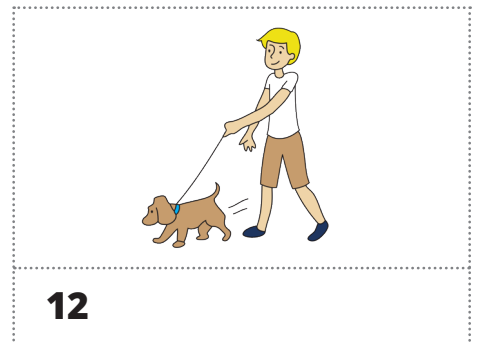
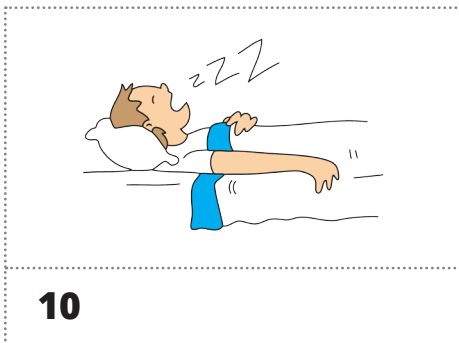
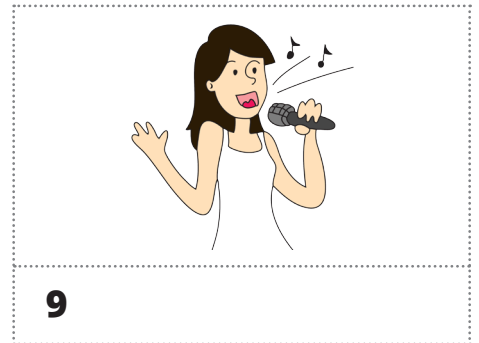
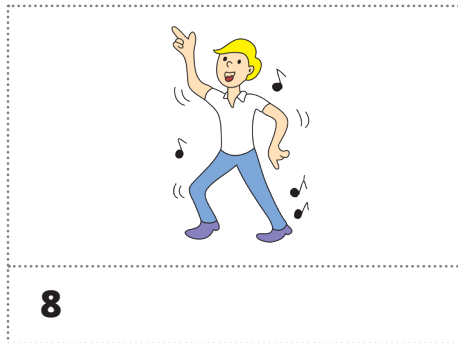
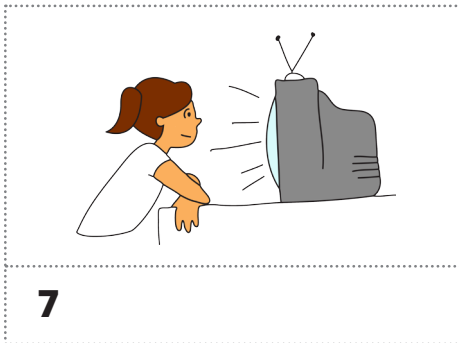
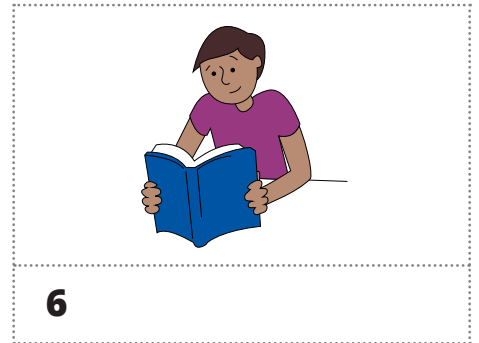
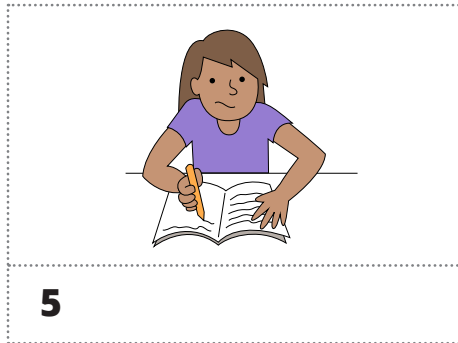
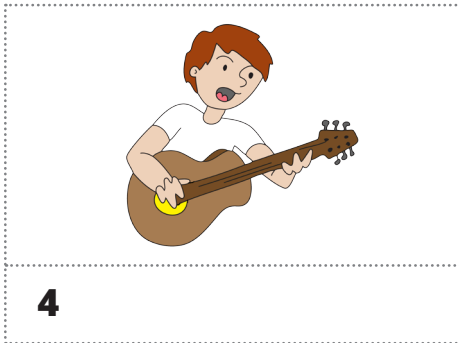
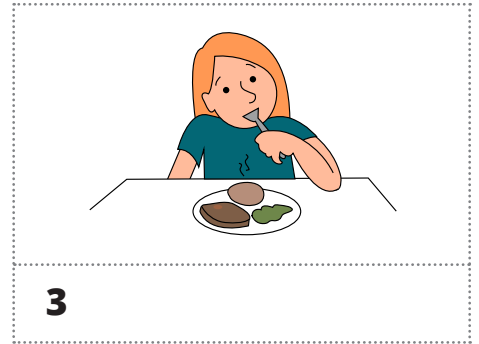
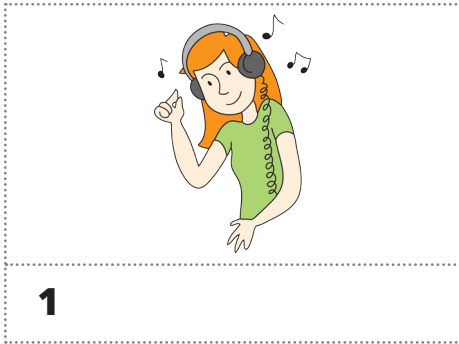


Vocabulary

Write the base form of the verb below each image.



Target Structure

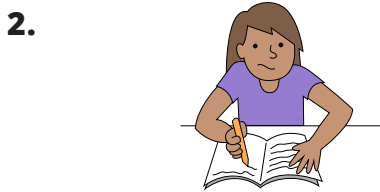
Using today's target structure, write one question and one answer for each image below.



(he)

Q: *What is he doing?* _____

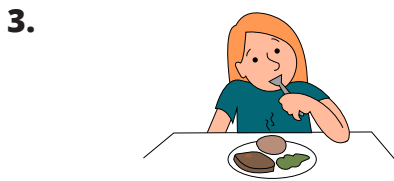
A: *He is sleeping.* _____



(she)

Q: _____

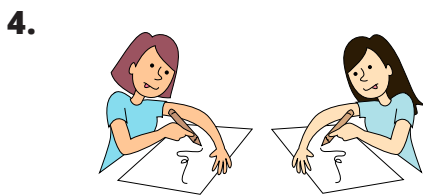
A: _____



(you)

Q: _____

A: _____



(we)

Q: _____

A: _____



(they)

Q: _____

A: _____









(Jimmy)

Q: _____

A: _____

Work in Pairs – Partner A

Find out what everyone is doing. Ask your partner about the missing information. After you've finished, draw the action in each box. Draw yourself in the "me" box. What are you doing?

Stu	Jon	Anna	Chuck	Tomoko	Jen
					
Jess	Max	Lou	Kim	Bill	Me
					

Now Work Alone

After you've finished the pair work above, answer the questions below using complete sentences.

1. What is Anna doing?

2. What is Jess doing?

3. _____ Kim _____ ?


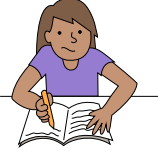


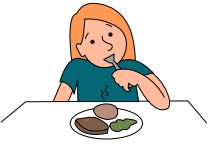
4. What _____ Max and Lou _____ ?

5. Is Tomoko sleeping?

6. What are you doing?

Work in Pairs – Partner B

Find out what everyone is doing. Ask your partner about the missing information. After you've finished, draw the action in each box. Draw yourself in the "me" box. What are you doing?

Stu	Jon	Anna	Chuck	Tomoko	Jen
					
Jess	Max	Lou	Kim	Bill	Me
					

Now Work Alone

After you've finished the pair work above, answer the questions below using complete sentences.

1. What is Anna doing?

2. What is Jess doing?

3. _____ Kim _____ ?

4. What _____ Max and Lou _____ ?

5. Is Tomoko sleeping?

6. What are you doing?

Listening

Listen to your teacher describe what these people are doing.
Draw a line from their names to the correct verbs.



Ali



Meg



Tom



Sara



Jim



Sue

eating breakfast

writing a letter

playing the guitar

drinking juice

reading a book

singing a song

Board Game

Use a coin to move around the board. Heads moves one square and tails moves two. When you land on a square, say what the person is doing.

Start →		→ Miss a turn →		→		
	←		←	Go back 3 spaces ←		
↓		→	Go again →		→	
THE END! ←	Miss a turn ←		←	Go back 3 spaces ←		
					↓	

Review and Fun

A. Change the Verb

Change each verb from the simple present to the present progressive form.

- | | | | |
|----------|--------------------|-----------|-------|
| 1. sleep | <u>be sleeping</u> | 6. dance | _____ |
| 2. write | _____ | 7. listen | _____ |
| 3. draw | _____ | 8. watch | _____ |
| 4. drink | _____ | 9. sing | _____ |
| 5. eat | _____ | 10. do | _____ |

B. Complete the Sentences

Fill in the blanks with the correct form of "be."

- | | |
|----------------------------------|----------------------------------|
| 1. I _____ watching TV. | 4. She _____ playing the guitar. |
| 2. You _____ listening to music. | 5. They _____ dancing. |
| 3. He _____ drawing. | 6. We _____ eating. |

C. Word Search

Find 7 verbs from today's lesson in the puzzle.

```

e   t   a   h   j   m   l
w   a   t   c   h   f   i
h   u   t   o   o   i   s
i   d   r   i   n   k   t
u   f   r   p   h   j   e
e   p   l   a   y   k   n
d   s   m   f   w   u   p
u   d   a   n   c   e   j
    
```

Teachers' Notes

Aim

The aim of this lesson is to teach students how to use the present progressive to talk about an action in progress. Students will learn the present progressive (present continuous) with all the personal pronouns: I, you, he, she, we, they.

New Vocabulary

Verbs:

listen (to music), drink (water), eat (dinner), play (the guitar), read (a book), write (a letter), watch (TV), dance, sing (a song), sleep, draw (a picture)

Target Structure

Example:

What's he doing? He's drawing.

Teaching the Class (before the handouts)

As a warm-up, ask one of the students to come up to the front of the class. Show the student a flashcard with one of the action verbs, and ask them to mime the card. Then ask the other students what he/she is doing. Have a few students come up and try different verbs. You don't have to correct them much at this point. The idea is just to get them thinking about the present progressive form.

After the students are aware that you are talking about actions in progress, go through the flashcards, eliciting each verb in the present progressive form. You may want to review the simple present form first if these verbs are quite new to them.

Next, put all the flashcards up on the board, and write names under each card, such as Ben, Amy, Pierre, Kenji, etc. Ask your students what some of them are doing. "What's Ben doing?" Then tell them to remember what each person is doing, and turn all the flashcards over or cover them up so that they can't see them.

Begin asking what some of the people on the cards are doing. If a student answers correctly, turn the card around to reveal the image. If not, leave it as is. You should also get some students to try asking other students questions across the class in open pairs, and follow the same procedure.

After you've gone through all the cards, re-elicite the question and have the students listen and repeat a few times.

Finally, hand out pages 1 and 2 to the students so they can begin writing the new language down. Put all the flashcards the right way on the board, and write the corresponding word under each. Students should copy the words beneath each image on page 1. Then re-elicite the target structures and write them on the board as well. Students should copy them down on page 2.

Work in Pairs

Have your students work in pairs to complete the information gap.

Now Work Alone

When they are finished the pair work, have your students try the follow-up activity to review their writing skills for this structure. (Make sure they are not doing the follow-up activity and pair work activity at the same time. These are meant to be done separately.)

Listening

For this task you'll need to decide what each character is doing. Tell the class what each person is doing and have them draw a line from the person to the correct verb. As a follow-up, you could ask the students what each person is doing, or have them write sentences in their notebooks. You could also have them draw each person doing their action.

Board Game

Put students in groups of 2, 3, or 4. Have them use a coin to determine how many spaces to move. Heads moves 1 square, and tails moves two squares. When students land on a space they need to say what the person in the picture is doing. You could also have the other student ask the question each time. E.g., "What is she doing?"

Answer Key

Vocabulary

- | | |
|----------------------|----------------------|
| 1. listen (to music) | 7. watch (TV) |
| 2. drink (water) | 8. dance |
| 3. eat (dinner) | 9. sing (a song) |
| 4. play (the guitar) | 10. sleep |
| 5. write (a letter) | 11. draw (a picture) |
| 6. read (a book) | 12. walk (the dog) |

Target Structure

1. What is he doing? He is sleeping.
2. What is she doing? She is writing.
3. What are you doing? I am eating dinner.
4. What are we doing? We are drawing.
5. What are they doing? They are reading.
6. What is Jimmy doing? He is dancing.

Work in Pairs

Partner A

Stu is playing the guitar.
Anna is writing a letter.
Tomoko is singing a song.
Max is reading a book.
Kim is eating dinner.

Partner B

Jon is sleeping.
Chuck is drinking water.
Jen is listening to music.
Jess is walking the dog.
Lou is reading a book.
Bill is drawing a picture.

Now Work Alone

1. Anna is writing a letter.
2. Jess is walking the dog.
3. What is Kim doing? She's eating dinner.
4. What are Max and Lou doing? They are reading.
5. No, Tomoko isn't sleeping. She is singing a song.
6. Individual answers.

Listening

Answers will vary.

Board Game

Answers will vary.

Review and Fun

A. CHANGE THE VERB

- | | |
|----------------|-----------------|
| 1. be sleeping | 6. be dancing |
| 2. be writing | 7. be listening |
| 3. be drawing | 8. be watching |
| 4. be drinking | 9. be singing |
| 5. be eating | 10. be doing |

B. COMPLETE THE SENTENCES

- | | | |
|--------|-------|--------|
| 1. am | 3. is | 5. are |
| 2. are | 4. is | 6. are |

C. WORD SEARCH

e	t	a	h	j	m
w	a	t	c	h	f
h	u	t	o	o	i
i	d	r	i	n	k
u	f	r	p	h	j
e	p	l	a	y	k
d	s	m	f	w	u
u	d	a	n	c	e

watch
drink
play
dance
listen
eat
draw



