



流畅英语口语教程

Inside Out

教师用书

Teacher's
Book

预备级

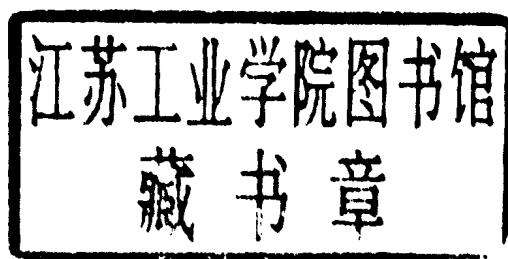
Elementary

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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关联;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,小到一句、一幅图、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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教学参考
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Painting on page 7 *After Visiting David Hockney* © Gagosian Gallery, London.



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

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, a comprehensive unit-by-unit presupposed wordlist and video exercises.

Class Cassettes (2) / 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

1 Teacher's Guide

In this Guide 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 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. (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.

2 Video Teacher's Guide

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

3 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.

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.

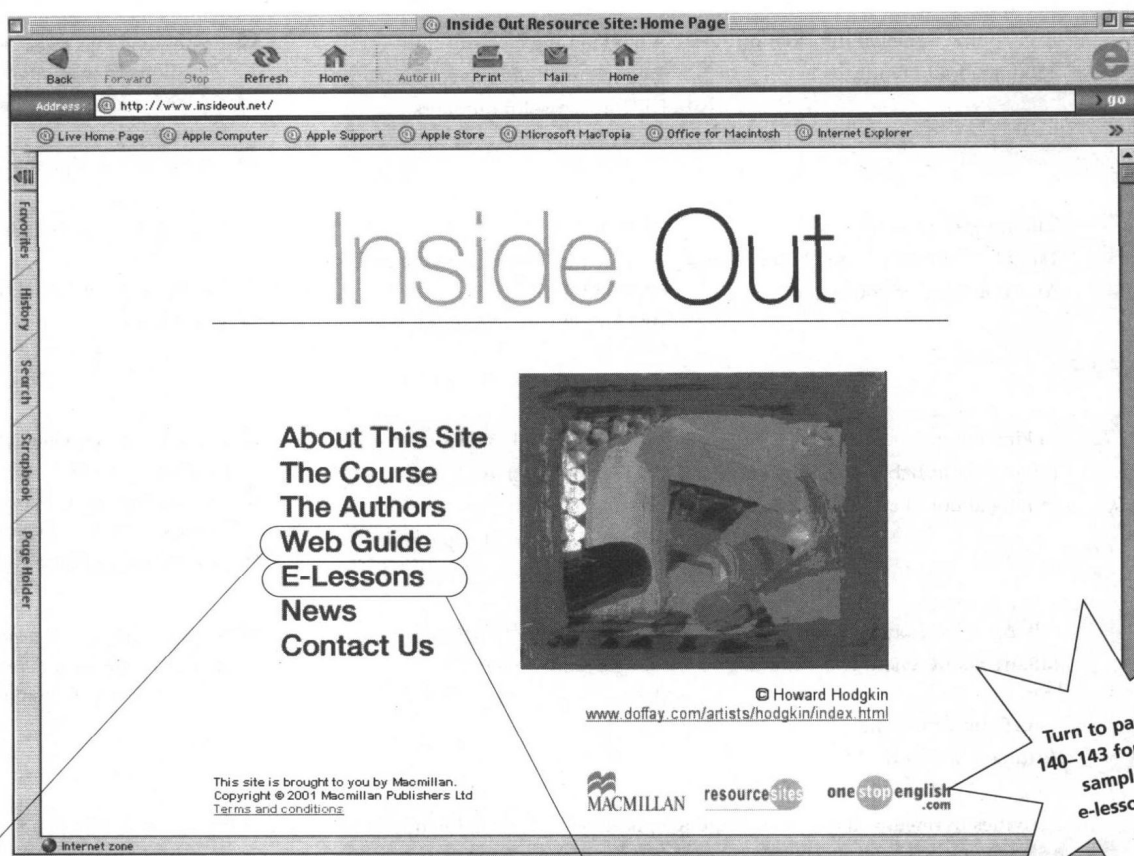
Zero unit answers

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

- 1 a) Twenty.
b) They are review units (pp 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)

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Find out more at: www.insideout.net

0 Classroom
page 4

Activities to introduce classroom language. Includes classroom vocabulary, teacher's instructions, ways of asking for repetition and spelling etc.

1 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*

- G** Possessive adjectives. *be*. Questions & short answers
- L** Telephone numbers. Days. Months. Colours
- P** Sounds of the alphabet

2 People
Family
Friends
Jobs
page 10

Talking about family
Talking about people you know
Anecdote: one of your relatives

-  *Meet the Tait's*
-  Two women talking about a family photograph
-  Two women talking about their relatives

- G** Present simple: auxiliary verbs. Possessive 's
- L** Family. Jobs. Nationalities
- P** Word stress

3 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

- G** Adverbs of frequency. *like + -ing*. Object pronouns
- L** Daily activities. Prepositions of time: *in, on, at*. *make/do*. Leisure activities
- P** 3rd person endings: /s/, /z/, /ɪz/

4 Living
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*

- G** *there is / there are*. *some/any*
- L** Rooms & furniture. Prepositions of place. Positive & negative adjectives

5 Review 1
page 22

Activities to review all the main language points in Units 1–4. Includes a letter from a homestay family to a foreign student and a sketch entitled *Why do you want to work here?*

6 Food
Eating
Diets
page 26

Talking about food
Talking about food combining
Talking about famous singers' backstage demands

-  *Eat well, enjoy your food and keep slim*
-  Two people talking about food combining
-  Conversation in a delicatessen

- G** Nouns: countable & uncountable. Quantity: *How much / How many?*
- L** Food & drink. Containers. *would like*
- P** Vowel sounds

7 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

- G** Modals: *can, can't, have to, don't have to*
- L** Describing character. Jobs
- P** Word stress

8 Sea
Water sports
Holidays
page 34

Talking about water sports
Writing a simple narrative
Anecdote: your last summer holiday

-  Three people talking about water sports
-  *It's always summer on the inside*
-  *Shark attack!*
-  A woman talking about her last holiday

- G** Past simple: regular & irregular affirmative forms. *ago*
- L** Water sports. Time expressions: *on, in, at, last*. Time linkers
- P** *-ed* endings

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*

- G** Past simple: regular & irregular negative & question forms
- L** Feelings. Adjective + particle collocations
- P** Past simple vowel sounds

10 Review 2
page 42

Activities to review all the main language points in Units 6–9. Includes a reading about a famous politician, an **Anecdote** about a delicious meal, and a board game entitled *Let's talk about ...*

Units & topics	Speaking & writing	Reading & listening texts	Grammar, Lexis & Pronunciation
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	G Present continuous L Physical description. <i>look like</i> . Clothes P 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 <i>Big Brother</i> 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 <i>Big Brother</i> I Have A Dream	G Future forms: <i>want to, would like to, hope to, going to</i> L TV programmes. Collocations P Vowel sounds /i:/, /ɪ/, /aɪ/, /eɪ/
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	G Comparative & superlative adjectives. Comparison structures L Describing objects. Money. Big numbers P 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	Joaquín Cortés: body and soul How do other people really see you? Two people talking about doing exercise	G Problems & advice: <i>too, enough, should</i> L Frequency expressions. <i>How often ...?</i> Parts of the body. Collocations. Describing character P /ʌ/ sound
15 Review 3 page 62	Activities to review all the main language points in Units 11–14. Includes an interview with a famous athlete, an Anecdote about a good-looking person, and a sketch entitled <i>I haven't got anything to wear</i> .		
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	A son helping his mother to send an email Where are they now? Darren & Geoff Conversation between two old school friends	G Present perfect + <i>ever</i> . Past participles L <i>to</i> -infinitive. Computer terms. Phrasal verbs
17 Drive Journeys Traffic page 70	Talking about drives to work Talking about problems on the road Game: <i>On the way home</i>	Driving to work Six people talk about what drives them mad on the road Directions from A to B	G Question forms: <i>How</i> + adjective/adverb; <i>What</i> + noun L Prepositions of movement. Traffic situations. Directions P Ordinal numbers: <i>1st, 2nd ...</i>
18 Justice Revenge Story-telling page 74	Talking about revenge Talking about stories Writing a story	Revenge is sweet & Dinner by post Usher's revenge A modern fairy tale	G Punctuation. Past continuous L Time adverbials. Adverbs of manner
19 Extreme Nature Weather Predictions page 78	Talking about nature Talking about hotels & buildings Talking about the weather Anecdote: your favourite time of year	I love Geography The coolest hotel in the world The North Pole in winter London winter weather forecast A woman talks about her favourite time of the year	G Passives L Geographical features. Weather. <i>will/might</i> P Word & sentence stress
20 Review 4 page 82	Activities to review all the main language points in Units 16–19. Includes a funny story, an Anecdote about a journey you did when you were younger, and a board game entitled <i>The Revision Game</i> .		

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 // in the table of phonetic symbols on page 116?

- c) Complete this question from the beginning of tapescript 05?

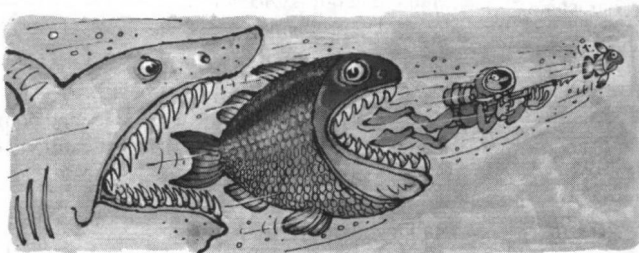
Good afternoon. Can I _____?

- 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 ☐ 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? _____

I'm doing it for personal interest.

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

Lexis: the classroom (p 4)

- 1 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*).

2 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.

 01

- a) a picture
- b) a window
- c) the board
- d) a word
- e) a definition
- f) a sentence
- g) a question
- h) an answer
- i) the teacher
- j) a map
- k) the door
- l) the cassette player
- m) a student
- n) a chair
- o) a piece of paper
- p) a dictionary
- q) a pen
- r) a desk
- s) a book
- t) a bag

3 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.

 02

- 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.

- 4 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.

- 5 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.

- 1 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
- d) Write
- e) Read
- f) Use

2 **03 SB p 118**

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

 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.

1 b 2 a 3 c

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.