

Sample lesson plan for *Writing for IELTS* Unit 11

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

Teacher preparation: None.

Part 1: Vocabulary (15–20 mins)

FOCUS

These exercises introduce learners to key vocabulary and expressions associated with holidays and travel. They also focus on word building in the context of accurate use of parts of speech and common suffixes.

Spot check 1:

To review vocabulary associated with road signs, do the following pair activity.

1. Learners draw ten road signs, including any of the ones they remember from Vocabulary exercise 1, e.g. *road works ahead*.
2. Learners swap signs with a partner and try to guess the meaning of the signs that their partner has drawn.
3. Learners get one mark for each sign they draw from Vocabulary exercise 1 (max 8 marks) and one mark for each of their partner's signs that they identify correctly (max 10 marks).
4. The learner(s) with the most marks wins.

Spot check 2:

To provide practice in using suffixes and recalling nouns associated with holidays and travel, have learners work in pairs.

1. Write the four suffixes on the board as headings.
2. Tell learners to write as many words as they can that end in these suffixes. Explain that they will get two marks for each word from Vocabulary practice 3–5 and one mark for any other words they can think of.
3. Give them five minutes.

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

FOCUS

These exercises develop accuracy in writing by focusing on verb forms, prepositions and articles.

Exercise 1

During the course, you will already have dealt with issues related to verb forms. This exercise will highlight some of the problems that still remain.

Have learners complete the activity according to the instructions and check their answers in pairs. Tell them that they should note any mistakes and do remedial work on their own. Point out that there are many exercises on the Internet they can use.

Typical mistakes: Many learners have some difficulty using the present perfect. Explain that, if this is the case, the best way to overcome the problem is to look at the different uses of the present perfect aspect one at a time. For example, they could focus on activities that started in the past and continue to the present, initially. Point out that the numerous aspects of language that need to be learned can sometimes seem overwhelming; by isolating just one use, they should be able to succeed.

Exercise 2

Set a challenge for your learners to get the correct answers for the whole of Vocabulary exercise 2. Before they begin, point out the following (related to two issues within this exercise):

1. Begin by identifying the subject of the sentence. Point out that this might be a noun phrase such as *Transport policy in the United Kingdom*.
2. Think about the role of the subject. Is it the *agent* or the *patient*?

The driver [agent] put petrol in his car.

The driver [patient or passive subject] was stopped by the police [agent].

Note: Sometimes we don't bother with the agent
The driver was stopped [by the police] for speeding.

With some verbs, the agent is so unimportant that we use the active.

The car stopped at the traffic lights (we don't say the car was stopped by the driver at the traffic lights).

Have learners complete the activity according to the instructions and check their answers in pairs.

Exercise 3

Write on the board:

Sara wanted to buy an electric car, but decided that she'd better buy a petrol one after seeing how much they cost.

Have learners identify the infinitive verbs *to buy* and *buy*. Then have them identify the gerund *seeing*. Tell them to work in small groups and decide when each one is used. During feedback make sure you cover the following:

Infinitives without 'to' come after auxiliaries and a few other verbs and expressions like *make* and *had better*. Gerunds always come after prepositions, e.g. *'after seeing'*. They can also be replaced by *something*, e.g. *'after something'*.

Once again, set a challenge for your learners to get the correct answers for the whole of Vocabulary exercise 3.

Typical mistakes: This is another area where learners often make mistakes. Having done this exercise, it would be useful to have them look up a full explanation of the different uses in a grammar book or online.

Exercise 4

Have learners read the Exam tip at the top of page 91 and discuss the information in small groups. When they have finished, clarify anything they are unsure of. Have learners complete the activity according to the instructions and check their answers in pairs. When they have finished, direct attention to the Exam tip at the bottom of the page.

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

FOCUS These exercises continue the focus on common errors of grammar.

Exercise 5

This exercise helps learners identify areas where they need further work. Have them complete the activity individually according to the instructions, check their answers in pairs and then discuss the exercise in small groups.

Note: Your students might find alternative answers that are acceptable. For example:

- 7 Many people **living** in rural areas have no choice but to travel by car.
- 8 Buying a second-hand car is sometimes risky; inexperienced buyers can be easily cheated.
- 9 Buying a second-hand car is sometimes risky **and** inexperienced buyers can be easily cheated.
- 10 Because the industry is poorly regulated, buyers are not always well-informed.

Typical mistakes: If any of your students find this exercise difficult, remind them that these are common errors and not to feel discouraged. At this stage in the course, it is too late to do much remedial work. However, it is useful for learners to have a clear idea of their areas of weakness before doing the Practice test so that they can pay extra attention to these areas. Point out that the exercises that follow will provide further practice in some of these areas. Highlight the importance of the process of learning, i.e. whether or not they make mistakes, they will learn from the process of doing them, particularly in a classroom context where they have the opportunity to discuss with other students and clarify with the teacher.

Exercise 6

You may need to do an example before learners complete the exercise to demonstrate how to 'effectively highlight the main point'. For example, write the following sentences on the board:

The majority of shops are located in town centres. Town centres can be difficult places to park.

Then write *Town centres ...* and elicit how to complete the sentence to mean the same thing:

Town centres, where the majority of shops are located, can be difficult places to park.

Have learners complete the activity individually according to the instructions and check their answers in pairs.

Exercise 7

It is probably a good idea to point out that most of the punctuation relates to commas, although learners should also pay attention to colons and full stops. Have learners complete the activity individually according to the instructions and check their answers in pairs.

Exercise 8

The first item in this exercise is probably the most difficult, so it is a good opportunity for learners to think about it and discuss it in pairs. Elicit different answers before confirming which one is correct. Have learners complete the rest of the activity individually according to the instructions and check their answers in pairs.

Exercise 9

This exercise is an opportunity for learners to do a controlled proofread using what they have learned in Exercise 8. Have them complete the activity individually according to the instructions and check their answers in pairs.

Exercise 10

Direct attention to the Exam tip in the middle of page 94. Emphasise the importance of proofreading, pointing out that marks can be lost by missing out this stage. Have learners complete the activity individually according to the instructions, discuss their answers in pairs, then check in small groups.

Part 3: Exam practice (Homework – 1 hour)

This can be assigned for homework.

FOCUS Emphasise the importance of proofreading their work.

- 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.