

Ready to Run



B1

STEVE'S VLOG
Sri Lanka with Steve



Teacher Guide

LEARNING GOALS

Vocabulary

Verbs for travelling
The city and the country

Speaking Skills

Voiceover

Writing Skills

Blog

1. Before Watching

Interaction Pattern: Individual

Time: 10 min

C21 Tags: Communication

Tell learners that they are going to watch a video of Steve, a vlogger who tells us all about his travels. In this episode, he's travelling around Sri Lanka, in South Asia, very close to India.

Ask learners what type of things they like to do when they travel to a different country. Tell learners to look at the table and tick all the things they like to see and do. Learners can then compare their answers in pairs.



Watch out for these terms:

Tuk-Tuk (*n*), cutie (*adj*)

2. While Watching

Activity a)

Interaction Pattern: Pairs

Time: 15 min

Tell learners to watch the video and find out what Steve does during his travels. Then draw their attention to the questions in their Student Pack and look at the example together. Ask learners if they think Steve should have done some other activities or spent more or less time doing certain things. Have them discuss their ideas in pairs and then write sentences.

Answer key:

Students' own answers

Activity b)

Interaction Pattern: Individual

Time: 10 min

Tell learners they are going to watch the video again for detail. Before they watch, give them time to read the questions and answer options. Then play the video for them to answer the questions.

Answer key:

1. c
2. a
3. a
4. b
5. c
6. b

3. After Watching

NATURAL SPEECH

Interaction Pattern: Whole class/individual

Time: 10 min

Informal language

Tell learners to listen and pay attention to the word Steve uses to address the audience.

Play the section of the video from 02:25 to 03:05. Elicit the answers (guys) and ask learners if they have heard or used this word before.

Have learners complete the sentences. Ask them if they can think of any alternatives to “guys”. Point out that we can say *you guys* when talking to more than one person. Explain that this is a very informal feature and should only be used with friends or in other informal situations.

SPEAKING

Interaction Pattern: Pairs

Time: 20 min

C21 Tags: Communication, Collaboration

Tell learners that they are going to describe what is happening in the video by narrating it. Put learners in pairs and have them choose to be Learner A and Learner B. They won't be narrating the live sections where Steve is looking back at his trip.

Play the first clip is from 00:08 to 01:56 and have Learner A make notes in the table. Then play the second clip from 01:57 to 03:33 and have Learner B complete the table. Give learners plenty of time to complete their notes and think about what they're going to say.

Then, play the clips again and have learners narrate their section to their partner, using their notes to help them.

As an extension, learners could record voiceovers for the video.

WRITING

Interaction Pattern: Pairs

Time: 40 min

C21 Tags: Critical thinking, Creativity, Collaboration, Communication

Tell learners to imagine they are Steve and that they are writing a blog about their travels around Sri Lanka. Elicit ideas about the format of a travel blog, e.g. it has regular posts, it is usually written in the first person, it usually contains information about what the vlogger has done and their feelings about it. It may also contain recommendations for places to visit or experiences, places to stay or where to eat

In pairs, learners plan a blog post. They could complete the table for the half of the video they narrated in the Speaking activity, or they could swap and write about the other half.

Learners write their sections individually then put them together. They should then write the opening and ending to the blog post together.

4.CLIL Project

Safari Debate

Time Required: 2-3 lessons

Hold a class debate on the topic of safaris. Write the following sentence on the board: *Safaris help protect wild animals in the savannah.*

Divide the class into two teams and assign *For* or *Against* to each team.

Learners do research and make notes in preparation for the debate.

In the next lesson, learners collate the information they have found and make a list of arguments that support their view. Provide a list of useful functional language, e.g. giving your opinion, giving explanations, agreeing and disagreeing.

Hold the debate as follows:

1. Each team takes turns to share their ideas, supporting this with evidence.
2. Teams give their opinion on what the opposing team has said and ask questions.
3. Each team makes a final closing statement.
4. The chair decides which team wins (based on the strongest arguments).

After the debate, ask learners for feedback on how they felt about their performance.

Subject tags:

Citizenship, Language Arts

C21 tags:

Creativity, Collaboration, Communication, Digital Literacy, Leadership