

Sample lesson plan for *Get Ready for IELTS Writing Unit 7*

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

Teacher preparation: For Language development spot check 1, photocopy hand out for each student. (5 mins)

Part 1: Language development (up to 40 mins)

Focus: Exercise 1 introduces common words used in IT; Exercises 2–4 introduce how to connect ideas that agree or contrast.

Spot check 1:

To provide further practice in using common IT vocabulary and remind learners how to add ideas that agree or contrast, distribute Language development spot check 1 hand out. Students work individually and match the descriptions with the pictures in Language development exercise 1. Then divide learners into groups of four and have them discuss whether they agree with the points made in the hand out. (Answers: 1c, 2e, 3f, 4b, 5a, 6d)

Exercise 2

Have learners work in groups and discuss their ideas of how to complete the sentences. Encourage them to discuss both the content and language used. Students then complete the three sentences in writing.

Exercise 3

Have learners complete Language development exercise 3 in the same way as Exercise 2.

Typical mistakes: Students often overuse one way of connecting ideas, typically *however* and *in addition*. Point out that the more variety they have in their writing, the more marks they will get in their exam.

Exercise 4

Draw attention to the *Watch Out!* box in preparation for Language development exercise 4. Learners do the exercise individually and then check their answers in pairs or small groups.

Part 2: Skills development (30 mins for Exercises 1–3; 60 mins for Exercises 4–7)

Focus: These exercises train learners to write essays that evaluate questions or arguments by focussing on advantages and disadvantages in preparation for writing one of the question types in Task 2.

Exercise 1

Spend 2–3 minutes discussing the Exam information at the top of page 42. Ask questions such as: *Should you push one side of the argument? What does it show if you consider both sides of the argument? What should you do if you believe strongly in one side of the argument? (put yourself in someone else's shoes).*

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 which opinions they agree with. Then have them think of a possible counter argument so they can experience giving views that they do not share.

Typical mistakes: Students often feel they should only say what they think or believe. However, it is not only appropriate but also helpful for the students to provide different points of view. In this way they will find they have more to talk about.

Exercise 2

Explain that part of having balanced opinions is that you are able to justify, or support them. Remind learners that they did work on this in Unit 4 about the family when they looked at main ideas and supporting ideas. Have learners do Language development exercise 2 individually. Encourage them to think about whether they agree with the supporting arguments as they do the activity. Give them time to discuss their views in pairs.

Exercise 3

Go through the six headings on the left of Skills development exercise 3. Explain that the main idea is always first but the others will depend on the writer. For example you might follow a main idea with a supporting idea or an example. Point out that the sentences can all be joined together to make a single text, but not in the order of either column 1 or column 2. Set the first task to just match the headings in groups of three or four. Then have students work together to put them in the best order to form a paragraph. You will need to monitor carefully as they work.

Typical mistakes: Students often feel they don't have enough to write about. By focussing on the structure of an essay you can demonstrate how it is possible to write a lot by developing one simple idea using paragraph functions. They can vary slightly in order but always begin with the main idea, e.g. main idea, example, supporting idea, expansion, reason, etc.

Exercise 4

Draw attention to the Exam tip in the middle of page 51. Point out that this is a clear and simple way of structuring an essay. Have learners complete Skills development exercise 4 in preparation for Exercise 5.

Exercise 5

Draw attention to the Exam tip at the bottom of page 51. Elicit other examples, referring to page 48 if necessary. Point out that the only use of a contrasting link word in this exercise will be to introduce paragraph 2. Have the learners write the two paragraphs and check in pairs. During feedback briefly discuss whether they agree that these are balanced opinions.

Exercise 6

Go over the three essay questions and highlight that each one is evaluative and will involve putting the advantages and disadvantages of the three issues. Go over the first one on the board to give a model of note-taking and help the learners start thinking about the task. For example, elicit the following ideas, then modify into notes form (as in the brackets):

- You can learn about other places and people (learn about other places / people)
- You can choose the programmes (choose programmes)
- It is relaxing (relaxing)

Learners then work in pairs and complete notes for the other two essay titles.

Typical mistakes: Most students, native or non-native, have problems making notes. As it is a very useful writing skill it is useful to give them practice each time they are asked to make notes. Highlight the fact that once they have written the content (in note form) they can concentrate on how it is written, i.e. accuracy.

Exercise 7

Draw attention to the Exam tip. Then have the learners read the introduction and conclusion to the essay in Skills development exercise 7. Elicit the opinion of the writer on using social networking sites at work. Establish that paragraph 2 is putting the disadvantages and paragraph 3 will put the advantages. Have learners work in pairs and make notes, then write paragraph 3 individually.

EXTENSION ACTIVITY

Have learners modify paragraphs 1, 2 and 4 of the essay in Exercise 7 so that it fits their own views. (50 mins)

Part 3: Exam practice (Homework – 45 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 45 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 7: Language development spot check 1**What are they describing?**

1. It's a great way of playing with your children. On the other hand, parents worry about how much their children do it.
2. It's fantastic for keeping families connected. Moreover, it's easy to use for old people.
3. These are constantly used for business and pleasure. However, you can get too many.
4. Young people are much better at doing this. Also, they have developed their own language.
5. Although parents worry that young people do this instead of going out, it's a great way of keeping in touch.
6. You can easily find what you like. In addition you can share with your friends.