

About *Get Ready for IELTS Listening*

Collins Get Ready for IELTS series has been designed to help learners at a pre-intermediate level (equivalent to band 3 or 4) to acquire the skills they need to achieve a higher score. It is easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exam information and study tips are presented in an easy-to-read format
- Exercises are carefully arranged from simpler to more difficult
- Review units allow for systematic revision
- Answer key is clear and comprehensive

With these fundamentals in place, classroom teachers can focus on ensuring learners understand how the IELTS test works and acquire the right skills. This resource will explain how best to use the material and how it can be adapted to make the most of the classroom learning context. It shows you how you can maintain interest and motivation, deal with common errors, and facilitate pair and group work so that more interactive practice can take place.

Each chapter in *Get Ready for IELTS Listening* has a similar three-part structure, which can form the basis of regular classroom routines. It will provide 3-4 hours of content, 2 of which we recommend doing in class and 1-2 of which will make ideal homework tasks.

Part 1: Vocabulary

We recommend that selected vocabulary exercises be done at home before the lesson.

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary (*activate schemata*) without eating up classroom time.
- As repeated exposure to new vocabulary is required for mastery, the first 10-15 minutes of the lesson can be spent doing a 'spot check' of a selection of the vocabulary for homework. The remaining vocabulary exercises can be done with the teacher in class.

Part 2: Skills development

This part provides practice on the task types commonly encountered in the IELTS test.

- Each chapter provides an explanation of each task type followed by exercises of increasing difficulty. The exercises break down each exam task into component skills so that learners can acquire the necessary underlying competencies.
- The lesson plans provided for each unit concentrate on this section and offer roughly two hours of material, including suggestions for optional extension activities.
- Most exercises can be done individually and checked in pairs or small groups. This trains learners to reflect on how they have approached the task. Along with the exam tips provided in each chapter, it will help them develop a better understanding of exam strategies.
- Watch out! boxes highlight common pitfalls.
- Full audio scripts are provided with information corresponding to the correct answers underlined.

Part 3: Exam practice

This can be done in class or given as homework.

- Exam practice provides realistic exam practice and allows learners to integrate the skills learned.
- A checklist summarises the key learning points in the unit and gives learners a framework for assessing their development.
- These exercises will help learners assess their readiness for the actual exam.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 1

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (25 mins)

Teacher preparation: For Vocabulary spot check, create sets of cards for Pelmanism (sufficient for students to work in groups of 3). On each card write one of the following words: Australia, Australian, Egypt, Egyptian, Britain, British, Japan, Japanese, Pakistan, Pakistani, China, Chinese, Emirates, Emirati, Portugal, Portuguese, Malaysia, Malaysian, Spain, Spanish. (25 mins)

Part 1: Vocabulary (25 mins)

Focus: Exercises 1 & 2 introduce country and nationality words; Exercise 3 provides practice using words associated with flight information.

Spot check:

To reinforce country and nationality words, play Pelmanism using words from Vocabulary exercises 1–3.

1. Divide students into groups of 3 and distribute sets of cards with country and nationality words.
2. Ask one member of each group to shuffle the cards and lay them face down on the table in a grid 4 x 5.
3. Players take it in turns to turn face up 2 cards of their choice. If the cards match (e.g. Britain & British) they keep them, if not they return them face down in their original positions and play passes to the next person.
4. Play continues until all of the countries and nationalities have been matched.
5. The player with the most pairs wins.

Exercise 4

Ask learners to compare their answers to Vocabulary exercise 3 in pairs. Play the recording (track 01) so that they can check their answers.

Part 2: Skills development (30 mins for Exercises 1–4; 30 mins for Exercises 5 & 6)

Focus: These exercises focus on Section 1 of the Listening test. They train learners to listen for detailed information and to recognise number formats and spellings in order to complete forms.

Exercise 1

Go over the Exam information on section 1 of the listening test at the top of page 10. Draw learners' attention to the Exam tip box. If learners are concerned about making incorrect predictions, point out that the purpose of predicting is not so much to guess the right answers as to prepare to listen actively. Pair students up and give them a minute to make predictions. Play the recording (track 02) and ask them to compare their answers.

Typical mistakes: The prepositions *at* and *on* may be confusing to learners because they can be used to refer to both time and place. The flight number may also be difficult to hear because it combines letters and numbers, and in particular numbers which sound similar (e.g. *fifteen* and *fifty*).

Exercises 2 & 3

Draw learners' attention to the Watch out! box on page 10 then do the exercises following the instructions in the book.

Exercise 4

Draw learners' attention to the Exam tip box at the top of page 11. Ask learners to do Exercise 4 following the instructions in the book and compare their answers in groups of five. To follow up, give learners more practice writing down names spelled out. Read out selected names on your class register and challenge learners to write them down correctly.

Typical mistakes: Depending on their first language, learners may have difficulty distinguishing between b, p and v; d and t; g and j and vowels a, e and i.

Exercise 5

Pair students up and give them a minute to make predictions. Play the recording (track 07) and ask them to compare their answers.

Typical mistakes: Some learners may note the time as 7.20 rather than 3.30 because 7.20 is the first number they hear. Refer them to the Exam tip box on page 13. If learners have difficulty with the address, explain that in the UK address components are normally given in the following order: house number, name of street name of town, and post code. If they have difficulty noting the post code, explain that UK postal codes normally consist of one or two letters followed by a number then a number followed by two letters.

Exercise 6

Learners do the exercise following the instructions in the book then compare their answers in pairs.

EXTENSION ACTIVITY

To provide further practice in listening for information to completing a form, use the form in Exercise 6 as the basis for pair work.

1. Explain that they are going to complete the form using information from their partner. Elicit questions for each item in the form (e.g. *What is your family name? Where were you born?*).
2. Learners pair up and ask each other the questions noting the answers. Proper nouns should be spelled out. (N.B. for item 3 use student's home address if not in the UK). (20 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. Remind learners to study the Exam tips on pages 12 and 13. To review the strategies they should use, ask them to read the progress check on page 13 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 2

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–5. (25 mins)

Teacher preparation: For Vocabulary spot check 1, create sets of cards with the words listed in Vocabulary exercises 1 & 2. Write one word per card and create sufficient sets for students work in groups of four. (25 mins)

Part 1: Vocabulary (25–30 mins)

Focus: Exercises 1–3 introduce vocabulary related to food and cooking; Exercises 4–6 introduce words for weights and measures.

Spot check 1:

To check food related vocabulary, have learners talk about the foods they like and dislike.

1. Pre-teach a selection of sentence stems for expressing likes and dislikes: *I love..., I (quite) like..., I'm not too keen on..., I dislike/don't like..., I can't stand...*
2. Divide students into groups of four and designate one player in each group the facilitator. Place face down one set of cards with words from Vocabulary exercises 1 and 2 in front of each group.
3. Players take it in turns to pick a card and say whether they like or dislike the foods. If the food is countable they should refer to it in the plural form (e.g. *I like beans.*); if it is uncountable, they should use the singular (e.g. *I like lamb.*)
4. Facilitators use the answer key to monitor correct use of countable and uncountable nouns.
5. To make the exercise more challenging, ask learners to incorporate the cooking words listed in Vocabulary exercise 3 to form sentences such as *I dislike boiled carrots. I like fried eggs.*

Spot check 2:

To reinforce learners' comprehension of fractions, dictate a selection of fractions (e.g. *nine tenths, two thirds, five sixths*). Learners listen and write what they hear in numerical form (e.g. *9/10, 2/3, 5/6*).

Exercise 6

Learners complete the exercise individually then compare their answers in pairs. Play the recording a second time so that they can check their answers.

Part 2: Skills development (20–30 mins for Exercises 1–3; 20–30 mins for Exercises 4 & 5)

Focus: These exercises focus on Section 2 of the Listening test. They train learners to identify stages in a process. Exercises 4 & 5 provide practice in completing flow charts and notes keeping to the specified word limit.

Exercise 1

Go over the Exam information on Section 2 of the listening test at the top of page 16. Give students a few minutes to think of alternative ways of expressing the quantities listed and to predict which quantities are likely to go with which ingredients. Play the recording and check their answers.

Typical mistakes: If learners confuse 15 ml and 50 ml, remind them of the stress patterns for each (15 = weak-strong; 50 = strong-weak).

Exercise 2

Instruct learners to do the exercise following the instructions in the book, then draw their attention to the Exam tip box below.

Exercise 3

Have learners work in pairs to predict the correct order of the photos and anticipate vocabulary they are likely to hear. Play the recording and have learners check their answers. To reinforce awareness of sequencing words, play the recording a second time and ask learners to raise their hands every time they hear a word or expression such as *when, next, then, at that point*. Check their understanding of cooking related verbs by miming *weigh, mix, pour, and flip* and asking learners to identify the correct verb.

Exercise 4

Draw learners' attention to the Exam tip box at the top of page 17. Have learners work in pairs to predict the vocabulary and type of information they are likely to hear. Play the recording and have them complete the exercise.

Typical mistakes: If learners have difficulty listening and monitoring the word count, suggest that they write the phrase they hear and then cross out the unnecessary words afterwards, e.g. 2. ~~cook them~~ with ~~some of the~~ sugar.

Exercise 5

Spend 2–3 minutes talking about what students already know about traditional English meals. Pair students up and give them a minute to make predictions. Play the recording and ask them to compare their answers.

EXTENSION ACTIVITY

To provide further practice in listening to process descriptions and completing flow charts, pair students up to exchange recipes.

1. Give learners a few minutes to think of a regional dish and how it is prepared.
2. Have each learner describe the process while their partner listens and note the information in the form of a flow chart.

Learners who are unable to describe a recipe can talk about 2–3 traditional meals while their partner takes notes.
(20–30 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 19 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 3

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–4. (25 mins)

Teacher preparation: none

Part 1: Vocabulary (up to 15 mins)

Focus: Exercises 1–3 introduce vocabulary related to academic presentations; Exercises 2 & 3 train learners to recognise word stress and part of speech. Exercise 4 focusses on sorting words into vocabulary groups.

Spot check 1:

To reinforce learners' awareness of word stress and how it relates to part of speech, ask them to look at the answer key to Vocabulary exercise 3 and identify any patterns. (Possible answers: nouns ending in -tion are stressed on the second last syllable. Two-syllable verbs are often stressed on the last syllable, e.g. *present*; two-syllable nouns are often stressed on the first syllable, e.g. *present*.)

Spot check 2:

To reinforce the learning of words in vocabulary groups, do the following activity.

1. Ask each student to come up with a word (any word, at random) and either write it on the board themselves or say it aloud for you to write up.
2. Have learners work in groups of three to sort the words into categories.

Part 2: Skills development (30 mins for Exercise 1; 40 mins for Exercises 2–4)

Focus: These exercises focus on Section 3 of the Listening test. They train learners to identify future plans and stages in a presentation. Learners practise answering a variety of question types: multiple-choice, note completion, labelling a diagram, and sentence completion.

Exercise 1

Go over the Exam information on Section 3 of the Listening test and the Exam tips at the top and bottom of page 22. Spend a few minutes discussing the following questions:

1. Have you ever had to prepare a group project?
2. What do you have to do to prepare a presentation?
3. What makes multiple-choice questions difficult?
4. What strategies can you use to help?

Give students a minute to read the questions, play the recording and check their answers.

Typical mistakes: Sometimes learners choose an incorrect option (e.g. iii b or c) because they have not waited for the negotiation to be completed. Explain that in this section of the test, speakers often discuss several options before making a decision.

Follow up by giving students additional practice following a conversation involving several speakers.

1. Have students work in groups of 5.
2. Ask 1 student in each group to close their eyes and listen.
3. Instruct the remaining members to swap seats and then talk about an everyday topic of their choice.
4. After 2–3 minutes, the listener reports who said what.

Exercise 2

Give learners a minute to predict the kind of answers required then play the recording. Pair students up to check their answers.

Exercise 3

Follow the same procedure as for Exercise 2.

Typical mistakes: If learners have used more than two words for any of the gaps (e.g. 2. *blue bullet points*), remind them to follow the instructions exactly and cross out excess words.

Exercise 4

Draw learners' attention to the Exam tip box on page 23 and give them a minute to read the options. Play the recording and have them complete the exercise.

EXTENSION ACTIVITY

This activity can be assigned for homework. Ask students to work individually or, if possible, in small groups to research an artist. In the next class, have groups present their information informally to each other. If they have access to PowerPoint and a laptop, have them show images of the artist's work. (1 hour)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 25 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Listening Review 1*

Student preparation for this class: Have students complete Review 1. (20 mins)

Teacher preparation: none

Focus: Exercise 1 revises the sounds /ei/ /i:/ /e/ /ai/ /iu:/; Exercise 2 revises word formation; Exercise 3 revises plural forms; Exercise 4 revises vocabulary to do with food and cooking; Exercise 5 revises stressed words; Exercise 6 is about phrases for asking for and giving opinions and suggestions.

Spot check 1: (15 mins)

To check the learners' use of correct word forms.

1. Have learners work in groups of 3 or 4. Ask them to write down a list of 10 important countries on a single piece of paper under the heading *country*.
2. Ask learners to pass their piece of paper to another group. Learners work together to write down the nationality for the countries listed, under the title *nationality* in the next column, on the piece of paper.
3. When they have finished, they pass their piece of paper back to the original group who will mark their paper and give one mark for each correct nationality.
4. Do difficult ones together and check them on the board.
5. The groups with the highest score wins.

Spot check 2: (10 mins)

To check the learners' recall of vocabulary related to food.

1. Have learners work in groups of 3 or 4. Ask them to write down as many words as possible related to food and drink. Give them two minutes to do this. The group with the most words wins.
2. Split the groups up into new groups of 3 or 4 so they are working with new students. They take it in turns to dictate their words to their group, who should write down the word if they have not already got it written down.
3. Finally, move students back to their original group to look at each others' words and see if there are any that some of them do not know.

Spot check 3: (10 mins)

To revise phrases for asking and giving opinions and making suggestions.

1. With the whole class, make a list of activities on the board that learners might do at the weekend (e.g. *go shopping, go to the cinema*).
2. Have learners work in groups of 3 or 4 and plan a day out. Ask them what language they could use when they are discussing their plans. Elicit the phrases from Exercise 6 and write them on the board.
3. Give learners 5 minutes to plan their day out, asking for and giving opinions and making suggestions.
4. When they have finished, let the groups present their day out to the class and the learners can vote on the best one.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 4

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (15 mins)

Teacher preparation: Prepare sets of cards with the words and pictures of jobs from Exercises 1 and 2 (1 item on each card and 8 cards in total). Make enough sets of cards for students to work in groups of 3. (15 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercises 1 & 2 introduce vocabulary related to jobs; Exercise 3 encourages students to think of words with similar meanings; Exercises 4 & 5 introduce some phrasal verbs.

Spot check 1:

To reinforce job vocabulary from exercises 1 and 2.

1. Put learners into groups of 3.
2. Give each group a set of cards you have prepared and have students place them face down on the table.
3. Learners take it in turn to turn face up 2 cards of their choice. If the cards match (e.g. the picture of the farmer with the word *farmer* then the student should try to give a definition similar to the ones they met in Exercise 2: *A person who grows food is called a farmer.*
4. Students then return the cards to the table, mix them up again and continue.
5. Allow the game to continue until students are comfortably matching up pictures with jobs and producing definitions.

Spot check 2:

To reinforce learners' ability to recognise words with similar meanings.

1. Ask students to close their books and put them into groups of 3. Tell them to look at the board and work together to complete the word map you are going to draw on the board.
2. Draw the word map from page 29 on the board with the original gaps still empty. Allow learners to work together to try to fill the gaps.
3. Check their answers in their groups and write in the missing words in the gaps on the board.

Exercises 4 & 5

Ask learners to do Exercises 4 & 5 in pairs. When they have finished, learners change partners and check they have the same answers as their new partner.

Typical mistakes: Learners often confuse phrasal verbs because they can be very close in meaning, for example *look at* and *look over*. Reassure them that phrasal verbs take time to learn and try to help your students to review them regularly.

Part 2: Skills development (30 mins for Exercises 1–3; 30 mins for Exercise 4, extension activity and Exercise 5)

Focus: These exercises focus on Section 4 of the Listening test. Learners have to listen to a monologue on an academic subject and to identify the topic of the talk.

Exercises 1 & 2

When you turn to page 30 ask students to look at the blue boxes at the top of the page but to cover the rest of the page so they can't read anything below the boxes. Read through the exam information with the students. You could also ask them what they remember about sections 1, 2 and 3 of the listening test as further review. Read the second box.

Before listening to Exercise 1, help learners to focus on phrases which introduce a topic in a talk. Introduce the phrase *Today I'm going to talk about* and write it on the board. Ask learners to work in pairs and write similar phrases they know for introducing a talk. Get learners to read them out to the class and finally get learners to uncover the page and look at the phrases in the book and compare their phrases with the ones there.

Play the recording (track 30) and have students to do Exercise 1. Make sure you do a whole class check of Exercise 1 before going on to question 2. Ask learners to do Exercise 2 individually at first and then check their answers in pairs. Highlight to students the useful strategy of predicting words that you might hear once you know the topic of the lecture and that Exercise 2 practises this strategy.

Exercise 3

Draw learners' attention to the instructions in Exercise 3. Ask them to underline the most important word in the instructions. This is a way of getting to focus on the fact that they should only write ONE word in the gap. Do the exercise and let students compare their answers in pairs before doing a whole class check. If necessary, play the recording again.

Exercise 4

Look at the Exam tip box in the middle of page 31 and draw learners' attention to the strategy of using headings on the question sheet as a guide whilst they listen. Also read the tip below the shaded box, about the difference between fact and opinion. Ask learners if they can think of any more phrases to give an opinion such as *In my opinion, I think, I believe*.

Get learners to guess the jobs of Alice and Wei Long by looking at their pictures and the words in the exercise. If you have weaker learners, you might want to give them their jobs before they listen to the exercise and have them guess the gaps before they listen. Play the recording and have learners check their answers in pairs.

Typical mistakes: Learners may write more than two words for an answer. Point out that this would lose them marks.

EXTENSION ACTIVITY

To provide further practice in listening for information about people's jobs, ask learners to talk about a family member's or friend's job. Give them ten minutes to prepare and let them make notes and find the vocabulary they need to describe their family member's work. When they are ready, put them into a small group and let them talk in turns about their family member and his/her job. The other learners should listen carefully and then ask them questions at the end of the talk: *Does he like his job? Where is his office?* (20 mins)

Exercise 5

Read the exam information about matching information in the shaded box at the top of page 32. Make sure learners read all the options in the question before listening. To encourage learners to do this for exercise 5 ask students to think about which sentences a–f could match up with labels 1–3 and ask them to explain their prediction.

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. To review the strategies that they should use, ask them to read the progress check on page 33 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 5

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (25 mins)

Teacher preparation: For Vocabulary spot check 1, prepare a set of cards with pictures of the university services in question 1, labels, and their definition (one item per card) but leave out the final definition in Exercise 2, which has no accompanying vocabulary. Prepare enough cards for students to work in groups of four. (20 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercises 1 & 2 introduce vocabulary related to university services; Exercise 3 provides spelling practice; Exercises 4 & 5 practise prepositions of place.

Spot check 1:

To reinforce the vocabulary for university services and their definitions, use the cards you prepared before class.

1. Divide students into groups of 4 and give each group a set of cards.
2. Players shuffle the cards and place them face down.
3. Players take it in turns to turn face up 3 cards of their choice. They are looking for a match of picture, word, and definition. If they get a match they keep the set and play continues to the next player.
4. If they do not get a match, they put all the cards back and play continues to the next player.
5. The player with the most sets wins.

Spot check 2:

To reinforce learners' spelling accuracy give them a spelling quiz.

1. Divide learners into pairs and tell them they are competing against other pairs.
2. Ask students to close their books. Read sentences 1–6 in Exercise 3, repeating the words in italics and asking them to spell them correctly.
3. Check the answers by getting learners to come up and write the words on the board.
4. The pair with the most correct answers wins.

Exercise 4

Learners complete the exercise individually then compare the answers in pairs.

Typical mistakes: Learners may confuse *opposite*, *in front of* and *facing*. If so, arrange some chairs so some students are sitting opposite, in front of and facing other students and ask questions to practise these words like: *Who is sitting opposite Alice? Who is in front of Juan?*

Exercise 5

Learners complete the exercise individually then compare their answers in pairs.

Part 2: Skills development (30 mins for Exercises 1–2; 30 mins for Exercise 3–4)

Focus: These exercises train learners to listen for detailed information about locations of facilities and to complete sentences, give short-answer questions and label plans.

Exercise 1

Go over the Exam information on sentence completion at the top of page 36. Draw learner's attention to the importance of writing grammatically correct sentences when they complete their sentences. Also point out that they should predict what they will hear. Cover the endings of the sentences that are in the box, and ask learners to complete sentences 1–6 any way they can which is grammatically correct. Pair students up to read each others' sentences to check on their grammatical accuracy. Monitor. Then ask students to uncover the real endings and match them to the sentences. Ask them to compare their answers in pairs.

Exercise 2

Draw learners' attention to the instruction to note down some expressions they expect to hear in the exercise and remind them of the importance of predicting what they are going to listen to. Play the recording (track 38) and ask them to compare their answers.

Typical mistakes: Learners may write more than three words for an answer. Point out that this would lose them marks in the real test.

Exercise 3

Go over the Exam information on short-answer questions at the top of page 37. Point out to learners that they do not need to change the words they hear. Ask learners to read sentences 1–6 and then play the recording (track 39) and ask them to compare their answers.

Exercise 4

Go over the Exam tip box in the middle of page 37. Put students into pairs and ask them to make true sentences about the facilities they can see in the picture, such as *The theatre is near the students union*. Point out that this is preparing them for the listening exercise and they should use this strategy in the exam. Play the recording (track 40) and ask them to compare their answers.

EXTENSION ACTIVITY

To provide further practice in listening for prepositions of location and labelling places, pair learners up to swap plans of a university campus.

1. On the board draw a simple plan of a university campus with SHOPS labelled in the middle and a road and a bus stop. Ask learners to copy the simple plan, and then, working individually, to add campus facilities to the plan from question 2: a sports centre, a lecture theatre, a Business School, a theatre and a bank.
2. Students then take it in turn to describe their plans. The student who is listening should start with a clean plan, and add the facilities to it as the other student describes the campus.
3. When they have finished, they compare their plans to make sure they understood their partner correctly.

(20 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. Make sure student think about the progress check on page 39 by spending time on this at the end of the class, or in the next class if it was done for homework.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 6

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (25 mins)

Teacher preparation: none

Part 1: Vocabulary (30 mins)

Focus: Exercises 1, 2 and 3 introduce vocabulary related to crime; Exercises 4 and 5 provide practice using collocations for crime words and Exercises 6 & 7 provide listening practice for when words link together.

Spot check:

To reinforce crime words, do the following activity.

1. Ask learners to draw 5 columns on a piece of paper with the headings *person, crime, verb, weapon, adjective*. (You will need to teach the word *weapon*).
2. Books closed, read out the words from Exercises 1, 2 and 3 and ask students to write them in the correct column. If a word does not seem to go into a column, students write it outside the columns.
3. Now put learners into groups of 3 to compare their answers.
4. Check their answers by asking students to come and write their answers in the correct column on the board.
5. Check on the meaning of words which do not fit into the columns, like *gang*.

Typical mistakes: Learners may confuse words like *rob* and *steal*. Ask the class what someone can rob, and what someone can steal, to clear this up. Other words may go in more than one column such as *pickpocket* which is a verb and a person.

Exercises 4 and 5

Draw learners' attention to the sentences about collocation under Exercise 3. Ask learners to do the exercises individually at first and then compare their answers.

Exercise 6

Play the recording (track 44) and ask them to compare their answers.

Exercise 7

Read the information about pronunciation under Exercise 6. Write the two groups of words on the board like this: *take*

care = *ta-care* and *watch out* = *wa-chout*, saying the words running into each other so they can see and hear how the words link up. Have them read the sentences in Exercise 7 carefully and predict where the words will link up. Play the recording (track 45) so that they can check their answers.

Part 2: Skills development (30 mins for Exercises 1–3; 30 mins for Exercises 4–5)

Focus: These exercises focus on thinking about question words in the Listening test and practice answering a range of different question types: short answer questions, table completion and multiple choice.

Exercises 1 & 2

Draw learners' attention to the Exam tip box at the top of page 42 and point out the importance of underlining the question words and the key words in questions before you listen in the test. Ask learners to underline the important words in Exercise 1. Ask learners to compare their answers. Have learners guess the answers to the questions, pointing out that you do not expect them to guess correctly, but that they should only write a maximum of 4 words. Discuss possible answers. Play the recording (track 46) so they can check their answers.

Typical mistakes: Learners may write more than 4 words. Explain that they will lose marks if they do this in the test.

Exercise 3

Draw learners' attention to the Exam information box near the bottom of page 42. Make sure they underline the headings in Unit 3 and ask them what they will write in the columns (words or numbers). Play the recording (track 47) and ask learners to compare their answers.

Exercise 4

Have learners cover the answers to a, b, c underneath before they try question 4. Let them read quietly and try to answer the question individually. Ask them to compare their answers. Then let them uncover the correct answer.

Typical mistakes: Learners may have chosen the wrong answer because the answers are so close. Point out how important it is to read very carefully and try to spot the difference between the answers.

Exercise 5

Ask learners to predict the answers before they listen and let them compare their predictions. Play the recording (track 43) so that they can check their answers.

EXTENSION ACTIVITY

To provide further practice in listening to numbers ask learners to dictate telephone numbers to each other.

1. Have learners write down 5 telephone numbers that they know (they might use their mobile phones to help them if they have one).
2. Learners take it in turns to dictate their telephone numbers to their partner.
3. Make sure they check the numbers by having the second student read the number back to the first student. (15 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. Remind learners to look back at the Exam tips in the unit. To review the strategies that they should use, ask them to read the progress check on page 45 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Listening Review 2*

Student preparation for this class: Have students complete Review 2. (20 mins)

Teacher preparation: none

Focus: Exercise 1 revises grouping words into families; Exercise 2 revises phrasal verbs with *look*; Exercise 3 revises spelling; Exercise 4 & 5 focus on prepositions and adjectives in describing maps and plans.

Spot check 1: (25 mins)

To check the learners' recall of words related to work.

1. Have learners work in groups of 3 or 4. Ask them to write down as many words as possible related to work and jobs. Give them two minutes to do this.
2. Mix up groups so that each student works with different ones. Ask them to look at each other's words and note down words that they have not got on their list.
3. Put students back into their original groups – by this time they should have a very big list of words. Ask them to group their words together into separate word groups. Don't tell them how to do this, but allow them to decide on the groupings. This is a good way of making sure that students understand the proper meaning of the words. Monitor as they work.
4. To finish the activity, have one student from one group read out the list of words from one of their word groups. Other students should listen carefully and then suggest a title for that group of words.
5. Move around the classroom giving as many students as possible a chance to read out a group of words.

Spot check 2: (10 mins)

To check students' accuracy in spelling.

1. Have students work in pairs and do a spelling competition. Use the days of the week, the months of the year and the campus buildings vocabulary on page 34 of the book.
2. Say the words, noting each down so you know the order you gave them.
3. After you have dictated the words, give learners a few minutes to check their spellings together.
4. Have students pass their answers to another pair for marking. Check the answers by asking different students to spell out the word.
5. The pair with the highest number of correct answers wins.

Spot check 3: (15 mins)

To check students' use of prepositions and adjectives for describing maps and plans.

1. Have learners work in pairs. Tell them to look again at Exercise 5 and then draw a similar campus plan with spaces that needs labels.
2. Have them write sentences describing their plan, including facilities and buildings that should go in the spaces.
3. Students then pass on their sentences and their plan to another pair who read the sentences and fill in the labels on the unfinished plan.
4. Finally, they pass the finished plan back to the original pair for checking.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 7

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–4 (30 mins)

Teacher preparation: Prepare sets of cards with the adjectives from page 48 and the top of page 49 on them (1 item on each card). Make enough sets for students to work in groups of 3. (15 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercise 1 introduces vocabulary related to studying and exams; Exercises 2–4 cover adjectives and their comparative forms and Exercise 5 contrasts adjectives and adverbs.

Spot check:

To reinforce making comparatives play the following game.

1. Divide learners into groups of 3 and distribute sets of cards.
2. Ask one member to shuffle the cards and lay them face down on the table.
3. Players take it in turns to turn a card face up. The player must make a sentence using the adjective (e.g. *far*: *Paris is far away*) and then using the comparative form (*but London is further away*). If the learner does it well, they can keep the card and the next player takes a turn. If they do not know the comparative form, they should put the card back and play continues.
4. The player with the most cards wins.

Exercise 5

Draw learners' attention to the Watch out! box on page 49. It would be a good idea to write the example sentences on the board. Put a circle around the adjective with an arrow pointing to the noun showing that it describes the noun. Put circles around the adverbs with arrows pointing to the verbs and adjectives to show how they describe verbs and adjectives. Have learners do the exercise individually and then ask them to compare their answers.

Typical mistakes: Learners may confuse adjectives and adverbs so make sure that you review these frequently in class.

Part 2: Skills development (30 mins for Exercises 1–3; 20–30 mins for Exercises 4–6)

Focus: These exercises focus on sentence completion in the listening test. They train learners to write grammatically correct answers and help them with the strategy of predicting before they listen.

Exercise 1

Draw learners' attention to the Exam information at the top of page 50. Make sure they understand the importance of giving grammatically correct sentences. Have learners answer Exercise 1 individually and then let them compare their answers in pairs.

Exercise 2

Draw learners' attention to the Exam tip box on page 50 and discuss the importance of knowing who is talking. Look at the names of speakers in Exercise 2 and ask learners if they if they are boys' or girls' names. Play the recording (track 52) and just ask learners to listen to check whether they got the gender correct. Play a second time for learners to complete the exercise and ask them to compare their answers.

Exercise 3

Explain the importance of predicting what they will hear. Have students guess the answers before listening and let them compare their predictions. Play the recording (track 53) and ask them to compare their answers.

Typical mistakes: Learners may write more than 3 words. Point out that if they do this in the test they will lose marks.

Exercise 4

Look at the pictures in Exercise 4 and the sentences 1–4. Ask learners to predict the words they will hear individually. Ask the whole class what they think the answers will be and find out what the most popular predictions are. Play the recording (track 53) and ask them to compare their answers.

Exercise 5

Books closed, introduce the topic of preparing for an exam and ask learners what they do if they have an exam coming. Write sentences A–F on the board and have learners read and order them quietly in their heads. Try to find the most popular first step by having students vote with a show of hands: *Who thinks A is the best thing to do first?* Then let students work in pairs to see if they can agree on the order of steps together.

Exercise 6

Play the recording (track 55) and ask them to compare their answers.

EXTENSION ACTIVITY

To provide further practice in listening for information, ask learners to take it in turns to talk and listen to each other talking about a family member, and to listen for specific information.

1. Ask learners to make notes in preparation for talking about a family member. Tell them they must include particular information (name, age, hair colour, hobbies), but must also include other information.
2. Give learners 10 minutes to prepare for their talk. Monitor and help with language.
3. Have students take it in turns to talk whilst others listen for the specified information. (20 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 53 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 8

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (25 mins)

Teacher preparation: For vocabulary spot check, create cards with vocabulary items from Exercises 1 & 2 written on them (1 item per card, sufficient for students to work in groups of 3. (15 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercises 1, 2, 4 and 5 introduce and practice vocabulary and collocations related to shopping; Exercise 3 raises students' awareness of stressed words.

Spot check:

To reinforce the shopping vocabulary in Exercises 1 and 2:

1. Divide learners into groups of 3 and distribute sets of cards.
2. Ask one member to shuffle the cards and lay them face down on the table.
3. Players take it in turns to pick a card, but they must not show it to the other players. The player must get the other players to guess the word on the card by giving them clues, e.g. *This shop sells lots of different things*
4. The player who guesses correctly keeps the card, then the next player chooses a card and play continues.
5. The player with the most cards wins.
6. Repeat the game if necessary to help students gain fluency in this topic area.

Typical mistakes: Learners may mix up *make* and *do* in phrases like *do the shopping* so make sure you build in a lot of review of these phrases.

Exercise 4

Ask learners to do Exercise 4 on their own and then let them compare their answers.

Exercise 5

Have learners predict the answers before they listen and compare their predictions. Point out that it doesn't matter if they predict differently, but the important thing is to guess what sort of things they may hear. Play the recording (track 05) and ask them to compare their answers.

Part 2: Skills development (30 mins for Exercises 1–2b; 30 mins for Exercises 3–4)

Focus: These exercises focus on completing notes, multiple-choice questions and short-answer questions in the Listening test. They train learners to listen for words which indicate the structure of a talk, practice answering multiple-choice questions, and analyse short answers.

Exercise 1

Draw learners' attention to the Exam information at the top of page 56. Discuss why it is important to be able to identify words like *first*, *next*, *now* (because they will guide the listener through the talk).

Ask learners to do Exercise 1 individually first, then let them compare their answers.

Exercise 2a and 2b

Have learners compare their answers to 2a before listening to 2b. Remind them that they should always try to guess what they will hear before they hear it. This will be good preparation for when the recording is played.

Exercise 3

Draw learners' attention to the Exam information at the bottom of page 56. Suggest that they underline the number of correct answers that there are so they do not choose too many or too few. Ask learners to guess the answers to Exercise 3 and compare their answers before they listen. Then play the recording (track 07) and let them compare their answers in pairs. Play the recording a second time so they can check their answers.

Exercise 4

Draw learners' attention to the Exam information in the middle of page 57 and read the information together carefully. Ask learners to complete the exercise individually and then compare their answers in pairs.

Typical mistakes: Learners may confuse short-answer questions with sentence completion questions. Short-answer questions do not need to make a full grammatical sentence, but sentence completion questions do need to. Point this out to students and remind them of the differences each time you come across them.

EXTENSION ACTIVITY

To provide further practice in listening for information about shopping and making notes, ask students to work in groups of 4 to listen and talk about their shopping habits. Have learners make notes in preparation for talking about their shopping habits. Give them 10 minutes to prepare for their talk. Monitor and help with language.

1. Have learners take it in turns to talk about where they like to go shopping, who with, when they like to go and what they like to buy.
2. Ask other students to listen carefully and make notes as they listen.
3. The students who listened should then check their notes with each other and check that they understood the same things.
4. The next student should then give their talk in the same way.
5. This continues until every student has given their talk. (20 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. Make sure student think about the progress check on page 59 by spending time on this at the end of the class, or in the next class if it was done for homework.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 9

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–2. (20 mins)

Teacher preparation: For vocabulary spot check, create cards with vocabulary items from Exercises 1 & 2 written on them (1 item per card, sufficient for students to work in groups of 3. (15 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercises 1 & 2 introduce vocabulary related to hobbies, interests and sport; Exercise 3 trains learners to listen to activities with a focus on spelling and Exercise 4 focusses on words which sound the same but are spelt differently.

Spot check 1:

To reinforce the vocabulary related to hobbies, interests and sports, have learners talk about the ones that they like and dislike.

1. Review or pre-teach sentence stems for talking about likes and dislikes such as *I'm really keen on, I find.....fun/exciting/boring* (see Unit 2 notes Spot check 1 for words to review).
2. Divide learners into groups of three. Place face down one set of cards with the hobbies/interest/sports vocabulary on them.
3. Players take it in turns to pick a card and make a full sentence which includes the name of the activity and whether they like it or not such as *I'm not very keen on listening to music*.
4. Monitor the activity making a note of mistakes you hear.
5. Write mistakes you heard on the board without saying who made them and put students into pairs to get them to correct the mistakes.
6. Check the corrections with the whole class.

Spot check 2:

To reinforce the terms *hobby, interest* and *sport*, play 'snap' with the same cards you used in Spot check 1.

1. Review the words *hobby, interest* and *sport*.
2. Divide learners into groups of 3. Place face down one set of cards with the hobbies/interest/sports vocabulary on them.

3. Players take it in turns to pick a card and turn it over quickly and place it face up on the table so everyone can see it.
4. Students should immediately say one of the 3 words (*hobby, interest* or *sport*) which is appropriate to the word.
5. The student who said it first keeps the card. Play continues.
6. The player with the most cards at the end wins.

Typical mistakes: Learners may confuse hobbies and interests because some interests are not hobbies, but all hobbies are interests.

Exercise 3

Have learners do Exercise 3 individually and then let them compare their answers in pairs.

Exercise 4

Draw learners' attention to the Watch Out! box near the bottom of page 61. Think of some other words which sound the same but are spelt differently to show how frequently this happens in English (such as *where* and *wear*). Have learners do the exercise individually then compare their answers in pairs.

Part 2: Skills development (20 mins for Exercises 1–2; 40 mins for Exercises 3–6)

Focus: These exercises focus on the differences in pronunciation between 'l' & 'r', and 'p' & 'b'; and they also train learners to complete a table and a form for the Listening test.

Exercise 1

Draw learners' attention to the Exam tip box at the top of page 62. Put the words *right* and *light* on the board next to each other and say them aloud, pointing to each one as you do so. Do the same for *pat* and *bat*. Let learners look at the pairs of words in Exercise 1 and have them say the words quietly to themselves so they are preparing to hear the difference. Then play the recording (track 12) and let them compare their answers in pairs.

Typical mistakes: Learners may still find it difficult to hear the difference between 'l' & 'r' and 'p' & 'b'. If they need more practice, put them in pairs to say the words to each other in Exercise 1. One student should say one of the words whilst the other student listens and then points to the word which their partner is saying.

Exercise 2

Read the instructions for Exercise 2 and ask learners to look at the words. Ask them to guess which words could be heard in the context of hobbies, for example *flying* could go with *flying a plane* or *flying a kite*. Remind students that they should always try to predict what they are going to hear. Play the recording (track 13) and let them compare their answers in pairs.

Exercise 3

Draw learners' attention to the Exam information in the middle of page 62. Suggest that students underline the headings of columns they see in a Listening test in preparation for listening. Ask students to predict the content by making a note of what type of information is required in each column. When they have done this, allow students to feedback their ideas in a whole class situation.

Exercise 4

Play the recording (track 14) and let them compare their answers in pairs.

Exercise 5

Draw learners' attention to the Exam information at the top of page 63 and give them time to read the questions. Ask learners to write a note about the type of information that they are listening for and ask them to compare their notes in pairs.

Typical mistakes: Learners may need to write down letters when they complete a form and many learners confuse letters. Here are some which are commonly confused and which you might want to give extra practice on: *G* and *J*, *E* and *I*, *A* and *H*, *M* and *N*, *O* and *U*.

Exercise 6

Give learners a chance to look at the form and play the recording (track 15). Ask learners to compare their answers in pairs.

EXTENSION ACTIVITY

To provide further practice in listening and completing forms, have learners work in pairs to role play a similar dialogue to question 6 using the same form in the book.

1. Tell students that they will practise the same role play of an applicant and an administrator of a climbing club.
2. Divide learners into pairs and make one of them the administrator (the form filler) and one of them the applicant who wants to join the club.
3. Have learners prepare for the role play. The applicant should prepare some (invented) personal information to give, and the administrator should prepare by preparing questions to ask the applicant to get the information required to fill in the form.
4. Let students do the role play. Monitor.
5. Have learners swap roles and do the role play again. (20 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 65 before they do the exam practice as well as after.

Sample lesson plan for *Get Ready for IELTS Listening Review 3*

Student preparation for this class: Have students complete Review 3. (20 mins)

Teacher preparation: none

Focus: Exercises 1 & 2 revise the comparative and superlative forms of adjectives; Exercise 3 revises words related to shopping; Exercise 4 focusses on only using two words in an answer; Exercise 5 checks students can find key words in instructions; Exercise 6 practices predicting what students will hear.

Spot check 1: (15 mins)

To check learners can use comparatives and superlatives correctly.

1. Put learners into pairs. Write the adjectives from Exercises 1 & 2 on the board.
2. Have learners work together to write 3 true and 3 false sentences using the comparative or superlative forms of the adjectives on the board. For example: *Alice is younger than Bing.*
3. Change students around so they are working with a new partner. They take it in turns to read their sentences to the new partner without saying if the sentence is true or false. The student who is listening says whether they think the sentence is true or false.

Spot check 2: (10 mins)

To revise shopping vocabulary and the names of different types of shops.

1. On the board, draw 5 or 6 columns. With the learners' help, write different types of shops at the top of each column, e.g. *supermarket, market stall*. Try to let the ideas come from the students.
2. When you are happy that you have the main ones, put students into groups of 3. Give students 5 minutes to write down on paper as many things as they can buy in each category of shop.
3. Stop them after 5 minutes. The group with the most words wins.
4. Have students to read out their words for each category and check that they have used them correctly.

Spot check 3: (10 mins)

To check that learners spend time predicting what they think they will hear before they listen, and to revise vocabulary from the previous units.

1. Write these two words on the board: *STUDYING* and *HOBBIES*.
2. Put learners into groups of 3. Tell them they are going to listen to two talks on the subject of studying and hobbies.
3. Have them work together to write down all the words they think they will hear in the two talks.
4. Have students share their predictions with the class.
5. There are no actual talks to listen to, so follow up with a discussion about the importance of this process of predicting before they listen.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 10

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–4 (30 mins)

Teacher preparation: none

Part 1: Vocabulary (30 mins)

Focus: Exercises 1, 2, 3 & 4 introduce vocabulary related to working, time management and study; Exercise 5 provides practice in using capital letters correctly.

Spot check:

To reinforce the working and time management vocabulary in questions 1 and 2, have learners to do the following sorting activity.

1. Write all the words from Exercise 2 randomly on the board.
2. Put students into pairs. Have them copy the words from the board onto paper, grouping the words together as they do so. Do not tell them what the groups should be. (If there are any words which do not go with other groups of words they can write them separately.)
3. When they have finished, put 2 pairs of students together to see if they have grouped their words in the same way.
4. Ask students their groupings in a whole class situation to check the meaning of the words.

Exercise 5

Draw learners' attention to the Watch Out! box in the middle of page 69. Read the box together and give an example of each of the situations where a capital letter is needed to make sure that learners have understood the points in the box. Have learners do Exercise 5 by writing out the complete sentences and using the correct punctuation then ask them to compare their answers in pairs.

Typical mistakes: Learners may continue to omit capital letters, especially if punctuation is very different in their first language. Give frequent spelling tests in class on days of the week, months and languages, and make sure that they only get full marks for correct use of capital letters.

Part 2: Skills development (40 mins for Exercises 1–3; 20 mins for Exercises 4–5)

Focus: Exercises 1–3 focus on sentence completion questions in the Listening test, with a particular emphasis on listening out for the final 's' sound; Exercises 4 & 5 focus on labelling a diagram.

Exercise 1

Draw learners' attention to the Exam information at the top of page 70. Point out the importance of writing grammatically correct sentences and not writing too many words for sentence completion questions. Ask students to read the bullet point paragraphs below the box and revise the language points on the board. For the first bullet point write up: *My sister lives in America* and discuss why the third person 's' is needed. For the second bullet point write up: *My brothers sit on the sofa* and *My brother sits on the sofa*. Say each sentence while pointing to it. Highlight that it is a similar 's' sound in the middle of *brothers sit* and *brother sits*, so they need to listen carefully for the 's' on the end of *sits* to be able to hear the difference. Also write up: *My brother's friend is tall* to remind students about the possessive 's'. Look at Exercise 1 and play the recording (track 20) and ask them to compare their answers.

Typical mistakes: Learners often place the possessive apostrophe in the wrong place, especially with plural nouns as in *My sisters' children*. It might be easier to explain with a word that has a different plural spelling, for example *baby*. Write up *The baby's toys* and *The babies' toys* and ask learners the difference.

Exercise 2

Have learners read through the pairs of sentences and underline the differences between them before they listen. Put them in pairs and ask them to work together saying the differences between the singular form and plural form of the words: *lot* and *lots*, *class* and *classes* and so on. Play the recording (track 21) and ask them to compare their answers.

Exercise 3

Draw learners' attention to the Exam tip box in the middle of page 71 and point out that they should not panic if they do not understand a word. They can either try to work out or guess its meaning, or ignore it. For Exercise 3 have learners predict the sort of word that might come in the gaps and let them compare their predictions in pairs. Play the recording (track 22) and ask them to compare their answers.

Exercise 4

Draw learners' attention to the Exam tip box at the top of page 72. Point out that students may need to complete a diagram in the Listening test using labels that are given, but that the words they hear in the recording may be different words with the same meaning. To practice this have learners match up the labels with alternative expressions in Exercise 4. Have them compare their answers in pairs.

Exercise 5

Have learners look at the diagram and think about it before they listen, and then play the recording (track 23) and ask them to compare their answers.

EXTENSION ACTIVITY

To provide further practice in listening for the 's' sound, pair up students to dictate pairs of sentences to each other.

1. Put learners into pairs and explain that they should write 5 pairs of sentences together in the singular and plural form. Give one example: *The cat likes to play in the garden* and *The cats like to play in the garden*. Monitor and help as students write their sentences together.
2. Rearrange the pairs so students work with a new partner. They should take it in turn to dictate their sentences to their new partner, who listens carefully and writes them down.
3. Students then check their sentences to make sure they wrote them down correctly. (20 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. Remind learners to look at the progress check at the bottom of page 73 to make sure they are using the correct strategies to help them in their test.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 11

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–2. (25 mins)

Teacher preparation: none

Part 1: Vocabulary (30 mins)

Focus: Exercises 1, 2, 3 & 4 introduce vocabulary related to culture, food, dress and housing; Exercise 5 focusses on the difference between *make*, *have* and *do*.

Spot check:

To reinforce the vocabulary related to culture, do a word sorting exercise.

1. Get students to close their books.
2. Write all the words from the word map on page 75 (including the answers) on the board in random order. Circle the four words which are the main headings: Communication, Diet, National Costume, Housing.
3. Put learners into groups of 3 and have them write the words down grouping them under the four main headings.
4. Have a class discussion to check the grouping of the words and answer questions about any of the words.

Exercise 3

Have learners prepare for Exercise 3 by reading the question carefully. Before listening, ask them to think of words that are closely related to the key words they are listening out for. For Exercise 3A the key words are: *language*, *dress*, *housing* and *diet*: for *language* they might think of related words such as *speaking*, *writing*, and *spelling*. Predicting the content of what they hear will help them with the listening task. Play the recording (track 27) and have them compare their answers.

Exercise 4

This exercise should be easy after the preparation for Exercise 3 as learners will already have predicted what words they might hear. Before playing the recording a second time, ask learners which words from the word map they heard when they were doing Exercise 3. Then play the recording again (track 27) and ask them to compare their answers.

Exercise 5

Have learners do this exercise individually before comparing their answers in pairs.

Typical mistakes: It is very likely that learners will continue to confuse *make*, *do* and sometimes *have* as well. Make sure you revise the different phrases such as *do a lot of work* and *have a party* regularly.

Part 2: Skills development (20 mins for Exercises 1–2; 40 mins for Exercises 3–5)

Focus: Exercises 1 & 2 focus on language used for comparing and contrasting; Exercises 3, 4 & 5 train learners to answer multiple-choice matching information questions in the Listening test on the subject of food and weddings.

Exercise 1

Books closed, write these sentences on the board: *Compare your language with English* and *Contrast your language with English*. Ask learners what they think the difference is. After discussion, point out that *compare* means to look at things to see how they are similar and how they are different, whereas *contrast* means to look at things to see how they are different. Put learners into groups of 3 and ask them to make a list of comparing and contrasting language, for example: *the same as*, *different from*. After a few minutes, ask learners to look at page 76 and the words under Exercise 1. Play the recording (track 28) and have them underline the words they hear. Ask learners to compare their answers with each other.

Exercise 2

The table in Exercise 2 is a good way of practicing adverbs that emphasise similarity or limit similarity. Point out that these words can all go in front of the adjective *similar*, as in the sentence *extremely similar*. Ask learners to do the exercise individually first and then check their answers in pairs. Have learners study the sentences underneath the table carefully.

Typical mistakes: Learners often make mistakes with commas in sentences such as *Rice is popular in India and in China, too* and *Most houses are made of brick, but...* Put these sentences on the board without commas and ask them what is missing and see if they can spot the mistakes.

Exercise 3

Draw learners' attention to the Exam Information at the bottom of page 76. Make sure the students understand that in this question type they will not hear the speakers in the same order as on the question sheet. Before learners listen to the recording, have them read the question and try to guess the answer. This prediction is an important step in preparing to listen. Then play the recording (track 29) and have them prepare their answers.

Exercise 4

Draw learners' attention to the Exam tip box halfway down page 77. Point out the technique of changing a sentence stem into a question. Learners then work individually and turn the sentence stems in Exercise 4 into questions. Have them compare their answers in pairs.

Exercise 5

Have learners read the questions carefully and predict their answers. Then ask them to work in pairs to compare what they think the answers to the questions might be. Play the recording (track 30) and have learners compare their answers.

EXTENSION ACTIVITY

To provide further practice in listening to comparisons and contrasts, have learners take it in turns to give a talk on two people they know well (e.g. family members).

1. Tell learners they are going to prepare and then give a talk to a small group of students comparing and contrasting two people they know well. Give an example of things they can say such as *My father likes watching football, but my mother likes watching movies.*
2. Give students 10 minutes to prepare and make notes while you monitor and help with language.
3. Put students into groups of four and let them take it in turns to give their talk to the rest of the group using the language introduced in the unit. (20 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 79 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Listening* Unit 12

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (30 mins)

Teacher preparation: Prepare definitions for the words in Exercises 1 and 2, simple enough so that the students can understand them. (20 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercises 1 & 2 introduce language related to oceans and resources from the oceans; Exercise 3 focusses on words that sound the same but are spelt differently and Exercises 4 & 5 focus on the language for describing trends and statistics and the adjectives, adverbs, verbs and nouns used in describing graphs.

Spot check:

To reinforce the vocabulary related to ocean life and natural resources, play a class game.

- Put all the words from Exercises 1 & 2 on the board mixed up randomly.
- Put learners into groups of 3 and tell them they are a team in a competition.
- Say 'number 1' and read out one of your definitions of the words without saying which word it is.
- Students should consult each other and write down the word they think is being defined. Make sure you keep a note of the order of the words you define.
- Move on to number 2 and read the next definition. Continue until you have defined all 12 words.
- Check the answers by asking students which word they wrote for number 1 and so on.
- If you have a strong class, you could ask students to try and remember the definitions that you read out.

Exercise 4

Read the sentences under *Trends and Statistics* together to make sure learners understand the two words and the difference between them.

Typical mistakes: Learners are likely to find it difficult to use the present perfect tense correctly to describe change in sentences like: *Since 2009, interest in wave power has increased significantly.* Write similar sentences on the board and ask questions to help them understand such as: *What time are we talking about? Is the time finished? What is the name of the tense? How do we form the tense?*

Exercise 4

Ask learners if they think the graphs show trends or statistics. Have them work individually to match up the graphs with the sentences. Then let students compare their answers in pairs.

Exercise 5

Have learners work together to complete this exercise in pairs. When they have finished, have them swap partners and check their answers with a new partner.

Typical mistakes: Learners may confuse nouns and verbs in sentences describing graphs, producing mistakes such as *The number has a rise*. If so, you might want to show the sentence stems: *There has been + noun* and *The number of ... + verb*.

Part 2: Skills development (30 mins for Exercises 1–2; 30 mins for Exercise 4–5)

Focus: Exercises 1 & 2 focus on how to deal with unknown words and how guess their meaning; Exercises 3 & 4 train students to label diagrams.

Exercises 1 & 2

Books closed, start a class discussion about what students can do when they don't know the meaning of a word. As students contribute ideas, write them on the board. Ask them how they can guess if it is a noun or an adjective, and elicit some common endings for nouns and verbs. Then ask students to open their books and read the Exam tip box at the top of page 82.

For Exercise 1, have students read the sentences carefully and make notes on the new words in their notebooks, saying what they think the meaning is and why. Have them work in groups of 3 to explain each word and how they guessed the meaning. They then go straight into Exercise 2 and put the words into the correct column. Have them check their answers in pairs. Check their answers to Exercise 1 & 2 through a whole class discussion.

Exercise 3

Draw learners' attention to the Exam information at the bottom of page 82. Make sure they understand the range of different labelling questions that there are in the test so they are not surprised by what they are asked to do. Vocabulary in questions such as 3 can be quite difficult, so it is important to do some preparation activities before they listen.

Have students work in pairs and write down as many words as they can related to the diagram at the top of page 83, things they can see (e.g. *windows, helicopter*) or things connected with it (e.g. *ocean, oil worker*). Point out that they should also use words that help them describe what they see (e.g. *legs*) because such words might be used by a speaker when helping the listener label the diagram.

After students have shared their words, play the recording (track 34). Give students time to think about their answers and play the recording again. Ask them to compare their answers.

Exercise 4

Have learners look at the graph for Exercise 4 and write down as many words as they can that they think they will hear in the talk (e.g. *increase, dramatic rise*) including predictions for the missing numbers. Play the recording (track 35), then give students time to think about their answers before playing the recording again. Have them compare their answers.

EXTENSION ACTIVITY

To provide further practice in guessing the meanings of words, play the definitions game.

1. Put learners into groups of 4 and give each group a dictionary.
2. Learners work together to choose 4 new words from the dictionary, which other students won't know, and write four definitions for these words; one of them should be correct and the others should be false. Monitor to help the students with their definitions.
3. One team will go first and write their word on the board and read their 4 definitions to the class, the other teams have to try and guess which definition is correct. Give each team a turn at reading their definitions.
4. Give points to the teams who choose correctly. The winning team is the one with the most points when all the teams have given their definitions. (25 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 85 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Listening Review 4*

Student preparation for this class: Have students complete Review 4. (20 mins)

Teacher preparation: none

Focus: Exercise 1 revises the use of capital letters and full stops; Exercise 2 revises listening to the pronunciation of the final 's'; Exercise 3 revises the use of make, do and have; Exercise 4 revises the comparative form of adjectives; Exercise 5 focusses on words which sound the same but are spelt differently and Exercise 6 revises words to do with the oceans.

Spot check 1: (10 mins)

To check learners' use of capital letters and punctuation play the countries and languages game.

1. Brainstorm a list of countries on the board, write up the names of the countries suggested by the students in capital letters. Add UNITED KINGDOM to the list if it not there.
2. When you have a list of about 10 countries, write up: *Most people in the United Kingdom speak English.*
3. Ask students to work individually and to write their own similar sentences about other languages spoken in the other countries on the board.
4. Monitor and check their spelling and punctuation.
5. When they have finished, get them to check their answers in pairs.

Spot check 2: (15 mins)

To check learners' use of comparatives and their recall of words related to culture, ask students to work in pairs and give a short talk comparing their country with another country.

1. Put students into pairs.
2. Ask them to prepare a short 2 minute talk comparing their country with another country. They can look at exercise 4 for ideas of what to compare. Help them with ideas such as food, diet, clothes, culture and weather.
3. Monitor and help them as they work in pairs making notes for their talk.
4. When they are ready, put the pairs together into groups of 4. Pairs should take it in turn to listen and give their talk.
5. If time allows, let pairs change so they can give their talk again to a new audience.

Spot check 3: (10 mins)

To check the learners' recall of words related to the ocean and resources from the ocean and spelling words which sound the same but are spelt differently, give them a quiz from unit 12.

1. Ask students to close their books and put them into groups of 3.
2. Turn to page 80 in the book and read out the definitions in exercise 2 and ask them to try and write down the word which is being defined. (6 questions)
3. Then read out the sentences in exercise 3 on page 81 and ask students to spell the word in italics, which you can repeat at the end of the sentence. (6 questions)
4. Go through the answers to the quiz and let students mark their own answers. They should give themselves a score out of 12.
5. The group with the highest score wins.

Sample lesson plan for *Get Ready for IELTS Listening Practice Test*

Student preparation for this class: ask students to read page 7 of their books, which tells them how the marking of the test is done. Ask them to read the Progress check questions at the end of each unit and to use their books to revise any areas they have found difficult (e.g. sentence completion questions, labelling diagrams). (30 mins)

Teacher preparation: none

The students will benefit most if this test is done under exam conditions. Ideally a teacher would invigilate the test but students can also do it on their own. Students should mark their own tests so they can easily see which questions they had trouble with.

Ask students to look at page 7 of the book, which explains how the banding is done. When they understand their score, spend some more time going over the test. Ask students to read through the audio script for the test on pages 114–117 to check questions which they got wrong. If a lot of students had problems with a particular question, play the recording again and let students read the audio script at the same time.

EXTENSION ACTIVITY

You could ask learners to write and hand in an action plan that states which areas they should work on, and which sections of the book they are going to use to revise. (10 mins)