Present Continuous Tense Part 1&2

By Nivedita Bedadur | Aug 22, 2012

There is a need to take up grammar in an everyday context with examples from daily usage to ensure that students go beyond memorizing the rules. This lesson plan provides students with the context needed for the use of the present continuous tense.

Duration:
04 hours 00 mins

Introduction:

(i) The Need: Grammar is often taught in a vacuum as a set of rules to be memorized. It is often accompanied by drill and practice. Neither the rules, nor the examples have anything to do with real life situations and common every day usage. Drilling and practice of grammar is still sentence based and the context is often missing. This is why even when the children do well in the exams they do not necessarily have the confidence or the ability to speak or write in everyday situations. There is therefore a need to take up grammar in an everyday context with examples from daily usage.

(ii) Importance: It is important for us to understand that we must open the doors of the classroom to look at the world of sign boards, hoardings, advertisements where grammar stares at us, signals us and beckons us with an urgency of a hungry child. Only when this outside world is brought into the classroom or the classroom is taken to the outside world that the marriage of the content and context takes place and meaning is constructed. Then the grammar of language is revealed through everyday usage resurrecting the missing link.

Support Material:
- reading_1_present-continuous-nivedita.pdf
- resource_1_present-continuous-nivedita.pdf
- resource_2_present-continuous-nivedita.pdf

Steps:

Part 1

Step 1: Generating Interest

Start the session with the song 'Brother John'. First sing it for them: "Are you sleeping, Brother John? Morning bells are ringing ding, dang, dong." Ask the students to sing along with you.

You can also create your own nursery rhymes. Choose familiar topics. What do children love? What do they do? Here are some topics: My red ball, my blue kite, Banu is my friend, My Papa, My teacher, my Mother........

Step 2: Activity | Dramatization (40 minutes for a class of 16 children):

1. Divide the class into groups of four. Give the text of the lesson to each group. Let them choose the roles and rehearse for a while. Practice dramatization.

2. Start the performance group-wise: While one group does the drama the members of the other groups act as judges. They award marks out of 10. You may use the following grid:

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<thead>
<tr>
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<tbody>
<tr>
<td>Criteria/group</td>
<td>Correct Dialogue: 4 marks</td>
<td>Clarity of speech: 2 marks</td>
<td>Acting: 2 marks</td>
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<td>Group 1</td>
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<td>Group 4</td>
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They will also write down the name of the best actor/actress – with the name of the character. (This will help them to settle down while the other groups are presenting and not create indiscipline.)

**Step 3: Recapitulation | Chain story (40 minutes for a class of 20 children):**

1. Print out two copies of the dialogues from the lesson on cards as given in Resource 1
2. Divide the class into two groups and ask them to sit around in two circles.

This activity can be done before or after teaching the lesson. If done before the lesson, it becomes a trigger for discussion and questions and can be structured to help critical and creative thinking. The story is entirely in present continuous tense. Therefore the objective of the drama is to practice this tense.

**Teacher’s note:**

Do not penalize the students if the dialogues are not in present continuous tense. The objective is to get the students to use the language without much conscious effort.
Form: The present continuous tense is formed in the following way: form of the verb to be according to person + base form of the verb + ing = is singing. E.g.: The roof is leaking.

<table>
<thead>
<tr>
<th>I</th>
<th>am</th>
<th>speaking</th>
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<tbody>
<tr>
<td>you</td>
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<td>he/she/it</td>
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<td>we</td>
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<tr>
<td>they</td>
<td>are</td>
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</tbody>
</table>

Function: The present continuous tense is used for:

a. Describing present action
b. Describing future action

Part 2
Step 1: Generating Interest

Start the session with the song 'Brother John'. First sing it for them: “Are you sleeping, Brother John? Morning bells are ringing ding, dang, dong.” Ask the students to sing along with you.

Step 2: Activity | Dramatization (40 minutes for a class of 16 children)

Word Map: Say the word ‘CRICKET’. Ask the students to say anything that comes to their mind while thinking of the word ‘cricket.’ Build the word map as the students provide the words. The students will require the map.

a. Pair the students. Tell them that they will watch a video clipping of a cricket match.

b. Before showing the video clip tell the students that they have to speak two sentences describing what is happening on the screen like a commentary while the match is on. Write the following questions on the board to guide them. Who is batting? Who is bowling?

c. Let the students watch the clipping once or twice. Let them discuss the vocabulary and target structure. Go around and help them with the target structure.

d. Show the video clipping again. Now they come up in pairs and give a commentary. Write the sentences on the blackboard.
Debrief:

Form and Function of the present continuous tense

Ask the students these questions:

- How is the present continuous tense formed?
- What are the uses of the present continuous tense?

Teacher’s note:

**Form:** The present continuous tense is formed in the following way: form of the verb to be according to person + base form of the verb + ing = is singing e.g.: The roof is leaking.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form of Verb to Be</th>
<th>Ing</th>
<th>Speaking</th>
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<td>I</td>
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**Function:** The present continuous tense is used for:

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Assessment:

Part 1

Mime, a game

Step 1:
Ask the students to sit down such that they are all facing you. Instruct the class to stay quiet while you mime five actions. After each mime give them time to note down your action.

Step 2:
Now ask the students to discuss which action you are going to do next. Write their responses on the blackboard.

As mentioned above, the present continuous tense is used for describing an action which is happening. It is also used to describe an action in the future usually with the structure Verb to be + go + ing. e.g. I am going to brush my teeth. If your students are ready for it you can also discuss the concept of tense and time. Tense is a grammatical category while time is a functional category.

Part 2

Mime, a game
Step 1:
Divide the class into two groups.

Group 1: Give a sheet of drawing paper to each child and ask this group to draw a picture of a class. All of them will sit together and decide what to draw. After that each one will draw the picture.

Group 2: Ask the other group to bring something they like, from the grounds to the class. The group which has gone out will come back with their treasures in their pockets. Give a sheet of paper to each member of that group.

Step 2:
Making a pair with one member from group 1 and the other from group 2:

Make a pair with one member from each group.

Step 3:
The pairs work together: giving instructions – drawing a class. The child who has drawn the scene of a class will describe the scene without showing the paper to the child who had gone out. The child who had gone out will draw the scene according to the description.

Eg. the teacher is standing near the board. She is writing on the board. The students are talking to each other.

Then ask them to compare the drawings and mark the differences. What are you going to do with the treasure you have brought?

The child who gave the instructions will now ask the child who went out to show what he brought. He will ask him what he is going to do with it. The child will show the object and tell what he is going to do with it.

Debrief:
The two functions of the present continuous tense.

Objective:

Part 1:
1. The students will recognize the present continuous tense
2. The students will illustrate with examples the use of the present continuous tense
3. The students will use the present continuous tense while role playing 'The Hungry Wolf'
4. The students will sequence the events of the story and discuss it.
5. The students will use the present continuous tense to list a variety of actions.

Part 2:
1. The students will respond to questions in the present continuous tense.
2. The students will make sentences using the structure for the present continuous tense
3. The students will give a running commentary of a cricket match
4. The students will describe pictures in the present continuous tense

Category:
Classroom Resources

Subject: Language
Board: All boards
Grade/Standard: Class 6-8
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Source URL: http://www.teachersofindia.org/en/lesson-plan/present-continuous-tense-part-12