

Buster the Boxer
Teacher's Notes

Before the class
Make copies of page 7

Video Buster the Boxer

STEP 1

Display the image and questions on page 2. Tell students to discuss it in pairs / groups of three and encourage them to use the language of speculation.

STEP 2

Ask one of the groups to report back and then find out how similar or different the other groups' ideas are. Repeat with the images and questions on pages 3 and 4.

STEP 3

If your students haven't worked out that the three people are a family, tell them and display page 5. Ask them (pairs/groups) to complete the gaps in the sentences with a word or phrase and finish the second sentence in an interesting way, i.e. **NOT** When her parents buy her a present for Christmas, she is very happy.

STEP 4

Ask each pair/group to choose a spokesperson to tell the rest of the class how they completed the sentences.

STEP 5

Say that they're going to watch a video in which they'll find out what Bridget loves and what she got for Christmas. Tell students to watch closely and play the video (without sound) from the beginning until 01:30. Afterwards, ask students which words should go in the gaps now. Let them use a dictionary to look up the second word if necessary (jumping or bouncing / trampoline).

STEP 6

Tell students that you asked them to watch the clip closely because they're going to answer some observation questions. Divide the class into two groups, A and B. Before you hand out the questions (page 7), explain that they should look up the meaning of new vocabulary and then decide with their group whether the statements are true or false. Give them the handouts and let them get on with it.

STEP 7

Afterwards play the clip until 01:30 again (without sound) so that students can check their answers to the true/false questions. Give them a minute to make sure that everyone in their group agrees, but tell them to do it quietly because they don't want the other group to overhear their answers.

STEP 8

Pair a student from group A with one from group B. Student A should read their first sentence to student B and ask if it's true or false. Student B asks their partner to explain new vocabulary if necessary and answers. Then Student B reads their first sentence to Student A and they continue until they've each answered the four questions.

STEP 9

Tell students that they're going to think about the sounds they might expect to hear in the clip. Display the words on page 6 and get students to work in groups to look up the meaning and decide whether these sounds are heard in the video. If they are, who or what makes the sounds?

STEP 10

When students have finished, have a vote on whether each sound will appear and ask those who vote yes to explain why. Now ask students what music or song they would include in the clip. Give them a couple of minutes to decide in pairs and then get some feedback. Alternatively, play thirty seconds or so of the song that was used and two others (e.g. Silent Night and Jump Around) and get students to vote on the one they think they'll hear.

STEP 11

Play the clip with sound. Students identify the song and listen out for the sounds from the previous step. Stop at 01:30 and ask students to predict what happens. Play the rest of the clip and ask students what they thought of the advert.

STEP 12

As well as the vocabulary from the observation and sound activities, hopefully students have asked for more vocabulary during the lesson. To finish off, get them to choose five words or phrases that are new for them and write them down on a piece of paper. They rank them from most difficult to least difficult to remember and then compare their list with a partner. Finally, tell them to fold their paper up, put it in their pocket and before they go to bed, take it out of their pocket and see if they can still remember the meanings of the words.



How might she be feeling?

What might have happened to make her feel like this?



What might he be reading?
Why might he need to read it carefully?



What might she be looking at?

What might have happened before the photo was taken?



This is the story of a little girl called Bridget who loves _____ . When her mum and dad buy her a _____ for Christmas.....

Which of these sounds might you expect to hear in the clip?

panting

crunching

grunting

snoring

creaking

slurping

yelling

growling

whimpering

Student A

True or False?

1. There's a red stocking hanging up at the end of Bridget's bed.
2. Bridget's father hits his left hand with a hammer.
3. You can see a phone box on the other side of the garden fence.
4. A raccoon is the third animal to start jumping on the trampoline.

Student B

True or False?

1. Bridget's bedroom door is ajar at the beginning of the clip.
2. Bridget's wearing blue checked pyjamas.
3. There's a large pink bow on the trampoline.
4. Five animals end up bouncing on the trampoline: two foxes, a badger, a squirrel and a hedgehog.