

Unit 2 >>> People

1

- Students have already watched the video once in class (Student's Book Exercise 6, page 20). Ask them to say what they remember about the video and the people. Hand out the worksheets.
- Read the questions in the exercise and review the meaning of *weekdays* and *weekends* by asking students to name the days that correspond to them.
- Put students into pairs and ask them to read the questions aloud and discuss the answers for themselves. Go around the class monitoring students' answers and offering help.
- Read the questions out loud one by one and invite some students to share their answers with the class.

Answers

Answers will vary

2a

- Point to the screenshots and ask the class to read the words that go with them out loud.
- Ask them to number the people in the order they think they appear in the video.
- Students watch the video and check the numbers are in the correct order. Allow them time to make any changes.
- Review the answers with the class by pointing to the pictures and asking them to call out the numbers.

Answers

friends-6
mum and dad-5
brother-2
grandpa-1
grandma-3
sister-4

b

- Ask the students to take notes about people they see on Saturday. Encourage them to note down key words and phrases rather than write full sentences. Help them with vocabulary and ideas as necessary.
- Play the video one more time for them to compare their ideas with those in the video.
- Then put the students into pairs to compare the people they see on Saturday and the people in the video.
- Go around the class monitoring students as they work. Invite some pairs to share their ideas with the class at the end of the activity.

Extra activity

To expand further on the *Family* theme, elicit other family members they have that don't appear in the video: *uncle*, *aunt*, *cousin*. Ask them to share how many aunts, uncles and cousins they have. See who has the most cousins.

3a

- Ask students to refer back to the key words and phrases they wrote in Exercise 2a about the people they see on Saturday.
- Review that a *voice-over* is the voice that we hear talking over the images in a video. We can hear the person talking, but we can't see them. Explain that they are going to write a voice-over for a video about their family.
- Ask the students to write a simple voice-over similar to the one in the video about their family and friends. Go around the class checking that students are writing the voice-over correctly.

b

- Put the students into pairs. Tell them they are going to read their voice-overs to each other and compare their families.
- Invite some students to read their voice-overs to the class.

4

- Put the students into groups. Tell them they are going to make a presentation or video similar to the one in the video.
- Ask them to choose one of their voice-overs and explain they are going to play the roles of the different family members. Make sure they designate one of the group to be the narrator.
- Groups perform their voice-over family presentations for the whole class. If they are allowed electrical devices in the classroom, allow them to record their video and present it to the class.
- Monitor and make a note of any errors or good use of language to go over with the class as they work.