

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.