

Sample lesson plan for *Listening for IELTS* Unit 4

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

Teacher preparation: For Vocabulary spot check 1, select 4–8 pictures or electronic images of contrasting types of families (extended, nuclear, one-parent, etc). (15 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce vocabulary related to different family structures and raise learners' awareness of verbs with dependent prepositions.

Spot check 1:

To check learners' recall of vocabulary to describe family members and structures, have them practise describing pictures of different families.

1. Pin the images of different families on the board and number each one.
2. In pairs, learners take it in turns to choose and describe one of the images to their partner, who should guess which image is being described.
3. Extend the activity by asking learners to compare different pairs of images or discuss which types of families they are most familiar with.

Spot check 2:

To provide further practice in using verbs with dependent prepositions.

1. Write the verbs from Vocabulary exercise 3 on the board. Ask learners to close their books and work in groups of three to try and remember which preposition is used with each verb.
2. Each group member writes three sentences about their own family, including at least one of the verbs in each sentence. These sentences can be true or false. For example:
My brother disapproves of my uncle's marriage.
My father always agrees with my mother.
My grandmother cared for me when I was a small child.
3. Learners read their completed sentences aloud to the others in their group, who decide whether each sentence is true or false.

Part 2: Practice exercises (20 mins for Exercises 1 & 2; 30 mins for Exercises 3–5, 50 mins for Exercises 6–9)

FOCUS

Exercises throughout this section train learners to recognise how lectures are signposted and structured. Exercises 1 and 2 focus on identifying the functions of signposting words and phrases. Exercises 3–5 focus on identifying key words and completing short-answer questions. Exercises 6–9 train learners to complete sentences and summaries and raise awareness of how paraphrasing and synonyms are used in the listening test.

Exercise 1

Spend a few minutes discussing the language of lectures and, if necessary, clarify the concept of signposting words and phrases by giving more examples such as: *For example ... and next ...*. Direct students' attention to the Exam tip box at the top of the page. Learners then complete the exercise according to the instructions in the book. Have learners listen to the sentences again to focus on the stress and intonation of the signposting phrases.

Exercise 2

Give learners time to read though the phrases and categorise them individually before they compare their answers in pairs. Follow up with additional practice in saying the phrases and make sure students understand the meaning of the less familiar ones

Typical mistakes: Some learners may be unfamiliar with words and phrases that are less common in informal conversation, e.g. *a case in point is ...* and *thus*. Point out that these are more formal expressions that are particularly common in lectures and talks.

Exercise 3

This exercise helps learners focus on the question words. Direct learners' attention to the Exam information and tip boxes before trying the exercise. If you want to make the exercise more challenging, ask learners to cover the left-hand column of the table and predict what the question word is likely to be for each item in the right-hand column. Otherwise, complete the exercise as instructed in the book.

Exercise 4

Explain that learners may have to answer short-answer questions like this when they listen to a lecture in the listening exam. Learners complete the exercise

according to the instructions in the book. To follow up, discuss which of the answers **a–j** would be appropriate for a short-answer question (**c, d, e, g, j**). Ensure that learners realise they should not write full sentences.

Exercise 5

Go over the example as a class. After completing the exercise as instructed in the book, follow up by discussing the reasons behind their choice of answer. If learners find the exercise difficult, have them listen a second time while reading the audio script so that they can see where they went wrong. Draw particular attention to distractors, e.g. item 1: there are two percentages mentioned in the recording, but only one refers to *women*.

Typical mistakes: Learners need to be careful that their answers contain no more than three words. They may be inclined to write additional words that they hear in the recording, e.g. *a result of student debt* for item 3. Remind students to check they have used the correct number of words once they have completed the exercise.

Exercise 6

Direct learners' attention to the Exam information box. Explain that this exercise focuses on sentence and summary completion. Learners complete the exercise according to the instructions in the book. Go through the example with them and check that they are familiar with parts of speech and terms for different parts of a sentence. Remind learners that it is important to predict answers; point out that the grammar of the sentence will help them identify what sort of word or phrase is missing. You may wish to elicit a few ideas of what the answers could be before listening to the recording.

Exercise 7

The exercises which follow help to familiarise learners with paraphrasing so that they can choose answers from a list. Before doing Exercise 7, discuss what learners know about the Victorians and ask them for their thoughts about the family in the photo. Once they have completed the exercise, ask them to compare their answers in pairs.

Exercise 8

Remind learners that, in earlier units, they have looked at how the words on the recording can often be different to the words in the question. If necessary, explain that expressing someone's words in a different way is known as *paraphrasing*. Have learners complete the exercise individually and check answers in

pairs. Encourage them to work out the meanings of unfamiliar synonyms themselves, but be prepared to check their understanding of *resided* and *to be hard on someone*.

Typical mistakes: Some learners may use *taught* instead of *given* for item 4. Although *taught* can fit here, it is not the right answer as it is needed for item 1.

Exercise 9

Before doing the exercise, check that learners have understood what a *myth* is. Follow up with a second listening. For each statement **a–e**, ask learners to raise their hands when they hear the topic mentioned in the lecture and identify the key words that confirm or contradict the statement.

Typical mistakes: Some learners may think that item **b** is a myth because there are one or two references to schools. They may also think that item **c** is not true because the recording says this was '*not a common occurrence*'. Ensure that they take note of modifying adverbs, both in the sentences and on the recording, e.g. *mainly, occasionally, generally*.

EXTENSION ACTIVITY (20 MINS)

To provide further practice in listening to a formal talk about history, ask learners to research and present some information about family structures in the past. Each learner or group should select a different era, e.g. the 1950s family, families in the 18th century, and give a short talk about how families lived and behaved. If your students are from different countries around the world, they can share information from their own culture. To make this more interesting, they can include two or three incorrect facts (or myths) in their talk for the other students to identify. The preparation for this can be done in class or for homework and the talks can be given in a subsequent lesson.

Part 3: Exam practice (40 mins)

This can be assigned for homework. Remind students 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.