

New
Inside Out

流畅英语口语教程 (第二版)

Sue Kay & Vaughan Jones



Intermediate
Student's Book
学生用书 第二册

附Multi-ROM



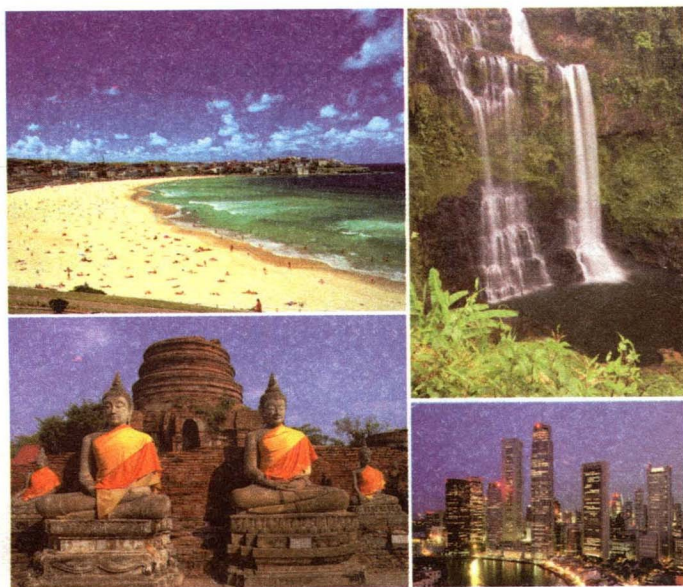
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外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
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Sue Kay & Vaughan Jones

with Peter Maggs & Catherine Smith



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1 Friends

Friends
Lifestyle
Communication
page 4

- S** Friends
 - S** Getting to know you
 - S** How people communicate
- Anecdote:** A friend who is different from you
- WB W** Emails

- R** David Schwimmer: Q&A
 - R** Keeping in touch
 - L** Three people talking about keeping in touch with friends
 - R** That was then. This is now
- Useful phrases:** Meeting friends unexpectedly

- G** Question forms. Tense review. Questions with prepositions. Subject questions. Adverbs of frequency
- V** Friendship expressions
- V** *Extra* Using a dictionary
- P** Fractions and percentages

2 Adrenalin

Experiences
Sports
Injuries
page 12

- S** Exciting experiences
 - S** Sports
 - S** Injuries
- Anecdote:** A time when you were in a dangerous/exciting situation
- S** Describing a city/town
 - WB W** Story

- R** deadmike.com
 - L** Three people talking about experiences
 - L** Two people talking about sports they do
- Useful phrases:** Giving advice about complaints or injuries

- G** Present perfect simple. Past simple and continuous. Comparatives and superlatives
- V** Gradable and non-gradable adjectives. Time expressions. Sports
- V** *Extra* Adjectives: exploring synonyms
- P** Intonation to show strong feelings

3 Relationships

Family
Dating
Character
page 20

- S** Personal photos
 - S** Family
 - S** Firsts
 - S** Dating
- WB W** Informal letter

- R** Who do you carry around?
 - R** Twenty-first century dating
 - L** Two people talking about their relationships
 - L** Six people talking about their ideal partner
 - R** What's your type?
- Useful phrases:** 'Less direct' language

- G** Dynamic and stative meanings. Present perfect simple and continuous
- V** Family. Relationships. Describing character
- V** *Extra* Sounds and spelling
- P** Word stress

Review A
page 28

Pages 28, 29: Grammar / Vocabulary / Pronunciation review
Pages 30, 31: Reading & Listening. Writing & Speaking

4 Party

Festivals
New Year
Parties
page 32

- S** Festivals
 - S** New Year
 - S** Parties
- Anecdote:** A party you've been to
- WB W** Letters of thanks and apologies

- R** Las Fallas
 - L** An interview with someone about Chinese New Year
 - R** How to throw the best party ever (and enjoy it!)
- Useful phrases:** Inviting; making excuses

- G** Phrasal verbs. Future forms. Pronouns: *anybody, somebody, etc.*
- V** Festivals. *do* and *make*. Parties
- V** *Extra* Phrasal verbs
- P** Connected speech: *gonna, gotta, wanna*

5 Edible

Food
Eating
Childhood
page 40

- S** Chocolate
 - S** Describing food
 - S** Eating habits
- Anecdote:** Your childhood memories
- WB W** Letter of complaint

- R** Chocolate trivia
 - L** Some facts about chocolate
 - L** An interview with a person who has eaten some unusual food
 - R** Memories of food
- Useful phrases:** At a restaurant: register

- G** Countable and uncountable nouns. Quantity expressions. *used to / would*
- V** Partitives: *a bar of, a bowl of ... etc.* Describing food. Taste and texture
- V** *Extra* Nouns and articles
- P** Word stress

6 Time

Time
Punctuality
Work
page 48

- S** Time-keeping
 - S** Work and jobs
 - W** Business letters
- WB W** Letter requesting information

- R** Test your attitude to time-keeping
 - R** Time-saving tips: lists
 - L** Three people talking about their jobs
- Useful phrases:** Time idioms and expressions

- G** Prepositions of time. Modals of obligation and permission
- V** Time expressions. Phrasal verbs. Work
- V** *Extra* Words that are sometimes confused
- P** Ordinal numbers

Review B
page 56

Pages 56, 57: Grammar / Vocabulary / Pronunciation review
Pages 58, 59: Reading & Listening. Writing & Speaking

WB = **Workbook**. Each unit of the Workbook contains a one-page section which develops practical writing skills.

7 News

Paparazzi

News stories

Crime

page 60

- S** Celebrities and the paparazzi
- S** News stories
- S** Crime
- W** Personal news
- WB W** Essay

- G** An interview with a paparazzo
- R** News in brief
- G** A news bulletin
- R** An email with personal news

Useful phrases: Personal news

- G** Verb patterns. Passive structures
- V** Adjectives to describe celebrities. Crime. Headline language
- V** *Extra* Verb patterns
- P** *ed* endings: /t/, /d/, /ɪd/

8 Journey

Travel

Places

Holidays

page 68

- S** Travelling
 - S** Describing places
 - S** Holidays
- Anecdote:** A journey you have been on
- WB W** Describing a place

- R** Extract 1 from *The Beach*
- R** Extract 2 from *The Beach*
- R** Bondi/Portinatx beaches
- G** Two people discussing a friend's travel web page
- R** Coast to coast

Useful phrases: Asking for and giving directions

- G** Modals of deduction. Past perfect
- V** Geographical location. Describing places. Fixed expressions: *now or never, take it or leave it*, etc.
- V** *Extra* Dictionary labels
- P** English names for famous geographical features

9 Opinions

Stereotypes

Books

Films

page 76

- S** Men and women
 - S** Books, films and music
- Anecdote:** A film you enjoyed
- W** A book review
 - WB W** Film review

- R** Men and women: survey
- R** Men and women: survey results
- G** Seven conversations about books, films and music
- R** Mr Nice Guy
- R** Book choice
- R** *Pride and Prejudice*: synopsis

Useful phrases: Giving your opinion

- G** Reported statements and questions
- V** Books. Films. Music. *ed* and *ing* adjectives
- V** *Extra* Collocations
- P** Word stress

Review C

page 84

Pages 84, 85: Grammar / Vocabulary / Pronunciation review
 Pages 86, 87: Reading & Listening. Writing & Speaking

10 Childhood

Children

Childhood

Parenting

page 88

- S** Children and parents
 - S** Bringing children up
- Anecdote:** An activity you did as a child
- WB W** Letter of advice

- R** Children's descriptions of a mother
 - G** Children defining things
 - R** Lies, white lies ... and psychologists
 - G** TV interview with 'pushy parents'
- Useful phrases: Describing objects

- G** Defining relative clauses. Real conditionals (first conditional). Indirect questions
- V** Phrasal verbs. Childhood. Verb-noun collocations. Proverbs. *make* and *let*
- V** *Extra* Word families
- P** Words with silent letters

11 Age

Regrets

Age

Dilemmas

page 96

- S** Ageing rockers
 - S** Regrets
 - S** Age
 - S** Discussing dilemmas
- WB W** Story

- R** A conversation about a Rolling Stones gig
- R** Poem: *If ...* – from a Harley-Davidson advert
- R** Ageism turned me into a liar
- G** Conversation between a woman and a man about age
- R** Three situations and dilemmas

Useful phrases: On the telephone

- G** Unreal conditionals (second and third conditionals). Wishes and regrets
- V** Adverbs of attitude and manner. Age
- V** *Extra* Idiomatic expressions
- P** Word stress

12 Style

Fashion

Appearance

Routines

page 104

- S** Physical description
 - S** Describing yourself
 - W** Describing a film character
- Anecdote:** Somebody you met for the first time recently
- WB W** Describing a person

- R** How I get dressed
 - G** Four people talking about their favourite clothes
 - R** Extract from *Come Together*
 - G** Two friends talking about a TV programme, *Ten Years Younger*
 - R** Morning routines
- Useful phrases: Small talk

- G** Adjective order. *have something done*
- V** Clothes. Physical description. Verb phrases
- V** *Extra* Exploring meanings
- P** Sounds and spelling

Review D

page 112

Pages 112, 113: Grammar / Vocabulary / Pronunciation review
 Pages 114, 115: Reading & Listening. Writing & Speaking

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

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随着时代的发展,我国大学英语教学环境发生了变化。社会对人才的需求进一步提升,学生进校的英语水平较之前几年有了提高,这些都对英语教材的与时俱进提出了要求。鉴于此,外教社根据新的需要,于2012年隆重推出《流畅英语口语教程》第二版,希望修订后的新教材能在新时期继续发挥它的作用。

该套教材有以下优点:

1. 每单元话题经充分调研筛选而成,涉及日常生活的各个领域,让不同层次、不同兴趣的学生均能有话可说,从而最大限度调动学生的参与积极性。
2. 采用让学生从知识和情感两方面充分“参与”的教学策略。供学生听、读和讨论的材料与生活密切相关;练习的设计互动性和开放性很强,鼓励学生讲述真人真事,从而激发学生的交流欲望,有效提高口语表达的流利度。
3. 在全面训练英语技能的基础上发展学生的英语交际能力。口语训练与阅读、视听、语法、词汇等内容紧密融合,相辅相成,区别于国内传统口语教材。教师可以根据课时安排和学生水平有选择地使用这些内容。
4. 教材作者均为资深英语教学专家,有在世界各地教授英语的经历。教材融入了丰富多彩的各国文化,体现着浓郁的地域风情。学生在学习过程中,可以将别国文化与中国文化相联系,并通过比较、思考,提高对文化差异的辨别力,从而增强跨文化交际能力。
5. 作者奉行让学生在轻松愉悦中学习英语的教学理念。教材中风趣幽默无处不在,大到一篇文章,小到一个句子、一幅图片、一张漫画,不时让人开怀一笑,大大增强了学习效果。
6. 教材配有Multi-Rom,含录音和视频,用生动的题材、丰富的体裁、多样化的语言素材,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。

7. 供选用的练习册可帮助学生复习单元所学要点, 提供更多的听力练习和语音练习, 以帮助学生全面提高英语能力, 更好地打好口语基础。

8. 教学资源丰富。教师用书包含授课指南、文化背景和语法、词汇解释、录音文字、练习答案、课堂活动及使用指南, 并配有测验CD, 内含多套试卷及录音; 配套网站 www.insideout.net 不仅为教师提供了丰富的教学资源, 还为我国教师创建了一个与世界各地教师交流的平台; 网站上的e-lesson每周更新, 可用作教学补充材料。

与第一版相比, 第二版做了如下改进:

1. 替换了在部分学生看来比较私密敏感的话题, 更益于学生开口交流。
2. 增强了对语法、词汇及功能性语句的学习, 更利于学生将语言内化, 流畅交谈。
3. 更新了超过50%的图片和材料, 典型性、适用性、时代性更强。
4. 各板块增加说明性标题, 明确训练项目或技能, 使结构一目了然。
5. 增配了Multi-Rom光盘, 含互动式内容及视频片段, 针对学生用书提供更多练习和复习。
6. 教师用书加强了对文化、语言差异, 语法、词汇知识的介绍和解释; 改用双色印刷, 增加教师使用时的愉悦感。

《流畅英语口语教程》(第二版) 为学生设置了有吸引力的话题、真实的语境、丰富的内容、新颖的课堂活动, 能够充分唤起学生学习英语的兴趣, 使学生通过吸收丰富的语料, 快速提高听说能力, 深入了解各国文化和社会知识, 有效培养他们的英语交际能力。

相信《流畅英语口语教程》(第二版) 的推出, 能在继承和发扬第一版优点的基础上, 为我国英语学习者英语口语能力的提高发挥更大的作用。

上海外语教育出版社

2012年1月

New Inside Out

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Intermediate
Student's Book


MACMILLAN

Friends

Grammar Question forms. Tense review. Adverbs of frequency

Vocabulary Friendship expressions

Useful phrases Meeting friends unexpectedly

Speaking & Reading

- 1 Write down the names of three people who are important to you:
a) a relative; b) a friend; c) a famous person.

Ask a partner about the people they have chosen. Find out as much as you can.

- 2 Read the questionnaire about the American actor, David Schwimmer. According to his answers, which of these famous people is the odd one out?

Dostoevsky Sophia Loren Mahatma Gandhi Martin Luther King
Leonardo da Vinci Charlie Chaplin Michael Jackson



Q & A

David Schwimmer

David Schwimmer was born in New York and grew up in Los Angeles. He appeared as Ross Geller in the popular TV show, *Friends*. He's also a stage actor and a film director.

When were you happiest?

Before I realised my parents, sister and I were all mortal.

What is your greatest fear?

Besides death? Standing on stage in front of thousands of people, forgetting what happens next, but knowing I'm supposed to be doing it. Also, being in the ocean alone and feeling something large brush against my leg.

What is your earliest memory?

Diving off a piece of furniture and onto my parents' bed.

What or who is the greatest love of your life?

The theatre.

Is it better to give or to receive?

I am always happier giving, rather than receiving, a gift – and happiest when I give anonymously.

Where would you like to live?

Near the ocean, one day.

What is your guiltiest pleasure?

Pizza and television, hopefully together.

Who would you invite to your dream dinner party?

Dostoevsky, Sophia Loren, Mahatma Gandhi, Gene Kelly, Martin Luther King Jr, Leonardo da Vinci, Charlie Chaplin, Cole Porter, Sade, my family, my friends, my lady and a translator.

When did you last cry, and why?

Three days ago, when I saw the film, *La Vie en Rose*. It reminded me how brief our time is here, and how wonderful it is to fall in love.

What song would you like played at your funeral?

Don't Stop 'Til You Get Enough by Michael Jackson.

- 3 Work with a partner. Look at the questionnaire and discuss what David Schwimmer says about the following subjects.

a) The theatre *It's the greatest love of his life.*
b) The ocean c) Gifts d) Pizza and television e) *La Vie en Rose* f) Love

- 4 Choose the five most interesting questions from the questionnaire and think about your own answers. Work with a partner and compare your questions and answers.

Speaking & Grammar

- 1 Work with a partner. Match the beginnings (a-l) with the endings (1-12) of these questions.

About you: Q&A

- | | |
|-------------------------|---|
| a) Where ... | 1 you do for a living? |
| b) How many ... | 2 music do you listen to? |
| c) What does ... | 3 been to an English-speaking country? |
| d) Are ... | 4 you doing at this time yesterday? |
| e) How often do you ... | 5 do you come from? |
| f) What do ... | 6 you last go on holiday? |
| g) What kind of ... | 7 you studying for any exams at the moment? |
| h) How long ... | 8 brothers and sisters have you got? |
| i) Have you ever ... | 9 do you admire most? |
| j) When did ... | 10 your name mean? |
| k) What were ... | 11 have you been learning English? |
| l) Who ... | 12 see your parents? |

Ask each other the questions. How many of your answers are the same?

- 2 Classify the questions a-l from the Q&A above in the following table of tenses.

	simple	continuous	perfect	perfect continuous
Present	a, b, ...			
Past				

Which two tenses are not included in the Q&A?

- 3 Questions sometimes end in a preposition, for example questions a and g in the Q&A above. Rewrite these questions in the correct order.

- learning / English / What / you / for / are / ?
What are you learning English for?
- are / at / you / sort of things / What / good / ?
- kind of things / What / in / are / interested / you / ?
- money / you / on / do / spend / most / What / ?
- clubs or groups / What / to / belong / you / do / ?
- What / about / kind of things / you / do / worry / ?
- lunch / you / usually / Who / have / do / with / ?
- in / you / do / confide / Who / ?

Ask your partner the questions.

- 4 Look at these questions and answers. In which question is *Who* the subject?

- 'Who do you confide in?' 'I confide in John.'
- 'Who confides in you?' 'John confides in me.'

Do you use the auxiliary *do* when *Who*, *What* or *Which* is the subject?

- 5 Grammar Extra 1 page 126. Read the explanations and do the exercises.

- 6 Look at these sentences. Write questions with *Who*.

- | | |
|--|-----------------------------------|
| a) Jenny talks the most.
<i>Who talks the most?</i> | d) Becky texts me the most. |
| b) Tom always remembers my birthday. | e) David lives the closest to me. |
| c) Brad wears the best clothes. | f) Rick has known me the longest. |

Think about your close friends and answer the questions (a-f). Ask your partner.



Question forms

- Where **does** he **come** from?
Has he **been** here long?
 What **was** he **doing**?
 Who **saw** him first?



Pronunciation

1  1.01 Listen and repeat the fractions in the box.

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{4}{5}$	$\frac{1}{8}$	$\frac{3}{10}$	$\frac{1}{20}$
---------------	---------------	---------------	---------------	---------------	---------------	----------------	----------------

2 Match each percentage with the equivalent fraction.

- | | | | |
|------------------------|--------|----------|--------|
| a) 5% – $\frac{1}{20}$ | c) 25% | e) 33.3% | g) 75% |
| b) 12.5% | d) 30% | f) 50% | h) 80% |

1.02 Listen, check and repeat.

Reading

- 1 Write down the names of five friends. When was the last time you were in touch? How did you communicate (face-to-face / by phone / online messaging / ...)? Tell a partner.
- 2 Work with your partner. Read the results of a survey about keeping in touch with friends. Read each statement (a–j) and decide which alternative is most likely to be true.

Keeping in touch

A global poll was conducted into how young people communicate with friends. 18,000 people between the ages of fourteen and twenty-four in sixteen countries were interviewed. These were some of the key results of the survey.

- a) The average young person has **94 / 48** numbers in their mobile phone.
- b) On average, young people communicate regularly online and face-to-face with **5 / 53** friends.
- c) The group who has the largest number of friends are **girls / boys** aged 14–21.
- d) Of all the people surveyed, those who spend the most time online (31 hours per week) are **women / men** aged 22–24.
- e) Over half of young people said that they like messaging because **they can talk about more things than face-to-face / it's cheap**.
- f) The top messaging topic is **work or school / gossip**.
- g) Technology has resulted in young people having **more / fewer** close friendships.
- h) Technology has **replaced / improved** face-to-face interaction.
- i) Technology makes young people **happier / more stressed**.
- j) **59% / 29%** of young people prefer television to their computer.

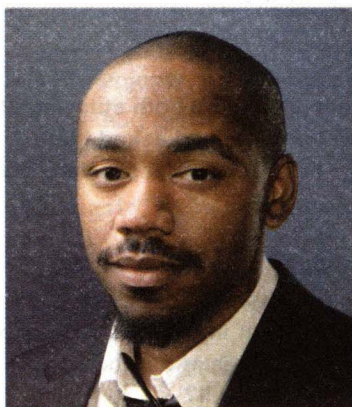


1.03 Listen and check your ideas. Which are the most/least surprising results?

Listening

- 1 Three people (Adam, Carole and Sharon) were asked, 'How do you usually contact your friends?' Guess their answers and complete their responses with the words in the box.

emails letters online phone Skype text



Adam

'I (1) _____ from time to time. I usually speak on the (2) _____. I check my (3) _____ twice a day.'



Carole

'I check my (4) _____ once a week. I use (5) _____ now and again. I rarely write (6) _____ nowadays.'



Sharon

'I never send (7) _____. I (8) _____ all the time. I don't often speak on the (9) _____. I'm always (10) _____.'

- 2 1.04–1.06 Listen and check your ideas for Exercise 1. How many of the sentences are true for you?

Grammar

Adverbs of frequency

Adverbs

be + **adverb**

I'm **always** online.

auxiliary + **adverb** +
main verb

She doesn't **often** phone me.

adverb + main verb

I **rarely** write letters.

Adverb phrases

I'm on the phone

all the time.

They contact me

from time to time.

He uses Skype **now and**

again.

- 1 Add more adverbs of frequency from the sentences in the Listening section.

Always	Often	Sometimes	Not often	Never
	normally regularly	occasionally	hardly ever	

- 2 Look at the sentence below. Decide which adverbs in the table normally go in position A and which ones normally go in position B.

I **A** contact my friends by phone **B**.

Position A: *always, ...*

- 3 Guess which adverbs from the table would make these statements true for your partner. Rewrite the sentences with the adverbs you have chosen.

- He/She writes letters.
- He/She listens to classical music.
- He/She is late for appointments.
- He/She remembers friends' birthdays.
- He/She goes to the theatre.
- He/She buys chocolate.

Ask your partner questions to check your ideas.

'Do you ever write letters?' 'How often do you listen to classical music?'

- 4 **Pairwork Student A:** page 116 **Student B:** page 121

Reading

1 Look at the photos of Tina and Will at university and Tina and Will now. Discuss whether you think the following statements are true or false.

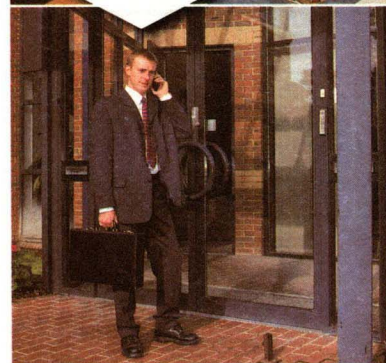
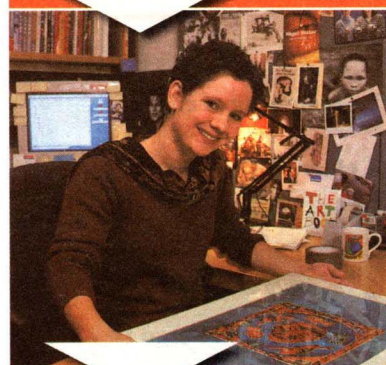
- Tina and Will had similar interests when they were at university.
- They chose similar careers when they finished their studies.
- They have similar jobs and lifestyles now.

Read the article and check your ideas.



That
was then

This
is now



Tina and Will met when they were both studying at the same university. Three years later, we contacted them and asked them to take part in a survey to find out how many people had stayed friends. Here is what we found out.

Tina

5 **'How did you meet Will?'**

'I first met Will when I was looking for someone to share the house I was renting. I put an advertisement in the local newspaper, and he answered it. When we met, we clicked straightaway, and I told him he could move in.'

'What was it like living with Will?'

- 10 'It was fun. We soon found out that we had a lot in common and quickly became close friends. We had the same ideas about politics and other less important things like cooking. We also liked the same music, and that's important when you're sharing a house. We fell out a couple of times about the housework. Will thinks I'm untidy, but I think life's too short to worry about things like that.'

15 **'What happened when you left university?'**

- 'When we graduated three years ago, we went our separate ways, and since then our lives have been very different. I went back to my home town and got a job as a production assistant for art exhibitions. I love my job but I'm living with my parents because I'm not earning very much. Will thinks I'm crazy, because money is very important to him now, but I get a lot of satisfaction from my job. He's earning a lot of money, but he doesn't have time to spend with his family. Our lifestyles are so different now that when he comes for the weekend we have a laugh, but we don't have very much to talk about.'

Will

25 **'What kind of relationship did you have with Tina at university?'**

- 'Tina and I got on very well together. When we first met, we hit it off immediately and we ended up sharing a house for nearly three years. We had our ups and downs but we had the same attitude to the important things in life, and the only thing we argued about was the housework. I'm a Virgo, so I'm very tidy, whereas Tina's the opposite. I don't think she ever found out where we kept the vacuum cleaner!'

'What did you do when you left university?'

- 'When I left university, I moved to London and got a job in a finance company. I have to work long hours and I don't really enjoy what I'm doing but I earn a very good salary. I'm very ambitious and I enjoy spending money on CDs, clothes and a nice car. Tina's working really hard as well, but she's not earning much. I don't understand why she's doing it.'

'Are you still in touch with one another?'

- 40 'Our lifestyles are very different now, so we've drifted apart. We still talk on the phone, and when I go down to visit her, we have a laugh. I know she'll always be there for me.'

2 Underline the correct name.

- Tina / Will was looking for someone to share the house with.
- Tina / Will is a very tidy person.
- Tina / Will lives at home now.
- Tina / Will has a well-paid job.
- Tina / Will loves her/his job.
- Tina / Will has a nice car.

Vocabulary

1 Complete these expressions to talk about friendship from the article on page 8.

- 'we liked one another as soon as we first met' = *we clicked* _____ / *we hit it* _____
- 'we had similar interests' = *we had a lot* _____
- 'we got to know one another very well' = *we became* _____
- 'we argued' = *we fell* _____
- 'we became / have become more distant from each other' = *we went our separate* _____ / *we've drifted* _____
- 'we enjoyed one another's company' = *we got on* _____
- 'we had good moments and bad moments' = *we had our* _____
- 'I know I can count on her when I need a friend' = *I know she'll always be* _____

Look again at the text and check your answers.

2 The following is a summary of Tina and Will's friendship. Put the lines of the summary in the correct order.

- met. They became close
- separate ways and they've drifted
- friends and got on
- 1 Tina and Will hit it
- in common. Now they have gone their
- 2 off immediately when they first
- out and they say that they are still
- there for each other.
- apart. They haven't fallen
- well together. They had a lot



3 How many friends have you stayed in touch with from:

- a) primary school; b) secondary school; c) university? Compare with a partner.

Speaking: anecdote

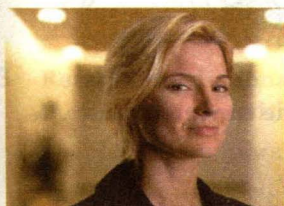
1 1.07 Listen to Antonia talking about a friend who is different from her and look at the questions. Which two questions does she not answer?

- | | |
|--|--|
| a) What is your friend's name? | 1 In Paris. |
| b) How long have you known each other? | 2 Backgrounds, tastes, personalities, looks. |
| c) Where did you meet? | 3 We support Chelsea. |
| d) Why did you become friends? | 4 Jackie. |
| e) In what ways are you different? | 5 Three or four times a year. |
| f) What do you have in common? | 6 We go out for lunch; talk about football or Paris. |
| g) Have you ever fallen out? | 7 Ten years. |
| h) How often do you see one another? | 8 We were both in the same situation; both from England. |
| i) What sort of things do you do together? | |
| j) When was the last time you saw your friend? | |

Match the questions with the answers (1–8). Listen again and check.

2 You're going to tell your partner about a friend who is different from you.

- Ask yourself the questions in Exercise 1.
- Think about *what* to say and *how* to say it.
- Tell your partner about a close friend.



▲ Antonia



▲ Antonia's friend

Useful phrases

1 1.08 Listen to three conversations between friends. Are the following statements true or false?

- Cathy meets her friends by chance.
- The friends are all in a hurry.
- Cathy makes plans to meet her friends again.

2 Work with a partner. Underline the most natural sounding alternatives (1–5).

a)

Cathy: Hey! How's it going?
 Harry: Not bad.
 Cathy: What have you been up to lately?
 Harry: (1) **I haven't done a lot really.** / **Not a lot, really.** What about you?
 Cathy: (2) **Oh, I've been doing this and that.** / **Oh, this and that.**
 Harry: Look, I must dash – I'll give you a call.



b)

Cathy: Hello, stranger!
 Jim: Cathy! How's life?
 Cathy: Great! What are you up to these days?
 Jim: (3) **Oh, keeping busy, you know.** / **Oh, I'm keeping busy, you know.**
 Cathy: You must come over for dinner some time.
 Jim: That would be lovely. Better get back to the office. See you.



c)

Cathy: Hi. How are things?
 Ed: Fine. What about you?
 Cathy: (4) **Oh, things are pretty good.** / **Oh, pretty good.** Are you doing anything special at the weekend?
 Ed: (5) **No, just taking it easy.** / **No, I'm just taking it easy.**
 Cathy: Me too.
 Ed: Look, I'm afraid I can't stop. Take care.



Listen again and check.

3 Complete the table with the highlighted useful phrases from the conversations.

Greetings	How's it going? a) <i>How's life?</i> b) _____
Saying things are OK	Not bad. c) _____ d) _____
Asking for news	What have you been up to lately? e) _____
Saying you're in a hurry	Look, I must dash. f) _____ g) _____
Goodbyes	I'll give you a call. h) _____ i) _____

1.09 Listen and repeat all the useful phrases in the table.

4 Work with a partner. Practise the conversations.

Using a dictionary

1 Work with a partner. What kinds of information about words can you find in a good dictionary?

Look at this dictionary page and discuss the questions.

- How many different words are defined?
- Which words are more frequent: the red words (eg *friend*) or the black words (eg *frigate*)?
- Which words do you already know?
- Which words are completely new to you (you've never seen them before)?
- Which new words can you understand?
- In your opinion, which new words would be most useful to learn?

2 Match the following dictionary abbreviations/symbols with their meanings.

- | | |
|-------------|--------------------|
| a) abbrev | adverb |
| b) adj | uncountable noun |
| c) adv | synonym |
| d) noun [C] | abbreviation |
| e) noun [U] | transitive verb |
| f) verb [I] | adjective |
| g) verb [T] | opposite |
| h) sb/sth | countable noun |
| i) = | intransitive verb |
| j) ≠ | somebody/something |

Find an example of each abbreviation or symbol on the dictionary page.

- a) abbrev – Fri. abbrev Friday

3 Refer to the dictionary page and discuss these questions with your partner.

From the Macmillan Essential Dictionary (reduced to 85%)

- How many phrasal verbs are there?
- What are the eight most frequent adjective collocations for *friend*?
- Which of the following grammar patterns is *not* possible?
I'm frightened about ... I'm frightened of ... I'm frightened that ...
I'm frightened to ... I'm frightened with ...
- Identify the seven words with the letter combination *ie*. Which three of these vowel sounds – /aɪ/, /e/, /i:/, /eɪ/, /ɪə/, /ɪ/ – are possible ways of pronouncing *ie*?
 Write an example word for each of the three sounds.
- What is the difference between *frightened* and *frightening*?

4 Check your own dictionary. How does it give the kinds of information discussed on this page?

fresh air

284

frightening

6 if you feel fresh, you have a lot of energy
 =REFRESHED
 7 fresh flowers have been recently PICKED (=taken from the place that they were growing in)
 8 fresh water is water in lakes and rivers that does not contain any salt
 PHRASE **fresh from/out of sth** if someone is fresh from a particular place or situation, they have recently come from there: *He was just a kid, fresh out of law school.*
 —freshness noun [U]

F **fresh air** noun [U] the air outside that is nice to breathe → BREATH

freshen /'fref(ə)n/ verb [T] to make something fresher, cleaner, or more attractive: *She quickly freshened her make-up.*

PHRASAL VERBS **freshen up** to wash your hands and face and make yourself cleaner and tidier

freshen sth up same as **freshen**: *Freshen up your room with a coat of paint.*

freshier /'frefʃə/ noun [C] British a student in their first year at university

freshly /'frefli/ adv recently

freshman /'frefmən/ (plural **freshmen**)

/'frefmən/) noun [C] American a FRESHER

freshwater /'frefwɔ:tə/ adj living in water that does not contain salt

fret /fret/ verb [I] to worry about something continuously

fretful /'fret(ə)l/ adj someone who is fretful is worried and unhappy

Fri. abbrev Friday

friar /'fraɪə/ noun [C] a man who is a type of MONK (=a member of a Christian religious community)

friction /'frɪkʃ(ə)n/ noun [U] 1 disagreement: *There is some friction between the various departments in the organization.* 2 the fact that one surface rubs against another

Friday /'fraɪdeɪ/ noun [C/U] *** the day after Thursday and before Saturday: *Let's go swimming on Friday.* ♦ *We usually meet on Fridays* (=every Friday). ♦ *My birthday is on a Friday this year.*

fridge /'frɪdʒ/ noun [C] * a piece of equipment that is used for storing food at low temperatures = REFRIGERATOR

fridge-freezer noun [C] British a machine that consists of a FRIDGE and a FREEZER —picture → c2

fried /fraɪd/ adj cooked in hot oil

friend /frend/ noun [C] *** someone who you know well and like who is not a member of your family: *She's visiting friends in Scotland.* ♦ *Helga is a close friend of mine.* ♦ *I'm having lunch with an old friend* (=someone who has been a friend for a long time). ♦ *May I introduce Peter Flint, a very old friend of the family.* ♦ *She has a wide circle of friends* (=group of friends). ♦ *They used to be friends* (=with each other). ♦ *They made friends with the children next door* (=started to be their friends).

Words often used with friend

Adjectives often used with friend
 ■ **best, close, dear, good, great, lifelong, old, trusted** + FRIEND: someone who you know very well

friendly /'frendli/ adj **

1 someone who is friendly is always pleasant and helpful towards other people
 ≠ UNFRIENDLY: *He will be remembered as a kind, friendly person.* ♦ *The local people were very friendly towards us.*

→ SYMPATHETIC

2 if you are friendly with someone, you are their friend: *Janet and I used to be very friendly.* ♦ *Doctors shouldn't get too friendly with their patients.*

—**friendly** /'frendli/ suffix 1 used for showing that something does not harm something else: *wildlife-friendly farming methods* ♦ *environmentally-friendly cleaning materials*

2 suitable for a particular type of person: *child-friendly restaurants*

friendship /'frendʃɪp/ noun [C/U] * a relationship between people who are friends: *Whatever happened, I did not want to lose Sarah's friendship.* ♦ *his friendship with a local businessman* ♦ *She formed a close friendship with Vera Brittain.*

fries /fraɪz/ noun [plural] FRENCH FRIES

frieze /'frɪz/ noun [C] a line of decoration around the walls of a room or building

frigate /'frɪɡət/ noun [C] a small fast ship that is used by a navy

fright /fraɪt/ noun [singular/U] a sudden strong feeling of being afraid: *He was shaking with fright.* ♦ *Kelly cried out in fright.*

frighten /'fraɪt(ə)n/ verb [T] * to make someone feel afraid = SCARE: *The thought of war frightens me.* ♦ *It frightens me how quickly children grow up these days.* ♦ **frighten sb into doing sth** adverts that frighten people into buying expensive security equipment

PHRASAL VERB **frighten sb/sth a way** or **frighten sb/sth off** to make a person or animal so afraid that they run away

frightened /'fraɪt(ə)nd/ adj * feeling or showing fear = SCARED: *The puppy looked cold and frightened.* ♦ *Bruckner was watching him with wide, frightened eyes.* ♦ *There's nothing to be frightened about.* ♦ *I've always been frightened of snakes.* ♦ **+(that) I was frightened that he might see us.** ♦ **frightened to do sth** *Now he is frightened to go out at night.*

■ **Frightened** describes how you feel: *I am frightened of spiders.* ♦ *She looked very frightened.*

■ **Frightening** describes things or situations that make you feel frightened: *The look on his face was frightening.* ♦ *It was a very frightening experience.*

frightening /'fraɪt(ə)niŋ/ adj * making you feel afraid, nervous, or worried: *a frightening noise/thought/experience* ♦ *It was supposed to be a horror film but it wasn't very frightening.* ♦ *It's frightening that people like him get elected.*
 —**frighteningly** adv