an opinion.

Spot check 1:

To check the learners' ability to recall and spell words for family relationships, write the eight words from Language development exercises 1 on the board with gaps as follows:

mo t _ _ _ , d _ _ _ _ ter, _ _ _ ndm _ _ _ er, f _ t h _ _ - in-l _ _ ,
gr _ _ ds _ n, _ ath _ _ _ n, p _ r _ _ t _

1. Give definitions of the words in random order, e.g. *the mother of your parents, the wife of your father* (use mime if students don't know the word). Have the class respond by finding the appropriate word and giving the missing letters, e.g. *g-r-a-o-t-h* (for grandmother) and *h-e-r* (for mother).
2. Ask students to use the words on the board to make four more words for family relationships:
father/parents-in-law, grandfather/daughter.
3. Divide the class into groups of 3 or 4. Have them tell each other names of family members using the language in Exercise 1, e.g. *My grandmother's name is Lara.*

Typical mistakes: Learners may want to pronounce the 'silent' letters in words like grandmother /'grænməðə/ (elision), or not pronounce letters such as the linking 'r' in mother-in-law /'mʌðərɪnlɔː/. Also make sure they use the same stress pattern for each of the family words, i.e. stress on the first syllable.

Spot check 2:

To check the learners' understanding of the use of modal verbs to express possibility, necessity and opinion, divide the learners into groups of 3–4. Distribute the Language development spot check 2 hand out and modal cards, one per group. Groups match the modals to each sentence so that all six can be used – only one option will allow all the cards to be used. (Answers: *should, might, need to, mustn't, need to, will.*)

Encourage groups to discuss different options and clarify any issues during feedback. For example, they might say: '*My friend's young children will go to university.*' rather than '*might*', but this use here is debatable. There is also a fine difference between the use of *should* and *need to*: *should* is a general obligation while *need to* implies that it is in order to have a good outcome.

Part 2: Skills development (30 mins for Exercises 1–3; 30 mins for Exercises 4 & 5)

Focus: These exercises continue the focus on writing a Task 2 essay. Exercises 1–3 provide information and practice with the structure of individual paragraphs. Exercises 4 & 5 provide information and practice in structuring multiple paragraphs within an essay.

Exercise 1

Ask learners to look at the example of a good paragraph. They read the text, ignoring the underlined phrases and answer the question: *What might happen to children who don't have love and support from their parents?* Have them give an example from the text. Then have learners identify the three underlined parts of the text and the function of each one. They then work in pairs and answer the *True/False* statements.

Exercise 2

Ask learners to work individually and decide which paragraph follows the rules in Exercise 1. Tell them to put a tick against anything that follows the rules and a cross against anything that breaks the rules. Then have them check their answers in pairs. Highlight the phrase at the beginning of paragraph 3 *Rules are important (for children)* and prompt students to produce different ways of saying it and write on the board:

- Children need (to be taught) rules.
- Parents should teach their children rules.
- It is important for children to have rules.

Exercise 3

Go over the Exam information at the top of page 31. Give students a few minutes to discuss whether this advice follows on from what they have just learned in Exercises 1 & 2. Introduce Exercise 3 by pointing out that each sentence can start with an opinion and point out the different ways you wrote on the board after Exercise 2. Learners do the exercises individually and check their answers in pairs.

Exercise 4

Spend 3–4 minutes discussing the Exam information at the bottom of page 31. Ask students why it is important to follow a standard structure. Point out that to succeed in IELTS they must do what the examiners want. Learners read the essay title and use what they learned in Unit 3 about understanding and answering the question.

Draw attention to the Exam tip at the bottom of page 32. Point out that this will help them identify the introduction. Learners do the exercises individually and check their answers in pairs. Before they begin, tell them to think clearly about the reasons for their choice and be ready to explain them.

Typical mistakes: Students often fail to follow advice on writing essays. For example, with the essay structure they may have a very short or weak conclusion because they don't see it as important (or they may simply repeat what they put in the introduction). This might be because writing follows a different style in their own culture, because their teacher has told them something different, or simply because they want to make their essay more interesting. Make it clear that they will only get a good mark if they follow standard procedures in writing.

Exercises 5

Tell the learners to think carefully about the definitions while doing the exercise so they use some of the language themselves when checking in pairs. Do feedback as a class to provide a further opportunity to use the language of explanation.

EXTENSION ACTIVITY

Have learners look back at an essay they have already written and see if it can be divided in the same way as the structure they have looked at. Alternatively, use one essay that a student has already written that would be suitable for such a task and have all learners work on it. (30 mins)

Part 3: Exam practice (Homework – 60 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 60 minutes on the exercise to allow them 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

Unit 4: Language development spot check 2

will	might
need to	don't need to
mustn't	should

- Children _____ listen to their parents.
- My friend's young children _____ go to university.
- Parents _____ help their children with everything.
- Grandparents _____ give their grandchildren things against the wishes of the children's parents.
- Parents _____ love and understand their children.
- Parents _____ usually do their best for their children.