

Sample lesson plan for *Vocabulary for IELTS* Unit 17

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 introduce learners to nouns and verbs to describe problems and solutions. Exercises 1 & 2 contextualize and check understanding of vocabulary for different types of problems. Exercise 3 focuses on verbs that collocate with different problems. Exercise 4 focuses on words for problems and solutions with different connotations. Exercise 5 provides practice in editing the spelling in a text.

Exercise 1

Introduce the topic of problems by eliciting recent problems that learners have encountered and discussing how they were solved. Have learners do the matching exercise following the instructions in the book and check their answers in pairs. Go over any queries they have about the distinctions between the words.

Exercise 2

Have learners discuss the gapped sentences in pairs and predict which word is likely to fit each gap before playing Track 32. Check answers and elicit/point out collocations, e.g. *to struggle with a dilemma*; *to be in a predicament*. Follow up by having learners listen again to pick out more information about each problem.

Exercise 3

Ask learners what they would say to friends who were experiencing the problems outlined in Track 32. Then have them read through the responses and choose the correct collocations. Play the recording to confirm answers and then address any queries that learners have about the meaning or pronunciation of any of the options.

Exercise 4

Point out that in these sentences both options are possible collocations, but one option is more moderate than the other. Have learners discuss the difference between each pair of words with a partner after they do the underlining. During feedback, elicit whether there is a more appropriate word for the context, e.g. in item 3, *tackle* has a more moderate meaning, but *eradicate* is more likely to be used in a pledge or promise about the distant future.

Exercise 5

Direct attention to the Exam tip box at the bottom of page 72 to underline the importance of writing the words from the recording correctly in the IELTS Listening test. Before learners read, introduce the topic of *culture shock* and elicit ideas about what it is. Then ask learners to do the editing exercise following the instructions in the book. Follow up by asking learners to look at the answer key and take note of the correct spellings.

Typical mistakes: Students may find it hard to remember the correct spellings of English words, particularly where there are double letters or words that can follow one of two possible spelling patterns, e.g. there are many English words that end in either *-ence* (*difference*), or *-ance* (*ignorance*) and it is easy to confuse the two patterns because the pronunciation is the same. It will help your students to be aware of the typical mistakes they make so they can focus on these words when checking their work.

EXTENSION ACTIVITY (30 MINS)

For additional focus on common spelling problems that could cause learners to lose marks in the listening test, make a class list of common spelling errors. Have learners spend a few minutes individually thinking about words they often spell incorrectly and write the words in a list. (If possible, have them look back through their written work and marked listening tests to see where they have lost marks for incorrect word forms and spelling.) Ask learners to work in groups of four to compare lists and decide on the 10 most common spelling mistakes. Each group should then read out their list to the class. Follow up by choosing the most common mistakes and writing a 'Top 10' list of spelling mistakes to work on over the next few weeks.

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, including the Exam tip on page 73, before completing the Exam practice section. Learners can check their own answers and then read the audio script at the back of the book. Ask them to bring any questions they have on vocabulary or language to the next class.