

Sample lesson plan for *Grammar for IELTS* Unit 1

Student preparation for this class: Have learners study the first part, the grammar, before the class, check the Grammar reference on page 114 and make notes on anything they need clarifying in class. (20–30 mins)

Teacher preparation: none

Practice exercises (35–45 mins)

FOCUS

These exercises train learners to use the simple tenses: present, past and present perfect, in an appropriate way in spoken and written English.

Exercise 1

This exercise not only gives learners practice in choosing the appropriate tense, but also focuses attention on what it is (present, past or present perfect) and the specific reason for using it. It would be helpful to have learners discuss their answers in small groups before checking as a class; identifying the rule number will ensure that they can justify their answers. Direct attention to the Exam tip box at the bottom of page 7. Point out that in the Speaking exam, they should be prepared to use contractions where appropriate. This will improve their fluency and might gain them extra marks in the exam.

Typical mistakes: The present perfect poses a problem for many learners. It is useful to clarify that it is NOT a past tense, even though it refers to things in the past. Remind students that when using the present perfect, the past event is connected in some way with the present, hence the name.

Exercise 2

This exercise builds on Exercise 1, with the choice of verbs being embedded in a typical IELTS Writing model text. If you feel your students would benefit, have them discuss the rule for each choice in groups before checking the answers. Highlight that this is an example answer for a Writing exam Task 2.

Exercise 3

This exercise relates the grammar to Part 1 of the Speaking exam. As the language used in this part of the exam is quite restricted, the use of tenses will reflect this, with a high use of the present simple. In this case learners have an opportunity to listen and check their answers before going through them. Direct attention to the Exam tip box at the top of page 9. Highlight that there are two pieces of advice, i.e. answering the

question (rather than giving irrelevant information) and then elaborating on the answer. Elicit how Nikolas did this, for example:

Examiner: *Do you still live with your family?*

Nikolas: *Yes, I do. I live with my parents and share a room with my brother. My brother still goes to school. He is only 8 years old.*

You might also want to elicit how Nikolas could have improved his answer. Generally he gave a good answer but he did not use contractions.

Typical mistakes: If your learners have difficulty in choosing between the past simple and present perfect, draw their attention to the different time phrases that are normally used with each tense. For example, the present perfect is used with *Recently* and *In the last few [years]*, whereas *when*, *last [year]* and *ago* are used with the past simple.

Exercise 4

Have learners ask and answer in pairs. When they are ready, have them stand up and mingle with others in the class, pair up, then ask and answer questions.

EXTENSION ACTIVITY (20 MINS)

For additional practice in choosing appropriate tenses, have learners write a short text about holidays and travel. Point out that you want them to use all three simple tenses covered in the unit, so, for example, they can't just talk about a past experience. In pairs, have them check each other's work.

Exam practice (30 mins)

This can be assigned for homework. Point out that they should record their answers if possible. Remind learners to look again at the Tip boxes, as well as the Speaking exam tip box on page 9, before completing the Exam practice section.

If you have time in the next class, you could ask learners to play their recordings and discuss their answers as a class, comparing them to the model answers on Track 03. Encourage learners to assess each other's work.