

**Lesson Plan - Present Tense (for Junior Primary)**  
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**Unit plan**

**Unit: My day – weekly activities**

**Unit Objectives:**

By the end of the unit, students should be able to

- Tell weekly activities and the days of the week correctly
- Ask about people’s weekly activities using the question structure “What do you do on \_\_\_\_\_ days?”
- Use the present tense and the sentence structure “I (weekly activities) on \_\_\_\_\_ days” to answer the questions “What do you do on \_\_\_\_\_ days?”
- Conduct a class survey on weekly activities and report the findings.

Lesson 1	<b>Introduction of weekly activities</b>
Lesson 2	<b>“What do you do on _____ days?”</b>
Lesson 3	<b>Class survey</b>
Lesson 4	<b>Report on the class survey</b>

## Lesson Plan 1

**Unit:** My day

**Topic:** Introduction of weekly activities

**Time:** 35 minutes

**Class:** Lower Primary

### Learning Objectives:

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

- Tell weekly activities in English

Time allocation	Purpose	Procedures	Teaching aids
15 mins	<p>To allow students to know the learning objective of the lesson</p> <p>To familiarise Ss with the vocabulary of weekly activities</p>	<p>1. T tells students that they are going to learn about different weekly activities.</p> <p>2. T asks Ss, "What do you do every day?"</p> <p>3. T shows a video clip 'What do you do every day?', and asks Ss what the characters do every day.  <i>Snail: I sing a song every day.</i>  <i>Wendy Witch: I play the guitar every day.</i>  <i>Clown: I dance every day.</i></p> <p><i>T: what do you do every day?</i>  <i>T asks the whole class and individual students.</i></p> <p><i>Do you play the piano after school?</i>  <i>(T shows the flashcards of different weekly activities, and asks students to repeat after the teacher, e.g. I play the piano every day.)</i></p>	<p>What do you do every day?  <a href="https://www.youtube.com/watch?v=cZwVE4Ij5I">https://www.youtube.com/watch?v=cZwVE4Ij5I</a></p> <p>Flash cards</p>
15 mins	To consolidate the learning	<p>T plays a guessing game with students.</p> <p><i>T: We will play a guessing game. We will play in groups. I will invite one group to demonstrate the game to all of you.</i></p> <p><i>You have to line up and face backwards. The first student will see the flashcard of an activity and can use the body only to act out the activity to the next student. The second student will then show the same action to the third student. You have 5 seconds to show and you cannot speak at all. The last person will guess the activity.</i></p>	Flash cards

## Lesson plan 2

**Unit:** My day

**Topic:** What do you do on \_\_\_\_\_ days?

**Time:** 35 minutes

**Class:** Lower Primary

### Learning Objectives:

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

- Ask questions about what people do on different days with the question structure “What do you do on \_\_\_\_\_ days?”
- Use the present tense and the sentence structure “I (weekly activities) on \_\_\_\_\_ days” to answer the questions “What do you do on \_\_\_\_\_ days?”

### Prior Knowledge

Students have learnt

- Vocabulary of weekly activities, e.g. *have piano lessons, go to church*
- Days of the week

Time allocation	Purpose	Procedures	Teaching aids
10 mins	To activate Ss prior knowledge	1. T recalls Ss memory about the vocabulary introduced in previous lessons by showing PPT slides	PPT
10 mins	To introduce the question structure “What do you do on _____ days?”, and the reply “I _____ on _____ days”.	<p>2. T sets the context of learning (using hand puppets).</p> <p><i>John and Sally want to play together after school. But they have things to do after school. They are talking to each other to find out the day when they can play together.</i></p> <p><i>John: Sally, let’s go to the park and play together this week. What do you do on Mondays?</i></p> <p><i>Sally: I play the piano on Mondays. What do you do on Tuesdays?</i></p> <p><i>John: I visit my grandparents on Tuesdays. What do you do on Wednesdays?</i></p> <p><i>Sally: I am free on Wednesdays.</i></p> <p><i>John: Oh sorry, I have to study with my tutor on Wednesdays. What do you do on Thursdays?</i></p>	Hand puppets

		<p><i>Sally: I paint pictures on Thursdays. What do you do on Fridays?</i></p> <p><i>John: I am free on Fridays! What do you do on Fridays?</i></p> <p><i>Sally: I am free too! Let's go to the park after school this Friday.</i></p> <p>T writes the questions "What do you do on ___ days?" and answer "I _____ on ___ days" on the whiteboard / on PPT</p> <p>3. T goes through the dialogue with students.</p>	
15 mins	To practise the target structure in a communicative activity	<p>Information Gap activity</p> <p>T invites S to do a demonstration of the information gap activity to find out a day to play together.</p> <p>T asks students to work with a partner and assign the roles of student A and student B.</p> <p>T distributes the information gap worksheet and gives Ss 10 minutes to complete the activity.</p> <p>T reminds Ss to add "-s" or "-es" to the verb after "He" or "she" (e.g. <i>He plays with his dog on Saturdays.</i></p> <p>T checks the answers with students.</p>	Lesson 2 Worksheet

### Lesson plan 3

**Unit:** My day

**Topic:** Classroom survey

**Time:** 35 minutes

**Class:** Lower Primary

**Learning Objectives:**

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

- Ask about people’s weekly activities using the present tense and the question structure “What do you do on \_\_\_\_ days?”
- Conduct a class survey to find out classmates’ weekly activities.

**Prior Knowledge**

Students have learnt

- The question structure “What do you do on \_\_\_\_ days?” and the sentence structure “I \_\_\_\_\_ on \_\_\_\_ days.”

Time allocation	Purpose	Procedures	Teaching aids
15 mins	To elicit Ss prior knowledge	<ol style="list-style-type: none"> <li>1. T recalls Ss memory about the question structure “What do you do on ____ days?”.</li> <li>2. T acts out some of the weekly activities and let Ss guess them.</li> <li>3. T invites Ss to come out and do actions and lets the class guess the activities.</li> </ol>	
20 mins	<p>To consolidate the question structure “What do you do on ____ days?”</p> <p>To consolidate the sentence structure “I _____ on _____ days”.</p> <p>To generate comprehensible output of the question and answer structure</p>	<ol style="list-style-type: none"> <li>2. T writes the questions “What do you do on ____ days?” and answer “I _____ on ____ days” on the whiteboard / on PPT.</li> <li>3. T puts the flashcards of different weekly activities on the board.</li> <li>4. T distributes the survey form.</li> <li>5. T demonstrates and explains how to conduct the survey. T: <i>We are going to do a class survey. In this survey, first, write down your own weekly activities and then find out who does the same activity as you.</i> T demonstrates the survey to class.</li> <li>6. T asks Ss to walk around the classroom to ask classmates about their weekly activities.</li> </ol>	<p>Whiteboard / PPT</p> <p>Flashcards of weekly activities</p> <p>Class survey form</p>

## Lesson plan 4

**Unit:** My day

**Topic:** Report on the class survey

**Time:** 35 minutes

**Class:** Lower Primary

### Learning Objectives:

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

- Use the present tense to write a report on the class survey conducted in the previous lesson.

### Prior Knowledge

Students have learnt

- To tell weekly activities and the days of the week
- The question structure “What do you do on \_\_\_\_ days?” and the sentence structure “I \_\_\_\_\_ on \_\_\_\_ days.”

Time allocation	Purpose	Procedures	Teaching aids
5 mins	To recall Ss' previous learning and set the aim of the lesson.	<ol style="list-style-type: none"> <li>1. T reminds students of the class survey on weekly activities conducted in the previous lesson.</li> <li>2. T tells students about the aim of this lesson.</li> </ol> <p><i>T: Class! Do you remember the survey we did in the last lesson? Can you take the form out and put it on the table? Today we are going to write a report on this survey. I will show you how to do it.</i></p>	
20 mins	To write a report on the class survey	<p>T shows the format of the report.</p> <p><i>T: Here is the report that all of you are going to write. You have to look at your survey results and write the report, for example, Nancy and I play chess on Sundays.</i></p> <p><i>After you complete the sentences, you can choose your most favorite weekly activity and draw the picture in the box. You have 15 minutes to complete and I will ask some of you to come out and present your report.</i></p>	Lesson 4 Worksheet

		T distributes the writing worksheet (report) and Ss start to work on it.	
10 mins	To consolidate the learning  To check Ss' progress	1. T invites Ss to present their reports to the class.	