

Sample lesson plan for *Get Ready for IELTS Writing* Unit 5

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 cards. Prepare sufficient for one set of cards per group of 3–4 students. (15 mins)

Part 1: Language development (up to 25 mins)

Focus: Exercises 1 & 2 introduce verbs (infinitive and past form) and their noun equivalent to describe movement on graphs; Exercises 3 & 4 introduce adjectives and adverbs to describe different degrees of movement or trends; Exercise 5 introduces ways of describing time periods used on graphs.

Spot check 1:

To reinforce use of 'adjective + noun' and 'verb + adverb' combinations, play pelmanism in groups of 3–4. Distribute Language development spot check word cards to each group and do the activity as follows.

1. Write on the board *Tourism increased.* and *There was an increase in tourism.* Highlight the use of the verb *increased* and the noun *an increase*. Then demonstrate pelmanism on the board using four large cards with the words *to drop*, *a rise*, *sharply*, *sharp* attached face down on the board. Turn over *to drop* and *sharp*. Indicate that verb and adjective cannot be used together. Replace and turn over *to rise* and *sharply*. Say: '*Tourism rose sharply.*' Then take the two cards off the board and put on the table. Turn the remaining two cards *a rise* and *sharp*, elicit that they go together and the sentence: '*There was a sharp rise in tourism.*' Give the pair of cards to the student that gave the correct sentence.
2. Learners now play in groups of 3–4, collecting matching cards. To win a pair, learners must:
 - Pick up a matching pair.
 - Make a sentence similar to the one on the board.

If a student picks up a matching pair and fails to make a correct sentence, the cards are replaced face down.

Spot check 2:

To provide practice in distinguishing between points of time and periods of time using time phrases.

1. Tell learners to listen and watch. Say a period of time, e.g. *for ten years*, and indicate that it is a period by placing your hands apart. Say a point in time, e.g. *twenty years ago*, and indicate that it is a point by raising your index finger on one hand.
2. Practise as a class saying different time phrases and getting learners to respond with the gesture.
3. Tell learners to refer to the time phrases on page 36 and elicit different times, e.g. *between 1985 and 2003*. Make sure they are able to say dates accurately. Have learners work in pairs, taking turns to say dates while their partner responds with an appropriate gesture.

Part 2: Skills development (30 mins for Exercises 1–3; 60 mins for Exercises 4–8)

Focus: These exercises train learners to read and interpret line graphs and summarise the information. Exercise 3 shows how to write a summary based on a graph in preparation for one of the question types in Task 1.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 37. Ask questions such as: *What axis of the graph shows quantities? Give an example of a quantity. What does the horizontal axis show? Give examples of units of time that can be shown. As well as an increase, what trends can a line on a graph show?* Then ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Follow up by eliciting true answers for 3, 5 and 6. If the students are interested, have them briefly discuss what they think of these trends and why they are happening.

Typical mistakes: some students may be confused about the use of the present perfect (see item 5). This is included as an example of natural language, but you do not need to focus on it.

Exercise 2

Draw attention to the Exam tip box at the bottom of page 37. Elicit a typical example for the past from Part 1. Point out that learners should make use of these ready-made expressions in their writing (as in Exercise 2). Learners do the exercise individually and check their answers in pairs.

Typical mistakes: Learners often confuse talking about the graph with what it shows. When talking about the graph we use the present simple, when talking about what it shows, we use a tense that relates to the time on the horizontal axis, past, present or future.

Exercise 3

Have learners do the exercise in small groups. Encourage them to discuss each one and the reasons for their choice. Go over them as a class and discuss the structure of the text:

- what the graph shows
- a general comment about Singapore
- specific numbers for Singapore.
- a general comment for Japan and Thailand (because similar graphs)
- specific numbers for Japan and Thailand
- a comment on the similarity of the figures
- commentary on the direction of the graph

Point out that there is a clear structure and although there is some choice about what to highlight, the writer has a limited choice.

Typical mistakes: students don't always understand the importance of variety in their writing. For example, they will overuse *rise* rather than including *go up* and *increase* in their writing. Similarly they often fail to make use of adjectives and adverbs to signal different degrees of movement in a graph.

EXTENSION ACTIVITY

Conduct a survey of tourism in different countries around the world. Agree a time period, for example, 2009 – 2013 and have different learners choose a country and draw a graph about a particular topic (see for example <http://data.worldbank.org/indicator/ST.INT.ARVL>).

1. Ask each learner to research a country of their choice and draw a graph.
2. Put them together in groups of four to combine their graphs and compare the figures.
3. Have learners discuss the numbers and fluctuations and discuss what factors might cause the differences.
4. Give learners 20 minutes to write up the findings following the model in the book (Practice exercise 3). (50 mins)

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 30 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 5: Language development spot check 1

to increase	an increase	to rise
a rise	to decrease	a decrease
to fall	a fall	to drop
a drop	to fluctuate	a fluctuation
to go up	to go down	sharply
sharply	sharply	sharply
gradually	gradually	gradually
gradually	sharp	sharp
sharp	gradual	gradual
gradual		