



# Students in the director's chair

TEACHER'S PACK  A1+/A2 LESSON 1 TO 3

Share your students' video creations at →

[cambridge.org/videoproject](https://cambridge.org/videoproject)

# STUDENTS IN THE DIRECTOR'S CHAIR



## INTRODUCTION

LEVELS A1+/A2

### 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>

# STUDENTS IN THE DIRECTOR'S CHAIR

**TEACHER'S NOTES: A1+/A2**  
**(SEE LESSON 1 A1+/A2)**

**LESSON 1: LOOKING AT MODEL VIDEO CLIPS**

- Students watch and respond to examples of student-made videos.  
[bit.ly/videosproject](http://bit.ly/videosproject)
- 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:**

- 1 House of Cards: a tutorial - how to make a house of cards.
- 2 Madrid Tour: a guided tour of Madrid
- 3 Spanish Omelette: a tutorial - how to make a Spanish omelette

**Exercise 3**

- Read through the list of features with the students and make sure they understand what each feature is.
- Watch the clips one by one and complete the table.
- After watching all three clips, check the answers with the class.
- **For extra challenge** you could ask students to try to remember which features were in each clip before watching the videos to check their answers.

**ANSWER KEY:**

	House of Cards	Madrid Tour	Spanish Omelette
music		✓	
narration (you can't see the person)			✓
face-to-camera (a person speaks into the camera)	✓	✓	✓
captions (words on the screen)	✓	✓	
photos		✓	
credits (names of the people who made the video)			

**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.

# STUDENTS IN THE DIRECTOR'S CHAIR

**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.

	House of Cards	Madrid Tour	Spanish Omelette
music			
narration (you can't see the person)			
face-to-camera (a person speaks into the camera)			
captions (words on the screen)			
photos			
credits (names of the people who made the video)			

**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 ....)*

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# STUDENTS IN THE DIRECTOR'S CHAIR

## LESSON 2 LEVELS A1+/A2

### TEACHER'S NOTES: A1+/A2 (SEE LESSON 2 A1+/A2)

#### LESSON 2: PREPARING TO FILM

- Students prepare to make a video about something they are interested in or an aspect of their culture.
- They decide on the topic, angle, genre and features of their video and create a simple storyboard.

#### Exercise 1

- Tell students they are going to make a video in groups. You may want to let the students choose their own groups, or you may want to form groups with a balance of weaker and stronger students. The groups should ideally have three or four members.
- Ask them to look at the list of video genres then discuss and decide on the type of video they would like to make.

#### Exercise 2

- Tell students to look at the plan for an example video.
- Get students to brainstorm ideas about what their video should be about. This will give you the opportunity to monitor carefully and guide the students towards creating a video which reflects the students' culture or interests and is accessible and interesting for viewers from another town or country. Alternatively, if you prefer, you could give each group a topic for their video.
- Once they have decided on a topic, each group should appoint a group secretary who will complete the *my video* column with notes about what their video should include.

#### Exercise 3

- Tell students to look at the list of people involved in making a video and match each one to the correct description.

#### ANSWER KEY:

1b 2a 3e 4c 5d 6f

#### Exercise 4

- Allow the groups plenty of time to discuss the roles and how to share the workload. Be ready to help with advice or intervene with your own suggestions, if necessary.
- Read the note about the technical equipment with the class and ask each group to think about how they will make their video. Smartphone cameras are often the easiest cameras to use as the video files are easy to share and edit. Explain that the students will need to be able to save the files as MP4 files and will need to be able to store these online. You may want to discuss the best ways of doing this with the students as a whole class at this stage, or with each group individually, depending on your class. (See the notes at the end of Lesson 2 for further information.)

Remember! If students are below the age of 18 please seek parental permission before sharing their videos online. Please also ensure that students ask permission from any individuals they choose to include on film.

#### Exercise 5

- Tell students to look at the storyboard plan for the example video.
- Explain to the students that this is the most important stage and that they need to take time to make the right decisions as it will make the rest of the project much easier. Refer them back to the videos they watched in Lesson 1 for an example of how much information can be covered in the time. You could show them one of the videos as a reminder, if time allows.
- Students should then discuss and complete the table with notes about their own video.

### Exercise 6

- Once students have decided what will happen in each scene, they should complete the storyboard with basic sketches to show this.
- Each group should choose the best storyboard and use this to present their ideas to the class.
- While listening to each group's ideas, the other students in the class can make notes with suggestions about how the video could be improved.
- In groups students can then revise their plan accordingly to incorporate their classmates' suggestions.
- This plan should act as a statement of intent and motivate the students to feel a sense of ownership and commitment to their project.

### Exercise 7

- Each group will work on these five steps at their own pace. You may want the groups to work on these stages outside of class time, or you may want to supervise their work during class. This will depend on your students, your teaching context and the time you have available. If the students are working independently outside class, arrange for regular short catch up sessions with the groups to monitor their progress and help with any problems they may have. If you are using classroom time, be aware that classrooms can be very noisy places and the groups will probably need to find quiet spaces away from the classroom to record any video which involves voices.

#### NOTES ON TECHNICAL ISSUES

- Make sure students have access to a **mobile device**, capable of capturing video footage.
- Filming in **landscape orientation** is best.
- Once students have their footage, consider **basic film editing software tools** online (e.g. iMovie) or apps (e.g. Vine, Tellagami).
- **Internet access** is useful. Consider where film footage can be stored – Google Drive, Dropbox or a flash drive could be useful options.
- Remember that **royalty-free music only** should be used.

# STUDENTS IN THE DIRECTOR'S CHAIR



## LESSON 2 LEVELS A1+/A2

1 You are going to make a video in groups. Put a tick ✓ next to the type of video you would like to make.

- 1 a how-to tutorial \_\_\_\_\_
- 2 a vlog \_\_\_\_\_
- 3 a walkthrough \_\_\_\_\_
- 4 a guided tour \_\_\_\_\_
- 5 a music video \_\_\_\_\_

2 Look at the notes in the table below about an example video. Then complete the table with notes about your own video:

	Example video	My video
Type of video	vlog	
Topic of video	cooking	
Things to include in the video	music face-to-camera captions credits (names of the people who made the video) props (kitchen, food, cookery books, chef's hat)	
Things to talk about in the video	why I like cooking	
	my kitchen	
	my favourite meal	

3 Look at the list of people you need to make a video. Match the jobs (1–6) to the descriptions (a–f).

- 1 scriptwriter
  - 2 director
  - 3 actor and/or narrator
  - 4 camera person
  - 5 video editor
  - 6 researcher
- a This is the boss! She or he tells people what to do and when to do it.
  - b This person writes the words the actors and narrator say.
  - c This person films the scenes in the video.
  - d This person makes changes or cuts after the filming has finished.
  - e These people are the stars. They talk to the camera or tell the viewer the story.
  - f This person finds out information about the topic before the video is made.



4 In your group decide who will do each of the jobs in Exercise 3. You can each have different jobs, or you can share. Decide how you are going to share the work and write your names next to the jobs in the table.

Job	Name(s)
researcher	
scriptwriter	
director	
actor	
narrator	
camera person	
video editor	

**IMPORTANT:** To make your video you need the things in the list below. Make sure you have all these things before you start.

- ⇒ a camera (for example on your phone)
- ⇒ an editing app or software
- ⇒ a memory stick to save your video, photos and music
- ⇒ the Internet
- ⇒ music
- ⇒ props or photos

5 A storyboard shows what happens in each scene. Look at the notes below for the example video. Then write notes for your video.

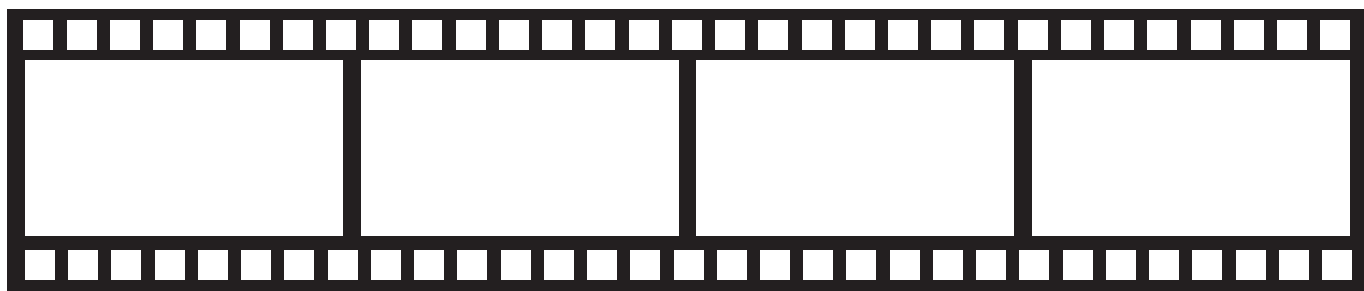
**Example video:**

Topic of scene	What happens in the scene	Extra things for the scene	Time
Why I like cooking	I sit at the kitchen table and talk about why I love cooking. I show photos of me cooking different meals.	captions photos	1 minute
My kitchen	I show viewers my kitchen.	my kitchen music	1 minute
My favourite meal	I show viewers how to cook my favourite meal.	rice, chicken, tomatoes etc.	2 minutes

**Your video:**

Topic of scene	What happens in the scene	Extra things for the scene	Time

6 Now draw pictures to show what will happen in each scene of your video using the storyboard below. When you're ready, present it to the class.



7 Now you're ready to start. Using your notes and the storyboard above follow these simple steps – good luck!

- 1 Write the script for each scene
- 2 Choose images, music etc. for each scene
- 3 Record your video and audio
- 4 Edit your video
- 5 You're ready to show it to the world!

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## INTRODUCTION LEVELS A1+/A2

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## LESSON 3 LEVELS A1+/A2

### 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.

#### EXTRA CHALLENGE:

Ask what role students would like to take next time they make a video and why.

#### 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.

# STUDENTS IN THE DIRECTOR'S CHAIR

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.

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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.

the topic	
the type of video	
your favourite thing about the video	
something you didn't understand	

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 ...)*

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