

## Sample lesson plan for *Vocabulary for IELTS* Unit 2

**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 111–112 before the class. Encourage them to highlight words that they are unfamiliar with. (20–30 mins)

**Teacher preparation:** none

### Practice exercises (40 mins)

#### FOCUS

These exercises introduce learners to nouns and verbs for health problems and treatments. Exercises 1–3 focus on nouns for health problems and their synonyms. Exercises 4 & 5 focus on collocations for verbs with dependent prepositions.

#### Exercise 1

Have learners do the exercise following the instructions in the book. Ask learners to compare their answers in pairs and give reasons for them.

#### Exercise 2

After learners have found the answers in the text, have feedback on whether these answers matched their predictions. Point out that *dehydration* is not mentioned in the text, but that it can be inferred from the reference to *diarrhoeal diseases*.

#### Exercise 3

This exercise encourages learners to look for synonyms in the text. Direct attention to the Exam tip box at the bottom of page 11 to underline the importance of looking for synonyms in the IELTS Reading exam. Then direct learners to do the exercise following the instructions in the book. You may find it helpful to discuss slight differences in meaning between the synonyms, e.g. *drug addiction* and *drug misuse*.

**Typical mistakes:** Some students may be tempted to overuse vocabulary that they have recently learned and not take collocation into account, e.g. we can talk about *eating disorders* but not *eating diseases*; *infectious diseases* but not *infectious disorders*. Ensure that learners learn new vocabulary together with its collocations. Refer them to the collocation section at the back of the book so that they can check common collocations.

#### Exercise 4

Introduce the topic of medical treatment by asking learners to think about and discuss what happens when someone goes to hospital. Have learners do the exercise according to the instructions and then compare their answers with the ones suggested in the answer key.

#### Exercise 5

Draw learners' attention to the Exam tip box in the middle of page 12 and point out that the clue in the example sentence is the preposition after the gap. Most of the verbs in Exercise 5 are also followed by a dependent preposition. Ask learners to complete the exercise according to the instructions in the book, looking carefully at the preposition and/or noun that follows the gap.

#### EXTENSION ACTIVITY (30 MINS)

For additional practice in using verbs associated with diseases and hospital treatment, have learners discuss the following questions in small groups:

1. Which diseases and health conditions are the most problematic in the area where you live?
2. How are these health conditions normally treated?
3. What sort of food-related health issues and eating disorders are common in your country?
4. Which illnesses used to be problematic in your area 100 years ago?
5. How has this situation changed and why?

### Exam practice (20–30 mins)

This can be assigned for homework. Remind learners to look again at the Exam tip boxes from the unit, as well as the Tip box on page 13, 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.