

Peter Maggs

新要求大学英语

Inside Out

视听说

教师手册

Video Teacher's
Book

第三册

Upper intermediate

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MACMILLAN

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出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合应用能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进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* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. 设计编写以学生为中心:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在学习过程中的主体地位。

2. 选材全面,来源真实,语言地道:教材各单元按主题划分,每个单元内又包含若干主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够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、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. 各种技能训练紧密契合,浑然一体:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD、用生动的题材、丰富的体裁、多样化的语言材料,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;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. 立体化的教学资源:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合应用能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最佳选择之一。

Introduction

Welcome to the *Inside Out* Upper intermediate Video Student's Book. Each level of the *Inside Out* course has its own video, Video Student's Book, and Video Teacher's Book to be used in conjunction with the *Inside Out* Student's Book. *Inside Out* videos closely follow the topics and content of the Student's Books and are intended to both recycle and expand language and topics from the course. There is a video unit for each teaching unit of the Student's Book, but not for the review units 7 and 14.

The aims of the *Inside Out* videos are:

- to provide students with a stimulating and engaging learning tool that adds extra interest and variety to lessons.
- to expose students to authentic English, carefully matched to their language ability – the video units are a language-rich resource for students to extract real words and phrases from.
- to provide information on cultural aspects of language, both directly through culture-focused activities and indirectly through inferring from the video for discussion and cross-cultural comparison.
- to give students a more in-depth knowledge of the topics and texts in the Student's Book thereby enabling them to make a fuller, better-informed contribution in class.
- to offer students the chance to increase their confidence by watching and understanding native speakers in context.

Inside Out videos

The *Inside Out* videos are closely linked to the topics and activities in the Student's Book. Each video unit lasts approximately five minutes, but may vary from unit to unit. In order to help you find the unit you want to use, the running time is indicated in the bottom left-hand corner of the screen and the unit number can be found in the top left-hand corner.

Each video unit stands alone as a complete lesson, and together with the worksheet activities should take between 30 and 45 minutes. The videos contain a wide variety of genres and styles ranging from documentaries and interviews to dramas and music videos, and include monologues, dialogues and narratives. They can be divided into three categories: 'extension' units, 'anecdote' units and 'alternative' units.

- Extension units develop and extend topics or reading texts in the Student's Book. For

example, Student's Book unit 9 contains a reading text about Cindy Jackson and how cosmetic surgery changed her life. Video unit 9 is an interview with Cindy about her life and how the surgery has changed her.

- Anecdote units show anecdotes from the Student's Book being performed by native speakers. For example, in video unit 5 two people talk about weddings they have been to using some of the cues from the anecdote in unit 5 of the Student's Book. These units can be used as a model prior to students attempting their own anecdote or after students have produced their anecdote to help them to analyse their own effort.
- Alternative units are intended to offer a visual presentation of listening or reading texts in the Student's Book. For example, in unit 3 of the Student's Book students read a text about the gold rush. Video unit 3 is the same text read by an American academic and illustrated with original footage and pictures which may be used in place of the text in the book. For these units the teacher may decide to use the activities from the Student's Book only or may decide to use the video worksheets in which Student's Book activities are repeated and a limited number of new activities have been added. Where an activity focuses on the language in the video, students may be directed to the Student's Book for further explanation and practice.

pictures or events and matching names and pictures. This is to help students gain a general understanding of the content while providing a video-focused task to engage students' attention. On the second viewing, students are given tasks that require them to watch for detail in order to deepen their understanding of the video. If students have difficulty with any of these watching-for-detail activities, you may want to play that particular section again. Where the video exploitation is divided into parts, the times are shown on the worksheet.

- After You Watch activities that are directly related to the video and ask students to give personal reactions to it by comparing what they have seen with their own situation, personalising the topic or generalising from the video. This stage of the worksheet may also include work on lexis from the video. In some units Language toolboxes provide students with phrases and vocabulary that will help them achieve the task.

The teacher's notes include:

- a summary of the video content and guidance on how to use the video in conjunction with the Student's Book. The videos can be used at different points in the Student's Book and there are clear suggestions in the teacher's notes on when to use them.
- a language focus section giving a list of new lexis or lexical areas (usually no more than twelve words or phrases), and where appropriate the language area highlighted by the video. No new grammar items are introduced in the videos or worksheets.
- background cultural information on the video that the teacher may use to introduce the video or to answer any questions students may have about a particular cultural aspect contained in the video. These may be used at a suitable point during the video activities or at the end of the class to test students' observation and understanding.
- a full answer key.
- a tapescript of the video which may be ...
 - given to the students to read through and pick out any language they found useful or new to them.
 - used by the students to follow the video.
 - or used by the teacher to create additional activities for use with the video, for example, additional gap-fill activities or comprehension questions.

General video techniques

Even though the *Inside Out Video Teacher's Book* provides teachers with a wide variety of activities, here are three more general video techniques that can be used at points you think are appropriate. For all three you will need to watch the video first and choose the best sequence to use the technique with.

Freeze frame

Pause the video at a moment of your choice. You can then ...

- ask students to predict what happens next.
- check students' understanding of the unit by asking them to summarise what they have seen.
- ask students to describe the picture, focus on a vocabulary item or on a point of cultural interest.

Sound down

Use the TV mute control to view a sequence without sound. You can then ask students ...

- to reconstruct a dialogue.
- to discuss what the people are talking about.
- to decide on a soundtrack or script to accompany the pictures.

Vision off

Use the TV brightness control to darken the screen until no picture is visible, but students can still hear the sound. You can then ask students ...

- to say what they think is happening in the sequence.
- to make a storyboard (a series of drawings) showing how they would direct the sequence and, after watching the sequence, to compare their ideas with what they saw.

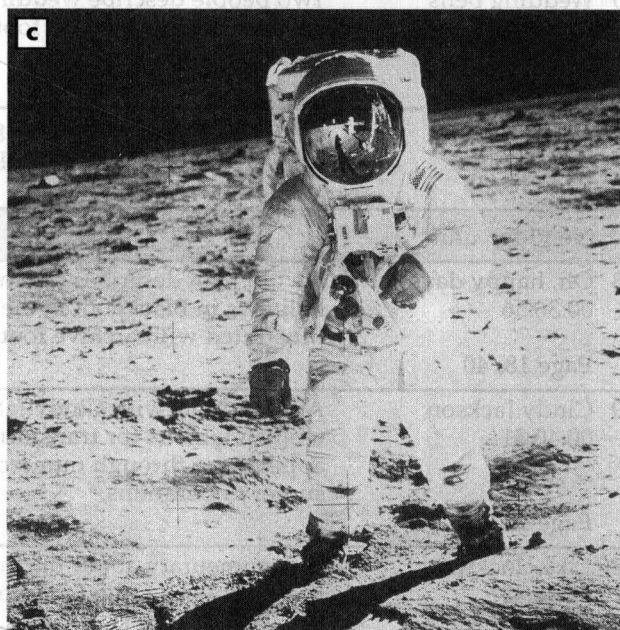
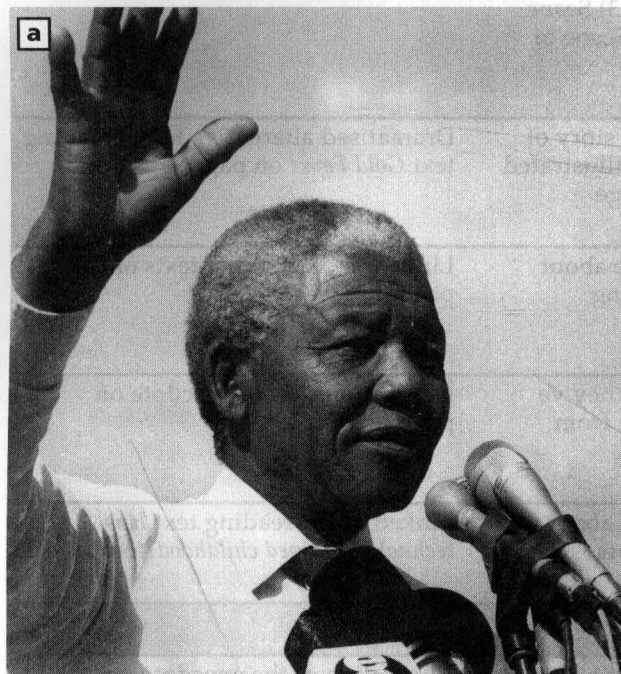
Contents

Title	Description	Link to <i>Inside Out</i> Upper intermediate Student's Book
1 Magic moments 00:00:50 Page 6/30	Authentic news reports of the Moon landing, the fall of the Berlin Wall and the release of Nelson Mandela.	Linked to the exercises on page 4
2 Meet the folks 00:06:48 Page 8/31	Consists of four sections. 1) Interview with Andy about how he feels about meeting his girlfriend Sarah's parents. 2) Interview with Sarah's parents. 3) Scene of Andy and Sarah together. 4) Scene of Andy meeting Sarah's parents.	Dramatised alternative to listening exercises 1–4 on pages 19–20 and exercises 1–2 on page 22
3 Gold rush 00:12:18 Page 10/33	An American academic tells the story of the 1849 Californian gold rush. Illustrated with original pictures and footage.	Dramatised alternative to the reading text <i>Gold Fever</i> on page 24
4 Good health! 00:16:38 Page 12/34	Short interviews with six people about how they feel about fitness, eating healthily and smoking.	Linked to the reading texts on pages 38–39
5 Wedding bells 00:24:00 Page 14/36	Two people describe weddings they've been to. Illustrated with footage from authentic wedding videos.	Illustrations of the anecdote on page 49
6 Kid stuff 00:32:19 Page 16/38	Short interviews with teenagers about their free time, TV and computers.	Linked to the reading text <i>Has technology ruined childhood?</i> on page 59
7 No video unit		
8 Oh, happy days 00:36:56 Page 18/40	An old man describes his childhood holidays in Blackpool in the 1920s. Illustrated with archive footage.	Illustration of the anecdote on page 70
9 Cindy Jackson 00:40:31 Page 20/41	An interview with Cindy Jackson, a woman famous for transforming her appearance through numerous cosmetic surgery operations.	Linked to the reading text <i>Surgery changed my life!</i> on page 81
10 Like clockwork! 00:48:43 Page 22/43	A documentary about the invention of the clockwork radio (adapted from a BBC programme).	Linked to the interview with the inventor on page 94
11 Fact or fiction? 00:52:50 Page 24/44	A TV programme in which the role of the tabloid press is debated by a journalist and an actress.	Dramatised alternative to listening exercises 1–4 on page 105
12 Bright futures 00:56:33 Page 26/45	Short interviews with college students about their plans for the future.	Linked to the grammar work on future forms on page 114
13 A special place 01:01:04 Page 28/46	Two women show us round their favourite rooms.	Illustrations of the anecdote on page 122
14 No video unit		

Before you watch

- 1 You are going to watch three news stories of important events in history. Match the numbers to the pictures. There are four numbers for each picture.

11	3	1990	16th	28	1969	11th
14	1	1989	27	thousands		



While you watch

- 2 Watch the video and check your answers to 1.

PART 1 (00:00:50–00:04:10)

- 3 Match these names from the Moon landing story to their description.

☐ Collins	☐ Tranquility	☐ Saturn
☐ Roger	☐ Armstrong	☐ Kennedy
☐ Houston	☐ Aldrin	☐ Eagle

- the space rocket
- an astronaut
- the destination on the Moon
- the lunar module
- the launch site
- mission control on Earth
- radio language meaning 'OK, I understand'

- 4 Write the correct order in the boxes. The first one has been done for you as an example.

- | | |
|--------------------------|--|
| ☐ | the vastness of his Universe, he is poised |
| ☐ | for the Moon. Now, in his moment |
| 1 | Since man first walked on the Earth, he had longed |
| ☐ | on the brink of still more challenging explorations. |
| ☐ | of triumph, though conscious of |

- 5 Watch the video and check your answers to 3 and 4.

PART 2 (00:04:10–00:05:42)**6** Watch the video and complete the tapescript of the Berlin Wall story.

From the moment the first wave of East Germans crossed into Berlin in the early hours of this morning, (1) _____ with champagne and (2) _____ by a crowd of thousands, it was clear this would be one of Berlin's most dramatic days. East Berliners were overcome as they (3) _____ the border that's been closed to them for twenty-eight years. West Berliners began (4) _____ away at the wall that's (5) _____ their city. There was no interference from the police.

By dawn they were on Communist soil, (6) _____ symbols of peace – thousands of them looking East and (7) _____ 'Down with the wall.'

(Short interview)

By late evening, more crowds (8) _____ at the Brandenburg Gate. Here, where Soviet and American tanks (9) _____ each other in the darkest days of the Cold War, Berliners are (10) _____ a new era.

There are reports tonight that sections of the wall have been (11) _____. Thousands more East Germans are (12) _____ through checkpoints. The wall that was built overnight is being (13) _____ overnight and across the city, Berliners are (14) _____ with the sense that this is a turning point in German history.

PART 3 (00:05:44–00:06:44)**7** There are fifteen mistakes in this tapescript of the Mandela story. Watch the video and correct the mistakes.

This is Victor Verster Prison outside Johannesburg at just before five o'clock on the eleventh of March nineteen ninety. In a few moments, Nelson Mandela is due to drive away from here after twenty-four years of incarceration in South American jails. It's a day of drama and hope in the land of parties and a day of rejoicing for much of the rest of the country, as well.

There's Mr Mandela, Mr Nelson Mandela, a tall man, taking his first steps into a new South Africa. Mrs Winnie Mandela next to him, speaking to the crowds. Hand in hand, they leave the Victor Verster Prison. Officials, sheriffs of the national reception committee trying to get the people ... And a wave from Mr Nelson Mandela, his wife, Winnie, pushing the people outside the gates of the Victor Verster Prison. That is the man who the world has been waiting to hear.

After you watch**8** Match these words with the clues below.

- | | |
|------------------|---------------|
| a) rejoicing | f) triumph |
| b) incarceration | g) apartheid |
| c) breach | h) checkpoint |
| d) vastness | i) chant |
| e) reception | j) dawn |

- 1 To make a hole in a wall
- 2 Daybreak
- 3 A group of people who come to meet you is a _____ committee
- 4 Expressing great happiness
- 5 Victory
- 6 A system separating black and white people
- 7 Imprisonment
- 8 Ritual singing, for example, at a football match
- 9 Hugeness, endlessness
- 10 A place at the border of a country where documents are inspected

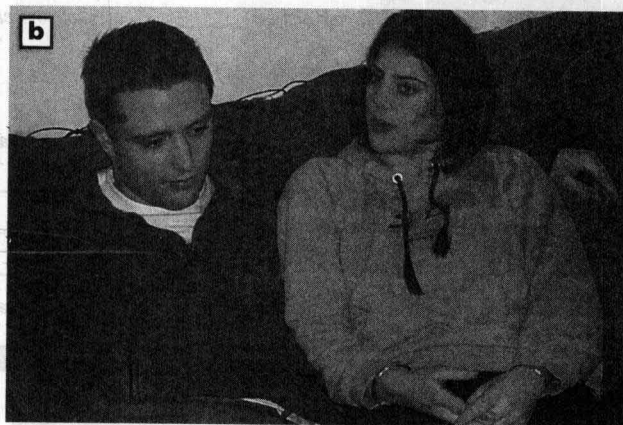
9 Work in groups and discuss these questions.

- a) Did you see any of these events happen live?
- b) Have you seen them on television before?
- c) Which of these events is the most significant to people in your country?
- d) What other significant twentieth century events can you think of?
- e) Can you predict what is going to be the next significant world event?

PART 1 (00:06:48–00:09:25)

Before you watch

- 1 Work with a partner. Compare these pictures. What differences do you notice in their clothing and body language?



While you watch

- 2 You are going to watch an interview with Sarah's parents about how they feel about meeting their daughter's boyfriend, Andy, for the first time. Decide whether these statements are true or false.

- | | True | False |
|--|--------------------------|--------------------------|
| a) Sarah has had a lot of boyfriends. | ☐ | ☐ |
| b) Her parents have met all of them. | ☐ | ☐ |
| c) They don't think most of Sarah's boyfriends are good enough for her. | ☐ | ☐ |
| d) Sarah ended a relationship with a man called Jeremy when she found out her parents didn't like him. | ☐ | ☐ |
| e) Sarah's parents think that Andy is a serious boyfriend. | ☐ | ☐ |

- 3 Watch the interviewer asking Andy how he feels about meeting Sarah's parents. Decide whether these statements are true or false.

- | | True | False |
|---|--------------------------|--------------------------|
| a) Andy thinks Sarah's parents may disapprove of him. | ☐ | ☐ |
| b) He works as a DJ. | ☐ | ☐ |
| c) He's going to wear a suit. | ☐ | ☐ |
| d) He's going to take Sarah's mum some chocolates. | ☐ | ☐ |
| e) It was Andy's idea to meet Sarah's parents. | ☐ | ☐ |

After you watch

- 4 All the verbs in the box come from the conversations in 2 and 3. Use these verbs to replace the words underlined in the sentences below. You may have to change the form of the verbs.

give up	go out with	get on with
go for	stand up to	go off

- a) I find it easy to be friends with people of all ages and from all walks of life.
- b) When I'm depressed, I tend to lose interest in my food.
- c) I've never dated anybody who's got red hair.
- d) One of my colleagues is a bit of a bully, but I usually manage to defend myself against her.
- e) I used to have piano lessons, but I got bored with them and stopped.
- f) I tend to be attracted to brunettes rather than blondes.

Are any of the statements true for you? Discuss with a partner.

- For language work on verb patterns, see the Student's Book on pages 19 and 20.

PART 2 (00:09:26–00:12:14)

Before you watch

5 Read the two conversations: the first between Sarah and Andy; the second between Sarah's parents and Andy. Choose from the alternatives to complete the conversations in the most appropriate way. The first one has been done for you.

- 1 a) The door's open b) Do come in
- 2 a) thank you – that's very kind of you b) cheers – that's great
- 3 a) How's it going b) How are you
- 4 a) totally shattered b) absolutely exhausted
- 5 a) What've you been up to b) What's the matter
- 6 a) relax b) chill out
- 7 a) Do you want b) Would you prefer
- 8 a) I don't mind b) Whatever
- 9 a) no idea b) I'm afraid I don't know
- 10 a) rather old b) on its last legs

Sarah arrives at Andy's flat and knocks at the door.

Sarah: Hello!

Andy: Hiya. (1) a!

Sarah: Here, I remembered to bring you that CD.

Andy: Oh, (2) _____.

Sarah: (3) _____?

Andy: All right. I'm (4) _____.

Sarah: Why? (5) _____?

Andy: Nothing – it's just that I didn't finish work until five o'clock this morning.

Sarah: Oh right. Well, you'd better just (6) _____ this evening. (7) _____ to watch telly, or shall I go and get a video?

Andy: (8) _____.

Sarah: Do you know what's on telly tonight?

Andy: Oh, (9) _____. Rubbish as usual, I should think.

Sarah: Oh dear, you are in a bad mood. You're not nervous about meeting my parents, are you?

Andy: No – why should I be? But I am a bit worried about the long drive – my car's (10) _____.

Sarah: Oh well, let's worry about that tomorrow. Come on – make me a nice cup of tea.

Sarah and Andy arrive at Sarah's parents' house.

Mum: Hello. Welcome. (1) b.

Sarah: Mum, Dad, this is Andy.

Mum & Dad: Nice to meet you.

Andy: Nice to meet you. These are for you – Sarah says they're your favourites.

Mum: Oh (2) _____. And (3) _____, darling?

Sarah: I'm (4) _____, actually.

Mum: Oh dear. (5) _____? Have you been working too hard?

Sarah: Oh no, nothing like that – it's just a long drive, isn't it?

Mum: Yes, of course. You must sit down and (6) _____, both of you. (7) _____ coffee or tea, Andy?

Andy: (8) _____. Whatever's easiest.

Dad: How many miles is it exactly?

Andy: Oh, (9) _____. The journey's taken us five and a half hours, but my car is (10) _____.

Dad: Oh yes, I always take the A420, followed by the A34, except during the summer when I tend to avoid motorways and go through Winchester on the backroads.

Mum: Well, we're not going to talk about roads all day, are we? Now Andy, what exactly do you do? Sarah tells us you're in the music industry ...

While you watch

6 Watch the video and check your answers to 5.

After you watch

7 Work in groups and discuss these questions.

- a) How long do you think Sarah and Andy will continue going out together?
- b) Would the situation you saw in the video be the same in your country?
- c) In your country, at what stage of the relationship is it normal to introduce your girlfriend/boyfriend to your parents?
- d) Imagine someone you know is going to meet their girlfriend's/boyfriend's parents for the first time. What advice would you give?

8 Work with a partner. Choose one of the following situations and act out a conversation using appropriate language from 5.

Situation 1: You are a foreign student arriving at your English host family's house for the first time.

Situation 2: You are at a friend's house. Your friend has had a bad day at work and needs cheering up.

3

Gold rush

Before you watch

- Read the newspaper extract from 1848 and complete texts a) and b) using the words in the box.

a chance created a sensation
involved make a fortune
risk everything a comfortable job

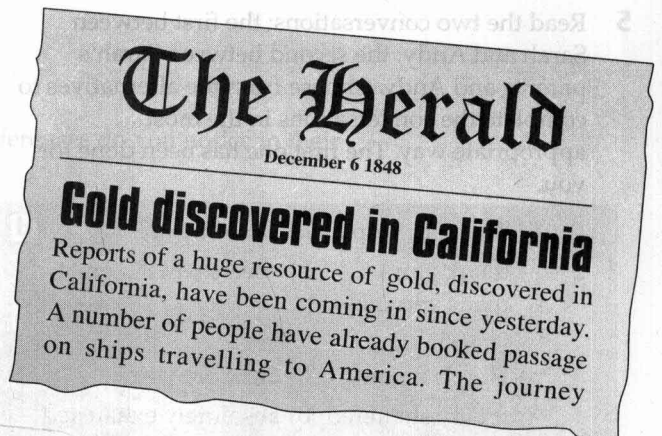
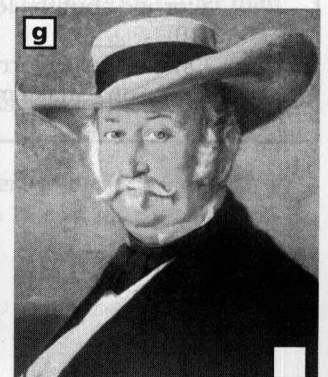
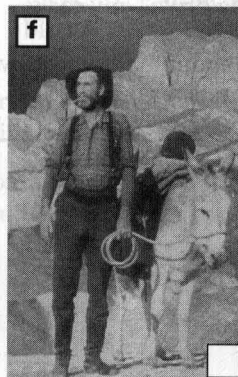
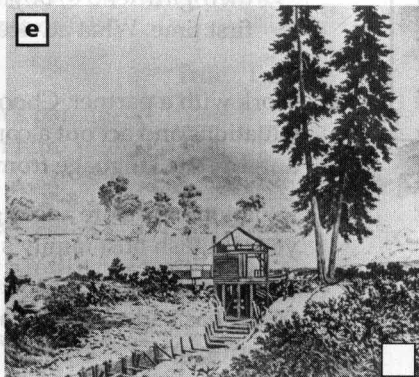
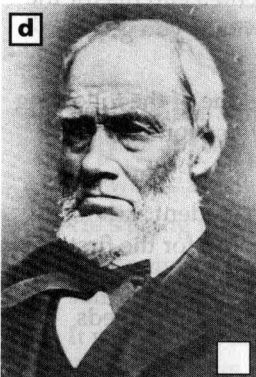
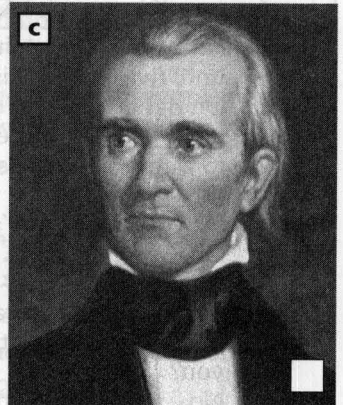
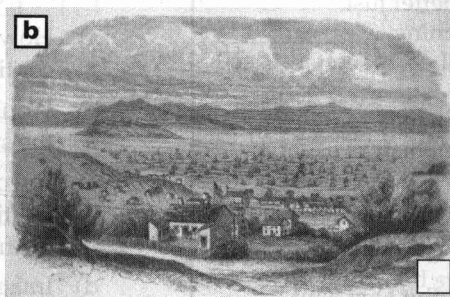
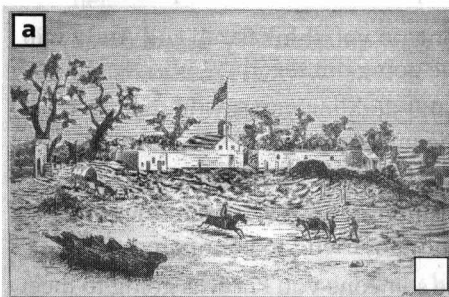
- You are wealthy and have an enormous farm in California, employing hundreds of people. One of them has discovered gold on your property, which has (1) _____. You are passionate about farming and not interested in gold. What are you going to do – ignore the gold rush or get (2) _____?
- You have (3) _____ in your own country, but you know there is no real future in it. You have just read the newspaper story and realise this is your opportunity to (4) _____. However, the journey to California would be expensive and dangerous. Do you take (5) _____ and (6) _____ or do you stay at home?

- Work with a partner. Discuss what you would do in each situation.

While you watch

- You are going to watch the story of one person who faced the decisions in 1 a) above. Match the names with the pictures. Write the number in the box.

1 San Francisco 2 Sutter's Mill 3 A Forty-Niner 4 James Marshall
5 Sutter's Fort 6 James Polk 7 John Sutter



4 Tick (✓) the correct statement and then watch again to check your answers.

- a) 1 Sutter was a Swedish immigrant. ☐
 2 Sutter was a Swiss immigrant. ☐
 b) 1 He came to California in 1829. ☐
 2 He came to California in 1839. ☐
 c) 1 He had 12,000 head of cattle. ☐
 2 He had 20,000 head of cattle. ☐
 d) 1 He welcomed newcomers to California. ☐
 2 He didn't welcome newcomers to California. ☐
 e) 1 James Marshall worked for the President. ☐
 2 James Marshall worked for Sutter. ☐
 f) 1 The discovery of gold was officially announced on December 5, 1848. ☐
 2 The discovery of gold was officially announced on September 6, 1848. ☐
 g) 1 The name 'Forty-Niners' came from the number of people in the first group. ☐
 2 The name 'Forty-Niners' came from the year they started their journey. ☐
 h) 1 Sutter thought the discovery of gold would have serious consequences. ☐
 2 Sutter had no idea the discovery of gold would have such serious consequences. ☐
 i) 1 The Forty-Niners destroyed Sutter's crops and his fort. ☐
 2 The Forty-Niners stole Sutter's crops and moved into his fort. ☐

7 Put the lines of this summary in the correct order. The first one has been done for you.

- ☐ a) a fortune. John Sutter, on whose land gold was discovered, had
 [1] b) The gold rush is the story of thousands of ordinary people willing to take
☐ c) a chance on gold in the hope that they might make
☐ d) a statement in Congress declaring that the discovery was a fact, it created
☐ e) a sensation, and thousands of adventurers poured into California.
☐ f) no idea of the impact gold would have. When President Polk made

► For more work on verb + noun collocations, turn to page 25 in the Student's Book.

8 A business risk has just produced excellent profits and you have earned \$5 million in the modern-day gold rush in Silicon Valley, California.

Prepare a list of eight things you are going to do with your new-found wealth, including ...

- at least one for your own pleasure.
- at least one for a good cause.
- at least one sensible investment.

Explain your decisions to a partner.

9 Imagine you are a Forty-Niner, newly arrived in California. Write a postcard home.

After you watch

5 Work with a partner. Explain the links between the following.

- a) John Sutter – a private empire – disillusion
 b) James Marshall – a sawmill – half a pea
 c) President James Polk – the gold rush – the 'Forty-Niners'

6 Which words would you use to describe:

- a) John Sutter; b) one of the Forty-Niners?

risk-taker	visionary	farmer
opportunist	businessman	dreamer
entrepreneur	conservative	



4

Good health!

Before you watch

- 1 You are going to hear six people answering questions about health and lifestyle. Write questions to match these answers. The first one has been done for you as an example. Then work with a partner and compare ideas.

1 Do you do any sport?

No, none at all – it's far too much like hard work.

2 _____

The best thing to do would be to do gentle exercise for a while and to gradually increase.

3 _____

It tends to be takeaways, fast food, microwave dishes – not very good stuff, really.

4 _____

Oh yes ... and it worked beautifully for a while.

5 _____

It's just a very anti-social habit and I don't want to have anything to do with it.

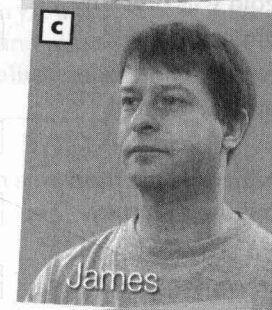
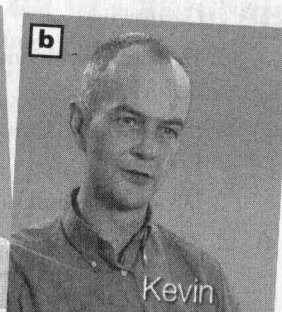
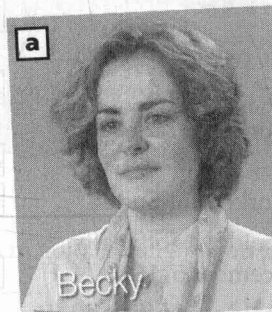
6 _____

Imagine how you taste when someone kisses you.

While you watch

- 2 Watch the whole video and do the following:

- a) note who gave the answers in 1.
b) check whether the questions you wrote in 1 match the answers on the video.



INTERVIEW QUESTIONS 1 AND 2 (00:16:38–00:18:49)

- 3 Watch the video and decide if these statements are true or false.

	True	False
a) Becky does judo and gymnastics and sometimes goes skiing at the weekend.	☐	☐
b) James plays five-a-side football.	☐	☐
c) Kevin thinks doing a sport requires too much effort.	☐	☐
d) John thinks he needs to take up a sport.	☐	☐
e) James is the goal-scorer of his team.	☐	☐
f) Sarah is too busy to do any sport.	☐	☐
g) Becky doesn't think there's any point in trying a sport you don't enjoy.	☐	☐
h) James prefers to exercise alone.	☐	☐
i) John thinks it's best to do short spurts of strenuous exercise.	☐	☐
j) Amanda says if you don't enjoy something, you're not going to keep it up.	☐	☐
k) John says he is an expert on the subject.	☐	☐

INTERVIEW QUESTIONS 3 AND 4

(00:18:50–00:21:27)

4 Work with a partner. Discuss the meaning of the underlined expressions and then ask your partner to answer the questions.

- Do you eat a lot of fruit and vegetables?
- Do you have a sweet tooth?
- Do you try to eat a balanced diet?
- Do you have a good lunch every day?
- Do you think you eat a lot of junk food?
- Have you ever been on a diet that worked?
- Do you find it easy to put on weight?
- Do you find it difficult to put on weight?
- Do you think dieting is bad for you?
- Do you try to stick to a low-fat diet?

5 Watch the video and count how many people can answer 'Yes' to these questions.

INTERVIEW QUESTIONS 5 AND 6

(00:21:28–00:23:53)

6 What did the speakers say? Tick (✓) the correct ending.

- Becky: I think ...
 - it's up to the individual. ☐
 - it's a disgusting habit. ☐
- Kevin: Smoking makes you ...
 - feel good. ☐
 - smelly. ☐
- Amanda: I'm one of those ...
 - people who only smoke at home. ☐
 - horrible reformed smokers. ☐
- John: It affects my ...
 - eyes quite a lot. ☐
 - wife quite a lot. ☐
- James: I smoke about ...
 - forty a day. ☐
 - twenty a day. ☐
- Becky: It's difficult to give advice because ...
 - I don't know how hard it is. ☐
 - I can't give up smoking. ☐

g) Sarah: You should find ...

- someone who can help you. ☐
- a good reason for yourself. ☐

h) John: Bear in mind the effect it has on ...

- other people. ☐
- your bank balance. ☐

i) James: My personal incentive would be ...

- the amount of money it costs me. ☐
- the effect it has on my health. ☐

k) Amanda: Try ...

- hypnosis or acupuncture. ☐
- nicotine patches. ☐

7 Watch the video and check your answers to 6.

After you watch

8 Replace the underlined words and expressions with an expression from the box.

put on	give up	cut down on
take up	keep it up	stick to

- I've tried to stop lots of times.
- I think I need to start doing a sport.
- I find it difficult to continue with my diet – in fact, I'm already starting to gain weight.
- Maybe it would help if I tried to reduce the number of cigarettes I smoke.
- I don't really enjoy the sport I'm doing, so I don't think I'll continue with it.

9 Are any of these sentences true for you? Discuss with a partner.

10 Work in groups. Give your answers to the six questions from the video. Discuss each one, offering opinions and advice.

LANGUAGE TOOLBOX

Have you tried -ing?

You could try -ing.

If you ask me, you should ...

It's important (not) to ...

It's best (not) to ...

It's a good idea to ...

Before you watch

- 1 Put the words in the box into one of the categories below.

people events clothes

speech best man reception outfit
 suit groom waistcoat train
 four-course meal toast bride tails
 priest photographer wedding breakfast
 service honeymoon bridesmaid

- 2 You're going to watch two people talking about weddings they've attended. Look at the answers they gave the interviewer and write the questions.

a) *Whose wedding was it?*

It was the wedding of Andrew and Kyoko. ☐

b) _____ ?

It was in August a few years ago. ☐

c) _____ ?

The sun was trying to come out but it was fairly cloudy. ☐

d) _____ ?

In a little church called St Peter's. ☐

e) _____ ?

The groom wore tails and a waistcoat and the bride wore a long white dress with a train. ☐

f) _____ ?

At a hotel called The Compleat Angler. ☐

g) _____ ?

Salmon, beef, fruit, sorbet, cheese, coffee ... the works. ☐

h) _____ ?

Yes, Janine's father talked about how in marriage you have to give and take, and then the best man got up and gave a wonderful speech. ☐

i) _____ ?

Yes, it was a terrific day. ☐

While you watch

- 3 Watch Penny and Lucas talking about the weddings they went to. As you watch, put a P (Penny) or an L (Lucas) in the boxes in 2 according to who made the statements.

PART 1 (00:24:00-00:28:28)

- 4 Who was who at the wedding Penny went to? Match the pictures with the descriptions in the box.

the bride ☐ the bridesmaid ☐
 the bride's mother ☐ the groom's mother ☐
 the best man ☐ the bride's father ☐
 the groom's grandmother ☐ the groom ☐



- 5 Watch Penny's story again and check your answers to 4.