|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic: Plastic pollution** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Kim, Mi Jeong(MJ) | Intermediate | adult | 4 | 30 minutes |
| **Materials:**  White board and markers  A picture about the topic (picture #1)  A piece of cake (Picture#2)  Computer | | | | |
| **Aims:**  SWBAT distinguish between countable and uncountable nouns  SWBAT know how to use the measure words with uncountable nouns  SWBAT speak by using the grammar through some activities. | | | | |
| **Language Skills:**  Reading : Ss will read key sentences on the white board.  Listening : Ss will listen what other classmates say during drilling  Speaking : Ss will make their sentences and speak out during activities.  Writing :Ss willwrite some sentences on the board. | | | | |
| **Language Systems:**  Lexis – a new word and idiom (microplastic and a piece of cake)  Grammar – Countable vs Uncountable nouns  Function – information  Discourse – Drilling | | | | |
| **Assumptions:**  AllStudents are at intermediate level  All students already know about countable and uncountable noun  They want to do some easy and fun activities | | | | |
| **Anticipated Errors and Solutions:**  Students may be able to be confused some countable and uncountable nous.  → Give them correct information  The class might have more time  → Give them another drill activity using realia in the classroom | | | | |
| **References:**  Plastic pollution (26th January, 2017). In Randall’s ESL Cyber Listening Lab. Retrieved January 9, 2019, from <https://breakingnewsenglish.com/1701/170126-microplastics-2.html>  Amount and Containers (n,d). In Lanternfish. Retrieved January 9, 2019, from <https://bogglesworldesl.com/amounts_containers.htm> | | | | |
| **Notes:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation: Lead-in** | | | | |
| **Aims:** | | | **Materials:**  n/a | |
| **Time** | **Set Up** | **Student** | **Teacher** | |
| **1min** | **Whole class** | **Greeting teacher** | **<Greeting>**  Hello, everyone.  Did you have lunch?  What did you eat for lunch? | |
| **Notes:** | | | | |
|  | | | | |
| **Practice: Pre-Acitivity** | | | | |
| **Aims:** | | | **Materials:**  Board and markers, Picture#1 | |
| **Time** | **Set Up** | **Student** | **Teacher** | |
| **5min** | **Whole class** | **“plastic”**  **“No”**  **“A fish”**  **“In water” “In ocean”**  **“Everything”** | **<Eliciting and Prediction>**  What’s your favorite food?  Do you like seafood?  I like seafood a lot.  Oh, I can see a (plastic) bottle on the desk.  **(Elicit)**  What is it made of?  How often do you use plastic?  Can you eat plastic?  **(Showing Ss a picture to elicit)**  What do you see in the picture?  Where do the fish live?  What do the fish eat?  Most fish eat whatever they come across.  **Open right side of the picture#1**  Also, they can eat plastic which comes from garbage in ocean.  **Open left side of the picture#1.**  And we eat the plastic with fish as well.  Today’s topic is *plastic pollution.*  **Write the topic on the board.**  Do you know how much plastic is in the ocean?  *There are more than five trillion pieces of microplastic in our oceans.*  **Write this sentence on the board below the topic.**  Microplastic is *tiny pieces of plastic from the garbage in oceans.* So it’s hard to see.  **Write the meaning of microplastic on the right side of the board.** | |
| **Notes:** | | | | |
|  | | | | |
| **Production: Main Activity** | | | | |
| **Aims:** | | | | **Materials:**  White board and markers, |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10min**  **5min** | **Whole class** | **Answer the question**  **Listen T’s explanation**  **Each Students Write a sentence on the board**    **Read the sentences** | | Can you tell me?  What something else is there in the ocean?  You can use ‘there is’ or ‘there are’  **Write a substitution table on the board.**  Use ‘there are’ when the noun is plural. *(There are three books)*  Use ‘there is’ when the noun is singular or uncountable. (*There is a book and there is water)*  But, sometimes we can count the uncountable noun with measure words such as a glass of, a piece of, a bottle of, etc.  **Write the measure words on right side of the board with the examples.**  So you can say there is a glass of juice or there are three glasses of juice.  Also, we can use *some* or *any.*  Use *some* with uncountable and countable noun in positive sentence.  Use *any* with uncountable and countable noun in negative and question sentence.  How about some money, which should I put?  Don’t get confused with the word ‘*some‘*  Concentrate on the noun.  Money is uncountable noun  So, there is some money  **(Drilling)**  Ok, Can you write what something else is there in the ocean on the board?  **Let the Ss come out to write a drill.**  Excellent!  Let’s read the sentences together.  Can you repeat after me?  **Read sentences written on the board.**  Let’s read one more time in whispers |
| **Notes:** | | | | |
|  | | | | |
| **Post Production: Post-Activity** | | | | |
| **Aims:** | | | **Materials:**  Computer, Picture#2 | |
| **Time** | **Set Up** | **Student** | **Teacher** | |
| **10min** | **Individually** | **Listen to instruction**  **Play rock-scissors-paper**  **Play game** | We are going to play a game called Jeopardy.  It’s a piece of cake.  It means it’s so easy!  First, do rock-scissors-paper to set the order.  First player will choose and answer question.  If the team who selected the question cannot answer, I will give a chance to the team who has least amount of points to steal  Let’s start the game!  Did you have fun?  How was the game?  Yes, it’s a piece of cake, isn’t it?  (CCQ)  Is it impossible to find any plastic and garbage in the ocean?  What should we do to solve the problem?  We should use less plastic.  Very good!  Is there any questions?  Have a great day.  See you next time. | |
| **Notes:** | | | | |