# 新要求大学英语

## Inside Out

视听说

教师手册

Video Teacher's Book

第二册 Intermediate





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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,解然一体: 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* 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 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, betterinformed 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 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 bestknown 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.
- 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 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 reactions 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. In some units Language toolboxes provide students with phrases and vocabulary that will help them achieve the task.

#### 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.
  - or 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 dialogue.
- 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

	Title	Description	Link to <i>Inside Out</i> Intermediate Student's Book
1	Friends will be friends 00:00:54 page 6/34	Pop video of the Queen song Friends Will Be Friends.	Linked to the topic (friends) of the Student's Book unit
2	Romance 00:03:35	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
_	page 8/36		
3	21st century dating 00:14:40	Interviews with an Irish woman and an Australian couple about their relationships.	Dramatised alternative to listening exercises 1–2 on page 25
	page 10/39		
4	Jane Couch 00:16:50 page 12/41	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 14/43	Two young people describe their lives at the age of eight.	Illustrations of the anecdote on page 49
6	Paparazza 00:28:35 page 16/45	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 18/47	A documentary about the annual Las Fallas festival in Valencia, Spain	Linked to the reading text about the festival on page 58
8	No video unit	-	
_	***	Extracts from the LIV come or one	I and a distance (
9	Soap 00.35.10	Extracts from the UK soap opera Emmerdale, 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
	page 20/49	<b>y</b>	
10	The model agency 00:42:40	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
_	page 22/51		
11	Journey 00:46:11	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
	page24/53		
12	First date 00:55:17 page 26/56	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	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
	page 28/59	sociones in the mot themy years.	
14	Party 01·06·40	Two friends discuss people at a fashionable party	Linked to the vocabulary work on describing appearance and clothes on page 120
	page 30/61		F=60 120
15	If 01:09:40	A poem recited by an old man as he looks back on his life.	Dramatised alternative to the poem on page 126
	page 32/63		
16	No video unit		

## 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 audience drums
guitar headphones keyboards
lead singer loudspeaker
microphone microphone stand
piano roadie spotlight
stage



**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 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  CHORUS Complete the chorus. Friends will be friends When you're in need of 1), they give you 2) and	example.
When you're in need of 1) is lost 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 b) The postman delivered a letter from your number c) Only a phone call day d) You tried to track him down, but somebody stole his 3 trust e) As a matter of fact you're getting used to 4 away f) Without him in your way g) It's so easy now 'cos you've got friends you can 6 lover life Complete the chorus. Friends will be friends When you're in need of 1) \_\_\_\_\_\_, they give you 2) \_\_\_\_\_ and 3) Friends will be friends

#### 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?

Hold out your hand

- b) Look at the first verse. How many problems are mentioned? What are they?
- c) Look at the chorus. Is this a good definition of friendship? What other qualities should a good friend have?
- 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?
- e) Have you been to any pop concerts? Which was the best? Which group would you most like to see performing live?

#### Oueen

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.

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

'Cos friends will be friends right 'til the end

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

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

while you watch

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

pride /praid/ noun: the feeling that you are better than other people. adj: proud prejudice /pred3udis/ noun: strong feeling against someone or something that is not based on reason or experience.



Pride and Prejudice

a) Romantic novel set in the \_\_\_\_\_ century.

b) Bennet family – mother, father and \_\_\_\_\_ daughters.

- c) Problem not a very well-off family and have to find people to \_\_\_\_\_ their daughters.
- d) The family goes to lots of balls to socialise and to find \_\_\_\_\_ men for the daughters.
- e) The mother strong, very funny, but very
- f) Elizabeth Bennet a very \_\_\_\_ and \_\_\_ character.
- g) Mr Darcy at first he comes across as quite \_\_\_\_\_ and \_\_\_\_ .
- h) First meeting \_\_\_\_\_ doesn't like Mr Darcy.
- i) She changes her mind he does lots of good things for her \_\_\_\_\_.
- j) Mr Darcy also changes his mind he originally felt he was of a \_\_\_\_\_ class.
- k) In the end, they get \_\_\_\_\_.

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



#### 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 /brixf/ adj: short, lasting only a moment.
encounter /in'kaontə/ noun: an unexpected
 meeting.

#### oo While you watch

a) When was the film made?

6	Watch	Part 2	and	answer	these	questions

What typ	oe of film is it?
Who are	the two main characters?
Are thev	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	

#### 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?

## 21st century dating

#### Before you watch

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

## Tom and Kathy's story "I've finally found the man of my dreams - on the

'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 ( $\checkmark$ ) the boxes.

		True	False
Ka	thy and Tom		
a)	It was difficult for Kathy to take time off work.		
b)	Kathy had to pay for the flight to Denver.		
c)	Kathy found Tom easily at the airport.		
d)	Kathy returned home without leaving the airport.		
e)	Tom hated Kathy's shoes.		
Lis	a and Joel		
f)	They are still married.		
g)	Lisa's mother hasn't spoken to them since the wedding.		
h)	They no longer live in their home town.	,	
i)	They felt like 'tourist attractions' after the competition.		
j)	They don't like their new home.		

4		hich of the following sentences be d Kathy's story and which to Lisa	~	
	a)	They arranged to meet at the	&K J&L	
		airport.		
	<b>b</b> )	She felt very nervous.		
	c)	They've been married for a year now.		
	d)	He looked just like his photo.		
	e)	They've just celebrated their first wedding anniversary.		
	f)	She went straight back home.		
	g)	His mother hasn't spoken to him since the wedding.		
	h)	They've moved away from their home town.		
	i)	She hated his shoes.		
	j)	They've been in their new home for about six months.		
5 ►	Fo	atch again and check your answer r work on the present perfect and in to page 25 in the Student's Bool	past simple,	
<b>A</b> 1	Co	r you watch  mplete these extracts with the work rases in the box.	ords and	
	coming up to in touch joking put/off at first sight spotted straight stupid turned into			
	a) b)	Oh, yes. I <u>spotted</u> him immed Was it love?	iately.	
	c)	I couldn't have predicted what h 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'upset about it.	re really	
	h)		competition	

tourist attractions.

these personal questions.

strangers \_\_\_

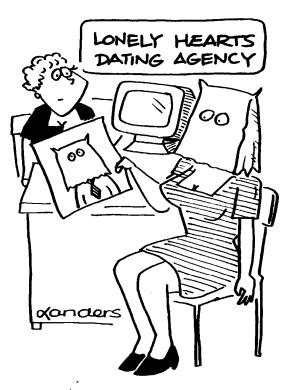
We couldn't walk down the street without

\_\_ us and asking us all

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	
2	became	
3	foolish, silly	
4	immediately	
5	in contact	
6	made (me) dislike	
7	not being serious	
8	noticed	a
9	the moment you see someone or something for the first time	

- **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

_	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?

4)	This success changed you at an.	
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

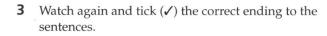
e)	How do you generally feel about your
	opponent?
f)	How do you prepare for a fight?

g)	Were you always a sporty girl at school?
h)	What have been the highlights of your

n)	what have been the nightights 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?



a)	Jar	ne got involved with boxing after sne	
	1	read a magazine article about	
		women boxing.	

2	saw a documentary about women
	boxing.

-				
b)	At	school	l, she	

	19						Г
1	played	in	several	school	sports	teams	
	playea	111	oc v ciui	SCHOOL	sports	iculiis.	L

	1 2	1
2	just used to drink	, smoke and eat
	chips	

c)	When she took up	boxing	her	family	and
-)	friends	connig,	1101	ranning	aria

tri	ends	
1	thought she was l	oonkers (crazy).

2	thought	it was	a fantastic	idea.
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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.			

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
	panetang tanang aong sit ups skipping asing weights
A	fter 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
	a) I thought, 'Yeah, I'm going to <u>have a go</u> .'
	b) when I first told everyone I was going to it, everyone just thought I was bonkers.
	c) just spend the first few weeks just and then
	d) I wasn't the best boxer in the world, but I was fit
	e) I've, you know, had the odd and the after fight pains
	f) I don't get many days off but when I do, I just like to around the farm
	g) Iboxing.
	h) Everybody says like, how that I still am
6	Match the words and phrases in 5 to their <b>7</b> Work in groups and discuss these questions.
	meanings below.  a) What do you think of Jane Couch?
	1 becoming fit   b) How do you feel about women boxing? Is it
	2 fill my life with popular in your country?
	3 marks on the skin, caused by being hit   4 ordinary   C) Does your country have world champions in any sports?
	4 ordinary any sports?  5 relax d) Which sportsmen and women do you
	6 talented particularly like and admire? Why?
	7 start a new hobby e) If you could be a world champion, which
	8 try 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 —b) grounded
  - c) naughty
  - d) fare
  - e) nun
  - f) giggling

- 1 badly behaved
- 2 laughing in a childish way
- 3 not allowed to leave the house as a punishment
- 4 saying or doing unkind things to other people
- 5 a woman who lives in a religious community
- 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.

		R	D
Wł	no		
a)	used to live in America?		
b)	used to enjoy playing spies?		
c)	once had to be rescued from a tree?		
d)	used to avoid paying bus fares?		
e)	had a teacher called The Wolfman?		
f)	once had their teeth knocked out?		
g)	used to like dressing up?		
h)	was once a professional skateboarder?		

used to want to be a pilot?