

Instructor: Andrew Liberman Course: Intermediate Level Grammar and Writing for TOEFL
Textbook: TOEFL CLIFFS and NO FEAR VOCABULARY (NO SWEAT)

Weekly Objectives:

1. **Lesson Objectives:** Students will learn the grammar and vocabulary essentials required on TOEFL.
2. **Lesson Objectives:** Students will be ready for the weekly test.



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Lesson Objectives: Students (Ss) will be able to build a sentence in English and will be able to differentiate between Subject, Verb, Complement, and Modifiers. Ss will learn the academic words: How to talk about family members.</p> <hr/> <p>Warm-Up (10 min) Show your ss the picture with a train and have them describe this train. Have them infer that the first car is the engine with people, the second car is the motor that pulls other cars, the third car is the passenger's car for passengers and the fourth is a restaurant car where passengers have breakfast. Tell them that each car is like a part of a sentence. 1- subject 2- verb 3 complement 4 – modifier. The first two cars/sentence parts are the most important.</p> <hr/> <p>Objective Discussion (5 min) Explain to the ss that they will be taught how to identify Subjects, Verbs, Objects, and Modifiers.</p>	<p>Lesson Objectives: Ss will be able to identify count and non-count nouns and will be able to use appropriate determiners with them. Ss will know Why we use MUCH with water but not MANY. Ss will learn exceptions.</p> <hr/> <p>Warm-Up (10 min) Bring a bottle of water and a glass to the lesson. Pour some water into the glass and ask your ss how MANY water is there in the glass? (Intentional mistake!) – Help your ss correct you. Ask them how many particles of water are there in the glass? Can it be counted? Remind them that we use MUCH with non-count nouns and MANY with count nouns. Provide more examples of non-count nouns.</p> <hr/> <p>Objective Discussion (5 min) Tell your ss that they will be able to differentiate count nouns and non-count nouns. They will also learn about exceptions and words (determiners) we use with both groups of nouns.</p> <hr/> <p>Instruct and Model (15 min) Show your ss the objects which can be counted: (Use realia) books, ss, other classroom objects. Use TPR to show that you can count the objects (1,2,3...). Elaborate: Ask your ss to count air, smoke, money, and friendship. Provide your ss with determiners, which are used with non-count and count nouns.</p> <hr/> <p>Guided Practice (10 min) Guided: Give your ss count and non-count nouns and determiners. Show them the determiners which are used with count nouns only and ask your ss to match the other determiners with non-count nouns.</p> <p>For example, we use a, an, the, some, any with count nouns. Question: What can we use with non-count nouns? Answer: only the, some and any</p> <hr/> <p>Less-Guided: Divide your ss into groups.</p>	<p>Lesson Objectives: Ss will be able to understand the difference between the articles “A, an and The” and use them effectively</p> <hr/> <p>Warm-Up (10 min) Show your ss the picture with number one and ask what comes to their mind when they look at it. Tell them that this number means “ONE” and can be used with objects, things, and people if they are singular and countable. Ask the following questions: Can you say one water? One money? One friendship? Explain that historically, A and An come from this number and mean ONE. Tell them that they cannot use A or An with non-count or plural nouns where there is more than one thing present.</p> <p>Next, show your ss the picture with the index finger and ask about their associations. Ask them when they point their index finger. Tell them that pointing to something means that you convey a specific thing. Tell them that THE is like an index finger that is used with certain things.</p> <hr/> <p>Objective Discussion (5 min) Tell your ss that they will learn how to use the articles A, An and The in English effectively. Tell your ss that articles are very important words, which play a significant role in English. Ask the following questions: - Are there any articles in your native language? - Do articles simplify your understanding of the context? Why? - What would English be if there were no articles? - What is the difference between A and An?</p> <hr/> <p>Instruct and Model (15 min) Show your ss the presentation with the table that explains where articles A, An and THE are used. Explain the difference between A and AN and tell your ss about</p>	<p>Lesson Objectives: Ss will be able to use the words OTHER, ANOTHER, THE OTHER and ONE with count and non-count nouns.</p> <hr/> <p>Warm-Up (10 min) Remind your ss about non-count and count nouns. Show your ss the video https://www.youtube.com/watch?v=0VQPS7qOJ_A – I want another ... Ask your ss how often they use the word ANOTHER. Why? Have them give you examples to spot mistakes and misconceptions.</p> <hr/> <p>Objective Discussion (5 min) Explain to your ss that they will be exposed to the difference between ANOTHER, THE OTHER and OTHER. Have them pay attention to the article we use with the word OTHER. (ANOTHER, THE OTHER, X-OTHER) Ask your ss what they think about it?</p> <hr/> <p>Instruct and Model (15 min) Show your ss the presentation with the table where different uses of OTHER are explained.</p> <p>Tell your ss that OTHER – with (NO ARTICLES) is used with non-count or plural nouns ONLY.</p> <p>When you talk about something indefinite, countable and singular – use ANOTHER – where AN acts as an indefinite article.</p> <p>When you talk about something SPECIFIC (Use your TPR to show specific things), you must say THE OTHER where THE acts as a definite article. Tell your ss that THE OTHER is universal and can be used with count, non-count, singular and plural nouns.</p> <hr/> <p>Guided/Less Guided Practice: (10 min) Next, act out the scene “at the office store”. Pretend to be a seller, bring</p>	<p>Lesson Objectives: Ss will take a final test. Tell your ss that today is their final assessment. The test should have assignments which will check ss' knowledge of the sentence structure, count and non-count nouns and determiners, articles (A, An, The, X) and words Other, another, the other, other, the other and one.</p> <p>The test will consist of the writing part (multiple-choice test, writing a short essay and the oral part – skit “at the travel agency”)</p> <p>Explain that the ss will be graded on grammar, vocabulary, ability to incorporate grammar knowledge in the practice. Give your ss 10 minutes to prepare and read the guidelines carefully. Be ready to help ss explain the assignments.</p> <p>TEST: (40 MINUTES) Multiple-choice test: 10 minutes Essay: 15 minutes Skit: 15 minutes</p> <p>When the first 25 minutes elapse, ss will be divided into pairs so that they could perform the practical part.</p> <hr/> <p>Scenario: Travel agent: (TA) Customer (C) (TA) - Hello. How can I help you? (C) – Hi, I would like to visit some unusual place.</p> <p>(TA) – TA should offer minimum 4 different tour packages and have the customer use the words ANOTHER, THE OTHER AND OTHER. (C) – The customer should consider each of offers, reject the first 2 offers and choose the last one. Be sure to use ANOTHER, OTHER and THE OTHER appropriately. Be sure to talk with the customer, ask questions, pretend that this is a real customer and you get paid for your work.</p> <hr/> <p>When done, the roles are changed.</p>

Instruct and Model (15 min)

Have your ss look at the train in the picture and infer sentence parts. Ask them questions:
 Which is the most important car? Why? Which is the least important car? Would this train go without the first car, the second car, the third car/ or the fourth car? Give your ss examples of the most common mistakes. Contrast correct and incorrect patterns.

Guided Practice (10 min)

Practice the idea of the sentence where each part has its own spot. Give your ss the exercise with the mixed words and have them build sentences. Be at your ss fingertips in case they have questions.

Independent Practice (10 min)

Ask your ss to do the exercise #1 TOEFL CLIFFS Page#43.

Homework:

Have your ss write 15 their own sentence which should include Subject, Verb, Complement, and Modifiers. Ask your ss to describe each sentence part. Have your ss indicate (nouns/noun phrases/verbs/verb phrases/modifiers of time/place/manner/ and reason)

One group should make questions with count nouns and the other group should make questions with non-count nouns. Have these groups ask these questions each other.

Independent Practice (10 min)

Ask your ss to do the exercise #2 and #3 (Page: #46) – TOEFL CLIFFS.

Homework:

(This will be the Assessment)
 Ask your ss to make a photo collage of the objects, which are countable and uncountable. Have them take photos, assemble them together and attach stickers with determiners to each of the objects. For example, the photo of the water splashed (determiner: little/or some)

the ZERO article.

Less-Guided Practice: (10 min)

Divide your ss into 2 groups and ask one group to prepare a list of words (objects) singular, countable and uncountable, plural etc.

Give the cards with articles (A, An, The and X - nothing) to the other group. Have the first group call the object and the other group raise the card with the appropriate article. Each correct answer gives the team one point. Give 5 minutes for this task then swap their roles. The team that gets the highest score wins.

Independent Practice (10 min) Give your ss the exercise #4 TOEFL CLIFFS Page #51. Give your ss 10 minutes on the task. Walk around and be accessible.

Homework:

Have your ss find an article on the website www.qz.com and highlight all articles or zero articles and ask them to explain why these articles are used with nouns. Remind your ss that articles can be used with NOUNS only!

some props (pens of different colors) and ask your ss to buy one. Then ask your student to change his mind, come back and buy a different pen. Have the student use OTHER, ANOTHER and THE OTHER depending on a situation. Show the example, divide your ss into pairs, and have them repeat the activity. Walk around and check whether everyone is on the track.

SCENARIO: (explain it to the ss)

- 1) You bought a pen, you don't like it and want to buy a different pen and you don't care what model/color of pen you need.
- 2) You don't like the pen and you want to change it for a specific pen.
- 3) You don't like the pen you bought but you know that there is only one pen left at the store and you want to buy it.
- 4) You bought a pen but you need more pens and you would like to buy all of the pens available at the store.

Independent Practice (10 min)

Pass out a sheet with test (exercise #5) TOEFL CLIFFS Page #53 and have ss to complete this exercise. Walk around and be accessible.

Homework:

Ask your ss to write the essay "Another planet", provide your student with a clear rubric and have them use as many other, another, the other words as possible.

Each conversation should be between 3-5 minutes long.

Each pair of the ss will have to record the conversation. The recording should be sent to the teacher's email until the end of the test.