

# 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 programme 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



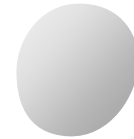
## 1. Introduction to Speakout 3rd Ed.

- Key information
- Course components



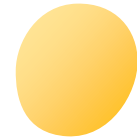
## 2. Why choose Speakout 3rd Ed.?

- 8 unique features



## 3. What is new?

- Summary of key aspects



## 4. Unit walkthrough

- Example from level A2





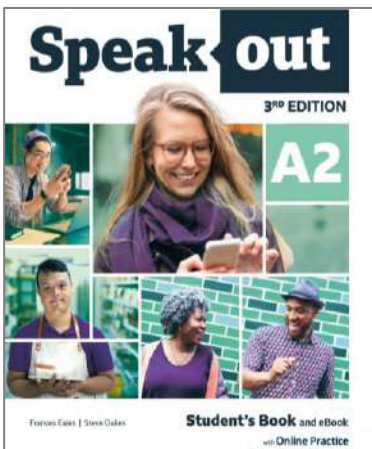
A blue-tinted background image showing a group of students in a hallway. A male student in the foreground is looking at a female student who is pointing upwards. Another female student is visible behind her. The text is overlaid on this image.

Empower  
your learners  
to be themselves  
in English

A blue-tinted photograph of two young men in a school hallway. One student is seen from the back, wearing a backpack, while the other student is hugging him from behind, smiling. The background shows other students and school architecture.

# 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, secondary schools, universities

**Teachers** who want:

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

### Who is it for?

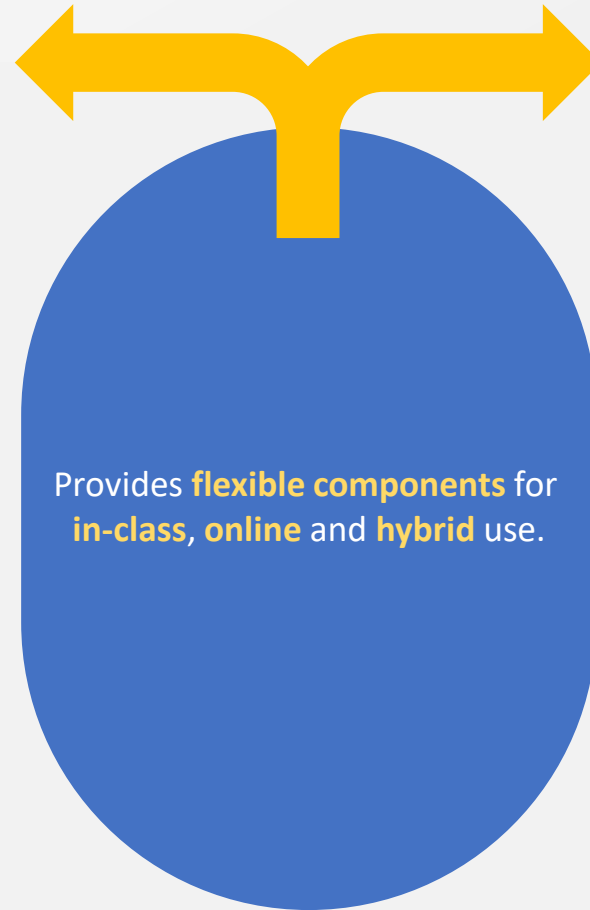


**Students** who want to:

- 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

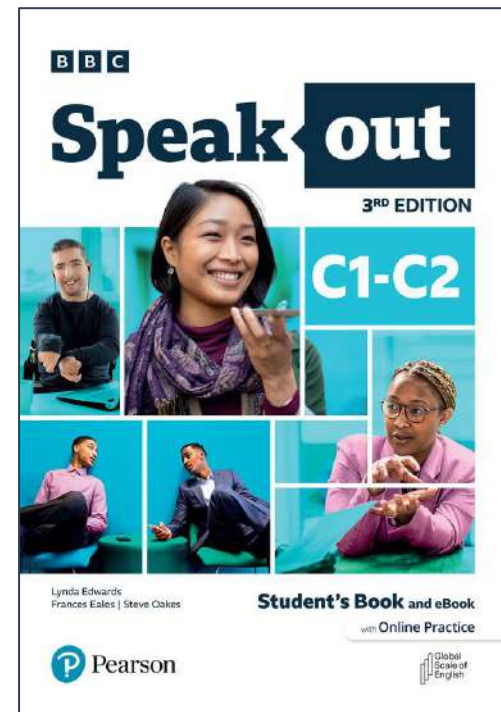
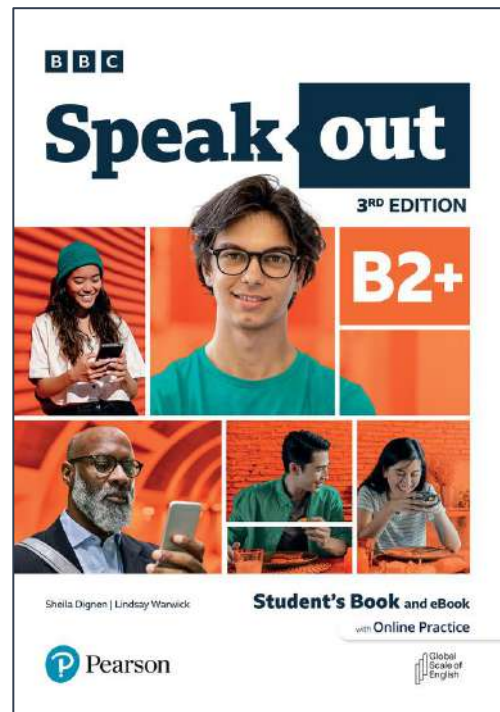
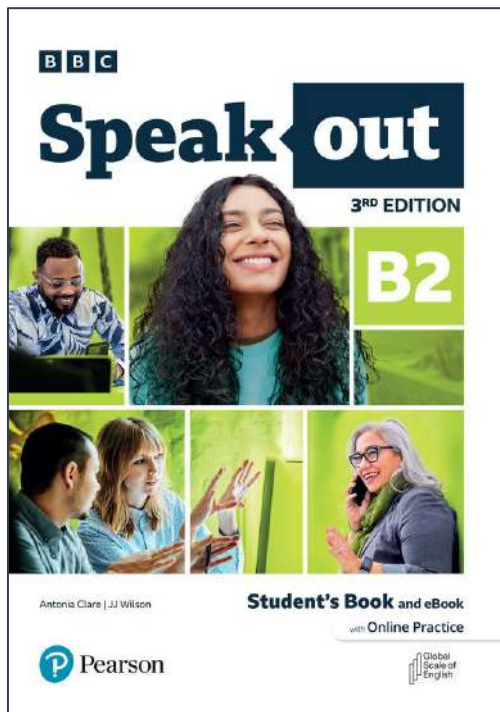
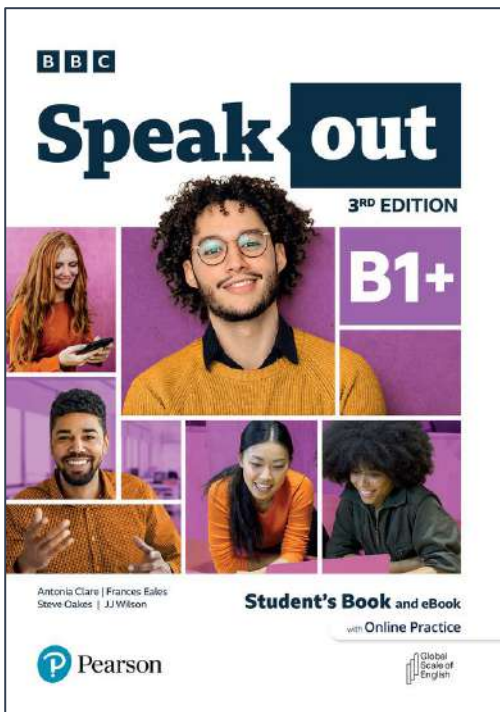
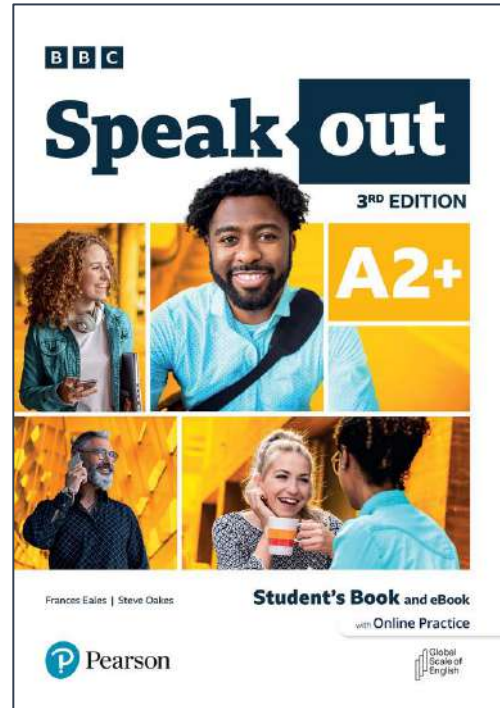
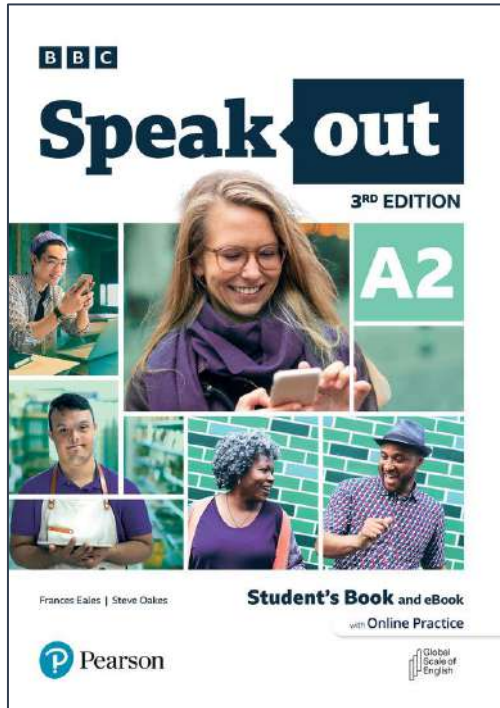
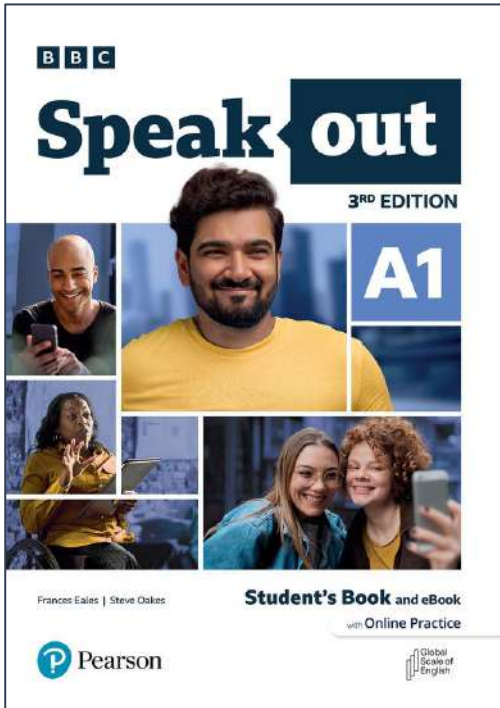


## PRINT

- 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

3RD EDITION



B1

Antonia Clare | JJ Wilson

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



BBC

# Speak out

3RD EDITION



B1

Lindsay Warwick

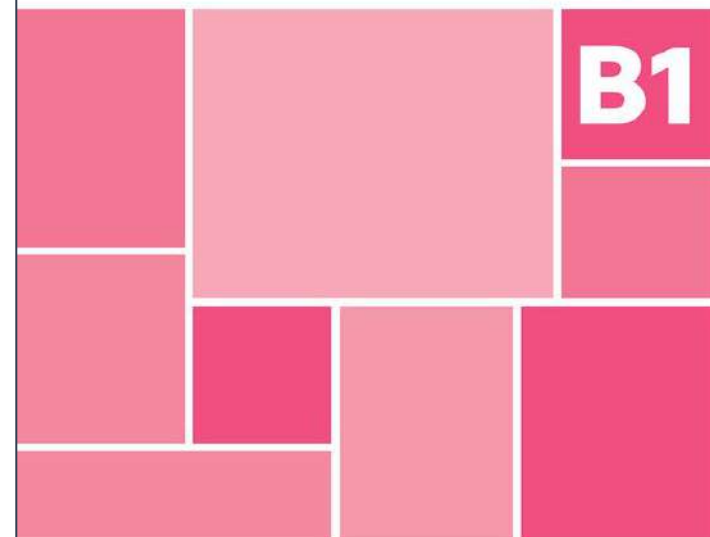
**Workbook**



BBC

# Speak out

3RD EDITION




B1

Lindsay Warwick

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



The background of the slide is a photograph of two young women with dark hair, smiling and looking at a computer monitor. They are in a modern office or classroom environment with white walls and a large screen in the background. The entire image is overlaid with a semi-transparent blue filter. The text 'Why choose Speakout 3rd Edition?' is centered over the image, with 'Why choose' on the first line and 'Speakout 3rd Edition?' on the second line. Both lines of text are white and underlined with a thick orange line.

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



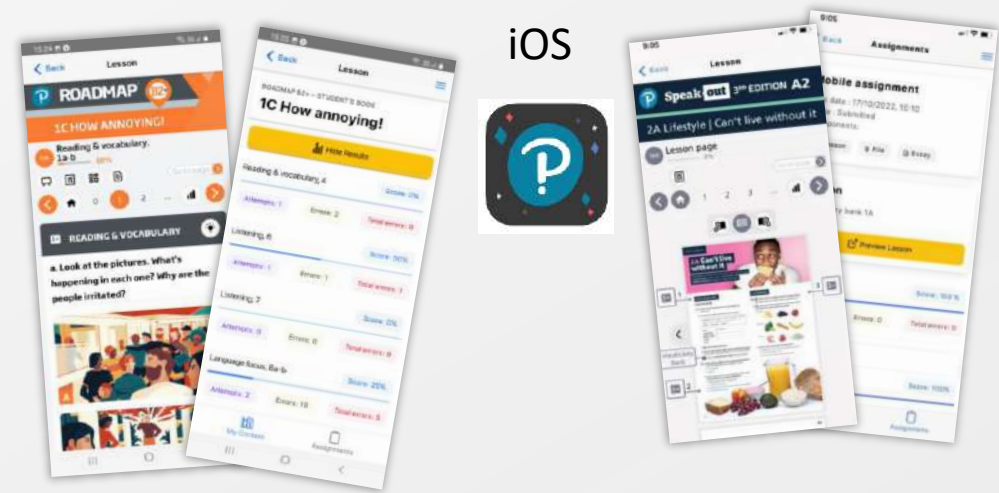
# Pearson English Connect



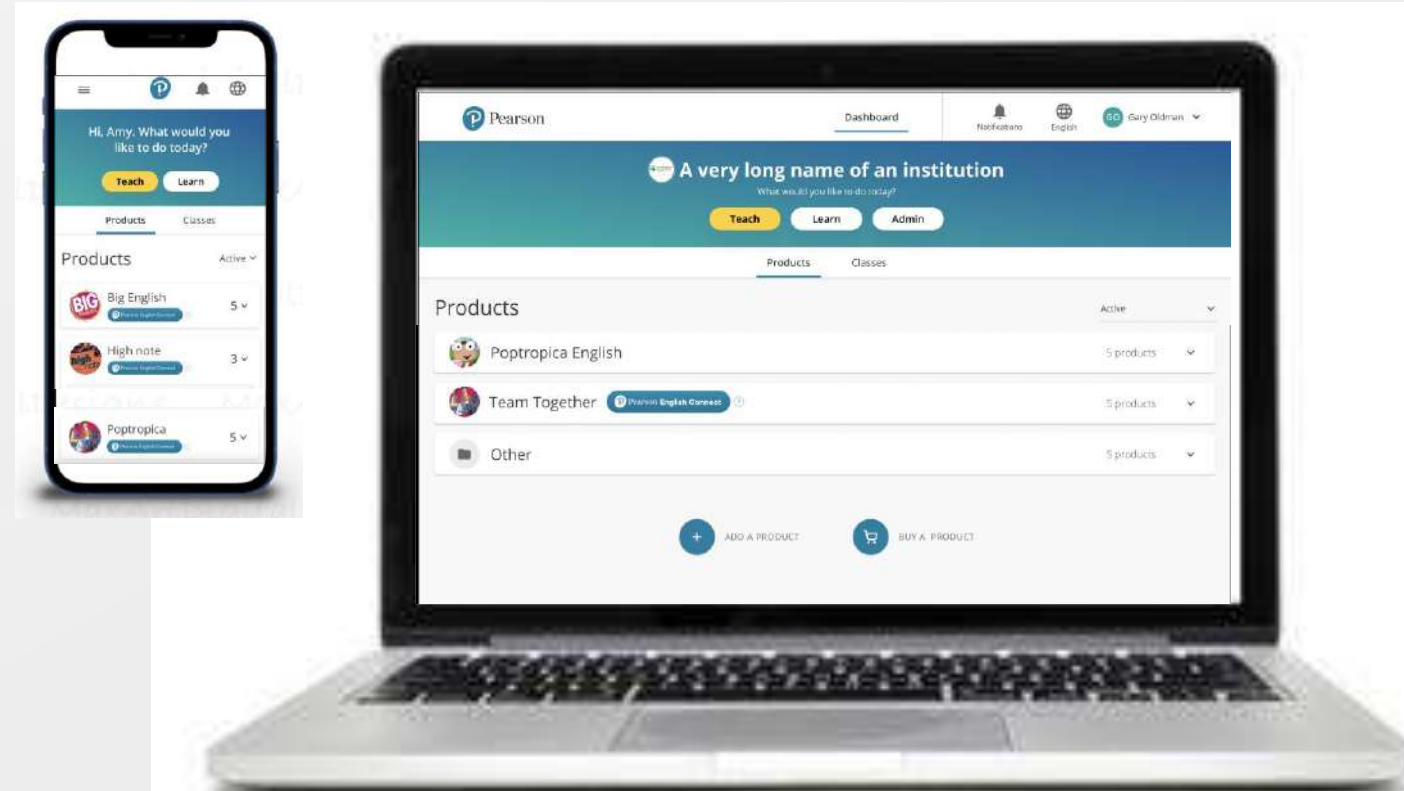
Android



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







# Unit 8

**BBC Vlogs**

SO3 A2 U8 BBC Vlogs



# Unit 7

**BBC Street Interviews**

SO3 A2 U7 BBC StreetInt



# Unit 8

**BBC Programmes**

Arctic Academy

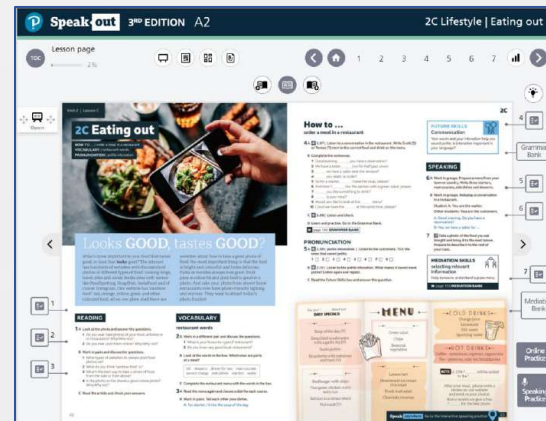
SO3 A2 U8 BBC Programmes



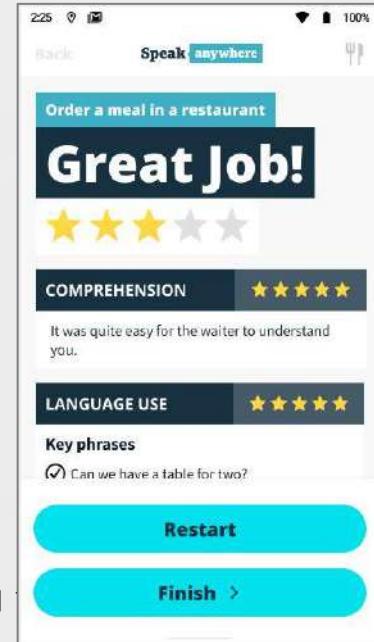


# 'Speak Anywhere' interactive speaking activities

- 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 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

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	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 questions. 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 ..... 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 *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: *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.

#### SPKING

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?  
 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*

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	43 Can scan short texts to locate specific information. 48 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. 48 Can generally understand straightforward factual texts on familiar topics.		46 Can initiate, maintain and close simple face-to-face conversations on simple topics. 48 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. 28 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.

214

## 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

Can write a short personal experience in a diary or online posting, given a model. 46 Can write a paragraph giving information about a job or interest.	Can write a short and lively text as advertisements 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/R).	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.	60 Can use a range of prepositions of time, such as 'before', 'during', 'since', 'till/ until'.	

215





# 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

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

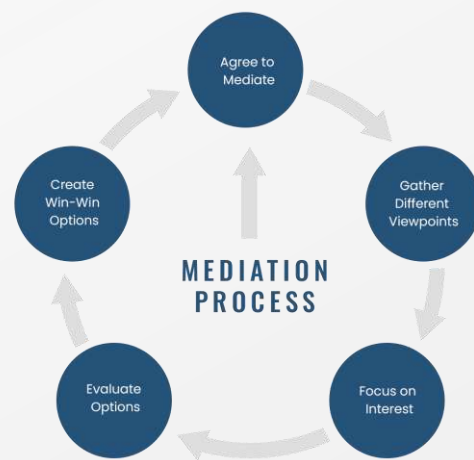
##### Social responsibility

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?



# 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** information for apologising

### VOCABULARY

collocations with *get* and *make*

1 **A** Work in pairs. Read the definition below. Which of the photos show good reasons for being late? Which show bad excuses?

**excuse** (n) a reason given or invented to explain why you did something wrong

2 **B** Read these reasons people often give for being late or missing something. Which do you think are the most common? Which have you heard or used?

Sorry I'm late ...

I got lost

I got off at the wrong bus stop!

I had to make an urgent call.

My little sister made a mess and I had to clean it up.

I got the wrong day!

I got held up at work.

I made a mistake with the address.

My partner made other plans and I didn't know until it was too late.

3 **A** Look again at the reasons in Ex 1B. Find collocations with *get* and *make*. Write the collocations next to their meanings.

*get*

- 1 to leave a bus or train
- 2 to not know where you are
- 3 to be delayed
- 4 to understand something wrongly
- 5 to do something wrong
- 6 to phone someone
- 7 to agree to do something at a certain time
- 8 to make something dirty or untidy

2 **B** Complete the text with the correct form of *get* or *make*.

### That's a bad excuse!

Are you planning an excuse for not going to work? Then try to make it a good one. Here are some of the worst excuses we've ever heard.

'My dog's unwell!' Don't ... the mistake of saying your pet is ill when everyone knows you don't have one.

'I fell asleep so I didn't ... off the bus.' No! Good when your boss knows that you drive to work.

'I thought it was Saturday today.' So, you ... the wrong day? Do you want your colleagues to think you don't know what day it is?

'I fell over and broke my leg.' This is OK, but you need to ... a plan to get back to work. You'll have to pretend you can't walk properly for a few weeks!

'Fast!' ... held up at a traffic jam, so I drove a different way! But then I ... lost! You've worked at the same place for five years, but can't find your way to work?

And finally, 'I spilled my breakfast and it ... a mess on my shirt, and I don't have clean one. Do you want our school?' You can't think of a good excuse, don't you ... the call to the office?

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

- 1 When was the last time you got lost?
- 2 When usually make a mess where you live?
- 3 When was the last time you got held up at work or somewhere else? What happened?
- 4 What dare have you made for the next few days?
- 5 Have you ever taken a train or bus and got off at the wrong place?
- 6 What was the last call you made?

## How to ...

apologise and give reasons

3 **A** 2.04 Listen to six conversations. Match the conversations (1–6) with the problems (a–f).

- a a problem with a train
- b a mistake with a class schedule
- c a difficulty with technology
- d a lost flight
- e a mistake with a package
- f forgetting to change a phone

3 **B** 2.06 Listen again. Complete the sentences from the conversations (1–3).

- 1 I sorry to ... you waiting.
- 2 I got the time wrong. Sorry ... that.
- 3 The taxi driver ... lost me to the airport as ...
- 4 I was out ... We sent the wrong one. There was a problem with the boxes - they took the same ...
- 5 Never ... You're here now.
- 6 My train got ...

3 **C** Complete the table with the phrases in the box.

I got lost. I'll call you back. It was my fault. Never mind. Sorry about that.

saying sorry

Sorry I'm late, please to keep you waiting. I apologise.

giving a reason

There was a ... delay problem with my train. Right now the signal's (normalised) I got the date/day/time/ address wrong. The traffic was terrible.

accepting responsibility

I made a mistake.

making an excuse

I'll be there as soon as possible.

responding and reassuring

Don't worry. No problem. It's their fine.

3 **D** Learn and practise. Go to the Grammar Bank.

▶ page 110 GRAMMAR BANK

## PRONUNCIATION

4 **A** 2.07 Listen for the underlined /t/ before two apologies. Choose the correct answer to complete the sentence.

- 1 When someone apologises, their voice ...
  - a starts high and gets lower.
  - b starts low and gets higher.
- 2 2.07 Practice saying the sentences in pairs. Then listen again to check your intonation.
  - 1 Sorry! I made a mistake.
  - 2 I apologise. It was my fault.
  - 3 Sorry I'm late. I got the time wrong.
  - 4 I'm really sorry. There was a problem with my ticket.
- 5 **A** Choose the correct words to complete the conversations.
  - 1 A: Sorry to keep you waiting. My flight was delayed.
    - B: That's OK. I made a mistake.
    - A: Sorry, the train's really late. Never mind. / It's all your back.
      - B: No problem.
      - A: It's really sorry! I got lost. / There was a problem with my train.
        - B: That's fine. Are you going to start now?
    - A: I apologise. I made a mistake. / That's OK with the address.
      - B: That's fine.
      - A: Sorry! I got / I apologise. The train was wrong.
      - B: Don't worry. I've just arrived. too.
  - 2 2.08 Listen and check your answers.

## SPeAKING

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

Student A

- 1 You missed a work meeting.
- 2 Accept responsibility and give a reason.
- 3 Explain how you will take action.
- 4 You made a small error with a friend at a restaurant. The friend is very late.
- 5 Accept your friend's apology.
- 6 Check they are OK.
- 7 Ask if they still want to eat.

**MEDIATION SKILL**  
 asking questions to deal with disagreements  
 solve a problem between work colleagues

▶ page 150 MEDIATION BANK

Speak anywhere Go to the interactive speaking practice

26

# 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

Online Practice

	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

Print Workbook

# 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)

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



## You can record yourself.



## 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.

## GRAMMAR

### adverbs and phrases of frequency

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



3B 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.

3C Look at the quiz again and find four other phrases of frequency.

every day

3D Learn and practise. Go to the Grammar Bank.

page 103 **GRAMMAR BANK**

## PRONUNCIATION

4A | 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.

3C Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.

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

6A 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

3B 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.

3C 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.

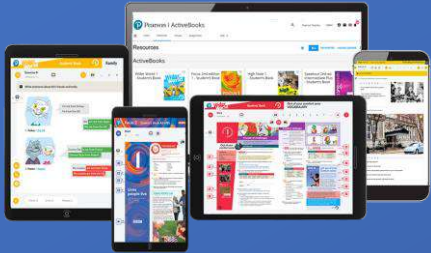




A photograph of two young men in a school hallway, one with his arm around the other's shoulder. The image is covered with a semi-transparent blue filter. The text "What is new?" is centered over the image, underlined with a thick orange line.

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 background image shows two young women in a modern office or classroom environment. They are both smiling and looking at a computer monitor. One woman is sitting and typing on a keyboard, while the other is leaning over her shoulder, hugging her from behind. The scene is overlaid with a semi-transparent blue filter. The text 'Unit walkthrough' is centered over the image, with a thick orange underline.


# 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

17

Speak out 3<sup>rd</sup> EDITION A2 2 Lifestyle | Unit Opener

Lesson page 0%

Get to page

1



**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

2A  
2B  
2C  
2D  
Unit 2 Review

Speak out 3<sup>rd</sup> EDITION A2 2 Lifestyle | Unit Opener

Unit Opener | Exercise 1 0%


Get to page

1

**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?



B I U E

Reset



Lesson A – main input lesson 1 (Level A2)

personalised speaking practice


lesson contents

the Vocabulary Bank

**VOCABULARY BANK**

**2A Food and drink**


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



1 orange




2 strawberries




3 melon




4 pear




5 potatoes




6 broccoli




7 cucumber




8 red pepper




9 chicken




10 mushrooms




11 herbs




12 salad




13 chili pepper



14 eggplant




15 green beans




16 spinach




17 lamb




18 pork



19 chicken




20 caviar



21 rice




22 potatoes




23 rice




24 bread



25 cereal




26 butter



27 yogurt



28 oil



29 lemon



30 juice

2 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's a vegetable. It's a fruit. It's a drink. It's a food item.

B: What colour is it?

A: It's brown. It's light blue. It's yellow.

B: Is it sweet?

A: Yes, it is.

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

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

2 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	

3 a 2.01 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

4 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?

**LISTENING**

3 a 2.01 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

4 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 \_\_\_\_\_ 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 *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.

**PRONUNCIATION**

5 a 2.03 Listen to 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*

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?

**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.

c Learn and practise. Go to the Grammar Bank.

d 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.



the Writing Bank

future skills

**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?

b Complete the sentences with *and, but* or *or*.

1 It's not very good for me, \_\_\_\_\_ I love it.

2 Her gas brings back memories of my childhood, \_\_\_\_\_ my time at her house.

3 You can buy them with meat, \_\_\_\_\_ you can get vegetarian versions.

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.

2 a 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 Bryant

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 Pena

I'm Spanish, \_\_\_\_\_ I live in Germany. For me, it's a tortilla, but 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 Zam

Write an online comment about your favourite 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 parmesano 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.

Yoon Marie, 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!

Merve Delhi, India

Samosas. We love samosas in India. You can buy them everywhere in the streets. The outside of the samosa 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.

Takashi 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.



Lesson A – main input lesson 1 (Level A2)

Student's eBook  
activity, Unit 2 Ex 1

Speak out3RD EDITIONA2

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 meat /riː/ sault /sɔːl/ some

VOCABULARY

food and drink

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

1 Complete the table with the words in the box.

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

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

LISTENING

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

3B Listen to the podcast and listen again. Which food does the speaker NOT talk about?

3C Work in pairs and answer the questions.

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)?

4B Complete the sentences with a, an, some or any.

4C Choose the correct word to complete the rules.

4D Read the Future Skills box and answer the question.

SPEAKING

7 Work in groups and discuss the questions.

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

8B Read the introduction to an online discussion about comfort food. What is your favourite comfort food?

WRITING

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

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

8C Write an online comment about your favourite comfort food. Go to the Writing Bank.

PRONUNCIATION

5A Listen to the audio and write the words in the boxes.

5B Listen to the audio and write the words in the boxes.

5C Work in pairs. Student A: Go to page 146. Student B: Go to page 150.

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.

Vocabulary Bank

fruit: apple, banana, grapes, kiwi, orange, pear, peach, pineapple, strawberry, watermelon

vegetables: broccoli, carrot, cucumber, onion, potato, tomato, zucchini

meat or fish: chicken, beef, pork, salmon, turkey

drinks: coffee, juice, milk, smoothie, tea

other: bread, butter, cheese, eggs, ice cream, jam, sugar, yogurt

Online Practice

Speak out3RD EDITIONA2


2A Lifestyle | Can't live without it

Student's Book | Exercise 1

9%

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.

0:00 / 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 out3<sup>RD</sup> EDITION A22A | Lifestyle


Online Practice | Exercise 1

VOCABULARY | food and drink


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




1. o \_ \_ \_




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.

Page-faithful view of print Workbook.

Speak out3<sup>RD</sup> EDITION A22A | Lifestyle

Lesson page

0%

Go to page

123456


Open

Lesson 2A


VOCABULARY

food and drink


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




1. o \_ \_ \_




5. e \_ \_ \_



6. a \_ \_ \_



4. b \_ \_ \_



8. y \_ \_ \_

1B. 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 (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.

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 noodles.  
6 Let's buy any / some / a noodles.

B. Choose the best option (a or b) to correct the mistakes (1-5) 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 'scape.  
B: Sure, but that?  
A: Yes. Oh, wait. Can you also buy 'fany chilies, please?  
B: OK... chilies. Ahh. They don't have 'spending fish, so we can't eat that for right. But they have a 'lots of prawns. Do you want 'a?  
A: Yes. Good idea. Can you buy 'a2 'rice, too? And maybe 'agg melon, to eat after dinner?  
B: Sure. See you soon.  
1 a none b some  
2 a any b one  
3 a lot b some  
4 a none b any  
5 a lot b some  
6 a ah 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  
2 Yuki  
3 Julie

a. vegetables  
b. meat  
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 Julie doesn't like broccoli.  
5 They don't buy anything for dessert.  
6 They buy lemonade for Julie.

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 comments  
2 people  
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 pizza 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!  
Gabrielle, 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.

the Grammar Bank

Unit 2 | Lesson 5

## 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 Once a week 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.

### VOCABULARY

everyday activities

1 A Complete the word webs with the verbs in the box.

check get up go go to meet someone spend time

shopping running  
...on... for coffee for lunch

messages emails  
...online with your family

a party a meeting  
...early late

B 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

2 A Do the online quiz.

B Work in pairs and compare your answers.

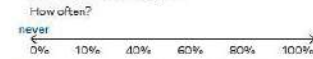
C Read the key. Do you agree with the answers? Why/Why not?

20

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.

- 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.

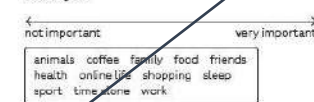
every day

D Learn and practise. Go to the Grammar Bank.

E page 103 GRAMMAR BANK

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.

PRONUNCIATION

4 A | 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.

B 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



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 3RD EDITION A2

2B Lifestyle | Your lifestyle and you

Lesson page

0%

Go to page

1 2 3 4 5 6

Open

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 get up and check my messages. I do this every day.  
b. I usually get up early and go running. I do this every day.  
c. I have breakfast and talk to my family.

2. How often do you see your friends?  
a. I hardly ever meet. Maybe once a month, but we talk online a lot.  
b. I don't meet my friends every Saturday. I always meet somewhere nearby.  
c. I often meet friends for coffee or we go shopping together.

3. How often do you exercise?  
a. I hardly ever exercise. Not at all.  
b. I go to the gym every day.  
c. I often go to the gym every day. I always go with friends.

4. Do you spend a lot of time online?  
a. I often spend 2-3 hours a day online for work, but not every day.  
b. I sometimes work online for about 2 or 3 hours, but I never work at the weekend.  
c. Yes. I always online. I spend 3 hours on social media.

5. How do you want new people?  
a. I can call my friends and I make new friends there. We chat online.  
b. Sometimes I meet people at the gym or when I'm shopping.  
c. My friends or family introduce me to new people at parties.

Key

Mostly a: This means you would be important for you. You are likely to spend a lot of time on your computer or smartphone.  
Mostly b: This is important for you. You are likely to spend a lot of time on your computer or smartphone.  
Mostly c: People who are important for you. It is important for you to spend time with your friends or your family. You don't like being alone.

GRAMMAR

adverbs and phrases of frequency

3A Look at the quiz again. Put the adverbs in bold in the correct place in the diagram.  
How often?  
never 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%  
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 to be.  
C Look at the quiz again and find four other phrases of frequency.  
D Learn and practice. Go to the Grammar Bank.  
E page 103 GRAMMAR BANK

3

4

5

6

Online Practice

Speak out 3RD EDITION A2

Teaching Notes | Unit 2

6243420733440000

Speak out 3RD EDITION

A2 Teaching Notes

Unit 2 | 2B Your lifestyle and you

Lesson Overview

In this lesson, learners activate and practice 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 they practice using adverbs of frequency. 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 key new adverbs 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

Teachers can benefit from understanding exactly what they are learning in a lesson so that they understand what they are writing towards. In this and every lesson, explain clearly what the learning objectives of the lesson are when the start.

Student's Book | Exercise 1

3A Look at the examples with the class, then ask Ss to complete the rest of the word web 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 / on your phone  
go to a party / meeting  
get up / introduce

3B Read the example with the class. Put Ss in pairs to ask and answer questions. When they have finished, ask 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 3B, Ss naturally put in linking verbs (is, are, has, have, etc.) into the gaps. Also, Ss might naturally use the plural (I go to the gym) instead of the singular (I go to the gym).

Pearson

© Pearson Education Limited. All rights reserved.

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.

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

You can record yourself.

00:00

Speak out 3RD EDITION A2

2B Lifestyle | Your lifestyle and you

Student's Book | Exercise 4

0%

PRONUNCIATION | linking

4A. Put the sente

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)

Unit 2 | Lesson C

# 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'd \_\_\_\_\_ 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?

### 2C

### 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 C 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

## MENU

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

Soup of the day (V)  
Deep-fried mushrooms with a garlic dip (V)  
Sushi platter  
Bruschetta with tomatoes and basil (V)

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

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

the Mediation Bank

### MEDIATION BANK | WRITING MB

## 2C Pizza problem

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

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?

#### 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

#### 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 name of the pizzas that aren't good for a person
- why the pizzas are good for them
- the price of the pizzas

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?

### 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! 🍕

### GARDEN AND SEA

TOMATO, ONION, MUSHROOM, PEANUT PRICE: €12



### PRIMAVERA

RED PEPPER, OLIVES, MUSHROOMS PRICE: €11.50



### HOT SPRING

OLIVES, GREEN PEPPER, BEANS, CRABSTICK PRICE: €10

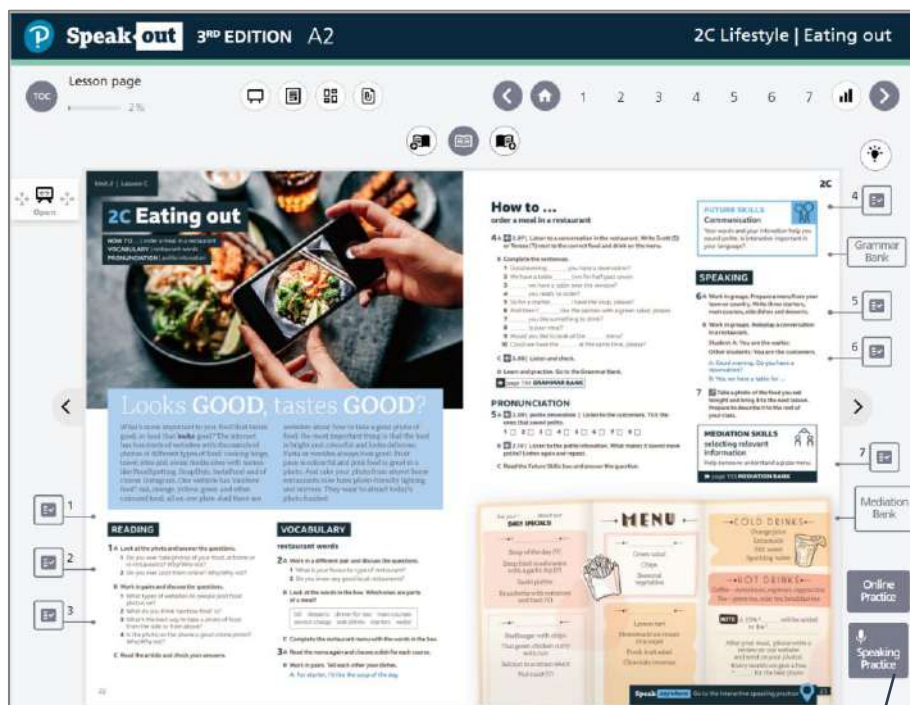


Link to an interactive speaking practice activity.

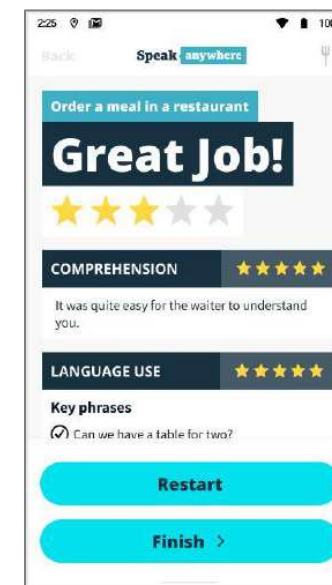
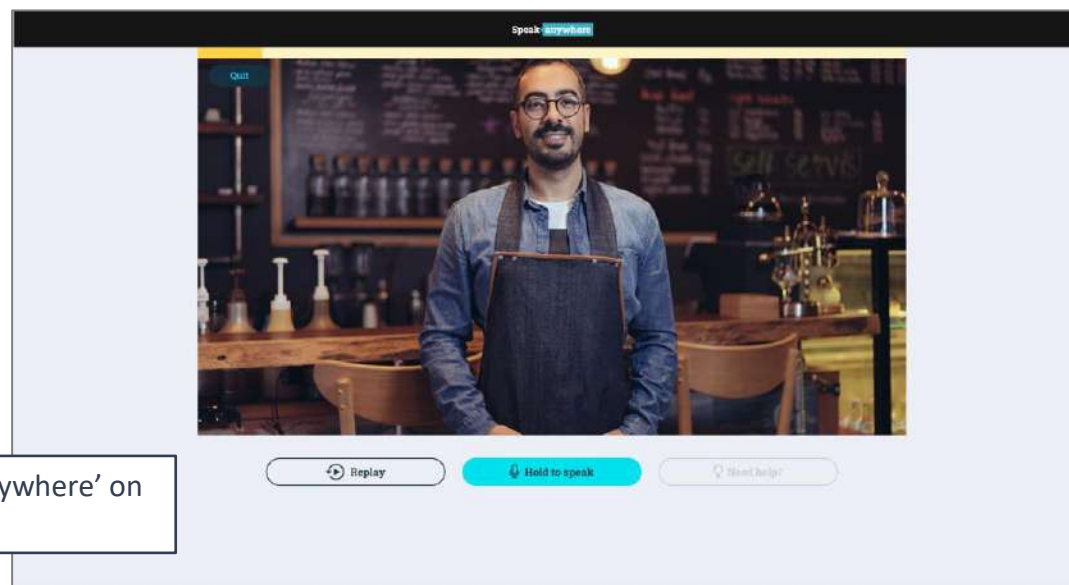
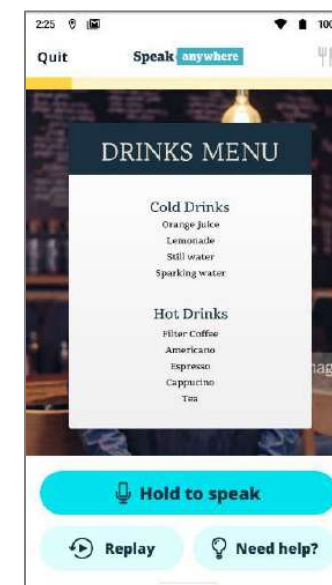


## 'Speak Anywhere' – interactive speaking activities (Level A2)

## 'Speak Anywhere' on mobile



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



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

A

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

1

Where do you think this is?

2

What season is it?

3

Can you ride a horse?

B

Read the BBC programme information and answer the questions.

1

Where does the Indian Relay Race happen?

2

How many horses does each rider ride?

3

Who is Oliver Pakootas?

C

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

VIEW

2A

Watch the BBC video clip. Who wins the race?

B

Watch again and choose the words and phrases you hear.

1

Oliver Pakootas has a big race / day. It's the Indian Relay.

2

This race is a custom / tradition for American Indians.

3

He has a team / his family to help him.

4

The horses are also part of the team / family.

5

For Oliver and his family, the Indian Relay isn't only a race. It's a lifestyle / way of life.

6

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

3A

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 I like, enjoy, love and don't like.

C

Learn and practise. Go to the Grammar Bank.

page 105 GRAMMAR BANK

SPEAKING

talk about a special event

4A

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

1

What's the special event?

2

When and where does it happen?

3

What do you like doing at this event? Describe three activities.

4

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.

5A

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.

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.

1

Do you live in an apartment or a house? Where is it?

2

What can you see from your window? What can you hear from the street?

3

What is something that you like about the area where you live?

2A

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

C

Watch again and check.

3A

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.

1

There are lots of / a lot of open spaces.

2

There's a park close by / close to us.

3

There are a very much noise / traffic.

4

There are a lot of trees / parks - areas that you can walk in ...

5

It is very quiet and there are lots of shops / cafes around my area.

B

Learn and practise. Go to the Grammar Bank.

page 109 GRAMMAR BANK

SPEAKING

talk about your local area

5A

Work in pairs and look at the topics. For each topic, say something that you like OR dislike about your neighbourhood.

restaurants and cafes

shops or big stores

nightlife

cinemas

clubs

theatres

neighbours

open spaces

parks or fields

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 neighbourhood is ...

The only problem is that ...

I don't like the ...

C

Work in different pairs. Take turns to ask and answer questions about your neighbourhood. Use the Key phrases to help you.

D

What do you like about it? What's not so good?

GRAMMAR

there is, there are

4A

Complete the sentences with 'there is' or 'there are'.

1

There ... my restaurant.

2

There ... a park close by.

3

There ... very much noise.

4

There ... lots of shops.

B

Learn and practise. Go to the Grammar Bank.

page 109 GRAMMAR BANK

WRITING

describe an event

7A

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 other students' descriptions. Which event would you like to go to?

24

25

Lesson D – BBC video lessons (Level A2)

Workbook

Lesson 2D


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

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  
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!

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.



READING

2 A Read the article and answer the questions.  
1 Where is the race?  
2 What do people who finish it get?  
B Read the article again. Are the statements True (T) or False (F)?  
1 The race happens in the summer.  
2 The race is the same as 11 marathons.  
3 The race is only in one part of the city.  
4 People in the competition run for six hours a day.  
5 Anybody can run in the competition.  
6 The runners eat a lot of food.  
7 It isn't cold at that time of year.  
8 All runners who finish the race get a T-shirt.

Online Practice

Speak Out 3RD EDITION A2

2D Lifestyle

Online Practice | Exercise 1

0%

TOC

1 2

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.

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.

[illegible]

Speak out 3<sup>rd</sup> EDITION A2

Units 1-2 Review

Review / Exercise 1

GRAMMAR

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

- you / Where / live / do ? →
- James and / Angela / are / friends ? →
- understand / don't / I / German. →
- you / Do / city / you / live ? →
- great / Do / parents / English / you ? →
- from / They / Canada / don't / come. →
- live / Who / earth / do / you ? →
- children / you ? What time / up / get / do ? →

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

- I  from home.
- your parents live near you?
- Is this  ? Yes.
- When  do your homework?
- Jack and Lisa  have a lot of money.
- What  politician mean?
- We  tennis on Saturdays.
- Where  you from?

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.

[illegible]

1-2 REVIEW
REVIEW
1-2

### GRAMMAR

**1. Use the form of the correct verb to make sentences and write.**

1. I was / have / been / to / London (visit)  
I have been to London.
2. I am / have / finished / my / homework (finish)  
I have finished my homework.
3. I have / been / sitting / in / the / chair (sit)  
I have been sitting in the chair.
4. I have / been / waiting / for / the / bus (wait)  
I have been waiting for the bus.
5. I have / been / looking / at / the / picture (look)  
I have been looking at the picture.
6. I have / been / thinking / about / the / project (think)  
I have been thinking about the project.

**2. Choose the correct verb to complete the sentences.**

1. I need / want / to / change / my / hairstyle (change)
2. The / teacher / wants / to / see / me / right / now (see)
3. I have / been / waiting / for / the / bus (wait)
4. I have / been / sitting / in / the / chair (sit)
5. I have / been / looking / at / the / picture (look)
6. I have / been / thinking / about / the / project (think)

**3. Choose the correct verb to complete the sentences.**

1. I have / been / sitting / in / the / chair (sit)
2. I have / been / looking / at / the / picture (look)
3. I have / been / thinking / about / the / project (think)
4. I have / been / waiting / for / the / bus (wait)
5. I have / been / sitting / in / the / chair (sit)
6. I have / been / looking / at / the / picture (look)

### VOCABULARY

**1. Choose the correct word to complete the sentences.**

1. I have / been / sitting / in / the / chair (sit)
2. I have / been / looking / at / the / picture (look)
3. I have / been / thinking / about / the / project (think)
4. I have / been / waiting / for / the / bus (wait)
5. I have / been / sitting / in / the / chair (sit)
6. I have / been / looking / at / the / picture (look)

**2. Match the title of the book with the definition.**

1. I have / been / sitting / in / the / chair (sit)
2. I have / been / looking / at / the / picture (look)
3. I have / been / thinking / about / the / project (think)
4. I have / been / waiting / for / the / bus (wait)
5. I have / been / sitting / in / the / chair (sit)
6. I have / been / looking / at / the / picture (look)

Endmatter – Grammar Bank (Level A2)

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.*

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

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

subject	be + not	phrase
I	am 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.*

be	subject	phrase
Am	I	late?
Is	he	Italian?
Are	you	OK?

Short answers

subject	be
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.
I	don't understand	Pablo, him.

GRAMMAR BANK

LEAD-IN

PRACTICE

subject pronouns and *be*

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

Nadia: <sup>1</sup> *Are* you Sofia?  
Jess: No, I <sup>2</sup> *am*. I <sup>3</sup> *am* Jess.  
Nadia: <sup>4</sup> *Are* you a student?  
Jess: Yes, I <sup>5</sup> *am*. Sofia <sup>6</sup> *is* the teacher.  
Tom: <sup>7</sup> *Is* Sydney the capital city of Australia?  
Kurt: No, it <sup>8</sup> *isn't*. The capital <sup>9</sup> *is* Canberra.  
Alison: <sup>10</sup> *Are* Craig and Adam brothers?  
Phil: No, they <sup>11</sup> *aren't*. They <sup>12</sup> *are* friends from university.

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

1 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.

2 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.

1 Listen to **the woman**. her  
2 Meet **me** and Scott.  
3 Look at **the photo**.  
4 Read the instructions.  
5 Study with **your sister**.  
6 Open **the two doors**.  
7 I don't know **your parents**.  
8 Come with **me** and **the other students**.  
9 Speak to **Mr Puskas**.  
10 Close **your book**.

question words

Wh- questions

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

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.

subject	auxiliary verb (do)	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 (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.

1 you / Do / classes? / like / English / your  
Do you like your English classes?

2 in / Mr / live / Brown / and / Mrs / New York? / Do  
Do Mr and Mrs Brown live in New York?

3 Serie / you / each / and / Do / know / other?  
Do you and your friend know each other?

4 to / go / same / your / Do / children / the / school?  
Do your children go to the same school?

5 TV / of / watch / your / a / children / Do / lot  
Do you watch a lot of TV?

6 Ben / Janey / and / Are / married?  
Are Ben and Janey married?

7 here? / come / you / near / Do / from  
Do you come from here?

8 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.

1 Yes, I like do.  
2 No, they don't live.  
3 Yes, we know.  
4 No, we go to different schools.  
5 Yes, I do.  
6 No, they don't.  
7 Yes, I'm from Madrid.  
8 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, NW8 9BJ  
Occupation: <sup>4</sup> Hotel Manager  
Company: <sup>5</sup> Art Hotel

98

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.

subject	auxiliary verb (do)	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 (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.

1 you / Do / classes? / like / English / your  
Do you like your English classes?

2 in / Mr / live / Brown / and / Mrs / New York? / Do  
Do Mr and Mrs Brown live in New York?

3 Serie / you / each / and / Do / know / other?  
Do you and your friend know each other?

4 to / go / same / your / Do / children / the / school?  
Do your children go to the same school?

5 TV / of / watch / your / a / children / Do / lot  
Do you watch a lot of TV?

6 Ben / Janey / and / Are / married?  
Are Ben and Janey married?

7 here? / come / you / near / Do / from  
Do you come from here?

8 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.

1 Yes, I like do.  
2 No, they don't live.  
3 Yes, we know.  
4 No, we go to different schools.  
5 Yes, I do.  
6 No, they don't.  
7 Yes, I'm from Madrid.  
8 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, NW8 9BJ  
Occupation: <sup>4</sup> Hotel Manager  
Company: <sup>5</sup> Art Hotel

98

STUDENT CARD

NAME: Martina Fernandez

COUNTRY: Argentina

CLASS: English

TIME: 9-12 Mon-Fri

TEACHER: Michael

6 .....? (come)

7 .....? (study)

8 .....? (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

REFERENCEpage 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 (do)	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 (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.

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

1 you / Do / classes? / like / English / your  
Do you like your English classes?

2 in / Mr / live / Brown / and / Mrs / New York? / Do  
Do Mr and Mrs Brown live in New York?

3 Sonia / you / each / and / Do / know / other?  
Do you each know the other?

4 to / go / same / your / Do / children / the / school?  
Do your children go to the same school?

5 TV? / of / watch / your / a / children / Do / lot  
Do you watch a lot of TV?

6 Ben / Janey / and / Are / married?  
Are Ben and Janey married?

7 here? / come / you / near / Do / from  
Do you come from here?

8 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.

1 Yes, I like. do

2 No, they don't live.

3 Yes, we know.

4 No, we go to different schools.

5 Yes, I do.

6 No, they don't.

7 Yes, I'm from Madrid.

8 No, we aren't. We speak Japanese.

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

Name: 1Xavier 2LeBon

Address: 31 Bonny Gardens, NW3 3BU

Occupation: 4Hotel Manager

Company: 5Art Hotel

1 What's your name? (be)

2 Where do you live? (live)

3 How do you know Teresa? (know)

4 Do you speak Spanish? (speak)

5 Do you have homework? (have)

STUDENT CARD

NAME: Martina Fernandez

COUNTRY: Argentina

CLASS: English

TIME: 9-12 Mon-Fri

TEACHER: Michael

6 Do you come from here? (come)

7 Do you study English? (study)

8 Do you speak English at home? (speak)

98

Speak Out 3rd EDITION A2

1A | Grammar Bank

Reference

present simple: I, you, we, they

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 (do)	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 (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.

Speak Out 3rd 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.

1. you / Do / classes? / like / English / your  
Do you like your English classes?

2. in / Mr / live / Brown / and / Mrs / New York? / Do  
Do Mr and Mrs Brown live in New York?

3. Sonia / you / each / and / Do / know / other?  
Do you each know the other?

4. to / go / same / your / Do / children / the / school?  
Do your children go to the same school?

5. TV? / of / watch / your / a / children / Do / lot  
Do you watch a lot of TV?

6. Ben / Janey / and / Are / married?  
Are Ben and Janey married?

7. here? / come / you / near / Do / from  
Do you come from here?

8. home? / you / Do / at / English / speak  
Do you speak English at home?

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 | /ɜ:/ and /u:/



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.

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

LISTENING

3A 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

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 20

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 3.01 | Look at the photos again. Listen and repeat.

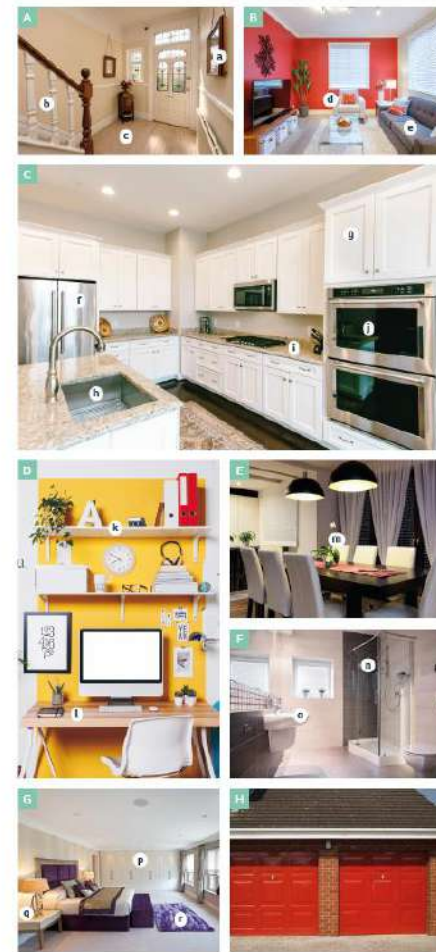
2 Work in pairs and discuss the questions.  
1 Which rooms are usually downstairs and which rooms are usually upstairs in a house?  
2 What about in your home?

3 Match the words (1–10) 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

D 3.02 | 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.



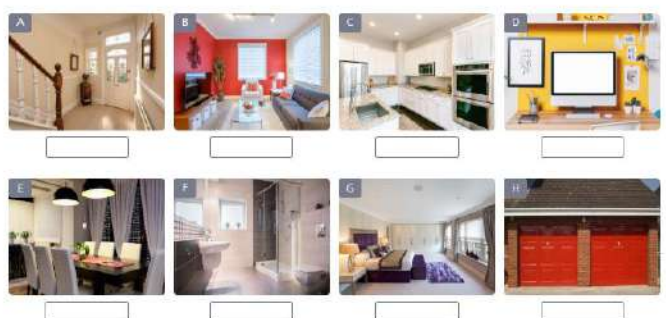
Speak out 3RD EDITION A2

3A | Vocabulary Bank

Vocabulary Bank | Exercise 1

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.

You can record yourself.

Lesson 3A

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
10th 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.

**SPEAKING**

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

**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!

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?

- 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?



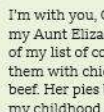
What is your favourite comfort food?

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.



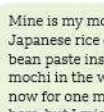
Tom  
Maine, USA

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

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.



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.

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!

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.'

How to ... make invitations and offers

2 Read the email and answer the questions.  
1 Is it an invitation for a meal or a party?  
2 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 A 3.05 | Listen to three conversations with Jason. Which two statements are true (T)?  
1 Jason says he doesn't eat mushrooms. 3 He asks for still water.  
2 He arrives on time. 4 He leaves at 10 p.m.

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

C 3.06 | Listen and check.  
1 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'	.....

4 A 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 get B take C bring  
D bring E get F take  
A: A  
B: Let me get you a coffee. A: Thank you.

B Learn and practise. Go to the Grammar Bank.  
page 108 GRAMMAR BANK

VOCABULARY social phrases

5 A Who says the phrases, the host (H), the guest (G) or both (B)?  
1 Sorry I'm late. 4 Have a safe journey home.  
2 Great to see you. 5 I'm full. That was delicious!  
3 Those are for you.

B Work in pairs. How do you respond to the sentences in Ex 5A?  
C Match the responses (a-e) with the sentences (1-5) in Ex 5A.  
a You too. d Glad you liked it!  
b Oh, thank you. e Thank you for a lovely evening!  
c No problem.

D 3.07 | Listen and check.

PRONUNCIATION

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

SPEAKING

7 A 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.  
B Work in pairs. Student A: Give your email to Student B. Student B: Phone Student A and accept the invitation.  
C Work in different pairs. Roleplay conversations for arriving, ending the meal and saying goodbye. Use the prompts to help you.  

Hi! Great to see you! You too. Those are for you.  
I'm full! That was delicious. Thank you. Glad you liked it.  
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

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

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

PREPARE

2 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

3 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.

4 A Read the sentences. Change the adverbs so the sentences are true for your country.  
When we meet our friends for dinner ...  
1 we often talk about the weather.  
2 we usually wear formal clothes.  
3 we sometimes help in the kitchen.  
4 we always eat a lot.  
5 we usually stay for a long time.  
B Work in pairs and compare your answers. Are they the same or different?

MEDIATE

5 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 ...

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

156



Endmatter – Sounds and spelling (A1 only)

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: \_\_\_\_\_ are they?  
B: They're \_\_\_\_\_ friends.  
A: \_\_\_\_\_ are \_\_\_\_\_ names?  
B: \_\_\_\_\_ name's Mira and \_\_\_\_\_ name's Abdul.  
A: \_\_\_\_\_ you friends from university?  
B: No, we're \_\_\_\_\_ We're friends from work.  
A: \_\_\_\_\_ are they from?  
B: They're \_\_\_\_\_ from Canada.  
A: \_\_\_\_\_ they married?  
B: No, they're \_\_\_\_\_ 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.  

Chris      Di      Ed      Fran  
Guy      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/, /d/, /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.

2

SOUNDS AND SPELLING

PRONUNCIATION FOCUS 1

PRONUNCIATION FOCUS 2

SPELLING

PRONUNCIATION FOCUS 1

short and long sounds (1): /t/, /i:/, /o/, /u:/

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

PRONUNCIATION TIP  
English vowel sounds are short or long.  
/t/ and /u/ are short; /i:/ and /u:/ are long.  
  
/t/ it, six, children, English, eleven  
/i:/ eighteen, nineteen, easy, teacher, email  
/u/ good, book, football, look, difficult  
/u:/ afternoon, choose, UK, university, true

SPECIAL SPELLINGS

2A

Work in pairs and complete the words.  
1 a businessman /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/, /i:/, /u/ and /u:/.  
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.  
businessman  
/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 \_\_\_\_\_  
/i:/ \_\_\_\_\_  
2 I'm forty-two. I'm a bus driver in the UK. It's a difficult job, but it's good.  
/u/ \_\_\_\_\_  
/u:/ \_\_\_\_\_

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/
What	

  
C S2.05 | Listen and check. Then listen again and repeat.  
D Work in pairs. Ask and answer the questions in Ex 5A.

5A

bin 1.

bean

foot

food

D

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

26

152



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

1 A 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.

2 A Complete the meanings with the correct form of the words in bold in Ex 1B.

1 A ..... is someone who is paid to play a musical instrument.

2 The ..... are music, writing, art, literature, film, etc.

3 A ..... is someone who plays music or acts in public.

4 A ..... is something that is recorded so people can watch or listen again in the future.

5 A ..... is a person who paints pictures.

6 The ..... of a work of art is the way it looks.

7 Your ..... are the things you are writing about: drawing or discussing.

8 A ..... is someone who writes music.

9 Artists ..... are the things that they create (music, books, etc.).

10 An ..... is any kind of picture.

3 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.

C Learn and practise. Go to the Vocabulary Bank.

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

READING

3 A 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.

1 Pablo never achieved as much success as he wanted.

2 Pablo started young and never stopped working on his art.

3 Pablo changed after he became famous.

B Read your text again and answer the questions.

1 What does the text say about the artist's childhood, his father and how he started his career?

2 Why is the city of Paris mentioned?

3 What type of life was the artist living when he was twenty-three?

4 What were his work habits?

5 What was he still doing in his nineties?

C Use your answers in Ex 2B to tell your partner about the artist in your text.

D Work in pairs and discuss the questions.

1 In what ways were the two Pablos similar?

2 Do you know any other artists or performers who kept working when they were old?

3 Why do you think some people never want to stop working?

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.

6A

69

70

Unit 6 | Lesson A

GRAMMAR

used to

4 A 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?

1 He used to draw at school.

2 He immediately fell in love with the instrument.

3 He used to listen to his father playing the piano.

4 He painted his first painting when he was seven.

B Learn and practise. Go to the Grammar Bank.

page 124 GRAMMAR BANK

PRONUNCIATION

5 A 6.01 | used to | Listen to the sentences. Notice the pronunciation of *used to* and *didn't use to*. Do we pronounce the 'd' in *used to*?

1 I used to collect toy cars when I was a child.

2 We used to live in the countryside.

3 I didn't use to like vegetables.

4 I didn't use to like playing sports at school.

B 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

6 A You are going to talk about a hobby you used to have. Match the sentences (1–4) with the photos (A–E).

1 I used to skateboard when I was a child. I got quite good at it and could do jumps and tricks.

2 When I was ten years old, I used to collect toy cars.

3 I used to play tennis every day when I was younger. I stopped playing a few years ago.

4 I used to spend hours drawing cartoon characters on my computer.

5 I used to have a guitar lesson once a week when I was a child.

B Think about the hobby you used to have. Answer the questions and prepare what you will say.

1 What was the hobby?

2 When did you start?

3 How long did you use to spend on it every week?

4 Why did you enjoy it?

5 How did you get better at it?

6 Is the hobby still important to you now?

C 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?

The two main input lessons – Lesson A and Lesson B – have three pages.



## 6B Be creative

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



### 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. Practice 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.

Rosa, 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 Rosa believes that creativity
  - a is important for everyone.
  - b is especially important for writers and film-makers.
- 2 Rosa 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.



#### 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/better, bad/worse, the .....  
Comparatives: use .....  
Superlatives: use .....

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 4.2 reviews 4.8

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.

9 A Read the comments that people have added to the review. Answer the questions (1–3).

1A 4.2 reviews 4.8 A day ago  
It was quite expensive. We won't go back there, unless it's a special occasion.

1B 4.2 reviews 4.8 A day ago  
Although a lot of the dishes are traditional, they all have something special.

1C 4.2 reviews 4.8 2 days ago  
While the staff are busy, they still find time to be friendly.

1D 4.2 reviews 4.8 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)
- 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.



# Speakout 3rd ed. All Levels (60-day Teacher trial)

<https://english-dashboard.pearson.com/>

**EESKHR-NOMAD-ROVEN-WASTE-AFOOT-MINES**

# Contacts



## Bohemia

Kateřina Myšáková

katerina.mysakova@venturesbooks.com

+420 731 451 732



## Moravia, Silesia

Lenka Nováková

lenka.novakova@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>