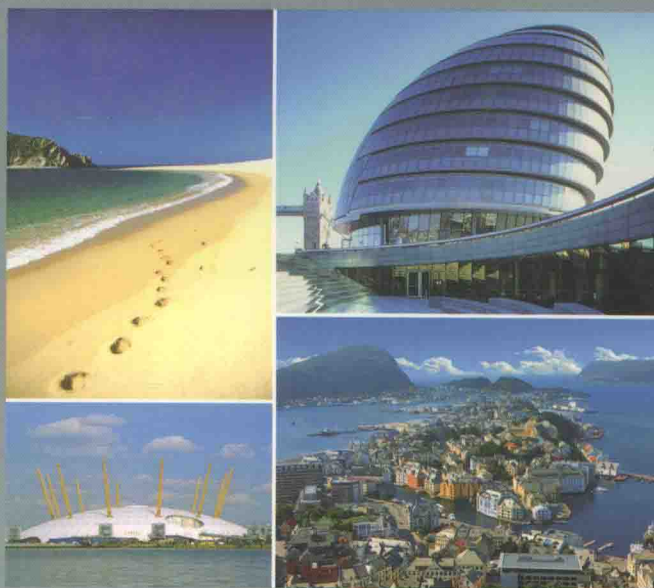


New  
Inside Out

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(第二版)

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Advanced  
Student's Book  
学生用书 第四册

附Multi-ROM

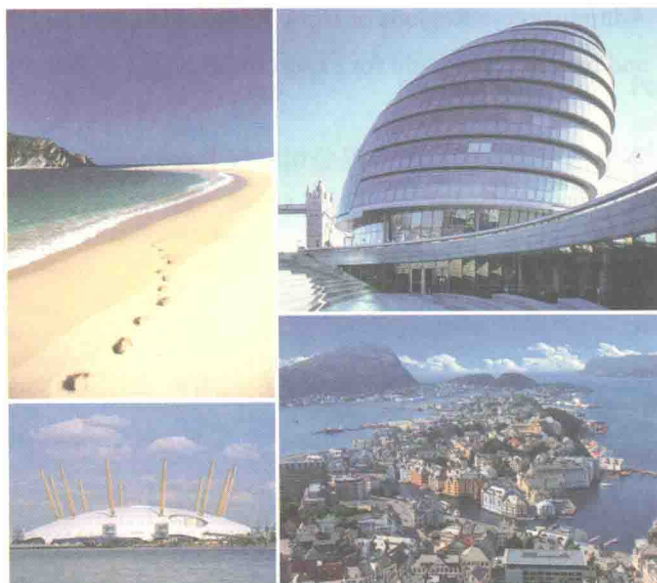


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进入21世纪,我国经济和社会的发展日新月异,对外语人才的要求不断提高。外语教育也随着经济和社会的发展,在教学目标、教学模式、教学手段等方面发生着巨大变化。无论是修订后的《高等学校英语专业英语教学大纲》,还是《大学英语课程教学要求》,都要求培养出来的学生具有较高的英语综合应用能力,并对学生的英语交流能力、尤其是口语交际能力提出了更高的要求。

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,小到一句、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](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

2012年1月

**1 Conversation**

**Conversations**  
Men's and women's  
conversation styles  
Eavesdropping  
page 4

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- S** Conversations in English
- S** Complaints about boyfriends and girlfriends
- S** Eavesdropping
- WB W** Writing a self-help tip sheet

- R** Six people talking about conversations
- R** Life on Mars/Life on Venus
- R** A phone conversation between a boyfriend and a girlfriend
- R** A formal and informal phone conversation

**Useful phrases:** Opening conversations

- G** Position of adverbials. Aspect
- V** Describing conversation styles. Conversation collocations. Word building
- V** *Extra* Multiple meanings and uses of *talk*
- P** Intonation to show attitude

**2 Taste**

**Food**  
Restaurant reviews  
Good taste  
page 14

- S** If you were a food ...
- S** Food associations
- Anecdote:** Eating out
- W** Review
- S** Good taste
- W** *Extra* Letter to a newspaper
- WB W** Writing a letter of complaint

- R** People talking about food associated with certain situations
- R** Review: Le Palmier
- R** Conversation about countries' typical dishes

**Useful phrases:** Agreeing and disagreeing

- G** Noun phrases. Describing nouns and order of adjectives. Fronting
- V** Describing places to eat. Word building. Idioms with *taste*
- P** Intonation to show enthusiasm or reservation

**3 City**

**Cities of the world**  
City attractions  
Dangers in the city  
page 24

- S** Discussing capital cities
- W** Short description of a famous town or city in your country
- S** Comparing two posters
- S** Discussing city dangers
- WB W** Writing a short article

- R** Cities of the world quiz
- R** Two people discussing survey results
- R** Four guidebook extracts
- R** Leicester Square
- R** Two people talking about the city where they live

**Useful phrases:** Adding emphasis

- G** Hedging. Inversion after negative and limiting adverbials
- V** Describing cities. Describing tourist spots
- V** *Extra* Lexical sets and collocations with *city* and *urban*
- P** Adding emphasis

**Review A** page 34

Pages 34, 35: Grammar / Vocabulary / Pronunciation review

**4 Story**

**Biographies**  
Stories  
Deception  
Humour  
page 36

- S** Six-word life stories
- Anecdote:** Telling a story
- S** Deception and belief
- S** Jokes
- W** *Extra* Descriptive narrative
- WB W** Writing a review

- R** Michael Jackson
- R** A man describing his favourite book
- R** Discussing con tricks
- R** Humour across frontiers
- R** Jokes

**Useful phrases:** Responding to a story

- G** The future as seen from the past. Discourse markers in writing
- V** Types of story. Expressions with *story* and *tale*. Deception and belief
- P** Weak and strong forms of auxiliary verbs

**5 Bargain**

**Spending habits**  
Economising  
Bargaining and haggling  
page 46

- S** Shopping habits
- S** Economising
- S** Money-saving tips
- Anecdote:** A purchase you made
- WB W** Writing a news story

- R** Are you a savvy spender ... ?
- R** Six people talking about their shopping habits
- R** How I lived on £1 a day for a year
- R** A radio programme about money-saving tips
- R** Two people talking about their experiences of bargaining
- R** One man's rubbish ...

**Useful phrases:** Negotiating, haggling, making a deal

- G** Prepositions in relative clauses. Articles
- V** Spending and saving. Economising. Discussing prices
- V** *Extra* British and American English
- P** Weak forms of common words

**6 Mind**

**The brain**  
Brain power  
The senses  
Pet psychology  
page 56

- S** The Human Brain
- S** Brain training
- S** Your senses
- W** *Extra* Emails making and declining requests
- WB W** Writing an informal email offering advice

- R** The Human Brain
- R** Four people discussing games
- R** Article about brain training
- R** Calculate your brain power
- R** *The Man Who Mistook His Wife for a Hat*
- R** Five people talking about their senses
- R** The Canine Cruncher

**Useful phrases:** Making appropriate requests

- G** Verbs of the senses. Participle clauses
- V** Verbs of seeing. Collocations with *mind*
- P** Assimilation: final /d/ before *you*

**Review B** page 66

Pages 66, 67: Grammar / Vocabulary / Pronunciation review

**7 Digital**  
Mobile phones  
Innovations in  
technology  
Scientific  
breakthroughs  
page 68

- S** Mobile phones
- S** Future worlds
- S** Top scientific breakthroughs
- WB W** Writing a discursive essay

- R** The future of mobile phones: a remote control for your life
- R** One person describing a new prototype mobile phone
- R** Teleportation and force fields
- R** Two people on a radio show talking about a gadget

- G** Complex sentences. Speculating about the future
- V** Compound nouns. Informal expressions
- V** *Extra* Acronyms and collocations
- P** Word stress

**Useful phrases:** Discussing implications

**8 Law**  
Crime and  
punishment  
Legal cases  
Newspaper reports  
page 78

- S** Crimes and their punishments
- S** Cases and appropriate punishments
- S** Proposals for laws
- W** *Extra* News stories
- WB W** Writing a short report

- R** Courtroom blunders
- R** Three people talking about crimes
- R** Six people talking about appropriate punishments for crimes
- R** A crime victim and her friend talking about the crime
- R** A real-life legal anecdote

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- G** Paraphrasing. Using modals to talk about the past. Inversion after *nor/neither, so/such*
- V** Legal vocabulary. Collocations with *law*. Formal vocabulary
- P** Final /t/ and /d/

**9 Night**  
Energy patterns  
Staying up  
Northern Lights  
page 88

- S** Lark or owl
- S** Times of day and night
- Ancedote:** A time you stayed up all night
- S** Proverbs about night
- WB W** Writing an essay

- R** Are you a lark or an owl?
- R** A radio programme about sleep patterns
- R** How well do you sleep?
- R** Three friends talking about staying up all night
- R** Northern Lights
- R** A trip to Machu Picchu

**Useful phrases:** Making and responding to invitations

- G** Concessive clauses and adverbials. Regrets and past conditionals
- V** Times of day and night. Expressions with *night*
- V** *Extra* Phrasal verbs
- P** Syllable patterns in adverbs

**Review C** page 98

**Pages 98, 99: Grammar / Vocabulary / Pronunciation review**

**10 Footprints**  
Carbon footprint  
Ancient footprints  
Barefoot hiking  
Shoes  
page 100

- S** Your carbon footprint
- S** Lifestyle quiz
- S** Barefoot hiking
- Ancedote:** A walk you have been on
- S** Buying shoes
- W** *Extra* Report
- WB W** Writing an email recommending places to visit

- R** What is a carbon footprint?
- R** Two people talking about eco-friendly lifestyle choices
- R** Man's earliest footprints may be lost forever
- R** One person describing barefoot hiking
- R** Four people talking about their shoes
- R** What your footwear says about you
- R** An interview with a shoe psychologist

**Useful phrases:** Persuasion and responding to persuasion

- G** Passive structures. Comparative structures
- V** Ecological expressions. Expressions with *foot* or *feet*. Different types of shoes
- P** Preparing to read aloud

**11 Words**  
New words in  
English  
The written word  
English spelling  
and pronunciation  
page 110

- S** Roots of new words
- S** The importance of writing
- S** English spelling
- WB W** Writing a cover letter

- R** Four people talking about new words
- R** The writer's block

**Useful phrases:** Getting your point across

- G** Avoiding repetition: substitution and ellipsis
- V** New words
- V** *Extra* Origins of new words
- P** Differences in spelling and pronunciation

**12 Conscience**  
Giving money  
to charity  
The Homeless  
World Cup  
Guilty feelings  
page 118

- S** Giving money to charity
- W** Tag line
- S** Guilty feelings
- W** *Extra* Responding to a complaint
- WB W** Writing a promotional flyer

- R** Six people talking about giving money to people on the street
- R** The Homeless World Cup
- R** Ever had that guilty feeling?
- R** Two people talking about guilty feelings

**Useful phrases:** Apologising

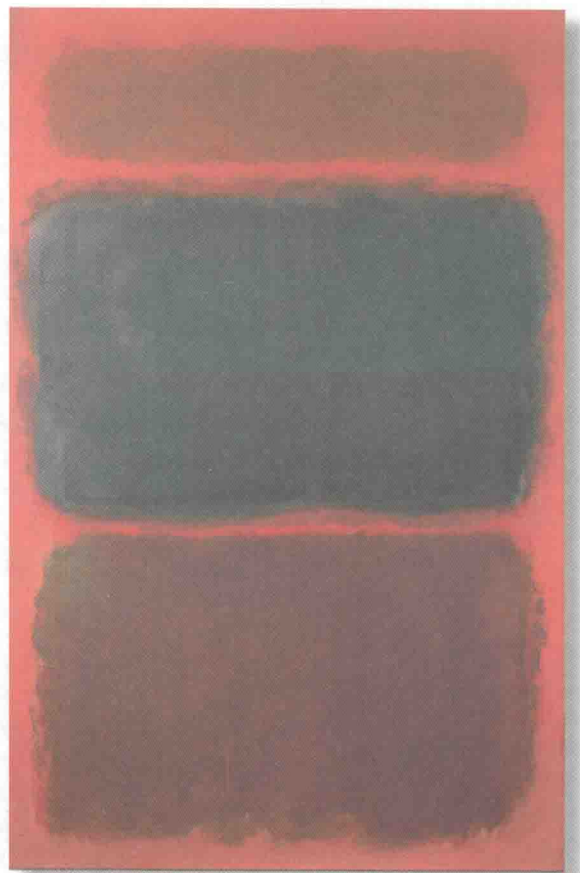
- G** Special uses of the past simple
- V** Describing street people. Verb/ Noun collocations. Expressions with *conscience*

**Review D** page 126

**Pages 126, 127: Grammar / Vocabulary / Pronunciation review**

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- R** Four people talking about their shoes
- R** What your footwear says about you
- R** An interview with a shoe psychologist

**Useful phrases:** Persuasion and responding to persuasion

- G** Passive structures. Comparative structures
- V** Ecological expressions. Expressions with *foot* or *feet*. Different types of shoes
- P** Preparing to read aloud

**11 Words**  
New words in  
English  
The written word  
English spelling  
and pronunciation  
page 110

- S** Roots of new words
- S** The importance of writing
- S** English spelling
- WB W** Writing a cover letter

- R** Four people talking about new words
- R** The writer's block

**Useful phrases:** Getting your point across

- G** Avoiding repetition: substitution and ellipsis
- V** New words
- V** *Extra* Origins of new words
- P** Differences in spelling and pronunciation

**12 Conscience**  
Giving money  
to charity  
The Homeless  
World Cup  
Guilty feelings  
page 118

- S** Giving money to charity
- W** Tag line
- S** Guilty feelings
- W** *Extra* Responding to a complaint
- WB W** Writing a promotional flyer

- R** Six people talking about giving money to people on the street
- R** The Homeless World Cup
- R** Ever had that guilty feeling?
- R** Two people talking about guilty feelings

**Useful phrases:** Apologising

- G** Special uses of the past simple
- V** Describing street people. Verb/ Noun collocations. Expressions with *conscience*

**Review D** page 126

**Pages 126, 127: Grammar / Vocabulary / Pronunciation review**

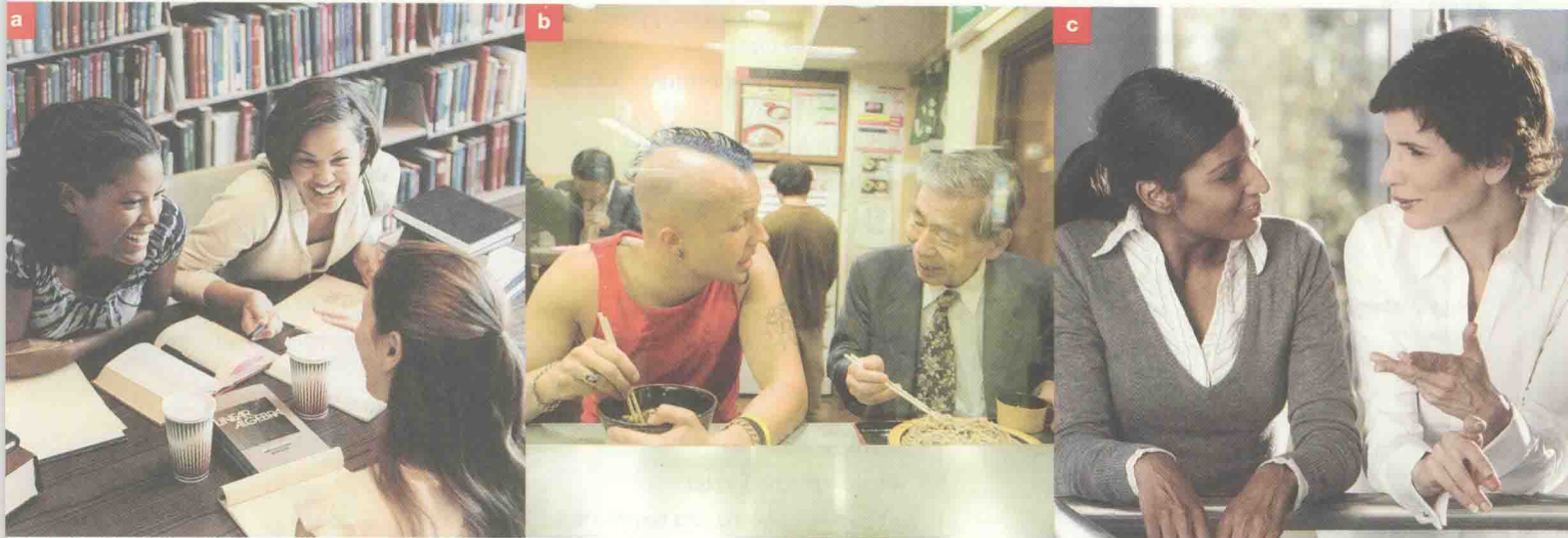
# Conversation

**Grammar** Position of adverbials. Aspect

**Vocabulary** Describing conversation styles. Conversation collocations. Word building

**Useful phrases** Opening conversations

## Speaking & Vocabulary



**1** Work with a partner. Look at the photos (a–c) and discuss these questions.

- Who do you think the people in the photos are? Where do you think they are? How do you think they know each other?
- What do you think they're talking about?

**2** In the box there are some adjectives which are commonly used to describe conversations. Categorise the adjectives under the headings in the table. Use a dictionary if necessary.

animated bizarre **boring** frustrating hilarious in-depth intense intimate  
lengthy meaningful one-sided pointless predictable stimulating

Positive	Negative	Neutral
	<i>boring</i>	

Add one or two more adjectives under each heading. Compare with your partner.

Look at the photos in Exercise 1 again. Which adjectives would you use to describe each conversation?

**3** Work with your partner. Answer these questions.

- Which of the conversations below have you had recently in your own language?
  - a quick word in passing with a friend or colleague
  - a brief exchange with a complete stranger
  - a long heart-to-heart with a close friend or family member
  - a hurried exchange of text messages
  - an online chat
- What did you talk about? Choose an adjective from Exercise 2 to describe the conversations.

## Listening & Vocabulary

### 1 Work in small groups. Discuss these questions.

- What makes a conversation enjoyable?
- What makes a conversation frustrating?
- What's your definition of a good conversationalist?

Compare your answers with the rest of the class.

### 2 1.01–1.06 Listen to six people, Joanna, Mike, Phil, Jessica, Bryony and Rafe, answering one of the questions in Exercise 1. As you listen, decide which question (a, b or c) each person is answering.

Did the people interviewed have similar opinions to those expressed by your class?

### 3 Complete these extracts from the speakers' answers in Exercise 2. Use the words and collocations in the box.

butt in   drones on and on   flows   hog   hunt around   on the same wavelength  
put across   something to say

- ... it helps if there aren't some people who \_\_\_\_\_ the conversation all the time ...
- ... you need a conversation that \_\_\_\_\_ ...
- ... it's someone who's got a point that they want to \_\_\_\_\_ during the conversation. Someone with \_\_\_\_\_ as opposed to someone who just talks endlessly about various subjects ...
- ... some people don't care about whose turn it is to talk, so they just, you know, \_\_\_\_\_ when you're in the middle of a thought ...
- I really hate it when I'm with someone who just \_\_\_\_\_ in a conversation, and who doesn't give you a chance to speak at all.
- ... you're \_\_\_\_\_ and you can share the same tastes or experiences ...
- ... that's really bad, when you're having to \_\_\_\_\_ for things to say ...

Listen again and check.

### 4 Match the definitions (1–8) to the words and collocations in Exercise 3.

- work hard to find
- join a conversation without being asked
- dominate
- an interesting point to make
- able to understand the way the other person thinks
- explain or communicate
- continues in an easy, natural way
- talks for a long time in a very boring way

### 5 Work with your partner. Which words and collocations from Exercise 3 do you associate with ...

- an uncomfortable silence?
- a conversation where one person is dominating?
- a successful conversation?

## Speaking

### 1 Think about the last time you had a conversation in English outside the context of your English course. Work with your partner and discuss these questions.

- Who were you talking to? Did you know them well?
- What did you talk about? How long did the conversation last?
- Were you happy with your English? Why? / Why not?
- Who did most of the talking, you or the other person/people? Why?

### 2 Compare your answers with the rest of the class. Decide whose conversation was ...

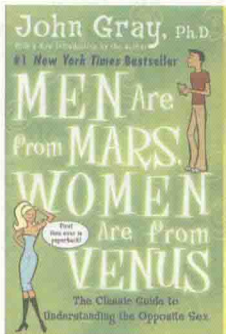
- the most challenging.
- the most satisfying.



## Reading & Speaking

1 Work in small groups. Look at these statements. To what extent do you agree or disagree with them? Explain why.

- Women talk more than men.
- Women communicate better than men.
- Men are more factual and honest than women.
- A conversation between two men is different from one between two women.



2 You are going to read about a book that explores the differences between men and women. Work with a partner. Look at the book cover and answer these questions.

- The book is based on the premise that men and women are very different, especially in the way they communicate with each other. Do you agree with this premise?
- What differences do you think the book describes?
- Which of the words in the box do you think the book associates with men and which with women? Why?

autonomy conversation cooperation gadgets and gizmos power  
romance shopping spirituality sports success technology

3 Work with your partner. You are going to read two extracts from the book. Student A read about life on Mars below, Student B read about life on Venus on page 7. As you read make notes about ...

- what the people there value most.
- how they experience fulfilment.
- what they are most interested in.

4 Use your notes to tell your partner about your extract and then discuss these questions.

- Do you identify with the description given of your sex? Why? / Why not?
- The book was written in the US in the 1990s but it is still very popular today. What do you think most people in your country would think of these ideas?



## Life on Mars

**M**artians value power, competence, efficiency, and achievement. They are always doing things to prove themselves and develop their

power and skills. Their sense of self is defined through their ability to achieve results. They experience fulfilment primarily through success and accomplishment.

They are more interested in 'objects' and 'things' rather than people and feelings. Even today on Earth, while women fantasise about romance, men fantasise about powerful cars, faster computers, gadgets, gizmos, and new powerful technology. Men are preoccupied with the 'things' that can help them express power by creating results and achieving their goals.

Achieving goals is very important to a Martian because it is a way for him to prove his competence and thus feel good about himself. Martians pride

20 themselves on doing things all by themselves. Autonomy is a symbol of efficiency, power, and competence.

Understanding this Martian characteristic can help women understand why men resist so much being corrected or being told what to do. To offer a man unsolicited advice is to presume that he doesn't know what to do or that he can't do it on his own. Men are very touchy about this, because the issue of competence is so very important to them.

30 Because he is handling his problems on his own, a Martian rarely talks about his problems unless he needs expert advice. He reasons: 'Why involve someone else when I can do it by myself?' He keeps his problems to himself unless he requires help from another to find a solution. Asking for help when you can do it yourself is perceived as a sign of weakness.

## Vocabulary

### 1 Complete the glossary with the highlighted words in the extracts.

#### Glossary

- a) *skills* **noun [C]**: the knowledge and abilities that enable you to do something well, which can often be learnt
- b) \_\_\_\_\_ **noun [C]**: something which someone has succeeded in doing, especially after a lot of effort
- c) \_\_\_\_\_ **noun [C]**: the general ability to do something well or efficiently
- d) \_\_\_\_\_ **noun [U]**: the quality of being able to do a task successfully without wasting time or effort
- e) \_\_\_\_\_ **noun [U]**: the pleasure you feel when you have done something well
- f) \_\_\_\_\_ **noun [U]**: the feeling you have when a hope, dream or ambition has been realised
- g) \_\_\_\_\_ **adj**: thoughtful towards other people
- h) \_\_\_\_\_ **verb [T]**: to think that something is important and to appreciate it

Which words in the extracts were associated with a) men b) women c) both?

### 2 Complete the table with the noun, verb, adjective and adverb forms for your answers in Exercise 1.

Noun	Verb	Adjective	Adverb
<i>skills</i>	–	<i>skilful/skilled</i>	<i>skilfully</i>

### 3 Complete these sentences with words from the table in Exercise 2.

- a) I always try to take other people's points of view into \_\_\_\_\_ before *making a decision*.
- b) I find *helping others* very \_\_\_\_\_.
- c) *Honesty* is the thing I \_\_\_\_\_ most in a friend.
- d) I always feel really \_\_\_\_\_ when I *manage to reach a deadline*.
- e) *Getting a degree* has been my greatest \_\_\_\_\_ so far.
- f) I really admire people who are *super-\_\_\_\_\_ and always manage to do everything on time*.
- g) *My job* is the one thing that gives me real \_\_\_\_\_.
- h) *Using a computer* is probably one of the most important \_\_\_\_\_ I've learnt in *my present job*.

### 4 Look at sentences (a–h) in Exercise 3. Replace the words in italics so that the sentences are true for you. Compare your sentences with a partner.



## Life on Venus

Venusians have different values. They value love, communication, beauty, and relationships. They spend a lot of time supporting, helping, and nurturing one another. Their sense of self is defined through their feelings and the quality of their relationships. They experience fulfilment through sharing and relating. Rather than building highways and tall buildings, the Venusians are more concerned with living in harmony, community, and loving cooperation. Relationships are more important than work and technology. In most ways their world is the opposite of Mars.

Communication is of primary importance. To share their personal feelings is much more important than achieving goals and success. Talking and relating to one another is a source of tremendous fulfilment.

This is hard for a man to comprehend. He can come close to understanding a woman's experience of sharing and relating by comparing it to the satisfaction he feels when he

wins a race, achieves a goal, or solves a problem.

20 Instead of being goal-oriented, women are relationship-oriented; they are more concerned with expressing their goodness, love and caring. Two Martians go to lunch to discuss a project or business goal; they have a problem to solve. In addition, Martians view going to a restaurant  
25 as an efficient way to approach food: no shopping, no cooking and no washing dishes. For Venusians, going to lunch is an opportunity to nurture a relationship, for both giving support to and receiving support from a friend. Women's restaurant talk can be very open and intimate,  
30 almost like the dialogue that occurs between therapist and patient.

Venusians are very intuitive. They pride themselves in being considerate of the needs and feelings of others. A sign of great love is to offer help and assistance to another  
35 Venusian without being asked.

## Speaking & Listening

- 1 Work in small groups. Brainstorm a list of common complaints girlfriends and boyfriends make about each other, for example:
  - He/She talks about himself/herself too much.
  - He/She spends too much time with his/her friends.

Which do you think are made about men, which are made about women?



- 2 Work in two groups, Group A and Group B. You are going to act out a telephone conversation between a girlfriend (Suzi) and a boyfriend (Brian). Look at page 128. Read the information about your character and discuss what you are going to say.
- 3 Work with a partner. One student should be from Group A and one student from Group B. Act out the telephone conversation between the couple.
- 4 🎧 1.07 Listen to a similar conversation. Was it very different from yours?
- 5 Work with your partner. Here are some extracts from the telephone conversation in Exercise 4. Who said each line, the boyfriend (Brian) or the girlfriend (Suzi)?
  - a) ... a bit stressed out, had a hard day at work, you know, the usual.
  - b) What's going on?
  - c) I just don't fancy it tonight ...
  - d) Have I done something wrong?
  - e) But not tonight, eh? The football's more interesting ...
  - f) ... shall I come and pick you up?
  - g) Let's just drop it.
  - h) Whatever. Just please yourself.

Listen again and check your answers.

- 6 What do you think Brian should do now?

## Pronunciation

- 1 Work with your partner. Look at these two extracts from the telephone conversation in Speaking & Listening, Exercise 4 and discuss the questions.
  - a) But not tonight, eh? The football's more interesting I suppose.
  - b) No, forget it! I wouldn't want you to go out of your way or anything!

Does the girl mean what she says? How does she convey her anger?

- 2 🎧 1.08 Listen to the two extracts being repeated, first in a normal tone and then angrily. What's the difference?

Look at the Recordings on page 146. Find other phrases where the girl uses an angry tone of voice. Work with your partner and read the conversation aloud.

## Grammar

### Position of adverbials

We stayed **at home**.  
I'm coming **tomorrow**.  
He spoke **quickly**.  
He came **to see us**.  
We meet **every week**.

**Frankly**, I **never** believe a word he says **about Jane**.

Jeff has been working **late at the office every night this week**.

Jeff handed in the project **on time with a huge sigh of relief**.

1 Work with a partner. Suzi is talking to her sister about Brian. Look at the adverbials in bold and answer the questions.

- He **never** used to want to spend so much time **on his own**.
- He said he wanted to do something **tomorrow**, but I don't believe him.
- He just sits and watches TV **on the sofa**.
- I end up shouting **dramatically** and slamming the phone down **like an overgrown teenager**.
- Frankly**, I've had enough.

Which adverbial(s) ...

- |  |  |
|--|--|
| 1 describe(s) how something is done?       | 4 describe(s) where something is done? |
| 2 describe(s) how often something is done? | 5 add(s) emphasis?                     |
| 3 describe(s) when something will happen?  |  |

2 Look at this sentence and answer the questions below.

(1) Suzi (2) *used to discuss her problems* (3) *with her twin sister* (4).

In which position (1–4) would you normally add these adverbials to the sentence?

- |                         |              |                      |
|-------------------------|--------------|----------------------|
| a) when she was younger | c) in secret | e) from time to time |
| b) always               | d) only      | f) probably          |

What do you notice about the position of the one-word adverbials?

Make the sentence negative. How does this affect the position of the adverbials?

3 Modify the sentence in Exercise 2 so that it is true for you. Add at least three adverbials.

I (1) *never used to discuss my problems* (2) *in depth with my parents* (3) *when I was a teenager*.

Compare your sentence with your partner.

4 Look at the pairs of sentences below. The underlined adverbials are in different positions. How does this change the meaning of the sentences?

For example:

- Actually, he's performing in the play tomorrow. (and not doing something else)
- He's actually performing in the play tomorrow. (and not just sitting in the audience)

- 1 Honestly, I can't speak to her any more.  
2 I can't speak to her honestly any more.
- 1 Earlier, I had wanted Rich to come to the meeting.  
2 I had wanted Rich to come to the meeting earlier.
- 1 I get into arguments when I'm particularly angry.  
2 I get into arguments, particularly when I'm angry.

5 Write answers to these questions.

Use at least five adverbials in your answers. Compare your answers with your partner.

- Who do you speak to most on a day-to-day basis?
- What do you talk about?

I *usually* work *from home* so I speak to colleagues *on the phone*, and I *always* try to get in touch with my sister *in the evening* / *for a long chat* / *on the phone or online*.



6 Grammar Extra 1, Part 1 page 134. Read the explanations and do Exercise 1.



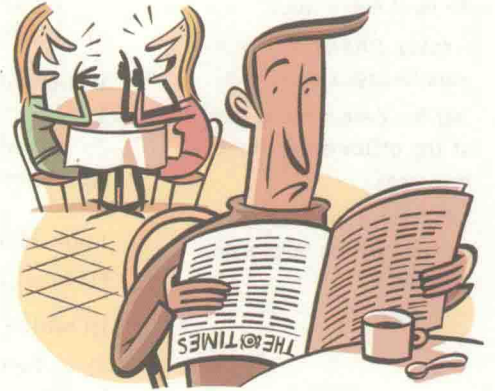
## Speaking

1 **Underline the correct alternative to complete the definitions.**

- Secretly listening to other people's conversations is called eavesdropping / overhearing.
- Accidentally hearing a conversation between other people is called eavesdropping / overhearing.


2 **Work in small groups. Discuss these questions.**

- In what kind of situation is it difficult not to overhear another person's private conversation? How do you feel when this happens?
- Describe the last time you overheard a conversation in a public place. Who was talking? Did they notice (or mind) that you were listening to them?
- Who would you like to eavesdrop on? What do you imagine them saying?



## Listening



1  1.09–1.10 You are going to listen to two conversations. Listen and match the conversations (1 and 2) to the photos (a and b). For each conversation, answer these questions.

- What is the relationship between the two people involved in the conversation?
- What are they talking about?

2 **Work with a partner. Look at these sentences. Which conversation from Exercise 1 do you think they refer to, 1, 2 or both?**

- They often speak to each other.
- There's some tension between them.
- One of them may not be completely truthful.
- They're enjoying their conversation.

**Listen again and check your answers.**

3 **Work with your partner. Look at the Recordings for the second conversation on page 146. What do you think the other person was saying? Act out the complete conversation.**