

Sample lesson plan for *Get Ready for IELTS Listening Unit 9*

**Student preparation for this class:** Have students complete Part 1: Vocabulary exercises 1–2. (20 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 introduce vocabulary related to hobbies, interests and sport; Exercise 3 trains learners to listen to activities with a focus on spelling and Exercise 4 focusses on words which sound the same but are spelt differently.

**Spot check 1:**

To reinforce the vocabulary related to hobbies, interests and sports, have learners talk about the ones that they like and dislike.

1. Review or pre-teach sentence stems for talking about likes and dislikes such as *I'm really keen on, I find....fun/exciting/boring* (see Unit 2 notes Spot check 1 for words to review).
2. Divide learners into groups of three. Place face down one set of cards with the hobbies/interest/sports vocabulary on them.
3. Players take it in turns to pick a card and make a full sentence which includes the name of the activity and whether they like it or not such as *I'm not very keen on listening to music*.
4. Monitor the activity making a note of mistakes you hear.
5. Write mistakes you heard on the board without saying who made them and put students into pairs to get them to correct the mistakes.
6. Check the corrections with the whole class.

**Spot check 2:**

To reinforce the terms *hobby, interest* and *sport*, play 'snap' with the same cards you used in Spot check 1.

1. Review the words *hobby, interest* and *sport*.
2. Divide learners into groups of 3. Place face down one set of cards with the hobbies/interest/sports vocabulary on them.

3. Players take it in turns to pick a card and turn it over quickly and place it face up on the table so everyone can see it.
4. Students should immediately say one of the 3 words (*hobby, interest* or *sport*) which is appropriate to the word.
5. The student who said it first keeps the card. Play continues.
6. The player with the most cards at the end wins.

**Typical mistakes:** Learners may confuse hobbies and interests because some interests are not hobbies, but all hobbies are interests.

**Exercise 3**

Have learners do Exercise 3 individually and then let them compare their answers in pairs.

**Exercise 4**

Draw learners' attention to the Watch Out! box near the bottom of page 61. Think of some other words which sound the same but are spelt differently to show how frequently this happens in English (such as *where* and *wear*). Have learners do the exercise individually then compare their answers in pairs.

**Part 2: Skills development (20 mins for Exercises 1–2; 40 mins for Exercises 3–6)**

**Focus:** These exercises focus on the differences in pronunciation between 'l' & 'r', and 'p' & 'b'; and they also train learners to complete a table and a form for the Listening test.

**Exercise 1**

Draw learners' attention to the Exam tip box at the top of page 62. Put the words *right* and *light* on the board next to each other and say them aloud, pointing to each one as you do so. Do the same for *pat* and *bat*. Let learners look at the pairs of words in Exercise 1 and have them say the words quietly to themselves so they are preparing to hear the difference. Then play the recording (track 12) and let them compare their answers in pairs.

**Typical mistakes:** Learners may still find it difficult to hear the difference between 'l' & 'r' and 'p' & 'b'. If they need more practice, put them in pairs to say the words to each other in Exercise 1. One student should say one of the words whilst the other student listens and then points to the word which their partner is saying.

**Exercise 2**

Read the instructions for Exercise 2 and ask learners to look at the words. Ask them to guess which words could be heard in the context of hobbies, for example *flying* could go with *flying a plane* or *flying a kite*. Remind students that they should always try to predict what they are going to hear. Play the recording (track 13) and let them compare their answers in pairs.

**Exercise 3**

Draw learners' attention to the Exam information in the middle of page 62. Suggest that students underline the headings of columns they see in a Listening test in preparation for listening. Ask students to predict the content by making a note of what type of information is required in each column. When they have done this, allow students to feedback their ideas in a whole class situation.

**Exercise 4**

Play the recording (track 14) and let them compare their answers in pairs.

**Exercise 5**

Draw learners' attention to the Exam information at the top of page 63 and give them time to read the questions. Ask learners to write a note about the type of information that they are listening for and ask them to compare their notes in pairs.

**Typical mistakes:** Learners may need to write down letters when they complete a form and many learners confuse letters. Here are some which are commonly confused and which you might want to give extra practice on: *G* and *J*, *E* and *I*, *A* and *H*, *M* and *N*, *O* and *U*.

**Exercise 6**

Give learners a chance to look at the form and play the recording (track 15). Ask learners to compare their answers in pairs.

**EXTENSION ACTIVITY**

To provide further practice in listening and completing forms, have learners work in pairs to role play a similar dialogue to question 6 using the same form in the book.

1. Tell students that they will practise the same role play of an applicant and an administrator of a climbing club.
2. Divide learners into pairs and make one of them the administrator (the form filler) and one of them the applicant who wants to join the club.
3. Have learners prepare for the role play. The applicant should prepare some (invented) personal information to give, and the administrator should prepare by preparing questions to ask the applicant to get the information required to fill in the form.
4. Let students do the role play. Monitor.
5. Have learners swap roles and do the role play again. (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 65 before they do the exam practice as well as after.