

Using Word tapescripts

The Student's Book and Workbook tapescripts in *New Headway Pre-Intermediate, fourth edition* are provided on the Teacher's Resource Disc as both PDF and Word™ documents. The Word versions provide a useful resource that can be exploited in the classroom in a variety of ways.

Listening tasks are often 'unseen', i.e. the students listen and complete tasks without seeing the tapescript. It is important that students become independent listeners and so, with tasks of this type, it is recommended that students do not read the tapescript before they listen. There are, however, a range of post-listening activities that can make use of the tapescripts.

Consolidation and support

Students often enjoy reading and listening to a tapescript after they have done the corresponding tasks. They can confirm their ideas about the speakers, context, or details of the script; they can pick up on aspects of the script not covered by the listening task(s), and they can highlight areas of misunderstanding when they first listened.

For shorter scripts in *Practice* sections you can encourage students to listen and read aloud with the speaker(s). This highlights pronunciation of grammar and will help reinforce the structures being focused on. Weaker learners often find this technique especially helpful.

Language work

The scripts can be exploited for extra language activities:

- **Find and underline:** Students look for specific examples of recently presented language, such as structures and vocabulary. Students should be encouraged to transfer any useful items to their notebooks.
- **Reorder the lines/sections:** Students put lines of dialogue or sections of longer scripts into the correct order. These techniques are useful as revision or consolidation, and so are best done a reasonable time after students first listened to the script. Before class you will need to photocopy enough pages for your students to work in pairs and also cut up the relevant script.
- **Fill in the gaps:** Students complete a gapped version of the script. Again, this can be a dialogue or narrative style script and can be used to recycle or consolidate both target structures and vocabulary. Care should be taken in the selection of the words so that students are not expected to focus on low-frequency or incidental items. Typical items to gap in a script include: key items of vocabulary that form a lexical set, key structural items, e.g. auxiliary verbs, past tenses and past participles, adjectives and adverbs, prepositions, etc. You can also gap answers or questions in dialogues to consolidate question formation/comprehension. Mixed ability

classes can be catered for using this technique by gapping fewer or easier items for the weaker learners in the class. Before the class, you will need to produce a gapped version of the text and photocopy enough pages for your students to work individually.

Pronunciation/fluency work

Extra work on pronunciation can also be provided by working on the tapescripts:

- **Listen and analyse:** Students focus on a particular section/line of the script and listen out for features such as: stress, voice range, and intonation, pronunciation of key sounds, different sounds (minimal pairs), linking features (elision, assimilation, weak forms), etc. These work best with texts of spoken English or dialogues. It is best to keep the sections of script short for this type of analysis and to encourage students to mark their analysis in a graphic way, e.g. arrows for voice range and intonation, two or three of the phonetic symbols for sounds that students often confuse, linking symbols, e.g. *I'm Italian*.
- **Listen and practise:** Students listen and repeat short sections of the text after the recording. This works well with dialogues, as students can go on to practise with a partner, and it can help to build confidence and develop overall fluency.
- **Roleplay:** Students work on a whole dialogue in pairs/groups. They can follow the scripted version and then work without scripts and improvise the situation, changing the language to suit their own needs.

Self-study

There is opportunity for self-study by getting students to make use of the listening scripts for 'unseen' exercises in the Workbook. Students should do the listening tasks without reading the script first and then they can make use of the script in the following ways:

- highlight useful language and record it
- focus on areas they got wrong and analyse why
- take the part of the second speaker in dialogues, working from the script at first, and then spontaneously giving their own answers
- read aloud with the script to develop confidence and oral fluency
- identify their own typical problems and think of ways to solve them before they listen again