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| ★Lesson Plan Template Task Based Lesson (Grammar) | | | |
| **Title : Both, either and neither** | | | |
| *Instructor*  ***: Hailey*** | *Level*  ***: Intermediate*** | *Students*  ***: 10*** | *Length*  ***: 30min*** |

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| **Materials**  - Computer & projector  - 20 pieces of cards (star marked cards & no marked cards)  - Board & Board marker  - Picture #1~#6  - Blue jean & Red shirt (made of colored paper) |

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| **Aims & Goals**  - Ss will be able to practice using ‘both, either, neither’ through activity so called ‘exchanging cards game’.  - Ss will be able to know the difference between ‘both’, ‘either’ and ‘neither’.  - Ss will be able to know how to use ‘both’, ‘either’ and ‘neither’ in sentences. |

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| **Language skills**  - Listening : Ss will listen to teacher’s words.  - Speaking : Ss will talk with classmates during activity so called ‘exchanging cards game’.  - Writing : Ss will write some sentences on their notes. (using both…and…, either…or…, neither…nor…)  - Reading : Ss will read some sentences aloud. |
| **Language system**  - Grammar : The difference between ‘both’, ‘either’ and ‘neither’ & How to use ‘both’, ‘either’ and ‘neither’  - Phonology : Pronunciation of ‘th’(e.g. either, neither, both)  - Lexis : good looking, exchange, alternative  - Function : Game (using conversation)  - Discourse : Answering teacher’s questions, Playing the game (using conversation) |

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| **Assumptions**  - Ss can understand all of my words.  - Ss can make simple sentences. (e.g. “Do you want to exchange your cards?)  - Ss already know their partners. |

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| **Anticipated Problems** | **Solution** |
| If the computer doesn’t work | → teacher show the pictures by T’s i-pad. |
| If there is extra time | → teacher let Ss play game one more time and promise that teacher will give the winners chocolates  (SOS activity) |
| If some students can’t understand instructions | → teacher let other students help them. |
| If there isn’t enough time | → teacher reduce the number of pictures to elicit |

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| **References** |
| (Picture#1 Grape)  <http://vinhill.cn/wp-content/uploads/327268-svetik.jpg>  (Picture#2 Strawberry)  <http://www.1zoom.me/en/wallpaper/319543/z1278.1/%26original=1>  (Picture#3 summer)  <http://healthblushon.com/wp-content/uploads/2014/05/summers-.jpeg>  (Picture#4 winter)  <http://www.europetravelexperiences.com/wp-content/uploads/2014/10/winter_beautiful_1920x1200.jpg>  (Picture#5 a kitten)  <http://mcdaniel.hu/wp-content/uploads/2015/01/6784063-cute-cats-hd.jpg>  (Picture#6 a puppy)  <http://www.metrodogstop.com/cms/wp-content/uploads/2013/05/cute-dog.jpg> |

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| **Present** | | | |
| Materials : Computer, Projector, Picture#1~#6, Board, Board marker | | | |
| Time | Set up | Student Activities and goals | Teacher talk (procedure) |
| 1min  1min  3min  2min  2min  2min | whole class  whole class  whole class  whole class | Ss greet T  Ss answer freely  Ss listen to instruction  Ss answer the ICQ  Ss look at the pictures by screen  Ss guess question freely  Ss answer the question  Ss guess question freely  Ss answer the question  Ss guess question freely  Ss answer the question  Ss think and answer the eliciting questions | **Greeting**  “Hello, everyone. Good afternoon.”  “Did you enjoy your lunch?”  “What did you eat?”  “Great, good job.”  “Everyone, are you ready to enjoy this class?”  “Very good.”  1. Eliciting  **Instruction**  “At first, I’ll show you some pictures by screen and ask you a question. Then, you should answer my question. Remember that all of you have to participate in answering. Ok?”  **ICQ**  “What am I going to do?”  “What should you guys do?”  “Great. Are you ready?”  (Turn off the light)  (Show Slide #1 : Picture #1,#2)    “Can you guess the question that I want to ask?”  (If a student says “Which do you like better, grapes or strawberries?”, T praise that student.)  “Great, Perfect!”  ***“Which do you like better,***  ***grapes or strawberries?”***  “Well done, everyone.  (If find some mistakes or errors of someone’s words, write down those sentences on teacher’s note to do **error correction** at the end of the class.)  “Can I show you the next picture?”  (Show slide#2 : Picture#3, #4)    “Can you guess one more time?”  “Great.”  ***“Which do you like better, summer or winter?”***  (If find some mistakes or errors of someone’s words, write down those sentences on teacher’s note to do **error correction** at the end of the class.)  (Show slide#3 : Picture#5,#6)    “Now, can you ask question yourself?”  “Great!”  ***“Which do you like better, kitten or puppy?”***  “Very good, everyone.”  “But I’m sure some people love not only puppies but also kittens.”  “Then, in that case, what expression can we use?”  “Thank you, great.”  “And, there are some people who don’t like summer or winter.”  “In that case, what expression can we use?”  (Turn on the light)  “So, what do you think we will learn about today?”  “How do you think?”  “What is the today’s topic?”  “Great, good job. You are so intelligent!”  “Today’s topic is ‘Both, either and neither’”.  (Write ‘Topic : Both, either and neither’ on the top of the board.) |

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| **Practice** | | | |
| Materials : Board, Board marker, substitution table, Blue jean & Red shirt (made of colored paper) | | | |
| Time | Set up | Student activities and goals | Teacher talk (procedure) |
| 1min 30sec  1min  1min  1min 30sec  2min  2min | whole class  whole class  whole class /  groups  /individual students | Ss look at the paper#1  Ss listen to instruction  Ss look at the paper#2  Ss listen to instruction  Ss answer the CCQs  Ss listen to instruction  Ss answer the CCQs  Ss listen to instruction  Ss answer the CCQs  Ss listen to  T’s demonstration  Ss repeat T  Ss learn through  T’s demonstration  Ss make new sentences | 2. Instruction  **Instruction**  (Put the paper#1 on the board.)  Explain using gestures.  **“Both = *one + the other (둘 다 보여주기)***  **( A and B )**  **Either = *one or the other (하나 내리고 하나 올리고)***  **( A or B )**  **Neither = *not one and not the other (둘 다 버림)***  **same as not either**  **( A(X) B(X) ) ”**  (Put the paper#2 on the board)  ‘both… and…’  “‘Both’ is used with conjunction ‘and’.  “For example, ‘I have both blue jean and red shirt.’” ***(using materials : blue jean, red shirt)***  **CCQ**  “Then, do I have blue jean?”  “Do I have red shirt?”  ‘Either…or…’  “Great. And next, ‘either’ is used with conjunction ‘or’.”  “It is used to express two alternatives.”  “In that case, it means only one thing not both things.”  “For example, if someone says to me, ‘You can have either the red shirt or the blue jean.’”  **CCQ**  “Then, Can I have red shirt if I want?”  “Can I have blue jean if I want?”  “Then, can I have both red shirt and blue jean?”  “Correct. Well done.”  ‘neither… nor…’  “And, ‘neither’ is used with conjunction ‘nor’.. It is the opposite of “Both … and …”.  “But, please remember that we don’t use ***both*** in negative structures. Instead, we normally use ***Neither***.”  “For example, I can say ‘I want neither the red shirt nor the blue jean.’”  **CCQ**  “Then, do I want red shirt?”  “Do I want blue jean?”  “Do I want both of them?”  “Great, everyone.”  (Put the paper#3~#5)  **Repetition Drill**  T read first  “Now, let’s read these together.”  (1) whole class  (2) ladies  (3) gentlemen  (4) individual students  **Simple Variable Substitution Drill**  “Now you should make new sentences using any words in these words.”  “At first let me show you how to make.”  T’s demonstration  ***“I am neither rich nor good looking.”***  “You can put here and here nouns & adjectives.”  “Can you make some new sentences?”  (Encourage whole class to participate in making sentences)  (If find some mistakes or errors of someone’s words, write down those sentences on teacher’s note to do **error correction** at the end of the class.)  “Great, everyone. You did very well.” |

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| **Production** | | | |
| Materials : Cards | | | |
| Time | Set up | Student activities and goals | Teacher talk (procedure) |
| 1min  2min  2min  3min  2min | Whole class  pairs  whole class  whole class | Ss listen to instruction  Ss make sentences with their partners  Ss listen to instruction  Ss answer ICQs  Ss do activity so called  ‘exchanging cards game’  Correct error themselves  Ss tell their opinion with the class | 3. Making sentences with partners  **Instruction**  “Now, you guys should make 2 sentences using each expression with your partner. (pair group)  (Both…and… , either…or…, neither…nor…)  You should make total 6 sentences.”  “And then, you have to read them out.”  “I’ll give you 2minutes.”  **ICQ**  “What should you do?”  “How much time do you have?”  “Great, go go go!”  4. Doing activity using expression Ss learnt  **Instruction**  “Now, let’s play ***‘exchanging card game’***! I have 20 pieces of cards. There is a star mark on the cards. But, there is no any mark on 6 pieces of them. I’ll mix and deal out two cards each person. So, if you get ‘no star marked card’, you can exchange your card with other students in order to get star marked cards.”  ***“Don’t show your cards.”***  “Remember that you should exchange your cards by using ***expression you learnt today***.”  “Try to use ***both, either and neither*** in this time.”  **Demonstration**  “For example, you can say ‘I want to exchange both the card on the left and the card on the right.”  “Then, two people have to exchange both of their cards.  “I’ll give you 3 minutes. Do your best in order to get star marked cards.”  **ICQ**  “How many cards will each person have?”  “What expression will you use when you want to exchange your cards?”  “You should exchange your card, why? For what?”  “How much time do you have for this activity?”  (Deal cards out to Ss)  “Everyone, stand up. Go~!!”  **Monitoring**  (If find some mistakes or errors of someone’s words, write down those sentences on teacher’s note to do **error correction** at the end of the class.)  **Timing**  “You have one minute left.” (loudly)  “10 seconds!”  “How many star marked cards do you have?”  “Zero cards, hands up?”  “One, hands up?”  “Two, hands up?”  “Wow~ everyone did very well~!!”  4. Error correction  “I found out some sentences have errors in today’s class.”  “Let’s correct them.”  (Write sentences that students spoke incorrectly on the board.)  5. Feedback  “So, today what did you learn?”  “Great! Did you enjoy it?”  “Why?”  “Thank you for listening!” |

paper#1

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| both |
| either |
| neither |

paper#2

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| and |
| or |
| nor |

paper#3

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| --- |
| can |
| like |
| am |

paper#4

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| --- |
| rock music |
| apples |
| fly |
| the violin |
| pizza |
| tall |
| rich |

paper#5

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| relaxed music |
| bananas |
| run |
| the piano |
| spaghetti |
| thin |
| good looking |













