



A story-based approach to video

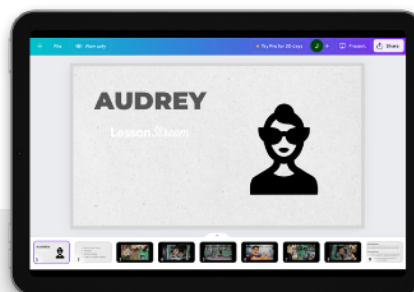
# AUDREY



## About this activity

Is it right to resurrect a celebrity to promote a product?

- ▶ **Language level:** B1 upwards
- ▶ **Age of learner:** Secondary; adults
- ▶ **Duration of activity:** 60 minutes
- ▶ **Activities:** Telling a story from video; discussion
- ▶ **Topics:** Advertising and ethics
- ▶ **Aims:** Language for conversational storytelling



For this activity, you will need:

- **An advert** (see below)
- **Two handouts** for each student (pages 7 and 8)
- **One set of phrases** (pages 9 and 10) cut up and stuck on the classroom walls
- **A Canva slideshow** (scan or click on the QR code to access)



## The advert

In 2013, two decades after her death, Audrey Hepburn was digitally resurrected for a Galaxy chocolate advert. Set in Italy and inspired by the 1953 film *Roman Holiday*, the advert sparked both admiration for its technical achievement and debate over the ethics of using a deceased celebrity's image for commercial purposes.



## Part one: Audrey Hepburn picture story

1. Show students the photograph of Audrey Hepburn which is included in the Canva slideshow. Ask if they can identify the actress and what they know about her.



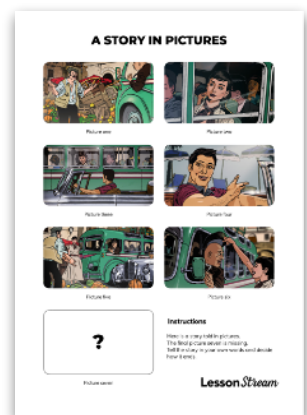
### Audrey Hepburn

- Audrey Hepburn was a famous Hollywood actress.
- Her films include *Roman Holiday* (1953), *Breakfast at Tiffany's* (1961) and *My Fair Lady* (1964).
- She is remembered as a fashion icon and a symbol of beauty, style, and elegance.
- She is also associated with the song "Moon River", which she sang in *Breakfast at Tiffany's*.

2. Ask students if they are familiar with the song "Moon River". Play the clip from *Breakfast at Tiffany's* in which Audrey Hepburn's character – Holly Golightly – sings the song from the window of her New York apartment. (This is included in the Canva slideshow.)

3. Tell students that you are going to give them a picture story. Give out copies of **Handout one** (page 7) after going over the instructions provided. Students should work in small groups to put the story into words and predict how it ends.

**Tip:** At this stage, students don't know that the story comes from an advert. When you give them the handout, check if anyone recognises the story and, if so, ask them not to reveal any information yet.



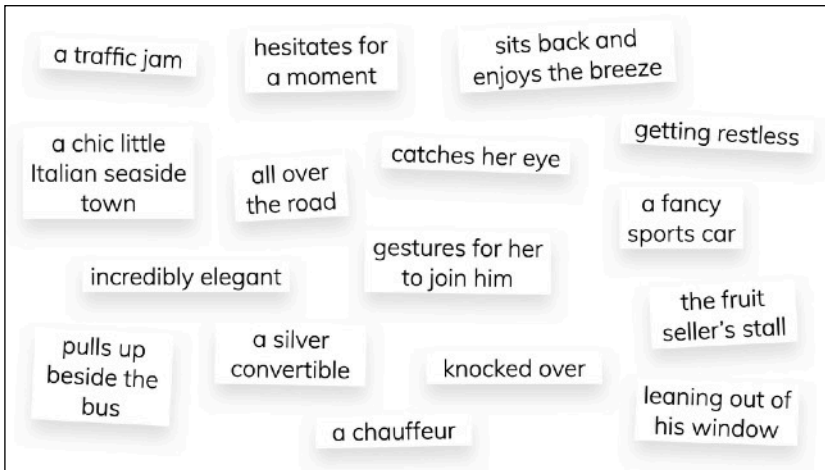
4. Ask spokespeople from each group to share their ideas with the whole class. Offer language feedback as and when necessary.

### Tips:

- The individual images are included in the accompanying Canva slideshow.
- If any key words and phrases emerge at this stage, write them on the board (e.g. *the fruit seller's stall, having an argument, a convertible car, to offers someone a ride*).



## Part two: 16 phrases



(This slide included in the Canva slideshow)

### Tips:

- If you haven't already done so, stick the 16 phrases randomly around the classroom walls (pages 9 and 10). For better visibility, print them on A3 paper and use coloured paper to make them larger and more noticeable.
- For online teaching or a seated classroom format, the Canva slideshow includes a slide with the 16 phrases (see image above).

1. Referring to the handout, show students that the story can be divided into two parts as shown:

**Part one:** the setup and problem  
(Pictures one and two)

**Part two:** the solution  
(Pictures three to seven)

**T-chart**

Setup & problem	Solution

2. Ask students to draw a T-chart in their notebooks. It should have two columns – one for the **setup and problem** and one for the **solution**.



3. Tell students that all 16 phrases belong to either the **setup and problem** or the **solution** parts of the story. Provide a couple of examples to show students what you mean and also explain what is meant by the setup.

- “A chic little Italian seaside town”: This is the place where the story takes place – the setting. So where do you think it would be mentioned? You would expect it to be mentioned at the beginning – the setup.
- “All over the road”: What could this refer to? What do you see that is “all over the road”? The fruit in the first picture, perhaps? So this phrase belongs to the problem part of the story.

4. Ask students to go around the classroom in pairs and decide which parts of the story the phrases belong to: the **setup and problem** or the **solution**. They should copy all 16 phrases into the T-chart accordingly. Alternatively, for online teaching or a seated classroom format, students can copy the phrases from the Canva slide.

5. Once students have done this, put them into bigger groups to compare their answers. But do not tell students if they are right or wrong at this stage.

The 16 phrases may contain words that students are not be familiar with. As they do the categorisation, you can circulate and provide help. Here is a glossary for this purpose.

- **Chic** (adjective): If someone or something is chic, it looks stylish and fashionable in a modern way.
- **Restless** (adjective): Unable to relax or stay still; feeling impatient.
- **Elegant** (adjective): If someone or something is elegant, it looks very nice and simple in a classic way.
- **Fancy** (adjective): Expensive or special-looking.
- **A convertible** (noun): A car with a roof that can be removed.
- **To gesture** (verb): To move your hands or body to show or say something.
- **To hesitate** (verb): To pause before doing something because you are unsure.
- **A chauffeur** (noun): A person whose job is to drive a car for someone else.
- **A breeze** (noun): A light, gentle wind.

## Part three: Teacher-led videotelling

1. Refer to the videotelling script on **Handout two** (page 8) and tell students the story of Audrey Hepburn and the handsome man. This will bring the 16 phrases to life and students will find out if they categorised them correctly.

2. Ask students what they think of the story and ask them to guess where it came from. Although it was inspired by *Roman Holiday*, it did not actually come from a film. Read the story a second time and ask students to keep guessing.



3. Tell students that the story is actually from an advert. Give out copies of the videotelling script (**Handout two** on page 8). Ask students to read it carefully and consider:

- What could the product be?
- How might the product fit into the story?

4. Invite students to share their ideas before moving on.

## Part four: The advert

1. Let students see the advert and find out if anyone correctly guessed the product (Galaxy chocolate). Ask students if they have seen the advert before and what they think of it. Also ask students if they are familiar with the brand.



Scan or click the code  
to see the advert

2. Ask students to discuss the following questions (included in the Canva slideshow) in pairs or groups:

- The advert was created in 2013, two decades after Audrey Hepburn's death. How do you think they brought her back to life?
- What do you think of the advert? Do you like it or not? Give a reason for your answer.
- Can you think of two more reasons why people might like the advert?
- Can you think of two more reasons why people might dislike the advert?

**Tip:** You might want to let students see the video again before asking them to discuss these questions.

3. Listen to students' ideas and opinions about the advert. Try to explore as many viewpoints as possible (see next page for teacher's notes).



## About the advert (teacher's notes)

People often guess that the advert was made using one of the following methods:

- They used footage from the film *Roman Holiday* and edited it to create a new story.
- They used an Audrey Hepburn lookalike to act in the advert.
- They used artificial intelligence (like a deep fake).
- They used computer-generated imagery (CGI) to make an actor look like Audrey Hepburn.

The correct answer is the last one. The advert was created using CGI to digitally recreate Audrey Hepburn's face. It was made in 2013, before AI technology could be used for this kind of work.

The Canva slideshow includes a number of possible opinions about the advert. You can ask students whether or not they agree with them and why / to what extent:



- "It is a masterpiece of CGI. It really does look like Audrey Hepburn. It must have required a huge amount of work."
- "I love the way the product is incorporated into the story. Audrey Hepburn and Galaxy chocolate are a perfect marriage."
- "The advert is visually stunning. It reminds me of the film *Roman Holiday* which I love."



- "I don't like the idea of bringing a dead person back to life to advertise a product. Is this what she would have wanted? I don't think it's ethical."
- "I don't really like the idea behind the story – that a woman can get anything she wants if she is young and attractive."
- "The scene with the animated argument between the bus driver and the fruit seller stereotypes Italians."

## Part five: Students as videotellers

Ask students to find another advert that tells a story. This could be any of the following:

- A controversial TV advert
- An advert that I love / hate
- A well-know advert from my culture
- A TV advert from my childhood
- A funny advert
- An innovative or unusual advert

Students should prepare to tell the story by creating a script, using the text on **Handout two** (page 9) as a model. After that, they can tell their stories and then show the adverts either live in class or by submitting talking-head videos.

When telling their stories, students may choose not to mention the product being advertised. This will challenge the audience to listen carefully and guess what the product might be.



# PICTURE STORY



Picture one



Picture two



Picture three



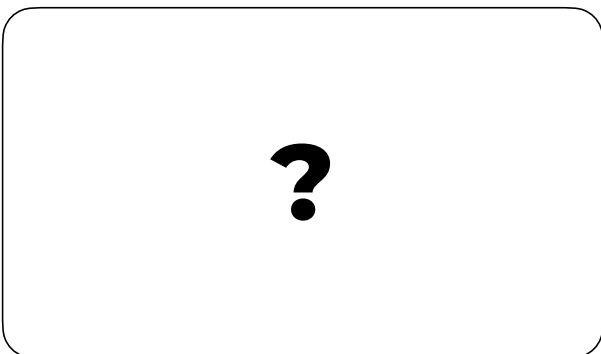
Picture four



Picture five



Picture six



Picture seven

## Instructions

Here is a story told in pictures.  
The final picture (picture seven) is missing.  
Tell the story in your own words and decide  
how it ends.



# VIDEOTELLING SCRIPT

## Part one: The setup and problem

Picture the scene:

A chic little Italian seaside town in the 1960s.

We are in the market square, and the fruit seller is having a bad day.

He is having an argument with a bus driver.

We don't know exactly what has happened,

But the fruit seller's stall is on its side.

It seems to have been knocked over and there are watermelons, pineapples and pumpkins all over the road.

This is causing a traffic jam,

And the bus driver is leaning out of his window, shouting at the fruit seller,

Telling him to hurry up.

We cut to the inside of the bus.

The passengers are getting restless.

They can't continue their journey until the fruit stall problem is resolved.

One of the passengers is an incredibly elegant and attractive young woman: Audrey Hepburn

## Part two: The solution

A fancy sports car pulls up beside the bus.

It's a silver convertible with a very handsome driver.

He notices Audrey on the bus.

He catches her eye and smiles at her through the window.

Audrey smiles back.

Moon River starts to play.

The handsome man gestures for her to join him.

Audrey hesitates for a moment, but then decides to accept the offer.

She gets off the bus.

And as she walks past the bus driver, who is still leaning out of his window,

She reaches up and takes the hat off his head.

She walks toward the convertible car with the handsome man.

But instead of getting into the front seat as the handsome man expected,

She gets into the back.

She leans forward and puts the bus driver's hat on the handsome man's head.

At first, he's confused,

But then he realises what's going on.

The handsome man is now a chauffeur.

He smiles, and they drive away.

Audrey Hepburn sits back and enjoys the breeze.

Moon River fades out.





## CUT UP THE PHRASES

pulls up  
beside the bus

getting  
restless

a chauffeur

a fancy  
sports car

sits back and  
enjoys the  
breeze

knocked  
over

hesitates for a  
moment

a traffic jam



## CUT UP THE PHRASES

incredibly  
elegant

all over the  
road

gestures for  
her to join him

a chic little  
Italian seaside  
town

catches her  
eye

the fruit  
seller's stall

a silver  
convertible

leaning out of  
his window