

BBC

Speak out

3RD EDITION



B2+



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Student's Book and eBook

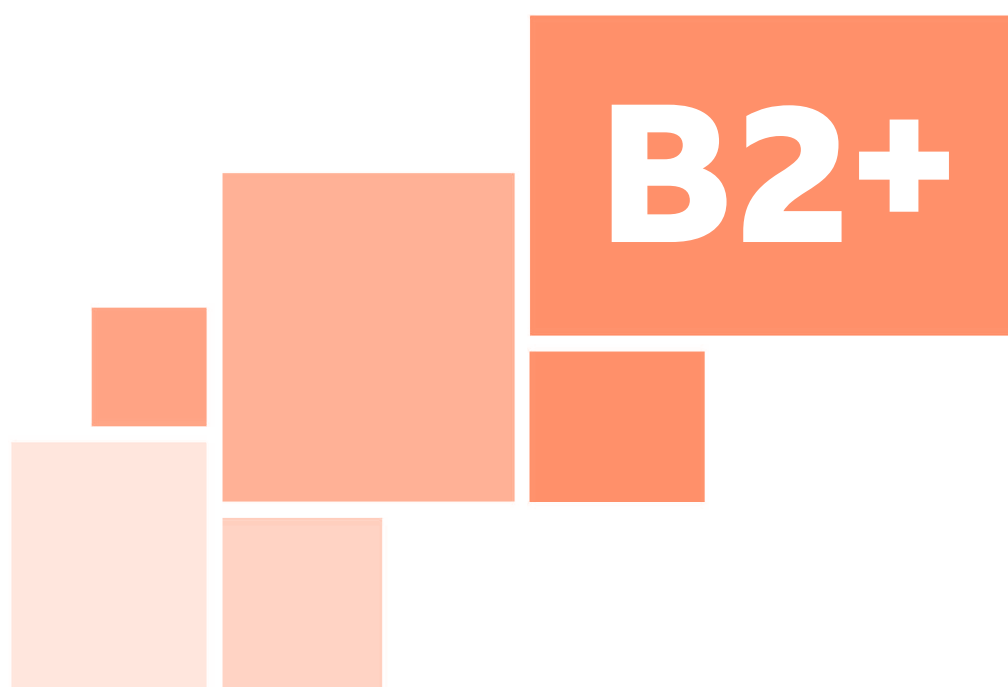
with **Online Practice**



B B C

Speak <out

3RD EDITION



Student's Book

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
LEAD-IN p6					
1 connections B B C VLOGS Which people, places or things are important to you and why?					
1A New friends p8	Describing past and present habits	Relationships; phrasal verbs: friendships	Contractions: 'll and 'd FUTURE SKILLS Self-management		
1B Places p11	Reduced relative clauses	Transforming places; urban spaces	The /r/ sounds in different accents	Read an article about the effect the physical environment can have on us	
1C Things we love p14	How to ... talk about hypothetical preferences	Idiomatic phrases: hobbies and interests	Connected speech: final /r/ sound		
1D Comfort food p16		The taste and appeal of food			
UNIT 1 REVIEW p18					
2 competition B B C VLOGS In what ways are you competitive?					
2A Getting away with it p20	Cleft sentences	Idioms: winning and losing	Emphasis in cleft sentences		
2B Friend or foe? p23	Ellipsis and substitution	Industry competition	Phrasal stress	Read an article about industry 'coopetition'	
2C In the workplace p26	How to ... compare and evaluate ideas	Business; work benefits	Intonation when comparing		
2D Challenge p28		Competing			
UNIT 2 REVIEW p30					
3 inspiration B B C VLOGS How do you express creativity in your life?					
3A Fanfiction p32	<i>As if/as though</i>	Opinions and reactions	As in connected speech	Read extracts from fanfiction	
3B Street chatter p35	<i>No matter</i>	Idiomatic phrases: emotions FUTURE SKILLS Self-management	/t/ sounds in the middle of words		
3C Carrot or stick? p38	How to ... engage with other people's views	Persuading and motivating	Intonation: responding tactfully		
3D Role models p40		Describing inspiring people			
UNIT 3 REVIEW p42					
4 image B B C VLOGS How important is image to you?					
4A 'Selfie-expression' p44	Uses of <i>should</i>	Rules; photography	<i>Should</i> in connected speech	Read a guide to taking legal, social and ethical photos	
4B Creating a brand p47	The continuous aspect	Advertising	Contractions: 've been, 'll've been		
4C Presenting yourself p50	How to ... steer a conversation towards a topic	Skills, abilities and experience	Intonation: sounding professional		
4D Branding and behaviour p52		Marketing			
UNIT 4 REVIEW p54					

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to a podcast about a friendship app	Describe a friendship	
		Talk about a work or study environment	Write a proposal about transforming a city space
		Ask and answer survey questions FUTURE SKILLS Collaboration MEDIATION SKILLS simplify a source text	
	B B C Street Interviews about comfort food	Have a discussion about comfort food	Write a social media post
	Listen to two friends talking about cheating	Discuss cheating FUTURE SKILLS Leadership	
		Share ideas about business partnerships	Write an article about rivalry
		Present ideas about productivity incentives MEDIATION SKILLS evaluate problems, challenges and proposals	
	B B C Programme <i>Gassed Up</i>	Have a debate about the pros and cons of competition	Write a reflection
		Describe alternative scenes FUTURE SKILLS Communication	Write a review: fiction
	Listen to a spoken-word poem	Talk about situations and emotions	
		Discuss methods of persuasion FUTURE SKILLS Communication MEDIATION SKILLS encourage others to elaborate	
	B B C Street Interviews about inspiring people	Describe an inspiring person	Write a biography
		Present a proposal	
	Listen to a talk about place branding	Present a rebranding campaign FUTURE SKILLS Communication	Write a report: creating a rebranding campaign
		Roleplay a job interview FUTURE SKILLS Interviewing MEDIATION SKILLS relay information in a professional journal	
	B B C BBC Programme <i>The Truth About ... looking good</i>	Make a presentation about a new product	Write a product blurb

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
5 change B B C VLOGS What changes have there been in your life recently?					
5A Life-changing decisions p56	Mixed conditionals	Decision and indecision	'd and 'd have	Read an article about a life-changing decision	
5B Conversational change p59	The perfect aspect	The natural world	Word stress		
5C Effecting change p62	How to ... summarise	Social and environmental issues	Intonation when summarising		
5D Habits p64		Habits			
UNIT 5 REVIEW p66					
6 oops! B B C VLOGS Tell me about a recent mistake you made and how you felt about it.					
6A Algorithm p68	Inversion	Algorithms	Sentence stress: inversion	Read an article about algorithms	
6B Online blunders p71	Passive structures	Talking about mistakes; phrases with <i>right and wrong</i>	Intonation to show attitude		
6C In dispute p74	How to ... negotiate in a dispute	Buildings and homes	Sounding assertive		
6D Tech fail p76		Technology			
UNIT 6 REVIEW p78					
7 trends B B C VLOGS Tell me about a recent trend in your country.					
7A The word on the street p80	Adverbials	Explaining meaning	Pausing: adverbials		
7B Food fads p83	Fronting: reasons, causes and explanations	Trends; food and drink	Consonant-to-vowel linking with fronting	Read texts about the globalisation of food	
7C Pre-loved p86	How to ... exaggerate	Shopping; describing clothes	Sentence stress: exaggeration		
7D Past and present p88		Memories			
UNIT 7 REVIEW p90					
8 the future B B C VLOGS Do you generally feel optimistic or pessimistic about the future?					
8A Dystopias and utopias p92	Concession	Dystopian and utopian societies	Pausing when conceding a point	Read an extract from a forthcoming book	
8B The science we need p95	Future forms	Science and technology	Contractions and weak forms: the future perfect		
8C Spend or save? p98	How to ... maintain and end a discussion	Money	Intonation: ending a discussion		
8D Science fiction p100		Machines			
UNIT 8 REVIEW p102					
WRITING BANK p104 GRAMMAR BANK p110 VOCABULARY BANK p134 COMMUNICATION BANK p141					

	LISTENING/VIDEO	SPEAKING	WRITING
		Talk about a life-changing decision	Write an informal message
	Listen to a radio programme about conservation	Discuss solutions to a conservation problem FUTURE SKILLS Teamwork	
		Present a campaign to raise awareness FUTURE SKILLS Collaboration MEDIATION SKILLS simplify a complicated argument	
	B B C Street Interviews about routines	Have a discussion about the pros and cons of routines	Write a blog post
		Have a debate about algorithms FUTURE SKILLS Communication	
	Listen to two colleagues discussing a mistake	Talk about a mistake	Write an email of complaint
		Roleplay a dispute between a landlord and a tenant MEDIATION SKILLS accurately report the outcomes of a meeting	
	B B C Programme W1A	Discuss solutions to a problem with technology	Write a set of instructions
	Listen to part of a talk about how words become more or less popular over time	Present a new English word	Write a comment on a blog post
		Discuss food trends	
		Persuading someone to buy vintage items FUTURE SKILLS Leadership MEDIATION SKILLS compare, contrast and synthesise information in texts	
	B B C Street Interviews about nostalgia and memories	Have a discussion about attitudes to the past and present	Write a blog post
		Have a debate about technology and a dystopian world FUTURE SKILLS Self-management	
	Listen to a radio discussion about inventions that could change the world	Present predictions about future technologies or inventions FUTURE SKILLS Critical thinking	Write an opinion essay
		Discuss ideas about giving money to charity MEDIATION SKILLS contribute to collaborative decision-making	
	B B C BBC Programme Doctor Who	Present a summary of a science-fiction film or series	Write a continuation of a narrative

GRAMMAR

- 1A** Read what two people say about their hopes and ambitions for this year. Choose the correct options.



At the end of last year, I decided to change my course at university. I ¹**'ve studied / 'd been studying** law for two years, but it became apparent that I was never going to enjoy it. My parents weren't very pleased about it and told me ²**not to give up / don't give up** on law, but my heart just wasn't in it. ³**It was a friend / A friend** who suggested I should do something more creative, so this year I ⁴**'d rather have joined / 'll be joining** the art department to study graphic design. It's a new start, and hopefully I'll find it much more interesting and rewarding.

I've just started a new job, working for a small start-up company. There's only a small team of people, so I know ⁵**it's likely to be / it's due** hard work and I probably ⁶**won't be allowed to / couldn't** take much time off this year, but I think it'll be worth it. I love ⁷**to challenge / being challenged** and I'm determined to work hard. I hope that by next summer, we ⁸**'ll have started / ought to be started** to see some results.



- B** Look at the correct answers in Ex 1A again. Find examples of:

- a a reported order
- b the future continuous
- c a phrase expressing probability
- d the past perfect continuous
- e part of a cleft sentence
- f the future perfect
- g a phrase expressing prohibition
- h a passive gerund

- C** Work in pairs and discuss. What are your hopes and ambitions for this year?

VOCABULARY

- 2A** Complete each pair of sentences with the same word in the box. There are two words you do not need.

get let look make mind run take time top way

- 1 a I like to **keep on** of my homework by doing a small amount each day.
b She was shouting **at the** of her voice.
- 2 a I can't get on with people who **down on** me and don't respect me.
b I've had a difficult few months, but things are beginning to **up** now.
- 3 a I go to the gym every morning – I don't let anything **get in the** of my exercise routine!
b Look at the prices of the meals – **there's no** I can afford to eat here!
- 4 a I'm really tired, so I need to relax and **it easy** this week.
b I know you're upset, but there's no need to **it out on** me!
- 5 a Please **me know** if you want to come to the concert with us.
b Jake promised to help, but he **me down** at the last minute.
- 6 a I **don't** which film we watch – I think they'll both be good.
b I can't **make up my** where to go on holiday this year.
- 7 a I could see someone in the distance, but I couldn't **out** who it was.
b I don't understand what you're saying – it doesn't **sense!**
- 8 a **It's about** Lydia got a proper job!
b If we start early, we should get everything finished **in good**

- B** Work in pairs. Look at the phrases and phrasal verbs in bold in Ex 2A. Can you explain the meanings?

FUNCTIONS

- 3A** Put the words in brackets in the correct order to complete the replies. There is one word in each group that you do not need.

- 1 A: I know you're upset. Do you want to talk about it?
B: No, if that's OK. (rather / I'd / don't / not)
- 2 A: Oh, this phone is so annoying. The battery only seems to last five minutes!
B: I think you a new one. (do / could / should / with)
- 3 A: Is the path slippery?
B: Yes, so fall! (don't / wouldn't / you / mind)
- 4 A: I can't find my bag. I hope I didn't leave it on the bus.
B: phone the bus company to see if anyone's handed it in. (always / you / could / won't)
- 5 A: There, that's all the clearing up done.
B: Thanks. I help. (really / your / would / appreciate)
- 6 A: I have to go now, but I hope you feel better soon.
B: Thank you. It you to visit me. (thoughtful / was / for / of)

- B** Work in pairs. What other phrases with similar meanings could B use to reply in Ex 3A?



connections 1



VLOGS

Q: Which people, places or things are important to you and why?

- 1 **▶** Watch the video. What interesting people, places or things do the speakers talk about?
- 2 Which people, places or things in your life are the most special to you? Why?



LEARNING OBJECTIVES

- 1A LISTENING** | Understand a podcast about a friendship app: relationships; phrasal verbs: friendships
Pronunciation: contractions: 'll and 'd
Describe a relationship with a friend: describing past and present habits
- 1B READING** | Read an article about how our physical environment affects us: transforming places; urban spaces
Pronunciation: the /r/ sound in different accents
Plan a perfect working environment: reduced relative clauses
Write a proposal about transforming a city space
- 1C HOW TO ...** | talk about hypothetical preferences: idiomatic phrases: hobbies and interests
Pronunciation: connected speech: final /r/ sound
- 1D BBC STREET INTERVIEWS** | Understand street interviews about comfort food
Talk about comfort food: the taste and appeal of food
Write a social media post

1A New friends

GRAMMAR | describing past and present habits

VOCABULARY | relationships; phrasal verbs: friendships

PRONUNCIATION | contractions: 'll and 'd



LISTENING

1 A Work in groups. How did you meet your closest friend(s)? What's the most common way in your group?

B Read the opinions. Discuss in your groups if you agree or disagree with them. Why/Why not?



It's easier to make friends when you're a child than when you're an adult.

The friendships you make as children outlast those you make as adults.



It's never a good idea to be friends with people too similar to you.

The friends you've known the longest know you best.



It's easier to make friends online than it is to make friends face-to-face.

C Read the app description and reviews and discuss the questions (1–2) in your groups.

1 What are the advantages of an app like this?

2 Would you ever use an app like this? Why/Why not?

Frendz

The app where you'll meet your new best friend.



★★★★★ 1 day ago

AdamB

The app suggested some great people to chat to based on my profile. Good matching!

★★★★★ 3 days ago

ElaineK

I met some amazing people I'd never normally meet. Love it!

★★★ 1 week ago

Pete123

It's not the easiest app to use, but I met a few like-minded people, so worth signing up.

2A **1.01** | Listen to a podcast about apps like the one in Ex 1C. Why did Addy decide to use a friendship app? What was the outcome?

B **1.01** | Listen to the podcast again. Choose the correct answers (a, b or c).

- Addy chose to use a friendship app because
 - he had a colleague who'd recommended it.
 - he wanted to meet people similar to himself.
 - he was unable to find friends at local clubs.
- Addy believes that the best way to find a match is to look for people
 - from a different culture to you.
 - of a similar character to you.
 - with similar passions to you.
- Addy liked the first app he used because it allowed him
 - to build connections in his area.
 - to meet up with an old friend.
 - to use his regular social media page.
- Making friends with other music lovers
 - meant he was more comfortable when attending an event.
 - gave him a chance to discover new music that he liked.
 - allowed him to become part of a band himself.
- Addy would recommend using friendship apps to people who
 - have found themselves in a similar situation to him.
 - are in a hurry to form new friendships.
 - want to expand their current friendship circle.

3A **1.02** | Read and listen to the extract where Addy is being ironic. Answer the questions (1–2).

- Does Addy think his colleagues being older and mostly married is just what he wants, or does he mean the opposite?
- What helps us to understand this?

My colleagues are nice and all that, but they're at least a decade older than me and most are married – just what you want as a twenty-two-year-old single person!

B **1.03** | Listen to six more extracts. What words does Addy use to describe these things? How does he really feel about them?

- The suitability of the sports app for him.
- The fact that he and someone he met on an app had a friend in common.
- The time he spent getting to know a group of people.
- The way he began his friendship with the first group he met up with.
- How his new friends felt about him leaving his wallet at home.
- The fact that he and his friends laugh a lot.

C Work in pairs. Have Addy's experiences changed your mind on the use of friendship apps? Why/Why not?

VOCABULARY

relationships

4A **1.04** | Replace the words in bold in the sentences with the phrases in the box. Listen and check.

bonded over click with confide in
have a mutual friend hit it off with
on the same wavelength party with
socialise with

- Obviously, I wanted people my own age to **spend time with**.
- You know, people I can hang out with during the day and **eat, dance, etc. with** at night.
- I mean, I want to hang out with people that are **of a similar opinion to me**, yes, but not exact copies of me!
- I was able to **like and understand** a few people my age on there.
- I even discovered one guy and I **have a friend in common**, which was great.
- And four of us **developed a connection over** our love of a particular band.
- I know I can **share personal things with** them, too.
- Try, try and try again and eventually, you'll **immediately like** someone.

B Choose the correct phrases to complete the sentences. Sometimes both are possible.

- I never **bond over** / **confide in** Nuria because she can't keep a secret.
- My sister and I **just never hit it off** / **are just not on the same wavelength**.
- I've got a few friends that I **socialise** / **party with**.
- My brother-in-law and I **bonded over** / **clicked with** each other as soon as we met.
- Carl and I **bonded over** / **socialised with** our love for crayons on our first day at kindergarten!
- I joined a running club so I can get fit and **socialise with** / **party with** people at the same time.
- Sarka and I **have a mutual friend** / **are on the same wavelength** that we both used to work with.
- My neighbour João and I **clicked** / **hit it off** as soon as we met and became great friends.

5A Complete at least five sentences with your own ideas.

- A person I clicked immediately with was ...
- Someone on a similar wavelength to me is ...
- A mutual friend that ... and I have is ...
- One person I hit it off with immediately is ...
- The person I confide in the most is ...
- I enjoy partying with ...
- One friend and I bonded over ...
- The place where I usually socialise with my friends is ...


B Share your sentences with a partner. Ask questions to find out more.

C Learn and practise. Go to the Vocabulary Bank.

► page 134 **VOCABULARY BANK** phrasal verbs: friendships

GRAMMAR

describing past and present habits

6A  **1.05** | Listen to more from the podcast. In what ways are Addy and his new friends like-minded? In what ways are they different?

B Look at the habits in bold from the interview and answer the questions (a–d).

- 1 She's **always shouting** even though we're standing right next to her.
- 2 And she'll **voice her opinions** very strongly – she's so confident.
- 3 I **tend to listen** rather than speak.
- 4 ... they **were always trying to make us** go to fast-food places.
- 5 I **used to sit** and watch them eat ...
- 6 I **kept trying** to get them to order the salad, but they'd **order** extra chips just to annoy me!

- a Which sentences (1–6) describe past habits? Which describe present habits?
- b Which modal verb is used to describe present habits? And past habits?
- c Which tense is used to describe annoying present habits? And annoying past habits?
- d What other language is used to describe habits and typical behaviour?


C Learn and practise. Go to the Grammar Bank.

 page 110 **GRAMMAR BANK**




PRONUNCIATION

contractions: 'll and 'd

7A  **1.06** | Listen to the sentences. Notice the difference in sound between 'll and 'd.

- 1 She'll voice her opinions very strongly.
- 2 She'd order extra chips just to annoy me.

B  **1.07** | Complete the sentences with 'll or 'd. Listen and repeat the full sentences.

- 1 We meet up on Fridays and play squash.
- 2 Jon call me at all hours of the night just for a chat!
- 3 I message Alex on a Monday and not get a reply until Thursday!
- 4 They all come round to my house before we went out.
- 5 Sam spend more time at our flat than his own!
- 6 She borrow something and forget to give it back.

C Work in pairs. Discuss these habits using 'll and 'd.

- 1 a good habit you once had in the past
- 2 a habit you had in the past that you weren't proud of
- 3 a habit you have now that's rewarding or beneficial
- 4 a habit you have now that you'd like to stop
- 5 a healthy habit someone you know has
- 6 an annoying habit someone you once knew had

D Read the Future Skills box and answer the question.

FUTURE SKILLS Self-management



When learning a language, a good habit to get into is to pay attention to how different people pronounce words and phrases and how they pronounce them in fast, connected speech. This 'noticing' can help with both listening and speaking.

Think about the English you hear in your life. How and when could you spend time noticing the pronunciation used?

SPEAKING

8A You are going to describe a friendship. Make notes on these things.

- where and how you met your friend
- your first impressions of each other
- how you bonded
- things you have in common
- ways in which you're different
- things you'd do together in the past
- things you tend to do together in the present
- habits one of you has which annoy the other

B Work in pairs. Describe your friendships to each other. Find similarities and differences.

C Tell another pair about the similarities and differences between your friendships.

1B Places

GRAMMAR | reduced relative clauses

VOCABULARY | transforming places; urban spaces

PRONUNCIATION | the /r/ sound in different accents

READING

1 Work in pairs. Discuss an indoor or outdoor space where you:

- feel comfortable and free from stress.
- can work hard and be productive.
- feel confident and able to express yourself.
- feel sociable and keen to meet new people.

2A Read the introduction to an article and answer the questions (1–2).

- 1 How do you think the place you are in affects your personality and the way you behave?
- 2 What kinds of places do you think the article will go on to discuss?

It depends where you are

It is sometimes assumed that our brain is like a computer, a machine for generating ideas and storing information. However, a big difference between computers and human brains is that the former are not affected by their location. The same computer will function equally well in a bright, well-lit space or in a forgotten corner of an office. Humans, on the other hand, think and behave in very different ways according to the indoor or outdoor surroundings they are in.

B Read the first paragraph of the article and answer the questions (1–2).

- 1 How does the first paragraph link to the introduction?
- 2 Choose the better summary (a or b) of the first paragraph.
 - a People who live close to the coast are healthier than those who live in cities.
 - b Being close to water seems to improve people's mental health.

1 We are familiar with the idea of green spaces improving our physical and mental health, and it seems that being in 'blue space', i.e. close to water, has similar effects, but with some extra advantages. A study on happiness and natural environments invited 20,000 people to record information on their location and mood at random times of day. The results showed consistently that people experienced a greater feeling of well-being when close to water. Being by the sea seems especially beneficial and visiting the coast for as little as two hours a week can have a positive impact on us. Researchers have speculated that less polluted air and more sunlight are partly responsible for the feelings of well-being, as well as the fact that being close to water encourages us to be more active. Water also seems to have a particular ability to reduce stress and make us feel optimistic. In urban settings, a waterway or even a fountain seems able to help people feel distressed and revived. This could perhaps explain the current trend in some countries to move out of cities to coastal towns.

C Read the rest of the article on page 12 and choose the better summary (a or b) for the remaining two paragraphs.

- 2 a The way people behave in cities is influenced by the buildings around them.
- b The way some cities are built can be confusing for tourists.
- 3 a People are unable to concentrate on work if their surroundings are too distracting.
- b People work best in spaces which reflect their interests and personality.

D Read the whole article again. Are the statements (1–6) True (T) or False (F)?

- 1 Being close to water is even better for us than being in other natural settings.
- 2 Water features in urban areas provide very little benefit.
- 3 People are the least friendly in urban areas with few shops and cafés.
- 4 Active edges in cities encourage us to think about other people as well as ourselves.
- 5 More students felt confident in Sapna Cheryan's non-stereotypical classroom.
- 6 People produced more work in an attractive office than in an office that contained their own possessions.



2 Our physical environment can also affect the way we behave towards each other. It is known anecdotally that people in rural areas seem friendlier than those in cities. But why should this be? And can urban areas be designed to make people less stressed and more approachable? The organisation Happy City Lab studies urban spaces and plans interventions to encourage people to interact more with each other. One study carried out by the lab involves the 'lost tourist' test. Someone pretending to be a tourist stands in a street, looks at their map and appears lost, while observers count the percentage of passers-by who stop to offer help. The findings are fascinating. It seems that streets with lots of blank walls, with no doors or windows and very few shops or cafés, encourage us to feel less safe. We are inclined to walk more quickly and not engage with people around us. If approached, we are more likely to come across as rude and unfriendly. That's because the structures we see have 'inactive edges' – nothing is happening, so there is nothing to interest us or slow us down. On the other hand, streets with cafés, shops and seating areas provide 'active edges' – things are happening, so we slow down and stop focusing just on ourselves and our own goals. We feel safer, so we are more likely to engage with other people and to notice if a tourist needs help. Happy City Lab has found that only two percent of people stopped to help their lost tourist in areas with inactive edges, whereas ten percent of people offered help where there were active edges.

3 Indoor environments can also have a profound effect on us. Sapna Cheryan worked at tech companies in the USA before moving to Stanford University in California. She has researched the influence of the physical environment in attracting a broad range of people to careers in computer science, rather than just those who associate themselves with the stereotypical appeal of science fiction and computer games. In one experiment, Cheryan created a 'stereotypical' computer science classroom, with posters advertising science-fiction films and sci-fi books on the shelves. She then created a second, non-typical classroom, with posters of the natural world and novels on the shelves. She found that a wider range of students introduced to the non-stereotypical classroom were likely to express an interest in the subject and predict that they would do well at it. Cheryan believes that we need to feel that we will 'fit in' in an environment in order to work and perform well. In addition to this, it seems we also perform better if we feel a sense of 'ownership' of a place. Psychologists Craig Knight and Alex Haslam asked volunteers to perform a series of work tasks in different office environments: a bare, minimalist office, an 'enriched' one decorated with plants and posters, an 'empowered' one decorated as they wanted and a 'disempowered' one, in which their own decoration style had been changed. The participants working in the 'empowered' office worked the hardest and completed the most work, suggesting that we work best when we are surrounded by our own 'cues of identity' – things which reflect our personality and interests.

So, it seems that who we are and how we feel and behave is closely linked to the physical space that we inhabit, which should have implications for the way we design work and study spaces, as well as outdoor areas in our towns and cities.

GRAMMAR

reduced relative clauses

3A Work in pairs. Read the sentences from the article and look at the reduced relative clauses in bold. Rewrite the sentences with full relative clauses.

- One study **carried out by the lab** involves the 'lost tourist' test.
- Someone **pretending to be a tourist** stands in a street, looks at their map and appears lost, ...
- ... a wider range of students **introduced to the non-stereotypical classroom** were likely to express an interest in the subject ...
- The participants **working in the 'empowered' office** worked the hardest and completed the most work, ...
- 1 One study **that/which was carried out by the lab** involves the 'lost tourist' test.

B Look at the full relative clauses you wrote in Ex 3A and compare them to the reduced relative clauses in the examples. Answer the questions.

- Which words have been removed in the reduced relative clauses?
- Does the meaning of the reduced relative clause change according to the tense (past or present)?

C Learn and practise. Go to the Grammar Bank.

» page 111 **GRAMMAR BANK**

VOCABULARY

transforming places

4A Read some comments about the article. Are any true for you or a city you know?



TreeHugga

Comment | Share | Like

My city centre is definitely full of inactive edges. They should **demolish** a lot of tower blocks built in the 1970s and **modernise** the centre by adding parks and green spaces.



LondonSal

Comment | Share | Like

People living in cities are well aware of a lot of these problems. I think we need to completely **reconstruct** our urban areas. We should **build in** more green and blue spaces and try to **merge** the city with the country.



Kerem21

Comment | Share | Like

My local authority has spent a lot of money **sprucing up** the city centre by adding flowers and benches, **refurbishing** some of the old buildings and **restoring** an old fountain that had stopped working. It's made a huge difference to the feel of the city.

B Work in pairs. Choose the correct words.

- When designing an urban space, it's important to **build in** / **demolish** areas where people can socialise.
- Our office is old-fashioned and needs to be **reconstructed** / **modernised**.
- A new theatre will be built once the old one has been **refurbished** / **demolished**.
- We decided to **spruce up** / **reconstruct** the room with a fresh coat of paint.
- If we **merge** / **build in** the sports fields with the park, we can create a huge green space.
- It would be good to **demolish** / **restore** the walkway along the river, which was destroyed in the floods.
- The school was destroyed in a fire, but it was **modernised** / **reconstructed** to the same design.
- The hotel has been completely **refurbished** / **restored** with brand new furniture and decorations.

C Work in pairs. Think about a town or city you know and discuss the questions.

- Which old buildings would you like to demolish? Why?
- Which old buildings need to be modernised?
- Have any parts of the town/city been spruced up recently?
- If the central area was being reconstructed, what new features would you build in?

D Learn and practise. Go to the Vocabulary Bank.

▶ page 134 **VOCABULARY BANK** urban spaces

PRONUNCIATION

the /r/ sound in different accents

5A **1.08** | In some accents of English, people pronounce the /r/ sound in the middle of a word, but in other accents they don't. Listen to two speakers saying the following sentences. Which speaker (A or B) pronounces the /r/ in the middle of the words in bold?

- This building definitely needs to be **modernised**.
- It's a great idea to **merge** the city with the countryside more.
- There's a plan to **refurbish** the old cinema.

B **1.08** | Listen to the sentences again, then practise saying them. Do you find it easier to pronounce the /r/ or not?

C Complete the sentences with your own ideas. Then say them to a partner.

- The best way to refurbish an old building is to ...
- It's important to modernise ...
- In my city, I think they should restore ...

SPEAKING

6A Turn to page 143 and look at the photo. Your company or school wants ideas to refurbish this room to create a dedicated work or study area where individuals will be as productive as possible. Answer the questions and plan your ideas.

- How will you refurbish and modernise the room?
- What special features will you build in?
- How will you help as many people as possible to feel that they belong there?

B Complete the sentences with reduced relative clauses, using some of your ideas.

- ... placed in the room might ...
- People using computers could ...
- The desks used by individuals should ...
- People working in groups could ...

C Work in groups. Talk about the work or study environment you have designed. Agree on which features make a place easy to work in.

WRITING

a proposal: transforming a city space

7A You are going to write a proposal to transform a city space. Tick the features that are true for a proposal.

A proposal should ...

- give information about a problem or issue.
- make some suggestions to improve the situation.
- be organised into paragraphs with headings.
- be written in an informal style.

B Write a proposal. Go to the Writing Bank.

▶ page 104 **WRITING BANK** a proposal

1C Things we love

HOW TO ... | talk about hypothetical preferences

VOCABULARY | idiomatic phrases: hobbies and interests

PRONUNCIATION | connected speech: final /r/ sound



VOCABULARY

idiomatic phrases: hobbies and interests

- 1 A** Write a list of five things you enjoy doing. Then compare in groups. How many of your answers were the same?
- B** Read what four people say about things they enjoy. Which person is most like you?
- C** Complete the meanings with the correct form of the phrases in bold in Ex 1B.
- If you _____ something, you want to experience it more and more.
 - If something is _____, it is very special and you are unlikely to be able to do it again.
 - If you get _____ from something, it gives you a very strong feeling of excitement.
 - If you have _____, you enjoy yourself a lot.
 - If you _____ by something, you enjoy it a lot.
 - If you _____, you forget what time it is.
 - If you _____, you take part in an activity enthusiastically.
 - If you _____ in something, you concentrate on it completely and forget about everything else.
- D** Work in pairs. Discuss the questions.
- What activities give you an adrenalin rush? Do you enjoy the feeling?
 - What activities can you lose yourself in? Why?
 - What once-in-a-lifetime experience do you think you would enjoy?
 - Have you ever tried something new and been completely blown away by it?
 - When was the last time you had the time of your life?



AdrenalinJunkie

56 mins

I tried mountain biking for the first time last year and now I **can't get enough of it**. I really **get an adrenalin rush** when I'm at the top of a steep hill and I'm about to set off towards the bottom!



12

Like Comments Share



EFitzgerald4Ever

52 mins

I'm into jazz music. I find I can really **lose myself** in it – I can sit there for hours and completely **lose track of time**. It's so relaxing!



3

Like Comments Share



SofaSurfer101

28 mins

A friend persuaded me to help him with a landscaping project he was working on in his garden. I'd never really been into gardening or doing physical work before, but there was a big group of us and we all **got stuck in** and actually, I **had the time of my life!** It was such fun – and great to see the results when it was all finished.



Like Comments Share



Paul.Tomas89

4 mins

Last year, I won the chance to drive a Formula One car. I must admit I was a bit nervous, but I **was completely blown away** by it. It really **was a once-in-a-lifetime experience**.



6

Like Comments Share

How to ...

talk about hypothetical preferences

- 2A** Work in pairs. Ask and answer three *Would you rather ... ?* questions from a survey. How many of your answers are the same?

Would you rather ...

- 1** do a deep-sea dive or do a bungee jump?
- 2** appear in a reality TV show or act or sing on stage?
- 3** binge watch a TV show all day or read a book all day?

- B** **1.09** | Listen to two people asking and answering the questions in Ex 2A. Which activity do they agree they would hate?

- 3A** **1.09** | Work in pairs. Choose the correct words to complete the sentences from the conversation. Then listen again and check.

- 1** I'd **jump / get** at the chance to do it.
- 2** ... **no time / way** would I ever jump off a cliff or a bridge!
- 3** ... I'd **run / go** a mile at the thought of deep-sea diving.
- 4** Given the **event / choice**, I'd choose the bungee jump any day.
- 5** I'd go **at / for** being in a reality TV show every time.
- 6** ... you would never **catch / watch** me singing anywhere in public ...
- 7** Nothing would **get me / make me** get up on a stage and sing!
- 8** I'd **sooner / prefer** act on stage than ...
- 9** If it was **for / up to** me, I'd read a book all day.
- 10** I'd probably **give** reading a **miss / refuse**.

- B** Complete the table with the highlighted phrases in Ex 3A.

I'd like to ...	I wouldn't like to ...
I'd jump at the chance to
.....
.....
.....
.....

- C** Look at the phrases in Ex 3B again. Which are followed by an *-ing* form?

- D** Learn and practise. Go to the Grammar Bank.

▶ page 112 **GRAMMAR BANK**

PRONUNCIATION

connected speech: final /r/ sound

- 4A** **1.10** | Listen to the sentences. In which words in bold does the speaker pronounce the final /r/ sound?

- 1** Would you **rather** appear in a reality TV show or sing on stage?
- 2** I'd **sooner** act on stage.
- 3** I'd go **for** being in a reality TV show every time!

- B** Choose the correct alternative to complete the rule.

We always pronounce the final /r/ sound in a word when the following sound is a **vowel / consonant**.

- C** Complete the sentences with your answers to the questions in Ex 2A. Then practise saying them.

- 1** I'd rather ... **2** I'd sooner ... **3** I'd go for ...

SPEAKING

- 5A** Work in three groups, A, B and C. Group A: Work in pairs. Complete the survey below with your own *Would you rather ... ?* questions. Group B: Go to page 141 and follow the instructions. Group C: Go to page 143 and follow the instructions.

WOULD YOU RATHER ...

- 1** fly a plane or parachute out of a plane?
- 2** be famous for a day or be a millionaire for a day?
- 3**
- 4**
- 5**
- 6**

- B** Read the Future Skills box and do the task.

FUTURE SKILLS

Collaboration



When we ask someone survey questions, we sometimes have to encourage them to elaborate. We can ask for reasons and we can ask them about their personal experiences, e.g. *Have you tried anything like that before? Wouldn't you be scared?*

Look at your survey questions again. Think of questions to ask to encourage your partner to elaborate.

- C** Work with a partner from a different group. Take turns to ask and answer your survey questions.

- D** What is the most surprising thing you learnt about your partner?

MEDIATION SKILLS

writing for your audience



simplify a source text

▶ page 144 **MEDIATION BANK**

1D BBC Street Interviews

Comfort food

VOCABULARY | the taste and appeal of food

SPEAKING | a discussion about comfort food

WRITING | a social media post



Abiha



Anugraha

PREVIEW

1 A Work in pairs. What do you think 'comfort food' is?

B Read the definition to check your ideas. What are some popular examples of comfort food?

Comfort food is food that we associate with feeling relaxed and happy. It's the kind of food we eat to gain a sense of comfort. This may be because the high fat and sugar content leads to chemical changes in our brains, or because comfort food reminds us of positive experiences with other people.



Q1: How important is food in your life?

Q2: Describe your comfort foods and why you like them.

VIEW

2 A Watch the interviews. How important is food to the speakers? What comfort foods do they like? Were you surprised by any of the foods mentioned?

B Watch the first part of the interviews again. Match the speakers (1–5) with the reasons they give for food being important (a–e).

- | | |
|------------|---|
| 1 Abiha | a to experience new things |
| 2 Meg | b for the carbohydrates |
| 3 Anugraha | c it is an essential feature of childhood |
| 4 Phoebe | d for physical and mental well-being |
| 5 Shravash | e it's about connecting with people |

C Watch the second part of the interviews again and complete the sentences with the words you hear.

- My comfort food is cheese – cheese, soft cheese, hard cheese – any cheese.
- ... I just really want a brownie – it's sweet and and delicious.
- ... it's delicious and it's and I can eat it with my hands and it's very
- ... it's made of chickpea and fried doughballs. It's very
- I'm out of words right now. I cannot describe how it is.

VOCABULARY

the taste and appeal of food

3 A Work in pairs. Match the words you wrote in Ex 2C with the meanings 1–6.

- covered in oil
- with a strong taste that gives a pleasant burning feeling in your mouth
- containing a lot of butter, eggs or cream
- very good, often in an unexpected way
- made soft by heat
- makes you feel full

B Which adjective in Ex 3A is formed from a food ingredient?

C Form adjectives from the food items below. What food or dish could each one describe?

butter cheese cream dough fruit juice
lemon mint nut pepper salt sugar

D Work in pairs. Tell each other about the foods you like. Use adjectives from Ex 3A and Ex 3C where possible.

I love crisps, especially when they're really salty.