

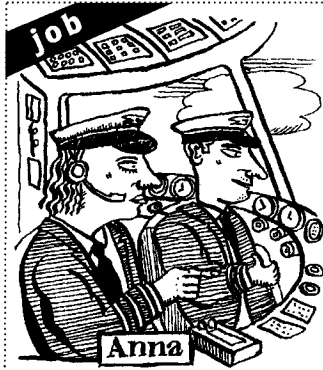
5

But What Are They Doing Now?

fold



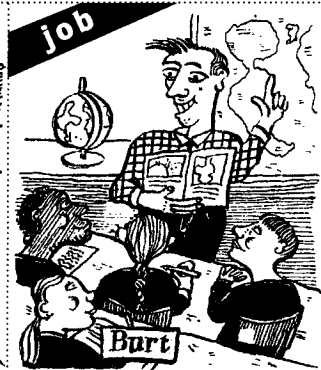
fold



Anna



Anna



Burt



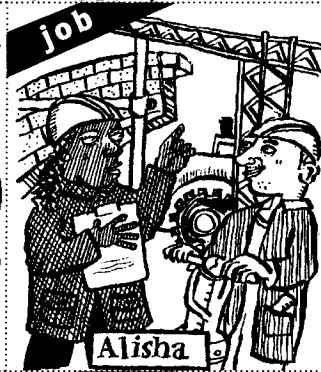
Burt



Jim



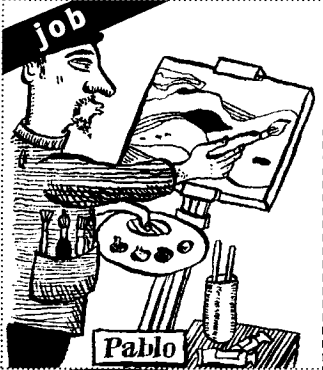
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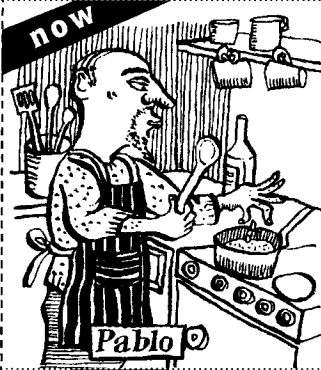
Alisha



Alisha



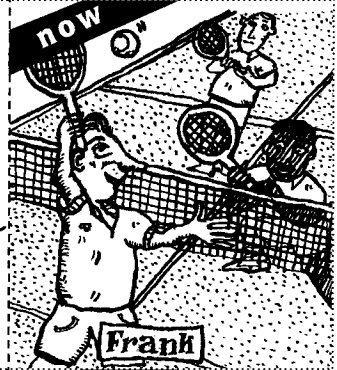
Pablo



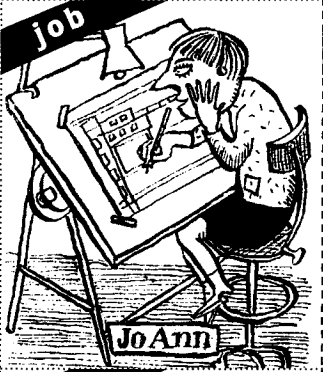
Pablo



Frank



Frank



JoAnn



JoAnn



Phil



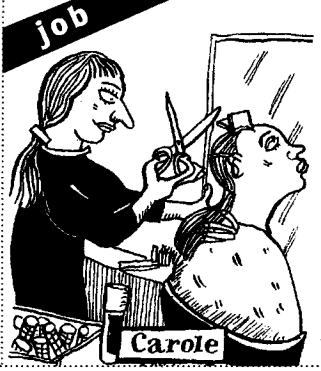
Phil



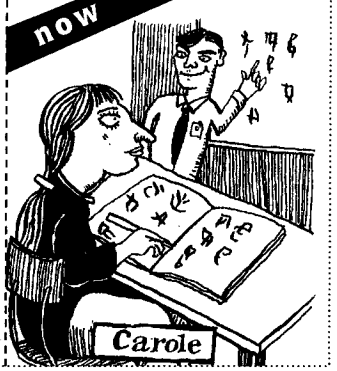
Helen



Helen



Carole



Carole

But What Are They Doing Now? Worksheet

5

ACTIVITY

Whole class: speaking

Mixer (For detailed instructions and advice on using mixers, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and answering questions about jobs and leisure activities.

GRAMMAR AND FUNCTIONS

Present simple for permanent states

Present continuous for temporary actions

VOCABULARY

Jobs and leisure activities

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards, being careful to cut and fold as indicated. Each card has two pictures, and should be folded so that it has "job" on one side and "now" on the other. You will need to keep one card for yourself to demonstrate the activity.

TIME

15 minutes

PROCEDURE

1. If there are more than ten students in the class, divide them into groups. Give one folded picture card to each student in the class. Keep one for yourself.
2. Make sure each student knows how to say the job and the activity shown in the pictures on his or her card.
3. Tell the students that they are going to ask and answer questions about the people on their cards, using the pictures as cues. Write an example dialogue on the board, indicating the language the students should use.
For example:
Student A: *What does Anna do?*
Student B: *She's a pilot. What's she doing now?*
Student A: *She's listening to music.*
4. Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their cards so that the picture marked "job" is facing them, and the picture marked "now" is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their pictures as cues.
5. Now ask the students to go around the class or group and ask and answer questions with as many different partners as possible, using their picture cards as cues. In this part of the activity, the students ask and answer the same "job" question, but give a different "now" answer each time they change partners.
6. When the students have finished, ask them to exchange cards and to go around the class or group again, this time holding their cards the other way around so that the picture marked "now" is facing them, and the picture marked "job" is facing their partner. The students take turns asking questions using the pictures on their partners' cards as cues. In this part of the activity, the students talk about a different job each time they change partners.
7. The students continue asking and answering in this way until they have spoken to as many different partners as possible.

OPTION

If you have an overhead projector and photocopying facilities, you can copy these pictures onto overhead projector transparencies and use them to illustrate the difference between the present simple and present continuous.

You can also use these pictures for other activities such as pair matching and pair forming. For more information see the notes for teachers at the beginning of the Resource Pack.