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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Frequency adverbs** |

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| Instructor: Ian | Level: Intermediate | Students: 8 | Length: 30mins |

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| Materials:  •White board & Marker  •Wall chart about frequency adverbs  •Visual: pie charts about frequency adverbs  •Visual: test and survey pictures  •Wall chart that say the grammatical rules  •Big dice |

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| •Main aim: To enable students to improve their grammar skills by having students understand the rules of grammar and practice what they learn.  •Secondary aim: Students will practice the frequency adverbs by completing the work sheet, placing the frequency adverbs and having an announcement.  •Personal aim: I want to improve my lead in, CCQ and speaking pace |

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| Language Skills:  • Reading: Students will learn the grammatical rules by reading the wall chart  •Speaking: Students will practice frequency adverbs by speaking out their own sentences  • Listening: Students will practice listening by listening to their classmates’ sharing and teacher’s instruction.  • Writing: Students will practice writing by unscramble the sentences including frequency adverbs. |

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| Language Systems:  • Phonology: Students will pronounce and correct the sound of frequency adverbs.  • Lexis: Students will learn frequency adverbs.  • Grammar: Students will learn the grammatical rules  • Function: Students will learn how to express the frequency  • Discourse: Students will discuss about where to place the words |

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| Assumptions:  • Some students already know how to use frequency adverbs  • Some students are familiar with dice game  • Some students have been exposed grammar lesson |

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| Anticipated Problems and Solutions:  • Students may not know the term of frequency  -I will teach the meaning by using easier word such as “how often”  •Students may not be able to make their own sentence  -I will let them help each other as teams |

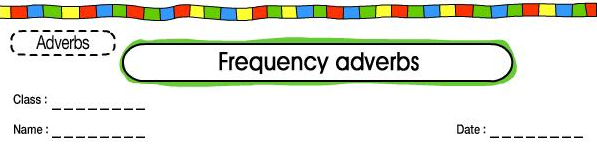
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| References:  <http://www.google.co.kr/>  <http://cafe.daum.net/et114?t__nil_cafemy=item> |

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| **Lead-In** | | | |
| Materials:  White board & board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins | Whole  class | Greeting | Hello! Everyone. How are you?  I’m really happy to see you again!  **(2guiding questions)**  How was your week?  What did you eat for lunch (or dinner) |

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| **Pre-Activity** | | | |
| Materials:  •White board & Marker  •Visual: pie charts about frequency adverbs  •Visual: test and survey pictures  •Wall chart that say the grammatical rules | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10mins | Whole class  Whole class | Ss learn frequency adverbs by activity and lecture  Completing the worksheet  Listening to the lecture | **Eliciting**  I always jog in the morning. It’s not only for my health but also I can come up with many ideas about teaching.  How often do you jog  How often do you go to the gym?  (Every day, Always, Often)  We need to express about how often we do something. So today we are going to study about frequency adverbs. Frequency adverbs mean how often and we need to use and practice these words  **CCQ**  So is this a frequency adverb? (show the verb)  Is this a frequency adverb? (show the frequency adverbs)  By the way, what do you call that? To figure out if someone is satisfied with something or not by completing the sheets or something. (survey)  **CCQ**  Is this a survey? (show the math test visual)  Is this a survey? (show the survey visual)  I**nstruction**  Now I want you to do self-survey.  I will hand out the worksheets and stickers as well. You need to put the stickers on the worksheet. You can put nothing to 10 stickers.  It depends on how often you do the things in your real life.  For example, if you eat breakfast every day you can put 10 stickers on it. If you have breakfast 3days a week, you can put 4 or 5 stickers. If you never have your breakfast, please put nothing on it. I want you to work on it individually and I will give you 3mins.  ICQ  So what are we doing?  How much time do we have?  But please don’t start until I say start OK?  **Explicit ICQ**  Are you going to start when I hand out?  Are you going to start when I say start?  Start!  Modeling with wall chart  **Demonstration**  All right!  Now look at this wall chart.  If you put 10 stickers. It means always doesn’t it?  What about 4 to 5 stickers? Yes it means sometimes. What about no sticker? It means never.  (let them understand always, usually, often, sometimes, rarely and never) |

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| **Main Activity** | | | |
| Materials:  •White board & Marker  •Work sheet & wall chart paper  •Laminated words | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10mins | teams | Make the wall chart by using frequency adverbs  Explaining the product | **Grouping**  Now we will have another activity.  For this activity, I want to make two teams.  Can you say frequency please?  Can you say adverb please?  Frequncys here!  Adverbs here!  **Instruction**  Now I will give you words and a pie chart that says the frequency such as always often sometimes and never. By using these, I want you to make a sentence and decorate the wall chart with these laminated words. You will work on it as a team and I will give you 7mins OK?  **ICQ**  What are we doing?  How much time do we have?  Are you working individually?  **Explicit ICQ**  But please don’t start until I say start.  Can you start when I hand out?  So team frequency! Can you put the wall chart on the white board and read what you made please.  And team adverb! Please come up here and put the wall chart on the white board and please read out what you made. |

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| **Post Activity** | | | | | |
| Materials:  •White board & Marker  •Big dice | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk |
| 8mins | teams | | Dice game and making sentences | | **Instruction**  Now we are going to play a game  Do you know what it is? Yes it is dice  Rules are simple. First throw the dice and you can find six different words such as ‘always, usually, often, sometimes, rarely and never’. And by using the words you need to make your own sentence and speak out loudly. I want you to use these markers as batons ok? We have no time limit ok?  **ICQ**  What are we going to do?  Do we have a time limit?  **Explicit ICQ**  But I don’t want you to start until I say go.  Can you start when you get the batons?  Can you start when I say go?  Do you have any fun moment?  **Error correction**  I didn’t see any mistakes.  Can you unscramble this sentence?  ‘I always study English’  Good job thanks for participating my class.  I will see you next time. |
| **SOS Activities** | | | | | |
| Materials: | | | | | |
| Time | | Set Up | | Student Activity | Teacher Talk |
| 2-3mins | | individually | | With 2papers  Making sentences | **Instruction**  For this activity, pick up the 2 papers.  One is a frequency adverb, and the other is a verb I want you to make a sentence. I will give you a 1min to finish it you are working on it as pairs.  **ICQ**  So what are we doing?  How much time do you have?  Are you working on it as pairs?  **Explicit ICQ**  But please don’t open the paper until I say start OK?  So can you look at it when I give you the papers?  Can you look at it when I say start? |



Please answer the questions with stickers (0~10stickers)

If you always do, put 10 stickers

If you never do, put 0 stickers

I get up early

I drink coffee

I have breakfast

I eat India food

I go fishing

I eat Kimchi

I drink water

I clean my room

I jog in the morning

I study English

