

Sample lesson plan for *Vocabulary for IELTS* Unit 15

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 120–121 before the class. Encourage them to highlight words they are unfamiliar with. (20–30 mins)

Ask learners to select and bring to class an IELTS Writing Part 2 essay they wrote earlier in the course (or any example of an essay they have written). (5 mins)

Teacher preparation: none

Practice exercises (30–40 mins)

FOCUS

These exercises introduce learners to adverbs, adjectives, pronouns and conjunctions that are used as signposting expressions in written English to contrast, add and sequence ideas, and express consequences. Exercises 1 & 2 focus on the different functions of various signposting expressions. Exercises 3 & 4 focus on the grammar and punctuation that is used with different expressions.

Exercise 1

Introduce the concept of signposting words by writing the first item in the exercise on the board: *'Employment opportunities for graduates have declined;'* and point out that there is a semi-colon at the end. Elicit what could come next in the sentence and what expressions might introduce it, e.g. *therefore, moreover, consequently*, etc. Briefly discuss why it is important to use a range of these signposting expressions in the IELTS Writing exam, clarifying that they add cohesion and help the reader follow the writer's argument. Instruct learners to read the sentence halves carefully and match them according to the instructions in the book. Then have them check their ideas in pairs before going over the answers as a class.

Typical mistakes: Students may be put off by the fact that the sentence halves include unfamiliar concepts, e.g. *planning permission*, and new vocabulary, e.g. *disproportionately*. Point out that it is still possible to find the correct answers, even if they do not understand everything. In feedback, encourage learners to discuss any unknown words where they had to guess the meaning.

Exercise 2

Have learners do the exercise following the instructions in the book and discuss answers in pairs before going through them as a class. Elicit other examples of words and phrases that can be used for

each category, referring back to the Vocabulary section if necessary.

Typical mistakes: It is quite common for learners to overuse signposting expressions that they have learnt, particularly *moreover*. Highlight the importance of selecting a range of signpost words and expressions rather than repeating the same one.

Exercise 3

This exercise helps learners focus on where different types of signpost can be used in a sentence and what sort of punctuation is needed. Direct attention to the Exam tip box in the middle of page 64 before doing the exercise. Follow up by going over the answers, eliciting what part of speech is necessary, e.g. adverb, preposition or adjective, and whether the signpost comes after a semi-colon or comma, or completes a clause.

Exercise 4

Focus on signposting expressions for sequencing ideas by asking learners to read the Exam tip box at the top of page 65. Discuss any problems or questions they have, e.g. about the different uses of *former* and *latter*. Ask learners to complete the exercise according to the instructions in the book and then discuss their answers in pairs before checking them as a class.

Typical mistakes: Some learners may confuse *latter* with *later*, e.g. *I found the latter part of the lecture rather confusing*. They should also be careful when using *the former* and *the latter*. Advise learners to use these signposts only when two different options have been clearly outlined in the previous sentence so that the reader knows exactly what is being referred to.

EXTENSION ACTIVITY (20 MINS)

For additional practice in using signposts, ask learners to look at an example of an essay and think how it could be improved by the addition of signposting words and phrases. Ideally, learners should choose an essay they have written in preparation for the IELTS Writing test. They should start by reviewing the signposting expressions listed at the start of Unit 15. Then they should read through their essay and decide where they could add appropriate words to improve cohesion and range. Have them write in their suggestions in pencil. Follow up by asking learners to swap essays with another student and give each other feedback on whether the signposts are used appropriately and are grammatically correct.

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 the Exam practice section. After amending the introduction and writing their essay, they should read the model answer on page 108. They should bring their completed essay to the next class and swap papers with a partner so they can read and discuss each other's work, particularly their use of signposting expressions. Alternatively, they can hand it in for marking. It might be useful to go through the introduction section of the essay as a class, eliciting and discussing ideas for signposts and use of punctuation.