

B

D

●● ——— □ 1

D

●● ——— □ 2

D

●● ——— □ 3

A

C

D

●● ——— □ 4

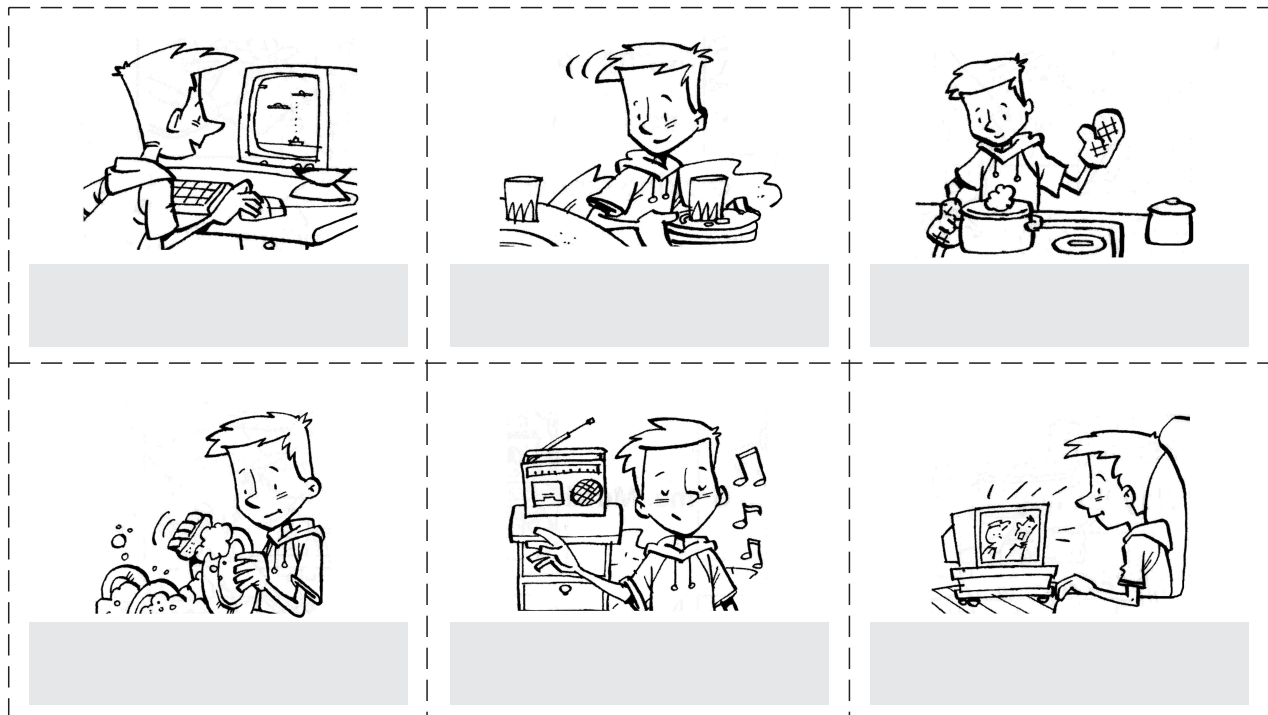
D

●● ——— □ 5

D

●● ——— □ 6

A



I'm tidying up.	I'm cooking dinner.	I'm listening to music.
I'm playing on the computer.	I'm watching TV.	I'm washing up.

WHAT ARE YOU DOING?

Art and crafts

Aim

- To review the structure *He's/She's (playing)*.

Materials

- Scissors.
- Glue.
- Worksheet.
- Flashcards.
- Coloured pencils.

Duration

40 minutes.

Language focus

- Verbs: *washing up, tidying up, watching, cooking, listening to, playing.*
- Other vocabulary: *TV, dinner, music, on the computer.*
- Present continuous tense.

Cross-curricular content

- Art and crafts.
- Following instructions to assemble the cut-out.

Preparation

- Put the following flashcards on the board: *washing up, tidying up, watching TV, cooking dinner, listening to music, playing on the computer.* Point to each flashcard and say the action aloud.
- Then point to one of the flashcards and say: *Thumbs up if right, thumbs down if wrong. Is he/she washing up? No? What is he/she doing, then?* The children put their thumbs up or down depending on the answer. When you ask what he/she is doing in the picture, the children answer aloud.
- Ask a child to perform one of the actions on the flashcards. Another child has to say what he/she is doing. If he/she is right, his/her classmates put their thumbs up; if he/she is wrong, their classmates put their thumbs down and the teacher asks another child to say the action. The game continues until every action has been performed and described correctly.

- Explain that a friend has sent some pictures of a typical day at home. The pictures were sent by e-mail, so they will see them on a computer.

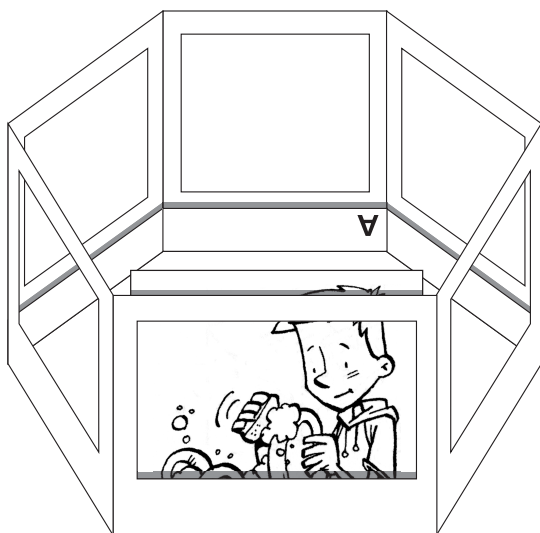
Making the cut-out

- Hand out the worksheet. The children cut out rectangles B and C along the dashed lines.
- The children glue the left side of rectangle C to the shaded area of rectangle B.
- The children fold rectangle A along the dotted line, behind the picture of the computers.
- Then they fold along the six dotted lines to form a hexagon with the pictures on the outside. They cut out the six rectangles D (the computer screens) along the dashed lines (to make this easier, advise them to fold each screen a bit first and make a short slit using the scissors).
- The children glue both extremes of the hexagon, applying glue to the shaded area.
- Next, the children cut out the six pictures (of the boy doing different things) along the dashed lines.
- Finally, they cut out the labels with the sentences along the dashed lines, match each label with the corresponding picture and glue the labels onto the shaded rectangles below the pictures (check that they have matched them correctly before gluing them in place).

NB In order to see the pictures on the computer screens when they perform the activities described below, children simply place the pictures behind the computer screens, inside the folded flaps (the sentences will not appear on the screens, just the pictures).

Working with the cut-out

- Say an action and a number aloud, eg, *He's watching TV on computer one.* Children put the correct picture behind the screen on computer number one. Continue the activity using the same procedure with the rest of the pictures.
- The children can then repeat this activity in pairs.
- Ask questions, eg, *What's he doing on computer two?* The children say, eg, *He's washing up.*



Extra activity

The children colour the pictures.