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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:**  Present Participle |

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| Instructor:  **Shawn Kim** | Level:  **Upper Intermediate** | Students:  **12** | Length:  **25 Minutes** |

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| **Materials**:   * Computer connected to a projector * PowerPoint slides with following contents   + - Animated pictures for –ing verbs     - Definition of “participle”     - Summary of Present Participle     - Pop Quiz and example sentences     - Expressions of Present Participle Clauses * 13 copies of Worksheet (Present participle verbs vs. Present participle verbal adjectives) * 14 action slips for “Act of Present Participle Clause” (7 slips X 2 sets) |

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| **Aims:**  **Main Aims:**   * Ss will be able to distinguish between present participle verb and present participle verbal adjective through cloze worksheet. * Ss will be able to understand and use present participle clause through re-writing activity and “Act of Present Participle Clause” activity.   **Secondary Aim:**   * Students will learn what clauses are compared to sentences.   **Personal Aim:**   * I want to develop my skills to make boring subject more interesting. |

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| **Language Skills:**  **Reading**   * Ss will read verb vs adjective worksheet. * Ss will read lectures on the PowerPoint slides.   **Listening**   * Students will listen to teacher’s lecture/instructions and each other’s opinions.   **Speaking**   * Ss will discuss in groups to solve re-writing tasks. * Ss will speak to answer to “Act of Present Participle Clause” activity. * Ss will speak sentences with present participle clauses in the “Act of Present Participle Clause” activity.   **Writing**   * Ss will re-write sentences with present participle clause to sentences without present participle clauses. |
| **Language Systems:**  **Lexis**   * Present participle, present participle verb, present participle verbal adjective, present participle clause   **Grammar**   * Present participle, present continuous tense, adjective   **Function**   * N/A   **Discourse**   * Relationship between main clause and present participle clause |

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| **Assumptions:**   * Ss know the vocabularies in the lesson. * Ss know how to add –ing to the various base forms of verbs. * Ss know the parts of speech in English * Ss know what the present continuous tense is. |
| **Anticipated Errors and Solutions:**   * Ss may have difficulty re-writing sentences with present participle clauses. * Give a tip “Think about timing or relationship between the two clauses in each sentence * The projector or the computer may malfunction. * Show printed materials |
| **References:**  Download link for PowerPoint material  <https://drive.google.com/file/d/0B1rHswpY8dYyRHJVU2g4eTFKWlk/edit?usp=sharing> |

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| **Lead-In (2 Min.)** | | |
| Materials:   * PowerPoint slides with animated pictures of –ing verbs. | | |
| Time | Set Up | Procedure |
| 2 min | Whole Class | Lead in by showing animated pictures on the Power Point slides.    **Elicit**  Can anyone read this sentence with proper words in the blanks?  He is **running** in his **running** shoes.  She is **swimming** in the **swimming** pool.  Can you tell me the difference between the two same words (running and running / swimming and swimming)   * Present continuous, verb, adjective   Then, How about something in common? Can you tell me what they have in common?   * -ing form, present participle   Then, what is the participle? |

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| **Pre-Activity (6 Min.)** | | |
| Materials:   * PowerPoint slides with definition of “participle” * 13 copies of “Present Participle Verb vs. Present Participle Verbal Adjective” worksheet | | |
| Time | Set Up | Procedure |
| 2 min  4 min | Whole Class  Individual | **Pre-Teach:**  **What does the “participle” mean by its name?**  Explain etymology of “participle.”  **CCQ**  What parts does the participle share?  What form does the present participle take?  [Show “He is dancing in the pouring rain” picture and ask which one is verb and which one is adjective]  **Activity 1: Present Participle Verb vs. Present Participle Verbal Adjective**  Ss will read sentences in the worksheet and distinguish between verbs and verbal adjectives.  **Instruction 1:**  Each of you individually read the sentences and find out if the –ing forms used in the sentences are present participle verbs or present participle verbal adjectives.  Put “verb” on what you think is the present participle verb and put “adj” on the present participle verbal adjective.  You have 2 minutes.  **ICQs**  Do you work in your groups or individually?  How much time do you have?  **Run Activity**  Monitor Ss’ work  Manage time  Share answers as a whole class (Ss take turns to read 1 sentence each with its answer)  Explain with summary slide.  **Transition**  Was it too easy for you?  Do you want to try something a bit more challenging? |

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| **Main Activity (11 min.): 20 Min** | | |
| Materials:   * PowerPoint slide with pop up quiz * PowerPoint slides with expressions of present participle clauses | | |
| Time | Set Up | Procedure |
| 2 min  10 min | Whole Class  In Groups | **Elicit**  Let’s have a short pop quiz.  A/An \_\_\_\_\_\_\_\_ is a group of words that contains a verb (and usually other components too). A/An \_\_\_\_\_\_\_\_ may form part of a sentence or it may be a complete sentence in itself.  1) phrase 2) vocabulary 3) section  4) sentence **5) clause** 6) paragraph  Have Ss answer.  **CCQs**  What’s the difference between a clause and a sentence?  Explain with examples.  **Activity 2: Understanding expressions of present participle clauses**  Ss will watch 4 animated pictures with 1 sentence each regarding 4 expressions of present participle clauses.  In groups, Ss will discuss and re-write the sentences on the worksheet to describe what the clauses mean.  **Instruction 2**  I’m going to show you 4 more animated pictures.  They are also about the present participle, but this time, each picture talks about more than 1 action in 1 sentence using what is called the present participle clause.  The picture will be with 1 sentence.  While looking at each picture and the sentence, for 1 minute discuss within your group how you can re-write the sentence without changing its meaning.  After finished, each group will take turns to share their rewritten sentences.  **ICQs**  What do you have to do with the given sentence?  How much time do you have for each picture?  **Run Activity**  Put Ss into groups of 4 (3 groups)  Show 4 pictures for 1 minute each  Monitor Ss’ discussion while showing each picture  Manage time  Tip: Think about timing or relationship between the two clauses in each sentence.  Each group shares its rewritten sentences in turns.  **CCQs**  What do you think the important role of the present participle clause?  Explain with summary |

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| **Post Activity (5 Min.)** | | |
| Materials:   * Action slips for “Act of Present Participle Clause” activity | | |
| Time | Set Up | Procedure |
| 5 min | In Groups | **Activity 3: Act of Present Participle Clause**  1 S from each group will come out to front and pick out 1 action slip from 2 sets (total 2 slips) and the S will act out what the 2 slips say to demonstrate the present participle clause.  Then, the class will describe in 1 sentence what the S just did using the present participle clause.  **Instruction 3**  I have some action slips for you to choose from.  1 S from each group will come out to front and randomly choose 2 out of them.  And the S will act them out and the rest of you will describe what the S just did using 1 full sentence with a present participle clause.  If you use the key verbs, we can consider it correct.  The acting S cannot talk, but still can make noise.  **Demonstration**  I will show you an example.  I pick 2 out of these.  [Act]  Have Ss describe what I just did in 1 sentence using the present participle clause.  **ICQs**  What do you have to use when you make the 1 sentence? (What kind of clause?)  **Run Activity**  Put Ss into groups of 4 (3 groups)  Ask for volunteers from each group  Have volunteer choose 2 action slips and act them out  Have the rest of the class in groups to describe it in 1 sentence using the present participle clause.  Do it until time runs out.  Correct errors while Ss give answers.  **Close:**  Good job, class.  Enjoy the rest of the grammar classes today.  **SOS**  Word-Connecting Game  1st S says a noun with a present participle verbal adjective in front (e.g. running shoes) and the next S makes another one starting with the last letter (e.g. “s”) of the previous Ss noun.  Demonstration  If the 1st S said “running shoe**s**,” the 2nd S should say something starting with an “**s**” such as “**s**ailing boa**t**.”  Then, the 3rd S should go with “**t**alking tom” and so on. |

**WORKSHEET**

Present Participle Verbs vs. Present Participle Verbal Adjectives



Put **Verb** if the –ing form in the sentence is the present participle verb and put **Adj** if it is the present participle verbal adjective.

1. \_\_\_\_\_ The **barking** dog could be very noisy.
2. \_\_\_\_\_ Kate was **cooking** dinner for her son.
3. \_\_\_\_\_ Please turn off the **running** water.
4. \_\_\_\_\_ Kent was silently **approaching** Susan.
5. \_\_\_\_\_ He will need some **gardening** tools.
6. \_\_\_\_\_ My memory was **fading** away fast.
7. \_\_\_\_\_ Linda hasn’t learned anything from her **cooking** class.
8. \_\_\_\_\_ Can you feel the **blowing** wind?
9. \_\_\_\_\_ Bill was **chewing** a gum when I saw him.
10. \_\_\_\_\_ I am **planning** to go to England this summer.
11. \_\_\_\_\_ Don’t touch that **boiling** water!
12. \_\_\_\_\_ Present participles are **modifying** nouns as adjectives.

**Action Slips for “Act of Present Participle Clause”**

**Set 1**

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| Sing a song (or do humming) |
| Say “HA!!!” 5 times (short & strong) |
| Drink soju (pretend and make sound) |
| Shake your left leg |
| Stand on a chair |
| Yawn |
| Stick your tongue out |

**Set 2**

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| Hold your nose with your hand |
| Draw a circle in the air with your hand |
| Stick your left finger into your left ear |
| Wave your hand at everyone |
| Walk backwards |
| Hit your forehead with your palm |
| Read Scrivener upside down |