

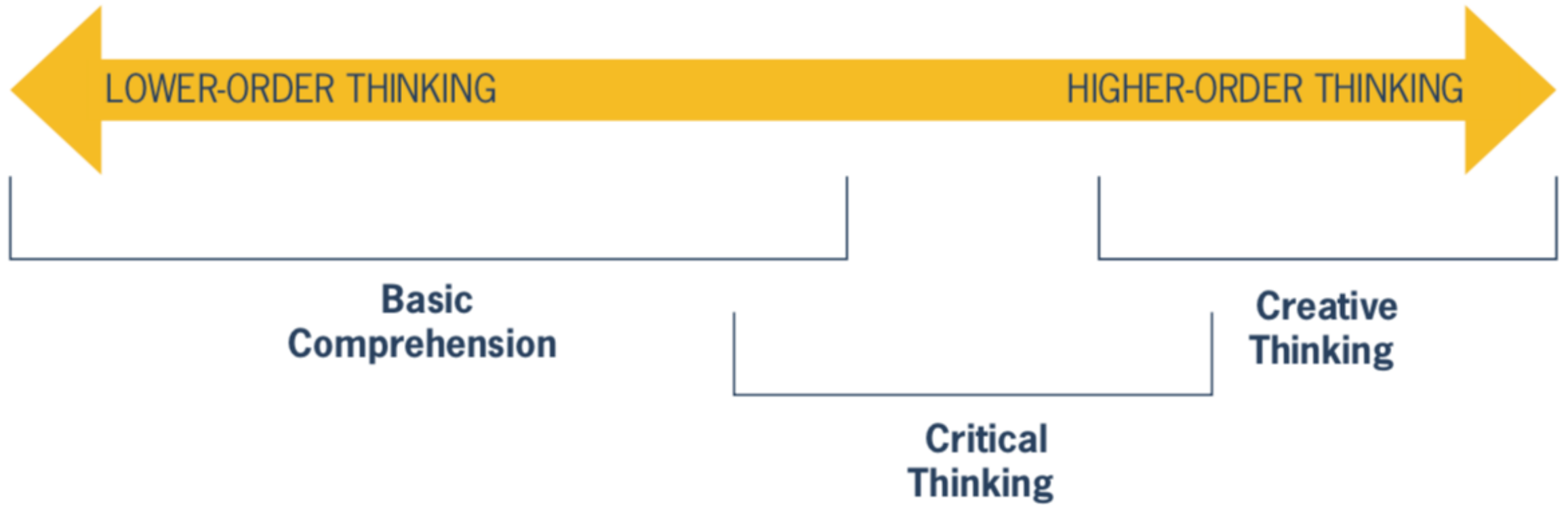


# Planning HOTter video lessons

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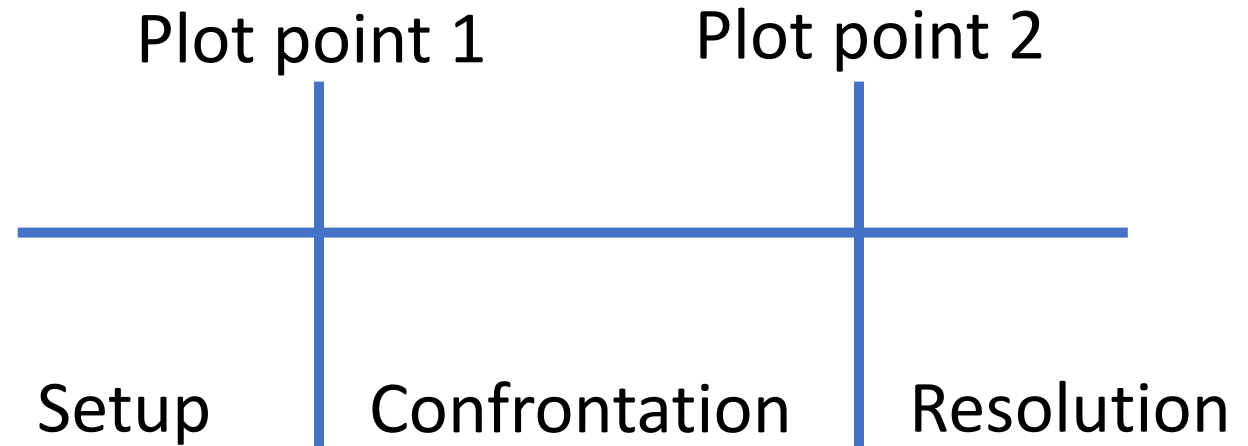
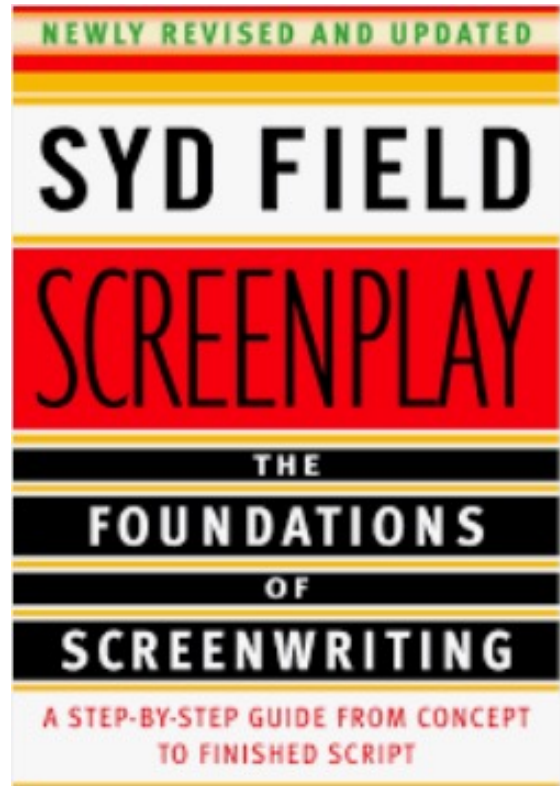
<https://www.youtube.com/c/JohnHughesELT>







Impact







Talk about video

Find someone who...	NAME
1. subscribes to a You Tube channel.	
2. has made a TikTok video.	
3. has watched the same film more than 20 times.	
4. has made a video of their pet and posted it online.	
5 has used a 'How-to' video.	
6. has a favourite website with videos for learning English.	

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.





Authenticity



**Is there a good place to eat near here?**

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.

Error

False starts and repetition

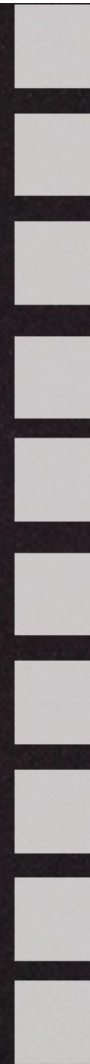
Yeah, there are some places, I mean there are some choices which is Italian, Turkish, Greek and, err, Burger, Pizza places.

Fillers and filled pauses

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.

Contracted or full forms

1. No way!
2. Isn't that awesome?
3. That is so cool!
4. What?
5. Fantastic!
6. I've never seen this before!
7. Really?
8. Isn't that amazing?
9. That is incredible!
10. Wow!







Creativity

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		





Lesson planning



Before watching	While watching	After watching
Prediction activity Discuss the topic Lead in questions Pre-teach the vocabulary	Comprehension questions Tick the action Take notes Fill-in-the-blanks Put information in order Do nothing!	Summarize the video Narrate the video Discuss the content Create a similar video

## A MICROADVENTURE



Watch: <https://www.youtube.com/watch?v=c-CgPLTE7Kc>

### Before you watch

1 Make a list of things you did in the last 24 hours. For example, *I got up, I brushed my teeth etc.*

2 In pairs, compare your lists. What was similar? What was different?

### While you watch

3 Watch the video with Alastair and Temujin. Make a list of the places they go.

4 Complete these sentences from the video using the past simple tense.

We \_\_\_\_ (take) a photo of the city light below.

We \_\_\_\_ (leave) the city.

We \_\_\_\_ (wake up) next to this rock.

We \_\_\_\_ (buy) some bread, some grapes, and some meat.

We \_\_\_\_ (go) swimming.

We \_\_\_\_ (eat) some ice cream.

Al \_\_\_\_ (sit) on a wall.

We \_\_\_\_ (make) a sandwich.

We \_\_\_\_ (find) a river.

5 Watch the video again and number the sentences in the correct order.

### After you watch

6 Work in pairs. You are going to plan a 24-hour Microadventure. Discuss each hour of the adventure and make notes under these headings:

Time	Activity

7 Work with another pair and describe your plans for the Microadventure.

A version of this lesson originally appeared in Dummett, Hughes & Stephenson Life Second Edition (2018) National Geographic Learning.

Heads down

Heads together

Heads up

Heads down

Heads up and down

Heads together

Heads together

# Videos

Snack attack [https://www.youtube.com/watch?v=38y\\_1EWIE9I](https://www.youtube.com/watch?v=38y_1EWIE9I)

A New View of the Moon <https://vimeo.com/259818647>

A Microadventure in Croatia <https://www.youtube.com/watch?v=c-CgPLTE7Kc>

# Reading

Field, S (1979) *Screenplay* Bantam Dell

Hughes, J. (2015) *How to write audio and video scripts* ELTeacher2Writer

Clandfield, L. (2014) *Heads up, heads down. heads together* English Teaching Professional, (95), November, 2014

Hughes, J (2013) *ETpedia* Pavilion ELT

Clandfield, L & Hughes, J. *ETpedia Materials Writing* Pavilion ELT

Dummett & Hughes *Critical thinking in the ELT* National Geographic Learning

# Contact me

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