

Sample lesson plan for *Vocabulary for IELTS* Unit 6

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 pages 114–115 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 nouns and adjectives connected with human geography. Exercise 1 helps learners to recognise positive and negative connotations of similar words. Exercises 2–4 focus on recognising words that describe a group or category (superordinates).

Exercise 1

Introduce the topic of words with similar meanings by writing the word: *home* on the board and eliciting words with a similar meaning, e.g. *house, residence, apartment, flat, place*. Elicit the fact that some of these words are synonyms, but that there are differences of connotation, formality (register) and that some words are more specific, e.g. *home* is a wide term that can apply to different types of building, but *apartment* describes a type of home. Direct attention to the Exam tip box in the middle of page 27 to introduce the concept of positive and negative connotation. 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 and clarify any vocabulary they are unsure about.

Typical mistakes: Students often overuse new vocabulary, or use it in the wrong context, e.g. *Bees are bustling around the flowers; My room is congested with books; Their clothes were rather historic*. It is important to draw attention to correct collocation when focusing on these words: point out that we normally only use *bustling* to describe people, *congested* to describe places full of traffic or people and *historic* to describe very important events or items.

Exercise 2

Introduce the concept of superordinates by drawing attention to the Exam tip box at the bottom of page 27 and highlighting their importance in the IELTS Reading exam. Have learners work in pairs to discuss each set of words and then check answers, clarifying any unfamiliar vocabulary that is not in the Vocabulary section.

Exercise 3

This exercise encourages learners to categorize vocabulary. Point out that this can be a useful way of remembering vocabulary and checking that you understand it. Have learners do the exercise following the instructions in the book.

Exercise 4

This exercise helps learners see how superordinates and lexical sets are used in context. Ask them to do the exercise following the instructions in the book.

EXTENSION ACTIVITY (30–40 MINS)

For additional practice in thinking about connotation and lexical sets, write the following superordinates on the board: *male, female, town, countryside, transport, travel*. Have learners work in pairs to choose one superordinate and draw a mind map or chart with as many words that belong to that lexical set as they can think of, e.g. *man, boy, lad, fellow, husband*, etc. They should then think carefully about how to group the words and discuss the differences in connotation and register between them. If you have time, you could allocate a different lexical set to each pair in your class and follow up by having them present their mind map to the class.

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 headings more difficult to match than others, it might be useful to discuss why this was the case.