

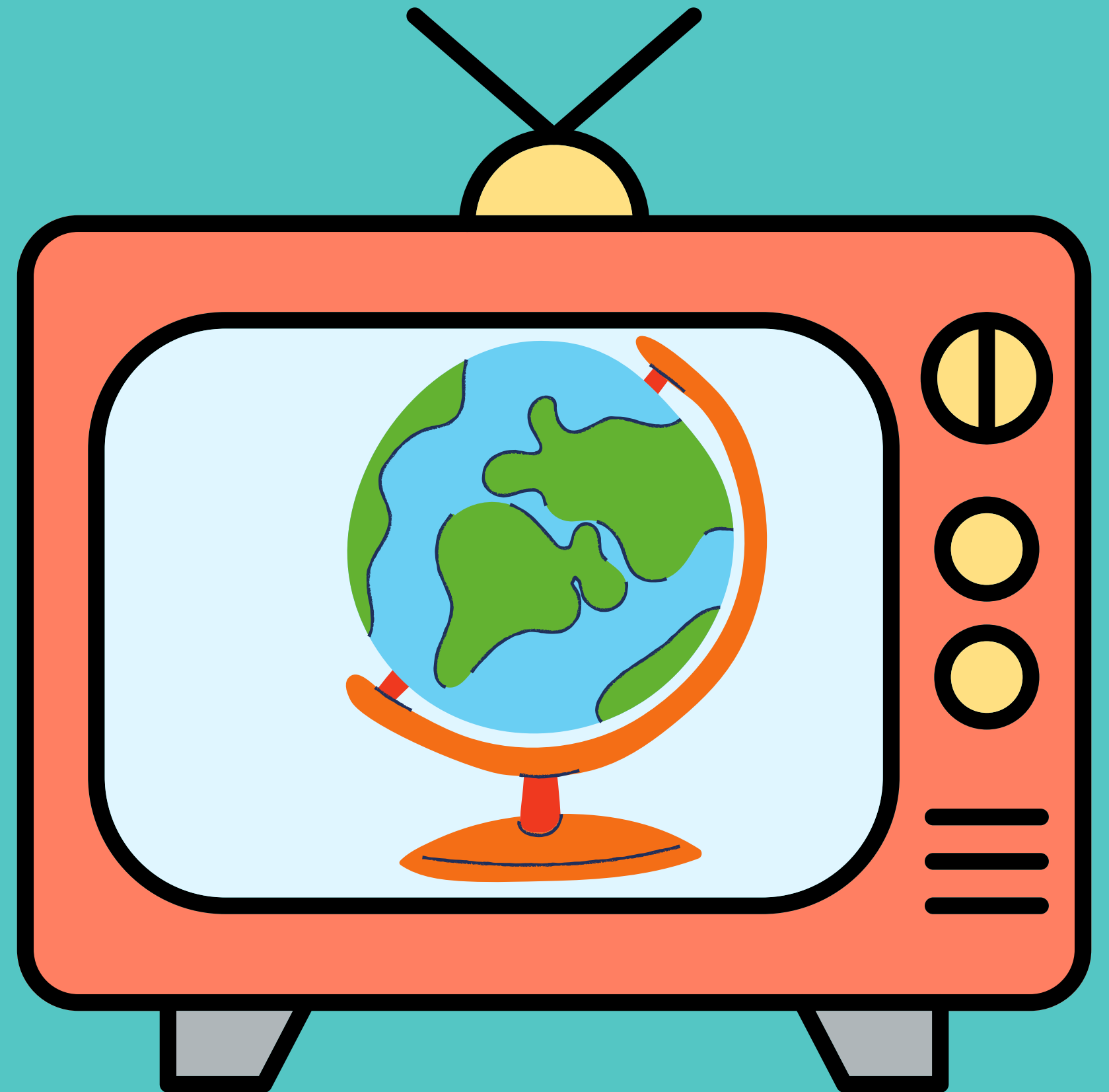
16 Fun Activities

with

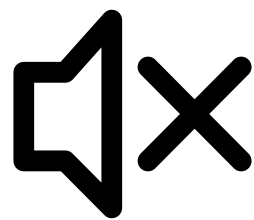
Live WorldCam

on YouTube

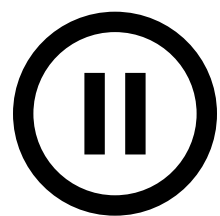
multi-level warmers, games, role
plays, discussions and tasks



Before you start...



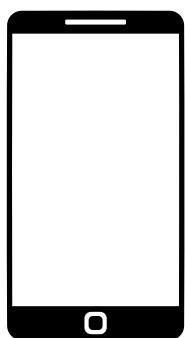
1. The video has a constant music soundtrack, so you might want to "mute" the video. On the other hand, if the music isn't too loud or distracting it might help to fill those awkward silences...



2. The video switches to a new location about every 10 seconds or so. You might need to pause to give students a chance to speak, or, if possible, give the students control so they can pause when they need to.



3. If you let the video play, places from all over the world come up randomly. However, you can also find a list in the information below the video with links to nearly 100 different webcams that feature in the video. For some activities it is suggested students choose a particular location, in which case they can use this list.



4. For some of these activities it requires students to have their own access to YouTube which may not be possible for some classes, but with most of these activities it would also be easy to substitute a selection of photos instead of using the video.



Express Yourself in English



Here's the link



<https://youtu.be/Be7OPScZz0s>

1. Three 5-minute Vocab Warmers



Level: A1

Aim: Eliciting vocabulary relating to different places, colours & adjectives

Students simply say what they can see. They just call out or write down words as they see things. You could also ask them to also say the colours or simple adjectives

Eg. *A blue boat, a tall building, a brown door, a small dog etc.*

Level: A1/A2

Aim: Eliciting vocabulary relating to different places & prepositions of place

To add an extra layer of challenge you can ask students to make sentences including prepositions of place.

Eg *"there is a swimming pool next to the school"*

Level: B1/B2

Aim: Eliciting vocabulary relating to different places & activities using descriptive language and preposition phrases

Students describe the position within the picture and use adjectives/adverbs

Eg *In the foreground there are some very tall buildings, that look like they could be apartments or maybe hotels*



2. Three Word Games

Level: A1

Aim: Eliciting vocabulary relating to different places and letters of the alphabet

Time: 5 minutes +

You could pause on the place and play "I Spy" where students give the first letter of something they can see and the other students guess what it is. You can time each go if you want to avoid the game going on too long.

Level: A2

Aim: Eliciting vocabulary relating to different places, present simple yes/no questions

Time: 10 minutes +

The "Animal, Vegetable, Mineral" game. Watch three different places, then turn off the video. One student selects an object from one of the videos without saying what it is. The others can only ask closed questions ("yes" or "no") to work out what it is. You can limit the number of questions for each go to 10 to avoid the game going on too long.

Level: A2

Aim: Eliciting vocabulary relating to different places

Time: 20 minutes +

A version of "Bingo". Students predict what kind of things they might see in the videos before they watch. In groups they prepare a Bingo card writing on it 12 nouns of different objects they might find in the videos. Then as a video is played each student calls out an object they can see, but they can't use the words on their own cards. When a group has all their words called they shout "Bingo"



3. Weather Forecast



Level: A2/B1

Aim: Weather vocabulary & future for predictions: will/be going to

Time: 10 minutes +

With places all over the world, this webcam video is a great resource for eliciting different weather vocabulary and practicing the relevant present and future forms.

For each place the students can describe today's weather but also give a forecast for tomorrow. Eg *Today it is windy and cloudy, but tomorrow will be bright and sunny.*

To make this more authentic, students can look up the forecast for each location on a weather app, or the teacher can share it on the screen.



4. Tour Guide

Level: A2/B1

Aim: Eliciting vocabulary relating to different places plus adjectives, practice using present simple & continuous

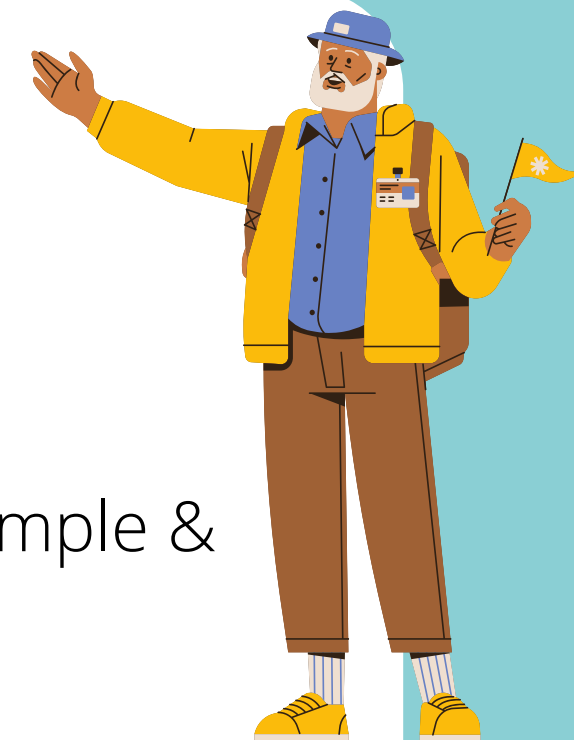
Time: 20 minutes +

Aim: Using Present simple & continuous to describe locations and relevant vocabulary for places, scenery, people, buildings etc

If needs be quickly revise the different forms & uses of present simple and present continuous.

The situation is that everyone is on a bus. The students take it in turns to be tour guides. For each location that comes up a different student gives a description as if they are actually at the place. The tourists can also ask the tour guides questions. You will need to pause the video to allow each tour guide time to come up with ideas and give time for questions.

It's important to give students artistic license, make sure they understand that they can make up any information they want. This should make the whole thing a bit more fun!



5. If I lived here I would...



Level: A2/B1

Aim: Writing & Speaking activity. Practice using 2nd Conditional

Time: 30 minutes +

Select three different locations from the list of Webcams. Show each one for about 2-3 minutes, giving students time to write down at least one sentence using the 2nd conditional.

Eg. *If I lived here I would go swimming in the lake every morning.*

If I lived here I'd be really bored.

Put the students into pairs and they can compare their responses and ask further questions about what it would be like to live in each place.

After students have had a chance to share their thoughts tell them to select their first choice of places to live. The class then gets to vote (a show of hands, or you could have some kind of ballot box perhaps... Count the votes and then announce the winner and the loser. Ask students to share their reasons with the rest of the class.

6. I wonder why...?



Level: B1/B2

Aim: Coming up with open questions (Why? How? What? When? etc) for discussion using critical thinking skills

Time: 10 minutes +

Encourage students to use their critical thinking skills and imagination. Set them a task to come up with some thought-provoking questions about the locations to start a discussion with their classmates.

Some prompts to help get them started:

- people - locals or tourists
- the history
- the geography/nature
- the climate
- the architecture
- different local industries

Eg. *I wonder what it would feel like to live in that tiny remote cottage in the mountains? I wonder what jobs there are for local people in this region?*

7. Scenarios



Level: B1/B2

Aim: creating scenarios for improvising dialogues

Time: 30 minutes +

In pairs/small groups students choose a place from the list of webcams. Using the video they come up with a suitable scenario (not a dialogue at this stage, just a brief description of a situation involving 2 or more people).

Eg. A couple is lost in the city and they're arguing about who's fault it was, when a stranger offers help...

When everyone has written down an idea, they each exchange their idea and video link with another pair/group. Then they need to come up with a short dialogue - not written, but just practice ideas together until they're happy with the dialogue. The aim is to somehow make it relevant to the place on the video.

Each group then tries their dialogue out on the group who gave them the scenario. They can give feedback on each other's dialogues. If there's time the dialogues can then be shared with the rest of the class.

8. Documentary



Level: B1/B2

Aim: collaborating on planning, researching/creating and writing a documentary style presentation, responding creatively to video of a landscape or urban scene.

Time: 45 minutes +

The students work in small groups, they are going to devise a TV documentary based on one of the locations from the Webcam list. The aim is to come up with a 2 minute trailer describing the documentary.

They need to think about the following:

- What kind of documentary is it? Historical, Nature, Crime, Culture...?
- What will be the main focus? A place, a person, animals, an event, a mystery...?
- What is the name of the documentary

Once this is agreed they need to write a voice over script which relates to the location and gives a two minute description of the documentary.

In terms of the content, if there's time (or perhaps for homework) students could research information about the place to find an interesting story. Or, if there isn't time, you could allow them to make up a story using what they can see as the framework.

9. Storytelling - Setting the scene

Level: B1/B2

Aim: Practice using narrative tenses, in particular past simple & continuous and descriptive writing.

Time: 45 minutes +

Aim: Practice using past continuous & descriptive language for setting the scene.

Each student selects a location that they are going to use to write a descriptive paragraph (or two) setting the scene for a short story/novel. They can then choose a genre of fiction such as crime, science-fiction, fairy tale, historical, romance, thriller etc.

Using the webcam location they try to create the right ambience using descriptive language including past continuous and adjectives/adverbs.

Eg. *It was late. The narrow streets were nearly empty as the streets lights were flickering on. A dog was barking and a couple were having an argument somewhere upstairs...*



10. Predictions

Level: B1/B2

Aim: practice using future forms for prediction (will/going to) & modal verbs for possibility (might, could etc.)

Time: 15 minutes +

In groups students select a location from the list of webcams. What changes do they think might/will/are going to/could happen in this place

- in 10 years time?
- in 25 years time?
- in 50 years time?

They can come up with best and worst case scenarios. Prompt them to think about buildings, transport, employment, leisure activities, lifestyle, environment etc.



11. Town Planning

Level: B1/B2

Aim: speaking practice language of suggesting, recommending, agreeing, disagreeing.

Time: 45 minutes +

Students work in small groups, they select one location from the list of webcams. They agree on what kind of improvements they think are needed, using prompts from this list

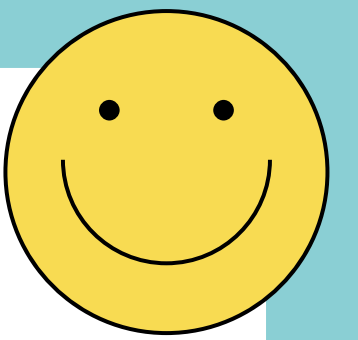
- Ecological/Green developments
- Transport solutions
- Family friendly
- Tourist attractions/activities
- Housing solutions
- Preservation or Restoration of historic buildings/monuments

When the main points of changes required are agreed they then come up with solutions for how the location should be improved.





12. The best place to be?



Level: B1/B2

Aim: speaking practice for comparative & superlative adjective forms and using modals for hypothetical situations

Time: 30 minutes +

Select 3 locations from the list which contrast in various ways. Give the students the name of each place and show them each clip one after the other for about 1 minute each. The students write notes on what they see for each place. This can be done individually or in pairs or small groups. Then give them the following 3 situations to use to make comparisons for the best place:

1. to live
2. to go on holiday
3. to work/study

They back up their preferences with reasons, trying to use one comparison and one superlative for each.

Eg *would be the best place to go on holiday because they have the most beautiful beaches. They also have more bars and restaurants than...*





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