

Martyn Hobbs & Julia Starr Keddie

新要求大学英语

Inside Out

视听说

教师手册

Video
Teacher's Book

第一册

Pre-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应用能力,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应用能力、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好选择之一。

Introduction

Welcome to the *Inside Out* Pre-intermediate Video Teacher'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 follow the topics and content of the Student's Book and are intended to both recycle and expand language and topics from the course. There are eight video units in this book. They are related to units 1, 4, 7, 9, 12, 14, 17 and 18 of the Student's Book. For ease of reference, the unit numbers have been kept the same in the Video Teacher's Book.

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.

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 variety of genres such as documentaries, interviews and dramas, and include monologues, conversations and narratives. They can be divided into four categories: 'extension' units, 'specialised subject' units, 'drama' units and 'anecdote' units.

- Extension units develop and extend topics or reading texts in the Student's Book. For example, in Student's Book unit 1, the first two

pages are all about names. Video unit 1 has six people talking about the origin and meaning of their names.

- Specialised subject units pick up one thread of a topic that a Student Book unit is based on. For example, Student's Book unit 4 is all about sport with some articles about fitness and a reading text about golf. Video unit 4 is all about one sport, cricket, and how players keep fit and learn to play the game.
- Drama units dramatise the subject in the Student's Book. For example, in Student's Book unit 7, there is a reading text about nightmare jobs. Video unit 7 is a mini-drama about a worker who returns to work after a holiday and has a disastrous day.
- Anecdote units show anecdotes from the Student's Book being performed by native speakers. They can be used to provide a model or for comparison. For example, in Student's Book unit 12, the anecdote is all about confessions. Video unit 12 has five people making confessions about things they did when they were younger.

Inside Out Video Teacher's Book

The Video Teacher's Book contains everything you need to fully exploit the video. The worksheets include:

- a variety of activities that guide students through the unit and develop their understanding of the topics and language in the video. There are two pages of activities per unit.
- Before You Watch activities that lead students into the video via discussion or prediction or by pre-teaching vocabulary essential to understanding the video.
- While You Watch activities that exploit the video through a clearly sequenced variety of activity types. Students are usually asked to watch the video twice. On the first viewing students are frequently given a global watching task that enables them to focus on the video rather than on the worksheet. For example: ticking pictures shown in the video, ordering pictures or events and matching names and pictures. This is to help students gain a general understanding of the content while providing a video-focused task to engage students' attention. On the second viewing, students are given tasks that require them to watch for detail in order to deepen their understanding of the video. If students have difficulty with any of these watching-for-detail activities, you may want to play that particular section again.

Where the video exploitation is divided into parts, the times are shown on the worksheet.

- After You Watch activities that are directly related to the video and ask students to give their personal reaction to it by comparing what they have seen with their own situation, personalising the topic or generalising from the video. This stage of the worksheet may also include work on lexis from the video.

The teacher's notes include:

- a summary of the video content and guidance on how to use the video in conjunction with the Student's Book. The videos can be used at different points in the Student's Book and there are clear suggestions in the teacher's notes on when to use them.
- a language focus section giving a list of new lexis or lexical areas (usually no more than twelve words or phrases), and where appropriate the language area highlighted by the video. No new grammar items are introduced in the videos or worksheets.
- background cultural information on the video that the teacher may use to introduce the video or to answer any questions students may have about a particular cultural aspect contained in the video. These may be used at a suitable point during the video activities or at the end of the class to test students' observation and understanding.
- a full answer key.
- a tapescript of the video which may be ...
 - given to students to read through and pick out any language they found useful or new to them.
 - used by the students to follow the video.
 - used by the teacher to create additional activities for use with the video, for example, additional gap-fill activities or comprehension questions.

General video techniques

Even though the *Inside Out Video Teacher's Book* provides teachers with a wide variety of activities, here are three more general video techniques that can be used at points you think are appropriate. For all three you will need to watch the video first and choose the best sequence to use the technique with.

Freeze frame

Pause the video at a moment of your choice. You can then ...

- ask the students to predict what happens next.
- check the students' understanding of the unit by asking them to summarise what they have seen.
- ask the students to describe the picture, focus on a vocabulary item or on a point of cultural interest.

Sound down

Use the TV mute control to view a sequence without sound. You can then ask the students ...

- to reconstruct a conversation.
- to discuss what the people are talking about.
- to decide on a soundtrack or script to accompany the pictures.

Vision off

Use the TV brightness control to darken the screen until no picture is visible, but the students can still hear the sound. You can then ask the students ...

- to say what they think is happening in the sequence.
- to make a storyboard (a series of drawings) showing how they would direct the sequence and, after watching the sequence, to compare their ideas with what they saw.

Contents

Unit	Description	Link to <i>Inside Out</i> Pre-intermediate Student's Book
1 Names 00:43:00 Page 6/22	Six people talk about their names.	Linked to the section <i>What's in a name?</i> on page 5
4 A new star 06:38:00 Page 8/25	Interviews with a teenage cricketer and his coach about cricket, training and their ambitions. Includes archive footage.	Linked to the topic (fitness) of the Student's Book unit
7 A bad day 12:05:00 Page 10/28	A mini-drama about an office worker who returns to work after his holiday and has a really difficult day.	Linked to the reading text <i>Nightmare jobs</i> on page 41
9 Schooldays 17:40:00 Page 12/31	Interviews with two families about their schooldays.	Linked to the reading text <i>Schooldays of a rock star</i> on page 55
12 Confessions 24:05:00 Page 14/35	Five people confess to something naughty they did when they were younger.	Illustrations of the anecdote on page 73
14 The audition 27:42:00 Page 16/37	A mini-drama about a man trying to get to an audition with Steven Spielberg.	Linked to the listening on page 85
17 My humans 33:10:00 Page 18/40	A dog describes his family and his way of life.	Linked to the topic (animals) of the Student's Book unit
18 Crop circles 38:53:00 Page 20/43	A documentary about crop circles in southern England. Illustrated with archive footage.	Linked to the reading and listening on pages 106 and 107

Note: For ease of reference, the unit numbers above refer to the corresponding units in the *Inside Out* Student's Book.

1

Names

Before you watch

- 1 Divide the names into male and female.

~~Jack~~ Harald Emily James William Harry Joseph Sarah Adam Rachel
Adriana Ryan Madeline Matthew Darina Alice Esme Kieran Anna
Laura Charles David Claudia Katalin Rosemary



Jack



- 2 Work with a partner. Look at the names and answer these questions.

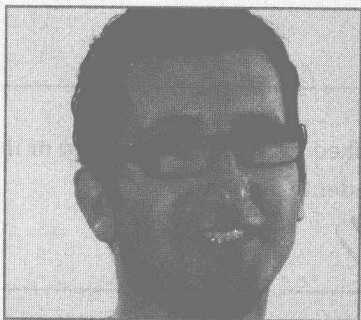
- a) Which names do you like best?
- b) Which ones don't you like at all?

While you watch

- 3 You are going to watch some people talking about their names. Watch and complete the information.

About my name

Matthew Davidson



Matthew's last name means 'a) _____ of David'. His first name is an Old Testament Bible name. It means 'b) _____ of God'.

Darina Richter



Darina's first name comes from Slovakia. Her c) _____ chose it. Her second name is d) _____ and means 'judge'.

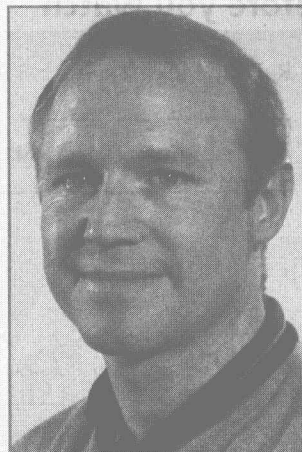
Claudia Mba

Claudia's last name is her e) ____ name, and it's from f) ____ . It's got a long meaning, 'You can say what you like about leopards, but if you're faced with one, then you'll still run away.' Claudia is an ancient Roman name. Her father chose it because he g) ____ Latin and Greek.



Harald Dahle

Harald's names come from h) ____ . His i) ____ name means 'the man who leads the army' and his j) ____ means 'valley'.



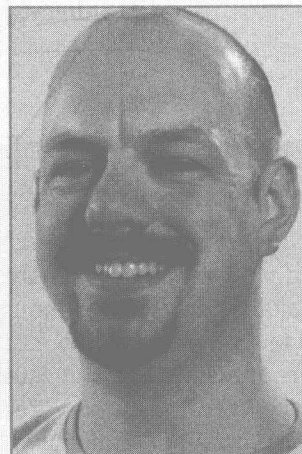
Katalin Süle

Katalin is a Hungarian name. Her second name is from Hungary and k) ____ . Her sister chose her first name. Her parents put different names in a l) ____ and her sister pulled out her name!



Joseph Wilson

Joseph knows the meaning of his first name – but not in m) ____ ! His last name means 'the n) ____ of Will'. His parents chose his name because they liked it.



4 Watch the video again and write the names.

- _____'s favourite name for a girl is Esme.
- _____'s favourite name is his wife's name.
- _____'s favourite name is Matthew.
- _____ wanted a different name when he was younger.
- _____'s favourite girl's name is Madeline.
- _____'s favourite name is Anna.

After you watch

- Work with a partner and talk about the people in the video. What do you find surprising or interesting?
- Work in groups and discuss these questions.
 - What's your full name?
 - Where does your name come from?
 - Does your first name mean anything?
 - Does your last name mean anything?
 - Would you like a different name?

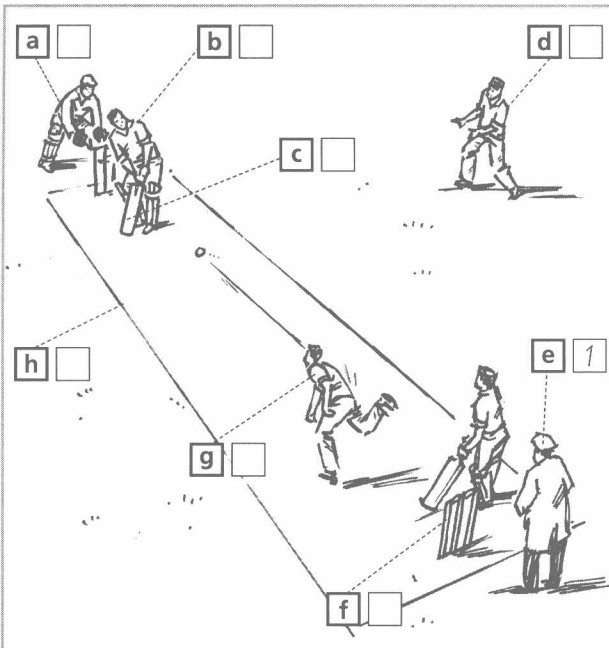
4

A new star

Before you watch

1 Read the text. Then label the diagram with the words in the box.

1) umpire 2) batsman 3) bowler 4) fielder 5) wicket keeper 6) bat 7) pitch 8) wicket



Cricket is an eleven-a-side game played with a wooden bat and a hard ball. The traditional clothes are white, although professional teams now often wear colours. The main cricket countries of England, Australia, South Africa, the West Indies, New Zealand, India, Pakistan, Sri Lanka and Zimbabwe have regular matches.

Cricketers play on a large oval grass field with a 20 metre long pitch in the middle. The pitch has a 'wicket' at each end. The teams are either 'fielding' or 'batting'. The batting team tries to hit the ball to score 'runs'. Only two batsmen are on the pitch at any one time. These batsmen run between the wickets after they hit the ball and their 'runs' are counted.

The bowler bowls (throws) the ball to the batsman. A 'wicket keeper' stands behind the wicket and tries to catch the ball. Other players from the fielding team are in the field (fielders) and try to catch the ball the batsman hits. If they catch the ball, the batsman is 'out', and the next batsman plays. An umpire makes sure everyone follows the rules.

While you watch

PART 1 (06:38:00-09:00:00)

2 Watch Part 1 with the sound off and tick (✓) the items below as you see them.

- | | |
|--|--|
| <input type="checkbox"/> an umpire | <input type="checkbox"/> a cricket bat |
| <input type="checkbox"/> a bowler | <input type="checkbox"/> a run |
| <input type="checkbox"/> a cricket pitch | <input type="checkbox"/> a wicket keeper |
| <input type="checkbox"/> a wicket | <input type="checkbox"/> a batsman |
| <input type="checkbox"/> a cricket ball | <input type="checkbox"/> a fielder |

3 Watch Part 1 again and answer the questions.

a) When did cricket start?

1 the thirteenth century ☐

2 the fifteenth century ☐

3 the seventeenth century ☐

b) When did modern cricket start?

1 the 1900s ☐

2 the 1800s ☐

3 the 1700s ☐

c) When was the Worcester County Cricket Club founded?

1 1898 ☐

2 1865 ☐

3 1856 ☐

d) How long can games go on for?

1 three hours ☐

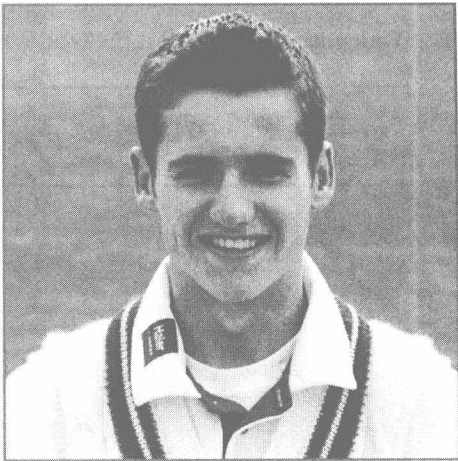
2 an hour ☐

3 several days ☐

PART 2 (09:00:00–10:30:00)

4 Watch Part 2, an interview with Steve Davis from the Worcester Academy team, and circle the correct options.

- a) Steve Davis started playing cricket when he was *six* / *ten*.
- b) He has been playing cricket for *six* / *twelve* years.
- c) His ambition is to play for *Australia* / *England*.
- d) Every Friday he receives a *weekly* / *daily* programme.
- e) He usually plays *one* / *four* games of cricket a *week*.
- f) He trains *every day* / *most days*.
- g) Today Steve is *giving out* / *collecting* a prize.



5 Watch Part 2 again and complete Steve’s answer to the question with the words in the box.

What do you love about cricket?

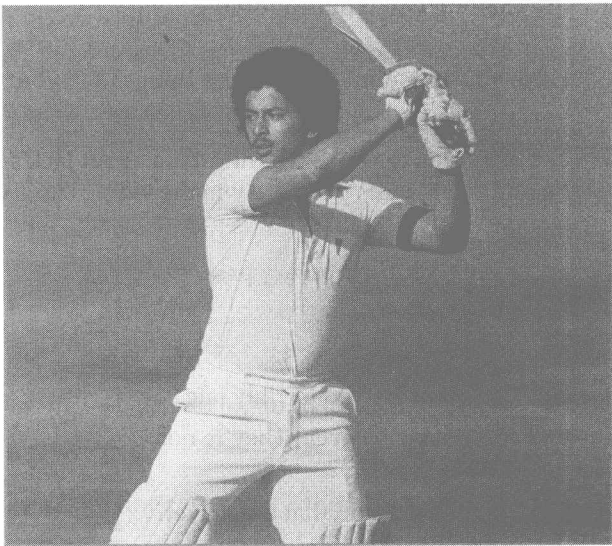
hard everything fitness physical

‘I love a) _____ about cricket. I love the b) _____ side of it. I love coming training, working really c) _____. I love the d) _____ side of it. I just love it all.’

PART 3 (10:30:00–11:53:00)

6 Watch Part 3, an interview with Damien D’Oliveira, the director and assistant coach of the team. Put the sentences in the order you hear them.

- a) I was originally taken on by Worcester as a professional player and I played as a professional cricketer from 1982 to 1996. ☐
- b) What are Steve’s best points as a player? ☐
- c) The fitness of the players nowadays is probably 100% more than it used to be. ☐
- d) What’s the best thing about being a coach? ☐
- e) How fit do the players have to be? ☐
- f) He’s obviously very talented at the job he does, i.e., batting and wicket-keeping. He moves well. He’s got a very good pair of hands and has got all the makings of a top-class player. ☐
- g) Identifying young talent, working with them, helping them develop, watching them develop, watching them improve. ☐
- h) Damien D’Oliveira is the director and assistant coach of the Academy team. ☐



After you watch

- 7 Work with a partner. Discuss these questions about a game you both like.
- a) How many players are there in a team?
 - b) How do you play it?
 - c) How fit do you have to be?
 - d) How do you train?
 - e) What qualities does a player have to have?

7

A bad day

Before you watch

- 1 Work with a partner. Put the words in the box under the correct headings.

office desk manager security pass sales figures screen
boss meeting reception keyboard receptionist e-mail

Place	Office equipment	Document	Person	Other
office				

- 2 Work with a partner. Imagine you work in an office. Put the items in the list in order from the most serious action (10) to the least serious action (1).
- a) arriving late in the morning
 - b) not attending a meeting
 - c) falling asleep in a meeting
 - d) surfing the net
 - e) chatting with your colleagues
 - f) not following instructions correctly
 - g) wearing the wrong clothes
 - h) forgetting your security pass
 - i) phoning your friends
 - j) having a long lunch break

Have you ever done any of these things? Tell your partner.

- 3 You are going to watch a mini-drama about Jack's bad day. Work with a partner. Read the sentences people say in the video. Discuss what you think goes wrong on Jack's bad day.

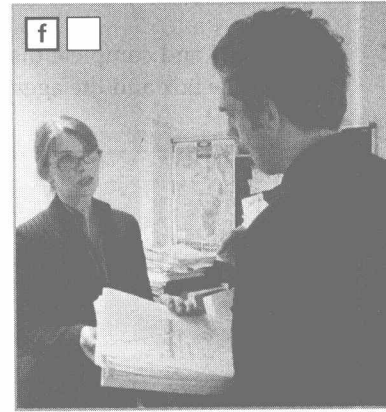
- a) 'Here's your temporary pass.' ☐
- b) 'I tried to call.' ☐
- c) 'Meeting?' ☐
- d) 'My plane arrived terribly late.' ☐
- e) 'It's half past eleven. They're not coming, are they?' ☐
- f) 'Have you found that e-mail yet?' ☐
- g) 'I asked for the sales figures for Australia!' ☐
- h) 'What is it? On your screen?' ☐



While you watch

- 4 Watch the video. Are the sentences in 3 said by Jack (J), Jack's boss, Nina (N) or the receptionist (R)? Write the letters in the boxes in 3.

5 Watch the video again and put the scenes in the correct order.



After you watch

6 Match the parts of the story to the photos in 5. Write the letter of each photo in the boxes.

- 1) Nina stopped Jack in the corridor. She was annoyed that he was late. ☐
- 2) There was supposed to be a meeting at eleven o'clock with the accounts department. Nina and Jack waited for half an hour but the people didn't come. ☐
- 3) Nina came to Jack's office at the end of the day. She tried to be sympathetic. But then she saw something on his screen. Oh dear, Jack! ☐
- 4) Jack went to Nina's office. He didn't have the e-mail but he had the sales figures. The wrong ones! ☐
- 5) It was Monday morning and Jack was late for work. He didn't have his security pass with him. The receptionist called his boss. ☐
- 6) Kim came to Jack's office. Jack dropped his coffee. Oh, no! ☐

7 Complete these sentences from the video with the words in the box.

take	disturb	believe	yet
terribly	sure		

- a) Sorry to _____ you.
- b) I'm _____ sorry.
- c) Are you _____ you invited them?
- d) Have you found that e-mail _____?
- e) Don't _____ all day.
- f) I don't _____ this!

8 Work in groups. Discuss these questions.

- a) Was the receptionist too hard on Jack? Why/Why not?
- b) Did Jack arrange a meeting with the accounts department?
- c) Were the wrong sales figures Jack's or Nina's fault? Why?
- d) Was the picture of Nina on Jack's screen his fault? Why/Why not?
- e) Do you think Nina should have behaved differently towards Jack? How?

9

Schooldays

Before you watch

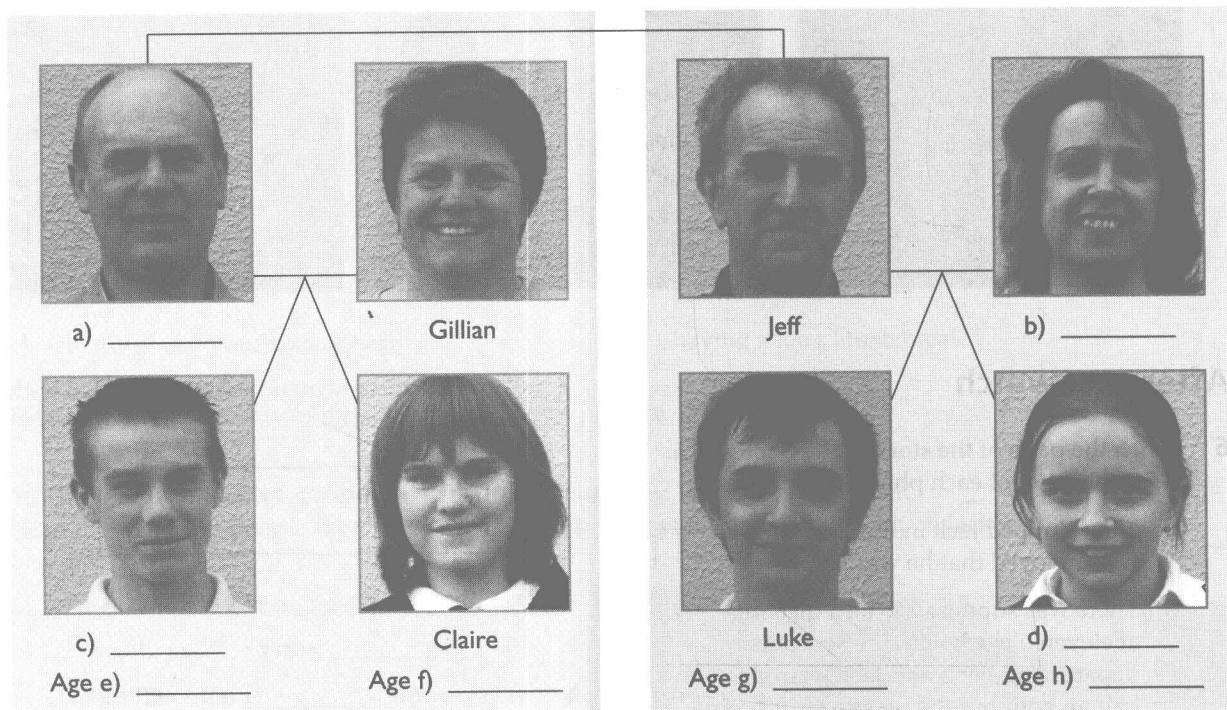
- 1 Work in groups. What do you know about your parents' schooldays? Discuss these questions.
- | | |
|--|--|
| a) What were their favourite subjects? | d) Did they have lunch at school? |
| b) Did they have to wear a uniform? | e) Did they have to do homework? |
| c) Did they study different subjects to you? | f) What kind of punishments did they have? |

While you watch

PART 1 (17:40:00–18:48:00)

- 2 Watch Part 1 and complete the family tree with the names in the box and the ages of the children.

Tom	Connie	John	Pauline
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PART 2 (18:49:00–20:47:00)

- 3 Watch Part 2 and decide whether these statements are true or false. Tick (✓) the boxes.

	True	False
a) Gillian's favourite subject was history.	<input type="checkbox"/>	<input type="checkbox"/>
b) Pauline didn't like her typing and shorthand teacher.	<input type="checkbox"/>	<input type="checkbox"/>
c) Tom's favourite lesson is RE.	<input type="checkbox"/>	<input type="checkbox"/>
d) Connie's favourite lesson is art.	<input type="checkbox"/>	<input type="checkbox"/>
e) Connie is studying all the subjects that her aunt, Gillian, studied.	<input type="checkbox"/>	<input type="checkbox"/>
f) Jeff's French teacher only had one arm.	<input type="checkbox"/>	<input type="checkbox"/>
g) Claire doesn't have a favourite teacher.	<input type="checkbox"/>	<input type="checkbox"/>
h) Mr Blunsdon is Luke's music teacher.	<input type="checkbox"/>	<input type="checkbox"/>

PART 3 (20:48:00–22:19:00)

4 Read the text and complete the school rules using the words in the box.

wear stand smoking gum hour's hit uniform arrive ring walk move lines

SCHOOL RULES AND PUNISHMENTS

- a) You had to _____ up as soon as the teacher came into the room, and again when they left.
- b) No _____. No alcohol on the premises.
Do not run, always _____.
- c) You had to _____ your cap from the moment you left your home in the morning until the moment you got home at night.
- d) You're not allowed to chew _____.
You've got to obey the teachers.
- e) You have to _____ on time with everything you need. And no running, pushing. No chewing gum, and you have to wear a school _____.
- f) The teacher would shout at you, maybe even _____ you. If you'd behaved really badly, you'd be sent to the Head and you'd get a ruler over the palm of your hand.
- g) You were given _____ or you had the slipper, or you had the cane.
- h) They'll tell you off and then they might _____ you, and then yellow sheet, then breaktime detention, lunchtime detention, then after school detention, then they might _____ home.
- i) Yes, you do have to do your homework. If you don't you'll get detention. You're meant to do an _____ homework every night.

Now watch Part 3 and check your answers.

PART 4 (22:20:00–24:00:00)

5 Watch Part 4 and circle the correct options.

- a) The parents *enjoyed* / *didn't enjoy* their school dinners.
- b) The children eat mainly *fast* / *healthy* food for school dinners.
- c) The parents *had to* / *didn't have to* wear a school uniform.
- d) The children today *have to* / *don't have to* wear a uniform in the summer.
- e) The boys today *can sometimes* / *mustn't* wear trainers.
- f) Luke *will probably* / *will probably not* send his children to the same school.

After you watch

6 Work with a partner. Say what is similar and different in the parents' and children's experience of school.

For example:

The parents had more physical punishments.

7 Work in groups. Compare the schooldays of the people in the video with your own experience of school.

For example:

Tom and Claire have to wear a uniform but I didn't.

The parents all ate in the school restaurant. I always took my own sandwiches.

12 Confessions

Before you watch

1 Match the words with the definitions.

- a) concoction
- b) nail varnish
- c) scissors
- d) plum
- e) stick
- f) mess
- g) revenge
- h) rocks
- i) back yard
- j) confession

- 1 a story people tell about when they behaved badly
- 2 a soft round fruit
- 3 a long thin piece of wood
- 4 an instrument for cutting paper, fabric, etc
- 5 punishment for someone who has hurt you
- 6 US English for back garden
- 7 a mixture of different ingredients
- 8 a dirty or untidy state
- 9 paint for fingernails
- 10 US English for stones

While you watch

2 Watch all the confessions and match the people with the illustrations.

