



普通高等教育“十一五”国家级规划教材

● Virginia Evans—Jenny Dooley

● 总主编 邹为诚

○ 应用型英语专业系列教材

# Upstream

Viewing, Listening and Speaking

## 搏流英语

视听说教程

2

主 编 卢雨菁 李庆明

副主编 黄海军 朱忠焰 肖善香



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藏书章

Listening and Speaking

# 英语

## 视听说教程

# 2

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## 前言

《搏流英语》原书名称为 *Upstream*, 2007 年由高等教育出版社引进, 并组织力量进行本土化改造。《搏流英语 视听说教程》与《搏流英语 综合教程》、《搏流英语 扩展教程》组成一个有机整体, 既可以配合使用, 也可以单独使用。

《搏流英语》原书根据欧盟最新版语言教学大纲 (Common European Framework of Reference for Language Learning, Teaching, Assessment, 简称 CEF) 编写。其教学目标是学习者在学习完全部课程以后, 成为英语的“熟练使用者” (Proficient User)。这是 CEF 所规定的最高教学目标。

《搏流英语 视听说教程》的编写目的是巩固在《搏流英语 综合教程》中所学的知识, 同时, 《搏流英语 视听说教程》的选材也可以满足使用其他教材学习者的需求。《搏流英语 视听说教程》采用寓教于乐的编写理念, 让学习者在真实环境中进行视听说训练, 使学习更加有效。《搏流英语 视听说教程》具有如下鲜明特点:

### 独特的采编方式

《搏流英语 视听说教程》是围绕主题进行采编的, 主题包括工作方式、环境问题、兴趣爱好、假日娱乐、现代生活等; 教程所配的 DVD 光盘内容是演职人员以独特的方式串联起诸多主题实地拍摄而成的。这样的编排方式既增加了学习者的学习兴趣, 又可以集中训练学习者对某个话题的熟悉程度, 使训练更加系统化。

### 全真的画面拍摄

全真语境是外语学习, 尤其是外语交际的基本要素。《搏流英语 视听说教程》取材于日常生活真实语境的对话, 如参加工作面试、预定旅馆房间、通过电话订票等, 全部真实场景拍摄。这为学习者描绘了丰富多彩的当代英美文化和生活的画面。真实场景使缺乏语言环境的中国学习者有身临其境的感觉, 弥补了我国英语学习者与英语国家人士接触少的不足。

### 循序渐进的学习过程

学习者在录像片中所看到、学到的知识是否能通过练习得到很好的训练和巩固, 对于一套教材是很重要的; 练习和活动是否有利于培养学生听说能力是一套视听说教材的首要考虑。《搏流英语 视听说教程》每个模块中设计的练习环节可以刺激学习者的想象力, 并帮助他们获得日常交际所需的所有重要语言模式, 使他们循序渐进地掌握所学, 并付诸实践。

《搏流英语 视听说教程》分 1、2 两册, 每册包括 10 个模块 (Module), 每个模块包括两个单元 (Unit)。每个模块的构成包括视前练习 (Before You Watch)、边看边练 (While You Watch)、视后练习 (After You Watch)、镜头回放 (Watch Again) 以及每日英语 (Everyday English) 五个部分。

视前练习为学习者介绍本模块录像中将要出现的词汇和结构, 使学习者有备而听;

边看边练是在观看录像的过程中做练习, 水平较好的学习者可以一次做完, 也可以先看一遍, 然后边看边做;

视后练习以填空和多项选择的方式检测学习者对录像中重复出现的词汇和句式等的学习情况;

镜头回放聚焦于录像中出现过的日常会话的语言细节和词汇。做练习时可以再重新播放录像一次或多次 (视学习者水平而定)。这里的练习主要有填空、多项选择和配对练习等;

每日英语要求学习者在看录像、做练习的基础上, 模仿刚刚学习的语言创造自己的对话, 做此项练习时也可以视需要再次视听相关的对话。

《搏流英语 视听说教程》可以提高学习者使用英语进行交际的能力, 使他们成为英语的熟练使用者。

编者

2007 年 12 月



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## INTRODUCTION

The *Upstream Viewing, Listening & Speaking* series and its companion, *Upstream DVD* has been primarily designed to consolidate the language taught in the *Upstream* coursebook. However, the content of the DVD has been chosen to meet the needs of students using other coursebooks as well.

Two beliefs are central to the philosophy of *Upstream*: the firm belief that offering knowledge in an interesting, entertaining manner is both more pleasurable and more beneficial to the learner; and the established fact that language seen and heard in authentic settings is acquired much more effectively. The major features of the *Upstream Viewing, Listening & Speaking* series and its companion, *Upstream DVD* stem from these two beliefs.

### Uniquely scripted and directed

The *Upstream Viewing, Listening & Speaking* series and its companion, *Upstream DVD* is structured around the themes used in the *Upstream* coursebook, such as work, the environment, eating out, hobbies, entertainment, technology, education, work, travelling, crime, accident, keeping fit, etc. The DVD, scripted as a TV magazine, uses stings and a standard cast of characters to bring these themes together in a unique style.

### Filmed in the UK and the US

Authentic contexts and situations are essential in teaching communication in another language, which is why all of *Upstream Viewing, Listening & Speaking* series and its companion, *Upstream DVD* has been shot on location in various places around the United Kingdom and the United States. Everyday situations, such as attending a job interview, booking a hotel room or planning a holiday, are captured through real-life dialogues in the locations where they normally take place. These authentic sequences paint a detailed and colourful picture of contemporary British and American life and culture.

### Thorough practice and consolidation

The knowledge acquired during the students' viewing experience is practised and consolidated in its entirety in the *Upstream Viewing, Listening & Speaking 2*.

The result is a captivating lesson which stimulates learners' imagination and helps them acquire the all-important language patterns which make up the basis of everyday English.

## CONTENTS OF THE DVD

### Module 1: People of the World

*Cities and Villages.* Busy Sheffield versus quiet Southwold.

*All In a Day's Work.* People talk about their jobs. Includes interactive exercise.

*Registering with an Employment Agency.* Robert registers with an employment agency.

*Attending a Job Interview.* Robert attends a job interview.

*Luke Palmer Street Survey.* Luke asks various professionals what it takes to be good at what they do.

*Fascinating Facts.* Auntie Janet tells us about some people who worked harder than most.

### Module 2: The Blue Planet

*Problems of the Planet.* Luke looks at the state of the planet. Includes interactive quiz.

*Luke Palmer Street Survey.* Luke asks various people what they are doing to help the environment.

*The Eden Project.* Lindsey takes us to the most fascinating hothouse in the world.

*Children in Need.* Lindsey talks to the director of the most famous British charity. Includes interactive quiz.

*Becoming a Volunteer.* Tim visits BBC's *Children in Need* to become a volunteer.

*Paris.* Lindsey shows us around the city of light.

*Luke Palmer Street Survey.* Luke asks people what their favourite holiday destination is.

*How to Book a Hotel Room.* Mike books a hotel room.

*How to Cancel a Booking.* Mike cancels his hotel booking.

*Fascinating Facts.* Auntie Janet tells us about inhaling pollutants and the longest living tree in the world.

### Module 3: Moments in Life

*Super-shopping!* Luke give us a tour of a UK supermarket. Includes interactive exercise.

*Eating Out.* Neal makes a dinner reservation at a



restaurant, orders and makes a complaint.

**Festive Food.** A look at what people in the US eat on special occasions.

**Looking for Company.** Bob tries to find someone to go with him to a horror film; extending and refusing invitations.

**Neal's Newsclips.** Neal asks people what they could do when they were ten that they can't do now and vice versa; modals of ability/inability (present & past).

**Fascinating Facts.** Auntie Janet talks about some unusual performances.

#### Module 4: Feel Good

**Eating In.** Jude and Gary prepare the ingredients to make a shepherd's pie.

**Luke Palmer Street Survey.** Luke asks people about their favourite meals.

**Characters.** Characters and leisure activities; character adjectives.

**Sports.** A report about various sports. Includes interactive exercise.

**A Day with the Canaries.** An inside view of the training ground of Norwich City Football Club.

**Joining a Leisure Centre.** Luke joins a leisure centre.

**Luke Palmer Street Survey.** Luke talks to people about their favourite sport.

**Fascinating Facts.** Auntie Janet looks at some unlucky coincidences.

#### Module 5: Modern Living

**Entertainment & Entertainers.** An evening at the Theatre Royal in Norwich.

**Places To Go.** A look at various forms of entertainment. Includes interactive exercise.

**Covent Garden Street Performers.** A look at two of Covent Garden's street performers: Merlin, the fire-eating juggler, and Zippo, the living statue.

**Booking Theatre Tickets.** Luke buys tickets to the theatre.

**Arranging an Evening Out.** Luke invites Joe to the theatre; extending an invitation.

**Technology & Inventions.** A report about the machines in our everyday lives.

**Half-man, Half-computer.** A British cybernetics professor who communicates with computers ... without touching them!

**Satellite Technology.** How scientists have eliminated distance with the help of satellites.

**Fascinating Facts.** Auntie Janet talks about some great inventors and inventions.

#### Module 6: Our World

**Describing People.** Jez describes Joanne and Matt, two actors cast for a play.

**Introducing People.** Two dialogues illustrating how to introduce people.

**Jez Murray's Window on the World.** Jez Murray reports on wireless workstations. Includes interactive summary.

**Kew Gardens.** A tour of the Royal Botanical Gardens at Kew. Includes interactive quiz.

**People and the Environment.** Three dialogues showing the effects of pollution in our everyday lives.

**Joining an Organisation.** Nicola joins Greenpeace, an environmental protection organisation.

**Complaining About Pollution.** A cyclist complains to a car driver about his car's exhaust fumes.

**Colchester Zoo.** Exotic animals and endangered species.

**Save the Animals.** Professor Kevin Dodd, a professor of Ecology, tell us about how environmental changes in the UK effect wildlife and what we can do about it.

#### Module 7: Holidays & Schooldays

**Places to Visit.** A look at two of Britain's historic towns, Canterbury and York.

**At a Travel Agent's.** A young man goes to book a holiday at a travel agent's.

**Planning a Holiday.** Two friends plan a holiday.

**Complaining.** A hotel patron complains about the service.

**Travel Round-up.** A round-up of Upstream's holiday recommendation.

**Asking Politely.** Five dialogues in which people make polite requests.

**Dos and Don'ts in England.** A report about how one should behave in England. Includes interactive quiz.

**Education: British Schools.** A look at education in the UK, including a special report on King's School Canterbury.

#### Module 8: Let's Have Fun

**The Ghost of Blythburgh Church.** Lyndsey Farlow reports on a strange legend.



**Do You Believe in Ghosts?** Lyndsey asks people if they believe in ghosts.

**Phoning a Friend.** Amy invites Anna to the cinema.

**Arriving Late.** Amy arrives late at the cinema.

**Buying a Cinema Ticket.** Amy and Anna buy cinema tickets.

**Movie Magic.** Lyndsey shows us how a film is made.

**People's Favourite Films.** Lyndsey asks people about their favourite films.

**Robbie Reports on... The Inspire Science Centre.** Robbie Gray visits the Inspire Science Centre, a place where science becomes really exciting.

### Module 9: Busy People

**People & Jobs.** A look at various jobs and the qualities they require.

**Two Job Interviews.** A look at a good job interview and a bad one.

**Giving a Reference over the Phone.** Two former employers give references over the phone.

**Crime: Antique Theft.** Two British couples talk about their experience with theft.

**Road Accidents.** A report on how road accidents happen.

**A Good Eyewitness.** A police inspector tells us what it takes to be a good eyewitness, plus three eyewitness accounts of a reconstructed accident.

**Have You Ever Had an Accident?** Jake asks people to describe accidents they had.

**Calling the Emergency Services.** Howard's wife spots a fire at their next-door neighbours' house.

**Phoning the Fire Service.** Howard reports the fire to the fire service.

### Module 10: In Action

**Minibeasts.** A look at the minibeasts found in English gardens and Charles Darwin's study of them.

**Hurricanes.** A report on hurricanes, a disaster caused by extreme weather.

**The Edinburgh Festival.** Neil experiences the excitement of the city during the festival. Includes interactive quiz.

**Asking the Way.** Howard asks for directions to the Hotel Victoria.

**Keeping Fit.** Neil visits a health spa.

**White-water Rafting.** A look at white-water rafting, a sport not for the faint-hearted. Includes interactive quiz.

**Sports Report.** Matt goes for a workout at a sports centre.

**Sizewell Nuclear Power Station.** A look at a super-modern power plant. Includes interactive quiz.

## USING THE DVD WITH THE BOOK

Each module in the book is divided into five sections:

### Before You Watch

This section contains exercises which introduce the students to the new vocabulary and structures they will encounter in the DVD. Explain the tasks if necessary, then allow students a little time in which to complete the exercises. Check their work and make sure they have a good grasp of the material in this section before watching the DVD.

### While You Watch

This section features tasks to be done while the DVD is playing. Strong students should be able to do these tasks during their first viewing of the DVD. Weaker groups can watch the DVD once without having to do any exercises, then do the exercises in this section during a second viewing.

### After You Watch

This section should be done with the DVD turned off, after a first or second viewing (depending on your students' level of ability). It focuses on the key vocabulary and language patterns seen in the DVD and tests their acquisition in gap-filling and multiple-choice exercises. Students are not expected to remember large portions of what they heard in order to be able to work on this section; rather, what is tested here is the understanding of words and structures that are presented several times in the DVD, with captions where necessary. Allow weaker students to review the sections of the DVD which are relevant to the exercise if they have difficulty tackling the tasks.

## Watch Again

This section focuses on finer language points contained in the DVD, such as particular segments of everyday conversational English as well as more advanced vocabulary. The tasks should be done with the DVD running, during a second or third viewing (depending on your students' ability). The exercises contained in this section function in a similar manner to listening comprehension exercises and may feature multiple-choice, gap-filling or matching tasks.

## Everyday English

This section asks students to reproduce similar dialogues to the ones they encountered during their viewing of the DVD. The language they need in order to achieve this has been presented and practised in the DVD and in the earlier sections of the *Upstream Viewing, Listening & Speaking 2* respectively. Again, depending on the level of ability of your students, you may choose to let them view the relevant dialogue once again before asking them to work on this task. Do the task once yourself (assisted by a student) to make certain that the class fully understands what is involved, then ask pairs of students to do the same.

### USING THE DVD WITHOUT THE BOOK

When not using the *Upstream Viewing, Listening & Speaking 2*, use the DVD modules as a follow-up to coursebook modules. Some effective viewing techniques are outlined below.

#### 1 Before Viewing

##### A. No Sound

Play a DVD sequence (preferably a report or story sequence) with no sound. Ask students to guess what happens. Allow use of the native language if necessary. In the process, remind the students of the relevant key vocabulary and phrases that they have already encountered in the coursebook

and are about to see again in the DVD.

*Example from Module 1 - Attending a Job Interview*  
(0:06:21 - 0:07:10)

Play the sequence without sound. Ask students to guess if Robert got the job.

##### B. No Picture

Play a DVD sequence with zero brightness and colour. Ask students to guess where the sequence takes place.

*Example from Module 5 - Booking Theatre Tickets*  
(0:06:03 - 0:07:32)

Play the sequence with no picture. Let students listen to Neal's conversation with the telephone operator. Then ask them to guess where it took place.

#### 2 While Viewing

##### A. Prediction

Stop the DVD unexpectedly. Ask students to predict what is going to happen next. Ask simple questions to elicit short answers. Allow students to use their native language when necessary.

##### B. Freeze-frame

Pause the DVD. Ask students to describe what they can see on the screen. Point at objects and help them with vocabulary if necessary.

##### C. Comprehension Questions

Stop the DVD. Ask students simple questions about what they have seen so far.

*Example from Module 1 - All In a Day's Work*  
(0:02:48 - 0:05:24)

Ask students questions like: *What do they do for a living? What do they do at work?*

#### 3 After Viewing

##### A. Memory Game

Divide the class into two or more groups. Set a time limit. Ask each group to write down as many new words as they can remember. Check spelling. Ask one of the members of each group to read the words aloud. The group with the most words wins.



## B. Yes/No - True/False Questions

Ask students simple yes/no - true/false questions.

*Example from Module 5 - Entertainment & Entertainers (0:00:08 - 0:01:36)*

Ask students questions like: *Zippo earns between £50 and £100 a day. True or false?*

## C. Act Out

Ask students to act out the dialogue or interview they have seen. Offer as much assistance as required. Encourage improvisation. Allow students to develop the dialogues if they wish.

## D. Odd-one-out

This exercise is best suited to segments where vocabulary is presented. Write a short list (no more than three items) on the board, together with one word which has been taught previously. Ask students to identify the odd-one-out.

*Example from Module 5 - Entertainment & Entertainers (0:00:08 - 0:01:36)*

Write on the board: *orchestra, conductor, puck*. Ask students to identify which of these words has nothing to do with music.

## USING THE DVD PLAYER

The DVD player is an amazing tool that can be employed for language teaching. It can be used to present the target language in its complete context, with audiovisual information, while allowing you complete control over how you show the DVD to the students; for example, you can play, replay, advance, reverse, freeze the action and even play everything fast backwards!

After inserting the DVD, a menu will appear on the TV screen. You can select the item you would like to play for the students.

- 1 Use ▲/▼/◀/▶ to select the desired item.
- 2 Press ENTER.

Alternative:

You can also use the numeric buttons to select a desired item.

To begin, press PLAY [▶].

The DVD starts to play from the beginning.

Icon	Function
[▶]	Press to play DVD.
[■]	Press to stop DVD. The DVD will resume from the place it stopped if you press the PLAY button again.
[⏸]	Press to pause DVD or freeze the action.
[⏮][⏭]	Press to advance or reverse playing of the DVD in slow motion.
[⏮][⏭]	Press to advance or reverse play rapidly while monitoring.
[⊘]	This symbol appears when the DVD player does not accept the disc inserted.

The REMOTE CONTROL is extremely useful in the classroom. It allows you quick control of the DVD player, leaving you free to walk around the classroom and monitor your students' responses to the audiovisual material.

A good way to get the best out of the *Upstream Viewing, Listening & Speaking 2* is to engage the students in the lesson. Following are some good techniques to help you achieve that.

### Picture and sound

- Ask questions for predictions, then play.
- Play the DVD, then ask questions for general comprehension.
- Play the DVD, and pause occasionally, questioning students for special focus comprehension.
- Play the DVD, and pause. Have students guess the following words or actions.
- Play the DVD all the way through for fun.

### Picture only

- Play the DVD and have students improvise words or dialogues.
- Play the DVD and discuss action for general understanding.
- Advance the DVD ahead, while holding down the [⏭] button, for a quick re-cap of the action.

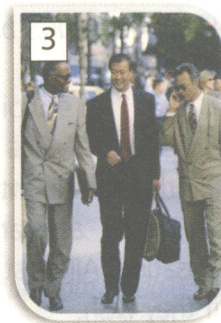
### Sound only

- Play the DVD, ask questions, then play again with picture to check answers.
- Play the DVD with half the class not watching the picture. Those who listened but didn't see the picture explain what they think happened to those who had both picture and sound.



## Before you Watch

- 1 Look at the pictures. Which shows country/city life? Use the words/phrases below to talk about which of the two lifestyles you prefer.



- dull
- close at hand
- healthy
- huge

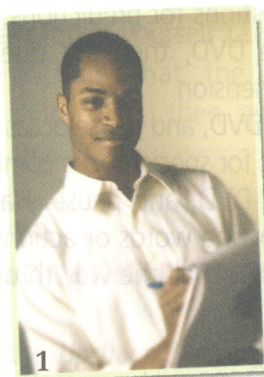
- isolated
- community spirit
- constant noise
- local facilities

- hustle and bustle
- fresh air

A: I would choose to live in a place like the ones in pictures 1 and 4. It seems like a healthy place to live with lots of fresh air. I don't like the hustle and bustle of the city.

B: I prefer something more exciting. I would choose to live in a big city like in pictures 2 and 3. I don't mind the constant noise and everything is close at hand.

- 2 Identify the jobs shown in the pictures. Then make sentences, as in the example.



What they do at work:

- write articles
- do library work
- take customers' orders in a restaurant/café
- look after patients
- look after buildings

Qualities needed:

- honest
- organised
- friendly
- caring
- responsible

Reasons:

- many people read what they write
- help people find books
- please customers
- help sick people
- prevent theft

e.g. A journalist is someone who writes articles. Journalists need to be honest because many people read what they write.



- 3 Use words from the box or any ideas of your own to form questions an interviewer/interviewee could ask at a job interview.



work-experience / working  
hours / qualifications / salary /  
apply / fully-qualified / post /  
part-time / full-time /  
university degree

Interviewer: What work experience have you got?

Interviewee: What are the working hours?

## While you Watch

- 4 Complete the charts. [0:00:14 - 0:02:48]

Sheffield

Location: .....

Population: .....

Roads: .....

Transport: .....

Entertainment: .....

Southwold

Location: .....

Permanent Population: .....

Summer Population: .....

Streets: .....

Accommodation: .....

Entertainment: .....

- 5 Tick (✓) the right box. [0:02:48 - 0:05:24]

A

B

C

D



- |  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 Whose work involves filming?                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who needs to use their imagination?                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Whose behaviour should make people feel comfortable?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who deals with people who are on holiday?                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Whose job is artistic?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Whose knowledge of the human body is important for their jobs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## 6 Complete the speech bubbles. [0:07:19 - 0:08:19]



A

I'm a 1) p..... 2) i..... I 3) p..... the council's car parks. I make sure that everybody has bought a 4) t..... and paid the right 5) p..... for parking. I check that the 6) m..... are working and if they're not working I fix them as best as I can. And apart from that, I help people who come into the 7) c..... 8) p..... with whatever they want to know. I give them 9) d.....

B

I'm an 1) e..... 2) s..... I spend quite a lot of time 3) c..... local 4) p..... levels and devising 5) s..... for local pollution 6) c..... It really takes a thorough understanding of the 7) e..... to be good at this job.



## 7 Complete the summary. [0:08:30 - 0:09:05]



### Auntie Janet's fascinating facts!

Benjamin Franklin was a renowned 1) ....., a 2) ..... and a famous 3) ..... His first job at the age of 4) ..... was making 5) ..... and soap.

Picasso, the famous 6) ....., produced 7) ..... paintings and 300 works of 8) .....



## After you Watch

### 8 Circle the correct word.

Majorca is one 1) **from/of** the most ideal places to have a holiday 2) **all/every** year round thanks to the Mediterranean climate.

In spring and autumn, the weather is mild and pleasant. It's not 3) **as/such** crowded as in the summer, 4) **which/that** means that hotel prices are 5) **so/not** as high. The beaches are 6) **so/almost** deserted and they are ideal for swimming and marine sports. Spring and autumn are the 7) **best/better** seasons for hiking, cycling and all sorts of outdoor activities. In the summer, of course, Majorca is 8) **busiest/busier**. The island comes to life and there are 9) **so/as** many parties as your heart may desire. Of course, summer is the season when prices are at their 10) **higher/the highest** point.

In winter, the weather is mild but less pleasant 11) **of/than** the other seasons. There aren't as 12) **many/most** tourists, but there are many festivals. Hotels reduce their prices and it's the 13) **better/best** time to go if you're in search of a peaceful and relaxing holiday.





## 9 Circle the correct response.

- 1 A: Is the job still available?  
B: **a** I'm afraid not.  
b It can't.
- 2 A: Have you got any experience?  
B: **a** Yes, that's right.  
b Yes, I have.
- 3 A: Would you prefer to live in a big city or a peaceful neighbourhood?  
B: **a** I love living in a big city.  
b Yes, I do.
- 4 A: Did you have any trouble finding the building?  
B: **a** Do you know where the office is?  
b A little. The directions were not very clear.
- 5 A: What hours are you willing to work?  
B: **a** Nine to five.  
b Shifts.

## 10 In pairs, ask and answer questions about a member of each other's family to complete the form. Use your notes to tell the class about this person.

Name: .....

Job: .....

Before work: .....

At work: .....

After work: .....

Free time: .....

A: *What's your brother's name?*  
B: *Tony.*  
A: *What's his job?*  
B: *He's a mechanic.*  
A: *What does he do before he goes to work? etc.*

## 11 Game. In teams, take turns choosing a job. Describe what this job involves or what qualities are needed. The other team has two chances to guess what the job is. Each correct guess gets one point. The team with the most points wins.

Team A S1: *You need to know a lot about the human body because you have to help people work out at the gym.*

Team B S1: *Are you thinking about a fitness instructor?*

Team A S1: *Yes, that's right.*

Teacher: *Great! Team B gets 1 point.*

## Watch Again

- 12** Watch the "Dialogue at the employment agency" again and complete the form below. [0:05:27 - 0:06:20]

### EMPLOYMENT AGENCY

Name: .....

Surname: .....

Studies: .....

Experience: .....

Preferred working hours: .....

.....

- 13** Watch the "Job interview" again and complete the sentence. [0:06:21 - 0:07:10]

I.T.

### COMPUTER PROGRAMMING

- A: Hi, you must be Robert.  
 B: Yeah, that's right.  
 A: Chris Charm, head of the I.T. Department. OK, so what experience then do you have in computer programming?  
 B: Well, over the past three years I've had a lot of experience of many different  
 1) .....  
 A: OK, so what's the attraction then for working for our company?  
 B: Well, I've seen some of the 2) ..... you've come up with and therefore I think you're a very 3) ..... company with very good prospects.  
 A: OK, excellent. So, um well, I need somebody to work right away, do you think you could do that?  
 B: Certainly, yeah.  
 A: OK, we'll have your salary on 4) ..... a month to start with. Does that sound good?  
 B: That sounds fine.  
 A: OK, and what we'll have you do is you'll be working in the 5) ..... section of our department, working on the new projects. So why don't you come in 6) .....?  
 B: Yes.  
 A: Say 7) .....?  
 B: Yeah.  
 A: And I'll introduce you to our colleagues. OK?  
 B: That sounds fine.  
 A: Thanks Robert.  
 B: Thank you.  
 A: Welcome aboard.



- 14** Fill in the CV below about yourself. Then, in pairs, use the notes to act out a job interview similar to the one in Ex. 13.

**Curriculum Vitae**

Name: .....

Qualifications: .....

Work Experience: .....

Hobbies/Interests: .....

- |   |  |
|---|--|
| <b>A</b>                                    | <b>B</b>                                 |
| Introduce yourself and greet B.             | Greet A.                                 |
| Ask B for qualifications.                   | List qualifications.                     |
| Ask B what experience he/she has got.       | List experience.                         |
| Ask B why he/she wants to work for company. | Tell A why you want to work for company. |
| Tell B starting salary.                     | Accept starting salary.                  |
| Tell B working hours.                       | Accept working hours.                    |

