About *Get Ready for IELTS Writing*

*Collins Get Ready for IELTS* series has been designed to help learners at a pre-intermediate level (equivalent to band 3 or 4) to acquire the skills they need to achieve a higher score. It is easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exam information and study tips are presented in an easy-to-read format
- Exercises are carefully arranged from simpler to more difficult
- Review units allow for systematic revision
- Answer key is clear and comprehensive

With these fundamentals in place, classroom teachers can focus on ensuring that learners approach the writing process in the most effective way and understand how their writing will be assessed. This resource will explain how best to use the material and how it can be adapted to make the most of the classroom learning context. It shows you how you can maintain interest and motivation, deal with common errors, and facilitate pair and group work so that more interactive practice can take place.

Each chapter in *Get Ready for IELTS Writing* has a similar three-part structure, which can form the basis of regular classroom routines. It will provide 3–4 hours of content, 2 of which we recommend doing in class and 1–2 of which will make ideal homework tasks.

**Part 1: Language development**

We recommend that selected exercises be done at home before the lesson.

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary and grammar structures without eating up classroom time.
- As repeated exposure to new vocabulary and structures is required for mastery, the first 10–15 minutes of the lesson can be spent doing a ‘spot check’ of a selection of the material covered at home. The remaining language development exercises can be done with the teacher in class.

**Part 2: Skills development**

Part 2 of each unit focusses on either task 1 or task 2.

- Each chapter provides an explanation of the type of answer required along with exercises of increasing difficulty. The exercises break down the writing process into component skills so that learners can acquire the necessary underlying competencies.
- The lesson plans provided for each unit concentrate on this section and offer roughly two hours of material, including suggestions for optional extension activities.
- Most exercises can be done individually and checked in pairs or small groups. This trains learners to reflect on and explain how they have approached the task.

**Part 3: Exam practice**

This can be given as homework.

- This section provides realistic exam practice and allows leaners to integrate the skills they have learned.
- A checklist summarises the key learning points in the unit and gives learners a framework for assessing their development.
- Feedback should be given and students should be required to redraft their texts incorporating the necessary improvements.
Sample lesson plan for *Get Ready for IELTS Writing* Unit 1

**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, prepare cards with hobbies listed in Language development exercise 2 (one word per card). Prepare sufficient for one set of cards per group of three students. (20–30 mins)

**Part 1: Language development (up to 20 mins)**

**FOCUS**

Exercises 1 & 2 introduce common words and collocations for hobbies and interests; Exercise 3 introduces the present simple tense; Exercise 4 introduces quantifiers.

**Spot check 1:**

To reinforce verb-noun collocations for hobbies and interests, on the board display the questions:
- Do you play football?
- How often do you play football?
- Do you like playing football?

Nominate individuals in the class to ask and answer the questions. Check for correct use of the auxiliary verb in responses *Yes, I do* and *No, I don’t*, and for the use of expressions *never*, *every day*, *once a week* etc. Then divide the class into groups of three and do the following activity.

1. Ask or designate one person in each group to act as facilitator using the Exercise 2 answer key on page 90.
2. Place face down in front of each remaining pair of students one set of cards with hobbies from Language development exercises 2.
3. Players take it in turn to select the top card and ask each other one of the three questions above using the term on the card.
4. The facilitator allocates one point for each correct question and each correct response.

**Spot check 2:**

To provide further practice in using quantifiers, explain that you are going to conduct a quick class survey.

1. Write 5–6 sentences on the board using the phrase *people in the class like + …ing* and the hobbies listed in Exercise 2 leave a blank space at the start of each sentence for a quantifier, e.g. _____ people in the class like playing football.
2. Ask learners to predict the class’s responses by completing each sentence with a quantifier from Exercise 4, e.g. *Not many people in the class play football.*
3. To check their predictions, frame each statement as a question and ask for a show of hands in response, e.g. *Who likes playing football?* See who has made the most accurate predictions.

**Part 2: Skills development (30 mins for Exercises 1–3; 60 mins for Exercises 4–8)**

**FOCUS**

These exercises train learners to read and correctly interpret tables. Exercises 3 & 4 show how to write a Task 1 introduction based on a table.

**Exercise 1**

Spend 2–3 minutes discussing the Exam information at the top of page 10. Ask questions such as:
- Do you have experience of this type of task?
- How long does it normally take you to write 150 words in English?
- Can you recognise the difference between formal, semi-formal and informal writing?

Then ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Follow up by asking learners to compare sentences 2 and 4 and identify which is less formal and why. (Answer: 2, because it contains *a lot of* and the contraction *don’t*). Invite them to rephrase the sentence to make it more formal. (Answer: *Many students dislike hockey*).

**Typical mistakes:** Some learners may believe that *few* is the same as *a few*. Explain that *few = not many* and that *a few = some* (i.e. it is more affirmative).
Exercise 2
Learners do the exercise individually and check their answers in pairs. Explain that for Task 1 they will always have to give reasons for any general statements they make about the table or diagram.

Exercise 3
Draw learners' attention to the Exam tip box at the top of page 11, then have them do the exercise.

**Typical mistakes:** Learners often confuse quantity with percentage. Sentences describing the elements of a table are also challenging to write because of the number of prepositional phrases required. Follow up by rewriting sentence (c) on the board in random word order and ask learners to work in pairs to reconstruct the sentence.

Exercise 4
Draw learners' attention to the Exam tip box at the bottom of page 11, then have them do the exercise in small groups.

Exercise 5
Learners do the exercise individually and check their answers in pairs. To follow up, ask learners to identify all of the uses of -ing in the passage (present participle after spend time; gerund after the verb like and the subject in the sentence Browsing news...is popular...)

EXTENSION ACTIVITY
Conduct a class survey of Internet use and create a table to serve as a writing prompt.
1. Ask learners to identify how much time they spend (in hours or minutes) each day on average on each of the Internet activities listed in Exercise 3.
2. Divide learners into groups of 5–6 and designate each group with a letter of the alphabet. Ask the members of each group to share their answers among themselves and derive a total for each activity for the group.
3. Sketch a table on the board like the table in Exercise 3 but replacing age groups with Group A, B, C and so on. Compile the information in the table by asking a spokesperson for each group to report their totals for each activity.
4. Give learners 20 minutes to write up the findings following the model in the book (Practice exercises 4 & 5). (50 mins)

Part 3: Exam practice (Homework – 40 mins)
This can be done in class or assigned for homework. If this is your students' first attempt at Task 1, suggest they spend up to 40 minutes on the exercise. This is to allow learners to develop the skills they need to produce good quality work. As learners become more proficient, the amount of time they spend on practice exam tasks can be gradually reduced until they can complete the work within the official exam-allotted time as printed on the paper.
Sample lesson plan for *Get Ready for IELTS Writing* Unit 2

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

**Teacher preparation:** none

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## Part 1: Language development (10–15 mins)

**FOCUS**
- Exercises 1 & 2 introduce some common words and collocations associated with education;
- Exercise 3 introduces the past simple tense;
- Exercise 4 introduces comparative forms.

### Spot check 1:
Check learners’ recall of verb-noun collocations related to education. Ask them to close their books. Write on the board the six nouns listed in Language development exercise 2. Using the answer key read out the verbs that collocate with each item – learners have to listen and guess the associated noun.

### Spot check 2:
To provide further practice in using comparative forms, invite student to compare males and females in the class using the forms listed on page 16. Give an example sentence and prompts based on what you can see, e.g. for the prompt carry a rucksack, learners might say More females than males carry a rucksack. Other prompts might include: have short hair, wear glasses, use an electronic dictionary, are wearing bright colours today.

**Typical mistakes:** Learners may not recognise that much and less should be used with uncountable nouns and produce sentences like: Less females than males wear glasses.

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## Part 2: Skills development (30–35 mins for Exercises 1 & 2; 45 mins for Exercises 4–8)

**FOCUS**
- These exercises train learners to read and write about bar charts.

### Exercise 1
Spend 2–3 minutes going over the Exam information at the top of page 17. Have learners work in pairs to complete the exercise and then draw their attention to the Exam tip box at the bottom of the page.

To consolidate their understanding of bar charts, ask them to look at the table at the bottom of page 10 and explain how the information would be conveyed in a bar chart. Ask the questions below:

1. What would the left-hand vertical axis show? [Answer: number of hours]
2. What would the bottom or horizontal axis show? [Answer: activities]
3. How would the bars be shaded? [Answer: each bar would have two shades, one representing teenagers 13–15 and the other teenagers 16–18.]

### Exercise 2
Before looking at the bar chart on page 18, write the subjects on the board. For each subject, ask students to say whether they think boys or girls are likely to have the higher number of exam passes. Learners then compare their predictions with the information in the bar chart. Have them do the gap fill exercise individually and check their answers in pairs.

Demonstrate how they can exploit language in a model answer for another task.

Write the first paragraph on the board and erase the content words until only the following remains:

*The bar chart shows the numbers of … in … in … . The chart groups the … according to … and divides these … into … and … . There are clear differences between the … .*

Ask students to complete the sentences using information from the bar chart on the previous page. (Answer: The bar chart shows the numbers of students in local primary schools in 2008. The chart groups the students according to school and divides these groups into boys and girls. There are clear differences between the schools.)

### Exercise 3
Draw learners’ attention to the Exam tip box at the top of page 11. Have them do the exercise individually, then compare their paragraphs in pairs. Circulate among the pairs and note examples of good work as well as the types of mistakes being made. Share good work with the class by writing example sentences on the board. Give additional instruction to address persistent errors.
Typical mistakes: Make sure that students use the past tense. Point out that even if the information in the prompt refers to a time period in the past, Task 1 responses typically begin with the present tense. This is because the subject of each sentence is usually the figure itself (e.g. The bar chart shows...) or parts of it (e.g. the horizontal axis represents...). However, for the main body, you normally switch to the simple past tense if the information in the prompt refers to past time.

Also look out for errors with prepositions as this type of response requires a good command of a range of phrases (e.g. number of...with..., range from...to, a difference of..., did best in...).

Part 3: Exam practice (Homework – 35 mins)

This can be done in class or assigned for homework. If this is your students’ first or second attempt at Task 1, suggest they spend up to 35 minutes on the exercise. This is to allow learners to develop the skills they need to produce good quality work. As learners become more proficient, the amount of time they spend on practice exam tasks can be gradually reduced until they can complete the work within the official exam-allotted time as printed on the paper.
Get Ready for IELTS Writing

Sample lesson plan for Get Ready for IELTS Writing Unit 3

Student preparation for this class: Have students complete all of Part 1: Language development before the class. [40–50 mins]

Teacher preparation: Photocopy Language development spot check 1 hand out [sufficient for one per student]. Photocopy Language development spot check 2 hand out (sufficient for one per pair of students), cut up each sentence into individual words and bundle sets together. For the Extension activity, prepare bundles of 10–12 blank slips of paper (sufficient for one set for each group of four students). (35–40 mins)

Part 1: Language development (up to 20 mins)

FOCUS
Exercises 1 & 2 introduce common nouns associated with culture and a range of negative and positive adjectives. Exercise 3 & 4 introduce SVO word order and common conjunctions.

Spot check 1:
To check learners’ recall of adjectives, divide learners into groups of 3–4. Distribute Language development spot check 1 hand out and invite learners to respond to what they see using the adjectives listed in Language development exercise 2.

Spot check 2:
To reinforce learners’ understanding of SVO word order and use of conjunctions, pair them up and distribute the word cards for sentences 3 and 4 from Language development exercise 4. Challenge them to unscramble the sentences in two minutes.

Part 2: Skills development (40 mins for Exercises 1–4; 30 mins for Exercise 5)

FOCUS
Exercises 1–4 focus on understanding Task 2 essay questions. Exercise 5 focusses on generating ideas for a Task 2 essay.

Exercise 1
Spend 3–4 minutes discussing the Exam information at the top of page 23. Ask questions such as:
• Have you written essays of this type before, either in English or in your own language?
• How long does it normally take you to write 250 words in English?
• How do you learn about the kind of social topics covered in Task 2 exam questions?

Then ask learners to do the exercise following the instructions in the book and compare their answers in small groups.

Typical mistakes: Learners who choose [a] or [b] for question 1, or choose an incorrect paraphrase for the question, may focus too much on the subordinate clause (because they are...). Point out that in most cases the important information in a statement is contained in the main clause (All museums and art galleries should be free...).

Exercise 2
Learners do the exercise individually and check their answers in pairs or small groups.

Typical mistakes: If learners choose [b], point out that IELTS Task 2 questions are rarely so broad. For those who choose [c], point out that essay questions are unlikely to be so categorical or ‘black and white’.

Exercise 3
Learners work in pairs to complete the exercise. Conduct a straw poll of students’ opinions re statements 1–4: as you read out each statement ask for a show of hands if they agree. To follow up, pairs generate 2–3 ideas of their own in response to the essay question. Invite each pair to read out one of their ideas and ask the class to decide whether it agrees or disagrees with the statement in the essay question.

Exercise 4
Draw learners’ attention to the Exam tip box at the top of the page. Have them do the exercise individually and check their answers in pairs.

Exercise 5
Learners do the exercise individually and compare their answers in pairs. Have them brain storm ideas in small groups. Invite a spokesperson from each group to share one or two of their ideas with the class. As they do so, write them up on the board in note form. Then draw learners’ attention to the Exam tip box at the bottom of the page. Point out that to save time when planning their essay they can write down their ideas in note form.
EXTENSION ACTIVITY

Learners continue working in small groups. Distribute 10–12 slips of blank paper to each group and ask them to write down one of the ideas generated in Exercise 5 on each slip of paper. Ask them to put the ideas in the order in which they might logically occur in an essay. Circulate among the groups and ask them to explain their choices. [25 mins]

Part 3: Exam practice (Homework – 60 mins)

This can be assigned for homework. If this is your students’ first attempt at Task 2, suggest they spend up to 60 minutes on the exercise. This is to allow learners to develop the skills they need to produce good quality work. As learners become more proficient, the amount of time they spend on practice exam tasks can be gradually reduced until they can complete the work within the official exam-allotted time as printed on the paper.
Language development spot check 1

| ![Image 1] | ![Image 2] | ![Image 3] |
| ![Image 7] | ![Image 8] | ![Image 9] |
| ![Image 10] | ![Image 11] | ![Image 12] |
| ![Image 13] | ![Image 14] | ![Image 15] |
| ![Image 16] | ![Image 17] | ![Image 18] |
Language development spot check 2
Language development Exercise 4 Sentence 3

<table>
<thead>
<tr>
<th>Young</th>
<th>people</th>
<th>should</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch</td>
<td>less</td>
<td>television</td>
</tr>
<tr>
<td>because</td>
<td>most</td>
<td>programmes</td>
</tr>
<tr>
<td>are</td>
<td>not</td>
<td>educational.</td>
</tr>
</tbody>
</table>

Language development Exercise 3 Sentence 4

<table>
<thead>
<tr>
<th>The</th>
<th>science</th>
<th>museum</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>free</td>
<td>so l</td>
</tr>
<tr>
<td>think</td>
<td>it</td>
<td>is</td>
</tr>
<tr>
<td>good</td>
<td>for</td>
<td>families.</td>
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</tbody>
</table>