

# Flip

Foreign  
Languages  
Institutional  
Program



# LENGUA EXTRANJERA I

## SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



### Módulo V:

#### Video Activity

“Present Continuous and Present Simple”



## LESSON PLAN

Teacher:	Level: 1	Classroom:	Shift:	Date:
Previous teaching Point: Occupations, review of the modal "can".			N. of SS: 15	Time: 50 min.
Aim:			Context: Movie <i>Ratatouille</i>	
General Objective: Ss will implement the simple present continuous by being introduced to the <i>Ratatouille</i> movie context while discussing about the drama and the characters, stating actions done in the videos and acting verbs in order for the classmates to write sentences with it.			Grammar: Present continuous	

## Warm up

Teacher:	Skills: Speaking	Time: 10 mins
Material: Flashcards of <i>Ratatouille</i> (characters and movie)		Seating Arrangement: Whole group
Objective: Ss will be introduced to the <i>Ratatouille</i> movie context by discussing about the drama and the characters.		
Lead in: Guys, where would you like to go for a dinner? Any special country? What about Paris?		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. T elicit information from Ss.</li> <li>2. T will give instructions.               <ol style="list-style-type: none"> <li>2.1.T will ask Ss if they have watched <i>Ratatouille</i>.</li> <li>2.2.Ss will have to talk in pairs which things they remember and what they liked about the movie.</li> <li>2.3.Ss will have 5 min. to do the activity.</li> </ol> </li> <li>3. T will show three flashcards with the characters that will be in the clip.               <ol style="list-style-type: none"> <li>3.1.Ss will have to discuss who is who and how their personality is.</li> <li>3.2.Ss will have 2 min.</li> </ol> </li> </ol> <p>Later on, all together will discuss and share ideas.</p>		
<b>Possible Problems:</b> <ul style="list-style-type: none"> <li>• Ss may not care for the movie.</li> </ul>		<b>Possible Solutions:</b> <ul style="list-style-type: none"> <li>• T will ask what movies they'd like to see next.</li> </ul>



## Presentation

<b>Teacher:</b>	<b>Skills:</b> All and any	<b>Time:</b> 25 mins
<b>Material:</b> Projector, Laptop, Videos “Ratatouille – Present continuous” ( <a href="https://www.youtube.com/watch?v=kLtnBU2b9p4">https://www.youtube.com/watch?v=kLtnBU2b9p4</a> ), worksheets		<b>Seating Arrangement:</b> Whole group
<b>Objective:</b> Ss will be exposed to the “present continuous” by watching a segment of the movie and then analyzing T’s examples of the tense while applying the “prediction” and “freeze frame” video techniques.		
<p><b>Lead in:</b> Ok, guys, let’s watch some of it.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. T will give instructions.               <ol style="list-style-type: none"> <li>1.1.Ss will receive a worksheet with some sentences about the video clip.</li> <li>1.2.T will tell Ss they will watch a part of the movie.</li> <li>1.3.Ss will be told that the sentences in simple present are not in order.</li> <li>1.4.T will play the first 30 seconds of the video.</li> <li>1.5.Ss will have to put in order the first two actions that happened on the clip.</li> <li>1.6.Then, Ss will have to put the sentences in order by predicting the sequence.</li> <li>1.7.Ss will have 3 min.</li> <li>1.8.T will play the whole video to check answers.</li> <li>1.9.T will pause the video when the answers come out for Ss to have time for checking and correcting.</li> </ol> </li> <li>2. T will ask for the two first actions they have.</li> <li>3. T will stick paper strips with the sentences in present continuous.</li> <li>4. T will ask Ss if they know what the examples represent when using that tense called “present continuous”.</li> <li>5. T will elicit information from Ss.</li> <li>6. Once Ss have said the use, T will show a wallchart with the explanation.</li> <li>7. T will give second instructions.               <ol style="list-style-type: none"> <li>7.1.Ss will have to change the missing sentences from simple present to present continuous.</li> <li>7.2.Ss will have 6 min.</li> <li>7.3.Once they are done, answers will be checked and corrected if necessary.</li> </ol> </li> </ol> <p>T will do C/R and I/R.</p>		
<b>Possible Problems:</b>	<b>Possible Solutions:</b>	
<ul style="list-style-type: none"> <li>• Ss may not understand the tense.</li> </ul>	<ul style="list-style-type: none"> <li>• T will provide more examples.</li> </ul>	



## Presentation

Teacher:	Skills: All and any	Time: 15 mins
Material: Wall chart	Seating Arrangement: Groups	
Objective: Ss will review the “present continuous” by creating a possible ending for the movie segment.		
Lead in: Guys, how would you end the movie?		
Procedure:		
<ol style="list-style-type: none"><li>1. T will give instructions.<ol style="list-style-type: none"><li>1.1.Ss will be grouped up.</li><li>1.2.Ss will discuss the possible final they can act while explaining and using the simple present continuous.</li><li>1.3.Ss will have 5 min.</li><li>1.4.Once they are done, they will have to write the final down being sure they are using the tense taught.</li><li>1.5.Ss will have to add at least 4 past passive voice tenses.</li><li>1.6.T will show a model.</li><li>1.7.Ss will have 10 min. to do it.</li></ol></li><li>2. T will give second instructions.<ol style="list-style-type: none"><li>2.1.Once they have finished writing, they will have to act up the ending.</li></ol></li></ol> <p>T will make grammatical and pronunciation mistakes if necessary.</p>		
Possible Problems:	Possible Solutions:	
<ul style="list-style-type: none"><li>• Ss may not know how to apply the tense in the language.</li></ul>	<ul style="list-style-type: none"><li>• T will monitor and give help.</li></ul>	

