Students in the director’s chair

TEACHER’S PACK • B1+/B2 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](http://www.cambridgelms.org)
LESSON 1: LOOKING AT MODEL VIDEO CLIPS

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

**Exercise 1**
- Individually or in pairs, students match the video types to the definitions.
- Check answers with the class and ask the students to suggest examples of each video type.

**ANSWER KEY:**
1 2a 3d 4c 5b

**EXTRA CHALLENGE**
- Ask students to rank the video types from favourite to least favourite. Then compare their list with their partner’s.
- Encourage students 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 from 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:**
1  House of Cards: a how-to tutorial - how to make a house of cards.
2  Madrid Tour: a guided tour of Madrid
3  Spanish Omelette: a how-to tutorial - how to make a Spanish omelette

**Exercise 3**
- Ask students what a hashtag is (a word or short phrase preceded by the symbol # which summarises or comments on the contents of a video, article, photo etc. and can be used to search for similar content) and where they might see them (generally on social media).
- Give students time to read and understand the hashtags.
- Ask students to choose the best hashtag for each video. Explain that there are more hashtags than videos.

**ANSWER KEY:**
House of Cards: #cardtricks, #justjoking, #funathome
Madrid Tour: #bigcity, #famousmonuments, #mytown
Spanish Omelette: #funinthekitchen, #myfavouritedish, #traditionalfood
Not applicable: #eatingout, #justanormalday, #shoppingwithfriends

**Exercise 4**
- In pairs, students write one more hashtag for each clip.

**SUGGESTED ANSWERS:**
Madrid Tour: #somuchtosee, #funinthe city, #allthesights
Spanish Omelette: #easyandelicious, #classicSpanishdish, #yummy
Castle of Cards: #havingfun, #goodprank, #clevertrick

**Exercise 5**
- Read through the list of features with the students. Make sure they are clear about what each feature is before they watch the videos again.
- Allow students to check answers with their partner then feed back to the class.
Exercise 8
- 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.

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**EXTRA CHALLENGE**
- Ask the students to try to remember which features they saw in each clip before watching the videos to check their answers.
- Ask students if they noticed any other features in the videos which could be added to the table.

Exercise 6
- Ask students to look at the example and write a sentence explaining which video they liked the most and why.
- Students then compare their answers in pairs or small groups and decide on their favourite answer.

Exercise 7
- Explain that the students need to match the comments to the three videos.
- Ask them to read the comments and complete the task individually or in pairs and then check their answers.

**ANSWER KEY:**
1b 2c 3a
1 Match definitions 1–5 to the types of videos a–e. In which type of video does someone…

1 … show how something is done? __________
2 … make a video for a song? __________
3 … show themselves playing a video game? __________
4 … show you around their room, house, school, town? __________
5 … talk about their experiences and the things they like and don’t like? __________

2 Talk to your partner. Do you have a favourite youtuber or youtube channel? What kind of videos do they make? Can you think of any other types of video clips?

3 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 __________

4 Choose the best hashtag for each of the three videos.

<table>
<thead>
<tr>
<th></th>
<th>a #bigcity</th>
<th>b #cardtricks</th>
<th>c #eatingout</th>
<th>d #famousmonuments</th>
<th>e #funintheKitchen</th>
<th>f #justanormalday</th>
<th>g #justjoking</th>
<th>h #myfavouritedish</th>
<th>i #mytown</th>
<th>j #funathome</th>
<th>k #shoppingwithfriends</th>
<th>l #traditionalfood</th>
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<tbody>
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<td>House of Cards</td>
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<td>Madrid Tour</td>
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<td>Spanish Omelette</td>
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</tbody>
</table>

5 Work with a partner. Write one more hashtag for each of the three videos.

1 House of Cards __________
2 Madrid Tour __________
3 Spanish Omelette __________

6 Look at the list of things which can be part of a short video. Watch videos 1–3 again and tick ✔ the things on the list that appear in the videos. Can you add anything else to the list?

<table>
<thead>
<tr>
<th></th>
<th>Cards</th>
<th>Tour</th>
<th>Omelette</th>
</tr>
</thead>
<tbody>
<tr>
<td>music</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>narration (you can’t see the person)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>face-to-camera (person speaks directly into the camera)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>captions (words on the screen)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>photos</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>credits (names of the people who made the video)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
7 Talk to your partner. Which clip did you like most? Why?
I like Madrid Tour because I like the music and the captions are very useful.

8 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

9 Work with a partner. Write a short comment for the makers of your favourite video. Use the comments in Exercise 8 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 ....)