

Sample lesson plan for *Grammar for IELTS* Unit 4

Student preparation for this class: Have learners study the first part, the grammar, before the class, check the Grammar reference on page 117 and make notes on anything they need clarifying in class. (20–30 mins)

Teacher preparation: none

Practice exercises (45 mins)

FOCUS

These exercises train learners to use the future forms: *going to* + infinitive and *will* + infinitive, in an appropriate way in spoken and written English.

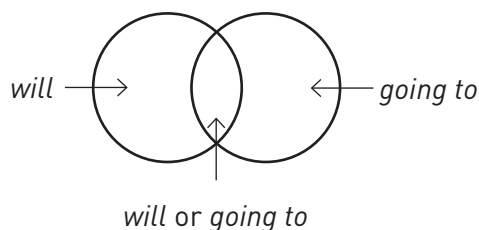
Exercise 1

This exercise not only gives learners practice in choosing the appropriate future form, but also underlines the specific reason for using it. It would be helpful to have learners discuss their answers in small groups before checking the answer key; identifying the rule number will ensure that they can justify their answers.

Exercise 2

Direct attention to the Grammar tip in the middle of page 19. Have learners discuss the information in groups and clarify any misunderstandings. This exercise gets learners thinking carefully about how to choose between *will* and *going to*, so it is useful to have them discuss their views in pairs before checking the answer key. Make sure you clarify any issues that arise before having learners write their own answers to the questions, i.e. using their own opinions and information relevant to their own country.

Typical mistakes: Students tend to like fixed rules rather than options where the answers depend on the speaker's attitude, e.g. *The government won't back down* (prediction or fact). *The government isn't going to back down* (prediction based on evidence). It might be useful to draw a Venn diagram on the board to show how the choice works.



Exercise 3

Direct attention to the Listening exam tip at the top of page 20. Discuss as a class whether learners have come across this kind of distraction in listening tests. Have them do the activity according to the instructions and check answers in pairs.

Exercise 4

Point out that the mistakes in this audio script are about the accurate use of specific future forms as well as appropriate choice. During feedback, elicit how many mistakes were about choice (2), how many were about accuracy (2) and how many were about inappropriate meaning (1 – *I won't do my best to help*).

Typical mistakes: Where there is more than one verb form to express similar aspects of time, students sometimes apply the appropriate form inaccurately, e.g. *going-use something* or *will-to-use something*. This is an opportunity to highlight and discuss this problem.

EXTENSION ACTIVITY (20 MINS)

For additional practice in using future tenses, have learners work in pairs, A and B and discuss their future plans. Then organize the As into one or more small groups and the Bs into one or more small groups to share the information they found out about their partner. This will provide a second opportunity to use the target language and refine both the information they exchange and the way they say it.

Exam practice (30 mins)

This can be assigned for homework. Remind learners to look again at the Tip boxes, as well as the Listening exam tip box on page 21, before completing the Exam practice section.

In the next class, have learners go through the audio script and underline all the future forms. Then have them discuss the different reasons for each choice in pairs.