

GRAMMAR LESSON PLAN

PPP APPROACH

TITLE What are you eating? I am eating a / an / no _____.				
INSTRUCTOR	Ss' LEVEL	AGE GROUP	No of Ss	LENGTH
SEOHEE KIM	Intermediate	7 years old	6 students	35 mins
<p style="text-align: center;">MATERIALS</p> <p>- 6 pieces of a paper for ice breaker</p> <p>- 3 pieces of a paper for making a dialog</p> <p>- whiteboard</p> <p>- 3 different colors of a marker</p> <p>- a picture</p>				
<p>AIMS</p> <p>1. The learners will be able to acquire the expression (present continuous), 'What are you eating? I am eating a / an / no _____.' by practicing the repetition of the sentence recycling with using food-related words.</p> <p>2. The learners will be better able to acquire the grammar rule, countable nouns, uncountable nouns by some of simple concept checking questions in the class.</p>				
<p style="text-align: center;">LANGUAGE SKILLS</p> <p>Speaking The learners will be discussing about making learners' own dialog.</p> <p>Reading The learners will be reading the repetition of the sentence recycling with food-related words. .</p>				
<p style="text-align: center;">LANGUAGE SYSTEMS</p> <p>Lexis The food-related vocabularies will be concentrated on.</p> <p>Grammar The present continuous, countable, and uncountable noun will be concentrated on.</p> <p>Discourse The main topic of lesson will be concentrated on by making own dialog.</p>				
<p style="text-align: center;">ASSUMPTIONS</p> <ul style="list-style-type: none"> ● The learners have already heard the expressions 'What are you eating? I am eating a / an / no _____.' which will help the teacher during the lesson. ● The learners have already known some of food-related vocabularies which will help the teacher during the lesson. ● The learners have already made some of sentences applying with the grammar rules they learn which will help the teacher during the lesson. 				

ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS

The learners might not know the grammar rule that is going to handle in the lesson

- Solving the questionnaire and explaining the errors the learners made.

The learners might not know how to pronounce the consonant sound C accurately.

- Making the consonant sound C to repeat after the teacher several times.

The learners might not know food-related vocabularies.

- Presenting a flash card.

The learners, individually, might have different speed in learning.

- Being tolerant and patient and cheating creatively.

REFERENCES

Paul, David. Teaching English to Children in Asia. Hong Kong: Pearson Longman Asia ELT, 2003.

<http://assets.ecenglish.com/blogs/uploads/sites/31/2015/03/countables-ang-chart-1.jpg>

NOTES

The teacher would prepare to provide a BINGO GAME as the SOS activity, which learners is relevant to the topic that the learners are educated last time. And, the learners would write down what they learned and draw out the information by themselves.

It helps them to review the context that they learned in the previous lesson by performing the activity.

LEAD-IN**MATERIALS**

- 6 pieces of a paper
- whiteboard
- 3 different colors of a marker

TIME	INTERACTION	DETAILS	PURPOSE
1 min.	S-T, T-S	<Greeting>	-To familiarize the students
2mins.	T-S	<Rapport and Classroom Procedure>	-To lead-in
3 mins.		<ICE BREAKER ACTIVITY - Lost on a desert Island>	
		Imagine you have been stranded on a desert island for a year since your boat was broken. Therefore, each of you ladies is allowed to bring three foods to the desert island.	
		The foods can be something you like, love, and enjoy by yourselves or you want to eat now.	
		I will give you 3 minutes to write down the lists and also the reasons why you would like to bring these foods to the desert island.	
	S-S	ICQ: How much time do you have? (3 min.) ICQ: What are you going to write down on your paper?	
3 mins.		Let's share your ideas with your classmates.	

NOTES

Some of students would be pointed and answered the questions from this lesson plan.

PRESENTATION			
MATERIALS - A picture			
TIME	INTERACTION	DETAILS	PURPOSE
3 mins.	T-S, S-T	<Grammar - New vocabularies and countable and uncountable noun> T: (showing students the picture of fruits) What color can you see in the picture? What shape can you see in the picture? (eliciting) T: Do you know what the name of it is? (water) CCQ: T: Can you count the liquid of water? (No) T: Can you count the powder of flour? (No) T: What did you say for my question? (No) T: See the word and read it on the top of the slide. (Uncountable noun) Rest of them, you can count the nouns. EASY! T: For countable noun, if there is one more item, what typical letter do you have to put after the word? (S) T: What about if there is only one item? what typical letters do you have to put before the words? (a/an) T: Repeat after me.	-To impart new vocabularies -To impart grammar rules
NOTES			
Some of students would be pointed and answered the questions from this lesson plan. Most of students would be received error correction immediately, if necessary, from this lesson plan.			

PRACTICE		controlled practice, less-controlled, and communicative practice	
MATERIALS - A flash card - whiteboard - 3 different colors of a marker			
TIME	INTERACTION	DETAILS	PURPOSE
2 mins.	T-S	<Expressions> T: (Pointing to the board) For short conversation expression, we are going to learn these two sentences. A: What are you eating? B: I am eating an apple. Repeat after me.	-To make students feel accurate and confident with the target languages.
4 mins.	S-S	*Role-play activity T: (making them into a group) For 3 minutes, practice this short conversation with your partner but change the name of the fruit based on what you have learnt before. CCQ: How much time do you have? (3 minutes) T:(monitor passively and actively and give time warning) you have 1 minute left.	
NOTES Some of students would be pointed and answered the questions from this lesson plan.			

PRODUCTION		Free practice	
MATERIALS			
-3 pieces of a paper			
TIME	INTERACTION	DETAILS	PURPOSE
7 mins.	S-T, T-S, S-S	<Main activity - dialog creation> T: Let's make our own dialog, then. I will give you 5 minutes to create your own dialog with your partner. Topic must be related to food. Also, Grammar rules that we learned must be included. For example, you could have a conversation that is related to the food in certain places, a coffee shop, a movie theater, a department store, or on the road.	-To make students become independent users of the target language.
	T-S	ICQ: How much time do you have? (5 minutes) ICQ: What item do you have to be involved in your dialog? (food) CCQ: What is the another rule I mentioned? (grammar rules)	
	S-T, T-S	T:(monitor passively and actively and give time warning) you have 1 minute left.	
7 mins.		<Presentation> T: Okay, Times up. From now on, each of teams come up the front and present the dialog you made with your partner. Show us your awesome talents.	
3 mins.		<feedback> T: Let's give a big applause. T: Did you have fun the activities in the lesson? did you find any difficulties during the lesson? (response)	
	S-T, T-S, S-S	T: How was the other team's dialog? D you think theirs was better than yours? What do you think? (response)	
	S-T, T-S	<Finishing the lesson> T: Well done, you ladies. I hope you enjoyed the lesson that I prepared. Thank you. See you, next time.	
NOTES			
Some of students would be pointed and answered the questions from this lesson plan.			

Food: Countable and Uncountable Nouns

COUNTABLES



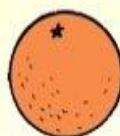
BUN



SANDWICH



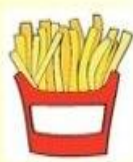
APPLE



ORANGE



BURGER



FRIES



EGGS



SALAD



VEGETABLES



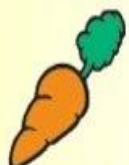
COOKIES



POTATOES



TOMATO



CARROT



HOT DOG



CANDIES



OLIVES



PEANUTS



PANCAKES



WATERMELON



PEA



GRAPES



CHEERIES

UNCOUNTABLES



BREAD



FRUIT



JUICE



MEAT



RICE



CEREAL



JAM



MILK



COFFEE



SUGAR



FLOUR



SALT



SOUP



TEA



COTTAGE CHEESE



PASTA



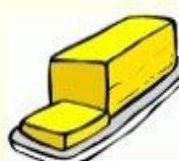
HONEY



WATER



CHEESE



BUTTER



SEAFOOD



MUSTARD