Background Information Sheet

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| **Name & Class** | **Date & Place** | | **Lesson** | | **Plan** | | **Topic** | | | **Length** | **Level** | |
| Jenny & Shine  TESOL 141WD | 19/OCT/2016  ROOM 601 | | Grammar | | PPP | | I have a few apples. I have a little water. | | | 40min | Elementary | |
| **Class profile**  **Number of students:** 10 **Age**: Elementary **Nationality:** Korean  **Motivations**: 1. Social relationships 2. Personal advancement  **Individual or class hobbies and interests**: students are interested in socialising with classmates.  **Special considerations:** students’ age needs lots of support of visual aids such as pictures. | | | | | | | | | | | | |
| **Main aim** (language focus / ~~skills~~)   1. Students practice and learn to make sentences with using phrase of quantifier.(a little / a few)   **Subsidiary aims** (language focus / skills)   1. Students practice telling countable and uncountable nouns in the real situation. 2. Students practice fluency using the target language. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking: to communicate with classmates during freer practice * Writing: worksheet | | | | | | Description of language systems specifically used/practiced:  * Grammar: the difference between countable and uncountable nouns * Usage of a few and a little. * Discourse: share ideas * Phonology: stress and intonation | | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. Students might be confused with two different meaning. A little can be used in both size and quantity. 2. Students might think they can count some of uncountable nouns. Ex)meat, water | | | | | | | | | | | | |
| **How I can deal with these difficulties:** We have to let students know we are learning the quantity not the size.  1. We teach students there is a way to count meat and water to use unit such as two kilos of meat, two bottles of water. | | | | | | | | | | | | |
| **Assumptions:**  Students already learnt how to count to use much and many.  Students already learnt countable and uncountable nouns in the previous class. | | | | | | | | | | | | |
| **Material(s) needed:** PPT; projector-beam; whiteboard; eraser and pens; worksheets | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | |
| model sentences for target language | |  | | concept questions for target language | | | |  | analysis sheet for target language | | |  |
| stages clearly titled and separated | |  | | purpose of each stage indicated | | | |  | anticipated timing included | | |  |
| interaction pattern marked | |  | | a board plan (if relevant) | | | | N/A | examples of all tasks used | | |  |
| answer sheet to all exercises | |  | | tape script | | | | N/A | all materials labelled and numbered | | |  |
| **Personal aim:** What I most hope to demonstrate in this lesson is the ability to get a clear grammar usage through lots of repeated activities. | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is to relax both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage should be used to create an appropriate situational context.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **<Greeting>**  Hi, everyone. How are you, today?  **Show PPT1** – picture of lady in a grocery shopping  **<instructions>**  Look at this picture.  What can you see in this picture? (supermarket, woman, shopping cart, beverage, fruit)  What do you think is she doing? (grocery shopping)  Right, have you done grocery shopping before? (yes)  Who did grocery shopping? Raise your hands.  Good. Everybody did grocery shopping before?  **Show PPT2** – lots of food in the basket  Please talk to your partner what you bought before in grocery shopping.  You have two minutes to discuss with your partner.  Pair-works  Monitor  **<Feedback>**  Nominate a few students to share their ideas.  Please tell us what you discussed it with a full sentence.  (In case student doesn’t make full sentence, encourage student to make a full sentence.)  Good job. Everybody has experience of buying something in the supermarket. | T  T-S  S-S  T-S | 1min  1min  1min |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to teach the target language inductively, referring to the situational context from the lead-in. Meaning, form and pronunciation should be covered with appropriate methods such as a model sentence, CCQs, timelines, substitution tables and indication of phonology etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| -Meaning  **<Instructions>**  Let’s think about what we discuss before in a grocery shopping picture.  Student A, can you tell me what you say before?  Student A: I bought three apples.  Student B: I bought some cheese.  Teacher write the sentence on the board and induce student to replace a few and a little instead of three and some.  Teach students the meaning of a little and a few.  **Show PPT3,4**  **CCQs:**  Did I buy lots of apples? (no)  Are three apples a lot or a few? (a few)  -phonology  Everybody, Please repeat after me  Choral drill and individual drill  Stress and intonation.  \_\_ \_\_\_\_\_\_ ----------- \_\_\_\_\_\_\_.  \_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_ -----------  -Form  Write model sentence on the board  As students to tell us another countable nouns and uncountable nouns.   |  |  |  |  | | --- | --- | --- | --- | | I  You  She / He  They | bought | a few | apples  books  pens  balloons | | a little | cheese  water  ice-cream  juice | | T-S  T-S  T-S | 3min  1min  3min |  |

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| **Stage 3: Controlled Practice**  **The purpose of this stage is to allow the students to accurately practice working with the target language by doing easy, or controlled tasks. This helps build confidence before trying something more challenging. Students should apply the rules that were presented in a meaningful way whenever possible. Peer-checking before feedback is important in these practice stages.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **<Instructions>**  Now, you have to choose ‘a little’ or ‘a few’.  After reading sentences, fill the gaps with ‘a little’ or ‘a few’ on your worksheet.  **ICQ:** What can you write on your answer? (a little, a few)  **Demonstration**  Ex. I have a few books  I want to eat a little cheese.  **Give a Worksheet1**  I’ll give a worksheet to students.  Individual work  Monitor  Right, talk to your partner and compare to answers each other.  Pair-work  **<Feedback>**  **Show PPT5** – answer sheet  Let’s compare answer together.  **<Instructions2>**  **Show PPT6** – food pictures  Write “I have a few \_\_\_\_\_ “, “I have a little \_\_\_\_\_” on the board.  There are a few food pictures on the screen.  Please come out and pick suitable picture and write it on each sentence.  **Demonstration**  Ex. I have a few oranges.  I have a little juice.  Nominate four students.  (In case, student chose wrong picture, then pick another student to try it again.-peer feedback)  Ex question: Any other students have different idea? Can you make different sentence from student A? | T  S  S-S  T-S  T  S | 1min  1min  1min  1min  1min  3min |  |

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| **Stage 4: Less controlled practice**  **The purpose of this stage is to allow students to practice the target language more thoughtfully, in terms of either structure manipulation, meaning, function or other aspects of language. Accuracy is checked before moving to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **<instructions>**  **Show PPT7** – picture  Please, look at the picture. There are lots of foods.  Please pick two countable foods and two uncountable foods and make sentences to use a little and a few.  You can choose any of them.  Make four sentences individually and compare them with your partner.  You have three minutes.  **Demonstration**  Ex. If I pick cheese then I can make sentence like this. “I want to eat a little cheese.”  If I pick candy then I can make sentence like this. “I bought a few candies.”  **ICQ:** How many foods can you choose? (six)  How much time do you have? (three minutes)  Individual work  Pair-work  Monitor  **<feedback>**  Can you tell us one sentence you made with a few? Nominate two students  Can you tell us one sentence you made with a little? Nominate two students  (In case student makes wrong sentence, please pick another student makes sentence differently.) | T  S  S-S  T-S | 2min  2min  1min  2min |  |

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| **Stage 5:\_Freer Practice**  **The purpose of this stage is to allow student to practice using the target language productively in an authentic way. The focus is to encourage fluency, not accuracy, therefore errors should be monitored and only addressed if necessary. Correction should be given during the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **<Instructions>**  **Show PPT9**  We are going to play board game.  Look at the screen. There are lots of different places showing in the board.  Roll the dice and check your board where you are.  Make one sentence to use a few and a little according to your place.  Let’s make two groups.  Each team has one board and one dice.  If one of your team can’t make sentence in certain place, rest of team can think about sentence together.  **ICQ:** How many groups do you have? (two groups)  Can you help your team? (Yes)  Please look at us to demonstrate how to play and make a sentence.  **Demonstration**  Let’s say I rolled dice and got number three.  Board no. three is hospital.  Then I can say “There are a few patients in the hospital.”  Let’s say I rolled dice and got number six.  Board no. six is cafe.  “There is a little ice in the cup.”  I’m going to give board game and dice to each team.  Now, you can begin.  Group-work  Monitor | T  S-S | 2min  10min |  |

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| **Stage 6:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the main points briefly, either deductively or inductively, or perhaps during error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Well done everyone. Did you enjoy this activity? (Yes, we had fun!)  **<Feedback>**  Some students might be confused with sentence like this.  “I saw a few peoples in the café.”  People itself includes many persons in the meaning so we don’t need to put ‘s’ to people.  Even though we using a few, we have to say a few people instead of a few peoples.  Today, you have homework.  Please go home and open your refrigerator and find a five food items and make sentences to use a little and a few.  Thank you for your participation and great job on your worksheets.  Good bye everybody. | T-S  T | 2min  1min |  |

**Language Analysis Sheet - Grammar**

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| **Item: I have a few apples.**  **I have a little water.** | **Anticipated Problems** | **Possible solutions** |
| **Meaning: some or enough**   1. A few: there is not a lot of something, but there is enough.   Ex. "I have got **a few** friends"  = I have got some or enough friends. We meet every day.   1. A little: there is not a lot of something, but there is enough.   Ex. "I have got **a little**money"  = I have got some money.  It's enough for me to do what I want. | 1. Students might be confused with two different meaning. A little can be used in both size and quantity. 2. There are some words which is not clear whether it is plural or singular in the meaning of words.   Ex. people, cake, pizza | We have to let students know we are learning the quantity not the size.  1. People itself include many persons in the meaning so we don’t need to put “s” to people. Even though we use a few in front of people.   Ex. A few people not a few peoples.  In a big one cake there are a few slices of cake.  In a big one pizza there are a few slices of pizza. |
| **Form:**  Subject + Verb + a few / a little + Noun | 1. Students might have difficulties to find countable and uncountable nouns. 2. Students might think they can count some of uncountable nouns.   Ex. meat, water | 1. We have to show as many examples as possible with pictures to make them understand whether it is countable or uncountable. 2. We teach students there is a way to count meat and water to use unit   Ex. Two kilos of meat  Two bottles of water. |
| **Pronunciation:**  A few [ə fju:] / a little [ə **|**lɪtl] | Sentence stress and intonation. | Drill chorally and individually. |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/………… Student/s: ……………………….. .…………………………..** | |

**Choose a little / a few:**

1. I have \_\_\_\_\_\_\_\_ books.
2. I have \_\_\_\_\_\_\_\_ friends.
3. David gave us \_\_\_\_\_\_\_\_ free time.
4. We bought \_\_\_\_\_\_\_\_oranges.
5. I have \_\_\_\_\_\_\_\_ water.
6. I like \_\_\_\_\_\_\_\_ sugar in my coffee.
7. I need \_\_\_\_\_\_\_\_ pens.
8. There’s \_\_\_\_\_\_\_\_ juice in the bottle.
9. I have \_\_\_\_\_\_\_\_ balloons.
10. I want \_\_\_\_\_\_\_\_ cakes.

**Answer:**

1. A few
2. A few
3. A little
4. A few
5. A little
6. A little
7. A few
8. A little
9. A few
10. A few