**Racing to English videos uploaded to YouTube**

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| **No.** | **Title** | **Description/link** |
| 1 | Shape Monsters (5 mins) | This video is about a fun game that illustrates the key principles of language teaching **[https://youtu.be/S-wmnDUM1s0](https://youtu.be/S-wmnDUM1s0%22%20%5Ct%20%22_blank)**  |
| 2 | Yes: Four in a line  | My second short video looks at another version of a 4 in a line game – it’s easier to make than the one in my first video but something is missing! [**https://youtu.be/gxBODL4MHDk**](https://youtu.be/gxBODL4MHDk) |
| 3 | Words and Pairs  | This video which looks at one way to teach “words” – but what is a word? [**https://youtu.be/juBcEmvL6xo**](https://youtu.be/juBcEmvL6xo) |
| 4 | Being a Beginner  | How does it feel to be a beginner in your class if everyone else can speak English? Overwhelming? In this short video I talk about our students’ feelings. [**https://youtu.be/n\_khnYX4Vsw**](https://youtu.be/n_khnYX4Vsw) |
| 5 | Beginning with Beginners  | How do we start with beginners? My short video gives some FUN suggestions.[**https://youtu.be/n3TNTx58f9k**](https://youtu.be/n3TNTx58f9k) |
| 6 | Priorities for Beginners | What are the most important things for us to focus on when working with beginners to English? This video thinks about pupils who have migrated to the UK and what they need in order to fit in and to make good progress. [**https://youtu.be/9lKZJJKBcKg**](https://youtu.be/9lKZJJKBcKg) |
| 7 | Group questions  | Our pupils/students often daydream – how can we get them to focus on our lessons? This video talks about one simple idea that takes no preparation. [**https://youtu.be/DdHNOrQmG6k**](https://youtu.be/DdHNOrQmG6k) |
| 8 | Guess which(5 mins) | What is the ultimate language teaching game? See my video.[**https://youtu.be/TYh06TSmKx0**](https://youtu.be/TYh06TSmKx0) |
| 9A | The Multigame(3 mins) | The Multigame is an amazingly flexible activity that can be used at all levels of language acquisition and with all ages. [**https://youtu.be/ybXNJC3V\_go**](https://youtu.be/ybXNJC3V_go) |
| 9B | Track games | This video demonstrates some more great ways of promoting interaction using track games – but one of them is NOT SUITABLE FOR ADULTS! [**https://youtu.be/LNb6HynyRdw**](https://youtu.be/LNb6HynyRdw) |
| 10 | Story File(10 mins) | How can children going to hospital or having hot water thrown on their faces help your teaching? See my short video to find out! [**https://youtu.be/NNRRLyKrIUo**](https://youtu.be/NNRRLyKrIUo) |
| 11 | Bad Worksheets(5 mins) | Some worksheets are dreadful! How can we make our worksheets more language friendly (and more child friendly)? **[https://youtu.be/mCOvcuNKZ2Y](https://youtu.be/mCOvcuNKZ2Y%22%20%5Ct%20%22_blank)** |
| 12 | Phun with Fonicks(6 mins) | What do we sometimes forget when teaching phonics to children learning EAL? What extra challenges do phonics present to them? What can we do about it? See my 6-minute video. [**https://youtu.be/w0e7t5i8mps**](https://youtu.be/w0e7t5i8mps) |
| 13 | Colour(12 mins) | What difference does your colour make? What is the everyday experience of black people in Britain? This video give some clues [**https://youtu.be/Z\_uu8jb3VB0**](https://youtu.be/Z_uu8jb3VB0) |
| 14 | First languages  | Should we encourage children to use their first languages, or should we discourage them or even forbid them? Which helps them to make progress in school?[**https://youtu.be/tHZwcQC4oww**](https://youtu.be/tHZwcQC4oww) |
| 15 | PenPal + Pictures | How could Mantra Lingua's PenPal encourage listening and speaking when we are using pictures?[**https://youtu.be/IGq-OUmYlLc**](https://youtu.be/IGq-OUmYlLc) |
| 16 | PenPal and stories | Mantra Lingua’s PenPal can add extra dimensions to work with stories. In this video I demonstrate how it can be used with one of the stories from Racing to English. [**https://youtu.be/3f3IV2KyCvw**](https://youtu.be/3f3IV2KyCvw) |
| 17 | Curriculum dictates(7 mins)  | Do you ever feel overwhelmed by the pressures of the curriculum? How do you react when pupils who are new to English join your class? What should you do to help them? See my seven-minute video for a few ideas [**https://youtu.be/-q9EHfOaKrI**](https://youtu.be/-q9EHfOaKrI) |
| 18 | An idea for curriculum work(5 mins) | This video is aimed at new EAL teachers who are supporting the curriculum involvement of secondary and upper primary aged pupils. I suggest a straightforward way of producing materials that promote interaction even in curriculum areas that we are not familiar with – [**https://youtu.be/K7DERL-ftnU**](https://youtu.be/K7DERL-ftnU) |
| 19 | Panic!  | This video focuses on our pupils’ feelings especially when they are in the very early stages of learning English because one of those feelings can often be PANIC![**https://youtu.be/vgmOsnZMZ78**](https://youtu.be/vgmOsnZMZ78) |
| 20a | Words 1: Expectations (4 mins) | Words in one language may not have exactly the same meanings as words in another language. What do our pupils imagine when they hear the word family or house? Is it the same thing that you imagine? [**https://youtu.be/kvkisqfEWQ8**](https://youtu.be/kvkisqfEWQ8) |
| 20b | Words 2: Old fashioned words (4 mins) | The world is changing fast, and language is changing with it, so words that are well-known to us may be completely outside the experience of our pupils. [**https://youtu.be/Ap4F\_asF1q8**](https://youtu.be/Ap4F_asF1q8) |
| 20c | Words 3: Meaning (4 mins) | What is the most crucial aspect of a word? What do we need to be aware of all the time when we are using words with pupils learning English? [**https://youtu.be/zpKBWaPK93E**](https://youtu.be/zpKBWaPK93E) |
| 20d | Words 4: Put (4 mins) | The word ***put*** is a very simple word, isn’t it? Only three letters, easy to spell and it just means to place something somewhere, doesn’t it? What could be easier? So why do I think it is one of the most difficult words in the English language? [**https://youtu.be/0aP36eFA8GI**](https://youtu.be/0aP36eFA8GI) |
| 20e | Words 5: Groups and doubles (4 mins) | What have the words furniture, traffic and cutlery got in common? How about the words pen, can and hand? What are the difficulties they present to people learning English?[**https://youtu.be/-F5DkBQ-O3w**](https://youtu.be/-F5DkBQ-O3w) |
| 20f | Words 6: Stress(5 mins) | English is a stress timed language – with dire consequences for our spelling! And what is a shwa? And what should we do about it? [**https://youtu.be/qdrJsfzrRyM**](https://youtu.be/qdrJsfzrRyM) |
| 20g | Words 7: Mean different spell different (2 mins) | Sometimes there is some sense behind some spellings in some English words – see my two-minute video about one example –[**https://youtu.be/1qMvDcEReQE**](https://youtu.be/1qMvDcEReQE) |
| 21 | In class support  | A recent email about in-class support reminded me of a disastrous lesson I observed about 40 years ago. So, I’ve made a four-minute video about it and the two key EAL principles that it lacked.[**https://youtu.be/BsdI9jGv7uc**](https://youtu.be/BsdI9jGv7uc) |
| 22 | Marking (6 mins) | Recently I thought about the first lesson I taught in Africa (a bit of a disaster really) and I thought about the advice I wish I had been given. This video is the result [**https://youtu.be/\_Mgn-9IjOqE**](https://youtu.be/_Mgn-9IjOqE) |
| 23 | Hitting children  | In the 1980s I collected several dozen stories written by the children I was teaching, and I have used some of them in Racing to English. I recently received some feedback on one of the stories and I have made a video about the feedback. The video is called “hitting children” – here’s the link [**https://youtu.be/Wlo-opmGDo0**](https://youtu.be/Wlo-opmGDo0) |
| 24 | Elective mute (7 mins) | A teacher dreaded Friday afternoons because she was working with a boy who was an elective mute. She asked for my advice. This video is the result. [**https://youtu.be/AGx1ZYB6CZQ**](https://youtu.be/AGx1ZYB6CZQ) |
| 25 | Blanks(4 mins) | The first time I used a blank filling exercise didn’t go very well – but it can be a valuable technique: [**https://youtu.be/pbolNtcMD8g**](https://youtu.be/pbolNtcMD8g) |
| 26  | On-line 1Context | During the 2020 corona virus lockdown, a teacher shared with me the on-line lesson she had developed based on a story from Racing to English. Did she follow good EAL principles? See my mini video to find out. [**https://youtu.be/gzXwAFcGtVo**](https://youtu.be/gzXwAFcGtVo) |
| 27 | On-line 2 Instructions(4 mins) | Giving our pupils instructions can be more complicated than you think, see my video inspired by Judith’s on-line lesson. [**https://youtu.be/QqnEbhac7a4**](https://youtu.be/QqnEbhac7a4) |
| 28 | On-line 3Repetition(2 mins) | In this video, I look at a tiny bit of Judith’s on-line lesson and show how she is following key EAL principles in spite of the limitations of an on-line approach. [**https://youtu.be/lC1I-ph6zD0**](https://youtu.be/lC1I-ph6zD0) |
| 29 | On-line 4First languages(6 mins) | Using our student’s first languages can accelerate their learning. This video continues to follow Judith’s on-line lesson and looks at one simple idea for using first languages and at one problem that might arise. [**https://youtu.be/CL08G7-vvL4**](https://youtu.be/CL08G7-vvL4) |
| 30 | On-line 5What’s missing?(5 mins) | Can an on-line lesson be as effective as face to face teaching? If not, what is missing and is there anything we can do about it? See my video [**https://youtu.be/eZWltd0HF9k**](https://youtu.be/eZWltd0HF9k) |
| 31 | Sequencing(4 mins) | Why are sequencing activities useful? How can you use them? At which stage in the lesson? See my video: [**https://youtu.be/WSD2Iw-YaEI**](https://youtu.be/WSD2Iw-YaEI) |
| 32 | Listening(6 mins) | This video is about staff relationships (and staff meetings) rather than language teaching, but I hope you find it helpful.[**https://youtu.be/1uQMbxzFpxI**](https://youtu.be/1uQMbxzFpxI) |
| 33 | Equalities Family | As a sort of conclusion to my videos, here is something very personal: I would like to introduce you to my "Equalities Family" – [**https://youtu.be/bAo8fhILhCs**](https://youtu.be/bAo8fhILhCs) |

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