

New
Inside Out

流畅英语口语教程

(第二版)

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

Pre-intermediate
Teacher's Book

教师用书 第一册

附测验CD



 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.sflep.com

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图书在版编目 (CIP) 数据

流畅英语口语教程 (第1册) 教师用书 / (英) 凯, (英) 琼斯编. —2版.

—上海: 上海外语教育出版社, 2012

ISBN 978-7-5446-2583-8

I. ①流… II. ①凯… ②琼… III. ①英语—口语—高等学校—教学参考资料

IV. ①H319.9

中国版本图书馆CIP数据核字 (2011) 第265660号

图字: 09-2011-420号

First published by Macmillan Publishers Limited, United Kingdom.

This edition is for sale in the People's Republic of China excluding the Special Administrative Regions of Hong Kong and Macau and the territory of Taiwan and may not be bought for export therefrom.

本书由麦克米伦出版有限公司授权上海外语教育出版社有限公司出版。

仅供在中华人民共和国境内 (香港、澳门、台湾除外) 销售。

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

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责任编辑: 郭安安

印 刷: 常熟市华顺印刷有限公司

经 销: 新华书店上海发行所

开 本: 890×1240 1/16 印张 15 字数 678千字

版 次: 2012年5月第1版 2012年5月第1次印刷

印 数: 2100册

书 号: ISBN 978-7-5446-2583-8 / H · 1188

定 价: 38.00元

本版图书如有印装质量问题, 可向本社调换

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。

上海外语教育出版社

2012年1月

New Inside Out

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

Pre-intermediate
Teacher's Book


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Text © Sue Kay and Vaughan Jones 2008

Text by Helena Gomm

Language and cultural notes by Peter Maggs

Photocopiable resource materials by Peter Maggs, with Carmen Santos Maldonado,

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Design and illustration © Macmillan Publishers Limited 2008

First published 2008

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Designed by 320 Design Limited

Page layout by Carolyn Gibson

Illustrated by Kathy Baxendale, Beach, Neil Chapman, Ivan Gillet, Rebecca Halls,

Peter Harper, Ben Hasler, Katie Mac, Ed McLachlan, Bill Piggins and Mark Ruffle

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Student's Book contents map

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<p>2 Place Home towns Holidays Countries page 12</p>	<p>S Places in your country S The best things from different countries Anecdote: The best place you have ever visited WB W Web posting. Spelling. Linking sentences (1)</p>	<p>R Three people talking about their home towns R Win a dream holiday for two! R Everything's wrong here! R Emma talking about the best place she has ever visited Useful phrases: Saying where you are from</p>	<p>G Countable and uncountable nouns. <i>so/such. very/too</i>. Quantity expressions V Places in a city. Adjectives to describe places. Countries, nationalities. Location Focus on: <i>like</i> P Word stress: countries, nationalities</p>
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WB = **Workbook**. Each unit of the Workbook contains a one-page section which develops practical writing skills.

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1

Name Overview

Section & Aims	What the students are doing
Listening SB page 4 Listening for specific information	Listening to people talking about names. Identifying nicknames and matching them to people. Talking about their own names.
Vocabulary SB page 4 Family	Listening and repeating words for family members. Identifying male and female family words and completing a table. Talking about names.
Reading SB page 5 Reading for specific information	Reading an article and finding out the reasons for choosing a name. Talking about choosing names.
Grammar SB page 5 Tenses and auxiliary verbs	Matching verb phrases with tense names. Writing negative forms of sentences and naming tenses. Turning sentences into questions.
Pronunciation SB page 6 Long vowel sounds	Listening and repeating names which contain long vowel sounds.
Listening SB page 6 Listening and remembering	Listening to the names of people in photos and remembering them. Discussing techniques for remembering names.
Reading SB page 7 Reading for gist	Matching headings to sections of a text. Discussing advice in a text on improving your memory.
Grammar SB page 7 <i>look(s) / look(s) like</i>	Identifying parts of speech and using <i>look(s)</i> and <i>look(s) like</i> with adjectives and nouns. Writing sentences describing people using <i>look(s)</i> and <i>look(s) like</i> .
Reading SB page 8 Reading for specific information	Reading and completing a questionnaire. Matching language learning tips with questions in a questionnaire.
Speaking SB page 8 Fluency practice	Making changes to questions and asking a partner the questions.
Grammar SB page 9 Question forms	Matching questions and answers. Rewriting questions and discussing the acceptability of them.
Speaking: anecdote SB page 9 Fluency practice	Talking about a person who is important to them.
Useful phrases SB page 10 Useful conversational phrases: showing you're interested	Matching conversations with pictures. Listening and repeating useful phrases for showing interest. Completing a conversation and practising it. Writing a new conversation about last weekend.
Vocabulary Extra SB Page 11 Revision of words from the unit: family and relationship words; names	Completing a table with family words. Answering questions about family and relationships. Underlining the correct words in sentences. Completing a form about names.
Writing WB page 9	Filling in a form with personal information.

Name Teacher's notes

Warm up

- Write on the board a list of the first names of some of the members of your family. Draw an empty family tree with spaces for each of the names. Tell the students that all these people are related to you. Ask them to ask questions to find out how they are related. For example, *Is Mark your brother? Is Jeff Mary's husband?* Students who get a *yes* answer to their questions can come up to the board and write the name in the correct place in the family tree.
- Ask the students to write down the names of three friends and take turns with a partner asking and answering about them:

'Who's Marina?'

'She's my best friend. She lives near my house. We do a lot of things together.'

Listening (SB page 4)

1 1.01

- Focus the students' attention on the photos. Tell the students that they're going to hear a conversation between these two people, who have never met before. Then focus attention on the names. Explain that people are sometimes given *nicknames* by their family and friends. These names are generally given in childhood, but sometimes continue to be used when the people have grown up. They often refer to the person's physical appearance. Point out that *Tree* is likely to be a *nickname* and ask the students to guess what sort of person might get the nickname *Tree* (a very tall person). Explain also the concept of a *middle name* (a second name between the first name and the surname which can act as an alternative first name; it may also have religious or family significance), and the way some names are shortened (e.g. *Mike* is a short form of *Michael*, *Sue* is a short form of *Susan*).
- Play the recording and ask the students to tick the four names they hear for each person. Check answers with the class. Point out, or get the students to identify, that *Tree*, *Big Ben*, *Marie Antoinette* and *Baby* are nicknames. *Ben* is a short form of Benjamin and *Marie* a short form of Anne-Marie.

The man: Benjamin, Ben, Tree, Big Ben
The woman: Marie, Anne-Marie,
Marie Antoinette, Baby

1.01 (M = Marie; B = Benjamin)

M: Hi, I'm Marie.

B: Hi Marie. My name's Benjamin, but nobody calls me Benjamin. Well, my parents do, but my friends call me Ben.

M: Ben – that's nice.

B: Thanks. Actually, my old friends call me Tree.

M: Tree? Why?

B: Well, as you can see, I'm very tall.

M: Oh, ha ha. ... My friends call me lots of different names.

B: Really?

M: Yes. My mum's French and my dad's English, so I've got English and French friends, and they call me different things.

B: What do your French friends call you?

M: They use my full name – Anne-Marie.

B: And your English friends?

M: They just call me Marie. Some of them call me Marie Antoinette.

B: Marie Antoinette! Oh dear.

M: Well, it could be worse. My brother calls me Baby, because I'm the youngest in the family.

B: That's not so bad – my sisters call me Big Ben.

M: Ha ha. Oh no!

Language note

Vocabulary: names

- Benjamin and Marie just give their first names when they introduce themselves as the situation is quite informal. In more formal situations, people usually give both their first name and their surname.
- Benjamin got the nicknames *Tree* and *Big Ben* because he's tall. Big Ben is the bell in the clock tower of the Houses of Parliament in London, so again this is a jokey reference to his height. Marie-Antoinette was the wife of Louis XVI and Marie's English friends use this as a nickname for her because she has a similar sounding French name.

2

Ask the students to try to complete the sentences from memory. Allow them to compare and discuss their results in pairs before playing the recording again for them to check. Go through the answers with the class.

- | | |
|----------------|--------------------|
| a) parents | d) French friends |
| b) old friends | e) English friends |
| c) sisters | f) brother |

3

Ask the students if they have any special names that their family or friends call them. Then ask them to write down any of the names and the people who use them. If any students say that they don't have any special names, ask them if any members of their family or friends have special names. Then put them in pairs to tell their partners about their names. Remind them to say which names they like best.

Vocabulary (SB page 4)

1 1.02

- Focus the students' attention on the box. Point out that the underlining indicates the syllable of the word that has the strongest stress. Play the recording for the students to listen and repeat the words. Play it a second time and ask them to pay special attention to the stressed syllables. Allow them to compare results in pairs before checking with the whole class.
- Ask several students to repeat the words individually and check that they're putting the stress on the correct syllables.

2

- Focus the students' attention on the table. Point out that most relationship words describe either male or female family members. Ask the students to complete the table with the words in the box in Exercise 1, adding the names of their own family members where appropriate. (If you wish, you could turn this into a competition, with the winner being the person in the class who can match a name from their family to as many different words as possible.)
- When the students have completed the table, ask them if any of the words could go in both columns (*cousin*). Check answers with the class. Then read out the example and put the students in pairs to tell each other about some of the members of their families.
- Go round, monitoring and giving help. Make sure the students are pronouncing all the words for family members correctly.

Male: boyfriend, brother, brother-in-law, cousin, father, grandfather, half-brother, nephew, son, stepfather, uncle

Female: aunt, cousin, daughter, girlfriend, grandmother, half-sister, mother, niece, sister, sister-in-law, stepmother (Note that <i>cousin</i> can be both male and female.)
--

Language notes

Vocabulary: *sister-in-law*

Your sister-in-law could be any of the following: the wife of your brother; the sister of your husband; the sister of your wife.

Vocabulary: *stepsister*

If one of your parents marries again, the children of the person they marry become your stepbrothers and/or stepsisters.

Vocabulary: *half-sister*

Your half-sister shares either the same mother or the same father as you, but not both.

3

Pairwork. Focus the students' attention on the table again. Go through the questions with the class and elicit a couple of answers to the first question. You could give some examples from your own country, if appropriate. Ask the students to discuss the questions in pairs. Go round, monitoring and giving help, and encourage some pairs to report back to the class on their discussions.

Reading (SB page 5)

1

Explain to the class how your own parents chose your own name (or give an example of someone you know). Then go through the reasons with the class. Put the students in pairs to discuss how their parents chose their names. Go round, monitoring and giving help if necessary. Take note of any interesting discussions and ask the students to report these back to the class.

2

- Focus the students' attention on the text *What's in a name?* Give them plenty of time to read it, and answer any questions they may have about vocabulary. Ask them which of the reasons listed in Exercise 1 isn't mentioned.
- Ask the students what the writer's first name and middle name are (Enid Blodwen). Ask them if they think she likes these names. (No, she doesn't. She says unfortunately her mother chose to name her after her grandmother.) You may need to explain that the first of these names sounds very old-fashioned to someone from the UK and that the second is an old Welsh name, which would sound a little odd to anyone not from Wales.

Reason <i>e</i> isn't mentioned.

Cultural notes

Madonna (born 1958)

Madonna is one of the most successful recording artists of all time, with songs such as *Material Girl* and *Into the Groove*. She's also acted in a number of films, including *Desperately Seeking Susan* and *Evita*. In 2000, she married British film director Guy Ritchie. She continues to produce best-selling albums.

Lourdes /lɔːdz/

Small town in southwest France. The spring water found in caves here is believed to have healing properties, and thousands of Roman Catholic pilgrims visit Lourdes every year hoping for a cure. Madonna named her daughter after the town because her mother had wanted to visit Lourdes just before she died.

David Beckham (born 1975)

English footballer. He played for Manchester United (1992–2003) and Real Madrid (2003–2007) before moving to the United States to play for LA Galaxy. He captained the England football team on 58 occasions. He married ex-Spice Girls singer Victoria Adams in 1999.

Victoria Beckham (born 1974)

Also known as 'Posh Spice', Victoria Beckham was a member of the Spice Girls pop group from 1994 to 2000. She married footballer David Beckham in 1999. They have three sons.

Brooklyn

Brooklyn is a borough of New York City. According to Victoria Beckham's autobiography, she and her husband learnt that she was pregnant with their first child in Brooklyn (NY), so they decided to name him after the borough.

Leonardo DiCaprio /liːjɔːnɑːdɔː drɪkæprɪjəʊ/

(born 1974)

Leonardo DiCaprio was named after Leonardo da Vinci. He started acting when he was fourteen, appearing in TV commercials and educational films. He's starred in a number of successful films, such as *Romeo and Juliet* (1995), *Titanic* (1997), *Gangs of New York* (2002) and *The Aviator* (2005). He's also greatly involved in environmental work in the US.

Leonardo da Vinci /liːjɔːnɑːdɔː də 'vɪntʃiː/ (1452–1519)

Leonardo da Vinci was an Italian Renaissance artist, famous for paintings such as the *Mona Lisa* and *The Last Supper*. He also made designs, some hundreds of years ahead of his time and contributed greatly to the study of anatomy, astronomy, and civil engineering.

Beyoncé Knowles /biːjɔːnsɛɪ nəʊlz/ (born 1981)

American R&B singer. She was originally in the girl band Destiny's Child, and is now a solo artist, actor and fashion designer. Her first solo album *Dangerously in Love* (2001) became one of the biggest commercial successes of that year. She received five Grammy Awards in 2004 and had a worldwide number one hit with *Irreplaceable* in 2006.

Britney Spears /brɪtniː 'spiːz/ (born 1981)

American pop singer. She started out aged 11 in *The New Mickey Mouse Club* on the Disney Channel. In the late 1990s, she had hits with *Baby One More Time* and *Oops!... I Did It Again*. In 2004, she married dancer Kevin Federline. They had two children but divorced in 2006.

Keanu Reeves /kiːjɑːnuː riːvz/ (born 1964)

Canadian actor. His first hit film *Bill and Ted's Excellent Adventure* (1989) saw him cast in a comedy role. But then, in the 1990s, he made a succession of action blockbusters, including *Point Break* (1991), *Speed* (1994) and *The Matrix* (1999) establishing him as a top name in Hollywood.

Bruce Willis (born 1955)

American actor who found fame in the TV series *Moonlighting* (1985–1989), but is best known for his roles in the *Die Hard* films (1988 and 1989). His other films include *Pulp Fiction* (1994), *The Jackal* (1997), and *The Sixth Sense* (1999). He was married to Demi Moore.

Demi Moore (born 1962)

American actress who started out in teen films in the 1980s and became one of the best known actresses in 1990s. Her films include *Ghost* (1990) and *A Few Good Men* (1992). She was married to actor Bruce Willis from 1987 to 2000. She and Bruce Willis had three daughters. She married actor Ashton Kutcher (born 1978) in 2005.

3

Ask the students to think about the question for a moment or two and then discuss in pairs which names they would choose. Ask them to report back to the class.

Grammar (SB page 5)

Tenses and auxiliary verbs

1

- This exercise offers quick revision of some of the tenses the students should already have encountered. Focus the students' attention on the information in the margin which gives them the names of the tenses they'll need and the auxiliary verbs that these tenses use. Explain that the present simple and past simple only use auxiliary verbs in negatives and questions. (You can use *do* in affirmative sentences for emphasis, but this is not taught at this level.)
- Ask the students to look at the highlighted verb phrases in the article in the previous section and ask them to match them to the tense names. Allow them to work in pairs or small groups. Then check answers with the class.

people are changing – present continuous

I've chosen – present perfect

I'm going to call – (*be*) going to future

I like – present simple

she named – past simple

Extra activity

To give further practice of the link between auxiliary verbs and tenses, put this matching activity on the board:

Match each tense with its auxiliary verb.

- | | |
|-------------------------|----------------------------------|
| a) Present simple | am/am not are/aren't
is/isn't |
| b) Present continuous | has/hasn't have/haven't |
| c) Present perfect | do/don't does/doesn't |
| d) Past simple | am/am not are/aren't
is/isn't |
| e) Future (be) going to | did/didn't |

Language notes

Grammar: tense review

- The present simple is used to talk about facts, habits or routines.
I live in a small house in Oxford.
- The present continuous is used to talk about activities in progress now or around now.
He's wearing an old pair of jeans.
- The present perfect is used to talk about completed past actions in 'time up to now'. There is no past time marker.
They've visited fourteen different countries.
- The past simple is used to talk about completed past actions, where a past time marker is mentioned or implied.
She met him a long time ago.
- The future (be) going to is used to talk about future plans and intentions: things you've decided to do.
I'm going to see him on Thursday.

Grammar: auxiliary verbs

- **Do/does/did** are used with the present simple and past simple to help form questions, negatives and short answers.
Do you come here every day?
Yes, I do. I didn't see you yesterday.
- **Am/are/is** are used to form the present continuous: *I'm studying art and design. / She's staying with her friend.* They're usually used in contracted form ('m, 're, 's) except in formal writing. **Am/are/is** are also used to form *going to* sentences for the future and are usually used in contracted form: *I'm going to see two old friends this weekend.* When **am/are/is** are used in questions and short answers, they aren't contracted. *Are you listening to me? Yes, I am (not Yes, I'm).*
- **Have/has** are used to form the present perfect: *I've been to Japan. My brother's been to most Asian countries.* They're usually used in contracted form ('ve, 's) except in formal writing. When **have/has** are used in questions and short answers, they aren't contracted. *Have you been to Italy? Yes, I have (not Yes, I've).*

2

- Go through the example with the class and then ask the students to write the negative forms of the remaining sentences. Allow them to compare in pairs before checking answers with the class.
- Ask them to go through the negative sentences and tick the ones that are true for them.

- | |
|--|
| a) I don't like British pop music. (Present simple) |
| b) I'm not reading a good book at the moment. (Present continuous) |
| c) I'm not going to have a coffee after the lesson. (Future <i>be going to</i>) |
| d) I didn't go out last night. (Past simple) |
| e) I haven't been to Ireland. (Present perfect) |
| f) I can't play the piano. (Present simple) |

3

Students write the question forms. As they do this, go round checking that they're forming the questions correctly. With weaker classes, check the questions with the class before putting the students into pairs to practise asking and answering them.

- | |
|--|
| a) Do you like British pop music?
Yes, I do. / No, I don't. |
| b) Are you reading a good book at the moment?
Yes, I am. / No, I'm not. |
| c) Are you going to have a coffee after the lesson?
Yes, I am. / No, I'm not. |
| d) Did you go out last night?
Yes, I did. / No, I didn't |
| e) Have you been to Ireland?
Yes, I have. / No, I haven't. |
| f) Can you play the piano?
Yes, I can. / No, I can't. |

Pronunciation (SB page 6)

1 1.03

- Focus the students' attention on the long vowel sounds. Play the recording and ask them to repeat the vowel sounds. After they've done this chorally, ask several students to repeat the words individually, and check that everyone is producing the sounds correctly.
- If the students are unfamiliar with phonemic symbols, you may want to do a bit more work on this. Write the symbols on the board and point to them at random, asking the students (at first chorally and then individually) to say the sounds. Choose the names of some of the students in the class whose names exemplify the different sounds and write them on the board next to the appropriate phonemes.

2 1.04

- Focus the students' attention to the table. Read the names in the first column aloud, exaggerating the vowel sound. Then play the recording and ask the students to listen and repeat.

- Give the students a minute or two to write in the correct phonemic symbols. Remind them that they are all listed in Exercise 1. Encourage them to say the sounds as they write them to reinforce the link between the sounds and the symbols. Check answers with the class. Then ask different students to read out the different columns of names.

1 /u:/ 2 /ɜ:/ 3 /ɑ:/ 4 /i:/ 5 /ɔ:/

Listening (SB page 6)

1 1.05

- Ask the students whether or not they find it easy to remember people's names when they are first introduced. Then focus their attention on the photos and ask them to look at the people for a couple of minutes. Explain that they're going to hear the names of all these people on the recording and they must try to remember them, without writing anything down. Play the recording once.
- Ask the students to work individually to write down as many of the names as they can remember, either next to the photos in the book or with the numbers 1 to 9 in their notebooks. When they've finished, allow them to compare with a partner.

1.05

Study the faces of the people in the photographs. Listen and remember their names. Do not write anything.

Number one is Charles.	Charles.
Number two is Ann.	Ann.
Number three is George.	George.
Number four is Sophia.	Sophia.
Number five is Pete.	Pete.
Number six is Pearl.	Pearl.
Number seven is Paul.	Paul.
Number eight is Marge.	Marge.
Number nine is Sue.	Sue.

2

Play the recording for the students to check their answers. Find out who remembered the most names correctly. Ask this person if they have any special techniques for remembering names.

Reading (SB page 7)

1

- Tell the students they're going to read about some ways of improving their memory for names. Go through the headings with them first as this will give them a general idea of what the text is about. Then ask them to read the text and match the headings to the appropriate sections. Allow them to compare results in pairs or small groups before checking with the class. Give the students a chance to read the text

again, and answer any questions they may have about vocabulary.

- Ask them if they know of any other techniques for trying to remember other people's names. One method is to connect a person's name with a common word. For example, for the name Hannah, imagine her holding a handbag. For Robert, imagine him as a robber.

- 1 b) Pay attention
- 2 c) Use the name and repeat it
- 3 d) Visualise the name
- 4 a) Connect the name and the appearance

Cultural note

Franklin D. Roosevelt /fræŋklɪn dɪˈruːzəvəlt/ (1882–1945)

Franklin D. Roosevelt was an American politician and the 32nd President of the United States (1933–1945). His presidency oversaw the Great Depression of the 1930s and ended with the Second World War (1939–1945).

2

- Go through the questions with the whole class and make sure the students understand them before putting them into pairs to discuss them. Go round, monitoring and giving help.
- Ask the pairs to report back to the whole class on their discussions. Write any suggestions they make for remembering and learning new English words on the board. Encourage the students to make a note of these and try them out.

Grammar (SB page 7)

look(s) / look(s) like

1

- Focus the students' attention on the box of words. Point out the two examples: the adjective *friendly* and the noun phrase *a banker*. Ask the class for two or three more examples of adjectives and nouns or noun phrases. Then ask them to go through the box and write *N* or *A* for the remaining words and phrases. You may need to explain that a *noun phrase* or an *adjective phrase* is just a noun or adjective in combination with two or more words. As they do this go round, monitoring and giving help. Check answers with the class before moving on to the second part of the exercise.
- Ask the students to look at the information about the use of *look(s)* and *look(s) like* in the margin. Ask them what type of word you use after *look(s)* (adjective/ adjective phrase) and what type of word you use after *look(s) like* (noun/ noun phrase). Ask the students to give some examples using both structures.

- friendly a banker intelligent
 shy a doctor very young
 middle-aged stressed about sixty
 Greek a waiter a student
 a retired police officer rich

After *look(s)* you use adjectives or adjective phrases.
After *look(s) like* you use nouns or noun phrases.

2

- Choose one of the photos on page 6 and ask the whole class to suggest sentences using *looks* and *looks like* to describe him or her.
- Then ask the students to work individually to write sentences about the other people on page 6. Go through the example with the class and point out that they should leave spaces for the people's names.
- Put the students in pairs and ask them to exchange their descriptions and try to complete their partner's sentences with the correct names.

Extra activity

If appropriate, repeat the activity using people in the class. Ask the students to choose three classmates and write sentences using *looks* and *looks like* to describe them. As they do this, go round, helping and making sure that no one writes anything hurtful or offensive. Put them in pairs to complete the sentences.

Reading (SB page 8)

1

- Tell the students they're going to complete a questionnaire about learning languages. Ask them first to read through the questionnaire and ask you if there's anything they don't understand.
- Ask them to work individually to decide their own answers to the questions. When they've finished, point out the *What your score means* section and ask them to work out their own score. Ask them to compare with a partner and discuss whether or not they think their scores are correct.

2

- Go through the tips with the whole class and make sure the students understand them. Give them a minute or two to match them to the questions in the questionnaire.
- Ask the students to suggest other tips for learning English. Write any suggestions on the board and encourage the class to try them out.

- | | |
|---------------|---------------|
| a) Question 3 | e) Question 1 |
| b) Question 6 | f) Question 8 |
| c) Question 2 | g) Question 4 |
| d) Question 7 | h) Question 5 |

Speaking (SB page 8)

1

- Demonstrate the activity by using some of the alternatives to form new questions and ask various students around the class to answer them. If you don't want to pre-empt the questions the students will ask and answer in the exercise, put the following on the board and use it to demonstrate:

How many **languages** can you **speak**?

(musical instruments – play/people in the class – name/phone numbers – remember)

- Ask the students to work individually to make five new questions. As they do this, go round, monitoring and making sure they're forming the questions correctly. The alternatives are all correctly formed to slot into the questions, so the students shouldn't make any changes to the verb forms.

2

- Put the students into pairs and ask them to take turns asking and answering their questions. Tell them that they should try to remember any interesting answers which they can report back to the class.
- In a feedback session, ask the students to tell the class what they found out about their partners.

Grammar (SB page 9)

Question forms

1

- Focus the students' attention on the table. Read out each statement, followed by the corresponding question. Ask the students what they notice about statements and questions (the word order changes).
- Go through the questions one by one with the class, asking them to match them with the correct answers. Make sure they can identify the auxiliary verbs correctly and point out that auxiliary verbs are not used in questions with *be*. Explain also that you use *do/does/did* to form questions when there's no auxiliary verb in the corresponding statement.
- Put the students into pairs and tell them to take turns asking and answering the questions in the table.

- a) 2 b) 3 c) 4 d) 1

Language note

Grammar: word order

When making questions ...

... the auxiliary comes before the subject, not after it (as in statements).

... if there is no other auxiliary verb, use *do*.

... if there is another auxiliary verb, don't use *do* (*Do you can swim?*).

... *What, Who, Where, How*, etc. (question words) come at the beginning.

2

- Ask the students to look carefully at the six questions and decide which ones are incorrect and need *do*, *does* or *did* to make them correct. Remind them that *do*, *does* and *did* are used when there's no auxiliary verb in the corresponding statement which can be used to form the question.
- Ask the students to work individually to write correct questions. Go round, monitoring and giving help.
- Put the students in pairs and ask them to take turns asking and answering their questions.

- a) *Do you* play the guitar?
 b) *Did you sleep* well last night?
 c) Can you drive?
 d) Where *does* your mother come from?
 e) Have you been to the Vatican?
 f) What's your favourite colour?

3

- Go through the example with the class and then ask the students to work individually to rewrite the questions in the correct order, but tell them not to ask their partners the questions. Allow them to compare their results in pairs before checking with the class.
- Ask the students to work in small groups and discuss in which situations it is OK to ask these questions. Ask them to make notes of their answers. In multinational groups, the answers may differ according to the nationalities of the students, so ask groups to note any differences and report these back to the class.
- Finally, find out what conclusions the groups came to. Ask if they think age, nationality or cultural background are factors in whether or not questions are acceptable.

- a) How old are you?
 b) Do you believe in life after death?
 c) How much do you earn?
 d) Have you ever broken the law?
 e) Which political party do you vote for?
 f) How many boyfriends or girlfriends have you had?

Cultural note

It's difficult to give hard and fast rules about which questions are or are not acceptable. Generally, in the UK, question a) would probably only be used with children. Adults might feel uncomfortable to be asked their age. Question b) might be acceptable amongst friends if the conversation had turned to such a topic. It would be unacceptable to ask this of a stranger. Questions c), d), e) and f) would make most people in the UK very embarrassed and wouldn't normally be asked, even by close friends.

4 Pairwork

- The pairwork exercise for this unit is on pages 116 and 121 of the Student's Book. Put the students in pairs and tell them who will be Student A, and who will be Student B.
- While they're doing the exercise, go round, monitoring and giving help. Take note of any errors which may need particular attention later, and also any examples of good language use which you can praise.

Student A

- 1 What – b
- 2 Where – c
- 3 What – b
- 4 Who – a
- 5 Which – c
- 6 How – b

Student B

- 1 What – b
- 2 Where – a
- 3 What – a
- 4 Who – c
- 5 Which – b
- 6 How – c

NB: Edinburgh /'edɪnbərə/; Buckingham Palace /'bʌkɪŋəm 'pæləs/; The Tower of London /ðə 'taʊə əv 'lʌndən/; The Houses of Parliament /ðə 'haʊzɪz əv 'pɑ:ləmənt/; Queen Elizabeth /kwi:n rɪ'lizəbəθ/; The Sheriff of Nottingham /ðə 'ʃerɪf əv 'nɒtɪŋəm/

5 Grammar Extra 1

Ask the students to turn to *Grammar Extra 1* on page 126 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practise it.

1

- a) Do you like jazz?
- b) Can you swim?
- c) Did you go skiing last winter?
- d) Are you wearing jeans today?
- e) Have you been to Egypt?
- f) Are you going to drive home after the lesson?

2

- a) Yes, I do. / No, I don't.
- b) Yes, I can. / No, I can't.
- c) Yes, I did. / No, I didn't.
- d) Yes, I am. / No, I'm not.
- e) Yes, I have. / No, I haven't.
- f) Yes, I am. / No, I'm not.

3

- a) Does he like jazz? Yes, he does. / No, he doesn't.
- b) Can he swim? Yes, he can. / No, he can't.
- c) Did he go skiing last winter?
Yes, he did. / No, he didn't.
- d) Is he wearing jeans today? Yes, he is. / No, he isn't.
- e) Has he been to Egypt? Yes, he has. / No, he hasn't.
- f) Is he going to drive home after the lesson?
Yes, he is. / No, he isn't.

4

- a) How far do you live from the school?
- b) When did you last go to the theatre?
- c) What are you going to do this evening?
- d) How many cups of coffee have you had today?
- e) What kind of pen are you using at the moment?
- f) Where did you buy your shoes?