

Julia Starr Keddle and Martyn Hobbs

新要求大学英语

Inside Out

视听说

教师手册

Video
Teacher's Book

预备级

Elementary



上海外语教育出版社
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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,充分体现了学生在教学过程中的主体地位。

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佳选择之一。

Introduction

Welcome to the *Inside Out* Elementary 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, related to units 1, 3, 6, 9, 11, 14, 16 and 19 of the Student'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, there is a topic about the singer Enrique Iglesias's favourite things. Video unit 1 has six people talking about their favourite things.

- Specialised subject units pick up one thread of a topic that a Student Book unit is based on. For example, Student's Book unit 9 has a reading text called *The life and times of ...* and is all about the Hollywood actress Greta Garbo. Video unit 9 is a documentary about the life of reggae artist Bob Marley.
- Drama units dramatise the subject in the Student's Book. For example, in Student's Book unit 14, there is a reading text that is a questionnaire about image and how people see you. Video unit 14 is a video diary made by a young woman who wants to improve her image.
- 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 16, the anecdote is all about getting in touch with an old school friend. Video unit 16 has two old school friends meeting up again.

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 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 students to predict what happens next.
- check students' understanding of the unit by asking them to summarise what they have seen.
- ask 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 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 students can still hear the sound. You can then ask 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 Elementary Student's Book</i>
1 Favourite things 00:50:00 Page 6/22	Six people talk about their favourite colours, film stars, foods, drinks, places, etc.	Linked to Language reference: questions and short answers on page 9
3 A day in the life 06:36:00 Page 8/26	Meet an artist and find about how she lives and works.	Linked to the topic of <i>A Day in the Life of ...</i> on page 16
6 What's in your trolley? 10:58:00 Page 10/28	A TV report presented by a nutritionist who is looking at the shopping and eating habits of shoppers in a supermarket.	Extends the theme of food and diet. Language reference: nouns and quantity on page 29
9 Bob Marley 14:55:00 Page 12/31	A documentary about Bob Marley, the international reggae star from Jamaica.	Linked to the topic of <i>The life and times of ...</i> on page 41
11 The new look 17:22:00 Page 14/34	A makeover show in which a young man shops for new clothes to improve his look for a job interview and to get a girlfriend.	Linked to the topic of clothes and appearance
14 Video diary 21:15:00 Page 16/36	A video diary about a young woman who wants to get fit before her first date with a new boyfriend.	Dramatises the topic of Image on page 60
16 Old friends 28:22:00 Page 18/39	A documentary about two old school friends who meet up again after many years after getting in touch via a website.	Illustration of the anecdote on page 69
19 Unusual hotels 35:33:00 Page 20/43	A TV documentary about three unusual hotels in Las Vegas, Spain and Quebec.	Extends the topic of extreme hotels. Language reference: passives on page 80

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

1

Favourite things

Before you watch

1 Find things in the classroom which are these colours:

purple red yellow brown blue grey pink green

2 Complete the days of the week.

Mo _ _ day

T _ _ sday

We _ ne _ day

Th _ r _ day

_ r _ day

Sa _ u _ day

_ u _ day

3 Write the months.

a) January

b) _____

c) March

d) _____

e) May

f) _____

g) _____

h) August

i) _____

j) _____

k) November







l) December



While you watch

PART 1 (00:54:00-01:30:00)

4 You are going to watch six people talking about their favourite things. Watch Part 1 of the video and choose the correct information.

Name	Age	From	Name	Age	From
 Darina	a) 26 b) 27	a) Brighton b) Birmingham	 Claudia	a) 25 b) 23	a) Rugby b) Brighton
 Helen	a) 26 b) 27	a) Sussex b) Surrey	 Joe	a) 28 b) 30	a) New York b) Manchester
 Jo	a) 33 b) 31	a) Brighton b) Birmingham	 Matthew	a) 36 b) 38	a) York b) New York

PART 2 (01:31:00–01:54:00)

- 5 Watch Part 2 of the video and match each person with their favourite colour.

- | | |
|------------|-----------------|
| a) Helen | 1 green |
| b) Claudia | 2 blue |
| c) Matthew | 3 pink |
| d) Darina | 4 purple |
| e) Jo | 5 brownish-grey |
| f) Joe | |

PART 3 (01:55:00–02:31:00)

- 6 Watch Part 3 of the video and decide if the sentences are true (T) or false (F).

- a) Helen's favourite sport is running. T



- b) Jo's favourite sport is football. _____



- c) Darina isn't very good at badminton. _____



- d) Matthew's favourite sport is skiing. _____



- e) Claudia's favourite sport is rugby. _____



- f) Joe's favourite sport is surfing. _____

**PART 4 (02:32:00–03:06:00)**

- 7 Watch Part 4 and tick (✓) the days you hear.

- | | | |
|------------------------------------|-----------------------------------|---------------------------------|
| Monday <input type="checkbox"/> | Thursday <input type="checkbox"/> | Sunday <input type="checkbox"/> |
| Tuesday <input type="checkbox"/> | Friday <input type="checkbox"/> | |
| Wednesday <input type="checkbox"/> | Saturday <input type="checkbox"/> | |

Which day is the most popular. Why?

PART 5 (03:07:00–03:39:07)

- 8 Watch Part 5 and match the people with their favourite actors. Draw lines.

- | | | |
|---------|----------------|-------|
| Darina | George Clooney | Helen |
| Matthew | Mel Gibson | Joe |
| Claudia | Selma Hayek | Jo |
| | Al Pacino | |

Who hasn't got a favourite actor? _____

PART 6 (03:40:00–04:32:10)

- 9 Watch Part 6 and match the people with their favourite food.

- | | |
|------------|--------------|
| a) Jo | 1 pizza |
| b) Joe | 2 Greek food |
| c) Helen | 3 chocolate |
| d) Matthew | 4 chicken |
| e) Darina | 5 pasta |
| f) Claudia | 6 lobster |

PART 7 (04:33:05–05:05:00)

- 10 Watch Part 7 and tick (✓) the drinks you hear. Can you remember who likes them?

- | | | |
|--------------------------------|---------------------------------------|-------------------------------|
| beer <input type="checkbox"/> | orange soda <input type="checkbox"/> | wine <input type="checkbox"/> |
| water <input type="checkbox"/> | coffee <input type="checkbox"/> | milk <input type="checkbox"/> |
| tea <input type="checkbox"/> | orange juice <input type="checkbox"/> | |

PART 8 (05:06:00–00:05:26)

- 11 Circle the months you hear.

- | | | |
|----------|--------|-----------|
| January | May | September |
| February | June | October |
| March | July | November |
| April | August | December |

PART 9 (05:27:00–06:30:20)

- 12 Match the favourite cities with the reasons.

- | | |
|-------------|---------------------------------|
| a) Zurich | 1 It has some crazy traditions. |
| b) New York | 2 It's a very beautiful city. |
| c) Oxford | 3 It has a great nightlife. |

What are the two other favourite cities?

After you watch

- 13 Work in groups and talk about these sports.

tennis	running	swimming	surfing
football	badminton	skiing	rugby

I'm good at ...

I watch ...

I'm not very good at ...

I play ...

3

*A day in the life***Before you watch**

1 You are going to watch a video about Rose Medley. Work with a partner and look at the photographs. What can you guess about Rose's life? Predict the answers to these questions.

a) What does she do?

b) What does she do in her free time?

c) What does she have for breakfast?

d) Where does she live?

e) Has she got any brothers and sisters?

f) Has she got any children?

3 Watch the video again and answer these questions.

a) What is special about Rose and Meg?

- 1 They are artists.
- 2 They are twins.
- 3 They are sisters.

b) Which city do they live in?

- 1 Oxford 2 London 3 Brighton

c) What do Rose and Meg do at nine o'clock?

- 1 They start work.
- 2 They have breakfast.
- 3 They get up.

d) What does Rose have for breakfast?

- 1 She has sausages, egg and bacon.
- 2 She has cereal and fruit.
- 3 She doesn't have breakfast.

e) Why does she meet her friend's son?

- 1 Her friend works late.
- 2 Her friend is ill.
- 3 Her friend is at home.

While you watch

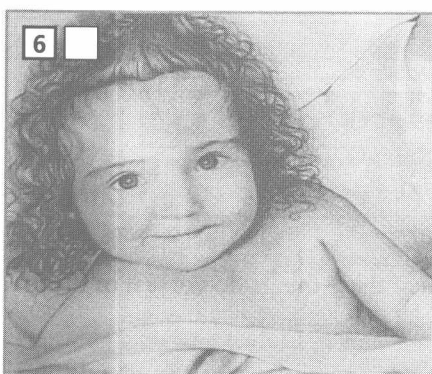
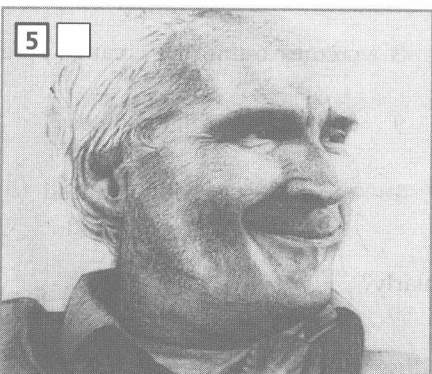
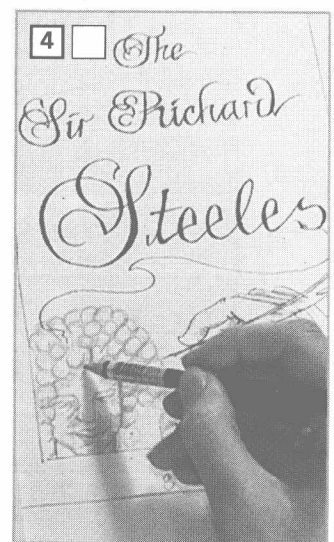
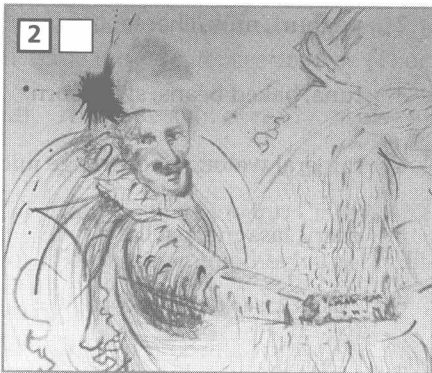
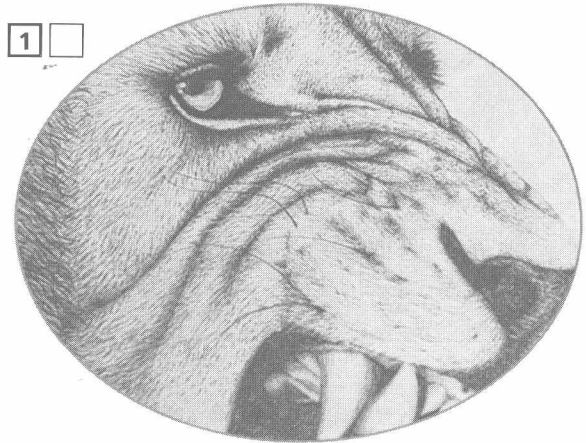
2 Watch the video. Were your ideas about Rose correct?

- f) Which city does Rose like visiting?
 1 Oxford 2 London 3 Cambridge
- g) What do Rose and Meg do in the evening?
 1 They go out.
 2 They meet friends.
 3 They watch TV.
- h) What is Rose's life like?
 1 Every day is the same.
 2 Sometimes she doesn't have anything to do.
 3 Her life is interesting and varied.

After you watch

4 Match the information with Rose's pictures.

- a) a portrait of her mum's boyfriend, David
 b) a drawing of Rose and her boyfriend in Crete
 c) a mural in her house
 d) a sketch for a sign for her local pub
 e) a sketch from a painting by Salvador Dali
 f) a drawing of a lion, because she loves lions
 g) a portrait of little girl called Laila, from Spain



5 Work with a partner. Look at Rose's pictures again. Which one is your favourite? Why?

6 Describe your typical day to your partner.

I get up at seven o'clock. I usually have toast and coffee for breakfast. I'm sometimes late for work.

6

What's in your trolley?

Before you watch

1 Match the sections of the supermarkets with the food and drink.



- a) **Ready-made meals**
- b) **Fresh fruit and vegetables**
- c) **Snacks**
- d) **Meat**
- e) **Seafood**
- f) **Cereals**
- g) **Drinks**
- h) **Dairy**
- i) **Desserts**
- j) **Tinned food**

- 1 fish, caviar, fish fingers
- 2 yoghurt, milk, cheese
- 3 tuna, baked beans, sweetcorn
- 4 mineral water, wine, orange juice
- 5 curry, lasagne, paella
- 6 crisps, peanuts, popcorn
- 7 steak, chicken, burgers
- 8 crème caramel, ice cream, apple pie
- 9 apples, broccoli, tomatoes
- 10 cornflakes, porridge, muesli

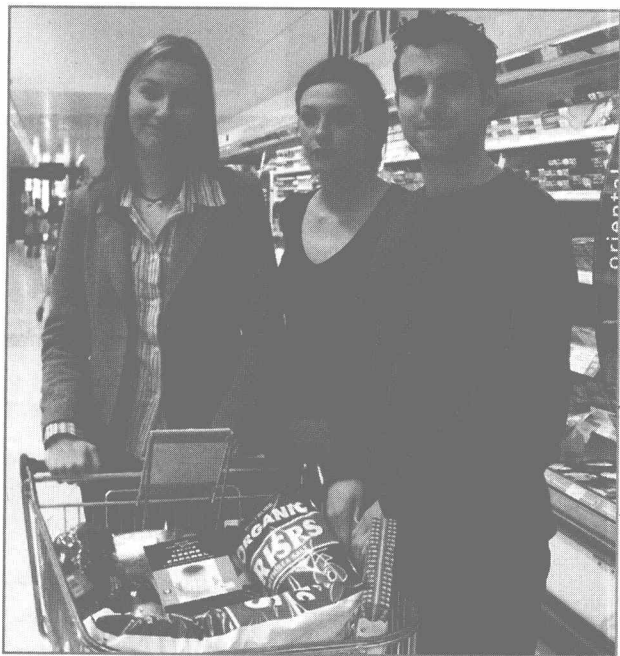
2 Work with a partner. Which of these things do you eat or drink regularly?

While you watch

PART 1 (11:04:00–11:47:00)

3 Sandy MacVane is a nutritionist. She asks people in a supermarket about their shopping. Watch her introduction and tick (✓) the things you hear.

<input type="checkbox"/> crisps	<input type="checkbox"/> soft drinks	<input type="checkbox"/> dairy products	<input type="checkbox"/> fresh fruit and vegetables
<input type="checkbox"/> sweets	<input type="checkbox"/> cereals	<input type="checkbox"/> frozen food	<input type="checkbox"/> tinned food
<input type="checkbox"/> seafood	<input type="checkbox"/> ready-made meals	<input type="checkbox"/> biscuits	

**PART 2 (11:48:00–13:05:00)**

4 Watch Sandy's first interview with Tim and Clare. Decide if the sentences are true (T) or false (F).

- They buy a lot of ready meals of food from different countries. T
- Tim has got a job but Clare hasn't. _____
- For this evening they've got Italian lasagne and crème caramel. _____
- They don't drink wine. _____
- They haven't got any vegetables. _____
- Tim eats six packets of crisps a week. _____
- Tim eats a packet of crisps after work each day. _____
- They don't eat fish from the supermarket very often. _____

PART 3 (13:06:00–14:20:00)

5 Watch Sandy's second interview without sound. Tick (✓) the things you see in Adrienne's trolley.

- | | |
|---|---|
| <input type="checkbox"/> fish fingers | <input type="checkbox"/> yoghurt |
| <input type="checkbox"/> chips | <input type="checkbox"/> a melon |
| <input type="checkbox"/> baked beans | <input type="checkbox"/> sweetcorn |
| <input type="checkbox"/> lemons | <input type="checkbox"/> fruit juice |
| <input type="checkbox"/> breakfast cereal | <input type="checkbox"/> tomatoes |
| <input type="checkbox"/> dog food | <input type="checkbox"/> chocolate biscuits |

6 Watch the interview with sound and complete Adrienne's shopping list.

2 boxes of _____ fingers
 2 boxes of burgers
 2 bags of frozen _____
 1 tub of ice cream
 3 tins of baked _____
 2 tins of _____
 some white bread
 2 packets of chocolate _____
 3 boxes of _____ cereal
 some t _____
 some apples
 some b _____
 8 tins of _____ food

PART 4 (14:21:00–14:48:00)

7 Watch the last part of the video. Tick (✓) the best description of Sandy's shopping.

- Quite healthy with lots of fresh food, but too much chocolate. ☐
- Not very healthy, with lots of chocolate for her children. ☐
- Very healthy, with lots of fresh fish and vegetables. ☐

After you watch

8 Work in groups and discuss these questions.

- Where do you or your family do your food shopping?
- Do you think you eat healthily?
- What is your favourite healthy food?
- What is your favourite unhealthy food?

Before you watch

- 1 Work with a partner. What type of music do you like best?

pop

classical

jazz

heavy metal

reggae

hip hop

dance

folk

blues

- 2 Work in groups. Do you know the answers to these questions about this musician?



BOB MARLEY

- Where was he from?
- What sort of music did he play?
- Do you know the names of any of his songs?
- What was the name of his group?



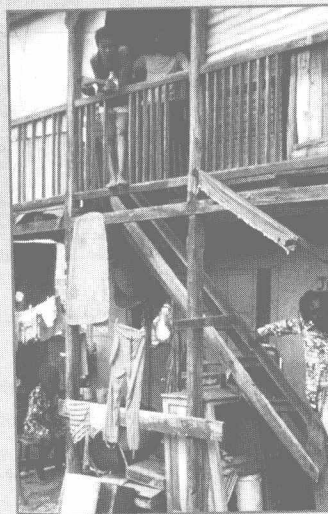
While you watch

- Watch the video and check your answers to the questions in 2.
- Read the article about Bob Marley. Try to fill in the missing information.
- Watch the video and complete the article.

Reggae Superstar

Introduction

Robert Nesta Marley was born on 6th February a) _____, the son of a Jamaican mother and a white b) _____ naval officer. But from this poor beginning, Bob Marley became an international star and took the c) _____ music of Jamaica to the whole world.



Early life



Bob's d) _____ moved to Trench Town, in Kingston, when he was in his early teens. It was a crowded, lively place. And it was never e) _____. People played music all the time. Bob recorded his first record when he was only f) _____. And it was while he was living in Trench Town that he formed The Wailing Wailers. Their first record was a number g) _____ hit in Jamaica.



First success

Bob married his girlfriend Rita in h) _____ and then went to work in the i) _____. When he returned to Jamaica, his band j) _____ their name to the Wailers. They k) _____ their own record label, and became successful throughout the Caribbean.

International superstar



In l) _____ they signed a record deal in London. Then Bob Marley and the Wailers toured the USA and released classic reggae albums with songs like *I Shot the Sheriff* and *No Woman No Cry*.

Bob now m) _____ an international superstar. His album *Exodus* went to number one in many countries in n) _____. And later, in

o) _____, *Time Magazine* named it the 'Album of the century'. His music even appealed to the British royal family.

Music for peace

But Bob wasn't only a great musician, he was also an active campaigner for world p) _____. He received a United Nations Peace Medal in q) _____, and in 1980 played at the independence celebrations in Zimbabwe.

Bob Marley died tragically young in r) _____. But his funeral was a celebration of his music. And his music lives on.

After you watch

- 6 Work with a partner. Discuss these questions.
 - a) What new information have you learned about Bob Marley from the video?
 - b) How popular is reggae in your country?
 - c) Which other musicians talk about world problems?
- 7 Work with a partner. Think of a famous pop star. Make a note of all the things you know about them. Write a short article about their life.

11

The new look

Before you watch

1 Work with a partner. Talk about your clothes.

- a) Describe what you are wearing now.
- b) Say where you bought the things.

c) Say when you bought them.

d) Say what you usually wear.

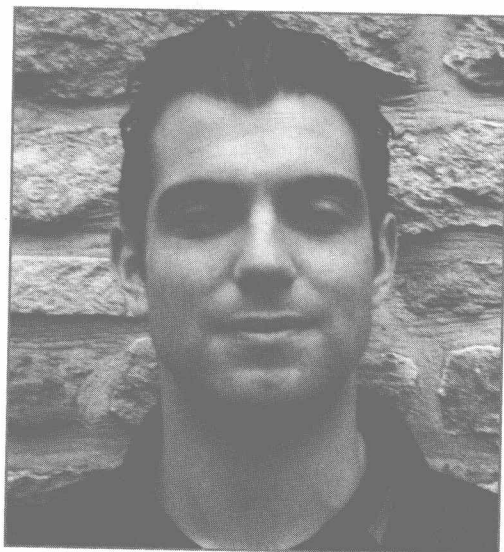


While you watch

PART 1 (17:25:00–17:58:00)

2 You are going to watch Steve talking about his clothes. Watch Part 1 and answer these questions.

- a) What does he look like?
- b) What is he wearing?
- c) Do you like his clothes?



PART 2 (17:59:00–19:00:00)

3 Watch Parts 1 and 2 and tick (✓) the best description of Steve.

A ☐

He works in computers. He likes going to the cinema, going out and watching TV. His look isn't very important to him. He likes comfortable, casual clothes. He wears formal clothes for work. He's got a job interview next week.

B ☐

He works in computers. He likes playing sport, shopping for clothes and watching sport on TV. His look is important to him. He likes jackets, ties and smart trousers. He doesn't like casual clothes. He's got a job interview next week.

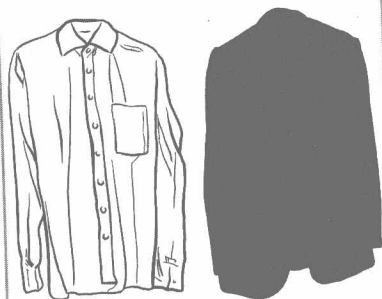
C ☐

He works in computers. He likes football, going out and watching sport on TV. His look isn't very important to him. He likes comfortable, casual clothes. He doesn't like formal clothes.

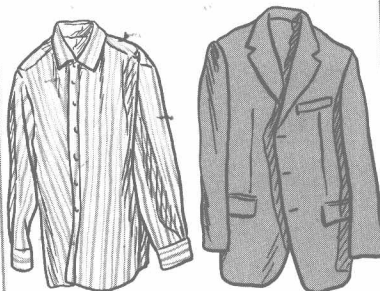
PART 3 (19:01:00–19:59:00)

4 Watch Part 3 and tick (✓) the clothes that Steve chooses to try on.

a ☐



b ☐



c ☐

