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|  Listening Speaking Reading Grammar Writing |
| **Topic: Frequency adverbs** |

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| Instructor:**Suyoung Park** | Level:**Intermediate** | Students:**14** | Length:**30 Minutes** |

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| Materials:Visuals, a wall chart of frequency adverbs, worksheets for fill in blanks, visuals for making ads, whole paper, color pens, a game board, a dice, board and markers |

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| Aims: Main Aim: To enable students to improve their grammar skills by having students talk about frequency adverbsSecondary Aim: Students will talk about frequency adverbs by having students fill in the blanks, interview partner’s routines, and play a board game with a dice.Personal Aim: I would like to improve my demonstrations and instructions. |

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| Language Skills:Speaking: Ss will present their advertisements.Writing: Ss will complete their worksheets.Listening: Ss will listen to others’ presentations.Reading: Ss will read a wall chart. |

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| Language Systems:Lexical: frequency adverb, always, usually, normally, generally, often, frequently, sometimes, occasionally, seldom, hardly ever, rarely, never.Phonological: None of discussGrammatical: use of frequency adverbsFunctional: How to use frequency adverbs in some sentences. Discourse: Make ads on a product using frequency adverbs |

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| Assumptions:Some Ss might learn frequency adverbs.Some Ss might not know how to use frequency adverbs.Most Ss know how to play a board game with a dice. |

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| Anticipated Problems and Solutions:Ss may not understand how to do the activity* Show more demonstrations

Ss may not be able to understand the topic word in this lesson* Show a wall chart of frequency adverbs with visual graph.

Ss may not be able to make their own sentences* Let the student help each other as a partner.

If time is short* Cut post activity short start SOS activity.
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| References:* [www.google.com](http://www.google.com)
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| **Lead-In** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | T-WC | Greeting | Hello, everyone. How is it going?**2 questions for lead-in*** Han, when is last time you go to the hospital?
* Iris, what is your favorite cartoons in your life?
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| **Pre-Activity** |
| Materials: Visuals, a wall chart of frequency adverbs, worksheets for fill in blanks, borad and markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | T-WC | Answer eliciting questionsSs answerAnswer ICQ’sAnswer explicit ICQ’sDo activity and read answers | 1. **Eliciting**

(I show Ss one visual)What can you see in this picture?What is she doing in the picture?The woman ( ) runs in the park.(definite article+noun+verb+preposition+definite article+noun)The words you can put are how often you do something.What can you call this kinds of words grammatically?It starts letter f\_\_\_\_\_\_\_ a\_\_\_\_\_.(I tape a wall chart of frequency adverbs)We put the adverbs before the general verbs or after the auxiliary and be verbs.1. **CCQ’s**

Do adverbs of frequency show this location? NoDo adverbs of frequency show how often the subject does something? 1. **Grouping**

OOO and OOO one pair! (I make Ss in pairs)1. **Demonstrations**

(I tape one worksheet on the board)Mary watches the soap opera before cleaning the house every day. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_the soap opera before cleaning the house. (I write the right answer “always watches” in the blank.)1. **Instructions**

I will give you worksheets each pair.You complete full sentences using frequency adverbs.You have 2 min.1. **ICQ’s**

What are you going to do? Filling in the blanksAre you working individually? NoAre you working pairs? YesHow much time do you have? 2 min I don’t want you to start when I give you this paper. I want you to start when in say ‘ begin’1. **Explicit ICQ’s**

Are you going to start when I give you this paper?Are you going to start when I say ‘begin’?And begin!1. **Run**

I am monitoringTiming (1min/30sec/10sec)Time’s upCan you read number 1?(I make some Ss read their own answers)(I tape a wall chart of the answers)1. **Close**

Good job, everyone! |

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| **Main Activity** |
| Materials: Visuals for making ads, whole paper, color pens, board and markers. |
| Time | Set Up | Student Activity | Teacher Talk |
| 14min | T-WC | Move the seatsAnswer ICQ’sAnswer explicit ICQ’sDo activity and present | 1. **Creative grouping**

Step1Frequency, adverb (Make Ss say each word on by one)All ‘frequency’s come to this sideAll ‘adverb’s come to this side.And bring your pen!Step2OOO and OOO are one pair!(I make Ss in pairs again)1. **Demonstrations**

(I tape a visual of washing power)My white T-shirt has sometimes faded into yellow color.So I changed my washing powder into this.Nowadays I always use this powder for my laundry!It never makes you disappointed!1. **Instructions**

Like this, I will give you worksheets each pair.There is one product.You are going to make advertisements on your product using three frequency adverbs.You prepare your presentation about your ads. You have 3 min 1. **ICQ’s**

What are you going to do? Making ads using frequency adverbsAre you working whole group? noAre you working pairs? YesHow much time do you have? 3 min I don’t want you to start when I give you this paper. I want you to start when I say ‘begin’1. **Explicit ICQ’s**

Are you going to start when I give you this paper? NoAre you going to start when I say ‘begin’ yes! And ‘begin’!1. **Run**

I am monitoringTiming (1min/30sec/10sec)Time’s up!Who has toothpaste?You make a presentation for your product!1. **Close**

Great everyone! |

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| **Post Activity** |
| Materials: Board and markers, a game board, a dice |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | T-WC | Move the seats Answer ICQ’sAnswer explicit ICQ’sDo activity | 1. **Grouping**

Everyone come into the middle of the class.Make 2 lines1. **Demonstrations**

(I roll a dice and the number is 3)I got three(I move my piece to third space.)(I make a sentence using the direction on the space)1. **Instructions**

You will play a board game with dice.You roll your dice first and check your number.You make sentence according to your direction.You have 3 min1. **ICQ’s**

What are you going to do? Playing a board gameAre you working pairs? noAre you working whole group? yesHow much time do you have? 3minI don’t want you to touch a dice and start before I say ‘begin’I want you to touch a dice and start when I say ‘begin’1. **Explicit ICQ’s**

Are you going to start before I say ‘begin’? no Are you going to start when I say ‘begin’? yes And begin!1. **Run**

I am monitoringTiming (1min/30 sec/10sec)Time’s up!1. **Error Correction**

I didn’t catch any mistakes(correct one major mistake if necessary)( I show the paper with unscrambles)What is this word?1. **Close**

Thank you for joining my class!Good bye, see you next time! |
| **SOS Activities** |
| Materials: worksheets of a weekly plan, a wall chart of a weekly plan, a board and markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | T-WC | Answer ICQ’sAnswer explicit ICQ’sDo activity and present | 1. **Grouping**

OOO and OOO are one pair!(I make Ss in pairs)1. **Demonstrations**

OOO, can you help me?What do you sometimes do on Saturdays?Ss will say ‘ I sometimes do my homework for my TESOL class’(I complete the blank with her plan on the weekly plan)1. **Instructions**

I give you a weekly plan template.Just like this, you interview partner’s plan using various frequency adverbs You make your partner’s weekly plans.You have 3 min.1. **ICQ’s**

What are you going to do? Interview partner using frequency adverbsAre you working individually? NoAre you working pairs? YesHow much time do you have? 3 minI don’t want you to start when I give you this paper.I want you to start when I say ‘begin’1. **Explicit ICQ’s**

Are you going to start when I give you this paper? NoAre you going to start when I say ‘begin’ yes!And ‘begin’!1. **Run**

I am monitoringTiming(1min/30sec/10sec)Time’s upOOO. What did you find from your partner?(i make some Ss present about partner’s plan)1. **Close**

Good job, everyone!See you next time! |