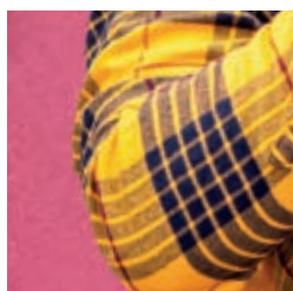


B B C

# Speak out

3<sup>RD</sup> EDITION

B1



Antonia Clare | JJ Wilson

**Student's Book** and eBook

with **Online Practice**

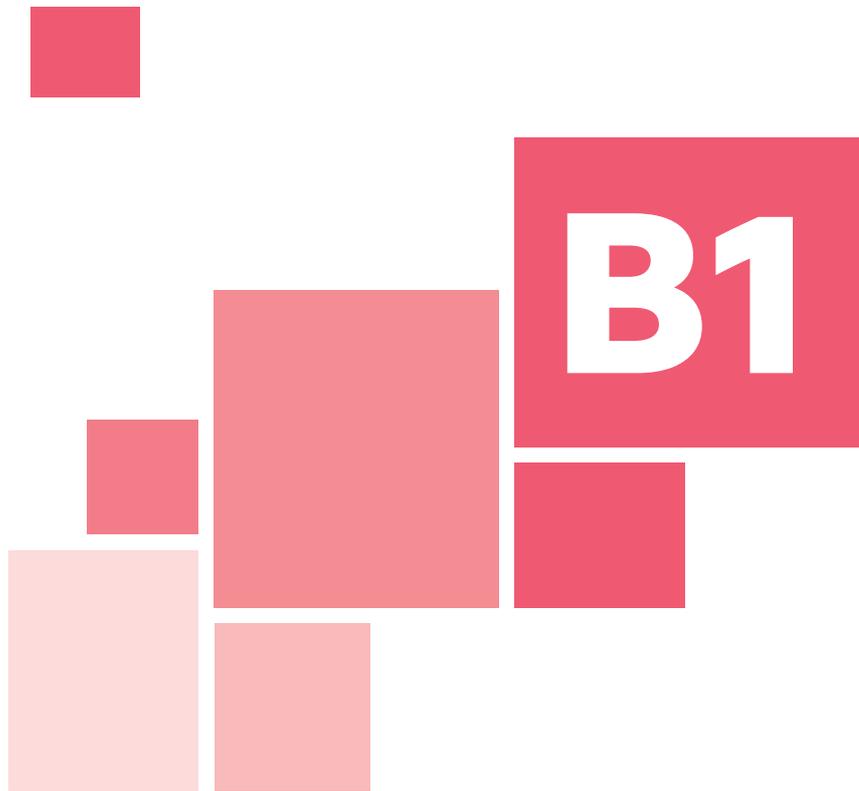




**B B C**

# Speak < out

**3<sup>RD</sup> EDITION**



**Student's Book** and eBook

# CONTENTS

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING
LEAD-IN p6				
<b>1 people</b> <b>B B C</b> VLOGS   How would your friends describe you?				
<b>1A</b> Who are you? p8	Present simple and present continuous; state verbs; adverbs of frequency	People and relationships; personality adjectives	Connected speech: <i>do you</i>	
<b>1B</b> Good people p11	Verb patterns	Jobs; work	Syllable stress	Read about people making a difference <b>FUTURE SKILLS</b> Social responsibility
<b>1C</b> Let's talk! p14	<b>How to ...</b> start and end a conversation; keep a conversation going	Conversation topics	Rhythm and intonation	Read a text about the benefits of talking to strangers
<b>1D</b> Lifestyle p16	Modifiers			
UNIT 1 REVIEW p18				
<b>2 tale tellers</b> <b>B B C</b> VLOGS   Tell me about a happy memory.				
<b>2A</b> What happened? p20	Narrative tenses	Adjectives for feelings; <i>-ed/-ing</i> adjectives	Weak forms of <i>was, were</i> and <i>had</i>	
<b>2B</b> Storytelling p23	Past simple and present perfect	Story words; types of film	Contracted <i>have</i> in the present perfect	Read about the history of storytelling
<b>2C</b> A likely story p26	<b>How to ...</b> apologise and give reasons	Collocations with <i>get</i> and <i>make</i>	Intonation for apologising	
<b>2D</b> The story of a place p28	prepositions of time			
UNIT 2 REVIEW p30				
<b>3 questions</b> <b>B B C</b> VLOGS   What things are you curious about and why?				
<b>3A</b> Facts and figures p32	Question forms	Knowledge; verbs and nouns	Stressed words in questions	
<b>3B</b> Decisions p35	Future plans and intentions	Decisions	Weak forms of <i>are you</i> and <i>going to</i>	Read an article about making decisions
<b>3C</b> Can I ask you ... ? p38	<b>How to ...</b> make polite inquiries	Facilities; places in a city	Polite intonation	Read a webpage about Malta
<b>3D</b> What matters most? p40	Phrasal verbs			
UNIT 3 REVIEW p42				
<b>4 winners</b> <b>B B C</b> VLOGS   Have you ever won anything?				
<b>4A</b> Success p44	Modals for rules and advice	Success	Silent letters	
<b>4B</b> First! p47	Articles	Technology collocations; word building; suffixes <b>FUTURE SKILLS</b> Self-management	<i>the</i>	Read an article about famous tech firsts
<b>4C</b> Taking part p50	<b>How to ...</b> explain rules and procedures	Sports and games	<i>Can</i> and <i>can't</i>	
<b>4D</b> Top Gear: Nepal p52	Present perfect + superlative			
UNIT 4 REVIEW p54				

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to people talking about the people and activities that are important to them	Use a diagram to describe people who are important to you	Write a personal profile page
		Tell a news story	
	Listen to three conversations between strangers	Roleplay conversations with people you don't know <b>FUTURE SKILLS</b> Communication <b>MEDIATION SKILLS</b> Agree on a community project	
	<b>B B C</b> Street Interviews about lifestyle	Interview your partner about their lifestyle	Write a blog post about a day in your life
	Listen to a story about two friends travelling in India	Tell an anecdote about a personal memory <b>FUTURE SKILLS</b> Communication	Write a story about a memorable experience
		Complete a class questionnaire	
	Listen to six conversations about problems	Conversations offering and accepting apologies <b>MEDIATION SKILLS</b> Solve a problem between work colleagues	
	<b>B B C</b> Documentary <i>Mediterranean with Simon Reeve</i>	Talk about a place that is special to you	Write a review of a place
	Listen to two friends discussing a quiz	Ask your partner quiz questions <b>FUTURE SKILLS</b> Communication	Write an email asking for information
		Talk about future plans and intentions <b>FUTURE SKILLS</b> Leadership	
	Listen to three conversations in which people make inquiries	Roleplay two situations and make inquiries	<b>MEDIATION SKILLS</b> Give a friend advice about where to study English
	<b>B B C</b> Street Interviews about what's important in life	A conversation about what is important to you	Write an online forum comment
	Listen to a podcast about rules for success	Discuss advice about success at work and your personal goals <b>FUTURE SKILLS</b> Goal-setting	Write an email/letter giving advice
		Discuss your use of social media	
		Give a presentation about a sport or game <b>FUTURE SKILLS</b> Communication <b>MEDIATION SKILLS</b> Help someone understand a game	
	<b>B B C</b> Entertainment <i>Top Gear</i>	Talk about a memorable journey	Write a travel writing competition entry

# CONTENTS

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
<b>5 news B B C VLOGS</b>   How do you get your news?					
<b>5A</b> Fake news p56	Relative clauses	News and social media	<i>wh-</i>	Read an article about real and fake news <b>FUTURE SKILLS</b> Critical thinking	
<b>5B</b> Newsmakers p59	Reported speech	Social issues; the environment	silent letters <b>FUTURE SKILLS</b> Self-management		
<b>5C</b> Good news p62	<b>How to ...</b> give and respond to personal news	Events and occasions	Intonation to exaggerate feelings		
<b>5D</b> The future of news p64	<i>will, might and be going to</i> for predictions				
UNIT 5 REVIEW p66					
<b>6 creators B B C VLOGS</b>   What creative things do you do or are you interested in?					
<b>6A</b> The two Pablos p68	<i>Used to</i>	The arts; the arts: people, places, things	<i>Used to</i>	Read an article about Pablo Picasso and Pablo Casals	
<b>6B</b> Be creative p71	Comparatives and superlatives	Creativity: word building <b>FUTURE SKILLS</b> Creativity	Word stress in word families		
<b>6C</b> Why do you think that? p74	<b>How to ...</b> ask for and give opinions and reasons	Extreme adjectives	Intonation for expressing opinions		
<b>6D</b> An artist at work p76	Present perfect + <i>for, since and yet</i>				
UNIT 6 REVIEW p78					
<b>7 travel B B C VLOGS</b>   Where do you feel happiest?					
<b>7A</b> Good tourists p80	First and second conditionals	Travel and tourism	Contractions	Read an article about responsible tourism	
<b>7B</b> Globetrotters p83	Quantifiers	New experiences; the natural world	Emphasising quantity		
<b>7C</b> You must see ...! p86	<b>How to ...</b> make and respond to recommendations	Describing places	Sounding enthusiastic <b>FUTURE SKILLS</b> Communication	Read a travel guide for Shanghai	
<b>7D</b> Go solo? p88	Reflexive pronouns				
UNIT 7 REVIEW p90					
<b>8 know-how B B C VLOGS</b>   Are you good or bad at fixing things?					
<b>8A</b> Doers and dreamers p92	<i>Can, could, be able to</i>	Practical abilities; abilities: phrasal verbs	Weak forms of <i>can, could</i> and <i>be able to</i>		
<b>8B</b> Video everywhere p95	Active and passive	Video collocations; technology 1	Emphasising important information	Read an article about uses of video	
<b>8C</b> Help! p98	<b>How to ...</b> describe a problem and make recommendations	Technical problems; technology 2	Contrastive stress		
<b>8D</b> A gifted learner p100	<i>-ing</i> form				
UNIT 8 REVIEW p102					
GRAMMAR BANK p104		VOCABULARY BANK p136		COMMUNICATION BANK p146	
MEDIATION BANK p150					

	LISTENING/VIDEO	SPEAKING	WRITING
		Retell a news story	
	Listen to a podcast about young people in the news <b>FUTURE SKILLS</b> Social responsibility	Present a campaign to solve a local problem	Write an online comment offering a solution to a problem
		Share good and bad personal news <b>MEDIATION SKILLS</b> Agree on a plan	
	<b>B B C</b> Street Interviews about types of news	Plan and present an idea for a news app	Write a webpage about a news app
		Talk about a hobby you used to have	
	Listen to four people talking about creativity	Discuss ways to become more creative	Write a review
		Discuss your favourite things in art and media <b>FUTURE SKILLS</b> Critical thinking <b>MEDIATION SKILLS</b> Agree on a book to read for a book club	
	<b>B B C</b> Documentary <i>What do artists do all day?</i>	Nominate someone for a creative genius award	Write a nomination for an award
		Discuss solutions to problems with tourism <b>FUTURE SKILLS</b> Social responsibility	
	Listen to someone talking about moving to Brazil	Talk about new experiences	Write a description of an experience
	Listen to a conversation about visiting Shanghai	Talk about a place and make recommendations <b>MEDIATION SKILLS</b> Tell someone useful information	
	<b>B B C</b> Street Interviews about travelling	A discussion about travel	Write an essay about why we travel
	Listen to four people talking about their practical skills	Ask and answer questions about your abilities	Write an anecdote about learning a skill
		Plan or present a video or video channel <b>FUTURE SKILLS</b> Creativity	
	Listen to three conversations about technical problems	Roleplay two conversations about technical problems <b>MEDIATION SKILLS</b> Make instructions easier to understand	
	<b>B B C</b> Documentary <i>Inside the Human Body</i>	Discuss the best ways to learn a language	Write a forum comment about language learning

## GRAMMAR

### 1 A Choose the correct word to complete the sentences.

- 1 Do / Are / What you studying at university?
- 2 What do / have / did you eat last night?
- 3 How many countries do / have / did you been to?
- 4 What are / will / do you doing next weekend?
- 5 Where has / does / is your best friend live?
- 6 I not / wasn't / didn't working when she arrived.
- 7 I'm sure the school doesn't / isn't / won't be open tomorrow.
- 8 She is / has / did worked in several cities.

### B Work in pairs. Check your answers, then choose two questions to ask and answer.

### 2 A Read the text. What do you have in common with Yusuf?



Hi, I'm Yusuf. I'm from Turkey, but at the moment I'm living in London, which is an amazing city. I'm going to stay here for six months so that I can improve my English. I love getting to know new cities, and I'm really happy that I chose to come to London. I've been to seven or eight fantastic museums and art galleries, and I also really like the parks. The best thing about London is that there are so many interesting things to do, especially for someone in their twenties, like me. The worst thing is the weather. I really hate cold weather. I arrived in January and it was freezing!

### B Read the text again and find examples of

- 1 a present continuous verb.
- 2 a past simple verb.
- 3 a present perfect verb.
- 4 a verb form for future plans.
- 5 a superlative.
- 6 a modal verb.
- 7 a relative clause.
- 8 a verb + *-ing* form.

## PRONUNCIATION

### 3 A Find pairs of words in the box that have the same vowel sound.

bar boat fight heat heart mail oil put queue  
seen show shy take through took toy

bar, heart

### B L.01 | Listen and check your answers.

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

## COMMON ERRORS

### 4 A Correct the mistakes in the sentences.

- 1 My sister don't like football.
- 2 Which film you watch last night?
- 3 I'm from france.
- 4 We love listening music.
- 5 Let's discuss about this later.
- 6 When I can go home?
- 7 I'm teacher.
- 8 I live here since 2018.

### B Decide which mistakes in Ex 4A are connected with these things.

- 1 a missing preposition
- 2 an extra preposition
- 3 a verb tense
- 4 word order
- 5 a missing auxiliary verb
- 6 punctuation or capitalisation
- 7 verb-noun agreement
- 8 a missing article

## VOCABULARY

### 5 A Complete the common phrases with the verbs in the box.

chat do (x2) go have listen to  
post send take watch

- 1 have a meeting
- 2 ..... out with friends
- 3 ..... a photo on social media
- 4 ..... to a colleague
- 5 ..... some work
- 6 ..... an email
- 7 ..... a film
- 8 ..... some music
- 9 ..... some sport/exercise
- 10 ..... a break

### B Complete the table with the phrases from Ex 5A.

work	free time
have a meeting	

### C Work in pairs. Can you add any more phrases to the table in Ex 5B? Which of these things do you do in a normal day?



# people

# 1



## VLOGS

**Q:** How would your friends describe you?

**1** ▶ Watch the video. Note down some of the adjectives that you hear. Compare in groups.

**2** How would your best friends describe you?

## GSE LEARNING OBJECTIVES

**1A LISTENING** | Understand people talking about the people and activities in their life: people and relationships; personality adjectives

Talk about different people and activities in your life: present simple and present continuous; state verbs; adverbs of frequency

Pronunciation: connected speech: *do you*

Write a personal profile; use linking phrases

**1B READING** | Read a news article about people with unusual jobs: jobs; work

Talk about jobs and work: verb patterns

Pronunciation: syllable stress

Invent a news story

**1C HOW TO ...** | start and end a conversation; keep a conversation going: conversation topics

Pronunciation: rhythm and intonation

**1D BBC STREET INTERVIEWS** | Understand people talking about their lifestyles

Talk about your lifestyle: modifiers

Write a blog post about a day in your life

# 1A Who are you?

**GRAMMAR** | present simple and present continuous; state verbs; adverbs of frequency

**VOCABULARY** | people and relationships; personality adjectives

**PRONUNCIATION** | connected speech: *do you*



Pedro



## VOCABULARY

### people and relationships

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

- 1 What different groups of people are there in your life? Think about work, college, family, hobbies, etc.
- 2 How often do you see each group?
- 3 What activities do you do together?

#### B Look at the photos. Which different groups of people and activities do you think are important for Pedro?

#### 2 A Read what Pedro says about the different people and activities in his life. Find them in the photos.

#### B Complete the table with the words in bold in Ex 2A. Can you add more words for people to the table?

work	sport	friendships/ personal life	family

#### C Match the highlighted phrases in Ex 2A with the meanings (1–4).

- 1 have a good relationship with someone ..... and .....
- 2 be similar to a parent or relative .....
- 3 respect someone .....
- 4 see, talk or write to someone .....

#### D Use the words in Ex 2B and the phrases in Ex 2C to talk about people you know.

I look up to my grandfather because ...  
I get on well with my partner because ...

1 I'm part of a football team and I **get on well with** my **teammates**. We usually go out together after a match. I think it's really important that teammates can get on with each other on and off the pitch. It helps you to play a better game.

2 Every day I work with the same people. Luckily, I'm **friendly with** most of my **colleagues**. I also have a really good **manager**. I **look up to** her.

3 I message my parents a lot. I like to **stay in touch with** them by video call, too. My **grandparents** were very important to me so I want my children to have a good relationship with my parents. My daughter **takes after** my mother. They're very similar in many ways.

4 I would say my **partner** is my best friend, but I also have a group of **close friends** and we sometimes play music together. We try to meet once a month.

## LISTENING

**3 A**  **1.01** | Listen to three people talking about their lives. Who talks about each idea in the box?

parents studies work a sport  
children a grandparent

Tomasz: studies, ...

Michaela: .....

Jo: .....

**B**  **1.01** | Work in pairs. Answer the questions. Listen again and check.

Tomasz

**1** What is he studying at the moment, and where?

**2** Who does he live with?

**3** How often does he see and speak to his parents?

Michaela

**4** How often does Michaela play hockey?

**5** Why does she admire her grandmother?

**6** Where did she meet her group of close friends?

Jo

**7** What is Jo's job?

**8** Why is her work busy at the moment?

**9** What three jobs does she mention doing at home?

**C** Work in groups. Discuss the questions.

**1** Do you have a small group of close friends, or a large group of friends?

**2** How good are you at staying in touch with old friends and family members?

**3** How important is your work or studying to you? Why?

**4** What 'jobs' do you do at home?

**4 A** Work in pairs. Read the descriptions (a–c) that the speakers use. Which people are they talking about? Then answer the questions (1–3).

**a** They're so **funny**, and great to be with.

**b** She's such a **kind** and **generous** person, and she's always **cheerful**.

**c** They are **hard-working** and very **reliable**.

**1** Do the adjectives in bold have a positive or negative meaning?

**2** Who in your life would you describe with these adjectives?

**3** What other adjectives can you use to describe personality?

**B** Learn and practise. Go to the Vocabulary Bank.

 page 136 **VOCABULARY BANK**  
personality adjectives

## GRAMMAR

present simple and present continuous; state verbs; adverbs of frequency

**5 A** Look at sentences 1–6 from the listening. Which tenses are the verbs in bold?

**1** I'm **studying** design and I **love** it!

**2** I'm **living** with a few of the people on my course at the moment.

**3** We **study** during the day and then we usually **cook** together in the evening.

**4** My parents **live** back home in Poland.

**5** When they **come** home, we always **try** to meet up.

**B** Look at the verbs in bold in Ex 5A again. Answer the questions.

**1** Which verb describes a fact or something that is always true?

**2** Which verbs describe a temporary situation or something happening around now?

**3** Which verbs describe a habit or routine?

**4** Which verb tense do we use with adverbs of frequency, e.g. *sometimes, often, never*?

**5** Which verb in the present simple describes a feeling that is true now?

**C** Learn and practise. Go to the Grammar Bank.

 page 104 **GRAMMAR BANK**

## PRONUNCIATION

**6 A**  **1.02** | **connected speech: do you** | Listen to the question. Notice how the words *do you* are joined together.

Do *you* cook for your family?

**B**  **1.03** | Listen and write the questions that you hear.

**C** Work in pairs. Ask and answer the questions in Ex 6B.

**7 A** Make six true sentences about your life, job and studies. Use words and phrases from box A. Use the ideas in box B or your own ideas.

**A**  
always at the moment hardly ever occasionally  
never nowadays often sometimes usually

**B**  
cook dinner do sport eat out in a restaurant  
go on holiday stay in touch with friends  
visit my grandparents  
  
enjoy my job get up before 6 a.m. go out with  
colleagues learn something new start a new project  
  
enjoy my course find my course difficult  
study for exams

**B** Work in pairs. Compare your sentences. Ask more questions.

**A:** I **hardly ever** eat out in a restaurant. I **always** cook dinner for my family at home.

**B:** Really? What kinds of things do you like cooking?

## SPEAKING

**8A** Look at the diagram about Kasia. Who is Kasia's best friend? Who does she work with?



**B** Think about the important people in your life. Make a similar diagram for yourself.

**C** Read the questions (1–4) and prepare your answers. Make some notes for each of the questions.

- 1 How do you know each person on your diagram? What is their relationship to you?
- 2 How can you describe them?
- 3 How often do you see each person and how do you stay in touch?
- 4 What things do you usually do with each person, and what things are you doing with them at the moment?

**D** Work in groups. Tell others about the people in your diagram. As you listen, ask one or two questions about each of the people that your classmates talk about.

**A:** Alice is my best friend. She's really funny, and she's a bit crazy sometimes. That's why I like her. We get on really well. I see her every week, and we often go shopping together. At the moment, we're planning a holiday. I can't wait!

**B:** What does she do?

**A:** She's a designer.

## WRITING

### a personal profile

**9A** Read Matt's personal profile. Where do you think you might read this profile?

- a in a job application
- b on someone's professional website
- c in an application to college or university

**Matt Erbrich**  
**About me ...**

I believe photographs have the power to show emotion and character **as well as** beauty. I am a portrait photographer and I love taking photos of people.

I was born in Germany and grew up in the UK, but now I'm living in New York. I love travelling, especially in Europe **because** there are so many interesting countries to visit. I enjoy working on city scenes and travel photography, **too**, and at the moment I'm working on a travel book. I work on photo projects around the world and I have **also** won awards for my work. I love taking photographs of people in their daily lives, **for example** colleagues working together or grandparents playing with their grandchildren. I'm quite patient and easy-going, so I'm happy to wait to get the right photo! I hope you enjoy my photos. If you need a photographer, get in touch!

Contact me: [MattErbrich22xx@gmail.com](mailto:MattErbrich22xx@gmail.com)

⋮ ↻ ☁

**B** Work in pairs. What information does Matt include in his personal profile?

address age awards won current projects  
education family hobbies home town job name  
nationality personal beliefs professional experience  
roles in life work skills

**10A** Look at the linking phrases in bold in Matt's profile. Notice how they connect two ideas together. Which linking phrase:

- a** gives a reason? **b** adds a similar idea (x3)? **c** gives an example?

**B** Complete the sentences with the linking phrases in the box.

also as well as because for example too

- 1 I occasionally write articles for a local newspaper, and contribute to their online blog, .....
- 2 I sometimes do different jobs. ...., I work as a waiter, a lifeguard and also a delivery person.
- 3 I'm studying biology ..... I love learning about nature.
- 4 I really enjoy surfing ..... skiing.
- 5 One of my passions is cooking, but I ..... really enjoy music.

**C** Imagine you are setting up a new website based on something you are interested in. Write your personal profile page for the website. Use Matt's profile as a model.

# 1B Good people

GRAMMAR | verb patterns

VOCABULARY | jobs; work

PRONUNCIATION | syllable stress

## VOCABULARY

### jobs

**1 A** Write down five jobs that involve helping other people.

Medical workers save lives.

Teachers help us to learn.

**B** Work in groups. Compare your ideas. Then decide which jobs help people the most.

**2 A**  **1.04** | Listen to eight people talking about their jobs. Match the speakers with the jobs (a–h).



**a** musician



**b** mechanic



**c** shop assistant



**d** financial consultant 1



**e** plumber



**f** chef



**g** gardener



**h** journalist

**B** Look at the jobs in Ex 2A again. In which jobs do people

- 1 work with numbers or words?
- 2 sell objects or food?
- 3 sell a service?
- 4 help people?

**C** Work in pairs. Discuss the questions. How can you describe the jobs in Ex 2A? Which would you like to do? Why?

A chef is responsible for planning the menu and creating new dishes.

I'd like to be a financial consultant because they earn a good salary.

**D** Learn and practise. Go to the Vocabulary Bank.

 page 136 **VOCABULARY BANK** work

## PRONUNCIATION

**3 A** | **syllable stress** | Work in pairs. Which syllable is stressed in these words? Which word has a different stress pattern?

assistant   consultant   journalist  
mechanic   musician

**B**  **1.05** | Listen and check. Is this statement true or false?

The stress on three-syllable jobs is usually on the second syllable.

**C** Make sentences about the jobs in Ex 3A, then read your sentences to a partner. Remember to stress the correct syllable.

My brother is a journalist.

## READING

**4A** Work in groups of three. Student A: Read text A on this page. Student B: Read text B on page 146. Student C: Read text C on page 148.

**B** Complete the table with information from your text.

	Text A	Text B	Text C
Who is the text about? Where?			
What is their job? What do they do for other people?			
Why do they do it?			
Do they run an organisation?			
What do they say about what they do?			

**5A** Use your notes to tell the other students in your group about your text. Complete the table for the other two texts.

**B** In your groups, discuss the questions.

- 1 What do you think the three people enjoy about what they do?
- 2 Which person do you admire the most? Why?

**C** Find words or phrases in bold in your text to match the meanings (1–5).

- 1 a list showing how much you have to pay
- 2 behaviour that shows you care for and want to help others
- 3 the money that someone earns or receives regularly
- 4 to become popular
- 5 to do something so you can be certain of the result

**D** Work with other students. Read the Future Skills box and discuss the questions.

### FUTURE SKILLS

#### Social responsibility



The media often describes people like Lou, Zeal and James as good people or heroes. Define a good person. Are the people in the texts good people? Which famous people do you think are good? Why?



## A

# Food is Free

Lou Ridsdale loves gardening. In a small space next to her home in Ballarat, Australia, she grows vegetables. One day, she heard about a man in Los Angeles who grew food to share with the community. He belonged to an organisation called Food is Free. Ridsdale saw that she had more vegetables than she needed and decided to give them away, like the man in Los Angeles.

In Ballarat, just 6.4 percent of people eat the recommended amount of vegetables. A lot of people in the city have low **incomes** and the city has many problems connected to what people eat: lack of affordable food and lack of education about healthy eating. Ridsdale wanted to change this.

## GRAMMAR

### verb patterns

#### 6A Look at the highlighted words in your text. Find ...

- 1 an *-ing* form as the subject of a sentence.
- 2 a preposition + *-ing* form.
- 3 four verbs + *to* + infinitive.

#### B Correct the mistakes in the sentences. One sentence is correct.

- 1 After leaving school, I decided do a plumbing course.
- 2 She hopes for become a chef.
- 3 You need to speaking to a financial consultant.
- 4 Working here is great – I love it!
- 5 Before study to be a doctor, he worked as a volunteer in a hospital.

#### C Learn and practise. Go to the Grammar Bank.

▶ page 105 **GRAMMAR BANK**

## SPEAKING

#### 7A Work in pairs. Choose one of the headlines and invent a news story. Answer the questions (1–5) to help you.

**100-year-old walks his dog and raises €1,000,000 for hospital**

**WOMAN PLANTS A TREE EVERY DAY FOR A YEAR**

**Recycling hero builds parks for kids**

- 1 Where and when did it happen?
- 2 Who was involved?
- 3 Why did they decide to do this?
- 4 What difficulties did they have?
- 5 How did people hear about the story?

#### B Work together and prepare to tell your story. Make notes, using at least five phrases from the box.

after + *-ing* form    agreed to    before + *-ing* form  
decided to    helped to    needed to    realising  
wanted to

#### C Tell your story.

- 1 Work with your partner. Use your notes and practise telling your story together.
- 2 Work with a different partner. Tell your story again without using your notes.

#### D Work in groups. Do you know any real stories like the ones you heard?



After leaving the food outside her home, she put up a sign inviting people to help themselves. Soon volunteers were bringing food for those in need. People usually bring fruit and vegetables but sometimes plants and seeds, too. There is no money involved, no food **bill** to pay, only **kindness**. Helping people is what Ridsdale does. She says that no one is judged on what they bring or take as long as they leave with a smile. She **makes sure** they always do.

Apart from feeding people, Ridsdale understands that education is the other important part of the programme. Once the programme was established, she **began to go** into schools to talk about food. She believes that young people **need to learn** about healthy eating. This will **help to make** their lives healthier and better. She **hopes to see** her idea **catch on** all over Australia.

# 1C Let's talk!

**HOW TO ...** | start and end a conversation; keep a conversation going

**VOCABULARY** | conversation topics

**PRONUNCIATION** | rhythm and intonation



## VOCABULARY

### conversation topics

**1 A** Look at the photo. What do you think a 'Happy to chat bench' is? Who do you think might use it?

**B** Read the text to check your ideas.

## The benefits of talking to strangers

Most of us spend part of our day surrounded by strangers, perhaps when travelling to work, sitting in a park or a café or visiting the supermarket. We are together with other people, but nobody talks. However, research shows that starting up a conversation with a stranger can make you feel happier and enjoy your day more.

When Allison Owen-Jones saw a man sitting alone on a bench in the park, she wanted to talk to him, but she felt uncomfortable because she wasn't sure he would want to chat. Then she had an idea: 'Happy to chat benches'. She made a sign to put on park benches which said, 'Happy to chat bench. Sit here if you don't mind someone stopping to say hello.' The idea was a success. Now 'Happy to chat benches' can be found in several countries including Canada, the USA, Australia, Switzerland and Ukraine.

So, the next time you see someone sitting alone, give them a smile and say hello. You never know: they might be happy to talk.

**C** Work in groups. Answer the questions.

- How often do you talk to people you don't know? In what places?
- Do you think 'Happy to chat benches' would be a good idea where you live? Why/Why not?
- Which topics do you think are suitable or not suitable for talking to people you don't know?

**2 A** Match the questions for starting a conversation (1–9) with the topics in the box.

clothes and fashion   food and eating out  
hobbies and free-time activities  
holiday experiences   politics  
sport or music events   the news  
the weather   work or studies

- Did you hear about the fire in town? It's terrible.
- That's a nice jacket. Where did you get it?
- Lovely day, isn't it?
- So, who do you think will win the election?
- Astrid tells me you like painting. What kinds of things do you paint?
- It's the *Big Music Live* this weekend. Are you going?
- I hear you have a job in finance. Do you enjoy it?
- Have you tried these pastries? They look delicious.
- We've just got back from Corfu. It was wonderful.

**B** What other questions could you ask about the topics in the box to start a conversation?

## How to ...

### start and end a conversation; keep a conversation going

**3 A** 1.06 | Listen to three conversations. Where are the people? What topics do they talk about? Make notes.

**B** 1.06 | Are the statements True (T) or False (F)? Listen again to check.

#### Conversation 1

- The man has never been to the music festival before.
- The woman is going to see a family member at the festival.

#### Conversation 2

- Kate prefers the coffee from the coffee machine.
- Kate started work two weeks ago.

#### Conversation 3

- The man is on holiday.
- The woman likes the city.

#### 4A Work in pairs. Complete the extracts from the conversations with the missing words.

Woman: Excuse me, <sup>1</sup>..... sitting here?  
 Man: No, go <sup>2</sup>.....  
 Woman: Thanks.  
 Man: No <sup>3</sup>.....  
 Woman: Have you been to the festival before?  
 Man: Yes, I go every year. How <sup>4</sup>..... you?  
 Woman: Oh, it's my first time.

Kate: I'm Kate, by the <sup>5</sup>.....  
 Justine: Hi, Kate. I'm Justine.  
 Kate: Great. Well, Justine, I've <sup>6</sup>..... go. Nice to meet you.  
 Justine: Yes, nice to <sup>7</sup>.....

Man: Excuse me, do <sup>8</sup>..... if I charge my phone here?  
 Woman: Not at all. <sup>9</sup>..... my guest.  
 Man: Thanks. That's very kind.  
 Woman: Oh, that's my train. Nice <sup>10</sup>..... to you.  
 Man: Safe journey home!

#### B 1.07 | Listen and check your answers.

#### 5A Match the sentences (1–8) with their uses (a–c).

- |  |   |
|--|---|
| 1 Nice talking to you.                     | a starting a conversation                 |
| 2 Do you mind if I charge my phone here?   | b responding/keeping a conversation going |
| 3 Help yourself.                           | c ending a conversation                   |
| 4 I've got to go.                          |   |
| 5 Is anyone sitting here?                  |   |
| 6 Do you know if there's a café near here? |   |
| 7 What about you?                          |   |
| 8 Nice to meet you.                        |   |

#### B Can you think of any other phrases for each of the categories (a–c)?

#### C Learn and practise. Go to the Grammar Bank.

 page 106 **GRAMMAR BANK**

## PRONUNCIATION

#### 6A 1.08 | **rhythm and intonation** | Listen to the phrases we use for responses. Notice that they all follow a similar rhythm and intonation pattern.

Not at all. Go ahead. Help yourself. Be my guest.  
 No problem.

#### B Try saying these phrases. Do the phrases follow the same or a different pattern?

See you later. Nice to meet you. I've got to go.  
 Enjoy your weekend.

#### C 1.09 | Listen and check.

#### D Work in pairs. Make three short conversations using some of the phrases in Ex 5A. Choose from the situations in the box.

first day at work in a café or canteen  
 meeting in a park on a bus or a train

#### E Practise the conversations. Focus on the rhythm and intonation in the phrases.

## SPEAKING

#### 7A Work in pairs. Read the Future Skills box and discuss the question.

### FUTURE SKILLS Communication



To keep a conversation going, it is important to listen actively and show you are interested in what the other person says. Ask questions like 'How about you?' or other questions that encourage the other person to talk.

Look at the audioscripts on page 158. What questions do the speakers ask to encourage the other person to talk?

#### B Work in pairs.

**Student A:** You are sitting on a 'Happy to chat bench' near the station. Think about where you are and why you are sitting there. Someone comes to the bench to talk to you. Continue the conversation.

**Student B:** You see someone sitting on a 'Happy to chat bench' near the station and decide to talk to them. Think about why you are there. Then start a conversation.

#### C In your pairs, reflect on the activity in Ex 7B. Was it easy or difficult to start the conversation and keep it going? Why?

#### D Work in a different pair. Think about a different place for your 'Happy to chat bench', and think about why you are there. Then have a conversation. Talk about different topics.

### MEDIATION SKILL managing turn-taking



agree on a community project

 page 150 **MEDIATION BANK**

