

speakout 2ND EDITION

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.

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

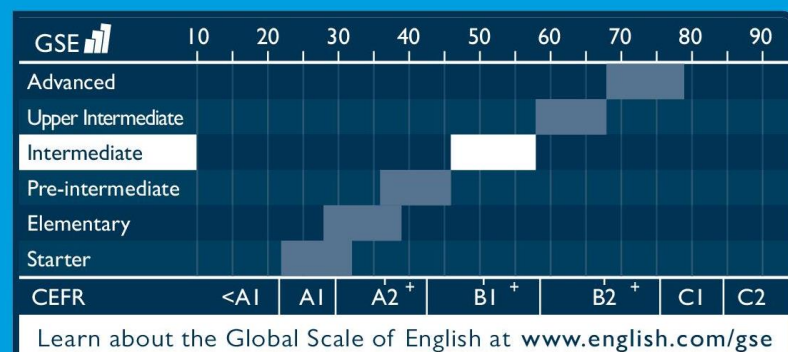
Speakout Extra provides downloadable worksheets that meet learners' individual needs by providing them with additional grammar, vocabulary, pronunciation and skills practice. It also includes extra video exploitation activities to help learners get the most out of the BBC clips.

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:

www.english.com/speakout



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Antonia Clare • JJ Wilson

Speakout 2ND EDITION Intermediate Students' Book with DVD-ROM

Clare • Wilson

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Intermediate Students' Book

with DVD-ROM

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2ND
EDITION

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with DVD-ROM



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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 1 IDENTITY page 7 BBC interviews What does family mean to you?							
1.1	Me and my languages page 8	question forms	language	intonation: <i>wh-</i> questions	read about bilingualism	talk about important dates in your life	write an email of introduction
1.2	Same or different? page 11	review of verb tenses	relationships; collocations	word stress		listen to a set of instructions and do a test	talk about the differences between men and women
1.3	Tell me about yourself page 14	talking about yourself	interview advice	intonation: sounding polite	read tips on doing successful interviews	listen to three interviews	role-play an interview
1.4	The Blind Painter page 16				The Blind Painter: watch a BBC documentary about a blind artist	speak about yourself for 60 seconds	write a personal description
UNIT 2 TALES page 19 BBC interviews When is it OK to tell a lie?							
2.1	Fact or fiction? page 20	present perfect and past simple	types of story; prepositions	weak forms: <i>have</i>		listen to a radio programme about films	talk about life stories
2.2	What really happened? page 23	narrative tenses	the news	weak forms: <i>had, was, were</i>	read an article about conspiracy theories	listen to news reports	talk about an important news event
2.3	I don't believe it! page 26	telling a story	<i>say/tell</i>	intonation: sounding interested	read a text about lying	listen to a woman telling a story	tell a true story or a lie
2.4	Hustle page 28				Hustle: watch a BBC drama about an art thief	tell a narrative	write a newspaper article
UNIT 3 FUTURE page 31 BBC interviews Can new technology help communication?							
3.1	Making plans page 32	the future (plans)	organisation	fast speech: <i>going to</i>		listen to people making plans	discuss your plans and arrangements
3.2	Tomorrow's world page 35	the future (predictions)	future time markers; idioms	stress in time markers	read an article about the future		talk about predictions
3.3	In other words ... page 38	dealing with misunderstandings	misunderstandings	linking in connected speech		listen to a series of misunderstandings	explain misunderstandings
3.4	YouTube page 40				YouTube: watch a BBC documentary about the rise of YouTube	discuss how to create a video channel	write a proposal
UNIT 4 JOBS page 43 BBC interviews Is your job a 'dream job'?							
4.1	Millionaires page 44	<i>must/have to/should</i> (obligation)	personal qualities; confusing words	fast speech: <i>have to</i>	read an article about millionaires		discuss how important becoming a millionaire is for you
4.2	Dream job page 47	<i>used to, would</i>	extreme adjectives	intonation: emphasis; linking: <i>used to</i>	read a covering letter	listen to people describing dream jobs gone wrong	talk about past habits
4.3	That's a good idea page 50	reaching agreement	business	sentence stress		listen to people making decisions in a meeting	participate in a meeting
4.4	Gavin and Stacey page 52				Gavin and Stacey: watch a BBC comedy about a man's first day in a new job	describe a day in your life	write about your daily routine
UNIT 5 SOLUTIONS page 55 BBC interviews Are you good at solving problems?							
5.1	Low tech solutions page 56	comparatives and superlatives	technology	syllable stress	read about some low technology solutions		talk about inventions over the last 100 years
5.2	Ask the experts page 59	question tags	information; word building: adjectives	intonation: question tags	read a book review	listen to people answering difficult questions	present and answer questions on your area of expertise
5.3	It's out of order page 62	polite requests	problems and solutions	intonation: polite requests		listen to conversations about technical problems	explain/solve problems
5.4	Man versus Machine page 64				Top Gear: watch a BBC programme about a race between a car and two people	present a new machine	write an advertisement

DVD-ROM: DVD CLIPS AND SCRIPTS BBC INTERVIEWS AND SCRIPTS CLASS AUDIO AND SCRIPTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 6 EMOTION page 67 BBC interviews How are you feeling today?							
6.1	Feeling stressed? page 68	real conditionals	-ing/-ed adjectives; multi-word verbs	weak forms: pronouns + 'll	read about basic emotions	listen to a radio show about therapies	talk about emotions
6.2	The People Watchers page 71	hypothetical conditional: present/future	verb-noun collocations	connected speech: <i>would</i>	read about a BBC programme <i>The People Watchers</i>		discuss what you would do in different situations
6.3	That's great news! page 74	giving news	life events	intonation: giving bad news	read about good ways to give bad news	listen to conversations where people hear news	give/respond to news
6.4	My Worst Week page 76				My Worst Week: watch a BBC programme about a man's terrible day	talk about memorable moments	write a website entry
UNIT 7 SUCCESS page 79 BBC interviews What has been your greatest achievement to date?							
7.1	The secret of success page 80	present perfect simple versus continuous	success; verb phrases	weak forms: <i>have</i>		listen to a radio programme about success	talk about success
7.2	The memory men page 83	present and past ability	ability	word stress	read a biographical text	listen to a conversation about memory	talk about your abilities
7.3	Are you qualified? page 86	clarifying opinions	qualifications	stress patterns: short phrases	read about three job candidates	listen to a discussion about intelligence	give/clarify opinions
7.4	Andy Murray page 88				Andy Murray: watch a BBC documentary about Andy Murray	describe an achievement	write an internet post
UNIT 8 COMMUNITIES page 91 BBC interviews What makes a good neighbour?							
8.1	Neighbours page 92	articles and quantifiers	getting on; compound nouns	stress patterns: compound nouns	read an article about neighbours		describe your neighbourhood
8.2	My place in cyberspace page 95	relative clauses	the internet	pausing for effect	read about the rise of YouTube	listen to descriptions of online communities	compare real-world and online activities
8.3	Make yourself at home page 98	being a good guest	welcoming	linking words		listen to people describing guest/host experiences	discuss social situations
8.4	Tribe page 100				Tribe: Anuta: watch a BBC documentary about a remote community	design a community	write a web advert
UNIT 9 HISTORY page 103 BBC interviews Do you think life is better now than in the past?							
9.1	Giant leaps page 104	hypothetical conditional: past	history	word stress: contractions	read about important moments in history		talk about important events in history
9.2	In our time page 107	active versus passive	periods of time; collocations	weak forms: <i>are, has been, was and were</i>	read about time travel	listen to descriptions of past decades	talk about your own history
9.3	I have no idea! page 110	expressing uncertainty	describing people	intonation: showing interest	read a quiz about famous people in history	listen to people doing a quiz about famous people in history	compile and do a quiz
9.4	Michelangelo page 112				The Divine Michelangelo: watch a BBC documentary about the life and work of Michelangelo Buonarroti	describe a person who influenced you	write a wiki entry
UNIT 10 WORLD page 115 BBC interviews What are the biggest problems facing the world today?							
10.1	Ethical man page 116	reported speech	the environment; word building: prefixes	weak forms: auxiliary verbs	read about a man who tried to live ethically for a year		discuss ideas for reducing plastic waste
10.2	World food page 119	verb patterns	reporting verbs	weak forms: <i>to, for, that</i>		listen to descriptions of the world's best food cities	recommend a city for food
10.3	When you travel, ... page 122	giving advice/warnings	airports	individual sounds: vowels	read advice about what not to do in an airport	listen to people giving advice/warnings	ask for/give travel advice
10.4	The Great Melt page 124				Nature's Great Events: The Great Melt: watch a BBC documentary about the Arctic's melting ice caps	talk about an endangered place	write an email campaigning for action

GRAMMAR

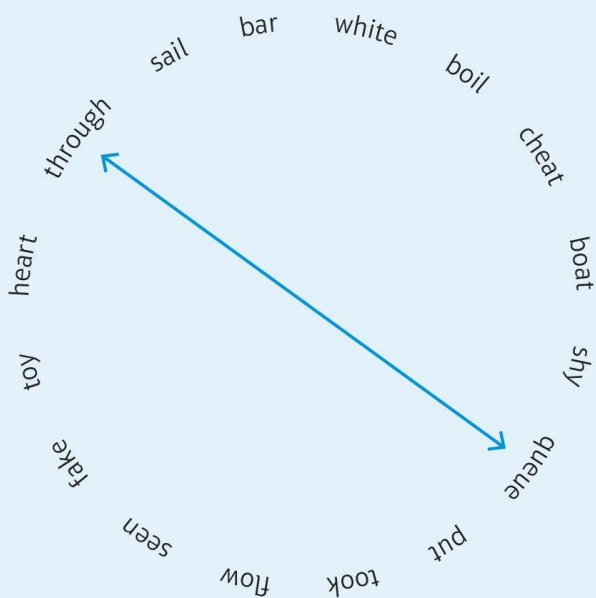
1 Read the text and find examples of ...

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

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

PRONUNCIATION

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



B L.1 Listen and check your answers.

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

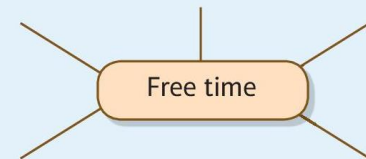
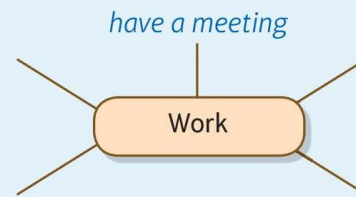
VOCABULARY

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

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

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

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



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

COMMON ERRORS

4 A Correct the mistakes.

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

B Which mistakes are connected with ...

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

4 jobs



MILLIONAIRES p44



DREAM JOB p47



THAT'S A GOOD IDEA p50



GAVIN AND STACEY p52

SPEAKING 4.1 Discuss how important becoming a millionaire is for you 4.2 Talk about past habits 4.3 Participate in a meeting 4.4 Describe a day in your life

LISTENING 4.2 Listen to people describing dream jobs gone wrong 4.3 Listen to people making decisions in a meeting 4.4 Watch a BBC comedy about a man's first day in a new job

READING 4.1 Read an article about millionaires 4.2 Read a covering letter

WRITING 4.2 Write a covering letter 4.4 Write about your daily routine

BBC

INTERVIEWS

 Is your job a 'dream job'?



VOCABULARY

PERSONAL QUALITIES

1 A Read about the qualities people need to do their jobs. Which jobs do you think they are talking about?

“Winning is the most important thing for me. I’ve always been **competitive**, so I love my job. I think I’m a **good leader**. It’s important that all the players know what they’re doing and it’s my job to tell them. The decisions I make are important for the whole team, so I can’t be **indecisive**.”

“I have classes of 80 to 100 children so I have to be **hard-working**. I do my best, because education is so important for the children. You need to be a **good communicator** in my job, so that you can get the children interested in what they have to learn. Often, we don’t have very many resources, so we also need to be creative and be able to **think outside the box**.”

“I’m a **risk taker**, so starting my own business wasn’t difficult for me. I’ve always been very **motivated** and **ambitious**. I start work at 4.30a.m. every day. I don’t enjoy sleep. You can’t afford to be lazy if you want to make money.”

B Match the words and phrases in bold above with the definitions 1–9.

- 1 work with a lot of effort _____
- 2 have problems making a decision _____
- 3 think differently or in a new way _____
- 4 want to be more successful than others _____
- 5 want to be successful or powerful _____
- 6 want to achieve something because it’s interesting or exciting _____
- 7 person who does things which are dangerous _____
- 8 person who has the qualities to manage a group of people _____
- 9 person who can express ideas or feelings clearly to others _____

C Which qualities do you think you have? Work in pairs and compare your answers.

▷ page 151 **VOCABULARYBANK**

READING

2 A Which of the personal qualities discussed in Exercise 1 do you think are qualities you need to become a millionaire?

B Are the statements 1–6 about millionaires true (T) or false (F)?

- 1 Most millionaires are born rich.
- 2 Millionaires think that money is more important than love or marriage.
- 3 They work more than sixty hours a week.
- 4 They don’t like to work when they’re on holiday.
- 5 They do well at school and usually go to university.
- 6 They like spending money on designer goods.

C Read the article and check your answers.

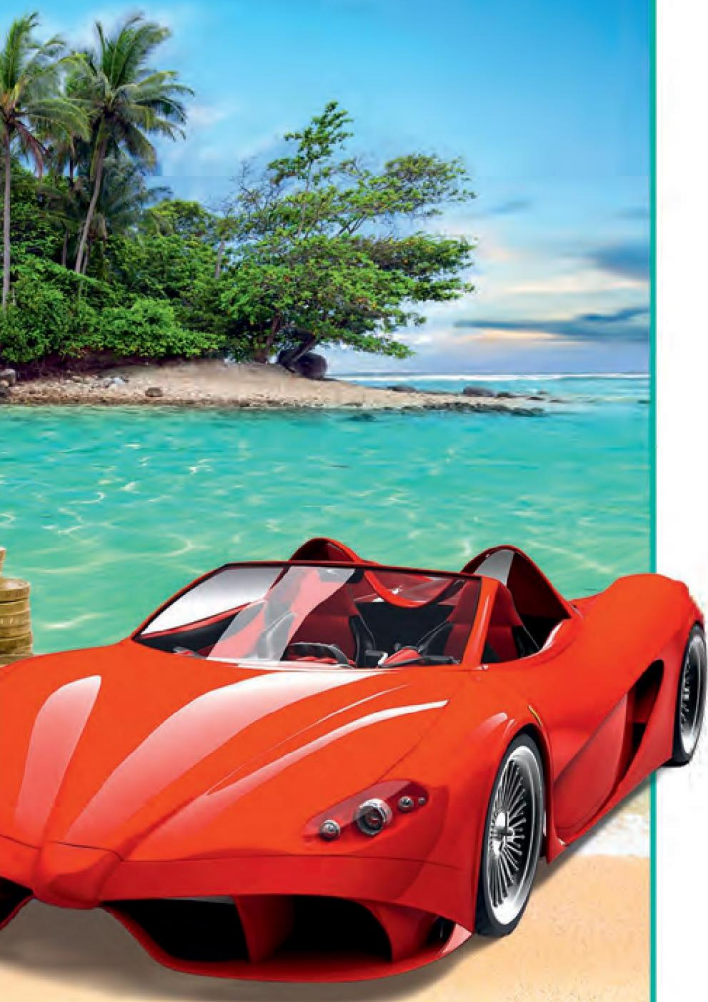
D Work in pairs. Do you agree with the article? Do any of the facts surprise you? Why?



“You don’t have to be born rich to be a millionaire”

1 So you want to be a millionaire, but have you got what it takes? To find out what millionaires are really like and what motivates them, the BBC programme *Mind of a Millionaire* did a survey. Psychologists looked at self-made millionaires to try and understand what qualities are needed to make a million. So, what is really important to a millionaire?

2 The answer, not surprisingly, is money, money and more money. Money is more important than love or marriage. And if you give a millionaire money, they won’t spend it, they’ll invest it to make more money. But you don’t have to be born rich to be a millionaire. Most millionaires come from relatively poor backgrounds. And you don’t have to work hard at school either. A lot of successful entrepreneurs were lazy at school and didn’t get good results. However, you must have a clear idea of what you want to do (get rich) and you really ought to start early. A lot of millionaires left school early, to start their own businesses.



3 If you want to be a millionaire, not only do you have to work hard, but you should enjoy your work. And you shouldn't take too many holidays. Most millionaires work more than sixty hours a week. Half stay in contact with the office while they're on holiday and fourteen percent of them refuse to switch off. Having a good work-life balance is fine for people who only want to be moderately successful, but if you're really ambitious, you have to put in the hours.

4 What are millionaires like as people? The survey found that they are competitive, they like taking risks, and they are aggressive and self-confident. They'll do anything they can to get what they want.

5 Millionaires can break all sorts of rules. The only thing they mustn't do is break the law. Surprisingly, most millionaires are careful spenders. They prefer Gap to Gucci. Many of them choose not to spend money on expensive designer clothes – they would rather find a bargain on the high street. And they don't spend lots of money on expensive meals in restaurants either. They prefer to eat at home. However, they do like to drive Mercedes and go on at least three expensive holidays a year. One last thing: millionaires don't care what other people think of them. So, if you want to be a millionaire, you shouldn't worry about what other people think of you. Just do your own thing.

3 A Underline words or phrases in the article that match meanings 1–6.

- 1 their family didn't have much money (paragraph 2)
- 2 they never stop thinking about work (paragraph 3)
- 3 having enough time for work and for the things you enjoy (paragraph 3)
- 4 work long hours (paragraph 3)
- 5 find something for a good price (paragraph 5)
- 6 do what you want without worrying about what other people think (paragraph 5)

B Work in pairs. Choose two or three of the expressions. Use them to make sentences about yourself, or people you know.

GRAMMAR

MUST/HAVE TO/SHOULD (OBLIGATION)

4 A Match the words in bold in sentences 1–6 with the meanings a)–e). One meaning matches with two sentences.

- 1 You **don't have to** be born rich to be a millionaire.
 - 2 If you want to be a millionaire, you **have to** work hard.
 - 3 You **must** have a clear idea of what you want to do.
 - 4 You **should** enjoy your work.
 - 5 You **shouldn't** take too many holidays.
 - 6 You **mustn't** worry about what other people think of you.
- a) It's a good idea.
 b) It's not necessary. You don't need to be/do this.
 c) It's necessary. You have no choice.
 d) It's important that you don't do this.
 e) It's not a good idea.

B  **4.1 FAST SPEECH: have to** Listen to the pronunciation of *have to* /hæftə/ in fast speech. Listen and repeat the sentences.

 page 134 **LANGUAGEBANK**

5 A Make sentences with the prompts. Use the positive or negative form of the word in brackets.

- 1 postmen / get up early in the morning (have)
Postmen have to get up early in the morning.
- 2 window cleaners / be afraid of heights (must)
- 3 nurses / be patient and care about other people (should)
- 4 businessmen often / travel a lot (have)
- 5 politicians / do their job because they want fame (should)
- 6 teachers / enjoy working with children (must)
- 7 doctors / train for several years before they can work (have)
- 8 teachers / work in the school during the holidays (have)
- 9 police officers / good communicators / be (have)

 page 151 **VOCABULARYBANK**

B Work in pairs. Think about three different jobs. Make sentences to describe what qualities are/aren't important for these jobs. Read your sentences to your partner. Can they guess which job it is?

A: *These people have to be motivated. They should be good communicators, especially when talking to children. And they have to be very patient.*

B: *Teachers?*

SPEAKING

6 A Work in pairs. Do the quiz. Then check your score on page 160.

B Discuss. How many of the questions did you answer like a millionaire? Do you agree with the results on page 160? Is getting rich something which concerns you? Why?/Why not?

VOCABULARY PLUS

CONFUSING WORDS

7 Read the vocabulary notes and complete sentences 1 and 2.

job • work

Work is what you do to earn money:
*What kind of **work** does he do?*

A **job** is the particular type of work that you do:
*Sam's got a **job** as a waiter.*

Job can be plural, but **work** cannot.

- I've finished my degree, so I'm looking for a _____.
- It's not easy to find _____ when you're my age.

8 A Underline the correct alternative in the sentences below. What is the difference between these words?

- He suddenly *remembered/reminded* that he had to go to the bank.
- I have to call my boss later. Can you *remember/remind* me?
- I've *forgotten/left* my keys in the car. I really should get them.
- Did you *hear/listen* that noise?
- Can you say that again? I'm sorry, I wasn't *listening/hearing*.
- Being ill on holiday isn't much *fun/funny*.

B Turn to page 160 to check your answers.

▶ page 151 **VOCABULARYBANK**

speakout TIP

To help you remember confusing words and vocabulary, write them in personalised sentences in your notebook. Write sentences about your life using some of the words from Exercise 8.

9 A Complete questions 1–6 with a suitable word from Exercises 7 and 8.

- What are the best paid _____ in your country?
- Is there anything you often _____, like phone numbers or someone's name?
- If you _____ carefully, what noises can you hear at the moment?
- Do you write notes to _____ yourself about important things?
- How much did you _____ for your first job? What did you buy?
- What do you like doing for _____? Do you like playing games?

B Work in pairs. Take turns to ask and answer the questions above.

HAVE YOU GOT WHAT IT TAKES TO BE A MILLIONAIRE?

Do you answer these questions like a millionaire would?

1 Would you like to be ...

- a) a bit richer
- b) a lot richer
- c) mega rich

2 If you wanted a pair of shoes that you couldn't afford, would you ...

- a) buy them anyway
- b) wait until the sales and risk losing them
- c) walk away

3 How many credit cards do you carry with you?

- a) One or none
- b) Two
- c) More than two

4 If you could just afford to pay for it, would you splash out on ...

- a) a heated swimming pool
- b) a racehorse
- c) a big party for all your friends

5 Do you most enjoy stories about ...

- a) romance
- b) adventure
- c) mystery

6 Do you check that your bill is correct after a meal?

- a) Yes
- b) No
- c) Only if I'm alone

7 What is 9 multiplied by 8?

- a) Did you get the answer right instantly?
- b) Or only after doing little sums in your head?
- c) Did you get the wrong answer?

8 If a favourite relative left you a watch that was not your style, would you ...

- a) sell it
- b) keep it to sell on a rainy day
- c) keep it to help you remember them

LISTENING

1 Work in pairs. Look at the photos and answer the questions.

- 1 What are these jobs? Would you like to do them? Why?/Why not?
- 2 What is your idea of a dream job?

2 A **4.2** Listen to people talking about their dream jobs. Match the speaker to the photos.

B What problem does each speaker talk about?

C Listen again and answer questions 1–8. Write Nicola (N), Luca (L) or Amy (A).

- 1 Who had a boss who worked in the media?
- 2 Who worked for a big company?
- 3 Who spent a lot of time by the sea as a child?
- 4 Who had to try and invent new ideas for the job?
- 5 Who decided to do this job because they saw someone else doing it?
- 6 Who had a different job in the summer and in the winter?
- 7 Who had a difficult relationship with their boss?
- 8 Who started to find their job boring?

D Check your answers by reading audio script 4.2 on page 167.



A Amy



B Nicola



C Luca

VOCABULARY

EXTREME ADJECTIVES

3 Find the extreme adjectives in bold in audio script 4.2 on page 167. Match them to the gradable adjectives below.

- | | |
|-----------------------------------|-----------------------|
| 1 good: wonderful, amazing, _____ | 7 cold: freezing |
| 2 bad: awful, _____ | 8 tired: exhausted |
| 3 big: enormous | 9 angry: _____ |
| 4 small: tiny | 10 interesting: _____ |
| 5 tasty: _____ | 11 pretty: _____ |
| 6 hot: _____ | 12 difficult: _____ |

4 A Complete conversations 1–6 with extreme adjectives.

- 1 **A:** The food here tastes so good.
B: Yes, it's _____.
- 2 **A:** It's over thirty degrees outside today.
B: I know. It's absolutely _____.
- 3 **A:** Was your girlfriend angry about you being late?
B: Yes, she was really _____.
- 4 **A:** The view of the lake is really pretty.
B: Yes, it's _____, isn't it?
- 5 **A:** Do you find the job interesting?
B: I think it's absolutely _____.
- 6 **A:** It's hard to understand what he's saying.
B: I know. It's _____.

B **4.3** **INTONATION: emphasis** Listen and mark the stress on the adjectives. Notice how speaker B emphasises the stressed syllable in their intonation.

C Listen again and shadow speaker B's response.

GRAMMAR

USED TO, WOULD

5 A Read the texts. What did the children dream of doing? Have they achieved their dreams?

Childhood dreams

When I was young, I spent afternoons imagining that I had my own rocket ship. I would invite my cousins and my friends to join my crew, and we would lie on our backs inside a very large cardboard box and go through a countdown, blast off into space, spend the whole day exploring other planets, and be back in time for dinner. So that was sort of the beginning – my earliest memories of being fascinated by space.

Chang Diaz, rocket scientist



We used to live in France, and as a child, I always used to collect small insects that I found in the fields near my house. One day I found a butterfly. It couldn't fly, so I put it in a jar and looked after it. The next morning, when I opened the jar, the butterfly opened its wings and flew away. That was when I realised what I wanted to do with my life.

Lowri Davies, veterinary surgeon



B Look at the underlined words in sentences a)–d) and match them with rules 1–3.

- I would invite my cousins and my friends to join my crew.
- We used to live in France.
- I always used to collect small insects.
- One day I found a butterfly.

RULES

- Use the past simple, not *used to* or *would*, to talk about specific events in the past. _____
- Use *used to* or *would* to talk about a past habit. You can also use the past simple. _____ and _____
- Use *used to* to talk about a past state. You cannot use *would* to talk about a past state. _____

▷ page 134 LANGUAGEBANK

6 A Complete the texts. Where possible, use *would*. Where neither *used to* or *would* are possible, use the past simple.

It's every young girl's dream to be an actress when she grows up. I ¹ _____ (love) watching beautiful actresses on television. I was so sure that was what I wanted to do that I ² _____ (practise) my Oscar speech in front of the mirror in the bathroom. I ³ _____ (use) a shampoo bottle instead of a microphone, and I ⁴ _____ (thank) all my family and friends, even my three cats, for helping me!

My family ⁵ _____ (live) in Sheffield, just near the football stadium, so as a child, I ⁶ _____ (go) to football matches most weekends. I remember the first match I went to, my granddad ⁷ _____ (take) me. I was very young, and I had never seen so many people in one place at one time. It was quite frightening, and I don't think I ⁸ _____ (watch) the game very much. But I remember that we won, and the crowd went crazy. After that, every week I ⁹ _____ (ask) Granddad if he had tickets, and usually he did.

B 4.4 LINKING: *used to* Listen and repeat.

Notice the pronunciation of *used to* /ju:stə/.

Practise saying the sentences.

- I used to play football when I was a kid.
- I used to practise every day.
- We used to live in London.
- I didn't use to like classical music.
- My father used to take me fishing.
- I used to ski, but now I snowboard.
- We used to go to the cinema a lot.

C Did you use to do any of the things mentioned above? Tell your partner.

SPEAKING

7 Work in pairs and discuss.

- What were your childhood dreams? Have you achieved them?
- Did you have any interests or hobbies in the past which relate to your life (job/studies) now? What were they?
- How have your ideas, opinions, hobbies, etc., changed? (Think about food you liked/hated as a child, television programmes you enjoyed etc.) Are there any things that you used to do, which you don't do now? Why did you stop? Would you do these things again?

As a child, I always used to dream about being an artist ...

WRITING

A COVERING LETTER; LEARN TO ORGANISE YOUR IDEAS

8 Read the text below and answer the questions.

- 1 What kind of person would be good at this job?
- 2 Would you like to do this job? Why?/Why not?

Would you like to travel the world staying in some of the world's top holiday resorts for free? A luxury travel company is looking for a reviewer to try out top hotels and holiday resorts for one year. The lucky applicant will be expected to stay in a variety of locations that include Caribbean islands, waterside hotels in Venice, and some of the world's top ski destinations, as well as Las Vegas and Buenos Aires. They will be expected to write about their experiences on the company blog. No formal qualifications are needed. However, the successful applicant will be sociable, have great communication skills and, of course, a passion for travel.

9 A Read the covering letter. Do you think this person would be good for the job? Why?/Why not?

1 Dear Matthew Ray,

2 I'm writing to you regarding your advertisement for a professional travel reviewer which I saw on www.findajob.com. I would like to submit an application for the position. Please find my CV attached.

3 As an experienced travel blogger who has spent the last five years travelling around the world, I believe that I meet all the requirements you outline in your advertisement.

Good communicator with excellent language skills: As a regular travel blogger, over the last few years, I have built and maintained a wide audience of readers. I have also published newspaper and magazine articles and given radio interviews about my travel experiences. I am fluent in English and French, and also speak a little Russian.

Interest in travel and tourism: In addition to my own travels, I worked for six months for a tour bus company in Australia, where I had hands-on experience of tour guiding.

Proven ability in website management: As well as maintaining my own website, consisting of a journal and video weblog, with up-to-date photos and stories of my travels, I have helped to manage the website for a youth hostel in Ireland.

4 If you require any further information, or would like to arrange an interview, please call me on 07788658429 or email me at mjdaley@yahoo.com. I look forward to hearing from you at your earliest convenience.

5 Yours sincerely,

Megan Daley

B Is the wording of the letter formal or informal? Find examples of expressions which tell you this.

C Underline phrases in the letter which match meanings 1–6.

- 1 about (paragraph 2)
- 2 I want to apply for the job (paragraph 2)
- 3 I think I would be good for the job (paragraph 3)
- 4 practical experience of doing the job (paragraph 3)
- 5 I have shown that I am able to do this (paragraph 3)
- 6 as soon as you have the opportunity (paragraph 4)

D Underline any other useful phrases.

10 Match the parts of the letter 1–5 with notes a)–e).

Preparing a covering letter

- A** What qualities are they looking for? Write three to four points that show you have these qualities. Use the same words as they use in the advertisement.
- B** Address your letter to an individual. Only use 'Dear Sir/Madam' when you can't find out the recipient's name.
- C** Finish with a call to action. What is going to happen next? Are you going to call them or should they call you?
- D** Explain why you are contacting them. What is the job? Where have you seen it?
- E** Use 'Yours sincerely' if you know their name or 'Yours faithfully' if you don't

11 Look at the job advertisements on page 161 and write a covering letter for one of the jobs. Use the sample letter and useful phrases to help you.





VOCABULARY

BUSINESS

1 A Work in pairs. Discuss. Would you consider starting your own business? What kind of business would you start? Is there anything stopping you from doing it?

B Complete the questions with words from the box.

fired salary work compete runs idea interview charge

- Do you know anyone who _____ their own company?
- Have you ever been in _____ of a team of people?
- Have you ever been out of _____?
- When did you last go for a job _____?
- Have you ever had to _____ with others for a job?
- Which jobs earn a high _____?
- What kinds of things does someone have to do to get _____ from their job?
- Can you think of reasons why a business _____ might fail?

C Take turns to ask and answer the questions above.

FUNCTION

REACHING AGREEMENT

2 **4.5** Listen to a team having a meeting to decide how to set up a new café business. Write some notes about their decisions.

Setting up a new café:

Type of food? Name? Location?

3 A Look at the phrases in the table. Listen to the conversation again and tick any of the phrases you hear.

Giving opinions

I (really) feel that ...
 The way I see things, ...
 The way I see it, ...

Commenting on other opinions

I (don't) see what you mean.
 Exactly!
 I'm not sure that I agree, actually. ✓
 I'm not sure (that's a good idea).
 I'm not sure about that.
 I think that's a great idea.
 That's a good point.
 That sounds good.
 That's OK by me.

Suggestions

What about ... ? / How about ... ?
 Let's focus on ...
 I suggest we think about ...
 I think we should think about ...
 How about if we (call it) ... ?
 Why don't we (call it) ... ?


B Check your answers in the audio script on page 167.

page 134 **LANGUAGEBANK**

SPEAKING

4 A Put the words in the correct order to make sentences and questions.

- 1 decide / I / on / name / we / think / a / should
- 2 good / a / that's / point
- 3 you / see / mean / what / I
- 4 suggest / location / the / on / I / focus / we
- 5 fine / that's / me / by
- 6 sure / I'm / that / agree / not / I
- 7 we / about / don't / it / why / think / ?
- 8 business / a / the / about / what / for / name / ?

B  **4.6 SENTENCE STRESS** Listen to the phrases. Which words are stressed?

C Listen again and repeat.

6 A Read the task and write down some ideas.

SET UP A COMPANY TO PROMOTE TOURISM

You are going to set up a tour company to promote tourism in your town/city/country (or the town/country where you are studying). You need to decide the following:


- the name and location of the company
- what type of tours you will organise (themed tours/language tours/sports tours, etc.) and where they will go
- how you will promote tourism
- how the company will be different from other tour companies

LEARN TO

MANAGE A DISCUSSION

5 A Complete the underlined phrases for managing a discussion.

- 1 First of _____ we need to decide on the location.
- 2 Let's _____ on the ideas we had for the location.
- 3 So, moving on to the next _____, what kind of food are we going to serve?
- 4 _____ recap: a Portuguese café selling cakes and lunches, located near the station.
- 5 I think we need to come _____ to the type of café we're establishing.
- 6 Let's _____ up what we've decided.

B  **4.7** Listen and check your answers.

C Cover up Exercise 5A. Which phrase would you use for these situations?

- 1 the end of a meeting to go over everything that has been discussed?
- 2 when you want to discuss the next issue?
- 3 to review what has been discussed so far?
- 4 to start a meeting and talk about the first point?
- 5 to get everybody to talk about the same thing?
- 6 to return to a point that was discussed previously?

B Work in groups. Read your roles and come up with a plan for the business. You have five minutes.

Student A: It's your job to keep the meeting focused. Try to cover all the points.

Student B: Make sure you make notes about any decisions which are made. You will be the group's spokesperson and will have to sum up at the end of the meeting.

Student C: Try to come up with as many ideas as possible.

C When you are ready, start the discussion like this.

A: *Shall we start? First of all, ...*

D Tell the other groups about your business plan. Which group do you think has the best plan?



DVD PREVIEW

1 Work in pairs. Answer the questions.

- 1 Do you enjoy watching comedy programmes? Why?/Why not?
- 2 Which ones are popular in your country?
- 3 Which comedy programmes do you enjoy watching?

2 Read about the programme. What type of things do you think Gavin needs to learn on his first day at work? Who do you think he will meet?

Gavin and Stacey

BBC



Gavin and Stacey is a BBC programme about a young couple. Gavin comes from Essex, near London, and Stacey comes from Cardiff, Wales. After a long-distance relationship conducted online and by telephone, they eventually get married and Gavin moves to Wales. In this episode, Gavin starts a new job. On his first day, his family want him to do well and be happy at work.

DVD VIEW

3 A Watch the DVD. What is the main problem Gavin has during his first day at work?

B Match DVD extracts 1–5 to the correct responses a)–e).

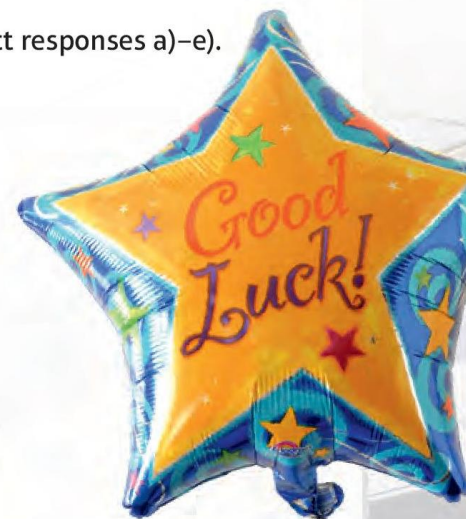
- 1 Mr Davies, good to see you again. *b*
 - 2 Did you get your welcome pack?
 - 3 Ready when you are.
 - 4 Now here's somebody you've not met yet.
 - 5 Parcel for you.
- a) Oh, thanks.
b) Please, call me Huw.
c) Hi. Nice to meet you.
d) Yeah, I think so.
e) OK, let's show you around.


4 A Answer the questions.

- 1 What does Huw, the boss, give Gavin?
- 2 When does Gavin say he will call his mother?
- 3 How many phone calls does Gavin receive?
- 4 What does Uncle Bryn bring for Gavin?
- 5 What is the message on the balloon? Who do you think sent it to him?

B Watch the DVD again to check.

C Discuss. How do you think Gavin will feel at the end of his first day at work?



5 A  4.8 Listen to someone describing a typical day in her life. Do you think she likes her job?

B Read the key phrases below. Complete each phrase by adding one word.

KEY PHRASES

I usually wake up _____ (about) 6.30.

I have to leave home by 8.30 at the _____.

The first _____ I do when I get to work/school is ...

In the afternoon I _____ to catch up on ...

I usually [make some deliveries/ do some shopping/ ...] on my _____ home.

I try to be _____ by (about) 7 o'clock.

I _____ just cook supper and watch some television.

C Listen again to check.

D Prepare to tell other students about a normal day in your life. Write notes about your typical day. What do you have in common?

- hours of work/studying
- tasks you have to do
- people you spend your day with
- problems and challenges
- how you relax
- the best parts of your day

6 A Read about a day in the life of a gym instructor. Is his daily routine similar to yours? How is it different?

I work as a gym instructor in a sports centre. I **get up at** 5a.m. every morning and make a cup of coffee. I can't function until I've had my coffee! I drive to work - it takes about fifteen minutes on a good day - **usually getting there at about** 5.40. **The first thing I do is** switch on the lights and the air conditioning if it's summer (heating if it's winter), and then the radio. We have the radio on all day because our clients like listening to the news and the music. The sports centre opens at 6a.m.

I work in a team of four, although only two of us are ever in the gym at the same time. The instructors all wear sports clothes. **It's important to be** comfortable because we sometimes need to show new clients how to use the machines. Apart from this, **our other tasks are** quite simple: we check that everyone has their membership card when they come in, and we check that the machines are clean and safe.

I have a one-hour break for lunch, and I usually do two more hours after lunch. I **go home at about** 2.30.

The best part of the job is meeting people. Our clients range from eighteen-year-old body builders to eighty-year-olds who come to exercise and chat. I've never had any problems at the sports centre. It's a really nice job, though it doesn't pay very well. In the evenings I **relax by** reading a book and cooking for myself, and I'm usually in bed by 9.30p.m.

Frank Carduna

B Write about a typical day in your life using the sentence starters in bold in the text and the key phrases to help. Try to include two or three pieces of information that make your day different from everybody else's. Alternatively, look at the pictures on page 47. Imagine what a day in the life of this person would be like, and write about it.

V PERSONAL QUALITIES

- 1** Work in pairs. Student A: describe a word/phrase from the box in your own words, starting with *I am/like/enjoy*, etc. Don't say the word/phrase. Student B: listen and try to guess the word or phrase.

hard-working indecisive
a risk taker a good leader
ambitious competitive
think outside the box
a good communicator

A: *I enjoy working and want to succeed in what I do.*

B: *You're motivated?*

A: *Correct. Your turn to describe a word.*

G MUST/HAVE TO/ SHOULD (OBLIGATION)

- 2 A** Underline the correct alternative to complete the sentences.

- I have to/mustn't* call my mother today. It's her birthday.
- I really *must/mustn't* do more exercise. I'm so unfit.
- I'm lucky because I *don't have to/shouldn't* get up early in the morning. I'm a student.
- I think you *should/shouldn't* study harder. Your exam results weren't very good.
- You *mustn't/should* be afraid of taking risks, or you will never live your dreams.
- I *shouldn't/don't have to* waste so much time on the computer. I'll never finish my work.

B Complete the sentences so that they are true for you.

- I have to ... this evening.
- I really must do more ...
- I'm lucky because I don't have to ...
- I think you should ... because ...
- You mustn't worry about ...
- I shouldn't waste so much time ...

C Compare your ideas in pairs.

V EXTREME ADJECTIVES

- 3 A** Replace the underlined words in the sentences below with extreme adjectives in the box.

brilliant fascinating awful
exhausted tiny boiling
impossible delicious furious

- I'm very tired. I didn't sleep well.
- Shall we open a window? It's very hot in here.
- My boss just called. He's very angry.
- I find phrasal verbs very difficult to remember.
- The holiday was very good, but the weather was very bad.
- How can you work in this office? It's very small.
- I find astronomy very interesting.
- Did you cook this? It's very tasty.

B Work in pairs and take turns to test each other.

A: *Very big.*

B: *Enormous.*

A: *Correct. Your turn.*

G USED TO, WOULD

- 4 A** Replace the past simple with *used to* or *would* where possible. Where both are possible, choose *would*.

- My family lived in Paris, but we moved when I was a teenager.
- I spent a lot of time with my grandparents when I was younger.
- For my first job, I washed dishes in a restaurant.
- I didn't think money was important. Now I have lots of bills to pay.
- We had a lot more free time before we had children.
- My best friend at school lived just across the road from me.

B Change four of the sentences so that they are true for you.

C Compare with a partner. Find three things that you both used to do as children, but you don't do now.

F REACHING AGREEMENT

- 5 A** Complete the conversations.

1 A: The way I see things, all cars should be banned from city centres.

B: E_____.

2 A: I really feel that we need to look at immigration.

B: That's a good point_____.

3 A: The way I see it, the company is making too much money.

B: I don't see what you mean_____.

4 A: I think we should ask for more money.

B: I'm not sure I agree, actually.

5 A: I suggest we try to meet again next week.

B: That's fine by me.

B Work in pairs and practise the conversations.

- 6** Work in groups. Look at the questions below and discuss. Try to reach agreement on each answer.

1 Should there be a limit to the number of hours people can work in one week?

2 Should there be a minimum wage? What should it be?

3 How long should men/women be allowed to stay off work after they have children?

4 Should everyone be allowed to work from home at least once a week?

5 Should employees be allowed to wear whatever clothes they want?