

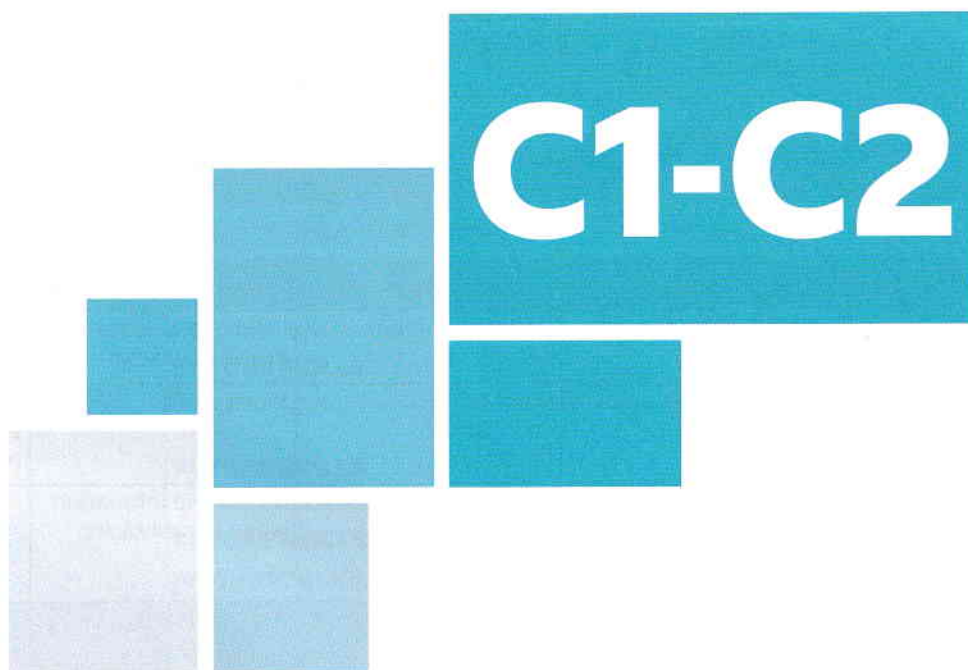
LBRIS

We know  
books

B B C

# Speak < out

3<sup>RD</sup> EDITION



**Student's Book** and eBook

LEAD-IN p6

**1 learning B B C VLOGS** | What's one thing you think everyone should learn to do?

<b>1A</b>	<b>Is that a fact?</b> p8	Conditional forms	Describing attitudes; idioms	<i>If</i> in natural speech	Read an article about attitudes to failure
<b>1B</b>	<b>Tomorrow's learning</b> p11	Nominal relative clauses	Collocations: education; compound nouns	Emphatic syllable stress	
<b>1C</b>	<b>Creativity</b> p14	<b>How to ...</b> manage interaction during a discussion	Creativity	Polite intonation	
<b>1D</b>	<b>Learning experiences</b> p16		Teaching and learning		

UNIT 1 REVIEW p18

**2 culture B B C VLOGS** | If you could live anywhere in the world, where would you choose and why?

<b>2A</b>	<b>Cities</b> p20	Advanced ways of comparing	Describing the impact of an action; binomials	Schwa /ə/	Read an article about Cities of Culture
<b>2B</b>	<b>Lost in translation</b> p23	Reporting	Summarising verbs; multi-word verbs for reporting	Using intonation to show contrasting opinions	
<b>2C</b>	<b>The way we do it</b> p26	<b>How to ...</b> maintain and develop interaction	Conventions/cultural heritage	Expressing surprise and asking for reaction	
<b>2D</b>	<b>Flavours</b> p28		Describing food		

UNIT 2 REVIEW p30

**3 working life B B C VLOGS** | What's the best or worst job you have ever had?

<b>3A</b>	<b>Get that job!</b> p32	Modal verbs and phrases	Collocations: job searching	Linking sounds in modal phrases	
<b>3B</b>	<b>Going remote</b> p35	Passives	Verb–noun collocations; metaphors	Word stress	Read an article and a blog post about remote working
<b>3C</b>	<b>Tackling the real issues</b> p38	<b>How to ...</b> check understanding by paraphrasing and summarising	Collocations: politics; politics	Stress and intonation when paraphrasing	
<b>3D</b>	<b>Company culture</b> p40		Workplace and work culture		

UNIT 3 REVIEW p42

**4 humanity B B C VLOGS** | What human characteristics are the most important?

<b>4A</b>	<b>Pioneers</b> p44	Verb patterns	Verb–noun collocations; adverb–adjective collocations	Syllable stress in verb–noun collocations	Read an article about two pioneers
<b>4B</b>	<b>Community</b> p47	Continuous and perfect aspects	Collocations: needing and giving; adjectives to describe people	Stress in collocations featuring verbs with 'weak' meanings	
<b>4C</b>	<b>Economies</b> p50	<b>How to ...</b> present survey results	Money and economy	Chunking language	
<b>4D</b>	<b>Extinction</b> p52		Extinction		

UNIT 4 REVIEW p54

	Talk about conventional wisdom	
Listen to an extract from a radio programme about future learning	Talk about future educational developments	Note-taking and summary writing <b>FUTURE SKILLS</b> Self-management
	Discuss ways of developing people's creativity at work or college <b>FUTURE SKILLS</b> Collaboration <b>MEDIATION SKILLS</b> share recommendations	
<b>B B C</b> Street Interviews about teaching and learning	Discuss education	Write a nomination for an award

	Talk about applying to be 'City of Arts'	
Understand a radio interview about interpreting	Talk about translation apps <b>FUTURE SKILLS</b> Communication	Write an informative summary for a careers brochure
	Talk about traditions and cultures <b>FUTURE SKILLS</b> Social responsibility <b>MEDIATION SKILLS</b> talk about a character and speculate on their motivation	
<b>B B C</b> Programme <i>Nadiya's American Adventure</i>	Propose a new restaurant	Write a blog post about a food hotspot

Listen to a question-and-answer session after a talk on job hunting	Record a video résumé <b>FUTURE SKILLS</b> Communication	Write a cover email/letter
	Talk about solutions to problems with remote working <b>FUTURE SKILLS</b> Communication	
	Discuss issues related to work <b>FUTURE SKILLS</b> Communication <b>MEDIATION SKILLS</b> share and listen to viewpoints	
<b>B B C</b> Street Interviews about jobs	Make suggestions for a better workplace	Write a report on work experience

	Have a debate about space exploration <b>FUTURE SKILLS</b> Critical thinking	
Understand a radio programme about a charity	Talk about designing an app to help people in need	Write an informal review of a product or service
	Present survey results <b>FUTURE SKILLS</b> Communication <b>MEDIATION SKILLS</b> explain a complex diagram	
<b>B B C</b> Programme <i>Extinction: The Facts</i>	Plan a documentary introduction	Write an opinion essay

**5 influence** **B B C** **VLOGS** | Who's the most famous person you've ever met?

<b>5A</b>	<b>First impressions</b> p56	Giving emphasis: inversion, clefting, tailing, fronting	Collocations: first impressions; adjectives and adjectival endings	Stress while giving emphasis	Read a blog post about the influence of accents
<b>5B</b>	<b>The truth about rumour</b> p59	Participle clauses	Spreading misinformation	Intonation in participle clauses	
<b>5C</b>	<b>Try it out</b> p62	<b>How to ...</b> use persuasive techniques in presentations	Persuasion; adjectives to describe presentations	Intonation: being persuasive	
<b>5D</b>	<b>Role models</b> p64		Role models		

UNIT 5 REVIEW p66

**6 classics** **B B C** **VLOGS** | Are new things always better than old things?

<b>6A</b>	<b>Hidden gems</b> p68	Narrative tenses review	Describing literature; describing books and films	Intonation to show surprise/interest	Read an article about classics
<b>6B</b>	<b>Words and music</b> p71	Adverbials	Reacting to poetry and song	Intonation to show contrast	
<b>6C</b>	<b>Classic journeys</b> p74	<b>How to ...</b> tell an anecdote	Adjective–noun collocations: travel	Informal phrases when telling anecdotes	
<b>6D</b>	<b>Design classics</b> p76		Innovation		

UNIT 6 REVIEW p78

**7 choice** **B B C** **VLOGS** | What important decisions will you need to make over the next decade?

<b>7A</b>	<b>Decisions, decisions!</b> p80	Omitting words	Idioms for choices; connotation	Word stress in idiomatic phrases	Read an article and comments about the impact of choices
<b>7B</b>	<b>Online or offline?</b> p83	Prepositional phrases	Ways of reading; idioms: books and reading	Stress in phrasal verbs and dependent prepositions	
<b>7C</b>	<b>Urban animals</b> p86	<b>How to ...</b> hedge an opinion and express reservations	Collocations: discussing issues	Intonation when hedging and expressing reservations	
<b>7D</b>	<b>Too much choice?</b> p88		Making choices		

UNIT 7 REVIEW p90

**8 body and mind** **B B C** **VLOGS** | Which quality do you like most about yourself?

<b>8A</b>	<b>No limits?</b> p92	Noun phrases	Idioms and collocations: skills and abilities; compound adjectives	Linking consonants	Read an article about endurance swimming
<b>8B</b>	<b>Bridging the senses</b> p95	Uses of <i>will</i> and <i>would</i>	Adjectives to describe sensations and reactions; verbs to describe reactions	Contracted <i>will</i>	
<b>8C</b>	<b>Feeling good</b> p98	<b>How to ...</b> explain the purpose and benefit of something	Well-being	Intonation in sentences containing contrasting ideas	
<b>8D</b>	<b>Effects and illusions</b> p100		Thoughts and ideas		

UNIT 8 REVIEW p102

		Talk about positive and negative first impressions	
	Understand a radio programme about a fake news story	Talk about fake news	Write a report
		Give a presentation <b>MEDIATION SKILLS</b> give opinions about a course of action	
	<b>B B C</b> Street Interviews about people who influence us	Discussing types of influence	Write a contribution for a website

		Talk about books or films you think should become classics	Write a review of a book or film
	Understand a radio discussion about poetry and song	Talk about and agree on a playlist for space	
		Tell an anecdote <b>MEDIATION SKILLS</b> process and report a range of opinions	
	<b>B B C</b> Programme <i>Everyday Miracles</i>	Talk about selecting classic designs	Write an account of an exhibition

		Talk about decisions and their impacts <b>FUTURE SKILLS</b> Teamwork	
	Understand a radio programme about reading	Talk about how to encourage people to read for pleasure	Write a blog post
		Oppose and defend statements <b>MEDIATION SKILLS</b> identify what is relevant in a talk	
	<b>B B C</b> Street Interviews about choice	Prioritising essential items	Write a newspaper opinion piece

		Give a shout-out to somebody who deserves it	
	Understand a radio programme about synaesthesia	Talk about sensory reactions	Write a description
		Discuss ways to create a healthier work environment <b>FUTURE SKILLS</b> Goal setting; time management <b>MEDIATION SKILLS</b> make a decision as a group	
	<b>B B C</b> Programme <i>QI</i>	Describing psychological effects	Write a story about strange effects

**PARTS OF SPEECH**

We know books

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

- 1 How important is it to set goals for yourself when learning something new?
- 2 What different motivations might people have for studying a language to a high level?

**B Read the article. What surprising facts did the recent survey throw up?**

**Goals and growth**

'If you know your goals, you're more likely to reach them.' Quite clearly, this could be said about many things, including language learning. People who devote time and energy to learning a foreign language take on this challenge for several reasons. What is surprising, however, is that a significant proportion of advanced learners of English are unable to describe their motivation in anything but the vaguest of terms. In some cases, not only were the respondents to a survey about study goals unable to actually identify their goals, but they also admitted to being remarkably undisciplined when it came to their study habits, which were often part-time.

**C Answer the questions and compare with a partner. Are you similar or different?**

- 1 What is your motivation for learning English?
- 2 What opportunities do you have to use English in your daily life?
- 3 What are your study habits when it comes to learning English?
- 4 Which aspects of English do you hope to have improved by the end of this course?

**D Find examples of the following in the article in Ex 1B.**

- 1 a conjunction
- 2 a comment adverb
- 3 inversion
- 4 a relative pronoun
- 5 a compound adjective
- 6 a defining relative clause
- 7 a phrasal verb
- 8 a gerund
- 9 a passive form
- 10 a comparative structure

**GRAMMAR**

**2 Work in pairs and discuss why the tenses and phrases in bold have been used and how they affect the meanings of the sentences.**

- 1 **a** I **really enjoy** studying the intricacies of grammar.  
**b** I'm **really enjoying** studying the intricacies of grammar.
- 2 **a** We've **learnt** how to use a whole range of punctuation.  
**b** We've **been learning** how to use a whole range of punctuation.
- 3 **a** If I **were working** in England, I'd **be able** to practise my English every day.  
**b** If I **work** in England, I'll **be able** to practise my English every day.
- 4 **a** **Despite the weather**, we completed the walk in just over an hour.  
**b** **Because of the weather**, we completed the walk in just over an hour.
- 5 **a** We'll **have covered** the main grammatical structures by the end of the month.  
**b** We'll **be covering** the main grammatical structures at the end of the month.
- 6 **a** The teacher said she **was** extremely pleased with the progress we'd made over the course.  
**b** The teacher said she'd **been** extremely pleased with the progress we'd made over the course.
- 7 **a** I've **tried to check out** some websites for advice.  
**b** I've **tried checking out** some websites for advice.

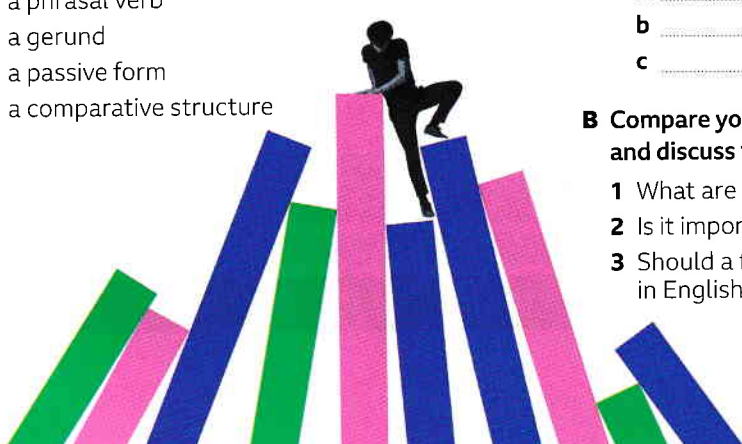
**FUNCTIONS**

**3A Work in pairs. What would you say in these situations (1-4)? How many different phrases could you use?**

- 1 Your friend finds learning new vocabulary difficult and asks you for your advice.  
**a** .....  
**b** .....  
**c** .....
- 2 You'd like your friend to look over an essay you've written.  
**a** .....  
**b** .....  
**c** .....
- 3 Your friend asks for your opinion about the importance of trying to achieve perfect pronunciation in English.  
**a** .....  
**b** .....  
**c** .....
- 4 You borrowed a book from a friend and you've mislaid it.  
**a** .....  
**b** .....  
**c** .....

**B Compare your ideas in Ex 3A with the class. Then work in pairs and discuss the questions about learning English.**

- 1 What are the best ways of learning new vocabulary?
- 2 Is it important to have perfect pronunciation? Why/Why not?
- 3 Should a fear of making mistakes put students off speaking in English?





# Learning

# 1



## VLOGS

**Q:** What's one thing you think everyone should learn to do?

- 1 **▶** Watch the video. What things do people mention that you think are essential for everyone to learn?
- 2 What other things would you recommend that everyone learns?

## GSE LEARNING OBJECTIVES

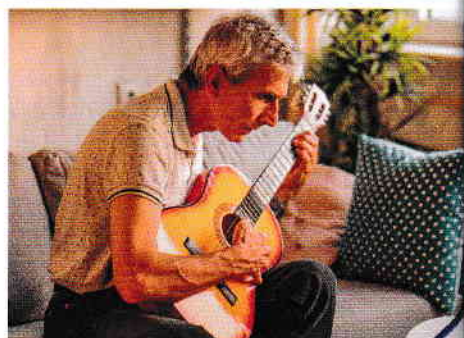
- 1A READING** | Read an article about attitudes to failure: describing attitudes; idioms  
Pronunciation: *if* in natural speech  
Talk about conventional wisdom: conditional forms
- 1B LISTENING** | Understand a radio programme about future learning: collocations: education; compound nouns  
Talk about future educational developments: nominal relative clauses  
Pronunciation: emphatic syllable stress  
Write a summary of an extract from a radio programme
- 1C HOW TO ...** | manage interaction during a discussion: creativity  
Pronunciation: polite intonation
- 1D BBC STREET INTERVIEWS** | Understand street interviews about teaching and learning  
Talk about education: teaching and learning  
Write a nomination for an award

# 1A Is that a fact?

GRAMMAR | conditional forms

VOCABULARY | describing attitudes; idioms

PRONUNCIATION | *if* in natural speech



## READING

**1** Look at the photos. Work in pairs and discuss the questions.

- 1 What is being learnt in each picture? What is the best way to learn these things?
- 2 When was the last time you learnt a new skill and how did you learn it?
- 3 In what ways is a learning process good for us?
- 4 In general, how do you cope when you do badly or fail at something? Give examples.

**2A** Read the introduction to *Is failure good for you?* What opinions might you find in the article? Scan the article to check.

**B** Which reporter holds a different view from the others? How is it different?

**C** Read the article again. Which reporter:

- 1 feels more strongly about the topic than the others? How do you know?
- 2 agrees with Kate that some often-repeated phrases are untrue?
- 3 is motivated to question their own attitudes by another's comments?
- 4 mentions an alternative career option?
- 5 compares two differing attitudes to failure from real experiences?
- 6 agrees with Molls that failing at something can in fact open up new opportunities?

## VOCABULARY

### describing attitudes

**3A** Look at the phrases in bold in the article in Ex 2A. Which ones reflect the writer's opinion that a statement is:

- 1 true? 2 partially true? 3 completely wrong?

**B** Choose the correct options to complete the sentences.

- 1 Reading about how people sometimes just freeze in exams really **struck a chord / trotted out a trite phrase** with me. I've experienced the same thing, many times.
- 2 The advice about never giving up was, in my opinion, **spot on / way too oversimplistic**. It's misguided to say you should 'never' do something.
- 3 People might think it's **a sweeping statement / spot on**, but I'd say that to be successful at something you just need to practise.
- 4 It's **a complete fallacy / an element of truth** to claim you can become proficient in a foreign language within a few weeks, as the adverts suggest – we all know that can't be done. People **strike a chord / trot out these trite phrases** to get us to buy things.
- 5 I get irritated when I hear people coming out with **spot on / vacuous** comments on topics that are actually quite complex.
- 6 I think it's **an element of truth / patently not true** that our ability to learn a new language disappears as we become older.
- 7 It **rings true / is a complete fallacy** for me when people say that all things are good in moderation. Therefore, some level of failure is helpful to us, and beyond a certain point it becomes harmful.

**C** Work in pairs. Tell your partner about something you've read about or heard recently which:

- |                           |                            |
|---------------------------|----------------------------|
| a was patently not true.  | d was spot on.             |
| b was a complete fallacy. | e had an element of truth. |
| c was oversimplistic.     | f struck a chord with you. |

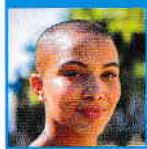
**D** Learn and practise. Go to the Vocabulary Bank.

▶ page 136 **VOCABULARY BANK** idioms

**4** Work in pairs. Imagine you had been asked to write a comment for the article in Ex 2A. What would you have said?

# Is failure good for you?

Have you messed up recently? Not achieved the right grades or had a cringe-worthy interview? Did friends pat you on the back and reassuringly murmur, 'Let it go, don't worry about it', 'Be resilient', 'Failure's not a bad thing – it's all part of the learning curve'? We are constantly being told failure can actually be a positive. But are you on board with this whole 'failure is good for you' thing? Recent research indicates that many of us are not and that comments like these are overly simplistic. In light of this, we asked four of our reporters from different departments how they feel about the topic. There might be a few surprises!



## Molls Pickering | HEALTH

Well, no one likes to fail, do they? If you put your heart and soul into something, you don't want to be told it isn't good enough. But I think the whole attitude to failure has changed over the last fifty years, and in a good way. If we treat our failures as learning opportunities and not something to be ashamed of, we are going to make strides going forward in every aspect of our lives from learning at school, pursuing a career – even in relationships. My memories of the shame I felt when I failed school tests contrast dramatically with the way teachers used my son's failings to help him achieve success. Fear of failing can also entrap you and prevent you from taking risks. But for the intervention and encouragement of my son's drama teacher, he would never have risked going into acting. So, for me **the idea is spot on**. It definitely **rings true**. Failing can, and should, be a positive in that it makes you reassess and perhaps change tack, and I think this generation of young people are much better at dealing with it than mine was.



## Kate Quinn | ARTS

I might be flying in the face of popular opinion and the results of numerous studies, but I simply cannot go along with the fashionable belief that failing is almost something to be pleased about because it allows you to learn and progress from what you've done wrong. OK, to me it **makes sense** that we shouldn't dwell on failure because that is – in itself – negative, and if we were to get hung up about all our mistakes, we would probably get nowhere in life. But, the old saying – try, try, try again – assumes that persistence will help you succeed. This is not necessarily true at all. It might be that however hard you try, however often you fail, you are not going to succeed because what you're trying to achieve lies outside your ability, or talent. It bugs me when I hear people saying that anyone can do anything, should they want it hard enough. Rubbish! **It is patently not true**. Give it a good go, but give up if you clearly don't have what it takes. Had I not accepted that I wasn't cut out to be a crime writer (seventy-one rejection letters!), I wouldn't be enjoying the rewards of being a reporter now! We need to get real about failure and think about what it is really telling us.



## Ethan Knowles | SPORTS

Something **struck a chord with me** the other day. I was interviewing a local football manager, an intelligent guy, on the subject of criticism – and we all know football managers get their fair share of that! He admitted really resenting it and the sense of failure it brought, however constructive it was intended to be. In fact, he resented it so much that if it hadn't been for his love of the game, he would have thrown in the towel early on. He made the point that most humans probably feel the same, although we have been conditioned to accept criticism, and try to respond gratefully when we receive it. I could see where he was coming from, and I started to analyse my own reactions to being criticised (self-reflection being very on trend at the moment!). They are mixed. If I do my best and then get a critical reaction, the feeling of failure can be galling. After all, human beings are inherently self-centred creatures: we like to be liked, to be right, to succeed, to be praised. However, I also realised that as long as the person criticising me was someone I admired or respected, I was OK with it – at least to a certain extent ... 😞



## Jay Masters | BUSINESS

I, for one, simply cannot stand all these **vacuous comments** and **sweeping statements** we get on social media, like 'Failing is part of the journey.' I promise you, if I hear the word 'journey' once more in this context, I'm going to lose it. And as for 'failure is good for you', it's simply a saying that most definitely is not always true. I admit there is often **an element of truth** in there somewhere, but people overuse these phrases and treat them as if they're completely valid for all situations. They **trot out these trite phrases** regularly to explain or excuse whatever they've done or not done. For me, it's not just that **they are way too oversimplistic**, but were we to analyse them, we'd probably find some that are often actually wrong: **complete fallacies**. Failure is so often NOT good for you. It can have dire consequences: knock your confidence, lead to disasters, rob you of a job, lose you money. Honestly folks, whatever the trendy psychologists say, success is definitely better. And encouragement to prepare better, in order NOT to fail, is surely the best way forward.

# GRAMMAR

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## conditional forms

**5A** Complete the examples from the article with the correct words. Then decide which sentence(s) use:

- inversion.
  - alternatives to *if*.
  - an alternative to the past tense in the *if* clause.
  - 'not be for'.
- \_\_\_\_\_ the intervention and encouragement of my son's drama teacher, he would never have risked going into acting.
  - If it hadn't \_\_\_\_\_ his love of the game, he would have thrown in the towel early on.
  - It bugs me when I hear people saying that anyone can do anything, \_\_\_\_\_ they want it hard enough.
  - If we \_\_\_\_\_ to get hung up about all our mistakes, we would probably get nowhere in life.
  - \_\_\_\_\_ we to analyse them, we'd probably find some that are often actually wrong.

**B** Rewrite the sentences in Ex 5A using a different conditional form. Use 'If' to start each sentence and retain the meaning.

**C** Complete the sentences with the correct forms of the verbs in brackets.

- But for my teacher's advice on revising, I \_\_\_\_\_ (not / pass) the exam with flying colours.
- If it \_\_\_\_\_ (not / be) for my brother's daily encouragement, I \_\_\_\_\_ (not still be) on this course.
- \_\_\_\_\_ (have / you / not / check) your essay before handing it in yesterday, you \_\_\_\_\_ (not / got) that A grade!
- \_\_\_\_\_ (be / you / take) constructive criticism on board and reapply for the job next month, you might stand a better chance of succeeding.
- If it \_\_\_\_\_ (not / be) for watching so many English films, I \_\_\_\_\_ (never / become) so fluent in English.

**D** Read the situations and complete the sentence starters with your own ideas. Then compare with a partner.

- about your college or workplace some time ago
  - If it hadn't \_\_\_\_\_.
  - But for \_\_\_\_\_.
- about something that happened recently
  - I wouldn't be \_\_\_\_\_ if \_\_\_\_\_.
  - If it weren't \_\_\_\_\_.
- about something you're considering doing in the future
  - If I were \_\_\_\_\_.
  - Should I \_\_\_\_\_.

**E** Read the quote and say whether you agree with it. Tell your partner about a mistake that a) you learnt from, b) you didn't learn from.


'Mistakes are the portals of discovery.'

Absolutely. If it hadn't been for clicking on the wrong link, I'd never have discovered that amazing band, and I'm now a big fan.

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

▶▶ page 112 **GRAMMAR BANK**

## PRONUNCIATION

**6A**  1.01 | *if* in natural speech | Listen to a sentence from the article being spoken at natural speed. What do you notice about the pronunciation of the word *if*?

... if it hadn't been for his love of the game, he would have thrown in the towel early on.

**B** Practise saying the sentences (1–3) as fast as you can.

- If you believe that, you'll believe anything!
- If people thought about these sayings more, they'd never repeat them.
- If it's really true, then I'm definitely doing the wrong thing.

## SPEAKING

**7** Work in pairs and discuss points 1–3.

- Choose two of these pieces of conventional wisdom and discuss how true you think they are. Give examples to support your opinion.



A little knowledge is a dangerous thing.

Practice makes perfect.

Tidy room, tidy mind.

Good things come to those who wait.

What doesn't kill you makes you stronger.

It doesn't matter as long as you do your best.

- What other pieces of conventional wisdom have you come across that are either true or not true in your opinion?
- Invent your own piece of conventional wisdom related to learning. Share it with the class and discuss how true you think others' contributions are.

# 1B Tomorrow's learning

**GRAMMAR** | nominal relative clauses

**VOCABULARY** | collocations: education;  
compound nouns

**PRONUNCIATION** | emphatic syllable stress



## VOCABULARY

### collocations: education

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

- 1 Which educational experiences have you found enjoyable?
- 2 Which educational experiences have you found difficult?
- 3 What do you think is important in education?

#### B Work in pairs. Look at these different responses to Question 3 in Ex 1A. Match the collocations in bold in 1–10 with their meanings (a–j).

- 1 For me, **developing a nurturing environment** is essential.
- 2 In my opinion, **finding your own path** is key.
- 3 **Striving for excellence** has always got to be the aim.
- 4 **Fostering good relationships** is definitely one of the goals of a teacher.
- 5 I would say that **fulfilling your potential** is the main focus of education.
- 6 For a school or college, it's **delivering a quality curriculum** that is at the heart of education.
- 7 As a parent, I believe that **maintaining rigorous standards** is vital.
- 8 **Taking the initiative** is something we all need to learn for our future lives.
- 9 An educational environment is the ideal place to learn about **establishing mutual respect**.
- 10 A newer, but significant, element of teaching is **focusing on individuality**.
  - a never settling for second best
  - b doing things first, not waiting to be told to do them
  - c providing a context where someone is helped to grow
  - d becoming as good as you're able to be
  - e meeting challenging or difficult requirements
  - f not treating people as if they are all the same
  - g helping people to get along in a positive way
  - h encouraging the belief that the other person is as worthy as oneself
  - i providing educational content of a high standard
  - j discovering what interests you in life

#### C Complete the sentences with the correct form of the collocations in Ex 1B.

- 1 Nobody wanted to speak, so I ..... and kicked off the discussion.
- 2 It took me a long time to ..... and I tried several career options before settling on teaching.
- 3 If you do not strive for excellence in life, it's likely you won't ..... and you'll feel undervalued.
- 4 A good manager should ..... and realise what each person can bring to a team.
- 5 Arranging social events outside school or work will ..... between classmates or colleagues.
- 6 In my school, we work hard to ..... and we reassess it at the end of each academic year.

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

▶▶ page 136 **VOCABULARY BANK** compound nouns

## PRONUNCIATION

### 2 A | emphatic syllable stress | Look at the words in the collocations in Ex 1B. Which words have:

- 1 three syllables?
- 2 four syllables?

#### B 1.02 | Underline the stressed syllables. Then listen and check.

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

#### C Work in pairs. Student A: Say the first part of one of the collocations in Ex 2B. Student B: Complete the collocation. Remember to stress the words correctly.

Student A: a quality ...

Student B: ... curriculum!