

B B C

Speak out

3RD EDITION

B2



Antonia Clare | JJ Wilson

Student's Book and eBook

with **Online Practice**



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Speak <out

3RD EDITION



Student's Book and eBook

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	Listen to a conversation about introverts	Take a quiz about introverts and extroverts	
	Listen to someone asking for advice	Practise giving advice tactfully	MEDIATION SKILLS add to posts in a thread, building on the advice of other people
	B B C Programme <i>Would I Lie to You?</i>	A true or false story	An email giving news
		Speculate about a series of chance events	
	Listen to people talking about missed opportunities	Discuss your regrets	Write a personal essay
	Listen to someone explaining a recipe	Explain your way of doing something FUTURE SKILLS Communication MEDIATION SKILLS make a concept easier for someone else to understand	
	B B C Street Interviews about talent and hard work	A discussion about talents	A social media post
		Discuss co-living spaces FUTURE SKILLS Collaboration	Write a job application letter/email
	Listen to a talk about world issues	Discuss hypothetical situations FUTURE SKILLS Creative and critical thinking	
	Listen to part of a debate about online communities	Hold a debate about online communities	MEDIATION SKILLS make a discursive argument on a topic
	B B C Programme <i>Amazing Humans</i>	A presentation on a project	A mission statement

GRAMMAR

1 A Read the text. Who is it? Look on page 142 to find out.



Who am I?

I'm one of the most famous British men who ever lived, but my family wasn't famous. My father made gloves! I got married at eighteen and became an actor. My career took off rapidly when I moved to London, but it wasn't acting. If the printing press hadn't been invented, you probably wouldn't have heard of me. People have been reading and watching my works for over four centuries, and some of my plays have been made into well-known films. In 2116, I will have been dead for 500 years.

B Read the text again and find examples of the following.

- 1 a relative clause
- 2 a conditional sentence
- 3 a verb in the present perfect continuous form
- 4 a verb in the future perfect form
- 5 a verb in the past perfect passive form
- 6 a phrasal verb
- 7 an adverb

COMMON ERRORS

2 A Correct the mistakes in the questions.

- 1 How long you have been studying English?
- 2 Do you enjoy listening music in English?
- 3 When was the last time you watch a film in English?
- 4 Do you like discussing about current affairs?
- 5 Are you looking forward to learn more English?
- 6 What would you do if you would have unlimited time and money?

B Which mistakes in Ex 2A feature:

- 1 a verb pattern?
- 2 a conditional form?
- 3 word order?
- 4 a verb tense?
- 5 a missing preposition?
- 6 an extra preposition?

C Work in pairs. Ask and answer the questions in Ex 2A.

PRONUNCIATION

3 A Match the sentence beginnings (1–10) with the endings (a–j) that rhyme.

- | | |
|-----------------------|------------------------|
| 1 I thought I could | a back on my farm. |
| 2 I stayed although | b and I feel great. |
| 3 She felt so calm | c while in the queue. |
| 4 All that stuff | d the pot of gold. |
| 5 I watch my weight | e they'd all find out. |
| 6 We read the review | f escape this wood. |
| 7 He had no doubt | g felt so rough. |
| 8 When you cough | h I wanted to go. |
| 9 The girl controlled | i that bit of earth. |
| 10 It was worth | j it puts me off. |

B Work in pairs. Think of other words in English that have the same rhymes as 1–10.

VOCABULARY

4 A Look at the nouns and noun phrases in the boxes. Which verb do they go with?

do or make?

a choice a fortune a profit business
me a favour notes the laundry your best

take or have?

a chat a course a dream a good time
a relationship an important step
charge your time

B Work in pairs. Say a noun or noun phrase from Ex 4A. Your partner says the correct verb, without looking at the book.

5 A Choose the correct prepositions to complete the sentences.

- 1 I get **on / in / up** well with my dad.
- 2 He gave **on / up / in** eating fast food.
- 3 This machine is out **of / in / to** order.
- 4 We'll always keep **in / on / to** touch.
- 5 We arrived **to / by / at** the stadium early.
- 6 We may be late. It depends **of / by / on** the traffic.
- 7 Ken is married **to / with / on** Jan.
- 8 Congratulations **on / for / of** your success!

B Complete the sentences with the correct form of the phrasal verbs in Ex 5A.

- 1 Who do you well with in your family? Why?
- 2 Have you ever anything? What and why?
- 3 How do you with your friends and family?

C Work in pairs. Discuss the questions.




identity

1



VLOGS

Q: Who do you take after in your family?

- 1  Watch the video. Note down the family members that people mention and the characteristics they share.
- 2 Work in pairs. Discuss who you take after in your family. Give examples.



Global
Scale of
English

LEARNING OBJECTIVES

- 1A LISTENING** | Understand a podcast about identity: personality adjectives; suffixes
Talk about your identity: present perfect simple and continuous
Pronunciation: weak forms of *have* and *been*
Write a blog post about yourself
- 1B READING** | Read an article about people who never forget: infinitive and *-ing* forms; collocations about memory; idioms: memory
Pronunciation: chunking: two-part collocations
Describe a memory
- 1C HOW TO ...** | express personal preferences; emotions and feelings
Pronunciation: word stress: dependent prepositions
- 1D BBC STREET INTERVIEWS** | Understand street interviews about people's personalities
Talk about personality traits: *while*, *whereas* and *whilst*
Write a letter of recommendation

1A My ID

GRAMMAR | present perfect simple and continuous

VOCABULARY | personality adjectives; suffixes

PRONUNCIATION | weak forms of *have* and *been*



VOCABULARY

personality adjectives

1 A Work in pairs and discuss the questions.

- 1 How would you usually describe yourself to someone you have never met before?
- 2 How do you think the factors in the box might influence someone's personality?

the language you speak where you live
your family your life experiences

B Read the article. Does it include any of your ideas?

C Work in pairs and discuss the questions.

- 1 Which ideas in the article do you agree or disagree with? Which do you find surprising?
- 2 Do you feel your personality changes when you speak a different language? In what way?
- 3 What other things do you think can influence your personality?

2 A Complete the meanings with the adjectives in bold in the article.

- 1 If someone doesn't follow the rules, you can say they are being
- 2 When you are interested in learning about new things, you are
- 3 When you have big plans to achieve a lot of things, you are
- 4 If you like to go out with a lot of people and enjoy yourself, you are
- 5 If you smile a lot and feel happy most of the time, you are
- 6 People who often disagree with other people are
- 7 If you're not afraid of going to new places and taking risks, you are
- 8 If you refuse to change your mind about something, you are

B Work in pairs. Describe three people you know using words from Ex 2A. Explain why you chose each word.

C Learn and practise. Go to the Vocabulary Bank.

▶ page 136 **VOCABULARY BANK** suffixes

What shapes our personality?

Sarah Logan | Wed 6th Jan | 22.18 GMT

Our experiences have a huge impact on our personalities. The jobs we do, the people we meet, our achievements and disappointments all contribute to the kind of person we are. What other factors might also be important?

Family

A lot of people think that our personality is shaped by the size of our family and our position in it. Some argue that first-born children are more likely to be **ambitious** achievers. Younger children, on the other hand, might be more **rebellious** and willing to break rules. The youngest child of a family is often fun-loving and **adventurous** – always keen to try new things. We can inherit personality characteristics, too, like being **argumentative** or **stubborn**.

Language

Research suggests that the language we speak influences our personality and the way we think. In a recent survey of international students, Gosia, a Polish-born immigrant in the USA, says that when she speaks English, she feels 'more **curious** about the world'. Natasha, who speaks several languages, says that she feels more romantic when she's speaking in Portuguese, more **cheerful** and likely to smile when speaking Italian and more relaxed when speaking in Greek.

Geography

Other studies show that where we live or were born might also influence our lifestyle, our personality and the way that we interact with others socially. People living in warmer climates often see themselves as more sociable and **outgoing**, whilst people from mountainous areas seem to be more open to new experiences.

LISTENING

3A **1.01** | Listen to a podcast on what makes us who we are. Who mentions the following topics? Matteo, Hana or both?

- 1 living in different countries
- 2 enjoying food from a particular country or area
- 3 having a mixed identity
- 4 identifying with a particular type of music
- 5 work experience
- 6 family influence

B **1.01** | Listen again and answer the questions.

- 1 How was Matteo able to get an Italian passport?
- 2 How has Matteo's Italian background influenced his lifestyle?
- 3 Does Matteo feel British? Why/Why not?
- 4 How does Hana feel about the different countries she has lived in?
- 5 Which part of her personality does Hana think she gets from a parent?
- 6 Why does Hana think she is so ambitious and focused on her career?

C Work in pairs. Look at the quotes from the podcast. Are the comments true for you? Can you think of examples?

- 1 '... everything I grew up with – the food, the language, the people – all of that forms a big part of who I am.'
- 2 '... all of these different places [where I've lived] play a part in who I am, far beyond the idea of nationality or belonging to one single place.'
- 3 'Everyone is an individual with different life experiences and different stories to tell.'

GRAMMAR

present perfect simple and continuous

4A Work in pairs. Read each pair of sentences (a and b) and answer the questions (1–6).

- a We've been interviewing people out on the street.
 - b We've had some really interesting replies.
- 1 Which tense focuses on the result of an activity?
 - 2 Which tense focuses on the activity itself?
- a I've lived in lots of different places around the world.
 - b I've been living in the UK for over five years now.
- 3 Which tense answers the question: How many?
 - 4 Which tense answers the question: How long?
- a I've learnt that hard work always pays off.
 - b I've been learning Dutch, but it's really hard!
- 5 Which tense describes a completed action?
 - 6 Which tense describes an activity which is unfinished?

B Learn and practise. Go to the Grammar Bank.

page 108 **GRAMMAR BANK**

PRONUNCIATION

5A **1.02** | weak forms of *have* and *been* | Listen and complete the questions.

- 1 How long living here?
- 2 lived in another country?
- 3 What doing recently?
- 4 How long studying English?

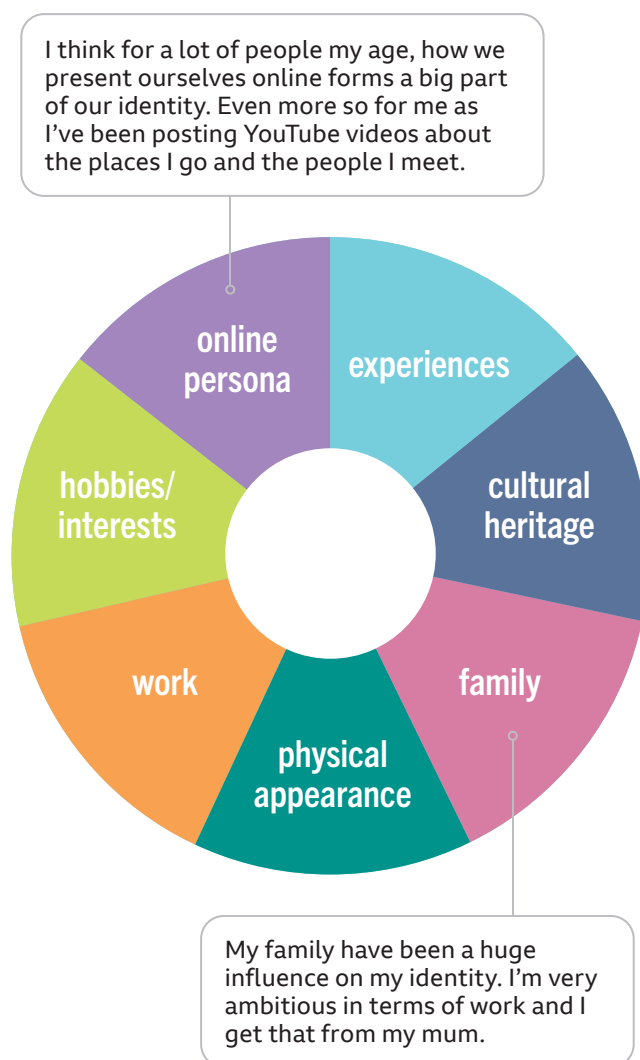
B **1.02** | Listen again. Does the speaker use the strong forms of *have* and *been* (/hæv/ and /bi:n/) or the weak forms (/həv/ and /bɪn/)?

C Work in pairs. Ask and answer the questions in Ex 5A.

SPEAKING

6A Draw a pie chart like the one below to explain what makes you who you are. Make notes about why each part is important.

B Work in groups. Show your charts to each other and talk about the different parts of your personal identity. Whose ideas are similar to yours?



WRITING

a blog post

7A Read the blog post. What do you learn about Sydney's family background, personality and attitude to work?

B Complete the blog post with Sydney's examples to support her ideas.

- a Recently, I've taken up rock climbing and surfing.
- b I love nothing more than getting together with a big group of friends!
- c I love the Chinese New Year celebrations, and I'm crazy about Asian food!
- d You will often find me working late at night to get the job done.

C Match the sentence beginnings (1–7) with the endings (a–g).

- 1 I would say that I
 - 2 In my work, I'm very
 - 3 You will often find me
 - 4 In my personal life,
 - 5 I would like to think
 - 6 I love nothing more than
 - 7 Recently I've taken up
- a at my desk before anyone else arrives at work.
 - b I like to be sociable.
 - c that I'm cheerful and friendly.
 - d reliable. I will always complete a job I'm given.
 - e doing a job to the best of my abilities.
 - f work harder than most people I know.
 - g skateboarding and I'm really enjoying it.

D Write a *Who am I?* blog post describing yourself. Use the sentence beginnings in Ex 7C to help you, and include examples to support your ideas. Write about:

- your family background and identity.
- your personality and personal life.
- your attitude to work or studying.

Who am I?



My name is Sydney and I was born in Sacramento, in the USA. My parents are immigrants from China, so I've grown up speaking Mandarin at home but English at school and with my friends. We have family in China so we have always visited regularly. As well as my U.S. identity, I would say that I identify quite strongly with my Asian roots. ¹

In my personal life, I would like to think that I'm quite adventurous. I love trying out new experiences. ² I'm not particularly good at either, but I'm quite stubborn, so I plan to keep going. I'm also outgoing and sociable. ³

In my work, I'm very ambitious. I never settle for anything less than the best and always work hard. ⁴ In terms of my experience, I've been designing websites for over seven years. I co-founded WebDesignSY, an award-winning creative studio. I've designed websites for businesses, charities and individuals. I've also taught several courses in design at the California Institute of Arts and Technology. I love nothing more than thinking of interesting ways to represent you and your brand, so please get in touch.



1B Memory

GRAMMAR | infinitive and *-ing* forms

VOCABULARY | collocations about memory;
idioms: memory

PRONUNCIATION | chunking: two-part
collocations



GRAMMAR

infinitive and *-ing* forms

1 Work in pairs. Ask and answer the questions.

- 1 Can you remember ...
 - what you were doing on Sunday two weeks ago?
 - the birthdays of all your family members?
 - the last film you saw at the cinema?
 - how you celebrated your birthday two years ago?
 - what your first teacher looked like?
- 2 Do you generally have a good memory or are you forgetful?
- 3 Do you know any special techniques to improve your memory?

2A Work in pairs. Read about seven different ways to remember things. Which do you do already? Which would you like to try? Why?

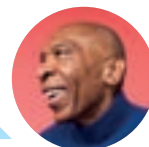
B Match the phrases in bold in Ex 2A with the rules (1–4).

- 1 We can use an infinitive after the verb *be*.
to write
- 2 We can use an infinitive to express a purpose.
- 3 We use the *-ing* form after prepositions.
- 4 We can use some verbs followed by an infinitive or an *-ing* form, with a change in meaning (four phrases).

C Learn and practise. Go to the Grammar Bank.

▶ page 109 **GRAMMAR BANK**

1 When I have to **remember to do** things, I write notes to myself.



2 I like using visualisation – connecting facts to images. It works well for me. I **remember visualising** facts for a test last month and I passed!



3 Before a presentation, I **try to practise** in front of a mirror to make sure I don't forget what I'm going to say.



4 **To keep** a list in my head, I invent songs, which I sing to myself.



5 I heard sleep is good for your memory, so I **tried taking** naps after class.



6 I remember facts **by imagining** I'm in a building. Everything on the list is in a different room and I walk through the rooms.

7 My technique is **to write** a story that uses everything I need to remember.



READING

3A Work in pairs. Think about your family and friends. Who has the best memory? What kinds of things can they remember well?

B Read the article and answer the questions.

- 1 What kinds of things do Funes, Veiseh and Price remember?
- 2 What kinds of people are more likely to have HSAM?
- 3 What is the connection between emotions and memory?

C Scan the article again and find the information.

- 1 the author of the book *Funes the Memorius*
- 2 the significance of the date 15 December 2000
- 3 the age at which Jill Price first contacted Dr McGaugh
- 4 the date when Elvis Presley died
- 5 what the abbreviation HSAM stands for
- 6 the amount of time Dr McGaugh has spent researching memory

D Work in groups. Discuss the questions.

- 1 What do you think are the advantages and disadvantages of having abilities like Veiseh and Price?
- 2 Why do you think some people are better at remembering things than others?

VOCABULARY

collocations about memory

4A Scan the article again. Complete the sentences with the correct form of the collocations in bold.

- 1 Your are things you can remember from when you were very young.
- 2 If you have a good, you can remember things for an extended period of time.
- 3 If you have, you can remember things exactly as they are, without making mistakes.
- 4 If something, it makes you think of something from the past.
- 5 If you are generally able to remember things well, you
- 6 When you, you learn them in such a way that you can repeat them from memory.
- 7 If you of something, you remember every small part and moment of it.
- 8 You have a good if you can remember things from a few moments ago.

B Work in pairs. Find the idiom *go in one ear and out the other* in paragraph five of the article. What do you think it means?

C Learn and practise. Go to the Vocabulary Bank.

▶ page 136 **VOCABULARY BANK**
idioms: memory

The people who **never** forget

What research is telling us about people with amazing memories

Ayodele Odetoyinbo
Mon 18th June



In Jorge Luis Borges's story *Funes the Memorius*, the title character falls off his horse, bangs his head, and suddenly remembers everything he's ever experienced. He remembers the changing shapes of clouds and the exact position of a dog at different times of day. He remembers every leaf on every tree he's ever seen and reconstructs his dreams at will.

Some people say that truth is stranger than fiction, and sure enough, there are real people with similar abilities to Funes. The designer, artist and entrepreneur Nima Veiseh can **remember every detail** of his late teenage years: the clothes he was wearing on any given day, what he ate at every meal, every painting on every wall of every art gallery he's ever visited. He can even remember the day he started to remember everything: 15th December, 2000.

But Veiseh wasn't the first. Before him was Jill Price. When Price was thirty-four, she contacted Dr James McGaugh, director of the Center for the Neurobiology of Learning and Memory at the University of California, Irvine. She explained that she had a problem: whenever she saw a date on TV, it **brought back memories** and she began reliving everything that had happened on that day. McGaugh invited her to the centre.

To test her memory, McGaugh used a book which contained summaries of the major news stories from every day of the twentieth century. He quizzed her. What happened on 16th August, 1977? Price told him Elvis Presley died that day and it was a Tuesday. When did the singer Bing Crosby die? 14th October, 1977. It was a Friday, and Price heard the news on the car radio on her way to football practice. Asked about the date of one major international event, she got the answer wrong. McGaugh corrected her, but she insisted. He checked another source and found that the book was wrong.



Jill Price was the first person to be diagnosed with HSAM (Highly Superior Autobiographical Memory), a condition which enables someone to remember the events of their life in great detail. Jill doesn't make the effort to **learn things by heart** – it just happens. However, her ability only functions with things she is interested in. When asked to recall a long series of numbers or other general information, she loses her **perfect recall**. Like the rest of us, things go in one ear and out the other. Her memory is connected to her individual identity and things that are important to her.

Dr McGaugh has spent half a century researching memory. He has led numerous experiments on **long-term memory** and **short-term memory**. One conclusion from the research is that people who have HSAM are more likely to enjoy daydreaming, creating fantasies and imagining different worlds. This may mean they have greater ability to create memorable pictures in their minds, which helps them remember things. Another conclusion is that **having a good memory** is aided by the ability to focus completely on what we are doing. Immersing ourselves deeply in a task means we are more likely to remember the details. A third finding is the importance of emotional connections. When we are engaged emotionally in something, we are less likely to forget it. That's why our **childhood memories** are often very powerful.

People in many walks of life – students, teachers, lawyers – need to remember information to be successful. Even if we can't recall details in the way Price, Veiseh and Borges's Funes can, maybe there *are* things we can learn from McGaugh's research. For example, we're more likely to remember information if we focus deeply on it, or if we can find an emotional connection with it. Understanding these things might benefit all of us.

PRONUNCIATION

5 A **1.03** | **chunking: two-part collocations** | Listen to the sentences. Is there a pause between the words in **bold**, or are they said as one chunk?

- 1 I definitely don't have **perfect recall** when it comes to remembering appointments!
- 2 My **long-term memory** is pretty good.
- 3 There are lots of techniques for improving your **short-term memory**.
- 4 We love sharing our **childhood memories**.

B **1.03** | Listen to the sentences again. Then practise saying the collocations in **bold** as one chunk.

C Work in pairs and discuss the questions.

- 1 Which is better – your short-term memory or your long-term memory?
- 2 Are you good or bad at learning things by heart?
- 3 Do you enjoy talking about childhood memories with your family?
- 4 Are there any sounds or smells that bring back memories for you?

SPEAKING

6 A You are going to describe a memory. Think of something interesting or funny that happened to you recently or in your childhood. Use the prompts below to make notes.

- When did it happen?
- Where were you?
- Who was there?
- What happened?

B Read the Future Skills box and do the task.

FUTURE SKILLS

Communication



When we tell a story, we need to maintain our listeners' interest. One way to do this is by describing details that are unusual, funny or interesting.

Look at your notes in Ex 6A and add interesting details. Think about the place, the weather, the people, the sights, sounds and smells, etc.

C Work in groups. Tell your story. Remember to describe details to keep your listeners interested.

I'm going to tell you about a memory from when I was about ten. I remember meeting ...

1C I'd much rather ...

HOW TO ... | express personal preferences

VOCABULARY | emotions and feelings

PRONUNCIATION | word stress: dependent prepositions

VOCABULARY

emotions and feelings

1 A Work in groups. Discuss the questions.

- 1 What kind of things do you like doing when you visit a new city?
- 2 When was the last time you visited a new place? Where was it and what did you do?

B Work in pairs. Read the travel guide entry about Lagos, Nigeria. Which of the activities would you like or not like to do? Why?

C Scan the guide again. Complete the sentences with the words in bold.

- 1 If you're **passionate** about something, you love it.
- 2 If you're of something, you like it.
- 3 If you're something, you feel worried about doing it.
- 4 If you're something, it frightens you a lot.
- 5 If you're the idea of something, you find it very exciting.
- 6 If you're really something, you like it a lot.
- 7 If you're not something, you don't like it much.
- 8 If you are something, you don't want to do it anymore.

PRONUNCIATION

2 A 1.04 | word stress: dependent prepositions | Listen to the sentences and look at the phrases in bold. Which word is stressed, the adjective or the preposition?

- 1 I'm **terrified of** the traffic.
- 2 I'm **passionate about** trying local food.
- 3 I get **nervous about** taking taxis.
- 4 I'm not **keen on** museums.
- 5 I'm **fond of** the street markets.
- 6 I was **thrilled by** the chance to explore.

B Work in pairs. Discuss the activities in the box using the phrases in Ex 1C.

driving in foreign countries getting lost in a new city
going on boat rides learning about new cultures
trying unusual foods visiting museums
watching dance performances

A: I'm really into trying new or unusual foods.

B: Me too!

AFRICA > NIGERIA

Lagos

Welcome to Lagos


Are you **passionate about** fashion? **Thrilled by** the idea of discovering new and interesting art? Maybe you're **fond of** street markets? Or are you **really into** cities by the ocean? If you like any of these, Lagos might be the place for you.


The most populous city in Africa, Lagos is full of life: loud chatter, the smells of delicious street food, and non-stop music. Because it's so big, you may be **nervous about** getting lost or **terrified of** the crazy traffic. Never fear! Use tour buses or rent a private car with a driver. And plan ahead. It can take a while to get around.

For a perfect day in Lagos, start at Bogobiri House, a wonderful hotel with striking artworks on the walls. Next, go to Freedom Park to learn about Nigerian history and culture, and watch dancers and musicians performing. If you're **not keen on** culture but like shopping, go to Victoria Island, Lagos's equivalent of Manhattan, with stylish designer shops and great restaurants. By now, you may be **fed up of** the city centre, so head to Tarkwa Bay Beach and go for a relaxing boat ride. End the day with a meal of pepper soup followed by jollof rice and chicken. Perfection on a plate!

How to ...

express personal preferences

3A  **1.05** | Listen to two businesspeople discussing what to do on their day off in Lagos. What do they decide to do?

B  **1.05** | Complete the sentences from the conversation. Then listen again and check.

- 1 The about it is the street life.
- 2 I'd be happy to go there , but maybe not more than a couple of hours.
- 3 I'm not a big shopping generally.
- 4 I'd to a park and just wander about for a bit.
- 5 I think I'd do that than to go wandering around the shops.
- 6 You know, really like doing is surfing.

C Complete the table with the phrases in the box. Use the sentences in Exercise 3B to help you.

I'd be happy I'd prefer
I'd rather I'm (not) a big fan of
What I love about

expressing personal preferences

expressing likes and dislikes	I'm really into/I'm passionate about ... I'm (not) keen on 1 2 /The thing I love/like about ... is ...
discussing options	3 (to do that) because ... 4 (do that) because ... I'd much rather ...
compromising	5 to ... , but ...

D Learn and practise. Go to the Grammar Bank.

 page 110 **GRAMMAR BANK**

4A Read the list of things to do in Prague. Which activities would you choose to do? Why?

Top 5 Things to do in Prague

- 1 Charles Bridge – walk across this famous, historical stone bridge with its thirty statues.
- 2 Farmers' Market, Náplavka – visit this great street market and try meat, fish, baked goods, etc.
- 3 Prague Castle – visit the historical castle, over 1,000 years old, with halls, towers, gates and gardens.
- 4 Gallery of Steel Figures – see amazing metal sculptures of superheroes, cars, bicycles, etc.
- 5 Westfield Chodov – spend time in this modern shopping centre with designer stores, restaurants and an eighteen-screen cinema.

B Work in pairs. Imagine you have a day to spend in Prague together. Take turns making suggestions and responding using the phrases in Ex 3C.

A: Why don't we go to the Farmers' Market? I'm really into trying new kinds of food.

B: Great idea! I'm passionate about food, too.

SPEAKING

5A Work in groups. Brainstorm some cities you would like to visit, and choose one you are all interested in.

B Work alone. Imagine you are going to spend a day in the city you chose in Ex 5A. Make notes about:

- places to visit (e.g. famous sites, museums, green spaces, etc.).
- activities (e.g. shopping, concerts, city tours, etc.).
- how you'll get around.
- meals (e.g. what to eat, when, where, etc.).
- what to do in the evening.

C Read the Future Skills box and do the task.

FUTURE SKILLS

Collaboration



When we collaborate, we sometimes have to compromise, to find a solution that everyone can accept.

Look at your notes in Ex 5B. What ideas might you need to compromise on? Why? What other ideas would be acceptable to you, as a compromise?

D In your groups, try to agree on an itinerary for a day in the city. Use your notes in Ex 5B to help you. Then present your ideas to the class.

MEDIATION SKILLS

organising a group task

create tourist recommendations for your town/area



 page 146 **MEDIATION BANK**

