

Lesson Plan – Present Progressive
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Topic: What are they doing?

Duration: 40 mins

Student level: Junior Primary

Students' previous knowledge:

1. Home-related vocabulary (e.g. kitchen, bedroom/ wash the dishes, make the bed)
2. Action verbs

Learning objectives:

After the lesson, students should be able to

1. Use present continuous tense to indicate something happening at the moment of speaking
2. Use present continuous tense to indicate what family members are doing at a specific time

Time	Stage	Procedures	Objectives	Resources
2 mins	Revision	1. T shows Ss flashcards on home-related vocabulary and asks Ss to read aloud the words. (e.g. kitchen, bedroom/ wash the dishes, make the bed)	1. Recall Ss' memory on the home-related vocabulary learnt	1. Flashcards
3 mins	Presentation	1. T shows a video "What is he doing?" about actions in present continuous tense https://www.youtube.com/watch?v=a6Eozn55Lqs	1. Arouse Ss' interests	1. Video
5 mins	Input	1. T draws Ss' attention to the Q&A in the video. 2. T asks Ss to act out some actions from the video. 3. T writes the structure on the board and explains the meaning of present continuous tense: Q: What is XXX doing? A: He is reading. Q: Did he read yesterday? (We don't know.) Q: Will he read tomorrow? (We don't know.) Q: Is he doing the action / reading now? (Yes.)	1. Cater for the needs of kinesthetic students 2. Help Ss understand the meaning of the present continuous tense.	1. Video
5 mins	Practice	1. Ss are divided into groups and given a handout with dialogues from the video. 2. T asks groups of Ss to highlight the Present	1. Let students notice the verb phrase structure of the present continuous tense	1. WS (Part A)

		<p>Continuous structure.</p> <p>3. T asks Ss to do some actions and T writes some variations on the board highlighting the <i>be+ V-ing</i> structure:</p> <p>I am writing.</p> <p>They are singing.</p>		
10 mins	Consolidation: <i>Role play</i>	<ol style="list-style-type: none"> 1. T sets a context: Mum/ Dad is at work / on a business trip overseas and calls home to see what the family members are doing. 2. T shows a PPT with the action verbs and pictures. T guides Ss to choose an action to act. 3. T invites one S to come out to act as Mum/ Dad to call home. 4. Other Ss act as family members and do some actions. 5. The mum/dad has to ask another S (XXX): <i>What is / are YYY doing, XXX?</i> 6. XXX has to answer: <i>YYY is/ are ...ing.</i> 7. Ss are provided a worksheet to write down the sentences as they listen. 	<ol style="list-style-type: none"> 1. Create a simulated context for students to practice the structure 	<ol style="list-style-type: none"> 1. PPT 2. WS (Part B)

10 mins	Consolidation <i>Information gap activity</i>	<ol style="list-style-type: none"> 1. T sets Ss as Student A (SA) and Student B (SB). They are given different sets of worksheet. 2. SA and SB take turns to ask and answer the questions. Q: What is ... doing? A: She is 	1. Create an information gap for students to practice the use	<ol style="list-style-type: none"> 1. Activity WS 2. (A* & B* are for more able students)
5 mins	Follow-up task	<ol style="list-style-type: none"> 1. T asks Ss to pay attention to what their family members are doing at 8pm and/or 7am. 2. Ss need to draw the actions and write sentences about what their family members are doing at that moment using the present continuous tense. 	1. Consolidate Ss' understanding of present continuous tense based on Ss' personal lives	1. WS (Part C)