

A nighttime photograph of a city skyline, likely New York City, with numerous skyscrapers illuminated. A diamond-shaped road sign with a black border and a white arrow pointing upwards is superimposed on the skyline. The title 'American SPEAK OUT' is overlaid on the top half of the image, with 'SPEAK OUT' in large white letters and 'American' in smaller white letters above it. The word 'SPEAK' is flanked by two large, stylized, light blue parentheses.

# American **SPEAK OUT**

## Advanced Student Book

with DVD/ROM and Audio CD MP3

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
<b>UNIT 1 ORIGINS</b> page 7  Interviews   How has your family influenced you?				
<b>1.1</b>	<b>What's in a name?</b> page 8	the continuous aspect	phrases with <i>name</i>	unstressed auxiliary verbs read an article about names
<b>1.2</b>	<b>What are you like?</b> page 11	describing habits	personality; idioms for people	stressed/unstressed <i>will/would</i> read a questionnaire about language learning
<b>1.3</b>	<b>Picture perfect</b> page 14	speculating	images	connected speech: linking, elision read about photographic portraits
<b>1.4</b>	<b>Francesco's Venice</b> page 16			
<b>UNIT 2 OPINION</b> page 19  Interviews   What is the best or worst advice you've been given?				
<b>2.1</b>	<b>Words of wisdom</b> page 20	hypothetical conditional: past	learning and experience; metaphors	double contractions read an article about good and bad advice
<b>2.2</b>	<b>Changing your mind</b> page 23	verb patterns	collocations: opinions	word stress read an essay about homelessness
<b>2.3</b>	<b>Who do you trust?</b> page 26	introducing opinions	idioms of opinion	intonation for emphasis read an article about the most and least trusted professions
<b>2.4</b>	<b>Chess master</b> page 28			
<b>UNIT 3 PLACES</b> page 31  Interviews   What is your favorite place?				
<b>3.1</b>	<b>Lonely planet</b> page 32	noun phrases	landscapes	word stress: compound nouns/adjectives read three texts about memorable vacation moments; read a city guide
<b>3.2</b>	<b>Home from home</b> page 35	relative clauses	-y adjectives; prefixes	long/short vowels read about a famous hotel
<b>3.3</b>	<b>Welcome to perfect city</b> page 38	making a proposal	city life	shifting stress: suffixes read an article about solutions to urban problems
<b>3.4</b>	<b>London</b> page 40			
<b>UNIT 4 JUSTICE</b> page 43  Interviews   What legal or social issues concern you?				
<b>4.1</b>	<b>Fight for justice</b> page 44	introductory <i>it</i>	crime collocations; lexical chunks	pauses and chunking read an article about a miscarriage of justice
<b>4.2</b>	<b>Social issues</b> page 47	the perfect aspect	social issues	stress patterns
<b>4.3</b>	<b>Do the right thing</b> page 50	expressing hypothetical preferences	decisions	intonation: adding emphasis read about a real-life hero
<b>4.4</b>	<b>The con artist</b> page 52			
<b>UNIT 5 SECRETS</b> page 55  Interviews   Are you good at keeping secrets?				
<b>5.1</b>	<b>Family secrets</b> page 56	modal verbs and related phrases	idioms: secrets	connected speech: elision read a true story
<b>5.2</b>	<b>Truth or myth?</b> page 59	the passive	truth or myth; multi-word verbs	stress: multi-word verbs read about everyday myths
<b>5.3</b>	<b>Tell me no lies</b> page 62	making a point	journalism	intonation: appropriacy read about investigative journalism
<b>5.4</b>	<b>Secret Island</b> page 64			

LISTENING/DVD		SPEAKING	WRITING
		talk about names	write a personal profile
	listen to a radio program about a personality test	discuss the results of a personality test	
	listen to a discussion about photographic portraits	speculate about people based on their portraits	
	 <b>Francesco's Venice:</b> watch a documentary about Venice	describe a treasured possession	write a description of an object
		talk about words of wisdom	
	listen to a radio program about a living library event	discuss controversial ideas	write a discursive essay
	listen to a discussion about trustworthiness	discuss dilemmas at work	
	 <b>The Young Chess Master:</b> watch a program about a young chess prodigy	take part in a panel discussion	write a summary
		describe a vacation memory	write a guidebook entry
	listen to an account of homes around the world	talk about an "alternative" home	
	listen to a proposal for a city improvement scheme	make a proposal	
	 <b>One day in London:</b> watch a program about London	present a documentary proposal	write a proposal for a documentary
		talk about criminal justice	
	listen to people describe someone they admire	discuss social issues	write a problem-solution essay
	listen to a discussion about witnessing a crime	discuss moral dilemmas	
	 <b>The Con Artist:</b> watch a program about a con artist	recount a crime story	write a short article
	listen to a radio program about secrets	talk about secrets	write a narrative
		debunk a myth	
	listen to a conversation about WikiLeaks	discuss freedom of information	
	 <b>New York's Abandoned Island:</b> watch a program about a secret island	talk about secret places in your city	write a secrets guide

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
<b>UNIT 6 TRENDS</b> page 67 🎧 Interviews   Do you follow trends in music and fashion?				
<b>6.1</b> Future gazing page 68	future forms	predictions	connected speech: auxiliary verbs	read about the far future
<b>6.2</b> A global language? page 71	concession clauses	language	intonation: concession clauses	read about a radio program
<b>6.3</b> Trendsetters page 74	describing cause and effect	trends	connected speech: swallowed sounds	read about how trends spread
<b>6.4</b> Tech Trends page 76				
<b>UNIT 7 FREEDOM</b> page 79 🎧 Interviews   What makes you feel free?				
<b>7.1</b> The great escape page 80	cleft sentences	collocations	word stress: suffixes	read an article about a man who disappeared
<b>7.2</b> Switching off page 83	participle clauses	idioms: relaxing	word stress: idioms	read a promotional leaflet
<b>7.3</b> Free to make mistakes page 86	exchanging opinions	risk	polite tone	read an article about safety and risk
<b>7.4</b> Gandhi: The Road to Freedom page 88				
<b>UNIT 8 TIME</b> page 91 🎧 Interviews   What is the best time of life?				
<b>8.1</b> History in a box page 92	future in the past	time expressions; proverbs	rhythm: proverbs	read about time capsules
<b>8.2</b> I remember ... page 95	ellipsis and substitution	memories	connected speech	read a personal story
<b>8.3</b> Time savers page 98	discussing ideas	collocations with <i>time</i>	word stress: phrases	read time-saving tips
<b>8.4</b> What is time? page 100				
<b>UNIT 9 INSPIRATION</b> page 103 🎧 Interviews   Do you do anything creative in your life?				
<b>9.1</b> Icons page 104	tenses for unreal situations	adjectives: the arts	irregular spellings	read about living statues
<b>9.2</b> Feeling inspired page 107	adverbials	ideas	pronunciation: "o"	
<b>9.3</b> Love it or hate it page 110	ranting/raving	express yourself	positive/negative intonation	read a website extract
<b>9.4</b> The Philanthropist page 112				
<b>UNIT 10 HORIZONS</b> page 115 🎧 Interviews   What are your goals in life?				
<b>10.1</b> On the road page 116	inversion	collocations	stress/unstress	read about an epic car journey
<b>10.2</b> Dreams come true? page 119	comparative structures	ambition	intonation: emphasis; rhythm	read an essay about celebrity
<b>10.3</b> Making a plan page 122	negotiating	negotiation	polite intonation	read tips for negotiating
<b>10.4</b> Wildest Dreams page 124				
IRREGULAR VERBS page 127      LANGUAGE BANK page 128      VOCABULARY BANK page 148				

LISTENING/DVD		SPEAKING	WRITING
		evaluate future inventions	
	listen to a program about global English	discuss trends in language learning	complete a report
	listen to descriptions of how trends started	describe changes in your country	
	▶ <b>Technology Trends:</b> watch an extract from a program about technology trends	decide which trends to fund	write about a trend
		talk about an escape plan	
	listen to people describing how they relax	discuss ways to escape your routine	write a promotional leaflet
	listen to a discussion about whether children are over-protected	talk about personal choice	
	▶ <b>Gandhi:</b> Watch a documentary about Mohandas Gandhi	talk about freedom	write about what freedom means to you
		choose objects that represent you	
	listen to a program about memory and smell	talk about memories	write a personal story
	listen to an interview about time management	discuss ways to save time	
	▶ <b>Wonders of the Universe:</b> watch an extract from a documentary about the role of time in the creation of the universe	talk about a turning point in your life	write about a major decision in your life
		choose sculptures to suit clients' needs	
	listen to people talking about where they get their ideas	talk about boosting creativity	write a review
	listen to rants/raves	rant or rave	
	▶ <b>The Vegetable Seller:</b> watch an extract from a program about an unusual philanthropist	nominate someone for an award	write about an inspirational person
		plan your dream adventure	
	listen to an author reading from his memoirs	talk about real-life success stories	write a "for and against" essay
	listen to a talk about stages in a negotiation	negotiate a plan for a film festival	
	▶ <b>Wildest Dreams:</b> watch a program about budding wildlife filmmakers	present ideas about a dream job	write about your dream job



## PARTS OF SPEECH

- 1 A** Complete the text with the words/phrases in the box.

according to forget changed  
remembering Interestingly  
It's been suggested the  
get hold of might on

### Has Google made us stupid?

The rise of Google and other search engines has <sup>1</sup> \_\_\_\_\_ the way we remember information, <sup>2</sup> \_\_\_\_\_ to research. Because we now have access to all <sup>3</sup> \_\_\_\_\_ information we could possibly want at the touch of a button, we no longer need to store so much information in our heads. <sup>4</sup> \_\_\_\_\_ that this is actually changing the way our brains store and recall information. We're quite likely <sup>5</sup> \_\_\_\_\_ information that we believe we can find online and more likely to remember something that we <sup>6</sup> \_\_\_\_\_ not be able to access on the internet. We are now better at remembering where we can <sup>7</sup> \_\_\_\_\_ the information than we are at <sup>8</sup> \_\_\_\_\_ the information itself. <sup>9</sup> \_\_\_\_\_, the brain is a malleable organ, which changes according to our circumstances. So, it's not just Google that can change the way we remember things. We have always looked to "experts" to remember things for us. And even in more informal ways, long-term couples also learn to rely <sup>10</sup> \_\_\_\_\_ each other for remembering information. Now, where did I put my keys?

- B** Match the words in the box above with parts of speech 1–10.

- 1 present participle
- 2 past participle
- 3 infinitive with to
- 4 adverb
- 5 definite article
- 6 multi-word verb
- 7 modal verb
- 8 passive
- 9 gerund
- 10 dependent preposition

## ERROR CORRECTION

- 2 A** Correct the mistakes. There is one mistake in each sentence.

- 1 One of the most interesting of things about my job is the people I meet.
- 2 I haven't seen my parents since five years.
- 3 I studied geography in college, so I'm knowing a lot about different countries.
- 4 I haven't told nobody about my hobby.
- 5 Its difficult to find work these days.
- 6 I've been to Spain many times in last few years.
- 7 Do you think it's enough warm for me to go without a coat?
- 8 I adore to live by the sea.

- B** Find one example of each mistake in sentences 1–8 above.

- a) incorrect tense
- b) incorrect word order
- c) incorrect pronoun
- d) incorrect preposition
- e) incorrect punctuation
- f) incorrect verb pattern
- g) missing word
- h) extra word

- C** Rewrite three of the sentences to make them true for you. Compare your sentences in pairs.

## PRONUNCIATION

- 3 A** Work in pairs. Which underlined sound is the odd one out?

- 1 fierce seek hear
- 2 bought house cow
- 3 sail blame aware
- 4 calm bear heart



- B** Listen and check.



- C** Listen and check the words you hear. Then read the pairs of words aloud.

- 1 badge batch
- 2 thistle this'll
- 3 of off
- 4 vision fission
- 5 rise rice
- 6 pig pick

## MULTI-WORD VERBS

- 4 A** Read the definitions. Complete the multi-word verbs with the words in the box.

look work get watch  
hold carry make come

- 1 communicate your message clearly
- 2 meet/find by chance  
1 \_\_\_\_\_ across
- 3 search for information, e.g. in a dictionary
- 4 invent, e.g. a story  
3 \_\_\_\_\_ up
- 5 continue
- 6 wait  
5 \_\_\_\_\_ on
- 7 be careful
- 8 calculate something  
7 \_\_\_\_\_ out

- B** Work in pairs. What should you do when you hear a new multi-word verb? Write advice using some of the multi-word verbs above.

*When you come across a new multi-word verb ...*

## REGISTER

- 5** Read sentences a)–f). Answer questions 1–3 for each sentence.

- a) All guests must be signed in by a member.
  - b) A bunch of people turned up at his place well after midnight.
  - c) The committee reached an affirmative decision with regard to termination of his contract.
  - d) Are you gonna be at the game on Saturday?
  - e) Great food, this.
  - f) Payment shall be subject to the fulfilment of clause 5.3.
- 1 Is the sentence formal or informal? How do you know?
  - 2 Where might you see/hear it?
  - 3 Can you rephrase the sentence to change the register?



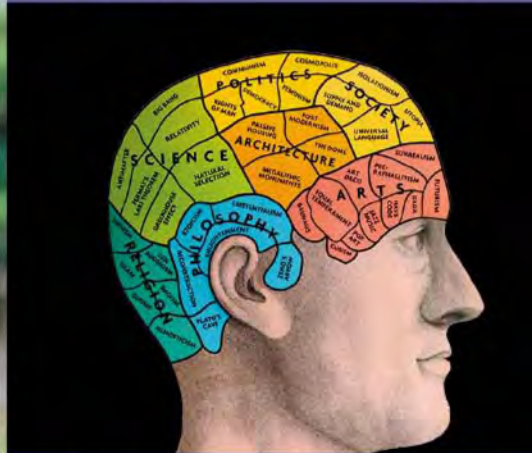


# origins



**WHAT'S IN  
A NAME?**

p8



**WHAT ARE  
YOU LIKE?**

p11



**PICTURE  
PERFECT**

p14



**FRANCESCO'S  
VENICE**

p16

## SPEAKING

- 1.1 Talk about names
- 1.2 Discuss the results of a personality test
- 1.3 Speculate about people based on their portraits
- 1.4 Describe a treasured possession

## LISTENING

- 1.2 Listen to a radio program about a personality test
- 1.3 Listen to a discussion about photographic portraits
- 1.4 Watch a documentary about Venice

## READING

- 1.1 Read an article about names
- 1.2 Read a questionnaire about language learning

## WRITING

- 1.1 Write a personal profile
- 1.4 Write a description of an object

How has your family  
influenced you?

**INTERVIEWS**





# 1.1 WHAT'S IN A NAME?

## SPEAKING

**1** Work in groups. Check you know everyone's name. Discuss the questions.

- 1 Do you think your name is difficult to pronounce for foreigners? Why/Why not? Is it an international name, or is it mainly used in your country?
- 2 Do you have any nicknames? How did you get them?

## VOCABULARY

### PHRASES WITH NAME

**2 A** Choose the correct words to complete the expressions in bold. Compare your answers with other students.

- 1 I was named **after/to** my great-grandmother. She was also named Linda.
- 2 I'm from a famous family and it's not easy to live **on/up to** my name.
- 3 I worked hard for twenty years and **did/made** a name for myself in movies.
- 4 He used to be a **household/celebrity** name, but he's not famous anymore.
- 5 I **threw/put** my name forward for class president.
- 6 Even though she was innocent, it took her years to **clear/clean** her name.
- 7 She addressed all her employees **by/for** name.
- 8 He was a king **in/through** name only. He had no power.
- 9 My **last** name is Jones, my **middle** name is Wheatley, and my **first/main** name is Stephen.
- 10 My **maiden/born** name is Smith, but my married name is Edelstein.

**B** Work in pairs and answer the questions. Which of the expressions:

- a) are on your passport/identity document?
- b) might change in your lifetime?
- c) are related to reputation?
- d) means "using their names"?
- e) means "volunteered"?
- f) means "famous"?
- g) means "it's only a title"?
- h) is in honor of someone else?

**C** Work in pairs. Think of someone who:

- is a household name.
- had to clear their name.
- has made a name for him/herself recently.
- has to live up to his/her name.
- used to be a big name.
- is so famous that they're known by their first name.

- G the continuous aspect
- P unstressed auxiliary verbs
- V phrases with name



## READING

**3 A** Work in pairs and discuss the questions.

- 1 What do you think are the world's most common first names?
- 2 What are the most common last names in your country?
- 3 Why do you think people change their names?

**B** Read the article and complete the sentence.

The main idea of the text is that ...

**C** Answer the questions.

- 1 According to the article, is it only celebrities who choose strange names for their children?
- 2 What do the results of Mehrabian's research show?
- 3 According to the study in paragraph 6, how might your name affect your chances of getting a job?
- 4 In Satran's opinion, what influences the way people name their children?

**4 A** Work in pairs and discuss the questions.

- 1 Do you agree with Mehrabian that "Names generate impressions"?
- 2 Do you agree with Satran that "Celebrity culture and ethnic diversity have made people much more eager to look for a wide range of names of their own"?
- 3 Why do you think certain names are associated with success?
- 4 The research for this article was done in the USA. Do you think the results would be the same if the research was done in your country?

**B** The article contains several colloquial expressions. What do you think words/phrases 1–7 mean? Use a dictionary to help you if necessary.

- 1 favoring (paragraph 1)
- 2 increasingly outlandish (paragraph 2)
- 3 reach the top of the tree (paragraph 5)
- 4 career-wise (paragraph 5)
- 5 cut and dried (paragraph 6)
- 6 call-backs (paragraph 6)
- 7 individuals like (paragraph 7)

## Making your name



Approximately 130 million babies are born each year, and under normal circumstances, they all get a name within days of their birth. The most common given name is thought to be Mohamed (it can be spelled in different ways). And the most unusual? Well, take your pick. British model Jordan called her daughter Princess Tiamil; Jermaine Jackson (Michael Jackson's brother) named his son Jermaestey; and actor-director Sylvester Stallone called his son Sage Moonblood. But it isn't just celebrities who are favoring strange-sounding names.

"My students have increasingly outlandish names," says one secondary school teacher from London. She cites "poorly spelled names" such as Amba, Jordon, Charlee and Moniqua, and what she calls "absurd names" like Shailqua and Sharday. How will such names affect her students when they go out to get a job? "I think it's a serious disadvantage," she says.

Albert Mehrabian, professor emeritus of psychology at the University of California, agrees with her. "Names generate impressions, just like a person's appearance

can generate a positive or negative impression," he says. "But names also have an impact when you're not physically present, such as when you send in a résumé."

Mehrabian researched people's instinctive reactions to hundreds of first names. It's striking how many positive associations some names carry, and how negative the connotations of others turn out to be – particularly when it comes to linking names with "success", which Mehrabian takes to include ambition, intelligence, confidence and other attributes.

So what kind of name does it take to reach the top of the tree, career-wise? Based on research in the USA, Mehrabian says that Alexander scores 100 percent for "success", William gets 99 percent and John 98 percent. For the girls, Jacqueline rates very highly, as do Diana, Danielle and Catherine, although Katherine with a k does slightly better than Catherine with a c.

But can the impact of a first name really be that cut and dried? Pamela Satran, co-author of eight baby-naming books, is less convinced that the power of a name can be quantified. "There isn't that much

hard evidence that's absolutely conclusive," says Satran. She recalls one American study where researchers submitted identical résumés to a number of employers. The given name on half of the résumés was Lashanda, "seen as a stereotypical African-American name," says Satran. The name on the other half was Lauren – seen as much more white and middle class. In one study, the name Lauren got five times more call-backs than Lashanda, says Satran. But in another study the rate was similar for both names. "I've seen similarly conflicting studies," Satran adds.

Satran also believes that people's attitudes towards names are changing. She says, "Celebrity culture and ethnic diversity have made people much more eager to look for a wide range of names of their own. The thinking is: if you have a special name, that makes you a special person." Let's hope so for individuals like a certain individual born in 1990 in Java; this young man is named Batman bin Supaman, a name that went viral and spawned a Facebook fan page that now has over 11,000 followers.

## GRAMMAR

### THE CONTINUOUS ASPECT

**5 A** Check what you know. Why is the continuous form used in these sentences?

- 1 These days it's getting easier and easier to change your name.
- 2 She's always talking as if she's a household name, but she's only been on TV once!
- 3 I'm considering naming my dog after my hero: Che Guevara.
- 4 The author of the book has been trying to think of a good name for it for months.
- 5 My partner was reading a book about babies' names when I got home.
- 6 I was hoping to borrow your car, if that's OK.

**B** Check your answers. Match uses a)–f) with sentences 1–6 above.

- a) to describe a background action that was in progress when another (shorter) action happened
- b) to talk about something that's incomplete, temporary, or still in progress (often emphasizing the length of time)
- c) to talk about situations that are in the process of changing
- d) to emphasize repeated actions (that may be annoying)
- e) for plans that may not be definite
- f) to sound tentative and less direct when we make proposals, inquiries, suggestions, etc.

► page 128 LANGUAGEBANK

**6 A** Which underlined verbs would be better in the continuous form? Why? Change them as necessary.

- 1 John's not in the office. He might have lunch.  
*be having (The action is still in progress.)*
- 2 I'm fed up. We've waited for an hour!
- 3 She owns a small house by the river.
- 4 Can you be quiet? I try to work.
- 5 The letter arrived today. She had expected the news since Monday.
- 6 That chicken dish tasted great.
- 7 Who do these keys belong to?
- 8 By next September, we will have lived here for twenty-five years.
- 9 I work on a project at the moment.
- 10 My partner made dinner when I got home, so I helped.

**B** Listen and check your answers.

**C UNSTRESSED AUXILIARY VERBS** Listen to some of the sentences in Exercise 6A. How are the auxiliary verbs *was*, *have*, *been*, etc. pronounced in the continuous form? Listen again and repeat the sentences.

**7** Complete the sentences to make them true for you. Make the verbs negative if necessary.

- 1 I work .../I've been working ...
- 2 I study .../At the moment I'm studying ...
- 3 I usually write .../I've been writing ...



# about us

## WRITING

A PERSONAL PROFILE:  
LEARN TO PLAN YOUR WRITING

**8 A** Read the personal profile. Where do you think it will appear?



## Mira Kaya

### About me

I'm half-Turkish, half-British. I was born in Istanbul, but I live in London. I'm the author of over a dozen children's books and several plays that have been produced in the U.K., France, Turkey, Germany and other countries.

For six years, I was a teacher at a school in North London, where I worked extensively with children with learning difficulties. This led to my first publication, a picture book named *Bobby Blue's Big Day*. The story was later made into a short movie. Other books followed, including *Night Owl* and the *Rooftop Ringleaders* series, for which I was nominated for several awards.

Besides writing, my passion is cycling. I hit the road whenever I have a spare moment (there aren't many), and can be found whizzing up hills outside London in bright yellow spandex most Saturdays. My other passion is my two wonderful children: Gulay and Baha, who are the first editors for every story I write. My second editor is my husband Martin. We've been married for ten years.

**B** Read the guidelines for writing a personal profile. To what extent does Mira Kaya's profile follow them?

- 1 Share positive things.
- 2 Keep it short: condense rather than use very long sentences.
- 3 Choose specific details and examples, not generalizations.
- 4 Don't lie, boast or exaggerate.
- 5 Keep it informal and friendly.

**9 A** Which information in the box would you include in a profile for:

- a blog/a social networking site?
- a networking site for professionals/a job application?

where you're from family information  
likes/dislikes hobbies talents and skills  
education/grades/qualifications goals and plans  
favorite music/food  
religious or spiritual beliefs address  
pet peeves groups you belong to  
job trips and unusual experiences  
professional achievements

**B** What information from the box above would you leave out?

**American Speak o! TIP** Think of writing as a conversation. Always remember your audience. Who will read your writing? What do they expect (think about content, length, tone and formality)? What do they know about the topic?

**10 A** Look at the outline of a profile for a personal website. Is there any information that is NOT suitable?

**Introduction:** name & where I'm from  
**Interests:** love children, music, dance  
**Skills:** play guitar & piano, drawing, costume-making  
**Qualifications:** 3 "A" Levels: Geography, History, English; Bachelor's: Geography  
**Family:** husband & daughter

**B** Discuss. Which of the following things do you do when you write? What does it depend on?

- 1 Brainstorm ideas.
- 2 Write notes.
- 3 Write an outline.
- 4 Discuss your ideas with someone before writing.
- 5 Visualize your readers and imagine how they will react to your writing.
- 6 Write the first draft quickly and roughly.

**11** Write a personal profile as part of a class profile. Follow stages 1–4 below.

- 1 Think about your audience and what you need to include. Make notes.
- 2 Write an outline for your profile.
- 3 Write your profile (150–200 words). Check it and make any corrections.
- 4 Share your profile with other students. What common features are there in your class, e.g. professions, hobbies, where you're from, etc.?

"A" Levels are pre-university qualifications given for two-year programs in different subjects. There is no exact equivalent in the American school system.

## 1.2 ) WHAT ARE YOU LIKE?

- G describing habits
- P stressed/unstressed will/would
- V personality; idioms for people

## Are you a good language learner?

1 I'm always watching videos or reading articles in English, and that helps me a lot.  
Gwen H

2 I'm quite analytical, so I have a tendency to focus on grammar and on being accurate.  
grammageek

3 I'm always looking for opportunities to use and learn the language outside class. I just need to keep practicing.  
Claudio96

4 As a rule, I'm happy to take risks with language and experiment with new ways of learning.  
Araksan

5 I'm inclined to be very analytical. Like a detective, I'll look for clues that will help me understand how language works.  
techgirl

6 I'm prone to making mistakes with grammar, but I have a good ear for language, so nine times out of ten, I'll just know if something is wrong. I use my instincts and when I don't know, I guess.  
MaxK

7 When I started, I tended to get frustrated because I kept making mistakes. Now, I've learned not to be embarrassed.  
wei chen

8 At first, I would spend hours studying grammar rules, but I didn't use to have the confidence to speak. So I decided to set myself goals to improve my pronunciation and speak as much as possible.  
Sveta GK



## SPEAKING

**1 A** Read the comments on the message board. Do statements 1–8 apply to you? Mark each statement:

- ✓✓ strongly agree ✓ agree  
X disagree XX strongly disagree

**B** Work in pairs and compare your answers. Is there anything you do that should be included on the list? Is there anything your partner does that could help you to improve?

## GRAMMAR

### DESCRIBING HABITS

**2 A** Look at the questionnaire again and underline verbs/expressions used to describe present or past habits. Add examples to complete the table.

present habit	past habit
1 will + infinitive I'll look for clues that will help me.	8 used to + infinitive 9 would + infinitive
2 is always + -ing	10 was always + -ing I was always looking for new ways to
3 keep (on) + -ing She keeps on calling me.	11 kept (on) + -ing
other phrases to describe a present habit	other phrases to describe a past habit
4 I have an inclination to/ I'm _____ to/ I'm _____ to	12 I was forever making mistakes.
5 I'm prone to/I tend to/I have to	13 I was prone to
6 As a	
7 Nine times	

**B** Listen and write sentences 1–3. Check your answers in audio script S1.3 on page 165.

**C STRESSED/UNSTRESSED WILL/ WOULD** Listen to the sentences being said in two different ways. What effect does the change in pronunciation have on the meaning?

**D** Listen and repeat the sentences. In which sentence does the person NOT sound annoyed?

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**3 A** Add the words in the box to sentences 1–6.

to as would looking of s

- 1 I have tendency to sleep in late.
- 2 I'm not inclined be very laid-back.
- 3 I'm always for new things to learn.
- 4 A rule, I try not to work on the weekend.
- 5 Nine times out ten, I'll be right about my first impressions.
- 6 As a child, I spend hours reading.

**B** Make two or three of the sentences in Exercise 3A true for you. Compare your ideas in pairs.

**C** Think about a good/bad habit that you, or other people you know, have. Did you have this habit or other good/bad habits as a child? Tell your partner. Do/Did they share any of the same habits?



## VOCABULARY

### PERSONALITY

**4 A** Work in pairs. Brainstorm adjectives for describing people's personalities.

**B** Look at the words in the box. Give examples of how people with these qualities might behave.

perceptive inspirational over-ambitious conscientious  
obstinate neurotic open-minded prejudiced apathetic  
insensitive solitary rebellious mature inquisitive

**C** Find a word in the box above to describe someone who:

- 1 notices things quickly and understands people's feelings.
- 2 has an unreasonable dislike of a thing or a group of people.
- 3 is not interested or willing to make the effort to do anything.
- 4 is determined not to change their ideas, behavior or opinions.
- 5 deliberately disobeys people in authority or rules of behavior.
- 6 spends a lot of time alone because they like being alone.
- 7 is unreasonably anxious or afraid.
- 8 is willing to consider or accept other people's ideas or opinions.

**D** Work in pairs and write definitions for the other words in Exercise 4B. Choose three words your friends would/wouldn't use to describe you.

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## LISTENING

**5 A** Read the radio program listing below and answer the questions.

- 1 What does the Myers-Briggs Type Indicator do?
- 2 Who uses it?
- 3 Do you think this type of test can be useful? Why/Why not?

**B** Listen to the program and answer the questions.

- 1 According to the program, what causes a lot of stress at work?
- 2 What kinds of people does the MBTI test?
- 3 What kinds of questions does the interviewer ask Mariella?

### How Myers-Briggs Conquered the Office



It was created by a mother and daughter team, neither of whom were trained as psychologists, yet today it is the world's most widely used personality indicator, used by leading companies like Shell, Procter & Gamble, Vodafone and the BBC. In this radio program, Mariella Frostrup tells the story of The Myers-Briggs Type Indicator (MBTI), created by Katherine Briggs and her daughter Isabel Briggs Myers. Participants are asked a series of questions intended to reveal information about their thinking, problem-solving and communication styles. At the end of the process each participant is handed one of sixteen four-letter acronyms which describes their "type". ENTPs are extrovert inventors, ISTJs are meticulous nit-pickers. Mariella finds out what type she is – will it change the way she works?



**6 A** What do the following expressions from the program mean?

- 1 sweeping generalizers
- 2 detail-obsessed nit-pickers
- 3 obsessive planners
- 4 last-minute deadline junkies
- 5 recharge your batteries
- 6 ready-to-assemble furniture

**B** Listen again. Choose the option, a), b) or c), which best describes Mariella's answer to the question.

- 1 How do you like to recharge your batteries at the end of the day?
  - a) She goes out for a nice meal.
  - b) She stays at home and reads a book.
  - c) She watches TV and goes to bed.
- 2 If you have ever had the opportunity to put together any ready-to-assemble furniture, how did you go about it?
  - a) She always follows the instructions carefully.
  - b) She finds the whole process infuriating, so she doesn't buy ready-to-assemble furniture.
  - c) She tends to lose the instructions and the parts.
- 3 If you imagine that a friend of yours gives you a call and says, "I've just been robbed," what would you do? What would your reaction be?
  - a) First, she would ask her friend how she was feeling.
  - b) First, she would be concerned about the practicalities, then she would ask about feelings.
  - c) She would only ask about the practical details.
- 4 How do you go about doing the grocery shopping?
  - a) She generally keeps a careful list of all the things she needs. Then she buys it all online.
  - b) She hates internet shopping, so she goes to the supermarket once a week.
  - c) She buys most of her groceries on the internet, but she doesn't use a list so she forgets things.

**C** Work in pairs. Answer the questions in Exercise 6B for you. Then compare your answers with your partner.

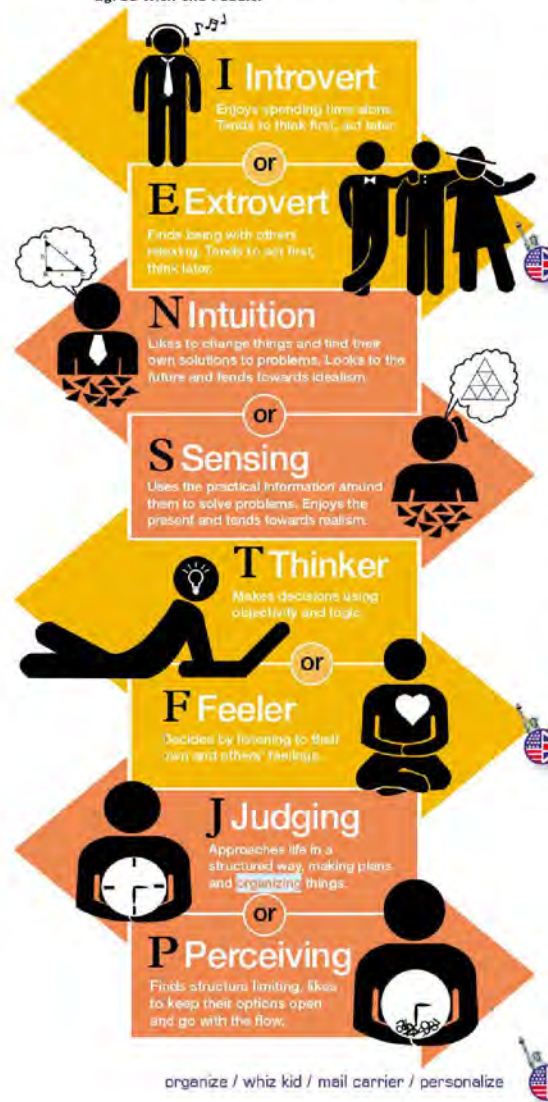
## SPEAKING



**7 A** Read about the different types of people in the Myers-Briggs test below. Which type are you more inclined to be like? Choose a letter for each section (I or E, N or S, T or F, J or P) to work out your profile, e.g. ENTJ.

**B** Turn to page 158 to read more about your profile. Do you agree with the description?

**C** Tell other students about the result of your test, what it says about your personality and whether you agree with the result.



## VOCABULARY PLUS

### IDIOMS FOR PEOPLE

**8 A** Work out the meanings of the idioms in bold.

- 1 He's a bit of a **yes-man**. He agrees with anything the boss says.
- 2 The new engineer knows what he's doing. He's a real **whizz kid**.
- 3 She knows everything about everyone. She's the office **busybody**.
- 4 There is never a quiet moment with Kate. She's a real **chatterbox**.
- 5 It was very annoying of him. Sometimes Joe could be a real **pain in the neck**.
- 6 She is a **dark horse**. I didn't know she was rich.
- 7 He's had plenty of experience. He's an **old hand** at the job.
- 8 My grandmother has the same routine every day. She's very **set in her ways**.
- 9 Jack is a rebel. He's the **black sheep** of the family.
- 10 I'm glad we invited her. She's always the life and soul of the party.

**B** Work in pairs. Which of the idioms in Exercise 8A would you use in the following situations?

- 1 You have suggested a new way of working, but your colleague is reluctant to change the way he does things.
- 2 You feel sure that you can trust the person you asked to do this particular task because he has done it many times before.
- 3 Your friend loves talking.
- 4 You discover that your colleague is the lead singer in a successful band. She has never mentioned it.
- 5 You have to complete your accounts by tomorrow. You hate doing it.
- 6 Your young nephew shows you how to play a new computer game. He has already applied to work as a games developer.
- 7 Your mail carrier is always asking questions about your private life.
- 8 You always invite your sister when you're having a party because she makes people laugh.



Here are four ideas to help you remember idioms.

- 1 Translation – are any of the idioms in Exercise 8A the same in your language?
- 2 Group by topic – do you know any other idioms for describing personality?
- 3 Visualize – can you think of images to help you remember the idioms in Exercise 8A?
- 4 Personalize – can you use the idioms in Exercise 8A to talk about people you know?

**C** Can you think of anyone from your own life, or news/film/television or politics, that could be described by the expressions in Exercise 8A?

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