

CELTA TP Grammar Language Analysis

Teacher: Terra Minolli
2011 TP No. Assignment 1
Structure: Present Continuous

Class level: Elementary

Date: Sept 12,

What is the context for your target language? What are your marker sentences?

I would bring in two pictures: One is of a female tennis player playing tennis and the other is of that same tennis player eating lunch/talking on the phone/running or doing some activity that is clearly **not** her playing tennis. I would ask questions such as 'who is this person?' 'What is her job/what does she like to do?' Once Ss say (play tennis) I would hold up the picture of her eating lunch and explain that after she plays tennis she goes to eat lunch. T would ask 'Who is this?' 'What does she like to do?' (eat lunch) 'Does she play tennis right now?' (No). I would hold up the picture of her playing tennis again and ask 'and does she play tennis now?' (Yes). This would hopefully grab the Ss attention and further act as a nice way to lead into the grammar lesson on the present continuous.

Marker sentence:

She is playing tennis

What's the meaning/use?

To talk about an action that is currently taking place.

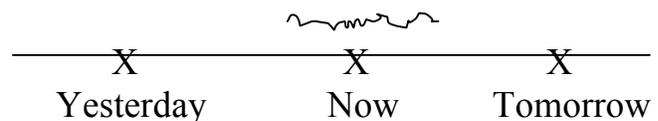
She plays tennis. →
It's a long action. →
She isn't finished. →

How will you clarify/check it?

I will clarify and check by using CCQs as well as by drawing up a timeline. On the timeline I will have yesterday, now and tomorrow and ask questions about when this tennis player is playing tennis to make sure that the Ss understand that it is NOW and not yesterday or tomorrow that she is playing tennis

CCQ:

Is it in the past, present or future? (present)
Is it a long action or a short action? (long)
Is she finished? (no)



What's the form?

She's playing tennis.

How will you clarify/check it?

I will clarify and check the form by holding up

<p>S + am/is/are + V + ing + O</p> <p>Is she playing tennis?</p> <p>am/is/are + S + V + ing + O</p> <p>She isn't playing tennis.</p> <p>S + am/is/are + not + V + ing + O</p>	<p>pictures of different groups of people doing different activities and Ss will work in pairs to write out affirmative, negative and interrogative sentences. If the Ss have the correct Subj. + verb (be) agreement as well as the main verb conjugated in the 'ing' form then they have clearly understood how to correctly form the present continuous...Goal achieved 😊</p>
<p>Which phonological features will you highlight?</p> <p><u>She's</u> playing tennis /ʃi:z/</p> <p><u>She is</u> playing tennis /ʃi/ /ɪs/</p> <p>I would highlight the contracted and not contracted form of the subj. + am/is/are</p> <p>I am → I'm He is → He's She is → She's We are → We're They are → They're</p>	<p>How will you help your students improve in this area?</p> <p>I would deal with the different pronunciations of these sentences as we went through the different forms of the marker sentence 'She's playing tennis.' Most likely I would first only note to the Ss that they can write/say it in two different ways and then I would come back and work on the pronunciation by having them repeat after me, writing up the phonetic transcription of 'She's' vs. 'She is' and then drill them as a class, in groups and then individually</p>
<p>What problems will your students have with this language?</p> <p>M: Ss might confuse this tense with the simple present</p> <p>F: Ss might have problems with Subj. + verb agreement as well as forgetting to add the 'ing' to the main verb and/or forgetting to all around use the verb 'be.</p> <p>EX.* She is play tennis *She playing tennis</p>	<p>How will you deal with these problems?</p> <p>M: I would delay the error correction until it actually came up and then I would refer back to the timeline I drew on the board and further clarify that the present tense is used mostly for habitual actions.</p> <p>F: I would return and review the form on the board and put up more examples using different main verbs to help Ss further understand how the form changes using different verbs and singular/plural nouns. I would also run through all forms (affirmative, negative, interrogative) again with them. Lastly I would have them practice in pairs using the Q form to ask questions and have their</p>

P: The contracted form of Subj. + am/is/are vs. the not contracted form.

EX. She is vs. She's

Ss might further struggle with pronouncing 'isn't' as well as 'is she'

partner respond either negatively or affirmatively to the question asked.

P: I would return back to the board, point out and run through the pronunciation of all contracted and non-contracted forms of the (pronoun + be) verb, the pronunciation of 'isn't' and then I would drill the sounds with the class again.