

## Sample lesson plan for *Grammar for IELTS* Unit 3

**Student preparation for this class:** Have learners study the first part, the grammar, before the class, check the Grammar reference on page 116 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 a variety of structures and forms for talking about the past in an appropriate way in spoken and written English.

#### Exercise 1

This exercise gives learners a choice of two narrative verb forms for each item, which will enable them to concentrate on subtle differences in their use. Have them work individually and then check in pairs to provide more opportunity to discuss the different uses of each verb form. Make a note of any difficulties that arise so that you can both clarify and provide additional practice.

#### Exercise 2

Direct attention to the Grammar tip on page 15. Check learners understand the information by asking check questions. For example:

*How is the past perfect similar to the past simple?* (it can be used with specific times and time expressions)

*What time expressions do we often use with the past perfect?* (time expressions like *before* or *when*)

Have learners listen and complete the gapped text. You may wish to point out that most of the forms used are past perfect simple or continuous - or they might try too hard to find other verb forms.

**Typical mistakes:** Students often overgeneralize from grammar input. If necessary, clarify that the past perfect is not always used with time expressions like *before*, *when* and *by the time*; these expressions can also be used with other simple or continuous narrative tenses, e.g.

*When she became famous, she began to appear on magazine covers.*

*When she became famous, she had already been working as a model for two years.*

#### Exercise 3

This exercise provides practice in spotting mistakes and then correcting them. Point out to learners the importance of editing their own work and highlight how this will prevent them losing marks in the exam. Make sure they understand the instructions, i.e. that there are only four mistakes in the four specified areas; this will help them concentrate on correcting the text rather than adding further mistakes.

**Typical mistakes:** Editing can be counterproductive if students try too hard to find mistakes. It is therefore useful to provide practice in finding specific problems in a text as well as open-ended editing.

#### Exercise 4

This exercise shows the importance of understanding different past tense forms when tackling tasks in the Reading exam. Have learners work individually and then discuss their answers in pairs before checking them as a class. This will enable them to get the most out of the exercise. Then direct their attention to the Exam tip box. Have them discuss in groups how an understanding of grammar can help them show comprehension.

#### EXTENSION ACTIVITY (15 MINS)

For additional practice, have learners work in pairs to test each other's knowledge of verb forms from Units 1–3. They take turns to read a definition of a particular use of a verb form, and provide the appropriate answer. For example:

L1: *It is used to talk about things that are in progress now.*

L2: *Present continuous.*

### Exam practice (30 mins)

This can be assigned for homework. Remind learners to look again at the Tip boxes before completing the Exam practice section.

In the next class have learners identify the uses of the past perfect (four) and *used to* (one) and how they helped them understand the information in the text.