

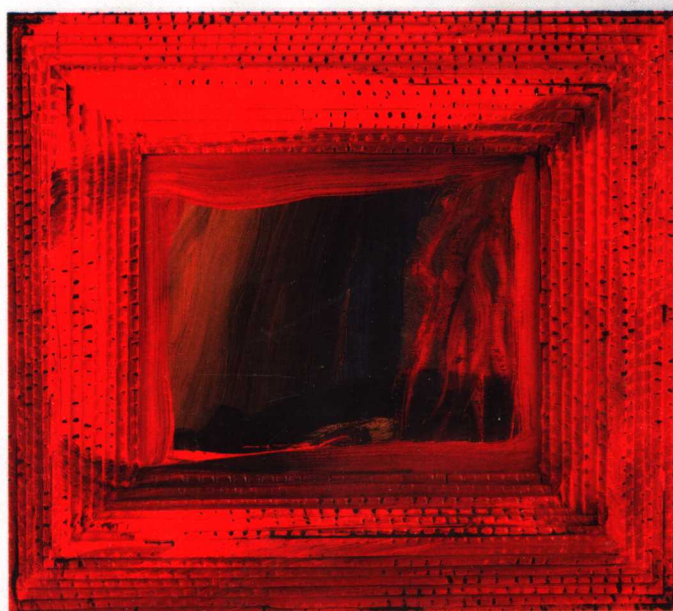
Louis Harrison

新编大学英语

Inside Out

视听说

Video
Student's Book



MACMILLAN

Louis Harrison

新要求大学英语

Inside Out

视听说

学生手册

Video

Student's Book

第四册

Advanced

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MACMILLAN

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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,决定引进英国著名出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

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

2. **选材全面,来源真实,语言地道**:教材各单元按主题划分,每个单元内又包含若干主题,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。真实的情境、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。



Introduction

Welcome to the *Inside Out* Advanced Video Student's Book. Each level of the *Inside Out* course has its own video, Video Student's Book and Video Teacher's Book to be used in conjunction with the *Inside Out* Student's Book. *Inside Out* videos closely follow the topics and content of the Student's Books and are intended to both recycle and expand language and topics from the course. There is a video unit for each teaching unit of the Student's Book, but not for the review units 7 and 14.

The aims of the *Inside Out* videos are:

- to provide students with a stimulating and engaging learning tool that adds extra interest and variety to lessons.
- to expose students to authentic English, carefully matched to their language ability – the video units are a language-rich resource for students to extract real words and phrases from.
- to provide information on cultural aspects of language, both directly through culture-focused activities and indirectly through inferring from the video for discussion and cross-cultural comparison.
- to give students a more in-depth knowledge of the topics and texts in the Student's Book thereby enabling them to make a fuller, better-informed contribution in class.
- to offer students the chance to increase their confidence by watching and understanding native speakers in context.

Inside Out videos

The *Inside Out* videos are closely linked to the topics and activities in the Student's Book. Each video unit lasts approximately five minutes, but may vary from unit to unit. In order to help you find the unit you want to use, the running time is indicated in the bottom left-hand corner of the screen and the unit number can be found in the top left-hand corner.

Each video unit stands alone as a complete lesson, and together with the worksheet activities should take between 30 and 45 minutes. The videos contain a wide variety of genres and styles ranging from documentaries and interviews to dramas and music videos, and include monologues, dialogues and narratives. They can be divided into three categories: 'extension' units, 'anecdote' units and 'alternative' units.

- Extension units develop and extend topics or reading texts in the Student's Book. For example, Student's Book unit 10 contains a

reading text about the first ascent of Everest without oxygen by Messner and Habeler and video unit 10 is a documentary about the actual ascent.

- Anecdote units show anecdotes from the Student's Book being performed by native speakers. For example, in video unit 2 two people talk about their favourite restaurant using some of the cues from the anecdote in unit 2 of the Student's Book. These units can be used as a model prior to students attempting their own anecdote or after students have produced their anecdote in order for them to analyse their own effort.
- Alternative units are intended to offer a visual presentation of listening or reading texts in the Student's Book. For example, in unit 1 of the Student's Book students have the opportunity to listen to a song. Video unit 1 is the original pop video of the same song which may be used in place of the audio cassette or CD. For these units the teacher may decide to use the activities from the Student's Book only or may decide to use the video worksheets in which Student's Book activities are repeated and a limited number of new activities have been added. Where an activity focuses on the language in the video, students may be directed to the Student's Book for further explanation and practice.

Contents

Title	Description	Link to <i>Inside Out</i> Advanced Student's Book
1 My girl 00:00:52 page 6/30	Pop video of the Madness song <i>My Girl</i> .	Alternative to listening exercises 1–4 on page 11
2 A favourite restaurant 00:03:38 page 8/31	Two people talk about their favourite restaurants.	Illustrations of the anecdote on page 20
3 London's West End 00:08:12 page 10/32	A young person's guide to London's West End, including entertainment, shopping, eating out and clubbing.	Linked to the reading text <i>Leicester Square</i> on page 30
4 Family affairs 00:13:30 page 12/33	A mother and son are interviewed about each other and their relationship.	Illustration of the anecdote on page 42
5 Regrets 00:19:33 page 14/34	Eight people talk about something they regret doing / not doing.	Linked to the grammar work on wishes and regrets on page 49
6 Oliver Sacks 00:24:32 page 16/35	An extract from an interview with Oliver Sacks (taken from a BBC programme).	Linked to the reading text <i>The Man Who Mistook His Wife for a Hat</i> on pages 54–55
7 No video unit		
8 Stephen Hawking 00:30:33 page 18/36	A biographical documentary on Stephen Hawking (adapted from a Channel 4 programme).	Linked to the reading text <i>A Brief History of the Future</i> on page 69
9 The barrister 00:37:49 page 20/37	An interview with a criminal defence barrister working in central London.	Linked to the topic (law) of the Student's Book unit
10 Everest 00:46:17 page 22/38	A documentary about Messner and Habeler, who were the first to climb Everest without oxygen (original footage of the expedition and interviews).	Linked to the reading text <i>First Without Oxygen</i> on page 92
11 The pedlar 00:54:27 page 24/40	Helen East, a well-known storyteller, tells a traditional folktale set on London Bridge.	Linked to the listening material (another story by Helen East) on page 98
12 Accents 01:00:08 page 26/41	Seven people from different parts of the UK talk about their regional accent and dialect.	Linked to the topic (words) of the Student's Book unit
13 Charity 01:09:25 page 28/42	An interview with a press officer from Oxfam about the charity's work and goals.	Linked to the topic (conscience) of the Student's Book unit
14 No video unit		

1

My girl

Before you watch

- 1 Work with a partner. Make a list of five common complaints girlfriends and boyfriends make about each other. Do the complaints differ according to sex?
- 2 You're going to watch the video to a song about an argument between a couple. Look at these expressions from the song. What do you think the problem between them is?
 - a) had enough ☐
 - b) on my own ☐
 - c) why can't I explain ☐
 - d) we argued just the other night ☐
 - e) I don't care ☐
 - f) see the film tonight ☐
 - g) lovely to me ☐
 - h) on the telephone ☐
 - i) doesn't understand ☐
 - j) talked it out ☐
 - k) mad at me ☐



While you watch

- 3 Watch the video and put the expressions in 2 in the order you hear them.
- 4 Were your predictions correct? What is the boy complaining about? What is the girl upset about?



- 5 Watch again and complete the song.

My girl's mad at me.

I didn't wanna see the film tonight.

I found it _____ ,

She thought I'd had enough of her.

Why can't she see,

She's lovely to me,

But I like to _____

And watch TV

On my own

Every _____ and _____ .

My girl's mad at me.

Been on the telephone _____

_____ .

We _____ a word.

I tried and tried but I could not be heard.

Why can't I explain?

Why do I _____ ?

'Cos everything I say

She doesn't understand

She doesn't realise

She _____ it all the _____ .

My girl's mad at me.

We argued just the other night.

I thought we'd _____ .

We talked and talked until it was light.

I thought we'd agreed.

I thought we'd talked it out.

Now when I try to speak

She says that I don't care,

She says I'm _____ ,

And now she says _____ .

After you watch

6 Work with a partner and explain the meanings of these phrases.

- a) I'd had enough of her
- b) every now and then
- c) she doesn't realise
- d) she takes it all the wrong way
- e) we'd got it straight
- f) we'd talked it out

7 Replace the underlined expressions with words and phrases from the song.

I'm really annoyed with John, he's *stood me up* again! We go out once in a blue moon, and when we do finally *get together*, he doesn't turn up! Last week when I suggested going somewhere we had a row. Well, I'm fed up with him. I'm going to *dump him*!

8 Explain the phrases in 7 in *italics*.

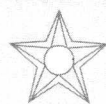
9 Work with a partner and discuss what advice you would give to the boy in the song. What advice would you give to his girlfriend?

10 Work with a partner and discuss these questions.

- a) Did you like the video? How would you describe it? Use some of the words in the box.

low budget	inventive	comical	slick
technical	dated	clever	amateur

- b) How does it compare with today's music videos? Talk about special effects, location, dancing, clothes, hair styles, direction.
- c) What do you think of the 'nutty' sound and look?



Factfile



Madness

were one of the leading bands in British pop music in the late '70s and early '80s. The music they originally played was Ska, the predecessor of Reggae. Over time they moved more towards pop music and were particularly well-known for their trademark 'nutty sound'. This involved a lot of very energetic and entertaining dancing, seen in their live concerts and videos.



2

A favourite restaurant

Before you watch

1 Read the restaurant review and answer the questions.

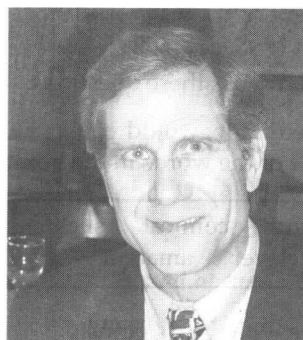
- | | |
|---|--|
| a) What is the influence behind Med Bar? | c) What is a <i>hen night</i> ? |
| b) What is a <i>tomato and brie stack</i> ? | d) What do <i>chill out</i> and <i>get merry</i> mean? |

The screenshot shows a web browser window with the title 'Restaurant reviews'. On the left is a navigation menu with links: Home, Location, Reviews, Ratings, Contact us, and Links. The main content area is titled 'Essential Guide to the North West' and features a section for 'Med Bar'. The text describes the restaurant's location in central Liverpool, its Mediterranean theme with terracotta and blue decor, and its menu featuring southern European cuisine like tomato and brie stack, risottos, and French desserts. It also mentions the atmosphere and opening hours (4pm to 2am).

2 You are going to watch Ronald and Claire talking about their favourite restaurants. Work with a partner, look at their photographs and answer the questions.

Who do you think prefers ...

- | | Ronald | Claire |
|------------------------------|--------------------------|--------------------------|
| a) an informal atmosphere? | <input type="checkbox"/> | <input type="checkbox"/> |
| b) a formal atmosphere? | <input type="checkbox"/> | <input type="checkbox"/> |
| c) modern European food? | <input type="checkbox"/> | <input type="checkbox"/> |
| d) traditional English food? | <input type="checkbox"/> | <input type="checkbox"/> |
| e) meat dishes? | <input type="checkbox"/> | <input type="checkbox"/> |
| f) vegetable dishes? | <input type="checkbox"/> | <input type="checkbox"/> |
| g) white wine? | <input type="checkbox"/> | <input type="checkbox"/> |
| h) red wine? | <input type="checkbox"/> | <input type="checkbox"/> |



Ronald



Claire

While you watch

PART 1 (00:03:40–00:06:20)

3 Watch Part 1 and tick the questions Ronald answers.

- | | | | |
|--|--------------------------|--------------------------------------|--------------------------|
| a) Can you describe your favourite restaurant? | <input type="checkbox"/> | e) When are you coming next? | <input type="checkbox"/> |
| b) How expensive is it? | <input type="checkbox"/> | f) What's your favourite dish? | <input type="checkbox"/> |
| c) When was the first time you came? | <input type="checkbox"/> | g) What do you order at other times? | <input type="checkbox"/> |
| d) When was the last time you came? | <input type="checkbox"/> | h) What is the chef's speciality? | <input type="checkbox"/> |
| | | i) What do you enjoy most about it? | <input type="checkbox"/> |
| | | j) Would you recommend it? | <input type="checkbox"/> |

- 4 Work with a partner. How many of Ronald's answers can you remember?

- 5 Watch Part 1 again and complete the extracts.

- a) This is my favourite restaurant. We're right _____ the countryside here ...
- b) ... a lovely meal and, _____, at the end of the meal ...
- c) ... it was particularly romantic. I _____.
- d) ... then to finish off, a lovely _____, sweet English cooked pudding.
- e) ... this place has its own particular personal history for me and there's _____ it.
- f) Oh, I _____ this restaurant to my friends like that.

PART 2 (00:06:20–00:08:06)

- 6 Watch Part 2 and decide whether these statements are true or false.

- | | True | False |
|--|--------------------------|--------------------------|
| a) Claire's favourite restaurant is the Slug and Lettuce. | <input type="checkbox"/> | <input type="checkbox"/> |
| b) The first time she went was with her boyfriend. | <input type="checkbox"/> | <input type="checkbox"/> |
| c) There is a wide choice of vegetarian dishes. | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Claire will have a mushroom, roast tomato and brie stack later. | <input type="checkbox"/> | <input type="checkbox"/> |
| e) The restaurant gets busy on a Friday night. | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Claire is at the restaurant for a hen night. | <input type="checkbox"/> | <input type="checkbox"/> |

- 7 Correct the statements in 6 which are false.

- 8 Watch Part 2 again and complete the extracts.

- a) I first _____ it through my friend ...
- b) ... we had lots of wine and _____.
- c) ... they've got a really good choice of food, although _____ I'd prefer ...
- d) ... some really good sofas to _____ on, which I like to do with my friends.
- e) ... it's my best friend's _____.
- f) ... and then _____ a salsa club ...

After you watch

- 9 Describe the two restaurants using appropriate words from the box.

urban traditional intimate spacious
old-fashioned modern countrified
fancy classy well-designed stuffy
informal formal sophisticated busy
down-to-earth comfortable trendy



The Mill



The Slug and Lettuce

- 10 Work in groups and discuss these questions.

- a) Would you prefer to eat at The Mill or The Slug and Lettuce? Why?
- b) Is eating out expensive in your country?
- c) How often do you go out to eat? Do you usually only eat out on special occasions?
- d) Are any foreign cuisines popular in your country? Which do you prefer? Why?
- e) Have you got any interesting anecdotes to tell about a time you ate out? A strange meal? An occasion when something went wrong?

3

London's West End

Before you watch

- 1 Work with a partner and discuss what you like to do when you visit a new city.
 - walk around shopping/sightseeing
 - visit art galleries/museums/cinemas
 - eat out/go to pubs and bars
 - other activities
- 2 Complete the letter on the right with the words and phrases in the box.

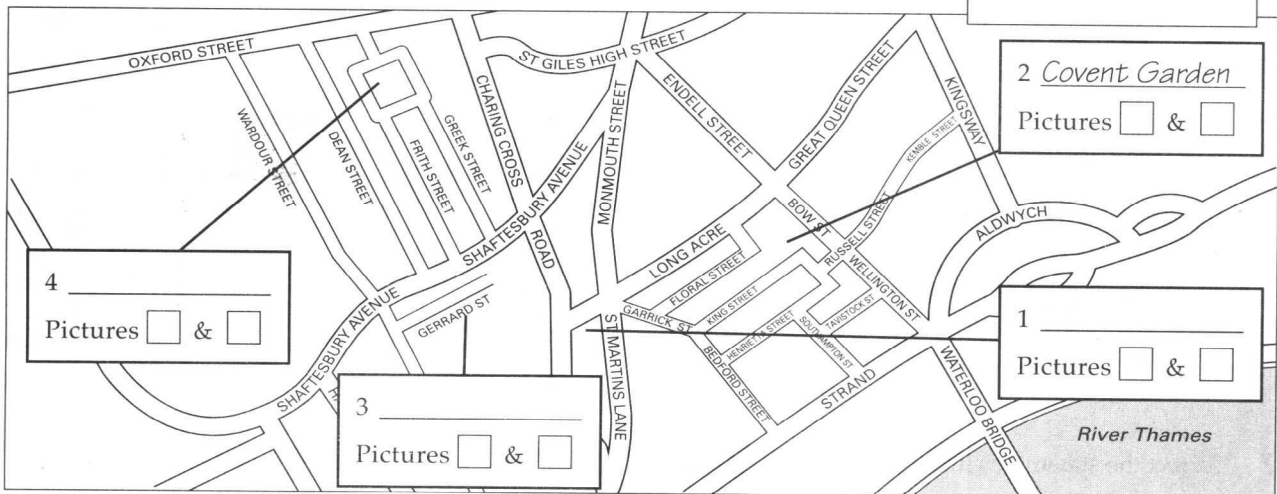
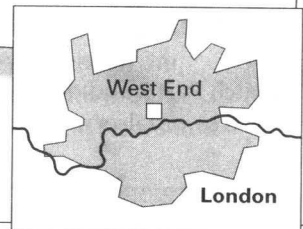
première trendy overwhelming
scores of clogged with spotted busker

Dear Eva,
Hi! I'm having a fantastic time in the UK. Last week I went to London and did some sightseeing and a bit of shopping. The roads were 1) _____ traffic and the pollution was almost 2) _____. Enough complaining! There are 3) _____ great shops selling 4) _____ clothes. I 5) _____ one of London's top models giving some money to a 6) _____ playing a guitar in Covent Garden. One evening we were in Leicester Square and there was a film 7) _____ at one of the big cinemas. We saw Julia Roberts arrive! I'll show you my photos when I get back.
See you soon,

Vicky

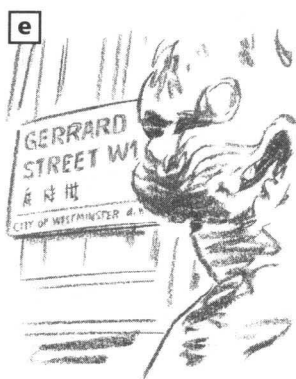
While you watch

- 3 Which parts of London does Jeremy visit? Put the names of the areas on the map in the order he visits them.
a) Chinatown b) Leicester Square c) Covent Garden d) Soho



- 4 Match the pictures with the areas that Jeremy visits on the map.





5 Watch again and complete the extracts.

- We're in Leicester Square, _____ London's West End.
- If you're lucky, you might _____ of the rich and famous ...
- But if you want to go shopping, Leicester Square isn't the _____. About the only shops you'll find around here are _____, _____ souvenir stalls.
- ... in place of the traditional fruit and vegetable stalls, you'll find _____ selling their handmade ceramics, jewellery, knitwear – _____.
- ... numerous bars, cafés and restaurants have _____ over recent years. It's a great place to relax and _____ or be entertained by the street performers and _____.
- Covent Garden is also a _____ for the young and _____ Londoners ...
- ... immediately north of Leicester Square is Chinatown with _____ Chinese restaurants and shops selling oriental produce, some _____.
- ... the Chinese New Year. Then, the streets are _____ people ...
- If you're looking for something to eat there's an almost _____ of international cuisines ...
- If you want a traditional English pub, _____ The Coach and Horses in Greek Street.
- ... a great _____ if you prefer not to visit the pub ...
- If you're not exhausted by now, you can finish the night off clubbing. _____ in music, you'll find it here.

After you watch

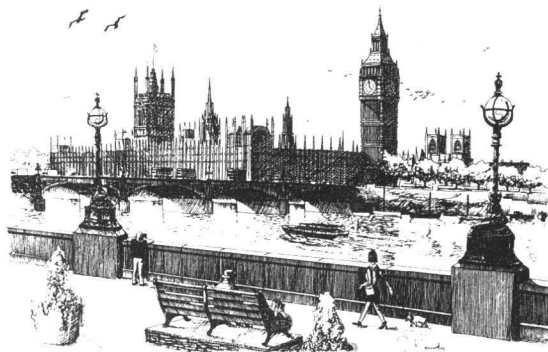
6 Answer these questions.

- Why did Leicester Square change?
- What happened to Covent Garden in the 1970s?
- When is the best time to visit Chinatown?
- Why do people go to Bar Italia?

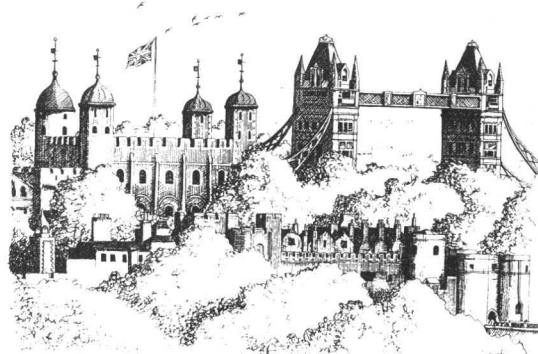
7 Work with a partner and discuss these questions.

- Where would you like to visit in London? Why?
- Are there areas like Leicester Square in your city or a city near you?
- Do you like people watching? Why / Why not?

8 Imagine you went on Jeremy's tour of London during January or February. Write a postcard to a friend describing your day.



Big Ben and the Houses of Parliament



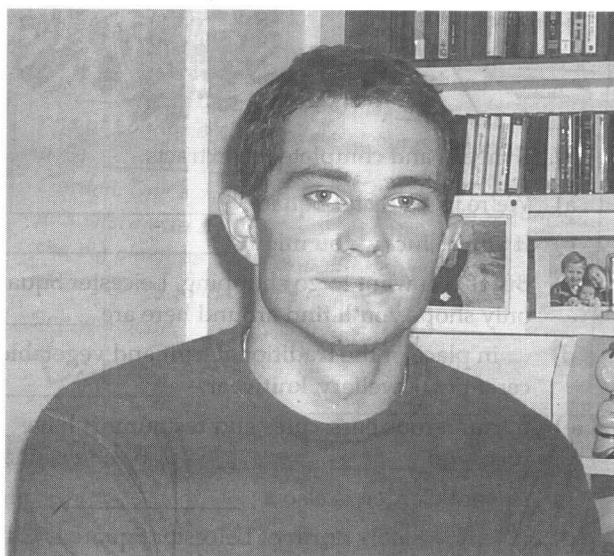
The Tower of London and Tower Bridge

4

Family affairs

Before you watch

- 1 You are going to watch Sue and William talking about each other. Work with a partner, look at their photographs and discuss the questions.



- a) What do you think William and Sue are like as people?
b) What do you think the relationship between them is?



While you watch

- 2 Watch the video. Check your answers to 1 and tick the points below that they mention.

- a) their good qualities
b) a secret they have
c) their relationship now
d) the last time they met
e) an argument they had
f) their bad habits
g) their favourite possession

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- 3 Watch again and complete the answers. Tick all the answers that are correct.

- a) *How would you describe him?* Sue says William is ...

- 1 sociable.
2 lazy.
3 outgoing.
4 fussy.
5 a good communicator.

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- b) *How would you describe yourself?* William says he is ...

- 1 hardworking.
2 anti-social.
3 professional.
4 sociable.
5 sympathetic.

☐
☐
☐
☐
☐

- c) *How would you describe your mum?* William says Sue is ...

- 1 outgoing.
2 professional.
3 hardworking.
4 buoyant.
5 sociable.

☐
☐
☐
☐
☐

- d) *How would you describe yourself?* Sue says she is ...

- 1 hardworking.
2 moody.
3 bossy.
4 nervy.
5 domesticated.

☐
☐
☐
☐
☐

e) *Has your son got any annoying habits?* Sue says William ...

- 1 plays loud music. ☐
- 2 has lots of girlfriends. ☐
- 3 smokes. ☐
- 4 snores. ☐
- 5 likes expensive clothes. ☐

f) *Do you think you have any annoying habits?* William says he ...

- 1 is messy. ☐
- 2 plays music too loudly. ☐
- 3 drinks too much. ☐
- 4 likes expensive clothes. ☐
- 5 snores. ☐

g) *Has your mum got any annoying habits?* William says Sue ...

- 1 likes expensive clothes. ☐
- 2 snores. ☐
- 3 keeps in touch with his ex-girlfriends. ☐
- 4 bites her nails. ☐
- 5 leaves the washing up. ☐

h) *Do you think that you have any annoying habits?* Sue says she...

- 1 is untidy. ☐
- 2 talks too loudly. ☐
- 3 is forgetful. ☐
- 4 is repetitious. ☐
- 5 is always on the phone. ☐

i) *What's the best thing about your relationship now?* Sue says ...

- 1 we do our own things. ☐
- 2 we have the same interests. ☐
- 3 we don't live together. ☐
- 4 we're like friends. ☐
- 5 we don't argue. ☐

j) *What's the best thing about your relationship now?* William says ...

- 1 we do our own things. ☐
- 2 we're like friends. ☐
- 3 we don't see each other. ☐
- 4 we get on well. ☐
- 5 we're like a normal mother and son. ☐

After you watch

4 Work with a partner and answer these questions.

- a) Why does Sue call William a *party animal*?
- b) Why does William say Sue is good to invite to parties?
- c) Why is Sue irritated by William's taste for expensive clothes?
- d) How has Sue embarrassed William?
- e) How does Sue think she bores people?

5 Complete these extracts with the words and phrases in the box.

on the down side I'm quite happy to
inherited certain traits having said that
the sort of person get the brunt of
blossomed bother me best qualities

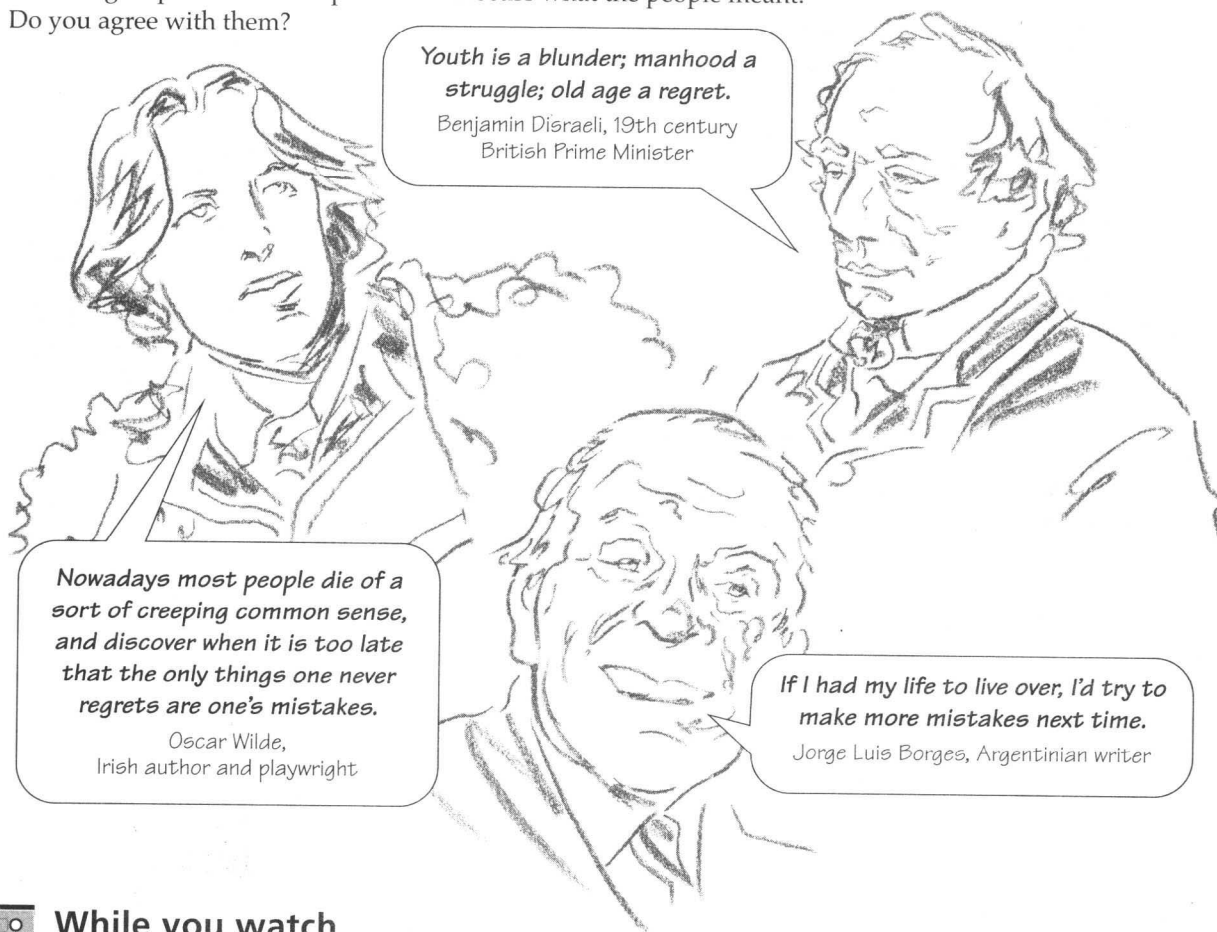
- a) ... one of his _____ is that he's a really good communicator.
- b) ... I think I've _____ from my mum ...
- c) She's _____ you'd like to have at a party ...
- d) I'm pretty domesticated, although _____, I can't cook.
- e) ... I'm probably a bit nervy actually _____. But perhaps that goes with being quite creative ...
- f) He snores. But that doesn't _____ because I don't live in the same house as him anymore.
- g) ... I think the neighbours _____ that now.
- h) ... I leave things all over the place and _____ leave the washing up ...
- i) ... I think our relationship has _____.

6 Work with a partner. Think about the questions below, then tell your partner about two of them.

- a) Have your parents ever embarrassed you?
- b) Have you ever embarrassed your parents?
- c) Can you think of a time when you were proud of your parents?
- d) Can you think a time when you made your parents proud of you?

Before you watch

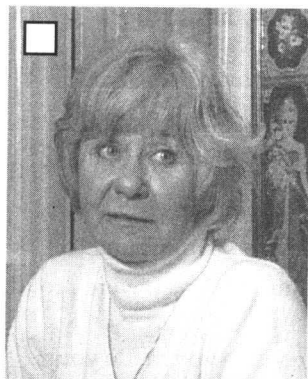
- 1 Work in groups. Read these quotes and discuss what the people meant. Do you agree with them?



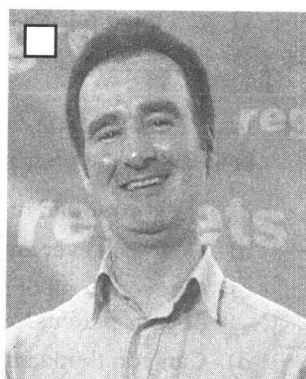
While you watch

- 2 Watch the video and match the people with their regrets. There are two extra regrets.

- | | |
|---|--|
| a) moving away from his/her mum | f) not knowing his/her father better |
| b) not learning to swim | g) starting to smoke |
| c) not driving across the USA | h) not continuing to work in the theatre |
| d) getting drunk the night before a wedding | i) buying a second-hand car |
| e) not taking a year out travelling | j) not dating a girl at university |



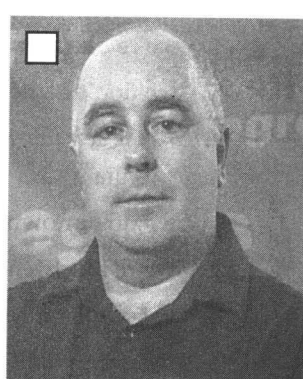
Penny



Tony



Kate



Keith