

# speakout **2ND** EDITION

## Upper Intermediate Students' Book

with DVD-ROM


Frances Eales • Steve Oakes




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



LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	
<b>UNIT 1 NEW THINGS</b> page 7  BBC interviews   What makes a good flatmate?					
1.1	Time for a chat page 8	direct and indirect questions	personality	sentence stress	understanding advice forum messages
1.2	Try something new page 11	present perfect	feelings; word building: nouns	word stress; connected speech	read a web article about trying something new
1.3	I'd like to enquire page 14	polite enquiries	adverts	polite intonation	read adverts
1.4	Great Experiences page 16				
<b>UNIT 2 ISSUES</b> 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
2.2	You're being watched page 23	the passive	surveillance	sentence stress: passives	read a letter of complaint
2.3	Good point! page 26	opinions	opinion adjectives	intonation for partially agreeing	read newspaper extracts
2.4	A Quiet Revolution page 28				
<b>UNIT 3 STORIES</b> 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
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
3.3	It's a great read page 38	expressing likes and dislikes	reading genres	sentence stress	read the summary of a book
3.4	Tess page 40				
<b>UNIT 4 DOWNTIME</b> 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
4.2	Great getaways page 47	future forms	positive adjectives; uncountable and plural nouns	word stress; connected speech	read about unusual holidays
4.3	How does it work? page 50	describing procedures	abilities	stress and intonation: mirror questions	
4.4	The Happiness Formula page 52				
<b>UNIT 5 IDEAS</b> page 55  BBC interviews   If you could start a business, what would it be?					
5.1	Bright ideas? page 56	articles	change; compound nouns	weak forms and linking: <i>the</i>	read an article about the worst inventions ever
5.2	Consumer crazy page 59	real and hypothetical conditionals	advertising collocations	sentence stress: conditionals	find out your advertising IQ
5.3	What do you think? page 62	suggesting ideas	collocations with <i>idea</i>	intonation: showing reservations	read about the rules of brainstorming
5.4	Genius page 64				

DVD-ROM:


 DVD CLIPS AND SCRIPTS


 BBC INTERVIEWS AND SCRIPTS


 CLASS AUDIO AND SCRIPTS


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


# CONTENTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	
<b>UNIT 6 AGE</b> 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
6.2	Future me page 71	future perfect and continuous	optimism/pessimism	weak forms: auxiliaries	read emails making arrangements
6.3	So what you're saying is ... page 74	persuading	collocations	intonation: persuading	
6.4	How To Live To 101 page 76				

<b>UNIT 7 MEDIA</b> page 79  BBC interviews   What kind of news stories interest you?					
7.1	TV globetrotters page 80	quantifiers	television; multi-word verbs	connected speech: linking	read about TV with a global appeal
7.2	The camera never lies page 83	reported speech	reporting verbs	word stress	read an essay on celebrities and the media
7.3	What's in the news page 86	adding emphasis	the press	sentence stress	read about tabloid topics
7.4	News Blunders page 88				

<b>UNIT 8 BEHAVIOUR</b> 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
8.2	Fair share page 95	-ing form and infinitive	values	connected speech: intrusive /w/	read the instructions for two games
8.3	Have you got a minute? page 98	handling an awkward situation	behaviour	sentence stress and intonation	read tips for handling awkward situations
8.4	The Human Animal page 100				






<b>UNIT 9 TROUBLE</b> page 103  BBC interviews   Do you have any phobias?					
9.1	Witness page 104	-ing form and infinitive	crime; dependent prepositions	connected speech: elision	read an article about memory
9.2	Scam page 107	past modals of deduction	synonyms	connected speech: past modals	read an infographic about scams; read an advice leaflet about avoiding trouble on holiday
9.3	It's an emergency! page 110	reporting an incident	incidents	sentence stress	read reasons for calling the emergency services
9.4	Survival page 112				

<b>UNIT 10 CULTURE</b> page 115  BBC interviews   What areas of the Arts do you enjoy?					
10.1	Moving experiences page 116	relative clauses	adjectives to describe films	intonation: relative clauses	read a film review
10.2	Popular culture page 119	participle clauses	the Arts; two-part phrases	word stress; connected speech	read answers to popular culture
10.3	On your left ... page 122	giving a tour	dimensions	intonation in comments	
10.4	The People's Palace page 124				

IRREGULAR VERBS page 127

LANGUAGE BANK page 128

VOCABULARY BANK page 148

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

## PARTS OF SPEECH

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

### HOW I LEARN

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

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

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

## VERB PATTERNS

**2 A** Correct the sentences.

*working*

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

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

- verb + gerund 1
- verb + infinitive
- verb + infinitive with to
- 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

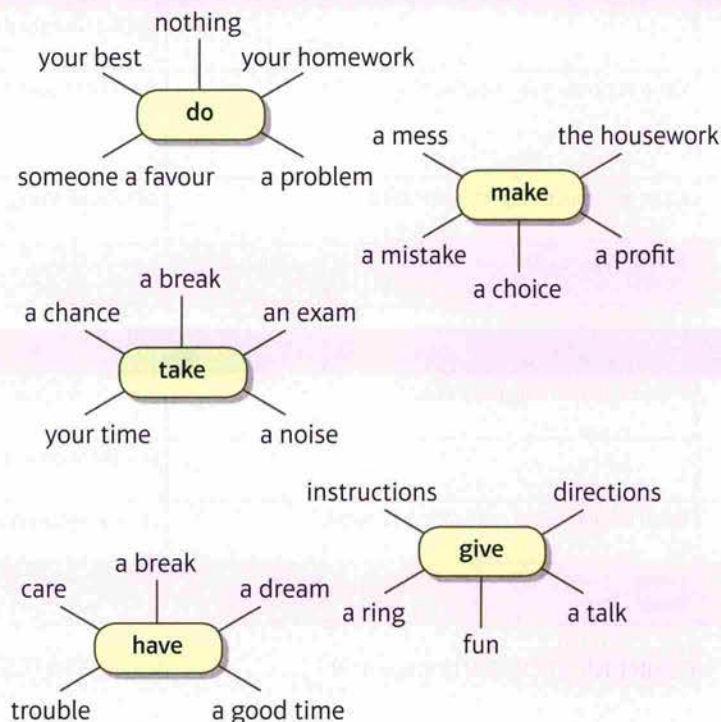
1	/ɪ/	this w <u>o</u> men
2	/i:/	the <u>s</u> e le <u>a</u> ve
3	/ə/	ag <u>a</u> in pr <u>o</u> n <u>u</u> nc <u>i</u> ation
4	/æ/	act <u>u</u> ally <u>a</u> ngry
5	/ʌ/	f <u>u</u> n m <u>o</u> ney
6	/ʊ/	bo <u>o</u> k p <u>u</u> ll

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

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

## COLLOCATIONS

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



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



# new things



TIME FOR A CHAT p8



TRY SOMETHING NEW p11



I'D LIKE TO ENQUIRE p14



GREAT EXPERIENCES p16

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

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

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

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

## BBC INTERVIEWS

What makes a good flatmate?



# 1.1 TIME FOR A CHAT

- G direct and indirect questions
- P sentence stress
- V personality



## Eat, chat and make friends

Come along to a sociable and stimulating evening of conversation that goes beyond the normal 'What do you do?' or 'Did you see last night's TV?' You'll have a number of different conversation partners during the evening, and have a menu of interesting topics to get you started. There will be Turkish mezé dishes on the tables and coffee or other drinks are available. Some of our most recent conversation topics include:

- \* When do you feel most alive?
- \* Which three adjectives might people use to describe you?
- \* What was the last photo you took on your phone?
- \* Where do you feel most 'at home'?
- \* What three ingredients would you look for in an ideal job?
- \* Would you prefer to live with a view of the ocean or of a city?
- \* What three questions would you ask a potential flatmate?
- \* What do you always have in your wallet or handbag?
- \* What music do you have on your phone or MP3 player?

### SPEAKING

- 1 **A** Work in pairs. Write three things that people talk about when they meet for the first time.
- 2 **B** Read the text above about a conversation evening and discuss the questions.
  - 1 What is special about the conversations?
  - 2 Which four conversation topics mentioned would you be the most interested in discussing?
  - 3 Are there any conversation topics which you would avoid asking in your culture/country?

### LISTENING

- 2 **A** 1.1 Listen to people at the conversation evening. Which two topics from the text above do the speakers discuss? What can you remember from each conversation?
  - 1 The woman would like someone very sociable.
  - 2 She is at her best in the mornings.
  - 3 She is quite tidy.
  - 4 She would ask a flatmate about their salary.
  - 5 The man has a lot of original ideas.
  - 6 He thinks carefully before making a decision.
  - 7 He works for an outdoor adventure school.
  - 8 He agrees with the three adjectives.
- 3 **B** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.
  - 1 The woman would like someone very sociable.
  - 2 She is at her best in the mornings.
  - 3 She is quite tidy.
  - 4 She would ask a flatmate about their salary.
  - 5 The man has a lot of original ideas.
  - 6 He thinks carefully before making a decision.
  - 7 He works for an outdoor adventure school.
  - 8 He agrees with the three adjectives.
- 4 **C** Work in pairs and discuss the questions.
  - 1 What examples do the speakers give about being: antisocial, tidy, reliable with money, creative, adventurous and non-judgemental?
  - 2 Which of the two topics would you prefer to talk about? What would your answers be for this topic?

### VOCABULARY

#### PERSONALITY

- 3 **A** Complete the extracts from the conversations with words and phrases from the box.

a people person   a computer geek  
keep yourself to yourself   witty  
down-to-earth   a good laugh  
spontaneous   a morning person

- 1 For me an important question is 'Do you \_\_\_\_\_ or do you tend to be around a lot?'
- 2 I like having friends around. I suppose I'm \_\_\_\_\_.
- 3 I'm not \_\_\_\_\_ - I can't stand people who are all bright and cheerful first thing.
- 4 Well, at least you're \_\_\_\_\_. You're quick and you make me laugh.
- 5 I get an idea and I do it, no hesitation. So I'm \_\_\_\_\_.
- 6 Well, people say I'm fun to be with, \_\_\_\_\_, if you know what I mean.
- 7 I'm very practical and \_\_\_\_\_.
- 8 I'm not \_\_\_\_\_. I don't sit in front of my computer for hours.

- 4 **B** Work in pairs and discuss. Which words or phrases would you use to describe yourself or someone you know?

▷ page 148 **VOCABULARYBANK**



## GRAMMAR

### DIRECT AND INDIRECT QUESTIONS

**4 A** Look at the conversation extracts. Complete B's questions and then check in the audio script on page 164.

- 1 A:** Another question is about housework and cleaning.  
**B:** Yes, something like 'Who cleans the place where you live now?'
- 2 A:** You need to know they can afford the rent.  
**B:** But I wouldn't ask 'Could you tell me \_\_\_\_\_ earn?'
- 3 A:** ... I like doing new things, things that are out of the ordinary.  
**B:** Such \_\_\_\_\_?
- 4 A:** That's useful in my job, too.  
**B:** Can I ask \_\_\_\_\_?  
**A:** I work for a web design company.
- 5 A:** My friends would say 'creative, spontaneous and disorganised'.  
**B:** I'd be interested to know \_\_\_\_\_ agree with them.
- 6 B:** What \_\_\_\_\_ by 'non-judgemental'?  
**A:** Well, I try not to make up my mind about people until I get to know them, ...

**B** Check what you know. Look at the questions in Exercise 4A and find:

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


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

#### RULES

- Indirect questions are often used when a question is rather **personal/impersonal** or to make a question sound more **polite/interesting**.
- Word order in indirect questions is **the same as/different from** positive statements.
- Indirect questions **use/don't use** the auxiliaries *do* or *did*.
- When there **is/isn't** a question word in the direct question, add *if* or *whether* in the indirect question.

**5 A** Make sentences with the opening phrases.

- Why are you studying English?  
Can you tell me *why you are studying English*?
- How long do you plan to study?  
Do you have any idea ... ?
- What do you do in the evenings?  
Can I ask ... ?
- Do you have a full-time job?  
Do you mind me asking ... ?
- Which countries have you visited?  
I'd be interested to know ... .
- Where did you get that watch?  
Could you tell me ... ?
- Is there a good café anywhere near here?  
Do you know ... ?
- Would you like to come for a coffee?  
I was wondering ... .

**B**  **1.2** Listen and check your answers. Which opening phrase is best for asking a very personal question?

**6 A SENTENCE STRESS** Listen again and underline the main stressed syllables in each sentence.

**B** Say the sentences at the same time as the recording and copy the stress.

**7 A** Choose three questions from Exercise 5A to ask other students and write two more indirect questions of your own.

**B** Work in pairs and practise saying your five questions.

**C** Work with other students and ask your questions.

**D** Work with a new partner. What did you find out about the other students?

 page 128 **LANGUAGEBANK**

## SPEAKING

**8 A** Work in pairs. Choose a conversation topic from the text on page 8 and discuss it with your partner.

**B** Work with a new partner. Choose a new conversation topic.

**C** Discuss. What do you think of the idea of a conversation evening? Where would you hold it? What other food or drink could you have?



## WRITING

### AN ADVICE FORUM MESSAGE; LEARN TO EDIT FOR ACCURACY

#### 9 A Work in pairs and answer the questions.

- 1 How important is speaking English for you?
- 2 Which aspects of speaking do you find difficult?
- 3 What problems are there in practising speaking outside class if you are studying in a) your own country b) an English-speaking country?

#### B Read the messages from a discussion forum and answer the questions.

- 1 What do you think of the suggestion in the reply?
- 2 What types of video would you choose?

#### Rafael

Hi everyone, I live in Spain and I don't use English at work, so I don't have any chance to practise speaking English. Does anyone have any good ideas how I could improve my speaking?

#### Galya

Hi Rafael,

I know exactly how you feel because I'm in a similar situation. I live in Bulgaria and also struggle to find opportunities to practise my spoken English. I know a really great idea which has really helped me. It's called 'shadowing'.

You find a short video which has the words on the screen at the same time. I really like sitcoms so I often use these, or you can find some good English video podcasts with the script under them. You listen to the speaker and you say the words at the same time. It's really good because you have to listen very carefully to the 'music' of English. You notice the stress and the intonation, how the person phrases things and where the pauses are. It's really helped me to become more confident and fluent and has improved my pronunciation.

Hope that helps. Good luck!

#### C Read the list of features which appear in this type of advice. Which ones are in the message above?

- 1 Show you identify with the problem.
- 2 Give advice referring to personal experience.
- 3 Say where to get more information.
- 4 Sign off and wish the person luck.

#### 10 A Read the advice. Which of the features in Exercise 9C does the writer include?

#### Radu

Hi Rafael,

I think it's easy to solve your problem. You just have to make some research.<sup>1</sup>[ww]

There are a lot of opportunities to practise speaking on internet.<sup>2</sup>[gr] You can found them by searching for 'practise speaking English online free'.<sup>3</sup>[v] Be careful, some arent really free!<sup>4</sup>[p] On some sites you can find a speaking partner in another country and talk to them on Skype. Often they are at the same level as you, but it's good for practise and for getting more confidence.<sup>5</sup>[sp] It helped me become more fluent and I also liked very much meeting new people.<sup>6</sup>[wo]

I hope you try this out and enjoy it as much as I did. I wish you the best success in your future endeavours! <sup>7</sup>[st]

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

<b>Correction code:</b>	sp = spelling
v = verb form	p = punctuation
gr = grammar	wo = word order
ww = wrong word	st = style

#### 11 A Read the forum question below and write a reply either to Miki or Rafael (120–180 words).

#### Miki

Hi Rafael,

My situation is different from yours and I also need advice. I'm studying in the UK so there's English all around me but I'm quite a shy person. My grammar is good but I don't feel confident about speaking, so I end up talking to other students in the coffee bar and outside in my own language. Does anyone have any advice on this?

Miki

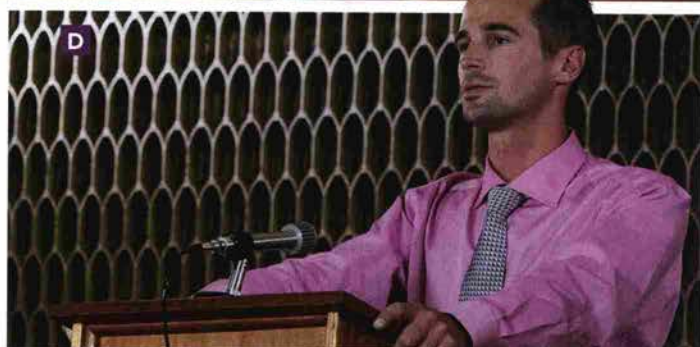
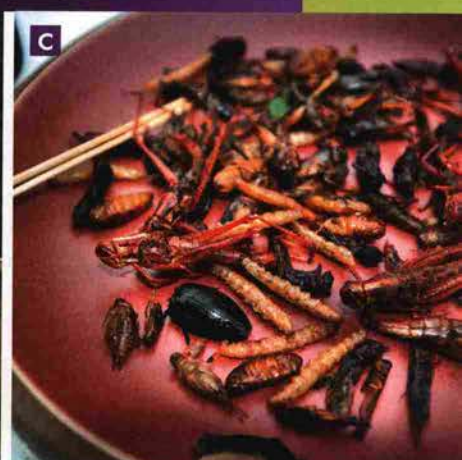
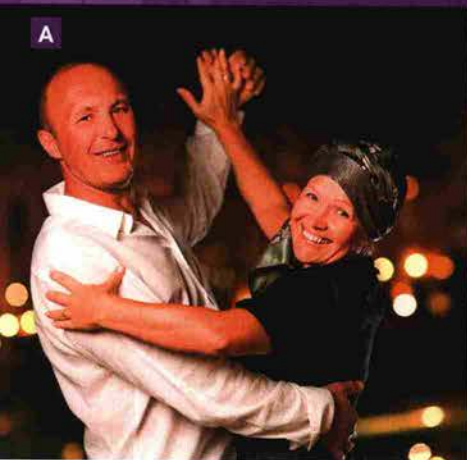
#### B Swap replies with another student. Read their text and tell them one thing you like about their advice. Then read it again and mark a maximum of three mistakes with correction codes.

#### C Look at your own text again. Check it carefully and make corrections.

#### D Read other students' advice. Whose advice is the most useful?

### speakout TIP

We often miss our own mistakes, so it's a good idea to give your text 'a rest' and come back after several minutes or hours to take a fresh look. Also try reading your text aloud. You will probably spot more mistakes.



## VOCABULARY

### FEELINGS

**1 A** How do you feel about trying new things, such as a challenging sport, a new dish or a new skill? Tick the statements that best fit you. Then work in pairs and compare your answers.

- Fine if no one's watching.     Why should I?  
 Food yes, sports no.         Not very positive, but  
 I love it!                                I know it's good for me.

**B** Match the comments below with photos A–D. What activities are the people talking about?

**1** All my friends put pressure on me to do it. Looking down, I felt scared out of my wits – who wouldn't be? Then I jumped, and I don't remember much, but I was relieved when it was all over.

**2** The very thought of eating them made my stomach turn. I thought I'd throw up and I knew that would be awkward, with everyone in the restaurant watching! So I simply ate them as fast as I could. When I finished, everyone clapped. They were really impressed.

**3** The really interesting thing was how quickly we learnt the steps; I was fascinated by the way the teacher taught us. At the end of the lesson the teacher gave us a prize for best beginners – we were over the moon.

**4** I was shaking like a leaf as I stood up. Everyone was staring at me and I just ran out of the room. I'd wanted so much to do it, and it was over before it began; I've never felt so frustrated in my life. All my colleagues were watching and I wished the earth would swallow me up.

**C** Work in pairs and circle ten adjectives or verb phrases in the comments which describe feelings. How many have a positive meaning?

**D** Match the adjectives or verb phrases you circled to words with a similar meaning 1–10.

- |                          |                   |
|--------------------------|-------------------|
| 1 disappointed and angry | 6 very interested |
| 2 felt embarrassed       | 7 felt nervous    |
| 3 thrilled               | 8 petrified       |
| 4 disgusted me           | 9 admiring        |
| 5 glad it was finished   | 10 embarrassing   |

**E** **1.3 WORD STRESS** Underline the stressed syllables in the adjectives and phrases from Exercise 1C. Listen and check. Then listen and repeat.

**2 A** Check what you know. Work in pairs and cross out the incorrect alternative in each sentence. Explain the reason for your choices.

- 1 A:** I felt really *frustrating/frustrated* because I tried so hard but I still failed the driving test.  
**B:** And it's your fifth time! How *embarrassing/embarrassed!*
- 2 A:** I was *very/really/totally* interested in the book.  
**B:** Yes, it was *very/really/totally* fascinating.
- 3 A:** I was *very/really/absolutely* relieved at the end.  
**B:** Yes, and we won! I was *very/really/absolutely* over the moon.

**B** What other modifiers could be used instead of *absolutely* or *totally*?

**3 A** Choose three adjectives or phrases from Exercise 1C and write notes about times you felt those emotions.

**B** Work in pairs. Tell your partner about the experiences. Are any of your experiences similar?

## 30 days to a new life

It's a simple idea: Choose something you've never done before, and spend the next 30 days doing it. It can be something ordinary like walking more, or changing your diet – or something that really takes you outside your comfort zone, such as mountain climbing, writing a story or getting up before sunrise every day.

It's all about changing old habits into new ones, overcoming your fears and moving your life in a healthier and more interesting direction. So go ahead, pick one of the ideas from my list or one of your own, and get started. Today. Let me know how you get on.

### Easy

- Take a 30-minute walk each day.
- Keep a daily journal.
- Take a new route to work/school every day.
- Meditate for 30 minutes each day.

### Intermediate

- Try a new recipe each day.
- Learn how to draw a human face.
- Stop using the internet for 30 days.
- Take a daily cold shower.

### Hard

- Talk to a stranger every day.
- Take one photograph a day.
- Write a 10,000-word short story in a month.
- Get up before sunrise every day.

## Comments

**Jasmine21:** I've just finished my first challenge: no internet for 30 days. At first, I thought it would be impossible, but I noticed after five or six days that I felt much more relaxed. For one thing, I had more time on my hands ... but more importantly, I began to pay attention to things around me more, especially the people. I realised that I often used things like social networking to avoid the outside world.

**TallThinGuy:** Talking to strangers is relatively easy for me because I do it all the time in my job. So I tried something a bit different – talking to a friend every day, a different friend every day. I wasn't sure I had 30 friends altogether, so after going through the obvious people – the ones I'm in touch with and socialise with now – I started digging into my past, going back to friends I'd lost touch with from university, then high school, then primary school. Since then I've made much more of an effort to stay in touch with a few really precious friends.

**Chiek:** I started doing this half a year ago and in the last six months I've learnt how to sail, I've taken art lessons, and become a member of an online book club. For me, the best experience has been meditation. I've done yoga for years, but I've never really tried meditation before. It's not just that I feel calmer and don't get so stressed, I also find I can focus on tasks more clearly and I sleep better. So that one's something I'm going to carry on doing.

## READING

**4 A** Work in pairs and look at the title of the article above. What do you think it is about?

**B** Read the first two paragraphs and check your predictions.

**C** Work in pairs and look at the writer's list of suggested activities. Do you agree with the level of difficulty (easy, intermediate, hard) that the writer gives for each?

**5 A** Read the comments then work in pairs. Cover the texts and discuss. What did each person do and how successful were they?

**B** Find phrases in the texts which mean:

- 1 new and difficult for you (paragraph 1)
- 2 what happens to you (paragraph 2)
- 3 had spare time (Jasmine21)
- 4 searching carefully (TallThinGuy)
- 5 tried hard to (TallThin Guy)
- 6 continue (Chiek)

**C** Work in pairs and discuss. What would you like to try for 30 days?

## GRAMMAR

### PRESENT PERFECT

**6 A** Complete these sentences using the words in brackets. Then check in the texts.

- 1 Choose something you \_\_\_\_\_ before. (never/do)
- 2 I \_\_\_\_\_ my first challenge. (just/finish)
- 3 In the last six months I \_\_\_\_\_ how to sail. (learn)
- 4 I \_\_\_\_\_ yoga for years. (do)

**B** Check what you know. Match 1–4 above with rules 1–3.

### RULES

Use the present perfect for:

- 1 a completed action or experience at an unspecified time before now, often with phrases such as *ever/never, this week, this month*.
- 2 a recent completed action at an unspecified time before now that has a present result, often with words like *just, already*.
- 3 states or actions which are not complete; they began in the past and continue up to now, often with *for* or *since*.

**7 A** Look at the time phrases in the box. Which are usually used with the present perfect (PP), the past simple (PS) or both (B)?

up to now *PP* so far this time last week  
recently this morning over the last fortnight  
not + yet still + not for several years

**B**  **1.4 CONNECTED SPEECH** Listen and write sentences 1–6.

**C** In each sentence:

- Underline two stressed words.
- Circle *have/has* where *a* is weakened to /ə/.
- Draw a line to show linking between a final consonant and an initial vowel.

*(Have) you tried it before?*

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**8 A** Complete the sentences with the present perfect or past simple of the verbs in the box. Include the adverbs in brackets.

do give be go live play try learn  
buy get

### What would you like to try for one month?

- I <sup>1</sup> \_\_\_\_\_ (always) afraid of water, but I finally <sup>2</sup> \_\_\_\_\_ to swim in the summer. Now I'd like to try diving.
- I <sup>3</sup> \_\_\_\_\_ (just) a high-quality video camera; my sister <sup>4</sup> \_\_\_\_\_ it to me for my birthday. So I'd like to learn how to edit a film.
- I love music and I <sup>5</sup> \_\_\_\_\_ the piano for many years now, but there's one instrument I <sup>6</sup> \_\_\_\_\_ (not so far): the guitar.
- I <sup>7</sup> \_\_\_\_\_ (never) anything online – I'm paranoid about giving my credit card details, but I know it's cheaper, so that would be my choice.
- Hiking in the Alps. I <sup>8</sup> \_\_\_\_\_ in Austria since I was born, and everyone in my family <sup>9</sup> \_\_\_\_\_ to the Alps hiking loads of times. But somehow I <sup>10</sup> \_\_\_\_\_ (still not) a proper hike.


**B** Work in pairs. Which activities in Exercise 8A would you both like to try?

## VOCABULARY PLUS

### WORD BUILDING: NOUNS

**10 A** How would you feel if you were asked to give up the internet for 30 days or speak in public? Choose adjectives from the box or your own ideas.

frustrated awkward embarrassed creative  
disappointed anxious angry fascinated  
worried spontaneous nervous amused

**B**  **1.5** Work in pairs and complete the groups with the noun form of the adjectives in the box. Then listen and check.

- 1 -ion: *frustration*    3 -ity/-ety:    5 other:  
2 -ment:                    4 -ness:

**C** Underline the stressed syllable in each noun. Use a dictionary to help. Then listen again and check.

**D** Match the nouns with the rules below.

- The stress is always on the syllable before the suffix.
- The stress is on the same syllable as in the adjective.

**11 A** Complete the sentences in the personality quiz with the correct noun or adjective form.

### Personality quiz

- People often comment on my spon \_\_\_\_\_.
- My greatest fru \_\_\_\_\_ are related to my relationships rather than money.
- When I was younger, I was awk \_\_\_\_\_ in social situations, but not anymore.
- I get a lot of amu \_\_\_\_\_ from being with children.
- I often feel quite dis \_\_\_\_\_ in my friends, for example when they don't have time for me.
- For me, ang \_\_\_\_\_ is a complete waste of energy.
- I suffer from ner \_\_\_\_\_ in large groups.
- I often feel intense anx \_\_\_\_\_ in lifts.

**B** Check your answers. Add two more sentences to the quiz, using a noun and an adjective from Exercises 10A and 10B.

**C** Read the quiz again. For each sentence decide if you strongly agree (✓✓), agree (✓), disagree (X) or strongly disagree (XX).

**D** Work with a new partner. Compare your answers. In what ways are you most similar or different?

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## SPEAKING

**9 A** Work alone and make notes on:

- two activities you started more than a month ago and still do.
- two activities you used to do, but don't do now.
- two activities you haven't done, but would like to do.

**B** Work in groups. Tell each other about three of the activities that are/were important to you.

## VOCABULARY

### ADVERTS

#### 1 A Work in pairs and discuss.

- How do you usually find out about local news, events and courses?
- Do you ever make phone calls about these in English? What is difficult about doing this?

**B** Look at the adverts A–D. Which ones would interest you the most?

#### A Flatmate wanted

Spare room available in 3-bedroom flat, ideal for full-time student or working professional. Shared bathroom, kitchen, living room. Rent €480/month. Pets **negotiable**.

#### B EXCEL School of English

Advanced course in business English.

Real business scenarios including telephoning, presentations, meetings and negotiations.

**Limited enrolment** – guarantee your place with a €50 **non-refundable** deposit.

Phone 0472 981634 to enrol.

#### C FREE introductory offer



Print the flyer on the right, **fill in your details** and present it at the gym to **sign up for** a FREE training session with a certified trainer, worth €30.

Offer ends 30th January.

#### D Walk&TalkEnglish

Join us for our weekly walk, and practise your English along the way. Group walks €5/walk – **two-for-one deal** if you bring a friend (that's €5 for both of you!). Or schedule your own one-to-one walk with an English teacher, €10/hour. **Free trial** for first-timers!

**C** Work in pairs and match meanings 1–7 with the words/phrases in bold from the adverts.

- You pay for one and get two.
- You can try it out at no cost.
- You need to pay part of the cost now, and you can't get the money back.
- It's possible – we can talk about it.
- Put your name on a list for a course.
- There's a maximum number for this course.
- Write your name, address, etc., on a form.

**D** Which words/phrases can be used to talk about a restaurant, a cookery course, buying a used car or a hotel booking?

## FUNCTION

### POLITE ENQUIRIES

#### 2 A 1.6 Listen to the phone conversation and answer the questions.

- Who is the caller phoning?
- What does she want?
- Is the receptionist able to help her?
- Does the caller sound polite to you?

**B** Complete the sentences. Then listen again and check.

- I \_\_\_\_\_ like to \_\_\_\_\_ about a course.
- I \_\_\_\_\_ wondering \_\_\_\_\_ it \_\_\_\_\_ be \_\_\_\_\_ for \_\_\_\_\_ to change to that group.
- Can \_\_\_\_\_ tell \_\_\_\_\_ why I have to do it in person?
- Would \_\_\_\_\_ be any \_\_\_\_\_ of doing the level test on the phone?
- Do you \_\_\_\_\_ me \_\_\_\_\_ what it involves?
- I'd be really \_\_\_\_\_ if you \_\_\_\_\_ hold a place for me till Saturday morning.
- Would you mind \_\_\_\_\_ that in an email for me?
- \_\_\_\_\_ you tell me \_\_\_\_\_ the school opens?

**C** 1.7 **POLITE INTONATION** Listen and say the enquiries at the same time as the speaker. Copy the polite intonation.

*I'd like to enquire about a course.*

*Can you tell me why I have to do it in person?*

**D** Work in pairs and discuss. How do you sound polite in your language? What is more important, the words or the intonation?

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#### 3 A Make the enquiries more polite using the words in brackets.

- Where are you located? (Could/tell)
- Can I use your two-for-one deal more than once? (wondering)
- Can my dog come with me? (like/know)
- Tell me about the other people living there. (Would/mind)
- How many other people have inquired? (mind/asking)
- Could you explain how the free trial works? (I/grateful)

**B** Work in pairs. In which situations from Exercise 1B could you make the enquiries 1–6 above?



## LEARN TO MANAGE ENQUIRIES

- 4 A** Work in pairs. Read phrases 1–6 from the phone conversation. Who do you think is speaking, the receptionist (R) or the caller (C)?
- 1 Bear with me a minute.
  - 2 Sorry to keep you.
  - 3 Sorry to be difficult, it's just that ...
  - 4 I'd really appreciate your help.
  - 5 Can you hold on a minute? I'll just see.
  - 6 I've got one more question, if I'm not keeping you.

**B** Look at the audio script on page 164 and check your answers.

**C** Work in pairs and find:

- 1 two phrases showing the caller thinks she's causing a problem.
- 2 one polite phrase from the receptionist meaning *please be patient*.

- 5** Work in pairs and role-play a phone call to a sports centre. Use the flow chart to help. Remember to use polite intonation.

**Sports Centre Receptionist**

Answer the phone.

**Caller**

Explain you have some questions about the free gym membership.

Interrupt because there's a call on the other line. Apologise.

Ask about the possibility of two people sharing the session.

Ask the caller to hold while you check the information. Say it's not possible.

Ask about the cost of full membership.

Say it depends on the level of membership and refer the caller to your website.

Thank the receptionist and say goodbye.

Reply.

## SPEAKING

- 6 A** Work in pairs. Student A: look at Situation 1 below. Student B: turn to page 158.

### Situation 1: Student A (Customer)

You've just received your flight confirmation below. You entered the wrong flight date by mistake; you want to fly one day later. Phone customer service to change the booking. When you finish the call, you should know a) when you will fly and b) how much extra you have to pay.



MA271 Wed 19 Oct  
Dep Singapore 3:50P.M.

- B** Student A: turn to page 160. Student B: turn to page 158.

### speakout TIP

Before making a phone enquiry, note what you want to say and what the other person might ask you. This can help your confidence, especially in formal situations.

- 7** Work with a new partner. Choose EITHER: the other two situations in Exercise 1B OR situations you have been in. Decide who is the caller in each situation and make notes on what you want to ask. Role-play the situations.