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新要求大学英语

Inside Out

综合教程

课堂活动

Resource
Pack

第一册

Pre-intermediate



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



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图书在版编目 (CIP) 数据

新要求大学英语综合教程 (第1册) 课堂活动 / (英) 赫德 (Hird, J.) 等编.

—上海: 上海外语教育出版社, 2005

ISBN 7-81095-467-9

I. 新… II. 赫… III. 英语—高等学校—教学参考资料

IV. H31

中国版本图书馆CIP数据核字 (2005) 第009999号

图字: 09-2004-478号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

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责任编辑: 包 洁

印 刷: 常熟市华通印刷有限公司

经 销: 新华书店上海发行所

开 本: 890×1240 1/16 印张 5.25 字数 186 千字

版 次: 2005 年 10 月 第 1 版 2005 年 10 月 第 1 次印刷

印 数: 5 000 册

书 号: ISBN 7-81095-467-9 / H · 160

定 价: 9.50 元

本版图书如有印装质量问题, 可向本社调换

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

This Resource Pack for teachers contains thirty-seven practice activities for pre-intermediate students of English. It is designed to be used with *Inside Out* Pre-intermediate Student's Book.

Ten practising teachers have contributed activities, so you'll find a wealth of different ideas for practising skills and specific language points. All the activities have been tested in the classroom.

Using the worksheets

You can use the activities in many different ways. For example:

- to extend the lessons in the Student's Book
- as revision of points in the Student's Book, for example at the beginning of the following lesson
- to supplement other courses
- as a basis for standby lessons

How to use the Resource Pack

Each activity consists of one photocopiable worksheet original. The originals have been designed for maximum clarity when photocopied. However, if your photocopier has the facility to enlarge, you may sometimes find this useful – particularly for board games or worksheets which are to be cut up into cards.

Each original appears on the right-hand page, with teacher's notes on the left-hand page so that you can see them both at the same time. The notes explain the aims of the activity, describe the task, tell you what you need to do to prepare and then give a step-by-step lesson plan. This makes them easy to use if you haven't been teaching long, but it is also a terrific time-saver for experienced teachers. Regard the lesson plans as a starting point. As you use the worksheets you'll find your own ways of making the best of them in class. Some of the worksheets need cutting up into sections. To make these easier to handle in the classroom, glue them onto small pieces of card – index cards or blank business cards, available from most stationers, are ideal. After the lesson, file the cards in an envelope for the next time you use them. Write the name of the activity and the number of cards on the outside.

Some activities require multiple sets of cards. In these cases, it is a good idea to distinguish each set

in some way. Put a different mark, preferably in different coloured pens, on the cards from each set. Or, even better, photocopy them on different coloured papers. This will save you time when you re-file them at the end of the lesson.

Over to you

If you have any comments about *Inside Out*, you will find a feedback form on our website at www.insideout.net, where you can also register to receive extra teaching materials free every week by e-mail. Your opinions will help to shape our future publishing.

Contents

Worksheet	Timing	Task	Aim (lexis, grammar, pronunciation, skills)
1A <i>What's in a name?</i>	20–25 minutes	To find out information about people.	To practise question forms and word order in questions.
1B <i>Family party</i>	15–20 minutes	To memorise details in a picture and answer questions about it.	To practise question word order and <i>look / look like</i> .
2A <i>Categorise</i>	20 minutes	To put words into the correct category and divide them into countables and uncountables.	To revise and reinforce vocabulary, especially countable and uncountable nouns, from unit 2 of <i>Inside Out</i> Pre-intermediate Student's Book
2B <i>Worldsearch</i>	30–40 minutes	To write clues for a crossword and to complete it.	To practise country names and their stress patterns.
3A <i>Friday the 13th</i>	20 minutes	To write about a picture	To practise the past continuous.
3B <i>Childhood sweethearts</i>	30–40 minutes	To read a jigsaw text and to communicate to find the differences.	To practise the past tenses.
4A <i>Broken sentences</i>	15 minutes	To match parts of broken sentences so that they make one complete sentence.	To review the use of comparatives and vocabulary for describing fitness.
4B <i>Numbers, numbers, numbers</i>	30 minutes	To ask and answer general knowledge/trivia questions.	To consolidate and practise numbers and superlatives.
5 <i>A few quick questions</i>	30 minutes	To complete statements about classmates by mingling and asking questions.	To consolidate asking questions and the topics and language from units 1 to 4 of <i>Inside Out</i> Pre-intermediate Student's Book.
6A <i>Let's talk!</i>	30–45 minutes	To play a board game where students form questions using gerunds and infinitives.	To practise using gerunds and infinitives after particular verbs.
6B <i>Perfect match</i>	25–30 minutes	To complete information about two friends or relatives and to try to find partners for them.	To practise verbs that are followed by the gerund.
7A <i>Susie's party</i>	Up to 1 hour	To find out, by exchanging information, personal details about a person met at a party. To recall those details.	To reinforce the use of the present perfect and past simple. To practise talking about jobs.
7B <i>Half a conversation</i>	30 minutes	To complete, practise and perform conversations.	To practise the present perfect for time up to now and past simple for finished time.
7C <i>Changes</i>	45–60 minutes	To categorise a range of subjects according to whether they have changed completely, a little, or not at all over the past ten years.	To practise the present perfect for general experience at an unspecified time in the past.
8A <i>Thirty-second futures</i>	30–40 minutes	To play a board game requiring students to talk about their futures.	To practise the present continuous and <i>going to</i> for future arrangements and plans.
8B <i>The root of all evil</i>	Up to 1 hour	To read and rehearse the play in small groups. To perform the play in groups of four to the other students.	To practise pronunciation, especially stress and intonation. To reinforce <i>going to</i> and the use of the present continuous for the future.
9A <i>Obedying the rules</i>	50 minutes	To identify and discuss genuine rules. To produce rules for the class.	To practise modals of obligation.
9B <i>Character crossword</i>	30 minutes	To complete a crossword by identifying opposite character adjectives.	To consolidate and practise using character adjectives.

Worksheet	Timing	Task	Aim (lexis, grammar, pronunciation, skills)
10 <i>What's my job?</i>	20–25 minutes	To seek information about one's 'job' and to deduce what it is.	To practise adverbs of frequency and job-related questions.
11A <i>Smile!</i>	15 minutes	To play a review game in two teams.	To review lexis from the Student's Book unit by choosing the correct alternative in a sentence.
11B <i>Phrasal verb jokes</i>	40 minutes	To match questions and answers of jokes.	To revise, practise and expand phrasal verbs.
12A <i>Manifesto</i>	1 hour	To write a manifesto for a pressure group and to present it to the class.	To practise vocabulary connected with topical issues and to practise the language of expressing opinions.
12B <i>Dynamic replies</i>	20 minutes	To reply suitably to given conversation starters.	To practise using verbs in either dynamic or stative forms in common situations.
13A <i>Guess my job</i>	15–25 minutes	To talk about the activities and achievements of people in different professions over a period of time.	To practise the present perfect continuous and simple.
13B <i>For and since</i>	25 minutes	Students mingle and complete a worksheet.	To practise questions with <i>How long ...?</i> + present perfect simple/continuous, and answers with <i>for/since</i> , in the context of lifestyle habits.
14A <i>Hello Tom, it's Paula...</i>	30–35 minutes	To make requests and offers over the phone.	To practise offers and requests and telephone language.
14B <i>Where am I?</i>	1 hour	To complete the dialogue.	To practise informal telephone conversations, requests and giving directions.
15 <i>Find the mistake</i>	40 minutes	To correct the grammar mistakes in twelve questions and to use these questions for discussion.	To consolidate the main language areas covered by units 11 to 14 in <i>Inside Out</i> Pre-intermediate Student's Book.
16A <i>Food</i>	25 minutes	Students play a board game consisting of topics relating to food.	To improve fluency in speaking.
16B <i>Healthy eating</i>	30–45 minutes	To create a menu for a health farm's restaurant.	To practise food vocabulary.
17A <i>Homophones</i>	20 minutes	To write down two words with the same sound and then play a matching game in two teams.	To identify words with the same sound but different spelling.
17B <i>Animal stories</i>	40 minutes	To read short animal stories and then re-tell them from memory.	To develop techniques for improving memory. To find defining relative clauses.
18A <i>Puzzled?</i>	45 minutes	To ask <i>yes/no</i> questions to solve mysteries.	Practice of the past perfect and other question forms.
18B <i>What happened?</i>	35–40 minutes	To complete short texts using the correct tense. To sequence a series of events.	To practise narrative tenses.
19A <i>Then or now?</i>	30 minutes	To compare past and present lifestyles by discussing contentious statements.	To practise <i>used to</i> + infinitive for past habits and states.
19B <i>Interview with a centenarian</i>	30–40 minutes	To carry out a role-play in the form of an interview with a centenarian.	To practise <i>used to</i> + infinitive in question and answer forms.
20 <i>Shout it out</i>	30–40 minutes	To guess ten given items in various lexical/general knowledge categories, played as a team game.	To consolidate some of the vocabulary and topics from <i>Inside Out</i> Pre-intermediate Student's Book.

1A *What's in a name?*

Carmen Santos Maldonado

Type of activity

Speaking. Pair work.

Aim

To practise question forms and word order in questions.

Task

To find out information about people.

Preparation

Make one copy of the worksheet for each pair of students and cut it into two as indicated.

Timing

20–25 minutes.

Procedure

- 1 Demonstrate the activity by writing the name of a member of your family on the board.
- 2 Invite questions from the students about this person, guiding the questions if necessary.
- 3 Tell the students they are going to do the same, in pairs, according to some written instructions on a worksheet.
- 4 Divide the class into equal numbers of Student As and Student Bs. Give a copy of the A worksheet to Student A and a copy of the B worksheet to Student B. Tell them they are not to let their partners see their worksheet.
- 5 Ask the students to complete the 'NAMES' section of the worksheet. They then tear off this section and exchange it with their partner.
- 6 Ask the students to ask their partner at least three questions about each of their partner's names. They can use the questions on their worksheets as guidance.
- 7 Circulate and make sure students form questions correctly.
- 8 When most students have finished, ask two or three students to describe one person from their partner's list.

Notes & comments

If some pairs finish early, ask them to swap partners and start again.

If you want to make this into a shorter exercise, the introductory and concluding parts (steps 1, 2 and 8) can be missed out.

1A *What's in a name?*



A

Write the first name of ...

- 1 your best female friend _____
- 2 one of your neighbours _____
- 3 a member of your family _____
- 4 a sports personality _____

Examples of questions:

- Who / (name)?
- How / old?
- Where / live?
- Do / any sports?
- speak / English?
- What / look like?
- When / birthday?
- What / do?

NAMES

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Tear off this section and give it to your partner when you have written all the names.



B

Write the first name of ...

- 1 one of your grandparents _____
- 2 one of your colleagues/classmates _____
- 3 your best male friend _____
- 4 a TV or film personality _____

Examples of questions:

- Who / (name)?
- What / look like?
- What / favourite hobby?
- How often / visit?
- Is / married?
- Have / children?
- What / at weekends?
- Have / pets?

NAMES

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Tear off this section and give it to your partner when you have written all the names.

1B Family party

Peter Maggs

Type of activity

Memory game. Pair work.

Aims

To practise question word order and *look/look like*.

Task

To memorise details in a picture and answer questions about it.

Preparation

Make a copy of the worksheet for each student in the class.

Timing

15–20 minutes.

Procedure

- 1 Tell your students you are going to show them a picture and then ask them some questions about it. Tell them that they will have a time limit of two minutes and they must remember as many details in the picture as they can.
- 2 Give each student a copy of the worksheet. After two minutes, ask your students to turn over their pieces of paper.
- 3 Divide the class into pairs or small groups and tell the students you are going to ask them some questions.
- 4 Read out each question from the box on the right, giving students enough time to discuss the answers together. Encourage them to make a guess if they can't remember some of the details.
- 5 Check students' answers (maybe write them on the board) but offer no answers of your own at this stage.
- 6 Ask your students to check the picture again to find out the answers.
- 7 Check the answers in open class. The pair with the most correct answers are the winners.

Answers

- | | | |
|-----------|------------|----------------------|
| 1 6 | 8 3 | 15 yes |
| 2 a glass | 9 a bottle | 16 a cap |
| 3 no | 10 no | 17 6 |
| 4 5 | 11 2 | 18 no |
| 5 yes | 12 old | 19 a (walking) stick |
| 6 a pipe | 13 flowers | 20 5 |
| 7 yes | 14 5 | |

Follow up

For homework, ask your students to find a picture with lots going on in it (in magazines or even comics) and write ten questions for it. In class, they should then test each other's memory.

Notes & comments

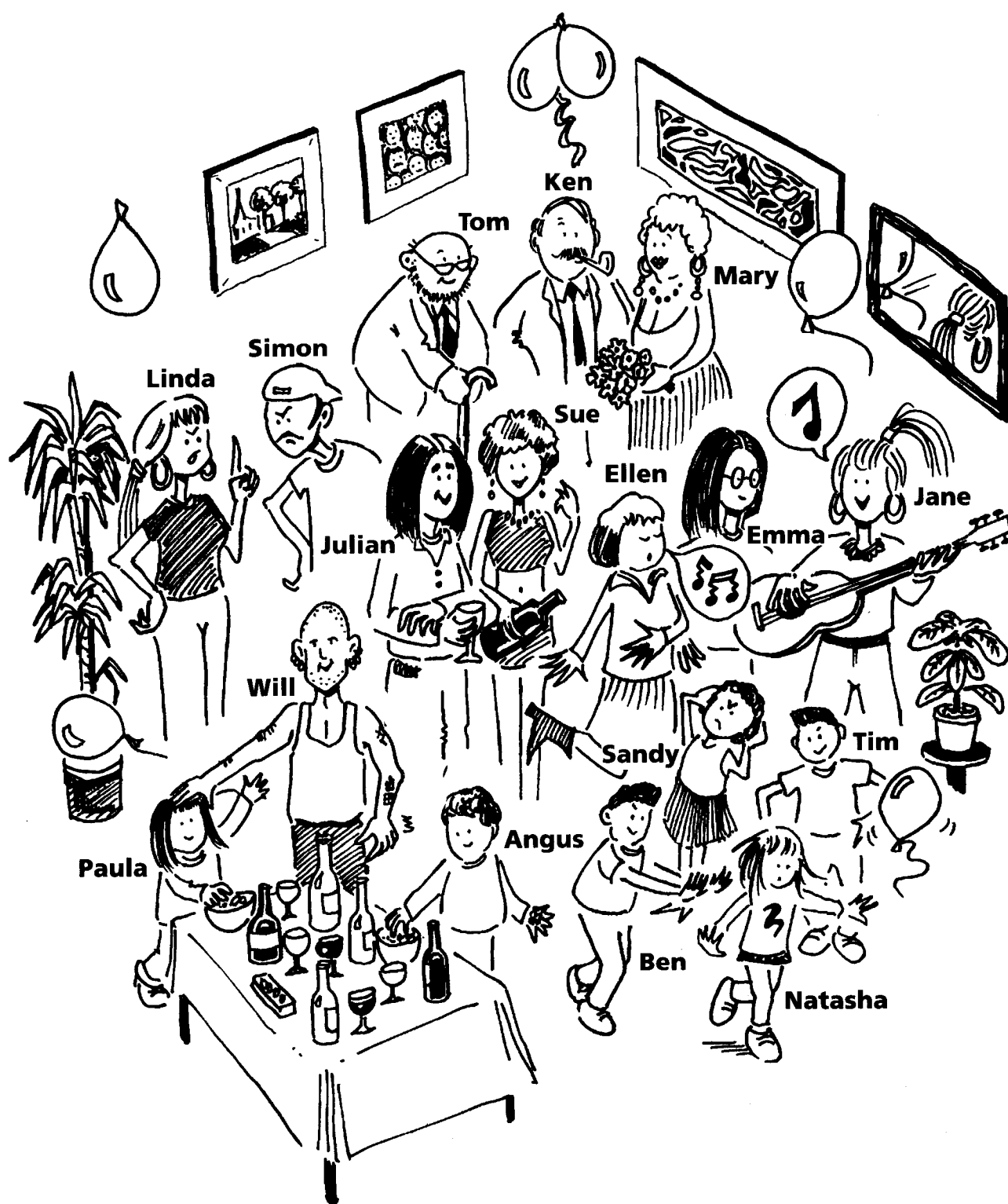
The picture for this activity could also be used for:

- describing people (*Ken's got a moustache. He's wearing a tie and smoking a pipe.*)
- present continuous memory game (*What is Ben doing?*)

Questions

- 1 How many children are there?
- 2 What has Julian got in his hand?
- 3 Does Linda look happy?
- 4 How many people have got earrings?
- 5 Can Jane play the guitar?
- 6 What has Ken got in his mouth?
- 7 Does Emma wear glasses?
- 8 How many pictures are there on the wall?
- 9 What has Sue got in her hand?
- 10 Does Will look smart?
- 11 How many people have got a moustache?
- 12 Is Tom young or old?
- 13 What has Mary got in her hand?
- 14 How many people have got long hair?
- 15 Does Tim look like Ben?
- 16 What has Simon got on his head?
- 17 How many balloons are there?
- 18 Can Ellen sing?
- 19 What has Tom got in his hand?
- 20 How many bottles are there on the table?

1B Family party



2A Categorise

Katherine Stannett

Type of activity

Vocabulary. Group or pair work.

Aim

To revise and reinforce vocabulary, especially countable and uncountable nouns from unit 2 in *Inside Out* Pre-intermediate Student's Book.

Task

To put words in the correct category and divide them into countables and uncountables.

Preparation

Make one photocopy of the worksheet for each group.

Timing

20 minutes.

Procedure

- 1 Divide the students into pairs or small groups. Give each group a worksheet.
- 2 Tell students to categorise all the words on their worksheet under the eight headings. The winner is the first group to categorise all their words successfully. Monitor the activity, helping with any vocabulary problems that arise.
- 3 Write the eight headings on the board and ask representatives from each group to come up to the board and write the words under the headings.
- 4 Tell students to read through the categorised words and mark each word with a U for uncountable and a C for countable. The winner is the first group to divide all their words successfully.

Answers

transport

car	C
bus	C
taxi	C
traffic	U

buildings

high-rise office block	C
castle	C
church	C
house	C

geography

sea	C/U
coast	C
mountain	C
canal	C

going out

nightlife	U
theatre	C
cinema	C
disco	C

food

fruit	U
bread	U
vegetables	C
cake	C/U
meat	U
rice	U

drink

coffee	C/U
wine	U
beer	C/U
tea	C/U
water	U

juice

U

weather

rain	U
snow	U

sunshine

U

cloud

C/U

wind

U

fog

U

countries

Brazil	C
Turkey	C
Malta	C
Ireland	C
Greece	C
Egypt	C

2A Categorise

Put the words below under these headings.

transport

buildings

geography

going out

food

drink

weather

countries

beer

Brazil

bread

bus

cake

canal

car

castle

church

cinema

cloud

coast

coffee

disco

Egypt

fog

fruit

Greece

**high-rise office
block**

house

Ireland

juice

Malta

meat

mountain

nightlife

rain

rice

sea

snow

sunshine

taxi

tea

theatre

traffic

Turkey

vegetables

water

wind

wine

Now decide which are countable and which are uncountable.

2B Worldsearch

Peter Maggs

Type of activity

Writing. Group work. Speaking. Pair and group work.

Aims

To practise country names and their stress patterns.

Task

To write clues for a crossword and to complete it.

Preparation

One copy of the worksheet, cut in half as indicated, for each pair of students in the class. It would be very useful to have a map of the world/atlas to hand and even an encyclopaedia as a reference for students unfamiliar with some of these countries.

Timing

30–40 minutes.

Procedure

- 1 Write: *It is famous for wine, food and romance. There is a famous tower in the capital city.* on the board. Ask students to guess the country (France). Tell the students they are going to write some similar hints as clues for a crossword.
- 2 Divide the class into Team A and Team B. Explain that you are going to give each group the same crossword but that Team A will have the 'across' words already written in and Team B will have the 'down' words already written in. Their task is to write the clues for the words written on their crosswords.
- 3 Give a copy of crossword A to each student in Team A and a copy of crossword B to each student in Team B. Ask the students to work together with people in their group to write a clue for each country.
- 4 To help your students prepare the clues; monitor carefully and encourage them to think particularly about: a) geographical location, b) what the country produces, c) what it's famous for and d) what its capital city is called. All of these could make useful clues.

- 5 When they have finished writing their clues, students should work with a partner from the other group. They must not show each other their crossword.
- 6 Ask them to sit facing each other and take it in turns to ask their partner for clues to the missing names on their crossword.
- 7 When they have asked and answered all the questions and completed their crosswords, they can look at each other's paper to check.

Follow up

See the stress pattern exercise below as an optional follow up activity.

Ask students to remain with their partner to work out which country name goes into which column, according to how the country name is pronounced. Explain there is room for only three countries in each column. Monitor students closely at this stage to help any students who may be struggling.

Check answers in open class.

Answers

■ ■	■ ■	■ ■ ■
England	Japan	New Zealand
China	Brazil	Morocco
Turkey	Kuwait	Korea
■ ■ ■	■ ■ ■ ■	■ ■ ■ ■
Germany	Colombia	Venezuela
Libya	Slovakia	Argentina
Italy	Australia	Madagascar

Give one copy of this to each student in the class:

Put each country from your crossword in an appropriate column according to its stress pattern.

■ ■	■ ■	■ ■ ■
_____	Kuwait	_____
_____	_____	_____
_____	_____	_____
■ ■ ■	■ ■ ■ ■	■ ■ ■ ■
_____	_____	Venezuela
_____	_____	_____
_____	_____	_____

2B Worldsearch

Write the clues.

4 It's a South American country.
It has a very strong oil industry.

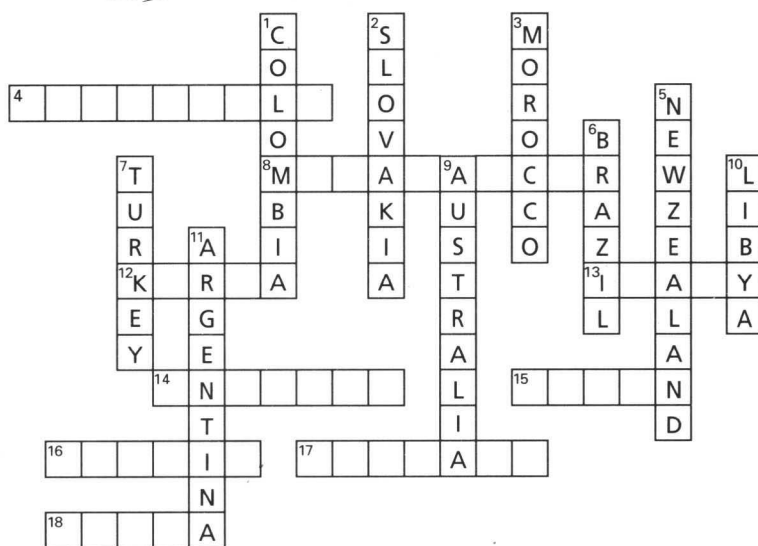
- 8 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____



Write the clues.

1 It's a South American country.
The capital city is Bogota.

- 2 _____
- 3 _____
- 5 _____
- 6 _____
- 7 _____
- 9 _____
- 10 _____
- 11 _____



3A Friday the 13th

David Seymour

Type of activity

Writing. Pair work.

Aims

To practise the past continuous.

Task

To write about a picture.

Preparation

Make one copy of the worksheet for each pair of students.

Timing

20 minutes.

Procedure

- 1 Write the following on the board. Elicit the missing words.
He _____ a newspaper when the accident _____ . (was buying, happened)
- 2 Divide the class into pairs. Give out one copy of the picture to each pair. Ask students to work together to write sentences about the picture using the same structure.
- 3 Add the following sentence to the model:
When the accident _____ , he _____ an ambulance.
Ask students at random to read out one of their sentences. After each one ask what happened next.
- 4 Tell each student to choose one of the people in the picture. Elicit a few questions and answers from open pairs, e.g.:
What were you doing when the accident happened?
I was waiting at the bus stop.
What did you do when the accident happened?
I went to help.

Follow up

Friday the 13th, part 2: Students work together in groups to write about the rest of the day for the people in the picture.

Notes & comments

The same picture can be used to practise the present continuous and is especially good for this kind of transformation:

A man is reading a book. – There's a man reading a book.

It can also be used for making predictions with *going to*, for describing people and for present perfect with *just*.

You may want to make a large copy of the picture to put on the classroom wall and get students to attach examples of the relevant structure.

3A Friday the 13th

