

Lesson Plan

Teacher: Salciuc Laura

School: Colegiul Național "Petru Rareș" Suceava

Date: June 10th 2023

Lesson: Present Continuous - affirmative

Textbook: *Limba modernă 1 – Engleză*, clasa a Va, Art-Klett

Unit: 8 (They're looking at trainers)

Grade: 5th (L1)

Year of study: 6th

Nb. of classes/ week: 2

Type of lesson: Communication of new knowledge

Skills: speaking, writing, listening, reading

Resources - **Make technology your friend!** Tenerife, 2023

Time: 50 minutes

Objectives:

a) Cognitive objectives

By the end of the lesson the students will:

O 1 – have understood how and when to use the present continuous in the affirmative form;

O 2 – have understood the spelling rules;

O 3 – have learnt the adverbs of time associated with the present continuous;

O 4 – have practised their ability to listen for specific pieces of information;

O 5 – have practised their ability to form independent spoken and written sentences in

English;

O 6 – have practised the present simple forms of the verb "to be".

b) Affective objectives:

O 7 – to create a warm atmosphere in which the students can feel that English is fun;

Grammar: present continuous (affirmative form), spelling rules

Vocabulary: everyday activities

Techniques: discussion, listening for specific information, explanation, modelling, scaffolding

Materials: notebook, blackboard, handouts, PowerPoint presentation, audio file, laptop

Classroom management: frontal, lockstep, individual, pairwork

Anticipated problems: It is possible for the stronger Ss to try and monopolise the lesson. In this case, the T will prepare extra activities to keep them occupied.

Lesson stages	Objectives	Aims	Activities and resources	Types of interaction	Time (min)
Warm up Skills: speaking	O 7	-to create the atmosphere for the lesson	- the T greets the Ss; - the Ss greet the T; - the T takes attendance;	T-Ss	3'
Lead-in Skills: speaking writing	O 1 O 7	-to introduce the topic of the lesson -to create interest in the lesson	In order to introduce the new topic, as well as encourage the Ss to speak in English, the T sits in her chair, takes a pen and starts writing something on a piece of paper while telling the Ss "I am writing". She then writes the sentence on the board. She provides one more sentence in accordance with what actions are being	T-Ss Ss-T	7'

			performed in the classroom (e.g., “Elisa is opening her book”) and writes it on the board. After, she asks the Ss to provide a sentence of their own and writes it underneath the previous two. Next, the Ss are asked to identify the verb in each sentence. They provide their answers and the T underlines the verbs and gives feedback. The T writes the new title (“Present continuous – affirmative”) on the board.		
Presentation stage Skills: reading speaking writing	O 1 O 2 O 3 O 6 O 7	-to present the new grammatical structures -to offer visual support for the understanding of the abstract grammatical concepts	-So as to introduce the new grammatical structures, the T asks the Ss to tell her what differences they can see between the underlined words. After the Ss answer (different forms of the verb “to be” in the present simple), the T marks the words with a different colour and asks one of the Ss to tell her all of the forms of the verb “to be”. Then, the T draws the Ss’ attention to the underlined structures and, together, they identify the rule behind the affirmative form of the present continuous. The T writes it underneath the sentences and adds the adverbs of time usually used with this verbal tense. The Ss write them in their notebooks. Next, the T takes a different colour and underlines the word “writing” (which is part of the first sentence) and, using the same colour, adds the infinitive form of the verb in line with the sentence. She then asks the Ss what they notice in terms of spelling. The Ss raise their hands and answer. T offers feedback.		15’
Practice stage Skills: listening reading speaking writing	O 1 O 2 O 3 O 4 O 5 O 7	-to improve the Ss’s ability of listening for specific information -to get the Ss to practice the new grammatical structures	So as to check the Ss’ understanding of the rules, the T asks them to do exercise 2 on the second page. In order to help the Ss understand how to use the present continuous while trying to improve their ability to extract the information they need from spoken messages, the T asks the Ss to solve the exercises - file:///C:/Users/Salciuc/Desktop/PRESENT%20CONTINUOUS.pdf and fill in the gaps with the missing words. After the Ss finish, the T will then ask them to tell her the words they have used to fill in the gap. T gives feedback. - work in pairs and do exercise 5 on the second page of the handout. T checks their answers and gives feedback	T-Ss S-S Ss-T	~15’
Production stage Skills: writing speaking	O 1 O 2 O 3 O 5 O 6	-to involve the Ss’s creativity -to build the Ss’ confidence in using English when speaking	In order to get the Ss to practise their spoken English, T shows the Ss a PowerPoint presentation containing a number of images and asks the Ss to tell her what they are doing. The Ss raise their hands and provide their answers. T gives feedback.	T-Ss Ss-T	5’

Up-sleeve activity Skills: speaking	O 1 O 2 O 3 O 6	-to promote further practice of the grammatical aspects studied	If there is time left or if the stronger Ss prove to be faster than expected, the T will do the following activities: - exercise 3 and 5 on the second page of the handout	T-Ss Ss-T	
Homework and assessment			- the T gives Ss their homework- exercise 6 on the second page of the handout and assesses their activity during the class	T-Ss	5'

13 Present continuous

I can recognize and use the present continuous.

Present continuous: affirmative



We use the present continuous to talk about things that are happening now or around now.

We're **watching** TV at the moment.

To form the present continuous, we use the present simple form of the verb **be** + **-ing** form.

I am eating we are eating

I'm eating we're eating

Full form	Short form
I am eating	I'm eating
you are eating	you're eating
he is eating she is eating it is eating	he's eating she's eating it's eating
we are eating	we're eating
you are eating	you're eating
they are eating	they're eating

Spelling rules for -ing forms

most verbs	→	+ -ing
eat		eating
read		reading

consonant + -e	→	e + -ing
write		writing
ride		riding

one vowel + one consonant	→	double consonant + -ing
stop		stopping
sit		sitting

-y	→	+ -ing
play		playing
buy		buying

*1 Write the verbs in the correct column.

buy do drink drive
eat finish get have
listen make live
meet play rain read
ride sing sit stop
study swim watch

most verbs	consonant + -e	one vowel + one consonant	-y
do			

Handout

*2 Write the -ing form of the verbs.

- ride riding
- 1 watch _____
- 2 eat _____
- 3 play _____
- 4 drive _____
- 5 swim _____
- 6 drink _____
- 7 have _____
- 8 sit _____
- 9 read _____
- 10 do _____
- 11 get _____
- 12 make _____
- 13 study _____
- 14 listen _____

*3 Complete the sentences with the correct full form of be.

- We are reading our books.
- 1 She _____ studying maths.
- 2 They _____ having breakfast.
- 3 I _____ drinking lemonade.
- 4 It _____ raining at the moment.
- 5 You _____ sitting in my chair.
- 6 He _____ listening to music.
- 7 My sister _____ doing her homework.
- 8 Her children _____ making dinner.
- 9 John and I _____ playing football.
- 10 Helen _____ going to London.

*4 13.1 Listen and complete the sentences with the short forms of be. Listen again and repeat the sentences.

- She's eating.
- 1 _____ coming.
- 2 _____ watching a film.
- 3 _____ reading.
- 4 _____ having breakfast.
- 5 _____ going to school.
- 6 _____ relaxing.
- 7 _____ raining.
- 8 _____ playing tennis.
- 9 _____ doing my homework.
- 10 _____ writing an email.

*5 Look at the picture and read Isabel's blog. Complete the text with the present continuous forms of the verbs. Use short forms.

drink eat have listen play ~~rain~~ read
sit talk write



Hi everyone. We're on holiday in Germany but the weather is bad today. It's raining. We _____¹ in a café at the moment. I've got my computer and I _____² my blog. My sister _____³ to music. My brothers aren't in the café. They _____⁴ football in the rain! My mum _____⁵ to her friends on the phone. And my dad? He _____⁶ the newspaper. Oh yes, and my grandparents are here too. They _____⁷ cakes! I haven't got a cake but I _____⁸ fruit juice. I like it! We _____⁹ a good time.

See you soon.

*6 You are on holiday with your family. Write a blog like Isabel's.

drink eat listen play read
sit swim talk write

Hi everyone. We're on holiday in Spain. The weather is good today. We're at the beach.
I _____.
My brother/sister _____.
My mum _____.
My dad _____.
My grandparents _____.
We're having a great time.
See you soon.

Present Continuous

now

today

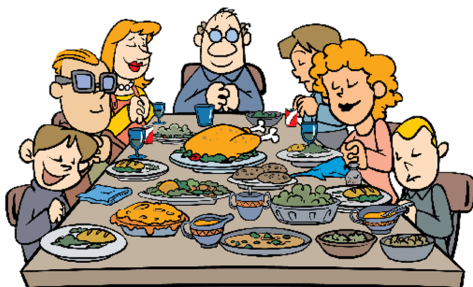
in this
picture

at the
moment

to be + verb + „ing”



She**is playing**.....tennis.



They**are having**.....lunch.

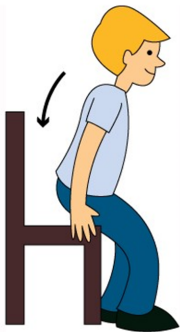
NEGATIVE



She **isn't** swimming now.



They **aren't** reading.



I **am** at the moment.



The frog...



is jumping

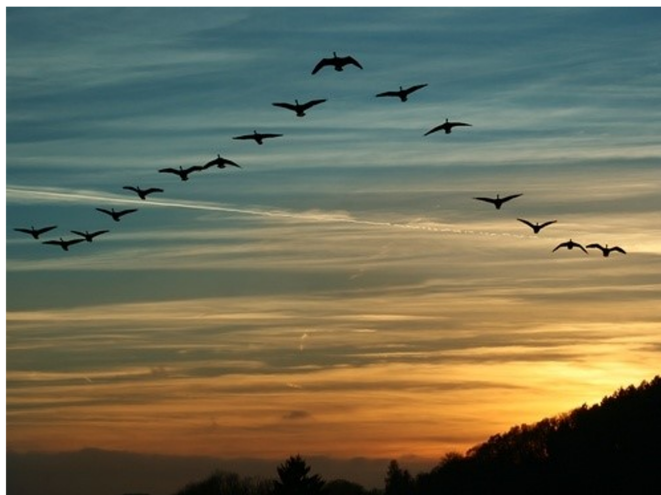
into the water.

The lion....



is sleeping.

The birds...



are flying.

Is this bird **flying**?



No, it isn't.

Are these zebras **running**?



Yes, they are.