

# Speakout

**2ND**  
EDITION

Frances Eales • Steve



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## Upper Intermediate Students' Book

with DVD-ROM

  
GLOBAL SCALE  
of English



ALWAYS LEARNING

**PEARSON**

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
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## UNIT 1 NEW THINGS page 7 BBC interviews | What makes a good flatmate?

1.1	Time for a chat page 8	direct and indirect questions	personality	sentence stress	understanding advice forum messages
1.2	Try something new page 11	present perfect	feelings; word building: nouns	word stress; connected speech	read a web article about trying something new
1.3	I'd like to enquire page 14	polite enquiries	adverts	polite intonation	read adverts
1.4	Great Experiences page 16				

## UNIT 2 ISSUES page 19 BBC interviews | Does money make you happy?

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2.2	You're being watched page 23	the passive	surveillance	sentence stress: passives	read a letter of complaint
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## UNIT 3 STORIES page 31 BBC interviews | What was the last book you read?

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4.4	The Happiness Formula page 52				

## UNIT 5 IDEAS page 55 BBC interviews | If you could start a business, what would it be?

5.1	Bright ideas? page 56	articles	change; compound nouns	weak forms and linking: <i>the</i>	read an article about the worst inventions ever
5.2	Consumer crazy page 59	real and hypothetical conditionals	advertising collocations	sentence stress: conditionals	find out your advertising IQ
5.3	What do you think? page 62	suggesting ideas	collocations with <i>idea</i>	intonation: showing reservations	read about the rules of brainstorming
5.4	Genius page 64				

DVD-ROM:

DVD CLIPS AND SCRIPTS

BBC INTERVIEWS AND SCRIPTS

CLASS AUDIO AND SCRIPTS



LISTENING/DVD		SPEAKING	WRITING
	understand informal conversations	have interesting conversations	write an advice forum message; edit for accuracy
		talk about new experiences	
	handle phone enquiries	make phone enquiries	
	<b>50 Things To Do Before You Die:</b> watch a BBC documentary about adventures	recommend an experience	write a forum entry
		talk about different issues	
	listen to opinions about surveillance	discuss surveillance	write a letter of complaint; use formal written language
	listen to people discuss issues	give and respond to opinions; support your viewpoint	
	<b>A quiet revolution:</b> watch a BBC programme about changes in working patterns	give a presentation about traditional gender roles	write notes for a presentation
		tell anecdotes	write a narrative; use adverbs
	listen to a BBC radio programme about very short stories	talk about life stories	
	listen to people recommending books	talk about your reading; summarise a plot	
	<b>Tess of the D'Urbervilles:</b> watch a BBC drama	describe a TV/film scene	describe a TV/film scene
		discuss how you use your time	write an opinion essay; use linkers
	listen to people talk about holidays	plan an alternative holiday	
	listen to people describing TV game shows	describe procedures; use mirror questions	
	<b>The Happiness Formula:</b> watch a BBC programme about happiness	do a class survey	write your top tips for how to be happy
		talk about inventions	
	listen to a programme about advertising	describe adverts	write a report; make written comparisons
	listen to a brainstorming session	take part in a brainstorming session	
	<b>Genius:</b> watch a BBC programme about presenting ideas	present a novel idea	write a product review

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	RE/
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6.2 Future me page 71	future perfect and continuous	optimism/pessimism	weak forms: auxiliaries	read emails making arrangements
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<b>UNIT 7 MEDIA</b> page 79  BBC interviews   What kind of news stories interest you?				
7.1 TV globetrotters page 80	quantifiers	television; multi-word verbs	connected speech: linking	read about TV with a global appeal
7.2 The camera never lies page 83	reported speech	reporting verbs	word stress	read an essay on celebrities and the media
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7.4 News Blunders page 88				
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8.2 Fair share page 95	-ing form and infinitive	values	connected speech: intrusive /w/	read the instructions for two games
8.3 Have you got a minute? page 98	handling an awkward situation	behaviour	sentence stress and intonation	read tips for handling awkward situations
8.4 The Human Animal page 100				
<b>UNIT 9 TROUBLE</b> page 103  BBC interviews   Do you have any phobias?				
9.1 Witness page 104	-ing form and infinitive	crime; dependent prepositions	connected speech: elision	read an article about memory
9.2 Scam page 107	past modals of deduction	synonyms	connected speech: past modals	read an infographic about scams; read an advice leaflet about avoiding trouble on holiday
9.3 It's an emergency! page 110	reporting an incident	incidents	sentence stress	read reasons for calling the emergency services
9.4 Survival page 112				
<b>UNIT 10 CULTURE</b> page 115  BBC interviews   What areas of the Arts do you enjoy?				
10.1 Moving experiences page 116	relative clauses	adjectives to describe films	intonation: relative clauses	read a film review
10.2 Popular culture page 119	participle clauses	the Arts; two-part phrases	word stress; connected speech	read answers to popular culture q
10.3 On your left ... page 122	giving a tour	dimensions	intonation in comments	
10.4 The People's Palace page 124				

IRREGULAR VERBS page 127

LANGUAGE BANK page 128

VOCABULARY BANK page 148



LISTENING/DVD		SPEAKING	WRITING
		discuss different ages and generations	
	listen to a BBC programme about letters to your future self	talk about your future	write an informal email; focus on informal style
	listen to a phone-in about life's milestones	discuss the right age for different things	
	<b>Horizon: How to Live to 101:</b> watch a BBC programme about living longer	hold a debate	write a forum comment
		talk about TV programmes	
	listen to an expert talking about hoax photographs	talk about celebrity and media	write a discursive essay; use linkers of contrast
	listen to people talking about recent news stories	express strong reactions	
	<b>The Funny Side of the News:</b> watch a BBC programme about live news	retell a news story	write a short news article
		talk about a difficult decision you've made	
	listen to an experiment about fairness	talk about values and behaviour	write an informal article; use linkers of purpose
		deal with awkward situations	
	<b>The Human Animal:</b> watch a BBC documentary about body language	give advice on how to behave in your culture	write about behaviour in your culture
		discuss how good a witness you are	
	listen to people talk about getting tricked	speculate about scams	write a 'how to' leaflet; learn to avoid repetition
	listen to someone report an incident	talk about emergency situations	
	<b>Horizon: How to Survive a Sea Disaster:</b> watch a BBC programme about a sea rescue	agree priorities	write a story about a lucky escape
	listen to people talk about films	talk about a film you never get bored with	write a film review
		talk about popular culture and arts experiences	
	listen to tours of two very different places	show a visitor around part of your town	
	<b>The Culture Show: The People's Palace:</b> watch a BBC programme about an innovative building	discuss an artistic project for your town	write a competition entry



## PARTS OF SPEECH

**1 A** Work in pairs and complete the questionnaire.

### HOW I LEARN

- 1** It's useful to know grammatical terminology ...
  - a) because it's <sup>1</sup>**much** easier to talk about grammar rules.
  - b) to read and understand grammar books <sup>2</sup>**better**.
  - c) ... actually, I don't think it's <sup>3</sup>**useful**.
- 2** When I meet a new word, I ...
  - a) <sup>4</sup>**look it up**, then write it in my notebook with a translation.
  - b) write <sup>5</sup>**a** phrase or sentence with <sup>6</sup>**the** word in it.
  - c) think about it, but don't write anything down.
- 3** I enjoy using English outside the class ...
  - a) to communicate on social networking sites.
  - b) when I'm <sup>7</sup>**watching** films and listening <sup>8</sup>**to** music in English.
  - c) ... I <sup>9</sup>**don't** use English outside class.
- 4** In addition to <sup>10</sup>**doing** homework, I study English ...
  - a) <sup>11</sup>**every day**.
  - b) two or three times a week.
  - c) not at all – I don't have time!
- 5** I think it's important <sup>12</sup>**to speak** English in the lesson ...
  - a) 100% of the time.
  - b) whenever we <sup>13</sup>**can**.
  - c) only when we're <sup>14</sup>**told** to.

**B** Match the grammatical terms a)–n) with words 1–14 in bold above.

- |                                  |                       |
|----------------------------------|-----------------------|
| a) dependent preposition         | h) adverbial phrase   |
| b) past participle               | i) quantifier         |
| c) present participle            | j) auxiliary verb     |
| d) gerund                        | k) definite article   |
| e) infinitive with to            | l) indefinite article |
| f) adjective in comparative form | m) modal verb         |
| g) gradable adjective            | n) multi-word verb    |

## VERB PATTERNS

**2 A** Correct the sentences.

- 1 I can't stand ~~to work~~ <sup>working</sup> with music on.
- 2 I learnt driving last year.
- 3 I want that the teacher corrects everything I say.
- 4 I'd rather to eat out than at home.
- 5 I'd like travelling abroad this year.
- 6 I enjoy be alone.
- 7 I like it when the teacher tells to repeat words.
- 8 I'd better to spend more time studying or I'll never make progress in English.

**B** Find two examples above for each pattern:

- 1 verb + gerund **1**
- 2 verb + infinitive
- 3 verb + infinitive with to
- 4 verb + object + infinitive with to

**C** Work in pairs. Which sentences are true for you? How would you change the other sentences to make them true?

## PRONUNCIATION

**3 A** Work in pairs. Complete the table with words from the box.

completely extremely guarantee future  
minutes push public system reach  
thorough took absolutely

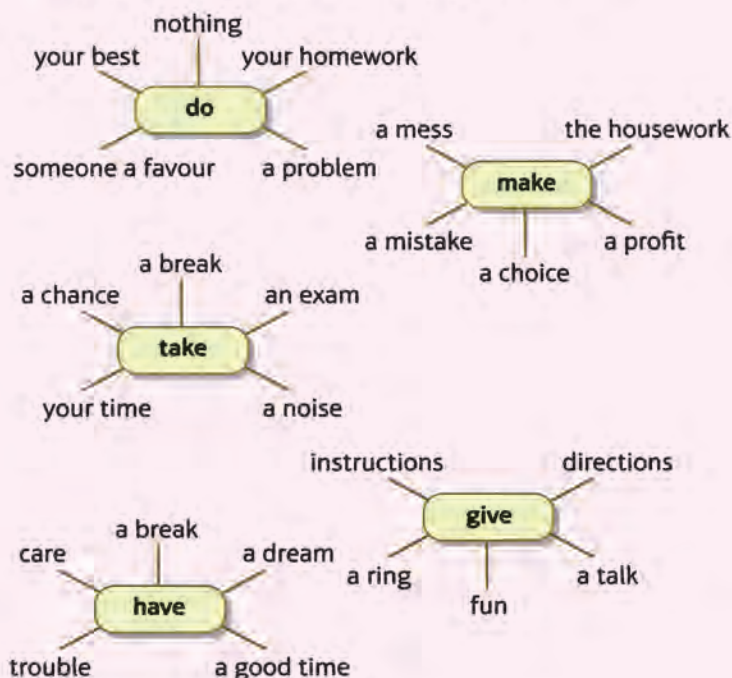
1	/ɪ/	this women
2	/i:/	these leave
3	/ə/	again pronunciation
4	/æ/	actually angry
5	/ʌ/	fun money
6	/ʊ/	book pull

**B** **L1** Listen and check. Then listen and repeat.

**C** Work in pairs. How can phonemic symbols help you learn new words?

## COLLOCATIONS

**4 A** Cross out the noun or noun phrase that does not collocate with the verb in the word web.



**B** Work in pairs and take turns. Student A: say a noun or noun phrase. Student B: say the verb that collocates with it.



# new things



TIME FOR A CHAT p8



TRY SOMETHING NEW p11



I'D LIKE TO ENQUIRE p14



GREAT EXPERIENCES p16

## SPEAKING

1.1 Have interesting conversations 1.2 Talk about new experiences  
1.3 Make phone enquiries 1.4 Recommend an experience

## LISTENING

1.1 Understand informal conversations 1.3 Handle phone enquiries  
1.4 Watch a BBC programme about adventures

## READING

1.1 Understand advice forum messages 1.2 Read a web article about trying  
something new 1.3 Read adverts

## WRITING

1.1 Write an advice forum message; edit for accuracy 1.4 Write a forum entry

## BBC INTERVIEWS







## 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?



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


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

#### RULES

- 1 Indirect questions are often used when a question is rather **personal/impersonal** or to make a question sound more **polite/interesting**.
- 2 Word order in indirect questions is **the same as/different from** positive statements.
- 3 Indirect questions **use/don't use** the auxiliaries *do* or *did*.
- 4 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.

- 1 Why are you studying English?  
Can you tell me *why you are studying English*?
- 2 How long do you plan to study?  
Do you have any idea ... ?
- 3 What do you do in the evenings?  
Can I ask ... ?
- 4 Do you have a full-time job?  
Do you mind me asking ... ?
- 5 Which countries have you visited?  
I'd be interested to know ...
- 6 Where did you get that watch?  
Could you tell me ... ?
- 7 Is there a good café anywhere near here?  
Do you know ... ?
- 8 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 does the writer include?

#### Radu

Hi Rafael,

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

There are a lot of opportunities to practise speaking on internet. <sup>[gr]</sup> You can find them by searching for 'practise speaking English online free'. <sup>[v]</sup> Be careful, some aren't really free! <sup>[p]</sup> 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. <sup>[sp]</sup> It helped me become more fluent and I also liked very much meeting new people. <sup>[wo]</sup>

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

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

<b>Correction code:</b>	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



## 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 know it's good for me.  
☐ I love it!

**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?



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## Discover English as it is really spoken

**Speakout 2nd Edition** is a comprehensive six-level general English course for adults that has been developed in association with **BBC Worldwide** and **BBC Learning English**. The course integrates authentic video from popular BBC programmes into every unit and builds the skills and knowledge learners need to express themselves confidently in a real English-speaking environment.

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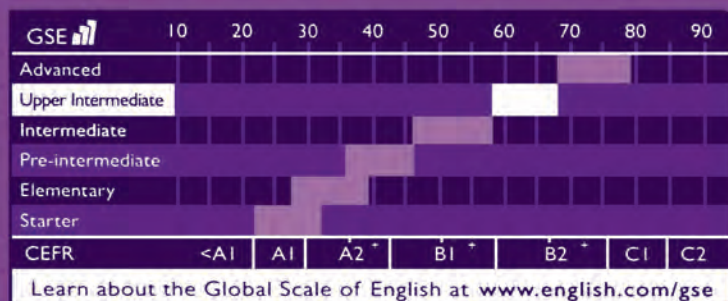
**Speakout Extra** provides downloadable worksheets that meet learners' individual needs by providing them with additional grammar, vocabulary, pronunciation and skills practice. It also includes extra video exploitation activities to help learners get the most out of the BBC clips.

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- Workbook with Audio (with and without key)
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- ActiveTeach

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**[www.english.com/speakout](http://www.english.com/speakout)**



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