## Teachers Notes:

<table>
<thead>
<tr>
<th>Level:</th>
<th>A2</th>
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<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Irish UFC champion – Conor McGregor</td>
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<tr>
<td><strong>Author:</strong></td>
<td>Aoife McLoughlin</td>
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<td><strong>Lesson Aim:</strong></td>
<td>To introduce students to adverbs of frequency, giving them the opportunity to practise using them in communicative tasks where they talk about their own hobbies and interests. Students will also be introduced to Ireland’s most famous UFC fighter, Conor McGregor, reading an article and in groups, writing questions based on the text.</td>
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<td><strong>CEFR Student Learning Outcomes:</strong></td>
<td><strong>Reading:</strong> I can understand the main points in short, news items and descriptions if I already know something about the subject. For e.g. news about sport or famous people. <strong>Spoken Interaction:</strong> I can ask and answer simple questions about work and free time <strong>Spoken Production:</strong> I can explain why I like or dislike something If I have time to prepare, I can give basic information about something I know well, for e.g. a sports team</td>
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<td><strong>Lexical Aim:</strong></td>
<td>Adverbs of frequency</td>
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<td><strong>Interaction Patterns:</strong></td>
<td>Pair work Group work</td>
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<td><strong>Preparation:</strong></td>
<td>None</td>
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<td><strong>Task Time:</strong></td>
<td>60 minutes.</td>
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Procedure

Introduction:
Project page one for the class (or hand out to pairs). Ask students if they know who this person is. As they probably won’t, put students into pairs and ask them to predict who it might be, what his job is, where he is from and to describe his appearance and personality. Get feedback, writing any unknown vocabulary on the board, such as:

- Suit, tie, sunglasses/shades, beard, moustache
- expensive, wealthy, rich
- handsome? Friendly? Arrogant?

Tell students that he is a well-known and successful Irish martial arts fighter.
Give students two minutes now to think about a well-known person from their country and describe for their partner, using some of the new vocabulary on the board.

Page Two:
True or False – ask students to read the five statements with their partners and work out any unknown vocabulary between them. Tell them that two of the statements are false and three are true. With their partners, they must decide on which two are false and explain why.

The two underlined are false.

**True or False?**
1. I often go to the gym
2. I always eat healthy food
3. I sometimes smoke
4. I never lose a fight
5. I rarely think about fighting

Elicit from students what these words are (adverbs of frequency) and why they are used. Do students know how they are used?
[If these adverbs are too easy for your A2- students, encourage them to write other adverbs of frequency that they know such as regularly, hardly ever, frequently. Can they also create the questions to these answers? E.g. how often do you go to the gym?]

Write a sentence on the board such as: ‘I go for a walk on the beach’
Give students two minutes with their partner to place an adverb in the sentence. Elicit that it is placed before the verb. Then write: ‘I am tired’ and ask students to do the same. Do they know that adverbs go after the verb ‘to be’?
Ask them to write three sentences using the adverbs, two true and one false. Give them 5 minutes to do this and then read their sentences for their partners to guess which is false. Monitor for error check here. Take note of some common errors for an error correction slot later in the lesson. Get feedback from a couple of students.
Now ask students to rearrange the adverbs of frequency with their partners on the timeline.

*Never – rarely – sometimes – often – always*
**Procedure**

**Page three:**
Now ask students to read the text on Conor McGregor and underline any vocabulary they are unsure of. In groups of 3, students work out the meaning of underlined vocabulary from context or ask their partners to explain the words to them.

Draw their attention to the adverbs of frequency, again eliciting the rules for placing the adverb.

Now ask students to write 3 questions based on the text for the other groups to answer. Give students 5-10 minutes for this, monitor and error correct.

Once complete, ask students to pass their questions to the group to their left for them to answer the questions. Close monitoring is necessary here as all groups will have different questions to answer.

*This is a great task to revise ‘asking questions’*

After the task, elicit some of the questions and answers from the groups.

As a follow up task, ask students to continue working in their groups to write a short text based on someone famous they know, using at least two of the adverbs they have met.