

Sue Kay & Vaughan Jones

新要求大学英语

Inside Out

综合教程

学生用书
Student's
Book

预备级
Elementary



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

MACMILLAN

Sue Kay & Vaughan Jones



新要求大学英语

Inside Out

综合教程

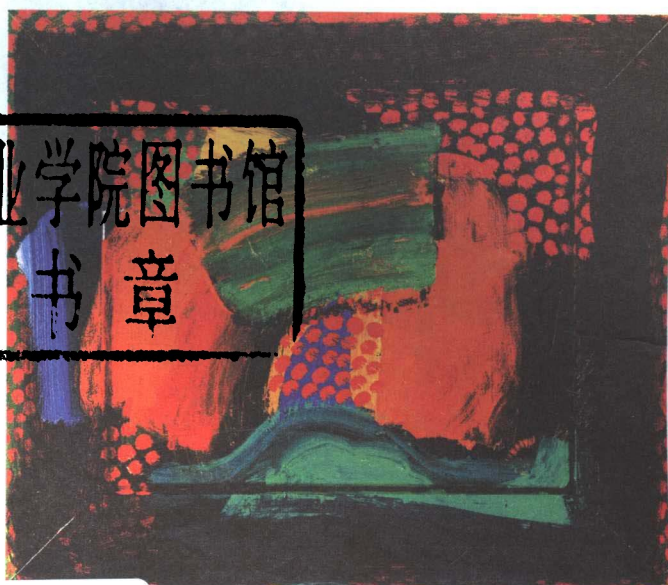
学生用书

Student's Book

江苏工业学院图书馆
藏书章

预备级

Elementary



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



MACMILLAN

图书在版编目 (CIP) 数据

新要求大学英语综合教程 (预备级) 学生用书 / (英) 凯 (Kay, S.),
(英) 琼斯 (Jones, V.) 编.

—上海: 上海外语教育出版社, 2005

ISBN 7-81095-515-2

I. 新… II. ①凯… ②琼… III. 英语—高等学校—教材
IV. H31

中国版本图书馆CIP数据核字 (2005) 第010565号

图字: 09-2004-478号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 施 茵

印 刷: 上海中华印刷有限公司
经 销: 新华书店上海发行所
开 本: 890×1240 1/16 印张 8.5 字数 299千字
版 次: 2005年8月第1版 2005年8月第1次印刷
印 数: 30 000册

书 号: ISBN 7-81095-515-2 / H · 187

定 价: 17.80 元

本版图书如有印装质量问题, 可向本社调换

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

Text © Sue Kay and Vaughan Jones 2003
Design and illustration © Macmillan Publishers Limited 2003

First published 2003

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Project management by Desmond O'Sullivan, ELT Publishing Services.
Designed by Jackie Hill, 320 Design.
Illustrated by Cyrus Deboo pp20, 71, 72(b), 81; Rebecca Halls pp44, 45, 84, 85; Monica Laita p11(t); Ed McLachlan pp15, 24, 29, 36, 40, 42, 61, 63, 64, 69, 72(t), 73, 75, 76, 77, 82, 83, 95, 96; Gavin Reece at New Division pp4, 5, 9, 11(b), 12, 14, 39, 49, 54, 74, 90, 97, 102; Kim Williams pp13, 30, 43.
Cover design by Andrew Oliver.
Cover painting *Patrick in Italy* © Howard Hodgkin.

Authors' acknowledgements

We would like to thank all our students and colleagues at the following institutions where, with their help, we were able to try out our ideas in the classroom and throw out anything that didn't work: Susan Barber at the Lake School, Oxford; Ingrid Widdows and Steve Haysham at the Oxford College of Further Education; Faith Pritchard at Campsfield House, Oxford; Ceri Jones and Elizabeth Cowin at International House, Madrid. Also, all our friends and colleagues in the various Escuelas Oficiales de Idiomas in Spain that we visited or taught in, particularly Alejandro Zarzalejo and Araceli García Tubio at the EOI Las Rozas, María José Pi at the EOI Quart de Poblet, and Marisa de Dios at the EOI Valencia. A big thankyou to Mick Quirke and Manolo Grijalvo of Macmillan Heinemann Spain for organising our teaching posts in Spain.

We are especially grateful to Philip Kerr for the *Inside Out* Workbook and to Ceri Jones for her contribution, to Helena Gomm and John Hird for the *Inside Out* Teacher's Book, to Pete Maggs for the highly successful weekly *Inside Out* e-lessons (now over 40,000 subscribers), to Guy Jackson for running the *Inside Out* website at www.insideout.net, and to everybody involved in the *Inside Out* Resource Pack – a great team!

At Macmillan Education, we would like to thank Sue Bale (publishing director) and David Riley (publisher). We would also like to thank Pippa McNee (freelance picture researcher), Alyson Maskell and Celia Bingham (freelance editors), Paulette McKean (freelance permissions editor), Xanthe Sturt Taylor (freelance phonetics writer), as well as James Richardson and Vince Cross (freelance audio producers), and last but not least Jackie Hill – our wonderfully talented freelance designer. Many thanks also go to the Macmillan production and marketing teams who have worked so hard to make *Inside Out* what it is.

As *Inside Out* Elementary marks the end of the *Inside Out* project (for the moment!), we reluctantly take leave of Des O'Sullivan, (freelance project manager). Over the past three and a half years that we have been working together, we have enjoyed and benefited from Des's humour, sensitivity, energy, drive and sheer professionalism. We cannot speak highly enough of him – it has been a privilege to work with him, and we have learned a great deal from the experience. Much more than that, Des has supported us through all the ups and downs of work and life throughout the *Inside Out* project, often in ways that go beyond the call of duty. Thanks, Des, we couldn't have done it without you and we look forward to working with you again in the future.

We would like to give a special thankyou to Michael Rundell who took time from his busy schedule to provide us with the necessary data from the *Macmillan Essential Dictionary* to inform our Wordlist.

We would also like to thank Chris Campbell and Simon Dix (The Swan School, Oxford), Jenny Johnson (International House, Barcelona) and Beth Neher (Hammersmith and West London College) for their insightful comments which have helped to make this a better book. Finally, we are so grateful to our families for their ongoing support and understanding.

This book, along with all the books in the *Inside Out* series, is dedicated to Mike Esplen – former managing director of Heinemann

ELT. Thank you, Mike, for believing in us during those crucial early stages and giving us enough time and space to develop our ideas.

The authors and publishers would like to thank the following for permission to reproduce their material:
She's Got You Words and Music by Hank Cochran copyright © Sony/ATV Acuff Rose Music 1971, reprinted by permission of Sony/ATV Music Publishing. *I Have a Dream* Words and Music by B Andersson/B Ulvaeus, reprinted by permission of Bocu Music Ltd. Extract and photograph from 'Letter From Karyn ...' from www.savekaryn.com, reprinted by permission of the author. John Kitching 'I Love Geography' copyright © John Kitching 2002 from *The Works 2* edited by Brian Moses and Pie Corbett (Macmillan, 2002), reprinted by permission of the author. Whilst every effort has been made to trace owners of copyright material in this book, there may have been some cases when the publishers have been unable to contact the owners. We should be grateful to hear from anyone who recognises copyright material and who is unacknowledged. We shall be pleased to make the necessary amendments in future editions of the book.

The authors and publishers wish to thank the following for permission to reproduce their photographs:

Alamy pp18(tr), 34 (fishing), 50(c, d), 66, 78(l); All Action p18(tl); All Sport p34 (swimming); Roderick Angle Photography p48; Anglia / Bob Hobbs p47; Axiom p16(l); www.savekaryn.com p55; Jay Conely p68(l); Corbis pp9, 18(m), 21, 22(a), 28(tl, r), 34 (scuba diving), 37, 41(l), 57, 58, 62, 70(l), 78(3), 79(m, t), 80; Corbis / Sygma pp14, 16(r), 28(ml); 4C's Enterprises p70(b); Rob Fitzpatrick p68(rt); FriendsReunited.com p67; Tim Friers p68(rb); Image Bank pp17(r), 21(b), 22(c), 27, 50(b, e, g); Sue Kay and Vaughan Jones p46; Music Pics p50; Antonio Olmos p31; O'Neill p35; P.A News p8; Photodisc pp88, 100; Photographers Choice p34 (surfing); Photonica Green p66; Rex Features pp39(r), 96, 99; Stone pp22(b), 32(t), 34 (sailing, windsurfing, rowing), 50(a, f), 60, 61, 81, 70(r), 78 (2, 4); Tait family p10; Taxi p17(l), 32(b), 34 (canoeing, kite surfing); Elizabeth Whiting Associates pp19, 87.

Commissioned photography by Haddon Davies pp6, 7, 26, 38, 52. Models provided by Elliot Brown and The Source Model agencies Oxford.

Thanks to The White Horse Sports and Tennis Centre, Abingdon. Researched images sourced by Pippa McNee Picture Research.

© All rights reserved.

First published by Macmillan Publishers Limited, United Kingdom. This edition is for sale in the People's Republic of China, not including the Special Administrative Regions of Hong Kong and Macau and Taiwan Province, and may not be bought for export therefrom.

本书由麦克米伦出版有限公司授权上海外语教育出版社出版。仅供在中华人民共和国境内销售。

该书的词表由复旦大学张勤编写，蔡基刚审订。

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,充分体现了学生在学习过程中的主体地位。

2. 选材全面,来源真实,语言地道:教材各单元按主题划分,每个单元内又包含若干子主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听、说、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. 各种技能训练紧密契合,浑然一体:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. 立体化的教学资源:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合应用能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最佳选择之一。





上海外语教育出版社

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/, /vz/

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. *look like*. 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 *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*

- G** Future forms: *want to, would like to, hope to, going to*
- 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: *too, enough, should*
- L** Frequency expressions. *How often ...?* 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 haven't got anything to wear*.

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 + *ever*. Past participles
- L** *to*-infinitive. Computer terms. Phrasal verbs

17 Drive

Journeys
Traffic
page 70

Talking about drives to work
Talking about problems on the road
Game: *On the way home*

- Driving to work*
- Six people talk about what drives them mad on the road
- Directions from A to B

- G** Question forms: *How* + adjective/adverb; *What* + noun
- L** Prepositions of movement. Traffic situations. Directions
- P** Ordinal numbers: *1st, 2nd ...*

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. *will/might*
- 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 *The Revision Game*.

Classroom



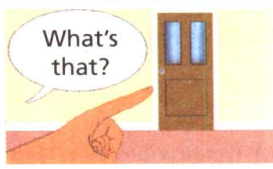
Lexis: the classroom

- 1 Work with a partner. Match the objects in the picture with the words in the box.

the board a word an answer a bag a book the cassette player
 a chair a definition a desk a dictionary the door a map a pen
~~a picture~~ a piece of paper a question a sentence a student
 the teacher ~~a window~~

For example: a) = a picture b) = a window

LANGUAGE TOOLBOX

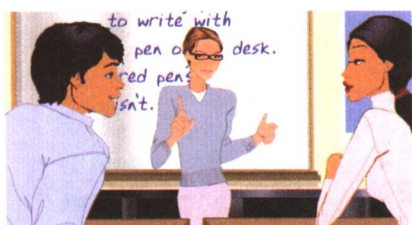


- 2 01 Listen, check and repeat the words in 1.
- 3 02 Listen and point to things in your classroom.
- 4 Work with a partner. Point to things in your classroom. Ask and answer questions.
 For example: A: What's that in English?
 B: A picture.
 B: What's this in English.
 A: A pen.
- 5 Draw a picture of your classroom and label it.

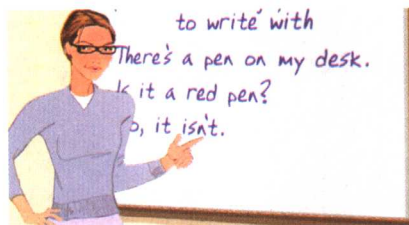
Lexis: teacher language

- 1 Work with a partner. Complete each teacher instruction with a word from the box.

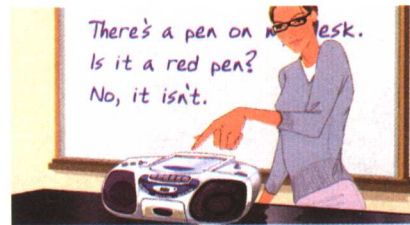
~~Work~~ Use Write Look Read Listen



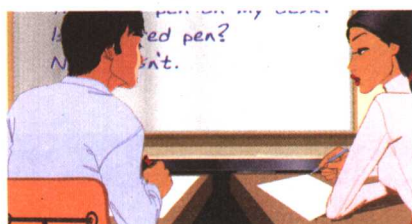
a) Work with a partner.



b) ___ at the board.



c) ___ to the conversation.



d) ___ the answers on a piece of paper.



e) ___ the text.



f) ___ your dictionary.

- 2 03 Listen and check your answers in 1.

- 3 Work with a partner. Make more teacher instructions. Replace the underlined words in 1 with words from the box.

~~in groups of three~~ article song photograph a piece of paper
your name

For example: *Work in groups of three.*

Lexis: student language

- 1 04 Read and listen to the conversation. Put the pictures in the correct order.

Student A: How do you say *compañero* in English?

Teacher: 'Partner.'

Student A: How do you spell it?

Teacher: P-A-R-T-N-E-R.

Student A: Can you repeat that?

Teacher: P-A-R-T-N-E-R.

Student A: Okay ... You're my partner.

Student B: Uh ... I don't understand.

Student A: You - are - my - partner.

Student B: What does 'partner' mean?

Student A: 'Compañero'!



- 2 Work in groups of three.

- Practise saying the student language in the conversation in 1.
- Act out the conversation.

Listening (1)


LANGUAGE TOOLBOX


'How do you spell that?'
 'T-U-R-N-B-U-double-L.'
 'Can you repeat that?'
 '09732 176 double-7 3.'
 What's ...? = What is ...?

Subject	Possessive
I	my
you	your
he	his
she	her
we	our
they	their

- 1 Mike wants to join the Sportica Health Club. Complete the questions Lina asks Mike with *you* or *your*.

- What's *your* first name?
- What's ____ surname?
- Where do ____ live?
- What's ____ telephone number?
- How old are ____?
- What do ____ do?
- Are ____ married?
- What are ____ interested in?

- 2  05 Listen to the conversation and check your answers to 1.

- 3  06 Listen to the questions in 1 again and practise saying them.

- 4 Find out information about people in the class. Use questions from 1.


PERSONAL DETAILS

FIRST NAME Mike
 SURNAME Turnbull
 ADDRESS 23 Trinity Road,
 London SW18
 PHONE 09732 176 773
 AGE 27
 OCCUPATION Engineer
 MARITAL STATUS single / married
 INTERESTS gym aerobics
 swimming yoga
 tennis squash
 boxing tai chi

Listening (2)

- 1 Kate wants to find out information about Mike. Complete the questions Kate asks Lina with *he* or *his*.

- What's *his* name?
- Where does ____ live?
- What's ____ telephone number?
- How old is ____?
- What does ____ do?
- Is ____ married?

- 2  07 Listen to the conversation and check your answers to 1. In which order does Kate ask the questions?

1 a	2 e	3	4	5	6
-----	-----	---	---	---	---

- 3 Find out how much information your partner knows about people in the class. Use questions from 1.

For example:

'What's her name?' 'Paula.'

'Where does she live?' 'I don't know.'

'What does she do?' '...'



Name & number

- Alphabet** 1 08 Say the letters *A E I O U*. Add each letter to an appropriate sound group in the table. Listen, check and repeat the answers.

/eɪ/ face	/i:/ green	/e/ ten	/aɪ/ eye	/əʊ/ nose	/u:/ blue	/ɑ:/ start
<input checked="" type="checkbox"/> A H J K	B C D <input type="checkbox"/> G P T V	F L M N S X Z	<input type="checkbox"/> Y	<input type="checkbox"/>	Q <input type="checkbox"/> W	R

- 2 09 Listen and write down the order in which you hear the following groups.
a) AEIOU b) AIOEU c) EIAUO 1 d) IAOUE e) IUAOE
- 3 Work with a partner. Student A look at page 86. Student B look at page 98.
- 4 10 Listen and write down some well-known abbreviations. Match each abbreviation to its meaning in the box.

~~Unidentified Flying Object~~ Very Important Person Cable News Network
United Nations International Olympic Committee Central Intelligence Agency
International Business Machines British Broadcasting Corporation

For example: 1 UFO = *Unidentified Flying Object*

- 5 Are any of these abbreviations different in your language? What other abbreviations do you know? What do they mean?

Spelling

LANGUAGE TOOLBOX

be

I'm I am
you're you are
he's he is
she's she is
it's it is
we're we are
they're they are

- 1 11 Listen to Lina checking the spelling of some new Sportica club members. Underline the correct spelling.
- a) Stewart / Stuart c) Graham / Graeme
b) Clare / Claire d) Kathryn / Catherine
- 2 12 Here are some more names that have two different spellings but the same pronunciation. Listen and repeat the names after the recording.
- a) Alison / Alyson c) Jill / Gill e) Lesley / Leslie
b) Jeff / Geoff d) Lawrence / Laurence f) Stephen / Steven
- 3 Work with a partner. Use the names in 2 and copy the conversations in 1. Take it in turns to be Lina.

Lina: What's your name?

Person: _____

Lina: Is that _____?

Person: No, it's _____

Lina: Okay, thanks.



Telephone numbers

LANGUAGE TOOLBOX

0 = oh (zero) 5 = five
1 = one 6 = six
2 = two 7 = seven
3 = three 8 = eight
4 = four 9 = nine
01662345 = oh one
double six two three four five

- 1 13 How do you say the telephone numbers in *UK travel – useful numbers*? Listen and check your answers.
- 2 Work with a partner. Complete the following task.
- Write the names of three people you know with their telephone numbers.
 - Dictate the names and numbers to your partner.
 - Check that the names and numbers your partner has are correct.

UK TRAVEL USEFUL NUMBERS

Heathrow flights:
0870 000 0123

UK train times:
0845 748 4950

National Express buses:
0870 580 8080

Hertz Car Rental:
020 8897 2072

British Tourist Authority:
020 8846 9000



Favourites

Lexis

- 1 Complete the table about singer Enrique Iglesias' favourite things. Use words from the box.

Sport Food Month Writer Drink Actor City Day Car Colour

Enrique's FAVOURITE THINGS

Sport:	Football	_____:	Coke
_____:	Keanu Reeves, Meryl Streep	_____:	Jeep
_____:	Ernest Hemingway	_____:	Friday
_____:	Black, white, grey, red	_____:	May
_____:	Sushi	_____:	Madrid, Miami, Mexico City

- 2 Work with a partner. Use the ten headings in 1 and categorise the items in the box.

January blue April coffee Thursday Agatha Christie June
pasta yellow London Monday Robert de Niro September
BMW Wednesday tea December water golf Tuesday
November Gabriel García Márquez July Sunday Fiat skiing
hamburgers February Saturday Julia Roberts tennis October
Paris August Toyota basketball March green

- 3 Underline or add your own favourite item for each category in 2.
- 4 Choose five categories from 2. For each category, ask *Yes/No* questions to find someone with the same favourite as you.

For example: 'Is your favourite colour red?' 'Yes, it is.'

'Is your favourite actor Brad Pitt?' 'No, it isn't. It's ...'

Close up


Questions & short answers

Language reference p9

Verb structures p114

- 1 Work with a partner. For each question write two possible answers.

a) Are you Spanish?	Yes, I am.	No, I'm not.
b) Do you live near here?	Yes, I do.	No, I don't.
c) Have you got any brothers and sisters?	Yes, I have.	No, I haven't.
d) Are you married?	_____	_____
e) Do you like Italian food?	_____	_____
f) Have you got a motorbike?	_____	_____
g) Do you like watching television?	_____	_____

- 2  14 Listen, check and repeat. Work with a partner. Ask and answer the questions in 1. Discuss your answers.

- 3 Work with a partner. Complete each question below in three different ways. Use words and expressions provided or your own ideas.

a) Are you (hungry? tired? happy? stressed? nervous? _____?)
b) Do you like (dancing? karaoke? beer? swimming? skiing? _____?)
c) Do you (smoke? speak French? live with your parents? drive? _____?)
d) Have you got (a bicycle? a computer? a pet? a mobile phone? _____?)

- 4 Use your questions from 3. Interview another person in the class.

Language reference: questions & short answers

You use *be*, *do* or *have* to make questions and give short answers.

	Question	Short answer Yes	Short answer No
be:	Are you married?	Yes, I am.	No, I'm not (I am not).
do:	Do you speak French?	Yes, I do.	No, I don't (I do not).
have:	Have you got a car?	Yes, I have.	No, I haven't (I have not).

She's Got You

- 1 Match the pictures with the words in the box. Which things do you think it is usual for a man to give to a woman when they are in love?

a penknife a picture golf clubs a bicycle records a memory
a pen a class ring



- 2 15 Listen to the song, *She's Got You*, look at the picture and answer the questions. (The tapescript is on page 119.)

- Which things in 1 has the singer got?
- What has the other woman got?
- Do you think the singer feels: *happy*; *sad*; *angry*?



She's Got You

Released in 1962, this was one of Country singer, Patsy Cline's most popular songs.



The singer (I)

The man (You)

The other woman (She)

- 3 What objects remind you of people, things or events? Complete this sentence in three ways that are true for you: *When I hear/see ... I think of ...* Discuss your sentences with a partner.

For example: *When I see a white cat I think of my pet, Snowy.*

When I hear the sea I think of summer holidays with my family.

People

Lexis: family words

1 Read the description of the two Tait families. Name each person in the photograph.

LANGUAGE TOOLBOX

have got

I've got – I have got
 you've got – you have got
 he's got – he has got
 she's got – she has got
 it's got – it has got
 we've got – we have got
 they've got – they have got

Regular plurals

1 son – 2 sons
 1 family – 2 families

Irregular plurals

1 person – 2 people
 1 child – 2 children
 1 man – 2 men
 1 woman – 2 women



Meet the Tait

CHARLIE TAIT AND WILLIE TAIT are identical twin brothers. Charlie is married to Lisa, and Willie is married to Dawn. Lisa and Dawn are sisters. Both couples have got three children. Charlie and Lisa have got one son and two daughters. Kevin is 16, Kylie is 13, and Claire is 6. Willie and Dawn have got two sons and one daughter. Michael is 16, Scott is 12, and Becky is 5. The two families live next door to each other in Newcastle.

2 Work with a partner. Read the following descriptions and identify the people.

1

Charlie is my **father**.
 Lisa is my **mother**.
 I've got two **sisters** called Kylie and Claire.
 Who am I? *Kevin*

2

Charlie is her **uncle**.
 Lisa is her **aunt**.
 She's got two **brothers**.
 Who is she?

3

Dawn is his **sister-in-law**.
 Michael and Scott are his **nephews**.
 He's got one **niece**.
 Who is he?

4

Kevin, Kylie and Claire are our **cousins**.
 Willie and Dawn are our **parents**.
 We've got a little **sister** called Becky.
 Who are we?

5

Kevin is their **nephew**.
 Kylie and Claire are their **nieces**.
 They've got two **sons** and a **daughter**.
 Who are they?

3 Write a similar description for Kylie, Lisa or Claire from the photo. Give it to your partner. Who is it?

4 Work with a partner. Student A look at page 86. Student B look at page 98.

5 Work with a partner. Describe the family of one of your aunts or uncles.

For example: *My Uncle Sven is married to Ulrika. They've got three children. Their son's name is ...*

What do you do?

Lexis: jobs

1 Work with a partner. Match the pictures with the different jobs in the box.

a nurse an engineer a DJ a secretary a mechanic a student



LANGUAGE TOOLBOX

Present simple

I talk
you talk
he talks
she talks
it talks
we talk
they talk

2 Complete the following with *a/an* and *in/for*.

- My mother is *a* nurse. She works *in* a hospital.
- My father is ____ engineer. He works ____ a big construction company.
- My cousin is ____ DJ. He works ____ a night club.
- My friend is ____ secretary. She works ____ an office.
- My uncle is ____ mechanic. He works ____ his father.

3 16 Listen, check and repeat the answers to 2.

4 Make the sentences in 2 true for your mother, your father, your cousin, etc.

Close up

Present simple

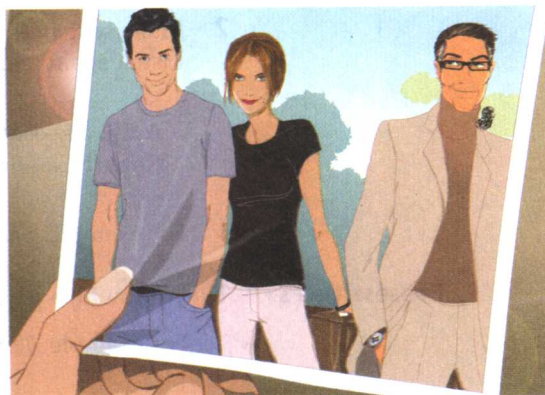
Language reference p12

Verb structures p114

1 17 Complete the conversation with words from the box. Listen and check.

does Has ~~is~~ doesn't hasn't isn't Does Is

Beth: This is me with my brother.
Angie: Oh, he's nice. (1) *Is* he married?
Beth: No, he (2) _____. He's single.
Angie: (3) _____ he got a girlfriend?
Beth: No, he (4) _____.
Angie: Oh. What (5) _____ he do?
Beth: He's a doctor.
Angie: Oh. (6) _____ he live near here?
Beth: No, he (7) _____. He lives in Australia, actually.
Angie: Oh. (8) _____ this your father?
Beth: No, that's my boyfriend.
Angie: Oh, sorry.



2 Who are the people in the picture?

3 Complete these *Yes/No* questions and short answers with the correct auxiliary verbs.

- | | | |
|--|-------------------|---------------------|
| a) <i>Are</i> you a student at university? | <i>Yes, I am.</i> | <i>No, I'm not.</i> |
| b) _____ you got a part-time job? | <i>Yes, _____</i> | <i>No, _____</i> |
| c) _____ you work in an office? | _____ | _____ |
| d) _____ your grandfather retired? | _____ | _____ |
| e) _____ your father got an interesting job? | _____ | _____ |
| f) _____ your mother speak English? | _____ | _____ |
| g) _____ you play the piano? | _____ | _____ |
| h) _____ your grandmother live near you? | _____ | _____ |

4 18 Listen, check and repeat. Work with a partner. Ask and answer the questions in 3. Discuss your answers.

Language reference: present simple

You use *do* or *does* to make questions and give short answers with all verbs (except *be* and *have got*) in the present simple.


Question	Short answer Yes	Short answer No
Do you live in London?	Yes, I do.	No, I don't (I do not).
Does he work in an office?	Yes, he does.	No, he doesn't (he does not).
Do they like coffee?	Yes, they do.	No, they don't (they do not).

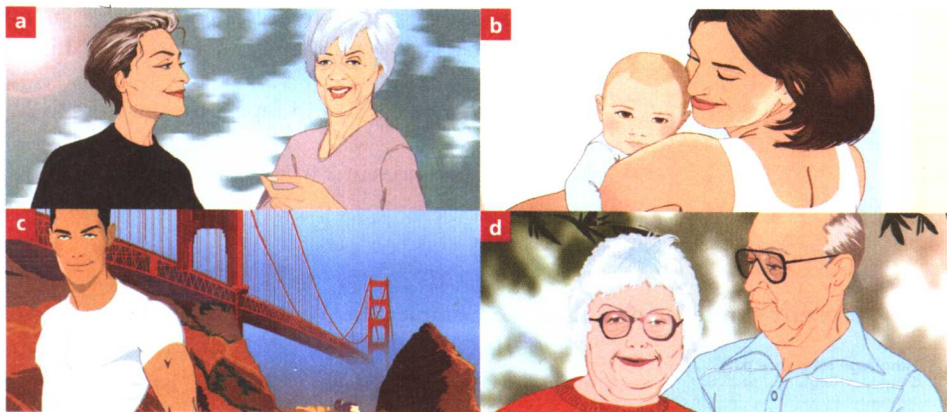
Note: You don't use *do* or *does* with *be* or *have got*.

'Are you retired?' NOT ~~Do you be retired?~~

'Has your sister got a job?' NOT ~~Does your sister have got a job?~~

Family

- Listening** 1  19 Listen to Beth talking about more members of her family. Which two pictures does she talk about?

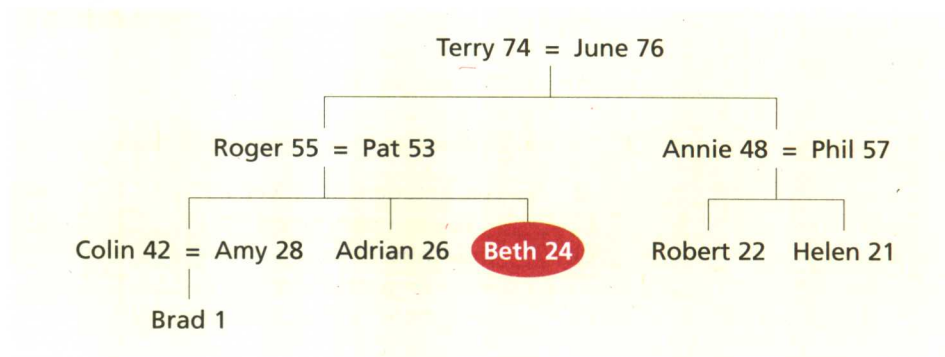


- 2 Make sentences about Amy and Robert from the words and phrases in the box. Listen again and compare your sentences with the recording.

Amy: city centre baby boy lovely teacher school
Robert: San Francisco actor waiter Italian restaurant every year


For example: *She lives in the city centre. She's got a baby boy.*

- Possessive -s** 1 Work with a partner. Say who each person on the family tree is in relation to Beth.
 For example: *Terry is Beth's grandfather. June is Beth's grandmother. etc.*



- 2 Draw your family tree. Ask and answer questions about your partner's family.

Who? Where ... live? Married? What ... do? etc.

Anecdote 1  20 Think about one of your relatives. You are going to tell your partner about him or her. Read and listen to the questions and think about your answers.






- | | |
|---|---|
| <input type="checkbox"/> Is it a man or a woman? | It's a ... |
| <input type="checkbox"/> What's his or her name? | His/Her name's ... |
| <input type="checkbox"/> What relation is he or she to you? | He/She's my ... (mother, grandfather, brother, cousin, etc.) |
| <input type="checkbox"/> Where does he or she live? | He/She lives in ... |
| <input type="checkbox"/> What does he or she do? | He/She's ... (a teacher, a sales manager, a student, retired, etc.) |
| <input type="checkbox"/> Is he or she married? | He/She's ... (married, single, etc.) |
| <input type="checkbox"/> Has he or she got children? | He/She's got ... |
| <input type="checkbox"/> What do you do and what do you talk about when you see him or her? | We ... |






2 Think about what to say and how to say it. Use the sentence beginnings to help you.


3 Tell your partner about your relative.

International relations

Word stress 1 Work with a partner. Copy and complete the table with the correct words. Say each word and underline the stressed syllable.

Flag	Country 'I come from ...'	Nationality 'I am ...'	Language 'I speak ...'
	Argentina	Argentinian	Spanish
	Brazil	(1) _____	Portuguese
	France	French	(2) _____
	(3) _____	German	German
	Italy	Italian	(4) _____

Flag	Country 'I come from ...'	Nationality 'I am ...'	Language 'I speak ...'
	Japan	(5) _____	Japanese
	(6) _____	Polish	Polish
	Spain	(7) _____	Spanish
	the United Kingdom	British	(8) _____
	the (9) _____	American	English

2  21 Listen, check and repeat your answers. Add more countries to your table.

3 Write the names of people you know from different countries. (You can include TV and film stars if you wish.) Tell your partner about them.

For example: *Eva is Polish. She's from Krakow. She lives in Warsaw. She's married and she's got three children. She works for a publishing company.*

Enrique Iglesias is Spanish. He's from Madrid. He lives in Miami. He isn't married. He's a famous international singer.

