

## 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:

- 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).
- 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.
- 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.

- Lay the cards 4 by 4 face down on the table.
- 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.
- Play continues until all of the words have been matched.
- 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:

- Which holiday do you think you would enjoy more: Jenny's or Steve's?
- 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.