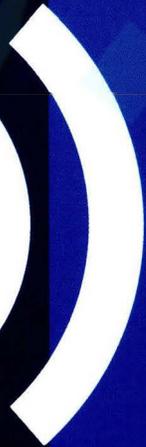


Speakout



Intermediate Students' Book

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Intermediate Students' Book

with DVD-ROM



Antonia Clare • JJ Wilson

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	
UNIT 1 IDENTITY page 7  BBC interviews What does family mean to you?					
1	Me and my languages page 8	question forms	language	intonation: <i>wh-</i> questions	read about bilingualism
1.1	Same or different? page 11	review of verb tenses	relationships; collocations	word stress	
1.1	Tell me about yourself page 14	talking about yourself	interview advice	intonation: sounding polite	read tips on doing successful interviews
	The Blind Painter page 16				
UNIT 2 TALES page 19  BBC interviews When is it OK to tell a lie?					
2.1	Fact or fiction? page 20	present perfect and past simple	types of story; prepositions	weak forms: <i>have</i>	
2.2	What really happened? page 23	narrative tenses	the news	weak forms: <i>had, was, were</i>	read an article about conspiracy theories
2.3	I don't believe it! page 26	telling a story	<i>say/tell</i>	intonation: sounding interested	read a text about lying
2.4	Hustle page 28				
UNIT 3 FUTURE page 31  BBC interviews Can new technology help communication?					
3.1	Making plans page 32	the future (plans)	organisation	fast speech: <i>going to</i>	
3.2	Tomorrow's world page 35	the future (predictions)	future time markers; idioms	stress in time markers	read an article about the future
3.3	In other words ... page 38	dealing with misunderstandings	misunderstandings	linking in connected speech	
3.4	YouTube page 40				
UNIT 4 JOBS page 43  BBC interviews Is your job a 'dream job'?					
4.1	Millionaires page 44	<i>must/have to/should</i> (obligation)	personal qualities; confusing words	fast speech: <i>have to</i>	read an article about millionaires
4.2	Dream job page 47	<i>used to, would</i>	extreme adjectives	intonation: emphasis; linking: <i>used to</i>	read a covering letter
4.3	That's a good idea page 50	reaching agreement	business	sentence stress	
4.4	Gavin and Stacey page 52				
UNIT 5 SOLUTIONS page 55  BBC interviews Are you good at solving problems?					
5.1	Low tech solutions page 56	comparatives and superlatives	technology	syllable stress	read about some low technology solutions
5.2	Ask the experts page 59	question tags	information; word building; adjectives	intonation: question tags	read a book review
5.3	It's out of order page 62	polite requests	problems and solutions	intonation: polite requests	
5.4	Man versus Machine page 64				

DVD-ROM:



DVD CLIPS AND SCRIPTS



BBC INTERVIEWS AND SCRIPTS



CLASS AUDIO AND SCRIPTS

)) LEAD IN

GRAMMAR

1 Read the text and find examples of ...

- 1 the past simple *he saw*
- 2 the past continuous
- 3 the present perfect
- 4 the past perfect
- 5 a modal verb
- 6 a superlative
- 7 a relative clause
- 8 a passive

There have been some amazing coincidences throughout history, but this might be the best. In 1900 King Umberto of Italy was dining in a restaurant when he saw that the owner looked exactly like him. The man, who was also called Umberto, was born in Turin on the same day as the king and, like the king, married a woman called Margherita. Amazingly, their weddings had been on the same day. The king invited the restaurant owner to an athletics meeting the next day. As the king sat down, he was told that the other Umberto had died in a mysterious shooting accident. Just as the king heard this news, an anarchist shot him dead.

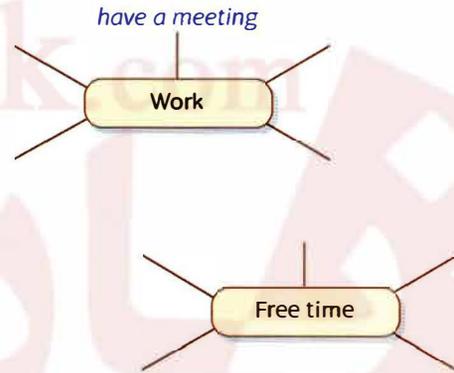
VOCABULARY

3 A Complete the common phrases below using the correct verb from the box.

have	take	check	watch	chat	go	meet
play	do (x2)					

- | | |
|--------------------------|-------------------------|
| 1 <u>have</u> a meeting | 6 _____ some work |
| 2 _____ your email | 7 _____ on the internet |
| 3 _____ out with friends | 8 _____ a break |
| 4 _____ some sport | 9 _____ a DVD |
| 5 _____ a colleague | 10 _____ some music |

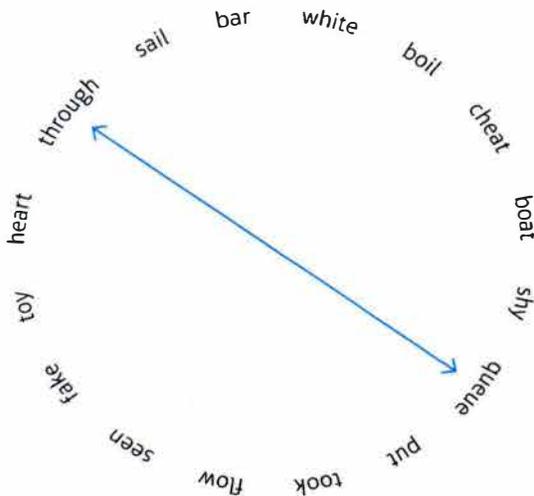
B Add phrases 1–10 above to the word webs below.



C Can you add any more phrases to the word webs? Which of these things do you do on a normal day?

PRONUNCIATION

2 A Find pairs of words that have the same vowel sound.



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

C Work in pairs. Think of other words in English that use the same sounds.

COMMON ERRORS

4 A Correct the mistakes.

- 1 She likes listening music.
- 2 I am architect.
- 3 Are you feeling allright?
- 4 When I can visit your house?
- 5 Let's discuss about this tomorrow.
- 6 He don't come here often.
- 7 We come from germany.
- 8 Where you go yesterday?
- 9 I live in this town all my life.
- 10 My wife is a really good cooker.

B Which mistakes are connected with ...

- a) verb–noun agreement 6
- b) spelling
- c) verb tense
- d) punctuation/capitalisation
- e) prepositions
- f) articles
- g) vocabulary
- h) word order
- i) missing auxiliary verb
- j) extra words

VOCABULARY

LANGUAGE

- 1 A** Read questions 1–10. What do the words in bold mean? Check with other students or your teacher, then think about your answers to the questions.
- Why are you learning English? For work, exams, travel, etc.?
 - Do you speak any languages apart from your **mother tongue** and English?
 - Who is the best language learner in your family?
 - Did you use any **learning strategies** when studying your second language? Which?
 - When was the first time you used a **foreign** language outside the classroom?
 - Do you have the chance to speak/write to **native speakers** regularly?
 - Is it important for you to learn **slang** or **jargon** in English, or do you only want to learn standard English?
 - Which is more important to you when you learn to speak a language: **fluency** or **accuracy**?
 - Which **skill** is the hardest for you: speaking, listening, reading, or writing? Which is the easiest?
 - Do you know anyone who is **bilingual**? What advantages might they have in life?

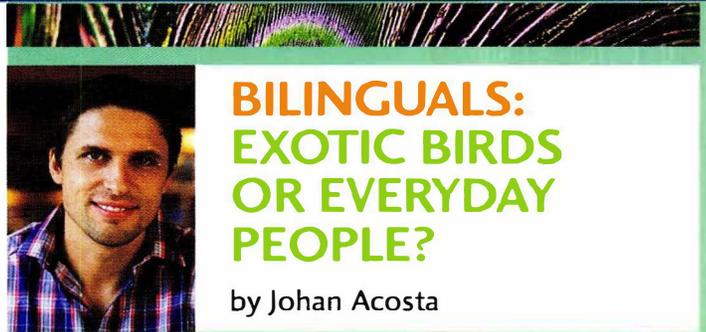
B Work in groups. Discuss your answers to questions 1–10.

2 Answer the questions.

- Which words in bold in questions 1–10 have silent letters?
- What are the silent letters in these words: *science, talk, listen, know, right, wrong, hours, guess*?
- Which statement (a or b) do you think is true?
 - Most words in English are spelt differently to how they are pronounced.
 - Under twenty percent of words in English are spelt differently to how they are pronounced.

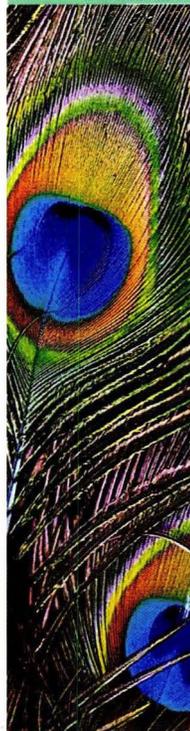
SpeakOut TIP

Around fourteen percent of English words have irregular spelling; they are spelt differently to how they are pronounced. When you learn new words, try to hear them. Watch out for silent letters!



BILINGUALS: EXOTIC BIRDS OR EVERYDAY PEOPLE?

by Johan Acosta



Grandpa shouts, “Dinner’s ready” in Danish. My mother asks me in English to lay the table. As I do so, I catch the theme tune of the Brazilian soap opera on TV in the living room, where my sister is relaxing. She speaks perfect Portuguese. My father asks her to record the programme in his native Spanish, and we take our places at the table. And what’s on the menu? Italian meatballs.

We know we aren’t a normal family. At any moment, you might hear conversations in four different languages, and almost everyone understands almost everything. But what is normal these days? My mother is half-Danish, half-English, and my father, who is from Bolivia, speaks Spanish and Guarani. Because of my mother’s work (she’s now retired), we lived in Brazil, Italy and Germany, so we picked up three more languages. Now as adults, my sister and I both speak six languages.

READING

3 A Read the title of the text. What do you think it will discuss? Read to find out.

B Read the text again and answer the questions.

- What six languages do you think the writer and his sister speak?
- How do you think the writer learnt each of his languages?
- How many of the world’s people are thought to be bilingual?
- What are those who learn their second language as children better at compared to those who learn a second language as adults?
- What health benefit of being bilingual is mentioned in the text?

Being bilingual, in our case multilingual, has so many advantages. All the recent research suggests we benefit in many ways: social, cultural, economic, academic, and intellectual. The research has also destroyed some of those persistent myths.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds. The truth is that around fifty percent of the world's inhabitants are bilingual. The continents with the most linguistic diversity are Asia and Africa. In Nigeria alone, 500 languages are spoken, in India 400.

Some people believe that you have to learn both languages as a child to be truly bilingual. My sister and I are fortunate in this respect, but we know countless people who have mastered a second language as adults. They may not have such perfect pronunciation as those who acquire their second language as children, but they are still completely fluent and accurate.

Another myth about bilinguals concerns identity. Some people think we have split personalities. As kids, my sister and I were often asked "But where are you really from? Don't you get confused?" Not at all. I am me, the product of many cultures. I can switch languages easily, according to where I am and who I'm with, and this seems completely natural to me.

As for the benefits, bilinguals do better on certain tests, are better protected against mental illnesses such as Alzheimer's, gain insights into other cultures, have access to more of the world's information, and are in some contexts more employable. Being bilingual has made me who I am, and for that I'm grateful.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds.



C Underline words or phrases in the text that match meanings 1–6 below.

- relating to the language you grew up speaking (paragraph 1)
- learnt by listening/watching other people (paragraph 2)
- speaking many languages (paragraph 3)
- false ideas that people continue to believe and repeat (paragraph 3)
- learn without needing to try hard, e.g. a language (paragraph 5)
- understand important truths about a subject (paragraph 7)

D Discuss the questions with other students.

- Do you agree with the writer's list of the advantages to being bilingual?
- Do you think there any disadvantages to being bilingual?
- Do you know any families that are bilingual or multilingual? Are they similar to the family in the text?

GRAMMAR

QUESTION FORMS

4 A Read sentences 1–6 and answer questions a)–e).

- Do you speak other languages?
 - Did you use any learning strategies?
 - Who did you talk to?
 - What happened?
 - What did you talk about?
 - Who is the best language learner in your family?
- Underline the main verb in each question. (The first has been done for you.)
 - Circle the auxiliary verbs. Which auxiliary refers to the past? Which refers to the present?
 - Which two questions are yes/no questions?
 - Which two questions end in a preposition: *of*, *by*, etc.?
 - Which two questions use *wh*- words to refer to the subject (the person who does the action, or the action itself) and don't use an auxiliary verb?

▶ page 128 **LANGUAGEBANK**

B **1.1 INTONATION: wh- questions** Listen to the questions in Exercise 4A. Are the question words (*wh*- words) in 3–6 said in a higher or a lower voice?

C Listen and say the questions at the same time.

5 A Put the words in the correct order to make questions.

- do / every / you / day / study ?
- your / any / did / languages / teach / parents / you / other ?
- is / learner / who / the / best / you / language / know ?
- was / teacher / your / English / first / who ?
- do / do / you / remember / what / English / to / words / in ?
- languages / you / what / do / to / like / listening ?
- do / what / watch / you / English / in / TV / programmes?
- foreign / did / speak / first / when / language / a / you ?

B Choose three of the questions to ask other students.

SPEAKING

6 A Write four dates, four names and four places that are important to you.

Dates: 7 May 2008 – My son was born.

Names:

Places:

B Work in groups. Take turns to explain what you wrote. As you listen, think of questions to ask afterwards.

VOCABULARY

RELATIONSHIPS

1 A Work in pairs. Think of all the people you have talked to in the last 24 hours. What relationship do they have to you?

B Look at the words in the box and answer the questions.

boss and employee classmates
 partner team-mates member
 godfather and godmother
 mentor and pupil fiancée and fiancé

- Which pair works together? *boss and employee*
- Which pair promises to help guide a child through life?
- Which pair is going to get married?
- Which pair involves one person learning from the other?
- Which word describes people who play in the same sports team?
- Which word describes people who go to the same class?
- Which word describes a person who is part of a club?
- Which word is a general word for 'someone who you do something with'?

C **1.2** Listen to six sentences. Tick the words in the box in Exercise 1B which you hear.

D WORD STRESS Six of the words have two syllables. Find the words and underline the stressed syllable. Say the words aloud, putting the stress on the correct syllable.

▷ page 148 **VOCABULARYBANK**

speaKout TIP

Remember: most two-syllable words in English have the stress on the first syllable. Hold a hand under your chin. Say the word slowly. The jaw (the bottom part of your chin) drops more on the stressed syllable.

2 Work in groups. Discuss the questions.

- Can you think about one man and one woman who have played important roles in your life? Who were they? Why was the relationship important?
- Do you think men and women are different in these roles? How?

LISTENING

3 A Read the text. Discuss. Do you think male and female brains are different? How? What are the stereotypes of men and women in your country?



Are men's and women's brains wired differently?

Is it true that men are from Venus and women are from Mars? Some researchers think that male and female brains are wired differently, with male brains wired from back to front, and female brains wired from side to side. This might explain why men are good at performing a single task, like cycling or navigating, whereas women might be better at multi-tasking. Other researchers disagree, however. What do YOU think? Try the bike test to find out if your brain is male or female.

B **1.3** Take a piece of paper. Listen to Part 1 and 2 and follow the bike test instructions.

C **1.4** Listen to the explanation in Part 3. Turn to page 158 and check your picture. How many parts did your bike have? Could it work? Does it have a person on it? Compare your picture with other students'.

D Discuss the questions.

- Was the explanation correct for you?
- Do you agree with the presenter's views about men and women?

“ Women think people are important. Men, on the other hand, are more interested in getting the machine right. ”

SPEAKING

- 4 A Read the information. Which comments do you agree/disagree with? Can you think of any opinions to add?

Are men & women really different?

We asked for comments and this is what you said.

“Absolutely! Men can’t watch sport on TV **and** talk to their wife at the same time.”



“WOMEN DON'T KNOW

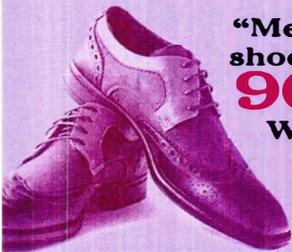
HOW TO

READ MAPS.”

“Women remember **every outfit they've worn** for the past twenty years. Men **can't remember** what they were wearing yesterday without looking on the floor.”



“Men can buy a pair of shoes on the internet in **90 seconds**. Women like to take **three weeks**.”



“A baby is crying, a dog is barking, a doorbell is ringing, but the man of the house is sleeping. **Men can sleep through anything**. Women can't.”

“Men speak in sentences. Women speak in **paragraphs**.”

- B Do the men and women in your life conform to the normal stereotypes? Why?/Why not?

GRAMMAR

REVIEW OF VERB TENSES

- 5 A Match the underlined verbs below with the tenses a)–d).

- We asked for comments and this is what you said.
 - Men can't remember what they were wearing yesterday.
 - Women remember every outfit they've worn for the past twenty years.
 - A baby is crying.
- a) present simple
b) present continuous
c) past simple
d) past continuous

- B Complete the rules with the correct tenses a)–d).

- | RULES | |
|-------|--|
| 1 | We use _____ for actions, events or situations that are finished. |
| 2 | We use _____ for things that are going on at a particular moment in the present. |
| 3 | We use _____ for habits, routines and things that are always true. |
| 4 | We use _____ when someone was in the middle of an action at a particular moment in the past. |

- C Read about state verbs. Underline three examples in the text above.

- | RULES | |
|-------|---|
| | Some verbs are not usually used in the continuous, e.g. want, like, remember, understand, know. These are called 'state verbs'. |

▷ page 128 LANGUAGEBANK

- 6 A Read the text below and put the words in brackets into the correct tense.

My name is Matsuko Tamazuri. I am twenty-three and I ¹ _____ (be) a student. I study French and Spanish at university in Osaka, where I ² _____ (grow up), but at the moment I ³ _____ (learn) English in New York. When I first ⁴ _____ (get) here, everything ⁵ _____ (seem) different: the food, the clothes and the weather. Now I ⁶ _____ (enjoy) it and it feels like home! I have a boyfriend called Josh. I ⁷ _____ (meet) him three weeks ago when I ⁸ _____ (look) for an internet café! My hobbies ⁹ _____ (be) surfing the net and singing. I ¹⁰ _____ (sing) every day, usually in the bathroom!

- B Work in pairs. Ask questions and write your partner's personal profile. Use the profile above to help.

VOCABULARY PLUS

COLLOCATIONS

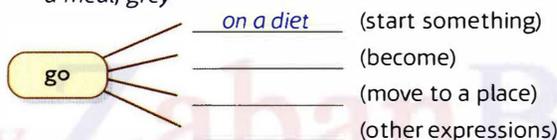
7 A Work in pairs and do the quiz.

B Turn to page 158 and read the text to check your answers.

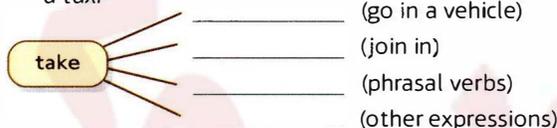
8 A Look at the quiz again. Find and circle five expressions using *take, get, do* and *go*.

B Write the expressions in italics in the correct places in the word webs below.

1 *on a diet, home, off something, for a drink/a walk/ a meal, grey*



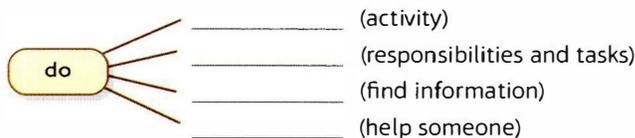
2 *responsibility for, after someone, part in something, a taxi*



3 *married, a job/degree, on with someone, here*



4 *exercise, research, housework, someone a favour*



▶ page 148 **VOCABULARY BANK**

SPEAKING

9 A Think about your classmates. Write down the name of someone who:

- never gets angry.
- does research for his/her job.
- took a test in the last six months.
- went for a meal last weekend.
- took up a new hobby recently.
- always gets here early.
- went for a walk today.
- got a new job recently.

B Work in groups. Ask the other students to check if they agree with your ideas.

What women **really** think



Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about everything from their eating habits to their relationships and family values, to find out what they really think.

How do you think they responded?

1 How many women in the UK would prefer to have a male boss?

- a) less than 30% b) about 50% c) over 70%

2 How many women spend more than seven hours a week doing exercise?

- a) 4% b) 15% c) 30%

3 What is the biggest challenge for women today?

- a) staying healthy b) making enough money
c) balancing home and work life

4 What do women think is the best age to get married?

- a) between 21 and 24 b) between 25 and 29
c) over 30

5 What do 59% of women think fathers should take more responsibility for?

- a) their children b) doing the housework
c) organising holidays

6 According to women, how much housework do they do?

- a) more than 50% b) over 75% c) nearly all of it

7 How many women aged 45–54 met their husbands through the internet?

- a) 1% b) 9% c) 16%

8 How many women have gone on a diet in the past?

- a) 20% b) between 35% and 45% c) over 50%

GRAMMAR

PRESENT AND PAST ABILITY

5 Read sentences a)–i) and answer questions 1–3.

- Which sentences describe present ability and which describe past ability?
 - Which words are used to express past and present ability? Underline them.
 - Which three sentences are negative?
- a) If you tell Daniel your birth date, he can tell you what day of the week you were born on.
present ability
- b) He could see a building just once and remember everything about it.
- c) As a child, he couldn't make friends.
- d) He is able to do extremely difficult calculations.
- e) He was able to calculate $82 \times 82 \times 82$.
- f) He wasn't able to sit still.
- g) He always manages to draw everything in the right place.
- h) He managed to learn Icelandic in a week.
- i) He didn't manage to pass his exams.

▷ page 140 LANGUAGEBANK

6 A Read the text below quickly. What does Derek have in common with Daniel Tammet and Stephen Wiltshire?

B Complete the text with the words in the box.

can isn't can't managed could to
couldn't able

When four-year-old Derek Paravacini heard the sound of the piano, he ran towards it. Although he was blind, he ¹ _____ to reach the instrument. He pushed the piano player – a small girl – off her stool, and started to play. Adam Ockleford, a piano teacher, said, 'It was ... extraordinary. He was hitting the notes with his hands, his feet, his nose, even his elbows.' Paravacini was ² _____ to play the tune he had just heard and at that moment Ockleford realised the boy was a genius. Paravacini was born blind and autistic and had great learning difficulties. As a child, he ³ _____ do many things that ordinary children do. Even today, as an adult, he ⁴ _____ count to ten, and he ⁵ _____ able to dress or feed himself. But Paravacini has one incredible gift: music. Like Mozart, he ⁶ _____ remember every piece of music he hears.

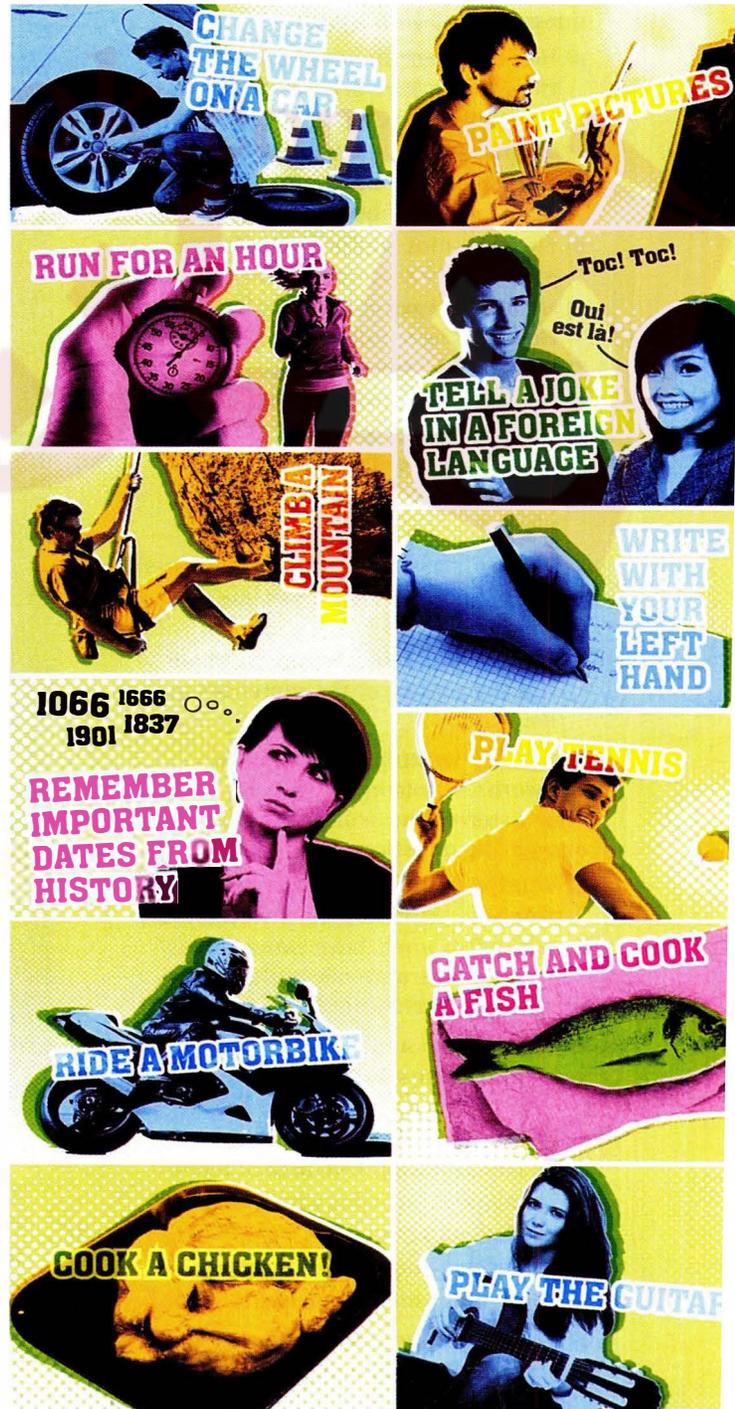
It started when his parents gave him a plastic organ when he was eighteen months old. He couldn't see the notes, but he managed ⁷ _____ play tunes on it. By the time he was four, he ⁸ _____ play many pieces on the piano. With Ockleford's help, Paravacini developed his technique and played his first major concert at the Barbican Hall in London, aged nine. He has performed all over Europe and the US and in 2006 recorded his first CD.

SPEAKING

7 A Look at the activities in the pictures and read the instructions below.

- Put one tick next to the things you can do now.
- Put two ticks next to the things you could do when you were a child.
- Put three ticks next to the activities you are very good at.

B Work in groups. Compare your abilities. Say how often you do these things and which of them you enjoy. Describe any special memories you have of any of these activities.



DVD PREVIEW

1 A Work in groups. Look at the photos. Where do you think this is? What do you think life is like for people on an island like this? Do you think their lives are changing in today's modern world?

B Read the programme information. What does Bruce Perry hope to learn from visiting the tribe?

 **Tribe: Anuta**

BBC

Tribe is a BBC programme in which presenter Bruce Parry goes to some of the world's most isolated places. In this episode, he goes to the Pacific island of Anuta, one of the most remote communities on Earth. There, he learns about their traditions, and discovers how the community survives. There are just twenty-four families on Anuta.

Bruce meets them all, and experiences how their customs help to bind the people together.



2 What do you think the words in the box mean? Match them with definitions 1–6.

tribe isolated remote customs survive
bind (people together)

- 1 form a strong connection between people
- 2 continue to live normally even when there are great problems
- 3 something that people in a particular society do because it is traditional
- 4 a group of people with the same race, language and customs, who live together in the same area
- 5 far away from other places (can also describe a person who is lonely and can't meet other people)
- 6 far away from other places (usually used to describe places)

DVD VIEW

3 Watch the DVD and number the scenes in the correct order.

- a) Bruce meets the children.
- b) Bruce meets the community leaders.
- c) Bruce catches a fish.
- d) Bruce helps to repair a wall in the water.
- e) Bruce arrives on the island. 1
- f) Bruce says 'I'm in Paradise'.

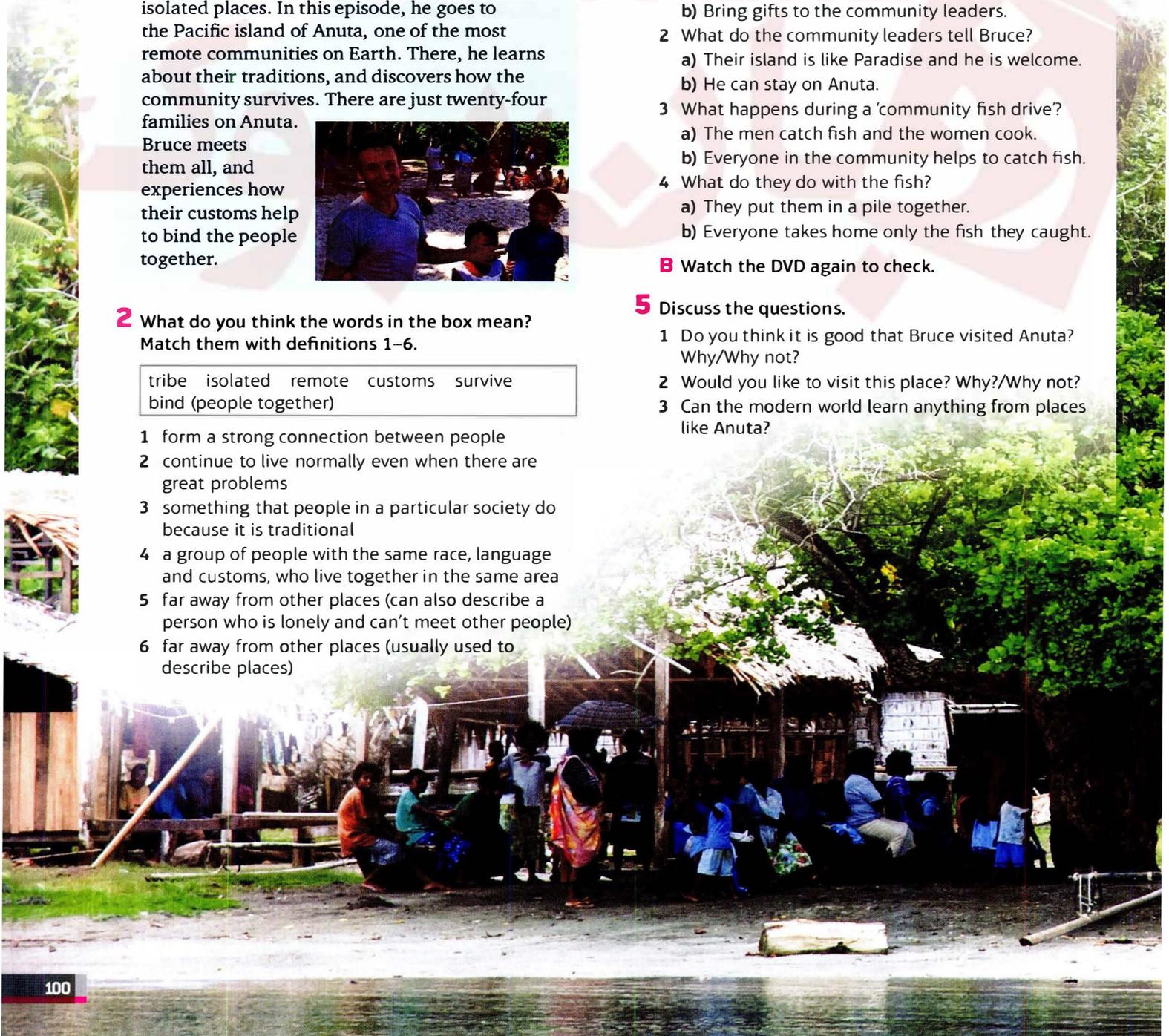
4 A Circle the correct answer, a) or b).

- 1 When visitors arrive in Anuta, what must they do?
 - a) Shake everyone's hand.
 - b) Bring gifts to the community leaders.
- 2 What do the community leaders tell Bruce?
 - a) Their island is like Paradise and he is welcome.
 - b) He can stay on Anuta.
- 3 What happens during a 'community fish drive'?
 - a) The men catch fish and the women cook.
 - b) Everyone in the community helps to catch fish.
- 4 What do they do with the fish?
 - a) They put them in a pile together.
 - b) Everyone takes home only the fish they caught.

B Watch the DVD again to check.

5 Discuss the questions.

- 1 Do you think it is good that Bruce visited Anuta? Why/Why not?
- 2 Would you like to visit this place? Why?/Why not?
- 3 Can the modern world learn anything from places like Anuta?



speakout design a community

- 6 A** Read the paragraph from a news report. What is going to happen? Why?

Mohamed Nasheed, the new President of the Maldives, has a very difficult task: to find a place for the population to live. Most of the two hundred inhabited islands of the Maldives are about three feet above sea level. Scientists have explained that in the future, the Maldives will be under water because of global warming. No one will be able to live there and nothing will remain.

- B** What would you do if you had to start a new community? Think about the questions below.

- 1 Where would it be?
- 2 Who would live there? Would it be a large or small community?
- 3 What laws would there be?
- 4 What type of government would the community have?
- 5 What special customs would there be? How would these bind the community together?

- 7 A**  **8.8** Listen to two people discussing the first three questions above. What do they decide for each question?

- B** Listen again. Tick the key phrases that you hear.

KEY PHRASES

I'd probably choose ...
 I'd go for a place that ...
 It'd need to be somewhere ...
 They'd need to be able to ...
 The most important thing would be ...
 Ideally, there would be ...

- 8** Work in pairs and plan your community. Present your ideas to another pair.

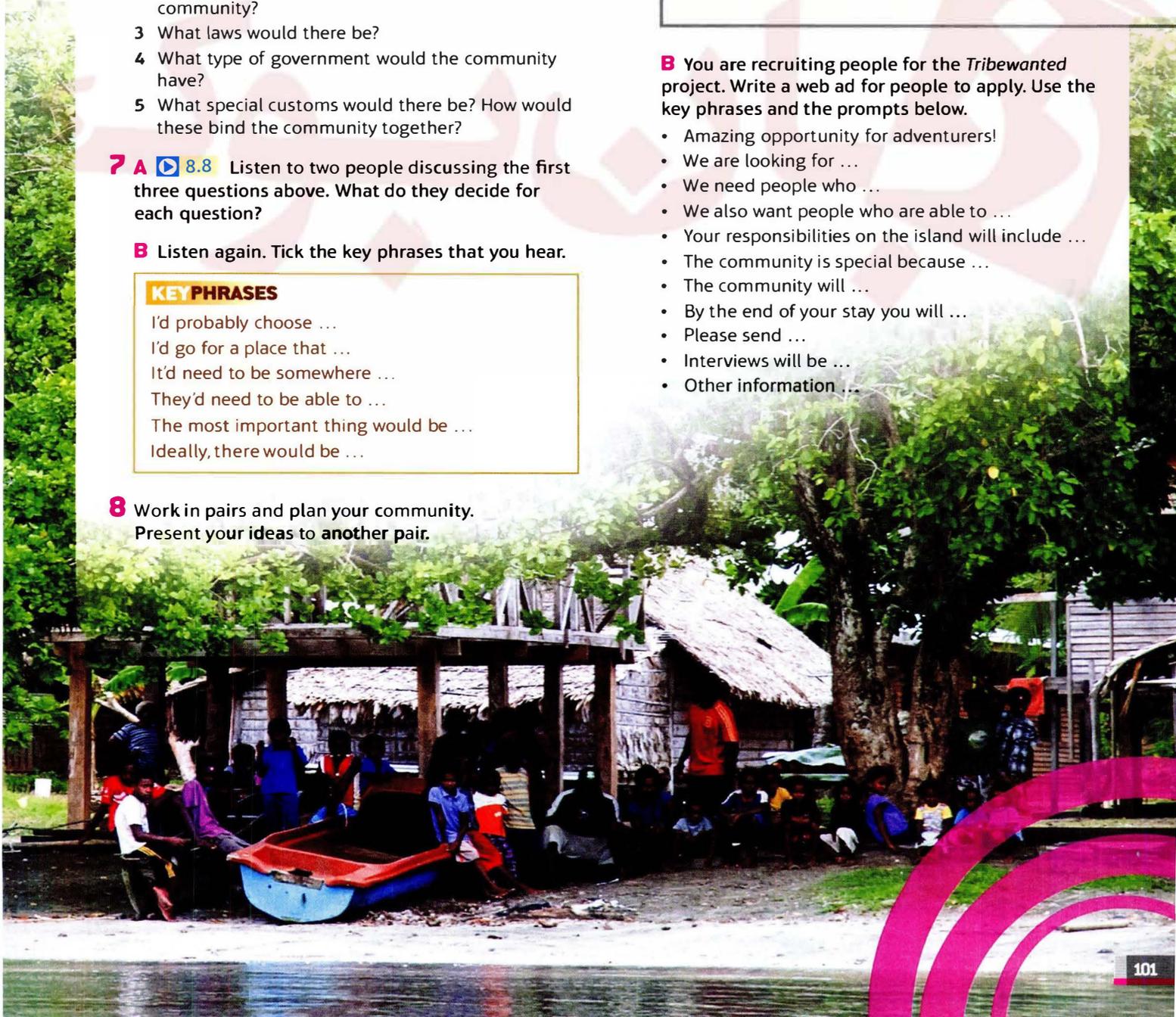
writeback a web advert

- 9 A** Read about a project that was the subject of a BBC documentary. What type of community is it?

Tribewanted is a community tourism project on Vorovoro Island, Fiji. The members of *Tribewanted* work with the local people to build a village community. This community combines Fijian traditions with international ideas for environmentally-friendly living. Visitors can stay between one and twelve weeks. While there, visitors work on projects, look after the gardens on the island, feed the pigs and chickens, help with the construction of buildings and write for the *Tribewanted* blog. They can also learn Fijian songs, relax in a hammock, and enjoy the incredible sunsets and sea. It is the adventure of a lifetime.

- B** You are recruiting people for the *Tribewanted* project. Write a web ad for people to apply. Use the key phrases and the prompts below.

- Amazing opportunity for adventurers!
- We are looking for ...
- We need people who ...
- We also want people who are able to ...
- Your responsibilities on the island will include ...
- The community is special because ...
- The community will ...
- By the end of your stay you will ...
- Please send ...
- Interviews will be ...
- Other information ...

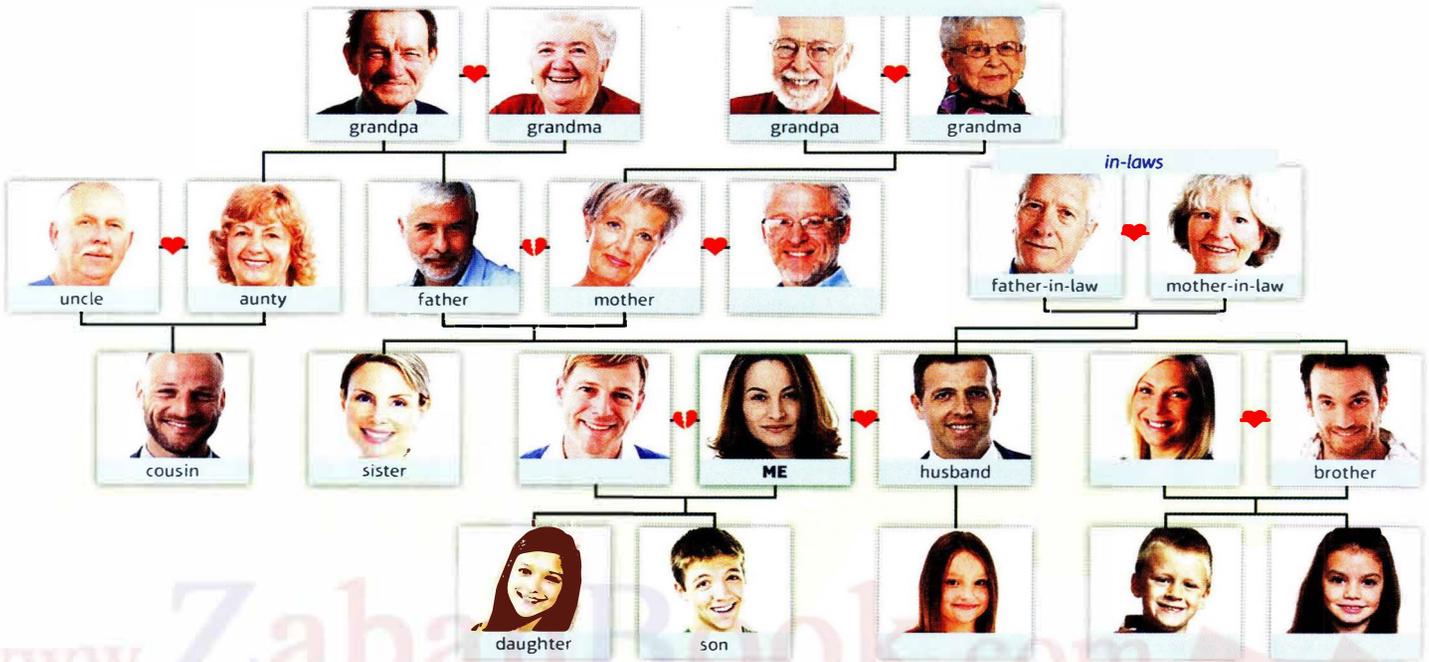


Lesson 1.2 RELATIONSHIPS

1 A Complete the family tree with the words in the box.

in-laws sister-in-law niece nephew grandparents on my mother's side ex-husband stepfather stepdaughter

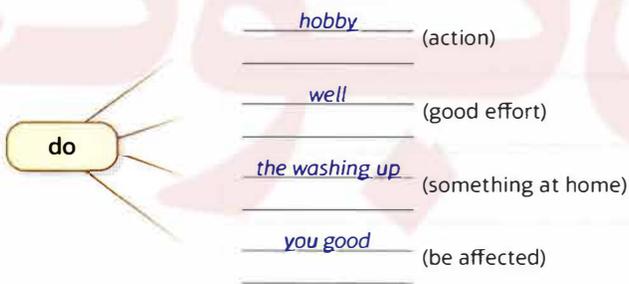
B Tell your partner about one or two people in your family.



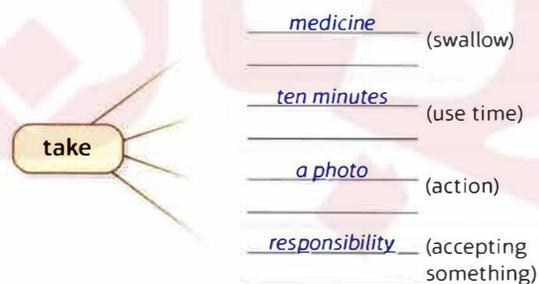
Lesson 1.2 COLLOCATIONS with *take, get, do* and *go*

1 Write the words and phrases in *italics* in the correct places in the word webs below.

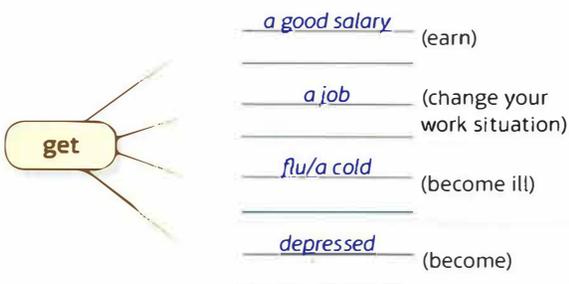
1 *your best, exercise, nothing for you, the cleaning*



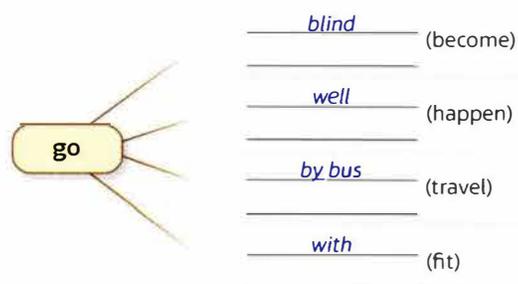
3 *a look, the blame, sugar, ages*



2 *fired, a prize, excited, food poisoning*



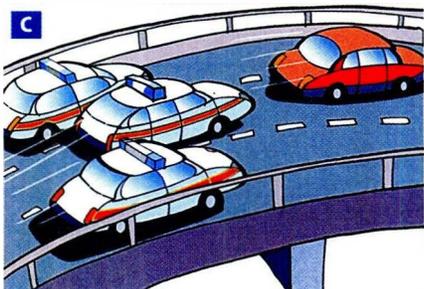
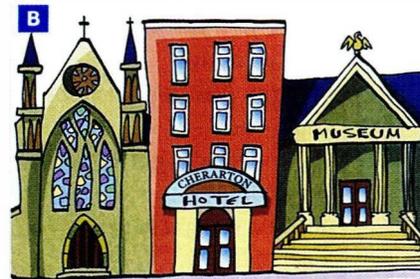
4 *on holiday, crazy, together, badly*



Lesson 2.1 PREPOSITIONS of place

1 Match descriptions 1-5 with pictures A-E.

- 1 They drove along the motorway, and over the bridge.
- 2 They went around the city.
- 3 They drove through the main square, past the post office and turned left by the station.
- 4 The hotel is near the city centre, between the National Museum and the cathedral.
- 5 The house is next to the supermarket, opposite the cinema.



Lesson 2.2 THE NEWS

1 A Read the text and match the words and phrases in bold with definitions 1-10 below.

- 1 a group of criminals who work together _____
- 2 thieves carrying weapons _____
- 3 an attack by criminals on a bank, shop, etc., to steal money or valuable things _____
- 4 (doing something) while threatening to shoot someone _____
- 5 people whose job it is to protect people or a place, or to make sure that a person does not escape _____
- 6 leave a place or dangerous situation when someone is trying to catch you _____
- 7 people who saw the crime _____
- 8 took people who were involved in a crime away (to a police station) _____
- 9 warn people that something bad is happening _____
- 10 made someone do this _____

Two security guards were kidnapped and held hostage for twelve hours by a **gang of armed robbers**, who attempted to **raid** a security depot. The robbers held the guards **at gunpoint** and **forced** them to hand over keys and security information. They then proceeded to fill a lorry with more than £53 million in notes. Another £150 million was left behind because there was no more room in the getaway vehicle. Luckily, one of the guards managed to **raise the alarm**, and the police arrived and **arrested** the gang before they could **escape**. **Eye witnesses** said that they saw at least eight men being arrested.



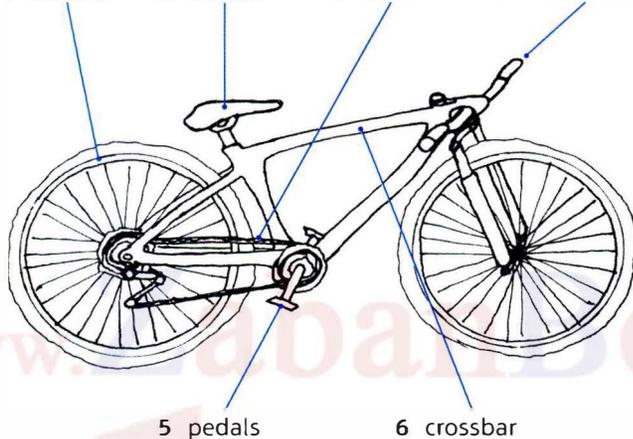
B Divide the words and phrases into two groups: people and actions. Which words do not fit in either group?

C Tell your partner about a crime you've heard about. It can be from the news, a film or your own experience.

Lesson 1.2

3 C Look at your drawing. Does it include these things?

- 1 wheels 2 saddle 3 chain 4 handlebar



Lesson 1.2

7 B Read the text and check your answers.

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about everything from their eating habits to their relationships and family values, to find out what they really think. Here are some of the results.

Eighty percent of women say that losing their health is their greatest concern, followed by putting on weight (52%) and losing their jobs (24%). It seems that British women aren't too happy with their bodies: twenty-three percent of women are on a diet now and fifty-eight percent have **gone on a diet** in the past. Only four percent of women **do** more than seven hours' **exercise** per week, while twenty-one percent do no exercise at all.

The biggest challenge for modern women is balancing home and work life (82%), followed by bringing up happy children (56%) and finding time for themselves (52%).

As for their love lives, nine percent of women aged 45–54 met their husbands through the internet, and forty-nine percent of women believe that the best age to **get married** is between 25 and 29.

And what about the relationships between men and women? Fifty-nine percent think fathers should **take more responsibility** for their children. These women are also less than content with their husbands' efforts at home: fifty-one percent say they currently **do** over seventy-five percent of the **housework**. Despite this, over seventy percent of women would prefer to have a male boss than a female.

And their heroes? The woman they most admire is ex-Prime Minister Margaret Thatcher (7%), followed by the Queen (5%).

Lesson 1.3

8 A Student A: read your instructions below.

You work for a famous business school. Student B wants to do a course at the school. Interview him/her. Use the following prompts and ask about:

- his/her reason for doing the course
- his/her work experience
- his/her expectations of the course
- his/her plans for the future

Prepare the questions. Remember to ask your partner why he/she is a good candidate for the school and, at the end, if he/she has any queries about the business school.

B Change roles and role-play the interview again.

Lesson 2.1

1 B Read and check your answers.

HOLLYWOOD versus history

Fact or fiction:

- 1 Fiction:** the film *The Last Samurai* does tell the story of the samurai rebellion, but the character Nathan Algren did not exist.
- 2 Fiction:** in truth, we know very little about William Shakespeare's personal life, or what provided his inspiration.
- 3 Partly true:** the film *Braveheart* does tell the story of how William Wallace fought to free Scotland, but kilts were not worn in Scotland until 300 years later. And there are many other historical inaccuracies.
- 4 Partly true:** the film *Apollo 13* was praised for its accuracy. Much of the dialogue was taken directly from recordings. However, the pilot's exact words were, 'OK, Houston, we've had a problem here'.

Lesson 2.1

8 A Student B: write *Have you ever ...?* questions using the prompts in the box below.

win a competition/some money
 eat something very unusual
 break a bone in your body
 lock yourself out of the house
 ride a horse/motorbike
 climb a mountain/run more than two kilometres

Lesson 2.4

6 B Student A: Look at the picture story. What happened? Why was the robbery attempt a failure? Prepare to tell your story to your partner using the phrases in Exercise 5C.



Lesson 3.3

6 B Change roles and role-play the situation.

Student B

You are a guest at a hotel. Your room is too small. Ten minutes ago you called reception to ask if there are any suites available. Then room service arrived with a trolley of sweets (cakes, ice cream, etc.). Call reception to make your complaint.

Student A

You are a receptionist at a hotel. A guest calls to make a complaint. Start the conversation by saying 'Reception. How can I help you?'

Hello. Yes, I'm afraid I have a problem ... Explain the problem again and ask if there is a suite available.

Apologise for the misunderstanding. Explain that there are no suites available at the moment, but there will be tomorrow.

Check details and thank the receptionist for their help.

Confirm details, apologise again and end the call.

Lesson 3.2

7 D Check your answers.

- False. Compare: *This is absolutely correct.* (formal) *This hits the nail on the head.* (informal)
- True. The order of the words in *hit the nail on the head, let's face it, close to my heart*, etc. cannot be changed.
- True. They don't have much time. *They're running out of time.* (present continuous) *We didn't finish. We ran out of time.* (past simple)
- True. *It's close to my heart* = I feel passionate about it.

Lesson 9.3

5 A Check your answers.

- Michelangelo
- Al Gore
- FW de Klerk
- Gael García Bernal
- Philips and Sony
- JRR Tolkien
- Germany won in 2014
- Jurassic Park*

Lesson 9.3

Student A

7 A Check Student B's answers to your questions.

- Canberra
- India
- Paraguay

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Completely revised and aligned to the **Global Scale of English**, this edition has striking new visuals, updated reading and listening texts, new video clips and a large bank of additional practice material.

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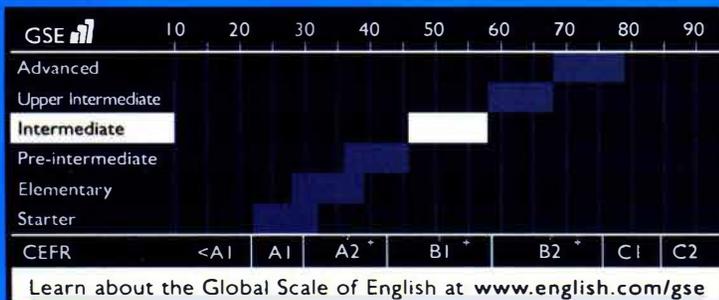
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with key

Antonia Clare • JJ Wilson
Stephanie Dimond-Bayir



1 IDENTITY Page 4

- 1.1 **VOCABULARY** | language
GRAMMAR | question forms
LISTENING | leaning languages
WRITING | emails of introduction; learn to write formal and informal emails
- 1.2 **VOCABULARY** | relationships
GRAMMAR | review of verb tenses
READING | Men and women – what they say about each other
VOCABULARY PLUS | collocations
- 1.3 **VOCABULARY** | interview advice
FUNCTION | talking about yourself
LEARN TO | use two-word responses

Review 1

Page 14

3 FUTURE Page 18

- 3.1 **VOCABULARY** | organisation
LISTENING | What are your plans?
GRAMMAR | the future (plans)
WRITING | messages; learn to use note form
- 3.2 **READING** | Science in the future: discoveries
VOCABULARY | future time markers
GRAMMAR | the future (predictions)
VOCABULARY PLUS | idioms
- 3.3 **FUNCTION** | dealing with misunderstandings
LEARN TO | reformulate

Review 2

Page 28

5 SOLUTIONS Page 32

- 5.1 **LISTENING** | talking about changes
GRAMMAR | comparatives and superlatives
VOCABULARY | technology
WRITING | an advantages/disadvantages essay; learn to use discourse markers
- 5.2 **VOCABULARY** | information
GRAMMAR | question tags
READING | I never knew that!
VOCABULARY PLUS | word building: adjectives
- 5.3 **VOCABULARY** | problems and solutions
FUNCTION | polite requests
LEARN TO | respond to requests

Review 3

Page 42

2 TALES Page 9

- 2.1 **VOCABULARY** | types of story
GRAMMAR | present perfect and past simple
VOCABULARY PLUS | prepositions
READING | Forever young: James Dean
- 2.2 **LISTENING** | Flashbulb memories
GRAMMAR | narrative tenses
VOCABULARY | the news
WRITING | a news report; learn to use time linkers
- 2.3 **VOCABULARY** | *say/tell*
FUNCTION | telling a story
LEARN TO | show interest

4 JOBS Page 23

- 4.1 **VOCABULARY** | personal qualities
GRAMMAR | *must/have to/should* (obligation)
LISTENING | talking about jobs
VOCABULARY PLUS | confusing words
- 4.2 **READING** | Dream job turns into nightmare
VOCABULARY | extreme adjectives
GRAMMAR | *used to, would*
WRITING | a covering letter; learn to organise your ideas
- 4.3 **VOCABULARY** | business
FUNCTION | reaching agreement
LEARN TO | manage a discussion

6 EMOTION Page 37

- 6.1 **VOCABULARY** | *-ing/-ed* adjectives
READING | Stressed out? Take control.
GRAMMAR | real conditionals
VOCABULARY PLUS | multi-word verbs
- 6.2 **VOCABULARY** | verb–noun collocations
GRAMMAR | hypothetical conditional: present/future
LISTENING | Who is a potential victim?
WRITING | an email of advice; learn to qualify what you say
- 6.3 **VOCABULARY** | life events
FUNCTION | giving news
LEARN TO | respond to news

3) FUTURE

VOCABULARY

ORGANISATION

1 A Match 1–5 with a)–e) to make sentences.

- 1 Will you be able to meet
 - 2 Well I'm ready! Shall we get
 - 3 Do you think she's going to **put things**
 - 4 My son always gets
 - 5 I'm going to **use my time**
- a) **started** and open the meeting?
 b) **distracted** when he's doing his homework.
 c) **off?** She already has a lot of work to do.
 d) **wisely** and check my luggage while I'm waiting for the taxi.
 e) **the deadline** on this job or will you be late?

B Match the sentences in Exercise 1A with the responses below. Complete the responses with the words in the box.

ahead prioritising multitasking
leave waste

- 1 Don't worry. I'll finish. I don't usually _____ time.
- 2 Tell him to finish it all _____ of time and then it won't be such a problem.
- 3 I don't think so. She probably wants to get it done fast and she is pretty good at _____.
- 4 Good idea as we have limited time. I'd like to start by _____ our most important tasks.
- 5 Yes, better not to _____ things to the last minute or you'll miss your flight.

LISTENING

2 A  3.1 Listen to three people talking about planning things. Who thinks he/she:

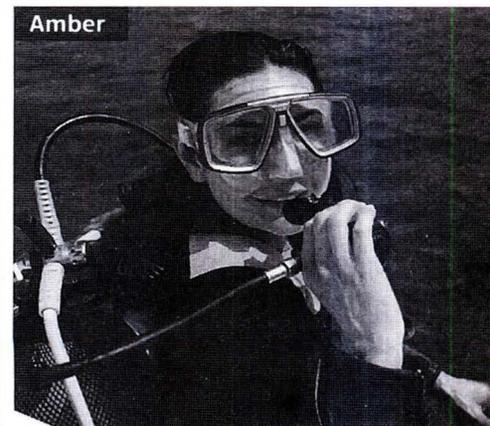
- a) is a procrastinator? _____
- b) is a good planner? _____
- c) plans too much? _____

B Listen again and circle the correct option.

- 1 Where is Ruth planning to stay?
 - a) in city hotels
 - b) in youth hostels
 - c) in hostels and cheap hotels
- 2 What does she plan to do in Lodz?
 - a) go out and find artwork
 - b) do a city tour
 - c) shop in the city centre
- 3 What has Kieron done to prepare for his trip?
 - a) packed his sports bag
 - b) booked his bus ticket
 - c) written a list of things to pack
- 4 What does he think he will forget?
 - a) his bag
 - b) his boots
 - c) the tickets
- 5 What type of party is Amber organising?
 - a) a beach party for a diving group
 - b) a birthday party at a swimming pool
 - c) a birthday party with diving
- 6 What does Amber enjoy about her job?
 - a) arranging large events
 - b) scuba diving
 - c) meeting new people

C Match the underlined words and phrases in extracts 1–5 with meanings a)–e).

- 1 I'm afraid I have to organise things in massive detail ...
 - 2 ... you see them as you wander around the city.
 - 3 I'm going to a sports tournament next week ...
 - 4 ... we've made it to the final matches.
 - 5 I think planning comes naturally to me.
- a) walk around slowly in a relaxed way with no specific purpose
 b) be successful in or achieve something
 c) do something easily without learning it
 d) a competition with different matches leading to a winning team
 e) a large amount



GRAMMAR

THE FUTURE (PLANS)

- 3** Underline the correct alternatives to complete the conversation.
- A: ¹Do you go/Are you going anywhere this weekend?
 B: Yes, we ²'re going/'ll go up to Edinburgh to see some of the sights.
 A: That's nice. Where ³are you going/might you to stay?
 B: I don't know yet. I ⁴'have/'m going to have a look online later.
 A: I've got some friends in Edinburgh. They ⁵'might/are going to have some space. I ⁶'ll give/'m going to give you their number.
 B: Thanks. That's great. What about you? ⁷Do you do/ Are you doing anything exciting?
 A: No, I think I ⁸'ll spend/'m spending the weekend watching DVDs.

4 Complete the email. Use the present continuous, will/might or be going to. There may be more than one possibility.

Hi Ros

¹ _____ (you/do) anything at the weekend? Do you want to come out with us? Danny and I ² _____ (go out) on Saturday night. It would be great if you could come. We ³ _____ (try) one of the restaurants in Trastevere – it's really nice round there. One thing we've planned is we ⁴ _____ (meet) up with a few people from the course for a drink first, in Piazza Santa Maria. Do you know it? We ⁵ _____ (be) outside Café Marzo from about 6.30, if you want to join us. I'm not sure how late we ⁶ _____ (be). If anyone still has enough energy at the end of the evening, a DJ friend of mine ⁷ _____ (play) at the Gioia Music Restaurant, so we ⁸ _____ (go) there and perform a bit afterwards. We'll see how things go. I ⁹ _____ (call) you tomorrow to see what your plans are.

Speak soon,
 Silvia

5 A **3.2** Listen to the sentences. Which words are stressed? Circle the option you hear.

- 1 a) They're going to play squash.
 b) They're going to play squash.
- 2 a) I'm going to buy a new phone.
 b) I'm going to buy a new phone.
- 3 a) She's going to spend a week in Greece.
 b) She's going to spend a week in Greece.
- 4 a) He isn't going to eat anything.
 b) He isn't going to eat anything.
- 5 a) Are you going to walk to the station?
 b) Are you going to walk to the station?
- 6 a) He's going to change his job.
 b) He's going to change his job.

B Listen again and repeat. Focus on the pronunciation of going to in fast speech.

WRITING

MESSAGES; LEARN TO USE NOTE FORM

6 A Match messages 1–6 with situations a)–f).

1 Gone to lunch. Back soon.

2 Mr Jackson called. No message. Will call again later.

3 Dentist appointment cancelled. Need to rebook.

4 At the cinema. Dinner in the oven. See you later.

5 Messages
Going swimming after school – want to come?

6 Sorry, didn't tidy bedroom – was late for school.

- a) a brother leaving a message for his sister
- b) a mother leaving a message for her son
- c) a secretary leaving a message for his/her boss
- d) a colleague leaving a message for other colleagues
- e) a son leaving a message for his mother
- f) a person leaving a message for self as a reminder

B Which words have been deliberately left out of the messages? Rewrite the messages in full.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

C Write notes for these situations.

- 1 To your boss: Tell him that Mr Ali telephoned and that you have arranged for them to meet at Mr Ali's office tomorrow morning at 9a.m.
- 2 To your brother: Invite him out to the cinema this evening.
- 3 To your colleague: Say that you have gone home and will be back in the office tomorrow.

READING

1 Read the text and choose the best heading.

- a) Famous inventions
- b) Man and the planet – what's next?
- c) Science in the future: discoveries

2 Read the text again and answer the questions.

- 1 Where has space travel taken us?

- 2 What kind of energy will we produce?

- 3 How will we control the locks and lights in our homes?

- 4 What can American scientists already do?

- 5 Why will skin and bone grown in a laboratory help people?

- 6 Why do some people disagree with space exploration?

A ¹ _____ We now take tablets, mobile communication and other types of new technology for granted. We can speak to friends on the other side of the world as if they were in the same room and see their faces on instant-messaging systems. Space travel is no longer unusual as we explore Mars and beyond. Medical science has produced new ways of curing disease and helped build robotic hands. In the last fifty years, technology has changed the world beyond recognition. Leading scientists believe that technology will continue to change our lives in significant ways. So what can we expect in the next 20 years or so?

B Firstly science will continue to change our homes and the world around us. ² _____ Scientists believe that technology will be key in helping us to protect the environment. New systems will allow cities to become environmentally 'clean'. Resources will be recycled and we will produce energy that does not pollute the environment.

C Houses themselves will become 'smart' with water, electricity and doors being controlled via the internet or our phones. ³ _____ We already have the technology to control locks, lights and alarms via phone apps. These will become normal as people use their mobile devices to turn on heating or air conditioning and check security from miles away or even other countries.

D We will continue to use technology to communicate. It is likely that broadband will become so sophisticated we will be able to project images of our friends like holograms when we talk to them. Scientists in the USA have already found a way to project 3D images using sensors, mirrors and video-conferencing pods.

3 Complete the text in Exercise 1 with the following sentences. Write the correct letter in gaps 1–5.

- a) We will no longer need to be physically present to control what happens in our homes.
- b) Some people would prefer technology to be used differently.
- c) Of course at the moment the equipment is large and inconvenient.
- d) These changes will make life easier for people but will offer other advantages, too.
- e) It is hard to believe that only a few years ago computers were not an everyday part of life.

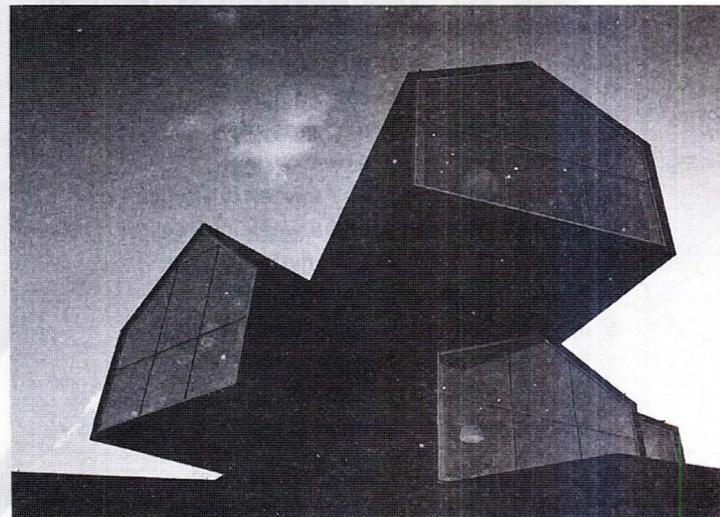
4 Find words in the text to match definitions 1–4.

- 1 important (paragraph A) _____
- 2 clever and complex (paragraph D) _____
- 3 damage to a part of the body such as a hole or cut (paragraph E) _____
- 4 searching for and finding out about a place (paragraph F) _____

⁴ _____ But they believe that the technology will eventually be good enough and small enough for people to use every day and people will be able to project an image of themselves to wherever they want – a business meeting for example.

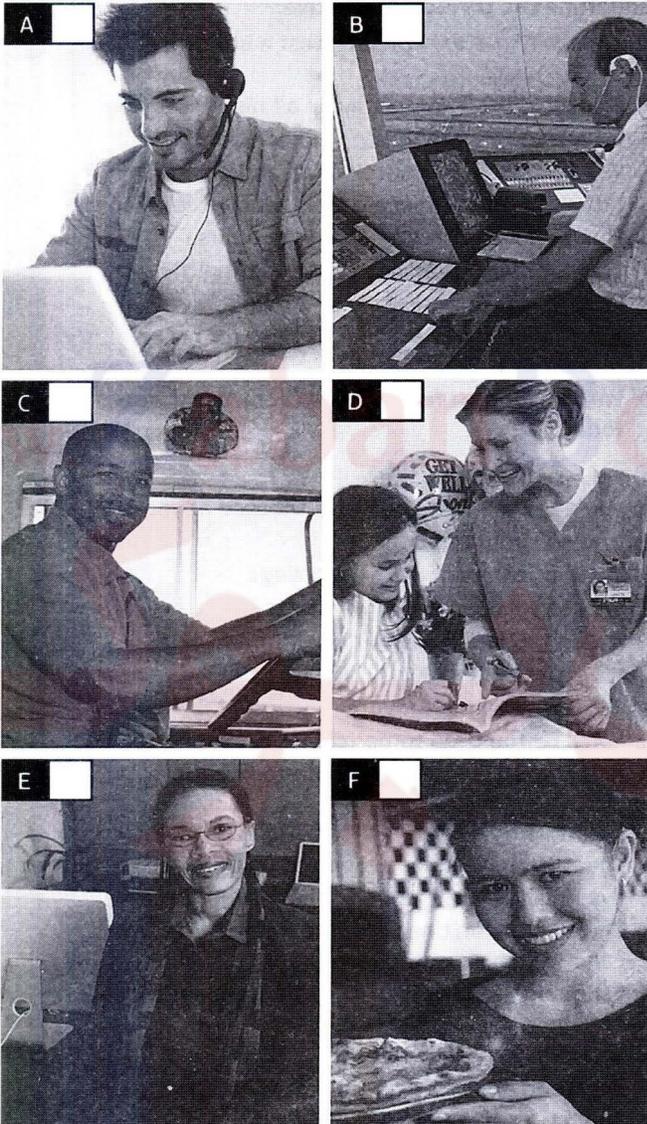
E Medicine will continue to improve. Doctors will be able to grow skin, bone tissue and even organs in laboratories to help repair wounds. As scientists understand more about human genes they will be able to cure or prevent illnesses by using this knowledge.

F Of course not everyone is impressed by these developments. ⁵ _____ In fact many people believe that science should only be used to prevent hunger, war and disease, and the money spent on computers, space exploration and weapons should be used to improve the world as it is now.



LISTENING

4 A Look at the pictures. What qualities do you think are important for these jobs?



B 4.1 Listen to six people talking about their jobs. Match pictures A–F above with speakers 1–6.

C Listen again. Who says these things? Write the number of the speaker next to each statement.

- 1 You have to be organised and have a good memory, too.
- 2 And you need to pay attention to detail.
- 3 You shouldn't get stressed too easily.
- 4 You have to care about the people you're looking after.
- 5 You always have to be on time.
- 6 And you have to be able to work well under pressure.
- 7 You must be very accurate and observant.
- 8 You have to be able to stay calm.

VOCABULARY PLUS

CONFUSING WORDS

5 A Complete the conversations with the words in the box.

job work remember remind forget leave
 hear listen fun funny

- 1 A: Oh no, _____ to that. It's raining and I don't have an umbrella.
 B: Why not? Did you _____ it at home?
 A: Yes, I did.
 B: Here. Use mine.
- 2 A: Can you _____ me to post that letter on the way home?
 B: Sure. Just _____ to bring it with you.
- 3 A: Did you have a good night last night?
 B: Yes, it was really _____. We danced until two in the morning, but today I feel terrible.
- 4 A: I got the _____, by the way.
 B: Congratulations! That's brilliant news.
 A: Yes, I'm so excited. Finally, I'm going to earn a proper salary.
 B: That's great. Well done.
- 5 A: I've got to go to _____ now. I'll see you later.
 B: Yes, don't _____ we're meeting Chaz at 7.30.
 A: Don't worry. I'll be there.
- 6 A: Did you _____ the joke about the scarecrow?
 B: No.
 A: He won an award for being outstanding in his field.
 B: That's not even _____.



B Complete the sentences with words from Exercise 5A.

- 1 Can you _____ me to call my brother later? It's his birthday.
- 2 Did you _____ about that couple who won millions of pounds on the Euro lottery?
- 3 I don't get paid enough. I need to get a new _____.
- 4 We're having a meeting tomorrow morning. Don't _____!
- 5 I really enjoy my _____. I find it interesting, and the people I work with are good _____.
- 6 He's so _____. He always makes me laugh.

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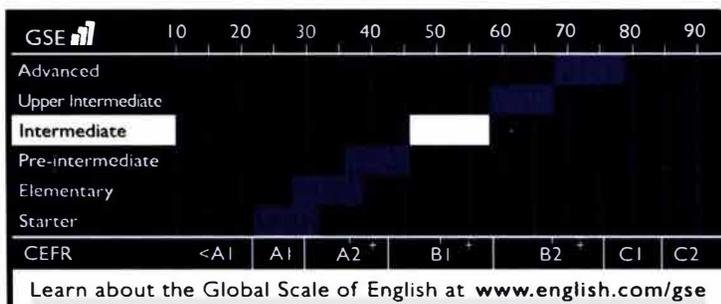
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Student's online video and audio resources at:

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