

Second Edition (第二版)

World Link

Developing English Fluency

环球英语教程 视听教程

教师用书

Video Course
TEACHER'S GUIDE



Susan Stempleski

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
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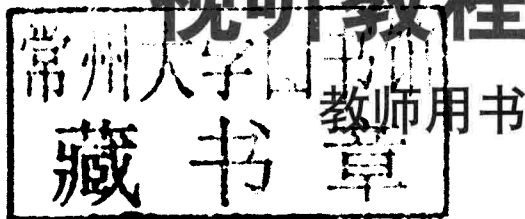
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出版前言

World Link—Developing English Fluency (入门级、1-3级)是全球著名教育出版集团美国圣智学习出版公司(CENGAGE Learning)最畅销的核心产品系列,适合初级至中高级英语学习者使用。第一版引进时,我们将该系列与更高难度系列World Pass—Expanding English Fluency整合在一起,形成了《环球英语教程》(第一版)。自2006年6月出版发行后,这套教材一直受到国内使用学校和师生一致的高度评价。尤其是World Link所配有的丰富视频——原创室内情景剧集City Living(《城市生活》)和电视采访集锦Global Viewpoints(《全球视角》)更受到学习者的热情赞扬。

而圣智学习出版公司也在World Link第一版产品投入市场后不久即展开了修订工作,对第一版内容进行维护、更新和提升。他们在全球范围通过多种渠道有效跟踪了该系列教材的使用情况,同时也持续不断地关注在外语教学和第二语言教学领域内涌现的最新研究成果,最终,World Link(Second Edition)(入门级、1-3级)承载着圣智公司智者的努力和所有使用者的殷切厚望,在2011年以全新的形象问世。

因此,《环球英语教程》(第二版)与第一版相比,无论在内容还是形式上,更新与提升的幅度都很大,映射出编写者与出版者对英语教学过程的演变以及教材作为重要媒介的深刻思考。以World Link学生用书(第二版)为例,它在第一版的基础上做了大幅修订:(1)每单元增设了一段全新的脱口秀视频—Good Morning World;(2)拓展了词汇学习的广度,除单词学习以外,还系统介绍了各类使用频率较高的短语、表达和常用搭配等;(3)调整了技能训练的重心,把帮助学习者掌握有关听、说、读、写的种种策略和方法作为核心目标;(4)极力丰富了配套资源:学生用书附赠学生学习光盘,《视听教程》学生用书附赠课堂教学光盘(DVD-ROM),为学生提供了更多、更自然的英语语言输入和练习机会。World Link教师用书(第二版)更新的内容也不少:

(1)第二版采用了将教学指导与学生用书放在一个合和页内左右一一对应的方式,将习题答案凸显并嵌入学生用书练习中,方便教师从容使用;(2)增加了具体到点的教学提示、语言提示、文化提示和语法提示,为使用World Link(第二版)的教师提供重要信息和最新策略指导;(3)由加拿大Queen's University

英语学院院长Dr. Andy Curtis执笔的职业发展内容，较之第一版，融入了对当代英语教学更多、更进一步的认识，旨在帮助教师全面了解自我、了解英语教师这个职业，从而培养教师具备更高的职业素养；（4）结合当代教学环境和科技进步，第二版为教师提供了更多能帮助他们简化备课和教学过程的工具：教师用书附赠的教师资源光盘为教师提供了用于课堂内外的拓展活动资料和教学工具；互动式教学资源包（DVD-ROM）集学生用书、练习册、视频、音频及其他内容于一体，可用于互动白板或数据投影仪，辅助教师课堂教学。

上海外语教育出版社坚持以“服务外语教育、传播先进文化、推广学术成果、促进人才培养”为我们的努力方向和使命追求，我们继续选择并引进这套由美国圣智学习出版公司潜心打造的教育产品系列的第二版，正是出于以上信念和对国内英语教学现状的把握。我们深信该系列产品一定会如我们所愿，为国内英语教学界带去一股春风，不但激起英语学习者的学习热情，也会鼓舞英语教学者的热情，使得国内英语教学形成良好的互动，在教学效果上更上一层楼。

上海外语教育出版社

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Second Edition

World Link

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TEACHER'S GUIDE



World Link Video Course Teacher's Guide 3
2nd Edition

Susan Stempleski

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An Introduction to Using Video in the Classroom

Welcome to the second edition of the *World Link Video Course*. The video course is part of the *World Link* textbook series, a four-level core series for young adult and adult learners of English from the beginning to intermediate level. With a completely new video segment in each unit and revised activities, this new edition creates more interesting and fun opportunities for learners to become fluent in everyday English.

The World Link Videos

Each of the *World Link* videos contains twelve video units. Each video unit consists of three segments—Good Morning World, City Living, and Global Viewpoints.

- Good Morning World segments are a morning show program featuring interviews, discussions, and demonstrations in the style of talkshows. The hosts, Jay Jones and Kim Kimal, welcome many guests and discuss various topics associated with the themes and language presented in the *World Link* Student Books.
- City Living segments are original dramatic episodes, filmed in engaging sitcom-like style. They focus on the lives of six young people from a variety of international backgrounds living in New York City. Each episode reinforces and expands upon the language presented in the corresponding unit of the student books.
- 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 issues related to unit topics.

The World Link Video Course Workbooks

Each video workbook has twelve eight-page units that correspond to the video units. Each unit is divided into three main parts. The first part focuses on the Good Morning World episode, the second on City Living, and the final part 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 course workbook are complete transcripts of the dialog from the video segments.

Good Morning World and City Living

Both the Good Morning World and City Living parts of the unit are made up of three sections:

• Before You Watch

Uses a variety of exercises to present and preview key vocabulary used in the video. The exercises are designed to make the language used in the video more readily accessible to students.

• While You Watch

Features a variety of viewing activities designed to increase students' understanding of the language and story line of the episode.

• After You Watch

Consists of follow-up language exercises focusing on grammar and useful expressions from the video.

Global Viewpoints

The Global Viewpoints part of the unit is made up of 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 appears in the City Living and Global Viewpoints video segments.

The World Link Video Course Teacher's Guide

The *World Link Video Course 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 Course 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 Course Teacher's Guide* includes the answers for the *Video Course Workbook* activities along with photocopiable video worksheets.

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 Course Workbook* and implementing the ideas in the teaching notes in this *Video Course 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

An Introduction to Using Video in the Classroom

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 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 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 soundtrack. 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 students' own culture. Ask 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 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 students' own language and culture

- **Comparing situations**

Two or three incidents or sequences can be contrasted to allow 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).

- **Prediction**

Before having students watch a scene, tell the class where the scene takes place and ask them to predict eight to ten things they might see in the video. For example, for a scene that takes place in a kitchen, students might predict the

An Introduction to Using Video in the Classroom

following: an apple, a cake, a cook, a stove, a table, a spoon, a sink, a chair, a refrigerator. Play the video. Students watch and call out the names of the predicted items as they see them on the video.

• Thinking and feeling

As much as the words we use, our body language—such as posture, gestures, and facial expressions—conveys what we really think and feel. An interesting and valuable activity involves describing what characters in a video are thinking and feeling, using clues from the dialog and the body language they use. To carry out this activity, start by pre-teaching a number of words students can use to describe feelings exhibited by a character or characters in the video, for example, angry, irritated, furious, curious, surprised, disappointed, unhappy, worried. Students' task is to watch the video and name the feelings being expressed. Play the video, stopping at crucial points to focus on a character. Ask students which word describes the character's emotions or feelings at that point, and have them give reasons for their answers.

• Telling the story

Students can watch a video episode and then produce an oral or written summary of the story. Alternatively, they can watch a video episode and make up a story about the events leading up to the episode they saw on the video or about what may happen next. Using video to get students to make up a story is an excellent way of getting students to recycle language they have learned and use it in original ways for their own purposes.

General Suggestions for Using the World Link Videos

• Familiarize yourself with the videos.

Before showing a segment to the class, view it yourself and try doing the activities. In this way, you will be able to anticipate questions students may have about the segment.

• Allow students to view the videos more than once.

In order to carry out the viewing activities, students may need to view an individual segment several times. Play the segment as often as the students feel is necessary to complete the activity.

• Clarify directions for viewing activities.

Focus students' attention more effectively on the task at hand by making sure they understand the directions before you play the video segment.

• Know your video equipment.

Practice with the equipment you will be using in class, so that you can easily locate and play the appropriate segment.

In this introduction, I have described five well-established techniques for exploiting video sequences in the EFL/ESL classroom, along with a variety of activities based on these techniques.

You should treat the techniques and activities I have outlined as suggestions, not instructions, and vary them to meet your classroom situation and the needs and abilities of your students, and, of course, to suit the particular video segments you are using.

I have really enjoyed working on the *World Link Video Course*, and I hope you and your students have as much fun using it. My greatest hope is that the *World Link Video Course* helps many, many learners around the world become confident and fluent speakers of English.

Sincerely,

Susan Stempleski

The World Link Video Characters

Good Morning World is an exciting and entertaining morning show hosted by Jay Jones and Kim Kimal. On Good Morning World, Jay and Kim reveal much about their unique personalities as they discuss numerous topics every morning. The co-hosts welcome a variety of guests to the show, including a chef, a doctor, a fashion expert, a movie star, a politician, and many others. They are joined by Rashid, the show's quiet but hard-working assistant. Start every morning off right with Good Morning World!



Jay Jones



Kim Kimal

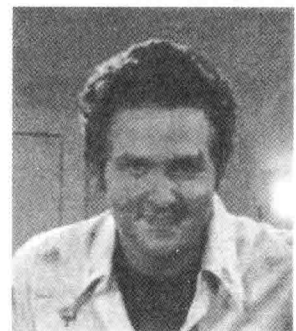
City Living is the story of the day-to-day lives of six friends living, studying, and working in New York City. Takeshi Mifune is a film student from Osaka, Japan. He lives with his best friend Mike Johnson, a struggling actor from Minneapolis, Minnesota. Tara Greene is a student and waitress from Nottingham, England. Her roommates are Sun-hee Park, a computer instructor from Seoul, South Korea, and Claudia Oliveira, a software sales manager from Rio de Janeiro, Brazil. Claudia's boyfriend, Roberto Chavez, is a financial analyst from Mexico City, Mexico. Interesting, exciting, and always fun—that's "City Living"!



Takeshi Mifune



Sun-hee Park



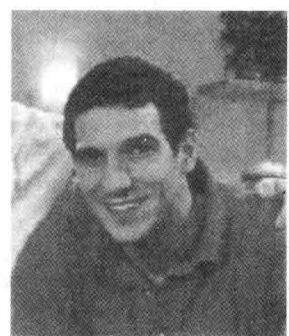
Mike Johnson



Claudia Oliveira



Tara Greene



Roberto Chavez

Unit 1 • Indoors and Outdoors

LESSON SUMMARY

Topic : Imagination, dreams and rules

Language Link : Expressing prohibition: *Mike, you know you're not allowed to use a grill inside an apartment.*

Video Summary : In Good Morning World, Jay tells Kim about his weekend of bad luck. In City Living, Mike shows Takeshi how to imagine that they are at the beach although they're really in their hot apartment. Takeshi is skeptical at first, but then he joins in. In Global Viewpoints, people talk about their dream houses and the rules they must follow where they live and work.

Good Morning World – Jay's bad weekend

Before You Watch

Read the underlined words aloud as students repeat for pronunciation practice. Students read the sentences and choose answer options on their own. Answer questions about meaning as needed. **ANSWER KEY:** 1) b. 2) a. 3) a. 4) b. 5) b. 6) a. 7) b.

Communication Link – Make sentences using new vocabulary words but instead of saying the word, say “teapot.” Students must then guess which word correctly completes each sentence.

While You Watch

- A** Before viewing, read the words in the box aloud as you check comprehension. Give students time to read the dialog. Play the video as students watch and complete the sentences. You may need to pause or replay to allow time to write. **ANSWER KEY:** 1) hairstyle 2) purpose 3) outfit 4) weekend 5) happened 6) breakfast 7) on 8) sink 9) cracked
- B** Before you play the video, have students read the sentences. Remind them to circle “True” only if the statement is completely correct. If it is “False,” they must listen for information to correct it. Then play the video as many times as necessary for students to mark their answers and correct the false sentences. **ANSWER KEY:** 1) b; Jay isn't looking very nice and clean. 2) b; Jay is feeling overwhelmed because his house was flooded. 3) a. 4) b; A photographer took his picture. 5) a. 6) a. 7) b; Kim offers to let Jay stay at her friend Todd's house.

After You Watch

- A** Work with the class as a group to choose the correct past participles to complete the sentences. **ANSWER KEY:** 1) cracked 2) flooded 3) overwhelmed 4) amused 5) annoyed
- B** Have students think back to the video as they work in pairs to complete the sentences. Explain that they may need to add or change words to do so. Check answers by having students read their answers aloud as the class votes if the answers are correct or not. **ANSWER KEY:** 1) not allowed 2) not permitted 3) not supposed to 4) can't/cannot 5) mustn't/must not

Communication Link – Have students write a story about a bad weekend they've had. Students read the stories aloud and the class votes to decide who had the worst weekend.

City Living – Imaginary beach

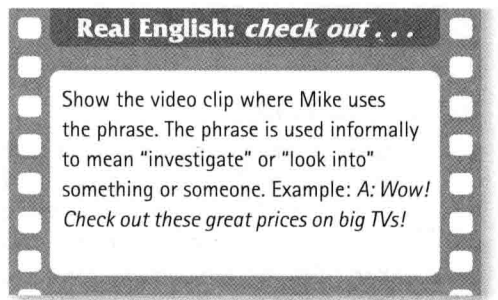
Before You Watch

- A** Read the vocabulary words aloud as students repeat for pronunciation practice. Ask students to match the words with the pictures. Note that the word "fridge" is a short form of "refrigerator." Similarly, people often say "AC" instead of "air conditioner" and leave "oven" off "microwave oven." **ANSWER KEY:** 1) fridge 2) microwave 3) air conditioner 4) seagulls 5) remote control 6) grill
- B** Go over the underlined words and read them aloud for pronunciation practice. Then have students match the correct meanings to the underlined words. Point out that in number 7, the word "beauty" means "advantage." **ANSWER KEY:** 1) c. 2) d. 3) a. 4) e. 5) g. 6) b. 7) f.

Communication Link – Write the title of the video on the board. Students brainstorm ideas of what the video might be about. Make a list. Check the ideas against the actual video after doing "While You Watch." Was anyone right or close?

While You Watch

- A** Before viewing, read the words in the box aloud as you check comprehension. Give students time to read the dialog. Play the video as students watch and complete the sentences. You may need to pause or replay to allow time to write.
ANSWER KEY: 1) breeze 2) fridge 3) imagination 4) seagulls 5) Raw 6) grill 7) allowed 8) microwave
- B** Before you play the video, have students read the activity items and answer options. Then play the video as many times as necessary for students to match the sentence halves.
ANSWER KEY: 1) f. 2) c. 3) b. 4) e. 5) a. 6) d.



After You Watch

- A** Read the Useful Expressions aloud for pronunciation practice. Encourage students to think of how they were used in the video, including the tone of voice for "Very funny." Note that the expressions "I'm getting used to it" and "I see how it works" are other ways to say "I'm getting the hang of this thing." Then have students match the expressions with the definitions. Ask pairs of students to practice the dialog aloud. **ANSWER KEY:** 1) thing 2) I'm hangin' ten! 3) I'm getting the hang of this... 4) Very funny. 5) dude
- B** Draw students' attention to the note about ways to express purpose. Note that you use either "for" or "to" to express purpose, but never use both together. Ask students to complete the sentences with the appropriate words. **ANSWER KEY:** 1) to 2) to 3) for 4) for 5) to 6) for
- C** Have students study the Language Link box about expressing prohibition. Explain that the context of the situation often determines the best form to use. Warning signs express prohibition in as short a way as possible, so the "no" + gerund form is usually used. When verbally expressing prohibition, "not allowed to" or "can't" are more commonly used. Students should use phrases from the box to complete the sentences. **ANSWER KEY:** 1) can't use 2) no complaining 3) no watching 4) not allowed 5) mustn't throw
- D** Students use words from the box to complete the story summary, and then check their answers.
ANSWER KEY: 1) imagination 2) beach 3) barbecue 4) allowed 5) sprays 6) mist 7) spraying 8) surfing 9) using 10) wave

Communication Link – Students work in pairs. One student pretends to do something that is prohibited, such as use a cell phone or eat in class. The other student reminds her/him that what she/he is doing is prohibited, pointing to an imaginary sign. Example: A: *[mimes eating something]* B: *You can't eat in here. Don't you see that sign? It says "No food or drinks allowed."*