

Practising ielts academic writing task 1



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TEACHERS' NOTES Description Time required: 60 minutes Materials required:

ï,§ One copy per student of Classroom Handout 1 & 2 Aims: ï,§ To introduce

and practise vocabulary to describe charts and graphs in Part 1 of the

Academic Writing test A1. Lesson Plan 1. Warmer: In pairs the students

answer the following questions: " What type of music do you like? " " How do

you buy and listen to music? " " How are your choices in music different to

your parents or people of other generations? " Timing 3 mins 2. Give out A2.

Classroom Handout 1 to each student. Focus the students on the graph. In

pairs or small groups, the students discuss the graph and any general trends

they can see. Timing 3 mins 3. On their own, students complete exercise a)

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(Answers) VERBS NOUNS go up go down remain steady Increase decrease
stay the same Rise Climb fall drop increase rise climb decrease fall drop

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Task 1 4. Draw the attention of the students to the graph in Classroom

Handout 1. Ask the class what happened between 1995 & 1996. went down

Sales decreased fell dropped Possible answers: a decrease There was a fall a

drop in sales Write the possible answers on the board. Draw the students’

attention to the difference in structure when using the noun. Next, ask the

class what happened to sales between 2000 and 2001. Answer: the same as

between 1995 & 1996 Ask the class if the falls between 1995 & 1996 and

2000 & 2001 were the same. Answer: No. The fall between 2000 & 2001 was

bigger. Explain to the class that the verbs and nouns only describe the

direction of the movement of the graph. Ask them what they can use to add

more information to the verbs and nouns. Answer: Adverbs and adjectives.

Timing 15 mins 5. In small groups, the students complete exercise b) on

Classroom Handout 1. Monitor and help the students as appropriate.

(Answers) ADVERBS dramatically significantly moderately slightly ADJECTIVES dramatic

significant moderate gradual slight Timing 10 mins © UCLES 2011. This

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Suggested answers: Sales went up/increased/rose/climbed moderately by 50 million in 1998. There was a moderate increase/rise/climb in sales of 50 million in 1998 © UCLES 2011. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made. For further information see our Terms of Use at <http://www.teachers.cambridgeesol.org/ts/terms>

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Page 4 of 9 Practising IELTS Academic Writing Task 1 Individually, each student writes five or six sentences to describe all

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of the activity on the graph. As they are writing, monitor the students and correct as necessary. Timing 10 mins 9. Each student swaps their sentences with another student. The students check each other's work to make sure that the facts, grammar and spelling are correct. The students then feed their corrections back to each other. Timing 7 mins 10. Share any particularly successful answers with the whole class. Timing 3 mins 11. The teacher sets the homework. (see A4. Suggested homework/self-study activities). © UCLES 2011. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made. For further information see our Terms of Use at <http://www.teachers.cambridgeESOL.org/ts/terms>

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Part 1 A2. Classroom Handout 1 Album Sales in Millions 800 700 600 500 400

300 200 100 0 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 go

up decrease remain steady stay the same go down increase drop rise fall

climb a) Place the verbs in the box into the correct column in the table

below. Then wherever possible, convert the verbs into nouns. VERBS NOUNS

go up b) Unscramble the letters in the table below to find the adverbs. Then

convert the adverbs into adjectives. ADVERBS ciamalrtdlay yasginincftil

myratdeloe gihtllsy ADJECTIVES dramatically

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2 1. 3. The factor by which sales have changed over time 8 7 6 5 4 3 2 1 0
 2006 2007 2008 2009 2010 Album downloads Single downloads Album Cds
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 Part 1 A4. Suggested homework/self study activities 1. Students write 10
 sentences describing the information on A3. Classroom Handout 2. Remind
 the students to try to
 • use a variety of verbs and nouns to describe the trends
 • include linking words
 • modify the verbs with adverbs such as slightly, dramatically, significantly, rapidly, considerably, etc
 • modify the nouns with adjectives such as; slight, dramatic, significant, rapid, considerable, etc. 2. In the following lesson students swap their written
 homework with someone else in the room. The students then read the text in
 front of them and give feedback on the correct use of nouns, verbs,
 adjectives, adverbs and the accuracy of the information given. Remind the
 students that they should not give opinions or invent data in Academic
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 Task 1 B. GUIDANCE FOR FOLLOW UP ACTIVITIES 1. Get students used to the
 idea of describing information displayed in graph/chart form first generally,
 then looking for any exceptions to the general trend while using the verb &
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adverb, adjective & noun combinations. You can find graphs to use in class in

1. business coursebooks
2. the internet - search for " graphs" and select images
3. the internet — many news websites (e. g. www. bbc. co. uk) have a lot of articles using graphs

2. You could ask your students to find graphs on the internet at home, print them and write some sentences about them. Remind them to always bring a copy of the graph with their writing so the graph can be used for checking their writing.

3. Get students used to the idea of reading each others' written work and giving each other feedback. Make sure that you focus the students' attention on a particular area or areas.
 1. Don't say, " Correct this piece of writing"
 2. Do say, " Check the information is accurate" or " Check that the verbs have been used correctly"
4. If your students are higher level and more experienced, they could try using the Writing Band Descriptors for IELTS Task 1 to give each other feedback. See http://www. ielts. org/pdf/UOBDS_WritingT1. pdf © UCLES 2011. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made. For further information see our Terms of Use at <http://www. teachers. cambridgeESOL. org/ts/terms>

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