**Lesson Plan 18 (120 min)**

Class plan Title: Present Simple (Adverbs of frequency + Ancient Literature and Poetry

Topics: Present Simple Adverbs of Frequency + Heritage (Ancient Literature and Poetry)

Objectives:

By the end of the lesson, students should be able to:

● Identify the adverbs of frequency and use then correctly in affirmative sentences and in questions

● Demonstrate an understanding of the meanings expressed by different adverbs of frequency (sometimes, always, never, usually, often and seldom).

● Use them to talk about how frequently and what time they do an activity

● Use the simple present tense to ask and describe habitual actions “How often do you/does he/she \_\_\_\_\_\_\_\_\_\_\_?” “I/He/She(adverbs of frequency) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.

Class Structure:

● Connection with previous knowledge(10-15 minutes): Teacher asks students to make sentences using the present simple tense (questions and short answers). Check students’ homework, talk about any difficulties.

● Address the topics (45 minutes): Introduce Present Simple – Adverbs of frequency. The teacher tells students that they are going to learn how to say how often they do an activity by using the time, too. The teacher writes down various times of the day. e.g. 7:00, 7:30, 8:00, 12:00, 3:30, 5:00, 6:30, 11:00

o Then adds a list of verbs they are familiar with on the ‘board’.For example:

 e.g. 7.00 - get up

      e.g. 7.30 - eat breakfast

      e.g. 8.00 - go to work

o The teacher gives examples: I usually get up at 7 o'clock. I always go to work at 8 o'clock. I sometimes have a break at half past three. I usually come home at five o'clock. I often watch TV at eight o'clock. etc. (The teacher models his/her list of daily activities to the class two or more times.)

o Teacher: Paolo, what do I often do at eight o'clock in the evening? Student(s): You often watch TV.

Teacher: Susan, when do I go to work?

      Student(s): You always go to work at 8 o'clock.

o The teacher continues this exercise asking students about his/her daily routine. The teacher pays special attention to the placement of the adverb of frequency.

o The teacher then asks students to take notes about their daily habits and routines. When students are finished they should read their list of daily habits to the class.

e.g. Teacher: Paolo, please read.

Student(s): I usually get up at seven o'clock. I seldom have breakfast at half past seven. I often go shopping at 8 o'clock. I usually have coffee at 10 o'clock. etc.

o The teacher asks each student to read their routine in class and lets students read all the way through their list and take note of any mistakes they may make. At this point, students need to gain confidence when speaking for an extended period of time and should, therefore, be allowed to make mistakes. Once the student has finished, the teacher can correct any mistakes he or she may have made.

o Ask students to once again read about their daily routine to the class. After each student has finished, ask the other students questions about that student's daily habits.

e.g. Teacher: Paolo, please read.

Student(s): I usually get up at seven o'clock. I seldom have breakfast at half past seven. I often go shopping at eight o'clock. I usually have coffee at 10 o'clock. etc.

Teacher: Olaf, when does Paolo usually get up?

Student(s): He gets up at 7 o'clock.

Teacher: Susan, how often does Paolo go shopping at 8 o'clock?

Student(s): He often goes shopping at 8 o'clock.

o The teacher continues this exercise with each of the students. Pays special attention to the placement of the adverb of frequency and the correct usage of the third person singular.

● Practical Activities (45 minutes):

o Practice-Pair work: Students are given some time to think of and write down questions that they will then ask their partner.

e.g. How often do you go to bed before 10? I seldom go to bed before 10.

This way they improve their listening skills and practise asking and answering questions using the present simple along with adverbs of frequency and the time.

o They then do exercises 1, 2 and 6 from the worksheet: They open the following link. They can write down their answers on a piece of paper.  https://literacyservices.org/class/wp-content/uploads/2023/03/Adverbs-of-Frequency-%E2%80%94-Ellii-formerly-ESL-Library-1.pdf

o Check in class, provide feedback

● Conclusion/Evaluation (15 minutes):

○ The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

○ Assess learning: Students are encouraged to speak for some minutes, using present simple affirmative and negative. This way, they practise speaking and revise the present simple tense (with adverbs of frequency)

○ Summarize and assign homework. E.g. They should describe a typical day, writing at least ten sentences,  using adverbs of frequency

Materials needed:

● Paper, pen