

Sample lesson plan for *Get Ready for IELTS Listening* Unit 4

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (15 mins)

Teacher preparation: Prepare sets of cards with the words and pictures of jobs from Exercises 1 and 2 (1 item on each card and 8 cards in total). Make enough sets of cards for students to work in groups of 3. (15 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercises 1 & 2 introduce vocabulary related to jobs; Exercise 3 encourages students to think of words with similar meanings; Exercises 4 & 5 introduce some phrasal verbs.

Spot check 1:

To reinforce job vocabulary from exercises 1 and 2.

1. Put learners into groups of 3.
2. Give each group a set of cards you have prepared and have students place them face down on the table.
3. Learners take it in turn to turn face up 2 cards of their choice. If the cards match (e.g. the picture of the farmer with the word *farmer* then the student should try to give a definition similar to the ones they met in Exercise 2: *A person who grows food is called a farmer.*
4. Students then return the cards to the table, mix them up again and continue.
5. Allow the game to continue until students are comfortably matching up pictures with jobs and producing definitions.

Spot check 2:

To reinforce learners' ability to recognise words with similar meanings.

1. Ask students to close their books and put them into groups of 3. Tell them to look at the board and work together to complete the word map you are going to draw on the board.
2. Draw the word map from page 29 on the board with the original gaps still empty. Allow learners to work together to try to fill the gaps.
3. Check their answers in their groups and write in the missing words in the gaps on the board.

Exercises 4 & 5

Ask learners to do Exercises 4 & 5 in pairs. When they have finished, learners change partners and check they have the same answers as their new partner.

Typical mistakes: Learners often confuse phrasal verbs because they can be very close in meaning, for example *look at* and *look over*. Reassure them that phrasal verbs take time to learn and try to help your students to review them regularly.

Part 2: Skills development (30 mins for Exercises 1–3; 30 mins for Exercise 4, extension activity and Exercise 5)

Focus: These exercises focus on Section 4 of the Listening test. Learners have to listen to a monologue on an academic subject and to identify the topic of the talk.

Exercises 1 & 2

When you turn to page 30 ask students to look at the blue boxes at the top of the page but to cover the rest of the page so they can't read anything below the boxes. Read through the exam information with the students. You could also ask them what they remember about sections 1, 2 and 3 of the listening test as further review. Read the second box.

Before listening to Exercise 1, help learners to focus on phrases which introduce a topic in a talk. Introduce the phrase *Today I'm going to talk about* and write it on the board. Ask learners to work in pairs and write similar phrases they know for introducing a talk. Get learners to read them out to the class and finally get learners to uncover the page and look at the phrases in the book and compare their phrases with the ones there.

Play the recording (track 30) and have students to do Exercise 1. Make sure you do a whole class check of Exercise 1 before going on to question 2. Ask learners to do Exercise 2 individually at first and then check their answers in pairs. Highlight to students the useful strategy of predicting words that you might hear once you know the topic of the lecture and that Exercise 2 practises this strategy.

Exercise 3

Draw learners' attention to the instructions in Exercise 3. Ask them to underline the most important word in the instructions. This is a way of getting to focus on the fact that they should only write ONE word in the gap. Do the exercise and let students compare their answers in pairs before doing a whole class check. If necessary, play the recording again.

Exercise 4

Look at the Exam tip box in the middle of page 31 and draw learners' attention to the strategy of using headings on the question sheet as a guide whilst they listen. Also read the tip below the shaded box, about the difference between fact and opinion. Ask learners if they can think of any more phrases to give an opinion such as *In my opinion, I think, I believe*.

Get learners to guess the jobs of Alice and Wei Long by looking at their pictures and the words in the exercise. If you have weaker learners, you might want to give them their jobs before they listen to the exercise and have them guess the gaps before they listen. Play the recording and have learners check their answers in pairs.

Typical mistakes: Learners may write more than two words for an answer. Point out that this would lose them marks.

EXTENSION ACTIVITY

To provide further practice in listening for information about people's jobs, ask learners to talk about a family member's or friend's job. Give them ten minutes to prepare and let them make notes and find the vocabulary they need to describe their family member's work. When they are ready, put them into a small group and let them talk in turns about their family member and his/her job. The other learners should listen carefully and then ask them questions at the end of the talk: *Does he like his job? Where is his office?* (20 mins)

Exercise 5

Read the exam information about matching information in the shaded box at the top of page 32. Make sure learners read all the options in the question before listening. To encourage learners to do this for exercise 5 ask students to think about which sentences a–f could match up with labels 1–3 and ask them to explain their prediction.

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. To review the strategies that they should use, ask them to read the progress check on page 33 before they do the exercise as well as after.