

A Grammar Presentation Lesson Plan

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Aim: Present Continuous: positive and negative sentences

I. Warm-up: a) Greeting

b) "A coded word" e.g.

3 – 1 – 20

c a t

the main word:

2 – 18 – 1 – 26 – 9 – 12

B r a z i l

Instructions: Students work in pairs and decipher the word by finding out which letter corresponds to which number.

II. Eliciting: - What is Brazil? – It's a country.

- What other countries do you know? – e.g. Kazakhstan, ...

III. Context: Reading

a) Pre-reading: Students in pairs open their student's books at page 50. Teacher – Class discuss the pictures on the page: "Do you see any countries on this page? What countries are they? Who do you see? Where are they?"

b) Reading 1: Exercise 1, p.50 SB – Students read, listen and match texts 1 – 6 with pictures a – f on their own. e.g. 1 – d

-Teacher pauses a bit after each text for students to have enough time to match.

-In pairs, students compare their answers.

-Teacher – Class check the answers: 1-d, 2-a, 3-c, 4-f, 5-b, 6-e

c) Pre-teaching: 1 bagpipes – a Scottish traditional musical instrument

2 clothes – jeans, costume, ...

3 crowd – a lot of people

- Teacher writes the words on the board and explains them orally.

- Drilling: a) Teacher says the words, students repeat after the teacher.

b) Students say the words, the teacher listens to them.

c) Reading 2: In pairs, read the texts again and write if the sentences are True or False in the card. e.g. 1 F

1. Janice is reading a magazine.
2. Peter's brother is playing the guitar.
3. Sika and Sesi aren't studying now.
4. Sika and Sika's teacher is speaking in Swahili.
5. Carolina is making a costume for her birthday.
6. People are playing music, singing and dancing in the street.

- Pair + pair compare the sentences.

- Teacher – Class check the answers: 1F (James); 2F (bagpipes); 3T; 4T; 5F (for the carnival); 6T

- Teacher – Class analyse the answers, make False statements True.

IV. Presentation: Present Continuous: positive and negative sentences

a) Teacher writes the first sentence from the card on the board.

b) Teacher – Class discuss the meaning: at the moment (actions in progress at the moment);

c) Teacher – Class discuss time phrases: now, at the moment;

d) Teacher – Class underline the subject and the verb in the sentence on the board;

e) In pairs underline subjects and verbs in the other sentences in the card.

Feed-back: Teacher – Class

f) Teacher – Class discuss the pronouns and the verb 'to be';

g) Teacher – Class discuss short forms of "to be";

h) Teacher writes the structures of the positive and negative sentences in the present simple on the board with the help of the students;

i) Teacher – Class discuss and write spelling rules on the board.

j) Topic: Teacher writes the topic on the topic: Present Simple (+/-)

k) Drilling: Teacher – Class drill the pronunciation of the topic, time phrases and 6 sentences.

l) Recording: a) In pairs discuss the grammar card. The board will help you.

Feed – back: Teacher – Class checking.

b) Individually, complete the card.

c) In pairs compare, teacher – class check, stick in the card.

Present Continuous	
We use the Present Continuous to talk about 1) actions in progress at the moment / everyday activities	
James is reading a magazine.	
Time phrases: now, at the moment	
Positive	Negative
I + 2) _____ reading.	I + am 3) _____ reading.
He	He
She + is reading.	She + isn't reading.
It	It

We You + are reading. They	We You + 4) _____ read- ing. They
Subject + to be + Ving	Subject + to be not + Ving
Spelling rules: read – reading, write – 5) _____ travel – 6) _____, stop – 7) _____	

V. Practice

a) Controlled practice: **GROUPING** In pairs discuss and group the words.

- ing	E + ing	double consonant + -ing
e.g. visiting		
visit study play travel make swim get have eat write		

- Pair + pair compare
 - Feed-back: Teacher – Class checking + analysis
 - Follow-up: Put the previous card face down and group the words individually.

b) Semi-controlled practice: Felt-tip-pens (Ex.7 p.51 SB)

Dream celebration At my dream celebration, I 1) ... (celebrate) my birthday in Rio. I 2) ... (not wear) a costume. I 3) ... (listen) to music and I 4) ... (speak) to Jennifer Lopez. We 5) ... (eat) Brazilian food and we 6) ... (drink) exotic fruit juices. My friend Sarah is at the party. She 7) ... (not eat). She 8) ... (dance) with Ricky Martin.
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Reading 1: In groups (3 students) read the text and answer the question: “What famous people’s names are there in the text?”

- Groupwork discussion (10 sec)

- Feed-back: Teacher – Class: Jennifer Lopez and Ricky Martin

Reading 2: In groups read the text again and complete it using the present continuous forms of the verbs in brackets. E.g. 1) am celebrating

- Exchange the cards in the clockwise direction and compare the answers;

- Teacher says the correct answer, students put pluses (+) or minuses (-)

- Feed-back: Teacher – Class congratulate the group who has no mistakes or the least number of mistakes + analysis: groups get back their cards and correct their mistakes.

- Follow-up: Students put the previous card face down and complete the text individually.

c) Free practice:

- In groups, discuss the names in a picture from workbook, p.39;

- Teacher sticks a list of verbs on the board + teacher – class discussion of the verbs;

- In groups make up as many sentences (positive and negative) as you can using the present continuous in 2 minutes. + model on the board.

Feed-back: a) Teacher draws a scoreboard on the board;

b) Groups (a different student each time) say their sentences, teacher gives points in the scoreboard.

c) Congratulations!!!

d) Follow-up: Students, individually, write 2 positive and 2 negative sentences in their notebooks.

e) Checking teacher – class

VI. Teacher checks the homework.

VII. Teacher writes homework for the next lesson on the board: Exercises 2,3,4 on page36 in workbook.