



speakout

2ND
EDITION



Advanced Plus Students' Book

with DVD-ROM

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 1 GAME-CHANGER page 7							
1.1	Trailblazer page 8	verb patterns	transformation; prepositional phrases after nouns	word stress: collocations	read about a trailblazer		suggest solutions to problems
1.2	A life at a time page 11	continuous and perfect aspect	adjectives: needing and giving	word stress: adjectives		listen to a radio programme about a game-changing website	decide on which person gets help
1.3	Sharing economy? page 14	presenting survey results	collocations: sharing economy	intonation: chunking	read about the sharing economy	listen to a presentation of survey results	conduct a survey; present survey results
1.4	Generation rent page 16					 Generation rent: watch an extract from a BBC documentary about a co-living space	design a co-living space
UNIT 2 LEARNING page 19							
2.1	The best mistakes page 20	<i>if</i> and related expressions	learning; idioms: feelings	connected speech: linking	read about the value of getting something wrong		discuss your attitude to mistakes; participate in an experiment about memory
2.2	Another way page 23	nominal relative clauses	collocations: education	word stress		listen to a radio programme about an alternative way of learning	speak about your own education and educational values
2.3	Think again page 26	leading a discussion; managing interaction	creativity	sentence stress; intonation: appropriacy		listen to a discussion about creativity in education	lead a discussion; improve interaction management
2.4	Teachers and learners page 28					watch people talking about different learning experiences	discuss the qualities a great teacher needs
UNIT 3 PROSPECTS page 31							
3.1	Ready or not page 32	expressing modality	job hunting	sentence stress		listen to a question-and-answer session about finding a job	take part in a job interview
3.2	Fired! page 35	passives	honesty; metaphors	connected speech	read about people who were fired for social media mistakes		hold a mediated discussion
3.3	What I'm saying is ... page 38	evading a question	collocations: politics	stress and intonation: cleft structures	read advice for public figures	listen to a political interview	discuss questions about politics; participate in a radio interview
3.4	Future job page 40					 10 things you need to know about the future: watch an extract from a BBC programme about how our lives will change in the future	recommend a future career
UNIT 4 INFLUENCE page 43							
4.1	Role model page 44	participle clauses	influence; three-part multi-word verbs	word stress: multi-word verbs	read an amazing story of a role model and her admirer		discuss role models and other influences in your life
4.2	Think this way page 47	introductory <i>it</i> and <i>there</i>	social media	weak form: <i>there</i>		listen to a BBC radio programme about the internet 'echo chamber'	talk about breaking out of your 'echo chamber'
4.3	Have a go! page 50	persuasive techniques in presentations	persuasion	word stress; intonation	read about 'the elevator pitch'	listen to a presentation about an exciting activity	give a persuasive presentation
4.4	Persuasion page 52					watch people talking about influences when buying things	sell a product
DVD-ROM:  DVD CLIPS AND SCRIPTS  STREET INTERVIEWS  CLASS AUDIO AND SCRIPTS							

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 5 BODY page 55							
5.1	Good fit page 56	noun phrases	collocations; compounds	word stress: compounds	read about secrets of long-term fitness		talk about fads in fitness and other fields
5.2	Three apples a day page 59	fronting, headers and tails	fashion and looks	chunking	read how looks can be deceiving	listen to a woman talk about what it's really like to be a model	discuss the pressure to look and dress a certain way
5.3	Magic bullet page 62	informal turn-taking	well-being	intonation: gaining a turn		listen to people discuss their own idea of staying healthy	suggest ways to make a workplace healthier
5.4	Culinary Journey page 64				 Rick Stein: from Venice to Istanbul: watch an extract from a BBC programme about the feelings food evokes	describe a food memory	write about a food memory
UNIT 6 CULTURES page 67							
6.1	New in town page 68	concession clauses	cities; binomials	word stress; connected speech	read about people adapting to new cities		choose a city to move to
6.2	In other words page 71	indirect speech	summarising verbs	weak sounds		listen to a radio programme about being an interpreter	discuss issues in translation
6.3	Faux pas page 74	talking about customs	conventions	intonation		listen to people talking about faux pas in other countries	compare different cultures
6.4	Differences page 76					watch people talking about cultural differences	discuss cultures and quotes about culture
UNIT 7 CLASSICS page 79							
7.1	Happy ending? page 80	subjunctive	film	word stress: film	read about how sad endings to films become happy ones	listen to an editor advising a writer	talk about alternate endings to your favourite film or novel
7.2	More than words page 83	adverbials	relationships; adverb-adjective collocations	stress and intonation	read two poems	listen to two poems and to people saying why they like them	discuss two poems; talk about song lyrics and poems
7.3	Classic Journeys page 86	telling anecdotes	travel	connected speech	read about classic journeys	listen to someone's experience on a classic rail journey	tell travel anecdotes in an informal style
7.4	Great Expectations page 88					 Great Expectations: watch an extract from a BBC classic drama	tell a story about a strange event
UNIT 8 CHOICE page 91							
8.1	It's the little things page 92	understanding complex sentences	idioms for choices; connotation	word stress	read about a book that can change how we make decisions		talk about the little choices that change your life
8.2	Out of print? page 95	prepositional phrases	ways of reading	connected speech		listen to a programme about how digital texts change the way we read	discuss the impact of digital technology on our reading habits
8.3	Them or us? page 98	giving opinions	wildlife	intonation: voice range	read about the problem of wolves 'invading' Europe	listen to two people discuss the return of wild animals to civilised areas	discuss wildlife dilemmas
8.4	Decisions page 100					watch people talking about different choices	discuss quotations about choice, discover what you are like
IRREGULAR VERBS page 103							
LANGUAGE BANK page 104							
VOCABULARY BANK page 120							
COMMUNICATION BANK page 128							

PARTS OF SPEECH

1 A Read the article and complete the questionnaire.

Goals and growth

'If you know your goals, you're more likely to reach them.' ¹It's obvious that one could say that about a lot of things, including language learning. People ²who devote time, energy and money to learning a foreign language ³take up the challenge for many reasons; ⁴what's surprising however is that a remarkable proportion of advanced learners of English are unable to describe their motivation in anything but the vaguest of terms. In a few cases, ⁵not only ⁶were respondents unable to identify their goals, but they also admitted to having ⁷remarkably undisciplined study habits.

Are you an advanced learner of English? Let's see how well you do with our questions. For each question, circle a number from 1-3 according to ⁸which answer fits you best.

A I'm learning English for

- 1 one single, overriding reason, ⁹which is _____.
- 2 various reasons — work, travel, stimulation.
- 3 no particular reason ¹⁰except the pleasure of the process.

B My opportunities for using English in my everyday life are

- 1 constant — I use the language ¹¹pretty much all the time.
- 2 occasional — there are perhaps 1-2 times a week when I need to use it.
- 3 rare — it's really only if I go abroad, for example.

C My language study habits can best be described as

- 1 structured, focused and ¹²stress-free.
- 2 sporadic, random and sloppy.
- 3 non-existent, ¹³much as I would like to say otherwise.

D If I were starting a language course today, by the end of the course I would like to

- 1 improve most of all in a few specific aspects of my language proficiency, namely _____.
- 2 make noticeable progress in my proficiency in all aspects of my knowledge and skill.
- 3 feel I've enjoyed the process but I don't have great ambitions ¹⁴about improving specific areas.

Find out your 'score' by adding up the numbers you circled. Then read your results in the key at the bottom of the page.

B Work in pairs. Do you agree with what your results say about you?

C Match the grammatical terms below with the underlined sections in the questionnaire.

- | | |
|-----------------------------|-------------------------|
| a) cleft sentence | h) frequency adverbial |
| b) collocation | i) introductory 'it' |
| c) comment adverbial | j) inversion |
| d) compound adjective | k) negative adverbial |
| e) concession clause | l) noun phrase |
| f) conjunction | m) prepositional phrase |
| g) defining relative clause | n) relative pronoun |

MULTI-WORD VERBS

2 A Replace the word in bold with a multi-word verb made from the word in brackets. Make any necessary changes to word order.

- 1 What would you do to **decorate** the room you're sitting in to make it more exciting? (jazz)
- 2 Do you **defend** your friends even if they're wrong? (stand)
- 3 What tricks do you know to avoid **catching** flu in the flu season? (go)
- 4 Are you better at **making** plans or **executing** them? (come, carry)
- 5 When you're talking to someone and they **stop paying attention**, do you just **continue** speaking? (switch, carry)
- 6 What public behaviour can't you **tolerate**? (put)
- 7 Do children **respect** their elders the way they used to? If not, why not? (look)
- 8 Do you normally **consider** your ideas before telling others? (mull)

B Are the multi-word verbs separable? Replace any object of the multi-word verbs with a pronoun.

separable: jazz it up

C Work together. Ask and answer the questions.

PRONUNCIATION

3 A Work in pairs and say the sentences below. Mark the sentences wherever sounds a) change/merge, b) disappear, c) are added, d) are linked.

- 1 I went to India ^{/w/ /r/ /m/} between school and university.
- 2 I don't know this shop.
- 3 Would you like to eat mine?
- 4 My email address is on our website.
- 5 Could you remind me about the party?

B **L1** Listen to the sentences and check your ideas in Exercise 3A. Finish marking the sentences.

C Practise saying the sentences.

People with more specific goals tend to achieve more in a given area. Therefore a lower score (4-6) predicts better progress in your language development. Furthermore, if you wrote specific answers for A1 and D1, you've significantly increased your chances of reaching those goals, as research shows that people who write their goals down are far more likely to achieve them than those who don't.

If you have a higher score (9-12), which portends less well in terms of progress, you could fault the questionnaire and simply enjoy being the way you are. But take a moment to identify one goal and write it down here:

Key

game-changer



TRAILBLAZER p8



A LIFE AT A TIME p11



SHARING ECONOMY? p14



GENERATION RENT p16

SPEAKING 1.1 Suggest solutions to problems 1.2 Decide on which person gets help
1.3 Conduct a survey; Present survey results 1.4 Design a co-living space

LISTENING 1.2 Listen to a radio programme about a game-changing website
1.3 Listen to a presentation of survey results 1.4 Watch an extract from
a BBC programme about a co-living space

READING 1.1 Read about a trailblazer 1.3 Read about the sharing economy

WRITING 1.2 Write an article; Vary collocations 1.4 Write a proposal for a co-living space

SPEAKING

1 Work in pairs and discuss.

- 1 What would your everyday life be like if money were no object, assuming all your basic needs are taken care of?
- 2 In this situation, what can you imagine doing as a vocation?

READING

2 A Read the definition of 'trailblazer'. Then discuss the questions.

Someone who is an innovator in their field, who may develop a new method of doing something or a new approach which brings about change; often someone who opens the path for others.

- 1 Can you think of any trailblazers in these fields? What makes them a trailblazer?
 - science and technology • the arts
 - social networking • social reform
- 2 What five main qualities do you think a trailblazer needs? Make a list.

B Read the article about Boyan Slat, a modern-day trailblazer. How many of the qualities you identified are mentioned?

C Read the article again. Find information in the article that supports these statements.

- 1 Plastic waste is not distributed equally all over the oceans.
- 2 One solution to the problem is impractical.
- 3 Boyan's childhood experiences contributed to his later work.
- 4 He couldn't let go of his clean-up idea.
- 5 He has encountered setbacks on the way.
- 6 He's aware that his project is the first step in a longer process.

D Discuss with other students.

- 1 What is the aim of the writer of the article?
- 2 What do you think Boyan Slat is like as a person? If you met him personally, what questions would you ask him?
- 3 If you could be a trailblazer in any field, what field would it be? Why?

The ocean dreamer nears his goal



A Boyan Slat has a goal in life – to clean up the world's oceans. He was spurred on by an early experience, one that had a profound impact on him. 'I first became aware of the plastic pollution problem when diving in Greece, coming across more plastic bags than fish,' explains the Dutch-born pioneer. 'I wondered, why can't we clean this up?'

B Over the last half-century millions of tonnes of plastic have concentrated in five 'gyres', areas such as the Pacific Garbage Patch, a plastic soup stretching for millions of square kilometres. Conventional wisdom suggested the use of nets, but that would cost billions of dollars and take thousands of years to complete. Not only that, but emissions from ships would likely cancel out the benefits to the environment.

C Fired up by the problem, eventually Slat came up with a game-changing idea: 'I thought, why move through the oceans, if the oceans can move through you?' His innovative design involved constructing floating barriers which would collect debris for recycling whilst allowing sea life to swim underneath, all powered by naturally occurring ocean currents. The idea represented a paradigm shift, but had a long way to go before achieving recognition.

D Slat developed the idea as part of a school science project, for which he won Best Technical Design at the University of Delft, and that success set in motion a process that would lead to his current work. From childhood his creativity and originality were evident; he was always fascinated by engineering, building treehouses, zip wires and he even set a Guinness World Record for launching water rockets. Slat is clearly aware that his latest project, like some of his earlier ones, requires a leap of faith for those who devote their energy to supporting it. His message to participants in a recent research expedition gets this across: 'My sincere thanks go out to the crews of the participating vessels for making this crazy idea a reality.'

VOCABULARY

TRANSFORMATION

3 A 1.1 Replace the words in bold with similar words from the article and make any necessary changes. Listen and check.

- 1 Her election as prime minister **significantly changed** girls' expectations. (paragraph A)
- 2 This person is a **trailblazer** in the field of social networking websites. (paragraph A)
- 3 In this period, the **common understanding** was that the world was flat. (paragraph B)
- 4 This stone-age invention was **transformative** for travel. (paragraph C)
- 5 His election brought about a **fundamental change in thinking** regarding political campaigns. (paragraph C)
- 6 Its destruction in 1989 **initiated** a series of events that transformed the world. (paragraph D)
- 7 The discovery represented a **significant step forward** in eliminating polio. (paragraph F)
- 8 Scientists are **carrying out initial tests** to see if this could replace fossil fuels. (paragraph G)

GRAMMAR

VERB PATTERNS

5 A Complete the sentences with the correct form of the verbs in the box. Then check in the article.

allow construct dedicate develop
go make participate study swim

- His innovative design involved _____ floating barriers which would collect debris for recycling whilst _____ sea life _____ underneath.
- The idea represented a paradigm shift, but had a long way _____ before achieving recognition.
- 'My sincere thanks go out to the crews of the _____ vessels for _____ this crazy idea a reality.'
- After school he went on _____ aero-engineering at Delft University but quit after six months, as he was increasingly committed to _____ the clean-up project and ready _____ all his time to it.

B Look at the examples in Exercise 5A and complete the rules box.

RULES

- Find an example of an *-ing* form after:
a) a verb. b) a verb + preposition.
c) a time linker. d) a noun and preposition.
- Find an example of an *-ing* form used as an adjective.
- Find an example of an infinitive after:
a) a multi-word verb. b) a verb + object.
c) an adjective. d) a noun phrase.

▷ page 104 **LANGUAGEBANK**

6 A Read the comments about Slat and his project. Underline the correct alternatives.

Dazzle: I admire him for ¹*try/trying* something so radical and I'm impressed that he's capable ²*to do/of doing* so much so young. I've never had that sort of drive; I'll probably end up ³*do/doing* something more ordinary with my life.

D2R2: It's hard to imagine him ⁴*to live/living* a normal life. He seems destined for this sort of pursuit, as if his ambition was always ⁵*do/doing* something extraordinary.

May95: I can't help ⁶*to wonder/wondering* what they're going to do with all the plastic they take out of the ocean. After going to such great lengths ⁷*to gather/for gathering* it together, I'd hope there's no need ⁸*to come up with/for coming up with* another invention to deal with the result.

Sunny1: There's simply too much rubbish ⁹*to remove/for removing*. It's impractical and it isn't worth ¹⁰*to fund/funding* projects like this. I think our aim should be ¹¹*to stop/at stopping* the pollution at source.

Sonar: He's doing this ¹²*to make/for making* a difference, not for the money. Some trailblazers do things with a view ¹³*to get/getting* rich, but he's not like that. Nothing wrong with wanting money, but I'm inclined ¹⁴*to see/seeing* people like this guy in a different light.

B Work in pairs. Which of the sentences in Exercise 6A do you agree with?

E After school he went on to study aero-engineering at Delft University but quit after six months, as he was increasingly committed to developing the clean-up project and ready to dedicate all his time to it. The would-be entrepreneur set up a foundation, The Ocean Cleanup (TOC), but could find no sponsors. It was a disheartening experience, but the process, Slat says, helped him learn to communicate his ideas more effectively.

F But even when Slat contemplated failure, he never lost sight of his goal, and a major breakthrough finally came. A TED talk he gave went viral with millions of shares, and this enabled Slat to access financial support. He was just nineteen, but his youth, as one TOC volunteer pointed out, was anything but a disadvantage. 'Boyan's got this energy that simply takes you in. He never gives up, he works incredibly hard, and his persistence is infectious.'

G Slat now has over 100 scientists researching the oceans and is conducting pilot studies in various sites around the world. He acknowledges that the clean-up, if successful, is only the start. 'Although a clean-up will have a profound effect, it is just part of the solution,' says Slat. 'We also need to close the tap, to prevent any more plastic from reaching the oceans in the first place.' The words of a genuine trailblazer, undaunted by the enormity of the task at hand and the long road ahead.

B Cover Exercise 3A. Complete the collocations in the box. Put them into two lists: adjective-noun and noun-noun collocations.

breakthrough -changing impact
shift studies wisdom

adjective-noun: *major breakthrough*

C ▷ 1.2 **WORD STRESS** Listen and check. Listen again and underline the stressed words. What is the word stress rule in these collocations? Listen and repeat.

4 A Work in pairs and think of an example of a person, object or period of time for each sentence in Exercise 3A. If you cannot think of an answer, choose from page 128.

B Think of four people, objects or events that were transformative and write a sentence for each using expressions from Exercise 3A. Read your sentences to other students. They guess the answers.

SPEAKING

7 A Work in groups and choose a problem below that interests you or think of another problem. Brainstorm answers to the questions.

- Rubbish in city streets
- Water scarcity
- Youth unemployment
- The increasing gap between the rich and the poor
- Care of the elderly
- The isolation of young mothers
- A health system under stress
- Noise and air pollution

- 1 What are the causes of the problem?
- 2 What solutions can you come up with?
- 3 Which of your solutions is the most original?

B Choose one solution to present to the class. Prepare to talk about the causes of the problem, how you found your solution, and how the solution works. While you listen to other students' presentations, think of some questions to ask.

VOCABULARY PLUS

PREPOSITIONAL PHRASES AFTER NOUNS

8 A Read the profiles of three trailblazers. What motivated each person? In what way has each one had an impact?

B Complete the profiles with prepositions.

C Check what you remember. Cover the profiles and answer the questions. Use the noun in brackets and a suitable preposition.

- 1 Why did Marieme put herself through college? (necessity)
- 2 Why did she move into the field of technology? (talent)
- 3 Why did she start the movement IAMTHECODE? (aim)
- 4 Why does she deserve recognition? (success)
- 5 What effect did the sight of deforestation have on Jadav Payeng? (motivation)
- 6 When did he learn about how to plant trees? (course)
- 7 Why did he continue planting after the project ended? (hope)
- 8 Why has he received awards? (consequence)
- 9 How did young Michelle Payne feel about riding? (passion)
- 10 What could have deterred her in her aims? (risks)
- 11 Was she willing to speak about chauvinism in the sport? (hesitation)
- 12 Was Michelle's victory in the Melbourne Cup important? (implications)

D Check your answers in the profiles. Underline the nouns and circle the prepositions.

speakout TIP

When you keep a record of nouns, include the prepositions that commonly come after them, e.g. *the necessity of*, *a talent for*.

9 A Choose six nouns and prepositions from the profiles and write questions (on any topic) to ask the other students.

What's the main motivation for you to learn English?

B Ask and answer the questions.

▷ page 120 **VOCABULARYBANK**



Marième Jamme

Senegalese-born British businesswoman Marième

Jamme has succeeded against significant odds. After being given away to an orphanage and surviving the horrors of being trafficked to France, Marième saw the necessity ¹ _____ getting an education and later found she had a talent ² _____ generating sales in the tech industry. She is now a leading tech entrepreneur who recently launched the movement IAMTHECODE with the aim ³ _____ supporting girls in STEAMD (Science, Technology, Engineering, Arts, Mathematics and Design). Her success ⁴ _____ achieving so much no doubt comes from her grit and determination, but perhaps can be attributed to her maxim: 'You can make it if someone believes in you.'



Jadav Payeng

The sight of deforestation on Majuli Island was the

motivation ⁵ _____ the 'forest man of India' to devote his life to planting trees. In the course ⁶ _____ taking part in a five-year government tree-planting scheme, Jadav found the inspiration for his remaining life's work: When the project ended he simply continued to plant trees, in the hope ⁷ _____ creating a forest capable of supporting the wildlife that once lived there – and he has succeeded, with the forest now covering 300 hectares. As a consequence ⁸ _____ his work, Jadav has been the recipient of many awards. 'My aim has always been to do good for the country,' he says.



Michelle Payne

The youngest of 10 children, Michelle always had a passion

⁹ _____ horse riding. Determined to succeed in the sport, the young Australian was no stranger to the risks ¹⁰ _____ riding, surviving a number of serious falls that threatened to end her career. When in 2015 she became the first woman ever to win the prestigious Melbourne Cup, she had no hesitation ¹¹ _____ condemning the male-dominated nature of the sport, declaring: 'Women can do anything and we can beat the world.' The implications ¹² _____ a woman winning cannot be underestimated and in 2016 she received the Don Award for the sportsperson who has most inspired the nation.



VOCABULARY

ADJECTIVES: NEEDING AND GIVING

1 A Look at the pictures and discuss.

- 1 Would you help the people? How? What would it depend on?
- 2 Have you ever helped or been helped by a stranger?

B Match the beginnings 1–4 with the endings a–d.

- 1 Though their house was tiny, they were always **unstinting** in their generosity,
 - 2 No matter how bad things got, she was always **compassionate** towards others.
 - 3 Many donor companies wish to be thought **philanthropic** rather than commercial
 - 4 After six months **on welfare**, with no hope of finding work,
- a) he was **destitute** and unable to provide for his family.
 b) but are their aims genuinely **altruistic** or are they in it for their own benefit?
 c) 'I may be **hard up** myself but that won't stop me from helping people in need.'
 d) often inviting homeless or other **vulnerable** people in for a meal.

C Work in pairs and answer the questions.

- 1 Which expressions in bold in Exercise 1B are about
 a) financial difficulties?
 b) giving to charity?
 c) giving without holding back?
 d) being capable of getting easily hurt?
 e) feeling care towards others?
- 2 What is the opposite of *hard up*, *altruistic* and *vulnerable*?

2 A WORD STRESS Which of the words or phrases in bold in Exercise 1B are stressed on the first syllable? Where is the stress on the other words or phrases?

B 1.3 Listen and check. Practise saying the sentences in Exercise 1B quietly to yourself and then aloud to a partner to check the word stress.

3 Tick the sentences you agree with. Then discuss your ideas in pairs. Give examples to support your ideas.

- 1 Unstinting generosity comes easier to those who have little.
- 2 A rich philanthropic person probably has other motives than simple generosity.
- 3 No one should be on welfare for long; it's always possible to find work.
- 4 A compassionate society can be measured by how it treats its most vulnerable citizens. That could be any of us, as in the future we could find ourselves hard up or in poor health.
- 5 When people help others I don't think it is for completely altruistic reasons.

page 120 **VOCABULARYBANK**

LISTENING

4 A 1.4 Listen to a radio programme about an unusual charity organisation and answer the questions.

- 1 How does 52 Lives work?
- 2 What sort of help did **a)** Josie, **b)** the woman with the broken floor, **c)** Victor receive?

B Listen again and complete the sentences.

- 1 The simple key to the idea is ...
- 2 Josie needed help because ...
- 3 It's not the material things that make the big difference to the recipients, but ...
- 4 The first woman Jamie helped had got away from ...
- 5 The point of Victor having his teeth out was to minimise the risk of infection when ...

C Work in pairs and discuss.

- 1 Would a programme like 52 Lives work in your country or home environment?
- 2 What sort of problems might arise? How could they be solved?

GRAMMAR

CONTINUOUS AND PERFECT ASPECT

5 A Look at the sentences from the radio programme and identify the tense of the underlined phrases.

- 1 ... what I¹'ve learnt over the weeks I guess at 52 Lives is that even though we give people tangible things and things that they need, that ²hasn't been what³'s changing their life.
- 2 I got the idea when I ⁴was shopping online for some second-hand furniture and I saw a 'wanted' ad ...
- 3 ... [she] and her children ⁵had escaped quite a horrible domestic violent situation. They⁶'d lived in a garden shed for a little while.
- 4 What are the latest things that people ⁷have been asking for?
- 5 ... what is the most unusual thing that anyone ⁸has ever asked for ... ?
- 6 There was a man called Victor in America, from Alabama, and he⁹'d had heart surgery ...
- 7 What do you think this idea, this website, ¹⁰will be doing five years from now?

B Work in pairs and discuss the sentences (1–7) in Exercise 5A.

- 1 Which sentences have the continuous aspect and which have the perfect aspect?
- 2 What continuous tenses do you know? Which can you find above? What do they have in common in terms of meaning?
- 3 What perfect tenses do you know? Which can you find above? What do they have in common in terms of meaning?

C Match the underlined verb phrases with the meanings.

- a) an action before a particular time in the past
- b) an action in a time period up until now
- c) an ongoing action at a point in the future
- d) an ongoing action at a point in the past
- e) an ongoing action in the present
- f) a repeated action

▷ page 104 **LANGUAGEBANK**

6 Complete the sentences with the correct form of the verb in brackets in either the continuous or perfect aspect. Sometimes more than one form is possible.

Interviewer: Are there people who come back, because their circumstances ¹ _____ (change)?

Jaime: Occasionally, but to be honest, more often it's people who we ² _____ (help) in the past who now ³ _____ (offer) to help other people. A few months ago we helped a little boy called Harry who ⁴ _____ (contract) a disease that meant he couldn't move very well. He ⁵ _____ (not be) out of bed for weeks, and his parents ⁶ _____ (try) to save enough money for a hoist to help him move around. We raised the money for the hoist in no time, and by next Friday we ⁷ _____ (raise) the money they need for a motorised wheelchair. His mum was so touched by what people ⁸ _____ (do) that now she ⁹ _____ (set up) her own kind of helping site where she ¹⁰ _____ (help) siblings of children who ¹¹ _____ (become) unwell. They ¹² _____ (post) their first person-in-need next week some time.

SPEAKING

7 A Work in pairs. Student A: turn to page 128. Student B: read the information below and make notes. Prepare to explain the situation to Student A.



Susan

Susan is 87 years old and lives in Fargo, North Dakota (USA), where winter temperatures average below freezing. A month ago, in early December, she was phoned by a man who said that a roof in her apartment block was being repaired and she needed to pay \$850 towards the repair. She was told that someone would come round to collect the money, which they did. Later she was phoned by someone purporting to be from the police who explained it had been a con and that the conman would be coming around again, asking for an additional \$200. They instructed her to pay him and they would then arrest him. This was another scam. Susan no longer has enough money even to heat her apartment and winter is coming. She feels embarrassed and stupid and has no family to help.

B Work in pairs, A and B. You can only help one of the two people. Argue the case for your person, and in the end agree on who to help.

C Tell the rest of the class what you decided in the end and why.

WRITING

AN ARTICLE; LEARN TO VARY COLLOCATIONS

8 A Read the article and choose the best title.

- What's on your Wish List?
- Wishful Thinking
- You Wish!

Have you ever wished you had a genie all of your own? You know, someone who would grant your every wish? Well, that's what the website Crowdwish sets out to do.

The basic idea is that people use 100 characters or fewer to express a wish, a hope or an aspiration. How it works is that during the day site members vote on the wishes and at 6p.m. the most popular wish is chosen and the founder of the site, Bill Griffin, spends the next day making that wish come true. As he says, people get '24 hours of industry and activity to create a new thing that didn't exist previously that goes some way towards fulfilling the aspiration articulated.'

So what kind of ideas do people come up with? Click on the FAQ button, scroll down and you'll find plenty of examples. Aspirations range from 'I wish I could take a decent photograph', (this teenager was invited for coffee with a top photographer) to 'I wish people would stop and help just one homeless person today with a blanket or drink' (Bill went out and distributed packs to people on the streets). Sometimes Griffin has to stretch his creativity to fulfil a wish – anything to avoid turning one down.

What I like about the site is that these days there's so much bad news it's good to see someone out there helping in a creative kind of way. If that idea appeals, then this is the site for you.

B Underline the best alternatives (more than one may be possible) and give a reason for your choice.

- The article is meant to be read by *web designers/students/travellers/anyone/entrepreneurs*.
- The style of the article is *academic/formal/informal*.
- The article is probably for a(n) *financial newspaper/online magazine/suburban newspaper*.
- The aim of the article is to *persuade/inform/entertain/describe/provoke*.
- It keeps the reader's attention by using *quotations/examples/humour/anecdotes*.

C Work in pairs and discuss.

- What is the purpose of each paragraph?
- List the features of an informal article and find an example of each.
- Turn to page 128 and check. Find examples of the features that were not on your list.

9 A Work in pairs. Close your book and brainstorm a list of verbs that go with the nouns 'wish' or 'wishes'. Then look at the article and check your ideas.

B Compare the collocations in the article with the extract from an online collocations dictionary above.

Verbs

make a wish (=silently ask for something that you want to happen) *Helen blew out the candles and made a wish.*

get/have your wish (=get what you want) *She wanted him to leave, and she got her wish.*

grant/fulfil sb's wish (=give them what they want) *His parents would now be able to grant his wish.*

express a wish (=say that you want to do something) *He expressed a wish to go to the United States.*

respect sb's wishes (=do what they want) *We have to respect his wishes.*

ignore sb's wishes *It is important not to ignore the wishes of the patient.*

reflect sb's wishes (=show what their wishes are) *The council is the voice of the people so it must reflect their wishes.*

<http://global.longmandictionaries.com>

The Longman Collocations Dictionary and Thesaurus

10 A Work in pairs and brainstorm verbs and adjectives that collocate with the nouns in the box. Then use a collocations dictionary to add ideas.

website design research experience

B Complete each website description with an appropriate collocation.

- The site allows you to get _____ experience of building your own blogsite.
- The designers carried out _____ research over several years to find exactly the right combination of gaming and maths for a teenager.
- The website is very easy to _____ with simple-to-follow links.
- The creators of the site have _____ a fantastic, innovative design.
- People share their _____ experience of travelling on a shoestring.
- The _____ design is similar to other music-streaming websites but the functionality is much more sophisticated.
- The results on the site are _____ on research from crowdsourcing of thousands of contributors.
- The website was _____ only two years ago and now everyone I know uses it.

11 A Write a draft article describing a website that your classmates are unlikely to know much about. Aim to motivate readers to visit the site.

B Work in pairs and read each other's draft. Find the nouns (including synonyms) that occur most frequently. Work together and use a collocations dictionary to vary the verbs and adjectives that collocate with those nouns.

C Rewrite your draft, putting in a greater variety of collocations (220–260 words).

1.3 SHARING ECONOMY?

- F** presenting survey results
- P** intonation: chunking
- V** collocations: sharing economy

VOCABULARY

COLLOCATIONS: SHARING ECONOMY

1 A Look at the photos. How are they part of the 'sharing economy'? What other examples do you know? Do you think that 'sharing' is an appropriate term?

B Complete the collocations in bold with the words in the box.

access collaborative driven
economy fringes model online
on-demand terms

SHARING ... FOR A PRICE

Once a game-changing movement, the so-called **sharing** ¹ economy has long since gone from the **outer** ² _____ to the mainstream, and, all along, economists and consumers alike have grappled with the terminology surrounding this **business** ³ _____. Also referred to as ⁴ _____ **consumption**, another term that emphasises the 'sharing' element, businesses that fall under these **umbrella** ⁵ _____ came into existence once ⁶ _____ **transactions** became the norm. However, there has been disagreement, above all, regarding the extent to which certain businesses really are about 'sharing', and a feeling that they are instead **profit**-⁷ _____. As many businesses don't actually involve sharing, the term ⁸ _____ **economy** came into use, focusing more on the notion that the provider offers ⁹ _____ **access** to a product or service – for a price. In the end, has this revolution altered our idea of what sharing is about?

C Which collocations do you think are the best for the businesses you discussed in Exercise 1A? How would you answer the question at the end of the article?

D Work in pairs and take turns. Close your book. Student B: say the first word of a collocation from the article in Exercise 1B. Student A: say the whole collocation. Student B: use the collocation in a question. Student A: answer the question.

B: profit

A: profit-driven

B: Do you think the economy is run by the government or profit-driven corporations?

A: A mix of both, I would think. How about you?



FUNCTION

PRESENTING SURVEY RESULTS

2 A You are going to listen to the results of a survey on the sharing economy. Look at these questions from the survey and the pictures above. Which question would you find the most difficult to answer? Why?

Survey questions

- How many examples of sharing-economy businesses can you think of?
- What are the differences between them?
- Which have you used?
- Which would you like to find out more about?
- Which would you like to try?
- Which would you never use?
- In what way are they 'sharing', and in what way are they for-profit businesses?
- What do people's willingness to use the services or not depend on?

B **1.5** Listen to the presentation. Which of the survey questions do the speakers report on?



3 A Complete the phrases by writing one word in each gap. Then listen and check your ideas.

- a) On the _____, people expressed a curiosity about businesses that had less relevance for them.
- b) To _____ one example, people who don't have pets _____ to be particularly interested in getting information about the pet-related services.
- c) Our _____ was simply that these businesses had some novelty for them ...
- d) ... and their interest _____ reflected amusement more than a genuine desire to use the service.
- e) Another _____ of this is the number of people who asked for more information about the parking services, who, as it turned out, don't actually have a car.
- f) _____ speaking though, ... there was limited interest in trying out [services] that the survey participants hadn't used in the past.
- g) The _____ seems to be that people are partial to what they already use or know about.
- h) One might _____ that this reflects human nature.

B Put the phrases from a)–h) under the correct headings.

Generalising

Exemplifying

Hedging/Speculation

4 A Work in pairs and look at these notes. Which survey question in Exercise 2A are the notes about?

Consensus/Examples:

- 'sharing' if community-based, e.g. Streetlife (neighbourhood-based social network) or if money exchange not involved, e.g. Freecycle (for giving/getting household stuff etc. for free)
- but some are profit-driven, e.g. Uber – disrupt traditional businesses, undercut prices
- use of 'sharing' term not a problem; we know what it means

Comment

- people adapt to words (like 'sharing') taking on new meanings
- for-profit aspect seems inevitable – people need to monetise businesses
- maybe community-based/free services will eventually be monetised

B Decide which of you will report each point in the notes, and report them using the phrases in Exercise 3B.

▷ page 104 **LANGUAGEBANK**

LEARN TO CHUNK LANGUAGE

5 A Look at the sentences in Exercise 3A. How could you chunk (group) the phrases? Mark the places where you think there are natural pauses between chunks.

On the whole, / people expressed a curiosity about businesses / that had less relevance for them.

B ▶ **1.6** Listen and read the sentences aloud with the speaker. Pay attention to chunking and pausing.

6 A Work with another student. Write down four sentences that you said when reporting the notes in Exercise 4B.

B Mark the chunks and then say the sentences, paying attention to chunking and pausing.

SPEAKING

7 A Work with a different student. Write a short survey (minimum five questions) about one of the topics below. Avoid yes/no questions.

- | | |
|--------------------------|-----------------------|
| 1 Internet usage | 4 Sleeping habits |
| 2 Music-listening habits | 5 Dealing with stress |
| 3 Smartphone usage | |

B Work individually. Ask a number of other students the questions. Make brief notes on their answers.

C Work with your original partner and compare your answers. Write brief notes following the model in Exercise 4A, with consensus, examples and comments.

D Present your survey results to the class.

DVD PREVIEW

- 1** Work in pairs and discuss the questions.
 - 1 Have you ever experienced a 'co-living' situation, for example a flat share or a dormitory? How was it?
 - 2 What facilities and services would you want in a co-living space for you to feel comfortable living there? How much private space would you need, and what parts of a home could you share with others?
 - 3 Consider a 'target group' of young, single urban professionals who can't afford their own flat. What facilities and services would they need?
- 2** Read the programme information. In what ways do you think the facilities and services reflect the needs of the target group of young Londoners? How similar is the description to your ideas in question 3 above?

Generation Rent

BBC

A new building complex in north London is offering a different kind of accommodation aimed at millennials, mixing small private spaces with quirky shared spaces. 'The Collective' has 550 small bedrooms (which they call 'twodios', i.e. studios arranged in twos) and communal areas that include a spa, restaurant, games room, library and roof-top with plastic igloos – with most bills included in the rental price. Is this co-living a good deal, or just another way to exploit young Londoners in the property market? Video journalist Dougal Shaw went along for a tour of the building, which has just welcomed its first inhabitants.



DVD VIEW

- 3 A** Watch the programme and take notes. In what ways does it present a positive image of 'The Collective'? How does it express doubt about the project?

B Read the questions the reporter asks, some of which are paraphrased here. What do you remember about the answers?

 - 1 What do residents get out of it?
 - 2 How do residents integrate (or not) with the local community?
 - 3 Is the amount of private space enough for a young adult?
 - 4 Do you have to be single to be here?
 - 5 How are conflicts between occupants dealt with?
 - 6 How much does it cost to live this way?
 - 7 Doesn't the provision of services go against the idea of being independent?
 - 8 Does 'The Collective' serve the needs of young Londoners, or does it exploit them?

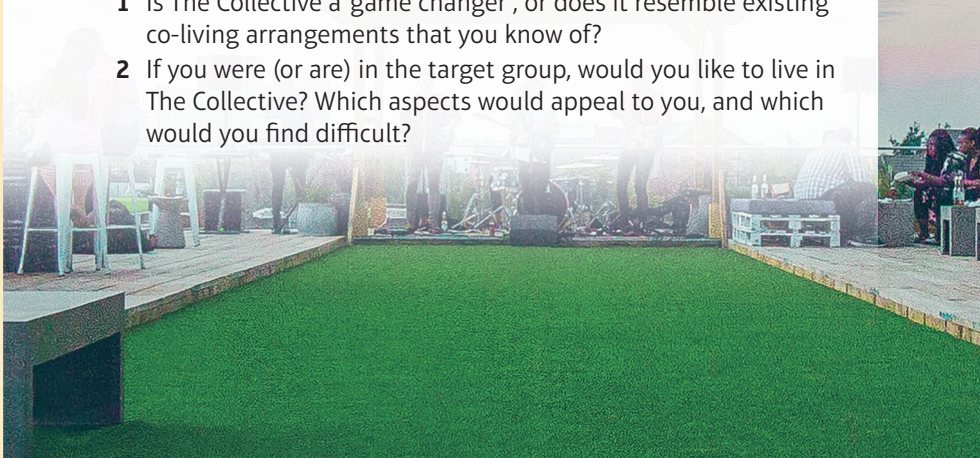
C Watch the programme again and answer the questions in Exercise 3B.

D Work in pairs and complete the sentences with filler words or phrases. Then watch the programme from 3:50 and check your answers.

 - 1 In a traditional house share, _____, if you've got personalities that don't quite work, you're _____ stuck in that small space together, whereas here there are so many people.
 - 2 You are _____ stuck, but they've matched us on age, and interest and _____ career, so it works for us.
 - 3 Once you _____ add in all of those costs, you're really not far off from what you would pay for a house share.
 - 4 All those things that get done for you, is that not going against the whole idea of being independent? _____ 'Mummy's gone now and you've got to do these things yourself'.
 - 5 It's about convenience. Rather than worrying about your internet and your utilities, and _____ life admin, you can focus on, _____, making friends.
 - 6 _____ young working Londoners, that are the life blood of this economy, get completely ignored.

4 Work in pairs and discuss.


- 1 Is The Collective a 'game changer', or does it resemble existing co-living arrangements that you know of?
- 2 If you were (or are) in the target group, would you like to live in The Collective? Which aspects would appeal to you, and which would you find difficult?



speakout design a co-living space

5 A Work in pairs. How would a co-living space for the following groups differ? What facilities and services would one group need that the others wouldn't?

- The elderly
- Blind people
- Artists
- Single parents with children

B  **1.7** Listen to two people planning a co-living space. Make notes on:

- who the space is for.
- why they chose that group.
- what facilities and services the space has.
- any problems they anticipate.
- proposed solutions to the problems.

C Listen again. Underline the alternatives you hear.

KEYPHRASES

... a kind of space that *addresses/meets* their specific needs ...

Their bedrooms can actually *double/act* as their private rehearsal spaces.

That *would seem/seems* to me to be the key *consideration/challenge*.

... some *attention/thought* should be given to acoustics.

People living around this residence might have a *personality clash/an issue* with the noise.

That *would kill two birds with one stone/solve the public relations problem* for sure.

Knowing/Concerning my musician friends, the biggest problem would actually be ...

These *kinks/snags* can be worked out in practice.

A few *setbacks/hiccups* are inevitable.

6 A Work in groups and choose a target group from the list in Exercise 5A, or define a group of your own choice. Plan a co-living space, using your ideas from Exercise 5A to focus your discussion. Make notes on your decisions.

B Briefly present your plan to the rest of the class. When listening to other students' presentations, ask questions about their plan and how they might address issues that arise.

writeback a proposal

7 A Read the following proposal for a co-living residence. What aspects of the residence do you think prospective residents will find attractive, and which might they not be comfortable with?

Foothold-in-the-Rock

Our proposed co-living residence, the Foothold-in-the-Rock House, aims to serve budding rock musicians who have not yet gained enough of a foothold in their field to earn a living with their craft and therefore cannot afford their own flat. Residents will also need to be selected based on who will best benefit from the co-living arrangement.

The facilities are specifically designed for this target group, providing the privacy needed for creative development, equipment and space for rehearsal and composition, and communal areas where the young artists can share ideas and simply unplug.

To keep costs, and therefore rent, at a manageable level, individual living spaces are small, bathrooms are shared between four studios, and all forty residents share a single cooking facility. Given the possibility of conflicts in using any of the communal facilities, in particular the kitchen as well as rehearsal spaces, a 24-hour rota system will be set up so that residents can reserve facilities in accordance with their own daily schedule. The unusually high level of sound proofing throughout the facility makes it possible for residents to work and play around the clock.

Developers of the Foothold House are seeking investors to complete the conversion of the building currently under renovation. Benefits to investors include access to facilities as well as direct income from shares of rent.

B Write a short proposal (220–280 words) for your co-living residence. Make sure the key selling points are prominent.

C Read each other's proposals. Which do you think best serves its target group? Which do you think is the most attractive for investors?

V TRANSFORMATION

1 A Add letters to complete the expressions.

- The one thing that's had the most p _____ d i _____ t on my life in the past year is ...
- The one area where society really needs a m _____ r b _____ h is ...
- ... was a g _____ e - c _____ g idea which brought about a p _____ m s _____ t. One way our life is different as a result is ...
- Sometimes a historical event s _____ s in m _____ n a change in how people think and live; for example ...
- If I could be a p _____ r in any field, it would be ... and I would conduct p _____ t s _____ s to find out ...
- When one is hungry, the c _____ l w _____ m is to eat, but other options include ...

B Complete four of the sentences. Discuss your ideas with other students.

G VERB PATTERNS

2 A Complete these questions by adding a verb phrase in the correct form.

- Are you able to concentrate while ...
- Are you trying to refine your English with a view to ...
- Can you imagine yourself ...
- To what lengths would you go ...
- Do you think it's worth ...
- Are you inclined ...
- Do you think that, when you get old, you'll end up ...
- In a life or death situation, are you capable of ...
- Is one of your aims in life ...
- Has it ever happened that you couldn't help ...

B Ask other students your questions, and answer theirs.

V ADJECTIVES: NEEDING AND GIVING

3 A Complete the words related to needing and giving.

The psychology of giving

Studies show that ¹phil _____ people aren't necessarily wealthier or more ²comp _____ than the average person, but they have discovered a joy in ³unst _____ generosity towards the ⁴vuln _____ in our society. A surprising number of individuals who donate regularly talked less about ⁵altr _____ motives and more about the pure satisfaction they found in giving.

Meanwhile, looking at those who give less frequently, most find it easier to turn away from a whole group of ⁶dest _____ people than one ⁷har _____ individual. An appeal featuring a photo of a poverty-stricken family on ⁸wel _____ elicits more donations than an article describing the situation of all the poor in a given city or country.

B Discuss in pairs. Which ideas in the article do you agree or disagree with?

G CONTINUOUS AND PERFECT ASPECT

4 A Work in pairs and discuss. What tense and aspect is used in each sentence? What is the difference in meaning, if any, between the sentences in each pair?

- a) I've never been able to remember names, so I ...

b) I'm always forgetting people's names, so I ...
- a) By the end of this year, I'll have been living ...

b) By the end of this year, I'll have lived ...
- a) A year from now my lifestyle will have changed completely, specifically ...

b) A year from now I'll be living in a completely different way, specifically ...
- a) I'd been studying for most of my life, so adjusting to the real world ...

b) I've been studying for most of my life, so adjusting to the real world ...
- a) I was planning on studying another language, but ...

b) I'd planned to study another language, but ...

B Complete one sentence in each pair so that it is true for you. Then tell other students and find out about their ideas.

I've never been able to remember names, so I avoid using people's names altogether so that no one notices when I don't say their name.

F PRESENTING SURVEY RESULTS

5 A Correct the mistakes in the phrases in bold.

- ¹In the hole, most of the people surveyed
- ²tendency to feel that there weren't enough places for young adults to meet in public.
- ³The census seems to be that public spaces were designed for children, families and the elderly.
- ⁴To slight one example, a group of university students were kicked out of a playground for being too old, then sent away from the park benches, ⁵presumptuously for being too young.
- ⁶Another illustrator of this is that nearly everyone we surveyed said they meet their friends in cafés, but hated spending so much on coffee. ⁷One might specialise that young people would opt for cafés anyway, as they are so used to frequenting such places. ⁸Genetically speaking though ⁹our compression was that young people desperately want to spend their time in a healthy way, without the cost. To that end, we have a few suggestions to make regarding public spaces ...

B Work in pairs and discuss. To what extent do you agree with the opinions expressed? What suggestions would you make to improve the situation?