



Bahman 1402





BREAK THE ICE

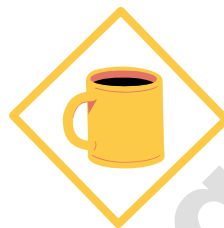


Timetable



10:00 – 11:30

Session 1



11:30 – 12:00

Break



12:00 – 13:30

Session 2

Why Grammar?

- Observations done by supervisors
- The update in Safir's educational system
- The importance of grammar in the eyes of the learners





3

How does this teacher teach
present continuous?

Teacher 1



Task





What do we call this approach to teaching grammar?

Deductive Approach



What happens in deductive approach to teaching grammar?

Teacher gives the students the structure of present continuous **directly**. Students make some examples with it.



Deductive Approach

Pros

Cons





Deductive Approach

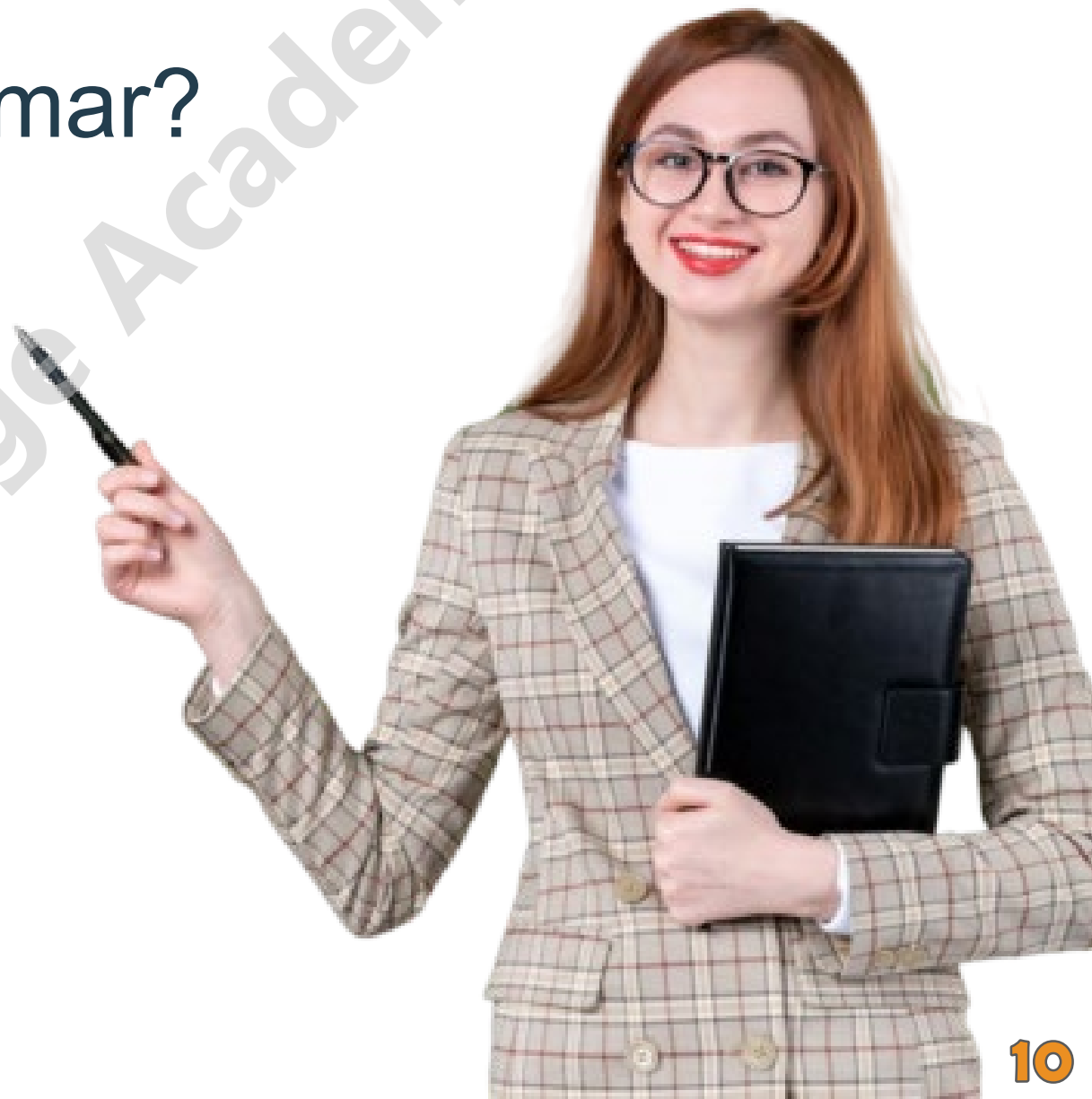
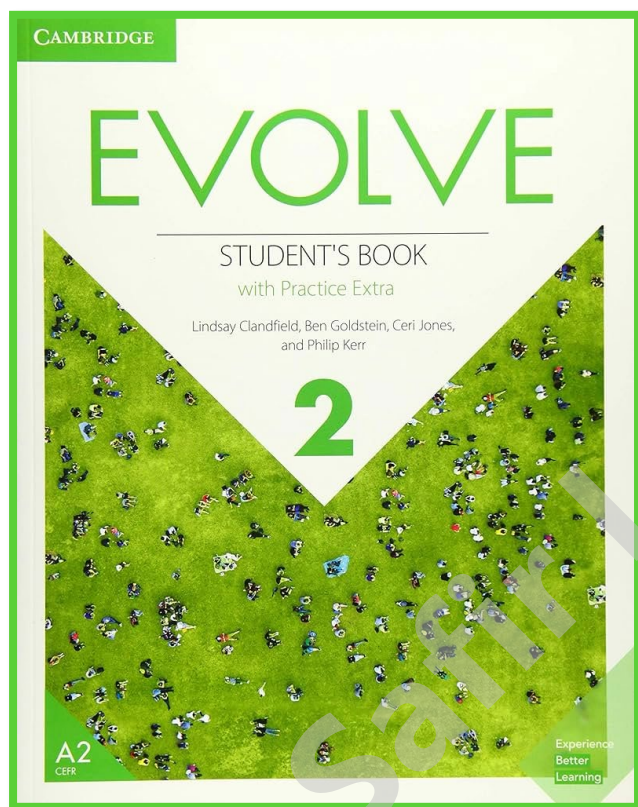
Pros:

1. It saves time.
2. It makes lesson planning easier.
3. It allows more time for practice.

Cons:

1. It is not very fun.
2. It encourages a teacher-fronted class.
3. It is not very memorable.
4. It mostly focuses on the form.

Is this how we teach grammar?



**Students see
some examples of
the grammar
point and
discover the rules
on their own.**





Why is this approach better?



Safir Language Academy

It makes learning more memorable and meaningful.

Students are more involved.

It is more challenging and interesting.

It increases STT.

Students become more autonomous.





What do we call this approach?

Inductive Approach





Contents



Warm-up

Teaching Inductively



Teaching Inductively

LESSON OBJECTIVE

- talk about what you're doing at the moment

1 VOCABULARY: Sports

- A 1.23 Look at the pictures. What sports do you see? Work with a partner and match the pictures to the words. Listen and say the words.

athlete court fans field goal gym
lose player pool race team win



- B Are the words above (a) events, (b) people, (c) places, or (d) results. Make four lists. Add one more word to each list.
- C Now do the vocabulary exercises for 3.1 on page 142.
- D **PAIR WORK** Which sports do you play? Where do you watch sports?

2 LANGUAGE IN CONTEXT

- A Read about the action in two sports events: a soccer game and a tennis game . Circle the correct sport in each update.

S
SPORTS
LIVE

- a) The 45,000 Brazilian and 35,000 Uruguayan **fans** are incredible! They're making a lot of noise. Here come the **players**.
- b) Gomez **loses** the first game of this final. It's getting hot here on the **court**: 33°C. The world number one isn't playing well today.
- c) 1-0! Fantastic **goal**! Uruguay is **winning**! The Brazilian players can't believe it.
- d) Gomez wins the second game, but something's wrong. What's he doing now? He's calling a doctor onto the court.
- e) Wait, it's not a goal! No goal! Now the Uruguayan team can't believe it. Everyone is on the **field**. It's crazy!
- f) Gomez is **leaving** the court. He's crying. It's a terrible end to the game for this star **athlete**.

- B Read the SportsLive updates again. In which sport ...

a is a player hurt? _____ b is it a final? _____ c are there lots of people? _____

3 GRAMMAR: Present continuous

- A Circle the correct option to complete the rule. Use the sentences in the grammar box to help you. We use the present continuous for actions that happen usually or all the time / right now.

Present continuous

It's **getting** hot here on the court.

The world number one isn't **playing** well today.

What is he doing now?

Gomez is **leaving** the court.

- B Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.

- C **PAIR WORK** What are the fans doing in the picture? Find five things. Tell your partner.



4 SPEAKING

- A Read the conversation. Why is Kate calling Pedro?

Pedro Where are you?

Kate I'm in a restaurant. And guess what! Ronaldo is sitting at the table right next to me! Ronaldo!

Pedro Really? What's he doing?

Kate He's eating a sandwich!

Pedro No way! Take a picture.

INSIDER ENGLISH

Say *Guess what!* when you have something interesting or surprising to say, and you want someone to really listen.

- B Imagine you're in a restaurant and you see a famous athlete. Think of answers to these questions.

Where are you? Who can you see? Who is he/she with? What are they doing?

- C **PAIR WORK** Call your partner to tell them about your famous person from exercise 4B. Use the conversation in exercise 4A as a model.



When teaching this grammar point what steps do you follow?

Present continuous

It's **getting** hot here on the court.

The world number one **isn't playing** well today.

What is he **doing** now?

Gomez **is leaving** the court.





2

LANGUAGE IN CONTEXT



5,000 fans are making a lot of noise. Here come the **players**.

b) Gomez **loses** the first game of this final. It's getting hot here on the **court**: 33°C. The world number one isn't playing well today.

c) 1-0! Fantastic **goal**! Uruguay is **winning**! The Brazilian players can't believe it.

d) Gomez wins the second game, but something's wrong. What's he doing now? He's calling a doctor onto the court.

e) Wait, it's not a goal! No goal! Now the Uruguayan team can't believe it. Everyone is on the **field**. It's crazy!

f) Gomez is leaving the court. He's crying. It's a terrible end to the game for this star **athlete**.

Grammar in Context

Tools

Examples

Present continuous

It's **getting** hot here on the court.
The world number one **isn't playing** well today.

What is he **doing** now?
Gomez is **leaving** the court.

We use the present continuous for actions that happen usually or all the time / right now.

CCQs

Present continuous				
	Affirmative	Negative	Question	Short answers
I	'm winning.	'm not watching the game.		
You / We / They	're going to the gym.	're not playing well.	Are they winning?	Yes, they are. No, they aren't.
He / She / It	's losing.	's not having a good game.	Is it?	

Grammar Reference

Grammar Practice

Use the words to write sentences. Use the present continuous of the verbs.

1 The people / leave / the stadium

2 The drivers / start / their engines

3 What / the coach / do?

4 It / rain / but / the runners / not stop

5 The winner / smile / and / cry

6 My favorite player / not win / any games at the moment

7 He / run / with the ball

8 The fans / wear / team hats

Match the tools with their purpose.

1 LANGUAGE IN CONTEXT

SPORTS LIVE

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They're making a lot of noise. Here
come the **players**.

b) Gomez **loses** the first game of this
final. It's getting hot here on the
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d) Gomez wins the second game,
but something's wrong. What's he
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Now the Uruguayan team can't
believe it. Everyone is on the
field. It's crazy!

f) Gomez is leaving the court. He's
crying. It's a terrible end to the
game for this star **athlete**.

2

We use the present continuous for actions that happen **usually** or **all the time** / **right now**.

3

Present continuous

It's **getting** hot here on the court.

The world number one **isn't playing** well today.

What is he **doing** now?

Gomez **is leaving** the court.

A. Exposing the students to the grammar point

B. Drawing attention to model sentences of the grammar point so that the students would notice it

C. Clarifying the meaning of the grammar point

D. Practicing the grammar point

1

LANGUAGE IN CONTEXT



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We use the present continuous for actions that happen **usually** or **all the time** / **right now**.

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Present continuous

It's **getting** hot here on the court.

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A. Exposing the students to the grammar point

B. Drawing attention to model sentences of the grammar point so that the students would notice it

C. Clarifying the meaning of the grammar point

D. Practicing the grammar point

Match the tools with their purpose.

A. Exposing the students to the grammar point

B. Drawing attention to model sentences of the grammar point so that the students would notice it

C. Clarifying the form of the grammar point.

D. Practicing the grammar point

4

Present continuous

	Affirmative	Negative	Question	Short answers
I	'm winning.	'm not watching the game.		
You / We / They	're going to the gym.	're not playing well.	Are they winning?	Yes, they are. No, they aren't.
He / She / It	's losing.	's not having a good game.	Is it raining?	Yes, it is. No, it isn't.

5

Use the words to write sentences. Use the present continuous of the verbs.

- 1 The people / leave / the stadium
- 2 The drivers / start / their engines
- 3 What / the coach / do?
- 4 It / rain / but / the runners / not stop
- 5 The winner / smile / and / cry
- 6 My favorite player / not win / any games at the moment
- 7 He / run / with the ball
- 8 The fans / wear / team hats

4

ent continuous

	Affirmative	Negative	Question	Short answers
I	'm winning.	'm not watching the game.		
You / We / They	're going to the gym.	're not playing well.	Are they winning?	Yes, they are. No, they aren't.
He / She / It	's losing.	's not having a good game.	Is it raining?	Yes, it is. No, it isn't.

A. Exposing the students to the grammar point

B. Drawing attention to model sentences of the grammar point so that the students would notice it

C. Clarifying the form of the grammar point.

D. Practicing the grammar point


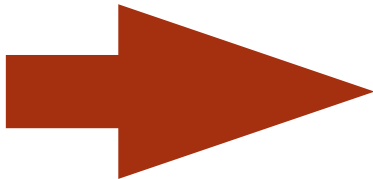
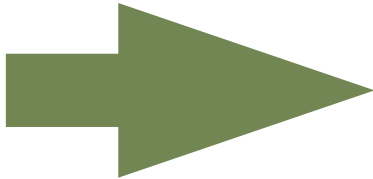
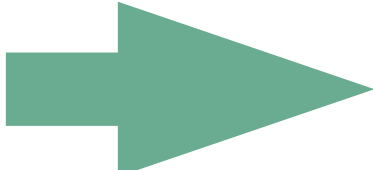
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Stages of Teaching Inductively

- ① Exposing the students to the grammar point  **Exposure**
- ② Drawing attention to model sentences of the grammar point so that the students would notice it  **Noticing**
- ③ Clarifying the components (meaning, form, etc.) of the grammar point  **Clarification**
- ④ Practicing the grammar point  **Practice**

Contents



Warm-up



Teaching Inductively

Exposure and Noticing

1 & 2

Clarification

Practice

4



Exposure and Noticing

What are different ways to use to expose students to a new grammar point?

Present continuous

It's **getting** hot here on the court.

The world number one **isn't playing** well today.

What is he **doing** now?

Gomez **is leaving** the court.





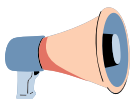
There are four different techniques for creating **exposure** in this word puzzle!



H	G	C	V	T	G	Q	U	L	S
J	B	Y	T	N	J	L	R	F	I
B	S	U	J	R	W	C	R	G	T
L	I	S	T	E	N	I	N	G	U
S	Z	Z	B	A	Q	G	Z	Y	A
X	G	Y	I	D	Z	F	T	E	T
W	M	J	X	I	G	J	G	L	I
W	O	S	R	N	D	H	B	T	O
T	C	P	C	G	D	J	U	X	N
D	I	C	T	O	G	L	O	S	S



- Reading



- Listening



- Dictogloss



- Situation

H	G	C	V	T	G	Q	U	L	S
J	B	Y	T	N	J	L	R	F	I
B	S	U	J	R	W	C	R	G	T
L	I	S	T	E	N	I	N	G	U
S	Z	Z	B	A	Q	G	Z	Y	A
X	G	Y	I	D	Z	F	T	E	T
W	M	J	X	I	G	J	G	L	I
W	O	S	R	N	D	H	B	T	O
T	C	P	C	G	D	J	U	X	N
D	I	C	T	O	G	L	O	S	S

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Exposure and Noticing

1 & 2

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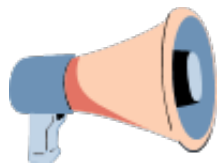
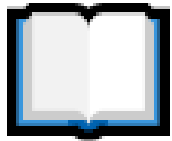
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Progress Chart

2



3.1: Parts 2, 3 & 4

EA
T22-23



Reading or Listening

2 LANGUAGE IN CONTEXT

A Read about the action in two sports events: a soccer game  and a tennis game . Circle the correct sport in each update.



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a is a player hurt? _____ b is it a final? _____ c are there lots of people? _____

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A Circle the correct option to complete the rule. Use the sentences in the grammar box to help you. We use the present continuous for actions that happen usually or all the time / right now.

Present continuous

It's **getting** hot here on the court.

What is he **doing** now?

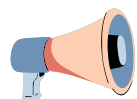
The world number one isn't **playing** well today.

Gomez is **leaving** the court.

B Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.

C PAIR WORK What are the fans doing in the picture? Find five things. Tell your partner.

What steps do you follow when **teaching grammar** from a reading or a listening text?



Listening

2 LANGUAGE IN CONTEXT

A **PAIR WORK** Think about a picture of you as a child. Describe it to your partner.

B **2.22** Listen to the conversation between Pete, Pete's mom, and Pete's new girlfriend, Ava. Describe Pete's appearance as a baby and as a teenager. How does Pete feel about the photos now?

2.22 Audio script

Mom Ava, would you like to see some pictures of Pete when he was younger?

Pete Mom, please ...

Mom Look. This one is when Pete was two. Isn't he the cutest little baby with his **dark, straight hair** and funny smile?

Ava Yes!

Mom This is the funniest one. He was 15, and he had a little **mustache**. He couldn't grow a real **beard**, of course. He was the youngest boy in the class, but you wanted to look older. He was the most sensitive child.

Pete Mom, why do you always want to show people the worst pictures of me?

Mom Now, where is my favorite one, you know, from when you were 12 months old? You in the bath. It's here somewhere ...

Pete No, not that one, Mom. Please ...

Mom Here it is! It's the best one of all!

Pete Oh, no.



Reading

2 LANGUAGE IN CONTEXT

A What is "comfort food"? Read the blog post and find out. How many different types of chicken soup does the writer describe?

GLOSSARY

recipe (n) instructions for how to prepare and cook food

A TASTE OF HOME

Everyone has their own idea of comfort food — that special dish you eat anytime you feel sad or worried.

For me, there's only one comfort food: my mom's chicken soup. Did you know that chicken soup is probably the world's favorite comfort food? It makes you feel happy, and it's quick to make — perfect when there's not much time to cook.

The classic recipe includes chicken and a little **onion**, but there are many other ways to cook it. Colombian *ajiaco* has a lot of **corn** and potatoes, in India it comes with an egg, and the Chinese serve it with **noodles** and sometimes a few **chilies**. In Korea they usually eat *samgyetang* in the summer, served with some rice.

Comfort food is very personal. It can be a full meal, a dessert, or just a snack. Tell us about *your* favorite comfort food.



B **PAIR WORK** Find these words in the blog: *dessert, dish, meal, snack*. Think of an example of each one.

C **PAIR WORK** What's a famous soup in your country? Where and when do people usually eat it? You can go online to find a recipe. For ideas, watch Alessandra's video.



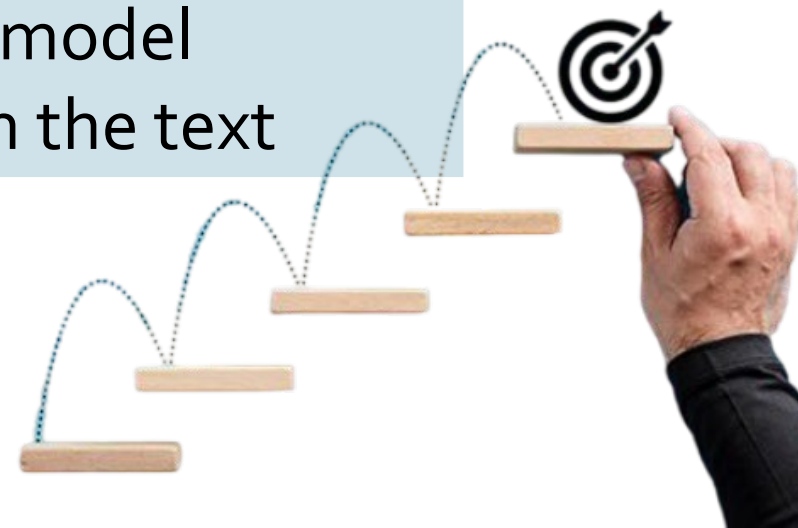
REAL STUDENT

Would you like to try Alessandra's dish?




Put the following steps of teaching grammar through a text in order:

	Steps
A	Setting the context of the lesson and engagement
B	Reading/Listening to the text to answer gist questions
C	Pre-teaching any blocking vocabulary
E	Students will do a speaking activity
D	Reading/Listening to the text to answer some detailed questions in order to extract/elicit some model sentences of the grammatical point from the text





FEEDBACK

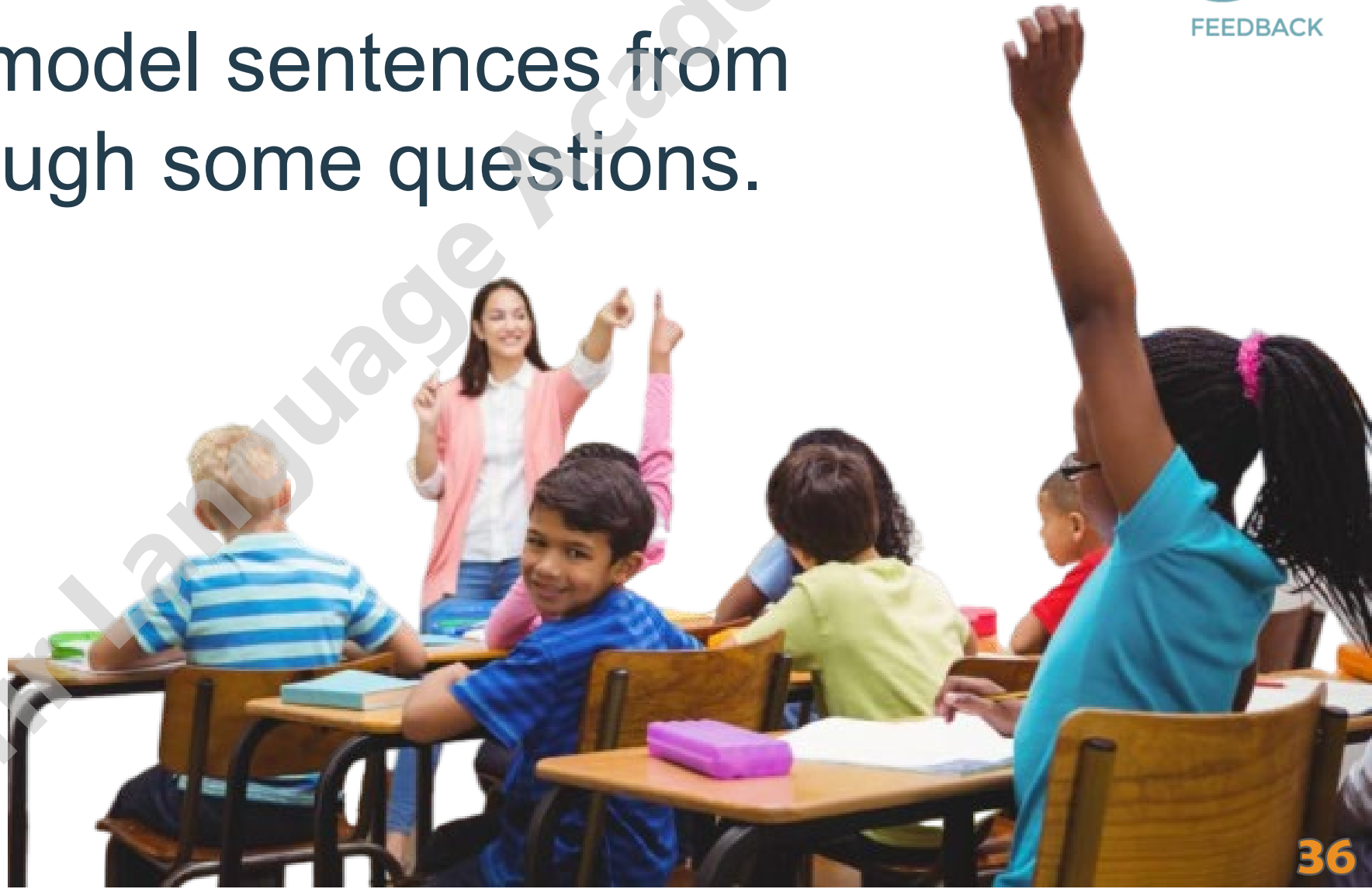
Steps of Teaching Reading/Listening	Steps	Stages
	Setting the context of the lesson and engagement	
	Pre-teaching any blocking vocabulary	
	Reading/Listening to the text to answer gist questions	Exposure
	Reading/Listening to the text to answer some detailed questions in order to extract/elicit some model sentences of the grammatical point from the text	Noticing
	Students will do a speaking activity	



How can teachers help students to **extract model sentences** from the text?



By **eliciting** model sentences from students through some questions.



2

LANGUAGE IN CONTEXT

A

What is "comfort food"? Read the blog post and find out. different types of chicken soup does the writer describe?

A TASTE OF HOME

Everyone has their own idea of comfort food — that special dish you eat anytime you feel sad or worried.

For me, there's only one comfort food: my mom's chicken soup. Did you know that chicken soup is probably the world's favorite comfort food? It makes you feel happy, and it's quick to make — perfect when there's not much time to cook.

The classic recipe includes chicken and a little **onion**, but there are many other ways to cook it. Colombian *ajjaco* has a lot of **corn** and potatoes, in India it comes with an egg, and the Chinese serve it with **noodles** and sometimes a few **chilies**. In Korea they usually eat *samgyetang* in the summer, served with some rice.

Comfort food is very personal. It can be a full meal, a dessert, or just a snack. Tell us about *your* favorite comfort food.



Quantifiers

Count nouns

How many chilies?



a lot of chilies



some chilies



a few / not many chilies



too many chilies

Non-count nouns

How much rice?



a lot of rice



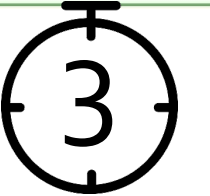
some rice



a little / not much rice



too much rice



What **questions** can you think of that would extract the target grammar?

2 LANGUAGE IN CONTEXT

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Quantifiers

Count nouns
How many chilies?

a lot of chilies

some chilies

a few / not many chilies

too many chilies

Non-count nouns
How much rice?

a lot of rice

some rice

a little / not much rice

too much rice

Types of Questions	Examples
Information Questions	How much onion and corn does the recipe include? (A little onion and a lot of corn)
Fill in the Blank	The recipe includes _____ onion and _____ corn. (A little, A lot of)
True/False	The recipe includes a lot of onion. (False)
Multiple Choice	The recipe includes a lot of/a little/a few onion. (A little)

Contents



Warm-up



Teaching Inductively

Exposure and Noticing

1 & 2



Reading or Listening

Clarification

Practice

4

Progress Chart

10

2.1: 3 & 4

How is the progress chart **different** in this session?

3 GRAMMAR: Simple present for habits and routines

A Complete the rules below. Use the sentences in the grammar box to help you.

- 1 In affirmative sentences, add the letter _____ to the verb when you talk about *he/she/it*.
- 2 In negative sentences, use *I don't* and *you don't*, but *he* or *she* _____.
- 3 For questions, add the letters _____ to *do* when you ask about *he/she/it*.
- 4 For information questions, the question word (*what, when, where, who, why, how*) is before *do* or _____.

Simple present for habits and routines

I do the laundry and the cooking

My roommate **doesn't do** anything.

Do you **do** the laundry?

Julia **sleeps** six hours a night.

Julia **doesn't need** more exercise.

Does Julia **sleep** a lot?

Information questions

What does Julia **know** about her life?

How many steps do you **take** every day?

How often do you **have** something to drink?

B Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.1.

C Put the words in the right order to make questions and answers. Then check your accuracy.

- 1 A day / does / start / usually / When / your
B at / It / starts / usually / 7:00 a.m.
- 2 A coffees / day / do / every / have / How / many / you
B cups / day / every / four / have / I
- 3 A dishes / do / do / How / often / the / you
B dishes / do / evening / every / I / the
- 4 A does / family / dinner / have / time / What / your
B at / eat / seven / usually / We
- 5 A do / hours / How / many / sleep / you
B always / for / hours / I / seven / sleep



ACCURACY CHECK

Put these frequency words before the verb:
usually, often, never, sometimes

Put other time phrases at the end of the sentence: *every day, every evening*

I do housework ~~usually~~ on Saturdays. X

I usually do housework on Saturdays. ✓

Progress Chart

10

2.1: 3 & 4

How do we create
exposure now?

3 GRAMMAR: Simple present for habits and routines

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- 4 A does / family / dinner / have / time / What / your
B at / eat / seven / usually / We
- 5 A do / hours / How / many / sleep / you
B always / for / hours / I / seven / sleep



ACCURACY CHECK

Put these frequency words before the verb:
usually, often, never, sometimes

Put other time phrases at the end of the sentence: *every day, every evening*

I do housework ~~usually~~ on Saturdays. X

I usually do housework on Saturdays. ✓



Watch the clip of a teacher, teaching simple present.
What steps does he take in order to **expose** students
to the new grammar and help them **notice** it?

Teacher 2





Step 1



He set a **situation** based on the theme of the lesson.



Video

Anecdote

Picture ✓





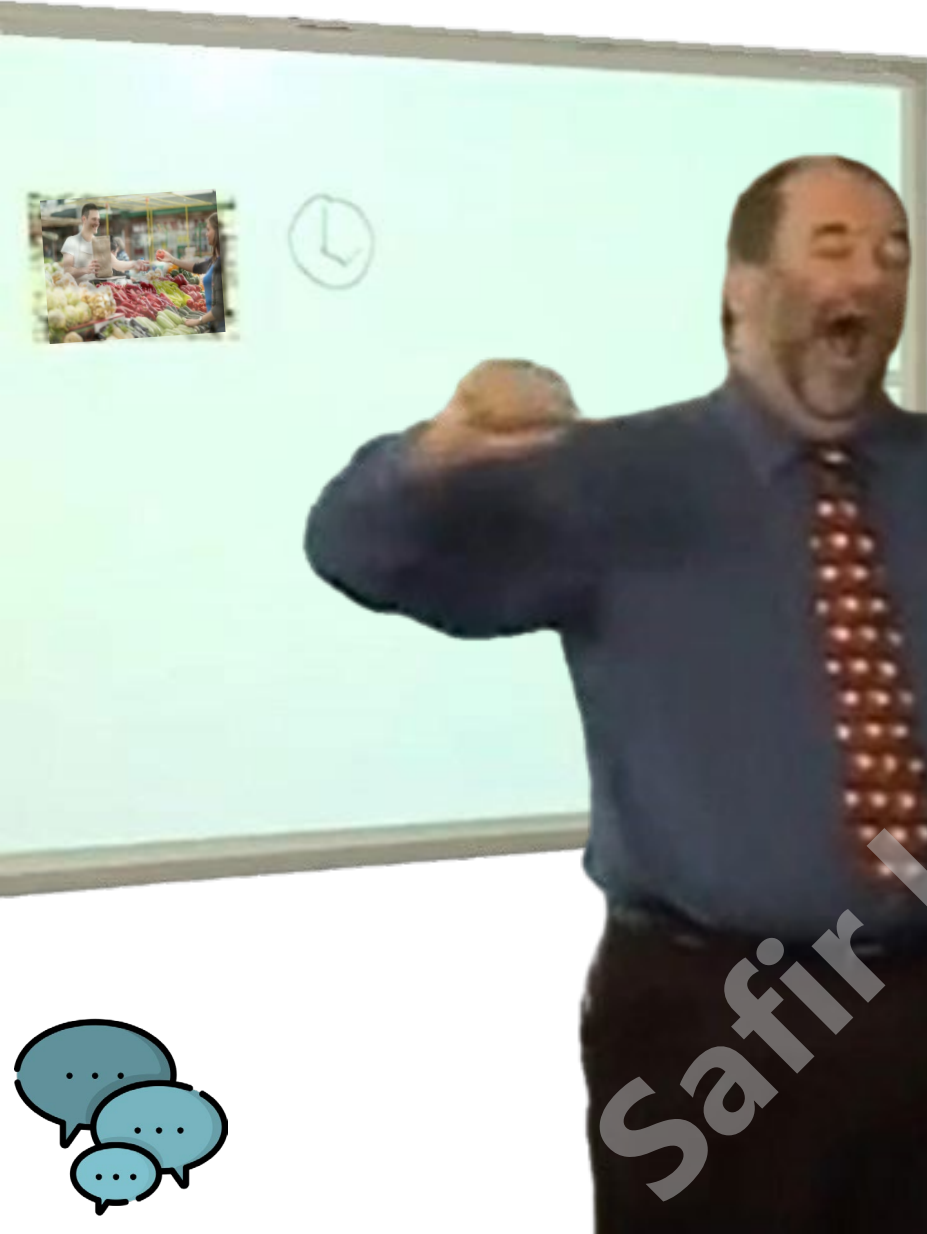
He (Kamal)
works in a
stall.



Step 2



He **exposed** his students to a
couple of instances of the target
language.



Step 3



He **elicited** the model sentences.

How does the teacher **elicit** the **model sentences**?





Steps of situational approach

1. Set the scene and introduce a situation relevant to the theme of the lesson.
2. Expose the students to a few instances of the target language while setting the situation.
3. Elicit some model sentences.

Stages

Exposure

Noticing

Contents



Warm-up



Teaching Inductively

Exposure and Noticing

1 & 2



Reading or Listening



Situation

Clarification

Practice



Break Time



Progress Chart

2

11.1: Parts 3 & 4

74

Take a look at this progress chart.

3 GRAMMAR: Present perfect for experience

A Circle the correct options to complete the rules. Use the sentences in the grammar box to help you. Underline other examples of the present perfect in the interview on page 108.

- 1 To make the present perfect, use *have / make* + past participle.
- 2 For some verbs, the participle is the same as the **simple past / present** form.
- 3 The sentences are about experiences in the **present / general past**.
- 4 To ask if something has happened at any time in the past, use _____.
- 5 To give a negative response, use _____ in your answer.

Present perfect for experience

I've made lots of videos.

Have you ever wanted to go back in time?

I've added 200 people as friends.

I've never been happier!

B Now go to page 139. Look at the grammar chart and do the grammar exercise for 11.1.

C Look at the list of activities in exercise 1A on page 108. Which have you done? Which haven't you done? Find the past participle of the verbs. Write five sentences that are true for you. Check your accuracy. Tell your partner. Have you done the same things?

I've learned to drive, but I haven't bought a car.

4 SPEAKING

GROUP WORK Write a questionnaire with the activities in exercise 1A on page 108. Ask your classmates the questions and write down who has done each thing. Who has done the most things? Who has done the things you want to do?

Have you run a marathon?

Yes, I have.

Great! What's your name?

 **ACCURACY CHECK**

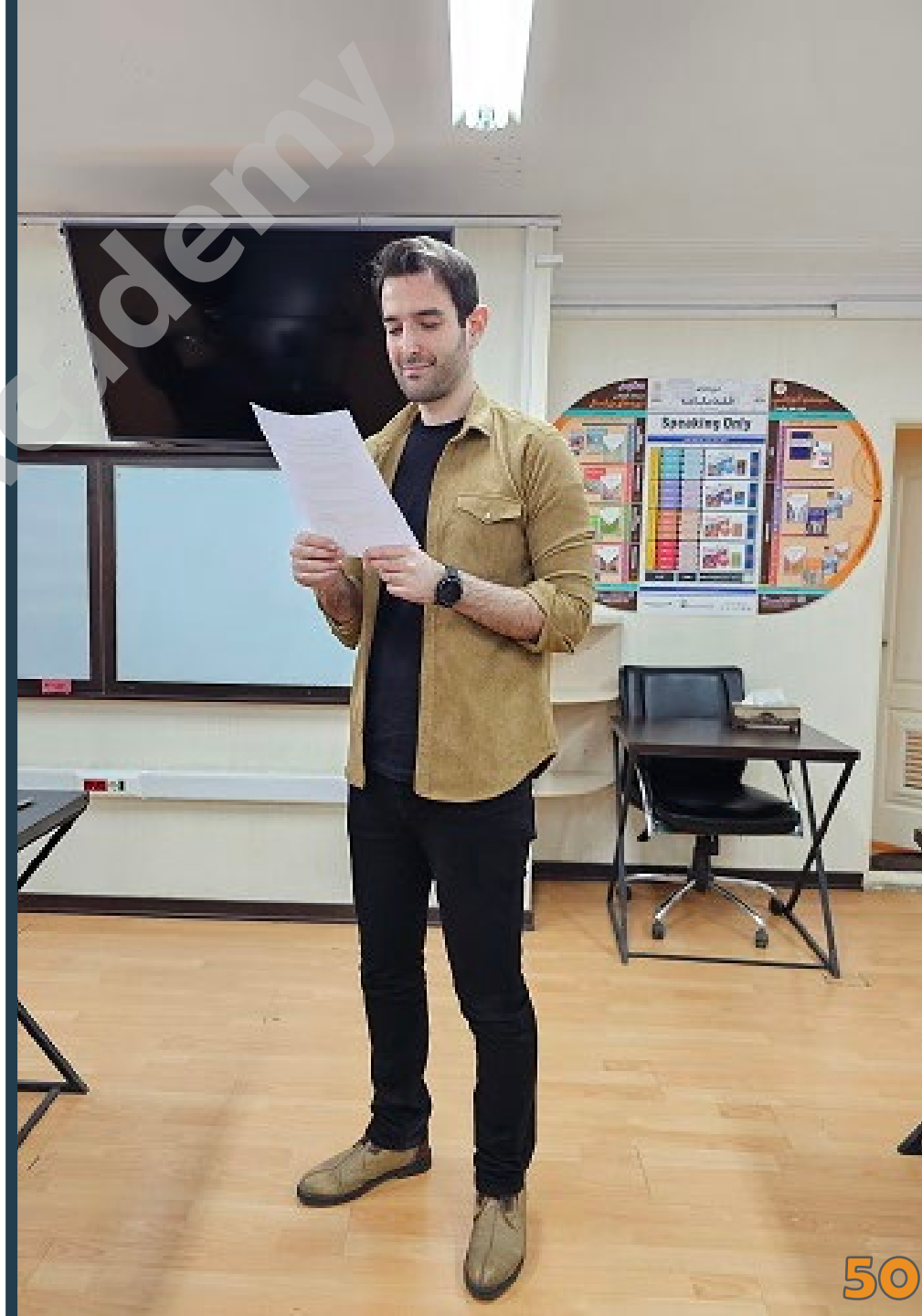
Use *never* + an affirmative verb.
Don't use *not* with *never*.

I've ~~not never~~ built a website. X
I've never built a website. ✓

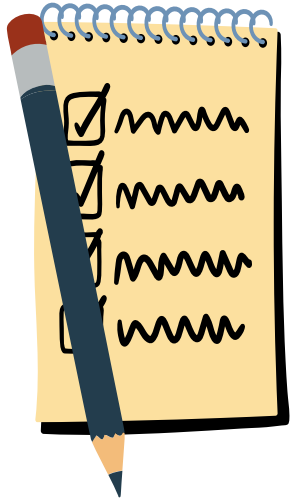


How did this teacher
create **exposure** for
his students?

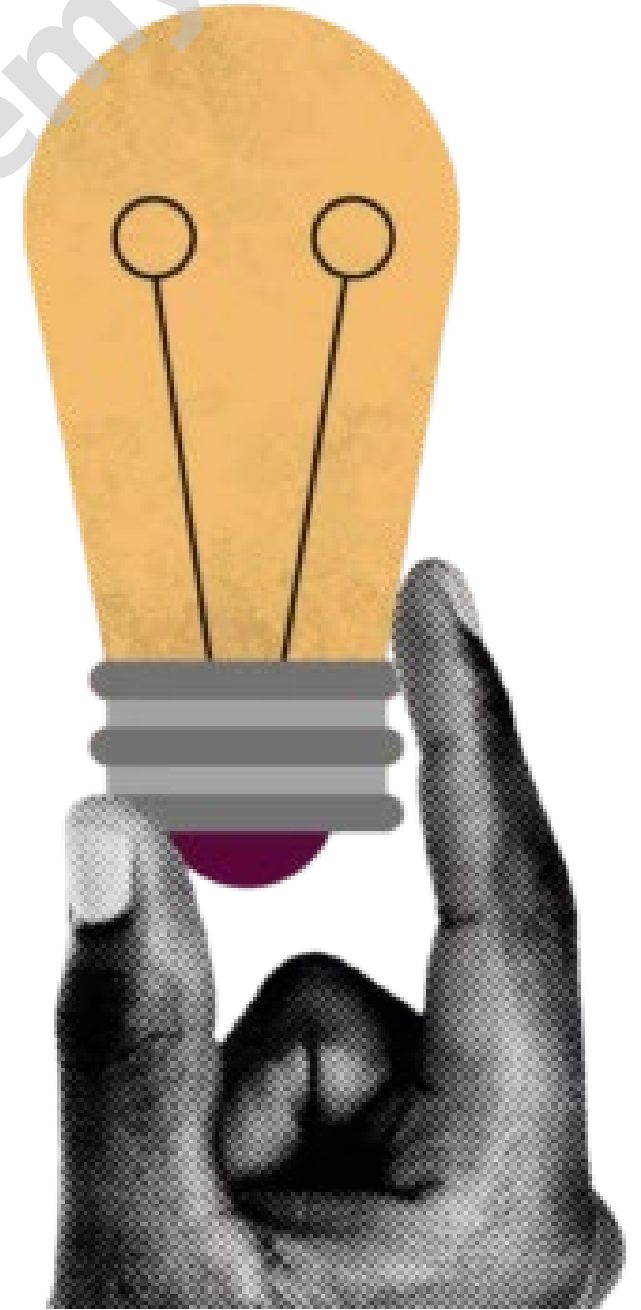
Teacher 3



What is the name of the technique used in this clip?



Dictogloss



What is dictogloss?

It is a dictation-like language teaching technique used to teach **grammatical structures**. The goal is to **expose** learners to a **grammatical point**.



Step 0: Text Preparation

Where can we get a text for dictogloss?

CHAT GPT

Dictogloss

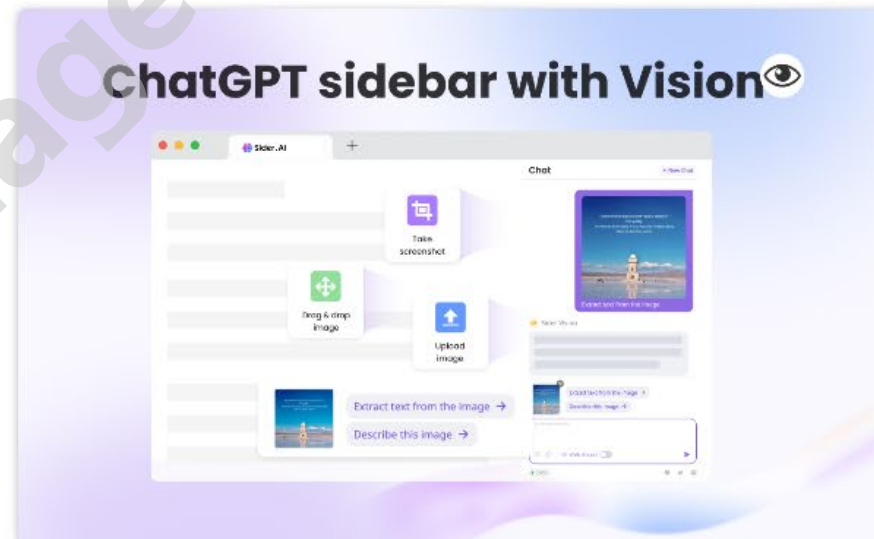
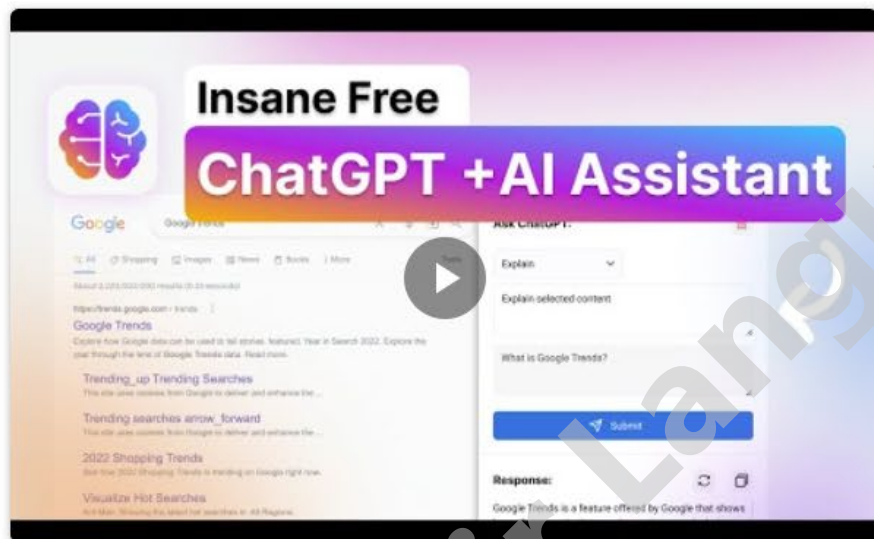


Sider: ChatGPT Sidebar + Vision & GPT-4

Remove from Chrome

sider.ai Featured 4.9★ (9K ratings)

Extension Tools 500,000 users

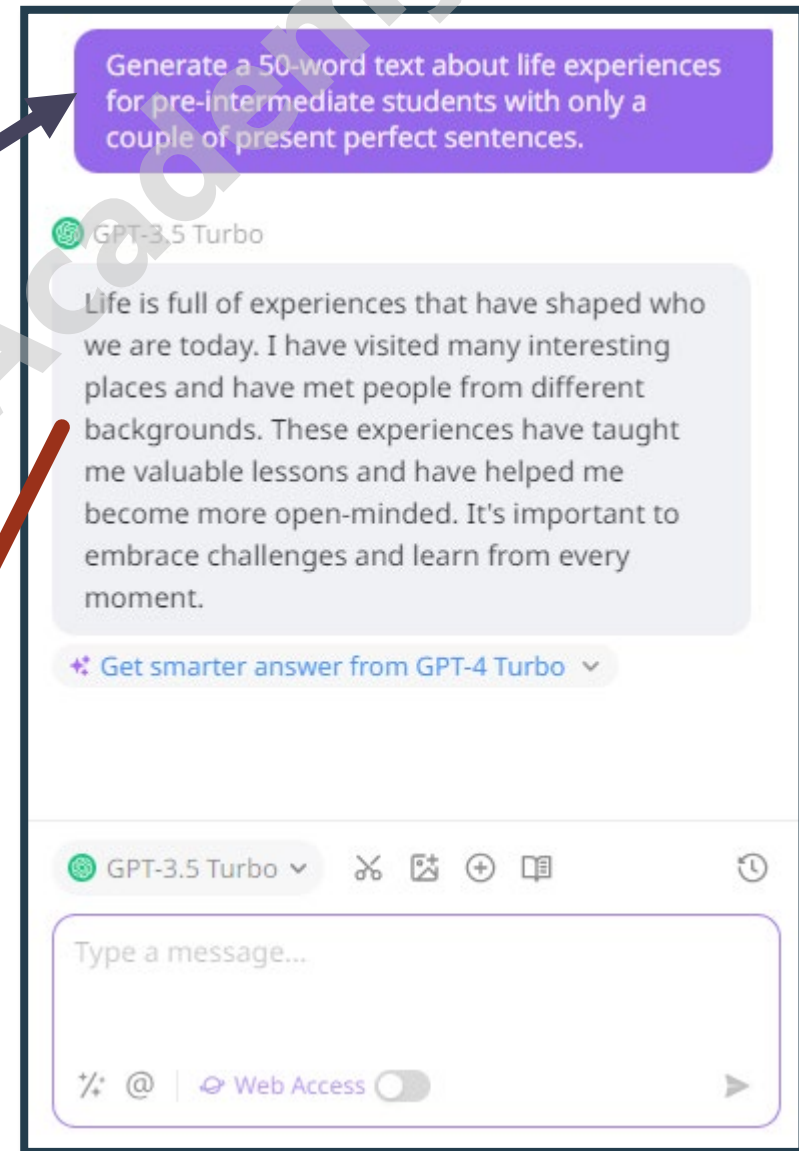


Instruction:

Generate a 50-word text about life experiences for pre-intermediate students with only a couple of present perfect sentences.

The generated text:

Life is full of experiences that **have shaped** who we are today. I **have visited** many interesting places and **have met** people from different backgrounds. These experiences **have taught** me valuable lessons and **have helped** me become more open-minded. It's important to embrace challenges and learn from every moment.





What **instruction** would you give **ChatGPT** to get a suitable text for dictogloss to teach this grammar point?

Level 203

6.1

BLACK FRIDAY FUN

LESSON OBJECTIVE

- plan a shopping trip

be going to

This year I'm going to buy a TV.

We're going to shop online in the future.

Are you going to buy that?

We're not going to come back next year.





Generate a 50-word text about "black Friday" for pre-intermediate students with a few examples of "be going to" in positive, negative and question form.

Black Friday is a popular shopping event that takes place on the day after Thanksgiving in the United States. Many people **are going to buy** discounted products in stores and online. However, some people **are not going to participate** because they don't like crowds. **Are you going to shop** on Black Friday?

Teaching grammar through old vocabulary



The generated text:

Life is full of experiences that **have shaped** who we are today. I **have visited** many interesting places and **have met** people from different backgrounds. These experiences ~~have taught me valuable lessons and~~ **have helped** me become more open-minded. It's important to ~~embrace challenges and~~ learn from every moment.

Generate a 50-word text about life experiences for pre-intermediate students with only a couple of present perfect sentences.

GPT-3.5 Turbo

Life is full of experiences that have shaped who we are today. I have visited many interesting places and have met people from different backgrounds. These experiences have taught me valuable lessons and have helped me become more open-minded. It's important to embrace challenges and learn from every moment.

[Get smarter answer from GPT-4 Turbo](#)

GPT-3.5 Turbo

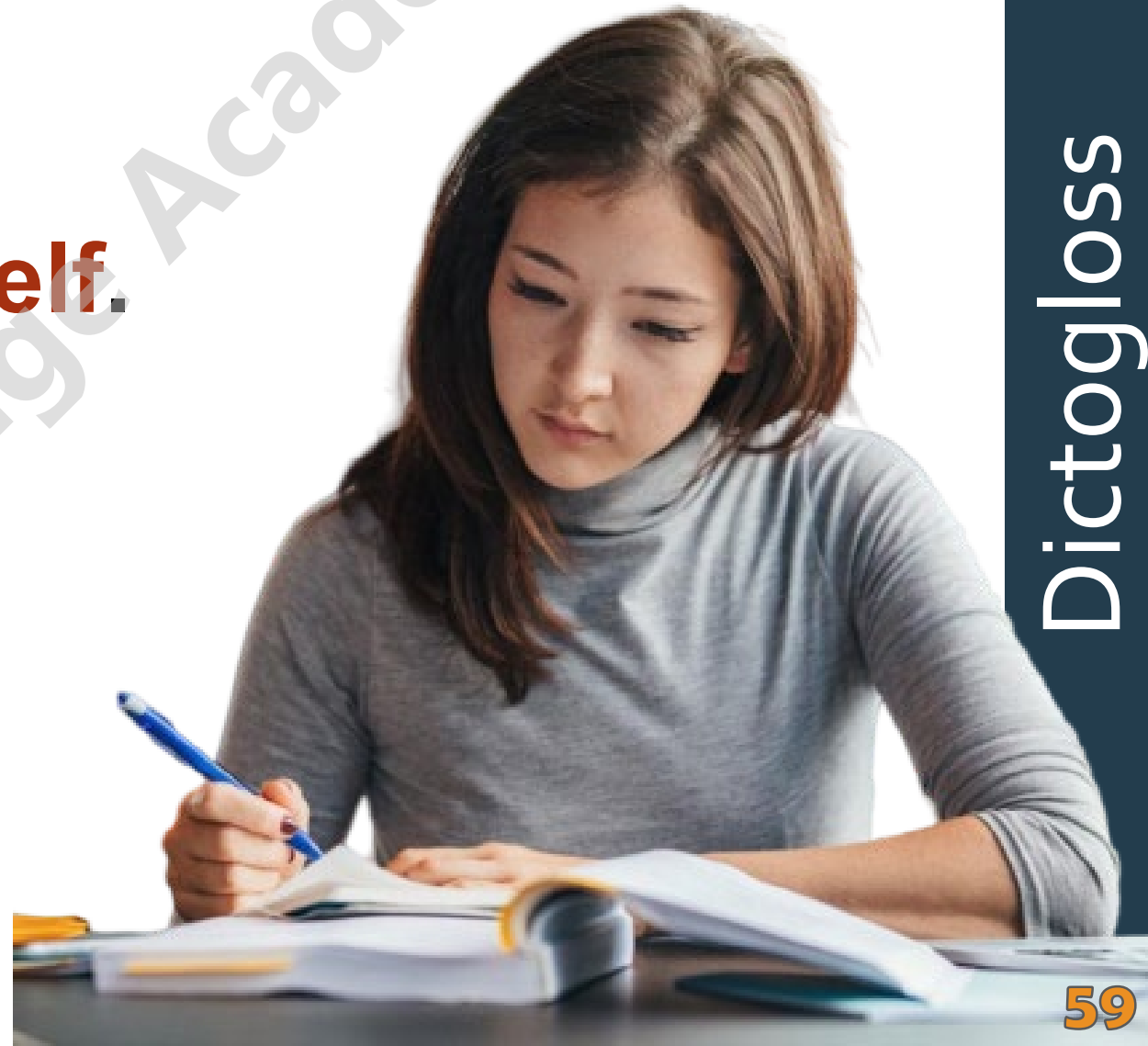
Type a message...

% @

Web Access



You can also write an appropriate text **yourself.**



Steps of teaching grammar using **dictogloss**:



1. Context

2. Dictation

3. Reconstruction

4. Analysis/Correction



Step 1: Context

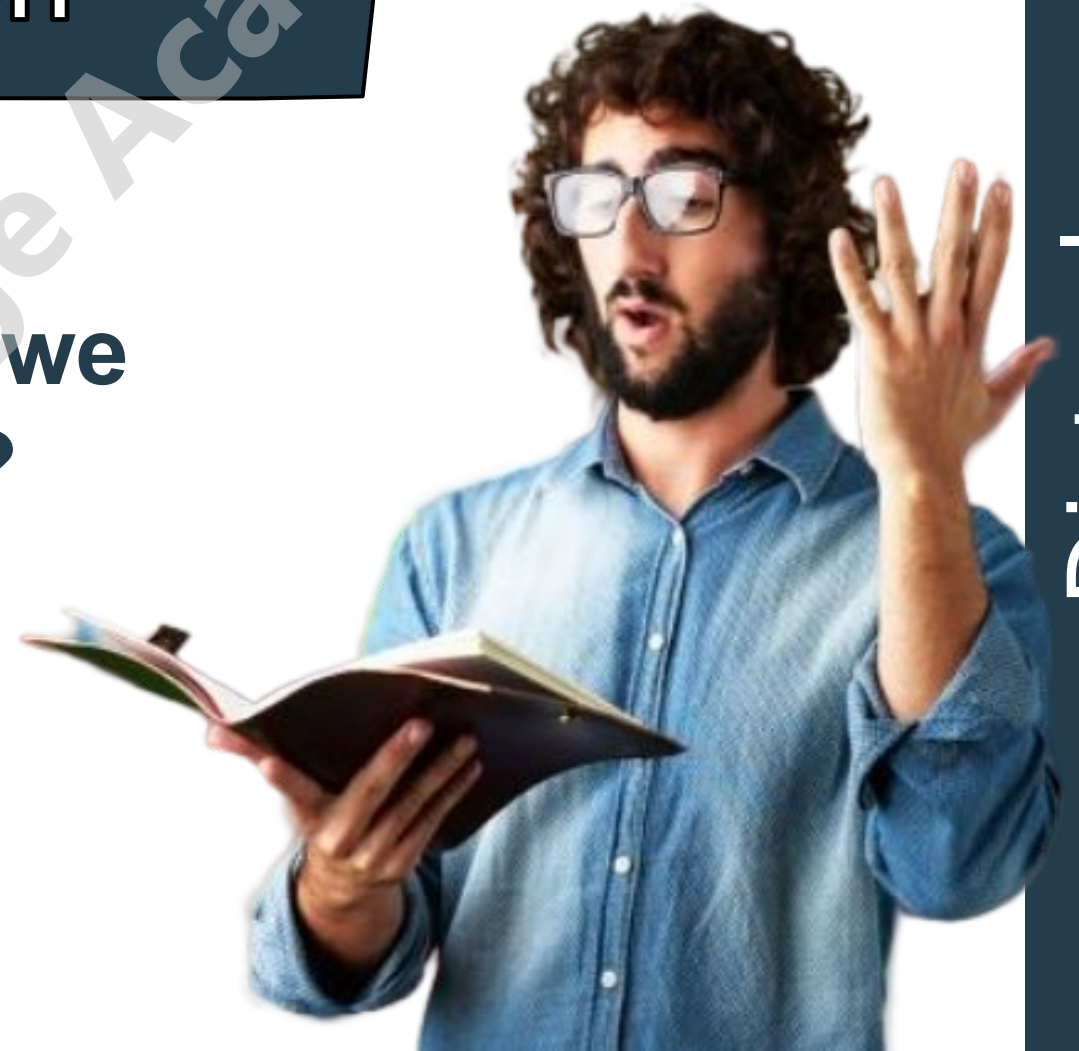




Step 2: Dictation

How many times should we read this generated text?

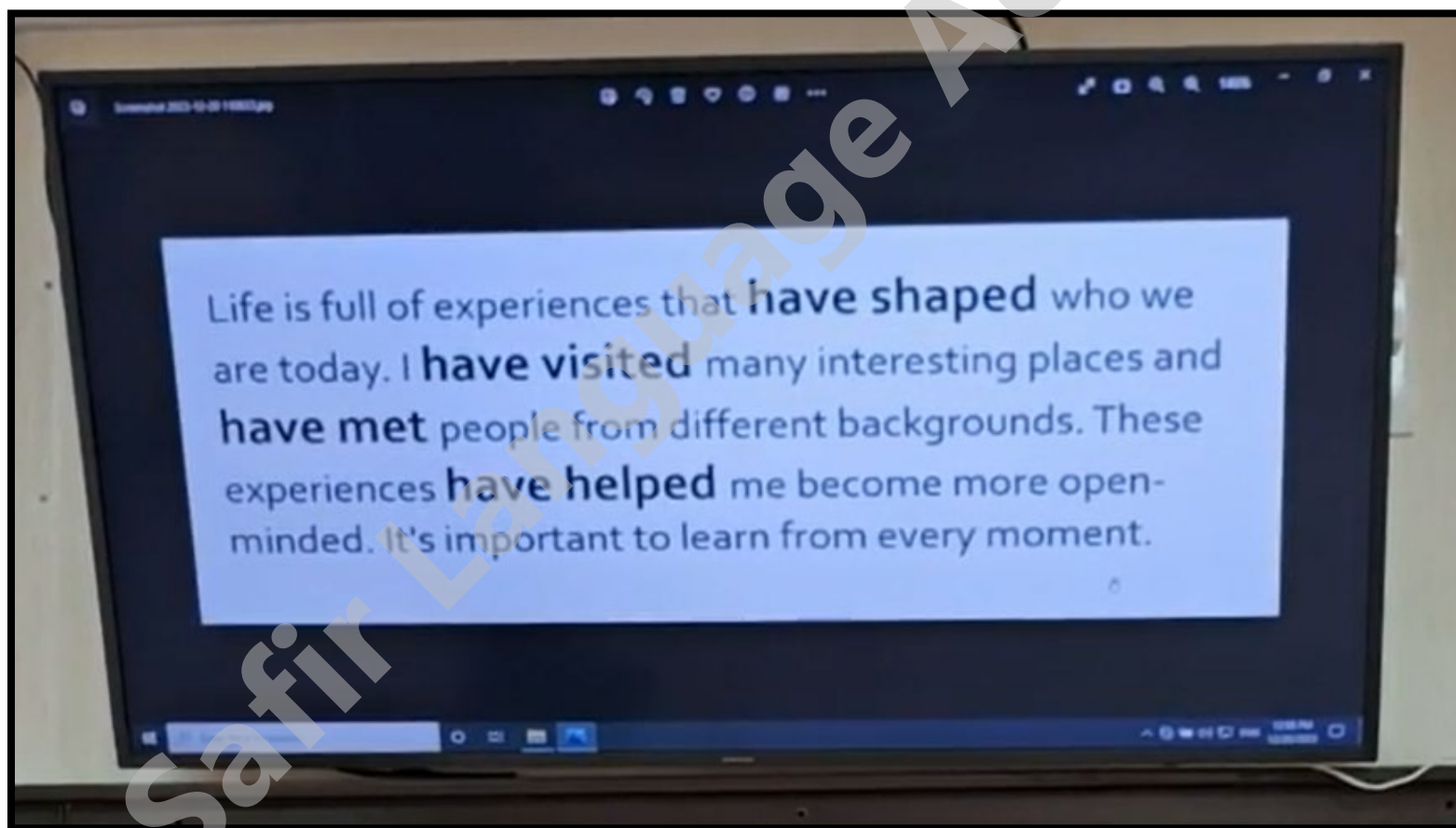
Three times
Normal Pace



Step 3: Reconstruction



Step 4: Analysis/Correction





Steps of dictogloss

0. Prepare a short text with instances of the target language. (**Text preparation**)
1. Set the theme of the lesson. (**Context**)
2. Read the text for the students. (**Dictation**)
3. Students reconstruct the text.
(**Reconstruction**)
4. Students compare their texts with the original. (**Analysis/Correction**)

Stages

Exposure

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Contents



Warm-up



Teaching Inductively



Exposure and Noticing

1 & 2



Reading or Listening



Situation

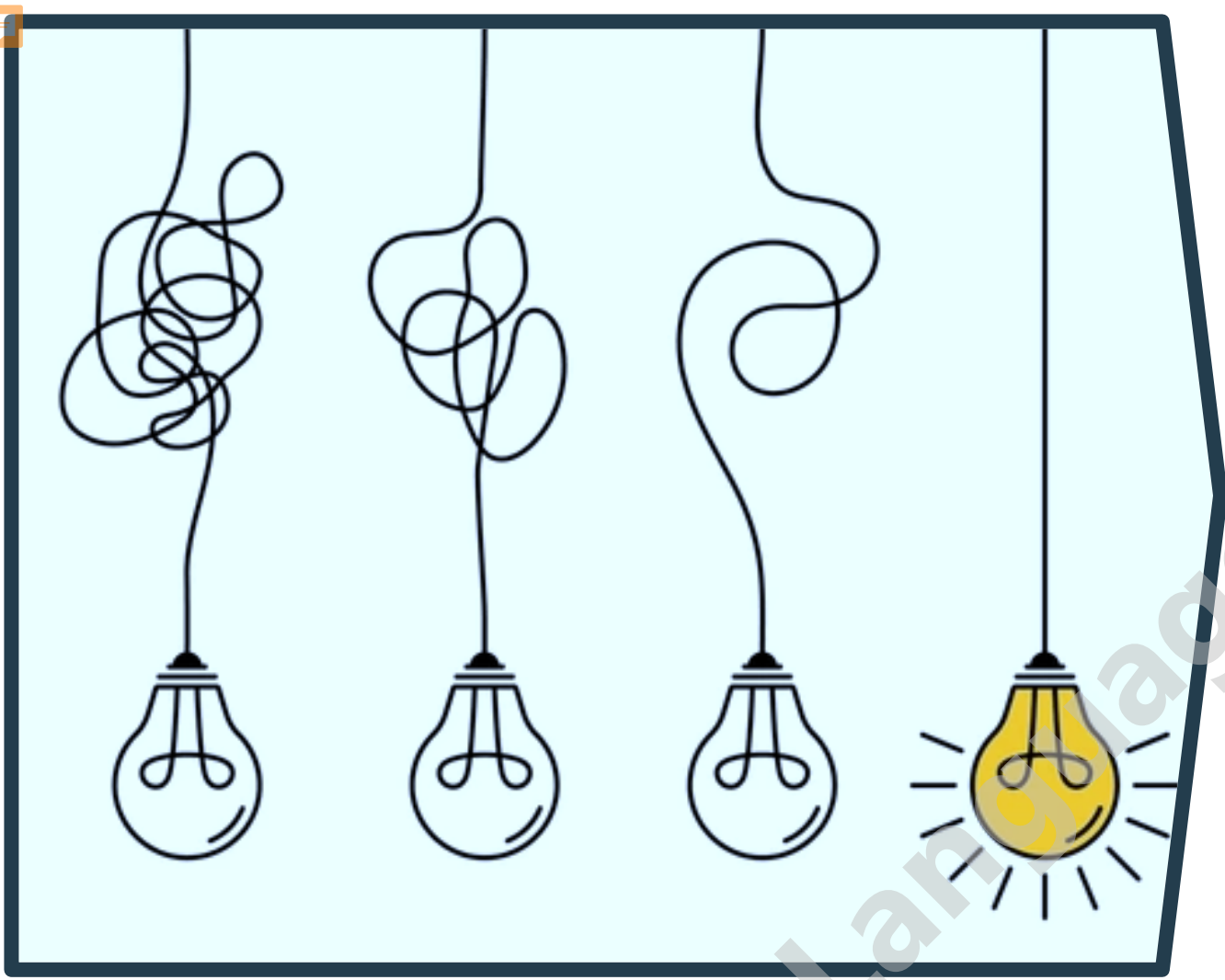


Dictogloss

Clarification

Practice

4



Clarification

Exposure
and
Noticing

Meaning

Clarification

1. C

2. P

3. F



1

Checking Meaning



Unscramble the techniques used to check the meaning of the grammar.

- CQC
- imnTilee
- iCenl



- ✓ CCQ
- ✓ Timeline
- ✓ Cline





CCQs

Sometimes **the book** provides the CCQs for us.

3 GRAMMAR: Present continuous

A **Circle** the correct option to complete the rule. Use the sentences in the grammar box to help you.

We use the present continuous for actions that happen **usually or all the time / right now.**

Present continuous

It's **getting** hot here on the court.

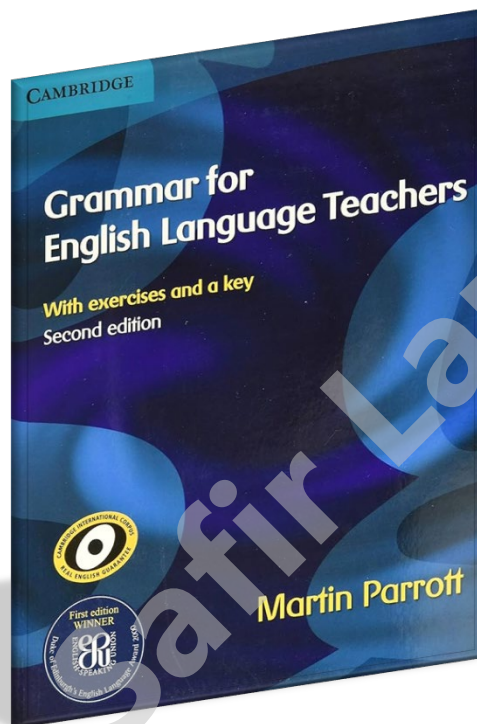
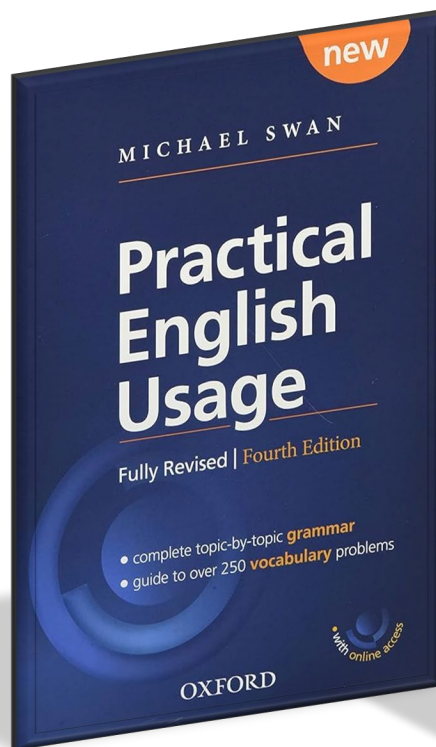
The world number one **isn't playing** well today.

What is he **doing** now?

Gomez is **leaving** the court.

CCQs

Other times we can find the key concepts of the grammar point **with the help of a grammar book.**



Present Continuous

CCQ1: Do I do it everyday?

CCQ2: Is it a habit?



Timelines

habits or repeated actions

I **eat**.



facts and generalisations

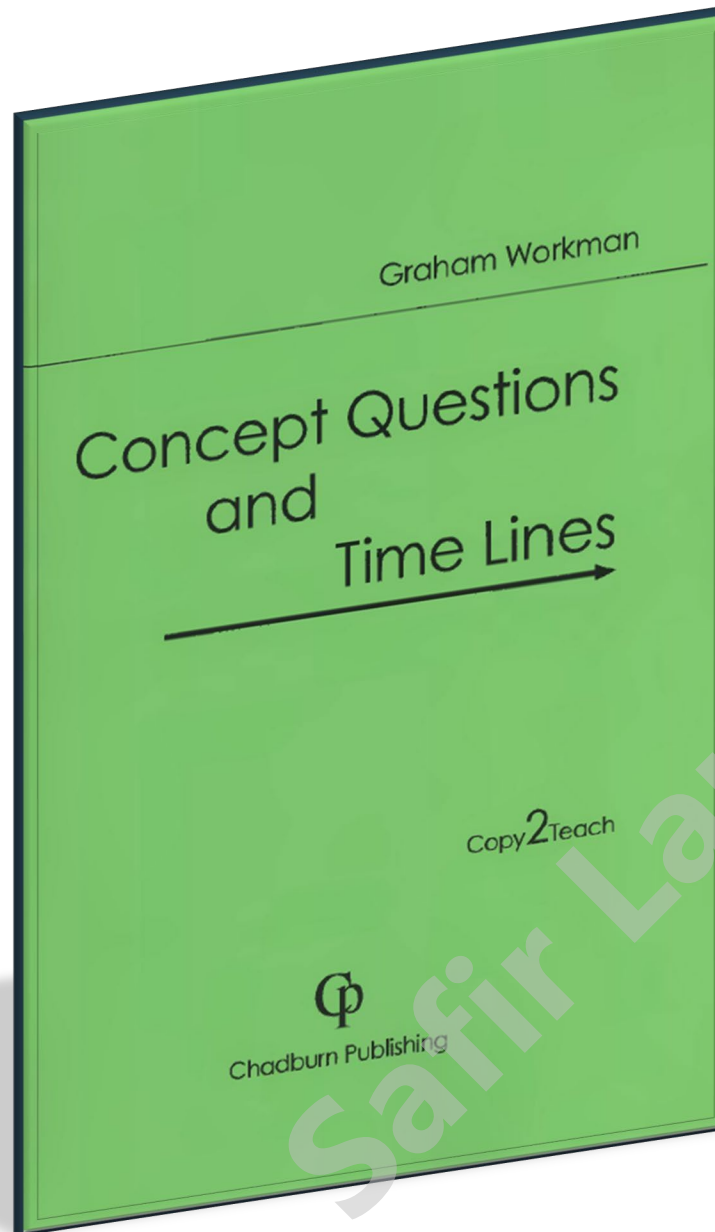
The sun **rises**.



scheduled future event

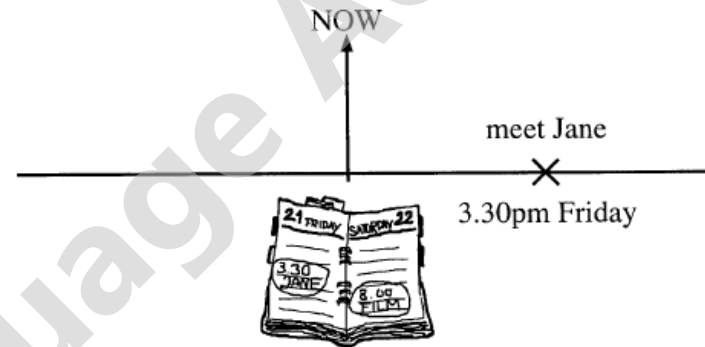
My plane **lands** at 11.20.





Present Continuous diary future

I'm meeting Jane at 3.30 on Friday.



Concept

The Present Continuous is used to talk about definite future arrangements. This use is sometimes called the “diary future”. The time reference is either given or understood.

Concept Questions

- 1 Are we talking about the present or the future? (Future)
- 2 Is it a definite arrangement? (Yes)
- 3 So is it in my diary? (Yes)



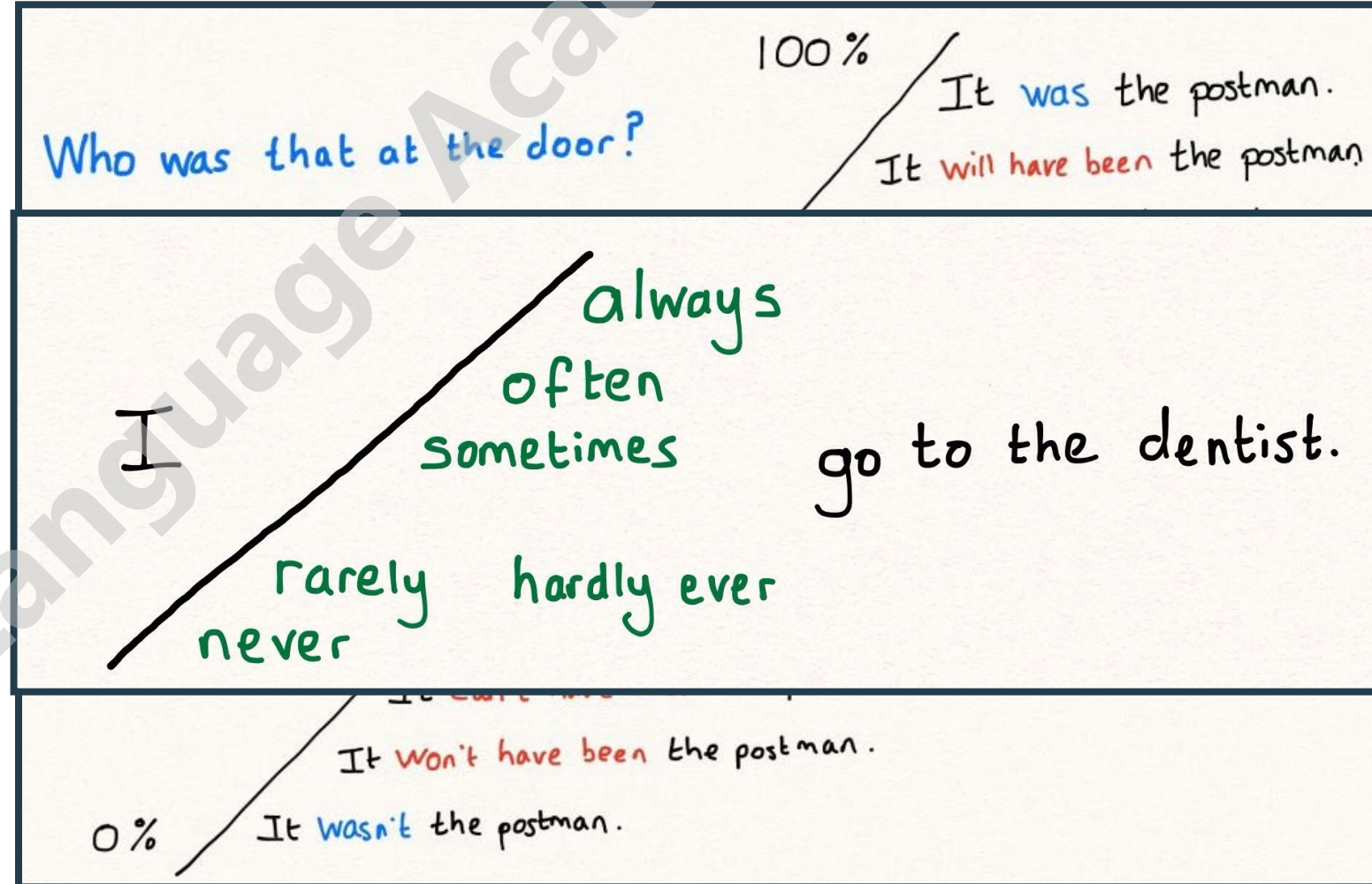
Clarification

✓ CCQs

✓ Timelines

✓ Clines

Clines





Checking Meaning

- CCQs
- Timelines
- Clines



2

Pronunciation

Substitution drilling

Backchaining





3 Form

I *have visited* many interesting places.

I *have met* people from different backgrounds.

These experiences *have helped* me become more open-minded.

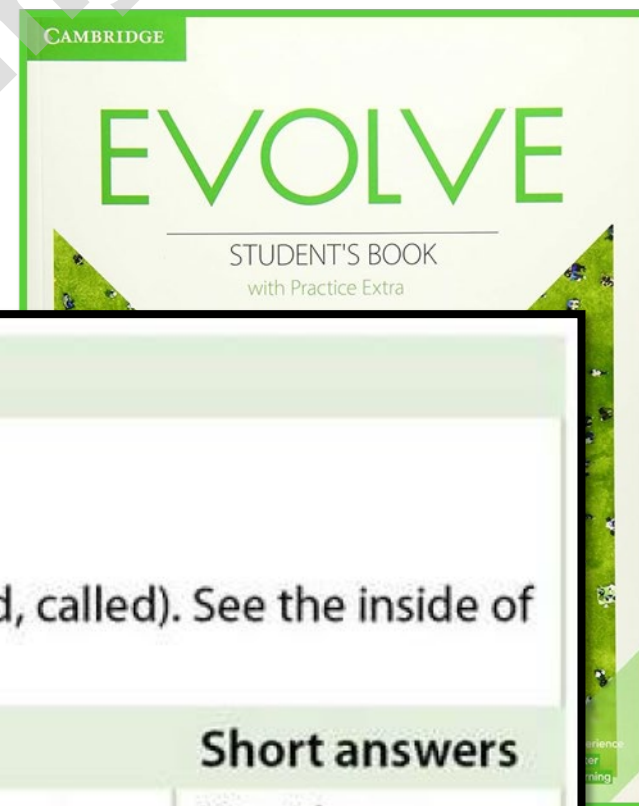


Guided Discovery

Have/Has + Past participle



Grammar Reference



Present perfect

We use the present perfect to talk about experiences.

We form the present perfect with *have/has* + past participle.

For regular verbs, the past participle looks the same as the simple past (played, called). See the inside of the back cover for a list of irregular verbs.

	Affirmative	Negative	Question	Short answers
I / You / We / They	have/'ve changed my password.	haven't changed my password.	Have you (ever) joined a group.	Yes, I have. No, we haven't.
He / She / It	has/'s joined a group?	hasn't changed his password.	Has it (ever) snowed in July?	Yes, it has. No, it hasn't.

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Reading or Listening



Situation



Dictogloss



Clarification

3

Practice

4



Practice





Controlled practice

Semi-controlled practice

Freer practice

Safir Language Academy



Match the activities with their types.

 **Controlled**

 **Semi-controlled**

Freer 

1

PAIR WORK What are you going to do this month? Write four sentences about your plans. Then check your accuracy.

free time
study

friends and family
work

home

2

GROUP WORK You are going to design your own food truck. Think about:

- the name and look of your food truck
- the prices of your food and any special deals
- what's on the menu and how it's cooked
- who your customers are (for example, vegetarians, students)

Our food truck is called Crepe Crazy. We're going to sell all types of delicious crepes like peanut butter, cheese and onion, and strawberry. Everyone enjoys eating crepes but hates to make them at home. Our prices

B Tell the class about your food truck. Which group's food truck is the best?

3

Ana is talking about her first love. Complete the text with the simple past of the verbs in the box.

be go live move not be talk

I remember my first love very well. His name ¹ _____ Raúl. We ² _____ on the same street, and we ³ _____ to the same school. He was funny, and he always ⁴ _____ about cool and interesting things. We ⁵ _____ together for a long time because his family ⁶ _____ to another city, but I have very nice memories of him.



Controlled

Semi-controlled

Freer

PAIR WORK What are you going to do this month? Write four sentences about your plans. Then check your accuracy.

free time friends and family home
study work

A GROUP WORK You are going to design your own food truck. Think about:

- the name and look of your food truck
- the prices of your food and any special deals
- what's on the menu and how it's cooked
- who your customers are (for example, vegetarians, students)

Our food truck is called Crepe Crazy. We're going to sell all types of delicious crepes like peanut butter, cheese and onion, and strawberry. Everyone enjoys eating crepes but hates to make them at home. Our prices

B Tell the class about your food truck. Which group's food truck is the best?

Marina is talking about her first love. Complete the text with the simple past of the verbs in the box.

be go live move not be talk

I remember my first love very well. His name ¹ _____ Raúl. We ² _____ on the same street, and we ³ _____ to the same school. He was funny, and he always ⁴ _____ about cool and interesting things. We ⁵ _____ together for a long time because his family ⁶ _____ to another city, but I have very nice memories of him.



Exposure

- Reading
- Listening
- Dictogloss
- Situation

Noticing

- Eliciting model sentences
- Asking questions to extract model sentences

Clarification

Checking Meaning

- CCQs
- Timelines
- Clines

Pronunciation

- Drilling

Form

- Boarding + Guided Discovery + Grammar Reference

Practice

- Controlled practice
- Semi-controlled practice
- Freer practice





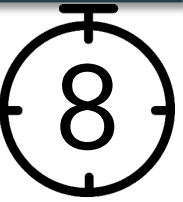
Your Turn

5.1

ONE AMAZING DAY

LESSON OBJECTIVE

- talk about past events in your life



The session starts with the grammar part.

Simple past

I **visited** the ocean for the first time in my life.
I **ran** a red light and **hit** another car.

It **was** my first marathon.
My friends **weren't** with me.

A Complete the texts with the simple past of the verbs in the box.

arrive be hate miss not remember walk want

I remember my first day of school. It ¹ was just horrible!
I ² missed every minute of it! My older sister ³ walked with me,
but she ⁴ hated the way, so we got lost. Finally, we ⁵ arrived,
but we were very late. I really ⁶ wanted my mom and dad. All day, I just
⁷ did not remember to go home.

Recap

Exposure

- Reading
- Listening
- Dictogloss
- Situation

Noticing

- Model sentences
- Highlighting the grammar point in the sentences

Clarification

- Checking Meaning
- CCQs
- Timelines
- Clines

- Pronunciation
- Drilling

- Form
- Grammar Reference
- Guided Discovery

Practice

- Controlled practice
- Semi-controlled practice
- Freer practice



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Reading or Listening



Situation



Dictogloss



Clarification



Practice

4



Thank
you



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