

Jon Hird

新要求大学英语

Inside Out

视听说

学生手册

Video
Student's Book

第二册

Intermediate



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. 设计编写以学生为中心:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在学习过程中的主体地位。

2. 选材全面,来源真实,语言地道:教材各单元按主题划分,每个单元内又包含若干子主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听、说、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. 各种技能训练紧密契合,浑然一体:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用用的机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. 立体化的教学资源:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最佳选择之一。

Introduction

Welcome to the *Inside Out* Intermediate Video Student's Book. Each level of the *Inside Out* course has its own Video, Video Student's Book and Video Teacher's Book to be used in conjunction with the *Inside Out* Student's Book. *Inside Out* videos closely follow the topics and content of the Student's Books and are intended to both recycle and expand language and topics from the course. There is a video unit for each teaching unit of the Student's Book, but not for the review units 8 and 16.

The aims of the *Inside Out* videos are:

- to provide students with a stimulating and engaging learning tool that adds extra interest and variety to lessons.
 - to expose students to authentic English, carefully matched to their language ability – the video units are a language-rich resource for students to extract real words and phrases from.
 - to provide information on cultural aspects of language, both directly through culture-focused activities and indirectly through inferring from the video for discussion and cross-cultural comparison.
 - to give students a more in-depth knowledge of the topics and texts in the Student's Book thereby enabling them to make a fuller, better-informed contribution in class.
 - to offer students the chance to increase their confidence by watching and understanding native speakers in context.
- Anecdote units show anecdotes from the Student's Book being performed by native speakers. For example, in video unit 2 two people talk about a book and a film they've recently enjoyed using some of the cues from the anecdote in unit 2 of the Student's Book. These units can be used as a model prior to students attempting their own anecdote or after students have produced their anecdote to help them to analyse their own effort.
 - Alternative units are intended to offer a visual presentation of listening or reading texts in the Student's Book. For example, in unit 12 of the Student's Book students listen to a conversation between a couple on a first date. Video unit 12 is the same conversation dramatised which may be used in place of the audio cassette or CD. For these units the teacher may decide to use the activities from the Student's Book only or may decide to use the video worksheets in which Student's Book activities are repeated and a limited number of new activities have been added. Where an activity focuses on the language in the video, students may be directed to the Student's Book for further explanation and practice.

Inside Out Videos

The *Inside Out* videos are closely linked to the topics and activities in the Student's Book. Each video unit lasts approximately five minutes, but may vary from unit to unit. In order to help you find the unit you want to use, the running time is indicated in the bottom left-hand corner of the screen and the unit number can be found in the top left-hand corner.

Each video unit stands alone as a complete lesson, and together with the worksheet activities should take between 30 and 45 minutes. The videos contain a wide variety of genres and styles ranging from documentaries and interviews to dramas and music videos, and include monologues, dialogues and narratives. They can be divided into three categories: 'extension' units, 'anecdote' units and 'alternative' units.

- Extension units develop and extend topics or reading texts in the Student's Book. For example, Student's Book unit 4 contains an

interview with Jane Couch, Britain's best-known professional female boxer. Video unit 4 is an interview with Jane about how she first got involved in boxing, how she trains for a fight and how success has affected her.

examples, and a book for the student to write in.

The book is divided into two parts. The first part is the 'Introduction' and the second part is the 'Main Body'. The 'Introduction' is a short chapter which gives an overview of the book and its aims. The 'Main Body' is the main part of the book and contains the majority of the text.

The book is written in a clear and concise style, and is easy to read. It is a good book for students who are new to the subject, and for those who want to refresh their knowledge.

Introduction

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Introduction

Contents

Title	Description	Link to Inside Out Intermediate Student's Book
1 Friends will be friends 00:00:54 page 6/34	Pop video of the Queen song <i>Friends Will Be Friends</i> .	Linked to the topic (friends) of the Student's Book unit
2 Romance 00:03:35 page 8/35	Two students talk about a book (<i>Pride and Prejudice</i>) and a film (<i>Brief Encounter</i>). Illustrated with footage from the TV series and film.	Illustrations of the anecdote on page 21
3 21st century dating 00:14:40 page 10/36	Interviews with an Irish woman and an Australian couple about their relationships.	Dramatised alternative to listening exercises 1–2 on page 25
4 Jane Couch 00:16:50 page 12/37	An interview with Jane Couch, the most well-known British female boxer.	Linked to the interview with Jane Couch on page 35
5 Childhood 00:22:30 page 14/38	Two young people describe their lives at the age of eight.	Illustrations of the anecdote on page 49
6 Paparazza 00:28:35 page 16/39	An interview with a paparazza about her work.	Linked to the reading text <i>Paparazzi</i> on page 51
7 Festival 00:32:17 page 18/40	A documentary about the annual <i>Las Fallas</i> festival in Valencia, Spain.	Linked to the reading text about the festival on page 58
8 No video unit		
9 Soap 00:35:10 page 20/41	Extracts from the UK soap opera <i>Emmerdale</i> , which tell a mini-story about what happens when a young man babysits for his little sister.	Linked to the topic (soap operas) of the Student's Book unit
10 The model agency 00:42:40 page 22/42	An interview with a model booker from Premier Model Management in London about his work.	Linked to the topic of people describing their work places on page 89
11 Journey 00:46:11 page 24/43	The story of a journey that went wrong, seen through the eyes of one of the participants.	Dramatised illustration of the anecdote on page 97
12 First date 00:55:17 page 26/45	A mini-drama involving two young people in a restaurant on their first date.	Dramatised alternative to listening exercises 1–4 on page 100
13 Women and men 00:59:40 page 28/46	Four women from different countries discuss how the family and men/women's roles have changed in their societies in the last twenty years.	Illustration of the group discussion task (exercise 6) on page 113
14 Party 01:06:40 page 30/47	Two friends discuss people at a fashionable party.	Linked to the vocabulary work on describing appearance and clothes on page 120
15 If ... 01:09:40 page 32/48	A poem recited by an old man as he looks back on his life.	Dramatised alternative to the poem on page 126
16 No video unit		

1

Friends will be friends

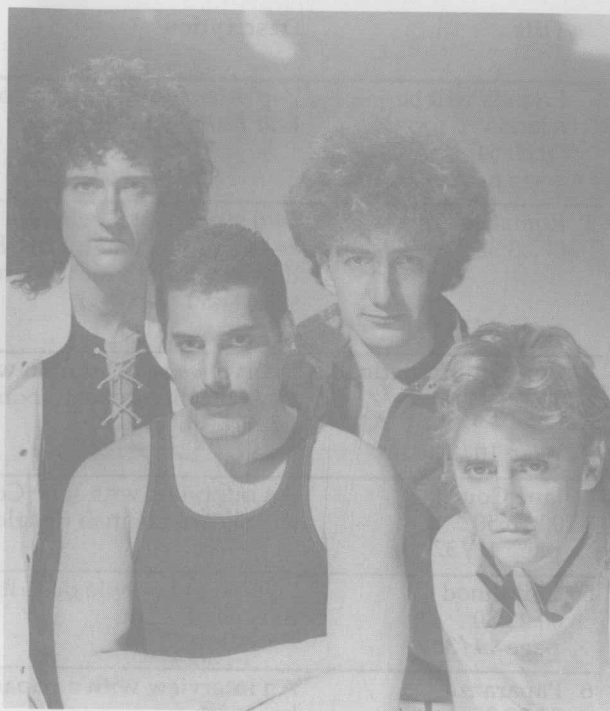
Before you watch

- 1 How many songs do you know about friends and friendship? Work in groups and make a list.

While you watch

- 2 You are going to watch the video to the song *Friends Will Be Friends* by Queen. Watch the video and tick (✓) the items below which you see.

- | | | |
|--------------------------------------|---|------------------------------------|
| amplifier <input type="checkbox"/> | audience <input type="checkbox"/> | drums <input type="checkbox"/> |
| guitar <input type="checkbox"/> | headphones <input type="checkbox"/> | keyboards <input type="checkbox"/> |
| lead singer <input type="checkbox"/> | loudspeaker <input type="checkbox"/> | |
| microphone <input type="checkbox"/> | microphone stand <input type="checkbox"/> | |
| piano <input type="checkbox"/> | roadie <input type="checkbox"/> | spotlight <input type="checkbox"/> |
| stage <input type="checkbox"/> | | |



- 3 Watch again and complete the tasks for each verse.

VERSE 1

Put the lines in the correct order. The first one has been done for you as an example.

- a) Got a pain in the chest, doctor's on strike
- b) Another red-letter day
- c) The other half ran away
- d) So the pound has dropped and the children are creating
- e) Taking all the cash and leaving you with the lumber
- f) It's not easy love, but you've got friends you can trust
- g) What you need is a rest

1

CHORUS

Complete the chorus.

Friends will be friends
 When you're in need of 1) _____, they give you 2) _____ and 3) _____
 Friends will be friends
 When you're through with life and all 4) _____ is lost
 Hold out your hand
 'Cos friends will be friends right 'til the end

red-letter day: an important day
creating: behaving badly
other half: husband/wife/partner
lumber: rubbish
track down: find

VERSE 2

Match each line with its final word. The first one has been done for you as an example.

- | | |
|--|----------|
| a) Now it's a beautiful _____ | 1 number |
| b) The postman delivered a letter from your _____ | 2 day |
| c) Only a phone call _____ | 3 trust |
| d) You tried to track him down, but somebody stole his _____ | 4 away |
| e) As a matter of fact you're getting used to _____ | 5 way |
| f) Without him in your _____ | 6 lover |
| g) It's so easy now 'cos you've got friends you can _____ | 7 life |

CHORUS

Complete the chorus.

Friends will be friends

When you're in need of 1) _____, they give you 2) _____ and 3) _____

Friends will be friends

When you're through with life and all 4) _____ is lost

Hold out your hand

'Cos friends will be friends right 'til the end

After you watch

4 Work in groups and discuss these questions.

- | | |
|---|--|
| a) Do you like the song? Why/Why not? What do you think about the video? | d) Look at the photograph and the factfile below. What else do you know about the pop group Queen and the lead singer Freddie Mercury? |
| b) Look at the first verse. How many problems are mentioned? What are they? | e) Have you been to any pop concerts? Which was the best? Which group would you most like to see performing live? |
| c) Look at the chorus. Is this a good definition of friendship? What other qualities should a good friend have? | |

Queen

The band formed in London in 1971 when Brian May (guitar) and Roger Taylor (drums) met Freddie Mercury (vocals) and John Deacon (bass). They didn't have much success until 1974 when they went on TV and everyone saw their fantastic outfits and realised that they were something special. By the end of 1974 they were one of the most popular bands in Britain and in 1975 they performed in the USA and Japan and won many more fans.

Also in 1975 the band recorded the album *A Night at the Opera* which, at that time, was the most expensive rock record ever made. It included the song *Bohemian Rhapsody* which was accompanied by the first pop video. Queen were doing new things all the time.

For their tenth anniversary in 1981 they celebrated by releasing a greatest hits album, a video and their history in pictures. It was the first time a band had done anything like that before and a month later they were at the top of the charts again.

In July 1985 they attracted huge attention at the London Live Aid concert and then went on tour to countries like Hungary that weren't used to seeing live concerts at that time.

In 1989 the group came back from a three-year break and it became clear that Freddie Mercury was ill with AIDS. He died on November 24th, 1991.

Since Mercury's death the rest of the band have released the songs they were working on when he died, and with anthems like *We Are the Champions* and *We Will Rock You*, Queen live on.



PART 1 (00:03:40–00:08:20)

Before you watch

- Look at the photographs of some characters from *Pride and Prejudice* by Jane Austen.
 - Where is the story set?
 - When is the story set?
- Pride and Prejudice* is a love story. Look at the dictionary definitions on the right. What do you think happens?

pride /praɪd/ *noun*: the feeling that you are better than other people. *adj*: **proud**

prejudice /ˈpredʒʊdɪs/ *noun*: strong feeling against someone or something that is not based on reason or experience.

1



2



well-off: rich
shallow: superficial
bold: strong, brave
come across as: give the impression of being

While you watch

- Watch Part 1 and check your predictions to 1 and 2. Write the names of the characters under their pictures.
- Watch Part 1 again and complete the notes.

Pride and Prejudice

- Romantic** novel set in the _____ century.
- Bennet family – mother, father and _____ daughters.
- Problem – not a very well-off family and have to find people to _____ their daughters.
- The family goes to lots of balls to socialise and to find _____ men for the daughters.
- The mother – strong, very funny, but very _____.
- Elizabeth Bennet – a very _____ and _____ character.
- Mr Darcy – at first he comes across as quite _____ and _____.
- First meeting – _____ doesn't like Mr Darcy.
- She changes her mind – he does lots of good things for her _____.
- Mr Darcy also changes his mind – he originally felt he was of a _____ class.
- In the end, they get _____.

PART 2 (00:08:20–00:14:33)

Before you watch

- 5 You are going to watch someone talking about the film *Brief Encounter*. Look at the definitions and the photograph. What do you think it is about?

brief /brɪf/ *adj*: short, lasting only a moment.
encounter /ɪn'kaʊntə/ *noun*: an unexpected meeting.



○ ○ While you watch

- 6 Watch Part 2 and answer these questions.

a) When was the film made?

b) What type of film is it?

c) Who are the two main characters?

d) Are they married?

grit: a very small piece of stone

bump into: meet by chance

cut off: stop

nosey parker (*slang*): someone who likes to know about other people's business

spoil: ruin, damage

- 7 Watch Part 2 again and number the events in the order they happen.

- a) Laura and Doctor Harvey meet outside a shop by chance.
 b) Doctor Harvey helps remove some grit from Laura's eye.
 c) Laura and the doctor have a final romantic day together.
 d) Laura and Doctor Harvey meet on the street corner.
 e) Alec shakes hands with Laura's friend at the station.
 f) Alec tells Laura he's going to Johannesburg.
 g) Laura and Doctor Harvey spend some time getting to know each other and fall in love.

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After you watch

- 8 Work with a partner.

Student A: Use the notes in 4 to retell the story of *Pride and Prejudice*.

Student B: Use your answers to 6 and the events in 7 to retell the story of *Brief Encounter*.

- 9 Work in small groups and discuss these questions.

- a) Which story do you prefer? Why?
 b) What kinds of books and films do you like?
 c) Do you generally prefer books or films? Why?
 d) Which films have you seen that were books originally? Did the film tell the story as well as the book?

Before you watch

- 1 Read about how two couples first met and answer these questions.
- Which of the two relationships do you think is most likely to survive?
 - What problems do you think they might face?

Tom and Kathy's story

'I've finally found the man of my dreams – on the Internet. We have so much in common but we've never met. Tom lives in the US and I live in Ireland. We exchanged photos and have had our first 'date', an eleven-hour phone call which has changed the course of our relationship. We've decided to meet ...'

*Joel and Lisa's story*

After winning a competition called 'Two Strangers and a Wedding' on an Australian radio station, Joel and Lisa met for the first time at their wedding. Their only previous contact was when Joel proposed over the telephone on the radio. Joel's mother was not amused and told journalists that she was shocked and appalled. The couple left for their honeymoon in Paris, saying 'We know that we're doing the right thing.'

While you watch

- 2 A journalist interviewed the two couples one year later. Watch the video and check your predictions to 1.
- 3 Decide whether these statements are true or false. Tick (✓) the boxes.

Kathy and Tom

- It was difficult for Kathy to take time off work.
- Kathy had to pay for the flight to Denver.
- Kathy found Tom easily at the airport.
- Kathy returned home without leaving the airport.
- Tom hated Kathy's shoes.

True False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Lisa and Joel

- They are still married.
- Lisa's mother hasn't spoken to them since the wedding.
- They no longer live in their home town.
- They felt like 'tourist attractions' after the competition.
- They don't like their new home.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 4 Which of the following sentences belong to Tom and Kathy's story and which to Lisa and Joel's?

	T & K	J & L
a) They arranged to meet at the airport.	<input type="checkbox"/>	<input type="checkbox"/>
b) She felt very nervous.	<input type="checkbox"/>	<input type="checkbox"/>
c) They've been married for a year now.	<input type="checkbox"/>	<input type="checkbox"/>
d) He looked just like his photo.	<input type="checkbox"/>	<input type="checkbox"/>
e) They've just celebrated their first wedding anniversary.	<input type="checkbox"/>	<input type="checkbox"/>
f) She went straight back home.	<input type="checkbox"/>	<input type="checkbox"/>
g) His mother hasn't spoken to him since the wedding.	<input type="checkbox"/>	<input type="checkbox"/>
h) They've moved away from their home town.	<input type="checkbox"/>	<input type="checkbox"/>
i) She hated his shoes.	<input type="checkbox"/>	<input type="checkbox"/>
j) They've been in their new home for about six months.	<input type="checkbox"/>	<input type="checkbox"/>

- 5 Watch again and check your answers to 3 and 4.

► For work on the present perfect and past simple, turn to page 25 in the Student's Book.

After you watch

- 6 Complete these extracts with the words and phrases in the box.

coming up to in touch joking
put/off at first sight spotted
straight stupid turned into

- a) Oh, yes. I spotted him immediately.
b) Was it love _____ ?
c) I couldn't have predicted what happened but something _____ me _____ him straightaway.
d) I just turned round and came _____ back to Ireland.
e) We haven't been _____ since that day.
f) Well, it's going to sound really _____, but I hated his shoes.
g) But, no, I'm _____. We're really upset about it.
h) Well, everybody knew about the competition and the wedding and we _____ tourist attractions.
i) We couldn't walk down the street without strangers _____ us and asking us all these personal questions.

- 7 Match the words and phrases in 6 to their meanings below. The first one has been done for you as an example.

1	approaching	<input type="checkbox"/>
2	became	<input type="checkbox"/>
3	foolish, silly	<input type="checkbox"/>
4	immediately	<input type="checkbox"/>
5	in contact	<input type="checkbox"/>
6	made (me) dislike	<input type="checkbox"/>
7	not being serious	<input type="checkbox"/>
8	noticed	<input checked="" type="checkbox"/> a
9	the moment you see someone or something for the first time	<input type="checkbox"/>

- 8 Work with a partner and discuss these questions.

- a) Have you ever been put off someone by their appearance?
b) Will Lisa and Joel's marriage last?
c) Would you ever agree to marry someone without seeing them first?
d) Did you meet your partner in an unusual way? If so, how did you meet?
e) Is the Internet a good way to meet people?



MMM! HE'S A BIT OF A DISH!

Before you watch

- 1 Work with a partner and look at the photograph. What kind of person do you think Jane Couch is? Use adjectives from the box to describe her.

hard-working	fit	healthy	relaxed
aggressive	gentle	strong	modest
feminine			

While you watch

- 2 You are going to watch an interview with Jane Couch. Put the questions in the correct order. The first one has been done for you as an example.

- a) Has success changed you at all? ☐
- b) Have you ever been seriously injured? ☐
- c) How about on your days off, how do you relax? ☐
- d) How did you get involved with boxing? ☒ 1
- e) How do you generally feel about your opponent? ☐
- f) How do you prepare for a fight? ☐
- g) Were you always a sporty girl at school? ☐
- h) What have been the highlights of your career so far? ☐
- i) What was the reaction of your family and friends when you took up boxing? ☐
- j) What's the best thing about being a professional boxer? ☐
- k) Would you say that boxing is both physical and mental? ☐

- 3 Watch again and tick (✓) the correct ending to the sentences.

- a) Jane got involved with boxing after she ...
 - 1 read a magazine article about women boxing. ☐
 - 2 saw a documentary about women boxing. ☐
- b) At school, she ...
 - 1 played in several school sports teams. ☐
 - 2 just used to drink, smoke and eat chips. ☐
- c) When she took up boxing, her family and friends ...
 - 1 thought she was bonkers (crazy). ☐
 - 2 thought it was a fantastic idea. ☐

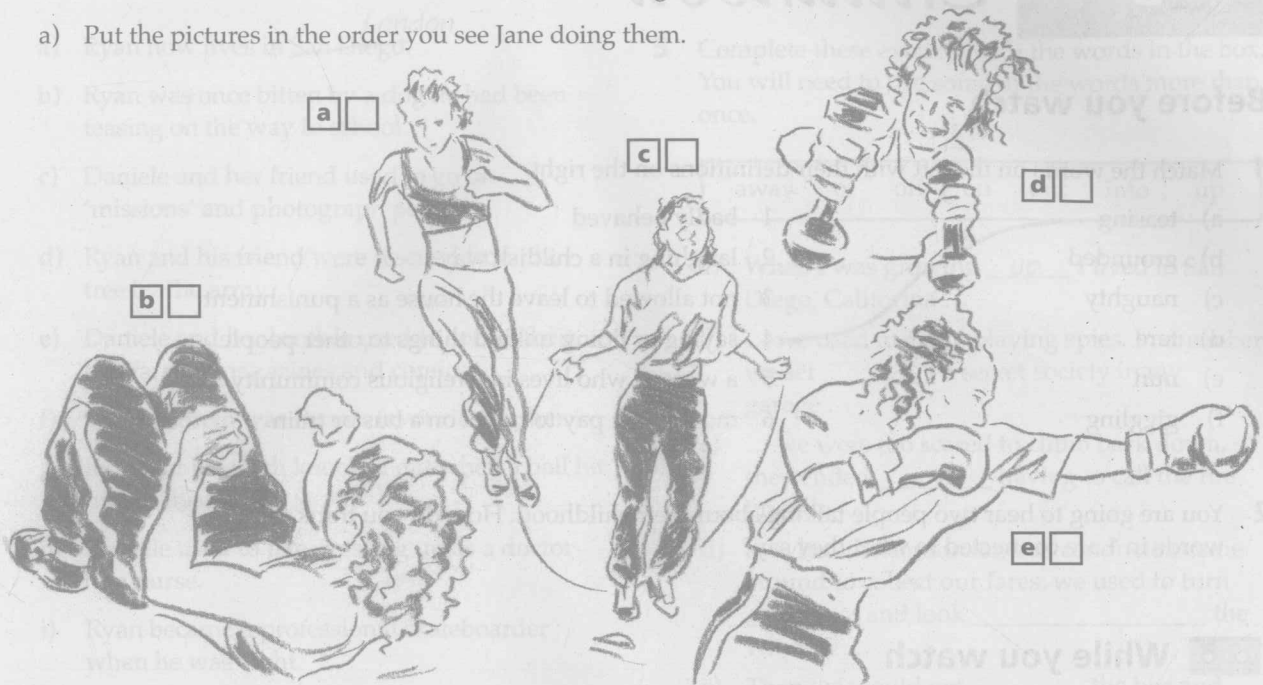


Jane Couch

- d) She considers boxing to be ...
 - 1 70% mental. ☐
 - 2 70% physical. ☐
- e) She ...
 - 1 never speaks to her opponents until they meet in the boxing ring. ☐
 - 2 once had dinner with an opponent the night before a fight. ☐
- f) She has ...
 - 1 never been seriously injured. ☐
 - 2 often been seriously injured. ☐
- g) On her days off, she relaxes by ...
 - 1 watching TV. ☐
 - 2 horse-riding. ☐
- h) She thinks the best thing about being a professional boxer is ...
 - 1 being famous. ☐
 - 2 being fit. ☐
- i) Jane sees herself as ...
 - 1 just a normal girl. ☐
 - 2 a symbol for women all over the world. ☐

4 (00:21:30–00:22:20) At the end of the video Jane is doing some exercises.

a) Put the pictures in the order you see Jane doing them.



b) Match the names of the exercises to the pictures.

punching ☐ running ☐ doing sit-ups ☐ skipping ☐ using weights ☐

After you watch

5 Complete these extracts with the words and phrases in the box.

live, sleep, eat and breathe cuts and bruises chill out **have a go**
take up skilled getting into shape down-to-earth

- ... I thought, 'Yeah, I'm going to have a go.'
- ... when I first told everyone I was going to _____ it _____, everyone just thought I was bonkers.
- ... just spend the first few weeks just _____ and then ...
- I wasn't the best-_____ boxer in the world, but I was fit ...
- ... I've, you know, had the odd _____ and the after fight pains ...
- I don't get many days off ... but when I do, I just like to _____ around the farm ...
- ... I _____ boxing.
- Everybody says like, how _____ that I still am ...

6 Match the words and phrases in 5 to their meanings below.

- becoming fit ☐
- fill my life with ☐
- marks on the skin, caused by being hit ☐
- ordinary ☐
- relax ☐
- talented ☐
- start a new hobby ☐
- try ☐

7 Work in groups and discuss these questions.

- What do you think of Jane Couch?
- How do you feel about women boxing? Is it popular in your country?
- Does your country have world champions in any sports?
- Which sportsmen and women do you particularly like and admire? Why?
- If you could be a world champion, which sport would you choose to be the best at? Why?

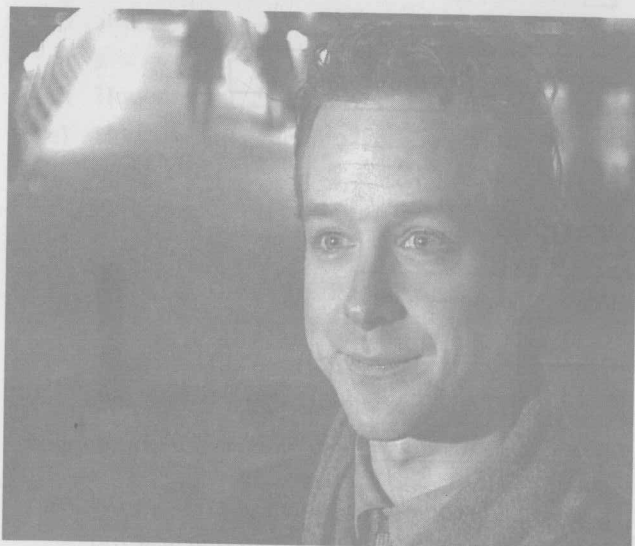
Before you watch

1 Match the words on the left with their definitions on the right.

- | | |
|-------------|--|
| a) teasing | 1 badly behaved |
| b) grounded | 2 laughing in a childish way |
| c) naughty | 3 not allowed to leave the house as a punishment |
| d) fare | 4 saying or doing unkind things to other people |
| e) nun | 5 a woman who lives in a religious community |
| f) giggling | 6 money you pay to travel on a bus or train |

2 You are going to hear two people talking about their childhood. How do you think the words in 1 are connected to what they say?

While you watch



Ryan



Daniele

3 Watch the video and answer the questions. Tick (✓) R for Ryan or D for Daniele.

Who ...	R	D
a) used to live in America?	<input type="checkbox"/>	<input type="checkbox"/>
b) used to enjoy playing spies?	<input type="checkbox"/>	<input type="checkbox"/>
c) once had to be rescued from a tree?	<input type="checkbox"/>	<input type="checkbox"/>
d) used to avoid paying bus fares?	<input type="checkbox"/>	<input type="checkbox"/>
e) had a teacher called The Wolfman?	<input type="checkbox"/>	<input type="checkbox"/>
f) once had their teeth knocked out?	<input type="checkbox"/>	<input type="checkbox"/>
g) used to like dressing up?	<input type="checkbox"/>	<input type="checkbox"/>
h) was once a professional skateboarder?	<input type="checkbox"/>	<input type="checkbox"/>
i) used to want to be a pilot?	<input type="checkbox"/>	<input type="checkbox"/>