**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jerry | 191th | April 10, 2019 | Grammar | PPP | 25 min |

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| **Lesson** |
| **Topic** | Adverb of frequency |
| **Main Aim** | Ss will be able to demonstrate an understanding of the meanings expressed by different adverbs of frequency. (always, usually, often, sometimes, rarely, never).Ss will learn the position of adverbs of frequency in the sentence. |
| **Secondary Aim** | Ss will be able to use adverbs of frequency (sometimes, always, never, usually, often and seldom) to talk about how frequently they do an activity.Ss will be able to use the simple present tense to ask and describe habitual actions “How often do you \_\_\_\_\_\_\_\_\_\_\_?” “I (adverbs of frequency) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”. |

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|  **Materials and References**  |
| Video file (“The adverbs of frequency”0:00~0:48) (<https://www.youtube.com/watch?v=v9odRPdMGv8>), Computer (Video play) TV monitor or Screen, Board and Colored markers, PPT file ‘[191thWD] 유재리 (Jerry)- Grammar Lesson PPT’ Worksheet 1 ,Worksheet 2 (T-for teacher S-for students), The game board, dices ,and pieces |

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| **Student Profile** |
| **Level** | Lower intermediate |
| **Age** | Adults | **Number of Students** | 6 |
| **Detail** | Students are all native Korean. Everyone is motivated to learn English. They mostly like to do fun and creative activities. |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Students know about the present tense Students know about the vocabulary of day routine activities. Students know about the days of the week and their short forms (e.g every day, every weekend… etc) |

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| **Anticipated Difficulties and their Solutions:** |
| No Use of L1: Remind students of the English only rule and to try other ways to communicate in English.Absence, lateness: This activity is planned around 2 groups of 2. Make groups of 2 or 3 people.Technical issues: PPT does not play → Write that chart of the adverbs of frequency. And Read the script. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation.What I hope most to demonstrate in this lesson is that students understand the target grammar structure. Try to increase STT, reduce TTT, show rapport, monitoring carefully(SS centered)\*Motivate students to participate, Make Students to involve and make them think. |

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| **Stage Name:** Lead-in 2 min**Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language. |
| **Materials:** Video file (“The adverbs of frequency”0:00~0:48), Computer (Video play), TV monitor or Screen |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec1 min30 sec | T-STT-S | **[Elicit]**T- Hello everyone. What do you do every day? (Nominate 1 or 2 students - Listen to the S’s answers then ask “How often~~”)<For example>S’s answer – Wash my hands.T – Ok, how often do you wash your hands?S – 5 times every day.T- Good~. We will talk about something do often or do frequently. Let’s watch the video and listen to Martha’s story.**[Show video]** **(Show video** - link:<https://www.youtube.com/watch?v=v9odRPdMGv8> **(~0:48)**

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| My name is Martha. I am a housewife. I always get up at 6 o’clock.I never sleep late. I usually have breakfast. I sometimes walk to the shops.I usually ride my bicycle. I never watch television. I always clean the house in the morning. Then I sometimes have a bath. I always collect my children at 3pm.This is my favorite part of the day. |

T – “Did you hear any words that the video used in there a lot?” (S- always , usually, never, sometimes …)T – “Good job. So, these words are called the adverb of frequency. |

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| **Stage Name:** Presentation 7min**Purpose of this stage:** Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. |
| **Materials:** PPT file, TV monitor or Screen |
| **Timings** | **Interactions** | **Procedure** |
| 2 min30 sec1 min 30 sec | T-ST-ST-ST-S | **(**\***Show PPT-** ‘[191thWD] 유재리 (Jerry)- Grammar Lesson PPT’ **)**T- The adverbs of frequency tell us how often something takes place. So, What does Martha frequently do every morning? (S- She cleans the house every morning.)**[Board it]** (\*Click PPT - Appeared ‘the sentence’)**‘She cleans the house every morning.’**T – “Does she do this activity very often?” (S- Yes.)T – “These often activities like clean or habits are expressed using the present simple.So, we can say She cleans the house every morning.”(\*Click PPT - Appeared ‘Adverb frequency table’)T- Look at the Adverb frequency table. What do you see?(S- Always, usually, sometimes…. )T- Yes, these words are the adverbs of frequency. That gives us more information about the time of frequency. But it is not an exact indication it is not a specific indication of the frequency.(\*Click PPT - Appeared ‘percentages’)T- If the level of frequency is maximum 100% of the time then we say ‘always’.Can you change this sentence using the adverb of frequency?**(S- She always cleans the house in the morning**.)**[Board the model sentence]** (\*Click PPT - Appeared ‘main sentence’)* **She always cleans the house in the morning**.

**[CCQ]**1. Did she clean the house **only** today morning? (No.)
2. Will she clean the house tomorrow morning? (Maybe yes.)
3. Does she clean the house every morning? (Yes.)

**[Form]****position** T- Where is the adverb of frequency in this sentence? (Before ‘cleans’.)That’s right. Let’s look at the position of the adverbs of frequency.(\*Click PPT - Appeared ‘position of verb’’)T- (Point **cleans**) This is the main verb. (Point **always**) This is the adverb of frequency.The adverbs of frequency can go before the main verb.This is the general rule for all of these adverbs of frequency

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| She | always | cleans | the house in the morning |
| subject | adverbs of frequency | main verb |  |

(\*Click PPT – Appeared ’Position of be verb’)T- If the main verb is the ‘be verb’, the adverb of frequency is after the ‘be verb.’Let’s look at this example.

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| She | is | usually | late. |
| subject | Be verb | adverbs of frequency |  |

**Question****<How often do>**T- So, how do we ask a question about frequency?If you were an interviewer, how would you ask Marcia? We use the structure **‘How often~’** followed by the question form of the verb.* **How often does she clean the house?**

(\*Click PPT – Appeared ‘How often does she clean the house?’)T- We have **‘How often~’** and then this is simply **the question form of the verb.** And **Does** is the third-person singular form in this sentence. |

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| 1 min2 min | T-ST-S | (\*Click PPT – page2)T- If she cleans the house 5 times a week, how can change this sentence using the adverb of frequency? (\*Click PPT – Appeared sentence)* **She (usually) cleans the house in the morning.**

T- If she cleans the house 2 times a week, how can change this sentence using the adverb of frequency? (\*Click PPT – Appeared sentence)* **She (sometimes) cleans the house in the morning.**

T- If she does not clean the house at any time in her life, how can change this sentence using the adverb of frequency? (\*Click PPT – Appeared sentence)* **She (never) cleans the house in the morning.**

**[Drill] Stress and intonation, drill the spoken form**Listen. **Indicate silence.** (\*Click PPT – Appeared ‘structure’)**She always cleans the house in the morning**./ ʃi ˈɔːlweɪz Klénz ðə haʊz ɪn ðə ˈmɔːrnɪŋ /T- Which words are stressed? (always, house, morning). **Mark stress with a red.** (\*Click PPT – Appeared ‘stress’)T- Which words are unstressed? (she, cleans, in, the)T- What happens to the pronunciation of ‘cleans’? (\*Click PPT – Appeared ‘**/Klénz/**’) (cleans **/Klénz/** it join together and is fast.)Listen, and repeat 3 times.**She cleans the house** / ʃi Klénz ðə haʊz /**Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.**Listen, and repeat 3 times. **She always cleans the house** / ʃi ˈɔːlweɪz Klénz ðə haʊz /**Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.**Listen, and repeat 3 times. **She always cleans the house in the morning** / ʃi ˈɔːlweɪz Klénz ðə haʊz ɪn ðə ˈmɔːrnɪŋ /**Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.****Nominate a student to ask the question.** T-“How often does she clean the house?” (S-She always cleans the house in the morning) |

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| **Stage Name:** Controlled Practice 4:30 sec**Purpose of this stage:** students practice working with the form. Accuracy must be checked. |
| **Materials:** PPT file, TV monitor or Screen,worksheet1 |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min1 min1 min | TSS-ST-S | **Instructions.**(\*Click PPT – Appeared ’form’)**Hold up the worksheet1. Point A and B**1. Complete the sentences using the adverbs of frequency and the verbs.
2. Complete the interview using the words in the box and the chart below.

**Hand out workseet1.**T- Look at the No1. of A. What is the adverb of frequency in this sentence?(never)What type of verb in this sentence? (Be verb) So, ‘Never’ is after ‘is’.T- Look at the No1. of B. The adverb of frequency gives us more information about the time of frequency. Let’s check the jogging in the time table. The jogging is 100% of the time then so we can use ‘always’ **Students do a worksheet 1.****Pair checks.** **Feedback to check accuracy.**T- Where is the adverb of frequency in the sentence in which verbs are used? (Before verb)or Be verb are used? (after Be verb)How do we ask a question about frequency? What would you use? (How often do~)**Checks the answers** (\*Click PPT – Appeared ’answer’) |

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| **Stage Name:** Less Controlled Practice 4:30 sec**Purpose of this stage:** students practice working with the meaning. Accuracy must be checked. |
| **Materials:** PPT file, TV monitor or Screen,worksheet2 |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min1 min1 min | TSS-ST-S | **Instructions. Hold up the worksheet2. Point C**1. What do you do in your free time?

Answer the question with the adverbs of frequency.**Hand out workseet2.****Students do a worksheet2.****Pair checks.****Feedback to check accuracy.****Nominate 1~2 students to ask the question.** What do you do in your free time? |

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| **Stage Name:** Production – Freer Practice 5.5 min**Purpose of this stage:** is to get students to practice the grammar communicatively. |
| **Materials:** The game board, dices ,and pieces |
| **Timings** | **Interactions** | **Procedure** |
| 1 min4 min30 sec | TS-ST-S | **[Instructions]****<The adverbs of frequency board game>**T- Now we're playing board games. **Make students pair groups.** **Each group is given a copy of the game board, a dice and pieces.**T- This is ‘The adverbs of frequency board game’ Players take it in turns to roll the dice and move their piece along the board.When a player lands on a square, the student to their right asks them the 'How often do you…?' question on the square.The first player to reach the finish wins the game.Students play the board game each group.**Monitoring (help S if needed)****Feedback.**T- Did you enjoy the board game? |

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| **Stage Name:** Wrap-up 1.5min**Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. |
| **Materials:** None |
| **Timings** | **Interactions** | **Procedure** |
| 1 min30 sec | TT – STT | **Lesson feedback. Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage.****Set homework.** (\*Click PPT – Appeared ’Homework’)* **Q: What is your habit?**
* **Answer the question with an adverb frequency. Make more than 5 sentences.**

**Inform students about the topic for the next lesson.**T- We will learn about **‘still, yet, and already’** of adverbs in the next grammar class.  |

**Instructor’s Comments and Assessment**

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|  **Cons**  |
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|  **Change**  |
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|  **Overall Comments**  |
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|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |