

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.
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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.
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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.

Sample lesson plan for *Listening for IELTS* Unit 1

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, create sets of cards for Pelmanism (sufficient for students to work in groups of 3). On each card write one of the 16 words listed in Vocabulary Exercise 3. (20 mins)

Part 1: Vocabulary (up to 15 mins)

FOCUS These exercises introduce words related to travel and hospitality and train learners to recognise synonyms.

Spot check 1:

1. To check learners' recall of nouns related to travel and hospitality, ask them to group the words in Exercise 1 into 1) people who provide a service and 2) people who receive a service. (Answers: 1 = c, d, e, g, h; 2 = a, b, f).
2. Ask learners to identify the occupation d, e, g or h they would most want to do and the one they would least like to do.
3. Have students work in pairs to share their answers, explaining the reasons for their choices.

Spot check 2:

To train learners to recognise synonyms, divide them into groups of 3 to play Pelmanism using words listed in Vocabulary exercise 3.

1. Lay the cards 4 by 4 face down on the table.
2. Players take it in turns to turn face up 2 cards of their choice. If the cards are synonyms they keep them, if not they return them face down in their original positions and play passes to the next person.
3. Play continues until all of the words have been matched.
4. The player with the most pairs wins.

Part 2: Practice exercises: (50 mins for Exercises 1–5; 60 mins for Exercises 6–10)

FOCUS Exercises 1–5 train learners to predict answers and complete forms. Exercises 6–10 train learners to recognise paraphrasing and to answer matching and multiple-choice single-answer questions.

Exercise 1

Learners complete the exercise according to the instructions in the book using the Exam tip above as a guide.

Typical mistakes: If learners use more than three words (e.g. Answer 5: 'six weeks in total'), draw their attention to the task instructions. Point out that even small words like articles and prepositions count as words.

Exercise 2

Learners complete the exercise according to the instructions in the book. To follow up, pair learners up and give them a few minutes to discuss questions 1 and 2 below:

1. Which holiday do you think you would enjoy more: Jenny's or Steve's?
2. If could reward yourself for IETS exam success with a holiday, where would you go and what would you do?

Exercise 3

Learners complete the exercise according to the instructions in the book.

Exercise 4

FOCUS Exercise 4 introduces the idea that information can be expressed in different ways.

As learners do the exercise, ask them to group the items that express the same information in different ways (Answers: 1, 3 & 6; 2 & 5; 4 & 7). When checking the answers, point out the components and associated vocabulary for 'name', e.g. title, initials, first name, Christian name, given name, last name, family name. Point out that dates can also be expressed as numbers; in the UK the order is day/month/year, e.g. 23/07/2013.

Exercise 5

Have learners do the exercise individually and check their answers in pairs. To follow up, give learners more practice writing down names spelled out.

1. Read out selected surnames on your class register and challenge learners to write them down correctly and identify which name belongs to whom.
2. For dates, read out a selection of dates that are significant in your teaching context. Challenge learners to identify the significance of the date and express the date in a different way.

Typical mistakes: Depending on their first language, learners may have difficulty distinguishing between b, p and v; d and t; g and j and vowels a, e and i. Numbers 13 and 30, 14 and 40 and so on can also be difficult to distinguish.

Exercise 6

Learners complete the exercise according to the instructions in the book.

Exercise 7

Before doing the exercise, ask learners to brainstorm synonyms and paraphrases and associated words for items a-d (e.g. for a. fitness facilities – gym, exercise suite, running/weight machines). After doing the exercise as instructed in the book, follow-up with a second listening. For each item, ask learners to raise their hands as soon as they identify the exact phrase in the conversation that contains the answer.

Typical mistakes: Matching exercises are tricky because one incorrect match usually results in two incorrect responses. Suggest that if learners are unsure of a match, they note their answers provisionally, e.g. for item 1 they might write a/c? As they listen further, they will often be able to identify the correct match by a process of elimination.

Exercise 8

Go over the Exam information on multiple choice questions (1). Give students a few minutes to discuss what they find difficult about multiple choice questions and the strategies they use to answer them. Then do the exercise following the instructions in the book. Highlight examples of good paraphrasing.

Exercise 9

Learners complete the exercise following the instructions in the book.

Typical mistakes: If learners have chosen a or b, refer them to the explanation in the answer key. To avoid this kind of mistake, encourage them to listen to the speaker's whole message rather than to focus on superficially similar key words.

Exercise 10

Before doing the exercise, ask learners to identify expressions typically used to make suggestions (e.g. should we...? shall we...? what/how about...?) and a synonym for *reserve* (e.g. book).

Learners complete the exercise following the instructions in the book.

Typical mistakes: Learners who mistakenly choose a or b should be encouraged to wait until the speakers complete their negotiation. Refer them to the Exam tip box on page 14 and give them a second chance to listen to the conversation.

Part 3: Exam practice (Homework – 40 mins)

This can be assigned for homework. Remind students to look again at the Exam information and tip boxes before trying the exercise. Once they have finished the exercise, 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.

Sample lesson plan for *Listening for IELTS* Unit 2

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

Teacher preparation:

1. On the board, write anagrams for words a-e from Vocabulary exercise 1.
2. Select 9 words from Vocabulary exercise 3 and present them in random order on the board within a grid consisting of 3 columns and 3 rows. (10 mins)

Part 1: Vocabulary (up to 15 mins)

FOCUS

These exercises introduce words related to youth and train learners to recognise word forms.

Spot check 1:

To check learners' recall of nouns related to stages of youth, present words a-e from Exercise 1 as anagrams on the board. See how many words they can unscramble in 3 minutes.

Spot check 2:

To provide practice in using different word forms, play knots and crosses using vocabulary from Exercise 3 presented on the board within a grid.

1. Divide the class into two teams: 'noughts' (o) and 'crosses' (x).
2. Teams take turns to select a word and use it in a sentence.
3. If the team uses the word correctly, they win the square (in adjudicating, focus on correct use of the word form, ignore other errors that do not significantly impede comprehension).
4. The team that is able to win 3 consecutive squares (horizontally, vertically or diagonally) wins the game.

Part 2: Practice exercises (40 mins for Exercises 1–3; 20 mins for Exercises 4 & 5; 40 mins for Exercises 6–8)

FOCUS

These exercises train learners to follow task instructions, complete tables and flow charts and to label maps and plans.

Exercise 1

Direct students' attention to the Exam tip box at the top of the page. If necessary, clarify the meaning of *first name*, *surname* and *initial*. Learners then complete the exercise according to the instructions in the book.

Typical mistakes: Learners may fail to notice the % in the table and choose h instead of g. If they make this or other mistakes, refer them to the explanation in the answer key.

Exercise 2

Before doing the exercise, have learners predict answers. You may want to brainstorm possible answers for item 3 in particular (types of dance) as learners may not be familiar with the relevant vocabulary. Once they have completed the exercise, ask them to compare their answers in pairs.

Typical mistakes: Learners may fail to notice that the instruction specifies *no more than two words* and write 'ten pounds fifty' for item 2.

Exercise 3

Before doing the exercise, ask learners to predict possible answers and anticipate pitfalls.

Exercise 4

FOCUS

Exercise 4 reminds learners that information can be expressed in different ways.

Spend a few minutes discussing summer camp. Invite those who are familiar with the concept to briefly share what they know. Learners then complete the exercise following the instructions in the book. Follow up with additional practice in describing location: name objects and or people in the classroom and ask learners to describe their location in at least three different ways.

Typical mistakes: Some learners may confuse the two meanings of the word *right* (i.e. *right* = *exactly as* in the expression *right next to the washrooms*, and *right* = *opposite of left*).

Exercise 5

Have learners complete the exercise following the instructions in the book.

Exercise 6

Direct learners' attention to the Exam information box at the top of the page. If you want to make the exercise more challenging, ask learners to cover the texts at the bottom of the page and listen as you read them aloud at a moderate pace. Otherwise, do the exercise as instructed in the book.

Exercise 7

Have learners complete the exercise individually (using the reading texts) then compare their answers in pairs.

Typical mistakes: It can sometimes be difficult to identify where one stage in a process ends and another begins, e.g. for Chart A, some learners may see sending times and dates and receiving times and dates as two separate stages. Direct learners' attention to 1–2 signposting expressions in the texts that refer to time and have them underline the rest (*at the same time, after, then, when, once*). Point out that in the actual exam, parts of the flow chart will already be completed with information which can serve as reference points.

Exercise 8

Spend a few minutes discussing the Duke of Edinburgh's award. Invite those who are familiar with this or similar schemes (e.g. the Scout movement) to share their knowledge. Give learners time to read the instructions and predict possible answers. Learners can then do the exercise individually and check their answers in pairs.

EXTENSION ACTIVITY

List the activities that have been described in the listening tracks 8–11: dance classes, surfing the Internet, summer camp, Duke of Edinburgh Award programme. If you have access to the Internet and a projector, play video extracts showing people participating in and/or talking about these activities. Ask learners to identify the activity they find most appealing. Form groups of 3–4 students. Ask them to discuss their choices:

1. What activity did you choose and why?
2. How do young people in your country spend their leisure time? Do they participate in these activities (or something similar)?
3. What are the benefits?
4. What are the potential dangers and/or drawbacks? (30 mins)

Part 3: Exam practice (Homework – 40 mins)

This can be assigned for homework. Remind students to look again at the Exam information and tip boxes before trying the exercise. Once they have finished the exercise, 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.

Sample lesson plan for *Listening for IELTS* Unit 3

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 4 students. Cut up and bundle into sets. (15 mins)

Part 1: Vocabulary (up to 15 mins)

FOCUS These exercises introduce climate related vocabulary, common weather collocations, and sequencing words.

Spot check 1:

To check learners' recall of weather collocations, write adjectives a-h from Vocabulary exercise 3 onto the board. One by one, dictate the nouns *rain, winds, floods, snow, blue skies, fog, temperatures* and *heat*, allowing sufficient time for learners to identify and write down appropriate collocations. Indicate that for some items more than one collocation is possible. (Answers: *heavy/light rain, strong/light winds, flash floods, heavy/light snow, clear blue skies, thick fog, high temperatures, scorching heat*).

Spot check 2:

To provide further exposure to sequencing words, divide students into groups of 4 and do the following activity.

1. Place face down one set of sentences from spot check 2 hand out in front of each group.
2. Ask one student in each group to act as adjudicator and give him/her the answer key.
3. The remaining players take turns turning over one card and saying whether the sequencing word in italics is correct or incorrect.
4. If the player is right she/he wins a point. Players able to correct an incorrect sentence win an additional point.

Part 2: Practice exercises (30–35 mins for Exercises 1–3; 30 mins for Exercises 4 & 5; 40 mins for Exercises 6 & 7)

FOCUS Exercises throughout this section train learners to follow a conversation. Exercises 2 and 3 train learners to answer classifying questions. Exercises 4 and 5 focus on labelling diagrams. Exercises 6 and 7 cover note completion tasks.

Exercise 1

Learners complete the exercise according to the instructions in the book. To follow up try an interactive version of the exercise.

1. Have students work in groups of 5.
2. Ask 1 student in each group to close her/his eyes and listen.
3. Instruct the remaining members to swap seats and then talk about an everyday topic of their choice.
4. After 2–3 minutes, the listener reports who said what.

Exercise 2

Learners complete the exercise according to the instructions in the book. To follow up, invite the class to categorise its members in different ways, e.g. under intended subject of study, preference for certain types of clothes, hobbies and interests and so on.

Exercise 3

Explain that the exercise involves listening to a group of students negotiate a joint presentation project. Invite learners to discuss the following questions:

1. What experience (if any) do you have of learning through group projects?
2. What are the tasks involved in preparing a presentation?
3. What was it like (or how do you imagine it would be like) to negotiate roles and tasks?

Direct learners' attention to the Exam tip box above then complete the exercise according to the instructions in the book.

Typical mistakes: Learners who mistakenly answer 1b should be encouraged to wait until the speakers complete their negotiation. Refer them to the Exam tip box on page 14 and give them a second chance to listen to the conversation. Learners may also have difficulty recognising synonyms and paraphrasing, e.g. that item 5 *present the conclusion* is referred to as *handle the summarising* in the conversation. Refer them to the exam tip on page 12 and/or have them look at the audio script.

Exercise 4

Draw learners' attention to the Exam information and Exam tip box above. Instruct learners to do the exercise following the instructions in the book.

Exercise 5

Draw learners' attention to the Exam tip box above and give them a few minutes to predict answers. Instruct them to do the exercise individually and compare their answers in pairs.

Typical mistakes: Some of the vocabulary is quite challenging, e.g. item 3 *acidic compounds*. Encourage learners to write as much of the correct answer that they are able to hear as in some cases the entire phrase may not be required. Item 3 may be difficult to complete because the order of the key words is different from the order in the listening input, i.e. in the conversation the expression *wet deposition* comes after the words *snow* and *fog*. Encourage learners to listen for complete ideas rather than phrase by phrase.

Exercise 6

FOCUS

Exercise 6 introduces the note completion task and trains learners to predict answers.

Learners complete the exercise according to the instructions in the book and compare their answers in pairs.

Exercise 7

After doing the exercise as instructed in the book, follow up with a second listening. For each item, ask learners to raise their hands as soon as they identify the exact phrase in the conversation that contains the answer.

Typical mistakes: Watch out for answers that contain more than three words, e.g. item 3 *you need to crouch down*. Remind students to check that they have used the correct number of words once they complete the exercise.

EXTENSION ACTIVITY

This exercise can be assigned for homework. Ask students to work individually or, if possible, in small groups to research an extreme weather phenomenon that occurs in their country or region. In the next class, have groups present their information informally to each other. (1 hour)

Part 3: Exam practice (Homework – 40 mins)

This can be assigned for homework. Remind students to look again at the Exam information and tip boxes before trying the exercise. Once they have finished the exercise, 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

<p>1. <i>During</i> the rescuers arrived, the stranded villagers had been surviving without heat, electricity or clean water for ten days.</p>	<p>2. Sandstorms are common <i>during</i> the Saudi Arabian winter.</p>
<p>3. Forecasters say the gales may not be as bad as they <i>initially</i> predicted.</p>	<p>4. When you see lightning and <i>simultaneously</i> hear thunder you know that the storm is directly overhead.</p>
<p>5. People who lived in remote areas had no <i>initially</i> warning of the floods.</p>	<p>6. Building flood defences is time-consuming and expensive, but <i>ultimately</i> it is worthwhile.</p>
<p>7. Once you have obtained sufficient supplies of food and water, <i>next</i> is to secure windows and doors.</p>	<p>8. <i>Ultimately</i>, after seven long days, emergency supplies arrived.</p>
<p>9. The <i>prior</i> director of the weather centre apologised for his failure to warn about the severity of the storm.</p>	<p>10. <i>When</i> the heat wave was over, normal life resumed.</p>
<p>11. Year after year, the weather was so bad, people <i>eventually</i> stopped coming.</p>	<p>12. People began to build houses on land that had <i>prior</i> been known to flood regularly.</p>

Vocabulary spot check 2 answer key

1. incorrect – *When* (*during* is incorrect because it is used for a noun or noun phrase; *when* should be used to introduce a clause)
2. correct
3. correct
4. correct
5. incorrect – *prior* (*initially* is incorrect because it is an adverb meaning at the beginning; here you need an adjective to modify the noun *warning*)
6. correct
7. incorrect – *the next step* (*next* is incorrect because you need a noun, i.e. *step* to function as the subject of the clause)
8. incorrect – *eventually* (*ultimately* and *eventually* are very similar in meaning, but *eventually* works better in the sentence because it emphasises a long time; *ultimately* refers more to the end result of a long process)
9. incorrect – *former* (*prior* is incorrect because it is generally used with nouns that denote events or actions; *former* is used to describe a person who had a particular occupation or role but no longer has it)
10. correct
11. correct
12. incorrect – *previously* (*prior* is incorrect because it is an adjective; here you need an adverb to modify the verb *been known*)

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.

Sample lesson plan for *Listening for IELTS* Unit 5

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 (20–30 mins)

FOCUS These exercises review vocabulary related to university and academic topics and raise awareness of different types of suffix.

Spot check 1:

To check learners' recall of vocabulary connected with university, see how many different words they can recall connected with academic life.

1. Draw a four-column table on the board with the following headings: *Degree subjects; People; Places; Written work.*
2. Ask the class for an example academic word for each category and write their suggestions in the appropriate column, e.g. *philosophy, tutor, lecture hall, report.*
3. In groups of three, learners have three minutes to make a list of vocabulary for each category.
4. Groups read out their lists and see who has the most words.
5. Extend the activity by asking learners to come up with other vocabulary categories connected with academic life and make more lists, e.g. *Academic activities; Assessment types.*

Spot check 2:

To provide further practice in using suffixes, divide students into groups of four and have them do the following activity.

1. Place the cut-up set of suffixes from Spot check 2 hand out face down in front of each group.
2. Students work in groups of two pairs, with each pair taking turns to either say the words or do the timing / adjudicating.
3. One pair turns over a suffix card. They have 30 seconds to say as many words as they can think of that end in this suffix. The pair scores a point for every word they say correctly. The other pair times them and counts how many correct words they manage to say.
4. Pairs swap roles and turn over another card.
5. The team with the most points wins when all the cards have been turned over.

Part 2: Practice exercises (30 mins for Exercises 1–3; 30 mins for Exercises 4 & 5; 30 mins for Exercises 6–9)

FOCUS

Exercises throughout this section train learners to listen intensively for information in order to label maps and complete forms and notes. Exercises 1–3 train learners to anticipate and predict what they will hear on the recording. Exercises 4 & 5 practise listening to directions and information about places. Exercises 6–9 focus on how to complete forms and notes effectively.

Exercise 1

Exercises 1–3 develop predicting skills. Before doing the exercise, discuss the following questions:

1. Do you speak to family members on the phone a lot?
2. What topics do you speak about?
3. How much do you tell your family about your studies?

Invite learners to share their own experiences and ideas with the class. Then have them complete the exercise in pairs or brainstorm possible answers as a class. Emphasise that there are no correct answers.

Exercise 2

Clarify that there may be more than one possible correct answer for some items, and that learners should check that they have used the correct number of words. Learners complete the exercise according to the instructions and then compare answers in pairs.

Exercise 3

Direct learners' attention to the Exam information box before doing the exercise. Allow time for them to look at the pictures and read all the labels. Before playing the recording, remind learners that they should anticipate and predict the sorts of sentences they will hear. If you think they will find the exercise challenging, elicit examples of words that they are likely to hear, such as *opposite, next to, round the corner* (prepositions and words to describe location).

Exercise 4

Explain that learners are going to listen to a more detailed recording of someone giving directions and that Exercise 4 prepares them for this. Spend a few minutes reviewing the language of directions, e.g. the difference between *on the right, make a right turn* and *take the first right*. Before they complete the sentences, clarify that they only need to write numbers.

Typical mistakes: This Exercise highlights how well learners have mastered prepositions of place. Some learners may be unfamiliar with directions such as: 'along the road from' in Item **a**, and consequently may confuse location 5 with location 4.

Exercise 5

After doing the exercise as instructed in the book, follow up with a second listening. See if learners can tell you what the directions were for each item, e.g. Item 1: 'go across the bridge ... and turn right'.

Typical mistakes: Learners have to listen carefully for the key direction words and may find they are distracted by unfamiliar expressions like 'on a fork in the main road'. They may also be distracted by the speaker referring to both the swimming pool and the leisure centre and giving incorrect information about the bowling alley (before correcting himself). Reassure them that this is characteristic of natural English conversations. As learners become more familiar with this type of text, they will learn to listen out for distractors.

Exercise 6

Explain that Exercises 6–9 will help learners complete forms and notes. Have them read through the Exam information at the top of the page. Explain and clarify conventions for street names, post codes, etc. and go over use of capital letters and pronunciation as necessary. Have learners complete the exercise following the instructions in the book.

Typical mistakes: Learners may incorrectly put a comma between the house or apartment number and the name of the street. Clarify that the convention is not to put a comma after the house or apartment number, but a comma *is* used after a room number, e.g. Room 112, Ashley Residence.

Exercise 7

Remind learners to use the correct punctuation and number of words before they listen to the recording. Once they have completed the exercise, ask them to compare their answers in pairs. They should look at the audio script to check their spelling and punctuation.

Exercise 8

Explain to learners that they are now going to practise completing notes as they did in Unit 3. Direct their attention to the Exam information box to reinforce the conventions of note-taking. Have them complete the exercise individually and check answers in pairs.

Exercise 9

Before doing the exercise, remind learners that they do not need to paraphrase the information on the recording. Elicit or explain that they will need to listen very carefully to pick out individual words. Follow up with a second listening if necessary and have learners check their spelling with the audio script.

Typical mistakes: Learners may fail to notice that they cannot use three words in this exercise unless one word is a number, e.g. for Item 3, they may write: *one student card*. If necessary, draw attention to where the number of words is specified in the rubric.

EXTENSION ACTIVITY (30 MINS)

To provide further practice in listening and noting down names, numbers and addresses, divide the students into two groups A and B: have them research and write down the following information (using the Internet or a phone book):

Student A:

The name, phone number and address of an interesting local restaurant

The name, phone number and address of the nearest flower shop or garden centre

Personal details of someone who lives in the same house as you.

Student B:

The name, phone number and address of an interesting local shop

The name, phone number and address of the nearest cinema or theatre

Personal details of someone in your family.

Pair up As and Bs and have them dictate the information they have gathered to their partner. They then check whether their partner wrote down all the information accurately.

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

-ian	-ment	-ic	-ation
-or	-ful	-ity	-able
-ally	-er	-ics	-ical

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.

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]

Sample lesson plan for *Listening for IELTS* Unit 8

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 nine words from Vocabulary exercise 3 and present them in random order on the board in a grid consisting of three columns and three rows.

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce vocabulary related to demographics and raise awareness of verb/noun collocations related to different types of change: appearance, quantity, etc.

Spot check 1:

To check learners' recall of vocabulary associated with demographics and to practise using different parts of speech, have them do the following activity:

1. Organise learners into teams of 3–4 students. Books closed.
2. Write the word *colony* on the board and see how many words learners can identify/recall that are related to it, e.g. *colonial, colonialism, colonise, colonised, colonies*.
3. Write four more words from Vocabulary exercise 1 on the board as follows: *civilian, demography, migration, monarch*.
4. Teams have two minutes to write as many new words as they can that are related to each word.
5. After two minutes, call out 'Stop' and have each team read out the words they have thought of. Clarify different parts of speech and go over any problems with meaning, pronunciation or spelling where necessary.
6. The winning team is the one that has written the most correct words.

Spot check 2:

To provide practice in using verbs for describing different types of change, play noughts and crosses using the verbs from Vocabulary Exercise 3 presented on the board within a grid.

1. Divide the class into two teams: 'noughts' (o) and 'crosses' (x).
2. Teams take it in turns to select a word and use it in a sentence.
3. If the team uses the word correctly, they win the square (in adjudicating, focus on correct collocation, ignore other errors that do not significantly impede comprehension).
4. The team that is able to win three consecutive squares (horizontally, vertically or diagonally) wins the game.

Part 2: Practice exercises (20 mins for Exercises 1 & 2; 20 mins for Exercises 3 & 4; 50 mins for Exercises 5–8)

FOCUS Exercises throughout this section train learners to focus on key words and phrases when they tackle classification questions, label diagrams and complete tables. Exercises 1 & 2 train learners to identify syllable and sentence stress in key words. Exercises 3 & 4 help learners understand paraphrasing in lists. Exercises 5–8 train learners to interpret key information in order to label diagrams and complete tables.

Exercise 1

Exercise 1 and 2 involve learners identifying stress patterns. Spend a few minutes talking about the importance of recognising how words and sentences are stressed. After completing the exercise as instructed in the book, model and practise repeating any words that learners are uncertain about. Then draw attention to the Exam tip box below.

Typical mistakes: Many of the words in this exercise may be easily recognisable to romance language speakers when written as they are similar in their own language, e.g. *colony* and *chronologically*. Even so, they may be less recognisable when learners hear them spoken because they are pronounced and/or stressed differently in English. It is helpful to point out the stressed syllable when you introduce new words and encourage learners to record and practise using correct stress patterns.

Exercise 2

Go through the example sentence with the learners and model the correct stress patterns. Establish that, although any words in a sentence can be stressed, we usually stress key information words such as nouns, verbs and adjectives. Give learners time to read though the sentences individually, then have them compare their answers in pairs. Follow up with additional practice in saying the sentences with appropriate stress.

Exercise 3

Learners practise classification tasks in Exercises 3 and 4. Before looking at this exercise, have them read the Exam information at the bottom of page 66, and see what they remember about classification from Unit 3. Have them look at the exercise and encourage speculation about part(s) of the city where rich/poor families are likely to live. Direct attention to the Exam tip box at the top of page 67 before learners discuss

the question about paraphrasing. If your learners are uncertain about paraphrasing items 1–5, try completing the first one together as a class.

Typical mistakes: Learners often find paraphrasing difficult and are reluctant to try it in case they do it badly. Remind them there is no single correct answer, but that thinking of possible paraphrases is a useful exercise; it helps to predict and anticipate what they are likely to hear on the recording.

Exercise 4

Introduce the topics of *genealogy* and *demographic research* by asking learners if they have ever tried to find more about the history of their family or people in their town. Have a discussion about how this can be done and, if necessary, clarify the meaning of *census*. Draw attention to the Exam tip box before asking learners to think about which column is likely to be paraphrased and how. Elicit a few suggestions, but do not confirm. Ask learners to think about possible paraphrases and then complete the listening exercise as instructed in the book.

Exercise 5

Explain to learners that this exercise prepares them for diagram labelling in Exercise 6. Spend a few minutes talking about the topic, i.e. how people adapt to new cultures. If your students have no experience of another culture, ask them to imagine their feelings if they had to live in another country very different to their own. Direct their attention to the Exam information and tip boxes at the bottom of page 67 and top of page 68. Learners complete the exercise individually according to the instructions in the book and compare their ideas in pairs.

Exercise 6

Give learners time to read the instructions and study the diagram before doing the exercise. Encourage them to complete the diagram with the actual words they hear in the recording. If learners find the exercise difficult, have them listen a second time while reading the audio script so they can see where they went wrong.

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 learners to check they have used the correct number of words once they have completed the exercise.

Exercise 7

This exercise focuses attention on the order of information; it shows how the information learners need to write in a table (or diagram) may not be ordered in the same way as on the recording. Direct learner's attention to the Exam information and Exam tip at the top of page 69. Next check learners' understanding of *Act* in this context. Then have learners read the instructions carefully and do the underlining and reordering. Establish that the conditions and reason for the act will not always be mentioned in the same order.

Exercise 8

Learners now have a chance to practise listening and completing a table. Before doing the exercise, have them look carefully at the table and try to predict the missing answers. Once they have completed the exercise, ask them to compare their answers in pairs.

Typical mistakes: Some learners may have difficulty hearing and writing the missing reasons and conditions as they listen, particularly if they try to write several words. Clarify that just one or two words are needed for each gap and that learners should not spend long on each one – they can go back and amend individual answers after they have finished listening.

EXTENSION ACTIVITY (20 MINS)

To provide further practice in listening for reasons, have learners work in pairs to give a short talk about one of the following topics: a) How my family came to live here; b) The first inhabitants of this town; c) Immigrants who have recently arrived in my country. The preparation for this can be done in class or for homework and the talks can be given in a subsequent lesson. As learners listen to their partner's talk, they should make brief notes of the reasons given for the migration.

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.

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.

Sample lesson plan for *Listening for IELTS* Unit 10

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

Teacher preparation: For Vocabulary spot check 1, 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 (25–35 mins)

FOCUS These exercises help learners practise identifying and using correct spelling patterns and introduce words and phrases and common collocations to do with business.

Spot check 1:

To provide further practice in identifying correct spelling, divide students into groups of four and have them do the following activity:

1. Place one set of sentences from the Spot check 1 hand out face down in front of each group.
2. Ask one student in each group to act as adjudicator and give him/her the answer key.
3. The remaining players take it in turns to pick one card and identify and correct the three spelling mistakes in the sentence.
4. Players win a point for each word they are able to correct. If the player whose turn it is cannot correct all the misspelt words, other players may correct them and score bonus points.
5. Play continues until all sentences have been turned over.

Spot check 2:

To develop a more in-depth understanding of words and phrases connected with business, discuss the difference between groups of words:

1. Write the six groups of words and phrases from Vocabulary exercises 5–7 on the board:

<i>takeover / merge with /</i>	<i>a company</i>
<i>restructure</i>	
<i>the founder / the manager /</i>	<i>of a company</i>
<i>the employees /</i>	
<i>lead / attend / minute</i>	<i>a meeting</i>
<i>the sales / the marketing /</i>	<i>department</i>
<i>the design</i>	
<i>the turnover / the net profit /</i>	<i>of the business</i>
<i>the gross profit</i>	
<i>resign / be made redundant /</i>	<i>from the company</i>
<i>be sacked</i>	

2. Have learners work in pairs to discuss the differences in meanings between each set of words and phrases.
3. Ask learners to add more words or phrases to each item, e.g. 1. *expand / set up*
4. Round off by going over any unclear distinctions or unfamiliar vocabulary.

Part 2: Practice exercises (20 mins for Exercises 1 & 2; 30 mins for Exercises 3 & 4; 30 mins for Exercises 5 & 6; 20 mins for Exercises 7 & 8)

FOCUS Exercises in this section focus on refining techniques for tackling table and summary completion, and classification questions. Exercises 1 & 2 focus on different ways to paraphrase information. Exercises 3 & 4 focus on accurate table completion. Exercises 5 & 6 train learners to predict synonyms when completing summaries. Exercises 7 & 8 practise using a question-making technique to help complete classification exercises.

Exercise 1

Explain that Exercises 1 & 2 give further practice in paraphrasing and this one focuses particularly on how negatives and comparatives can be used. Spend a few minutes going through the example sentences and elicit a few more examples using the same structures to consolidate. Learners then complete the exercise according to the instructions in the book.

Exercise 2

Have learners read the explanation of how the grammar of the sentence can be changed in order to paraphrase a sentence. Study the examples and elicit that these paraphrases involve: 1) using the passive voice, 2) changing the linking words and 3) using a relative clause. Have learners do the exercise individually before they compare their answers in pairs.

Exercise 3

Tell learners that they are now going to have more practice in completing tables, with a focus on writing accurate answers. See if learners remember any exam information or tips from previous units about table-completion questions, e.g. it's useful to have a good understanding of sentence structure. Direct learners' attention to the Exam information box before trying the exercise.

Typical mistakes: Depending on learners' background and first language, they may have trouble identifying the incorrect parts of speech, incorrect use of singular/plural forms and/or incorrect use of articles. If so, follow up with a discussion clarifying the error or difference in meaning between the two options.

Exercise 4

Before doing the exercise, have learners look carefully at the table headings and read the sections that are already completed. Remind them to try to predict the missing answers. Once they have completed the exercise, ask them to compare their answers in pairs.

Typical mistakes: This exercise involves listening carefully and some learners may find it hard to identify the key word or phrase they need to write within the stream of speech, e.g. in the sentence: *'lan's team will also be upgrading our client support package to facilitate twenty-four-hour access ...'*, they need to identify that the answer is the key word *support*. If learners find the exercise difficult, have them read the audio script so that they can identify the key words in the text.

Exercise 5

Before tackling the summary-completion exercises, have learners read the Exam information and first Exam tip box, which explain the purpose of this synonym exercise. It may be helpful to have a brief discussion about learners' experience of fire drills and what they would normally do in a fire practice before they read the summary. Remind learners to try to think of as many synonyms as they can and to compare their ideas in pairs before looking at the ideas in the answer key.

Exercise 6

Direct learners' attention to the Exam tip box at the bottom of page 85 before doing the exercise. Have them complete the exercise as instructed in the book; allow time to read through the summary again and think of possible answers before playing the recording. Follow up by discussing which synonyms from Exercise 5 were actually used in the text.

Typical mistakes: Some learners may be put off by unfamiliar vocabulary such as *fire marshals*. Point out that they should try to write an answer even if they are not sure about the word. They should guess the spelling of unfamiliar vocabulary as these are unlikely to be words that are difficult to spell.

Exercise 7

The next two exercises practise answering classification questions. Draw attention to the Exam

information and the Exam tip box that clarifies how a question-making technique can be useful. Go through the example question with the learners and clarify that the questions for 2–4 should follow the same pattern. Once they have completed the exercise, ask them to compare their answers in pairs.

Exercise 8

Allow time for learners to read the instructions for the exercise and form suitable questions. If your learners are not confident about forming this type of question, prompt them by eliciting and writing a frame on the board for them to follow, e.g.: *Which advertising medium: _____, _____ or _____ will the company be using to advertise _____ ?*

After learners complete the Exercise, have a class discussion about how helpful they found the question-making technique.

Typical mistakes: The recording includes several distractors, which may result in learners choosing the wrong answer. These distractors include references to advertising media that was used in the past, and ideas that are considered but rejected, e.g. the speaker says that for baby food: *'...we've previously tried ads in all three media. Anyway, although our analysis has shown that the Internet is one possibility, we're going to continue using television.'* Remind learners to listen for the tense that is used and for decisive language such as *'we're going to...'*

EXTENSION ACTIVITY (30-40 MINS)

To provide further practice in using language connected with business, have learners work in groups to do a role play. Each group imagines they are going to create a product and should discuss the following questions:

What sort of product are you going to develop?

Why will it be successful?

What will your target market be?

How will the product be marketed?

What will you do if the product is more/less successful than you expected?

After discussing their product for 10 minutes, each group summarises their discussion. Groups can then present their product to the rest of 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 1

1. Your manager will be impressed if you interact well with other employees and cooperate on projects.

2. The whole organisation was restructured last month and I was promoted to deputy manager.

3. If you are made redundant, you have to leave your company because your job is no longer necessary.

4. The auditor looked at the financial records of the company and asked questions about its profits.

5. You can make yourself valuable to your employer by showing that you can resolve problems and tackle difficult situations.

6. A stakeholder has an interest in an organisation's affairs.

7. The staff have an annual appraisal with their line manager and a representative from human resources.

8. This is an important order: we have to work out a few details and then we can sign the contract.

9. A trademark is a name or symbol that cannot legally be used by another company.

10. He had trouble paying his debts and eventually went bankrupt.

11. Many famous entrepreneurs set up Internet businesses in the 1990s.

12. The marketing department is launching a new advertising campaign.

Answer key

1. impressed, interact, cooperate
2. organisation, restructured, promotion
3. redundant, your, necessary
4. auditor, financial, profits
5. valuable, resolve, difficult
6. stakeholder, interest, affairs
7. appraisal, their, representative
8. important, details, contract
9. trademark, symbol, legally
10. trouble, eventually, bankrupt
11. famous, entrepreneurs, businesses
12. marketing, launching, campaign

Sample lesson plan for *Listening for IELTS* Unit 11

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

Teacher preparation: For Vocabulary spot check 1, 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 (20–30 mins)

FOCUS These exercises introduce vocabulary related to language and raise awareness of positive and negative adjectives and adverbs that reflect people's opinions.

Spot check 1:

To check learners' recall of vocabulary connected with language and communication from Vocabulary exercises 1 & 2, divide learners into groups of four and have them play a definitions game:

1. Place one set of vocabulary cards from Spot check 1 hand out face down in front of each group.
2. Students take it in turns to pick up a card without letting other group members see the word on it. They then give a definition of the word on the card and, if possible, an example.
3. The first person to guess the word on the card gets the card. If no one can guess the word, it should be put on one side.
4. Play continues in a clockwise direction until all the cards have been turned over. The player with the most cards is the winner. Each group then looks at the words that no one was able to guess and checks their meanings in their books.

Spot check 2:

To provide further practice in using opinion adjectives and adverbs, have learners put them into personalised sentences:

1. Write the following sentence starters on the board:
 - a) *A good example of a flawed hero is*
 - b) *One of the most compelling / incredible / authentic films this year was ...*
 - c) *Some modern TV programmes are needlessly ...*
 - d) *I enjoy talks/lectures that are ...*
2. Ask learners to complete each sentence so that it reflects their opinion.

3. Learners mingle: they read out their completed sentences to each other and comment on each other's sentences (using agreement/disagreement language).
4. Follow up by encouraging learners to decide which sentences were most controversial.

Part 2: Practice exercises (40 mins for Exercises 1–3; 20 mins for Exercises 4 & 5; 20 mins for Exercises 6 & 7; 20 mins for Exercises 8 & 9)

FOCUS Exercises throughout this section focus on academic discussions found in Part 3 of the Listening test. Exercises 1–3 focus on features of natural connected speech, including weak forms and word linking. Exercises 4 & 5 train learners to answer multiple-choice questions linked to diagrams and pie charts. Exercises 6 & 7 train learners to label maps. Exercises 8 & 9 provide practice in questions that involve selecting answers from a list.

Exercise 1

Explain to learners that Exercises 1–3 will help them understand the sort of natural speech they will hear in less formal discussions and conversations. This exercise raises awareness of weak forms. Ask learners to read the instructions for the exercise carefully and check that they are familiar with weak forms. If necessary, give a few examples in common phrases such as *fish and chips* /ən/; *ten to two* /tə/. Spend a few minutes modelling and practising the example sentences in the book and clarify that both /ə/ and /I/ can be weak vowel sounds. Learners then complete the gapped sentences individually. Play the recording several times if necessary.

Exercise 2

Have learners read the explanation of how words are connected in English and model the example sentence. Point out that words ending in vowel sounds are also normally connected to words that start with consonant sounds. Have learners do the listening exercise following the instructions in the book and follow up with some practice in saying the sentences using appropriate linking.

Exercise 3

Follow the same procedure as in Exercise 2. Have learners read about the way that sounds disappear in connected speech and look at the example sentence. Then have them do the listening exercise and practise saying the sentences.

Typical mistakes: Depending on learners' background and first language, they may find it hard to use connected speech features themselves. Some learners fail to use weak forms and add extra syllables to words that should be linked and/or words ending in *-ed* such as *'stopped'*. Reassure them that the key thing here is to be able to recognise connected speech features on the recording even if they don't use them correctly.

Exercise 4

Tell learners they are going to have more practice in multiple-choice questions. Elicit what learners remember about the two different types of multiple-choice question they have looked at so far, i.e. choosing from multiple answers to questions and from sentence endings. Draw learners' attention to the Exam information box. Introduce the topic of minority languages and see if your students are aware of any in their own country or in the UK. Have them complete the exercise as instructed in the book. After learners have checked their answers, explain that Cornish is a language spoken in parts of the South West of England, Welsh is spoken in Wales, Gaelic is spoken in Scotland (and is often known as Scots Gaelic) and Irish is spoken in parts of Ireland (and is often known as Irish Gaelic).

Exercise 5

Allow time for learners to look at the three different pie charts and think about the difference between them. Then have them complete the exercise as instructed in the book. If there are any problems in identifying the correct chart, encourage them to read the audio script to see why **b** is the right answer.

Exercise 6

Explain that the next two exercises involve labelling a map and direct learners' attention to the Exam information box at the top of page 92. See if learners know (or can guess) which country is depicted and then have them complete the exercise as instructed in the book.

Typical mistakes: Learners may have difficulty in differentiating the locations from one another due to the range of prepositions, e.g. *towards / slightly ... from*, and unusual vocabulary. Even if these terms are unfamiliar, they should be able to work out the meaning from context and by breaking down words and phrases, e.g. *southernmost point* = most southern point.

Exercise 7

Allow time for learners to read the instructions for the labelling exercise and read the gapped sentences. Remind them to predict what types of words are likely to be used and point out that, although no word limit is given, they should listen for one-word answers to

fill the gaps. Have them compare answers in pairs and then check with the audio script.

Exercise 8

Exercise 8 & 9 introduce more complex questions that involve selecting answers from a list. Draw learners' attention to the Exam information box at the top of the page and remind them that it can be helpful to underline the key words in questions like these. Have learners complete the exercise as instructed in the book and check answers in pairs. Follow up by directing their attention to the Exam tip box.

Exercise 9

Learners complete the listening exercise according to the instructions in the book. It may be helpful to explain beforehand that options **a–e** in Exercise 8 are similar to the language that learners will hear in the recording; they should therefore listen for variations of these phrases. Follow up by asking learners to justify their choice of answers and then have them read the audio script to see where the correct answers are given.

Typical mistakes: Some learners may find it hard to choose the correct answers because all the topics in the list are discussed on the recording. If this is the case, urge them to listen carefully to the last part of the discussion where the students sum up what has been discussed and reach a conclusion.

EXTENSION ACTIVITY (30–40 MINS)

To provide further practice in listening to people discussing issues connected with language, dictate or write the following statements on the board for discussion in pairs or small groups:

1. *It isn't worth trying to save endangered languages that are only spoken by a small number of people.*
2. *Minority languages should be kept alive because they are part of people's national identity.*
3. *Children from areas where minority language are spoken should learn them as soon as they start school.*
4. *Governments shouldn't fund programmes to protect the world's most threatened languages.*

Each group should discuss the statements one by one and decide which one(s) they agree with most. Groups can then compare their choices with the rest of the class.

Part 3: Exam practice (40 mins)

This can be assigned for homework. Ensure that learners read the Exam tip box at the top of page 94. Remind them to look again at the other Exam information and tip boxes from the unit 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 1

epigram	idiom	jargon
metaphor	monologue	nuance
slang	collocation	dialect
connotation	rhetoric	accent

Sample lesson plan for *Listening for IELTS* Unit 12: Practice Test

Student preparation for this class: Ask learners to read page 7 of their books, which tells them how the test is marked. Ask them to use their books to revise any areas they have found difficult, e.g. sentence completion questions, labelling diagrams. (30 mins)

Teacher preparation: None

Your learners will benefit most if this test is done under exam conditions. They should answer all four sections consecutively and listen only once. Remind them that in the actual test they will need to keep 10 minutes aside to transfer their answers to the answer sheet. Ideally you should invigilate the test, but it will also benefit learners if they do it on their own. Learners should mark their own tests so they can easily see which questions they had trouble with.

Review page 7 of the book, which explains how the banding is calculated. When learners have calculated their score and checked their band, spend some more

time going over the test. Ask them to read through the audio script for the test on pages 130–133 to check questions which they got wrong. If a lot of students had problems with a particular question, play the recording again and let them read the audio script at the same time and discuss any issues that arise.

EXTENSION ACTIVITY (20 MINS)

Ask learners to write an action plan that states which areas they should work on, and which sections of the book they are going to use to revise. Leave sufficient time for them to hand it in for you to check over and then discuss as a class.