

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.