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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:**  **Countable & Uncountable Noun** |

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| Instructor:  **HO YEON CHOI(Betty)** | Level:  **Upper Intermediate** | Students:  **8** | Length:  **30 Minutes** |

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| Materials:   * Wall chart. * Pictures about food, animals, and furniture. * A picture about ‘a can of –’ * Worksheets of how to count uncountable nouns. * Papers of making dialogues. * Cards of the places for making dialogues. * Worksheets of word search. * Board, board makers, and tapes |

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| Aims:   * **Main Aim**:   To enable students to improve their grammar skills by having students talk about countable and uncountable nouns.   * **Secondary Aim**:   Students will talk about countable and uncountable nouns by having students do word search, make dialogues, and a short speech.   * **Personal Aim**:   I want to adjust my speaking and teaching pace to students.  I want to deliver more effective explicit ICQ.  I want to improve on my CCQ delivery. |

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| Language Skills:   * **Reading**: Read dialogues and choose the answers. * **Listening**: The speakers’ short speeches about their answers. * **Speaking:** Short speech about their sentences.   Discuss to their opinions as a group and speak about the answer of speaking worksheet.   * **Writing**: write down their worksheets and make a sentence. |

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| Language Systems:   * **Lexis**: Vocabularies about countable and uncountable nouns. * **Function:** None to discuss * **Discourse**: None to discuss * **Phonology:** None to discuss * **Grammar:** Countable and uncountable nouns. |

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| Assumptions:   * Students know what countable and uncountable nouns are. * Most students have experiences of using countable and uncountable nouns. * Students know the teacher’s style of teaching and the pace of the course. * How the class is set up and run. |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Anticipated Problems | Solutions | | If my lesson finishes earlier than I expected | I’ll ask students to recall something and get feedback. | | If my lesson is getting longer | I’ll reduce the post activity time for writing. | | If students do not understand some vocabularies. | I’ll give some CCQs to students | | If students do not understand the instructions | I’ll give explicit ICQs to students | |

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| References:   * us.123rf.com/400wm/400/400/pinkcoala/pinkcoala11070012/9931536-breakfast-icons-se.jpg * www.resourcesgraphices.com/images/Animal-icons.jpg * Thumb.dreamstime.com/thumblarge\_370/1235853480zGwUvJ.jpg(Furniture) * www.armoredpenguin.com/wordsearch/data/2011.02/0609/06093159.303.pdf * http://esl.about.com/od/grammarlessons/a/l\_countable.htm * 2.bp.blogspot.com/-aLdBTb2SIQk/Td3L5AjKn-1/amounts.jpg |

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| **Lead-In** | | | |
| Materials: Board, Board markers, Wall chart | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min. | Whole class | Greeting  Answer the questions. | **Greeting**  Hello everyone, how are you today? Good! Did you have a breakfast today? What did you eat in the morning? What did you eat last night? Was it good?  (Ask students 2 guiding question.)  “What are you usually eating for your breakfast?”  “Are you a good cook?” |

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| **Pre-Activity** | | | |
| Materials: Pictures about breakfast, Animals, and furniture, Board markers, tape, Worksheet of how to count uncountable nouns, A picture about cans. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min. | Whole class  Individually  Whole group | Food, breakfast…  a croissant, a glass of water, and two eggs…  Yes  No  Yes  No  Animals.  Furniture  Yes  Yes  No  Yes  Yes  Answer  Make a sentence with the answers. | **Eliciting**  (Show the picture of breakfast)  Look at this picture.  What is this? This is a picture of my breakfast. What did I eat?  **CCQ**  Can we count apple?  Can we count coffee?  Egg is a countable noun?  Cheese is a countable noun?  Look at these pictures.  Show the pictures of animals and furniture.  What can be counted?  What cannot be counted?  **CCQ**  Can we count animals?  Furniture is an uncountable noun?  Today, we are going to talk about countable and uncountable noun.  A countable noun may be preceded by a/an in the singular, and takes a final –s/-es in the plural.  However, an uncountable noun is not immediately preceded by a/an, and has no plural form, so does not takes a final –s/-es.  **Ⅰ. How to count uncountable nouns.**  **Instruction**  Well, how do we count uncountable nouns? To be able to count uncountable nouns, we can describe those using partitives.  **Demonstration.**  For examples, we cannot say “a water”, instead, we can say “some water”, “a bottle of water.”, and “a glass of water.”  **CCQ**  Can I say “I need a water”?  Can I say “I need a glass of water”?  Can I say “I bought a piece of cake?”  **Modeling**  I’m going to give an example for our activity. Look at this picture (a can of peas).  The answers can be used more than once. I will give you 3 minutes to put your answer.  Work individually.  Hand out worksheets.  **ICQ**  What are you going to do?  How much time do you have?  Do you work in group or individually?  Please don’t start until I say go.  **Explicit ICQ**  Can you start when I give you the paper?  Can you start when I say “go?”  **Monitor activity**  Answer students if they ask questions.  Share the answers.  You have to make a sentence with your answer. (I bought, A friend of mine gives me)  You did a good job! |

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| **Main Activity** | | | |
| Materials: Board, Board Makers, Papers for making dialogues. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min. | Whole class  Groups  (in pairs)  Whole class | Pick up the cards.  Answer the questions  Yes  No  No  Yes  Discuss together and make dialogues.  Role play with dialogues. | **Ⅰ. Make dialogues.**  **Instructions**  Now, we are going to make dialogues. You are going to pick up a card for some places. There are 2 people in each place. You have to make your own dialogue with countable and uncountable nouns. You can make any situations with friends or customers and employees. You may have to use a/an, any, a few/few, a little/little, several, some, many, much, a lot of, something, anything, how many and how much… these words with countable and uncountable nouns.  **Grouping(4 group)**  So, now we are going to work in pairs in this time. (point to each student to make a group). You have to pick up the cards.    **Demonstration.**  I will give you the paper and give you 5min. You can discuss together about your own situations.  **Modeling**  I will let you know an example.  (sample dialogue - optional)  **CCQ**  Can countable nouns take a final -s/es in the plural?  Can we use ‘a few’ with uncountable nouns?  Can we use ‘a little’ with countable nouns?  Can we use ‘little’ with uncountable nouns?  Hand out worksheets.  **ICQ**  What are you going to do?  How many minutes do you have?  Do you work alone or in pairs?  Please don’t start until I say go.  **Explicit ICQ**  Can you start when I give you the paper?  Can you start when I say “go?”  **Monitoring**  Monitor carefully. Answer students if they ask questions.  Give time warning:  2minutes left.  30 seconds left.  Time’s up  Share the dialogues together. |

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| **Post Activity** | | | |
| Materials: Board, Board Marker, Worksheet for word search of countable and uncountable nouns. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min. | Whole class  Groups  Whole class | Answer  Discuss  Ask questions when they have  Board the answers. | **Ⅰ. Word search of countable and uncountable nouns.**  **Grouping(2 group)**  Now, we are going to make groups. Let’s do “countable”, “uncountable”, “countable”, “uncountable” (point to each student)  Anyone who said countable, hands up and move to A group and anyone who said uncountable, hands up and move to B group.  **Instruction**  I am going to give a paper. You have to find all vocabularies in this box and also divide countable and uncountable nouns. Work as a group and I will give 4 minute.  **Modeling**  Give an example and a hint.  Hand out (word search worksheet) to the students.  **ICQ**  What are you going to do?  How much time do you have?  Do you work in group or individually?  Please don’t start until I say go.  **Explicit ICQ**  Can you start when I give you the paper?  Can you start when I say “go?”  **Monitoring**  Monitor discreetly. Answer students if they ask questions.  Give time warning: 2minutes left. 1minute.  Time’s up  Who is the tallest person in the group, please board the answers as much as possible.  Check the answers whether countable or uncountable nouns.  Move to your own seats, please.  **Ⅱ. Conclude lesson**  Today we studied about countable and uncountable nouns. Do you have any questions? Thank you for attending this class.  **Error correction**  You did great job today! See you next time. |