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Speakout 2nd Edition is a comprehensive six-level general English course for adults that has been developed in association with **BBC Worldwide** and **BBC Learning English**. The course integrates authentic video from popular BBC programmes into every unit and builds the skills and knowledge learners need to express themselves confidently in a real English-speaking environment.

Completely revised and aligned to the **Global Scale of English**, this edition has striking new visuals, updated reading and listening texts, new video clips and a large bank of additional practice material.

Speakout Extra

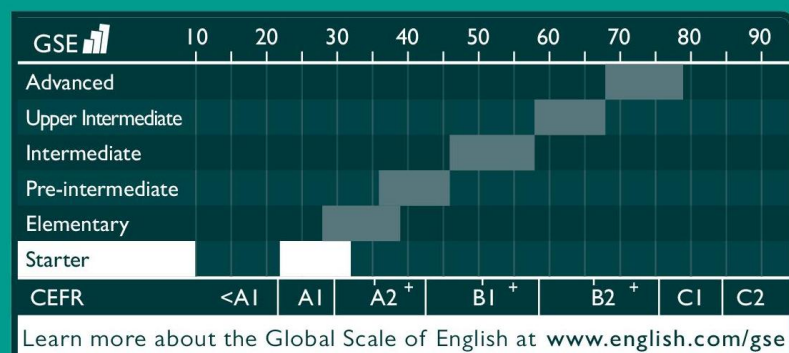
Speakout Extra provides downloadable worksheets that meet learners' individual needs by providing them with additional grammar, vocabulary, pronunciation and skills practice. It also includes extra video exploitation activities to help learners get the most out of the BBC clips.

Components

- Students' Book with DVD-ROM
- Students' Book with DVD-ROM and MyEnglishLab
- Class Audio CDs
- Workbook with online audio (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach

Students' online video and audio resources at:

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speakout 2ND EDITION Starter

Students' Book with DVD-ROM

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- 1 Uncover the **access code** below.
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speakout **2ND** EDITION

Starter Students' Book

with DVD-ROM



Frances Eales • Steve Oakes

www.papyruspub.com

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 1 HELLO page 7 BBC interviews Where are you from?							
1.1 Where are you from? page 8	be: I/you	countries	sentence stress; word stress		listen to people say <i>hello</i>	introduce yourself	learn to use capital letters
1.2 Arrivals page 10	be: he/she/it	jobs	word stress	read descriptions of people arriving at an airport		ask questions about people	
1.3 How do you spell ...? page 12	give personal information	the alphabet	the alphabet; sentence stress		listen to people give personal information	give personal information	
1.4 Around the world page 14					Around the World: watch a BBC programme about people around the world	speak about yourself and your country	write a personal introduction
UNIT 2 PEOPLE page 17 BBC interviews Who is in your family?							
2.1 Family photos page 18	be: you/we/they	family	sounds: /ʌ/; contractions		listen to someone talk about photos	talk about photos of family and friends	learn to use contractions
2.2 A family business page 20	possessive adjectives	numbers 11–100	word stress: numbers	read about family businesses	listen to people talk about their daily routines	check information about people	
2.3 Let's have a break page 22	making suggestions	feelings	intonation: showing interest		listen to people making suggestions	suggest things to do	
2.4 Royal wedding page 24					The Royal Wedding: William and Catherine: watch a BBC programme about a royal wedding	talk about five people in your life	write a description of five people in your life
Consolidation 1 page 27							
UNIT 3 THINGS page 29 BBC interviews What are your favourite things?							
3.1 What's this? page 30	this/that/these/those	things	sounds: plurals /s/, /z/, /iz/		listen to conversations between students	ask about objects	
3.2 Famous clothes page 32	possessive 's	colours and clothes	sounds: possessive 's	read descriptions of famous clothes from films		talk about possessions	use linkers <i>and, but</i>
3.3 Café culture page 34	ordering in a café	food and drink	intonation: phrases with <i>or</i>	read about some famous cafés	listen to people in a café	order food and drink	
3.4 The market page 36					Francesco's Mediterranean Voyage: watch a BBC programme about a famous market	buy things in a market	write about a market
UNIT 4 LIFE page 39 BBC interviews What do you do for fun?							
4.1 What's different? page 40	present simple: I/you/we/they	verb phrases	sentence stress		listen to people talk about life in the USA	find things in common	use linkers
4.2 A good match page 42	present simple: he/she/it	days; time phrases	3rd person s	read an interview with two people		find differences in pictures	
4.3 What time is it? page 44	telling the time	events	intonation for checking		listen to people tell the time	tell the time	
4.4 A secret life page 46					Amish: a secret life: watch a BBC programme about an unusual family	do a class survey	write a short report about lifestyles
Consolidation 2 page 49							
UNIT 5 ROUTINES page 51 BBC interviews What do you usually do at the weekend?							
5.1 Bad habits page 52	present simple questions: he/she/it	daily routines	weak forms: <i>does</i>		listen to people talk about what drives them crazy	discuss bad habits	
5.2 Superman and super model page 54	adverbs of frequency	food	word stress	read about the eating habits of a sportsman and a model; read about someone's morning routine		talk about what you eat	use to linkers to sequence
5.3 When does it open? page 56	asking for information	hotel services	sentence stress		listen to a tourist asking questions	ask for tourist information	
5.4 How to feed your kids page 58					How to feed your kids: watch a BBC programme about children and food	discuss what food and drink to take to a desert island	write a forum entry

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 6 JOURNEYS page 61 BBC interviews How do you get to school or work?							
6.1	No trains page 62	there is/are	places	word stress; sentence stress		listen to a man stuck at a station	talk about places in towns; find differences between places
6.2	Getting there page 64	a/an, some, a lot of, not any	transport	linking	read some fun facts about transport		ask and answer questions about transport
6.3	Single or return? page 66	buying a ticket	travel	word stress for checking		listen to someone buy a bus ticket	buy a ticket for travel
6.4	Rush hour page 68				Visions of India: Rush Hour: watch a BBC programme about rush hour in India	talk about travel in your country	write a travel forum entry
Consolidation 3 page 71							

UNIT 7 PAST page 73 BBC interviews Where were you on your last birthday?							
7.1	Where were you? page 74	past simple: was/were	dates	weak and strong forms: was/were		listen to people talk about New Year 2000	find out where people were in the past
7.2	Record breakers page 76	past simple: regular verbs	actions	-ed endings	read about amazing records		talk about the past
7.3	How was it? page 78	giving opinions	adjectives	intonation		listen to people give opinions	give your opinion
7.4	The Chilean miners page 80				The Chilean Miners' Rescue: watch a BBC documentary about the Chilean miners	do a quiz	write a history quiz

UNIT 8 PLACES page 83 BBC interviews Where did you go on holiday last year?							
8.1	Strange meetings page 84	past simple: irregular verbs	prepositions of place	sounds: irregular past verbs	read about how people met their friends		talk about first meetings
8.2	A good holiday? page 86	past simple: questions	holiday activities	linking: did you?		listen to a radio programme about holidays	ask and answer questions about a good holiday
8.3	Where is it? page 88	giving directions	prepositions	stress: prepositions		listen to someone asking for directions in a supermarket	give directions in a supermarket
8.4	Guided tour page 90				Little Britain Abroad: watch a BBC comedy about tourists in Spain	tell a bad holiday story	write a travel review
Consolidation 4 page 93							

UNIT 9 SHOPPING page 95 BBC interviews Do you like shopping?							
9.1	A waste of money page 96	object pronouns	money	connected speech: linking		listen to a radio programme about shopping mistakes	talk about how you spend money
9.2	The right gift page 98	like, love, hate + -ing	activities	sentence stress	read about gift-giving around the world	listen to someone shopping	find the right gift
9.3	I'd like a ... page 100	making requests	shopping departments	word stress: intonation		listen to a woman talk about her problems getting to work	ask people to do things
9.4	The borrowing shop page 102				Leila, the 'borrowing shop': watch a BBC programme about a borrowing shop	describe a favourite possession	write about a useful possession

UNIT 10 PLANS page 105 BBC interviews What did you want to be?							
10.1	A new job page 106	can/can't	collocations	strong and weak forms: can/can't	read about jobs	listen to job interviews	discuss the best job for you
10.2	Time for a change page 108	be going to	life changes	weak form: going to		listen to street interviews about people's goals	talk about plans
10.3	Hello and goodbye page 110	starting and ending conversations	saying goodbye	sentence stress		listen to people start and end conversations	start and end conversations
10.4	Miranda page 112				Miranda: watch a BBC comedy programme about someone who wants to change their life	talk about when you tried to learn something new	write an interview
Consolidation 5 page 115							

NUMBERS 1-10

1 A Match the words in the box with the numbers.

zero nine three one seven ten four two
eight five six

0 zero 4 _____ 8 _____
1 _____ 5 _____ 9 _____
2 _____ 6 _____ 10 _____
3 _____ 7 _____

B Listen and check. Then listen and repeat.

C Listen and write the numbers.

D Work in pairs and take turns. Student A: say a number. Student B: say the next number.

A: five B: six
B: zero A: one

INTERNATIONAL ENGLISH

2 A Match the words in the box with photos 1-6.

DVD 1 phone hotel football bus chocolate

B Listen and check. Then listen and repeat.

C Work in pairs. Write five more international words.

page 138 **PHOTOBANK**

CLASSROOM LANGUAGE

3 A Listen and underline the correct word.

Conversation 1

A: OK, Antonio. ¹What's /Is 'libro' in English?

B: Sorry, I ²not/don't know.

A: It's 'book'.

B: Can you ³write/say it, please?

A: Yes ...

Conversation 2

A: OK. Open your books, please.

B: Sorry, I ⁴no/don't understand.

A: Open, like this.

B: Which ⁵page/number?

A: Page eight.

B: Can you ⁶repeat/write that, please?

A: Yes, page eight.

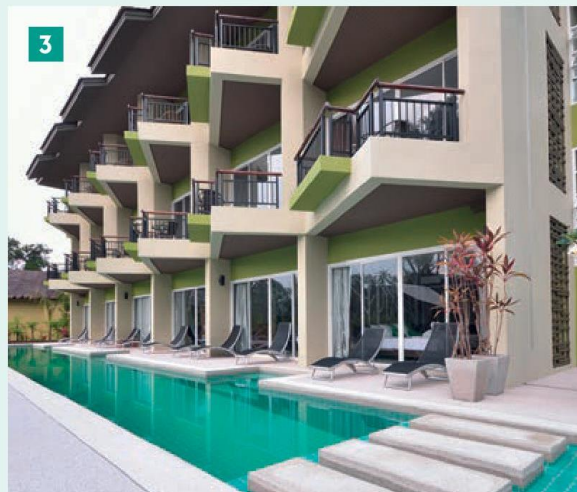
B: Thank you.

B Work in pairs and take turns. Practise the conversations.

page 138 **PHOTOBANK**

speakout TIP

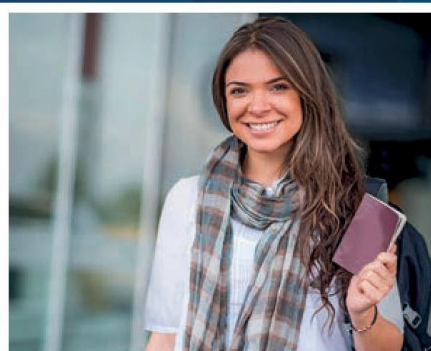
Start a phrasebook. Write useful phrases, e.g. *Hello, Hi, Good morning, Good afternoon, Good evening, Good night.*



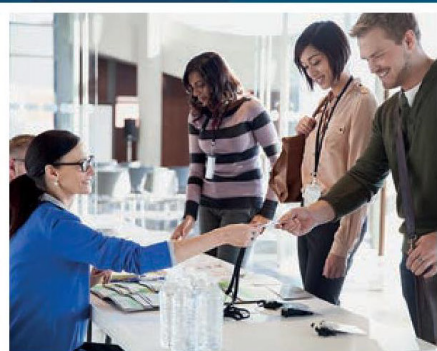
1 hello



WHERE ARE YOU FROM? p8



ARRIVALS p11



HOW DO YOU SPELL ...? p14



AROUND THE WORLD p16

SPEAKING 1.1 Introduce yourself 1.2 Ask questions about people 1.3 Give personal information 1.4 Speak about yourself and your country

LISTENING 1.1 Listen to people say hello 1.3 Listen to people give personal information 1.4 Watch a BBC programme about people around the world

READING 1.2 Read descriptions of people arriving at an airport

WRITING 1.1 Learn to use capital letters 1.4 Write a personal introduction

BBC

INTERVIEWS

Where are you from?



1.1 WHERE ARE YOU FROM?

- G** be: I/you
- P** sentence stress; word stress
- V** countries



LISTENING

1 A **1.1** Listen and match conversations 1–3 with photos A–C.

1 _____ 2 _____ 3 _____

B Listen again and match the person with the country and city.

1	Carmen	Australia Ireland Spain	Dublin
2	Katie		Cork
3	Steve		Madrid
			Barcelona
			Sydney
			Melbourne

GRAMMAR

BE: I/YOU

2 A Complete the tables with *'m* and *are*. Use the audio script on page 154 to help you.

I	<u>'m</u>	Carmen.
		from Spain.

Where	_____	you	from?
	_____	you	from Sydney?

Yes,	I	am.
No,		_____ not.

B **1.2** **SENTENCE STRESS** Listen and underline the stressed words.

I'm Carmen.

C Listen again and repeat the sentences.

▶ page 118 **LANGUAGEBANK**

3 A Complete the conversations with *'m* or *are*.

Conversation 1

A: Hello, I ¹ 'm Janet.

B: Hi, I ² _____ Oscar. Nice to meet you.

A: You too. Where ³ _____ you from?

B: I ⁴ _____ from Colombia.

A: Oh, where in Colombia?

B: From Bogotá.

Conversation 2

A: Hello, I ⁵ _____ Kasia.

B: Hi, I ⁶ _____ Peter.

A: Nice to meet you.

B: You too. Where ⁷ _____ you from?

A: I ⁸ _____ from Poland.

B: ⁹ _____ you from Warsaw?

A: No, I'm not. I'm from Gdańsk.

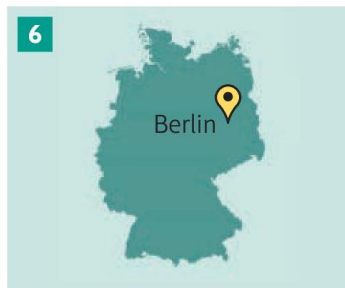
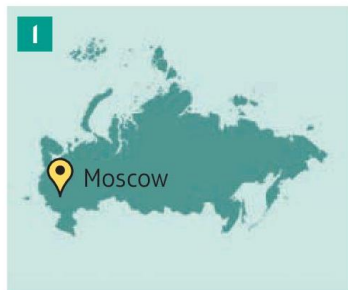
B **1.3** Listen and check.

C Work in pairs and practise the conversations.

D Work in pairs and talk about your name, country and town/city.

A: Hello, I'm ...

B: Hi, I'm ...



WRITING

CAPITAL LETTERS

5 A Underline the capital letters in sentences a)–f) in the conversation.

- a) I'm Karin.
- b) Hi, I'm Tony Ferrari.
- c) Are you from Italy?
- d) No, I'm American. I'm from Washington D.C.
- e) Are you a student?
- f) Yes, I am.

B Match rules 1–6 with sentences a)–f) above.

RULES	Use capital letters for:
	1 the name of a person <i>a, b</i>
	2 a country
	3 a city
	4 I
	5 the first word in a sentence
6 nationalities	

C Find and correct the mistakes with capitals in messages below.

- 1 hi, i'm bao, and i'm a teacher in china.
- 2 hi, i'm sylvia. i'm russian. are You from beijing?
- 3 no, i'm from shanghai. are you from moscow ?
- 4 yes, i am. i'm a student.

6 A Work in pairs. Write a chat message to your partner.

Hi, I'm ...

B Swap messages. Answer the message.

A: Hi, I'm ...

B: Hi, I'm ...

VOCABULARY

COUNTRIES

4 A Match the countries in the box with pictures 1–8 above.

Brazil 4 Italy the USA China Russia Turkey
the UK Germany

B 1.4 Listen and check.

C WORD STRESS Listen again and underline the stress in the countries. Then listen and repeat.

Russia

D Work in pairs. Student A: ask *Where's ... ?*
Student B: say the country.

A: Where's Berlin?

B: It's in Germany.

speakout TIP

Write new words in your phrasebook and underline the stress, e.g. China, the USA.

SPEAKING

7 A Write a country and a city from the country.

Italy – Venice

B Work in groups and take turns. Guess the cities.

A: Where are you from?

B: I'm from Italy.

C: Oh, you're Italian. Are you from Rome?

B: No, I'm not.









A: Are you from ... ?

VOCABULARY

JOBS

1 A Write the jobs in the box under pictures 1–8.

a teacher a doctor a taxi driver a waiter
 an actor a businessman/businesswoman
 a singer an engineer

1 	2 
3 	4 
5 	6 
7 	8 

B  **1.5** Listen and check.

C WORD STRESS Listen again and underline the stressed syllable. Then listen and repeat.

2 A Look at the conversation. Underline the correct alternative in the rules.

A: Are you a teacher?

B: No, I'm a student, an English student. Are you an actor?

A: No, I'm a singer, an Italian singer.

RULES
1 Use *a/an* with words starting with vowels (a, e, i, o, u).
2 Use *a/an* with words starting with consonants (b, c, d ...).

B Work in pairs and take turns. Student A: say a job and a nationality. Student B: say *a* or *an*.

A: *doctor, Spanish*

B: *a Spanish doctor*

C Work with other students. Student A: mime a job. Other students: guess the job.

B: *Are you an engineer?*

A: *No, I'm not.*

C: *Are you a doctor?*

A: *Yes, I am.*

 page 139 **PHOTOBANK**



Sonia Conti is a student from Italy. 'I'm a business student at Columbia University.'
 'Is it a good university?'
 'Yes, it is. It's very good for my English too. I love it.'



READING

3 A Work in pairs. Look at the photos of people at JFK airport, New York. Who is a tourist?

B Read the texts and check your answer.

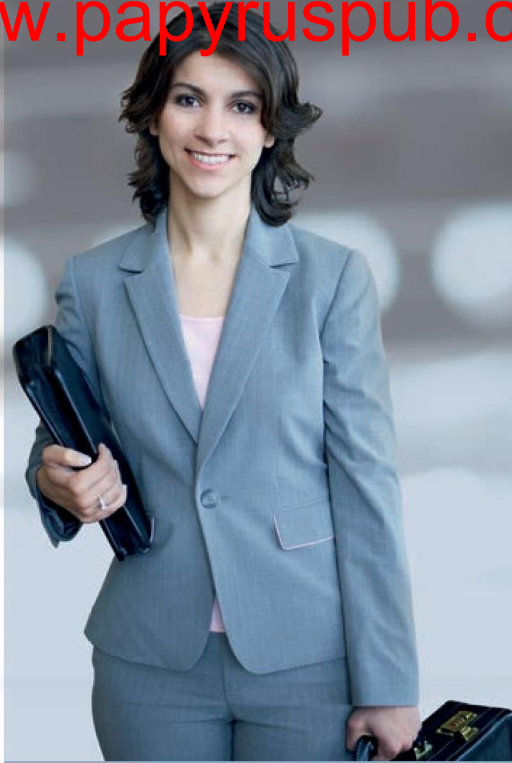
C Complete the table with the correct information.

Name	Job	Country	First time in New York
<i>Wei Zhang</i>			
	<i>actor/waiter</i>		
		<i>Brazil</i>	
			<i>no</i>

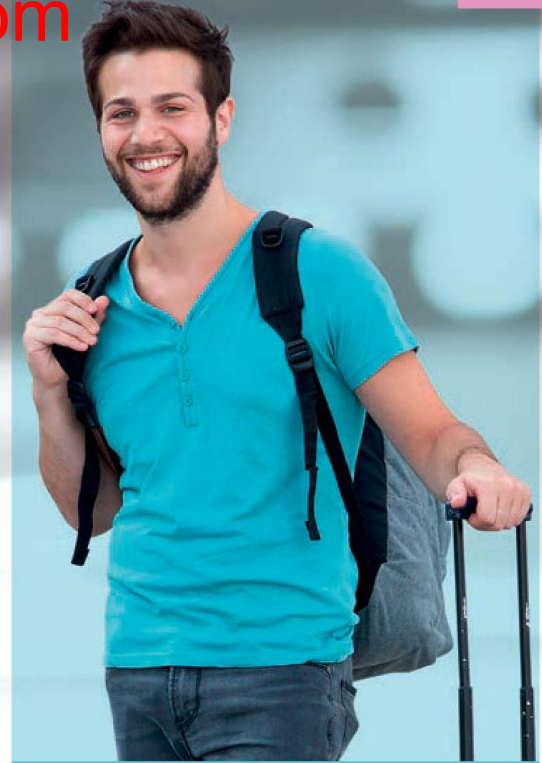


Wei Zhang is a Chinese computer engineer.

'I'm from Beijing but I'm not here on business. I'm here on holiday. It's my first time in New York.'



Maria Silva is from Brazil. She's an English teacher. She's in New York for an International Teachers' Conference. 'It isn't my first time in the US but it's my first time in New York. I'm very happy to be here.'



Jack Brown is an actor from Sydney, Australia.

'I'm a TV actor in Australia, but here in New York I'm a waiter in a restaurant. The people are nice. New York's a good city for actors.'

GRAMMAR

BE: HE/SHE/IT

4 A Underline the verb *be* in the sentences.

- Wei Zhang is a computer engineer.
- She's an English teacher.
- It isn't my first time in England.
- Is it a good university? Yes, it is.

B Complete the tables.

He She It	<u>is</u>	from Italy.
	's	
	is not <u>isn't</u>	

_____	he/she/it	from China? a teacher? your first time here?
Yes,	he/she/it	is.
No,		_____.

Where	_____	he/she/it	from?
-------	-------	-----------	-------

C 1.6 Listen and write sentences 1–6. Then listen and repeat.

page 118 **LANGUAGEBANK**

5 A Add 's (*is*) in ten places.

- Ellie Turner^{'s} from Liverpool in the UK. She a teacher at UCL. It a big university in London. She in New York for a conference.
- Yong-Joon from Korea. He a taxi driver in Seoul, the capital. He in New York on holiday. He happy to be here.
- Monika a businesswoman from Ottawa in Canada. She in New York on business.

B Add words to make questions.

- Ellie / the UK? **4** Yong-Joon / Japan?
- she / doctor? **5** he / New York / on holiday?
- UCL / New York? **6** Ottawa / Canada?

C Match answers a)–f) with questions 1–6 above.

- a) No, it isn't. **d)** No, he isn't.
 b) Yes, he is. **e)** Yes, it is.
 c) Yes, she is. **1** **f)** No, she isn't.

D Cover the answers above. Work in pairs and ask and answer questions 1–6.

SPEAKING

- 6** Work in pairs and take turns. Student A: turn to page 148. Student B: turn to page 150.

VOCABULARY

THE ALPHABET

Aa Bb Cc Dd
 Ee Ff Gg Hh
 Ii Jj Kk Ll
 Mm Nn Oo Pp
 Qq Rr Ss Tt
 Uu Vv Ww Xx
 Yy Zz

1 A **1.7** Listen and repeat the letters.

B **SOUNDS: the alphabet** Write the missing letters in the correct place in the table.

Sound	Letter
1 <u>name</u> /eɪ/	A H <u>J</u> _
2 <u>meet</u> /i:/	B C _ _ _ _ _
3 <u>ten</u> /e/	F L _ _ _ _ _
4 <u>nine</u> /aɪ/	I _
5 <u>no</u> /əʊ/	O
6 <u>you</u> /u:/	Q U _
7 <u>car</u> /ɑ:/	R

C **1.8** Listen and check. Then listen and repeat.

2 A Work in pairs. Student A: turn to page 148. Student B: turn to page 150.

B Work in pairs and take turns. Student A: turn to page 139 and spell four countries, nationalities or jobs. Student B: write the words. Student A: check the spelling.



FUNCTION

GIVING PERSONAL INFORMATION

3 A **1.9** Listen and match conversations 1–3 with photos A–C.

- 1 _____
- 2 _____
- 3 _____

B Listen again and complete the information.

	First name	Surname	Room number
1		Thompson	
2			
3			

4 A Complete the form with the words in the box.

First name Email address Nationality
 Surname Phone number

Riverside gym

Membership form

First name: Michael

.....

Thompson

.....

American

.....

0532 419

.....

mike@bmail.com

.....



B

C

B Underline the correct alternative.

- 1 **A:** What's s /are your first name?
B: Michael.
- 2 **A:** How do you *spell*/*say* that?
B: M-i-c-h-a-e-l.
- 3 **A:** What's your phone number?
B: It's *ow*/*oh* five three two, four one nine.
- 4 **A:** What's your email address?
B: It's mike *at*/*it* bmail *point*/*dot* com.

C Listen again to the first conversation and check your answers.

D 1.10 **SENTENCE STRESS** Listen and underline the stressed words. Then listen and repeat.

- 1 What's your phone number?
- 2 What's your email address?

page 118 **LANGUAGEBANK**

5 A Write a phone number and an email address.

B Work in pairs and take turns. Ask your partner for their phone number and email address.

- A:** *What's your phone number?*
B: *It's 382 7492.*

LEARN TO

CHECK SPELLING

6 A 1.11 Listen to conversation and underline the stressed letters.

- A:** And your first name?
B: It's Allen.
A: A-l-l ... is it a-n?
B: No, e. E as in England. A-l-l-e-n.

speakout TIP

Some names of letters are difficult, for example Y, J and G, I and E. Write words to help you remember, e.g. Y as in yes, J as in Japan. Do this for G, I and E below.

B Work in pairs and take turns. Correct the spelling.

Not correct	Correct	Not correct	Correct
1 Obdul	Abdul	4 Geanette	Jeanette
2 Cinthia	Cynthia	5 Eves	Yves
3 Neal	Neil	6 Jeff	Geoff

- A:** *Is it O-b-d-u-l?*
B: *No, A. A as in Australia. A-b-d-u-l. Is it C-i-n-t-h-i-a?*

SPEAKING

7 Ask three students about their personal information and complete the tables below. Use Exercise 4B to help.

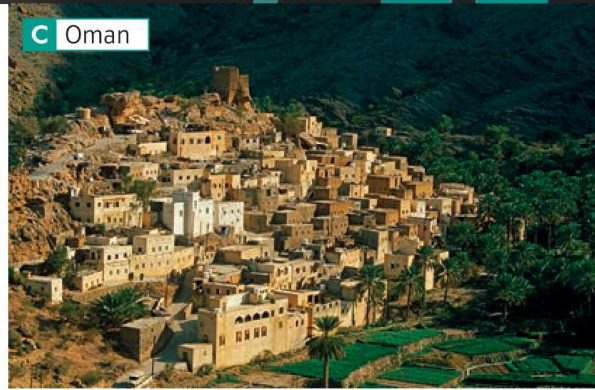
	Student 1	Student 2	Student 3
First name			
Surname			
Nationality			
Phone number			
Email address			



A Santiago, Chile



B Finland



C Oman



D Kuala Lumpur, Malaysia



E Malaysia



F Canada

DVD PREVIEW

1 A Work in pairs. Match the nouns in the box with the photos.

a city *A, D* a mountain a river a village
a building the countryside a beach the sea

B Work in pairs. Find three pairs of opposites in the box below.

old small beautiful new cold big hot

C Work in pairs and take turns. Student A: choose one photo and say one adjective and one noun from the boxes above. Student B: say the place.

*A: beautiful countryside B: Canada? A: Yes!
B: an old building A: Chile? B: No ...*

2 Read the programme information and underline the countries.

Around The World

In this programme, people from around the world answer the questions: Who are you? Where are you from? What's your job? We speak to Kustaa in Finland, Mizna in Oman, Pablo in Chile, Aisha in Malaysia and Eric in Canada.

DVD VIEW

3 A Watch the DVD and number the places in the order you see them.

- a) British Columbia, Canada
- b) Santiago, Chile **1**
- c) Helsinki, Finland
- d) Kuala Lumpur, Malaysia
- e) Muscat, Oman

B Work in pairs. Which things from Exercise 1A are in the places?

Chile - a city, a building, a mountain


C Watch the DVD again to check your answers.

D Work in pairs and underline the correct alternative. Then watch the DVD again to check your answers.

- 1** Santiago, Chile is *old/old and new*.
- 2** The mountains in Chile are *hot/cold*.
- 3** Eric is a *waiter/driver* on a train.
- 4** Mizna is a *teacher/student* at university.
- 5** She is from a *city/village*.
- 6** In Finland, the countryside is good for *winter/summer* sport.
- 7** Kuala Lumpur is a(n) *old/new* city.
- 8** Aisha is a(n) *shop/office* assistant.

E Discuss with other students. Which country is your favourite? Why?

speakout you and your country

4 A  1.12 Listen and answer the questions for Catarina.

Name: Catarina

- 1 Where are you from? *Positano in Italy*
- 2 Is it big? _____
- 3 Is it old? _____
- 4 What's your job? _____
- 5 Where's your job? _____
- 6 Is English important for you? _____
- 7 What's good about (name of city or country)?

B Listen again and tick the key phrases you hear.

KEYPHRASES

It's a/an [Spanish/Irish/Italian/...] name.

I'm a/an [teacher/hotel receptionist/engineer/...] at ...

[Dublin/Positano/It/...] is [a city/a town/a village] in ...

It's/It isn't very [small/big/beautiful/hot/...].

The countryside [here/in Ireland/in ...] is very beautiful.

I really love it here.

5 A Prepare to talk about yourself. Write your answers to the questions in Exercise 4A. Use the key phrases to help.

B Work in pairs and take turns. Student A: ask student B questions. Student B: answer and give extra information.

writeback a personal introduction

6 A Read the personal introduction for a class blog. Tick the information you can find in the introduction.

- 1 name ✓
- 2 nationality
- 3 email address
- 4 job
- 5 city
- 6 country
- 7 *Hello and Goodbye*
- 8 languages

About me**Rita Peterson's blogspot**

Hi, or 'Hallo' in German. I'm Rita Petersen and I'm from Germany. I'm a businesswoman with Volkswagen. I speak German and English in my job.

I'm from Berlin, the capital city of Germany. Berlin is a big city with a mix of old and new buildings. The countryside in Germany is beautiful, with mountains and rivers.

5 comments

B Write a personal introduction. Use the introduction above to help. Write 50–70 words.

G BE: I/YOU

1 A Complete the conversation with the words in the box.

Are 'm I am in you
not five

A: ¹ Are you from Beijing?

B: No, I ² _____ not.

A: Are ³ _____ from Madrid?

B: Yes, I ⁴ _____.

A: Are you ⁵ _____ Mexico City now?

B: No, I'm ⁶ _____.

A: Are you number ⁷ _____?

B: Yes, ⁸ _____ am.

B Work in pairs and take turns. Student A: choose a sentence from 1–6 below. Student B: ask questions and guess the sentence.

1 I'm from Beijing. I'm in London now.

2 I'm from Madrid. I'm in Mexico City now.

3 I'm from New York. I'm in Tokyo now.

4 I'm from New York. I'm in London now.

5 I'm from Madrid. I'm in Tokyo now.

6 I'm from Beijing. I'm in Mexico City now.

B: *Are you from New York?*

A: *Yes, I am.*

B: *Are you in Tokyo?*

A: *No, I'm not.*

B: *Number 4!*

V COUNTRIES

2 A Work in pairs. Write the countries.

1 São Paulo B Brazil

2 Hamburg G _____

3 St. Petersburg R _____

4 Milan I _____

5 Shanghai C _____

6 Istanbul T _____

B Write five countries and a city in each country.

China – Beijing

C Work in pairs and take turns. Student A: ask about one of your cities. Student B: answer.

A: *Where's Beijing?*

B: *It's in China.*

A: *That's right.*

V JOBS

3 A Add the vowels (a, e, i, o, u) to the jobs.

1 w__t__r

2 t__x__ dr__v__r

3 __ng__n__r

4 d__ct__r

5 __ct__r

6 t__ch__r

7 s__ng__r

8 b__s__n__ssw__m__n

B Work in groups. Student A: choose a job from 1–8 or from page 139. Other students: close your books and guess the job.

B: *Are you a businesswoman?*

A: *No, I'm not.*

C: *Are you a doctor?*

A: *Yes, I am.*

G BE: HE/SHE/IT

4 A Find and correct the wrong information in the sentences below. Use the countries in the box to help.

China Germany India
Japan Poland Russia Spain
the UK the USA Turkey

1 Warsaw's in Turkey.

No, it isn't. It's in Poland.

2 Maria Sharapova's from Japan.

3 The Blue Mosque's in Argentina.

4 Heidi Klum's from China.

5 The Great Wall's in Spain.

6 Tokyo's in Italy.

7 Rafael Nadal's from Colombia.

8 The Taj Mahal's in Mexico.

9 Brad Pitt's from Libya.

10 J. K. Rowling's from Russia.

B Work in pairs. Write three false sentences – one about a man, one about a woman, and one about a place.

C Work with other students and take turns. Student A: say a sentence. Other students: say the correct information.

A: *Ramires is from the UK.*

B: *No, he isn't. He's from Brazil.*

V THE ALPHABET

5 A Correct the spelling.

1 fone phone

2 televison _____

3 camra _____

4 univercity _____

5 resterant _____

6 emial _____

7 futbal _____

8 choklat _____

9 infomashion _____

10 intenet _____

B Work in pairs and take turns. Ask and answer about the spelling.

A: *How do you spell 'phone'?*

B: *p-h-o-n-e.*

A: *Right.*

F GIVING PERSONAL INFORMATION

6 A Look at the business card and write questions for 1–5.

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1 *What's your first name?*

B Change three things in 1–5 above.

Phone: 034 387 4425

C Work in pairs and take turns. Student A: ask questions 1–5. Student B: answer the questions. Student A: find the three changes.

