Class:\_\_\_\_ELL 2b\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson:\_Present Continuous Tense Questions Date: TBD; December, 2014\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. The helping verb “to be” comes first in a Present Continuous question, followed by the subject and then, main verb. In Wh and How questions, the same format above follows the question word(s). | **L/S:**  L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate  S1.4c Relate a sequence of events (e.g. to give instructions, to tell a story, to explain a process)  L3.4a Seek additional information to check understanding (e.g. *What did you say?* and *What do you mean?*)  S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic)  **W:**  W2.4b Use vocabulary related to topics beyond the personal sphere (e.g. local current events, world affairs, cross-cultural discussions)  W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) |
| 1. For Yes/No questions in Present Continuous, short answers may only include the helping verb “to be”. Affirmative short answers cannot be contracted. (Ex: No, he isn’t. Do not use: “Yes, she’s.”) |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Write, ask and answer at least 8 correct questions in Present Continuous tense. |
| 1. Listen and record two correct Present Continuous verbs presented by their classmates and use these to form questions out loud. |

**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: I’ll give half of the students questions in present continuous tense and half answers. Find your partner. Ask and answer the question in front of the class. 2. Do pages 111-113 of *English in Action 2.* Answer Is/Are questions about the picture, write 5 more. Write questions about what is happening in our classroom. Listen and complete Wh and How much/How many questions.      1. Each student will have a picture of a person. Talk with your partner about what this person does for a living, who s/he is, etc. Then, write a dialogue between your two pictured people. One person calls the other and they talk about what they are each doing at the time. Each student will have at least four lines and at least one question (at least an 8-line dialogue). 2. Pairs will present their dialogues to the class. Classmates will each have a chart: Student name and two columns for present continuous verbs. They will listen and write 2 correct present continuous verbs that each speaker gave during the dialogue. Finally, students will practice asking questions using the verbs they wrote. Ex: Maria; is cooking rice; is listening to music. Is Maria listening to music? 3. Review the difference between Is/Are questions and Wh, How much/How many questions. Give examples from the dialogues. | * *English in Action 2* * Laminated pictures of people |

**ASSESSMENT(S):**

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| **Performance**  I will check book work, listen for correct sentences, and collect written dialogues and charts with names and verbs. |  |

**WRAP-UP & REFLECTION:**

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| Ask and answer at least five questions, as a class, about what is happening in the classroom (exit ticket). |