

BBC

Speak out

3RD EDITION

B2+



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Workbook

 **Pearson**

 Global
Scale of
English

Lesson 1A

GRAMMAR | describing past and present habits

VOCABULARY | relationships; phrasal verbs: friendships

PRONUNCIATION | contractions 'll and 'd

VOCABULARY

relationships

1 A Choose the correct word to complete the sentences.

- 1 I hit it **up** / **off** with Jen as soon as I met her.
- 2 Ben and I are **on** / **for** the same wavelength.
- 3 I don't enjoy socialising **with** / **in** my work colleagues.
- 4 Maria is someone I can really confide **over** / **in**.
- 5 We all bonded **over** / **on** our love of cooking.
- 6 I clicked **for** / **with** Leo the first time we met.
- 7 I don't want to party **for** / **with** a load of teenagers!
- 8 We haven't met before, but I think we **have** / **meet** a mutual friend.

B Choose the correct phrase to complete the sentences.

- 1 We spent a day sailing together and our shared love of fishing.
a bonded over b socialised with c clicked with
- 2 I don't know Dan well enough to him about my problems.
a hit it off with b confide in c click with
- 3 Lisa is really good fun – everyone loves going out and her.
a clicking with b socialising c partying with
- 4 I should definitely introduce you to Mia – I'm sure the two of you will
a socialise b bond over c hit it off
- 5 I find it difficult to discuss things with Sofia. We're just not on the same
a socialising b confiding c wavelength
- 6 I've met Marcus a few times, but I don't really him for some reason.
a click with b bond over c socialise

phrasal verbs: friendships

2 Complete the sentences with the words in the box. Use one word twice.

apart around between by into to up with

- 1 I met Abi's boyfriend, but I didn't take him.
- 2 Freddie's OK, but I don't really like the people he hangs with.
- 3 Helen and I used to be close, but we drifted
- 4 I bumped Ollie, so we went for a coffee.
- 5 I don't want to let the issue of money come us.
- 6 Maria is very shy and people often take a while to warm her.
- 7 I often stop my mum's house after work.
- 8 I think you two should apologise and make
- 9 Is it true that Eve's fallen out Mel? If so, it's a shame. They used to be best friends.

GRAMMAR

describing past and present habits

3 A Choose the correct words to complete the sentences.

- 1 Oscar's really bad tempered these days. He **would always shout** / **'s always shouting** at his kids!
- 2 Yes, I know Emma. She **would live** / **used to live** next door to my aunt.
- 3 Liam is very direct. He **'d tell you** / **'ll tell you** when he's unhappy about something.
- 4 We loved going to the beach when we were kids. We **'d play** / **were prone to playing** for hours.
- 5 I work best in the morning, so I **get used to getting** / **tend to get up** early.
- 6 I know Liverpool quite well because I **used to go** / **was prone to going** there every summer to visit my grandparents.
- 7 Megan **kept on criticising** / **used to criticise** me during the meeting last week!
- 8 When he was younger, my brother **was always drawing** / **inclined to draw** pictures.

B The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 Matt's disorganised and is often missing the bus.
a would b is prone to c has a tendency to
- 2 By rule, I wake up at 6.30.
a It's the rule b With rules c As a rule
- 3 In the past, I would have lots of friends.
a kept on b used to c was inclined to
- 4 As kids, we were to go to the park every Saturday and play football for hours.
a 'd b 'll c were prone to

C Complete the text with the words in the box. There are two words you don't need.

inclined is kept of prone tend
used was will would

I've known Adie pretty much all my life. When we were kids, we ¹ spend all our time together. We ² to play computer games and we always got on well, although Adie was ³ to get very competitive. Nine times out of ⁴ ten I let him win, to avoid upsetting him!

As we grew up, I found some of his habits a bit more challenging. He ⁵ always criticising me in front of our friends. I ⁶ on telling him it wasn't OK to do this, but he didn't seem to listen.

We're still friends now, although he still has a few annoying habits. For a start, he's quite disorganised, so he's ⁷ to turning up late. But I ⁸ to get round this by telling him the meet-up time is half an hour before it really is!

PRONUNCIATION

4 1.01 | contractions 'll and 'd | Listen and complete the sentences with 'll or 'd.

- 1 Nine times out of ten, she forget her bank card.
- 2 We spend hours sitting in a café, just chatting.
- 3 She always find the perfect birthday present for me.
- 4 He always offer to pay for my lunch.
- 5 We see each other every weekend.
- 6 She accept an invitation and then change her mind.
- 7 I always give my honest opinion.
- 8 They meet up every evening.

LISTENING

5A 1.02 | Listen to the introduction to a radio programme. What is the programme about?

- a the best ways to research your family history
- b people's experiences of researching their family history
- c the importance of understanding your family history

B 1.03 | Listen to the rest of the programme. Match each summary (1–4) with the correct caller, Anita, Daniel or Rafael. There is one summary that you do not need.

- 1 I've used my research to get to know about people in different parts of the world.
- 2 I spent a lot of time doing research and discovered that my family is really very boring!
- 3 The more research I did, the more determined I became to find out more.
- 4 I didn't have much success with finding out about my family and I was put off by someone else's experiences.

C 1.03 | Listen again. Answer the questions.

- 1 Why did Daniel first start researching his family history?
 - a He enjoyed listening to friends talk about their families.
 - b He wanted to find out about one particular family member.
 - c He wanted to find family members he had things in common with.
- 2 How does Daniel feel about his research now?
 - a He's keen to finish the task and learn as much as possible.
 - b He feels frustrated that other family members are unwilling to help.
 - c He's disappointed that there isn't much information available.
- 3 Why did Anita first become interested in her family history?
 - a She had to help her mother, who was doing some research.
 - b She was keen to find out which country her grandparents came from.
 - c She wanted to learn more about family members that she was fond of.
- 4 What difficulty did Anita face when she tried to find out about her grandparents?
 - a There were too many people who shared the same name as them.
 - b The information she found was all in Dutch.
 - c She found some unpleasant facts about them.
- 5 Why did Rafael first start doing research into his family?
 - a He was encouraged by a friend's experiences.
 - b He wanted to learn more about his cousins.
 - c He learned some interesting facts about his family's past.
- 6 How does Rafael feel about the family members he has discovered and met?
 - a He doesn't have much in common with them.
 - b Being part of the same family helped them to connect.
 - c Their family memories are very different to his.

D 1.04 | Listen to some extracts from the programme. Decide if each speaker uses the words below in a way that is ironic (I) or not ironic (NI).

- 1 Wonderful!
- 2 Brilliant!
- 3 So that was helpful.
- 4 Great!
- 5 Fantastic!
- 6 It's amazing!

E 1.05 | Listen to the recording. Write what you hear. You will hear the sentences only once.

- 1
- 2
- 3
- 4



Lesson 1B


GRAMMAR | reduced relative clauses

VOCABULARY | transforming places; urban spaces

PRONUNCIATION | the /r/ sound in different accents

VOCABULARY

transforming places

1  Choose the correct word or phrase to complete the sentences.


- 1 The city centre used to be very old-fashioned, but it's been completely **modernised** / **demolished** / **merged** and has a bright, new feel.
- 2 Some of the older, less attractive buildings have been **demolished** / **spruced up** / **restored** and new apartment blocks have been built in their place.
- 3 The old theatre, which was in very poor condition, has been **built in** / **demolished** / **refurbished**, so it looks as good as new.
- 4 The two small parks have been **refurbished** / **merged** / **demolished** into one larger green space.
- 5 The old town hall was destroyed in a fire a few years ago, but they're going to **reconstruct** / **merge** / **demolish** it according to the original design, which will look fantastic.
- 6 In the main square, they're also going to **build in** / **restore** / **spruce up** the fountain, which was taken out a few years ago.

urban spaces

2 Complete the words in the sentences. The first and last letters are given.

- 1 There's a new i.....l e.....e on the edge of town, where there are numerous small factories.
- 2 We have just moved to our new r.....e in Bristol.
- 3 This part of the city used to have a lot of green spaces, but now it's completely b.....-.....p, with no green spaces at all.
- 4 The region has a mix of rural, urban and s.....n areas.
- 5 Living conditions are terrible for people who live in the city's s.....s, where there is no running water and no electricity.
- 6 The new school is still under c.....n, and won't be fully built until next year.

PRONUNCIATION

3A  1.06 | the /r/ sound in different accents | Listen.
Choose the sentences in which you hear an /r/ sound in the words in bold.

- 1 We live on the **outskirts** of the city.
- 2 She's studying **architecture** at university.
- 3 Most people live in **inner-city** areas.
- 4 The office block has been fully **modernised**.

B Practise saying the sentences in Ex 3A. Pronounce the words in bold, with or without the /r/ sound.

GRAMMAR

reduced relative clauses

4A  Choose the correct word to complete the sentences.

- 1 People in the city by car should use the official car parks.
a arriving b arrived c arrive
- 2 Some of the apartments next to the river are prone to flooding.
a construct b constructing c constructed
- 3 The cinema last month had been there for over fifty years.
a demolishes b demolished c demolishing
- 4 The architects the new shopping centre are keen to build in social spaces.
a designed b designs c designing
- 5 Tourists the city in the past often struggled to find accommodation.
a visit b visiting c visited
- 6 Any new development place in the city will have to meet strict environmental standards.
a took b takes c taking

B Complete the second sentence using a reduced relative clause. Use two or three words.

- 1 They built the cinema in the 1960s. It is now due to be demolished.
The cinema 1960s is now due to be demolished.
- 2 The new development was not popular with the people who lived in the area.
The new development was not popular with the the area.
- 3 People who wish to view the new flats should book an appointment.
People the new flats should book an appointment.
- 4 The park which was created in the city centre includes tennis courts and a pool.
The new park the city centre includes tennis courts and a pool.



READING

- 5** Read the article. Choose the best option (a or b) to summarise each paragraph (1–4).
- 1 a** Bridges are an important way of connecting communities and improving people's lives.
b People face a range of different economic and social problems in rural communities.
 - 2 a** People should donate money to support bridge-building projects around the world.
b There is a charitable organisation that builds bridges in remote areas.
 - 3 a** There are different ways in which bridges can reduce poverty in remote communities.
b Funding is also necessary to increase employment opportunities in remote areas.
 - 4 a** It is important to provide health and education facilities in remote communities.
b There are several benefits brought about by connecting communities.

WRITING

a proposal

- 6A** Read the notes about the village of Fari. What does the village need?

a a bridge **b** more residents **c** more shops

The village is close to a wide river which often floods in autumn and winter. The nearest town is on the other side of the river, where there are facilities such as schools, health centres and shops.

There are very few jobs in the village and few opportunities for people.

The nearest bridge is twenty kilometres to the north. There are no buses or trains there.

- B** You are going to write a proposal for a new bridge across the river. Make notes under these headings.

- 1** Introduction
- 2** The current situation
- 3** The economic and social benefits of the new bridge
- 4** Conclusion

- C** Complete the formal phrases with the words in the box.

aim created living proposed result

- 1** The of this proposal is ...
- 2** The village is close to a wide river. As a it often floods ...
- 3** People in the village find it difficult to access facilities on the other side of the river.
- 4** New opportunities will be by the bridge.
- 5** The changes will transform the village.

- 7** Write a proposal for a new bridge across the river. Use your notes in Ex 6B. Write 200–240 words.

The power of connecting

¹ Imagine a village in a remote area, close to a large river that floods regularly. The nearest road bridge is several miles away and the majority of villagers don't have access to a car. For significant parts of the year, the village is cut off from communities on the opposite bank. Or consider an isolated community located on one side of a steep valley. To get to the town on the other side of the valley requires a long, arduous and often dangerous journey on foot. Isolation of this kind remains a significant problem in rural communities around the world. Bridges, by definition, connect areas and there are strong arguments suggesting they can help to transform communities.

² The charity Bridges to Prosperity raises money for the provision of bridges around the world, with the belief that there is a fundamental link between these constructions and increased prosperity. It aims to identify rural communities that are held back by a lack of connection, then organise and fund the construction of bridges, to link communities to the resources and facilities they need. The organisation claims success in countries around the world. In one small community in Nicaragua, for example, it was found that household income increased by thirty percent following the construction of a bridge.

³ So how exactly do bridges increase wealth and prosperity? Firstly, they enable more people to take up employment opportunities by reducing transport costs and travelling time. Easier access to communities also reduces the cost of goods that are brought in. In addition, improved transport links stimulate entrepreneurs and businesses within the community, as the goods they produce can be sold more easily in nearby towns.

⁴ The benefits also extend beyond economic ones. Bridges can allow people to access healthcare facilities more easily. They also enable more children to attend educational establishments, which in turn provides young people with a wider range of career opportunities. Finally, there are benefits that arise from increased access to cultural events and interactions with a wider range of people. All in all, it seems that the power of connecting may be greater than we thought.

Lesson 1C

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 Choose the correct phrases to complete the sentences.

- I'm really looking forward to our trip to India. I'm sure it will be **a once in a lifetime experience / completely blown away**.
- I used to hate the idea of deep-sea diving, but now I can't **get stuck in / get enough of it!**
- I really enjoy having a free afternoon when I can **lose / lose track of** myself in a good book!
- It was such a great party! I had **stuck in / the time of my life!**
- If you want to get **an adrenaline rush / lose yourself**, you should try doing a parachute jump!
- I missed the bus because I was watching a movie on my phone and I lost **track of time / myself**.

B Complete the conversation using words from the box.

blown enough lifetime myself rush
stuck time track

A: How was your weekend?

B: I had the ¹ of my life. I was completely ² away by the hotel!

A: What about the activities?

B: Oh, I got such an adrenaline ³ from the bungee jump! And I couldn't get ⁴ of the sailing. I felt really relaxed and completely lost ⁵ of time.

How to ...

talk about hypothetical preferences

2 A 1.07 | Listen to six conversations about different activities. Choose the three activities the speakers would like to do.

- | | |
|---------------------|--------------------------------------|
| 1 bungee jumping | 5 going to the cinema |
| 2 kitesurfing | 6 taking part in a dance competition |
| 3 having a lazy day | |
| 4 giving a talk | |

B 1.07 | Complete the phrases with the words in the box. Listen again and check.

catch give go jump run sooner

- You wouldn't me doing it.
- I'd at the chance to do that!
- Given the choice, I'd for the lazy day.
- I'd a mile at the thought of speaking in front of lots of people!
- I'd go to the cinema.
- Dancing's OK, but I think I'll it a miss.

PRONUNCIATION

3 A 1.08 | connected speech: final /r/ sound | Listen and choose the sentences in which you hear the final /r/ sound in the words in bold.

- I'd **rather** not be too late home tonight.
- Given the choice, I'd go **for** an Italian meal.
- I'd **sooner** save up and go for a longer holiday next summer.
- I'd **prefer** a room at the back of the hotel, where it's quieter.
- I think I'd **rather** ask for professional advice first.
- I'd **prefer** to stay in tonight.

B 1.08 | Listen again and repeat.

SPEAKING

4 A Complete the conversation with the words in the box. There are three words you don't need.

catch choice for get miss
prefer rather up way

A: Right. We've three days here in Paris and there are loads of things to do. What do you fancy doing first? We could go to the Louvre Museum, or would you ¹ look around the city?

B: I'd go ² your second choice, to get to know the city a bit.

A: OK. There are tour buses. We could hop on one of those, or would you ³ to walk?

B: Given the ⁴, I'd walk. I think you notice more that way. Also, it's a lovely sunny day.

A: Oh, look at this – we could do a helicopter tour of the city! Do you fancy that?

B: I think I'd probably give that a ⁵ You know I'm scared of flying. There's no ⁶ I'd enjoy being up in a helicopter!

B 1.09 | Listen and check.

C 1.10 | You are B in Ex 4A. Listen and speak after the beep. Record the conversation if you can.



D Listen to your recording and compare it with Ex 4A.



Lesson 1D

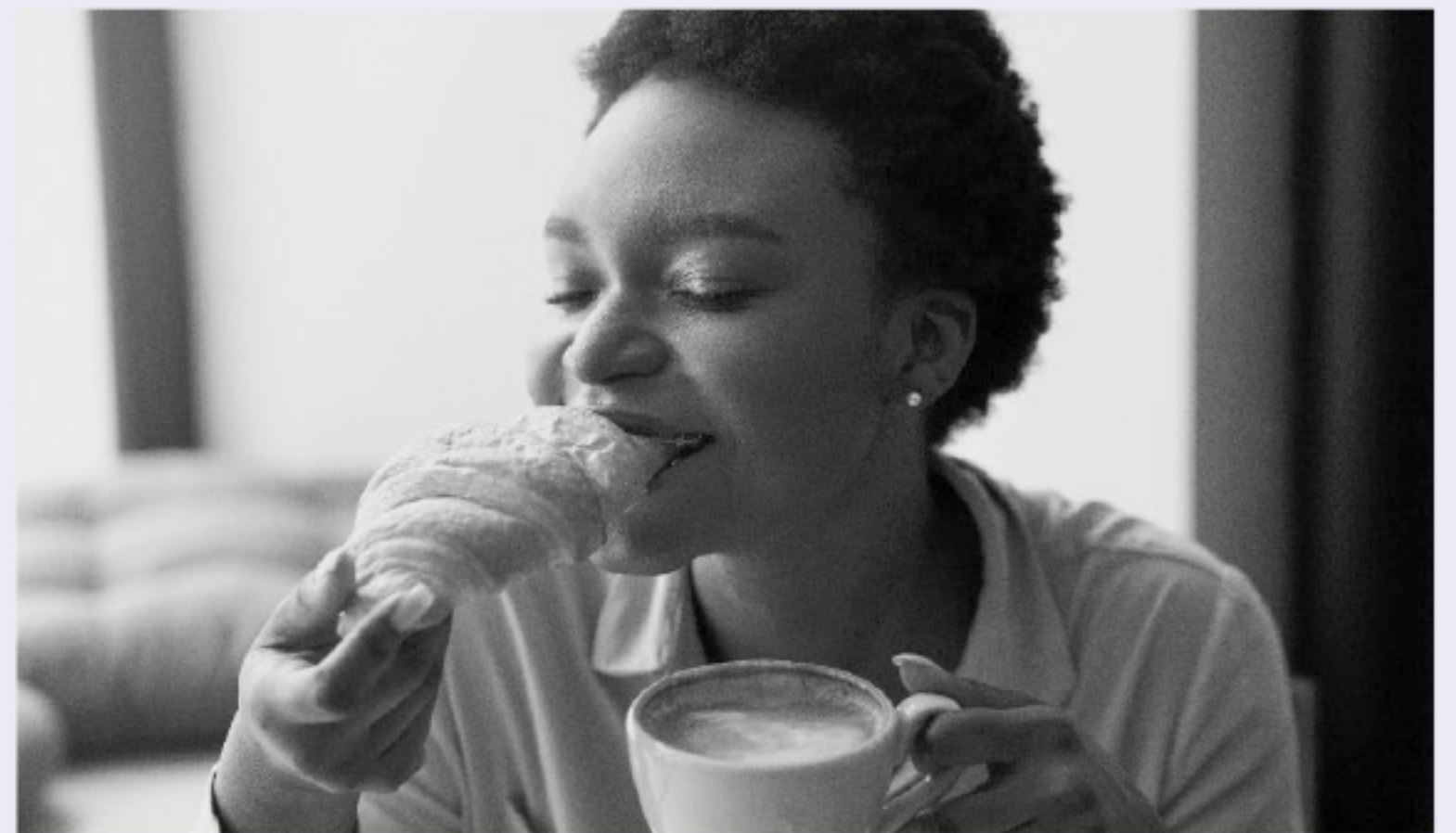
LISTENING | the ultimate comfort food
READING | why we eat

LISTENING

- 1**  **1.11** | Listen to a radio interview about chocolate. Number the topics (a–e) in the order that they are mentioned.
- a the first chocolate bars
 - b an unsweetened drink made with cocoa beans
 - c natural chemicals in chocolate
 - d a drink sweetened with other ingredients
 - e the amount of fat and sugar in chocolate
- 2**  **1.11** | Listen again and choose the correct option (a–c) to complete each statement.
- 1 The earliest drinks made with cocoa beans
 - a were believed to be unhealthy.
 - b had a spicy flavour.
 - 2 The Spanish
 - a were the first to make a sweet chocolate drink.
 - b produced the first chocolate bars.
 - 3 Foods that are naturally sweet
 - a have always been considered healthy.
 - b helped our ancestors to survive the winter.
 - 4 Very few natural foods
 - a contain both sugar and fat.
 - b contain the same chemicals as chocolate.

READING

- 3** Read the article below about why we eat. Match the headings (a–c) with the paragraphs (1–3).
- a Routine b Hunger c Emotions
- 4** Read the article again. Are the statements True (T) or False (F), according to the writer?
- 1 When children are under three years old, their appetite is regulated purely by hormones.
 - 2 Gaining enjoyment from food helped early humans to survive.
 - 3 Our senses only make us hungry when we need food.
 - 4 Our body expects food at our usual mealtimes.



Why we eat

We eat because our bodies need food, right? Well, it seems things are actually a lot more complicated than that. Our appetite, apparently, is controlled by three distinct parts of the brain and between them, they may not always know what's best for us.

1.....

Of course, we have a basic physical need for food and this tends to be controlled by the part of the brain responsible for regulating the amount of energy our body needs. After detecting a low level of sugar in our blood, our brain releases a hormone which sends a signal that our stomach is empty and that our body needs more fuel. Once nutrition is taken into the body, the brain releases a different hormone which tells us that we're full and can stop eating. Up to the age of around three, this is the main way in which our bodies regulate the amount we eat and explains why young children will naturally stop eating once they are full, even if there is still food on their plate. By the age of five, however, children still have this ability to self-regulate, but more parts of the brain start to affect their appetite. So the average five year old will continue to finish a whole plate of food, even if they're already full.

2.....

The connection between food and pleasure is extremely powerful and this is controlled by the part of our brain which regulates our feelings. For very good evolutionary reasons, we are designed to feel happy when we eat food. This is a survival mechanism – if our distant ancestors hadn't enjoyed food, they might not have eaten enough and may not have built up stores of fat to keep them going when food was scarce. So, when we experience good food, our brain releases dopamine, the pleasure hormone, to give us the feel-good boost of happiness. This can be triggered when we see a plate of attractive looking food, or smell something which reminds us of a happy memory from childhood. However, our body sometimes wrongly interprets enjoying the sight or smell of food as hunger, even if we aren't actually hungry.

3.....

Our bodies are designed to follow rhythms, like the rhythm of night and day. Things that we regularly do become fixed as unconscious behaviours that are difficult to resist. Again, this is a positive thing in many ways. Once something is a habit, we do it automatically, without having to waste energy making a conscious decision. However, our body may tell us we're hungry simply because it's breakfast time, even if we had a huge meal the evening before. And anyone who has tried to give up a habit knows how difficult it is to go against our body's instincts.

Lesson 2A

GRAMMAR | cleft sentences

VOCABULARY | idioms: winning and losing

PRONUNCIATION | emphasis in cleft sentences

VOCABULARY

idioms: winning and losing

1 A Match the sentence beginnings (1–6) with the endings (a–f).

- 1 They seemed determined to win
 - 2 I wish people would play
 - 3 Yes, they're young, but you don't have to let
 - 4 He wasn't injured, he was
 - 5 If we try hard, I'm sure we'll come
 - 6 You played by the rules, so you can definitely hold
- a fair and not cheat.
b your head up and feel proud.
c faking it!
d at all costs.
e out on top.
f them win.

B Choose the correct phrase to complete the sentences.

- 1 Making fun of the losing team!
a is playing fair
b comes out on top
c isn't the done thing
- 2 I hate it when people feel the need to win
a on top b at all costs c away with it
- 3 The way they cheated was!
a disgraceful b on top c the done thing
- 4 It was obvious he was only pretending to be injured and I can't believe he
a played fair b let us win c got away with it
- 5 I can't believe they managed to the referee into giving them a penalty.
a fake b con c win
- 6 I've never seen such obvious cheating! I don't know how he can
a play fair
b be the done thing
c hold his head up

2 A Choose the correct words to complete the sentences.

- 1 The underdog is a player or team that **no one** / **everyone** expects to win.
- 2 If you play for time, you **speed up** / **delay** a game.
- 3 If you bend the rules, you **follow** / **don't follow** them strictly.
- 4 Someone who is unbeaten has never **won** / **lost**.
- 5 If you concede, you **admit** / **refuse to admit** that you have lost a game.
- 6 The favourite is the player or team that people expect to **win** / **lose**.
- 7 When a football player dives, they **get up from** / **fall to** the ground.
- 8 If you put someone off, you do something to make them play **well** / **badly**.

B Complete the conversation with the words in the box.

bending concede diving favourite
play put unbeaten underdogs

- A: You missed a great match on Saturday. We beat United by four goals to nil!
B: Wow! That's a good result!
A: And United were the ¹ to win the tournament! They hadn't lost at all this season and were ² in twenty games before this one.
B: I love it when the ³ win unexpectedly! How did United take it?
A: Their manager was furious after the game. At first, he refused to ⁴ that they lost fairly and we were the better team. But their players were terrible! They kept ⁵ in the penalty area – throwing themselves on the ground! Luckily, the referee could see it wasn't genuine. And every time we got a free kick, they tried to ⁶ our players off. They were ⁷ the rules in every way they could – doing dodgy tackles, that kind of thing, but it didn't do them any good.
B: I hope our team were well-behaved.
A: Well, we did ⁸ for time and try to slow the game down a bit towards the end, but I think that's fair.
B: Hmm, maybe.


GRAMMAR

cleft sentences

3 A Read the text. Then complete the cleft sentences (1–6). Use three or four words.

Exams can be stressful and some students worry about how well they will do. Making the badly judged decision to cheat the system, a mother in France who was good at English went to an English exam instead of her daughter. She wore skinny jeans to look more like a teenager and put on lots of make-up to disguise her face. The person supervising the exam saw through her disguise immediately. The school called the police, who then asked the mother to leave. The mother was charged with fraud.

- 1 What some students how well they will do in their exam.
- 2 What a mother in France an English exam instead of her daughter.
- 3 To look like a teenager, was a pair of skinny jeans.
- 4 To disguise her face, put on lots of make-up.
- 5 What the school the police.
- 6 What the mother fraud.

B  The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 He wants to get better at chess, so he does it practise online.
 - a what he does
 - b what he does is
 - c what he did
- 2 I could see someone cheating, so what I'll do film them on my camera.
 - a what I used was
 - b what I can do is
 - c what I did was
- 3 No, they didn't win the league. What they won the cup competition.
 - a What they did win
 - b What they did was
 - c What they won was
- 4 What they did celebrate the end of their exams.
 - a celebrated is
 - b wanted is celebrate
 - c were celebrating was

PRONUNCIATION

4  **2.01 | emphasis in cleft sentences** | Listen to the sentences. Choose the word in each phrase in bold that is emphasised the most.

- 1 **What he did was** deny all the allegations of cheating.
- 2 **What some students do is** write exam notes on their hands.
- 3 **What we suspect is** that he somehow had access to the internet.
- 4 **What they were doing was** checking all the students' ID cards carefully.
- 5 **What she forgot was** that she hadn't switched her phone to silent.



LISTENING

5A  **2.02 | Listen to the conversation. What is it about?**

- a the best auction sites online and how to use them
- b why we often pay more on online auction sites
- c how to get bargains on online auction sites

B  **2.02 | Listen again. Choose the correct answers.**

- 1 Why does the man say that he is tense?
 - a Because someone might put in a higher bid.
 - b Because he can't find any trainers he really likes.
 - c Because there are too many bargains to choose from on the site.
 - d Because he doesn't have enough money.
- 2 What is 'auction fever'?
 - a The sudden popularity of auction sites online.
 - b Being aggressive on auction sites.
 - c A way of organising an auction very quickly.
 - d The emotions you experience when you are taking part in an auction.
- 3 Why does the man imagine that he already owns the trainers?
 - a He has offered so much money for them.
 - b He has spent a long time looking at a photo.
 - c No one else is bidding for them.
 - d He knows that he can afford to buy them.
- 4 What happens in our minds when we believe that something is scarce?
 - a We start to believe it is worth more.
 - b We become less interested in owning it.
 - c We become keen to find alternatives.
 - d We feel guilty about owning it.
- 5 How does the man feel about other bidders?
 - a He is interested in who they are and where they come from.
 - b He feels he has a lot in common with them.
 - c He is competitive and wants to beat them.
 - d He distrusts them.
- 6 What happens at the end of the conversation?
 - a The bidding closes and a new bidder buys the trainers.
 - b The man leaves the auction site.
 - c The man succeeds in buying the trainers.
 - d The man finds another pair of trainers he likes.

C   **2.03 | Listen to the recording. Write what you hear. You will hear the sentences only once.**

- 1
- 2
- 3
- 4

