

Sample lesson plan for *Vocabulary for IELTS* Unit 7

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 115–116 before the class. Encourage them to highlight words that they are unfamiliar with. (20–30 mins)

Teacher preparation: none

Practice exercises (30–40 mins)

FOCUS

These exercises introduce learners to reporting verbs and nouns associated with persuasion. Exercises 1 & 2 focus on synonyms and near-synonyms that are often used in academic arguments. Exercises 3 & 4 focus on the correct form and use of reporting verbs.

Exercise 1

Direct attention to the Exam tip box in the middle of page 31 to highlight the importance of using synonyms in IELTS Writing Task 2. Go over the example to show how synonyms are often used to avoid repetition. Then have learners complete the exercise as instructed and go over the answers.

Exercise 2

This exercise provides practice in finding synonyms in a text, an important skill for the IELTS Reading exam. Have learners discuss their answers and think about what helped them find the correct synonym.

Typical mistakes: Students frequently use incorrect syntax and verb forms with reporting verbs. To avoid this, make sure they notice the patterns that are used in the text, e.g. by asking them to identify and underline the words that follow the reporting verb. Point out that the verbs *advocate* and *outline* are normally followed by a direct object (noun or noun phrase), the verb *object* is followed by *to* + direct object and *acknowledge* can be followed by either a direct object or *that* + a clause.

Exercise 3

This exercise encourages learners to notice the language that follows different reporting verbs. Have them read through the Exam tip box at the top of page 32 and look carefully at the examples. If necessary, clarify that *whether* has the same meaning as *if* and is often used in more formal language. Ask learners to do the exercise following the instructions in the book. Go over the answers, highlighting the way that *whether* and *over* are used.

Exercise 4

This exercise tests learners' ability to manipulate the reporting verbs. Have them rewrite the sentences, following the instructions in the book. Then ask them to check their answers in pairs before going through the correct patterns.

Typical mistakes: Students who are unused to doing sentence transformations may find it difficult to know what to write for Exercise 4. If this is the case, you may find it helpful to start by eliciting which verb should be followed by a preposition + noun (*object*), which one is followed by *whether* (*question*) and which one has a direct object (*dispute*). If necessary, do item 1 together with the students to show how the language from the first sentence is reused in the transformation.

EXTENSION ACTIVITY (20 MINS)

For additional practice in using reporting verbs from this unit, write a list of groups on the board, such as: *experts; politicians; scientists; the opposition party; many people; students; journalists.*

Ask learners to work in pairs to write a 'headline' sentence about each group using one of the reporting verbs from the unit, e.g. *Students object to the rise in university tuition fees.*

Have each pair read out some of their sentences to the class and write the most creative and interesting examples on the board.

Exam practice (50 mins)

This can be assigned for homework. Remind learners to look again at the Exam information and tip boxes, as well as the text from Practice exercise 2, before completing the Exam practice section. It may be useful to discuss the model answer on page 105 either before or after learners write their own essays and discuss any queries about vocabulary and language. Learners should hand in their completed essays for marking and/or swap papers with a partner so that they can read and discuss each other's work.