

Sample lesson plan for *Get Ready for IELTS Listening* Unit 6

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

Teacher preparation: none

Part 1: Vocabulary (30 mins)

Focus: Exercises 1, 2 and 3 introduce vocabulary related to crime; Exercises 4 and 5 provide practice using collocations for crime words and Exercises 6 & 7 provide listening practice for when words link together.

Spot check:

To reinforce crime words, do the following activity.

1. Ask learners to draw 5 columns on a piece of paper with the headings *person, crime, verb, weapon, adjective*. (You will need to teach the word *weapon*).
2. Books closed, read out the words from Exercises 1, 2 and 3 and ask students to write them in the correct column. If a word does not seem to go into a column, students write it outside the columns.
3. Now put learners into groups of 3 to compare their answers.
4. Check their answers by asking students to come and write their answers in the correct column on the board.
5. Check on the meaning of words which do not fit into the columns, like *gang*.

Typical mistakes: Learners may confuse words like *rob* and *steal*. Ask the class what someone can rob, and what someone can steal, to clear this up. Other words may go in more than one column such as *pickpocket* which is a verb and a person.

Exercises 4 and 5

Draw learners' attention to the sentences about collocation under Exercise 3. Ask learners to do the exercises individually at first and then compare their answers.

Exercise 6

Play the recording (track 44) and ask them to compare their answers.

Exercise 7

Read the information about pronunciation under Exercise 6. Write the two groups of words on the board like this: *take*

care = ta-care and *watch out = wa-chout*, saying the words running into each other so they can see and hear how the words link up. Have them read the sentences in Exercise 7 carefully and predict where the words will link up. Play the recording (track 45) so that they can check their answers.

Part 2: Skills development (30 mins for Exercises 1–3; 30 mins for Exercises 4–5)

Focus: These exercises focus on thinking about question words in the Listening test and practice answering a range of different question types: short answer questions, table completion and multiple choice.

Exercises 1 & 2

Draw learners' attention to the Exam tip box at the top of page 42 and point out the importance of underlining the question words and the key words in questions before you listen in the test. Ask learners to underline the important words in Exercise 1. Ask learners to compare their answers. Have learners guess the answers to the questions, pointing out that you do not expect them to guess correctly, but that they should only write a maximum of 4 words. Discuss possible answers. Play the recording (track 46) so they can check their answers.

Typical mistakes: Learners may write more than 4 words. Explain that they will lose marks if they do this in the test.

Exercise 3

Draw learners' attention to the Exam information box near the bottom of page 42. Make sure they underline the headings in Unit 3 and ask them what they will write in the columns (words or numbers). Play the recording (track 47) and ask learners to compare their answers.

Exercise 4

Have learners cover the answers to a, b, c underneath before they try question 4. Let them read quietly and try to answer the question individually. Ask them to compare their answers. Then let them uncover the correct answer.

Typical mistakes: Learners may have chosen the wrong answer because the answers are so close. Point out how important it is to read very carefully and try to spot the difference between the answers.

Exercise 5

Ask learners to predict the answers before they listen and let them compare their predictions. Play the recording (track 43) so that they can check their answers.

EXTENSION ACTIVITY

To provide further practice in listening to numbers ask learners to dictate telephone numbers to each other.

1. Have learners write down 5 telephone numbers that they know (they might use their mobile phones to help them if they have one).
2. Learners take it in turns to dictate their telephone numbers to their partner.
3. Make sure they check the numbers by having the second student read the number back to the first student. (15 mins)

Part 3: Exam practice (30 mins)

This can be done in class or assigned for homework. Remind learners to look back at the Exam tips in the unit. To review the strategies that they should use, ask them to read the progress check on page 45 before they do the exercise as well as after.