

Third Edition (第3版)

interchange

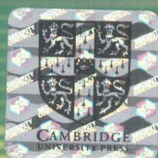
剑桥国际英语教程

Dorothy E. Zemach

录像活动用书

VIDEO ACTIVITY BOOK

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教材简介

《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新修订版。

本教程分为四个级别，涵盖了语音、词汇或听、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3级在第2级已学到的准确、流利交流的基础上扩展学生的语法、词汇和功能型语言能力。第3级的教学大纲中包括了对第2级中一些重要语言点的复习，以便没有学习前几级的学生使用第3级的学生用书。

录像课程

新版第3级录像既可以与新版第3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3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，用于强化和扩展录像内容。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3级录像有16个单元，录像形式包括幽默风趣的“情景故事”和生动真实的“纪录短片”。每段录像时长稍有不同，但大约都为5~11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45~90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

■ Video 录像

16段录像片为学生用书的16个单元提供补充材料。第3级包括7个情景故事和9个纪录短片。情景故事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角色。纪录短片是各种情景下的人物访谈，展示了在真实场景中真实人物使用语言的范例，不提供字幕。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，从而也提高了这些录像作为独立视听说教材的教学效率；另外，录像片中出现的语言同学生用书各单元的结构和词汇相对应，符合语法和交际功能相结合的教学大纲。

■ Video Activity Book 录像活动用书

录像活动用书包括16个单元，与录像片相对应，帮助教师在课堂上更加有效地使用录像片。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练习的答案和可复印的录像文本。

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和学习方法。录像这一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、自然的语言使用场景。
- 通过有趣的故事展示了真实语料和英语国家的文化信息。
- 使学生学会利用可视信息增强理解。
- 通过真实展示英语国家的人的生活方式来展示语言学习中文化层面的重要性。
- 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4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）

观看前介绍录像主题，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预测。这一纲要型的活动帮助学生在观看有声录像时对录像内容的理解。

■ Watch the Video

理解大意（Get the Picture）

这些初始的活动帮助学生关注主旨，从宏观的角度理解录像。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，然后完成有关故事主线和角色，或纪录片信息的任务。

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

这类活动反映了每个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, reading, and writing, as well as pronunciation and 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 Three takes students from the intermediate level up to the high-intermediate level.

Level Three builds on the foundations for accurate and fluent communication already established in Level Two by extending grammatical, lexical, and functional skills. The syllabus covered in Level Three also incorporates a review of some key language from Level Two, allowing Student's Book 3 to be used with students who have not studied with previous levels.

THE VIDEO COURSE

Interchange Third Edition Video 3 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 a mix of entertaining, dramatized sequences and authentic documentaries for a total of sixteen sequences. These vary slightly in length, but in general, the sequences are approximately five to eleven 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 3. There are seven dramatized sequences and nine documentary sequences. Although linked to the topic of the corresponding Student's Book unit, each dramatized sequence presents a new situation and introduces characters who do not appear in the text. Each documentary sequence is based on authentic, unscripted interviews with people in various situations, and serves to illustrate how language is used by real people in real situations. 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.

Video Activity Book

The Video Activity Book contains sixteen units that correspond to the video sequences, 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 or the information in the documentaries.

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 3

1
p 2

Dream Date A young woman chooses one of three men for her date on a dating game show.

Functional Focus Expressing feelings; describing personalities

Grammar Clauses containing *it* with adverbial clauses

Vocabulary Personality types

Documentary 2
p 6

Urban artist A muralist talks about his career and what motivates his painting.

Functional Focus Describing a job

Grammar Gerunds as subjects and objects

Vocabulary Words to describe art

3
p 10

Kid sister A woman asks her friend to look after her younger sister overnight.

Functional Focus Asking favors

Grammar Indirect requests

Vocabulary Requests and responses

4
p 14

Bigfoot lives! Three friends go on a camping trip and one plays a practical joke.

Functional Focus Telling a story in the past

Grammar Past tense verbs – past continuous, simple past, and past perfect

Vocabulary Descriptions

Documentary 5
p 18

Travel World Reporters around the world ask people about cross-cultural experiences.

Functional Focus Describing customs

Grammar Expectations – (not) expected to, (not) supposed to, (not) customary to, (not) acceptable to

Vocabulary Travel abroad

6
p 22

Heartbreak Hotel A couple's hope for a relaxing weekend at a quaint hotel is dashed.

Functional Focus Describing problems; making complaints

Grammar *Need* with passive infinitives and gerunds

Vocabulary Words to describe problems

Documentary 7
p 26

Saving Florida's manatees Experts discuss conservation efforts to save Florida's manatees.

Functional Focus Describing environmental problems and solutions

Grammar The passive and prepositions of cause

Vocabulary The environment

Documentary 8
p 30

Salsa! People all over the world are learning how to dance salsa.

Functional Focus Talking about learning methods

Grammar Gerunds and infinitives

Vocabulary Words related to learning

9
p 34

Stress relief A woman seeks advice from a co-worker on how to relieve stress.

Functional Focus Making suggestions

Grammar Gerunds, infinitives, base-form verbs, and negative questions

Vocabulary Idioms related to stress

Documentary 10
p 38

Fort Steele Heritage Town

Visitors to Fort Steele in Canada get transported back in time.

Functional Focus Talking about the past

Grammar Referring to time in the past with adverbs and prepositions

Vocabulary Words to describe life long ago

11
p 42

If only . . . Five college friends get together to talk about their past, present, and future.

Functional Focus Describing regrets about the past

Grammar Time clauses with *should have* + past participle and *if* clauses + past perfect

Vocabulary Words to describe behavior

Documentary 12
p 46

Need information?

AskJeeves.com The success of an Internet search engine company is discussed.

Functional Focus Discussing what makes a business successful

Grammar Infinitive clauses and phrases of purpose

Vocabulary The Internet

13
p 50

Car trouble A groom and his best man get delayed on the way to the wedding.

Functional Focus Offering opinions and advice

Grammar Past modals

Vocabulary Words to describe car trouble

Documentary 14
p 54

Behind the scenes in TV news

A look at how TV news is produced

Functional Focus Describing how something is made

Grammar The passive to describe process

Vocabulary The language of TV news production

Documentary 15
p 58

Entertainment or environment?

A town debates. The building of an amphitheater stirs controversy among citizens.

Functional Focus Talking about town rules

Grammar Passive modals

Vocabulary Describing locations

Documentary 16
p 62

The ultimate challenge

Four women cross Antarctica without the help of dogs, machines, or men.

Functional Focus Talking about challenges

Grammar Complex noun phrases with gerunds

Vocabulary Words related to an expedition

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录像活动用书

VIDEO ACTIVITY BOOK



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1 Dream Date

Preview

1 CULTURE

In North America most people start dating in their teens and early twenties. They meet at school or work, or are introduced by friends. On dates, they go out in couples or in groups to movies, sporting events, and meals. Traditionally, the man paid for the date, but modern couples may decide to split the bill or let the person who made the invitation pay for both people.



How do people in your country meet each other? What do friends or dating couples like to do together? Where are some popular places to go? When a man and a woman (or a group of friends) go out together, who pays?

2 VOCABULARY Personality types

Pair work How would you describe the people below? Choose a description from the box.

a good conversationalist	easygoing	generous
ambitious	✓egotistical	straightforward



- Jill is always talking about herself. She thinks she's better than other people.
A: I think she's *egotistical*.
B: Yes, I agree.
- Mike is very relaxed. Nothing seems to upset him.
- Paul always tells people exactly what he thinks. He doesn't hide his feelings.
- Erika has big plans and works hard to achieve them.
- John asks a lot of questions, and he's interested in what I have to say.
- Leah is a great friend. She's giving of her time and energy, and she also forgives others easily.

3 GUESS THE STORY

Sarah is going to choose one of these men to be her date. How do you think she will decide? Who will she choose?



Bachelor 1



Bachelor 2



Bachelor 3

Watch the video

4 GET THE PICTURE

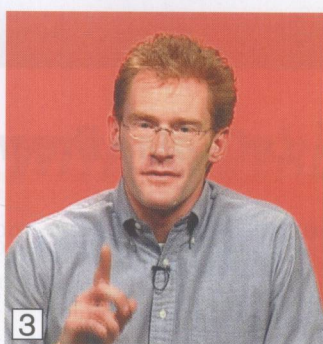
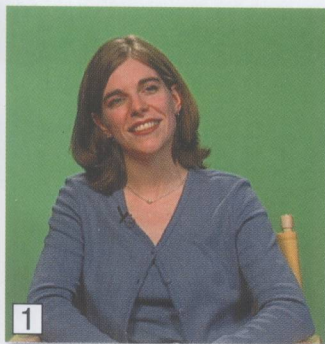
A Look at your answers to Exercise 3. Did you guess correctly?

B Check (✓) the things Sarah asked the bachelors. Then compare with a partner.

- ☐ What's your idea of the perfect date?
- ☐ How old are you?
- ☐ What's your favorite sport?
- ☐ Tell me something positive and something negative about yourself.
- ☐ Finish this sentence: "I think it's disgusting when . . ."
- ☐ Finish this sentence: "My ideal date has . . ."

C What words describe Sarah and the bachelors? Write the correct word under each picture. Then compare with a partner.

easygoing egotistical excited straightforward



5 WATCH FOR DETAILS

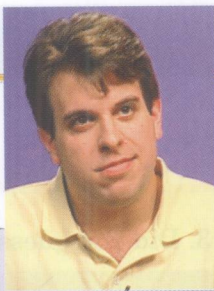
Correct the mistakes below. Then compare with a partner.

Bachelor 1 is ^{twenty-nine}~~thirty-nine~~ years old. He's a former college football coach from Pocatello, Idaho, who loves playing or watching almost every kind of game. Bachelor 2 is a thirty-year-old doctor from Los Angeles. Everyone should know his soap opera, *Our World*. Bachelor 3 comes from Sarah's hometown of Ames, Iowa. In his free time, he enjoys swimming and surfing the Internet. He and Sarah went to college together.

6

WHO SAID WHAT?

Who said the sentences below? Check (✓) the correct answers. Then compare with a partner.



Bachelor 1

Bachelor 2

Bachelor 3

1. I'd be too embarrassed to tell you the truth.
2. It really bothers me when people lie.
3. I would take you to my favorite nightclub where everybody knows me.
4. I'd take you out to a nice dinner.
5. I think I'm a pretty good friend, and people trust me.
6. Actually, I'm pretty good at most things I do.
7. Well, I guess I'm pretty easygoing.

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Follow-up

7

ROLE PLAY Let's play Dream Date!

A Pair work Imagine you are Sarah. Add two more questions to ask the bachelors.

1. What's your idea of the ideal date?
2. Tell me two things about yourself: one positive and one negative.
3. Finish this sentence: "I can't stand it when . . ."
4.
5.

B Group work Now join another pair. Three of you are bachelors. The fourth person is Sarah.

Sarah: Take turns asking the three bachelors your questions. Then choose your dream date.

Bachelors: Answer Sarah's questions.

Try to get Sarah to choose you as her dream date.



8 WHAT DID THEY SAY?

Watch the video and complete the conversations. Then practice them.

Sarah is asking the bachelors to complete a few sentences.

Sarah: OK. Uh, Bachelor Number 1, finish this sentence:

"I it when ..."

Bachelor 1: I it when people are
while I'm the football game on TV.

Sarah: OK. Uh, Bachelor Number 3, finish this sentence:

"I it's when ..."

Bachelor 3: I it's when
I'm at an expensive and I don't get
the I deserve.

Sarah: OK. Bachelor Number 2: "It
me when ..."

Bachelor 2: It me when people get and they get
into over unimportant things. I just
think people should be more and treat
each other



9 CLAUSES CONTAINING IT WITH ADVERBIAL CLAUSES

A Complete the sentences about dates or friendships with phrases from the box. Then add two more statements of your own.

1. I can't stand it *when my date arrives late*
2. It makes me happy
3. I like it
4. It bothers me
5. It really upsets me
6. It embarrasses me
7.
8.

✓ arrive late
forget to call me
lie to me
make me feel special
send me flowers
talk during a movie

B Pair work Compare your statements with a partner. Which of your partner's statements are true for you?

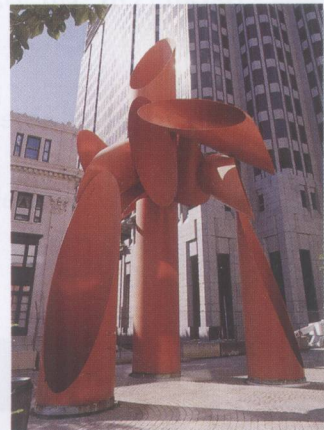


2 Urban artist

Preview

1 CULTURE

Public art appears in many forms in many places. Airports, hospitals, government buildings, libraries, schools, and parks feature different types of art such as paintings, murals, sculpture, tapestries, statues, fountains – even carpets. Public art may bring a sense of pride or show the spirit of the community, honor local artists, educate or inspire visitors, or just beautify a place. The next time you visit a public place, be sure to keep an eye out for the art around you!

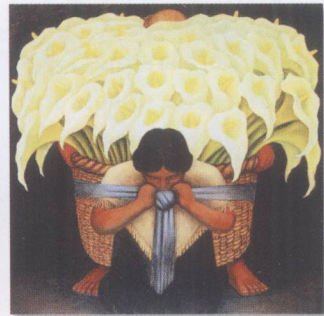
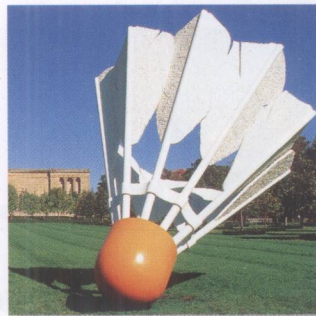
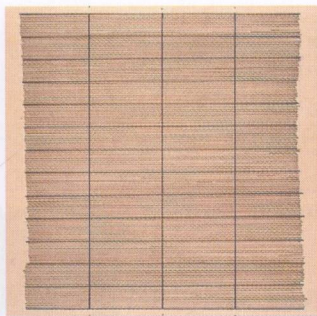
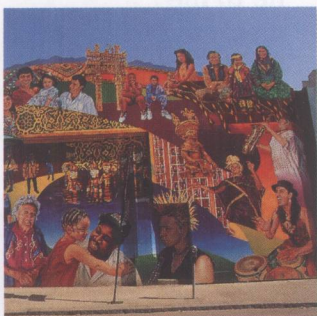


Talk about the public art in your community or the place where you live now. What kinds are there? Where are they located? What kinds of art do you like? Describe some of your favorite artworks.

2 VOCABULARY Art

A What words do you think describe these works of art? Use words from the box. (Words can be used more than once.) Can you add more words?

colorful creative dull exciting political spiritual



.....
.....
.....

B Pair work Share your opinions with a partner. Have conversations like this:

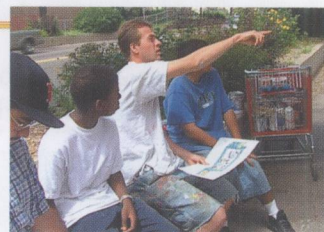
A: In my opinion, the first picture is dull.

B: I agree. It's not very exciting. **or** Really? I think it's very creative!

3 GUESS THE FACTS

Watch the first minute and a half of the video with the sound off.

What kind of art do you think José creates?



Watch the video

4 GET THE PICTURE

A What are the steps in creating a mural? Number the steps (1 to 6). Then compare with a partner.

- | | |
|-----------------------|--------------------------------------|
| buy materials | plan and draw ideas |
| find funding | set a schedule for the workers |
| paint the mural | 1 look for a wall |

B Pair work Take turns talking about which steps you would or would not enjoy doing.

5 WATCH FOR DETAILS

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

True False

- | | | | |
|--|--------------------------|--------------------------|-------|
| 1. José Curbelo works in inner cities. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Public art is a recent trend. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. José has been interested in art since he was a child. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. After high school, he started his own business. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. He has never been to art school. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. The business owner always pays for the mural. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. José's workers are older than he is. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. José works in California now. | <input type="checkbox"/> | <input type="checkbox"/> | |

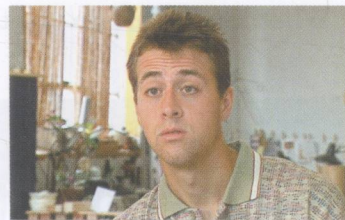
B Pair work Now write two of your own statements. Have your partner tell you if they are true or false.

.....

.....

A What does José Curbelo prefer in a work situation? Check (✓) the phrases that describe what he prefers. Then compare with a partner.

- | | |
|---|--|
| 1. <input type="checkbox"/> working alone | <input type="checkbox"/> working with people |
| 2. <input type="checkbox"/> making a lot of money | <input type="checkbox"/> doing interesting work |
| 3. <input type="checkbox"/> following a routine | <input type="checkbox"/> doing something different every day |
| 4. <input type="checkbox"/> working outside | <input type="checkbox"/> working in an office |
| 5. <input type="checkbox"/> being the boss | <input type="checkbox"/> having a boss |



B Pair work Which of the situations in part A would you prefer? Ask and answer questions like this:

A: Would you prefer working alone or working with people?

B: I'd prefer working alone. How about you?

C Pair work Which of the jobs below match the descriptions in part A?

accountant	doctor	flight attendant	marine biologist	songwriter
architect	executive	journalist	model	teacher

Make sentences like this:

A: An *accountant* would probably prefer *working alone*.

B: I agree. And a *doctor* would probably prefer *working with people*.

Follow-up

BEAUTIFYING YOUR AREA

A Pair work Think about the town or city where you are now. Which public places could you make more beautiful? How would you do this? Complete the chart.



Public places

the neighborhood park

Things to do

put a fountain there; plant flowers

B Group work Now join another pair. Choose two or three suggestions and tell them your ideas. Make comparisons like this:

A: Let's put a fountain in front of the library. Listening to water is very relaxing.

B: Yes, but a sculpture isn't as expensive as a fountain.

C: That's true, but I think a sculpture is less exciting than a fountain.

8 WHAT DID HE SAY?

Watch the video and complete the commentary. Then compare with a partner.

José Curbelo explains why he enjoys painting murals.

I love with I love my own thing, I love my own paycheck, and I like to be in the life of the on murals, you're at one – at one street corner – for twelve, fourteen a day, and you see that goes on. In my, the murals are to the life of a community, ever since way back when – of thousands of years ago – people have themselves in a way. Whether for reasons or for reasons, or just to be, people have expressed themselves on, and I wouldn't be what I'm doing now if . . . you know, didn't write on you know, thousands of years ago or write on trains in the seventies.



9 GERUNDS AS SUBJECTS AND OBJECTS Describing a job

A Complete the sentences about a job using the gerund forms of the words and phrases in the box. Then guess the job described.

encourage	organize the game schedule	work on weekends
improve their skills	stay in shape	✓work with children

- I enjoy *working with children* ; it helps me feel young.
- is easy with all the running around I have to do!
- I don't always enjoy, but that's when our games are held.
- At the end of the season, we have a big tournament, so I spend a lot of time
- I help players concentrate on
- weaker players helps the whole team improve.

Job described:

B Pair work Choose a job and describe your duties. Can your partner guess your job?

3 Kid sister

Preview

1 CULTURE

Read this advice to baby-sitters in the United States.

- Ask the parents to show you the location of emergency exits, smoke detectors, and fire extinguishers.
- Make sure you have the telephone number of where the parents are going.
- If the children are up, know their location at all times and never leave them alone too long. If the children are asleep, check on them about every fifteen minutes.
- Always get approval if you would like to have a visitor.
- In an emergency: Call 911. Identify yourself by name, say you are baby-sitting, and state the problem. Say where you are and give the phone number you are calling from.

Is baby-sitting popular in your country? What would you enjoy about baby-sitting? What would be challenging? Write some suggestions or rules for baby-sitters to add to the list above.



2 VOCABULARY Requests and responses

Pair work Match each request with a response. Then practice the requests and responses.

- | | |
|--|---|
|d 1. Is it all right if I use your phone? | a. No, go ahead. The keys are on the table. |
| 2. Would you mind my using your car? | b. OK. I'll tell her. |
| 3. Is it OK if I drop her off? | c. Sure. What can I do? |
| 4. Could you ask her to bring something? | d. No, sorry. I'm expecting a call. |
| 5. I was wondering if you could help me out. | e. Not at all. I'd be happy to have her. |
| 6. Would you mind if she stayed with you? | f. Sure. Or I can pick her up. |

3 GUESS THE STORY

Watch the first two minutes of the video with the sound off.

What do you think the women are talking about on the phone?

