

1 Right now

OBJECTIVES

- Identify colours and personal belongings.
- Read posts on an entertainment website, and get general and specific information.
- Use the present continuous to describe what people are doing.
- Listen to a phone conversation between a mother and her daughter, and get general and specific information.
- Use the present continuous to ask about what people are doing.
- Write short descriptions of photos.

VOCABULARY

- Colours and personal belongings (clothes and accessories)

GRAMMAR

- *This / That - These / Those*, Present continuous (all forms)

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.


Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 10-11

- 1**  **03 Track 4** Play the audio and ask students to listen as they read the words in their books. Tell them to pay special attention to the way each colour is pronounced and to try to repeat the words in their minds. If needed, play the audio again and pause it after each colour is mentioned for students to repeat chorally.

Note: Students should have learnt the colours in previous years. Check that out and if so, carry out this presentation as revision or to activate their prior knowledge.


- 2** Give students one or two minutes to go through the notes and then ask for the names of the people who wrote them (*Liam, Danny, Diana, Lisa* and *Mr Farrel*). Write the names on the board. Then ask the class about what these people are looking for (they are looking for their lost personal belongings). By identifying the colours, students will be able to match each word with the corresponding photo. Ask them to read the notes attentively in order to identify the owner of each lost object. They write the names + 's to indicate that the object belongs to that person. Check the answers on the board. You may wish to introduce the question: *Whose is the (green jacket)?*

Answer key

a. Diana's; b. Lisa's; c. Danny's; d. Mr Farrel's; e. Liam's



More practice
Practice Book, page 80, activities 1-4

- 3**  **04 Track 5** Before listening, allow students to go through the presented conversations at their own pace for general comprehension. Make sure they all understand that the people are looking for their lost belongings. Students listen to the audio as they read the conversations in their books. Ask them to identify the lost objects in the photos and tick them. Check the answers orally.

Answer key

A. a; B. b

Draw students' attention to the 'Look' box so as to highlight the examples given. Help them to distinguish between *this/that* and *these/those*, the former used with singular nouns and the latter used with plural nouns. Students can find further practice and explanation in the *Practice Book*.

- 4** Now that students already know the difference between *this/that* and *these/those*, explain the difference between *this/these* to refer to objects that are nearby and *that/those* to refer to objects that are 'over there'. Students draw and colour two objects, and then they describe them correspondingly.

Answer key

Students' own answers.



More practice
Practice Book, pages 80-81, activities 5-8

Mixed-ability

- Invite quick finishers to practise the conversations from activity 3 in pairs. Then volunteers can act them out at the front.

Learner's Book, page 12

Reading

Digital awareness

Ask students to open their book on page 12 and give them some minutes to explore or 'navigate' the website, and to comment with their partners. Draw their attention to the web address (www.pic-of-a-dream.com). Make sure students understand people can upload pictures or photos of the places of their dreams on this site.

Username: A username is a combination of characters (letters, numbers and/or symbols) that people create, or are assigned to, in order to access a computer, an account or a social network. In general, usernames come together with a password. By typing a username and a password people can have access, for example, to a site where other multiple users also log in. These elements enable users to have personal settings and identification with that site. It might be interesting to ask the class and discuss: *What are the advantages and disadvantages of people creating usernames instead of using their real names on social networks?*

- 1 Ask students to scan the website searching for the required information: the usernames of the people posting a picture and the places of their dreams. Get feedback from students' answers.

Answer key

a. They are loveLennon and Dolphino12. **b.** A busy city and a tropical island.

- 2 Ask students to read individually and in silence so as to respect their own pace. Tell them not to worry about the meaning of isolated words at this stage but to focus their attention on the general ideas. Prompt volunteers to share which of the places described they like best.

- 3 Students read again. Allow them to discuss the answers in pairs so as to enrich the process. Then check the answers orally with the whole class.

Answer key

a. T; **b.** F; **c.** T; **d.** F; **e.** T

- 4 Explain to the class that all the words in the chart have been extracted from the texts and grouped according to their lexical classification. Ask students to look for the words in the description above and to underline them. Then they complete the chart with the missing headings.

Answer key

1st column: Family; **2nd column:** Places; **3rd column:** Actions



More practice
Practice Book, page 82, activities 1-4

Learner's Book, page 13

Grammar in use

- 5 Encourage students to go through the descriptions attentively to spot the isolated sentences out from the context. If needed, ask students to circle or underline the sentences in the text once they have found them. Then they complete each sentence with the missing word/s. Elicit an explanation from students, e.g.: *We use the present continuous to talk about things that are happening now, at the moment of speaking.* Accept L1. Finally, check the answers on the board and highlight the grammar structure.

Answer key

Affirmative: *We are uploading* the photos. My mum *is listening* to music. My brother *is filming* the city. **Negative:** *We are not swimming* fast. **Questions:** *What are you doing?*

Invite students to think of and give further examples. Write them on the board to systematise the grammar structure. Elicit these formulas, e.g.:
Subject (pronoun) + verb *to be* + verb *-ing*.
(*Wh-* word) + verb *to be* + subject (pronoun) + verb *-ing*?
Then draw their attention to the 'Look' box and highlight the examples given. Explain that there are some rules for *-ing* forms. Direct the class to the 'Grammar reference' section for further explanations.

See more
Grammar reference, pages 69-70

- 6 Tell students they need to focus their attention on the correct form of the verb *to be* in each case. Give them some minutes to complete the sentences and then check the answers orally.

Answer key

a. am; b. is; c. are; d. are; e. is; f. are

- 7 Students re-write the sentences from the previous activity in the negative form. Check the answers on the board so as to make sure students have not skipped the verb *to be* or to check the correct spelling of the *-ing* forms.

Answer key


a. I am not playing football at school. b. My friend is not chatting with his mum. c. The dolphins are not swimming fast. d. Mum and Dad are not uploading photos. e. Our sister is not listening to music. f. My brother and I are not wearing blue trainers.

Mixed-ability

- If there are students who need further practice, you may ask them to re-write the sentences from activities 6 and 7 using the short form of the verb *to be* when possible.
- 8 Students complete the questions with the correct *Wh-* word. For that, they should pay special attention to the answers given. Check orally.

Answer key

a. What; b. Where; c. Who; d. What; e. Who; f. Where

- 9  Students frame a question similar to the ones from the previous activity. If needed, copy this formula on the board as a reference:
(*Wh-* word) + verb *to be* + subject (pronoun) + verb *-ing*? Then, in turns, they ask the question to their partners and write the answer in their books.

Answer key

Some possible answers: What is Lennon's mum listening to? Who is Kelly chatting with?



More practice
Practice Book, page 83, activities 5-9

Move forward


Ask students to look for photos of famous people performing an action for the next class. They can download them from the internet and print them, or they can bring magazines they may have at home. Explain that they should keep the photos secret, i.e., they do not have to show them to their partners.

Learner's Book, page 14

Listening

Move onto

Draw students' attention to the photo and text at the top of the page. Ask a volunteer to read the text aloud. Ask the class: *How many kids has Ms Kendall got? (She's got four.) Where is she now? (She's at the office.) What is she doing? (She's calling her kids.)*


- 1  **05** **Track 6** Tell students they are going to listen to the phone conversation between Ms Kendall and one of her kids. Read the names of Ms Kendall's kids aloud. Play the whole conversation once for students to listen and tick the corresponding name. Give students time to choose the correct answer. Then ask a volunteer to say it aloud and check with the whole class.

Audioscript

Lorna Hi, Mum.
Ms Kendall Hi, sweetie. How are you doing?
Lorna Fine.
Ms Kendall And your sister and brothers? What are they doing? Is Tim cleaning his bedroom?
Lorna No, he isn't. He's doing his homework.
Ms Kendall And... Is Jackie doing her homework?
Lorna No, she isn't. She's swimming at the club.
Ms Kendall So, who's studying at home? Is Alan studying?
Lorna No, he isn't. He's listening to music in his bedroom.
Ms Kendall Well... Are YOU studying, Lorna?
Lorna No, I'm not.
Ms Kendall So what are you doing?
Lorna I'm talking to you, Mum.


Answer key

b.

- 2  **05** **Track 6** Give students some minutes to go through part of the conversation between Ms Kendall and Lorna. Play the audio again and ask students to complete the conversation with the missing names. Check the answers orally.


Answer key

a. Tim; b. Jackie; c. Alan; d. Lorna

- 3**  **05** **Track 6** Read the sentences aloud. Since students have already listened to the conversation twice at least, some of them will surely be able to anticipate the answers. In that case, allow them to do so and then they can listen to the conversation once again in order to confirm or to correct the answers. Tell students to write 'T' or 'F' while they are listening and then give them some extra time to correct the false statements.

Answer key

a. F. Tim is doing his homework. **b.** T; **c.** T; **d.** F. Lorna is talking to her mum.

- 4**  Students work in pairs to practise the conversation. Praise and encourage everybody's participation. Students at this age usually feel reluctant to speak out because they do not like being exposed in front of their peers. Try to create a friendly atmosphere so as to lower students' affective filter and to foster their participation and enjoyment. Walk around and interact with them. Take down notes on their positive performance.

- 5** Students complete the sentences so that they are true to them. Then they compare with their partner.

Answer key

Students' own answers.



More practice
Practice Book, page 84, activities 1-5

Learner's Book, page 15

Grammar in use

- 6** Encourage students to go through the conversation on page 14 of their books once again. Lead them to identify the questions that have been isolated in the chart and to try to complete them with the missing words. Elicit an explanation from students, e.g.: *We use the present continuous to ask about things that are happening now, at the moment of speaking.* Accept L1. Finally, check the answers on the board and highlight the structure.


Answer key

Yes/No questions: *Is Jackie doing her homework?* No, she *isn't*. *Are you studying?* No, I'm *not*. **Wh- questions:** *What are you doing?*

Invite students to think of and give further examples. Write them on the board to systematise. Then draw their attention to the 'Look' box and highlight the examples given. Elicit that abbreviated forms are only used in negative short answers, but not in affirmative ones.

See more

Grammar reference, pages 69-70

- 7**  Students work in pairs. One student (Student A) works with the information given on page 15 of his/her book and the other student (Student B) works with the information given on page 64 of his/her book. Give students a few minutes to go through the instructions and make sure they all understand what they have to do. If needed, exemplify with one student at the front of the class. Students take turns to ask and answer questions in order to find out what each family member is doing. Walk around and monitor their work during the interaction. Take down notes on grammar and pronunciation.

Answer key

Student B: Ms Lester is taking a nap. Ken is cooking pizza. Lisa is taking photos.

- 8** Give students some minutes to write *yes/no* questions in the present continuous tense using the cues given. Tell them to pay special attention to word order. Invite students to swap books with a partner for peer correction. Then check answers on the board.

Answer key

a. Is Rufus taking a nap? Yes, he is. **b.** Are the kids doing their homework? No, they aren't. **c.** Are you cooking Mexican tacos? No, I'm not. **d.** Is Lisa wearing a red sweater? Yes, she is. **e.** Is your friend listening to music? No, he isn't.



More practice
Practice Book, page 85, activities 6-8

Move forward

Students can play a guessing game with the photos of famous people they were asked to bring in advance (see previous 'Move forward' section). Invite a volunteer to come to the front and say the name of the famous person in the photo, however, he/she shouldn't show the photo to the class. Their partners will take turns to ask *yes/no* questions until they guess what the famous person is doing in that photo. Repeat with other volunteers.

Learner's Book, page 16

Integration

This section has been basically designed to integrate skills and to consolidate contents, vocabulary and structures presented in the unit in a more relaxed way.

Move onto

Give students some minutes to look at both pictures and to spot the differences. Then ask questions so as to foster more detailed observation as well as to promote more effective use of language. This will enable students to make assumptions based on implicit visual evidence, e.g.: *Are all the kids friends? How do you know? What season is it? What evidence do you see? Whose dog is Rufus? Why do you think so?* Allow L1 if needed. Focus on fluency rather than on accuracy so as to prompt students to express their ideas and opinions more freely and naturally.

- 1 Ask students to do the activity individually and then check the answers on the board. Elicit an explanation for their choices, e.g.: *'Trainers' is a plural noun. We use 'these' or 'those' with plural forms.*

Answer key

a. These are; trainers b. This is; school bag

- 2 To make the most out of this activity, invite students to work in pairs. Then get feedback from their answers and write some of the sentences on the board.

Note: For further exploitation of these pictures, ask students to do the suggested activities on page 86 of their *Practice Book*.

Answer key

Some possible answers: In Picture A, Andy is taking selfies, Luna and May are playing football, Tyler is listening to music and Rufus is taking a nap. In Picture B, Andy is walking, Luna and May are playing volleyball, Tyler is chatting with his friends and Rufus is running.



More practice
Practice Book, page 86, activities 1-2

Move forward

Ask students to bring photos of their own for the next class. Tell them to look for photos in which they are with other people (family, friends, school partners) or even with their pets.

Preferably, they should be doing something in those photos, e.g.: trekking in the mountains, riding bikes,

swimming in the sea, playing football or volleyball on the beach, riding horses, watching TV, playing computer games, etc.

Learner's Book, page 17

Writing

Move onto

Invite students to play a game with the photos they have brought (see previous 'Move forward' section) before they describe them in the written form.

Ask volunteers to take turns to come to the front with their photo without sharing it with the class. Get students at random to ask two questions about the photo: *Where are you? What are you doing?* The student at the front can give either a true or a false answer. The class will then guess if he/she is telling the truth or saying a lie. The student will finally show the photo for his/her partners to be able to confirm their predictions.

- 1 Give students some minutes to read the descriptions. Then ask students at random about the photos, e.g.: *Where are the girls in the first photo? What are they doing? Are they having fun? Where are the people in the second photo? What are they doing? Do you like Science? Do you like experiments?*

Note: Before moving into the individual writing process, provide students with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 87, activity 1

- 2 Students now use the photos they were asked to bring in advance (see previous 'Move forward' section). Explain that they are going to write a short description of their photo using the ones in activity 1 as a model. Draw their attention to the 'Bank of ideas' section in their books. Students can write a first draft in their folders. Walk around while they are writing and assist them by providing specific vocabulary they may require. Once students have finished their first draft, tell them to exchange their writing with a partner and invite them to carry out peer correction. Ask them to focus on the correct spelling of the words and on grammar structures. Finally, ask students to write the final copy in their books.

