

Level: Pre-Intermediate B

Textbook: Life Pre-Intermediate by John Hughes (National Geographic Learning, Cengage Learning)

Textbook pages to be covered: The lesson is based on the language point from lesson 5A *Recycling* p.58-59. I'm using all my own materials, but I'm targeting the exact same target language which is used on p.58. Specifically the quantifiers: *any, a few, a little, a lot of, not many, not much, some*. I've added to this list 4 extra quantifiers "*too much*", "*too many*" "*enough*" and "*not enough*" because they are needed to complete one of my production activities.

Time Table Fit:

The previous lesson was based on page 58. I added my own lead-in, and my own games, but I otherwise followed the textbook very closely.

This was a mistake. The students were very confused by the grammar point.

Today's lesson will be a revision of the grammar that I attempted to cover in the previous lesson. Students will be somewhat familiar with it from the previous lesson. However, I have designed this as if this were an introduction to the grammar point.

This is the lesson that I should have done on the previous class.

Student Needs/ Points of Confusion

Based on the previous lesson, these are the things that I know the students are confused about.

- Some students are confused about the general distinction between countable and uncountable nouns.
- Some students understand the distinction between countable nouns in theory, but are confused about why certain nouns are classified as uncountable.
- Some students can understand receptively which nouns are countable and uncountable nouns, but cannot actively remember which category is which under the pressures of free production.
- Students were confused about the amount of quantifiers introduced in the lesson, and struggled to remember which were used with which situation.
- Some students were confused about the metalanguage of "affirmative sentence" and "negative sentence". Consequently students struggled to understand the difference between "a lot of" (used in affirmative sentences) and "many/much" (used in negative sentences and questions)

Stage	Stage Aim	Procedure	Interaction Patterns S= student T= teacher	Timing:	Links to Materials
Lead-in: Countable and Uncountable nouns	For students to understand the difference between countable and uncountable nouns in the context of obvious examples	Show students a picture of a girl. Ask them if we can count girls. Elicit: "Yes". Show the students an example of 4 different girls and show them how we can count one. Show the students a picture of water. Ask them if we can count water. Show the students varying amounts of water to illustrate that it is impossible to count water	T--S	2 min total=58	Slideshow HERE
Lead-in Game: Uncountable nouns Brainstorm Game	For students to activate any pre-existing knowledge they have about uncountable nouns. (I'm assuming uncountable nouns are the more conceptually difficult to deal with, so the game is on uncountable.)	Students are given 2 minutes to write down all the uncountable nouns they know. The team with the most uncountable nouns will be the winner	groupwork	5 minutes (set up, 2 min game, feedback) T-53	Slideshow HERE
Sorting activity:	For students to	On Slideshow, teacher demonstrates the task,	Pairwork	7 Min	Slideshow

Countable and Uncountable nouns	<p>get practice differentiating between countable and uncountable nouns.</p> <p>Also, in order for the next activity to be successful, students will need to be clear on which of the nouns are countable and uncountable.</p>	<p>and does the first 2 words as an example (air, bird).</p> <p>Students then complete the worksheet in pairs. Feedback is on the slideshow</p>	<p>S--S Feedback T--S</p>	<p>Set up: 2 min Task: 3 min feedback: 2 min t-46</p>	<p>HERE Worksheet HERE</p>
Lead-in: City versus countryside	<p>For students to activate their schemata on pre-existing knowledge of city versus countryside.</p> <p>For students to start predicting some of the language they will hear in the following task</p>	<p>In pairs, students briefly discuss what are the differences between the city and the countryside. Open class feedback by nominating students</p>	<p>Pairwork: S--S Feedback: T--S</p>	<p>2 minutes t-44</p>	<p>Slideshow HERE</p>
Guided Discovery: listening task	<p>For students to understand meaning of target language through</p>	<p>The teacher introduces a listening task. Students will listen to a short story on city versus countryside, and fill in the boxes with "a lot of", "not many" and "not much". The first 2</p>	<p>T--S</p>	<p>5 minutes t-39</p>	<p>Slideshow HERE Worksheet</p>

	a guided discovery	columns are filled in on the slideshow as an example. The worksheet is handed out, and students listen to the teacher, and fill out the columns in the worksheet in pairs. Feedback is done by handing out a copy of the answer sheet (also displayed on the slideshow”			HERE
Guided discovery: focus on form	For students to understand the difference between “a lot of”, “not much” and “not many”	In 2 parts. Part 1, students are instructed to discuss with their partner when do we use “a lot of”, “not much” and “not many” Second part: students are instructed to discuss with a partner when we “There is...” “There are...”, “There isn’t...”, “There aren’t...”	Pairwork: S--S Feedback T-S	3 minutes T-36	Slideshow HERE Worksheet HERE
Flex stage Controlled practice: Scrambled sentences	For students to get controlled practice using “there is” “there are” “much”, “many” and countable nouns	Students are given cards with “there is”, “there are” “not much” “not many” and countable and uncountable nouns. They must arrange them into correct sentences. Teacher monitors for errors.	Groupwork S--S	3 minutes T-33	Scrambled sentences HERE
Guided Discovery: The rest of the quantifiers--sorting activity	For students to understand the use of the rest of the quantifiers (any, a few, a little, a lot of , not many, not much, somem too much, too many, enough, not enough	Students are given a list of sentences with the quantifiers underlined. For each sentence they must decide if the quantifier can be used with a countable noun, and uncountable noun, or both. They are also encouraged to speculate on whether it is a large amount, a small amount, or a medium amount. The first one: “Can I have <u>some</u> water and <u>some</u> carrots please?”--is done as an example. Feedback on the countable/ uncountable nouns	Set up: T-s Parwork: S--S	10 minutes T-23	Worksheet HERE Slideshow HERE

		is done via answer sheet. Feedback on the amount is delayed till the next activity.			
Guided Discovery: The rest of the quantifiers--matching activity	For students to understand the meaning of the rest of the quantifiers	Students match cards with the quantifiers to cards with the meaning. Feedback on Slideshow	Groupwork: S--S Feedback: T--S	5 Min T-18	Worksheet HERE Slideshow HERE
Controlled Practice--group production	For students to get controlled practice for using the quantifiers as a group	Teacher displays the picture of Boston. The first one is done together, with the teacher either suggesting sentences, or helping students to form sentences. Then, the element of a game is introduced. Students are given one minute to write down as many sentences as they can about a picture. The winning team has to tell the class all the sentences they have made The teacher monitors for errors both during the activity and also when the winning team gives out their sentences. Does delayed feedback as necessary. There are 5 pictures, but depending on time, it might not be possible to get through all of them.	Brainstorming in groups: S--S Feedback: T--S	Time depending on how many pictures we decide to do, timing will vary. Ideally want to leave time for individual production. 10 minutes T-10	Slideshow HERE
Controlled practice, individual production	For students to get controlled practice for using the quantifiers as	Students are put into groups, and shown a slide where all the pictures are numbered. Students are also given a paper copy of the pictures (one per group). Students must describe a picture,	Set-up: T--S Groupwork;	10 T-10	Slideshow HERE Cards

	a group	and there groupmates must guess which picture they are describing. To increase the challenge, students must pick a card, and use the quantifier to make a sentence. Teacher does the first one as an example.	S-S		HERE
Time allowing: students complete opinion sheet about their city, and debate each other. Probably move this one into the second half					Worksheet HERE