#### Lesson Plan

Teacher: Salciuc Laura

School: Colegiul Național "Petru Rareș" Suceava

**Date:** June 10<sup>th</sup> 2023

**Lesson:** Present Continuous - affirmative

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

**Unit:** 8 (They're looking at trainers)

Grade: 5<sup>th</sup> (L1) Year of study: 6<sup>th</sup> 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.

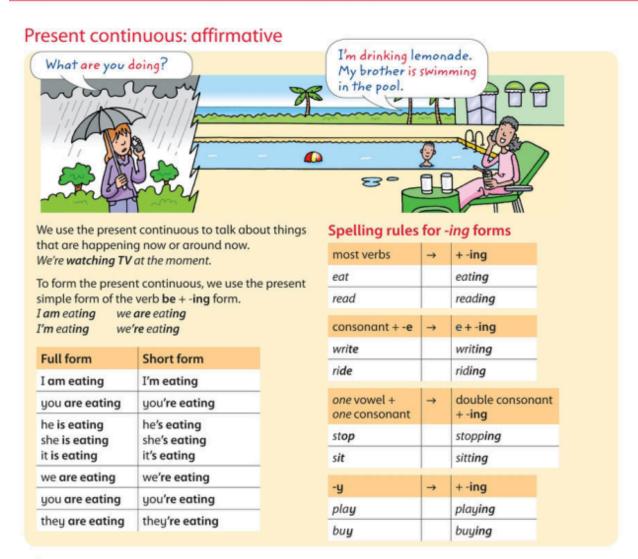
Lesson stages	Objectives	Aims	Activities and resources	Types of intera ction	Time (min)
Warm up Skills: speaking	O 7	-to create the atmosphere for the lesson	<ul><li>the T greets the Ss;</li><li>the Ss greet the T;</li><li>the T takes attendance;</li></ul>	T-Ss	3'
Lead-in Skills: speaking writing	O 1 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		
Presentation	O 1	-to present the	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.  -So as to introduce the new grammatical		15'
stage Skills: reading speaking writing	O 2 O 3 O 6 O 7	new grammatical structures -to offer visual support for the understanding of the abstract grammatical concepts	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.		
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%20 CONTINUOUS.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	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'

### Present continuous

I can recognize and use the present continuous.



#### \*1 Write the verbs in the correct column.

eat finish get have	most verbs
listen make live meet play rain read ride sing sit stop	do

buy do drink drive eat finish get have listen make live	most verbs	consonant + -e	one vowel + one consonant	-y
meet play rain read ride sing sit stop	do			

### Handout

*2 W	rite the -ing form of the verbs.	* 5
-	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 C		
	omplete the sentences with the orrect full form of <i>be</i> .	
	We <u>are</u> reading our books.	
	She studying maths.	
	They having breakfast.	
	I drinking lemonade.	
	It raining at the moment.	
	You sitting in my chair.	
	Helistening to music.	
	My sister doing her homework.	
	Her children making dinner.	
	John and I playing football.	
10	Helen going to London.	<b>‡</b> €
*46	13.1 Listen and complete the sentences	
***	with the short forms of be. Listen again and	
	repeat the sentences.	
_	She's eating.	
	coming.	
	watching a film.	
	reading.	
	having breakfast.	
	going to school.	
	relaxing.	
	raining.	
	playing tennis.	
	doing my homework.	
	writing an email.	
10	WITHING OFF CHILDIL.	

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 <del>rain</del> read sit talk write



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!

See you soon.

6	1	J	7	,
			-	,

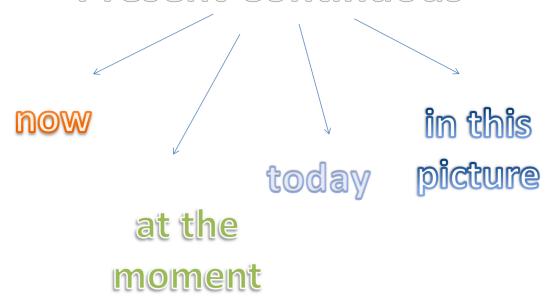
You are on holiday with your family. Write a blog like Isabel's.

drink eat listen play read sit swim talk write

We \_\_\_\_\_9 a good time.

Hi everyone. We're on holiday in Sp	ain.
The weather is good today. We're at	t
the beach.	
Ι	
My brother/sister	
My mum	
My dad	
My grandparents	
We're having a great time.	
See you soon.	

## **Present Continuous**



# to be + verb + "ing"



She is playing tennis.



They are having lunch.

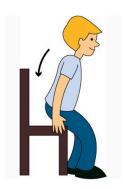
## **NEGATIVE**



She .....isn't ..... swimming now.



They ....aren't reading.



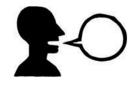




I am ..... at the moment.







## The frog...



is jumping

into the water.

## The lion....



is sleeping.

### The birds...



are flying.

Is this bird **llying**?



No, it isn't.

Are these zebras running?



Yes, they are.