



Sue Kay, Vaughan Jones & Philip Kerr  
Martyn Hobbs & Julia Starr Keddle

# 流畅英语口语教程

## Inside Out

学生用书  
Student's  
Book

第一册  
Pre-intermediate

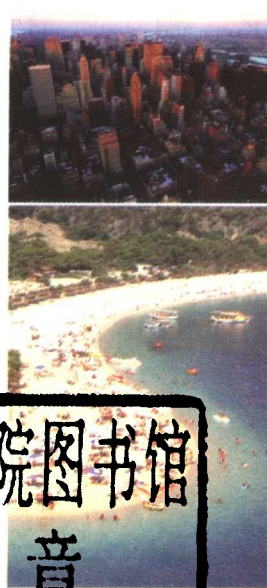


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江苏工业学院图书馆  
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## 出版前言

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

口语交际能力的提高离不开好的口语教材。外教社在自主研发口语教材的同时,也积极寻求国际上能够符合我国教学实际需要的好教材,希望国外教材的引进能为我国师生提供更多的选择,从而促进我国英语口语教学的发展。经过广泛比较和调研,外教社决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材*Inside Out* (《流畅英语口语教程》)。该教材经过教学实践充分检验,深受世界各地学习者的欢迎。外教社引进该教材后,结合国内教学实际,对之加以整合和改编,希望它能成为提高高校学生英语口语能力的得力工具。

本教材有以下优点:

1. 每单元话题经充分调研筛选而成,涉及日常生活的各个领域,让不同层次、不同兴趣的学生均能有话可说,从而最大限度调动学生的参与积极性。

2. 采用让学生从知识和情感两方面充分“参与”的教学策略。供学生听、读和讨论的材料与生活密切相关;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,独树一帜。教师可以根据课时安排和学生水平有选择地使用这些内容。

4. 教材作者均为资深英语教学专家,有在世界各地教授英语的经历。教材融入了丰富多彩的各国文化,体现着浓郁的地域风情。学生在学习过程中,可以将别国文化与中国文化相联系,并通过比较、思考,提高对文化差异的辨别力,从而增强跨文化交际能力。

5. 作者奉行让学生在轻松愉悦中学习英语的教学理念。教材中风趣幽默无处不在,大到一篇文章,小到一个句子、一幅图片、一张漫画,不时让人开怀一笑,大大加强了学习效果。

6. 教材配有CD、VCD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信。学生用书中配有针对VCD的练习,教师和学生可以有选择地使用。

7. 供选用的还有拓展练习册,可帮助学生复习单元所学要点,并提供更多的听力练习和语音练习,以帮助学生全面提高英语能力,更好地打好口语基础。教师和学生可以根据需要选用。

8. 教材教学资源丰富,为教学提供强大支持。教师用书除了针对每单元编写授课指南、提供录音文字和练习答案外,还包含每单元课堂活动参考、VCD教学指南和文字材料;配套网站www.insideout.net不但为教师提供了丰富的教学材料,而且为我国教师创建了一个与世界各地的教师交流的平台;网站上的E(mail)-Lesson,每周更新,可用于课堂补充教学。

《流畅英语口语教程》为学生设计了合适的话题、真实的语境、丰富的内容、新颖的课堂活动,能够充分唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听说能力,深入了解各国文化和社会知识,有效培养他们的英语交际能力。该教材适合我国高等院校学生作为口语教材使用;各校也可以根据自己的硬件设施条件,将该教材作为视听说或听说教材使用。






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2007年1月

**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
-  *The name game*
-  *eHow to remember names*
-  *Stand By Me*
-  A man talking about his best friend

- G** Question forms: word order. Subject questions
- L** Family words. Describing people: *looks* + adjective v. *looks like* + 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
-  *Everything's wrong here!*

- G** *What is/are ... like?* 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





-  *What went wrong?*
-  Game show with a couple talking about when they first met
-  *Great love affairs*
-  *Suspicious Minds*

- 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
-  *Are you dangerously unfit?*
-  *Golfing genius*
-  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 *Gossip*.

**6 Shop**

Presents  
Clothes  
Shopping  
page 34

**Anecdote:** a present you have bought for somebody  
Talking about clothes  
Talking about attitudes to shopping




-  *What people really want for their birthday*
-  *How much is she wearing?*
-  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: *like, enjoy, prefer* 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
-  *Nightmare jobs*
-  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 *hand*. 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





-  *Money*
-  *The good, the bad and the extremely generous*
-  A pop star talks about his future
-  A pop star talks about his upcoming tour

- G** Future forms: *(be) going to* & 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

-  *The Rules*
-  A woman talking about her experience with *The Rules*
-  *Schooldays of a rock star*
-  *Training to be a geisha*

- G** Modals of advice, obligation & permission – present & past: *must, mustn't, couldn't, should, shouldn't, have to, don't have to*
- 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 *The Revision Game*.

Units & topics	Speaking & writing	Reading & listening texts	Grammar, Lexis & Pronunciation
<b>11 Smile</b> Happiness Stress page 64	Talking about smiling Talking about character Talking about stress	<input type="checkbox"/> <i>Smile and the world smiles with you ...</i> <input type="checkbox"/> <i>What's in a smile?</i> <input type="checkbox"/> <i>Optimist or pessimist – what are you?</i> <input checked="" type="checkbox"/> <i>Don't Worry, Be Happy</i> <input type="checkbox"/> <i>16 Ways to de-stress</i> <input checked="" type="checkbox"/> <i>Laughter – the best medicine</i>	<b>G</b> Imperatives. Grammar of phrasal verbs <b>L</b> Describing faces. Describing character. Verb patterns. Phrasal verbs <b>P</b> /s/, /z/, /ɪz/
<b>12 Rebel</b> Protest Environment page 70	Talking about protests Talking about famous rebels <b>Anecdote:</b> things you did wrong as a child Talking about how green you are Writing a report	<input type="checkbox"/> <i>Global May Day protest</i> <input checked="" type="checkbox"/> <i>People talking about why they are protesting</i> <input type="checkbox"/> <i>Rebel rebel</i> <input type="checkbox"/> <i>Image of a rebel</i>	<b>G</b> Dynamic & stative meanings. Passives <b>L</b> Protest. Word families <b>P</b> Stress in nouns ending in <i>-ion</i>
<b>13 Dance</b> Dancing Going out page 76	Talking about going out <b>Anecdote:</b> the last time you went dancing Talking about conflict between parents and teenage children	<input type="checkbox"/> <i>Disco diva or two left feet?</i> <input type="checkbox"/> <i>Party island; The clubs</i> <input checked="" type="checkbox"/> <i>Three people talking about Ibiza</i> <input type="checkbox"/> <i>Billy Elliot</i>	<b>G</b> <i>for &amp; since. been.</i> Present perfect simple & continuous <b>L</b> <i>on &amp; at.</i> Informal language
<b>14 Call</b> Telephones Toys page 82	Talking about annoying phone habits Talking about phone calls Talking about appropriate toys for 12-year-olds	<input type="checkbox"/> <i>Phone moans</i> <input checked="" type="checkbox"/> <i>Three phone conversations</i> <input checked="" type="checkbox"/> <i>A phone conversation</i> <input type="checkbox"/> <i>Why I bought my child a gun</i> <input checked="" type="checkbox"/> <i>Six short conversations</i>	<b>G</b> Offers & requests. Indirect questions <b>L</b> Telephone language. Social register. Telephone numbers. <i>say, tell &amp; ask</i>
<b>15 Review 3</b> 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> .		
<b>16 Lifestyle</b> Longevity Predictions Food page 94	Talking about longevity <b>Anecdote:</b> the healthiest person you know Talking about life predictions Talking about food	<input type="checkbox"/> <i>How not to die before you get old</i> <input checked="" type="checkbox"/> <i>A telephone enquiry about health farms</i> <input checked="" type="checkbox"/> <i>Six short conversations</i> <input type="checkbox"/> <i>104 things to do with a banana</i>	<b>G</b> Future time clauses after <i>when, if, as soon as</i> . <i>will</i> for prediction <b>L</b> Collocations. Food. Food idioms. Food preparation <b>P</b> Sounds & spelling
<b>17 Animals</b> Wild animals Pets page 100	Talking about wild animals Talking about animal characteristics <b>Anecdote:</b> a pet	<input type="checkbox"/> <i>Animal facts</i> <input type="checkbox"/> <i>Six stories about animals</i> <input checked="" type="checkbox"/> <i>Three people talk about their pets</i> <input type="checkbox"/> <i>King Jim</i> <input checked="" type="checkbox"/> <i>A woman talks about her friend's pet iguana</i>	<b>G</b> Relative clauses with <i>that, which, who</i> . Conditionals <b>L</b> Animals. Prepositions after verbs & adjectives <b>P</b> Homophones
<b>18 Weird</b> Crop circles Coincidences Aliens & UFOs page 106	Talking about crop circles Talking about strange coincidences <b>Anecdote:</b> strange experiences you have had Writing a story	<input type="checkbox"/> <i>The cream of the crop circle theories</i> <input checked="" type="checkbox"/> <i>Interview with an expert on crop circles</i> <input type="checkbox"/> <i>Strange coincidences</i> <input type="checkbox"/> <i>Reincarnation</i> <input checked="" type="checkbox"/> <i>Two people talk about strange coincidences they have had</i> <input type="checkbox"/> <i>Roswell, New Mexico</i>	<b>G</b> Narrative tenses: past simple, past continuous, past perfect <b>L</b> <i>How + adjectives/adverbs ...?</i> <i>have/make/take + noun structures</i>
<b>19 Wheels</b> Cars Journeys page 112	Talking about cars <b>Anecdote:</b> your dream car Talking about advantages & disadvantages of cars	<input type="checkbox"/> <i>My first car</i> <input checked="" type="checkbox"/> <i>Three people discuss the advantages &amp; disadvantages of cars</i> <input checked="" type="checkbox"/> <i>Radio phone-in about driving problems</i> <input type="checkbox"/> <i>The Lost Continent</i> by Bill Bryson <input checked="" type="checkbox"/> <i>24 Hours From Tulsa</i>	<b>G</b> Past time: <i>used to</i> . Opinions, advice & suggestions. <b>L</b> Cars. Adverbs of manner & attitude
<b>20 Review 4</b> 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

- 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.

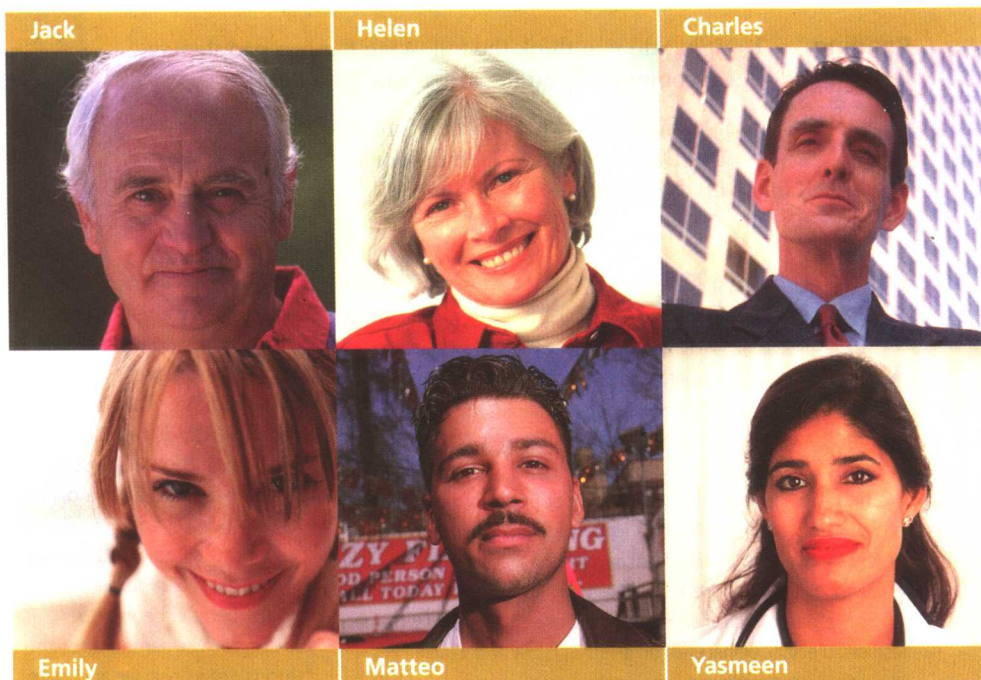
- I think that my name *sounds* much nicer in my language than in English. (line 5)
- I won't have to \_\_\_\_ a decision about names. I'm not going to have any children! (line 7)
- I'd like to have an unusual name – it would make me \_\_\_\_ special. (line 18)
- I know exactly what I'm going to \_\_\_\_ 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

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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)

- 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 Artificial Linguistic Internet Computer Entity.

- 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 ... ?

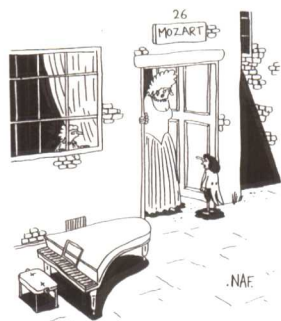
How often do you ... ?



# 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 ...?	Are you married?
You	can ...	→	Can	you ...?	Can you speak any foreign languages?
Your name	means ...	→	What does	your name ...?	What does your name mean?



- 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	What did Dr Wallace create? →	A.L.I.C.E.
	B	Who created 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	<del>Who did create</del>	<del>...?</del>
subject	verb	
Who	lives	here?
NOT	<del>Who does live</del>	<del>...?</del>

# 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~~.

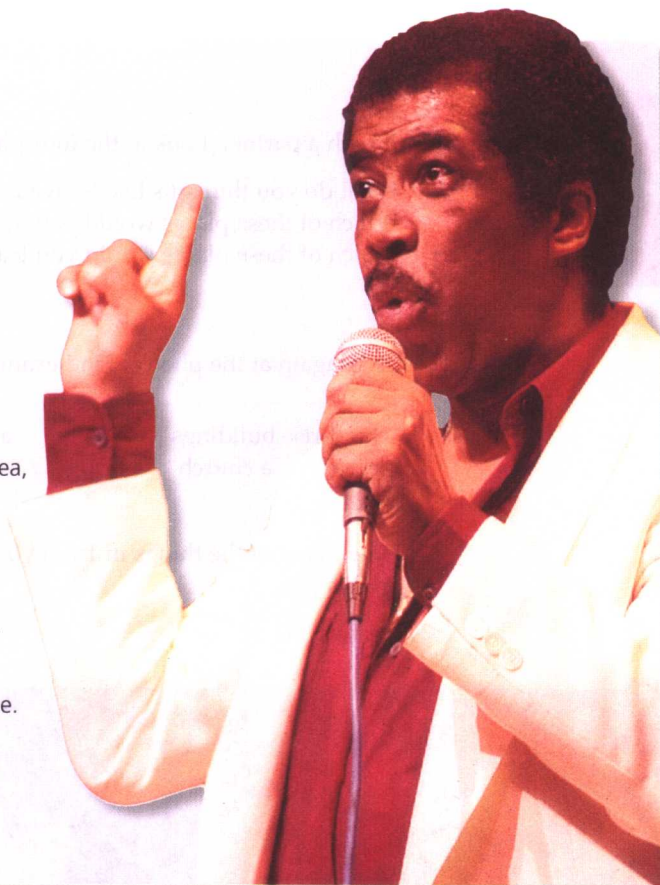
- a) When the ~~good~~ night has come,
- b) And the Disney land is dark,
- c) And the moon is the only flashing light we see,
- d) No, I probably won't be afraid,
- e) Oh, I won't ever be afraid,
- f) Just as long as you stand up, stand by me.

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'.

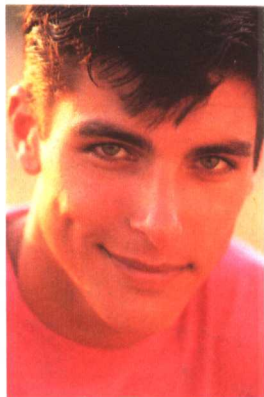
## Anecdote

**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

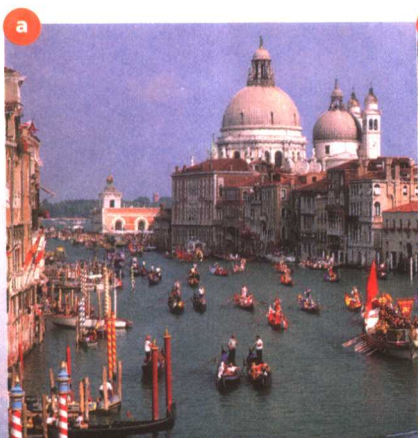
- 1 Look again at the photos. Find examples of eight of the twelve items in the box.

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 ←

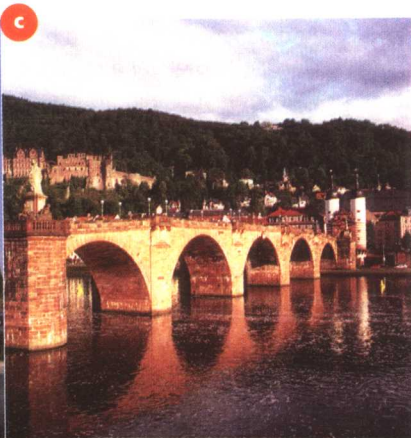
→ Furthest away



Venice, Italy



La Bastide, France




Heidelberg, Germany



Rio de Janeiro, Brazil

## Listening

-  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?
- 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 city that's so big and \_\_\_\_
  - ... people say it's too noisy and \_\_\_\_
  - ... it's too hot and \_\_\_\_
  - ... it's a mixture of old and \_\_\_\_
  - ... the air is lovely and \_\_\_\_
  - ... I find it so dull and \_\_\_\_
  - ... the canals are dirty and \_\_\_\_
- 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

- 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.
- Think of three other possible ways of answering the question in 1.
- 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

- 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>	<u>weather</u>	<u>-</u>
b) <u>architecture</u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>-</u>
c) <u>people</u>	<u>✓</u>	<u>X</u>	<u>person</u>	<u>      </u>
d) <u>shops</u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>

- 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

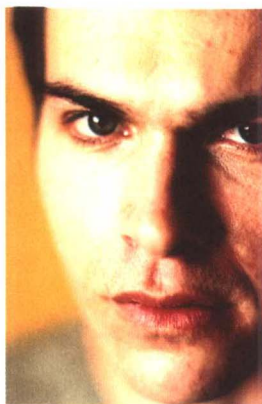
- Work with a partner. Discuss these questions.
  - Which countable noun in the table in 1 has an irregular plural form?
  - How do you make plural forms of these irregular countable nouns: *a man, a woman, a child, a foot, a tooth*?
  - How do you make plural forms of regular countable nouns?
- Work 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.
  - 'What's the \_\_\_\_ like?' 'It's ...'
  - '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>Cuba</u>	C _____	E _____	<u>Egyptian</u>	<u>China</u>	C _____
T _____	<u>Turkish</u>	<u>Italy</u>	I _____	M _____	<u>Maltese</u>
M _____	Mor <u>oc</u> can	<u>Hungary</u>	H _____	P _____	Portug <u>ue</u> se
Argent <u>i</u> na	A _____	C _____	Can <u>a</u> dian	<u>Japan</u>	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!



### Karağaaç

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 archaeological 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!

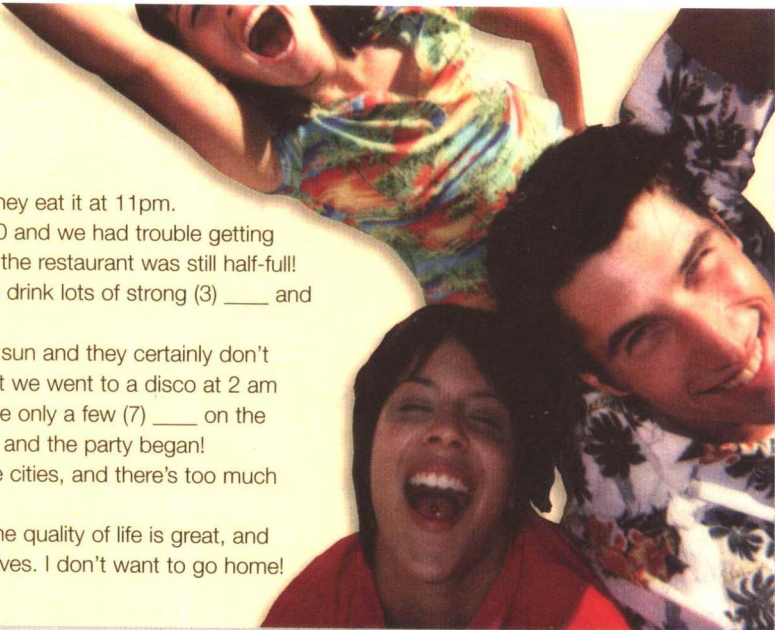
They eat far too much (1) \_\_\_\_ and they eat it at 11pm.  
Yesterday we went out to dinner at 11.30 and we had trouble getting a table! At 1am we were still eating, and the restaurant was still half-full!

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

10 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	