

Lesson plan: *Get Ready for IELTS Writing* Unit 9

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

**Teacher preparation:** For Language development spot check 1 & 2, photocopy and cut up resource material. Prepare one set per group of 3–4 students for Spot check 1 and one set per pair for Spot check 2. (15 mins)

**Part 1: Language development (up to 40 mins)**

**Focus:** Exercises 1 & 2 introduce common words associated with the natural world; Exercises 3–5 introduce the passive for describing a process.

**Spot check 1:**

To check learners' recall of words associated with the natural world, divide them into groups of 3–4 to put the images of the words in alphabetical order. To make this more interesting, you can have each group competing to finish first.

**Spot check 2:**

To provide further practice in using the passive, have learners work in pairs to complete the six sentences using the 18 phrases. Distribute a set of sentence phrases to each pair and have them produce six passive sentences.

**Part 2: Skills development (50 mins for Exercises 1–3; 50 mins for Exercises 4 & 5)**

**Focus:** These exercises train learners to describe a physical process in preparation for writing one of the question types in Task 1.

**Exercise 1**

Spend 2–3 minutes discussing the Exam information at the top of page 62. Ask questions such as: *Why is it important in your studies that you can describe a process? Can you see an example diagram that illustrates a process? When describing a process, are all the verbs in the passive?* Ask learners to discuss the pictures and labels in pairs: they clarify what is happening in each picture and the vocabulary involved. Then have them work individually to complete the text.

**Exercise 2**

Skills development exercise 2 has two purposes: to get learners thinking logically about a process; to provide input on how to write complete sentences in the passive from notes in preparation for Exercise 3. Have learners do the exercise individually and check in pairs.

**Exercise 3**

Go through the instructions carefully. Draw attention to the two procedures for transforming the labels: full sentences from notes; change from active to passive. Point out that learners should label their own diagrams in a similar way, i.e. in reduced note form with minimum use of articles and prepositions. Have students complete the sentences in pairs and then check in small groups. When checking they should pay particular attention to the use of articles and prepositions.

**Typical mistakes:** Students often use a definite article for first mention of a noun. This is a particular problem when describing a process because the items mentioned in the process might be assumed to be present, e.g. *the lava* (that we know about) *comes from a volcano*. Highlight the absence of the definite article in first mention in the answers to Exercise 3.

**Exercise 4**

Draw attention to the Exam tip at the top of page 64. Remind students that they were introduced to *firstly* and *secondly* for sequence in Unit 8. Have learners discuss the diagram in pairs and clarify anything they find unclear. Learners then work individually to complete the gapped text. Check their answers and elicit the next sentence, complete with sequence adverb. Learners complete the rest of the description individually.

**EXTENSION ACTIVITY (50 MINUTES)**

Have learners work in groups to work on a process of their own choice: they draw and label different parts of the process. Monitor their work, helping with any vocabulary they need. When they have completed the diagram, have them write up the process as a group. They can present their completed work to the rest of the class.

**Part 3: Exam practice (Homework – 25 mins)**

This can be done in class or assigned for homework. Suggest that learners spend up to 25 minutes on the exercise, getting closer to the official exam allotted time as printed on the paper.

### PHOTOCOPIABLES

#### Unit 9: Language development spot check 1



## PHOTOCOPIABLES

## Unit 9: Language development spot check 2

|                |               |                                    |
|----------------|---------------|------------------------------------|
| glaciers       | were formed   | many years ago                     |
| trees          | are damaged   | by acid rain                       |
| radiation      | is produced   | in nuclear generators              |
| volcanoes      | are formed    | during eruptions                   |
| crops          | are harvested | in the summer                      |
| many factories | were built    | in 19 <sup>th</sup> century Europe |

Sample lesson plan for *Get Ready for IELTS Writing Review 3*

**Student preparation for this class:** Have students complete Review 3. (20 mins)

**Teacher preparation:** none.

**Focus:** Exercises 1 revises language from Units 4–6; Exercise 2 revises pronoun reference; Exercise 3 revises the passive; Exercise 4 revises how to write an essay, considering advantages and disadvantages; Exercise 5 revises the use of linking words; Exercise 6 revises the use of the passive to write about a process.

**Spot check 1 (25 mins):**

To check learners' recall of language from Units 7–9, have them test each other in pairs. Students work in groups of four to prepare a quiz based on vocabulary from Units 7–9. They then pair up with learners from different groups to test each other.

**Spot check 2 (25 mins):**

To check learners' understanding of the passive, have them work in groups to describe a process of their choice in writing. Discuss possible ideas for processes to describe as a class to encourage students to think of something that interests them. Point out that you can help them with any vocabulary they need for the writing. Write any new vocabulary on the board as it might be of interest to other groups. Groups swap texts and the other groups read them out to the class. If you run out of time, you could simply ask the groups to write their names on the texts they have written and hand these into you.