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**B B C**

# Speak < out

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



**Student's Book** and eBook

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING
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## LEAD-IN p6

### 1 people **B B C** VLOGS | How would your friends describe you?

<b>1A</b> Who are you? p8	Present simple and present continuous; state verbs; adverbs of frequency	People and relationships; personality adjectives	Connected speech: <i>do you</i>	
<b>1B</b> Good people p11	Verb patterns	Jobs; work	Syllable stress	Read about people making a difference <b>FUTURE SKILLS</b> Social responsibility
<b>1C</b> Let's talk! p14	<b>How to ...</b> start and end a conversation; keep a conversation going	Conversation topics	Rhythm and intonation	Read a text about the benefits of talking to strangers
<b>1D</b> Lifestyle p16	Modifiers			

## UNIT 1 REVIEW p18

### 2 tale tellers **B B C** VLOGS | Tell me about a happy memory.

<b>2A</b> What happened? p20	Narrative tenses	Adjectives for feelings; <i>-ed/-ing</i> adjectives	Weak forms of <i>was, were</i> and <i>had</i>	
<b>2B</b> Storytelling p23	Past simple and present perfect	Story words; types of film	Contracted <i>have</i> in the present perfect	Read about the history of storytelling
<b>2C</b> A likely story p26	<b>How to ...</b> apologise and give reasons	Collocations with <i>get</i> and <i>make</i>	Intonation for apologising	
<b>2D</b> The story of a place p28	prepositions of time			

## UNIT 2 REVIEW p30

### 3 questions **B B C** VLOGS | What things are you curious about and why?

<b>3A</b> Facts and figures p32	Question forms	Knowledge; verbs and nouns	Stressed words in questions	
<b>3B</b> Decisions p35	Future plans and intentions	Decisions	Weak forms of <i>are you</i> and <i>going to</i>	Read an article about making decisions
<b>3C</b> Can I ask you ... ? p38	<b>How to ...</b> make polite inquiries	Facilities; places in a city	Polite intonation	Read a webpage about Malta
<b>3D</b> What matters most? p40	Phrasal verbs			

## UNIT 3 REVIEW p42

### 4 winners **B B C** VLOGS | Have you ever won anything?

<b>4A</b> Success p44	Modals for rules and advice	Success	Silent letters	
<b>4B</b> First! p47	Articles	Technology collocations; word building; suffixes <b>FUTURE SKILLS</b> Self-management	<i>the</i>	Read an article about famous tech firsts
<b>4C</b> Taking part p50	<b>How to ...</b> explain rules and procedures	Sports and games	<i>Can</i> and <i>can't</i>	
<b>4D</b> Top Gear: Nepal p52	Present perfect + superlative			

## UNIT 4 REVIEW p54

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



# people

# 1



## VLOGS

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

- 1** ▶ Watch the video. Note down some of the adjectives that you hear. Compare in groups.
- 2** How would your best friends describe you?

## GSE LEARNING OBJECTIVES

- 1A LISTENING** | Understand people talking about the people and activities in their life: people and relationships; personality adjectives  
Talk about different people and activities in your life: present simple and present continuous; state verbs; adverbs of frequency  
Pronunciation: connected speech: *do you*  
Write a personal profile; use linking phrases
- 1B READING** | Read a news article about people with unusual jobs: jobs; work  
Talk about jobs and work: verb patterns  
Pronunciation: syllable stress  
Invent a news story
- 1C HOW TO ...** | start and end a conversation; keep a conversation going: conversation topics  
Pronunciation: rhythm and intonation
- 1D BBC STREET INTERVIEWS** | Understand people talking about their lifestyles  
Talk about your lifestyle: modifiers  
Write a blog post about a day in your life

# 1A Who are you?

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

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

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



Pedro

## VOCABULARY

### people and relationships

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

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

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

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

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

work	sport	friendships/ personal life	family

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

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

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

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

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

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

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

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

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

parents studies work a sport  
children a grandparent

Tomasz: studies, ...

Michaela: .....

Jo: .....

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

Tomasz

- 1 What is he studying at the moment, and where?
- 2 Who does he live with?
- 3 How often does he see and speak to his parents?

Michaela

- 4 How often does Michaela play hockey?
- 5 Why does she admire her grandmother?
- 6 Where did she meet her group of close friends?

Jo

- 7 What is Jo's job?
- 8 Why is her work busy at the moment?
- 9 What three jobs does she mention doing at home?

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

- 1 Do you have a small group of close friends, or a large group of friends?
- 2 How good are you at staying in touch with old friends and family members?
- 3 How important is your work or studying to you? Why?
- 4 What 'jobs' do you do at home?

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

- a They're so **funny**, and great to be with.  
b She's such a **kind** and **generous** person, and she's always **cheerful**.  
c They are **hard-working** and very **reliable**.
- 1 Do the adjectives in bold have a positive or negative meaning?
  - 2 Who in your life would you describe with these adjectives?
  - 3 What other adjectives can you use to describe personality?

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

▶ page 136 **VOCABULARY BANK**  
personality adjectives

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

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

- 1 I'm **studying** design and I **love** it!
- 2 I'm **living** with a few of the people on my course at the moment.
- 3 We **study** during the day and then we usually **cook** together in the evening.
- 4 My parents **live** back home in Poland.
- 5 When they **come** home, we always **try** to meet up.

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

- 1 Which verb describes a fact or something that is always true?
- 2 Which verbs describe a temporary situation or something happening around now?
- 3 Which verbs describe a habit or routine?
- 4 Which verb tense do we use with adverbs of frequency, e.g. *sometimes, often, never*?
- 5 Which verb in the present simple describes a feeling that is true now?

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

▶ page 104 **GRAMMAR BANK**

## PRONUNCIATION

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

Do you cook for your family?

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

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

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

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

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

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

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

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

## SPEAKING

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



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

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

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

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

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

**B:** What does she do?

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

## WRITING

**a** personal profile

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

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



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

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

Contact me: MattErbrich22xx@gmail.com



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

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

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

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

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

also as well as because for example too

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

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

# 1B Good people

GRAMMAR | verb patterns  
 VOCABULARY | jobs; work  
 PRONUNCIATION | syllable stress



## VOCABULARY

### jobs

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

Medical workers save lives.  
 Teachers help us to learn.

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

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



**a** musician



**b** mechanic



**c** shop assistant



**d** financial consultant 1



**e** plumber



**f** chef



**g** gardener



**h** journalist

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

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

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

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

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

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

page 136 **VOCABULARY BANK** work

## PRONUNCIATION

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

assistant   consultant   journalist  
 mechanic   musician

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

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

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

My brother is a journalist.