

Sample lesson plan for *Vocabulary for IELTS* Unit 16

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 page 121 before the class. Encourage them to highlight words they are unfamiliar with. (20–30 mins)

Teacher preparation: none

Practice exercises (35–45 mins)

FOCUS

These exercises focus on how adverbs can be used in spoken language to give additional information and express attitude. Exercises 1 & 2 encourage learners to notice adverbs in spoken English and think about their meanings. Exercise 3 introduces learners to adverbs that are used to express attitude. Exercise 4 helps learners to say adverbs with correct stress and pronunciation. Exercise 5 provides practice in using adverbs when answering questions in Part 1 of the IELTS Speaking test.

Exercise 1

Ask learners to read the dialogue and identify which part of the IELTS Speaking test this is likely to be (Part 1). Have them read it again and underline the adverbs that end in *-ly*. (Note that there are other adverbs that they do not need to underline: *at the moment* and *well*). Go through the answers, modelling the pronunciation of each adverb.

Exercise 2

Ask learners to complete the matching exercise according to the instructions in the book. Check answers and have them repeat the adverbs with correct stress. If you have time, ask learners to practise reading the dialogue aloud in pairs.

Typical mistakes: Students may find some longer adverbs difficult to pronounce; they may add unnecessary syllables to words such as *provisionally*, *especially* and they may stress the wrong syllable of words such as *indefinitely*, *particularly*. Draw attention to pronunciation by modelling each adverb and telling students to listen for the number of syllables and identify which one is stressed.

Exercise 3

This exercise raises awareness of adverbs that show attitude. Draw attention to the Exam tip at the top of page 68 and the example sentence. Have learners do the exercise individually and then discuss answers in pairs before listening to the recording to confirm answers. Follow up by having learners listen again and practise saying the sentences on the recording with appropriate stress and intonation.

Exercise 4

Remind learners that multi-syllable words in English have a syllable that takes the main stress and that other syllables may contain a 'weak' vowel sound. Have learners read the Exam tip box in the middle of page 68 to review the importance of the schwa /ə/. Ask learners to do the exercise following the instructions in the book

EXTENSION ACTIVITY (20 MINS)

For additional practice in recognising and practising the use of the schwa in adverbs, have learners look again at the Vocabulary section on pages 66–67. In pairs, they should practise saying each adverb and follow up by underlining the stressed syllable and circling the weak forms. Have them make a note of any adverbs that they are unsure how to pronounce and discuss these as a class. Be prepared to model the pronunciation of any adverbs they are unsure of.

Exam practice (20 mins)

This can be assigned for homework. Remind learners to look again at the Exam tip boxes from the unit and the Exam tip box at the top of page 69 before completing the Exam practice section. Learners should listen to the Part 1 questions and record their answers if possible. Learners can then listen and check their own answers before comparing them with the sample answers on page 108. Ask them to bring any questions they have on vocabulary or language to the next class.