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| Grammar |
| **TOPIC :** Frequency |

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| Instructor:  Sam | Level:  **10-13** | Students:  **9** | Length:  **20 minutes** |

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| Materials   * Wall chart of “frequency” * Wall chart of “Sam’s weekly plan” * Dice with 6 frequency verbs (always, usually, often, sometimes, rarely, never) * Frequency verb cards (often, never, always, sometimes, usually) * Visual of box tissue * Visual of dice |

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| Aims  **Main Aim :** students will be able to improve their listening and writing skills by using frequency verbs.  **Secondary Aim :** students will use frequency verb dice and make a sentence and also by wall chart of “Sam’s weekly plan”, they will know the differences of each verbs.  **Personal Aim :** I need to focus on reducing the TTT (Teacher Talk Time).  I want to improve my confidence. |

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| Language Skills   * Listening : Students will listen to each other’s sentences * Reading : Students will read wall chart of frequency verbs and “Sam’s weekly plan”. * Writing : Students will write a sentence by using frequency verbs. * Speaking : Students will read what they wrote. |

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| Language Systems   * Lexis : rarely * Phonology : none to discuss * Grammar : always, usually, often, sometimes, rarely, never * Function : none to discuss * Discourse : students will talk to each other using frequency verbs |

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| Assumptions  All the students have used frequency verbs before. |

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| Anticipated Problems and Solutions  Students may confuse the verb between ‘sometimes’ and ‘rarely’.  I need to explain more about meaning and differences of the verbs |

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| References: |

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| **Lead-In** | | | |
| Materials  NO MATERIALS REQUIRED | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 mins | Whole class | Lead in | Good morning class, how are you today?  Jenny, what did you do last weekend?  Ji Soo, What is your next plan after graduate this class? |

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| **Pre-Activity** | | | |
| Materials   * Visual of box tissue * Visual of dice * Wall chart of frequency verbs * Dice with 6 frequency verbs (always, usually, often, sometimes, rarely, never) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 mins  5 mins | Whole class | Students need to roll a frequency verb dice and make one sentence for each person with what they rolled. | **(eliciting)** Guys, what is this has 6 sides with numbers or words on it?  **(ccq)** (show visual of box tissue) is this dice?  (show visual of dice) is this dice?  **(put the wall chart onto the board and show the frequency verb dice)** come into circle please  **(introduction)** you need to roll this dice and make one sentence  **(demonstration-roll a dice and make one sentence)**  **(icq)** what are you guys doing?  Work in group?  Work individually?  **RUN THE ACTIVITY**  Let student talk and correct their grammar if it’s necessary. |

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| **Main Activity** | | | |
| Materials   * Wall chart of “Sam’s weekly plan” * 4 blank papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 mins  2 mins  2 mins | 3 pairs and 1 group of 3 | Students need to make one sentence for each pair or group following the wall chart using frequency verbs. | **(grouping)** from Eun kyung say “fre” and Hyun Joo say “quency”  Who said “fre” and who said “quency”? all the “FRE”s on this side and all the “QUENCY”s on this side.  ~ and ~ are one pair, ~ and ~ one pair, ~ and ~ one pair and ~ to ~ are one group.  **(putting up the wall chart**) can you see this wall chart here?  **(instruction)** I want you to make one sentence for each question.  **(demonstration-read number 1 question)** Sam always goes to TESOL-YL class. Each pair or group have 2 minutes to make a sentence  **(icq)** what are you guys doing?  How much time do you have?  Work in pairs or group?  Don’t start before I pass out all the papers  **(icq)** are you going to start before I say begin?  Begin!  **RUN THE ACTIVITY**  Watch the students working and figure out if students need more time or not.  1 minute, 30 seconds, 10 seconds and times up.  **(let students talk number 1 to 5)**  What is number 1 ?  What is number 2 ?  What is number 3 ?  What is number 4 ?  What is number 5? |

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| **Post Activity** | | | |
| Materials  NO MATERIALS REQUIRED | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 mins  2 mins | Whole class | Each students need to tell one thing what do they do in classroom using frequency verbs | **(introduction)** Guys I want you to tell us about one thing individually what you do in this classroom using frequency verbs.  **(demonstration)** I rarely fall asleep during the lesson.  **(icq)** what are you doing?  Work individually?  **RUN THE ACTIVITY**  Just step back and listen to students talking and correct them if it’s necessary.  Guys can you unscramble this sentence?  Always/Sam/TESOL-YL/to/goes/class   * Sam always goes to TESOL-YL class. |
| **SOS Activities** | | | |
| Materials   * Frequency verb card (often, never, always, sometimes, usually) * 4 blank papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  2 mins | 3 pairs and group of 3 | Students need to make one sentence for each frequency verb card. | **(introduction)** I’ll pass you out the frequency verb cards and I want you to make one sentence each.  (pass out the two card each pairs and group)  **(demonstration)** here I have usually verb. I go to church every day.  For each pairs and group, you will have only 1 minute to make a sentence.  **(icq)** what are you doing?  Work in pairs and group?  Don’t start before I pass out all the papers  **(icq)** are you going to start before I pass out the papers?  Begin!  **RUN THE ACTIVIVTY**  Watch the students working and see if they need more time or not.  30 seconds, 10 seconds and times up.  From this pair, what do you have in your hand?  And then this pair?  This group?  This pair? |