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| Grammar Lesson Plan | | | |
| Title: What are you doing? | | | |
| INSTRUCTOR | LEVEL / AGE | STUDENTS | LENGTH |
| Jung Hee Hong (Jung) | Elementary Beginner/ 8-9 | 17 | 50 minutes |
| Materials: Markers, white board,  “Are You Sleeping?” Video Clip, computer, projector, cable (computer🡪projector),  “Doing” Vocabulary worksheet (18, include extra),  Flash cards (9, work in pairs afterward in groups),  “Ordering words in a sentence” (4, include extra),  “Five Little Monkeys” Video clip (S.O.S plan) | | | |
| Aims: Students will be able to practice when and how to use the ‘Present continuous’ by singing “Are you sleeping?”  Students can practice making sentences using the ‘Present continuous’ tense by repetition with the teacher  Students will practice the ‘present continuous’ tense by making sentences with the given words.  Students will practice speaking using the present continuous tense | | | |
| Language Skills: Reading: Lyrics of the song “Are you Sleeping?”, The words in “Ordering words in a sentence”, Word on a flashcard  Speaking: Asking and answering questions in pairs, Singing the song “Are you Sleeping?”, Describing the picture of the bear, Guessing the given words on the flashcard  Listening: Listening to other students, to the teacher’s instructions when students are doing fun activity, Listening to the video clip “Are you sleeping?”  Writing: Matching the word to the picture in full sentences, answers on the board | | | |
| Language Systems: Grammar: Students study about ‘Present continuous’, ‘Present continuous questions’. (eg – I’m playing football. I’m listening to music.  Is she watching TV? What are you doing?)  Phonology: the words on the flashcard – swimming, scuba diving, skiing…  Lexis: “Doing” Vocabulary Worksheet (swimming, walking, reading, watching, sitting, etc. )  Discourse: Question and answers when acting out the word on the flashcard  Functions: asking questions in pairs, explaining what they already knew something. | | | |
| Assumptions: Students can make full sentences  Students know enough vocabulary to act out simple words  Students know basic verbs  Most students know present continuous form | | | |
| Anticipated Errors and Solutions: Students can misspell some words and the solution is to elicit rather than correcting the mistake on the spot.  Students can mismatch the word and the meaning in the “Doing” Vocabulary worksheet. The solution is to ask them for the answer again rather than point out the error. | | | |
| References: A song “Are you sleeping?” <http://www.ebse.co.kr/ebs/player.Player.laf?type=E&fId=33&sId=&tId=4493&view=&sels>=  A song “Five little monkeys” <http://www.ebse.co.kr/ebs/player.Player.laf?type=E&fId=33&sId=&tId=4526&toggle=true&user=&auto=true>  Pictures <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=104&oid=091&aid=0003951233>  <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=108&oid=091&aid=0000605237>  <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=104&oid=091&aid=0004524284>  <http://i.telegraph.co.uk/multimedia/archive/00979/drinking-water-460_979746c.jpg>  <http://adventured.com/wp-content/uploads/hike.jpeg>  … “google” search | | | |
| Notes:S.O.S Plan – Sing a song “Five little monkeys” to practice present-continuous sentences if any time is left | | | |

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| Pre Task | | | |
| Title: “Are you Sleeping?” | | Aims: **To listen to a song and practice the present continuous form** | Materials: “Are You Sleeping?” Video Clip, computer, projector, cable (computer🡪projector), |
| Time | Set Up | Students | Teacher |
| 3mins  4mins | Pairs  Whole class | Students will look at a picture of a bear and describe the bear in full sentences  Students will watch a video “Are You Sleeping?”  Students will watch the video again and sing along | Show the picture to the class  Play the video  Play the video again |
| Notes: Make sure all students understand the questions clearly | | | |

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| Task Preparation | | | |
| Title:Matching Vocabulary | | Aims: To understand the meaning of present continuous actions by matching the actions with the pictures | Materials: “Doing” vocabulary worksheet |
| Time | Set Up | Students | Teacher |
| 5mins  3mins  2mins | Pairs  Group  Whole Class | Students discuss the meaning of the word to the picture in pairs  Ask students to match the words with the pictures  Students discuss the answers with in their groups and come to a conclusion  One student from each group will write the answers on the board | Divide the class into pairs  Hand out “Doing” Vocabulary Worksheet  Divide the class into groups |
| Notes: Make sure the teacher’s instructions are clear  Check if all the students are following the instructions | | | |

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| Task Realization | | | |
| Title:Figure out what your partner is doing | | Aims:To practice the present continuous form by making and answering questions in the present continuous form | Materials: Flash card – pair activity  Flash card – group activity |
| Time | Set Up | Students | Teacher |
| 3mins  12mins  10mins | Whole Class  Pairs  Group | One student will volunteer and demonstrate the activity with the teacher  One student will pick up a flashcard and act out what is on the flashcard  The partner will guess what the action is making a question using the present continuous tense  Then the person acting will answer the question in a full sentence using the present continuous tense  Take turns to ask questions and answer  One student from each group will come up and will be given a flashcard  Students will act out the word on the flashcard and the first team to guess it will earn 1 point | Teacher will show a demonstration with a student  The teacher will hand out the flashcards |
| Notes: Make sure the teacher’s instructions are clear  Make sure all the students can follow the teacher. | | | |

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| Post Task | | | |
| Title: Making sentences using the given words in the present continuous form | | Aims:To practice the present continuous form by ordering the words in a sentence in the correct order | Materials: “Ordering words in a sentence” x 3 |
| Time | Set Up | Students | Teacher |
| 6mins  2mins | Groups of 5-6  Whole class | Students will place the words in a sentence in the correct order  Students will write their answer on the board.  Students talk about when we can use ‘present continuous’ sentences | Demonstrate the activity on the board  Hand out the words that are cut up |
| Notes: | | | |

**Pre Task**

**“Doing” vocabulary worksheet**

Swimming Sleeping Snowboarding Hiking Skydiving

Jumping cooking Running Stealing Playing basketball

Playing computer games Drinking Eating noodles





“Group activity”

**Scuba Diving**

**Bungee Jumping**

**Dancing Ballet**

**Riding a Horse**

**Eating Pizza**

“Ordering words in a sentence”

Joon is riding a horse in the farm.

Christi is drinking soda with Sarah.

Dan is eating his shoe.

Jacob is dancing ballet with Alain.

“Pair activity”

**Bumping**

**Dumping**

**Hunting**

**Dating**

**Playing**

**Football**

**Kicking**

**Rollerblading**

**Slipping**

**Skydiving**

**Kicking**

**Kissing**

**Shampooing**

**Slapping**

**Cheating**

**Marrying**

**Hugging**