

## Sample lesson plan for *Listening for IELTS* Unit 7

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

**Teacher preparation:** For Vocabulary spot check 2, 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 (30–40 mins)

**FOCUS** These exercises introduce vocabulary related to energy and help learners understand and use a range of different reporting verbs.

#### Spot check 1:

To check learners' recall of vocabulary connected with science and energy, divide learners into groups of four and have them play a definitions game:

1. Student A defines a word or phrase related to science or energy from the Vocabulary section without saying the word itself, e.g. *This happens when you raise the temperature of ice or something cold.* (melt).
2. When the other group members have guessed the word, Student A chooses another word to define. S/he has one minute to define as many words as possible.
3. Play continues with each group member taking a turn to give definitions.
4. At the end, group members clarify for each other the meaning of any words that no one has been able to guess.

#### Spot check 2:

To provide further practice in using reporting verbs, divide learners into groups of four and do the following activity:

1. Place the sentence strips from Spot check 2 hand out face down in front of each group.
2. Players take it in turns to pick up a sentence and read it to the group in the manner indicated by the reporting verb in brackets.
3. Other group members guess what the reporting verb is. If the player is right she/he wins a point.
4. The winner is the player with the most points when all the sentences have been read out.

### Part 2: Practice exercises (20 mins for Exercises 1 & 2; 30 mins for Exercises 3–5; 40 mins for exercises 6–8)

#### FOCUS

Exercises throughout this section train learners how to follow arguments and identify key information and opinions. Exercises 1 & 2 train learners to identify opinions and attitudes of speakers. Exercises 3–5 help learners to distinguish between key points and supporting points, and to identify key points in flow charts, short-answer questions and summary completion exercises. Exercises 6 & 8 provide further practice in summary completion.

#### Exercise 1

Introduce the topic of giving and recognising opinions by making a few statements and inviting learners to agree or disagree. Ask learners what useful English phrases they know for agreeing and disagreeing. Direct learners' attention to the Exam tip boxes before they do the exercise and then discuss their answers in pairs.

#### Exercise 2

Give learners time to read the dialogues carefully and answer the questions. They then underline the phrases that clarify the speakers' opinions and check their answers in pairs. You may find it helpful to explain that when people disagree or show uncertainty in English they tend to give a reason.

**Typical mistakes:** Some learners may find a few of the phrases in Exercises 1 & 2 confusing, e.g. negative statements that express agreement such as: *'I couldn't agree more'*; *'There's no doubt about it'* or uncertainty: *'I wouldn't like to say'*. Encourage learners to practise listening to and saying these phrases. Help them to focus on intonation patterns that generally indicate certainty (falling tone) and uncertainty (falling and then rising tone at the end of the phrase).

#### Exercise 3

This exercise involves distinguishing between main ideas and supporting points. It prepares learners for Exercise 4, where they have to complete a flow chart with key ideas that they hear. Have learners read the Exam information and tip boxes before doing the exercise as instructed in the book. Follow up by discussing their choices and looking at the use of imperatives and strong modal verbs in the sentences that express main ideas.

**Exercise 4**

Encourage learners to read through the flow chart and predict what types of words and phrases the answers will be before playing the recording. If learners find the exercise challenging, follow up with a second listening. For each item, ask learners to raise their hands as soon as they identify each main idea that needs to be added to the flow chart.

**Exercise 5**

This exercise gives additional practice in predicting answers – but this time for short-answer questions. Direct learners' attention to the Exam information and tip boxes. Then have them discuss items 1 and 2 in groups and review/help them with energy vocabulary if necessary, e.g. types of fuel. Point out that there are no right or wrong answers for items 1 and 2. Elicit their ideas and compare them to the suggestions in the answer key. For item 3, you may need to play the recording twice. After listening, remind learners to check they have kept to the word limit. Note that Exercises 5–8 are all concerned with Environmental science students; you may need to make sure your learners understand that the students are examining sustainable energy sources.

**Typical mistakes:** Some learners may find it hard to recognise that *wind power* is a distractor; although it is mentioned in the recording, the speaker then goes on to say: *I've decided to do nuclear for my presentation instead*. This is a good opportunity to highlight how speakers in this sort of recording often mention two possibilities before deciding on one, or change their mind. Because of this, it is important to listen carefully to everything that the speaker says about a key topic. It may be useful for learners to read the audio script of the recording to focus on the language that the speaker uses.

**Exercise 6**

The next three exercises provide practice in summarising main ideas. This exercise practices summarising decisions made in a discussion using short answers. Ask learners to read through the Exam tip box at the top of the page and discuss what parts of speech the *pieces of information* are likely to be (nouns or compound nouns). After listening, discuss the opinion language that helped them decide on the correct answers. It may be useful to have learners read through the audio script to identify the phrases used for agreeing and disagreeing.

**Exercise 7**

Draw attention to the Exam information and tip boxes to prepare learners for the summary completion task.

Complete the exercise as instructed in the book and have learners discuss their ideas for possible answers.

**Exercise 8**

Before learners listen and complete the summary, remind them that the summary paraphrases the words and phrases they will hear on the recording. Follow up with a second listening and pause the recording after each answer to clarify what these paraphrases are.

**Typical mistakes:** Learners may find it hard to identify where some of the answers are located on the recording. For example, for item 3 there is a reference to nuclear being the most cost effective energy source, but this may not be picked up from the sentence on the recording: *It's definitely the most cost effective measure* because of the pronoun *It's*. Nuclear power is mentioned in the previous sentence. Remind learners that finding an answer may involve listening carefully to more than one sentence on the recording.

**EXTENSION ACTIVITY (20 MINS)**

Give learners ten minutes to discuss the following questions in pairs. They should make a note of what they agree and disagree on.

1. Is it possible to dramatically reduce the amount of energy we use?
2. Do you agree that wind, wave and solar energy are unreliable forms of energy and will never become our primary energy sources?
3. Do you think scientists will solve the world's energy problems?
4. What happens if we run out of energy?
5. What do you think of a future in which we totally rely on nuclear energy?

Follow up by having each pair write a short summary of what they discussed, what they agreed on and anything they disagreed about. They should try to use a range of reporting verbs from Vocabulary exercise 3. If time, pairs can read their summaries to 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 2

I think it would be a good idea to insulate your house to save energy. [recommend]

There wasn't a problem when I checked yesterday! [deny]

People have to change their attitude to how they use energy. [argue]

Why don't we check out some alternatives on the Internet? [suggest]

If you don't sort out the problem now it will get much worse. [warn]

Absolutely! I think that's the best idea so far. [agree]

I'm afraid I don't share your opinion about global warming. [disagree]

Alex and I have decided to get married next year. [announce]

You copied this essay from someone else! [accuse]

That's right. We met at the annual conference last June. [confirm]

By the way, I saw John yesterday, but I didn't manage to speak to him. [mention]

If you wait a few hours, I'll be able to help you. [persuade]