

Sample lesson plan for *Vocabulary for IELTS* Unit 19

**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 122–123 before the class. Encourage them to highlight words they are unfamiliar with. (20–30 mins)

**Teacher preparation:** none

## Practice exercises (20–30 mins)

## FOCUS

These exercises introduce learners to adjectives and adverbs to describe quantity and degrees of certainty. Exercises 1 & 2 contextualize and check understanding of words and phrases for describing quantity and degree of certainty. Exercise 3 focuses on nouns that collocate with the adjectives from the unit. Exercise 4 provides practice in using a range of quantity/certainty adjectives and adverbs in context.

## Exercise 1

Introduce the topic of size by writing the words *big* and *small* on the board and giving learners one minute to brainstorm as many synonyms as they can think of. Then direct attention to the Exam tip box in the middle of page 79; this reminds learners that they should try to use a range of vocabulary for describing trends and figures in the IELTS Writing exam. Have learners do the exercise following the instructions in the book. Follow up by eliciting other common collocations for each adjective, e.g. *an abundant supply of something*, *ample opportunities*, *a marked decrease*.

**Typical mistakes:** Students often have a problem with which adverb to use with a singular noun and which to use with a plural. Make sure you clarify how each adverb can be used. For example, *ample* and *abundant* are used with uncountable or plural nouns while *marked* is often used with a singular noun, e.g. *a marked improvement*.

## Exercise 2

This exercise looks at adverbs that indicate degrees of certainty. Start by drawing attention to the Exam tip box at the top of page 80 to highlight the importance of these sorts of adverbs in the IELTS Writing exam. Have learners look at the sentences and point out that both adverbs are possible, but one option is stronger than the other. Have learners discuss the difference between each pair of adverbs with a partner after they circle the stronger one.

**Typical mistakes:** It is common for students to use overly strong language and state opinions as if they are facts – which is not appropriate in a Part 2 academic essay. On the other hand, strong adverbs are often the best choice in IELTS Writing Part 1. Make sure learners are aware of when to use strong adverbs of certainty, e.g. when describing facts and trends, and when it is more appropriate to use tentative (or hedging) adverbs, e.g. when stating an opinion.

## Exercise 3

Ask learners to do the exercise following the instructions in the book. If they are uncertain which adjectives collocate, have them check with the Collocation section for the unit (pages 122–123). Have learners check answers in pairs before looking at the answer key.

## Exercise 4

Have learners read the sentences and point out that the words and expressions in bold fit perfectly well in the sentences. Nevertheless, the object of the exercise is to practise using a wider range of adjectives and adverbs from the unit. Ask them to complete the exercise according to the instructions and then go over any problems or queries about the vocabulary.

## EXTENSION ACTIVITY (30–40 MINS)

For additional practice in using adjectives and adverbs of quantity and degree, have learners give a short talk about trends in a town or country that they know about. They should consider the following questions:

1. What is present in large quantities in this town or country?
2. How does it make money?
3. What marked changes have taken place over the past ten years?
4. What modest improvements or changes have you noticed?
5. What do other people say about this place? Do you agree with them?

Allow learners time to research and prepare their talk and try to incorporate words and phrases from Unit 19. They should work in small groups of 3–4 and take it in turns to tell the others in the group about the town or country they have researched.

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### **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. Encourage them to complete the task under exam conditions and then look at the model answer on page 110. 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.