

Telly Learning

Steve Muir

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Activity 1 Hello

Clips used: **Lionel Richie Hello Movie Mashup**

<http://www.youtube.com/watch?v=GHRVzNLxTiU>

Starburst Hello Commercial

<http://www.youtube.com/watch?v=vQrDEYT9JwY>

- Tell students that they are going to watch a short clip containing a lot of film clips. Their first task is to count the films. Play the clip and give them a few seconds to agree on the number with a partner. According to this list, there are 43 clips from 37 films: <http://s1mn.calepin.co/hello.html>
- If nobody has seen the clip or heard the song before, give a bit of background: Dutch filmmaker Matthijs Vlot took Lionel Richie's (you may need to explain who he is too) 1984 hit Hello and mashed it up with short clips from a number of Hollywood films so that the words in the clips synch perfectly with the song lyrics.
- Play the clip again. After watching, students talk in groups about which films they've seen, which actors and characters they recognise etc. Tell them to keep the conversation going.
- For the third viewing, students should write down everything they hear, and then compare in groups. Repeat and give the class time to agree on the final version. (Alternatively, for lower levels, play the clip again stopping at the end of each line and give the class a few seconds to agree on the final version of each line.)
- Now go round the class; the first person says the first word, the second person says the second and so on until you have the complete text.

I've been alone with you inside my mind
and in my dreams I've kissed your lips a thousand times
I sometimes see you pass outside my door
Hello (x6), is it me you're looking for?
I can see it in your eyes
I can see it in your smile
You're all I've ever wanted and my arms are open wide
Because you know just what to say
and you know just what to do
I want to tell you so much I love you

- Give students a couple of minutes to rehearse the lines in their heads. Then play one more time and students say the lines in time with the clip.
- For homework, send students to www.lyricstraining.com, where they look for the song, choose the level of difficulty and do the exercise. They should also pay attention to the story in the video.
- In the next class, students who watched the video describe it to those that didn't. Ask what they thought of it, and then show the Starburst advert just for fun. If you have a blog or wiki, you can ask students to upload adverts and comment on each other's selections.

Activity 2 Jamie Does Andalucia

Clip used: **Jamie Oliver Tomato Salad with Chorizo**

<http://www.youtube.com/watch?v=eHDsB6HOFDc>

- Display the following list of ingredients one by one, and then eliminate the list: *olive oil, tomatoes, sea salt, black pepper, basil, bread, chorizo, garlic, shallot, parsley, sherry vinegar*
- How many can students remember? Display the list again to check.
- In groups, students come up with the most creative meal possible using these ingredients (and without adding any more).
- One student from each group describes how to make their creation to the rest of the class. Students vote on which they would prefer to eat.
- Show the clip from from *Jamie Does Andalucia*, in which Jamie Oliver makes a dish using the same ingredients. What do they think of his dish?

Activity 4 Who's the best?

Clips used: **Australia's Got Talent 2011 Double Dan Horsemanship**

<http://www.youtube.com/watch?v=cWIFFGhmaGM>

Magique Bazaar and more unsuccessful America's Got Talent 2010 auditions

<http://www.youtube.com/watch?v=NsEhmT3gAdI>

Attraction perform their stunning shadow act - Week 1 Auditions

<http://www.youtube.com/watch?v=a4Fv98jttYA>

- Tell students that they're going to see clips from Britain's Got Talent / America's Got Talent / Australia's Got Talent. First they talk about the rules of the show and you help with vocabulary eg contestant, judges, go through to the next round etc
- Tell them that they have two tasks: the first (very easy) one is to say which clip corresponds to each country, and the second is to say whether the contestants should go through to the next round.
- Play the first clip and students say whether the person should go through to the next round and why. After students have watched all the clips, they put them in order from best to worst, giving reasons for their choice.
- Set a time limit for groups to write as many sentences as they can about the clips using comparatives and superlatives.
- Each group reads out a sentence without repeating anything another group has said until there is one group standing.

Activity 5 Frozen Planet

Clips used: Frozen Planet...Moves Like Jagger

<http://www.youtube.com/watch?v=ZrgqRKRvmsE>

Frozen Planet DVD episode 1 from 35:50 to 39:30

If you don't have access to the version shown on British TV, you can find the American TV version on YouTube.

Killer Whales "Wave Wash" Seal

http://www.youtube.com/watch?v=hPge_0lea3o

- Tell students that they are going to see part of a documentary about the Arctic and Antarctic. In groups, they note down everything they expect to see. As usual, help with vocabulary, let students use smartphones etc
- Play the first clip; students say which things appeared in the clip, but not on their lists
- Say that they are going to watch another clip involving killer whales and a seal, and tell them to form groups of four.
- Display or write these words and phrases one by one: reach a tiny ice floe / knock the prey into the water / the pod / the hunt / a chance to escape / exhausted / snapping jaws / travels silently / drown / unleash a wave / joins forces / docile
- As each word or phrase comes up, the groups check the meaning, and decide if it refers to the seal or the killer whales. Some are deliberately ambiguous eg drown - does it refer to the seal, which drowns, or the killer whales, which drown the seal?
- Now the groups have to memorise the words and phrases and whether they referred to the seal or whales, and negotiate how they are going to do so. The easiest way would be for each member to memorise three.
- Play the clip from 35:50 to 39:30. Each person should listen out for what they agreed above. Afterwards, they share the information in their groups before whole class feedback.
- Divide the class in two groups, A and B, and give each group a copy of part of the script. Give them some time to understand it. Then they mark where they think the pauses and stresses occur.
- Play the clip again so that they can check, and they practise saying it.
- Regroup the students in A/B pairs. Play the clip again with the sound turned down and A narrates to B, and B narrates to A. They give each other some feedback on pronunciation.
- The last step is for students to predict the seal's fate. Play the last few seconds to see if they are correct.

Student A

A Weddell seal - that's better. These are more docile, and easier to tackle. The pod stays close together and travels silently. This time they unleash a far more powerful wave, and with astonishing accuracy. These big waves are not intended to break the ice, but to knock the prey into the water and they rarely fail.

The seal is now where the killers want it to be, but the hunt is far from over. They need to grab their prey by the tail while avoiding its snapping jaws. Only then will they be able to pull it down and drown it.

Student B

Side swipes create violent underwater turbulence, a new tactic. Blowing bubbles gives cover for others to lunge at the seal's tail. Somehow the seal manages to reach a tiny ice floe.

•The killers could easily grab it, but now this seems to have become a game. The seal's life hangs on a roll of the ice. Yet again the pod joins forces to dislodge the seal. The seal sees a chance to escape. Exhausted it no longer has the energy to pull itself to safety

Activity 6 Ormie the Pig

Video Ormie the Pig - Animation (HD)

<http://www.youtube.com/watch?v=CxmbmcDrXRk>

- Tell students that they are going to see part of a video and you are going to ask them a question when you pause it. Play from the beginning to 00:23. They predict the question (How can the pig get the cookies?).
- Students note down as many ways as they can for the pig to get the cookies. (If you want to make their task harder, tell them they can only write down ways they think the rest of the class won't have thought of.)
- Get some feedback. Which suggestions were the most original?
- Now play until 03:00. Students get one point for each of the things on their list that appear in the video and two points for anything they have which doesn't appear (to reward creative thinking).
- Ask them to predict what happens next and show the last few seconds of the video.

If you have any questions about the activities, you can contact me at

muirsteve@gmail.com or www.allatc.wordpress.com