

Sample lesson plan for *Listening for IELTS* Unit 9

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 pictures of people of different ages and sizes involved in healthy and less healthy activities, e.g. walking or running, doing weight training, dancing or doing tai chi, eating junk food, watching TV, etc. (15 mins)

Part 1: Vocabulary (20-30 mins)

FOCUS These exercises review and extend vocabulary related to healthy lifestyles and raise learners' awareness of adjectives that are followed by dependent prepositions.

Spot check 1:

To check learners' recall of vocabulary to describe health and fitness, have them practise describing pictures of people involved in different activities.

- Write the following discussion questions on the board:
What do you think this person does every day in their leisure time?
How much time do they spend on keeping fit?
How healthy is this person's lifestyle?
What do you recommend they should do more/less of?
- Divide the class into pairs or small groups and distribute the pictures of people doing activities – one to each group. Tell learners they have two minutes to discuss the questions on the board.
- After two minutes, each group passes their picture on to another group and repeats the activity with a new picture.
- Repeat this stage several times.
- Finish off with a brief class discussion, comparing the different pictures and eliciting which person in the pictures has the 'best' lifestyle (in their opinion).

Spot check 2:

To provide further practice in using adjectives with and without dependent prepositions.

- Write the following adjectives from Vocabulary exercise 2 and 3 on the board: *predominant; confined; monotonous; compatible; optimum; healthy.*
- Ask learners to decide on the ones that take a dependent preposition and try to recall which preposition is needed.
- Have learners work in pairs to choose one of the adjectives and use it to form a question suitable

for a discussion. If they find this hard, give some examples yourself, e.g. *What sort of health issues are predominant in your family / age group/ country? Should exercise classes in schools be confined to ball games and gymnastics? Do you agree that most people find working out at the gym monotonous?*

- Write their suggested questions on the board and ask learners to choose two or three questions to discuss in groups of four.

Part 2: Practice exercises (30 mins for Exercises 1–3; 40 mins for Exercises 4–7; 30 mins for Exercises 6–9)

FOCUS Exercises throughout this section train learners to prepare for different question types by paraphrasing, anticipating how information will be ordered and thinking about the type of information that is needed. Exercises 1–3 focus on identifying different question topics and considering how they will be ordered. Exercises 4–7 give practice in anticipating answer types, labelling diagrams and completing forms. Exercises 8 & 9 focus on answering short-answer questions correctly.

Exercise 1

This exercise reviews the importance of looking carefully at questions and identifying the key words. Spend a few minutes introducing the topic of gyms and eliciting from the learners what sort of people, machines and classes are usually found there. Learners then complete the exercise individually according to the instructions in the book and compare their answers in pairs.

Exercise 2

This exercise practises paraphrasing and then anticipating the order in which topics will be covered in the listening text. Remind learners of the paraphrasing they did in Unit 8, and reinforce the fact that there is no single way to paraphrase these questions. Learners complete the exercise as instructed in the book and then discuss possible answers before comparing them with the answer key.

Exercise 3

Direct attention to the Exam tip box before starting the exercise. Learners now practise listening and answering the questions according to the instructions in the book. Follow up by discussing whether the preparation activities in Exercise 1 & 2 helped them to find the correct answers.

Typical mistakes: Even though the instructions clarify that not all the questions should be answered, some learners may waste time listening for the missing answers and have trouble moving on to the next items. Reassure them that the more they practise 'moving on', the easier it will become.

Exercise 4

Clarify that Exercise 4 is another preparation exercise: it trains learners to anticipate answers that help them label the diagram in Exercise 5. If necessary, clarify the term *step machine* and then direct learners' attention to the Exam information and tip boxes before trying the exercise. Have learners complete the exercise in pairs so they can discuss their ideas. Point out that, as with Exercises 1 & 2, there may be more than one possible answer.

Exercise 5

Direct learners' attention to the Exam tip box before doing the exercise. Give learners time to read the instructions and then complete the exercise according to the instructions in the book. After they have listened once, establish which labels they found most challenging and listen again if necessary. Follow up by looking at the audio script and discussing features of the text that helped learners find the answers, e.g. signposting: *'the final feature I should point out to you is ...'*

Typical mistakes: Learners may find it difficult to pinpoint some of the answers, because of the additional (irrelevant) detail on the recording, e.g. the description of different types of workout and the wheel system that runs the machine. Remind them to keep the purpose of the diagram clear in their heads, i.e. the parts of the machine.

Exercise 6

The next two exercises help familiarise learners with slightly more complex form-filling than they practised in Unit 5. Exercise 6 encourages learners to think about the kind of information needed in preparation for the listening in Exercise 7. Lead in by talking about the sort of information you need to supply when you join a gym and check understanding of *'existing exercise regime'*. Then have learners complete the exercise according to the instructions in the book.

Exercise 7

Do the exercise as instructed in the book and follow up by discussing any problems your learners encountered. If necessary, play the recording a second time, pausing

after the sentences where the answers are given. Ask learners to tell you which key words helped them choose their answers.

Typical mistakes: Some learners may be confused by the distractors in the recording. These include things that Alice no longer does: *'I used to play tennis.'*, and things she says she doesn't want to do: *'I don't want to lose any weight or build muscles ...'*. Remind learners to listen carefully for distracting tenses and negatives.

Exercise 8

Before doing the short-answer question exercises, find out the key things learners remember about giving short answers from Units 4 and 7; then have them read the Exam information and tip. Explain that this exercise is useful because it shows common mistakes that learners make when answering this type of question. Give learners time to identify the problems with the answers and correct them individually; then have them compare their answers in pairs. Follow up eliciting any other types of mistakes learners can think of, e.g. incorrect part of speech.

Exercise 9

Do the exercise as instructed in the book and follow up by discussing possible alternative answers, e.g. *far too hard*.

EXTENSION ACTIVITY (20 MINS)

To provide further practice in listening and completing a form, encourage learners to look for an interesting application form on the Internet (e.g. for a health club, holiday or hotel reservation) and print it out. They can interview another student in the class and fill out the form for them.

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.