

Sample lesson plan for *Listening for IELTS* Unit 10

Student preparation for this class: Have learners complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: For Vocabulary spot check 1, make sufficient copies of the hand out for one per group of four students. Cut up and bundle into sets. (15 mins)

Part 1: Vocabulary (25–35 mins)

FOCUS These exercises help learners practise identifying and using correct spelling patterns and introduce words and phrases and common collocations to do with business.

Spot check 1:

To provide further practice in identifying correct spelling, divide students into groups of four and have them do the following activity:

1. Place one set of sentences from the Spot check 1 hand out face down in front of each group.
2. Ask one student in each group to act as adjudicator and give him/her the answer key.
3. The remaining players take it in turns to pick one card and identify and correct the three spelling mistakes in the sentence.
4. Players win a point for each word they are able to correct. If the player whose turn it is cannot correct all the misspelt words, other players may correct them and score bonus points.
5. Play continues until all sentences have been turned over.

Spot check 2:

To develop a more in-depth understanding of words and phrases connected with business, discuss the difference between groups of words:

1. Write the six groups of words and phrases from Vocabulary exercises 5–7 on the board:

<i>takeover / merge with /</i>	<i>a company</i>
<i>restructure</i>	
<i>the founder / the manager /</i>	<i>of a company</i>
<i>the employees /</i>	
<i>lead / attend / minute</i>	<i>a meeting</i>
<i>the sales / the marketing /</i>	<i>department</i>
<i>the design</i>	
<i>the turnover / the net profit /</i>	<i>of the business</i>
<i>the gross profit</i>	
<i>resign / be made redundant /</i>	<i>from the company</i>
<i>be sacked</i>	

2. Have learners work in pairs to discuss the differences in meanings between each set of words and phrases.
3. Ask learners to add more words or phrases to each item, e.g. 1. *expand / set up*
4. Round off by going over any unclear distinctions or unfamiliar vocabulary.

Part 2: Practice exercises (20 mins for Exercises 1 & 2; 30 mins for Exercises 3 & 4; 30 mins for Exercises 5 & 6; 20 mins for Exercises 7 & 8)

FOCUS Exercises in this section focus on refining techniques for tackling table and summary completion, and classification questions. Exercises 1 & 2 focus on different ways to paraphrase information. Exercises 3 & 4 focus on accurate table completion. Exercises 5 & 6 train learners to predict synonyms when completing summaries. Exercises 7 & 8 practise using a question-making technique to help complete classification exercises.

Exercise 1

Explain that Exercises 1 & 2 give further practice in paraphrasing and this one focuses particularly on how negatives and comparatives can be used. Spend a few minutes going through the example sentences and elicit a few more examples using the same structures to consolidate. Learners then complete the exercise according to the instructions in the book.

Exercise 2

Have learners read the explanation of how the grammar of the sentence can be changed in order to paraphrase a sentence. Study the examples and elicit that these paraphrases involve: 1) using the passive voice, 2) changing the linking words and 3) using a relative clause. Have learners do the exercise individually before they compare their answers in pairs.

Exercise 3

Tell learners that they are now going to have more practice in completing tables, with a focus on writing accurate answers. See if learners remember any exam information or tips from previous units about table-completion questions, e.g. it's useful to have a good understanding of sentence structure. Direct learners' attention to the Exam information box before trying the exercise.

Typical mistakes: Depending on learners' background and first language, they may have trouble identifying the incorrect parts of speech, incorrect use of singular/plural forms and/or incorrect use of articles. If so, follow up with a discussion clarifying the error or difference in meaning between the two options.

Exercise 4

Before doing the exercise, have learners look carefully at the table headings and read the sections that are already completed. Remind them to try to predict the missing answers. Once they have completed the exercise, ask them to compare their answers in pairs.

Typical mistakes: This exercise involves listening carefully and some learners may find it hard to identify the key word or phrase they need to write within the stream of speech, e.g. in the sentence: *'lan's team will also be upgrading our client support package to facilitate twenty-four-hour access ...'*, they need to identify that the answer is the key word *support*. If learners find the exercise difficult, have them read the audio script so that they can identify the key words in the text.

Exercise 5

Before tackling the summary-completion exercises, have learners read the Exam information and first Exam tip box, which explain the purpose of this synonym exercise. It may be helpful to have a brief discussion about learners' experience of fire drills and what they would normally do in a fire practice before they read the summary. Remind learners to try to think of as many synonyms as they can and to compare their ideas in pairs before looking at the ideas in the answer key.

Exercise 6

Direct learners' attention to the Exam tip box at the bottom of page 85 before doing the exercise. Have them complete the exercise as instructed in the book; allow time to read through the summary again and think of possible answers before playing the recording. Follow up by discussing which synonyms from Exercise 5 were actually used in the text.

Typical mistakes: Some learners may be put off by unfamiliar vocabulary such as *fire marshals*. Point out that they should try to write an answer even if they are not sure about the word. They should guess the spelling of unfamiliar vocabulary as these are unlikely to be words that are difficult to spell.

Exercise 7

The next two exercises practise answering classification questions. Draw attention to the Exam

information and the Exam tip box that clarifies how a question-making technique can be useful. Go through the example question with the learners and clarify that the questions for 2–4 should follow the same pattern. Once they have completed the exercise, ask them to compare their answers in pairs.

Exercise 8

Allow time for learners to read the instructions for the exercise and form suitable questions. If your learners are not confident about forming this type of question, prompt them by eliciting and writing a frame on the board for them to follow, e.g.: *Which advertising medium: _____, _____ or _____ will the company be using to advertise _____ ?*

After learners complete the Exercise, have a class discussion about how helpful they found the question-making technique.

Typical mistakes: The recording includes several distractors, which may result in learners choosing the wrong answer. These distractors include references to advertising media that was used in the past, and ideas that are considered but rejected, e.g. the speaker says that for baby food: *'...we've previously tried ads in all three media. Anyway, although our analysis has shown that the Internet is one possibility, we're going to continue using television.'* Remind learners to listen for the tense that is used and for decisive language such as *'we're going to...'*

EXTENSION ACTIVITY (30-40 MINS)

To provide further practice in using language connected with business, have learners work in groups to do a role play. Each group imagines they are going to create a product and should discuss the following questions:

What sort of product are you going to develop?

Why will it be successful?

What will your target market be?

How will the product be marketed?

What will you do if the product is more/less successful than you expected?

After discussing their product for 10 minutes, each group summarises their discussion. Groups can then present their product to the rest of the class.

Part 3: Exam practice (40 mins)

This can be assigned for homework. Remind learners to look again at the Exam information and tip boxes before trying the exercises. Once they have finished the exercises, they should listen a second time while reading the answer key in order to learn from their mistakes and understand why certain answers are correct.

PHOTOCOPIABLES

Vocabulary spot check 1

1. Your manager will be impressed if you interact well with other employees and cooperate on projects.

2. The whole organisation was restructured last month and I was promoted to deputy manager.

3. If you are made redundant, you have to leave your company because your job is no longer necessary.

4. The auditor looked at the financial records of the company and asked questions about its profits.

5. You can make yourself valuable to your employer by showing that you can resolve problems and tackle difficult situations.

6. A stakeholder has an interest in an organisation's affairs.

7. The staff have an annual appraisal with their line manager and a representative from human resources.

8. This is an important order: we have to work out a few details and then we can sign the contract.

9. A trademark is a name or symbol that cannot legally be used by another company.

10. He had trouble paying his debts and eventually went bankrupt.

11. Many famous entrepreneurs set up Internet businesses in the 1990s.

12. The marketing department is launching a new advertising campaign.

Answer key

1. impressed, interact, cooperate
2. organisation, restructured, promotion
3. redundant, your, necessary
4. auditor, financial, profits
5. valuable, resolve, difficult
6. stakeholder, interest, affairs
7. appraisal, their, representative
8. important, details, contract
9. trademark, symbol, legally
10. trouble, eventually, bankrupt
11. famous, entrepreneurs, businesses
12. marketing, launching, campaign