Grammar Lesson Plan

“Countable Nouns & Uncountable Nouns”

Length:

25 minutes

es

Students:

19

Level:

Intermediate

Instructor:

Jenny (In Kyung Lee)

**Materials:**

* ‘Countable nouns and uncountable nouns’ worksheet 1 (19 copies)
* ‘The cake recipe’ worksheet 2 (19 copies)
* Worksheet 3 (19 copies)
* White board, board markers
* SOS worksheet (19 copies)
* Eliciting pictures
* ‘a, an, some’ wall chart, ‘some, any’ wall chart

**Aims:**

* Main aim: A teacher enables students to improve their grammar skills by having students talk about countable and uncountable words.
* Secondary aim: A teacher enables students to improve their grammar skills by having students do the worksheet using the countable and uncountable structure.
* Personal aim: I want to improve my time management.

I want to improve my teaching and speaking pace.

**Language Skills:**

* Reading: Students will practice reading by working on the cake recipe worksheet.
* Listening: Students will practice listening by having students discuss with partner, group members.
* Speaking: Students will practice speaking by having students practice their own sentence, by having students discuss with partner, group members.
* Writing: Students will practice writing by having students make their own sentence.

**Language Systems:**

* Lexis: Students will learn about countable and uncountable words they don’t know.
* Function: Give instructions on how to use ‘some’, ‘any’.
* Grammar: Students will learn about countable and uncountable nouns.
* Discourse: none to discuss
* Phonology: none to discuss

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 5 student groups at each table)
* the teacher’s style of teaching and the pace of the course
* a rule of English Only in the class.

**Anticipated problems and Solutions:**

* Students may not be able to follow the passage easily

🡪 Follow the task-feedback circle: let them read the worksheet

* Students may not understand the words

🡪 Provide more examples and explanations.

* Students may need more time to work on the worksheet activity

🡪 If it takes longer than 2 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board

* If time is short

🡪 Cut post-activity short to 2 minute.

* If students finish their tasks earlier than anticipated,

🡪 Give them an SOS activity.

**References:**

* www.englishclub.com
* www.engvid.com
* http://learn-english-online.org

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| **Lead-In** | | |
| Materials: **n/a** | | |
| Time  1 min | Set Up  Whole Class | **Procedure:**  *Good morning everyone.*  *How was your yesterday?*  Have you recently been to the grocery store?  What did you buy?  -----------, have you recently been to the grocery store?  What did you buy?  *(after students answers)*  *We can buy many things like some fruit, bread, cheese…..in the grocery store.*  *OK!* |

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| **Pre-Activity** | | |
| Materials: **Eliciting pictures, Worksheet 1, Board, Markers, The chart** | | |
| Time  2 min  3 min  3 min  1 min | Set Up  Whole Class  Pairs  Whole Class | **Procedure:**  **Eliciting**  *(Show the pictures.)*  *What is this?*  Can you count this?  *What is this?*  Can you count this?  *What is this?*  Can you count this?  What do we call the nouns that we can count?  *(Students:* Countable nouns *)*  What do we call the nouns that we cannot count?  *(Students:* Uncountable nouns *)*  *Right!*  *In English, nouns can be divided into countable and uncountable nouns.*  *OK, so today, we will talk about “countable nouns and uncountable nouns”.*  **Instruction**  Most common nouns are countable. They have both singular and plural forms.  Other common nouns are uncountable .  **Uncountable nouns** can only be used in singular.  These nouns cannot be used with a number. They can't be counted. That's why they are called "uncountable nouns".  (show students the chart)  This is the example of countable nouns, uncountable nouns.  Read this loudly together.  First, countable nouns singular…. a cat, a cup, an airplane, an egg.  Countable nouns plural…. some cats, some cups, some airplanes, some eggs.  Next, uncountable nouns don`t take a/an.  Read this loudly together.  Some water, some milk, some juice………..  ……………………………………some information.  Now, I will give you a worksheet.  Please underline the plural countable nouns and circle the uncountable nouns.  You are working in pairs.  I will give you 3 minutes to do this.  **ICQ**  *Are you working in pairs?*  What are you going to do?  *How much time do you have?*  (Distribute the worksheet)  Start!  (After 2 minute)  1 minute left.  (After 1 minute)  Do you need more time?  (Yes- give 30 seconds extra time  No- Go to the next step…)  Time’s up!!  (The teacher taps the board.)  Put your pens down.  Now, let`s check right answers together.  (A teacher checks correct answer on the board.)  You need butter, bread, cheese……………….  …………………………..  …………………………………sunlight.  Good job. |
| **Main Activity** | | |
| Materials: **Worksheet 2 (The cake recipe), Board, Markers, The chart** | | |
| Time  2 min  1 min  4min  3 min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  **Instructions**  (Show students the chart)  Countable nouns and uncountable nouns take ‘some’ in the affirmative sentence.  Let`s read it together.  There are…….  There is……  Countable nouns and uncountable nouns take ‘any’ in the negative sentence.  Let`s read it together.  There aren`t………..  There isn`t………..  Countable nouns and uncountable nouns take ‘any’ in the question sentence.  Let`s read it together.  Are there…?  Is there……?  Now I want you make five groups.  Let`s make 5 groups.  One, two, three, four…………(The teacher makes groups.)  I will give you a worksheet.  This worksheet is the cake recipe.  Complete the recipe using some, any, the singular, plural form of each word.  Work with your group.  I will give you 4 minutes to do this.  **ICQ**  *Are you working individually?*  What are you going to do?  *How much time do you have?*  OK!  (The teacher distributes the worksheet.)  Start!  (After 3 minutes)  1 minute left.  (After 1 minute)  Do you need more time?  (Yes- give 30 seconds extra time  No- Go to the next step…)  Time’s up!!  (The teacher taps the board.)  Put your pens down.  Choose one person from each group.  One person of each group come on and writes answers on the board.  *Let`s check the answers together.*  *Mix some……………….*  *…………………………*  *……………………… some strawberries.*  OK!  **CCQ**  - Is ‘olive oil’ countable noun?  - ‘Some’ is used when a countable noun is in the negative sentence, is it right?  - ‘Any’ is used when an uncountable noun is in the negative sentence, is it right?  OK!  *Good job!* |

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| **Post-Activity** | | |
| Materials: **Worksheet 3** | | |
| Time    1 min  3 min  1 min | Set Up  Whole Class  Pairs  Whole Class | **Procedure:**  **1. Make your own sentence**  **Instructions**  Now, we are going to make our own sentence and discuss with your partner.  Write what I want for my lunch and what I need using a, an or some and then discuss with your partner.  For example, I want to make a sandwich for my lunch.  I need an egg.  I need a tomato.  I need some cheese.  OK!  You are working in pairs.  I will give you 3minutes to do this.  **ICQ**  *Are you working individually?*  What are you going to do?  *How much time do you have?*  (The teacher distributes the worksheet.)  Start!  (After 2minutes)  1 minute left!  (After 1minute)  Time’s up!! (The teacher taps the board.)  **2. Conclude lesson**  -----------, what do you want for your lunch?  What do you need?  -----------, what do you want for your lunch?  What do you need?  *Good job today.*  *We talked about “countable nouns and uncountable nouns”.*  *Did you enjoy it?*  *See you guys tomorrow!* |
| **SOS Activity** | | |
| Materials: **sos** **worksheet** | | |
| Time    1 min  3 min  2 min | Set Up  Whole Class  Pairs | **Procedure:**  **Instructions**  Great, guys.  We are going to do “Complete the dialogue” with a, an, some or any.  Now, I will hand out a worksheet.  You should do this work individually.  I will give you 3 minutes to do this.  **ICQ**  *Are you working in pairs?*  What are you going to do?  *How much time do you have?*  OK!  (Distribute the worksheet)  Start!  (After 2 minutes)  1minute left.  (After 1 minute)  Do you need more time?  (Yes- Give 1minute extra time.  No- Go to the next step…)  Time’s up!!  (The teacher taps the board.).  Let`s check right answers with your partner and practice the dialogue during 2minutes.  Start!  (After 1 minute)  1minute left.  Time’s up!!  (The teacher taps the board.)  Good job.  I really appreciate your participation.  I hope you enjoy my lesson.  See you next time! |