

Speakout

2ND
EDITION

Frances Eales • Steve C



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GLOBAL SCALE
of English



ALWAYS LEARNING

PEARSON

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| LISTENING/DVD | | SPEAKING | WRITING |
|--|--|---|---|
| | listen to people introduce themselves | introduce yourself and others | improve your use of capital letters |
| | | identify objects | |
| | understand people in tourist situations | make requests | |
|  | Fawlty Towers: watch an extract from a sitcom about a hotel | check into a hotel | complete a registration form at a hotel |
| | | talk about activities and groups | link sentences with <i>and</i> , <i>but</i> and <i>or</i> |
| | listen to people talk about their daily routines | talk about your daily routine and people's jobs | |
| | listen to people at a tourist information centre; check when you don't understand | ask questions at a tourist information centre | |
|  | Tribal Wives: watch an extract from a programme about living with tribes | talk about good guests and bad guests | write an email asking a friend for a place to stay |
| | | talk about your family | |
| | listen to people talk about their friends | describe someone you know and say why you like them | improve your use of apostrophe 's; write about your family and friends |
| | learn to show interest when you listen | make arrangements to meet friends | |
|  | Diwali: watch an extract from a BBC programme showing the traditions of Diwali | talk about a special occasion | write a description of a special event |
| | listen to a woman describing her apartment | describe a room in your home | improve your use of commas; write a description of your home |
| | | talk about things you can do in your town | |
| | understand conversations in shops | have a conversation in a shop | |
|  | 50 Places To See Before You Die: watch an extract from a documentary about some amazing places | talk about a favourite place | write a blog about your favourite place |
| | listen to a photographer talk about food | talk about your eating and drinking habits | |
| | | conduct a class food survey | use paragraphs to write a short report about your class |
| | listen to people ordering in a restaurant; learn to understand fast speech | order a meal in a restaurant | |
|  | Ainsley Harriott's Beach Barbecue: watch an extract from a cookery programme with a famous chef | describe your favourite special dish | write an email with a recipe |
| | hear interesting facts about famous people's lives | describe your favourite childhood things | |
| | | talk about past events in your life | link sentences with <i>because</i> and <i>so</i> ; write your life story in 100 words |
| | listen to people talking about their weekends | talk about how your weekend was | |
|  | Nelson Mandela: The Fight For Freedom: watch an extract from a documentary about a great leader | interview a special person | write a profile about a special person |

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| LISTENING/DVD | SPEAKING | WRITING |
|--|--|---|
| listen to people talk about how they like to travel | talk about holidays | |
| listen to a conversation with a traveller | plan and talk about a long journey | check and correct information about a holiday |
| understand directions | give directions | |
|  Going Local: Hong Kong: watch an extract from a travel show about Hong Kong | describe part of a town/city you know | write a short travel article about a town/city |
| | | |
| | talk about what people are doing | improve your use of pronouns; write comments on a photo |
| listen to people talk about actors | talk about what you wear | |
| listen to conversations about films | ask for and give recommendations | |
|  Robert Peston Goes Shopping: watch an extract from a BBC programme about shopping trends | talk about a survey on trends | write a summary of a survey |
| | | |
| | talk about transport in different cities | |
| listen to a man talk about travelling for free | talk about types of transport | |
| listen to a woman talk about her problems getting to work | apologise for being late | write a story using linkers |
|  Airport: watch an extract from a documentary about a day at Heathrow airport | deal with problems when flying | write a website entry about problems when flying |
| | | |
| listen to a radio interview with lottery winners | talk about your future plans/wishes | |
| | make predictions about situations | improve your use of linkers and write a short story |
| | make and respond to suggestions for a day out | |
|  Wild Weather: watch an extract from a documentary about the wettest place in Europe | describe unusual weather | write a message forum notice about your city |
| | | |
| listen to a radio programme about colds and flu | talk about what to do when you don't feel well | |
| | talk about ways of reducing stress | make your stories more interesting with adverbs |
| listen to situations where people offer to help | offer to help someone | |
|  Horizon: Sugar Versus Fat: watch an extract from a documentary about fat and sugar | talk about diets | write some advice for a health forum |
| | | |
| listen to people talking about their experiences | ask and answer questions about life experiences | write an email using linkers |
| | describe how you feel about different situations | |
| listen to phone conversations | make telephone calls and say telephone numbers | |
|  Shark Therapy: watch an extract from a documentary about sharks | talk about an exciting or frightening experience | write a story about an exciting or frightening experience |

OBJECTS AND COLOURS

1 A Look at the words in the box. Which objects are in your classroom?

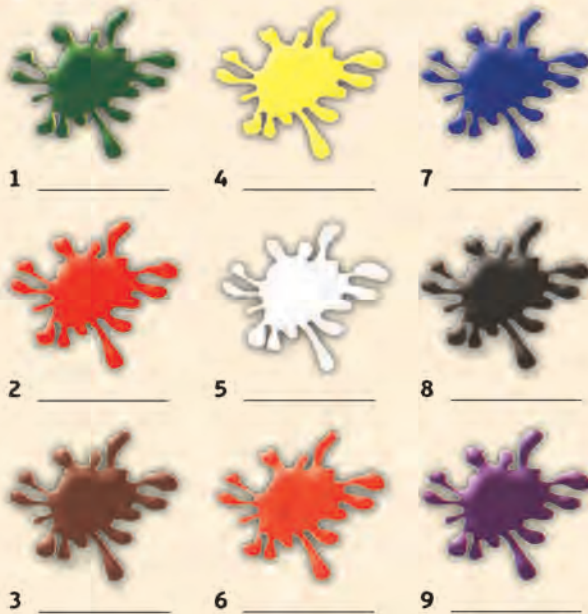
chair bag notebook table whiteboard pen
book CD player pencil noticeboard
projector picture

B Work in pairs and take turns. Student A: point to objects in the classroom. Ask your partner. Student B: name the objects.

A: *What is it?*

B: *It's a book.*

C Write the colours.



D Work in pairs. Ask and answer *What's your favourite colour?*

THE ALPHABET

2 A **L1** Listen and write the letters in the correct column. Each column has the same vowel sound.

A B C D E F G H I J K L M N O P Q R
S T U V W X Y Z

| | | | | | | |
|---|---|---|---|---|---|---|
| A | B | F | I | O | Q | R |
| | C | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

B Listen and repeat.

C Work in pairs and take turns. Student A: spell an object or colour. Student B: say it.

A: *b-l-u-e*

B: *Blue!*

QUESTION WORDS

3 A Underline the correct question word.

- How/What 's your name?
- Who/Where are you from?
- How/When are you today?
- What/Who 's your favourite actor?
- When/Where 's your birthday?
- What/Why are you here?
- Which/What spelling is correct:
c-h-i-a-r or c-h-a-i-r?

B Work in pairs. Ask and answer the questions above.

CLASSROOM LANGUAGE

4 A Complete the questions with a word from the box.

mean repeat don't that could page

- A: What does 'capital' mean ?
B: It means capital city, for example, London or Tokyo.
- A: 'Work in pairs'? I understand.
B: It means 'Work together'. So, you two ...
- A: Could you that ?
B: Yes. Page ninety-five.
- A: Could you spell ?
B: Yes, m-e-e-t.
- A: you write it?
B: Yes, of course.
- A: Which is it ?
B: Thirty-five.

B **L2** Listen and check. Then listen and repeat.

NUMBERS

5 A Write the numbers.

| | | |
|--------------|--------------|-----------------|
| <u>1</u> one | _____ twelve | _____ fifteen |
| _____ three | _____ eight | _____ thirteen |
| _____ nine | _____ two | _____ fifty |
| _____ four | _____ seven | _____ thirty |
| _____ ten | _____ eleven | _____ a hundred |
| _____ six | _____ five | _____ twenty |

B **L3** Listen and repeat the numbers.

C Work in pairs. Student A: say five numbers. Student B: write the numbers.



welcome



NICE TO MEET YOU p8



TRAVEL LIGHT p10



CAN I HAVE A COFFEE? p12



FAWLTY TOWERS p14

SPEAKING 1.1 Introduce yourself and others 1.2 Identify objects 1.3 Make requests
1.4 Check into a hotel


LISTENING 1.1 Listen to people introduce themselves 1.3 Understand people in tourist
situations 1.4 Watch an extract from a sitcom about a hotel

READING 1.2 Read about travelling light

WRITING 1.1 Improve your use of capital letters 1.4 Complete a registration form
at a hotel

BBC

INTERVIEWS

 What's your name?





VOCABULARY

COUNTRIES AND NATIONALITIES

4 A Complete the table with the nationalities.

| Country | Nationality |
|-----------------------------------|----------------|
| Poland, Spain, Turkey, the UK | <i>Polish,</i> |
| Italy, Argentina, Russia, the USA | |
| China, Japan | |

B Circle your country and nationality above or add them to the table.

C  **1.3 WORD STRESS** Listen and underline the stressed syllable.

Poland, Polish

D Work in pairs and take turns. Student A: say a country. Student B: say the nationality.

speakout TIP

Write new vocabulary in your notebook. Underline the stressed syllables to help you with the pronunciation.

 page 152 **PHOTOBANK**

5 A  **1.4** Work in pairs and do the quiz below.

A: I think it's from Australia.

B: I think it's Brazilian, from Brazil.

B Check your answers on page 163.

WRITING

CAPITAL LETTERS

6 A Tick the correct information in the box below.

Use capital letters for the first letter of:

countries ✓ all nouns famous places jobs
cities names of people nationalities food
languages the first word in a sentence

B Correct the sentences.

- the eiffel tower is in france.
- 'buenos días!' is spanish for 'hello'.
- sake is japanese.
- spaghetti is food from italy.

C Work in pairs. Student A: spell your name or the name of a famous person. Student B: write it. Then check your spelling with Student A.

A: De Luca: D, e, new word, L, u, c, a.

B: Vanessa Mae: V, a, n, e, s, a, new word, M, a, e.

SPEAKING

7 A Write the names of four countries. Add information about a place, food/drink and a famous person.

India - Taj Mahal, curry ...

B Work in pairs and take turns. Student A: read out your information. Student B: guess the country.

A: The Taj Mahal, curry.

B: Is it India?

A: Yes, it is.

HEAR IT SEE IT TASTE IT!

1

Listen and match the countries to the music (A-E) you hear.

1 Russia _____ 2 Ireland _____ 3 Turkey _____ 4 Brazil _____ 5 Australia _____

2

Look at the maps and match the countries to the shapes you see.



1 France _____ 2 Egypt _____ 3 Peru _____ 4 Thailand _____ 5 New Zealand _____

3

Look at the pictures and match the food with the nationalities.



1 Italian _____ 2 Japanese _____ 3 Indian _____ 4 Spanish _____ 5 Chinese _____

1.2 TRAVEL LIGHT

- G** this/that, these/those; possessives
P word stress; this, that, these, those
V objects

VOCABULARY

OBJECTS

- 1 A** Match the words in the box with objects A–P in the picture. Which object isn't in the picture?

a camera J a mobile (phone) keys a diary
 a passport a magazine a credit card
 an MP3 player and earphones a newspaper
 a toothbrush a sweater sunglasses a watch
 a purse a ticket a laptop shampoo

- B** **1.5 WORD STRESS** Listen and underline the stressed syllable in the words.

camera

- C** Work in pairs and take turns. Student A: point to an object in the picture. Student B: name the object.

A: What's this?

B: It's a camera.

- D** Work in pairs and discuss. What five things are always in your bags?

A: I always have a laptop in my bag.

B: Me too.

READING

- 2 A** Look at the picture again. Work in pairs and discuss. What five things are always in your carry-on bag on a plane?

A: I think a laptop is important.

B: Yes. Sunglasses? No. Take sunglasses in your pocket.

- B** Read the information and circle the correct number. Take 9 / 10 / 11 / 12 things in your carry-on bag.

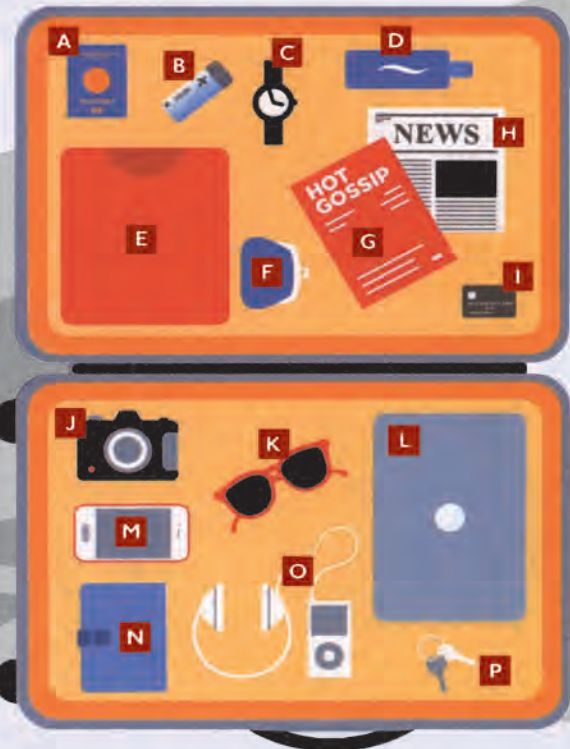
- C** Read the text again and write the names of objects 1–5.



- D** Read the text again and put a tick (✓) next to two good ideas and a cross (X) next to two bad ideas. Then work in pairs and discuss.

Take it or leave it!

With only 10 kilograms for your carry-on bag, what's important to take?



Electrical Things

- **MP3 PLAYER** good for music and audiobooks – put it in your bag.
- **MOBILE PHONE** put it in your pocket, but take the charger in your bag.
- **CAMERA** is your mobile a camera too? Then leave your camera at home.
- **EARPHONES** good for watching DVDs on your laptop. Put them with your mobile phone.
- **LAPTOP** in your bag, with an adaptor, of course.

Practical Things


- **DIARY** with all your important travel and contact information. Put it in your bag.
- **KEYS** put them in the bag so they're easy to find.
- **PASSPORT AND TICKET** these are important so have them in a pocket on your bag.
- **PURSE** coins are a problem at security. Put them in a purse in your bag – yes, men too.

Other Things


- **MAGAZINES AND NEWSPAPERS** leave them at home; they're free on the plane.
- **SHAMPOO** most hotels have shampoo or buy it in town.
- **SUNGLASSES** go in your pocket or on your head, not in the bag!
- **SWEATER** wear it. It's good for the plane if it's cold.
- **TOOTHBRUSH AND TOOTHPASTE** max 100 ml in your carry-on bag.

GRAMMAR

THIS/THAT, THESE/THOSE; POSSESSIVES

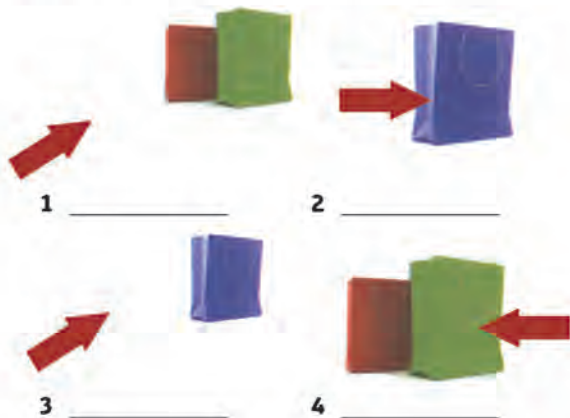
- 3 A**  **1.6** Listen to three conversations. Where are the people? Write the number of the conversation under the picture.



- B**  **1.7** Underline the correct alternative in the extracts below. Then listen and check.

- 1 S: Is ¹this/these your bag?
W: Yes, it is.
S: Could you open it, please?
W: What's the problem?
S: ²This/Those is the problem.
W: ³These/That's my shampoo.
- 2 S: What's ⁴that/those in your pocket?
M: Ah, sorry, ⁵these/those are my keys.
S: OK, go ahead.
- 3 M: Excuse me, ⁶that's/those are my ⁷friend/friend's bags. Can I ...?
W: Sorry, ⁸this is/that's my bag. The black one. In your hand.
M: No, ⁹this/these is my ¹⁰friend's/friend.
W: Look, my name's on it. It's ¹¹my/mine.
M: Oh, sorry, you're right. It's ¹²your/yours.

- 4 A** Write *this*, *that*, *these* or *those* under the pictures below.



- B**  **1.8** **WEAK FORMS: *this*, *that*, *these*, *those***
Listen to the pronunciation. Then listen and repeat.

- 1 Is this /ðɪs/ your bag?
2 Are these /ði:z/ your bags?
3 Is that /ðæt/ your bag?
4 Are those /ðəʊz/ your bags?

- 5 A** Correct the sentences. Use Exercise 3B to

- 1 That's the bag of my friend. X
That's my friend's bag. ✓
- 2 This is the mobile of John. X
This is _____ mobile. ✓
- 3 That's mine bag. X That's _____ bag. ✓
- 4 It's my. X It's _____. ✓
- 5 They're yours bags. X They're _____ bags. ✓
- 6 They're your. X They're _____. ✓
- 7 This bag is Sally. X This bag is _____. ✓

- B** Complete the conversation. Use the words in brackets to help.

- A: Is that ¹my book? (I)
B: No, it isn't. It's ²_____. (Maria)
A: Where's ³_____? (I)
B: Is this ⁴_____? (you)
A: Yes, thanks. Is this ⁵_____ bag? (you)
B: No, it isn't ⁶_____. (I)
A: Maybe it's ⁷_____. (Ali)

 page 128 **LANGUAGEBANK**

SPEAKING

- 6** Work in pairs. Student A: point to an object in the classroom and ask your partner what it is. Student B: name the object.


- A: What's **this** in English?
B: It's a dictionary.
A: What are **those** in English?
B: They're windows.

- 7 A** Work in groups. Put two objects from your bag/pocket on a table. Identify the objects.

Silvia's bag, Cheng's keys, my watch ...

- B** Work with a partner from another group. Look at their objects. Ask and answer questions.

- A: Is that your pen?
B: No, it isn't. It's Bruno's.
A: Are these Jack's glasses?
B: No, they aren't. They're Veronika's.

 page 152 **PHOTOBANK**



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| GSE | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 |
|--------------------|-----|----|-----------------|-----------------|-----------------|----|----|----|----|
| Advanced | | | | | | | | | |
| Upper Intermediate | | | | | | | | | |
| Intermediate | | | | | | | | | |
| Pre-intermediate | | | | | | | | | |
| Elementary | | | | | | | | | |
| Starter | | | | | | | | | |
| CEFR | <A1 | A1 | A2 ⁺ | B1 ⁺ | B2 ⁺ | C1 | C2 | | |

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