English Spotlight 2

Video Links for Year 2 Middle School

Integrating Educational English Videos: A Comprehensive Approach

Videos screened for educational purposes serve as valuable tools to help teachers present new concepts effectively or recycle already taught content. Curated videos revolve around a set of aspects of the topics dealt with in the English Spotlight 2; namely jobs and job-related activities and interviews, common foods and drinks, technology, online devices and activities, body parts and ailments, etc. Each video is designed to enrich classroom learning through compelling content. Effective integration involves assessing the relevance and complexity of content, introducing key vocabulary using visual aids or concise lessons, generating interest with pre-viewing activities, promoting active engagement through note-taking and discussions, reinforcing learning with post-viewing exercises like role-plays and quizzes, incorporating video themes into subsequent lessons, and evaluating comprehension through diverse methods. These videos not only enhance understanding but also foster interactive and engaging learning experiences in the classroom.

Important Notes about Using Videos

1. Though all videos presented in the table below are aligned with the English Spotlight 2 curriculum and considered appropriate for the age and level of middle school students, teachers are encouraged to preview the videos and ensure that they are appropriate for their specific learners.
2. It is also possible for teachers to select parts of videos that are best for their learners. If the content is useful and appropriate, but the length of the video is too long for your student group, select the portion of the video that you think is most suitable!
3. The videos are available online, which means they sometimes include an advertisement at the start. Please pre-set your video before class starts and DO NOT show ads to students.

Following the table of links below, a detailed video-activity structure is suggested to guide teachers in effectively planning and utilizing these instructional videos. Teachers might like to follow the sample to design their own activities.

Key:

Videos to use with students	Videos for teacher learning

Welcome Back	Topic and Time	Link to Video	Notes
Welcome Back	**Introducing Yourself** 4 min	Bing Videos	**Basic English Dialogues:** 16 Questions and Answers for Introducing Oneself and Engaging in Conversations (revision and recycling)
Welcome Back	**Days of The Week** 2 min 08 sec	Bing Videos	**Days of The Week :** Uses high energy chant to teach Days of the Week- Pronunciation
Welcome Back	**Months of the year** 2 min 48 sec	Bing Videos	**Months of the year Song:** Uses high energy song with **Modern Rhythm** to revise Months of the Year.
Welcome Back	**School Dialogues:** 6 min	https://www.bing.com/videos/riverview/relatedvideo?q=video%20introducing%20yourself%20teen&mid=F6DA52EB84D77E88271DF6DA52EB84D77E88271D&ajaxhist=0	**School Dialogues:** **School and classroom language/ conversations** : recycles school and classroom language. Teacher might split into 2 parts for more focus.
Welcome Back	**What Did You Do?** 5 min 25 sec	Bing Videos	**Simple Past Tense with regular and irregular verbs** Students will be exposed to common regular and irregular verbs describing weekend activities. More focus is put on simple past tense with irregular verbs.
Welcome Back	**How's The Weather?** 2 min 05 sec	Bing Videos	**How's the Weather Song** Recycling asking and answering questions about the weather/ adjectives; sunny, rainy, cloudy, snowy.

Unit 2	**Do You Like Lasagna Milkshakes?** 2 min 40 sec	Bing Videos	**Super Simple Songs** : Do you like? Yes, I do / No, I don't. Question and answer format (affirmative and negative). Teachers can encourage students to chant independently, suitable for beginners or false beginners.
Unit 2	**Food Preferences** 1 min 29 sec	Bing Videos	**Natural English Conversation**: Short video that can be used to introduce the Food Unit. It includes simple yet very useful food vocabulary at this level (fast food, burger, flavors, tasty, sausage, sweet, etc.)."
Unit 2	**At the Restaurant Conversation** 5 min	Bing Videos	**At the Restaurant:** In a restaurant setting: The video reviews vocabulary related to arriving at the restaurant, requesting menus, and ordering food. Teachers may choose to create their own tools to assess comprehension or act out parts of the video. Real-life English usage is particularly engaging in this context!
Unit 2-	**Describing Food** 4 min 13 sec	Bing Videos	**Describing Food:** This video focuses on describing food, using adjectives to express preferences (liking/disliking food), cooking vocabulary, including idioms, and describing food textures (e.g., juicy). Teachers should use it whenever possible to help students memorize this food-related vocabulary.
Unit 3	**Talking about Daily Routines** 4 min 48 sec	Bing Videos	**Daily routines revisited:** Daily Routines Featuring Frequency Adverbs and a Storyline. Teachers may encourage students to discuss their own daily routines. The teacher may choose to split the video into two parts.

Unit 3	**Daily Routine Vocabularv** 6 min 23 sec	Bing Videos	**Daily Routines Vocabulary** : (brush teeth, make bed, go to school, drive to work, study, exercise, take out the trash, etc.) – Vocabulary is presented with visuals, sometimes humorous.
Unit 3	**Wake Up! Daily Routines** 2 min 50 sec	Bing Videos	**Wake Up! Daily Routines Song for Kids** This is what I do when I wake up in the morning. This is a simple and humorous chant to use for reviewing or recycling daily activities. Teachers may find it suitable for very beginners or false beginner students.
Unit 3	**What is your dream job? (Part 1)** 2 min 56 sec	Bing Videos	**Young Voices: What is your dream job** Themes of Climate Change, Environment, Becoming a Teacher, Journalist, and More - Adaptable for Classroom Use
Unit 3	**Reinforcement of Simple Past with Inventions** 2 min 51 sec	Bing Videos	Who invented....? The video presents/ recycles questions and gives answers about who invented common items.A great review of vocabulary and past tense in context. This video may be used as a game for students who are familiar with some inventors.
Unit 3	**The Power and Importance of...READING!** 3 min 10 sec	Bing Videos	**The power of reading versus the overuse of technology**: A teenager advises everyone to read, read, and read. This video is a bit advanced, but teachers can prepare students before they view it. It's so interesting!
Unit 3	**Technology Vocabularv** 2 min 05 sec	Bing Videos	**What types of technology do you like to use?** Technology vocabulary includes: podcast, download, upload,

			search engine, text a link, blog, text, etc. (American English)
Unit 3	**Technology II –** 4 min 35 sec	Bing Videos	Vocabulary technology to revise or recycle - Internet, website, search engine, Wi-Fi, homepage, email...
Unit 4	**Protect your body** 12 min	Bing Videos	**Protect Your Body:** Text-based video that recycles vocabulary such as 'go to the doctor,' 'eat healthy,' etc. The teacher might split it into parts and design tools to check students' understanding. Vocabulary items such as food, protein, dairy products, pulses, etc., are presented with text and visuals. Just give it a try!
Unit 4	**Healthy Eating Habits** 4 min 13 sec	Bing Videos	**Healthy Eating Habits for Kids: Learn Good Habits & Avoid Junk Food.** Advice vocabulary: Should/should not. Though the video may seem childish, it's very important.The video includes a story emphasizing the importance of eating healthy food and exercising.
Unit 4	**Visit To A Doctor: English Vocabulary** 2 min 49 sec	Bing Videos	**Visit to a Doctor:** Types of doctors, doctor-patient discourse, reinforcing vocabulary related to ailments such as cough, temperature, sore throat, cold, antibiotics, etc. The video also provides further explanations of these vocabulary items.
Unit 4	**Parts of the body in English** 6 min 44 sec	Bing Videos	**Parts of the body :** Revisit various parts of the body: head, eyes, cheeks, chin, feet, elbow, etc. The teacher might ask students to watch the video again at home and then use charades or other games in class. This will be enjoyable and conducive to learning.
Unit 5	**What are they doing?** 5 min 49 sec	Bing Videos	**Present Continuous Tense** Very beautiful video for presenting or reviewing the present continuous tense (affirmative, negative, and interrogative). Includes engaging outdoor scenes. Teachers can use various activities during viewing, such as chart filling, tailored to their needs.
Unit 5	**Clothes Quiz** 2 min 18 sec	Bing Videos	**Clothes Quiz** Clothes Quiz: Review or presentation of

			the most familiar clothing items with the use of visuals. Teachers might assign this as a homework assignment and use it as a basis for other activities such as charades and games, like contests to test how many words students know. Light activities!
Unit 5	**Clothes Vocabulary Flashcards** 2 min	Bing Videos	**The "Clothes Vocabulary Flashcards" video** can be used by teachers to introduce and reinforce clothing vocabulary in class. Students can engage by repeating words and participating in games like memory matching or charades. Assigning the video as homework encourages further review and helps students solidify their understanding of the vocabulary presented.
Unit 5	**Clothes and Fashion: Evervdav English** I min 20 sec	Bing Videos	**Clothes and Fashion:** The video covers vocabulary related to clothes and fashion, including casual clothes, trainers, shoes, shirts, ties, winter hats, and more. It can be assigned as homework to engage students with English videos on YouTube, or teachers can design tasks to reinforce vocabulary related to clothes and fashion.
Unit 5	**Clothes Vocabulary Guessing Game | Activities** 5 min 22 sec	Bing Videos	**Clothes Vocabulary Guessing Game:** Using visuals and multiple-choice options, students are presented with a long list of vocabulary related to clothes. Teachers can exploit these words in class or at home to help students remember as many vocabulary items as possible and engage in charades games or competitions. Additionally, the video can be used for assessment purposes.
Unit 6	**Let's be active for health for all** I min 34 sec	Bing Videos	**Let's be Healthy:** A short, direct WHO talk encouraging movement and discouraging inactivity. Teachers can enhance this citizenship lesson with additional materials to reinforce the message.
Unit 6	**Where are you going? What will you do? Where will vou stav?** 2 min 53 sec	Bing Videos	**Present continuous and places in the city:** An engaging video for teens with plenty of visuals, focused on using present continuous tense and describing places in the city. Ensure the

			video is appropriate for their level.
Unit 6	**The weather in my countrv** 5 min 03 sec	Bing Videos	**The weather vocabulary:** The weather vocabulary video discusses weather conditions in various cities: heat, clouds, snow, storms, lightning, etc. It may be challenging for weaker students, so adapt by using tools and pausing periodically to check comprehension.
Teachers	What To Do When Students Won't STOP Talking	Bing Videos	Children just won't stop talking in class? 1. Relax 2. Assess your lesson plan 3. Build in time for them to talk 4. Have a call-and-response to get their attention 5. Don't continue to try and talk over them 6. Set clear expectations for noise level 7. Revise (or create) seating chart
Teachers	Strategies for Managing Large Classes **57 min**	Link	**Managing Large Classes** Presented by American English Live, this video provides tips on how teachers can manage interactive activities with large classes. Teachers may find this a useful video for implementing games and activities recommended in the English Spotlight series.

Video-viewing Activity Structure

Teacher Preparation and Planning

Before using a video in the classroom, the teacher should prepare for the activity by:

- Selecting a video based on its relevance to the current and upcoming units and lessons.
- Watching the video to assess its content, difficulty level, relevance, and values conveyed.
- Identifying key vocabulary, challenging phrasal verbs, expressions, or collocations.
- Determining what part of the video to use. Remember that at the early stage of language learning, videos of 1-3 minutes are usually ideal.

- Designing charts, questions, and tasks for both the while-viewing and post-viewing phases.

In-Class Activities

Before students watch the video, it's important to present or revisit key vocabulary and activate their prior knowledge about the topic. This preparation enhances their understanding:

- **Introducing or Revisiting Key Vocabulary:**
  - Share the objective to help students anticipate what they will view, if appropriate.
  - Write key terms or vocabulary items on the board and use visual aids or flashcards.
  - Provide definitions and highlight concepts and context as needed.
  - Review collocations and other language components for better comprehension.
- **Activating Prior Knowledge:** Activating prior knowledge helps learners connect new information to existing knowledge, enhancing comprehension and engagement. It supports critical thinking by encouraging students to reflect on their experiences:
  - Ask open-ended questions. For instance, if the topic is climate change, initiate discussion with questions like "What do you know about climate change?" or "How does it affect our lives?" Capture responses on the board to guide further exploration.
  - Use visual stimuli. Show still images from the video or use flashcards to prompt discussion and predictions. Visual aids engage students and help them visualize concepts related to climate change.
  - Provide a brief overview. Give a concise summary of the video's topic using cues to activate anticipation and curiosity. For beginners, consider a matching exercise or chart to reinforce understanding and prepare them for the video content.
  - Encourage discussion. Prompt students to share predictions about what they will see and learn in the video, encouraging active participation and focused viewing.
  - Highlight key points. Emphasize specific aspects or themes that students should pay attention to during the video to keep them engaged and focused.

By following these steps, teachers can effectively activate students' prior knowledge, foster discussion, and prepare them for meaningful learning experiences while watching the video.

While-Viewing Activities

During this phase of the lesson, after the previewing activities, proceed as follows:

- Provide charts or worksheets for students to fill out during the video, focusing on key vocabulary, main ideas, and specific questions.
- Play the video in segments, pausing periodically to discuss content and ensure comprehension.

- Ask guiding questions such as "What just happened?" or "What do you think will happen next?" to stimulate critical thinking. Make students are on task.
- Encourage students to take notes on important points or new vocabulary as they watch, using the board for emphasis.
- Use true/false or multiple-choice questions during pauses to actively engage students and reinforce understanding.

Post-Viewing Activities

Following the viewing activities, assess comprehension while students share ideas and key learnings. Consider the following activities:

- Discuss the video's content. Facilitate student sharing of viewing guide/chart answers or questions and clarify key points. Depending on time, have students repeat segments of the video or practice pronunciation in chorus.
- Role-play scenes from the video using new vocabulary and expressions.
- Write a summary or personal response to the video. Encourage sharing insights and discuss moral lessons, relating them to students' lives.
- Create a quiz or organize a game (e.g., vocabulary bingo) to reinforce learning, incorporating grammatical structures, functions, or other aspects.
- Invite students to review the video at home and acknowledge their efforts to make the lesson productive.

Teachers should integrate the video's vocabulary and themes into future lessons, projects, and assessments for continuity and relevance. Regular assessment and feedback are crucial for gauging understanding and improving learning outcomes across Grade 7, enhancing student engagement, and maximizing the video's educational impact.