

Preparation

- Anticipate content and vocabulary by having students give personal examples related to topic of the segment.
- Ask students to predict or identify the most (or least!) relevant vocabulary on a list, based on segment title or other indication of the topic.
- Direct individuals or groups to complete a cloze (fill-in) activity based on a (partial) transcript; discuss answers without correcting.
- Direct students to focus attention on certain events, expressions, things, people, terms, problems.
- Discuss customs or cultural stereotypes to be encountered in the segment.
- Discuss the title and predict the content of the segment.
- Discuss a wider issue, period, topic, or problem addressed by the segment.
- Display and discuss a map of relevant area.
- Require reading of a related article, advertisement, poem, story, etc.; option: have students locate related text in newspapers, or magazines.
- Require reading of text summarizing scenes or action; or: assign a cloze activity based on a summary of the segment.
- Review grammatical forms to be heard.
- Review the historical or technical background of a difficult topic; focus on activating students' own prior knowledge of the topic.
- Review or exercise grammatical feature(s) used frequently in the text of the segment.
- Review/present key vocabulary to be heard.
- Use pictures, conversation, or realia to introduce the vocabulary of the segment.

Presentation**Viewing without Sound**

- Complete statements describing or narrating the visual sequence.
- Create a plausible narrative for the visual sequence; option: have small groups or pairs each take a subsegment and then present and compare results.
- Describe and speculate about the occupation, age, relationships, etc., of people shown in sequences or single frames (use fast forward and pause); option: repeat immediately with sound.
- Enumerate objects or a class of objects shown (students take notes during presentation of the video, instructor uses blackboard to assemble results).
- Identify familiar people and places in the segment.
- Indicate the probability or improbability that statements from a printed handout will be heard during the narration or dialogue.
- Indicate whether statements about the segment are true or false.
- Mark words from a list that are likely to appear in the narration or dialogue.
- Predict the action of the next subsegment based on the previous one; option: repeat immediately with sound.
- Reenact actions seen in the segment.
- Relate people making on-camera speeches to a list of quotes from those figures; discuss guesses with full class.
- Speculate in full class or smaller groups what the topic or action is (withhold title and limit preparatory activities).

Listening without Images

- Attempt to discover the setting of the video segment based only on the soundtrack.
- Enumerate objects or a class of objects mentioned (students take notes as video plays, instructor uses blackboard to assemble results); repeat with images.
- Indicate the probability or improbability that objects or actions will be seen in the segment.
- Indicate whether statements about the segment are true or false.
- Predict the action of the next subsegment based on previous one; repeat with images.
- Reenact the actions and gestures of figures in a scene; then watch the scene and discuss the differences.

Full Video

- Check off or count occurrences or order a list of items appearing in the video.
- Classify elements of the segment by marking or completing a chart.
- Complete a partial outline of main points of the segment.
- Complete a cloze exercise with blanked-out numbers, key words, easy or difficult words, verbs, nouns, or colors; option: provide list of choices.
- Create a complete list of items from a specific category, such as numbers, places, airplane parts, actions seen or mentioned; option: replay and freeze-frame after each item, assembling a list on blackboard.
- Enumerate objects or a class of objects presented (students take notes as video plays, instructor then uses blackboard to assemble results).

- Transcribe the text of a song and then join in a sing-along.
- Have students raise their hands when items from a given category appear in the video; rewind and replay so that all students hear the item.
- Have groups each note items from a single category of items, *e.g.*, actions, objects, numbers, and places in the text; follow up by assembling lists on blackboard; option: have each student form a sentence using expressions from at least two categories; erase words as they are used.
- Identify words on a list that are English cognates of words used in the text.
- Identify verbs on a list that are infinitives of verbs used in the text; supply the conjugated form.
- Identify which questions on a list are answered by the segment.
- Indicate the order in which sentences from the text occurred or were uttered.
- Indicate the proper order of a list of actions according to when they happened in time *or* when they were presented in the segment.
- Indicate whether statements about the segment are true or false.
- Indicate which items on a list are heard and which are seen in the segment.
- Mark multiple-choice questions that closely follow order of the segment.
- Predict the action of the next subsegment based on the previous one.
- Recreate the approximate narrative for the segment; option: have small groups or pairs each take a subsegment and then present the results.
- Retell the action of a series of subsegments; specify the tense to be used; replay the subsegment as often as needed for general comprehension.
- Stop on an image and describe the scene in order to elicit key vocabulary or structures such as colors, objects; compare people; locate buildings, objects, etc..
- Take notes on five to ten main points using a list of key terms.
- Transcribe brief subsegments such as conversations.
- Transcribe expressions or sentences that answer content/factual questions.
- Answer comprehension questions *e.g.* Where does this scene take place? Who said what? (you can provide the line and the students say who) How did the characters seem? What was the tone? What adjectives describe the characters? Did you event experience what happened in the video?

Extension

- Complete a crossword puzzle using vocabulary and facts from segment.
- Compose dialogues or narratives based on a list of idiomatic phrases from segment.
- Conduct a team competition based on detailed student-generated true-false statements or who/what/when/where questions about the segment (including visual content).
- Create a new, alternate, or humorous narrative or commentary for the segment; option: small groups or pairs each take a subsegment and then present the results.
- Devise analogous situations for students to act out (compose the scenarios in small groups); option: videotape the resulting skits.
- Find a segment you have never watched; have students watch it without you (in class or lab) and retell/reenact it for you with as many details as possible; option: play it in class and comment on the accuracy of their rendition.
- Imagine characters in other situations.
- Prepare and act out selected scenes or engage in role-playing or interviews based on characters from segment.
- Research and report on related topics via group effort.
- Retell the content of the segment based on notes taken earlier.
- Select a particular scene or image and describe it in detail, either as small group or as written homework.
- Select a key aspect or problem of the segment and apply it to the students' own situation; discuss pros and cons in small groups and present results in class or in writing.
- Use an alternate narrative or soundtrack as follow-up cloze exercise.
- Use the transcript to note differences between the formal (cleaned up) version of the text and features of actual speech such as elision, intonation, stress, hesitation, or false starts.
- Use the transcript to note linguistic features such as slang, abbreviations, technical terms, word formation, or syntax.
- Write an advertisement for a product appearing in a segment.
- Complete-a-thought: begin a sentence and have students complete it. Follow up by having students share their comments
- Rewrite-a-scene: Have students respond to the video by rewriting different characteristics (gender, age, location etc.)