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| Listening  Speaking  Reading 🗹 Grammar  Writing | | | |
| **Topic: Describing Things (Language Target: Present Progressive)** | | | |
| Instructor:  Yeun | **Students Competency Level**  **Pre - Intermediate** | **Number of Students:**  **12** | **Lesson Length:**  **52 Minutes** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  Teacher’s Story Pictures   * Playing Sports * Going Shopping * Drinking Coffee   Drilling Wall Chart – be + Verb ING  Pre-Activity Picture   * What Are They Doing?   Activity Pictures   * A Couple * Friends * Forbidden Love * Travel | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Improve Ss listening skills by listening to T’s story, S’s stories, drilling, and doing activity and presentation. * Improve Ss speaking skills by answering T, Ss presentations, sharing stories, drilling and doing activity. * Improve Ss grammar skills about present progressive by T using present progressive, T responding and rephrasing Ss thoughts, drilling, writing and doing activity. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Drilling Wall Chart, writing sentences   * Listening: **(Where did listening occur in the lesson?)**   T talk, Ss talk, activity   * Speaking: **(Where did speaking occur in the lesson?)**   Sharing Ss stories, answering T, activity   * Writing: **(Where did writing occur in the lesson?)**   Writing sentences about their own stories | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Drilling, T and Ss talk   * Function: **(situation)**   Movement and action   * Lexis: **(meaning)**   Describing what certain object is doing.   * Grammar: **(language structure)**   Present progressive   * Discourse: **(communication)**   Ss sharing stories, presentation, drilling and activity | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * All students know Be verbs * All Ss know how to describe the pictures. * All Ss know how to interact with other peers and T | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  If Ss have trouble using present progressive   * Give more examples of present progressive   If Ss cannot think of their own stories   * Give some examples and tips to come up with certain idea. | | | |
| References: | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  Teacher’s Story Pictures   * Playing Sports * Going Shopping * Drinking Coffee | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  5 min  5 min  1 min | Whole  W  S-W  W | Greet T.  Listen to T, become aware of the language target structure.  Share their description about what’s going on in this class. | Greet Ss.  Talk about how to describe the things, showing Teacher’s story pictures by using present progressive.  Ask Ss to share their description about this English class. T rephrases and responds using present progressive.  Transition: How’s our daily life? |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  Drilling Wall Chart – be + Verb ING  Pre-Activity Picture   * What Are They Doing? | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5 min  3 min  5 min  5 min | W  W  P  S-W | Read, listen, speak and drill to learn and become familiar with present progressive.  Listen to T’s demonstration.  Get the worksheet and talk with their partners using language target.  Share their thoughts and sentences with the class. | Put Drilling wall chart on the board. Do drilling with students. Accuracy is important.  Introduces pre-activity by demonstrating one of the actions on the worksheet.  Group Ss into 3 and hand out the pictures. Let Ss describe the actions on the worksheet using present progressive.  Pick one of the groups and ask them to describe what they are doing on the pictures to the class. |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  Activity Pictures   * A Couple * Friends * Forbidden Love * Travel | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2 min  8 min  6 min | W  G  G-W | Listen to T and ask questions if they have any.  Work in groups to create a story using present progressive.  Present their story and listen to other groups’ story. | Explain that they will create their own story related to the pictures that they have given.  Put Ss into groups of 3 and hand out the pictures to each group. Let them discuss the pictures and create a story using present progressive. Monitor Ss and facilitate class feedback.  Ask some groups to present their story to the class. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 5 min  1 min | W  W | Ss repeat after T the drilling wall chart.  Thank T and say goodbye | Ask Ss to repeat after T sentence by sentence of the drilling wall chart again to remind them of today’s language target.  Thank all Ss for their active participation for the class. Close by giving positive feedback about their work done. |

Teacher’s story pictures

Playing sports

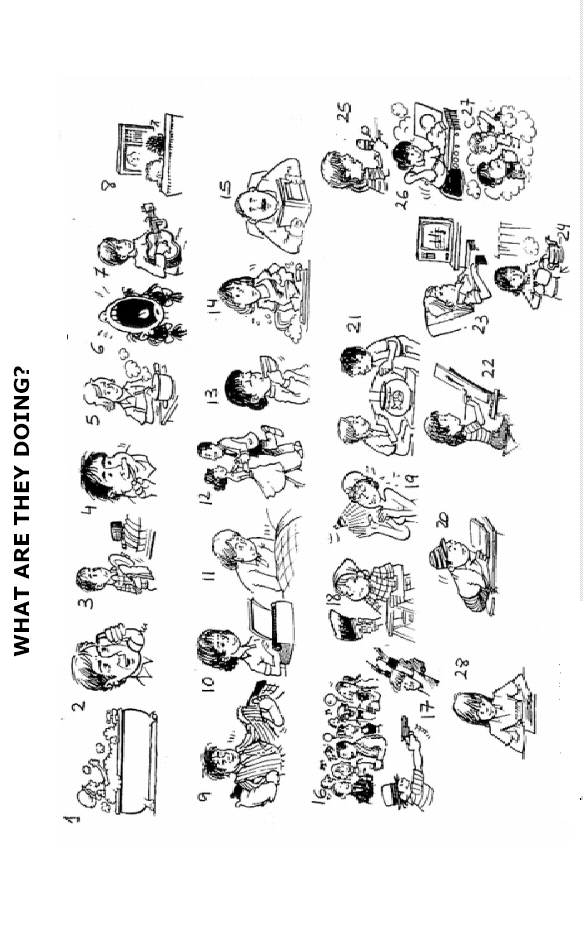


Going shopping



Drinking coffee



Pre-Activity pictures

**Drilling Wall Chart – be + Verb ING**

**I am playing piano.**

**She is going to restaurant.**

**We are taking an English class.**

Activity pictures

A couple



Friends



Forbidden love



Travel

