

Sue Kay, Vaughan Jones & Philip Kerr

新要求大学英语

Inside Out

综合教程

学生用书

Student's
Book

第一册

Pre-intermediate



外教社

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



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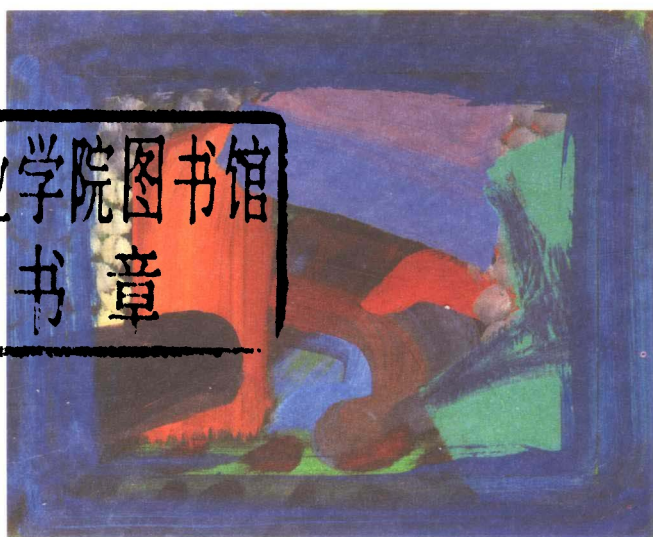
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藏书章

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出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合应用能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. **设计编写以学生为中心**:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在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好选择之一。

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. + -ing 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: talking about 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	Imperatives. Grammar of phrasal verbs Describing faces. Describing character. Verb patterns. Phrasal verbs /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	Dynamic & static meanings. Passives Protest. Word families 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	for & since. been. Present perfect simple & continuous 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	Offers & requests. Indirect questions 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 <i>The Door</i> .		
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	Future time clauses after when, if, as soon as. will for prediction Collocations. Food. Food idioms. Food preparation 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	Relative clauses with that, which, who. Conditionals Animals. Prepositions after verbs & adjectives 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	Narrative tenses: past simple, past continuous, past perfect 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	Past time: used to. Opinions, advice & suggestions. 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 <i>Let's talk about ...</i>		



Listening 1 01 You're going to listen to Susan talking about some of the different names that people call her. Which name doesn't she like?

2 Listen again. Match the people (a-h) with the names (1-8) that they call Susan.

- | | |
|--|--------------|
| a) her father and sometimes her sister | 1 Mum |
| b) her friends and the people she works with | 2 Susan |
| c) her old friends | 3 Suzanne |
| d) her son | 4 Suki |
| e) her mother | 5 Sweetheart |
| f) her best friend | 6 Maggsie |
| g) her sister-in-law | 7 Bunny |
| h) her husband | 8 Sue |

3 Write down the different names that people call you. Tell your partner. Which of your names do you like best/least?

Lexis: family words

LANGUAGE TOOLBOX

Son / daughter
(Ex-) husband / wife / partner
Boyfriend / girlfriend
Stepfather / stepmother
Half-brother / -sister

1 Work with a partner. Copy the following table. Under each heading note down the first names of people in your family.

Parents	Brothers & sisters	Grandfather & grandmother	Sons & daughters	Uncles & aunts	Cousins	Nephews & nieces

2 Add more headings and names to the table in 1.

3 Discuss the following questions about the names in your table.

- Which names are typical in your country?
- Which name is the most unusual?
- Which name do you like best?

Long vowel sounds

1 02 In each of the following groups of names one name has a different vowel sound from the others. Listen and spot the odd one out in each group.

- | | |
|------------------------------------|------------------------------------|
| 1 /ɔ:/ Paul George Sue Dawn | 4 /i:/ Peter Eve Margaret Keith |
| 2 /u:/ Julie Ruth Luke Burt | 5 /ɜ:/ Shirley Bernard Earl Denise |
| 3 /ɑ:/ Charles Laura Barbara Grant | |

2 03 Listen and check your answers to 1. Then listen again and repeat. Rearrange the names so that all four names in each group have the same vowel sound.

What's in a name?

Work in small groups. Discuss the following questions.

- What name would you give this baby girl?
- What names do you like for a boy?
- How did your parents choose your name?

Reading 1 What do you think the following famous people have in common? Read the article and find out.

- Elton John + Marilyn Monroe
- David Bowie + Demi Moore
- Madonna + Bill Clinton



THE NAME GAME

Your name is extremely important. It's how you identify yourself. It's how other people identify you. Elton John was born Reginald Kenneth Dwight. Can you imagine someone famous with a name like that? He had to change it. Marilyn Monroe sounds so much more glamorous than Norma Jean Baker. So how do parents make one of the most important decisions in the lives of their children – giving them a name?

Some parents choose names because they are fashionable. Other parents do the opposite and call their children unusual names, or they even invent names. Helen Petrie, a psychologist at Hertfordshire University, says that people who choose unusual names for their children want to show how special they are.

However, the children are not always very happy with their parents' choice. David Bowie's son found the name Zowie so embarrassing that he changed it to Joe. I wonder if Bruce Willis and Demi Moore's children feel good about their names: Rummer Glenn, Scout LaRue and Tallulah Belle!

These days it's fashionable to give your child the name of a place that is important to you: Victoria (Posh Spice) and David Beckham decided to call their son Brooklyn because they were in New York when they discovered that Victoria was going to have a baby. Madonna named her daughter Lourdes after the town in France, and ex-US-President Bill Clinton named his daughter Chelsea after a part of London that he and his wife liked.

Personally, I think it's a good idea to give children names of famous people. Leonardo Di Caprio was named after the famous Italian painter, and Liam Gallagher, singer with the band Oasis, called his son Lennon after his hero, John.

I wanted to call my first child Elvis, and my husband wanted to call him Pelé. Fortunately she was a girl, so we named her after my favourite aunt – Blodwen.

Reginald Kenneth Dwight (Elton John) ▶



2 Tick (✓) the reasons for choosing a name that the article mentions. Put a cross (✗) by the reasons the article doesn't mention.

- | | |
|--|--|
| a) because it sounds good | e) because it's the name of a place |
| b) because it's fashionable | f) because it's a religious name |
| c) because it sounds the same in two languages | g) because it's the name of a famous person |
| d) because it's unusual or original | h) because it's the name of another member of the family |

3 Work with a partner. What other reasons can you think of for choosing a name? Think about your family, your friends, and people in the class.

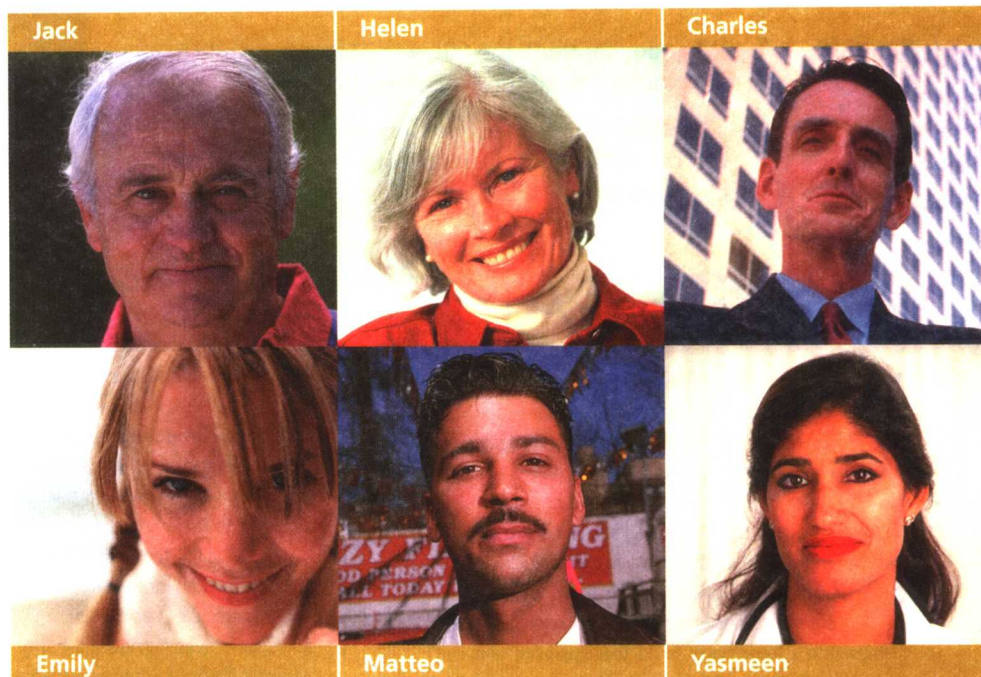
Lexis 1 Complete the following sentences with words from the text above.

- I think that my name *sounds* much nicer in my language than in English. (line 5)
- I won't have to ____ a decision about names. I'm not going to have any children! (line 7)
- I'd like to have an unusual name – it would make me ____ special. (line 18)
- I know exactly what I'm going to ____ my children. (line 23)
- My parents named me ____ a relative. (line 26)
- I think it's a good ____ to choose a name that's easy to say in different languages. (line 31)

2 Find out if any of the sentences in 1 are true for your partner.

I never forget a face

- 1 How good are you at remembering people's names? What techniques do you use?
- 2 Try this memory test. Study these names and faces for thirty seconds. Then turn to page 124 and see which you can remember.



Reading 1 Read this advice for improving your memory. Find an appropriate heading for each paragraph.

- | | | |
|-----------------|-----------------------|----------------------|
| a) Repeat it | c) Use it | e) Write it down |
| b) Visualise it | d) Check the spelling | f) Make associations |

eHow

Back Forward Stop Refresh Home Favorites History Search AutoFill Larger Smaller Print Mail Preferences

Address: Go

Favorites History Search Page Holder

ehow

You can learn to improve your **memory for names** if you follow these steps.

1 Pay attention when you are introduced to someone. Use their name when you're speaking to them and look at their face.

2 A few minutes after you meet the person, say his or her name to yourself again. If you have forgotten it, talk to the person again and ask for the name.

3 Write down the new name three times while picturing the person's face; do this as soon as possible after meeting someone.

4 Ask how to spell a difficult name. If you know the spelling of a word and can picture it in your mind, you'll remember it better.

5 Connect a name to a common word you will remember. For example, the name *Salazar* could sound like 'salamander', 'bazaar' or 'sell a jar'.

6 Connect the face to the name. In your mind, say the name and something about the person's appearance. For example, Emily – long blond hair; Matteo – moustache; Helen – looks friendly; Charles – looks like a banker.

Internet zone
(Based on eHow to remember names by Valerie Singer www.ehow.com)

6

UNIT 1 Me

- 2 Work with a partner. Discuss these questions.
- Which of the techniques in 1 have you used for remembering names?
 - Which of the techniques in 1 could help you to remember new English words and expressions?
 - What other ways can you think of to help remember and learn new English words and expressions?

Lexis:
describing
people



'Do you find the accused
"looks guilty" or
"doesn't look guilty"?'

- 1 Look at the nouns, noun phrases and adjectives in the box. Which words can complete sentence *a*? Which words can complete sentence *b*?

friendly a banker a typical mum intelligent shy a doctor very young
middle-aged stressed out intelligent about sixty Greek a waiter
a Swedish au pair a student fit a retired police officer a bit tired rich

- a) He/She looks ____ . b) He/She looks like ____ .

- 2 What type of word do you use after *look(s)*? What type of word do you use after *look(s) like*?
- 3 Write a sentence to describe each person in the six photographs on the previous page. Leave a space (____) for the name.
For example: ____ looks about 60. He looks intelligent and quite friendly.
- 4 Give your paper to a partner and ask them to complete the sentence with the correct name.
- 5 Repeat the same exercise for three people in your class. Ask your partner to complete the sentences with the correct name.

Meet A.L.I.C.E.

- 1 Read the responses in this conversation. Who or what is A.L.I.C.E.?

Hi. My name's A.L.I.C.E.

- 1 *name What your does mean ?*
It means **A**rtificial **L**inguistic **I**nternet **C**omputer **E**ntity.
- 2 *were born you Where ?*
I was born in Bethlehem, Pennsylvania.
- 3 *grow Where did up you ?*
I think I grew up in San Francisco.
- 4 *look do like you What ?*
I'm blue and I've got one wheel.
- 5 *do What do you ?*
I talk to people on the web.

6 *like your Do job you ?*

Yes, I have a passion for my work!

7 *languages you any speak Can foreign ?*

No, I only speak English at the moment, but I'd like to learn.

8 *married you Are ?*

No, I am single. How about you?

9 *got children Have any you ?*

No, but you can download me and make A.L.I.C.E. clones for yourself!

10 *created you Who ?*

Dr Richard S. Wallace – he is very clever!

- 2 Write the words in the questions in 1 in the correct order.

- 3  04 Listen and check your answers to 1 and 2.

- 4 Underline the stressed word in each question. Listen and repeat the questions in the conversation.

- 5 Work with someone you don't know very well. Interview them using appropriate questions from 2 and add more questions of your own.

LANGUAGE TOOLBOX

What's your favourite ... ?
Are you interested in ... ?
Have you ever ... ?
How often do you ... ?

Close up

Questions: 1 Work with a partner. Look at the table and discuss the questions.
word order

Statement	Question			
subject	(auxiliary) verb		(auxiliary) verb	subject
You	are ...	→	Are	you ...?
You	can ...	→	Can	you ...?
Your name	means ...	→	What does	your name ...?
				Are you married?
				Can you speak any foreign languages?
				What does your name mean?



'Can Wolfgang come out and play?'

- a) What is the difference in word order between a statement and a question in English?
b) When do you need to use the auxiliary verbs *do*, *does*, *did* to form a question?
c) How do you form questions in your language? Is it the same as English?

2 Change the following statements into questions. Then ask your partner the questions.

- a) You are hungry. *Are you hungry?* e) You live in Rome. *Where do you live?*
b) You smoke. f) Your favourite colour is red. (*What*)
c) You can play the guitar. g) You left school in 1997. (*When*)
d) You've been to Disneyland. h) You've got 200 CDs. (*How many*)

3 Rewrite these questions in the correct order.

- a) you are old How ? *How old are you?*
b) life in Do after believe death you ?
c) do much weigh you How ?
d) you anything ever Have stolen ?
e) much earn How you do money ?
f) you many partners How had have ?

4 Work in small groups. In what situations is it okay to ask the questions in 3?

- in your English class • with your best friends • in your family • at work • never!

Subject questions

1 Look at questions A and B below. Question A is an object question because the answer (A.L.I.C.E.) is the object of the verb. Question B is a subject question because the answer (*Dr Wallace*) is the subject of the verb. Do you use an auxiliary with a subject question?

Statement	Question		Answer
subject	verb	object	
Dr Wallace	created	A.L.I.C.E.	→ A.L.I.C.E.
			→ Dr Wallace.

2 Work in pairs. You are going to ask and answer some general knowledge questions. Student A turn to page 124. Student B turn to page 126. Follow the instructions.

Language reference: questions

Word order

To form a question in English you put an auxiliary verb before the subject. In the present simple you use the auxiliary *do* or *does*. In the past simple you use the auxiliary *did*. With the verb *be* you put *am*, *is*, *are*, *was* or *were* before the subject.

question word	(auxiliary) verb	subject	
—	Is	your sister	married?
—	Does	she	love him?
Where	do	they	live?
Why	did	she	get married?

Subject questions

When the question word is the subject you do not use *do*, *does* or *did*. A subject question has the same word order as a statement.

subject	verb	
Who	created	A.L.I.C.E.?
NOT	Who did create	...?
subject	verb	
Who	lives	here?
NOT	Who does live	...?

Stand By Me

Song 1 Look at the words of the song. On lines a–f and lines g–l there is an extra word. Find the word and ~~cross it out~~.

- a) When the ~~good~~ night has come,
- b) And the Disney land is dark,
- c) And the moon is the only flashing light we see,
- d) No, I probably won't be afraid,
- e) Oh, I won't ever be afraid,
- f) Just as long as you stand up, stand by me.

So darlin', darlin', stand by me, oh stand by me.
Oh stand, stand by me, stand by me.

- g) If the blue sky that we look upon
- h) Should tumble and fall over,
- i) Or the rocky mountains should crumble to the sea,
- j) I won't cry, I won't cry out,
- k) No, I won't shed a big tear,
- l) Just as long as you stand up, stand by me.

So darlin', darlin', stand by me, oh stand by me.
Oh stand now, stand by me, stand by me.

And darlin', darlin', stand by me, oh stand by me.
Oh stand now, stand by me, stand by me.
Whenever you're in trouble,
Won't you stand by me, oh stand by me.
Oh stand now, oh stand, stand by me.



Ben E. King

Stand By Me

Recorded by Ben E. King (1961 and 1987), Elvis Presley (1967), and John Lennon (1975).

2 **05** Listen and check your answers to 1.

3 Which of the following is the best interpretation of the song?

- a) There are going to be a lot of disasters if you stand by me.
- b) I won't be able to see very well if you stand by me.
- c) If you stand by me, I will feel strong. Nothing will worry me.

4 Tell your partner about a time when you've really needed a friend to 'stand by you'.

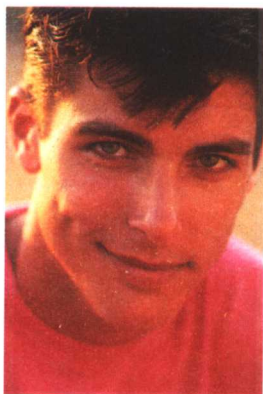
Anecdote

1 **06** Listen to Tom talking about somebody who is important to him. Which of the following topics does he talk about?

- | | |
|---|---|
| <input type="checkbox"/> What is this person's full name? | <input type="checkbox"/> How often do you see them? |
| <input type="checkbox"/> When did you meet this person? | <input type="checkbox"/> Why are they important to you? |
| <input type="checkbox"/> How old are they now? | <input type="checkbox"/> What are their best qualities? |
| <input type="checkbox"/> Where do they live? | <input type="checkbox"/> Is there anything you don't like about them? |
| <input type="checkbox"/> What do they do? | <input type="checkbox"/> When did you last see them? |

2 Work with a partner. Note down as much information as you can remember about the topics Tom talks about. Listen again and check your answers.

3 Think of a person who is important to you. You are going to tell a partner about them. Choose from the list in 1 the things you want to talk about. Think about what you will say and what language you will need.



Tom

2

Place

Work with a partner. Look at the four photos and discuss the questions.

- What do you think it's like to live in each of these places?
- Which of these places would you most like to live in?
- Which of these places would you least like to live in?

Lexis

1 Look again at the photos. Find examples of eight of the twelve items in the box.

high-rise buildings	a river	a hill	a statue	a fountain	a canal
a park	a church	a bridge	a square	a castle	the sea

2 How many of the things in 1 can you find near your school? Put them in the right order on this line.

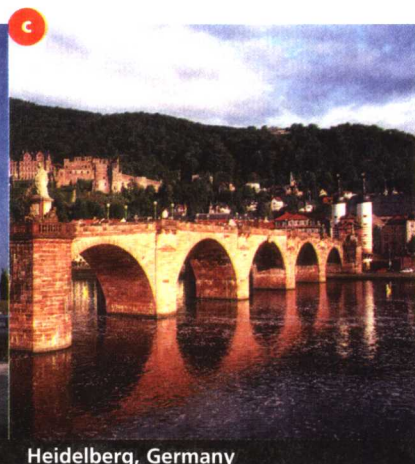
Nearest ← ————— → Furthest away



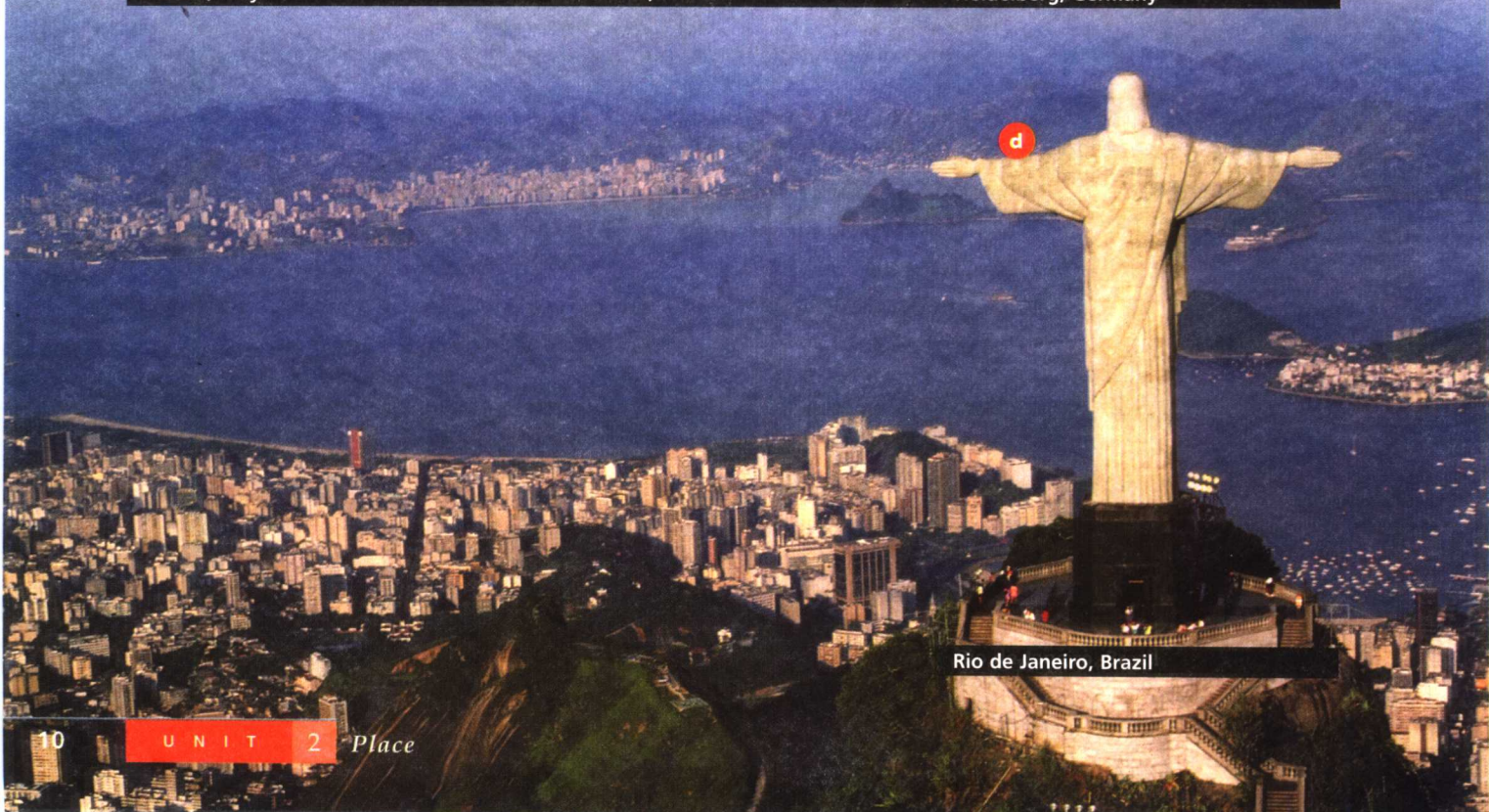
Venice, Italy



La Bastide, France




Heidelberg, Germany



Rio de Janeiro, Brazil

Listening

- 1  07 You are going to listen to four people talking about the places in the photos. Match each speaker to a photo. Who likes living where they live? Who doesn't?
- 2 Use the most appropriate adjective in the box to complete these descriptions from the recording. (Sometimes more than one answer is possible.)
- new clean crowded boring exciting polluted humid
- a) ... a city that's so big and ____
 b) ... people say it's too noisy and ____
 c) ... it's too hot and ____
 d) ... it's a mixture of old and ____
- e) ... the air is lovely and ____
 f) ... I find it so dull and ____
 g) ... the canals are dirty and ____
- 3 Listen and check your answers to 2. Use these adjective combinations to describe places in your country. Compare your ideas with a partner.

Close up

What's it like?

Language reference p15

- 1 Look at the following question. Choose the only possible answer: *a, b or c*.
- What's your home town like?
- a) Yes, I do. b) It's big and exciting. c) The shops.
- 2 Think of three other possible ways of answering the question in 1.
- 3 Match the questions from the recording with the most appropriate response.
- | | |
|---|----------------------------------|
| a) What's the <u>weather</u> like? | 1 It's a mixture of old and new. |
| b) What's the <u>architecture</u> like? | 2 They're really friendly. |
| c) What are the <u>people</u> like? | 3 They're too expensive. |
| d) What are the <u>shops</u> like? | 4 It's hot and humid. |

Nouns: countable / uncountable

Language reference p15

- 1 Look at the underlined nouns in 3 in the previous section and complete the table.

Nouns	Countable	Uncountable	Singular form	Plural form
a) <u>weather</u>	<u>X</u>	<u>✓</u>	<i>weather</i>	<u>-</u>
b) <u>architecture</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
c) <u>people</u>	<u>✓</u>	<u>X</u>	<i>person</i>	<u>-</u>
d) <u>shops</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

- 2 Continue the table in 1 with the nouns in the box. Decide if the nouns are countable or uncountable. Write down the singular form in each case and add the plural form if the noun is countable.

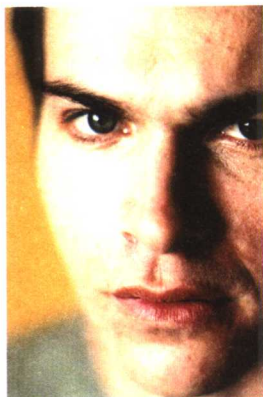
traffic restaurant nightlife public transport park cinema

- 3 Work with a partner. Discuss these questions.
- a) Which countable noun in the table in 1 has an irregular plural form?
- b) How do you make plural forms of these irregular countable nouns: *a man, a woman, a child, a foot, a tooth*?
- c) How do you make plural forms of regular countable nouns?
- 4 Work with a partner. Note down the names of two cities or villages you know well. Combine nouns from 1 and 2 with the appropriate question frame below to ask each other questions about the places you have noted down.
- a) 'What's the ____ like?' 'It's ...'
- b) 'What are the ____ like?' 'They're ...'

First impressions

Writing

- 1 Read this letter from Rick to a friend. How does he feel about the place he is describing?



Rick

Hi!

I've been here a week and my first impressions are not very good. In fact, they are terrible. The city is small and boring. Really boring! The buildings are modern and unattractive, and there are some ugly high-rise office blocks.

The city centre is really dirty and polluted, and public transport is useless. The buses stop at ten o'clock at night, and it's impossible to get a taxi. This probably explains why the streets are completely empty after six o'clock in the evening and the nightlife is terrible. There's nothing to do.

The people look miserable and they're not very friendly. I suppose it could be because the weather is awful – it's cold and hasn't stopped raining since I arrived. Seven days of rain – can you imagine?

But the worst thing is the food – I can't eat it. And the coffee tastes disgusting. Ugh! There aren't many restaurants and they're expensive.

I want to come home! I really hate it here.

Love, Rick


XXX

- 2 Re-write the letter in 1. Make it sound as positive as you can.

Hi!

I've been here a week and my first impressions are really good. In fact, they are fantastic. The city is big and exciting. Really exciting! The buildings are ...

Word stress

- 1  08 Complete the following country and nationality sets. Underline the stressed syllable in each word and then listen and repeat to check your answers. What happens to the word stress in each set?

A		B		C	
Country	Nationality	Country	Nationality	Country	Nationality
<u>C</u> uba	C_____	E_____	<u>E</u> gyptian	<u>C</u> hina	C_____
T_____	<u>T</u> urkish	<u>I</u> talY	I_____	M_____	<u>M</u> altese
M_____	Mor <u>o</u> ccan	<u>H</u> ungary	H_____	P_____	Portug <u>u</u> ese
Argen <u>t</u> ina	A_____	C_____	Can <u>a</u> dian	<u>J</u> apan	J_____

- 2 Think of three other countries not mentioned in 1 that you would like to visit. Write down each country and nationality and mark the stress. Tell your partner where you would like to go and what you would like to do there.

Discussion

- 1 Work in small groups. Decide if you agree with the following statements.
French wine is the best in the world. Japanese cars are the best in the world.
- 2 Replace the underlined words in 1 in as many different ways as possible. Use topics in the box or think of some of your own.

coffee watches women beer pop music fashion football players
perfume tea rice men roads universities food mobile phones
shops films stereo equipment

- 3 Write as many sentences as you can which you all agree on. Compare with other groups.

Dream holiday

- 1 Read through the information about the four destinations on offer in this holiday competition. List them in order (1 = the place you would most like to go to; 4 = the place you would least like to go to). Explain your choices to a partner.
- 2 You are going to enter the competition. Work with a partner. Read the 'How to enter' section and do parts A and B of the competition.
- 3 Check your answers to Part A of the competition on page 124. Compare your written summaries for Part B of the competition with other people in the class. Choose a class winner!

WIN A DREAM HOLIDAY FOR TWO!

The winner of our exciting competition can choose a dream holiday for two in one of these fabulous destinations.



New York

Shopping heaven and a great nightlife. Visit Central Park, the Empire State Building, the Statue of Liberty, and shop till you drop!



Karagaaç

A tiny village located on the beautiful coast of south-west Turkey. Enjoy the clear seas and white-gold sands of Patara beach, or visit the many archeological sites in the area.



Atlas Mountains

Located in the heart of Morocco, the Atlas Mountains are the perfect place to relax. The people are very welcoming and the air is fresh. You'll feel like a new person.



Havana

The capital of Cuba, famous for its wild music and beautiful people – Cubans know how to have a good time, and so will you.

HOW TO ENTER

Part A

To enter this fabulous competition and win a dream holiday for two, complete the following sentences with option **a**, **b** or **c**.

- 1 The official language of Brazil is ...
a Portuguese
b French
c Italian
- 2 Ankara is the capital of ...
a Morocco
b Turkey
c Malta
- 3 The third largest country in the world is ...
a China
b Argentina
c Australia
- 4 The zloty is the currency of ...
a Hungary
b Ireland
c Poland
- 5 The Alhambra Palace is in ...
a Egypt
b Spain
c Mexico
- 6 Kyushu is an island in the south of ...
a Thailand
b Greece
c Japan

Part B

Now tell us in no more than fifty words which holiday destination you would choose and why you would like to go there.

**Send your answers before
1st April to
Dream Holiday, PO Box 437,
London NW1 4HB.**

Close up

Quantity

Language reference p15

- 1 Complete the following description of a country with the nouns from the box. Which country do you think it is? Could it be your country? Why / Why not?

cars cigarettes coffee hours meat noise people sleep wine

Everything's wrong here!

They do everything wrong here!

They eat far too much (1) ____ and they eat it at 11pm.

Yesterday we went out to dinner at 11.30 and we had trouble getting a table! At 1am we were still eating, and the restaurant was still half-full!

- 5 They smoke too many (2) ____ . They drink lots of strong (3) ____ and a lot of (4) ____ .

They spend too many (5) ____ in the sun and they certainly don't get enough (6) ____ . One Saturday night we went to a disco at 2 am and were surprised to see that there were only a few (7) ____ on the

- 10 dance floor. Then the DJ arrived at 3 am and the party began!

There are far too many (8) ____ in the cities, and there's too much (9) ____ everywhere!

They do everything wrong here, but the quality of life is great, and people really know how to enjoy themselves. I don't want to go home!

- 2  09 Listen and check your answers to 1.

- 3 This table categorises the quantity expressions used with the nouns 1–9 in the text in 1. Choose a suitable heading for each category (A, B, C): Use with countable and uncountable nouns; Use with countable nouns; Use with uncountable nouns.

A	B	C
How many? (far) too many (only) a few	How much? (far) too much (only) a little	not enough a lot of lots of

- 4 Underline the correct quantity expression in each of these sentences.

- a) I don't eat much / many bread. d) I don't eat much / enough vegetables.
b) I eat a few / lots of fruit. e) I eat a lot of / a little cakes.
c) I drink far too much / far too many beer. f) I don't drink enough / many water.

- 5 How many of the sentences in 4 are true for you? Re-write the sentences so that they are all true for you. Compare your sentences with a partner.

- 6 Work with a partner. Use the question frame below to ask each other questions about daily habits. Add your own nouns and verbs to make different questions.

For example: *How much meat do you eat every day? How many e-mails do you get every day?*

	Nouns		Verbs	
How much	chocolate e-mails	do you	eat drink	every day?
How many	bad TV programmes		watch get	
	sleep money wine		have make	
	friends coffee		phone see	
	people meat		send spend	