

B B C

# Speak out

3<sup>RD</sup> EDITION

A2



Frances Eales | Steve Oakes

**Student's Book** and eBook

with **Online Practice**





**B B C**

# **Speak < out**

**3<sup>RD</sup> EDITION**



**Student's Book**

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	READING	LISTENING/VIDEO	SPEAKING	WRITING
	Read an article about big life changes		Discuss your life 'then and now'	
		Understand people talking about events that went wrong	Describe an important life event	Write a mini-bio; use linking words: <i>after that, then, next</i>
	Read a short article about excuses in the digital age		Apologise and make excuses <b>FUTURE SKILLS</b> Social responsibility <b>MEDIATION SKILLS</b> Help a friend to tell a story	
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		<b>B B C</b> Programme <i>Cities: Nature's New Wild</i>	Talk about an experience	Write about an experience
	Read an article about interesting jobs		Talk about jobs that fit people in your class	
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		Understand an automated message	Phone to ask for or give information	<b>MEDIATION SKILLS</b> Give someone the information they need
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	Read a discussion forum about travel		Talk about a good city to visit and the best things to do there	
		Understand a podcast about surprise travel	Interview someone and suggest a trip for them	Write a description of a trip; use linking words: <i>so, because</i>
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		<b>B B C</b> Programme <i>Arctic Academy</i>	Talk about a difficult trip	Write about a trip

## VOCABULARY REVIEW

**1 A** Work in pairs. Put the words in the box in the correct group.

17 G notebook purple the UK Thursday

- 1 everyday objects: .....
- 2 colours: .....
- 3 countries: .....
- 4 numbers: .....
- 5 days of the week: .....
- 6 the alphabet: .....

**B** Work in pairs. Add three or more words to each group.

**C** Check your ideas in the Vocabulary Bank.

▶ pages 130–132 **VOCABULARY BANK**  
everyday objects, colours, nationalities and countries, the alphabet, days of the week, numbers 1–100

## GRAMMAR REVIEW

**subject pronouns and *be*; object pronouns and possessive adjectives**

**2 A** Look at the photos. Complete the sentences with the words in the box. You do not need three of the words.

Her He's him his It's She's them They're

**B**  **L.01** | Listen and check.

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

▶ pages 96–97 **GRAMMAR BANK**

## question words

**3 A** Choose the correct word to complete the questions.

- 1 How's / What's your name?
- 2 Where / Who are you from?
- 3 How / Why are you today?
- 4 What's / Who's your favourite actor?
- 5 When's / Where's your birthday?
- 6 Why / What are you here?

**B** Work in pairs. Take turns to ask and answer the questions.

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


▶ pages 96–97 **GRAMMAR BANK**


## classroom language

**4 A** Complete the sentences with the words in the box.

again How ~~mean~~ page understand

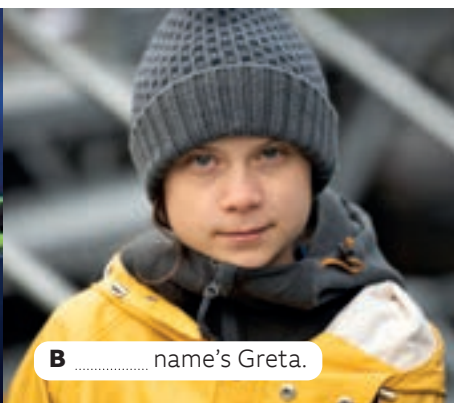
- 1 A: What does 'singular' mean ?  
B: It means one thing, not many, for example 'a car' not 'two cars'.
- 2 A: ..... do you spell it?  
B: s - i - n - g - u - l - a - r.
- 3 A: 'Work together?' I don't .....  
B: It means work with another student.
- 4 A: Sorry, could you say that ....., please?  
B: Yes, the homework is Exercise 7.
- 5 A: Sorry, which ..... is it?  
B: Thirty-five.

**B**  **L.02** | Listen and underline the main stressed word in Speaker A's sentences.

**C**  **L.02** | Listen again and say Speaker A's words with the recording.



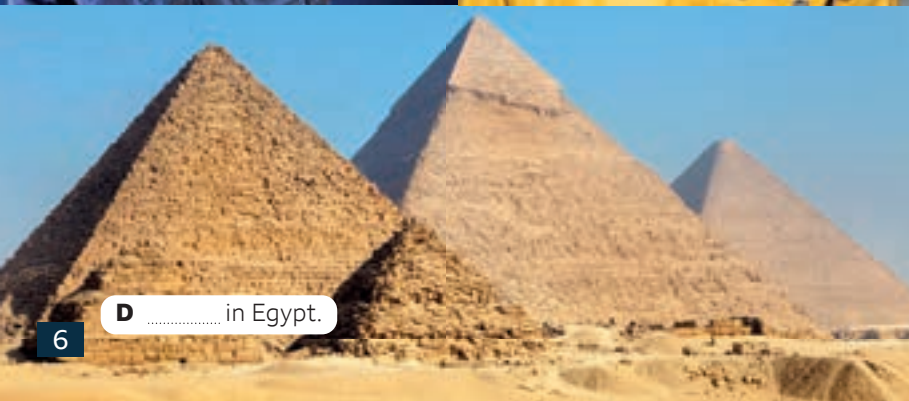
**A** ..... a singer.



**B** ..... name's Greta.



**C** She's married to .....



**D** ..... in Egypt.



**E** ..... from Italy.





# me and you 1



## VLOGS

**Q:** Who are you?

- 1 ▶ Watch the video. How many speakers say their nationality? What nationality are they?
- 2 ▶ Watch again. How many speakers say Friday is their favourite day?

## GSE LEARNING OBJECTIVES

- 1A LISTENING** | Understand people introducing other people: jobs and studies  
Introduce and talk about yourself: present simple: *I, you, we, they*  
Pronunciation: weak forms and linking: *do you*  
Write a personal profile; use capital letters
- 1B READING** | Read an article about twin brothers who are very different: common verb phrases  
Talk about a friend or a family member: present simple: *he, she, it*  
Pronunciation: third person -s
- 1C HOW TO ...** | make suggestions: adjectives for feelings and time phrases  
Pronunciation: intonation to show interest
- 1D BBC STREET INTERVIEWS** | Understand street interviews about people and their families: family  
Talk about people in your life: possessive 's, s'  
Describe five people in your life

# 1A Hi!

**GRAMMAR** | present simple: *I, you, we, they*

**VOCABULARY** | jobs and studies

**PRONUNCIATION** | weak forms and linking: *do you*



A

B

## LISTENING

**1** Work in pairs. Take turns to ask and answer the questions.

**What's your ...?**

favourite music      favourite café      nationality      favourite colour

name      favourite day of the week      job

- A: What's your favourite café?
- B: The Tea Tree. What's your job?
- A: I'm a waiter. What's your nationality?

**2A** Work in pairs. Look at the photos and discuss the questions.

- 1 Where are the people?
- 2 Are they friends?

**B** **1.01** | Listen to two conversations. Match the conversations (1–2) with the photos (A–B).

- 1 .....
- 2 .....

**C** **1.01** | Listen again. How do the people respond to the sentences (1–3)? Write two answers for each sentence.

- 1 How are you?
- 2 Nice to meet you.
- 3 How do you know each other?

**D** Work in pairs. Student A: Say a sentence from Ex 2C. Student B: Say one of the answers.

- A: Nice to meet you.
- B: And you.

## GRAMMAR

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

**3A** Complete the sentences with one word.

- 1 A: ..... you know Gabriele?  
B: No, I .....
- 2 A: ..... you work with Pietro?  
B: Yes, we ..... together.
- 3 A: How do you ..... each other?  
B: Our children ..... to the same school.

**B** Choose the correct phrase to complete the rule.

We use the present simple when we talk about things that are **always true / happening now**.

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

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## PRONUNCIATION

**4A** **1.02** | **weak forms and linking: *do you*** | Listen and underline the main stressed word. Notice the pronunciation of *do you* /dəjə/.

- 1 How do you know each other?
- 2 Do you have a minute?

**B** **1.03** | Listen and write the questions. Then listen again and underline the main stressed word in each question.

**C** Work in pairs. Take turns to ask and answer the questions. Remember the pronunciation of *do you*.



**SPEAKING**

**6** Work in groups. You are at a party. Introduce yourself.

Hi, my name's Dan.

Hi, I'm Anita.

Where do you live?

What do you do?

**7A** Work with the class. Make a list of all the famous people you know.

**B** Work in groups. One student: Choose one of the famous people. Other students: Ask *yes/no* questions to guess who.

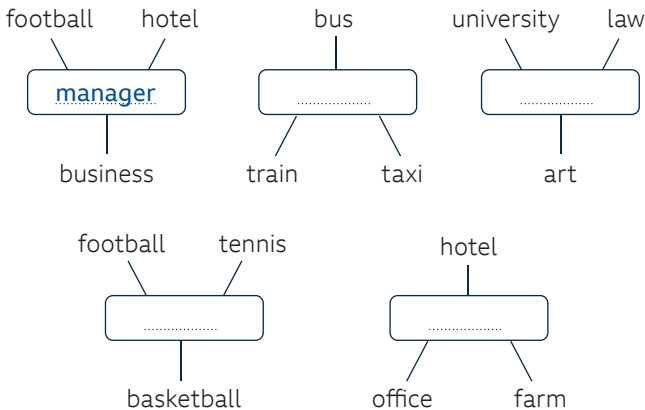
- Student 1: Are you a man?                      A: Yes, I am.
- Student 2: Do you come from ... ?        A: No, I don't.
- Student 3: Do you work outside?         A: Sometimes.
- Student 4: Are you a football player?    A: No, I'm not.

**VOCABULARY**

**jobs and studies**

**5A** Complete the word webs with the words in the box.

driver   player   ~~manager~~   student   worker



**B** **1.04** | Listen and find the jobs you hear. Then listen again and repeat the answers.

**C** Work in pairs and discuss the question. Which jobs in Ex 5A would you like to do? Choose three.

- A: Which jobs would you like to do?
- B: I'd like to be a train driver or a ... . What about you?
- A: Not a train driver. Maybe a taxi driver.

**D** Work in pairs. Write five other jobs that you know. Check your ideas in the Vocabulary Bank.

page 133 **VOCABULARY BANK** jobs

**WRITING**

**write a personal profile; use capital letters**

**8A** Work in pairs. Look at the website form. Answer the questions.

- 1** This website is for people who want:
  - a a new job.                      b new friends.
- 2** The form asks for information about:
  - a contact details.                b favourite places.
- 3** In the bio/interests, you write about:
  - a your address.                    b your life.

New in town?  
Join **Group-Chat**  
and meet new people

Complete your profile to get started!

full name

username

email

Instagram

location

bio/interests

**B** Write a personal profile. Go to the Writing Bank.

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# 1B Same but different

**GRAMMAR** | present simple: *he, she, it*  
**VOCABULARY** | common verb phrases  
**PRONUNCIATION** | third person -s



Andy, businessman

Sam, actor

## VOCABULARY

### common verb phrases

**1A** Complete the phrases (1–8) with the words in the box.

get up go have live play study teach work

- 1 work in a theatre/for a company/from home
- 2 ..... early/at 11/late
- 3 ..... in a village/with friends/alone
- 4 ..... a car/a lot of money/two sisters
- 5 ..... Italian/hard/every day
- 6 ..... out a lot/to bed late/running
- 7 ..... students/at a university/English
- 8 ..... the guitar/in a band/tennis

**B** Work in pairs. Student A: Close your book. Student B: Say a verb from Ex 1A. Student A: Say the words that can go with it.

**C** Work in pairs. Use the verb phrases in Ex 1A to ask questions. Find five things that are the same for you and your partner.

A: Do you get up early?

B: Yes, I do. I get up at seven. What about you?

A: I get up at eight or nine.

**D** Read the Future Skills box and do the task.

### FUTURE SKILLS Self-management



Learn words that go together (collocations), and write them in groups in the same way as in Ex 1A. Think of more phrases you can make with each verb.

## READING

**2A** Choose two people in your family. Work in pairs. Take turns to ask and answer the questions.

- 1 Who are the people?
- 2 What do they have in common?
- 3 How are they different from each other?

A: Who are the people?

B: My sister and my father.

A: What do they have in common?

B: They both play tennis.

**B** Look at the photos. Which phrases (1–9) do you think go with Sam (S)? Which go with Andy (A)?

- |                 |                    |
|-----------------|--------------------|
| 1 small village | 6 Chinese language |
| 2 teacher       | 7 cooks at home    |
| 3 tech start-up | 8 restaurants      |
| 4 home office   | 9 jazz             |
| 5 gets up early |                    |

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

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

- 1 Sam has a lot of money.
- 2 Sam studies for one hour a day.
- 3 Sam cooks Chinese food with chicken in it.
- 4 Andy doesn't go out to eat alone.
- 5 The brothers don't like each other.



# Identical twins?

## Andy writes about life as a twin

Many brothers are very different from each other, but people think twins are exactly the same. In fact, my twin brother Sam and I are very different. It's hard to believe we come from the same family!

Sam lives in a small village and he's an actor. He also teaches drama students at university, because he doesn't have a lot of money. My life is very different. I'm the businessman in the family. I have a small tech start-up company. I work from home, from my flat near the city centre. I think his work is crazy – and he thinks mine is!

Our day-to-day life is very different. I get up early, usually for video calls with business partners in Asia. Sam gets up at about eleven. After that he studies Chinese for an hour. He loves languages! Sam is a vegetarian and he cooks at home for himself. I don't have time to cook, I go out a lot to local restaurants with friends. Sometimes Sam visits me in the city, and we go and listen to music somewhere. The problem is that Sam likes jazz – he plays the guitar in a jazz band – but I prefer indie concerts.

The great thing is that Sam and I are really good friends and we often do things together. It's funny when we are out together. People see us and say, 'Wow, am I seeing double?' I think this is probably normal for all twins.

## GRAMMAR

### present simple: *he, she, it*

**3A** Complete the sentences. Use the article to help you.

- 1 Sam ..... in a small village.
- 2 He also ..... drama students.
- 3 He ..... have a lot of money.

**B** Look at Ex 3A and complete the rule.

We add s or ..... to the infinitive to make the present simple. For the negative, we use ..... + infinitive.

**C** Find more examples of the present simple with *he* in the article.

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

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## PRONUNCIATION

**4A** **1.05** | **third person -s** | Which -s sound do you hear? Listen and put the verbs in the correct place in the table.

/s/	/z/	/ɪz/
.....	lives	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**B** Complete the table with the third person form of the verbs in the box.

do finish go sit stay  
stop study watch work

**C** **1.06** | Listen and check. Then listen again and repeat.

## SPEAKING

**5A** **1.07** | Listen and write the questions.

**B** Work in pairs. Student A: Think about someone you know (a friend, a family member or someone from work/college). Student B: Ask questions about the person. Use the questions in Ex 5A to help you.

A: OK, my person is Maria.

B: Do you know her well?

A: Yes, she's a good friend.

B: Does she work?

A: Yes, she does. She's an engineer.

**C** Work in pairs and discuss the questions. What do you have in common with the person in Ex 5B? How are they different from you?

We both like music.

# 1C Let's meet.

**HOW TO ...** | make suggestions

**VOCABULARY** | adjectives for feelings and time phrases

**PRONUNCIATION** | intonation to show interest



## VOCABULARY

### adjectives for feelings



#### 1 A Work in pairs and answer the questions.

- 1 What do you think the emojis (A–H) show?
- 2 Do you use emojis on social networking sites or in messages?
- 3 If yes, which ones do you use most? If no, why not?

#### B Match the emojis (A–H) with the adjectives in the box.

all right   angry   bored   hungry  
ill   relaxed   thirsty   tired **A**

#### C Work in pairs. Which adjectives in Ex 1B have one syllable? Which have two syllables?

#### D 1.08 | Listen and check.

#### 2 A Work in pairs. Student A: Point to one of the emojis. Student B: Ask *Are you ... ?*

**B:** Are you tired?

**A:** Yes, I am.

#### B Read the Future Skills box and answer the question.

### FUTURE SKILLS Self-management



Some phrases are different in different languages. In your language, how do you say: 'I'm hungry', 'I'm thirsty', 'I'm bored'? Make a note of differences that you find between English and your language.

## READING

### 3 A Read the messages and answer the questions.

- 1 Are they between friends or business people?
- 2 Are they to: a) give news b) make an arrangement c) say someone is late?

**Chat**   Lisa + Eva

Hi, how are things? 09:25

I'm all right, thanks. You? 09:25

I'm bored. Do you want to do something today? 09:25

Sorry, I can't. Busy day at the restaurant. I feel really tired. What about tomorrow morning? 09:26

OK. Can we meet for a coffee? 09:26

Sure. Where? 09:26

Let's try that new café near me, Coffee Club. 09:27

What time? 09:27

How about ten? 09:28

Sure, that's fine. See you there. 09:28

#### B Read the messages again and complete Lisa's calendar.

**Event:** 1 .....

**Date:** 19 March

**Time:** 2 .....

**Add people:** 3 .....

**Add location:** 4 .....

## How to ... make suggestions

**4A** **1.09** | Listen to the phone conversation between Lisa and Eva. What changes do they make to their plans?

**B** Read the suggestions. Choose the correct word(s) to complete the sentences.

- 1 **Can** / **Do** we do something this evening?
- 2 What **do** / **would** you like to do?
- 3 What **about** / **do you think** a film?
- 4 **Let's** / **Let me** meet at the cinema.

**C** **1.10** | Listen and check.

**D** Look again at the messages in Ex 3A. Find three more suggestions.

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

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## PRONUNCIATION

**5A** **1.11** | **intonation to show interest** | Listen to the conversations (1–6). Are the people interested (+) or not interested (-)?

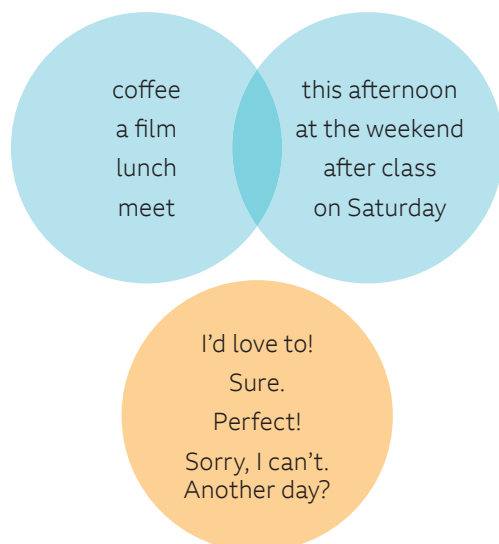
1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 .....

**B** Work in pairs.

Student A: Use the prompts to make a suggestion.

Student B: Decide if you are interested or not and reply.

Student A: Is Student B interested or not interested?



A: Let's meet for a coffee after class.

B: Sure.

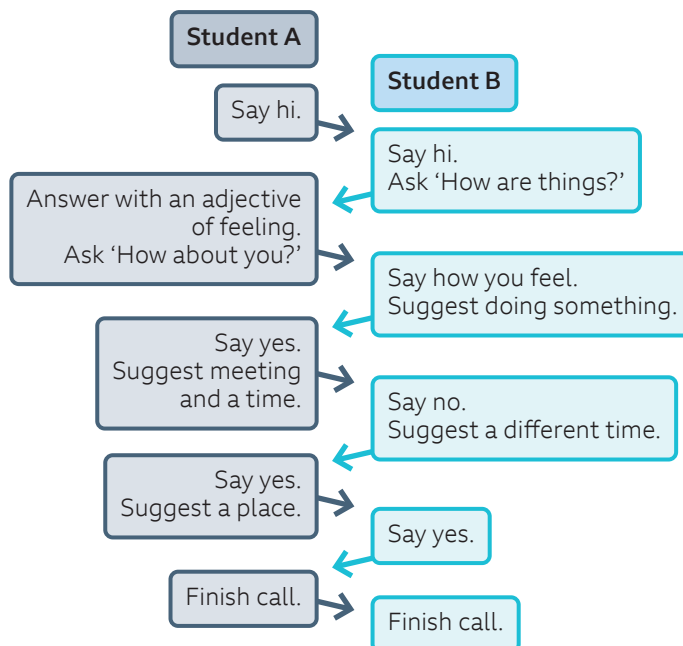
A: You're interested!

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

page 134 **VOCABULARY BANK** time phrases

## SPEAKING

**6A** Work in pairs. Look at the prompts and have a phone conversation.



**B** Close your books. Work with the class. Make suggestions to two other students. Arrange to meet. Think about an activity, a time and a place.

**7** Send a message to a friend in English to arrange to do something.

## MEDIATION SKILLS

asking questions to make a plan

Make a free-time plan together.

page 154 **MEDIATION BANK**



# 1D BBC Street Interviews

# Family and friends

**GRAMMAR** | possessive 's, s'

**SPEAKING** | talk about people in your life

**WRITING** | describe five people in your life



Rob



Jackson

## PREVIEW

- 1 A** Work in pairs. You meet someone at a party and you have one minute to introduce yourself. Look at the box. What information do you usually give?

name nationality where you live  
job family interests/hobbies

- B** Match the sentences (1–5) with the topics in the box in Ex 1A.

- I'm a teacher.
- I have two brothers and two sisters.
- I'm Jack.
- I like sport.
- I'm from Italy, but I live in London.

- C** Work in pairs and introduce yourself. Give information about each topic in the box in Ex 1A.

- 2 A** Work in pairs and answer the question. How many family words do you know?

- B** Check your ideas in the Vocabulary Bank.

▶▶ page 135 **VOCABULARY BANK** family

## VIEW

- 3 A** ▶ Watch the first part of the video. How many different countries do you hear?

- B** Work in pairs. What do you remember? Complete the sentences.

- Mon Zer: I work for an engineering .....
- Rob: Hi I'm Rob. I'm a .....
- Rose: I'm originally from .....
- Jackson: I live in London and I study film at .....
- Marcello: I'm from the United States and currently I'm a .....

- C** ▶ Watch again and check.

- 4 A** ▶ Watch the second part of the video. How many speakers have brothers?

- B** ▶ Look at the photos. Match the sentences with the people. Then watch again and check.

- My sister's name is Sarah and she lives in Hamburg.
- My sister is married with two kids.
- My mum's name is Martine and my dad's name is Daniel.
- I'm married and my wife's name is Rachel.
- I also have nine brothers and sisters.
- My parents' names are Daniel and Monica.

## GRAMMAR

### possessive 's, s'

- 5 A** Read the sentences then choose the correct alternative to complete the rules.

- My mum's name is Martine and my dad's name is Daniel.
- I'm married and my wife's name is Rachel.
- My parents' names are Daniel and Monica.

#### Rules

We use name + 's / s' for the possessive for one person.

We use name + 's / s' for the possessive for two people or more.

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

▶▶ page 101 **GRAMMAR BANK**



B B C

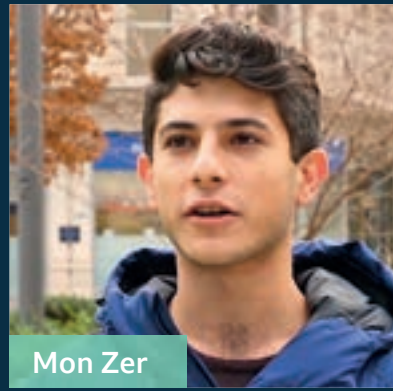
**Q1:** Tell us about yourself.

**Q2:** Tell us about your family.

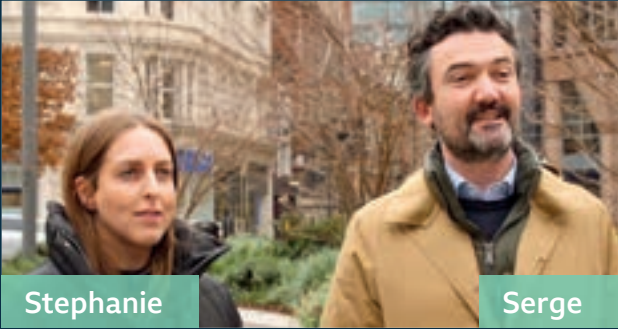
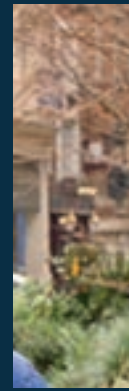




Rose



Mon Zer



Stephanie

Serge



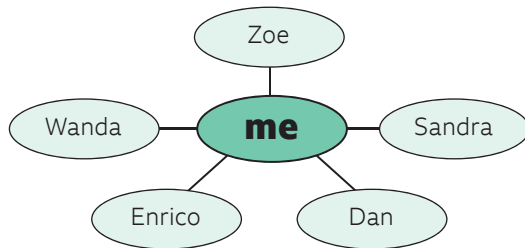
Katy



Marcello

## SPEAKING

talk about people in your life



**6A** Write your name in a circle in the middle of a page of your notebook. Write the names of five people in your life around your name.

**B** Write two things about each person. Use the Key phrases to help you.

### KEY PHRASES

Arielle's my sister/a good friend/my manager.  
 Who is he/she/Dan?  
 How do you know him/her?  
 We're friends from work/school.  
 Ellen is my brother's wife/a friend from work.  
 Are you very good friends?  
 How often do you meet/talk?  
 We're in a class together.

**C** Work in pairs. Look at the questions in the Key phrases box. Think of two more questions.

**D** Work in pairs. Student A: Show Student B the names of your five people and talk about them. Student B: Ask questions.

A: Arielle's a friend from school. She's a doctor now.

B: How old is she?

A: She's my age.

B: Is she a very good friend?

## WRITING

describe five people in your life

**7A** Read the email from Jasmine to her friend Yvonne. How many different people does she write about?

< Sent



Dear Yvonne,

Let me tell you about my family.

My parents' names are Patsy and Vince. They live about an hour from me. I have two sisters, and they live near my parents. My sisters' names are Marcella and Greta. Greta's a lawyer and she isn't married. Marcella's a teacher. She teaches at the local school. She's married and has one child. Her husband's name is Marcel. (I know, it's funny, but it's true!) Their daughter's name is Sofia, and she's eight years old. We all meet every Sunday at our parents' house. It's great!

Can you tell me about your family?

See you soon!

Jasmine

**B** Read the email again. Tick the topics you read about.

ages children interests/hobbies jobs  
 married or single names where they live

**C** Work in pairs. Look at the email again and find examples of:

1 plural possessive: s' **My parents' names**

2 singular possessive: 's

3 contractions with 's

**8** Describe five people in your life. Write about four or more topics in the box in Ex 7B.

## GRAMMAR

**1 A** Work in pairs. How much do you know about your partner? Complete the sentences. Use the positive or negative form of the verbs in brackets.

- 1 He/She doesn't work (work) from home.
- 2 He/She \_\_\_\_\_ (teach) at a university.
- 3 He/She \_\_\_\_\_ (get) up early.
- 4 He/She \_\_\_\_\_ (play) the guitar.
- 5 He/She \_\_\_\_\_ (live) with friends.
- 6 He/She \_\_\_\_\_ (study) every day.
- 7 He/She \_\_\_\_\_ (have) a car.
- 8 He/She \_\_\_\_\_ (go) out a lot.

**B** Work in pairs. Ask questions to check your ideas.

A: Do you work from home?


**C** Work in a different pair. Ask and answer about your first partner.

A: Does she work from home?

**2 A** Correct the sentences. Add the words in the box.

about ~~Can~~ does doesn't  
know love of 's s' to

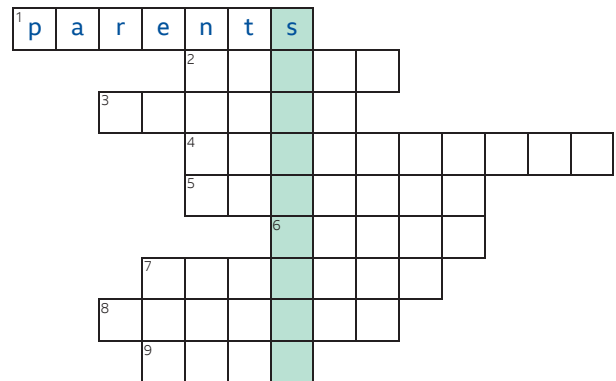
Can

- 1 Perfect. Can we meet at nine?
  - 2 Sorry, I'm busy. How Monday?
  - 3 Yes, she. She studies Law at university.
  - 4 Yes. Let get a coffee.
  - 5 I don't the answer. Ask the teacher.
  - 6 He's at the University London.
  - 7 I'd to, but I can't.
  - 8 Would you like have dinner?
  - 9 He have a job at the moment.
  - 10 This is the student room. They work here.
- B**  **R1.01** | Read the sentences in Ex 2A. Listen and write the word that is different.
- 1 nine five

## VOCABULARY

**3 A** Read the clues and complete the puzzle. Find the job.

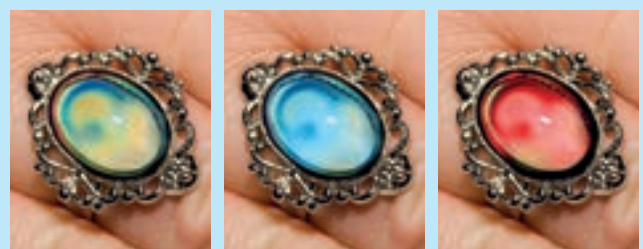
- 1 My mother and my father are my \_\_\_\_\_.
- 2 My mother's brother is my \_\_\_\_\_.
- 3 My father's sister's daughter is my \_\_\_\_\_.
- 4 I don't have a job at the moment. I'm \_\_\_\_\_.
- 5 The boss of the hotel is the hotel \_\_\_\_\_.
- 6 I want to sleep. I feel very \_\_\_\_\_.
- 7 My dad is seventy, he doesn't work. He's \_\_\_\_\_.
- 8 Can I have some water? I'm \_\_\_\_\_.
- 9 My mother's sister is my \_\_\_\_\_.



**B** Work in pairs. For each word in the puzzle, say two related words.

parents – children, daughter

**4 A** Complete the words in the text.



Remember mood rings, the rings that change colour with your feelings? My ring is a present from my <sup>1</sup>grandm\_\_\_\_ and I wear it every day. It's a simple ring with a coloured stone. The colour of the stone shows my feelings at that moment. The colour green is 'normal'. It means I feel all <sup>2</sup>ri\_\_\_\_. If the stone is purple, that means I have strong romantic feelings. Blue means I feel <sup>3</sup>rela\_\_\_\_, so when I watch a film with my <sup>4</sup>fam\_\_\_\_ at the <sup>5</sup>we\_\_\_\_ or play the <sup>6</sup>gui\_\_\_\_, my ring is blue. Finally, the colour red means I have a positive feeling about the future or that I'm <sup>7</sup>ang\_\_\_\_ – it's not so clear. My ring is red at the moment. I'm happy, but I'm <sup>8</sup>hun\_\_\_\_. Time for dinner!

**B**  **R1.02** | Listen and check.

