|  |
| --- |
| Listening Speaking Reading Grammar Writing |
| **Topic: Present Progressive** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: Beri | Level: Upper  Intermediate | Students: 13 | Length:  **30 Minutes** |

|  |
| --- |
| Materials:  - 14 work sheets  - a wall chart (that shows the examples of present progressive)  - three pictures, 50 paper strips, and three boxes  - 15 blank papers for post activity  - 14 bingo play sheets  - White board, markers, eraser, and tape. |

|  |
| --- |
| Aims:  - Main Aim; ss will improve their grammar knowledge by practicing to present progressive.  - Secondary Aim; ss will learn present progressive by a work sheet, picture-sentence relation, and creating a product-advertised poster.  - Personal Aim; I want to improve my timing and increase my voice inflection. |

|  |
| --- |
| Language Skills:  - Reading; ss will read a work sheet.  - Listening; ss will listen other ss’ presenting the sentences written on paper strips from the boxes.  - Speaking; ss will speak the sentences written on paper strips from the boxes.  - Writing; ss will write the work sheets and the sentences on the paper strips. |

|  |
| --- |
| Language Systems:  - Phonology; none to discuss  - Lexis; none to discuss  - Function; none to discuss  - Grammar; present progressive  - Discourse; writing |

|  |
| --- |
| Assumptions:  Students already know:  - what are all be- verb; am, are, and is.  - All students know many verbs.  - Most students know what advertising poster is. |

|  |
| --- |
| Anticipated Problems and Solutions:  Students may not be able to follow the instruction easily   * Give them demonstration and ask ICQs one more time.   If students finish all their tasks earlier than anticipated,   * Run sos activity.   If students need more time to finish their tasks,   * Give them 1 minute more, then stop it and proceed the next activity. |

|  |
| --- |
| References:  - Learning Teaching, Third Edition, written by Jim Scrivener  - Techniques & Principles in language Teaching, Third Edition, written by Diane Larsen-Freeman and Marti Anderson  - Understanding and Using English Grammar (workbook), Third Edition, written by Betty Schrampfer Azar  - www.google.com |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class |  | Greeting  *Hello everyone,*  Two Guiding Questions:  *-\_\_(*student’s name)*\_\_, Do you have any plans for tomorrow night?*  *-\_\_* (student’s name) *\_, What is your hobby?* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: a wall chart, 14 work sheets, a white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  1 min  1 min  3 min  3 min | Whole class  Individually | Eliciting  CCQ  Modeling & Lexis  Demonstration  Instruction  ICQs  Explicit ICQs  Writing  Ss presenting | Procedure:  Practice making sentences with using present progressive form by doing a work sheet.  Eliciting  (showing jumping man picture)  *Here! What do you see in this picture?*  (ss answer “He is jumping”)  *Yes! He is jumping. What tense can you use to explain this picture?*  (ss answer “present progressive”)  *Right!*  CCQ  *Do we use the present progressive to talk about completed action?* (ss say no)  *Do we use the present progressive to talk about ongoing action?* (ss say yes)  Modeling & Lexis  (modeling 'present progressive' and draw time line and putting a wall chart , which is written below)  *Present progressive is used for actions that have begun but not finished. It is in progress at the moment of speaking. It can also be used to talk about future arrangements.*  Demonstration  *The form of present progressive is* (writing 'be+~ing' on the white board)  *Let me explain this with examples.*  (put the wall charts that has two examples)  *Let me do the first one. I speak. When be-verb meets I, it changes to am. So it is going to be I am working.*  *\_\_(ss name)\_, why don’t you do the second one, She eats.*  (ss answer she is eating.)  *Good.*  Instruction  *Here are the worksheets to help you understand the present progressive more. There are bold and underlined verbs here. They all are present tense now. You are going to change all of them to present progressive like what we just did before. Please fill these blanks individually in 3 minutes.*  ICQs  *What are we going to do?*  *Are you working individually?*  *How long do you have?*  Explicit ICQs  *Okay. Please do not start before I say 'Start'. Do not even touch this paper until I say ' Start''.*  *Are you going to start before I say ' Start''?*  (ss answer no)  *Are you going to touch this paper after I say ' Start''?*  (ss answer yes)  (pass out the worksheets)  *Stats now!*  (ss run activity)  (monitoring ss and erase all on the board. Then fold the wall chart to show only 'I am speaking')  *One minute left!*  *30 seconds left!*  *Time's up!!!*  *\_(ss name)\_, Why don't you lead us?*  (let all ss read their answer each ones)  (if ss say wrong answer then next ss say correct one)  *Great job everyone!* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: one picture, plenty of paper strips, three boxes, white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  1 min  5 min  1 min  2 min |  | Instruction  Demonstration  ICQs  Explicit ICQs  Run activity  Explicit ICQs  Talking | Procedure:  What are you finding in this picture?  Instruction  *Please repeat after this. I/am/speaking/I/am/speaking…(through all ss)*  Grouping  *All the I's, raise your hand please move to this side.*  *All the am's, raise your hand please move to this side.*  *All the speaking's, raise your hand please move to this side.*  Demonstration  *I will give each group one picture. You work as a team and find anything in the picture you will be given.*  *For example, in this picture, I can see someone is wearing white pants. And you write it down, only one sentence, on a paper strip like this.*  (showing the example of the paper strip) *Then fold it and put it in the your team box. You can find and write as many as you can but you only have 5 minutes.*  ICQs  *What are we going to do?*  *Are you working individually?*  *How long do you have?*  Explicit ICQs  *Are you going to write two sentences in one paper strip?* (ss say no)  *Are you going to write one sentences in one paper strip?* (ss say yes)  *Are you going to fold the paper strip and throw it away after writing?*  (ss say no)  *Are you going to put it in the box after writing?* (ss say yes)  *Do not touch all the materials before I say 'Start'.*  *Are you going to touch these before I say ' Start''?*  (ss answer no)  *Are you going to touch these after I say ' Start''?*  (ss answer yes)  *Okay!*  *Time starts now!*  *(ss run activity)*  (Monitoring ss)  *2 minutes left!*  *1 minute left!*  *30 seconds left!*  *Time’s up!*  *Now! Let’s switch your team boxes with other teams! Please pass it to the team on your left side.*  *Who are the tallest and shortest persons in your group?*  *Please stand up. Now, you are the representatives of your group. You are going to pick only one paper strip*  *out of the box and read it to everyone in this classroom.*  Explicit ICQs  *How many paper strips are you going to pick?*  *(ss say one)*  *Great! Why don’t we start with you, \_\_(ss name)\_?*  (maybe two rounds if time is allowed)  *Good work, everyone! You can sit down, and Thank you those who were standing.* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: example poster, 3 different product- 14 pictures, blank papers, scissors, glue sticks, color pencils, white board, and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  1 min  2 min  1 min  1 min | Whole class | Instruction & Demonstration  ICQs  Explicit ICQs  Run activity  Presenting  Error correction | Procedure:  Make your own advertising poster.  Instruction & Demonstration  (write ‘advertising poster’ on the white board)  *Now, you all are the designers who creat the most persuasive advertising poster to customers. You are going to get the product picture you are assigned to make a poster for it. You really need to make people who see your poster buy your product.*  *All the information about your product is in the bottom of the picture. You can cut the product picture to use it in your poster to show its real look like this*. (showing my example) You can also write ‘We are selling’ or ‘Now we are having’ as your title of the advertising poster. You have to write at least one present progressive sentence in your poster.  *I will give you all 2 minutes to use your creativity.*    ICQs  *What are you going to do?*  *Are you working individually?*  *How long do you have?*  Explicit ICQs  *I am going to give you this paper. Do not touch this until I say ‘go’.*  *Are you going to touch this paper before I say ‘go’?*  (ss say no)  *Are you going to touch this paper when I say ‘go’?*  (ss say yes)  (pass out all the pictures and blank papers)  *Go!*  (ss run activity and distribute scissors, glue sticks, and color pencils)  *1 minute left!*  *30 seconds left!*  *Time’s up.*  *\_\_\_, why don’t you explain your poster to us.*  (one student presents his/her poster)  *Thank you for your sharing.*  Error correction  *I did not hear any mistakes from everyone. So, guess what it is.*  (write t.r.p.e.s.n.e on the white board)  (ss say present)  Great job, everyone!  *Thank you for your participations.* |
| **SOS Activities** | | | |
| Materials: bingo board(3x3), and extra subway maps | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  2~3 min | Whole class | Instruction  ICQs  Explicit ICQs  Writing  Run activity | Procedure:  *Bingo game*  Instruction  (Distribute the bingo board first to all ss)  *We are going to play bingo game. You can see your worksheets what we did before and choose any verbs that you want to put in your bingo boxes. But it has to be present progressive.*  *You are going to work individually. I will give you 1 minute to fill the all the blanks.*    ICQs  *What are you going to do?*  *Are you working individually?*  *How long do you have?*  Explicit ICQs  *I am going to give you this paper. Do not touch this until I say ‘go’.*  *Are you going to touch this paper before I say ‘go’?*  (ss say no)  *Are you going to touch this paper when I say ‘go’?*  (ss say yes)  *Great!*  *Starts now!*  (ss write)  *Time’s up! Let’s start with \_(ss name) and go clock-wised.*  (ss run activity)  (one student call ‘bingo’)  *We have a winner!* |