

### Sample lesson plan for *Listening for IELTS* Unit 8

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

**Teacher preparation:** For Vocabulary spot check 2, select nine words from Vocabulary exercise 3 and present them in random order on the board in a grid consisting of three columns and three rows.

#### Part 1: Vocabulary (20–30 mins)

**FOCUS** These exercises introduce vocabulary related to demographics and raise awareness of verb/noun collocations related to different types of change: appearance, quantity, etc.

##### Spot check 1:

To check learners' recall of vocabulary associated with demographics and to practise using different parts of speech, have them do the following activity:

1. Organise learners into teams of 3–4 students. Books closed.
2. Write the word *colony* on the board and see how many words learners can identify/recall that are related to it, e.g. *colonial, colonialism, colonise, colonised, colonies*.
3. Write four more words from Vocabulary exercise 1 on the board as follows: *civilian, demography, migration, monarch*.
4. Teams have two minutes to write as many new words as they can that are related to each word.
5. After two minutes, call out 'Stop' and have each team read out the words they have thought of. Clarify different parts of speech and go over any problems with meaning, pronunciation or spelling where necessary.
6. The winning team is the one that has written the most correct words.

##### Spot check 2:

To provide practice in using verbs for describing different types of change, play noughts and crosses using the verbs from Vocabulary Exercise 3 presented on the board within a grid.

1. Divide the class into two teams: 'noughts' (o) and 'crosses' (x).
2. Teams take it in turns to select a word and use it in a sentence.
3. If the team uses the word correctly, they win the square (in adjudicating, focus on correct collocation, ignore other errors that do not significantly impede comprehension).
4. The team that is able to win three consecutive squares (horizontally, vertically or diagonally) wins the game.

#### Part 2: Practice exercises (20 mins for Exercises 1 & 2; 20 mins for Exercises 3 & 4; 50 mins for Exercises 5–8)

**FOCUS** Exercises throughout this section train learners to focus on key words and phrases when they tackle classification questions, label diagrams and complete tables. Exercises 1 & 2 train learners to identify syllable and sentence stress in key words. Exercises 3 & 4 help learners understand paraphrasing in lists. Exercises 5–8 train learners to interpret key information in order to label diagrams and complete tables.

##### Exercise 1

Exercise 1 and 2 involve learners identifying stress patterns. Spend a few minutes talking about the importance of recognising how words and sentences are stressed. After completing the exercise as instructed in the book, model and practise repeating any words that learners are uncertain about. Then draw attention to the Exam tip box below.

**Typical mistakes:** Many of the words in this exercise may be easily recognisable to romance language speakers when written as they are similar in their own language, e.g. *colony* and *chronologically*. Even so, they may be less recognisable when learners hear them spoken because they are pronounced and/or stressed differently in English. It is helpful to point out the stressed syllable when you introduce new words and encourage learners to record and practise using correct stress patterns.

##### Exercise 2

Go through the example sentence with the learners and model the correct stress patterns. Establish that, although any words in a sentence can be stressed, we usually stress key information words such as nouns, verbs and adjectives. Give learners time to read though the sentences individually, then have them compare their answers in pairs. Follow up with additional practice in saying the sentences with appropriate stress.

##### Exercise 3

Learners practise classification tasks in Exercises 3 and 4. Before looking at this exercise, have them read the Exam information at the bottom of page 66, and see what they remember about classification from Unit 3. Have them look at the exercise and encourage speculation about part(s) of the city where rich/poor families are likely to live. Direct attention to the Exam tip box at the top of page 67 before learners discuss

the question about paraphrasing. If your learners are uncertain about paraphrasing items 1–5, try completing the first one together as a class.

**Typical mistakes:** Learners often find paraphrasing difficult and are reluctant to try it in case they do it badly. Remind them there is no single correct answer, but that thinking of possible paraphrases is a useful exercise; it helps to predict and anticipate what they are likely to hear on the recording.

#### Exercise 4

Introduce the topics of *genealogy* and *demographic research* by asking learners if they have ever tried to find more about the history of their family or people in their town. Have a discussion about how this can be done and, if necessary, clarify the meaning of *census*. Draw attention to the Exam tip box before asking learners to think about which column is likely to be paraphrased and how. Elicit a few suggestions, but do not confirm. Ask learners to think about possible paraphrases and then complete the listening exercise as instructed in the book.

#### Exercise 5

Explain to learners that this exercise prepares them for diagram labelling in Exercise 6. Spend a few minutes talking about the topic, i.e. how people adapt to new cultures. If your students have no experience of another culture, ask them to imagine their feelings if they had to live in another country very different to their own. Direct their attention to the Exam information and tip boxes at the bottom of page 67 and top of page 68. Learners complete the exercise individually according to the instructions in the book and compare their ideas in pairs.

#### Exercise 6

Give learners time to read the instructions and study the diagram before doing the exercise. Encourage them to complete the diagram with the actual words they hear in the recording. If learners find the exercise difficult, have them listen a second time while reading the audio script so they can see where they went wrong.

**Typical mistakes:** Learners need to be careful that their answers contain no more than three words. They may be inclined to write additional words that they hear in the recording, e.g. *a result of student debt* for item 3. Remind learners to check they have used the correct number of words once they have completed the exercise.

#### Exercise 7

This exercise focuses attention on the order of information; it shows how the information learners need to write in a table (or diagram) may not be ordered in the same way as on the recording. Direct learner's attention to the Exam information and Exam tip at the top of page 69. Next check learners' understanding of *Act* in this context. Then have learners read the instructions carefully and do the underlining and reordering. Establish that the conditions and reason for the act will not always be mentioned in the same order.

#### Exercise 8

Learners now have a chance to practise listening and completing a table. Before doing the exercise, have them look carefully at the table and try to predict the missing answers. Once they have completed the exercise, ask them to compare their answers in pairs.

**Typical mistakes:** Some learners may have difficulty hearing and writing the missing reasons and conditions as they listen, particularly if they try to write several words. Clarify that just one or two words are needed for each gap and that learners should not spend long on each one – they can go back and amend individual answers after they have finished listening.

#### EXTENSION ACTIVITY (20 MINS)

To provide further practice in listening for reasons, have learners work in pairs to give a short talk about one of the following topics: a) How my family came to live here; b) The first inhabitants of this town; c) Immigrants who have recently arrived in my country. The preparation for this can be done in class or for homework and the talks can be given in a subsequent lesson. As learners listen to their partner's talk, they should make brief notes of the reasons given for the migration.

### 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.