

Sample lesson plan for *Vocabulary for IELTS* Unit 12

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 118–119 before the class. Encourage them to highlight words they are unfamiliar with. (20–30 mins)

Teacher preparation: none

Practice exercises (40–50 mins)

FOCUS

These exercises focus on verbs associated with change and nouns that describe periods of time. Exercises 1–4 clarify and contextualize verbs associated with change as well as reviewing a range of time phrases. Exercise 5 provides practice in using the verbs and nouns from the previous exercises with attention to their positive/neutral/negative connotations. Exercise 6 focuses on accurate pronunciation of the vocabulary from the unit.

Exercise 1

Introduce the topic of change and point out that in the IELTS Speaking exam, candidates are often required to talk about various changes in their lives, their town or their country. This exercise helps learners increase their range of vocabulary for describing changes. Have learners follow the instructions in the book; they should listen to the recording and complete the exercise. Then go through the answers and follow up by eliciting which verbs describe gradual or gentle change, e.g. *evolve* and which verbs describe more sudden or rapid change, e.g. *abandon*.

Exercise 2

Direct attention to the Exam tip box at the top of page 52 and have learners look carefully at the example sentences containing words with positive, neutral and negative connotations. Point out that it is important to be able to recognize words with positive and negative connotations in the IELTS Reading and Listening Tests as well as use them in the IELTS Speaking and Writing tests. Ask learners to complete the exercise according to the instructions in the book. Have learners discuss their answers and if necessary, have them look at the audio script to get a better idea of how the verbs are used.

Typical mistakes: Students may find it difficult to decide whether some of these verbs have a positive or negative connotation. For example, the verb *develop* normally has a positive connotation, but in some contexts, we use it to describe negative changes, e.g. a minor problem or disease can develop into something more serious. Encourage learners to look at the context that the verb is used in and study the explanations and examples in the Vocabulary section to get a better idea of how each verb is used.

Exercise 3

Ask learners to complete the exercise according to the instructions in the book. Go through the answers, writing each time word in a cline on the board.

Exercise 4

Have learners discuss the verbs in the table in pairs and decide whether each one has a positive, neutral or negative connotation. Then ask them to listen and amend answers where necessary. Play the recording a second time for learners to make a note of the time phrases. Finally, go through the answers and explain anything that is unclear.

Typical mistakes: Some students may find it hard to identify time phrases correctly, e.g. *a century ago* can be confused with *centuries ago*; *over the next few years* can be confused with *over the last few years*. Point out that it is important to listen carefully so that they hear the full phrase including plural forms and/or prepositions.

Exercise 5

This exercise provides personalized practice in using the vocabulary from the unit. Ask learners to read the instructions carefully. They should work in pairs and take it in turns to talk about changes in their country. After they have listened to their partner, they should give feedback on how well they used time phrases and a range of verbs to describe change.

Exercise 6

Direct attention to the Exam tip box at the top of page 53 and then elicit/discuss which of the pronunciation issues outlined are particular problems for your

learners. Ask learners to complete the exercise according to the instructions in the book. After they have listened to the recording and identified the consonant sounds they have problems with, they should look at the audio script and keep practising these words.

EXTENSION ACTIVITY (20 MINS)

For additional practice in saying the vocabulary from this unit with correct pronunciation, have learners listen to Track 21 again. They should pause the recording after each sentence and practise repeating the sentence themselves, with the same pronunciation and stress as on the recording. Follow this up by asking learners to record themselves saying the five sentences. They should listen to their recordings and check how clearly they were able to pronounce words with consonant clusters.

Exam practice (30 mins)

This can be assigned for homework. Remind learners to look again at the Exam tip boxes from the unit and the Exam tip on page 53 before completing the Exam practice section. Learners should record their answers to the Part 3 questions and then listen to the recording and answer questions 1 and 2 to evaluate their performance. They should then listen to the model answers before doing the Part 3 task a second time. Ask them to bring any questions they have on vocabulary or language to the next class.