

Sample lesson plan for *Vocabulary for IELTS* Unit 1

Student preparation for this class: Have learners read through the definitions and example sentences in the first part, Vocabulary, and look at the collocations on page 111 before the class. Encourage them to highlight words that they are unfamiliar with. (20–30 mins)

Teacher preparation: none

Practice exercises (40 mins)

FOCUS These exercises introduce learners to nouns and adjectives for personal and professional relationships. Exercises 1–3 focus on nouns for relationships and adjectives to describe them. Exercises 4 & 5 help learners to work out meaning from context and focus on words and expressions used to introduce definitions.

Exercise 1

Have learners do the exercise following the instructions in the book and then discuss the contexts where these words are used. Elicit or point out that *siblings* and *spouse* are mainly used in formal contexts to replace *brothers/sisters* and *husband/wife*. It might be useful at this point to discuss informal equivalents for some of the other words, e.g. *colleague* – *work-mate*, *employer* – *boss*.

Exercise 2

This exercise puts the vocabulary into context by using it in a description of someone who is important to the speaker. Have learners listen and check their answers in pairs.

Exercise 3

Direct attention to the Exam tip box at the bottom of page 7. Have learners look at the adjectives in the table and go over the pronunciation of each one. If you have time, elicit which adjectives can be made negative by adding a prefix, e.g. *invulnerable*, *inflexible*, *intolerant*, *inconsistent*, *inefficient*, *unconventional*, *unco-operative*. Play the recording again for learners to listen for the three adjectives that are mentioned.

Typical mistakes: Many students pronounce adjectives like *idealistic* and *flexible* with incorrect stress patterns, particularly if a similar word exists in their first language (known as a cognate), but with different pronunciation. Draw attention to the stress patterns used in the recording. Note that it is helpful to mark stress patterns using circles or boxes above the stressed syllable when you write multi-syllable words on the board.

Exercise 4

Direct attention to the Exam tip box in the middle of page 8 and go over the example. Then have learners listen and complete the exercise as instructed. Go through the answers as a class and remind learners that these strategies are particularly useful in the Listening and Reading exams.

Exercise 5

This exercise provides practice in listening for the explanations that are introduced by the expressions in Practice exercise 4. Have learners listen and complete the definitions: pause the recording after each one if necessary or play it twice. Then go through the answers as a class.

Typical mistakes: Some students may need reminding that they should look carefully at the definitions required by the exercise because they are not always the same as on the recording, e.g. the recording defines *intolerant* (*less able to accept differences*), but the exercise requires a definition of *tolerant*. Check answers and follow up by having learners read the audio script and practise saying the sentences with i.e. *in other words*, etc.

EXTENSION ACTIVITY (20–30 MINS)

For additional practice in using the vocabulary from the unit, have learners each prepare notes for a short description of a colleague or family member. They should work in pairs and take it in turns to give their description without referring to their notes. The person who is listening should give feedback on how well their partner used descriptive adjectives and the phrases from Practice exercise 4.

Exam practice (20 mins)

This can be assigned for homework. Remind learners to look again at the Exam tip boxes from the unit, as well as the Exam tip box on page 9, before completing the Exam practice section. Learners can check their own answers and refer to the audio scripts at the back of the book. Ask them to bring any questions they have on vocabulary or language to the next class.