LESSON PLAN

Lesson topic: Present continuous Tense

Language Level: Elementary level

Grade/Age: First year, adults

Duration: 120 minutes (2 hours)

Overall Objectives

To make students:

- ✓ aware of the use of present continuous tense
- ✓ form present continuous tense (affirmative, negative and interrogative forms)
- ✓ know the time expression used with present continuous tense (now, at the moment)
- ✓ aware of some verbs that don't take present continuous form (like, prefer, love, hate, need, want, wish, believe, respect etc.)
- ✓ use present continuous tense in their real life context
- ✓ identify the difference between simple present and present continuous tense

Learning Outcomes

At the end of the session:

- ✓ Students will be able to use present continuous tense in their real life context.
- ✓ Students will be able to identify difference between simple present and present continuous tense.
- ✓ They can easily form questions and negate the sentences of present continuous tense.

	Time	Activities	Materials/Resources	Classroom management technique relevant to the activities
Prepare (Review/Build interest)	**10 min.**	- Starting the class with greetings. - Discussing about the day. - Involving them in a warm up activity called **"Do for your pair"** - Students should follow teacher's instructions. - The teacher will ask the students to get in to pairs or choose their pairs. - The students should choose their pairs for the activity. - If the teacher say **"nose"** the students should touch their partners' nose. - So the pairs will be touching their partners' nose. - If the teacher say **"head"** the pairs should touch their partners' head. - If the teacher say **"shake"** the students should shake their pairs. - The teacher can continue this instruction till the students be familiarize with the instructions. - This activity will be more energetic for students to be active in the classroom.		Warm up is an essential part of a lesson plan since it sets the tone for the class and prepares the students for the lesson. Through this technique, the teacher can draw the students' attention into the lesson without putting much effort.

Present **Elicit: Lead students to discovery**	**45 min.**	• Before going in to the lesson the teacher should get the topic that he/she is going to teach for them. • The teacher will have some action verbs written on the flash cards. • The teacher can call any volunteer students or can point someone to come in front of the class and ask to pick a card. • Then the student has to act the verb he/she has selected to the class. e.g.: if the verb on the flash card is **"clap"**, the student should clap to the class. And the teacher can ask **"what is he/she doing?"** The students will answer as **"he/she is clapping"**. • Likewise, the teacher can ask some more students to continue these actions. • Meantime, the teacher can ask one student to write the sentences told by the class on the board. • Finally, there will be many sentences on the white board. • The teacher can ask the students about the sentences and elicit answers. e.g.: *Identify the structure of the sentences* *Can you guess the tense of these sentences?*	**Flash cards** **White board, marker & duster**	Giving interesting and innovative tasks or adopting different teaching methods without sticking to one method alone is a way to make the students engrossed in the lesson without getting distracted. The task given here would induce students' interest and curiosity since they are not going to be told about the topic of the lesson, rather they have to guess the topic. Further, since the students are going to be physically active, it is less likely that they get bored of the lesson or lose their concentration.

		• The students will come up with their answers. At the same time, teacher can also support the students with their answers and explain about the particular tense. • This inductive way of teaching grammar will be interesting for students to understand the concept easily.		

		Presentation	**Presentation Slides**	Incorporating technology in the lesson is a great way to manage the classroom. Students are tired of traditional board, books, markers etc., therefore, replacing white/blackboard with attractive and colourful slide presentation would be visually appealing and make them stay focused.
		• The teacher can display the topics that are going to be covered on a presentation slide.		
		• This will help the students to get the overall understanding of the lesson. Eg: *where to use PCT, how to form PCT, how to form PCT, how to negate PCT sentences, words that go with PCT and the verbs that don't take PCT form.*		
		• In doing so, the teacher can give clear instruction and explanation.		
		• For a better understanding the teacher can also explain PCT by comparing with simple present tense as they are already familiar with SPT.		

Practice: **(Controlled: Meaningful language use)**	**25 min.**	• After completing the explanation, the teacher can ask the students to form groups for doing the activity. • The teacher can give a bundle of cards to every group. • There will be some words/phrases on the cards which have been puzzled. • The group should arrange the cards in a proper order to get a PCT sentence. • After arranging the cards in to correct order the students in a group should come in front of the class, each student carrying a card, and they have to stand in a puzzled order. • The teacher will ask a student from other group to make the students to exchange their positions to get a grammatically correct sentence. • This will be very interesting to the students to get a grammatically correct PCT sentence. • This task will be repeated with other group students as well.	**Puzzle cards**	Giving pair/group work is yet another strategy that could be adopted to manage the students. Unlike individual task, students get to interact and collaborate with other students in group works which keep them active and away from being idle. Further, the teacher has to consider certain factors when giving group works for effective output. They are: • Seating arrangement of the students should not be too crowded. There should be enough space for the teacher to walk around the class to monitor the work of each group and student and give assistance whenever necessary. • The teacher should make sure that students in each group is limited and not excess in number. • It is also important to ensure that each group consists of mixed proficiency level students, so that the lower-ability level students can get assistance from other students.

				• Appoint a leader, especially the passive students, for each group who will be responsible to guide his/her group members. • Give rewards for groups based on their performance to motivate them.
Perform (Performance-based assessment)		• The teacher can also give another interesting activity to the class for their better understanding. • This time the teacher will give work sheets to the pairs. • The work sheets will have an activity where there will be symbols like (+), (-), (?). • These symbols indicate positive, negative and question form of PCT. • The students should follow the instructions of the sheets. • If there is a positive sentence on the sheet, the students should write the negative and question form of the particular sentence. • The teacher can give sometime to finish the activity. • Finally, the teacher can elicit answer from each pair and clarify their doubts.	**Work sheets** **Acquisition checklist**	

Lesson Closure	**15 min.**	• The teacher can ask comments and feedback to the students about the lesson. • If time permits the teacher can give more activities to the students. • Finally to check how much students have grasped the lesson, the teacher can ask one of the students/any volunteer to summarize the lesson taught. • Finally, finish the class with greeting.	**Module**	Getting students' feedback is necessary for the benefit of both teachers and students. In doing so, students get a sense of freedom and they build a positive relationship with the teacher. Such rapport makes the students feel comfortable in the classroom which is necessary for effective teaching and learning.