

Sample lesson plan for *Vocabulary for IELTS* Unit 9

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

Teacher preparation: none

Practice exercises (30–40 mins)

FOCUS

These exercises introduce learners to verbs that describe natural processes, verbs and adjectives connected with scientific study and nouns to describe climate. Exercises 1 & 2 check understanding of climate vocabulary. Exercises 3–6 raise awareness of different prefixes and how they change the meanings of words.

Exercise 1

Introduce the topic of extreme weather. Ask learners if they can identify countries that have extreme weather and/or climate conditions, e.g. the Horn of Africa, South East Asia. Have learners do the exercise following the instructions in the book and check their answers in pairs. Go through the answers, checking correct spelling and pronunciation.

Exercise 2

Have learners discuss the questions in small groups before playing Track 14 for the definitions of the different weather and natural features. Learners need to listen very carefully to pick out all the information, so be prepared to play the recording twice if necessary.

Exercise 3

Direct attention to the Exam tip box at the top of page 40. Then have learners complete the exercise, following the instructions in the book.

Exercise 4

Draw attention to the Exam tip box in the middle of page 40 and have learners study the table. After they have completed the exercise, go over the pronunciation of each word. See if learners can think of other words that use the same prefixes.

Typical mistakes: Students may mispronounce words with prefixes because they put too much stress on the prefix (which is not normally stressed). Make sure they are clear about which syllable should take the main stress and point out that in verbs like *condense* and *contract*, the vowel sound is weak in the first syllable, i.e. /kən'dens/ /kən'trækt/.

Exercise 5

Have learners complete the sentences according to the instructions in the book and check answers in pairs before confirming with the answer key or as a class.

Exercise 6

Ask learners to do the exercise following the instructions in the book. Follow up by asking learners to look at the audio script and practise saying each sentence with the correct pronunciation and word stress. Point out that when antonyms are used together, the speaker is more likely to put a stress on the syllable that emphasizes the contrast, e.g. Sentence a: *Some climate scientists may have **overestimated** the rate of global warming.* Sentence b: *Others may have **underestimated** the impact of climate change.*

EXTENSION ACTIVITY (20 MINS)

For additional practice in contrasting information, brainstorm a few facts about weather and natural phenomena using verbs and nouns from the unit, e.g.

1. *Hurricanes develop over the Atlantic Ocean.*
2. *Parts of South America experienced a drought in 2015.*
3. *Metal expands when it's heated.*

Then ask learners to add a contrasting sentence to each of these facts starting with: *On the other hand ..., e.g.*

1. *Hurricanes develop over the Atlantic Ocean. On the other hand, typhoons develop over the Pacific Ocean.*
2. *Parts of South America experienced a drought in 2015. On the other hand, parts of Europe experienced floods.*
3. *Metal expands when it's heated. On the other hand, it contracts when it's cooled.*

Using these sentence pairs as a model, ask learners to work in small groups and think of as many contrasting sentences as they can in three minutes. Then have them read out the most effective or interesting sentences to the rest of the class.

Exam practice (20 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 and then read the audio script at the back of the book. Ask them to bring any questions they have on vocabulary or language to the next class.