

## Sample lesson plan for *Listening for IELTS* Unit 6

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

**Teacher preparation:** For Vocabulary spot check 2, select 10 words from Vocabulary exercises 3 & 4 and present them in random order on the board (5 mins)

### Part 1: Vocabulary (30–40 mins)

**FOCUS** These exercises introduce vocabulary related to creativity and the Arts and raise awareness of different types of prefix.

#### Spot check 1:

To check learners' recall of vocabulary connected with creativity and the Arts, have them write a film quiz.

- Learners work in three teams. Each team writes three questions for each of the following topics:  
a) *Types of film*; b) *Processes involved in film-making*;  
c) *People involved in films and TV*  
If they have trouble thinking of questions, give a few examples, such as: a) *What name is given to a film that is a big commercial success?* [blockbuster]; b) *What's the difference between a score and a script?* [a score is played by musicians and a script is read by actors], c) *What does a composer do?* [writes music]
- Teams take it in turns to ask their questions to the other teams. The first team to give a correct answer scores a point.

#### Spot check 2:

To provide further practice in using prefixes, play a prefix bingo game:

- Learners choose six prefixes from the list on the board and write them in their notebooks.
- Read out the following list of words, pausing between each one: *flexible, final, lingual, trust, aware, perfect, create, think, regular, national, reasonable, productive, production*. As you read the words, learners write them in their notebooks next to the appropriate prefix.
- The first player to have words written next to all their prefixes calls *Bingo!* They then read out all the words with their prefixes to check that their list is correct.

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

**FOCUS** Exercises throughout this section train learners how to choose answers for matching exercises and multiple-choice questions and how to choose answers from a list. Exercises 1 & 2 train learners to paraphrase by using different parts of speech and synonyms. Exercises 3–5 provide practice in listening and selecting appropriate sentence endings in matching and multiple-choice exercises. Exercises 6 & 7 train learners to listen and choose several answers from a list.

#### Exercise 1

This exercise provides practice in paraphrasing. Remind learners of the paraphrasing they did in Unit 4, Exercise 8. Instruct them to read the explanation and examples of paraphrasing before they complete the exercise individually and discuss answers in pairs. Point out that there is more than one possible answer for items 6 and 8.

#### Exercise 2

Direct learners' attention to the Exam information box at the top of the page. Explain that this exercise prepares them for Exercise 3: a listening and matching exercise about famous people who have lived in the town of Tanbridge. Learners complete the exercise according to the instructions in the book.

**Typical mistakes:** Some learners may be put off by unknown words and phrases that are used to paraphrase more familiar concepts, e.g. *was laid to rest* is used to paraphrase *buried*. Point out that it is often possible to guess the meaning of these paraphrases. If they cannot guess immediately, they should move on and complete the ones they can do first.

#### Exercise 3

Have learners read carefully through the Exam information before trying the matching exercise. Do the exercise as instructed in the book and follow up by discussing what is said about each famous person on the recording. If learners have struggled to pick out the answers, have them look at the audio script to identify the paraphrases that are used.

**Exercise 4**

This exercise helps learners understand how paraphrasing is also used in multiple-choice questions as preparation for the multiple-choice listening practice in Exercise 5. Direct learners' attention to the Exam information box at the top of the page. Learners choose the correct option to complete the sentence according to the instructions in the book and check answers in pairs. After they have looked at the Exam tip, see if they can pick out the words and phrases in the distractors that conflict with the extract, e.g. '*based on the director's travels*'; '*heard*' and '*Mexico*'.

**Exercise 5**

As a lead-in to the listening, spend a few minutes discussing the following questions in pairs:

1. How do you decide which films you want to watch?
2. What are the pros and cons of reading or listening to film reviews?
3. What sort of language do film reviewers use?

Learners complete the exercise according to the instructions in the book. To follow up, ask learners to think about why the distractors are incorrect before they read the commentary in the answer key.

**Exercise 6**

Draw learners' attention to the Exam information box at the top of the page and explain that this exercise prepares learners for Exercise 7, where they choose correct answers from a list. Have learners complete the exercise according to the instructions in the book.

**Exercise 7**

Before listening, point out that the first question in Exercise 7 is similar to Exercise 6, but the options are not in the same order. When learners have completed

the exercise, ask them to compare their answers in pairs and discuss why the distractors are incorrect.

**Typical mistakes:** Learners may choose answers based on their background knowledge rather than the recording. Point out that they need to be careful that they base their choice of answers on the information they hear, not on what they think is true.

**EXTENSION ACTIVITY (20 MINS)**

To provide further practice in choosing distractors from a list, ask learners to read through the audio script about famous people from Tanbridge again (Track 35). As they read, they write down five sentences about the town and people who live/lived there. Two sentences should be true and three should be false. Have learners swap their sentences with a partner. Learners now listen to the recording and tick the two sentences their partner wrote that are true. Follow up by having a discussion about what makes a good distractor and how to recognise distractors.

**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.