

Speakout 3rd Edition



Real English in your classroom.

Ventures Books



Representation of
Pearson in CZ and SK

- www.venturesbooks.cz
- www.venturesbooks.sk



Distribution of ELT
materials (all publishing
houses)

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



Methodological and
technical support

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



Exclusive representation
of Regipio

- Educational games



Agenda



1. Introduction to Speakout 3rd Ed.

- Key information
- Course components



2. Why choose Speakout 3rd Ed.?

- 8 unique features



3. What is new?

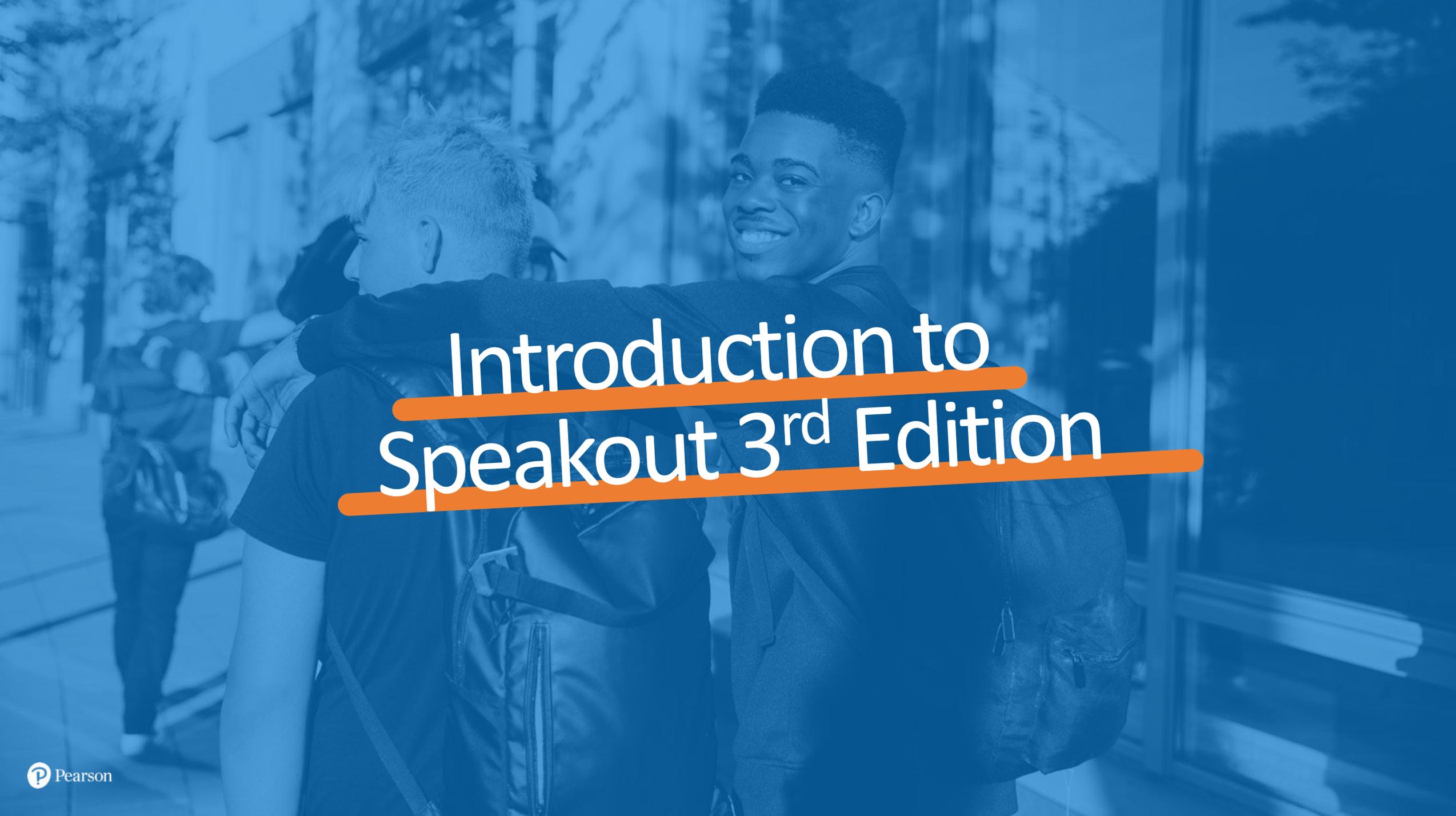


4. Unit walkthrough



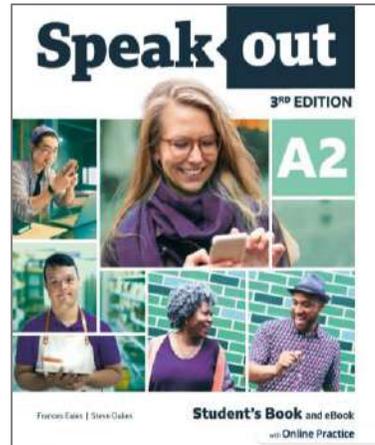


Empower
your learners
to be themselves
in English

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

Introduction to Speakout 3rd Edition

Introduction



What is it?

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

About



Levels: 8

GSE Range: 22-90

CEFR Range: A1 – C1-C2

English Type: British English

Learner Age: 18+

Timetables: 90–120 hours

Who is it for?



Institutions: language schools, high schools, universities

Teachers who want:

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

Who is it for?



Students who want to:

- learn English for their studies
 - improve their job prospects
 - just improve their English, particularly 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)

Provides **flexible components** for **in-class, online** and **hybrid** use.

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

A1

Frances Eales | Steve Oakes

Student's Book and eBook
with Online Practice

Pearson

BBC

Speak out

3RD EDITION

A2

Frances Eales | Steve Oakes

Student's Book and eBook
with Online Practice

Pearson

BBC

Speak out

3RD EDITION

A2+

Frances Eales | Steve Oakes

Student's Book and eBook
with Online Practice

Pearson

BBC

Speak out

3RD EDITION

B1

Antonia Clare | JJ Wilson

Student's Book and eBook
with Online Practice

Pearson

BBC

Speak out

3RD EDITION

B1+

Antonia Clare | Frances Eales
Steve Oakes | JJ Wilson

Student's Book and eBook
with Online Practice

Pearson

BBC

Speak out

3RD EDITION

B2

Antonia Clare | JJ Wilson

Student's Book and eBook
with Online Practice

Pearson

BBC

Speak out

3RD EDITION

B2+

Sheila Dignen | Lindsay Warwick

Student's Book and eBook
with Online Practice

Pearson

BBC

Speak out

3RD EDITION

C1-C2

Lynda Edwards
Frances Eales | Steve Oakes

Student's Book and eBook
with Online Practice

Pearson

BBC

Speak out

3RD EDITION



B1

Antonia Clare | JJ Wilson

Student's Book and eBook

with Online Practice



BBC

Speak out

3RD EDITION



B1

Lindsay Warwick

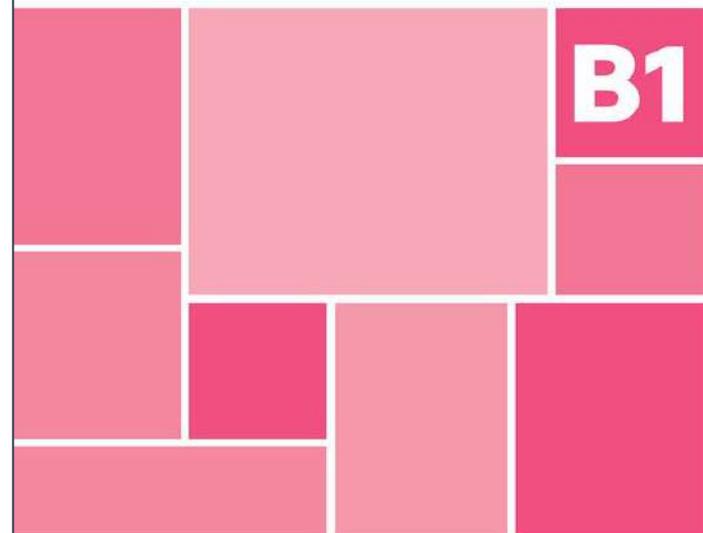
Workbook



BBC

Speak out

3RD EDITION



B1

Lindsay Warwick

Teacher's Book
with Teacher's Portal Access Code



A blue-tinted photograph of two young women in a classroom. They are smiling and hugging each other. The woman in the foreground is wearing a dark, textured sweater and has her arms around the other woman. The woman behind her is wearing a striped shirt. In the background, there is a whiteboard and a desk with a chair.

Why choose Speakout 3rd Edition?

Unique features



All-new digital environment

- **Pearson English Connect** provides everything teachers and learners need in digital.



100% new BBC video content

- All-new BBC video, including clips from popular **TV programmes, street interviews, and vlogs** for maximum exposure to authentic English as it is spoken around the world.



Speech recognition activities

- Innovative **speech recognition technology** provides students with an opportunity to practice their spoken English outside the classroom.
- These activities are called '**Speak Anywhere**'.



Fresh new look and feel

- *Speakout 3rd Edition* has had a total **design refresh** to make it more modern and appealing, and to provide a clearer layout and lesson flow.

Unique features



New GSE-based syllabus

- 8 levels providing smooth progression from **GSE 22** to **90**.
- **Clear goals** and GSE learning objectives for every activity and every lesson.



Integrated skills for employability

- **Mediation lessons** and **'future skills'** training to help learners prepare for the changing world of work.



Mapped to external exams

- Mapped to external exams including the Benchmark Test.

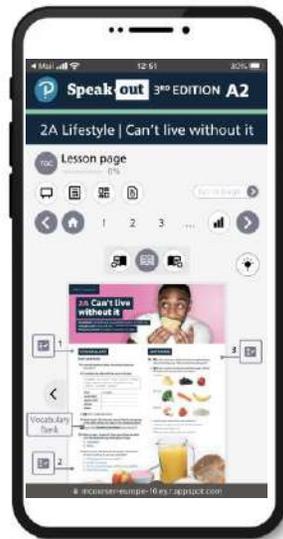


Pronunciation with recording feature

- More robust and more clearly signposted **pronunciation sections**, following on from vocabulary, grammar and listening.

All-new digital environment – Pearson English Connect

- Mobile-optimized – all activities – SB and OP – can be done on all devices
- All devices report to gradebook
- Online classes with breakout rooms, chat
- Teacher has control over show answers – one-by-one, or all at once
- Teacher can assign tasks live – and get real-time performance feedback

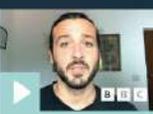


100% new BBC video content

- The Unit Opener features **vlogs** – these are accompanied by a mini-task to engage learners with the broad unit topic
- Lesson D alternates between:
 - a programme clip from the **BBC archive** (even units)
 - bespoke **BBC street interviews** (odd units)
- All videos expose learners to truly authentic English
- All videos are embedded in the eBook



tale tellers 2



VLOGS
Q: Tell me about a happy memory.
1 Watch the video. Tick the topics the vlogger mentions.
2 Which necessary did you enjoy the most? Why?

CSE LEARNING OBJECTIVES

2A LISTENING | Understand a response in a narrative: adjectives for feelings, adjectival phrases. Tell an anecdote; narrative tenses. Pronouns: weak forms of they, very and not. Write a personal story, using linking devices.

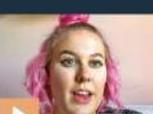
2B READING | Read an article about storytelling: story words, types of film. Talk about films, books and plays: past simple and present perfect. Pronouns: contracts I have in the present perfect.

2C HOW TO ... | apologise and give reasons: collocations with get and note. Pronouns: intensifier for apologising.

2D BBC PROGRAMME | Understand a TV travel programme: relative clauses. Talk about a place and how it is changing: prepositions of time. Write a review of a place.



travel 7



VLOGS
Q: Where do you feel happiest?
1 Watch the video. Note down the different places and activities the vlogger mentions.
2 Where do you feel happiest?

CSE LEARNING OBJECTIVES

2A READING | Read an article about responsible tourism: travel in Britain. Pronouns: contractions. Talk about tourism: first and second conditionals.

2B LISTENING | Understand someone talking about moving abroad: new experiences, the natural world. Pronouns: emphasising quantity. Talk about new experiences. Write a description of an experience.

2C HOW TO ... | make and respond to recommendations: describing places. Pronouns: demonstrative, sounding enthusiastic.

2D BBC STREET INTERVIEWS | Understand people talking about travelling. Talk about travelling: reflexive pronouns. Write an essay about why we travel.



The story of a place

PREVIEW

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

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

1B Read the programme information and answer the questions.

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

2D Documentaries

VIEW

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

- modern tourism
- voluntourism
- Matera in the past

2B Complete the summary of the video with one or two words in each gap. Then watch again to check.

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

2C Work in pairs. Discuss the questions.

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

GRAMMAR

prepositions of time

2A Complete the sentences about Matera using the prepositions before, until and during.

The old way of life continued in Matera ... the Italian government moved people out of the caves. ... they moved into modern houses. Families shared the caves with their animals. ... the changes happened ... the 1980s.

2B Learn and practice. Go to the Grammar Bank.

▶ page 111 **GRAMMAR BANK**

2C Work in groups. Discuss the questions.

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

KEY PHRASES

When I first visited ... it was ... it was known for ... It has a wonderful atmosphere/a fantastic history/ great architecture/art gallery. You can explore/visit/... the caves. I really recommend it.

WRITING

2A Write a review of a place that you know the best about.

- When you first saw them ...
- What it was like then ...
- How it has changed ...
- What it is like now ...
- Who you would recommend it to and why.

2B Write a review of a place that you know the best about.

- When you first saw them ...
- What it was like then ...
- How it has changed ...
- What it is like now ...
- Who you would recommend it to and why.



Go solo?

PREVIEW

1 Work in groups and discuss the questions.

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

7D Street Interviews

VIEW

2A Watch the first part of the video. Number the places in the order the speakers mention them.

London	Subsop	Mount Kilimanjaro
New Zealand	India 1	Spain

2B In the second part of the video, eight speakers are asked whether they prefer travelling by themselves or with other people. How do you think they will answer this question?

2C Watch the video and check your ideas.

2D Read the reasons people give for liking a place. What do the words in bold mean?

- It's such a fantastic, big, open country.
- The scenery was amazing.
- There's such a wide variety of food to try.
- It just felt so lovely.

2E Look at the interview in Ex 2A again. What places are the speakers talking about? Watch the first part of the video again to check.

2F Choose the correct words to complete what the speakers say. Write the second part of the video again and check.

- lovely / lovely to my family / necessary
- can't / can't get a lot of / lovely on your own
- lovely / just go on your own / alone / id
- could ... the experience is shared / better with my friends or family
- amazing / you can share the memory with them / rather than just about / yourself

2G Work in groups. Have you been to any of the places mentioned in Ex 2A? Which would you like to visit? Why?

GRAMMAR

reflexive pronouns

4A Read the sentences from the video. Which two-word phrases mean 'alone'?

- Do you prefer travelling by yourself?
- I prefer going by myself!
- I use the Freedom of travelling by myself!

4B Match the sentence halves.

1 My brother likes travelling by ...	a himself
2 I was going walking by ...	b himself
3 You always go by ...	c herself

4C Learn and practice. Go to the Grammar Bank.

▶ page 131 **GRAMMAR BANK**

GRAMMAR

a discussion about travel

5A Think about questions 1–4 and plan your answers. Use the key phrases to help.

- Is it better to travel by yourself or with others? Why?
- What kinds of things do you like to do when you go to a new city or country?
- What makes some places special?
- What can we learn from travelling?

KEY PHRASES

I like travelling by myself because ...
Travelling with other people can be ...
I prefer making some plans because ...
Special places often have ...
Something we can learn from travelling is ...
Another thing ...

WRITING

5B Choose one of the questions you discussed in Ex 5A. Write an essay discussing the question you choose.

- Think of a title for your essay.
- Plan what each paragraph will contain before you write.
- Include your own opinions and reasons.
- End with a clear conclusion.

Unit 8

BBC Vlogs



SO3 A2 U8 BBC Vlogs

Unit 8

BBC Programmes

Arctic Academy

SO3 A2 U8 BBC Programmes



Unit 7

BBC Street Interviews



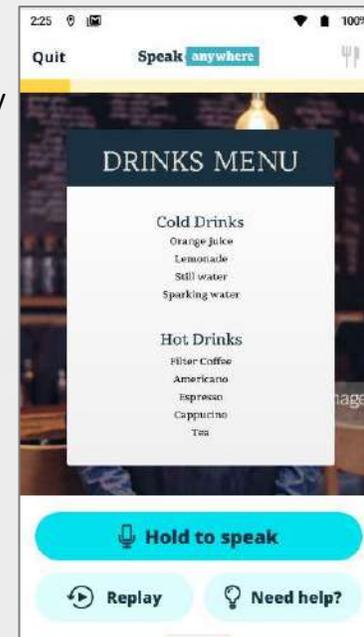
SO3 A2 U7 BBC StreetInt

'Speak Anywhere' interactive speaking activities

- These digital speaking roleplays are an extension of the 'How to...' lessons
- To give learner 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
- There is one activity per unit which links directly from Lesson C



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



Fresh new look and feel

- Exciting images generate interest in the topic
- Colours used on the page pick up on colours used in the main image for a more pleasing and harmonious look
- The amount of text on the page reduced, rubrics shortened and simplified
- The size of the pronunciation strand increased to become more prominent

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 /r/ 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	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.

E page 136 **VOCABULARY BANK** food and drink

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

A: vegetables
 B: beans...

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

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

LISTENING

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 Sacha



2 Mark



3 Lynn



C Work in pairs and answer the questions.

- Does your town or city have a food market?
- What's good about it?
- 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*.

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

C Choose the correct word to complete the rules.

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

D Read the Future Skills box and answer the question.

SPEAKING

7 Work in groups and discuss the questions.

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

WRITING

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

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

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



PRONUNCIATION

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

I have a carrot, an onion and some potatoes.

/r/ /r/ /r/

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

GRAMMAR BANK

page 102 **GRAMMAR BANK**

PRONUNCIATION BANK

page 102 **PRONUNCIATION BANK**

WRITING BANK

page 89 **WRITING BANK**

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New GSE-based syllabus

- The GSE is embedded in the course, making it clear for learners and teachers *why* they are doing every task
- Each task is based on one or more GSE learning objectives and 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
1 people			
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. 45 Can derive the probable meaning of simple unknown words from short, familiar contexts.		45 Can narrate a story.
Lesson C	47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.		44 Can use fixed expressions to keep a conversation going (e.g. 'I see', 'right'). 47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). 45 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.
2 tale tellers			
Lesson A		45 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. 45 Can generally understand straightforward factual texts on familiar topics.		45 Can initiate, maintain and close simple face-to-face conversations on simple topics. 45 Can carry out a prepared structured interview with some spontaneous follow-up questions. 45 Can give or seek personal views and opinions in discussion topics of interest.
Lesson C		58 Can understand problem and solution relationships in informal conversation.	45 Can make an apology with brief excuses or reasons. 38 Can talk about an event in the past using fixed expressions, given a model.
Lesson D	45 Can identify a simple chronological sequence in a recorded narrative or dialogue.		47 Can give straightforward descriptions on a variety of familiar subjects. 49 Can summarise the main points or events in TV programmes and video clips.
Mediation			44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

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GSE LEARNING OBJECTIVES

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

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

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

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

44 Can write 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.	44 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.	44 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.	44 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.
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.	43-56 Can use language related to expressing emotions.	43-56 Can use language related to films and film-making.
	44 Can (tell) when to use the past simple and when to use the present perfect (B1B).		43-56 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.		

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Integrated skills for employability – Future Skills

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



Example from Level B1 Unit 3

3C What can I bring?

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



What is a good guest?

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

SPEAKING

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

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

FUTURE SKILLS Social responsibility

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

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

Integrated skills for employability – 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 – the functional language lesson, and are 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



2C A likely story!

MEMO TO ... | apologise and give reasons
 VOCABULARY | collocations with get and make
 PRONUNCIATION | intonation 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 Read these reasons people often give for being late or missing something. Which do you think are the most common? Which have you based on one?

Sorry I'm late... Sorry I missed the party...

I got lost. I got the wrong day!
 I got off at the wrong bus stop. I got held up at work.
 I had to make an urgent call. I made a mistake with the address.
 My little sister made a mess and I had to clean it up. My partner made other plans and I didn't know until it was too late.

3 Look again at the reasons in 1 & 2. 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
 make
 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

4 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? They try to make it as good one. Here are some of the worst excuses we've ever heard.

'My dog's awful! Don't ... the mistake of starting your get to it when everyone knows you don't have one.'

'I got stuck in traffic ... off the bus. It's 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.'

'Time ... held up in a traffic jam, so I drove a different way, but then I ... late. You're worried 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 a clean one. Do you want my advice? If you can't think of a good excuse, don't even ... the call to the office!'

5 Work in pairs. Discuss the questions.

- 1 When was the last time you got lost?
- 2 Who usually makes a mess where you live?
- 3 When was the last time you got held up at work or somewhere else? What happened?
- 4 What plans 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 late flight
 e a mistake with a package
 f forgetting to charge a phone

3 B 2.04 | Listen again. Complete the sentences from the conversations (1-6).

- 1 Sorry to ... you waiting!
- 2 I got the time wrong. Sorry ... that.
- 3 The taxi driver ... last night. It was so ... We sent the wrong one. There was a problem with the house - they lost the same ...
- 4 It was our ... You're here now.
- 5 I'm really sorry. I got lost / There was a problem with my ...
- 6 I made a mistake / That's OK with the address.

3 C 2.04 | Complete the table with the phrases in the box.

giving a reason	There's a ... / I'm ... / My train/flight was ... / I got the date/day/time/address wrong. / The traffic was terrible ...
accepting responsibility	I made a mistake.
taking action	I'll be there as soon as possible.
reassuring	Don't worry. No problem. It's / That's fine.

3 D 2.04 | Learn and practise. Go to the Grammar Bank.

3 E 2.04 | 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.

3 F 2.04 | Choose the correct words to complete the conversations.

- 1 Sorry to keep you waiting. My flight was delayed.
 a That's OK. / I made a mistake.
- 2 A: Sorry, this line's really bad. Never mind. / I'll call you back.
 B: No problem.
 C: A: I'm really sorry. I got lost. / There was a problem with my ...
 B: It's fine. Are you ready to start now?
 D: A: I apologise. I made a mistake. / That's OK with the address.
 B: That's fine.
 C: A: Sorry I got. I apologise the time wrong.
 D: Don't worry. I've just arrived, too.
- 3 A: Work in pairs. Listen to the conversations in Ex 3A, but think of a different reason or excuse. Try to use a collocation with get or make.
 1 Sorry to keep you waiting. I got held up at college.

PRONUNCIATION

4 A 2.07 | Intonation for apologising. Listen to four apologies. Choose the correct answer to complete the sentence.

When someone apologises, their voice ...

- 1 starts high and gets lower.
- 2 starts low and gets higher.

4 B 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.

4 C 2.07 | Listen to the conversations in Ex 3A, but think of a different reason or excuse. Try to use a collocation with get or make.

- 1 Sorry to keep you waiting. I got held up at college.

SPEAKING

6 Roleplay two situations. Student A read the situations below. Student B read the situations on page 146.

Student A

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

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

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

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

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

MEDIATION SKILL
 asking questions to deal with disagreements

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

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

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

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

MEDIATE

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

Student A: Explain how Student B takes your ideas.
 Student C is the manager.

Student B: Explain that Student C interrupts you in meetings. Student A is the manager.

Student C: Explain that Student A sends you work messages early in the morning. Student B is the manager.

3 E page 151 MEDIATION BANK

3 F page 151 MEDIATION BANK

Speak anywhere! Go to the interactive speaking practice.

Mapped to external exams

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

Example from Level A2 Unit 2

Speak out 3RD EDITION A2 2D Lifestyle

Online Practice | Exercise 1

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

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

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

Online Practice

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

GRAMMAR

like, hate, love + -ing

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

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

Print Workbook

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

Pronunciation with recording feature

- Listen-and-repeat and 'record yourself' in the interactive activities in the Student's eBook
- Also present in the Online Practice activities

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.

0:00 / 00:48

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.

00:00

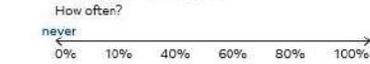
4D. Listen and repeat the phrases and the whole sentences.

0:00 / 01:01

GRAMMAR

adverbs and phrases of frequency

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



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

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

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

every day

D Learn and practise. Go to the Grammar Bank.

page 103 GRAMMAR BANK

PRONUNCIATION

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

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

2.05 | Listen and check.

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

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

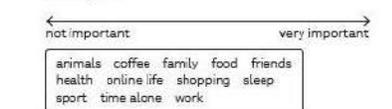
5 Work in pairs. Take turns to ask and answer the questions. Remember to use linking in the phrases of frequency.

How often do you ... ?

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

SPEAKING

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



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

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

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

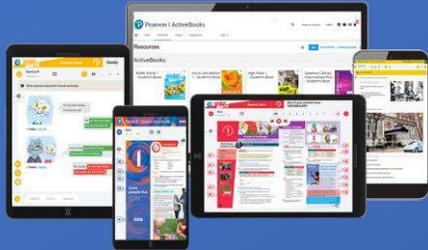
Sleep is very important to Yulia. She sleeps for ten hours every night, but I usually sleep about six or seven hours.



A blue-tinted photograph of two young men in a school hallway. They are both wearing backpacks and have their arms around each other's shoulders in a friendly embrace. The man on the right is smiling and looking back towards the camera. The background shows other students and a large window.

What is new?

New in 3rd Edition



 Pearson English Connect

- Total redesign and brand refresh, **lighter pages** and clearer signposting
- **100% new content** (except for level C1–C2, which is around 90% new)
- Available on **Pearson English Connect (PEC)**
- Mobile-optimized Student's eBook, reporting to gradebook
- **Speech recognition technology** provides opportunities for students to practice speaking English outside the classroom and get feedback
- All levels are a standard **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** introduced, including mediation lessons and 'future skills' training
- Pronunciation sections are well signposted, include more practice



A photograph of two young women sitting together, smiling and looking at a computer monitor. The woman in the foreground is wearing a dark, textured sweater and has her arms around the woman behind her. The woman behind her is wearing a striped shirt. The background shows a classroom or office environment with a whiteboard and a desk. The entire image has a blue color overlay.

Unit walkthrough

Unit opener (Level A2, Unit 2)



lifestyle 2



VLOGS

Q: What food do you like and dislike?

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

GSE LEARNING OBJECTIVES

- 2A LISTENING** | Understand people talking about food: food and drink
Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*
Pronunciation: the weak /ə/ sound: *a, an, some*
Write an online comment; use linking words: *and, but, or*
- 2B READING** | Read and do a lifestyle quiz: everyday activities
Discuss what is important in your life: adverbs and phrases of frequency
Pronunciation: linking
- 2C HOW TO ...** | order a meal in a restaurant: restaurant words
Pronunciation: polite intonation
- 2D BBC PROGRAMME** | Understand a documentary about the Indian Relay Race in the USA
Talk about a special event: *like, hate, love + -ing*
Describe an event

Speak Out 3rd EDITION A2 2 Lifestyle | Unit Opener

Lesson page 0%

Call to people

lifestyle 2

GSE LEARNING OBJECTIVES

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Talk about a special event: *like, hate, love + -ing*
Describe an event

2A
2B
2C
2D
Unit 2
Review

Speak Out 3rd EDITION A2 2 Lifestyle | Unit Opener

Unit Opener | Exercise 1 0%

Call to people

BBC VLOGS

Q: What food do you like and dislike?

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

BRIDGEPORT, USA

Reset

Lesson A – main input lesson 1 (Level A2)

personalised speaking practice

lesson contents

the Vocabulary Bank

VOCABULARY BANK

2A food and drink

1 Complete the web with words (A–J). Use the photos to help you.

1 orange 2 kiwi fruit 3 melon 4 kiwi fruit 5 kiwi fruit 6 kiwi fruit
7 kiwi fruit 8 kiwi fruit 9 kiwi fruit 10 kiwi fruit 11 kiwi fruit 12 kiwi fruit
13 kiwi fruit 14 kiwi fruit 15 kiwi fruit 16 kiwi fruit 17 kiwi fruit 18 kiwi fruit
19 kiwi fruit 20 kiwi fruit 21 kiwi fruit 22 kiwi fruit 23 kiwi fruit 24 kiwi fruit
25 kiwi fruit 26 kiwi fruit 27 kiwi fruit 28 kiwi fruit 29 kiwi fruit 30 kiwi fruit

2 VOC. 01 | Look at the photos again. Listen and repeat.

3 Work in pairs. Student A: Describe a type of food or drink. Student B: Guess the food or drink. Student C: Describe a type of food or drink. Student D: Guess the food or drink.

4 What's your favourite food? Write it down.

5 What's your favourite drink? Write it down.

6 It's a drink. I like it with butter.

7 It's a drink.

8 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?

B Complete the table with the words in the box.

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

fruit: an apple
vegetables: _____
meat or fish: _____
drinks: _____
other: _____

C VOC. 02 | Listen and check.

1 Work in pairs. Add two more types of food to each group in the table. Check your ideas in the Vocabulary Bank.
page 136 VOCABULARY BANK food and drink

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

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

LISTENING

3 A VOC. 02 | Listen to a podcast of three people talking about food they love. What is their favourite food?

B VOC. 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.

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?

PRONUNCIATION

5 A VOC. 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 VOC. 03 | 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.

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.

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?

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.

future skills

the Writing Bank

WRITING BANK

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

A Read the online answers to the question **What is your favourite comfort food?** Do you agree or disagree with the speakers' answers?

B Complete the sentences with *and, but* or *or*.
1 It's not very good for me, I love it.
2 Her pie is big, but it's not very good for me,
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*.
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, Bristol

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, 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, Spain

For 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, Spain

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.
Giulia, Bologna, Italy

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 pie brings back memories of my childhood and my time at her house. I can smell her chicken pie right now! Yummy!
Tom, Maine, USA

Samosas. We love samosas in India. You can buy them everywhere in the streets. The outside of the 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 milk, but I sometimes have a vegetarian one.
Mera, Delhi, India

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

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?

Lesson A – main input lesson 1 (Level A2)

Student's eBook activity, Unit 2 Ex 1

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

Lesson page 0%

Unit 2 | Lesson A

2A Can't live without it

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

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

avocado	an avocado	beans	broccoli	cheese
eggs	grapes	almond	orange juice	rice
salmon	tomatoes	yo-yoghurt		

fruit: _____ an apple
 vegetables: _____
 meat or fish: _____
 drinks: _____
 other: _____

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

LISTENING
 2A 2.02 Listen to a podcast of three people talking about food they love. What is their favourite food?
 B 2.03 Look at the photos and listen again. Which food does the speaker NOT talk about?
 1. Sushi
 2. Milk
 3. Lynn

GRAMMAR
countable and uncountable nouns; a, an, some, any
 4A Look at the food in Ex 1B. Which food can you count (C) and which can't you count (U)?
 an apple (C), broccoli (U)
 B Complete the sentences with a, an, some or any.
 1 I eat _____ avocado every day.
 2 I have _____ bananas for breakfast every day.
 3 I raised _____ 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 as 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 practice. Go to the Grammar Bank.
 page 102 GRAMMAR BANK

PRONUNCIATION
 5A 2.08 | the weak /ə/ sound in a, an, some | Listen to the sentences. Which words are stressed? Notice the weak /ə/ sound in a, an and some.
 I have a carrot, an onion and some potatoes.
 /ə/ /ə/ /ə/
 B 2.04 | Listen and write the sentences (1-5). Then listen and repeat.
 6 Work in pairs. Student A: Go to page 146. Student B: Go to page 150.

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

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

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

Online Practice

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

Student's Book | Exercise 1 0%

VOCABULARY | food and drink

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



You can record yourself.

00:00

1B. Choose the correct category.

an apple – fruit
 an avocado – _____
 beans – _____
 broccoli – _____
 cheese – _____
 eggs – _____
 grapes – _____

a lemon – _____
 orange juice – _____
 rice – _____
 salmon – _____
 tomatoes – _____
 yoghurt – _____

1C. Listen and check.

00:00 / 00:41

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

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

You can record yourself.

00:00

Online Practice

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

Lesson A – main input lesson 1 (Level A2)

Online Practice activity, Unit 2, Ex 1

Speak out 3RD EDITION A2 2A | Lifestyle

Online Practice | Exercise 1

VOCABULARY | food and drink

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

1. o _____ 2. l _____ 3. r _____

4. b _____ 5. v _____ 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: 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 out 3RD EDITION A2 2A | Lifestyle

Lesson page 0%

Lesson 2A

VOCABULARY | food and drink

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

1. o _____ 5. e _____

2. t _____ 6. a _____

3. r _____ 7. b _____

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: 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
 VOCABULARY | food and drink
 PRONUNCIATION | the weak /ə/ sound in a, an, some

2A. Choose the correct answer 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 'isomc.
 B: Sure, just that?
 A: Yes. Oh, wait. Can you also buy 'fety chilies, please?
 B: OK... chilies. Ahh. They don't have 'spnd'g fish, so we can't eat that tonight. But they have a 'lots of prawns. Do you want 'a?
 A: Yes. Good idea. Can you buy 'a2 'mex, too? And maybe 'agg melon, to eat after dinner?
 B: Sure. See you soon.

1 a one b some
 2 a any b one
 3 a lot b some
 4 a 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.

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: 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.

PRONUNCIATION

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

1 Would you like _____ cheese?
 2 Can I have _____ orange, please?
 3 It is like _____ milk.
 4 Let's buy _____ mushrooms.
 5 I don't want _____ egg.
 6 We need _____ oil.
 7 Would you like _____ lemons/lemon?
 8 Can you buy _____ cucumber and _____ avocado?

B 2.02 | Listen again and repeat.

LISTENING

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

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

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

broccoli cheese fish ice cream lamb
 lemons/lemons 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 get prawns at the market.
 4 Jake doesn't like broccoli.
 5 They don't buy anything for dessert.
 6 They buy lemons for Jake.

WRITING

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

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

1. Emma
 2. Grant
 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 yogurt but / or fruit for breakfast every day.

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

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

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

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

What's your favourite healthy food?

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

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

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

Lesson B – main input lesson 2 (Level A2)

Speakout 3rd Edition teaches grammar inductively.

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

Unit 2 | Lesson B

2B Your lifestyle and you

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

Lifestyle quiz

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

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

1 What do you usually do first in the morning?

- I always go online and check my messages. I do this every day.
- I usually get up early and go running, but not at the weekend.
- I have breakfast and talk to my family.

2 How often do you see your friends?

- We hardly ever meet, maybe once a month, but we talk online a lot.
- I cook lunch for friends every Sunday. I always make something healthy!
- I often meet friends for coffee or we go shopping together.

3 How often do you exercise?

- I hardly ever exercise. I've never.
- I go to the gym every day.
- Once a week on Saturdays – I do some sport with friends.

4 Do you spend a lot of time online?

- I often spend 7-8 hours a day online for work, but not every day.
- I sometimes work online for about 3 or 4 hours, but I'm never online at the weekend.
- Yes, I'm always online. I spend hours on social media.

5 How do you meet new people?

- I join online groups and I make new friends there. We chat online.
- Sometimes I meet people at the gym or when I go walking.
- My friends or family introduce us or I meet people at parties.

VOCABULARY
everyday activities

1 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

2 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 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?

Key

Mostly a: The online world is important for you. You are happy to spend a lot of time on your computer or smartphone.

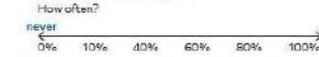
Mostly b: It's important for you to exercise a lot, with friends or alone. Exercise and good food are important for you because you want to keep fit and healthy.

Mostly c: People are important for you. It's important for you to spend time with your friends or your family. You don't like being alone.

GRAMMAR

adverbs and phrases of frequency

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



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

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

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

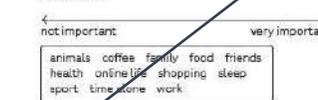
every day

D Learn and practise. Go to the Grammar Bank.

M 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.

- 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.

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



the Grammar Bank

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

Student's Book | Exercise 4

GRAMMAR | pronunciation

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

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

6B. Listen and check.

6C. 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.

6D. Listen and repeat the phrases and the whole sentences.

You can record yourself.

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%

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 these things in different ways. How about you? Do these things in different ways. How about you? Do these things in different ways. How about you?

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

VOCABULARY

everyday activities

1. Complete the sentences with the verbs in the box.

check get up go go to most someone spend time

shopping morning
go for coffee for lunch
messages emails
online with your family
a party a meeting
early late

2. Work in pairs. Take turns to ask and answer the questions. Use the phrases in Ex 1A.

A: When do you get up?
B: I check my messages more. And you?
A: Not too.

GRAMMAR

adverbs and phrases of frequency

3. 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%
-------	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

4. Choose the correct verb to complete the rules. Use the quiz to help you.

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

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

6. 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 said > least often

- go to Spain every summer
- play tennis twice a week
- go to the cinema four or five times a year
- visit my grandparents every Saturday
- check my messages three or four times a day
- call my mother once a day

4B. Listen and check.

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

4C. 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 **visit your restaurant**
shop online **go to the cinema**

6. Online Practice

Speak out 3RD EDITION A2 Teaching Notes | Unit 2

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Speak out 3RD EDITION

A2 Teaching Notes

Unit 2 | 2B Your lifestyle and you

Lesson Overview

In this lesson, 30 learners adverbs and phrases to describe frequency. They also learn common verb phrases used to talk about everyday activities. The context is a reading where they do a quiz about their lifestyles. This leads into the grammar, where 50 learners practice linking in written speech. The lesson ends with a speaking activity in pairs, where they talk about things that are important to them.

To Start

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

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

Student's Book | Exercise 1

4A. 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 with / with your family
go to a party / a meeting
get up at bedtime

4B. Read the example with the class. Put Ss in pairs to ask and answer questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Extra Support: Teacher
In the answers to the questions in Ex 1B we naturally put my in e.g. I check my messages, I visit my grandparents, etc. Also we might naturally use the plural in I go to the cinema, rather than I go to a movie.

Pearson Speakout A2 Teaching Notes
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4B. Listen and check.

00:00 / 00:48

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

bold. Practise the linking between the words.

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 sentences in order 1 = most often said > least often

- 1
- 2
- 3
- 4
- 5
- 6

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

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

ANSWERS:

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

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

4B. Listen and check.

00:00 / 00:48

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

a. We go to **Spain_every summer**.

b. I play tennis **twice_a week**.

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



2C Eating out

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

Looks GOOD, tastes GOOD?

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

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

READING

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

VOCABULARY

restaurant words

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

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

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

How to ... order a meal in a restaurant

- 4 A** **2.07** Listen to a conversation in the restaurant. Write Scott (S) or Teresa (T) next to the correct food and drink on the menu.
- B** Complete the sentences.
- Good evening, you have a reservation?
 - We have a table two for half past seven.
 - we have a table near the window?
 - you ready to order?
 - So for a starter, I have the soup, please?
 - And then I' like the salmon with a green salad, please.
 - you like something to drink?
 - is your meal?
 - Would you like to look at the menu?
 - Could we have the at the same time, please?
- C** **2.08** Listen and check.
- D** Learn and practise. Go to the Grammar Bank.
- ▶ page 104 GRAMMAR BANK

PRONUNCIATION

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

FUTURE SKILLS Communication

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

SPEAKING

- 6 A** Work in groups. Prepare a menu for 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** Take a photo of the food you eat tonight and bring it to the next lesson. Prepare to describe it to the rest of your class.

MEDIATION SKILLS selecting relevant information

Help someone understand a pizza menu.

▶ page 155 MEDIATION BANK

Ask your partner 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)

MENU

Green salad
 Chips
 Seasonal vegetables

COLD DRINKS
 Orange juice
 Lemonade
 Still water
 Sparkling water

HOT DRINKS
 Coffee - Americano, espresso, cappuccino
 Tea - green tea, mint tea, breakfast tea

NOTE: A 19% 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.

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

Beefburger with chips
 Thai green chicken curry with rice
 Salmon in a cream sauce
 Nut roast (V)

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

Speak anywhere Go to the interactive speaking practice

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

the Mediation Bank

MEDIATION BANK | WRITING

2C Pizza problem

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

WARM-UP

1 Work in pairs and discuss the questions.

- Do you like pizza? Why/Why not?
- How often do you and your family eat pizza?
- Read the list of pizza ingredients in the box. What things do you like on a pizza? Choose three toppings.

A: I like salmon on a pizza.
 B: Salmon? I don't like salmon on a pizza.

Ingredients: cheese, chicken, chillies, egg, fruit, 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 prices of the pizzas

MEDIATE

5 Write a reply to Guy's message to help him order the correct pizzas.

6 Work in pairs. Compare your messages. Do you think your partner needs to add or change anything?

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. Thank! 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, CRABNETS PRICE: €10

155

Link to an interactive speaking practice activity.

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

'Speak Anywhere' on mobile

Speak Out 3RD EDITION A2 2C Lifestyle | Eating out

Lesson page

2C Eating out

Looks GOOD, tastes GOOD?

READING

1 Look at the photo and answer the questions.

2 Work in pairs and discuss the questions.

VOCABULARY

1 Look at the words in the box. Which ones are parts of a meal?

2 Complete the restaurant menu with the words in the box.

3 Read the messages and discuss with the waiter.

4 Work in pairs. Ask each other questions.

Speaking Practice

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

'Speak Anywhere' on computer

Back Speak anywhere

Order a meal in a restaurant

UNIT 1 ★★★★★

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

Start >

Back Speak anywhere

Let's review the language from this lesson

KEY PHRASES

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

VOCABULARY

- ▶ Reservation

Continue >

Quit Speak anywhere

Hold to speak

Replay Need help?

Quit Speak anywhere

DRINKS MENU

Cold Drinks

- Orange Juice
- Lemonade
- Still water
- Sparkling water

Hot Drinks

- Filter Coffee
- Americano
- Espresso
- Cappuccino
- Tea

Hold to speak

Replay Need help?

Speak anywhere

Hold to speak

Replay Need help?

Back Speak anywhere

Great Job!

★★★★★

COMPREHENSION ★★★★★

It was quite easy for the waiter to understand you.

LANGUAGE USE ★★★★★

Key phrases

- ✔ Can we have a table for two?

Restart

Finish >

Lesson D – BBC video lessons (Level A2)

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

Unit 2 | Lesson D

2D BBC Documentary

The Indian Relay

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

PREVIEW

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

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

B Read the BBC programme information and answer the questions.

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

Mountain: Life at the Extreme

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

VIEW

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

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

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

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

GRAMMAR

like, hate, love + -ing

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

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

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

C Learn and practise. Go to the Grammar Bank.

▶ page 10E GRAMMAR BANK

SPEAKING

talk about a special event

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

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

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

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

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

Carnival

A Canoe race: 2.30 p.m.

B Parades 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.

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

VIEW

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

B Complete the sentences with the words in the box.

apartment small back floor garden lounge parents

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

C Watch again and check.

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

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

- There are lots of / a lot of open spaces.
- There's a park close by / close to us.
- There are very many trees / trees.
- There are a lot of trees / parks – areas that you can walk in ...
- It's very quiet and there are lots of shops / cafes around my area.

GRAMMAR

there is, there are

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

- There ... my restaurant.
- There ... a park close by.
- There ... very much traffic.
- There ... lots of shops.

B Learn and practise. Go to the Grammar Bank.

▶ page 10D GRAMMAR BANK

SPEAKING

talk about your local area

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

- restaurants and cafes
- shops or big stores
- nightlife / cinema / clubs / theatres
- neighbours
- open spaces / parks or a forest
- traffic

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

WRITING

write an email about your local area

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

Hi Chris,

I'm Chris. I've moved into my new apartment in Islington and I really like the area. It's about two kilometers from the city centre and there are buses to the centre every five minutes. The neighbourhood is nice. There's a small local shops close by and a big supermarket about ten minutes walk away. It's a busy area. There's a lot of traffic. The only problem is that sometimes the traffic is bad and it's noisy, but it's not too bad. We've got a bank, a cinema, a post office – all the usual things – and there's a great market on Sundays to make fresh fruit and vegetables from the local farmers. My neighbours are friendly and quiet and I'm really happy here.

I hope you're well. Write back and tell me about your area. Lots of love,
Jaylen

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

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 ...
The only problem is that ...
I don't like the ...

C Think in different pairs. Take turns to ask and answer questions about your neighbourhoods. Use the Key phrases to help you.

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

Lesson D – BBC video lessons (Level A2)

Workbook

Lesson 2D

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

2C | 2D

GRAMMAR

like, hate, love + -ing

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

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

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

do get up meet shop
spend study swim walk

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

READING

2 A Read the article and answer the questions.

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

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

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

The 5,000 km race



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

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

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

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



Online Practice

Speak Out 3RD EDITION A2 2D Lifestyle

Online Practice | Exercise 1

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

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

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

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

do get up meet shop spend study swim walk

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

Review (Level A2)

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

2 REVIEW

GRAMMAR

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

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

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

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

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

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

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

VOCABULARY

4A Name a type of food or drink that starts with these letters.
1 c 2 e 3 gr 4 la 5 mu 6 no 7 su 8 ie 9 sa 10 at

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

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

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

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

Speak out 3rd EDITION A2 2 Review

Lesson page

REVIEW

GRAMMAR

1A Which words are countable (C) and which are uncountable (U)?

VOCABULARY

4A Name a type of food or drink that starts with these letters.

5A Match [1-5] with (a-f) to make questions.

6A Complete the words in the text.

ROBOT WAITERS

Where? What time? Why/Why not?
Who with? What do you...?
Do you go to bed late at the weekend? What time?

Online Practice

Speak out 3rd EDITION A2 Units 1-2 Review

Review Exercise 1

GRAMMAR

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

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

1B Choose the correct words to complete the sentences.

1. I _____ from home.
2. _____ your parents live near you?
3. Speak down! I _____ fish.
4. When _____ do you homework?
5. Jack and I like _____ have a lot of money.
6. What _____ particular mean?
7. We _____ tennis on Saturdays.
8. 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.

ROBOT WAITERS

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

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

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

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

1-4 CUMULATIVE REVIEW

GRAMMAR

1A Which words are countable (C) and which are uncountable (U)?

VOCABULARY

4A Name a type of food or drink that starts with these letters.

5A Match [1-5] with (a-f) to make questions.

6A Complete the words in the text.

ROBOT WAITERS

Where? What time? Why/Why not?
Who with? What do you...?
Do you go to bed late at the weekend? What time?

1-2 REVIEW

GRAMMAR

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

VOCABULARY

4A Name a type of food or drink that starts with these letters.

5A Match [1-5] with (a-f) to make questions.

6A Complete the words in the text.

ROBOT WAITERS

Where? What time? Why/Why not?
Who with? What do you...?
Do you go to bed late at the weekend? What time?

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	'm	fine, thank you, a doctor.
He/She/It	's	from Spain, in Madrid today, twenty-one
We/You/They	're	students, in class, friends.

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

Negative

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

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

Yes/No questions

She's at home Is she at home?

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	it.
		Pablo, him.

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

We use object pronouns:
• after verbs.
I **like her**. **Help us**
• after prepositions.
Come **with me**. Look **at them**.

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

We use *your*, *our*, *books*, *their names* NOT *your's*, *our's*, *books's*, *their's*.

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



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

It's = possessive
Your company, what's **its** name?

It's = it is
DWST Sports. It's an international company.



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

question words

Wh- questions

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

GRAMMAR BANK

LEAD-IN

PRACTICE

subject pronouns and *be*

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

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

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

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 women**, 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**.

2 Choose the correct word to complete the sentences.



1 She's **our** / us teacher. Ask **she** / her.
2 We're at home tonight. Come and see **us** / our!



3 Here's **me** / my number. Phone **me** / my.
4 They're / She's so beautiful! Look **at them** / their!



5 She's / Her not in her room. Call **him** / her.
6 It / Its isn't **me** / my dog. It's **his** / **he** dog.

question words

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

What Who Where When How Why

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

GRAMMAR BANK

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

REFERENCE page 8

We use the present simple to talk about:
• things that are always or generally true.
I **come** from Italy. They **live** in Seoul.
• habits and routines.
We **get up** at 7 a.m.

Positive and negative

subject	auxiliary verb (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?
Do	do	you	speak	Spanish?
Do	do	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 Sonia / you / each / end / Do / know / other?
Do you know Sonia?
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 / look
Do you watch TV?
6 Ben / Janey / and / Are / married?
Are Ben and Janey married?
7 here? / come / you / near / Do / from
Do you live near 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 Donny Gardens, NW8 9BJ
Occupation: ⁴Hotel Manager
Company: ⁵Art Hotel

1 What's your name? (be)
2? (spell)
3? (live)
4? (do)
5? (work)

STUDENT CARD

NAME: Martina Fernandez
COUNTRY: ¹Argentina
CLASS: English
TIME: ²9-12 Mon-Fri
TEACHER: ³Michael

6? (come)
7? (study)
8? (sa)

Endmatter – Grammar Bank (Level A2)

Grammar reference in the eBook version.

Grammar practice in the eBook version.

GRAMMAR BANK

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

REFERENCE page 9

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.



STUDENT CARD

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

6? (come)
 7? (study)
 8? (be)

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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.

Lesson 1A

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.

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

Lesson 1A

Result: 0% Attempts: 0 Errors: 0 Total Errors: 0

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 | /z/ and /z/



VOCABULARY
rooms and furniture

1 A Work in pairs. Look at the photos (A–C) of an apartment in Edinburgh, Scotland. Discuss the questions.
 1 What do you like/dislike about the rooms?
 2 Would you like to stay there on holiday? Why/Why not?

B Work in pairs. Look at the photos again. Match the places (1–12) with the objects (a–l).
 Living room What is:
 1 on the wall?
 2 in front of the window?
 3 behind the laptop on the table?
 4 between the windows?
 Kitchen What is:
 5 under the orange light?
 6 above the sink?
 7 to the left of the pink plant?
 8 on the counter?
 Bedroom What is:
 9 on the bed?
 10 next to the desk?
 11 near the window?
 12 opposite the mirror?

a a plant
 b a chair
 c a TV
 d some papers
 e a window
 f a radio
 g some bottles
 h a table
 i a cupboard
 j a chair
 k a picture
 l some towels

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

page 137 **VOCABULARY BANK** rooms and furniture

2 A Look at the things in the box. Choose a place for each one in the rooms in Ex 1B.
 glasses keys phone TV remote wifi password

B Work in pairs and take turns. Ask questions to find the things.
 A: I can't find my glasses.
 B: Are they in the bedroom?
 A: Yes, they are.
 B: Are they near the window?
 A: No, they aren't.

LISTENING

3 A Work in pairs. Which things in the box are most important when you stay in a holiday apartment? Why? Choose three.
 extra keys important phone numbers a local map a TV remote the wifi password

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

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

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

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

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

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

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

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

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

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.



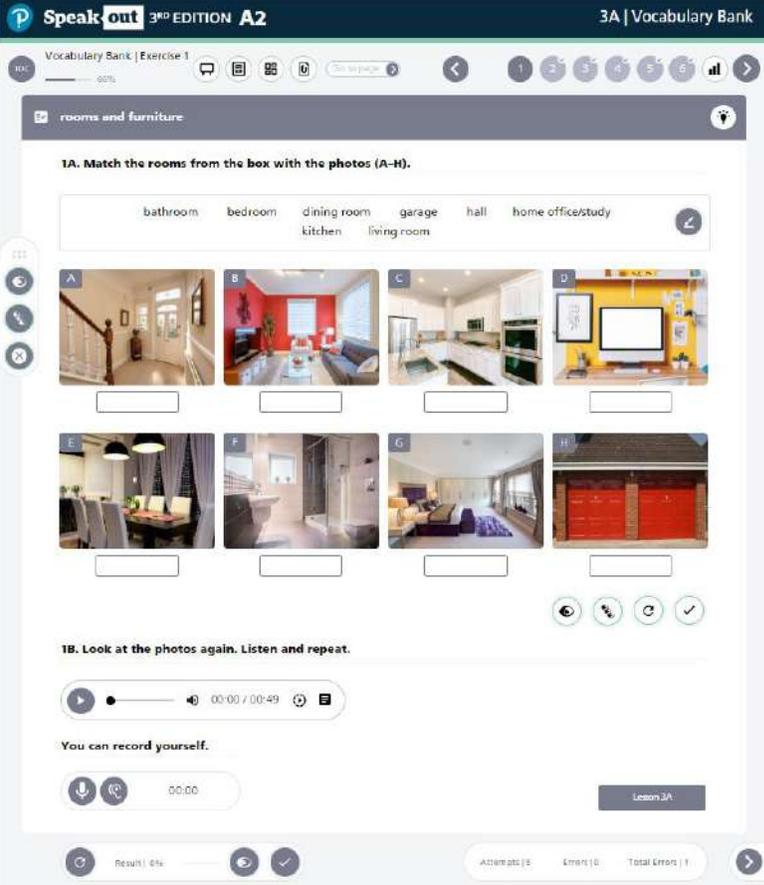
Speak out 3RD EDITION A2 3A | Vocabulary Bank

Vocabulary Bank | Exercise 1
 100% 90%

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.
 00:00

Lesson 3A

Results 0/0 Attempts 0 Errors 0 Total Errors 0

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.
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.

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

Student's Book | Exercise 6

PRONUNCIATION

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

Hide Student B

B I U E E E E E Reset

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

Student A Student B

Speak out 3rd EDITION A2 3A Home | Come in

Student's Book | Exercise 6

SPEAKING

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

Hide Student B

6A. You are a host. Look at the photo of your apartment. Prepare to give information about these topics.

keys wifi microwave coffee and tea soap
shampoo towels local information
important phone numbers food shop desk

6B. Show the apartment to Student B. Answer their questions.

Welcome to the apartment!
So, this is the front door
and these are the keys. Come in!

B I U E E E E E Reset

WRITING

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

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

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.

WRITING BANK

WB

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

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

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

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

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

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

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

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

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

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

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



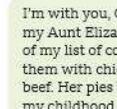
What is your favourite comfort food?

Comments



Giulia
Bologna, Italy

My favourite comfort food is a big plate of spaghetti. Spaghetti with butter, herbs and parmesan 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.



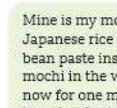
Tom
Maine, USA

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 parmesan 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.

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Maine, USA



Meera
Delhi, India

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Tatsuki
Osaka, Japan

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

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

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

Endmatter – Mediation Bank (from Level A2)

The Mediation Bank features at every level except A1.



3C What can I bring?

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

SPEAKING

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

A: Question 1. It depends. I often bring flowers or a box of chocolates. What about you?
- 3 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?

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.
 - 2 He arrives on time.
 - 3 He asks for still water.
 - 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 _____, ma 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.
 - D 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

F take

D bring

E get

- 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.
 - 2 Great to see you.
 - 3 Those are for you.
 - 4 Have a safe journey home.
 - 5 I'm full. That was delicious!
- B Work in pairs. How do you respond to the sentences in Ex 5A?
 - a You too.
 - b Oh, thank you. How nice of you!
 - c No problem.
 - d Glad you liked it!
 - e Thank you for a lovely evening!
- C Match the response (a-e) with the sentences (1-5) in Ex 5A.
- 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 oO oooOo
- 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! Hi! Great to see you! You too. Those are for you.

I'm full! That was delicious. Glad you liked it.
Thank you.

It's ten o'clock. I need to go.

MEDIATION SKILLS
describing your culture

Give advice to a friend about your country.

▶ page 156 MEDIATION BANK

Speak anywhere! Go to the interactive speaking practice



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?

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.

- A is someone who is paid to play a musical instrument.
- The are music, writing, art, literature, film, etc.
- A is someone who plays music or acts in public.
- A is something that is recorded so people can watch or listen again in the future.
- A is a person who paints pictures.
- The of a work of art is the way it looks.
- Your are the things you are writing about, drawing or discussing.
- A is someone who writes music.
- Artists are the things that they create (music, books, etc.).
- An is any kind of picture.

B 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

60

Unit 6 | Lesson A

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.

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.

- Pablo never achieved as much success as he wanted.
- Pablo started young and never stopped working on his art.
- Pablo changed after he became famous.

B Read your text again and answer the questions.

- What does the text say about the artist's childhood, his father and how he started his career?
- Why is the city of Paris mentioned?
- What type of life was the artist living when he was twenty-three?
- What were his work habits?
- What was he still doing in his nineties?

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.

- In what ways were the two Pablos similar?
- Do you know any other artists or performers who kept working when they were old?
- Why do you think some people never want to stop working?

B Pablo Casals Ninety years of music

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

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

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

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

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Unit 6 | Lesson A

GRAMMAR

used to

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?

- He used to draw at school.
- He immediately fell in love with the instrument.
- He used to listen to his father playing the piano.
- He painted his first painting when he was seven.

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*?

- I used to collect toy cars when I was a child.
- We used to live in the countryside.
- I didn't use to like vegetables.
- I didn't use to like playing sports at school.

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 that you used to have. Match the sentences (1-4) with the photos (A-E).

- I used to skateboard when I was a child. I got quite good at it and could do jumps and tricks.
- When I was ten years old, I used to collect toy cars.
- I used to play tennis every day when I was younger. I stopped playing a few years ago.
- I used to spend hours drawing cartoon characters on my computer.
- I used to have a guitar lesson once a week when I was a child.

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

- What was the hobby?
- When did you start?
- How long did you use to spend on it every week?
- Why did you enjoy it?
- How did you get better at it?
- Is the hobby still important to you now?

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?

70

6B Be creative

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



6B

VOCABULARY

creativity: word building

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

The paperclip challenge

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



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

C Work in pairs. Answer the questions.

- Do you think the activity in Ex 1A is a good way to measure how creative someone is? Why/Why not?
- In what ways do you think you are creative?
- 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.

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

- I try to experience new situations.
- I look for new ways to do things.
- I use nature for inspiration.
- I need to be creative when looking after my daughter.
- I am inspired by what other people in my profession are doing.
- 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).

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

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

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

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GRAMMAR

comparatives and superlatives

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

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

- Creativity is the part of my job.
- I think being creative is just these other things.
- It forces you to think about your ideas.
- I think it makes my films
- It's for me to get ideas when I'm outside.
- All of ideas come from nature.
- That's thing about cooking.
- 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.

- For short adjectives and adverbs, e.g. fast, hard:
 Comparatives: add
 Superlatives: add
- For longer adjectives or adverbs ending in -ly, e.g. quickly
 Comparatives: use
 Superlatives: use
- Some adjectives and adverbs are irregular, e.g. good/well, better, the
- 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

- Drink more coffee
- Turn off your mobile phone
- Travel somewhere new
- Write lists
- Change your routine
- Sleep more
- Spend more time outdoors
- Be more sociable
- Do some exercise
- Organize your workspace
- Stop trying to be perfect
- Listen to music
- Learn something new

B Work alone. Which of the tips:

- might help you work or study better?
- could help you to be more imaginative?
- can you fit into your day the most easily?
- 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

- Why did you enjoy it?
- In what ways was it original or creative?
- 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

2 reviews 6B

A day ago

★★★★★

The best restaurant I've ever been to



Nannarella, in Rome, is probably the best restaurant I've ever been to. It's located near a busy square in Trastevere. In the evening, you can sit outside and listen to talented musicians playing while you eat.

The chef has created an imaginative menu, which is based on traditional Italian food, but with new, original ideas. We had a rosemary focaccia to start, followed by two different types of pasta. The carbonara and the lasagne were delicious, although it was a shame that we had to eat quite quickly because we were in a hurry. We finished with the tiramisu, which was the tastiest dessert I've ever eaten. While it is busier than other restaurants, and there are a lot of tourists, the atmosphere was very friendly and relaxed. The staff made sure that we had everything we needed. If you come at lunchtime, make sure you book a table, unless you don't mind waiting. Also, it wasn't as expensive as similar restaurants in the area. I would recommend Nannarella to anybody visiting Rome because of both the food and the service. You'll remember the experience.

6B

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

1A 2 reviews 6B A day ago
 It was quite expensive. We won't go back there, unless it's a special occasion.

1B 2 reviews 6B A day ago
 Although a lot of the dishes are traditional, they all have something special.

1C 2 reviews 6B 2 days ago
 While the staff are busy, they still find time to be friendly.

1D 2 reviews 6B 1 day ago
 I would happily eat here again because of the wonderful food.

- Which two linking words in bold do we use to connect ideas which contrast with each other?
- Which do we use to talk about a cause or a reason for something?
- 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.

- Don't buy this album! Or only buy it if you're already a fan of their music. (Don't / unless)
- This game has very bad reviews. Nobody wants to buy it. (Nobody / because of)
- The food was delicious. The service was poor. (Although)
- The historical information was interesting. The plot was too slow. (While)

D Choose a restaurant, film, video game, book or music album. Write a short review.

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