

Sample lesson plan for *Grammar for IELTS* Unit 6

Student preparation for this class: Have learners study the first part, the grammar, before the class 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 in the basics of word order: SVO sentences, time and place phrases, common word positioning, subject and object questions and indirect questions. They also provide basic punctuation practice.

Exercise 1

This exercise gives guided practice in word order within sentences. As most of the language is provided in short phrases, and the sentence beginning is signalled by a capital letter, learners can concentrate on specific issues highlighted in the Grammar section, such as the position of time phrases and adverbs. Have learners work individually and then discuss in pairs before checking the answer key. Discuss any issues that arise from the activity.

Typical mistakes: Students may have different problems with word order in English, depending on their first language. This exercise will help you identify some of the problems they have, such as the position of frequency adverbs. Once you have identified them, you will need to provide further practice, as word order issues can be difficult to overcome.

Exercise 2

Before learners begin, elicit the punctuation points covered in the Grammar section. Then clarify any misunderstandings with terminology and use. Point out that the explanations do not go into the full detail of how the punctuation items are used, but that the explanations will help them do the exercise. Have learners do the exercise without referring back to page 26/27, then discuss with a partner using the explanations on those pages as reference.

Typical mistakes: Some students may be confused by the fact that they have noticed variations in the way punctuation marks (particularly commas and hyphens) are used in English. If so, point out that not everyone agrees how punctuation should be used and there is sometimes room for flexibility. Some learners might have their own views about how to punctuate, perhaps from another English teacher, and as long as these don't contradict the basic rules of English punctuation it is best not to argue with them.

Exercise 3

This exercise gives further practice in basic word order as well as helping learners develop their editing skills. Have them read the questions and complete the exercise individually. Then point out that there are eight mistakes, so they can check if they have found them all or perhaps made too many corrections. Finally, have them discuss and compare their answers in small groups before checking the answer key.

Typical mistakes: Editing is a very important habit to encourage. Good writers always edit their writing but less effective writers are often reluctant to do so. It is therefore useful provide step-by-step support to encourage learners to find all the mistakes themselves, i.e. starting by having them work individually to try to notice problems, then giving the number of mistakes they are looking for, and discussing their ideas in groups. You might also want to highlight some of the specific issues they should be looking for.

Exercise 4

Direct learners' attention to the Exam tip at the bottom of page 28. Emphasize how editing can improve their score dramatically. As this is a second opportunity to edit a piece of work, point out that they should find it easier than the previous exercise – practice makes perfect. Explain that they should first edit for word order and then for punctuation as it is easier to concentrate on one issue at a time.

EXTENSION ACTIVITY (25 MINS)

In small groups, have learners discuss the word order issues in the Grammar section and make a list of aspects of word order that they find particularly difficult. They should not only reflect on frequent mistakes they make, but also any difficulty they had in identifying particular issues in Exercises 3 and 4. When they have listed specific problems, have them write a short text about family life that incorporates correct use of these aspects.

Exam practice (50 mins)

This can be assigned for homework. Remind learners to look again at the Tip box, as well as the Writing exam tip box on page 29, before completing the Exam practice section.

If you have time in the next class, you could have learners assess each other's work and then compare with the model answer. The more you encourage your learners to evaluate each other's work, the more they will think about their own writing.