

Sample lesson plan for *Listening for IELTS* Unit 11

Student preparation for this class: Have learners complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: For Vocabulary spot check 1, make sufficient copies of the hand out for one per group of four students. Cut up and bundle into sets. (15 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce vocabulary related to language and raise awareness of positive and negative adjectives and adverbs that reflect people's opinions.

Spot check 1:

To check learners' recall of vocabulary connected with language and communication from Vocabulary exercises 1 & 2, divide learners into groups of four and have them play a definitions game:

1. Place one set of vocabulary cards from Spot check 1 hand out face down in front of each group.
2. Students take it in turns to pick up a card without letting other group members see the word on it. They then give a definition of the word on the card and, if possible, an example.
3. The first person to guess the word on the card gets the card. If no one can guess the word, it should be put on one side.
4. Play continues in a clockwise direction until all the cards have been turned over. The player with the most cards is the winner. Each group then looks at the words that no one was able to guess and checks their meanings in their books.

Spot check 2:

To provide further practice in using opinion adjectives and adverbs, have learners put them into personalised sentences:

1. Write the following sentence starters on the board:
 - a) *A good example of a flawed hero is*
 - b) *One of the most compelling / incredible / authentic films this year was ...*
 - c) *Some modern TV programmes are needlessly ...*
 - d) *I enjoy talks/lectures that are ...*
2. Ask learners to complete each sentence so that it reflects their opinion.

3. Learners mingle: they read out their completed sentences to each other and comment on each other's sentences (using agreement/disagreement language).
4. Follow up by encouraging learners to decide which sentences were most controversial.

Part 2: Practice exercises (40 mins for Exercises 1–3; 20 mins for Exercises 4 & 5; 20 mins for Exercises 6 & 7; 20 mins for Exercises 8 & 9)

FOCUS Exercises throughout this section focus on academic discussions found in Part 3 of the Listening test. Exercises 1–3 focus on features of natural connected speech, including weak forms and word linking. Exercises 4 & 5 train learners to answer multiple-choice questions linked to diagrams and pie charts. Exercises 6 & 7 train learners to label maps. Exercises 8 & 9 provide practice in questions that involve selecting answers from a list.

Exercise 1

Explain to learners that Exercises 1–3 will help them understand the sort of natural speech they will hear in less formal discussions and conversations. This exercise raises awareness of weak forms. Ask learners to read the instructions for the exercise carefully and check that they are familiar with weak forms. If necessary, give a few examples in common phrases such as *fish and chips* /ən/; *ten to two* /tə/. Spend a few minutes modelling and practising the example sentences in the book and clarify that both /ə/ and /I/ can be weak vowel sounds. Learners then complete the gapped sentences individually. Play the recording several times if necessary.

Exercise 2

Have learners read the explanation of how words are connected in English and model the example sentence. Point out that words ending in vowel sounds are also normally connected to words that start with consonant sounds. Have learners do the listening exercise following the instructions in the book and follow up with some practice in saying the sentences using appropriate linking.

Exercise 3

Follow the same procedure as in Exercise 2. Have learners read about the way that sounds disappear in connected speech and look at the example sentence. Then have them do the listening exercise and practise saying the sentences.

Typical mistakes: Depending on learners' background and first language, they may find it hard to use connected speech features themselves. Some learners fail to use weak forms and add extra syllables to words that should be linked and/or words ending in *-ed* such as *'stopped'*. Reassure them that the key thing here is to be able to recognise connected speech features on the recording even if they don't use them correctly.

Exercise 4

Tell learners they are going to have more practice in multiple-choice questions. Elicit what learners remember about the two different types of multiple-choice question they have looked at so far, i.e. choosing from multiple answers to questions and from sentence endings. Draw learners' attention to the Exam information box. Introduce the topic of minority languages and see if your students are aware of any in their own country or in the UK. Have them complete the exercise as instructed in the book. After learners have checked their answers, explain that Cornish is a language spoken in parts of the South West of England, Welsh is spoken in Wales, Gaelic is spoken in Scotland (and is often known as Scots Gaelic) and Irish is spoken in parts of Ireland (and is often known as Irish Gaelic).

Exercise 5

Allow time for learners to look at the three different pie charts and think about the difference between them. Then have them complete the exercise as instructed in the book. If there are any problems in identifying the correct chart, encourage them to read the audio script to see why **b** is the right answer.

Exercise 6

Explain that the next two exercises involve labelling a map and direct learners' attention to the Exam information box at the top of page 92. See if learners know (or can guess) which country is depicted and then have them complete the exercise as instructed in the book.

Typical mistakes: Learners may have difficulty in differentiating the locations from one another due to the range of prepositions, e.g. *towards / slightly ... from*, and unusual vocabulary. Even if these terms are unfamiliar, they should be able to work out the meaning from context and by breaking down words and phrases, e.g. *southernmost point* = most southern point.

Exercise 7

Allow time for learners to read the instructions for the labelling exercise and read the gapped sentences. Remind them to predict what types of words are likely to be used and point out that, although no word limit is given, they should listen for one-word answers to

fill the gaps. Have them compare answers in pairs and then check with the audio script.

Exercise 8

Exercise 8 & 9 introduce more complex questions that involve selecting answers from a list. Draw learners' attention to the Exam information box at the top of the page and remind them that it can be helpful to underline the key words in questions like these. Have learners complete the exercise as instructed in the book and check answers in pairs. Follow up by directing their attention to the Exam tip box.

Exercise 9

Learners complete the listening exercise according to the instructions in the book. It may be helpful to explain beforehand that options **a–e** in Exercise 8 are similar to the language that learners will hear in the recording; they should therefore listen for variations of these phrases. Follow up by asking learners to justify their choice of answers and then have them read the audio script to see where the correct answers are given.

Typical mistakes: Some learners may find it hard to choose the correct answers because all the topics in the list are discussed on the recording. If this is the case, urge them to listen carefully to the last part of the discussion where the students sum up what has been discussed and reach a conclusion.

EXTENSION ACTIVITY (30–40 MINS)

To provide further practice in listening to people discussing issues connected with language, dictate or write the following statements on the board for discussion in pairs or small groups:

1. *It isn't worth trying to save endangered languages that are only spoken by a small number of people.*
2. *Minority languages should be kept alive because they are part of people's national identity.*
3. *Children from areas where minority language are spoken should learn them as soon as they start school.*
4. *Governments shouldn't fund programmes to protect the world's most threatened languages.*

Each group should discuss the statements one by one and decide which one(s) they agree with most. Groups can then compare their choices with the rest of the class.

Part 3: Exam practice (40 mins)

This can be assigned for homework. Ensure that learners read the Exam tip box at the top of page 94. Remind them to look again at the other Exam information and tip boxes from the unit before trying the exercises. Once they have finished the exercises, they should listen a second time while reading the answer key in order to learn from their mistakes and understand why certain answers are correct.

PHOTOCOPIABLES

Vocabulary spot check 1

epigram	idiom	jargon
metaphor	monologue	nuance
slang	collocation	dialect
connotation	rhetoric	accent