Class: \_\_\_\_ESL 1A Teacher: \_\_\_Adriane Cioppa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_ Introduction to Present continuous\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_November\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This lesson should take about 165 minutes

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| Skill Objective #1 (Students will be able to…)Student will be able to write, read, speak and listen to sentences in the present continuous. Sentences will be affirmatives and negative statements, and short questions and answers. Students are going to write descriptions of what is happening in given pictures. Listen to sentences and Identify which picture it belongs to.  |
| Frameworks: L2.2b; L2.2c; S2.2a; S2.2b; S2.2c; R2.2b; R2.2f; R2. 2.2iW1.2d; W2.2b; W2.2c; W2.2d |
| Content Objective #1 (Students will know that…)Identify and use present continuous sentences orally, written and in reading. Listen to sentences and Identify if the sentences are in the long or short contracted forms. Answer questions using short sentences with contractions. Write complete sentences in the present continuous form about a series pictures.  |
| Activities1a. Teacher explains that present continuous describes an action that is happening at this moment. Ex: I am looking at you, we are studying English. Teacher explains to students that the present continuous verb form is composed of two parts: The present tense of the verb to be and the present participle of the main verb – to be + base verb + ing Ex: is talking, , are playing, am looking Negative - Verb to be + not + base verb +ingQuestion - to be + subject + base verb + ing Teacher writes a few examples on the board. He is looking at his book. She is reading her paper. We are learning English. Teacher asks students to think about a sentence that they are doing right now. Students tell the sentences and the teacher writes them on the board. b. Teacher asks students to open the book on page 58 and observe the pictures. She reads out loud the sentences and student repeat them. Students do book activities on pages 60 and 62, where they have to rewrite sentences using the present continuous. Students read out loud their answers. c. Teacher explains about the usage of contractions with present continuous. Ex: She’s – she isn’t – I’m - We aren’tStudents, together with a partner, ask and answer questions about a couple of pictures given by the teacher using the present continuous. Students should answer the questions with short yes or no answers. EX: Is she cleaning the house? Yes, she is or No, she isn’t. Teacher walks around the classroom listening to students conversations and helping when necessary.  |
| MaterialsEnglish in Action Book – White board – pictures on page 63  |
| Assessment #1Teacher asks students to read a text on page 61 of the book English in Action. Students have to underline the sentences that have present continuous and answer the questions on the follow up activity. Teacher corrects the activity. |
| Wrap Up ReflectionI wonder if the students might get confused if the subject of the sentence is singular or plural.  |
| Activities1a. Teacher divides the class in groups of three or four and gives them a variety of magazines – about four magazines per group. Students have to choose six pictures in the magazines, cut and paste them on a chart paper. They have to write three sentences for each picture using the present continuous saying what is happening. Ex: A picture of a woman writing on the computer. Students might write: Mary is writing a letter. She is sitting at her desk. She is thinking about what to write next. Teacher should be walking around the groups helping and clarifying. b. When all groups are done. Students have to present to the class their sentences.  |
| MaterialsChart paper – Markers – Magazines – glue – scissors – scotch tape  |
| Assessment #2The sentences the students are going to write about the pictures will give me a clear understanding about their awareness of the usage of present continuous. |
| Wrap Up ReflectionStudents may get confused and write sentences without using the verb to be and only use the base verb + ing.  |