

10 ways to make your video lessons HOT

John Hughes



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What was the first method of showing video you used in the classroom?

A



B



C



1. Pre-teach the language for talking about video

Vocabulary films

- 1 Complete these sentences in your own words. Then work in pairs and compare your sentences.
 - 1 I go to the cinema ... (once a week? once a month?)
 - 2 I usually watch films ... (on TV? on the internet? at the cinema?)
 - 3 I like watching films ... (with friends? on my own? with a big audience?)
 - 4 The last film I saw at the cinema was ...

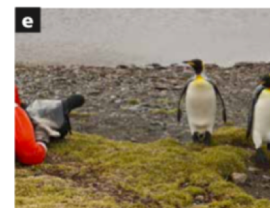
► See or Watch?

I went **to see a film** at the cinema. (to talk about the event)
I like **watching films** with friends. (to talk about the activity)

- 2 Match the types of films with the photos (a–h).

animation comedy documentary fantasy
horror film romantic comedy science-fiction film
thriller

- 3 Work as a class. Think of one film for each type in Exercise 2. Which types of films do you like? Which types of films do you never watch?

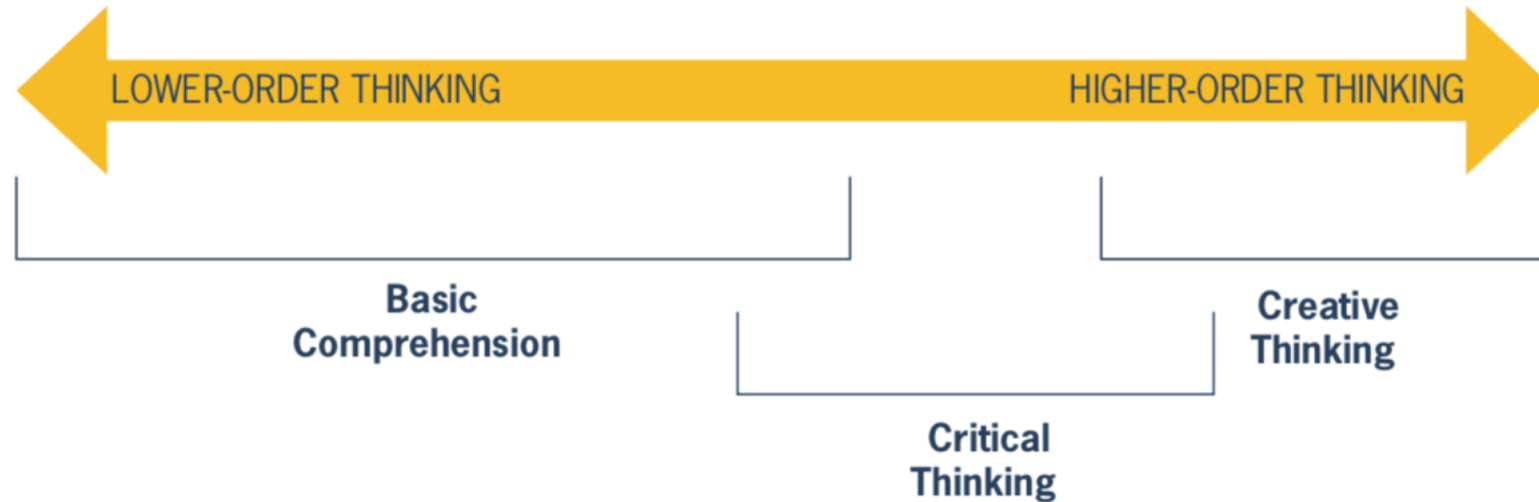


1. Pre-teach the language for talking about video

Find someone who....

	NAME
1 follows a You Tuber.	
2 has watched the same film more than twenty times.	
3 has their own YouTube channel.	
4 plays music in a group and has made a music video.	
5 has made a video of their pet and posted it online.	
6 has watched and followed a 'How to' video.	
7 has a favourite website with videos for learning English.	
8 has seen 'The Greatest Showman'.	

2. Find the right kind of video for LOTs and HOTs



2. Find the right kind of video for LOTs and HOTs

1. What's the grammar point?
2. What's do students do after they've watched it?



3. Plan a video lesson by visualizing students' heads

Before you watch


- 1 Make a list of things you did in the last 24 hours. Write as many things as you can in two minutes. Then work in pairs. Take turns reading your lists. Who wrote the longer list?

I got up, I brushed my teeth, I ate breakfast, ...

- 2 You are going to watch a video about two friends. They are spending 24 hours in Croatia on a "microadventure." Complete these sentences from the video with the simple past form of the verbs in parentheses.

- We _____ (take) a photo of the city lights below.
— We _____ (leave) the city.
— We _____ (wake up) next to this rock.
— We _____ (buy) some bread, some grapes, some meat.
— We _____ (go) swimming in the Mediterranean Sea.
1 We ate (eat) ice cream.
5 Al _____ (sit) on a wall.
— We _____ (have) some water and watched the sunset.
7 We _____ (make) a sandwich.
— We _____ (find) a river.

While you watch

- 3  4.1 Watch the video. Number the sentences in Exercise 2 in the order they happened (1–10).

- 4  4.1 Watch the video again. Check (✓) the correct options to complete the sentences.


- 1 Alastair Humphreys is _____.
☐ a filmmaker
☐ an adventurer
☐ a writer
- 2 They rented _____.
☐ a car
☐ motorcycles
☐ bicycles
- 3 They drove _____.
☐ through a tunnel
☐ over a bridge
☐ around a bend
- 4 At the river, they saw _____.
☐ a fish
☐ a dragonfly
☐ a frog
- 5 On the top of the mountain, they could hear _____.
☐ people
☐ animals
☐ music


- 6 In the morning, Alastair _____.
☐ ate a banana
☐ brushed his teeth
☐ called his mother

- 7 Afterwards, they _____.
☐ took a shower
☐ had coffee
☐ ate breakfast

After you watch

5 Vocabulary in context

-  4.2 Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 6  4.1 Work in pairs. Watch the video again with the sound OFF. Using the simple past tense, describe what happened in the microadventure as you see each action on the screen.

- 7 Work in pairs. You are going to plan a 24-hour microadventure. Discuss these ideas and make your plans.

- Where will you go?
- What will you do?
- What will you see?

At 9 o'clock, we'll take the train to ... and visit ...

- 8 Work with another pair and describe your plans for your microadventure.



Heads down/
Heads together

Heads down

Heads up/
Heads down

Heads down/
Heads up

Before you watch



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Heads up

Heads up/
Heads together

Heads together

Heads together



4. Preview and predict

astronaut dream float

the Earth crewmates

the window feel connected

In what order will you see these images? Why?

A



B



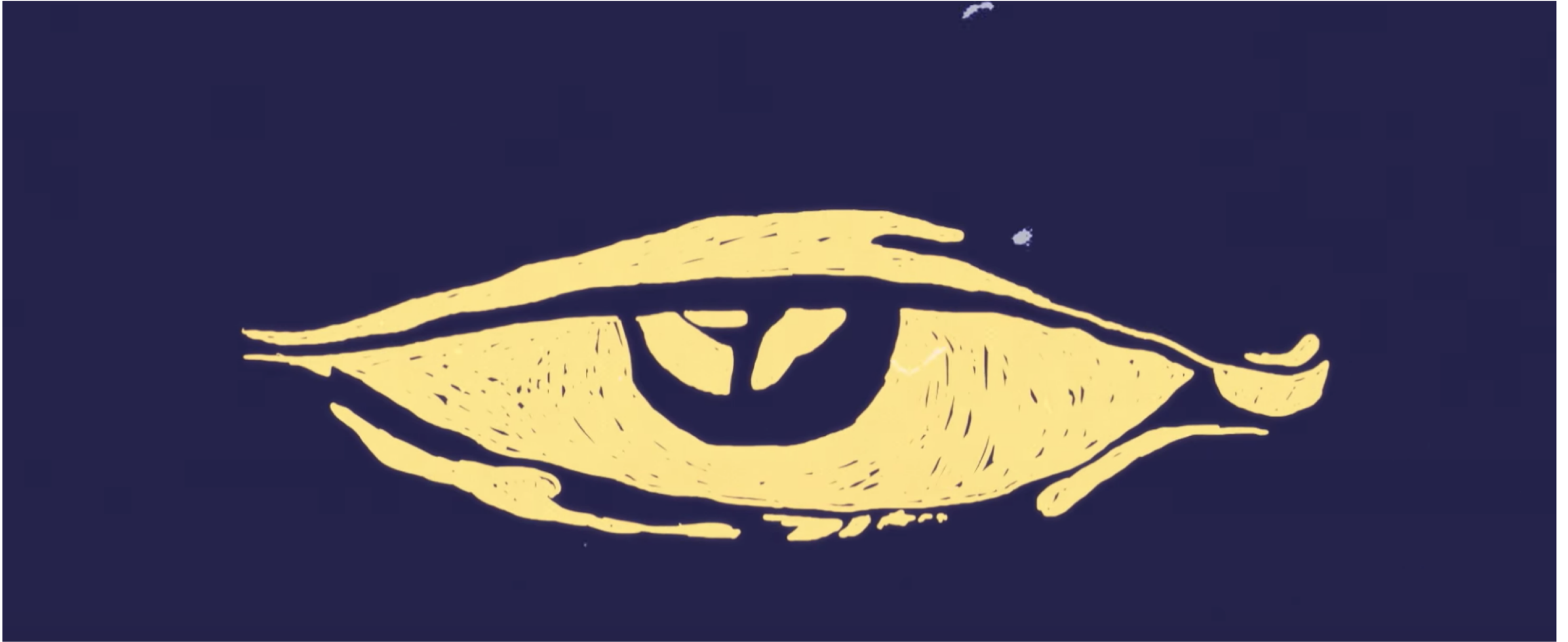
C



D



What does an astronaut dream about?



From Life Intermediate (Level 4).

5. Identify the purpose of the video

1. Watch the video. Is the purpose of the video to...?

- Inform
- Convince
- Tell a story
- Entertain
- Educate
- Advertise
- Shock you
- Make you want to change the world

2. Compare your ideas with a partner and give reasons for your answer.

3. Work in groups. Discuss the purpose of...

- A trailer for a new movie
- A music video
- The news
- A 'How to' video
- A TED talk
- A nature documentary
- A recipe
- A You Tuber talking

6. Analyze language in the video

Conversation 1

A: Is there a good place to eat near here?

B: Yes, there is. There's an Italian restaurant on the corner. It serves delicious pasta. Go straight down the street and it's in front of you.

Conversation 2

A: I prefer Indian food. Are there any Indian restaurants near here?

C: Yes, there are two. My favourite is on Gower Street. Go straight ahead, take the first right and it's on your left .

6. Analyze language in the video



6. Analyze language in the video

Person 1: Yeah, there are some places, I mean there are some choices which is Italian, Turkish, Greek and, err, burger, pizza places.

Person 2: There are several good places to eat round here. It's a good road for it. There's the Greek place err just there, err there's the Italian over the road, there is the American style Atomic Burgers down there who also have a pizzeria at the other end.

6. Analyze language in the video

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Find an example of:

- a) a false start and repetition
- b) an error
- c) fillers
- d) contracted forms
- e) idiomatic phrases

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7. Provide a model version



Good morning and welcome to the tour!
Today, I'm going to show you around the city of London.
This is ... (the River Thames / Tower Bridge / The Shard, etc.)
It's famous because ...
Now let's look at another famous London sight.
Straight ahead / To the right / Further to the right, you can see ...
That's the end of the tour. Do you have any questions?

8. Summarize the video

- 6 Complete this paragraph about a language using words from the video.

National Geographic Enduring Voices Project

In North America there are between 150 and 170 ¹ k_____ languages. Many of these are native American languages which are ² d_____. Now, National Geographic Enduring Voices Project is trying to help native speakers save their languages so we don't lose them ³ f_____. They use special recording ⁴ e_____ to interview older people speaking the language, and try to translate some of the ⁵ b_____ words. As a result of this work, the language of Salish, which was dying out, has ⁶ s_____. A few years ago, only about 50 people aged over 75 spoke the language of Salish, but now the tribe offers courses in Salish and the children are ⁷ s_____ in the language.

- 6 Work in pairs. Watch the video again with the sound OFF. Try to describe what happened in the microadventure as you see each action on the screen.

9. Plan a video in groups

7 Work in pairs. You are going to plan a 24-hour microadventure. Discuss these ideas and make your plans.

- Where will you go?
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- What will you see?

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9. Plan a video in groups

Plan your 2-minute video		
Time	What will you video/see?	What will you say/hear?
0.00-0.20		
0.20-0.40		
0.40-0.60		
1.00-1.20		
1.20-1.40		
1.40-1.60		

10. Create a video

University of Technology and Humanities in Radom, Poland announces
THE 2ND EDITION OF INTERNATIONAL VIDEO COMPETITION 2018'

**A DAY IN THE LIFE OF...
(NATIONALITY)... STUDENTS**

DEADLINE: 1 DECEMBER 2018
video.contest@wp.pl

Coordinator of the video project:
Magdalena Dygała
magdalena.dygala@wp.pl

PROJECT & DRAWINGS BY SKANETKA.PL

https://www.uniwersytetradom.pl/art/display_article.php?id=8541&phraze=wyniki%20konkursu%20wideo

10. Create a video



To sum up...

1. Pre-teach the language for talking about video
2. Find the right kind of video for LOTs and HOTs
3. Plan a video lesson by visualizing students' heads
4. Preview and predict
5. Identify the purpose of the video
6. Analyze language in the video
7. Provide a model version
8. Summarize the video
9. Plan a video in groups
10. Create a video

References and further reading/viewing

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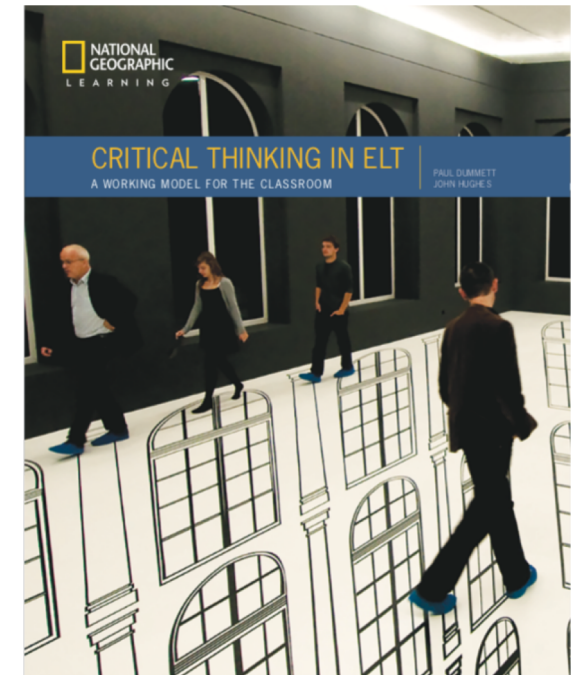
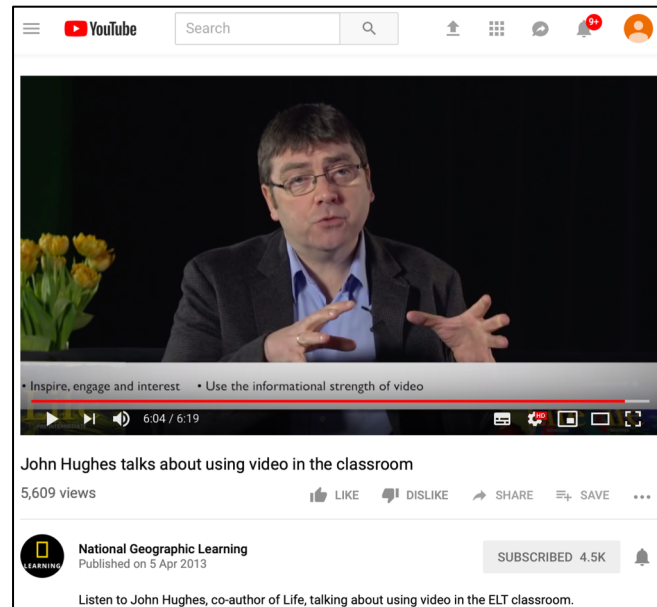
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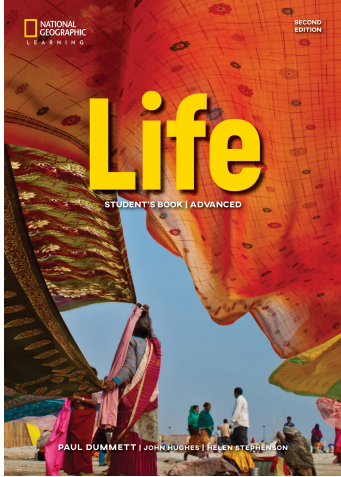
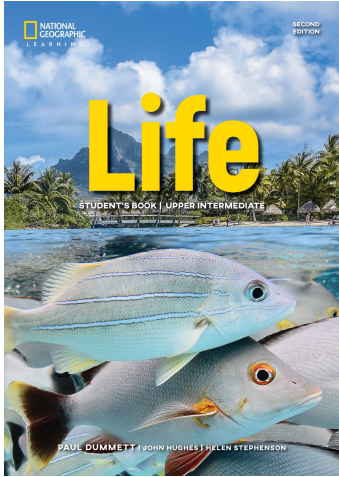
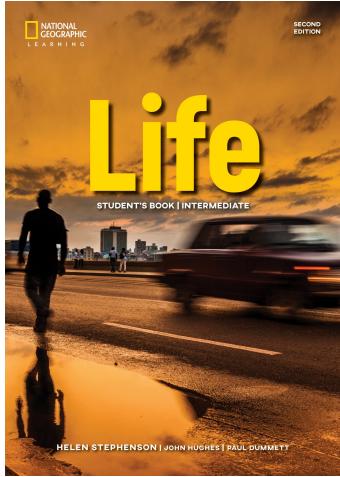
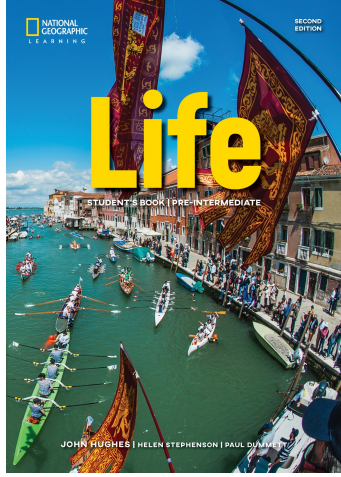
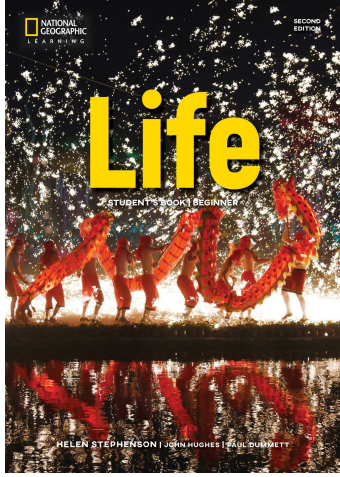
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