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- 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

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GSE	10	20	30	40	50	60	70	80	90
Advanced									
Upper Intermediate									
Intermediate									
Pre-intermediate									
Elementary									
Starter									
CEFR	<A1	A1	A2 ⁺	B1 ⁺	B2 ⁺	C1	C2		

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Frances Eales • Steve Oakes

speakout 2ND EDITION Upper Intermediate Students' Book with DVD-ROM

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Upper Intermediate Students' Book

with DVD-ROM



Frances Eales • Steve Oakes

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 1 NEW THINGS page 7 BBC interviews What makes a good flatmate?							
1.1	Time for a chat page 8	direct and indirect questions	personality	sentence stress	understanding advice forum messages	understand informal conversations	write an advice forum message; edit for accuracy
1.2	Try something new page 11	present perfect	feelings; word building: nouns	word stress; connected speech	read a web article about trying something new	talk about new experiences	
1.3	I'd like to enquire page 14	polite enquiries	adverts	polite intonation	read adverts	make phone enquiries	
1.4	Great Experiences page 16				50 Things To Do Before You Die: watch a BBC documentary about adventures	recommend an experience	write a forum entry
UNIT 2 ISSUES page 19 BBC interviews Does money make you happy?							
2.1	Making a difference page 20	present perfect simple and continuous	word stress; weak forms: auxiliaries	issues; verbs/nouns with the same form	read an article about small actions with big results	talk about different issues	
2.2	You're being watched page 23	the passive	surveillance	sentence stress: passives	read a letter of complaint	discuss surveillance	write a letter of complaint; use formal written language
2.3	Good point! page 26	opinions	opinion adjectives	intonation for partially agreeing	read newspaper extracts	give and respond to opinions; support your viewpoint	
2.4	A Quiet Revolution page 28				A quiet revolution: watch a BBC programme about changes in working patterns	give a presentation about traditional gender roles	write notes for a presentation
UNIT 3 STORIES page 31 BBC interviews What was the last book you read?							
3.1	And the moral is ... page 32	narrative tenses	sayings	weak forms: auxiliaries	read stories with a moral; read a humorous story about a saying	tell anecdotes	write a narrative; use adverbs
3.2	A life in six words page 35	<i>I wish, if only</i>	adjectives for stories; multi-word verbs	sentence stress	read about the life of an extraordinary woman	listen to a BBC radio programme about very short stories	talk about life stories
3.3	It's a great read page 38	expressing likes and dislikes	reading genres	sentence stress	read the summary of a book	listen to people recommending books	talk about your reading; summarise a plot
3.4	Tess page 40				Tess of the D'Urbervilles: watch a BBC drama	describe a TV/film scene	describe a TV/film scene
UNIT 4 DOWNTIME page 43 BBC interviews What's the perfect way to switch off?							
4.1	Out of time page 44	present and past habits	free time	connected speech: contractions	read about how our free time is changing; read an opinion essay	discuss how you use your time	write an opinion essay; use linkers
4.2	Great getaways page 47	future forms	positive adjectives; uncountable and plural nouns	word stress; connected speech	read about unusual holidays	listen to people talk about holidays	plan an alternative holiday
4.3	How does it work? page 50	describing procedures	abilities	stress and intonation: mirror questions		listen to people describing TV game shows	describe procedures; use mirror questions
4.4	The Happiness Formula page 52				The Happiness Formula: watch a BBC programme about happiness	do a class survey	write your top tips for how to be happy
UNIT 5 IDEAS page 55 BBC interviews If you could start a business, what would it be?							
5.1	Bright ideas? page 56	articles	change; compound nouns	weak forms and linking: <i>the</i>	read an article about the worst inventions ever	talk about inventions	
5.2	Consumer crazy page 59	real and hypothetical conditionals	advertising collocations	sentence stress: conditionals	find out your advertising IQ	describe adverts	write a report; make written comparisons
5.3	What do you think? page 62	suggesting ideas	collocations with <i>idea</i>	intonation: showing reservations	read about the rules of brainstorming	take part in a brainstorming session	
5.4	Genius page 64				Genius: watch a BBC programme about presenting ideas	present a novel idea	write a product review

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 AGE page 67 BBC interviews What was the best period of your life?							
6.1	The time of my life page 68	modal verbs and related phrases	age; word building: prefixes	connected speech: elision	read an article about early and late successes	discuss different ages and generations	
6.2	Future me page 71	future perfect and continuous	optimism/pessimism	weak forms: auxiliaries	read emails making arrangements	listen to a BBC programme about letters to your future self	write an informal email; focus on informal style
6.3	So what you're saying is ... page 74	persuading	collocations	intonation: persuading		listen to a phone-in about life's milestones	discuss the right age for different things
6.4	How To Live To 101 page 76				Horizon: How to Live to 101: watch a BBC programme about living longer	hold a debate	write a forum comment
UNIT 7 MEDIA page 79 BBC interviews What kind of news stories interest you?							
7.1	TV globetrotters page 80	quantifiers	television; multi-word verbs	connected speech: linking	read about TV with a global appeal	talk about TV programmes	
7.2	The camera never lies page 83	reported speech	reporting verbs	word stress	read an essay on celebrities and the media	listen to an expert talking about hoax photographs	write a discursive essay; use linkers of contrast
7.3	What's in the news page 86	adding emphasis	the press	sentence stress	read about tabloid topics	listen to people talking about recent news stories	express strong reactions
7.4	News Blunders page 88				The Funny Side of the News: watch a BBC programme about live news	retell a news story	write a short news article
UNIT 8 BEHAVIOUR page 91 BBC interviews What kind of behaviour gets on your nerves?							
8.1	It's a tough call page 92	past and mixed conditionals	collocations: decisions; compound adjectives	connected speech: weak forms	read three articles about life-changing decisions	talk about a difficult decision you've made	
8.2	Fair share page 95	-ing form and infinitive	values	connected speech: intrusive /w/	read the instructions for two games	listen to an experiment about fairness	write an informal article; use linkers of purpose
8.3	Have you got a minute? page 98	handling an awkward situation	behaviour	sentence stress and intonation	read tips for handling awkward situations	deal with awkward situations	
8.4	The Human Animal page 100				The Human Animal: watch a BBC documentary about body language	give advice on how to behave in your culture	write about behaviour in your culture
UNIT 9 TROUBLE page 103 BBC interviews Do you have any phobias?							
9.1	Witness page 104	-ing form and infinitive	crime; dependent prepositions	connected speech: elision	read an article about memory	discuss how good a witness you are	
9.2	Scam page 107	past modals of deduction	synonyms	connected speech: past modals	read an infographic about scams; read an advice leaflet about avoiding trouble on holiday	listen to people talk about getting tricked	write a 'how to' leaflet; learn to avoid repetition
9.3	It's an emergency! page 110	reporting an incident	incidents	sentence stress	read reasons for calling the emergency services	listen to someone report an incident	talk about emergency situations
9.4	Survival page 112				Horizon: How to Survive a Sea Disaster: watch a BBC programme about a sea rescue	agree priorities	write a story about a lucky escape
UNIT 10 CULTURE page 115 BBC interviews What areas of the Arts do you enjoy?							
10.1	Moving experiences page 116	relative clauses	adjectives to describe films	intonation: relative clauses	read a film review	listen to people talk about films	write a film review
10.2	Popular culture page 119	participle clauses	the Arts; two-part phrases	word stress; connected speech	read answers to popular culture questions	talk about popular culture and arts experiences	
10.3	On your left ... page 122	giving a tour	dimensions	intonation in comments		listen to tours of two very different places	show a visitor around part of your town
10.4	The People's Palace page 124				The Culture Show: The People's Palace: watch a BBC programme about an innovative building	discuss an artistic project for your town	write a competition entry

PARTS OF SPEECH

1 A Work in pairs and complete the questionnaire.

HOW I LEARN

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

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

- | | |
|----------------------------------|------------------------|
| a) dependent preposition | h) adverbial phrase |
| b) past participle | i) quantifier 1 |
| c) present participle | j) auxiliary verb |
| d) gerund | k) definite article |
| e) infinitive with <i>to</i> | l) indefinite article |
| f) adjective in comparative form | m) modal verb |
| g) gradable adjective | n) multi-word verb |

VERB PATTERNS

2 A Correct the sentences.

working

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

B Find two examples above for each pattern:

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

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

PRONUNCIATION

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

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

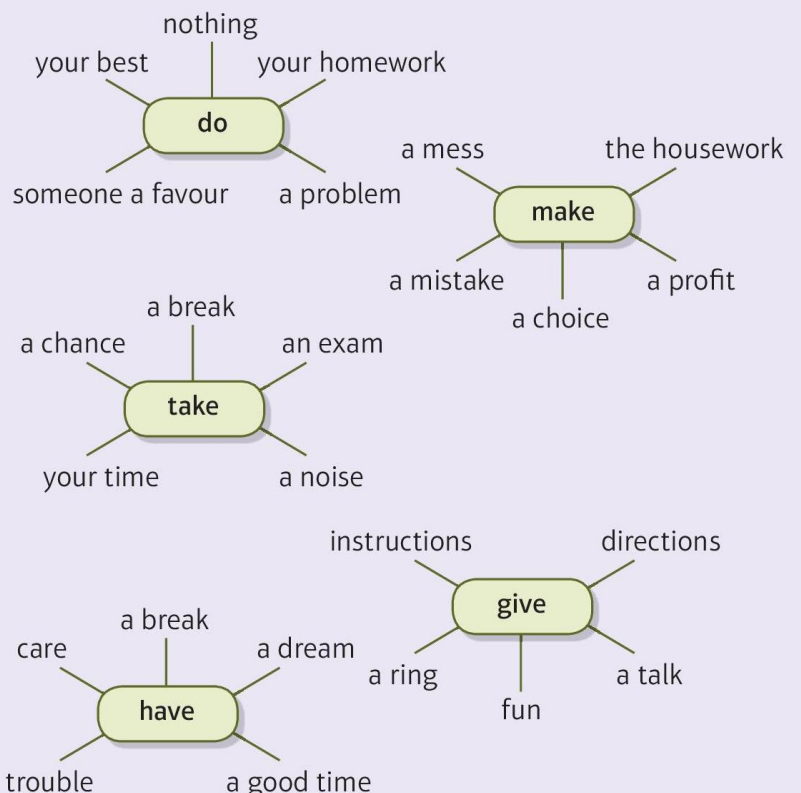
1	/ɪ/	this w <u>o</u> men
2	/i:/	the <u>s</u> e le <u>a</u> ve
3	/ə/	ag <u>a</u> in pr <u>o</u> nunciation
4	/æ/	act <u>a</u> lly <u>a</u> ngry
5	/ʌ/	f <u>u</u> n m <u>o</u> ney
6	/ʊ/	bo <u>o</u> k pu <u>l</u> l

B **L.1** Listen and check. Then listen and repeat.

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

COLLOCATIONS

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



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



5 ideas



BRIGHT IDEAS? p56



CONSUMER CRAZY p59



WHAT DO YOU THINK? p62



GENIUS p64

SPEAKING 5.1 Talk about inventions 5.2 Describe adverts 5.3 Take part in a brainstorming session 5.4 Present a novel idea


LISTENING 5.2 Listen to a programme about advertising 5.3 Listen to a brainstorming session 5.4 Watch a BBC programme about presenting ideas

READING 5.1 Read an article about the worst inventions ever 5.2 Find out your advertising IQ 5.3 Read about the rules of brainstorming

WRITING 5.2 Write a report; Make written comparisons 5.4 Write a product review

BBC

INTERVIEWS

 If you could start a business, what would it be?



The world's worst inventions

Fast food and speed cameras are among the most hated inventions of all time. But what really gets you annoyed? Thousands of people voted and the results, published by the BBC science magazine, *Focus*, make for a surprising read.

7 FAST FOOD

Americans are the ultimate fast food eaters, spending an estimated \$142 billion (£73 billion) on it in one year. But it seems our days of carefree consumption of fatty, cholesterol-rich food may be limited, as we gradually wake up to the health risks. In 2002, some obese U.S. teenagers filed a lawsuit against McDonald's, accusing the fast food chain of fattening them up.

A judge later threw out the lawsuit.*



*threw out the lawsuit – decided there was no reason for any legal action

6 TELEVISION

Many of us are probably surprised by this one. But it's actually reality TV that's the main offender with 3% of the total vote. Making its debut in 1948 with *Candid Camera* in America, reality television's popularity has risen in the 21st century; in the USA there are two TV channels devoted to it. Why it's so popular is anyone's guess.



5 CIGARETTES

Cancer-causing chemicals in cigarettes mean that men who smoke are twenty-two times, and women twelve times, more likely to develop lung cancer than those who don't. Smoking is also linked to other cancers and heart attacks. Pregnant smokers are at greater risk of giving birth to underweight babies. The World Health Organization says up to 29% of British men and 19% of women smoke.



READING

- 1 Work in pairs and discuss. What do you think are the five worst inventions of all time?
- 2 **A** Look at the photos. Were these the same as your ideas? Write down one reason why each is on the worst inventions list.

B Read the article. How many of your reasons were the same?

C Read the article again. Are the sentences true (T), false (F) or not given (NG)? Where possible, underline the phrase or word that helped you decide.

 - 1 Americans consume the most fast food.
 - 2 *Candid Camera* is famous for being the most popular U.S. reality show ever.
 - 3 Smoking is more dangerous for women than men.
 - 4 Cars being less expensive has meant that more people use cars.
 - 5 Alternative fuels will probably replace petrol in the near future.
 - 6 Traditional power plants are less expensive to run.
 - 7 Research has shown mobile phones are not more dangerous as you get older.
 - 8 People felt equally negative about all types of weapons.

D Work in pairs and discuss. Which inventions should not be on the list?

VOCABULARY

CHANGE

- 3 **A** Complete the sentences. Then check your ideas in the reading text.

- 1 Nuclear accidents are rare but can _____ devastating effects.
- 2 [The mobile phone is a gadget] that's _____ communication.
- 3 Innovations that go bang or _____ bodily harm were the most hated.

- B** Match 1–8 with a)–h) to make sentences.

- | | | |
|--|----------|---|
| 1 We are already having to adapt | e | a) their fight for equality. |
| 2 Streaming services have transformed | | b) to the change of seasons. |
| 3 It takes some people time to adjust | | c) on travellers' experiences. |
| 4 Hosting a global sports event can do harm | | d) to access high-quality education. |
| 5 Coal and gas mining cause damage to | | e) to extreme weather events. |
| 6 Online hotel reviews have a positive effect | | f) the environment. |
| 7 E-learning courses have enabled millions | | g) the way we listen to music. |
| 8 The appearance of female journalists in the media has revolutionised | | h) to a country's economy. |

- C** Underline the verb phrases related to change in Exercises 3A and 3B and write them in the correct group according to their meaning. Include the part of speech that follows them.

- 1 react to change: *adapt to + noun*
- 2 make a positive change:
- 3 make a negative change:
- 4 make a big change:

- D** Work with other students and discuss. Which issues in Exercise 3B do you agree with or relate to personally? How many views or experiences do you have in common?

4 THE CAR

Car haters out-voted petrol users. Developed in the late 1880s, the modern car was initially the toy of the wealthy, but falling prices have made it a key part of family life. The motor industry is now booming – over 60 million cars and light trucks are produced globally in a year. But a green fuel is unlikely to take over from petrol soon, so the car continues to add to our growing carbon footprint.



3 NUCLEAR POWER

Nuclear accidents are rare but can have devastating effects. Nuclear power plants cost more to construct and operate than fossil fuel ones, and are supported by large subsidies from the taxpayer. Waste storage is also a concern but supporters promote nuclear power's green status as it produces no carbon dioxide directly.



2 MOBILE PHONES

A surprising silver medal for the gadget that's revolutionised communication. Mobiles have been available in the UK since 1985 and have been widely used since the late 1990s. Almost three-quarters of Britons now own one. Despite health scares linking mobile phone use to brain tumours, most studies have found there is no increased risk. Maybe it's those annoying ring tones that have put mobile phones here.



1 WEAPONS

Bombs, guns, biological weapons, you name it – innovations that go bang or cause bodily harm were the most widely hated in our survey. Nuclear weapons were the worst offender, getting 11% of the total vote. They've only been used twice in wars – in 1945, the USA dropped the bomb 'Little Boy' on the Japanese city of Hiroshima, followed three days later by 'Fat Man', which fell on Nagasaki.



GRAMMAR

ARTICLES

4 A Check what you know. Complete the sentences with *a(n)*, *the* or – (no article). Then check your answers in the article.

- 1 In 2002, some obese U.S. teenagers filed _____ lawsuit against McDonald's, accusing _____ fast food chain of fattening them up.
- 2 In _____ America, _____ reality television's popularity has risen in the 21st century; in _____ USA there are two television channels devoted to it.
- 3 _____ World Health Organization says up to twenty-nine percent of _____ British men and nineteen percent of _____ women smoke.
- 4 Developed in _____ late 1880s, _____ modern car was initially the toy of _____ wealthy, but falling prices have made it _____ key part of family life.

B Complete the rules 1–6 in the table with *a(n)*, *the* or –. Write a word or phrase from the sentences above as an example of each rule.

RULES	Use:
	1 <u>a/an</u> with singular countable nouns when you are not talking about a particular thing, or when you mention something for the first time. <u>a lawsuit</u> , _____
	2 _____ with any type of noun when you and your reader/listener know which particular thing you are talking about, for example because it is unique or it has been mentioned before. _____, _____
	3 _____ with plural and uncountable nouns to talk about things in general. _____, _____, _____
	4 _____ with most place names such as continents, countries, cities. _____
	5 _____ in fixed phrases such as <i>in ... 1960s</i> , <i>in ... beginning</i> . In some country names. _____, _____
6 _____ with a singular countable noun or an adjective used as a noun for something in general. _____, _____	

5 A 5.1 WEAK FORMS AND LINKING: *the*

LINKING: *the* Look at sentences 1–3. Circle *the* where it is pronounced /ðə/ and underline it where it is pronounced /ði:/. Then listen and check. What is the rule?

- 1 The interesting thing is that many of the people who hate it are the ones who watch it.
- 2 The automobile has done less well since the economic crisis.
- 3 Those who voted for the car mentioned the harm it does to the environment as the biggest problem.

B 5.2 Listen to the pronunciation. What sound is used to link *the* and the following vowel? Listen and repeat.

- the interesting thing /_/_/
- the automobile /_/_/
- the economic crisis /_/_/
- the environment /_/_/

- 6 A** Look at the headline. Why do you think people chose the bicycle? Read the article and check your ideas.

*It's transformed the way ...
It has enabled people to ...*

Bicycle chosen as best invention



¹ _____ humble bicycle has won ² _____ UK national survey of ³ _____ people's favourite inventions.

Listeners to BBC Radio 4's *You and Yours* programme were invited to vote in ⁴ _____ online poll looking at ⁵ _____ most significant innovations since 1800.

It was ⁶ _____ easy victory for ⁷ _____ bicycle, which won more than half of ⁸ _____ vote. Second came ⁹ _____ radio with eight percent of the vote, and the electro-magnetic induction ring – the means to harness electricity – came third.

Despite the fact that you can find them everywhere, ¹⁰ _____ computers gained just six percent of the vote and ¹¹ _____ internet trailed behind with only four percent of all votes cast. There were more than 4,500 votes cast in total.

People chose the bicycle for its simplicity of design, universal use and because it is ¹² _____ ecologically sound means of transport.

- B** Complete the text with the correct articles, *a(n)*, *the* or *-*.

SPEAKING

- 7 A** Work in pairs and discuss. For each pair of inventions, which one do you think is more important? Why?

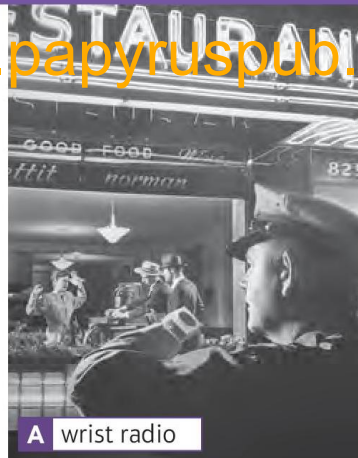
- the oven or the fridge
- the pen or the pencil
- fire or the wheel
- the bicycle or the car
- the zip or Velcro
- sunglasses or sunscreen

- B** Work with another pair.

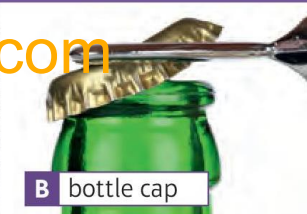
Pair 1: say a number from the list, and choose one of the two items. Say why it's more important.

Pair 2: say why the other item is more important.

After two minutes, agree on which pair is the winner.



A wrist radio



B bottle cap



C ring pull



D jet pack

VOCABULARY PLUS

COMPOUND NOUNS

- 8 A** Work in pairs and look at the pictures above. Which inventions do you think were the least successful? Why?

- B** Complete the encyclopedia entries with the names of the inventions in the photos.

The ¹ _____ was expected to be a major **breakthrough** for transport but in the **trade-off** between safety and efficiency, safety won. The **outlook** for its future remains poor.

The ² _____ was expected to revolutionise communication but had a serious **drawback**: it could not be used over a long range and communication **breakdowns** were common.

As glass bottles were replaced by cans, drinks manufacturers needed a replacement for the ³ _____, and the **outcome** was the ⁴ _____. The **downside** of the move to cans was a huge increase in the amount of rubbish.

- C** Match definitions 1–6 with the words in bold above.

- | | |
|-------------------------------|--------------------------|
| 1 compromise <i>trade-off</i> | 4 a discovery |
| 2 expectation | 5 disadvantage (2 words) |
| 3 system failure | 6 result |

- 9 A** Complete the information with examples from the entries in Exercise 8B. More than one answer is sometimes possible.

Compound nouns are usually made of two words. They can be written as separate words, e.g. *bottle cap*, or a single word, e.g. ¹ _____. They can also be written with a hyphen, e.g. ² _____. The plural is made by adding an *s* to the end, e.g. *breakdowns*. Several common compound nouns are made of a verb + preposition, e.g. ³ _____, or a preposition or adverb + verb, e.g. ⁴ _____. If you understand both parts of the compound, you can often guess the meaning.

- B** **5.3** Listen to seven sentences. Write the compound noun in each sentence in your notebook and underline the stress. Where does the stress usually fall?

- C** Work in pairs and choose three inventions. Write an encyclopedia entry for each one using two of the compound nouns above. Write *they/it* instead of the invention.

They were an important breakthrough in the 20th century. They give us relatively clean energy but they also have some serious drawbacks, including the danger of a major breakdown.

- D** Exchange entries with other pairs and guess the inventions.

LISTENING

1 A Work in pairs and discuss.

- How do you make decisions about what you buy?
- How much are you influenced by advertising?
- What else influences you, e.g. people, brands, the internet?

B Work in pairs and do the questionnaire. Note your answers.

C 5.4 Listen to the radio programme and check your answers.

D Listen again and answer the questions.

- What one thing hasn't changed about marketing?
- What is the effect of giving people choice?
- In what two ways does pricing affect people?
- What are the two advantages of a viral video?
- What four things are important if you want a video to go viral?

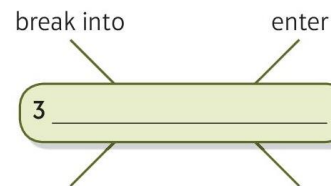
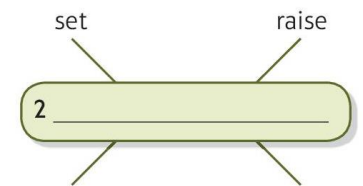
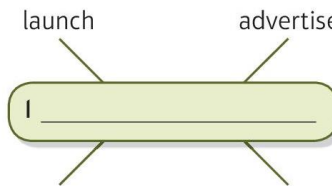
E Work in pairs and discuss. Which ideas in the listening surprised you the most?

VOCABULARY

ADVERTISING COLLOCATIONS

2 A Complete the collocations with nouns from the box.

a price a market a product



B Add the verbs from the box to the word webs.

increase promote dominate reduce see a gap in endorse

C Work in pairs and cover Exercise 2A.

Student A: say a noun from Exercise 2A.

Student B: say two verbs that go with it.

Student A: say another verb.

What's your advertising IQ?



1) There's a coffee shop in the town centre. It sells a thousand coffees a day. Imagine if a competitor opened another coffee shop right next door. After that, how many coffees would each shop sell?

2) You want to introduce a new product to the market, for example chocolate. The product you want to compete with sells for two euros. Should you price your product above or below your competition?



3) Which colour (blue, green, orange, red or yellow) is best to use in an advert for:
 a) high-tech products?
 b) drugs and medical products?
 c) energy drinks, games and cars?
 d) food?

4) Out of 100 people, how many click off an online video before 10 seconds are up?



5) What times are the best for posting a video if you want it to go viral?

GRAMMAR

REAL AND HYPOTHETICAL CONDITIONALS

3 A Check what you know. Which sentences refer to real situations and which to hypothetical ones?

- Experience shows that if the price is higher, people think your product is better.
- If a video goes viral, it will get millions of views.
- People will click off unless the video is memorable.
- Your brand name will travel around the world provided the video goes viral.
- Supposing you wanted to sell a new brand of chocolate, ... what price would you set?
- If another coffee shop opened next door ..., they'd sell at least a thousand cups each.

B In 1–6 above, circle the verb in the conditional clause and underline the verb in the result clause.

C Which words from the box could replace *provided* and *supposing* in sentences 4 and 5 above?

if providing suppose imagine let's say
on condition that as long as

D Complete the rules. Use sentences 1–6 and the words in Exercise 3C above to help.

RULES

- Use a real conditional when...
 - something is always or generally true:
if + present simple + _____
 - something is likely to happen in the future as a result of a possible action/situation:
if + _____ + _____
- Use a hypothetical conditional when something is unlikely to happen in the present or future:
if + _____ + _____
- As alternatives to *if*, it is possible to use:
 - _____ to mean *if not*
 - _____, _____, _____ or _____
to mean *if and only if*.
 - _____, _____, _____ or _____
to say that something is unlikely.

4 A  **5.5 SENTENCE STRESS: conditionals**
Listen and write sentences 1–5 in your notebook.

B Underline the stresses in each sentence. Listen again and check. Then listen and repeat.

speakout TIP

In many situations, especially in speaking, we use only one clause of the conditional structure, e.g.

A: *Do you think I should take this job?*

B: *Well, I'd take it. But it's up to you.*

▷ page 136 **LANGUAGEBANK**

5 A Work in pairs and discuss. How could a company promote a new product? Give three ideas.

B Read the text. Does it mention your ideas?

If you wanted to launch a new product for a specific audience and only that audience, what ¹would/will you do? The answer is to get a vlogger to endorse your product. A vlog is a video blog and a vlogger is the person who presents the videos. If your product were, for example, lipstick, you ²will/would choose someone who gives advice on makeup – her followers are your perfect target audience. It works like this: you send the vlogger a sample of your product and then, ³providing/unless the vlogger likes your product, she ⁴will/would mention it on one of her vlogs. OK, you pay her of course, but ⁵as long as/unless she's a vlogger with a large following (some have over a million), your investment ⁶will/would be worthwhile and sales should boom. Just be sure that your suppliers have full stocks – if the vlog ⁷goes/went online in the morning, your lipstick may be sold out by afternoon. Now supposing you ⁸make/made your own vlog, you would be wasting your time. Even less-well-known vloggers have a bigger audience than you ⁹will/would be able to get at first. Remember, ¹⁰unless/as long as you reach your target audience, your product ¹¹won't/will go anywhere, and neither will you. And that ¹²will/would be a shame.



C Underline the correct alternatives in the text.

D Work in pairs and discuss. What was new or surprised you in the text above? Do you follow a vlog or a blog?

SPEAKING

6 Work in pairs. Student A: turn to page 159. Student B: turn to page 160.

▷ page 152 **VOCABULARYBANK**

WRITING

A REPORT; LEARN TO MAKE WRITTEN COMPARISONS

7 A What influences you when you buy a new phone or a computer? Write a list of factors.

B Work in groups and compare ideas.

8 A Look at the chart on the right which shows the results of a survey on why people choose a particular smartphone. What is the most and least important factor for each group of people?

B Read the report written by a student on the survey results and answer the questions.

- 1 Which factors are mentioned?
- 2 The student has made one factual error. What is it?
- 3 How would you complete the main headings?

C Look at the report and write true (T) or false (F).

- 1 A report has headings for the first and last paragraph only.
- 2 The first paragraph states the purpose of the report.
- 3 The last paragraph gives a final comment and sometimes a recommendation.
- 4 The language is formal.

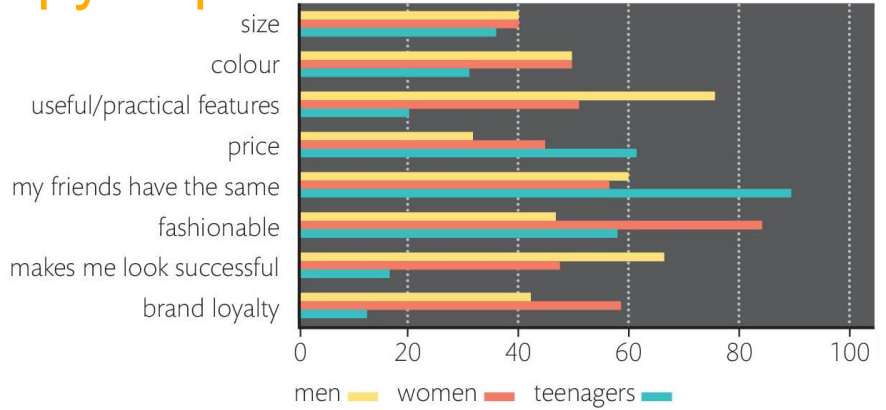
D Read the report again and complete tasks 1–3.

- 1 Circle three phrases for saying that two things are the same or nearly the same.
- 2 Underline four different phrases for talking about differences.
- 3 Put a box around four linking phrases.

9 A Work in pairs. Look at the chart again and make notes on four points you could make about teenagers.

B Complete the report by continuing the paragraph about teenagers. Write 40–60 words. Include at least four of the phrases in Exercise 8D.

C Read your partner's text. Did you choose the same information to focus on? Did you both use a formal style?



Introduction

This report looks at the results of a survey of students and employees in our language school in relation to their reasons for buying a particular smartphone.

Men and women: ¹ _____

First of all, comparing the results for men and women, it can be seen that some factors affect both groups more or less equally. For example, there is no difference in how much size and colour influence their choice of phone, and the results for 'my friends have the same one' show only a slight variation.

Men and women: ² _____

There are, however, significant differences in the results for other factors. The usefulness or practicality of a phone's features is far more important for men than for women, as is the price and how much it makes the owner look successful. On the other hand, women place greater importance on brand loyalty.

³ _____

The results for teenagers showed an interesting contrast to those for men and women. First of all, ...

Conclusion

It appears that despite the differences, there are two factors which have relatively high importance for all three groups: what smartphone their friends have, and what is fashionable. Given this, it can be concluded that people are more influenced by social factors than practical ones.

10 Complete the task below.

A group of adults were asked about how they choose a summer holiday destination, giving a score from 1–10 to each of a number of factors to indicate their relative importance. The graph below shows the results. Write a report of 120–180 words summarising the results, highlighting the similarities and differences.



VOCABULARY

COLLOCATIONS WITH *IDEA*

1 A Work in pairs and discuss. What do you understand by 'brainstorming'? What is it used for?

B Read the article and check your ideas. Which rule do you think is wrong?

THE SIX RULES OF BRAINSTORMING

1 Quantity is more important than quality. Suppose you're looking for a way to get people to walk more. One brilliant idea isn't enough, you want five, ten, dozens to choose from. The goal of the brainstorming stage is to come up with as many ideas as possible.

2 No idea is too predictable or bizarre. In fact, sometimes these ideas can lead to the perfect solution.

3 Zero judgment. Never reject an idea because you think it's dreadful or unrealistic, because what you need is just ideas, ideas, ideas. The worst thing you can do in a brainstorm is to criticise an idea.

4 Everybody's equal. You have to identify shy people and encourage them. There's no hierarchy, it only works if you work as a team.

5 Have no time limit. People often get their best ideas if they have as much time as they need.

6 Write all the ideas down – each and every one. Have a secretary who records whatever anyone says. You can develop the ideas further after the meeting.

C Read the text again. Underline six verbs and circle six adjectives which collocate with *idea(s)*.

Come up with as many ideas as possible.

D Replace the words in bold with a word from Exercise 1C.

- I **get** my best ideas when I'm in the shower.
- Having a four-day working week is a **terrible** idea.
- I would never **say no to** an idea completely unless I had slept on it.
- It's OK if people **say** my ideas **are bad**.
- People in my country are creative but are not so good at **expanding** their ideas into something with business potential.
- Allowing teenagers to start school at 11a.m. is a **crazy** but brilliant idea.
- People's ideas about married life are **not** very **practical**.
- When educational authorities want to measure progress, they usually suggest more testing. It's an **obvious** idea, and a good one.

E Work with other students and discuss the topics above. Which ones do you all agree with?

How about a competition?

Campaign



FUNCTION

SUGGESTING IDEAS

2 A You are going to listen to a brainstorm on ways to encourage people to walk more. Before you listen, work in pairs and write down three ideas.

B ▶ 5.6 Listen to the first part of the brainstorm. Are any of your ideas included? Make a note of the other ideas.

C ▶ 5.7 Tick the three best ideas. Then listen to the second part. Which ideas are rejected and why? Which idea do they choose in the end?

3 A ▶ 5.8 Complete the phrases with two words. Then listen and check your ideas.

- How _____ feel about this idea?
- Would _____ the opposite idea of scaring people into it?
- How does the idea of closing public transport _____?
- I think it _____ be great if we _____ get celebrities to promote walking generally.
- I think we should _____ the feet idea.
- With that in mind, _____ try combining the two ideas?
- Let's _____ that.

B Listen again and say the suggestions at the same time, copying the stress and intonation.

C Complete the responses to the suggestions. Then check in audio script 5.7 on page 169.

- That could be a pr _____.
- It wouldn't be my first ch _____.
- It wouldn't wo _____.
- I think we're on the wrong tr _____ here.
- That's not a bad i _____ at all.
- I'm t _____ between the video and the celebrity.

▶ page 136 LANGUAGEBANK



LEARN TO

SHOW RESERVATIONS

- 5 A** Work in pairs. Cross (X) the negative comments and tick (✓) the one that is neutral.
- 1 _____, that could be a problem.
 - 2 _____, it wouldn't be my first choice.
 - 3 _____, I don't think that would be effective.
 - 4 _____, it wouldn't work.
 - 5 _____, at the moment I'm torn between the video and the celebrity.
- B** 5.9 Listen to the phrases and write the missing words/phrases in comments 1–5 above.
- C** Which two phrases you wrote signal a very negative comment?

speakout

We often use short phrases to prepare someone for a negative comment. Some phrases (*to be honest, actually, I have to say*) can also signal a positive or neutral comment, depending on the intonation and context.

- D** 5.10 **INTONATION: showing reservations**
Listen and pay attention to the intonation. Does each one signal a positive (+) or negative (-) comment?
- 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

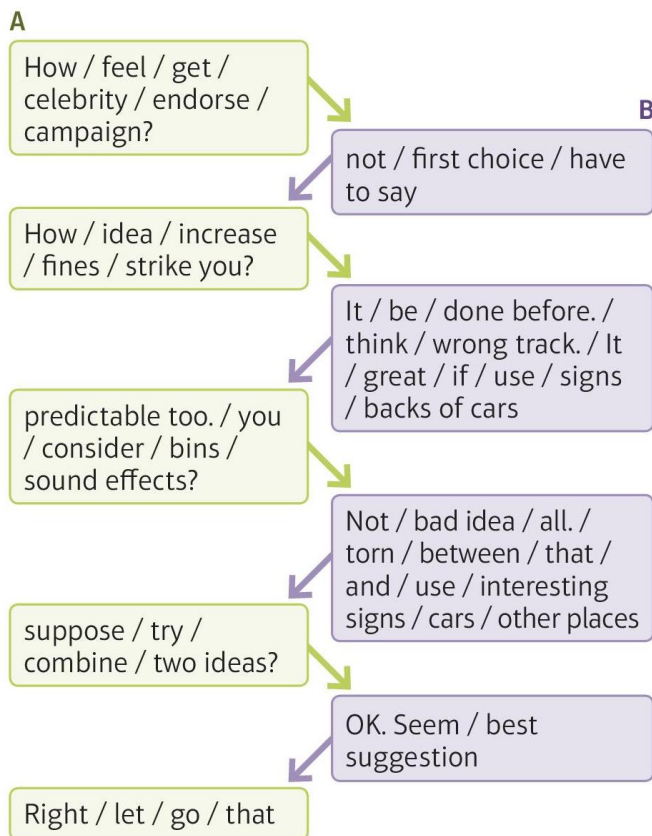
E Listen again and repeat the phrases. Pay attention to the intonation.

4 A Work in pairs and look at the ideas for getting people to stop dropping litter. Which ones do you think are the best?

Getting people to stop dropping litter

- get a celebrity spokesperson to promote the idea
- have signs for the backs of cars: 'Don't even think of throwing your rubbish out.'
- increase the fines for dropping litter
- have rubbish bins which make a fun sound when something's dropped in

B Work in pairs and role-play the situation. Use the flow chart to help.



C Change roles. Write two key words from each sentence and use these to practise again.

SPEAKING

- 6 A** Work in groups. Choose one of the topics below and brainstorm at least five ideas.
- How to encourage people to learn a foreign language
 - How to get people to visit your country or city
 - How to improve one aspect of the building you are in
 - How to encourage students to do their homework
 - How to encourage young people to be more polite to older people
 - How to get kids to eat more vegetables
- B** Look at your list of ideas and choose the best one. Give reasons for rejecting the other ones.
- C** Tell the class your best idea and briefly describe two other ideas you rejected.

We considered the idea of ... but we decided against it because ...
In the end we chose to ...

DVD PREVIEW

- 1 A** Work in pairs. The name of the BBC programme you're going to watch is *Genius*. What do you think the programme is about?
- B** Work in pairs. Read the programme description and decide if the statements are true (T) or false (F).
- 1 Celebrity guests present their ideas.
 - 2 The ideas are generally both funny and clever.
 - 3 The audience decides which ideas are 'genius'.

Genius

BBC

Can an idea be both silly and genius at the same time? That's what the BBC programme *Genius* is all about. Each week, members of the public present their wild and crazy ideas for a new product or service. Presenter Dave Gorman and a celebrity guest first interview each inventor to find out all about the invention, and in the end the celebrity guest decides whether the idea is truly genius or not. In this programme, the suggestions include a new type of choir where each chorus member has very little to sing!




DVD VIEW

- 2 A** Work in pairs. Look at the picture in Exercise 1B which shows an idea from the programme. What do you think the invention is?
- B** Watch the DVD and check your ideas. What did the show add to Dan's idea to make it work?
- C** Look at the sentences from the clip and underline the alternative you think they say. Then watch the clip again and check.
- 1 We invite the people with the *most potential/best ideas* to join us and it's here that we *decide/work out* once and for all who really is a genius. OK Stuart, let's see what you *think about/make of* our final idea tonight.
 - 2 Someone playing the keyboard would then be *essentially/basically* playing a choir. I've never seen this done before, and I would really like *to/it*.
 - 3 No, you couldn't have it at home, really no, not unless ... not unless you *by chance/happen* to live with a choir of some sort.
 - 4 We thought it was *worth trying/worthy of investigation* so ...
 - 5 Just hit anything you like *without thinking about it/at random*, a kind of ...
 - 6 And, well I think that you should maybe *give it a go/try it* Laurie ...
- D** Look at these ideas from the programme. What are the benefits and drawbacks of each one? Which ideas are just silly? Which is the most 'genius' idea?
- Sell socks in threes instead of pairs.
 - Set up a 'democrobus' bus service where the passengers decide where the bus goes.
 - Have genetically engineered one metre-high mini-elephants as pets.
 - Send food to houses via pipes for those times when you don't want to cook.

- 3 A** Work in pairs and look at the invention below. Write three reasons why it might be a good idea.

Yummy Utensils: knives, forks and spoons you can eat

- B**  **5.11** Listen to two students presenting the idea. How many reasons are the same as yours?

- C** Listen again and tick the key phrases you hear.

KEYPHRASES

We would like to introduce to you an idea that ...

What makes our idea special is that it's not just ... but it's also ...

We envisage this product being sold [in supermarkets/on TV/via the internet/ ...]

We think that ... will be a hit with [single people/families/...] in particular.

We differentiate ourselves from the competition by ...

In the future, we are planning to develop a [business/lightweight/diet/...] version.

- 4 A** Work in pairs. Student A: turn to page 159. Student B: turn to page 161. Either choose one of the business ideas from your lists or think of an idea of your own to present to your classmates.

- B** Prepare your presentation. Discuss questions 1–3 below and make notes.

- 1 What is the product called?
- 2 Why is it such a good idea?
- 3 Where will it be sold?

- C** Join another pair and take turns. Pair A: practise your presentation. Pair B: give advice on improving the presentation.

- D** Present your product to the class and listen to the other presentations. Vote on the best one.

★★★★ EXCEPTIONAL

★ VERY POOR

I'm now on my tenth pack of Yummy Utensils and have been delighted with their success. My four-year-old is a very picky eater but now even if he eats only part of his meal, he still insists on eating his knife, fork and spoon. What I like most is that they're not only good value for money but they're also nutritious. The only downside is that Sergio has started to try and eat his real knife and fork at nursery school! Highly recommended.

As a dedicated 'green' supporter I bought some Yummy Utensils after seeing them advertised in an eco-magazine. What a waste of money. They are supposed to be strong enough to cut vegetables. Mine broke on the first carrot, and the spoon half-melted when I was stirring sugar into my coffee. But the thing I really hated about them was the taste. They tasted like cardboard. I was very disappointed. Overpriced, over-hyped and not worth the money. Don't bother.

- 5 A** Read the product reviews above. How many stars do you think each writer gave the product?

- B** Which of the following features occur in the reviews?

- a) information about where the person first heard about the product
- b) the things the person most liked or hated
- c) a comparison of this product with other similar products
- d) examples of the reviewer's experience using the product
- e) a final short comment

- C** Write a review of either the product you have just heard about OR a product you have recently bought. Use the reviews above to help you with the language.

- D** Look at other students' reviews. How many stars do you think each writer has given the product?

V CHANGE

1 A Rewrite sentences 1–4 using the correct form of one of the words/phrases in the box.

adjust revolutionise
cause damage
have a positive effect on

adjust

- 1 People with many talents can adapt to it well and tend to find a new job quickly.
- 2 It's done harm to family relationships.
- 3 It has enabled people in the developing world to have a better quality of life.
- 4 It completely transformed the way people think about war.

B Work in pairs and discuss. What could 'it' be in each sentence above?

G ARTICLES

2 A Complete the quiz questions with *a/an, the* or no article (-).

Fun & Games

- 1** ¹ _____ game of ² _____ BASKETBALL was invented by:
 - (a) ³ _____ teacher in America.
 - (b) ⁴ _____ Chinese general Zhao Tuo.
 - (c) ⁵ _____ prisoners of war in Korea.
- 2** Originally, basketball was played by throwing ... into a fruit basket.
 - (a) ⁶ _____ first peach of the season
 - (b) ⁷ _____ football
 - (c) ⁸ _____ apples
- 3** WINDSURFING was invented by:
 - (a) ⁹ _____ Ukrainian sailor.
 - (b) ¹⁰ _____ American.
 - (c) ¹¹ _____ Head of ¹² _____ Australian Imperial Navy.
- 4** It was developed:
 - (a) in ¹³ _____ 14 BC.
 - (b) during ¹⁴ _____ First World War.
 - (c) in ¹⁵ _____ 1960s.
- 5** SCRABBLE® was developed by a former architect who was:
 - (a) ¹⁶ _____ unemployed.
 - (b) ¹⁷ _____ designer of the Eiffel Tower.
 - (c) ¹⁸ _____ blind.

B Work in pairs and answer the quiz questions. Then check your answers on page 160.

V ADVERTISING

3 A Add vowels to complete the words.

Seven key questions when you l_nch a new version of a product:

- 1 Is the market for the product difficult to br__k into?
- 2 Is there a g_p in the market?
- 3 How would you s_t the price?
- 4 If sales are poor, will you _ncr_ _s_ or r_d_c_ the price?
- 5 What are the best ways to pr_m_t_ the product?
- 6 Where is the best place to _dv_rt_s_ the product?
- 7 What famous person could best _nd_rs_ the product?

B Work in pairs. Choose a product and discuss the questions above.

G CONDITIONALS

4 A Complete B's answers in two different ways. Use conditional structures.

- 1 A:** Have you decided whether to get that car?
B: I'm not sure yet. But it _____ save money on fuel.
B: Well, it _____ save money on fuel, so yes.
- 2 A:** Shall we go ahead with the ad?
B: I _____ wait a little longer. But it's up to you.
B: I _____ wait a little longer. It's my decision.
- 3 A:** I'm not sure which colour to choose.
B: Let's ask Anne. What do you think she _____ say?
B: A shame Anne's not here. What _____ she say?
- 4 A:** Can we have the meeting away from the office?
B: Yes, provided we _____ (be) back by four.
B: No, because we _____ (not be) back by four.

B Underline the correct alternatives in the article.

Seducing shoppers

¹Provided/Supposing you wanted to sell a product in a shop; exactly where ²would/do you place it to promote it best? Research shows that if there ³are/would be two similar products, identical in quality but different in price, the shop ⁴will put/put the more expensive one on the shelf you see first, and put the cheaper one around the corner. That way, ⁵provided/imagine you want to buy the product, you ⁶put/will put the expensive one in your basket; and then, even if you ⁷saw/would see the cheaper one later, you probably ⁸wouldn't/won't go to the trouble of swapping it. Similarly, if a product was on the bottom shelf, consumers ⁹are/would be less likely to buy it (they're often too lazy to bend over ¹⁰unless/if they're quite short).

C Work in pairs and discuss. Which of the ideas in the article above do you think are true?

F SUGGESTING IDEAS

5 A Find and correct ten mistakes in the students' conversation.

- A:** It's be great if we could have the class party at a four-star hotel.
B: That wouldn't be my last choice. How much do you feel about the school cafeteria?
C: The school cafeteria? To be honest, wouldn't work. What does Pizza Rizza strike you?
B: That's no a bad idea at all.
A: Actually, I think we're on the wrong truck here. I think we should go for somewhere nicer.
B: OK. Supposed we try the Four Seasons or the Hilton?
A: I'm tearing between the two, but the Four Seasons is closer.
C: OK. Let go with that.

B Cover the conversation and try to memorise the phrases.

C Work in groups and plan a party for your class.

- 1** Brainstorm the place, kind of food, activities/games, live music and dress. Remember the rules of brainstorming – just say ideas and write them down but don't criticise.
- 2** Discuss the different ideas and come to an agreement for each.