Students in the director’s chair

TEACHER’S PACK A1+/A2 LESSON 3

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 3

TEACHER’S NOTES: A1+/A2
(SEE LESSON 3 A1+/A2)

LESSON 3: REPORTING BACK

Exercise 1
• Ask students to read the two descriptions and say which video they would prefer to watch giving reasons for their answers. Model an example to help them think of ideas e.g., ‘I’d like to watch the video about Los Angeles because I’d like to go there one day’.

Exercise 2
• Ask students to work in groups to write a short description of their own video. Refer back to the examples from Exercise 1.
• Highlight to the class how each of the introductions is structured. For example, they include an introductory sentence (e.g. ‘In today’s video…’) or a question to catch the reader’s attention (e.g. ‘Do you like pizza?’) and some exclamations, for example with an imperative (e.g. ‘Watch the video to find out more!’). Notice how the viewer is addressed directly in the second introduction.
• Give the students a guide limit of 40 words for their descriptions.
• Once they have written the introductions, ask a spokesperson from each group to read out their description to the class. The rest of the class can listen and predict which video will be their favourite.

Exercise 3
• Students can work individually first and reflect on their own experience. Then encourage them to compare and discuss their answers to see if they can reach a consensus. Remember to get students to provide reasons where possible.

Exercise 4
• Tell students to look at the table and read through the headings.
• Let the class watch each of the videos and complete the table.
• Once students have collated their notes, get them to compare their ideas in groups or feed back to the class.

EXTRA CHALLENGE
If the students feel comfortable with the idea, you could get them to evaluate each other’s work by giving a score or comment for each category, e.g. script, music, performance, filming, editing, etc.

Exercise 5
• Tell students to imagine the videos have been uploaded online and that they are going to post a message as a comment on a video-sharing platform like YouTube. This can be done individually or in groups. Focus students’ attention on the useful language section. You could write an example which could act as a model: e.g. ‘I love your how-to recipe for chocolate brownie. I love the photos and the narration. I’d like to try it. It looks delicious and it’s really easy to make.’
• Students can then give their messages to the video makers to read, and possibly, respond to.
• Ask students if their favourite video was in fact the same video they predicted it would be in Exercise 2.

EXTRA CHALLENGE:
Ask what role students would like to take next time they make a video and why.
1 Read the descriptions of the two videos. Work with a partner. Which would you prefer to watch? Why?

**Fun in LA!**
In today’s video, Zee, tells us about her holiday in Los Angeles, USA. There’s a special prize for the viewer who can answer this week’s surprise question! Watch the video to find out more!

**Giovanni’s Kitchen**
Do you like pizza? Do you want to know how to make delicious Italian pizza? In this video Giovanni opens the doors to the kitchen in his famous pizzeria and shows us how!

2 Work in your video groups. Write a short introduction to your video. Use the descriptions in Exercise 1 to help you.

3 Work in groups. Think about how you made your video. Look at the questions and tick ✓ your answers.

1 Which step from Lesson 2 was the most fun?
   - preparing
   - filming
   - editing
   - other (what?)

2 What was your job?
   - narrator
   - editor
   - scriptwriter
   - actor
   - cameraperson

3 Did you enjoy it?
   - Yes (why?)
   - No (why not?)

4 What do you like most about your finished video?
   - music
   - narration
   - photos
   - editing
   - other (what?)

4 Watch each other’s videos and complete the table.

<table>
<thead>
<tr>
<th>the topic</th>
<th>the type of video</th>
<th>your favourite thing about the video</th>
<th>something you didn’t understand</th>
</tr>
</thead>
</table>

5 Which video did you like most? Why? Write a short message for the makers of the video.

**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....)