

## SAMPLE ACE GRAMMAR LESSON PLAN #1

<b>Teacher Name:</b> <i>Margaret Matthews</i>	<b>Date:</b> <i>December 18<sup>th</sup>, 2018</i>
<b>Class Description:</b> Number of students: <i>10</i> ; Class level: <i>High Beginner</i> ; Class length: <i>45 minutes</i>	
<b>Objectives:</b> SWBAT use “so, too, neither, either” to express verbal agreement/disagreement about food and restaurants	
<b>Materials:</b> A selection of coins	

Procedure																														
BB	Time	Steps																												
WU	10	Ask students if they prefer to eat out or eat in. Elicit different types of cuisine we can find in restaurants (Italian, Chinese, etc.). Once a half dozen or so have been elicited, ask students to work in small groups to rank the cuisines in order of popularity in their particular city. Have one person from each group report on their group’s ranking and justify it.																												
LK	10	<p>Present the following examples on the board and explain the patterns, stressing that the verbs in the agreement and disagreement sentences must match the verbs in the original statement, except for those verbs that take “do”:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 40%;"></th> <th style="text-align: center; width: 20%;">Agreement</th> <th style="text-align: center; width: 20%;">Disagreement</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>I like Japanese food a lot.</td> <td style="text-align: center;">So do I/ I do too</td> <td style="text-align: center;">I don’t.</td> <td></td> </tr> <tr> <td>I’m fond of Italian food.</td> <td style="text-align: center;">So am I/ I am too</td> <td style="text-align: center;">I’m not.</td> <td></td> </tr> <tr> <td>I can eat spicy food.</td> <td style="text-align: center;">So can I/ I can too</td> <td style="text-align: center;">I can’t.</td> <td></td> </tr> <tr> <td>I don’t like sweets.</td> <td style="text-align: center;">Neither do I/ I don’t either</td> <td style="text-align: center;">Really? I do.</td> <td></td> </tr> <tr> <td>I’m not a fan of Greek food.</td> <td style="text-align: center;">Neither am I/ I’m not either</td> <td style="text-align: center;">Oh, I am.</td> <td></td> </tr> <tr> <td>I can’t stand fast food.</td> <td style="text-align: center;">Neither can I/ I can’t either</td> <td style="text-align: center;">Oh, I love it.</td> <td></td> </tr> </tbody> </table>		Agreement	Disagreement		I like Japanese food a lot.	So do I/ I do too	I don’t.		I’m fond of Italian food.	So am I/ I am too	I’m not.		I can eat spicy food.	So can I/ I can too	I can’t.		I don’t like sweets.	Neither do I/ I don’t either	Really? I do.		I’m not a fan of Greek food.	Neither am I/ I’m not either	Oh, I am.		I can’t stand fast food.	Neither can I/ I can’t either	Oh, I love it.	
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CP	10	Make statements about food based on the example sentences from the Study Focus. Have individual students respond. Keep attention on form, but comment on meaning from time to time (show surprise, ask why). Once students are fast in response, put them in groups at a table. Each group needs a coin for each student, minus two. Place the coins in the center of the circle. Have one student make a statement about food, based on the model from the Study Focus. The other students race to respond, taking a coin as they do. If they make a mistake, they forfeit their coin. The student with no coin at the end of the round begins the next with another statement about food. (The student who made the statement, and one other student, will not have coins after each round.) The teacher monitors for accurate responses.																												
AP	15	Set the scene. The students are at a conference and want to go out for dinner. They want to find some other people to go for dinner. They can only fit five people in a taxi, so they can have no more than five people in a group. They must agree on the kind of food they will eat and the restaurant. Then have students mingle to build their dinner groups. Students can only speak to one person at a time, no shouting to the group. Once a group has been decided upon, have those students sit down. Have one person from each group report on their cuisine and restaurant choice.																												