Students in the director’s chair

TEACHER’S PACK  A1+/A2 LESSON 1

Share your students’ video creations at  →  cambridge.org/videoproject
INTRODUCTION: VIDEO CREATION IN THE CLASSROOM

Watching and making video is a part of everyday life for today’s YouTuber teens and increasingly a part of the modern classroom experience, thus increasing learner engagement.

These developments have been assisted by the digital medium, with video becoming easier to access, produce and share. If students are given the chance to produce their own video, then they will hopefully be more engaged in the learning process.

This Teacher’s Pack takes a 3-stage collaborative project to harness students’ enthusiasm for creating video across a variety of genres, old and new:

Lesson 1: looking at model video clips
Lesson 2: preparing to film
Lesson 3: reporting back

For each stage you will find:
• teacher’s notes
• worksheets at A1+/A2 level
• worksheets at B1+/B2 (so that you can choose which worksheet best suits your students’ needs).

A task-based approach to video creation means that language is generated throughout the stages of the activity: planning, discussion, negotiation, reflection and feedback. It is the language produced here which is as important, or even more important, than that produced in the final task itself.

Students will be developing language in three ways:
• they are presented with the language required to enable them to engage with the tasks.
• they produce language during the task, which the teacher monitors.
• the product (the video) requires students to use functional language to collaborate, plan, write, reflect on and finally, edit a script.

If you want further ideas for video projects, then take a look at the Digital Projects for each level of Eyes Open and Uncover, which can be found on the CLMS. These are supported by a Digital Teacher Training Course to help you manage them. http://www.cambridgelms.org
Lesson 1: Looking at Model Video Clips

- Students watch and respond to examples of student-made videos.
- Students learn language to talk about different types and features of digital videos.

Exercise 1
- Look at the list of video types with your students and ask them to think of an example of each one to check they understand them.
- Tell them to discuss in pairs which type of videos they prefer and explain why.

Extra Challenge
Ask students to rank the video types from favourite to least favourite. Then compare their list with their partner’s.
Ask them to add more video types to the list. Suggested answers: film trailers, haul videos (showing what they bought when they went shopping), challenges (where youtubers play games with each other).

Exercise 2
- Before watching the clips, ask students to predict the video type by looking at the titles of the videos. Explain that there may be more than one video for some of the types.
- You may want to watch all three videos in a row, or you may want to stop after each video and ask the students to identify the type and justify their choice.

Answer Key:

<table>
<thead>
<tr>
<th>Feature</th>
<th>House of Cards</th>
<th>Madrid Tour</th>
<th>Spanish Omelette</th>
</tr>
</thead>
<tbody>
<tr>
<td>music</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>narration (you can’t see the person)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>face-to-camera (a person speaks into the camera)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>captions (words on the screen)</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>photos</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>credits (names of the people who made the video)</td>
<td></td>
<td></td>
<td></td>
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Extra Challenge:
Ask students if they noticed any other features in the videos which could be added to the table.

Exercise 4
- Ask students to look at the example and write a sentence to explain which video they liked the most and why.
- Students can then compare their answers in pairs or small groups and decide on their favourite answer.
Exercise 5
- Explain that the students need to match the comments to the three videos they’ve seen.
- Ask them to read the comments and complete the task individually or in pairs and then check their answers.

**ANSWER KEY:**
1b 2c 3a

Exercise 6
- Ask the students to choose one of the videos and imagine they are going to write a comment to the students who made it.
- Ask them to decide what they liked about the video and what they’d like to say to the students.
- Encourage them to use the useful language prompts.

**EXTRA CHALLENGE**
Ask students to suggest a few more sets of comments. Then ask them to write their comments on separate sheets of paper without naming the video clip. When they have finished, display the comments on the desks or the walls of the classroom and ask the students to read each other's comments and identify the video clip.
1 Work with your partner. Look at the video types below. Which do you like watching most? Why?

   a how-to tutorials: videos that teach you how to make or do something
   b walkthroughs: videos that show youtubers playing video games
   c pranks: videos where youtubers do funny things
   d guided tours: videos that show you a new city or a holiday
   e music videos

2 Watch three short videos. Match each video to one of the video types (a–e) in Exercise 1.

   1 House of Cards  2 Madrid Tour  3 Spanish Omelette

3 Look at the list of things which can be part of a short video. Watch the videos again and tick ✔ the things in the list.

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4 Which video clip did you like most? Why?

I like Madrid Tour because I like the music and the captions are very useful.

5 Match comments a–c below to the three videos.

   a I love your video! It’s really easy to make. And it looks delicious! 😋
   b LOL. That’s a really funny video! I like the trick with the tape. I’d like to try that! 😊
   c Wow! I really liked your video. It looks like a great city. I’d like to go there.

   1 House of Cards  2 Madrid Tour  3 Spanish Omelette

6 Work with a partner. Write a short comment for the makers of your favourite video. Use the comments in Exercise 5 and the Useful language to help you. Try to say something new!

USEFUL LANGUAGE

I love/like ... (the music/ the photos / the narration ... )
It’s really ... (interesting / funny / useful ...)
I’d like to ... (do that / try that / go there ... )
It looks (great / fantastic / fun ....)