

Imperatives – Lesson Plan (Junior Primary)

Lesson 1 Giving Instructions

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Level of students	Junior Primary
Learning objectives	By the end of the lesson, students should be able to <ol style="list-style-type: none"> 1. Identify and use the correct form of imperative verbs (infinitives); 2. Use imperatives correctly to give instructions.
Main learning activities	<ol style="list-style-type: none"> 1. Listen to the song <i>Hokey Pokey</i>. Identify the imperative verbs and learn the form and use of imperatives. 2. Learn some action verbs related to our hands, arms and legs. Play the game ‘Someone Says’ to practise the use of action verbs. 3. Do the activity ‘Listen and Do’ in which students listen to the instructions carefully, do the actions and/or give instructions.
Teaching and learning resources	<ul style="list-style-type: none"> ● PowerPoint Slides ● YouTube video clip ● Worksheet 1 (The lyrics of <i>Hokey Pokey</i>) ● Worksheet 2 (Action verbs) ● Worksheet 3 (Give instructions I) ● Worksheet 4 (Give instructions II) (Homework) ● Flash cards illustrating the action verbs ● Materials for the activity ‘Listen and Do’ <ul style="list-style-type: none"> ◆ Some paper strips for writing instructions ◆ A bag for keeping the strips of paper
Duration	60 minutes

Lesson procedures and estimated duration		
Duration (minutes)	Teaching and learning activities	T/L materials
6'	<p><u>Activity 1: Listen to <i>Hokey Pokey</i></u></p> <p>1. The teacher plays the song <i>Hokey Pokey</i> on YouTube. Students listen to the song and follow the lyrics by doing the corresponding actions. (The teacher may play the song twice, the first time for the students to warm up and the second time for them to follow the music and do the actions.)</p>	PowerPoint Slides; Worksheet 1; The song <i>Hokey Pokey</i> on YouTube https://www.youtube.com/watch?v=iZinb6rVozc (00:13 – 02:28)
5'	<p>2. After playing the music, give Worksheet 1 to students. They read the lyrics carefully and identify all the action verbs.</p>	
2'	<p>3. The teacher points out that when telling somebody what to do (i.e. giving instructions), we use the imperative structure 'Verb + ...'. By doing so, the teacher can raise students' awareness of using imperatives to give instructions.</p>	
6'	<p><u>Activity 2.1: Learn the action verbs</u></p> <p>4. The teacher introduces some action verbs to students. They are verbs to describe actions we do with our hands, arms and legs, with the aid of flash cards and PPT slides.</p>	PowerPoint Slides; Flash cards; Worksheet 2
4'	<p>5. Students match the verbs with the pictures to demonstrate their understanding of the verbs in Worksheet 2.</p> <p>Note: The target verbs include: <i>beckon, clap, jump, knock, put up, scratch, squat, stamp</i> and <i>wave</i></p>	

<p>7' (for steps 6-7)</p>	<p><u>Activity 2.2: The game ‘Someone Says’</u></p> <p>6. The students play a game called ‘Someone Says’, in which they will listen to the teacher’s or a classmate’s instructions and do the actions. The teacher should remind students that they have to use imperatives when giving instructions, i.e. start each instruction with a base verb.</p> <p>7. When the teacher or a student says ‘(name of the teacher or the student) says (e.g.) put up your hands’, students should all raise their hands. This warm-up game aims to help students get familiar with the verbs which are to be used in Activity 3.</p>	<p>PowerPoint Slides</p>
<p>6' 4'</p>	<p><u>Activity 2.3: Use the action verbs in context</u></p> <p>8. Students finish Worksheet 3 by filling in the blanks with the imperative form of the verbs given.</p> <p>9. The teacher checks the answers with the students and gives feedback.</p>	<p>PowerPoint Slides; Worksheet 3</p>
<p>5' (for steps 10-11)</p>	<p><u>Activity 3: ‘Listen and Do’</u></p> <p>10. Each student is given a paper strip on which they need to put down an instruction with an action verb which they have learned in the lesson or they already know.</p> <p>11. The teacher should remind the students that when they write the instructions, they should ensure that:</p> <ul style="list-style-type: none"> (1) they write in a complete sentence that begins with a base verb ; (2) the action can be done by classmates in class; and (3) the action is not dangerous. <p>12. After writing the instructions, students put the strips</p>	<p>PowerPoint Slides; Paper strips for writing instructions; A bag for keeping the strips</p>

12'	into a bag. The teacher draws some strips (or invites some students to draw strips) and reads the instructions to the class. The teacher selects a few students to do the action. Other students have to judge if the action is correctly done. These steps may repeat for a few times until all students have a chance to do the actions.	
(N/A)	<p><u>Consolidation / Practice</u></p> <p>13. Students finish Worksheet 4 as homework.</p>	PowerPoint Slides; Worksheet 4
3'	<p><u>Roundup</u></p> <p>14. The teacher summaries what they have learned and reviews the action verbs with the students.</p>	PowerPoint Slides