

# LENGUA EXTRANJERA I

## SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



### Módulo IV:

Downloadable Exercise Activity

“Adverbs of Frequency II”



## LESSON PLAN

Teacher:	Level: 1	Classroom:	Shift:	Date:
Previous teaching Point: Occupations, review of the modal “can”, simple present.			N. of SS: 15	Time: 50 min.
Aim:			Context: School	
General Objective: At the end of the class, Ss will be introduced to the frequency adverbs by matching pictures with the words and noticing the word, identify the structure of the frequency adverbs in sentences and make a conversation using frequency adverbs.			Grammar: Frequency Adverbs	

## Warm up

Teacher:	Skills: All and any	Time: 15 mins
Material: Flashcards cut into pieces.		Seating Arrangement: Groups.
<p><b>Objective:</b> Ss will be introduced to the frequency adverbs by matching and “solving” the puzzle with a flashcard cut into different pieces and notice the frequency adverbs in relation to the days of the week.</p> <p><b>Lead in:</b> Hello, everyone! Do you know what a puzzle is?</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. T will greet Ss.</li> <li>2. T will ask if they know what a puzzle is.</li> <li>3. T will state that something similar will be played.</li> <li>4. T will do a model of the activity.</li> <li>5. T will get a flashcard cut into pieces of a calendar.</li> <li>6. T will, on the board, put the pieces together in the correct manner.</li> <li>7. T will ask Ss to say the frequency adverb underneath the calendar.</li> <li>8. T will state that this is the next activity.</li> <li>9. T will ask Ss to create 5 teams.</li> <li>10. T will give the bag full of flashcards cut into pieces.</li> <li>11. T will set time (10 mins).</li> <li>12. T will ask Ss to say the frequency adverb out loud amongst themselves.</li> <li>13. T will check answers.</li> <li>14. T will elicit pronunciation.</li> </ol> <p>Link: Ok, now, based on this, what do you always do at school?</p>		
<p><b>Possible Problems:</b></p> <ul style="list-style-type: none"> <li>• The material might not be clear enough.</li> <li>• Ss may not understand.</li> </ul>		<p><b>Possible Solutions:</b></p> <ul style="list-style-type: none"> <li>• T will make sure the calendars are different so Ss can discriminate them.</li> <li>• T will do a new model.</li> </ul>



## Presentation

<b>Teacher:</b>	<b>Skills:</b> All and any	<b>Time:</b> 25 mins
<b>Material:</b> Projector, laptop, Downloadable Activity “Adverbs of Frequency II”		<b>Seating Arrangement:</b> Whole Group
<b>Objective:</b> Ss will recognize the frequency adverbs by reading some sentences and identifying the use and placement of the frequency adverbs.		
<b>Lead in:</b> I’m guessing you always study, right? <b>Procedure:</b> <ol style="list-style-type: none"><li>1. T will ask Ss to take a look at the projection.</li><li>2. T will ask some Ss to read the positive statements that are found in the Affirmative section of the Downloadable Activity.</li><li>3. T will ask if they see anything familiar in them.<ol style="list-style-type: none"><li>3.1. Ss should answer about the frequency adverbs.</li></ol></li><li>4. T will do comprehension questions to relate the last activity’s material with this one with the calendars.</li><li>5. Ss will identify the frequency of those actions done by the people.</li><li>6. T will write a couple more sentences to see if Ss got the use.</li><li>7. T will elicit answers.</li><li>8. T will empathize the position of the frequency adverbs in the sentence.</li><li>9. T will ask Ss to create a couple of sentences with the frequency adverbs.</li><li>10. T will monitor, taking caution on the position.</li><li>11. T will elicit answers.</li><li>12. T will present negatives and questions next.</li><li>13. T will ask again Ss to do a couple of examples for each, again empathising on the word order and placement of the frequency adverbs.</li><li>14. T will move, in the downloadable activity, to page 3 and ask Ss to complete the sentences in the appropriate manner with the frequency adverbs.</li><li>15. T will ask Ss to compare amongst themselves.</li><li>16. T will check answers.</li></ol>		
<b>Link:</b> Ok, now let’s practice a bit more, shall we?		
<b>Possible Problems:</b> <ul style="list-style-type: none"><li>• Ss may not get the frequency adverbs.</li></ul>	<b>Possible Solutions:</b> <ul style="list-style-type: none"><li>• T will show again the pictures of the calendars and ask the S the difference between them; then, state the frequency adverbs for each.</li></ul>	



## Controlled Practice

Teacher:	Skills: Writing	Time: 15 mins
Material: Projector, laptop, Downloadable Activity "Adverbs of Frequency II"	Seating Arrangement: Pairs	
<b>Objective:</b> Ss will recall the position of the frequency adverbs and complete a unscrambling the sentences within the context of a conversation in the Downloadable Activity.		
<b>Lead in:</b> You are going to work in pairs, now, ok?		
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. T will pair Ss up.</li><li>2. T will ask Ss to look at the projection.</li><li>3. T will state that it is a conversation between two people talking about school.</li><li>4. T will show that the sentences are unscrambled and they have to put them in the correct order.</li><li>5. T will ask Ss to work as a team and if they have doubts to state them.</li><li>6. T will set time (10 mins).</li><li>7. T will start the activity.</li><li>8. T will monitor the activity.</li><li>9. T will ask a couple that finished the activity correctly to come to the front and read the answers in front of everyone.</li><li>10. T will ask Ss to be respectful and pay attention to their classmates.</li><li>11. Ss will read the answers out loud.</li><li>12. T will answer any doubts.</li><li>13. T will do error correction with pronunciation, if it is needed.</li><li>14. T will end the class and wish everyone a very good day.</li></ol>		
<b>Possible Problems:</b> <ul style="list-style-type: none"><li>• Ss may take longer than expected.</li><li>• Too complex for Ss.</li></ul>	<b>Possible Solutions:</b> <ul style="list-style-type: none"><li>• T will tell them that they're going to check it all together.</li><li>• T will stop the activity and do it together as a whole group.</li></ul>	

