

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

录像活动用书

VIDEO ACTIVITY BOOK

教学与研究出版社
IGN LANGUAGE TEACHING AND RESEARCH PRESS
大学出版社
BRIDGE UNIVERSITY PRESS



京权图字: 01 - 2006 - 7633

Interchange Third Edition Video Activity Book 1 by Jack C. Richards first published by Cambridge University Press 2005

This reprint edition for the People's Republic of China is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press & Foreign Language Teaching and Research Press 2007

This book is in copyright. No reproduction of any part may take place without the written permission of Cambridge University Press or Foreign Language Teaching and Research Press.

本书版权由剑桥大学出版社和外语教学与研究出版社共同所有。本书任何部分之文字及图片, 如未获得两社书面同意, 不得用任何方式抄袭、节录或翻印。

This edition is for sale in the mainland of China only, excluding Hong Kong SAR, Macao SAR and Taiwan, and may not be bought for export therefrom.

只限中华人民共和国境内销售, 不包括香港、澳门特别行政区及台湾省。不得出口。

图书在版编目(CIP)数据

剑桥国际英语教程(第3版) = *Interchange (Third Edition)*: 录像活动用书. 1 / (美)理查兹(Richards, J. C.)编著. — 北京: 外语教学与研究出版社, 2007. 1
ISBN 978 - 7 - 5600 - 6240 - 2

I. 剑… II. 理… III. 英语—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2006) 第 148759 号

出 版 人: 于春迟

责任编辑: 朱 宁

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京新丰印刷厂

开 本: 889×1194 1/16

印 张: 5.25

版 次: 2007 年 2 月第 1 版 2008 年 3 月第 4 次印刷

书 号: ISBN 978 - 7 - 5600 - 6240 - 2

定 价: 19.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

教材简介

新版《剑桥国际英语教程》（第3版）（*Interchange Third Edition*）是《剑桥国际英语教程》（*New Interchange*）这一世界上具有广泛影响力的英语教程的全面修订版。

本教程分为四个级别，涵盖了语音、词汇及听、说、读、写等多种技能培养，尤其侧重听说训练。本教程的主旨是培养交际能力，即根据不同的情景、角色和交际目的用英语进行交流的能力。本教程采用美式英语编写，但同时也体现出英语作为国际交流的主要语言，并不局限于某个国家、某个地区或某种文化。

第1级在学生通过入门级掌握准确而流利交流能力的基础上，扩展学生的语法、词汇和功能性语言能力。第1级的教学大纲中包括了对入门级中一些重要语言点的回顾，以便没有学习入门级的学生使用第1级学生用书。

录像课程

新版第1级录像既可以与新版第1级学生用书配套使用，也可以与上一版《剑桥国际英语教程》第1级配套使用。录像可以用来补充学生用书，也可以作为短期基础视听说课程单独使用。

作为学生用书的补充材料，本套录像课程提供了许多寓教于乐的实况片段。录像涉及的主题、语言点和词汇与学生用书各单元相对应，为学生提供了更多练习和复习的机会。

作为自成体系的短期基础视听说课程，录像以一种非常有趣的形式介绍和练习日常生活中实用的交际语言。

录像活动用书（**Video Activity Book**）设计了丰富的活动，用于强化和拓展录像内容。录像教师用书（**Video Teacher's Guide**）为录像课程提供了全面的教学支持。

课程长度

第1级录像包括16个情景故事和5个纪录短片。每个情景故事时长大约为3分钟，每个纪录短片时长大约为5分钟。

录像活动用书各个单元活动设计非常灵活，每单元所需课时根据具体情况而定，可以为45至90分钟。录像教师用书还提供了许多可选活动（Optional activity）供教师选用。

课程教材组成

■ DVD录像

16个情景故事为学生用书的16个单元提供补充材料。虽然主题与学生用书相对应，但展现了新的场景，引入了学生用书中没有出现过的人物。这些内容丰富、体裁多样的录像有助于学生对英语学习保持浓厚兴趣，从而也提高了视听说课的教学效率；另外，录像片中出现的语言知识同学生用书各单元相对应，符合语法和交际功能相结合的教学大纲。

5个纪录短片可以用于复习或在课程的任何时候使用。这些纪录短片是各种场景下的人物访谈，展示了在真实场景中人们是如何使用语言的，不提供字幕。

■ Video Activity Book 录像活动用书

录像活动用书包括16个与情景故事对应的单元和5个与纪录短片对应的单元。单元活动包括观看前、观看中和观看后活动，为学生理解和学习录像的内容和语言提供了循序渐进的支持和指导。通过学习本书，学生可以提高自身的文化意识，有效地培养交流策略和技巧，学会创造性地使用语言。

■ Video Teacher's Guide 录像教师用书

录像教师用书为如何在课堂上使用录像和录像活动用书提供了详尽的建议，具体包括录像教学技巧的综

述、单元指导和一系列可选扩展活动。录像教师用书还包括录像活动用书的练习答案和录像文本。

在课堂上使用录像

在课堂上使用录像是一种既有趣又有效的教学方法。录像这种媒介可以激发学生的兴趣，寓教于乐。本套教材的录像有如下几点独特之处：

- 描述了生动自然的语言。
- 通过有趣的故事展示了真实语料和英语国家的文化。
- 使学生学会利用可视信息增强理解。
- 通过真实展示在英语国家人们的生活方式来学习重要的语言文化知识。
- 学生有机会观摩到英语交谈中伴随的手势、面部表情和其他体态语言。

录像活动用书内容简介

录像活动用书的每个单元分为四个部分：观看前（Preview）、观看中（Watch the Video）、后续活动（Follow-up）和语言总结（Language Close-up）。这四部分通常包括下列几种活动：

■ Preview

文化（Culture）

介绍录像主题，提供重要的文化背景信息。这些文化知识点可以用作课堂阅读和讨论，学生也可以将其作为作业阅读。

词汇（Vocabulary）

通过许多趣味活动介绍和练习录像所涉及的重要词汇。

猜故事/猜事实（Guess the Story/Guess the Facts）

这一活动让学生在观看没有声音的录像，或只看录像活动用书中的图片的情况下，对录像中的人物和行为作出推测。这一纲要型的活动帮助学生在观看有声录像时加深对录像内容的理解。

■ Watch the Video

理解大意（Get the Picture）

这些初始活动帮助学生关注录像主旨，从宏观角度更好地理解录像。每个单元的活动类型有所不同，但通常包括看录像寻找关键信息并填充表格、回答问题或按照一定顺序排列事件。

观看细节（Watch for Details）

在这类活动中，学生主要关注在情景故事或纪录片中看到和听到的特定信息，然后完成任务。

个人见解（What's Your Opinion?）

在这类活动中，学生对录像作出回应，推断人物的行为、感觉和动机，并就事件和话题发表自己的观点。

■ Follow-up

角色扮演（Role-play）、访谈（Interview）和其他扩展活动

这一部分是基于录像片设计的交际活动，学生将个性化地展示和扩展他们所学的知识。

■ Language Close-up

他们说了什么？（What Did They Say?）

这些完形填空活动让学生通过观看录像来填充对话中缺失的单词，重点训练录像中的特定语言现象。

语法和功能活动

这类活动的题目反映了每个特定单元的重点语法结构和功能。在这些活动中，学生用一种有意义的方式练习录像片中介绍的语法结构和功能。

Introduction

■ INTERCHANGE THIRD EDITION

Interchange Third Edition is a revision of *New Interchange*, one of the world's most successful and popular English courses. *Interchange Third Edition* is a multi-level course in English as a second or foreign language for young adults and adults. The course covers the four skills of listening, speaking, pronunciation and reading, and writing, as well as vocabulary. Particular emphasis is placed on listening and speaking. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and roles of the participants. The language used in *Interchange Third Edition* is American English; however, the course reflects the fact that English is the major language of international communication and is not limited to any one country, region, or culture. Level One is for students at the beginner or false-beginner level.

Level One builds on the foundations for accurate and fluent communication already established in the *Intro* Level by extending grammatical, lexical, and functional skills. The syllabus covered in Level One also incorporates a rapid review of language from the *Intro* Level, allowing Student's Book 1 to be used with students who have not studied with *Intro*.

■ THE VIDEO COURSE

Interchange Third Edition Video 1 can be used with either *Interchange Third Edition* or *New Interchange*. The Video is designed to complement the Student's Book or to be used independently as the basis for a short listening and speaking course.

As a complement to the Student's Book, the Video provides a variety of entertaining and instructive live-action sequences. Each video sequence provides further practice related to the topics, language, and vocabulary introduced in the corresponding unit of the Student's Book.

As the basis for a short, free-standing course, the Video serves as an exciting vehicle for introducing and practicing useful conversational language used in everyday situations.

The Video Activity Book contains a wealth of activities that reinforce and extend the content of the Video, whether it is used to supplement the Student's Book or as the basis for an independent course. The Video Teacher's Guide provides thorough support for both situations.

■ COURSE LENGTH

The Video contains sixteen dramatized sequences and five documentary sequences. These vary slightly in length, but in general, the sequences are approximately three minutes each, and the documentaries are approximately five minutes each.

The accompanying units in the Video Activity Book are designed for maximum flexibility and provide anywhere from 45 to 90 minutes of classroom activity. Optional activities described in the Video Teacher's Guide may be used to extend the lesson as needed.

■ COURSE COMPONENTS

Video

The sixteen video sequences complement Units 1 through 16 of Student's Book 1. Although each sequence is linked to the topic of the corresponding Student's Book unit, it presents a new situation and introduces characters who do not appear in the text. This element of diversity helps keep students' interest high and also allows the Video to be used effectively as a free-standing course. At the same time, the language used in the video sequences reflects the structures and vocabulary of the Student's Book, which is based on an integrated syllabus that links grammar and communicative functions.

The five documentaries may be used for review or at any point in the course. The documentaries are based on authentic, unscripted interviews with people in various situations, and serve to illustrate how language is used by real people in real situations.

Video Activity Book

The Video Activity Book contains sixteen units based on live-action sequences and five documentary units that correspond to the video sequences and documentaries, and is designed to facilitate the effective use of the Video in the classroom. Each unit includes previewing, viewing, and postviewing activities that provide learners with step-by-step support and guidance in understanding and working with the events and language of the sequence. Learners expand their cultural awareness, develop skills and strategies for communicating effectively, and use language creatively.

Video Teacher's Guide

The Video Teacher's Guide contains detailed suggestions for how to use the Video and the Video Activity Book in the classroom, and includes an overview of video teaching techniques, unit-by-unit notes, and a range of optional extension activities. The Video Teacher's Guide also includes answers to the activities in the Video Activity Book and photocopiable transcripts of the video sequences.

VIDEO IN THE CLASSROOM

The use of video in the classroom can be an exciting and effective way to teach and learn. As a medium, video both motivates and entertains students. The *Interchange Third Edition* Video is a unique resource that does the following:

- Depicts dynamic, natural contexts for language use.
- Presents authentic language as well as cultural information about speakers of English through engaging story lines.
- Enables learners to use visual information to enhance comprehension.
- Focuses on the important cultural dimension of learning a language by actually showing how speakers of the language live and behave.
- Allows learners to observe the gestures, facial expressions, and other aspects of body language that accompany speech.

WHAT THE VIDEO ACTIVITY BOOK CONTAINS

Each unit of the Video Activity Book is divided into four sections: *Preview*, *Watch the Video*, *Follow-up*, and *Language Close-up*. In general, these four sections include, but are not limited to, the following types of activities:

Preview

Culture The culture previews introduce the topics of the video sequences and provide important background and cultural information. They can be presented in class as reading and discussion activities, or students can read and complete them as homework.

Vocabulary The vocabulary activities introduce and practice the essential vocabulary of the video sequences through a variety of interesting tasks.

Guess the Story/Guess the Facts The Guess the Story (or in some units Guess the Facts) activities allow students to make predictions about characters and their actions by watching the video sequences without the sound or by looking at photos in the Video Activity Book. These schema-building activities help to improve students' comprehension when they watch the sequences with the sound.

Watch the Video

Get the Picture These initial viewing activities help students gain global understanding of the sequences by focusing on gist. Activity types vary from unit to unit, but typically involve watching for key information needed to complete a chart, answer questions, or put events in order.

Watch for Details In these activities, students focus on more detailed meaning by watching and listening for specific information to complete tasks about the story line and the characters.

What's Your Opinion? In these activities, students respond to the sequences by making inferences about the characters' actions, feelings, and motivations, and by stating their opinions about issues and topics.

Follow-up

Role Play, Interview, and Other Expansion Activities This section includes communicative activities based on the sequences in which students extend and personalize what they have learned.

Language Close-up

What Did They Say? These cloze activities focus on the specific language in the sequences by having students watch and listen in order to fill in missing words in conversations.

Grammar and Functional Activities In these activities, which are titled to reflect the structural and functional focus of a particular unit, students practice, in a meaningful way, the grammatical structures and functions presented in the video sequences.

Plan of Video Activity Book 1

1

p 2

First day at class A young man starts class at a university and gets a surprise.

Functional Focus Introducing oneself; addressing people (titles)

Grammar Present tense of *be* **Vocabulary** Nationalities

2

p 6

I need a change! A woman dreams about a new career.

Functional Focus Talking about work

Grammar Wh-questions with *do*; prepositions: *at*, *in*, and *to*

Vocabulary Occupations

Documentary 1

p 10

Jobs People talk about what they do as we watch them at work.

3

p 12

At a garage sale A couple has different opinions about things at a garage sale.

Functional Focus Buying and selling things; expressing opinions

Grammar *How much* and *how old* **Vocabulary** Garage sale items

4

p 16

What kind of movies do you like? Three friends try to agree on what they should do one evening.

Functional Focus Expressing likes and dislikes; making plans

Grammar Object pronouns **Vocabulary** Kinds of movies

Documentary 2

p 20

What's your favorite kind of music? People talk about their preferences in music as they watch live performances.

5

p 22

A family picnic A young man invites a friend to a picnic.

Functional Focus Talking about family

Grammar Present continuous vs. simple present

Vocabulary Family members

6

p 26

I like to stay in shape. A man tries to impress a jogger by telling her about his fitness routine.

Functional Focus Talking about routines

Grammar Adverbs of frequency **Vocabulary** Sports and exercise

7

p 30

How was your trip to San Francisco? On their way to work, a woman tells a friend about her trip.

Functional Focus Describing past events; expressing opinions

Grammar Past tense **Vocabulary** Places in San Francisco

8

p 34

Are you sure it's all right? A man invites two friends to a party and finds out that he has made a mistake.

Functional Focus Describing locations; inviting

Grammar Prepositions of location

Vocabulary Places in the neighborhood

Documentary 3

p 38

In a suburban home A woman talks about her home as she walks through each room.

9

p 40

Help is coming. A couple is relaxing at home when they are surprised by visitors.

Functional Focus Describing physical appearance

Grammar Modifiers with participles and prepositions

Vocabulary Terms for physical appearances

10

p 44

Sorry I'm late. A man has a problem on his way to meet a friend.

Functional Focus Telling a story

Grammar Present perfect; connecting words: *first*, *after that*, *next*, *then*, and *finally*

Vocabulary Past tense of verbs in the video

11

p 48

Across the Golden Gate Bridge A couple gets directions and advice as they rent a car at the airport.

Functional Focus Asking and telling about places; giving advice

Grammar *Should* and *shouldn't*

Vocabulary Terms to describe an area

12

p 52

Feeling bad A man receives various remedies for his cold from his co-workers.

Functional Focus Giving advice; talking about health problems

Grammar Modal verbs *may* and *could* for requests; suggestions

Vocabulary Cold remedies

Documentary 4

p 56

At the Mall of America People talk about the largest mall in North America as they look and shop.

13

p 58

At the state fair Various people enjoy a day at the fair.

Functional Focus Ordering food **Grammar** *Would* and *will*

Vocabulary Things at a state fair

14

p 62

Around the World: the game show Three contestants test their knowledge of geography and try to win a prize.

Functional Focus Asking and answering questions about geography

Grammar Comparisons with adjectives

Vocabulary Geographical terms

15

p 66

May I speak to Cathy? Cathy's father is trying to work, but the phone keeps ringing.

Functional Focus Making a telephone call; receiving messages

Grammar Requests with *tell* and *ask*

Vocabulary Telephone expressions

16

p 70

A whole new Marty Marty changes his image and makes a new friend.

Functional Focus Exchanging personal information

Grammar Describing changes with the present tense, past tense, and present perfect **Vocabulary** Verb and noun pairs to describe changes

Documentary 5

p 74

What is American food? People try to figure out what American food really is.

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

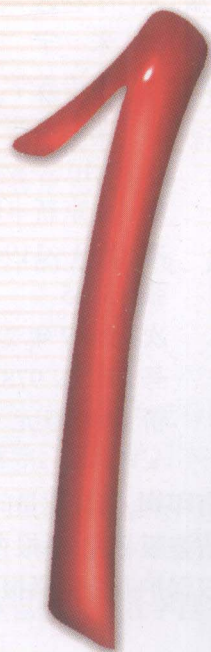
录像活动用书

VIDEO ACTIVITY BOOK

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

剑桥大学出版社
CAMBRIDGE UNIVERSITY PRESS

北京 BEIJING



1 First day at class

Preview

1 CULTURE

In the United States and Canada, most people have three names:

First name **Middle name** **Last name**

Anne Louise Lucas

In universities, students usually use titles and last names with their teachers:

Hello, Professor Lucas.

~~Hello, Professor Anne.~~



How many names do people have in your country?

Do you use titles (Ms., Mrs., Mr., Professor) with last names?

With first names?

Do you ever call teachers by their first names?

In English, do not use a title with a first name.

2 VOCABULARY Nationalities

Pair work When people first meet, they often talk about nationality.

What do you call people from these countries?

Country	Nationality	Country	Nationality	Country	Nationality
Brazil	<i>Brazilian</i>	France	.....	Mexico	.....
Canada	.....	Japan	.....	Spain	.....
England	.....	South Korea	.....	Thailand	.....

3 GUESS THE STORY

Watch the first minute of the video with the sound off.

What do you think happens to the young man?

Check (✓) your answer.

- ☐ He meets an old friend.
- ☐ He meets the teacher of his class.
- ☐ He goes to the wrong classroom.



Watch the video

4 GET THE PICTURE

Complete the chart. Then compare with a partner.



First name:

Last name:

Tanaka

Occupation:

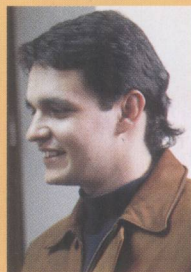


First name:

Last name:

Ouellette

Occupation:



First name:

Last name:

?

Occupation:

5 WATCH FOR DETAILS

Check (✓) the correct answers. Then compare with a partner.

- Rick is originally from
 - ☒ Mexico.
 - ☐ the United States.
 - ☐ Canada.
- Rick now lives in
 - ☐ Mexico.
 - ☐ the United States.
 - ☐ Canada.
- Marie is originally from
 - ☐ France.
 - ☐ Canada.
 - ☐ the United States.
- Marie teaches
 - ☐ French.
 - ☐ business management.
 - ☐ English.
- Rick and Sachiko are studying
 - ☐ mathematics.
 - ☐ English.
 - ☐ business management.



6 FORMS OF ADDRESS

How do the people in the video address each other?
Check (✓) the correct answers. Then compare with a partner. (One item has two answers.)

	<i>First name only</i>	<i>First and last name</i>	<i>Title and last name</i>
1. Marie to Sachiko	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Marie to Rick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rick to Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sachiko to Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 WHAT'S YOUR OPINION?

Check (✓) your opinions. Then compare with a partner.



1. Why do you think Rick introduces himself to Marie?

- ☐ to make a friend
- ☐ to meet his teacher
- ☐ other

2. When Rick learns that Marie is his teacher, how do you think he feels?

- ☐ amused
- ☐ angry
- ☐ embarrassed
- ☐ pleased

3. How do you think Marie feels?

- ☐ amused
- ☐ angry
- ☐ embarrassed
- ☐ pleased



amused



angry



embarrassed



pleased

Follow-up

8 ROLE PLAY Meeting people

A Group work Imagine you are Rick, Sachiko, or Professor Ouellette. Write three more questions to ask each other.

1. *Where are you from?*
2.
3.
4.

B Now introduce yourselves. Have conversations like this:

A: Hello, my name's Rick.

B: Hi, I'm Sachiko.

A: Where are you from, Sachiko?

B: I'm from Japan. ...

Where are you from?

I'm from Japan.



Language close-up

9 WHAT DID THEY SAY?

Watch the video and complete the conversation. Then practice it.

Rick is introducing himself to Marie Ouellette.

Rick: Hi. *My* name's Ricardo, but everybody calls me *Rick*.

Marie: Well, nice to you, Rick.
..... Marie Ouellette.

Rick: It's nice to meet you, Marie. . . . Um,
..... are you from, Marie?

Marie: I'm from

Rick: Oh, so Canadian?

Marie: That's right.

Rick: From what ?

Marie: Montreal. How you?

Rick: I'm originally Mexico City, but
my family and I up here

Marie: Oh, are you a here?

Rick: Yes, I



10 QUESTIONS WITH BE

A Complete these questions with **is** or **are**.

1. *Is* Ms. Tanaka's first name Naomi?
2. Rick and Sachiko students?
3. you Canadian, Marie?
4. Rick from Argentina?
5. you a student here, Rick?

B Pair work Take turns asking and answering the questions.

A: Is Ms. Tanaka's first name Naomi?

B: No, it isn't. It's . . .

11 WH-QUESTIONS Getting to know people

A Complete these questions with **is**, **are**, or **do**.

1. What *is* Sachiko's last name?
2. Where Rick and Sachiko from?
3. What you teach, Professor Ouellette?
4. What Rick studying?
5. What you do, Rick?

B Pair work Take turns asking and answering the questions above.

C Class activity Now find out about your classmates. Write four more questions. Then go around the class and ask them.

1. *What's your name?*
2.
3.
4.
5.

2 I need a change!

Preview

1 CULTURE

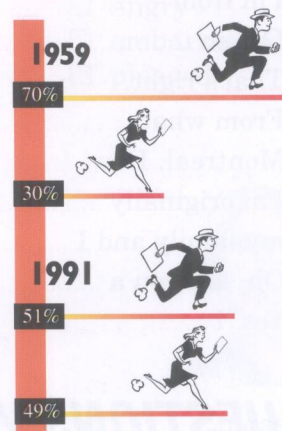
In the United States and Canada, people usually work from 9 A.M. to 5 P.M. Most people get two weeks of vacation a year. Sometimes people in offices and businesses work late without extra pay. People also change jobs quite often. The average person will change careers – not just jobs – two or three times in a lifetime.

What hours do people work in your country?

How much vacation do they get?

Do they change jobs often?

THE WORK FORCE IN THE UNITED STATES AND CANADA



2 VOCABULARY Occupations

Pair work Who works in the places below? Put the words in the chart. (One word can go in both columns.) Can you add three more words?

Hotel	Office
bellhop.....	computer programmer.....
.....
.....
.....
.....



bellhop



computer programmer



secretary



office manager



cashier



chef

3 GUESS THE STORY

Watch the first minute of the video with the sound off.

Answer these questions.



1. Where do you think the woman works?



2. What do you think her job is?



3. Do you think she likes her work?

Watch the video

4 GET THE PICTURE

Check (✓) the correct answer. Then compare with a partner.

1. What does Lynn do?
- ☐ She's a hotel worker.
 - ☐ She's a manager.
 - ☐ She's a salesperson.

2. Why doesn't Lynn like her job?
- ☐ The money isn't good.
 - ☐ She doesn't like her boss.
 - ☐ She works long hours.

3. What does Lynn want to do?
- ☐ Work in a hotel.
 - ☐ Work for an airline.
 - ☐ Work in a restaurant.

5 WATCH FOR DETAILS

Check (✓) **True** or **False**. Then correct the false statements. Compare with a partner.

	True	False	
1. Lynn works at CompuTech.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Lynn works at AdTech.....
2. The company is a computer software company.	<input type="checkbox"/>	<input type="checkbox"/>
3. Lynn is a manager in customer service.	<input type="checkbox"/>	<input type="checkbox"/>
4. Lynn works five days a week.	<input type="checkbox"/>	<input type="checkbox"/>
5. Lynn is studying business.	<input type="checkbox"/>	<input type="checkbox"/>
6. Bob's friend works in California.	<input type="checkbox"/>	<input type="checkbox"/>
7. Bob's friend manages a hotel.	<input type="checkbox"/>	<input type="checkbox"/>

6

GIVING REASONS

Pair work Complete the chart. Look at the pictures and put two possible reasons in each column. (Some reasons can go in both columns.)

Reasons why Lynn doesn't like AdTech	Reasons why Lynn wants to work in a hotel
She works on weekends.....	She's interested in hotel management.....
.....
.....



She's interested in hotel management.



She works on weekends.



She wants to do something new.



There's too much telephone and computer work.



She likes to travel.



The company is in a cold climate.

Follow-up

7

ROLE PLAY Jobs

A Pair work Imagine you work at AdTech. Talk about your job:

- A: Where do you work at AdTech?
 B: . . .
 A: What do you do in your job?
 B: . . .
 A: How do you like your job?
 B: . . .

B Group work Work in groups of four. Choose a job and ask and answer questions about your work. Who has the most interesting job?

8 WHAT DID THEY SAY?

Watch the video and complete the conversation. Then practice it.

Paula sees Lynn in the cafeteria at lunch.

Paula: Hi, Lynn! How are *you* doing?

Lynn: Oh,, Paula. Pretty, thanks.
How are you?

Paula: Not, Say, you Bob Wallace, don't you?

Lynn: Oh, no, I don't so. Hi, Lynn Parker.

Bob: Pleased to you.

Paula: So, everything?

Lynn: you really to know?

Paula: Of course do.



9 WH-QUESTIONS WITH DO; PREPOSITIONS

A Complete the questions in the present tense. Complete the answers with the prepositions **at**, **in**, or **to**. Then practice the conversations.

1. Bob: Where *do you work*, Lynn?

Lynn: I work *at* AdTech. It's a computer software company.

Bob: What there?

Lynn: I'm a manager customer service.

2. Bob: Where to school, Lynn?

Lynn: I go Franklin University. I'm studying hotel management.

3. Lynn: What, Bob?

Bob: I'm a lawyer.

Lynn: Oh. Where ?

Bob: I work the law firm of Christopher Brown.



Where do you work?

I work at AdTech.



B Pair work Now have similar conversations using your own information. (If you don't work, choose a job from page 6.)

10 ASKING ABOUT JOBS

Pair work Bob's friend manages a hotel in Hawaii. Think of three more questions Lynn can ask him about his job. Then ask and answer the questions.

1. *How do you like your job?*

3.

2.

4.

1 Documentary 1

Jobs

Preview

1 VOCABULARY Jobs

Pair work Match the jobs and the pictures.

architect
cashier

chef
doctor

✓lawyer
pianist

photographer
bank teller

travel agent



1. lawyer



2.



3.



4.



5.



6.



7.



8.



9.

2 GUESS THE FACTS

Pair work In this documentary, you are going to meet people with the jobs above. Which jobs do you think men do? Which do you think women do?