

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.