

## Sample lesson plan for *Writing for IELTS* Unit 9

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

**Teacher preparation:** none

### Part 1: Vocabulary (20–30 mins)

**FOCUS** These exercises introduce learners to key vocabulary and expressions associated with the theme of people and places.

#### Spot check 1:

To review vocabulary associated with people and places, do the following group activity.

1. Organise students into groups of four or six, dividing each group in half into Teams A and B.
2. Team A chooses either a synonym/definition from Vocabulary exercise 1 or a definition from Exercise 2 and reads it out for Team B to answer.
3. Have each team take turns to give a definition and elicit an answer from the other team.
4. The team that gets the most answers correct in each group wins.

#### Spot check 2:

To review language related to causes and consequences of population ageing, read out phrases from Vocabulary exercise 3. Have individuals give you a cause or consequence of each one. Allow time for discussion and improvement of individual answers, focusing first on meaning and then on accuracy.

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

**FOCUS** These exercises train learners to use cohesive devices to establish clear connections between sentences, thus making them easier to understand. Exercise 1 introduces learners to a variety of cohesive devices. Exercise 2 focuses on punctuation related to cohesion. Exercises 3 & 4 provide practice in using cohesive devices appropriately.

#### Exercise 1

Have learners study sentences **a–c** and see how they are combined to form the longer sentence. Elicit or point out that *As* is a subordinating conjunction and *both ... and* is used as a coordinating conjunction. Tell learners to study the table of cohesive devices and

discuss in pairs. Elicit a few more examples of each cohesive device (apart from apposition which does not have examples). Have learners complete the second part of the activity according to the instructions and check their answers in pairs.

**Note:** for a full list of cohesive devices you should check online.

#### Exercise 2

Have learners complete the activity according to the instructions and discuss their answers in pairs. During feedback, ask them to explain why the punctuation has been added in each case.

**Typical mistakes:** Many learners are not sure when to use a colon or a semi-colon. This is a good opportunity to clarify. A colon can be used: before a list; before an explanation or reason; after introductory headings; to introduce direct speech. A semi-colon can be used to mark a break between two main clauses when there is a balance or contrast between them. To test whether you can use a semi-colon, you can ask yourself if the clauses could be written as separate sentences; the reason for using a semi-colon instead of a full stop in such cases is to show there is link between them. As you can see in sentence 2, a semi-colon can also be used to separate items in a list that begins with a colon.

#### Exercise 3

It is worth warning learners before they begin that this sentence combining exercise requires quite minor changes. If you have some weaker students you might want to let them know what they are looking for: two non-defining relative clauses and two coordinating conjunctions.

**Typical mistakes:** You might need to explain that in the answer key for item 2, the relative pronoun *which* has been replaced by a participle *developing*, i.e. *which are all developing ... countries*, shortened to *'all developing ... countries'*. This can be done with the relative pronouns *who*, *which* and *that* and is used to make some clauses easier to understand.

#### Exercise 4

Although your learners should find it easy to modify this paragraph, they will probably come up with fewer changes than in the suggested answer. It is therefore a good idea to do the exercise in stages: first individually, then comparing answers in pairs and finally discussing in small groups. When they look at the suggested answer, they may be surprised at how few cohesive devices have been used. The only ones remaining are

*interestingly, until, however, thereafter and whereas* (apart from *and* used with single nouns).

**Typical mistakes:** You might need to do some additional preparation for students that are not aware of these cohesive devices, making sure you introduce some of the more unusual cohesive devices such as *interestingly* (to indicate point of view), and *thereafter* (to show sequence).

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

**FOCUS** These exercises focus on how to write a cohesive text through the choice of appropriate words.

### Exercise 5

This exercise will help your learners notice for themselves the importance of using the right words and phrases to create a cohesive text. Have them complete the activity according to the instructions and discuss their answers in pairs. When they finish, direct attention to the Exam tip towards the bottom of page 76. Emphasise the importance of using a range of vocabulary in most instances and repetition as a strategic tool.

### Exercise 6

This exercise reinforces the contrast between strategic repetition and using a range of vocabulary. Before they begin, have learners scan the text and underline examples of the word *obligation*, and discuss why it has been repeated. They then complete item 1 according to the instructions. Carry out feedback as a class before having them answer the questions in items 2 and 3.

### Exercise 7

Have learners read the Exam tip at the bottom of page 77. Elicit what *This view* refers to in the second example sentence, i.e. *'that people over the age of sixty-five were too old to work'*. Point out that sometimes the word that can follow this is in the previous sentence but usually, as in the example, it has to be identified. Elicit other words that could be used instead of *view*, e.g. *idea* or *opinion*. Then have learners complete the activity according to the instructions and discuss their answers in pairs.

### Exercise 8

Have learners complete the first part of the exercise according to the instructions and discuss their answers in pairs. During feedback, point out that they should use these topic sentences as a model for completing Part 2. When they have completed and checked the topic sentences in Part 2, have them expand the first one. If there is time, they can expand the other two topic sentences.

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

This can be assigned for homework.

**FOCUS** Emphasise the importance of using cohesive devices and a choice of vocabulary that enhances cohesion.

- 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.