

## Lesson Plan – Present Tense & Adverbs of Frequency (for Senior Primary)

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### Unit plan

**Unit: My day – Free time**

### Learning objectives of the unit:

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

- Use adverbs of frequency (*sometimes, always, never, usually, often* and *seldom*) to talk about how frequently they do an activity.
- Use the simple present tense to ask and describe habitual actions “How often do you \_\_\_\_\_?” “I (adverbs of frequency) \_\_\_\_\_”.

Lesson 1	<b>Introduction of adverbs of frequency</b>
Lesson 2	<b>Making your own timetable</b>
Lesson 3	<b>Class survey – the most popular activities</b>

## Lesson plan 1

**Unit:** My day

**Topic:** Weekly Activities

**Time:** 35 mins

**Level:** Senior Primary (P5 – P6)

### Learning objectives:

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

- Demonstrate an understanding of the meanings expressed by different adverbs of frequency (*sometimes, always, never, usually, often and seldom*).

### Prior knowledge:

Students have learnt

- The vocabulary of weekly activities
- Days of the week and their short forms
- The present tense

Time allocation	Purpose	Step	Teaching aids
15 minutes	To introduce the adverbs of frequency	<p>T tells Ss that they are going to learn how to say how often they do an activity.</p> <p>T plays the song “What do you do every day?”, which contains adverbs of frequency. T asks Ss to fill in the adverbs, and sing the song.</p> <p>T then plays a video clip on how often Martha does different activities. After viewing the video clip, T shows the PPT to Ss and lets them fill in the blanks using adverbs of frequency.</p> <p>T plays the video clip once more and asks students to give the answers.</p> <p>T writes the adverbs of the frequency in the blanks.</p>	<p>Song “What do you do every day?”  <a href="https://www.youtube.com/watch?v=Rob0-WzHPkk">https://www.youtube.com/watch?v=Rob0-WzHPkk</a></p> <p>Martha’s activities  <a href="https://www.youtube.com/watch?v=v9odRPdMGv8">https://www.youtube.com/watch?v=v9odRPdMGv8</a> (0:00 – 0:50).</p> <p>PPT            Worksheet (Lesson 1, Part A (a))</p>
20 minutes	To help Ss understand the meanings expressed by different adverbs of frequency	<p>T asks Ss to guess the meanings of the adverbs of frequency based on the videos they have watched. T explains the adverbs of frequency with the PPT.</p> <p>T asks students to give examples about how often they do an activity.</p> <p>T asks Ss to demonstrate their understanding of the adverbs of frequency by colouring the circles and complete the frequency pyramid on the worksheet.            T checks the answers with Ss.</p>	<p>PPT</p> <p>Worksheet (Lesson 1 Part A (b) &amp; B)</p>

## Lesson plan 2

**Unit:** My day

**Topic:** Weekly activities

**Time:** 60 mins

**Level:** Senior Primary (P5 – P6)

**Learning objectives:**

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

- Use adverbs of frequency (*sometimes, always, never, usually, often and seldom*) to talk about how frequently they do an activity.
- Use the simple present tense to describe habitual actions
- Use the sentence form “What activity do you do every week?” and “How often do you \_\_\_\_\_?”/ “How often does he/she \_\_\_\_\_?” to collect information about their classmates’ weekly activities and the frequencies.

**Prior knowledge:**

Students have learnt

- The vocabulary of weekly activities
- Days of the week and their short forms

Time allocation	Purpose	Step	Teaching aids
10 minutes	To arouse Ss’ previous knowledge	<ul style="list-style-type: none"> <li>- T asks the whole class and individual students: “How often do you _____?”</li> <li>- T invites Ss to ask their classmates questions “How often do you _____?” (T shows pictures of activities to let Ss ask the questions).</li> </ul>	Pictures of activities
15 minutes	To give Ss language practice	<ul style="list-style-type: none"> <li>- T shows Peter’s timetable for the summer holiday.</li> <li>- T asks students, “How often does Peter _____?”</li> <li>- T goes through the timetable and counts the ticks together with students.</li> <li>- Ss have to write sentences to describe Peter’s summer timetable using adverbs of frequency.</li> </ul>	Lesson 2 Worksheet (Part A)
5 minutes		<ul style="list-style-type: none"> <li>- T invites Ss to read out the writing.</li> </ul>	
10 minutes	<p>To consolidate the learning</p> <p>To personalize the teaching materials</p>	<p>T tells students that they are going to exchange information about their weekly activities.</p> <p>T shows his/her own weekly activities as an example.</p> <p>T: <i>Today you have to tell your friends your weekly activities. I’d like to show you my weekly activities first.</i></p> <p><i>In the first column, I have written down the activities that I do every week.</i></p> <p><i>Then in the second column, I have put down how</i></p>	Lesson 2 Worksheet (Part B)

		<p><i>many times I do the activity in a week.</i></p> <p><i>In the 3<sup>rd</sup> column, please write a sentence about how often I do the activity.</i></p> <p>T checks answers with students after they have written the sentences.</p>	
15 minutes	To allow students to interact with each other about their own daily lives	<p><u>Information gap activity</u></p> <p>T asks Ss to complete the first table about their own weekly activities.</p> <p>Then Ss are asked to do an information gap activity – they have to find out what weekly activities their friend does and how often by asking:</p> <p><i>What activities do you do every week?</i></p> <p><i>How often do you do...?</i></p> <p>Finally, Ss have to write sentences about their friend’s weekly activities using adverbs of frequency.</p>	Lesson 2 Worksheet information gap activity
5 minutes	<p>Class sharing</p> <p>To check Ss’ progress</p>	T invites some Ss to tell the class their friend’s weekly activities.	

### Lesson plan 3

**Unit:** My day

**Topic:** Class survey

**Time:** 35 mins

**Level:** Senior Primary (P5 – P6)

**Learning objectives:**

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

- Use adverbs of frequency (*sometimes, always, never, usually, often and seldom*) to talk about how frequently they do an activity.
- Use the simple present tense to describe habitual actions
- Ask questions and answer using the target language to do the class survey

**Prior knowledge:**

Students have learnt

- The vocabulary of weekly activities
- Adverbs of frequency (*sometimes, always, never, usually, often and seldom*) to talk about how frequently they do an activity
- To use the sentence form “How often do you \_\_\_\_\_?” “How often does he/she \_\_\_\_\_?”

Time allocation	Purpose	Step	Teaching aids
10 minutes	To introduce the learning objective of the lesson and recall previous learning	T asks students to take out the timetable that they made in the last lesson.  T tells students that students will collect information, and will draw a chart and a graph to show the find out the most popular weekly activity among the students.	
15 minutes	To find out the most popular weekly activity among students.	T shows a chart on the board showing adverbs of frequency.  T demonstrates to Ss how to fill the chart. T looks at his/her own timetable and fills the chart.  T asks students to write down their activity under each adverb of frequency.  T asks students to take turns to come out and write.  T counts the number of activities together with students for the “always” column, as the aim of this activity is to find out the most popular weekly activity.  T: <i>What kinds of activities do students always do?</i>  <i>How many students always do _____?</i>	Lesson 3 Worksheet (Part 1)
10 minutes	To practise report writing	Report writing T asks students to complete the graph based on the information collected in Part 1, and write sentences to report the results.	Lesson 3 Worksheet (Part 2)