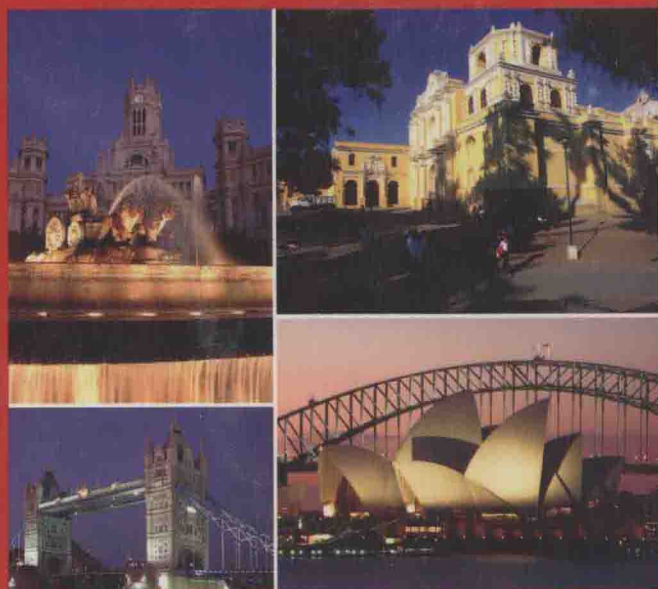


New
Inside Out

流畅英语口语教程 (第二版)

Sue Kay & Vaughan Jones



Upper intermediate
Student's Book

学生用书 第三册

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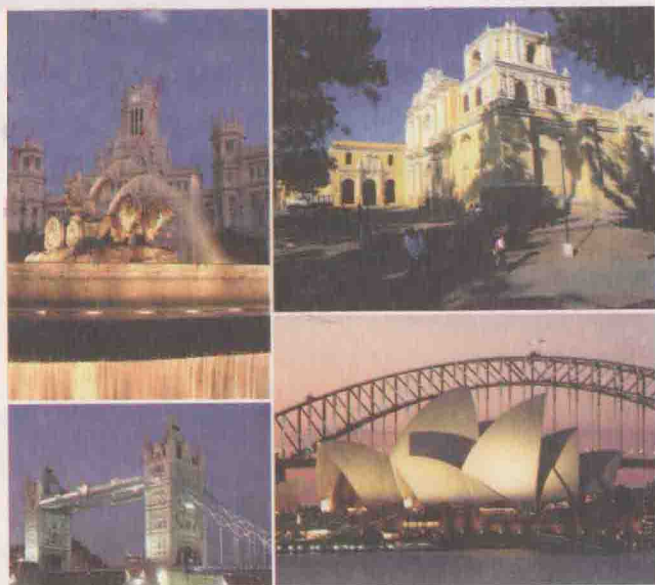
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进入21世纪,我国经济和社会的发展日新月异,对外语人才的要求不断提高。外语教育也随着经济和社会的发展,在教学目标、教学模式、教学手段等方面发生着巨大变化。无论是修订后的《高等学校英语专业英语教学大纲》,还是《大学英语课程教学要求》,都要求培养出来的学生具有较高的英语综合应用能力,并对学生的英语交流能力、尤其是口语交际能力提出了更高的要求。

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 不仅为教师提供了丰富的教学资源, 还为我国教师创建了一个与世界各地教师交流的平台; 网站上的e-lesson每周更新, 可用作教学补充材料。

与第一版相比, 第二版做了如下改进:

1. 替换了在部分学生看来比较私密敏感的话题, 更益于学生开口交流。
2. 增强了对语法、词汇及功能性语句的学习, 更利于学生将语言内化, 流畅交谈。
3. 更新了超过50%的图片和材料, 典型性、适用性、时代性更强。
4. 各板块增加说明性标题, 明确训练项目或技能, 使结构一目了然。
5. 增配了Multi-Rom光盘, 含互动式内容及视频片段, 针对学生用书提供更多练习和复习。
6. 教师用书加强了对文化、语言差异, 语法、词汇知识的介绍和解释; 改用双色印刷, 增加教师使用时的愉悦感。

《流畅英语口语教程》(第二版) 为学生设置了有吸引力的话题、真实的语境、丰富的内容、新颖的课堂活动, 能够充分唤起学生学习英语的兴趣, 使学生通过吸收丰富的语料, 快速提高听说能力, 深入了解各国文化和社会知识, 有效培养他们的英语交际能力。

相信《流畅英语口语教程》(第二版) 的推出, 能在继承和发扬第一版优点的基础上, 为我国英语学习者英语口语能力的提高发挥更大的作用。

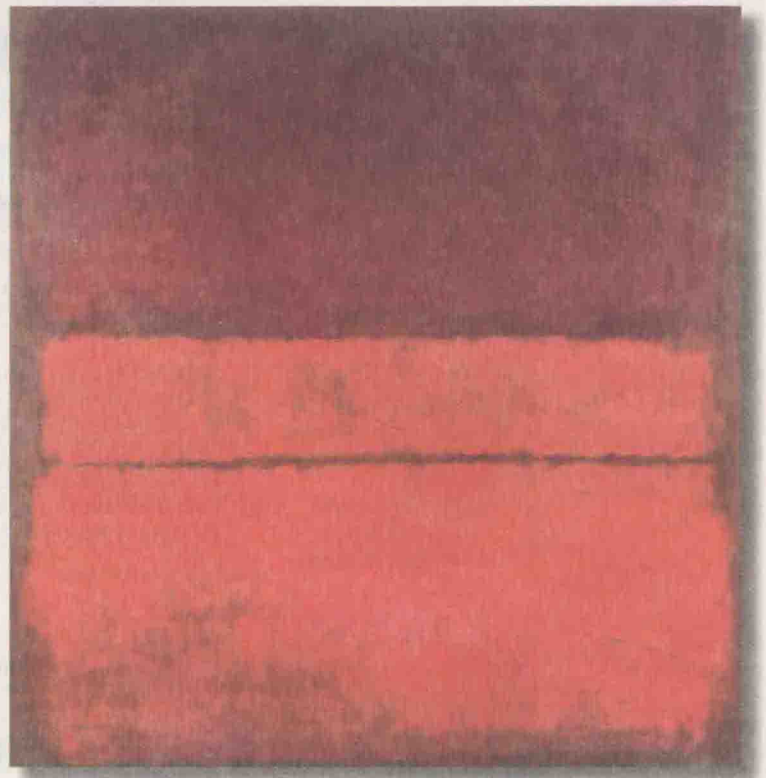
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2012年1月

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Upper intermediate

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MACMILLAN

1 Impressions

Events
Madonna
Self-image
page 4

- S** Famous events
- S** Things in common
- Anecdote:** A person who made a big impression on you
- S** Madonna
- S** People's self-image, clothes
- W** *Extra* Informal letter
- WB W** Writing a short biography

- R** Four people talking about memorable events
- R** Two people meeting in a coffee shop
- R** Image Queen
- R** Four men talking about their self-image
- Useful phrases:** Talking about people's appearance

- G** Tense review. *so* and *neither*. Question tags. Indirect questions
- V** Collocations to do with appearance. Word formation: prefix *re*. Clothes idioms
- P** Intonation in question tags

2 Generations

School exchanges
Relationship with parents
Boyfriends and girlfriends
Home stays
page 14

- S** Ages and stages
- S** School exchanges
- S** Meeting the parents
- S** Home stays
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- R** Vive la différence
- R** Problem parents
- R** Interview with some parents
- R** Interview with a boyfriend
- R** Conversation between boyfriend and girlfriend
- R** Conversation between boyfriend and his girlfriend's parents
- R** An au pair talking about her experience
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- G** Verb patterns (1). Adjective structures
- V** Language learning. Relationships. Describing people. Sayings. Social register
- V** *Extra* Learning about words
- P** Single vowel sounds

3 Gold

The 1849 gold rush
Making money
Treasured possessions
page 24

- S** Spending money
- S** Having money
- S** If you governed your country
- Anecdote:** Your most treasured possession
- W** *Extra* Description
- WB W** Writing a story from pictures

- R** Gold Fever
- R** Sam Brannan: California's first millionaire
- R** Father and daughter discussing money
- R** Where's my car?
- R** Three people discussing money
- R** What price a life?
- R** Three people talking about their most treasured possessions
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- G** Reported speech. Unreal conditionals
- V** *have, make, take* collocations. Metaphor. Money expressions
- P** The schwa /ə/ in sayings about money

Review A

page 34

Pages 34, 35: Grammar / Vocabulary / Pronunciation review

4 Challenge

Expeditions
Charities
Health
Smoking
page 36

- S** Challenging situations
- Anecdote:** A challenge you have faced
- S** Doing things for charity
- S** The future
- S** Health and exercise
- S** Healthy eating
- WB W** Writing an article

- R** Ben Saunders: Polar explorer
- R** Polar bear story
- R** Personal challenges: MoonWalk
- R** Four people talking about exercise
- R** Mary's quit smoking blog
- Useful phrases:** Common ailments: showing sympathy; recommendations and advice

- G** Narrative tenses. Future continuous and perfect
- V** Word formation: prefix *self-*; suffixes *able / ible*. Collocations in a text. Phrasal verbs
- V** *Extra* Phrasal verbs
- P** Sounding sympathetic

5 Ritual

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Habits
Weddings
page 46

- S** Personal rituals
- S** Habits and routines past and present
- S** Marriage and romance
- Anecdote:** A wedding you've been to
- W** *Extra* Article: expressing an opinion
- WB W** Writing a letter of complaint

- R** Mind Games
- R** A woman talking about her father and his car
- R** The King and I
- R** Four people talking about wedding rituals
- R** Four people talking about romance
- Useful phrases:** Annoying habits

- G** *will, would & used to* for present and past habits. Verb patterns (2)
- V** Guessing from context. Collocations. Expressions with *go*. Weddings
- P** Sounding annoyed

6 Eat

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Food
Vegetarianism
Food waste
page 56

- S** Restaurant experiences
- S** Food
- Anecdote:** Your favourite restaurant
- S** Vegetarianism
- W** Using linkers
- S** Food waste
- S** Significant numbers
- WB W** Writing a discursive essay

- R** A man talking about the worst waiter he's encountered
- R** How to do restaurant sign language
- R** Interview with a restaurant critic
- R** Is it time to give up meat?
- R** What's so bad about bottled water?
- R** What a waste
- Useful phrases:** Complaints in a restaurant; food idioms

- G** Present perfect simple and continuous. Passives review
- V** Parts of the body. Body collocations. Food collocations. Guessing from context. Linkers. Numbers
- V** *Extra* Exploring synonyms
- P** Pronouncing numbers

Review B

page 66

Pages 66, 67: Grammar / Vocabulary / Pronunciation review

7 Escape

Holidays
Travel
Character
page 68

- S** Beach holidays
- Ancedote:** A childhood family holiday
- S** Travel experiences
- S** People you meet on holiday
- W** *Extra* travel guide
- WB** **W** Writing a description of a place

- R** Extract from *Notes From A Big Country* by Bill Bryson
- R** Five people talking about their favourite beach
- R** Three people talking about their holidays
- R** Every postcard tells a story
- R** Never again!
- R** Two people talking about holiday romances
- R** Gone fishing
- Useful phrases:** Advice and recommendations

- G** Reporting verbs with or without direct objects. Past modals of obligation. Articles
- V** Beach holidays. Reporting verbs. Word formation: suffixes *ful*, *ish* and *less*
- P** Spoken discourse markers
- P** Pronunciation of *the* in place names

8 Attraction

Descriptions
Cosmetic surgery
Dating
page 78

- S** Beauty
- S** Cosmetic surgery
- S** Dating and relationships
- S** 'The law of attraction'
- Ancedote:** The most positive (or negative) person you know
- WB** **W** Writing a description of a person

- R** Five people say what they think makes a face attractive
- R** Is beauty in the eye of the beholder?
- R** Three people discussing cosmetic surgery
- R** Surgery changed my life
- R** Your dream partner ... in five minutes!
- R** A radio programme about 'The law of attraction'
- Useful phrases:** Body idioms

- G** Passive report structures. *have/get something done*. Unreal conditionals: alternatives to *if*
- V** Appearance and character. Compound adjectives. Word building
- V** *Extra* Metaphor
- P** Word stress: nouns and adjectives

9 Genius

Architecture
Ancient ruins
Art
Inventions
page 88

- S** Buildings and places
- S** Ancient ruins
- Ancedote:** Your favourite historic place
- S** Art and paintings
- S** Inventions
- W** *Extra* Narrative
- WB** **W** Writing a story

- R** Where to go to see a masterpiece
- R** A radio documentary on Stonehenge
- R** A museum guide describing three of Frida Kahlo's paintings
- R** Frida Kahlo
- R** Interview with Trevor Baylis
- R** Dream invention
- Useful phrases:** Explaining how something works

- G** Past modals of deduction. *look, seem, appear*
- V** Describing places. Time expressions. Collocations. Word families
- P** Word stress

Review C

page 98

Pages 98, 99: Grammar / Vocabulary / Pronunciation review

10 Sell

Advertising
The media
Cinema
page 100

- S** Logos and adverts
- S** Celebrities and the media
- S** Product placement in films
- Ancedote:** A blockbuster movie you have seen
- WB** **W** Writing a film review

- R** Bonfire of the Brands
- R** A marketing executive and a head teacher talking about advertising
- R** Commercial Breakdown
- R** Discussion about truth and accuracy in tabloids
- R** Licence to Sell
- Useful phrases:** Using emotive language

- G** Relative clauses. Emphasis (cleft sentences)
- V** *look at* and *see*. Sales and Marketing collocations. Spoken discourse markers. Collocations in a text
- V** *Extra* Collocations
- P** Stress in cleft sentences

11 Student

Education
Future plans
Student life
page 110

- S** Education
- Ancedote:** Your favourite (or least favourite) teacher at school
- S** The future
- S** Student holidays
- S** Telling a dramatic story
- W** *Extra* CV and letter of application for a job
- WB** **W** Writing a letter of application

- R** Look at us now!
- R** Interview with an eighteen-year-old's parents
- R** Interview with an eighteen-year-old about her future
- R** Why students love a journey to hell
- Useful phrases:** Using appropriate language in a job interview

- G** Future forms review. Future time clauses after *when, if ...*
- V** Education. *is likely to, is expected to* Colloquial expressions. Exaggeration
- P** Abbreviations and acronyms

12 Home

Houses
Rooms
Breakfast
page 118

- S** Houses and lifestyles
- S** Rooms
- Ancedote:** Your favourite room
- S** Breakfasts
- WB** **W** Writing a description of a holiday home

- R** The earth shelter and the lighthouse
- R** Describing what a room says about a person
- R** A miner's breakfast: extract from *Sons and Lovers*
- R** Three people describing breakfast from their country
- Useful phrases:** Ways of saying hello and goodbye

- G** Participle clauses. Nouns and quantity expressions
- V** Houses. Collocations. Furnishings. Breakfast food
- V** *Extra* Get it right

Review D

page 126

Pages 126, 127: Grammar / Vocabulary / Pronunciation review

Impressions

Grammar Verb structures. Auxiliaries. Indirect questions

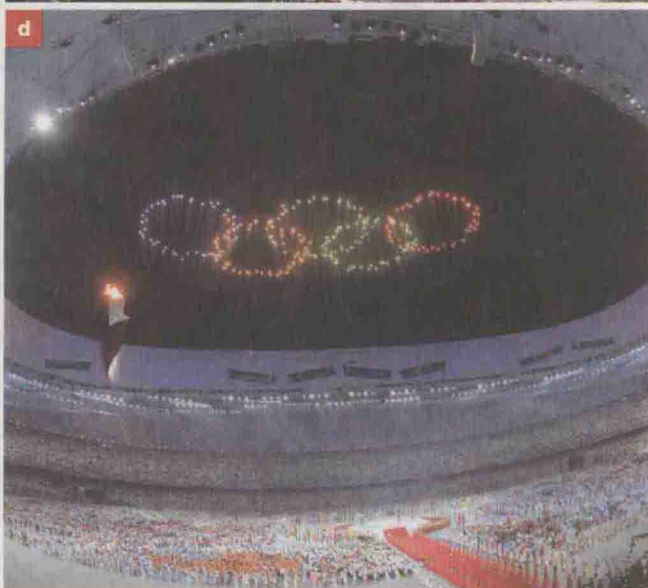
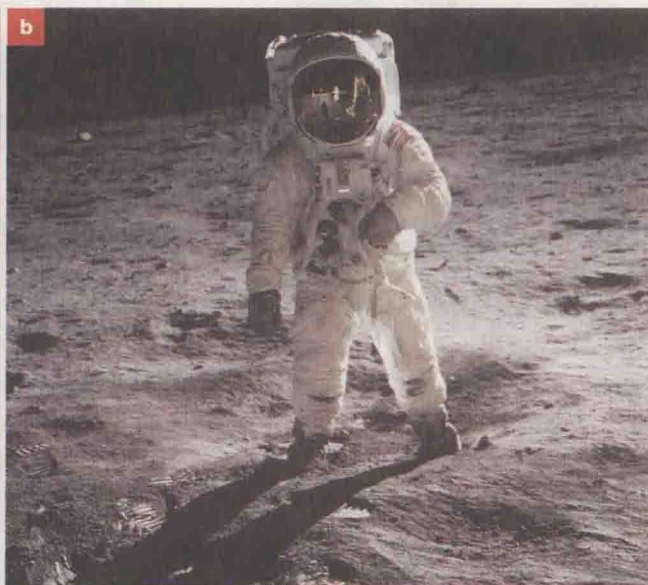
Vocabulary Collocation. Word formation. Clothing

Useful phrases Talking about appearance

Speaking

- 1 Work with a partner. Look at the photos (a–d) and match them with the events in the box.

Beijing Olympics Death of Princess Diana First Moon landing
Millennium celebrations

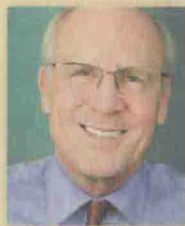


Put the events in the order in which they happened.

- 2 Work with your partner. Write down as much additional information as you can about the events in the photos. Discuss your information with other people in the class. Did any of these events make an impression on you?

Listening & Reading

- 1.01–1.04 Listen and match the speakers, Alec, Belinda, Chris and Dana, with the photos (a–d) on page 4.
- 2 Read and complete what each person said with an appropriate verb structure.



▲ Alec

It made a huge impression on me because, when I was a kid, I always (1 think) *used to think* I hope I (2 live) _____ long enough to see a man on the Moon. So when it (3 happen) _____ – I don't know how old my son was, but I said to him, 'Sit down and watch all of this. This is one of the most momentous things that (4 ever happen) _____ in your life.'



▲ Belinda

What (1 annoy) _____ me is people who think the royal family had something to do with Diana's death. It was a tragic accident. That's what I (2 believe) _____ anyway. I was never a big fan of Diana, but she raised a lot of money for charity, and I (3 think) _____ she was a good mother to those boys. I just hope the press can leave them alone and not hound them as they hounded their mother.



▲ Chris

We (1 stand) _____ really close to the Harbour Bridge. We'd decided to get there early to get a good place, so we (2 wait) _____ since six o'clock in the evening. Then, at midnight, the fireworks (3 explode) _____ across the sky. I (4 never see) _____ anything so spectacular. I (5 feel) _____ proud to be an Australian.



▲ Dana

It was the first time I (1 visit) _____ an Asian country. It was so different. I was amazed at how many people there were. After the Games (2 finish) _____, we (3 do) _____ some sightseeing. The Great Wall was definitely my favourite. It's the most incredible thing I (4 ever see) _____.

Listen again and check.

- 3 Write down three memorable events that have been important ...
 - in your own life.
 - in the history of your country.

Tell a partner about the events you have chosen. Find out as much as you can about the events your partner has chosen.

Grammar

Verb structures

Present/Past simple

I work / I worked

Present/Past continuous

I'm working / I was working

Present/Past perfect simple

I've worked / I'd worked

Present/Past perfect continuous

I've been working / I'd been working

used to/would

I used to work / I'd work

- 1 Underline the most appropriate verb structure.
 - I've been knowing / I've known / I know** Alice since I was a child.
 - I had / I've had / I used to have** breakfast with Ben this morning.
 - I'm talking / I've been talking / I was talking** to Cathy just before the lesson started.
 - I like / I'm liking / I'd like** Dan a lot – he's one of my best friends.
 - I've learnt / I've been learning / I'm learning** English for about the same number of years as Erica.
 - I've gone / I've been / I've been going** out to dinner with Frank lots of times.
 - I've already met / I already met / I'd already met** Gina before I joined this class.
 - I was having / I used to have / I'd have** a friend called Harry, but we've lost touch with each other.
- 2 Choose five sentences from Exercise 1 and change the names to make the sentences true for you. Read your partner's sentences and find out as much as you can about the people they mention.

- 3 **Grammar Extra 1, Part 1** page 132. Read the explanations and do Exercise 1.

Vocabulary

- 1 What do you notice most about a person when you meet them for the first time? Look at the ideas in the box below and discuss with a partner.

clothes eyes face hair handshake
manner smile voice

- 2 'Collocation' refers to the way that words form predictable relationships with other words. Look at the alternative adjectives (a-h) and cross out the adjective which does NOT form a strong collocation with the noun. Use your dictionary if necessary.

- a) designer / ~~brand~~ clothes
b) shiny / bright eyes
c) round / circular face
d) spiky / pointy hair
e) strong / firm handshake
f) charming / fair manner
g) heated / warm smile
h) profound / deep voice

- 3 Match the nouns from Exercise 1 to the adjectives below to make additional strong collocations.

- a) hearty / limp *handshake*
b) expressive / impassive _____
c) fake / forced _____
d) close-set / staring _____
e) sleek / tousled _____
f) husky / shrill _____
g) old-fashioned / scruffy _____
h) abrasive / mild _____

Which of the characteristics described above or in Exercise 2 would you find appealing / unappealing? Tell your partner.



'You never get a second chance to make a first impression.'

Listening



- 1 1.05 Listen to a man and a woman who meet in a New York coffee shop. Answer the questions.

- a) Where are they from?
b) What are they doing in New York?
c) Why does the conversation stop?

- 2 Complete the table with a ✓ or a X. Then listen again and check your answers.

	The man	The woman	
a)	✓	✓	is English.
b)	X	X	is on holiday.
c)			is working in New York.
d)			works for a bank.
e)			likes New York.
f)			has been in New York a long time.
g)			is an artist.
h)			is from London.
i)			was a good student.
j)			left school in 1989.

- 3 Have you ever 'put your foot in it' – accidentally said something that was embarrassing or that annoyed someone? Or have you been with someone when they 'put their foot in it'? Tell your partner.

Auxiliaries (1): so / neither (nor)

I went out last night.

✓ 'So did I.'

✗ 'I didn't.'

I haven't done my homework.

✓ 'Neither have I.'

✗ 'I have.'

Grammar

- 1 Work with a partner. Make ten sentences based on the information in the table on page 6. Use *and so ...*, or *and neither ...*, or *but ...* as appropriate.
a) *The man is English and so is the woman.*
- 2 Use the sentence beginnings to write some sentences which are true for you and which you *believe* are also true for your partner. (Do *not* check with your partner yet.)
a) I was born ... d) I used to ... g) I've never been to ...
b) I'm not used to ... e) I've got ... h) I'd like to ...
c) I'm interested in ... f) I can't ... i) I hardly ever go ...
I was born in the 1980s. / I was born in a hospital. / I was born in this city. / I was born ... etc.
- 3 Work with your partner. Go to the Additional material on page 128.

Grammar & Pronunciation

- 1 Work with your partner. Look at the examples from the conversation on page 6 and match the information in columns A and B to explain the form and use of question tags.

1 *Sorry, but you're English, aren't you?* 2 *It isn't very busy here today, is it?*

A	B
positive statement	asking a real question
negative statement	negative question tag
rising intonation	asking for agreement
falling intonation	positive question tag

- 2 Choose the correct question tag for each statement. Is each question tag more likely to be said with a rising or falling intonation?
a) It's a bit chilly today, *isn't it?* / *is it?*
b) I'm late again, *isn't it?* / *aren't I?*
c) The traffic was dreadful, *isn't it?* / *wasn't it?*
d) You haven't been waiting long, *isn't it?* / *have you?*
e) Nobody's away today, *isn't it?* / *are they?*
f) You don't have Mike Smith's phone number, *isn't it?* / *do you?*

1.06 Listen, check and repeat.

- 3 Grammar Extra 1, Part 2 page 132. Read the explanations and do Exercises 2 and 3.

Speaking: anecdote

You are going to tell your partner about a person who made a big impression on you.

- Ask yourself the questions below.
 - Think about *what* to say and *how* to say it.
 - Tell your partner about the person.
- a) Who was this person? A teacher? A boss? A member of your family? ...
 - b) What was his/her name?
 - c) When and how did you meet him/her?
 - d) How old were you? How old was he/she?
 - e) What were you doing at that time? What was he/she doing?
 - f) How did you get to know him/her?
 - g) Why did he/she make such a big impression?
 - h) What did you learn from him/her?
 - i) What is he/she doing now?
 - j) When was the last time you saw him/her?



Reading

- 1 Work with a partner. What do you know about Madonna? Which of her songs do you know/like/have? What did she look like the last time you saw a photo or a video of her?
- 2 Read the article on page 9. Choose the best summary of the writer's opinion of Madonna.
 - a) Madonna is an exceptionally talented singer, actor and writer.
 - b) Madonna is a talented business woman who's brilliant at selling her image.
 - c) Madonna is too old to wear a leotard, and should retire to the country.
- 3 Read the article again and label the paragraphs with the words in the box.

Controversy Early life ~~Pop icon~~ No plans to retire
Motherhood Reinventing the brand

- 4 Complete the comprehension questions with the words in the box.

controversy criticism date gracefully on raised trademark with

- a) What did she register as a _____?
- b) What does she pride herself _____?
- c) Where was she born and _____?
- d) At school, who did she find it difficult to fit in _____?
- e) What has she produced over her career to _____?
- f) Why did adopting a child attract strong _____?
- g) Why is she described as being no stranger to _____?
- h) Is it likely that she'll soon retire _____?

Answer the questions.

- 5 Who is your favourite female singer / male singer / band? Tell your partner.

Vocabulary

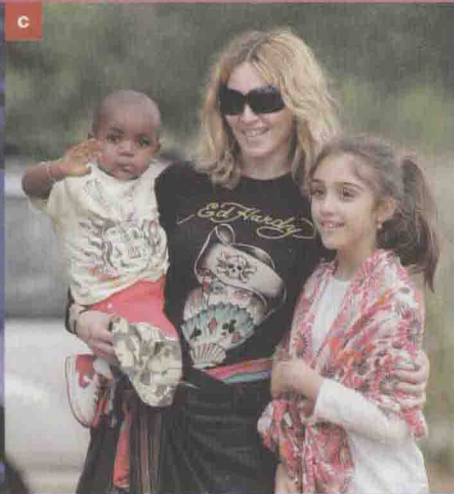
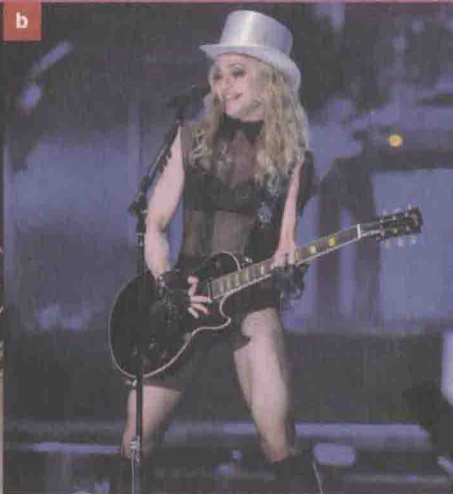
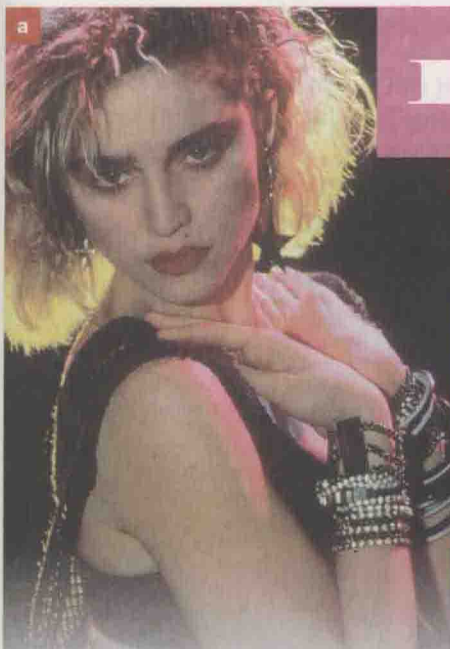
Word formation

re prefix meaning *again*:
used with many verbs, nouns
and adjectives: *rearrange*,
rebuild, *reconsider*, *reconstruct*,
rediscover, *redo*, *redraft*,
re-examine, *reinvent*, *relocate*,
remake, *reorganise*, *repackage*,
reschedule, *rethink*, *reunite*,
reword, *rewrite*

- 1 The article on Madonna talks about her *reinventing* and *repackaging* herself. Cross out the word on each line which does *not* form a new verb with *re*, according to the Word formation panel.
 - a) change / do / invent / package
 - b) arrange / organise / prepare / schedule
 - c) build / construct / erect / make
 - d) consider / contemplate / examine / think
 - e) copy / draft / word / write
 - f) discover / find / locate / unite
- 2 Look up words with the prefix *re* (meaning *again*) in your dictionary. Tick the words you know or can understand easily. Choose three more to learn. Write your own example sentences.



IMAGE QUEEN



a) Pop icon

Her career is older than most of her fans, and some may say that, now in her fifties, it's time she slowed down and left the stage to younger performers. But the truth is that Madonna still puts on an amazing show, and her tours continue to sell out.

She's had more top ten hits than Elvis Presley and is the most successful female recording artist in history. To say that Madonna is a celebrity is an understatement: she's a veritable pop icon.

b) _____

So how did she reach iconic status? The genius of Madonna is in the way she manages her image and markets the global super-brand that is Madonna. It was her genius to realise that marketing was the key to her success as long ago as 1979, which was when she registered 'Madonna' as a trademark.

Madonna has always been a brilliant consolidator of trends, picking up on an existing look and making it her own. Think back on her career. It may not be the songs you remember first, nor the films, nor the videos. It's much more likely that you'll recall her career as a series of images: Madonna in lacy gloves, bare midriff and bangles; Madonna as Marilyn in satin; Madonna as Evita; Madonna as geisha, dominatrix, cowgirl and mystic earth mother. It's no wonder that she's known as the queen of reinvention. In fact, she prides herself on an ever-evolving look, style and sound. She even called one of her world tours the 'Re-invention tour'.

c) _____

But behind all the masks, who is the real Madonna? Madonna Louise Veronica Ciccone was born in 1958 in Michigan and raised in the suburbs of Detroit, the third of six children. Her mother died when she was six. At school, she was bullied because she was different. In an interview for *Vanity Fair*, she explains: 'I didn't fit in with the popular group. I wasn't a hippie or a stoner, so I ended up being the weirdo. I was interested in classical ballet and music,

and the kids were quite mean if you were different. I was one of those people that people were mean to.'

Madonna later hitchhiked to New York with \$35 in her pocket, where a short struggle was followed by a swift ascent to stardom. She began to bleach her dark hair, and the 'material girl' was born – she had her first mainstream pop success with *Holiday* in 1984 and has never looked back. Over her career to date, she has produced an impressive catalogue of albums, world tours, videos, feature films, documentaries and books.

d) _____

Meanwhile, her personal life has not stood still. She had her first child, Lourdes, with fitness trainer Carlos Leon in 1996. Four years later she had met and married British film director Guy Ritchie and had a son, Rocco. The couple adopted a third child, David Banda, from Malawi, attracting criticism from some people who felt that Madonna had used her wealth and fame to fast-track the adoption. Madonna and Guy divorced in 2008.

e) _____

Both on and off stage, Madonna is no stranger to controversy: over the years, she has shocked people with her choice of clothes, song titles, religious imagery and, at the MTV music awards in 2003, a lingering kiss with Britney Spears. The Queen of Pop is well aware of the importance of keeping her name in the headlines and, ever the marketing genius, she knows exactly how to do it.

f) _____

But she isn't ready to relinquish her share of the limelight yet. At an age when many wealthy pop stars would opt to retire gracefully to their country residence, put on a few kilos and give the young ones a chance, Madonna comes back again and again, repackaged, new and improved. In her own words: 'I want more, more, more. I'm not stepping down, I'm stepping up career-wise. There's no exit plan.'

Glossary

trend noun [C]: direction in fashion
mask noun [C]: cover to disguise your face
bullied adj: frightened by older or stronger children
weirdo noun [C]: strange person
mean adj: cruel or unkind

swift adj: quick
fast-track verb [T]: make sth happen quickly
relinquish verb [T]: give sth up
limelight noun [U]: public attention

Listening

1 Look at the photos and answer the questions.

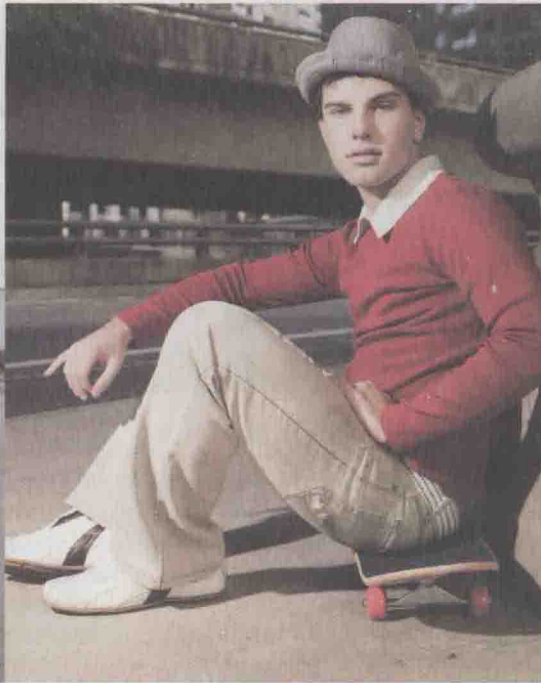
- How would you describe the image each man is trying to achieve: cool, professional, trendy, casual, sporty, etc?
- What kind of image do you find most/least appealing?
- Do you think men are more image-conscious these days than in the past?



▲ Charles



▲ Rick



▲ Adam



▲ Matt

2 1.07-1.10 Listen to the way each man describes his personal style to a journalist. In what order does the journalist speak to the men?

- Charles
- Rick
- Adam
- Matt

Tick the words in the box that best describe the journalist's attitude towards the four men.

angry apprehensive friendly frustrated nervous polite respectful rude

3 Work with a partner. Answer the questions about the four men in Exercise 2.

- Who never dresses up to go out?
- Who couldn't live without his trainers?
- Who wants people to notice his clothes?
- Who bought something pink recently?
- Who just wears clothes he feels comfortable in?
- Who hasn't changed his style for years?
- Who thinks it's important to make a good impression?
- Who likes his jeans and T-shirts to be clean and neat?

Listen again and check your answers.

Try to answer the same questions with the names of men you know. Tell your partner about the men you have noted down.

Grammar & Speaking

- 1 The journalist on page 10 used indirect questions to interview the four men. Complete the table by writing some of the questions she asked. Check the Recordings on page 144 if necessary.

Direct questions	Indirect questions
a) What image are you trying to achieve?	→ Could you tell me what <i>image you're trying to achieve</i> ?
b) Are you aware of fashion?	→ Do you think that _____?
c) What do you wear to go out in the evening?	→ Do you mind telling me what _____?
d) What do your clothes say about you?	→ I'd like to know what _____.
e) Do you care about your image?	→ Would you say that _____?
f) Does your appearance affect your life?	→ I'd like to know whether _____.
g) What was the last thing you bought?	→ Do you know what _____?

1.11 Listen, check and repeat the indirect questions.

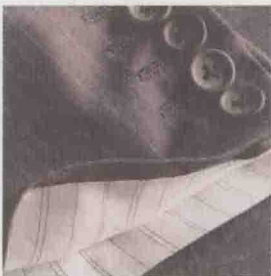
- 2 Work with a partner. What are the main differences between direct and indirect questions? Discuss the following.

a) word order b) *do / does / did* c) *if / whether* d) formality

- 3 Complete these indirect questions. Then ask your partner.

- a) Where is the cheapest clothes shop in town? *Do you know ...?*
 b) Are cheap clothes good value for money? *Do you think ...?*
 c) Where is the best place to buy jeans? *Where do you think ...?*
 d) Have you ever sewn a button on a shirt? *I'd like to know ...*
 e) How much money would you spend on a leather jacket? *Do you mind telling me ...?*
 f) How many pairs of trainers have you got? *Could you tell me ...?*
 g) Do clothes and fashion matter to you? *Would you say ...?*

Use the indirect question beginnings to write three more questions to ask your partner.



Vocabulary

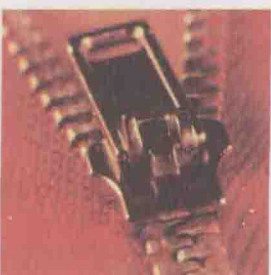
- 1 Work with your partner. Note down items of clothing that have the following parts or accessories. Use your dictionary if necessary.

- a) a belt: *trousers, a skirt, a dress, a coat ...* e) cuffs
 b) a buckle f) a hem
 c) buttons g) sleeves
 d) a collar h) a zip




- 2 Choose the correct alternative to complete these common idiomatic expressions. Discuss with your partner and use a dictionary if necessary. Which expressions are similar to ones in your language?

- a) Tom is very funny. He's always coming out with amusing **off-the-cuff** / **off-the-sleeve** remarks.
 b) Richard is very lazy. He needs to **belt down** / **buckle down** soon if he wants to do anything with his life.
 c) Julie is very clever. She's **as bright as a button** / **as bright as a zip** and always comes top in exams.
 d) Ann is very boring. She always **belts** / **collars** me at parties so I have to listen to all her problems.
 e) Harry is very careful. He knows how to **tighten his belt** / **tighten his buttons** when he hasn't got much money.
 f) Zoë is very open. She wears her heart **on her hem** / **on her sleeve** so you always know what she's feeling.

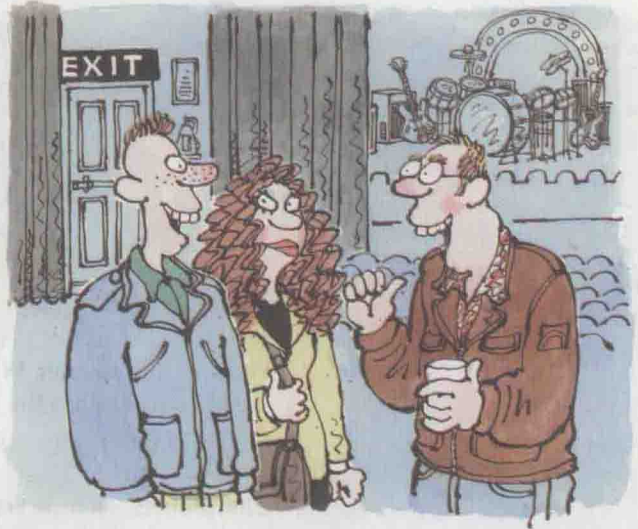


Which descriptions could you use to describe people you know? Tell your partner.

Useful phrases

1  1.12 Listen to the conversation and answer the questions.

- Where are Rose, Ian and Mike?
- What are the relationships between them?
- Who does Mike meet at the bar?



2 Match the useful phrases (a-f) used in the conversation with their function (1-6).

- | | |
|-------------------------------|---|
| a) Calm down. | 1 I'm going to tell you something surprising. |
| b) You're so annoying. | 2 I think you're angry. |
| c) You're so easy to wind up. | 3 You make me angry. |
| d) It can't be her. | 4 I'd like you to continue speaking. |
| e) You'll never guess ... | 5 I'm sure it isn't her. |
| f) You were saying. | 6 I think you believe things too easily. |

Who said the useful phrases (a-f)? Write *Rose*, *Ian* or *Mike* next to each expression. Listen again and check.

3 Work with a partner. Complete more useful phrases (a-j) from the conversation to talk about people's appearance. Use the phrases in the box.

a very changed so in the look anything looking woman no resemblance
spitting image that smile ~~that woman~~ the same

- | | |
|---|---|
| a) Look at <i>that woman</i> over there. | g) She's got ____ distinctive smile. |
| b) The one ____ white jacket? | h) That woman bears absolutely ____ to Gwyneth Paltrow. |
| c) She's the ____ of Gwyneth Paltrow. | i) I saw this amazing-____ walking towards me. |
| d) She doesn't ____ like Gwyneth Paltrow. | j) I didn't recognise her. She's ____ much. |
| e) She's got ____ hair. | |
| f) I'd recognise ____ anywhere. | |

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word in brackets.

- I look exactly like my father. → I'm *the spitting image of him*. (image)
- Our eyes are identical. → We've _____. (same)
- His way of walking is unusual. → He has _____. (distinctive)
- I look very different from my mother. → I don't look _____. (like)
- She looks completely different from the rest of the family. → She bears _____. (resemblance)
- She was an extremely attractive woman when she was younger. → She _____. (amazing-)

Change the sentences to make them true for you and your family.