

# Activities for Video Scripts

These materials have been designed to complement *Teaching Communication, Skills and Competencies for the International Workplace*, [Routledge](#).

## **Using video scripts for classroom activities (Units 1-8)**

The following are some ideas for exploiting the scripts of the video clips in Units 1-8 of the book. For convenience, the ideas have been grouped into three sections: before listening, while listening and after listening.

### **Before listening**

#### **1. Predicting content**

Make copies of the script you want your students to work with. Cut it up into lines of text. Distribute the cut outs to pairs or small groups for them to predict what the listening/video is about. They then share their ideas with the whole class.

#### **2. Ordering texts**

Make copies of the script you want your students to work with. Cut it up into paragraphs or sections. Distribute the cut outs to pairs or small groups for them to put the pieces of text into the correct order. They then share their ideas with the whole class.

#### **3. What's the missing word?**

Make a copy of the script you want your students to work with. Using correction fluid (e.g., Tipp-Ex), blank out the nth word (e.g., every 5<sup>th</sup> word) in each line. Make copies of the new text and distribute it to pairs or small groups for them to guess the missing word. They then share their ideas with the whole class.

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## While listening

### 4. Confirming predictions

Make copies of the script your students have worked with (see 1-3 above). Students read the script as they watch the video clip and confirm their predictions (e.g., content, order of the text, missing word) and correct those they didn't get right.

### 5. Choosing a favourite word/expression

As they read and listen, students circle their favourite word or expression. They then explain their choices to the rest of the class.

### 6. Underlining unfamiliar word/expression

As they read and listen, students underline unfamiliar words or expressions. They then ask other students whether they know the meaning.

## After listening

### 7. Summarising content

After students have finished listening or watching the video (this may take more than one listen), they work with another student and summarise the content of the clip. They then share their summary with the rest of the class. Any differences in the summaries are discussed.

### 8. Asking comprehension questions

After students have finished listening or watching the video, they write two or three comprehension questions on a piece of paper. They then swap questions with another student, and answer the other student's questions. The pairs then confirm or correct the answers.

### 9. Identifying collocations/expressions

After students have finished listening or watching the video, they use the copy of the script given by the teacher to find collocations or expressions in the text. If an electronic version of the script is made available to them, they could use the Find function (Ctrl+F or Command+F on Mac) on their word processors to find all the examples of the collocation or expression they have identified.