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| [ ]  Listening [ ]  Speaking [ ]  Reading [x]  Grammar [ ]  Writing |
| **Topic: Life Pattern (Target Language: Frequency Adverb)** |
| Instructor:Gamin& Linda | **Students Competency Level****Intermediate** | **Number of Students:****11** | **Lesson Length:****55min** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)*** Board and Markers
* Wall Charts:
	+ Frequency Adverb Pyramid
	+ How Often Do You ?
* Anna’s Schedule Worksheet
* Frequency Adverbs Papers:

AlwaysUsuallyOftenSometimesRarelyNever |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)*** Improve Ss speaking skills by answering the T sharing ideas, drilling and doing post activity
* Improve Ss reading and writing skills by working on the worksheet (main activity) and looking at the wall chart
* Improve Ss grammar skills about frequency adverbs by T using frequency adverb, responding to T and rephrasing Ss answers, drilling, writing and doing the main and post activity
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| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Reading: **(Where did reading occur in the lesson?)**

Drilling wall chart, working on the worksheet (main activity)* Listening: **(Where did listening occur in the lesson?)**

Teacher talk, Ss talk, post activity* Speaking: **(Where did speaking occur in the lesson?)**

Sharing Ss stories about their own experience in eliciting, answering T, doing post activity* Writing: **(Where did writing occur in the lesson?)**

Working on the worksheet (main activity) |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

Drilling, T and Ss talk, post activity* Function: **(situation)**

Sharing my life pattern* Lexis: **(meaning)**

Frequency adverb, life pattern* Grammar: **(language structure)**

Frequency adverb* Discourse: **(communication)**

T-S-T, post activity, sharing own experience in eliciting |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)*** All Ss can share their stories about life pattern
* Ss know how to make a simple sentence
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| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)*** If Ss have trouble working on the work sheet, help them by encouraging and giving hints but never pushing
* Ss may need more time to finish the worksheet - allow extra time to do the worksheet
* If S have trouble making a sentence in drilling, encourage them to complete the sentence
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| References: |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)** |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1min3min2min | WholeWholeWhole | Ss greet the teacherSs listen to teacherSs listen teacher’s question and answer it. | GreetingT talks their daily life pattern by using frequency adverbs (always, usually, often, sometimes, rarely or never).Ask Ss what they are life patternWe used the frequency adverbs just now when we talk about out daily life pattern. Let’s see what the frequency adverbs are and how to use it. (transition) |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)*** Board and Markers
* Wall Charts:
* Frequency Adverb Pyramid
* How Often Do You ?
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| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1min5min | WholeWhole | Ss see the wall chartsSs listen what T says and answer T’s questions  | T shows wall charts (Frequency Adverb Pyramid, How often do you….?)Drilling the wall chart and T asks questions that help Ss to understand the meaning of each frequency adverbs |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)*** Anna’s Schedule Worksheet
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| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1min5 min4 min | WholeWholeWhole | Ss listen what T saysSs work on their worksheetSs share their answers together with T | Introduce ‘Anna’s Schedule Activity’ and handout the worksheet ‘Anna’s Schedule’. Tell Ss that they will be given 5 minutes to work on their worksheet.T monitors the class by giving advices and suggestions if Ss are stuck.Make Ss to share their answers by picking several Ss to answer each question. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)*** Frequency Adverbs Papers

AlwaysUsuallyOftenSometimesRarelyNever |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1min2min10min2min | WholeWholeGroupsWhole | Ss listen what T saysSs listen what T says and prepare to do activity called True and False.Ss do the activitySs listen what T says | Introduce ‘True and False Activity’ that each groups need to say 2 false and 4 truths about their life patterns by using 6 frequency adverbs and another team needs to figure out what is false and true.Divided into two groups (5 members and 6 members of groups) and ask a team to come to the front of classroom.Gives 6 frequency adverbs on pieces of papers and each person should pick a piece of paper (a person who is in the 5 members group should pick one more paper). Each Ss says their life pattern by using frequency adverb. A winner team will be a team which says more correct answerT monitors and listens to SsCongratulates a winner team and give positive feedback about their work. Close by what we learn today and saying thank all students for participating in the lesson. |