



流畅英语口语教程

Inside Out

教师用书
Teacher's
Book

第一册
Pre-intermediate

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出版前言

进入21世纪,我国经济和社会的发展日新月异,对外语人才的要求不断提高。外语教育也随着经济和社会的发展,在教学目标、教学模式、教学手段等方面发生着巨大变化。无论是修订后的《高等学校英语专业英语教学大纲》,还是《大学英语课程教学要求(试行)》,都要求培养出来的学生具有较高的英语综合应用能力,并对学生的英语交流能力、尤其是口语交际能力提出了更高的要求。

口语交际能力的提高离不开好的口语教材。外教社在自主研发口语教材的同时,也积极寻求国际上能够符合我国教学实际需要的好教材,希望国外教材的引进能为我国师生提供更多的选择,从而促进我国英语口语教学的发展。经过广泛比较和调研,外教社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*(《流畅英语口语教程》)。该教材经过教学实践充分检验,深受世界各地学习者的欢迎。外教社引进该教材后,结合国内教学实际,对之加以整合和改编,希望它能成为提高高校学生英语口语能力的得力工具。

本教材有以下优点:

1. 每单元话题经充分调研筛选而成,涉及日常生活的各个领域,让不同层次、不同兴趣的学生均能有话可说,从而最大限度调动学生的参与积极性。

2. 采用让学生从知识和情感两方面充分“参与”的教学策略。供学生听、读和讨论的材料与生活密切相关;练习的设计互动性和开放性很强,鼓励学生讲述真人真事,从而激发学生的交流欲望,有效提高口语表达的流利度。

3. 在全面训练英语技能的基础上发展学生的英语交际能力。口语训练与阅读、视听、语法、词汇等内容紧密融合,相辅相成,区别于国内传统口语教材,独树一帜。教师可以根据课时安排和学生水平有选择地使用这些内容。

4. 教材作者均为资深英语教学专家,有在世界各地教授英语的经历。教材融入了丰富多彩的各国文化,体现着浓郁的地域风情。学生在学习过程中,可以将别国文化与中国文化相联系,并通过比较、思考,提高对文化差异的辨别力,从而增强跨文化交际能力。

5. 作者奉行让学生在轻松愉悦中学习英语的教学理念。教材中风趣幽默无处不在,大到一篇文章,小到一个句子、一幅图片、一张漫画,不时让人开怀一笑,大大加强了学习效果。

6. 教材配有CD、VCD,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。学生用书中配有针对VCD的练习,教师和学生可以有选择地使用。

7. 供选用的还有拓展练习册,可帮助学生复习单元所学要点,并提供更多的听力练习和语音练习,以帮助学生全面提高英语能力,更好地打好口语基础。教师和学生可以根据需要选用。

8. 教材教学资源丰富,为教学提供强大支持。教师用书除了针对每单元编写授课指南、提供录音文字和练习答案外,还包含每单元课堂活动参考、VCD教学指南和文字材料;配套网站www.insideout.net不但为教师提供了丰富的教学材料,而且为我国教师创建了一个与世界各地的教师交流的平台;网站上的E(mail)-Lesson,每周更新,可用于课堂补充教学。

《流畅英语口语教程》为学生设计了合适的话题、真实的语境、丰富的内容、新颖的课堂活动,能够充分唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听说能力,深入了解各国文化和社会知识,有效培养他们的英语交际能力。该教材适合我国高等院校学生作为口语教材使用;各校也可以根据自己的硬件设施条件,将该教材作为视听听说或听说教材使用。

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Helena Gomm & Jon Hird

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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 the last time you went dancing and had a good time.

Teaching strategies

All the strategies employed in *Inside Out* aim to promote learning by focusing on personal engagement, both intellectual and emotional. This 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. 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 a pre-intermediate course book. In some cases the grammar may be completely new to students. In others it will be a further exploration of structures they have met before.

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 'learnt'. 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 marking the past tense 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 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.

This 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.

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.

The sentences in this section are designed to be realistic and meaningful rather than relying on invented scenarios about imaginary people. In our study of form, we do not believe that it is necessary to completely abandon meaning. Many of the sentences can be applied to the students' 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:

- Replace the names in the sentences in 1 to make the sentences true for you.
- Work with a partner. Ask the questions in 2. Give true answers.

- Work with a partner. Which of the statements in 3 do you agree with?

All the Close up sections are supported by Language reference boxes, which give accurate, clear explanations backed up with examples. These appear in the unit, right where they're 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 approximately 2,000 words account for nearly 75% of all English usage. A primary objective for a pre-intermediate student, then, is to learn these 'top 2,000'.

In *Inside Out* 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, connotation and social register.

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 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've called these 'Anecdotes'. They are based on personal issues, for instance, memories, stories, people you know. When you learn a musical instrument, you can't 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 twelve Anecdote topics in *Inside Out Pre-intermediate* have been carefully selected to appeal to the widest range of students whilst at the same time, fitting in to 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. 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. 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 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 audio cassette / CD accompanying *Inside Out* 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.

Another approach outlined by Michael Lewis et al. in *Teaching Collocations* (page 91) is to reduce the time allowed to deliver the Anecdote each time it is repeated: in the first instance the student has five minutes; for the second telling they have four minutes; and the third three minutes.

Repeating complex tasks reflects real interactions. We all have our set pieces: jokes, stories. 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, and research by Martin Bygate among others has shown that given this opportunity they 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'. But 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. Where necessary, the source texts have been edited 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, improvisations in the studio and semi-authentic recordings. There are dialogues, conversations, monologues and classic pop songs. There is a variety of English accents – British, American, Irish, Australian, 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, formal and informal letters, application forms and reports.

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

Components

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). The units do not follow a rigid template: the flow of each one comes from the texts, tasks and language points in it.

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, a guide to the phonemic alphabet, a list of irregular verbs and video exercises.

Class Cassettes / CDs

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

Workbook

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.

Workbook Cassette / CD

This contains listening practice and pronunciation work, plus recordings of some of the reading texts.

Teacher's Book

1 Teacher's Guide

In this Guide you'll find step-by-step notes and answers for every exercise. These 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 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 Guide 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 Guide.

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. 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 coursebook more appropriately and to get to know your students better.

2 Video Teacher's Guide

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

3 Resource Pack

The Resource Pack contains thirty-seven 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 ten 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.

4 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.

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.

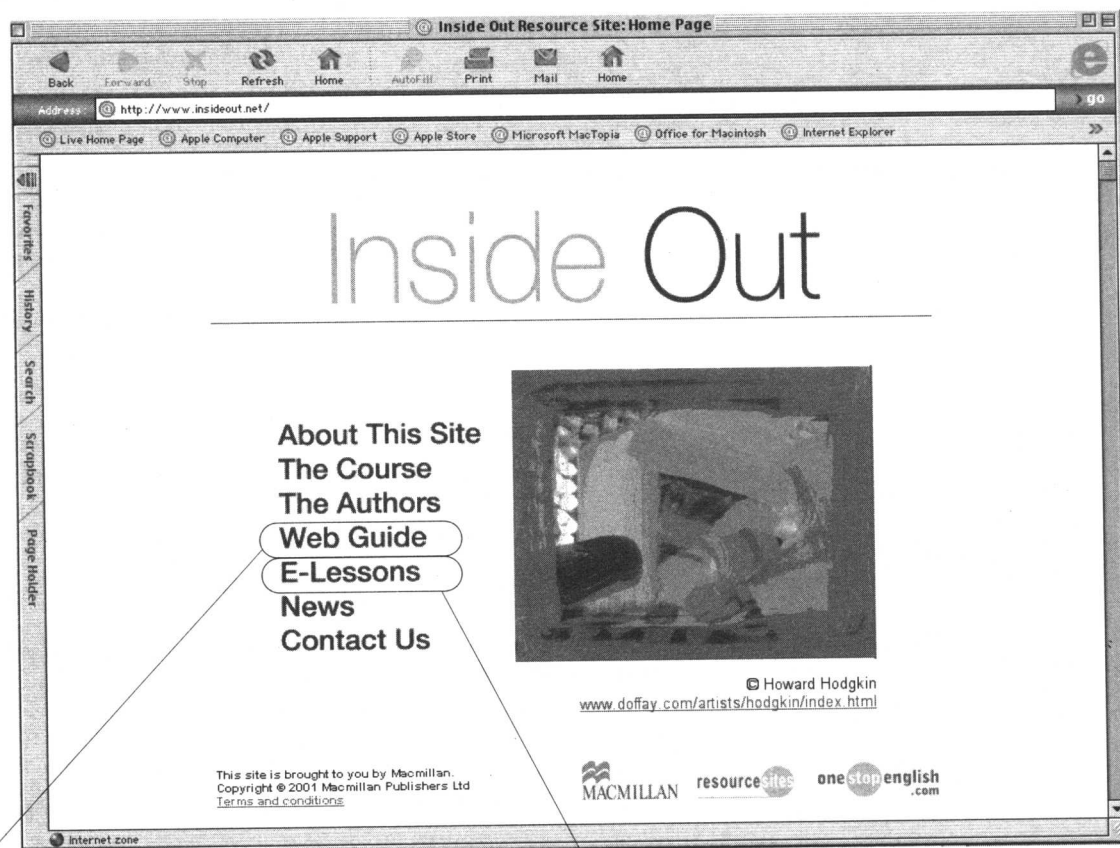
Zero unit answers

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

- 1 a) Twenty.
b) They are review units (pp 28, 58, 88, 118).
- 2 a) Unit 8 *Rich* (p 46)
b) Unit 16 *Lifestyles* (p 99)
c) Unit 5 *Review 1* (p 28)
d) Unit 6 *Shop* (p 38)
e) Unit 7 *Job* (p 45)
- 3 a) Collocation refers to words that frequently occur together.
b) jazz (p 131)
c) Do you like your city? (p 133)
- 4 Future forms: (*be*) *going to* and present continuous (p 50)
- 5 a) Unit 4 *Fit* (p 25)
b) Unit 19 *Wheels* (p 113)
- 6 Reginald Kenneth Dwight. (p 5)
- 7 80,000 – but two million tourists come in the summer. (p 77)
- 8 A giraffe. (p 100)

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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!



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- ★ '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, Lexis & Pronunciation
1 Me Names Memory Describing people page 4	Talking about names Talking about memory Anecdote: somebody who is very important to you	A woman talking about her different names <i>The name game</i> <i>eHow to remember names</i> <i>Stand By Me</i> A man talking about his best friend	G Question forms: word order. Subject questions L Family words. Describing people: <i>looks</i> + adjective v. <i>looks like</i> + noun P Long vowel sounds
2 Place Home towns Holidays Countries page 10	Talking about places in your country Writing a letter giving a positive description of a city Talking about products from different countries Anecdote: the best city you have ever visited	Four people talking about their home town Holiday competition <i>Everything's wrong here!</i>	G <i>What is/are ... like?</i> Countable & uncountable nouns. Quantity expressions L City landmarks. Adjectives to describe places. Countries & nationalities. Geographical location P Word stress: nationalities
3 Couples Celebrities Relationships Love stories page 16	Talking about love, marriage & separation Writing a narrative about the stages of a relationship Talking about when you first met somebody	<i>What went wrong?</i> Game show with a couple talking about when they first met <i>Great love affairs</i> <i>Suspicious Minds</i>	G Past simple & past continuous L Expressions to do with relationships. Narrative linkers P Irregular verb sound groups
4 Fit Sport Fitness page 22	Talking about sports personalities Talking about fitness Talking about attitudes to sport Anecdote: your experiences of sport at school	Advertisers discussing which sports personality should advertise their isotonic drink <i>Are you dangerously unfit?</i> <i>Golfing genius</i> Interview with a fan of Tiger Woods	G Comparative & superlative adjectives. Comparison structures L Words, expressions & collocations to do with sport. Numbers P Schwa /ə/
5 Review 1 page 28	Skills-based activities to review all the main language points in Units 1–4. Includes Sophie and Paul's report on their blind date, a listening and reading about Vinnie Jones and a sketch entitled <i>Gossip</i> .		
6 Shop Presents Clothes Shopping page 34	Anecdote: a present you have bought for somebody Talking about clothes Talking about attitudes to shopping	<i>What people really want for their birthday</i> <i>How much is she wearing?</i> Two men talking about shopping A man buying a woman's top A woman buying a mobile phone	G Verbs with two objects. Present & past simple with adverbs of frequency. Verb patterns: <i>like, enjoy, prefer</i> etc. + <i>-ing</i> form L Collocations to do with presents. Clothes & accessories. Expressions to use in shops
7 Job Work Experience Retirement page 40	Talking about jobs & experiences Talking about employment Anecdote: a retired person you know well Writing a letter of application for a job	Three people talking about their jobs <i>Nightmare jobs</i> Interview with the owner of a department store	G Present perfect for time 'up to now' (v. past simple for 'finished' time) L Expressions with <i>hand</i> . Time expressions. Employment words & expressions P Stress & intonation in formal presentations
8 Rich Money Pop stars page 46	Talking about money Talking about music Talking about future plans Writing an online application to get a grant	<i>Money</i> <i>The good, the bad and the extremely generous</i> A pop star talks about his future A pop star talks about his upcoming tour	G Future forms: <i>(be) going to</i> & present continuous L Words & expressions about money & music
9 Rules Dating Education page 52	Talking about dating Talking about schooldays Anecdote: your favourite subject at school	<i>The Rules</i> A woman talking about her experience with <i>The Rules</i> <i>Schooldays of a rock star</i> <i>Training to be a geisha</i>	G Modals of advice, obligation & permission – present & past: <i>must, mustn't, couldn't, should, shouldn't, have to, don't have to</i> L Describing character. Education P Linking. Word stress
10 Review 2 page 58	Skills-based activities to review all the main language points in Units 6–9. Includes an interview with a customs officer, an article about three generations of the same family and a board game entitled <i>The Revision Game</i> .		

Units & topics

Speaking & writing

Reading & listening texts

Grammar, Lexis & Pronunciation

11 Smile

Happiness
Stress
page 64

Talking about smiling
Talking about character
Talking about stress

- Smile and the world smiles with you ...
- What's in a smile?
- Optimist or pessimist – what are you?
- Don't Worry, Be Happy
- 16 Ways to de-stress
- Laughter – the best medicine

- G** Imperatives. Grammar of phrasal verbs
- L** Describing faces. Describing character. Verb patterns. Phrasal verbs
- P** /s/, /z/, /ɪz/

12 Rebel

Protest
Environment
page 70

Talking about protests
Talking about famous rebels
Anecdote: things you did wrong as a child
Talking about how green you are
Writing a report

- Global May Day protest
- People talking about why they are protesting
- Rebel rebel
- Image of a rebel

- G** Dynamic & stative meanings. Passives
- L** Protest. Word families
- P** Stress in nouns ending in -ion

13 Dance

Dancing
Going out
page 76

Talking about going out
Anecdote: the last time you went dancing
Talking about conflict between parents and teenage children

- Disco diva or two left feet?
- Party island; The clubs
- Three people talking about Ibiza
- Billy Elliot

- G** for & since. been. Present perfect simple & continuous
- L** on & at. Informal language

14 Call

Telephones
Toys
page 82

Talking about annoying phone habits
Talking about phone calls
Talking about appropriate toys for 12-year-olds

- Phone moans
- Three phone conversations
- A phone conversation
- Why I bought my child a gun
- Six short conversations

- G** Offers & requests. Indirect questions
- L** Telephone language. Social register. Telephone numbers. say, tell & ask

15 Review 3

page 88

Skills-based activities to review all the main language points in Units 11–14. Includes interviews with five people waiting for tickets for Wimbledon, an article about the noble art of queuing and a sketch entitled *The Door*.

16 Lifestyle

Longevity
Predictions
Food
page 94

Talking about longevity
Anecdote: the healthiest person you know
Talking about life predictions
Talking about food

- How not to die before you get old
- A telephone enquiry about health farms
- Six short conversations
- 104 things to do with a banana

- G** Future time clauses after *when, if, as soon as*. will for prediction
- L** Collocations. Food. Food idioms. Food preparation
- P** Sounds & spelling

17 Animals

Wild animals
Pets
page 100

Talking about wild animals
Talking about animal characteristics
Anecdote: a pet

- Animal facts
- Six stories about animals
- Three people talk about their pets
- King Jim
- A woman talks about her friend's pet iguana

- G** Relative clauses with *that, which, who*. Conditionals
- L** Animals. Prepositions after verbs & adjectives
- P** Homophones

18 Weird

Crop circles
Coincidences
Aliens & UFOs
page 106

Talking about crop circles
Talking about strange coincidences
Anecdote: strange experiences you have had
Writing a story

- The cream of the crop circle theories
- Interview with an expert on crop circles
- Strange coincidences
- Reincarnation
- Two people talk about strange coincidences they have had
- Roswell, New Mexico

- G** Narrative tenses: past simple, past continuous, past perfect
- L** How + adjectives/adverbs ...? have/make/take + noun structures

19 Wheels

Cars
Journeys
page 112

Talking about cars
Anecdote: your dream car
Talking about advantages & disadvantages of cars

- My first car
- Three people discuss the advantages & disadvantages of cars
- Radio phone-in about driving problems
- The Lost Continent by Bill Bryson
- 24 Hours From Tulsa

- G** Past time: *used to*. Opinions, advice & suggestions.
- L** Cars. Adverbs of manner & attitude

20 Review 4

page 118

Skills-based activities to review all the main language points in Units 16–19. Includes a reading and a listening about a lottery win, an article about a lucky escape and a board game entitled *Let's talk about ...*

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) listen to a song called *Money*?

 - b) read about '104 things to do with a banana'?

 - c) talk about dating?

 - d) listen to two men talking about shopping?

 - e) write a letter of application for a job?

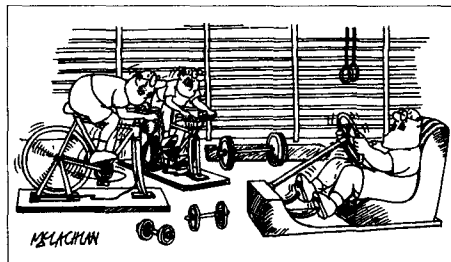
- 3 Look at the back of the book.
 - a) Complete this sentence from the Grammar glossary on page 131:
Collocation refers to words that ...

 - b) Which word illustrates /dʒ/ in the table of phonetic symbols?

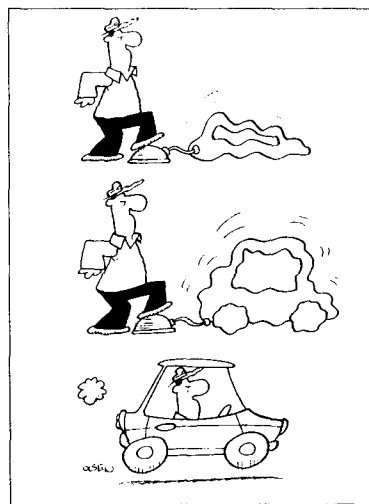
 - c) Complete this question from the beginning of tapescript 07:
Do you like _____?

- 4 Which grammar structure is dealt with in the Language reference section in Unit 8 *Rich*?

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



- a) _____



- b) _____

- 6 What is Elton John's real name?

- 7 What is the population of 'Party island' Ibiza?

- 8 Which animal can last longer without water – a camel or a giraffe?

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 ☐ Yes ☐ → When do you use English and where? _____

■ Are you studying English, or in English, outside this class?

No ☐ Yes ☐ → Please give details. _____

■ Do you speak any other languages?

No ☐ Yes ☐ → Which ones? _____

■ Why are you studying English?

I need it for work.

No ☐ Yes ☐ → What do you do? _____

I need it to study.

No ☐ Yes ☐ → What are you studying? _____

Where? _____

I'm going to take an examination.

No ☐ Yes ☐ → What examination are you going to take? _____

When? _____

For personal interest.

No ☐ Yes ☐ → What do you like doing in your free time? _____

Me Overview





The topic of this unit is personal information, particularly people's names, and the grammar focus is on asking questions.

Students start by listening to a woman talking about all the different names she is called by members of her family. This provides revision of vocabulary for family members and aims to get students talking about names in their own families. They listen to some common English names and identify the ones with different long vowel sounds.

The topic is then widened to look at what names students like or dislike and why their parents chose their names. They read a text about famous people who have changed their original names or given their children unusual names. Students explore the various reasons why people choose particular names.

The subject then changes to how easy it is to remember people's names, and students try a quick memory test using photographs. They then read an article giving some tips for improving your memory which they can also apply to remembering new English words and expressions. They look at some of the vocabulary that can be used to describe people and practise using structures with *look* and *look like*. Next students are introduced to A.L.I.C.E. a computer robot which can answer questions, and this leads into some grammar work on questions: word order in questions and subject questions.

Students then do some work on the song *Stand By Me* before being introduced to an Anecdote, a feature which occurs throughout the book and provides guided extended speaking practice.

Section	Aims	What the students are doing
 Introduction page 4	<i>Listening skills:</i> listening for specific information <i>Lexis:</i> family words <i>Pronunciation:</i> long vowel sounds	Listening to a woman talking about the different names people call her, and matching them to people. Talking about names of family members and typical names in your country. Identifying the odd one out in lists of common English names.
 What's in a name? page 5	<i>Reading skills:</i> reading for specific information <i>Conversation skills:</i> fluency work <i>Lexis:</i> words from the reading text	Reading a text about famous people to find what the links between them are. Talking about how people choose names for their children. Completing sentences with words from the reading text.
I never forget a face pages 6–7	<i>Conversation skills:</i> fluency work <i>Reading skills:</i> reading for gist <i>Lexis:</i> describing people	Talking about techniques for remembering people's names and doing a memory test. Matching headings to sections of a text about memory techniques. Examining structures with <i>look</i> and <i>look like</i> and practising describing people.
 Meet A.L.I.C.E. page 7	<i>Reading skills:</i> reading for gist <i>Listening skills:</i> listening to check answers and identify stressed words.	Reading a conversation with a computer robot and putting the words in questions in the right order. Identifying and practising using the correct stress in questions.
Close up page 8	<i>Grammar:</i> word order in questions; subject questions	Identifying the differences in word order between statements and questions. Practising putting the words in questions in the correct order and discussing appropriacy of questions. Recognising the difference between subject and object questions and practising asking questions.
 Stand By Me page 9	<i>Listening skills:</i> listening for detail <i>Conversations skills:</i> fluency work	Identifying extra words in the lyrics of the song, <i>Stand By Me</i> . Interpreting the meaning of the song. Anecdote: talking about a person who is important to you.

Closed books. Whole class. Write on the board a list of the first names of some of the members of your family and draw an empty family tree. Tell the students that these people are all related to you and they must ask yes/no questions (such as *Is Joe your brother? Is Mary Joe's wife?*) to find out how they are related. If your students don't know many words for family members, list the relevant ones in another section of the board for them to use in their questions. Students who get a *yes* answer to their questions can come up to the board and write in the name in the correct place in the family tree.

If you have time or wish to repeat the activity in a later class for revision, get students to do the same with their family tree for other members of the class to ask questions.

Listening (p 4)

1 01 SB p 133

Focus students' attention on the photo of Susan. Ask them how old they think she is and what kind of person she is. Explain that the first time you play the recording, all they have to do is to identify the name she doesn't like.

Play the recording and allow students to discuss their answers in pairs before checking with the class. Ask if anyone can remember who calls her Maggsie and why (her schoolfriends, because her surname is Maggs).

01

My first name's Susan, but the only person who calls me Susan is my dad. Oh, and my sister when she's angry with me, but fortunately that doesn't happen very often now. Most of my friends call me Sue, and so do the people I work with. My old friends call me Maggsie, because my surname is Maggs, and I was always called Maggsie at school. I hated it.

Of course, there's only one person who calls me Mum, and that's my son, but when he's with his friends he calls me Sue.

My mum calls me Sweetheart, and my best friend calls me Suzanne because she's French. My Japanese sister-in-law calls me Suki – apparently, Suki means 'loved one' in Japanese, so that's really nice.

My husband calls me Bunny, but that's another story ...

- 2 Go through the instructions with the class, then play the recording again. Students match people in Susan's life (a–h) with the names that they call her (1–8). Allow them to compare answers before checking with the class.

a 2 b 8 c 6 d 1 e 5 f 3 g 4 h 7

- 3 Students write down the different names that people call them (or have called them in the past). Encourage them not only to tell their partner about these and who uses the names, but also to say which ones they like and dislike. In a feedback session, find out if there are any interesting nicknames in the class.

Lexis: family words (p 4)

- 1, 2 Pairwork. Students copy and complete the table with the first names of people in their families, adding more headings and names as necessary. Point out that the Language toolbox has some useful words for talking about family relationships.
- 3 Make sure students understand the questions before they discuss them in their pairs. When they have finished, put pairs together to form groups of four to compare their findings. If you have a multinational class, try to compile a list of typical names for each country. Are there any names that are popular in more than one country? Are there any names that are popular in one country and exist, but are unpopular or out of fashion, in another? Find out if any of the names have a special meaning.

Long vowel sounds (p 4)

1 02 SB p 4

If your students are familiar with phonemic symbols, you might like to ask them to pronounce the symbols first before you play the recording.

Play the recording and ask students to identify the odd one out in each group. Also ask them to identify which group the odd ones out should go into, but do not check answers at this stage.

2 03 SB p 133

Play the recording for students to check their answers to 2. (This recording has all the names correctly categorised.) Then play it again for them to repeat the names. As a final check, ask students to re-write the groups so that all the names have the same vowel sound.

1 Sue 2 Burt 3 Laura 4 Margaret 5 Denise