

Speak out

2ND
EDITION

Upper Intermediate Students' Book

with DVD-ROM

GLOBAL SCALE
of English

BBC

speakout

2ND
EDITION

Upper Intermediate
Students' Book

with DVD-ROM

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DVD-ROM:

 DVD CLIPS AND SCRIPTS

 BBC INTERVIEWS AND SCRIPTS

 CLASS AUDIO AND SCRIPTS



Eat, chat and make friends

Come along to a sociable and stimulating evening of conversation that goes beyond the normal 'What do you do?' or 'Did you see last night's TV?' You'll have a number of different conversation partners during the evening, and have a menu of interesting topics to get you started. There will be Turkish mezé dishes on the tables and coffee or other drinks are available. Some of our most recent conversation topics include:

- * When do you feel most alive?
- * Which three adjectives might people use to describe you?
- * What was the last photo you took on your phone?
- * Where do you feel most 'at home'?
- * What three ingredients would you look for in an ideal job?
- * Would you prefer to live with a view of the ocean or of a city?
- * What three questions would you ask a potential flatmate?
- * What do you always have in your wallet or handbag?
- * What music do you have on your phone or MP3 player?



SPEAKING

- 1 A** Work in pairs. Write three things that people talk about when they meet for the first time.
- B** Read the text above about a conversation evening and discuss the questions.
 - 1 What is special about the conversations?
 - 2 Which four conversation topics mentioned would you be the most interested in discussing?
 - 3 Are there any conversation topics which you would avoid asking in your culture/country?

LISTENING

- 2 A** 1.1 Listen to people at the conversation evening. Which two topics from the text above do the speakers discuss? What can you remember from each conversation?

B Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

 - 1 The woman would like someone very sociable.
 - 2 She is at her best in the mornings.
 - 3 She is quite tidy.
 - 4 She would ask a flatmate about their salary.
 - 5 The man has a lot of original ideas.
 - 6 He thinks carefully before making a decision.
 - 7 He works for an outdoor adventure school.
 - 8 He agrees with the three adjectives.

C Work in pairs and discuss the questions.

 - 1 What examples do the speakers give about being: antisocial, tidy, reliable with money, creative, adventurous and non-judgemental?
 - 2 Which of the two topics would you prefer to talk about? What would your answers be for this topic?

VOCABULARY

PERSONALITY

- 3 A** Complete the extracts from the conversations with words and phrases from the box.

a people person a computer geek
 keep yourself to yourself witty
 down-to-earth a good laugh
 spontaneous a morning person

- 1 For me an important question is 'Do you _____ or do you tend to be around a lot?'
 - 2 I like having friends around. I suppose I'm _____.
 - 3 I'm not _____ - I can't stand people who are all bright and cheerful first thing.
 - 4 Well, at least you're _____. You're quick and you make me laugh.
 - 5 I get an idea and I do it, no hesitation. So I'm _____.
 - 6 Well, people say I'm fun to be with, _____, if you know what I mean.
 - 7 I'm very practical and _____.
 - 8 I'm not _____. I don't sit in front of my computer for hours.
- B** Work in pairs and discuss. Which words or phrases would you use to describe yourself or someone you know?

page 148 **VOCABULARYBANK**

GRAMMAR

DIRECT AND INDIRECT QUESTIONS

4 A Look at the conversation extracts. Complete B's questions and then check in the audio script on page 164.

- 1 A:** Another question is about housework and cleaning.
B: Yes, something like 'Who cleans the place where you live now?'
- 2 A:** You need to know they can afford the rent.
B: But I wouldn't ask 'Could you tell me _____ earn?'
- 3 A:** ... I like doing new things, things that are out of the ordinary.
B: Such _____?
- 4 A:** That's useful in my job, too.
B: Can I ask _____?
A: I work for a web design company.
- 5 A:** My friends would say 'creative, spontaneous and disorganised'.
B: I'd be interested to know _____ agree with them.
- 6 B:** What _____ by 'non-judgemental'?
A: Well, I try not to make up my mind about people until I get to know them, ...

B Check what you know. Look at the questions in Exercise 4A and find:

- A direct question with an auxiliary verb
- Three indirect questions
- A question with a question word as the subject
- A short question with a preposition at the end.

C Circle the correct word in bold to complete the rules for indirect questions.

RULES

- Indirect questions are often used when a question is rather **personal/impersonal** or to make a question sound more **polite/interesting**.
- Word order in indirect questions is **the same as/different from** positive statements.
- Indirect questions **use/don't use** the auxiliaries *do* or *did*.
- When there **is/isn't** a question word in the direct question, add *if* or *whether* in the indirect question.

5 A Make sentences with the opening phrases.

- Why are you studying English?
Can you tell me *why you are studying English*?
- How long do you plan to study?
Do you have any idea ... ?
- What do you do in the evenings?
Can I ask ... ?
- Do you have a full-time job?
Do you mind me asking ... ?
- Which countries have you visited?
I'd be interested to know
- Where did you get that watch?
Could you tell me ... ?
- Is there a good café anywhere near here?
Do you know ... ?
- Would you like to come for a coffee?
I was wondering

B  1.2 Listen and check your answers. Which opening phrase is best for asking a very personal question?

6 A SENTENCE STRESS Listen again and underline the main stressed syllables in each sentence.

B Say the sentences at the same time as the recording and copy the stress.

7 A Choose three questions from Exercise 5A to ask other students and write two more indirect questions of your own.

B Work in pairs and practise saying your five questions.

C Work with other students and ask your questions.

D Work with a new partner. What did you find out about the other students?

 page 128 LANGUAGEBANK

SPEAKING

8 A Work in pairs. Choose a conversation topic from the text on page 8 and discuss it with your partner.

B Work with a new partner. Choose a new conversation topic.

C Discuss. What do you think of the idea of a conversation evening? Where would you hold it? What other food or drink could you have?



WRITING

AN ADVICE FORUM MESSAGE; LEARN TO EDIT FOR ACCURACY

9 A Work in pairs and answer the questions.

- 1 How important is speaking English for you?
- 2 Which aspects of speaking do you find difficult?
- 3 What problems are there in practising speaking outside class if you are studying in a) your own country b) an English-speaking country?

B Read the messages from a discussion forum and answer the questions.

- 1 What do you think of the suggestion in the reply?
- 2 What types of video would you choose?

 **Rafael**

Hi everyone, I live in Spain and I don't use English at work, so I don't have any chance to practise speaking English. Does anyone have any good ideas how I could improve my speaking?

 **Galya**

Hi Rafael,

I know exactly how you feel because I'm in a similar situation. I live in Bulgaria and also struggle to find opportunities to practise my spoken English. I know a really great idea which has really helped me. It's called 'shadowing'.

You find a short video which has the words on the screen at the same time. I really like sitcoms so I often use these, or you can find some good English video podcasts with the script under them. You listen to the speaker and you say the words at the same time. It's really good because you have to listen very carefully to the 'music' of English. You notice the stress and the intonation, how the person phrases things and where the pauses are. It's really helped me to become more confident and fluent and has improved my pronunciation.

Hope that helps. Good luck!

C Read the list of features which appear in this type of advice. Which ones are in the message above?

- 1 Show you identify with the problem.
- 2 Give advice referring to personal experience.
- 3 Say where to get more information.
- 4 Sign off and wish the person luck.

10 A Read the advice. Which of the features in Exercise 9C does the writer include?

 **Radu**

Hi Rafael,

I think it's easy to solve your problem. You just have to make some research.¹[ww]

There are a lot of opportunities to practise speaking on internet.²[gr] You can found them by searching for 'practise speaking English online free.'³[v] Be careful, some arent really free!⁴[p] On some sites you can find a speaking partner in another country and talk to them on Skype. Often they are at the same level as you, but it's good for practise and for getting more confidence.⁵[sp] It helped me become more fluent and I also liked very much meeting new people.⁶[wo]

I hope you try this out and enjoy it as much as I did. I wish you the best success in your future endeavours!⁷[st]

B Read the advice again and correct the mistakes. Use the teacher's correction code at the end of each sentence.

Correction code:	sp = spelling
v = verb form	p = punctuation
gr = grammar	wo = word order
ww = wrong word	st = style

11 A Read the forum question below and write a reply either to Miki or Rafael (120–180 words).

 **Miki**

Hi Rafael,

My situation is different from yours and I also need advice. I'm studying in the UK so there's English all around me but I'm quite a shy person. My grammar is good but I don't feel confident about speaking, so I end up talking to other students in the coffee shop and outside in my own language. Does anyone have any advice on this?

Miki

B Swap replies with another student. Read their text and tell them one thing you like about their advice. Then read it again and mark a maximum of three mistakes with correction codes.

C Look at your own text again. Check it carefully and make corrections.

D Read other students' advice. Whose advice is the most useful?

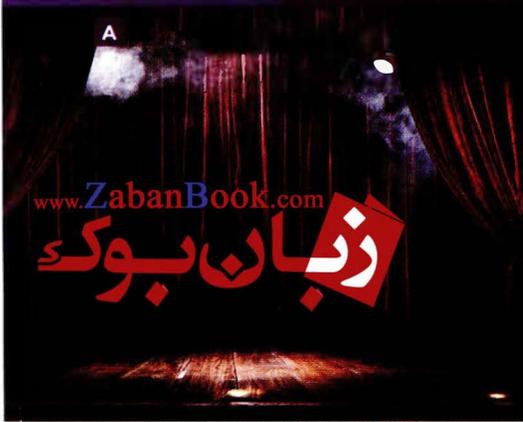
speakout TIP

We often miss our own mistakes, so it's a good idea to give your text 'a rest' and come back after several minutes or hours to take a fresh look. Also try reading your text aloud. You will probably spot more mistakes.

TRY SOMETHING NEW

- G** present perfect
- P** word stress; connected speech
- V** feelings; word building: nouns

1.2



VOCABULARY

FEELINGS

1 A How do you feel about trying new things, such as a challenging sport, a new dish or a new skill? Tick the statements that best fit you. Then work in pairs and compare your answers.

- Fine if no one's watching. Why should I?
 Food yes, sports no. Not very positive, but
 I love it! I know it's good for me.

B Match the comments below with photos A–D. What activities are the people talking about?

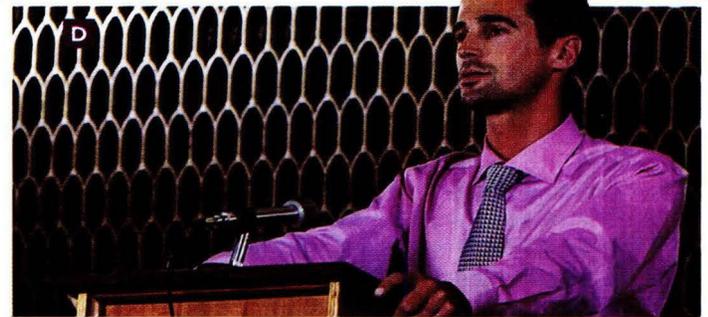
1 All my friends put pressure on me to do it. Looking down, I felt scared out of my wits – who wouldn't be? Then I jumped, and I don't remember much, but I was relieved when it was all over.

2 The very thought of eating them made my stomach turn. I thought I'd throw up and I knew that would be awkward, with everyone in the restaurant watching! So I simply ate them as fast as I could. When I finished, everyone clapped. They were really impressed.

3 The really interesting thing was how quickly we learnt the steps; I was fascinated by the way the teacher taught us. At the end of the lesson the teacher gave us a prize for best beginners – we were over the moon.

4 I was shaking like a leaf as I stood up. Everyone was staring at me and I just ran out of the room. I'd wanted so much to do it, and it was over before it began; I've never felt so frustrated in my life. All my colleagues were watching and I wished the earth would swallow me up.

C Work in pairs and circle ten adjectives or verb phrases in the comments which describe feelings. How many have a positive meaning?



D Match the adjectives or verb phrases you circled to words with a similar meaning 1–10.

- | | |
|--------------------------|-------------------|
| 1 disappointed and angry | 6 very interested |
| 2 felt embarrassed | 7 felt nervous |
| 3 thrilled | 8 petrified |
| 4 disgusted me | 9 admiring |
| 5 glad it was finished | 10 embarrassing |

E **1.3 WORD STRESS** Underline the stressed syllables in the adjectives and phrases from Exercise 1C. Listen and check. Then listen and repeat.

2 A Check what you know. Work in pairs and cross out the incorrect alternative in each sentence. Explain the reason for your choices.

- 1 **A:** I felt really *frustrating/frustrated* because I tried so hard but I still failed the driving test.
B: And it's your fifth time! How *embarrassing/embarrassed*!
- 2 **A:** I was *very/really/totally* interested in the book.
B: Yes, it was *very/really/totally* fascinating.
- 3 **A:** I was *very/really/absolutely* relieved at the end.
B: Yes, and we won! I was *very/really/absolutely* over the moon.

B What other modifiers could be used instead of *absolutely* or *totally*?

3 A Choose three adjectives or phrases from Exercise 1C and write notes about times you felt those emotions.

B Work in pairs. Tell your partner about the experiences. Are any of your experiences similar?

30 days to a new life

It's a simple idea: Choose something you've never done before, and spend the next 30 days doing it. It can be something ordinary like walking more, or changing your diet – or something that really takes you outside your comfort zone, such as mountain climbing, writing a story or getting up before sunrise every day.

It's all about changing old habits into new ones, overcoming your fears and moving your life in a healthier and more interesting direction. So go ahead, pick one of the ideas from my list or one of your own, and get started. Today. Let me know how you get on.

Easy

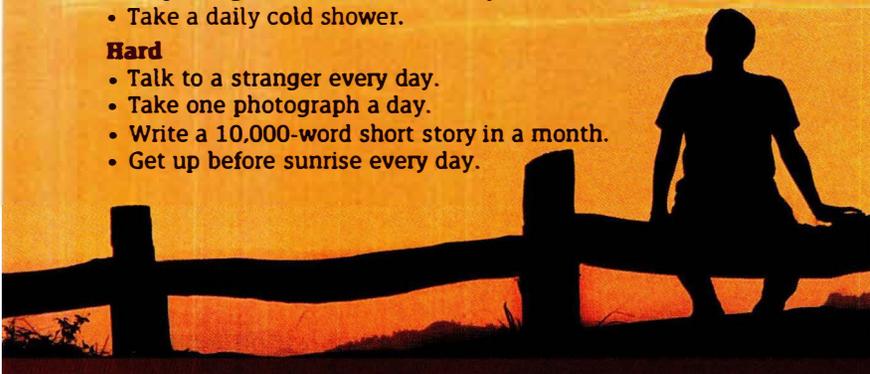
- Take a 30-minute walk each day.
- Keep a daily journal.
- Take a new route to work/school every day.
- Do mental exercises for 30 minutes each day.

Intermediate

- Try a new recipe each day.
- Learn how to draw a human face.
- Stop using the internet for 30 days.
- Take a daily cold shower.

Hard

- Talk to a stranger every day.
- Take one photograph a day.
- Write a 10,000-word short story in a month.
- Get up before sunrise every day.



Comments

Jasmine21: I've just finished my first challenge: no internet for 30 days. At first, I thought it would be impossible, but I noticed after five or six days that I felt much more relaxed. For one thing, I had more time on my hands ... but more importantly, I began to pay attention to things around me more, especially the people. I realised that I often used things like social networking to avoid the outside world.

TallThinGuy: Talking to strangers is relatively easy for me because I do it all the time in my job. So I tried something a bit different – talking to a friend every day, a different friend every day. I wasn't sure I had 30 friends altogether, so after going through the obvious people – the ones I'm in touch with and socialise with now – I started digging into my past, going back to friends I'd lost touch with from university, then high school, then primary school. Since then I've made much more of an effort to stay in touch with a few really precious friends.

Chiek: I started doing this half a year ago and in the last six months I've learnt how to sail, I've taken art lessons, and become a member of an online book club. For me, the best experience has been mental exercises. I've done exercises for years, but I've never really tried mental exercises before. It's not just that I feel calmer and don't get so stressed, I also find I can focus on tasks more clearly and I sleep better. So that one's something I'm going to carry on doing.

READING

4 A Work in pairs and look at the title of the article above. What do you think it is about?

B Read the first two paragraphs and check your predictions.

C Work in pairs and look at the writer's list of suggested activities. Do you agree with the level of difficulty (easy, intermediate, hard) that the writer gives for each?

5 A Read the comments then work in pairs. Cover the texts and discuss. What did each person do and how successful were they?

B Find phrases in the texts which mean:

- 1 new and difficult for you (paragraph 1)
- 2 what happens to you (paragraph 2)
- 3 had spare time (Jasmine21)
- 4 searching carefully (TallThinGuy)
- 5 tried hard to (TallThin Guy)
- 6 continue (Chiek)

C Work in pairs and discuss. What would you like to try for 30 days?

GRAMMAR

PRESENT PERFECT

6 A Complete these sentences using the words in brackets. Then check in the texts.

- 1 Choose something you _____ before. (never/do)
- 2 I _____ my first challenge. (just/finish)
- 3 In the last six months I _____ how to sail. (learn)
- 4 I _____ exercises for years. (do)

B Check what you know. Match 1–4 above with rules 1–3.

RULES

Use the present perfect for:

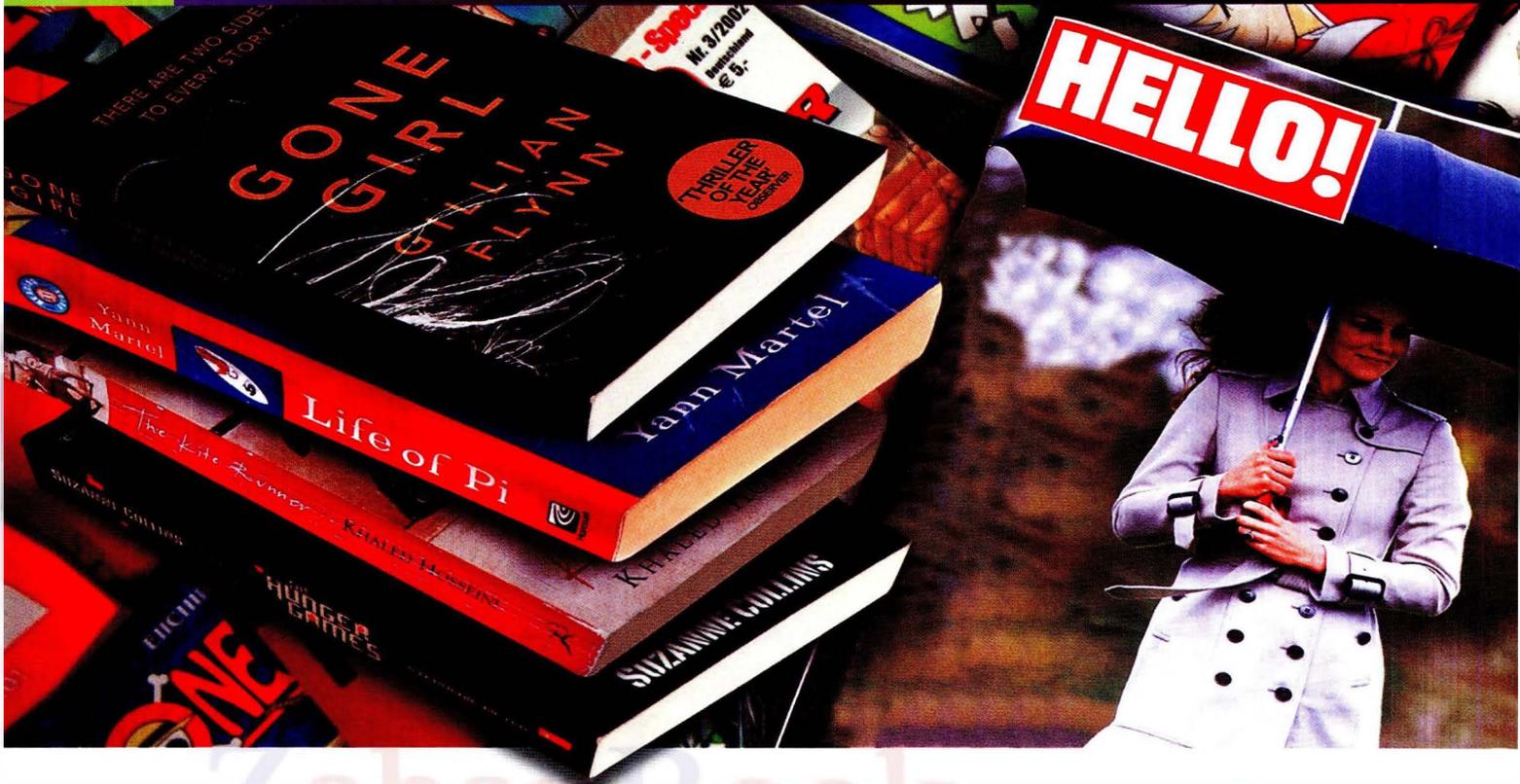
1 a completed action or experience at an unspecified time before now, often with phrases such as *ever/never, this week, this month*.

2 a recent completed action at an unspecified time before now that has a present result, often with words like *just, already*.

3 states or actions which are not complete; they began in the past and continue up to now, often with *for* or *since*.

3.3 IT'S A GREAT READ

- F** expressing likes and dislikes
- P** sentence stress
- V** reading genres



VOCABULARY

READING GENRES

1 A Work in pairs. Look at the words in the box and answer the questions. Use a dictionary if necessary.

novel blog lyrics tweet gossip magazine biography
 social media update manga autobiography poetry manual
 Wikipedia website forum online article blockbuster

Which things:

- 1 can only be read on a screen?
- 2 often include rhymes?
- 3 are about real people's lives?
- 4 aim to give factual information?
- 5 usually have pictures, photos or diagrams?
- 6 are fictional stories?

B Work in pairs. Student A: tell Student B the kinds of things you read the most, and which you like reading, and give examples. Student B: ask questions.

A: I enjoy gossip magazines. My favourite is '¡Hola!'

B: Why do you like it?

A: It's a really easy read after a long day ...

2 Work with other students and discuss the questions.

- 1 What type of book would you take on a long flight?
- 2 Which book might you say you have read in order to impress someone?
- 3 What books would you recommend for someone who enjoys biographies or other factual books?
- 4 Do you know a film that is better than the book it is based on?

FUNCTION

EXPRESSING LIKES AND DISLIKES

3 A Work in pairs. What do you know about the four books in the photo?

B **▶ 3.4** Listen to the conversation and complete the second column of the table. Write ✓ (they liked it), ✗ (they didn't like it) or - (they haven't read it). Which book does Amy decide to take?

		1 <i>The Hunger Games</i>
Amy		
Beth		
		2 <i>The Kite Runner</i>
Amy		
Carl		
		3 <i>Life of Pi</i>
Amy		
Beth		
Carl		

C Listen again and make notes about their feelings about each book.

D Discuss. Which of these books would you choose to read? Why?



4 A Put the words in the correct order to make sentences. Then check in audio script 3.4 on page 166.

- 1 of sci-fi / big fan / novels anyway / I'm a
- 2 really liked / What I / main character / was the / about it
- 3 I don't / that much / sci-fi / to be honest / really like
- 4 whole story / about it / builds the / I love / The thing / is the / way it
- 5 into it / couldn't get / I just
- 6 that sort / stand books / I can't / at you / of preach

B Work in pairs and answer the questions.

- 1 Which phrases mean *I don't/didn't like*?
- 2 Look at sentence 2. How is it different in form from *I really liked the main character*? Which word/idea is emphasised?
- 3 Look at sentence 4. How is it different in form from *I love the way it builds the whole story*? Which word/idea is emphasised?
- 4 How could you change each sentence to the opposite meaning?

C **3.5 SENTENCE STRESS** Underline the main stresses in sentences 1–6 in Exercise 4A. Listen and check. Then listen and repeat.

5 A Rewrite the sentences using the words in brackets. Make sure the meaning is the same.

- 1 I liked the characters in *Atonement* (What / liked)
What I liked about Atonement were the characters.
- 2 Reading on my tablet hurts my eyes. (I / stand)
- 3 Detective stories bore me. (I / that much)
- 4 Blockbusters such as the *Bourne* series really don't appeal to me. (I / into)
- 5 I like the way *Twelve Years a Slave* teaches you about history. (thing / is)
- 6 The best thing about Agatha Christie books are the plots. (What / like)
- 7 I enjoy anything by Stieg Larsson. (I / big fan)

B Think of one type of reading that you really like and one that you don't like. Write two sentences about each, using phrases from Exercise 5A.

C Work with other students. Find one type of reading you all like and one that none of you like.

▷ page 132 **LANGUAGEBANK**

LEARN TO

SUMMARISE A PLOT

6 A Read the summary of *Gone Girl*. Would you like to read the book?

On the morning of his fifth wedding anniversary, Nick Dunne
 1 _____ home and 2 _____ that his wife Amy
 3 _____. During the next few days the police and
 media 4 _____ Nick's life. Unfortunately for him,
 they 5 _____ that Nick is the number one suspect
 for Amy's murder. Through her diary entries we find out
 that Amy 6 _____ happy in the marriage. However,
 as the story 7 _____, we 8 _____ to change our
 opinions of Nick and Amy as more information 9 _____
 about the true state of their relationship.

B **3.6** Listen and complete the summary of *Gone Girl*.

C Work in pairs and answer the questions.

- 1 Which verb forms are used in the summary?
- 2 Why do you think these verb forms are used?
- 3 Do you use the same verb forms when you summarise the plot of a book or film in your language?

SPEAKING

7 A Choose a book or a film adapted from a book. Make notes about: the main events in the story, why you like it, why the other students should read or watch it.

B Work in groups. Persuade the other students to read your book.

Has anyone read 'Cien Años de Soledad' by Gabriel García Márquez? I think it's called 'A Hundred Years of Solitude' in English. It's about ...

Lesson 7.1 MULTI-WORD VERBS

1 A Look at the sentence pairs. How are the meanings of the multi-word verbs in bold different?

- 1 Did your parents **bring you up** as a Buddhist?
- 2 Oh, here's Edith now. Just don't **bring up** anything about her divorce.
- 3 Anna keeps **putting off** the meeting. I don't think we'll ever get a chance to discuss things.
- 4 Stop talking about your illnesses. You're **putting me off** my food!
- 5 Why did they **turn Neil down** for the job?
- 6 Could you **turn the cooker down** – the sauce in the pan is going to burn.
- 7 My car's in the garage. It **broke down** on the way to work today.
- 8 Negotiations between the two corporations have **broken down**, but they may restart next month.
- 9 The company **took on** ten school-leavers last month.
- 10 After Brazil won the semi-finals, they **took on** the favourites, Spain.
- 11 He **pulled out** without looking and hit another car.
- 12 Both countries have **pulled out** of the talks, so there won't be any agreement.

B Complete the table with the multi-word verbs from Exercise 1A.

a		hire compete against
b		say no lower the level
c		end one's involvement, or quit drive onto a road from another road
d		make sb dislike sth postpone
e		raise start to talk about
f		fail or end unsuccessfully stop working, usually for a machine

Lesson 7.3 PARTS OF A NEWS WEBSITE

2 Match 1–10 to the parts of a news website.

- 1 breaking news
- 2 lead story
- 3 headlines
- 4 news feed
- 5 forum link
- 6 weather forecast
- 7 video link
- 8 menu bar
- 9 navigation buttons
- 10 pupup ad

The screenshot shows a news website interface with the following elements:

- Navigation Bar:** UK, World, Politics, Business, Technology, Entertainment, Sport, Magazine, Editor's Blog, Have Your Say, Special Reports.
- Breaking News:** Major breakthrough in talks ... Election outcome due in ...
- Headline:** Hiker risks his life
- Lead Story:** Zermatt, Switzerland – A hiker who risked his own life to save the lives of two stranded hikers says he would do the same thing again.
- Text:** Tamas Radnoti was among a number of hikers caught in the snowstorm on Mont Blanc late on Sunday afternoon, and was in the middle of his descent when he came upon two fellow hikers. Patrick Quillier and Francois Bernardi had stopped their own descent, too exhausted to continue, and had built a make-shift shelter in the snow to try to survive the night.
- Image:** A hiker on a snowy mountain peak.
- Also in the News:** Police to install city-wide surveillance, Video games blamed for increase in violence, Cars banned in city centre, Student in photo advert row, Perform marathon raises record amount for charity.
- Drivetime Insurance:** 6 months' breakdown included (pupup ad).
- Most Popular:** Act your age!, World's worst inventions, Shark video goes viral, What your reading says about you, What's your greatest regret?
- UK Weather Report:** 15°C North (rainy), 20°C Midlands (dry), 21°C South (dry).
- Interactions:** email this, subscribe to podcast, follow us on Twitter, join our Facebook group, Comment on this story (6 comments).

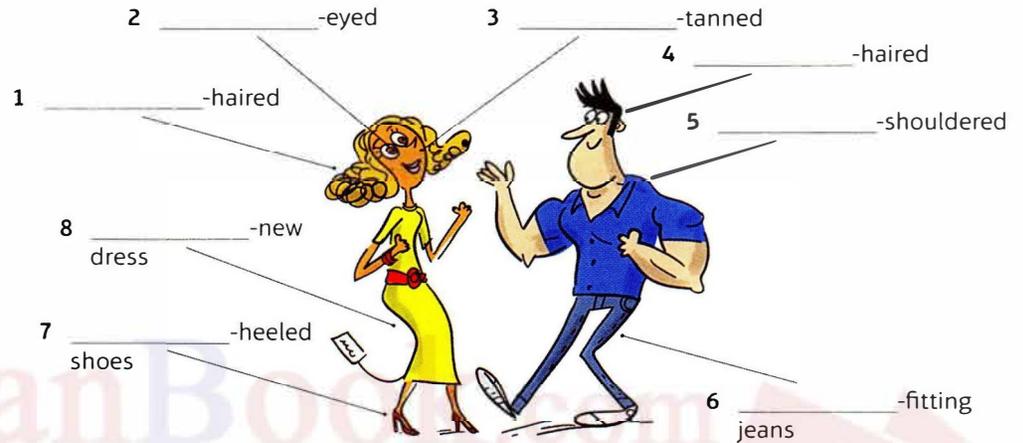
Lesson 8.1 COMPOUND ADJECTIVES FOR DESCRIBING PEOPLE

1 A Look at the picture and complete the compound adjectives with words from the box.

brand broad brown curly dark high sun tight

B Which words or phrases can be turned into opposites by using the opposite of the first part?

curly-haired – straight-haired



Lesson 8.3 BEHAVIOUR IDIOMS

2 A Match pictures A–F with the idioms in the box. Two idioms are not in the pictures.

talk behind sb's back walk all over sb
 not lift a finger be always there for sb
 go out of one's way to do sth lock horns with sb
 (be) a shoulder to cry on give sb a helping hand



B Which of the idioms in the box do you think are positive, and which are negative?

C Complete the sentences with the correct form of the idioms.

- 1 She loves to help out. She'll _____ anyone a _____ if they need it.
- 2 He often sits and watches me clean and doesn't _____ to help.
- 3 When I'm really upset and need a _____, I always turn to Martin.
- 4 I don't trust her, she's such a gossip. She's always _____ my _____.
- 5 He argues about everything. In fact he'll _____ you on just about any topic.
- 6 She's the best friend I can imagine. She _____ for me, through good times and bad.
- 7 He's so kind and generous. He'll always _____ his _____ to help you.
- 8 Don't just do everything he wants. He's very selfish. Don't let him _____ you.

D Match meanings 1–8 to the idioms in Exercise 2A.

- 1 be available whenever somebody needs you
- 2 do something to help even though it's not convenient for you
- 3 be in conflict with somebody
- 4 do something to help somebody
- 5 give somebody sympathy when they're upset
- 6 say something (usually bad) about somebody when they're not listening
- 7 treat someone very badly
- 8 do absolutely nothing to help

Lesson 9.1 DEPENDENT PREPOSITIONS

1 Complete the headlines with a dependent preposition.

1 Innocent man mistaken _____ gang leader

2 Woman jailed for hiding robbers _____ police

3 Couple punished _____ balloon hoax

4 Mugger caught after boasting _____ crimes in local café

5 Jailed criminal prohibited _____ selling his story

6 Politician condemned _____ involvement in banking scandal

7 Murderess given strong sentence for joking _____ crime

8 Local teacher fired for participating _____ protest march

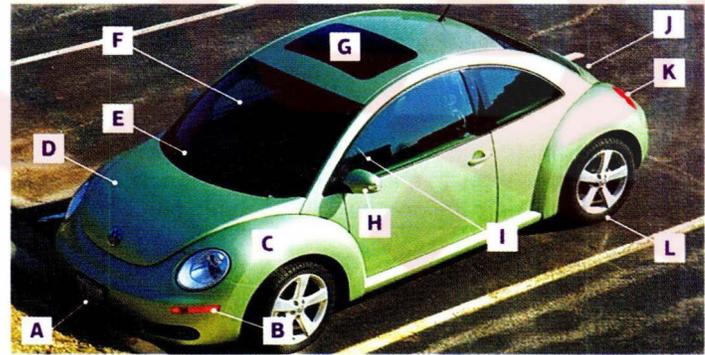
9 College president conceals financial woes _____ board of trustees

10 Mother fined _____ leaving baby unattended in car

Lesson 9.3 CARS AND ACCIDENTS

2 Match the car parts 1-12 to A-L in the picture.

- | | | |
|----------------|---|---------------------|
| 1 boot | J | 7 tail light |
| 2 bonnet | | 8 windscreen |
| 3 number plate | | 9 tyre |
| 4 indicator | | 10 windscreen wiper |
| 5 wing | | 11 sun roof |
| 6 wing mirror | | 12 steering wheel |



3 Complete the sentences with the verbs and verb phrases in the box in the past simple.

skid collide with pull out overtake drive the wrong way swerve exceed the speed limit scratch



The car _____ on the ice.



She _____ to avoid hitting the dog.



She increased her speed and _____ the blue car.



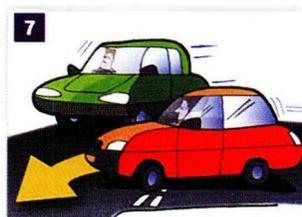
He _____ . He was going at 100 kph.



She _____ the side of the car by parking too near a wall.



He was driving too fast in a narrow street and _____ another car.



A car _____ in front of him and he almost crashed into it.



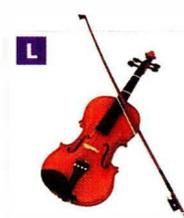
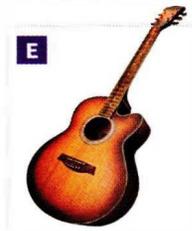
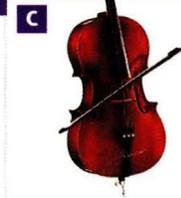
He _____ down the motorway.

Lesson 10.2 MUSIC

1 A Match the instruments 1–12 with the photos.

- 1 acoustic guitar
- 2 drums
- 3 bass guitar
- 4 violin/fiddle (informal)
- 5 cello
- 6 grand piano
- 7 trumpet
- 8 trombone
- 9 flute
- 10 clarinet
- 11 saxophone
- 12 harp

B Can you play any of the instruments above?
Which instrument would you most like to learn?



2 Match the phrases and idioms in bold with meanings a)–h).

- 1 There goes Jim again, saying how great he is, **blowing his own trumpet**.
- 2 Clara began **fiddling with** her necklace. I could see that she was worried.
- 3 We need to **drum up** some new business or we'll have to close down.
- 4 I'm tired of **playing second fiddle**.
- 5 Interesting how Larry **changed his tune** after he found out it was his own assistant who stole the money.
- 6 I know, it looks like an expensive car but I got it **for a song**.
- 7 The boss wants to see me about my mistakes on the contract. It's time for me to go in and **face the music**.
- 8 Her name **rings a bell** – maybe I've met her before.

- a) take a less important role
- b) remind sb of sth, sound familiar
- c) talk positively about oneself
- d) touch or play with something in a restless or nervous way
- e) get (support or attention) through making a lot of effort
- f) accept responsibility for mistakes
- g) suddenly take a different perspective
- h) very cheaply

Lesson 10.2 TWO-PART PHRASES

3 A Complete the sentences with the words in the box.

take death leave later swim another miss nothing

- 1 It's only a question of time, and **sooner or** _____ you'll find a new job.
- 2 That's the highest salary we can pay you. We can't go higher, so **take it or** _____ it.
- 3 You've finished the training, and now you have to go out and do the job. It's **sink or** _____.
- 4 The shop is about twenty kilometres from here, **give or** _____ a kilometre.
- 5 It was **all or** _____ – she either had to get in the car with him or lose him forever.
- 6 This is the biggest choice of my life – it's a **life or** _____ decision.
- 7 Mark took a **hit or** _____ approach to finding a wife. He simply proposed every girl he saw out on a meeting.
- 8 I know, we're lost, but **one way or** _____ we'll find our way back.

B Match meanings a)–h) with the two-part phrases in Exercise 3A.

- a) the offer won't change
- b) risking everything
- c) to within (a small amount)
- d) unplanned/disorganised
- e) eventually
- f) somehow
- g) fail or succeed
- h) extremely important

Conversation 2

M1 = Man 1 W = Woman M2 = Man 2

M1: So, this is Radcliffe Square.

W: Wow! Is this right in the centre then?

M1: Pretty much.

M2: What's that?

M1: Hold on. Let's just get off our bikes ... Right, so that building in front of us is the Bodleian, named after the founder – Thomas Bodley. Believe it or not, despite the fact that it's circular, it's actually a library.

W: Cool!

M1: Yeah, it gets a copy of every book published in the UK.

M2: Who can use it?

M1: Any student at the university. Of course, each college also has its own library – you know the university's divided into colleges, right?

M2: Right. How many colleges are there?

M1: Just under forty. Well, thirty-eight to be exact.

W: So that means thirty-eight libraries?!

M1: Mm but they're not all as big as the Bodleian. Anyway, we'll need to get back on our bikes for the next bit.

...

M1: Can you hear me if I talk as we cycle along?

M2: Yeah.

W: OK, but don't go too fast. I'm not very steady on this thing!

M1: So, here's the famous Bridge of Sighs, connecting two sides of Hertford College.

M2: I've seen the original.

M1: What, of the bridge? In Italy, you mean?

M2: Ja, it's in Venice. Beautiful.

M1: OK. We'll go past New College and then onto the High Street.

M2: Is that New College there?

M1: Yep.

W: How 'new' is new?

M1: Roughly 1370.

W: You're kidding!

M1: No, really! Interestingly, the oldest college was actually only founded a hundred or so years earlier! Uh-oh, watch out on this corner ...

M1: That's the 'Schools'. It's where the students take their exams. Apparently, the biggest room can seat somewhere in the region of 500 students although I haven't seen it myself. Anyway, we're turning right here. The street's cobbled, so be careful.

M2: How many students are there at the university in total?

M1: To be honest, it depends. In term time, you'd probably get upwards of 20,000.

M2: Many international students?

M1: Some, but most are from the UK. We'll finish by cycling down this way to Christ Church. We can actually go inside if we're quick. It's well worth a visit.

M2: Christ Church is another college?

M1: Yeah, the biggest and probably the most famous. Have you seen any of the Harry Potter films?

M2: No ...

W: I have!

M1: Oh, well, you'll recognise the Great Hall. It's where they have the feasts in Hogwarts School. You know that bit when Harry ...

UNIT 10 Recording 8

S = Sarah T = Tim N = Nigel

S: Right, well, we have our shortlist for the new feature that we're going to put into the town centre, which one gets your vote, Tim?

T: I'm really in favour of the – the state-of-the-art multiplex cinema. I think that it would be most useful and beneficial for the community. I think it will be used a great deal, I think it would bring jobs to the area, and I think it would provide entertainment and activities for young people.

N: The only thing that would concern me though is that that's going to be very, very expensive.

T: Um hm.

S: I mean, I personally would prefer the botanical garden.

T: Oh.

S: Because I think that that will satisfy the needs of many different age groups. I think it would be very good for wheelchairs, for ... for blind people, for people with disabilities, there would be areas that would be excellent for young people, and lots of learning opportunities in the education centre. And we know from past experience that the older age group certainly enjoy gardens.

T: The only thing that would concern me on that is that you mention youth, but I don't think that you're going to get as many young people involved in a botanical garden. I think if it was interactive then it would be ... but just as a thing that was showing I'm, I'm not so sure.

N: Well, I don't want to harp on about costs again but we have to consider the maintenance of this botanical garden. There are very high maintenance costs involved.

S: Oh, so, Nigel what, what would you prefer?

N: Well, my vote would go to the theatre workshop space for young people. And I know we said we don't want to discriminate against any ... we don't want to leave out certain members of our society, but I think we've got a problem in this town about kids getting bored, hanging around on street corners, they need something to do and a theatre workshop space is going to get them ... it's going to give them a routine, it's going to give them a motivation, and then when they do their shows, they're bringing along their grandparents, their parents, I feel it's very inclusive.

T: Can you see the older generation wanting it, liking it?

N: I think the older generation want to be sure that kids aren't hanging about the streets with nothing to do.

S: And could that theatre workshop space be used for other things as well?

N: Absolutely.

S: Could it be used for meetings, for other sections of society?

N: ... Aerobics ... there's going to be a sprung wooden floor so there'll be dance classes, yoga, pilates, multi-purpose ...

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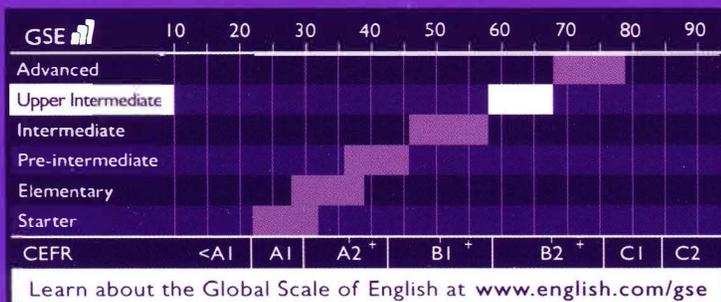
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LISTENING

4 A Read the text and answer the questions.

- 1 What is the aim of the organisation? How does it want to achieve it?
- 2 Which of the ideas 1–8 are connected to the environment (E) and which are connected to personal and social development (PS)?

In 2004, a small London-based community organisation called *We Are What We Do* published a book, *Change the world for a fiver*. It contained fifty simple actions which ordinary people could do to make the world a better place. Now it is a global movement with a lively website, millions of active participants and more than 130 ideas for actions.

Its motto is:

SMALL ACTIONS × LOTS OF PEOPLE = BIG CHANGE.



- 1 Use a biro from start to finish _____ E _____
- 2 Smile and smile back _____
- 3 Do something you think you are unable to do _____
- 4 Buy fairly traded products _____
- 5 Remember people's names _____
- 6 Turn off the tap when you brush your teeth _____
- 7 Say 'no' to plastic bags whenever possible _____
- 8 Learn one good joke _____

*£5

B 2.3 Listen to four people speaking about their experiences. Which ideas 1–8 in the text in Exercise 4A did each one try?

- 1 _____ 2 _____ 3 _____ 4 _____

C Listen again and make notes about:

- a) why the speaker chose that particular action
- b) what problems each speaker experienced.

Speaker 1 a) _____
b) _____

Speaker 2 a) _____
b) _____

Speaker 3 a) _____
b) _____

Speaker 4 a) _____
b) _____

VOCABULARY PLUS

VERBS/NOUNS WITH THE SAME FORM

5 A Complete the sentences with the correct form of the words in the box.

decrease project record permit appeal

- 1 In the 2008 Olympics, Usain Bolt set three world _____ including the 100 metres.
- 2 If you stay in Spain for more than ninety days you need to apply for a resident's _____.
- 3 CCTV cameras have been successful, with a huge _____ in incidents of violence.
- 4 Police have launched a nationwide _____ for help to find a missing sixteen-year-old.
- 5 The National Gallery is planning to _____ gigantic images of Picasso paintings onto the outside of the building.
- 6 The Water for You scheme is a _____ to give hundreds of people access to clean water.
- 7 Researchers _____ South American river turtles talking to each other underwater.
- 8 The amount of ice at the South Pole _____ significantly over the last ten years.
- 9 Students _____ to work and study in this country.
- 10 Environmentalists _____ to supermarkets to reduce the amount of food waste.

B 2.4 Listen and check your answers.

C Listen again and underline the stress in the words you wrote in Exercise 5A.

records

READING

1 A You are going to read about a course that trains people to be spies. Read the list and tick the three things that you think are most important for a spy to be able to do.

- a) break into a property
- b) drive fast without getting into an accident
- c) follow someone without getting caught
- d) pretend they are someone else
- e) use karate or other martial arts
- f) win the trust of a stranger

B Read the article. Which three things from the list above are mentioned?

1 _____ 2 _____ 3 _____

SO YOU WANT TO BE A SPY?

- 1 Despite recent developments in surveillance technology, a camera is no substitute for the human eye and there will always be a need for that most secretive of professions, the spy. In the BBC3 series, *Spy*, a group of eight volunteers took a two-month crash course in spying. Their trainers were former spies and experts in fields such as psychology and body language.
- 2 Before they joined the course, the would-be spies were allowed to tell only one person what they were really doing; for everyone else, they had to invent a believable cover story to explain their two-month absence. A couple of them immediately got into trouble when their story of a two-month job in New York resulted in friends promising to visit them.
- 3 As soon as they arrived at headquarters and before they had time to unpack, the eight 'spies' faced their first challenge: they had just ten minutes to talk their way into the flat of a complete stranger and be seen by their trainers drinking a glass of water on the balcony. It's a great task and one often used by real spy agencies to test their spies' abilities to act under pressure and think up plausible reasons to gain access to places.
- 4 The recruits learnt about surveillance techniques including how to 'go grey' and disappear into a crowd and also how to organise a surveillance operation on a house. This meant breaking into the property, planting secret cameras and bugs and fixing tracking devices to cars.
- 5 Another week, the recruits had to go undercover, adopt new identities and take temporary jobs in a gym, a clothes shop and a barber's. They had to convince their co-workers that they were genuine, gain their trust and finally persuade one of them to do something wrong, for example to lie or to sign a false document.
- 6 At the end of the experience, what qualities did they think were important for being a spy? 'A spy needs to be a quick thinker, work well under pressure and be able to blend in.' It helps to be a woman: 'Sandy, our female trainer, loved to remind us how women made better spies.' So if you are a tall male it's probably not worth applying. And were any of the participants keen to become a spy? Certainly not one married candidate: 'A Service insider told me that there is an exceptionally high divorce rate in the spy business with a lot of agents marrying their secretaries – the only person they can confide in and trust.'

C Match the quotes a)–e) with one of the paragraphs in the article.

- a) I had to get right underneath and it was difficult to fix it on securely.
- b) I'm a location manager for a TV company and we need a place to film.
- c) I'm going on safari and I'll be back in two months.
- d) It's just another thing that girls do better than boys!
- e) I used to work at a men's clothing store in Soho – that's how I got this job.

D Find words and phrases in the article that match definitions 1–8.

- 1 can't replace (paragraph 1) *is no substitute for*
- 2 fast and intensive period of training (paragraph 1) _____
- 3 someone who wants to be something; potential (paragraph 2) _____
- 4 believable (paragraph 3) _____
- 5 become unnoticeable (paragraph 4) _____
- 6 work secretly with a different identity (paragraph 5) _____
- 7 look similar to everything around you (paragraph 6) _____
- 8 tell secrets to (paragraph 6) _____

VOCABULARY

SURVEILLANCE

2 Complete the sentences. The first letters are given.

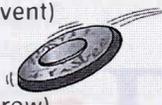
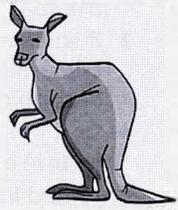
- 1 When you *id* _____ someone or something you recognise and correctly name someone or something.
- 2 People or organisations that are in charge of a particular country or area are called the *au* _____.
- 3 If something is a *de* _____ to crime, it acts to reduce the chance of it happening.
- 4 To *st* _____ information is to keep facts in a computer or in a file.
- 5 To find information on a computer is to *ac* _____ data.
- 6 Carefully watch something over a period of time, for example a nurse *mo* _____ a patient's condition.
- 7 Crime *pr* _____ is all about stopping something bad from happening before it occurs.
- 8 If you *ke* _____ *tr* _____ of someone who is moving, you always know their position.

GRAMMAR

THE PASSIVE

- 3 A Complete the sentences with the passive form of the verbs in brackets.

STRANGE BUT TRUE!

- 1 All gondolas in Venice, Italy must _____ (paint) black unless they belong to a high official. 
- 2 The modern Frisbee _____ (invent) by the Frisbie Pie Company in 1946 when their pie tins _____ (throw) around by employees during breaks. 
- 3 Over the centuries, Korea _____ (invade) more times than any other country in the world.
- 4 The white surface of the Taj Mahal _____ (gradually / damage) by pollution and is turning yellow.
- 5 British guidebooks in the nineteenth century advised women to put pins in their mouths to avoid _____ (touch) in the dark when trains went through tunnels.
- 6 You are more likely _____ (kill) by a juice cork than a poisonous spider, but most people are more afraid of spiders.
- 7 Kangaroos can _____ (find) in the wild in only two countries: Australia and New Zealand. 
- 8 When Christopher Columbus 'discovered' America in 1492, the continent _____ (already / explore) by the Vikings from Norway over three centuries earlier.

- B Two of the facts above are false. Which are they?

- 4 Complete the sentences with the correct active or passive form of the verbs in brackets.

TECHNOLOGY UPDATE

Currently hundreds of trainee medical students

¹ _____ (teach) through the online virtual world *Second Life*. Once a day students ² _____ (send) to locations in the online world to treat computer-generated patients. When they are there, virtual equipment can ³ _____ (use) to check the patients at the scene and then the trainees can ⁴ _____ (decide) on the best course of action. The training tool has been a great success so far and from next year it ⁵ _____ (use) at a number of medical schools around the world.

Pollution is an ever-growing problem in our cities, but in the near future a new system ⁶ _____ (allow) traffic managers to identify pollution hotspots. It ⁷ _____ (be) possible to alter the movement of cars through the city by changing the traffic light sequencing to direct cars away from problem areas. A computer ⁸ _____ (also / send) commuters warning text alerts on their mobile phones so they can decide how to avoid the hotspot. The new pollution monitoring system ⁹ _____ (test) successfully for the first time at a trial last month and could ¹⁰ _____ (introduce) as soon as next year.

WRITING

A LETTER OF COMPLAINT; LEARN TO USE FORMAL WRITTEN LANGUAGE

- 5 A Correct the mistakes in the underlined phrases.

Dear Sir or Madam,

¹ I am writing with regard for my stay in one of your hotels.

I stayed at the Riley Hotel in Belfast from 14 to 16 June and experienced a number of problems. Firstly, the room had not been properly cleaned. Secondly, there were no tea- or coffee-making facilities in the room. Finally, there was a party in the room under mine and it kept me awake until early morning.

I have already spoken to the hotel manager about this but she was quite rude and suggested that I write to you.

In order ² to dissolve this matter, I am requesting that you refund the money for my stay at the hotel. ³ Please contract me within ten days of the date of this letter ⁴ to convince that this step has been taken.

⁵ Thank you for your promptly attention to this matter.

⁶ Yours faithlessly,

Viola Gresham

- B Write a letter of complaint (120–150 words) to a restaurant where you recently had an important lunch, e.g. a meeting or a first date. Include three things that went wrong.

FUNCTION

OPINIONS

1 A Cross out the unnecessary words in the underlined phrases.

- A: Do you think students should be allowed to use their phones in class?
- B: Yeah, I'm not in favour of that. The way I see it is that students would be more motivated if they could use phones, maybe to make short movies or things like that.
- A: Mm, I'm not being so sure, you know how kids are. It seems that to me that they'd just start texting each other whenever they were bored.
- B: Mm, well, I'm agree to a certain extent. They would certainly need very strict rules, you know, about turning them on and off. But phones could be useful for things like practising languages or setting homework reminders.
- A: Yes, I can suppose so, but what about bullying, you know, kids sending each other nasty messages? Or phones could be a target for thieves.
- B: 'Is fair enough, but either of those things could happen after school.
- A: Hmm. I see your point is, but I'm still not so convinced. I think on balance it's better to keep them out of classes.
- B: I don't disagree. I think we should encourage them.



- B ▶ 2.5 Listen or read the audio script on page 75 to check.
- C ▶ 2.6 Listen to the opinion phrases and repeat what you hear.

LEARN TO

SUPPORT YOUR VIEWPOINT

2 Complete the second sentence so that it has a similar meaning to the first. Start with the words given.

- The latest research has found that profiles on social networking sites are accurate descriptions of people's personalities.
According _____.
- Kids still enjoy dolls, electric train sets and Lego.
Toys like _____.
- Japan is one of many countries where fish is an important part of the diet.
In many countries, for instance _____.
- People are said to be attracted to partners who look like them.
Apparently, people _____.
- There is no evidence that coffee increases long-term memory.
As far as I know, _____.
- Media studies and Sports studies are examples of 'soft' subjects and are no longer being offered in some colleges.
'Soft' subjects such _____.

VOCABULARY

OPINION ADJECTIVES

3 A Put the letters in bold in the correct order to make adjectives. The first letter is underlined.

- A: What are the drink drive laws in your country?
- B: Zero tolerance. It's **l** **g** **l** **e** **i** **a** **l** _____ to drive if you've drunk any alcohol at all.
- A: That seems like a **r** **a** **s** **n** **o** **a** **e** **l** _____ law to me.
- A: Models shouldn't wear fur. It's **c** **h** **u** **t** **a** **i** **n** **e** **l** _____ to kill animals just for fashion.
- B: I'd go along with you there, but what about in really cold places?
- A: I think it's possible that one day everyone will have a microchip under their skin from birth.
- B: Really? I find the whole idea deeply **b** **i** **r** **d** **u** **g** **s** **i** **n** _____.
- A: Jan's gone too far this time! His idea at the meeting was **u** **r** **e** **g** **a** **s** **o** **u** _____!
- B: I agree. I thought it was silly and **i** **r** **e** **p** **s** **r** **s** **b** **e** **n** **i** **l** _____.
- A: I entirely agree.

B ▶ 2.7 Listen and write the adjectives next to the correct stress patterns.

- Ooo _____
- oOo _____
- oOoo _____
- ooOoo _____

C Listen again and repeat what you hear.

2A

- 2 Anyone planning to go home early or wanting to take a break should let us know.
- 3 Walking out of the restaurant, I ran into my old boss coming in.
- 4 I used to work with the woman living next door.
- 5 I left the party quickly, not telling anyone that I was unwell.
- 6 Carrying a child under each arm, she ran out of the blazing building.
- 7 He jumped up, frightened by the loud bang, mistaking the door for a gun.
- 8 Walls painted white tend to attract more graffiti.

3

- 1 sell-out
- 2 alternative
- 3 rave reviews
- 4 ground-breaking
- 5 must-see
- 6 created a stir
- 7 mainstream
- 8 flop
- 9 hype
- 10 letdown

4B

- 1 c 2 b 3 a 4 b 5 c

C

- 1 from the side
- 2 thirds each way, (four) intersecting points
- 3 interesting
- 4 (quite/fairly) close
- 5 height, the same level

5A

- 1 tired
- 2 downs
- 3 don'ts
- 4 bounds
- 5 quiet
- 6 on
- 7 then
- 8 ready
- 9 cons
- 10 take
- 11 through
- 12 on

10.3

1A/B

- 1 It's well worth a visit
- 2 Let's head over to the
- 3 Supposedly, they had to interrupt
- 4 Believe it or not, it took
- 5 It was originally built as
- 6 Well, they were founded in
- 7 The story goes that he used

C

- a) 5 b) 4 c) 3 d) 7 e) 2 f) 1

2A

- 2 shortness, shorten
 - 3 narrowness, narrow
 - 4 width, widen
 - 5 breadth, broaden
 - 6 thickness, thicken
 - 7 depth, deepen
 - 8 height, heighten/raise*
 - 9 largeness, enlarge
- *When we make something higher we usually *raise* it. When feelings or effects become stronger, they are *heightened*.

B

- 1 narrow
- 2 broaden
- 3 deepened
- 4 thickness, thicken
- 5 width, widen
- 6 length
- 7 lengthen
- 8 enlarge
- 9 high, height
- 10 shortened

3

- 1 There were **just under** 200 people at the party.
- 2 The homework should take you **roughly** an hour to do.
- 3 We'll be arriving at 4 o'clock or so **what?**
- 4 The renovations cost **upwards** of one million euros.
- 5 We're expecting somewhere **in the** region of a thousand people for the conference.

REVIEW 5

1

- 1 to let
- 2 to turn
- 3 to turn, to look
- 4 meeting
- 5 talking, having
- 6 asking

2

- 1 apologised for not listening
- 2 blame the website for encouraging
- 3 be banned from showing
- 4 saved the plane from crashing
- 5 dreamt of being
- 6 is suspected of helping
- 7 criticising me for not helping

3

- | | |
|----------------------|-----------------|
| 1 a) fall for | b) deceive |
| 2 a) taken in | b) distracted |
| 3 a) ground-breaking | b) sell-out |
| 4 a) letdown | b) flop |
| 5 a) Bribery | b) Shoplifting |
| 6 a) hacking | b) vandalism |
| 7 a) shorten | b) narrow |
| 8 a) gripping | b) gory |
| 9 a) knocked out | b) knocked over |

4A

- 1 rescue
- 2 gory
- 3 thought-provoking
- 4 full of suspense
- 5 hacking
- 6 bribery

5B

- 1 can't/couldn't have got
- 2 might/could have experienced
- 3 must have made
- 4 must have given
- 5 can't/couldn't have had
- 6 could/might have been
- 7 could/might have been born
- 8 must have been

6

- 1 cross
- 2 seemed
- 3 so
- 4 much
- 5 like
- 6 reminded
- 7 blank
- 8 catch

7

- 1 who
- 2 whose
- 3 when
- 4 who
- 5 when
- 6 who
- 7 which
- 8 whom
- 9 whose
- 10 which

8

- 1 found
- 2 living
- 3 spent
- 4 used
- 5 killed
- 6 arriving
- 7 starting
- 8 suffering
- 9 made
- 10 sent

9

- 2 ups and downs
- 3 pros and cons
- 4 give and take
- 5 sick and tired
- 6 on and on
- 7 now and then
- 8 leaps and bounds

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