

朗文英语

视听说手册

VIDEO/DVD PROGRAM

2

WorldView

走遍世界



朗文英语走遍世界

视听说手册

WORLD VIEW

2

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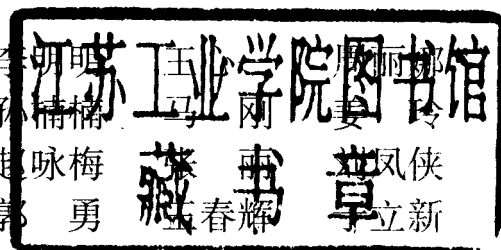
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Introduction

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. 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)

Can You Do Something Today?

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 2 Unit 2. (Both the Student Book unit and the video segment are about making excuses.)
2. Tell students what the genre is (situation comedy) 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 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 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:

- **Role-play:** Have students work in pairs, taking the roles of Liz and Nicole. Have them re-create the situation and use their own words to improvise the conversation. Choose one or two pairs to role-play for the class.
- **Character interviews:** Divide the class into pairs. One student is a reporter, and the other is Liz. Have the pairs improvise interviews, asking and answering questions about the action in the scene as well as how Liz 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:

- **Brainstorm:** Have students write as many excuses as they can for one of these situations:
 1. Your parents want you to go on vacation with them next month, but you don't want to go.
 2. A friend invites you to a dance party tonight, but you don't want to go.
 3. Someone asks you to have dinner next week, but you don't really like this person.
- **Scene:** Have students write another scene from the same situation comedy—perhaps a scene about when Liz and Nicole finally get together.

Segment 1 (Units 1—4)

Can You Do Something Today ?**Previewing : Picture off**

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

1. Who are the people ?
- 2 .Where are they?
- 3.What are they talking about ?
- 4.What is the story ?

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

- | | | |
|--|---|---|
| 1. Liz and Nicole are friends. | T | F |
| 2. They want to get together soon. | T | F |
| 3. They both have very good excuses. | T | F |
| 4. They decide to have lunch together today. | T | F |

Segment 1. (Units 1—4)

Vocabulary for Comprehension

Can You Do Something Today?

Genre: Situation comedy

Viewing time :1:36

Background Information

A situation comedy is a humorous TV show involving characters who are trying to resolve a problem or "situation" that could occur in real life. In this particular segment, the characters are trying to find a time when they can get together.

Cultural Information

You might want to point out that in U.S. culture, women who know each other well often kiss each other on the cheek when meeting or saying goodbye. (Men would most likely shake hands.) Nicole checks her schedule on a "palm pilot," an electronic day planner. These have become very popular in recent years and help people keep track of meetings, appointments, and other important events in their schedules.

Vocabulary for Comprehension

Preview the vocabulary with your students.

ages: *a long time*

bite: *a quick meal*

client: *someone who pays for services of advice from a person or organization.*

crazy: *very strange or not very sensible*

grab: *to do something for a very short time (example: grab a nap, grab a bite to eat)*

presentation: *a formal talk about a particular subject*

Yikes: *interjection said when you suddenly notices or realize something that is shocking or that you must do something quickly*

Answer Key

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

1. They are friends.
2. They are in a restaurant / a coffee shop.
3. They are talking about when they can find the time to get together.
4. It's about two young professional women who are trying to find time to get together.

In-Depth Viewing

- | | |
|------|--|
| 1. T | 3. T |
| 2. T | 4. F—They can't have lunch today. Liz has a meeting. |

Video Script

Liz: Hey, Nicole!

Nicole: Hey, Liz. Oh, it's great to see you!

Liz: You, too. It's been ages, hasn't it? Why don't we get together soon?

Nicole: Yeah, let's. What do you want to do?

Liz: I don't know. Um, how about going to a movie this weekend? How's Sunday?

Nicole: Oh, I'm really sorry Liz, but I can't. I've already got plans for Sunday.

Liz: Oh, that's OK.

Nicole: Hey, I know! Let's go out for dinner on Saturday. There's a great new Korean restaurant I want to try. You like Korean food, don't you?

Liz: Yeah, I really do. But Saturday isn't good for me—sorry. It's my mom's birthday and we're having a little family party for her.

Nicole: Well, let's see. I can't go out on Friday. I have to pick Chris up at the airport Friday night.

Liz: And Thursday isn't good for me because I have an evening class and it ends at 9:30. How about Wednesday? We can meet after work and grab a bite to eat.

Nicole: Wednesday, Wednesday . . . Oh, Liz, I'm really sorry. I've got to work late this Wednesday. I have a big presentation for a new client on Thursday morning. I know! I can do something on Monday!

Liz: Nicole, today *is* Monday.

Nicole: Oh, sorry. You're right. What a crazy week! Well, can you sit and have lunch with me now?

Liz: I think . . . Yikes! It's 1:00! How did it get so late? I've got a 1:15 meeting. I've got to get back to the office!

Nicole: Oh, don't worry about it. Go on. Go on! You're going to be late!

Liz: Look, we'll try again next week, OK?

Nicole: Sure, sure. Next week. I'll email you.

Segment 2 (Units 1—4)

Around the World on a Dollar

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 2 Unit 4. (Both the Student Book unit and the video segment are about traveling to countries where English is spoken.)
2. Tell students what the genre is (travel program) 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 easy to understand from the context. If appropriate, write *powhiri* on the board and tell them that it is pronounced "paw-FEE-ree."

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. 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. Have pairs present their summaries to the class.
- **Discussion:** Have students work in pairs to talk about one strong impression from each of the three countries shown in the video. Call on a few volunteers to share their impressions with the class.

Step 7: Homework (Optional)

Assign one of the following projects for homework:

- **Letter:** Have students write a letter to a travel agency asking about one of the countries in the video. Ask for information about flights to the country, the cost of accommodations and whether there are any package tours available that might include travel, room, and meals.
- **Research:** Have students search in the library or on the Internet for more information about another English-speaking country. The information could be about accommodations, sites to see, or traveling to or within the country. The students should present an oral or written report to the class.

Segment 2 (Units 1—4)

Around the World on a Dollar**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. What famous places do you see?
2. What countries are they in?
3. Are the countries similar? How?
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

Match the places and things on the left with the countries on the right.

exotic plants and animals Mount Victoria River Thames sheep	England
Jama Masjid Mosque Houses of Parliament a powhiri (Maori welcoming ceremony)	New Zealand
whales and seals Buckingham Palace monuments, forts, and temples Red Fort peaks, fjords, and geysers double-decker buses Big Ben holy cows and holy men Kaikoura Canyon Taj Mahal	India

Segment 2 (Units 1—4)

Around the World on a Dollar

Genre: Travel program

Viewing Time: 3:25

Background Information

Travel programs have been popular on TV for many years. They give a glimpse of places around the world, pointing out famous sites and natural wonders. The title of the show suggests that it will offer tips on how to save money when traveling to these places. Many large cities have tall buildings with observation areas from which a large area of the city can be viewed. The London Eye is an observation wheel, similar to a Ferris wheel at a carnival or fair. Tourists ride in capsules and view the city of London as the wheel turns them around.

Language Notes

Must-see is an idiomatic expression in which *must* used as a noun, here meaning something that is very important to see or visit.

Vocabulary for Comprehension

Preview the vocabulary with your students.

destination: *the place that someone or something is going to*

double-decker bus: *a bus with two levels, the one on top usually open to the air; used mostly as tour buses*

exotic: *unusual and exciting because of a connection to a foreign country*

fascinating: *extremely interesting, especially because you are learning something new*

fjord: *a long narrow area of sea between high cliffs*

fort: *a strong building or group of buildings used by soldiers or an army for defending an important place*

geyser: *hot water and steam that suddenly rise into the air from a natural hole in the ground*

gorgeous: *very beautiful or pleasant*

holy: *relating to God or religion; very religious and morally pure*

monument: *a building or other large structure that is built to remind people of an important event or famous person*

must-see: *something that you have to, or is very important to, see*

peak: *the pointed top of a mountain, or a mountain with a pointed top*

royal: *relating to or belonging to a king or queen*

stand guard: *to be responsible for guarding (protecting) a person or place for a specific time*

stunning: *extremely attractive or beautiful*

sun yourself: *to sit or lie outside when the sun is shining*

symbol: *a picture, person, object, etc. that represents a particular quality, idea, organization, etc.*

temple: *a building where people go to worship in some religions*

wildlife: *animals and plants that live in natural conditions*

worship: *to show respect and love for a god, especially by praying in a church, temple, etc.*

Answer Key

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

1. River Thames, Houses of Parliament, Big Ben, Buckingham Palace, Red Fort, Taj Mahal, Jama Masjid Mosque, Kaikoura Canyon, Mount Victoria
2. They are in England, India, and New Zealand.
3. They are all English-speaking.
4. It's about visiting three English-speaking countries: England, India, and New Zealand.

In-Depth Viewing

England:	India:	New Zealand:
River Thames	exotic plants and animals	Mount Victoria
Houses of Parliament	Jama Masjid Mosque	sheep
Big Ben	monuments, forts, and temples	a powhiri
Buckingham Palace	Red Fort	whales and seals
double-decker buses	Taj Mahal	peaks, fjords, and geysers
	holy cows and holy men	Kaikoura Canyon

Video Script

Narrator: Welcome to *Around the World on a Dollar*. I'm your host, Bob Macy. Our program tonight is for those of you who want to travel to countries where you can speak English. Well, there are plenty of fascinating places you can go! For example, I just returned from a tour of England, India, and New Zealand.

My first stop was London, one of the greatest cities in the world. I began my tour at the London Eye, a giant observation wheel located on the South Bank of the River Thames. From here you get a fantastic view of the city.

My next stop was the Houses of Parliament. The British government has met here for more than 700 years! You'll probably recognize Big Ben, one of the best-known symbols of London. Here's an interesting fact: Big Ben isn't the clock tower itself—it's actually one of the bells inside.

Buckingham Palace, the London home of the royal family, is another must-see. And don't forget to take a ride through London's streets on one of its famous double-decker buses—it's a great way to meet friendly Londoners and practice speaking "the Queen's English"!

From England, it was on to India. In this huge country, many different Indian languages are spoken, but many people speak English, too.

India is full of impressive monuments, forts, and temples. In Delhi, I saw the gorgeous Red Fort, and then I went to Agra to visit the Taj Mahal. It's one of the most famous monuments in India—and the world.

India is home to many different religions. I went to the Jama Masjid Mosque, which is one of the largest Muslim places of worship in the world. I visited Hindu temples, and I also stepped into a Sikh temple. It was totally fascinating.

One of the most interesting things to do in India is simply to walk the streets. There are holy cows—and holy men—almost everywhere. And the countryside is beautiful, too, home to exotic plants and animals. But best of all are the friendly, warm Indian people.

My final destination was New Zealand. Most people think of sheep when they think of New Zealand, and it's true that many parts of the country are full of them! But there's much more to see in New Zealand—from the stunning peaks and fjords of the South Island, to the geysers of Rotorua on the North Island.

There is also a wide variety of wildlife in New Zealand. For example, in Kaikoura Canyon, on the South Island, I went whale watching and saw families of seals sunning themselves on the rocks. What a sight!

I was fascinated by the culture of the Maori, who were the first people to live on the islands of New Zealand. I went to a "powhiri," which is a welcoming ceremony. The powhiri I attended was held on February 6, Waitangi Day, a national holiday that celebrates the "birth" of the country in 1840.

New Zealand's cities are as beautiful as the countryside. Wellington is the capital city and is built around a beautiful harbor. Nearby, Mount Victoria stands guard.

When we come back, we'll look at the cost-saving websites used to plan this trip. Stay tuned.

Segment 3 (Units 5—8)

Shake Hands or Bow?

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 2 Unit 5. (Both the Student Book unit and the video segment are about international business customs.)
2. Tell students what the genre is (local access telecourse) 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 until the seminar leader says, "Business cards are very important," and then pause it. 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 entire 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 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.