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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: How much should I get? (In the kitchen)** |

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| **Instructor:**  Nana Baek | **Level:**  Upper beginner | **Students:**  7 Korean Adults | **Length:**  30 Minutes |

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| **Materials:**   * Board * Countable Vs Uncountable Nouns & quantity expression sheet (6) * In the Kitchen activity sheet (3As)(3Bs)(1C) * Post activity dialogue * SOS question |

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| **Aims:**   * Main aim: Ss will improve speaking skill by drilling and asking each other questions using expressions of quantity of food. * Secondary aim: Ss will learn the difference between countable/uncountable nouns by comparing different examples. * Personal aim: I want to practice time management and be able to control teaching pace. |

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| **Language Skills:**  Listening: Ss will listen and learn to describe quantity of food.  Reading: Ss will read dialog & different ingredients.  Writing: Ss will improve writing by practicing expressions for describing quantity.  Speaking: Ss will ask questions and answer each other. |

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| **Language Systems:**  Lexis & Phonology : a dozen, shredded, a ton of  Grammatical: countable/uncountable nouns  Function: describe food quantity  Discourse: use various expressions to describe food & food quantity |

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| **Assumptions:**   * Most Ss know basic food items * Most Ss know some taste expressions * Countable/uncountable nouns & quantity descriptions are not whole new thing to Ss. * Most Ss have ability to read the dialog * Ss are aware of working in groups * Most Ss have experience in cooking |

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| **Anticipated Problems and Solutions:**   * Students may not know the meaning of some quantity expressions 🡪 Try to elicit the meaning and explain them by using easier words * Students may need more time to finish the activity 🡪 I will reduce the time for post-Task, and will give them more time to speak for their main activity. * If students finish their tasks earlier  🡪 Include SOS activity in the lesson plan. |

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| **References:**   * *Speaking for everyday life by Scott Fisher & Brian Stuart, Unit9* |

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| **Lead-In** | | | |
| Materials: Lead-in questions | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-WC  T-S  T-S | Greeting  Answering  Answering  Answering | Hello, everyone, How are you today?  Did you all have breakfast this morning?  **Question**  -Kelly, what did you eat for breakfast today? (If she didn’t, ask other)  **Follow-up**  -Did you cook?  -How did you like it?  -Did you eat a lot?  (Elicit some expressions for quantity; a little, a lot, some…)  All right, thank you for sharing. |

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| **Pre-Task** | | | |
| Materials: board, quantity expression sheet (6) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 9min  (2min) | T-Ss  T-S  T-S  T-S  S-S  (S-S)  T-WC | Answering  Answering & note taking  Student answers  Student answers  Students answer  Ss read through the sheet  (Work in pairs) | Ok, we will continue our lesson from yesterday.  **Review Questions**  -Can you count how many oranges? *(Ss answer “yes”)*  -Can you count how much milk (milk itself, not bottles or containers)?  *(write down more examples of countable and uncountable nouns)*  -So, the ones you can count in numbers are the countable nouns, and the ones you cannot are uncountable nouns. Clear enough?  -How can we ask for quantity of orange or apples; the countable nouns?  (Ss answers and I write it on board on countable noun section: **How many...is/are there?**)  -How about milk? Or Coffee?  **(CCQ)**-Do we ask how many milk??Susan?  (Susan answers “no”, and I write down right answer on the board on uncountable noun section: **How *much* milk is there?)**  -So can you see the difference? Yes, we use how MANY with countable nouns, but how MUCH to uncountable nouns.  Good!  -And how do you answer to that? For Ex. How many cookies are there? (Ss may say “There are five cookies”)  -Yes, you can count exact number of the items, but you can also say like...  Some, a lot of, a few,  - What else??  Ex. There are *plenty of* cookies; There is *a lot of* milk.  (give more examples from quantity description sheet in a full sentence)  **(CCQ)**-How many is a dozen? (12)  -How much is a ton of ground beef? Is it a lot? Or a little? (a lot)  -How many is several? Is four or five several? Is 100 several?  Very good! So, are we clear about describing quantity now?  Here, I will give you the sheet of what we just did, so you can take a look.  (pass out the quantity expression sheet)  *(Have Ss ask Questions and answer with the expression sheet in pair if I have time left)*  Don’t worry we will practice some more in our next activity! ☺ |

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| **Task-preparation** | | | |
| Materials: In the Kitchen activity sheet (3As,3Bs,1C) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-Ss  T-Ss | Listen to instruction  Answering  Read the sheet | **Instruction**  -You will work in groups now. Since we have 7 of you, there will be 1 group of three, and 2 groups of two.  Each of you is making a different meal for lunch. There are list of ingredients you have, and you don’t have but you need.  (pass out the activity sheets to Ss)  -Once you get the sheet take a few moments to read your part on your own and decide how much or how many of the items you need.  -You can look at the quantity expression sheet I gave you earlier for help if you need to.  -Ask me if you have any questions.  **ICQ**  -What are you doing now? (read & think)  -Are you working alone? (yes)  -Who do you ask if you have any question? (the teacher)  (give them a minute to look over the sheet) |

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| **Task-realization** | | | |
| Materials: none | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  10min | T-WC  T-Ss  T-Ss  S-S | Listen to instruction  Watching demonstration  Answering ICQ  Work in groups of three  Stop activity  Answering &  give feed backs | **Instruction**  -Ok, now, you will ask your partners for the things you need.  -Follow the dialogue you see on the sheet. Ask for one thing at a time, and continue until you get all of what you need.  -Try to use different quantity expressions for your items.  **Demonstration**  -Before you start, let’s practice together for once.  (I do student A, and pick two students from the group of three for role B, and C, and demonstrate with the example on the sheet)  **Instruction**  -Please be aware with how many and how much when asking.  Ok, work with your partners now.  I’ll give you 10min. for the activity  **ICQ**  -How much time do you have? (10min.)  Ok, you can begin now!  (monitor Ss closely, and make notes)  You have 1min. left!  All right class! Good work!  Did you all get what you need?  Good!☺ |
| **Post-Task** | | | |
| Materials: The dialogue for post-activity | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-Ss  T-WC | Ss give feed-backs  Ss listen to the teacher  Answering | **Questions**  -How did you feel about the activity?  -Was it challenging? Was it easy?  (get feed-backs from Ss)  **Post-Activity**  **(Instruction)**  -Ok everyone, let’s do a quick review now. I’ll read you a short dialogue similar to what you just did, and please find an error from it.  (I read below dialogue to Ss)  *Jenny: I want to make a carrot cake, do you have any carrots Paul?*  *Paul: I have* ***much carrots****. How* ***much*** *do you need?*  *Jenny: I need two carrots.*  *Paul: Here you go.*  *Jenny: Thanks Paul.*  -What’s wrong here? Anyone?  -Why is it wrong?  (carrot is a countable noun, so ***many*** should be used)  **Error correction**  -Check Ss common errors together.    **Closing**  All right class!  This is all for today and good work everyone!  See you all tomorrow!  (If I have time left, ask students if they have any questions, or give them  SOS question) |
| **SOS Activities** | | | |
| Materials: SOS question | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | T-WC | Answering | **Question**  - Do you eat a lot of or very little junk food? Is there any reason for this?  (Elicit & teach *Junk food* if they don’t know the word, and have free chat time) |

