

Sample lesson plan for *Writing for IELTS* Unit 10

**Student preparation:** Have learners complete all of Part 1: Vocabulary before the class. (1 hour)

**Teacher preparation:** For Vocabulary spot check 1, make sufficient copies of the hand out for one per group of four learners. Cut up and bundle sets together.

For Vocabulary spot check 2, prepare six questions for your learners to ask each other which can be answered using an attitude adverb. Use other vocabulary from the unit where possible, for example:

*Are you ambitious? Interestingly, I'm not/Inevitably, I am.  
What's your impression of the current financial situation?  
Obviously, I find it very worrying/Surprisingly, I feel confident things will improve.* (15 mins)

**Part 1: Vocabulary (20–30 mins)****FOCUS**

These exercises introduce learners to key vocabulary and expressions associated with culture and modern society and help develop an appropriate choice and range of vocabulary.

**Spot check 1:**

To review language related to fame, have learners work in pairs and match words with a similar meaning.

1. Distribute the hand outs, one set to each pair.
2. Partner A says a word and elicits a synonym from partner B, who says the word and writes the synonym next to the correct word in the table.
3. Partner A can challenge the word if they think it is wrong; if so, partner B writes a 'C' next to the word.
4. Partner B then says a word and partner A responds as above. Play continues until they have each completed their table.
5. They then check answers and get one point for each correct one. If a partner has made a correct challenge, they get a bonus point.

**Spot check 2:**

To check students' recall of adverbs that show attitude and practise their use, do the following mingling activity.

1. Elicit the attitude adverbs from Vocabulary exercise 4 and write them on the board. Complete the list with any adverbs learners can't remember.
2. Explain that the object of the mingling activity is to ask enough questions to collect answers that use all the attitude adverbs from different students.

3. Learners stand up and mingle: have them find a partner and ask each other one of the questions on the board. They preface their answers with one of the attitude adverbs.
4. Each student makes a note of the name of their partner and the attitude adverb used in their answer.
5. When a student has collected answers that use all the attitude adverbs they sit down and attempt to write down some of the answers they heard.

**Part 2: Practice exercises: Task 1 (40–50 mins)****FOCUS**

These exercises develop an understanding of how to use accurate and precise vocabulary. Exercise 1 deals with similar words that are often confused. Exercises 2 & 4 focus on using vocabulary with appropriate formality. Exercises 3 practises using a range of vocabulary. Exercise 5 reviews vocabulary from the exercises.

**Exercise 1**

Books closed, elicit some popular jobs that schoolchildren want to do when they grow up. Have them decide on the top five job choices of children in the UK. Books open, have learners study the chart and compare their predictions with how children felt in 1980 and 2010. Briefly discuss possible reasons for the change (e.g. celebrity culture, changes in the media). Explain that the sentences that follow analyse the results of the table. Have learners complete the first part of the activity according to the instructions and check their answers in pairs. Clarify any issues that come up. Then have learners complete the second part of the activity.

**Typical mistakes:** Most learners make the same mistakes with certain words. By focusing directly on problem words, you have an opportunity to correct some common mistakes. The activities that follow recycle the words to help learners remember them. Point out that your learners can do the same thing on their own, identifying areas where they make the same mistakes and eliminating them one by one.

**Exercise 2**

Point out to learners that they can make use of many words from Exercise 1 in this activity. Have them complete the exercise according to the instructions and check their answers in pairs.

**Exercise 3**

Once again, learners can make use of many words from Exercise 1. Have them complete the activity

according to the instructions and check their answers in pairs.

**Typical mistakes:** Most students like to 'play it safe' in exams and will use a limited range of vocabulary even if they know other words. Highlight the importance of using a range of vocabulary and how this will gain them marks, even if they make some mistakes.

#### Exercise 4

Point out that in this exercise, the words and phrases have not already been used in earlier exercises. However, they are all words and phrases that have appeared earlier in the book. Have learners work in pairs to complete the activity according to the instructions and check their answers in small groups.

#### Exercise 5

Have learners work in small groups to discuss the results of the survey of media coverage. Elicit whether they agree or disagree with the results. Then have them complete the activity according to the instructions and check their answers in pairs.

### Part 2: Practice exercises: Task 2 (50 mins–1 hour)

#### FOCUS

These exercises continue the focus on appropriate choice of vocabulary, particularly some of the more predictable language used in Task 2.

#### Exercise 6

Have learners work individually to complete the activity according to the instructions, discuss their answers in pairs and then finalise their answers in small groups.

#### Exercise 7

Have learners work individually to answer the first question. Then ask them to work in small groups to discuss and justify their choice. Provide learners with the answer and then have them discuss the problems with paragraphs **a**, **b** and **d**.

**Typical mistakes:** Learners can find it confusing to evaluate the writing of others. However, by separating out specific issues, this activity provides very useful practice. To make sure your learners get the most out of the exercise, make sure they have enough time to complete each stage of the process, individual work, justifying answers in groups and identifying the specific issues with paragraphs **a**, **b** and **d**.

#### Exercise 8

This exercise builds on Exercises 1 and 2. Have learners complete the exercise according to the instructions and discuss their answers in pairs. Follow up by comparing them with the suggested answer in the key.

#### Exercise 9

This exercise not only requires your learners to evaluate the paragraphs and make choices, but also to rewrite them. Make sure they have sufficient time to do this effectively. Have them discuss their answers in pairs before comparing them with the suggested answer in the key.

#### Exercise 10

Have learners read the Exam tip. Discuss as a class how this advice impacts on what they did in Exercise 9 and any other issues that arose during the exercise. Then have them complete the exercise in the same way as Exercise 9.

### Part 3: Exam practice (Homework – 1 hour)

This can be assigned for homework.

#### FOCUS

Emphasise the importance of using appropriate vocabulary in their answers.

- For Task 1, allow 20 minutes for planning and writing.
- For Task 2, allow 40 minutes for planning and writing.

For Units 7–12, ask students to complete the work within the official exam-allotted time as printed on the paper.

### PHOTOCOPIABLES

#### Partner A

fame \_\_\_\_\_

ambition \_\_\_\_\_

transient \_\_\_\_\_

shortcoming \_\_\_\_\_

image \_\_\_\_\_

praise \_\_\_\_\_

infamous \_\_\_\_\_

achievement \_\_\_\_\_

idol \_\_\_\_\_

imperfect \_\_\_\_\_

endorse \_\_\_\_\_

#### Partner B

aspiration \_\_\_\_\_

notorious \_\_\_\_\_

worthless \_\_\_\_\_

icon \_\_\_\_\_

acclaim \_\_\_\_\_

accomplishment \_\_\_\_\_

approve \_\_\_\_\_

short-lived \_\_\_\_\_

impression \_\_\_\_\_

stardom \_\_\_\_\_

flaw \_\_\_\_\_