

Sample lesson plan for *Get Ready for IELTS Listening* Unit 5

**Student preparation for this class:** Have students complete Part 1: Vocabulary exercises 1–3. (25 mins)

**Teacher preparation:** For Vocabulary spot check 1, prepare a set of cards with pictures of the university services in question 1, labels, and their definition (one item per card) but leave out the final definition in Exercise 2, which has no accompanying vocabulary. Prepare enough cards for students to work in groups of four. (20 mins)

**Part 1: Vocabulary (30 mins)**

**Focus:** Exercises 1 & 2 introduce vocabulary related to university services; Exercise 3 provides spelling practice; Exercises 4 & 5 practise prepositions of place.

**Spot check 1:**

To reinforce the vocabulary for university services and their definitions, use the cards you prepared before class.

1. Divide students into groups of 4 and give each group a set of cards.
2. Players shuffle the cards and place them face down.
3. Players take it in turns to turn face up 3 cards of their choice. They are looking for a match of picture, word, and definition. If they get a match they keep the set and play continues to the next player.
4. If they do not get a match, they put all the cards back and play continues to the next player.
5. The player with the most sets wins.

**Spot check 2:**

To reinforce learners' spelling accuracy give them a spelling quiz.

1. Divide learners into pairs and tell them they are competing against other pairs.
2. Ask students to close their books. Read sentences 1–6 in Exercise 3, repeating the words in italics and asking them to spell them correctly.
3. Check the answers by getting learners to come up and write the words on the board.
4. The pair with the most correct answers wins.

**Exercise 4**

Learners complete the exercise individually then compare the answers in pairs.

**Typical mistakes:** Learners may confuse *opposite*, *in front of* and *facing*. If so, arrange some chairs so some students are sitting opposite, in front of and facing other students and ask questions to practise these words like: *Who is sitting opposite Alice? Who is in front of Juan?*

**Exercise 5**

Learners complete the exercise individually then compare their answers in pairs.

**Part 2: Skills development (30 mins for Exercises 1–2; 30 mins for Exercise 3–4)**

**Focus:** These exercises train learners to listen for detailed information about locations of facilities and to complete sentences, give short-answer questions and label plans.

**Exercise 1**

Go over the Exam information on sentence completion at the top of page 36. Draw learner's attention to the importance of writing grammatically correct sentences when they complete their sentences. Also point out that they should predict what they will hear. Cover the endings of the sentences that are in the box, and ask learners to complete sentences 1–6 any way they can which is grammatically correct. Pair students up to read each others' sentences to check on their grammatical accuracy. Monitor. Then ask students to uncover the real endings and match them to the sentences. Ask them to compare their answers in pairs.

**Exercise 2**

Draw learners' attention to the instruction to note down some expressions they expect to hear in the exercise and remind them of the importance of predicting what they are going to listen to. Play the recording (track 38) and ask them to compare their answers.

**Typical mistakes:** Learners may write more than three words for an answer. Point out that this would lose them marks in the real test.

**Exercise 3**

Go over the Exam information on short-answer questions at the top of page 37. Point out to learners that they do not need to change the words they hear. Ask learners to read sentences 1–6 and then play the recording (track 39) and ask them to compare their answers.

**Exercise 4**

Go over the Exam tip box in the middle of page 37. Put students into pairs and ask them to make true sentences about the facilities they can see in the picture, such as *The theatre is near the students union*. Point out that this is preparing them for the listening exercise and they should use this strategy in the exam. Play the recording (track 40) and ask them to compare their answers.

**EXTENSION ACTIVITY**

To provide further practice in listening for prepositions of location and labelling places, pair learners up to swap plans of a university campus.

1. On the board draw a simple plan of a university campus with SHOPS labelled in the middle and a road and a bus stop. Ask learners to copy the simple plan, and then, working individually, to add campus facilities to the plan from question 2: a sports centre, a lecture theatre, a Business School, a theatre and a bank.
2. Students then take it in turn to describe their plans. The student who is listening should start with a clean plan, and add the facilities to it as the other student describes the campus.
3. When they have finished, they compare their plans to make sure they understood their partner correctly.

(20 mins)

**Part 3: Exam practice (30 mins)**

This can be done in class or assigned for homework. Make sure student think about the progress check on page 39 by spending time on this at the end of the class, or in the next class if it was done for homework.