

Sample lesson plan for *Vocabulary for IELTS* Unit 3

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 112–113 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 connected with academic subjects and research, and verbs connected with academic activities. Exercises 1 & 2 focus on the word endings of academic subjects and the people who study them. Exercises 3–5 help learners to practise choosing the correct part of speech.

Exercise 1

This exercise tests learners' recall of vocabulary for academic subjects. After they have written the word endings, have them repeat the words with correct pronunciation and stress.

Typical mistakes: Students of many nationalities are likely to have similar words for academic subjects in their first language. However, they may have slightly different spellings and pronunciation. Make sure they check carefully to ensure they say and spell the words correctly in English.

Exercise 2

Direct attention to the Exam tip box at the bottom of page 15. Then have learners do the exercise following the instructions in the book and discuss answers in pairs before going through them as a class.

Exercise 3

This exercise gives useful practice in word building. Point out that word building can increase the range of words that learners can use and that this is particularly important in Writing Task 2. Ask learners to read the Exam tip to underline the importance of learning different parts of speech. Make sure your learners use a good monolingual dictionary (one that shows different parts of speech) to help them find and check the spelling of their answers.

Typical mistakes: Learners may be confused by the fact that in British English there is more than one possible spelling for some of the words in the table, i.e. *hypothesize/hypothesise*; *theorize/theorise*. The key point to stress is that whichever spelling learners choose, they should use the same one consistently.

Exercise 4

Exercises 4 and 5 check that learners can use different parts of speech in context. Ask learners to do the exercise following the instructions in the book and check answers in pairs before going over them as a class. Draw attention to collocations that help to indicate correct answers, e.g. *test* collocates with *hypothesis*.

Exercise 5

For this exercise, have learners write in the missing words without looking back at the table in Exercise 3. Afterwards, they should check answers, paying particular attention to whether their spelling was correct or not. Encourage them to notice words that they persistently spell incorrectly and instruct them to learn the correct version. Elicit whether any learners have any useful techniques for learning the spellings of new words, e.g. read the word, cover the word, write the word from memory and then uncover the word and check.

EXTENSION ACTIVITY (20–30 MINS)

For additional practice in using parts of speech, put the following words on the board: *evaluat-*, *investigat-*, *hypothe-*, *theor-*, *analy-*, *econom-*, *psycholog-*. Have learners write three possible endings for each word and then put each word into a sentence that illustrates its meaning.

Follow up by having learners work in pairs and read out their sentences to each other. They should listen to their partner's sentences and check that the words are used and spelt correctly.

Exam practice (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. Remind them also that the completed essay question should be within the word limit. Learners can check their own answers for the gapped section of the task and raise any questions they have about vocabulary or language in the next class. They should bring the concluding essay section that they wrote to the next class and swap papers with a partner so that they can read and discuss each other's work. Alternatively, they can hand it in for marking.