

B B C

Speak out

3RD EDITION

C1-C2



Damian Williams

Workbook



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Lesson 1A

GRAMMAR | conditional forms

VOCABULARY | describing attitudes; idioms

PRONUNCIATION | *if* in natural speech

VOCABULARY

describing attitudes

- 1 Choose the correct word to complete the sentences.
- The idea that failure creates opportunities really true for me.
a calls b rings c strikes
 - To say all successful people are rich is a bit of a statement.
a brushing b wiping c sweeping
 - What you said about your experience when travelling really struck a chord me.
a for b to c with
 - The idea that we can learn from mistakes is spot in my opinion.
a on b in c off
 - Some of the things people believe about politicians are complete
a fallacies b paradoxes c deviations
 - There's of truth in the idea, but it's not without its problems.
a a component b an element c a segment
 - I hate the way the media just out these trite phrases all the time.
a trot b run c spread
 - You can't say that. It's not true.
a officially b patently c openly

idioms

- 2 Choose the correct word or phrase to complete the sentences.
- I think I'm going to have to throw in the **towel** / **share** in this game. I just can't win.
 - I trained as a science teacher, but I decided to change **strides** / **tack** and teach geography.
 - Try not to get hung **up about** / **on about** the details. Remember the main aim.
 - The remarks about my performance are really starting to **knock** / **throw** my confidence.
 - The way he gets results really **flies** / **changes** in the face of conventional wisdom.
 - You're doing a great job and **giving** / **making** strides in our new market.
 - That's a great idea and one I can really go **along** / **on** with.
 - I've wanted to learn the guitar for ages, so this year I'm finally going to **go** / **give** it a go.
 - After a few weeks of working in sales, I realised I'm just not cut **out for** / **up for** it.
 - Believe me, I have my **fair** / **true** share of problems with the new system.

GRAMMAR

conditional forms


- 3 The sentences below each have a mistake. Choose the best option to correct the mistake.
- If I to study journalism, I know I'd enjoy it.
a I will b I was to c I were to
 - You can't go in there if you have permission.
a without b unless c otherwise
 - I'll give it a go as you come with me.
a as long as b condition c will
 - Had if there been even an element of truth in the theory, I might have taken it seriously.
a If there hadn't b Had there c There had

- 4 Complete the sentences with the words and phrases in the box. There are two extra items.

But for Had you If I If I were to Provided that
Should Unless Without knowing

- we can afford the rent, we'll take the place.
 - the support of my husband, I would never have written this book.
 - exactly what you want, I can't really help you.
 - tell him how I feel, do you think he'd understand?
 - you pay a deposit, we can't keep it for you.
 - we finish early, I'll let you know.
- 5 Complete the second sentence so that it has the same meaning as the first sentence.
- If you don't take your ID, you won't be able to get in.
You need
otherwise
 - If my teacher hadn't helped me, I would have failed the exam.
But for
 - We can just take the next flight if we miss ours.
Should
 - If you hadn't driven so slowly, we would have been on time.
If it hadn't been for your
 - If you'd spent more time studying, you would have got better grades.
Had you
 - If Lily were to prepare the meal, everyone would love it.
Were

PRONUNCIATION

6A  **1.01 | if in natural speech** | Listen and complete the sentences with three words in each gap. A contraction counts as one word.

- 1 any questions, just let me know.
- 2 too expensive, let's do that course together.
- 3 check the facts, they would believe it.
- 4 now, we should make it.
- 5 true for you, then it probably is.
- 6 too difficult, let's give it a go.

B  **1.01** | Listen again and repeat.

READING

7 Read the introduction to the article and choose the best phrase to fill the gap.

- a Practice makes perfect
- b It doesn't matter as long as you do your best
- c If at first you don't succeed, try, try, try again

What does success really mean?

'.....', or so the conventional wisdom goes. But is this really true? Obviously, there are limits to what you can achieve on your own, and even with others, but can you feel a sense of success just by knowing that you've given it your all? Or, quite simply, does success mean that you've achieved what you originally set out to do, regardless of whether or not you've tried your hardest? We spoke to three successful professionals about what success means to them.

Roman Hughes, surgeon

I think the conventional wisdom is spot on for me. The whole idea of success is a very personal thing, and obviously, success means different things to different people. That's the key, I think. In order to be successful, you first need to define what that means to you. It's important to visualise yourself being successful at what you do and then give it your all. So, for some, it might mean wealth and all the trappings that come with it, like a big house and nice car, but for others, that vision just doesn't strike a chord. It's important to also have a clear understanding of what motivates you to succeed. For me, success means being able to enjoy what I do every day, so that it doesn't feel like work. I know that I'm in a privileged position, but I've worked hard to get here. So, in that sense, the conventional wisdom definitely rings true.

8 Read the article and choose the correct person.

- 1 Who expresses a stronger opinion than the others?
- 2 Who thinks success is unique for everyone?
- 3 Who suggests that success is measurable?
- 4 Who says that they always try their hardest?
- 5 Who suggests people need to decide what will drive them first?
- 6 Who talks about the effect of their success on other people?

9 Read the article again. Are the statements True (T) or False (F)?

- 1 Roman thinks that many people don't understand what success means until they achieve it.
- 2 Roman agrees with the conventional wisdom because in his own experience doing his best has been rewarding.
- 3 According to Tod, the success of his company stems from using motivational statements.
- 4 Tod thinks the idea that trying hard won't always work in the world of business.
- 5 Isla thinks success for her personally isn't an easy thing to measure.
- 6 Isla believes luck is important for success.

Tod Ibarra, founder of Roboxx

Doing your best is obviously important, and telling a child at a school sports day that taking part is more important than winning is probably wise. But in the adult world of business, the idea that all you need to succeed is to 'do your best' is absolute twaddle. Being successful is about getting results. If my team doesn't get results, my company won't survive. It's as simple as that. If I were to trot out trite inspirational phrases like 'just do your best' to my staff, then we wouldn't be where we are today. Success is a process whereby you do what you know works. And it's constantly changing. What brings results today might not tomorrow, so it's constantly under review and analysis. But to say nothing matters as long as you give it your all is just a complete fallacy.

Isla Boyer, author

My motivation for succeeding has always been about legacy. It might appear that being a successful author is a clear-cut thing to measure – you get your book published. But to me, it's more complex than that. By 'legacy' I'm talking about how people feel after they've read my stories. If the words have moved them in some way, then I know I've done my job, more so if that effect remains with them. To be successful, I think you have to be lucky and get a break at some point, but it's what you do with that luck that counts. I know I'll only leave that emotional legacy to my readers if I absolutely give it my all when writing. So, part of the conventional wisdom strikes a chord with me. And that's why I make sure I do my best – with every word I write.

Lesson 1B

GRAMMAR | nominal relative clauses

VOCABULARY | collocations: education; compound nouns

PRONUNCIATION | emphatic syllable stress

VOCABULARY

collocations: education

1 Choose the correct words to complete the advert.

Here at Millfield Cross Community College, we are always ¹**striving** / **focusing** for excellence. With hundreds of different subjects on offer, you can be sure you'll be able to ²**foster** / **find** your own path. We pride ourselves on the fact that we ³**fulfil** / **maintain** rigorous standards in education in order to ⁴**deliver** / **fulfil** a quality curriculum in all fields. Whether you study face-to-face at the college or take one of our online courses, we ensure that we ⁵**develop** / **take** a nurturing environment while ⁶**fostering** / **focusing** on individuality, as we know that different people have different needs. So why not ⁷**find** / **take** the initiative today and see what we have on offer? It's the first step to ⁸**fulfilling** / **delivering** your true potential.

2 Complete the conversation using words from the box.

complete fair individual good
mutual nurturing quality rigorous

A: How are you finding your new teaching job, Ava?

B: I'm loving it! But school's different from when I was a student, I think. It used to be all about delivering a(n) ¹..... curriculum. It was also more about maintaining ²..... standards of teaching and learning.

A: And how is it different nowadays?

B: It's more about developing a(n) ³..... environment, providing support and establishing ⁴..... respect between students and staff. The idea is that by fostering ⁵..... relationships, students will achieve more.

PRONUNCIATION

3A 1.02 | emphatic syllable stress | Listen and repeat each sentence exactly as you hear it.

B 1.02 | Underline the stressed syllables in the phrases. Listen and check.

- | | |
|---------------------------|--------------------------------|
| 1 take the initiative | 5 rigorous standards |
| 2 fulfil your potential | 6 mutual respect |
| 3 striving for excellence | 7 fostering good relationships |
| 4 a nurturing environment | 8 a quality curriculum |

compound nouns

4 Complete the compound noun in each sentence. The first letter is given.

- Our school offers a blended l..... course which combines online and face-to-face study.
- There are good things about working in a virtual learning e....., but for me it's not as good as a physical classroom.
- It took me nearly ten years to pay off my student l..... after finishing university.
- Nowadays, schools do a lot to develop the critical t..... skills of younger students.
- A joint venture between the company and college will provide free vocational t..... for out-of-work adults.
- The government has promised no increase in tuition f..... for the next year.
- When I was at school there was a lot of rote l..... – we had to learn things by memorising them.
- We do a lot of peer a..... in English classes, where we review each other's work.
- We're a private language school with external a..... from the country's largest professional body.
- On this course, half of our marks come from continuous a....., and the rest from the final exam.

GRAMMAR

nominal relative clauses

5 Choose the correct word to complete the sentences.

- I'd like to speak with you later, you have a few minutes spare.
a whatever b whichever c whenever
- I like the new curriculum. It's what these students need.
a precisely b when c whatever
- other people think doesn't matter to me.
a What b When c Where
- This website shows to study in a virtual-learning environment.
a how b who c you
- gets the most points wins the game.
a Whatever b What c Whoever
- we're looking for is a way to blend online and face-to-face learning.
a Who b What c That

6 Complete the conversation with one word in each gap.

A: What training would you like to do this year, Marcus? We have lots of training courses available, so ¹ you like the look of, we can sign you up for.

B: Well, I'd like to improve my sales technique, but I don't really know ² to do in practical terms to achieve this. I think it would be really useful if I could shadow one of the senior sales reps, to get an insight into ³ they do things.

A: Right. Our advanced sales courses involve a placement with a senior sales rep for a couple of hours a week. The time isn't fixed, either. You go ⁴ it's convenient for both of you.

B: Oh, that's precisely ⁵ I meant. How do I enrol?

A: I'll email you the guidance document. It has all the sales courses available. ⁶ of them you choose, I'm sure you'll find it useful.

LISTENING

7 1.03 | Listen to the first part of a radio programme about STEM (science, technology, engineering and mathematics) education. Which topics (a–h) are discussed?

- a the number of hours children spend at school
- b the world of work
- c skills that children need to develop at school
- d the amount of homework students should have
- e the integration of school subjects
- f the use of technology in jobs
- g children with special educational needs
- h implementing this type of learning in schools

8 1.03 | Listen again and choose the correct option (a–c) to complete the sentences.

- 1 Kendra says that STEM learning began because children
 - a weren't learning what they later needed in life.
 - b didn't learn enough about technology.
 - c were learning about jobs which don't exist.
- 2 STEM learning can teach skills which will be useful in
 - a some jobs.
 - b all jobs.
 - c technical jobs.
- 3 The key idea that Kendra expresses about STEAM learning is that
 - a it only focuses on part of the traditional curriculum.
 - b it's a mixed curriculum.
 - c it's different from other types of curriculum.
- 4 According to Kendra, adding the arts to STEM education to create the 'STEAM' model allows for a greater focus on
 - a developing critical thinking.
 - b communication skills.
 - c developing creativity.

5 In order to implement STEAM education, educators need to

- a change their mindset.
- b focus more on knowledge.
- c work together more closely.

6 Key skills to develop in children include ones that

- a they wouldn't use in traditional education.
- b they don't yet have.
- c they already possess.

9 1.04 | Listen to the recording. Write what you hear. You will hear the sentences only once.

- 1
- 2
- 3
- 4

WRITING

note-taking and summary writing

10 Complete the summary of what you heard in Ex 8 with the correct form of the verbs in the box.

accept begin cite compare
focus give go point

In this extract about STE(A)M learning, the presenter, ¹ by outlining the aims of STEM education in general terms and introducing a specialist, Kendra Lewis. She ² the skills children are traditionally taught with the skills they'll need in the future and ³ out that there's a mismatch between the two. She then ⁴ a description of STEM learning and ⁵ that education needs to go even further than that and integrate the arts into the model. She then ⁶ on the fact that many jobs in the future will be automated, and ⁷ on to say that a STEAM model of education will allow schools to develop skills in children that will set them apart from technology in terms of being able to do a job. She ⁸ creativity in problem-solving as one of those skills. Finally, she gives advice for educators wishing to implement a STEAM model and explains that the starting point should be integration, both between different disciplines and between different parts of the educational process.

11 1.05 | Listen to the next part of the programme. Make notes to include in a summary.

12 Use your notes from Ex 11 and the verbs from Ex 10 to write a summary of what you heard. Write 200–220 words.

Lesson 1C

HOW TO ... | manage interaction during a discussion

VOCABULARY | creativity

PRONUNCIATION | polite intonation

VOCABULARY

creativity

1 Choose the correct word to complete the sentences.

- I wouldn't believe every word Jamie tells you – he has a rather **novel** / **fertile** / **intuitive** imagination.
- We really need to think outside the **box** / **sky** / **hole** for this project and try something different.
- A lot of my ideas are **sparked** / **fired** / **excited** by things I see in nature.
- We're seeing a lot of **basic** / **raw** / **silent** talent enter the company, which is great.
- I had a **spark** / **flash** / **light** of inspiration on the way to work this morning.
- Olivia's come up with a **raw** / **contemporary** / **novel** idea for our promotion.

2 Complete the social media comments with the words in the box. There are two extra words.

blue fertile innate inspiration
intuitive outside sparked up

Tessa: Ugh, I'm completely out of ideas for my assignment! What does everyone do when they need new ideas?

Ezra: I drop everything and go for a walk. I almost always get a flash of ¹..... when I try not to think about something. Walking in the park or just down the street, I find my ideas come completely out of the ².....!

Bianca: I just ask my brother! He's got a(n) ³..... talent for thinking ⁴..... the box and coming ⁵..... with novel ideas!

Chris: I try to relax, close my eyes, and go with my instinct rather than overthink it. I try to be ⁶..... about these things.

How to ...

manage interaction during a discussion

3 1.06 | Listen to a radio discussion about creativity. Number the topics (a–f) in the order they are mentioned.

- the 'creative flow'
- sources of inspiration
- having ideas and carrying them out
- the time of day
- trying things out to see what works
- jumping in a river

4 1.06 | Match the phrase beginnings (1–7) with the endings (a–g). Listen and check.

- | | |
|-----------------------|---------------------------------|
| 1 If I can | a come in here ... |
| 2 Earlier you raised | b to say was ... |
| 3 Let me pick | c mentioned before ... |
| 4 If I can just bring | d an important point ... |
| 5 What I started | e what I was saying earlier ... |
| 6 Going back to | f up on that. |
| 7 As we | g Daisy back in. |

PRONUNCIATION

5 1.07 | polite intonation | Listen and decide which sentences are said with polite intonation.

- But surely it's not that simple.
- But don't you think it's important to consider?
- So you're saying we can draw ideas from anywhere.
- Did you say 'a river'? What's that got to do with it?

SPEAKING

6A 1.08 | Complete the discussion. Write one word in each gap. Listen and check.

- A: To go back to my earlier ¹..... about what exactly creativity is, can we add anything to our definition? To get the ball ²....., let's start with Alison.
- B: Well, I think there are two key concepts: novelty and value. Is it a new idea? Does it have value?
- A: But, surely, an idea doesn't have to be completely new? Sorry, I didn't mean to ³..... you off, Alison. But take the work of a biographer, for example. They're telling a story that's already there. The novelty comes from the way that they tell it. Sorry Alison, you were ⁴.....
- B: Not at all, you're right. That's where novelty plays a part, in how you turn ideas into reality.
- A: I'd ⁵..... to hear Chris's thoughts on this.
- C: I completely agree. And value is important, too. Does your idea have value to other people? Obviously, everyone's different, and the more people it has value for, the more valuable it is.
- A: Yes, and going back to ⁶..... we were saying before, not all creative people are alike.

B 1.09 | You are A in Ex 6A. Listen and speak after the beep. Record the conversation if you can.

C Listen to your recording and compare it to Ex 6A.


D Repeat Ex 6B, without looking at the discussion in Ex 6A. Then repeat Ex 6C.

Lesson 1D

LISTENING | favourite teachers

READING | teachers who have made a real difference

LISTENING

1  **1.10** | Listen to three people describing their favourite teachers. Who gives these reasons for liking them: Ilsa (I), Brayden (B) or Joanna (J)?

- 1** their ability to create a 'safe space' in lessons
- 2** the amount of work they put into their job
- 3** their own enthusiasm for the subject

2  **1.10** | Listen again and choose the correct person.

- 1** Who says the teacher encouraged them to find answers for themselves?
- 2** Who says they weren't interested in the subject before they had this teacher?
- 3** Who says they found the subject difficult before they had this teacher?
- 4** Who talks about how the teacher created their own materials?
- 5** Who describes a situation in which the teacher made them think about things in a different way?
- 6** Who describes how the teacher created a positive atmosphere in the lessons?

READING

3 Read the article about two teachers who went above and beyond. Match the headings (a–c) with the paragraphs (1 and 2). There is one extra heading.

- a** Developing skills the right way
- b** The agreement
- c** The sounds of hope

4 Read the article again. Are the statements True (T) or False (F)?

- 1** Cateura smells bad.
- 2** Favio Chávez knew how bad things were for residents of Cateura before he visited.
- 3** Chávez asked businesses across the country to donate musical instruments.
- 4** Many children at Whitney Elementary School had a stable home life when Sherrie Gahn arrived.
- 5** Gahn asked local businesses to donate money.
- 6** Because of what Gahn did, the children became better students.

Going the extra mile

All of us can think of a significant teacher we've had. But, every now and then, a teacher comes along who astounds everyone by the lengths to which they are willing to go.

¹..... On the outskirts of Asunción, Paraguay's capital, sits the sprawling settlement of Cateura, home to around 250,000 families. The area is also home to the country's largest landfill site: a huge pile of rubbish discarded by the residents of the capital. There's no electricity or running water, and daily life is dominated by the overwhelming stench of the tip. For most people who live here, a meagre living is earned by searching the dump for recyclable material, which can then be sold for a few cents. When teacher, musician and environmental technician Favio Chávez visited the area as part of a state recycling project, he was shocked at the conditions these families were living in. Knowing the benefits that learning musical instruments can bring, he decided to start a project, teaching music to children in the area. But he had a problem: how to provide them with the musical instruments they needed. That's when he realised the answer lay all around them, in the rubbish. Enlisting the help of former carpenter Don Cola Gomez, they set about creating musical instruments from the material they found in the dump. Don has now made over 400 string instruments and 50 guitars, and, thanks to Favio's teaching skills, the children have formed what's become known as 'The Landfill Harmonic'. Using the instruments they've crafted, they regularly perform classical concerts and, for many, it has provided a new focus and opportunities.

²..... When school principal Sherrie Gahn first arrived at Whitney Elementary School in Las Vegas, she was shocked at the conditions the children were living in outside school. Up to three-quarters of the children's families were living in motels and she even saw children eating packets of ketchup, because they were so hungry. That was when she made a deal with the parents: keep your children in school and I'll take care of everything else. She then set about launching a national campaign to raise funds by asking businesses and organisations across the country to donate money. She was so successful that one pop star even donated \$100,000 in 2011, and then visited the school in 2013 and donated a further \$150,000. Sherrie used the money to buy food and clothes for the children. She also paid for haircuts, dental treatment and, in some cases, even paid the families' rent. Children were given food packages to take home on a Friday to see the families through the weekend and she set up a 'clothes pantry' in one of the classrooms so that children could help themselves when they needed new clothes. The result was the establishment of a classroom dynamic where children could focus on the subjects at hand and not have to worry about what they were going to eat or wear. As a result, the students' scores in all subjects greatly improved.