



Education and Culture DG

Lifelong Learning Programme

**Lesson plan YOUTUBE
TECHNIQUE_English**

**“Teaching innovatively (with focus on ICT)
and its impact on the quality of
education”**

Teaching activity n°2

Title	YOUTUBE TECHNIQUE
Nation	ITALY
Subject	ENGLISH

This YouTube activity really gets your students thinking creatively. A short film is played for the students, but they can't see the scene, they can only hear it. Students guess what happens in the scene before they get to view it to check their deductions. Students are motivated and have lots of fun. This activity can be used to review present simple tenses, vocabulary for sounds, language of deduction and making comparisons.

ACTIVITY PLANNING

Step 1	<p>Preparation</p> <ul style="list-style-type: none"> • Open the YouTube video <i>Teeth</i> (http://www.youtube.com/watch?v=87AkeWncgwU) and make sure it is ready to play. Don't let students watch the video. Cover the projector or screen if necessary. • Write the following questions on the board: <ul style="list-style-type: none"> ○ How many people are there in the scene? ○ What sounds can you hear? ○ Where is the scene set? ○ What is happening?
Step 2	<ul style="list-style-type: none"> • Tell students the teacher is going to play a short film (just over 2 minutes long) but they will not see it. They will need to listen and guess what's happening.

	<ul style="list-style-type: none"> • Tell the students to answer the questions on the board while they are listening. • Play the <i>Teeth</i> YouTube clip. Make sure students can't see the clip. • Ask students to compare their answers to the questions on the board with their partner's. • Go through the questions with the class and get as many different ideas from them as possible. Write the students' ideas on the board. Don't give the students the answers to the questions yet. • If teacher would like students to practise the language of deduction, then encourage them to give feedback when answering the questions such as 'It must be set in a bathroom because I heard the sound of water splashing' or 'There can't be more than one person in the scene because you only hear one man laughing'. • Tell the students that all films have a beginning (set-up), middle (event or complication) and an end (resolution). Elicit from the students what they think happened in the beginning, middle and end of the short film.
Step 3	<ul style="list-style-type: none"> • Now tell the students that they are screenwriters for a short film. Ask students to work in pairs to make the storyboard or write the screenplay of the film (see worksheets below). If you have a mixed ability class you may wish to give some students the storyboard and others the screenplay. Students write or draw what happens in the beginning, middle and end of the film. Encourage students to use the present tense for describing the scene e.g. 'The scene fades in. A man stands in front of a mirror'. • Alternatively, teacher can ask the students to discuss this in pairs without writing.
Step 4	<ul style="list-style-type: none"> • Now play <i>Teeth</i> again. This time allow the students to see it as well as listen to it. • Ask students if the scene they imagined was the same or different to what they had thought. Teacher may ask your students to make comparisons e.g. 'In my screenplay there was one man whereas in the film there were two' or 'The film is funnier than my screenplay'.
Step 5	<p>Students read the screenplays or storyboards and vote which one should be made into a film.</p>

