



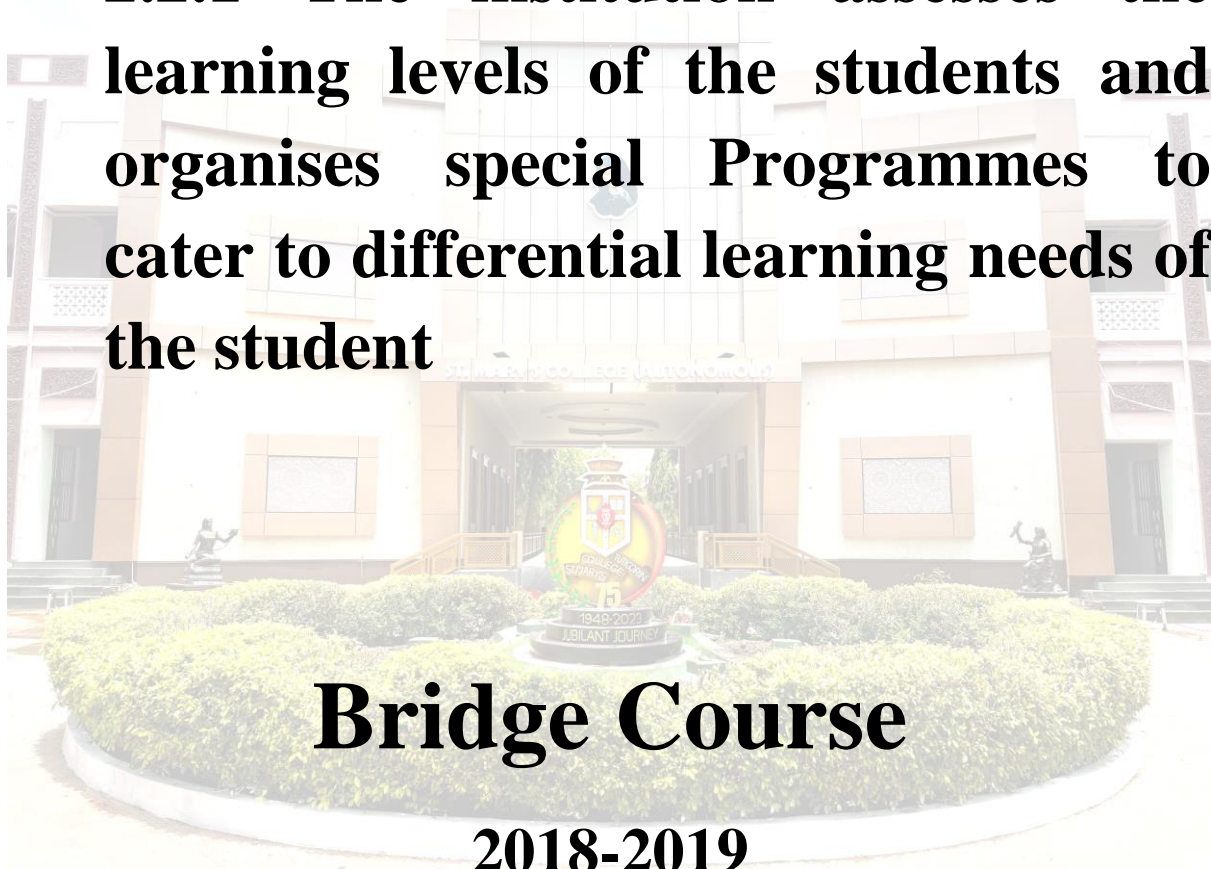
St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (Cycle IV)
Thoothukudi



Criterion: II – Teaching- Learning and Evaluation
2.2: Catering to Student Diversity
Year: 2018-2023



2.2.1 The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student





PG and Research Department of English
St. Mary's College (Autonomous)
Reaccredited with 'A' Grade by NAAC (3rd Cycle)
Thoothukudi



English Bridge Course (2018-19)

28.06.2018-04.07.2019

English Bridge Course

Why is Self-Introduction Important?

First impressions are crucial in various situations, whether it's at school, college, job interview, or social events. A well-executed self-introduction can build a positive impression and open doors for networking opportunities. It allows others to get to know you better and shows your confidence and communication skills.

Self-introduction in English for students is an especially important area as in school or college, introducing yourself helps create connections with classmates and teachers that could last for a long time. It sets the tone for future interactions and establishes a welcoming environment. Similarly, during job interview, a strong student self introduction can make you stand out from other candidates and leave a lasting impact on potential employers.

Overcoming shyness is another reason why self-introduction is important. Many students struggle with shyness when speaking in public or meeting new people. By practicing self-introductions regularly, students can boost their self confidence levels and feel more comfortable expressing themselves.

Effective self-introduction also offers networking opportunities. By sharing your interests, skills, and experiences during an introduction, you can attract like-minded individuals who share similar passions or professional goals. This can lead to valuable connections for future collaborations or mentorships.

If you are someone, especially a student, who is struggling with self-introduction, you have come to the right place! In this article, we will guide you through five easy ways to master self-introduction in English. We will also provide you with tips and strategies to improve your self-introduction for various contexts. So let's dive in!

5 Easy Ways to Master Self-Introduction in English

Introducing yourself confidently is a key skill that can open doors to countless opportunities. Whether you're a student, a job seeker, or simply looking to build connections, mastering the art of self-introduction in English is essential. In this section, we will explore five easy ways to help you become an expert at introducing yourself.

1. Know the Basics of Self-Introduction

The first step towards effective student self introduction is understanding the key elements. When introducing yourself, make sure to include your name, age, occupation, or study, as well as your hobbies and interests. By sharing these details, you create a connection with your audience and give them a glimpse into your personality.

It's also important to consider your target audience and adapt your introduction accordingly. Tailoring your self-introduction based on who you are talking to shows that you value their time and are interested in building a connection.

Additionally, pay attention to clear pronunciation and confident body language while introducing yourself. These non-verbal cues greatly impact how others perceive you and can leave a lasting impression.

2. Structure Your Self-Introduction Efficiently

Structuring your self-introduction efficiently helps you deliver information effectively. Start with a warm greeting and express gratitude for the opportunity to introduce yourself. This sets a positive tone right from the beginning.

Organize the information logically by using either chronological order or highlighting significant achievements or experiences. For example, if you're introducing yourself in an interview, you might want to start with your educational background before moving on to relevant work experience.

To provide further clarity, here's an example of structuring an introduction:

- Greetings: Good morning/Good afternoon/Good evening!
- Gratitude: Thank you for this opportunity.
- Name: My name is [Your Name].
- Occupation/study: I am currently studying [Course/Subject] at [Institution/University].
- Hobbies/interests: In my free time, I enjoy [Hobby/Interest].

Remember to practise your introduction to ensure smooth delivery and confidence.

3. Add Personal Touches to Your Self-Introduction

To make your self-introduction memorable, don't hesitate to share unique qualities or experiences that make you stand out from others. Adding personal touches helps create a lasting impression.

For instance, if you have travelled extensively, mention a country or two that left a deep impact on you. If you have won any awards or have unique skills, feel free to share them. These personal touches not only make you more relatable but also spark further conversation.

4. Use Conversation Starters for Engaging Introductions

One way to make your self-introduction more engaging is by using conversation starters. Asking open-ended questions can initiate further dialogue after the introduction, making it easier for others to connect with you.

Here are some sample conversation starters categorized by different scenarios:

School	<ul style="list-style-type: none">• What subjects are you passionate about?• Have you participated in any extracurricular activities?
College	<ul style="list-style-type: none">• Which course are you pursuing?• What made you choose this field of study?
Job Interview	<ul style="list-style-type: none">• How did you develop an interest in this industry?• What are some achievements that showcase your skills?

5. Practise Self-Introduction Skills

Like any skill, mastering self-introduction takes practice and preparation. Take the time to rehearse your introduction in front of a mirror or with a friend. This allows you to fine-tune your delivery and build self confidence.

Practising has several benefits, including reducing anxiety and ensuring a smooth flow of speech during actual introductions. The more familiar and comfortable you become with introducing yourself, the more natural and confident your interactions will be.

Mastering self-introduction in English is crucial for various situations in life. By knowing the basics of self-introduction, structuring your introduction efficiently, adding personal touches, using conversation starters, and practicing regularly, you can confidently introduce yourself in any setting. So go ahead, practice these five easy ways, and make a lasting impression with your self-introductions!

Now let's move on to some context-specific tips and strategies for self-introduction.

Self-Introduction in English for Students

Introducing yourself in English can be a nerve-wracking experience, especially for school and college students who may not have had much practice or experience with it. However, with a few simple tips and examples, you can confidently master the art of student self introduction in English. Let's take a look at some of them:

1. Begin with greetings and stating your personal details:

Start your self-introduction with a positive tone and let others know who you are.

- Begin by offering a warm greeting.
- Clearly state your full name to ensure everyone understands.
- Mention your class, section, or the course you are pursuing, and add any additional information related to your studies or field of interest.

- Here is an example of a student self introduction in English for college student: "Hi everyone! My name is Sarah Smith, and I am currently enrolled in the Bachelor of Arts program majoring in Psychology."

2. Share a few details about your interests or hobbies:

After introducing yourself, it's good to mention some of your interests or hobbies to help others connect with you on a personal level.

- Talk about hobbies that reflect your personality and interests outside of academics.
- Highlight activities that demonstrate your passion and dedication.
- Remember to keep it concise; sharing one or two hobbies is sufficient.
- For example: "Apart from my studies, I enjoy playing the guitar and painting. These activities allow me to express my creativity and relax."

3. Mention any notable achievements or extracurricular activities:

If you have participated in any notable achievements or extracurricular activities, don't hesitate to mention them.

- These showcase your skills and dedication outside of academics that could interest others.
- For example, you could say "I recently won first place in the inter-school debate competition" or "I am an active member of our school's dance club."

4. Express eagerness to build connections and contribute positively to the class:

Wrap up your introduction by expressing your eagerness to get to know everyone and contribute positively to the dynamics.

- Express enthusiasm about being part of the college community.
- Show eagerness to learn from others' experiences and contribute positively.
- Use phrases like "I look forward to getting to know all of you" or "I am excited about the opportunities this college offers."
- For example: "I am thrilled to be part of this vibrant school/college community, and I can't wait to meet new people, learn from each other, and make lifelong connections."

By following these simple tips, you'll be able to introduce yourself effectively in English and make a positive impression on your classmates and teachers. This article can also be helpful. Remember to be authentic, positive, and open to building new relationships.

Yesterday

Topic

Yesterday

Aims

- To revise 'Wh' question forms in the past
- To develop learners' speaking skills

Age group

Teens

Level

B1

Time

60 minutes

Materials

- Yesterday student worksheet

Introduction

This lesson students practise forming, asking and answering 'wh' questions in the past tense. They play two games and do a mingling activity.

Procedure

1. Lead-in (5-10 minutes)

- Write these jumbled up questions on the board:
/ today / did / breakfast / for / What / have / you / ?
/ eat / did / yesterday / Where / you / lunch / ?
/ night / bed / did / time / last / go / What / you / to / ?
- Students order the words and write the three questions.

	<ul style="list-style-type: none"> Answers: <i>What did you have for breakfast today?</i> <i>Where did you eat lunch yesterday?</i> <i>What time did you go to bed last night?</i>
2. Task 1: Guess the question (15 minutes)	<ul style="list-style-type: none"> Put students into pairs; A and B. Give Students A a copy of Task 1A and give students B a copy of Task 1B. Students read their five questions and write their answers. They must not show their partner their worksheet. Student A tells student B their answer for question 1. Student B tries to guess the original question. Then students exchange roles and repeat the activity. For question 2, student B tells student A their answer first. Students guess each other's questions, taking turns to go first each time. Monitor students and encourage them to help each other with guesses.
3. Task 2: Danny's day (10 -15 minutes)	<ul style="list-style-type: none"> Students do a mingling activity. Give each student a copy of Task 2 (A). Cut up 1 copy of Task 2 (B) into 20 separate strips. Share the strips out between the students. Students complete the information on Task 2 (A), using the information on their slip(s) of paper. Students mingle, asking and answering questions to complete Task 2 (A) with information about Danny's day. Monitor students to make sure they are formulating the past tense questions correctly
4. Task 3: The 'yesterday' game (10- 15 minutes)	<ul style="list-style-type: none"> Demonstrate the game with the whole class. On the board write 'yesterday'. Explain that you are going to tell the students how you spent yesterday. Your objective is to arrive at bed time. The objective of your opponent (the class) is to stop you from arriving at bed time by interrupting you politely to ask questions (using past tenses). Elicit a few examples of the types of questions students can ask. Write them on the board. <p>E.g.</p> <p><i>What did you wear? Who did you go with? How did you get there? What did you see? Etc.</i></p> <ul style="list-style-type: none"> You have a limit of three minutes. Nominate a student to keep a track of the

time. Then begin.

E.g.

Teacher: I had breakfast and ...

Student: Excuse me, but what did you have for breakfast?

Teacher: Actually, I had cereals.

Student: Did you have sugar on your cornflakes?

Teacher: Yes, I did.

Student: Where did you buy the cornflakes?

Stop after three minutes and check how far into yesterday you were able to describe.

- Put students into groups of four to play the game. Students take turns to describe what they did yesterday. The other students interrupt politely to ask questions. Tell students when to start and stop. The winner in each group is the student who gets to the latest time yesterday.

Contributed by

Katherine Billsborough

Yesterday

Task 1: Guess the question

Task 1 A

Student A:

Write the answers to these questions on a piece of paper. Write simple answers – e.g. *nine o'clock, soup, at home, by train, midnight*.

- What time did you leave your home yesterday?
- What did you have for lunch yesterday?
- Where did you have dinner yesterday?
- How did you come to class today?
- What time did you go to bed last night?

Task 1 B

Student B:

Write the answers to these questions on a piece of paper. Write simple answers – e.g. *17.55, an egg, a hamburger, on foot, 07.00*

- What time did you arrive to class today?
- What did you have for breakfast today?
- Where did you have lunch yesterday?
- How did you go home from the last class?
- What time did you get up this morning?

Task 2: Danny's day**Yesterday...**

1. Danny woke up at _____.
2. He got up at _____.
3. After that he had _____.
4. He had _____ and _____ for breakfast.
5. Then he read _____ for half an hour.
6. He went to _____ at nine o'clock.
7. He had lunch with _____ in a restaurant.
8. He finished work at _____.
9. He went home by _____.
10. He arrived home at _____.
11. Then he _____ for an hour.
12. After that, he _____.
13. He had _____ for dinner.
14. After dinner he _____.
15. Before going to bed he _____.
16. He took off his clothes and _____.
17. He went to bed to _____.
18. He _____ for an hour in bed.
19. He set his alarm for _____ in the morning.
20. He fell asleep at _____.

Task 2 – Sentences to cut up**Task 2 (B)**

1 Danny woke up at half past seven.

2 He got up at twenty to eight.

3 After that he had a shower.

4 He had toast and marmalade for breakfast.

5 Then he read a computer magazine for half an hour.

6 He went to work at nine o'clock.

7 He had lunch with his boss in a restaurant.

8 He finished work at half past six.

9 He went home by bus.

10 He arrived home at five past seven.

11 Then he read the newspaper for an hour.

12 After that, he took his dog for a walk.

13 He had a pizza for dinner.

14 After dinner he watched a DVD.

15 Before going to bed he phoned his friend.

16 He took off his clothes and put his pyjamas on.

17 He went to bed at ten past ten.

18 He read for an hour in bed.

19 He set his alarm for ten past seven in the morning.

20 He fell asleep at twenty past eleven.

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	<ul style="list-style-type: none"> Put students into small groups to discuss the meaning. Elicit a few ideas. Explain that writing 'less' often requires more skill than writing 'more.'
2. Task 1: Mini dialogues (20 minutes)	<ul style="list-style-type: none"> Demonstrate this pairwork writing activity with you as Student A and the rest of the class as student B. Write the first line of a dialogue on the board - e.g. Did you do anything interesting last night?. Ask students to count how many words you've used (7). Elicit a response from any student to continue the dialogue, but with 6 words - e.g. Not really, I was at home. Continue the dialogue with a 5 word sentence - e.g. Were you at home along? Elicit a 4 word sentence and so on. Continue until the mini dialogue concludes with one word. Students repeat the activity in pairs A and B. Both students should write the first line of dialogue using seven words. Then they should exchange papers and both students should continue their partner's dialogue using six words, etc. Each pair is writing two mini dialogues at the same time. Point out that contractions such as don't count as two words. When students finish, check the dialogues for errors and get students to make any necessary changes.
3. Task 2 - Mini sagas reading (20 - 25 minutes)	<ul style="list-style-type: none"> Write <i>mini saga</i> on the board and ask students what it means. Explain that a mini saga is a story, joke or anecdote written in exactly 50 words. Note: <i>A mini saga is a piece of writing with exactly fifty words. It has to tell a story, have a beginning, a middle and an ending. Mini sagas were 'invented' by the Science fiction writer Brian Aldiss, who thought it would be fun and challenging to tell a story in very few words. The Sunday Telegraph holds a mini saga competition each year.</i> Give each student a copy of Task 2. Students follow the instructions on their worksheet, working in pairs, taking turns to delete one word at a time from a text until exactly fifty words remain. When students finish, read the original mini saga (below) aloud for students to check their answers. If any pair has a different version, check to make sure there are no errors. Original text: <i>"Water should never lie still" the old gypsy said, joining two puddles together with a stick. The businessman was intrigued and had an idea. He spoke to the government and announced his new plan to join two larger puddles together. Ships now sail through Panama instead of around Cape Horn.</i> By John Morgan, University of Aberystwyth, UK.
4. Task 3 - Writing (30 minutes)	<ul style="list-style-type: none"> Students work alone to write a mini saga. First they should spend a few minutes thinking of what they are going to write about. Write a few ideas on

	<p>the board to help: A description of a favourite object, place, person; a joke, something funny or scary that happened to you; a synopsis of a film you have watched or a book you have read; a letter to an old school teacher, friend or relative; your views on a topic, etc. Students write their first draft, then spend time editing, cutting out or adding words until the text has exactly 50 words. Monitor students while they work, correcting any errors and offering encouragement..</p>
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Contributed by

Katherine Bilsborough

Writing: Mini things

Task 2

Read the text. There are 65 words. Work with a partner. Take turns deleting one word at a time. Each time you delete a word the text must make sense and be grammatically correct.

"Water should never lie still" the wrinkled old gypsy woman said, joining two small puddles together with a walking stick. The city businessman was quite intrigued and he suddenly had an idea. He later spoke to the government and soon he announced his new plan to join two much larger puddles together. Ships can now sail right through Panama instead of going around Cape Horn.

Make a list of the words you removed here. What kind of words are they?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Task 2

Read the text. There are 65 words. Work with a partner. Take turns deleting one word at a time. Each time you delete a word the text must make sense and be grammatically correct.

"Water should never lie still" the wrinkled old gypsy woman said, joining two small puddles together with a walking stick. The city businessman was quite intrigued and he suddenly had an idea. He later spoke to the government and soon he announced his new plan to join two much larger puddles together. Ships can now sail right through Panama instead of going around Cape Horn.

Make a list of the words you removed here. What kind of words are they?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Experiences

Topic

Storytelling

Aims

- To help students understand when to use the past simple and when to use the present perfect
- To practice and develop speaking skills

Age group

Teens

Level

B1

Time

60-90 minutes

Materials

- Experiences student worksheet

Introduction

Lots of our students have problems with the past simple and the present perfect when they are talking about events in the past. In this lesson they will revise the two tenses in various speaking activities.

Procedure

1. Lead-in: Noughts and Crosses (15 minutes)

- Put students into two teams, blue and red, and nominate a 'captain' for each team. Draw a nine-square grid on the board and write the infinitives of nine irregular verbs in the nine spaces. **Most coursebooks have a list of irregular verbs at the back* (See the grid below)
- Play noughts and crosses. Teams take turns to choose a verb and say what the past simple and the past participle are and how they are spelt - eg. *Eat - ate - eaten*. Only the captain can answer the questions (after consulting with

the rest of the team.) If the team answers correctly, they 'win' the box in the grid and you shade it the appropriate colour (red or blue). If the team answers incorrectly, the other team can try answering a 'rebound' question. The first team to win three boxes in a row (in any direction), wins the game. Play a few times using different verbs.

<i>eat</i>	<i>choose</i>	<i>give</i>
<i>meet</i>	<i>draw</i>	<i>know</i>
<i>see</i>	<i>find</i>	<i>take</i>

2. Task 1: Role play (30 minutes)

- Brainstorm a list of about 30 countries and write them on the board. Choose a country from the list and ask a student *Have you ever been to (Mexico)?* The student answers *Yes I have*, or *No, I haven't*. Continue asking different students until somebody answers *Yes, I have*. Then ask *When did you go?* Elicit a simple answer - e.g. *I went in 2008, I went last year* etc. Repeat this a few times with different countries and different students.
- Repeat the activity a few times using open pairs. Each time nominate one student to ask the question (*Have you ever been to....?*) and one student to answer. The rest of the class listens.
- Closed pairs - Put students into pairs to repeat the activity. Students take turns asking and answering the questions.
- Divide students into pairs, A and B. Give each student a copy of their corresponding role card (A or B).
- Students read the information in part 1 of their role card. Then they take turns asking and answering questions to complete the table in part 2 of their role card.
- Monitor students to make sure that they are using the correct verb forms (past simple and present perfect).

3. Task 2 - Pair work (15-20 minutes)

- Give each student a copy of task 2. Students use the prompts to write questions using *Have you ever....?* Tell them to invent 2 further questions, encouraging them to use their imagination.
- Put students into pairs and ask them to ask their partners the questions, including a follow up question in the case of a positive response. Monitor as they do the activity.

4. Task 3 - Mingling (10-15 minutes)

- Students complete the sentences with the names of their classmates in a random order. Students then mingle, asking and answering questions to see

minutes)	<p>whether the statements are true or false. If a student answers <i>Yes, I have</i>, students should ask at LEAST one other question- e.g. <i>When did you go there? What film did you see? Who did you meet?</i> etc. Monitor and help where necessary</p> <ul style="list-style-type: none"> • • Alternatively, this activity can be done as a traditional 'Find someone who', where students ask the questions to each member of the class until they find someone who answers <i>Yes I have</i>- then they write down that students' name and complete the rest of the chart. When someone has completed the whole table (or after a set time) the activity ends and you can find out who has done all the things in the chart. • At the end of the activity ask for some feedback from the class.
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Contributed by

Katherine Bilsborough

Experiences

Task 1: Role cards

Role card student A

Part 1

You went to France last summer.
You went to China in 2010.
You went to South Africa in 1999.

You haven't been anywhere else.

Part 2

Ask your partner questions and complete the table. *E.g. have you ever been to ...? When did you go there?*

	No	Yes	If 'yes', when?
Australia			
Japan			
Italy			
Kenya			
Norway			
Egypt			

Role card student B

Part 1

You went to Japan last winter.
You went to Kenya in 2011.
You went to Norway in 1997.

You haven't been anywhere else.

Part 2

Ask your partner questions and complete the table. *E.g. have you ever been to ...? When did you go there?*

	No	Yes	If 'yes', when?
New Zealand			
France			
India			
China			
Sweden			
South Africa			

Task 2: Pair work

Write questions using the prompts. Use *Have you ever...?*

1. You / see an elephant?
2. You / read a book in English?
3. You / swim in a river?
4. You / eat horse meat?
5. You / meet a famous person?
6. You / (your own idea).....?
7. You /?

Now take turns asking and answering your questions in pairs. If your partner answers *Yes, I have*, ask a second question - e.g. *When did you.....?*

Task 3: Mingling

Names	Experience	Further information (when, who, what, etc.)
	has been on television.	
	has met a famous person.	
	has seen a great film recently.	
	has ridden on an elephant.	
	has flown in a helicopter.	
	has driven a tractor.	
	has taken a photo of an insect.	
	has eaten snails.	
	has bought a gadget recently.	
	has slept outdoors.	
	has sung in a karaoke.	
	has worn a diamond.	
	has grown vegetables.	
	has broken an arm or leg.	

YouTubing on the Road

Topics

Vlogging and travelling in Latin America

Aims

- To develop listening and speaking skills around the topic of vlogging and travelling
- To extend and practise vocabulary pertaining to YouTubing
- To practise asking and answering questions
- To role play an interview

Age/level

Secondary – CEF Level B1 and above

Time

Option A (watching the video in the classroom)

45–55 minutes (plus 20–25 minutes for the project)

Option B (students watching the video at home)

15–20 minutes in first lesson

25–30 minutes homework

30–35 minutes in second lesson

Materials

Student worksheet

Access to video (YouTubing on the Road)

Lesson plan

Introduction

In this lesson, students will have the chance to watch an interview with Trent and Allie, two successful YouTubers who have been travelling through Latin America in a camper van for two years. The two film their travel experiences and post their vlogs on YouTube. They make enough money to live from this.

In this integrated skills lesson, students will discuss photos and make predictions about the couple. Then they will watch an interview on video about the couple's vlogging, travelling and camper-van lifestyle, and answer questions. After that, students will create their own imaginary situation and, using the original video interview questions, they will role play a similar interview.

Procedure

1. Lead-in (5–10 mins)	<ul style="list-style-type: none"> • Write 'vlogging/YouTubing' on the board. Ask the class what this means. (Answer: Making video blogs or video logs, often for the video-sharing platform YouTube.) Ask your students if they follow a particular vlogger/YouTuber. Elicit details. • Brainstorm vocabulary associated with vlogging, e.g. a subscriber, a follower, a viewer, to film, to post, to edit, to release, to generate (views/hits), a shot, a (vlogging) platform, a drone, a mirrorless camera, GoPro.
2. Discussion (10 mins)	<ul style="list-style-type: none"> • Students form small groups. Give each group a copy of the student worksheet. Draw the students' attention to the photos and have them discuss the questions.
3. Listening Tasks 1 and 2 (20–25 mins)	<p>Option A: If you have a way for students to watch video in your classroom:</p> <ul style="list-style-type: none"> • Tell your students that they are going to watch an interview with Trent and Allie. <p>TASK 1</p> <ul style="list-style-type: none"> • Explain that students will watch a brief introduction. They should make notes about the couple. Play the start of the video (0:00–0:20). After viewing, have students tell you four or five things they learned about Trent and Allie. <p>TASK 1 Answer key: <i>Trent and Allie live in their camper van; they've been travelling around the world for the last two years; they started out in the USA; they've travelled through Mexico/Central America and they're now in the mountains of Ecuador.</i></p> <p>TASK 2</p> <ul style="list-style-type: none"> • Tell students to watch the rest of the video and answer the questions. Play the full interview. (If helpful, pause the video at the end of each section.) Then elicit the answers from the class OR have students compare answers in pairs. <p>Option B: If there is no possibility to watch the video in the classroom:</p> <ul style="list-style-type: none"> • Explain to your students that they are going to watch an interview with Trent and Allie for homework. Tell students to watch the video at home and complete Tasks 1 and 2. <p>TASK 2 Answer key:</p> <ol style="list-style-type: none"> 1. <i>They got a million views/hits.</i> 2. <i>They're heading for Tierra del Fuego, the southern tip of South America.</i> 3. <i>They release three videos a week.</i> 4. <i>A short video requires eight to ten hours of filming and six to eight hours of editing.</i> 5. <i>They have a GoPro, a drone, a mirrorless camera and sometimes use phones.</i> 6. <i>They fall out constantly/every day.</i> 7. <i>The people.</i> 8. <i>Their advice is to go for it. Be consistent and give it time.</i>

	<p>9. <i>She was grumpy because it was early morning. He was in a good mood.</i></p> <p>10. <i>He proposed at the top of a pyramid in Guatemala.</i></p>
4. Discussion (10 mins)	<ul style="list-style-type: none"> • Draw students' attention to the questions and have students discuss them in pairs or small groups. Monitor the class during the discussion and give support.
5. Project (20–25 minutes)	<ul style="list-style-type: none"> • Explain to your students that they are going to prepare – and act out – a similar interview. Organise the class into groups of three. • Ask them to imagine they're successful vloggers on a cool trip! Have them follow the instructions in steps 1–3 and keep reminding them to use their imagination. • When students reach step 4, read the questions aloud for the students. (Optional: Play the video again. Ask students to pay attention to the questions, specifically how the interviewer keeps the conversation moving and her intonation.) • Let students practise their interviews in their groups. Remind them not to read directly from their notes. • Join each group of three with another group of three. Tell them to carry out the interview for the new group. (Optional: Students can record their interviews for other groups, if they have access to a phone or computer.) • Discuss as a class what they thought was good about their interview and what they could do better next time.

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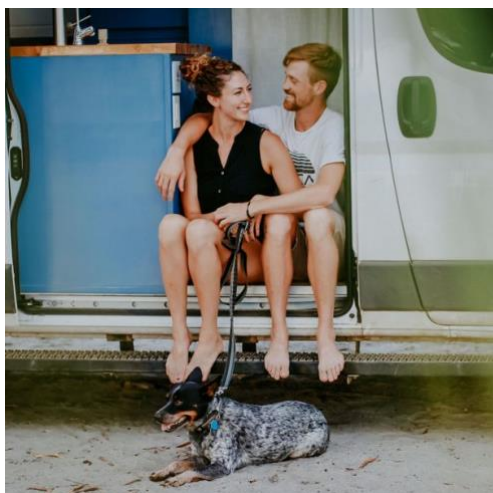
Kate Cory-Wright

STUDENT WORKSHEET YouTubing on the Road

SPEAKING

Work in small groups. Look at the photos and discuss the questions.

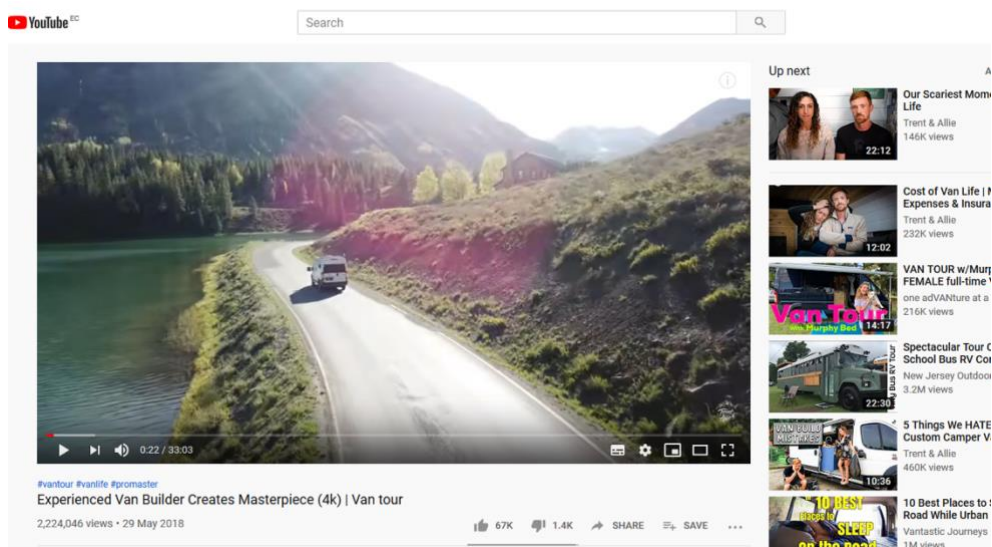
- What kind of home do these two people live in? Who or what do they share it with?
- What household objects and 'rooms' can you see in their 'home'? Name them.
- Would you find it easy or difficult to share this small camper van with another person? Why?
- How many videos have they posted? How long is this vlog, and how many people viewed it?
- What kinds of skills do you think they need to be successful vloggers?
- What do you think they vlog about on the road? What kind of equipment might they need?



Left: Trent and Allie (with their dog Frank)



Right: Allie and Frank inside the camper van



On the road with the camper van

YouTubing on the Road

LISTENING

TASK 1: Watch the beginning of the video (0:00–0:20). What do Trent and Allie tell us about themselves? Make notes.

TASK 2: Watch the rest of the video and answer the questions.

Choices and decisions (0:20)

1. How many views did one of their first vlogs generate?
2. Where are they heading to now?

Working life (1:34)

3. How many vlogs do they post a week?
4. How many hours' work goes into a 10–15 minute vlog?
5. What equipment do they use?

Lifestyle and experiences (2:58)

6. How often do they fall out while sharing the small camper van together?
7. What have they enjoyed most about the journey?

Success at YouTubing (4:21)

8. What advice do they give to people who are interested in vlogging/YouTubing?

A special moment (5:00)

9. Why was Allie feeling grumpy that morning? How was Trent feeling?
10. Where did Trent propose to Allie?

DISCUSSION

Discuss the questions in pairs or small groups.

1. Why do you think Trent and Allie have so many subscribers? What might be the secret of their success?
2. What are some advantages and disadvantages of taking a dog with you on a trip?
3. How environmentally sustainable is their camper-van lifestyle, in your opinion?
4. To what extent would you like to do what Trent and Allie do for a living? Why (not)?

PROJECT

Imagine you're successful vloggers, taking a trip! You're going to give a similar interview to the one you watched. Discuss and plan your interview in groups of three.

Use your imagination and creativity! Choose an imaginary journey that you're taking (e.g. a cycling trip, a walking holiday, a cruise by ship, or a hiking/climbing/camping trail).

1. Discuss:
 - who you're travelling with
 - where you're heading and why
 - the kind of transport you're using
 - the kinds of vlogs that you post on YouTube each week for your subscribers and viewers.
2. Invent your own answers to these questions.

So how does it feel to be an internet sensation?

What's the secret of your success? How do you manage to get such a following?

You then set off on your trip and – what was the goal? Where were you heading for?

I gather you've been filming one day and then editing the next. Is that how it works?

What kind of equipment did you buy? And have you had any adventures with your equipment along the way?

What are some of the really nice things that have happened to you on your journey?

3. Brainstorm your own answers. Make notes.
4. Decide who will be the interviewer and who will answer each question. Practise reading the questions aloud.
5. Practise the whole interview (without reading directly from your notes!).
6. Act out your interview for another group.
Optional: If you have access to a computer or mobile phone, record the interview.

Rants and Raves

Topic

Technology

Aims

- To practise listening skills
- To improve students' vocabulary – collocations

Age / level

Teens and Adults A2 – B1

Time

30 minutes

Materials

1. Technology worksheet

Introduction

This activity provides short listening practice based around a monologue regarding technology. The monologue provides observations of the speaker's feeling about using technology.

Procedure

1. Warmer	<ul style="list-style-type: none">• Ask students the types of technology they have used today.• Ask students to list the positives and negatives of technology.• Ask students to complete the collocations activity.
2. Listening 1	<ul style="list-style-type: none">• Ask students to listen and check their answers• Feed back and check.
3. Listening 2	<ul style="list-style-type: none">• Ask students to read the questions and answer in pairs.• Listen again and check answers.• Feed back and check.
4. Follow-up	<ul style="list-style-type: none">• Complete extension activities as required.

Contributed by

Derek Spafford

Rants and Raves – Technology

Activities

Before listening

Match the words below to make strong collocations. When you have finished, try to think of more related to technology.

calls	and quiet	being	week
machine	pub	country	

1	open
2	working
3	peace
4	human
5	phone
6	local
7	computerised

Listen to the recording and check your collocations.

After listening

Answer the questions. Circle true or false, or write short answers.

1. The speaker enjoys using technology.

True**False**

2. The speaker talks on the phone more than using social networking sites.

True**False**

3. What does the speaker do on Saturday morning?

4. Why does the speaker go to the pub?

5. How does the weekend help the speaker?

Extension

Discuss the following

If you could uninvent any piece of technology, what would it be and why?

What's the most important piece of technology in your life?

What piece of technology has had the most impact on society?

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Rants and Raves – Technology

Activities

Before listening

Match the words below to make strong collocations. When you have finished, try to think of more related to technology.

1	open country
2	working week
3	peace and quiet
4	human being
5	phone calls
6	local pub
7	computerised machine

Listen to the recording and check your collocations.

After listening

Answer the questions. Circle true or false, or write short answers.

1. The speaker enjoys using technology.

True

False

2. The speaker talks on the phone more than using social networking sites.

True

False

3. What does the speaker do on Saturday morning? **Switches off the computer, the mobile and the landline**

4. Why does the speaker go to the pub? **To relax**

5. How does the weekend help the speaker? **It recharges his batteries**

Contributed by

Derek Spafford