

# What Are You Doing?

**Level:** Beginner/Elementary

**Vocabulary:** Common Verbs

**Grammar:** Present Progressive

**Skills:** Speaking

**Based on**

Total Physical Response Approach

Song-Based Lessons Technology

Multiple Intelligences Theory



# Rules

Repeat & move!

Only English Allowed!

If You Lose, Try It Again!

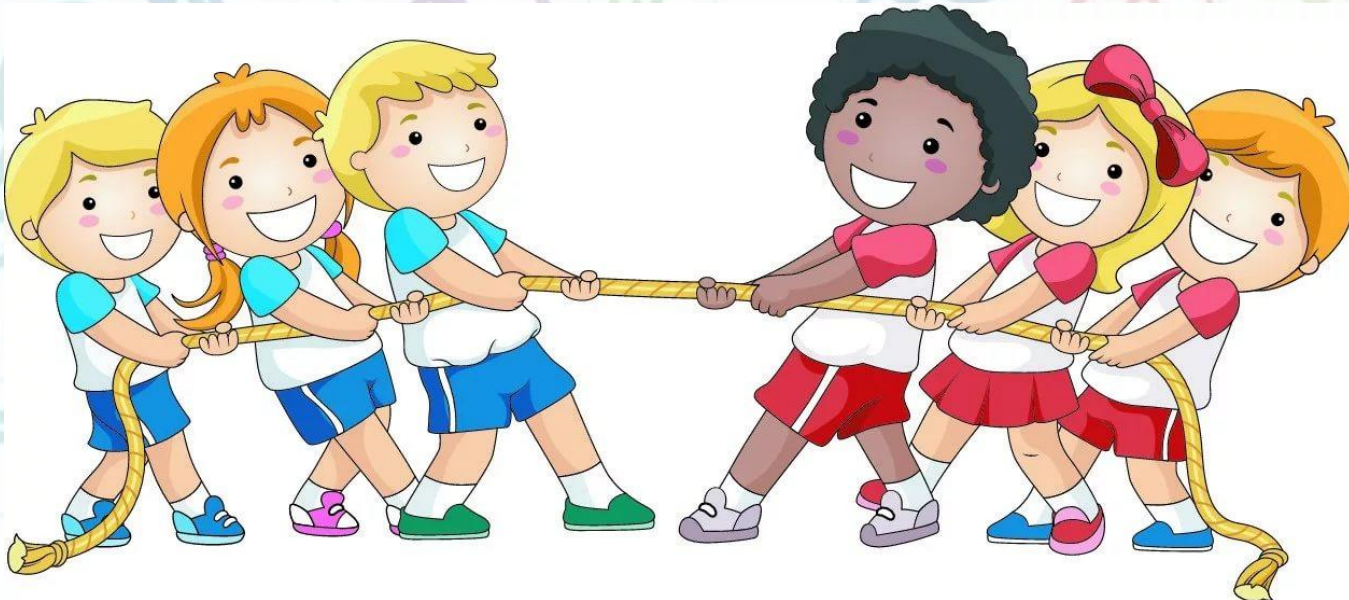




## Group making

# Mingle Game

- ❖ Get the kids together in one big group
- ❖ The kids move around, mingling each other
- ❖ The kids ask you "a number-question"
- ❖ You answer and the kids get into groups of that number





## Step 1 Warm-Up

# Lines Quiz

- ❖ Two groups line up
- ❖ You ask the front kids a question
- ❖ The 1<sup>st</sup> one to answer correctly gets to sit down
- ❖ The 2<sup>nd</sup> goes to the back of the team
- ❖ The 1<sup>st</sup> team where everyone is sat down wins



# Eat! Drink! Dance!

by Richard Graham  
[www.GenkiEnglish.com](http://www.GenkiEnglish.com)



Previous Song

# Step 2

## Presenting New Material

Menu

Words

Words 2

Mini lesson

Song

Game

Karaoke

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# New Song



# Sticky Fingers Game



- ❖ Kids hold the teacher's fingers
- ❖ Choose one “magic word”
- ❖ Kids shout out the key question, the teacher answers
- ❖ If the teacher says the “magic word”, the kids run
- ❖ If the teacher tags them before they take their seats, they are out!
- ❖ If the teacher says a word other than the magic word and the kids let go of the teacher's fingers, they are out!

**Step 3**  
**Practice**



## Step 3 Practice



# Harry Potter Game

- ❖ Divide the class into Voldemorts & Harry Potters
- ❖ When a Voldemort catches a Harry Potter, he shouts an instruction (eg jump/dance)
- ❖ Harry has to do that action until he is saved
- ❖ The spell is broken when a FREE Harry Potter comes along and asks "What are you doing?" and the caught Harry replies "I'm jumping/dancing"

*With that complete, Harry Potter  
is now free  
and the world is okay again!*





# Step 4 Use

# Talk



# Eat! Drink! Dance!

Menu

Words

Words 2

Mini lesson

Song

Game

Karaoke

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## Final Song!



# Why?

- ❖ To bring the life and excitement to teaching English
- ❖ To overcome barriers in communicating

- 
- # Why?
- ❖ To bring the life and excitement to teaching English
  - ❖ To overcome barriers in communicating



# Key Points

- ❖ Strict structure
- ❖ Songs based on active vocabulary
- ❖ Constant repeating
- ❖ Communicative activities
- ❖ No special equipment





# Songs

- ❖ Simple
- ❖ Easy to learn and transform
- ❖ Rhythm
- ❖ Gestures
- ❖ Active vocabulary only



# Result

- ❖ Communication skills
- ❖ No fear of speaking
- ❖ Interacting
- ❖ Emotional feedback
- ❖ Fun!





# Make Learning Fun!

