

## 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>

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**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*)