

World Link

Video Course

Developing

English

Fluency

环球英语教程 1

视听教程教师手册



Susan Stempleski

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Susan Stemplewski

江苏工业学院图书馆
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前 言

我国大学英语教学,从20世纪80年代初开始教学改革以来已经取得了举世瞩目的长足进步,与改革初期相比,我国大学生的英语能力有了显著提高,这一点已经成为人们的共识。自1984年教育部颁布第一部《大学英语教学大纲》,我国已经编写出版了多套适用于不同层次的大学英语教材,在教材编写方面也取得了丰富的经验。在这样的背景下,上海外语教育出版社决定引进Thomson/Heinle的World Link和World Pass系列教材,整合成《环球英语教程》出版,我想一定有引“他山之玉”的意思,这不但因为我国的英语学习者人数众多,层次不同、要求不同,多一种教材就多一种选择,而且这样做有利于借鉴和吸收国外的教学理论和方法,为我所用,有利于我国英语教学界博采众长,编写出更能适合我国国情、更有利于培养学生实际运用英语能力的教材。

英语教学的任务是培养学生实际运用语言的能力,这关键在于搞好课堂教学,而课堂教学是围绕着教材进行的,因此一套好的教材又是提高教学质量的关键。

我认为一套好的教材既要便于组织课堂教学,又要有利于学生进行课堂外的自主学习。这样的教材至少应具备以下特点:

1. 教材要为学生提供具有丰富内涵和现实意义的语言文本和语言环境,激发他们的学习动力和潜力,强化英语运用能力。因此教材最好围绕一定的题材来编写、来组织教学。题材的选择要注意知识性、新颖性、趣味性、信息性和真实性,使学生感到所学的语言贴近自己的学习和生活,有现实感和现代感,能满足当前的和未来的交际需要。题材和体裁要多样化,使学生有机会接触不同样式的规范英语,甚至录音材料最好也能包括不同的口音。

2. 大学生有强烈的交际愿望,他们的思维已经高度发展,天文地理、人文历史,具体的、抽象的,什么都想谈,但是缺乏必要的语言手段。英语课程的任务就是围绕某一题材组织语言教学,让学生掌握相关的表达手段。语言的使用受题材的制约,编写教材时要围绕题材精心选择语言材料,不但要注意词语的常用性,还要注意词语的搭配,注意预构成语块的用法,以便帮助学生在语境中学习词语,学到地道的英语。

3. 正确处理“输入”和“输出”的关系。英语教学不但要培养领会能力,使学生能够以英语为工具获取专业所需的信息,还要培养综合的英语表达能力,使学生能够适应日益频繁的国际交往的需要,这已成为当前和今后一个时期英语教学重点和发展方向,教材应能体现这一方向。

4. 培养语言产出能力要由浅入深、循序渐进。可以先学习样本对话和范文,

然后进行仿说、仿写，再逐步过渡到运用已经掌握的语言表达手段作个性化的表达，所谓个性化是指能够举一反三，运用学到的语言手段表达自己的看法和感情，谈论自己周围的生活环境及与自己有关的事情等，在运用语言的过程中使所掌握的语言内化。

5. 语言的本质特征之一是交互性，要达到有效交际的目的，教材不但要帮助学生掌握词语的意义和用法，还要教学生会话策略，让学生掌握语言的交际功能，学会得体地使用英语；此外，教材应设计多种形式的、生动的练习方式，通过两人对话、小组讨论、角色扮演等在学生之间进行交流，将学与用结合起来。

6. 英语是可以学好的，英语又不是轻易可以学好的，因此教材要注意语言现象的复现率，使学生能在多次循环的过程中学习语言、发展语言能力。

7. 注意课内与课外的结合。语言学习重点是培养技能，包括听说读写各个方面的技能，这就需要操练、需要反复练习。在课堂教学中要充分体现“教师指导”的作用，但是课堂里的时间有限，何况目前一般班级都比较大，学生很难得到全面操练的机会，因此教材还要做到有利于学生课外的“自主学习”，为此，教材应配有现代化的多媒体材料，为学生提供包括磁带、录像、网络等丰富的学习资源，提供真实的语言环境，让学生在课外也有机会接触和使用英语；当然，最好还能配备自测手段，为学生提供诊断性的反馈信息，帮助学生了解自己学习中的长处和短处，改进学习方法。

8. 教材是课堂教学的核心，课堂教学是通过教师来组织的，一套好的教材应当配有好的教师用书。教师用书除了讨论教材的编写原则、教学法指导思想外，最好能起到“教案”的作用，让教师不但知道“教什么”，而且知道“怎么教”，以便教师能根据班级的具体情况用好教材，帮助学生学到地道的英语。

总之，一套好的教材要便于教师组织教学，还要能激发学生学习的积极性，逐步建立起学好英语的信心并掌握正确的学习英语的方法。

《环球英语教程》跨度比较大，从初学者到中、高级英语学习者，使用者应当根据学生的具体情况选择使用，这一点应当注意。

从初步分析来看，《环球英语教程》在以上几个方面做得是比较好的，但是是否真正适合我国国情、适合我国大学生学习英语的特点，还需要经过我国外语教学实践的检验。

杨惠中
2006年3月

前 言

我在大学教英语至今已有二十几个年头了。先是在国内教了十几年，之后去国外深造又在美国大学教了八年，最近又回国从事英语教学改革。反反复复，接触并使用了許多英语教材，但总感到每一套教材都有遗憾之处。就引进教材而言，由于编者针对的对象并非中国学生，因此不论是从题材的选择、文化的比较，还是从课堂活动的种类及合理性上，都或多或少地带有不足。

最近，将由上海外语教育出版社从 Thomson/Heinle 引进出版的《环球英语教程》系列教材（该系列教材整合 World Link 与 World Pass 两套教材而成）引起了我的兴趣。尽管从编写的体系、内容的选择、配套练习还有版面的设计上，该系列教材与国内流行的其它教材有相似之处，但这套教材的四大特色使之与众不同。

首先，这套教材不仅在强调英语综合能力训练的基础上将学习英语的四会能力（听、说、读、写）很好结合起来，更重要的是它还同时将语法与词汇的学习贯穿始终，并不失时机地配以有声发音训练。像这种在掌握知识中培养能力，在提高能力中巩固知识的特点正是目前市面上大多数英语教材想做却没有做到家的。

其次，《环球英语教程》系列教材的篇章结构新颖合理。本套书的每个单元都由 A、B 两课组成。其中 A 课主要是介绍每一单元的主题和所涉及到的基本语言点；而 B 课则是对 A 课的加深。两相对比，A 课主要针对听、说技能进行训练；B 课则更多针对读、写技能。这种布局不仅脉络清晰，使每次课的教学重点更突出，而且将学习英语的四会技能融会贯通，面面俱到，从而使学习者在单项和综合能力上面都得到提高，将英语的学与用真正地结合起来，达到最佳的学习效果。

第三，衡量一套教材的好坏，从很大程度上取决于该教材是否给教师带来方便并留有空间和余地。《环球英语教程》系列教材的一个很显而易见的特点就是采用了测评题库 Exam View Pro® 的设计软件。该软件可以帮助教师更快捷地选择合理的试题，并由软件迅速完成批改任务，同时提供即时评估。这种方式极大地方便了教师，而且增加了测试的信度和效度。不仅如此，为了使教师们可以更深入地理解各单元的教学内容，《环球英语教程》还增加了“教学辅导”视频，其中的教学示范为教师们提供了可供参考和仿效的模拟课堂教学。

第四，《环球英语教程》的前四册 World Link 系列的主要服务对象是从初级到中高级的成人英语学习者，因此比较适用于各类专科学校，如：高职高专、二类院校专外、成人教育、语言学校和各种外国语学校等。本套教材除了为英语

学习者创造了深入理解本国文化的机会以外，更为英语学习者们提供了许多了解世界各地文化风情的机会。尽管本套教材的课程设计是建立在以美国文化为背景的基础之上，但通过课本和录像，学员们同样可以和世界各个角落的人用英语交流、沟通。这一出发点体现了英语是全球性语言的特色。作为 World Link 的延伸教材，两册的 World Pass 适合于重点大学使用，它在保留了 World Link 的几大特色的基础上更着重强调对学生在实际生活中的语言应用能力的培养。为了提高学习者的英语流利程度，World Pass 精心打造了动态的词汇学习方法及练习，实用的语法训练，生动有趣的听、说题目，以及写作活动。在完成本套教程的学习后，相信学习者在英语基本功和运用能力上都会得到很大的提高。

总而言之，《环球英语教程》是一套生动、有效的英语系列教材，它提供了真实的语言环境、丰富的学习资源（包括磁带、录像和网络）、生动的词汇、精炼的语法、全球化的观点和人性化的练习，因而它无疑是教师及英语学习者们的又一选择。当然，学好英语绝非一日之功，要真正地使一套教材发挥其作用，先进的教学设备、优良的师资条件、合理的课程设置、浓厚的英语学习氛围以及学生本身对英语的热忱等，都是确保学好英语的关键因素。在此，我祝愿所有的英语学习者都能学有所成！

刘 骏

二零零五年冬于汕头

World Link

Introduction to the Series

Objectives and Approach

World Link is a core series for young adult/adult learners of English in beginning through intermediate levels. Combined with *World Pass*, *World Link* provides a complete, comprehensive, and integrated six-level course for students from beginning through advanced levels. The course is based on an integrated syllabus that includes work in all four major skill areas: listening, speaking, reading and writing, together with a strong grammar syllabus, systematic vocabulary development, and pronunciation work.

World Link also provides EFL learners with a unique opportunity to interact with information about other cultures around the globe, and relate the information to their awareness of their own culture. The course is based on models of American English, though learners have ample opportunities to interact with the language of other types of English speakers from all corners of the globe, both in the textbook and in the *World Link Video*.

The series approach is based on the key *Links to Fluency*, which are woven into every unit.

Dynamic Vocabulary: students acquire and expand lexis through word families and useful expressions.

Essential Grammar: students learn grammar through either inductive or deductive techniques, depending on which are more effective and practical for that grammar item.

Universal Topics: students relate to world themes that provide the necessary context for learning about the English language and global cultures.

Confident Communication: frequent and fun exercises motivate students to produce language on their own.

Through a number of individual, pair, and group work activities, along with abundant resources for additional work in key areas of language development, *World Link* provides both students and teachers with all the materials needed for both flexibility and focus in a variety of teaching situations.

Course Length

The *World Link* series has been designed to cater to a number of teaching situations for courses ranging from 60 to 120 hours of instruction per level. The *Lesson Planning Guides* in each unit of the teacher's editions (described below) and *Pacing Guides* (available on request) allow teachers and program coordinators to easily tailor the course for their own number of classroom hours and teaching objectives.

Resources for Students

The *World Link* series approaches the issue of English language instruction by catering to the needs of both students and teachers. For students, *World Link* provides the following materials.

Student Book: The student book contains twelve core units, each of which is divided into *Lesson A* and *Lesson B*. Lesson A introduces the general language for the universal topic covered in the unit. Lesson B builds upon the general language introduced in Lesson A, and provides the reading and writing practice for the unit. Review Units appear after every third unit, and actively engage students in utilizing the language learned.

Workbook: The workbook provides additional practice through a variety of activity types, consolidating language work in several skill areas.

Audio Program: The audio program contains all of the listening, speaking and pronunciation activities from each unit.

Video on DVD: The *World Link* video is divided into two parts. The first part, *City Living*, features a short, sitcom-style episode with a cast of international characters. The clip expands on the structural and functional

language practiced in the lesson, providing an opportunity to see the language used in varied settings and situations. The second part of each video, *Global Viewpoints*, features interviews with a range of students and professional people from around the world, discussing issues related to the topic of each unit.

Video Workbook: The *World Link* video workbook includes eight pages of activities per unit that enhance the video viewing experience and allow for as much language practice as possible. The video workbook can also be used for self-study.

Student Web Site: The *World Link* web site offers vocabulary, grammar and reading practice to students, in addition to internet-based content that links students' learning to the outside world.

Resources for Teachers

The *World Link* series also offers unprecedented support to teachers for lesson planning, implementation, and assessment.

Teacher's Edition: In addition to page-by-page teacher's notes, answer keys, and audio scripts, the teacher's editions provide the following additional features:

- photocopiable *Lesson Planning Guides*, which allow teachers to easily plan, implement and monitor the materials they use for each unit
- *Professional Development Pages* by Dr. Andy Curtis, a world-renowned leader in the field of professional development in ELT, which provide exercises for teachers to reflect on and expand their own teaching abilities
- *Key Points* language summaries
- *Watch Out* sections highlighting common errors
- Supplemental vocabulary *Word Banks*
- *Extra!* directions for optional activities for additional fluency practice
- *Culture Links* provide EFL teachers with support in explaining various aspects of topics presented in the student books
- *Teacher Tips* contain a brief description of new teaching ideas
- additional follow-up activities for the *Ask & Answer*, *Reading* and *Communication* sections
- photocopiable *Video Worksheets* and *Video Scripts*
- Each teacher's edition includes a *Presentation Tool CD-ROM* with art work from key sections of each student book unit and review unit, in Microsoft PowerPoint® format, for teachers to use in classroom presentation and practice

Teacher's Resource Book: The photocopiable activities in the Teacher's Resource Books expand and exploit the language learned in the student book, and include information gap activities, group activities, games, puzzles, interview worksheets, and so on.

Video Teacher's Guide: This valuable teacher resource includes step-by-step teaching notes, video scripts, pacing suggestions, answer keys, quizzes, and an introduction to teaching with video.

ExamView Pro® Assessment Program: Create five tests in five minutes with this powerful software. The *World Link* assessment program allows teachers to create, customize, and correct quizzes quickly and easily. Teachers can easily create online or intranet-based tests which allow teachers to view students' results at a glance. A paper-based *Placement Test* allows teachers to easily place students in the appropriate level of *World Link*.

Teacher Web Site: The *World Link* web site provides additional resources for the teachers which help them link their students' learning to the outside world. User ID and password are available on request.

Unit Format

Each unit consists of two lessons: Lesson A introduces the topic and contains the most essential language for each unit; Lesson B expands on the language introduced in Lesson A. Though both lessons contain practice in some

of the same skills, Lesson A has a greater focus on listening and speaking; reading and writing appears only in Lesson B. Review units appear after every third unit of the book.

Lesson A

The **Vocabulary Link** section dynamically introduces the vocabulary through the use of word families and useful expressions. Vocabulary introduced in *World Link* is frequently recycled throughout the lesson and in the accompanying components.

Listening sections teach strategies for use in real-life situations. Every situation is contextualized, and students are set a specific task before they listen. Students work at least twice with every passage, the first time to find general information, the second time for more specific details. Listening tasks are accompanied by open-ended **Ask & Answer** discussion and critical thinking opportunities.

A **Pronunciation** section focuses on language that features within the context of the topic and the language of the unit. The goal of pronunciation activities is not to make students sound like native speakers, but to make their pronunciation sound natural and comprehensible to a wide international audience. Pronunciation exercises give students item-specific practice with reduction, stress, rhythm, intonation, and troublesome minimal pairs.

Speaking sections give students guided support while leading them to produce the language fluently. A model conversation incorporates vocabulary and structures from the unit in a natural dialog about the unit theme. Students learn the language they need to carry out functions in social interaction, and have opportunities to practice it in pair work, group work, and role plays. The **Useful Expressions** that appear within the Speaking section expands students' fluency with frequently used phrases and sentences. An additional **Speaking Strategy** is included in levels 2 and 3 to encourage intermediate students to expand their fluency.

Language Link introduces the essential grammar either inductively or deductively, with the purpose of assuring accuracy and appropriateness of language. Some language points are presented through guided-discovery methods that challenge students to employ critical thinking at the presentation stage of the exercise. For other language points, the traditional approach of presenting a rule and then practicing it is more appropriate.

A **Communication** section, at the end of Lesson A, pulls together the essential vocabulary, grammar and speaking skills in a communicative activity. This provides a natural review of the material covered, while challenging students to extend its use in new situations.

Lesson B

Lesson B largely expands on the more core language students have already learned in Lesson A. An additional **Vocabulary Link** section starts the lesson by expanding the language related to the unit topic. Also included in Lesson B are an additional **Listening** activity and a second **Language Link** section that expands on the grammatical point presented in Lesson A. A second **Communication** section ends each unit with a motivational fluency-based task that consolidates all of the language in the unit.

The sections that are specific to Lesson B are:

The **Reading** section, which takes the form of high interest topics in a variety of genres, and includes pre-, during, and post-reading activities. Readings are set in a real-world context, and have a variety of formats such as articles and web pages. They build in length over the course and reach approximately 350 words in length by the end of Level 3. Through a variety of activities, the Reading strand develops various reading skills, including skimming, scanning, predicting, summarizing, and critical thinking.

The **Writing** section, which reinforces the structures, vocabulary, and expressions students have practiced and is based on a number of easy-to-follow writing models. A variety of writing genres are included. Students write a group of sentences about a topic that personalizes the theme of the unit, relating it to their own life and experiences.

Review Unit

Review Units appear after every third unit of the book. These have different formats throughout the book, to add variety and consolidate material from the preceding units. They contain the following sections:

Storyboard sections feature illustrated conversations which review language from previous units in new contexts.

See it and say it sections provide additional opportunities for freer fluency practice through open-ended pair work.

Other review activities of varying types that reinforce the key structures from the units. Written work is followed by communicative practice in pairs. Detailed teaching directions for these sections are given in the teacher's pages for each review unit.

Message from the Authors

It has been our pleasure to create the materials for the *World Link* series. We hope that this course will provide a wealth of teaching and learning opportunities for both teachers and students of English. We wish you the best of luck in your experience using English, both inside and outside of the classroom.

Susan Stempleski
Nancy Douglas
James R. Morgan
Dr. Andy Curtis

World Link 1 Video Teacher's Guide

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Welcome to the *World Link* Video Course! This new video series creates interesting and fun opportunities for your students to become fluent in everyday English. The video program is part of the *World Link* textbook series, a four-level core series for young adult and adult learners of English from beginning to intermediate level. The video course consists of four sixty-minute videos, which can be used in conjunction with the *World Link* textbooks or as the basis for a stand-alone course in the language lab or classroom when used with the *World Link* Video Workbook.

The World Link Videos

The *World Link* Video Course provides stimulating and exciting video material offering both audio and visual input as well as opportunities for follow-up conversation practice. Each of the *World Link* videos contains twelve video units. Each video unit features two video segments: **City Living** and **Global Viewpoints**.

- The **City Living** segments are original dramatic episodes, filmed in an engaging sitcom-like style and focusing on the lives of six young people—from a variety of international backgrounds—living in New York City. Each episode reinforces and expands on the language presented in the corresponding *World Link* Student Book.
- The **Global Viewpoints** segments consist of real-life interviews in which a wide range of students and professional people from around the world present their personal views on global issues related to unit topics.

Optional English-language subtitles for **City Living** and **Global Viewpoints** segments are available for use on the DVD version of the *World Link* videos.

The World Link Video Workbooks

Each video workbook has twelve eight-page units that correspond to the video units. Each unit is divided into two main parts. The first part focuses on the **City Living** episode, the second on the **Global Viewpoints** interviews. Each part contains a variety of task-based activities based on the video segment. In the back of the video workbook are complete transcripts of the dialog from the video segments.

City Living

The six-page **City Living** part of the unit is made up of four sections:

- **Preview**—This one-page section uses still photos from the video, speech bubbles, and a short comprehension activity to preview key moments in the episode. The section is designed to stimulate interest in the video as well as help students focus on key events in the story.
- **Before You Watch**—This one-page section uses a variety of exercises to present and preview key vocabulary used in the episode. The exercises are designed to make the language used in the video more readily accessible to students.
- **While You Watch**—This two-page section includes a variety of viewing activities designed to increase students' understanding of the language and story line of the episode.
- **After You Watch**—This two-page section includes follow-up language exercises focusing on grammar and useful expressions from the video.

Global Viewpoints

The two-page **Global Viewpoints** part of the unit is made up of one or two groups of interviews. For each group of interviews there is a **Before You Watch** section focusing on necessary vocabulary, and a **While You Watch** section focusing on video comprehension. The final section, **Your View**, asks for personal responses to questions about issues related to the theme of the entire unit.

Real English boxes appear throughout each unit and explain cultural points or colloquial language that appear in the **City Living** and **Global Viewpoints** video segments.

The World Link Video Teacher's Guide

The *World Link Video Teacher's Guide* contains unit-by-unit teaching notes, including a Lesson Planner and Lesson Summary for each unit as well as step-by-step instructions for using the Video and the Video Workbook in the classroom. Each unit also contains suggestions for a variety of communicative activities called "Communication Links," which are designed to stimulate conversation in pairs, groups, or the whole class. In addition, the Video Teacher's Guide includes the answers for Video Workbook activities along with photocopiable quizzes for each unit, a midterm, and a final exam.

Using Video in the Classroom

Video is one of the most useful aids available for language teaching. It is motivating. It shows how people speak to each other. It is excellent for teaching both behavior and body language. It shows the culture of the people using the language. It is one of the best ways of communicating meaning and stimulating students to talk. But how can you exploit these advantages

most effectively in the classroom? In addition to having students do the activities described in the Video Workbook and implementing the ideas in the teaching notes in this Video Teacher's Guide, there are several useful techniques you can use to add variety to your classroom lessons and to make more effective use of video in the classroom.

The following is a description of five basic techniques for using video in the classroom: silent viewing, pause/freeze frame, sound only, split viewing, and normal viewing. I've also included suggestions for specific teaching activities based on each technique.

1. Silent Viewing

This technique, which involves playing the video with the sound off and showing only the pictures, can be used to stimulate student interest and language use about what is being shown on the screen (rather than what can be heard on the soundtrack), or to get students to focus on what is being said, through the use of a variety of guessing and prediction tasks. Playing a short video sequence with the sound turned off not only helps students concentrate on the situation, but it also stimulates their imagination. Some classroom activities based on the Silent Viewing technique are:

- ***What are they saying?***

Show a dramatic scene with short exchanges of dialog, where the action, emotions, setting, and situation give clues to what is being said by the characters. Students watch the scene with the sound off and guess or predict what the characters are saying. Then they watch the scene with the sound on and compare their guesses and predictions with what the characters actually say.

- **What's happening?**

Write the following three questions on the board, or dictate them to students:

Where are the people?

Who are they?

What's happening?

Students watch a dramatic scene and use the questions as a guide to help them guess the gist of the situation rather than the exact words used by the characters.

- **What's the conversation?**

Students watch a dramatic scene, preferably one involving a conversation between two people. Then they work in pairs and try to write an appropriate dialog to accompany the pictures. Students practice their dialog in pairs and then take turns performing the dialog in front of the class. Finally, students watch the scene again, this time with the sound on, and compare their dialog with the dialog that is actually used in the video.

- **What did you see?**

Students watch a video sequence and then write a descriptive commentary on what they see.

2. *Pause / Freeze Frame*

This technique, which involves using the pause button to stop the video while keeping a still picture frozen on the screen, can be used with either sound on or sound off. The Pause / Freeze Frame technique is useful for concentrating on a single image or sentence in a video sequence. It is ideal for studying language in detail. For additional language reinforcement, it can be used in conjunction with displaying the subtitles that accompany

each *World Link* video sequence. Some classroom activities based on the Pause / Freeze Frame technique are:

- **Listen and say**

Students watch a video sequence twice with the sound on. During the first viewing they simply follow the story. During the second viewing, use the pause function to stop the video from time to time so that students can repeat the line just spoken. Encourage students to use the same intonation and stress patterns as the speakers. Offer opportunities for individual students to repeat the lines, as well as for the whole class to repeat the lines in chorus.

- **Tell me what you see**

Play a video sequence with the sound off and pause at a convenient point to show a still picture. Students work in pairs and take turns describing what they see in the picture. As a variation, instead of using a single picture, you can pause at several different points where specific items come into prominence.

- **Guess the next line**

Students watch a dramatic sequence, preferably one involving a dialog between two characters, with the sound on. During the viewing, pause the video at several different points, always just after one character has asked a question or said a sentence to which the second character is expected to respond. Students guess what the second character will say in response to what the first character has said. After eliciting suggested responses from the students, play the video and allow students to hear the actual response used in the video. After going through a sequence in this manner, play

the entire sequence again, straight through without pausing, so that students have a chance to follow the dialog spoken at its natural pace.

3. *Sound Only*

This technique involves playing the video with the sound on and no picture. (Cover the screen with a cloth, a coat, or a large piece of paper.) With Sound Only, students listen and concentrate on what they hear, rather than on what they see. As with Silent Viewing, the creation of an information gap stimulates the imagination and student language use. Some classroom activities based on the Sound Only technique are:

- **Describe the person**

Choose a video sequence in which one character speaks continuously for at least 10 or 15 seconds. On the board, write a list of words that students are likely to need to describe the character, for example, *old, young, tall, short, dark, fair, nice, nasty*. Play the video sequence with sound only. Students listen and write down the words they feel describe the character. Students then work in pairs or small groups, comparing and giving reasons for their answers. Elicit some answers (and reasons for them) from the class. Then replay the sequence with sound and picture so that students can modify or confirm their original answers.

- **Describe the scene**

Select a video sequence with a soundtrack in which some clues are given as to the location, number of characters, and general situation of the scene. Write the following questions on the board, or dictate them to the students:

Where does the scene take place?

How many characters are in it?

How are they dressed?

What are their ages?

What is their relationship?

What are they doing?

Play the sequence with sound only. Students listen and then work in pairs or small groups asking and answering the questions and giving reasons for their answers. Finally, play the scene again, this time with sound and picture. Students discuss the questions again, taking into consideration the new information they now have from the pictures.

4. *Split Viewing*

The technique of Split Viewing involves having some students see a video sequence and hear the soundtrack, while other students only hear the sound track. Some activities based on the Split Viewing technique are:

- **Tell me what happened**

This activity is a lot like a game. Divide the class into pairs. One student in each pair is a listener who faces away from the screen. The other student is a watcher who faces the screen. Play the video episode. Listeners listen only. When the sequence ends, the watchers have three minutes to tell the listeners what they saw. At the end, encourage one or two listeners to sum up the story. Then replay the episode for all students to watch. At the end, the listeners and the watchers

compare their earlier versions with what actually happens in the video.

- **Find out what happened**

This activity follows a procedure similar to that described above, but instead of watchers telling listeners what happened, the listeners have to ask the watchers questions to find out what happened. After listeners have interviewed watchers, call on listeners to report the information they found out. This is all useful practice in asking questions and reporting information.

5. *Normal Viewing*

As you would expect, the technique of Normal Viewing involves watching the video with sound and picture, the way most people normally watch TV or a video. There are numerous activities based on this technique, and only a few of them are listed here. The most common and popular techniques that involve Normal Viewing are:

- **Role play**

Select a video sequence with a dialog involving two or three characters. Divide the class into groups composed of the same number of students as there are characters in the video sequence. Play the sequence twice. The students' task is to study the situation in the video and then role-play the same situation using whatever words or other means they wish. After students have viewed the sequence twice, allow the groups five minutes or so to practice role-playing the situation in the video. Finally, groups take turns performing their role plays for the class, using their own words, actions, and gestures. Role play is an excellent way of having students use the language they have learned. With role play students concentrate

not just on the language people use, but also on how they behave.

- **Change!**

This is a variation of role play (above). In large classes, each group prepares the role of one character. It then nominates one of its members to play that character. During the role play, members can be substituted by the teacher calling "Change!" or by another group member tapping the role player on the shoulder and replacing him or her.

- **Behavior study**

In this activity, students watch a dramatic sequence, imagine a similar situation in their own country, and examine the differences in behavior. Select a video sequence that illustrates two or three incidents of behavior that are culturally different from the students' own culture. Ask the students to observe the video carefully. Play the video sequence and pause after each incident. Elicit information about what the people in the video said and did and how this differs from the students' culture. For example: Watch how the people greet each other. Play the relevant part of the sequence and elicit from the class:

- a. where the people are
- b. what they say
- c. what they do
- d. what their relationship is
- e. how they would act differently in the students' own language and culture

- **Comparing situations**

Two or three incidents or sequences can be contrasted to allow the students to compare behavior in two different situations (e.g., people greeting each other at a party, and people greeting each other at a business meeting).