Learning English the EnglishCentral Way

Level 1
**English Central** 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.

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**Larry Ferlazzo – Websites of the Day**

I personally think it’s the best site period for English Language Learners. It provides listening, speaking, and reading practice — all in an extremely engaging way — and all for free!
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 video 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 dialogue with students, using a high level student. In pairs/groups, students make their own dialogue – personalizing it and completing it with their own information. Students can then present the dialogue for the class.

**Learn**
Students complete a simple “fill in the blanks” activity to consolidate their learning of the vocabulary and language forms.

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.

We hope you enjoy using EnglishCentral in this “blended” fashion.
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Nice to Meet You

**Watch**

Hello, Can I _______________?

*Sure. Hi. I’m ________________. What’s your name?*

My name is ________________.

*Hi ___________. Where are you from?

I’m from _________________. What about you? Where are you from?

*I’m from _________________. ___________ is my hometown.

Really? It’s a ________________ city.

*Yes, it is. What are you studying?*

I study _________________. And you? What are you studying?

*I’m studying ________________ too. Nice to meet you Nat.*

Nice to meet you too.

**Speak**
Finish the sentences:

1. Do you want a drink? __________, I’d love one.
2. May I _____________ down here?
3. It’s a _________________ city.
4. My _________________ is Tokyo.
5. What’s your _________________?
6. Nice to _______________ you.
7. What are you _________________ing?
8. I’m studying _________________ this year.
Hi Lauren. Have you met my friend ____________?

No, I haven’t. Nice to meet you ______________.

You too Lauren!

__________ is in my ____________ class and I work with Lauren at the ____________.

That sounds ________________!

Yeah, I like it there. I work in the ____________________________.

I work with kids too. I tutor them with ________________.

Cool. That sounds really interesting.

See. I knew you ____________ would like each other.
Finish the sentences:

1. Have you met my ________________ David?
2. David is in my French ________________.
3. It was nice to ________________ you.
4. Do you ________________ my friend John?
5. ________________. I knew you guys would like each other.
6. I work for a school. I ________________ students in math.
7. Dancing ________________s really fun!
8. The physics class was very ________________ing.
I’ll have a burger

And what would you like?

I’ll have a ________________.

How would you like that: rare, medium or well done?

______________, please.

That comes with potatoes. Do you want mash, baked or French-fried?

I’ll have the fries.

Would you like ________________.

______________!
Complete the sentences:

1. Would you like something to drink? _______________!
2. How would you like that? ________________.
3. Do you want _______________ with your fries?
4. I’ll have a ________________.
5. I’d _____________ mine well-done.
6. I’ll have the ___________d potato.
7. I’ll have my steak medium rare, ________________.
8. Do you _________________ mashed potatoes?
Is this seat taken?

Excuse me. Is this _______________ taken?

*No, go ahead. I'm just waiting for ____________________.*

Are you here for a ____________________?

*Yeah.*

Well, ____________________.

*Thanks.*
Complete the sentences:

1. I’m ________________ ing for Alan.
2. I’m ____________ for a job interview.
3. My _________________ starts at 8 a.m.
4. Please, take a ________________.
5. Are you here for a job ____________________?
6. Do you like it? __________, very much.
7. Is this seat _________________ n?
8. I’m _________________ waiting for a friend.
That was a ________________ meal.

*Thank you.*

Can I help with the dishes?

*Oh, no. That’s ____________. The dishes can wait.*

Let’s sit and talk, and have some ________________.

*I’d love to.*
Learn

Complete the sentences:

1. __________ down and I’ll make some coffee.
2. Would you like a cup of tea? I’d _____________ some.
3. The ________________ was delicious.
4. Can I _______________ with the dishes?
5. The dessert was ___________________.
6. Can I ____________ to you?
7. Would you like a cup of ____________________?
8. The dishes can ____________________.
What do you think of the food here so far?

Well, I had __________ at my friend’s house and I really liked the __________.

Also, the ___________ and ___________ were great.

Do you eat these foods in ______________ as well?

No, not really. At home my favorite food is ________________________________.

That sounds delicious.

It is. It’s very easy to cook as well.
Complete the sentences:

1. Every Christmas we have _________________.
2. The mashed potatoes were __________________.
3. What is your ________________ dessert?
4. At __________, I often cook.
5. The hamburger and fries were ______________! 
6. It is really _____________ to cook.
7. Pizza is my favorite ________________.
8. I ______________ I will make spaghetti for dinner.
At The Bus Station

Excuse me. Is this where I get the bus for ______________________?

Yes, it is. Actually, that bus just ________________.

______________________ when the next one is due?

I think the schedule is posted right over there.

Thanks. It looks like it’ll be here in ________________ minutes.

They’re usually on time.

Oh no! I hope I have enough ________________.

They take ________________ bills you know.

Oh good. Then, I’m all ________________.
Complete the sentences:

1. The bus _______________ is posted over there.

2. The buses _______________ come on time.

3. It will come in fifteen ________________s.

4. I only have a five dollar ________________.

5. I hope I have ________________ money.

6. ________________, that bus just left.

7. When is the next one ________________?

8. Do you have ________________ for a five dollar bill?
Hi ______________, Happy Birthday!

Thanks for remembering, ______________.

Guess what? I made ______________ for your birthday! Here, try one.

You made these ______________? Really?

Well, it wasn’t that ______________. I just followed the recipe.

So, are these safe to eat?

Hey, what do you mean?

I’m just teasing. They look ______________. But you know I’m allergic to ________________.

Oh no!

Just kidding!
Complete the sentences:

1. Thanks for __________________ing my birthday.
2. I made you chocolate chip ______________s.
3. I’m just __________________ing you.
4. I just __________________ed the recipe.
5. The food is ____________ for children.
6. Here, __________ one.
7. What do you ________________?
8. Did you have a nice ________________?
Good ____________. How are you today? May I help you with something?

Yes, I’m looking for a ___________________ dress.

Great. We just received our ____________ collection.

Are you looking for something ______________ or __________________?

Something _______________. I'd like something just _________________.

How about this ____________ here?

Do you have it in ________________?

Yes, we do. Shall I start a fitting room for you so you can ______________ a little?

That's okay. I'd like to try it on right now.

Absolutely! Follow me. The fitting rooms are ________________.

Thanks.

So, how'd you make out? Do you like it?
I like the ______________ but it feels a bit ___________________.

Learn

Complete the sentences:

1. Do you have it in red? Yes, ________________!
2. Do you have this dress in a _______________er size?
3. Our fall _________________ just arrived.
4. It is a _______________ big.
5. We just _______________ed our fall collection.
6. Do you ______________ it?
7. Would you like to ______________ a little?
8. I’m looking for a cocktail _______________.

Featured Words

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Shopping For A Suit

Hi ____________. Thanks for helping me with my shopping. I’m ________________.

Oh, it’s no problem.

I need a ______________ for my job interviews.

Okay. What’s your budget?

Well, I’m not sure. I don’t know what ______________s cost.

I think you could get a nice one on sale for about _____ or ____ hundred dollars.

What? That’s a SALE price?

Yes. Quality ______________s are expensive.

Hmmm. Okay. I guess I have no choice.
Complete the sentences:

1. I _______________________ I have no choice.
2. I need a suit for my ____________ interview.
3. How much does a good suit ________________?
4. I ______________ a tie to go with my suit.
5. Do you have any suits on ______________?
6. You have two ________________s - blue or grey.
7. Quality ____________s are expensive!
8. That’s the regular ________________.
__________________ Pediatric Associates. Good ___________________.

How can I help you?

Hi. Could I speak with Dr. ________________?

This is ____________________’s mum. _______________ is a patient at your practice.

One moment, I’ll transfer you to the _________________.

Hello. This is Dr. _________________.

Hi, Dr. ________________. This is ________________, ________________’s mum.

I’m sorry to bother you.

That’s alright. I’m here to _________________.

__________________
Complete the sentences:

1. Could I ________________ with Doctor Miller?
2. Hold on, I’ll ________________ you.
3. I’m ________________ to bother you.
4. He’s a ________________ of Doctor Miller’s.
5. He’s a patient at your ________________.
6. How can I ________________ you?
7. I’m ________________ to help you.
8. One ________________, I’ll transfer you.
What seems to be the problem with your friend ______________ today?

He’s been coughing a lot, he’s ______________ all the time, he has no appetite.

Uh-huh. Is he running a fever?

Yes, he is. It was ______________ when I checked last.

Hmm... It could be ______________, but I'd like to see him just to be sure. Can you bring him in this afternoon at ______________?

At three? Yes, I can do that. Thank you, ______________.

You’re welcome. See you at ______________ then. Bye!
Complete the sentences:

1. See you this ______________________ at three then.
2. He’s tired all the time, he has no ____________________________.
3. Can you __________________ him in this afternoon.
4. What is the problem with your __________________?
5. He was sick when I ______________________ed last.
6. I’d like to see him ________________ to be sure.
7. He’s ________________d all the time.
8. He’s been _________________ing a lot.
A fresh start. A chance to go in a whole new direction.

So, will you?

Will you walk out the door and go left, instead of right?

Will you create a new recipe? Find a new favorite song?

Do something you’ve always wanted to?

Will you go forward while also giving back?

And will you keep going, no matter what life throws your way?

Well, let’s go.

More people go with Visa.
Complete the sentences:

1. Will you walk out the _________________?
2. Will you turn __________________ or ________________?
3. “My Way” is my ____________________ song.
4. What is the problem with your ________________?
5. Will you go ________________________?
6. Will you create a new _________________?
7. Let’s go in a whole new _________________.
8. Life can ____________________ a lot at you.
On A Date

So Sophie. We’ve been dating for _______________ now.

*I know. Let’s have a toast to our _______________.*

Cheers!

*Cheers! Here’s to _______________ together.*

You make me so happy. I think we make a great couple.

______________ I’ve wanted to ask you something.

*Sure. What is it, _____________? You look ________________!*

Well, ________________. I was wondering……

*Yes!*

Yes?

*Yes, I’ll marry you!*
Oh, I was going to ask you if you wanted your ________________ present tonight or tomorrow?

Learn

Complete the sentences:

1. We make a good ________________.
2. Cheers to one whole year ________________.
3. Let’s do it ________________ not tomorrow.
4. Do you want to go out on a ________________?
5. There is something I’ve wanted to ________________ you.
6. We had a ________________ time at the party.
7. I was ________________ing ……
8. Yes, I’ll ________________ you!
We’d like to get a ________________ for the kids to play with.

They’ve been pestering us about it for so long!

*Sounds like a __________________ idea. What kind of ______________ are you looking for?*

A small __________________ would probably be best for us.

*You should get a __________________________.*

*We have two of them and they’re awesome __________________*!

*They have so much _________________. They look after us, and they are part of the ________________.*

*Plus, they look __________________________ !*

*They sound ____________________________!*
Complete the sentences:

1. What kind of dog are you ________________ing for?

2. A small dog would ______________________ be best for us.

3. They are a part of the ____________________________.

4. They sound ____________________________!

5. Sounds like a great ____________________________.

6. They’re _________________________ pets.

7. The ____________s can play with the dog.

8. They look ____________________________!
Travel Guide: New York

I’m going to visit _______________________ on my next vacation.

First on my agenda is going to be ______________________________.

And after that I want to explore ________________________________.

I hear you can ______________________ there in the _________________!

I also want to cross the ____________________ and see the ____________________________!

I won’t have a ___________________ while I’m there but there are lots of ways for tourists to get around __________________________.

You can take a train from __________________________ station or ride the subway to most points in the city.

I hope I can see all these things in only _________________ days!
Complete the sentences:

1. You can ride the ________________ to most points in the city.
2. I’m going to Mexico on my next ________________.
3. You can ______________ a train from Grand Central Station.
4. I want to ________________ Central Park.
5. The first thing on my ________________ is to visit the Empire State Building.
6. The city is full of ________________s in the summer.
7. I ________________ I have time to see everything!
8. There are many ships in the ________________.
Sorry ________________, I can’t meet you for ______________ tomorrow.

Steve asked me to play ________________ with him

*I didn’t know you played ________________?*

I don’t - but _______________ does!

*Did you tell __________ you are a beginner?*

Well no. I “forgot” to tell ____________ that.

*You might want to practice first. Meet me at _____________ today at ______ o’clock.*

*I’ll give you a quick _________________ lesson.*

Thank you. That sounds like a _________________ idea.
Complete the sentences:

1. That’s a great __________________!
2. I’ll give you a ___________________ tennis lesson.
3. I don’t play well. I’m a ____________________________.
4. I can’t meet you for ___________________ tomorrow.
5. Meet you on the tennis _____________________.
6. I’ll meet you at three _____________________.
7. I forgot to ___________________ that.
8. ____________________, I can’t play tennis tomorrow.
What Are You On?

This is my body ..... and I can do whatever I want to it.

I can ___________ it and ___________ it.

Tweak it. ___________ to it.

Everyone wants to know what I’m on.

What am I on?

I’m on my bike, _____ hours a day.
Complete the sentences:

1. It’s my ________________.
2. I can ________________ it.
3. Everyone wants to ________________ what I’m on.
4. When I am tired, I stop. I ________________ to my body.
5. I cycle for hours every ________________.
6. People ________________ to know what I’m on.
7. I can ________________ my body to the end.
8. I’m riding on my ________________.
The Man Your Man Could Smell Like

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 _____________________.

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Hey, where’s ________________?

He’s ____________________. Still ________________________.

He was up till _____ am last night.

*Oh really. How come?*

He wanted to catch up on all the episodes of ________________ that he missed while he was _________________________.

*He’s ________________. He’s hooked on that show!*

Well, I just don’t care for television.

Give me a good _______________ any day.
Complete the sentences:

1. Give me a good ___________________ any day.
2. He missed many shows while on ____________________.
3. He’s a ___________________ guy.
4. I’m watching an old __________________ of “Lost”.
5. I went ______________ after school.
6. I just don’t ______________ for television.
7. He’s still ___________________ing.
8. He stayed up till one a.m. last ____________________.
### Record Your Progress!

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<td>The Man Your Man Could Smell Like</td>
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<tr>
<td>TV vs Reading</td>
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</tr>
</tbody>
</table>
### Answer Key

#### Nice to meet you

1. Sure  
2. sit  
3. beautiful  
4. hometown  
5. name  
6. meet  
7. studying  
8. business

#### Nice to meet you too!

1. friend  
2. class  
3. meet  
4. know  
5. Cool  
6. tutor  
7. sound  
8. interest

#### I’ll have a burger

1. Absolutely  
2. medium  
3. ketchup  
4. burger  
5. like  
6. mashed  
7. please  
8. want

#### Is this seat taken?

1. waiting  
2. here  
3. job  
4. seat  
5. interview  
6. yes  
7. take  
8. just

#### After dinner

1. sit  
2. love  
3. meal  
4. help  
5. delicious  
6. talk  
7. coffee

#### U.S. Holiday Food

1. turkey  
2. delicious  
3. favorite  
4. home  
5. great  
6. easy  
7. food  
8. think
At the bus stop

1. schedule
2. usually
3. minute
4. bill
5. enough
6. actually
7. come
8. change

Receiving a gift

1. remember
2. cookie
3. tease
4. follow
5. safe
6. try
7. mean
8. birthday

Trying on clothes

1. absolutely
2. small
3. collection
4. little
5. receive
6. like
7. browse
8. dress

Shopping for a suit

1. guess
2. job
3. cost
4. need
5. sale
6. choice
7. suit
8. price

Calling the doctor I

1. speak
2. transfer
3. sorry
4. patient
5. practice
6. help
7. here
8. moment

Calling the doctor II

1. time
2. appetite
3. bring
4. friend
5. check
6. just
7. tire
8. cough
Fresh start
1. door
2. left, right
3. favorite
4. life
5. forward
6. recipe
7. direction
8. throw

Dating talk
1. couple
2. together
3. tonight
4. date
5. ask
6. great
7. wonder
8. marry

Getting a dog
1. look
2. probably
3. family
4. perfect
5. idea
6. awesome
7. kid
8. gorgeous

Travel Guide: NY
1. subway
2. vacation
3. take
4. explore
5. agenda
6. tourist
7. hope
8. harbor

Tennis anyone?
1. idea
2. quick
3. beginner
4. lunch
5. court
6. o’clock
7. mention
8. Sorry

What are you on?
1. body
2. study
3. know
4. listen
5. day
6. want
7. push
8. bicycle
<table>
<thead>
<tr>
<th>Old Spice</th>
<th>TV vs Reading</th>
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<tr>
<td>1. boat</td>
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<td>2. ticket</td>
<td>2. vacation</td>
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<td>3. man</td>
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<td>5. Sadly</td>
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<td>6. possible</td>
<td>6. care</td>
</tr>
<tr>
<td>7. look</td>
<td>7. sleep</td>
</tr>
<tr>
<td>8. horse</td>
<td>8. night</td>
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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!

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 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