

Sample lesson plan for *Get Ready for IELTS Listening* Unit 8

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

Teacher preparation: For vocabulary spot check, create cards with vocabulary items from Exercises 1 & 2 written on them (1 item per card, sufficient for students to work in groups of 3. (15 mins)

Part 1: Vocabulary (30 mins)

Focus: Exercises 1, 2, 4 and 5 introduce and practice vocabulary and collocations related to shopping; Exercise 3 raises students' awareness of stressed words.

Spot check:

To reinforce the shopping vocabulary in Exercises 1 and 2:

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 pick a card, but they must not show it to the other players. The player must get the other players to guess the word on the card by giving them clues, e.g. *This shop sells lots of different things*
4. The player who guesses correctly keeps the card, then the next player chooses a card and play continues.
5. The player with the most cards wins.
6. Repeat the game if necessary to help students gain fluency in this topic area.

Typical mistakes: Learners may mix up *make* and *do* in phrases like *do the shopping* so make sure you build in a lot of review of these phrases.

Exercise 4

Ask learners to do Exercise 4 on their own and then let them compare their answers.

Exercise 5

Have learners predict the answers before they listen and compare their predictions. Point out that it doesn't matter if they predict differently, but the important thing is to guess what sort of things they may hear. Play the recording (track 05) and ask them to compare their answers.

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

Focus: These exercises focus on completing notes, multiple-choice questions and short-answer questions in the Listening test. They train learners to listen for words which indicate the structure of a talk, practice answering multiple-choice questions, and analyse short answers.

Exercise 1

Draw learners' attention to the Exam information at the top of page 56. Discuss why it is important to be able to identify words like *first*, *next*, *now* (because they will guide the listener through the talk).

Ask learners to do Exercise 1 individually first, then let them compare their answers.

Exercise 2a and 2b

Have learners compare their answers to 2a before listening to 2b. Remind them that they should always try to guess what they will hear before they hear it. This will be good preparation for when the recording is played.

Exercise 3

Draw learners' attention to the Exam information at the bottom of page 56. Suggest that they underline the number of correct answers that there are so they do not choose too many or too few. Ask learners to guess the answers to Exercise 3 and compare their answers before they listen. Then play the recording (track 07) and let them compare their answers in pairs. Play the recording a second time so they can check their answers.

Exercise 4

Draw learners' attention to the Exam information in the middle of page 57 and read the information together carefully. Ask learners to complete the exercise individually and then compare their answers in pairs.

Typical mistakes: Learners may confuse short-answer questions with sentence completion questions. Short-answer questions do not need to make a full grammatical sentence, but sentence completion questions do need to. Point this out to students and remind them of the differences each time you come across them.

EXTENSION ACTIVITY

To provide further practice in listening for information about shopping and making notes, ask students to work in groups of 4 to listen and talk about their shopping habits. Have learners make notes in preparation for talking about their shopping habits. Give them 10 minutes to prepare for their talk. Monitor and help with language.

1. Have learners take it in turns to talk about where they like to go shopping, who with, when they like to go and what they like to buy.
2. Ask other students to listen carefully and make notes as they listen.
3. The students who listened should then check their notes with each other and check that they understood the same things.
4. The next student should then give their talk in the same way.
5. This continues until every student has given their talk. (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 59 by spending time on this at the end of the class, or in the next class if it was done for homework.