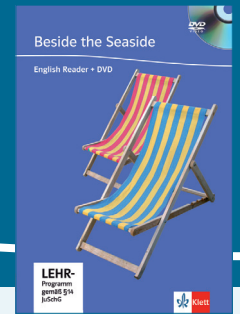


Zusatzaufgaben und Kopiervorlagen

Beside the Seaside (978-3-12-580002-1)



About the DVD Reader Series

The DVD Readers are a series of non-fiction graded readers with supporting DVD material. Based on popular TV factual series and documentary films, they present students with engaging content that covers a range of curriculum content areas.

The reader itself tells the story of the episode or film in graded language, providing students with background information and context, as well as language support, before they watch the clips that follow each chapter. The DVD clips are taken from the original TV show or film and expose students to authentic English, supported by a simplified voiceover and subtitle option, and provide an excellent opportunity for audio-visual comprehension practice.

The DVD Readers are suitable for students to use autonomously or in class.



Autonomous reading

Each student chooses a title that appeals to them personally and reads at home, watching the DVD clips after finishing each chapter and completing the activities. The teacher provides an answer key for checking.

Autonomous & class reading

Choose a reader that will interest your students. Read the Preview page and watch the first clip in class, then set a class reading schedule. For example, students read a chapter for homework, then watch the DVD in class together, completing the activities.

Class/teacher-led reading

You will usually need two 45-minute classes to comfortably complete a chapter. Use the Word Bank page to introduce the new vocabulary before students read the chapter independently. Set a time limit. (Early finishers could read one of the Fact File pages.) Students watch the DVD clips together, answer the activities and discuss the chapter as a class.

Structure of a DVD Reader

The structure of each DVD Reader is carefully conceived so that students gain optimum benefit from their reading and watching experience.

Preview (pages 4–5)

Students should read the Preview page before beginning the reader. This section provides background information to the TV show or film and presents the overall themes, the main characters and locations. After reading, students watch a short introductory DVD clip. The clip is accompanied by a while-watching comprehension question.

Chapters

Each reader is divided into four chapters. The function of each chapter is: to provide students with extensive reading practice, to enrich their understanding of the topic by giving extension material, and to act as comprehension support to students before they watch the corresponding DVD clips.

After reading each chapter, students watch one longer or two short clips from the DVD.

Fact Files

Each DVD Reader contains two magazine-style Fact Files, with further cross-curricular or cross-cultural information on the topic. Each Fact File has a discussion question which can be used by the teacher in class. After reading the Fact Files, students answer the corresponding comprehension questions in the Self-Study Activities.

Watching the DVD clips

The DVD clips are usually between two and three minutes long and link directly with the chapter that the students have just read. They contain a simplified voiceover containing structures and vocabulary familiar to students as well as the authentic English dialogue. The DVD menu contains a subtitle option for each clip.

We recommend playing each clip three times, twice with subtitles as students familiarise themselves with the content, and once without, depending on the confidence and overall level of the class.

Students should complete the DVD activities in the reader, as they watch the clips. The first activity is a while-watching activity; the second activity poses a slightly higher level of challenge, requiring closer attention to the content of the DVD. The section is usually rounded off by a freer activity which encourages students to think about what they have learnt and relate it to their own experience.

Please note: As the clips contain real English, the dialogue may sometimes be fast and colloquial. Students do not have to understand every word that is being spoken and the accompanying activities are designed so that students focus on the salient points within the clip.

Word Bank

Each chapter is preceded by a Word Bank which presents the content vocabulary that will appear in the chapter that follows and on the DVD voiceover. Students should familiarise themselves with the new words, using a dictionary if necessary to check meaning, before reading the chapter.

In later chapters, Vocabulary Review activities are provided. These act as a refresher and focus on vocabulary from the preceding Word Banks and chapters. To ensure proper understanding there is an English-German wordlist at the back of the book.

Conversational Language (page 48)

The DVD clips provide a great opportunity to expose students to chunks of colloquial language in context. The final clip on the DVD pulls out a selection of conversational language from the preceding clips. Students watch the clips, then complete the activities.

Additional Activities

After completing the reader and watching the DVD clips, the students can complete the following activities. These provide further activities on the story as a whole, as well as exploiting the two Fact Files and presenting a short writing task.

Beside the Seaside: Additional Activities

Look at Chapters 1 – 4 again and answer the questions.

1. Complete these sentences with the missing words.

- a) Southwold and Southend both have a famous
- b) Brighton beach and the Serpentine in London are both popular places for
- c) A windy winter's day is great for
- d) The fish market and Sugg's beach hut are both in

2. Read *Parakarting in the Sahara* on page 32 and *Barbecues around the world* on page 41. Answer the questions.

- a) How many desert countries did the parakarters travel through?
.....
- b) How hot was it in the Sahara?
.....
- c) In which country do many restaurants have a barbecue in the centre of the table?
.....
- d) What happened in General Pico in 2011?
.....

3. Read the Fact File on pages 24 – 25. Complete the sentences with the dates.

[seventeenth century] [eighteenth century] [nineteenth century]
[1950s] [1970s] [today]

- a) A lot of hotels on the British coast closed in the
- b) English language students like to come to the coast
- c) Ordinary workers started to visit the seaside in the
- d) The seaside first became popular for holidays in the
- e) The coast was just a place for fishermen and traders in the

4. Read the Fact Files on pages 36 – 37. Match what the people say with the best beach for them. You may have to use one beach more than once.

- | | |
|--|-------------------------------|
| a) 'We love dancing to samba music.' | i) Bali, Indonesia |
| b) 'I'm bored of ordinary beaches with ordinary sand.' | ii) The Baltic Coast, Germany |
| c) 'We want to see some film stars.' | iii) The Côte d'Azur, France. |
| d) 'I'd like to be comfortable on the beach.' | iv) Hawaii, USA. |
| e) 'We want to take underwater photos of beautiful fish.' | v) Rio de Janeiro, Brazil |
| f) 'I don't mind spending a lot of money to go to a nice beach.' | |

5. Design an internet page for teenagers who are coming to the British coast as English language students.

You can use these headings, or think of ideas of your own:

[Cool places at the Seaside] [Summer or winter?] [Fun things to do!]

Beside the Seaside: Answer Key

Preview



DVD Activities: Clip 1 / page 5

Yes, the British love the seaside.

Chapter 1



DVD Activities: Clip 2 / page 14

1. a) singer b) many c) London d) a seaside town e) likes f) are
2. a barbecue, a chair, a cooker, milk, a mirror, a radio
3. Students' own answers.



DVD Activities: Clip 3 / page 15

1. a) True
b) False (Bathing machines had wheels.)
c) False (She helped to choose the best designs in the beach hut competition.)
d) False (He prefers his own hut.)
e) True
f) True
2. b) and e)
3. Students' own answers.

Chapter 2



DVD Activities: Clip 4 / page 22 – 23

1. amusement arcade, clock, pier
2. The correct order is: b, a, d, f, c, e.
3. a) Yes, he does.
b) He likes to read his book on the pier.
c) The River Thames
d) Tim Hunkin
e) Possible answer: Because for a moment he was frightened, and he feels stupid about that now.
4. a) iv b) iii c) ii d) i
5. Students' own answers.

Chapter 3

Word Bank: page 27

Vocabulary Review

1. a) barbecue b) lens c) lifeboat d) metal e) ice cream f) sand g) kite
h) wetsuit
2. a) button b) ride c) fly d) gust e) handle f) competition

**DVD Activities: Clip 5 / page 34**

1. a) ii and iii b) ii c) i and ii d) iii e) i and ii
2. a) a thick coat b) It's the oldest swimming club in Britain. c) five d) a wetsuit
e) This is his first time.
3. Students' own answers.

**DVD Activities: Clip 6 / page 35**

1. a) False (It's wet and windy.)
b) True
c) True
d) False (He prefers parakarting when it's dry.)
e) True
f) True
g) False (He thinks it's great.)
2. a) nicer b) dirty c) give d) a bit e) If
3. Students' own answers.

Chapter 4

Word Bank: page 38 – 39

Vocabulary Review

1. a) iii b) i c) v d) iv e) ii
2. a) market b) buggy c) theatre d) sand e) kite
3. a) pier b) wolf c) Parakarting d) market e) fresh f) century g) windbreak
h) degrees i) work of art

**DVD Activities: Clip 7 / page 44 – 45**

1. a) easy b) barbecue c) cold d) Sunday e) quiet
2. The correct order is: b, g, d, f, c, e, a.
3. a) fresh b) barbecue c) quiet d) no one e) secret
4. Students' own answers.

Additional Activities**Activities**

1. a) pier
 b) (winter) swimming
 c) parakarting
 d) Whitstable
2. a) eleven
 b) forty-nine degrees
 c) Korea
 d) the world's biggest barbecue
3. a) 1970s
 b) today
 c) nineteenth century
 d) eighteenth century
 e) seventeenth century
 f) 1950s
4. a) v b) iv c) iii d) ii e) i f) iii
5. Students' own answers.

Conversational Language**DVD Activities: Clip 8 / page 48**

1. a) ii b) iv c) v d) iii e) i
2. a) Good thinking!
 b) That was great, man!
 c) It's nice, innit?
 d) I can't believe it!
 e) Good luck!