

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

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| 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> |

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| | <p>9. <i>She was grumpy because it was early morning. He was in a good mood.</i> 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. |

Contributed by

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