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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Tag questions |

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| Instructor:  YEJI song | Level:  Low-intermediate | Students:  4 | Length:  30mins |

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| Materials:   1. Pictures 2. Teacher ( gesture, body language) 3. Worksheets 4. whiteboard |

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| Aims:   1. To learn how to use the tag questions properly 2. To learn how to form the tag questions 3. To practise to speak tag questions. |

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| Language Skills:  Function : To use tag questions for confirmation or emphasis  Grammar: To form the proper tag questions according to verbs  Lexis : basic verbs ( do, make, have etc..)  Phonology : rising intonation and falling intonation   1. falling intonation :We use it to indicate that we’re very sure that someone will agree with us. I like to tell my students that I’m about 95% sure in this case. 2. rising intonation : We use it to indicate that we’re pretty sure that someone will agree with us. I like to tell my students that I’m about 90% sure in this case. |

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| Language Systems:  Writing: write the proper form of tag questions  Listening : Listen to teacher what is said  Speaking : Read out loud  Reading : read the examples thoroughly |

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| Assumptions:  1.Students may know about basic vocabulary.  2. Students may know what the main verb is and what the auxiliary verb is and  what they do in the sentence mainly.  3. Students know how the class is set up and run |

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| Anticipated Errors and Solutions:   1. Some students might not know Be verb / Do verb / auxiliary verb   >> provide more examples and try to explain them in detail   1. Some students might not know how to translate basic verbs such as do, have...etc.   >> use google image  3. Students finish their task earlier than it was supposed to be  >> do sos activity |

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| References:  <https://www.youtube.com/watch?v=zNUhMBmPbTU&t=301s>  https://www.youtube.com/watch?v=jY46m3rhxwk&t=585s |

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| **Lead-In** | | | |
| Materials: pictures, teacher, whiteboard | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins | Whole  class | Listen to the teacher | **Procedure**  T : Hello, This is Song and I am back with a lesson on question tags we all know what question is.  If I say, are you hungry? it’s a question. If I say, are you angry? that’s also a question. but what is question tag..?  (Elicit)  You know what they are, don’t you?  Oh, I have already mention that, haven’t i?  Well the question tag is a very short question that placed at the end of a statement.  Look at these pictures.  She is really beautiful, isn’t she?  This is a bunch of bananas, isn’t it?  You like cake, don’t you?  As you could see, they are used for two things. One, confirmation, second, it’s agreement. They how are you going to tell the differences between these two?  if I say, you like cake, don’t you? with rising intonation it means I am not sure what your answer would be. On the other hand, If I say “ you like cake, don’t you?” with falling intonation,I know you like cake but I want to check the fact again.  So if the intonation goes up I am not sure what the answer would be. If the intonation goes down, I want to keep the conversation going, I am confirming something |

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| **Pre-Activity** | | | |
| Materials:  worksheet, whiteboard | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8mins | Whole class | Listen to the teacher | **Procedure**  **Form**  T :Now I will deal with how to structure a question tag.Actually there are many kinds of auxiliary verb that can be also used in question tags but we are going to go over some types of them.   1. He is funny, \_\_ \_\_\_?   So the rule number one, if the statement is positive, the tag question has to be negative.  Here the verb “is” is positive so we will put the negative form “isn’t” at the end with the same subject. But we should switch the position of the subject and the verb. So what should it be?  2. You like cake, \_\_\_ \_\_\_?  Does anyone know what we should use instead of like? the auxiliary verb do. There are 4 options. “ do, does, don’t doesn’t” what’s the right form of like? Yes, it’s do! so the sentence that you put at the end should be negative.  3. You are coming\_\_\_\_\_?  In this case you need to use the same form of auxiliary verb. The sentence is positive so should be negative.What do you think the answer is?  4. You don’t like pizza, \_\_\_\_\_?  Here you can see the main verb is like and also the sentence is negative. so what the question tag would be? Yes right. do you?  take as many examples as possible to help students understand the structures.  CCQ)  Do you like pizza or don’t like cake?  Is he a funny man or not?  Are you coming or not? |

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| **Main Activity** | | | |
| Materials:  Worksheet, whiteboard | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13mins | Whole class  individually | Listen to the teacher’s instruction  fill in the blank  answer the questions | **Practise**  **Procedure**  T :We went through some sentences so it’s time for us to check up the right answers on the worksheet.  Distribute the worksheet  T: I will give you about 5 mins and you need to fill in the blank.  (Ss fill in the blank)  Okay let’s check the answers together.  What is the right answer of the number one?  (check the answer and go over all the questions and if needed, use the whiteboard to help students understand the statement)  CCQ)  Are you working in groups? |

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| **Post Activity** | | | |
| Materials:  Pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins  3mins | in groups | Listen to the teacher’s instruction  work in pairs and come up with any ideas | **Free practise**  **Procedure**  T: I want you to make your own sentences coming up any idea on your own. I am going to show you some pictures and you have to choose one of them. I want you to make 3 different sentences. Will give you about 5 minutes. You only need to use be verb or do verb with present tense.  (Ss discuss in groups and share opinions)  T: Alright times up, so what sentences have you come up with?  (Ss answer and share opinions)  CCQ)  are you working alone or in groups?  Did you come up with the same idea? |

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| **SOS Activity** | | | |
| Materials: Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6mins | work in groups | Listen to the teacher’s instruction and read the dialogue taking turns.  repeat after the teacher. | **Drilling**  **Procedure**  T: Now I want you to read out the scripts aloud taking turns group A/B  group A, would you want to be the first one to speak it?  ( Students read it aloud taking turns)  I want all of you guys to repeat after me.  CCQ)  Are you reading out loud?  Are you working individually?  **Wrap-up**  T: Alright this is all about today’s lesson. Do you have any questions?  Q/A Session  I hope you enjoyed today’s lesson!  See you again! |