

# PRESENT CONTINUOUS TENSE

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

1

## Overview

This lesson plan covers teaching content for;

1. Identifying the present continuous tense in sentences
2. Understand and use the present continuous tenses correctly

## Objectives

Students should be able to;

- to identify and use present continuous tenses correctly

## Teacher Guide

Day 3/Lesson 3: 25 mins

1. Pair up the students to read a story to each other.
2. Ask for a volunteer to model looking at the picture and telling the story (describing the picture) without reading it.
3. Partners take turns telling the story to each other (with the speaker covering the text.)

## Activity Starter/Instruction

1. Tell students that today you will be talking the present continuous tenses
2. Tell students that today you will be having a miming activity with the present continuous tense
3. Tell students that today they will be working in pairs

## Guided Practice

Day 2/ Lesson 2: 25 Mins

1. Demonstrate with a student, have students mime various activities to their partners and ask, "What am I doing?"
2. During demo write this on the board.
3. The partners guess, then take their turns at miming.
4. Students hear, read, and tell or read aloud one or two simple stories to become more familiar with the present continuous tense.

## Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Tell your students "Stand up."
2. Say & write on the board "You are standing."
3. Repeat with several other known commands to class or various individuals, asking students in each case what he, she, or they are doing and writing it on the board: "You're sitting," "he's reading," "she is writing," "I'm talking," etc.
4. Announce "Today we will practice the present continuous tense."
5. Point out the rule: We form the present continuous tense with the verb "be" and an active verb with an "-ing" ending.
6. Write on the board: "Present continuous tense: be + ing."
7. We use the present continuous tense

## Materials Required

- Pictures
- Stories with related pictures
- Picture dictionary or magazines
- 

## Additional Resources

- <https://examples.yourdictionary.com/present-continuous-tense-examples.htm>
- <https://www.youtube.com/watch?v=Bb-mlv>
- <https://www.learngrammar.net/a/examples-continuous-tense>
- <https://www.ecenglish.com/learnenglish/lessons>
- <https://7esl.com/present-continuous-tense/>

## Additional Notes

- 
4. When you give instructions, point out that the student telling the story does not need to tell it exactly as written, but should try to correctly describe character actions.
  5. Ask: if your partner says “the boy is playing the guitar,” is that OK? [yes.]
  6. If your partner says “the girls studying,” is that right? [no.] What’s the right way to say it? [“The girls ARE studying” or “Sally & Patty ARE studying.”]
  7. Partner should correct if the tense isn’t formed correctly— as in the reading.

### Summary

- Encourage the students to practice more at their leisure.

- 
5. Have students their book or pass out the picture story/stories you will use.
  6. Elicit the location of each story from students, then ask comprehension questions to make sure they understand ‘in the park,’ ‘at home,’ ‘at the beach, or wherever the story takes place.’
  7. Read the (first) story out loud while students read along.
  8. Ask what various people in the story are doing.

### Assessment Activity

1. Assign assessments to the students from their book or worksheets of present continuous tenses

- 
- to talk about what’s happening right now.
8. Show sentences from the Introduction as examples.
  9. Ask comprehension questions: What am I doing? (Write the correct answers students give on the board.)
  10. What is \_\_\_\_ doing? (a student who is taking notes.) Is this in the present continuous tense? (Write a gerund on the board.) (No) That’s right. Is this better? (Add “he is.”)

### Guided Practice

#### Day 4/ Lesson 4: 30mins

Group Competition: writing present continuous tense sentences describing a picture with lots of activity.

1. Divide students into groups of 3 or 4. (If the class has different levels, choose groups so each group will have some more and some less proficient students, and be more or less evenly matched).
  2. Pass out copies of a picture with many different activities to each group or have students open their texts or picture dictionaries to an appropriate picture.
  3. If students are using the New Oxford
-

---

Picture Dictionary (for example), try pg.90-91 to describe actions at the beach.

4. You can also suggest they can refer to pg. 96-97 for more action verbs they can use with “to be’ by adding ‘ing’ to the end of the verb.
  5. After a demo, each group makes a list of sentences describing what people are doing in the picture. (During demo point out that students should take turns making up the sentences, but one may write them all if the group prefers.)
  6. The group with the most correct present continuous tense sentences “wins.”
  7. Circulate to observe, then call ‘time’ and collect and check the sentences.
  8. All sentences count if they have the correct present continuous form.
  9. Note spelling and other errors for later but for now only announce the winning group.
  10. **If competition is a problem for your students**, have each group make as many sentences as they can, then compile them into a class list, with groups taking turns adding new statements to the list.
-

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_