Lesson Plan: My Perfect Day

Vocabulary + Grammar / Speaking (PPP)

Teacher: Ilnara Miftakhova
Level: A1 (Beginner)
Age: 9–12
Time: 40 minutes
Lesson type: Vocabulary + Grammar / Speaking (PPP)
Target language: Present Simple affirmative: I + verb + in the morning / in the afternoon / in the evening
Note on approach: The lesson focuses on the I-form for describing activities in a perfect day. The full Present Simple paradigm is not introduced.

Main Aim

By the end of the lesson, students will be able to describe their perfect day using simple Present Simple sentences with familiar daily and free-time activities and parts-of-the-day expressions, e.g. "I wake up in the morning." and "I meet friends in the afternoon."

Subsidiary Aims

- Vocabulary: wake up, have breakfast, meet friends, play sports, go shopping, play video games, watch a film, have dinner
- Time expressions: in the morning, in the afternoon, in the evening
- Speaking: producing short personalised sentences about a perfect day
- Reading: recognising common activity collocations and simple sentence patterns

Personal Aim

To keep instructions concise, provide clear visual support and maximise learner participation through short team, pair and individual activities.

Assumptions

- Students are familiar with some common daily routine vocabulary.
- Students can understand simple visual prompts.
- Students can produce very short first-person sentences with teacher support.

Anticipated Problems and Solutions

Problem	Solution
Students may remember individual words but not complete phrases such as have breakfast or play video games.	Present and practise the vocabulary as complete chunks rather than isolated words.
Students may confuse the eight target phrases.	Recycle the vocabulary through matching, recall and visual-memory activities before moving to full sentences.
Students may omit I when producing a complete sentence.	Keep the model I + activity + part of the day visible during controlled practice.
Students may confuse morning / afternoon / evening.	Use consistent visual symbols for the three parts of the day throughout the lesson.
Some students may need more support during the planner task.	Keep the target vocabulary and sentence model visible and allow students to choose from the lesson vocabulary rather than generate new phrases.
Projector, screen or Wordwall problems may interrupt visual activities.	Keep printed activity cards and parts-of-the-day cards as a low-tech backup.

Materials

- Computer, projector / screen and presentation / visual prompts
- Activity, picture and match-the-halves cards; morning / afternoon / evening visuals
- Perfect Day Planner worksheet; Open the Box (Wordwall); printed backup cards; board and markers

Reward System

Students work in teams during the vocabulary stages and the Round-off.

Teams earn points for:

- correct answers;
- active participation;
- using English;
- successful team activities.

Points are awarded after selected activities rather than after every response in order to maintain lesson pace.

Lesson Overview

#	Stage	Aim	Interaction	Time
1	Greeting & Routine	Settle learners and establish expectations	T–Ss	2 min
2	Warm-up: What Makes a Perfect Day?	Introduce and personalise the topic	T–Ss	3 min
3	Vocabulary Set 1: Match the Halves	Introduce four target collocations	teams → T–Ss	4 min
4	Vocabulary Practice 1: What’s Missing?	Consolidate the first four phrases	teams	2 min
5	Vocabulary Set 2: Match the Halves	Introduce four further collocations	teams → T–Ss	4 min
6	Vocabulary Practice 2: Guess the Activity	Consolidate the second vocabulary set	teams	3 min
7	Vocabulary Review: Swap the Cards	Review and memorise all eight phrases	teams	2 min
8	Picture Prompts	Recycle all eight phrases in simple sentence frames	T–Ss	4 min
9	Presentation: My Perfect Day	Clarify the target sentence structure	T–Ss	4 min
10	Controlled Practice: Build a Sentence	Practise accurate sentence formation	class → pairs	4 min
11	My Perfect Day: Plan and Share	Personalise and use the target language	individual → S–S → Ss	6 min
12	Round-off: Open the Box	Review vocabulary and complete sentences	individual / teams	2 min
			Total	40 min

Lesson Procedure

1. Greeting & Routine — 2 minutes

Greet the class: "Hello! How are you today?" Review the classroom rules: Listen. Work together. Be kind. Briefly remind students about the team point system.

2. Warm-up: What Makes a Perfect Day? — 3 minutes

Show several age-appropriate pictures connected with free time and daily activities: friends, sport, video games, shopping, a film, favourite food and sleeping late. Ask "What makes a perfect day?" Give quick choices such as "Friends or video games?" "Sport or shopping?" "A film or school?" Students vote by raising their hands. Introduce the topic: "Today we’re going to make our perfect day."

3. Vocabulary Set 1: Match the Halves — 4 minutes

Show two mixed columns:

A	B
wake	friends
have	sports
meet	up
play	breakfast

Working in teams, students form wake up, have breakfast, meet friends, play sports. Check together. Reveal one visual for each phrase, model each phrase as a complete chunk and drill chorally. Remove the text and elicit the four phrases from the visuals.

4. Vocabulary Practice 1: What's Missing? — 2 minutes

Show the four Set 1 visuals, then hide one. Ask "What's missing?" Teams answer with the complete phrase, e.g. "Have breakfast!" Repeat with different activities; hide two visuals in the final round.

5. Vocabulary Set 2: Match the Halves — 4 minutes

Show the second mixed set:

A	B
go	video games
play	dinner
watch	shopping
have	a film

Teams form go shopping, play video games, watch a film, have dinner. Check together. Reveal visuals, model the complete phrases and drill chorally. Remove the text and elicit the phrases from the visuals.

6. Vocabulary Practice 2: Guess the Activity — 3 minutes

Show an activity picture plus the first letters of the phrase. Examples: G_____ S_____ → "Go shopping!"; P_____ V_____ G_____ → "Play video games!"; W_____ A F_____ → "Watch a film!"; H_____ D_____ → "Have dinner!". Teams earn a point for each complete phrase. Finish with one or two phrases from Set 1.

7. Vocabulary Review: Swap the Cards — 2 minutes

Place all eight activity picture cards on the board and elicit the phrases: wake up, have breakfast, meet friends, play sports, go shopping, play video games, watch a film, have dinner. Students memorise the positions, close their eyes, and the teacher swaps two cards. Ask "Which cards changed places?" Teams identify both phrases. Repeat for two or three quick rounds.

8. Picture Prompts — 4 minutes

Use all eight target phrases. Each prompt shows a simple sentence with an activity picture replacing the activity phrase. Students produce the full sentence:

I [wake-up picture] in the morning. → "I wake up in the morning."
I [have-breakfast picture] in the morning. → "I have breakfast in the morning."
I [meet-friends picture] in the afternoon. → "I meet friends in the afternoon."
I [play-sports picture] in the afternoon. → "I play sports in the afternoon."
I [go-shopping picture] in the afternoon. → "I go shopping in the afternoon."
I [play-video-games picture] in the evening. → "I play video games in the evening."
I [watch-a-film picture] in the evening. → "I watch a film in the evening."
I [have-dinner picture] in the evening. → "I have dinner in the evening."

Do not formally explain the grammar yet; use this as a bridge from vocabulary chunks to complete sentences.

9. Presentation: My Perfect Day — 4 minutes

Show a character, for example Emma, with three sections: Morning (wake up, have breakfast), Afternoon (meet friends, go shopping), Evening (play video games, watch a film). Introduce: "This is Emma. This is her perfect day."

Model selected sentences: "I wake up in the morning." "I have breakfast in the morning." "I meet friends in the afternoon." "I go shopping in the afternoon." "I play video games in the evening." "I watch a film in the evening."

Highlight I + activity + in the morning / afternoon / evening and drill selected examples.

Quick Form Check: "I meet friends or I meets friends?" — I meet friends. "In the afternoon or at the afternoon?" — In the afternoon.

10. Controlled Practice: Build a Sentence — 4 minutes

Show scrambled prompts. Begin with whole-class responses, then let pairs solve one or two prompts:

morning / wake up / I / in the → "I wake up in the morning."
friends / I / meet / in the afternoon → "I meet friends in the afternoon."
in the evening / video games / play / I → "I play video games in the evening."
have dinner / I / in the evening → "I have dinner in the evening."

Keep the frame I + activity + part of the day visible if necessary.

11. My Perfect Day: Plan and Share — 6 minutes

Give each student a My Perfect Day Planner divided into Morning / Afternoon / Evening. Students choose lesson activities and write approximately 3–5 complete sentences.

Example: "I wake up in the morning. I have breakfast in the morning. I play sports in the afternoon. I meet friends in the afternoon. I watch a film in the evening."

Students share their perfect day with a partner: Student A speaks, then Student B. Invite several students to share one or two sentences with the whole class.

12. Round-off: Open the Box — 2 minutes

Use the Open the Box activity in Wordwall. Each box reveals one activity visual plus one morning / afternoon / evening visual. A student opens a box and produces a complete sentence, e.g. play video games + evening → "I play video games in the evening." Teams earn points for accurate complete sentences. Count the final points and close the lesson.

Optional Extension: The Wrong Perfect Day

Use this activity if time remains. Show or read an intentionally mixed-up, funny perfect day, for example: "I have dinner in the morning. I go shopping in the morning. I watch a film in the afternoon. I wake up in the evening. I have breakfast in the evening." Ask "Is this a perfect day?" Students identify what is strange and correct the sentences.

Possible correction: "I wake up in the morning. I have breakfast in the morning. I go shopping in the afternoon. I watch a film in the evening. I have dinner in the evening." For a stronger group, pairs create their own Wrong Perfect Day using three or four target activities and another pair corrects it.