**Lesson Plan 19 (120 min)**

**Class plan Title:** Present Continuous (affirmative and negative) + Agricultural Traditions

**Topics:** Present Continuous (affirmative and negative) + Agricultural Traditions

**Objectives:**

By the end of the lesson, students should be able to:

·   Make present continuous positive statements

·   Make present continuous negative statements

·   Use time markers with the present continuous tense. (right now/at the moment)

·   Use it in order to describe what is happening now and in pictures

·   Name wine and wineries in Santorini

**Class Structure:**

●  Connection with previous knowledge(10-15 minutes): Check students’ homework, talk about any difficulties.

o   Address the topics (45 minutes): Introduce Present Continuous (Affirmative and negative). The teacher begins teaching the present continuous by speaking about what is happening in the ‘classroom’ at the moment of introduction. Once students recognize this usage, the teacher can extend it to other things she/he knows are happening now. This can include simple facts such as:

* *The sun* ***is*** *shin****ing*** *at the moment.*
* *We****'re*** *learn****ing*** *English at the moment.*

Makes sure to mix it up by using a number of different subjects:

* ***I'm*** *teach****ing*** *the present continuous right now.*
* *My wife* ***is*** *work****ing*** *in her office at the moment.*
* *Those boys* ***are*** *pla****ying*** *tennis over there.*

o   Students are encouraged to notice the form of the present continuous tense (subject+be+verb+-ing) in the affirmative form.

o   Ask Questions about Pictures. The teacher chooses a magazine or web page with lots of activity, and ask students questions based on the pictures. Students are encouraged to answer correctly.

* *What are they doing now?*
* *What is she holding in her hand?*
* *Which sport are they playing?*

o   Introduce the Negative Form

To teach the negative form, the teacher  uses the magazine or web pages to ask yes or no questions focusing on eliciting a negative response. The teacher may want to model a few examples before asking students.

* *Is she playing tennis? - No, she* ***isn't*** *play****ing*** *tennis. She's playing golf.*
* *Is he wearing shoes? - No, he* ***isn’t*** *wear****ing*** *boots.*
* *Are they eating lunch? No, they………*
* *Is she driving a car?*

o   Once students have practiced a few rounds of questions, students are encouraged to answer questions about other photos found online or in magazines.

o   The teacher points out that the helping verb “be” changes but that the main verb remains the same. Elicit answers as to when we use the present continuous tense (to describe what is happening right now). The teacher may also draw the attention to the key words used with the present continuous tense (now, right now).

o   Brainstorming: a few things about wine and wineries in Santorini

●  **Practical Activities (45 minutes):**

o   Mimes: Teacher gives students sentences that need to be mimed. The teacher writes a sentence to a student in private messages. It's not allowed to speak, so during an online lesson, students can turn off the sound and gesture a sentence.

Other students have to guess what it is and say or write a sentence in the chat using Present Continuous. It should match the sentence you gave the student.

o   Time Zones Activity Games: This is a task with interdisciplinary links. Teacher gives students a list of countries in different time zones. They have to write a sentence about what is probably happening there now, as well as their impressions of everyday life.

 e.g. "People are probably coming home from work about now. I think they work very hard, about 16 hours per day". Then students work in pairs and read their sentences to each other. The partner's task is to guess which country it is.

●  **Conclusion/Evaluation (15 minutes):**

○  At the end of the lesson, the teacher reviews the keywords from the lesson. A great way to do with present continuous verbs is to act out some of the words and ask students to guess what you are doing.

○  Assess learning: The teacher has students interview each other using the 5-7 questions.

○      Summarize and assign homework. The teacher asks students to write a short paragraph stating what a friend or family are doing at the moment. They are encouraged to look up information on the internet about the kinds of wines made in Santorini

**Materials needed:**

●  Paper, pen