

Viewpoints



Techniques for teaching with video

1 Multi-listening tasks

This activity practices taking notes while viewing and listening for detail. Divide students into three or four groups, and give each group a different listening task. (For example, in segment 1, group A writes down some of the specific smells and memories that people talk about, while group B takes notes on Professor Glanzman's experiments, and group C takes notes on the parts of the brain that are mentioned.) At the end of the video, groups exchange their notes with someone else from the same group. Show the video again. Have them check each other's work and add more information. Finally, students form new groups of three, with one person from A, B, and C, and share what they learned.

2 Memory game

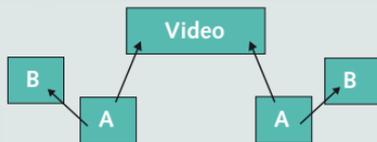
This activity encourages attention to detail. Tell students that they are going to watch a section of the video. They need to listen very carefully and remember as many details as they can (without taking any notes). Play the section and then have students work individually to prepare three questions for a partner about what they saw. The questions can be comprehension questions, true/false statements, or multiple choice questions. Students exchange their questions with a partner. Play the section again and have them write their answers. Then, have the pairs check each other's work. If there is any disagreement, elicit the correct answer as a class.

3 Stress pattern work with video scripts

This activity raises students' awareness of sentence rhythm. Before the class, choose a short section of a video (30 seconds to one minute maximum) and make copies of the corresponding video script. In class, play the clip and then hand out copies of the video script. Tell students you want them to figure out which words are stressed in each sentence. To help them do this, encourage them to say the sentences out loud in pairs. They can underline the stressed words or place a small box above them. When students have finished, play the section again, pausing after each sentence. Students listen for the sentence stress and check their work. You will probably need to play each sentence more than once, and pause the video after every few words. Write the sentences on the board, and invite students to come up to the board and mark the stressed words. Finally, read the sentences out loud as a class and then have students practice with a partner.

4 Jigsaw viewing

This activity develops students' speaking, listening, and note-taking skills. Ask students to form pairs, and decide who is A and who is B. Set up the room so that each pair is facing each other. All the A students should be able to see the video and all the B students should have their backs to (i.e., cannot see) the screen (see diagram below). Play a short section of the video *with the sound off* (for example, segment 4 from the beginning to [00:49]). Student A tells Student B what is happening (i.e., "They're sitting by a fire," "There's a ghost in the fire," "Something magical is happening," etc.). Student B quickly notes down the activities. Then, ask students to exchange roles and papers. Play the same segment again with the sound off. This time, Student B says what is happening, and Student A adds any missing activities to the list.



5 Silent viewing

This activity helps activate students' existing vocabulary. Tell students they are going to watch a segment with the sound off. As they watch, they should make a list of the words and phrases they think they will hear. After showing the silent segment, invite students to call out words from their lists. Then, play the segment again, this time with the sound on. Encourage students to circle any words on their list that they hear. At the end, ask them to count how many words they guessed correctly.

6 Synopsis

This activity practices listening for and writing about main ideas. Explain to students that a *synopsis* is a brief description of what happens in a book or movie. Tell students that they are going to watch a video and make notes about the main things that happen. They will then use these notes to produce a written synopsis of the video. Make sure students understand that they do not have to note down exact words that are spoken. The aim of their notes is to create a "map" of what happens in the video that they can then use as a basis for writing their synopsis. (For example, in video 7, students would note: 1) street scene in New York; 2) outside view of Metropolitan Tower; 3) Pat Booth talks about her apartment; 4) She describes the mixture of furniture styles, etc.) Play the entire segment. Then, have students compare notes in pairs, adding any missing details. If necessary, play the segment a second time for students to check and add to their notes. Finally, have students work in pairs to produce a written synopsis. Help them structure their synopsis by writing phrases like these on the board: "This video begins with ...;" "Next, ...;" "In the next part of the video, ...;" "In the final part of the video, ..."

7 Spot the verb

This activity practices listening for detail and focusing on grammar in context. Have students listen for examples of a particular verb tense in a section of the video, and note them down in the order they hear them. (For example, in segment 3, students could listen for examples of verbs in the present perfect between [02:10-03:09]. Play the section once, then as a class, build a list on the board of all of the present perfect verbs in order.) Then, tell students you are going to play the section again. This time, whenever they hear a verb in the target tense, they should call out "Stop!" to pause the video as they try to write down the sentence that the verb is used in. At the end of the clip, have students compare their answers with a partner. Then, check answers as a class by eliciting the complete sentences and writing them on the board.

8 Tell a different story

This activity uses visual input to stimulate ideas and also practices writing. Once students have become familiar with a particular video, tell them that you are going to show them a short section of it and they are going to use their imagination to write a completely different story for it. (For example, in segment 6 [2:49-3:15], the section of the miner leading the mule through the mountains looking for gold could become the story of an innocent man who is on the run from the law. He has had to leave his friends, family, and the woman he loves to try and prove his innocence.) If you think students need help to get started, brainstorm some ideas as a class first. Then, ask students to work in groups of three or four to write their short stories. Encourage them to think creatively and be as silly as they want. Finally, invite groups to share their stories with the class and hold a vote for the best one.

Synopses of the video segments

1 Memory

This video focuses on the connection between memory and our sense of smell. It begins with three people talking about different smells and childhood memories the smells remind them of. A scientist named Professor David Glanzman gives some basic facts about the human brain. He then describes his research on the brains of marine snails (siphons), and what it can teach us about human learning and memory. A narrator then explains the use of new technology called MRI in brain research, and the discovery that the parts of the brain that deal with smell and memory are located very close to each other. Finally, Professor Glanzman talks about the connection between a poor sense of smell and memory diseases such as Alzheimer's. He finishes by pointing out that the research scientists are conducting today could help find a cure for these diseases.

2 Image and Beauty

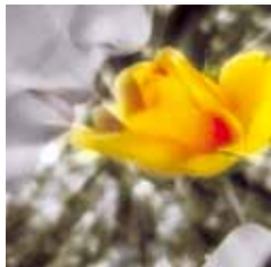
This video begins with a reporter introducing us to a woman named Cindy Jackson who has had extensive cosmetic surgery on her face and body. During the following interview, Cindy describes the reasons behind her decision to have cosmetic surgery, as well as the parts of her body that she has had surgery on. She expresses satisfaction with the results. The video also includes brief interviews with some of her family and friends, most of whom are also positive about the changes, except her mother. Cindy continues by describing the healthy lifestyle she leads and her views on cosmetic surgery. She concludes the interview by saying that beauty has opened doors for her, and that she prefers being beautiful.

3 Dance Art

In this video, the American dancer and choreographer Sara Sweet Rabadoux tells us about the dance company she runs in Boston called *hoi polloi*. The video begins with Sara talking about the different things that inspire her work. We then see parts of two of the company's performances called *Beach Blanket Butoh* and *Cupcake*. Sara continues by explaining when and how she started dancing, and describes her favorite parts of the job. She talks about how the work is difficult and tiring, but incredibly fun and rewarding. The video ends with the reflection that painters and dancers inspire each other and, in turn, these artists are a source of inspiration for us.

4 Urban Myths

This video is about urban myths. It begins by explaining that storytelling is an important part of human cultures, and that storytellers have always invented stories and tricked people into believing they are true. The narrator describes a famous scientific hoax known as "The Piltdown Man." This was a skull created by someone using bones and teeth from various animals and humans. When this skull was found, for a long time people believed that it was real until finally scientists proved that it wasn't. The narrator then presents two more urban myths and asks us, the audience, to decide which one is the truth and which one is a hoax.



5 What Would You Do?

This video focuses on how people react when they feel that another person has entered their personal space. The video begins by showing that in nature animals fight and use aggression to defend their territory. The video then focuses on humans and the different ways in which they react when their personal space is invaded. In the first situation, a man sits very close to a couple on a quiet beach. In the second situation, a man takes a parking spot that another driver was going to use. The video concludes with the reflection that, on a day-to-day basis, people have to decide when to be aggressive and fight, and when to just walk away from a conflict.



6 The Gold Rush

In this video, we learn about John Sutter and the California Gold Rush of 1849. The video describes how Sutter was in the process of building an agricultural empire in California when gold was discovered in a river on his property in 1848. As a result of the discovery, and the U.S. President's official announcement of it in Congress, hundreds of thousands of young men from all over the U.S. travelled to California in the hope of becoming rich. However, Sutter, who could have made lots of money from the gold rush, refused to change his original plans. In response, the miners destroyed his property and crops. Sutter eventually left California in 1850 a ruined man.



7 Home, Sweet Home

In this video, photographer Pat Booth gives us a tour of her apartment on the 61st floor of a New York City apartment building. She describes how she decorated the apartment with her collection of photographs in mind. She chose an eclectic mix of furniture, including some antique furniture. However, the overall feel of the decoration is minimalist and the predominant colors are black, gray, and white. We briefly see the kitchen, which is small, but very functional. We learn that, although the space inside the apartment is very limited, Pat has extensive views of Central Park and Manhattan's skyscrapers. These beautiful views are magical at night and give her a sense of peace. The video concludes with Pat reflecting that in big cities like New York, there is never enough space.



8 Virtual Hollywood

In this video we see an episode of a game show called *Virtual Hollywood*. In this game show, the Quiz Master gives contestants clues about different places in Hollywood. The contestants have to figure out which place is being described and "travel" to it. To travel, they use a video game controller to virtually navigate the streets of the city and arrive at the correct location. The quicker they get to the correct location, the more money they win. The two contestants in this episode are Isabelle and Dennis. Isabelle is the returning champion and Dennis is the new player. Isabelle starts off well and is winning, but then she can't figure out a visual clue involving Julia Roberts, and Dennis picks up some of her money. Will Isabelle retain her title, or will Dennis be the new champion?



9 How to Get the Job

This video follows Samantha Green, a recent college graduate, in her search for her first job. The video begins with Samantha at home looking for a job. We then see her in an interview for a sales assistant's position. She doesn't do very well in the interview because she doesn't present herself very well. Feeling frustrated, Samantha visits Phyllis Stein, a professional job coach. Phyllis explains the best way to prepare for a job interview, as well as how to present yourself in the best possible way in the interview. She does a mock interview with Samantha and then gives her some tips. Finally, we see Samantha in a second job interview, where she performs really well. The video ends with five people giving their top tips for job interviews.



10 Dreams Come True

This video profiles four volunteers who work for the United States Peace Corps. It begins by giving some brief information about the organisation's history and scope. Then, four young volunteers explain what they are doing in their host communities and how the Peace Corps has helped them grow personally, develop useful job skills like teamwork and communication, and make a contribution to other people's lives.



11 Alternative Therapies

In this video, Josh Paynter, a practitioner of traditional Chinese medicine, talks about acupuncture. He starts off by explaining the origins and aims of acupuncture. Then, Josh explains where the acupuncture points are located and how acupuncture can feel. He gives an example of treating a headache with acupuncture. Josh says that, in order to choose the right acupuncture points, he needs to know where the headache is located in your head. In the next part of the video, Josh explains the main difference between Western and Chinese medicine, and describes the mixture of treatments he himself had when he suffered from cancer. The video finishes with Josh giving examples of some of the different conditions he has treated and explaining why he loves his job.



12 Paparazzi

In this video, we meet a celebrity photographer named Keith Sykes. The interview begins with Keith talking about some of the famous people he has photographed, including Robin Williams and Cindy Crawford. He then explains the origins of the word *paparazzi*, how the *paparazzi* began in Europe, and why photographers began taking pictures of celebrities. In the next part of the video, he describes how photographers can earn a lot more money for pictures that portray celebrities negatively. He reveals how, after the death of Princess Diana, he decided that the paparazzi business had gone bad and had become motivated by money. He describes an experiment that he did in the town of North Hampton where he took pictures of regular people on the street without their permission. He found that most people did not like their privacy being invaded this way.





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Viewpoints Level 4 Booklet

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Written by Lewis Lansford

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Grammar and Vocabulary Map

	Video segment	Grammar	Vocabulary
1	Memory	Gerunds and Infinitives	memory
2	Image and Beauty	Simple Present and Simple Past Comparatives and Superlatives	physical appearance cosmetic surgery
3	Dance Art	Active and Passive Verb Forms Stative & Dynamic Verbs	the arts descriptive adjectives
4	Urban Myths	Reported Speech	storytelling hoaxes
5	What Would You Do?	Say vs. Tell Would/Could	human instincts
6	The Gold Rush	The Passive	wealth farming and industry
7	Home, Sweet Home	Quantifiers	homes lifestyles
8	Virtual Hollywood	Modals of Probability	directions celebrity lifestyles
9	How to Get the Job	Gerunds as Subjects	work adjectives of personality
10	Dreams Come True	Present Progressive <i>Going to</i> and <i>Will</i> for Future	career and personal development
11	Alternative Therapies	Real Conditionals with <i>if</i> and <i>when</i>	the body health
12	Paparazzi	Unreal Conditionals	the media celebrity culture