

Lesson plan – Present tense

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Class: Junior secondary

Unit: (cross-disciplinary lesson) I.S. crossover English

Video used: <https://www.youtube.com/watch?v=TWb4KIM2vts>

Duration: 70 mins

Lesson objectives:

By the end of this class, students will be able to:

1. Tell that one use of the present tense is to describe facts
2. Generalize the subject-verb agreement rule
3. Use the present tense to compose a song/poem to describe scientific facts

Prior knowledge:

1. Students have learnt vocabulary (nouns only) about the water cycle.

Procedure

Time	Procedures	Classroom interaction	Purpose	materials
10 mins	Motivation Stage: T distributes a piece of paper to all ss. T shows ss a picture about the water cycle on the screen and asks ss in groups to:	S → C	To activate the vocabulary they have learnt in the IS lesson about the subject matter which is going to be	A picture about water cycle on the screen

	<ul style="list-style-type: none"> • write down a noun about stage 1 of the water cycle- evaporation, • write down a noun about stage 2 of the water cycle – condensation • write down a noun about stage 3 of the water cycle – precipitation <p>T sticks word cards next to the stages and reads aloud the vocabulary about the water cycle with ss</p>	T → S	discussed in this lesson	<p>Small pieces of paper for students to write down the vocabulary</p> <p>Blue tac</p>
20 mins	<p>Pre-writing stage – lyrics filling</p> <p>T plays the song “Water Cycle” and asks ss to pay attention to the tense of verbs used in the song. T gives out the lyrics of the song with all the verbs missing.</p> <p>T asks ss to read through the lyrics. T plays the song again and asks ss to fill in the blanks when they listen to the song.</p> <p>T randomly selects some ss to give the answers. T fills in the blanks in front of ss using the screen as ss answer her questions.</p> <p>T plays the song again to confirm the answers and let ss appreciate the song.</p> <p>T asks ss what tense is used in the song.</p> <p>T asks ss why we use the present tense.</p> <p>T asks ss to generalize the function of the present tense.</p> <p>T shows ss other examples about plural nouns and simple present tense in the lyrics: “Precipitation happens when the drops get big. It</p>	<p>T → S</p> <p>S → C</p> <p>S → C</p> <p>T → S</p>	<p>Noticing & identifying :</p> <p>To help ss notice the use of verbs in present tense to describe the water cycle (facts)</p> <p>Comprehensible input:</p> <p>To make students understand one use of the present tense - to describe facts</p>	<p>YouTube video:</p> <p>https://www.youtube.com/watch?v=TWb4KlM2vts</p> <p>Lyrics W/S Part A</p> <p>Part B</p> <p>Visualizer</p>

	<p>falls like rain, snow, sleet, and hail upon my head”.</p> <p>T draws students’ attention to subject-verb agreement and asks ss to compare the three verbs used, and explain their differences.</p> <p>T asks ss to finish a short language practice exercise on “photosynthesis” and checks the answers with students</p>		<p>To let ss practice the use of the present tense and ensure they understand the subject-verb agreement rule</p>	<p>Part C</p>
25 mins	<p>Writing Stage – Write a song/poem</p> <p>T tells ss to form groups of four and that they will compose a song about a science topic they have learnt in the IS lessons (e.g. photosynthesis) using a melody that they find suitable.</p>	<p>T → S</p>	<p>Comprehensible output:</p> <p>To let students demonstrate their understanding of using the present tense to describe facts</p>	<p>Visualizer</p> <p>Microphone</p> <p>Part D</p>
15 mins	<p>Post-writing stage – Class sharing</p> <p>T invites all the groups to come out and sing their song to the class.</p>	<p>T → S</p> <p>S <-> S</p>	<p>Class sharing</p> <p>To promote peer evaluation and consolidate students’</p>	<p>Visualiser</p>

	<p>Each group shows their lyrics on the screen, Other groups have to check if the verb forms are correct. Each group is given the chance to revise their lyrics before submission.</p> <p>T collects all the songs and corrects them. T posts the song lyrics on the notice board for sharing.</p>		understanding towards the use of present tense	
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