

# Less is more

## Getting the most out of short videos

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### Overview

As we go through, use this table to make notes, and to decide on the purpose of each video.

	Topic	FOCUS				
		Lang	Skills	Content	Engage students	Other / notes
International Express UI U9						
Business Result Advanced U9						
International Express IX PI U9						
Successful Presentations U8						
Business Result PI U2						

\* \* \*

### Video 1 – before watching



#### Vocabulary

Complete the text with the correct form of the verbs below.

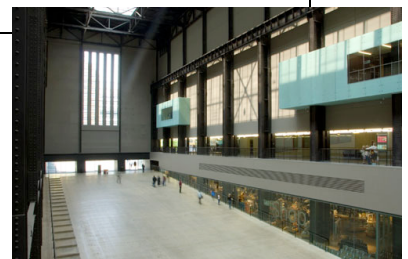
abandon demolish elevate estimate generate (x2) raise  
redevelop stretch transform

The Bankside Power Station in London lay (1) \_\_\_\_\_ for over 10 years before it was (2) \_\_\_\_\_ into the Tate Modern Art Gallery. Some developers wanted to (3) \_\_\_\_\_ the old building before it was (4) \_\_\_\_\_ as an art gallery. The power station used to (5) \_\_\_\_\_ electricity, but now it (6) \_\_\_\_\_ tourist income for London. One of the most impressive spaces in the gallery is the Turbine Hall, which (7) \_\_\_\_\_ from one end of the building to the other. You can look down on the Turbine Hall from the (8) \_\_\_\_\_ galleries above. The height of the main building was (9) \_\_\_\_\_ by two storeys to provide space for a restaurant. There is now a plan to extend the Tate Modern at an (10) \_\_\_\_\_ cost of £215 million.

Now watch the video. What do these numbers refer to?

2 billion      3      3      20      1847

1960s      1980      1999



### Video 2 – before watching [write your definition below]

*Corporate social responsibility (CSR) is ...*



**Watch the video. Identify ...**

- The name of the project:
- Its key features:
- The project's aim:
- Whether it was successful:

**Video 3 – before watching**

**Vocabulary**

**Match the words (1–7) with their meanings (a–g).**

- |                    |  |
|--------------------|--|
| 1 insurance (n)    | a a person who makes money by starting or running a business     |
| 2 entrepreneur (n) | b a particular design or type of product                         |
| 3 subscription (n) | c the payment of money to cover the costs of an accident         |
| 4 start-up (n)     | d a newly-created company  |
| 5 model (n)        | e useful, easy, or quick to do                                   |
| 6 utility (adj)    | f an amount of money that you pay to receive something regularly |
| 7 convenient (adj) | g something that can be used for several different purposes      |

**Now watch the video.**

**Content focus:**

**Put the following stages in order for borrowing a vehicle from Zipcar:** \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.

- a. open the vehicle with your access card
- b. collect the keys from inside the car
- c. pay a monthly or yearly subscription
- d. reserve a self-service car
- e. sign up to Zipline online

**After watching**

**Language focus:**

**[Video extract] Use the verb in brackets in its correct form to complete the text. Then listen again to check your answers.**

But how did it all start? In 2000, two entrepreneurs ..... (decide) to bring car-sharing to America. They ..... (open) their first office in Boston. The company ..... (grow) very quickly and soon they ..... (open) offices across America. By 2005, they ..... (have) offices in Washington, New York, and San Francisco, and by 2006, they ..... (expand) internationally.

## Video 4 – before watching

1. What makes a presentation interesting or memorable?
2. How can a presenter make the audience feel more involved in a presentation?

### Now watch the video.

1. How many customers (%) are prepared to pay more for goods/services from an ethical company?
2. What strategies does the presenter use to make his talk memorable?

### Watch the TED video.

Use (a section of) the checklist below to find out how / if the presenter brings his talk alive!

<b>8 Bringing it alive!</b>
<b>Involving your audience with interaction</b>
<ul style="list-style-type: none"><li>• Show of hands</li><li>• Discussion in pairs / groups</li><li>• Ask for contributions directly</li></ul>
<b>Stimulating the audience's imagination</b>
<ul style="list-style-type: none"><li>• Stories and anecdotes</li><li>• Real-life examples</li><li>• Analogies</li><li>• Rhetorical questions</li><li>• Repetition</li><li>• Visualize the future / reflect on past</li></ul>
<b>Showing your attitude</b>
<ul style="list-style-type: none"><li>• Body language / eye contact</li><li>• Show belief / conviction</li><li>• Big language</li></ul>

Hughes, J. and Mallett, A. (2012) *Successful Presentations*. OUP, p58 (adapted)

## Video 5

A typical lesson plan structure for using videos include tasks ...

- before watching ☐
- while watching ☐
- after watching ☐

Watch the video, and in your group, decide what task(s) you could devise and use with your students.



\* \* \*

(to think about)

**Your favourite video:**

Think of one task or exercise you could add to tailor your video to your students' needs or preferred learning styles.

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## REFERENCES / MATERIALS

Oxford University Press:

*International Express* 3<sup>rd</sup> Edition, Pre-, and Upper Intermediate (2013)

*Business Result*, Pre intermediate, and Advanced (2012)

*Successful Presentations* (2012) Hughes, J. and Mallett, A.

[https://www.ted.com/talks/julian\\_treasure\\_5\\_ways\\_to\\_listen\\_better?language=en](https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?language=en)

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