

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.