

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Lim, Elizabeth Jung	208WD	2020-06-23	Grammar	PPP	25 min

Lesson	
Topic	Ms. Houston always plays the piano in the morning.
Main Aim	Students will learn about the adverbs of frequency.
Secondary Aim	Students will practice their speaking fluency with frequency adverbs in sentences.

Materials and References
Board, color markers and worksheet 1 & 2



Student Profile			
Level	Lower Intermediate		
Age	Adults	Number of Students	6
Detail	Students are motivated to learn English as native Korean. They are interested in fun activities.		

Assumptions about students' knowledge as required for this lesson:
<ul style="list-style-type: none"> Students know the vocabulary of adverbs of frequency (<i>sometimes, always, never, usually, often and seldom</i>) used in this lesson. Students know how to express their daily routines. Students know how to answer the question "How often do you ____?"

What language difficulties to expect when presenting, and how to deal with it:
<ol style="list-style-type: none"> Meaning: Students may think "always" means an everyday routine. Make a clear visual context and C.C.Q. Form: Students may confuse how to use the adverbs of frequency: "usually and frequently", "sometimes and often". Show them the picture explaining adverbs of frequency with percentages. Students may also confuse where to place the adverbs in sentences. Practice using adverbs of frequency before the main verb or after the verb to be. Pronunciation: Students may not know where to stress in a natural sentence. Drill several times chorally. Ask, "Which words sound stressed?" Board the stress markers in red.

Anticipated Classroom Management Difficulties and their Solutions:
<p>The quantity of new language points to be learned about the adverbs of frequency may be too much for students to handle in a short 25 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only a few new concepts about the adverbs of frequency. The remaining new language points can be presented in the next lesson.</p> <p>When students speak in Korean in class, remind students of the English only rule and encourage them.</p>

My Personal Aim
<p>What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation to be an involver type teacher. My goal is to also make sure that students understand the target grammar structure.</p> <p>Try to increase ST and reduce TT with SS centered.</p>

Stage Name: Lead-in (3:00)														
Purpose of this stage: To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language.														
Materials: printed pictures, board, marker and eraser														
Timings	Interactions	Procedure												
1 min	T-S	<p>[Elicit]</p> <p>Hello, what do you do every day?</p> <p>Listen to the students' answers then ask "how often do you -?</p> <p>Ex) homework</p> <p>T- good, how often do you do your homework? S – I always do my homework.</p> <p>We will talk about something you always, sometimes or frequently do.</p>												
1 min	T	<p>[Show a clip of a video]</p> <p>https://youtu.be/5_f7Lbx09Kk?t=55 (0:55~1:56)</p> <p>[always]</p>												
1 min	T-S	<p>T- How often will Whitney Houston love? (S- always)</p> <p>Right, she will love 100% of frequency! Always means 100% of the time.</p> <p>Show the printed picture on the board.</p> <p>(Repeat after me)</p> <p>(While pointing), Look at the picture.</p> <p>for 0% of frequency, what is the adverb? S-Never</p> <p>For 20% of frequency? S-Rarely</p> <p>For 40% of frequency? S-Sometimes</p> <p>For 60%? S-Often</p> <p>For 80%? S-Usually</p> <p>And for 100%? S-Always</p> <div><div><h3>Adverbs of Frequency</h3><table><tr><td>Never</td><td>→ 0%</td></tr><tr><td>Rarely</td><td>→ 20%</td></tr><tr><td>Sometimes</td><td>→ 40%</td></tr><tr><td>Often</td><td>→ 60%</td></tr><tr><td>Usually</td><td>→ 80%</td></tr><tr><td>Always</td><td>→ 100%</td></tr></table></div></div>	Never	→ 0%	Rarely	→ 20%	Sometimes	→ 40%	Often	→ 60%	Usually	→ 80%	Always	→ 100%
Never	→ 0%													
Rarely	→ 20%													
Sometimes	→ 40%													
Often	→ 60%													
Usually	→ 80%													
Always	→ 100%													
Stage Name: Presentation(6:00)														
Purpose of this stage: Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.														
Materials: List all materials that will be needed in this stage.														
Timings	Interactions	Procedure												
1.5 min	T-S	<p>[Board the sentence]</p> <p>- Ms. Houston plays the piano every morning.</p> <p>1. Does she play the piano sometimes? (S-no)</p>												

		<p>-> Does she play the piano 100% of frequency? (S-Yes)</p> <p>-> Which adverb applies for 100%? (while pointing to picture)</p> <p>(S- always)</p> <p>(pointing – “Ms. Houston plays the piano every morning.”</p> <p>How can you change this sentence using the adverb of frequency?</p> <p>S- Ms. Houston always plays the piano in the morning. (model sentence)</p> <p>[Board the model sentence]</p>								
30 sec	T-S	<p>[CCQ]</p> <p>1. Does she play the piano only this morning? S- no</p> <p>2. Will she play the piano tomorrow morning? S- probably yes</p> <p>3. Does she play the piano every morning? S- yes</p>								
1 min	T-S	<p>[Form]</p> <p>Position</p> <p>T -Where is the adverb of frequency in this sentence?</p> <p>(Ms. Houston always plays the piano in the morning)</p> <p>(S- Before plays) good job~</p> <p>Let’s look at the position of the adverbs of frequency.</p> <p>T- What is the main verb of the sentence? (s- plays)</p> <p>(Point to always) We use adverbs of frequency before the main verb (or after the verb to be) This is the general rule.</p> <p>Ms. Houston always plays the piano in the morning</p> <table><tr><td>Ms. Houston</td><td>always</td><td>Plays</td><td>the piano in the morning</td></tr><tr><td>subject</td><td>adverb of frequency</td><td>main verb</td><td></td></tr></table>	Ms. Houston	always	Plays	the piano in the morning	subject	adverb of frequency	main verb	
Ms. Houston	always	Plays	the piano in the morning							
subject	adverb of frequency	main verb								
2 min	T-S	<p>T- If Ms. Houston plays the piano 80% of the time, which adverb of frequency do you use?</p> <p>(point to the picture, 80%) (S- usually) Great!</p> <p>pointing – “Ms. Houston plays the piano every morning.”</p> <p>How can you change this sentence using (the adverb of frequency) usually?</p> <p>S- Ms. Houston usually plays the piano in the morning.</p> <p>T- This time, if Ms. Houston plays the piano 0% of the time, which adverb of frequency do you use?</p> <p>(point to the picture, 0%) (S- never) wonderful!</p> <p>pointing – “Ms. Houston plays the piano every morning.”</p> <p>How can you change this sentence using (the adverb of frequency) never?</p> <p>S- Ms. Houston never plays the piano in the morning.</p>								
1 min	T-S	<p>Drill – drill the spoken form, focusing on contractions, stress and intonation.</p> <p>(Gesture) Listen and repeat:</p> <p>Ms. Houston always plays the piano .</p> <p>Ms. Houston always plays the piano in the morning.</p>								

Stage Name: Controlled Practice (7:00) Purpose of this stage: students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1 min	T	Instructions. Hold up worksheet 1. Point to question A and B. A. Check how often the activities are done by looking at the boxes and then circle the correct frequency adverb. B. Write the sentences in the right order. ICQ. T- What do you circle in question A? (S- the correct frequency adverb) T- Do you just copy the sentences in question B? (S- no) T- Do you reorder the sentences in question B? (S- yes) Hand out.
4 min	S	Students do worksheet 1.
1 min	S – S	Pair check.
1 min	T - S	Feedback to check accuracy. T- Does the adverb of frequency go before or after the main verb? (S- before the main verb) Check the answers.
Stage Name: Less Controlled Practice (4:30) Purpose of this stage: students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30 sec	T	Instructions. Flip to worksheet 2. T- Mary is talking about her hobbies to her new classmates. Look at Mary's schedule and fill in the blanks by using the adverbs of frequency. (Point to the picture of adverb of frequency) ICQ. T- Whose schedule do you use to fill in the blanks? (S- Mary's schedule)
2 min	S	Students do worksheet 2.
1 min	S-S	Pair checks.
1 min	T-S	Feedback to check accuracy. T- Which adverb of frequency is used for 4 times a week? (S- often) Check the answers.

Stage Name: Production – Freer Practice (4:30)		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
20 sec	T	Instructions. <The adverbs of frequency board game> T- We will now play a board game. Pair up students. For each group, handout a copy of the board game, a die, and pieces. T- This is the adverbs of frequency board game. Take turns to roll the die and move your piece along the board. When you land on a square, your partner asks you "How often do you...?" along with the words on the square. Answer the question using the adverbs of frequency. The first student to finish wins the game.
4 min	S-S	Students play the board game with their pairs.
10 sec	T-S	T- Times up. Feedback. T- Did you all get to know each other more?
Stage Name: Wrap-up (1:00)		
Purpose of this stage: is to end the lesson on a positive note so that students feel they have achieved progress.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
20 sec	T – S	Offer delayed corrections to the previous stage.
30 sec	T	Set homework. T- Let's look at the picture of frequency adverbs again. Make your own schedule like Mary's and write sentences using the adverbs of frequency.
10 sec	T	Inform students about the topic for the next lesson. T- For the next lesson, we will learn about 2nd conditional phrases.

Instructor's Comments and Assessment

Pros		
Cons		
Change		
Overall Comments		
Grade		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
Instructor	Student Signature	Date
Taute, David		

Adverbs of frequency

A. Check how often the activities are done by looking at the boxes and then circle the correct frequency adverb.

1. How often do you read a book?

--	--	--	--	--	--	--	--

I sometimes / often read a book.

2. How often does Helen go to the cinema?

--	--	--	--	--	--	--

I always / sometimes go to the cinema.

3. How often does Joe go to bed late?

--	--	--	--	--	--	--

I often / never go to bed late.

4. How often do you do your homework?

--	--	--	--	--	--	--

I often / always do my homework.

B. Write the sentences in the right order:

1. always / at 7am / I / wake up 😊

I always wake up at 7am.

2. for breakfast / I / eat / bread / usually 😊

3. brings me / my dad / to school / sometimes 😊


4. after school / play soccer / my brother and I / often 😊

5. go to bed / never / I / after 10:30am 😊

Adverbs of frequency

Mary is talking about her hobbies to her new classmates.

Look at Mary's schedule below and fill in the blanks by using the adverbs of frequency (**always/ usually/ frequently/ often/ sometimes/ rarely/ never**).

	Sun	Mon	Tue	Wed	Thur	Fri	Sat
Walk a dog	✓	✓	✓	✓	✓	✓	✓
Play the piano		✓	✓	✓	✓	✓	
Dance Class	✓			✓	✓		✓
Watch TV	✓						✓
Swimming							

Hi, everyone, my name is Mary.

I (1) **always** walk the dog in the morning.

I (2) _____ have time to swim, but I (3) _____ watch TV on the weekends.

I (4) _____ play the piano after school.

Additionally, I (5) _____ take dance class.

Now, I choose John to go next. 😊

Adverbs of frequency Answer

A. Check how often the activities are done by looking at the boxes and then circle the correct frequency adverb.

1. How often do you read a book?

☒ ☒ ☒ ☒ ☒ ☒ ☐

I sometimes / often read a book.

2. How often does Helen go to the cinema?

☐ ☐ ☐ ☒ ☒ ☒ ☒

I always / sometimes go to the cinema.

3. How often does Joe go to bed late?

☐ ☐ ☐ ☐ ☐ ☐ ☐

I often / never go to bed late.

4. How often do you do your homework?

☒ ☒ ☒ ☒ ☒ ☒ ☒

I often / always do my homework.

B. Write the sentences in the right order:

1. always / at 7am / I / wake up 😊

I always wake up at 7am.

2. for breakfast / I / eat / bread / usually 😊

I usually eat bread for breakfast.

3. brings me / my dad / to school / sometimes 😊

Sometimes, my dad brings me to school.

4. after school / play soccer / my brother and I / often 😊

My brother and I often play soccer after school.


5. go to bed / never / I / after 10:30pm 😊

I never go to bed after 10:30pm.

Adverbs of frequency Answer

Mary is talking about her hobbies to her new classmates.

Look at Mary's schedule below and fill in the blanks by using the adverbs of frequency (**always/ usually/ frequently/ often/ sometimes/ rarely/ never**).

	Sun	Mon	Tue	Wed	Thur	Fri	Sat
Walk a dog	✓	✓	✓	✓	✓	✓	✓
Play the piano		✓	✓	✓	✓	✓	
Dance Class	✓			✓	✓		✓
Watch TV	✓						✓
Swimming							

Hi, everyone, my name is Mary.

I (1) always walk the dog in the morning.

I (2) never have time to swim, but I (3) sometimes watch TV on the weekends.

I (4) usually play the piano after school.

Additionally, I (5) often take dance class.

Now, I choose John to go next. 😊