



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 战菊

○ 应用型英语专业系列教材

# Upstream

Student's  
Book

# 搏流英语

综合教程 学生用书

1

□ 主 编 战 菊 龚登墉  
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Grammar	Listening	Speaking	Writing
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American English-British English Guide (p. 148); Irregular Verbs (p. 149); Word List (p. 150)



# 前言

《搏流英语》原著名称为 *Upstream*, 2007 年由高等教育出版社引进版权, 并组织力量进行本土化改造。改编后的教材共 6 级, 每级由综合教程学生用书、综合教程教师用书、扩展教程和视听教程组成。

《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 Languages: Learning, Teaching, Assessment, 简称 CEF) 编写。其教学目标是学生在完成全部课程以后, 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。根据 CEF 的界定, 这一类学习者应该在听、说、读、写 4 个方面娴熟地使用英语。这一言语能力大体相当于我国普通高等院校应用型英语专业学生的水平。

众所周知, 欧盟是一个多种语言的文化、经济和政治共同体。民族和谐和国际交流的需要促使欧洲人民努力学习外语。早在 20 世纪 70 年代, 欧盟的前身“欧共体”就率先编写了一套体现交际法教学理念的语言教学大纲“Threshold Level”。这个纲领性文件在世界外语教育史上产生了重大的影响。它开启了“语言知识和语言使用并重”的语言教学新阶段。我国 20 世纪 80 年代以来所制定的重要的外语教学大纲, 尤其是高等院校的英语教学大纲无一不受到它的影响。

欧盟如今已经有了 25 个成员国, 国家和民族间的交流变得更为紧密, 因而对外语教学格外重视。为了促进各成员国的外语教学, 欧盟对原 Threshold Level 大纲进行了调整, 公布了新的外语教学大纲, 即 CEF。CEF 与原来的大纲相比, 其最大的变化是将语言教学目标界定为一系列的“Can-do Statements”, 而不再对语言细节进行规定。根据这些“能够用外语做……事、完成……任务”的目标, 将学习者分成三大等级: 第一级是“初级使用者”(Basic User); 第二级是“独立使用者”(Independent User); 第三级, 即最高级, 称作“熟练使用者”(Proficient User)。大纲的这一变化体现了对能力培养的重视, 强调外语学习要学以致用。这一变化还体现了对语言教师的尊重, 强调给教师更大的教学自主权, 鼓励教师根据学习者的特点, 灵活开展课堂内和课堂外的教学, 在“教会学生使用外语”的这个大目标下, 创造性地培养学生的“语言能力”。

《搏流英语》的原作者教学经验丰富, 熟谙现代外语教学的研究成果, 灵活地把 CEF 的要求转化为丰富多彩的教学和练习内容。该教材除了其他一般教材具备的特点以外, 改编者认为在以下几个方面是独树一帜的。

## 1. 重视语言训练的系统性

《搏流英语》十分重视语言训练的系统性。语言训练的系统性指教学内容的安排是否符合学生的学习特点; 语言知识点和功能项目的选择是否恰当, 是否符合循序渐进的要求; 任务的设计是否方便教师的教学; 活动和操练是否有利于学习者各种能力的均衡发展等。这是判断综合教材品质的第一要素。本教材的最大特点就是努力使上述各个方面达到一种均衡, 相信师生进行完第一学期教学就能体会到此特点。

## 2. 训练途径独特

《搏流英语》的宗旨是使学生最终学会使用语言, 而不是仅仅停留在静止地学会几个词语和句型的要求上。它所采用的方法是从(学生尝试)语言开始, 过渡到教师演示、学生再次尝试、教师反馈指导、学生再回到“使用语言”的活动中。学生在反复尝试的基础上理解语言知识, 锻炼言语技能, 纠正语言错误, 最终发展言语能力。本教材在这方面的设计别具匠心, 可以说是近些年来的一本佳作。此方法已经得到现代外语教学研究的验证, 语言的某些内容, 如词汇、句型等用互动的方式教授效果较好; 学生在明确交际目的的前提下, 教师的示范效果较好。因为我们不是英语本族语使用者, 教师在和学生的交互活动中常常受制于自身的语言弱势。但俗话说, 教学相长, 如果教师备课充分, 相信大部分的困难可以得到克服。

## 3. 在传授知识中促进语言发展

本教材的另一特色是把语言知识融入“人文专业知识”的学习中。近年来, 外语教学界开始探索如何将专业知识传授和语言学习相结合, 在学习知识的同时学习语言(Content-based Instruction, 简称 CBI)。学者们进行了多种试验, 但是目前比较认可的做法是“主题片断”方法(Big Idea Approach), 就是将专业知识中的某些语言教育价值比较高的片断作为外语教学素材, 然后根据这些素材编写练习和活动。《搏流英语》采用了这种方法, 在每一个单元中放入一个 CBI 片断, 内容涉及各种人文社会科学知识, 给学生提供了语言训练和专业发展的契机。这在我国的外语教材中还是比较新颖的内容, 希望我们的学生和教师都能从中受益。

## 4. 写作任务设计独特

培养学生的外语写作能力是外语教学发展的瓶颈之一, 一些教师和学者提出了各种对策, 但是好思想和好办法常常停留在理论阶段, 没有在教材或教学中得到反映。这些对策简单来说可以归纳为以下几点: (1) 写作的题目与其他语言训练项目要有机地结合起来, 结合得好, 学生就容易写, 结合生硬, 学生就难以落笔; (2) 满足第一个条件以后, 教师要考虑学生的写作量是否足够, 即学生是否有反复重写的机会, 能否在学习中见缝插针地练习; 《搏流英语》在这方面处处有精彩之笔。打开书本, 读者会发现, 写作任务几乎无处不在; (3) 在满足条件(1)和条件(2)后, 教师要教授“语体知识(Knowledge of Genre)”。语体知识指各种文章的篇章结构知识, 具备了篇章结构知识, 写作会更有目的性, 写作任务会更加容易。《搏流英语》从第 3 册开始, 每一单元之后都有一个片断专门训练“语体知识”, 并附有范文和解说, 任务设计的系统性非常强, 这在外语教材中是非常难得的。

原作优秀, 改编者在改编中不敢任意删改造次, 只是修改了少量不适合中国学生的活动和对中国学生来说过于简单的语法训练项目。因此, 目前的改编本仍然忠实于原作, 同时符合我国高校综合英语课程的要求。

综合教程的基本结构是每册综合教程有 5 个模块(Module), 每个模块两个单元, 因此每册教材共有 10 个单元, 每个单元需 4 至 6 个课时完成。扩展教程与每一单元的内容相对应, 供学生课后自习使用。



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Module 5 Incredible but true	<b>UNIT 9</b> (pp. 89-97)	<ul style="list-style-type: none"><li>gadgets</li><li>inventors</li><li>technology</li></ul>	objects (characteristics/uses); inventions & inventors; computers	<ul style="list-style-type: none"><li>advertisements</li><li>a "timeline" quiz about inventions</li><li>asking for help (dialogue)</li><li>an essay about computers at work</li><li>Culture Clip: <i>International Spy Museum</i></li></ul>
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Special Days (p. 111); Pairwork Activities (p. 120); Word Perfect (p. 124); Grammar Check (p. 129); Grammar Reference (p. 139);				



Grammar	Listening	Speaking	Writing
present simple; like/love + -ing; prepositions of time; adverbs of frequency	<ul style="list-style-type: none"> <li>a song</li> <li>identifying time</li> </ul>	talking about daily routines; expressing preferences; talking about school subjects; telling the time; talking about jobs	<ul style="list-style-type: none"> <li>a job ad</li> <li>a song for a competition</li> <li>a paragraph about your daily routine</li> </ul>
there is/are; plurals; prepositions of place; imperative	<ul style="list-style-type: none"> <li>completing information about Windsor Castle</li> <li>matching people to houses</li> </ul>	talking about houses; talking about location; giving directions	<ul style="list-style-type: none"> <li>a fax message</li> <li>a paragraph about your house</li> <li>a home exchange listing</li> </ul>
ordinals; past simple (regular verbs); prepositions of time; used to	<ul style="list-style-type: none"> <li>sorting information about a famous person</li> </ul>	talking about dates of birth; talking about the Cheyenne's way of life; talking about past habits & activities	<ul style="list-style-type: none"> <li>a biography</li> <li>a factfile about a famous person</li> <li>an entry to a website with what you used to do as a child</li> </ul>
had, could; past simple (irregular verbs)	<ul style="list-style-type: none"> <li>completing information about a Museum of Natural History/animal stars</li> </ul>	describing animals; narrating events; showing surprise	<ul style="list-style-type: none"> <li>a story</li> <li>a paragraph about an extinct animal</li> <li>a paragraph about an animal star, a "For Sale" poster for Black Beauty</li> </ul>
present perfect; present perfect vs past simple	<ul style="list-style-type: none"> <li>matching people to activities</li> <li>multiple choice questions</li> <li>Intonation: reacting to bad news</li> </ul>	discussing your holiday to Mexico; reacting to bad news; catching up on news	<ul style="list-style-type: none"> <li>an internet holiday advertisement</li> <li>a cruise advertisement</li> <li>a homepage about festivals</li> <li>a letter from a holiday resort</li> </ul>
comparatives/superlatives; the definite article ("the"); plurals	<ul style="list-style-type: none"> <li>note taking</li> <li>matching people to activities</li> <li>Pronunciation: homophones</li> </ul>	asking/giving/refusing permission; expressing intonation; giving advice	<ul style="list-style-type: none"> <li>a weather forecast</li> <li>a poster about geographical features in your country</li> <li>a poster about a missing pet</li> <li>a letter of advice</li> </ul>
countable – uncountable nouns; quantifiers; containers; going to vs will	<ul style="list-style-type: none"> <li>note taking</li> <li>matching people to shops</li> <li>Pronunciation: /t/-/t/; /s/-/tʃ/</li> </ul>	ordering food at a takeaway; make a shopping list; buying things	<ul style="list-style-type: none"> <li>a restaurant advertisement</li> <li>a note</li> <li>comments for a message board</li> <li>a restaurant review</li> </ul>
infinitive; -ing form; -ing/-ed participles	<ul style="list-style-type: none"> <li>matching people to sports</li> <li>Pronunciation: stressed syllables</li> </ul>	expressing agreement/disagreement (so–nor); talking about evenings out	<ul style="list-style-type: none"> <li>your own profile for a contest</li> <li>a sports centre poster</li> <li>a review of a performance</li> <li>an email recommending a film</li> </ul>
order of adjectives; the passive; question tags	<ul style="list-style-type: none"> <li>note taking</li> <li>multiple choice</li> <li>identifying mood</li> <li>Intonation: question tags</li> </ul>	describing objects; offering/accepting/refusing help	<ul style="list-style-type: none"> <li>an advertisement</li> <li>fact files about inventions</li> <li>a note</li> <li>a for-and-against essay</li> </ul>
reported speech (statements, questions, commands); relatives	<ul style="list-style-type: none"> <li>note taking</li> <li>predicting content</li> <li>Pronunciation: /h/</li> </ul>	an interview about extra-terrestrial creatures; exchanging opinions; narrating a story	<ul style="list-style-type: none"> <li>a short story</li> <li>a cartoon strip</li> <li>a summary</li> <li>a story</li> </ul>







# A way of life

## Module 1 (Units 1 & 2)

### ► Before you start

- Where are you from?
- Who's your favourite singer?
- How many cousins have you got?
- What's your best friend like?

### ► Look at Module 1

- Find the page numbers for pictures 1-4.

### ► Find the unit and page number(s) for

- |                      |                          |                          |
|----------------------|--------------------------|--------------------------|
| • a song             | <input type="checkbox"/> | <input type="checkbox"/> |
| • a timetable        | <input type="checkbox"/> | <input type="checkbox"/> |
| • a quiz             | <input type="checkbox"/> | <input type="checkbox"/> |
| • classified ads     | <input type="checkbox"/> | <input type="checkbox"/> |
| • a magazine article | <input type="checkbox"/> | <input type="checkbox"/> |
| • notices            | <input type="checkbox"/> | <input type="checkbox"/> |
| • a fax message      | <input type="checkbox"/> | <input type="checkbox"/> |

### In this Module you will ...

#### ► listen, read and talk about ...

- a song competition
- school timetables
- Sophia, both a mother and a student
- jobs
- the qualities needed to become a police officer
- Windsor Castle & Queen Mary's Doll's House
- a Home Exchange Programme
- types of houses
- shops and places
- notices in public places

#### ► learn how to ...

- express preferences
- talk about daily routines
- talk about school subjects
- tell the time
- talk about jobs and job preferences
- identify rooms and things in a house
- describe houses
- talk about location
- give directions

### ► practise ...

- simple present
- adverbs of frequency
- there is/are
- prepositions of place
- plurals

### ► do a project about ...

- a song competition
- your daily routine
- your dream house

### ► write ...

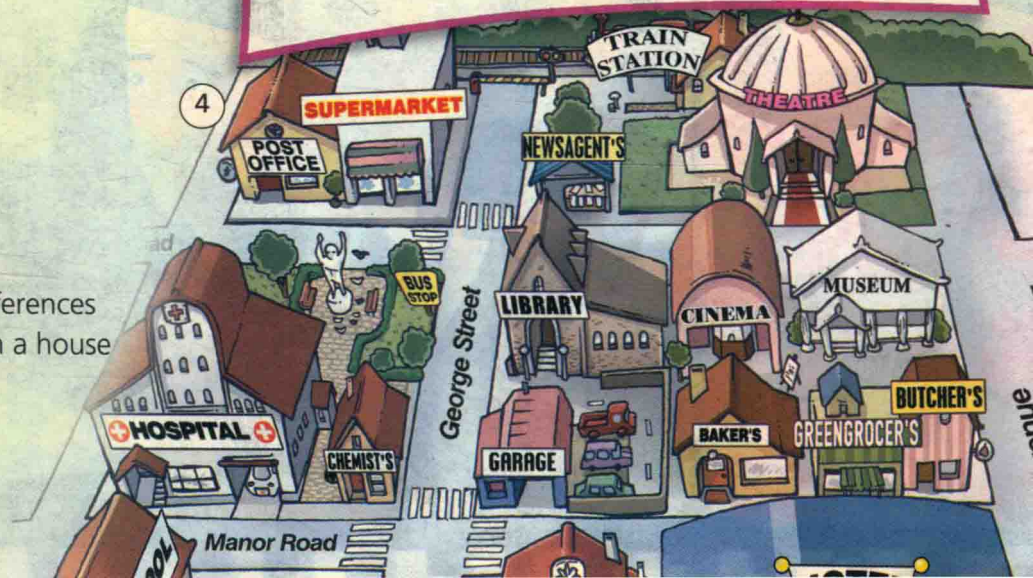
- a job ad
- a home exchange listing
- a fax message



**Culture Clip:** Home on the range!

**Curricular Cut (Art & Design):** In Good Shape!

**Across the Curriculum 1:** People who help us!





# 1a

# Day by day

## Vocabulary

### ► Everyday life

- 1 a. The pictures show some of the things we do every day. Complete the phrases with the following verbs:

• go (to) • have • do • read • walk

- b. What do you do in the ...

• morning?  
• afternoon?  
• evening?

A: What do you do in the morning?

B: I have breakfast, then I go to school. What about you?

- 2 What do you like (\*) doing? What do you love (\*\*) doing? Use the key and say.

1 reading books	<input checked="" type="checkbox"/> **	reading comics	<input type="checkbox"/> *
2 watching TV	<input type="checkbox"/>	watching videos	<input type="checkbox"/>
3 going to the cinema	<input type="checkbox"/>	going to the theatre	<input type="checkbox"/>
4 playing board games	<input type="checkbox"/>	playing video games	<input type="checkbox"/>
5 swimming in the sea	<input type="checkbox"/>	swimming in a pool	<input type="checkbox"/>
6 going to the gym	<input type="checkbox"/>	going jogging	<input type="checkbox"/>

1 I like reading comics, but I love reading books.

## Listening & Reading

- 3 a. Read the song competition announcement. What is the competition about? What images, sounds, etc come to mind? Tell the class.

**Song Competition**

Prizes For the Best Entries for A song about your Perfect Day! We want to know ALL about it. Send in Your song and Try your Luck!

- b. Listen to the song. Tick (✓) the words in the list each time you hear them. Don't look at the song lyrics.

• day ..... • every .....  
• sun ..... • fly .....  
• birds ..... • planet .....

## My Day

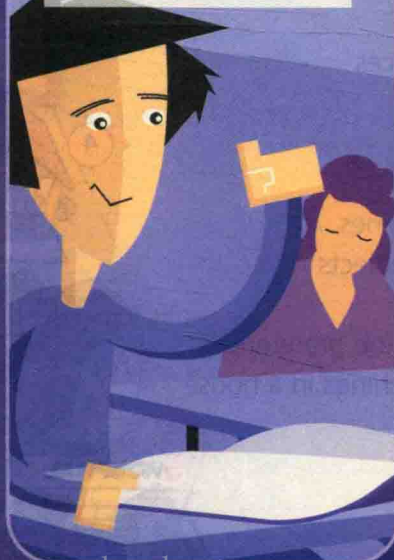
1 ..... breakfast



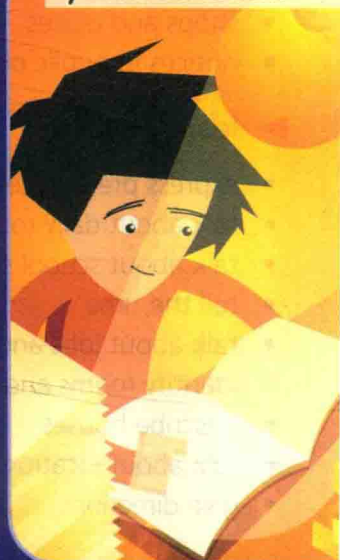
2 ..... school



3 ..... a lesson



4 ..... homework





4 a. Read the song and say *every day* or *on a perfect day*.

- |   |                          |
|---|--------------------------|
| 1 I lie in bed and watch<br>the sun rise. | 3 I watch the birds fly. |
| 2 I get up, then get<br>dressed.          | 4 I don't need to worry. |
|   | 5 I rush to the office.  |
|   | 6 I have breakfast.      |

b. Choose a title for the song.

- My Daily Routine
- A World without Worry
- Going to the Office

## Speaking

5 Make a list of all the things you do every day and what you would like to do on your perfect day. Then, tell the class.

*Every day I get up early and go to school. On my perfect day I would like to go on a picnic in the country.*

## Writing (a song)

6 Write a song for the competition.

My routine from day to day  
Is very dull and flat

I ....., I .....

What do you think of that?

But on my perfect day, oh boy!

I do the things I want to

I ....., I .....

It's different and it's fun too!

No worries, no hurries

On my perfect day

I ....., I .....

It's great in every way!

## 1st Prize

I dream of a day  
When there's no need to hurry:  
On my perfect day  
I don't need to worry –

I watch from my bed  
As the sun rises high  
I sit and I look  
At the birds as they fly.

Every day the sun rises  
Every day the birds fly  
But I don't seem to notice  
And I ask myself why.

Is it because of  
My daily routine?  
Every day the same thing  
You know what I mean!

I get up, then get dressed,  
Have breakfast and then  
I rush to the office –  
Again and again!

Why isn't there time  
To just look for hours  
At the wonderful things  
On this planet of ours?

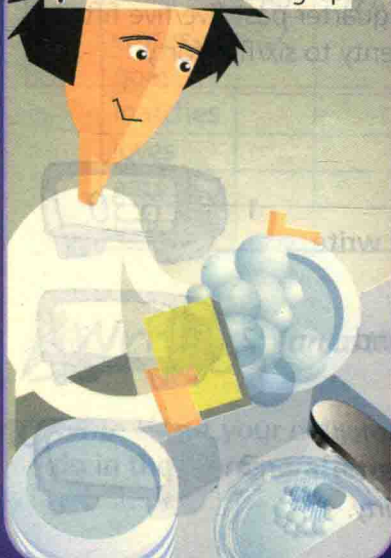
5 .....the dog



6 .....the shopping



7 .....the washing-up



8 .....the newspaper





## Vocabulary

## ► School subjects

- 1 a. Which of these subjects do you do at school?  
Which one is your favourite?
- b. Complete the school timetable by adding the  
following: Geography (x2), History (x2), French (x1), Art (x1),  
Music (x1), Science (x3), ICT (x2), Maths (x1), English (x2), PE (x1).



weekdays

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15	Maths	Science	.....	.....	Maths
10:05	History	Science	.....	.....	Maths
11:15	English	Music	.....	.....	.....
12:05	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
13:15	ICT	French	.....	.....	.....
14:05	PE	Art	.....	.....	.....
15:00	PE	Geography	.....	.....	.....



weekends

Saturday/  
Sunday

- c. Now ask and answer, as in the example.

A: When do you have Maths?

B: I have Maths on Mondays and Fridays.  
What about you?



- 2 Look at the times. Do you tell the time in  
the same way in Chinese?

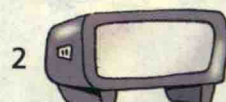
5:05 = five past five/five oh five  
5:15 = (a) quarter past five/five fifteen  
5:40 = twenty to six/five forty

## Listening

- 3 a. Listen and write  
the times.

- b. Now, ask and  
answer.

- 1 A: What time is it?  
B: It's half past  
six/six thirty.



## Everyday English (Optional Work)

## ► Telling the time

- 4 a. Listen and circle. Then, read out the  
dialogues.

- 1 A: What's the time, Jerry?  
B: It's two twenty/twenty to two.  
A: Is that all?  
B: I know! Time is going so slowly today!
- 2 A: Look at the time! It's five/twenty-five  
past one!  
B: Take it easy! We've got plenty of time.  
A: We don't want to leave it till the last  
minute!

- b. Now act out similar dialogues and record  
them.



Reading

- 5 a. Look at the title and the picture. What do you think the text is about? Listen and read and check your answers.

Housework & Homework



Every morning, Sophia Edwards gets up, gets dressed and goes to college. Nothing

unusual about that, except that Sophia and her daughter Lina are in the same class!

They both study French and History at Chester College. Lina thinks it's great that her mum is one of her classmates. "My mum helps me with my homework, but I have to help her with the housework, too! In the evening, we usually do our homework together, then she cooks dinner and I do the washing-up."

Sophia loves being a student again after so many years. "I think homework is better than housework any day!" she says.

- b. Read again and write True T or False F.

- 1 Sophia is a college student. ....
- 2 Sophia studies English. ....
- 3 Sophia helps Lina with her homework. ....

Speaking

- 6 You are Sophia Edwards. Read the text again and keep notes about your daily routine. You can add your own ideas. Then, tell the class about it.

Everyday English (Optional Work)

► Present Simple (Affirmative)

Grammar Reference

I study hard every day.  
He meets his friends on Saturdays.

- 7 a. Read the sentences above and choose.

We use the *Present Simple* to talk about daily routines.

True/False

- b. Read the text again and underline all the *Present Simple* verb forms. Which verb forms are in the third person singular?

- 8 Complete the sentences.

- 1 Tom and Meg ..... (go) jogging on Saturdays.
- 2 My grandfather ..... (live) in a village.
- 3 Jonathan ..... (brush) his teeth every morning.
- 4 Mark ..... (listen) to music every evening.
- 5 Lucy ..... (do) her homework every afternoon.
- 6 Anna ..... (teach) Maths at St. James School.

Pronunciation

► /s/, /z/ and /ɪz/

- 9 Listen and tick (✓). Then, listen again and repeat.

	/s/	/z/	/ɪz/
writes	✓		
goes			
matches			
loves			
eats			
tidies			

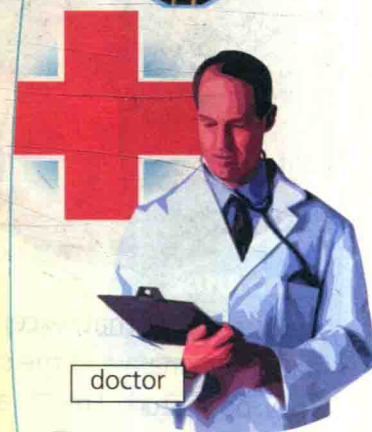
Writing (an article)

- 10 Write about your daily routine (what you do in the morning/afternoon/ evening).





- 1 He works at a hospital. He usually wears a white coat. He likes helping sick people. He's a .....
- 2 He usually works outdoors. He wears a uniform. He protects people. He's a .....
- 3 She reports the news. She works for a TV station or a newspaper. She likes writing. She's a .....
- 4 He travels all over the world. He flies aeroplanes. He's a .....
- 5 She works in a restaurant. She likes cooking. She's a .....
- 6 He takes care of sick animals. He's a .....



## Vocabulary

### Jobs

- 1 a. Read the sentences and write the jobs.

- b. What do you want to be? Ask and answer.

A: What do you want to be?

B: A pilot.

A: A pilot? Why?

B: Because I want to travel. Or Because I like travelling.

## GAME

Think of a job and write it down on a piece of paper. The rest of the class try to guess which job it is.

Leader: (thinks of a police officer)

Team A S1: Do you work in an office?

Leader: No, I don't.

Team B S1: Do you wear a uniform?

Leader: Yes, I do. etc

## Exploring Grammar (Optional Work)

### Present Simple

(Interrogative/Negative)

Grammar Reference

Interrogative	Short Answers
Does he play tennis?	Yes, he does./No, he doesn't.
Negative	
We do not (don't) walk to school every day.	

- 2 Study the table and complete the sentences.

We form the *interrogative* and *negative* sentences with ..... and .....

- 3 Read and choose.

- 1 A Do Stan like travelling?  
B Does Stan like travelling?
- 2 A Mandy doesn't like working long hours.  
B Mandy don't like working long hours.
- 3 A Do mechanics work 9 to 5?  
B Does mechanics work 9 to 5?
- 4 Do you like working with animals?  
A Yes, I like. B Yes, I do.



## Reading

## 4 Do the quiz.

## quiz

WOULD YOU BE  
A GOOD POLICE OFFICER?

- 1 A police officer hardly ever works from 9 to 5.  
A I can do that.    B That's impossible for me.
- 2 A police officer sometimes works at night.  
A Good, I don't like mornings.  
B Sorry, I have to sleep at night.
- 3 A police officer works outside.  
A Great!    B Oh, no!
- 4 A police officer usually wears a uniform.  
A Cool!    B No way!
- 5 A police officer sometimes works with animals (e.g. dogs or horses).  
A That's wonderful!    B Yuk!
- 6 A police officer's job is sometimes dangerous.  
A Danger is my middle name.  
B Mmm, I'm not sure I like that.
- 7 Nowadays, a police officer often uses a computer.  
A Great! I love computers.  
B Sorry, I hate computers and computers hate me!
- 8 A police officer always works with people.  
A Good. I like people.    B What, always?

## Score

Mostly A: Great! The police force needs people like you.

Mostly B: Are you sure you want to be a police officer?  
Think again!

## Exploring Grammar (Optional Work)

## ► Adverbs of Frequency

Grammar Reference

A pilot **always** wears a uniform at work.  
A police officer **usually** works long hours.  
A reporter **often** travels abroad.  
A pilot's job is **sometimes** dangerous.  
A chef **never** takes work home.

- 5 a. Read the sentences above and underline the correct words.

We use *adverbs of frequency* before/after the main verb and before/after auxiliary verbs.

- b. Underline the adverbs of frequency in the quiz.

- 6 Put the words in the correct order.

- 1 Peter/breakfast/has/8 o'clock/at/in the morning/always.
- 2 go/Does/usually/shopping/your mother/Saturdays/on?
- 3 never/to school/go/at the weekend/We.
- 4 plays/sometimes/basketball/me/with/He.
- 5 I/often/go/the cinema/to/don't.

## Listening

- 7 a. Read the first four sentences of the dialogue. What do you think the dialogue is about? Listen and check.

**Mr Ruthers:** Good morning. Simon, is it?

**Simon:** Yes, sir. Simon Talbot. Class 10C.

**Mr Ruthers:** Fine. Right then, Simon. Which jobs are you interested in?

**Simon:** I'd like to be a police officer, sir.

**Mr Ruthers:** A police officer? Well, I've got your marks and they are very good, especially in English and ICT.

**Simon:** Yes, sir. And I'm really good at sports, too. I love PE.

**Mr Ruthers:** Well, police officers need to be fit.

**Simon:** I'd like some more information.

**Mr Ruthers:** OK. Here's something for you to read. I can answer any questions you've got when I see you next.

**Simon:** Thank you for your help, sir.

- b. Read the dialogue again and answer.

- 1 Which job is Simon interested in?
- 2 Which subjects is he good at?

## Study skills

## Acting out

When we act out a dialogue, we should think of the place we are in and how the speaker feels. We should also use gestures, expressions, etc.

## Speaking

- 8 Work in pairs. Imagine you are a careers teacher and a student. Act out a similar dialogue to Ex. 7a.



## Writing (job ads)

- 1 These people are looking for a job. The following sentences are taken from their "job wanted" ads. Can you match the sentences to the jobs? Some sentences can go with more than one job.

- |                                 |       |
|---------------------------------|-------|
| 1 I like cooking.               | C     |
| 2 I'm a good swimmer and diver. | ..... |
| 3 I know the area very well.    | ..... |
| 4 I love children.              | ..... |
| 5 I like helping people.        | ..... |
| 6 I'm fit and strong.           | ..... |
| 7 I can ride a motorbike.       | ..... |
| 8 I like working outdoors.      | ..... |
| 9 I love animals.               | ..... |
| 10 I like walking.              | ..... |
| 11 I'm good at reading stories. | ..... |

- 2 Read the following advertisements and fill in the job.

## Do you need a .....?

I'm a 19-year-old student and I live in Peckham, South London. I love children and I'm good at reading stories, cooking and sport. I can work every evening and Saturday nights. Please contact Susan Davies on 2083722846.

## Wanted: holiday job as a .....

I'm 21 and I live in the Brighton area. I can swim and dive really well and I'm good at helping people. I don't mind working weekends.

Please phone John Lomas: 0870 702 3458.

## Discuss &amp; Write

- 3 Read the rubric and tick (✓) the relevant information you need to include in a "job wanted" ad.

**You need some extra money. You want to work as a pizza delivery boy/girl or a dog-walker. Write your ad.**

- |                             |                          |
|-----------------------------|--------------------------|
| • kind of job               | <input type="checkbox"/> |
| • age                       | <input type="checkbox"/> |
| • date I was born           | <input type="checkbox"/> |
| • area I live in            | <input type="checkbox"/> |
| • things I'm good at        | <input type="checkbox"/> |
| • what kind of food I like  | <input type="checkbox"/> |
| • my favourite colour       | <input type="checkbox"/> |
| • days and hours I can work | <input type="checkbox"/> |
| • name                      | <input type="checkbox"/> |
| • my parents' names         | <input type="checkbox"/> |
| • phone number              | <input type="checkbox"/> |

- 4 Use the information from Ex. 3 to write your ad. You can use the ads in Ex. 2 as models.

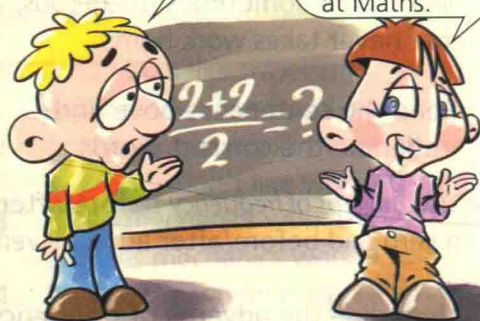
**COM+EDDY**

Are you good at Maths?

Yes and no.

What do you mean?

Yes, I'm no good at Maths.

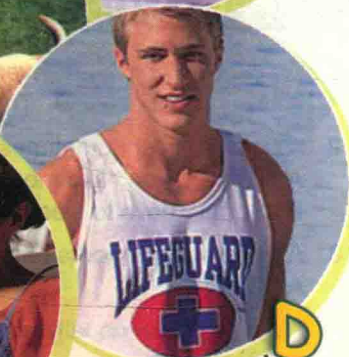


A pizza delivery boy

B dog-walker



C babysitter



D lifeguard