**Topic: Be ~ ing**

**Length:**

35 minutes

**Students:**

16

**Level:**

intermmdiate

**Instructor:**

Sunny Kim

**Materials:**

* 16 copies of worksheet (Imagine your situation and write about you**)**
* 16 copies of worksheet (be verb~ing form worksheet)
* 16 copies of worksheet (write your own family and imagine any situation)
* White board and marker
* Pictures of my brother and me

**Aims:**

* To learn “be verb~ing” grammar form
* To able to make sentences with using ‘be verb~ing” form
* To able to express “ be verb~ing” through worksheets and activitiy

**Language Skills:**

**-Listening:** Listening to the teacher’s lecturing

**-Speaking:** Answering the questions and sharing ideas

**-Reading:** Reading the worksheet and papers for game.

**-Writing:** Writing answers

**Language Systems**

**-Grammar:** Be verb~ing

**-Discourse:** Making sentences

**-Function:** Describing their situation

**Assumptions:**

Students already know:

* How the class is set up and run ( there will be 3-4 students in each group)
* The teacher’s style of teaching and the pace of the course
* Students are intermediate level
* Basic vocabulary

**Anticipated Errors and Solutions:**

* Students may not be able to understand
* Explain them with easy examples
* Students may need more time to work on the worksheet
* If it takes longer than 5 minutes, cut the answer-checking short by sharing the answers
* If time is short
* Check the answers as soon as possible quickly
* If students finish the tasks earlier than anticipated
* Ask as many students as possible about post activity

**References**

[**http://www.azargrammar.com/teachersGuides/teachersGuideTOC\_FEG04.html**](http://www.azargrammar.com/teachersGuides/teachersGuideTOC_FEG04.html)

**http://www.azargrammar.com/teachersGuides/teachersGuideTOC\_FEG03.html**

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| **Lead-In** | | |
| **Materials: Board and markers** | | |
| **Time**  **5min** | **Set Up**  **Whole Class** | **Procedure:**  **Greeting**  Hello everyone?  How are you today?  I am so happy to see you again.  Today lesson, it can make you little bit borin…  I hope you enjoy my lesson.  Ok, are you ready? Good!!  **Introducing today’s topic**  Before I am going to introduce today’s topic,  I will give one example of story.  It is about my younger brother.  Can you see these pictures?  He is my brother. His name is Kun Young Kim  Look at this picture  Can you guess What I am doing?  At this time, I was in Jeju Island with my family  During this time, We visited at the beach  We were taking a walk.  We were taking photos.  Also there was hand massage machine.  So, we were taking hand massage.  It was hot and but it was quite fun  Also it was great day.  So, Today we are going to learn about describing what is happening right now.  It will be great time!!  I hope you enjoy it! |

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| **Pre-Activity** | | |
| **Materials: white board and makers** | | |
| **Time**  **5 min** | **Set Up**  **Whole Class**  **Whole Class**  **Individual** | **Procedure:**  **Recall**  **I will give you 1 minute.**  Work in pairs and discuss about what I explained with my pictures.  After 1 minute, ask students  What did I tell you  Which grammar did I focus on?  We were taking photos.  we were taking hand massage  (write on the board)  So, Today we are going to learn about describing what is happening right now.  It will be great time!!  I hope you enjoy it!  **Reflect-Describing the form**  Today we are going to learn ‘be verb-ing’. Form.  We can use this form when we are doing something at the moment. So we use with (right) now, at the moment or at present    Draw this diagram at the board  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Past Now Future  I am cleaning the room.  I am writing on the board  Give two examples to students  I am cleaning the room.  I am writing on the board  It means that I am cleaning the room right now  And I am writing on the board right now  It will be helpful to make you understand easily  **Conclude**  **Write substitution drilling table**   |  |  |  | | --- | --- | --- | | I | am | cleaning  writing | | He / She / It | Is | | We / You / They | are |   simple substitution drill  First, I read and students listen  Second, read together with students  Third, Make students read  **(CCQ)**  Did I clean the room in the future? (N)  Did I write on the board? (Y) |
| **Main Activity** | | |
| **Materials: be verb~ing form worksheet** | | |
| **Time**  **13min** | **Set Up**  **Whole Class**  **Individual** | **Procedure:**   1. **“be verb~ing”form work sheet**   **<Instruction>**  In this time, you will practice about “be –verb ~ing”  I will give you a worksheet.  You can work in pairs.  You will have 5min.  **<Demonstration>**  Show students how to do worksheet.  **<CCQ>**  1. Are you working alone?  2. How much time do you have?  **(Hand out worksheet for main activity )**  -Check the answers with students.  **2. Activity- Imagine your situation and write about you**  **Instruction**  I will give you worksheet  You should imagine any situation and what you are doing.  Write 5 sentences about you.  Work individually.  You will have 5 minutes.  **<Demonstration>**  For example, if I choose “on the road” situation.  You can say “I am driving a car right now”  “ I am listening to the music from the radio”  “I am taking a walk with my boyfriend now”  **<CCQ>**  Are you working alone?  How many sentences will you make?  Hand out the worksheet  After 5 minutes, share students ideas |

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| **Post-Activity** | | |
| **Materials: White board and makers** | | |
| **Time**  **12min** | **Set Up**  **Whole Class**  **Individual**  **Whole class**  **Whole Class** | **Procedure:**  **1.Presentation**  Now, we are going to have a time to know each other.  I am going to give you worksheet.  Then after you get paper, write about planning trip with your family.  You can imagine any trip with your family  Just like I explained the situation which was about my younger brother and me.  You should use “be – verb ing”  Write down more than 5 sentences about what  family  I will give you 7minutes  Also I would like you to introduce your own family in front  Of the class.  **<CCQ>**  What should you write on worksheet?  How much time do you have for writing?  Hand out the worksheets  After 7 minutes, make students present in front of class  **Conclude the class**  Before finish the class, review today’s topic  Did you have fun today?  Today, you guys really did great!!  I appreciate to you  I hope today class is fun and helpful. |

**Worksheet #1**

**\*You should imagine any situation.**

**Write 5 sentences about you.**

**You should use “Be-verb ~ing” form**

**<Worksheet #2>**

**\*Write a sentence using be verb~ing form.**

1. the man/ drink lemonade The man is drinking lemonade.
2. Kate / write a letter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. I / wear a skirt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The rabbit / hop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. You / drive a car \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. The policeman / stop the car \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. The kids / dance and clap \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. We / play with a puzzle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Fill in the blanks with be verb ~ing form.**

1. The dentist watches the news.

The dentist \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the news.

2. I dry the dishes.

I \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ the dishes.

1. We ride a bicycle.

We \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a bicycle.

1. The monkey swings on the tree.

The monkey \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the tree.

**Worksheet #3**

**\*Write about your family trip.**

**Imagine any situation**

**You should use “be – ing” form**