

Sample lesson plan for *Get Ready for IELTS Listening Review 1*

**Student preparation for this class:** Have students complete Review 1. (20 mins)

**Teacher preparation:** none

**Focus:** Exercise 1 revises the sounds /ei/ /i:/ /e/ /ai/ /iu:/; Exercise 2 revises word formation; Exercise 3 revises plural forms; Exercise 4 revises vocabulary to do with food and cooking; Exercise 5 revises stressed words; Exercise 6 is about phrases for asking for and giving opinions and suggestions.

**Spot check 1: (15 mins)**

To check the learners' use of correct word forms.

1. Have learners work in groups of 3 or 4. Ask them to write down a list of 10 important countries on a single piece of paper under the heading *country*.
2. Ask learners to pass their piece of paper to another group. Learners work together to write down the nationality for the countries listed, under the title *nationality* in the next column, on the piece of paper.
3. When they have finished, they pass their piece of paper back to the original group who will mark their paper and give one mark for each correct nationality.
4. Do difficult ones together and check them on the board.
5. The groups with the highest score wins.

**Spot check 2: (10 mins)**

To check the learners' recall of vocabulary related to food.

1. Have learners work in groups of 3 or 4. Ask them to write down as many words as possible related to food and drink. Give them two minutes to do this. The group with the most words wins.
2. Split the groups up into new groups of 3 or 4 so they are working with new students. They take it in turns to dictate their words to their group, who should write down the word if they have not already got it written down.
3. Finally, move students back to their original group to look at each others' words and see if there are any that some of them do not know.

**Spot check 3: (10 mins)**

To revise phrases for asking and giving opinions and making suggestions.

1. With the whole class, make a list of activities on the board that learners might do at the weekend (e.g. *go shopping, go to the cinema*).
2. Have learners work in groups of 3 or 4 and plan a day out. Ask them what language they could use when they are discussing their plans. Elicit the phrases from Exercise 6 and write them on the board.
3. Give learners 5 minutes to plan their day out, asking for and giving opinions and making suggestions.
4. When they have finished, let the groups present their day out to the class and the learners can vote on the best one.