

朗文英语

视听说手册

VIDEO/DVD PROGRAM

4

WorldView

走遍世界



# 朗文英语走遍世界

## WORLD VIEW

视听说手册

4

Michael Rost

捷进可一编委会

主 编 王瑜伟

副主编 邹艳丽

编 者 于 岩

田占会

苏伟丽

马永奇

崔 燕

李丽馨

韩玉环

张 冰

刘 宇

张 巍



 吉林出版集团有限责任公司



# 一书一世界 捷进可一

## 图书在版编目(CIP)数据

朗文英语走遍世界视听说手册.4/捷进可一编委会编.

— 长春: 吉林出版集团有限责任公司, 2009.1

ISBN 978-7-80762-343-4

I. 朗... II. 捷... III. 英语 — 教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2007)第 198267 号

吉·版权合同登记图字 07-2005-1488

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education Inc.

English Adaptation edition published by Pearson Education Asia Ltd. and Jilin Publishing Group

Copyright © 2009

本书封面贴有由 Pearson Education Inc.提供的防伪标签,

无标签者为盗版。本书仅限于中华人民共和国境内销售。

## 朗文英语走遍世界

视听说手册(4) 主 编: 王瑜伟

责任编辑: 付卫艳

封面设计: 十二月工作室

出 版: 吉林出版集团有限责任公司

发 行: 吉林出版集团捷进可一图书经营有限公司

地 址: 长春市人民大街 4646 号, 130021

地 址: 长春市人民大街 4646 号, 130021

承 印: 长春市博文印刷厂

开 本: 889 毫米 × 1194 毫米 1/16

印 张: 4.75

字 数: 250 千字

版 次: 2009 年 1 月第 1 版

定 价: 16.00 元(含 1DVD)

2009 年 1 月第 1 次印刷

书 号: 978-7-80762-343-4

如有印刷、装订质量问题捷进可一公司负责调换。

## 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.

## Contents

### Introduction

<b>Segment 1 (Units 1–4):</b>	Lesson Plan	1
	Student Activity Worksheet	3
	Teacher's Notes	4
<b>Segment 2 (Units 1–4):</b>	Lesson Plan	6
	Student Activity Worksheet	8
	Teacher's Notes	9
<b>Segment 3 (Units 5–8):</b>	Lesson Plan	11
	Student Activity Worksheet	13
	Teacher's Notes	14
<b>Segment 4 (Units 5–8):</b>	Lesson Plan	16
	Student Activity Worksheet	18
	Teacher's Notes	19
<b>Segment 5 (Units 9–12):</b>	Lesson Plan	22
	Student Activity Worksheet	24
	Teacher's Notes	25
<b>Segment 6 (Units 9–12):</b>	Lesson Plan	28
	Student Activity Worksheet	30
	Teacher's Notes	31
<b>Segment 7 (Units 13–16):</b>	Lesson Plan	33
	Student Activity Worksheet	35
	Teacher's Notes	36
<b>Segment 8 (Units 13–16):</b>	Lesson Plan	38
	Student Activity Worksheet	40
	Teacher's Notes	41
<b>Segment 9 (Units 17–20):</b>	Lesson Plan	43
	Student Activity Worksheet	45
	Teacher's Notes	46
<b>Segment 10 (Units 17–20):</b>	Lesson Plan	48
	Student Activity Worksheet	50
	Teacher's Notes	51
<b>Segment 11 (Units 21–24):</b>	Lesson Plan	53
	Student Activity Worksheet	55
	Teacher's Notes	56
<b>Segment 12 (Units 21–24):</b>	Lesson Plan	58
	Student Activity Worksheet	60
	Teacher's Notes	61
<b>Segment 13 (Units 25–28):</b>	Lesson Plan	63
	Student Activity Worksheet	65
	Teacher's Notes	66
<b>Segment 14 (Units 25–28):</b>	Lesson Plan	68
	Student Activity Worksheet	70
	Teacher's Notes	71

## Segment 1 (Units 1—4)

### ***Would You Buy This Toy?***

#### **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 4 Unit 4. (Both the Student Book unit and the video segment are about toys.)
2. Tell students what the genre is (comedy 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 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. To that end, 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 and 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 segment, either orally or in writing. Have pairs present their summaries to the class.
- Survey: Have each student create a question related to the toy in the video segment (for example, *Do you like the toy? Why?*). Have students circulate and ask each other their questions and then report their results to the whole class.

**Step 7: Homework (Optional)**

Assign one of the following projects for homework:

- Letter: Have students write a letter to the editor of a parents' magazine about a toy they consider particularly interesting and educational for children. Alternatively, offer the possibility of writing a letter of complaint about a popular toy they consider harmful or inappropriate.
- Research: Have students search in the library or on the Internet for more information about the origins and history of a particular toy, such as the yo-yo, and prepare an oral or written report.

## Segment 1 (Units 1—4)

***Would You Buy This Toy?*****Previewing: Picture Off**

**Listen to the video segment with the picture off or covered and answer the questions below. You can guess if you're not sure.**

1. What are the people looking at?
2. Where are they?
3. What emotions do the people show?
4. What do you think they are talking about?

**Gist Viewing: Picture On**

**Watch the video again, but with the picture on or uncovered. Were your answers correct?**

**In-Depth Viewing**

**Read the statements below. Then watch the video segment again and complete the statements. Choose *a*, *b*, or *c*.**

1. Most people think the toy is \_\_\_\_\_.  
a. great                      b. original                      c. silly
2. Some people associate the toy with \_\_\_\_\_.  
a. an arrow                      b. a ball                      c. a disc
3. Some of the respondents would not feel comfortable playing with the toy because it's \_\_\_\_\_.  
a. too heavy                      b. too hard                      c. too small
4. The new toy seems to be designed be used \_\_\_\_\_.  
a. alone                      b. with another person                      c. with a team



## Segment 1 (Units 1—4)

### ***Would You Buy This Toy?***

**Genre:** Comedy show

**Viewing Time:** 1:22

#### **Background Information**

This segment shows a humorous view of the "man-on-the-street" section of many news programs. Like the hidden camera shows, in which viewers are faced with unusual situations, people are asked to give their opinion about a supposedly new toy. Their reactions range from disbelief to open criticism.

#### **Cultural Information**

Companies usually test potential customers' reactions to a new product before they send the item to stores. Field-testing of new products is usually done through focus groups, in which a group of people discuss a new product, or by offering free samples and asking people to complete a questionnaire. This segment uses a make-believe reporter who pretends to be field-testing a new toy.

#### **Vocabulary for Comprehension**

*Preview the vocabulary with your students.*

*dumb: stupid*

*prior: from before*

*silly: absurd, doesn't make sense*

*strap: a strong band of cloth or leather that is attached to a bag, shoe, etc. so it doesn't fall down or off*

#### **Answer Key**

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

1. They're looking at a toy: a ball with a screw that holds a strap.
2. They are on a street in New York.
3. Some of the people are confused, some are annoyed, some are amused, some are pleased.
4. They are talking about what they think of the toy.

#### *In-Depth Viewing*

- |      |      |      |      |
|------|------|------|------|
| 1. c | 2. b | 3. b | 4. a |
|------|------|------|------|

## **Video Script**

**Reporter:** Would you buy this toy?

**1:** You wear it around your neck? What is it? Oh, it's one of those things you wrap around your ankle and you swing it around and around. And you jump over it, right?

**2:** This is a pretty ridiculous idea. It just seems kind of dumb to throw one of these things. And, you know, why don't you get a friend and, you know, throw with them?

**3:** I think you've got what—what is a very good toy—a ball, and you've ruined it. I think also maybe he's got the strap attached to the wrong hand.

**4:** Sometimes at home when I'm trying to throw the ball, and it goes out, and I have to go run for it, I think it would be easier.

**5:** I'm guessing it's one of those things that you just kind of throw and it comes back to you. And, um, I don't know if you'd want this coming back to you very fast.

**6:** It's a hard ball. Maybe if it were a softer ball. But it's—that's a hard baseball. You might lose a tooth or something. I think that's a very silly idea. It looks really kind of dangerous.

**7:** I'm hoping that whoever would use it would have some sort of prior experience with baseballs, or whatnot.

**8:** I think it's going to get a little repetitive.

**9:** I like this toy already!

## Segment 2 (Units 1—4)

### ***Vacation Plans***

#### **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 4 Unit 2. (Both the Student Book unit and the video segment are about travel and vacation plans.)
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 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. To that end, 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 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: Have the students work in groups of three. Have them act out the scene. Point out that they don't have to remember the exact lines, but they should try to keep the same "tension" in the scene between the three characters.
- Survey: Have each student create a personal experience question related to travel or vacation (for example, *What's the most exotic place you've been to?*). Have students circulate and ask each other their questions and then report their results to the whole class.

**Step 7: Homework (Optional)**

Assign one of the following projects for homework:

- Postcard: Have students imagine they are on a trip to an exotic place. Have students write a postcard to the class. Have them describe the adventures they are having there.
- Research: Have students search in the library or on the Internet for more information about an exotic vacation spot and prepare an oral or written report.

Segment 2 (Units 1–4)

***Vacation Plans***

**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. What do you think is happening?

**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 T for *True* or F for *False*. Correct the false statements.

- |  |   |   |
|--|---|---|
| 1. Jane and Carol want to go to the same place.                        | T | F |
| 2. The travel agent offers a package that includes outdoor activities. | T | F |
| 3. They are planning to stay for three weeks.                          | T | F |
| 4. The hotel doesn't have a pool, but it does have a mountain view.    | T | F |
| 5. The trip was originally planned for three people.                   | T | F |

## Segment 2 (Units 1—4)

### ***Vacation Plans***

**Genre:** Situation comedy

**Viewing Time:** 1:34

### **Background Information**

A situation comedy is a type of TV show that involves characters in problematic situations. The comedy arises as they try to work out the problem. In this scene, the "problem" is what vacation trip to decide upon.

### **Cultural Information**

People in the United States tend to take shorter vacations than people do in many other countries. Most American workers almost never take more than two weeks at a time. Travel agencies offer all-inclusive vacation packages well suited for short stays. These packages generally include air travel, hotel, meals, entertainment, and outdoor activities.

### **Vocabulary for Comprehension**

*Preview the vocabulary with your students.*

accommodations: *a place to live or work*

excursion: *a short trip, usually by a group*

lodge: *a place in the country where people can stay, especially for a short time*

lounge: *to stand or sit in a lazy way*

outing: *a short enjoyable trip for a group*

relief: *feeling of comfort and happiness*

*because something bad did not happen (or something good did happen)*

### **Answer Key**

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

1. They are two sisters, Jane and Carol, and a travel agent.
2. They are in a travel agency.
3. They are trying to make arrangements for a trip.
4. They cannot agree on a destination.

#### *In-Depth Viewing*

1. F—Jane wants to go to Kenya; Carol wants to go to Italy.
2. T
3. F—They are going to take the ten-day package.
4. F—The hotel has both a heated pool and a mountain view.
5. T



## Video Script

**Mr. Harrison:** Hi. Can I help you?

**Jane:** Yes, my sister and I are interested in going to Kenya.

**Carol:** Kenya? I thought we were going to Italy.

**Jane:** You *know* we decided on Kenya. Italy will be way too crowded that time of year.

**Carol:** I don't remember making that decision.

**Mr. Harrison:** We have some very nice trips to Kenya. They combine luxurious accommodations and adventure.

**Carol:** Adventure? What kind of adventure? There won't be any bugs, will there? Are you sure we talked about this?

**Jane:** Carol, don't be such a baby.

**Mr. Harrison:** How long a trip were you planning?

**Carol:** One week.

**Jane:** Three weeks.

**Carol:** I can't take more than one week off from work. You know that.

**Mr. Harrison:** We have a lovely ten-day tour that combines a four-star lodge and safari excursions.

**Carol:** Do we have to hike?

**Mr. Harrison:** There's an air-conditioned Jeep for those who prefer to ride.

**Jane:** Will we see lions?

**Mr. Harrison:** Oh yes, lions, elephants, giraffes . . . we have an excellent safari guide. And you'd like a double room?

**Jane:** Yes, a double room will be fine.

**Carol:** But . . .

**Jane:** Are meals included?

**Mr. Harrison:** Yes, breakfast and dinner at the lodge are included. We can also provide picnic lunches for outings if you like.

**Carol:** Is there a pool?

**Jane:** You're going to lounge at a pool when there's so much to see?!

**Mr. Harrison:** There's a beautiful heated pool with a view of Mount Kenya.

**Jane:** Oh, let's do it.

**Carol:** I still think we should talk about Italy.

**Mr. Harrison:** Ladies, I see here you were originally interested in a trip for *three* people.

**Jane:** Oh, our sister Sally was thinking of coming . . .

**Carol:** But what a relief she's not! She's so hard to please!

## Segment 3 (Units 5—8)

### ***Manners***

#### **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 4 Unit 5. (Both the Student Book unit and the video segment are about good manners.)
2. Tell students what the genre is (newscast) 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: Freeze Frame**

*Suggested time: 10 minutes*

1. Hand out the Student Activity Worksheet.
2. Freeze the frame at the point at which the instructor is picking up the napkin 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. To that end, 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 complete video segment. 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 and opinion:** 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 and give their opinion of the segment.
- **Debate:** Divide the class into two groups. One group writes down three reasons table manners are old-fashioned and unnecessary; the other group writes down three reasons table manners should be observed. Then have students defend their group's position in a debate.

**Step 7: Homework (Optional)**

Assign one of the following projects for homework:

- **Expository writing:** Have students write about manners in their country. Which do they agree with? Which don't they agree with? Which are "old-fashioned"? Which are new but are becoming more acceptable?
- **Research:** Have students search in the library or on the Internet about different customs and eating etiquette from different parts of the world and prepare an oral or written report.