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| **grammer** |
| **Topic: adverbs of Frequency**  |

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| Instructor:hyunny | Level:**Upper-intermediate** | Students:**13** | Length:**30 Minutes** |

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| **Materials:**- Pictures - Wallcharts- Unscramble sentence (7 sets)- Schedules tables (7)- Adverbs of Frequency cards (13)- Worksheet (13)- White board, board markers & tape |

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| **Aims:**- **Main aims****:** To enable Ss to improve their grammer skills by having a discussion about adverbs of frequency‘- **Secondary aims**: Ss will talk about adverbs of frequency by making a story, do a role play and dice activity-**Personal aims** : I want to be louder, reduce commentary, time management, and timing |

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| **Language Skills:*** Reading: Students will read from the role card activities
* Listening: Students will listen to teacher’s instructions and students’ opinions
* Speaking: Students will speak by doing activities, and sharing ideas with group.
* Writing: Students will write a story when they role play
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| **Language Systems:**- Phonology: none to discuss- Lexis: learning new vocabulary from the adverbs of frequency lesson- Grammar: learning adverbs of Frequency (sometimes , always, often..etc)- Function: fill the blank about adverbs of Frequency- Discourse: conversation during the making a story  |

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| **Assumptions:*** All students are adults.
* Most students have been interested in making a sentence
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| **Anticipated Problems and Solutions**:If students may need more time to finish their activity->Be flexible with the time as giving students more time to finish and give them homework. |

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| **References:**Ben’s teaching[www.naver.com](http://www.naver.com)Focus on grammer (seconed editions) by jay Maurer |

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| **Lead –in** |
| Materials: Board , marker .pictures |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | whole | Open class conversation-  | **Procedure**:**(greeting)**Hello, everyone- When was last time you went to the dentist?- When you go to the work place how do you get there? |

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| **Pre-Activity (scaramble sentences)** |
| Materials:Wall chart, unscaramble sentences, board and markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Wholeclass | he is climbing the moutainhe is always climbing the mountain.: no: yesNoActivity | Procedure:Elicit the word “always”(show the picture )Show the picture and ask the Ss- what is he doing?  - Yes  <Write a sentence on the board> - if he goes everyday how can we make a sentence* Always (write down the sentence)

C.C.Q -Do we use adverbs to show location? no- Do we use adverbs to show habit?YesFrom now, we are studying about  Adverbs of frequencyThere are some adverbs(show the wall chart and explain )<< word >>Always UsuallyOftenSometimesRarelyNever<<Position>>1.Adverbs of Frequency shows **how often something happens**.- Let’s read the sentence. I’ll go frist - Do you ever stay up late?

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| **Adverbs of Frequency**  |
| **Yes/no questions** | **Short answers** |
| Do you**ever**Stay up late? | Yes, I | AlwaysUsuallyOftensometimes | do |
| No, I | Rarelynever |

2.Adverbs of Frequency **come after the verb Be.**

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| **Adverbs of Frequency with Be** |
| **sub** | **Be** | **Adverb** |  |
| i | am | AlwaysUsuallyOftenRarelyNaversometimes | late |
| He/sheIt | is |
| We/you/They | are |

3.Adverbs of Frequency usually come Before other verbs.

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| **Adverbs of Frequency** **with Other verbs** |
| **sub** | **adverb** | **verb** | **noun** |
| I | sometimes | skip | lunch |
| He | never | eats | breakfast |

**CCQ:**- Adverbs of frequency come after other verbs?<make a group>Say “**Adverbs” “of “ “ Frequency”** - “Adverb”s group seat here- “of “group seat here- “frequency” seat here **Activity** - I’ll give some scrambled sentences. - You make a story with your group  members- I’ll give you 3 minutes**Instructions**- There are 11 sentences and 11adverbs of frequency.- You will make a complete story Using all of these**Demonstration**- I’ll give you an example:If you think this sentence should have “always” then put it together.“ - Do the same for the rest and then put all the sentence together and make a story.**ICQ :**- What are you going to do?- How much time do you have?- Are you working alone?- Are you working in groups?**Explicit ICQ :**-Please do not touch this paper until I say go.-Are you going to touch the paper before I say go?O,k~ Let’s start~~!!(run task- monitor)- 1min left / 30sec / 10 sec Time’s up!!(Ss read a story )- Ok. Could group“adverbs” read the story  |

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| **Main Activity (Role play)** |
| Materials: schedule worksheet , pictures |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min |  | Make a schedule 5minpairyesNo | **Procedure:****1. Instruction** - Now, we’re going to do a role-play. - I’ll give each of you some picture - You are going to be their manager- And make their weekly schedule with your partner- I’ll give 6 adverbs of frequency, you have to use all 6 and make a sentence for each. - You have 5min **<make a group>**Pair everyone.(demonstrate with a Ss volunteer)**Demonstration**(show the picture and schedule table)For example, Psy will go dancing every Wednesday from 7.00am to 9.00am**ICQ:**-What are you going to do?-How much time do you have?-Are you working in pair?**Explicit ICQ :**-Please do not touch this paper until I say go.-Are you going to touch the paper before I say go?O,k~ Let’s start~~!!(Hand out role cards and monitor, help Ss as needed, have pairs perform) - 1min left / 30sec / 10 sec Time’s up!!- Let’sl share your story to your Classmates(Their role play in front of the class. Take note of any noticeable errors). |

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| **Post Activity(Dice game)** |
| Materials: dice/worksheet/board/markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | whole | SS presentation | **Instruction** **-**Let’s play a Dice game. -Has everyone played Dice before?-There are adverbs of frequency on the faces of the dice- you have to throw twice. So you get two word of adverb of frequency.- Then, you make two sentencesthat needs to connect to each other.-Everyone will take a turn and say a sentence with those words.**Demonstration**I will throw the dice first. <throw dice twice> <make two sentences>ICQ:-What are you going to do?-Are you working individually?(give to dice to Ss and they make two sentences with they choose it )error correction :IF I didn’t find any mistake Ss will unscramble:Lwaysa = alwaysI hope your life always happy. If there are any question?**Thank you for****Participating in my micro teaching!** |
| **SOS Activity** |
| Materials: worksheet |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | whole | Fill in the blankyes | **Instruction** **-**I will give each of you a worksheet Where you have to fill in the blank- You are working individually and have 1 minute.**Demonstration**Ex) I somtimes go for a runICQ:-What are you going to do?-Are you working individually?O,k~ Let’s start~~!!(run task- monitor)- 30sec / 10 sec Time’s up!!(check the answer) |