

How to liven up your lessons and keep their content up to date

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podcasting

<https://www.bbc.co.uk/podcasts>



- complementary material
 - immense source of variety of topics, PARSNIP and non PARSNIP
 - up-to-date topics, authentic language
 - a range of skills involved
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Podcasting

sample task - product recalls

Listen to a BBC radio extract in which the moderator, Evan Davis, and his three guests discuss product recalls. As you listen, complete the gaps with up to 5 words.

Guests:

Gerard Bos, UK and Ireland, Ikea

Chris Dee, Chief Operating Officer, E.H Booth

Vince Shiers, Managing Director, RQA Group

People usually think of companies such as 1) _____ when recalls are discussed.

Recalls are still connected with the feeling of 2) _____.

Gerard Bos's position with Ikea is that of 3) _____.

Ikea sells approximately 4) _____ products and there are about 5) _____ product recalls a year.

Sometimes, the risk in a product is 6) _____ years after product launch.

Booth, a supermarket chain, is a(n) 7) _____ company.

Chris will later discuss a specific case, which, according to the moderator, made 8) _____.

RQA's consultants work with 9) _____.

Several years ago, RQA dealt with a recall of a(n) 10) _____. It contained a wrong description of a(n) 11) _____.

Listen to a BBC radio extract in which the moderator, Evan Davis, and his three guests discuss product recalls. As you listen, prepare answers to the following questions.

1. Which companies are usually associated with product recalls?
2. What feelings do product recalls still provoke?
3. What is Gerard Bos's position at Ikea?
4. How many products does Ikea sell and how many of them are recalled?
5. What was the problem with the product Mr. Bos mentions?
6. What kind of company is Booth?
7. Who do RQA's consultants work with?
8. What is the example of a product that RQA dealt with recently?

<https://www.bbc.co.uk/programmes/b04bsylz>

specific example of using podcasts in an ESP lesson

<https://www.bbc.co.uk/programmes/p04b1g3c/episodes/downloads>

- students learn about the history of development of an invention or an innovation that made a breakthrough in the economy
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the process

step 1

autonomous choice
of a podcast

- choice of over 100 episodes from banking to retirement
- average length 10 minutes

step 2

preparing a summary,
group presentations

- 3-minute group presentation
- new key vocabulary
- the reason for the choice

step 3

creating a recording
summarising the topic

- voluntary
- 1-2 minute recording of the summary
- submission to depository
- teacher feedback

podcasting - outcome

- challenging task
- engaging material
- practice of listening, note-taking, summarizing, presenting, outlining and recording

- next semester follow-up, compulsory task

TED Ed

<https://ed.ted.com>

- educational purposes
 - animated videos, infographics
 - provide explanation of a situation, phenomenon
 - excellent way to enliven the beginning of a lesson
 - pre-teaching not necessary
-

TED Ed lesson material

- [TED Ed lesson material](#)



P

POLITICS

A

ALCOHOL

R

RELIGION

S

SEX

N

NARCOTICS

I

“ISMS”

P

PORK

TOPICS



PARSNIP topics

- Steve Brown
Director of Studies of the English Language Unit at the University of the West of Scotland, at IATEFL BESIG conference:
- „Rather than using English to encourage compliance with existing power structure, I propose that ELT should be used to critically engage with the structures, allowing learners to identify examples of social injustice and take steps to redress imbalances.“

Business English

- psychopaths at work
 - the evil of subsidies
 - manipulation, bullying, mobbing in the workplace
 - favouritism / nepotism
 - pressure from politicians
 - subliminal marketing
 - Apple's sweatshops
 - who really profits from the euro
-

Medicine

- quack doctors, healers
- medical failures
- pharma industry
- alcoholism and drug abuse among doctors
- inability to see a suffering human being

Education

- feminisation of education
- violent students,
- helicopter parenting, aggressive parents
- inclusion of children with disabilities

Others

- limited freedom of speech
 - failure of biofuels
 - Barnevernet
 - same-sex marriages
 - persecution of Christians
 - snowflakes at universities
 - EU's migrant quota
 - abortion
 - social credit in China
 - controlling masses in democracy
 - young people - useful idiots
-

PARSNIP topics in the classroom

- Presentation - two or more students present different points of view on the topic, discussion follows
- Panel discussion
- Opinion poll - how to frame (unbiased) questions
- Writing - argumentative essay or a report on the findings
- Holding a meeting with defined roles
- Writing an article / a blog

COLLOCATIONS

classroom activities

Guess the top collocates of a word

- **economically**
(active, viable, inactive, dependent, feasible, independent, depressed, efficient, important, powerful)
- **profit n.**
(make, generate, increase, achieve, maximize, earn, erode)
- **abandon**
(idea, policy, attempt, ship, project, claim, plans, theory, hope, plan)

COLLOCATIONS

classroom activities

Show the collocates and have students guess the word

- native ____
- rare ____
- endangered ____
- wild ____
- indigenous ____
- migratory ____
- invasive ____
- extinct ____
- open ____
- withdraw from ____
- overdraw ____
- debit ____
- audit ____
- credit to ____
- subtract from ____
- dental ____
- prospective ____
- male ____
- gifted ____
- doctoral ____
- outstanding ____
- impaired ____
- tertiary ____

WORD LADDERS / LADDERGRAMS

- invented by Lewis Carroll
- change one letter at a time

How do you get from CATS to DOGS?

CATS
COTS
DOTS
DOGS

Can you achieve the alchemist's dream of changing LEAD into GOLD in just three steps?

LEAD
LOAD
GOAD
GOLD

WORD LADDERS / LADDERGRAMS

How do you get from HEAD to TAIL?

HEAD
HEAL
HELL
TELL
TALL
TAIL

How do you get from HEAT to COLD?

HEAT
HEAD
HELD
HOLD
COLD

WORD LADDERS / LADDERGRAMS

How do you get from WET to DRY?

1. WET
2. SET
3. SAT
4. SAY
5. DAY
6. DRY

Thank you for your attention

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MUNI Language
Centre
C J V

- Let us know with [mentimeter.com](https://www.mentimeter.com) what you liked (didn't like) about the session.
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SPREEDER AT THE BEGINNING

Hello everybody,

welcome to our workshop called How to liven up your lessons and keep their content up to date. Our names are Eva and Jiřina, we both teach at the Faculty of Economics and Administration. As the title of the presentation suggests, there will be two kinds of activities - some of them diverting, the others more serious and thought-provoking. Some of the activities may fit both descriptions. We will leave it up to you to decide for yourselves.

Have you ever wondered how to make reading in class more active and engaging? Well, this speed reading application might be an answer to this. Some of you may have seen this application last year in our workshop. However, as there were some comments that there was not enough time to digest the information, we have decided to demonstrate its use again.

Well, what can you do with Spreeder? Choose a text, make some questions about it, ideally different questions for students A and B, they speedread the text twice, using [Spreeder](#). Your students will find it challenging to follow the text, remember the content, answer the questions, and share and discuss the information they have understood.