

Just, Already, Yet (Primary)

Lesson Plan

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Level of students: Senior Primary

Number of lessons: 2

Duration: 75 minutes

Prior knowledge:

Students have already learnt:

1. the structure of the present perfect
2. the meaning of the present perfect

Learning objectives:

By the end of the lessons, students will be able to:

1. use the present perfect to refer to the recent past;
2. use the time adverbs *already*, *just* and *yet* that are commonly used with the present perfect to describe actions.

Time	Procedure	Teaching aids
15''	<p>Recap</p> <ol style="list-style-type: none"> 1. Show PPT and ask Ss to describe the scene using the present perfect (e.g. The chick <i>has broken</i> the egg; A chick <i>has just entered</i> the world, etc.) 2. Show a video about Mickey: https://www.youtube.com/watch?v=Qbq5l3RPpuQ 3. Show PPT and ask Ss to describe the scene using the present perfect (e.g. Mickey <i>has crossed</i> the road; Mickey <i>has gained</i> some coins, etc.) 4. Show another video about cooking rice: 	<ol style="list-style-type: none"> 1. PPT 2. https://www.youtube.com/watch?v=2hcJECNQDlc (01:06-01:29) 3. https://www.youtube.com/watch?v=Qbq5l3RPpuQ (00:18-00:30) 4. https://www.youtube.com/watch?v=KyMT2DRBqTo (01:59-02:46)

	<p>https://www.youtube.com/watch?v=KyMT2DRBqTo</p> <p>5. Show PPT and ask Ss to describe the scene using the present perfect (e.g. The man <i>has cooked</i> some rice; The cook <i>has stirred</i> the rice, etc.)</p> <p>6. Remind Ss to use the present perfect when the past event is related to the present.</p>	
10''	<p>Input</p> <ol style="list-style-type: none"> 1. T shows Ss PPT about the three adverbs - <i>already</i>, <i>just</i> and <i>yet</i>. 2. Show Ss their meanings with the aid of clocks and example sentences. 	PPT
10''	<p>Game Demonstration</p> <ol style="list-style-type: none"> 1. T shows Ss a game demonstration video, in which 4 Ss take turns to finish some actions assigned within a given period of time. When the time is up, another student has to report what each player has just/already done or hasn't done yet. 2. Highlight the use of 'already', 'just' and 'yet' used in the report. 3. Ask Ss to play the game as the demonstration team did in the video. 	<ol style="list-style-type: none"> 1. Demonstration video 2. Sample script of the report (for teacher's reference)
20'	<p>Practice - The game (round 1)</p> <ol style="list-style-type: none"> 1. T shows a list of actions on the blackboard. 	<ol style="list-style-type: none"> 1. Game list (round 1) 2. Materials for the game 3. Music

	<ol style="list-style-type: none"> 2. Distribute the game materials to the 5 players and play the music. 3. Stop the music when the fourth player has finished the action, i.e. when two classmates' names have been written, and the last player has not yet done the action. 4. Distribute note sheets to the whole class. 5. Invite 5 reporters to report what each player has/has not done using an appropriate adverb (<i>just, already, yet</i>). The other students have to jot down the reports on the note sheet provided. 	<ol style="list-style-type: none"> 4. Note sheet 1
20'	<p>Practice - The game (round 2)</p> <ol style="list-style-type: none"> 1. T shows another game list on the blackboard. 2. Repeat steps 1-4 for round 1. 3. Ask Ss to complete the note sheet before inviting students to report (individual construction). 	<ol style="list-style-type: none"> 1. Game list (round 2) 2. Materials for the game 3. Music 4. Note sheet 2