



普通高等教育“十一五”国家级规划教材

●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 教师参考书 1&2

□主 编 王向宁
□副主编 陈 盛 (第一册)
刘黎明 (第二册)



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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、预订旅馆房间、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》共分六册, 每册包括10个模块 (Module)。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 教师参考书》旨在为教授《搏流英语 视听说教程》的教师提供有效、实用的帮助和指导, 使他们能够充分理解本教程编写的理念和原则。本参考书提供了丰富、有效的背景文化知识、重点词汇讲解、教学步骤分解、练习参考答案等诸多方面的教学资源, 可以帮助广大教师在繁忙的日常教学工作中减轻搜寻信息、设计课堂活动等方面的备课负担, 成为他们从事教学活动的有益指南。

《搏流英语 视听说教程 教师参考书1&2》是对应《搏流英语 视听说教程1》和《搏流英语 视听说教程2》编写而成。每单元包括四个部分: Introduction、Module Overview、Teaching Notes和Video Script (各单元的Video Script 集中放在每册书的最后)。全书用英文撰写, 但在Teaching Notes的Vocabulary部分既给出了详细的

英文解释又提供了中文释义，方便教师有选择地将知识应用到课堂上。本书的主要部分为Teaching Notes，针对Before You Watch、While You Watch、After You Watch、Watch Again和Everyday English提供了文化背景、词汇、教学步骤、参考答案等方面的信息，供教师在备课和授课时参考使用。

本书由北京第二外国语学院应用英语学院和中瑞酒店管理学院英语教研部部分教师共同编写完成，由王向宁教授任主编，陈盛和刘黎明分别担任第1册和第2册的副主编。参编人员有：（第1册）田秋月、张董娟、王丹；（第2册）胡特赐、陈美、伍波。由于编者水平有限，加之时间仓促，书中难免存在疏漏，请广大使用者不吝赐教，我们在今后修订中一定采纳，以飨读者。

编 者
2010年8月

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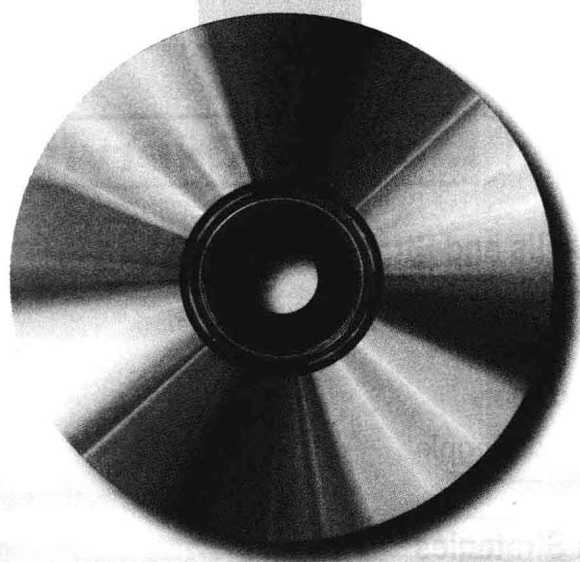
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1

Module 1 Family & Friends

Introduction

In this module, students will have access to language about family and friends. In "Before You Watch", they will familiarise themselves with relationships among family members through interpreting pictures and reading dialogues. In "While You Watch", "After You Watch" and "Watch Again", they will watch a video clip consisting of three parts:

- **Meet the Family** in which a look around the Lake District in England is given
- **Piccadilly Circus** in which we will take a look around a famous London area
- **Bob Around Britain** in which Bob asks people who their favourite person is

Finally, in "Everyday English" opportunities are given to students to practise describing people with the help of expressions that they have learnt in this module.

Module Overview

Listening/Viewing Skills and Strategies

- Listening for main ideas
- Listening for details
- Distinguishing among colours
- Listening to description of people

Speaking Skills and Strategies

- Talking about family members
- Describing people
- Telling colours

Critical Thinking Skills

- Guessing meaning from context
- Interpreting a photo
- Predicting the content before listening
- Distinguishing main ideas from details

Vocabulary Building

- Terms related to family relationship
- Colour terms
- Expressions used to describe people



Teaching Notes

Before You Watch

● Vocabulary

1 Items in the book

cousin—the child of your uncle or aunt 堂兄弟姊妹, 表兄弟姊妹 e.g. *She is my cousin.*

blonde—hair is pale or yellow in colour (头发) 金黄色的 e.g. *blonde Scandinavians*

2 Supplementary items related to kinship

nuclear family/extended family/parent(s)/sibling(s)/
auntie

sister-in-law/brother-in-law/mother-in-law/father-
in-law

grandparent(s)/grandchild(ren)/grandson/
granddaughter

great-grandfather/mother/parent(s)/son/daughter/
child(ren)

1. Look at the pictures and read the dialogue.

How are the people in the pictures related?

Teaching Procedure

- Have students talk in pairs about their family members using the given vocabulary
- Have students look at the pictures and try to guess the relationships among the people
- Get two students to role-play the dialogue
- Model the dialogue for students if necessary
- Do not correct students' errors immediately
- Have students finish Ex. 1
- Compare answers as a whole class

Answer Key (Students' Book, Page 8)

- | | | |
|------------|----------------|----------------|
| 1. brother | 2. mum | 3. dad |
| 4. sister | 5. grandfather | 6. grandmother |
| 7. aunt | 8. uncle | 9. cousin |

While You Watch

● Cultural Notes

1 Lake District in England 湖泊地区

Mountainous region, administrative county of Cumbria, northwestern England. Roughly coextensive with Lake District National Park, the country's largest, it occupies an area of 866 sq mi (2,243 sq km). It contains numerous lakes, including Windermere (England's largest), Grasmere, and Coniston Water, as well as England's highest mountains, the loftiest being Scafell Pike, which rises to 3,210 ft (978 m). The district was home to several English poets, including William Wordsworth, Robert Southey, and Samuel Taylor Coleridge, who celebrated its landscape. It became a national park in 1951.

2 Piccadilly Circus 皮卡迪利广场

Piccadilly Circus is a famous road junction and public space of London's West End in the City of Westminster, built in 1819 to connect Regent Street with the major shopping street of Piccadilly. The Latin word circus (meaning circle) refers to a "circular open space at a street junction", it now links directly to the theatres on Shaftesbury Avenue as well as the Haymarket, Coventry Street (onwards to Leicester Square) and Glasshouse Street. The Circus is close to major shopping and entertainment areas in a central location at the heart of the West End. Its status as a major traffic intersection has made Piccadilly Circus a busy meeting point and a tourist attraction in its own right.

3 Luton 卢顿 (英格兰中南部城市)

Luton is a large town and local government district located in the south of England, 32 miles (51 kilometres) north of London. Historically, Luton was within the county of Bedfordshire. However, since 1997, the town has been a unitary authority. Luton, along with its near neighbours of Dunstable and Houghton Regis form the Luton / Dunstable Urban Area, with a population over 230,000.

Vocabulary

1 Items in the book

earring—a piece of jewellery that you wear on your ear 耳环 e.g. *have got earrings in one's ears*

beard—hair that grows around a man's chin and cheeks (下巴上的) 胡须, 络腮胡子 e.g. *have got a beard*

case—a flat case used especially by business people for carrying papers or documents (a briefcase) 公文包 e.g. *He came into the meeting room with a case in his hand.*

folder—a container for keeping loose papers in, made of folded card or plastic 文件夹 e.g. *a file folder*

2 Items in the video

dressng gown—a piece of clothing like a long loose coat that you wear inside the house, usually over night clothes 晨衣 e.g. *She's wearing a pink dressing gown in the park.*

(**synonym**: bathrobe, robe)

thoughtful—always thinking of the things you can do to make people happy or comfortable 体贴的, 关切的 e.g. *It was thoughtful of you to bring flowers.*

jolly—happy and enjoying yourself 欢乐的, 快活的 e.g. *Everybody was in a very relaxed and jolly mood.*

easy-going—not easily upset, annoyed, or worried 随和的 e.g. *An easygoing teacher who allowed extra time for assignments.*

3 Supplementary items

suitcase—a large case with a handle, used for carrying clothes and possessions when you travel; 行李箱

purse—especially BrE a small bag in which women keep paper money, coins, cards etc. 钱包 (**American Equivalent**: wallet)

—(AmE) a bag in which a woman carries her money and personal things 女士包 (**British Equivalent**: handbag)

Items for describing people

considerate/gentle/great/popular/cold/rigid/tough/harsh/serious/irritable/strange/odd/weird

Colour items

azure/beige/bronze/crimson/emerald/gold/

mauve/purple/scarlet/silver/snow-white/violet

Teaching Procedure

☆ Make a brief introduction to the video students are about to watch, e.g. the characters, geographic and social settings

- Ask if anyone knows the Lake District, the Piccadilly Circus or the Luton area; if anyone knows, call on him / her to tell the class what he / she knows; if no one knows, the teacher can introduce immediately or after the video is played
- Have students work in pairs to describe people they know well
- Call on several students to describe a person they know well
- Ask students to discuss in pairs the differences among a case, a bag, a box, and a folder
- Call on several students to express their understandings on the differences; the teacher does not need to correct students if their explanation is wrong
- Ask as many students to tell as many colours; the teacher can make use of things in the classroom for recognizing colours

☆ Play the video for the first time

- Ask students to relax and enjoy while watching
- Ask students to focus on the main idea only
- The teacher can choose to play the video at a stretch or play it part by part (please refer to students' book for time frame)

☆ Call on several students to say what they have seen in the video

- Both stronger and weaker students should be given this opportunity
- The teacher can assist weaker students by asking them brief questions

☆ Ask students to look at Ex. 2, 3, 4 & 5

- Stronger students may finish as many exercises as they can
- Weaker students do not need to finish any exercise

☆ Play the video for a second time

- Pause where necessary for students to finish exercises

☆ Ask all students to finish the exercises

- ☆ Compare answers as a whole class
 - The teacher may talk about the words in Ex. 2 in detail at this time
 - As a whole class, summarize expressions for describing people
 - Call on several students to describe a person they know well using the vocabulary they have just learnt

Answer Key (Students' Book, Page 9)

2. Mark the sentences T(True) or F(false).

1. T 2. F 3. F 4. T 5. F
6. T 7. F 8. T 9. T 10. F

3. Underline the correct word.

1. case 2. bag 3. cases 5. folder

4. Tick (✓) the colours you see in the colour quiz.

blue, white, red, black, yellow, green

5. Who is it? Tick (✓) the correct picture.

1. A 2. C 3. A

brown hair and brown eyes.
Mark Mark is middle-aged. He's got short brown hair. He's got a moustache and he wears glasses.
Damian Damian is young. He's got short fair hair and blue eyes.
Herbert Herbert is old. He's got grey hair and brown eyes. He's also got a beard and a moustache.

● Extra Activity

- ☆ Work in pairs. Describe your classmates or your family or your best friends, teachers and the like
- ☆ Have students compare their answers in pairs
- ☆ As the students give their answers, write new vocabulary that comes up on the blackboard

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

Teaching Procedure

- Have students read the "family tree" carefully
- Fill in the blanks with the correct answers
- Compare the answers as a whole class
 - Get two students to read the paragraph aloud
 - Ask students to correct the answers

Answer Key (Students' Book, Page 10)

1. b 2. b 3. a
4. c 5. b 6. c

● Extra Activity

- ☆ Draw up your own "family tree"
- ☆ Work in groups and discuss your family tree

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

Teaching Procedure

- Have students read the directions silently
- Ask students if they have any questions
- Check the answers with the whole class

Answer Key (Students' Book, Page 11)

1. red 2. green 3. white
4. blue 5. yellow 6. black

After You Watch

● Vocabulary

	British English	American English
板条箱	crate	crate
运动鞋	trainers	sneakers
垃圾桶	litter bin	trash can

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

Teaching Procedure

- Have students read the words in the table
- Encourage them to guess the words and phrases from the list
- Put students in pairs. Tell them to discuss their answers
- Go through the sentences as a class by asking students to volunteer the answers

Answer Key (Students' Book, Page 10)

Suggested Answer

Lucy Lucy is middle-aged. She's got short wavy

● Extra Activity

- ☆ Describe things around you by using different colours

● Extra Activity

- ☆ Game: "Who am I?"
- ☆ Game rule
 - Who is the person? (a famous person or a person students are familiar with)
 - Guessing the person by asking only 20 YES or NO questions in English

Watch Again

9. Watch "Bob around Britain" again and fill in the gaps below with one word.

Teaching Procedure

- Have students read the directions silently
- Play the video for the first time. Have students write the missing words
- Play the video again. Have students check the answers with a partner
- Then have each pair check their answers with the script in their books
- Get three pairs of students to role-play the dialogue
- Get more pairs of students to Practise the dialogue

Answer Key (Students' Book, Page 11)

1. short 2. glasses 3. fair
4. son 5. blond 6. brown
7. husband 8. tall 9. dark
10. happy

● Extra Activity

- ☆ Interviewing a partner in your class

Everyday English

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

Teaching Procedure

- Have students read the directions carefully and then make their own dialogue with a partner
- Role-Play: act out a similar dialogue to the ones Ex.9

Answer Key (Students' Book, Page 11)

- A: Who's your favourite person?
 B: My cousin, Suzie.
 A: And can you describe Suzie to me?
 B: She's tall and she's got fair hair.
 A: And what kind of person is Suzie?
 B: Suzie is friendly and funny.

Introduction

In this module, students will have access to language about houses, jobs, asking and giving directions and daily routines. In "Before You Watch", they will familiarise themselves with houses, places and daily routines through interpreting pictures and sentences making. In "While You Watch", "After You Watch" and "Watch Again", they will watch a video clip consisting of eight parts:

- **Welcome to Strawford** in which a documentary about houses and shops in a British town is given
 - **Find George** in which the camera follows a puppet dog around a living room
 - **Asking for Directions** in which Bob asks people in Strawford how to get to various places
 - **Come to Strawford** in which we can take a look at an advertisement about Strawford being a good place to shop
 - **What's His/Her Job** in which we can see a postman, a farmer, a teacher, a dentist, a policeman and a fireman take turns talking about their jobs
 - **Time Quiz** in which we can see clocks and watches appear and tell the time in sequence
 - **Virginia's Day** in which we can see an interview with a zookeeper about what she does every day
 - **Lauren's Day** in which we can see a 24 hours in the life of an office worker
- Finally, in "Everyday English" opportunities are given to students to Practise describing and asking directions with the help of expressions that they have learnt in this module.

Module Overview

Listening/Viewing Skills and Strategies

Listening for main ideas
Listening for details
Distinguishing among different times
Listening to description of jobs

Speaking Skills and Strategies

Talking about houses, flats and bungalows
Describing jobs
Telling daily routines

Critical Thinking Skills

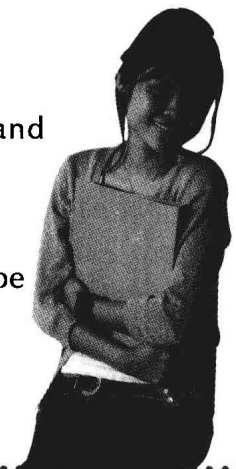
Guessing meaning from context

Interpreting a picture

Predicting the content before listening
Distinguishing main ideas from details

Vocabulary Building

Terms related to house and direction
Job terms
Expressions used to describe daily routines



Teaching Notes

Before You Watch

● Vocabulary

1 Items in the book

block—any urban or suburban area so bounded 街区 e.g. *He lives a few blocks away from the museum.*

villa—(especially in continental Europe) a large and luxurious country residence in its own grounds (尤指欧洲大陆) 乡间别墅, 度假别墅 e.g. *He is staying in his Spanish holiday villa.*

storey—a part of a building comprising all the rooms that are on the same level 楼层, 层 e.g. *I live on the top storey.*

grocer—a person who sells food and small household goods 杂货商 e.g. *Go down to the grocer's and get some sugar.*

florist—a shop where flowers and ornamental plants are sold 花店 e.g. *You can buy many kinds of flowers from the florist near the mall on the street.*

bakery—a place where bread and cakes are made or sold (面包房, 面包店) e.g. *The baker bakes his bread in the bakery.*

newsagent—(BrE) a person or a shop selling newspapers, magazines, and other items such as stationery and confectionery (英) 报刊经售人 e.g. *They are accused of theft from a newsagent's shop.*

butcher—a person whose trade is cutting up and selling meat in a shop 肉商, 肉贩, 屠夫 e.g. *Mother went to the butcher's yesterday.*

dentist—a person who is qualified to treat the diseases and conditions that affect the teeth and gums, especially the repair and extraction of teeth and the insertion of artificial ones 牙医 e.g. *I have got toothache, so I must go to a dentist.*

surgery—(BrE) a place where a doctor, dentist, or other medical practitioner treats or advises patients (英) 诊所 e.g. *He saw the poster in the doctor's surgery.*

drill—such a tool used by a dentist for cutting away part of a tooth before filling it (牙科) 钻头 e.g. *The dentist showed the drill to his patient.*

helmet—a hard or padded protective hat, various types of which are worn by soldiers, police

officers, motorcyclists, sports players, and others (士兵、警察、摩托车手、运动员等戴的) 头盔, 防护帽 e.g. *The shop at the corner of the street sells helmets.*

tractor—a powerful motor vehicle with large rear wheels, used chiefly on farms for hauling equipment and trailers 拖拉机 e.g. *The sound of a tractor ploughing in the field nearby.*

fire engine—a vehicle carrying fire fighters and equipment for fighting large fires 消防车, 救火车 e.g. *There are some fire escape ladders in the fire engine.*

routine—a sequence of actions regularly followed; a fixed programme 惯例; 固定程序; 例行公事; 日常工作 e.g. *I settled down into a routine of work and sleep.*

2 Supplementary items related to house

apartment/home/loft/roof/ceiling/floor/wall/
window/door
bedroom/living-room/sitting-room/kitchen/
bathroom/dining-room
storage/balcony/garage/yard/swimming pool/
garden/gate

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

Teaching Procedure

- Have students talk in pairs about their home
- Have students look at the pictures and try to guess the meaning of new vocabulary
- Have students finish Ex. 1
- Compare answers as a whole class
- Explain the differences among flat, villa and house

Answer Key (Students' Book, Page 12)

1. b 2. c 3. a

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

Teaching Procedure

- Have students look at the pictures and try to guess the meaning of new vocabulary
- Have students read the words in the list, make sure they know the pronunciation and meaning of each word

- Have students finish Ex. 2
- Compare answers as a whole class

Answer Key (Students' Book, Page 12)

1. butcher's
2. florist
3. grocer's
4. bookshop
5. newsagent's
6. bakery

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

Teaching Procedure

- Have students look at the pictures and try to guess the meaning of new vocabulary
- Have students read the words in the list, make sure they know the pronunciation and meaning of each word
- Ask a student to make one sentence, as in example
- Have students finish Ex. 3
- Have students compare their answers in pairs
- Compare answers as a whole class

Answer Key (Students' Book, Page 13)

1. You can find drills at a dentist's surgery.
2. You can find a police helmet at a police station.
3. You can find a tractor in a field.
4. You can find a blackboard in a school.
5. You can find a fire engine at a fire station.

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

Teaching Procedure

- Go through the phrases and explain the meaning of each phrase
- Tell students to use the right tense to make sentences and model one sentence for them
- Have students complete Ex.4
- Go over the answers as a class

Answer Key (Students' Book, Page 13)

1. Bobby plays with his dog when he comes home from school.
2. James cooks dinner every day at 6 pm.
3. The Millers watch television on Friday evenings.
4. Grace goes jogging at 7 o'clock in the morning.

5. Talk about your daily routine in pairs.

What time do you wake up on weekends? 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?

Teaching Procedure

- Have students read the questions carefully
- Put students in pairs. Have students ask and answer the questions in their own words
- Talk about their daily routine in pairs
- Call on several volunteers to report in class

Answer Key (Students' Book, Page 13)

Ss' own answers

While You Watch

● Vocabulary

1 Items in the book

bungalow—a low house having only one storey or, in some cases, upper rooms set in the roof, typically with dormer windows 平房, 单层小屋 e.g. *It was a town filled with white bungalows.*

rug—a small carpet 小地毯 e.g. *He bargained with the merchant for an hour before he bought a rug.*

armchair—a large, comfortable chair with side supports for a person's arms 扶手椅 e.g. *She sat in an armchair by the fire, reading a newspaper.*

pump—a mechanical device using suction or pressure to raise or move liquids, compress gases, or force air into inflatable objects such as tyres 泵 e.g. *At the farm there was an old-fashioned pump for drawing water from a well.*

2 Items in the video

drama—a play for theatre 戏剧; 舞台剧 e.g. *He acted his part very well in the French drama.*

studio—a place where performers, especially dancers, practise and exercise (尤指舞蹈演员的) 排练房 e.g. *They are building a modern studio.*

handcuff—handcuffs a pair of lockable linked metal rings for securing a prisoner's wrists 手铐 e.g. *The police clapped the handcuffs on the man before he could escape.*

zookeeper—an animal attendant employed in a zoo 动物园的动物饲养员, 动物园管理员 e.g. *She became a zookeeper when she was twenty.*

3 Supplementary items

Items for describing jobs

doctor/architect/accountant/teacher/policeman/
artist/pilot

director/assistant/nurse/cashier/gardener/operator/
coach

actor/chef/typist/translator/clerk/painter/musician/
fisherman

CEO/manager/secretary/stewardess/engineer/
waiter

Teaching Procedure

☆ Make a brief introduction to the video students are about to watch, e.g. *jobs, time and daily routine*

- Ask if anyone knows a place called Strawford; if anyone knows, call on him/her to tell the class what he/she knows; if no one knows, the teacher can introduce immediately or after the video is played
- Have students work in pairs to describe a city or a town they know well
- Call on several students to describe a city or a town they know well
- Ask students to discuss in pairs the differences among a house, a bungalow and a flat
- Call on several students to express their understandings on the differences; the teacher does not need to correct students if their explanation is wrong
- Ask students to describe their own house

☆ Play the video for the first time¹

- Ask students to relax and enjoy while watching
- Ask students to focus on the main idea only
- The teacher can choose to play the video at a stretch or play it part by part (please refer to students' book for time frame)

☆ Call on several students to say what they have seen in the video

¹ For techniques of video playing, please refer to "USING THE DVD WITHOUT THE BOOK" in the students' book.

- Both stronger and weaker students should be given this opportunity
- The teacher can assist weaker students by asking them brief questions

☆ Ask students to look at Ex. 6, 7, 8, 9, 10 & 11.

- Stronger students may finish as many exercises as they can
- Weaker students do not need to finish any exercise

☆ Play the video for a second time

- Pause where necessary for students to finish exercises

☆ Ask all students to finish the activities

☆ Compare answers as a whole class

- The teacher may talk about the words in Ex. 7, 9 & 11 in detail at this time
- As a whole class, summarise expressions for describing house and jobs
- For Ex. 6 & 7, tell the students to repeat the phrases or sentences during the pause
- For Ex.10, tell the students to repeat what they heard during the pause
- Call on several students to describe a person's job they know well using the vocabulary they have just learnt

Answer Key (Students' Book, Page 14–16)

6. a. Underlined the correct word.

1. town 2. houses 3. floors
4. Bungalows 5. many

b. Fill in the gaps with one word.

1. book 2. shoes 3. newspapers
4. flowers 5. vegetables

7. Where is George? Tick (✓).

5, 1

8. Watch the people giving Bob directions and mark the sentences T(True) or F(False). Then correct the false statements.

1. T
2. F The bank is opposite the bookshop.
3. F the post office is between the flower shop and the butcher's.
4. T