|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **Topic: What were you doing?** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:**Monica, Anne | **Level:**Intermediate | **Students:**13 | **Length:**30min |

|  |
| --- |
| **Materials**:* A white board and markers
* 13 copies of worksheets with gap fill (See Attachment1\_Worksheet\_#1)
* 4 image boards for the board game (See Attachment 2)
* 13 copies of worksheets for the board game (See Attachment1\_Worksheet\_#2)
* 3 dices & 13 markers with different colors
 |

|  |
| --- |
| **Aims:*** Students will know the form of the ‘past continuous’ by teacher’s explanation

 , practicing some exercises and playing a board game.* Students will practice the ‘past continuous’ by completing the worksheets.
* Students will know the form ‘past simple’ as well comparing with ‘past continuous’.
* Students will practice speaking and listening ability by sharing their answers while they play the game.
 |

|  |
| --- |
| **Language Skills**:* Reading : reading a worksheet and a board which have to be filled with answers
* Listening : listening to other students’ answers and teacher’s instructions/explanation
* Speaking : drilling, answering during the game
* Writing : worksheet answers
 |

|  |
| --- |
| **Language Systems:*** Grammar : use of past continuous
* Function : describing the past situations
* Phonology : drilling
 |

|  |
| --- |
| **Assumptions**:* Students already have learned the past simple tense in a previous class.
* Students have played this kind of board game before.
* Students know how the class is set up and run (there will be 4-5 student groups at each table)
 |

|  |
| --- |
| **Anticipated Errors and Solutions:*** Students may have difficulty in understanding the meaning

 → Teacher provides more examples.* Students may have a hard time playing game

 → Each teacher monitors discreetly and helps students to play game smoothly.* If students need more time to finish the game

 → Be flexible with the time as giving students more time to finish their activity  but students don’t need to finish their whole game.* If students finish their tasks earlier than anticipated

 → Give students more time on final activity.  |

|  |
| --- |
| **References:*** www.esl-galaxy.com
* 『This is Grammar 1 (For Intermediate Learners)』, Nexus Edu, 2009
* TESOL Binder
* https://en.islcollective.com/
 |

|  |
| --- |
| **Lead-In** |
| **Materials:** a white board & markers |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 1min | Whole class | Listen and answer | **(Greeting)** T1: Hello everyone. How was your lunch?Good. And how was your yesterday? Can anybody tell us what happened when you were eating your dinner last night? About me, one of my best friends called me when I was eating my dinner last night. (T2 write this sentence down on the whiteboard while T1 talks to the SS.)As some of you might notice, today we are going to learn ‘past continuous’ comparing with ‘past simple’. |

|  |
| --- |
| **Pre-Activity** |
| **Materials**: a white board & markers, 13 copies of worksheets #1 |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 5 min2 min2 min | Whole classWhole ClassIndividually Whole Class | Try to answer the question and listen to teacher’s explanation Listen to teacher’s explanation.Have to repeat after T2.Do with worksheet#1 individually | **(Elicit)**T2: As T1 mentioned, one of her best friends called her when she was eating dinner last night. Can anyone explain us the difference between the two tenses?(If there’s no answer from Ss,) Or among those two actions such as I was eating dinner and a friend called me, which one happened first? (Some of Ss try to answer) That’s correct. Actually, I started to eat dinner first and a friend of mine called me later. I’ll explain this with timeline like this.(T2 draws the timeline on the whiteboard as follows)I was eating dinner last night A friend called me(pas(Explain with the timeline) Which one you think as past continuous? Yes, this is past continuous. And that is past simple.(T1) As you can see here, the most common use of the past continuous tense is to talk about something that was happening around a particular time of past. CCQ: For example, someone asks me like “What were you doing at 8 o’clock last night?” and then I answer like “I was watching TV”. In this case, Is that correct or incorrect If I explain that I started watching TV before 8 o’clock and I continued watching it after 8 o’clock.Okay, that’s correct answer. And we often use the past continuous tense and the past simple tense together. Please note that the past continuous describes “situations” that go on for some time in the past.CCQ: (T2) I’ll ask you some questions. (T1 write two sentences on the board while T2 talks to SS)1.“When they arrived, Jeff was cooking dinner”2. “When they arrived, Jeff cooked dinner”.In these two sentences, can anyone tell me what the difference between the two is?(SS try to answer)That’s correct.For the first sentence, it means “Jeff started cooking before they arrived”.For the second sentence, that means “Jeff started cooking dinner after they arrived.” So, you guys are all clear about that? Good! (While T2 talk to SS, T1 draw below substitution table as follows)**(Simple Repetition Drill)** T1: Now, let’s practice the past continuous tense. Please repeat after me.(T1 points to the substitution table while reading and whole class repeats together.)

|  |
| --- |
| **Affirmative statement**  |
| I HeShe It | was | doing.watching.playing.swimming.etc.  |
| WeYouThey | were |

|  |
| --- |
| **Negative statement** |
| I HeShe It | was not(wasn’t) | doing.watching.playing.swimming.etc. |
| WeYouThey | were not(weren’t) |

|  |
| --- |
| **Interrogative sentence**  |
| was | I HeShe It | doing?watching?playing?swimming?etc. |
| were | WeYouThey |

T1: That’s great. This time, we’ll going to do some gap filling activity. I’ll give you the worksheet and you’ll have 2 minutes. Please try to fill in the blank.(When teacher 1 talks, teacher 2 gives worksheet #1.)**CCQ**- Are you work alone?- How much time do you have?(Run task)After 2 minutes, T2 choose a student at random to share the answer one by one. (T2) Let’s share your answers. Terry, What was your answer for no.1? That’s good. For question no 2. What was your answer, Jess? Yes, that’s right. Etc. Great job guys! |

|  |
| --- |
| **Main Activity** |
| Materials: 4 boards for the game, 13 copies of worksheet #2 |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 3 min3~4min10min | Whole ClassIndividually Groups | Listen to the instructions. Have to fill in the blanks of worksheet #2. | **Instructions of board game:** (T1) Now, I want you to make three groups like this. And you’ll going to play a board game using what you’ve learned today. Before we start, I’ll let you know the rules.Roll the dice and count according to the spaces on the board and advance. If you fall on a pirate sign, you have to restart. If you fall on a forward or backward sign, you move in that direction.  (T2) The rules here are simple. Practice the past continuous tense by landing on a space and creating the other half. For example, number 2 “ … when the phone rang.” You must say something with the past continuous like this: “I was eating my dinner last evening when the phone rang.”  If the sentence has a beginning part instead, the students have to make the ending. For example number 4: “I was riding my bicycle yesterday, when I fell off.” Before you start, we are going to show you how it works. **(T1 &T2 demonstrate the game.)**(T1) Okay, Now I’ll give you 3~4 minutes first. Before you start the game, you have to fill the worksheet #2. Let’s do it individually.(When teacher 1 talks, teacher 2 gives worksheet #2.)(T2) Does everyone finish the worksheet?Okay. Now you guys will play the game with your group for about 10minutes. **CCQ**- What time do you have?- Which tense are you going to use?So, let’s start and have fun!**(Run the activity)**(Let SS play the game and T1 &T2 monitor discreetly. Especially check that SS correctly say the past continuous tense. If SS make mistakes, T1 &T2 take notes for the error correction.) |

|  |
| --- |
| **Post Activity** |
| Materials: A whiteboard and markers  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole Class |  | (T1) Did you guys enjoy the game? Was it fun?**Error correction**(T1)There are some errors that I heard when you were using the past continuous tense. (T2 writes the wrong sentence on the whiteboard while T1 says.) For example, “They was going home after school yesterday, almost all of them heard a loud noise.” (T2) So, Ellie, how can you correct thissentence?That’s right. For the correct form, you should say “They were going home after school yesterday, almost all of them heard  a loud noise. “So when you want to use the  past continuous tense, please be careful of  the form of the ‘be’ verb. (T2) You guys all did a great job! What you’ve learned today was the past simple and the past continuous tenses.  In the next class, you’ll going to learn future progressive tense.  Please review today’s learning and see you next time! |