

2.1 What are they doing?

LEVEL	Beginners
AGE GROUP	6 and above
TIME	15–20 minutes
DESCRIPTION	The children match photos to pictures following oral instructions.
LANGUAGE	Action verbs: <i>eating, drinking, painting, writing, sleeping, watching, running, listening, reading, sitting.</i>
SKILLS	Listening for specific information; recognizing action verbs in the present continuous.
ASSESSMENT CRITERIA	The children should be able to recognize common action verbs in spoken statements.
MATERIALS	Worksheet 2.1 (see back of book); scissors; glue; a set of photos of each of the children. If you propose to do Variation 2, you will need pictures of famous people instead. (See Variations 1 and 2.)
PREPARATION	1 Photocopy Worksheet 2.1 for each child. 2 Make a black and white photocopy of a class photo for each child or ask the children to bring in a photo of themselves which you can copy for the class. Cut out the copies so that you have a set of photos and there is a set for each of the children. If you end up with too many photos keep them to use in later activities. 3 Prepare a set of ten statements, for example, <i>Maria is laughing</i>, using the children's names and the actions in the pictures on Worksheet 2.1.
IN CLASS	1 Give out a copy of Worksheet 2.1 and a set of photos to each child. 2 Help the class decide which ten pupils' photos are to be used for the activity. 3 Tell the children to cut out the faces from the photos and stick them on the right figure according to what they hear. Tell them they will hear the sentences twice. The first time they just place the faces on the figures. They can stick them down after your second reading. 4 Read the statements you prepared, for example, <i>Luis is reading</i>, with short pauses between them. 5 Read the statements again. 6 Tell the children to stick the right face on each figure.

FEEDBACK

Ask the children to exchange worksheets and check each other's answers. Older and more confident children can then take turns to come to the front, mime the activity, and tell the class what they are doing according to the drawings, for example, *I'm Luis. I'm reading*. If the children are not able or ready to say what they are doing, they can mime the activity. If some children's pictures do not appear on the worksheet, they can say the name of a classmate and just mime the activity, for example, *Kumiko is laughing*. During this process the children check their partner's worksheets and mark them using the marking scheme below.

FOLLOW-UP

Write the sentences on the board for older children to copy under or near the appropriate figure.

VARIATION 1

- 1 Make a copy of Worksheet 2.1 and a set of photos of ten children in your class. In the margins of the worksheet, write the names of the ten children.
- 2 Give out the worksheets and tell the children that they are going to hear statements such as *Pablo is painting*. They have to draw a line to join the name and the picture showing the action. After the children have finished, check the answers with the class.
- 3 Then give each child the ten faces and tell them to stick the faces in the right places on the worksheet. (If this takes too long, go straight to Feedback and tell the children to stick the faces on for homework.)

VARIATION 2

This activity works well for older children using pictures of famous people instead of children's photos.

ASSESSMENT OF OUTCOME

This activity involves peer assessment and use of the discrete-point marking scheme. (See Introduction.) When they exchange worksheets, the children tick the correct answers on their partner's worksheet and then assign an overall mark, for example 8/10. They may wish to add an overall comment. Comments should be agreed on by the whole class, after discussing what constitutes 'excellent', 'very good', and 'good' performance, for example:

- 10 = Excellent
- 8-9 = Very good
- 6-7 = Good
- 0-5 = Try harder

Name _____ Class _____ Date _____

