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| Listening Speaking Reading **Grammar**  Writing |
| **Topic: Countable and Non-countable Nouns** |

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| Instructor:  **Park, Jong Eun**  **(Annie)** | Level:  Upper Intermediate | Students:  14 | Length:  30 minutes |

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| Materials:   * Vocabulary worksheet (Fill in the blanks) * Wall chart for explaining about countable and non-countable nouns * Pictures of apple and cheese * Empty papers * White board, markers and tape * Vocabulary cards * Coin |

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| Aims:   * Main aim * Students will improve their grammar skill by practicing countable and non-countable nouns. * Secondary aim * Students will deal with countable and non-countable nouns by working on worksheet and making their own story and making a sentence through “coin game”. * Personal aim * I want to improve my teaching pace and monitoring skill. |

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| Language Skills:   * Reading: All students are going to read the worksheet. * Listening: All students are listening to others’ stories and group member’s opinion. * Speaking: Students are going to talk with their group members to discuss writing a story and present their stories to all students. * Writing: All students are going to fill in the blank on worksheet and write a story by using countable and non-countable nouns. |

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| Language Systems:   * Lexis: Many words used in explaining about countable and non-countable nouns. * Functional: Making a story with group members * Phonology: (None to discuss) * Grammatical: Teacher will explain the rule of countable and non-countable noun. * Discourse: (None to discuss) |

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| Assumptions:   * All students are elementary school students. * All students do not know what the countable and non-countable nouns are. |

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| Anticipated Problems and Solutions:   * Error * Students may have difficulty of understanding the meaning. * Solution * A teacher provides more examples to help them to understand better. * Error * If students need more time to finish their activity. * Solution * A teacher can be flexible with the time as giving students more time to finish their activity. * Error * If students finish their tasks earlier than what teacher anticipated. * Solution * A teacher can do SOS activity. |

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| References:   * [www.google.com](http://www.google.com) * My Next Grammar 1 * [www.helloabc.co.kr](http://www.helloabc.co.kr) |

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| **Lead-In** | | |
| Materials: White board, markers, pictures of apple and cheese | | |
| Time | Set Up | Procedure |
| 2 min | Whole  Class | Good evening everyone!  How are you doing today?  **Lead In**  Rachel, do you like apple?  David, do you eat cheese often? |

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| **Pre-Activity** | | |
| Materials: Worksheet, white board, markers, wall chart, picture of cheese | | |
| Time | Set Up | Procedure |
| 6 min  3 min  2 min | Whole  Class  Individual  Work  Individual  Work | **CCQ**  Teacher shows the picture of cheese.  “Is it something you can eat?  Is it a fruit?  **Eliciting**  Let me ask you a question.  What do you call a grammar element which naming words such as apple or cheese?  Yes, that is right. That is called as a noun.  There are two types of nouns; countable noun and uncountable noun.  Here are two sentences.  “There are four apples.”  “I am hungry. I want some cheese.”  As you can see above, the word “cheese” is non-countable, and “apple” is countable.  Countable nouns are the names of objects that we can count with numbers, so they take singular or plural form.  Non-countable nouns are the names of objects that we can’t count with numbers, so they take only singular form and do not take “a” or “an”.  **CCQ**  Let me ask you a question.  Is water a countable noun?  Is cookie a non-countable noun?  Ok, from now on, you are going to fill in the blank on worksheet about nouns.  . **Instruction**  I will give you 2 minutes to fill in the blank individually.  **ICQS**  What are you going to do now?  Are you working in pairs?  How many minutes do you have?  I don’t want you to start before I say go.  **Explicit ICQS**  Are you going to start before I say go? (no)  Ok, go!  **Timing**  1 more minutes!  30 seconds!  10 seconds!  Time’s up!  Kimi, can you read number one first?  (All students read one question by turn.)  Good job everyone. |

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| **Main Activity** | | |
| Materials: Empty papers, marker, vocabulary wall chart of countable and non-countable nouns, wall chart for demonstration of making a story | | |
| Time | Set Up | Procedure |
| 2 min  5 min | Whole  Class  Pair  Work | There are 5 countable nouns and 4 non-countable nouns.  .  **Instruction**  You are going to make a short story with your group members by using these nouns.  **Demonstration**  Teacher posts the wall chart for story making.  Beri, please read the story.  **Grouping**  Please say A, B, C, D, E,…  All A’s on the right side, all B’s on the middle, and all C’s on the left side please. All D’s on here. All E’s there.  **ICQS**  What are you going to do now?  Are you working individually?  How many minutes do you have?  I don’t want you to start until I finish passing the reports and say go.  **Explicit ICQS**  Are you going to start as soon as you get the paper?  Are you going to start before I say go?  Ok, go!  **Timing**  3 more minutes!  1 minutes left!  30 seconds!  10 seconds!  Time’s up!  Please clap your hands.  Jayme and Suk, can you share your story first?  Thank you for sharing.  All of you did good job! |

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| **Post Activity** | | |
| Materials: coin, white board, marker | | |
| Time | Set Up | Procedure |
| 5 min | Individual Work | **Instruction**  From now on, you are going to flip this coin.  If you get the picture side of the coin, then you have to make a sentence by using any countable noun.  If you get the number side of the coin, then you have to make a sentence by using any non-countable noun.  You are going to work individually.  **ICQS**  What are you going to do now?  Are you working individually?  David, please start first.  Good job everyone.  **Error Correction**  Today, I didn’t hear any mistakes.  Can you unscramble this word?  (A teacher writes the word “u, n, o, n” on the white board.)  Right, it is “noun”.  Thank you for your participation today! |