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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: How often do you do…?**  **(Adverbs of frequency)** |

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| Instructor:  **So, Hyun Hee** | Level:  **Intermediate** | Students:  **6** | Length:  **30 Minutes** |

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| **Materials:**   * Visual aids * Adverbs of frequency & percentage cards * PPT * White board, board markers * Frequency surveys Worksheet with color pens * Habits & Routines Worksheet * Word search Worksheet for SOS activity |

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| **Aims:**   * Main Aim: Students will be able to compose sentences using adverbs of frequency by doing the worksheet and placement of the frequency adverbs. * Secondary Aim: Students will practice speaking and listening ability by sharing ideas in group and present each other’s opinions. * Personal Aim: I want to improve my time management and give students’ grammar lesson in inductive way. |

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| **Language Skills:**   * Reading: Students will learn the grammatical rules by reading the teacher’s note on the white board and PPT. * Listening: Students will listen to teacher’s instruction and classmates’ opinions. * Speaking: Students will be talking by make a presentation with frequency adverbs. * Writing: Students will write down using frequency adverbs by completing worksheet. |

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| **Language Systems:**   * Phonology: Silent ‘t’ in “Often” * Lexis: Words related to frequency adverbs; Always, Usually, Generally, Often, Sometimes, Rarely, Never * Function: How to use adverbs of frequency in a sentence * Grammar: Structure and form of frequency adverbs * Discourse: Dialogues, presentations |

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| **Assumptions:**   * Students already know: how the class is set up and run. * Students have some knowledge about the frequency adverbs. * Students have experienced of using frequency adverbs. * Students have an adequate ability to understand T’s instruction in English and to perform the productive skill activities. |

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| **Anticipated Problems and Solutions:**   * Ss may not understand the teacher’s instructions clearly.   → Give instructions as simple as possible. Check their understanding by asking specific concept questions.   * Ss may not be able to pronounce some words.   → Use repetition and drills   * Ss may run into problems completing their pair work because of their proficiency in English.   → During the pair work, monitor the students’ progress and give them a helpful feedback.   * If students finish their tasks earlier than anticipated.   → Do SOS activity ready |

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| **References:**   * Visual aids from Google images * Focus on Grammar 1 Part Ⅳ, Unit 13 By Ruth Luman, Gabriele Steiner, and BJ Wells * [www.woodwardenglish.com](http://www.woodwardenglish.com) |

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| **Lead-In** | | | |
| Materials: **None** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Answering teacher’s questions | Hello everyone! How are you today? Did you enjoy your lunch?   * Let’s think about your today’s schedule. What time did you get up today? What time did you get up yesterday? * What time do you wake up on weekdays? |

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| **Pre-Activity** | | | |
| Materials: **Visual Aids, White Board and markers,**  **Adverbs of frequency & percentage cards, PPT** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  1 min  1 min  2 min  1 min  2 min  2 min | Whole class  Whole class  In pairs  Whole class  Whole  class  In pairs  Whole class | Answers elicited  questions    Listen to teacher  Listen to teacher  Speak aloud  Listen to teacher  Do the worksheet  Check the worksheet together | **Procedure:**  Elicit  (show pictures to the students)   * What can you see in this picture? * What is the girl doing? * How often do you brush your teeth? * Do you like to eat fast foods? * How often do you eat fast foods?   (Write down ‘always, sometimes…’)  Model  Write on the board  ‘How often do you…?   * It is used to describe how many times you do something.   And   * What do we call all of these: always, sometimes, etc…?   Write on the board  ‘Adverbs of Frequency’  So today, we are going to learn about frequency adverbs. We use frequency adverbs to express how often something happens.  **Assign the adverbs a percentage of frequency**  Instructions  Now I need you to work in pairs and match the Adverbs of frequency & percentage cards on the board. You have 1 minute.  ICQ   * Are we working individually? * What are you going to do?   Talk about degrees of frequency  “Good Job!”  “Let’s read it together.”  Briefly explain about frequency adverbs with cards and let students know about the placement and structures of frequency adverbs.  CCQ   * Is this a habit?   (show the sentence)   * Is this a verb?   **Frequency Surveys**  Instructions  We are going to have a survey.  I will hand out the worksheets and color pens as well. Answer the questions with a color pen.  Do it with your partner  You have 2 minutes and then you will be practice questions which will be answered using adverbs of frequency.  Try to using the expression “How often do you…?”  (Distribute the worksheet)  “Please do not start until everyone has a paper”  Demonstration  Look at #1. I never jog in the morning so I don’t need to color it. If you jog in the morning 3days a week, you can put 4~5 stickers.  ICQ   * Are we working individually? * How much time do you have? * What are you going to do?   “Now begin”  Monitoring  Monitor discreetly. Answers students  If they ask questions.  Give time warning:  1 minute, 30 seconds.  Be flexible with time.  Give students more time if they need it  “Times up”  Ask students to present their opinions.  “Good job!” |

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| **Main Activity** | | | |
| Materials: **Habits & Routines Worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  5 min  4 min | Whole class  In pairs  Whole class | Listen to teacher  Interview your partner and fill in the chart  Make a presentation | **Habits & Routines Worksheet**  Instructions  Now you are able to use some of the most common frequency adverbs.  I will hand out the worksheets.  I want you to interview your partner.  One of team will ask two questions about each day of the week. And the other will fill in the chart. Take turns.  Keep in mind that you use adverbs of frequency.  You have 5 minutes and then You guys will present partner’s opinions.  (Distribute the worksheet)  “Please do not start until everyone has a paper”  Demonstration  For example, You can ask a question “What do you always do on Sundays?” and partner will say like  “I always oversleep.”  Do you have any questions?  ICQ   * So what are you going to do? * Are you working alone? * How much time do you have?   “Now begin”  Monitoring  Monitor discreetly. Answers student  If they ask questions.  Give time warning:  1 minute, 30 seconds.  Be flexible with time.  Give students 1 more minute if they need it  “Times up”  **Make a presentation**  “Now let’s make a presentation!”  Ask students to present their matching game sheet answers. |

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| **Post Activity** | | | |
| Materials: **Dice, White Board and markers** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  2 min  1 min | Whole class  Take turns  Whole class | Listen to teacher  Roll the dice and present their own sentence | **Roll the dice**  Instruction  Now we are going to play a game. Can you guess what it is?  It’s a dice.  First thing you do is throw the dice. It will show from 1 to 6.  It describes how many times you do something. So 6 represents ‘always’ and 1 represents ‘never’.  By using the words you need to make your own sentence and speak aloud.  You have 30 seconds to make a sentence one by one.  Demonstration  If I roll the dice and show 3, I will say “I sometimes eat breakfast.”  ICQ   * So what are we doing? * How much time do we have?   “ Now begin”  Monitoring  Monitor actively and participate within each group.  Answer students if they ask questions.  Be flexible with time.  “Times up”  “Did you have fun?”  **Conclude lesson**  (Do error correction if they have.)  Good job today.  Thank you for your participation.  See you next class! |
| **SOS Activities** | | | |
| Materials: **Word search Worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  3 min  1 min | Whole class  Individually  Whole class | Listen to teacher  Do the worksheet  Check the words | **Word search**  Instruction  Now, I will give you guys a word search worksheet. Find all the adverbs frequency listed below within the worksheet.  Work individually.  You have 3 minutes.  Demonstration  For example, there are 7 adverbs of frequency in the worksheet. So  try to find them.  ICQ   * What are we doing? * Are you working in groups? * How much time do you have?   “Now begin”  Monitoring  Monitor discreetly.  Answer students if they ask questions.  Give time warning:  1 minute, 30 seconds.  Be flexible with time.  Give studentsv30 more seconds  if they need it.  “Time’s up”  “Does anybody find all the words?”  “Good job!” |

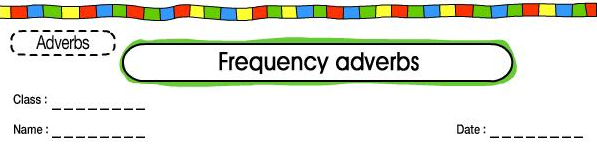
**Visual aid**

**1)**

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**2)**





Please answer the questions with a color pen.

If you always do, color 10 circles. If you never do, you don’t need to color it.

Q. How often do you….?

1. I jog in the morning. ○○○○○○○○○○

2. I have breakfast. ○○○○○○○○○○

3. I drink coffee. ○○○○○○○○○○

4. I go shopping. ○○○○○○○○○○

5. I eat kimchi. ○○○○○○○○○○

6. I make jokes. ○○○○○○○○○○

7. I do play phone games. ○○○○○○○○○○



 **Habits & Routines**

★ Instruction: Interview your partner! Ask 2 questions about each day of the week.

And fill in the chart. Use Adverbs of Frequency.

**Adverbs of Frequency**

Always / Usually / Generally / Often / Sometimes / Rarely / Never

**Q. What do you always do on alwa ys ?**

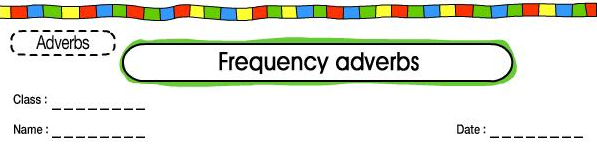
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| SUN | MON | TUE | WED | THU | FRI | SAT |
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e.g.) What do you always do on Sundays?

→ I always oversleep!

Helpful Expressions and Hints

get up at 7o’clock / cooks dinner / eat out for dinner / watch TV dramas etc.



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