

LENGUA EXTRANJERA I

SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



Módulo IV:

Downloadable Exercise Activity

“Adverbs of Frequency III”



LESSON PLAN

Teacher:	Level: 1	Classroom:	Shift:	Date: / /
Previous teaching Point: Simple present to talk about routines and the frequency of this.			N. of SS:	Time: 60 min.
Aim: At the end of the class, Ss will be able to talk about their routines specifying the different frequency of how much they do these actions.			Context: Routine	
			Grammar: Simple Present & Frequency Adverbs	

Activity 1

Teacher:	Skills: Writing	Time: 15 min.
Material: paper strips with different actions.		Seating Arrangement: teams
Objective: Ss will recall vocabulary about verbs by guessing what a drawing is and saying the word for that.		
Lead in: T will draw something on the board for Ss to guess what it is.		
Procedure: <ol style="list-style-type: none"> 1. T will ask Ss if they have ever played Pictionary. 2. T will ask Ss to explain the instructions of Pictionary (if any knows) 3. T will put Ss into teams. 4. T will give each team a set of paper strips with actions. 5. T will tell Ss that one person has to take one, go to the front, draw the action and when guessed, another person does the same. 6. T will start the activity and monitor the different teams. 7. T will ask for the verbs that they were able to guess during the action and will write them on the WB. 		
Link: T will ask Ss how often they do those activities.		
Possible Problems: <ul style="list-style-type: none"> • Ss might not understand what a drawing is. • Ss might not know what a verb is. 		Possible Solutions: <ul style="list-style-type: none"> • T will give the S another idea to draw. • T will ask Ss' peers to say the meaning of the word.



Activity 2

Teacher:	Skills: listening	Time: 15 min.
Material: Video from YouTube. & A worksheet the teacher designed with sentences that are incorrect according to the video's information. https://www.youtube.com/watch?v=VpESOerMY7I		Seating Arrangement: Individual
Objective: Ss will correct sentences according to the information they can listen from the video.		
Lead in: T will ask Ss about their routine and how often they do those actions.		
Procedure: <ol style="list-style-type: none"> 1. T will ask Ss to listen to something. 2. T will ask Ss what they were able to listen 3. T will ask Ss about specific actions and how often they were done. 4. T will the handout to Ss to listen again and correct the mistakes 5. T will ask Ss for the sentences from the listening. 6. T will play the video as Ss answer with the information from there. 		
Link: T will ask a S to describe what is the action he always does before going to school.		
Possible Problems: <ul style="list-style-type: none"> • Ss might not understand the pronunciation form the video. • Ss might not understand sentences from the handout. 		Possible Solutions: <ul style="list-style-type: none"> • T will read the text from the listening, instead. • T will ask a peer of Ss' to explain what it means.

Practice

Teacher:	Skills: writing	Time: 30 Min.
Material: Ss' notebook		Seating Arrangement: individual
Objective: Ss will make use of simple present to talk about their routine and how frequent they do those actions.		
Lead in: T will elicit from Ss their routine		
Procedure: <ol style="list-style-type: none"> 1. T will ask a S about his routine. 2. T will then start writing the frequency adverbs. 3. T will ask Ss to write their routine as they saw it in the video using frequency adjectives. 4. T will ask Ss to get into pairs. 5. T will give Ss a set of questions to ask for actions someone does, when he does it and how frequently for Ss to practice and answer them. 6. T will check the activity with one Ss 		
Possible Problems: <ul style="list-style-type: none"> • Ss might not use the correct conjugation for the third person in simple present 		Possible Solutions: <ul style="list-style-type: none"> • T will ask Ss to recheck that and will remember that they are speaking about a he or a she

