

Language Activities

Using YouTube Videos to Promote language Learning

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Skill Focus: Listening, Speaking, and Writing

Level: Grades 3-4

Name of the Activity: Golden Ticket

Estimated Time: 90 minutes (This depends on the number of students in the class)

Objectives:

1. To develop learners' listening, speaking, and writing skills by engaging them through YouTube videos.
2. To encourage creative thinking in the ESL/EFL class.
3. To develop an organization of content and presentation skills in the students.

Materials: Projectors, YouTube video (14 minutes video: https://youtu.be/VSoCB7x_LG8), worksheet

Preparation

Teacher Activity:

1. Discuss the factory and different professionals with the students and elicit responses for the type of factories the students can work for in their future.

Questions	Descriptions
What is a factory?	A building/s where goods are manufactured (made) in large quantities.

What things can be manufactured in a factory?	Food, textiles, steel, automobiles, plastic
Who works in a factory?	Different types of professionals work in a factory. For example, a food factory will have chefs and dieticians; a textile factory will have fashion and textile designers; an automobile factory will have different engineers apart from managers, marketers, and other skilled workers.

2. Provide inputs about the story 'The Charlie and the Chocolate Factory,' which include, the characters, context, and theme.
3. The objective (no. 1) should be clearly explained so that the purpose of the task is clear to the students.

Procedure

1. Provide the worksheet before playing the video.
2. Ask the students to read the task given in the worksheet.
3. Give clear instructions to complete the task only after watching the video completely.
4. Play the video.

Worksheet

Listening Task

Match the questions with the right answers.

1. How could Charlie buy a Wonka chocolate bar?	a. He does not want to leave his family. For Charlie, family is very important in his life.
2. What proves that Wonka's father is very proud of his son?	b. Thinking that her head was a poor-quality nut.
3. Why did Wonka fire all its employees and his chocolate factory closed?	c. He found money on the snow-covered road.
4. Why did the squirrels drag Veruka into the garbage can?	d. Wonka's father had been collecting all the news about Wonka and had it displayed in the room at his house.

5. Why was Charlie a little disappointed?	e. Because of the hot weather in India, the very beautiful chocolate palace finally melted.
6. What happened to Violet's entire body?	f. He did not find the golden ticket in the Wonka chocolate bar on his birthday.
7. Why did the Indian prince ask Wonka to return to India and build the next chocolate palace?	g. Many other chocolate variants appeared on the market using Wonka's chocolate recipe.
8. What made Charlie refuse to live in Wonka's chocolate factory?	h. Turned purple and swelled up like a blueberry

Post Viewing Activity

1. After watching the video, ask the students to solve the task given in the worksheet.
2. This is followed by discussion on the task given in the worksheet.
3. Talk to the students about what they liked most about this story, what seems interesting to them, what was the funniest part of the story, whether they would like to visit any such factory, etc.

Production Activity

1. Tell the students that in this activity, they will imagine that they have won a golden ticket to visit any factory of their choice, e.g. a car factory, a cake bakery, a candle factory, etc. They will describe the factory and speak about one funny, magical, interesting, or surprising thing that happened during their visit.
2. Explain the meaning of appropriate posture and body language to the students while speaking.
3. A demo is given by the teacher to bring more clarity to the students.

Good morning/afternoon

I am and the name of my activity is

I was lucky to get a golden ticket to visit an ice cream factory. It smelt vanilla and chocolate all over. With my mouth watering and a lot of excitement I started looking around. Suddenly one ice cream developed legs!!! It started walking towards me. I was scared for a moment when the ice cream started smiling widely. He said, "You are the first person to have my magical MINIMINIE walk towards you. Now for a lifetime, you

will get free ice cream whenever you want and as many as you want." As soon as he said that, all the ice creams developed feet and started running towards me saying, "Me first... me first!" I was so surprised and scared. I started running. Suddenly I hurt my head with something. I opened my eyes. I fell off my bed and was lying on the floor. Oh God! Thankfully it was a dream. It was scary but funny.

4. Give all students a chance to speak, at least for a minute.
5. If required, ask them probing questions that would work as cues to speak.
6. The teacher feedback given immediately after the one-minute talk by each student should consist of:
 - (i) Highlight the positives in the performance of the task.
 - (ii) Areas that the student can work on and improve or perform better the next time:
 - a. Languages aspects (appropriate vocabulary, expression, structure of the sentences, organization of ideas, and body language).
 - b. Paralinguistic features (voice audibility, intonation, and body language).

Follow-Up Activity

Students are asked to write a different ending for the story in about 150 to 170 words.

Evaluation of the Activity

1. This activity will promote creative thinking among students and serve as an opportunity for improving learners' speaking, listening, and writing skills while engaging them with authentic audio-visual materials.
2. Teachers can assess individual students' comprehension and language use.
3. Assessment can be done on these parameters: organization of content, pronunciation, vocabulary, sentence construction, fluency, presentation skills, generation of new ideas, and creativity.

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