

New  
Inside Out

# 流畅英语口语教程

(第二版)

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

Intermediate  
Teacher's Book

教师用书 第二册

附测验CD



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【第二册】

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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。



# New Inside Out

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](http://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

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Inside Out

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Intermediate  
Teacher's Book

  
MACMILLAN

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# Student's Book contents map

## Units & topics

## Speaking & Writing

## Reading & Listening texts

## Grammar, Vocabulary & Pronunciation

### 1 Friends

Friends  
Lifestyle  
Communication  
page 4

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

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

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

### 2 Adrenalin

Experiences  
Sports  
Injuries  
page 12

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

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

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

### 3 Relationships

Family  
Dating  
Character  
page 20

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

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

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

### Review A

page 28

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

### 4 Party

Festivals  
New year  
Parties  
page 32

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

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

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

### 5 Edible

Food  
Eating  
Childhood  
page 40

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

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

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

### 6 Time

Time  
Punctuality  
Work  
page 48

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

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

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

### Review B

page 56

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

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

## 7 News

Paparazzi  
News stories  
Crime  
page 60

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

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

**Useful phrases:** Personal news

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

## 8 Journey

Travel  
Places  
Holidays  
page 68

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

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

**Useful phrases:** Asking for and giving directions

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

## 9 Opinions

Stereotypes  
Books  
Films  
page 76

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

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

**Useful phrases:** Giving your opinion

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

Review C  
page 84

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

## 10 Childhood

Children  
Childhood  
Parenting  
page 88

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

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

**Useful phrases:** Describing objects

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

## 11 Age

Regrets  
Age  
Dilemmas  
page 96

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

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

**Useful phrases:** On the telephone

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

## 12 Style

Fashion  
Appearance  
Routines  
page 104

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

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

**Useful phrases:** Small talk

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

Review D  
page 112

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

# 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

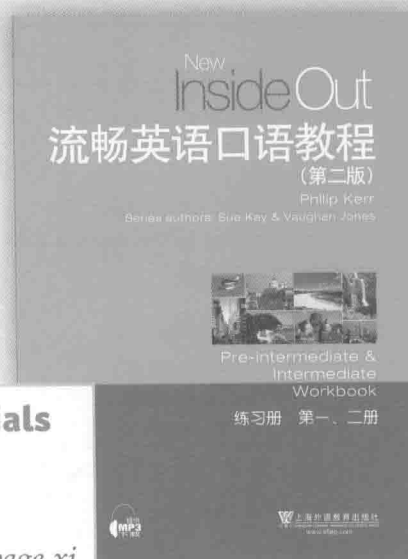
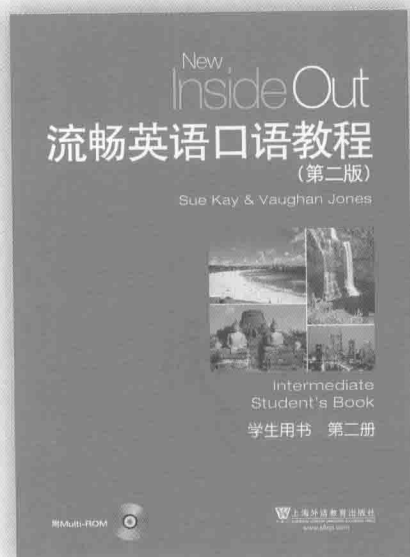
We're strong believers in the old adage: 'practice makes perfect'. *New Inside Out* emphasizes output, particularly speaking, and there are a huge number of tasks that are designed to develop fluency. Students practise functional language in sections entitled *Useful phrases*. But for the most part, 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.'*

www.insideout.net  
'the art of communication'

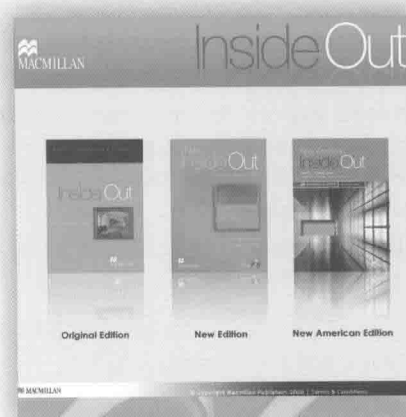
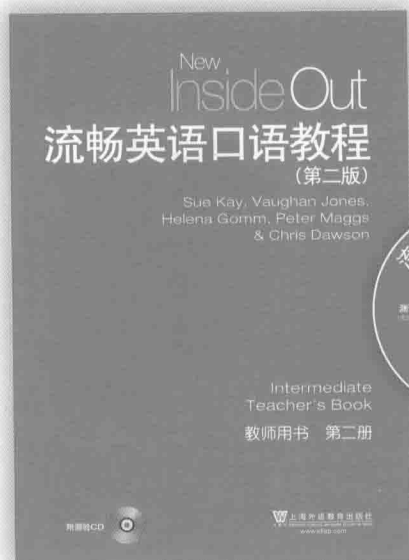
# Components of the course

Alternative titles for 2012



## 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 5)

## Student's Book page 40

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.

Language is presented in context with engaging material taken from modern authentic sources.

Students are encouraged to engage with the material on a personal level by relating topics to their own lives, views and feelings.

# 5

## Edible

**Grammar** Countable and uncountable nouns. Quantity expressions. *used to / would*  
**Vocabulary** Partitives. Food. Taste and texture  
**Useful phrases** At a restaurant: register

**Reading & Speaking**

1 Read through the questions below and guess how your partner would answer.

*Are you a chocolate addict?*

- 1 Do you think about chocolate several times a day?
- 2 Do you usually eat some chocolate before midday?
- 3 In a café, when your friends order coffee, do you usually order a hot chocolate?
- 4 Is chocolate your favourite ice cream flavour?
- 5 Do you have a favourite bar of chocolate, for example: Mars, Kit Kat, etc.
- 6 Can you name more than ten types of chocolate bar?
- 7 Do you find it painful to share your chocolate with other people?
- 8 Do you eat at least six pieces of chocolate per day?

If you answered yes to at least three of the questions, you're probably a chocoholic.

Compare your answers. Who is the bigger chocoholic?  
 Could you live without chocolate?

2 Decide whether the statements about chocolate are true or false.

**Chocolate trivia**

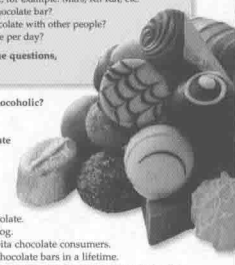
- 1 Chocolate is good for you.
- 2 White chocolate is not real chocolate.
- 3 Chocolate contains 'happy chemicals'.
- 4 Dark chocolate is healthier than milk chocolate.
- 5 A piece of chocolate is a good treat for a dog.
- 6 Americans are the world's biggest per capita chocolate consumers.
- 7 The average person will consume 10,000 chocolate bars in a lifetime.
- 8 A fifty gram bar of chocolate contains the same amount of caffeine as a cup of coffee.
- 9 American and Russian space flights have always had several bars of chocolate on board.
- 10 In Alfred Hitchcock's film, *Psycho*, chocolate syrup was used for blood in the famous shower scene.

**2.01 Listen and check your answers.**

3 Look at the first statement from *Chocolate trivia*. Replace *chocolate* with each word in the box to make new statements. Use plural forms if the words are countable.  
*Chocolate is good for you.* → *Chips are good for you.*

chip   crisp   fish   fruit   milk   salt   sleep   sugar   travel   vegetable  
 vitamin   work

Work with a partner. Discuss which statements you agree/disagree with.



## Student's Book page 41

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

1 Students explore new grammatical structures that have been contextualized in the previous section. They focus on the way the 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.

**Nouns and quantity expressions**

**Countable nouns**  
 Use: *one, not any, a few, several, some, many, a lot, lots, plenty*

**Uncountable nouns**  
 Use: *none, not any, a little, a bit, some, much, a lot, lots, plenty*  
*not enough* = less than you need  
*too much/many* = more than you need

**Grammar**

1 Complete the statements with either *Countable* or *Uncountable*.  
 (1) \_\_\_\_\_ nouns have a singular and a plural form. You can use *a/an* and numbers with them. You use the plural form when you are talking in general.  
*an apple / apples* → *Apples are good for you.*  
 (2) \_\_\_\_\_ nouns have only one form. You *can't* use *a/an* or numbers with them. Most (but not all) have a singular form.  
*knowledge* (NOT *a knowledge*) → *Knowledge is power.*

2 The uncountable noun *chocolate* can also be countable (a *chocolate*). Which other nouns in the box can sometimes be countable depending on the context?

beer   bread   cake   coffee   meat  
 money   nature   pasta   rice   salad  
 whisky   yoghurt

3 Complete the questions with *many* or *much*. Four answers are given to each question. Cross out the answer that is not possible.  
 So far today ...

- a) how many friends have you invited?  
 None / A couple / A little / Lots.
- b) how \_\_\_\_\_ time have you spent online?  
 None / Very little / Not enough / A lot of.
- c) how \_\_\_\_\_ phone calls have you made?  
 Very few / Two or three / Lots / So much.
- d) how \_\_\_\_\_ coffees have you had?  
 None / Several / Not enough / Too much.
- e) how \_\_\_\_\_ money have you spent?   Not many / A bit / A lot / Far too much.
- f) how \_\_\_\_\_ work have you done?   None / Enough / Plenty / Lots of.

Underline the answers that are true for you or write true answers of your own.  
 Ask your partner the questions.

4 **Grammar Extra 5 page 134.** Read the explanations and do the exercises.

**Vocabulary**

1 Match words from column A with words from column B to make common collocations.

<p>A</p> <ol style="list-style-type: none"> <li>a) a bar of</li> <li>b) a bowl of</li> <li>c) a box of</li> <li>d) a bunch of</li> <li>e) a jar of</li> <li>f) a packet of</li> </ol>	<p>B</p> <ol style="list-style-type: none"> <li>1 bananas / flowers</li> <li>2 chocolate / soap</li> <li>3 cigarettes / crisps</li> <li>4 honey / instant coffee</li> <li>5 chocolates / matches</li> <li>6 fruit / sugar</li> </ol>
---	--

2 Work with a partner. Add the words in the box to column B to make more collocations.

biscuits   cereal   grapes   keys   marmalade   raspberry jam   rice   seeds  
 soup   spaghetti   tea   tissues   tools

Tell your partner how often you buy, consume or use these items.

Edible UNIT 5 41

viii

INTRODUCTION



## Student's Book page 42

Students are encouraged to exchange meaningful utterances in personalised speaking tasks.

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

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

**Speaking**


1 Add the names of different people in the class. Try to make true sentences.

a) \_\_\_\_\_ is a vegetarian.      d) \_\_\_\_\_ doesn't like fish.  
 b) \_\_\_\_\_ is a good cook.      e) \_\_\_\_\_ offers his lunch in the same place.  
 c) \_\_\_\_\_ always has a big breakfast.      f) \_\_\_\_\_ often eats fast food.  
 g) \_\_\_\_\_ thinks a lot of coffee.      h) \_\_\_\_\_ usually has wine with dinner.

2 Ask questions to check your ideas.  
 'Veronica, are you a vegetarian?'

**Vocabulary & Pronunciation**

1 Look at the photograph. How many items of food can you name?



2 Look at the lists. What types of food do the colours represent?

a) red: tomato, apple, beef, honey, wine  
 b) black: olives, black figs, grapes, jam  
 c) yellow: chicken, chicken, mushrooms, cauliflower  
 d) garlic: onions, lamb, onions, potatoes, cauliflower  
 e) purple: onion, cauliflower, potatoes, cauliflower  
 f) orange: lettuce, cabbage, onion, radishes, potatoes  
 g) green: mushrooms, onion, cauliflower, tomatoes

3 p.p. Listen, repeat and mark the stressed syllable. What is different about the last word in each row?

3 Complete the questions with the most appropriate contrasting word from the box.

moorland drought/draft freeze heavy mild sweet work while

a) Raw or cooked vegetables?      a) Strong coffee or coffee?  
 b) Light meals or meals?      b) Strong cheese or cheese?  
 c) Hot food or food?      c) Baked bread or bread?  
 d) Fresh fish or fish?      d) Dry wine or wine?

Ask the questions and find out your partner's preferences.

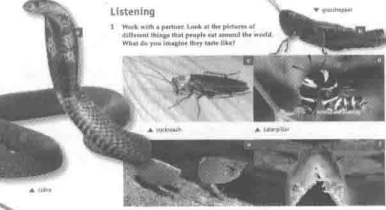
## Student's Book page 43

The listenings include texts specially written for language learning. There are dialogues, conversations and monologues. There is a variety of English accents and the tasks are designed to develop real-life listening skills.

Vocabulary is presented in context and is related to the themes and topics in the unit. Practice activities expand the students' knowledge of particular lexical sets and give them opportunities to use the new vocabulary in meaningful exchanges.

**Listening**

1 Work with a partner. Look at the pictures of different things that people eat around the world. What do you imagine they taste like?



2 W.P. Listen to an interview with somebody who has tried all these things. Match each dish to fit with the adjectives (1-4) he uses to describe them.

a) hot pot      1 dry bland  
 b) hot dumplings in Thailand      2 crunchy, sweet, fruity  
 c) hot noodles in Indonesia      3 creamy, sweet, disgusting  
 d) hot and sourdough in Africa      4 spicy, salty  
 e) hot chicken soup in Colombia      5 really tough, heavy, delicious  
 f) hot fish in Scotland      6 sweet, crisp

3 Have you tried any of the dishes he talks about? Would you like to? What is the most unusual thing you have ever eaten? Tell your partner.

**Vocabulary & Speaking**

1 Add words to the table from Listening Exercise 2.

Ways of cooking food	Ways of describing taste	Ways of describing texture
boil	bitter	creamy
grill	salty	dry
stir-fry	spicy	
stew	sweet	

2 Work with a partner. Take it in turns to describe one of the items of food in the box for your partner to guess what it is.

apple citrus caraway curry dark chocolate English food lemon  
 fresh food fried egg meat which is overcooked milk chocolate pizza  
 plant white rice raw carrot salad peanuts seafood strong coffee  
 tomato anchovies hot chicken's cooking

3 What are the best and worst meals you've ever had? Describe them to your partner.

## Student's Book page 44

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

## Student's Book page 45

Here is another example of a typical grammar section. The students are required to 'notice' the way the target language is used in the reading text on the previous page. This is followed by meaningful, personalised practice.

For every unit, there is one pairwork which offers further speaking practice. These are clearly labelled for the student.

Anecdotes give students a chance to tackle a longer piece of discourse.

**Reading**

1 Read the article. What was Emma Bennett's favourite food as a child? What food didn't she like?

*Memories of food*

Both my mum and dad were great cooks when I was growing up. Well, my dad was. My mum would try, but she had to be helped. My favourite food was spaghetti and meat sauce with meat. I remember being in Spain when I was about six, and all the kids wanted burgers and chips, and I remember digging into green and red peppers. I've always loved eating green beans, the only things I really dislike are peas. And my mum still gives them to me.

Remember, I was always a real food lover. I was growing up. My mother and I would often have dinner as a family. I really liked to help. And as time went on, I got into it. I was a helper and I had help. My favourite food was spaghetti and meat sauce with meat. I remember being in Spain when I was about six, and all the kids wanted burgers and chips, and I remember digging into green and red peppers. I've always loved eating green beans, the only things I really dislike are peas. And my mum still gives them to me.

When I was growing up, we always used to eat spaghetti sauce. I think I had spaghetti sauce when I was a child. I remember being in Spain when I was about six, and all the kids wanted burgers and chips, and I remember digging into green and red peppers. I've always loved eating green beans, the only things I really dislike are peas. And my mum still gives them to me.

My mother and I would often have dinner as a family. I really liked to help. And as time went on, I got into it. I was a helper and I had help. My favourite food was spaghetti and meat sauce with meat. I remember being in Spain when I was about six, and all the kids wanted burgers and chips, and I remember digging into green and red peppers. I've always loved eating green beans, the only things I really dislike are peas. And my mum still gives them to me.

Emma Bennett: 'My father...'

**Grammar**

1 Work with a partner. Look again at the statements in (1) in Exercise 2 on page 44. Number each statement 1, 2, 3 or 4 according to the description in this table.

Description	Alternative verb structures
1. Describes a repeated action in the past	used to + verb or would + verb
2. Describes a state in the past	was/were + verb
3. Describes a single action in the past	Verb + ing
4. Describes an action or state in the present	Verb + ing

2 Look at the sentences in (2) below about childhood and answer the questions.

1. In which sentences can you replace the underlined verb with 'used to + verb'?

When I was a child...

a) I played football after school every day.  
 b) I used to eat a bowl of spaghetti every day.  
 c) I was afraid of the dark.  
 d) I liked being in physics.  
 e) My mother did all the cooking.  
 f) I liked like vegetables.  
 g) I think my leg was aching badly.  
 h) I started learning the piano.  
 i) I used to do my homework every day.

Are the sentences true for you? Rewrite all the sentences so they are true for you. Use 'used to + verb' or 'would + verb' where possible.

**Speaking: anecdote**

1 Emma and Julia from Brazil talking about his life when he was a child between the ages of five and ten. Which two questions does he not answer?

a) How many people were in your family?      1. All seven of them.  
 b) Who used to do most of the cooking?      2. My mother.  
 c) Did you use to help in the kitchen?      3. In the kitchen.  
 d) Were there ever things you didn't use to like eating?      4. My mother.  
 e) What time did you use to have lunch?      5. Points.  
 f) Where did you use to have lunch?      6. Six and seven.  
 g) What time did you use to have dinner?      7. Yes, I used to sleep.  
 h) What events did you use to eat dinner off?      8. The vegetables.  
 i) Did your family use to eat in restaurants much?      9. Yes, every Sunday.  
 j) Would you use to eat on weekends?      10. Yes, every Sunday.  
 k) What was your favourite dish when you were a child?  
 l) Did you use to eat on weekends?  
 m) What was your favourite dish when you were a child?

Match the questions with the answers (1-10). Listen again and check.

2 You are going to tell your partner about your life when you were a child between the ages of five and ten.

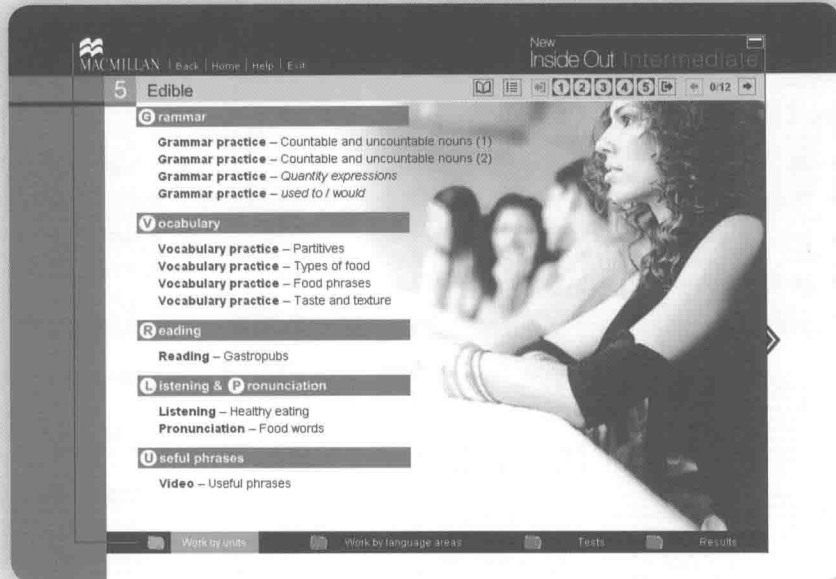
Ask your partner questions 1-10.  
 Think about how to say and how to say it.  
 Tell your partner about your life when you were a child.



## 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 and recordings of the reading texts.



## Workbook pages 28 and 29

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 *Bernice bobs her hair* and *Gretchen's forty winks* (Macmillan Graded Reader) is included in the back of the Workbook.

# 5 Edible

**Grammar**

1 Decide if the nouns should be singular or plural and underline the correct alternative.

Customer: I'd like some grilled (1) sardine / sardines, and my husband will have your (2) tuna / tunas with (3) garlic / garlics.

Waiter: I'm afraid we haven't got any (4) fish / fishes left, madam.

Customer: Never mind. Have you got any (5) mussel / mussels?

Waiter: I'm afraid we've completely run out of (6) seafood / seafoods.

Customer: Hmm, well, we'll both have the (7) veal / veals. With roast (8) vegetable / vegetables.


Waiter: I'm afraid we haven't got any (9) meat / meats left.

Customer: Oh dear, perhaps we'll just have two bottles of (10) beer / beers. Could you bring some (11) olive / olives at the same time?

Waiter: Certainly. We could make you some (12) sandwich / sandwiches, if you like.

Customer: No, thanks. But could you bring us some clean (13) glass / glasses. This one smells of old (14) cod / cods.

23 Listen and check.



2 Write the singular or plural form of the words in *italics>*.

*here*

a) There are hundreds of Belgian here.  
 b) The only thing he thinks about is whisky.  
 c) I'd love a glass of Scotch whisky.  
 d) The shop sells hundreds of different cake.  
 e) How many chocolate have you eaten?  
 f) Would you like a piece of my birthday chocolate?  
 g) There are one hundred grams of chocolate in this ice cream.  
 h) They gave us a few coffee after the meal.  
 i) Two black coffee, please.  
 j) A jar of instant coffee, please.

3 Underline the correct alternative.

a) I have a bit of / several pens in my bag.  
 b) I didn't have enough / many sleep yesterday.  
 c) I speak a bit of / none French.  
 d) I have few / plenty of free time later today.  
 e) I don't eat few / much rice.  
 f) I don't have a lot of / several power in my job.  
 g) I know little / lots of different whiskies.  
 h) I go to the beach a few / plenty times every year.


Change the sentences to make them true for you.

4 Complete the sentences with the words in the box.

few lot many much  
 none not plenty

a) Europeans spend so much money on food.  
 b) I need some milk but there's none in the fridge.  
 c) There are lots many things in a potato crisp that are good for you.  
 d) There is plenty of time to do the cooking.  
 e) Very few people eat lobster because it's so expensive.  
 f) We should all eat a lot of fruit.  
 g) I think many strawberries taste of nothing.

5 Rewrite these sentences using *used to*. Two of the sentences cannot be rewritten with *used to*. Leave them as they are.



a) I hated my food when I was a child.  
 I used to hate my food when I was a child.  
 b) I refused to eat everything.  
 c) I didn't like meat, fish or vegetables.  
 d) My parents were worried about me.  
 e) One day, they took me to the doctor.  
 f) He told me to grow up.  
 g) After that, I was even more difficult.

6 Write the words in the correct order to complete the questions.

When you were ten years old ...

a) did have lunch to use you  
 ... where did you use to have lunch ?  
 b) did drink in morning the to use you  
 ... what did you use to drink ?  
 c) be did favourite food to use your  
 ... what did you use to eat ?  
 d) go out restaurants to use you to  
 ... did did you use to go to ?  
 e) eat much to too use you  
 ... did did you use to eat ?  
 f) chocolate bars did prefer to use you  
 ... what did you use to prefer ?


Write true answers to the questions.

7 Replace *used to* with *would* where it is possible.

I used to have a job in a restaurant. Every morning, I used to go there at ten o'clock and I used to have a coffee with all the others before work. The boss used to be very tough, but all of us liked him. At the end of a good day, he used to buy everyone a drink. On really good days, I used to make about £40 in tips. I used to be the best waitress there.

8 Find and correct seven grammatical mistakes in the text. The first has been done for you.

The nineteenth-century scientist Frank Buckland used to invite his friends for dinner in his London home. Buckland, who used to write the best-selling *Curiosities of Natural History*, used to like serving his guests with extremely strange meals. He would to give them things like kangaroo or roast zebra. Buckland would have a large collection of animals in his house, including a family of rats that used to living under his desk. His monkeys would running around his home and he would give them beer to drink.



# 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

- Promote simplified graded readers. There is a huge selection of readers available at the intermediate level: both simplified classics and original stories. Many of them now come as 'talking books' with CDs. Ask the students to always bring their reader to the lesson and occasionally set aside a ten-minute slot for them to talk about what they are reading. Alternatively, just devote ten minutes to silent reading. This is invaluable input. Most intermediate students will be best suited to readers where the basic vocabulary is in the range 1600-2000 words. Make sure the students understand that it is better to read and enjoy ten easy books than struggle through one difficult one. Get your students hooked on books!
- Use English in the classroom. It's very tempting to slip into the students' language – particularly if you are teaching in a monolingual situation. Try only to use L1 as an absolute last resort: an occasional quick translation or brief explanation.

### 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. Get them to draw the word rather than translate it. They're then associating the word with the concept rather than with another word. 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 (in the back of the Student's Book) 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 buy one. Usually students prefer a bilingual dictionary as this provides them with a quick translation of the word they need. However, at the intermediate level they need to think seriously about investing in a good monolingual dictionary. The Vocabulary Extra pages at the end of each unit in *New Inside Out 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.

### The top 10 activities for 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 exposure to new words and expressions that students are likely to transform 'input' into 'intake'. 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 classroom!

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	Your score
I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.	7,9	1 2 3 4 5
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what, when and where).	8	1 2 3 4 5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	4,5,6,10	1 2 3 4 5
I can give detailed accounts of experiences, describing feelings and reactions.	9	1 2 3 4 5
I can express myself reasonably accurately in familiar, predictable situations.	5,7	1 2 3 4 5

#### 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	Your score
I can listen to a short narrative and form hypotheses about what will happen next.	15	1 2 3 4 5
I can understand the plot of a clearly structured story and recognise what the most important events are and what is significant about them.	12	1 2 3 4 5
I can give or seek personal views and opinions in an informal discussion with friends.	16,17	1 2 3 4 5
I can narrate a story.	15	1 2 3 4 5
I can convey simple information on immediate relevance, getting across which point I feel is most important.	13	1 2 3 4 5

## 5 Edible Teacher's notes

### Warm up

Ask the students to think about their favourite dish and explain what the ingredients are and, if possible, how to make it to the class. Extend the discussion to typical dishes from their country or countries.

### Reading & Speaking (58 page 40)

#### 1

- Go through the questions with the class and explain any unknown vocabulary. You may like to point out that *chocolate* is a made-up word for someone who is addicted to chocolate. The form of the term *alcoholic*, someone who is addicted to alcohol, is often used to form similar words for other addictions. Students may also have come across *herbaceous* to describe someone who works too hard.
- Put the students into pairs, but ask them to work individually at first to guess how they think their partner would answer the questions. Don't let them compare notes at this stage.
- When the students have decided on their answers for all their questions, let them discuss them with their partners to see if they guessed correctly. In a class feedback session, find out who the chocolate-lovers of the class are.

#### 2

- Go through the statements with the class and ask the students to decide whether they think they are true or false. Don't confirm or deny any answers at this stage, but encourage discussion.
- Play the recording for the students to check their answers. Then, in a class feedback session, find out if they were surprised by any of these.

- 1 True
- 2 True
- 3 True
- 4 True
- 5 False (A little chocolate can make a dog sick. A lot of chocolate can kill it).
- 6 False (The Swiss consume more chocolate.)
- 7 True
- 8 False (Chocolate contains very little caffeine.)
- 9 True
- 10 True

### 3

*Number 1: A little chocolate each day is good for your health. Cocoa contains antioxidants which help to protect the body against cancer. It also contains several minerals and some protein. In fact, one bar of chocolate contains more protein than a banana, so this statement is true.*

*Number 2: White chocolate doesn't contain any cocoa, so this statement is true.*

*Number 3: Chocolate contains chemicals that produce the same reaction in the body as falling in love, so this statement is true.*

*Number 4: The healthy part of chocolate is the cocoa, and dark chocolate has at least 50-70% cocoa. On the other hand, a lot of commercial milk chocolate bars have hardly any cocoa in them at all, so this statement is false.*

*Number 5: A little chocolate can make a dog sick. A lot of chocolate can kill it, so this statement is false.*

*Number 6: Americans consume a lot of chocolate, but per capita, the Swiss consume more. The Swiss consume ten kilograms per person per year, so this statement is false.*

*Number 7 is true.*

*Number 8: Chocolate contains much less caffeine than coffee, so this statement is false.*

*Number 9 is true.*

*Number 10 is true. In fact, they used a lot of chocolate since because the scene took seven days to shoot.*

### Cultural notes

*Psycho Freakout (1960)*  
*Psycho* is one of film director Alfred Hitchcock's most famous films. It tells the story of a young woman who steals some money, and while escaping, stops at the Bates Motel, where she meets psychotic killer Norman Bates.

- Focus the students' attention on the example and explain or get them to identify that chocolate takes a singular verb (it) whereas *chips* takes a plural verb (are), and that chocolate is an uncountable noun, whereas *chips* can be counted.

## 5 Communication

Did you use to ...?

How many people used to smoke?



Find out

How many people used to have different coloured hair?



Find out

How many people used to play a musical instrument?



Find out

How many people used to enjoy school?



Find out

How many people used to live in a different city?



Find out

How many people used to do a lot of sports?



Find out

How many people used to go on holiday with their parents?



Find out

How many people used to be frightened of the dark?



Find out

How many people used to own a dog?



Find out

How many people used to have long hair?



Find out

How many people used to suck their thumb?



Find out

How many people used to believe in Santa Claus?



Find out