



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

1

□ 主 编 涂开益 刘海瑛
□ 副主编 周 军 王金柱



高等教育出版社
HIGHER EDUCATION PRESS



普通高等教育“十一五”国家级规划教材

H319.9/626D

:1

2008

●Virginia Evans—Jenny Dooley

●总主编 邹为诚

○应用型英语专业系列教材

Upstream

Listening and Speaking
博流英语

视听说教程

1

□主 编 涂开益 刘海瑛
□副主编 黄海军 周 军 王金柱
□编 者 李 丹 王红卫 孙雪峰



高等教育出版社
HIGHER EDUCATION PRESS

图书在版编目(CIP)数据

搏流英语视听说教程. 1/涂开益, 刘海瑛主编. —北京: 高等教育出版社, 2008. 1

ISBN 978-7-04-022018-6

I. 搏… II. ①涂…②刘… III. 英语-听说教学-高等学校-教材 IV. H319.9

中国版本图书馆 CIP 数据核字 (2008) 第 003390 号

策划编辑 贾巍巍 项目编辑 张歆秋 责任编辑 张歆秋 封面设计 王凌波
责任校对 张歆秋 甘红娜 责任印制 毛斯璐

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街4号	免费咨询	800-810-0598
邮政编码	100011	网 址	http://www.hep.edu.cn
总 机	010-58581000		http://www.hep.com.cn
经 销	蓝色畅想图书发行有限公司	网上订购	http://www.landracom.com
印 刷	北京市大天乐印刷有限责任公司		http://www.landracom.cn
		畅想教育	http://www.widedu.com
开 本	880 × 1230 1/16	版 次	2008 年 1 月 第 1 版
印 张	5.5	印 次	2008 年 1 月 第 1 次印刷
字 数	180 000	定 价	20.00 元 (含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究
物料号 22018-00

郑重声明

高等教育出版社依法对本书享有专有出版权。任何未经许可的复制、销售行为均违反《中华人民共和国著作权法》，其行为人将承担相应的民事责任和行政责任，构成犯罪的，将被依法追究刑事责任。为了维护市场秩序，保护读者的合法权益，避免读者误用盗版书造成不良后果，我社将配合行政执法部门和司法机关对违法犯罪的单位和个人给予严厉打击。社会各界人士如发现上述侵权行为，希望及时举报，本社将奖励举报有功人员。

反盗版举报电话：(010)58581897 / 58581896/58581879

传 真：(010)82086060

E - mail: dd@hep.com.cn

通信地址：北京市西城区德外大街4号
高等教育出版社打击盗版办公室

邮 编：100011

购书请拨打电话：(010)58581118



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

Contents

Introduction	3
Module 1 Family and Friends	8
Module 2 A Way of Life	12
Module 3 Eat, Drink and Enjoy	20
Module 4 All in the Past	28
Module 5 Adventure	32
Module 6 Moments in Life	38
Module 7 In a World of Our Own	44
Module 8 For Dear Life	52
Module 9 Go for It!	60
Module 10 Incredible but True	66
Suggested Answers Section	71
Word List	82

INTRODUCTION

The *Upstream Viewing, Listening & Speaking* series has been primarily designed to consolidate the language taught in the *Upstream* coursebook. However, the content of this series and its companion, *Upstream* 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* DVD stem from these two beliefs.

Uniquely scripted and directed

The *Upstream* DVD is structured around the themes used in the *Upstream* coursebook, such as work, education, hobbies, eating out, travelling, 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* DVD has been shot on location in various places around the United Kingdom and the United States. Everyday situations, such as ordering food at a restaurant or asking for directions, 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 and Speaking*. 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: Family & Friends

Meet the family. Vocabulary: family; appearance. A look around the Lake District in England.

Piccadilly Circus. A look around a famous London area. He's got/She's got. Includes interactive exercise.

The Colour Quiz. Vocabulary: colours. Includes interactive quiz.

Bob around Britain. Bob asks people who their favourite person is. Physical characteristics and character adjectives.

Module 2: A Way of Life

Welcome to Strawford. Documentary about houses and shops in a British town. Vocabulary: types of houses; shops. Includes interactive exercise.

Find George. The camera follows a puppet dog around a living room. Vocabulary: furniture and household appliances. Prepositions of place. Includes interactive exercise.

Asking for directions. Bob asks people in Strawford how to get to various places.

Come to Strawford! Advertisement about Strawford being a good place to shop. Consolidates vocabulary about shops.

What's his/her job? A postman, a farmer, a teacher, a dentist, a policeman and a fireman take turns talking about their jobs. Vocabulary: work. Includes interactive exercise.

Time Quiz. Clocks and watches appear in sequence. Telling the time. Includes interactive quiz.

Virginia's day. An interview with a zookeeper about what she does every day. Present simple.

Lauren's day. 24 hours in the life of an office worker. Present simple. Includes interactive exercise.

Module 3: Eat, Drink and Enjoy

Bob around Britain. Bob talks to people about their favourite food. Vocabulary: food.

Favourite drinks. Vocabulary: drinks.

Ten top favourite foods. Vocabulary: food.

Are you ready to order? People order food and drinks in a fast food restaurant and a conventional restaurant.

More types of food. Vocabulary: food.

Clothes people wear. He's/She's wearing. Vocabulary: clothes.

Nick's weather report. Nick talks about the weather.

Clothes in stores. Vocabulary: clothes.

Lauren wraps warm. Lauren puts on her winter clothes. Includes interactive exercise.

Clothes Test. Vocabulary: clothes. Includes interactive exercise.

Module 4: All in the Past

A village from the past. Report about how people lived in the past. Past simple.

1940s music. Two people in 1940s costume show us how people danced then. Past simple.

George's animal friends. Vocabulary: animals.

Strawford now and then. How Strawford has changed in the last 50 years.

Module 5: Adventure

Bob around Britain. Bob talks to people about their weekend plans. Future with be + ing.

Things to do this weekend. Report about a sea life centre, a real English castle and a theme park. Future with be going to.

Sign time. What do all these road signs mean? Modals of prohibition. Includes interactive exercise.

Neal's Newsclips. Neal asks people what the most memorable place they have visited is and why it's so memorable.

Module 6: Moments in Life

Jobs. People talk about their work; the present simple vs the present continuous. Includes interactive exercise.

Routines. The daily routines of two different people; the present simple.

What people like doing. Hobbies and leisure time; like + ing. Includes interactive exercise.

Neal's Newsclips. The first thing people do in the morning and the last thing they do at night.

Then and now. Life in Britain in the past and today; the simple past. Includes interactive exercise.

Talking on the phone. Mike tells Brian about his evening out (talking about a past experience); past simple.

Module 7: In a World of Our Own

Rich Rides. Rich has fun around Pleasurewood Hills and then talks to people about their experiences; the

present perfect.

Festive Food. What people in Britain eat on special occasions.

The Heritage Tour. An advertisement for a history tour.

Talking on the phone. Mike catches up with his friend Brian.

Neal's Newsclips. People describe their pets.

Animals. Vocabulary: animals. Includes interactive exercise.

Rich reports. How to take a plane.

Weather report. Lindsey Farlow tells us what the weather will be like tomorrow.

Module 8: For Dear Life

Expect the unexpected. Luke talks about how to prevent and deal with a fire. Includes interactive exercise.

Reporting an accident. A police officer takes a witness report.

How do you feel today? Bob comes across some people with colds, coughs, toothaches and headaches. Giving advice with *must* and *should*.

Rich goes missing. Rich is lost in the countryside; narrative.

Auntie Janet's Advice Show. Agony Auntie Janet helps Rich with some problems; giving advice.

Exam advice. Giving a friend advice about how to prepare for an exam the day before.

Module 9: Go for It!

Clothes. Catalogue shopping. Vocabulary: clothes. Includes interactive exercise.

Booking a table at a restaurant. Rich books a table at a restaurant and orders a meal.

Hobbies. Climbing, ice-skating and other pastimes; character adjectives.

Saturday Night. Two friends plan an evening out.

Module 10: Incredible but True

Rich reports. Rich takes us on a tour of London.

London Quiz. The famous landmarks of the British capital; the passive. Includes interactive quiz.

We are not alone. Lindsey interviews eyewitnesses to find out if UFOs really did hover over the quiet village of Tunstall; past continuous.

Luke Palmer Street Survey. Luke Palmer asks people: Do you believe in UFOs?

The Things People Believed. A few facts about fairies.

Song: Fairies in the Wood.

Strange Things. People talk about the strangest thing that has ever happened to them.

Save the Planet. A report about the environment.

Neal's Newsclips. Neal asks people at Busch Gardens about the environment.

USING THE DVD WITH THE BOOK

Each module in the Book is divided into five sections:

This section contains exercises which introduce the students to the new vocabulary and structures they

Before You Watch

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.

This section features tasks to be done while the DVD is playing. Strong students should be able to do

While You Watch

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.

This section should be done with the DVD turned off,

After You Watch

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.

This section focuses on finer language points contained in the DVD, such as particular segments of

Watch Again

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.

This section asks students to reproduce similar

Everyday English

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 *Viewing, Listening and Speaking* 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 book, 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 - Meet the family
(0:00:14 - 0:02:07)

Play the sequence without sound. Ask students to identify the mother, the father and the children in each family.

B. No Picture

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

Example from Module 3 - Are you ready to order?
(0:02:29 - 0:02:44)

Play the sequence with no picture. Let students listen to the people ordering food, and then ask them to guess where the conversations are taking 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 Ss 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 2 - Lauren's day
(0:11:09 - 0:14:26)

Ask students questions like: *What is Lauren's job? What time does she start work? What does Lauren do in the evenings?*

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 4 - Strawford now and then
(0:03:20 - 0:04:13)

Ask students questions like: *There was a supermarket in Strawford 50 years ago. True or false? There's a café in Strawford now. 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 4 - George's animal friends
(0:02:07 - 0:03:17)

Write on the board: *lizard, parrot, snake*. Ask students to identify which animal is not a reptile.

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 and Speaking* 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, having students guess 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 thought happened to those who had both picture and sound.

Before You Watch

1 Look at the pictures and read the dialogue. How are the people in the pictures related?

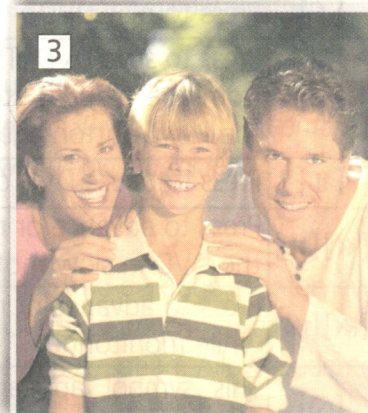
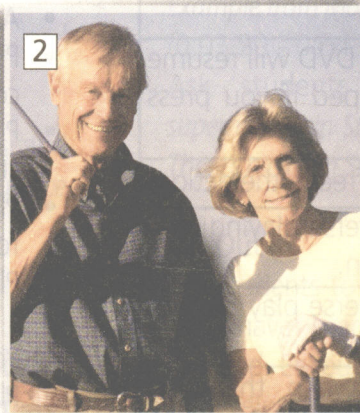
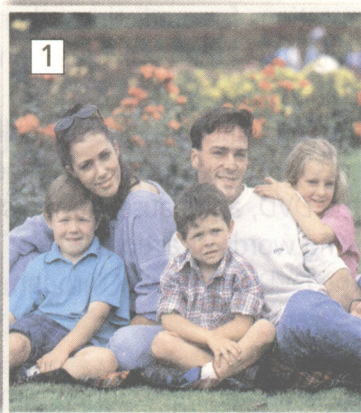
- mum • cousin • grandmother • dad • uncle • brother
- grandfather • sister • aunt

3 my

4 my

6 my

9 my



me

5 my

7 my

1 my *brother*

8 my

2 my

Alexander: Who's the little boy with the dark brown hair in the first photograph?

Nicholas: It's my younger brother, Steven.

Alexander: And who's the lady with the straight brown hair sitting behind you?

Nicholas: Oh, that's my mother, Pamela.

Alexander: How about the man next to her with the dark wavy hair?

Nicholas: He's my father, Samuel.

Alexander: And is that your little sister?

Nicholas: Yes, that's Alexia. She's the pretty blonde one in the family!

Alexander: Who are the people in the second photograph?

Nicholas: This is Mario, my grandpa, and Christina, my grandma.

Alexander: What about the lady with the short brown hair in the last photograph?

Nicholas: She's my mum's sister, Natasha, and she's married to Kevin.

Alexander: Is Kevin the man with the brown hair and green eyes?

Nicholas: Yes, he is. And the boy with the blonde hair in the photograph is their son, Billy.

Alexander: He's got the same smile as his mothers!

Nicholas: You're right!

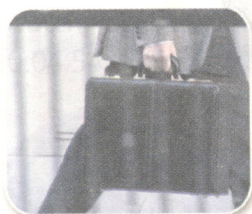
Alexander: You've got such a big family!

While You Watch

2 Mark the sentences **T**(True) or **F**(False). [0:00:14 - 0:02:07]

- | | |
|------------------------------------------------------|-----------------------------------------|
| 1 Christopher is Rosemary's husband. | 5 Katie's mum has got blonde hair. |
| 2 Emily Garner is eleven years old. | 6 Mrs Hadwin has got glasses. |
| 3 There aren't many trees in the Lake District. | 7 Katie hasn't got earrings. |
| 4 Some houses have got chimneys. | 8 Mr Garner has got a beard. |
| | 9 Emily is small. |
| | 10 Emily has got fair hair. |

3 Underline the correct word. [0:02:12 - 0:03:10]



- 1 He's got a case/bag.



- 2 She's got a case/bag.

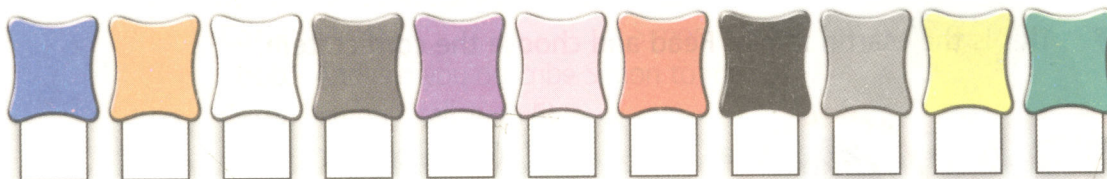


- 3 They've got cases/bags.



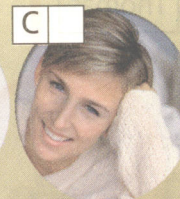
- 4 He's got a folder/box.

4 Tick (✓) the colours you see in the colour quiz. [0:03:11 - 0:04:52]

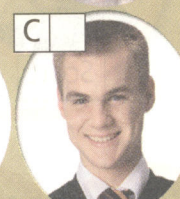
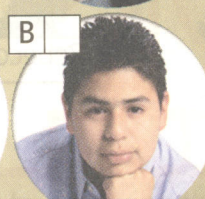
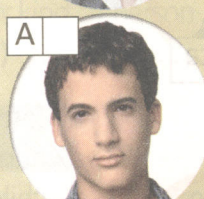


5 Who is it? Tick (✓) the correct picture. [0:04:54 - 0:06:02]

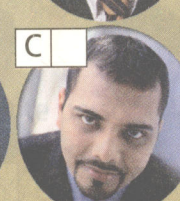
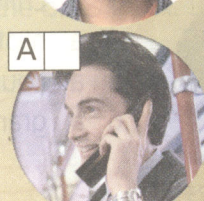
- 1 Who's Angie's sister?



- 2 Who's Carol's son?



- 3 Who's Sharon's husband?



After You Watch

- 6 Use the words in the box to describe the people in the pictures below, as in the example.

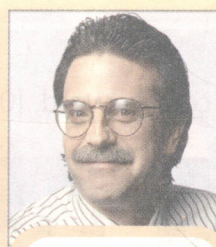
Age:	young, middle-aged, old
Hairstyle:	short, long, straight, wavy, curly
Hair Colour:	fair, brown, white, grey
Eyes:	blue, green, brown
Special Features:	moustache, beard, glasses



Olivia



Lucy

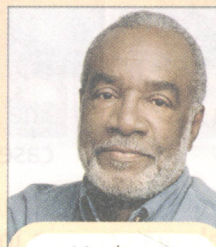


Mark

*Olivia is young.
She's got short
curly brown hair
and brown eyes.*

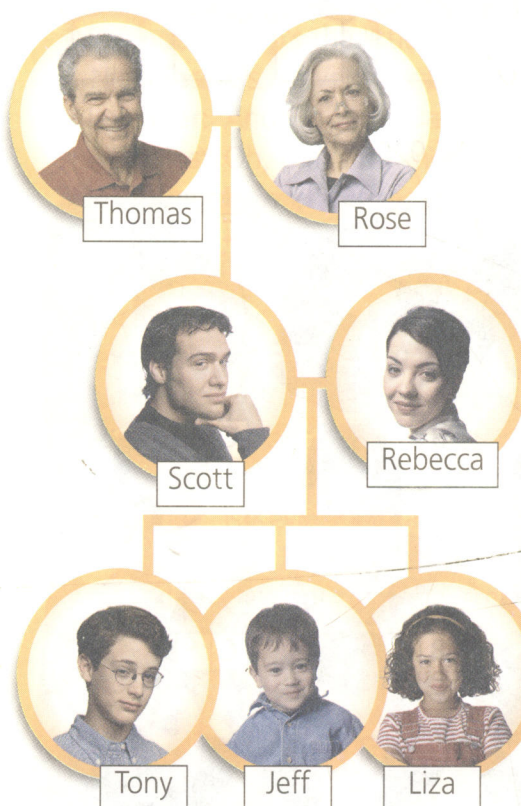


Damian



Herbert

- 7 This is the Martin family. Read and choose the correct item.

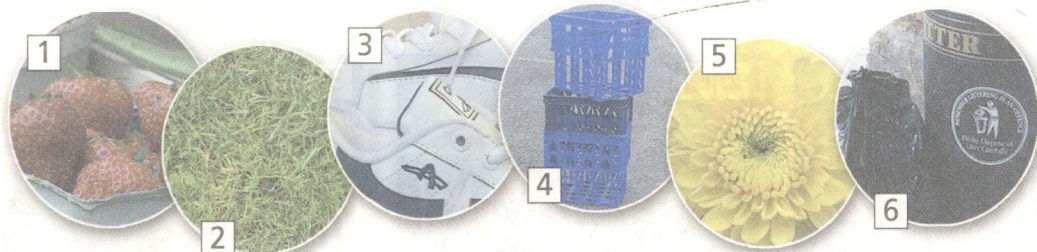


These are the Martins. Thomas and Rose are Scott's
 1) Scott hasn't got any brothers
 or sisters. Scott is married. His 2)
 name is Rebecca. Rebecca and Scott have got three
 3) Liza is their 4) and
 Tony and Jeff are their 5) So,
 Thomas and Rose have got three lovely
 6)

- | | | |
|--------------------|-------------|-----------------|
| 1 a fathers | b parents | c grandparents |
| 2 a aunt's | b wife's | c cousin's |
| 3 a children | b boys | c girls |
| 4 a mother | b sister | c daughter |
| 5 a cousins | b sons | c uncles |
| 6 a granddaughters | b grandsons | c grandchildren |

8 What colour are the items in the pictures? Complete the sentences.

- 1 Strawberries are
- 2 Grass is
- 3 The trainers are
- 4 The crates are
- 5 The flower is
- 6 The litter bin is



Watch Again

9 Watch "Bob around Britain" again and fill in the gaps below with one word. [0:04:54 - 0:06:02]



Bob: Who's your favourite person?
Angie: My sister, Carol.
Bob: Your sister Carol. Can you describe Carol to me?
Angie: She's 1), she wears 2)
She's got 3) hair.
Bob: And what kind of person is she?
Angie: She's a very thoughtful, jolly person.

Bob: Who's your favourite person?
Carol: My 4), Simon.
Bob: And can you describe Simon to me?
Carol: Simon is tall, with 5)
hair and light 6) eyes.
Bob: And what kind of person is Simon?
Carol: Simon is responsible and easy-going.



Bob: Who's your favourite person?
Sharon: My 7)
Bob: And can you describe him to me?
Sharon: He's 8), he's got 9)
hair and blue eyes.
Bob: And what kind of person is he?
Sharon: He's a 10) person.

Everyday English

10 In pairs, act out a similar dialogue to the ones in Ex. 9 by following the pattern below.

A	B
ask B who their favourite person is	say who your favourite person is
ask B to describe him/her	describe the person's appearance
ask what kind of person he/she is	describe the person's character

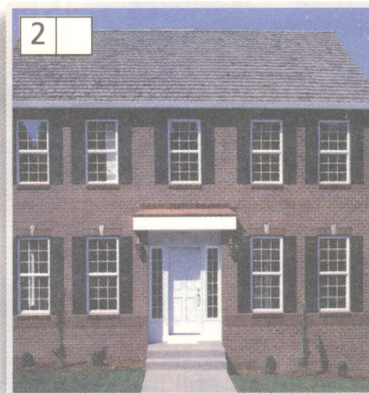
Before You Watch

1 Which picture shows what? Match the pictures (1-3) to the items (a-c).

a blocks of flats

b a villa

c a two-storey house



2 Label the shops (1-6) with the words in the list below.

• grocer's • florist • bookshop • bakery • newsagent's • butcher's



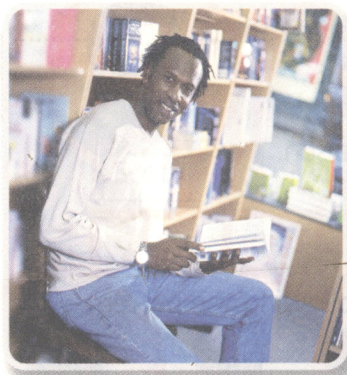
1



2



3



4



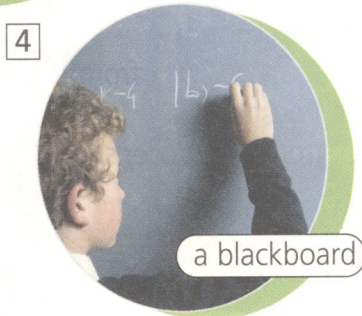
5



6

3 Where can you find the things in the pictures? Make sentences, as in the example. Use the phrases to help you.

- at a dentist's surgery • at a fire station • in a school
- at a police station • in a field

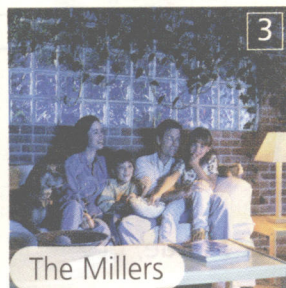


1 *You can find drills at a dentist's surgery.*

- 2
- 3
- 4
- 5

4 Use the phrases to complete the sentences about the people in the pictures.

- go jogging • play with dog • watch television • cook dinner



- 1 Bobby
when he comes home from school.
- 2 James
every day at 6 pm.
- 3 The Millers
on Friday evenings.
- 4 Grace
at 7 o'clock in the morning.

5 Talk about your daily routine in pairs. What time do you wake up on weekdays? What time do you have breakfast? How do you go to school/work? What time do you have lunch/dinner? What do you do after school/work? What do you usually do at the weekend?