English Spotlight 3

Video Links for Year 3 Middle School

Integrating Educational English Videos: A Comprehensive Approach

Videos used for educational purposes are powerful tools that enable teachers to introduce new concepts effectively or revisit previously taught material. The curated collection of videos supplementing English Spotlight 3 is carefully aligned with the themes and objectives of the curriculum. These videos address everyday life and holiday contexts, including vacation routines, summer vocabulary, and school experiences, and extend to broader topics such as food, helping others, festivities and special occasions, saving money, and the value of reading.

Language development is strongly supported in these videos, which provide grammar practice on a wide range of points, including sequencers, past and future tenses, the present perfect, conditionals, and prepositions of time. They also offer vocabulary development related to hobbies, outdoor activities, and everyday communication, with practical cues for making suggestions. Particular emphasis is placed on expressing past habits using 'used to / didn't use to'. The selection further incorporates extended content that connects language practice to general knowledge and life skills, with engaging themes such as stories, inventions, Nikola Tesla, global citizenship, and procrastination.

In addition to supporting student learning, the collection also promotes teachers' professional growth. Dedicated clips provide strategies for assessing learning, managing disruptive behavior while keeping students engaged, and strengthening overall classroom management.

It is important to note that not everything is ready-made in these videos for classroom use. Teachers need to undertake a series of tasks to meet all students' needs and to benefit fully from the time available. 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 3 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

Unit	Topic and Time	Link to Video	Notes
Welcome back	My First Day at School 1 min 17 sec	#POV: First day at school..	**My First Day at School** This short video is intended for use at the beginning of the school year. It helps students who need additional support by modeling simple feelings and social experiences, fostering emotional connection, and encouraging them to talk about making friends and adapting to school life. Before showing the video, the teacher can ask students about their first day at school—encouraging them to share how they felt and how they interacted or mingled with classmates—and may also present or review key vocabulary to prepare them for viewing.
Welcome Back	Holiday Routine Tips 0 min 40 sec	Videos Bing	**Exploring, Relaxing & Making the Most of Your Vacation** This video recycles essential summer vocabulary such as *wake up, explore, take photos, relax, try local food, shop*, and more. It is especially suitable for students who are slow learners or need additional support. Teachers can also use the short interview in class to give students extra fluency practice.
Welcome Back	Summer Holiday Language 2 min 5 sec	Videos Bing	**Routines in Summer – Review and Reinforcement** Teachers can use this video to further practice and reinforce summer routine vocabulary such as *beach, blue water, cool, nice, read a book, eat lunch, order a sandwich, walk around, feel tired, have a nap, go to the park*. It also serves as a useful preparation tool for Unit 1, so teachers are encouraged to make the most of it.
Welcome back	Summer Vocabulary revisited plus Quiz for students 4 min 47 sec	Videos Bing	**Simple Revision and Quiz** This video recycles key summer vocabulary and includes a picture-based quiz contrasting different items. It helps prepare students for Unit 1 and provides extra support for learners with lower levels of English.
Welcome back	Food and drinks 3 min 05 sec	IMPROVE VOCABULARY | A2 3-MINUTE STORY | Food & Meals	**Food and drinks revisited** The teacher can use this activity to improve and recycle vocabulary related to food and drinks by revisiting or presenting words such as *breakfast, lunch, dinner, eggs, dessert,* and cooking methods like *boiling, grilling,* and *baking,* along with terms like *menu, main dish,* and *side dishes*. Most importantly, the activity highlights how to interact with a waiter. The teacher can support students' viewing by

			reducing cognitive load, pre-teaching key lexical items or guiding questions, then replaying step by step to practice expressions, reinforce vocabulary, and build confidence in real-life communication.
Unit 1	How to use sequencers in English 8 min 30 sec	Videos Bing	**Sequencers in English** This video introduces sequencers (*first, then, next, after that, finally*) and shows how they are used in real-life contexts such as telling a story or giving instructions. Practical examples are drawn from familiar themes like food and drinks to reinforce earlier learning. Before using the video, the teacher should preview it, prepare support materials, and provide scaffolding for students who lack prerequisites or to reduce cognitive load. If time is limited, the teacher can also divide the video across different sessions. The activity emphasizes the importance of sequencers for clear communication and highlights the video as a practical learning tool.
Unit 1	Talking about a Trip using the Past Simple 1 min 15 sec	Videos Bing	**Talking about a Trip** This short video, *"An English Conversation about a Past Trip"* (1 min 15 sec), provides a simple interview that revises the use of the simple past in interrogative, negative, and affirmative forms. Although brief, it can be highly effective if the teacher helps students view and rehearse the dialogue, write it together, and copy it into their notebooks for revision and preparation for future lessons. The teacher may also provide cues to guide students in creating their own ideas and write useful frames on the board (e.g., *Where did you go?*, *What did you do?*, *Did you enjoy it?*). Another way to extend the activity is through role-play: students work in pairs with these prompt frames to ask and answer questions about their own past trips, allowing them to personalize the language and practice grammar in a more interactive way.
Unit 1	What Did You Do? Simple Past 5 min 25 sec	Bing Videos	**What Did You Do?** This activity focuses on the simple past tense with both regular and irregular verbs, with greater emphasis on irregular forms. Students are exposed to common verbs used to describe weekend activities and revise a rich set of vocabulary, including *run, rain, as far as I could, as soon as I arrived, awesome, amazing, journey, great fun, decoration,* as well as high-frequency irregular verbs such as *run, get, feel, do, go, read, be,* and *drink*. For better time management, the teacher may split the activity into two sections. During class, the teacher guides

			students through listening and practice, then encourages them to review the video at home to reinforce learning and gain additional practice with both vocabulary and verb forms.
Unit 2	Verb Tenses recycled : Simple Past and Present Perfect 9 min 07 sec	Videos Bing	**Verb Tenses recycled** This activity, *"Recycling the Simple Past and Present Perfect Tenses"*, aims at revisiting both tenses in their affirmative, negative, and interrogative forms. The focus is on grammar, supported by clear illustrations to highlight form and meaning. Grammar rules are presented in boxes to aid assimilation, particularly for students who benefit from explicit rule-based learning. The teacher may use the activity in smaller sections if needed and encourage students to review it at home for further reinforcement.
Unit 2	WE LOVE AFRICA (Official AFRICAN GAMES MOROCCO 2019)- RedOne Ft. Aminux & Inna MODJA - 4 min 48 sec	Videos Bing	**"We Love Africa"** The teacher can use *"We Love Africa"* to engage student's by seeing/hearing one of RedOne's songs, without turning into listening practice, in the DEAR lesson. If time allows and the lyrics are appropriate for your learners, you may also help them learn the song. The full lyrics are available here: RedOne – We Love Africa Lyrics | Genius Lyrics). If time allows for more listening practice, pre-teach key vocabulary using visual aids. The video can initially be played for general understanding, supported by a focus question to raise motivation, and then replayed step by step for students to repeat stanzas, with selected chunks used for pronunciation practice. Finally, lead a discussion on unity and celebration, encouraging students to reflect on the song's message and emphasizing the value of songs as powerful learning tools.
Unit 2	The Magic Box 24 min 19	Videos Bing	**The Magic Box** This beautiful video story engages middle school students with simple, vivid language and a touch of mystery that builds suspense. Though long, it can be divided into sections to save time and maintain focus. Teachers guide students by setting the scene, prompting predictions, and playing the video piece by piece while checking comprehension and clarifying vocabulary. It offers excellent opportunities for pronunciation and dramatization, with students retelling, role-playing, or inventing new endings. Beyond language practice—especially past tense, expressions of feeling, and communication

			strategies—the story highlights important values and life skills, and can also serve as an alternative to the DEAR lesson in the Student Book.
Unit2	Have You Ever ...? Present Perfect Tense - Practice 5 min 55 sec	Videos Bing	**Get Perfect with the Present Perfect!** This grammar lesson is designed for students who enjoy rules and focuses on the present perfect tense—its form, meaning, and pronunciation. It reinforces lessons from English Spotlight 3 with clear illustrations to emphasize both form and meaning. Practical examples are provided using common irregular verbs, followed by a gap-filling quiz to check understanding. The lesson also offers targeted practice with irregular verb forms. The teacher should encourage students to review the video at home for additional practice and consolidation.
Unit 2	Helping a Neighbor 1min 32 sec	Helping a Neighbor – Easy English Story for Beginners (A2 Level)	**Citizenship skill/practice** This story serves as a DEAR alternative and focuses on recycling the simple past tense in simple conversations. It reinforces reading and listening skills for comprehension and introduces real-life vocabulary such as *starting a car, getting late, the car hood, mechanic, everything is ok?, not really, check the car, worried,* and *sigh*. It is especially useful for students who lack prerequisites, as it strengthens everyday language and basic grammar in an accessible context. The teacher might devise a set of comprehension multiple-choice questions or a chart-filling task to check understanding. The story is also laden with lessons and values, so the teacher can take time to discuss the importance of helping others, such as neighbors.
Unit 3 (Lesson 1 Warm-up in TG)	Celebration Song	Teens performing song from around the world Karaoke version (lyrics & audio)	**Warm-up Song: Celebration** In the Teacher's Guide, a song called "Celebration" is recommended as a warm-up. The two links provide the music and lyrics for the song. The first link is a video of teens from different countries around the world performing and singing the song. The second is a Karaoke version, with the lyrics and music (including singing). Choose whichever you think most appropriate for your learners.

Unit 3	Making suggestions is easy **10 min 24 sec**	Making suggestions is easy | Learn English Conversation	This lesson presents vocabulary and structures for making suggestions within the context of a conversation. Key items include ***brunch, windsurf, going to the gym, swimming, playing tennis,*** and ***chess,*** as well as the modal ***can*** for ability. Exponents of making suggestions are also introduced or recycled, such as ***Let's...***, ***Why not...***, ***Why don't we go together?***, and ***What about a salad?*** The lesson may be divided into two parts and taught over separate sessions to provide additional support for struggling students. A key strength of these conversations is that they embed ways of making suggestions naturally into everyday exchanges, giving learners both useful language models and real-life contexts. To adapt to the Moroccan context and avoid cultural clashes, the teacher can select suitable parts of the conversation, write them on the board, and guide students to rehearse and act them out for practice.
Unit 3	Festivities and special occasions 2 min 13 sec	English - Festivities and special occasion (A1-A2 - with subtitles)	**Festivities and special occasions** This activity revisits and presents vocabulary related to special occasions such as ***Christmas, Easter, birthdays, Halloween, St. George,*** and ***Holi (India).*** To build connections, the teacher can also lead students to talk about Moroccan special occasions, of which there are many. The teacher should prepare and support students with relevant cultural ideas where needed and refer them to the textbook for examples of Moroccan and Muslim special occasions, ensuring balance and cultural relevance.
Unit 4	The Life of Nikola Tesla 21 min 59 sec	The Life of Nicole Tesla || Learn English & Get Inspired ✅ || Graded Reader || Story Level 3 🔥	**The Life of Nikola Tesla** This story introduces Nikola Tesla, an incredibly influential scientist whose unconventional ideas were often ahead of his time. Since the text may be challenging, the teacher should curate appropriate parts and pre-teach key vocabulary to support both slower and more advanced learners. The focus is not only on understanding Tesla's biography but also on drawing lessons from his life and achievements. Students are encouraged to read and listen to the story at home for reinforcement, and the teacher may also ask them to research similar historical figures to broaden their perspective.
Unit 4	Procrastination 1 min 03 sec	How To Stop Procrastinating?	**Procrastination** This short video introduces the topic of procrastination, presenting real examples along with its main causes. The teacher can pre-teach and

			highlight key vocabulary to support comprehension, then devise activities such as guided questions or chart-filling. Further examples can be elicited from students to check understanding and encourage them to connect the content to their own experiences.
Unit 4	The ONLY Way To Stop Procrastinating 4 min 28 sec	Videos Bing	**How to stop procrastination?** The teacher may encourage students to relate the theme of procrastination to their own daily routines. Depending on time and student level, the activity can be split into parts, with key vocabulary pre-taught to ease comprehension. The teacher may also provide a gapped script for students to complete while listening, ensuring active engagement and deeper understanding.
Unit 4	USED TO in the Past Tense to Describe Past Habits 7 min 15 sec	Videos Bing	**Used to / did not use to** The teacher introduces past habits by asking about activities students no longer do. While watching the video, they pause to highlight affirmative, negative, and interrogative forms of *used to*. Students repeat examples, then practice with short exercises. Finally, pairs ask and answer questions about their past habits.
Unit 4	Talking About Past Habits **1**2 min 50 sec	Videos Bing	**Talking About Past Habits Revisited** This activity highlights and provides practice in contrasting typical present-day activities with past habits or routines that are no longer done. The teacher may first present and practise the structures in class, then assign the video as homework to reinforce learning. Based on the examples in the video, the teacher can also design additional exercises or guide students to complete related ILAB activities to consolidate understanding.
Unit 4	How to Talk about the Past with "Used To" and "Would" 5 min 11 sec	How to Talk about the Past with "Used To" and "Would"	**Used to and Would** This activity focuses on talking about past habits using *used to* and *would*. Teachers may wish to take the opportunity to introduce *would* as an alternative to *used to* , noting that both are followed by the infinitive (e.g., *He used to play soccer* / *He would play soccer*). Teachers can design exercises that highlight the difference: *would* for repeated past actions, and *used to* for repeated actions that no longer happen.

Unit 4	Past Habits and Routines - Using 'used to' and 'would 8 min 47 sec	Past Habits and Routines - Using 'used to' and 'would	**Past Habits and Routines - Using 'used to' and 'would'** This lesson reviews how to talk about past habits and routines using *used to* and *would*. Pronunciation is practised alongside form and meaning. *Used to* is flexible because it can describe both past states and past routines that no longer happen. *Would* is a modal verb used only with action verbs for repeated routines (affirmative: *He would play*; negative: *He wouldn't play*; questions: *Would he play?*—though this use is rare). Teachers may also highlight contractions and remind students that *would* cannot be used with stative verbs (e.g., *know*, *like*, *have*). Teachers can also design previewing activities to support comprehension and focus.
Unit 4	Who invented....? **Reinforcement of Simple Past with Inventions** 2 min 51 sec	Bing Videos	**Who invented....? Quiz** This video reviews questions and answers about who invented common items, providing practice with past tense in context. Teachers can prepare students by reviewing key vocabulary (*invent, discover*) and the question form *Who invented...?* During the video, pause before answers to let students predict, or run it as a quiz game in pairs or groups. As follow-up, students can create their own "Who invented...?" questions or write short fact cards about famous inventions, making the activity interactive and student-centred.
Unit 4	The Power and Importance of...READING! 3 min 10 sec	Bing Videos	**The Power and Importance of READING** This inspiring video shows a teenager passionately advising everyone to "read, read, and read." While the language may be a bit advanced, teachers can prepare students by introducing key vocabulary and sparking a short discussion about whether they prefer reading or using technology. During the viewing, students can be asked to note the main arguments or predict what the speaker will say next. Afterward, the class can reflect on the benefits of reading compared to the overuse of technology, sharing personal habits or writing brief reflections. This way, the speech becomes both accessible and engaging.
Unit 5	How To Manage Your Money (50/30/20 Rule)	How To Manage Your Money (50/30/20 Rule)	**Managing Money** Teachers ask students to watch a short video called "How To Manage Your Money (The 50/30/20 Rule)," which provides practical tips on managing and saving money in everyday life. To prepare, teachers can design guiding questions and pre-viewing activities such as vocabulary review or brainstorming to raise

	7 min 07 sec		awareness about the importance of saving money and distinguishing between needs, wants, and emergencies. If time does not permit, the activity can be split into two moments to allow more focus and practice. During the video, students should be encouraged to identify ideas they can immediately apply, and afterward, discussions or follow-up tasks can help them reflect on personal strategies for saving money and share these ideas with their families, fostering both responsibility and communication.
Unit 5	Future Simple Tense - WILL - 1 min 03 sec	Videos Bing	This video introduces *will* + *infinitive* for predicting future events, making promises, quick decisions, and talking about coming events. Before viewing, teachers can give simple examples orally (e.g., *It will rain tomorrow*, *I'll help you*). While playing the video, pause at key moments for repetition and student examples, encouraging use of both *will* and *'ll*. Afterward, a short "Will Cards" game can be used: students draw prompts like *Tomorrow...* or *If I'm hungry...* and complete them with a *will* sentence. The class then identifies whether it is a prediction, promise, or decision, keeping practice active and enjoyable.
Unit 5	Conditional type 1 3 min 35 sec	Videos Bing	**Conditional type 1** This video is an excellent resource for presenting or reviewing Conditional Type 1 (affirmative, negative, and interrogative). It features engaging outdoor scenes and a wide range of vocabulary related to future actions that depend on certain conditions. The video clearly highlights both the use and the form of Conditional Type 1, while also providing practice through the included activities. During viewing, teachers can apply techniques such as chart filling or matching exercises to support comprehension and accurate use. They may also design additional practice tasks—either in class or at home—adapted to students' needs, in order to reinforce and consolidate the structure.
Unit 5	Zero Conditional in English - Conditional Sentences for facts 1 min 07 sec	Videos Bing	**Zero Conditional** This video is a useful resource for presenting or reviewing the Zero Conditional. It illustrates real-life situations and highlights both the use and form of the structure in the affirmative, negative, and interrogative. Teachers can employ activities such as chart filling or matching exercises during viewing to support comprehension and correct use. Assigning the video as homework also provides an opportunity

			for further review, helping students consolidate their understanding and practice beyond the classroom.
Unit 5	**Prepositions of Time** 4 min 33 sec	Videos Bing	**Prepositions of Time** This video is a useful resource for presenting or reviewing prepositions of time. It uses clear illustrations and highlights important exceptions—showing when we use prepositions of time and when we do not. Teachers can draw inspiration from the video to design activities such as chart filling or matching exercises that support comprehension and correct use. Assigning the video as homework also offers an opportunity for further review and autonomous learning. For example, students might be asked to watch the video and then write sentences using *in, on,* and *at*.
Unit 5	Prepositions of Time - IN, ON, AT 0 min 23 sec	Videos Bing	**Prepositions of Time revisited** A short activity to support students revisiting prepositions of time. Teachers can encourage students to repeat watching it many times for recycling them. (See above too)
Unit 5	BE GOING TO vs PRESENT CONTINUOUS - Future Forms in English	Videos Bing	1. **Be going to** for future plans-intentions 2. **Present Continuous** (for future arrangements - decided and schedules) This video is a useful resource for presenting or reviewing the Present Continuous for arrangements. It provides clear illustrations and examples that highlight how the tense is used to talk about future plans. Teachers can design their own follow-up materials or draw on activities from the ILAB to support practice. Assigning these tasks and checking that students complete them helps reinforce learning and ensures students consolidate the structure effectively.
Teachers	How Do you Assess your Students' Learning	How Do you Assess your Students' Learning	**Assessing Students' Learning:** This video highlights key steps teachers can use to assess students' learning effectively, through both informal and formal methods: Step 1: Identify students' learning goals. Step 2: Observe students during class activities. Step 3: Review learning using different approaches (e.g., games, discussions). Step 4: Test students in varied ways to check understanding. Step 5: Evaluate progress and provide constructive feedback.

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	Mastering Classroom Management: Effective Teaching Tips for Large Classes 8 min.	Link	**Mastering Classroom Management: This video shares practical tips to help teachers thrive in large classrooms:** 1. Turn challenges into opportunities. 2. Keep students engaged and learning. 3. Use smart seating and interactive activities. Boost outcomes for both teachers and students.

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.