

Sample lesson plan for *Get Ready for IELTS Listening* Unit 7

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–4 (30 mins)

Teacher preparation: Prepare sets of cards with the adjectives from page 48 and the top of page 49 on them (1 item on each card). Make enough sets for students to work in groups of 3. (15 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercise 1 introduces vocabulary related to studying and exams; Exercises 2–4 cover adjectives and their comparative forms and Exercise 5 contrasts adjectives and adverbs.

Spot check:

To reinforce making comparatives play the following game.

1. Divide learners into groups of 3 and distribute sets of cards.
2. Ask one member to shuffle the cards and lay them face down on the table.
3. Players take it in turns to turn a card face up. The player must make a sentence using the adjective (e.g. *far*: *Paris is far away*) and then using the comparative form (*but London is further away*). If the learner does it well, they can keep the card and the next player takes a turn. If they do not know the comparative form, they should put the card back and play continues.
4. The player with the most cards wins.

Exercise 5

Draw learners' attention to the Watch out! box on page 49. It would be a good idea to write the example sentences on the board. Put a circle around the adjective with an arrow pointing to the noun showing that it describes the noun. Put circles around the adverbs with arrows pointing to the verbs and adjectives to show how they describe verbs and adjectives. Have learners do the exercise individually and then ask them to compare their answers.

Typical mistakes: Learners may confuse adjectives and adverbs so make sure that you review these frequently in class.

Part 2: Skills development (30 mins for Exercises 1–3; 20–30 mins for Exercises 4–6)

Focus: These exercises focus on sentence completion in the listening test. They train learners to write grammatically correct answers and help them with the strategy of predicting before they listen.

Exercise 1

Draw learners' attention to the Exam information at the top of page 50. Make sure they understand the importance of giving grammatically correct sentences. Have learners answer Exercise 1 individually and then let them compare their answers in pairs.

Exercise 2

Draw learners' attention to the Exam tip box on page 50 and discuss the importance of knowing who is talking. Look at the names of speakers in Exercise 2 and ask learners if they are boys' or girls' names. Play the recording (track 52) and just ask learners to listen to check whether they got the gender correct. Play a second time for learners to complete the exercise and ask them to compare their answers.

Exercise 3

Explain the importance of predicting what they will hear. Have students guess the answers before listening and let them compare their predictions. Play the recording (track 53) and ask them to compare their answers.

Typical mistakes: Learners may write more than 3 words. Point out that if they do this in the test they will lose marks.

Exercise 4

Look at the pictures in Exercise 4 and the sentences 1–4. Ask learners to predict the words they will hear individually. Ask the whole class what they think the answers will be and find out what the most popular predictions are. Play the recording (track 53) and ask them to compare their answers.

Exercise 5

Books closed, introduce the topic of preparing for an exam and ask learners what they do if they have an exam coming. Write sentences A–F on the board and have learners read and order them quietly in their heads. Try to find the most popular first step by having students vote with a show of hands: *Who thinks A is the best thing to do first?* Then let students work in pairs to see if they can agree on the order of steps together.

Exercise 6

Play the recording (track 55) and ask them to compare their answers.

EXTENSION ACTIVITY

To provide further practice in listening for information, ask learners to take it in turns to talk and listen to each other talking about a family member, and to listen for specific information.

1. Ask learners to make notes in preparation for talking about a family member. Tell them they must include particular information (name, age, hair colour, hobbies), but must also include other information.
2. Give learners 10 minutes to prepare for their talk. Monitor and help with language.
3. Have students take it in turns to talk whilst others listen for the specified information. (20 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 53 before they do the exercise as well as after.