

IELTS Argument Led Essay

Background: An argument led essay is one where you objectively discuss the pros and cons of something before presenting your own opinion. This lesson can be included as part of any course where it would be beneficial to raise the students' awareness of basic writing structure.

In particular, participants of the IELTS exam should be familiar with this style of essay as they may be required for writing task 2. Do note though, that this is just one essay style and there are others that the students should be equally familiar with before doing the exam.

Lesson Objective: To remind the students of basic essay writing concepts and develop their argument led essay writing skills by providing them with a simple and effective argument led structure. Essay writing practice should also help to consolidate their skills.

Skill Level: Pre-intermediate and up

Preparation Time: About 30 minutes (assuming you have a laser printer)

Lesson Duration: 2 hours (worksheets – 1 hour, essay writing practice – 1 hour)

Preparation advice

- For each student, print out:
 - One double-sided and stapled copy of the *worksheets*.
 - One double-sided copy of the *essay writing paper*.
 - One copy of the *writing checklist*.
- For each group, print out:
 - One copy of the *essay jigsaw*.
- For yourself (the teacher), print out:
 - One copy of the *answers*.

Teacher's guide

Note: **Although each student will have their own copy of the worksheets, group / pair work should be encouraged at various points throughout the lesson.**

Part 1: This part pre-teaches some important vocabulary. Put the students in groups of 3 and give them 4 minutes to complete as much of the crossword as possible. Finally, go over the answers.

Part 2: This part reviews basic essay writing concepts and introduces the argument led approach. Working in pairs, the students should read the questions, read the text and then answer "true" or false for each question. Give them 5 minutes to do this and then review the answers.

- Part 3:** This part makes the students familiar with IELTS style *essay tasks*, and in particular, the characteristics of an argument led essay task. With the class, review the two essay tasks and point out that only essay task A is for an argument led essay. Then have the students discuss the girl's queries in pairs. Be sure they do this in English. After 4 minutes, briefly go over the answers.
- Part 4a:** This part makes the students aware of how much should be written in each part of their essay. First, remind the students of the argument led structure. Then, in pairs, the students should choose the essay with the best writing distribution. If they are not sure, they can have a quick look at the example essay on page 7. After 2 minutes, tell them the answer.
- Part 4b:** Give the students 1 minute to estimate how long each part should be in a 250 word IELTS essay. Refer to your answer sheets for a suggested answer.
- Part 5a:** This part gives the students some practice in generating relevant examples that can be used in the body of their essays. Again in pairs, give the students 2 minutes to think of 2 more examples of "technology". Multiple answers may be possible. Once the time is up, give them feedback on their answers.
- Part 5b:** The table features some specific examples of the advantages and disadvantage of technology. The example for "cars" has already been done. To complete the table, the students have to give an advantage and disadvantage for mobile phones. Give them 4 minutes to do this in pairs. Multiple answers may be possible. After 4 minutes, have the students share answers.
- Part 6:** This is a quick gist reading activity and can be skipped if necessary. Give each group of 3 students the essay jigsaw and have them put it back in the right order. After 3 minutes, allow them to check the order by looking at the essay on page 7.
- Part 7:** Working alone, the students have to find each of the 5 phrases in the example essay on page 7. When they find a phrase, they should circle it. They should be able to do this in 3 minutes. When going over the answer highlight in which section each phrase was used and emphasise the student can use the same key phrases when writing their own essay.
- Part 8:** In pairs, get the students to discuss the questions about the two *paragraphing styles*. This should only take 2 minutes. After this time, the students should share their conclusions. When taking the students' answers, emphasise the importance of using one of these paragraphing styles to show the start of new paragraphs.
- Part 9:** This is an opportunity to practice and consolidate skills from the lesson. Below are 2 options for this activity.

Option 1 (More communicative)	Option 2 (More specific feedback)
<ul style="list-style-type: none"> • Put the students in pairs. • Give them 55 minutes to produce the essay together. • The teacher marks the essays after class using the writing checklist and returns them at a later date. 	<ul style="list-style-type: none"> • Get the students to work alone. • Give them 45 minutes to produce the essay. • Once the time is up, give the students 10 minutes to mark each other's essays using the writing checklist.