

Sample lesson plan for *Vocabulary for IELTS* Unit 18

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 122 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 adjectives for talking about ideas. Exercise 1 puts vocabulary for different types of ideas into context. Exercises 2 & 3 focus on adjectives for expressing opinions about and describing ideas. Exercise 4 provides practice in word building, using vocabulary from the unit. Exercise 5 provides practice in reading a text about ideas and completing a summary.

Exercise 1

Introduce the topic of ideas by dictating three or four popular ideas about education, e.g. *it is important to give regular attainment tests; children should have equal educational opportunities; children should start learning languages at the age of five, etc.* Ask learners to work in pairs to discuss whether they agree with these ideas and what types of ideas they are, e.g. *ideologies, dogma*. Then have learners do the exercise, following the instructions in the book. Ask learners to discuss their answers in pairs before you go over them, clarifying unfamiliar concepts or vocabulary that is not in the Vocabulary section as necessary.

Exercise 2

Have learners look at the adjectives and underline or circle each one as instructed. Have feedback and go over the pronunciation of each adjective.

Exercise 3

This exercise contextualizes the adjectives from Practice exercise 2 and shows which nouns for ideas they collocate with. Have learners do the exercise following the instructions in the book. Follow up by discussing any concepts that are unclear, e.g. the stance of the planning committee. Elicit examples of other possible collocations for each adjective, e.g. *a compelling argument; a credible alibi; a biased viewpoint*.

Exercise 4

Have learners complete the table using a dictionary if necessary. Then ask them to compare their answers in pairs before checking with the answer key. Ensure that

they look carefully at the spelling of the missing parts of speech.

Typical mistakes: Many students may be unfamiliar with the form and pronunciation of some of the parts of speech in Practice exercise 4. The pronunciation may be particularly problematic for *ambiguity, conceptual, credibility, dogmatic* and *validity* because of the shifting stress, i.e. the main stress is not on the same syllable as it is in other parts of speech. Even though learners are more likely to encounter these words in written texts and use them in writing, it may be useful to draw attention to the stress patterns and have learners repeat both noun and adjective forms of each word.

Exercise 5

Before looking at the summary, ask learners to read the advice in the Exam tip box in the middle of page 76. Introduce the topic of how we read and briefly clarify the terms *top-down* and *bottom-up*. Ask learners to skim the text to find out how many ideas about reading are discussed. Then have them look closely at the gapped summary and read relevant parts of the text more carefully in order to complete it. Ask learners to compare answers in pairs and then have whole-class feedback, focusing on the items that they found most difficult to answer.

EXTENSION ACTIVITY (20–30 MINS)

For additional practice in using different nouns and adjectives for ideas, have learners test each other using the example sentences in the Vocabulary section.

1. Ask learners to work in pairs and look at different pages in the book.
2. Student A selects one of the example sentences in italics from page 74 and reads it aloud. However, instead of saying the key word, they should say *beep*, e.g. *She added that the **beep** of arranged marriages is misunderstood in the west.*
3. Student B guesses the missing noun (without looking at the book) and scores a point if s/he is correct. Student B then repeats the process, choosing a sentence in italics from page 75 and replacing the adjective with *beep*.
4. Players continue to take it in turns to read out seven more gapped sentences from their page for the other player to guess. The player with the most points is the winner.

Exam practice (20–30 mins)

This can be assigned for homework. Remind learners to look again at the Exam tip boxes from the unit 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 gaps more difficult to complete than others, it might be useful to discuss why this was the case.