

## Video e-lesson

Week starting: 18 January 2010

<http://improveverywhere.com/2008/01/31/frozen-grand-central/>

### Programme details

This famous video is by Improv Everywhere, a group of people based in New York City who create unusual scenes in public places and film them. Since the group started in 2001, it has organised over 100 'missions' using thousands of helpers called 'agents'.

### Before you watch

- 1 Write the word 'improvise' on the board. Can any students tell you what it means? *Answer: to do something without preparing it first.* Can students give you examples of occupations that involve a lot of improvising? (Actors and musicians often improvise. Actors often refer to it as 'improv'.) Tell students they're going to watch a video made by a group of people called Improv Everywhere.
- 2 Give students copies of the worksheet and read through the programme details together. Ask students to work in small groups and try to complete exercise 1. Check through the answers and make sure students know the meaning and form of the verb *freeze (froze, frozen)*. Point out that apart from describing what happens to water when it turns to ice, the verb can also be used to describe what happens when a person suddenly stops moving. It's a verb often used in American films when police are chasing someone and shout 'Freeze!'. You can also point out that the word 'mission' is often used to refer to a military, space or secret task.
- 3 In pairs, students do exercises 2 and 3. Encourage them to share their ideas for where the mission might take place.

### While you watch

- 4 Play the first part of the video (0:00 - 0:25) to check the answers to exercises 2 and 3. You may want to play the sequence twice as the man speaks quickly.
- 5 Tell students they're going to watch the video report of the mission. Before watching, do exercise 5 as a whole class activity, encouraging students to make a note of their answers on the worksheet.
- 6 Students watch the rest of the video and tick the actions they see. All the actions listed in the answer key are carried out during the mission. How many do the students see? Ask for their feedback, encouraging students to form complete sentences.
- 7 Students watch the video again and make a note of what the other people are doing in the video (i.e. the people not taking part in the mission). Check through their answers.
- 8 Students do exercise 8 in pairs to test their memory and powers of observation. Did they read the captions that appeared on the screen? Did they notice the time on the clock? Find out if students agree on the answers and watch the video a final time to check.

## After you watch

- 9 Ask students if they've seen the video before. Have they seen any similar videos or taken part in a similar event?
- 10 Ask students to work in small groups and report back on what they decided or depending on your class situation, you could stage your own freeze event in the classroom or in a school area. If you're doing it in class, divide students into two groups. First, students in each group decide what action they're going to be doing when they freeze for 60 seconds. The groups then take it in turn to present their freeze event to the others. All the students walk around the class. One of the groups freezes at the agreed moment. The other students describe what actions they're doing during the 60-second freeze. Repeat the activity with the other group.
- 11 If you have access to the Internet, follow the link to find out about the freeze events around the world. Alternatively, set this as an out-of-class activity.

## *Answer key:*

### **Exercise 1**

- 1 b
- 2 d
- 3 a
- 4 c
- 5 e

### **Exercise 2**

- 1 guys
- 2 mission
- 3 freezing
- 4 on cue
- 5 to hold

### **Exercise 3**

Students' own answers

### **Exercise 5**

Suggested answers:

drinking a coffee  
eating a banana / a yoghurt or ice cream  
holding a bottle of water / a cup / holding hands  
looking at a map / a train timetable / his/her watch  
picking up papers  
talking on the phone / to someone  
tying his/her shoelaces

### **Exercise 6**

Note: all the actions above occur in the video.

**Exercise 7**

Suggested answers:

Carrying suitcases.

Taking photographs.

Talking to each other.

Looking around them.

**Exercise 8**

1 Bryant

2 207

3 14:30

4 isn't

5 an acting class

6 clapping