

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.