

Sample lesson plan for *Grammar for IELTS* Unit 5

Student preparation for this class: Have learners study the first part, the grammar, before the class, check the Grammar reference on page 118 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 other future forms: present continuous, future continuous, future perfect simple and future perfect continuous, 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 called (future continuous, future perfect simple and future perfect continuous) and 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.

Typical mistakes: Students easily forget information unless it is recycled. At some point in this lesson it would therefore be useful to recycle other future verb forms and point out where they could be used as alternatives.

Exercise 2

This exercise encourages learners to notice the form of the language being used within a text, in this case future forms. When they finish, elicit the most used form (future perfect simple) and why that tense was used: in each case, a time in the future is given when something will change, e.g. *'by 2015 ... will have graduated to online purchasing'*.

Exercise 3

This exercise builds on Exercise 2 and shows how similar information can be put in a different context using a different choice of verb form. Do the first item as a class and elicit that *Browns will be* matches with *launching a returns service*. Compare that with what is written in the text: *'Browns hopes that by 2015 over 90% of its customer base will have graduated to online purchasing'*. Elicit that the sentence from Exercise 3 provides general information about the future, whereas

the one in the text provides more specific information about percentages of customers using online services and when Browns hopes this will be the case.

Typical mistakes: Many students think of grammar as a system of rules rather than as a way to convey different meanings. This exercise clearly demonstrates how the choice of verb will affect meaning and how the students can benefit from this both in comprehension (reading and listening) and production (speaking and writing).

Exercise 4

This exercise gives learners an opportunity to hear the different future forms in the sort of text they might hear in the Listening exam. Have them listen and complete the table, checking answers in pairs before feedback.

Exercise 5

This exercise helps learners notice the particular form of language used in a listening text. Have them attempt the exercise first without listening to the audio and discuss possible answers in pairs. Then play Track 7 and have them confirm or correct their answers.

Typical mistakes: Students often fail to hear more complex verb forms when they are used, particularly the future perfect. It may be useful to have them look at the audio script and underline the examples they find. By highlighting the forms, you will help learners become more aware of their use.

EXTENSION ACTIVITY (20 MINS)

Have learners work in groups to discuss how they think the Internet will develop over the next 20 years. Before they begin, elicit example opinions using the different future forms.

