|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading X Grammar ☐ Writing |
| **Title:** Running a business |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Kim Boyoung | Level:  Intermediate (Adult) | Students:  10 students | Length:  35 Minutes |

|  |
| --- |
| Materials: Realia   * Song of countable and uncountable nouns * Fill in the blanks of the lyrics’s script * White board and board markers * Vocabulary worksheet(10 copies) * Fill in the blanks worksheet(10 copies) * Computer for audio file, visual file. * Word cards, board game. |

|  |
| --- |
| Aims:   * Main aim : Ss will be able to improve their grammar skillls and practice the topic. * Secondary aim : Ss will be able to discuss and share opinions in business situations. * Personal aim : I want them to have confidence when they use countable and uncountable nouns in work context. |

|  |
| --- |
| Language Skills:   * Reading : Ss will read scripts of topic. * Listening : Ss will listen to the song about countable and uncountable noun. * Speaking : Ss will be able to talk and share opinions in work situations. * Writing : Ss will fill in the blanks and take notes on details of topic. |

|  |
| --- |
| Language Systems :   * Phonology : [-(e)s] -> [z] * Lexis : new vocabulary - purchase, luggage, access ect. * Function : asking and answering question, discussion * Grammar : countable and uncountable noun. * Discourse : board game |

|  |
| --- |
| Assumptions:  Students already know   * How the class is set up and run.( there will be 3 students at each table) * How to speak with ease on most matters but still make occasional errors in grammar or vocabulary which rarely inhabits communication.. * How to vary language form to suit the situation * Concept of business situations.   . |

|  |
| --- |
| Anticipated Errors and Solutions:   * If students need linguistic help to express their opinion during discussion * Give them linguistic support by providing definitions and some examples. * If students keep quiet for fear of making errors during group working * Encourage them to speak and advise them to practice about using countable and uncountable noun. |

|  |
| --- |
| References:   * Noun song : <https://www.youtube.com/watch?v=FvqHuoZlKmc> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: computer for listening, worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3min | Whole class  Whole class | Answering teacher’s questions  Listening to music and fill in the blanks of worksheet #1 | Good morning! How was your day, yesterday?  It was so hot yesterday, wasn’t it?  Do you have your own special method to keeping cool your body? (ask to 2 Ss)  Feeling thirsty, I drank some beers and several cups of water.  Some beers and several cups of water..  Can you guess what will we practice today?  OK, so now, we will listen to one song and fill in the blanks.  CCQ  What should we do when we watch?  Yes, let’s watch .  (Play video)  Do you need to listen to the song one more time? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Presentation** | | | |
| Materials: : Board, Board markers, Computer for listening, Worksheet #1,  Substitution Tables | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  3 min  1min  3min  5min | Whole class  In goups  Whole class  Whole group  Whole class | Whole class  Students start working with worksheet #1.  Students check answers.  Students are checking on sentences they made in groups  Listening to teacher and answer the questions | **Procedure :**  **1. RECALL**  Did you enjoy the song ? What is the title of the song? (Students answer).  Now I want you to make three groups.  Group A, group B, group C.  Rearrange the desks in the classroom, please.  And discuss how did you fill in the gaps of worksheet #1.  And then make 2 sentences with nouns from the song.  Afterwards we’ll discuss as a whole group.  You have 3 mins.  CCQ  How many time do you have?  What do you discuss?  Do you need to rearrange seating?  Okay, Start!  ( Let students discuss and monitor discretely.  If they choose same words guide them choose different words)  Time’s up! Do you need time more? Okay.  Look at the board, please.  Let’s fill up these blanks!  What can I write here?  **2. REFLECT**  As I informed you in advance, discuss about sentences that you made in groups need error correcting or not As a whole group. It’s fine to be seated like this.  Group A, How did you do?  (Writing on the board and ask to the ss)  How is this sentence?  (Try to eliciting more questions from students to pull out the rules of meaning of the countable and uncountable noun)  Some possible question :  : Is this a kind of substances or materials which don’t have form?  : Can you see this?  : Even if you can’t see this, can you express a meaning?  : Can you count bowl contained of this ?  : Does it have limitation?  Can anyone complete this sentence from any lyric of the song?  (Let student answer and finish the sentence on the board)  What do you see in the form of this sentence?  (Let students tell of each word and write the part of speech/form under the sentence using another color marker.)  **3. CONCLUDE**  Meaning  Great job guys! we have just learned the uncountable and countable nouns .  (Write language focus on the board)  Ok. Let’s talk about the meaning of the title again.  Do you know the meaning of abstract ?  Normally if the word has abstract meaning, In english, consider it cannot count.  Which words do you can say?  Tell me which noun do you have in your head , abstract noun.  Like...   1. Love, money 2. Liquid : water, beer 3. powdery : rice,sand, flour   4) lump, chunk : bread, soap  These uncountable noun need proper measure, unit of size for counting. Like…  A glass of water, A carton of milk,  A bowl of rice, A piece of candy,  A cup of coffee, A bottle of perfume,  A can of fruit, A game of tennis,  A bar of soap  Till so far, did you understand?  Okay , good.  Now look at these words.  Chair , table - furniture  Can we count chair?  One chair, two chairs, 10 chairs..right.  And table , too.  What about furniture? Can you?  Yeah...the answer is , NO!  Like furniture, if it represent group, in other words, if it is group noun, we can’t count.  Let me give one another example.  What about this. Hair.  (showing with body gesture)  I have a long hair .(one long hair)  And I have long hair.( group noun)  Do you understand?,  CCQ  Can i have waters?  Can i buy furnitures?  Can I have 2 coffees?  Okay, good  **Form**  (writing on the board)  S + V + a/an/the + N  English is a very specific , particular language.  When you use countable noun, if it is singular, you need to add a/an. And if it is plural you can add -s/es on back of the noun.  For example, I had potatoes.  In this case , you pronounce this part [z]sound. Repeat after me.  Bus-buses, day-days,yourself - yourselves   * -s/-sh/-ch/-x : [-es] * -y : [-ies] * -ay/-ey/-oy : [-ys] * -f/-fe : [-ves]   And also English is sensitive on timing. When you can tell and see some object apparently, you can add article“ the”.  For example, I jumped into the water. I stared at the moon.  And as you notice this...if it is unaccountable noun, you don’t add article.  But If you want to set range, you can use this , “some “  For example,  I bought some apples.  I have some time.  **Drilling**   |  |  |  |  | | --- | --- | --- | --- | | Jihyun | had | A cup of | coffee | | Joanne | Listened to | the | Music. | | Money | isn’t |  | everything. | | Love | Is |  | All around. | | gian | play | A game of | tennis. |   (show students the substitution table.)  Ok. listen to what i say and don’t repeat.  CCQ  What do you do?  (point to the substitution table while reading)  Ok. Now listen and repeat.  CCQ  What do you do?  (point to the substitution table while reading and whole class repeat)  great. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Practice** | | | |
| Materials: worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  2min  1min | Whole class  Whole class  Whole class | Students will work with worksheet #2  Students explain what did they understand .  Answer the questions | Now we will play a board game.  First, let’s skim words.  1. Vocabulary and Idioms  Instruction  ( Hand out worksheet # 2 to students)  Work individually.  connect words to pictures  Demonstrration  Look at your first worksheet , please.  Question number 1,.  Do you have an idea of this ?  Which word will be suitable for the first picture ? and quess it is countable or uncountable.  Yes, right,.  Like this, you can do the rest.  You have 2 min.  CCQ  How much time do you have?  Who are you working with?  What do you do?  Good. Starts.  (Monitor discreetly. Answer if they ask questions)  Giving time warning :  30 seconds left.  “Time’s up”  Did you complete?  Does anyone who need more time?  (Be flexible with time .  Give 1 more minute if they need it.  “ Okay, one more min!)  Okay, Were these not easy? Easy? Good.  Then, let me know how did you connect each words to the pictures.  ( Reading and explain, answering ss’s questions)    After checking answer, do complement.  Great works. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Production** | | | |
| Materials: Board game, Instructions, worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  10 min  2min  1min  1min | Whole class  In groups  Whole class  Whole class  1min | Listen and understand instructions.  Play a board game.  Make sentence together.  Listen to teacher.  Listen to teacher | Ok.  From now on we will play this board game.  If someone who reach the top of the building, he/she will be promoted. And there will be a lot of benefits ,too.  Here are instructions.  Listen carefully.  ( Read instructions and hand out worksheet #3 to Ss)  You have 10 mins  Play in groups later we will discuss in whole group about sentences those you guys made .  CCQ  How much time do you have?  What will you do?  Do you work indivisually?  Okay, Start!  ( monitoring , If Ss ask questions, advise them)  Time’s up!  It’s fine even if you didn’t clear this game.  Have a seat and complete the last sentence of each group together.  Error correcting.  Did you have fun today?  I hope you enjoyed today’s lesson.  As i promised you, the one who went farther, you guys got promoted to be position of manager of your company.  Here is present for celebrating.  And all of you is also very good.  See you next class! |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Material: worksheet #4 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | Listen to teacher .  If they have question, answer that. | Do you have any other questions?  Today I will give you homework.  (hand out worksheet #4)  (reading instructions about homework) |

worksheet #1. Fill in the blanks

I can't count food but I can count fish

I can't count peace but I can for all I wish

I can't count water but I can count glasses

I can't count bread but I can count slices

I can't count knowledge but I can count subjects

I can't count art but I can count pieces

I can't count advice and I can't count help

But I can count the times I hear my dog yelp

How many fingers am I holding up?

How much money do you have?

How much water do you have in that cup?

How many people make you laugh?

I can't count dishware but I can count plates

I can't count love only that which she hates

I can't count butter but I can count chairs

I can't count clothes only the items that he wears

I can't count money but I can count coins

I can't count sugar but I can tenderloins

I can't count salt but I can count years

I can't count pepper but I can count beers

I want some I don't have any

She has a few and he has many

I will take 3 and he will take a lot

Open up your hands and show me what you've got

How many fingers am I holding up?

How much water in that cup?

How many fingers am I holding up?

How much water in that cup?

Worksheet #2 . Circle the answer

1. Purchase C / U
2. Market C / U
3. Certification C / U
4. Approval C / U
5. Prospect C / U
6. Resolution C / U
7. Merchandise C / U
8. Replacement C / U
9. Equipment C / U
10. Information C / U
11. Access C / U
12. Luggage C / U
13. Baggage C / U
14. Advice C / U
15. Instruction C / U
16. Approach C / U
17. Research C / U
18. Supprort C / U
19. Change C / U

Worksheet #3 . Instructions

Running a business !

Step 1. Toss a coin. ( Heads = 1, Tails = 2 ) And move your horse.

Step 2. Make correct sentence with vocabulary that your horse stands on the board.

Step 3. If you made wrong sentence, move backward.

Step 4. Some one who catches a flag on the top of the skyscraper first will be promoted to be a position of manager of your department.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Worksheet #4. Homework

“ Let’s go and have some beers! “

Q. Is this sentence right or wrong? If so, why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_