



Summarising videos

Aims and objectives

Today we are going to:

- discuss our favourite videos we've seen online;
- read a summary of a video and try to find it online;
- learn to summarise a video; and
- learn to share our opinions of a video;

so that you can:

discuss a video you've seen online (e.g. from TikTok)

1. How often do you tell others about videos you've seen?
2. What does a successful summary contain?
3. What language do you have for summarising?



Introduction

1. What was the last video you saw online?
2. What happened in it?
3. What did you think of it?
4. Write a short summary of the video below.

Your summary

Slugs . . . my favourite

Read the summary of the video and discuss the questions with your partner.

1. Do you know this video?
2. Would you like to see it?

You're going to try to find this video online.

3. How will you search for it?
4. Did you find it as funny as Jenna did?

Have you seen that slugs video yet? No?! Oh, it's amazing! It's this little girl sitting in a garden and she looks really grumpy. Her mum asks her what she has in her hands and she just shrugs and really grumpily says, 'slugs . . . love slugs . . . my favourite'. It's honestly so funny, but also so cute. I was definitely that girl when I was a kid. I'll send you the link.

– Jenna

Speaking skill: summarising a video



Put the sections of a summary below in order. Find the sentence from the summary for each one.
The first two have been done for you.

#	Section	Example
	Refer back to my life.	
	Share the video.	
	Give a summary.	
	My detailed opinion	
1	Check their experience.	<i>Have you seen the slugs video yet?</i>
2	My overall opinion.	<i>Oh, it's amazing!</i>

Language focus: summarising a video

Read the summary again and discuss the questions.
Make notes in the box.

1. What tense does Jenna use to summarise the video?
2. Why do you think she uses this tense?
3. How does she set the scene of the video?

Your notes:

Let's practise

Look back at Your summary from the beginning of the lesson.
Use the new language and summarising skills to upgrade Your summary.

Your (new) summary

Pronunciation focus: engaging your listener



When we summarise a video, we usually want to persuade our listener to watch it and enjoy it. Our body language and intonation is important. Read Jenna's summary again and discuss the questions.

1. Which words do you think Jenna will stress when she gives this summary?
2. What body language will she do when she says: 'and she just shrugs and really grumpily says . . .'?
3. Practise saying Jenna's summary to your partners. Who is the most engaging? Why?

Making it real

Follow these steps to practise the skills and language from today's lesson.

Step 1: Choose one of your favourite videos online.

Step 2: Prepare your summary.

Step 3: Get ready to speak to your partners (use the checklist to help you).

Step 4: Say your summary to your partners.

Step 5: Give each other feedback on your summaries.

Step 6: Use your partners' feedback to decide how you could upgrade your summary.

Step 7: Move to new partners and try it again . . . even better!

Summary checklist

Before you speak:

- ☐ Have you followed the summary order?
- ☐ Have you used present tenses to engage your listener?
- ☐ Have you set the scene (e.g. *It's this X + -ing verb*)
- ☐ Do you know what words you will stress?
- ☐ Do you know what body language you will use?

Take it further

Complete these sentences to reflect on today's lesson.

- My favourite video today was _____.
- The most interesting thing I learnt today was _____.
- To practise this lesson outside the class, I will _____.

Summarising videos: teacher's notes



Aims and objectives

Today we are going to:

- discuss our favourite videos we've seen online;
- read a summary of a video and try to find it online;
- learn to summarise a video; and
- learn to share our opinions of a video;

so that you can:

discuss a video you've seen online (e.g. from TikTok)

The idea here is to help engage students with the lesson from the beginning. They're telling you what they already know and how relevant this lesson is for them.

1. How often do you tell others about videos you've seen?
2. What does a successful summary contain?
3. What language do you have for summarising?



Introduction

1. What was the last video you saw online?
2. What happened in it?
3. What did you think of it?
4. Write a short summary of the video below.

Your summary

It's important not to give language feedback at this point. They're going to return to it and upgrade it later on. However, giving feedback on the content can keep students motivated.

Slugs . . . my favourite

Read the summary of the video and discuss the questions with your partner.

1. Do you know this video?
2. Would you like to see it?

You're going to try to find this video online.

3. How will you search for it?
4. Did you find it as funny as Jenna did?

Have you seen that slugs video yet? No?! Oh, it's amazing! It's this little girl sitting in a garden and she looks really grumpy. Her mum asks her what she has in her hands and she just shrugs and really grumpily says, 'slugs . . . love slugs . . . my favourite'. It's honestly so funny, but also so cute. I was definitely that girl when I was a kid. I'll send you the link.

– Jenna

Encouraging independent research skills in the language they are learning can help bridge that gap between the classroom and the real world.

Speaking skill: summarising a video



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Language focus: summarising a video

Read the summary again and discuss the questions.
Make notes in the box.

1. What tense does Jenna use to summarise the video?
2. Why do you think she uses this tense?
3. How does she set the scene of the video?

The aim here is to help students to analyse a model and decide why a speaker or writer might use this language in this situation.

Answers:

1. Present tense
2. To make it feel more immediate for the listener
3. It's this X + -ing verb (*It's this girl, sitting . . .*)

Answers:

#	Section	Example
5	Refer back to my life.	<i>I was definitely that girl when I was a kid.</i>
6	Share the video.	<i>I'll send you the link.</i>
3	Give a summary.	<i>It's this little girl . . . my favourite.</i>
4	My detailed opinion	<i>It's honestly so funny, but also so cute.</i>
1	Check their experience.	<i>Have you seen the slugs video yet?</i>
2	My overall opinion.	<i>Oh, it's amazing!</i>

You can highlight that not every summary will contain both 4 and 5.

Let's practise

Look back at Your summary from the beginning of the lesson.
Use the new language and summarising skills to upgrade Your summary.

Your (new) summary

As they have already written the content, they can focus entirely on practising the summarising skills and the language they've learnt. At this point you can give language and/or skills feedback and highlight how they have already progressed.

Pronunciation focus: engaging your listener



When we summarise a video, we usually want to persuade our listener to watch it and enjoy it. Our body language and intonation is important. Read Jenna's summary again and discuss the questions.

1. Which words do you think Jenna will stress when she gives this summary?
2. What body language will she do when she says: 'and she just shrugs and really grumpily says . . .'?
3. Practise saying Jenna's summary to your partners. Who is the most engaging? Why?

Possible answers:

Intonation and body language can be both cultural and personal. We're all slightly different. Some possible answers are:

1. adjectives and adverbs; but also 'No?!'
2. probably mirror the girl's actions

Making it real

Follow these steps to practise the skills and language from today's lesson.

Step 1: Choose one of your favourite videos online.

Step 2: Prepare your summary.

Step 3: Get ready to speak to your partners (use the checklist to help you).

Step 4: Say your summary to your partners.

Step 5: Give each other feedback on your summaries.

Step 6: Use your partners' feedback to decide how you could upgrade your summary.

Step 7: Move to new partners and try it again . . . even better!

Summary checklist

Before you speak:

- ☐ Have you followed the summary closely?
- ☐ Have you used present tenses to engage your listener?
- ☐ Have you set the scene (e.g. *It's this X + -ing verb*)
- ☐ Do you know what words you will stress?
- ☐ Do you know what body language you will use?

Take it further

Complete these sentences to reflect on today's lesson.

- My favourite video today was _____.
- The most interesting thing I learnt today was _____.
- To practise this lesson outside the class, I will _____.

This is our final opportunity to make the lesson real for them – by helping them think not just about possible situations where they *could* use the language but to actually plan how they *will* use what they've learnt.