

## E-I-F Lesson Plan

<b>Name</b> Hyo sung (Amy)	<b>Title or explanation</b> How often do you do exercise? (Survey about health habits)	<b>Time</b> 60 minutes
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<b>Level/Age</b> Low Intermediate/ 6 <sup>th</sup> grade in elementary school
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<p><b>Language focus</b></p> <p><u>Target language:</u> Frequency statements and question (“How often do you ....?” / “I ..... # times a day/ week/month.”)</p> <p><u>Specific language skill focus:</u></p>
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<p><b>Student learning objective and assessment activity</b></p> <p>By the end of the lesson, SWBAT make statements about and answer the questions using adverbs of frequency. (i.e. “How often do you ....?” / “I ..... # times a day. /week. / month.) by conducting a group survey about ‘daily life’. And they will be able to share and present the findings after doing a survey.</p>
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### Task:

**Take a look at this example lesson plan. Some content has been deleted and you need to fill in the details.**

**Add the correct skill in the box “Specific language skill focus” above - listening or speaking.**

**Look at the steps of the lesson below.  
Add the correct labels in the “Stages”.  
The labels could be E / I / F or P / D / P.**

Steps	Stage s	Time	Procedure
1		4	<p><u>Motivation: Catch the target sentence (Material: video clip)</u></p> <p>1. T greets Ss and starts focusing on target language.</p> <p>2. T shows Ss a short video clip ‘How often do you...?’ to reflect the target expressions Ss learned (<b>from the beginning to 0:51 – just for 51 seconds</b>). T asks Ss about what they heard from <u>the video clip</u> and write the words or sentences which Ss answered.</p>
2		4	<p><u>Review the target sentence (Material: white board)</u></p> <p>1. T mentions the target expressions that Ss learned last lesson with writing on the board.</p> <p>2. T asks Ss to read them loudly and repeat after T. (Pattern Drill)</p> <p>Q: How often do you make your bed? &gt; A: I make my bed 2 or 3 times a</p>

			week.
3	5		<p><b>Build-up the vocabulary (Material: PPT)</b></p> <ol style="list-style-type: none"> <li>1. T shows <b>each picture on PPT</b> and asks students to guess and say an action verb.</li> <li>2. If students are hard to guess some action verbs, T elicit the words with describing the pictures.</li> <li>3. T writes the words which students say correctly on the whiteboard.</li> <li>4. T gets students to drill the words with the pictures and tell the meanings of them. <ul style="list-style-type: none"> <li>* action verbs which T can writes on the board</li> <li>a) brush your teeth      b) exercise      c) take a shower      f) drink milk</li> <li>d) clean your room      e) wash your hands      g) eat fast food</li> </ul> </li> </ol>
4	8		<p><b>Words for describing actions: 'Bang! game' (Materials: PPT , Word cards)</b></p> <ol style="list-style-type: none"> <li>1. T shows a picture about the daily life and elicits the words <b>with the cards</b>.</li> <li>2. T explain Ss how to play this game with directions <b>on PPT</b>. <ul style="list-style-type: none"> <li>* How to play</li> <li>a) Make a group of 4 students.</li> <li>b) Spread the cards on the desk.</li> <li>c) Do 'rock-scissors-paper' and find an order in each group.</li> <li>d) The first student picks just one card and shows it to your group.</li> <li>e) And then, you should say it the card, if you do not, you can't have the card.</li> <li>f) If you pick 'Bang!' card, you lose your all cards.</li> <li>g) Remember! You should take turns.</li> <li>h) The student who has the most cards is a winner!</li> </ul> </li> <li>3. T models with Ss and sets a time limit for 5 minutes.</li> </ol>
5	9		<p><b>Sentence Puzzle (Materials: word puzzles and white boards)</b></p> <ol style="list-style-type: none"> <li>1. T gives each group a set of <b>word puzzles and a small whiteboard</b>.</li> <li>2. T reads a sentence and Ss listen to the sentence carefully.</li> <li>3. After talking with group members, Ss unscramble the word puzzle to make the sentence as fast as they can.</li> <li>4. A student of a group which is the fastest comes to the front and put complete sentence puzzle on the whiteboard.</li> <li>5. T gives one point the fastest group in each round. (T should adjust the number of sentence depending on a given time)</li> <li>6. The group which has the highest points will get stickers. <ul style="list-style-type: none"> <li>* Example sentences which Ss can make on the board</li> <li>a) I <b>wash my hands</b> six times a day.      b) I <b>eat fast food</b> twice a week.</li> <li>c) I <b>drink milk</b> five times a week.      d) I <b>brush my teeth</b> three times a day.</li> <li>e) I <b>take a shower</b> four times a week.      f) I <b>clean my room</b> once a week.</li> </ul> </li> </ol>
6	5		<p><b>Checking Question Form (Material: white board)</b></p> <ol style="list-style-type: none"> <li>1. T asks Ss to read the sentences that Ss made on the board.</li> </ol>

			<p>2. T elicits the question form with the sentences (guessing that some of the Ss are already familiar with the form): How often do you _____?</p> <p>3. The sentence cards (in Sentence Puzzle activity) as prompt and board as support when pairs practice question and answer.</p> <p>4. T asks Ss to choose the two or three sentence cards for drilling.</p> <p>5. Ss practice the simple dialogue with pairs: A asks the question using the pattern chosen and B answers the question.</p> <p>6. T goes around the classroom to check Ss' errors.</p>
7	8		<p><u>Less Controlled Practice : Less or More game (Materials: PPT)</u></p> <p>1. T shows a picture about the daily life and asks Ss to read the question in PPT.</p> <p>2. T explain Ss how to play this game with directions.</p> <p>* how to play</p> <p>a) Look at the picture.</p> <p>b) Guess how often teacher does the activity.</p> <p>c) If you guess correctly, you get a point.</p> <p>d) If you guess wrong, T will say: a little more often, much less often, etc.</p> <p>e) Then, the next team guesses.</p> <p>f) Try to guess until you find the right answer!</p> <p>3. T asks each group to take turns answering for a question and use adverbs of frequency.</p> <p>4. T elicits a full sentence for each question.</p>
8	11		<p><u>Group Survey (Materials: PPT , Survey paper)</u></p> <p>1. T hands survey sheets out to Ss.</p> <p>2. T asks Ss to practice the expressions to do survey. (Pattern drill)</p> <p>Q: Can you help me with the survey? &gt; A: Sure. / Of course. / Yes, I can.</p> <p>3. T shows Ss a survey template and explains how to do survey with PPT.</p> <p>4. T reads each question and Ss repeat after T.</p> <p>5. T models task with Ss and sets a time limit for 5 minutes.</p> <p>6. Ss mingle with group members and ask questions and record answers. (T asks Ss not to move to other groups. Ss do survey only with their members in each group.)</p> <p>*questions for doing survey</p> <p>a) How often do you drink milk? &gt; I drink milk _____ a week.</p> <p>b) How often do you exercise? &gt; I exercise _____ a week.</p> <p>c) How often do you wash your hands? &gt; I wash my hands _____ a day.</p> <p>d) How often do you take a shower? &gt; I take a shower _____ a week.</p> <p>e) How often do you clean your room? &gt; I clean my room _____ a week.</p> <p>f) How often do you brush your teeth? &gt; I brush my teeth _____ a day.</p> <p>7. T monitors the survey as students do speaking and listening for fluency</p>

9		6	<p><u>Sharing the survey (Materials: PPT , Survey paper, color pencils)</u></p> <ol style="list-style-type: none"><li>1. T asks Ss to present their findings from the surveys and draw graphs with members.</li><li>2. T notices Ss some instructions when they present.</li></ol> <p>*expression for presenting the findings :</p> <p>_[Name]_ _[activity]_ _#_ times a day. / a week./ a month.</p> <ol style="list-style-type: none"><li>4. T gives each group chance to share their ideas.</li></ol>
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