

Sample lesson plan for *Grammar for IELTS* Unit 8

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 to use countable/uncountable nouns and quantifiers in an appropriate way in spoken and written English.

Exercise 1

Direct attention to the Grammar tip in the middle of page 35. Many learners might be unaware of the difference between *few/a few* and *little/a little*, so provide enough time for discussion. Then have learners complete the exercise individually and discuss answers in pairs.

Exercise 2

Introduce the situation on the recording and have learners look at the notes and predict how they could complete them. Tell them to listen carefully to the interview and write the words that Jim actually uses in their answers – although they are not used in exactly the same way in the notes. Play the recording again if they need to check their answers.

Exercise 3

Direct attention to the Exam tip at the bottom of page 36. Then have learners read the exam question and listen to find the errors in the text. Point out that this is an example of a good answer to the question.

EXTENSION ACTIVITY (20 MINS)

For additional practice in using countable nouns have learners prepare their own answer to the question in Exercise 3. Remind them to include some countable/uncountable nouns as in the model. When they are ready, pair them up and have one student give their answer while the other listens for mistakes in the use of countable/uncountable nouns. Have them discuss the mistakes and then swap roles.

Exam practice (30 mins)

This can be assigned for homework. Remind learners to look again at the Tip box before completing the Exam practice section. Whether done in class or at home, students should record their answers to the Part 2 speaking task. You can then have learners compare their answers in pairs as well as listen to some answers yourself to monitor progress.

If you have time in the next class, you might wish to highlight some aspect of the model answer. For example, you could write a skeleton answer on the board as follows, and have learners try to use this to remodel their own answers:

I'm going to talk about This is a It's made from X is really easy/difficult to make First of all, (Some people) Next, you After ...ing When (You can) Finally, I love it because