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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: How often do you cook?** |

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| Instructor:Jenny (Kyoungah Lee) | Level:Intermediate | Students:4  | Length:40 minutes |

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| Materials: 4 copies of the activity sheets () |

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| Aims: **Main aim :** To enable students to improve their grammar skills by learning frequency adverbs. **Secondary aim :**Students will improve their grammar skills by working on worksheets, writing and presenting their own sentences and by listening to other Ss’ presentations.**Personal aim :** I want to deliver better instructions, speak in a louder and clearer voice, and make a more enjoyable learning atmosphere. |

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| Language Skills:* Speaking: Students will given several chances to practice speaking aloud to each other with worksheets.
* Listening : Students will listen to the teacher’s instructions and class mate’s ideas and presentations.
* Reading : Students will read worksheets and what teacher writes on the board.
* Writing: students will write on worksheets about.
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| Language System: * Lexis: Students will learn the proper usage and application of the ‘frequency adverbs’.
* Phonology: Students will learn how to say and apply ‘frequency adverbs’.
* Discourse: none to discuss
* Grammar: Students will given a task of writing, reading and speaking to practice their grammar skills and knowledge of ‘frequency adverbs’.
* Function: Students will share their ideas about how ‘frequency adverbs’ should be used.
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| Assumptions: Students already know :* Teacher’s style of teaching and a face of the course
* Some Ss have experienced to make a story and role play
* The structure of simple tense / continuous

Class consists of 4 Korean students  |

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| Anticipated Errors and Solutions:* Some students may not know another vocabulary that teacher didn’t teach.

=> explain them quickly - Students may be confused with the activity.=> Monitor and assist when necessary- Some students may finish earlier or later=> Give time limit/have fast students check again- The class time is too short or long to finish.=> Do S.O.S. plan (T/F Game) |

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| References:* [www.eslflow.com](http://www.eslflow.com)

www.eslflow.com/Lostpersroleplay.html |

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| **Lead-In** |
| Materials: none |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Wholeclass | Fine. tiredTwice a weekOnce a week | **Procedure***Greeting the students*“Hello everyone, how’s everyone today? How was your weekdays?” “Good?”“I often eat out for dinner with my family.And I usually go to the gym as soon as she falls asleep.But last week, as you know, I had to stay in the hospital because of my daughter. So my peaceful routine was ruined. But now she is fine. **Ask 2 guiding questions**So “How often do you go to the gym?“How often do you cook for your family?” |

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| **Pre-Activity** |
| Materials: |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min | pairs | Seldom, rarelyalwaysNoYesnothe adverbs of frequencyHave a student come up to place words in right order.We have to ~~~3 minIn pairsNo | **Procedure****Eliciting the pre-activity*** Sharing teacher’s routine (as showing the calendar)

I’m so shy to show it to you. But it’s my routine. As you see, I always feed my daughter three times a day. Even I have to cook for her everyday. So I’m really fed up with cooking. So I cook dinner for my husband uncommonly. We usually order food or my mom cooks instead of me. She always feels sorry to him. 1. If I want to switch with uncommonly to the other words, what could be possible?
2. Which word can you use if you want to say that you swim everyday, I,,,,,,,,,,swim? Yes, correct!

**CCQ’s :**Based on this schedule, Do I never argue with my husband?Do I often go to the gym?Do I sometimes feed my daughter?Ok !here’s the chart to help you understand more clearly.**Put the chart on the board.**What could be for 100% for example, I do something everyday ?What about 80%? 60%? 40%? 20%? 0%?Yes! Good job~we call these words, what? the adverbs of frequency. They tell us how often something happens.They can be placed at various points in the sentence but are commonly used BEFORE the main verbs and AFTER be verbs.Who has the shortest hair in this class?Ok~! Come up to place them.Well done!!**Give instruction about pre- activity:** This time, I’ll give you this worksheet. And you should fill in the blanks with the adverbs of frequency. You are going to work individually and I’ll give you 3min.If you have a question, just let me know.**ICQ’s**1. What are you going to do?
2. How much time do you have?
3. Do you work in pairs?
4. Can you start before I say ‘go’?

**Hand out the worksheets.****Run the activity**Start!!**Timing**2min left, 1min, 30 sec. 10sec. time’s up!**Go around classroom and have students read one sentence each and compare answers.**"Starting from oo~~”“Good job”**Error correction** |
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| **Main Activity** |
| Materials: Pictures of a detective & a man, talking bubbles, Lost friend worksheet (4 copies) |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | pairs | “a Detective and a Man”“I don’t know”Or guess answer “I have to make my own story.5minNo yes | **Procedure****Give instruction about main-activity*** Demonstration & modeling

:from now on, we’re going to share our routine or your own story like what I did before.You have to use all kinds of adverbs of frequency. I mean, all adverbs of frequency are included in your story.I’ll give you 5min to prepare your answer.for example, I always try to be a good teacher. But I sometimes realize it’s so hard. Something like that.**ICQ’s**1. What are you going to do?
2. How much minutes do you have?
3. Are you using some of adverbs for the story?
4. Are you using all of adverbs of frequency for the story?

**Run the activity**Ok let’s start!**Timing**3min, 2min left, 1min, 30 sec. 10sec. time’s up!“Time’s up! Pick up one!Which card did you get?So who do you suppose to go first?2nd? 3th? And then?Now let’s share your story with us.”Great. **Eror correction** |

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| **Post Activity** |
| Materials: Best friend interview worksheet |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | pairs | Yes/ nolisten to the instructions.Board gameNoyesno5min | **Procedure****Give instruction about post-activity*** Demonstration & modeling

“Thank you to share your story. As a reward, I prepared a board game which is about “How often do you~~~” Now I’m going to explain how to play.First, roll the dice and move your token the number indicated of the dice.And you can see the action verb and a picture on it. Then your partner has to make a question with “How often do you~ and the action verb. And you have to answer. You can make a question with the picture or make your creative question as well. And you can answer with the adverbs of frequency. For example, if I get ‘eat’, I can ask “How often do you eat western food? Something like that. And you can answer I often go to the restaurant for western food. You can have 5 min to play this.**ICQ’s**What are you doing?After you roll the dice, do you have to ask a question?No, your partner will ask a question to you.After you roll the dice, do you have to answer your partner’s question?Yes! Are you working individually?How much time do you have?**Hand out the board game worksheets.** I don’t want you to start before I say go.Let’s start!Who is the winner?This is for you~ Give them candies**Error correction****Conclude lesson**“I enjoyed a lot today.Do you have any questions? Thank you for your participation. See you next weekend.” |

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| **SOS Activities**  |
| Materials: Grammar meets conversation worksheet(4copies) |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | individually |  |  “Now we are going to do some more work. You have to Complete the questions with the correct question words.You have 3min.And I don’t want you to share your worksheets.Start!! |

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