



speakout **2ND** EDITION










Advanced Students' Book

with DVD-ROM

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 1 ORIGINS page 7  BBC interviews How has your family influenced you?							
1.1	What's in a name? page 8	the continuous aspect	phrases with <i>name</i>	unstressed auxiliary verbs	read an article about names	talk about names	write a personal profile
1.2	What are you like? page 11	describing habits	personality; idioms for people	stressed/unstressed <i>will/would</i>	read a questionnaire about language learning	listen to a radio programme about a personality test	discuss the results of a personality test
1.3	Picture perfect page 14	speculating	images	connected speech: linking, elision	read about photographic portraits	listen to a discussion about photographic portraits	speculate about people based on their portraits
1.4	Francesco's Venice page 16				 Francesco's Venice: watch a BBC documentary about Venice	describe a treasured possession	write a description of an object
UNIT 2 OPINION page 19  BBC interviews What is the best or worst advice you've been given?							
2.1	Words of wisdom? page 20	hypothetical conditional: past	learning and experience; metaphors	double contractions	read an article about good and bad advice	talk about words of wisdom	
2.2	Changing your mind page 23	verb patterns	collocations: opinions	word stress	read an essay about homelessness	listen to a radio programme about a living library event	write a discursive essay
2.3	Who do you trust? page 26	introducing opinions	idioms of opinion	intonation for emphasis	read an article about the most and least trusted professions	listen to a discussion about trustworthiness	discuss dilemmas at work
2.4	Chess master page 28				 The Young Chess Master: watch a BBC programme about a young chess prodigy	take part in a panel discussion	write a summary
UNIT 3 PLACES page 31  BBC interviews What is your favourite place?							
3.1	Lonely planet page 32	noun phrases	landscapes	word stress: compound nouns/ adjectives	read three texts about memorable holiday moments; read a city guide	describe a holiday memory	write a guidebook entry
3.2	Home from home page 35	relative clauses	-y adjectives; prefixes	long/short vowels	read about a famous hotel	listen to an account of homes around the world	talk about an 'alternative' home
3.3	Welcome to perfect city page 38	making a proposal	city life	shifting stress: suffixes	read an article about solutions to urban problems	listen to a proposal for a city improvement scheme	make a proposal
3.4	London page 40				 One day in London: watch a BBC programme about London	present a documentary proposal	write a proposal for a documentary
UNIT 4 JUSTICE page 43  BBC interviews What legal or social issues concern you?							
4.1	Fight for justice page 44	introductory <i>it</i>	crime collocations; lexical chunks	pauses and chunking	read an article about a miscarriage of justice	talk about criminal justice	
4.2	Social issues page 47	the perfect aspect	social issues	stress patterns		listen to people describe someone they admire	discuss social issues
4.3	Do the right thing page 50	expressing hypothetical preferences	decisions	intonation: adding emphasis	read about a real-life hero	listen to a discussion about witnessing a crime	discuss moral dilemmas
4.4	The con artist page 52				 The Con Artist: watch a BBC programme about a con artist	recount a crime story	write a short article
UNIT 5 SECRETS page 55  BBC interviews Are you good at keeping secrets?							
5.1	Family secrets page 56	modal verbs and related phrases	idioms: secrets	connected speech: elision	read a true story	listen to a radio programme about secrets	talk about secrets
5.2	Truth or myth? page 59	the passive	truth or myth; multi-word verbs	stress: multi-word verbs	read about everyday myths		debunk a myth
5.3	Tell me no lies page 62	making a point	journalism	intonation: appropriacy	read about investigative journalism	listen to a conversation about WikiLeaks	discuss freedom of information
5.4	Secret Island page 64				 New York's Abandoned Island: watch a BBC programme about a secret island	talk about secret places in your city	write a secrets guide
DVD-ROM:  DVD CLIPS AND SCRIPTS  BBC INTERVIEWS AND SCRIPTS  CLASS AUDIO AND SCRIPTS							

LESSON		GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 6 TRENDS page 67  BBC interviews Do you follow trends in music and fashion?								
6.1	Future gazing page 68	future forms	predictions	connected speech: auxiliary verbs	read about the far future		evaluate future inventions	
6.2	A global language? page 71	concession clauses	language	intonation: concession clauses	read about a radio programme	listen to a programme about global English	discuss trends in language learning	complete a report
6.3	Trendsetters page 74	describing cause and effect	trends	connected speech: swallowed sounds	read about how trends spread	listen to descriptions of how trends started	describe changes in your country	
6.4	Tech Trends page 76					 Technology Trends: watch an extract from a programme about technology trends	decide which trends to fund	write about a trend
UNIT 7 FREEDOM page 79  BBC interviews What makes you feel free?								
7.1	The great escape page 80	cleft sentences	collocations	word stress: suffixes	read an article about a man who disappeared		talk about an escape plan	
7.2	Switching off page 83	participle clauses	idioms: relaxing	word stress: idioms	read a promotional leaflet	listen to people describing how they relax	discuss ways to escape your routine	write a promotional leaflet
7.3	Free to make mistakes page 86	exchanging opinions	risk	polite tone	read an article about safety and risk	listen to a discussion about whether children are over-protected	talk about personal choice	
7.4	Gandhi: The Road to Freedom page 88					 Gandhi: Watch a BBC documentary about Mohandas Gandhi	talk about freedom	write about what freedom means to you
UNIT 8 TIME page 91  BBC interviews What is the best time of life?								
8.1	History in a box page 92	future in the past	time expressions; proverbs	rhythm: proverbs	read about time capsules		choose objects that represent you	
8.2	I remember ... page 95	ellipsis and substitution	memories	connected speech	read a personal story	listen to a programme about memory and smell	talk about memories	write a personal story
8.3	Time savers page 98	discussing ideas	collocations with <i>time</i>	word stress: phrases	read time-saving tips	listen to an interview about time management	discuss ways to save time	
8.4	What is time? page 100					 Wonders of the Universe: watch an extract from a BBC documentary about the role of time in the creation of the universe	talk about a turning point in your life	write about a major decision in your life
UNIT 9 INSPIRATION page 103  BBC interviews Do you do anything creative in your life?								
9.1	Icons page 104	tenses for unreal situations	adjectives: the arts	irregular spellings	read about living statues		choose sculptures to suit clients' needs	
9.2	Feeling inspired page 107	adverbials	ideas	pronunciation: 'o'		listen to people talking about where they get their ideas	talk about boosting creativity	write a review
9.3	Love it or hate it page 110	ranting/raving	express yourself	positive/negative intonation	read a website extract	listen to rants/raves	rant or rave	
9.4	The Philanthropist page 112					 The Vegetable Seller: watch an extract from a programme about an unusual philanthropist	nominate someone for an award	write about an inspirational person
UNIT 10 HORIZONS page 115  BBC interviews What are your goals in life?								
10.1	On the road page 116	inversion	collocations	stress/unstress	read about an epic car journey		plan your dream adventure	
10.2	Dreams come true? page 119	comparative structures	ambition	intonation: emphasis; rhythm	read an essay about celebrity	listen to an author reading from his memoir	talk about real-life success stories	write a 'for and against' essay
10.3	Making a plan page 122	negotiating	negotiation	polite intonation	read tips for negotiating	listen to a talk about stages in a negotiation	negotiate a plan for a film festival	
10.4	Wildest Dreams page 124					 Wildest Dreams: watch a BBC programme about budding wildlife film-makers	present ideas about a dream job	write about your dream job
IRREGULAR VERBS page 127		LANGUAGE BANK page 128		VOCABULARY BANK page 148		COMMUNICATION BANK page 158		AUDIO SCRIPTS page 165

PARTS OF SPEECH

1 A Complete the text with the words/phrases in the box.

according to forget changed
remembering Interestingly
It's being suggested the
get hold of might on

Has Google made us stupid?

The rise of Google and other search engines has ¹ _____ the way we remember information, ² _____ to research. Because we now have access to all ³ _____ information we could possibly want at the touch of a button, we no longer need to store so much information in our heads. ⁴ _____ that this is actually changing the way our brains store and recall information. We're quite likely ⁵ _____ information which we believe we can find online and more likely to remember something which we ⁶ _____ not be able to access on the internet. We are now better at remembering where we can ⁷ _____ the information than we are at ⁸ _____ the information itself. ⁹ _____, the brain is a malleable organ, which changes according to our circumstances. So, it's not just Google that can change the way we remember things. We have always looked to 'experts' to remember things for us. And even in more informal ways, long-term couples also learn to rely ¹⁰ _____ each other for remembering information. Now, where did I put my keys?

B Match the words in the box above with parts of speech 1–10.

- 1 present participle
- 2 past participle
- 3 infinitive with to
- 4 adverb
- 5 definite article
- 6 multi-word verb
- 7 modal verb
- 8 passive
- 9 gerund
- 10 dependent preposition

ERROR CORRECTION

2 A Correct the mistakes. There is one mistake in each sentence.

- 1 One of the most interesting of things about my job is the people I meet.
- 2 I haven't seen my parents since five years.
- 3 I studied geography at university so I'm knowing a lot about different countries.
- 4 I haven't told nobody about my hobby.
- 5 Its difficult to find work these days.
- 6 I've been to Spain many times in last few years.
- 7 Do you think it's enough warm for me to go without a coat?
- 8 I adore to live by the sea.

B Find one example of each mistake in sentences 1–8 above.

- a) incorrect tense
- b) incorrect word order
- c) incorrect pronoun
- d) incorrect preposition
- e) incorrect punctuation
- f) incorrect verb pattern
- g) missing word
- h) extra word

C Rewrite three of the sentences to make them true for you. Compare your sentences in pairs.

PRONUNCIATION

3 A Work in pairs. Which underlined sound is the odd one out?

- 1 fierce seek hear
- 2 bought house cow
- 3 sail blame aware
- 4 calm bear heart

B **L.1** Listen and check.

C **L.2** Listen and tick the words you hear. Then read the pairs of words aloud.

- 1 badge batch
- 2 thistle this'll
- 3 of off
- 4 vision fission
- 5 rise rice
- 6 pig pick

MULTI-WORD VERBS

4 A Read the definitions. Complete the multi-word verbs with the words in the box.

look work get watch
hold carry make come

- 1 communicate your message clearly
- 2 meet/find by chance
1 _____
2 _____
- 3 search for information, e.g. in a dictionary
- 4 invent, e.g. a story
3 _____
4 _____
- 5 continue
- 6 wait
5 _____
6 _____
- 7 be careful
- 8 calculate something
7 _____
8 _____

B Work in pairs. What should you do when you hear a new multi-word verb? Write advice using some of the multi-word verbs above.

When you come across a new multi-word verb ...

REGISTER

5 Read sentences a)–f). Answer questions 1–3 for each sentence.

- a) All guests must be signed in by a member.
- b) A bunch of people turned up at his place well after midnight.
- c) The committee reached an affirmative decision with regard to termination of his contract.
- d) Are you gonna be at the game on Saturday?
- e) Great food, this.
- f) Payment shall be subject to the fulfilment of clause 5.3.

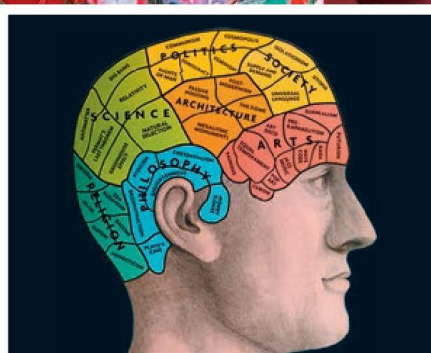
- 1 Is the sentence formal or informal? How do you know?
- 2 Where might you see/hear it?
- 3 Can you rephrase the sentence to change the register?



origins



WHAT'S IN A NAME? p8



WHAT ARE YOU LIKE? p11



PICTURE PERFECT p14



FRANCESCO'S VENICE p16

SPEAKING

1.1 Talk about names 1.2 Discuss the results of a personality test 1.3 Speculate about people based on their portraits 1.4 Describe a treasured possession

LISTENING

1.2 Listen to a radio programme about a personality test 1.3 Listen to a discussion about photographic portraits 1.4 Watch a BBC documentary about Venice

READING


1.1 Read an article about names 1.2 Read a questionnaire about language learning

WRITING

1.1 Write a personal profile 1.4 Write a description of an object

BBC

INTERVIEWS

 How has your family influenced you?



SPEAKING

- 1** Work in groups. Check you know everyone's name. Discuss the questions.
 - 1 Do you think your name is difficult to pronounce for foreigners? Why/Why not? Is it an international name or is it mainly used in your country?
 - 2 Do you have any nicknames? How did you get them?

VOCABULARY

PHRASES WITH NAME

- 2 A** Choose the correct words to complete the expressions in bold. Compare your answers with other students.
 - 1 I was **named after/to** my great-grandmother. She was also called Linda.
 - 2 I'm from a famous family and it's not easy to **live on/up to my name**.
 - 3 I worked hard for twenty years and **did/made a name for myself** in film.
 - 4 He used to be **a household/celebrity name** but he's not famous anymore.
 - 5 I **threw/put my name forward** for class president.
 - 6 Even though she was innocent, it took her years to **clear/clean her name**.
 - 7 She addressed all her employees **by/for name**.
 - 8 He was a king **in/through name only**. He had no power.
 - 9 My **surname** is Jones; my **middle name** is Wheatley; and my **given/main name** is Stephen.
 - 10 My **maiden/born name** is Smith but my **married name** is Edelstein.

B Work in pairs and answer the questions. Which of the collocations:

- a) are on your passport/identity document?
- b) might change in your lifetime?
- c) are related to reputation?
- d) means 'using their names'?
- e) means 'volunteered'?
- f) means 'famous'?
- g) means 'it's only a title'?
- h) is in honour of someone else?

C Work in pairs. Think of someone who:

- is a household name.
- had to clear their name.
- has made a name for him/herself recently.
- has to live up to his/her name.
- used to be a big name.
- is so famous that they're known by their given name.



READING

- 3 A** Work in pairs and discuss the questions.

- 1 What do you think are the world's most common given names?
- 2 What are the most common family names in your country?
- 3 Why do you think people change their names?

B Read the article and complete the sentence.

The main idea of the text is that ...

C Answer the questions.

- 1 According to the article, is it only celebrities who choose strange names for their children?
- 2 What do the results of Mehrabian's research show?
- 3 According to the study in paragraph 6, how might your name affect your chances of getting a job?
- 4 In Satran's opinion, what influences the way people name their children?

- 4 A** Work in pairs and discuss the questions.

- 1 Do you agree with Mehrabian that 'Names generate impressions'?
- 2 Do you agree with Satran that 'Celebrity culture and ethnic diversity have made people much more eager to look for a wide range of names of their own'?
- 3 Why do you think certain names are associated with success?
- 4 The research for this article was done in the USA. Do you think the results would be the same if the research was done in your country?

B The article contains several colloquial expressions. What do you think words/phrases 1–7 mean? Use a dictionary to help you if necessary.

- 1 going in for (paragraph 1)
- 2 increasingly outlandish (paragraph 2)
- 3 reach the top of the tree (paragraph 5)
- 4 career-wise (paragraph 5)
- 5 cut and dried (paragraph 6)
- 6 call-backs (paragraph 6)
- 7 for the likes of (paragraph 7)

Approximately 130 million babies are born each year, and under normal circumstances, they all get a name within days of their birth. The most common given name is thought to be Mohamed (it can be spelt in different ways). And the most unusual? Well, take your pick. British model Jordan called her daughter Princess Tiaamii; Jermaine Jackson (Michael Jackson's brother) named his son Jermajesty; and actor-director Sylvester Stallone called his son Sage Moonblood. But it isn't just celebrities who are going in for strange-sounding names.

'My pupils have increasingly outlandish names,' says one secondary school teacher from London. She cites 'poorly spelt names' such as Amba, Jordan, Charlee and Moniqua, and what she calls 'absurd names' like Shaliqua and Sharday. How will such names affect her students when they go out to get a job? 'I think it's a serious disadvantage,' she says.

Albert Mehrabian, professor emeritus of psychology at the University of California, agrees with her. 'Names generate impressions, just like a person's appearance

can generate a positive or negative impression,' he says. 'But names also have an impact when you're not physically present, such as when you send in a CV.'

Mehrabian researched people's instinctive reactions to hundreds of first names. It's striking how many positive associations some names carry, and how negative the connotations of others turn out to be – particularly when it comes to linking names with 'success', which Mehrabian takes to include ambition, intelligence, confidence and other attributes.

So what kind of name does it take to reach the top of the tree, career-wise? Based on research in the USA, Mehrabian says that Alexander scores 100 percent for 'success'. William gets 99 percent and John 98 percent. For the girls, Jacqueline rates very highly, as do Diana, Danielle and Catherine, although Katherine with a k does slightly better than Catherine with a c.

But can the impact of a first name really be that cut and dried? Pamela Satran, co-author of eight baby-naming books, is less convinced that the power of a name can be quantified. 'There isn't

that much hard evidence that's absolutely conclusive,' says Satran. She recalls one American study where researchers submitted identical CVs to a number of employers. The given name on half of the CVs was Lashanda, 'seen as a stereotypical African-American name,' says Satran. The name on the other half was Lauren – seen as much more white and middle class. In one study, the name Lauren got five times more call-backs than Lashanda, says Satran. But in another study the rate was similar for both names. 'I've seen similarly conflicting studies,' Satran adds.

Satran also believes that people's attitudes towards names are changing. She says, 'Celebrity culture and ethnic diversity have made people much more eager to look for a wide range of names of their own. The thinking is: if you have a special name, that makes you a special person.' Let's hope so for the likes of a certain individual born in 1990 in Java; this young man is named Batman bin Suparman, a name that went viral and spawned a Facebook fan page that now has over 11,000 followers.

GRAMMAR

THE CONTINUOUS ASPECT

5 A Check what you know. Why is the continuous form used in these sentences?

- 1 These days it's getting easier and easier to change your name.
- 2 She's always talking as if she's a household name, but she's only been on TV once!
- 3 I'm considering naming my dog after my hero: Che Guevara.
- 4 The author of the book has been trying to think of a good name for it for months.
- 5 My partner was reading a book about babies' names when I got home.
- 6 I was hoping to borrow your car, if that's OK.

B Check your answers. Match uses a)–f) with sentences 1–6 above.

- a) to describe a background action that was in progress when another (shorter) action happened 5
- b) to talk about something that's incomplete, temporary, or still in progress (often emphasising the length of time)
- c) to talk about situations that are in the process of changing
- d) to emphasise repeated actions (that may be annoying)
- e) for plans that may not be definite
- f) to sound tentative and less direct when we make proposals, inquiries, suggestions, etc.

6 A Which underlined verbs would be better in the continuous form? Why? Change them as necessary.

- 1 John's not in the office. He might have lunch.
be having (The action is still in progress.)
- 2 I'm fed up. We've waited for an hour!
- 3 She owns a small house by the river.
- 4 Can you be quiet? I try to work.
- 5 The letter arrived today. She had expected the news since Monday.
- 6 That chicken dish tasted great.
- 7 Who do these keys belong to?
- 8 By next September, we will have lived here for twenty-five years.
- 9 I work on a project at the moment.
- 10 My partner made dinner when I got home so I helped.

B ▷ 1.1 Listen and check your answers.

C ▷ 1.2 UNSTRESSED AUXILIARY VERBS Listen to some of the sentences in Exercise 6A. How are the auxiliary verbs *was*, *have*, *been*, etc. pronounced in the continuous form? Listen again and repeat the sentences.

7 Complete the sentences to make them true for you. Make the verbs negative if necessary.

- 1 I work .../I've been working ...
- 2 I study .../At the moment I'm studying ...
- 3 I usually write .../I've been writing ...

WRITING

A PERSONAL PROFILE; LEARN TO PLAN YOUR WRITING

8 A Read the personal profile. Where do you think it will appear?



Mira Kaya

About me

I'm half-Turkish, half-British. I was born in Istanbul, but I live in London. I'm the author of over a dozen children's books and several plays that have been produced in the UK, France, Turkey, Germany and other countries.

For six years I was a teacher at a school in North London, where I worked extensively with children with learning difficulties. This led to my first publication, a picture book called *Bobby Blue's Big Day*. The story was later made into a short film. Other books followed, including *Night Owl* and the *Rooftop Ringleaders* series, for which I was nominated for several awards.

Besides writing, my passion is cycling. I hit the road whenever I have a spare moment (there aren't many), and can be found wheezing up hills outside London in bright yellow spandex most Saturdays. My other passion is my two wonderful children: Gulay and Baha, who are the first editors for every story I write. My second editor is my husband Martin. We've been married for ten years.

B Read the guidelines for writing a personal profile. To what extent does Mira Kaya's profile follow them?

- 1 Share positive things.
- 2 Keep it short: condense rather than use very long sentences.
- 3 Choose specific details and examples, not generalisations.
- 4 Don't lie, boast or exaggerate.
- 5 Keep it informal and friendly.

9 A Which information in the box would you include in a profile for:

- a blog/a social networking site?
- a networking site for professionals/a job application?

where you're from family information
likes/dislikes hobbies talents and skills
education/grades/qualifications goals and plans
favourite music/food
religious or spiritual beliefs address
pet peeves groups you belong to
job trips and unusual experiences
professional achievements

B What information from the box above would you leave out?

speakout TIP

Think of writing as a conversation. Always remember your audience. Who will read your writing? What do they expect (think about content, length, tone and formality)? What do they know about the topic?

10 A Look at the outline of a profile for a personal website. Is there any information that is NOT suitable?

Introduction:	name & where I'm from
Interests:	love children, music, dance
Skills:	play guitar & piano, drawing, costume-making
Qualifications:	3 'A' Levels: Geography, History, English; Bachelor's: Geography
Family:	husband & daughter

B Discuss. Which of the following things do you do when you write? What does it depend on?

- 1 Brainstorm ideas.
- 2 Write notes.
- 3 Write an outline.
- 4 Discuss your ideas with someone before writing.
- 5 Visualise your readers and imagine how they will react to your writing.
- 6 Write the first draft quickly and roughly.

11 Write a personal profile as part of a class profile. Follow stages 1–4 below.

- 1 Think about your audience and what you need to include. Make notes.
- 2 Write an outline for your profile.
- 3 Write your profile (150–200 words). Check it and make any corrections.
- 4 Share your profile with other students. What common features are there in your class, e.g. professions, hobbies, where you're from, etc.?

Are you a good language learner?

1 I'm always watching videos or reading articles in English and that helps me a lot.
 Gwen_H

2 I'm quite analytical, so I have a tendency to focus on the grammar and on being accurate.
 grammargeek

3 I'm always looking for opportunities to use and learn the language outside class. I just need to keep practising.
 Claudio96

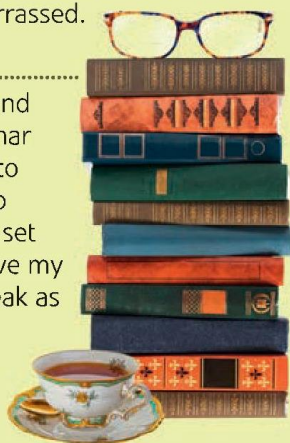
4 As a rule, I'm happy to take risks with language and experiment with new ways of learning.
 Araksan

5 I'm inclined to be very analytical. Like a detective, I'll look for clues that will help me understand how language works.
 techgirl

6 I'm prone to making mistakes with grammar, but I have a good ear for language, so nine times out of ten I'll just know if something is wrong. I use my instinct and when I don't know, I guess.
 MaxK

7 When I started, I tended to get frustrated because I kept making mistakes. Now, I've learnt not to be embarrassed.
 wei chen

8 At first, I would spend hours studying grammar rules, but I didn't use to have the confidence to speak. So I decided to set myself goals to improve my pronunciation and speak as much as possible.
 Sveta GK



SPEAKING

1 A Read the comments on the message board. Do statements 1–8 apply to you? Mark each statement:

✓✓ strongly agree ✓ agree
 ✗ disagree ✗✗ strongly disagree

B Work in pairs and compare your answers. Is there anything you do that should be included on the list? Is there anything your partner does that could help you to improve?

GRAMMAR

DESCRIBING HABITS

2 A Look at the questionnaire again and underline verbs/expressions used to describe present or past habits. Add examples to complete the table.

present habit	past habit
1 <i>will</i> + infinitive <i>I'll look</i> for clues that will help me.	8 <i>used to</i> + infinitive _____ 9 <i>would</i> + infinitive _____
2 <i>is</i> always + -ing _____, _____	10 <i>was</i> always + -ing <i>I was always looking</i> for new ways to
3 <i>keep (on)</i> + -ing <i>She keeps on</i> calling me.	11 <i>kept (on)</i> + -ing _____
other phrases to describe a present habit	other phrases to describe a past habit
4 <i>I have an inclination to</i> / <i>I'm</i> _____ <i>to</i> / <i>I'm</i> _____ <i>to</i>	12 <i>I was forever making</i> mistakes.
5 <i>I'm prone to</i> / <i>I tend to</i> / <i>I have</i> _____ <i>to</i>	13 <i>I was prone to</i> _____
6 <i>As a</i> _____	
7 <i>Nine times</i> _____	

B **1.3** Listen and write sentences 1–3. Check your answers in the audio script on page 165.

C **1.4 STRESSED/UNSTRESSED WILL/WOULD** Listen to the sentences being said in two different ways. What effect does the change in pronunciation have on the meaning?

D **1.5** Listen and repeat the sentences. In which sentence does the person NOT sound annoyed?

▶ page 128 **LANGUAGEBANK**

3 A Add the words in the box to sentences 1–6.

to as would looking of a

- I have ^a tendency to sleep in late.
- I'm not inclined be very laid-back.
- I'm always for new things to learn.
- A rule, I try not to work at the weekend.
- Nine times out ten I'll be right about my first impressions.
- As a child I spend hours reading.

B Make two or three of the sentences in Exercise 3A true for you. Compare your ideas in pairs.

C Think about a good/bad habit that you, or other people you know, have. Did you have this habit or other good/bad habits as a child? Tell your partner. Do/Did they share any of the same habits?

VOCABULARY

PERSONALITY

4 A Work in pairs. Brainstorm adjectives for describing people's personalities.

B Look at the words in the box. Give examples of how people with these qualities might behave.

perceptive inspirational over-ambitious conscientious
obstinate neurotic open-minded prejudiced apathetic
insensitive solitary rebellious mature inquisitive

C Find a word in the box above to describe someone who:

- 1 notices things quickly and understands people's feelings.
- 2 has an unreasonable dislike of a thing or a group of people.
- 3 is not interested or willing to make the effort to do anything.
- 4 is determined not to change their ideas, behaviour or opinions.
- 5 deliberately disobeys people in authority or rules of behaviour.
- 6 spends a lot of time alone because they like being alone.
- 7 is unreasonably anxious or afraid.
- 8 is willing to consider or accept other people's ideas or opinions.

D Work in pairs and write definitions for the other words in Exercise 4B. Choose three words your friends would/wouldn't use to describe you.

▷ page 148 **VOCABULARYBANK**

LISTENING

5 A Read the radio programme listing below and answer the questions.

- 1 What does the Myers-Briggs Type Indicator do?
- 2 Who uses it?
- 3 Do you think this type of test can be useful? Why/Why not?

B  **1.6** Listen to the programme and answer the questions.

- 1 According to the programme, what causes a lot of stress at work?
- 2 What kinds of people does the MBTI test?
- 3 What kinds of questions does the interviewer ask Mariella?

How Myers-Briggs Conquered the Office



It was created by a mother and daughter team, neither of whom were trained as psychologists, yet today it is the world's most widely used personality indicator, used by leading companies like Shell, Procter & Gamble, Vodafone and the BBC. In this BBC radio programme, Mariella Frostrup tells the story of The Myers-Briggs Type Indicator (MBTI), created by Katherine Briggs and her daughter Isabel Briggs Myers. Participants

are asked a series of questions intended to reveal information about their thinking, problem-solving and communication styles. At the end of the process each participant is handed one of sixteen four-letter acronyms which describes their 'type'. ENTPs are extrovert inventors, ISTJs are meticulous nit-pickers. Mariella finds out what type she is – will it change the way she works?

6 A What do the following expressions from the programme mean?

- 1 sweeping generalisers
- 2 detail-obsessed nit-pickers
- 3 obsessive planners
- 4 last-minute deadline junkies
- 5 recharge your batteries
- 6 flat-pack furniture

B Listen again. Choose the option, a), b) or c), which best describes Mariella's answer to the question.

- 1 How do you like to recharge your batteries at the end of the day?
 - a) She goes out for a nice meal.
 - b) She stays at home and reads a book.
 - c) She watches TV and goes to bed.
- 2 If you have ever had the opportunity to put together any flat-pack furniture, how did you go about it?
 - a) She always follows the instructions carefully.
 - b) She finds the whole process infuriating, so she doesn't buy flat-pack furniture.
 - c) She tends to lose the instructions and the parts.
- 3 If you imagine that a friend of yours gives you a call and says, 'I've just been burgled.', what would you do? What would your reaction be?
 - a) First, she would ask her friend how she was feeling.
 - b) First, she would be concerned about the practicalities, then she would ask about feelings.
 - c) She would only ask about the practical details.
- 4 How do you go about doing the food shopping?
 - a) She generally keeps a careful list of all the things she needs. Then she buys it all online.
 - b) She hates internet shopping, so she goes to the supermarket once a week.
 - c) She buys most of her food on the internet, but she doesn't use a list so she forgets things.

C Work in pairs. Answer the questions in Exercise 6B for you. Then compare your answers with your partner.

SPEAKING

7 A Read about the different types of people in the Myers-Briggs test below. Which type are you more inclined to be like? Choose a letter for each section (I or E, N or S, T or F, J or P) to work out your profile, e.g. ENTJ.

B Turn to page 158 to read more about your profile. Do you agree with the description?

C Tell other students about the result of your test, what it says about your personality and whether you agree with the result.



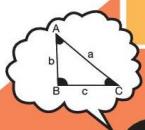
I Introvert

Enjoys spending time alone.
Tends to think first, act later.

or

E Extrovert

Finds being with others relaxing.
Tends to act first, think later.



N Intuition

Likes to change things and find their own solutions to problems.
Looks to the future and tends towards idealism.

or

S Sensing

Uses the practical information around them to solve problems.
Enjoys the present and tends towards realism.



T Thinker

Makes decisions using objectivity and logic.

or

F Feeler

Decides by listening to their own and others' feelings.



J Judging

Approaches life in a structured way, making plans and organising things.

or

P Perceiving

Finds structure limiting, likes to keep their options open and go with the flow.



VOCABULARY PLUS

IDIOMS FOR PEOPLE

8 A Work out the meanings of the idioms in bold.

- 1 He's a bit of a **yes-man**. He agrees with anything the boss says.
- 2 The new engineer knows what he's doing. He's a real **whizzkid**.
- 3 She knows everything about everyone. She's the office **busybody**.
- 4 There is never a quiet moment with Kate. She's a real **chatterbox**.
- 5 It was very annoying of him. Sometimes Joe could be a real **pain in the neck**.
- 6 She is a **dark horse**. I didn't know she was rich.
- 7 He's had plenty of experience. He's an **old hand** at the job.
- 8 My grandmother has the same routine every day. She's very **set in her ways**.
- 9 Jack is a rebel. He's the **black sheep** of the family.
- 10 I'm glad we've invited Sinead. She's always the **life and soul of the party**.

B Work in pairs. Which of the idioms in Exercise 8A would you use in the following situations?

- 1 You have suggested a new way of working, but your colleague is reluctant to change the way he does things.
- 2 You feel sure that you can trust the person you have asked to do this particular task because he has done it many times before.
- 3 Your friend loves talking.
- 4 You discover that your colleague is the lead singer in a successful band. She has never mentioned it.
- 5 You have to complete your accounts by tomorrow. You hate doing it.
- 6 Your young nephew shows you how to play a new computer game. He has already applied to work as a games developer.
- 7 Your postman is always asking questions about your private life.
- 8 You always invite your sister when you're having a party, because she makes people laugh.

speakout TIP

Here are four ideas to help you remember idioms.

- 1 Translation – are any of the idioms in Exercise 8A the same in your language?
- 2 Group by topic – do you know any other idioms for describing personality?
- 3 Visualise – can you think of images to help you remember the idioms in Exercise 8A?
- 4 Personalise – can you use the idioms in Exercise 8A to talk about people you know?

C Can you think of anyone from your own life, or news/film/television or politics, that could be described by the expressions in Exercise 8A?

▶ page 148 **VOCABULARYBANK**

VOCABULARY

IMAGES

- 1 A** Look at the photographic portraits. What do you think makes a good photo portrait?
- B** Read the text. Does it mention your ideas? What does Bailey feel is important when taking a photo portrait?

Getting the picture

A great photographic portrait **captures the beauty** of the human soul in a unique and inspiring way. It's so much more than just a black and white pose. It's **evocative** and has attitude, and it helps us to see a person's true personality. So, what is it that can make a portrait truly **iconic**?

In *Getting the Picture* David Bailey, world-famous photographer, whose **revealing** images are instantly recognisable and have charted decades of fashion, celebrity and notoriety, reveals how he got involved in photography and how he has produced some of the most **striking** and **provocative** images, which have defined our times.

'You've got to see things as they are, not as you think they are,' says Bailey. 'If someone's in a bad mood, I don't mind, because I encourage the bad mood, you know, wind them up a bit. And then you get a reaction from them. You can't be judgmental and be a photographer.'

- C** Work in pairs. Check you understand the meaning of the words/expressions in bold. Can you use other words to explain them?

captures the beauty – shows you how beautiful something is

FUNCTION

SPECULATING

- 2 A** Look at each portrait more carefully. Work in pairs and discuss the questions.

What can you say about the person's character from the picture?

What job do you think they do?

- B** **1.7** Listen to people discussing the portraits and make notes. What do they say about each person's:

- character/appearance?
- possible job?

- C** In which portrait do they say the person:

- 1 has something about him/her which says (sort of) creative?
- 2 looks quite serene?
- 3 gives the impression of being very intellectual?
- 4 has something in his/her eyes that makes you think he's/she's about to laugh?
- 5 might have something to do with fashion?
- 6 looks pretty cool?

- D** Listen again to check your ideas.



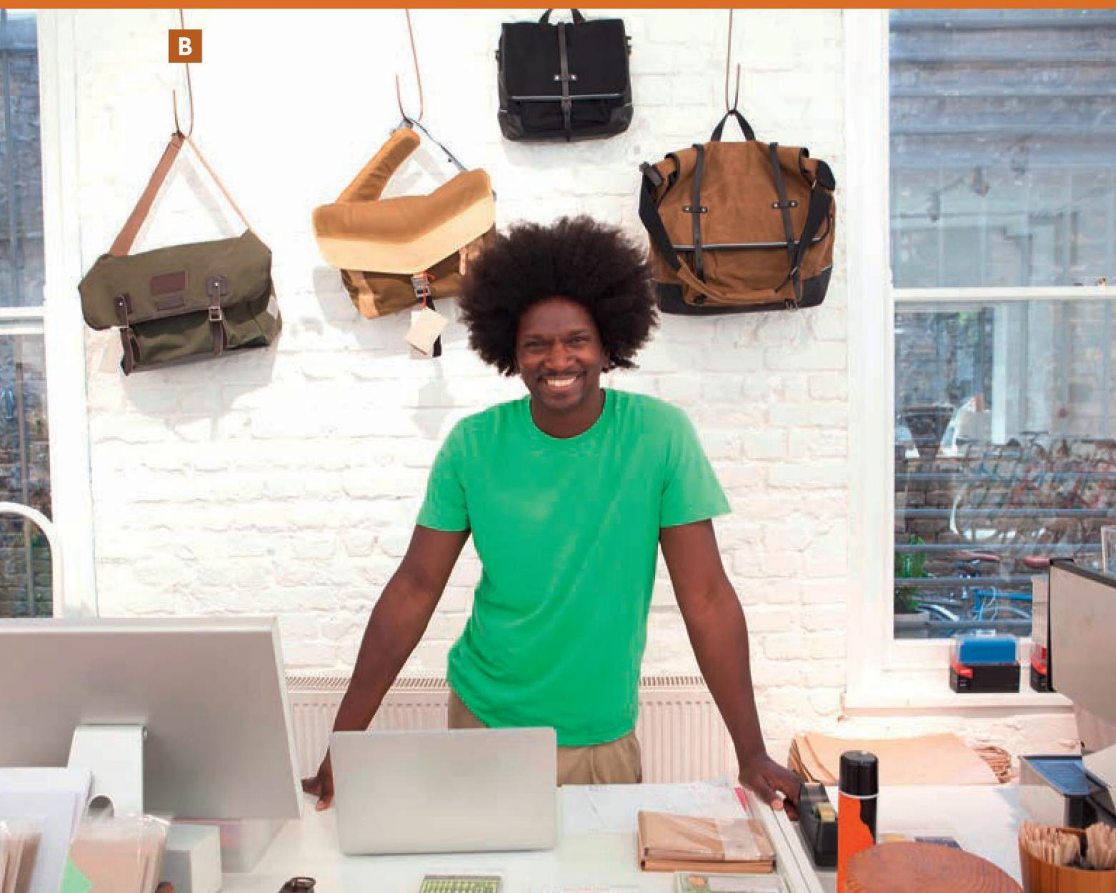
- 3** Look at the language used for speculating. Read audio script 1.7 on page 165 and find some examples of this language.

I suppose/guess/reckon he/she's about ...
 I'd say he/she's .../I wouldn't say he/she's ...
 He/She/It could be/could have been ...
 He/She/It makes me think (that) maybe he/she/it ...
 He/She gives the impression of being ...
 It seems to me .../It seems like he/she ...
 (It) might suggest (that) ...
 I wonder what he/she ...
 I'm pretty sure he/she ...
 There's something ... about him/her.
 I'd hazard a guess (that) ...
 If I had to make a guess, I'd say (that) ...
 He/she could be/could have been ...
 It looks to me as if he/she ...

page 128 **LANGUAGEBANK**

- 4** Rewrite the sentences using the words in brackets.

- 1 I guess she's a bit lonely. (It / seems / me)
- 2 It looks as though he's angry. (gives / impression)
- 3 I think she's probably an actress. (reckon)
- 4 If you asked me, I'd say she was happy with her life. (had / make / guess)
- 5 I'd definitely say that he's not telling us everything. (pretty)
- 6 I think she could be an only child. (hazard / guess)



LEARN TO

USE VAGUE LANGUAGE

- 5** Look at the examples of vague language. Some are from the conversation in Exercise 2B. Why do the speakers use vague language? Does it sound formal or casual?

Vague nouns: *thing, stuff, bit*
There's something in her eyes.

Quantifiers: *one or two, a few, a couple of, a lot of, plenty of, loads of, a bit (of)*
There's a bit of flour.

Vague numbers: *around, about fifty, more or less, fifty or so*
He's about forty-ish.

Generalisers: *sort of, kind of, you know*
He looks sort of creative.

List completers: *and stuff, and so on, or something (like that)*
She could be a model, or something like that.

speakout TIP

To sound fluent in English, avoid long pauses in your speech by using fillers like *er* and *erm*. Vague language (*sort of/kind of/you know*) and hedges (*I'd say/I reckon/I suppose*) are also used as fillers. Read audio script 1.7 on page 165 and find examples of fillers.

- 6 A** Correct the mistakes in the sentences.

- I'll be there soon. I just have a couple things to do.
- Why don't we meet at exactly eight-ish?
- I left a lot of stuffs at the hotel, but I can pick it up later.
- Don't worry. We've got a plenty of time.
- We've sort finished the accounts.
- There'll be about forty and so people attending.

B **1.8 CONNECTED SPEECH: linking, elision** Listen to the corrected sentences. Find examples of the following:

- linking between words which end in a consonant sound and words which begin with a vowel sound.
I just have_a couple of things to do.
- elision (when a sound disappears) between two consonant sounds, e.g. *must_be /mʌsbi:/*.
Why don't_we meet at about eight-ish?

C Mark the links between words in the following examples. Try saying the phrases.

- It looks as if he's got a lot of work to do.
- She looks about fifty or so.
- It's a bit dark, isn't it?
- I've got a couple of things to ask.

D **1.9** Listen and check. Then listen and repeat.

SPEAKING

- 7 A** Work in pairs. Look at the portraits on page 158 and follow the instructions.

B If you had a photograph portrait taken of you, where would you be? What kind of portrait would you like to have? Compare your ideas with other students.

DVD PREVIEW

- 1 Work in groups. Look at the photo and discuss the questions.
 - 1 What do you know about this city? Think about its geography and history.
 - 2 Have you been there? Would you like to go?
 - 3 What would it be like to live in Venice? How might it be different from where you live now?
- 2 Read the programme information. Why do you think Francesco is a good person to host the programme?

Francesco's Venice

BBC

Francesco's Venice is a BBC documentary that tells the story of the great Italian city, Venice. Francesco da Mosto, a historian and writer, explains how this city – with no firm ground, no farmland and no army – acquired its power and fame. During the series, da Mosto describes the city's history and shows how his own family's fortunes have been closely related to the fortunes of Venice. In this episode, he goes to a house that his family built centuries ago and imagines his ancestors' lives as merchants.



- 3 Complete the sentences about Francesco's ancestors' house with the words in the box.


warehouse bequeathed showroom rotting

- 1 The house is damp and in terrible condition, and the wood is _____.
- 2 Chiara da Mosto _____ the house to another family after falling out with her relatives.
- 3 This room was a _____. They used it to store goods before selling them.
- 4 It served as a _____. They used it to show goods to clients.

DVD VIEW

- 4 Watch the DVD. Number the scenes in the order they appear.
 - a) Francesco stands on the balcony and looks across the canal.
 - b) He sails a small boat and looks at the house.
 - c) He walks through the house.
 - d) He imagines his ancestors and other people inside the house.
- 5 A Answer the questions.
 - 1 Why does the story of his ancestors' home break Francesco's heart?
 - 2 When did his ancestors build the house?
 - 3 What happened to the house in 1603?
 - 4 Apart from living there, what did his ancestors use the house for?
- B Watch the DVD again to check.
- 6 Work in pairs and discuss the questions.
 - 1 What did you think of Francesco's house?
 - 2 What did you find interesting about his story?
 - 3 Does your personal family history involve any particular countries or cities? Which ones?

speakout a possession

7 A  **1.10** Listen to someone talking about a treasured family possession. What is the object? What does she say about the points below?

- **Background:** the history of the object.
- **Physical description:** what it looks/feels/sounds/smells like.
- **Value:** why it is so important.
- **Memories:** what feelings or stories are associated with it.

B Listen again and tick the key phrases you hear.

KEYPHRASES

(It) has been in my family for four generations.
My grandmother inherited it.
It has sentimental value.
(It) was bequeathed to me.
I should repair it.
I will always treasure it.

8 A Now think about a treasured possession of your own or a place that is special to your family. Make notes on the points in Exercise 7A.

B Work in groups and take turns. Tell each other about your possession/place.

writeback a description of an object

9 A Read a description of an object. Why is the object special to the writer?

I own an antique gramophone player that belonged to my grandfather and then my father. It was made in Germany in the 1920s and has a heavy base made of pine wood and a large brass horn. In the days before cassette players, CDs and iPods, this is how people listened to music at home.

The gramophone reminds me of my childhood because when we went to my grandfather's house in Essex, near London, he used to play records on it. While his grandchildren were running and bellowing all over the house, he would be sitting there drinking tea and listening to a scratchy recording of a Bach sonata or Fauré's *Requiem*.

When he died, the gramophone was handed down to my father. It sat in the corner of the living room where a light skin of dust settled upon it. It was a piece of furniture, an heirloom that no one used or noticed but that just seemed to belong there, just as now it belongs in its own special corner of my living room. I don't know if many people nowadays would recognise a gramophone if they saw one, but I treasure the object because of the memories associated with it.

B Write about an object or a place that is important to you. Use the key phrases to help.



V PHRASES WITH NAME

1 Underline the correct alternative.

- 1 He was innocent but it took him years to *live/clear/make* his name.
- 2 I was named *before/after/of* my grandfather.
- 3 My married name is Kovacs but my *maiden/principle/single* name is Warsawski.
- 4 Zara made a name for *self/her/herself* as the best designer in the business.
- 5 He's a good actor but not a *house/household/family* name like Brad Pitt or Johnny Depp.
- 6 His real name is Keanu but his *nickname/friendly name/fun* name is Nunu.

G THE CONTINUOUS ASPECT

2 A Complete the pairs of sentences using the same verb. Use one simple form and one continuous form. Some verbs are in the negative.

- 1 a) My friend _____ to visit next week.
b) Harada is Japanese. He _____ from Osaka.
- 2 a) I _____ a cold for two weeks – I can't seem to get rid of it.
b) I _____ tennis lessons for two years.
- 3 a) My office _____ painted yesterday so I stayed home.
b) The garden _____ really beautiful when I was a child.
- 4 a) The children _____ homesick at all so they love travelling.
b) The economy _____ any better – jobs are still at risk.
- 5 a) They knew me already because I _____ for that company before.
b) I was exhausted because I _____ for sixteen hours.

B Work in pairs. Discuss why we use the simple or continuous forms in the sentences above.

In 1a) it's a future plan so this uses the present continuous.

G DESCRIBING HABITS

3 A Find and correct the mistakes in sentences 1–6. There is one mistake in each sentence.

- 1 I'm prone leaving things until the last minute, and then I always have to rush.
- 2 I don't tend needing as much sleep as I used to.
- 3 I keep forget her birthday.
- 4 My parents were always very strict and they wouldn't to let me out late at night.
- 5 I'm more inclination to phone people than to send them a text.
- 6 I'm always tidy my house. I can't stand it when it's in a mess.

B Work in pairs. Change information in the sentences above to write three or four sentences about your partner (guess if necessary). Then compare your sentences.

A: I guess you're prone to leaving things until the last minute.

B: Actually, I tend to be quite organised.

V PERSONALITY

4 A Complete the words in sentences 1–6.

- 1 We're m_____ enough to disagree but still respect each other.
- 2 You're right. I hadn't noticed. That's very pe_____ of you.
- 3 He was a very o_____ man. He refused to do what I asked.
- 4 She is a c_____ teacher. She prepares her lessons carefully.
- 5 It's important to remain o_____ -m_____ and consider all options.
- 6 I'd have asked more questions, but I didn't want to seem too i_____.

B Work in pairs and take turns. Choose a word from Exercise 4A and describe an occasion when you can be like this. Can your partner guess the word?

A: In the office, I work hard and make 'to do' lists.

B: Conscientious?

F SPECULATING

5 A Match the sentence halves.

- 1 I reckon
 - 2 If I had to make a guess,
 - 3 I wonder
 - 4 She gives the impression
 - 5 I'd hazard
 - 6 There's something
 - 7 It looks to me
 - 8 I'm pretty
- a) as if Nataly has an artistic streak.
 - b) a guess that Felix has a tendency to be a little absent-minded.
 - c) Guido's probably obsessive about keeping his house tidy.
 - d) of being a little apathetic about politics.
 - e) I'd say that Monika is a conscientious student.
 - f) if Alex has a solitary side to his nature.
 - g) mysterious about Martha.
 - h) sure that Olga is a fitness fanatic.



B Write two or three sentences speculating about things that might happen in the next year. Compare your ideas with other students.

If I had to make a guess, I'd say that the government will change within the next twelve months. I'm pretty sure this government won't get through the next elections.