

Sample lesson plan for *Get Ready for IELTS Listening* Unit 3

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–4. (25 mins)

Teacher preparation: none

Part 1: Vocabulary (up to 15 mins)

Focus: Exercises 1–3 introduce vocabulary related to academic presentations; Exercises 2 & 3 train learners to recognise word stress and part of speech. Exercise 4 focusses on sorting words into vocabulary groups.

Spot check 1:

To reinforce learners' awareness of word stress and how it relates to part of speech, ask them to look at the answer key to Vocabulary exercise 3 and identify any patterns. (Possible answers: nouns ending in -tion are stressed on the second last syllable. Two-syllable verbs are often stressed on the last syllable, e.g. *present*; two-syllable nouns are often stressed on the first syllable, e.g. *present*.)

Spot check 2:

To reinforce the learning of words in vocabulary groups, do the following activity.

1. Ask each student to come up with a word (any word, at random) and either write it on the board themselves or say it aloud for you to write up.
2. Have learners work in groups of three to sort the words into categories.

Part 2: Skills development (30 mins for Exercise 1; 40 mins for Exercises 2–4)

Focus: These exercises focus on Section 3 of the Listening test. They train learners to identify future plans and stages in a presentation. Learners practise answering a variety of question types: multiple-choice, note completion, labelling a diagram, and sentence completion.

Exercise 1

Go over the Exam information on Section 3 of the Listening test and the Exam tips at the top and bottom of page 22. Spend a few minutes discussing the following questions:

1. Have you ever had to prepare a group project?
2. What do you have to do to prepare a presentation?
3. What makes multiple-choice questions difficult?
4. What strategies can you use to help?

Give students a minute to read the questions, play the recording and check their answers.

Typical mistakes: Sometimes learners choose an incorrect option (e.g. iii b or c) because they have not waited for the negotiation to be completed. Explain that in this section of the test, speakers often discuss several options before making a decision.

Follow up by giving students additional practice following a conversation involving several speakers.

1. Have students work in groups of 5.
2. Ask 1 student in each group to close their eyes and listen.
3. Instruct the remaining members to swap seats and then talk about an everyday topic of their choice.
4. After 2–3 minutes, the listener reports who said what.

Exercise 2

Give learners a minute to predict the kind of answers required then play the recording. Pair students up to check their answers.

Exercise 3

Follow the same procedure as for Exercise 2.

Typical mistakes: If learners have used more than two words for any of the gaps (e.g. 2. *blue bullet points*), remind them to follow the instructions exactly and cross out excess words.

Exercise 4

Draw learners' attention to the Exam tip box on page 23 and give them a minute to read the options. Play the recording and have them complete the exercise.

EXTENSION ACTIVITY

This activity can be assigned for homework. Ask students to work individually or, if possible, in small groups to research an artist. In the next class, have groups present their information informally to each other. If they have access to PowerPoint and a laptop, have them show images of the artist's work. (1 hour)

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 25 before they do the exercise as well as after.