

Film and TV TV / YouTube stars

Teacher's notes

Age: Young learners (10–12 years)

Level: Pre-intermediate (A2)

Time: 90 minutes (plus an optional 20–40 minutes for the final project)

Activity: In this lesson, students will:

1. focus on vocabulary and speaking related to the internet and famous vloggers;
2. improve listening comprehension of real-life English in two online videos;
3. study and utilise language for describing common teenage activities;
4. consolidate new language from this lesson by making a short video.

Language focus: speaking, listening, vocabulary, reading

Materials: one copy of the worksheet per student, a PC or projector, an internet connection in the classroom; a smartphone or other device capable of recording simple videos per group of three for the final project

and therefore not graded for language learners. You may wish to let students know that a small number of words from the lesson (e.g. 'to overreact', 'to prank') are from a higher level. Tell students that they shouldn't worry if they find the lesson challenging or if they hear certain words that they don't understand.

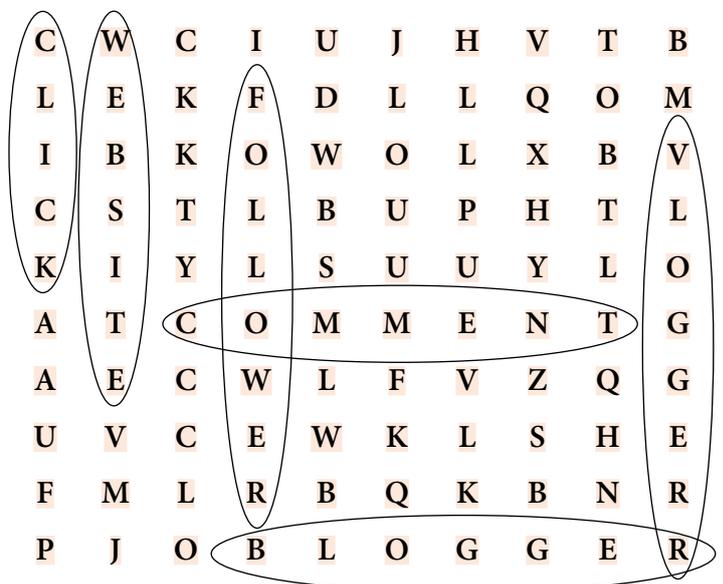
3. This lesson contains exercises which focus on listening, speaking, vocabulary and reading. If you wish to maximise class time for listening and speaking, you could ask students to complete the vocabulary and reading exercises as preparatory homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol. 

1. Vocabulary (5 minutes)

Aims: to create interest in the topic of the lesson (the internet and online videos), to review or introduce words related to this topic that will help students in later tasks

Procedure: Ask students to work in pairs on Task 1, the warmer activity. Read aloud the worksheet instructions for the task. Allow students a few minutes to find the six words and to discuss the meaning of these words. Then elicit the answers. For lower level students, the words could be given and students asked to find them in the wordsearch and then guess or look up their meaning.

Key:



Notes:

1. **WARNING:** This lesson deals with online videos made by teenage vloggers. While the content of these videos is quite innocent, there are elements which require caution. In the second video (from the vlogger Caspar), the teenager's mother exclaims 'Jesus!' when she is surprised by her son. When the video ends, it goes into a short promotion for a different video and this part includes a rude word. For this reason, it is important to pause the video before it goes into the final promotion. You should watch both videos before the lesson to judge whether they are appropriate for your class.
2. This lesson is aimed at lower-level learners (approximately A2). However, certain vocabulary from this lesson would typically belong at higher levels. This is because the videos referred to are authentic



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Internet words	Meaning
blogger	A person who writes about their personal life and opinions and then uploads this text to a website
vlogger	A person who makes videos about their personal life or opinions and then uploads these videos to a website (usually YouTube)
follower	A person who follows another person on social media
website	A set of related webpages (e.g. onestopenglish.com)
click	Verb: to use your mouse to select an item on your screen Noun: a visit to a website (e.g. 'the article has thousands of clicks')
comment	Verb: to write a short, public message expressing your opinion about an online article, video, etc. Noun: a short, public, online message in which a person expresses their opinion

Key:

- a. call, b. leave a voicemail, c. share, d. text, e. go viral, f. prank, g. forward, h. upload

3. Speak (25 minutes)

Aims: to provide spoken practice of internet vocabulary from previous tasks, to develop interest in the topic of the lesson (the internet and vlogging), to create a class profile about internet use

Procedure: Ask students to look at Task 3, the questionnaire. This is a mingle activity. Tell students that they will have several minutes to talk to different students in the classroom. They should speak to five different people, asking each person two questions each until they've asked all ten questions. They should note down the answers they are given and also answer their partner's questions. As they ask the questions, they should also try to get extra information using the mini-prompts in brackets next to most of the questions. Demonstrate first with a strong student.

Ask the students to briefly read through the ten questions before they begin. Clarify the meaning of anything they don't understand. Now ask students to stand up, mingle and begin the task. Monitor the class as they do the task, making sure they are speaking as much English as possible and making notes. When the time is up, provide brief feedback on language that they have used.

After the interviews, compile a general profile of the class, identifying the most popular answer in the class to each question. Write these on the board so that the students can see the general profile of the class.

4. Vocabulary, listen and speak (25 minutes)

Aims: to study vocabulary related to typical teenage activities that will help students to understand a short video, to provide practice of listening to and understanding an online video, to provide speaking practice on topics related to vloggers and teenage activities

Procedure: Ask students to work in pairs. Give them a few minutes to complete the vocabulary task, 4a. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

2. Vocabulary (10 minutes)

Aims: to introduce useful verbs related to the internet and vloggers

Procedure: Begin by asking the class the two questions: 'How do you communicate with your friends?' and 'What is a vlogger?'. The students met the word 'vlogger' in the previous task, so should be able to answer this easily, but you may wish to add that the word 'vlogger' comes from the idea of a 'video blogger' (i.e. a blogger who creates and posts videos rather than just writing online). From the students' answers, write on the board any additional useful 'internet' vocabulary that they have used.

Ask students read the answers from Emma and Nari. Then they should work in pairs to complete the four verbs/expressions at the end of each text. Monitor the class as they do this and help weaker students to understand the language from the texts. Finally, elicit the answers and focus on correct pronunciation.



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Key:

Vocabulary	Definition
1. twins	(2) to have a reaction that is too extreme
2. to overreact	(4) a type of cake which is very thin (it's common to eat it for breakfast)
3. a noise	(1) two brothers or sisters who have the same birthday (and who often look very similar)
4. a pancake	(5) to clean; to organise things so that they are in the correct place
5. to tidy	(6) to do physical exercise
6. to have a workout	(3) a sound; something that you hear

Read aloud the initial worksheet instructions for Task 4b, in which students are asked to put the activities in the correct order. Play the video* ('Things To Do When You're Home Alone – Dolan Twins' www.youtube.com/watch?v=Q4u-IUWvWc) and then elicit the correct order.

(*Note: The video should be played from the start until minute 2.50. After this point, there is very little language and the rest of the video is not relevant to the task.)

Key:

- 1 – They hear a strange noise
- 2 – They prepare something to eat
- 3 – They phone some people
- 4 – They send online messages
- 5 – They tidy the house
- 6 – They have a workout

Before playing the video for a second time, ask students to work in pairs and to read sentences 1–6, which they will need to complete by unscrambling the verbs. They might be able to identify some of the answers at this stage. Play the video, then allow the pairs to discuss their answers. Finally, elicit the correct answers.

Key:

- 1. overreact, 2. cook, 3. forwards, 4. texts, 5. clean, 6. exercise

Ask students in pairs to discuss the questions in Task 4c. Give feedback. Focus on good 'internet' language that students have used.

5. Vocabulary, listen and speak (25 minutes)

Aims: to study 'prank'-related vocabulary that will help students to understand a short video, to provide practice of listening to and understanding an online video, to provide speaking practice on topics related to vloggers and Christmas

Procedure: Ask students to work in pairs. Give them a few minutes to complete the vocabulary Task 5a. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

Key:

Vocabulary	Definition
1. a flight	(3) to feel sad but then feel better
2. awful	(4) to think that something is true
3. to be 'over it'	(1) a journey on an airplane
4. to believe	(6) very silly; not logical
5. to mind	(2) very bad; terrible
6. ridiculous	(5) to think that something is a problem

Read aloud the initial worksheet instructions for Task 5b. Also allow students a moment to read the note about Christmas dates. Play the video* ('Surprising my mom for Christmas – Caspar' <https://www.youtube.com/watch?v=VSZc0NGdjm4>) and then elicit the correct answer.

Key:

Caspar surprises his mother by telling her that he will miss Christmas with her but then secretly travelling to South Africa so that he can be there.

(*Note: The video should be played from the start until minute 2.35. After this point, the video goes into a promotion for a different vlog. This promotion contains a rude word so it's quite important to pause/stop it beforehand.)

Before playing the video for a second time, ask students to work in pairs and to read the true or false sentences. Play the video, then allow the pairs to discuss their answers. Finally, elicit the correct answers.

Key:

- 1. True (Caspar says that he won't arrive until Boxing Day)
- 2. True (she says that it is 'awful')
- 3. False (the sister says that their mother was sad but now she is 'over it')
- 4. True



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5. False (she says that she 'minded' that he wasn't going to be there)

6. False (he says it's ridiculous that some people can't imagine Christmas in the summer)

Ask students in pairs to discuss the questions in Task 5c. Give feedback. Focus on the students' opinions on Caspar as a vlogger, as the students themselves will act as 'vloggers' in the next task.

6. Project: Make a vlog (20–40 minutes, depending on whether making the video is set as a homework task)

Aims: to consolidate new language from the lesson, to provide spoken practice of language related to the internet and vlogging, to aid long-term recall of language from the lesson by allowing students to create a video

Procedure: Divide students into groups of three. Tell them that they are going to make some vlogs. Elicit some ideas about the types of things that a vlog can be about. Write some of these ideas on the board, if appropriate.

Ask students to look at the list of topics in Step 1. Set a time limit of a few minutes to select a topic, either from the list or else from the previous suggestions on the board if they are different. Monitor the class as they do this, making sure they are speaking English and that their chosen topic is suitable. Once the time is up, ask each group to tell you their chosen topic. Write this information on the board.

Note: If any group decides to do a prank, make sure they explain it to you in advance, as mentioned in the student worksheet. If the prank sounds any way risky or cruel, make it clear that the group are not allowed to do this and that they need to choose a different option for their vlog.

Now ask students to think about the information that they are going to include in their blog. Remind them that their video only needs to be one or two minutes long, so they just need to include the basic information about their topic. Tell students where they will be allowed to make the videos (in the classroom, outside, in the corridor, etc). Students should decide on their opening lines and the style of delivery (factual, funny, etc). They should also decide the roles of the different members of the team (who will be the presenter(s) and who will be in charge of the camera).

Monitor the class as they do this, making sure that all students are involved. If there are any students who would prefer not to appear on video, perhaps suggest to their group that they act out their vlog for the class, rather than filming it.

Make sure that each group has a smartphone or another device for recording simple videos. Set a time limit of about 10 minutes for students to actually make their videos. Monitor the groups carefully as they do this, making sure that students are safe and creating suitable videos.

Once the time is up, get the students to share their videos with you. They should do this in a way which conforms with the school's policy for online communication with students. There are various possible ways to share:

- As an email attachment. Ideally to do this, you should provide students with an official email address (for the school in general) rather than using your personal email address.
- Using a shared drive. If your school has a shared folder for students (e.g. on Google Drive or Dropbox), they could upload their videos here.
- As an instant message. If your school has an official number for a shared smartphone, students could send their videos to this number using a platform like WhatsApp.

Note: For all of the above options, the students would need to be able to connect to the internet, either through school computers or their smartphones. If this is not possible, a solution would be for students to take their videos home, either on their smartphones or on USB sticks. They could then use one of the above three methods to share it with you using their internet connection from home.

Once you have access to all the vlogs, say that the class is going to watch each one and decide which one would be most likely to go viral (be the most popular). Before you play each video, ask its creators to give a brief spoken introduction.

Once all the videos have been watched, provide some feedback on language from the vlogs. Then ask the class to vote for their favourite video. Groups are not allowed to vote for their own video. Perhaps award a small prize to the winner.



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Worksheet

1. Vocabulary

Look at the wordsearch. Can you find six words related to the internet? What do the words mean?

C	W	C	I	U	J	H	V	T	B
L	E	K	F	D	L	L	Q	O	M
I	B	K	O	W	O	L	X	B	V
C	S	T	L	B	U	P	H	T	L
K	I	Y	L	S	U	U	Y	L	O
A	T	C	O	M	M	E	N	T	G
A	E	C	W	L	F	V	Z	Q	G
U	V	C	E	W	K	L	S	H	E
F	M	L	R	B	Q	K	B	N	R
P	J	O	B	L	O	G	G	E	R

Internet words
1.
2.
3.
4.
5.
6.

2. Vocabulary

Read the information from Emma and Nari. Then use the **underlined verbs** to complete the definitions.



Emma, 14, from Australia

Question: How do you communicate with your friends?

'I usually text my friends, writing them short messages on my mobile phone. Sometimes, I share photos or videos with them too. My best friend is Ruth. I prefer having a real conversation with

her, so I usually call her. If her phone is off, I leave a voicemail and I say that I want to talk to her.'

- a. to phone somebody = to _____
- b. to send an electronic, spoken message = to _____
- c. to give somebody something that is yours = to _____
- d. to send a message using SMS or an instant message app (like Whatsapp) = to _____



Nari, 14, from Scotland

Question: What is a vlogger?

'Vloggers make videos and upload them to the internet. People often send the videos to their friends and those friends then forward the videos to other people. This can cause a video to go viral, getting millions of clicks. If you

are friends with a vlogger, be careful! Sometimes they prank their friends and then put the video on the internet!'

- e. to become very popular on the internet = _____
- f. to do funny actions to surprise somebody = _____
- g. to receive a photo/video/email and then pass it to another person = to _____
- h. to put your photos/videos on the internet = to _____



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Worksheet

3. Speak

Read the questionnaire. Your teacher will explain what to do.

Questionnaire: 10 questions about the internet



1. Do you have a mobile phone?

- yes
- no

2. If you have a mobile phone, can it connect to the internet?

- yes
- no

3. How many hours per day do you use the internet? (Describe your habits on a typical day)

- 0
- 1–2
- 2–4
- 4+

4. What is your favourite activity on the internet? (Explain why)

- reading
- videos
- music
- online chat
- games
- other

5. How do you usually contact your friends and family?

- call them
- text them
- send a voicemail
- send an email

6. What is your favourite way to communicate with your friends? (Explain why)

- talk in person
- call them
- text them
- send a voicemail
- send an email

7. Which of the websites below do you use most often? (What do you use it for?)

- Google
- YouTube
- Wikipedia
- Netflix
- VK
- Snapchat
- Tencent QQ

8. What is the name of a website or an app that you like? (Why do you like it?)

_____ (Write the name of the website/app here)

9. Do you follow any famous people online? (If yes, who do you follow? If no, why not?)

- yes
- no

10. Do you watch videos by YouTubers and vloggers? (If yes, who do you watch? If no, why not?)

- yes
- no





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Worksheet

4a. Vocabulary

In the next task, you will watch a vlog from two famous YouTube stars. To help you to understand the video, first match the vocabulary to the definitions.

Vocabulary	Definition
1. twins	(2) to have a reaction that is too extreme
2. to overreact	() a type of cake which is very thin (it's common to eat it for breakfast)
3. a noise	() two brothers or sisters who have the same birthday (and who often look very similar)
4. a pancake	() to clean; to organise things so that they are in the correct place
5. to tidy	() to do physical exercise
6. to have a workout	() a sound; something that you hear

4b. Listen

Watch this video from the YouTube series of vlogs by The Dolan Twins. In this clip, the twins are at home but their parents are not there. They talk about six things that happen when they are at home alone.

www.youtube.com/watch?v=-Q4u-IUWvWc (only watch from 0.00 until 2.50)

Watch the video for the first time and put the activities below in the order from the video:

- _____ They phone some people.
- _____ They have a workout.
- 1 They hear a strange noise.
- _____ They tidy the house.
- _____ They send online messages.
- _____ They prepare something to eat.

Now watch the video for the second time. For each sentence, write the verb by putting the letters in the correct order. Remember, when the verb refers to he/she/it, it is necessary to put the letter 's' at the end (e.g. 'He sends a message'; 'The boy writes a message').

- The twins _____ when they hear a noise. (COARTEREV)
- They want to _____ some pancakes. (OCKO)
- The boys' phone _____ his call to voicemail. (RODSAFRW)
- The boy _____ his grandmother. (TSTXE)
- They _____ the house. (LACEN)
- Finally, they decide to _____. (SCEERIXE)



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Worksheet

4c. Speak

Discuss with your classmate:

What is your opinion of this video and the twins?

This video has more than three million clicks. Why do you think it is so popular?

From the six activities, which ones do you do when you are at home but your parents are not?

What other fun activities could you do at home when your parents are not there?

5a. Vocabulary

In the next task, you will watch a video from another famous YouTube star. To help you to understand the video, first match the vocabulary to the definitions.

Vocabulary	Definition
1. a flight	(3) to feel sad but then feel better
2. awful	() to think that something is true
3. to be 'over it'	() a journey on an airplane
4. to believe	() very silly; not logical
5. to mind	() very bad; terrible
6. ridiculous	() to think that something is a problem

5b. Listen

Watch this video from the YouTube series of vlogs by Caspar. In this clip, Caspar has a special surprise for his mother.

(Note: Christmas is a very important holiday period in many countries. The most important day of this period is Christmas Day, on 25th December. Many countries also have another special day called Boxing Day, on 26th December.)

www.youtube.com/watch?v=VSZc0NGdjm4

(only watch from 0.00 until 2.35)

Watch the video for the first time and answer the question below:

What surprise does Caspar have for his mother?



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Worksheet

Now watch the video for the second time. Decide if the sentences are True or False.

1. Caspar tells his mother that he can't be in South Africa on Christmas Day. _____
2. His mother says that this news is very bad. _____
3. Caspar's sister says that their mother is very sad. _____
4. Caspar's mother is very surprised when she sees him. _____
5. The mother says that it wasn't a problem to celebrate Christmas without Caspar. _____
6. Caspar says that Christmas in South Africa is ridiculous because it is in the summer. _____

5c. Speak

Discuss with your classmate:

Did you like this video? Do you like Caspar? Why/why not?

This video has more than 4.5 million clicks. Why do you think it is so popular?

In this video, Caspar pranks his mother. Have you seen any other 'prank' videos on YouTube?

Do people celebrate Christmas in your country? If yes, how do they celebrate it? If no, what is the main celebration in your country?

6. Project: Make a vlog

Work in groups of three. Each group will make a vlog.

Step 1: Decide what your vlog will be about. Choose one of the topics from the list below.

List of topics for a vlog	
<ul style="list-style-type: none"> • Describe how to cook something • Describe how to make something (arts & crafts) • Describe how to have a good workout • Describe how to do well in an exam • Talk about your favourite singer 	<ul style="list-style-type: none"> • Talk about your favourite sports person • Talk about a film or TV series that you like • Talk about a computer game that you like • Do a prank* • Talk about fun activities

(*If you choose to do a prank, you first need to tell your teacher about it. If your teacher gives you permission, then you can plan and do the prank.)

Step 2: Decide what you will say during the vlog. Your video only needs to be 1–2 minutes long.

Step 3: Use a camera or a phone to make the video for your vlog. All students need to participate in this task, either as presenters or working with the camera.

Step 4: When you have finished making your video, your teacher will explain how to send it to him/her.

Step 5: Now watch your classmates' vlogs. Which vlog do you think could go viral?