

Speak out

3RD EDITION

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C1–C2	73-90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

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Speak out

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3RD EDITION

B1+

B1+

Student’s Book and eBook

with Online Practice

Antonia Clare | Frances Eales | Steve Oakes | JJ Wilson



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Student’s Book and eBook

with **Online Practice**



B B C

Speak < out

3RD EDITION



Student's Book and eBook

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FUTURE SKILLS
Critical thinking

FUTURE SKILLS
Critical thinking

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	B B C Programme <i>Dragons' Den</i>	Pitch a business idea	Write an email giving work-related news

GRAMMAR

1 A Work in pairs. Read the text and discuss. Do you have anything in common with Alejandra?

My name is Alejandra Morales. I'm an exchange student. I'm originally from Granada, which is in the south of Spain, but I currently live in Manchester, UK. I'd never travelled outside my country before this. I love music and I was told that Manchester is a great city for music. I've been to lots of excellent gigs and seen some amazing new bands. I also like sport, especially football, so I hope to see one of the Manchester teams in action. My other hobby is reading, particularly fiction. As for Manchester, I love everything except the climate. My flatmate told me it was the wettest city in the country!



B Read the text again and find an example of:

- | | |
|--------------------|-----------------------------------|
| 1 a superlative. | 4 the present perfect simple. |
| 2 reported speech. | 5 a non-defining relative clause. |
| 3 the passive. | 6 the past perfect. |

COMMON ERRORS

2 Correct the mistakes in the sentences.

- Where I can buy a phone?
- Yesterday I've visited the castle.
- I've known her since fifteen years.
- I will to work from home next year.
- If I'll have time, I'll come to the party.
- What means this?

VOCABULARY

3 A Choose the correct words to complete the questions.

- Have you studied with any of your **classmates** / **class-colleagues** before?
- Do you work or are you a **whole-time** / **full-time** student?
- Where do you note **up** / **down** new words? Do you use a notebook?
- Have you ever watched a TV **series** / **sequence** in English?
- Are you interested in current **news** / **affairs**, like politics and cultural topics?
- Have you ever **made** / **done** a phone call in English?
- Have you **loaded** / **downloaded** any apps to help you study recently?
- Are there any languages that you tried to study, but you gave **over** / **up**?

B Work in pairs. Choose five of the questions from Ex 3A to ask your partner.

PRONUNCIATION

4 A Match (1–6) with (a–f) to make pairs that rhyme.

- | | |
|----------|----------|
| 1 should | a show |
| 2 weight | b filled |
| 3 build | c fur |
| 4 white | d wood |
| 5 though | e height |
| 6 were | f late |

B **L.01** | Listen and check your answers.

C Work in pairs. Think of other words in English that rhyme with words 1–6.

REGISTER

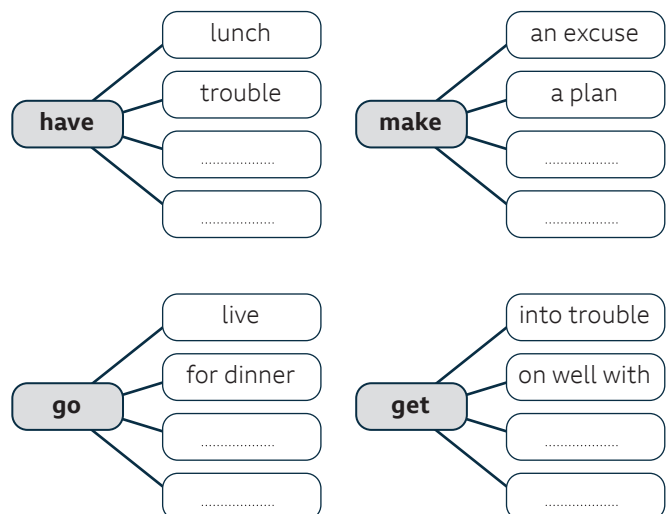
5 Are the sentences (1–5) formal or informal? Where might you hear or read them? Compare your ideas with a partner.

- I look forward to hearing from you at your earliest convenience.
- Wow! That's fantastic news!
- Gone into town. Be back at 3.
- One of the main advantages of this programme is that it is less expensive than its competitors.
- Guess what!

COLLOCATIONS

6 A Complete the word webs with the words and phrases in the box.

a break fired a good memory lost
a mess a mistake on holiday viral



B Work in pairs. Take turns to say true sentences using one collocation for each of the four verbs in Ex 6A.

A: Yesterday I **had lunch** in a French restaurant.

B: I always **have trouble** finding a place to park my car.



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?

GSE 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)?

- 1 Marta inherited a valuable ring from her mother.
- 2 Marta borrowed a jacket from a friend.
- 3 One of Marta's friends helped her dream to come true.
- 4 The owner of the guitar shop asked Tim if he was a professional.
- 5 Tim enjoys walking with friends.
- 6 Tim always made good coffee when he was at university.

B Work in groups. Discuss the questions.

- 1 Do you have anything in common with either Marta or Tim? What?
- 2 '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

 page 145 **MEDIATION BANK**

1D

BBC Street Interviews

Your gadgets

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

SPEAKING | a questionnaire about gadgets

WRITING | an online forum comment



Joshua



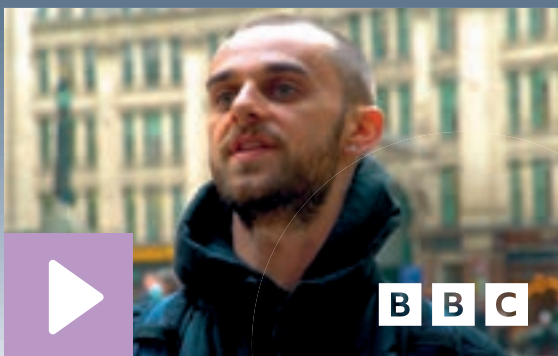
Catherine

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.



B B C

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.

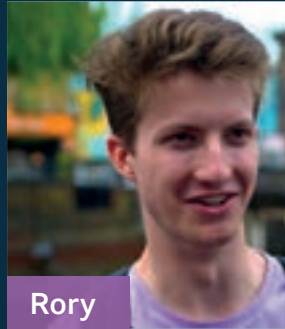
- 1 We use to show something is surprising or unusual, and we want to emphasise the point.
- 2 We use and to say that something is not included.
- 3 We usually follow and with a noun.

B Learn and practise. Go to the Grammar Bank.

▶ page 107 **GRAMMAR BANK**



Shannon



Rory



Marc



Josh



Connor

SPEAKING

a questionnaire about gadgets

4A Write down all the gadgets you use on an average day in the order you use them. Compare with other students. Are your lists similar or different?

My phone first, for my alarm and checking social media, then my coffee maker, ...

B Read the questionnaire and make a note of your answers.

You and your gadgets

- How old were you when you got your first phone? What do you remember about getting it?
- Apart from your phone, what gadgets do you love, and which could you live without? Why?
- Are there any gadgets that you would like to have?
- What gadget would you like to have that hasn't been invented yet?
- Think of three gadgets that were invented during your lifetime. Which is the best and why?
- Do you think you spend too much time looking at screens? Why/Why not?

C Work in groups. Ask and answer the questions in the questionnaire. Use your notes and the Key phrases to help you. Respond to your partners' opinions.

KEY PHRASES

Apart from my phone/laptop, I'd say that ...
 I could easily live without ...
 One thing I'd love to have/I could do without is ...
 In my honest opinion, ...
 I would say I definitely ...
 Absolutely! Me too.
 Really? Are you sure ... ?
 Do you really/honestly think that ... ?
 I don't believe it!

WRITING

an online forum comment

5A Read the online forum discussion. Do you think the suggestions are good or bad? Why?

MA **Mairat21** 1h
 What gadget would you like to have that hasn't been invented yet?

4 Comments | 5 Share | 11 Likes

BB **Beatrice86** 52 mins | One thing I would love to have that hasn't been invented yet is a pet translator. It could tell you what your pet is saying, and could even translate what you say to the pet. I would love to know what my cat is thinking.

Comment | Share | Like

MX **Marcx991** 47 mins | Really? Are you sure? You look at all the problems in the world that could be solved with technology and you want to invent a pet translator? I don't believe it!

Comment | Share | Like

SM **Smithsy42** 36 mins | I would say that apart from flying cars, one of the best gadgets would be something that can change the size and shape of your vehicle at the push of a button. You would never have to sit in traffic again!

Comment | Share | Like

DD **DarrenDarren** 31 mins | Absolutely! This is a great idea.

Comment | Share | Like

B Work in pairs. Think of a gadget you would like to have that hasn't been invented yet. Write a post describing the gadget and the problem it would solve.

C Read other people's suggestions. What do you think of the ideas? Write comments on each one giving your opinion and explaining it.

GRAMMAR

narrative tenses

- 1 A** Choose the correct words to complete the text. What do you think the idiom in the final sentence means?

The Story of Me ... on Wheels!

The first mode of transport that I remember was my tricycle. My parents gave it to me the year after I ¹was learning / had learnt to walk, and I loved it. Then came my famous red bike. My dad ²was teaching / taught me how to ride it. I was ten years old and I ³was riding / rode down the main road when something ⁴had happened / happened that I'll never forget. It ⁵had rained / was raining heavily so I could barely see, and I skidded in a puddle and lost control. Luckily, the road was empty and I ⁶wasn't getting / didn't get hurt. Later, I bought a motorbike. I ⁷was wanting / had wanted one for years, but I ⁸hadn't been / wasn't being able to afford it until my twenties. I rode it everywhere. In my thirties, I got married and started a family, so I ⁹was having / had to sell my motorbike and buy a car. Yesterday I ¹⁰watched / had watched my three-year-old learning to ride his tricycle. You could say the wheel has come full circle!

- B** Work in pairs and discuss. Do you have stories to tell about yourself on wheels?

verb patterns

- 2 A** Make sentences about yourself using the words and phrases in box A and the verbs in box B. Use the correct form of the verbs in box B: *-ing* or *to* infinitive.

A care about dream about give up
look forward to plan on remember stop

B be do eat go help
relax travel watch work

I dream about travelling to West Africa.

- B** Work in groups. Take turns to read your sentences. Did you have any similar ideas?
- 3 A** Add the words in the box to complete the sentences. One word isn't used.

apart even except from not

- I'm the quietest person in my family, apart my father.
- Everyone in my family dances, my grandparents, who love it.
- No one in my family knows how to cook from my mother.
- Everyone I know plays video games, for me.

- B** Are any of the sentences true for you? Tell a partner.

VOCABULARY

- 4 A** Choose the correct words to complete the sentences.

- It's a beautiful old **cotton** / **silver** ring which **belonged to** / **owned** my grandmother.
- They're my favourite pair of **denim** / **diamond** jeans. They're quite **leather** / **damaged**, but I would never throw them away.
- It's a lovely **stone** / **rubber** vase that a friend gave me as a birthday present. It's **cool** / **not worth a lot** but it's very **special** / **gold**.
- It's a **steel** / **genuine** Italian suitcase, made of **leather** / **stone**. It belonged to my father.

- B** Work in pairs. Do you have any objects which you would never throw away? Describe them to your partner and say why they are special to you.

- 5 A** Choose the correct option (A–C) to complete the extract from a story.

The House that Jock Built

When Elizabeth finally saw the house, it ¹..... part of her family legend for 200 years. It had been built by Jock Phillip, her distant ancestor who ²..... Scotland for America aged sixteen with nothing but the clothes on his back. Five years after arriving, he discovered a hidden treasure in California: a seam of gold, which he later mined. He had succeeded in ³..... his fortunes, and with his earnings he built his ⁴..... home.

It was the ⁵..... house, large and beautiful, a house to pass down from generation to generation. It belonged to his children, then his grandchildren, and so on. When Elizabeth was young, she remembered ⁶..... stories about it. For this reason she had always dreamed about ⁷..... the house. Finally, her chance came.

While she ⁸..... there, she suddenly felt a sense of sadness. She arrived and saw immediately that the house was badly ⁹..... . The walls, made of ¹⁰..... , were falling down, and the windows were long gone. Birds had made their homes in the roof.

- | | | |
|-----------------------------|----------------------|-------------------|
| 1 A was being | B had been | C had |
| 2 A had been leaving | B was leaving | C had left |
| 3 A changing | B to change | C change |
| 4 A taste | B dream | C treasure |
| 5 A ideal | B big | C great |
| 6 A hearing | B to hear | C hear |
| 7 A visit | B to visit | C visiting |
| 8 A was driving | B had driven | C drove |
| 9 A damaging | B damaged | C damage |
| 10 A glass | B silver | C stone |

- B**  **R1.01** | Listen and check your answers.