

<b>Name:</b> NATHALIE <b>Date:</b> <b>Level:</b> INT <b>Number of students:</b> <b>Topic:</b>
<b>Main lesson focus (underline one):</b> Grammar / Vocabulary / Pronunciation / Reading / Listening / <u>Speaking</u> / Writing
<b>Learner outcome(s):</b>  <b>The student learns to express likes and dislikes using “so/neither + auxiliary” + I”</b>
<b>Grammar:</b> “So + auxiliary + I”, “Neither + auxiliary + I”, positive form “I do”, negative form “I don’t”  <b>Vocabulary:</b> Let's dive in / to hike/a hike / loathe / action-packed / to unwind  <b>Phrases:</b>
<b>Materials:</b> Video, Pictures, Handout sheet, Bingo card
<b>Assumptions:</b> For this lesson I assume the Ss are already familiar with the present simple as well as the main auxiliaries in past/present/future tenses
<b>An anticipated problem:</b> There might be some confusion about the fact that there are positive AND negative sentences in both “disagree” and “agree”. Some students might associate “agree” with “positive” and “disagree” with “negative”, which would be wrong.  <b>My proposed solution:</b> Make sure it is very clear on the board that it is possible to <u>agree</u> with negative <u>AND</u> positive sentences, as well as <u>disagree</u> with negative <u>AND</u> positive sentences.
<b>What I intend to work on based on previous feedback:</b> >I am keen to incorporate more STT time with activities requiring ss > ss interaction >Make sure that I fully understand what the different activities so that I can correct/guide the ss appropriately, as well as

**give clear instructions.**

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
T-5(Engage)	<p>Get names up on board (needed for P2).</p> <p>Start off talking about likes and dislikes - <i>is there anything you particularly like/dislike? Something you hate that other people like?</i></p> <p>Show them an extract from a Youtube video featuring 2 people talking using “I do/ I don’t”.</p> <p><i>Do you think Kevin behaved well? Do you think Jackie had a good time?</i></p> <p><i>What were they saying? Could they agree?</i> → Write <u>LIKES 😊</u>/<u>DISLIKES ☹</u> on the board.</p>	<p>To give the students an idea of the topic of the day.</p> <p>To engage the students by showing how the topic works in a dialogue.</p>	L
Pre-teach vocabulary T – 10 (15min)	<p><b>to dive in</b></p> <p>E – <i>What is another way of saying “let’s do it”? An expression? Does anybody know?</i> (Imitate to dive) D CCQ: <i>Would you be excited? Is it starting something or finishing?</i> B – to dive in (v)</p> <p><b>Hike</b></p> <p>E – show a picture of someone on a hike.</p>	<p>Help them learn new vocabulary and familiarise themselves with the pronunciation of the words that will be useful to know in the presentation text.</p>	S

	<p>D CCQ – <i>Where do people go on a hike? What kind of clothes do you wear when you are hiking?</i> B – To hike (v) A hike (n)</p> <p>Introduce the written dialogue:</p> <p><i>This is a dialogue between two friends, Alice and Mark. Alice wants to find out more about Mark, what he likes and what he doesn't like.</i></p> <p>D - <i>Individually</i> I - <i>Read the dialogue. Do they like the same things?</i> Write FQ: <b>Do they like the same things?</b> T – <i>You have 3 minutes</i> S – <i>Hand out sheet</i> Let them read the text.</p> <p>Ask them some general comprehension questions about the text. <i>What are their names? Does Mark... What verb does he use? Does he like</i></p> <p><b>Loathe</b></p> <p>E – A verb you really hate. I'll describe a scenario (going to the dentist...) Drill CCQ – Does it mean hate? Or is it a stronger feeling? B</p> <p><b>action-packed</b></p> <p>E – <i>What is the name of a film that is very very exciting and full of action?</i></p> <p>Drill</p>		<p>R</p> <p>S</p>
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	<p>CCQ – ask them if they know any names of action-packed films/Add names like “Lalaland” – <i>is this an action-packed film? No, it’s a musical!</i></p> <p>B – action-packed (adj)</p> <p><b>to unwind</b></p> <p>E – Show a picture of someone in a hammock, <i>what is the verb? Relaxing?</i></p> <p>Drill</p> <p>CCQ – <i>What do you do to unwind?</i></p> <p>B – to unwind (v)</p>		
Presentation of target language	<p>So that students start identifying the TL, I have highlighted all the “I do”, “I don’t”, “So do I” and “Neither do I” in the presentation text.</p> <p>Usin the presentation text, elicit TL:</p> <p>E – <b><i>What do you think Mark is means in 4? What is Alice saying in line 5?</i></b></p> <p>The following can be written on the board:</p> <p><u>AGREEING with positive ☺</u></p> <p>Eg. “I like/love hiking.” I do /So <u>do</u> I. (line 4)</p> <p>“I have some chocolate. So <u>have</u> I”</p> <p>“I’m happy! So <u>am</u> I.”</p> <p><u>AGREEING with negative ☹</u></p> <p>Eg. “I <u>don’t</u> like waiting.” Neither <u>do</u> I. (line 5)</p> <p>Eg. “I <u>haven’t</u> seen the movie. Neither <u>have</u> I.”</p> <p>Eg. “I <u>m</u> not happy. Neither <u>am</u> I.”</p>	<p>Now I want to start introducing the TG</p> <p>Using the presentation text, familiarise students with the concepts of agreeing with positive/negative sentences, disagreeing with positive/negative sentences. This will be used in the activities.</p>	L

	<p><u>DISAGREEING with positive ☹</u> Eg. "I like Brussel sprouts." I <u>don't</u>! (line 7) <i>I haven't.</i> <i>I'm not.</i></p> <p><u>DISAGREEING with positive ☹</u> Eg. "I <u>don't</u> like movies." I <u>do</u>! (line 11) <i>I have!</i> <i>I am!</i></p> <p>FFP Function: <i>What do we use "I do", "I don't", "Neither do I", "So do I"?</i></p> <p>(Agreeing) <i>We use ("So + auxiliary + I) to agree with positive sentences. Ex : "Do you like swimming? So do I." We use ("Neither + auxiliary + I) to agree with negative sentences. Ex : "I don't like swimming. Neither do I." (Neither takes the negation)</i></p> <p><u>(disagreeing)</u> <i>We use the auxiliary to disagree with a negative sentence with the same auxiliary "I don't like cycling. Oh, I do."</i></p> <p><i>We use the negative form of the auxiliary "do": ("I don't") to disagree with a positive sentence "I like playing bingo. Oh, I don't."</i></p> <p>Write 3 sentences that are wrong to CCQ:</p> <p>"I don't like crowded places. <u>So do I</u>." ☺ (agree) "I like marshmallows. <u>Neither do I</u>." ☹ (disagree) "I don't like chocolate. <u>I don't</u>." ☺ (disagree) "I am sad! Neither am I." ☺ (agree)</p>	<p>Elicit form (TG)</p> <p>Check the students understand TL through potential errors.</p>	<p>W</p>
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	<p>Drilling : “So do I” “Neither do I” “I don’t like” “I do like”</p> <p>Board should look like this before activities (so that ss have the correct info available)</p>		
	<div><div><p>to dive in (v) To hike (v) a hike (n)/ loathe (v) action-packed (adj) / Unwind (v)</p><p><u>AGREEING with positive ☺</u> Eg. “I like/love hiking.” I do /So <u>do</u> I.  (“So + auxiliary + I)</p><p><u>AGREEING with negative ☹.</u> Eg. “I <u>don’t</u> like waiting.” Neither <u>do</u> I.  (“Neither + auxiliary + I)</p><p>(The space underneath will be used for 1. the CCQs for the presentation of TL, 2. the verbs LIKE / LOVE / HATE /LOATHE for P1, 3. The various topics for Production)</p></div><div><p>LIKES/ DISLIKES</p><p><u>DISAGREEING with positive ☹</u> Eg. “I like Brussel sprouts.” I <u>don’t</u>! I + Negative form auxiliary</p><p><u>DISAGREEING with negative ☺</u> Eg. “I <u>don’t</u> like movies.” I <u>do</u>! I + auxiliary</p></div></div>		
P1 T - 10	<p><b>Gap fill</b></p> <p>Sentences to fill in.</p> <p>D – <i>Individually.</i> I – <i>Fill the gaps in the sentences with the right auxiliary.</i> M – <i>For ex:” I’ve finished. So <u>have</u> I »</i> T – <i>You have 10 minutes</i></p> <p>Feedback and error correction.</p>	<p>Challenges students by using different verb conjugations (2<sup>nd</sup> PS, 3<sup>rd</sup> PP) and different auxiliaries (BE/HAVE/DO) using past simple tense as well as present.</p>	W
P2	<p><b>Pick a card</b></p>	<p>This is a fun way of getting the ss to practice the target language (accuracy focused on practicing the “So do I”,</p>	S

	<p>Ss have 4 verb choices : LIKE / LOVE / HATE /LOATHE</p> <p>In a pile, they have some cards to pick with different activities, food, or objects like “Christmas”. They choose a verb and say to their partner “I loathe cleaning” and their partner can say “So do I”, “Neither do I” or “I don’t”.</p> <p>D – <i>In pairs</i>  I – <i>Pick a card. Then choose a verb. Then say if you Like/Love/Loathe/Hate what you have picked. The other student needs to answer whether they like it or not.</i>  M – <i>For ex : “I loathe cleaning.” “So do I!” “I love fishing!” “Oh, I don’t”. “I don’t like tennis” “Neither do I!”.</i>  T – <i>You have 10 minutes</i></p>	<p>“Neither do I” and “I don’t”).</p>	
Production 20 min	<p><b>Can we agree?</b></p> <p>Write some topics on the board, Ss must tell them if they like it and find out how the other person feels about it.</p> <p>D – <i>In pairs</i>  I – <i>Here are some topics. You must discuss with your partner (write the following topics on the board):</i>  School Uniforms/ social media / Public speaking/ Animal testing/ Artificial intelligence/ Watching TV / The new Barbie film / Fashion.  <i>You need to tell your partner if you agree or disagree and why.</i></p> <ul style="list-style-type: none"> <li>• M – <i>For ex : “PUBLIC SPEAKING”: “Oh, I like public speaking.” “No, I don’t like public speaking <b>because</b> I get very nervous.”</i></li> <li>• “the BARBIE MOVIE” <i>“I like film “Barbie”.” “So do I, I love the film Barbie because I just love pink!”</i></li> </ul> <p>T – <i>You have 10 minutes</i></p>	<p>Gives the student the chance to practice the TL in a less rigid framework, allowing them to develop on their ideas with their own existing vocabulary.</p>	S

	<i>What did you find out? Do you like the same things?</i>		
Filler	<p><b>Find Something in Common</b></p> <p>Ss are each given a card with a topics in each cell, eg. “skiing” or “football”. One of them is free and they can choose a topic of their own. Student A tells student B whether they like/don’t the topic. If the other student agrees, they write student B’s write name in the cell. If they don’t, move on to another person.</p> <p><i>D – Individually</i>  <i>I – Here is a card. There is a topic written in each cell. You can say whether you like/don’t the topic. If the other student agrese, write their name in the cell. If they don’t, move on to another person. You can choose what to put in the empty one. .</i>  <i>M – For ex : “I like hiking. “So do I” “I don’t like horror movies.” “Neither do I.”. If you disagree, just say I don’t, but don’t write the name on the card – you need to agree. Just move on to another student.</i>  <i>T – You have 10 minutes</i></p>	Students can practice using what they have learned in the lesson in more interactive way (they will probably enjoy moving around the room).	