

<b>STAGE TIMINGS AND INTERACTION</b>	<b>STAGE AIM</b>	<b>WHAT HAPPENS</b>	<b>ANTICIPATED PROBLEMS AND AFFORDANCES</b>
Warm up 5 minutes T-S, S-T	Warm up - to engage students in the topic of routines for normal days and days off	T to ask Ss to think about the activities they do on a normal day at school or at work. T to ask Ss for examples for every normal school or work day. T to ask for examples of what sts do on a day off	If sts have difficulty thinking of daily routines, T to give an example of her own. Sts may make errors at this point. T not to directly correct but to model back alternatives
Which tense? T-S, S-T 5 minutes	To elicit present simple tense	T to ask sts what tense is used for routines? T to use sts examples and ask what tense is being used	If sts don't understand what is being asked T to offer a choice of tense ie, "is it present simple or present continuous?"
Sonja's routine T-S, S-T 15 minutes	To review the present simple tense to talk about routines	T to introduce sts to Sonja's routine exercise. T to tell sts they will be writing Sonja's routine every day into the boxes on the document. T to invite sts to do the first one together to and elicit answers. T to type in answers T to ask sts which picture they will look at next to check they know what to do T to ask sts to work together on the task T to turn off video camera so as not to appear invasive, but listen ready to feedback	Sts may not understand the pictures, T to assist with first one. If sts struggle with first activity, T to do a second example with sts to clarify they know what to do T to direct sts to box of verbs if needed but for them to try without at first T to reassure sts that even though the video camera is off, T is still there if needed

<p>Feedback</p> <p>S-T, T-S</p> <p>5-10 minutes</p>	<p>For sts to feedback concerns, queries, or points needing clarification</p>	<p>T has been listening so will know areas that need clarifying.</p> <p>T to model correct examples as needed.</p> <p>T to give praise to both sts</p>	<p>It is difficult to know how many errors will have been made as both sts. T to identify areas that need the most correction or clarification. If there are a lot of areas, T to choose the most important as sts confidence may be knocked if there are alot. Praise after the task is essential.</p>
<p>Introduction of present continuous review</p> <p>T-S, S-T</p> <p>10 minutes</p>	<p>To introduce the sts to the present continuous tense review</p>	<p>T to share power point presentation on the screen.</p> <p>T to ask one of the sts to read the instructions</p> <p>T to highlight the sentence ‘can you work out what the people are doing’ in order to elicit present continuous.</p> <p>T to explain we will play a guessing game by clicking on the boxes. Sts need to tell the T what the people in the pictures are doing. T to show 4 slides and try elicit the following answers:</p> <p>They are watching a film</p> <p>He is reading a book</p> <p>They are dancing</p> <p>He is playing basketball</p>	<p>This section of the lesson can be extended if sts completed earlier activities quickly. T can show more slides if the sts are engaged and enjoying the activity. The T can also ask sts if they engage in any of the activities and promote a discussion if time.</p> <p>If there isn’t extra time, T to show about 4 slides to elicit what people are doing</p> <p>Sts can either speak the answers to this activity or write them down if they prefer.</p>

Controlled practice T-S, S-S 10 minutes	For sts to practice choosing the correct verbs and putting them into present continuous tense in a gap fill exercise.	<p>T to refer sts back to their document.</p> <p>T to share document on screen and introduce sts to Stuart's day off activity.</p> <p>Ask sts to use present continuous for the activity.</p> <p>Advise students the verbs are in the box if needed.</p> <p>Do 1st example together and type onto shared document to check sts understanding and to refer to as an example if needed.</p> <p>T to advise sts that the my video will be off but will still be there if needed. This is to give sts space to do the activity</p> <p>T to make a note of errors for feedback</p>	<p>T to decide which errors to feedback. If there are a lot T to decide which are most important so as not to knock sts confidence.</p> <p>T to praise sts for efforts, especially if they find the task difficult to do</p>
Feedback T-S, S-T 5 minutes -----	To go through any errors, concerns or questions	T to feedback errors and sts have the opportunity to ask questions or to discuss difficulties	If sts found this exercise difficult, T to reassure and offer praise for areas that were correct.
Linking tasks T-S, S-T 5 minutes	To link the routine of eating lunch with the next activity.	T to ask sts what they like to have for lunch	
Vocabulary T-S, S-T 10 minutes	To elicit vocabulary that will be in the final video activity of lesson part 1	<p>T to ask sts to look at the 6 pictures and elicit what they are called.</p> <p>T to ask sts if they have these items for lunch</p>	

<p>Final present continuous activity T-S, S 15 minutes</p>	<p>To practise using present continuous to describe what is happening in a video and to finish the session with some fun</p>	<p>T to show picture of Mr Bean and ask what he is doing T to explain that sts will watch a video of Mr Bean. One st will explain what he is doing for the first half of the video and 1 st for the second half of the video using present continuous Sts to talk as the video is running</p>	<p>This activity is normally done with 1st facing away from the screen as the other describe what is happening. The other st then describes what he heard, However I felt for this class it would be better and less pressure on the sts to watch it together</p>
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