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| **Grammar Lesson Plan (PPP)** | | | | | |
| **Frequency adverbs** | | | | | |
| Instructor:  Maria | Level: Intermediate | Age: Adults | Nationality:  Korean | Students:  8 | Length:  30min |
| **Main Aims**:  Students will practice the sentences the frequency adverbs are in front of the main verb  **Secondary Aims**: -Students will notice the target meaning and sentences.  -Students will share how often they do something in a daily life.  -Students will learn about the words of the frequency adverbs. | | | | | |
| **Materials:**   * Computer, screen, PPT slide1 * Worksheet 1, 2 (8copies each) * White board , board markers | | | | | |
| **Language skills**:  Listening: Teacher’s instruction and students’ discussion  Reading: finding the rule of frequency adverbs and applying the rule from worksheet 1  Speaking: sharing answers and practicing sentences using the frequency adverbs  Writing: answering of the apply the rule and worksheet 2 | | | | | |
| **Language systems**:  Phonology: how to pronounce usually, often  Lexis: always, usually, often, sometimes, never  Function: asking and answering how often do you~?  Discourse: discussing with your partners using frequency adverbs | | | | | |
| **Assumptions**:  Students already know:   * How to class is set up and run * The teacher’s style of teaching and the pace of the course * Students have the experiences in doing something | | | | | |
| **Anticipated Errors and Solutions**:  Students may not notice the target sentence  -> Explain with other examples and encourage them to guess  Students may not be able to do the activity on time  ->Inform them of the left time before finishing  Students may confuse the form when they speak sentences with the frequency adverbs  ->Correct them and let the students repeat them | | | | | |
| **References:**  Fassersenglish.blog.com  Pictures of movie poster and spaghetti on Naver website | | | | | |

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| **Lead-in** | | |
| **Materials** | | |
| **Time** | **Set Up** | **Procedure** |
| 2min | T-SS  T | **Greeting**  Hello, Everyone! How are you, today? (I’m good…)  I’m a little tired because I got up early.  What time do you get up?  (I get up at 6...)  I know one man gets up early.  His family went abroad for children’s study. So he lives alone now.  And he spends a day as a daily routine like a philosophy, Kant.  Let’s look into his life. |

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| **Presentation** | | |
| **Materials:** a white board, board markers | | |
| **Time** | **Set Up** | **Procedure** |
| 8min | T-SS  T-SS  T-SS | **1. Establish the context**  (draw a picture of a house, 4rooms and a bed)  What do you see? (a house and a bed)  (add a dining table, a chair, a door, a sofa and a TV ,  an alarm clock )  (draw a sleeping man)  What does he do? (He sleeps)  (draw 6o’clock and getting up)  What does he do? (He gets up at 6o’clock)  (draw 7o’clock and having breakfast)  What does he do? (He has breakfast at 7 o’clock)  (draw 8o’clock and going to work)  What does he do? (He goes to work at 8o’clock)  (draw 10 o’clock and watching TV)  What does this man do?  (He watches TV at 10 o’clock)  **2. Establish the meaning of the target item**  (*add a week table and check on Sunday*)  What day does he get up at 6o’clock? (He gets up at 6 on Sunday)  (check on every day)  When does he get up at 6?  (Every day he gets up at 6)  (draw the calendar of January ... December and check every month)  Does he get up at 6 only on January?  (No, he gets up at 6 all through the year)  **3. Elicit and practice the target language**  He doesn’t get up only on Sunday  He doesn’t get up only in January.  And then how often does he get up at 6 o’clock?  (If somebody says the target sentence)  Oh!! (Jun) Would you say the sentence again?  (He always gets up at 6o’clock)  Can you repeat it? (He always ~) (*Teacher gestures with fingers*)  (Jun) Would you say it to Kelly? (He always~)  (Let all students practice the sentence with the same way)  (If nobody elicits the target sentence, teach it to the students)  **4. Generate more sentences from the context**  How about No.2 using always? (He always has breakfast at 7o’clock)  No.3 (He always goes to work at 8o’clock)  No.4 (He always watches TV)  Good job!  (*Check 6days in the week table*)  What word can you say? (usually)  Right! Usually.  How could you say the picture No. 1 using **usually**?  (He usually gets up at 6)  Right! He usually gets up at 6. (*gesture with fingers*)  (*Same way: often-5days check, sometimes-3days check*)  (*cross mark in the week table*)  You don’t do it. How would you say? (never)  How would you say picture No. 4 using **never**?  (He never watches TV at 10)  Good job! |
| **Practice** | | |
| **Materials: PPT slide 1, a white board, board markers, worksheet 1** | | |
| **Time** | **Set Up** | **Procedure** |
| 5min  2min  3min | T  T-SS  T  T-SS  S  S-S  T-SS | 1. **Showing PPT slide 1 and oral practice**   Here are more examples to practice them.  (Showing the PPT slide1)  Let’s look at the pictures.  There is doing something.  (pointing *always*)  I always go biking.  Repeat after me. ( I always go biking)  I often go to the cinema.  Repeat after me. (I often go to the cinema)  One more. I never walk the dog.  Repeat. (I never walk the dog)  Ok! Now decide one you’d like to do.  I’ll give you 5 seconds.  Two, One. Ok! (Susan) Start.  (I ~~~~~~)  (other students do with the same way)  Good gob!  (If there are some mistakes, correct them)   1. **Written exercise**   **<Instruction>**  Now let’s practice them again with a written exercise.   1. I’ll hand out a worksheet. 2. Read it and write the answers the questions individually and check them out with your partners. 3. I’ll give you 2 minutes.   **<ICQ>**   1. What are you supposed to do? (read the worksheet ~~) 2. Do you work alone?(first alone ~) 3. How much time do you have? (2minutes)   (Hand out worksheet 1)  Begin!  (monitor Students and if there are any mistakes, give them correction)  10 seconds. Time’s up.  Have you finished? (Yes)  **<Check the answers>**  Ok! Let’s check the answers.  There are 5 examples.  (Ilhye) Read No1.  (same way through No 5)  Where did you check, in front of the main verb or behind it?  (in front of the main verb)  That’s correct.  You found the rule well. Good Job.  Which one comes first? (Subject)  (*Writing it on the board*)  Right! Subject.  Next? (Frequency adverb)  (Writing it on the board)  Right! Frequency adverb comes in front of the main verb.  Next. What comes? (main verb)  Good! Main verb come after frequency adverb.  ***Sub +Frequency + main***  ***adverb verb***  Now look at a.  (Kelly) What’s the answer? (We never go to the mountain)  That’s correct.  (Same way b through d)  Ok! Excellent job!  ***Answer*** a. I never go to the mountain.  b. You often play computer games.  c. The bus usually arrives late.  d. He always drinks coffee in the morning. |

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| **Production** | | |
| **Materials**: worksheet 2 | | |
| **Time** | **Set Up** | **Procedure** |
| 8min | T  T-SS  S-S  T-SS | **<Instruction>**  (showing the worksheet 2)  I’ll hand out one more worksheet.   1. Decide new verbs in the blank with your partner. 2. For one minute, you write how often you do that   in the YOU blanks individually.   1. Next ask your partner how often do you~?   And check out how different or same with you.   1. I’ll give you 5minutes.   **<ICQ>**   1. What are you supposed to do?(decide ~) 2. Do you work alone?(Y/N ) 3. How much time do you have? (5min)   (Hand out worksheet 2)  Begin.  (monitor students making sure they’re following the instruction and  if there are any mistakes, give them correction)  1minute left. 10seconds. Time’s up.  Have you finished? (Yes)  Who is the most same with your partner?  (Ask it in each pairs) What percent same?  Oh! You are the most same.  Would you say one thing among them? (We ~~)  Who is the most different from your partner?  (Ask it in each pairs) What percent different?  Oh! You are the most different.  Would you say one thing among them? (We ~~)  Thank you for sharing. |
| **Wrap Up** | | |
| **Materials** | | |
| **Time** | **Set Up** | **Procedure** |
| 2min | T-SS | **<Feedback and error correction>**  Listen to what I say!!(gesture listening)  I drink always coffee in the morning.  Is this a correct order? (No)  Would you correct it?  (I always drink coffee in the morning)  Good job!  One more sentence.  He plays never soccer after school.  Is this correct? (No)  Please correct it.  (He never plays soccer after school)  Excellent!!  (If there are some errors, correct them)  On next class, We’re going to learn more different usages from what we’ve learned today.  For example, I *am often* late for school.  Your assignment is writing 3 sentences with always,…never  in your notebook.  **<ICQ>**  What is your assignment?  You did an excellent job.  Did you enjoy today?  Thank you.  ***\*SOS Activity:*** <showing You tube and answer questions> 3’12’’ Title: In the Morning | Adverbs of Frequency | English Speaking Practice | ESL | EFL |

Worksheet 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
***Find the Rule***

\*Look at these sentences:

1. I never eat chocolate.
2. You sometimes take a shower in the morning.
3. Tom often helps his mom,
4. She usually goes to bed before 12o’clock.
5. They always play soccer on Sunday afternoon.

--🡪 Check where the frequency adverbs put.

subject \_\_\_\_\_\_\_\_ main verb \_\_\_\_\_\_\_

***Now apply the rule***!

\*Rewrite the sentences in the correct order.

1. go to the mountain / never / I
2. you / play computer games / often
3. usually / arrives late / the bus
4. drinks coffee in the morning / always / he

Worksheet 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **How often do you ~~?** | | |
|  | YOU | PARTNER |
| *eat special food* |  |  |
| *go to the mountain* |  |  |
| *take a bus* |  |  |
| *watch movies* |  |  |
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