

朗文英语

视听说手册  
VIDEO/DVD PROGRAM

3

WorldView

走遍世界



# 朗文英语走遍世界

WORLD VIEW

视听说手册

3

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## **Introduction**

The WorldView Video/DVD Program is designed to complement the material in the Student Book, extending both listening and communication practice. The program includes seven sets of two video/DVD segments that correspond to the themes in the Student Book.

The concept behind the Video/DVD Program is that the students become viewers who are "channel surfing" through a variety of TV channels. The segments they see are from different TV shows, such as situation comedies, documentaries, game shows, interviews, reality programs, and news shows. Each segment is from one to four minutes long. Either segment or both segments can be used as a supplement to the corresponding set of four units in the Student Book.

The Video/DVD Program contains two versions of each segment, one without captions and one with captions. The Lesson Plan for each segment suggests when to show the captioned version. Using captioning helps students confirm the wording of difficult parts of the program while they listen. Research has shown that students' vocabulary development is reinforced when they watch captioned videos/DVDs.

## ***The Video/DVD Workbook and Guide***

For each video/DVD segment, this *Video/DVD Workbook and Guide* offers the following:

- Lesson Plan
- Step-by-step notes for the six-step procedure for each video/DVD segment, plus homework suggestions
- Student Activity Worksheet
- Questions for previewing and post-viewing to check students' comprehension
- Notes for the Teacher
- Viewing time, genre, culture notes, language notes, vocabulary for pre-teaching, video/DVD script, and answer key

You can also download these extra materials at no cost from the *WorldView* Companion Website at [www.longman.com/worldview](http://www.longman.com/worldview). In addition, the Companion Website provides a reproducible rubric, or rating scale, that you may wish to use during the video fluency activities (Step 6 in the *WorldView* Video Lesson Plan for each segment). The rubric will help you assess students' spoken communication skills and provide them with feedback on their areas of strength and weakness.

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## Segment 1 (Units 1—4)

### ***Hi, How Have You Been?***

#### **Step 1: Segment Introduction**

*Suggested time: 5 minutes*

1. Introduce the topic to the students. You may want to share some of the background information with them, or draw their attention to how this topic relates to the theme of Student Book 3 Unit 1. (Both the Student Book unit and the video segment are about running into people from the past.)
2. Tell students what the genre is (situation comedy) and provide a short explanation, if appropriate.
3. (Optional) Preview vocabulary. Pre-teach any important words or expressions that you think will be unfamiliar to students and not easy to understand from the context.

#### **Step 2: Previewing: Sound Off**

*Suggested time: 10 minutes*

1. Hand out the Student Activity Worksheet.
2. Play the video with the sound off and ask students to answer the four questions on the Student Activity Worksheet.
3. Have students work in pairs to compare answers.
4. Call on students to answer the questions. Remember that your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if their guesses are right or wrong. Accept all answers. You may want to write the students' ideas on the board.

#### **Step 3: Gist Viewing: Sound On**

*Suggested time: 10 minutes*

1. Show the video segment again but with the sound on. Have students work in pairs to compare their predictions with what they saw in the video and then share them as a whole class.
2. Have the class come to a consensus about the answers to the four questions.

#### **Step 4: In-Depth Viewing**

*Suggested time: 5 minutes*

1. Play the video again and have students answer the comprehension questions on the Student Activity Sheet.
2. Go over the answers with the class, or play the captioned version of the segment.

#### **Step 5: Captioned Viewing (Optional)**

*Suggested time: 5 minutes*

1. Play the captioned version of the same segment.
2. Replay any sections that students want to see again or freeze-frame on sections where the students wish to confirm the language.

**Step 6: After Viewing (Optional)***Suggested time: 15 minutes*

Use one of the following fluency activities:

- **Summary:** Have students work in pairs to summarize the content of the segment, either orally or in writing. In the summary, they should include the thoughts of the three people, not only the actions and the conversation. Have pairs present their summaries to the class.
- **Character interviews:** Divide the class into pairs. One student is a reporter, and the other is Dana. Have the pairs improvise interviews, asking and answering questions about the action in the scene as well as how Dana felt. If time permits, you may want to call on a few volunteer pairs to act out their interviews for the whole class.

**Step 7: Homework (Optional)**

Assign one of the following projects for homework:

- **Critical review:** Have students write a review of the video segment. Have them describe what they liked or didn't like, and have them explain what they would change about the segment and why.
- **Scene:** Have students write a scene for another episode of this TV show between three people, set in the same coffee shop. Encourage them to use humor and unlikely situations.

## Segment 1 (Units 1—4)

***Hi, How Have You Been?*****Previewing: Sound Off**

Watch the video segment with the sound off and answer the questions below. You can guess if you're not sure.

1. Who are the people?
2. Where are they?
3. Why are they there?
4. There's a problem in this scene. What do you think the problem is?

**Gist Viewing: Sound On**

Watch the video again, but with the sound on. Were your answers correct?

**In-Depth Viewing**

Read the statements below. Then watch the video segment again and circle the correct answer.

1. Dana just changed jobs / apartments.
2. Pete and Dana spent most of their time talking about their families / work and colleagues.
3. They know each other a little / very well.
4. Jeremy "saved" Dana by asking Pete to have lunch with them / his name.



## Segment 1 (Units 1—4)

### ***Hi, How Have You Been?***

**Genre:** Situation comedy

*Viewing Time: 2:01*

### **Background Information**

A situation comedy is a humorous TV show involving characters who are trying to resolve a problem or "situation." In this particular segment, one of the characters is trying to remember the name of a former work colleague, when her friend "saves" her by introducing himself and asking the colleague's name.

### **Vocabulary for Comprehension**

*Preview the vocabulary with your students.*

client: *someone who pays for services or  
advice from a professional person*

definitely: *certainly*

fabulous: *extremely good*

grab a (cappuccino): *get a (cappuccino)  
quickly because you are busy*

Not a clue!: *an expression used when  
someone has no idea about the answer to  
a question*

Was I ever!: *an expression used to add force  
to a statement*

### **Answer Key**

*Previewing (Answers may vary—as long as they are appropriate guesses, accept them for now.)*

- |                               |  |
|-------------------------------|--|
| 1. They are Americans.        | 3. They are having coffee and talking. |
| 2. They are in a coffee shop. | 4. The woman can't remember the man.   |

### *In-Depth Viewing*

- |         |                        |             |             |
|---------|------------------------|-------------|-------------|
| 1. jobs | 2. work and colleagues | 3. a little | 4. his name |
|---------|------------------------|-------------|-------------|

## Video Script

**Pete:** Dana? Hey! Wow!

**Dana:** Hey, um . . . What a surprise! What are you doing in this part of town? I mean, you don't live near here, do you?

**Pete:** No, no I don't. But I have a client near here, and I was a little early so I thought . . . well, anyway, it's so great to see you again.

**Dana:** Yeah. You, too. So, how've you been?

**Pete:** Good. I've been really good. How about you? How are things?

**Dana:** Great. Things are going really well. Oh, um . . . this is my friend Jeremy. Jeremy, this is . . . um . . .

**Jeremy:** Nice to meet you, uh . . .

**Pete:** Pete.

**Jeremy:** Pete.

**Pete:** Nice to meet you, too, Jeremy.

**Pete:** So . . . we've all missed you at ICN. How's the new job going?

**Dana:** It's fabulous. It's really interesting. Media Tech's not as big and exciting as ICN, but I really like it. And the people there are really nice. I mean, I miss everyone at ICN, too, but . . .

**Pete:** I know. You were really ready for a change.

**Dana:** Boy, was I ever. So . . . how is everyone at ICN? How's Owen?

**Pete:** Owen? Oh, didn't you hear? He left soon after you did.

**Dana:** He did? Where did he go?

**Pete:** I'm not really sure. I think he's working at Star Advertising now.

**Dana:** Really! I didn't know that. Star's a great place to work. Wow, I'm so happy for him.

**Pete:** Well, it's great to see you, Dana . . . I think I'm going to grab a cappuccino and run. Hey, why don't you stop by the office sometime? Everyone there would love to see you.

**Dana:** Oh, sure. I'll definitely do that. Well, you take care, Pete.

**Pete:** Nice to see you. Good to meet you, Jeremy.

**Jeremy:** Nice to meet you, Pete.

**Jeremy:** You had no idea what his name was, did you?

**Dana:** Nope, not a clue. That was so embarrassing. Thanks for saving me.

**Jeremy:** Hey, anytime.

## Segment 2 (Units 1—4)

### ***What Seems to Be the Problem?***

#### **Step 1: Segment Introduction**

*Suggested time: 5 minutes*

1. Introduce the topic to the students. You may want to share some of the background information with them, or draw their attention to how this topic relates to the theme of Student Book 3 Unit 4. (Both the Student Book unit and the video segment are about medical symptoms.)
2. Tell students what the genre is (situation comedy) and provide a short explanation, if appropriate.
3. (Optional) Preview vocabulary. Pre-teach any important words or expressions that you think will be unfamiliar to students and not easy to understand from the context.

#### **Step 2: Previewing: Freeze Frame**

*Suggested time: 10 minutes*

1. Hand out the Student Activity Worksheet.
2. Play the video and pause it after the doctor says, "I'm trying to scare you." Ask students to answer the four questions on the Student Activity Worksheet.
3. Have students work in pairs to compare answers.
4. Call on students to answer the questions. Remember that your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if their guesses are right or wrong. Accept all answers. You may want to write the students' ideas on the board.

#### **Step 3: Gist Viewing: Normal Viewing**

*Suggested time: 10 minutes*

1. Show the video segment again but without pausing. Have students work in pairs to compare their predictions with what they saw in the video and then share them as a whole class.
2. Have the class come to a consensus about the answers to the four questions.

#### **Step 4: In-Depth Viewing**

*Suggested time: 5 minutes*

1. Play the video again and have students answer the comprehension questions on the Student Activity Worksheet.
2. Go over the answers with the class, or play the captioned version of the segment.

#### **Step 5: Captioned Viewing (Optional)**

*Suggested time: 5 minutes*

1. Play the captioned version of the same segment.
2. Replay any sections that students want to see again or freeze-frame on sections where the students wish to confirm the language.

**Step 6: After Viewing (Optional)**

*Suggested time: 15 minutes*

Use one of the following fluency activities:

- **Point of view:** Divide the class into small groups, one group per character in the scene (the doctor and Mr. Seaver). Tell students to work on a summary of the scene, from their assigned character's point of view. In groups, the students make notes on and rehearse their point of view. Each group nominates a speaker, who presents their character's point of view in the first person.
- **Paraphrasing:** Play a portion of the video again. Have students paraphrase it. Tell them to include both the action and the characters' dialogue.

**Step 7: Homework (Optional)**

Assign one of the following projects for homework:

- **Letter:** Have students write a letter to a friend about a minor medical problem they've been having. Tell them to describe their symptoms, say how long they've been going on, and what (if anything) may have caused them.
- **Research:** Have students use the library or the Internet to research folk remedies for common medical problems (such as scaring away the hiccups). Ask them to prepare an oral or written report on their findings.

## Segment 2 (Units 1—4)

**What Seems to Be the Problem?****Previewing: Freeze Frame**

Watch the video segment until your teacher pauses it. Answer the questions below. You can guess if you're not sure.

1. Who are the people?
2. Where are they?
3. How would you describe the characters?
4. What do you think happens next?

**Gist Viewing: Normal Viewing**

Watch the video again. Were your answers correct?

**In-Depth Viewing**

Watch the video segment again. Circle T for *True* or F for *False* for each statement.

- |  |   |   |
|--|---|---|
| 1. The hospital is giving away fries to people who have stomach flu this week. | T | F |
| 2. Mr. Seaver came to the hospital because he has the hiccups.                 | T | F |
| 3. The woman tries to scare Mr. Seaver to stop his hiccups.                    | T | F |
| 4. The woman isn't really a doctor.  | T | F |
| 5. Mr. Seaver will have to pay \$500 for the visit.                            | T | F |
| 6. Mr. Seaver's hiccups are gone.  | T | F |

## Segment 2 (Units 1—4)

**What Seems to Be the Problem?****Genre:** Situation comedy**Viewing Time:** 2:27**Culture Notes**

Doctors in the U.S. occasionally joke with their patients, though the doctor in this comedy segment is clearly going "over the top" and making jokes out of every part of the conversation: joking about "giving away French fries," using comical sounds ("ding ding"), employing sarcasm ("They don't give stethoscopes away to just anyone"), and playing tricks ("Here's your bill . . . \$500.").

**Language Notes**

The doctor uses several idiomatic expressions in the segment. *What seems to be the problem?* is the typical question that doctors ask their patients at the beginning of an appointment. *See this stethoscope? You think they give these to just anyone?* is the doctor's way of assuring the patient that she is qualified. It means that since someone gave her a stethoscope, an instrument that symbolizes medicine, she must be a doctor. *Ding-ding-ding! We have a winner!* is an expression used at the end of TV game shows when the presenter rings a bell and declares a winner. It means here that the patient has discovered the cause of his problem.

**Vocabulary for Comprehension**

Preview the vocabulary with your students.

*hiccup:* a sound made by a sudden repeated  
stopping of the breath

*merry:* cheerful and happy

*severe:* very bad, serious

*stethoscope:* an instrument used by doctors  
to listen to someone's heart or breathing

**Answer Key**

*Previewing* (Answers may vary—as long as they are appropriate guesses, accept them for now.)

1. They are a doctor and a patient.
2. They are in a hospital.
3. The doctor is funny; the man is worried.
4. Mr. Seaver keeps on hiccupping.

*In-Depth Viewing*

1. F    2. T    3. T    4. F    5. F    6. F



## Video Script

**Doctor:** OK, Mr. . . .Seaver! How are you?

**Mr. Seaver:** Oh,—HICCUP!—not very good.

**Doctor:** So, what brings you to our merry little hospital? Is it the large order of fries we're giving away with each and every stomach flu this week?

**Mr. Seaver:** Huh?

**Doctor:** So, besides not having a sense of humor, what seems to be the problem?

**Mr. Seaver:** I have the—HIC! . . .

**Doctor:** Stomach pain? Severe headaches? You want some water for those hiccups?

**Mr. Seaver:** Water doesn't—HICCUP!—help! Nothing—HIC!—helps. That's why I'm here.

**Doctor:** Mr. Seaver, do you usually come to the hospital for a case of hiccups?

**Mr. Seaver:** I've—HIC!—had them off and on for—HICCUP!—three days now! I can't—HIC!—get anything done! I can't—HICCUP! . . .

**Doctor:** Hmmmm, yes. I see your problem. Let me ask you, Mr. Seaver . . . BOOGA! BOOGA! BOOGA! BOOGA!

**Mr. Seaver:** What's the—HICCUP!—matter with you? HICCUP! Are you crazy?

**Doctor:** I'm trying to scare you.

**Mr. Seaver:** Well, you did! HICCUP!

**Doctor:** No, you know—scare away the hiccups?

**Mr. Seaver:** Are you—HICCUP!—really a doctor?

**Doctor:** Sure I am. See the stethoscope? You think they give these to just anyone? . . . You said you've had the hiccups for three days?

**Mr. Seaver:** That's right. HIC!

**Doctor:** Can you think of something that happened to you around then that started this?

**Mr. Seaver:** No. Not—HIC!—really. Oh, I did—HICCUP!—get fired from my job.

**Doctor:** Ding-ding-ding! We have a winner!

**Mr. Seaver:** Wait, but how would that—?

**Doctor:** Well, Mr. Seaver, you're angry, right?

**Mr. Seaver:** No . . . see . . . HICCUP! I don't think so. HIC! I actually didn't like my job very much.

**Doctor:** OK. Fine. What do I know? I'm just the doctor. Here's your bill.

**Mr. Seaver:** \$500? \$500! You are crazy! You're out of your mind! If you think I'm paying \$500 for—whatever it was you just did . . . think again!

**Doctor:** Mr. Seaver?

**Mr. Seaver:** What?!

**Doctor:** Your hiccups are gone.

**Mr. Seaver:** Oh. Wait, they are! Doctor, you're a genius!

**Doctor:** I told you, they don't give these to just anyone.

**Mr. Seaver:** Thank you! Thank you so much! Uhm . . . I don't really have to pay that \$500, do I? That was just part of the cure, right?

**Doctor:** Of course it was. I'm so glad everything worked out there, Mr. Seaver. Well, I've got to get to another patient.

**Mr. Seaver:** HICCUP!

## Segment 3 (Units 5—8)

### ***Restaurant Critics***

#### **Step 1: Segment Introduction**

*Suggested time: 5 minutes*

1. Introduce the topic to the students. You may want to share some of the background information with them, or draw their attention to how this topic relates to the theme of Student Book 3 Unit 7 (Both the Student Book unit and the video segment are about restaurants and food.)
2. Tell students what the genre is (food and cooking show) and provide a short explanation, if appropriate.
3. (Optional) Preview vocabulary. Pre-teach any important words or expressions that you think will be unfamiliar to students and not easy to understand from the context.

#### **Step 2: Previewing: Picture Off**

*Suggested time: 10 minutes*

1. Hand out the Student Activity Worksheet.
2. Play the video with the picture off or covered and ask students to answer the four questions on the Student Activity Worksheet.
3. Have students work in pairs to compare answers.
4. Call on students to answer the questions. Remember that your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if their guesses are right or wrong. Accept all answers. You may want to write the students' ideas on the board.

#### **Step 3: Gist Viewing: Picture On**

*Suggested time: 10 minutes*

- 1 Show the video segment again but with the picture on or uncovered. Have students work in pairs to compare their predictions with what they saw in the video and then share them as a whole class.
2. Have the class come to a consensus about the answers to the four questions.

#### **Step 4: In-Depth Viewing**

*Suggested time: 5 minutes*

1. Play the video again and have students answer the comprehension questions on the Student Activity Worksheet.
2. Go over the answers with the class, or play the captioned version of the segment.

#### **Step 5: Captioned Viewing (Optional)**

*Suggested time: 5 minutes*

1. Play the captioned version of the same segment.
2. Replay any sections that students want to see again or freeze-frame on sections where the students wish to confirm the language.

**Step 6: After Viewing (Optional)***Suggested time: 15 minutes*

Use one of the following fluency activities:

- **Summary:** Have students work in pairs to summarize the content of the video either orally or in writing. Have pairs organize their summaries, use notes, and present their summaries to the class.
- **Survey:** Have each student create an opinion or personal experience question related to the topic of food and restaurants. Have students circulate and ask each other their questions, and report their results to the whole class.

**Step 7: Homework (Optional)**

Assign one of the following projects for homework:

- **Research:** Have students search in the library or on the Internet for more information on restaurant critics and restaurants and present an oral or written report to the class.
- **Restaurant review:** Have students write a short review of a restaurant that they know well.