

Unit 2 >>> Home and Away

1

- Students have already watched the video once in class (Student's Book Exercise 5, page 20). Ask them to label the pictures with the words and phrases from the box. Point out that there are three extra words or phrases.
- Ask students to compare answers in pairs before they watch the video to check answers.
- Note: play the second part of the video (1:00 until the end) so the students can hear the questions and answers.

Answers

- 1 vacuum
- 2 clean the floor
- 3 sort the recycling
- 4 take out the rubbish
- 5 do the washing up
- 6 make the bed

Extra activity

Elicit other household jobs that Tyler did on the same day, eg clear the table, do the ironing, do the washing, load the dishwasher. Have the students write them on their worksheets in Exercise 1.
Allow students to draw pictures if they wish.

2

- Read the statements with the class and explain any unknown vocabulary, eg *surprise*, *angry*, *neighbour*.
- Put the students in pairs to discuss the four statements and choose the statement they prefer. Point out that there's no correct or incorrect answer. Encourage the students to think of more details, eg
How many people were at the party?
Did they have a good time?
Did they break anything?
Who is the neighbour?
How much does the neighbour pay Tyler to clean his house?
How does Tyler want to spend it?
- Go around the class checking students' ideas orally.

3a

- Play the video again for the students to take notes using their ideas from Exercise 2. Encourage them to note down words and phrases rather than write full sentences.
- Note: play the first part of the video (from the beginning until 0:59).
- Give students two minutes to finish their notes in pairs. Monitor and help if necessary.

3b

- Now students write a voice-over using their notes. Explain 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.
- Go around the class checking that students are writing the voice-over in the first person singular, as if they were Tyler.

4

- Tell students they are going to watch the video once more and talk over it as if they were Tyler. They do this in pairs with students talking over three images each.
- Play the first part of the video (from the beginning until 0:59). Monitor and make a note of any errors or good use of language to go over with the class.