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| **Topic**: **A Daily Schedule** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Youngim Yoon** | **Intermediate** | **Adult** | **7** | **25 minutes** |
| **Materials:**   * A board game, and dices * Activity worksheet for information gap and drilling * A picture of Mark Wahlberg’s daily schedule * Board and markers | | | | |
| **Aims:**   * SWBAT practice how to use adverbs of frequency by questioning and answering through playing a board game * SWBAT use adverbs of frequency properly with information gap worksheet and ask “How often do you…?” questions and give answers by doing worksheet for drilling in pairs. * SWBAT share ideas about Mark Wahlberg’s daily schedule by group discussion. | | | | |
| **Language Skills:**   * Listening : listening partner’s questions * Speaking : questioning and answering during activity * Reading : reading Mark Wahlberg’s daily schedule * Writing : writing answers on the worksheet using adverbs of frequency. | | | | |
| **Language Systems:**   * Phonology : pronunciation of frequency adverbs and question “How often do you..?” * Lexis : vocabulary of frequency adverbs (always, usually, often, seldom, rarely, never..) * Grammar : usage of frequency adverbs * Function : expression of daily routine or habitual behavior | | | | |
| **Assumptions:**   * Ss already knew how to use simple present tense. * Ss are able to participate in activities during the class actively. | | | | |
| **Anticipated Errors and Solutions:**   * If some Ss finish a board game much earlier than expected, let Ss make new questions and play a game with them continuously. * If Ss need more time to discuss a daily schedule of Mark Wahlberg, give Ss homework or cover the discussion in the next class. | | | | |
| **References:** Mark Wahlberg wakes up at 2:30 a.m. to start his day with a workout (Sep 15, 2018). In CNBC. Retrieved December 20, 2018, from https://www.cnbc.com/2018/09/14/mark-wahlberg-4-am-workout-routine.html | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** SWBAT practice how to use adverbs of frequency by questioning and answering through playing a board game | | | **Materials:** A board game and dices, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 min | Whole class  Pairs | Answering questions  Playing a board game. | | **Greeting**  Hello, everyone? How are you today?  I can see some coffee or tea on your table. I have coffee after lunch every day for being awake. How about you? Is there anything you do every day?  **Instructions**  Now, we are going to play a board game. As you can see, there is one action in each square. How can you ask the frequency of something happening?  (Ss answer "How often do you…?")  Good! And you can give answers with the words on the board like twice a week, sometimes, once a month, and usually so on. These words are adverbs of frequency, which we are going to learn during the class. Also try to explain more details about your answers.  Let's play the game.  **CCQ**  How often do you use chopsticks when you have noodles? |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:** SWBAT use adverbs of frequency properly with information gap worksheet and ask “How often do you…?” questions and give answers by doing worksheet for drilling in pairs. | | | **Materials:** Activity worksheet for information gap and drilling, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 4 min  5 min | Whole class  Pairs  Pairs | Doing worksheet in pairs  Asking questions “How often…?” and giving answers using adverbs of frequency in pairs | | **Instructions**  (Distributing the worksheet)  We are going to work on the worksheet in pairs. There are two different worksheets. One is for student A and the other is for student B. Don't show your paper to your partner. Fill in the blanks first, and then ask questions and find out the answers in pairs.  **CCQ**  Can you share your worksheet with your partners?  Do you find answers by yourself?  **Instructions**  (Distributing the worksheet)  You may notice that frequency adverbs are mostly used with simple present tense. Because it helps describe our daily routine. You can see Amy’s weekly schedule on your worksheet. You can figure out how many times Amy does certain things in a week. You can ask your partner some questions about Amy’s daily routine with “How often does/is she \_\_\_\_\_\_\_? Based on the schedule table, you can also answer by making sentences with frequency adverbs. Ask questions and give answers with your partner.  I’ll give you 5 minutes.  **CCQ**  How much time do you have?  Do you work alone?  Is Amy often late for work? |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:** SWBAT share ideas about Mark Wahlberg’s daily schedule by group discussion. | | | **Materials:** A picture of Mark Wahlberg’s daily schedule**,** Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 4 min | Whole class  Groups | Discussing Mark Wahlberg’s daily schedule | | **Instructions**  (Showing Mark Wahlberg’s daily schedule)  Can you find some unique things on the schedule? It’s a daily schedule for the past four months of Mark Wahlberg who is a 46-year-old famous actor. One of his fan asked him “How often do you work out?”, so he revealed his daily schedule on his Instagram. Can you see his workout time on his schedule? How many times? He works out so hard for an upcoming movie. No TV, no beer with friends! He never goes to bed after 8.  What do you think about his schedule?  Share your opinions in groups.  **CCQ**  Does cryotherapy use high temperature to treat aching muscles?  Do you work alone? |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** SWBAT recall what they learned by interacting with teacher. | | | **Materials:** Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min | Whole class | Answering questions | | **Wrap up**  What are some things you would put on a schedule like Mark Wahlberg’s? How often do you do them? Did you enjoy today’s class?  **Closing**  I hope you **always** enjoy your English class. You did a great gob. Thank you for your participation! See you tomorrow. |
| **Notes:** | | | | |