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2ND
EDITION

Advanced Students' Book

with DVD-ROM

Antonia Clare • JJ W



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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	RE
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UNIT 1 ORIGINS page 7 BBC interviews | How has your family influenced you?

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1.2	What are you like? page 11	describing habits	personality; idioms for people	stressed/unstressed <i>will/would</i>	read a questionnaire about language learning
1.3	Picture perfect page 14	speculating	images	connected speech: linking, elision	read about photographic portraits
1.4	Francesco's Venice page 16				

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5.3	Tell me no lies page 62	making a point	journalism	intonation: appropriacy	read about investigative journalism
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DVD-ROM:



DVD CLIPS AND SCRIPTS



BBC INTERVIEWS AND SCRIPTS



CLASS AUDIO AND SCRIPTS

LISTENING/DVD		SPEAKING	WRITING
		talk about names	write a personal profile
	listen to a radio programme about a personality test	discuss the results of a personality test	
	listen to a discussion about photographic portraits	speculate about people based on their portraits	
	Francesco's Venice: watch a BBC documentary about Venice	describe a treasured possession	write a description of an object
		talk about words of wisdom	
	listen to a radio programme about a living library event	discuss controversial ideas	write a discursive essay
	listen to a discussion about trustworthiness	discuss dilemmas at work	
	The Young Chess Master: watch a BBC programme about a young chess prodigy	take part in a panel discussion	write a summary
		describe a holiday memory	write a guidebook entry
	listen to an account of homes around the world	talk about an 'alternative' home	
	listen to a proposal for a city improvement scheme	make a proposal	
	One day in London: watch a BBC programme about London	present a documentary proposal	write a proposal for a documentary
		talk about criminal justice	
	listen to people describe someone they admire	discuss social issues	write a problem-solution essay
	listen to a discussion about witnessing a crime	discuss moral dilemmas	
	The Con Artist: watch a BBC programme about a con artist	recount a crime story	write a short article
	listen to a radio programme about secrets	talk about secrets	write a narrative
		debunk a myth	
	listen to a conversation about WikiLeaks	discuss freedom of information	
	New York's Abandoned Island: watch a BBC programme about a secret island	talk about secret places in your city	write a secrets guide

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10.2	Dreams come true? page 119	comparative structures	ambition	intonation: emphasis; rhythm	read an essay about celebrity
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LISTENING/DVD

SPEAKING

WRITING

		evaluate future inventions	
	listen to a programme about global English	discuss trends in language learning	complete a report
	listen to descriptions of how trends started	describe changes in your country	
	Technology Trends: watch an extract from a programme about technology trends	decide which trends to fund	write about a trend
		talk about an escape plan	
	listen to people describing how they relax	discuss ways to escape your routine	write a promotional leaflet
	listen to a discussion about whether children are over-protected	talk about personal choice	
	Gandhi: Watch a BBC documentary about Mohandas Gandhi	talk about freedom	write about what freedom means to you
		choose objects that represent you	
	listen to a programme about memory and smell	talk about memories	write a personal story
	listen to an interview about time management	discuss ways to save time	
	Wonders of the Universe: watch an extract from a BBC documentary about the role of time in the creation of the universe	talk about a turning point in your life	write about a major decision in your life
		choose sculptures to suit clients' needs	
	listen to people talking about where they get their ideas	talk about boosting creativity	write a review
	listen to rants/raves	rant or rave	
	The Vegetable Seller: watch an extract from a programme about an unusual philanthropist	nominate someone for an award	write about an inspirational person
		plan your dream adventure	
	listen to an author reading from his memoir	talk about real-life success stories	write a 'for and against' essay
	listen to a talk about stages in a negotiation	negotiate a plan for a film festival	
	Wildest Dreams: watch a BBC programme about budding wildlife film-makers	present ideas about a dream job	write about your dream job

PARTS OF SPEECH

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

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

Has Google made us stupid?

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

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

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

ERROR CORRECTION

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

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

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

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


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

PRONUNCIATION

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

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

B  **L1** Listen and check.

C  **L2** Listen and tick the words you hear. Then read the pairs of words aloud.

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

MULTI-WORD VERBS

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

look work get watch
hold carry make come


- 1 communicate your message clearly
- 2 meet/find by chance
- 3 search for information, e.g. in a dictionary
- 4 invent, e.g. a story


1 _____  across

2 _____  up

5 continue

6 wait

5 _____  on

6 _____  out

7 be careful

8 calculate something

7 _____  out

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

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

REGISTER

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

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

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

origins



WHAT'S IN A NAME? p8



WHAT ARE YOU LIKE? p11



PICTURE PERFECT p14



FRANCESCO'S VENICE p16

SPEAKING

I.1 Talk about names I.2 Discuss the results of a personality test I.3 Speculate about people based on their portraits I.4 Describe a treasured possession

LISTENING

I.2 Listen to a radio programme about a personality test I.3 Listen to a discussion about photographic portraits I.4 Watch a BBC documentary about Venice

READING


I.1 Read an article about names I.2 Read a questionnaire about language learning

WRITING

I.1 Write a personal profile I.4 Write a description of an object




B B C

INTERVIEWS

 How has your family influenced you?



1.1 WHAT'S IN A NAME?

-  the continuous
-  unstressed a
-  phrases with



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SPEAKING

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

VOCABULARY

PHRASES WITH NAME

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

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

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

C Work in pairs. Think of someone who:

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



READING

- 3 A Work in pairs and discuss the questions.

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

B Read the article and complete the sentence.

The main idea of the text is that ...

C Answer the questions.

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

- 4 A Work in pairs and discuss the questions.

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

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

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

Making your name



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

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

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

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

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

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

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

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

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

GRAMMAR

THE CONTINUOUS ASPECT

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

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

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

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

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

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

B 1.1 Listen and check your answers.

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

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

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

WRITING

A PERSONAL PROFILE; LEARN TO PLAN YOUR WRITING

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



Mira Kaya

About me

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

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

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

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

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

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

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

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

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

speakout TIP

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

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

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




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

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

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

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

WHAT ARE YOU LIKE?

-  describing habits
-  stressed/unstressed will/would
-  personality; idioms for people



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Are you a good language learner?

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

Gwen_H

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

grammageek

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

Claudio96

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

Araksan

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

techgirl

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

MaxK

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

wei chen

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

Sveta GK



SPEAKING

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

✓✓ strongly agree ✓ agree
X disagree XX strongly disagree


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


GRAMMAR


DESCRIBING HABITS

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

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

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

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

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

 page 128 **LANGUAGEBANK**

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

to as would looking of a

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

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

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

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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.

Speakout Extra

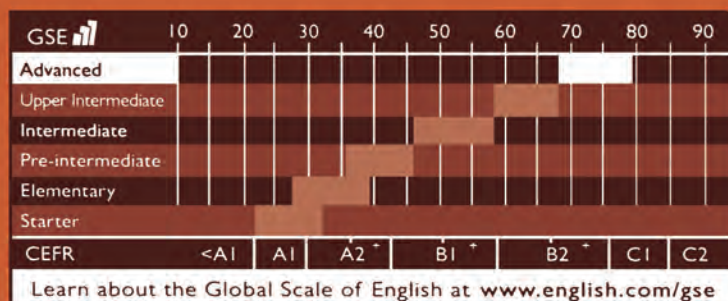
Speakout Extra provides downloadable worksheets that meet learners' individual needs by providing them with additional grammar, vocabulary, pronunciation and skills practice. It also includes extra video exploitation activities to help learners get the most out of the BBC clips.

Components

- Students' Book with DVD-ROM
- Students' Book with DVD-ROM and MyEnglishLab
- Class Audio CDs
- Workbook with Audio (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach

Student's online video and audio resources at:

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