

Videoscripts

The nature of the *Life* videos is that in many cases a high proportion of language content is for receptive purposes rather than production. It is recommended that you do these activities after the treatment of the video in class (with one exception – see section C below). The videoscripts can be exploited for revision of language targets from the unit and also as a foundation for students' own production.

Note: The instruction 'highlight the text' means use **bold**, *italics*, underlining or **highlighting**.

A Working with the language content of the scripts

You can use the whole script or extracts from the script to focus on language points.

A.1 Vocabulary, grammar etc

What to do:

1 Highlight related words in the script, for example, in Pre-Intermediate Unit 3, transport words. Add an appropriate task below the text. For example, *Write the words in the correct group: 1 people 2 things.*

2 Students re-write the words in the correct category.

Variations

See also the activities in 'Teacher's Notes for *Life* Reading texts' for activities that focus on language points with gap fills, matching activities etc.

A.2 Spoken language

Many of the videos consist of a narration combined with comments from different speakers.

What to do:

1 Cut the speakers' words and paste them at the top of the page in a mixed order. Number the gaps in the script.

2 Students use the context provided by the narration to match the speakers' words with the gaps.

What to do:

1 Highlight the words of the speakers in the script. Add a checklist of features of spoken language below the script.

2 Students identify examples from the checklist in the highlighted portions.

Variations

1 Highlight elliptical and idiomatic language in speakers' words. Students work in pairs or as a class to gloss / expand the words.

2 Highlight examples of direct speech in the script. Students transform this into reported speech. (See also the section on *writing new text* from the scripts.)

Life

3 With monolingual groups, highlight typical spoken language for students to translate into their L1.

B Working with the informational content of the scripts

Students can use the information in scripts to produce their own texts. A first stage in this process is to identify the key information.

What to do:

- 1 Identify the key events or facts in a script and highlight all but two of them. Add an instruction explaining what is highlighted and that students need to find two more key events / facts.
- 2 Students work alone or together to identify the remaining two sections.

Follow up

Students use this key information to:

B.1 Write new texts

- write a newspaper report article about events in the video
- write a magazine article about a place or an organisation featured in the video
- write a personal text such as a blog, postcard or email from a place featured in the video
- write a press release by / about an organisation featured in the video

B.2 Speak new texts

- re-tell the story from different points of view (people featured in the video or new, invented characters). Assign different roles to members of a group.
- present or video a news item about events in the video
- present or video an 'on location' report with interviews
- give a presentation about a place or an organisation featured in the video
- write and dramatise a scene from a video

C Using a videoscript at the beginning of a unit

You may wish to use the video as a lead-in to a unit. You could then view it again at the end of the unit, when you will be able to exploit the target language of the unit in more depth.

What to do:

Life

1 Select five or six sentences or short extracts in the script that coincide with key visual moments in the video. (Keep any new language to a minimum.) Copy and paste these into a worksheet or a slide for projection onto the board.

2 Students read through the extracts before viewing the video. While viewing, they tick the sentences / raise their hands when they hear the extracts.

Variation

Copy and paste key vocabulary items from the script and cut up into 'cards' – again they should be things that have a clear visual representation on-screen. Give one set of cards to each group of three or four students. Students place the cards face up in front of them. As they view the video and see the words on the card, each student grabs the card before their partners.