

9 What's Michelle Doing?

Present Continuous

Target patterns: Present continuous

Communication skills: Telephoning
Describing actions

Language sets: Daily activities
Telephone words

Warm Up Telephone Conversation

Mime telephoning a student and see what language he/she comes up with. Then get another student to call you. Put the students into pairs, and get each pair to telephone each other. Encourage them to talk freely.

Could I Speak to Sachiko, Please?

The students can listen to the dialog, read it, or do both.

Anticipation question

Who does David want to speak to?

Follow-up question

Where is Sachiko?

Personalization

In pairs, students pretend to be famous people and talk to each other on the phone. Either one of them can be himself/herself and the other a famous person, or they can both be famous people.

The students can choose which famous people they want to be. Encourage them to talk freely and enjoy the activity.

Warm Up Slowly Revealing

Partially draw pictures, slowly reveal pictures of people performing actions, or mime actions. Ask the students *"What's he/she doing?"* *"What am I doing?"* or *"What are they doing?"* Encourage the students to guess and help make *". . .ing"* sentences. The students can do the same activity in pairs or small groups.

What Are You Doing?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's Sachiko doing?

What's Paula doing?

Follow-up questions

What's Michelle doing?

Would David like to have dinner with Sachiko, Paula, and Michelle?

Would you like to have dinner with Sachiko, Paula, and Michelle?

Comprehension—Personalization

T: *Sachiko - watching TV?*

S1: *Is Sachiko watching TV?*

S2: *No, she isn't.*

S1: *What's she doing?*

S2: *She's cooking dinner.*

T: *You.*

S1: *What are you doing?*

S2: *I'm (speaking English).*

T: *Your sister.*

S1: *What's your sister doing?*

S2: *I think she's playing tennis.*

T: *(a famous person).*

S1: *What's . . . doing?*

S2: *I think he/she's*

T: *Michelle - skiing?*

S3: *Is Michelle skiing?*

S4: *No, she isn't. etc.*

The dialog can be done as a chain around the class.

Personalization

In pairs, groups, or as a whole class, the students ask each other what they think various friends or family members are doing. Encourage them to guess, using the pattern *"I think"*

Word Building On the Telephone

The students look at the pictures in turn and try to

guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*Please call back later.
Just a minute.
I'm sorry, he's out.*

Controlled Practice

What Are They Doing?

The students make sentences about each picture.

Sample answers

1. *She's playing tennis.*
2. *They're jogging (running).*
3. *He's playing the piano.*
4. *He's parachuting.*
5. *She's watching TV.*
6. *They're playing golf.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*I think one of my friends is playing baseball.
I think another of my friends is shopping.
I think another of my friends is studying.*

Warm Up

Miming Actions

Write actions on pieces of paper or card. One student looks at one of the actions and mimes it in front of the class. The others try to guess what the action is. The students can do the activity in teams. A student from each team races to read one of the actions and then hurries back to his/her team and mimes the action. When a student guesses correctly, another student from the team races to read the next action.

Is He Turning Left?

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Is Luigi going to the airport?
Is the package a Christmas present?*

Post-listening questions

Is Luigi going to the airport?

*What is Luigi putting in the car?
What is the package?*

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students take turns to mime or draw a series of actions. The other student(s) try to guess each action.

Communication Activities

A. Telepathy

Write some sentences that include actions—e.g. *He's watching a video*—on the board or show the students some action flashcards. One student secretly chooses one of the actions, closes his/her eyes, concentrates on the sentence and tries to transmit it to the other student(s). The other student(s) close their eyes and try to guess the sentence, and then compare their guesses to see who is telepathic. The sentences can gradually be made more difficult.

B. Name a Time

One student says a time, and the other student(s) imagines what each member of his/her family and friends are doing at that time.

C. Detectives

1. Each student places a piece in one of the four corners.
2. The students look at all fifteen cards, and try to remember what they are.
3. The character cards and action cards are then shuffled separately. One character card and one action card is placed face down in each of the rooms and in the garden. The other five action cards are placed face down in a row.
4. The students take turns to throw a dice and move the number of squares indicated by the dice, except when they enter a room or the garden, in which case their piece stops.
5. If a piece would end its move on a vehicle, dog, or ghost, it cannot move in that direction.
6. When a student moves into a room, he/she tries to guess what is happening in that room. (e.g. *I think Cleopatra is taking a shower in the living room.*) The student then secretly looks at the cards. If the guess is correct, he/she wins the game. If not, the game

continues.

7. After looking at the two cards, the player may look at one of the five cards that were placed in a row.

Note: A piece may only enter each room once.

Review Exercises

Crossword

ACROSS

1. shows
3. medium
5. whose
7. hers
8. do
9. front
11. easy
13. playing
14. you
16. just
17. hold
19. doing
20. third

DOWN

1. second
2. with
3. mine
4. messy

6. straight
7. hate
10. carton
12. any
15. over
18. lot

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.