

### Sample lesson plan for *Vocabulary for IELTS* Unit 14

**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 pages 119–120 before the class. Encourage them to highlight words they are unfamiliar with. (20–30 mins)

**Teacher preparation:** none

#### Practice exercises (30–40 mins)

##### FOCUS

These exercises introduce learners to nouns and verbs for talking about cause and effect. Exercise 1 focuses on identifying which words indicate cause and which words indicate effect. Exercises 2 & 3 provide practice in working out the meaning of words and phrases from context.

#### Exercise 1

Introduce the topic of cause and effect by eliciting/talking about some of the effects of social networking on society. Look at the first sentence in the exercise together with the learners and establish that the effect mentioned here is the whole of the noun phrase: ‘*a reduction of government control of information*’. Have learners do the rest of the exercise following the instructions in the book and then check answers in pairs. Instruct them to try to work out the meanings of unknown vocabulary, but go over any problems with language during feedback.

#### Exercise 2

Discuss with learners what can help them work out the meaning of new words in a reading text. Give an example of how to use context, e.g. if they didn’t know the meaning of ‘*insolvency*’ in Exercise 1, they could work out that it is something negative connected with business that results from poor decisions. Ask learners to read the Exam tip box at the bottom of page 59 carefully and summarize the four tips for finding meaning from context. Then have them do the exercise to put the tips into practice. Follow up by going through the answers and eliciting learners’ ideas of the meanings of the words in bold.

#### Exercise 3

Introduce the topic of birth order by asking how many people in the class have only older or younger siblings, how many are *middle children* and how many are *only children*. Have a brief discussion about whether learners believe that their position in the family has affected their personality, and if so, how. Have them read the text quickly to see if the ideas that it outlines are similar to their own beliefs. Ask learners to read the text again and choose the correct meanings of the

nine words in the table. Follow up by going through the answers and discussing what helped learners to guess the meaning of each vocabulary item.

**Typical mistakes:** Students need to bear in mind that in the IELTS Reading exam they may not have much time to study new vocabulary in the whole text. They should therefore use these exercises to develop strategies for working out meaning from context quickly. In the actual exam, it is a good idea to first skim the text to get the general meaning without worrying about unknown vocabulary and then look carefully at the questions to help decide which words/part of the text need to be studied carefully.

##### EXTENSION ACTIVITY (30 MINS)

For additional practice in using verbs that express cause and effect, have learners play a noughts and crosses game in two teams.

- Write the following verbs in a 3x3 grid on the board:
 

<i>result</i>	<i>generate</i>	<i>determine</i>
<i>contribute</i>	<i>trigger</i>	<i>provoke</i>
<i>induce</i>	<i>affect</i>	<i>stem</i>
- Divide the class into two teams to play the game. One team represents ‘noughts’ (O) and the other is ‘crosses’ (X).
- Teams take it in turns to select a verb and put it into a sentence of five or more words that expresses cause and effect.
- If the sentence makes logical sense and is grammatically correct, the team ‘wins’ the square – the verb is erased and replaced by either a nought or cross (depending on which team wins it).
- The team that is able to win three consecutive squares (horizontally, vertically or diagonally) wins the game.

#### Part 3: 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 at the bottom of page 60, before completing the Exam practice section. Learners can check their own answers. Ask them to bring any questions they have on vocabulary or language to the next class. If learners found some questions more difficult than others, it might be useful to discuss and identify where they can find the answers in the text.