

朗文英语

视听说手册  
VIDEO/DVD PROGRAM

1

WorldView

走遍世界





# 朗文英语走遍世界

视听说手册

## WORLD VIEW

# 1

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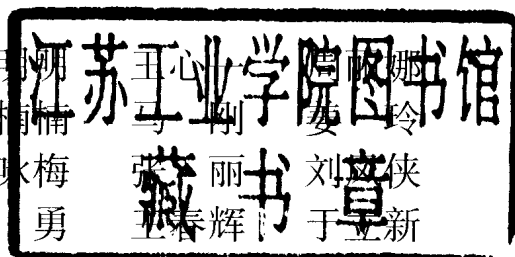
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WORLD VIEW

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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)

### ***It's Nice to Meet You***

#### **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 1 Unit 1. (Both the Student Book unit and the video segment are about introducing people and talking about their jobs.)
2. Tell students what the genre is (made-for-TV-movie) and provide a short explanation, if necessary.
3. (Optional) Preview vocabulary. Pre-teach any important words or expressions that you think will be unfamiliar to students and not understandable from the context. You may wish to write *Fumiyo* on the board and tell them that it is pronounced "FUmiyo."

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

*Suggested time: 10 minutes*

1. Hand out the Student Activity Worksheet.
2. Play the video until Sue's line, "Wow! It's great to see you, too. How are 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. The 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. Then have students share their ideas as a whole class.
2. Have the class come to an agreement 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:

- Paraphrasing: Play a portion of the video again. Have students paraphrase it.
- Role-play: Divide the class into groups of three. Have students improvise conversations based on the segment they viewed, introducing each other and giving information about their jobs.

## **Step 7: Homework (Optional)**

Assign one of the following projects for homework:

- Scene: Have students write a short scene for another made-for-TV-movie, using the same theme as the segment they viewed.
- Write and guess: Have students write a short dialogue between two famous people, who they will call A and B. Tell them that the characters must say something about themselves (married/single, with children, singer/actor, etc.). Working in pairs, students check each other's dialog and try to guess who A and B are.

## Segment 1 (Units 1—4)

***It's Nice to Meet You*****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. Why are they talking to each other?
4. What's the story?

**Gist Viewing: Normal Viewing**

Watch the video again. Were your answers correct?

**In-Depth Viewing**

Read the statements below. Then watch the video segment again and circle T for *True* or F for *False*. Correct the false statements.

- |   |   |   |
|---|---|---|
| 1. Fumiyo is the chef at a Japanese restaurant. | T | F |
| 2. Sue and Bob were neighbors.                  | T | F |
| 3. Sue works as a teacher.                      | T | F |
| 4. The restaurant needs a new menu design.      | T | F |
| 5. Fumiyo is Japanese.                          | T | F |



## Segment 1 (Units 1—4)

### ***It's Nice to Meet You***

**Genre:** Made-for-TV movie

**Viewing Time:** 1:53

### **Background Information**

This segment is a made-for-TV movie — a movie made especially for TV. These movies are often more cheaply made than Hollywood movies shown in cinemas.

### **Cultural Information**

When people introduce a friend or acquaintance to another person in North America, they often talk about how they know each other and their jobs and living situations. People will often try to find something in common. In this case, the two new people discuss a possible future work relationship.

### **Language Note**

The term *former* describes someone or something that had a particular position before, but not now. *Old* describes something that has existed for a long time and still exists now. In the video, Sue complains because she thinks Bob is saying that she's old. Bob is trying to explain that she is someone who used to be his neighbor and isn't anymore.

### **Vocabulary for Comprehension**

Preview the vocabulary with your students.

*chef: the chief cook in a restaurant*

*graphic design: the art of combining pictures, words, and decoration in the production of books, magazines, etc.*

*logo: a small design that is the official sign of a company or organization*

*specialty: a subject that you know a lot about or a skill that you have*

### **Answer Key**

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

- |                                  |   |
|----------------------------------|---|
| 1. They are friends / neighbors. | 3. Because Bob and Sue know each other from the past.     |
| 2. They are in a city.           | 4. It's about meeting old friends / making introductions. |

### *In-Depth Viewing*

- |  |      |
|--|------|
| 1. F—She's a chef at a Greek restaurant. | 4. T |
| 2. T                                     | 5. T |
| 3. F—Sue works as a designer.            |      |

**Video Script**

**Sue:** Bob?

**Bob:** Sue, it's nice to see you.

**Sue:** Wow! It's great to see you, too. How are you?

**Bob:** I'm just fine. Sue, this is Fumiyo Suzuki.

**Sue:** Hi, Fumiyo.

**Bob:** Fumiyo is the chef at the best Greek restaurant in town. Fumiyo, this is my old neighbor, Sue Murphy.

**Sue:** "Old??"

**Bob:** Sorry. "Former" neighbor.

**Fumiyo:** It's nice to meet you.

**Sue:** It's nice to meet you, too.

**Bob:** Sue is a graphic designer.

**Fumiyo:** Oh, that's interesting. You know, our restaurant needs a new menu design . . .

**Sue:** Oh, really?

**Fumiyo:** Do you do that sort of thing?

**Sue:** Yes! I've designed logos and menus for several restaurants in town.

**Fumiyo:** Let's get together and talk over some ideas.

**Sue:** Great. Here's my card. I am with DesignQuest.

**Fumiyo:** Thanks. I don't have my card with me, but I can give you my phone number at the restaurant.

**Sue:** Oh, yes. Do. OK.

**Fumiyo:** It's 646-555-1330.

**Sue:** 646-555-1330 . . . and your name is . . . "Fumiyo." . . . Could you spell that for me?

**Fumiyo:** Sure. Fumiyo: F-U-M-I-Y-O Suzuki: S-U-Z-U-K-I.

**Sue:** Thanks. Are you Japanese?

**Fumiyo:** Yes, I am.

**Sue:** And you're a chef at a Greek restaurant?

**Fumiyo:** Greek cooking is my specialty. It's a long story . . .

## Segment 2 (Units 1—4)

### ***Light on Their Feet***

#### **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 1 Unit 3. (Both the Student Book unit and the video segment are about customs from different countries around the world.)
2. Tell students what the genre is (documentary within a dance contest broadcast) 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 understandable from the context.

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

*Suggested time: 10 minutes*

1. Hand out the Student Activity Worksheet.
2. Play the video without the sound 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. Your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if they 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. Then share them as a whole class.
2. Have the class come to an agreement 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 segment, either orally or in writing. Have pairs present their summaries to the class.
- **Critical review:** Have students review the video segment as critics. Have them describe what they liked or didn't like, and what they would change and why.

**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 a type of dance (for example, ballet, haka, flamenco, folk dance) covered in the video and present an oral or written report or a live demonstration to the class.
- **Brochure design:** Have students prepare a guide for tourists to their city (or a city they know well) with the best places to dance or to watch dance and musical shows. Have them write about one or two things that make the place worth visiting.

## Segment 2 (Units 1—4)

***Light on Their Feet*****Previewing: Sound Off**

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

1. Who are the people?
2. Which countries do you see?
3. Why are the people there?
4. What do you think this show is about?

**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. Match the type of dance to the country or culture.

- |   |             |
|---|-------------|
| 1. This dance uses beautiful costumes and graceful movements. _____ | a. Ghana    |
| 2. This type of dance was for the royal courts in Europe. _____     | b. Thailand |
| 3. These dances celebrate life in the community. _____              | c. Maori    |
| 4. These dances use special objects such as fruit and birds. _____  | d. ballet   |
| 5. These dances tell stories of warriors in battle. _____           | e. Germany  |
| 6. In this dance, the dancers move around the "maypole." _____      | f. Mexico   |

## Segment 2 (Units 1—4)

### ***Light on Their Feet***

**Genre:** Documentary (within a sports/dance competition broadcast)

**Viewing Time:** 3:05

#### **Background Information**

This segment is a short documentary on different types of dance around the world. It is intended to entertain viewers of an international ballroom dance competition during a break in the competition.

#### **Cultural Information**

All cultures have rich traditions of music and dance. This show describes some popular dances from different cultures and explains the significance of dance. A key concept in the documentary is the idea that dance is universal and fills many social needs.

#### **Vocabulary for Comprehension**

Preview the vocabulary with your students.

audience: *the people watching or listening to a concert, speech, movie, etc.*

competitor: *a person, team, company, etc. that is competing with another*

costume: *the clothes that are typical of a*

*particular period of time, a country, an activity, etc.*

court: *the official place where a king or queen lives and works*

graceful: *moving in smooth and attractive way*

growth: *an increase or development in size, quality, amount, or importance*

have two left feet: *be very uncoordinated or*

*clumsy*

ribbon: *a long narrow piece of cloth, used for tying things or as a decoration*

steps: *the movements of your feet in dancing*

#### **Answer Key**

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

1. They are dancers.
2. Mexico, Thailand, New Zealand, Europe, Germany, Spain, Argentina, Ghana, and the United States
3. They are performing different types of dances.
4. It's about different kinds of dances from around the world.

#### *In-Depth Viewing*

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. b | 2. d | 3. a | 4. f | 5. c | 6. e |
|------|------|------|------|------|------|



## Video Script

**Doug:** . . . What a performance *that* was! In a few moments, we'll find out whether they made it to the final round. While we wait, let's check in with our reporter, Liza Roberts, who has a report on dance around the world. Liza?

**Liza:** Well, Doug, from New Zealand to Mexico, to Spain, to Japan, dance is universal—it's something you can find in just about every culture in the world. Nowadays, lots of people dance just for fun. But in many countries around the world, dance is very important for other reasons.

Dancers around the world use many different steps, and they play all kinds of musical instruments. When traditional dancers in Ghana celebrate life in their community and tell its stories, both children and adults join in.

Traditional dancers like this group from Mexico often dress in colorful traditional costumes. Sometimes they also use special objects in their dances. These Mexican dancers are dancing with fruit and birds.

Sometimes dances tell stories. For example, the Maori people of New Zealand perform this dance, called the haka, for visitors. It shows how frightening Maori warriors are in battle.

In Germany, the maypole is a symbol of spring and new growth. In May, couples dance around the pole. Look at all those ribbons! This is a difficult dance to do well!

Other types of dance are just for entertainment. In Thailand, entertainers first danced for the royal family of old Siam. Now everyone enjoys the dancers' beautiful costumes and graceful movements.

The first ballet dancers also performed only for kings and queens, but in the royal courts of Europe. Nowadays, they perform for large audiences all over the world. Professional ballet dancers have to start learning ballet when they are very young.

Luckily, not all types of dance are as hard to learn as ballet. If you're interested in learning how to dance, take dance lessons. It's a lot of fun—even if you have two left feet! And if you feel like it, you can invent your own dance steps!

. . . And now, back to you, Doug, for more on the International Ballroom Dance Competition!

**Doug:** Thanks, Liza! I think our judges are ready now, so let's find out what they thought of our last three competitors.

## Segment 3 (Units 5—8)

### ***Put It on the Desk***

#### **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 1 Unit 7. (Both the Student Book unit and the video segment are about putting things in a room.)
2. Tell students what the genre is (situation comedy) and provide a short explanation or give an example if the students don't understand.
3. (Optional) Preview vocabulary. Pre-teach any important words or expressions that you think will be unfamiliar to students and not understandable 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. Your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if they 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. 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:

- Role-play: Give students various roles of people portrayed in the video. Have students improvise a situation based on what they saw in the video.
- Critical review: Have students review the video segment as TV critics. Have them describe what they liked or didn't like about the scene. What parts were funny?

**Step 7: Homework (Optional)**

Assign the following project for homework:

- Scene: Have students write a scene for another TV show like the one in the video.