

## Language Analysis: Present Continuous for actions now

### 1. Form:

<u>Affirmative</u>	<u>Questions</u>	<u>Negative</u>
I'm waiting	Am I?	I'm not
He/She/It's waiting	Is he/she/it?	He/She/It isn't
You/We/They're waiting	Are you/we/they?	You/We/They aren't

Spelling rules for the -ing form:

Verb	Rule	
Most verbs	Add -ing	He's singing...
Verbs ending with e	Drop the e and add -ing	They're making...
Verbs ending with CVC	Double the final C	We're knitting...

Order of parts: am/are/is + verb -ing

### 2. Meaning/Use:

- We use the present progressive to talk about temporary continuing actions and situations that are going on before, during and after the moment of speaking.  
Ex: Hurry up! We're waiting for you! (NOT We all wait ... ) I'm writing letters. (NOT ... I write letters.) Why are you crying? (NOT Why do you cry? ... )
- For this use, the time reference is now, 'just around now', or a future even that is already planned.  
Timeline:



However, present progressive is usually not used to tell how long something has been going on for. We use a perfect tense to say how long something has been going on.

- Some verbs are not used in progressive forms, even if the meaning is 'just around now'. Ex: Do you believe what he says? (NOT Are you believing ... ?)
  - Present continuous is used in both spoken and written language, formal and informal situations.
- ### 3. Pronunciation:
- When using orally, native speakers use contractions. For example, we say, "I'm" instead of "I am", "He's/She's" instead of "He is/She is", and "You're/We're/They're" instead of "You are, we are, and they are". For the negative we use "isn't" and "aren't". When forming a question we say, "What're you/we/they doing?" and "What's he/she/it doing?"
  - There is not one correct way to use stress, however, the most common is probably stressing "**What's** he **doing**?" and "He's **writing** a **letter**". However, the stress can easily change depending on the context.

## LESSON PLAN - Intention and evaluation

**Name:** Sarah Miller      **Length of TP:** 40 mins **Date:** February 10, 2017

**Estimated no. of ss:** 10    **Level:** Elementary    **Coursebook:** Cutting Edge

**Lesson type:** Language-Based

**Materials needed:** Lesson Plan, teachers textbook, tape and tape player, pictures of post office, and bus station, three colored whiteboard markers

**Main aim(s):** By the end of the lesson the students will understand the present continuous for “now” and be able to use it in controlled oral situations.

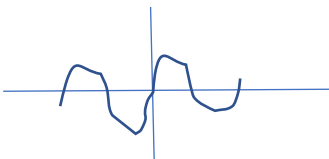
**Language Analysis for language-based lessons**  
separate sheets attached

### **Anticipated problems and solutions**

- Students may have difficulty with the second activity because they have to fill in the blank without a word bank. I will pre-teach the grammar and I will leave it on the white board for students to refer to.
- Students may not have a good idea of what the mime is doing in practice 2. I will teach students how to use “I’m not sure” and “I think” to aid them in discussing the mime’s actions. I will also monitor the classroom to help students who seem to be struggling by acting out the actions myself.
- Students may not know some vocabulary needed to understand the activities that set the context for grammar. I will pre-teach the vocabulary, using a picture matching task and definitions.

### **Areas of my teaching performance I want to work on:**

- Improve the flow of the lesson. Have all the details planned thoroughly and know what comes next without needing to refer to my plans.
- Use the whiteboard in a way that is most beneficial to students, keeping it organized and easy for them to refer to. Pre-plan exactly how it will look.
- Keep directions simple and to the point.

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
:02	<b>Lead-in:</b> To introduce setting of The listening exercise.	<ul style="list-style-type: none"> <li>- Greet the students and ask them to turn to page 82 of their textbook.</li> <li>- Focus Ss attention on the picture at the top of the page. Say: <b>Look at this man</b> (point to Dan and help Ss find him) <b>That is Dan. Where is he?</b></li> <li>- Show pictures of the post office and bus station and Write <b>"Post Office"</b> and <b>"Bus Station"</b> on the whiteboard with the pictures.</li> <li>- Ask CCQs: <b>Would I wait for a bus at the post office?</b> <b>What do I do at the post office?</b> <b>Where do I wait for a bus?</b></li> </ul>	<ul style="list-style-type: none"> <li>- Listen to T, point to Dan and respond to T's questions.</li> <li>T-C</li> <li>- Answer T's questions</li> <li>T-C</li> </ul>
:04	<b>Presentation:</b> a) Mini-receptive skills lesson: i) pre-task To give Ss exposure to correct usage of present continuous.	<ul style="list-style-type: none"> <li>- Ask: <b>What is Dan doing?</b> Allow response. Say: <b>Dan is talking on the phone with his girlfriend, Jane. In exercise 1 you can see their conversation, but it is not in the correct order. Work by yourself to put it in the correct order. The beginning of the conversation is number 1 and the end is number 6.</b> Allow students time to work independently, but then instruct them to check their answers with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer T questions, work independently on exercise 1. Then work with a partner to check answers.</li> <li>S, S-S</li> </ul>
:04	ii) gist task: To allow students to listen to correct usage of present continuous.	<ul style="list-style-type: none"> <li>- Say: <b>I am going to play the recording of this conversation and you can see if you ordered the conversation correctly</b></li> <li>- Play recording (monitor to see if students need to hear it a second time).</li> <li>- Go over answers. Call on students individually to tell me the correct order. <b>Write the conversation</b> on the whiteboard (for long sentences, write the beginning ...the end)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the recording, look to see if they placed the conversation in the correct order, answer T questions.</li> <li>S, T-C</li> </ul>
:05	b) Meaning/Use To present the meaning/ Use of present continuous for now.	<ul style="list-style-type: none"> <li>- Erase the conversation except for "What are you doing?" and "I'm waiting for a bus."</li> <li>- Say: <b>Yesterday you talked about present simple. Present simple is used to talk about habits or things we do regularly. For example, "Brook rides his bike" or "Annie studies English". We do not actually use present simple to talk about things that are happening right now.</b></li> <li>- Ask: <b>What are the verbs in these sentences? When is Dan waiting for the bus? Dan is waiting for the bus RIGHT NOW. Does anyone know the name of this tense?"</b></li> <li>- Write present continuous on the board.</li> <li>- Direct students to look at the grammar box on page 82. <b>**We use present continuous for speaking about an action happening now or around now.</b></li> <li>- Draw a timeline showing that the meaning is "now".</li> </ul>  <ul style="list-style-type: none"> <li>- Give example sentences of present continuous. <b>"I'm teaching a class." "Cindy's listening to me." "Ryan's writing on his paper."</b></li> </ul>	<ul style="list-style-type: none"> <li>- Listen to teacher, point out the verbs in the sentences, try to figure out the verb tense.</li> <li>T-C</li> </ul>

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		<ul style="list-style-type: none"> <li>- Erase "What are you doing?" from the board.</li> </ul>	
:10	c) Form To present the form of present continuous	<ul style="list-style-type: none"> <li>- Direct students to look at the grammar box on page 82.</li> <li>- Ask: <b>What if instead of "I'm", I want to talk about he? she? it? What changes?</b></li> <li>- Write <b>"He/She/It's waiting..."</b> with the s in red.</li> <li><b>What about you? They? We?</b></li> <li>- Write <b>"You/They/We're waiting..."</b> with re in red.</li> <li>- Ask: <b>Which verb changed? Did we have to change "waiting" at all?</b></li> <li>- Write <b>"I'm, He/She/It, and You/We/They"</b> next to each</li> <li>- Ask: <b>What if I wanted to make the sentence negative?</b></li> <li>- Write "not, isn't, and aren't" in red next to pronouns.</li> <li>- Ask: <b>What if I want to ask a question?</b></li> <li>- Write <b>"What am I doing, What is he/she/it doing, and What are you/we/they doing"</b> next to negatives in a new color. Am, is, and are should be in red.</li> <li>- Tell students you can even simply questions to <b>"Am I?" "Is he?" and "Are you?"</b> Cross out <b>"what" and "doing"</b> and give the examples, <b>"Am I teaching?" "Is she listening?" "Are you writing?"</b></li> </ul>	<ul style="list-style-type: none"> <li>- Follow along looking at Grammar box, answer T questions about the form.</li> <li>T-C</li> </ul>
:05	d) Pronunciation To present the Pronunciation of Contractions used in Present continuous.	<ul style="list-style-type: none"> <li>- Practice saying each sentence with the students. (use fingers to demonstrate how we join two words together to form one).</li> <li>- Introduce <b>"What's" and "What're"</b>. Write them on the board and practice saying them with students.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the pronunciations participate in drills.</li> <li>T-C</li> </ul>
:10	Controlled oral practice: To provide controlled oral practice of the target structure.	<ul style="list-style-type: none"> <li>- Direct students to look at the second exercise on page 82. Explain that they will complete the sentences using the picture at the top of the page. Go over the example given.</li> <li>- Introduce some vocabulary that will be found in this exercise : to look at, envelope, couple. Write these on the board. Draw a picture of envelope and couple and give the definition of both words. Ask: <b>What would you put inside of an envelope? Are your parents a couple? Are twin sisters a couple? Show me what it means to looks at me. Show me what it means to look at Carol. Show me what it means to look at your partner.</b></li> <li>- Tell students to try to complete the exercise by themselves</li> <li>- Monitor students as they work</li> <li>- Review answers by calling on individual students. Write the answers on the whiteboard.</li> <li>- Direct students to the picture of Popp on page 83. Write <b>"mime artist" and say: A mime artist is someone who acts something out without making sound.</b> For example: act out playing basketball. <b>What am I doing?</b></li> <li>- Tell students to work in groups of threes to match the words in the word box to a picture of Popp. Model to students how to ask, <b>"What is he doing?" "I'm not sure", "I think he's... (verb +ing)"</b> Write these on the board.</li> <li>- Monitor carefully to answer questions or help clarify.</li> <li>- Review answers together as a class. Write the answers on the board. Emphasize the present continuous tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the second exercise on page 82, answer CCQ's, work on exercise alone, check answers with partner</li> <li>T-C, S, S-S</li> <li>- Look at the second practice In the book, work in groups of 3 to say what the mime is doing.</li> <li>T-C, S-S-S</li> </ul>

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