Helena Gomm & Jon Hird

# 新要求大学英语

Inside Out

综合教程

教师手册 Teacher's Book

预备级 Elementary





## 新要求大学英语(Inside Out) 书目:

#### 预备级 (Elementary)

- 综合教程 学生用书
- 综合教程 练习册
- 综合教程 教师手册
- 综合教程 课堂活动
- 视听说 学生手册
- 视听说 教师手册

#### 立体化配套

- 综合教程 学生用书 课外学习 CD-ROM
- 综合教程 教师手册 录音磁带或 CD
- 综合教程 练习册 CD
- 视听说 VCD

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Video Teacher's Book

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- 视听说学生手册
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#### Student's Book Workbook

Teacher's Book Resource Pack

Video Student's Book Video Teacher's Book

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Resource Pack

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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. 立体化的数学资源:《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。

# The Teacher Development Series

- Helps teachers develop their own personal and effective style of teaching
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The *Guide* provides an introduction to using the *Sound Foundations Chart*.

0 435 24094 3

Visit **www.teacherdevelopment.net** for more information on the *Teacher Development Series* and its authors

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# Introduction

At the heart of 'Inside Out' is the belief that the most effective conditions for language learning come about when students engage in activities on a personal level rather than just 'going through the motions'. Engagement can be triggered by anything from understanding and smiling at a cartoon to talking at length to a partner about your last summer holiday.

#### **Teaching strategies**

All the strategies employed in *Inside Out* aim to promote learning by focusing on personal engagement, both intellectual and emotional. Students come to class with their own knowledge of the world, tastes, feelings and opinions. *Inside Out* tries to tap into this rich resource by focusing on topics that students can relate to. We believe our job as teachers is to concentrate on *how* they speak and write. This can be achieved when *what* they speak and write about is part of their life experience. It is much more difficult to achieve when the topic of the lesson is alien to students – something they have never considered before.

Organising learning around topics that encourage personal engagement also helps ensure that we never lose sight of meaning as the key ingredient in effective language learning. As Rod Ellis remarks: 'It is the need to get meanings across and the pleasure experienced when this is achieved that motivates second language acquisition.'

#### Accessible topics and tasks

Each unit is built around a set of two or three related topics. They provide an interesting and wide-ranging selection of subjects about which most students have something to say. (Website addresses are provided in many cases if you want further information about these subjects.) However, as Penny Ur explained many years ago: 'The crux is not what to talk about, but why you need to talk about it.' The tasks in Inside Out have been designed to set up opportunities for genuine communicative exchanges.

# Grammar awareness / Grammar practice

The course covers the main grammar areas you would expect in an elementary course book.

We recognise that learning grammar is a messy, non-linear process – often a case of two steps forward, one step back. All the research suggests that a student's internal grammar is in a permanent state of flux. The constant restructuring necessary to incorporate new rules into the system can adversely affect language already 'learned'. A typical example is the student who learns bought as the past form of buy, but then starts to over-generalise the regular -ed inflection for past tense marking and uses the incorrect form buyed for a while. This characteristic of language learning is perfectly natural and mirrors the process children go through when mastering their native tongue.

We feel that the key to learning grammar then, is to provide students with as many opportunities as possible for meaningful practice. Practice makes perfect. It is only through frequent manipulation of form that students begin to increase the complexity of their output – use more grammar – and in doing so, improve their ability to communicate effectively.

To provide appropriate grammar study, *Inside Out* includes regular 'Close up' sections. These follow a three stage approach: language analysis; practice; personalisation.

#### 1 Language analysis

The language analysis stage promotes 'noticing' of language features and usage. The language to be 'noticed' almost always comes out of a larger listening or reading text where it occurs naturally in a wider context. We do not believe that self-contained, pre-fabricated, random example sentences are a good starting point for analysis. At this point students are encouraged to articulate and organise what they know, and incorporate new information. At the elementary level it is inevitable that some of this discussion will take place in the students' native language. We think this is okay, as this stage is more a question of 'getting your mind around it' than 'getting your tongue around it'.

The language analysis stage will work both as individual study or as pair/groupwork. In general, we recommend pair/groupwork as this provides a forum for students to exchange and test out ideas before presenting them in the more intimidating arena of the whole class.

Unlike other books which use the 'guided discovery' approach to grammar, we have generally avoided gap fills and multiple choice questions. Research showed us that most students are unenthusiastic about using these techniques to study grammar. This may be because they associate them with testing rather than learning. Instead, we provide questions and discussion points where appropriate.

#### 2 Practice

In the practice activities students manipulate or select structures, testing their theories. As they do this, they also become more comfortable with the grammar point. Integrated into the Student Book units are many pairwork activities based on the information gap principle. These are marked in the following way: **Pairwork: Student A & B**. The Pairwork: Student A and Pairwork: Student B sections are arranged separately at the back of the book: Student A (pages 86 to 93, identified by a red tag) and Student B (pages 98 to 105, identified by a blue tag).

The sentences in the practice stage are designed to be realistic and meaningful rather than relying on invented scenarios about imaginary people or places. In our study of form, we do not believe that it is necessary completely to abandon meaning. Many of the sentences can be applied to the student's own lives, and this facilitates the next stage.

#### 3 Personalisation

The personalisation stage is not a conventional free practice, where students, for example, take part in a role play which 'requires' the target structure. As Michael Lewis has pointed out, very few situations in real life actually require a particular structure. Furthermore, when they are faced with a challenging situation without time to prepare, many students will, naturally, decide to rely on what they know, rather than what they studied half an hour ago. For these reasons, personalisation is based on actual examples of the target structure. Students apply these examples to their own lives, opinions and feelings. Very often the sentences or questions from the practice stage are recycled for the personalisation. For example:

- Re-write the sentences in 1 so that they are true for your partner.
- Work with a partner. Ask each other the questions you have written in 2.
- Replace the names in 3 with the names of people in the class.

All the *Close up* sections are supported by Language reference boxes, which give accurate, clear explanations backed up with examples. Language toolboxes provide additional information as necessary. Both the Language references and the Language toolboxes appear in the unit, right where they are needed, rather than being tucked away at the back of the book.

#### Contemporary lexis in context

The valuable work done over the years on various dictionary corpora has informed us that relatively few words – around 3,500 – account for over 80% of all English usage. In the recent *Macmillan English Dictionary* and *Macmillan Essential Dictionary* these most frequent and useful words are printed in red. They are given a 'star rating' of three, two and one stars – three stars showing the most common and basic words. One of our guiding principles has been to write materials that expose students to as many of these three star words as possible.

In *Inside Out* we also make sure that the lexis we focus on is always presented in context and is related to the themes and topics in the unit. Vocabulary is first of all highlighted in exercises which draw attention to it, then recycled in back-up exercises. The Workbook provides further recycling, as do the photocopiable tests in the Teacher's Book. The exercises encourage students to deal with lexis as part of a system, rather than as a list of discrete words. There are a variety of tasks which focus on collocation and typical usage. In addition, a comprehensive unit-by-unit wordlist, based on data from the *Macmillan Essential Dictionary*, is included in the Student Book as a valuable reference and learning tool.

Although there is a lot of work on lexis in *Inside Out*, we urge you to expose your students to as much English as possible from as wide a variety of sources as you can. There are lots of good, practical ideas and ready-made lessons on the Macmillan website for teachers – *www.onestopenglish.com*. The more English input they receive, the more likely this input will become intake and eventually output. In particular, we would encourage you to get your students reading graded readers. The benefits of extensive reading are well researched and documented. Get your students hooked on books!

#### Personalised speaking tasks

Inside Out is filled with speaking tasks. Their main purpose is to develop fluency. While they are not intended principally as grammar practice, they are linked to the topics, lexis and grammar in the unit so as to include opportunities for students to turn input into intake and then into output.

The tasks do not require complicated classroom configurations. They are easy to set up and enjoyable to use. Most of them encourage the students to talk about things that actually matter to them, rather than playing roles or exchanging invented information. Personalised, authentic tasks challenge and engage students, and this encourages linguistic 'risk taking': Can I use this word here? Is this how this structure works?

Research into second language acquisition suggests that when students take risks they are experimenting, testing theories about how the language works and restructuring their internal language system accordingly. This is an essential part of language learning.

#### **Anecdotes**

There are also extended speaking tasks, where students tackle a longer piece of discourse. We have called these 'Anecdotes'. They are based on personal issues, for example, memories, stories, people you know. When you learn a musical instrument, you cannot spend all your time playing scales and exercises: you also need to learn whole pieces in order to see how music is organised. Anecdotes give students a chance to get to grips with how discourse is organised. We have found the following strategies helpful in getting our students to tell their Anecdotes.

#### 1 Choose global topics that everybody can relate to

One of the main objectives of an Anecdote is to encourage students to experiment with, and hopefully grow more competent at, using language at the more demanding end of their range. It therefore seems only fair to ask them to talk about subjects they know something about. With familiar subject matter students can concentrate on how they are speaking as well as what they are speaking about. The ten Anecdote topics in Inside Out Elementary have been carefully selected to appeal to the widest range of students whilst at the same time, fitting in with the context of the unit.

#### 2 Allow sufficient preparation time

Students need time to assemble their thoughts and think about the language they will need. The Anecdotes are set up through evocative questions. Students read or listen to a planned series of questions and choose what specifically they will talk about; shyer students can avoid matters they feel are too personal. This student preparation is a key stage and should not be rushed. Research, by Peter Skehan and Pauline Foster among others, has shown that learners who plan for tasks attempt more ambitious and complex language, hesitate less and make fewer basic errors.

The simplest way to prepare students for an Anecdote is to ask them to read the list of questions in the book and decide which they want to talk about. This could be done during class time or as homework preparation for the following lesson. The questions have check boxes so that students can tick the ones they are interested in. Ask them to think about the language they will need. Sentence beginnings are provided in the

Student's Book to give the students some extra help. Encourage them to use dictionaries and make notes – but not to write out what they will actually say. Finally, put them into pairs to exchange Anecdotes.

A variation is to ask the students to read the questions in the book while, at the same time, listening to you read them aloud. The Anecdote questions have been recorded so you could play the Class Cassettes or CDs instead. Then ask them to prepare in detail for the task, as above.

Alternatively, ask the students to close their books – and then to close their eyes. Ask them to listen to the questions as you read them aloud or play the recording, and think about what they evoke. Some classes will find this a more involving process. It also allows you to adapt the questions to your class: adding new ones or missing out ones you think inappropriate. After the reading, give them enough time to finalise their preparation before starting the speaking task.

#### 3 Monitor students and give feedback

It is important for students to feel that their efforts are being monitored by the teacher. Realistically, it is probably only possible for a teacher to monitor and give feedback to one or two pairs of students during each Anecdote activity. It is therefore vital that the teacher adopts a strict rota system and makes sure that everyone in the class is monitored over the course of a term. Constructive feedback helps students improve their delivery.

#### 4 Provide a 'model Anecdote'

It is always useful for the students to hear a model Anecdote at some stage during the Anecdote activity. The most obvious model is you, the teacher. Alternatively you might ask a teaching colleague or friend to talk to the students. In several cases there is a model Anecdote on the Class Cassettes/CDs accompanying *Inside Out Elementary* which you can use.

# 5 Repeat the same Anecdote with a new partner at regular intervals

Consider going back to Anecdotes and repeating them in later classes. Let the students know that you are going to do this. This will reassure them that you are doing it on purpose, but more importantly, it will mean that they will be more motivated to dedicate some time and thought to preparation. When you repeat the task, mix the class so that each student works with a new partner, i.e. one who has not previously heard the Anecdote.

In our experience, most students are happy to listen to their partner's Anecdotes. If, however, any of your students are reluctant listeners you might think about giving them some sort of 'listening task'. Here are three examples:

- Ask the listener to tick the prompt questions that the 'Anecdote teller' answers while telling the Anecdote.
- Ask the listener to time the 'Anecdote teller'. In Teaching
  Collocations (page 91) Michael Lewis suggests reducing the
  time allowed to deliver the Anecdote each time it is
  repeated. For example, in the first instance the student has
  five minutes; for the second telling they have four minutes;
  and the third three minutes.
- Ask the listener to take brief notes about the Anecdote and write them up as a summary for homework. Then give the summary to the 'Anecdote teller' to check.

The pedagogic value of getting students to retell Anecdotes – repeat a 'big chunk' of spoken discourse – cannot be overstated. Repeating complex tasks reflects real interactions. We all have our set pieces: jokes, stories, etc. And we tend to refine and improve them as we retell them. Many students will appreciate the opportunity to do the same thing in their second language. Research by Martin Bygate among others has shown that given this opportunity students become more adventurous and at the same time more precise in the language they use.

You can also use the Anecdotes to test oral proficiency and thereby add a speaking component to accompany the tests in the Teacher's Book.

#### Realistic reading

In theory, no matter how difficult a text may be, the task that accompanies it can be designed to be within the competence of the student, i.e. 'grade the task not the text'. However, conversations with students and teachers and many years in the classroom have convinced us that this is an insight of only limited value. However easy the task, students are quickly disillusioned by an incomprehensible text.

At the other extreme, many of the texts that have appeared in ELT coursebooks in the past have obviously been written merely in order to include examples of a given grammatical structure. Texts like this are often boring to read and unconvincing as discourse.

The solution adopted in *Inside Out* has been to base all reading texts on authentic modern sources, including magazines, novels, newspapers, websites and personal communications. In *Inside Out Elementary*, the source texts have been adapted and graded so as to make them challenging without being impossible. The texts have been selected not only for their language content but also for their interest and their appropriacy to the students who will use this course.

#### Varied listening work

The listenings include texts specially written for language learning. There are dialogues, conversations, monologues and classic pop songs. There is a variety of English accents – British, American, Welsh, Scots, North Country – and some examples of non-native speakers. The tasks are designed to develop real life listening skills.

#### Pronunciation improvement

Work on particular areas of sound, stress and intonation is integrated into units as appropriate.

#### Motivating writing practice

The coursebook contains six structured writing tasks which offer the students opportunities to get to grips with a variety of formats: narrative, descriptive, biography, formal letters, postcards and application forms.

This is backed up by a self-contained writing course which runs through the Workbook.

#### **Components**

Inside Out Elementary includes a Student's Book, a Teacher's Book, a Workbook (including a CD) with or without key, Class Cassettes and CDs and a photocopiable Resource Pack. There is

also a Resource Site on the internet at www.insideout.net. The course also includes a Video, a Video Student's Book and a Video Teacher's Book.

#### Student's Book

The Student's Book covers about 90 hours of classroom teaching. It is made up of sixteen main units (1–4, 6–9, 11–14 and 16–19) and four review units (5, 10, 15 and 20). There is also a Zero unit introducing classroom language. The units (apart from Unit 0) are all four pages long but do not follow a rigid template: the flow of each one comes from the texts, tasks and language points in it.

The Pairwork: Student A and Pairwork: Student B activities are at the back of the book along with Additional material.

The book includes all the tapescripts, plus a glossary and proper nouns with Chinese meaning, a list of verb structures, a glossary of grammatical terminology, sections on classroom language and on numbers, a guide to the phonemic alphabet, a list of irregular verbs and a comprehensive unit-by-unit presupposed wordlist.

#### Class Cassettes (2) and CDs

These have all the listening materials from the Student's Book.

#### Workbook and CD

The Workbook provides revision of all the main points in the Student's Book, plus extra listening practice, pronunciation work and a complete self-contained writing course. There are with or without key versions.

#### Teacher's Book

In this book you'll find step-by-step notes and answers for every exercise. These notes include closed-book activities to warm the class up before beginning a new set of work. The tapescripts are included in the body of the teacher's notes for easy reference.

For every one of the main units there is a one-page photocopiable test, for use as soon as you finish the unit or a couple of weeks later. There are longer mid-course and end-of-course tests which go with the four review units (5, 10, 15 and 20)

At the beginning of the book there is a Zero unit. This consists of two parts.

- The first part is a quiz about the Student's Book to help familiarise students with it: how language is described, the kinds of activities they will do, how the list of contents works, what they can find at the back of the book.
- The second part is a Student profile. It aims to discover something about each student's language learning history and reasons for studying English, for example, for an exam, for academic studies, for work reasons, out of personal interest, etc. (Where your students share the same language you might like to translate the profile for them.) Students can fill the form out individually or by interviewing each other in pairs. The Student profile is similar to needs analysis, which has been used in business English for many years. But it is not only business students who have reasons for learning. General English students also have needs and wants. Knowing about them will help

you to plan lessons, to use the Student's Book more appropriately and to get to know your students better.

#### Resource Pack

The Resource Pack contains photocopiable worksheets designed to supplement or extend the Student's Book. The worksheets are based on the themes and grammar points in the book and are linked to the book unit by unit. They were written for this project by a range of different ELT teachers. They are very varied, but one thing they have in common is that they provide practical, useful classroom practice. There are full teaching notes for every worksheet.

#### Video

The Video contains one sequence for each unit of the Student's Book. Each sequence links to exercises and pages in the Student's Book, either using tapescripts to create a visual version of listening exercises, or taking a topic and developing it more fully.

#### Video Student's Book

The Video Student's Book provides worksheets for the video sequences.

#### Video Teacher's Book

The Video Teacher's Book provides worksheets for the video sequences, as well as full keys and tapescripts.

# Resource Site and e-lessons at www.insideout.net

The *Inside Out* website is a constantly updated resource designed to supplement the Student's Book with a guide to useful websites and a topical weekly e-lesson which you can receive free of charge by subscribing online at *www.insideout.net*.

#### Over to you

If you have any comments about *Inside Out*, you can contact us via the *Inside Out* website at *www.insideout.net*. Your opinions will help to shape our future publishing. We look forward to hearing from you.

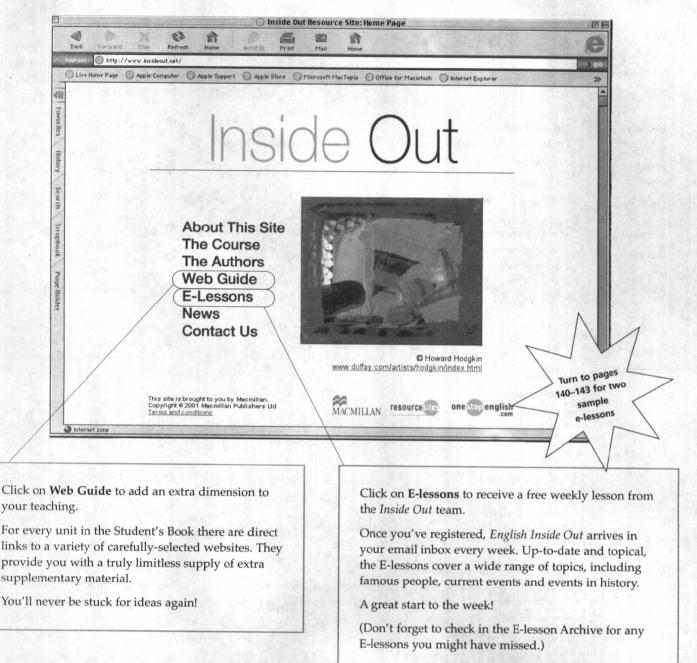
#### Zero unit answers

(Page numbers refer to the Student's Book.)

- 1 a) Twenty.
  - b) They are review units (pp 22, 42, 62, 82).
- **2** a) Unit 3 Days (p 14)
  - b) Unit 12 Reality (p 51)
  - c) Unit 16 dotcom (p 68)
  - d) Unit 18 Justice (p 77)
- 3 a) English; that
  - b) shop
  - c) help you
- **4** Past simple (p 40).
- **5** a) Unit 6 Food (p 29)
  - b) Unit 8 Sea (p 36)
  - c) Unit 17 Drive (p 72)

#### Join us online at www.insideout.net

The *Inside Out* website is a huge teacher resource designed to supplement and enrich your teaching with a wealth of fresh, topical, up-to-the-minute material. And it's all FREE!



#### Feedback from teachers on the Inside Out website

- \* 'I'm really satisfied with the service you provide. Every week I receive enjoyable activities to do with my students. Congratulations!'
- \* 'Your site has proved to be of great use in my classes, and my students really enjoy using the material I take to class. Thank you for helping us teachers with so many attractive ideas.'
- \* 'Thanks again for the materials! You saved me a lot of time this week!'
- \* 'I'm astonished by the website and happy to have chosen Inside Out.'
- \* 'The book is very interesting, and the topics are up-to-date. I find the E-lessons fascinating.'
- \* 'All your free lessons are much appreciated and heavily utilised by the staff of this centre in our general English classes.'

Find out more at: www.insideout.net

Units & topics	Speaking & writing	Reading & listening texts	Grammar, Dexis & Pronunciation
Classroom page 4	Activities to introduce classroom la and spelling etc.	nguage. Includes classroom vocabulary, teacher	's instructions, ways of asking for repetition
You Introductions Favourites page 6	Exchanging personal information Talking about favourites	A man joining a sports club Two women talking about a man UK travel: useful numbers She's Got You	<ul> <li>Possessive adjectives. bc.         Questions &amp; short answers     </li> <li>Telephone numbers. Days. Months.         Colours     </li> <li>Sounds of the alphabet</li> </ul>
People Family Friends Jobs page 10	Talking about family Talking about people you know Anecdote: one of your relatives	<ul> <li>Meet the Taits</li> <li>Two women talking about a family photograph</li> <li>Two women talking about their relatives</li> </ul>	<ul> <li>Present simple: auxiliary verbs.         Possessive 's     </li> <li>Family, Jobs. Nationalities</li> <li>Word stress</li> </ul>
Days Habits Likes & dislikes page 14	Talking about a perfect day Talking about habits & routines Talking about likes & dislikes	Eight people talking about free time  On a perfect day in New York  Little and large  Talking about two people's likes & dislikes	<ul> <li>Adverbs of frequency. like + -ing.         Object pronouns</li> <li>Daily activities. Prepositions of time:         in, on, at. make/do. Leisure activities</li> <li>3rd person endings: /s/, /z/, /1z/</li> </ul>
Houses Homes page 18	Talking about houses & furniture Talking about where you want to live Anecdote: your home Writing a postcard	Beckingham or Buckingham?  Your house in the stars  The best in the world	<ul> <li>there is / there are, some/any</li> <li>Rooms &amp; furniture. Prepositions of place Positive &amp; negative adjectives</li> </ul>
Review 1 page 22	Activities to review all the main la a sketch entitled Why do you want	anguage points in Units 1-4. Includes a letter fro to work here?	m a homestay family to a foreign student and
Food  Eating Diets page 26	Talking about food Talking about food combining Talking about famous singers' backstage demands	<ul> <li>Eat well, enjoy your food and keep slim</li> <li>Two people talking about food combining</li> <li>Conversation in a delicatessen</li> </ul>	<ul> <li>Nouns: countable &amp; uncountable.         Quantity: How much / How many?</li> <li>Food &amp; drink. Containers. would like</li> <li>Vowel sounds</li> </ul>
Work Personality Jobs page 30	Talking about your personality Talking about qualities needed for different jobs Anecdote: a good job Writing a formal letter	Personality exercise  From mountains to modelling  Interview with two celebrities	<ul> <li>Modals: can, can't, have to, don't have to</li> <li>Describing character. Jobs</li> <li>Word stress</li> </ul>
Water sports Holidays page 34	Talking about water sports Writing a simple narrative Anecdote: your last summer holiday	<ul> <li>Three people talking about water sports</li> <li>It's always summer on the inside</li> <li>Shark attack!</li> <li>A woman talking about her last holiday</li> </ul>	<ul> <li>Past simple: regular &amp; irregular affirmative forms. ago</li> <li>Water sports. Time expressions: on, in, at last. Time linkers</li> <li>-ed endings</li> </ul>
9 Solo Feelings Experiences page 38	Talking about feelings Talking about things you do alone Talking about Hollywood stars Writing a biography	Going it alone Interview about Debra Veal  I want to be alone	<ul> <li>Past simple: regular &amp; irregular negativ &amp; question forms</li> <li>Feelings. Adjective + particle collocation</li> <li>Past simple vowel sounds</li> </ul>
10 Review 2	Activities to review all the main about a delicious meal, and a bo	language points in Units 6-9. Includes a reading ard game entitled Let's talk about	3 about a famous politician, an Anecdote

Units & topics	Speaking & writing		Reading & listening texts		Grammar, Dexis & Oronunciation
11 Looks  Description Clothes page 46	Talking about similarities between family members Talking about who you look like Talking about what people wear	: :	A man talking about his clothes  Image – Quiz of the month  TV presenter describing people arriving at the Oscars	0	Present continuous Physical description. <i>look like</i> . Clothes Numbers 13/30, 14/40, etc.
12 Reality Dreams Television page 50	Talking about dreams & reality Talking about television Writing an online application to appear on Big Brother Talking about reality TV Talking about hopes & desires for the future		Glenna's dream book A woman telling the 2nd part of Glenna's story Interview between TV presenter & winner of Big Brother I Have A Dream	0	Future forms: want to, would like to, hope to, going to TV programmes. Collocations Vowel sounds /i:/, /t/, /at/, /et/
13 Things Possessions Shopping page 54	Talking about lost property  Anecdote: the last time you went shopping  Talking about your city  Talking about valuable things		Lost property  A woman phoning a lost property office savekaryn.com Happy Birthday, Mr President	0	Comparative & superlative adjectives. Comparison structures Describing objects. Money. Big numbers Schwa /ə/
14 Energy Health The body Character page 58	Talking about daily activities Talking about health & exercise Talking about character Talking about advice for everyday problems	į	Joaquín Cortés: body and soul How do other people really see you? Two people talking about doing exercise	0	Problems & advice: too, enough, should Frequency expressions. How often? Parts of the body. Collocations. Describing character  / \( \lambda \) sound
15 Review 3 page 62	Activities to review all the main la a good-looking person, and a sket			viev	v with a famous athlete, an Anecdote about
16 dotcom  Computers School friends page 66	Talking about websites Talking about old friends Talking about things you have done Anecdote: an old school friend				Present perfect + ever. Past participles to-infinitive. Computer terms. Phrasal verbs
Journeys Traffic page 70  18 Justice Revenge	Talking about drives to work Talking about problems on the road Game: On the way home Talking about revenge Talking about stories		mad on the road Directions from A to B  Revenge is sweet & Dinner by post	9	Question forms: How + adjective/adverb; What + noun Prepositions of movement. Traffic situations. Directions Ordinal numbers: 1st, 2nd  Punctuation. Past continuous Time adverbials. Adverbs of manner
Story-telling page 74	Writing a story	53	A modern fairy tale	,	
19 Extreme  Nature  Weather  Predictions  page 78	Talking about nature Talking about hotels & buildings Talking about the weather Anecdote: your favourite time of year		London winter weather forecast	•	Passives Geographical features. Weather. will/might Word & sentence stress
20 <i>Review 4</i> page 82			age points in Units 16–19. Includes a funn ard game entitled <i>The Revision Game</i> .	y sto	ory, an Anecdote about a journey you

Pairwork: Student A page 86 • Additional material page 94 • Pairwork: Student B page 98 • Presupposed word list page 106 • Verb structures page 114 • Adjectives page 115 • Grammar glossary page 116 • Classroom language page 116 • Numbers page 116 • Phonetic symbols page 116 • Irregular verbs page 117 • Tapescripts page 118 • Glossary 128 • Proper nouns 130

0

# Zero unit

#### Book quiz

Look through your book and find the answers to these questions.

- **1** a) How many units are there in the book?
  - b) Why are Units 5, 10, 15 and 20 different?
- **2** Look at the list of contents. In which unit can you:
- a) read about a perfect day in New York?
  - b) talk about reality TV?
  - c) listen to a conversation between two old school friends?
  - d) write a story?
- **3** Look at the back of the book.
  - a) Complete these sentences from the *Classroom language* section on page 116:

What's this in \_\_\_\_\_?

Can you repeat \_\_\_\_\_?

- b) Which word illustrates /ʃ/ in the table of phonetic symbols on page 116?
- c) Complete this question from the beginning of tapescript 05?

Good afternoon. Can I \_\_\_\_\_ ?

**4** Which grammar structure is dealt with in the Language reference section in Unit 9 *Solo*?

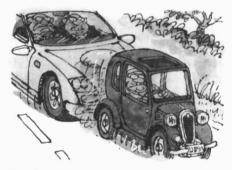
**5** Look at the list of contents. Decide which units you think these pictures are in and then check in the unit.



a)



b



c)

### Student profile

■ Name						
Have you studied English in the past?						
No ☐ Yes ☐ → When and where?						
■ Have you got any English language qualifications?						
No  Yes  → What are they and when did you take them?						
■ Do you use English outside the class?						
No						
■ Are you studying English, or in English, outside this class?						
No ☐ Yes ☐ → Please give details						
■ Do you speak any other languages?						
No						
■ Why are you studying English?						
I need it for work.						
No ☐ Yes ☐ → What do you do?						
I need it to study.						
No						
Where?						
I'm going to take an examination.						
No ☐ Yes ☐ → What examination are you going to take?						
When?						
I'm doing it for personal interest.						
No ☐ Yes ☐ → What do you like doing in your free time?						

# Classroom Teacher's notes

#### Lexis: the classroom (p4)

Pairwork. Students work together to identify the objects in the picture and match them with a word from the box. Allow them to ask for help and to compare answers with other pairs, but do not check answers at this stage. Students may ask why some words have the definite article (the) and some the indefinite article (a/an). Point out that we tend to use the when there is only one of something (eg: the teacher) and a/an when the thing is just one example of others that may be present (eg: a window, a student).

#### 01 SB p 118

Play the recording for students to listen and check their answers to Exercise 1. Then play it again for them to repeat the words.

- a picture
- a window
- the board c)
- a word
- e) a definition
- f) a sentence
- a question g)
- h) an answer the teacher
- i)
- a map
- k) the door
- the cassette player I)
- a student
- n) a chair
- a piece of paper 0)
- a dictionary
- q) a pen
- a desk r)
- a book
- t) a bag

#### 02 SB p 118

Play the recording and ask students to point to the things mentioned in their own classroom. If space and constraints on noise level permit, you could have this as a race with the first student to touch the thing mentioned winning a point.

#### 

Point to the board.

Point to the door.

Point to a chair.

Point to a book.

Point to a desk.

Point to a window.

Point to the cassette player.

Point to a student.

Point to a bag.

Point to the teacher.

Pairwork. Draw students' attention to the Language toolbox and explain that these small sections occur in the margin throughout the book and are there to help them with specific language points. This one explains the difference between this and that. Make sure that students understand that it is a question of the distance between the object and the speaker. Go through the examples with the class.

Students then take turns to point to things around their classroom and ask their partner What's this in English? or What's that in English? Go round, checking that they are forming the questions correctly. Remind students that we tend to use the when there is only one of something and a/an when the thing is just one example of others that may be present.

This could be set for homework, if you wish.

#### Lexis: teacher language (p.5)

This section teaches some of the language you will be using throughout the book. If you teach these expressions now, you will be able to use English to give instructions throughout the course, thus exposing the students to more language use.

- Pairwork. Students choose words from the box to complete the instructions. Allow them to compare with other pairs, but do not check answers at this stage.
  - a) Work
  - b) Look
  - c) Listen
  - Write
  - Read e)
  - f) Use

#### 2 03 SB p 118

Play the recording for students to listen and check their answers to Exercise 1.

#### C 03

- a) Work with a partner.
- b) Look at the board.
- c) Listen to the conversation.
- d) Write the answers on a piece of paper.
- e) Read the text.
- f) Use your dictionary.
- **3** Pairwork. Students make more teacher instructions by replacing the underlined words in Exercise 1 with words from the box. Check answers with the class.
  - a) Work in groups of three.
  - b) Look at the photograph.
  - c) Listen to the song.
  - d) Write your name.
  - e) Read the article.
  - f) Use a piece of paper.

#### Lexis: student language (p 5)

As with the teacher language above, the more your students get used to using English in the classroom, the more familiar they will become with the language and the more confident they will be in speaking English to other students.

#### 1 04 SB p 5

Play the recording and ask students to read the conversation as they listen to it. They then decide on the correct order of the pictures. Check answers with the class.

. 5

1b 2a 3c

2 Groupwork. Students work in groups of three and practise saying the conversation. Finally, they each take a role in the conversation and act it out. In monolingual classes, students can substitute compañero for an appropriate word in their language.

1 You Overview

The topic of this unit is personal information, particularly people's names and telephone numbers. The grammar focus is on the present simple tense, questions and short answers.

Students start by listening to Mike who is applying to join a sports club. The receptionist asks him questions to elicit personal information for an application form. This provides practice in the use of the pronouns *you* and *your* and leads into practice of direct questions and questions about a third person, using *he* and *his*. Students practise asking questions to elicit personal details about each other and classmates.

The focus then changes to the pronunciation of letters of the alphabet and numbers. Students categorise the letters of the alphabet according to vowel sounds, and listen and distinguish between different readings of the vowels A E I O U. Students then listen to speakers spelling out their names and choose the correct name. They then practise conversations in which one person asks another for clarification of the spelling of a name. Finally, they practise the pronunciation of telephone numbers. They dictate names and telephone numbers to each other.

Next, students match category words with objects in the context of Enrique Iglesias' favourite things. They add further words to the categories and talk about their own favourite things.

Students then take a closer look at the form of questions and short answers, both affirmative and negative, using the verbs *be, do* and *have*. They complete questions and interview each other using these questions.

Finally, students match words and pictures and listen to the song *She's Got You* by Patsy Cline. They answer questions on the lyrics of the song and then talk about particular objects that have memories for them.

Section	Aims	What the students are doing
	Listening skills: listening for specific information	Listening to a man being asked about personal details and completing the questions.
Introduction page 6		Asking questions to find out personal information.
Name and number	Pronunciation: letters of the alphabet and numbers	Categorising letters of the the alphabet according to vowel sounds. Pairwork: Student A & B
page 7	Listening skills: listening for specific information	Writing down abbreviations and matching them to names.
		Checking the correct spelling of names.
		Dictating and writing down telephone numbers.
Favourites	Lexis: category	Matching items to the correct categories.
page 8	words	Asking questions about favourite things.
Close up	Grammar: questions and short answers	Practising questions and short answers with $bc$ , $do$ and $have$ .
pages 8–9		Completing questions to ask about feelings, likes and possessions.
	Listening skills:	Matching words and pictures.
She's Got You page 9	listening for detail	Listening to a song and answering questions on the lyrics.
		Talking about objects that remind students of people, things or events.

More information about topics in this unit

Favourites, Lexis 1 www.enriqueiglesias.com She's Got You, 2 www.patsycline.com