

Sample lesson plan for *Writing for IELTS* Unit 8

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

Teacher preparation: For Vocabulary spot check 1, write a numbered list of the following set expressions: 1. *negotiate responsibility* (with) *someone*, 2. *exercise control* (over) *others*, 3. *distinguish right* (from) *wrong*, 4. *behave* (in) *someone's best interest*, 5. *hold someone accountable* (for) *their actions*, 6. *take things* (into) *account*, 7. *impose responsibility* (on) *someone*, 8. *work in the interest* (of) *others*. (5 mins)

Note: this list is for reference, not a hand out.

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce learners to key expressions associated with the theme of youth and provide practice in collocation.

Spot check 1:

To practise set expressions requiring prepositions, play a class game.

1. Have learners draw a table with two rows and four columns. Write the following prepositions on the board and have learners write eight, one for each box, in their table: *in, into, after, of, on, at, up, over, with, for, around, from*.
2. Explain that you want learners to cross out the preposition that can follow the expression you read out.
3. Say the expressions on your list, one by one, replacing the preposition with the word 'prep', e.g. '*negotiate responsibility* (prep) *someone*'.
4. When a student has crossed out all his/her prepositions, s/he says *Bingo!*
5. Have them read out their prepositions to make sure they match the ones used in the expressions.
6. Read out your list again, eliciting the correct preposition for each expression.

Spot check 2:

To practise using verbs associated with rights and responsibilities, have learners work in groups of four to discuss the rights and responsibilities of teenagers. Let them refer to the words in Vocabulary exercise 2 in their discussions.

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

FOCUS These exercises develop the ability of learners to write about graphical data. Exercise 1 develops learners' understanding of good writing through the guided analysis of a model description. Exercises 2 & 3 provide practice in signposting. Exercise 4 provides practice in writing supporting detail.

Exercise 1

This exercise gives further practice in analysing model descriptions. Have learners complete the activity according to the instructions and discuss their answers in pairs. Have a follow-up discussion in groups of four to share what they have learned from the exercise.

Exercise 2

This is another exercise which encourages learners to notice features of the language. Make sure that they have several opportunities to notice the features by doing the exercise individually, checking in pairs and then discussing in small groups – before looking at the answer key.

Typical mistakes: Noticing is recognised as a very important feature of language learning. Fortunately, it is something that learners can easily develop as a habit if they see its importance. However, as the benefits are not immediately obvious, some students resist the process and lose a valuable tool. Point out that once noticing becomes automatic, it will help develop their learning whenever they see or hear the target language – without any real effort!

Exercise 3

Exercise 2 should have provided the preparation that learners need to do this exercise. Have them complete the activity according to the instructions and discuss their answers in pairs.

Exercise 4

Like Exercise 3, this activity is greatly helped by the preparation in Exercise 2. Your students should be able to complete the paragraph without further help. However, if you have weaker students in your class, you might need to prompt them with the areas of the table to focus on, i.e. the exception to the initial statement about boys and the biggest gap between girls' and boys' responses. When learners study the suggested answer, have them look for ways they could improve their own writing rather than seeing it as a model to follow.

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

These exercises focus on the appropriate use of tense, voice and modal verbs and how to write a conclusion.

Exercise 5

This is a very valuable exercise as it clarifies the function of verb tenses, etc., in a clear, academic context. Have learners complete step 1 of the activity according to the instructions and discuss their answers in pairs. Make sure you clarify any aspect of the exercises your learners are uncertain about. Part 2 provides a second chance to look at how the language is used in context.

Exercise 6

Have learners read the Exam tip at the top of page 69. Ask a few check questions:

How many examples of modals are there? (six)

How are the uses of 'will' and 'would' different in the explanations? (will for intentions and would for consequences)

Which example expresses necessity apart from 'must'? (should)

Highlight that there is an element of choice in the answers. Learners complete the activity according to the instructions.

Exercise 7

Part 1 of this exercise is another important opportunity to notice – in this case, how conclusions are written. Part 2 follows on from Part 1 (apart from question 5). You might need to point out that question 5 is looking for a one-sentence summary of paragraphs 2–4 of the essay.

Exercise 8

Although the instructions are clear, you might want to break the task down into steps as it is important that learners understand exactly what to do to make a good attempt at writing the conclusion. First, they re-read the essay in Exercise 6 – perhaps imagining they had written it themselves; second, they re-read the functions in Exercise 7 and look at how they were used in the sample conclusions; finally, they write the conclusion, referring back to the essay and sample conclusions as appropriate. Have them discuss the commentary in pairs, paying particular attention to how extracts from the essay were used. For example:

Introduction: *'I would suggest that although this (firm discipline in schools) may be one solution, we should approach the task of encouraging responsible behaviour among young people in a variety of ways.'*

Restated in conclusion: *'In summary, there are several ways in which young people can be encouraged to behave responsibly.'*

Part 3: Exam practice (Homework – 1 hour)

This can be assigned for homework.

FOCUS

Emphasise the importance of using signposting language and a suitable academic style.

- 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.