

# Speakout 3<sup>rd</sup> Edition



Real English in your classroom.

# Ventures Books



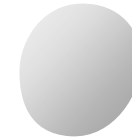
Representation of  
Pearson in CZ and SK

- [www.venturesbooks.cz](http://www.venturesbooks.cz)
- [www.venturesbooks.sk](http://www.venturesbooks.sk)



Distribution of ELT  
materials (all publishing  
houses)

- Loyalty program for schools
- **Reservation** of books
- Purchase with a **bonus** (May-September)
- Individual price offers



Methodological and  
technical support

- Seminars, webinars
- Teaching & students' tips
- Free samples
- ELT consulting
- Teacher's sets for free



Exclusive representation  
of Regipio

- Educational games



# Agenda



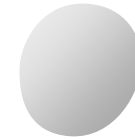
## 1. Introduction to Speakout 3rd Ed.

- Key information
- Course components



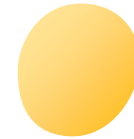
## 2. Why choose Speakout 3rd Ed.?

- 8 unique features



## 3. What is new?

- Summary of key aspects



## 4. Unit walkthrough

- Example from level A2



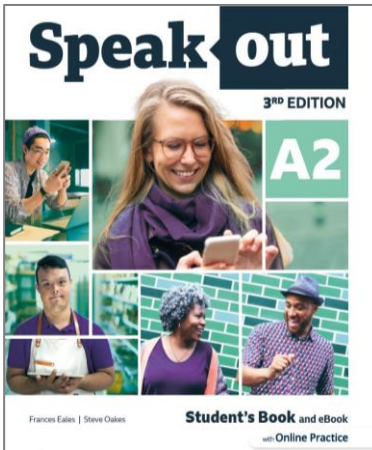


Empower  
your learners  
to be themselves  
in English

The background image shows two young men in a school hallway. One is seen from the back, wearing a backpack, while the other is smiling and hugging him from behind. The scene is overlaid with a semi-transparent blue filter. The title text is centered over the image, with two orange brushstroke-like lines underlining the words.

# Introduction to Speakout 3<sup>rd</sup> Edition

# Introduction



## What is it?

The third edition of Pearson best-selling general English course **for adults** developed in association with **BBC Studios**, completely revised and based on feedback from *Speakout* users from all over the world!

## About



**Levels:** 8

**GSE Range:** 22-90

**CEFR Range:** A1 – C1-C2

**English Type:** British English

**Learner Age:** 18+

**Timetables:** 90–120 hours

## Who is it for?



**Institutions:** language schools, high schools, universities

**Teachers** who want:

- focus on speaking
- unique speech recognition technology
- differentiated learning

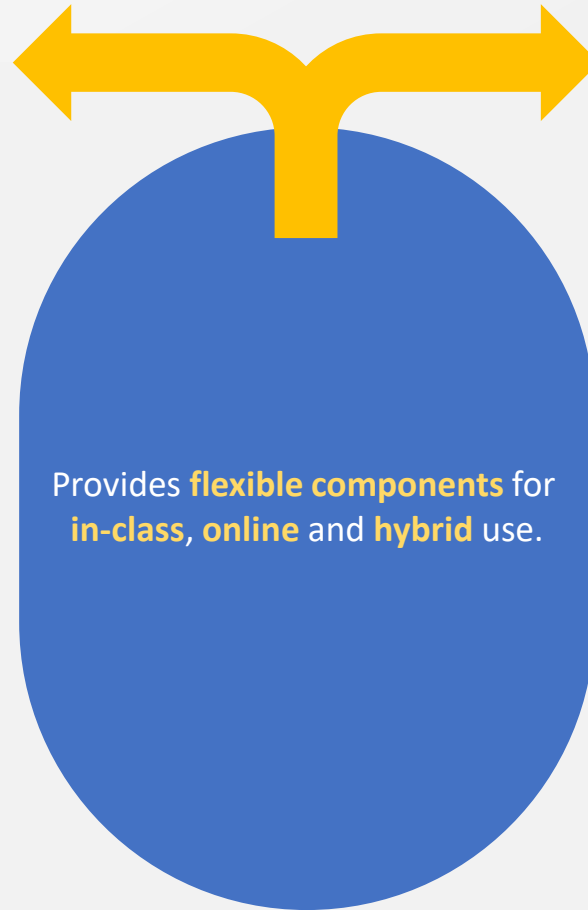
## Who is it for?



**Students** who want to:

- learn English for their studies
  - improve their job prospects
  - improve their speaking skills
- + professionals who require English for their job

# Course Components



Teachers



## PRINT

- Teacher's Book with Teacher's Portal Access Code

## DIGITAL

- Teacher's Portal Access Code
- Teacher's Digital Resources (available on PEC; not sold separately)

Students



## PRINT

- Student's Book and eBook with Online Practice
- Workbook with key (audio available via the Student's Book access code)

## DIGITAL

- Student's eBook with Online Practice Access Code
- Student's Digital Resources (available on PEC; not sold separately)

**BBC**

# Speak out

3<sup>RD</sup> EDITION

**A1**

Frances Eales | Steve Oakes

**Student's Book and eBook**  
with Online Practice

**Pearson**

**BBC**

# Speak out

3<sup>RD</sup> EDITION

**A2**

Frances Eales | Steve Oakes

**Student's Book and eBook**  
with Online Practice

**Pearson**

**BBC**

# Speak out

3<sup>RD</sup> EDITION

**A2+**

Frances Eales | Steve Oakes

**Student's Book and eBook**  
with Online Practice

**Pearson**

**BBC**

# Speak out

3<sup>RD</sup> EDITION

**B1**

Antonia Clare | JJ Wilson

**Student's Book and eBook**  
with Online Practice

**Pearson**

**BBC**

# Speak out

3<sup>RD</sup> EDITION

**B1+**

Antonia Clare | Frances Eales  
Steve Oakes | JJ Wilson

**Student's Book and eBook**  
with Online Practice

**Pearson**

**BBC**

# Speak out

3<sup>RD</sup> EDITION

**B2**

Antonia Clare | JJ Wilson

**Student's Book and eBook**  
with Online Practice

**Pearson**

**BBC**

# Speak out

3<sup>RD</sup> EDITION

**B2+**

Sheila Dignen | Lindsay Warwick

**Student's Book and eBook**  
with Online Practice

**Pearson**

**BBC**

# Speak out

3<sup>RD</sup> EDITION

**C1-C2**

Lynda Edwards  
Frances Eales | Steve Oakes

**Student's Book and eBook**  
with Online Practice

**Pearson**



BBC

# Speak out

3RD EDITION



B1

Antonia Clare | JJ Wilson

**Student's Book** and eBook

with Online Practice



BBC

# Speak out

3RD EDITION



B1

Lindsay Warwick

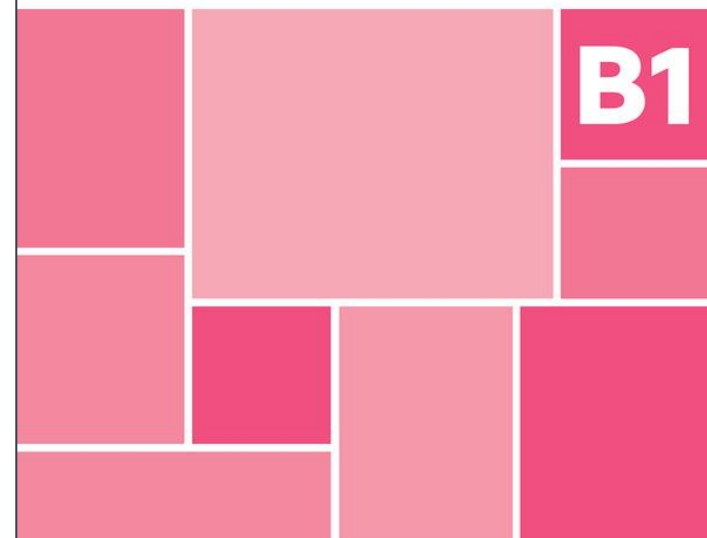
**Workbook**



BBC

# Speak out

3RD EDITION



B1

Lindsay Warwick

**Teacher's Book**  
with Teacher's Portal Access Code



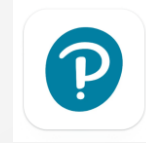
The background image shows two young women in a classroom or office environment. They are both smiling and looking towards the right side of the frame, where a computer monitor is visible. The woman in the foreground is wearing a dark, textured sweater and has her arm around the other woman. The woman behind her is wearing a striped shirt. The entire image has a blue color overlay.

# Why choose Speakout 3<sup>rd</sup> Edition?

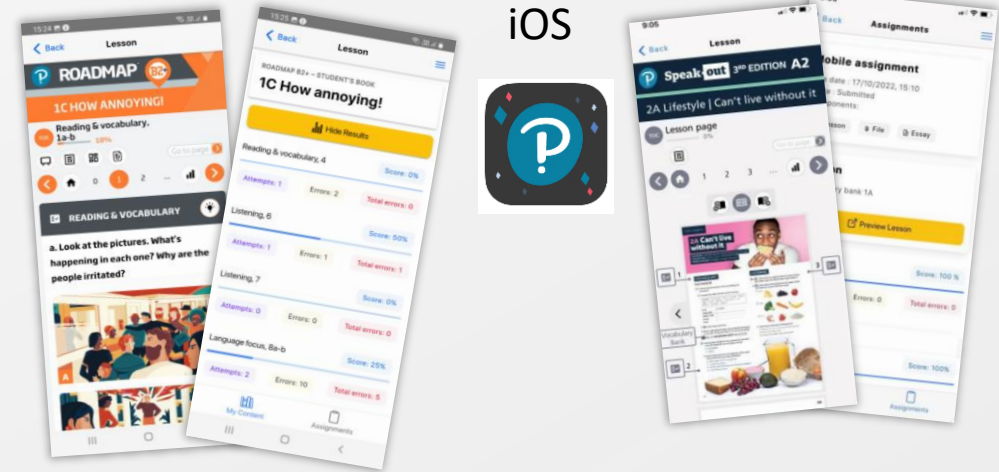
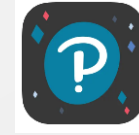
# Pearson English Connect



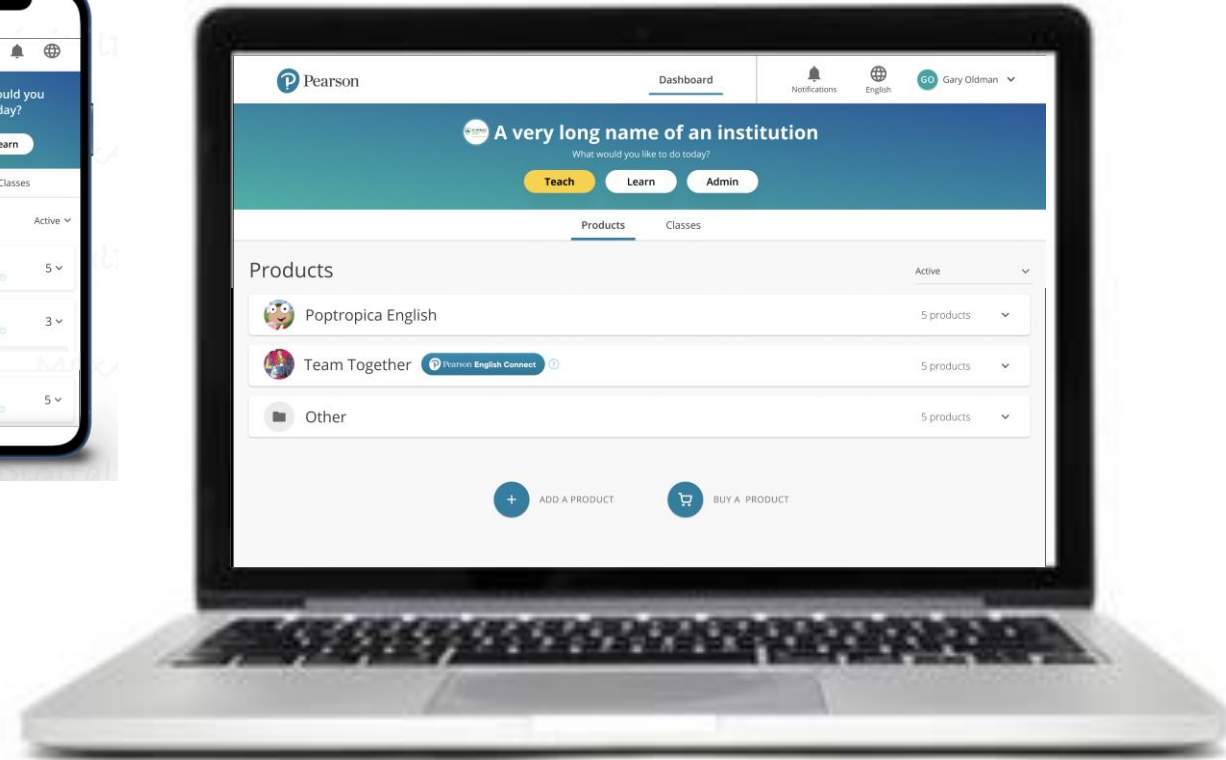
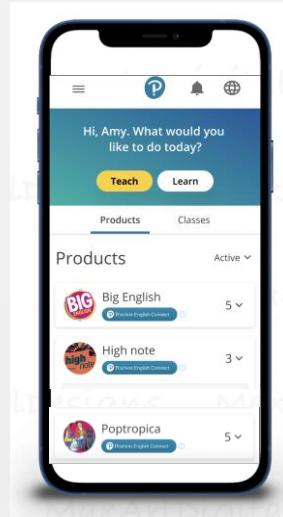
Android



iOS



- New digital environment provides everything teachers and learners need in digital
- All activities can be done on **all devices**
- Interactive Student's Book and Workbook
- Presentation Tool
- All devices report to gradebook
- Virtual classroom with breakout rooms
- Test Generator



# 100% new BBC video content

- The Unit Opener features vlogs
- Lesson D alternates between:
  - a programme clip from the BBC archive (even units)
  - bespoke BBC street interviews (odd units)
- Expose learners to truly authentic English
- Embedded in the eBook



## tale tellers 2

**VLOGS**

Q: Tell me about a happy memory.

1 Watch the video. Tick the topics the people mention.

- birthdays
- new possessions
- pets
- relationships
- school travel
- holidays

2 Which memory did you enjoy the most? Why?

**GSE LEARNING OBJECTIVES**

**2A LISTENING** | Understand a sequence in a narrative: adjectives for feelings; *ed/ing* adjectives

Tell an anecdote: narrative tenses

Pronunciation: weak forms of *was*, *were* and *had*

Write a personal story, use linking phrases

**2B READING** | Read an article about storytelling: story words; types of film

Talk about films, books and plays: past simple and present perfect

Pronunciation: contracted *have* in the present perfect

**2C HOW TO ...** | Apologise and give reasons: collocations with *get* and *make*

Pronunciation: intonation for apologising

**2D BBC PROGRAMME** | Understand a TV travel programme: telling the story of a place

Talk about a place and how it is changing: prepositions of time

Write a review of a place



## travel 7

**VLOGS**

Q: Where do you feel happiest?

1 Watch the video. Note down the different places and activities the people mention.

2 Where do you feel happiest?

**GSE LEARNING OBJECTIVES**

**7A READING** | Read an article about responsible tourism: travel and tourism

Pronunciation: contractions

Talk about tourism: first and second conditionals

**7B LISTENING** | Understand someone talking about moving abroad: new experiences, the natural world

Pronunciation: emphasising quantity

Talk about new experiences


Write a description of an experience

**7C HOW TO ...** | Make and respond to recommendations: describing places

Pronunciation: sounding enthusiastic

**7D BBC STREET INTERVIEWS** | Understand people talking about travelling: reflexive pronouns

Write an essay about why we travel



## The story of a place

**PREVIEW**

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

- Where do you think this is?
- What do you think is special about this place?

**1B Read the programme information and answer the questions.**

- What is the Mediterranean well known for?
- What is Simon Reeve trying to show us with the programme?
- What town does he visit?

**VIEW**

**2A** Watch the BBC video clip. Number the topics in the order they are mentioned.

- modern tourism
- a celebration
- Matera in the past

**1B** Complete the summary of the video with one or two words in each gap. Then watch again to check.

People lived in the caves in Matera until the ..... The government moved people out of the caves and into ..... Now, Matera is turning the caves into holiday homes and ..... Before, families shared the caves with ..... Many towns and villages in southern Italy have been depopulated as young people move away, but a local ..... is a sign that Matera has a .....

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

- Do you think the government did a good or bad thing by moving people out of the caves? Why?
- Would you enjoy visiting Matera and staying in one of the caves? Why/Why not?

**VLOGS**

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1 Watch the video. Tick the topics the people mention.

- birthdays
- new possessions
- pets
- relationships
- school travel
- holidays

2 Which memory did you enjoy the most? Why?

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Talk about a place and how it is changing: prepositions of time

Write a review of a place



## Go solo?

**PREVIEW**

**1 Work in groups and discuss the questions.**

- Do you like travelling?
- Have you travelled a lot?
- Where would you like to go next?

**GSE LEARNING OBJECTIVES**

**7A READING** | Understand a TV travel programme: telling the story of a place

Talk about a place and how it is changing: prepositions of time

Write a review of a place

**VLOGS**

Q: Where do you feel happiest?

1 Watch the video. Note down the different places and activities the people mention.

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Pronunciation: emphasising quantity

Talk about new experiences

Write a description of an experience

**7C HOW TO ...** | Make and respond to recommendations: describing places

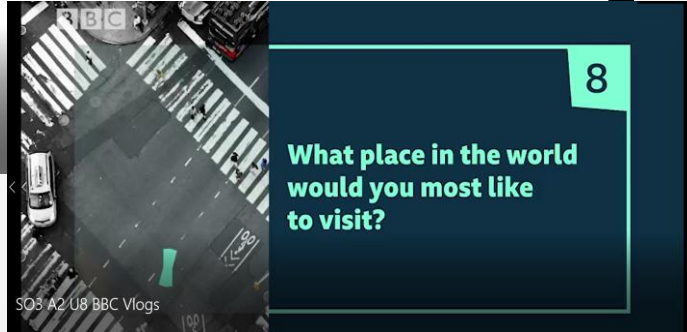
Pronunciation: sounding enthusiastic

**7D BBC STREET INTERVIEWS** | Understand people talking about travelling: reflexive pronouns

Write an essay about why we travel

# Unit 8

**BBC Vlogs**



SO3 A2 U8 BBC Vlogs

# Unit 8

**BBC Programmes**

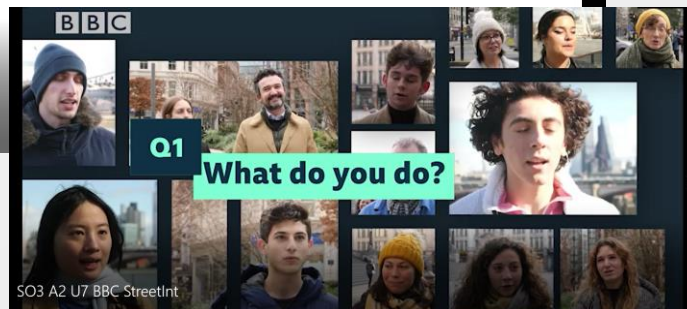
## Arctic Academy



SO3 A2 U8 BBC Programmes

# Unit 7

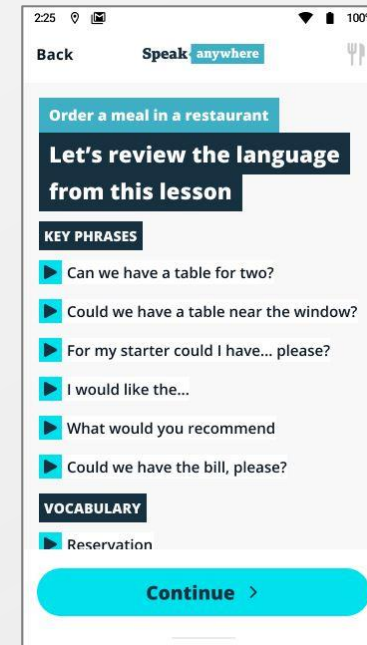
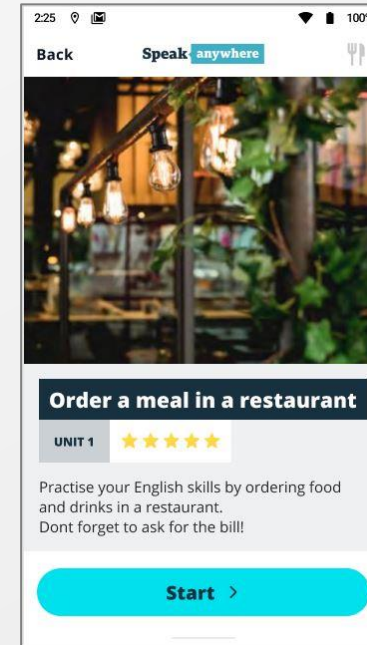
**BBC Street Interviews**



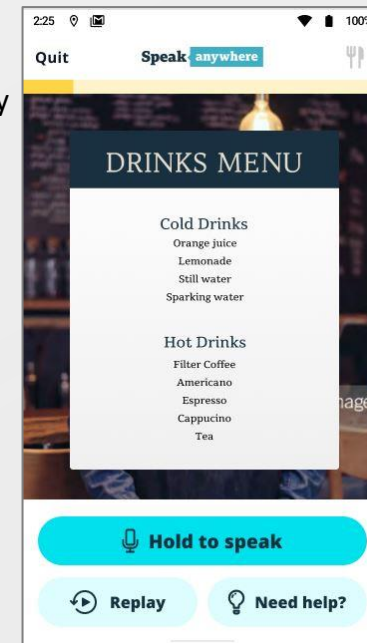
SO3 A2 U7 BBC StreetInt

# 'Speak Anywhere' interactive speaking activities

- Digital speaking roleplays based on innovative **speech recognition technology**
- Freer practice using the target language of the lesson
- Learners can do these activities **on their own** and **receive feedback** on their performance from within the activity
- One activity per unit which links directly from Lesson C ('How to...' lessons)



Mobile view of the interactive speaking activity from Level A2 Unit 2



# Fresh new look and feel


- A total **design refresh** to make it more modern and appealing
- A clearer layout and lesson flow
- Exciting images generate interest in the topic
- Colours used on the page pick up on colours used in the main image
- The amount of text on the page reduced
- The size of the pronunciation strand increased

## Example from Level A2 Unit 2

Unit 2 | Lesson A
2A

### 2A Can't live without it

GRAMMAR | countable and uncountable nouns; a, an, some, any  
 VOCABULARY | food and drink  
 PRONUNCIATION | the weak /ə/ sound; ə, an, some



#### VOCABULARY

food and drink

1 A Look at the photo below. How many things can you name?

B Complete the table with the words in the box.

an apple	an avocado	beans	broccoli	cheese
eggs	grapes	a lemon	orange juice	rice
salmon	tomatoes	yoghurt		

fruit	an apple
vegetables	
meat or fish	
drinks	
other	

C 2.01 | Listen and check.

D Work in pairs. Add two more types of food to each group in the table. Check your ideas in the Vocabulary Bank.

▶ page 136 VOCABULARY BANK food and drink

2 A Work in pairs. Student A: Say a group from the table in Ex 1B. Student B: Say three types of food.

A: vegetables  
 B: beans, ...

B Work in pairs and discuss the question. What types of food and drink do you like and dislike?


A: What types of fruit do you like?  
 B: I really like apples.  
 A: Me too. And what types of fruit do you dislike?  
 B: I don't like bananas.

#### LISTENING


3 A 2.02 | Listen to a podcast of three people talking about food they love. What is their favourite food?

B 2.02 | Look at the photos and listen again. Which food does the speaker NOT talk about?


1 Sasha



2 Mark




3 Lynn



C Work in pairs and answer the questions.

- 1 Does your town or city have a food market?
- 2 What's good about it?
- 3 Do you have other types of markets?



#### GRAMMAR

countable and uncountable nouns;  
 a, an, some, any

4 A Look at the food in Ex 1B. Which food can you count (C) and which can't you count (U)?

an apple (C), broccoli (U)

B Complete the sentences with a, an, some or any.

- 1 I eat \_\_\_\_\_ avocado every day.
- 2 I have \_\_\_\_\_ banana for breakfast every day.
- 3 I need \_\_\_\_\_ potatoes for tonight.
- 4 We always have \_\_\_\_\_ cheese at home.
- 5 They don't have \_\_\_\_\_ black grapes here.

C Choose the correct word to complete the rules.

- 1 Use a or an with a singular / plural noun.
- 2 Use some with a singular / plural noun.
- 3 Use some with a singular / an uncountable noun.
- 4 Use any in a positive / negative sentence.

D Read the Future Skills box and answer the question.

#### FUTURE SKILLS

##### Self-management

Good dictionaries show if a noun is countable or uncountable, either after the word or in front of the meaning. Does your dictionary show this? Choose three types of food and write (C) or (U) after them. And when you write a noun, write (C) or (U) next to it.

E Learn and practise. Go to the Grammar Bank.

▶ page 102 GRAMMAR BANK

#### PRONUNCIATION

5 A 2.03 | the weak /ə/ sound; ə, an, some | Listen to the sentence. Which words are stressed? Notice the weak /ə/ sound in a, an and some.

I have a carrot, an onion and some potatoes.  
 /ə/ /ə/ /ə/

B 2.04 | Listen and write the sentences (1–5). Then listen and repeat.

6 Work in pairs. Student A: Go to page 146. Student B: Go to page 150.

#### SPEAKING

7 Work in groups and discuss the questions.

- 1 What do you have for breakfast every morning? And who does the cooking?
- 2 Who does the food shopping in your home?
- 3 Where do you like buying food: in big shops, small shops or in a market? Why?
- 4 What food do you always have at home?
- 5 What food do you like but never have at home? Why not?

#### WRITING


write an online comment; use linking words: *and, but, or*

8 A Do you post photos, read or write about food on social media sites?

B Read the introduction to an online discussion about comfort food. What is your favourite comfort food?

#### When you feel unhappy or stressed, what type of food do you eat?

Maybe noodles with chicken or your mother's home-made pierogi (filled dumplings), it depends where you are from. For many people around the world it's pizza and for a lot of us it's ice cream. What is your favourite comfort food? Write and tell us.



C Write an online comment about your favourite comfort food. Go to the Writing Bank.

▶ page 89 WRITING BANK

# New GSE-based syllabus

- 8 levels providing smooth progression from **GSE 22 to 90**
- **Clear goals** for every activity and every lesson
- The lesson builds towards a final GSE-based productive task
- The Unit Opener page in **SB** contains a **student-facing version of the learning objectives**
- TB contains a table of the full GSE learning objectives for the level

## Example from B1 Unit 2

GSE LEARNING OBJECTIVES			
UNIT	READING	LISTENING	SPEAKING
<b>1 people</b>			
Lesson A		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	47 Can give straightforward descriptions on a variety of familiar subjects. 39 Can use simple language to describe people's personality and emotions.
Lesson B	44 Can scan short texts to locate specific information. 45 Can derive the probable meaning of simple unknown words from short, familiar contexts.		45 Can narrate a story.
Lesson C	47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.		44 Can use fixed expressions to keep a conversation going (e.g. 'I see', 'right'). 47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). 46 Can initiate, maintain and close simple, face-to-face conversations on familiar topics.
Lesson D			50 Can carry out a simple informal interview.
Mediation			47 Can invite other people in a group to contribute their views.
<b>2 tale tellers</b>			
Lesson A		43 Can identify a simple chronological sequence in a recorded narrative or dialogue. 50 Can recognise a speaker's feelings or attitudes.	49 Can give detailed accounts of experiences, describing feelings and reactions.
Lesson B	49 Can identify the main topic and related ideas in a structured text. 46 Can generally understand straightforward factual texts on familiar topics.		46 Can initiate, maintain and close simple face-to-face conversations on simple topics. 45 Can carry out a prepared structured interview with some spontaneous follow-up questions. 46 Can give or seek personal views and opinions in discussion topics of interest.
Lesson C		58 Can understand problem and solution relationships in informal conversation.	45 Can make an apology with brief excuses or reasons. 38 Can talk about an event in the past using fixed expressions, given a model.
Lesson D		43 Can identify a simple chronological sequence in a recorded narrative or dialogue.	47 Can give straightforward descriptions on a variety of familiar subjects. 49 Can summarise the main points or events in TV programmes and video clips.
Mediation			44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

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## GSE LEARNING OBJECTIVES

**2A LISTENING** | Understand a sequence in a narrative: adjectives for feelings; *-ed/-ing* adjectives  
Tell an anecdote: narrative tenses  
Pronunciation: weak forms of *was*, *were* and *had*  
Write a personal story; use linking phrases

**2B READING** | Read an article about storytelling: story words; types of film  
Talk about films, books and plays: past simple and present perfect  
Pronunciation: contracted *have* in the present perfect

**2C HOW TO ...** | apologise and give reasons: collocations with *get* and *make*  
Pronunciation: intonation for apologising

**2D BBC PROGRAMME** | Understand a TV travel programme telling the story of a place  
Talk about a place and how it is changing: prepositions of time  
Write a review of a place

44 Can write about personal experiences in a diary or online posting, given a model. 46 Can write a paragraph giving information about a job or interest.	45 Can use 'quite' and 'too' as adverbials with adjectives and noun phrases.	
45 Can write a story with a simple linear sequence.	40 Can distinguish between the past simple and past continuous. 54 Can use the past perfect in a range of common situations.	43-58 Can use language related to expressing emotions.
	44 Can tell when to use the past simple and when to use the present perfect (B/E).	43-58 Can use language related to films and film-making.
		Can use collocations with common verbs, e.g. 'get' and 'make'.
46 Can write a short review of a restaurant, movie, etc. using simple language.	44 Can use a range of prepositions of time, such as 'before', 'during', 'since', 'till/ until'.	

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# Future Skills

- Each unit features a Future Skills box
- Help students to become fully rounded citizens of the global community
- *Speakout 3rd Edition* is aligned to the Pearson Personal and Social Capabilities (PSC) Framework



Example from Level B1 Unit 3

## 3C What can I bring?

HOW TO ... | make invitations and offers  
 VOCABULARY | social phrases  
 PRONUNCIATION | rhythm in phrases



### What is a good guest?

It depends! Something that is right for one person can be wrong for someone else. Answer the questions and then ask a friend what they think. The differences can be interesting!

#### SPEAKING

- 1 A Work in pairs and discuss the questions.
  - 1 What is the relationship between the people in the photo?
  - 2 How often do you or your family invite people to your home?
  - 3 Do you usually invite them for a meal, for coffee or tea or for something else?
- 2 B Work in pairs and do the questionnaire. What do YOU do?
 

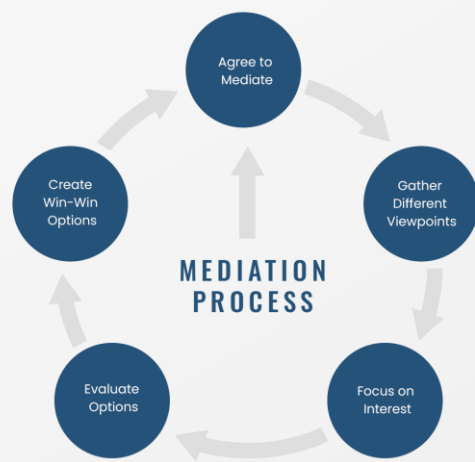
A: Question 1. It depends. I often bring flowers or a box of chocolates. What about you?
- 3 C Work in groups. Read the Future Skills box and discuss the questions.

#### FUTURE SKILLS Social responsibility

When you visit someone from another country, it is a good idea to check their customs. In your country, what are the customs for a host and for a guest? Are these different from customs in another country that you know?

- 1 Before the meal, your host says, 'Don't bring anything! Just yourself!' What do you bring?
  - a nothing
  - b some flowers
  - c something else
- 2 Your host asks you, 'Is there anything you don't eat?' You hate mushrooms. What do you say?
  - a 'No, I eat everything.'
  - b 'I hate mushrooms.'
  - c 'Sorry, but I don't eat mushrooms.'
- 3 The invitation says 7 p.m. When do you arrive?
  - a at 7 o'clock exactly
  - b at 7.15
  - c at 7.30
- 4 You arrive. Your host has no shoes on. What do you do?
  - a ask, 'Shall I take off my shoes?'
  - b take off your shoes
  - c keep your shoes on and say nothing
- 5 You don't like one of the dishes. What do you do?
  - a say, 'I'm sorry I can't eat this.'
  - b eat it
  - c eat a little and then say, 'I'm full!'
- 6 It's 10 p.m. What do you do?
  - a wait for your host to end the visit
  - b thank your host and leave
  - c say, 'I need to go.'

# Mediation



- **8 Mediation lessons** per level from A2 – one for every unit
- Found at the back of the book in the Mediation Bank
- They link from Lesson C
- Based on the theme of the unit
- Each lesson focuses on Speaking or Writing as the final output task
- Teaching guidance and answers can be found in TB and in the Presentation Tool

## Example from Level B1 Unit 2

Unit 2 | Lesson C

### 2C A likely story!

**HOW TO ...** | apologise and give reasons  
**VOCABULARY** | collocations with get and make  
**PRONUNCIATION** | intonation for apologising

**2.06** Listen to six conversations. Match the conversations (1–6) with the problems (a–f).

**2.07** Listen again. Complete the sentences from the conversations (1–6).

**2.08** Listen and check your answers.

**2.09** Listen and check your answers.

**2.10** Listen and check your answers.

**2.11** Listen and check your answers.

**2.12** Listen and check your answers.

**2.13** Listen and check your answers.

**2.14** Listen and check your answers.

**2.15** Listen and check your answers.

**2.16** Listen and check your answers.

**2.17** Listen and check your answers.

**2.18** Listen and check your answers.

**2.19** Listen and check your answers.

**2.20** Listen and check your answers.

**2.21** Listen and check your answers.

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**2.99** Listen and check your answers.

**2.100** Listen and check your answers.

## MEDIATION BANK | SPEAKING

### 2C Let's talk about it

**SPEAKING OUTPUT** | a meeting about a problem at work  
**GOAL** | solve a problem between work colleagues  
**MEDIATION SKILL** | asking questions to deal with disagreements

**WARM-UP**

1 Work in pairs and discuss the questions.

- Have you ever had a disagreement with someone at work or school?
- What happened? Did you solve the problem?

**PREPARE**

2 Read the Scenario and the article about workplace disagreements. Answer the questions.

- Are disagreements between colleagues always ...

**3** Look at the list of issues. Discuss them and put them in order from the most to least serious.

- She sends me work messages at five in the morning!
- The way he writes emails is very direct ... and it seems rude!
- She interrupts me in meetings – I can't share my ideas.
- He takes my ideas and says they are his.
- I don't like the way she speaks to customers.
- He always leaves everything till the last minute. It's really stressful.

4 Read the Mediation Skill box and think about the advice in the article. Choose one of the statements in Ex 3. What questions would you ask the people involved?

#### MEDIATION SKILL asking questions to deal with disagreements

When you are trying to find a solution to a problem or a disagreement between people, it's important to understand the details about what has happened, the reasons for it and the effects it has had on people. So, you should ask questions to understand what happened and how people feel.

**Ask about the disagreement from their point of view**  
 What exactly happened?  
 What's the problem between you and Sabine?  
 So Tom, did you interrupt her in the meeting?

**Find out the reasons for it**  
 Why do you think she does that?  
 And why do you do that?

**Think about the effects it has**  
 What problems does it cause?  
 How do you think she feels about that?

#### MEDIATE

5 Work in groups of three. Take turns to play the role of the manager and ask questions to resolve a disagreement at work. Prepare what you are going to say for each conversation.

**Student A:** Explain how Student B takes your ideas.  
**Student C:** is the manager.  
**Student B:** Explain that Student C interrupts you in meetings. Student A is the manager.  
**Student C:** Explain that Student A sends you work messages early in the morning. Student B is the manager.

**SPEAKING**

6 Roleplay two situations. Student A: Read the situations below. Student B: Read the situations on page 148.

**Student A**

- You missed a work meeting.
- Apologise.
- Accept responsibility and give a reason.
- Explain how you will take action.

**Student B**

- You made a plan to have dinner with a friend at a restaurant. The friend is very late.
- Accept your friend's apology.
- Check they are OK.
- Ask if they still want to eat.

**MEDIATION SKILL asking questions to deal with disagreements**  
 solve a problem between work colleagues  
 page 151 | MEDIATION BANK

**Speak anywhere** Go to the interactive speaking practice 27

151

# Mapped to external exams

- The Online Practice and print Workbook contain **flagged Benchmark task types** to give students practice
- Each level is also being mapped to Benchmark and the Cambridge exams

Example from Level A2 Unit 2

Speak out 3<sup>RD</sup> EDITION A2 2D Lifestyle

Online Practice | Exercise 1

GRAMMAR | *like, hate, love + -ing*

1A. Choose the correct word or phrase to complete the sentences.

1. I hate --- for clothes.
2. What --- on holiday?
3. Getting up early is ---.
4. I don't like --- for people.
5. Would you like --- football?
6. I love --- English.

Online Practice

Lesson 2D GRAMMAR | *like, hate, love + -ing*

GRAMMAR

*like, hate, love + -ing*

1 A Choose the correct word or phrase to complete the sentences.

- 1 I hate ..... for clothes.  
a go shopping b shop c shopping
- 2 What ..... on holiday?  
a do you like do b do you like doing c you like doing
- 3 Getting up early is .....  
a all right b enjoy c like
- 4 I don't like ..... for people.  
a wait b waiting c to waiting
- 5 Would you like ..... football?  
a to play b play c playing
- 6 I love ..... English.  
a studying b study c do studying

Print Workbook

	A1	A2	A2+	B1	B1+	B2	B2+	C1–C2
GSE	22–32	30–38	36–44	42–52	50–60	58–67	64–76	73–90
CEFR	A1	A2	A2+	B1	B1+	B2	B2+	C1–C2
Cambridge		Key	Key	PET	PET	First Certificate	Advanced	Advanced/Proficiency
Benchmark	Test A	Test A	Test A	Test B1	Test B1	Test B2	Test B2	Test C

# Pronunciation with recording feature

- Clear pronunciation sections
- Following on from vocabulary, grammar and listening
- Listen-and-repeat and 'record yourself' in the interactive activities (both SB and OP)

## Example from Level A2 Unit 2

Student's Book | Exercise 4

PRONUNCIATION | linking

4A. Put the sentences (a-f) in order. 1 = most often and 6 = least often.

- a. We go to Spain every summer.
- b. I play tennis twice a week.
- c. I go to the cinema four or five times a year.
- d. We eat fish every Saturday.
- e. I check my messages three or four times an hour.
- f. I call my mother once a day.

4B. Listen and check.

4C. Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.

- We go to **Spain** every summer.
- I play tennis **twice** a week.
- I go to the cinema four or five **times** a year.
- We eat **fish** every Saturday.
- I check my messages three or four **times** an hour.
- I call my mother **once** a day.

You can record yourself.

4D. Listen and repeat the phrases and the whole sentences.

## 2B. Listen and check. Then listen again and repeat.



## You can record yourself.



## GRAMMAR

### adverbs and phrases of frequency

3 A Look at the quiz again. Put the adverbs in bold in the correct place in the diagram.



B Choose the correct word to complete the rules. Use the quiz to help you.

- Use adverbs of frequency before / after most verbs.
- Use adverbs of frequency before / after the verb be.

C Look at the quiz again and find four other phrases of frequency.

every day

D Learn and practise. Go to the Grammar Bank.

page 103 GRAMMAR BANK

## PRONUNCIATION

4 A | linking | Put the sentences (a-f) in order: 1 = most often and 6 = least often.

- We go to Spain every summer.
- I play tennis twice a week.
- I go to the cinema four or five times a year.
- We eat fish every Saturday.
- I check my messages three or four times an hour.
- I call my mother once a day.

2.05 | Listen and check.

C Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.

D 2.06 | Listen and repeat the phrases and the whole sentences.

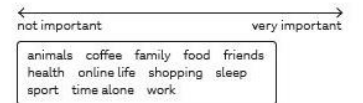
5 Work in pairs. Take turns to ask and answer the questions. Remember to use linking in the phrases of frequency.

How often do you ... ?

- check your messages **call your best friend**  
**do some exercise** eat in a restaurant  
**shop online** go to the cinema

## SPEAKING

6 A Put the words in the box in the correct place on the line for you.



B Work in pairs. Compare things that are important to you. Find one thing that is the same and one thing that is different.

Work is very important to me. I enjoy it. I often work at the weekend. Animals aren't important to me. I don't have a pet.

C Work in a different pair. Talk about your first partner.

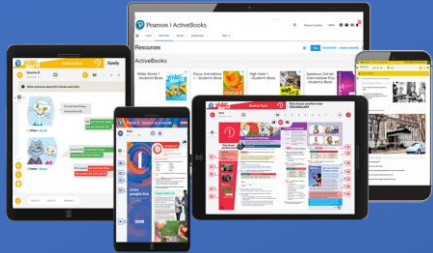
Sleep is very important to Yulia. She sleeps for ten hours every night, but I usually sleep about six or seven hours.



A blue-tinted photograph of two young men in a school hallway. They are both wearing backpacks. The man on the right has his arm around the shoulder of the man on the left and is smiling. The text "What is new?" is overlaid in white, underlined with an orange bar.

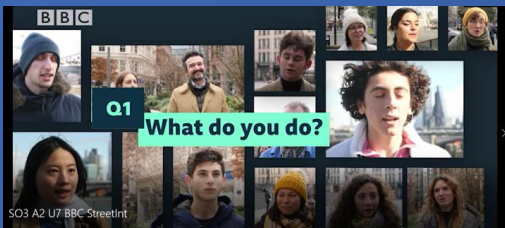
What is new?

# New in 3rd Edition



 Pearson English Connect

- Total redesign, **lighter pages** and clearer signposting
- **100% new content** (except for level C1–C2, which is around 90% new)
- Available on **Pearson English Connect (PEC)**
- Optimized for **all devices**
- New **speech recognition technology**
- All levels have **8 units** in length (plus endmatter)
- Syllabus firmly rooted in the **GSE**
- **All-new BBC video**, including programme clips, street interviews, plus brand-new vlogs
- **Skills for employability** including mediation lessons and ‘future skills’ training
- **Pronunciation** sections are well signposted, include more practice



The image shows two young women in a classroom or office environment. They are both smiling and looking towards a computer monitor on the right. The woman in the foreground is wearing a dark, textured sweater and has her arms around the woman behind her. The woman behind her is wearing a striped shirt. The background includes a white wall with a framed picture and a white cabinet. The entire image has a blue color overlay.

# Unit walkthrough

# Unit opener (Level A2, Unit 2)



# lifestyle 2



**VLOGS**

**Q: What food do you like and dislike?**

- 1 Work in pairs and discuss the question. Make a list.
- 2 Watch the video. How many things on your list do you hear?

**GSE LEARNING OBJECTIVES**

**2A LISTENING** | Understand people talking about food: food and drink  
 Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*  
 Pronunciation: the weak /ə/ sound; *a, an, some*  
 Write an online comment; use linking words: *and, but, or*


**2B READING** | Read and do a lifestyle quiz: everyday activities  
 Discuss what is important in your life: adverbs and phrases of frequency  
 Pronunciation: linking

**2C HOW TO ...** | order a meal in a restaurant: restaurant words  
 Pronunciation: polite intonation

**2D BBC PROGRAMME** | Understand a documentary about the Indian Relay Race in the USA  
 Talk about a special event: *like, hate, love + -ing*  
 Describe an event

Speak Out 3<sup>RD</sup> EDITION A2 2 Lifestyle | Unit Opener

Lesson page 0%



## lifestyle 2

**VLOGS**

**Q: What food do you like and dislike?**

- 1 Work in pairs and discuss the question. Make a list.
- 2 Watch the video. How many things on your list do you hear?

**GSE LEARNING OBJECTIVES**

**2A LISTENING** | Understand people talking about food: food and drink  
 Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*  
 Pronunciation: the weak /ə/ sound; *a, an, some*  
 Write an online comment; use linking words: *and, but, or*

**2B READING** | Read and do a lifestyle quiz: everyday activities  
 Discuss what is important in your life: adverbs and phrases of frequency  
 Pronunciation: linking

**2C HOW TO ...** | order a meal in a restaurant: restaurant words  
 Pronunciation: polite intonation

**2D BBC PROGRAMME** | Understand a documentary about the Indian Relay Race in the USA  
 Talk about a special event: *like, hate, love + -ing*  
 Describe an event


Speak Out 3<sup>RD</sup> EDITION A2 2 Lifestyle | Unit Opener

Unit Opener | Exercise 1 0%

**BBC VLOGS**

**Q: What food do you like and dislike?**

1. Work in pairs and discuss the question. Make a list.
2. Watch the video. How many things on your list do you hear?



**BRIDGEPORT, USA**

Reset



# Lesson A – main input lesson 1 (Level A2)

personalised speaking practice

lesson contents

Unit 2 | Lesson A

## 2A Can't live without it

**GRAMMAR** | countable and uncountable nouns; a, an, some, any  
**VOCABULARY** | food and drink  
**PRONUNCIATION** | the weak /ə/ sound; a, an, some

the Vocabulary Bank

### VOCABULARY BANK

**2A Food and drink**

1 Complete the words with vowels (i, e, u, o, d). Use the photos to help you.

1 an orange, 2 str\_wb\_r\_t\_s, 3 a m\_n, 4 a p\_u\_r, 5 p\_e\_s\_s\_s, 6 l\_b\_r\_o\_c\_c\_o\_l\_i  
 7 a c\_c\_r\_o\_b\_b\_e\_r\_y, 8 a p\_o\_p\_p\_e\_r, 9 on\_n, 10 m\_u\_s\_h\_r\_o\_m\_s, 11 h\_b\_e\_n\_s, 12 l\_e\_g\_u\_m\_s  
 13 ch\_i\_k\_e\_n, 14 an\_f\_i\_s\_h, 15 a c\_c\_o\_r\_n, 16 p\_r\_a\_w\_n\_s, 17 l\_a\_m\_b, 18 p\_r\_a\_w\_n\_s  
 19 ch\_i\_k\_e\_n, 20 f\_i\_s\_h, 21 r\_i\_c\_e, 22 p\_a\_s\_t\_a, 23 b\_r\_e\_a\_d, 24 b\_r\_e\_a\_d  
 25 c\_o\_f\_f\_e\_e, 26 t\_e\_a, 27 j\_u\_i\_c\_e, 28 \_ \_ \_ \_ \_ , 29 l\_e\_g\_u\_m\_s, 30 w\_a\_t\_e\_r

2 **WB 2.01** | Look at the photos again. Listen and repeat.

3 **Work in pairs.** Student A: Describe a type of food or drink. Student B: Guess the food.  
 A: It isn't a vegetable. It isn't a fruit. I have it for breakfast.  
 B: What colour is it?  
 A: It's brown. I have it with butter.  
 B: Is it bread?  
 A: Yes, it is.

### VOCABULARY

food and drink

1 **A** Look at the photo below. How many things can you name?

2 **B** Complete the table with the words in the box.

an apple an avocado beans broccoli cheese eggs grapes a lemon orange juice rice salmon tomatoes yoghurt

fruit	an apple
vegetables	
meat or fish	
drinks	
other	

3 **C** **2.01** | Listen and check.

### LISTENING

3 **A** **2.02** | Listen to a podcast of three people talking about food they love. What is their favourite food?

1 Sasha

2 Mark

3 Lynn

18

19

### GRAMMAR

countable and uncountable nouns; a, an, some, any

4 **A** Look at the food in Ex 1B. Which food can you count (C) and which can't you count (U)?  
 an apple (C), broccoli (U)

5 **B** Complete the sentences with a, an, some or any.

- I eat \_\_\_\_\_ avocado every day.
- I have \_\_\_\_\_ banana for breakfast every day.
- I need \_\_\_\_\_ potatoes for tonight.
- We always have \_\_\_\_\_ cheese at home.
- They don't have \_\_\_\_\_ black grapes here.

6 **C** Choose the correct word to complete the rules.

- Use a or an with a singular / plural noun.
- Use some with a singular / plural noun.
- Use some with a singular / an uncountable noun.
- Use any in a positive / negative sentence.

7 **D** Read the Future Skills box and answer the question.

### SPEAKING

7 **Work in groups and discuss the questions.**

- What do you have for breakfast every morning?
- Who does the food shopping in your home? And who does the cooking?
- Where do you like buying food: in big shops, small shops or in a market? Why?
- What food do you always have at home?
- What food do you like but never have at home? Why not?

### WRITING

write an online comment; use linking words: and, but, or

8 **A** Do you post photos, read or write about food on social media sites?

9 **B** Read the introduction to an online discussion about comfort food. What is your favourite comfort food?

### FUTURE SKILLS

Self-management

Good dictionaries show if a noun is countable or uncountable, either after the word or in front of the meaning. Does your dictionary show this? Choose three types of food and write (C) or (U) after them. And when you write a noun, write (C) or (U) next to it.

10 **E** Learn and practise. Go to the Grammar Bank.  
 page 102 GRAMMAR BANK

### When you feel unhappy or stressed, what type of food do you eat?

Maybe noodles with chicken or your mother's home-made pierogi (filled dumplings), it depends where you are from. For many people around the world it's pizza and for a lot of us it's ice cream. What is your favourite comfort food? Write and tell us.

11 **C** Write an online comment about your favourite comfort food. Go to the Writing Bank.  
 page 89 WRITING BANK

### PRONUNCIATION

5 **A** **2.03** | the weak /ə/ sound; a, an, some | Listen to the sentence. Which words are stressed? Notice the weak /ə/ sound in a, an and some.

I have a carrot, an onion and some potatoes.  
 /ə/ /ə/ /ə/

6 **B** **2.04** | Listen and write the sentences (1–5). Then listen and repeat.

7 **C** **2.04** | Listen and write the sentences (1–5). Then listen and repeat.

8 **D** **2.04** | Listen and write the sentences (1–5). Then listen and repeat.

future skills

the Writing Bank

### WRITING BANK

2A write an online comment; use linking words: and, but, or

1 **A** Read the online answers to the question 'What is your favourite comfort food?' Does anyone write about your favourite comfort food?

2 **B** Complete the sentences with and, but or or.

- It's not very good for me, \_\_\_\_\_ I love it!
- Her pies bring back memories of my childhood \_\_\_\_\_ my time at her house.
- You can buy them with meat \_\_\_\_\_ you can get vegetarian versions.

3 **C** Read the text in Ex 1A again. Find two more examples of and, but and or.

4 **D** Complete the rules with and, but or or.

- Use \_\_\_\_\_ to add (+) two things.
- Use \_\_\_\_\_ to choose between two things.
- Use \_\_\_\_\_ to show two things are different.

5 **2A** Complete the online comments with and, but or or.

My number one food is traditional fish \_\_\_\_\_ chips, especially outdoors, in paper. It's easy to buy this everywhere in the UK. \_\_\_\_\_ I think the best place is at the seaside. I like it with lemonade \_\_\_\_\_ tea.  
 Mike English

I think rice pudding (arroz con leche) is my favourite comfort food. It's made from rice, milk \_\_\_\_\_ sugar. Most people have it with cinnamon on top. \_\_\_\_\_ I like it with strawberries \_\_\_\_\_ sometimes with nothing.  
 Eduardo Peru

I'm Spanish, \_\_\_\_\_ I live in Germany. For me, it's a tortilla, just with eggs and potatoes \_\_\_\_\_ maybe eggs, potatoes and onions. I can make a good tortilla, \_\_\_\_\_ my mother's tortilla is the best. She often cooked it for me when I was young, \_\_\_\_\_ she cooks it now when I visit her.  
 Patricia Spain

I'm with you, Giulia. I love pasta, but my Aunt Elizabeth's meat pies are top of my list of comfort food. She makes them with chicken or sometimes with beef. Her pies bring back memories of my childhood and my time at her house. I can smell her chicken pie right now! Yummy!  
 Tom Maine, USA

Samosas. We love samosas in India. You can buy them everywhere in the streets. The outside of the triangle is crispy and inside are potatoes with onions and peas. You can buy them with meat or you can get vegetarian samosas. I like them with meat, but I sometimes have a vegetarian one.  
 Meera Delhi, India

Mine is my mother's mochi, a kind of Japanese rice cake, with sweet red bean paste inside. She makes the best mochi in the world. I'm in Canada now for one month. The food is good here, but I miss my mother's cooking. They have mochi in a shop here in Canada, but it's not the same.  
 Tatsuki Osaka, Japan

6 **B** Write an online comment about comfort food. Use and, but and or.

7 **C** Work in pairs. Compare your online comments. Which food sounds the best?

# Lesson A – main input lesson 1 (Level A2)

Student's eBook activity, Unit 2 Ex 1

**Speak out 3RD EDITION A2** 2A Lifestyle | Can't live without it

Lesson page 0%

Unit 2 | Lesson A

## 2A Can't live without it

**GRAMMAR** | countable and uncountable nouns; a, an, some, any  
**VOCABULARY** | food and drink  
**PRONUNCIATION** | the weak /ə/ sound; a, an, some

**VOCABULARY**  
**food and drink**  
 1A Look at the photo below. How many things can you name?  
 B Complete the table with the words in the box.

an apple	an avocado	beans	broccoli	cheese	eggs	grapes	lemon	orange juice	rice	salmon	tomatoes	yoghurt
fruit	an apple											
vegetables												
meat or fish												
drinks												
other												

C 2.01 | Listen and check.  
 D Work in pairs. Add two more types of food to each group in the table. Check your ideas in the Vocabulary Bank.  
 page 136 VOCABULARY BANK food and drink

**2A** Work in pairs. Student A: Say a group from the table in Ex 1B. Student B: Say three types of food.  
 A: vegetables  
 B: beans, ...

B Work in pairs and discuss the question. What types of food and drink do you like and dislike?  
 A: What types of fruit do you like?  
 B: I really like apples.  
 A: Me too. And what types of fruit do you dislike?  
 B: I don't like bananas.

**LISTENING**  
 3A 2.02 | Listen to a podcast of three people talking about food they love. What is their favourite food?  
 B 2.02 | Look at the photos and listen again. Which food does the speaker NOT talk about?  
 1 Sasha  
 2 Mark  
 3 Lynn

**GRAMMAR**  
**countable and uncountable nouns; a, an, some, any**  
 4A Look at the food in Ex 1B. Which food can you count (C) and which can't you count (U)?  
 an apple (C), broccoli (U)  
 B Complete the sentences with a, an, some or any.  
 1 I eat \_\_\_\_\_ avocado every day.  
 2 I have \_\_\_\_\_ bananas for breakfast every day.  
 3 I need \_\_\_\_\_ potatoes for tonight.  
 4 We always have \_\_\_\_\_ cheese at home.  
 5 They don't have \_\_\_\_\_ black grapes here.  
 C Choose the correct word to complete the rules.  
 1 Use a or on with a singular / plural noun.  
 2 Use some with a singular / plural noun.  
 3 Use some with a singular / an uncountable noun.  
 4 Use any in a positive / negative sentence.  
 D Read the Future Skills box and answer the question.

**FUTURE SKILLS**  
**Self-management**  
 Good dictionaries show if a noun is countable or uncountable, either after the word or in front of the meaning. Does your dictionary show this? Choose three types of food and write (C) or (U) after them. And when you write a noun, write (C) or (U) next to it.

**PRONUNCIATION**  
 5A 2.03 | the weak /ə/ sound: a, an, some | Listen to the sentence. Which words are stressed? Notice the weak /ə/ sound in a, an and some.  
 I have a carrot, an onion and some potatoes.  
 /ə/ /ə/ /ə/  
 B 2.04 | Listen and write the sentences (1–5). Then listen and repeat.  
 6 Work in pairs. Student A: Go to page 146. Student B: Go to page 150.

**SPEAKING**  
 7 Work in groups and discuss the questions.  
 1 What do you have for breakfast every morning?  
 2 Who does the food shopping in your home? And who does the cooking?  
 3 Where do you like buying food: in big shops, small shops or in a market? Why?  
 4 What food do you always have at home?  
 5 What food do you like but never have at home? Why not?

**WRITING**  
 write an online comment; use linking words: and, but, or  
 8A Do you post photos, read or write about food on social media sites?  
 B Read the introduction to an online discussion about comfort food. What is your favourite comfort food?

**When you feel unhappy or stressed, what type of food do you eat?**  
 Maybe noodles with chicken or your mother's home-made pierogi (filled dumplings), it depends where you are from. For many people around the world it's pizza and for a lot of us it's ice cream. What is your favourite comfort food? Write and tell us.


**Online Practice**

**Speak out 3RD EDITION A2** 2A Lifestyle | Can't live without it

Student's Book | Exercise 1 0%

**VOCABULARY | food and drink**

**1A. Look at the photo below. How many things can you name?**



**You can record yourself.**

00:00

**1B. Choose the correct category.**

an apple – **fruit**  
 an avocado – \_\_\_\_\_  
 beans – \_\_\_\_\_  
 broccoli – \_\_\_\_\_  
 cheese – \_\_\_\_\_  
 eggs – \_\_\_\_\_  
 grapes – \_\_\_\_\_

a lemon – \_\_\_\_\_  
 orange juice – \_\_\_\_\_  
 rice – \_\_\_\_\_  
 salmon – \_\_\_\_\_  
 tomatoes – \_\_\_\_\_  
 yoghurt – \_\_\_\_\_

**1C. Listen and check.**

00:00 / 00:41

**1D. Work in pairs. Add two more types of food to each group. Check your ideas in the Vocabulary Bank.**

- fruit:
- vegetables:
- drinks:
- meat or fish:
- other:

**You can record yourself.**

00:00

**Vocabulary Bank**

Result | 0% Attempts | 0 Errors | 0 Total Errors | 0

# Lesson A – main input lesson 1 (Level A2)

Online Practice activity, Unit 2, Ex 1

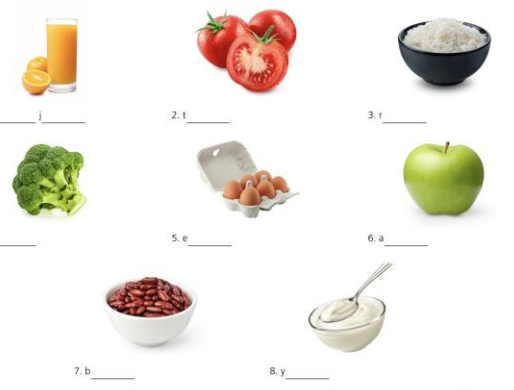
Speak out 3<sup>RD</sup> EDITION A2 2A | Lifestyle

Online Practice | Exercise 1

0%

VOCABULARY | food and drink

1A. Complete the words. The first letter is given.



1. o \_\_\_\_\_ j \_\_\_\_\_ 2. t \_\_\_\_\_ 3. r \_\_\_\_\_

4. b \_\_\_\_\_ 5. e \_\_\_\_\_ 6. a \_\_\_\_\_

7. b \_\_\_\_\_ 8. y \_\_\_\_\_

1B. Complete the conversation with the words below.

apple juice bread carrots cereal chicken grapes noodles oil pear sugar

A: What do you have for breakfast?  
 B: First I have coffee. I need it to wake up in the morning! But I don't have any (1) \_\_\_\_\_ in it. Then I have (2) \_\_\_\_\_ or (3) \_\_\_\_\_ and butter.  
 A: I don't eat breakfast. I don't have time in the morning. But I drink green tea or (4) \_\_\_\_\_.  
 B: No breakfast! Are you hungry at work?  
 A: Yes! Sometimes I eat lunch early, at 11 a.m. I go to a café near my office for lunch. I like hot (5) \_\_\_\_\_ with vegetables. I'm a vegetarian, though, so I don't have any (6) \_\_\_\_\_ with it.  
 B: I like vegetables for lunch, too. I make a salad when I work at home. I make it with lettuce, tomatoes and (7) \_\_\_\_\_. I put (8) \_\_\_\_\_ on it, too.  
 A: Yum! But I need a big lunch. So I always eat a (9) \_\_\_\_\_ or some (10) \_\_\_\_\_ as well.

Attempts | 0 Errors | 0 Total Errors | 0

Page-faithful view of print Workbook.

Speak out 3<sup>RD</sup> EDITION A2 2A | Lifestyle

Lesson page 0%


Lesson 2A

GRAMMAR | countable and uncountable nouns; a, an, some, any  
 VOCABULARY | food and drink  
 PRONUNCIATION | the weak /ə/ sound; a, an, some

VOCABULARY

food and drink

1A. Complete the words. The first letter is given.



1. o \_\_\_\_\_ j \_\_\_\_\_ 5. e \_\_\_\_\_

2. t \_\_\_\_\_ 6. a \_\_\_\_\_

3. r \_\_\_\_\_ 7. b \_\_\_\_\_

4. b \_\_\_\_\_ 8. y \_\_\_\_\_

B. Complete the conversation with the words in the box.

apple juice bread carrots cereal chicken grapes noodles oil pear sugar

A: What do you have for breakfast?  
 B: First I have coffee. I need it to wake up in the morning! But I don't have any \_\_\_\_\_ in it. Then I have \_\_\_\_\_ or \_\_\_\_\_ and butter.  
 A: I don't eat breakfast. I don't have time in the morning. But I drink green tea or \_\_\_\_\_.  
 B: No breakfast! Are you hungry at work?  
 A: Yes! Sometimes I eat lunch early, at 11 a.m. I go to a café near my office for lunch. I like hot \_\_\_\_\_ with vegetables. I'm a vegetarian, though, so I don't have any \_\_\_\_\_ with it.  
 B: I like vegetables for lunch, too. I make a salad when I work at home. I make it with lettuce, tomatoes and \_\_\_\_\_. I put \_\_\_\_\_ on it, too.  
 A: Yum! But I need a big lunch. So I always eat a \_\_\_\_\_ or some \_\_\_\_\_ as well.

GRAMMAR

countable and uncountable nouns; a, an, some, any

2A. Choose the correct answers to complete the sentences.

1 We haven't got a / two / any orange juice.  
 2 Would you like a / some / three sugar?  
 3 A: Do you like a / - / some cheese?  
 B: Yes, I love it.  
 4 Can I have a / any / some broccoli, please?  
 5 Do you want any / an / a apple?  
 6 Let's buy any / some / a noodles.

B. Choose the best option (a or b) to correct the mistakes (1-8) in the conversation.

A: Hi Carl. Are you at the supermarket?  
 B: Yes, I am.  
 A: Great. Can you get 'a bread? We don't have 'some.  
 B: Sure. Just that?  
 A: Yes. Oh, wait. Can you also buy 'any chillies, please?  
 B: OK... chillies. Ahh, they don't have 'anything fish, so we can't eat that tonight. But they have a 'lots of prawns. Do you want 'a?  
 A: Yes. Good idea. Can you buy 'a rice, too? And maybe 'any melon, to eat after dinner?  
 B: Sure. See you soon.

1 a one b some  
 2 a any b one  
 3 a lot b some  
 4 a some b any  
 5 a lot b some  
 6 a an b any  
 7 a some b a  
 8 a some b something

C. 2.01 Listen and check.

PRONUNCIATION

3A. 2.02 the weak /ə/ sound; a, an, some Listen and complete the sentences.

1 Would you like \_\_\_\_\_ cheese?  
 2 Can I have \_\_\_\_\_ orange, please?  
 3 I'd like \_\_\_\_\_ melon.  
 4 Let's buy \_\_\_\_\_ mushrooms.  
 5 I don't want \_\_\_\_\_ egg.  
 6 We need \_\_\_\_\_ oil.  
 7 Would you like \_\_\_\_\_ lemonade?  
 8 Can you buy \_\_\_\_\_ cucumber and \_\_\_\_\_ avocado?

B. 2.02 Listen again and repeat.

LISTENING

4A. 2.03 Listen to the conversation. Match the people (1-3) with the food they like (a-c).

1 Theo a vegetables  
 2 Yuki b meat  
 3 Jake c fish

B. 2.03 Listen again. Which items do they NOT mention?

broccoli cheese fish ice cream lamb  
 lemonade olives meat orange juice  
 pasta prawns strawberries

C. 2.03 Listen again. Are the statements True (T) or False (F)?

1 Theo likes lamb.  
 2 Yuki doesn't eat fish.  
 3 They sell prawns at the market.  
 4 Jake doesn't like broccoli.  
 5 They don't buy anything for dessert.  
 6 They buy lemonade for Jake.

WRITING

write an online comment; use linking words: and, but, or

5A. Read the social media post and the replies. Match the people with the food they like.

1 onions \_\_\_\_\_  
 2 peas \_\_\_\_\_  
 3 fish \_\_\_\_\_  
 4 cucumber \_\_\_\_\_  
 5 sparkling water \_\_\_\_\_  
 6 tomatoes \_\_\_\_\_

B. Choose the correct words to complete the sentences.

1 This food is delicious, but / or it's not very healthy.  
 2 I usually have my lunch with sparkling water and / but lemonade.  
 3 For dinner I usually have salmon, rice and / but broccoli.  
 4 I like fish, but / or I don't like prawns.  
 5 Do you want pasta, but / or noodles for dinner?  
 6 I have yoghurt but / or fruit for breakfast every day.


C. Find more examples of and, but and or in the online comments.

6A. You are going to write a reply to the post. First make notes to answer these questions.


• What is it?  
 • When do you eat it?  
 • What drink do you have with it?

B. Write your comment. Use and, but and or. Write about 50 words.


What's your favourite healthy food?



This is a photo of my favourite healthy food – a rainbow salad. I usually eat meat or fish for dinner, but not today! I like this salad because it's easy to make. You use lots of vegetables with different colours! This one has green cucumber, red tomatoes, red onions, yellow peppers and green herbs. I like to drink sparkling water with it.  
 Jaylan, Australia



That looks very nice, Jaylan. I want to make it and eat it! My favourite healthy food is Moqueca. It's a fish soup that we eat here in the north of Brazil. You can buy it in other countries, but it's not the same. It's fish, red peppers, onions or other vegetables in a tomato sauce. Mmm, I can smell it now!  
 Giselle, Brazil



My favourite healthy food is a fruit salad. I make it with strawberries, melon and pears. I sometimes use oranges too, but when I don't have any, I add a little bit of lemonade or sparkling water. It's great on a hot day when I feel thirsty.  
 Tom, Canada

# Lesson B – main input lesson 2 (Level A2)

Speakout 3rd Edition teaches grammar inductively.

The Pronunciation boxes provide practice of individual sounds, stress, intonation and features of connected speech.

Unit 2 | Lesson B

## 2B Your lifestyle and you

GRAMMAR | adverbs and phrases of frequency  
VOCABULARY | everyday activities  
PRONUNCIATION | linking

### Lifestyle quiz

We all eat, sleep and work. But we all do these things in different ways. How about you? Do this fun quiz. What does it say about you?

Choose the best answer for you: a, b or c.

- What do you usually do first in the morning?
  - I always go online and check my messages. I do this every day.
  - I usually get up early and go running, but not at the weekend.
  - I have breakfast and talk to my family.
- How often do you see your friends?
  - We hardly ever meet, maybe once a month, but we talk online a lot.
  - I cook lunch for friends every Sunday. I always make something healthy!
  - I often meet friends for coffee or we go shopping together.
- How often do you exercise?
  - I hardly ever exercise. Well, never.
  - I go to the gym every day.
  - Once a week on Saturdays – I do some sport with friends.
- Do you spend a lot of time online?
  - I often spend 7–8 hours a day online for work, but not every day.
  - Sometimes work online for about 3 or 4 hours, but I'm never online at the weekend.
  - Yes, I'm always online. I spend hours on social media.
- How do you meet new people?
  - I join online groups and I make new friends there. We chat online.
  - Sometimes I meet people at the gym or when I go walking.
  - My friends or family introduce us or I meet people at parties.

### VOCABULARY

everyday activities

- Complete the word webs with the verbs in the box.

check get up go go to meet someone spend time

shopping running

...go... for coffee for lunch

messages emails

..... online with your family

a party a meeting

..... early late

- Work in pairs. Take turns to ask and answer the question **Which do you do more...?** Use the phrases in Ex 1A.

A: Which do you do more, check emails or check messages?  
B: I check my messages more. And you?  
A: Me too.

### READING

- Do the online quiz.
- Work in pairs and compare your answers.
- Read the key. Do you agree with the answers? Why/Why not?

### Key

**Mostly a:** The online world is important for you. You are happy to spend a lot of time on your computer or smartphone.  
**Mostly b:** It's important for you to exercise a lot, with friends or alone. Exercise and good food are important for you because you want to keep fit and healthy.  
**Mostly c:** People are important for you. It's important for you to spend time with your friends or your family. You don't like being alone.

### GRAMMAR

adverbs and phrases of frequency

- Look at the quiz again. Put the adverbs in bold in the correct place in the diagram.  
How often?  
never  
0% 10% 40% 60% 80% 100%
- Choose the correct word to complete the rules. Use the quiz to help you.  
1 Use adverbs of frequency before / after most verbs.  
2 Use adverbs of frequency before / after the verb be.
- Look at the quiz again and find four other phrases of frequency.  
every day
- Learn and practise. Go to the Grammar Bank.  
page 103 GRAMMAR BANK

### SPEAKING

- Put the words in the box in the correct place on the line for you.  
← not important → very important  
animals coffee family food friends  
health online life shopping sleep  
sport time stone work
- Work in pairs. Compare things that are important to you. Find one thing that is the same and one thing that is different.  
Work is very important to me. I enjoy it. I often work at the weekend. Animals aren't important to me. I don't have a pet.
- Work in a different pair. Talk about your first partner.  
Sleep is very important to Yulia. She sleeps for ten hours every night, but I usually sleep about six or seven hours.

### PRONUNCIATION

- Linking | Put the sentences (a–f) in order: 1 = most often and 6 = least often.  
a We go to Spain every summer.  
b I play tennis twice a week.  
c I go to the cinema four or five times a year.  
d We eat fish every Saturday.  
e I check my messages three or four times an hour.  
f I call my mother once a day.
- 2.05 | Listen and check.
- Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.  
check your messages call your best friend  
do some exercise eat in a restaurant  
shop online go to the cinema
- Work in pairs. Take turns to ask and answer the questions. Remember to use linking in the phrases of frequency.  
How often do you ...?  
Do you play tennis? She doesn't like spaghetti.  
He does his homework every day.  
What do you do? (What's your job?)



the Grammar Bank

### GRAMMAR BANK

1B present simple: he, she, it

REFERENCE | page 11

subject	auxiliary verb	infinitive	object or phrase
He	does	work	in an office
She	doesn't	like	rock music

We use the contraction **doesn't** for negatives in speaking and in informal writing.  
The train **doesn't** go to Central Station.

Spelling

most verbs	add -s	plays lives
verbs ending -ch, -s, -x	add -es	teaches
verbs ending -o, -go, -do	change to -es	shoes
have	add -s	has

Questions

He/She/It	do	Does he/she/it	infinitive	object or phrase
What	does	famous	mean?	
Why	does	Tom	like	maths?
Where	does	Emma	live	here?
When	does	your sister	live	near here?

Short answers to yes/no questions

subject	auxiliary verb (do)
Yes	does
No	doesn't

NOT! Use **do** when the subject is **he, she, it**.  
Do and does can be:  
• an auxiliary verb  
• a helping verb  
He does his homework every day.  
What do you do? (What's your job?)

2B Practice

- Look at the pictures and write eight sentences about Marta. Use the verbs to help you.
- Complete the text with the correct form of the verbs in the box.

cook drive enjoy fly not have not like need relax teach work

100

Speakout 3rd Edition A2 2B Lifestyle | Your lifestyle and you

Students' Book | Exercise 4

GRAMMAR | pronunciation

4A. Put the sentences (a–f) in order. 1 = most often and 6 = least often.

- 1 We go to Spain every summer.
- 2 I play tennis twice a week.
- 3 I go to the cinema four or five times a year.
- 4 We eat fish every Saturday.
- 5 I check my messages three or four times an hour.
- 6 I call my mother once a day.

4B. Listen and check.

4C. Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.

- We go to Spain **every summer**.
- I play tennis **twice a week**.
- I go to the cinema **four or five times a year**.
- We eat **fish every Saturday**.
- I check my messages **three or four times an hour**.
- I call my mother **once a day**.

4D. Listen and repeat the phrases and the whole sentences.

Audio is embedded in the Presentation Tool and Student's eBook.

# Lesson B – main input lesson 2 (Level A2)

## Teaching Notes and Answer Keys

**Speak out 3<sup>RD</sup> EDITION A2** 2B Lifestyle | Your lifestyle and you

Lesson page 0%

Unit 2 | Lesson B

### 2B Your lifestyle and you

GRAMMAR | adverbs and phrases of frequency  
VOCABULARY | everyday activities  
PRONUNCIATION | linking

## Lifestyle quiz

We all eat, sleep and work. But we all do these things in different ways. How about you? Do this fun quiz. What does it say about you?

Choose the best answer for you: a, b or c.

**1** What do you usually do first in the morning?  
 a I always go online and check my messages. I do this every day.  
 b I usually get up early and go running, but not at the weekend.  
 c I have breakfast and talk to my family.

**2** How often do you see your friends?  
 a We hardly ever meet, maybe once a month, but we talk online a lot.  
 b I cook lunch for friends every Sunday. I always make something healthy!  
 c I often meet friends for coffee or we go shopping together.

**3** How often do you exercise?  
 a I hardly ever exercise. Well, never.  
 b I go to the gym every day.  
 c I choose to work on Saturdays – I do some sport with friends.

**4** Do you spend a lot of time online?  
 a I often spend 7–8 hours a day online for work, but not every day.  
 b I sometimes work online for about 3 or 4 hours, but I'm never online at the weekend.  
 c Yes, I'm always online. I spend hours on social media.

**5** How do you meet new people?  
 a I join online groups and I make new friends there. We chat online.  
 b Sometimes I meet people at the gym or when I go walking.  
 c My friends or family introduce us or I meet people at parties.

**Key**  
 Mostly a: The online world is important for you. You are happy to spend a lot of time on your computer or smartphone.  
 Mostly b: It's important for you to exercise a lot, with friends or alone. Exercise and good food are important for you because you want to keep fit and healthy.  
 Mostly c: People are important for you. It's important for you to spend time with your friends or your family. You don't like being alone.

**GRAMMAR**  
**adverbs and phrases of frequency**  
**3** A Look at the quiz again. Put the adverbs in bold in the correct place in the diagram.  
 How often?  
 Never → 20% → 40% → 60% → 80% → 100% →  
 Always  
**B** Choose the correct word to complete the rules. Use the quiz to help you.  
 1 Use adverbs of frequency before / after most verbs.  
 2 Use adverbs of frequency before / after the verb be.  
**C** Look at the quiz again and find four other phrases of frequency.  
**D** Learn and practise. Go to the Grammar Bank.

**GRAMMAR BANK**  
 page 103 GRAMMAR BANK

**SPEAKING**  
**6** A Put the words in the box in the correct place on the line for you.  
 ← not important → very important →  
 animals coffee family food friends  
 health online life shopping sleep  
 sport time alone work  
**B** Work in pairs. Compare things that are important to you. Find one thing that is the same and one thing that is different.  
 Work is very important to me. I enjoy it. I often work at the weekend. Animals aren't important to me. I don't have a pet.  
**C** Work in a different pair. Talk about your first partner.  
 Sleep is very important to Killa. She sleeps for ten hours every night, but I usually sleep about six or seven hours.

**PRONUNCIATION**  
**4** A 1 linking | Put the sentences (a–f) in order: 1 = most often and f = least often.  
 a We go to Spain every summer.  
 b I play tennis twice a week.  
 c I go to the cinema four or five times a year.  
 d We cut fish every Saturday.  
 e I check my messages three or four times an hour.  
 f I call my mother once a day.  
**2** 2.05 | Listen and check.  
**C** Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.  
**D** 2.06 | Listen and repeat the phrases and the whole sentences.  
**5** Work in pairs. Take turns to ask and answer the questions. Remember to use linking in the phrases of frequency.  
 How often do you ...?  
 check your messages call your best friend do some exercise eat in a restaurant shop online go to the cinema

**Online Practice**

**Speak out 3<sup>RD</sup> EDITION A2** Teaching Notes | Unit 2

2B Lifestyle | Your lifestyle and you

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## Speak out

3<sup>RD</sup> EDITION

### A2 Teaching Notes

Unit 2 | 2B Your lifestyle and you

**Lesson Overview**  
 In this lesson, Ss learn adverbs and phrases to describe frequency. They also learn common verb phrases used to talk about everyday activities. The context is a reading where they do a quiz about their lifestyles. This leads into the grammar, where Ss also practise linking in connected speech. The lesson ends with a speaking activity in pairs, where they talk about things that are important to them.

**To Start**  
 Write a list of all the things you've done so far today on the board and share it with the class. Then ask Ss to make a similar list of everything they've done so far today. Monitor and help with vocabulary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to compare their lists and find out what they have in common.

**Extra Support: Teacher**  
 Dyslexic learners benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

**Student's Book | Exercise 1**  
**1A.** Look at the example with the class, then ask Ss to complete the rest of the word webs alone. When they are ready, ask Ss to check their answers in pairs, then check answers as a class.  
 meet someone for coffee/for lunch  
 check messages/emails  
 spend time online/with your family  
 go to a party/a meeting  
 get up early/late  
**1B.** Read the example with the class. Put Ss in pairs to ask and answer questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.  
**Extra Support: Teacher**  
 In the answers to the questions in Ex 1B we naturally put my in e.g. I chat my smartphone messages. I spend time with my family, etc. Also we might naturally use the plural in I go to meetings/parties/robot/dance. I go to a meeting/parties.

**Pearson** Speakout 3e A2 Teaching Notes  
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**4B. Listen and check.**

00:00 / 00:48

1. I check my messages three or four times an hour.  
 2. I call my mother once a day.  
 3. I play tennis twice a week.  
 4. We eat fish every Saturday.  
 5. I go to the cinema four or five times a year.  
 6. We go to Spain every summer.

**bold. Practise the linking between the words.**

f. I call my mother **once\_a day**

**You can record yourself.**  
 00:00

**Speak out 3<sup>RD</sup> EDITION A2** 2B Lifestyle | Your lifestyle and you

Student's Book | Exercise 4

0%

**PRONUNCIATION | linking**

**4A. Put the sentences in order: 1 = most often and f = least often.**

1  
2  
3  
4  
5  
6

**4A.** Read the sentences with the class and look at the example. Ss order the sentences alone, then check in pairs. Don't give any answers yet.

**4B.** Play the recording for Ss to check their answers to Ex 4A, then check answers with the whole class.

**ANSWERS:**  
 The correct order is e, f, b, d, c, a.

**4C.** Demonstrate the activity by saying some of the phrases and pointing out the linking. Put Ss in pairs to practise saying the phrases with the linking.

**4B. Listen and check.**

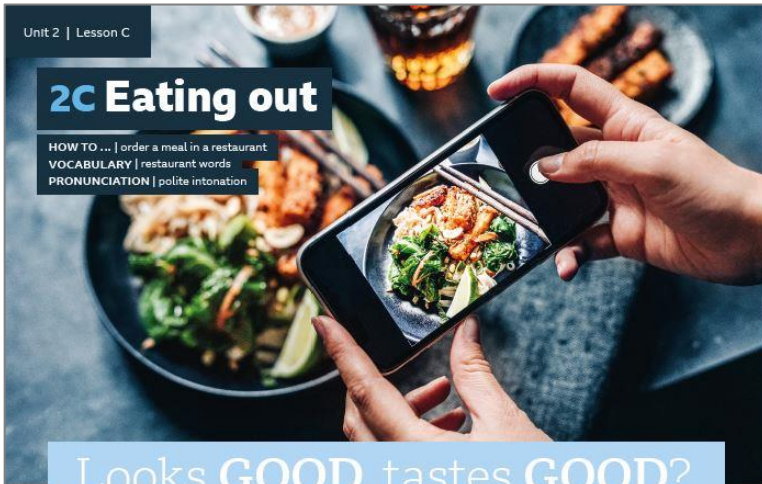
00:00 / 00:48

**4C. Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.**

a. We go to **Spain\_every summer**.

b. I play tennis **twice\_a week**.

# Lesson C – Functional language, or ‘How to ...’ lesson (Level A2)



## 2C Eating out

HOW TO ... | order a meal in a restaurant  
 VOCABULARY | restaurant words  
 PRONUNCIATION | polite intonation

### Looks GOOD, tastes GOOD?

What's more important to you: food that tastes good, or food that looks good? The internet has hundreds of websites with thousands of photos of different types of food: cooking blogs, travel sites and social media sites with names like FoodSpotting, SnapDish, InstaFood and of course Instagram. One website has 'rainbow food': red, orange, yellow, green and other coloured food, all on one plate. And there are

websites about how to take a good photo of food: the most important thing is that the food is bright and colourful and looks delicious. Pasta or noodles always look good. Fruit juice is colourful and pink food is great in a photo. And take your photo from above! Some restaurants now have photo-friendly lighting and mirrors. They want to attract today's photo foodies!

#### READING

- 1 A** Look at the photo and answer the questions.
- Do you ever take photos of your food, at home or in restaurants? Why/Why not?
  - Do you ever post them online? Why/Why not?
- B** Work in pairs and discuss the questions.
- What types of websites do people post food photos on?
  - What do you think 'rainbow food' is?
  - What's the best way to take a photo of food: from the side or from above?
  - Is the photo on the phone a good online photo? Why/Why not?

**C** Read the article and check your answers.

#### VOCABULARY

restaurant words

- 2 A** Work in a different pair and discuss the questions.
- What is your favourite type of restaurant?
  - Do you know any good local restaurants?
- B** Look at the words in the box. Which ones are parts of a meal?

bill desserts dinner for two main courses service charge side dishes starters waiter

- C** Complete the restaurant menu with the words in the box.
- 3 A** Read the menu again and choose a dish for each course.
- B** Work in pairs. Tell each other your dishes.
- A: For starter, I'd like the soup of the day.

### How to ... order a meal in a restaurant

- 4 A** **2.07** | Listen to a conversation in the restaurant. Write Scott (S) or Teresa (T) next to the correct food and drink on the menu.
- B** Complete the sentences.
- Good evening, \_\_\_\_\_ you have a reservation?
  - We have a table \_\_\_\_\_ two for half past seven.
  - \_\_\_\_\_ we have a table near the window?
  - \_\_\_\_\_ you ready to order?
  - So for a starter, \_\_\_\_\_ I have the soup, please?
  - And then I \_\_\_\_\_ like the salmon with a green salad, please.
  - \_\_\_\_\_ you like something to drink?
  - \_\_\_\_\_ is your meal?
  - Would you like to look at the \_\_\_\_\_ menu?
  - Could we have the \_\_\_\_\_ at the same time, please?
- C** **2.08** | Listen and check.
- D** Learn and practise. Go to the Grammar Bank.
- ▶ page 104 GRAMMAR BANK

#### PRONUNCIATION

- 5 A** **2.09** | polite intonation | Listen to the customers. Tick the ones that sound polite.
- 1  2  3  4  5  6  7  8
- B** **2.10** | Listen to the polite intonation. What makes it sound more polite? Listen again and repeat.
- C** Read the Future Skills box and answer the question.

#### FUTURE SKILLS Communication

Your words and your intonation help you sound polite. Is intonation important in your language?

#### SPEAKING

- 6 A** Work in groups. Prepare a menu from your town or country. Write three starters, main courses, side dishes and desserts.
- B** Work in groups. Roleplay a conversation in a restaurant.
- Student A: You are the waiter.  
 Other students: You are the customers.
- A: Good evening. Do you have a reservation?  
 B: Yes, we have a table for ...
- 7** **2.11** | Take a photo of the food you eat tonight and bring it to the next lesson. Prepare to describe it to the rest of your class.

#### MEDIATION SKILLS selecting relevant information

Help someone understand a pizza menu.

▶ page 155 MEDIATION BANK

Ask your 1 \_\_\_\_\_ about our DAILY SPECIALS!

**MENU**

Green salad  
Chips  
Seasonal vegetables

Lemon tart  
Homemade ice cream (3 scoops)  
Fresh fruit salad  
Chocolate brownie

**COLD DRINKS**

Orange juice  
Lemonade  
Still water  
Sparkling water

**HOT DRINKS**

Coffee – Americano, espresso, cappuccino  
Tea – green tea, mint tea, breakfast tea

**NOTE:** A 15% € \_\_\_\_\_ will be added to the € \_\_\_\_\_.

After your meal, please write a review on our website and send us your photos. Every month we give a free € \_\_\_\_\_ for the best photo.

Speak anywhere Go to the interactive speaking practice 23

Link to an interactive speaking practice activity.

an out-of-class task at the end of this lesson

### the Mediation Bank

#### MEDIATION BANK | WRITING

### 2C Pizza problem

WRITING OUTPUT | a message to a friend  
 GOAL | help someone understand a pizza menu  
 MEDIATION SKILL | selecting relevant information

#### WARM-UP

- 1** Work in pairs and discuss the questions.
- Do you like pizza? Why/Why not?
  - How often do you and your family eat pizza?
  - Read the list of pizza ingredients in the box. What things do you like on a pizza? Choose three toppings.
- A: I like salmon on a pizza.  
 B: Salmon? I don't like salmon on a pizza.

broccoli cheese chicken chillies egg fresh tomatoes herbs mushrooms olives onions pineapple prawns red pepper salmon

#### PREPARE

- 2** Read the Scenario. Are the statements True (T) or False (F)?
- Guy doesn't eat mushrooms.
  - His friend doesn't like pizza.
  - Guy understands all the information about the pizzas.

#### SCENARIO

Your friend Guy sends you a message.

Hi, I want to order some pizzas for me and my friend from the pizza restaurant where you work, but I don't understand the menu. We need pizzas with only vegetables, but I don't like mushrooms. Can you help? Here's the menu.

Which ones are best for us? We'd like to get two different ones. Thanks! PS We're very hungry! 🍕



- 3** Work in pairs. Look at the three pizzas in the Scenario and answer Guy's question.
- 4** Read the Mediation Skill box. Which information does Guy need? Which doesn't he need?

**MEDIATION SKILL**  
selecting relevant information

When you give people information, answer their questions clearly, but don't give too much information. Here is some information about pizzas:

- the names of the pizzas
- a list of all the ingredients of each pizza
- the names of the pizzas that aren't good for a person
- why the pizzas are good for them
- the prices of the pizzas

#### MEDIATE

- 5** Write a reply to Guy's message to help him order the correct pizzas.
- 6** Work in pairs. Compare your messages. Do you think your partner needs to add or change anything?

**GARDEN AND SEA**  
TOMATO, ONION, BROCCOLI, PEANUTS PRICE: €12

**PRIMAVERA**  
RED PEPPER, OLIVES, MUSHROOMS PRICE: €11.50

**HOT SPRING**  
OLIVES, GREEN PEPPER, BEANS, CHELLEES PRICE: €10

# 'Speak Anywhere' – interactive speaking activities (Level A2)

## 'Speak Anywhere' on mobile

**Speak Out 3<sup>RD</sup> EDITION A2**  
2C Lifestyle | Eating out

Lesson page

Unit 2 | Lesson C

### 2C Eating out

**Looks GOOD, tastes GOOD?**

**READING**

- 1 Look at the photo and answer the questions.
- 2 Work in pairs and discuss the questions.
- 3 Read the article and check your answers.

**VOCABULARY**

- 1 Work in a different pair and discuss the questions.
- 2 Look at the words in the box. Which ones are parts of a meal?
- 3 Read the menu again and choose a dish for each course.
- 4 Work in pairs. Tell each other your dishes.

**Speaking Practice**

The Speaking Practice button links to „Speak Anywhere“. Students speak to a bot, and have a conversation on an everyday topic, such as ordering a meal in a restaurant.

'Speak Anywhere' on computer

Back Speak anywhere

### Order a meal in a restaurant

UNIT 1 ★★★★★

Practise your English skills by ordering food and drinks in a restaurant. Don't forget to ask for the bill!

Start >

Back Speak anywhere

### Order a meal in a restaurant

Let's review the language from this lesson

**KEY PHRASES**

- ▶ Can we have a table for two?
- ▶ Could we have a table near the window?
- ▶ For my starter could I have... please?
- ▶ I would like the...
- ▶ What would you recommend
- ▶ Could we have the bill, please?

**VOCABULARY**

- ▶ Reservation

Continue >

Quit Speak anywhere

Hold to speak

Replay Need help?

Quit Speak anywhere

### DRINKS MENU

**Cold Drinks**

- Orange juice
- Lemonade
- Still water
- Sparkling water

**Hot Drinks**

- Filter Coffee
- Americano
- Espresso
- Cappuccino
- Tea

Hold to speak

Replay Need help?

Speak anywhere

### Great Job!

★★★★☆

**COMPREHENSION** ★★★★★

It was quite easy for the waiter to understand you.

**LANGUAGE USE** ★★★★★

**Key phrases**

- ☑ Can we have a table for two?

Restart

Finish >

Replay Hold to speak Need help?

Back Speak anywhere

### Order a meal in a restaurant

### Great Job!

★★★★☆

**COMPREHENSION** ★★★★★

It was quite easy for the waiter to understand you.

**LANGUAGE USE** ★★★★★

**Key phrases**

- ☑ Can we have a table for two?

Restart

Finish >

# Lesson D – BBC video lessons (Level A2)

The BBC video lesson teaches a grammar point that occurs in the video.

Unit 2 | Lesson D

## 2D BBC Documentary

# The Indian Relay

GRAMMAR | like, hate, love + -ing  
SPEAKING | talk about a special event  
WRITING | describe an event

**PREVIEW**

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

- Where do you think this is?
- What season is it?
- Can you ride a horse?

**B** Read the BBC programme information and answer the questions.

- Where does the Indian Relay Race happen?
- How many horses does each rider ride?
- Who is Oliver Pakootas?

**VIEW**

**2 A** Watch the BBC video clip. Who wins the race?

**B** Watch again and choose the words and phrases you hear.

- Oliver Pakootas has a big **race** / **day**. It's the Indian Relay.
- This race is a **custom** / **tradition** for American Indians.
- He has a **team** / **his family** to help him.
- The horses are also part of the **team** / **family**.
- For Oliver and his family, the Indian Relay isn't only a race, it's a **lifestyle** / **way of life**.
- For three minutes, all Oliver thinks of is the **relay** / **race** and the horses.

**C** Work in pairs and discuss the question. What are three good things about their lifestyle?

**GRAMMAR**

**like, hate, love + -ing**

**3 A** Read the sentences. What is the verb form after the verbs in bold?

Oliver and his team **enjoy** being together, and they **love** working with their horses and their horses love them. Oliver **likes** riding his horses in the mountains.

**B** Work in pairs. Say four things you like or don't like doing and say why. Use *like, enjoy, love* and *don't like*.

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

page 105 GRAMMAR BANK

**Mountain: Life at the Extreme**

Every year, the people of Okanogan County in Washington State, USA, have a fair to celebrate the end of summer. One of the big events is the Indian Relay Race, a tradition of American Indians. In the Indian Relay, each rider rides three different horses around the track. In this programme, we watch Oliver Pakootas as he and his family prepare for this important tradition. There can only be one winner. Will it be Oliver?

Unit 3 | Lesson D

## 3D BBC Street Interviews

# Your neighbourhood

GRAMMAR | there is, there are  
SPEAKING | talk about your local area  
WRITING | write an email about your local area

**PREVIEW**

**1** Work in groups and discuss the questions.

- Do you live in an apartment or a house? Where is it?
- What can you see from your window? What can you see from the front door?
- What is one thing that you like about the area where you live?

**2 A** Watch the first part of the video. Listen to the speakers describing their homes. Who has got a garden?

**B** Complete the sentences with the words in the box.

apartment small back floor garden lounge parents

- It has a ..... a big kitchen, four bedrooms and three bathrooms.
- We've got a kitchen on the ground .....
- ..... and an living and dining area, with a garden at the front and the .....
- ..... we have three bedrooms – one for my sister, one for me and one for my .....
- It's a one-bedroom flat, with a bathroom, a kitchen and a ..... living room.
- I live in an ..... in South West London.
- It has a nice living room, big kitchen and a spacious .....

**C** Watch again and check.

**3 A** Watch the second part of the video. Listen to the speakers describing their neighbourhoods. Who talks about parks?

**B** Watch again and choose the words and phrases you hear.

- There are lots of / a lot of open spaces.
- There's a park close by / close to us.
- There isn't very much noise / traffic.
- There are a lot of trees / parks – areas that you can walk in .....
- It is very quiet and there are lots of shops / cafes around my area.

**GRAMMAR**

**there is, there are**

**4 A** Complete the sentences with *is, are, isn't or aren't*.

- There ..... any restaurants.
- There ..... a park close by.
- There ..... very much traffic.
- There ..... lots of shops.

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

page 105 GRAMMAR BANK

**SPEAKING**

**talk about a special event**

**4 A** Think of a special event, e.g. a festival or a national holiday. Read the questions and make notes about your answers.

- What's the special event?
- When and where does it happen?
- What do you like doing at this event? Describe three activities.
- What's your favourite thing about the event?

**B** Work in pairs. Tell each other about the special event. Use your notes from Ex 4A to help you.

**5 A** Work in pairs. Look at the information about the Quebec Winter Carnival. Which activity looks interesting to you?

**B** 2.11 | Listen to someone talking about the Quebec Winter Carnival. Number the photos in the order you hear about them.

**Carnival**

**A** Canoe race: 2.30 p.m.  
**B** Parade: starts 7 p.m.  
**C** Ice sculpture display all week!  
**D** Enjoy a bowl of French onion soup!

**C** 2.11 | Listen again and tick the phrases you hear.

**KEY PHRASES**

Let me tell you about ...  
It happens in [place] in [month].  
At this time, we often ...  
The [event] lasts [number] days.  
It's one of the best things all year.  
My favourite thing is ...  
We really enjoy watching it together.

**6** Work in groups. One student: Talk about your special event. Use the Key phrases to help you. Other students: Listen and make notes. Then ask two questions about the event.

**WRITING**

**describe an event**

**7 A** Read the description of the Quebec Winter Carnival. Which things in the brochure in Ex 5A does the person NOT write about?

In Quebec we have a big festival every winter, the Quebec Winter Carnival. The city goes crazy! It's really good fun and we have lots of things to see and do. I love looking at the ice sculptures. The artists often make ice animals and buildings. I always watch the canoe race. They race on the icy river and it's very exciting. My favourite thing is the evening parade. I like watching it with my family.

**B** Write a description of your event from Ex 4A. Write 80–100 words.

**C** Read the students' descriptions. Which event would you like to go to?

**3D**

Elliot, Lily, Stuart, Gusty, Isabelle, Helen, Mark

**SPEAKING**

**talk about your local area**

**5 A** Work in pairs and look at the topics. For each topic, say one thing that you like OR dislike about your neighbourhood.

- restaurants and cafes
- shops or big stores
- nightlife: cinemas, clubs, theatres
- neighbours
- open spaces: parks or a forest
- traffic

**B** Read the Key phrases. Which phrases can you use to talk about YOUR neighbourhood?

**KEY PHRASES**

It's very quiet/busy/loud/interesting.  
There's a ...  
There are lots of/a lot of ...  
It's got a lot of ...  
My neighbours are ...  
The only problem is that ...  
I don't like the ...

**C** Work in different pairs. Take turns to ask and answer questions about your neighbourhoods. Use the Key phrases to help you.  
What do you like about it? What's not so good?

**WRITING**

**write an email about your local area**

**6 A** Read the email. What does Jaylen NOT like about her neighbourhood?

Hi Chloe,  
Well, I'm here in my new apartment in Istanbul and I really like the area. I'm about two kilometers from the city centre, and there are buses to the centre every five minutes. The neighbourhood is nice. There's a small food store close by and a big supermarket about ten minutes' walk away. It's a busy area. There's a lot of traffic. The only problem is that sometimes the traffic is loud and can't sleep, but it's not too bad. We've got a bank, a cinema, a post office – all the usual things – and there's a green market on Sundays. It sells fresh fruit and vegetables from the local farmers. My neighbours are friendly and quiet and I'm really happy here.  
I hope you're well. Write back and tell me about your area.  
Lots of love,  
Jaylen

**B** Write an email to Jaylen. Tell her about your local area.



# Lesson D – BBC video lessons (Level A2)

## Workbook

### Lesson 2D

GRAMMAR | like, hate, love + -ing  
READING | a special event

2C | 2D

#### GRAMMAR

like, hate, love + -ing

1 A Choose the correct word or phrase to complete the sentences.

- I hate \_\_\_\_\_ for clothes.  
a go shopping b shop c shopping
- What \_\_\_\_\_ on holiday?  
a do you like do b do you like doing c you like doing
- Getting up early is \_\_\_\_\_.  
a all right b enjoy c like
- I don't like \_\_\_\_\_ for people.  
a wait b waiting c to waiting
- Would you like \_\_\_\_\_ football?  
a to play b play c playing
- I love \_\_\_\_\_ English.  
a studying b study c do studying

B Complete the conversation with the -ing form of the words in the box.

do get up meet shop  
spend study swim walk

- A: What do you like (1) \_\_\_\_\_ at the weekend?  
B: Well, I don't like (2) \_\_\_\_\_ early! I usually do some exercise. I enjoy (3) \_\_\_\_\_ and I usually go on Sunday, with my family. What about you?  
A: I love (4) \_\_\_\_\_ time with my friends. We like (5) \_\_\_\_\_ for coffee or for lunch on Saturday. I hate (6) \_\_\_\_\_ at the weekend, but I have a big exam soon at university, so I sometimes do that. I also like (7) \_\_\_\_\_ for clothes at the big centre in town. Do you like that?  
B: No, I hate (8) \_\_\_\_\_ around the town centre!

#### READING

2 A Read the article and answer the questions.

- Where is the race?
- What do people who finish it get?

B Read the article again. Are the statements True (T) or False (F)?

- The race happens in the summer.
- The race is the same as 11 marathons.
- The race is only in one part of the city.
- People in the competition run for six hours a day.
- Anybody can run in the competition.
- The runners eat a lot of food.
- It isn't cold at that time of year.
- All runners who finish the race get a T-shirt.

### The 5,000 km race



Some people enjoy running, but these people love it. This 5,000 km race happens every year from June to August. 5,000 km is the same distance as from the East to the West of the USA, plus eleven marathons (a marathon is 42.2 km). But runners in this race run around a single city block (925 metres) in Queens, New York, over and over again!

The race lasts 52 days, and people run from 6 a.m. until midnight, every day. Most people in the competition run about 100 km a day. They only have six hours to wash and sleep each day. They need to visit the doctor before they enter, to check they are strong and healthy.

People give the runners vegetarian food to eat while they run. They need to eat all the time because they use a lot of energy when they do the race.

It's very hot in New York at this time of year and sometimes there is a lot of rain, too. Runners often carry umbrellas while they run! Not everyone finishes the race, but runners receive a T-shirt if they do. It's not much, but people don't do it for the prize. They do it because it makes them feel good.



## Online Practice

Speak Out 3<sup>RD</sup> EDITION A2 2D Lifestyle

Online Practice | Exercise 1 0%

GRAMMAR | like, hate, love + -ing

1A. Choose the correct word or phrase to complete the sentences.

- I hate --- for clothes.
- What --- on holiday?
- Getting up early is ---.
- I don't like --- for people.
- Would you like --- football?
- I love --- English.

1B. Complete the conversation with the -ing form of the words in the box.

do get up meet shop spend study swim walk

A: What do you like (1) \_\_\_\_\_ at the weekend?  
B: Well, I don't like (2) \_\_\_\_\_ early! I usually do some exercise. I enjoy (3) \_\_\_\_\_ and I usually go on Sunday, with my family. What about you?  
A: I love (4) \_\_\_\_\_ time with my friends. We like (5) \_\_\_\_\_ for coffee or for lunch on Saturday. I hate (6) \_\_\_\_\_ at the weekend, but I have a big exam soon at university, so I sometimes do that. I also like (7) \_\_\_\_\_ for clothes at the big centre in town. Do you like that?  
B: No, I hate (8) \_\_\_\_\_ around the town centre!

# Review (Level A2)

There is a one-page Review at the end of each SB unit.

**2 REVIEW**

**GRAMMAR**

**1A** Which words are countable (C) and which are uncountable (U)?  
 onion bean broccoli butter  
 cucumber lemon lemonade  
 oil pear prawn yoghurt

**B** Choose five things from Ex 1A and write a list.

**C** Work in pairs. Ask what's on your partner's list.  
 A: Do you have an onion on your list?  
 B: Yes, I do. Do you have any beans?

**2A** **R2.01** | Listen and write the sentences.

**B** Change the sentences so they are true for you.  
 I usually watch TV on Sundays.

**C** Work in pairs. Find two things that are the same and two things that are different for you and your partner.

**3** Work in a different pair. Ask about the activities in Ex 2A. Use *Do you like...?* or *Do you enjoy...?*  
 A: Do you enjoy watching TV?  
 B: Sometimes, it depends on the programme. I hate watching...

**VOCABULARY**

**4A** Name a type of food or drink that starts with these letters.  
 1 ce 2 av 3 gr 4 la 5 mu 6 no 7 su 8 le 9 sa 10 st

**B** Work in pairs. Student A: Say the first letter of a type of food or drink. Student B: Guess or ask for one more letter.  
 A: r  
 B: One more letter, please.  
 A: r-i  
 B: Rice?  
 A: Yes!

**5A** Match (1-6) with (a-f) to make questions.  
 Do you:  
 1 go to bed a friends for coffee?  
 2 check b late at the weekend?  
 3 meet c your messages on a phone, tablet or laptop?  
 4 go to d shopping with friends or alone?  
 5 spend e time online in the evening?  
 6 go f parties at the weekend?

**B** Work in pairs. Take turns to ask and answer the questions in Ex 5A. Ask extra questions.  
 Where? What time? Why/Why not?  
 Who with? What do you...?  
 Do you go to bed late at the weekend? What time?

**6A** Complete the words in the text.  
**R2.02** | Listen and check.

**Speak Out 3RD EDITION A2** 2 Review

Lesson page

**REVIEW**

**GRAMMAR**

**1** 2 3 4 5 6

**VOCABULARY**

**4A** Name a type of food or drink that starts with these letters.  
 1 ce 2 av 3 gr 4 la 5 mu 6 no 7 su 8 le 9 sa 10 st

**B** Work in pairs. Student A: Say the first letter of a type of food or drink. Student B: Guess or ask for one more letter.  
 A: r  
 B: One more letter, please.  
 A: r-i  
 B: Rice?  
 A: Yes!

**5A** Match (1-6) with (a-f) to make questions.  
 Do you:  
 1 go to bed a friends for coffee?  
 2 check b late at the weekend?  
 3 meet c your messages on a phone, tablet or laptop?  
 4 go to d shopping with friends or alone?  
 5 spend e time online in the evening?  
 6 go f parties at the weekend?

**B** Work in pairs. Take turns to ask and answer the questions in Ex 5A. Ask extra questions.  
 Where? What time? Why/Why not?  
 Who with? What do you...?  
 Do you go to bed late at the weekend? What time?

**6A** Complete the words in the text.  
**R2.02** | Listen and check.

**ROBOT WAITERS**

Online Practice

In the Online Practice and the Workbook, there is a two-page Review after every two units, a Cumulative Review for Units 1-4, 5-8, 1-8.

**Speak Out 3RD EDITION A2** Units 1-2 Review

Review Exercise 1

**GRAMMAR**

**1A. Put the words in the correct order to make sentences and questions.**

1. you / Where / live / do ? → \_\_\_\_\_  
 2. James and / Agatha / Are / friends ? → \_\_\_\_\_  
 3. understand / don't / I / German → \_\_\_\_\_  
 4. you / Do / city / you / like ? → \_\_\_\_\_  
 5. speak / Do / parents / English / your ? → \_\_\_\_\_  
 6. from / They / Canada / don't / come → \_\_\_\_\_  
 7. live / Who / with / do / you ? → \_\_\_\_\_  
 8. children / your / What time / up / get / do ? → \_\_\_\_\_

**1B. Choose the correct words to complete the sentences.**

1. I \_\_\_\_\_ from home.  
 2. \_\_\_\_\_ your parents live near you?  
 3. Nikki doesn't \_\_\_\_\_ fish.  
 4. When \_\_\_\_\_ do your homework?  
 5. Jack and Lisa \_\_\_\_\_ have a lot of money.  
 6. What \_\_\_\_\_ politician mean?  
 7. We \_\_\_\_\_ tennis on Saturdays.  
 8. Where \_\_\_\_\_ you from?

Result | 0% Attempts | 0 Errors | Total Errors | 0

**1-4 CUMULATIVE REVIEW**

**GRAMMAR**

**1** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**2** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**3** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**4** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**VOCABULARY**

**5** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**6** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**7** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**8** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**9** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**10** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**11** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**12** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**13** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**14** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**ROBOT WAITERS**

'Hello and welcome,' says the waiter. 'Are you ready to order...?'

I say 'hello,' and 'yes, I'm ready to order.' But does the waiter understand me? I don't know. You see, the waiter is a robot. I give my order - a steak for my ma course, potatoes for a 3rd course, and an avocado salad. The robot says, 'Would you like to drink?' so I ask for some water. And I hope this works, because I'm very thirsty.

Robot waiters are not a new thing, and people have different feelings about them. Restaurant owners love them: 'I have more customers now. People enjoy seeing the robots with the trays of food. It's good for business.' The human waiters aren't sure: 'I hope it doesn't take my job.' And customers: 'Some love them: 'It's so cute! I want a selfie with it!' Some hate them: 'They're not very friendly. They're a nuisance.' smile!

And me? I'm not sure. I'm very hungry, and my lunch ... Ah, here it comes now!

**1-2 REVIEW**

**GRAMMAR**

**1A** Put the words in the correct order to make sentences and questions.  
 1. you / Where / live / do ? → \_\_\_\_\_  
 2. James and / Agatha / Are / friends ? → \_\_\_\_\_  
 3. understand / don't / I / German → \_\_\_\_\_  
 4. you / Do / city / you / like ? → \_\_\_\_\_  
 5. speak / Do / parents / English / your ? → \_\_\_\_\_  
 6. from / They / Canada / don't / come → \_\_\_\_\_  
 7. live / Who / with / do / you ? → \_\_\_\_\_  
 8. children / your / What time / up / get / do ? → \_\_\_\_\_

**1B. Choose the correct words to complete the sentences.**

1. I \_\_\_\_\_ from home.  
 2. \_\_\_\_\_ your parents live near you?  
 3. Nikki doesn't \_\_\_\_\_ fish.  
 4. When \_\_\_\_\_ do your homework?  
 5. Jack and Lisa \_\_\_\_\_ have a lot of money.  
 6. What \_\_\_\_\_ politician mean?  
 7. We \_\_\_\_\_ tennis on Saturdays.  
 8. Where \_\_\_\_\_ you from?

**VOCABULARY**

**5** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**6** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**7** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**8** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
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 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**9** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**10** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**11** Complete the conversation with one word in each gap.  
 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

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 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

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 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

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 A: Hello! My name's Kate. How are you?  
 B: I'm fine, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?  
 A: I'm good, thanks. \_\_\_\_\_ you?  
 B: I'm good, thanks. \_\_\_\_\_ you?

**ROBOT WAITERS**

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Robot waiters are not a new thing, and people have different feelings about them. Restaurant owners love them: 'I have more customers now. People enjoy seeing the robots with the trays of food. It's good for business.' The human waiters aren't sure: 'I hope it doesn't take my job.' And customers: 'Some love them: 'It's so cute! I want a selfie with it!' Some hate them: 'They're not very friendly. They're a nuisance.' smile!

And me? I'm not sure. I'm very hungry, and my lunch ... Ah, here it comes now!

## GRAMMAR BANK

### LEAD-IN

#### REFERENCE page 6

#### subject pronouns and *be*

We use *be* in the present with: nationalities, adjectives, jobs, places, relationships, names, ages and prices.  
We use it with a subject pronoun: **She's British.** NOT *is British*.

#### Positive

subject	<i>be</i>	phrase
I	'm am	fine, thank you. a doctor.
He She It	's is	from Spain. in Madrid today. twenty-one.
We You They	're are	students. in class. friends.

We often use contractions in speaking and in informal writing. **I'm Joe. It's three euros.**

#### Negative

subject	<i>be + not</i>	phrase
I	'm not	at work today.
He/She/It	isn't	happy.
We/You/They	aren't	sisters.

We can also say *He/She/It's not; We/You/They're not.*

#### Yes/No questions

**She's at home.** **Is she at home?**

<i>be</i>	subject	phrase
Am	I	late?
Is	he	Italian?
Are	you	OK?

#### Short answers

	subject	<i>be</i>
Yes,	I	am.
No,	he	isn't.
No,	we	aren't.

We don't use contractions with short answers with *yes*.  
**Yes, he is.** NOT **Yes, he's.**

#### object pronouns and possessive adjectives

We use subject, verb, object (SVO) word order in positive and negative sentences.

subject	verb	object
They	like	football. it.
I	don't understand	Pablo. him.

We use subject pronouns before verbs.  
**She isn't at school. I have two email addresses.**

We use object pronouns:

- after verbs.  
**I like her. Help us!**
- after prepositions.  
**Come with me. Look at them.**

We use possessive adjectives before nouns.  
**Where's my mobile? What are their names? Our teacher is from Poland.**

We use **your pens, our books, their names** NOT **you-pens, ours books, theirs names.**

subject pronouns	object pronouns	possessive adjectives
I	me	my
you	you	your
he	him	his
it	it	its
she	her	her
we	us	our
they	them	their



A: I don't know them.  
Who are they?  
B: They're my friends.  
Their names are Yolanda and Pepe.

*it's = possessive*

**Your company, what's its name?**

*it's = it is*  
**BWST Sports. It's an international company.**



A: Where's your cat?  
B: It's on my desk.  
A: What's its name?  
B: Its name is Kitty.

#### question words

##### Wh- questions

wh- question word	<i>be</i>	subject
What	's	the time? Jan?
Who		my key?
Where		your classes?
When	are	you?
How		they (here)?
Why		

## GRAMMAR BANK

GB

### LEAD-IN

#### PRACTICE

#### subject pronouns and *be*

##### 1 Complete the conversations with the correct forms of *be*. Use contractions where possible.

Nadia: 1 **Are** you Sofia?  
Jess: No, I 2 ..... I 3 ..... Jess.  
Nadia: 4 ..... you a student?  
Jess: Yes, I 5 ..... Sofia 6 ..... the teacher.  
Tom: 7 ..... Sydney the capital city of Australia?  
Kurt: No, it 8 ..... The capital 9 ..... Canberra.  
Alison: 10 ..... Craig and Adam brothers?  
Phil: No, they 11 ..... They 12 ..... friends from university.

##### 2 Use the prompts to make sentences. Use contractions where possible.

- My name / *be* / Angus. / *be* / Scottish / and / I / *be* / a student.  
My name's Angus. I'm Scottish and I'm a student.  
My teacher / *be* / Maria.  
Her classes / *be* / very good.  
Our classroom / *be* / number thirty-two.
- We / *be* / from / Peru.  
We / *be* / in Tokyo / on holiday.  
I / *be* / Cecilia / and / my brother's name / *be* / Miguel.  
I / *be* / nineteen / and / he / *be* / twenty.

#### object pronouns and possessive adjectives

##### 1 Replace the words in bold with the correct object pronoun.

- Listen to **the woman**. **her**
- Meet **me** and **Scott**.
- Look at **the photo**.
- Read the instructions.
- Study with your **sister**.
- Open **the two doors**.
- I don't know your **parents**.
- Come with **me** and **the other students**.
- Speak to **Mr Puskas**.
- Close **your book**.

##### 2 Choose the correct word to complete the sentences.



1 She's **our** / **us** teacher.  
Ask **she** / **her**.



2 We're at home tonight.  
Come and see **us** / **our!**



3 Here's **me** / **my** number.  
Phone **me** / **my**.



4 They're / She's so beautiful! Look at **them** / **their!**



5 She's / Her not in her room.  
Call **him** / **her**.



6 It / Its isn't **me** / **my** dog.  
It's **his** / **he** dog.

#### question words

##### 1 Look at the answers in bold and write the questions. Use the words in the box and *be*.

What Who Where When How Why

- What's your name?** My name's Ryan.
- .....? Christina's at work.
- .....? My mother and father are well, thank you.
- .....? Lunch is at 1 p.m.
- .....? Our doctor is Dr Kapoor.
- .....? Gustavo and Julia are here because they're my friends.

## GRAMMAR BANK

### 1A present simple: *I, you, we, they*

#### REFERENCE page 8

We use the present simple to talk about:

- things that are always or generally true.  
**I come from Italy. They live in Seoul.**
- habits and routines.  
**We get up at 7 a.m.**

#### Positive and negative

subject	auxiliary verb ( <i>do</i> )	infinitive	object or phrase
I		like	cats.
We		come	from Canada.
You	don't	understand	me.
They		speak	English.

We use the contraction *don't (= do not)* for negatives in speaking and in informal writing.

**I don't work on Saturdays.**

#### Questions

	wh- question word	auxiliary verb ( <i>do</i> )	subject	infinitive	object or phrase
wh- questions	Where	do	you	live?	
	How	do	they	know	Teresa?
yes/no questions		Do	you	speak	Spanish?
			we	have	homework?

#### Short answers to yes/no questions

	subject	auxiliary verb ( <i>do</i> )
Yes,	I	do.
No,	we	don't.

NOT **Yes, I like. No, we don't like.**

#### PRACTICE

##### 1 Put the words in the correct order to make questions.

- you / Do / classes? / like / English / your  
Do you like your English classes?
- in / Mr / live / Brown / and / Mrs / New York? / Do  
Do Mr Brown and Mrs Brown live in New York?
- Sonia / you / each / and / Do / know / other?  
Do you know Sonia and the other children?
- to / go / same / your / Do / children / the / school?  
Do you go to the same school as the other children?
- TV? / of / watch / your / a / children / Do / lot?  
Do you watch a lot of TV?
- Ben / Janey / and / Are / married?  
Are Ben and Janey married?
- here? / come / you / near / Do / from  
Do you come from near here?
- home? / you / Do / at / English / speak  
Do you speak English at home?

##### 2 Read the answers to the questions in Ex 1. Correct the mistake in each answer. One answer is correct.

- Yes, I like. do
- No, they don't live.
- Yes, we know.
- No, we go to different schools.
- Yes, I do.
- No, they don't.
- Yes, I'm from Madrid.
- No, we aren't. We speak Japanese.

##### 3 Read the texts and write the wh- questions. Use the verbs in brackets.

Name: <sup>1</sup>Xavier <sup>2</sup>LeBon  
Address: <sup>3</sup>1 Bonny Gardens, NW3 9BJ  
Occupation: <sup>4</sup>Hotel Manager  
Company: <sup>5</sup>Art Hotel

- What's your name .....? (be)
- .....? (spell)
- .....? (live)
- .....? (do)
- .....? (work)

#### STUDENT CARD

NAME: Martina Fernandez  
COUNTRY: Argentina  
CLASS: English  
TIME: 9-12 Mon-Fri  
TEACHER: Michael

- .....? (come)
- .....? (study)
- .....? (be)

# Endmatter – Grammar Bank (Level A2)

Grammar reference in the eBook version.

Grammar practice in the eBook version.

**GRAMMAR BANK**

**1A present simple: I, you, we, they**

**REFERENCE** page 8

We use the present simple to talk about:

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  - I **come** from Italy. They **live** in Seoul.
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  - We **get up** at 7 a.m.

**Positive and negative**

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You	don't	understand	me.
They		speak	English.

We use the contraction *don't* (= *do not*) for negatives in speaking and in informal writing.  
I **don't work** on Saturdays.


**Questions**

wh-question word	auxiliary verb (do)	subject	infinitive	object or phrase
Where	do	you	live?	
How	do	they	know	Teresa?
yes/no questions	Do	you	speak	Spanish?
		we	have	homework?

**Short answers to yes/no questions**

subject	auxiliary verb (do)
Yes, I	do.
No, we	don't.

NOT **Yes, I like. No, we don't like.**



**PRACTICE**

1 Put the words in the correct order to make questions.

- you / Do / classes? / like / English / your  
Do you like your English classes?
- in / Mr / live / Brown / and / Mrs / New York? / Do
- Sonia / you / each / and / Do / know / other?
- to / go / same / your / Do / children / the / school?
- TV? / of / watch / your / a / children / Do / lot
- Ben / Janey / and / Are / married?
- here? / come / you / near / Do / from
- home? / you / Do / at / English / speak

2 Read the answers to the questions in Ex 1. Correct the mistake in each answer. One answer is correct.

- Yes, I like. do
- No, they don't live.
- Yes, we know.
- No, we go to different schools.
- Yes, I do.
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- What's your name? (be)
- Where do you live? (spell)
- How do you know her? (live)
- Do you speak Spanish? (do)
- Do you have homework? (work)

**STUDENT CARD**

NAME: Martina Fernandez  
COUNTRY: Argentina  
CLASS: English  
TIME: 9-12 Mon-Fri  
TEACHER: Michael

- Do you come? (come)
- Do you study? (study)
- Do you live? (be)

98

**Speak out 3<sup>RD</sup> EDITION A2** 1A | Grammar Bank

Reference

present simple: I, you, we, they

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  - We **get up** at 7 a.m.

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subject	auxiliary verb (do)	infinitive	object or phrase
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I **don't work** on Saturdays.

**Questions**

wh- question word	auxiliary verb (do)	subject	infinitive	object or phrase
Where	do	you	live?	
How	do	they	know	Teresa?
yes/no questions	Do	you	speak	Spanish?
		we	have	homework?

**Short answers to yes/no questions**

subject	auxiliary verb (do)
Yes, I	do.
No, we	don't.

NOT **Yes, I like. No, we don't like.**

Lesson 1A

**Speak out 3<sup>RD</sup> EDITION A2** 1A | Grammar Bank

Grammar Bank | Exercise 1

present simple: I, you, we, they

Grammar Reference

1. Put the words in the correct order to make questions.

- you / Do / classes? / like / English / your  
Do you like your English teacher?
- in / Mr / live / Brown / and / Mrs / New York? / Do
- Sonia / you / each / and / Do / know / other?
- to / go / same / your / Do / children / the / school?
- TV? / of / watch / your / a / children / Do / lot
- Ben / Janey / and / Are / married?
- here? / come / you / near / Do / from
- home? / you / Do / at / English / speak

Lesson 1A

Result | 0% Attempts | 0 Errors | 0 Total Errors

# Endmatter – Vocabulary Bank (Level A2)

Example from Level A2 Unit 3

Unit 3 | Lesson A

## 3A Come in.

GRAMMAR | this, that, these, those, here, there  
 VOCABULARY | rooms and furniture  
 PRONUNCIATION | /s/ and /z/



**VOCABULARY**  
rooms and furniture

**1 A** Work in pairs. Look at the photos (A–C) of an apartment in Edinburgh, Scotland. Discuss the questions.

- 1 What do you like/dislike about the rooms?
- 2 Would you like to stay there on holiday? Why/Why not?

**B** Work in pairs. Look at the photos again. Match the places (1–12) with the objects (a–l).

Living room What is:  
 1 on the wall?  
 2 in front of the window?  
 3 behind the laptop on the table?  
 4 between the windows?

Kitchen What is:  
 5 under the orange light?  
 6 above the sink?  
 7 to the left of the pink plant?  
 8 on the counter?

Bedroom What is:  
 9 on the bed?  
 10 next to the desk?  
 11 near the window?  
 12 opposite the mirror?

**C** Work in pairs. Add two more rooms and three more items of furniture. Check your ideas in the Vocabulary Bank.

page 137 **VOCABULARY BANK** rooms and furniture

**2 A** Look at the things in the box. Choose a place for each one in the rooms in Ex 1B.

glasses keys phone TV remote wifi password

**B** Work in pairs and take turns. Ask questions to find the things.

A: I can't find my glasses.  
 B: Are they in the bedroom?  
 A: Yes, they are.  
 B: Are they near the window?  
 A: No, they aren't.

**LISTENING**

**3 A** Work in pairs. Which things in the box are most important when you stay in a holiday apartment? Why? Choose three.

extra keys important phone numbers a local map a TV remote the wifi password

**B** 3.01 | Listen to the owner describing her apartment in Ex 1. Number the photos (A–C) in the order you hear about them.

**C** Work in pairs. Read the questions (1–7) about the apartment. Can you remember the answers?

**BOOKING FORM**

**Questions for the owner**

- 1 How do I get the keys?
- 2 Can you give us some information about the local area?
- 3 Does the apartment have wifi?
- 4 Where is the nearest food shop?
- 5 Can you give us some important phone numbers (police, hospital, your number)?
- 6 Do we need to bring any soap, shampoo or towels?
- 7 Does the apartment have a desk? I'd like to do some work.

D 3.01 | Listen again and answer the questions in Ex 3C.

**VOCABULARY BANK** VB

**3A rooms and furniture**  
page 28

**1 A** Match the rooms in the box with the photos (A–H).

bathroom bedroom dining room garage hall home office/study kitchen living room

**B** VB3.01 | Look at the photos again. Listen and repeat.

**2** Work in pairs and discuss the questions.

- 1 Which rooms are usually downstairs and which rooms are usually upstairs in a house?
- 2 What about in your home?

**3** Match the words (1–18) with the items (a–r) in the photos.

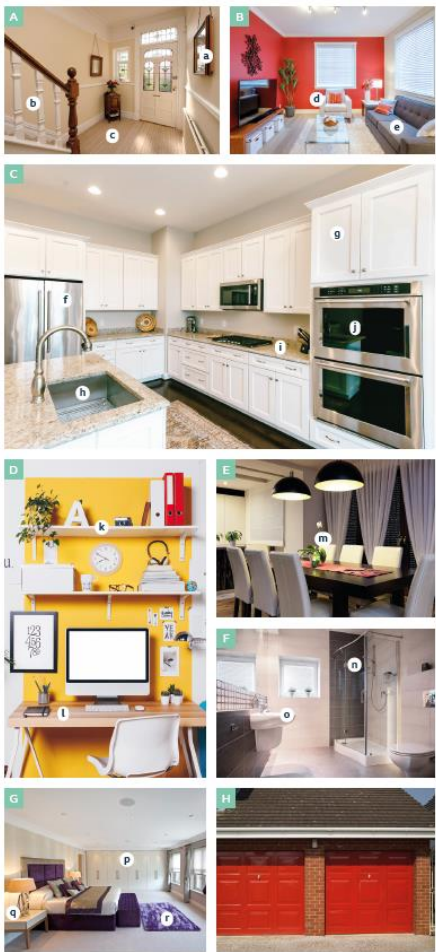
- 1 ... armchair
- 2 ... carpet
- 3 ... counter
- 4 ... cupboard
- 5 ... desk
- 6 ... fridge
- 7 ... mirror
- 8 ... lamp
- 9 ... oven
- 10 ... plant
- 11 ... rug
- 12 ... shelf/shelves
- 13 ... shower
- 14 ... sink
- 15 ... sofa
- 16 ... stairs
- 17 ... wardrobe
- 18 ... washbasin

**4** VB3.02 | Work in pairs. Match 1–18 in Ex 3 with their stress pattern: O, Oo or Ooo. Then listen and check.

1 armchair Oo

**5** Work in pairs. Student A: Say a room. Student B: Say three things you can find in the room.

**6** Work in pairs. Student A: Think of a room in your home. Say five things that are in the room. Student B: Guess the room.



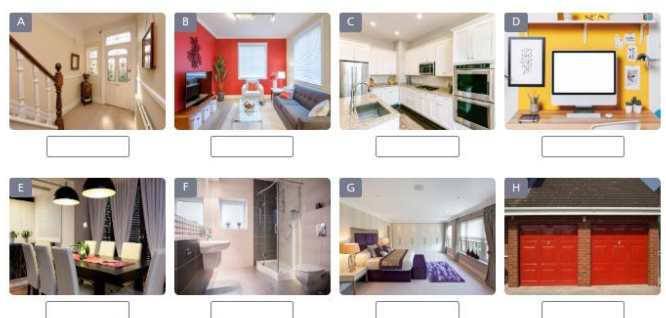
**Speak out 3RD EDITION A2** 3A | Vocabulary Bank

Vocabulary Bank | Exercise 1  
66%

rooms and furniture

**1A. Match the rooms from the box with the photos (A–H).**

bathroom bedroom dining room garage hall home office/study kitchen living room



**1B. Look at the photos again. Listen and repeat.**

00:00 / 00:49

You can record yourself.

00:00

Lesson 3A

Result | 0% Attempts | 5 Errors | 0 Total Errors | 1

All Vocabulary Banks are signposted in the unit.

# Endmatter – Communication Bank (Level A2)

**PRONUNCIATION**

**5A** 2.03 | the weak /ə/ sound: a, an, some | Listen to the sentence. Which words are stressed? Notice the weak /ə/ sound in a, an and some.  
I have a carrot, an onion and some potatoes.  
/ə/ /ə/ /ə/


**B** 2.04 | Listen and write the sentences (1–5). Then listen and repeat.

**6** Work in pairs. Student A: Go to page 146. Student B: Go to page 150.

**COMMUNICATION BANK**

**2A Ex 6A Student A**


A Look and write five sentences to describe your basket.  
1 I have an orange.



**B** What food does Student B have? Ask questions. The winner is the person who guesses four things first.  
A: Do you have any lettuce?  
B: No, I don't. Do you have an orange?  
A: Yes, I do.  
B: OK, so I think your four things are an orange, some ...

**3A Ex 3A Student A**

A You are a host. Look at the photo of your apartment. Prepare to give information about these topics.  
keys wifi microwave coffee and tea soap  
shampoo towels local information  
important phone numbers food shop desk



**B** Show the apartment to Student B. Answer their questions.  
Welcome to the apartment! So, this is the front door and these are the keys. Come in!

**C** You are a guest in Student B's apartment. Prepare questions about the topics in Ex 6A.

**D** Student B shows you their apartment. Listen to the information and ask your questions.

**4A Ex 4A Student A**

A Listen carefully. When you hear Student B or C say a date in the *hear* column, tick it. Then say the date opposite in the *say* column. You start.  
A: the tenth of September  
B: (hears 'the tenth of September' and says) the fourth of March  
C: (hears 'the fourth of March' and says) the seventh of June  
A: (You hear 'the seventh of June' and say) ...

hear	✓	say
		START: 10th September
2nd January		30th October
22nd January		3rd June
7th June		1st April
13th June		8th May

**3B Ex 3B Student A**

D Choose one thing from each circle to make a question.  
Is this room large or small?

this room  
my voice  
speaking English with me  
a 2-hour English lesson  
the floor  
a film and a movie

the same – different  
short – long  
soft – hard  
difficult – easy  
large – small  
loud – quiet

**E** Take turns to ask and answer the questions.  
A: Is this room large or small?  
B: I think it's large. My turn. Are a study and a home office the same or different?  
A: They're the same.

146

**SPEAKING**

**6** Work in pairs. Practise describing an apartment. Student A: Go to page 146. Student B: Go to page 150.


Speak out 3<sup>RD</sup> EDITION A2 2A Lifestyle | Can't live without it

Student's Book | Exercise 6

PRONUNCIATION

**6A.** Work in pairs. Student A: click on the A button. Student B: click on the B button. Look and write five sentences to describe your basket.

Hide Student B



B I U [list icons] Reset

**6B.** What food does the other student have? Ask questions. The winner is the person who guesses four things first.

Student A Student B

Speak out 3<sup>RD</sup> EDITION A2 3A Home | Come in


Student's Book | Exercise 6

SPEAKING

**6.** Work in pairs. Practise describing an apartment. Student A is a host. Student B is a guest.

Hide Student B

**6A.** You are a host. Look at the photo of your apartment. Prepare to give information about these topics.  
keys wifi microwave coffee and tea soap  
shampoo towels local information  
important phone numbers food shop desk



**6B.** Show the apartment to Student B. Answer their questions.  
Welcome to the apartment!  
So, this is the front door and these are the keys. Come in!

B I U [list icons] Reset

**WRITING**

write an online comment; use linking words: *and, but, or*

**8A** Do you post photos, read or write about food on social media sites?

Read the introduction to an online discussion about comfort food. What is your favourite comfort food?

**When you feel unhappy or stressed, what type of food do you eat?**

Maybe noodles with chicken or your mother's home-made pierogi (filled dumplings), it depends where you are from. For many people around the world it's pizza and for a lot of us it's ice cream. What is your favourite comfort food? Write and tell us.



**C** Write an online comment about your favourite comfort food. Go to the Writing Bank.

**WRITING BANK**

**WB**

**2A** write an online comment; use linking words: *and, but, or*

**1A** Read the online answers to the question *What is your favourite comfort food?* Does anyone write about your favourite comfort food?

- B** Complete the sentences with *and, but* or *or*.
  - 1 It's not very good for me, ..... I love it!
  - 2 Her pies bring back memories of my childhood ..... my time at her house.
  - 3 You can buy them with meat ..... you can get vegetarian samosas.

**C** Read the text in Ex 1A again. Find two more examples of *and, but* and *or*.

- D** Complete the rules with *and, but* or *or*.
  - 1 Use ..... to add (+) two things.
  - 2 Use ..... to choose between two things.
  - 3 Use ..... to show two things are different.

**2A** Complete the online comments with *and, but* or *or*.

My number one food is traditional fish ..... chips, especially outdoors, in paper. It's easy to buy this everywhere in the UK, ..... I think the best place is at the seaside. I like it with lemonade ..... tea.  
Mike *England*

I think rice pudding ('arroz con leche') is my favourite comfort food. It's made from rice, milk ..... sugar. Most people have it with cinnamon on top, ..... I like it with strawberries ..... sometimes with nothing.  
Eduardo *Peru*

I'm Spanish, ..... I live in Germany. For me, it's a tortilla, just with eggs and potatoes ..... maybe eggs, potatoes and onions. I can make a good tortilla, ..... my mother's tortilla is the best. She often cooked it for me when I was young, ..... she cooks it now when I visit her.  
Patricia *Spain*

**B** Write an online comment about comfort food. Use *and, but* and *or*.

**C** Work in pairs. Compare your online comments. Which food sounds the best?



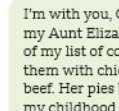
**What is your favourite comfort food?**

Comments



**Giulia**  
*Bologna, Italy*

My favourite comfort food is a big plate of spaghetti. Spaghetti with butter, herbs and parmigiano cheese, all mixed together. It's not very good for me, but I love it! I eat it when I feel sad or tired. It's delicious.



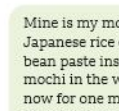
**Tom**  
*Maine, USA*

I'm with you, Giulia. I love pasta, but my Aunt Elizabeth's meat pies are top of my list of comfort food. She makes them with chicken or sometimes with beef. Her pies bring back memories of my childhood and my time at her house. I can smell her chicken pie right now! Yummy!



**Meera**  
*Delhi, India*

Samosas. We love samosas in India. You can buy them everywhere in the streets. The outside of the triangle is crispy and inside are potatoes with onions and peas. You can buy them with meat or you can get vegetarian samosas. I like them with meat, but I sometimes have a vegetarian one.



**Tatsuki**  
*Osaka, Japan*

Mine is my mother's mochi, a kind of Japanese rice cake, with sweet red bean paste inside. She makes the best mochi in the world. I'm in Canada now for one month. The food is good here, but I miss my mother's cooking. They have mochi in a shop here in Canada, but it's not the same.

Writing Bank | Exercise 1

0%

Write an online comment; use linking words: *and, but, or*

**1A.** Read the online answers to the question *What is your favourite comfort food?* Does anyone write about your favourite comfort food?

**What is your favourite comfort food?**

Comments



**Giulia**  
*Bologna, Italy*

My favourite comfort food is a big plate of spaghetti. Spaghetti with butter, herbs and parmigiano cheese, all mixed together. It's not very good for me, but I love it! I eat it when I feel sad or tired. It's delicious.

I'm with you, Giulia. I love pasta, but my Aunt Elizabeth's meat pies are top of my list of comfort food. She makes them with chicken or sometimes with beef. Her pies bring back memories of my childhood and my time at her house. I can smell her chicken pie right now! Yummy!



**Tom**  
*Maine, USA*



**Meera**  
*Delhi, India*

Samosas. We love samosas in India. You can buy them everywhere in the streets. The outside of the triangle is crispy and inside are potatoes with onions and peas. You can buy them with meat or you can get vegetarian samosas. I like them with meat, but I sometimes have a vegetarian one.

Mine is my mother's mochi, a kind of Japanese rice cake, with sweet red bean paste inside. She makes the best mochi in the world. I'm in Canada now for one month. The food is good here, but I miss my mother's cooking. They have mochi in a shop here in Canada, but it's not the same.



**Tatsuki**  
*Osaka, Japan*

**1B.** Complete the sentences with *and, but* or *or*.

1. It's not very good for me, [ ] I love it!
2. Her pies bring back memories of my childhood [ ] my time at her house.
3. You can buy them with meat [ ] you can get vegetarian samosas.

**1C.** Read the online comments from Ex 1A again. Find two more examples of *and, but* and *or*.

# Endmatter – Mediation Bank (from Level A2)

The Mediation Bank features at every level except A1.

Unit 3 | Lesson C

## 3C What can I bring?

HOW TO ... | make invitations and offers  
VOCABULARY | social phrases  
PRONUNCIATION | rhythm in phrases



### What is a good guest?

It depends! Something that is right for one person can be wrong for someone else. Answer the questions and then ask a friend what they think. The differences can be interesting!

- Before the meal, your host says, 'Don't bring anything! Just yourself!' What do you bring?
  - nothing
  - some flowers
  - something else
- Your host asks you, 'Is there anything you don't eat?' You hate mushrooms. What do you say?
  - 'No, I eat everything!'
  - 'I hate mushrooms!'
  - 'Sorry, but I don't eat mushrooms.'
- The invitation says 7 p.m. When do you arrive?
  - at 7 o'clock exactly
  - at 7:15
  - at 7:30
- You arrive. Your host has no shoes on. What do you do?
  - ask, 'Shall I take off my shoes?'
  - take off your shoes
  - keep your shoes on and say nothing
- You don't like one of the dishes. What do you do?
  - say, 'I'm sorry I can't eat this!'
  - eat it
  - eat a little and then say, 'I'm full!'
- It's 10 p.m. What do you do?
  - wait for your host to end the visit
  - thank your host and leave
  - say, 'I need to go!'

### SPEAKING

- Work in pairs and discuss the questions.
  - What is the relationship between the people in the photo?
  - How often do you or your family invite people to your home?
  - Do you usually invite them for a meal, for coffee or tea or for something else?
- Work in pairs and do the questionnaire. What do YOU do?
 

A: Question 1. It depends. I often bring flowers or a box of chocolates. What about you?
- Work in groups. Read the Future Skills box and discuss the questions.

### FUTURE SKILLS Social responsibility

When you visit someone from another country, it is a good idea to check their customs. In your country, what are the customs for a host and for a guest? Are these different from customs in another country that you know?

### How to ... make invitations and offers

- Read the email and answer the questions.
  - Is it an invitation for a meal or a party?
  - What does Jason need to do?

Dear Jason,  
Would you like to come to dinner at our house on Friday? It's 7 p.m. good for you? We live in Camden. It isn't easy to find our house, so I'll message you with directions. Please phone me to tell me if you can come. I think you have my number.  
Best wishes,  
Alysha and Dion

- 3.05 | Listen to three conversations with Jason. Which two statements are True (T)?
  - Jason says he doesn't eat mushrooms.
  - He arrives on time.
  - He asks for still water.
  - He leaves at 10 p.m.

- Work in pairs. Complete the sentences from the conversations in Ex 3A.
  - Would you ..... to come for dinner on Friday?
  - I'd ..... to come.
  - ..... me take your jacket.
  - Can I ..... you something to drink?
  - Let ..... get your drink.
  - No thanks, I'm .....

- 3.06 | Listen and check. Put the phrases in Ex 3B in the correct place in the table.

make an invitation	Would you like to come for dinner on Friday?
make an offer	.....
say 'yes'	.....
say 'no'	.....

- Work in pairs. Look at the pictures. Student A: Say a letter. Student B: Make an offer. Student A: Say yes or no politely.



- A: A  
B: Let me get you a coffee. A: Thank you.

Learn and practise. Go to the Grammar Bank.

page 108 GRAMMAR BANK

### VOCABULARY

#### social phrases

- Who says the phrases, the host (H), the guest (G) or both (B)?
  - Sorry I'm late.
  - Great to see you.
  - These are for you.
  - Have a safe journey home.
  - I'm full. That was delicious!
- Work in pairs. How do you respond to the sentences in Ex 5A?
  - Match the responses (a-e) with the sentences (1-5) in Ex 5A.
    - You too.
    - Oh, thank you. How nice of you!
    - No problem.
    - Glad you liked it!
    - Thank you for a lovely evening!
- 3.07 | Listen and check.

### PRONUNCIATION

- 3.08 | rhythm in phrases | Listen again to the sentences in Ex 5A. Notice the patterns.
  - 0o0o 2 0o0o 3 0o0o 4 oo0o0o 5 oo0o0o
- 3.08 | Listen again and repeat. Pay attention to the rhythm.
  - Work in pairs. Student A: Say one of the sentences (1-5) in Ex 5A. Student B: Close your book and answer.

### SPEAKING

- Write a short email to invite a new friend or colleague to your home for a meal. Use the email in Ex 2 to help you.
- Work in pairs. Student A: Give your email to Student B. Student B: Phone Student A and accept the invitation.
- Work in different pairs. Roleplay conversations for arriving, ending the meal and saying goodbye. Use the prompts to help you.

Hello! Great to see you! You too. These are for you.  
I'm full! That was delicious. Glad you liked it.  
Thank you.  
It's ten o'clock! I need to go.

### MEDIATION SKILLS describing your culture

Give advice to a friend about your country.

page 156 MEDIATION BANK

3C

## MEDIATION BANK | WRITING

### 3C Cultural advice

WRITING OUTPUT | a reply to an email  
GOAL | give advice to a friend about your country  
MEDIATION SKILL | describing your culture



### WARM-UP

- Work in pairs and discuss the questions.
  - How often do you have dinner with family or friends?
  - How often do you go to your friends' homes for dinner?
  - Do you prefer to have dinner at a friend's house or in a restaurant? Why?

### PREPARE

- Read the Scenario. Think of more questions Kelly can ask.

### SCENARIO

Your friend Kelly sends you a message.

Hi, how are things?  
So, this is my second week here in your country and I love it! The job is good and all my colleagues are very nice, but I need your help with one thing. Next week, there is a dinner at my manager's house, and I have a few questions:  
Do I need to arrive on time?  
Do I take anything, like flowers, food or gifts?  
What do people usually talk about at dinner?  
What food do people make for their guests?  
I hope you can help!  
Kelly x

- Read the Mediation Skill box. What other adverbs do we use to say how often we do things?

### MEDIATION SKILL describing your culture

When you want to give a friend advice about your country or culture, you can use adverbs of frequency to say how often you do things.

We never arrive late for dinner.  
We always take a gift.  
We sometimes bring some food.

- Read the sentences. Change the adverbs so the sentences are true for your country.

- When we meet our friends for dinner ...
- we often talk about the weather.
  - we usually wear formal clothes.
  - we sometimes help in the kitchen.
  - we always eat a lot.
  - we usually stay for a long time.

- Work in pairs and compare your answers. Are they the same or different?

### MEDIATE

- Read the questions in the Scenario again. Make notes about your answers. Write your reply to Kelly.

Hi Kelly,  
I'm so happy you like life here! So, you have a dinner at your manager's house? Here's my advice ...

- Work in pairs. Compare your emails. Do you agree with your partner's advice?

Speak anywhere Go to the interactive speaking practice

33



## 2 REVIEW

### GRAMMAR

1 Complete the conversation with the words in the box.

're are (x2) aren't (x2) her his  
my their what where who

- A: 1 .....are they?  
B: They're 2 ..... friends.  
A: 3 .....are 4 ..... names?  
B: 5 ..... name's Mira and 6 ..... name's Abdul.  
A: 7 .....you friends from university?  
B: No, we 8 ..... We're friends from work.  
A: 9 .....are they from?  
B: They 10 .....from Canada.  
A: 11 .....they married?  
B: No, they 12 ..... They're brother and sister.

### VOCABULARY

2A Write the answers. Use words.

- 1 Thirty-seven + five = forty-two.  
2 Seventy-five - fifteen = .....  
3 Twenty-two + sixteen = .....  
4 Ninety-two - fifty-two = .....  
(+ plus, - minus)

B Complete the questions with a number.

- 1 What's 11 + .....?  
2 What's 48 - .....?  
3 What's 16 + .....?  
4 What's 90 - .....?

C Work in pairs. Ask and answer the questions in Ex 2B.

3A Complete the adjectives with vowels (a, e, i, o, u).

- 1 b\_g                      8 fr\_\_ndly  
2 h\_t                      9 t\_r\_d  
3 n\_w                      10 b\_d  
4 y\_\_ng                    11 sm\_ll  
5 g\_\_d                      12 c\_ld  
6 b\_\_t\_f\_l                13 \_ld  
7 f\_v\_\_t\_t                14 gr\_\_t

B Work in groups and play a memory game. Cover the words in Ex 3A. Student A: Say the number of letters and the first letter. Other students: Say the adjective.

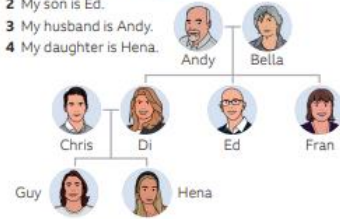
- A: It has four letters. The first letter is 'g'.  
B: Good!

C Take turns to say a sentence. Use one of the adjectives from Ex 3A.

Good morning. Jack's a **good** student. My phone is very **good**.

4A Look at the picture of a family. Who says the sentences (1–4)?

- 1 My mother is Di. **Guy or Hena**  
2 My son is Ed.  
3 My husband is Andy.  
4 My daughter is Hena.



B Write three more sentences about the people in Ex 4A. Use sentences 1–4 to help you.

C Work in pairs. Student A: Say one of your sentences. Student B: Say the name of the person.

5A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

- six                                      where  
sixteen                                  what  
good afternoon                      who

B Learn and practise. Go to **Sounds and Spelling**.

▶ page 152 **SOUNDS AND SPELLING** short and long sounds (1): /t/, /f/, /b/, /u:/, /w/ and /h/ in question words

6A Choose the correct alternative.

### A family business

Burger24/7 is a hamburger restaurant in Adelaide, Australia.

Tom, the manager, says, "We're all family here. **My / Your** mother is here from 10 o'clock in the morning. My son and daughter **is / are** at school, but **their / they're** in the restaurant at weekends."

Tom's wife **is / are** also in the family business. She's Samantha, and she's the head chef. "People ask us, "**Why / Where** are you open 24/7?" says Samantha. "Well, **we're / our** open 24/7 because people are hungry 24/7."

Samantha has a brother, but he's not in the family business. "He says we're crazy. He asks me, "Samantha, **what / who** are your summer holiday plans?" Samantha says, "What holiday? **We're / Our** restaurant is our life!"

B R2.01 | Listen and check.

## SOUNDS AND SPELLING

### 2

PRONUNCIATION FOCUS 1 | short and long sounds (1): /t/, /f/, /u:/, /w/

PRONUNCIATION FOCUS 2 | /w/ and /h/ in question words

SPELLING | special spellings /t/, /f/, /u:/ and /w/

### PRONUNCIATION FOCUS 1

short and long sounds (1): /t/, /f/, /u:/, /w/

1A S2.01 | Read the tip. Then listen and repeat the sounds and the words.

#### PRONUNCIATION TIP

English vowel sounds are short or l o n g.  
/t/ and /u/ are short; /f/ and /w/ are long.

- /t/ it, six, children, English, eleven  
/f/ eighteen, nineteen, easy, teacher, email  
/u/ good, book, football, look, difficult  
/w/ afternoon, choose, UK, university, true

B Look at the words in Ex 1A again and complete the tip.

#### SPELLING TIP

In words we often spell:

- /t/ 1 i ..... 2 .....  
/f/ 1 ..... 2 ..... 3 .....  
/u/ 1 ..... 2 .....  
/w/ 1 ..... 2 ..... 3 .....

C S2.02 | Listen and match what you hear with the correct word (a–d).



a bin 1.

b bean



c foot

d food

D Work in pairs. Student A: Say a word from Ex 1C. Student B: Point to the correct photo.

### SPECIAL SPELLINGS

2A Work in pairs and complete the words.

- 1 a **business**man /t/      6 t\_\_ sisters  
2 three p\_\_ple              7 a w\_\_man  
3 just a min\_\_te            8 six w\_\_m\_n  
4 How are y\_\_?            9 a n\_\_car  
5 a pol\_\_ce officer        10 It's b\_\_tiful.

B Work in pairs. Match the spellings (1–10) in Ex 2A with the sounds: /t/, /f/, /u/ and /w/.

C S2.03 | Listen and check. Then listen again and repeat.

3 Read the tip. Then choose five words in bold from Ex 2A and write the correct sound under each difficult spelling.

### PRONUNCIATION TIP

Some English spellings are difficult to pronounce. Write the sound under a difficult spelling, to help you remember the pronunciation.

**business**man  
/t/

4 S2.04 | Listen and find two examples of each sound in the sentences.

- 1 I'm Kim. I'm twenty-three. I'm a police officer.  
/t/ **Kim** .....  
/f/ .....  
2 I'm forty-two. I'm a bus driver in the UK. It's a difficult job, but it's good.  
/u/ .....  
/w/ .....

### PRONUNCIATION FOCUS 2

/w/ and /h/ in question words

5A Complete the question words.

- 1 \_\_at's your name?                      4 \_\_o's your teacher?  
2 \_\_ere are you from?                  5 \_\_ow do you spell your name?  
3 \_\_en is your English class?

B Complete the table with the question words in Ex 5A.

/w/	/h/
<u>What</u> .....	.....

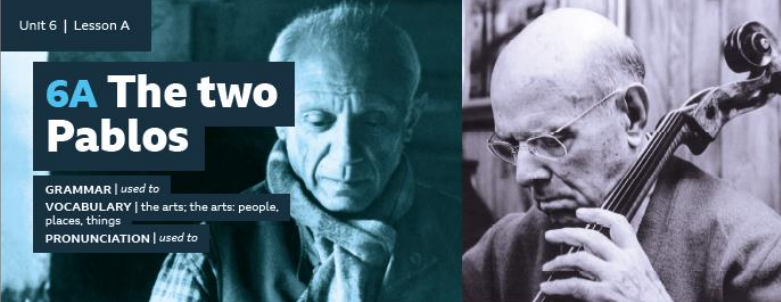
C S2.05 | Listen and check. Then listen again and repeat.

D Work in pairs. Ask and answer the questions in Ex 5A.

Unit 6 | Lesson A

## 6A The two Pablos

GRAMMAR | *used to*  
 VOCABULARY | the arts; the arts: people, places, things  
 PRONUNCIATION | *used to*



**One** was possibly the greatest painter of the twentieth century, the other was one of the greatest musicians and composers. Both were called Pablo, both were from Spain, both produced incredible work, both spent years abroad and both died in 1973. In the arts, Pablo Picasso and Pablo Casals are world-famous. Picasso worked in many different styles and produced thousands of works of art about different subjects, and created some of the most famous images of the twentieth century. Casals was a great performer, whose recordings continue to influence musicians today. Both lived very long lives, but their work will live even longer.

### VOCABULARY

the arts

- Do you recognise the men in the photos? What do you know about them? What can you guess?
  - Read the introduction to an article to find out about them.
- Complete the meanings with the correct form of the words in bold in Ex 1B.
  - A ..... is someone who is paid to play a musical instrument.
  - The ..... are music, writing, art, literature, film, etc.
  - A ..... is someone who plays music or acts in public.
  - A ..... is something that is recorded so people can watch or listen again in the future.
  - A ..... is a person who paints pictures.
  - The ..... of a work of art is the way it looks.
  - Your ..... are the things you are writing about, drawing or discussing.
  - A ..... is someone who writes music.
  - Artists' ..... are the things that they create (music, books, etc.).
  - An ..... is any kind of picture.
- Work in pairs. Tell your partner about:
  - a composer, musician or painter from your country.
  - your favourite and least favourite of the arts.
  - a style of music or painting that you like.
  - a work of art, image or recording that you like.
- Learn and practise. Go to the Vocabulary Bank.
 

▶ page 141 **VOCABULARY BANK** the arts: people, places, things

### READING

- Work in pairs. Student A: Read Text A. Student B: Read Text B. What is the main topic of your text? Choose the correct answer.
  - Pablo never achieved as much success as he wanted.
  - Pablo started young and never stopped working on his art.
  - Pablo changed after he became famous.
- Read your text again and answer the questions.
  - What does the text say about the artist's childhood, his father and how he started his career?
  - Why is the city of Paris mentioned?
  - What type of life was the artist living when he was twenty-three?
  - What were his work habits?
  - What was he still doing in his nineties?
- Use your answers in Ex 3B to tell your partner about the artist in your text.
- Work in pairs and discuss the questions.
  - In what ways were the two Pablos similar?
  - Do you know any other artists or performers who kept working when they were old?
  - Why do you think some people never want to stop working?

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6A

### A Pablo Picasso the 3 a.m. genius

Picasso's mother said that her son's first word was 'piz', a short form of 'lapiz', the Spanish word for a pencil. The boy's father was an artist, and the house was full of pencils, paint and paper. From the age of five, Picasso drew everything he saw. He used to draw at school, at home, in restaurants, even in bed. He painted his first painting when he was seven and kept it for the rest of his life. He produced nearly 50,000 works.

In 1904, Picasso moved from Spain to Paris. He was twenty-three years old and so poor that he had to burn some of his paintings to keep warm. He used to pay his bills by giving people drawings instead of money. It was in Paris that Picasso became a great artist. His fortunes changed and he became successful. When he was famous, he once refused to sign a drawing in a restaurant, saying he was buying a meal not the whole restaurant.

As his fame grew, he continued to produce more and more art. He used to arrive at his studio in the afternoon and often worked until 3 a.m. He painted in many different styles and used everything around him in his art. His studio was full of old furniture, newspapers, bus tickets, bottles, plates, boxes and guitars. He left these objects on chairs, tables and the floor until eventually they appeared in his works.

Picasso lived a long life. He worked for over seventy years, and was still painting in his nineties. By the time he died, aged ninety-one, many people believed he was the greatest artist in history.



### B Pablo Casals Ninety years of music

Pablo Casals was one of Spain's greatest musicians. His father was a music teacher and as a baby, Casals used to listen to his father playing the piano. By the age of six, Casals played the piano and the violin. One day, he saw someone performing on a cello. He immediately fell in love with the instrument, stopped playing the violin and the piano, and became a cello player.

For Casals, the cello was more than a hobby. From the age of thirteen, he used to start the day with a walk in nature. After this, he used to practise playing the same notes again and again, all before breakfast! One day, he was in a second-hand music store with his father when they found a sheet of cello music by Bach. They bought it and this changed Casals' life. He fell in love with Bach's music and later became famous for his performances of this composer's music.

When he was still a young man, Casals went to live in Paris. There, his fame as a musician and composer grew. He then travelled all over the world playing the cello. At the age of twenty-three, he even played for Queen Victoria in London. Sixty-two years later, when he was eighty-five, he played for President Kennedy in the White House.

Casals never stopped practising the cello, even as an old man. When he was in his nineties, an interviewer asked him why he still practised every day. Casals replied that it was because he thought he was getting better! By the time he died, aged ninety-six, Casals was loved all over the world and had influenced a generation of musicians.



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Unit 6 | Lesson A

### GRAMMAR

*used to*

- Look at the verbs in bold in the sentences from the texts. Which describe a single event in the past? Which describe a regular habit in the past?
  - He **used to draw** at school.
  - He **immediately fell in love** with the instrument.
  - He **used to listen** to his father playing the piano.
  - He **Painted** his first painting when he was seven.
- Learn and practise. Go to the Grammar Bank.
 

▶ page 124 **GRAMMAR BANK**

### PRONUNCIATION

- Listen to the sentences. Notice the pronunciation of *used to* and *didn't use to*. Do we pronounce the 'd' in *used to*?
  - I **used to** collect toy cars when I was a child.
  - We **used to** live in the countryside.
  - I **didn't use to** like vegetables.
  - I **didn't use to** like playing sports at school.
- Complete the sentences so they are true for you. Then say your sentences to a partner. Make sure you pronounce *used to* correctly.
 

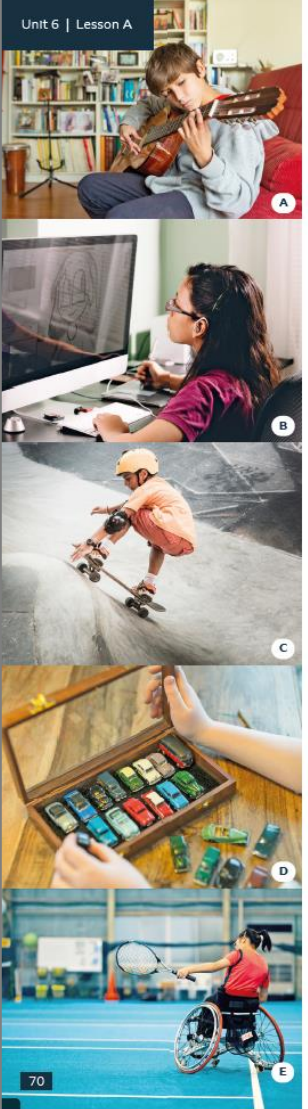
I used to enjoy ...	I didn't use to like ...
I used to go ...	I didn't use to spend much time ...

### SPEAKING

- You are going to talk about a hobby that you used to have. Match the sentences (1–4) with the photos (A–E).
  - I used to skateboard when I was a child. I got quite good at it and could do jumps and tricks.
  - When I was ten years old, I used to collect toy cars.
  - I used to play tennis every day when I was younger. I stopped playing a few years ago.
  - I used to spend hours drawing cartoon characters on my computer.
  - I used to have a guitar lesson once a week when I was a child.
- Think about the hobby you used to have. Answer the questions and prepare what you will say.
  - What was the hobby?
  - When did you start?
  - How long did you use to spend on it every week?
  - Why did you enjoy it?
  - How did you get better at it?
  - Is the hobby still important to you now?
- Work with other students. Describe your hobby. Ask your classmates questions to find out more about their hobbies.
 

A: I used to dance every day ...

B: What type of dance did you like the best? Who did you use to dance with?



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## 6B Be creative

GRAMMAR | comparatives and superlatives  
VOCABULARY | creativity: word building  
PRONUNCIATION | word stress in word families



6B

### VOCABULARY

creativity: word building

1 A Work in groups. Do the paperclip challenge. You have one minute.

#### The paperclip challenge

Try this test to see how creative you are. Look at the paperclip. What do you think it could be used for? Write down as many ideas as possible. You have one minute.



B Look on page 147. Were any of the ideas the same as yours? Which group had the most creative ideas?

C Work in pairs. Answer the questions.

- 1 Do you think the activity in Ex 1A is a good way to measure how creative someone is? Why/Why not?
- 2 In what ways do you think you are creative?
- 3 How important is it to be creative in everyday life? Why?

2 A Read the text. Do you agree with what it says about creativity?

#### What is creativity?

When we think about creativity, we often think of the world's most talented artists – people like Frida Kahlo, Einstein or Mozart. But you don't have to have more talent than everyone else to create something new and exciting. All you need is a little imagination and a bit of free time. You might not be very artistic, or even interested in art, so your painting skills may not be brilliant, but maybe you're a skilful and imaginative cook and enjoy creating new and original recipes. Or you could be someone who has brilliant ideas for solving problems at work. Maybe you show your creativity in the clothes you wear, or perhaps you are keen on photography – maybe you use your photographic abilities to take pictures of your friends, then use your digital skills to change them and make interesting images. All of these are creative activities. And they are very important. When we look at the way that computers and technology are capable of doing many of the everyday jobs we used to do, it is easy to imagine that creativity is perhaps the most important skill for the future.

B Complete the table with the bold words in the text in Ex 2A.

verb	noun	adjective
X		talented
imagine		
		creativity
X	art/	
photograph/ take a photograph	photo/	
X		skilful

### PRONUNCIATION

3 A | word stress in word families | Underline the stressed syllable in each word in Ex 2B. Is the stress on the same syllable in each word in a word family?

B | 6.02 | Listen and check. Practise saying the words.

C Work in pairs. Write three questions to ask your partner using the words in Ex 2B. Then ask and answer your questions. In what ways are you talented?

D Read the Future Skills box and do the task.

#### FUTURE SKILLS

##### Creativity

Creativity can be useful for language learning. Visualising new vocabulary, drawing pictures and creating interesting or unusual sentences or stories with new language are all ways that can help fix the language in your mind. Can you think of other creative ideas for language learning? With a partner, write a list of creative ways to learn English.

Unit 6 | Lesson B

### LISTENING

4 A | 6.03 | Listen to four people talking about creativity in their lives. Write the number of each idea next to the person who mentions it.

Roza, film-maker ..... Fabio, chef .....  
Joshua, designer ..... Meera, accountant ..... , .....

- 1 I try to experience new situations.
- 2 I look for new ways to do things.
- 3 I use nature for inspiration.
- 4 I need to be creative when looking after my daughter.
- 5 I am inspired by what other people in my profession are doing.
- 6 I don't think creativity is important for my work.

B | 6.03 | Listen again and choose the correct option (a or b) for each question (1–6).

- 1 Roza believes that creativity
  - a is important for everyone.
  - b is especially important for writers and film-makers.
- 2 Roza thinks that
  - a being creative makes it easier for her to talk to other people.
  - b talking to people with different opinions helps her to be more creative.
- 3 Joshua thinks it is helpful to
  - a use natural materials when you design things.
  - b pay attention to the things that you see around you.
- 4 Fabio
  - a tries to find ways to improve his business.
  - b enjoys cooking when he has an audience.
- 5 Meera
  - a doesn't enjoy her job because it isn't creative.
  - b often does creative activities at home.
- 6 Meera plays with her daughter
  - a creating new toys and games.
  - b building computers and robots.

C Work in pairs. Read some of the ideas the people expressed. Which do you agree with? Why?

- 1 I enjoy talking to people who have different opinions to me.
- 2 I'm always learning from other people's ideas.
- 3 I'm not very interested in the arts, music or painting.

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### GRAMMAR

comparatives and superlatives

5 A Complete the sentences with the words and phrases in the box.

as important as harder more carefully  
more interesting most important  
my best easier the hardest

- 1 Creativity is the ..... part of my job.
- 2 I think being creative is just ..... these other things.
- 3 It forces you to think ..... about your ideas.
- 4 I think it makes my films .....
- 5 It's ..... for me to get ideas when I'm outside.
- 6 All of ..... ideas come from nature.
- 7 That's ..... thing about cooking.
- 8 I have to work ..... when I'm at home than when I'm in the office!

B | 6.04 | Listen and check your answers. Then look at the words and phrases you added in Ex 5A. Which are adjectives and which are adverbs?

C Complete the rules for forming the comparatives and superlatives of adjectives and adverbs.

- 1 For short adjectives and adverbs, e.g. fast, hard:  
Comparatives: add .....  
Superlatives: add .....
- 2 For longer adjectives or adverbs ending in -ly, e.g. quickly  
Comparatives: use .....  
Superlatives: use .....
- 3 Some adjectives and adverbs are irregular, e.g. good/well, better, the .....
- 4 We can also use (not) as + ..... + as to make comparisons.

D Learn and practise. Go to the Grammar Bank.

▶ page 125 GRAMMAR BANK

6 Work in pairs. What do you do differently now compared to five years ago? Use an idea from each box to make sentences.

cook meet friends run speak English  
take photographs use social media work

accurate careful far fluent  
good hard often quick

I work harder now than five years ago, and I don't take photographs as often as I used to.

### SPEAKING

7 A Work in pairs. Look at the tips to help you become more creative. Can you add two more?

#### 13 ways to be more creative

- 1 Drink more coffee
- 2 Turn off your mobile phone
- 3 Travel somewhere new
- 4 Write lists
- 5 Change your routine
- 6 Sleep more
- 7 Spend more time outdoors
- 8 Be more sociable
- 9 Do some exercise
- 10 Organise your workspace
- 11 Stop trying to be perfect
- 12 Listen to music
- 13 Learn something new

B Work alone. Which of the tips:

- 1 might help you work or study better?
- 2 could help you to be more imaginative?
- 3 can you fit into your day the most easily?
- 4 might help you think about problems more clearly?

C Discuss your ideas in groups. Give reasons for your opinions. Which do you think are the best ideas?

### WRITING

a review

8 A Work in pairs. Think about something creative that you have enjoyed recently. Use the ideas in the box or your own ideas. Discuss the questions below.

album art exhibition book film  
restaurant meal video game

- 1 Why did you enjoy it?
- 2 In what ways was it original or creative?
- 3 Why was it better or worse than similar ones you have experienced before?

B Read the restaurant review below. Note down the positive and negative points.

PR Paul 62 reviews GB

A day ago

★★★★★

#### The best restaurant I've ever been to



Nannarella, in Rome, is probably the best restaurant I've ever been to. It's located near a busy square in Trastevere. In the evening, you can sit outside and listen to talented musicians playing while you eat. The chef has created an imaginative menu, which is based on traditional Italian food, but with new, original ideas. We had a rosemary focaccia to start, followed by two different types of pasta. The carbonara and the lasagne were delicious, although it was a shame that we had to eat quite quickly because we were in a hurry. We finished with the tiramisu, which was the tastiest dessert I've ever eaten. While it is busier than other restaurants, and there are a lot of tourists, the atmosphere was very friendly and relaxed. The staff made sure that we had everything we needed. If you come at lunchtime, make sure you book a table, unless you don't mind waiting. Also, it wasn't as expensive as similar restaurants in the area. I would recommend Nannarella to anybody visiting Rome because of both the food and the service. You'll remember the experience.

6B

9 A Read the comments that people have added to the review. Answer the questions (1–3).

KA 2 reviews GB A day ago  
It was quite expensive. We won't go back there, unless it's a special occasion.

LB 22 reviews GB A day ago  
Although a lot of the dishes are traditional, they all have something special.

MB 12 reviews GB 2 days ago  
While the staff are busy, they still find time to be friendly.

NB 8 reviews GB 3 days ago  
I would happily eat here again because of the wonderful food.

- 1 Which two linking words in bold do we use to connect ideas which contrast with each other?
- 2 Which do we use to talk about a cause or a reason for something?
- 3 Which do we use to suggest a condition?

B Read the review in Ex 8B again. Find and underline the linking words.

C Join each pair of sentences or ideas using the word(s) in brackets.

- 1 Don't buy this album! Or only buy it if you're already a fan of their music. (Don't / unless)  
Don't buy this album unless you're already a fan of their music.
- 2 This game has very bad reviews. Nobody wants to buy it. (Nobody / because of)
- 3 The food was delicious. The service was poor. (Although)
- 4 The historical information was interesting. The plot was too slow. (While)

D Choose a restaurant, film, video game, book or music album. Write a short review.

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# Contacts



## Bohemia

Kateřina Myšáková

katerina.mysakova@venturesbooks.com

+420 731 451 732



## Moravia, Silesia

Vlasta Dohnalová

vlasta.dohnalova@venturesbooks.com

+420 725 578 551



## Slovakia

Judita Tóthová

judita.tothova@venturesbooks.com

+421 911 710 737

<https://www.venturesbooks.cz>

<https://www.venturesbooks.sk>