

Sample lesson plan for *Vocabulary for IELTS* Unit 11

Student preparation for this class: Have learners read through the vocabulary definitions and example sentences in the first part, Vocabulary, and look at the collocations on pages 117–118 before the class. Encourage them to highlight words they are unfamiliar with. (20–30 mins)

Teacher preparation: Download or bring into class two or three examples of graphs, maps or charts that you have found online or in national or international newspapers. For example, *The Economist* magazine contains a 'Daily Chart' each day which can be accessed online. (10 minutes)

Practice exercises (30–40 mins)

FOCUS

These exercises introduce learners to nouns and verbs to describe different types of graphs and figures. Exercises 1 & 2 focus on different types of graphs and figures and clarify what they can be used for. Exercise 3 focuses on vocabulary for describing parts of graphs and figures. Exercise 4 & 5 help learners with words and phrases that are suitable for Part 1 of the IELTS Writing test.

Exercise 1

Introduce the topic of graphs and figures by eliciting what sorts of graphs, charts and diagrams learners are familiar with. Have them match the name of each figure to the correct image and then check answers in pairs.

Exercise 2

This exercise clarifies how different types of figures and graphs are chosen depending on the type of information to be represented. Have learners read through the different kinds of information and discuss their choice of figures in pairs. Discuss the reasons for choosing different figures in feedback. It may be useful to have learners refer back to the definitions on pages 46–47, e.g. A flow chart shows 'the sequence of actions in a particular process', so would be best for item 1.

Exercise 3

Point out that the vocabulary in this exercise is important for IELTS Writing Task 1, which involves describing graphs or figures. Have learners complete the exercise individually and then check answers in pairs. Check understanding by asking them to point out the different items in the pictures on page 47.

Exercise 4

Direct attention to the Exam tip box in the middle of page 48 to ensure that learners are clear about what Writing Task 1 involves. Have them complete the exercise individually, following the instructions in the book. When you go over the answers, encourage learners to look closely at characteristic features such as the use of fairly formal terms like *depict* and use of the passive voice, e.g. 'As can be seen...'

Exercise 5

Draw attention to the Exam tip box in the middle of page 49 to emphasize the importance of conventional language for Writing Task 1. Ask learners to study the paragraphs individually and underline the synonyms as directed. Then have them check answers in pairs and go over any queries about the synonyms.

Typical mistakes: Some students may limit the range of vocabulary they use to describe graphs and figures, overusing verbs like *show*, *increase* and *decrease*. This can mean that their overall summary sounds rather repetitive. To avoid this, encourage learners to notice and make a note of synonyms for key verbs when they study model texts as in Practice exercise 5.

EXTENSION ACTIVITY (20 MINS)

For additional practice in studying and talking about graphs, maps and charts, have learners work in pairs to discuss the figures you brought to class. They should consider some of the following questions:

1. What does the graph or chart show?
2. How clear is the information?
3. Why was this format chosen?
4. What are the main trends or important features?

Exam practice (30 mins)

This can be assigned for homework. Remind learners to look again at the Exam tip boxes from the unit before completing IELTS Writing Task 1. It may be useful for learners to look at the model answer on pages 106–107 either before or after they write their own summaries and discuss any queries about vocabulary and language. Learners should hand in their completed summaries for marking and/or swap papers with a partner so that they can read and discuss each other's work.