

New
Inside Out

流畅英语口语教程

(第二版)

Sue Kay, Vaughan Jones,
Helena Gomm, Peter Maggs
& Chris Dawson

Advanced
Teacher's Book
教师用书 第四册

附测验CD



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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。

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,外教社于2007年引进了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》)。该套教材经过教学实践充分检验,深受世界各地学习者的欢迎。外教社结合国内教学实际,对之做了整合和改编,用于高校英语口语课堂。出版5年来,该套教材赢得了使用高校的一致好评,为英语专业和大学英语学生英语口语能力的提高做出了极大的贡献。

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关联;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。

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New Inside Out

Sue Kay, Vaughan Jones,
Helena Gomm, Peter Maggs
& Chris Dawson

Advanced
Teacher's Book


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Reading & Listening texts

Grammar, Vocabulary & Pronunciation

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Eavesdropping
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- S** Conversations in English
- S** Complaints about boyfriends and girlfriends
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Pages 66, 67: Grammar / Vocabulary / Pronunciation review

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

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The Homeless
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- S** Guilty feelings
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- R** The Homeless World Cup
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Review D page 126 **Pages 126, 127: Grammar / Vocabulary / Pronunciation review**

Introduction

Welcome to *New Inside Out*!

New Inside Out Advanced is the fruit of many years of teaching and developing materials for advanced levels in a variety of different contexts. Teaching advanced students is both challenging and rewarding: challenging because our students already know so much, but still have so much to learn; rewarding because our students contribute so much to the learning experience. We hope that *New Inside Out Advanced* will help you and your students make the most of the experience.

Advanced students have reached a point where they are competent, independent users of the language. They can cope easily and comfortably in a wide range of situations. The challenge for both students and teachers at this level is to find the continuing motivation to move forwards from competence to proficiency. In the spirit of the *New Inside Out* series, we believe that the key to this motivation lies in three main areas: engaging and stimulating materials, structure and support in exploring the nuances and subtleties of the language, and the opportunity to take part in real-world tasks and personally relevant discussion.

Engaging content and stimulating material

Students learn best when they are engaged and stimulated. Learning becomes more efficient when the language is introduced in contexts that are memorable and relevant. In *New Inside Out Advanced* we have tried to provide a variety of texts and topics that provoke a real, personal response and offer a springboard for discussion and exploration. At all times we encourage the students to make links between the material on the page and their own lives and world views, bringing the language closer to the students and helping them become confident, proficient and successful users of the language.



Ceri Jones



Tania Bastow



Amanda Jeffries

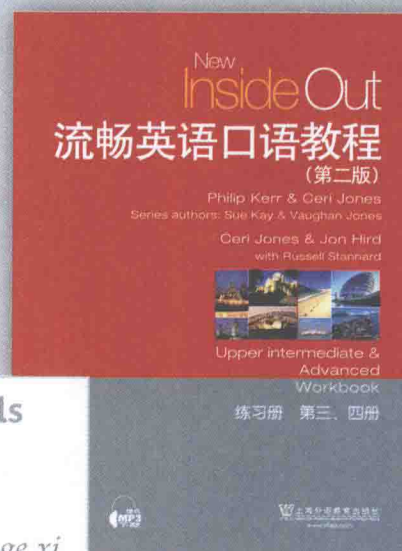
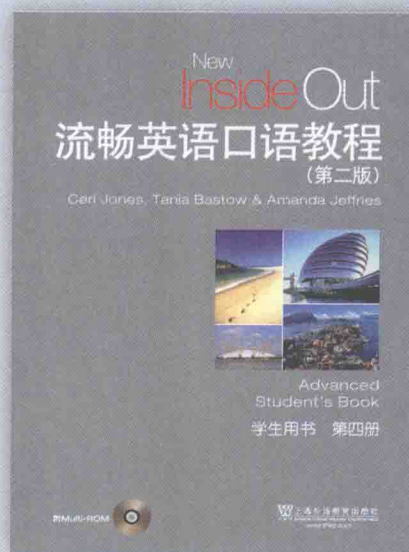
Support and structure

Throughout the language learning process, students need support and structure; support when dealing with, and processing, new language forms and features, structure when they are being asked to produce the language in a communicative context. This is no less true at advanced levels, where the amount and variety of language they encounter can be overwhelming. They need to be given a framework for analysing the nuances and subtleties of the language, and for integrating what they already know with any new language they learn. They need opportunities to experiment with these new-found nuances in a controlled and comfortable environment and to manipulate them and make them their own. Likewise, when setting up a speaking or a writing task, advanced students still need time to gather their thoughts and give structure to their ideas before being asked to communicate them.

Real world tasks

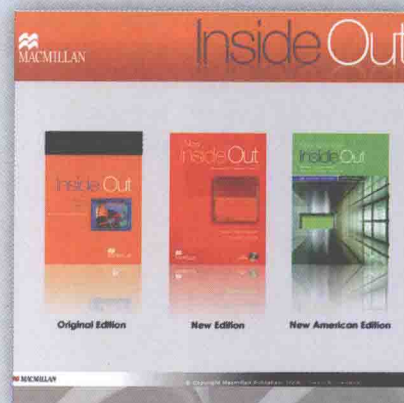
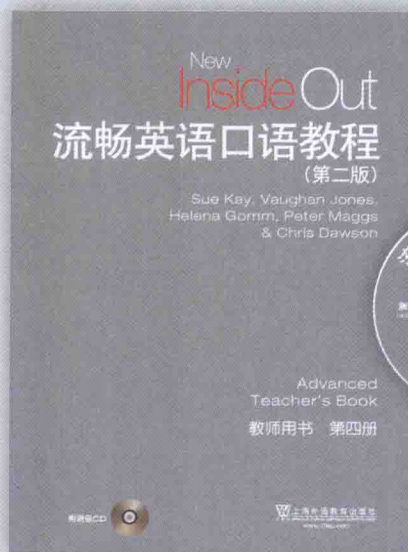
New Inside Out emphasises output, producing and practising the language to achieve clear, attainable goals, whether that be telling a personal anecdote, writing a formal email, or responding appropriately to a request or complaint. In *New Inside Out Advanced* we use these goals to stretch and challenge our students, asking them to push themselves that little bit further, to strive to communicate as carefully and clearly as possible. We encourage them to make the best choice of words to express exactly the meaning and attitude they, personally, want to convey, choosing the most appropriate grammar, lexis and pronunciation at their disposal. In order for students to invest the effort required to reach these goals, it is important that the tasks we ask them to complete are real tasks, ones that they feel they can transfer into their own lives and worlds.

Components of the course



Student's materials

- Student's Book *see pages viii–x*
- Multi-ROM *see page xi*
- Workbook (with MP3) *see page xi*



Teacher's materials

- Teacher's Book *see page xii*
- Test CD *see page xii*
- Website *see page xiii*

Student's materials A typical Student's Book unit (Unit 9)

Student's Book page 88

A language menu at the beginning of each unit summarises the main teaching points.

Headings throughout the units provide clear information about what the students are studying.

Vocabulary is presented in context – in this case in a quiz focusing on students' sleep habits. Students are encouraged to examine new words in context and infer meaning. Practice activities expand the students' knowledge of selected lexical items and give them opportunities to use the vocabulary in meaningful exchanges.

9

Night

Grammar Concessive clauses and adverbials. Regrets and past conditionals
Vocabulary Times of day and night. Expressions with night
Useful phrases Making and responding to invitations

Reading & Speaking

1 Do the quiz and check your answers on page 132.

Are you a lark or an owl?

1 The alarm clock goes off and it's time to get up. What do you do?

a) Leap out of bed, ready to start the day.
b) Press the snooze button and doze for just a few more minutes.
c) Put a pillow over your head and go back to sleep.

2 You have a day off tomorrow and no commitments. What time do you plan to get up?

a) As early as possible, and definitely before 7.00.
b) Probably sometime between 7.00 and 9.00.
c) Why get up? You will sleep in as long as possible.

3 You have to take an important exam. When are your mental powers at their peak?

a) First thing in the morning.
b) Anytime between mid-morning and mid-afternoon.
c) Last thing at night.

4 A friend has invited you for a work-out in the gym between 9.00 and 10.00 p.m. How will you perform?



a) Very poorly. You will struggle to keep your eyes open.
b) Reasonably, as long as you can go home and wind down straight afterwards.
c) Very well. And then you'll invite your friend to go out on the town – the night is still young!

5 When is your normal bedtime?

a) You're usually tucked up and fast asleep by 10.00 at the latest.
b) You generally call it a night around 11.00.
c) You're still up and wide awake well after midnight.

6 You've been invited to an all-night party. How do you respond?

a) Sounds like your idea of hell. You'd much rather have an early night and get some beauty sleep.
b) You go along and stay until about one or two in the morning.
c) You arrive at midnight and are still going strong as the sun comes up.

2 Work with a partner. Discuss the meaning of the highlighted words and phrases. Check in a dictionary if necessary.

3 Compare your answers to the quiz in Exercise 1 in small groups. How does your energy pattern compare and fit in with those of your friends or family members?

Student's Book page 94

Motivating reading texts have been adapted from authentic sources to suit the Advanced level student. They have been selected not only for their language content, but also for their interest and appropriacy.

Glossaries give simple definitions for more challenging words in the text or, in this case, challenge students to explore new vocabulary items in the context of the authentic source material.

Northern Lights

The aurora borealis is a fickle phenomenon. A week can pass without a flicker ... then bang! The Northern Lights come on like a celestial lava lamp. In the far north of Sweden, Nigel Tisdall is rewarded for his patience.

1) ____ In days of yore, when the fur-wrapped peoples of the Arctic looked up at the celestial disco we now know as the aurora borealis, they would see warriors with burning swords, shimmering shoals of fish and the spirits of the dead playing football with a walrus skull. Our modern eyes can't help but see more contemporary likenesses, yet this sense of wonder binds us through time like a heartbeat. The fleeting light show is so magnificent that my mind goes into overdrive as I try to burn the fast-changing shapes into my memory bank for ever. At the same time, a baser feeling is rising. Yes! I've done one of those thousand things we're all supposed to do before we die, as if life were just a shopping list of sensational experiences to be ticked off.

2) ____ Yet true travellers would have it no other way. Like going on safari, whale watching or fly-fishing, seeing the aurora is a beguiling marriage of sheer luck and the effort you make to be in the best place at the optimum time. The annoying thing is that the aurora is above us all the time, day in, day out – and in duplicate. Imagine a beautifully-coloured halo, ebbing and flowing in a circle above Alaska, northern Canada, Iceland, Arctic Scandinavia and the north coast of Siberia – with a mirror image, the aurora australis, looping over Antarctica.

3) ____ This means travellers have to be especially smart in their search for the clear, dark skies that are ideal conditions for a sensational sighting. Travelling close to the Arctic Circle in the winter months holds the key, preferably on dates when there isn't a full moon (a rival light source) and to locations beneath the auroral oval that are not only far from light pollution but also blessed with good weather. You can try to narrow the odds by looking for a 'sweet spot', which is why I am tramping the pristine snows of Abisko, 60 miles west of Kiruna in the far north of Sweden. Abisko is brazenly claimed to be 'the best place in the world' to see the aurora borealis. All this is rather galling as I sit in the Abisko Turiststation, nursing a frighteningly-priced beer and thinking, 'Okay, night sky ... bring it on.' Unfortunately there is a mighty blizzard outside. Yes, I do appreciate that this is the Arctic in winter – and, being British, I know all about meteorological disappointment. We have all lit the barbecue just seconds before the first raindrops fall ...

4) ____ Our arrival is timed for 10.30p.m.: 'magnetic midnight', when the local auroral activity should be at its most intense. Except it isn't. Everyone lolls around in the café as if some divine flight has been delayed – but as the small print says, sightings are not guaranteed. Our guide has a rule of thumb that if you stay at Abisko for three nights, you are certain to see the aurora (though he is offering no refunds) – but of course, silly time-poor me is trying to do it in two.

5) ____ It is far better to head north for an Arctic holiday packed full of adventures; then, should the Northern light bulbs also flash, well, that's a bonus. And so it is that, just when I am not desperately seeking them, the Northern Lights come to me. My sighting happens while we are out on a night snowmobile safari, and everyone skids to a halt as the heavens erupt in what looks like the prelude to a visitation by UFOs. Marching armies in shining armour, apocalyptic bonfires, bolts of silk in rainbow hues ... It is a brief encounter none of us will forget, sparking feelings of humility and euphoria. Yes, I know it is –5°C and we have to spend the night kipping on a block of ice but really, I don't care, because – hallelujah! – I have seen the Northern Lights. That leaves only another 999 things to do.

Glossary

a) ____ a) changing often and unexpectedly
b) ____ a) gently shining and shaking
c) ____ a) very brief
d) ____ a) heavenly
e) ____ a) amazing and unfair
f) ____ a) wild and terrible
g) ____ a) the end of the world
h) ____ a) (1) a terrific, practical rule
i) ____ a) perfectly clean
j) ____ a) attractive and interesting




Student's Book page 92

New Inside Out Advanced is full of engaging material taken from modern authentic sources. As a first step, students are always encouraged to read or listen for meaning and enjoyment.

The listenings include several authentic recordings, as well as text specially written for language learning.

Pronunciation work on particular areas of sound, stress and intonation is integrated into every unit.

Students are encouraged to relate the topics to their own lives, views and feelings.




Laura

Listening & Pronunciation

1 **09:10-1:05** Listen to these friends, **Isma, Rami and Philip**, describing experiences of staying up all night. For each person, make notes on the following questions.

- a) Where did the experience take place?
- b) What did the person do during the night?
- c) Did they enjoy the experience? Why/why not?

Which of the nights would you most and least like to have shared? Why? Discuss with a partner.



Rami

2 **0:10-1:05** Listen to some extracts from the experiences in Exercise 1 and complete the sentences with *adverbs*. Sometimes there is more than one adverb to a sentence.

- a I had this unforgettable night at my incubator – Notpi it wasn't.
- b I wasn't just passed, you know, just becoming about the sky and the ground – Notpi.
- c The adverbs in my night was very long.
- d I don't think it was any point in going back because everyone's up anyway.
- e I was very well.
- f There were about, I think about twenty people there in front of us.
- g We were going to go and it was show – Notpi.
- h We didn't get the whole night and spent the whole right there and didn't even get out on the balcony.
- i We were not up.

3 Which adverbs in the sentences (a-i of Exercise 2) ...

- a add emphasis?
- b express regret?
- c suggest that everything is obvious?
- d express surprise?
- e express the main point, not specific details?
- f show exact details?
- g add an afterthought?

4 **How many syllables are there in each of the adverbs in the box? Practice saying each of the words.**

usually, usually especially, especially, generally, usually, literally, particularly, particularly, usually

5 **0:21 Listen and check.**

5 **Write true sentences about your experiences of parties, concerts or festivals using some of the adverbs in Exercise 4. Practice reading them aloud to your partner.**

Speaking: anecdote

You are going to tell your partner about a time you stayed up late or all night, for example watching a night club, travelling overseas, attending a party or festival, writing on a page or leaving him on a road.

- a Ask someone the questions to start.
- b Think about what to say and how to say it.
- c Tell your partner about the night.

a) Where and when did the experience take place?

b) Why did you stay up all night?

c) Who were you with?


d) What happened during the night?

e) What did you see, hear or do?

f) What feelings did you experience?

g) How did you feel at the end of the night?

h) Was it a worthwhile experience?



Student's Book page 95

New Inside Out Advanced includes an average of two grammar sections in every unit. Typically, these follow a three-stage approach.


- 1 Students 'notice' new grammatical structures that have been contextualised in the previous section. They focus on the way new language works.
A brief summary of the grammar point is provided in the margin.
- 2 Language practice is designed to be realistic and meaningful.
- 3 Students use target language for controlled, personalised practice.

In addition, students are referred to the Grammar *Extra* pages at the back of the Student's Book for extended explanations and further practice.

[illegible]

Student's Book page 96

Useful phrases gives students a portable toolkit of functional language. These sections are designed to be fun and engaging and the phrases are recorded on the Class CD.



Useful phrases

- Read the exchanges 1-6. What is the problem with his response?
 - What are you up to tomorrow night?
 - Not sure.
 - Are you doing anything tonight?
 - Do you think coming to a jazz concert tonight?
 - I can't last night.
 - Are you sure?
- How could you improve the exchanges in Exercise 1 using the useful phrases (a-f)?
 - Not sure. I'm not very busy here.
 - No, what did you have in mind?
 - That sounds great!
 - I'd love to!
 - Sounding excellent - why do you want to?
 - That's really kind of you, too...
- 62 ☐ Listen to the exchanges and interpret your answers with the recording. Then practice the exchanges with a partner.

1 Looking at the conversation to the invitation. Which one is most formal? And the other?

2 Are both speakers as friendly as a brother or Sunday afternoon. If yes, you are both to like it.

3 Really very much for asking, but I'm afraid I can't make Sunday afternoon.

4 I'd really like to, but I've got something on. I'm going to my parents'.

5 I really appreciate the invitation, but unfortunately I have a party engagement.

6 I'm not up on Sunday. I'll be there Thursday evening.
- Complete the conversations 1-3 with useful phrases.
 - Hi, what _____ tonight?
 - Actually, I've got to _____ with some teachers.
 - Oh, that's _____ I just thought you might go out for a drink to celebrate the end of term.
 - That's brilliant, but I've already got to hand in a report first thing tomorrow morning. Thanks _____
 - Never mind. See you _____ perhaps.
 - How about _____ tomorrow when we studied to discuss the holiday?
 - _____ good. My place or yours?
 - As you could come here less than 10 miles. I'd better allow on Sunday (a) _____
 - I could be made to a bit later. I've, well, a job.
 - That'd be _____ See you around then, Sunday then.
 - Good. See you _____
 - Have a really good party tonight, but don't drink right through. Do you _____?
 - That'd be fine. Thanks _____ anything tonight?
 - Oh, that's fine. Just parental and _____ a treat for you kids.
 - Good, see you on Friday then.
 - Yeah, look _____ it.
- 63 ☐ Listen and compare your answers with the recordings. Then practice recasting the conversations with your partner.

1 Work with your partner. Invite each other to do something tomorrow, on Friday evening and at the weekend. Agree or give an excuse if you can't have the invitation. If you accept, make clear arrangements to meet.

98

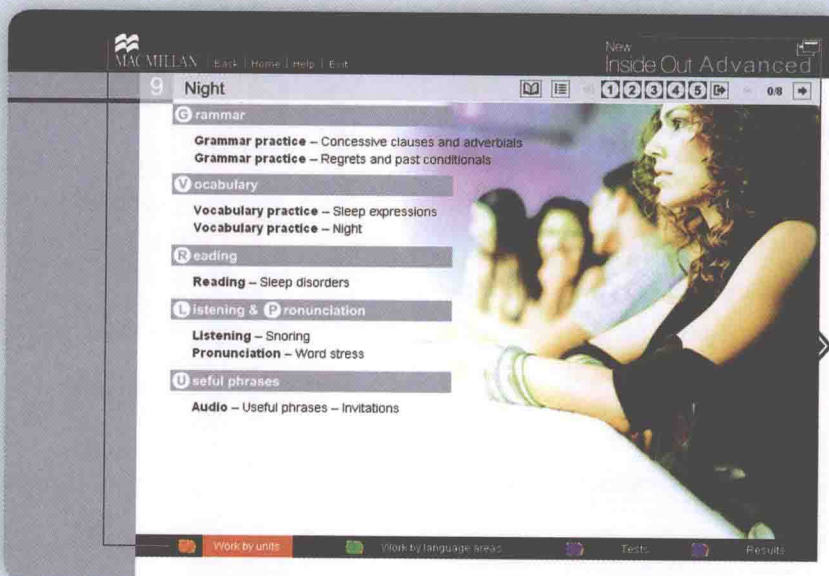
Unit 1

Right

Multi-ROM

The Multi-ROM contains the following two parts:

- The CD-ROM provides a wealth of interactive practice activities along with integrated listening material contextualising the *Useful phrases*.
- The Class Recordings include the dialogues and listening activities from the Student's Book and recordings of the pronunciation activities.



Workbook pages 52 and 53

The Workbook provides revision of all the main points in the Student's Book, plus extra listening practice, pronunciation work and a complete self-contained writing course. There are *with* and *without* key versions, and a story from *Horror Stories* (Macmillan Literature Collection) is included in the back of the Workbook.

9 Night

Grammar

1 Underline the correct alternative.

- The average adult needs about eight hours sleep a night. Some studies, **however / yet / although**, suggest that women need an hour more sleep than men.
- Eating a meal just before bed is not recommended. Eating a small snack, **yet / though / although**, can actually help you sleep.
- Men tend to dream more about men, **however / but / even though** women, according to research, dream equally about men and women.
- We very often dream about ourselves, **despite / although / however** this doesn't start happening until we are about five years old.
- Overwriters are technically asleep **even so / even though / despite** they have their eyes open and sometimes even engage in conversation.
- Some animals such as cows and elephants can sleep standing up. They can only dream when they are lying down, **yet / even so / however**.
- Even though / Despite / However** many years of research, it is still not known whether fish sleep at all.
- Everyone knows the expression 'thinking on your feet'. **yet / although / even so** studies have shown that on average we think 10% faster when we are lying down.

2 Complete the news items with the words in the boxes.

but despite even though though

CONSIDERATE CAR THIEF

Joe Davis of Miami is still furious. (1) even though, the thief that rifled through his car and took his CDs, cash, driver's licence and credit cards left a nice note behind. The note read: 'You have amazing taste in music. Don't worry about your credit cards and driver's licence - I know I can't use them ... after tonight, at least. Seriously (2) but, lock your car in the future.' The note was handwritten and signed 'P' but (3) remains unknown. Police say that a thief leaving a note is rare, (4) despite that car burglaries are not.

despite even though however nevertheless yet

FAKE PHONE FELONS

Employees at a mobile phone store arrived at work on Tuesday morning to find that the store had been broken into. (5) however, the only items missing were hollow replica display phones. (6) even though they look real, they are completely worthless, said store manager Eva Martinez. 'We've got hundreds of real phones on the premises. (7) despite the thieves just walked right past them. It's a mystery' (8) but the minimal loss, the store owners (9) yet reported the theft to local police, who are investigating.

but despite however that said try as I might

THE CRATE ESCAPE

John Franklin, a cleaner from Illinois, decided last month to post himself to his best friend as a birthday surprise. He climbed into a large crate and got his wife to post him to his friend's house thirty miles away. (10) even though the crate went missing and (11) despite Mr Franklin's shouts and frantic banging, his plight was not discovered for six days. (12) however, I just couldn't get anyone's attention, said Franklin. Postal workers recalled hearing faint banging noises. (13) but assumed it was the depot's heating system. Franklin's wife described her husband as 'stark raving mad'. (14) even though I did get six days' break from his incessant pranks, she added.

33 Listen and check.

3 Complete the sentences so they are true for you.

- Try as I might, I just can't stop eating chocolate.
- Strange as it may seem, ...
- ... That said, ...
- In spite of my efforts, ...
- Try as I might, ...

4 What are the people thinking? Use words from each box in the correct form.

book go not go not steal work

to bed earlier harder to the hairdresser's that car in advance

- I so wish I'd worked.
- If only ...

- I wish ...
- I really regret ...

- If only ...

5 Freddie went to a party last night. Rewrite his regrets using the words in brackets.

- Why on earth did I drink so much? (really wish) I really wish I hadn't drunk so much.
- I shouldn't have eaten so much. (really regret) ...
- I can't believe I danced with Anna! (wish) ...
- It's a pity I didn't get to speak to Katie. (if only) ...
- I sang 'I will survive' at karaoke! (so wish) ...
- I made a fool of myself. (so regret) ...



6 Complete these famous quotations about regret by putting the verb into the correct tense or form.

- I regret not having had (not have) more time with my kids when they were growing up. (Tina Turner, singer)
- I wish I had (invent) blue jeans. They have expression, modesty, sex appeal, simplicity - all I hope for in my clothes. (Yves Saint Laurent, designer)
- If I had (know) I was going to live this long, I would have (take) better care of myself. (Eddie Blake, musician)
- I wish they had (have) electric guitars in cotton fields back in the good old days. A whole lot of things (b) straightened out. (Jimi Hendrix, musician)
- I have no regrets. I would have (go) to worry about what people were going to say. (Ingrid Bergman, actress)

7 Think of some regrets in your life. Write about them by completing the sentences below.

- It's a real pity ...
- I really regret ...
- If only ...
- I'd have liked ...

Pronunciation

34 In speech *had*, *would* and *have* are often contracted. Listen to how they are pronounced in these sentences.

- I wish you hadn't been there.
- If you wouldn't have been there, you wouldn't have had a great time.

35 How would the following sentences sound with *had*, *would* and *have* contracted?

- If only I hadn't gone out last night.
- I wish I hadn't had more time.
- If you wouldn't have been there, you wouldn't have loved it.
- I would like to have gone with you.
- Peter wouldn't have loved it too.

35 Listen and check. Repeat the sentences.

Teacher's materials

Teacher's Book

The 6-in-1 Teacher's Book contains:

- an Introduction
- Practical methodology
- Common European Framework (CEF) checklists
- complete teaching notes with answer keys
- a bank of extra photocopiable grammar, vocabulary and communicative activities
- a Test CD with word files that you can edit and the recordings of the listening test activities

Unit 3
Complete the checklist.

1 = I can do this with a lot of help from my teacher
2 = I can do this with a little help
3 = I can do this fairly well
4 = I can do this really well
5 = I can do this almost perfectly

Competence	Page	Test score
I can use language fluently, accurately and effectively on a wide range of general, professional or academic topics.	26, 27, 29, 32	1 2 3 4 5
I can produce clear, smoothly flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.	30	1 2 3 4 5
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	27, 33	1 2 3 4 5
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.	25	1 2 3 4 5
I can select a style appropriate to the reader in mind.	28	1 2 3 4 5

Unit 4
Complete the checklist.

1 = I can do this with a lot of help from my teacher
2 = I can do this with a little help
3 = I can do this fairly well
4 = I can do this really well
5 = I can do this almost perfectly

Competence	Page	Test score
I can understand fairly long demanding texts and summarise them orally.	36	1 2 3 4 5
I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.	36, 39	1 2 3 4 5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	40, 43, 44	1 2 3 4 5
I can substitute an equivalent term for a word I can't recall without distracting the listener.	41	1 2 3 4 5
I can give a detailed description of experiences, feelings and events in a personal letter.	45	1 2 3 4 5

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9 Night Overview

Section & Store	What the students are doing
Reading & Speaking SB page 88 Reading for detail Fluency practice	Doing a quiz on energy patterns. Discussing the meaning of the expressions in the quiz. Talking about their own energy patterns and those of family and friends.
Vocabulary & Speaking SB page 89 Times of day and night Fluency practice	Putting times of day in chronological order. Matching expressions to times of day. Talking about different times of day and night.
Listening SB page 89 Listening for detail	Listening to a radio show about the body clock and circadian rhythms. Identifying true and false statements.
Reading SB page 90 Reading for gist and detail	Reading profiles from a sleep website. Answering questions on the people profiled and giving advice on sleep.
Grammar SB page 91 Concessive clauses and adverbials	Studying concessive clauses and adverbials. Completing a website posting. Writing a similar posting on a given problem.
Listening & Pronunciation SB page 92 Listening for detail Adverbs	Listening to people talking about staying up all night and taking notes. Completing extracts with adverbs and identifying the function of the adverbs. Counting syllables in adverbs.
Speaking: interaction SB page 92 Fluency practice	Talking about a time they stayed up late or stayed up all night.
Speaking SB page 93 Fluency practice	Matching halves of proverbs about night. Discussing proverbs and creating their own proverbs.
Vocabulary SB page 93 Expressions with night	Completing sentences with expressions with night. Discussing questions.
Reading SB page 95 Reading for detail	Reading a text about the Northern Lights. Matching topic sentences to paragraphs. Finding evidence in the text to support statements.
Listening & Grammar SB page 95 Listening for detail Regrets and past conditionals	Listening to an account of a trip and answering questions. Completing sentences about regrets. Writing past conditional sentences using prompts.
Useful phrases SB page 96 Useful conversational phrases for making and responding to invitations	Listening to conversations and improving on people's responses. Examining formal and informal responses to an invitation. Completing a conversation with useful phrases. Taking turns making and responding to invitations.
Vocabulary: verbs SB page 97 Phrasal verbs	Studying phrasal verbs and their meanings. Writing sentences with phrasal verbs. Completing sentences with particles.
Writing WB page 57	Writing an essay.

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9 Vocabulary
Brushing up on phrasal verbs

come up against	a problem	come up with
a solution	face up to	reality
get away with	murder	get out of
the washing up	go down with	the flu
go on at	the kids	look forward to
the summer holidays	make up for	lost time
put up with	that awful noise	run out of
petrol	stand up for	your rights

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Website

Visit www.macmillanenglish.com/insideout to find out more details about the course and its authors. The website provides downloadable resources and more information about *New Inside Out*.

