Learn English Speaking Commercials

- Watch The Video Clips
- Complete the Exercises
- Make your own commercial
EnglishCentral makes improving one's English fun and effective by turning popular web videos into powerful language learning experiences. EnglishCentral users not only watch videos, they speak them and receive instant, personalized pronunciation feedback via our cloud-based system.

**Students** WATCH authentic videos then SPEAK the videos. They are motivated through authentic content and a point based system. Students LEARN by taking video quizzes of the vocabulary of each video. We also have a cutting edge phonetic speech recognition system which will give students valuable feedback about their speech.

**Teachers** can track and assess their students using EnglishCentral. Sign up students. Make your own school, classrooms, groups. Assign video tasks and build curriculum for your students. Track your student’s progress and print reports. Discuss and get tips on our Teacher’s Forum.
Using This Book

This book is meant to compliment the low level video content of EnglishCentral. The book can be used in class and students can then “speak” the videos and do the quizzes on EnglishCentral. It is built in recycling of the curriculum.

**In class, 3 steps are recommended.**

**Watch**

Ask a few pre-viewing questions to students. Then WATCH the commercial together. Repeat as necessary. Students can follow with the script if needed. The script can also be used as a listening cloze.

**Speak**

Model the speech with students, using a high level student. Each person can be a person in the commercial. Students should visit [EnglishCentral](https://www.englishcentral.org/) and “speak” the speech and get instant fluency feedback. Model this in class once, so the students understand registration and how to use the player.

**Learn**

Students complete a simple “fill in the blanks” activity to consolidate their learning of the vocabulary and language forms. Next, students can prepare their own version of the commercial and perform for the class! Each close dialogue is set up so students can use the blanks to make their own commercial. Have fun – it makes for great learning!

That’s it! Students can then in a language lab or at home, use EnglishCentral and “SPEAK” the videos + do the video quizzes for each video. Teachers can track their progress.

Also, have an end of book commercial contest. Either students using these commercials or make their own. It can be lots of fun and very motivating.

We hope you enjoy using EnglishCentral in this “blended” fashion.

Watch interesting, authentic videos.

Learn the vocabulary that matters to you.

Speak and get instant pronunciation feedback.

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I get asked to do commercials all the time and I always say the same thing.

First, I need some hot__s.

Second, we film at my house so I ain't gotta go anywhere.

Third, I record my own ____________.

Bring it, cool refreshing ____________, drink it!

But once I try their products, I always hate 'em!

So I bounce.

Damn! That is pretty ____________!

But I got one final demand.

No, we can't change the name to ____________, shut up and drink it.

See? That's why I don't do commercials.
Finish the sentences:

1. That’s why I do __________________________ s.
2. I record my own ____________________________.
3. Damn! That is ____________________________ good!
4. I always say the same ____________________________.
5. This drink is cool and ____________________________ing.
6. I tried their ____________________________.
7. I ain’t gotta go ____________________________.
8. I need some hot ____________________________s.
10. Second, we ____________________________ at my house.
This is the truth.

I'm not the ____________________

Not the greatest of all time.

I'm not here to shout, boast, or preach.

I'm not the ____________________ ____________________.

I'm not there yet, but...

I'm runnin' up on you.

I'm fast because I'm ____________________.

I'm ____________________ and fast don't ____________________.
Finish the sentences:

1. I’m not the __________ est of all time
2. I’m not here to shout, __________ or preach.
3. I tell the truth, I don’t __________.
4. I’m not the best of all __________.
5. __________ don’t lie.
6. I’m not the worst but I’m not the __________.
7. This is the simple __________ I’m telling you.
8. I am quiet, I don’t __________.
9. I’m not __________ to shout.
10. I’m fast because I’m __________.
The Secret Behind Nike Air

Watch

I've got something very __________________________ to tell you.

Something we can't keep quiet any longer.

We felt it was time the people knew.

Nike Air is actually the ______________ of our very best athletes.

We've been collecting athletes' ______________ for over 30 years now.

Come with me.     Welcome to the ____________________ Collection Unit.

Technically, we collect your ____________ in canisters and then we put it in the shoes.

I know that.      Of course, you know that.

Well, there you have it.

Nike Air is actually the ______________ of our very best athletes.

Please treat with caution.

Speak

I've got something very __________________________ to tell you.

Something we can't keep quiet any longer.

We felt it was time the people knew.

Nike Air is actually the ______________ of our very best athletes.

We've been collecting athletes' ______________ for over 30 years now.

Come with me.     Welcome to the ____________________ Collection Unit.

This is where we collect the ____________ from our athletes to put it in the shoe. ........

Technically, we collect your ____________ in canisters and then we put it in the shoes.

I know that.      Of course, you know that.

Well, there you have it.

Nike Air is actually the ______________ of our very best athletes.

Please treat with caution.
Complete the sentences:

1. We collect the air from our ____________________. 
2. Don’t be so _______________________. 
3. ____________________, we collect the air in cannisters. 
4. We can’t keep __________________________ any longer. 
5. They told me my air is really __________________. 
6. “Hi Maria, you’re __________________!” 
7. Girl _______________________! 
8. Take __________________ care of them. 
9. _____________________! It’s time to give air. 
10. Nike Air is ____________________ the air of our very best athletes.
Halle Berry and a Crispy M & M

Watch

So, you're that new crispy M&M's guy, huh?

What, are you trying to get me ________________?

What do you mean?

Just look at this body. I'm chocolate. I'm crispy.

I just got this feeling once word gets out.....

You know, I read ________________.

Really?

Give me your ________________.

Do you see my lifeline?

Mmm-hmm. It ends right here.

Wow, that's amazing!

With the glove and everything, I didn't think you could make out...

Oh! Could I have my ________________ back?

Not this time, little guy.

Alright! Make it quick.

Speak
Complete the sentences:

1. What do you ________________?
2. I’m chocolate. I’m ________________.
3. It ends ________________ here.
4. _______________ me your hand.
5. I’m in a hurry. Make it ________________.
6. I ________________ got this feeling.
7. Not now, _______________ guy.
8. Are you trying to get me ________________ed?
9. In the winter, we usually wear ________________s.
10. Give me your ________________.
Pepsi Max: Why Can’t We Be Friends

What can I get ya?

I'll take the _____________ and a Pepsi Max, please.

Good song.

Great song.

So, Pepsi Max has ____________ calories, huh?

Yup.

How many calories?

______________.

______________?

______________.

I think he ___________________ it.

What are you doin’?

__________________.

Oh.

Pepsi Max. Zero calories, maximum Pepsi taste.
Complete the sentences:

1. I’ll have a hamburger, ________________.

2. I think he ________________s it.

3. I’ll have the ________________ and a coke.

4. It has zero ________________s.

5. ________________ restaurant!

6. What ________________ is playing on the radio?

7. I’ll ________________ the daily special and a coffee, please.

8. This drink has great ________________.

9. I ________________ it is a great song!

10. Zero calories, ________________ taste.
Choosing Fed Ex Over Carrier Pigeons

So, let me get this straight.

You've solved all of our shipping problems with ________________?

__________________, sir.

Isn't this a little outdated?

No. These ________________ are equipped with GPS and night vision.

This little guy's headed off to ________________.

Amazing! What about the big stuff?

That's been taken care of.

Wow!

Let's switch to ________________.
Complete the sentences:

1. The little ________________’s headed home.
2. Let’s __________________ to a better company.
3. These ________________ are equipped with GPS.
4. You’ve __________________d our problems?
5. Mike Tyson kept ________________s as pets.
6. The car is __________________ped with leather seats.
7. Did you get the job done? Yes, ______________!
8. We have solved the ____________________.
9. ______________’s try another company.
10. How much does the ______________ping cost?
People hang on his every word,
even the ____________________.
He could disarm you with his looks...
or his hands,......either way.
He can speak French... ...in ________________.
He is the most __________________ man in the world.

    I don't always drink _______________. But when I do,....

    I prefer _________________________.

Stay thirsty, my friends.
Complete the sentences:

1. Stay happy, my ____________________s
2. I don’t always drink ____________________.
3. He can ______________________ Italian.
4. That man is very _________________ ing.
5. People hang on his every ____________________.
6. He is the most famous man in the whole ________________.
7. Don’t move. ______________________ here.
8. I ______________________ coffee to tea.
9. He can _________________ you with his looks.
10. Give me some water. I’m ________________.
Red Bull: Frog Prince

Ribbit, ribbit.

Hey, it's the legendary ____________ prince.

Yeah.

I bet you want me to ____________ you.

No. Actually, Princess, I'm feeling a little sluggish.

A ____________ energy drink is really what I want.

Well, alright, as long as you still turn into a prince.

Hah, hah, hah, hah.

My god! You're totally ____________!

Wait, where are you going?

I want to check out the other princesses, keep my options open. Excuse me.

Typical prince. ________________ gives you wings.
Complete the sentences:

1. I want to ________________ out the other princesses.
2. It’s the ________________ frog prince.
3. I want an energy ____________________.
4. I __________, you want me to kiss you.
5. I’m ________________ ing a little tired.
6. You’re ________________ fat!
7. I want to keep my ________________s open.
8. ________________, I’m feeling a little tired.
9. The ________________ turned into a handsome prince.
10. Love gives you ____________________ s.
Living Social.com Changed My Life

It started about a year ago.

I signed up for _____________________.com and bought my first ________________.

I used to feel trapped.

But with all these deals, 50, 60, 70 percent off, I feel ________________.

The warm rays making me blossom.

________________________ changed my life.

It could change yours too.

Sign up right now to get free __________________________ and start bringing surprise
to your life.

____________________.com
Complete the sentences:

1. It was 70% off. What a ___________________!
2. Start bringing __________________ to your life.
3. It could ___________________ your life.
4. It was free. 100 ________________ off!
5. The sun has ___________________ rays.
6. They have ______________________ specials at the store.
7. I first signed up to the website 3 years ________________.
8. The flowers ______________________ in the spring.
9. Sign up right _________________.
10. It ________________________ed about a year ago.
What's great about the iPhone is that if you wanna check ______________
conditions on the ________________, there's an app for that.

If you wanna check how many ________________ are in your
_______________, there's an app for that.

And if you wanna check where exactly you ______________ the
______________, there's even an app for that.

Yup, there's an app for just about anything, only on the iPhone.
Learn

Complete the sentences:

1. How many ______________________s are in your lunch?
2. I want good information. I want to know ___________________ where he is.
3. Where did you ______________________ the car?
4. The weather ________________________s are horrible.
5. I had a sandwich for ________________________.
6. There are many ________________________ things about the iPhone.
7. It can do ____________________ about anything.
9. The ________________________ is very difficult to climb.
10. There isn’t any ________________________ to go skiing.
Welcome to 4G.  -  Cut!

Don't touch my hair, man!

All right. This is the new version, this is the ____________.
No, no it's ____________ -  It's just ____________.

This is ____________, I think.  -  It's a ____________.

What're you talking about?

Just a ____________, just say a ____________, just say ____________.

All aboard the ____________ train. How many bloody ____________s are there?

I'll take it from here.

Okay.  All right, we're gonna lose Ozzy and bring in the new one.  Marker.

Ozzy is in the background, ____________s.

What?  -  He's in the background.

Is this the way out?

The new Buy Back program.

You buy it now, we buy it back when it's time to upgrade.

It's ____________, ____________ fever.  -  What's a ____________?

What the ……… is a ____________?  I don't know, kinda looks like a ____________. 
Complete the sentences:

1. All ________________ the next train.
2. We are going to ______________ in the new one.
3. Not upfront but in the ____________________________.
4. We buy it back when it’s time to ________________.
5. It looks like a ____________________.
6. Is this the ________________ out?
7. This is the new ____________________.
8. What are you ________________ing about?
9. We have a new ________________ back program.
10. Don’t touch my ________________!
Cisco: The Future Of Shopping

Watch

Speak

This is the ______________ of the season.
  Okay
    Nooooon.
It's a little too ______________.
Too purple.
Too ______________.
Too hot.
  Yeah, that's new.
Okay.
I think my ______________ wore this.
This is great!
    ______________.
Where do I sign?
    You just did.
Complete the sentences:

1. It’s not long enough. It’s a little too ____________________.
2. Where do I _________________________?
3. I think my ___________________ wore this.
4. I prefer the ___________________ to the purple.
5. It has too many colors, it’s too ____________________.
6. This color is _______________ this season.
8. I _________________ it looks great.
9. It’s the hottest of the ____________________.
10. This is _____________________!
What's up with _____________ sandwiches?
Big bun.
Puny ________________.
It takes two to fill me up.
Give me more _____________!
Finally!
Hello _________________!
Someone was listening.
It's got two of everything: two pieces of cheese, two pieces of bacon, and two pieces of _________________.
So long, bun!
Mmmhmm!
Now, this is a ______________ sandwich.
The new KFC Double Down ________________ Sandwich.
So much 100% premium _________________, we didn't have room for a bun.
Try it in Original Recipe or grilled.
Hey ________________, you the man!
Unthink and taste the unhungry side of KFC.
Complete the sentences:

1. Now this is a chicken __________________________.
2. Try the original recipe or ____________________ed.
3. It’s made from 100% ________________________ chicken.
4. So long, ________________!
5. _______________ me more chicken!
6. The bun is small, really ________________.
7. We didn’t have ________________ for a bun.
8. Someone was ________________ing.
9. It has two ________________s of everything.
10. Unthink and ________________ the unhungry side of KFC.
LeBron James: “What Should I Do”

What should I do?
Should I admit that I've made ________________?
Should I remind you that I've done this before?
Should I give you a ________________ lesson?
What should I do? Should I tell you how much fun we had?
So, this went well.
Should I really believe I ruined my ________________?
What should I do? What should I do? What should I do?
Should I have my ________________ removed?
Wanna see my shiny new shoes? Should I just sell shoes? Shiny new shoes.
Or should I tell you, "I am not a role model"? ....................
Should I be writing this down? Uh-huh.
Should I make you ________________? Should I read you a ________________?
Shoot me with your words, you may cut me with your eyes, but still, like air, I'll rise.
Or should we just clear the decks and start ________________?
Coming through here.
What should I do?
Should I be who you ________________ me to be?
Learn

Complete the sentences:

1. Should I read you a soulful _______________________?
2. I ___________________ that I made mistakes.
3. Should I have my tatoo ______________________d?
4. Should I just sell _______________________s?
5. Do you believe I ruined my ___________________?
6. We won the league ______________________ title.
7. Should I _____________ you how much fun we had?
8. I am not a __________________ model.
9. Do you __________________ I am telling the truth?
10. Should I give you a history _______________________?
Pedigree: I Want Meat

Watch

Speak

It's ________________ time.

I want _________________.

The ________________ keeps me strong,

so I can keep going.

And believe me,

I will.

_______________. Really good food for _________________.

35
Complete the sentences:

1. We had meat and potatoes for _______________________.
2. Steak has a lot of ______________________.
3. _________________ me, it was delicious.
4. It is good food for ________________________s.
5. No vegetables. I only want ________________.
6. My dog eats all kinds of ________________.
7. Good food keeps me _________________ing.
8. Exercise keeps me ________________.
9. I ________________ only meat, only protein.
10. Practice _________________ s my English perfect.
Hello __________________. Look at your ______________.

Now back to me. Now back at your_________________. Now back to me.

Sadly, ______ isn’t me.

But if _____ stopped using lady scented _____________________

and switched to ____________________, _____ could smell like _____’s me.

Look down, back up. Where are you?

Your on a boat with the ____________ your ____________ could smell like.

What’s in your hand? Back at me. I have it.

It’s an ________________ with two tickets to that thing you love.

Look again. The ______________ are now __________________s.

Anything is possible when your _________ smells like __________ and not a lady.
Complete the sentences:

1. Your on a ________________ with the man.
2. It’s an oyster with two ________________s.
3. Look at your ________________.
4. Now, look ________________ at me.
5. ________________, he isn’t me.
6. Anything is ________________ when your man smells like me.
7. ____________ down, back up.
8. I’m riding on my ________________.
9. She wears a big ________________ ring.
10. What’s in your ________________?
Fed Ex: Castaway

Hi.

Hi.

I was marooned on an island for five years with this ________________
and I swore that I would deliver it to you because I work for _____________.

That's very ________________, thank you.

Hey, by the way, what's in the _________________?

Nothing really, just a ________________, ________________,
______________, ________________,
and some seeds. Just silly stuff.

Thank you again.

You keep up the good work.
Complete the sentences:

1. I swore I would ___________________________ it to you.

2. He used a __________________ing rod to catch fish to eat.

3. I was marooned on an ___________________________.

4. Keep up the ___________________ work.

5. Thank you, ___________________________.

6. We need some ____________________s to plant for food.

7. What’s in the box? Nothing ______________________.

8. Nothing important. Just silly ________________________.

9. I was on the island for five ________________________s.

10. We will get sick if we don’t use a ________________ purifier.
Green Car Of The Year: Audi A3 2.0 TDI

Ok. So, it's $37.08.

Paper or plastic?

Plastic.

That's the magic word. Green Police.

You picked the wrong day to mess with the ____________________, plastic boy.

Battery!

Battery.

Let's go, take the ________________. Come on!

Put the rind down, sir!

That's a compost infraction.

Whoa! Did you install these ________________?

Yeah.

Tragedy strikes tonight where a man has just been arrested for possession of a

______________________________

What do you guys think about plastic bottles now?

The water setting is at 105.

We've got a TDI here.

Clean _________________. You're good to go, sir!

Good afternoon, officers! Are those ________________ cups you're drinking from?

Yeah? Can you please step out of the car and put them on the ________________?
Complete the sentences:

1. Paper or _________________________?
2. You need a ____________________ to start a car.
3. Are those __________________ cups you are drinking from?
4. Did you _________________________ these lightbulbs?
5. It comes in _______________________s or cans.
6. The man was ______________________ed by the police.
7. You are good to go, ____________________!
8. You picked the ____________________ day to mess with me.
9. The temperature is at a _____________________ of 105 degrees.
10. The car runs on __________________________.
Hey man! What's that?

It's my ____________________ .

It looks like a ____________________ .

Na-ah, it's real!

Here, watch.

Free __________________ at __________________ today?

I think that's a yes!

Free __________________ !

Will I finally get that ____________________ ?

__________________ ? Not in your future.
Complete the sentences:

1. It won’t happen in your ________________________.
2. It __________________s like a snow globe.
3. I ___________________ that’s a yes.
4. Here. _____________________ me tell you the future.
5. Will you be at home _________________________?
6. __________________ food for everyone at the party!
7. Hey _____________! How are you doing?
8. Will I ___________________ get more money at work?.
9. Is John at the ______________________ today?
10. Will I finally get that big job _________________________?
Mr. ______________, I'll just let you out.

I'm fine.

He's on the move.

There he is!

You got a __________________ _________________?

Thanks!

Hey Bob!

Hey Brad!

Hey, whatcha doin'?

Yeah, we're still on.

Hey, can you come __________________?
Complete the sentences:

1. I’ll _______________ let you out.
2. Yeah, we’re _______________ on.
3. My hands are full. Can you open the _______________?
4. Can you _______________ pick me up?
5. He’s on the _______________.
6. Hey, whatcha _______________?
7. _______________ he is!
8. _______________ Brad!
9. How are you? I’m _______________.
10. You gotta _______________ door?
# Record Your Progress!

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<td>Choosing Fed Ex Over Carrier Pigeons</td>
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<td>The Most Interesting Man In The World</td>
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<td>Red Bull: Frog Prince</td>
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<td>Living Social Changed My Life</td>
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<td>iPhone Check</td>
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# Record Your Progress!

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Comments</th>
<th>Spoken?</th>
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<td>Best Buy: Ozzie and Bieber</td>
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<td>Cisco: The Future Of Shopping</td>
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<td>KFC Double Down: So Long, Bun</td>
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<td>LeBron James: “What Should I Do?”</td>
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<td>Pedigree: We Want Meat</td>
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<td>Old Spice: The Man You Could Smell Like</td>
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<td>Fed Ex: Castaway</td>
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<td>Green Car of the Year Audi A3 2.0 TDI</td>
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<td>Doritos: Crystal Ball</td>
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<tr>
<td>Brad Pitt: On The Move For Heinekens</td>
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</tbody>
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### Answer Key

#### Eminem: Iced Tea
1. commercial  
2. song  
3. pretty  
4. thing  
5. refreshing  
6. product  
7. anywhere  
8. chick  
9. hate  
10. record

#### This Is The Truth
1. great  
2. boast  
3. lie  
4. time  
5. fast  
6. best  
7. truth  
8. shout  
9. here  
10. light

#### Nike Air
1. athlete  
2. humble  
3. technically  
4. quiet  
5. special  
6. beautiful  
7. power  
8. good  
9. Dude  
10. actually

#### M & M
1. mean  
2. crispy  
3. right  
4. Give  
5. quick  
6. just  
7. little  
8. kill  
9. glove  
10. palm

#### Pepsi Max
1. please  
2. like  
3. special  
4. calorie  
5. great  
6. song  
7. take  
8. taste  
9. think  
10. maximum

#### Fed Ex: Pigeons
1. guy  
2. switch  
3. babies  
4. solve  
5. pigeon  
6. equip  
7. sir  
8. problem  
9. Let  
10. ship
### Most Interesting Man

1. friend  
2. beer  
3. speak  
4. interest  
5. word  
6. world  
7. stay  
8. prefer  
9. disarm  
10. thirsty

### Red Bull: Frog Prince

1. check  
2. legendary  
3. drink  
4. bet  
5. feel  
6. totally  
7. option  
8. Actually  
9. frog  
10. wing

### Living Social

1. deal  
2. surprise  
3. change  
4. present  
5. warm  
6. daily  
7. ago  
8. blossom  
9. now  
10. start

### iPhone Check

1. calorie  
2. exactly  
3. park  
4. condition  
5. lunch  
6. great  
7. just  
8. mountain  
9. even  
10. snow

### Best Buy: Ozzie

1. aboard  
2. bring  
3. background  
4. upgrade  
5. girl  
6. way  
7. version  
8. talk  
9. buy  
10. hair

### Cisco: Shopping

1. short  
2. sign  
3. mom  
4. blue  
5. busy  
6. hot  
7. just  
8. think  
9. season  
10. great
## KFC Double Down
1. chicken
2. grill
3. premium
4. bun
5. Give
6. puny
7. room
8. listen
9. pieces
10. taste

## LeBron James
1. poem
2. admit
3. remove
4. shoe
5. legacy
6. Championship
7. tell
8. role
9. believe
10. lesson

## Pedigree
1. dinner
2. protein
3. Believe
4. dog
5. meat
6. food
7. go
8. strong
9. want
10. keep

## Old Spice
1. boat
2. ticket
3. man
4. back
5. Sadly
6. possible
7. look
8. horse
9. diamond
10. hand

## Castaway
1. deliver
2. fish
3. island
4. good
5. again
6. seed
7. really
8. stuff
9. year
10. water

## Audi Green Car
1. plastic
2. battery
3. foam
4. install
5. bottle
6. arrest
7. sir
8. wrong
9. ecosystem
10. diesel
Doritos Crystal Ball

1. future
2. look
3. think
4. watch
5. today
6. Free
7. man
8. finally
9. office
10. promotion

Brad Pitt: Heinekens

1. just
2. still
3. door
4. come
5. move
6. doin’
7. There
8. Hey
9. fine
10. back
Using Video In The Classroom

An Activity Guide

Why Video?

Video is a powerful tool in today’s classroom. It provides strong context through which to teach English. Meaning comes alive and it brings the outside world into the classroom and gives your teaching “reality”. Video also provides all the paralinguistic features of language that audio only, can’t.

Nowadays, students are very much visual learners. Further, the quick spread of broadband internet access, is making the use of video in the classroom reliable. Video is a medium which is replacing print – Chris Anderson of TED goes as far as suggesting it is a “revolution” transcending that of the Gutenberg revolution. It is changing both the way we learn and the way we interact with each other.

Without a doubt, video is the future for all of us involved in education. Gone are the days where it took a high degree of technical know how and hours of set up to bring video into the classroom. Now the classroom is wired and connected. It’s an exciting time to be both a teacher and a student. The world is our classroom.
Some Tips For Using Video In Class

- **Keep the Video Short (2-4 minutes)**
  - attention spans are limited when watching visual content. Chunk up, divide up videos with focused activities.

- **Watch the whole video first.**
  - students need to “have a try” first and watch to get the “big picture”. This provides students with the chance to deal with the “ambiguity” of language. Give students one simple task while watching the whole video – to keep them focused. Even try just listening with the screen off.

- **Always preview the video.**
  - Be sure to watch the whole video yourself before using it in class. You never know what content might be inappropriate or hurtful to your students. You, the teacher, know your students best. Best to be safe!

- **Make it available outside the classroom. Share it.**
  - provide students with a webpage or link so they can watch the video and practice outside of classroom time. Many students learn better independently and this is a great opportunity to foster student independence. Also, share with other professionals so they know what works, what doesn’t.

- **Use videos your students want.**
  - this may seem obvious but many teachers forget to survey their students and show video content they definitely know their students will be “into”. However, use your best judgement and find a balance between videos that highly motivate and those that are strongly educational. Many times you can do both!
3 Approaches To Using Video In The Classroom

1. **Using only video and online learning (the Flipped classroom)**

   In the flipped classroom, students study and learn independently (in groups or individually). The teacher sets up the learning content and environment and then consults with students as they learn the video content. For example, students could learn on EnglishCentral and the teacher could use class time to review their progress, check and evaluate. Also, consult with the students to make sure they are progressing and on task. Teachers set up the curriculum, show students how to access the video content and then become pure facilitators. Teachers might also use print materials made specifically for the videos (like the EnglishCentral example books).

2. **Blending video into the existing curriculum and course.**

   This option allows a teacher to choose video content that compliments the objectives of their course. Videos are chosen for each unit and they are used in conjunction with the course book. Thus, the teacher is blending the learning – combining traditional print (textbooks) with the power of video. Videos are blended into and are part of the official course curriculum.

3. **Using video as a supplement for engagement or re-inforcement.**

   Here, videos are used only at the beginning of a lesson (to provide context and prompt student schema/background knowledge) or as supplemental material for the lesson (either inclass or as homework). The teacher adds video that will supplement the existing course curriculum and provides context and reinforces the learning objectives. However, the videos are not part of the official curriculum.

**How To Use Video**

   Videos can be used in many ways other than just one student at a computer. They should also be used as a “shared experience”, an in class teaching aide. Teachers should play video in the classroom and share it, as you would a book or any physical object.

   Don’t be afraid to pause, rewind or fast forward the video. Use it as a tool for reference of language and study points. Think of the video as a malleable material, like any other classroom learning material.
Generally video activities are divided into 3 main types or stages:

1. **Pre-viewing.** Activities done before watching the video. They help prompt student schema and background knowledge. Often a way for the teacher to assess student knowledge and interest.

2. **Viewing:** Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pausing the video.

3. **Post Viewing:** After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, roleplay or complete exercises during this stage.

Here are a list of practical ways to use EnglishCentral videos or any video, in class. Try some and find what works best with your own students and for your own teaching situation. Good luck! Your students will love it!

### 10 Recipes For Using Video In The Classroom

1. **Discuss It.** Give students some previewing questions for the topic of the video. Students discuss and prompt their background knowledge. Watch the video. Now, discuss again using some prepared questions. Surveys are a great addition also.

2. **Just Do It.** Students are given a viewing task. This can be some questions to answer. It can be a group of vocabulary items to find or some language to listen for. You might even make this interactive – give students some different tasks (ie. different vocabulary) and when they see/hear it, they stand up. Again, they sit down. Last one standing at the end wins!

3. **Describe It.** Always a fun activity but make sure to get your students to speak in a low voice. One student watches while others describe the action. Pause the video from time to time to allow students time to describe fully. Switch the student who is listening. Make sure to watch the ending of the video together. [Here’s an example](#) described.

4. **Report It.** Students are reporters. List the 5 Ws on the board. After watching the video, the students must answer the 5 W questions. This also can be an excellent
writing lesson. Also, get students making up their own post viewing questions and quizzing each other!

5. Listen For It. A teacher favorite. Teachers prepare a cloze version of the transcript (words are missing). Students listen for the words. Watch the video again, pausing and checking the answers together. Another option is to provide students with a graphic organizer or chart. They watch the video and fill in the categories.

6. Repeat It. A very interactive way to focus on pronunciation and form. Turn off any subtitles. Pause the video after a line and have the students repeat the line. If the video is a dialogue, assign different roles for students. Challenge the students to repeat the lines by only listening to the video, not watching. Also practice the present perfect tense (has/have just) by pausing the video and asking students, “What has just happened?”

7. Re-tell It. A very powerful way to acquire language. Students in small groups re-tell the story or the action of the video. One student starts and others must continue to re-tell by adding a sentence. Perfect for practicing transitions (First, Next, Then, Finally). Re-ordering activities are also great. Students are given sentences or pictures and must put them back in the right sequence while re-telling the story. Perfect practice for the past tense.

8. Revise It. Students love to “change up” the video. Students can role play the video and add their own twist, create their own version. Commercials work well for this. Also, write their own version, changing characters. For lower level students, prepare a transcript with words missing – students can add their own words to personalize.

9. Predict It. Prediction is a great language prompt and can be used with any video. Simply pause the video at a point and ask the students, “What do you think will happen next?” Students discuss and give their own answers. Provide a prompt for the students like

   I (don’t) think that ________________ (won’t) will ________________.

Lastly, continue the video and see if the predictions were correct.

10. Teach It. Videos offer a great opportunity for specific language study. Choose a video that highlights and reinforces your lesson objective(s) (for culture, topics, functions, vocabulary or grammar points). Pause the video and use it to explain the language points. It provides real life context and examples of usage. Prepare worksheets and exercises to practice your language points. Here’s an example.
EnglishCentral Morning Fix

Englishcentral is the best!
About the Author

David Deubelbeiss is professor, teacher trainer and technology advocate presently living in North Bay, Ontario. He has traveled and taught EFL around the world. A “working man’s teacher”, he espouses the philosophy of “When one teaches, two learn.” Find out more about him through his google profile or his online teacher professional development website – EFL Classroom 2.0