

New
Inside Out

流畅英语口语教程 (第二版)

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

Upper intermediate
Teacher's Book

教师用书 第三册

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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Grammar, Vocabulary & Pronunciation

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Pages 126, 127: Grammar / Vocabulary / Pronunciation review

Introduction

Welcome to New Inside Out!

New Inside Out is the fruit of many years' teaching, writing and developing material. Everything we write is informed by the reactions we get from our students. Our aim is simply to produce a set of materials that will help you create optimum conditions in your classroom for learning to take place.



Sue Kay



Vaughan Jones

Engaging content

The American linguist and philosopher Noam Chomsky once said:

'The truth of the matter is that about 99% of teaching is making the students feel interested in the material. Then the other 1% has to do with your methods.'

While we might want to quibble with the percentages, we would nevertheless agree whole-heartedly with the central message in Professor Chomsky's assertion: namely, students learn best when they're interested in the material. It's as simple as that. A text might contain six beautifully-crafted examples of the past simple, a good spread of high frequency lexical items and exemplify some useful functional language, but if it doesn't engage the students, if they can't relate to it, if it feels alien to them, then the most important ingredient for successful learning is missing. In *New Inside Out*, we've drawn on our own classroom experience, and that of our colleagues around the world, to select topics, texts and tasks that engage students both emotionally and intellectually. Students are our richest resource. They come to class with their own knowledge of the world, their own tastes, feelings and opinions. It's up to us to exploit this rich resource by organising learning around topics that they can relate to – topics that are part of their life experience.

Structured support

We all know that learning a language is a messy, non-linear business. We're dismayed when there seems to be little correlation between what is taught and what is learned! However, there is plenty of evidence to suggest that 'instructed' learners (those who attend classes or follow a course of study) learn faster, and ultimately attain a higher level of proficiency than 'non-instructed' learners.

In *New Inside Out*, new language input is carefully controlled: we aim to maximise exposure to high frequency language appropriate to this level. Students are encouraged to notice new grammar and new vocabulary in contexts where the meaning is clear. They are then given opportunities to manipulate the new language and try it out in different situations. They discover why using one particular form rather than another one actually matters: not just because it's right or wrong, but because it does or doesn't communicate a meaning successfully. The emphasis is always on what students can do with the language rather than what they know about the language. The new language is systematically reviewed and recycled until finally the students feel confident enough to use it to make their own meanings. It becomes part of their available repertoire. It has been 'learned'.

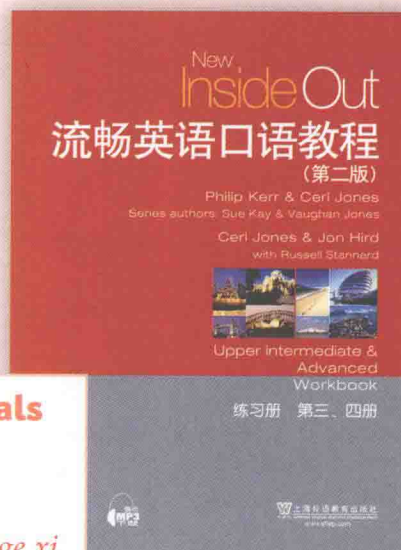
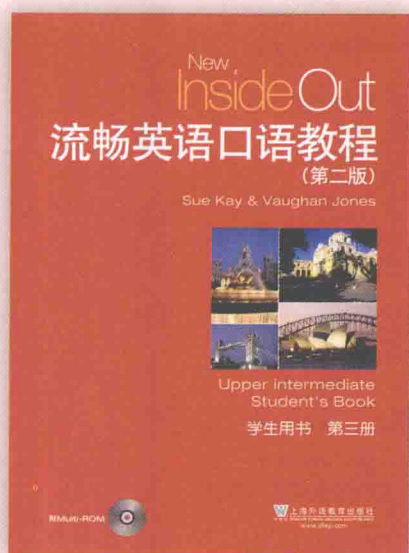
Real world tasks

We're strong believers in the old adage: 'practice makes perfect'. *New Inside Out* emphasises output, particularly speaking, and there are a huge number of tasks that are designed to develop fluency. Students practise functional language in sections entitled *Useful phrases*. But for the most part, the speaking tasks simply encourage the students to talk about things that actually matter to them, rather than playing roles or exchanging invented information. One of our main objectives is to ensure that the language our students spend time rehearsing in the classroom is transferable to the real world. By orchestrating tasks that require the students to use grammar and vocabulary to make meaningful utterances, this objective becomes obtainable. As the linguist and academic Rod Ellis reminds us:

'It is the need to get meanings across and the pleasure experienced when this is achieved that motivates second language acquisition.'

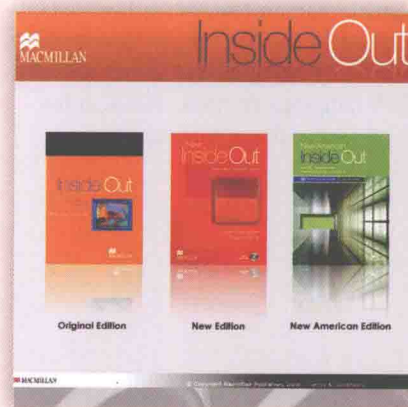
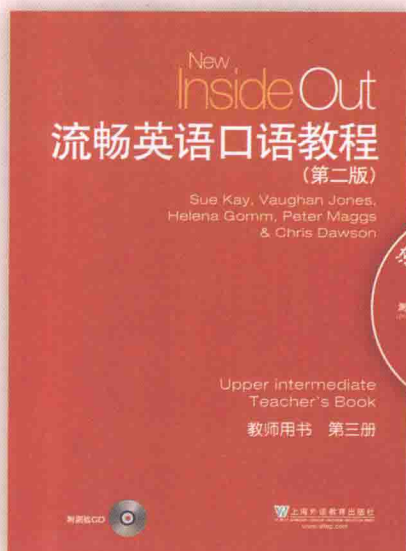
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'the art of communication'

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 4)

Student's Book page 36

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 the text on Ben Saunders on the facing page (SB page 37. See below.). Practise activities expand the students' knowledge of selected lexical items and give them opportunities to use the vocabulary in meaningful exchanges.

Opportunities to explore important lexical areas such as word formation are integrated into vocabulary sections.

4

Challenge



▲ Ben Saunders

Grammar Narrative tenses, Future continuous and future perfect
Vocabulary Word formation, Collocations, Phrasal verbs
Useful phrases Common ailments; showing sympathy; recommendations and advice

Reading & Vocabulary

1 Look at the photos of Ben Saunders on page 37 and discuss the questions with a partner.

- What sort of expeditions do you think he takes part in?
- What are the potential dangers he may face on these expeditions?
- What reasons might he have for going on these expeditions?

Read the article on page 37 and check your ideas.

2 Sentences a–e are from the article. Match them to the appropriate places (1–5) in the article.

- I'm absolutely average.
- So that's one of the lessons I've figured out along the way.
- There are, as Ben says, 'no maps left to be drawn'.
- Everything that could go wrong did go wrong.
- Meet Ben Saunders: adventurer, athlete, motivational speaker.

3 Are these sentences true or false?

- Ben isn't planning an immediate trip back to the Arctic. (paragraph 1)
- British explorers are all excessively wealthy. (paragraph 2)
- Ben's first expedition was badly organised. (paragraph 3)
- They didn't actually reach the North Pole, so there was no press coverage. (paragraph 3)
- After his first expedition, he got a contract to write a book. (paragraph 3)
- It's Ben's absolute conviction that the more you stretch yourself, the more you can achieve. (paragraph 5)
- Ben is excited that his Antarctic expedition might be achievable. (paragraph 6)
- Ben says that you have to be especially talented to do these types of expedition. (paragraph 7)

Find the words or phrases in the article that mean the same as the underlined words.

4 Ben talks about 'self-belief' and expeditions that are 'doable'. Look at more examples of words formed with the prefix *self-* and the suffix *able/ible*, in the Word formation panel. Complete the sentences.

- I feel very _____ when I speak English to a native speaker.
- I don't like working for other people – I'd rather be _____.
- I have a friend who suffers from low _____ even though she's very successful.
- I never go to expensive restaurants. I prefer places where the food is good but prices are _____.
- I recently spent a very _____ evening with my old school friends.
- I can't stand the summer. I find the heat and humidity _____.

Are any of the sentences true for you?

5 Look up the list of nouns and adjectives with the prefix *self-* in your dictionary. Tick the ones you know or can understand easily. Choose three more to learn. Write your own example sentences.

Word formation

self- prefix relating to yourself; used with many nouns and adjectives:

self-belief, self-conscious, self-discipline, self-employed, self-esteem

able / ible suffix something that can be done; used with many verbs to make adjectives:

accessible, doable, visible, enjoyable, reasonable, understandable

36
UNIT 4
Challenge

Student's Book page 37

Motivating reading texts have been adapted and graded to suit the upper intermediate 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. This minimises interruptions and helps students read fluently when they first encounter the text.

Ben Saunders: POLAR explorer

[1] Ben, at the age of twenty-three, was the youngest man to ski solo to the North Pole. He dragged a 180 kilogramme sledge over 1,420 miles through Arctic conditions described by NASA at the time as some of the worst since records began'. This year, as well as planning an imminent return to the Arctic, Ben plans to ski solo from the Antarctic coast to the South Pole and back in the autumn, carrying all his supplies on his sledge – 1,800 miles, 200-odd kilogrammes, minus 40 degrees Centigrade.

[2] This is a fundamentally pointless thing to do. 'Arctic explorer' isn't much of a job title when a tourist can pay \$22,000 to do the same thing in a cruise ship. [2] But we do still have adventures in Britain. They tend to be either obscenely rich – Richard Branson – or to have convinced us that, somehow, their endeavours and achievements have emotional significance for the rest of us – Ellen McArthur.

Well, Ben Saunders isn't rich. He was 'fired from the only sensible job I ever held after persuading the firm to sponsor his shambolic first expedition.' [3] We were attacked by a bear. I got frostbite in my toe. We started running out of food. It was just desperate. And we didn't get to the Pole, we didn't get there, so we had no media interest.

No one heard about it: no book deal, no speaking, no nothing. I was so miserable.



(Sorry, attacked by a bear? Menaced ... but you never really know if they're going to have a go or if they're just being inquisitive.)

'Environmental scientists in Canada said it was impossible for me to get to the Pole in 2004 ... I said 'No, it's still OK, and I can still get there', and I did. Self-belief. I see it as being a bit like a muscle – and I'm slipping into motivational speaking mode now – but it's my genuine belief that the more you stretch yourself the stronger it gets. And the reverse is true: if you never do anything that's uncomfortable or risky then your self-belief gets weaker. [4] The thing is that I've stretched and tested, more than any part of my physiology, is my self-belief.'

'My Antarctic expedition is just about doable, just feasible and that's what is exciting to me. If I knew it was possible, if I knew I could do it without too much bother, I wouldn't be interested.' Why? Personally I'm fascinated by the human performance element to it. Not that long ago, running a marathon was seen as the pinnacle of human endeavour, and now I wouldn't be that surprised if my mum said she was going to run one next year.'

People's horizons are changing. I'm not particularly gifted, I'm not genetically freakish in any sense. [5] I've just chosen this one goal to pursue and I've been dedicated to it. That's it. And that's the thing that intrigues me: with enough training and enough determination, enough focus and preparation, how far can we go? And I don't think I've found out yet.'

Glossary

have a go phrase: attack
plane noun [C]: trip or more successful point
freakish adj: not normal or normal
perse verb [T]: try to achieve

37
UNIT 4
Challenge

Student's Book page 40

New *Inside Out* Upper intermediate 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.

Reading

1 Read the article and label the sections (a-e) with the headings in the box.
 Clothing Fitness and training The mind MoonWalk Nutrition

Personal challenges: MoonWalk

Claire Jones is writing to inspire you to take part in the MoonWalk charity event. The MoonWalk is a 10-mile walk for cancer charity. It's a great way to raise money for cancer research and to help people who are affected by the disease. The MoonWalk is held every year in London and is a very popular event. It's a great way to get fit and to meet new people. The MoonWalk is a great way to raise money for cancer research and to help people who are affected by the disease. The MoonWalk is held every year in London and is a very popular event. It's a great way to get fit and to meet new people.

2 Choose the correct collocation in these comprehension questions. Look back at the article, if necessary.

3 Answer the questions.

40 **Challenge**

Comprehension work is often combined with a focus on a particular lexical area – in this case collocation.

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

Student's Book page 41

New *Inside Out* Upper intermediate 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 contextualized 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.

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

Grammar

1 Look back at the article about Claire Jones on page 40. Read examples of the future continuous and the future perfect to add to the table. Then answer the questions a and b.

Things she'll be doing to prepare for the MoonWalk	Things she'll be doing during the MoonWalk	Something she'll have done when she's completed the MoonWalk
She'll be working on her fitness and general fitness by...		

2 Which tense describes an action that will be in progress at a certain time in the future?
 3 Which tense describes an action that will be completed at a certain time in the future?

2 Write future continuous sentences. Use *will* or *won't* with *probably* or *definitely* to make them true for you.

3 Think about things you will have done by the end of today. Write future perfect sentences using these prompts.

4 Complete exercise 6. Use a *will* or *won't* form. Read the explanation and do exercise 2.

Listening & Vocabulary

1 Work with your partner. Look at the 'Top ten' list and discuss the questions.

Top ten excuses for not doing exercise

- You have it.
- You can't afford a gym membership.
- You're not motivated.
- The weather's too bad.
- You're too busy these days.
- You don't know how to exercise.
- It's hard.
- You don't have time.
- It doesn't make any difference.
- You look terrible in Lycra.

2 Listen to the audio. Listen to four people (Steve, Maria, Sam and Tim) being asked the questions in Exercise 1. Which reasons do they give for not doing exercise?

3 Work with your partner. Go to the Additional material on page 126.

41 **Challenge**

Student's Book page 44

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 Recordings of the Multi-ROM.

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

Useful phrases & Pronunciation

1 Read the conversations and match an idiom to each one.

difficulty sleeping lay low a new front a lightning conductor southern a twisted ankle

2 Work with a partner. Look at the conversations in Exercise 1 and complete each one with your own advice.

3 Listen and compare your ideas with the original conversations.

4 Read and listen to the highlighted useful phrases in the conversations. Are the listeners being sympathetic or unsympathetic?

5 Practice the useful phrases with your partner. Try to use the same stress and intonation as the recording.

6 Work with your partner. Student A looks at your problems on page 126. Student B looks at your problems on page 131. Follow the instructions.

44 **Challenge**

Student's Book page 45

The *Vocabulary Extra* pages at the end of units 2, 4, 6, 8, 10 and 12 explore key lexical areas such as collocation, metaphor and in this case phrasal verbs. They provide students with detailed practice activities and help promote useful dictionary skills.

Vocabulary Extra

Phrasal verbs

- 1 Work with a partner. The diagrams show combinations of the two most common verbs with the six most common particles followed by phrasal verbs.
 - a) Choose six from the twelve possible phrasal verbs and think of a meaning for each one.
 - b) Decide if the phrasal verbs you have chosen are intransitive [I] or transitive [T].
 - c) Write a 'vocabulary entry' showing the grammar, the definition and an example sentence. Use a dictionary if necessary.

- 2 Complete the following questions with take or get.
 - a) What time do you ... up during the week?
 - b) Do you always ... up tired from exercise?
 - c) How will you ... up your suitcase and suitcase ... up?
 - d) Do you find that grammar rules ever ... up?
 - e) What time do you usually ... up work?
 - f) What sort of things ... you down?

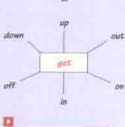
Ask your partner the questions.

- 3 Take, get, put, come, go and set are the six most common verbs followed by prepositions. Decide which common phrasal verb is being defined by each of the 'meaning number' (1-6).
 - a) ... up ... in ... up ... in
 - b) ... up ... on ... up ... in
 - c) ... up ... on ... up ... in

- 4 Replace the underlined words by phrases or sentences of your choice from any of the appropriate phrasal verbs from Exercise 3.
 - a) I never finish the work. I don't know what's happening to it.
 - b) I always try to get up early when I've got a large day at school.
 - c) I'm sorry that every time I get up my suitcase never ... up.
 - d) You don't need a university education to be successful.
 - e) I've so busy that I struggle to get up every week of the month.
 - f) My flat is quite small so when I get up it always takes time to sleep as the sun.

- 5 Work with your partner. Swap phrasal verbs and make up a verb and preposition. Add it to your list and complete these sentences. Use your dictionary if necessary.
 - a) 'Is that the best you can come up ... ?'
 - b) 'When does it come ... ?'
 - c) 'Get up We haven't got all day!'
 - d) 'This program ... with you?'
 - e) 'I can't ... my ... with you?'
 - f) 'I thought take you ... that one of those days.'

- 6 Check your own dictionary. Look up phrasal verbs under the main verb for come, get, go, put, set and take. Choose five new phrasal verbs to learn.



Verb + Particle	Meaning
take down	to remove something from a wall or a website
take up	to start a hobby or to fill a room with furniture
take off	to leave the ground or to remove something
take in	to understand or to absorb information
take out	to remove something from a container or to take someone to court
take on	to employ someone or to accept a challenge

Verb + Particle	Meaning
get down	to feel sad or to be angry
get up	to wake up or to stand up
get off	to leave a vehicle or to stop working
get in	to arrive or to enter a place
get out	to leave a place or to escape
get on	to have a good relationship or to progress

Challenge

1	2
3	4
5	6
7	8
9	10
11	12

Writing Extra

Article: expressing an opinion

- 1 Read the article and tick the main title.
 - a) Weddings are a waste of time.
 - b) Weddings are for the family.
 - c) Weddings are a shame to waste.



IN BRITAIN, the traditional white wedding is a village church, with a priest, wearing white, in a long, flowing robe, with a white stole, to get married. And the more music or ceremony the bride, the bride, but the more music or ceremony the bride and groom. It's a matter of personal choice. In my view, a couple who get married in a church is a waste of time and money. Celebrations are arranged for their short-lived marriages, but not necessarily arranged that long-term marriages. In fact, there have been so many divorces, many couples, that the church has lost its appeal. It's not the church that you see in the news. It's the church that you see in the news. It's the church that you see in the news. It's the church that you see in the news.

- 2 The article was originally written in five paragraphs as follows.
 - paragraph 1 introduces the subject of this article
 - paragraph 2 the writer states his opinion
 - paragraph 3 the writer gives examples
 - paragraph 4 the writer explains his opinion
 - paragraph 5 he sums up his opinion and leaves the reader with food for thought

Mark where you think each new paragraph begins.

- 3 Look at the highlighted expressions in the article and find the following.
 - a) two expressions that mean I think
 - b) one way of giving an example
 - c) three phrases that introduce a new point

- 4 Write an article giving your opinion on one of the following subjects.
 - Christmas has lost its meaning
 - Weddings should be kept alive
 - Marriage is no longer lasting the longest time

Student's Book page 55

The *Writing Extra* pages at the end of units 1, 3, 5, 7, 9 and 11 develop important writing skills in a variety of genres. They complement the complete self-contained writing course in the Workbook.

Student's Book page 66

There are four Review units in *New Inside Out* Upper intermediate Student's Book. Each Review unit revises the new structures taught in the previous three teaching units.

Review B

Grammar

1 Underline the correct alternative.

Some friends and I (1) were deciding / decided to explore the forest on the north coast of Scotland. I was the experienced one - (2) I travelled / had travelled around the world, and my friends (3) were meeting / had met at the time. After all, I (4) was driving / had been driving to London for ages.

As soon as we arrived, I (5) picked / had picked a big stick and marked it permanently with the destination. As I (6) was cutting / had been cutting my way through the forest (7) I heard / had heard the sound of a large animal. And it (8) was roaring / had been roaring like a lion. I (9) was shouting / had been shouting at the top of my lungs. I (10) was hearing / had heard a noise. Our other friends, who (11) put / had been putting it off for ages, (12) were laughing / had been laughing before they (13) were seeing / had seen a tiger. I (14) was shouting / had been shouting out at the forest, shouting like a baby, obviously wanting my reputation as an intrepid explorer.

2 Make true sentences about what you will be doing at these times. Use the future continuous.

- a) 7.15 a.m. b) 8.30 a.m.
- c) 10.20 a.m. d) 1.10 a.m. (of the following day)

3 Complete the sentences to make them true for you. Use the future perfect.

- a) By the end of this evening I ...
- b) By the end of the week I ...
- c) This time next year I ...
- d) Five years from now I ...
- e) In ten years' time I ...

4 Tick the sentences in which the bold words are possible. Correct the sentences which are not possible.

- a) I'll often go out for a drink with friends.
- b) I'd have liked, (only have when) it was a lady.
- c) I'd have spent the week-end with you. I'm always interested.
- d) When I was younger I'd go out every evening.
- e) I'd like watching horror movies.
- f) I didn't see the speech, but I know ...

Which sentences are true for you? Compare with your partner.

5 Complete the sentences with the verbs in brackets in the present or infinitive form.

- a) I'll never forget (go) ... the first snow landing.
- b) I always enjoy (play) ... a newspaper before my English class.
- c) I never forget (tell) ... my mum not to be late.
- d) I've not (eat) ... seafood but I really don't like it.
- e) I've never (visit) ... Rome.
- f) I never (go) ... my driving test, but I'm sure I can.

6 Read the conversation between an interviewer (I) and Chef Lewis (C). Underline the correct verb of the present perfect continuous. Change the incorrect ones to the present perfect simple.

- 1: How long ... you in your restaurant?
- C: I've been running it for over 20 years.
- 1: Thank you. (1) I've been wanting to try that for a very long time. (2) I've been watching the ones of the great chefs in the world and now, finally, I have my own idea.
- I: When and where did you start your career?
- C: I started in a small restaurant in town when I was just sixteen. You know, (3) I've been cooking for a very long time.
- I: Tell me what the worst accident that (4) has been happening to you in all that time.
- C: Well, nothing dramatic. Fortunately, but (5) I've been cutting my finger more times than I can remember.
- I: Tell me about the (6) England.
- C: Well, (7) I've been living here since 1982. And in that time (8) I've been having some wonderful experiences. It's very happy here.
- I: And to tell us about your restaurant.
- C: (9) I've always been having food. It's my passion. In my restaurant we have food from all over the world. I have a few chef, Hugh (10) He's been teaching me some techniques from Japan, and (11) he has been having lessons from another fantastic chef from Thailand. One day he got me some ...
- I: Tell me in Chef Cook. (12) I've been enjoying our chef today. Thank you for your time.

7 Write the sentences in the passive.

- a) In the past people used call on payment for work.
- b) In France people still 700 million euros every year.
- c) People have produced chocolate for 1,800 years.
- d) The world's population has risen.
- e) People are throwing away 8,000 kilos of food every year.

Student's Book pages 134 and 135

The *Grammar Extra* pages at the back of the Student's Book provide a summary of the new grammatical structures as well as extra practice.

Unit 3 Reported speech. Unreal conditionals

Part 1 Reported speech

Reporting speech means using your own words to report what someone has said. You usually use the verb say (I said / he said / she said) and tell (I told / he told / she told) for statements.

Tenses

There is usually a 'back-shift' of time. Present simple, continuous and perfect change to past simple, continuous and perfect. Past simple and past continuous change to past perfect simple and past perfect continuous. Modals don't shift and stay the same in direct and indirect speech. Modals don't change a verb which is in the past perfect remains in the past perfect. Modal verbs could, might and would remain in the same form.

Word order in reported questions

The word order in reported questions is the same as in statements (subject + verb). You don't use auxiliary verbs. For questions you use if / whether.

Part 2 Unreal conditionals

These sentences consist of an if-clause and a main clause and are used to refer to unreal situations in the present or past.

Real situation	Imaginary situation
I am rich	If I became rich ...
I speak five languages	If I spoke five languages ...

Unit 4 Narrative tenses. Future continuous and future perfect

Part 1 Narrative tenses

Part 2 Future continuous and future perfect

Part 3 Reported speech

Unit 3 Exercises

1 Complete each reported sentence.

- a) 'I was just thinking about you!' He said that he was just thinking about me.
- b) 'We went to Paris a few days ago.' She told us ...
- c) 'When I get my bonus I'm going to spend it wisely.' He said ...
- d) 'How do you manage to fit in so much music?' He asked us ...
- e) 'What will happen to us tomorrow?' This asked him ...
- f) 'I think your work is excellent.' My manager told me ...
- g) 'Can we afford a holiday this year?' I asked her ...

2 Make unreal conditional questions using the verb in brackets.

- a) I can't speak English fluently (speak).
If you could speak English fluently, what would you do?
- b) I didn't win the lottery (win).
- c) I've not left an apartment (leave).
- d) I can't afford an expensive car (buy).
- e) I arrived on time this morning (arrive).
- f) I've not the president of my country (be).
- g) I saved yesterday (save).
- h) I had to work last weekend (work).

3 Write full answers to the questions in Exercise 2. Compare with a partner.

Unit 4 Exercises

1 Underline the correct form of the verb.

Canadian explorer James Clark (1) was climbing / climbed Mount Everest when he (2) was having / had the idea to use the balloon descent. They soon built James and two friends, three balloons and two rescue canoes (3) were setting off / set off from British in China or their descent crossing. They (4) were following / had been following the route British explorer William (5) took / had taken fifty years earlier. Before starting their journey, Thomas (6) was advising / had advised them to take good care of their canoes. It (7) was / had been good advice because without the canoes they couldn't have survived. They (8) were waiting / were the traditional clothes of the balloons and (9) was waiting / ate bread and meat. They (10) have never experienced / had never experienced such temperatures by any (11) climbing / had been climbing in the night. Thirty-one days later they (12) had arrived / arrived in Abu Dhabi. They (13) were travelling / had travelled for the first time. They (14) had been following / had been following the route of the balloons and (15) was keeping / had been keeping a diary and a year after the return from Anshu, he (16) published / had published James' diary to make an account of the challenges he (17) had faced / had faced in his two-year journey.

2 Complete the sentences to make them true for you. Use future continuous (action in progress) or future perfect (completed action).

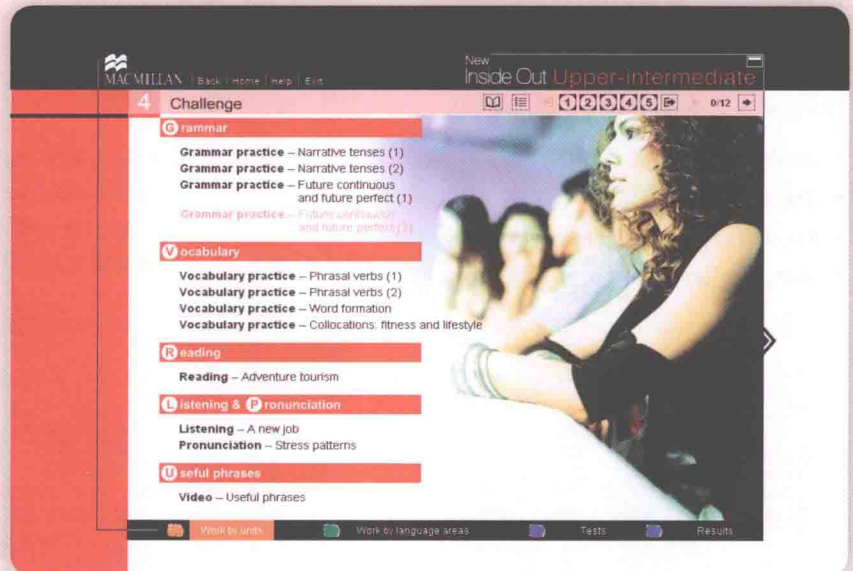
- a) This time next week, I'll ... (progress)
- b) At 10 p.m. on Friday, I'll ... (completed)
- c) Two years from now, I'll ... (completed)
- d) At 10 p.m. on Friday, I'll ... (progress)
- e) At 10 p.m. on Friday, I'll ... (completed)
- f) In ten years' time, I'll ... (progress)
- g) In ten years' time, I'll ... (completed)

Compare your answers with a partner.

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 and video clips contextualising the *Useful phrases*.
- The Class Recordings include the dialogues and listening activities from the Student's Book.



Workbook pages 22 and 23

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 an extract from the *Magnetism* and *Three Hours Between Planes* (Macmillan Graded Reader) is included in the back of the Workbook.

4 Challenge

Grammar

1 Underline the correct verb form.


- I had always wanted / was always wanting to visit Antarctica since I was a young boy and saw / was seeing a film about it in school.
- We had prepared / had been preparing for the trip for over three months. I was so disappointed when they cancelled / were cancelling it.
- We were getting / had got ready to leave when the phone rang / was ringing and Phil told / was telling us the terrible news: someone stole / had stolen our boat!
- I was waiting / had been waiting for this moment for so long. But now that it finally arrived / had finally arrived, I didn't know / hadn't known what to do!
- I didn't ever do / had never done anything like that before.
- When my turn came / had come, I just closed / was just closing my eyes and jumped / was jumping.

2 Correct the grammatical mistakes in five of the sentences below. Tick (✓) the sentences that are correct.

- John was walking home one night. ✓
- He was hearing a strange noise behind him.
- It sounded as if someone had followed him.
- He turned round quickly to see who it was.
- The noise stopped and John kept walking.
- He had never been feeling so scared in his whole life.
- Whoever it was, they had been following him for some time.
- John hadn't known what to do.
- He was taking one last look over his shoulder.
- Then he ran home as fast as he could.

3 Add ten missing auxiliary verbs (*had, hadn't or was*) to the text. The first one has been done for you.

had
Aron Kalston had been climbing in a remote canyon in Arizona when disaster struck. He climbing down a particularly narrow part when a huge rock fell and trapped his arm. As he been climbing on his own, there was no-one to help him. And he knew that no-one would think of looking for him there because he told anyone where he going. He brought his phone with him, so he couldn't call for help. He waited for five long days, but no-one came to find him. By the fifth day he lost all sensation in his arm. He realised that he had no choice. He would have to cut his arm off at the elbow in order to save his life. Once he cut off his arm, he managed to climb to the floor of the canyon. As he walking out of the canyon, he met a group of people who been hiking in the area. They called for help and a helicopter soon arrived to take him to a nearby hospital.



08:10 Listen and check.

4 Write the words in order to complete the questions.

- Aron had when doing happened accident been the ?
What had Aron been doing when the accident happened?
- him for come hadn't look anyone to ?
Why _____?
- help called he for hadn't ?
Why _____?
- canyon had long he waited in the ?
How _____?
- to done away he had got ?
What _____?
- hikers met doing when he had been the he ?
What _____?

5 Answer the questions in Exercise 4. Use full sentences.


- He had been climbing in a remote canyon.*
- _____
- _____
- _____
- _____
- _____

6 Underline the correct verb form.

- I'll be finishing / have finished this page before I go to bed.
- I'll be going / have gone out with friends on Thursday night.
- I'll be working / have worked hard all weekend.
- I'll be having / have had my dinner by the time you get home.
- I'll be getting / have got a new job by this time next month.
- I won't be going / have gone away on holiday again for at least six months.
- I won't be doing / have done any sport this evening.
- I'll be getting / have got married and having / had three kids by the time I'm thirty.

Change the words in *italics* to make the sentences true for you.

7 Complete the text using the future continuous or the future perfect form of the verb in brackets.



I can see a lot of hard work in the future and you (1) will be doing (do) a lot of travelling in your job. But it'll be worth it. By the time you're twenty-five you (2) _____ (start) your own company. By the time you're thirty you (3) _____ (make) your first million. And you (4) _____ (fall) in love at least three times. The third time will be the real thing. In fifteen years' time you (5) _____ (give up) your job and you (6) _____ (live) in a big house in the country. You (7) _____ (change) your lifestyle completely. You and your husband (8) _____ (run) a small farm and looking after your five children.

08:15 Listen and check.

Pronunciation

1 08:16 Listen to the recording and underline the word in *italics* that is more stressed.

- I definitely don't feel up to it.
- You'll soon shake it off.
- I think I'm coming down with something.
- The children were me out.
- The smell really put me off.
- My son looks very like my husband, but he doesn't take after him in other ways.

2 08:17 Listen and practise saying the sentences below. Put the stress on the underlined words.

- I'm going to cut down a bit on going out.
- I can't do without you!
- I can't keep up with all my work.
- Why don't you come up with a better idea?
- Let's put it off till tomorrow.

Challenge 08:18

Teacher's materials

Teacher's Book

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

- an Introduction
- Practical methodology
- Council of Europe (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

they want to tackle unimplified, original versions. This is fine, but make sure the students understand that it's much better to read and enjoy ten easy books than struggle through one difficult one. Get your students hooked on books!

The right learning skills

Students will always benefit from help with learning strategies. Here are some thoughts:

- Encourage students to ask questions about language. If you have created the right atmosphere in your classroom, then students will be more likely to take an active approach in their own learning and this is important. Students should never feel intimidated about asking questions.
- Spend time encouraging students to experiment with how they record words and phrases from the lesson. Make sure they note the part of speech – verb, noun, adjective, etc. Tell them to find a way of noting the pronunciation of the word, either using phonemic script or by developing their own system. Ask them to write complete personalised sentences putting the new word or phrase in a real context and thereby making it more memorable.
- A dictionary is a very important language learning tool and most students will have one. Usually students prefer a bilingual dictionary but at the upper intermediate level they need to think seriously about investing in a good advanced monolingual dictionary. The *Vocabulary Extra* pages at the end of units 2, 4, 6, 8, 10 and 12 in *New Inside Out Upper Intermediate* have been designed to give students valuable dictionary practice and make them aware of all the useful 'extra' information that is available in a good monolingual dictionary.

The right amount of practice

In our experience, the most successful lessons consist of a manageable amount of new input, and then a lot of meaningful practice. For this reason, we've tried to provide maximum practice activities in *New Inside Out*, both in the Student's Book and in the other supporting components. But there is never enough time in the lessons alone. Always set homework, even if it's just reading a chapter from a reader, and make homework feedback or correction an integral part of the lesson.

First Certificate Practice Activities

Many students at the upper intermediate level will be considering the idea of taking a language exam such as the Cambridge First Certificate. In *New Inside Out Upper Intermediate* we have included some examples of exam-type activities in the second half of the student book. It's a useful way of sensitising students to the sort of exercises that are typically included in language exams. Look out for the following flash:

FCE Exam Practice

The top 10 activities for upper intermediate students

These tried and trusted activities can be used as lead-ins, warmers, fillers, pair-forming activities, or for revision and recycling. Most of them require very little or no preparation and can be adapted to cover a wide variety of different language points. The emphasis is on vocabulary revision as we all know that it's only through repeated, systematic exposure to new words and expressions that students are likely to transform 'input' into 'output'. You may be familiar with some of the ideas and others may be new. In any event, we hope they provide a useful extension to your teaching repertoire. They certainly get used and re-used in our own classrooms!

It's always useful to have a stock of small white cards and access to a collection of pictures. Magazine pictures are ideal, and can be filed in alphabetical order according to topics.

1 Board bingo

Aim

This activity is good for revising any type of vocabulary.

Preparation

Write down twelve to fifteen words you want to revise on the board. They could be words from the last lesson, words from the unit you've just finished or a random selection of words covering the whole term.

Procedure

- Ask the students to choose five of the words and write them down. When they've done that, tell the students that you're going to read out dictionary definitions of the words in random order and that they should cross out their words if they think they hear the definition. When they've crossed out all five words, they should *bingo!* Make sure you keep a record of the word definitions you call out so that you can check the students' answers.
- If you teach a monolingual class, you could read out a translation of each word rather than an English definition. Alternatively, you could turn it into a pronunciation exercise by working on the recognition of phonemic script. Hold up cards with phonemic transcriptions of the words in random order. Students cross out their words if they think they've seen the corresponding phonemic transcription.

CEF Student checklists

Unit 1

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

Competences	Page	1	2	3	4	5
I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone, etc.	5, 10					
I can use standard phrases like 'That's a difficult question to answer' to gain time and keep the turn while formulating what to say.	12					
I can produce stretches of language with a fairly even tempo although I can be hesitant as I search for expressions, there are few noticeably long pauses.	7					
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	6, 8, 11					
I can express in a personal letter different feelings and attitudes, and can report the news of the day making clear what in my opinion are the important aspects of an event.	13					

Unit 2

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

Competences	Page	1	2	3	4	5
I can understand in detail what is said to me in standard spoken language even in a noisy environment.	18, 19, 20, 21, 22					
I can help a discussion along on familiar ground confirming, comprehending, inviting others in, etc.	14, 18, 20					
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	21					
I can make a note of 'favourite mistakes' and consciously monitor speech for them.	17					
I can pass on detailed information reliably.	22					

4 Challenge Overview

Section & items	What the students are doing
Reading & Vocabulary SB page 34 Reading for detail Word formation: <i>self- and able/ible</i>	Speculating about the activities of a polar explorer. Matching missing sentences to the appropriate places in an article. Marking statements true or false. Studying the prefix <i>self-</i> and suffixes <i>able/ible</i> .
Listening & Vocabulary SB page 38 Listening for detail Collocations	Identifying true and false facts about polar bears. Answering questions about an account of meeting a polar bear. Identifying tenses used in the story. Completing collocations from the story.
Grammar SB page 39 Narrative tenses	Matching sentence endings with meanings and naming tenses. Choosing the correct endings to sentences.
Speaking: anecdote SB page 39 Fluency practice	Talking about doing something challenging.
Reading SB page 40 Reading for gist	Matching headings to sections of an article. Choosing correct collocations and answering the questions. Talking about raising money for good causes.
Grammar SB page 41 Future continuous and future perfect	Completing a table with future forms from the reading text. Writing sentences in the future continuous and in the future perfect. Making questions using <i>How many ...?</i> and <i>How much ...?</i>
Listening & Vocabulary SB page 41 Listening for detail	Discussing excuses for not doing exercise. Listening to people talking about why they don't exercise. Finding out about classmates' exercise habits.
Reading SB page 42 Reading for detail	Talking about giving up smoking. Reading an article and identifying the writer's views.
Vocabulary SB page 43 Phrasal verbs	Reading information and advice about phrasal verbs. Replacing phrasal verbs with phrasal verbs in sentences. Completing sentences by putting object pronouns in the correct position.
Speaking SB page 43 Fluency practice	Talking about health using phrasal verbs.
Useful phrases & Pronunciation SB page 44 Common ailments; showing sympathy; recommendations	Listening to conversations and matching them to ailments. Completing conversations with advice. Identifying whether speakers are sympathetic or unsympathetic, and prioritising the stress and intonation of the useful phrases. Describing problems, reacting to them and giving advice.
Vocabulary Extra SB page 45 Phrasal verbs	Studying phrasal verbs and writing definitions for them. Completing phrasal verbs with verbs and particles. Matching phrasal verbs with their definition. Replacing words and phrases with phrasal verbs in sentences.
Writing WB page 27	Writing an article.

4 Communication

Storytellers



shame of killer never old
for love IN murder the time ANGEL hotel
DEAD man robot nights PLANET two

as soon as	and	while	then	because
by the time	so	just as	after	just as
during	as	but	when	before
as soon as	and	while	then	because
by the time	so	just as	after	just as
during	as	but	when	before

Website

www.insideout.net

Visit www.insideout.net to find out more details about the course and its authors. The new magazine-style website provides downloadable resources and more information about *New Inside Out*.

The screenshot shows the 'Resources' page of the 'New Inside Out' website. The page has a dark blue header with the Macmillan logo and the title 'New Inside Out'. Below the header is a navigation bar with links for 'Home', 'Courses', 'Resources', 'Digital', and 'Contact us'. The main content area is divided into a left sidebar and a right main section. The sidebar contains links for 'Home', 'eLessons', 'CEF Checklists', 'Language companions', 'Readers worksheets', 'Case studies', and 'Digital'. The main section is titled 'Resources' and contains three sub-sections: 'eLessons' with a link to the registration/login page; 'CEF Checklists' with a description of their use for progress tracking; and 'Language companion' with a list of contents including key words, translations, sample sentences, grammar references, and pronunciation. Below these are 'Readers worksheets' and 'Case studies' sections, each with a brief description and a download link. The Macmillan logo is visible in the bottom left corner of the page.