

Name: Brian Olson

Course: IELTS Preparation Course

Theme for the week: IELTS Listening

Goals for the week

Practice answering different types of questions found on the listening section of the IELTS exam.

Be able to answer questions accurately after listening to recordings one time.

Achieve a band score of 5 or higher on a practice listening exam on Friday.

Monday

Lesson Objectives

Demonstrate appropriate vocabulary to describe a location.

Accurately follow the description of a plan.

Assessment methods:

Students will listen to a preposition of place and demonstrate the action with an object.

Students will be able to listen to an English recording and answer questions about the plan being discussed.

Materials: blindfold, treasure

Place a piece of treasure in the back corner of the classroom. Alert students to the location of the treasure. Recall language of commands and instructions from the previous lesson (go straight ahead, turn left, etc). Then put on the blindfold and instruct students to lead you to the treasure with their commands. For additional practice, you can have a student place the treasure in a different place for a higher level of challenge.

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Instruct and model

Display a library plan/map to show students the basic layout of the library. Ask students to tell you which areas they can see. Point to the labeled illustrations on the library plan, such as stairs, bookshelves, and reference desk. Demonstrate using prepositions of place by asking students where one area is in relation to another (slide 1). Note: start by eliciting prepositions of place from the students and then move to slide 1 if anything important is missing.

Elicit other areas of the library that are not labeled, such as computer area, conference room, magazine stand, bathrooms, children's reading area. Explain the importance of anticipating vocabulary in the listening section of the exam.

Practice using prepositions of place by guessing what might be located in an unlabeled area. For instance, point to an area in front of the library entrance and say it is the magazine stand. Then elicit appropriate language from students by asking where it is in relation to the entrance ("in front of" or "next to"). My teacher talk will include clearly labeling the areas of the library that come up in our discussion.

For additional modeling, I can erase our added labels and start fresh with teacher story time as a new model for library locations. To keep it conversational I will talk about my favorite areas of the library where I like to spend time and perhaps tell a story about one of my particularly interesting experiences in the library. To make my story sticky, I will point to my favorite area on our library map and discuss where it is in relation to other areas.

Slide 1:

Near, close to, by, beyond, between, beside, across from, inside, in front of, opposite, outside of, at the bottom of, at the top of, in the middle of, at the left of, at the right of, in the top left corner, in the bottom right corner

Guided Practice

Give students a new plan/map depicting a different place, distinct from the one previously modeled. Divide the class into groups, with high and low performers in each group.

Before playing the recording of the listening passage, elicit from each of the groups what labels they anticipate to be in the building.

Write down these elicited responses on the board for the entire class to see.

Give one copy of the practice exam questions to each group. Instruct each group to choose one person to write down answers.

Warn the groups that they will only hear the recording once, just like in the real exam.

Play the recording straight through. Encourage groups to discuss their answers with each other as they listen to the recording in real-time.

Give groups 3 minutes to finish writing down answers to all the questions.

The teacher will circulate around the room during the recording to aid the groups in their discussions about the listening questions.

Homework

Send students home with a plan. The plan will have both labeled and unlabeled locations. There will be a list of locations off to the side and their job is to match each location label to the correct place on the plan. Explain that they will be using the plan on tomorrow's exam and the recording they hear will be based on this plan.

For their homework, students are to write out a fictional monologue describing the locations. Explain to the class that some random students will be performing their dialogue in the next class.

Assessment

Students will be able to listen to an English recording and answer questions about the plan being discussed.

Give students another new plan (ex. museum). Explain that you will be simulating the actual exam--so the recording will only be played once. Play the recording and let students write out answers to the questions. Give them a couple extra minutes to write down answers after the recording is finished (this is allowed in the actual exam). These will be graded and students will receive a "band" score according to the grading criteria of the IELTS exam.

Note to teacher: the Listening section has a total of 40 questions. Band score in this section is based on the number of correct answers out of the 40 total questions. Thus, students will not receive their band score until the end of the week after they have answered all 40 questions related to all the different question types that will be found on the exam.

Tuesday

Lesson Objectives

Answer short answer type of questions with the correct number of words.

Assessment methods:

Students will read directions and listen to a recording to produce the answer with the correct number of words.

Warm up

Challenge students to ask teacher questions and he must answer with a certain number of words. For example, he can only answer with 2 words, or he must answer with 3 words or less.

Objective Discussion, Instruction

Explain to students that you will be practicing a new type of question that will be found on the Listening exam on Friday. This is called a short-answer type of question. Ask students, "Have you ever answered questions that required you to give short answers."

Teacher writes questions on the board for students to answer. Before answering, the student will draw a number out of a hat to see how many words they must use in their answer. Explain to students that they can easily change the number of words they use without changing the meaning of their answer.

Independent Practice, Homework

Let students choose from a selection of stories they can listen to on their own. Send them home with a worksheet of generic questions about their chosen story. For the first five questions, their answers must be 2 words or less; for questions 6-10, their answers must be 3 words.

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Thursday

Lesson Objectives

Use language to follow directions on a map.
Label a map based on listening recording.

Assessment methods:

Listen to recording which uses prepositions of movement to label a map.

Warm Up

Set up a box in the front of the classroom. Place a ball in/near/through the box. Demonstrate these terms and related terms by doing the actions with the ball vis-a-vis the box.

Instruct

Talk about prepositions of movement, the language people use to describe movement. Ask students if they use these words and if they hear other people use them. Elicit prepositions of movement from students and write them on the board. Write out as many as possible

Guided Practice

Place a box in the front of the class. Students take turns acting out a preposition with the box. You can tell students which prepositions to act out.

Homework/Independent Study

Write a short adventure story about a hero and an object, using at least 10 prepositions of movement. Students give a presentation to the class the next day.

Friday

Friday is listening exam day. The listening will take 30 minutes, and then the students will get an additional 10 minutes to transfer their answers to an answer sheet. The purpose is to mimic the timing and structure of the actual exam.

Students must score a band score of 5 or higher to pass the exam. There are a total of 40 questions in this section. 16 correct answers earns a band score of 5; 23 correct answers earns a band score of 6; 30 correct answers a band score of 7; 35 correct answers earns a band score of 8.

Explain the meaning of the significance of band scores. Students entering university may be required to earn a band score of 7; immigration authorities may require a band score of 6. For the purposes of this introductory course, a band score of 5 is the minimum band score required.