

Sample lesson plan for *Vocabulary for IELTS* Unit 8

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 116–117 before the class. Encourage them to highlight words they are unfamiliar with. (20–30 mins)

Teacher preparation: none

Practice exercises (40 mins)

FOCUS

These exercises introduce learners to nouns, adjectives and verbs connected with getting involved in organized activities and groups. Exercise 1 checks understanding of noun phrases connected with culture. Exercise 2 shows how interests can be discussed in the IELTS Speaking exam. Exercises 3 & 4 help to raise awareness of formal and informal verbs for talking about interests and culture. Exercise 5 & 6 provide practice in pronouncing vocabulary from the unit correctly.

Exercise 1

Introduce the topic of radio programmes and ask learners what types of programmes they are familiar with. Have them listen to the recordings and then check answers, discussing who was speaking on the recordings, i.e. someone reading a poem (poetry recital); an interviewer and politician (current affairs programme); a football commentator (sporting event); a radio presenter (classical music concert); a couple arguing (radio drama). Elicit and go over any vocabulary that helped learners decide on the answers, e.g. *symphony* and *penalty box*.

Exercise 2

Point out that these recordings are sample responses to typical questions about cultural activities and interests in the IELTS Speaking test. Look at the list of interests and types of involvement with the learners and check that they understand what a *spectator* and a *debating society* is. Have learners listen and complete the table.

Typical mistakes: Students may find it difficult to distinguish between the role of *participant* and *organizer* when trying to decide on each person's type of involvement. If so, it might be useful to discuss the verbs that are used to describe activities in the recordings, e.g. *set up* (first speaker) and *choose, put it all together* (fourth speaker) are used when we organize something, whereas *participate in* (second speaker) clearly indicates participation.

Exercise 3

Direct attention to the Exam tip box at the top of page 36 and follow up by eliciting which verbs from the exercise (**a–e** and **i–v**) they think would be appropriate for use in the IELTS Speaking exam. (Note that all of these verbs could be used, depending on the context.) Have learners match the phrasal verbs to their more formal equivalents and check answers in pairs.

Exercise 4

Have learners listen to Track 10 again, listening carefully for the verbs the speakers use. Go over any problems with form and pronunciation.

Exercise 5

For this exercise, have learners write /s/ or /z/ for each item as they listen to the recording. Elicit each word and play the track again if there are any pronunciation problems. Then ask learners to work in pairs to practise the pronunciation, listening to their partner and correcting them where necessary.

Typical mistakes: Some learners may find it hard to distinguish between the voiced /z/ sound and the voiceless /s/ sound. If so, have them put their fingers on their throat to check they feel the vibration for /z/. Also clarify that *advise* is a verb with a /z/ sound, whereas *advice* is a noun with a /s/ sound.

Exercise 6

Ask learners to do the exercise following the instructions in the book. Go round and help with the pronunciation of any words that learners are unsure about. If learners have difficulty thinking of interests, it might be useful to brainstorm popular hobbies and activities with the class beforehand.

EXTENSION ACTIVITY (20–30 MINS)

For additional practice in talking about hobbies and interests, have learners work in small groups. Each group looks at the audio script for Track 10 and discusses what questions might have elicited these answers, e.g. *Have you ever taken part in any competitions? Did you belong to any clubs at school or university? Are you interested in contemporary art or music?* Ask each group to write a list of five possible questions. Pair each student with someone from another group and have them interview their partner, asking them questions from the list that they wrote.

Exam practice (20–30 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.