

**Team Building video. Drum Café  
Instructions, Transcript and Aida Extension**

**Video Source :** <http://www.drumcafe.co.uk/video.html>

**Download Video and Material from:**

<http://englishforcommunicationsandcustomercare.wordpress.com/2012/05/09/corporate-communicationsteam-building/>

**Aim:** The students will learn about a different teambuilding activity.  
The students will learn structures and vocabulary related to human resources.  
Students will analyze the AIDA components of a corporate ad

**Materials:** Drum café video to show in class. Length 3 min. 36 sec  
Drum café worksheet. One worksheet each student  
Drum café video script for the teacher

**Drum Café Video Transcript**

Connect to rhythm of life. Feel the heartbeat of your company. The drum is an ancient and powerful tool of communication and community building. (People clapping). Drum café offers a unique and exciting, interactive experienced designed to unite, uplift and inspire.

00:39-01:12

Each participant receives a large African drum and our skill facilitators will transform any group into a rhyming drumming orchestra. The results are unforgettable. Use this high energy corporate entertainment or teambuilding event to energize and unite your workforce.

01:12 -01:33

Drum café events break down barriers of age, gender, company seniority and culture and we require no previous musical experience. Everyone immediately feels the positive effects of the drumming as they work together to make this amazing music. ...

01:33 - 01: 46

This time drum café from Johannesburg, South Africa, is creating synergy to a sound, teaching stressed out bosses to stop thinking and start feeling the rhythm.

01:46 (man with moustache talking)

This was very different. I even got sweaty. It was very exciting, exhilarating. I loved it.

01:54 (woman with red flowery blouse)

It was nice to see people's true personalities come out instead of the corporate image

01:59-2:19

Drum café started corporate drumming in 1996 and we have performed over 10,000 corporate events, team moving sessions and performances within 19 different countries. Being the leaders in the industry we are able to adapt to almost any event. We provide drums and facilitation for groups of 5 to 5,000 people.

2:19-2:34

We focus on both corporate entertainment and team building events. We'll unite your company, energize your conference and we'll build and bring together your team.

2:34-2:57

Drum café is a powerful addition to any type of meeting or event. Kick off your conference with an energizing ice-breaker. Uplift, focus and refresh every one half way through the day. On end on an inspiring high note.

2:57- 3:36

Add something unique, admirable to your product launch or special event. Group drumming is also a great way to break the ice and create a positive atmosphere at award ceremonies. Motivate and inspire teams at incentive events and train programs. It is also an ideal activity for breaking out sessions. How unique interactive events have become a favorite for some of the top global companies, word leaders and celebrities, and now we are ready to drum with you

Drum café, unite uplift and inspire.

### Drum Café Steps to Show the Video in Class

These are the steps you need to follow.

1. Tell your students that they are going to see a different teambuilding activity.
  - 👤 We have seen teambuilding activities on the first page of unit 2. Can you remember what they were? [Happy Hour in a bar](#), [building a bike](#), [running and jumping](#), [falling into colleagues arms](#). Now we are going to see a video about a different team building activity.

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Show the first seconds of the video, up to minute 00:05, and ask the students if they know or can guess what a drum café is.



- 👤 Look at this image. Do you know or can you guess what a drum café is?

...

Students may guess from the sound they hear or from the picture of a drum which is outlined inside the globe. If they don't say this:

- 👤 Don't worry if you don't know. You are going to find out soon. I am going to distribute some handouts. Let's do exercise 1. Look at the pictures and write the nouns. (Allow time and correct the answers).

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In the picture of workers students will probably write "employees or workers". They will probably not know the word "workforce".

- 👤 "Workforce" is a synonym of "staff", the people who work in a company are the "workforce."
- 👤 Now we are ready to answer exercise 2. First you need to guess if the sentences are TRUE or FALSE. When you finish guessing, you may want to compare your answers with another classmate's. When you finish, we will listen to a section of the video to check if your guesses were correct. (Listen up to minute 01:33 and correct the answers)
- 👤 In exercise 3, you have a box with verbs in different verbal forms. Some are in present, others are -ing forms. Pay attention to both meaning and form to complete the blanks.  
(If you have lower level students, help them by telling them these tip. Allow time between tips): TIPS 👤 The first subject is in plural: "drum café events" so you know that a verb with -s or an -ing form cannot follow/ Also remember that after the form "is" of the verb "to be" you will probably need an -ing form/ The verbs "stop" and "start" are followed by -ing forms".  
(Correct the exercise by listening to the corresponding section of the video)
- 👤 Now read question 4. Listen and look at the two participants. (Listen and correct the exercise)
- 👤 Next question, 5, is about the company history. Before listening, complete the blanks with the numbers. (Allow time). Now we are going to listen up to minute 2:19 to correct the exercise.

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TIP: if you have low level students, they may have problems reading these numbers. Make students read numbers aloud before they start the exercise.

◊19 nineteen ◊1996 nineteen ninety-six ◊5 five ◊10,000 ten thousand  
◊5,000 five thousand

🎧 Question 6 is about the objectives of Drum café. Read them carefully. Make sure you understand all the words. (Allow time). Now listen to the section and check whether each objective is mentioned. The words in the video are not exactly the same as the words in the question.

🎧 The video ends by leading the potential client to buy the drum café activity for his/her company. Read question 7. Now let's listen to the final section.

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Some students may give you positive verbs. If this is the case, write on the board whatever verbs or adjectives the students tell you and after ask them to differentiate them

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🎧 Question 7 mentioned that you had to listen for adjectives but you have given me words that are that are not adjectives. What is their grammar class? **Most probably they will be verbs.**

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Question 8 answers will depend on how every student felt about the task.

#### DRUM CAFÉ EXTENSION

When students study section 4. 1 of unit 2 you can tell them to reflect on the drum café video and its relation to the AIDA acronym:

🎧 Now that we know what AIDA stands for, can you tell me how the Drum Café video complies with the 4 AIDA steps?

Students' possible answers:

Attention,	<u>The client notices the existence of the service:</u> The video starts with the tam-tam of the drum to attract attention The images and music are powerful. The sentences are short and there are many positive words
Interest,	<u>The provider needs to demonstrate the advantages of the service</u> Drum café is polyvalent: for teambuilding, product launch, ice-breaker, award ceremony, break down barriers Drum café unites people, helps people relax.... These are universal values that interest everybody.
Desire,	<u>The provider needs to persuade the client that he/she really wishes to purchase the product or service</u> There are testimonials of people who have attended a drum café session and they loved it The video tells they have performed in many countries
Action	<u>The sellers needs to lead the customer to take action</u>

	<p>The last part of the video is a summary of all of the advantages of the service so that the potential client feels the urge of getting the product</p> <p>The last sentence, the slogan, will probably stick in your mind.</p>
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