

Sample lesson plan for *Listening for IELTS* Unit 5

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

Teacher preparation: For Vocabulary spot check 2, 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 review vocabulary related to university and academic topics and raise awareness of different types of suffix.

Spot check 1:

To check learners' recall of vocabulary connected with university, see how many different words they can recall connected with academic life.

1. Draw a four-column table on the board with the following headings: *Degree subjects; People; Places; Written work.*
2. Ask the class for an example academic word for each category and write their suggestions in the appropriate column, e.g. *philosophy, tutor, lecture hall, report.*
3. In groups of three, learners have three minutes to make a list of vocabulary for each category.
4. Groups read out their lists and see who has the most words.
5. Extend the activity by asking learners to come up with other vocabulary categories connected with academic life and make more lists, e.g. *Academic activities; Assessment types.*

Spot check 2:

To provide further practice in using suffixes, divide students into groups of four and have them do the following activity.

1. Place the cut-up set of suffixes from Spot check 2 hand out face down in front of each group.
2. Students work in groups of two pairs, with each pair taking turns to either say the words or do the timing / adjudicating.
3. One pair turns over a suffix card. They have 30 seconds to say as many words as they can think of that end in this suffix. The pair scores a point for every word they say correctly. The other pair times them and counts how many correct words they manage to say.
4. Pairs swap roles and turn over another card.
5. The team with the most points wins when all the cards have been turned over.

Part 2: Practice exercises (30 mins for Exercises 1–3; 30 mins for Exercises 4 & 5; 30 mins for Exercises 6–9)

FOCUS Exercises throughout this section train learners to listen intensively for information in order to label maps and complete forms and notes. Exercises 1–3 train learners to anticipate and predict what they will hear on the recording. Exercises 4 & 5 practise listening to directions and information about places. Exercises 6–9 focus on how to complete forms and notes effectively.

Exercise 1

Exercises 1–3 develop predicting skills. Before doing the exercise, discuss the following questions:

1. Do you speak to family members on the phone a lot?
2. What topics do you speak about?
3. How much do you tell your family about your studies?

Invite learners to share their own experiences and ideas with the class. Then have them complete the exercise in pairs or brainstorm possible answers as a class. Emphasise that there are no correct answers.

Exercise 2

Clarify that there may be more than one possible correct answer for some items, and that learners should check that they have used the correct number of words. Learners complete the exercise according to the instructions and then compare answers in pairs.

Exercise 3

Direct learners' attention to the Exam information box before doing the exercise. Allow time for them to look at the pictures and read all the labels. Before playing the recording, remind learners that they should anticipate and predict the sorts of sentences they will hear. If you think they will find the exercise challenging, elicit examples of words that they are likely to hear, such as *opposite, next to, round the corner* (prepositions and words to describe location).

Exercise 4

Explain that learners are going to listen to a more detailed recording of someone giving directions and that Exercise 4 prepares them for this. Spend a few minutes reviewing the language of directions, e.g. the difference between *on the right, make a right turn* and *take the first right*. Before they complete the sentences, clarify that they only need to write numbers.

Typical mistakes: This Exercise highlights how well learners have mastered prepositions of place. Some learners may be unfamiliar with directions such as: 'along the road from' in Item **a**, and consequently may confuse location 5 with location 4.

Exercise 5

After doing the exercise as instructed in the book, follow up with a second listening. See if learners can tell you what the directions were for each item, e.g. Item 1: 'go across the bridge ... and turn right'.

Typical mistakes: Learners have to listen carefully for the key direction words and may find they are distracted by unfamiliar expressions like 'on a fork in the main road'. They may also be distracted by the speaker referring to both the swimming pool and the leisure centre and giving incorrect information about the bowling alley (before correcting himself). Reassure them that this is characteristic of natural English conversations. As learners become more familiar with this type of text, they will learn to listen out for distractors.

Exercise 6

Explain that Exercises 6–9 will help learners complete forms and notes. Have them read through the Exam information at the top of the page. Explain and clarify conventions for street names, post codes, etc. and go over use of capital letters and pronunciation as necessary. Have learners complete the exercise following the instructions in the book.

Typical mistakes: Learners may incorrectly put a comma between the house or apartment number and the name of the street. Clarify that the convention is not to put a comma after the house or apartment number, but a comma *is* used after a room number, e.g. Room 112, Ashley Residence.

Exercise 7

Remind learners to use the correct punctuation and number of words before they listen to the recording. Once they have completed the exercise, ask them to compare their answers in pairs. They should look at the audio script to check their spelling and punctuation.

Exercise 8

Explain to learners that they are now going to practise completing notes as they did in Unit 3. Direct their attention to the Exam information box to reinforce the conventions of note-taking. Have them complete the exercise individually and check answers in pairs.

Exercise 9

Before doing the exercise, remind learners that they do not need to paraphrase the information on the recording. Elicit or explain that they will need to listen very carefully to pick out individual words. Follow up with a second listening if necessary and have learners check their spelling with the audio script.

Typical mistakes: Learners may fail to notice that they cannot use three words in this exercise unless one word is a number, e.g. for Item 3, they may write: *one student card*. If necessary, draw attention to where the number of words is specified in the rubric.

EXTENSION ACTIVITY (30 MINS)

To provide further practice in listening and noting down names, numbers and addresses, divide the students into two groups A and B: have them research and write down the following information (using the Internet or a phone book):

Student A:

The name, phone number and address of an interesting local restaurant

The name, phone number and address of the nearest flower shop or garden centre

Personal details of someone who lives in the same house as you.

Student B:

The name, phone number and address of an interesting local shop

The name, phone number and address of the nearest cinema or theatre

Personal details of someone in your family.

Pair up As and Bs and have them dictate the information they have gathered to their partner. They then check whether their partner wrote down all the information accurately.

Part 3: Exam practice (40 mins)

This can be assigned for homework. Remind learners to look again at the Exam information and tip boxes 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 2

-ian	-ment	-ic	-ation
-or	-ful	-ity	-able
-ally	-er	-ics	-ical