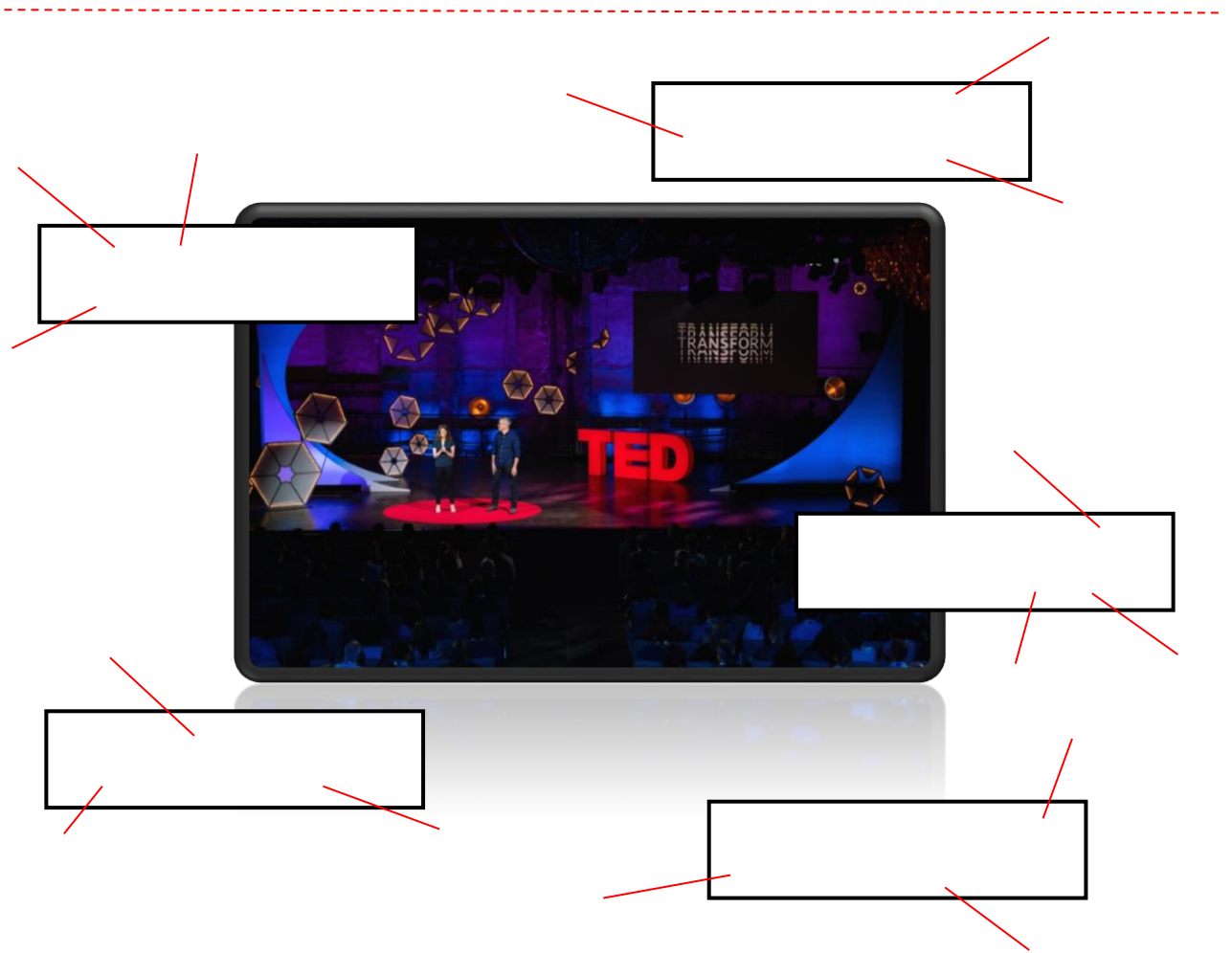


# TED

Ideas worth spreading



TED TALK

# TED Talk video lesson

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level: intermediate (B1)+

class: one-to-one

time: 45 min.

skills: listening, speaking,  
vocabulary, reading

## Note

This lesson plan has been designed as a general structure to work with any TED Talk. For the sake of clarity, though, the plan will be using Lýdia Machová's *The secrets of learning a new language* ([https://www.ted.com/talks/lydia\\_machova\\_the\\_secrets\\_of\\_learning\\_a\\_new\\_language](https://www.ted.com/talks/lydia_machova_the_secrets_of_learning_a_new_language)) as an example, always marked as LM.

## Warm up

1. Show your students **TED's logo and slogan** in worksheet 1 and ask if they know TED. If they do, let them share as much as of their knowledge as possible. If they don't, encourage them to google what TED is and sum up what they found for you.
2. Now that they have some background knowledge, ask them *'What do/might the letters in TED stand for?'* Again, encourage them to be creative and come up with their own ideas before giving away the actual meaning (Technology, Entertainment and Design).

## Before you watch

3. Together with your student, decide on a **TED Talk to watch**. If you feel like personalising your lesson (and provided the student's English is advanced enough), let them be in charge and choose anything they might like (and remember to ask: *'What made you choose this particular talk?'*). With lower-level students, you may want to choose a talk in advance to make sure it matches their level of comprehension (or switch on English subtitles if need be).
4. Using the mind map in worksheet 1, the student **brainstorms 5 words** they expect to hear in the talk (LM e.g. language, study, homework, hard, regular). Can they think of 3 collocations with each of the words? And using those collocations, how do they think the words will be used in the context of the talk?
5. Read the summary in the Details section below the talk and ask: *'Are any of the words from the brainstorming phase used there? How? After reading this, have you changed your mind about what the talk might be about or about the key words?'*

### While you watch

6. Watch the talk, or just a snippet if it's too long (LM 0:42 – 1:15 and 2:40 – 4:38) and **check** if the speaker used any of the words the student had predicted and how.
7. Then watch again and have the student write down any other **key words** the speaker used (LM method, polyglot, enjoy). Make sure the student also tells you how the key words were used in context! (Use English subtitles if necessary.)

### After you watch

8. While you watch, write down any of the speaker's **insights**/interesting comments/observations on cards, just in case the student doesn't catch them themselves (LM Each person has their own unique method to learn a language. Different methods lead to the same result of speaking a language fluently. One thing that all successful language learners have in common is that they enjoyed the learning process.), present them one by one and ask: *'Do you agree? Why/why not? What's your personal experience?'*
9. Feel free to ask more **personalised questions** about the topic, preferably open questions beginning in wh- words (who, when, why, where, what, how, ...). (LM What learning method do you personally enjoy? Does it work? Do you know any polyglots? How did they learn the languages? Which of the methods from the video are you going to try for yourself? Why do you think it could work for you? Do you agree that the key to learning a language is to have fun while doing so, or can a language be acquired through hard work, too? etc.)

### The devil's advocate

10. Prepare a **role-play** activity, where you'll be the TED speaker and the student's task is to explain how terribly wrong your ideas are. Allow enough preparation time for the student to think of some arguments and encourage them, for the sake of speaking practice, to be as insistent as possible (LM I've been watching my favourite sitcom in Finnish for two years now and I still can't make any sense of it! I've tried all of your methods and none of them worked! etc.).

### Cooler

11. The student tells you 3 new words they learnt today and how the speaker used them.

### Homework

12. The student watches the talk again/watches the whole talk and prepares to sum it up in 5 sentences. Make sure the student actually talks to you while summarising the content, rather than just reading their notes.