

# WHAT ARE YOU DOING NOW?

## Compact A2 Key for Schools Unit 4

# 4

### CLASS PROJECT: A DIGITAL PRESENTATION

#### Step 1: Plan

##### THE PROJECT

In groups, you are going to research a sport that is played in another country and which is not popular in your own country. You will find out about the sport and its rules, the equipment and clothing needed, and any other interesting information. You will then present the sport to your classmates in the form of a digital presentation, and you will decide together which sport is the most interesting or the most unusual, and which you would most like to play.

##### 1 Read the project description and answer these questions with a partner.

- 1 What is the project about?
- 2 What information do you need to find out?
- 3 How will you present this information?
- 4 What decision will you make at the end of the project?

##### 2 Discuss these questions about the topic with your classmates.

- 1 What sport are they playing in the photo?  
Do you think it's unusual? Why?
- 2 Do you know any sports that are popular in your country but not in other countries?
- 3 Do you know any sports that are popular in other countries but not in your country?



##### PREPARATION

##### 3 Tick (✓) two items of clothing and equipment that you need for each sport.

- |                |                                 |                                   |   |
|----------------|---------------------------------|-----------------------------------|---|
| 1 cycling      | helmet <input type="checkbox"/> | bike <input type="checkbox"/>     | swimming costume <input type="checkbox"/> |
| 2 basketball   | shorts <input type="checkbox"/> | ball <input type="checkbox"/>     | dress <input type="checkbox"/>            |
| 3 athletics    | coat <input type="checkbox"/>   | trainers <input type="checkbox"/> | T-shirt <input type="checkbox"/>          |
| 4 martial arts | ball <input type="checkbox"/>   | trousers <input type="checkbox"/> | jacket <input type="checkbox"/>           |
| 5 skiing       | jeans <input type="checkbox"/>  | boots <input type="checkbox"/>    | gloves <input type="checkbox"/>           |
| 6 table tennis | helmet <input type="checkbox"/> | bat <input type="checkbox"/>      | ball <input type="checkbox"/>             |

##### 4 Read the presentation on page 2 quickly and circle the items of clothing and equipment that you use to play *pelota*.

##### 5 Complete gaps 1–10 in the presentation with the correct *present simple* or *present continuous* form of the verb in brackets.

## Pelota – a Basque Country sport

Ander (1) \_\_\_\_\_ (come) from Basque Country in the southwest of France. He plays pelota in his free time. It's a traditional sport in the Basque region of France and Spain, and every Basque village and town has got an outdoor wall or a court to play the game.

Ander usually (2) \_\_\_\_\_ (play) pelota with his friends after school, and he (3) \_\_\_\_\_ (train) for a school competition at the moment. He's a very good player and he (4) \_\_\_\_\_ (want) to win a place on the under-14 team.



## Rules of the game

You can play pelota with your hand, with a glove or with a wooden bat. Anders (5) \_\_\_\_\_ (play) hand pelota. To play the game, you (6) \_\_\_\_\_ (hit) the ball against the wall with your hand, and the other player returns the ball when it's in the air or after one bounce only.



## Equipment

You can play pelota indoors or outdoors. Look at the photo. These teams (7) \_\_\_\_\_ (play) pelota indoors using a glove. They (8) \_\_\_\_\_ (compete) in the world championships. They (9) \_\_\_\_\_ (wear) helmets, T-shirts and trousers.

Professional pelota is a very fast sport. Sometimes the ball (10) \_\_\_\_\_ (travel) at more than 200 kilometres per hour!



- 6** Discuss with a partner. Do you think it is important to keep playing sports like *pelota*, even if it isn't popular in many countries? Why? Why not?

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### CLASS PROJECT: A DIGITAL PRESENTATION

#### Step 2: Develop

- 1** In groups, choose a sport that is played in another country and which is not popular in your own country. Here are some suggestions, but you can also research your own.

- |                                 |                             |                                       |
|---------------------------------|-----------------------------|---------------------------------------|
| • <i>Jukskei</i> , South Africa | <i>Pesäpallo</i> , Finland  | <i>Sepak takraw</i> , south-east Asia |
| • <i>Pato</i> , Argentina       | <i>Kabaddi</i> , Bangladesh | <i>Tejo</i> , Colombia                |

- 2** Find out the answers to these questions about the sport you chose in Exercise 1. Use the *Online Research* to help you with your search.

- 1 What type of sport is it? Is it a team sport, a ball sport, an indoor or outdoor sport, etc?
- 2 What is different or unusual about the sport? Why is it played in the country and perhaps not in other countries?
- 3 What are the rules of the sport?
- 4 What clothing and equipment do you need to play the sport?
- 5 What interesting information can you find out about the sport?

#### Online Research: Searching for information



To find the right information for your topic, think about the following search tips to help you:

- Use a well-known search engine (e.g. *Google*)
- Don't stop at the first page, scroll through the search engine and look at different websites
- Use proper websites for true information
- Look at a few different websites to be sure the information you want is correct
- Make sure the information is up to date

- 3** You are going to prepare a digital presentation about the sport you researched. Use the *Useful Language* to discuss and decide which information you would like to include in each slide of your presentation. You can include up to six slides in your presentation.

#### Useful Language: Making a decision



What do you think?

I think slide three should be about ...

I think it would be more interesting to talk about ... first.

That's true, but what about ... ?

OK, let's decide!

- 4** Plan and prepare your presentation. Don't forget to:

- organise the information about your sport into different slides
- use the model presentation slides as an example
- use photos and diagrams to make your presentation more attractive
- use vocabulary and grammar from Unit 4

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### CLASS PROJECT: A DIGITAL PRESENTATION

#### Step 3: Present

##### PRESENTATION

- 1** When your digital presentation is ready, show it to the class for the other students to see. Give explanations for each of the slides.
- 2** Watch and listen to the other groups' digital presentations. Then answer these questions with the members of your own group:
  - 1** Did anybody focus on the same country as you in their digital presentation? How different are the sports from the same country?
  - 2** What did you learn about some of the unusual sports from around the world? Did anything surprise you?
  - 3** Which sport from the presentations do you think is the most interesting or unusual? Why?
  - 4** Which sport from the presentations would you like to play, if you had the choice? Is there any sport that doesn't interest you at all?

##### SELF-EVALUATION

- 1** With the members of your group, answer these questions together. 1 = not very well, 6= very well

##### COLLABORATION

- 1** How well did we work together?

1  2  3  4  5  6

##### LEARNING TO LEARN & DIGITAL LITERACY

- 2** How well did we use the internet to find out the information we needed?

1  2  3  4  5  6

##### LEARNING TO LEARN & CRITICAL THINKING

- 3** How well did we plan our presentation using different sources of information?

1  2  3  4  5  6

- 2** Answer these questions about yourself. 1 = not very much, 6= a lot

- 1** How well did I contribute to the project?

1  2  3  4  5  6

- 2** How much English did I use to plan and research the project?

1  2  3  4  5  6

- 3** Thinking about your answers above, how could you improve the next time you do a project?

# TEACHER'S NOTES



## PROJECT OVERVIEW

In this project, students work in groups to research a sport that is played in another country and which is not popular in their own country. They will find out about the sport and its rules, the equipment and clothing needed, and any other interesting information. They will then present the sport to their classmates in the form of a digital presentation. Finally, students decide together which sport is the most interesting or the most unusual, and which they would most like to play.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

### COLLABORATION

Managing the sharing of tasks in a project

### LEARNING TO LEARN

Taking control of own learning by identifying helpful resources online

### DIGITAL LITERACY

Using different search strategies to find accurate sources of information online

### CRITICAL THINKING

Synthesising ideas and information from diverse sources to create something new

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### CLASS PROJECT: A DIGITAL PRESENTATION Step 1: Plan

**Estimated time: 45 minutes**

- 1** Tell students to look at the list of sports on page 24 of the Student's Book again and ask them which ones they enjoy doing. Ask them if there are any sports that they've never tried or that aren't popular in their country. Explain that the project is about finding out about a sport that is popular in another country, but which isn't really known in their own country. Get students to read the project description and then answer the questions in pairs.  
*[AK: 1 a sport that's played in another country and which isn't popular in our own country; 2 the rules of the sport, the equipment and clothing, and any other interesting information; 3 in a digital presentation; 4 which sport is the most interesting or unusual, and which one we'd most like to play]*
- 2** Discuss the questions about the topic as a class to find out what students know about sports that are popular in their country but not really played in other countries, and what they might know about unusual sports played in other countries. The sport in the photo is *cycleball*, which is considered an unusual sport. It is a bit like football played on bicycles with two people in each team. It is popular in some European countries such as Austria, Germany and the Czech Republic.  
*[AK: Students' answers]*
- 3** Ask students to complete the exercise. Two items should be ticked for each sport.  
*[AK: 1 helmet, bike; 2 shorts, ball; 3 trainers, T-shirt; 4 trousers, jacket; 5 boots, gloves; 6 bat, ball]*
- 4** Draw students' attention to the presentation slides on a sport called *pelota*. Ask if any students have heard of this sport and where they think it is played. Tell them they are going to prepare similar slides for a digital presentation later in the project. Then ask them to read through the text and circle the items of clothing and equipment that are needed to play *pelota*, ignoring the gaps in the text for the moment.  
*[AK: hand, glove, wooden bat, ball, helmets, T-shirts, trousers]*
- 5** Ask students to read the presentation again, this time completing the gaps in the text with the correct form of the present simple or the present continuous.  
*[AK: 1 comes; 2 plays; 3 is training; 4 wants; 5 plays; 6 hit; 7 are playing; 8 are competing; 9 are wearing; 10 travels]*



After completing the exercise, talk about the sport a little more with students. Here are some interesting facts about *pelota* that you could discuss:

- Basque *pelota* was a sport in the 1900 Olympic Games in Paris. There were only two teams in the competition, and Spain won.
- The largest *pelota* court, or *fronton*, is in the Spanish city of Bilbao. It can hold about 3,000 spectators.
- The *pelota* world championships take place every four years and the next event will be in Biarritz, in French Basque Country, in 2022.

- 6** Students discuss whether or not it is important to keep playing unusual sports or sports that aren't popular in many countries.

[AK: Students' answers]

**Note:** This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about sports they may know of in other countries that aren't popular in their own.

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### CLASS PROJECT: A DIGITAL PRESENTATION Step2: Develop

**Estimated time: 90 minutes (this can be split into two sections, between Exercises 3 and 4)**

**Exercises 1–3: 45 minutes**

**Exercise 4: 45 minutes**

- 1** In groups, students choose the sport that they would like to do their project on. They can research their own sport or choose one from the suggestions. It's important that different groups focus on a different sport. This will encourage more negotiation and discussion, and ensure the class produces a variety of presentations, as the final stage of the project involves deciding which sport is the most interesting or unusual.
- 2** Students should use these questions as guidelines to help them find the information they need to create a digital presentation similar to the slides that are part of the presentation about *pelota*. Their digital presentation depends on the amount of information they wish to share on the sport they have researched. If students do online research, encourage them to use English websites, but to avoid merely copying what they find. Instead, they should take notes and then form their own ideas based on the research they have done.

#### Searching for information

Focus the students' attention on the *Online Research* box. Explain that when they do their research online, it is good to think about the tips that are listed in order to find the right information for their topic. This will help them to identify the most accurate websites with the most up-to-date information on the topic.

- 3** Students start planning their presentation by discussing and deciding which information they would like to include in each slide of their presentation. They can include up to six slides in their presentation. Encourage them to do their planning in English, using the language in the *Useful Language* box.

**Note:** If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 4** Students plan their presentation in their groups. They should organise which information about their chosen sport will feature in each slide, and write the text and add photos and diagrams to illustrate the topic. They can use PowerPoint, Google Slides or another online digital presentation template to create their slides. When their presentation is set up, students should have some time to practise presenting it. They should decide in their groups who will present the information. Ideally, all the group members should take a turn in presenting different slides. Their presentation should last approximately five minutes.

**Note:** This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

**CLASS PROJECT: A DIGITAL PRESENTATION****Step 3: Present****Estimated time: 30 minutes****PRESENTATION**

- 1** Have each group show their digital presentations to the other students in the class. Link the presentations to a digital whiteboard or similar, if your classroom has access to one of these.
- 2** Allow students enough time to watch and listen to each presentation. Ask groups to show their presentations again, if necessary. Then ask students to work in their original groups to answer the questions. Take feedback on Questions 3 and 4 from the class, or hold a class vote, to establish which sport from the presentations everyone thinks is the most interesting or unusual, and which sport the students would most like to play if they had the choice.

**SELF-EVALUATION**

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.