

Sample lesson plan for *Get Ready for IELTS Writing* Unit 6

Student preparation for this class: Have students complete Part 1: Language development exercises 1–4 before the class. (20–30 mins)

Teacher preparation: For Language development spot check 1, photocopy hand out (one per student); for Language development spot check 2, photocopy and cut up cards (set of three circles per student). (20 mins)

Part 1: Language development (up to 40 mins)

Focus: Exercises 1–3 introduce common words for talking about films; Exercises 4–6 introduce percentages and fractions and how to use them to describe viewing figures.

Spot check 1:

To reinforce understanding and recall words related to films, distribute the Language development spot check 1 hand out and have students complete the information individually. Then divide the learners into groups of four to discuss the films they have chosen.

Spot check 2:

To provide further practice in using quantifiers, play a mingling activity.

1. Distribute a set of three incomplete circles to each student.
2. Ask learners if they can make one complete circle from what they have (no).
3. Tell them to ask each other for what they need, e.g. *Have you got three quarters of a circle?* If the answer is *Yes*, the other student asks for what s/he needs; if the answer is *No*, to either question, they both find another student to ask.
4. When most of the class have completed one circle, play again using percentages. This time have student prepare their own three cards with different percentages in units of ten. Explain that their cards should add up to more than 100% with no combination being equal to 100%, e.g. 30%, 50%, and 80%. They exchange cards as in 4) above to make a set totalling 100%.

Exercise 5

Introduce the exercise by having learners identify the 'fraction/per cent + *of* + noun + verb' in the example sentences. Learners then complete the exercise individually and check in pairs.

Exercise 6

Have learners discuss the explanation and complete the matching exercise in pairs. Then have them apply the language to their own class. For example, *Just under a third of students are girls*, or *Approximately half the class are wearing jeans*.

Typical mistakes: Students often fail to see long noun phrases as the subject of a sentence. It is useful to get them used to this by using appropriate pronunciation. This means saying the noun phrase as one block with its own internal rhythm rather than as single words. For example:

□ □

/Just under a third of students/ ...

□ □

/Approximately half the class/...

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

Focus: These exercises train learners to read and correctly interpret pie charts. Exercise 4 shows how to compare pie charts and write a summary 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 42. Ask questions such as: *What percentage does a complete circle represent? What's another way of saying a share of the pie? What does each share or proportion represent or show? Why is it useful to see these different categories? Are they only compared as percentages?*

Then ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Follow up by asking learners to identify the sentence that uses an approximate amount (4). Elicit how students can see this is less than 25% (because the angle of the share is less than 90 degrees).

Exercise 2

Draw attention to the Exam tip before Exercise 2. Link this with what you discussed with item 4 in Exercise 1. Learners do the exercise individually and check their answers in pairs. Before they begin, highlight the language used to describe, e.g. 13–24 (*between 13 and 24 years old*). Elicit how to write 55+ years (*over 55 years old*).

Exercise 3

Spend 2–3 minutes discussing the Exam information at the top of page 43. Elicit any language the students might need, e.g. *more/less than, increase/decrease in/by, and/but*. Then have them do the exercise. Draw attention to the use of *to* and *by*, an important distinction when discussing data such as that used in pie charts.

Typical mistakes: Students typically find difficulty in using prepositions accurately. There are three other important prepositions for discussing data that students might find difficult using accurately, all of which are used in Exercise 3:

in + date

on + format, e.g. *on DVD*

proportion + *of*, e.g. *20% of*

Exercise 4

Draw learners' attention to the Exam tip box at the bottom of page 44. Point out that they have a choice of what to write in several of the answers to Exercise 4. Say *a quarter* and elicit *25%*: say *approximately* and elicit *about*. Then have learners do the exercise in small groups.

EXTENSION ACTIVITY

Conduct a similar survey of reasons for buying films among the class and create two pie charts to serve as a writing prompt.

1. Divide the class into male and female and have them conduct separate surveys into reasons for buying videos. Students in each group should just give one main reason.
2. Get each group to draw a pie chart of their findings and then discuss whether they think they are representative of a bigger sample. Have them adjust the charts to what they think is more representative.
3. Have one student from each group draw their pie charts on the board and discuss whether they are happy with the result.
4. Ask learners to think about how they could use the model in Practice exercise 4 to write a summary. Point out that they would have to add language such as *we think/feel* at each stage of the summary.
5. Give learners 20 minutes to write up their summaries following the adjusted model in the book (Practice exercise 4). (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 6: Language development spot check 1

A recent film you enjoyed watching at the Cinema or on DVD

Name of Film:

Type of film:

Actor playing main character:

Description of main character:

Popular music from soundtrack (if any):

Special effects (if any):

Was it a blockbuster?

Unit 6: Language development spot check 2

