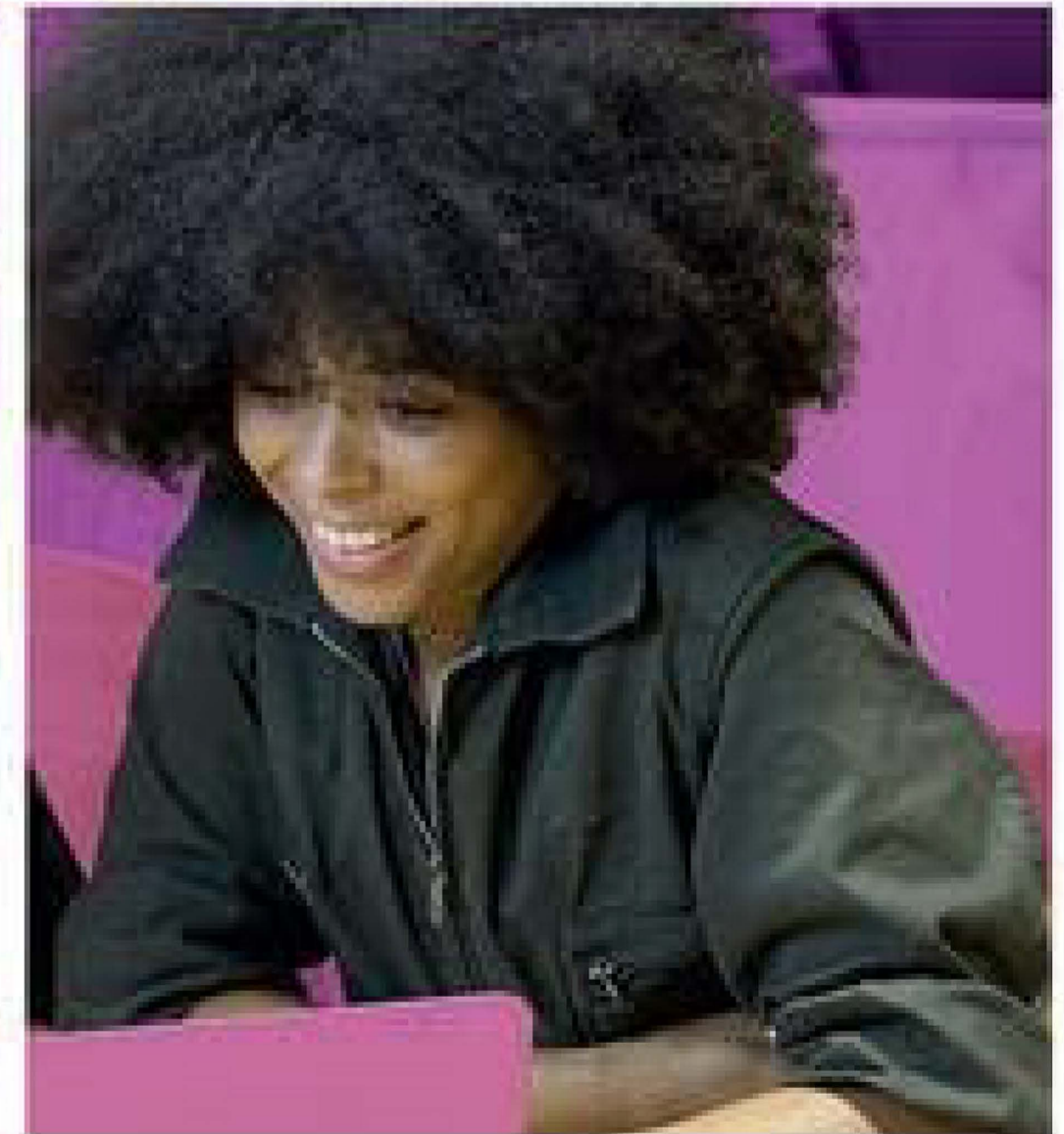
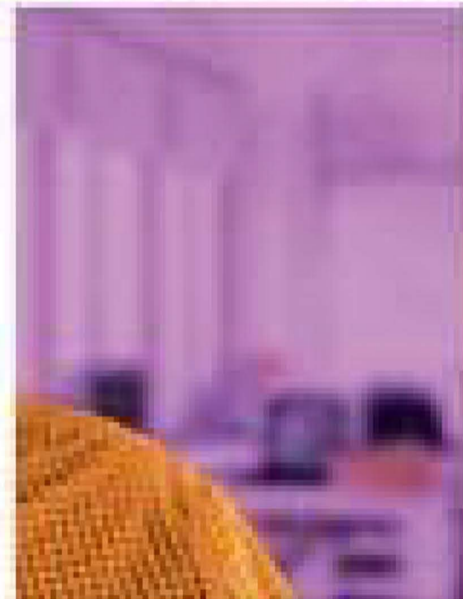
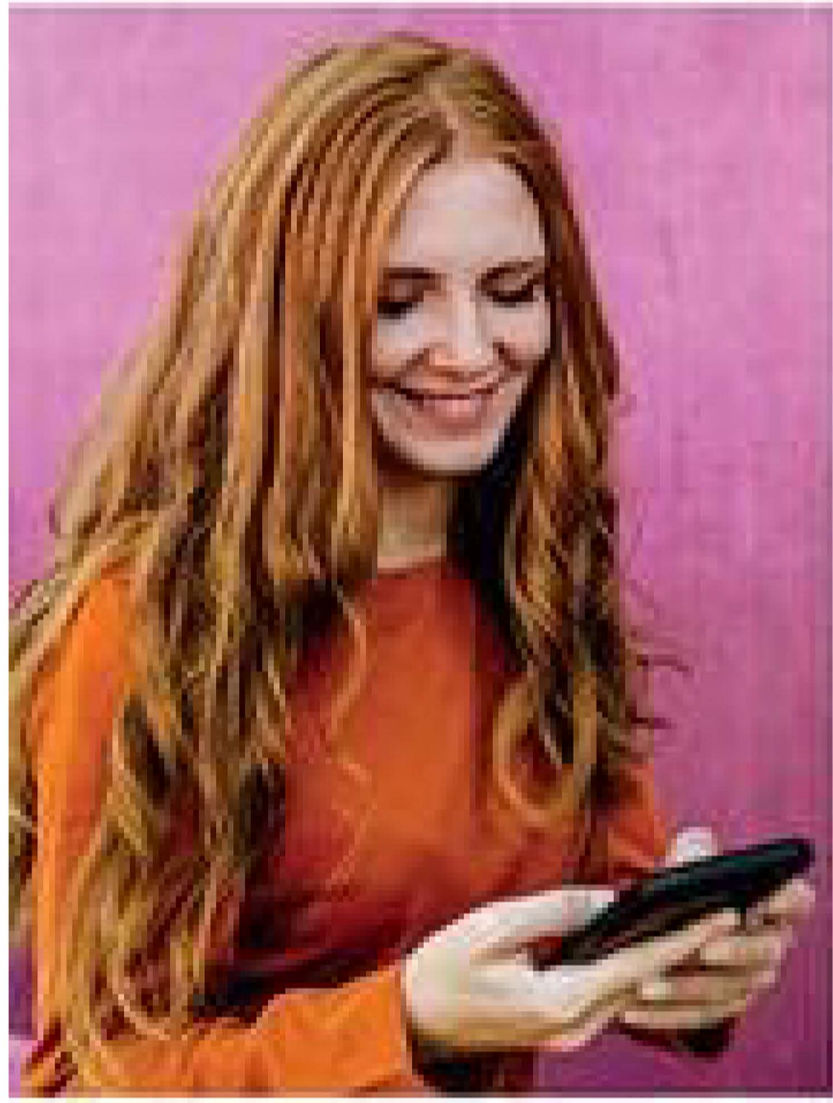


B B C

Speak **out**

3RD EDITION

B1+



Antonia Clare | Frances Eales
Steve Oakes | JJ Wilson

Student's Book and eBook

with **Online Practice**



LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
LEAD-IN p6					
1 me & mine B B C VLOGS What's the best present you've ever received?					
1A	The story of me p8	Narrative tenses	Describing possessions; materials	Auxiliary verbs: weak forms	
1B	Less is more? p11	Verb patterns	Personal preferences	Stress in prepositional phrases	Read an article about minimalism vs. maximalism
1C	Don't forget to ... p14	How to ... leave phone messages	Phrasal verbs: housework	Intonation in polite requests	
1D	Your gadgets p16	<i>except for, apart from, (not) even</i>			
UNIT 1 REVIEW p18					
2 behaviour B B C VLOGS What good habits do you have?					
2A	Change of habit p20	Present perfect continuous	Making changes	Weak form of <i>been</i>	Read an article about how to change habits FUTURE SKILLS Critical thinking
2B	People pleaser p23	Relative clauses	Collocations: feelings and behaviour	Chunking in relative clauses	
2C	That's annoying! p26	How to ... talk about things that annoy you	Pet hates	Stress and intonation to show annoyance	
2D	Planet Earth II: Jungles p28				
UNIT 2 REVIEW p30					
3 working life B B C VLOGS Where do you prefer to work or study?					
3A	Working from home p32	Conditional structures: <i>unless, even if, in case (of)</i>	Work phrases	Stress in phrases	Read an article about famous authors working from home
3B	Gig work p35	Necessity, obligation and permission	Work	Elision of /t/	
3C	Good question p38	How to ... take part in an interview FUTURE SKILLS Job interviewing	Personality adjectives (1); negative prefixes	Word stress in personality adjectives	
3D	This or that? p40	Expressing preferences			
UNIT 3 REVIEW p42					
4 fact or fiction? B B C VLOGS Do you prefer true stories or fiction?					
4A	Hoax! p44	Past plans and intentions	Truth and lies	Silent consonants	Read about a hoax
4B	Documentary p47	Indirect and negative questions	Adjectives to describe films; films and film-making	Intonation in indirect and negative questions	
4C	News p50	How to ... talk about the news	News headlines; the news	Word stress in adverbs for summarising	
4D	Fake friends p52				
UNIT 4 REVIEW p54					

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to a podcast about people's possessions	Tell 'a story of me in three objects'	Write an advert to sell an item online
		Discuss a questionnaire about preferences FUTURE SKILLS Communication	
		Leaving phone messages FUTURE SKILLS Communication MEDIATION SKILLS Agree on the best way to fix a work problem	
	B B C Street Interviews about gadgets and screen time	Discuss a questionnaire about gadgets	Write an online forum comment
		Talk about ways of changing habits	
	Listen to people talking about being a 'people pleaser'	Talk about ways of saying no	Write emails to decline invitations
		Talk about things that annoy you	MEDIATION SKILLS Summarise an article
	B B C Programme <i>Planet Earth II: Jungles</i>	Discuss difficult situations	Write about a personal experience
		Talk about your approach to working or studying from home	
	Listen to people talking about the gig economy	Talk about what's important in a job	Write a cover email for a job application
		MEDIATION SKILLS Choose a candidate for a position	
	B B C Street Interviews about people's preferred jobs	Talk about 'This or That?' questions	Write a discussion board post
		Retell the story of a hoax FUTURE SKILLS Communication	
	Listen to people talking about favourite documentaries	Present a pitch for a documentary	Write a review
		Discuss a news story	MEDIATION SKILLS Report a news story
	B B C Programme <i>Ordinary Lies</i>	Have a conversation with an old friend	Write a personal email/letter

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING
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5 consumer B B C VLOGS | When was the last time you had a problem with a product or service?

5A	The customer is always right? p56	Clauses of purpose: <i>to, so as to, in order to/ that, so that</i>	Personality adjectives (2)	Word stress in adjectives	
5B	Too good to be true p59	Comparative and superlative structures	Advertising; money	Linking <i>r</i> in phrases	Read an article about marketing tricks
5C	Which should I buy? p62	How to ... summarise information from different sources	Describing products	Intonation in summarising phrases	
5D	I do it myself p64	Causative <i>have</i> and <i>get</i> ; reflexive pronouns			

UNIT 5 REVIEW p66

6 places B B C VLOGS | What's your favourite city?

6A	In the city p68	<i>so</i> and <i>such</i>	Areas of a city	Intonation for emphasis with <i>so</i> and <i>such</i>	
6B	Great journeys p71	<i>be/get used to</i>	Challenges; idioms	<i>be/get used to</i>	Read an article about epic journeys
6C	City transport p74	How to ... ask for and confirm information	City transport	Fast speech: <i>just</i>	
6D	A city of tomorrow p76				

UNIT 6 REVIEW p78

7 connect B B C VLOGS | What's your favourite word?

7A	Mix-up p80	Reported speech	Reporting verbs; ways of speaking	Stress in reporting verbs	
7B	Oversharing p83	Passives	Computer use; internet words	Stress and weak forms in passives	Read an article about oversharing online FUTURE SKILLS Critical thinking
7C	7C Conversation savers p86	How to ... keep a conversation going	Adverbs	Intonation in short questions	
7D	A good communicator p88	Avoiding repetition: <i>so,</i> <i>to, not, be</i>			

UNIT 7 REVIEW p90

8 wisdom B B C VLOGS | What's the best piece of advice you've ever been given?

8A	Wise words p92	Third conditional and <i>should have</i>	Phrases of advice	Contractions in complex sentences	Read an article about advice from people of different ages FUTURE SKILLS Critical thinking
8B	Life lessons p95	<i>would</i>	Learning; phrasal verbs	Contracted <i>would</i>	
8C	One thing I know ... p98	How to ... give a presentation	Presenting	Stressing words in key phrases	
8D	Dragons' Den p100				

UNIT 8 REVIEW p102

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to people making complaints	Roleplay making complaints	Write a complaint email
		Discuss a marketing campaign FUTURE SKILLS Communication	
		MEDIATION SKILLS Explain something clearly to sell an idea to other people	
	B B C Street Interviews about what people do themselves/have done	Talk about planning an event	Write a meeting summary
	Listen to people talking about their favourite neighbourhoods	Describe your favourite neighbourhood FUTURE SKILLS Collaboration	Write instructions for how to get somewhere
		Describe a challenging experience	
		Roleplay asking for and confirming information MEDIATION SKILLS Discuss a proposal	
	B B C Programme <i>Reggie in China</i>	Talk about what a place is famous for	Write a description of a business idea
	Listen to a podcast about misunderstandings	Talk about recent conversations	Write a story about an event
		Discuss issues connected to online privacy	
		Two-minute conversations	MEDIATION SKILLS Explain a chatbot flowchart
	B B C Street Interviews about communication	A discussion about communication	Write an email giving advice about a problem
		Describe a situation, then give advice	
	B B C Radio Listen to an account of the origins of one man's curiosity	Discuss the most important qualities of a mentor FUTURE SKILLS Collaboration	Write a short biography
		Give a five-minute presentation FUTURE SKILLS Communication MEDIATION SKILLS Ask follow-up questions	
	B B C Programme <i>Dragons' Den</i>	Pitch a business idea	Write an email giving work-related news



me & mine 1



VLOGS

Q: What's the best present you've ever received?

- 1 Watch the video. Which do you think is the best present?
- 2 What's the best present you've ever received?



Global
Scale of
English

LEARNING OBJECTIVES

- 1A LISTENING** | Understand people talking about their possessions: describing possessions; materials
Tell 'a story of me in three objects': narrative tenses
Pronunciation: auxiliary verbs: weak forms
Write an advert to sell an item online
- 1B READING** | Read an article about minimalism vs. maximalism; verb patterns
Answer a questionnaire about preferences: personal preferences
Pronunciation: stress in prepositional phrases
- 1C HOW TO ...** | leave phone messages: phrasal verbs: housework
Pronunciation: intonation in polite requests
- 1D BBC STREET INTERVIEWS** | Understand people talking about gadgets and screen time: *except for, apart from, (not) even*
Answer a questionnaire about gadgets
Write an online forum comment


1A The story of me

GRAMMAR | narrative tenses


VOCABULARY | describing possessions; materials

PRONUNCIATION | auxiliary verbs: weak forms

LISTENING

- 1 A** Think of three people you know and two or three objects connected with each person. Make notes.
- B** Work in pairs and tell each other about the people and the objects. How are the objects connected to their personalities?
- 2 A** Read about *A story of me in three objects* and look at the photos. Why might these objects be important to the speakers?
- B**  **1.01** | Listen to the podcast and number the objects in the order you hear them.

coffee pot leather jacket
lemon tree silver rings
Spanish guitar walking boots

- C** Work in pairs. What information can you remember about each object?
- 3 A**  **1.01** | Listen again. Are the statements True (T) or False (F)?
- Marta inherited a valuable ring from her mother.
 - Marta borrowed a jacket from a friend.
 - One of Marta's friends helped her dream to come true.
 - The owner of the guitar shop asked Tim if he was a professional.
 - Tim enjoys walking with friends.
 - Tim always made good coffee when he was at university.

B Work in groups. Discuss the questions.

- Do you have anything in common with either Marta or Tim? What?
- 'If you can't enjoy little things, then you will never be happy.' What do you think this means? What are some 'little things' that make you happy?

A story of me in three objects

The objects that we choose to have around us reflect our personalities in different ways. Our possessions contain our memories; they remind us of people and places in our lives. Do you ever think about why you choose to keep some objects and not others? The objects we keep often reflect who we were, who we have become and who we want to be. In this podcast we ask people to choose three objects from their life that they would never throw away, and tell us about them.

Marta



Tim



VOCABULARY

describing possessions

4A Read the extracts (a–b) from the podcast. Match the words and phrases in bold with the meanings (1–8).

- a** I've worn silver rings all my life. ... This one **belonged to** my mother and I **inherited** it when she died. It's **not worth a lot**, but it's very **special** to me.
- b** I borrowed this **leather** jacket from a friend when I was studying at university ... It's a **genuine** 1980s leather jacket ... When I was wearing it, I always thought it looked really **cool**. It's a bit **damaged** now, but I still love it.

- 1 If something was owned by someone else, we can say it them.
- 2 If something is not valuable, it's
- 3 If it's made of animal skin, it's
- 4 If you received a possession (or money) from someone after the person died, you it.
- 5 If something is real, an original and not a copy, it's
- 6 Something which is broken in some way is
- 7 If something has emotional importance for you, it's
- 8 If we think something looks good in a fashionable way, we can say it's

B Work in pairs. Ask and answer the questions.

- 1 Do you have any possessions which previously belonged to your parents, grandparents or friends? What are they? Who did they belong to?
- 2 Do you have a possession which is not worth a lot, but is special to you?
- 3 Do you own a lot of things made from the same material, e.g. silver, denim, leather?

C Learn and practise. Go to the Vocabulary Bank.

▶▶ page 132 **VOCABULARY BANK** materials

GRAMMAR

narrative tenses

5A Match the sentences from the podcast (a–d) with the rules (1–2). Choose the correct words to complete the rules.

- a** I bought these boots while I **was travelling around** New Zealand.
- b** I got this ring in a street market when I **was living** in Italy for a few months.
- c** I bought it to replace a similar one that I'd **lost**.
- d** The shopkeeper **had listened** to me playing and he asked me, 'Are you a professional?'

- 1 We use the past continuous to refer to **temporary / fixed** or changing states and situations.
- 2 We use the past perfect to describe an action which happened **before / after** another action in the past.


B Learn and practise. Go to the Grammar Bank.

▶▶ page 104 **GRAMMAR BANK**

PRONUNCIATION

6A  1.02 | auxiliary verbs: weak forms | Listen and complete the sentences.

- 1 I around Australia.
- 2 We in China.
- 3 He at university.
- 4 I bought a new leather jacket to replace the one I
- 5 My mother the ring to me.
- 6 He me making coffee.

B  1.02 | What do you notice about the auxiliary verbs? Are they stressed? Listen again and repeat the sentences.

C Work in pairs. Make sentences about one or two of the options to tell your partner.

Think of a time when:

- 1 you had to replace something you had lost. What happened?
- 2 a friend or relative gave you something special. What was the occasion?
- 3 someone made something and gave it to you. What was it? Did you like it? Why/Why not?
- 4 you were living or studying in a different place to now. Why were you there?


SPEAKING

7A Prepare to talk about three important objects that say something about you and your life. Make some notes to answer the questions.

- 1 What are the objects? How would you describe them?
- 2 Tell a story about each of the objects. Where did you get them? Why are they important to you?

This old leather biker's jacket belonged to my dad. He wore it a lot when he was living and working in London. He'd finished university and was working as a motorcycle courier. It's a bit damaged now, but it's very special to me, even if I don't actually wear it much anymore.

B Work in groups. Tell each other your 'story of me in three objects'. Ask and answer any questions about the stories.

C  Take a photo of the three objects you discussed, or make a photo collage. Bring the photo and show it to the class. Look at your partner's photos. Can you remember what the objects are and why they are important?

WRITING

an advert to sell an item online

8A Work in pairs and discuss. Do you ever buy or sell items online? What kinds of thing? Which platform do you use?

B Complete the descriptions of items for sale in the photos with the words in the box.

condition good includes
Italian leather new used

9A Look at the sentences from the adverts. Which types of word are missing: nouns, articles, pronouns or other grammatical words?

- The price of the bike includes front and back lights, a bike lock and keys. → Price includes front and back lights, bike lock and keys.
- They are new and they are in perfect condition. → New and in perfect condition.

B How are the sentences (1–5) reduced in the adverts?

- This bike was bought earlier this year but it was never used.
- It is in the same condition as it was when it was new.
- The coffee pot serves four people.
- The back of the guitar is slightly damaged.
- They come in the original box.

C Reduce the sentences (1–4) to note form.

- It has been slightly damaged.
- The price includes a spare set of strings.
- This has never been used.
- It is in very good condition.

D Choose three possessions that you could sell on a trading website or app. Write short descriptions of the different items for sale, with prices, using note form.



men's jacket – medium

1980s vintage denim jacket.
In perfect ¹

Price: £75

Size: Medium

♥ 12 📌 ➦



bicycle

Brand new men's bike. Bought earlier this year but never ²
³ front and back lights, bike lock and keys.

Price: £350

Location: Manchester, UK

Condition: As ⁴

♥ 8 📌 ➦



moka coffee pot

Cool ⁵ moka coffee pot.
Serves 4.

#espresso #coffee

Price: £18

BUY NOW

♥ 3 📌 ➦



Spanish guitar

Spanish classical guitar. In ⁶
condition, back slightly damaged.

Comes complete with spare set of strings.

Price: £120

♥ 10 📌 ➦



for sale

Ladies' walking boots, size 40

⁷ boots. New and in perfect condition. In original box.

Price: £40

♥ 5 📌 ➦

1B Less is more?

GRAMMAR | verb patterns

VOCABULARY | personal preferences

PRONUNCIATION | stress in prepositional phrases



READING

1 A Look at the photo and discuss the questions.

- 1 What kind of person do you think lives in a place like this? Why?
- 2 What would/wouldn't you like about living in this place? Why?

B Read the introduction to a magazine article about maximalism and minimalism. Are you surprised by any of the facts in the first paragraph? Why/Why not?

C Work in pairs. Turn to page 139. Student A: Read what Zuleya says about minimalism. Student B: Read what Richard says about maximalism. Tell each other an interesting fact from your part of the article.

D Swap texts with your partner and read the rest of the article. Who do you think makes the stronger argument: Zuleya or Richard? Discuss in pairs.

2 A Work in pairs. Can you remember what the full-length article says about these things? Check your answers.

- 1 a crazy number
- 2 twelve toys
- 3 the world's number of phones
- 4 a simpler world
- 5 who Joshua Fields Millburn and Ryan Nicodemus are
- 6 appreciating the things that really matter
- 7 objects that give visitors pleasure

B Are the ideas in Ex 2A facts or opinions? Think about where the information comes from. Read the examples to help you.

- 1 The idea that it's 'crazy' is the writer's opinion, not a fact. There is no source except the writer's thoughts.
- 2 The number twelve is from research quoted in the newspaper *The Daily Telegraph*. It is a fact, not an opinion.

C Work in pairs and discuss. Which opinions in the article do you agree with?

Minimalism vs. Maximalism

According to the *Los Angeles Times*, the average American home contains 300,000 items. It's a crazy number, even if it includes everything from pencils to beds. A British newspaper, *The Daily Telegraph*, reported that the average British 10-year-old owns 238 toys but plays with only twelve daily. *The Story of Stuff*, a documentary, tells us we consume double the number of things that we did half a century ago and there are more phones in the world than people.

All of this might explain why minimalism – the idea of living more simply – has become a trend. Minimalism began as an artistic movement in the 1950s. Artists like Donald Judd and Agnes Martin produced paintings and sculptures reduced to bare, pure lines. Now it's not art but the environmental impact of our lifestyles that has seen minimalism return.

Maximalism also has its roots in the art world, especially the French Rococo style of the eighteenth century and a 1920s movement called Art Deco. It involves bright colours and interesting patterns like zebra stripes and leaf prints. Fans of maximalism say it's not only for eighteenth century French kings, but for anyone who enjoys having lots of beautiful objects in the house.

So, space and simplicity or colour and craziness? Here, two designers share their views on the issue: minimalism or maximalism.

GRAMMAR

verb patterns

3A Choose the correct words to complete the sentences.

- Minimalism refers to **design / designing** things in a simple, elegant way.
- They succeeded in **persuade / persuading** people to stop collecting useless stuff.
- It turned out to **be / being** the most important trip of my life.
- I went on to **become / becoming** a designer.
- I believe in **create / creating** joyful designs.
- I look forward to **visit / visiting** more street markets.

B Check your answers in the article on page 139.

C Work in pairs. Look again at the sentences in Ex 3A and answer the questions.

- What usually follows verb + preposition: the *-ing* form or the infinitive?
- Which two sentences in Ex 3A do **not** follow this pattern?

4A Match the words in bold in sentences 1–2 with the definitions a–b.

- They persuaded people to **stop collecting** useless stuff.
- If we **stop to think** about what's really important ...
 - Stop + to infinitive* means pause an action so that you can do a different action.
 - Stop + -ing* means change a habit.

B Learn and practise. Go to the Grammar Bank.

▶ page 105 **GRAMMAR BANK**

VOCABULARY

personal preferences

5A Work in pairs. Look at the words in bold in the two sections of the article about Minimalism vs. Maximalism on page 139. Answer the questions.

- Which two adjectives mean 'perfect for me'?
- Which two phrases mean 'I don't like ...'?
- Which phrase means 'don't need'?
- Which word means 'enjoy or be thankful for something'?
- Which phrase means 'make someone happy'?
- Which word means 'the kind of things you like'?

B Choose the correct words to complete the summaries.

Zuleya says that, for creative people, the homes she designs are ¹**pleasure / ideal**. She thinks minimalism allows us to ²**stand / appreciate** the important things in life. She believes we can ³**do without / give pleasure** so many things.

Richard is doing his ⁴**dream / first** job. Minimalism isn't ⁵**for him / the taste** because he ⁶**dreams of / is not a big fan of** blank, empty spaces. He says his objects give ⁷**taste / pleasure** to his visitors. He also says people have different ⁸**hopes / tastes** and you can live a simple life and still enjoy colours and patterns in your home.

C Complete the sentences with your own ideas. Read your sentences to other students and compare ideas.

- One sound or smell that gives me pleasure is ...
- My dream job would be ... , and the ideal place for it would be ...
- I have very different tastes from For example, ...
- I always appreciate In fact, I can't do without ...
- ... isn't for me because I'm not a big fan of ...

PRONUNCIATION

6A 1.03 | stress in prepositional phrases | Read the sentences (1–4). Which words in bold are not stressed: the verbs or the prepositions? Listen and check.

- I **believe in living** a simple life.
- He **succeeded in finding** his dream job.
- You should **think about tidying** your stuff.
- Concentrate on appreciating** the simple things.

B 1.03 | Listen again and repeat the sentences.

C Change the phrases in bold by adding your own ideas. The first word you write should be an *-ing* form.

- I don't care about **being famous**.
I **don't care about owning lots of things**.
- I sometimes dream about **escaping to another country**.
- I never think about **going to nightclubs**.
- I believe in **helping others**.
- I never apologise for **being myself**.

D Read your sentences to a partner. Make sure you stress the verbs. Are the sentences true for both of you?



SPEAKING

- 7A** Read the questionnaire and think about your answers. What explanations and examples can you think of?
- B** Read the Future Skills box and do the task.
- C** Work in groups. Ask and answer the questions in the questionnaire. Give examples and use emphatic language.
- D** Work with another group. Guess what their answers were. Are there any surprises?

FUTURE SKILLS

Communication



To show a strong attitude towards a topic, we often use emphatic language, e.g. 'I definitely ...', 'I definitely don't ...'. Can you think of any other emphatic phrases?

Before you do the activity in Ex 7C, look at the questions and think about which emphatic phrases you can use in your answers to show your attitude.



WHO ARE YOU?

social butterfly or 'stay-at-home'

Is your ideal evening spent alone or do you look forward to spending time with other people?

- > I like ...
- > I enjoy ...

messy or tidy

Does it give you pleasure to keep rooms, desks, tables, etc. tidy or are you happy to live or work in an environment with lots of stuff everywhere?

- > I'm (not) a big fan of ...
- > I prefer ...

social media fan or non-user

For how long could you give up checking your phone messages and social media? One hour? One day?

- > I can/can't do without ...

multitasker or 'one-thing-at-a-time'

Do you prefer to concentrate on doing one thing at a time or do you do lots of different tasks at the same time?

- > I prefer ...

future dreamer or happy with 'now'

Do you dream about achieving amazing things (like getting a dream job) or do you appreciate the things you have now and feel content?

- > I dream about ...
- > I care about ...

follower of tradition or independent

Do you care about following your family's traditions in habits, beliefs, clothes, education, etc., or do you have different tastes?

- > I believe in ...
- > I (don't) care about ...

planner or non-planner

Are you the type of person who thinks about planning their holidays at the last minute or do you prefer to plan everything months before?

- > I (don't) put off ...
- > I like ...

1C Don't forget to ...

HOW TO ... | leave phone messages

VOCABULARY | phrasal verbs: housework

PRONUNCIATION | intonation in polite requests

VOCABULARY

phrasal verbs: housework

1 A Work in pairs. Name as many household tasks as you can in one minute. Then compare with other students.

washing the dishes ...

B Work in groups. Discuss the questions.

- 1 Which of the tasks in Ex 1A do you do?
- 2 Which do you dislike the most?
- 3 Are there any that you like?

2 A Match the 'to do' lists (1–3) with the situations (a–c).

- a someone moving house
- b someone organising a party
- c someone going away for the winter

- 1
- throw out food from the fridge
 - take out the rubbish
 - pack suitcases
 - set house alarm

- 2
- pick up cake from bakery
 - tidy up living room
 - buy snack food
 - clean bathrooms
 - hang up clothes lying around in bedroom
 - turn up heating

- 3
- finish packing boxes
 - phone new owners – go over instructions for alarm system
 - sweep floor
 - complete 'new address' form for post office
 - lock up the house

B Look at the lists in Ex 2A and find phrasal verbs to match with meanings (1–8).

- 1 put something outside
- 2 increase
- 3 something you do with doors and windows to stop people getting in
- 4 put something in the rubbish because you don't want it
- 5 get/buy something (can be collecting something you arranged to buy earlier)
- 6 put things on a hook or other object
- 7 explain instructions to make sure someone understands
- 8 make somewhere neater by putting things in the right place

C Match the questions (1–8) with the answers (a–h).

What do you do when:

- | | |
|--|----------------|
| 1 your clothes are lying all over the floor? | a lock it up |
| 2 you're going home and you remember you need to buy milk? | b throw it out |
| 3 your desk papers, books and cups are all over the room? | c tidy it up |
| 4 you need to explain complicated instructions to your flatmate? | d hang them up |
| 5 food goes bad? | e pick some up |
| 6 the temperature changes and the heating is too low? | f go over them |
| 7 you're leaving the house to go on holiday? | g take it out |
| 8 the bin is full of rubbish? | h turn it up |

D Work in pairs. Student A: Close the book. Student B: Test Student A. Then swap roles.

B: What do you do when your clothes are lying all over the floor?

A: Hang them up.

B: Correct!

How to ...

leave phone messages

3A Work in pairs and discuss the questions.

- 1 Do you ever have to leave or listen to phone messages in English?
- 2 Do you find this difficult? Why/Why not?

B 1.04 | Listen to the phone messages. Number the items in the box in the order you hear them.

alarm system broken pipe folder garage door
leather jacket pizzas plants

C Complete the phrases (1–10) with the words in the box.

back call calling find here message
number reached this you'll

Things you'll hear on a recorded message:

- 1 You've Café Roma.
- 2 Please leave a message and we'll get to you.
- 3 Thank you for Smiths and Co. Our office hours are 8 a.m. to 6 p.m.
- 4 I can't take your call right now, but if you leave a with your name and number, I'll get back to you as soon as I can.

Starting a message:

- 5 is Marcelo Fagundes calling about ...
- 6 It's Patricia

Giving detailed information:

- 7 need to unlock the ...
- 8 You'll it on the table next to the ...

Asking for further phone actions:

- 9 Can you me back?
- 10 You can reach me on this

D 1.05 | Listen and check.

4A Complete the requests with the words and phrases in the box.

could you please do you think
I wonder if you wonder would

- 1 you explain the alarm system to her?
- 2 could bring my folder to the meeting?
- 3 let me know that you've got this message?
- 4 you'll be able to pick up some pizzas on the way home?
- 5 I if you'd mind watering the plants for me.

B 1.06 | Listen and check.

C Are the polite requests in Ex 4A direct or indirect requests? How do you know?

D Learn and practise. Go to the Grammar Bank.

 page 106 **GRAMMAR BANK**

PRONUNCIATION

5A 1.07 | intonation in polite requests | Listen to the requests (1–4). Does the speaker start with a high or low pitch to sound polite?

- 1 I wonder if you could bring my folder, please?
- 2 Would you walk the dog, please?
- 3 Do you think you'll be able to come today?
- 4 Will you pick up some food on the way home?

B 1.07 | Listen again and say the sentences with the recording.

C Complete the requests using your own ideas. Read them to a partner using a high intonation to sound polite.

- 1 I wonder if you could ...
- 2 Would you tell me ...
- 3 Do you think ...
- 4 Will you ...

SPEAKING

6A Work in pairs. You are going to practise leaving some phone messages. Read the Future Skills box and plan your messages for the situations in Ex 6B.

FUTURE SKILLS

Communication



Before leaving a phone message in English, it helps to plan and write down the main points. Think about how to:

- start the message,
- say why you're calling,
- explain details clearly (if necessary),
- end the message.

B Work in pairs. Prepare voicemail messages. Student A: Go to page 138. Student B: Go to page 141.

C Take turns to leave your messages by saying them in your pairs. Student B: Start with a recorded message.

B: You've reached [name]. Please leave a message.

A: ...

MEDIATION SKILLS

inviting contributions



agree on the best way to fix a work problem

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1D BBC Street Interviews

Your gadgets

GRAMMAR | *except for, apart from, (not) even*

SPEAKING | a questionnaire about gadgets

WRITING | an online forum comment



Joshua



Catherine

PREVIEW

1 A Are you a technophile or technophobe?

Which statement is closest to the truth for you?

- 1 I love technology and try to be as up-to-date as possible.
- 2 I use technology, but I don't need to have all the latest gadgets.
- 3 I'm not very interested in new technology and think it's a waste of money.

B Work in pairs and compare your answers. Say what gadgets you use the most and how you use them.



BBC

Q1: Which gadgets do you love, and which could you live without?

Q2: Do you think people spend too much time looking at screens?

VIEW

2 A Watch the interviews and answer the questions.

1 Which of the items below do the speakers mention?

- coffee maker
- home computer
- smart speaker
- gaming console
- iPad
- smartwatch
- guitar pedals
- phone
- VR headset

2 How many of the speakers think that people spend too much time looking at screens?

B Watch the first part of the interviews again. Write the name of the speaker who:

- 1 uses their phone in bed.
- 2 could live without their smartwatch.
- 3 could live without all their gadgets except for their phone.

C Watch the second part of the interviews again. Complete the things the speakers say.

- 1 You lose the contact and that emotion that you get from that interaction.
- 2 I think people are to screen time, needing information or entertainment more immediately.
- 3 I think people probably spend on their phone.
- 4 It prevents you from being able to talk to people in

D Do you agree with the statements (1–4) in Ex 2C? Discuss in pairs.

GRAMMAR

except for, apart from, (not) even

3 A Look at the sentences from the video (a–d) and complete the rules (1–3) with *except for, apart from* or *even*.

- a I think I could live without all my gadgets **apart from** my phone, because it's so important to me.
- b I love a range of gadgets from my Xbox and my laptop, but I could live without all of them **except for** my phone.
- c I love my phone. I use it all the time. I **even** use it in bed.
- d People certainly look at their phones too much. It might **even** be the first thing in the morning.

- 1 We use to show something is surprising or unusual, and we want to emphasise the point.
- 2 We use and to say that something is not included.
- 3 We usually follow and with a noun.

B Learn and practise. Go to the Grammar Bank.

▶▶ page 107 **GRAMMAR BANK**