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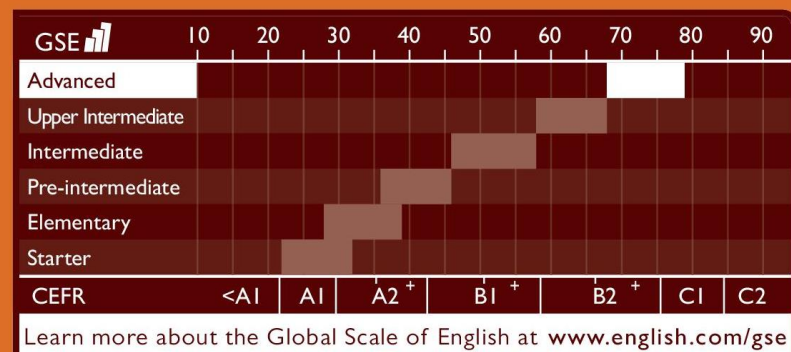
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speakout 2ND EDITION Advanced Students' Book with DVD-ROM

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Advanced Students' Book with DVD-ROM



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# speakout **2ND** EDITION

## Advanced Students' Book

with DVD-ROM



Antonia Clare • JJ Wilson

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
<b>UNIT 1 ORIGINS</b> page 7  BBC interviews   How has your family influenced you?							
1.1	What's in a name? page 8	the continuous aspect	phrases with <i>name</i>	unstressed auxiliary verbs	read an article about names	talk about names	write a personal profile
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	listen to a radio programme about a personality test	discuss the results of a personality test
1.3	Picture perfect page 14	speculating	images	connected speech: linking, elision	read about photographic portraits	listen to a discussion about photographic portraits	speculate about people based on their portraits
1.4	Francesco's Venice page 16				<b>Francesco's Venice:</b> watch a BBC documentary about Venice	describe a treasured possession	write a description of an object
<b>UNIT 2 OPINION</b> page 19  BBC interviews   What is the best or worst advice you've been given?							
2.1	Words of wisdom? page 20	hypothetical conditional: past	learning and experience; metaphors	double contractions	read an article about good and bad advice	talk about words of wisdom	
2.2	Changing your mind page 23	verb patterns	collocations: opinions	word stress	read an essay about homelessness	listen to a radio programme about a living library event	discuss controversial ideas
2.3	Who do you trust? page 26	introducing opinions	idioms of opinion	intonation for emphasis	read an article about the most and least trusted professions	listen to a discussion about trustworthiness	discuss dilemmas at work
2.4	Chess master page 28				<b>The Young Chess Master:</b> watch a BBC programme about a young chess prodigy	take part in a panel discussion	write a summary
<b>UNIT 3 PLACES</b> page 31  BBC interviews   What is your favourite place?							
3.1	Lonely planet page 32	noun phrases	landscapes	word stress: compound nouns/ adjectives	read three texts about memorable holiday moments; read a city guide	describe a holiday memory	write a guidebook entry
3.2	Home from home page 35	relative clauses	-y adjectives; prefixes	long/short vowels	read about a famous hotel	listen to an account of homes around the world	talk about an 'alternative' home
3.3	Welcome to perfect city page 38	making a proposal	city life	shifting stress: suffixes	read an article about solutions to urban problems	listen to a proposal for a city improvement scheme	make a proposal
3.4	London page 40				<b>One day in London:</b> watch a BBC programme about London	present a documentary proposal	write a proposal for a documentary
<b>UNIT 4 JUSTICE</b> page 43  BBC interviews   What legal or social issues concern you?							
4.1	Fight for justice page 44	introductory <i>it</i>	crime collocations; lexical chunks	pauses and chunking	read an article about a miscarriage of justice	talk about criminal justice	
4.2	Social issues page 47	the perfect aspect	social issues	stress patterns		listen to people describe someone they admire	discuss social issues
4.3	Do the right thing page 50	expressing hypothetical preferences	decisions	intonation: adding emphasis	read about a real-life hero	listen to a discussion about witnessing a crime	discuss moral dilemmas
4.4	The con artist page 52				<b>The Con Artist:</b> watch a BBC programme about a con artist	recount a crime story	write a short article
<b>UNIT 5 SECRETS</b> page 55  BBC interviews   Are you good at keeping secrets?							
5.1	Family secrets page 56	modal verbs and related phrases	idioms: secrets	connected speech: elision	read a true story	listen to a radio programme about secrets	talk about secrets
5.2	Truth or myth? page 59	the passive	truth or myth; multi-word verbs	stress: multi-word verbs	read about everyday myths		debunk a myth
5.3	Tell me no lies page 62	making a point	journalism	intonation: appropriacy	read about investigative journalism	listen to a conversation about WikiLeaks	discuss freedom of information
5.4	Secret Island page 64				<b>New York's Abandoned Island:</b> watch a BBC programme about a secret island	talk about secret places in your city	write a secrets guide

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
<b>UNIT 6 TRENDS</b> page 67  BBC interviews   Do you follow trends in music and fashion?							
6.1	Future gazing page 68	future forms	predictions	connected speech: auxiliary verbs	read about the far future		evaluate future inventions
6.2	A global language? page 71	concession clauses	language	intonation: concession clauses	read about a radio programme	listen to a programme about global English	discuss trends in language learning complete a report
6.3	Trendsetters page 74	describing cause and effect	trends	connected speech: swallowed sounds	read about how trends spread	listen to descriptions of how trends started	describe changes in your country
6.4	Tech Trends page 76				<b>Technology Trends:</b> watch an extract from a programme about technology trends	decide which trends to fund	write about a trend
<b>UNIT 7 FREEDOM</b> page 79  BBC interviews   What makes you feel free?							
7.1	The great escape page 80	cleft sentences	collocations	word stress: suffixes	read an article about a man who disappeared		talk about an escape plan
7.2	Switching off page 83	participle clauses	idioms: relaxing	word stress: idioms	read a promotional leaflet	listen to people describing how they relax	discuss ways to escape your routine write a promotional leaflet
7.3	Free to make mistakes page 86	exchanging opinions	risk	polite tone	read an article about safety and risk	listen to a discussion about whether children are over-protected	talk about personal choice
7.4	Gandhi: The Road to Freedom page 88				<b>Gandhi:</b> Watch a BBC documentary about Mohandas Gandhi	talk about freedom	write about what freedom means to you
<b>UNIT 8 TIME</b> page 91  BBC interviews   What is the best time of life?							
8.1	History in a box page 92	future in the past	time expressions; proverbs	rhythm: proverbs	read about time capsules		choose objects that represent you
8.2	I remember ... page 95	ellipsis and substitution	memories	connected speech	read a personal story	listen to a programme about memory and smell	talk about memories write a personal story
8.3	Time savers page 98	discussing ideas	collocations with <i>time</i>	word stress: phrases	read time-saving tips	listen to an interview about time management	discuss ways to save time
8.4	What is time? page 100				<b>Wonders of the Universe:</b> 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
<b>UNIT 9 INSPIRATION</b> page 103  BBC interviews   Do you do anything creative in your life?							
9.1	Icons page 104	tenses for unreal situations	adjectives: the arts	irregular spellings	read about living statues		choose sculptures to suit clients' needs
9.2	Feeling inspired page 107	adverbials	ideas	pronunciation: 'o'		listen to people talking about where they get their ideas	talk about boosting creativity write a review
9.3	Love it or hate it page 110	ranting/raving	express yourself	positive/negative intonation	read a website extract	listen to rants/raves	rant or rave
9.4	The Philanthropist page 112				<b>The Vegetable Seller:</b> watch an extract from a programme about an unusual philanthropist	nominate someone for an award	write about an inspirational person
<b>UNIT 10 HORIZONS</b> page 115  BBC interviews   What are your goals in life?							
10.1	On the road page 116	inversion	collocations	stress/unstress	read about an epic car journey		plan your dream adventure
10.2	Dreams come true? page 119	comparative structures	ambition	intonation: emphasis; rhythm	read an essay about celebrity	listen to an author reading from his memoir	talk about real-life success stories write a 'for and against' essay
10.3	Making a plan page 122	negotiating	negotiation	polite intonation	read tips for negotiating	listen to a talk about stages in a negotiation	negotiate a plan for a film festival
10.4	Wildest Dreams page 124				<b>Wildest Dreams:</b> 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 <sup>1</sup> \_\_\_\_\_ the way we remember information, <sup>2</sup> \_\_\_\_\_ to research. Because we now have access to all <sup>3</sup> \_\_\_\_\_ information we could possibly want at the touch of a button, we no longer need to store so much information in our heads. <sup>4</sup> \_\_\_\_\_ that this is actually changing the way our brains store and recall information. We're quite likely <sup>5</sup> \_\_\_\_\_ information which we believe we can find online and more likely to remember something which we <sup>6</sup> \_\_\_\_\_ not be able to access on the internet. We are now better at remembering where we can <sup>7</sup> \_\_\_\_\_ the information than we are at <sup>8</sup> \_\_\_\_\_ the information itself. <sup>9</sup> \_\_\_\_\_, 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 <sup>10</sup> \_\_\_\_\_ 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** **L.1** Listen and check.

**C** **L.2** 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
  - 1 \_\_\_\_\_ across
  - 2 \_\_\_\_\_
- 3 search for information, e.g. in a dictionary
- 4 invent, e.g. a story
  - 3 \_\_\_\_\_ up
  - 4 \_\_\_\_\_
- 5 continue
- 6 wait
  - 5 \_\_\_\_\_ on
  - 6 \_\_\_\_\_
- 7 be careful
- 8 calculate something
  - 7 \_\_\_\_\_
  - 8 \_\_\_\_\_ 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?



# 9



# trends



**FUTURE GAZING** p68



**A GLOBAL LANGUAGE?** p71



**TRENDSETTERS** p74



**TECH TRENDS** p76

**SPEAKING** 6.1 Evaluate future inventions 6.2 Discuss trends in language learning  
6.3 Describe changes in your country 6.4 Decide which trends to fund


**LISTENING** 6.2 Listen to a programme about global English 6.3 Listen to descriptions  
of how trends started 6.4 Watch a BBC programme about technology trends

**READING** 6.1 Read about the far future

**WRITING** 6.2 Write a report 6.4 Write about a trend

## BBC

### INTERVIEWS

 Do you follow trends in music and fashion?





Years from now	Future predictions
3,000	If civilisation collapses, most buildings, bridges and dams are going to be <b>a distant memory</b> . <b>The signs are</b> that most words commonly used today will become extinct due to the rapid evolution of language.
4,000	<b>The days of living on islands will be over.</b> The ice in Greenland will have melted because of extreme global warming, and sea levels are going to be six metres higher than today.
10,000	According to some estimates, we'll be living out our final days. With overpopulation, disease and global warming, people may not survive beyond the year 10,000.
20,000	Chernobyl, the place in which a nuclear accident occurred in 1986, will finally be safe.
50,000	The KEO Time Capsule, which will have been floating in space for 50,000 years, will re-enter the Earth's atmosphere. Niagara Falls will have <b>become a thing of the past</b> . The remaining 32 kilometres to Lake Erie will erode and the waterfall will cease to exist.
100,000	The titanium in your laptop will begin to corrode. A global disaster <b>may well</b> have happened: either a super-volcano or a large climate-altering asteroid may have affected Earth.
500,000	A new Ice Age will probably be occurring.
1,000,000	Monuments like the Pyramids of Giza and Mount Rushmore might still exist, but all other man-made objects will be gone. All glass created up until now will have decomposed.
10,000,000	The Red Sea will have flooded the Rift Valley, dividing Africa, and a new ocean <b>is likely to</b> have formed. The planet will be bathed in gamma radiation from a supernova, triggering mass extinctions.
50,000,000	The Mediterranean will be gone. Africa will have collided with Eurasia, sealing off the Mediterranean and creating a mountain range similar to the Himalayas. The ice will have melted in the Antarctic, raising the sea level by 75 metres.
150,000,000	America and Africa will start moving back together.
250,000,000	All continents will be fused together as one land mass.
600,000,000	One of three types of photosynthesis will no longer be possible. As a result, 99 percent of species will die out.
100 quintillion	Earth will die, consumed by the sun.

## READING

**1 A** You are going to read a text that predicts the Earth's future 1,000 years or more from now. What do you think it might say about the following?

buildings language global disasters  
monuments like the Pyramids of Giza  
the Earth's temperature

**B** Read the text to see if you were correct.

**2 A** Work in pairs and answer the questions.

- The text says gamma radiation will trigger mass extinctions. What is a trigger? What does the verb mean here?
- The text says 'Africa will have collided with Eurasia' and 'all continents will be fused together'. What is the difference between 'collide' and 'fuse together'? Which is the more violent action?
- The text says an area of land will 'erode', titanium will 'corrode' and glass will 'decompose'. What is the difference between these verbs?
- One synonym for 'cease to exist' is 'die out'. Find two other synonyms in the text with the same meaning. They both use the verb *become*.

**B** Discuss with other students.

- Do you think the text is optimistic, pessimistic or realistic? Explain your opinion.
- Which of the predictions do you think are based on things that have happened before?

*Most words that were used 1,000 years ago are no longer used.*

## VOCABULARY

### PREDICTIONS

**3 A** Look at the expressions in bold in the text.

Which refer to:

- predictions with a link to the past? (2 expressions)  
*a distant memory*
- predictions that are highly possible? (2 expressions)
- the evidence for a prediction? (1 expression)
- a situation that will stop because of changing conditions? (1 expression)

**B** Look at the expressions below. They are similar to two of the expressions in Exercise 3A. Which two?

- The facts suggest/The figures point to
- is bound to/is destined to





## SPEAKING

## 4 Work in pairs. Tell your partner about:

- a prediction in the text that may well come true.
- something good that you think is likely to happen to your country or town/city.
- something that people used frequently, but which is now a thing of the past.

## GRAMMAR

## FUTURE FORMS

## 5 Check what you know. Match sentences 1–5 with rules a)–e).

- 1 Earth **will die**.
- 2 The time capsule **will have been floating** for 50,000 years.
- 3 Sea levels **are going to be** higher than today.
- 4 The ice in Greenland **will have melted**.
- 5 We'll **be living out** our final days.

## RULES

- a) Use *be going to* + infinitive to make a prediction based on current evidence.
- b) Use *will* + infinitive to make a prediction.
- c) Use the future continuous to describe an activity that will be in progress at some time in the future.
- d) Use the future perfect to describe something that happens before a time in the future.
- e) Use the future perfect continuous to describe something in progress for a period up to a specified time in the future.

## 6 Read about three other ways to talk about the future. Look at sentences 6–8 and choose the correct option to complete rules f)–h).

- 6 Time travel **could be** a reality by 2075.
- 7 Robot intelligence **is due to surpass** human intelligence by 2100.
- 8 The government **is to introduce** a new law.

## RULES

- f) Use *could/might/may* + infinitive to describe a prediction that is *not certain/certain*.
- g) Use *be due to* + infinitive to describe something that is *expected to happen or arrive at a particular time/unlikely to happen soon*.
- h) Use *be + to* + infinitive to describe an *informal plan/an official arrangement or order*.

## 7 A 6.1 CONNECTED SPEECH: auxiliary verbs

Tick the sentences you hear.

- 1 She'll be running. / She'll have been running.
- 2 I'll see him later. / I'll be seeing him later.
- 3 I'll be there. / I'll have been there.
- 4 We're going to be there at 1.00. / We're to be there at 1.00.

**B** Notice how some grammar words (e.g. auxiliary verbs) are pronounced in connected speech. Listen again and repeat.

*She'll have been running.* /ʃɪləvbi:n/

▷ page 138 LANGUAGEBANK

## 8 A Are both alternatives in sentences 1–8 possible? If so, is the meaning different?

- 1 By 2020, eighty percent of city dwellers *will be working/are to work* from home.  
*Both are possible. We use 'will be working' to make a prediction. We use 'are to work' to describe an order from an authority.*
- 2 Europe *might/will* become a united state in the next ten years.
- 3 Families *will be/will be being* racially very mixed.
- 4 By 2030, scientists *are finding/will have found* cures for most illnesses.
- 5 Cars *will/are due to* be banned from city centres.
- 6 In fifty years' time, most rich people *will live/will have been living* until they are over 100.
- 7 By 2030, English *is going to be/will have become* the world's third language.
- 8 By 2050, it's possible that governments *will censor/will have been censoring* the web for years.

**B** Say the correct sentences out loud, using shortened forms of auxiliary verbs.

**C** Do you agree with statements 1–8? Discuss with other students.





## SPEAKING

**9** Read about some ideas of the future below. Discuss the questions.

- 1 Which ideas do you like?
- 2 Which do you think will come true?
- 3 What problems would the inventions solve?
- 4 What would the consequences be if these ideas became reality?



## MACHINES OF THE FUTURE

### Driverless car

A car that drives itself safely everywhere, navigating the roads by using artificial intelligence and information provided by satellites.

### A recycler that makes drinks

A machine that recycles all food waste by blending it with proteins and chemicals to produce a nutritious drink. The drink can be used as a supplement for undernourished populations.

### Body parts regenerator

A machine that grows human tissue to replace damaged body parts. It can be used to treat soldiers, accident victims and anyone with a major injury.

### 'Experience' implant

An implant that records everything you do, see and hear every day. It allows you to watch, hear and feel any sensation from any time in your past.

## VOCABULARY PLUS

## PREPOSITIONAL PHRASES

**10 A** Work in pairs. Read some predictions about global developments. Complete the paragraphs with suitable prepositions (one or two words). Use one preposition for each paragraph, once in every sentence.

India is <sup>1</sup> on track to surpass China as the most populated country by 2035. In India, 48,000 babies are born every day <sup>2</sup> on average. In future, India's resources such as schools and hospitals will be permanently <sup>3</sup> on trial as they try to keep up with rising demands.

Millions of children are <sup>4</sup> \_\_\_\_\_ risk of contracting diseases from dirty water. Only sixty percent of the world's population has easy access to drinking water <sup>5</sup> \_\_\_\_\_ present. In the future, it is hoped that <sup>6</sup> \_\_\_\_\_ least ninety-five percent of people will have running water in their homes, but there are no guarantees of this.

As humanity's need for resources and industries has grown, it has become clear that man is <sup>7</sup> \_\_\_\_\_ far the most destructive animal on Earth. We are, <sup>8</sup> \_\_\_\_\_ nature, extraordinarily prolific polluters of the planet. In future, everyone will have to monitor their pollution <sup>9</sup> \_\_\_\_\_ law.

While the number of humans has risen, the number of wild animals such as lions has been <sup>10</sup> \_\_\_\_\_ decline for decades. We are now preserving the genetic codes of animals that are <sup>11</sup> \_\_\_\_\_ danger of extinction. In future, we hope to be able to, <sup>12</sup> \_\_\_\_\_ effect, 'recreate' these animals.

In the early twenty-first century, corruption in business has started getting <sup>13</sup> \_\_\_\_\_ control. Corporations have tried to keep a number of scandals <sup>14</sup> \_\_\_\_\_ sight. In future, <sup>15</sup> \_\_\_\_\_ necessity, stricter anti-corruption laws will be passed.

**B** Look at all the prepositional phrases you completed in Exercise 10A and try to work out what they mean.

### speakout TIP

Prepositional phrases are short, fixed phrases (usually two or three words) that begin with a preposition. They are often followed by a noun, e.g. **at war**, **by accident**. When you notice prepositional phrases, write them down in a complete sentence. This will help you to remember them.

**11 A** Replace the underlined words below with prepositional phrases from Exercise 10A. Then use your own ideas to complete as many of the predictions as you can.

- 1 In the future, people will be vulnerable to catching a new disease called ... *at risk of*
- 2 Birth rates are falling fast, so soon ...
- 3 Inflation will get completely crazy, which will lead to ...
- 4 By 2040 there will be a minimum of ten billion people alive, and this will cause ...
- 5 In future, legally people will have to register their ...
- 6 To protect animals that are close to becoming extinct, we will ...
- 7 People will, generally, have only one ...
- 8 Right now, robots aren't very intelligent, but by 2040, ...

**B** Choose a topic you are interested in (e.g. the environment, sport, technology, etc.) and do stages 1–4.

- 1 Write down three predictions about this topic.
- 2 Note some consequences of these predictions (problems or benefits).
- 3 Explain your ideas to other students.
- 4 Say which predictions you agree/disagree with and why.

▷ page 153 VOCABULARY BANK





## VOCABULARY

### LANGUAGE

**1 A** Complete the questions using the words in the box. Can you explain the meaning of the phrases in bold?

command mind dead offensive everyday global  
 barrier official

- Why do you think English has become a 'lingua franca', used by people around the world to communicate? What factors contributed to its rise as a \_\_\_\_\_ **language**?
- Think of three ways to improve your \_\_\_\_\_ **of a language** and one situation where you need to \_\_\_\_\_ **your language**.
- What happens when you experience a **language** \_\_\_\_\_? Do you think these will still exist in the future? Why/Why not?
- Can you name an ancient or \_\_\_\_\_ **language**? Can you name a country where the \_\_\_\_\_ **language** used for legal purposes is different from the \_\_\_\_\_ **language** spoken on the street? Do you think this is a problem?
- Would you ever use \_\_\_\_\_ **language**? In what kinds of situations?

**B** Discuss the questions above.

▶ page 153 **VOCABULARYBANK**

## LISTENING

**2** Work in pairs. Read about the radio programme and answer the questions.

- What do Stephen Fry and David Crystal discuss in the programme?
- What are the two main reasons given for why English is changing?
- What kinds of changes are mentioned?

### Stephen Fry's English Delight

As the use of English as a lingua franca continues to grow and spread around the world, the language itself is changing – adapting to how its speakers use it. The number of people who speak English as a second language has now grown to far outweigh the number of native speakers. Professor David Crystal, a world authority in language change, thinks sounds which some speakers find difficult to pronounce might disappear. And the vocabulary will certainly change, too.

The other huge influence on the way English will change relates to technology. With computers that 'read' text and automatic person-to-person translators, will computers soon be joining the swelling billions who use and change English? In this BBC radio programme, Stephen Fry and Professor David Crystal discuss the evolution of English.

**3 A** ▶ **6.2** Listen to part of the programme. Tick the topics that are mentioned.

- new Englishes
- culture and identity
- the type of English spoken by computers
- local languages/brands of English
- changing pronunciation
- English as a mother tongue
- English as a foreign language

**B** What do they say about each point?

*Language is linked to your culture and identity because everything that makes up your identity (plants, animals, history etc.) has to be expressed with language.*

**4 A** Two of the sentences below are incorrect. Listen to the programme again and correct them.

- The way English continues to move across the globe gives us a whole range of Englishes.
- In the beginning, there was just British English and American English, and then came Australian English, South African English, Indian English and so on.
- When a country adopts a new language, it changes it to suit its local needs.
- English has been adopted by more than sixty countries around the world.
- There are about 400 million first language speakers of English.
- Around the world, one fifth of the population speaks English as a second or foreign language.

**B** Discuss. How do you think English will change in the next 200 years? Do you think it will continue to be a global language? Do you think other languages will become more important?



## GRAMMAR

## CONCESSION CLAUSES

**5 A** Check what you know. Read the predictions about the future of English. Underline the correct alternatives.

- 1 *While/Despite* English is still the dominant language on the internet, other languages (like Mandarin, Russian, Spanish and Portuguese) will become increasingly important.
- 2 *In spite of/Although* 27.3 percent of internet users are English speakers, this number is closely followed by Chinese speakers (22.6 percent). *Though/Despite* we may find it hard to believe, the global language of the future might be Chinese or Arabic.
- 3 *Difficult though it may be/Strange as it seemed* for students, in the future many school and university subjects are likely to be taught in English, using English materials.
- 4 *However/Whichever* way you look at it, children need to start learning English when they are as young as possible.
- 5 *Even though/In spite of* increasing numbers of English speakers, the global predominance of English is likely to change.
- 6 *Even if/Despite* being able to use simultaneous translation on their phones to speak to each other, people will still want to learn another language.
- 7 *Whilst/Whichever* people continue to use English to communicate on the internet, the language itself will continue to change.


**B** Work in pairs. Do you agree or disagree with the statements above? Why?

**6 A** Use the rule below to help you identify the main clauses and concession clauses in sentences 1–7 above.

<b>RULES</b>	Concession clauses are used to introduce information which contrasts with information in the main clause.
--------------	---

**B** Answer the questions.

- 1 What punctuation separates the clauses?
- 2 Do the linkers in italics introduce the main clause or the concession clause?
- 3 Most of the linkers in italics are followed by a verb clause. Which two are followed by a noun/-ing form?

**C**  **6.3 INTONATION: concession clauses** Listen to the sentences. Which part of the sentence uses the higher intonation: the concession clause or the main clause? Listen again and repeat the intonation patterns.

 page 138 **LANGUAGEBANK**

**7 A** Write one sentence to connect each pair of ideas. Use the words in brackets. Think carefully about the punctuation.

- 1 I always try to speak to people in their local language / I don't speak it very well (even if)  
*I always try to speak to people in their local language, even if I don't speak it very well.*
- 2 I spend a lot of time studying grammar / I still make mistakes (though)
- 3 It is difficult / I always try to believe what people tell me (difficult though)
- 4 It doesn't matter which way you look at it / technology is changing education (however)
- 5 I agree that English is important / I think students need to learn several languages (while)
- 6 It may seem strange / I find it hard to remember facts and figures (strange as)
- 7 It is a fact that I enjoy travelling / I don't get the opportunity very often (despite)
- 8 Learning a language is difficult / it doesn't matter which method you choose (whichever)

**B** Choose three of the linkers in italics from Exercise 5A (*even if, while, although, etc.*) and write sentences which are true for you (your language, your family, your job/studies etc.). Compare your ideas in pairs. Are any of your sentences similar?

## SPEAKING

**8 A** Work in groups of three and read about three ideas for language learning. Student A: read the text below. Student B: turn to page 159. Student C: turn to page 162. Take turns to explain the ideas you read about.

### Robot teachers

English-teaching robots, called 'Engbots', have been introduced in schools in Korea. It is expected that in the future these robots should be able to teach on their own, so that there will be no need for English teachers in the classroom.



**B** Discuss the pros and cons of each idea. Which language learning ideas do you think are likely to be popular in the future?

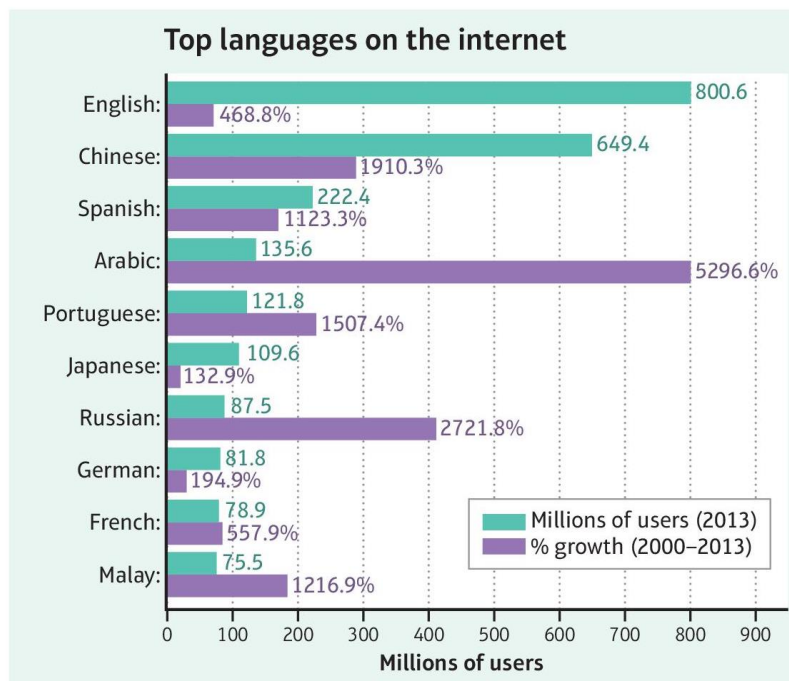
*Whilst the robot teacher would work for free, it would take away jobs from humans. Despite the appeal of the robots for children, I don't think this idea will be very popular.*



## WRITING

## A REPORT; LEARN TO DESCRIBE TRENDS

**9 A** Look at the graph. What does it tell you about which languages will be important in the future? Can you make any predictions based on the evidence provided?



**B** Read the first part of a report about languages on the internet. Answer the questions.

- Which language does the writer think may become the dominant internet language of the future? Why?
- Which other languages do you think are important to mention in the report? Why?

This report will look at the changing importance of various languages on the internet and draw conclusions about the implications for language learners around the world. The graphic shows the top ten languages used on the internet, and gives information about the rate of growth of each language and the total number of users.

It is quite clear from the data that languages other than English are becoming increasingly important on the internet. There has been a huge surge in demand for Chinese, for example, which has increased by 1910.3 percent in the last thirteen years and is now not far behind the use of English in terms of total numbers of users. Whilst there are 800.6 million users of English on the internet, Chinese is fast catching up, with 649.4 million users. If the current trend continues, Chinese will soon become the most dominant language on the internet.

Another popular language on the internet is currently Spanish, with 222.4 million users, making it the third most dominant language. Spanish users have also shown a steady increase in growth (1123.3 percent) over thirteen years, indicating the continued importance of Spanish as an internet language.

However, there are other languages which show an increasing influence. In particular, ...

**10** Read the guidelines for writing a formal report. Which guidelines 1–6 are followed in the report in Exercise 9B? What would you expect to find in the remaining part of the report?

- Introduce the report so that its purpose is clearly demonstrated.
- Organise your report into paragraphs or sections under different headings/subheadings.
- Refer to statistics, graphs and other data.
- Give recommendations or draw conclusions about the information in your report.
- Use formal language (objective structures like the passive, full forms rather than contractions, formal vocabulary and register).
- Use linking words and phrases to help support your ideas.

**11 A** Look at sentences 1–6. Which alternative is not possible according to the graph in Exercise 9A? Cross out the incorrect alternative.

- The importance of Chinese as a global language has *increased dramatically/risen sharply/dropped alarmingly*.
- There has been a *surge/a drop/an increase* in the use of Chinese on the internet.
- Numbers of people using Arabic on the internet have *plummeted/soared/grown* in recent years.
- There has been a relative *surge/decline/drop* in the percentage of people using English online, as numbers of people using languages such as Chinese, Russian and Arabic have *declined/increased/grown*.
- Numbers of Chinese speakers with access to the internet have *rocketed/exploded/collapsed*.
- There has been a *steady/sharp/gradual* increase in the use of Spanish online.

**B** Use the prompts to write sentences describing trends in education. Use the present perfect tense.

- explosion / demand for / mobile technology / language learning
- number / people / communicating regularly / social networks / increase / dramatically
- number / students / attend / private language schools / study English / plummet
- sharp increase / ability / learners / access / learning materials / internet
- gradual decline / appeal / traditional teaching methods

**12** Complete the report in Exercise 9B by continuing the last paragraph and adding a conclusion (150 words). Use the language in Exercise 11A to help.



## VOCABULARY

### TRENDS

#### 1 A Discuss the questions.

- 1 How would you describe the people and things in the photos?
- 2 Do any of the images look out-of-date?
- 3 How do trends start and spread?

**B** Read the text about how trends spread. What is the main idea of the text? What is your answer to the question at the end of the text?



The best way to understand how trends take off might be to think of them as epidemics. How is it that unknown books suddenly become bestsellers, TV programmes become instant classics, toys that were adored by generations suddenly lose their appeal? The answer is that trends spread like viruses. Somehow they capture the imagination and strike a chord with the public. Take the rise of the shoe brand, Hush Puppies. Sales of Hush Puppies had stagnated to just 30,000 pairs a year. Suddenly, the shoes became the latest thing in Manhattan clubs and stylists began to use them as accessories in fashion photo shoots. It turned out to be more than just a passing trend. In 1995, Hush Puppies sold 430,000 pairs, and in 1996, 1,700,000 pairs. Or look at the technology revolution led by Apple Inc. The number of Apple users has risen dramatically in the last ten years. How do these changes happen? Some say it's a combination of word of mouth and pure luck, while marketers think it's something we can control. Who is right?

#### 2 A Read the text again and find the words that complete the phrases in bold.

- 1 When trends suddenly become popular, they **take ...**
- 2 When a product goes out of fashion, it **has lost its ...**
- 3 One way that fashions spread is they **capture the ...**
- 4 When people identify with something, it **strikes a ...**
- 5 When a product or trend is suddenly popular, we say it **becomes the latest ...**
- 6 When something is popular for just a short time, we say **it's just a passing ...**
- 7 When there is more of something now than before, we say **the number has ...**
- 8 When something becomes trendy because people tell each other about it, it spreads **by word of ...**

#### B Work in pairs. Think of examples of:

- something that was a passing trend.
- something that has captured the public imagination.
- something that has taken off recently.



## FUNCTION

### DESCRIBING CAUSE AND EFFECT

#### 3 A ▶ 6.4 Listen to people describing how two trends started and answer the questions.

- 1 What trends do they talk about?
- 2 How did the trends start?
- 3 How/Why did the trends spread?

**B** Read the expressions below for describing cause and effect. Can you remember which expressions the speakers in Exercise 3A used?

	informal and neutral	formal
cause	It all started ... It originated in/ from ... It's because of ...	It has its origins/roots in ... It can be traced back/ attributed to ... It stems from ...
effect	It led to ... It has caused ... Because of this, ...	It resulted in ... It gave rise to ... It brought about ...

#### C Listen again to check.

▶ page 138 LANGUAGEBANK



## LEARN TO

## SUMMARISE YOUR VIEWS

**5 A** Look at the expressions in the box. When do you think we usually use these expressions? What is their purpose?

So overall, ... To sum up, ... All in all, ... Basically, ...  
In conclusion, ... So what I'm really saying is, ...

**B** Which expressions did the speakers in Exercise 3A use? Check your answers in audio script 6.4 on page 171.


## speakout TIP

When summarising, we use different expressions depending on how formal the situation is. *To sum up* is formal. Which other expression in Exercise 5A do you think is formal?

**6 A** Complete the sentences in any way you choose.

- 1 People now expect to download music for free and CD sales are at their lowest ebb. Basically, ...
- 2 We saw some great presentations at the conference. The hotel was wonderful and we loved the food. So overall, ...
- 3 Bloggers take news from reporters and write comments. They don't do much reporting. So what I'm really saying is ...
- 4 Sales of the game soared in May, jumped again in July and rose dramatically in December. To sum up, ...
- 5 The report says young people believe in openness. They like sharing their private lives online. In conclusion, ...
- 6 We had developed a great product, so logically it should have been a success. However, we had technical problems. Then a competitor stole the idea. All in all, ...

**B** Compare your answers in pairs.

**7 A**  **6.5** Listen to completed sentences 1–6 in Exercise 6A. Are any of the endings similar to yours?

**B** How many vowels (including the y sound) do the words in the box have? When we say these words in connected speech, one vowel sound disappears. Which one?

basically dramatically logically

**C**  **6.6** **CONNECTED SPEECH: swallowed sounds**  
Listen to check. Cross out the swallowed sounds.

**D** Practise saying the words, omitting the swallowed sounds.

## SPEAKING

**8 A** Prepare a two-minute presentation: What has changed in your lifetime in your country? Think about trends in fashion, cost of living, free time, etc. Choose one issue. Note the causes and effects of the changes.

**B** Work in groups and give your presentation. Did any of you have similar ideas?

**4** Rewrite the sentences using the words in brackets. Change the verb tenses as necessary.

- 1 Reggae comes from Jamaica. (have/roots)
- 2 The Mohican haircut, in the UK, was originally from the punk era. (have/origins)
- 3 Technology has led to new types of crime, such as hacking. (give rise)
- 4 Some say football started in China. (can/trace)
- 5 Global warming is the reason for many recent environmental disasters. (cause)
- 6 Better healthcare and diet, plus fewer babies per family, mean the population is ageing. (because of)
- 7 The rising number of female world leaders can be attributed to the women's liberation movement. (stem)
- 8 The growth in online publishing has necessitated new laws. (lead to)
- 9 It's thought that chess began in India over a thousand years ago. (originate)
- 10 Medical procedures for disfigured soldiers led to the development of cosmetic surgery. (resulted)



## DVD PREVIEW

- 1 Discuss with other students.
  - 1 Are you a big fan of technology? Do you keep up with the latest technological developments? If so, in what fields?
  - 2 Overall, do you think technology is a force for good in the world? Give examples.
- 2 Work in pairs. What do you think the words/phrases in **bold** mean in these contexts?
  - a) The pundits say this trend will never **take off**.
  - b) It's this year's **breakout** gadget.
  - c) The company really **pushed the boat out** on this product.
  - d) What's your **take** on these new smart watches?
  - e) Wearable tech has been **to the fore** this year.
- 3 Read the programme information. What kinds of technology do you think will be discussed in the programme?

 **BBC News:**  
**Technology Trends**

BBC

In this BBC news programme, journalist Rory Cellan-Jones visits the Information Age Gallery at the Science Museum. Famous for its exhibitions of over 200 years of technological innovation, this is the venue where Queen Elizabeth II sent her first 'tweet'. Here, Cellan-Jones talks to technology experts Olivia Solon and Ingrid Lunden about the year's biggest trends in technology.



## DVD VIEW

- 4 Watch the programme. Which of the things below are mentioned? What do they say about them?

smart watch	interactive television
smart thermostat	driverless cars
brain imaging	drones
	genetic data

- 5 A Complete the extracts.

It was the year when <sup>1</sup> \_\_\_\_\_ technology began to take off with all sorts of devices to give you information on the <sup>2</sup> \_\_\_\_\_.

They [Apple] were, after all, the company that really pushed the <sup>3</sup> \_\_\_\_\_ [out] on smartphones, and with their iPhones, so you wonder if their take on the smart watch will be the watch that actually finally breaks <sup>4</sup> \_\_\_\_\_ from gadget geeks.

The magic of the interconnected world is that everything's going to be <sup>5</sup> \_\_\_\_\_, so you may be somebody who's driving home from work one day and using the dashboard in your car to turn on your <sup>6</sup> \_\_\_\_\_ at home.

There are getting to be far more savvy and malicious <sup>7</sup> \_\_\_\_\_ out there who are looking to tap into your information, to exploit the fact that we have a lot of our <sup>8</sup> \_\_\_\_\_ in the cloud.

- B Watch the DVD again to check.

- 6 Work in pairs and discuss the questions.


- 1 The programme is from 2014. Which of the objects discussed are now already out of date? Which predictions have/have not come true?
- 2 Can you think of any other recent technology trends?



- 7 A** Read a description of crowdfunding from a wiki. Have you ever been involved in crowdfunding?

### Crowdfunding

Crowdfunding democratises the growth of innovations. Here's how it works. First, you need a great idea. It could be a creative project or a task. Then you reach out over the internet, explaining your idea through an online presentation, perhaps using video. Then friends, family, acquaintances and complete strangers can decide if they want to fund you. Their donation can be anything from one euro to thousands, and they can donate anonymously if they wish. Big donors usually, but not always, get something in return.

- B**  **6.7** Listen to two people discussing whether to invest in an innovation. What is the gadget and what do they think of it?

- C** Listen again. Which key phrases do they use?

#### KEYPHRASES

One of the biggest benefits is ...  
 It'll go on the market for two pounds/a hundred pounds/ten euros.  
 Can we see any drawbacks?  
 I don't think it'll catch on.  
 I can't really see any negatives.  
 It seems like a great investment.  
 It's a start-up.  
 My initial reaction is ...  
 It has a lot of potential.  
 It's a money-spinner.

- 8** You are going to decide which tech trends to fund. Work in two groups. Group A, turn to page 164. Group B, turn to page 162. Read the information and then follow instructions a)–c) below.

- Describe the trends to a member of the other group.
- With your new partner, discuss which trends will take off and which will not. You have €1,000 to donate. Together, decide on how you will divide the funding. You may choose to fund all, a few, or just one idea.
- Tell other students what you decided and why.

- 9 A** Read an online article about a trend. How might it help the whole world?

### THE MAKER MOVEMENT

People have always created their own objects, but today the practice is growing and it even has a name: The Maker Movement.

The movement uses a DIY (Do-It-Yourself) ethic and is notable for people sharing their creations and getting together in Fab Labs (Fabrication Laboratories) or Maker Spaces to collaborate on their designs. The people involved are a curious mix of computer hackers, skilled artisans with an eye for good design, and tinkerers – the type of people who used to spend their Sundays building toy railway sets.

Most of the objects they create are simple. Schoolchildren might make toys from recycled cardboard and plastic or model bridges from dry spaghetti. But in some areas – notably San Francisco – the Maker Movement is using advanced technology to create things that may benefit all of humanity. Recent products include prosthetic arms for war victims, 3D models of wild habitats that allow us to predict climate change, and robots to help the disabled in the home. Many such products can be seen in the Maker Fairs held around the world.

Traditionally, innovators made things in their garage. This is where so many start-ups and famous businesses began. But the Maker Movement is increasingly being recognised and practised in schools. Teachers have noted that Maker projects combine elements of maths, science, and art, as well as creativity and critical thinking – essential skills in the twenty-first century.

- B** Write about one of the trends you discussed in Exercise 8. Invent any details necessary (200–250 words).





## V PREDICTIONS

### 1 Complete the text by adding one word in each gap.

The idea of resurrecting extinct species used to be science fiction, but this development <sup>1</sup>\_\_\_\_\_ well come true. The science already exists. The recent explosion <sup>2</sup>\_\_\_\_\_ genome research tells us that the recipe for making a creature lies in its DNA. Creating animals from a genome sequence is impossible now, but the <sup>3</sup>\_\_\_\_\_ are it will happen soon. When an animal dies in a dry cave or in ice, we can find intact genome sequences. We then need a surrogate species to give birth to the animal. If we wanted to bring back a mammoth, the surrogate would be an elephant. As a result of this development, fears about the extinction of some species could become a <sup>4</sup>\_\_\_\_\_ memory. As the science gathers pace, conservationists are getting ready; they have begun freezing tissue samples of these animals. The days of campaigns to save the whale and so many other species could <sup>5</sup>\_\_\_\_\_ over, as extinction becomes a <sup>6</sup>\_\_\_\_\_ of the past!

## G FUTURE FORMS

### 2 A Work in pairs. Student A: you are an optimist. Student B: you are a pessimist. Complete the sentences according to your role.

- 1 By the time I'm old, I hope I will have done many things, such as ...
- 2 Tomorrow I'm going to ...
- 3 By 2020, I will have been ...
- 4 If everything goes to plan, I will ...
- 5 If my plan falls through, I might ...
- 6 I'm due to ...
- 7 I will be visiting ...
- 8 Apparently, I am to ...

**B** Compare your sentences. Now compare with another pair. Who was the most optimistic and who was the most pessimistic?

## V LANGUAGE

### 3 A The phrases in italics are in the wrong sentences. Put them in the correct place.

- 1 It's useful to study Latin, even though it is a *command of the language*.
- 2 Increasing your exposure to media in the language you're studying is likely to increase your *language barrier*.
- 3 A simplified version of English, sometimes called 'Globish', will become the dominant *dead language*.
- 4 I wish teenagers would *global language*. I hate to hear them swearing.
- 5 It's important for global economics that people can communicate without a *mind their language*.

**B** Work in pairs. Do you agree with the rewritten statements above? Compare your ideas.

## G CONCESSION CLAUSES

### 4 A Match the sentence halves.

- 1 I'm planning to join a gym,
  - 2 I love travelling. I always enjoy meeting people,
  - 3 However hard I try to be organised,
  - 4 I get tempted to buy things,
  - 5 In a relationship, you need to be able to forgive people,
  - 6 No matter how early you get up in the morning,
- a) whatever they do.
  - b) wherever I go.
  - c) I still forget things all the time.
  - d) there are never enough hours in the day.
  - e) although finding the time to go is difficult.
  - f) even though I can't really afford them.

**B** Use the prompts to write your own sentences. Compare your ideas in pairs.

I'm good at ... even though ...  
I'd like to ... whatever ...  
As hard as I try, ...  
No matter what happens, ...  
Despite feeling ... I ...

## F DESCRIBING CAUSE AND EFFECT

### 5 A Correct the mistakes in sentences 1–7. What trends do they describe?

- 1 These can be tracing back to the 1700s, when a Dutchman attached tiny wheels to strips of wood and nailed them to his shoes.
- 2 This fashion item is often attributed by British designer Mary Quant in the 1960s, but ancient Roman soldiers wore a similar garment!
- 3 This musical style was popularised in New York in the 1970s, but it has the origins in the 'talking' style of West African musician-poets.
- 4 These have their rooting in ancient China, though they were popularised in the USA in the early 1900s when actors wore them to avoid being recognised in public.
- 5 When an American engineer, Sherman Poppen, invented a toy for his daughter by fastening two skis together and attaching a rope to one end in 1965, it lead to a new sport.
- 6 The first type was produced in the 1960s for the University of Florida's American football team, nicknamed 'the Gators' (short for alligators). This resulted on the brand name Gatorade.
- 7 'Weblog' was first used in 1997, but Peter Merholz divided this word into two, which gave rise of the term that describes a popular form of electronic writing.

**B** Check your ideas. Match the trends below with 1–7.

roller skates    blog  
sunglasses    mini-skirt  
hip-hop    snowboarding  
energy drinks