

Sample lesson plan for *Vocabulary for IELTS* Unit 4

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

Teacher preparation: none

Practice exercises (20–30 mins)

FOCUS

These exercises introduce learners to verbs, nouns and adjectives connected with travel and adventure. Exercise 1 gives practice in pronouncing multi-syllable words connected to the topic with correct stress patterns. Exercises 2 & 3 help learners think about the differences between words with similar meanings.

Exercise 1

Introduce the topic by eliciting whether learners have had any interesting travel experiences. Point out that the recordings are sample responses to typical questions about travel experiences in the IELTS Speaking test. Have them listen to the recordings and then check answers before moving on to the second part of the question. Have learners read the Exam tip box at the bottom of page 19 before listening again and identifying the stressed syllable. Practise saying each word several times to reinforce the correct stress.

Typical mistakes: Students may find it frustrating that there are no simple rules about which syllables of words should be stressed. Point out that although this is the case, there are patterns they can begin to notice; regarding the words in the exercise, we do not stress prefixes, e.g. *over-*, *re-* and *en-*.

Exercise 2

Direct attention to the Exam tip box at the top of page 20 and check learners understand the point being made. Ask learners to complete the exercise according to the instructions in the book, looking carefully at the options for each pair of sentences and referring back to the Vocabulary section if necessary. Have learners check answers in pairs and discuss the subtle differences in meaning between the synonyms. Draw attention to collocations, e.g. we use *reach* with *destination* or *goal*, but *achieve* only with *goal*.

Exercise 3

This exercise provides further practice in selecting the most appropriate term to describe travel experiences. Ask learners to complete the exercise according to the instructions in the book. Go through the answers, discussing the contextual, grammatical and collocation clues that helped them choose the correct answers.

Typical mistakes: Many students find it hard to use correct collocations. Point out that some collocations are stronger than others, e.g. *meet a problem* sounds wrong to a native speaker (the correct collocation is *encounter*), but *dull* and *dreary* both collocate with *trip* (with a slight difference in meaning).

EXTENSION ACTIVITY (20 MINS)

For additional practice in using vocabulary connected with travel and adventure, have learners discuss the following questions in pairs or small groups:

1. What is the most important journey you have been on?
2. Why did you feel it was valuable?
3. How do you prepare for a long journey?
4. What sorts of problems have you encountered when you have been away from home on a trip or holiday?
5. How did you overcome these problems?

Exam practice (30 mins)

This can be assigned for homework. Remind learners to look again at the Exam tip boxes from the unit and the Tip box at the bottom of page 21 before completing the Exam practice section. Learners should listen to the model answer and read the audio script at the back of the book. They then prepare their own answer and note down key words before recording themselves doing the exercise. Learners can then listen and check their own answers. Ask them to bring any questions they have on vocabulary or language to the next class.