

Audioscripts

You can exploit many of the audioscripts before or after their main treatment in the unit, but make sure that you check carefully how they are used in the unit before deciding on any additional activities. The activities are grouped below according to what students do with the script.

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

A Using the audioscripts for reading and listening

A.1 Mixed-up scripts

Use scripts that have a clear logical or sequential organisation for this type of activity.

What to do:

- 1 Re-order the main sections of a text or the different speakers' words in a conversation. Number each section for ease of reference.
- 2 Students work together to read and sequence the script, then listen to the CD and check.

Variations

- 1 Cut up the script into sections. You will need one script per pair or group of students.
- 2 For a more challenging task, have students sequence the sections as they listen.

What to do:

- 1 Re-order or cut up the different speakers' words from a script that has two or three similar conversations.
- 2 Students work together to first sort out and then build the conversations. Then they listen to the CD and check.

A.2 Gapped scripts

This activity is best for conversations with two or more speakers.

What to do:

- 1 Cut and paste the words of one of the speakers so that you have the pasted items – the words – at the top of the page and the gapped script below. Number the gaps. Reorder the pasted items alphabetically, but you can leave them without numbering so students speak the words when you are checking answers rather than saying 'b – 5' etc.
- 2 Students work alone or in pairs to match the items to the gaps, then they listen to the CD and check.

Variations for conversations and monologues:

- 1 Cut and paste related lexical items. This can work well with scripts from the Unit Openers, for example.
- 2 Cut and paste related grammatical items. This can work well with scripts from the *a* and *b* lessons.
- 3 Cut and paste functional expressions, idiomatic expressions, etc. This works best with scripts from the *d* lessons...

A.3 Alternative versions

This type of activity is best for a focus on factual information.

Life

What to do:

- 1 Create multiple-choice versions of the text by adding options within the text. Highlight and number the options.
- 2 Students listen to the CD and underline the correct options.

What to do:

- 1 Prepare a new version of the script by altering approximately ten factual details. Double-space the lines so that students have room to write on the script.
- 2 Students listen to the CD and underline the things which are different. Have students compare their ideas in pairs, then listen again and write the correct facts.

Variation

Prepare A and B versions of scripts by changing five different factual details in each version. Use short, simple scripts for this activity. Students work in pairs (AB) and read out their versions. Their partner listens and spots the differences.

B Using the audioscripts for reading, writing and listening

These activities incorporate different degrees of writing before students listen to the script. Students can work alone or together on the tasks.

B.1 Missing words

What to do:

- 1 Create a gapped version of a script without giving the missing items but giving clues, for example:
 - leave the first letter of lexical items
 - leave the first words of a speaker's reply
 - give prompts such as verb infinitives
- 2 Students read and try to complete the scripts then listen and check.

Variation

1 For a more challenging task, do not give any clues for gapped words. This works best for grammar items and closed sets of words such as prepositions or linking words rather than open-ended, factual information.

B.2 Missing information

Memory quiz - use this after the students have done the listening activity in the unit.

What to do:

- 1 Create a gapped version of a script by cutting factual information from narrative or descriptive texts.
- 2 Students work together in pairs, groups or as a class to complete the script.

Variation

1 Cut factual information from a script that students have not heard. Choose general information scripts. Students work together in pairs, groups or as a class to predict the missing information, then listen and check.

B.3 Write your own script

This works best with scripts with two or more speakers.

What to do:

- 1 Prepare a script with one of the speaker's words cut from the conversation.
- 2 Students complete the script with their own responses.

Variation:

- 1 Prepare a script with the lines double spaced. Students work in pairs and add another speaker to the conversation, making any adjustments to the existing words.
- 2 Prepare the script with key expressions highlighted. Students write a new, parallel conversation in which they must use the highlighted expressions.
- 3 Students write a follow-up conversation to the script – the next day, the next time the speakers meet etc.

In this activity students build an interview from a monologue.

What to do:

- 1 Prepare the script by highlighting up to ten key sentences in the monologue.
- 2 Students write questions about the highlighted sentences. Then they write an interview with the original speaker using their questions and the information in the script.

C Using the audioscripts for speaking and performing

Many of the activities in sections A and B above can be used as preparation for speaking or performing (in front of the class, making videos etc) the scripts. For example:

C.1 Gapped scripts

- 1 Prepare a script with one of the speakers' words cut from the conversation.
- 2 Students work in pairs and complete the script with their own responses.
- 3 Students perform their conversation for the class.

C.2 Chain reading

Use scripts that have a clear logical or sequential organisation for this activity.

What to do:

- 1 Cut up the script (conversations or monologues) into chunks that a student can comfortably read aloud. Number the first chunk '1'. You will need one whole script per group.
- 2 The student who has section 1 begins. He/She reads their chunk aloud. Students try to read the whole script in chain.

Variation

- 1 Distribute the script among the whole class and do this as a class activity.

C.3 Movie scripts

These activities are based on the script 'read-throughs' which actors do in character before filming. *Youtube* has some examples of this.

What to do:

Life

- 1 Prepare versions of the script (A and B) that have only one half of the conversation on each version.
- 2 Students work in pairs (AB) and practise reading the script. With each reading they should attempt to get more in character. Have the most extrovert pairs read for the class.

Variation

- 1 Divide the class into two, three or four groups. Make versions of the whole script that have the different groups' parts highlighted. Do the reading as a group chorus.
- 2 Students dramatize the script and make their own videos.