

## LESSON PLAN: Task Based Instruction (TBI) Format

**Name:** Aybüke Uzunca  
**Lesson topic:** Presentation of Culture and Traditions - Present Continuous vs. Simple Present Tense  
**Age:** Adolescent  
**Context:** Preparatory School Students (EFL Context)

**Lesson Time/Date/Length:** 135 min  
**Language Level:** Pre-Intermediate  
**Overall Objectives:** At the end of the lesson, the students will be able to:  
 - Talk about culture, food and traditional clothes and traditions by utilizing simple present and present continuous.  
 - Differentiate between the contextual uses of simple present tense and present continuous tense

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Pre-Task (T set the context and introduce the task.)	10 min	Whole class	<p>Greet the class, and inform the students that we are going to discuss culture and traditions today. Teacher can lead the class discussion by asking:</p> <ul style="list-style-type: none"> <li>• Are you open to new cultures or traditions?</li> <li>• Are you a modern or traditional person?</li> <li>• Do you have any foreign friends? If yes, do you sometimes explain Turkish culture or language to them?</li> <li>• Do you think language and culture are connected?</li> </ul> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Do you ever consider attending a cultural exchange program like Erasmus, Fulbright, Comenius? Why /Why not?</li> </ul> <p>After eliciting ideas, have the students think that they are attending in one of those programs and they are asked to prepare a short presentation in order to introduce their culture in one of the annual meetings as one of the requirements of the program. As there is a wide range of cultural differences depending on the geographical regions in Turkey, the students had better focus on one region only and introduce that region only to save time.</p>		Students will state their ideas about languages and cultures and their previous experiences regarding different cultures.
	10 min	Group work	<p>First form the groups of three, then let the students choose their regions randomly by utilizing the lottery.</p> <p>First of all, explain what kind of presentation do you expect from them. In their presentation, they are going to talk about three main things:</p> <ul style="list-style-type: none"> <li>• Food</li> </ul>	<a href="#">Wheel of names</a> for lottery	

	<p>10 min</p> <p>5 min</p> <p>5 min</p>	<p>Group work</p>	<ul style="list-style-type: none"> <li>• Clothes</li> <li>• Customs and traditions of the region they chose by chance.</li> </ul> <p>Demonstrate one sample slide and its text to the students to make it clear what kind of presentation format you expect from the students. In the text, there will be some missing parts to be filled by students. Those blanks can only be filled by either using simple present or present continuous tense. While the students complete the sample, check their answers on Google Docs. They are going to complete the text by working in groups in breakout rooms.</p> <p>After they complete the sentences, call students to the main session and show the answers to the students so that they can compare their answers with your sample and evaluate their performance.</p> <p>Then, announce students that it is their turn right now and they are going to prepare a presentation about foods, traditional clothes, customs and traditions. The slide has to include minimum three slides and the structures in the sample presentation slide are going to be used in their presentation. (They need to describe the pictures by using ing form and they need to talk about general traditions by using simple present tense here.- You need to elicit it before they start their presentations.)</p> <ul style="list-style-type: none"> <li>• What did I use when I describe the picture? Which form? Am/is/are ing or V1?</li> <li>• What did I use when I talk about usual traditions? Am/is/are ing or V1?</li> </ul> <p><i>In this part, the teacher can show a demo of the slide and its text to demonstrate students what kind of presentation s/he expects from the students (optional and it depends on time).</i></p>	<p>Presentation sample and its answer key</p> <p><a href="#">Google Docs</a></p>	<p>Students will try to differentiate between the uses of simple present tense and present continuous tense in context.</p> <p>Students will evaluate their group performance when they check the answer key of the fill-in the blanks activity.</p>
<p><b>Task + Plan</b> (Sts prepare their task or plan to present it to the classroom.)</p>	<p>30 min</p>	<p>Group work</p>	<p>After explaining the task, show them the padlet and the resources regarding each region that you uploaded on padlet, which meant that the students do not have to deal with finding the resources during the classroom. Some of resources might be in Turkish at this stage and the students are expected to report the information written there by making use of a simple language.</p> <p>The students work in breakout rooms in groups of three and get ready to present one region of Turkey.</p>	<p><a href="#">Padlet with internet resources</a></p>	<p>Students will investigate and synthesize the relevant cultural information regarding their region by making use of the Padlet resources provided by the teacher.</p>

<p style="text-align: center;"><b>Report</b> (The students demonstrate their work in either oral or written way.)</p>	<p>5 min</p> <p>15 min</p> <p>15 min</p>	<p>Group work</p> <p>Whole class</p> <p>Individual</p>	<p>When the time is up and they finish their work, all the groups upload their work on Google Classroom on the assignment opened for them and they come back to main session.</p> <p>They start presenting their works and findings regarding the traditions, customs and traditional clothing of each region in Turkey. While they present, the other members in the classroom take notes of whatever they have heard or learnt from their friends' presentations.</p> <p>When the presentations are over, they are expected to change their notes into questions and upload those question on the relevant note that was opened by their teachers on Padlet.</p>	<p><a href="#">Google Classroom Assignment</a></p> <p><a href="#">Padlet to upload their questions</a></p>	<p>Students will demonstrate their findings related to food, clothing and customs of the assigned regions by making use of present simple and continuous tenses.</p> <p>Students will formulate questions in simple present and continuous tenses related to the information provided by their friends' presentations.</p>
<p style="text-align: center;"><b>Analysis</b> (The teacher focuses on a linguistic item from students' task outcomes.)</p>	<p>10 min</p>	<p>Whole class</p>	<p>The teacher chooses some grammatically correct samples of present continuous and simple present tense from students' work and from her/his sample as well and wants students to focus on those sentences by asking some concept check questions:</p> <p>(Meaning)</p> <ul style="list-style-type: none"> <li>• Which sentences talk about right now?</li> <li>• Which sentences give information about a fact or a habit or general information?</li> </ul> <p>(Form)</p> <ul style="list-style-type: none"> <li>• Focus on the sentences in simple present tense. Do we change the verb according to subject? How? Make a revision of the form by forming a table on the spot. How do we change this sentence into negative / question?</li> <li>• Now let's look at the other sentences talking about right now. Do we change the main verb? How? How does the auxiliary verb change here? How do I make this sentence negative / question?</li> </ul>	<p>Presentation sample prepared by the teacher and student submissions</p>	<p>Students will differentiate form and functions of present continuous and simple present tense.</p> <p>Students will revise and compose negative and question forms of the positive sentences in their work with the scaffolding of the teacher.</p>

<b>Practice</b> (Extra practice are provided for students to gain automatization.)	15 min	Whole class	After making a revision of simple present tense and present continuous tense, want students to connect to Nearpod and practice the form and functions of those tenses more closely and provide feedback regarding the wrong student answers.	Mechanical exercises on <a href="#">Nearpod</a>	Students will practice positive, negative and question forms of simple present and present continuous tenses by means of mechanical exercises provided for them on Nearpod
<b>Assessment</b>	5 min	Individual	Depending on their Nearpod outcomes, share a self evaluation form with the students so as to evaluate their performance on Nearpod.	Self-Evaluation Questionnaire on <a href="#">Google Forms</a>	Students will discuss and evaluate the areas that need improving depending on their Nearpod outcomes.
<b>Homework</b>			The students will answer the questions they posted on Padlet at home by using present simple or continuous tenses.		

## A PRESENTATION SAMPLE FOR STUDENTS

### Traditional Japanese Wedding

- 参殿 Palace Visit ... Admission to the private ceremony of the bride and groom.

献饌 Food Offerings to God.

祝詞奏上 The recital of Shinto prayers, for happiness in the future and to thank God.

玉串奉奠 The offering of a branch of the sacred tree, the Sakaki, symbolized by a zigzag-shaped paper streamer used to adorn Shinto-related objects.



### Sample Presentation Text

In traditional Japanese wedding, the bride usually wears a white kimono and the groom **wears** a black kimono, but in this photo we see that the bride is wearing a pink kimono and they **are taking** pictures and the groom **is holding** an umbrella. In Japanese tradition, some couples **hold** this kind of umbrella when they walk in the shrine. In a typical Japanese wedding, these are some of the rituals. Firstly, the couple visits the palace and they **offer** foods to their Gods. Later, they **recite** some Shinto prayers and they pray to Gods for a happy family. Finally, they offer a branch of sacred tree and they make their vows. In this photo, the bride and groom **are offering** their sacred trees and the bride in this picture is wearing a white kimono, and she **is wearing** a cap on her head.



## Sample Presentation Text Transformed into a Fill-in the Blanks Activity

In traditional Japanese wedding, the bride usually wears a white kimono and the groom usually \_\_\_\_\_ (wear) a black kimono, but in this photo we see that the bride is wearing a pink kimono and they \_\_\_\_\_ (take) and the groom \_\_\_\_\_ (hold) an umbrella. In Japanese tradition, some couples \_\_\_\_\_ (hold) this kind of umbrella when they walk in the shrine. In a typical Japanese wedding, these are some of the rituals. Firstly, the couple visits the palace and they \_\_\_\_\_ (offer) foods to their Gods. Later, they \_\_\_\_\_ (recite) some Shinto prayers and they pray to Gods for a happy family. Finally, they offer a branch of sacred tree and they make their vows. In this photo, the bride and groom \_\_\_\_\_ (offer) their sacred trees and the bride in this picture is wearing a white kimono, and she \_\_\_\_\_ (wear) a cap on her head.

## PADLET OUTLOOK WITH INTERNET SOURCES REGARDING EACH REGION IN TURKEY

**Resources for Presentation**

The image shows a Padlet board titled "Resources for Presentation" with a background of a Christmas tree. It features four cards, each with a title, a small image, and a brief description. The cards are:

- Card 1:** Title: "Short information regarding seven different regions of Turkey". Image: A coastal town with a castle. Description: "Seven Regions of Turkey: A Delightful Geogra... Getting to know about the regions of Turkey is ... property turkey".
- Card 2:** Title: "Regional Cuisine and Food Culture of Turkey". Image: A plate of food. Description: "Regional Cuisines of Turkey Turkey is divided into seven regions. Every regi... regional cuisines of turkey".
- Card 3:** Title: "Traditional Dresses of Each Region". Image: A woman in traditional blue and white dress. Description: "Each of seven Turkey regions has its own clot... Turkey is a country with old clothing traditions... nationalclothing".
- Card 4:** Title: "Wedding Ceremonies and Traditions Depending on the Region in Turkey". Image: A couple's hands. Description: "Yörelere Göre Düğün Adetleri ve Gelenekleri - ... Dünyada her yıl milyonlarca insan gelenekleri ... olegcassini".

Each card includes a heart icon with '0' and an 'Add comment' button. A red plus sign is visible in the bottom right corner of the Padlet interface.

### The Resources that were used on Padlet

- <https://www.propertyturkey.com/blog-turkey/seven-regions-of-turkey-a-delightful-geographical-collection>
- <http://www.turkish-cuisine.org/regional-cuisine-4/introduction-regional-rural-cooking-of-turkey-215.html>
- <http://nationalclothing.org/middle-east/31-turkey/40-each-of-seven-turkey-regions-has-its-own-clothing-traditions-and-features.html>
- <https://dugun.com/tavsiye-ve-ipucu-kosesi/turk-dugun-gelenekleri-yorelere-gore-turk-dugun-adetleri-2271>

### PRACTICE QUESTIONS THAT CAN BE INCLUDED IN NEARPOD

The following open resources can be utilized to form your practice questions on Nearpod:

- <http://www.focus.olsztyn.pl/en-present-simple-and-present-continuous-tests.html#.YFchoq8zZPY>
- <https://www.englishexercises.org/makeagame/viewgame.asp?id=1098>
- [https://www.englisch-hilfen.de/en/exercises/tenses/simple\\_present\\_progressive2.htm](https://www.englisch-hilfen.de/en/exercises/tenses/simple_present_progressive2.htm)

## SELF-EVALUATION QUESTIONS ON GOOGLE FORMS

### PRESENTATION CLASS SELF-EVALUATION

\* Required

I answered \*

only 5 questions correctly.    1    2    3    4    all the questions correctly.

          

I can use present simple and present continuous tense when I talk about food and culture \*

more practice    1    2    3    4    very well

          

I am confident about differentiating between these two tenses. \*

more practice    1    2    3    4    very well