

About *Listening for IELTS*

Collins English for Exams series has been designed to be easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exercises are carefully arranged from simpler to more difficult
- All units follow the same basic structure to breed familiarity and confidence
- Answer key is clear and comprehensive

Because these fundamentals are in place, classroom teachers can focus on providing a stimulating learning environment, maintaining motivation through pair and group work, and helping learners develop good learning strategies through exploration and reflection. This resource will explain how the material works and how it can be adapted to make the most of the classroom learning context.

Each chapter in *Listening for IELTS* has a similar three-part structure, which can form the basis of regular classroom routines. It will provide approximately 4 hours of content, 2 of which we recommend doing in class and 2 of which will make ideal homework tasks.

Part 1: Vocabulary

We recommend that vocabulary exercises be done at home before the lesson.

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary (*activate schemata*) without eating into classroom time.
- As repeated exposure to new vocabulary is required for mastery, the first 10-20 minutes of the lesson can be spent doing a 'spot check' of a selection of the vocabulary covered in Part 1. The lesson plans show how to do this through game-like activities, which also work as ice-breakers.

Part 2: Practice exercises

Chapters 1-11 provide practice on the task types commonly encountered in the IELTS test.

- Each chapter provides an explanation of each task type followed by a variety of exercises of increasing difficulty. The exercises break down each exam task into component skills so that learners can acquire the necessary underlying competencies.
- The lesson plans provided for each unit concentrate on this section and offer roughly two hours of material, including suggestions for optional extension activities.
- Most exercises can be done individually and checked in pairs or small groups. Pair and group work trains learners to reflect on and explain how they have approached the task. This form of practice, along with the exam tips provided in each chapter, will help them develop a better understanding of exam strategies (*metacognitive skills*).
- Suggestions for lead-in, follow-up and extension activities are given in the teaching notes to make lessons more stimulating and interactive. Information on typical mistakes helps you anticipate difficulties.

Part 3: Exam practice

This can be given as homework.

- Exam practice allows learners to integrate skills and practise them under timed conditions.
- The answer key provides information about why certain answers are correct or incorrect.
- Once learners have completed the tasks, they should listen again while reading the audio script in order to identify common pitfalls.
- These exercises will help learners assess their readiness for the actual exam.