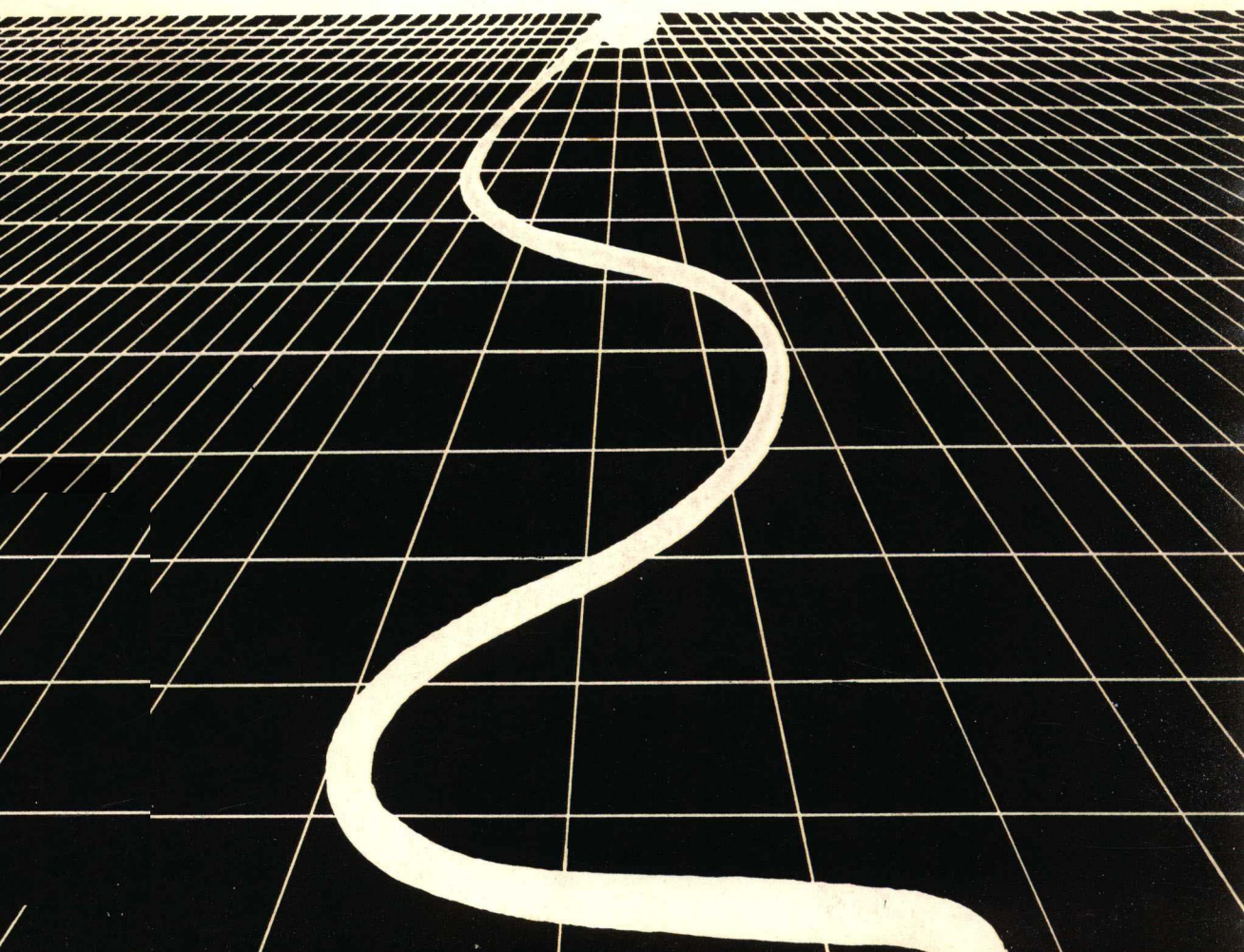


FOLLOW THROUGH

TEACHERS' MANUAL



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FOLLOW THROUGH

TEACHERS' MANUAL

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Printed and bound by Eyre & Lott
at Grosvenor Press Portsmouth

ISBN 0 946675 25 2

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Author's acknowledgements

Many ideas and suggestions from friends have been used in this Teachers' Manual and accompanying Students' Book. I would particularly like to acknowledge the contributions from Ken Wilson (English Teaching Theatre) and Kathy Flower (BBC English by Television), the constructive criticism of Ken Cripwell and Chris Brumfit (University of London), the editorial skills of Rosie Allen (BBC English by Television), and the development of the audio materials by Geth Evans.

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Introduction

FOLLOW THROUGH is a multi-media course for students who have completed a beginners' course in English (such as the BBC course **FOLLOW ME**). The course assumes a knowledge of English which approximately corresponds to the Council of Europe Threshold Level.

The course materials present English in a wide variety of communicative situations, and are designed to develop the students' fluency in speech and writing, as well as their listening and reading comprehension skills.

The **FOLLOW THROUGH** course consists of:

- 15 x 25 minute video units (or broadcast television programmes)
- 2 x C60 audiocassettes
- a book of the video scripts with detailed notes on language and subject matter
- a Students' Book
- this Teachers' Manual.

COURSE MATERIALS

VIDEO SERIES

The 15 video units are linked thematically. Each unit consists of:

Sit Com

The Sit Com features entertaining incidents in the lives of several people who work on a television programme called **FOLLOW THROUGH**. The people in these scenes speak at normal conversational speed but their vocabulary and grammar are carefully controlled. These scenes are used to present the major language topics.

Documentaries

Three of the people in the **FOLLOW THROUGH** scenes are reporters who make television documentaries about a variety of literary, cultural and recreational aspects of British life. Each documentary is a complete item, lasting three or four minutes. There are two documentaries in each unit (only one in Unit 15). The documentaries include interviews with people whose language is not controlled, and many of the people interviewed speak with regional British accents which the students may sometimes find quite difficult to understand. The aim of the documentaries is to give students the opportunity to listen to natural language used in authentic situations.


Conundrum

This is a murder mystery story and each unit includes a five-minute episode from it.

'Conundrum' is similar to any serial which might be seen on British television and the story is quite complicated. However, the episodes are short and the language is not too difficult to understand. It includes examples of the language points presented in the Sit Com scenes.

In Episode 1 the body of a murdered man is discovered in a hotel. The students follow the police investigations as they try to track down the murderer. A complex plot leads to the eventual revelation of the murderer's identity in Unit 15. Remember to keep the secret of 'Conundrum' from the students until they have watched all the episodes.

AUDIOCASSETTES

The two C60 audiocassettes consist of a variety of exercises which complement or extend the exercises in the Students' Book and provide extensive work on listening comprehension, oral production drills, pronunciation and intonation practice. They can be used either in the classroom or in a language laboratory. The symbol  in this book indicates where there is an audio-related exercise.

The audio scripts are given at the back of this book.

VIDEO SCRIPTS

There is a separate book of video scripts containing the complete scripts of the video units with notes that explain colloquial, difficult or unusual words, expressions and other language points. There are also notes on subject matter which give background information on items or events referred to in the video.

If you have the scripts, you will find them very useful when planning the class, particularly if access to a video player is restricted outside classroom hours. Use them to make a note of the counter numbers on the video so you can find each sequence quickly and easily when you are taking the class, and also to mark any other language points or features you would like to highlight, for detailed study of individual utterances or sequences and for checking students' answers. (See p 6 for more detailed suggestions on preparation and the video scripts.)

STUDENTS' BOOK

The Students' Book reflects the composition of the video units. Each book unit is divided into three main sections – Sit Com, Documentaries, Conundrum – followed by a Language Study section.

Sit Com

The Students' Book material for each episode of the Sit Com is designed to help students understand what happens on the video, and to focus their attention on various aspects of communication, such as appropriacy of language in different situations, gestures and behaviour, as well as language functions.

Documentaries

The exploitation of the documentaries is different in style and approach. There is a written summary of the documentary, with some language practice and extension activities. These exercises are designed to complement the video presentation of the documentaries. Students can enjoy the experience of watching a short film about Britain, and use the printed material for preparation, later reference and project work.

Conundrum

To follow a murder mystery story in a foreign language means understanding the essential details of the plot. The Students' Book materials are designed to facilitate the students' understanding of the mystery, without destroying the tension and excitement of the puzzling murder story.

Language study

At the end of each unit, there is a Language Study section which concentrates on the major language points and other language points that occur in the unit. It draws on examples from the video sequences, and uses them to give the students an insight into different features of the English language. The Language Study section includes a Language Review which summarises the language points taught in the unit, and a glossary of Key Words and Phrases.

TEACHERS' MANUAL

This Teachers' Manual includes a general introduction on **Teaching with video**, which is intended to be a practical guide to the use of video in the classroom, with notes on some different approaches which can be used when teaching FOLLOW THROUGH. The general introduction is followed by detailed teaching notes and answers for all the exercises in the Students' Book. Suggestions are also made for further exploitation of some exercises, for project work and for follow-up activities.

TEACHING WITH VIDEO

Video is an extremely rich medium and it offers students a wide variety of visual experiences, as well as a great range of language. For many students this can be bewildering. You, as teacher, are there to select, recommend, prepare, re-use and follow up the contents of the FOLLOW THROUGH sequences. You can also guide the students in their learning techniques and strategies. The aim of this introduction is to help you to do that effectively.

1 PREPARATION

Preparation is, of course, an essential when teaching with video as with any other aid. Ideally, you should view every video sequence completely before using it in class. If you have the video scripts, read them carefully and mark items of interest. These may be language features: special vocabulary, important structures, idioms, colloquial language. Or they may be things like the physical background, people, places, clothes, behaviour, gestures, road signs, and so on. Alternatively, make a list of points as you watch the video. The Students' Book and this Teachers' Manual, of course, serve as the main guides to the key items of interest.

You may find that timetable difficulties or organisational problems such as room allocations or the availability of the video player make it impossible to view the whole sequence before you take the class. In this case, your main aids for preparation are the video scripts, if you have them, and the Students' Book. It must be emphasised that this is a less satisfactory solution that loses many of the benefits of more detailed preparation, which comes only when you watch the whole video sequence. For example, the important gestures and signals made by the characters, the intonation in their voices or the background music and sound effects all add considerably to the richness of video sequences as a teaching resource.

Finding the right place on a videocassette is important. If the video player has a counter, then return the counter to 000 at the beginning of the cassette and note the counter numbers at the beginning of the sequences and of items you want to point out so that you can find them again quickly and easily.

2 ORGANISATION IN THE CLASSROOM

The layout of the classroom varies greatly both within institutions and throughout the world. You may not have direct control over the physical teaching situation. Students may sit at fixed benches or tables; they may be in rows, pairs or circular groups; they may just sit on the floor. Whatever the situation, it is essential that all the students can see the television screen clearly.

A class of thirty students should be able to see well enough if they group themselves around the screen. If necessary, some students can sit in the aisles or gangways during a viewing. For very large classes, for example, in a full lecture hall, it is useful – if luxurious – to have more than one television screen placed around the room.

When you are showing FOLLOW THROUGH, the focus of attention should be the television screen. The television set should stand alone, with you to the side, or

among or behind the students. Ideally, use a remote control facility to operate the video player. If this is not available, then long cables can be used between the video player and the television screen, so that the person operating the video player does not obstruct vision of the screen.

Other classroom aids may distract attention, so overhead projectors, for example, should be switched off or removed before the television is switched on. Care should also be taken that there are no annoying reflections of sunlight or classroom lighting on the screen.

3 ACTIVE VIEWING

Domestic television is so closely associated with entertainment and relaxation that many students watching video in the classroom may expect only to be entertained. It is therefore essential that students appreciate how valuable the video can be for learning as well as for entertainment.

The FOLLOW THROUGH materials aim to encourage students to view actively, to respond to the video so that they can gain more from their viewing. To achieve this, the students' attention is focused on certain parts of each video sequence. This helps ensure comprehension as well as increasing their enjoyment and satisfaction in viewing. In addition, active viewing maintains the students' motivation. The practical teaching suggestions in this Teachers' Manual are all designed to encourage active participation by the students.

Working with FOLLOW THROUGH on video does not mean that you have to adopt a completely new methodology. You will recognise familiar teaching techniques in many of the detailed suggestions in the Students' Book and this Teachers' Manual. If you use wallcharts, magazine pictures, blackboard drawings, or group work activities, then you can apply your own successful teaching methods to video, making adaptations as necessary. Of course, the special nature of video (sound and vision that can be held or repeated at any time) means that there will be some classroom techniques that are really unique to video. But even these draw on established teaching ideas for their proven effectiveness.

4 PRACTICAL TEACHING SUGGESTIONS

Most language learners are quite used to television – but not in the classroom. They expect television to be a one-way medium from television to viewer. These suggestions show how you can encourage the students to interact with the video sequences. All the facilities of the video player should be used: freeze-frame, replay, playing without sound, playing without vision and so on. Details of these facilities are given on page 16.

The ideas outlined here concentrate on different aspects of language teaching and the use of video. You can freely adapt any of these ideas for use with different levels of language students. Once you have tried out these suggestions, you may wish to develop further ideas of your own.

- i) Active viewing guides
- ii) Silent sequences
- iii) Video with no picture
- iv) Non-verbal signals
- v) Recall and narration
- vi) Speculation
- vii) Register and appropriacy
- viii) Vocabulary development and structure practice
- ix) Transfer activities
- x) Information gaps

i) Active viewing guides

To follow a dialogue, narrative or commentary in English that may be difficult, students need to have a general understanding of what they will see and hear. Active viewing guides are simple comprehension tasks that focus on the essential information and action in a video sequence. Their main purpose is to increase the students' understanding – not to test them. The tasks are designed to be easy to complete, and require students simply to make a tick or a cross in a series of boxes. These viewing guides help students follow the video sequence, and often give them the satisfaction of discovering key information for themselves. This is motivating, reinforcing the attractions of television and encourages students to be alert, active viewers.

The active viewing guides in FOLLOW THROUGH serve several purposes. Some establish who characters are and the relationships between them, some draw attention to key language items, while others focus on aspects of communication such as gestures and facial expressions. The following viewing guide is from the Sit Com in Unit 4.

3 Travellers

Where have the FOLLOW THROUGH staff been to abroad? Tick (✓) the places they have been.

	Billy	Sarah	Joe
Italy			
North Africa			
nowhere			
the Middle East			
Tenerife			

The task is easy, it is designed for success, but it is easy only if the destinations are known to the students. It could be too much to expect some students to pick up the names of the countries without preparation.

A similar type of guide is one that includes more information than is necessary: This guide is from the Sit Com in Unit 5.

2 Julie's mother

Julie's mother has a lot of curios and bric-a-brac. Check that you know the following, and tick (✓) the ones that you see in the living room.

- | | |
|---|---|
| <input type="checkbox"/> a cakestand | <input type="checkbox"/> an Italian wine bottle |
| <input type="checkbox"/> a blazing fire | <input type="checkbox"/> a grand piano |
| <input type="checkbox"/> a tapestry wall hanging | <input type="checkbox"/> a sun goddess |
| <input type="checkbox"/> a standard lamp | <input type="checkbox"/> a grandfather clock |
| <input type="checkbox"/> Spanish dancers | <input type="checkbox"/> a portrait of Julie's father |
| <input type="checkbox"/> a temple dancer from Burma | <input type="checkbox"/> a photograph of Julie's father |

This is basically a vocabulary extension activity. By introducing *possibilities*, the students' search is like a detective game; more stimulating, and therefore more useful, than just learning vocabulary lists.

Understanding a video sequence sometimes depends on understanding a particular item of essential information. This is especially true of the murder mystery serial 'Conundrum'. In order to appreciate how the mystery is solved, it is essential that the students follow the plot and notice the relevant points. However, the drama in the story should not be spoiled by making the points too obvious.

The following viewing guide from Unit 1 focuses on the characters of the hotel manager and Michael Kelly, the waiter who found the body of the murdered man. The guide not only heightens the students' interest in two of the suspects, but it also increases their vocabulary to describe people.

2 The hotel staff

The manager meets Michael Kelly, a hotel waiter, outside the service lift. Which words describe them?

Michael Kelly	the manager
well-dressed	
scruffy	
hard-working	
trustworthy	
dishonest	
friendly	
arrogant	

Explain your opinions and reasons to two other students in your class. Try to agree on a list of characteristics for the waiter and the manager. Write a short description of their characters.

Sometimes a sequence can be understood by most of the students, but you will want to draw attention to key features in the language. The following example from Unit 3 illustrates this.

1 Exaggeration

Everyone at the FOLLOW THROUGH office exaggerates. Who says the following things? Write the names in the left-hand column. If you think what they say is true, put a tick (✓) in the right-hand column. If you think it is an exaggeration, put a cross (×).

Who says ...?		... is it true?
	When you learn to pay your debts, I'll learn how to make a good cup of tea.	
	The next time someone shouts at me, I'll tell them to wait until I'm ready.	
	If I'm caught, I'll be put in prison for hundreds of years.	
	Don't worry, Billy. I'll visit you every twenty-five years!	
	I'll have to sell that car. It's more trouble than it's worth.	
	Sarah's going to find the second-best clairvoyant in Europe. Today. Somewhere in London.	

Explain your reasons to other people in your class.

This viewing guide can be treated in two stages. Firstly, the students are guided to listen to who says what in the dialogue. This task requires just one-word answers. Secondly, the students are asked to listen and interpret the degree of truth in what is said. You will probably need to stop the videocassette at selected points to allow the students time to write their answers. Depending on the level of ability of the students, the videocassette should be played (with pauses) once, twice or even more times.

Integrating viewing guides into the lesson

The aim of the viewing guide is to aid comprehension. Watching FOLLOW THROUGH on video motivates students and the guides are designed to build on this positive feature. Do not use the guides to catch students out – which will demoralise them – by asking them to complete them without proper preparation.

There are three clear stages for using viewing guides:

- pre-teaching the aims and the language of the guide
- watching the video and completing the task
- follow-up activities.

The language in the viewing guide should first be prepared thoroughly with the students. Next, the viewing guide should be completed while or immediately after watching the video. With most guides, the students can note their answers while viewing the sequence for the first time. With others, the sequence may have to be played twice or more before they can complete the task.

With some guides, especially when note-taking is required, the sequence may have to be interrupted and paused. This is to allow time for thinking and writing. Students cannot be expected to write and watch at the same time.

When completed, the viewing guides are useful to students as reference notes for information about the various FOLLOW THROUGH sequences. They can be used

for immediate feedback as soon as the task is completed: ask comprehension questions based on the viewing guide to check that everyone has understood the sequence. This gives students the opportunity to talk in class and to practise speaking from notes or outlines. The viewing guides are also useful later. Several days after watching the video sequence, you might want to revise the content of the sequence. The completed viewing guide serves as an excellent memory aid for the students. When they look at the guide, two motivating factors are apparent:

- the students are reading from their own (correct) notes
- the viewing guide draws the attention of the whole class together, reminding them of the shared experience of watching the video.

ii) Silent sequences

Watching FOLLOW THROUGH can often be made even more intriguing by playing the videocassette with the sound turned off. These silent sequences provide excellent opportunities for practice in narrating or describing what has happened or what is happening at the moment. (Note that the sound adjustment control is normally on the television set, and not on the video player.) The following viewing task from the Sit Com in Unit 7 requires little more than observation, once the language in the guide is understood.

1 In the office

Billy wants to change his lifestyle to keep fit. What can you see that shows that he has tried? Tick (.) what he does.

- | | |
|---------------------------------|--------------------------|
| A He arrives for work early. | <input type="checkbox"/> |
| B He is wearing a tracksuit. | <input type="checkbox"/> |
| C He is wearing running shorts. | <input type="checkbox"/> |
| D He eats fresh apples. | <input type="checkbox"/> |
| E He drinks fresh orange juice. | <input type="checkbox"/> |
| F He does physical exercises. | <input type="checkbox"/> |
| G He jogs around the office. | <input type="checkbox"/> |

The next viewing task, from the same unit, requires different language skills. The guide structures the account which the students must give either orally, or in writing.

2 In the canteen

Sarah has difficulty in making a cup of instant coffee. Write an account of what happened, using the following words and phrases.

- | | | |
|-----------------|-----------------|----------------|
| first of all... | opened | instant coffee |
| so... | put...in | a coffee tin |
| then... | took...out | a lid |
| because... | looked at | sugar |
| as... | turned...round | a spoon |
| and finally... | saw that it was | a spoonful of |
| | poured...back | a cup |
| | was labelled | |

iii) Video with no picture

A variation is to play the video with the sound on, but with no picture. Turn the contrast control on the television set to very dark, so that the screen remains blank or simply turn the television around so the students cannot see the screen. Play the videocassette as a soundtrack only. Proceed with comprehension work on the soundtrack until you are sure the students understand the language they have heard. Then get the students to prepare a description of what they imagine the pictures show at each point, where the characters might be, what they are doing, the expressions on their faces, etc.

iv) Non-verbal signals

Using video for language teaching allows you to focus attention on some of the most important features of communication. Non-verbal information, conveyed by facial expressions, gestures, movements of the body and so on, communicate a great deal of any message. All students who are going to meet native speakers of English need to recognise these aspects of communication. For many students they present a model which must be imitated and mastered.

A simple way of focusing the students' attention on such features is to offer a choice. The students will probably need to be taught some of the vocabulary in advance, as the language used to describe behaviour is different from the spoken language in the FOLLOW THROUGH scenes. Students need to be prepared so that they are able and willing to voice their interpretations. Here is an example from the Sit Com in Unit 4. Students can also mime the emotions and reactions listed in a role play activity.

1 At the travel agent's

What words would you use to describe Billy and the travel agent?

Tick (✓) the words you choose.

Billy		travel agent
	annoyed	
	curious	
	eager	
	embarrassed	
	helpful	
	interested	
	pleased	
	surprised	

v) Recall and narration

You can interrupt any video sequence at almost any point to provide an opportunity for the students to retell what they have just seen. This type of activity gives practice in the language features used in story-telling and recall, for example, the use of the past simple and past continuous tenses, the use of connectors, and so on. In this example from the Sit Com in Unit 4, the students must provide the connectors.

2 Car thief

Retell the story of the car theft. Use the following words and phrases.

- A . . . went into the office
- B . . . drove away
- C . . . stopped
- D . . . was struggling with the car door
- E . . . came round the corner
- F . . . opened the door
- G . . . was trying to open it
- H . . . watched what was happening
- I . . . shrugged
- J . . . got in

Stopping the cassette and asking questions is very easy to do with video. It can have great benefits, but remember that there is little point in asking the class questions which require language in the answers which is more difficult than the language you are teaching. This is particularly true if the students are asked to speculate, or to interpret what they see.

vi) Speculation

Inviting students to speak is valuable because it allows them freedom to use the language that they know. On some video players, you can hold a picture on the screen by using the 'freeze' button. In 'Conundrum', speculation is an essential part of the story, as the students are often invited to discuss what happens next. Here is an example from Unit 4.

3 Discussion

The hotel manager listens at the door as Detective Constable Maxwell interviews Kelly. What is the manager trying to do? What do you think Kelly can tell us about him?

Speculation activities can also be used in group work for writing possible endings to sequences. Stop the videocassette and ask the students what will happen next. Students can work in small groups, scripting possible continuation sequences. These can be read or acted out to the class, and then the class can vote on different groups' ideas. When this has been done there will be the interest (and amusement) in seeing the FOLLOW THROUGH version.

vii) Register and appropriacy

FOLLOW THROUGH presents a language in a context. The full communicative situation can be appreciated by the students because they are provided with a large amount of visual detail about the speakers and the setting. Video helps students understand the differences in formal and informal language, polite and impolite language, degrees of anger, enjoyment, liking, disliking and so on. Even students who have attained a fairly good standard of English may find it difficult to choose appropriate language to suit different situations.

This extract from Unit 5 shows how students can be made familiar with differing language registers and their appropriacy in different situations.

4 Flashback

Hutchinson explains to the police how he met Alec Lee in the hotel bar, when he was having a drink with Gibbs. Watch the flashback sequence carefully, and then look at the dialogue possibilities below. What do you think they said? Remember they are professional colleagues meeting in a bar.

Write **A**, **B** or **C** in each box on the left to show what each person says.

		A	B	C
	Gibbs:	Ah, Alec. Good evening!	Ah, good evening Mr Lee. How very nice of you to come!	Alec, hello!
	Lee:	Mr Gibbs, may I say it really is a pleasure to be here.	Hi! Everything okay?	Good evening, Matthew. And how are you?
	Gibbs:	Come and sit down.	Come over here and sit down.	Do please take a seat.
	Hutchinson:	Sit here.	Here, have my seat. I'm just going.	I'm leaving actually. Do take my seat.
	Lee:	Thank you very much indeed. That really is most kind of you.	Thanks.	Thank you very much.

This is an important exercise for many students, as they often lack experience of using their English in a variety of different social situations. For this reason, the errors that they make may be insignificant in terms of grammar or vocabulary, but may be significant in terms of appropriacy. That is, without intending to be, they sound over-polite, too brusque or not as enthusiastic as they wish to be.

You can extend this idea by asking the students to provide alternatives to what they hear, but which match what they see. With good classes most of the suggestions will be grammatically correct, but some suggestions may be inappropriate; they may be too impolite or too formal, or they may be expressed in language more usually used with a different social group, such as children.

viii) Vocabulary development and structure practice

FOLLOW THROUGH presents students with an almost limitless visual resource, equivalent to many thousands of magazine pictures. Any picture or sequence can be used for vocabulary building and structure practice.

This is particularly true of the documentary sequences. These give students an insight into diverse areas of life in the UK.

The richness of the visual information in **FOLLOW THROUGH** may well prompt students to ask questions about what they see. At all levels of language competence and social sophistication, there will be students who will see on the screen things that interest, puzzle, surprise or annoy them. You should let the students have some autonomy. Build into some lessons a session in which they can call out whenever they want you to stop the videocassette. They can then ask questions about what they have seen or heard. This procedure has two advantages:

firstly, it provides a genuine environment for questions initiated by the class because the motivation and interest shown are the students' own. Secondly, the question might spark off the possibility for structure practice or some other follow-up teaching/learning phase. Students are always more receptive to teaching if it is in response to their own expressed interests.

ix) Transfer activities

The need for active viewing and classroom techniques which encourage interaction between student and video underlies all the activities in the Students' Book. It is also important to develop language activities which extend the material presented by the video sequences into the realm of the students' own interests and experiences.

Examples of this are the discussion activities based on the documentaries. The video sequence (and the audio and book material) provide the stimulus. The students follow this up in their own way.

Role play is an excellent way of practising speaking. It also helps to overcome the reluctance of many students to speak freely, often caused by their fear of making mistakes. Role plays can be based on the situations presented on the video but they allow students to vary the language used.

As we have seen above, communication is more than just words; it is behaviour too. The way we use our hands and arms, our facial expressions, the way we sit and stand, the distance we put between one another when we speak – these can all be observed on video and practised in role play. Good role playing is more than just reading a part in a dialogue; it is assuming the role of another person and talking and behaving accordingly. Students therefore should be encouraged to get up, walk around and act the role they are taking. FOLLOW THROUGH provides the model and shows how native speakers actually behave when speaking. Encourage your students to copy. They will be more effective communicators in English if they do.

If you have the book of FOLLOW THROUGH video scripts, they can always be used for reference and for students to act out scenes in the classroom. This is especially useful in the early stages of role playing.

x) Information gaps

An effective way of setting up a situation in which the students can communicate what they see in FOLLOW THROUGH is to create an information gap. This means giving information to some of the students in the class but withholding it from the others.

One technique for organising this is to divide the class into pairs: Student A and Student B. All the As sit with their backs to the screen. At the same time the Bs watch a silent sequence. At the end of the sequence, each Student A must ask Student B questions to discover what happened.

A variation on this approach is to create a complete video split; that is, the sound and the vision are presented separately to the class divided into two groups. Students A watch a silent sequence and then write a possible video script. Students B either listen to the video without the picture or read the actual video script (with stage instructions deleted) if you have it and anticipate what is happening on the screen. In pairs, As and Bs then compare notes and discuss the differences. Piecing together what happened and what was said is now slightly more difficult as both Students A and Students B in each pair will need to ask and answer detailed questions.

Whichever technique is used, the communicative task is the same: the students pool their knowledge and through communicating with each other fill in the gaps in their knowledge.