**Grammar Lesson Plan**

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| **Say “NO” when you mean “NO”** |

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| **Instructor:**  **Blair Bae** | **Level:**  **Pre-Intermediate** | **Students:**  **13** | **Length:**  **20 minutes** |

**Materials:**

- Pictures of people with various jobs and nationality.

- Substitution table.

- 14 copies of the practice worksheet.

- Tape, white board, board markers.

- Name cards for practice activity.

**Aims:**

- Students will be familiar with grammar form through Teacher’s explanation and CCQ..

- Students will know the form of the tag question by teacher’s demonstration/ explanation and substitution table.

- Students will practice the tag question by answering concept check questions, completing the worksheet, and using in a productive game.

- Students will practice speaking and listening ability by doing activity.

- Students will understand the concept of re-asking in “negative” form and if they don’t agree with that question, they will say “No” no matter what.

**Language Skills:**

- Listening : Teacher’s instructions, explaining, and classmates’ ideas.

- Reading : Reading the worksheets to answer questions.

- Speaking : Drilling, practice activities, and sharing ideas with class.

- Writing : Answering worksheet.

**Language Systems:**

- Phonology : drilling

- Grammar : use of ‘Tag question’

- Function : Students will do the activity practice using the tag question form.

**Assumptions about Students:**

- Know or heard about tag question as “asking again to make sure”

- Students may have experienced answering tag questions.

- Students know that they have to give answers in “Yes or No”

**Anticipated Errors and Solutions:**

- Students may have difficulty in understanding the meaning.

Teacher provides more examples.

- Students may have a hard time drilling.

Teacher gives the students more chances to practice.

- If Students need more time to finish their activity,

Be flexible with the time as giving students more time to finish.

- If students finish their tasks earlier than anticipated,

Give students more time on free production activity.

**References:** Magazine [W Korea] MAY 2011.

Teaching Plan I made before.

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| **Lead- In** | | | | |
| Materials : **Board& Markers, Pictures of people, scotch tape** | | | | |
| **Time** | | **Set Up** | **Description of activities** | |
| 5 min | | Whole Class | ***Procedure:***  **Greeting**  “Good morning everyone, How are you today?”  (Students greet back)  **Contextualization**  “Did everyone have good breakfast this morning?”  (ask 2 students with different answers)  If Yes, “then \_\_\_\_\_\_\_ you are not that hungry, are you?””  No, “ \_\_\_\_\_\_\_\_\_, you must be very hungry, aren’t you?”  **Guided Warmer Activity**  Great. Now please look at the pictures I posted on the board.  Can you recognize any of them?  Let’s look at the picture #1. What do you think of her?  (Write them on the board. Expect she is actress, lovely, model..)  Good! Now let’s describe him.  (He is Korean, singer, famous.. also write the words on the board.)  **CCQ**  For picture #1  Q : She is an actress, isn’t she?(Ss will answer) maybe a model?  Do I think she is an actress? (Y)  Am I certain that she is an actress? (N)  For picture #2  (ask two students to ask and answer)  S1, can you ask S2 a question with picture#2?  S1 : \_\_\_\_\_\_\_, He is a singer, isn’t he?  S2 : No, he isn’t.  Q : Does S1 think he is \_\_\_\_\_\_\_\_\_?(Y)  Is S1 sure/certain that he is \_\_\_\_\_?(N)  Great! You are getting closer to it! | |
| **Presentation:** | | | | |
| Materials: **White board, marker, tape and wall paper for substitution table.** | | | | |
| **Time** | **Set Up** | | | **Description of activities** |
| 7 min | Whole Class  2 min  2 min  2 min  1 min | | | ***Procedure:***   1. **Recall**   Are we familiar with this form?  Have you ever used of heard someone saying these kinds of questions?  Now, I want you to make three groups of 3-4 and discuss or talk about your experiences. I’ll give 3 minutes. Also, try to notice the form differences between English and Korean.  CCQ  How much time do you have?  Are you working alone?  (Let students discuss and monitor discreetly.)  Let groups share their story in whole class.   1. **Reflect**   Great job guys!  Now can you tell me why people use this form? When do you hear this kind of question? Do you use tag question when you are sure??  Let’s look at some example.  Q: Are you hungry?  Aren’t you hungry?  If hungry, YES, I AM.  If full, NO, I’M NOT.  Q: Grace야, 너 배고파?  If yes, she will say “YES” if she is hungry.  No, she will say “NO” if she is full.  \*\*Q: Grace야, 너 배 안고프니?  Yes,(응) 안고파요/괜찮아요  No,(아니) 배고파요  **- Commonly made mistakes for Korean.**   1. **Conclude**   Meaning  Great job guys! We have just learned the tag question.  (Write **tag question** on the board)  Let’s talk about the meaning of the title again.  When do you use tag question?  1) You aren’t hungry, are you?  2) You are hungry, aren’t you?  If I ask you in a negative form like 1) and you are not hungry, what will you say? Can you say ‘Yes’ when you disagree with their idea? “No”  You will say ‘no’ when you disagree. Just say ‘no’ when you are not.  CCQ  What will you say when you are not hungry in 2)?  Form  + (positive), - (negative)그렇지 않니?  \_ (negative) , + (positive) 그렇지?  Drilling  (show students the substitution table)  (Simple Repetition Drill)  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)  Now I will pick some students to repeat individually.  (Point to the substitution table and pick students) |

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| **Practice:** | | |
| Material: 13 copies of the worksheet, board, marker | | |
| **Time** | **Set Up** | **Description of activities** |
| 2 min  2 min | Individually  Whole class  Whole class  Pairs  Whole class | ***1. Controlled Activity***  Instruction  Do the worksheet questions number 1 through 5. Choose the correct answer individually. You have 1 minute.  Demonstration  Let’s do number 1 together. You are a surgeon, what do you say if you want to be certain that he is a surgeon? Yes, aren’t you! The answer is 3.  CCQ  Do you work with your partner?  How much time do you have?  (Pass out the worksheet and run the task- monitor discreetly)  Feedback  Do you need more time to read?   * Yes : Give 30 extra seconds * No : Share answers with whole class.   Check the answers with whole class.  ***2. Less Controlled Activity***  Instruction  Do the worksheet questions number 6 through 10. Write down the sentences using the words provided for each number. Please work with your partner. You have 2 minutes.  Demonstration  Please look at question 6. Given words are she and lovely. Words are very familiar, you can say She is lovely, isn’t she? Great!  CCQ  So what will you do?  Who do you work with?  How many minutes do you have?  (Run Task- monitor actively)  (Feedback)  Do you need more time?   * Yes : Give extra 30 seconds. * No : Share the answers with whole class.   Check the answers with whole class. |

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| **Production:** | | |
| Material: Name tags and matching worksheet for students, board, marker | | |
| **Time** | **Set Up** | **Description of activities** |
| 6 min |  | **Free Practice**  Instruction  Now, We will do a fun activity. For this activity, I will divide you into 2 groups. There will be 5 people in group1, and others are group2. Group 1 will each get a card, with name and a job. Group 2 will get papers to match name with job.  So, people from group2 will go around the room and ask tag questions to group 1 and fill out the paper. I will give you 5 mins.  Demonstration  If I am in group2, I will go around the class and ask  “You are Vivian, aren’t you?”  If yes, now I can ask her job with tag question again.  If No, I can ask another name on worksheet, until I get it right.  Everybody understood the rule??  CCQ  What will group2 do?  Can group 1 say their name?  How much time do you have?  (Monitor actively)  Feedback  Did you match all the names with their jobs??  (ask 2~3 students to answer – check as a class)  **Wrap-up**  Did you have fun today? I hope you guys enjoyed the lesson.  From now on You are going to say NO when you mean No,  aren’t you?? |

“Tag Question”

Worksheet #1

☺Choose the correct answer.

1. You are a surgeon, \_\_\_\_\_\_\_\_\_\_\_\_?
2. Aren’t I 2) is he 3) aren’t you
3. You are not a singer, \_\_\_\_\_\_\_\_\_\_\_\_?
4. Am I 2) are you 3) are you
5. That isn’t a pillow, \_\_\_\_\_\_\_\_\_\_\_\_?
6. Is it 2) isn’t it 3) it is
7. This is your laptop, \_\_\_\_\_\_\_\_\_\_\_?
8. Are you 2) is it 3) isn’t it
9. Is it cold, \_\_\_\_\_\_\_\_\_?
10. Isn’t it 2) aren’t I 3) is she

Worksheet #2

☺Make tag question sentences based on the given words.

1. She, lovely
2. You, Wrong, not
3. He, tall
4. It, spicy, not
5. I, gorgeous

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| It’s | scary | | , Isn’t it? |
| big | |
| It’s | **not** | spicy | , Is it? |
| disgusting |

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| You’re | | student | , aren’t you? |
| beautiful |
| You’re | **not** | Smart | , are you? |
| hungry |
| I’m | | The princess | , aren’t I? |
| I’m | **not** | stupid | , am I? |

**<Substitution Table>**

Worksheet #3

**☺ Go around the room and ask ‘tag question’ to match.**

Vivian O 0 Singer

Sam 0 0 Film Director

Carrie 0 0 Cook

Alex 0 0 Model

Jane 0 0 Fire Fighter