

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.