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

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

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

|  |
| --- |
| **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 |

|  |
| --- |
| **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 |

|  |
| --- |
| **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 |

|  |
| --- |
| **Assumptions:**   * All students are adults. * Most students have been interested in making a sentence |

|  |
| --- |
| **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. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity (scaramble sentences)** | | | |
| Materials:  Wall chart, unscaramble sentences, board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Whole  class | he is climbing the moutain  he is always climbing the mountain.  : no  : yes  No  Activity | 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?  Yes  From now,  we are studying about  Adverbs of frequency  There are some adverbs  (show the wall chart and explain )  << word >>  Always  Usually  Often  Sometimes  Rarely  Never  <<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?   |  |  |  |  | | --- | --- | --- | --- | | **Adverbs of Frequency** | | | | | **Yes/no questions** | | **Short answers** | | | Do you  **ever**  Stay up late  ? | Yes, I | Always  Usually  Often  sometimes | do | | No, I | Rarely  never |   2.Adverbs of Frequency  **come after the verb Be.**   |  |  |  |  | | --- | --- | --- | --- | | **Adverbs of Frequency with Be** | | | | | **sub** | **Be** | **Adverb** |  | | i | am | Always  Usually  Often  Rarely  Naver  sometimes | late | | He/she  It | is | | We/you  /They | are |   3.Adverbs of Frequency usually come  Before other verbs.   |  |  |  |  | | --- | --- | --- | --- | | **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity (Role play)** | | | |
| Materials: schedule worksheet , pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min |  | Make a schedule  5min  pair  yes  No | **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). |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 sentences  that 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 = always  I 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 blank  yes | **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 run  ICQ:  -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) |