

Sample lesson plan for *Vocabulary for IELTS* Unit 13

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

**Teacher preparation:** none

## Practice exercises (40 mins)

## FOCUS

These exercises focus on verbs, adjectives, adverbs and nouns for describing similarities and differences. Exercises 1 & 2 introduce adjectives and adverbs for describing similarities and differences. Exercise 3 & 4 focus on verbs and adjectives for expressing similarities and differences and look at how they are used with prepositions. Exercises 5–7 provide practice in word building, using vocabulary from the unit.

**Exercise 1**

Have learners do the exercise following the instructions in the book and then briefly discuss the contexts and collocations that are often used with the words, e.g. we often talk about *contrary* views or ideas and *diverse* groups of people, things or lifestyles.

**Exercise 2**

This exercise puts the vocabulary into context by using it in example sentences. Allow time for learners to read the sentences and predict which word is most likely to be used in each gap. Then play the recording and have learners write their answers. During feedback, drawing attention to clues (collocational and grammatical) that helped learners to predict the answers.

**Typical mistakes:** Some students may confuse adjectives and adverbs and use them in the wrong place, e.g. *contrary* and *conversely*. Remind them that it is important to record new vocabulary with its part of speech and make sure they pay attention to word endings and suffixes. Words ending in *-ly* often (but not always) indicate an adverb.

**Exercise 3**

Learners do the exercise following the instructions in the book, and check their answers in pairs. Elicit that the first set of words are verbs and the second set are adjectives. Point out that Exercise 4 will help to clarify the correct answers.

**Exercise 4**

Have learners complete the sentences to check understanding of words in Practice exercise 3. Check understanding by asking questions such as: *Which verb do we use when we are talking about a **thing** that is different? (differ) Which verb do we use when we are describing **looking for/finding differences**? (differentiate)* Remind them to pay attention to the prepositions that are used with the verbs.

**Exercise 5**

This exercise provides practice in word building. Draw attention to the Exam tip box in the middle of page 56 and point out that they will lose marks in the IELTS Listening exam if they use the wrong parts of speech. Then have learners use their dictionaries to complete the table and then check their answers in pairs before checking with the answer key.

**Typical mistakes:** Some students may need reminding to look carefully at the spellings of words when they do word building exercises, as the suffixes may not always be the same for different words, e.g. *difference/resemblance*.

**Exercise 6**

This exercise prepares learners for listening and completing the sentences in Practice exercise 7. Ask them to listen and circle the words according to the instructions in the book and check answers in pairs.

**Exercise 7**

Have learners listen to the recording again and complete the gapped sentences. Allow time for them to read through their responses and check they have the correct part of speech and spelling before going over the answers.

## EXTENSION ACTIVITY (20–30 MINS)

For additional practice in word building, have learners practise correcting sentences that contain word-building mistakes.

1. Clarify the task by writing an example sentence on the board, e.g. *The blue one is much better than the red one – there is no **comparable** between the two*. Elicit the correct version from the learners.
2. Tell learners to work in pairs and write six similar sentences using vocabulary from Unit 13; each sentence should contain a word which is the wrong part of speech or which has a spelling mistake in it.
3. Pairs then swap sentences with another pair and go through the sentences, correcting the error they find in each one.

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### 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 57, 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.