

4

What are you doing now?

UNIT OBJECTIVES

A2 KEY FOR SCHOOLS TOPICS: sport, clothes

GRAMMAR: present continuous, present continuous vs. present simple

VOCABULARY: sport, clothes

LISTENING PART 1 / READING & WRITING PART 1: understanding the task and underlining key words

READING & WRITING PART 6: understanding the task

SPEAKING PART 2: talking about clothes

Sport

Grammar & Vocabulary

STARTER

Give students five minutes working in small groups to write down as many different sports as they can. Compare lists.

- 1 Explain what 'tips' (useful suggestions) are. Give students five minutes working in pairs to do the exercise. Check answers.

Answers swimming 6 ice hockey 4 table tennis 3 fishing 2 basketball 5

FURTHER PRACTICE

Create a table on the board with the class and encourage the students to keep a record of the new sports in the unit:

Sport	Equipment
skateboarding, table tennis	skateboard, bat, ball

- 2 Elicit from the class which sports are used with *play* (ball sports), *go (-ing)* and *do* (other sports). Encourage the students to add more sports to the table. Use the ones in Exercise 1 to begin with (go fishing/skateboarding/swimming; play basketball / table tennis / ice hockey). If you have created a Sports Table in Exercise 1 (see above), insert a *play/go/do* column before 'sport'.

Answers play: basketball, table tennis, ice hockey, football, golf
go: fishing, skateboarding, swimming, cycling, skiing, ice-skating, surfing
do: aerobics, athletics, martial arts

FURTHER PRACTICE

In pairs, students ask and answer questions about the sports they do, e.g. *What sports do you do? How often do you do them? Where do you do the sports?*

Grammar – Present continuous

- 3 Read the text as a class and check the answer to the question (tennis). Elicit the words that tell them the sport is tennis; i.e. *a racket, small yellow balls, hit a ball, win 40–15*. Students underline the examples of the present continuous in the text and say when we use it (an activity which is happening now) and how we form it (*be (not) + -ing*).
- 4 Students try to correct the spelling mistakes. Then they compare their corrections with the spelling rules of the *-ing* form in the Grammar reference on page 94.

Answers 2 wating = waiting 3 styding = studying
4 workin = working 5 lisening = listening
6 cooming = coming

- 5 Remind students about short answers to present continuous questions (*Yes, it is. / No, he isn't, etc.*) by asking some questions. For example: *Is your mum working at the moment? (Yes, she is. / No, she isn't.) Is Mario eating now? (Yes, he is. / No, he isn't.)* Tell students to read the conversation before writing.

Answers 2 'm (am) watching 3 Is the school team winning 4 is 5 's (is) playing 6 Is Toby sitting 7 isn't 8 's (is) buying 9 're (are) losing

► See the Workbook and online resources for further practice.

Listening Part 1

- 1 Look at the exam questions in Exercise 2 and the exam task together as a class. Say that in the exam, there are five questions to answer in Listening Part 1. Here, the five questions are split across Exercise 2 and the exam task.

Ask the students to look at the instructions for the exam task and work in pairs to complete the sentences in Exercise 1.

Answers 1 five 2 one 3 three

- 2 Read the exam tip as a class. Tell students to read the question carefully. Then look at the pictures and decide how each one answers the question. Underlining the important words and thinking about each picture will help them to focus on the correct information in the listening.

Answers 1 What's Cara doing now? 2 A She's swimming
B She's mountain biking C She's climbing

- 3 13 If necessary, play the recording twice.

Answer C

Recording script

1 *What's Cara doing now?*

Boy: Cara wasn't at swimming practice today. Is she ill?
Girl: No, she's fine. She's in the mountains with her family.
Boy: Really? Is she mountain biking again?
Girl: No, she's learning to climb. She's got a great teacher.

- 4 13 Remind the students that they will hear information about all three pictures but only one piece of information will answer the question on the exam paper correctly.

Answers 1 C 2 A 3 B

Exam task

14 Before they listen, encourage the students to read the questions and underline the important words. They should also look at the three pictures for each question and think about how the pictures answer each question, e.g.:

- 2 How much was Jenny's new tennis racket?
A It's £35 B It's £40 C It's £45.
3 What time does the hockey match start?
A At 4.10 B At 4.20 C At 4.30
4 What is the boy drinking?
A lemonade B orange juice C hot chocolate
5 Who is the girl's table tennis coach?
A He's got blond hair and glasses. B He's got dark hair.
C He's got dark hair and glasses.

Point out that in the exam, students should think about the differences between the three pictures before they listen.

After the students have completed the task, hand out photocopies of the recording script on page 55. Ask the students to underline the correct answer and circle the other items in the pictures that are mentioned.

Answers 2 B 3 C 4 A 5 B

Recording script

2 *How much was Jenny's new tennis racket?*

Boy: I love your new tennis shoes, Jenny. Were they expensive?
Girl: No, they weren't. They were £35. My racket was more expensive.
Boy: Oh really? How much was that?
Girl: (2) I bought it online for £40. My sister paid £45 for hers.

3 *What time does the hockey match start?*

Girl: Excuse me. What time does the hockey match start?
Man: (3) It starts at half past four.
Girl: What time is it now? Am I late?
Man: No, it's only ten past four. Go for a walk and come back at twenty past four.

4 *What is the boy drinking?*

Girl: I'm thirsty after that race.
Simon: (4) This lemonade is really good. I bought it over there in the café.
Girl: Is there any juice?
Simon: I don't think so, but they've got hot chocolate if you prefer that.

5 *Who is the girl's table tennis coach?*

Maisie: That's my table tennis coach.
Boy: Who? Is he that blond man over there with glasses?
Maisie: No, (5) he's got dark hair and he doesn't wear glasses.
Boy: Oh, I can see him now. He's standing over there next to Brendan.

Clothes

Grammar & Vocabulary

- 1 Pre-teach *wheelchair*. Encourage the students to answer in complete sentences, e.g. *I think he plays basketball because ...*

Answers 1 basketball 2 football 3 swimming

- 2 Read through the clothes as a class. Check that the students understand each word and can pronounce them correctly. Encourage the students to ask complete questions (*What's she wearing?*) and answer in full sentences (*She's wearing ...*).

Sample answers

- 1 He's wearing a basketball shirt, some trousers and trainers.
2 She's wearing shorts, a T-shirt, some socks and some boots.
3 She's wearing a swimming costume.

Grammar – Present continuous vs. present simple

- 3 After matching the texts, in pairs students guess the meanings of some of the vocabulary from context; e.g. *team, competition, train, race and medal*.

Answers a 2 b 3 c 1

- 4 Check that the students can identify the present simple and present continuous by finding the first example of each tense together as a class. Refer the students to the Grammar reference on page 94.

Answers

PC: she's getting ready; She's feeling excited; He's preparing
PS: plays; trains; has to; is; swims; goes; swims; 's got; hopes; comes; loves; say; 's; wants

- 5 Ask the students questions to see how much they know before they do this exercise, e.g. *Do we use the present simple or continuous to talk about the things we do every day? And the things which are happening now?* Also elicit the time adverbs we use with each one; e.g. *now, at the moment, today, this week* with the present continuous; *often, usually, every day, twice a week* with the present simple.

Answers 1 present simple 2 present continuous

- 6** Do this exercise in stages. First, ask the students to look at the picture and identify the sport (baseball). Then, students read the whole text without writing. Ask them to think about which verb goes in which gap. Next they should look for words which tell them if it is the simple (*usually*) or continuous (*at the moment*). With a weaker class, first read the complete text to the class with the verbs in their correct form.

Answers 2 plays 3 trains 4 're (are) thinking
5 's (is) getting 6 wants

CLIL Sport: In small groups, students choose a country in another part of the world and find out information about a sport in that country which isn't normally played in the students' own country. Students should find information about the equipment needed, the clothes and the rules. The groups present their sport to the class using pictures and diagrams. You could give suggestions, e.g. Spain (*padel*); Italy (*bocce*), Southeast Asia (*sepak takraw*), China (*wushu*), Finland (*pesäpallo*), South Africa (*jukskei*).

► See the Workbook and online resources for further practice.

Reading & Writing Part 1

- 1** Ask the students to look at the exam task and answer the questions in pairs. Check answers as a class. Remind students that in the real exam there are six questions to answer, but in the exam task here there are only five.

Answers 1 a message or notice 2 three

- 2** Read the exam tip together as a class. Point out that understanding why the writer wrote the message or notice will help the students identify the correct answer. Ask the students to read the message from Ethan, choose the correct answer and underline the part of the message that gives the answer.

Answer
A – I'm going cycling on Saturday. Are you interested?

- 3** Ask students to work individually or in pairs to complete the exercise. Allow them to compare their answers before checking as a class.

Answers
1 a member of staff 2 I can be there by 2 p.m.
3 Sale ends tomorrow.

- 4** Ask the students to identify the differences between messages and notices. Establish that messages usually include the names of the writer and the recipient. Ask students if they can see any examples of notices in the classroom. What information do the classroom notices communicate? Students do the exercise in pairs. Check answers.

Answers

1 message: text message / short message on social media
2 notice: sports centre / swimming pool
3 message: text message / short message on social media
4 notice: shop
5 notice: school / sports centre

Exam task

Ask the students to do the task individually. Check answers together as a class. While checking answers, ask the students which parts of the messages helped them identify the correct answers.

Answers

1 A - Shall we pick you up?
2 C - The pool temperature is lower this week
3 B - Can you look for it?
4 B - 50% off all swimming costumes
5 A - come to the sports field for practice, this evening only

FURTHER PRACTICE

For fast finishers or more able students, ask them to work in pairs to write a message or short notice. Then they exchange their message or notice with another pair, who say why the message or notice was written.

Reading & Writing Part 6

- 1** Point out that in Reading & Writing Part 6, students read some instructions or a short text and write a short email, note or message in response. Students' responses have to cover three points/questions given in the instructions or text. Students must write 25 words or more.

Students read the instructions and the email, then answer the questions.

Answers

1 An email to Alice.
2 three: Where do you want to meet? What time do you want to meet? What are you going to wear?
3 25 words or more

- 2** Remind the students of what makes a good answer (writing over 25 words and answering all three questions). Encourage the students to justify their choice of best answer and also say why the other two answers are not good.

Answer 2 is the best answer because it answers the three questions and it is over 25 words.

- 3** Before students read the teacher's comments, encourage them to think of what a teacher might write for each one.

Answers a3 b1 c2

Exam task

Read the exam tip as a class. Ask the students to answer the three questions in Exercise 1 about this exam task

(1 an email to Ed; 2 three questions: What do you usually wear for school? What are your favourite kinds of clothes? How often do you go clothes shopping?; 3 25 words or more). Let students have eight minutes to write the email. When counting the words, include all parts of the email – the opening and closing as well as the main body. Also, contractions such as *I'm* count as two words (*I am*).

Sample answer

Hi Ed,
We can wear what we like for school. My favourite clothes are jeans, jumpers and T-shirts. I go clothes shopping about six times a year.
See you soon,
Michele

- 4** Before collecting in the students' writing, make sure they check their work by answering the questions in the exercise.

Speaking Part 2 (Phase 2)


- 1** Brainstorm what the students remember about Speaking Part 2 (there are two phases: in Phase 1, students have a discussion with the other candidate about the activities or objects shown in some black and white pictures; in Phase 2, the examiner asks each candidate two more questions on the same topic). Then ask the students what the general topic of the pictures is. Point out that by the time they get to Phase 2, the pictures will have been taken away from them; the pictures are used here to introduce the topic (clothes/fashion). Ask the students to do the exercise in pairs. Then compare answers as a class.

Sample answers

He's wearing a tracksuit and trainers, and he's wearing jeans, a shirt and shoes.
He's wearing a suit / a jacket and trousers.
She's wearing a dress and boots.

- 2** Students read the three questions, then work in pairs to match each question to a picture. Check answers.

Answers 1 B 2 C 3 A

- 3**  **15** Ask the students to think about what a good answer would be like. For example, it would be more than one or two words long and would include reasons/explanations. Go over the exam tip as a class. Students listen to the recording and discuss their answers in pairs.

Answer The boy's answers are the best. He uses longer sentences, doesn't repeat exactly what the examiner says, gives reasons for his answers, and uses adjectives to compare.

Recording script

Examiner: Do you prefer wearing sport clothes or jeans?
Girl: Jeans.
Examiner: Why?
Girl: I don't play sport.
Examiner: And what about you?

Boy: I like sports clothes more than jeans because they're more comfortable. And I wear trainers a lot.
Examiner: Do you spend a lot of time deciding what to wear?
Boy: Not really. I just put on what's clean!
Examiner: And you?
Girl: Yes, I spend a lot of time deciding what to wear.
Examiner: Why?
Girl: I don't know.
Examiner: Are you interested in fashion?
Girl: Yes, I love fashion.
Examiner: Why?
Girl: I just love it.
Examiner: And what about you?
Boy: No, I'm not really interested in fashion. I prefer to spend my time playing sport, or going out with my friends.
Examiner: Thank you.

FURTHER PRACTICE

Play the recording again and ask the students to make a note of the girl's and boy's answers to the questions. Students compare their notes in pairs and then talk about how the boy's answers are a good example of the exam tip.

- 4** Tell the students that the adjectives in the box can be useful when talking about clothes. Students complete the sentences and then compare their answers with a partner. Point out the difference between *fun* (enjoyable) and *funny* (humorous/comical), which are commonly confused. Encourage students to write other forms of the adjectives used in the exercise in their vocabulary notebooks, e.g. *bright, cheap, pretty*. With stronger students, you could ask them for the opposite of the words used in the sentences (and/or synonyms).

Answers 1 comfortable 2 warm 3 fun 4 cheaper
5 prettier 6 brighter

- 5** Remind the students to give complete answers including reasons. Encourage them to use some of the adjectives from Exercise 4.

 **Exam task**

Students work in pairs to ask and answer the questions. In the exam, students will answer two questions in two minutes. If appropriate, you could introduce some expressions, such as *I agree / I don't agree* and encourage students to extend their answers using *and, but or because*. Encourage students to ask their partner 'Why?' if necessary, but point out that in the exam, students are not expected to interact with each other in Part 2 Phase 2.

FURTHER PRACTICE

Ask two or three pairs to role-play the questions and answers in front of the class. The other students listen and decide which pair gives the best answer to each question and why.