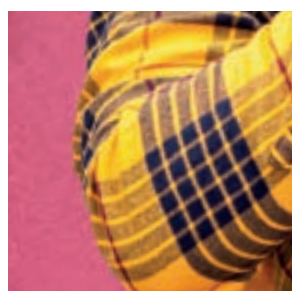


B B C

Speak out

3RD EDITION

B1



Antonia Clare | JJ Wilson

Student's Book and eBook

with **Online Practice**



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		Discuss solutions to problems with tourism FUTURE SKILLS Social responsibility	
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	B B C Street Interviews about travelling	A discussion about travel	Write an essay about why we travel
	Listen to four people talking about their practical skills	Ask and answer questions about your abilities	Write an anecdote about learning a skill
		Plan or present a video or video channel FUTURE SKILLS Creativity	
	Listen to three conversations about technical problems	Roleplay two conversations about technical problems MEDIATION SKILLS Make instructions easier to understand	
	B B C Documentary <i>Inside the Human Body</i>	Discuss the best ways to learn a language	Write a forum comment about language learning

GRAMMAR

1 A Choose the correct word to complete the sentences.

- 1 Do / Are / What you studying at university?
- 2 What do / have / did you eat last night?
- 3 How many countries do / have / did you been to?
- 4 What are / will / do you doing next weekend?
- 5 Where has / does / is your best friend live?
- 6 I not / wasn't / didn't working when she arrived.
- 7 I'm sure the school doesn't / isn't / won't be open tomorrow.
- 8 She is / has / did worked in several cities.

B Work in pairs. Check your answers, then choose two questions to ask and answer.

2 A Read the text. What do you have in common with Yusuf?



Hi, I'm Yusuf. I'm from Turkey, but at the moment I'm living in London, which is an amazing city. I'm going to stay here for six months so that I can improve my English. I love getting to know new cities, and I'm really happy that I chose to come to London. I've been to seven or eight fantastic museums and art galleries, and I also really like the parks. The best thing about London is that there are so many interesting things to do, especially for someone in their twenties, like me. The worst thing is the weather. I really hate cold weather. I arrived in January and it was freezing!

B Read the text again and find examples of

- 1 a present continuous verb.
- 2 a past simple verb.
- 3 a present perfect verb.
- 4 a verb form for future plans.
- 5 a superlative.
- 6 a modal verb.
- 7 a relative clause.
- 8 a verb + *-ing* form.

PRONUNCIATION

3 A Find pairs of words in the box that have the same vowel sound.

bar boat fight heat heart mail oil put queue
seen show shy take through took toy

bar, heart

B L.01 | Listen and check your answers.

C Work in pairs. Think of other words in English that use the same vowel sounds.

COMMON ERRORS

4 A Correct the mistakes in the sentences.

- 1 My sister don't like football.
- 2 Which film you watch last night?
- 3 I'm from france.
- 4 We love listening music.
- 5 Let's discuss about this later.
- 6 When I can go home?
- 7 I'm teacher.
- 8 I live here since 2018.

B Decide which mistakes in Ex 4A are connected with these things.

- 1 a missing preposition
- 2 an extra preposition
- 3 a verb tense
- 4 word order
- 5 a missing auxiliary verb
- 6 punctuation or capitalisation
- 7 verb-noun agreement
- 8 a missing article

VOCABULARY

5 A Complete the common phrases with the verbs in the box.

chat do (x2) go have listen to
post send take watch

- 1 have a meeting
- 2 out with friends
- 3 a photo on social media
- 4 to a colleague
- 5 some work
- 6 an email
- 7 a film
- 8 some music
- 9 some sport/exercise
- 10 a break

B Complete the table with the phrases from Ex 5A.

work	free time
have a meeting	

C Work in pairs. Can you add any more phrases to the table in Ex 5B? Which of these things do you do in a normal day?



people

1



VLOGS

Q: How would your friends describe you?

1 ▶ Watch the video. Note down some of the adjectives that you hear. Compare in groups.

2 How would your best friends describe you?

GSE LEARNING OBJECTIVES

1A LISTENING | Understand people talking about the people and activities in their life: people and relationships; personality adjectives

Talk about different people and activities in your life: present simple and present continuous; state verbs; adverbs of frequency

Pronunciation: connected speech: *do you*

Write a personal profile; use linking phrases

1B READING | Read a news article about people with unusual jobs: jobs; work

Talk about jobs and work: verb patterns

Pronunciation: syllable stress

Invent a news story

1C HOW TO ... | start and end a conversation; keep a conversation going: conversation topics

Pronunciation: rhythm and intonation

1D BBC STREET INTERVIEWS | Understand people talking about their lifestyles

Talk about your lifestyle: modifiers

Write a blog post about a day in your life

1A Who are you?

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

VOCABULARY | people and relationships; personality adjectives

PRONUNCIATION | connected speech: *do you*



Pedro



VOCABULARY

people and relationships

1 A Work in pairs and discuss the questions.

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

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

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

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

work	sport	friendships/ personal life	family

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

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

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

I look up to my grandfather because ...

I get on well with my partner because ...


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

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

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

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

LISTENING


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

parents studies work a sport
children a grandparent

Tomasz: studies, ...

Michaela:

Jo:

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

Tomasz

1 What is he studying at the moment, and where?

2 Who does he live with?

3 How often does he see and speak to his parents?

Michaela

4 How often does Michaela play hockey?

5 Why does she admire her grandmother?

6 Where did she meet her group of close friends?

Jo

7 What is Jo's job?

8 Why is her work busy at the moment?

9 What three jobs does she mention doing at home?

C Work in groups. Discuss the questions.

1 Do you have a small group of close friends, or a large group of friends?

2 How good are you at staying in touch with old friends and family members?

3 How important is your work or studying to you? Why?

4 What 'jobs' do you do at home?

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

a They're so **funny**, and great to be with.

b She's such a **kind** and **generous** person, and she's always **cheerful**.

c They are **hard-working** and very **reliable**.

1 Do the adjectives in bold have a positive or negative meaning?

2 Who in your life would you describe with these adjectives?

3 What other adjectives can you use to describe personality?

B Learn and practise. Go to the Vocabulary Bank.

 page 136 **VOCABULARY BANK**
personality adjectives

GRAMMAR

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

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

1 I'm **studying** design and I **love** it!

2 I'm **living** with a few of the people on my course at the moment.

3 We **study** during the day and then we usually **cook** together in the evening.

4 My parents **live** back home in Poland.

5 When they **come** home, we always **try** to meet up.

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

1 Which verb describes a fact or something that is always true?

2 Which verbs describe a temporary situation or something happening around now?

3 Which verbs describe a habit or routine?


4 Which verb tense do we use with adverbs of frequency, e.g. *sometimes, often, never*?

5 Which verb in the present simple describes a feeling that is true now?

C Learn and practise. Go to the Grammar Bank.

 page 104 **GRAMMAR BANK**

PRONUNCIATION

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

Do *you* cook for your family?

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

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

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

A

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

B

cook dinner do sport eat out in a restaurant
go on holiday stay in touch with friends
visit my grandparents

enjoy my job get up before 6 a.m. go out with
colleagues learn something new start a new project

enjoy my course find my course difficult
study for exams

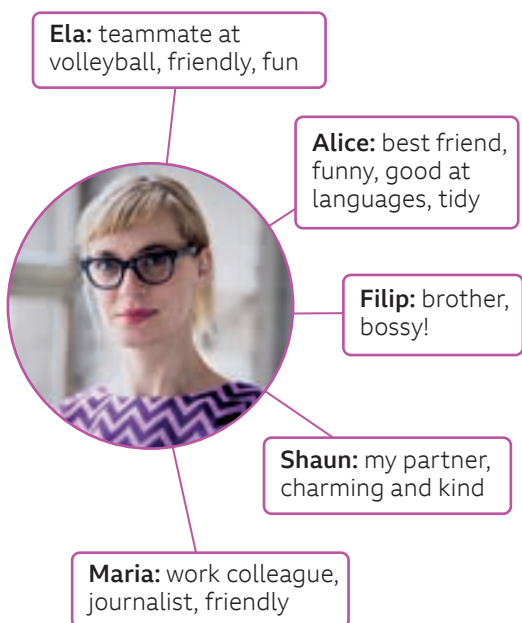
B Work in pairs. Compare your sentences. Ask more questions.

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

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

SPEAKING

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



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

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

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

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

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

B: What does she do?

A: She's a designer.

WRITING

a personal profile

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

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

Matt Erbrich
About me ...

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

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

Contact me: MattErbrich22xx@gmail.com

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

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

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

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

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

also as well as because for example too

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

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

1B Good people

GRAMMAR | verb patterns

VOCABULARY | jobs; work

PRONUNCIATION | syllable stress

VOCABULARY


jobs

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

Medical workers save lives.

Teachers help us to learn.

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

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



a musician



b mechanic



c shop assistant



d financial consultant 1



e plumber



f chef



g gardener



h journalist

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

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

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

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

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


D Learn and practise. Go to the Vocabulary Bank.

 page 136 **VOCABULARY BANK** work

PRONUNCIATION

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

assistant consultant journalist
mechanic musician

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

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

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

My brother is a journalist.

READING

4A Work in groups of three. Student A: Read text A on this page. Student B: Read text B on page 146. Student C: Read text C on page 148.

B Complete the table with information from your text.

	Text A	Text B	Text C
Who is the text about? Where?			
What is their job? What do they do for other people?			
Why do they do it?			
Do they run an organisation?			
What do they say about what they do?			

5A Use your notes to tell the other students in your group about your text. Complete the table for the other two texts.

B In your groups, discuss the questions.

- 1 What do you think the three people enjoy about what they do?
- 2 Which person do you admire the most? Why?

C Find words or phrases in bold in your text to match the meanings (1–5).

- 1 a list showing how much you have to pay
- 2 behaviour that shows you care for and want to help others
- 3 the money that someone earns or receives regularly
- 4 to become popular
- 5 to do something so you can be certain of the result

D Work with other students. Read the Future Skills box and discuss the questions.

FUTURE SKILLS

Social responsibility



The media often describes people like Lou, Zeal and James as good people or heroes. Define a good person. Are the people in the texts good people? Which famous people do you think are good? Why?



A

Food is Free

Lou Ridsdale loves gardening. In a small space next to her home in Ballarat, Australia, she grows vegetables. One day, she heard about a man in Los Angeles who grew food to share with the community. He belonged to an organisation called Food is Free. Ridsdale saw that she had more vegetables than she needed and decided to give them away, like the man in Los Angeles.

In Ballarat, just 6.4 percent of people eat the recommended amount of vegetables. A lot of people in the city have low **incomes** and the city has many problems connected to what people eat: lack of affordable food and lack of education about healthy eating. Ridsdale wanted to change this.

GRAMMAR

verb patterns

6A Look at the highlighted words in your text. Find ...

- 1 an *-ing* form as the subject of a sentence.
- 2 a preposition + *-ing* form.
- 3 four verbs + *to* + infinitive.

B Correct the mistakes in the sentences. One sentence is correct.

- 1 After leaving school, I decided do a plumbing course.
- 2 She hopes for become a chef.
- 3 You need to speaking to a financial consultant.
- 4 Working here is great – I love it!
- 5 Before study to be a doctor, he worked as a volunteer in a hospital.

C Learn and practise. Go to the Grammar Bank.

▶ page 105 **GRAMMAR BANK**

SPEAKING

7A Work in pairs. Choose one of the headlines and invent a news story. Answer the questions (1–5) to help you.

100-year-old walks his dog and raises €1,000,000 for hospital

WOMAN PLANTS A TREE EVERY DAY FOR A YEAR

Recycling hero builds parks for kids

- 1 Where and when did it happen?
- 2 Who was involved?
- 3 Why did they decide to do this?
- 4 What difficulties did they have?
- 5 How did people hear about the story?

B Work together and prepare to tell your story. Make notes, using at least five phrases from the box.

after + *-ing* form agreed to before + *-ing* form
decided to helped to needed to realising
wanted to

C Tell your story.

- 1 Work with your partner. Use your notes and practise telling your story together.
- 2 Work with a different partner. Tell your story again without using your notes.

D Work in groups. Do you know any real stories like the ones you heard?



After leaving the food outside her home, she put up a sign inviting people to help themselves. Soon volunteers were bringing food for those in need. People usually bring fruit and vegetables but sometimes plants and seeds, too. There is no money involved, no food **bill** to pay, only **kindness**. Helping people is what Ridsdale does. She says that no one is judged on what they bring or take as long as they leave with a smile. She **makes sure** they always do.

Apart from feeding people, Ridsdale understands that education is the other important part of the programme. Once the programme was established, she **began to go** into schools to talk about food. She believes that young people **need to learn** about healthy eating. This will **help to make** their lives healthier and better. She **hopes to see** her idea **catch on** all over Australia.



winners

4



VLOGS

Q: Have you ever won anything?

- 1** Watch the video. Note down the situations and activities the people mention. What unusual prizes do they mention?
- 2** Have you ever won anything? What was it? When? Where?



Global
Scale of
English

LEARNING OBJECTIVES

- 4A LISTENING** | Understand a podcast about success: success
Pronunciation: silent letters
Discuss your personal goals: modals for rules and advice
Write an email/letter giving advice; use phrases for giving advice
- 4B READING** | Read about famous technology firsts: technology collocations; word building: suffixes
Pronunciation: *the*
Talk about social media and websites: articles
- 4C HOW TO ...** | explain rules and procedures: sports and games
Pronunciation: *can* and *can't*
- 4D BBC PROGRAMME** | Understand a TV programme about a car race in Nepal
Talk about a memorable journey: present perfect + superlative
Write a travel writing competition entry

4A Success

GRAMMAR | modals for rules and advice

VOCABULARY | success

PRONUNCIATION | silent letters



How competitive are you?

Do you always try to win? Do the questionnaire to find out.

- You can't do well and have **success** in life without:
 - working hard.**
 - being **talented**, so you are naturally good at something.
 - being lucky.
- You're **doing well** in a game against a child. Do you
 - stop trying and let them win?
 - take it easy and see what happens?
 - carry on** playing and not stop until you win?
- When I know that a task will be difficult,
 - I try to forget about it and wait as long as possible before starting.
 - I'm very **strict** with myself, so I start the task as soon as possible.
 - I think about it and prepare carefully before I start.
- Are you a **bad loser** who hates not winning? When you lose, do you
 - try to understand what you did wrong and then try again?
 - accept **failure**?
 - get angry or sad?
- Which of the following suits your philosophy of life?
 - You win some, you lose some.
 - The difference between winning and losing is not stopping or **giving up**.
 - It's not winning or losing, it's how you play the game.
- You won! Now what do you do?
 - Party, party!
 - Treat yourself to something nice.
 - Nothing special. You won and that's good enough for you.

VOCABULARY

success

- 1 A** Work in pairs. Do the questionnaire. Choose one answer for each question which reflects your ideas.

B Read the quiz results on page 147. Do you agree with what it says about you?
- 2 A** Study the words in bold in the questionnaire. Then choose the correct words to complete the sentences.

 - She's a really **talented** / **success** dancer – she's so good!
 - He mostly works from home, so he needs to be **strict** / **talented** about when he starts work.
 - She's **giving up** / **doing well** at school and getting good grades.
 - He hates it when his team doesn't win. He's a **bad loser** / **failure**.
 - She's **giving up** / **working hard** so I'm sure she'll be successful.
 - The brothers are very **carry on** / **competitive**. They always want to win.

B Ask and answer the questions with a partner.

 - Are you stricter in some areas of your life than others? Can you give examples?
 - What things do you think you are most talented at?
 - Were you competitive when you were a child? Are you competitive now, at work or in your studies?
 - What successes are you proud of in your life so far?

LISTENING

- 3A** Read the information about a podcast. Think of your own three rules for success, then compare with a partner.

Podcast: Rules for success



We all have dreams – to play international football, become a senior manager in a company or write a best-selling book. Only a few people achieve their dreams. What do these ‘winners’ share, and what can we learn from them? Are there rules we can all follow to achieve success?

- B** **4.01** | Listen to the podcast. Number the main points in the order you hear them. Were any of your ideas mentioned?

- Work harder than other people.
- Be friendly to the people you meet.
- Decide what you want to achieve. **1**
- Take action – don’t wait before you start.
- Don’t stop when you experience problems.
- Relax and enjoy time off work.

- C** **4.01** | Are the statements True (T) or False (F)? Listen again and check.

- Novak Djokovic decided he wanted to win Wimbledon when he was young.
- He made himself a Wimbledon trophy out of wood and metal.
- The speakers agree that when you have a plan, you should start immediately.
- The actor Will Smith thinks he’s successful because he worked while other people slept.
- Walt Disney had a boss who believed in his talent.
- The speakers agree that it’s important to be nice to people if you want to be successful.

- D** Work in pairs. Do you agree with the points in Ex 3B? Why? Can you add any more points to the list?

GRAMMAR

modals for rules and advice

- 4A** Read the sentences (1–6) from the podcast. Match the words in bold with their meanings (a–d).

- You **need to** set goals. You **have to** know what you want to achieve.
 - You **don’t have to** be more talented than everyone else, but you have to make more effort.
 - You **must** work really hard.
 - You **mustn’t** give up.
 - You **should** be nice to people.
 - You **needn’t** work all the time.
- It’s a good idea to do this.
 - This isn’t necessary. and
 - It is necessary to do this. You have no choice., and
 - Don’t do this. It isn’t allowed or it isn’t advised.

- B** What verb form follows the modals?

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

page 116 **GRAMMAR BANK**

PRONUNCIATION

- 5A** **4.02** | **silent letters** | Listen to the sentences.

Notice the pronunciation of *mustn’t*, *should* and *shouldn’t*. Do we pronounce the highlighted letters?

- You **st** mustn’t give up.
- You **ld** should be nice to people.
- You **ldn’t** wait for the perfect moment.

- B** Work in pairs. Write three ‘Rules for success’ for one of the situations below. Use *need to*, *have to*, *should/shouldn’t* and *must/mustn’t*.

- run a marathon
- become a famous film star, actor or musician
- start a successful business
- be a professional sportsperson
- pass exams with good grades
- learn a language fluently
- be an online influencer

- C** Work in different pairs. Take turns to read out your sentences. Remember to pronounce *should/shouldn’t* and *mustn’t* correctly. Can your partner guess which situation your sentences refer to?



SPEAKING

6A Work in a group. Read the situation and discuss the advice. Decide on the three best pieces of advice. Give your reasons.

A friend of yours has recently joined a new company. She is determined to be successful and have a senior job in ten years. Discuss the advice people have given her.



A: If she wants to do well, I think the best advice is that she should be nice to people. If you're nice to the people who you work with, they will want to keep working with you. And you will be successful. What do you think?

B: I'm not sure about that. You needn't be nice to everyone! I think that ...

B Compare your ideas with another group. Do you agree or disagree?

C Work alone. What goals do you have for the next ten years? Think about goals in language learning, your career or life in general. Make some notes.

D Read the Future Skills box and do the task.

FUTURE SKILLS

Goal-setting

It is important to set goals and think about how you can achieve them.

Discuss your goals in pairs and think of things you need to do to achieve them.

WRITING

an email/letter giving advice

7A Work in pairs. Discuss the questions.

- 1 What things do you ask friends for advice about?
- 2 What do people ask you for advice about?

B Look at the situations your friends need advice about. Work in pairs and think of two pieces of advice for each one.

- I'm going on a sports holiday and I need to get fit quickly.
- I'm moving to a new city in a few months. How can I make new friends?
- I'm fed up with my job. I hate working in an office. I need to change careers.

C Read the email. What's the problem and what's the advice?

Hi Sara,

Great to hear from you! I'm so pleased you're doing well.

You asked about changing careers. Well, I've got a few ideas. Firstly, **you need to** work out what it is you really want to do. What is it about your current job that you want to change? Are there any other jobs you'd rather do? **Try to think about** things you really enjoy doing, then see if there's a job related to that. I know you like being outside in nature. **Maybe you can** look for a job which involves that.

Next, do your research. **It's easy to** find out about different jobs by searching online, but **why not try** talking to people doing the job you're interested in? Then you'll find out what it's really like. **How about** doing some work experience? Or some voluntary work? This will help you to make the right decision.

Lastly, **make sure you** think carefully before making a big change. **You have to** be sure about your decision. Once you leave your job, there's no going back. **Don't** be afraid of change though. Take the first small step towards your new career, and then just keep going. I know you can do it!

I hope this is useful. If you want to talk about it, just get in touch. And good luck!

All the best,

Marilyn

D Work in pairs. Answer the questions.

- 1 Is the email formal or informal? How do you know?
- 2 How could you make the email more formal?
- 3 How many pieces of advice does Marilyn give her friend? What phrases does she use to order the information?

8A Look at the phrases in bold for giving advice. Answer the questions.

- 1 Which phrases give strong advice? Which make suggestions?
- 2 What kind of word or verb form follows each phrase (infinitive/ -ing form/noun/adjective, etc.)?

B Choose one of the situations in Ex 7B. Think of three pieces of advice. Write the advice using the phrases in bold in the email.

C Write an informal email giving your advice from Ex 8B.

4B First!

GRAMMAR | articles

VOCABULARY | technology collocations; word building: suffixes

PRONUNCIATION | *the*



GRAMMAR

articles

- 1 A** Work in groups. Look at the photos. What famous 'firsts' do you think the people achieved? Check your answers on page 146.
- B** Tell people in your group about another famous 'first' that you know of.
- 2 A** Read the paragraph about another famous first. Why do some people believe Santos Dumont was 'the first'?

First to fly

Who made the first flight? ^a **Books** about the history of flight often say it was the Wright brothers, but some people believe it was ^b **an inventor** called Alberto Santos Dumont. So, did the first flight happen in ^c **a field** in North Carolina, USA, or in ^d **France**, where the Brazilian Santos Dumont lived? On December 17, 1903, Orville and Wilbur Wright succeeded in getting their plane into the air for twelve seconds. Three years later, on October 23, 1906, Santos Dumont also flew. ^e **The Brazilian's** flight was watched by hundreds of people as well as experts from the Aéro-Club de France, an organisation dedicated to flying machines. This was very different to the Wright brothers' flight, which hardly anyone saw. For this reason, many people in Europe didn't believe that the Wright brothers had really flown. The puzzle of who made the first flight remains one of ^f **the biggest** questions in aeroplane history, and we may never know the answer.

- B** Look at the words in bold (a–f) in the paragraph. Match them with the rules (1–6).

We use *a/an*:

- 1** the first time something is mentioned (new information) **c**
2 with jobs

We use *the*:

- 3** when we know which person or thing we are talking about
4 with superlatives

We use no article:

- 5** when we talk generally about people and things
6 with most names of places

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

▶ page 117 **GRAMMAR BANK**

PRONUNCIATION

- 3 A** **4.03** | *the* | Listen and write the articles and nouns that you hear.

- B** Answer the questions.

- 1** How is *the* usually pronounced? Is it /ðə/ or /ði:/?
2 When *the* is followed by a vowel sound, how do we pronounce it?

- C** **4.03** | Listen again and check.

- D** Say the phrases you wrote in Ex 3A. Focus on pronouncing *the* correctly.

READING

4A Do you know when different kinds of technology were first used? Work in pairs. Look at the questions about 'firsts' and choose the correct date.

When was the first ... ?

- 1 webpage (1981 / 1991 / 2001)
- 2 video game (1958 / 1978 / 1998)
- 3 YouTube video (1995 / 2000 / 2005)
- 4 Instagram post (1990 / 2000 / 2010)
- 5 call made on a mobile phone (1973 / 1999 / 2010)
- 6 selfie (1839 / 1950 / 1989)
- 7 text message (1982 / 1992 / 2002)
- 8 Tweet (1996 / 2006 / 2016)

B Read the text to find the answers to Ex 4A. How many did you guess correctly?

C What content did the technologies in Ex 4A first show? Find the information in the text.

5A What extra information is in the text? Choose the correct option (a, b or c).

- 1 Martin Cooper's invention
 - a became famous immediately.
 - b was heavy and took a long time to charge.
 - c was very expensive.
- 2 Robert Cornelius
 - a sat still for a long time for the first selfie.
 - b worked with Louis Daguerre to make the first camera.
 - c took a picture of his family.
- 3 The first YouTube video and Instagram photo both involved
 - a food.
 - b animals.
 - c family members.
- 4 Tim Berners-Lee and Jack Dorsey
 - a invented the same piece of technology at the same time.
 - b both used mobile phones to develop a new product.
 - c included messages about their new invention when they first showed it to the world.

B Work with other students. Discuss the question. How have the inventions in the text changed the way we communicate, spend our free time and learn things?

Famous Tech Firsts

Frenchman Louis Daguerre invented the camera. But Robert Cornelius made changes to the invention and in 1839 tried an experiment using his own image. To **take the picture**, he sat still for fifteen minutes. The result was the very first selfie.

The first mobile phone call took place in 1973. Martin Cooper, an employee of the mobile phone company Motorola®, made it. And who did he call? His loved ones? His manager? No. He **made a call** to a competitor and explained that he'd won the race to invent the mobile phone. The invention weighed more than 1 kg and took ten hours to charge.

The first YouTube video appeared on 23 April, 2005. It was called 'meet me at the zoo' and it consisted of eighteen seconds of a boy talking about elephants! It didn't exactly **go viral**, but it did **launch a website** that has been incredibly popular ever since.

The first Instagram post was a photo of a dog next to a woman's foot. The photo was taken by the co-founder of Instagram, Kevin Systrom. The date was July 16, 2010, the place was a taco stand in Todos Santos, Mexico, and the foot belonged to Systrom's girlfriend. From these simple beginnings, Instagram became *the* place to **share videos** and photos.

1839



1958



1973



1991



1992



2005



2006



2010

William Higinbotham and Robert Dvorak created the world's first video game in 1958. It was a version of tennis. They developed the game to show to visitors at the Brookhaven National Laboratory, where they worked. Many years later, a similar game, called Pong, became famous. Now if you want a video game, you don't need to go to any lab – you just **download an app**.

The first webpage **went live** on 6 August, 1991. Tim Berners-Lee's invention showed how to **create webpages!** People read it to **find information** that, eventually, changed the world.

The first text message appeared on 3 December, 1992. Neil Papworth, working on SMS for Vodafone, **sent the message** 'Merry Christmas'. The new development grew quickly: now about 5 billion people (65 percent of the world's population) send and **receive texts**.

The first tweet appeared at 12.50 p.m. PST on 21 March, 2006, sent by the co-founder of Twitter, Jack Dorsey. It read 'just setting up my twttr'. At the time, Twitter was still called Twtr. Since then, 1.3 billion people have **created accounts** on Twitter, and there have even been tweets sent by astronauts from space.

