

INTEGRATED DIDACTIC PROJECT

Title: **PRESENT SIMPLE VERSUS PRESENT CONTINUOUS**

Curricular Area: Language and Communication

Subject: English

Grade: 5th (Lower Secondary)

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✓ General Objective

Students will develop the ability to distinguish between Present Simple and Present Continuous tenses and to communicate accurately in both spoken and written forms in everyday contexts.

✓ Learning Outcomes

By the end of the lesson, students will be able to:

- Identify and explain the differences between Present Simple and Present Continuous
- Use Present Simple to talk about routines, habits, and general truths
- Use Present Continuous to describe actions happening at the moment of speaking
- Form affirmative, negative, and interrogative sentences in both tenses
- Apply their knowledge in oral and written tasks, both individually and collaboratively

✓ Teaching and Learning Methods

Teaching isn't just telling, it's showing, discovering, practicing, and doing. That's why this lesson blends:

- Expository teaching
- Visual and audio support
- Guided discovery
- Problem-based learning
- Collaborative learning

✓ Class Organization

- Whole-class instruction
- Individual work
- Pair or small-group activities
- Digital engagement through phones or tablets

✓ Digital Tools and Resources

- Video projector
- Smartphones
- Whiteboard and markers
- Educational Platforms:
 - <https://livresq.com/>
 - <https://www.canva.com/>
- Project link:
 - https://www.canva.com/design/DAGpPIGnZ3Y/b6shOuGz5XxvIacAMB-jng/view?utm_content=DAGpPIGnZ3Y&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h67da5a1b5c

✓ Bibliography

- Harmer, Jeremy. *The Practice of English Language Teaching*. 4th ed., Pearson Longman, 2007.
- Swan, Michael, and Catherine Walter. *Oxford English Grammar Course*. Oxford University Press, 2011.
- Thornbury, Scott. *How to Teach Grammar*. Longman, 1999.
- Interactive content sourced and adapted from [LIVRESQ lesson](#).
- Anexa nr. 2 la Ordinul Ministrului Educației Naționale nr. 3393 / 28.02.2017 Programa școlară pentru disciplina LIMBA MODERNA 1 - studiu intensiv Clasele a V-a – a VIII-a https://rocnee.eu/images/rocnee/fisiere/planuri-cadru/gimnazial/21102024/OMEN%203393_LIMBI%20MODERNE.pdf

✓ Procedure

1. Warm-up (5 minutes)

Objective:

Activate students' prior knowledge of verb tenses and prepare them for distinguishing between Present Simple, Present Continuous.

Activity:

The teacher asks students simple, context-based questions such as:

- “*What do you usually do after school?*” (elicits Present Simple)
- “*What are you doing now?*” (elicits Present Continuous)

As students respond, the teacher writes their answers on the board, highlighting the verbs and drawing attention to the tense used. This leads naturally into a discussion about time references and verb forms, setting the stage for the focus on Present Simple vs. Present Continuous.

2. Presentation (10 minutes)

Objective:

Clarify the usage, structure, and differences between the Present Simple and Present Continuous tenses, focusing on affirmative, negative, and interrogative forms.

Activity:

The teacher uses examples on the board or projector, along with LIVRESQ visuals, to explain the form and usage of both tenses. Key points include:

- Present Simple: for routines, habits, and general truths
 - *Affirmative:* She goes to school every day.
 - *Negative:* He doesn't like broccoli.
 - *Interrogative:* Do you play tennis?
- Present Continuous: for actions happening now or around the present time
 - *Affirmative:* She is reading a book right now.
 - *Negative:* They aren't watching TV.
 - *Interrogative:* Are you listening?

The teacher highlights signal words for each tense (e.g. *usually, always* for Present Simple; *now, at the moment* for Present Continuous) and uses guiding questions to help students compare the two.

3. Practice (15 minutes)

Objective:

Enable students to use the correct tense (Present Simple or Present Continuous) in meaningful context.

Activities:

1. Interactive Exercises (LIVRESQ):
 - Students complete multiple-choice or gap-fill tasks where they must choose the correct verb form based on context.
 - Example: *She _____ (go/goes/is going) to the gym every Saturday.*
2. Picture-Sentence Matching:
 - Students are shown a set of pictures illustrating either daily routines or ongoing actions.
 - They match each picture with the appropriate sentence written in either Present Simple or Present Continuous.
 - Example: Picture of a girl brushing her teeth → *She brushes her teeth every morning.*
Picture of a boy brushing his teeth right now → *He is brushing his teeth.*

These activities reinforce the distinction between habitual actions and actions happening at the moment of speaking, while providing immediate feedback and engaging visual support.

4. Production (15 minutes)

Objective:

Develop students' oral and written accuracy using Present Simple and Present Continuous tenses.

Activities:

1. Drag-and-Drop Activities (LIVRESQ):
 - Students complete interactive drag-and-drop exercises where they arrange words or phrases to form correct sentences in both tenses.
2. Pair-Work Speaking Tasks:
 - In pairs, students ask and answer questions using both tenses.
 - Example questions:
 - *What do you usually do after school?* (Present Simple)
 - *What are you doing right now?* (Present Continuous)
 - Students practice fluency and accuracy while receiving peer support and feedback.

This stage encourages active use of language, consolidates understanding, and fosters confidence in both speaking and writing.

5. Consolidation and Assessment (5 minutes)

Objective:

Reinforce key knowledge of Present Simple and Present Continuous tenses and assess students' understanding both orally and in writing.

Activities:

- *Fill-in-the-blank mini-quiz:*
Students complete sentences by inserting the correct verb form to test their grasp of the two tenses.
- *Rapid-fire oral questions:*
The teacher asks quick questions to individual students to assess immediate recall and oral accuracy.

- *Homework assignment:*
Students write a short paragraph combining Present Simple (for daily routines) and Present Continuous (for current or temporary activities).

Example:

"I usually wake up at 7 a.m., but today I am sleeping in because it's Saturday."

Assessment Rubric (Oral/Written Production)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)
Correct use of tenses	Accurate	Minor errors	Some confusion	Frequent mistakes
Sentence structure	Clear	Mostly clear	Occasionally unclear	Disorganized
Oral fluency	Fluent	Some hesitation	Hesitant	Limited
Engagement in activity	Active	Participates	Passive	Distracted

✓ Intended Use and Adaptation

This lesson is freely available for adaptation to meet the needs of diverse learners. Educators are encouraged to:

- Modify the activities to suit their students' levels and learning styles.
- Integrate this lesson with other digital tools and platforms such as Kahoot, Quizizz, or others to enhance engagement and assessment.

✓ Accessibility Tips

To support all learners and create an inclusive environment, the lesson incorporates the following accommodations:

- Visual materials are accompanied by audio explanations to aid comprehension for diverse learning needs.
- Written tasks can be adapted to be completed orally for students with learning difficulties or literacy challenges.
- All activities are fully compatible with both computers and mobile devices.

✓ Interactive Lesson Access

- To access the full interactive lesson, visit:
<https://library.livresq.com/details/62ce86ae5f8ca9000998a65d>