Speakout has been developed in association with BBC Worldwide and BBC Learning English.

Speakout is a comprehensive six-level general English course for adults that builds confidence in speaking, listening, reading and writing using authentic materials from the BBC. With its wide range of support material, it meets the diverse needs of learners in a variety of teaching situations and helps to bridge the gap between the classroom and the real world.

The real world in your classroom

Authentic DVD material from the BBC provides the springboard for meaningful speaking and writing tasks. Downloadable Video podcasts of real-life interviews provide models of authentic English. In addition, regular work on listening and speaking strategies equips students for communication in the real world.

ActiveBook

➤ Students’ Book in digital format
➤ Integrated audio and video
➤ Video podcasts for your mobile phone

Components:

• Students’ Book with ActiveBook and DVD
• Students’ Book with ActiveBook, DVD and MySpeakoutLab
• Students’ Book Audio CDs
• Workbook with Audio CD (with and without key)
• Teacher’s Resource Book
• ActiveTeach

www.pearsonlongman.com/speakout
### CONTENTS

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>WELCOME</th>
<th>LESSON</th>
<th>GRAMMAR/FUNCTION</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Nice to meet you</td>
<td>present simple: be</td>
<td>greetings; countries and nationalities</td>
<td>stressed syllables</td>
<td>read a general knowledge quiz about world facts</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Travel light</td>
<td>this/this, these/those; possessives</td>
<td>objects</td>
<td>stressed syllables /ðɪs/; /ðɪz/; /ðəz/ and /ðəz/</td>
<td>read an article about travelling light</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Can I have a coffee?</td>
<td>making requests</td>
<td>tourist places</td>
<td>sentence stress and polite intonation</td>
<td>read tourist leaflets</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Fawty Towers</td>
<td>hotel services; phrases for booking in at a hotel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>LIFESTYLE</th>
<th>LESSON</th>
<th>GRAMMAR/FUNCTION</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Join us!</td>
<td>present simple: I/you/we/they</td>
<td>activities</td>
<td>strong and weak forms of do you</td>
<td>read an article about social online groups</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>High flyers</td>
<td>present simple: he/she/it</td>
<td>daily routines; jobs</td>
<td>Present simple verb endings: /w/ /z/ and /iz/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>What time does it start?</td>
<td>asking for information</td>
<td>the time</td>
<td>polite intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Chalet Girl</td>
<td>household routines; phrases to describe life at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>PEOPLE</th>
<th>LESSON</th>
<th>GRAMMAR/FUNCTION</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Just good friends</td>
<td>frequency adverbs: sometimes, usually, always, often, hardly ever and never; modifiers quite, not very, really and very</td>
<td>personality</td>
<td>stressed syllables</td>
<td>read a quiz about what type of friend you are</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Big happy families</td>
<td>have/has got</td>
<td>family photo</td>
<td>contracted forms of have/has got</td>
<td>read an article about unusual families</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Are you free tonight?</td>
<td>making arrangements</td>
<td>time expressions</td>
<td>positive and negative intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>A Celebration In Crete</td>
<td>special occasion activities; phrases to describe special occasions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>PLACES</th>
<th>LESSON</th>
<th>GRAMMAR/FUNCTION</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Small space, big style</td>
<td>there is/are</td>
<td>rooms/furniture; prepositions (1)</td>
<td>/ðeəzə/ and /ðeəzə/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>An English village</td>
<td>can for possibility</td>
<td>places in towns; prepositions (2)</td>
<td>strong and weak forms of can and can’t</td>
<td>read an article about a special kind of village</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Can I help you?</td>
<td>shopping</td>
<td>things to buy; shops</td>
<td>polite intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Favourite Places</td>
<td>phrases to describe places</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 5</th>
<th>FOOD</th>
<th>LESSON</th>
<th>GRAMMAR/FUNCTION</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>MyFridge.com</td>
<td>countable and uncountable nouns; nouns with a/an, some, any</td>
<td>food/drink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>4/5 cows</td>
<td>how much/many; quantifiers</td>
<td>containers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Are you ready to order?</td>
<td>ordering in a restaurant</td>
<td>restaurant words</td>
<td>fast speech; linking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>A Chef In Goa</td>
<td>ingredients; phrases for writing a recipe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>THE PAST</th>
<th>LESSON</th>
<th>GRAMMAR/FUNCTION</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Favourite things</td>
<td>was/were</td>
<td>dates and time phrases</td>
<td>strong and weak forms of was and were</td>
<td>read an article about 'time twins'</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Time twins</td>
<td>past simple</td>
<td>common verbs (1)</td>
<td>past simple regular verbs with /w/ /z/ and /iz/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>How was your weekend?</td>
<td>making conversation</td>
<td>weekend activities</td>
<td>learn to show interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4</td>
<td>Carlos Acosta</td>
<td>phrases for interviewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IRREGULAR VERBS page 127 LANGUAGE BANK page 128 PHOTO BANK page 152
<table>
<thead>
<tr>
<th><strong>LISTENING/DVD</strong></th>
<th><strong>SPEAKING</strong></th>
<th><strong>WRITING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to short conversations showing different ways to introduce people</td>
<td>Introduce people, do a quiz</td>
<td>Improve your use of capital letters</td>
</tr>
<tr>
<td>Listen to conversations in various tourist places; learn to listen for key words; listen to prices and numbers</td>
<td>Identify objects</td>
<td></td>
</tr>
<tr>
<td><strong>Fawlty Towers:</strong> watch an extract from a sitcom about a hotel</td>
<td>Arrival and check in at a hotel</td>
<td>Complete a hotel registration form; write an email to book a hotel room</td>
</tr>
<tr>
<td>Listen to a conversation between two friends choosing the right online group for them</td>
<td>Talk about activities; talk about a group/team</td>
<td></td>
</tr>
<tr>
<td>Listen to people describing their jobs; listen and identify a variety of jobs</td>
<td>Talk about routines; describe other people's routines</td>
<td>Learn how to use linkers: and, but and or</td>
</tr>
<tr>
<td>Learn to get a speaker to slow down and grade their language</td>
<td>Learn to show you don't understand; ask questions at a tourist information centre</td>
<td></td>
</tr>
<tr>
<td><strong>Holiday: Fasten Your Seatbelt:</strong> watch an extract from a reality programme about a difficult job</td>
<td>Talk about life at home: likes and dislikes</td>
<td>Write an internet posting to a pen pal describing yourself</td>
</tr>
<tr>
<td>Listen to people describing their friends</td>
<td>Describe personality; do a quiz and find out what kind of friend you are</td>
<td>Improve your use of apostrophe 's; write about your family</td>
</tr>
<tr>
<td>Learn to show interest when you listen</td>
<td>Talk about your family</td>
<td></td>
</tr>
<tr>
<td><strong>Francesco's Mediterranean Voyage:</strong> watch an extract from a documentary about a special occasion</td>
<td>Make arrangements to meet friends</td>
<td></td>
</tr>
<tr>
<td>Listen to a conversation between two people talking about a special flat</td>
<td>Describe your home</td>
<td>Improve your use of commas; write an email about your home</td>
</tr>
<tr>
<td>Learn to say no politely in a shop; listen to various shopping conversations</td>
<td>Talk about things you can do in towns; describe a favourite place in your town/city</td>
<td></td>
</tr>
<tr>
<td><strong>50 Places To See Before You Die:</strong> watch an extract from a documentary about some amazing places</td>
<td>Have a conversation in a shop</td>
<td></td>
</tr>
<tr>
<td>Listen to people talk about food</td>
<td>Talk about your eating and drinking habits</td>
<td>Learn to use paragraphs and write a short report</td>
</tr>
<tr>
<td>Understand fast speech; listen to a man ordering in a fast food restaurant</td>
<td>Order a meal in a restaurant</td>
<td></td>
</tr>
<tr>
<td><strong>Rick Stein's Seafood Odyssey:</strong> watch an extract from a cookery programme about a famous chef</td>
<td>Describe a special dish</td>
<td>Write a recipe</td>
</tr>
<tr>
<td>Listen to people describing famous people's favourite things</td>
<td>Talk about people's favourite things; describe your favourite childhood things</td>
<td></td>
</tr>
<tr>
<td>Learn to keep a conversation going; listen to someone describing their weekend</td>
<td>Talk about your life/past events</td>
<td>Link sentences with because and so and write your life story</td>
</tr>
<tr>
<td><strong>The Culture Show:</strong> watch an extract from a documentary about a famous dancer</td>
<td>Describe a perfect/terrible weekend</td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION BANK page 160**

**AUDIO SCRIPTS page 167**
# CONTENTS

<table>
<thead>
<tr>
<th>LESSON</th>
<th>GRAMMAR/FUNCTION</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 7 HOLIDAYS page 67</td>
<td>Video podcast</td>
<td>How was your last holiday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 Travel partners page 68</td>
<td>comparatives</td>
<td>travel</td>
<td>stressed syllables</td>
<td></td>
</tr>
<tr>
<td>7.2 The longest bus ride page 70</td>
<td>superlatives</td>
<td>places (1)</td>
<td>strong and weak forms of the</td>
<td>read an article about a long journey</td>
</tr>
<tr>
<td>7.3 Can you tell me the way? page 72</td>
<td>giving directions</td>
<td>places (2)</td>
<td>sentence stress for correcting</td>
<td></td>
</tr>
<tr>
<td>7.4 Buenos Aires page 74</td>
<td>phrases to describe a town/city</td>
<td></td>
<td></td>
<td>read a travel article</td>
</tr>
<tr>
<td>UNIT 8 NOW page 77</td>
<td>Video podcast</td>
<td>What was the last film you saw?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1 In the picture page 78</td>
<td>present continuous</td>
<td>verbs + prepositions</td>
<td>weak forms of prepositions and articles</td>
<td>read blogs about what people are doing now</td>
</tr>
<tr>
<td>8.2 Looking good page 80</td>
<td>present simple and present continuous</td>
<td>appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3 What do you recommend? page 82</td>
<td>recommending</td>
<td>types of film</td>
<td>word linking</td>
<td></td>
</tr>
<tr>
<td>8.4 Festival Highlights page 84</td>
<td>festival activities, phases to describe an event</td>
<td></td>
<td></td>
<td>read a festival review</td>
</tr>
<tr>
<td>UNIT 9 TRANSPORT page 87</td>
<td>Video podcast</td>
<td>How do you get to work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.1 Travel in style page 88</td>
<td>articles: a/an, the, no article</td>
<td>transport collocations</td>
<td>strong and weak forms of a and the</td>
<td></td>
</tr>
<tr>
<td>9.2 Citybikes page 90</td>
<td>can/can’t, have to/don’t have to</td>
<td>adjectives (1)</td>
<td>strong and weak forms of can, can’t, have to and don’t have to</td>
<td>read an article about Paris Citybikes</td>
</tr>
<tr>
<td>9.3 Sorry I’m late! page 92</td>
<td>apologising</td>
<td>excuses</td>
<td>intonation to show being happy or unhappy</td>
<td></td>
</tr>
<tr>
<td>9.4 Airport page 94</td>
<td>phrases to describe and complain about problems</td>
<td></td>
<td></td>
<td>read an email</td>
</tr>
<tr>
<td>UNIT 10 THE FUTURE page 97</td>
<td>Video podcast</td>
<td>What are your plans for the future?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1 Life’s a lottery page 98</td>
<td>be going to; would like to</td>
<td>plans</td>
<td>going to and would</td>
<td>read a news story about a lottery win</td>
</tr>
<tr>
<td>10.2 Survive! page 100</td>
<td>will, might, won’t</td>
<td>phrases with get</td>
<td>contracted form of will</td>
<td>read an extract from a survival instruction book</td>
</tr>
<tr>
<td>10.3 Let’s do something page 102</td>
<td>making suggestions</td>
<td>adjectives (2)</td>
<td>stressed syllables</td>
<td>read an article about things to do with friends</td>
</tr>
<tr>
<td>10.4 Wild Weather page 104</td>
<td>phrases to describe weather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 11 HEALTH page 107</td>
<td>Video podcast</td>
<td>Do you have a healthy lifestyle?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.1 My head hurts page 108</td>
<td>should/shouldn’t</td>
<td>the body; health</td>
<td>consonant clusters</td>
<td>read an article about colds cure around the world</td>
</tr>
<tr>
<td>11.2 Never felt better page 110</td>
<td>adverbs of manner</td>
<td>common verbs (2)</td>
<td></td>
<td>read a quiz about how fit you are</td>
</tr>
<tr>
<td>11.3 Help! page 112</td>
<td>offering to help</td>
<td>problems</td>
<td></td>
<td>read an article about a social experiment</td>
</tr>
<tr>
<td>11.4 The Optician page 114</td>
<td>phrases to describe a problem and to give advice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 12 EXPERIENCES page 117</td>
<td>Video podcast</td>
<td>What’s the most exciting thing you’ve done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.1 Unforgettable page 118</td>
<td>present perfect</td>
<td>outdoor activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.2 Afraid of nothing page 120</td>
<td>present perfect and past simple</td>
<td>prepositions (3)</td>
<td></td>
<td>read an article about a dangerous job</td>
</tr>
<tr>
<td>12.3 Hello, I’ve got a problem page 122</td>
<td>telephoning</td>
<td>telephoning expressions</td>
<td>sentence stress</td>
<td></td>
</tr>
<tr>
<td>12.4 Shark Therapy page 124</td>
<td>phrases to describe an experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRREGULAR VERBS page 127</td>
<td>LANGUAGE BANK page 128</td>
<td>PHOTO BANK page 152</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING/DVD</td>
<td>SPEAKING</td>
<td>WRITING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to people discuss how they like to travel</td>
<td>talk about how you like to travel; compare places and holidays</td>
<td>learn to check and correct information; write about a holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand directions; learn to check and correct directions</td>
<td>plan and talk about a long journey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Holiday 10 Best</strong>: watch an extract from a travel show about Buenos Aires</td>
<td>describe a town/city you know</td>
<td>write a short article about a town/city</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inside Out</strong>: watch an extract from a documentary about an English music festival</td>
<td>describe an event</td>
<td>write a review of an event</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Airport</strong>: watch an extract from a documentary about a day at Heathrow airport</td>
<td>deal with problems when flying</td>
<td>write an email about an experience at an airport/on a plane</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wild Weather</strong>: watch an extract from a documentary about the wettest place in Europe</td>
<td>talk about weather and how it makes you feel</td>
<td>write a message board notice about your country</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Two Ronnies</strong>: watch an extract from a sitcom about an unusual shopping experience</td>
<td>talk about what to do when you don’t feel well and give advice; discuss cures for the common cold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Two Ronnies</strong>: watch an extract from a sitcom about an unusual shopping experience</td>
<td>do a quiz about your fitness; talk about healthy weekends</td>
<td>learn to use adverbs in stories and how to make stories more interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shark Therapy</strong>: watch an extract from a documentary about sharks</td>
<td>describe movement from one place to another; talk about past experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shark Therapy</strong>: watch an extract from a documentary about sharks</td>
<td>describe difficult situations/problems; say telephone numbers; phone someone about a problem</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 5

SPEAKING
- Talk about your eating and drinking habits
- Order a meal in a restaurant
- Describe a special dish

LISTENING
- Listen to people talk about food
- Learn to understand fast speech
- Watch an extract from a cookery programme about a famous chef

READING
- Read about eating and drinking habits

WRITING
- Use paragraphs to write a short report about your class
- Write a recipe

BBC CONTENT
- Video podcast: What’s your favourite dish?
- DVD: Rick Stein’s Seafood Odyssey

MyFridge.com p48
A lifetime in numbers p50
Are you ready to order? p52
A Chef In Goa p54
VOCABULARY  food/drink

1 Look at the fridges A–C and discuss.

1 Which fridge belongs to:
   a) a student
   b) a vegetarian
   c) a family?
2 Is your fridge at home similar to fridge A, B or C?

2A Look at the words in the box. Which fridge are the things in? Write fridge (A), (B) or (C) next to each item.

- eggs A milk a banana an apple cola carrots chicken butter water a cucumber sardines bread cheese fruit juice a hot dog

B Write the words from the box in the correct word web below.

C Work in pairs and take turns. Look at the fridges. Student A: say a type of food or drink. Student B: say which fridge it’s in.

A: grapes
B: fridge C

page 157 PHOTOBANK
GRAMMAR  countable and uncountable nouns

3A  Write the words from Exercise 2A in the correct column below. Which word is always plural?

<table>
<thead>
<tr>
<th>Words you can count</th>
<th>Words you can't count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable singular</td>
<td>Countable plural</td>
</tr>
<tr>
<td>a banana</td>
<td>eggs</td>
</tr>
</tbody>
</table>

B  5.1 Listen and check. Then listen and repeat.

PRACTICE  4A  Underline the correct alternative.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I love cheese / cheeses.</td>
</tr>
<tr>
<td>2</td>
<td>I really like hot dog / hot dogs.</td>
</tr>
<tr>
<td>3</td>
<td>I quite like egg / eggs.</td>
</tr>
</tbody>
</table>

A Change the food / drink words to make the sentences above true for you. Then work in pairs and compare your answers.

B  Complete the table with a / an, some and any.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable singular</td>
<td>Countable plural</td>
<td>Uncountable</td>
</tr>
<tr>
<td>We've got apple</td>
<td>eggs</td>
<td>butter</td>
</tr>
<tr>
<td>We haven't got banana</td>
<td>oranges</td>
<td>cheese</td>
</tr>
</tbody>
</table>

LISTENING  5A  5.2 Listen and match each person with fridge A, B or C.

B Listen again. What is each person surprised about?

GRAHAM  nouns with a / an, some, any

6A  5.3 Listen and underline the correct alternatives in the sentences below.

I've got a / some cheese and a / some cucumber and a / some carrots.

Of course, I haven't got some / any meat.

B Complete the table with a / an, some and any.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable singular</td>
<td>Countable plural</td>
<td>Uncountable</td>
</tr>
<tr>
<td>We haven't got banana</td>
<td>oranges</td>
<td>cheese</td>
</tr>
</tbody>
</table>

SPEAKING  8A  Complete sentences 1–6 about you.

1 For breakfast, I sometimes have …
2 For lunch, I never have …
3 In the evening, I usually drink …
4 My favourite vegetable is …
5 My favourite fruit is …
6 I really hate (a type of food / drink) …
A LIFETIME IN NUMBERS

GRAMMAR  | how much/many; quantifiers
VOCABULARY  | containers
HOW TO  | talk about quantities

VOCABULARY containers

1A Look at pictures A–K. What items can you see?

B Match pictures A–K to the words in the box below.

bar  A  bottle  B  bag  C  can/tin  D  packet  E  jar  F  tube  G  mug  H  carton  I  roll

C Work in pairs and take turns. Student A: point to one of the items above and say what it is. Student B: says the container.

A: A. It’s chocolate.
B: a bar of chocolate

READING

2A Work in pairs. How do you say the numbers in the box below?

4½  21   61  845  1,200  4,300
10,000  35,000  60,000  75,000

B 5.4 Listen and check. Then listen again and repeat.

3A Read the article. Complete it with numbers from Exercise 2A.

B 5.5 Work in pairs and compare your answers. Then listen and check.

C Work in pairs and discuss the questions.

1 Which food in the article do you eat a lot? Which do you never eat?
2 What other food and drink do you eat or drink a lot?

How much food does an average person eat in a lifetime? And how much do they drink? The answer is A LOT!!!

Do you eat meat? Well, an average meat-eater eats 1 ______ sheep in their lifetime and 2 ______ chickens. Does that sound quite a lot? The good news is that he or she only eats 3 ______ cows. If you’re a vegetarian, maybe you like beans? Well, on average, British and American people eat 4 ______ cans of baked beans in their life.

And why is weight a problem for so many people? How many cookies does the average American eat? The answer is an amazing 5 ______. And chocolate? Over 6 ______ bars!

And how much water or tea do people drink in their lifetime? It’s interesting that a person drinks about 7 ______ litres of water and people in the UK drink about 8 ______ cups of tea. Maybe it isn’t surprising that people use 9 ______ rolls of toilet paper a year! That’s about 10 ______ in their lifetime!

GRAMMAR how much/many; quantifiers

4A Complete the sentences below. Use the article above to help.

1 ______ food does an average person eat in a lifetime?
2 ______ cookies does the average American eat?

B Look at the sentences above. Underline the correct alternatives to complete the rules.

Rules:
1 Use how much with countable/uncountable nouns.
2 Use how many with countable/uncountable nouns.

C Match the words below with pictures A–D.

not many  a lot/ lots  none  quite a lot

page 136 LANGUAGEBANK
PRACTICE

5A Complete the questions.
1 How many times does a six-year-old child laugh every day?
2 How much milk does a person drink in their lifetime?
3 How much shampoo do people use in their lifetime?
4 How many words does a woman say in a day?
5 How many times does a person laugh every day?
6 How many friends does a person make in their lifetime?
7 How much toothpaste does a person use in their lifetime?
8 How many words does a man say in a day?

B Work in pairs. Student A: turn to page 161 and find the answers to questions 1–4. Student B: turn to page 162 and find the answers to questions 5–8.

C Work in pairs and take turns. Student A: ask one of your questions and say both possible answers. Student B: listen and choose the correct answer.
A: How many times does a six-year-old child laugh every day? a) about three hundred times or b) about a hundred times?
B: I'm not sure. I think a hundred times!

SPEAKING

6A Work in groups. Ask and answer questions using the prompts below to complete the table. Use a lot/lots, quite a lot, not much/many, none and one extra piece of information in your answers.

<table>
<thead>
<tr>
<th>In a week</th>
<th>You</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuits / eat?</td>
<td>Quite a lot. 5–10.</td>
<td>Not many. 1–2.</td>
<td>A lot! I love them!</td>
<td></td>
</tr>
<tr>
<td>fruit / eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vegetables / eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>water / drink?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coffee / drink?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exercise / do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: How many biscuits do you eat in a week, Julio?
B: Not many. Maybe one or two.
A: How about you, Yumi?
C: A lot! I love biscuits!

B Discuss. Which students have a good diet/healthy lifestyle? I think Julio has a good diet because he eats a lot of vegetables.

WRITING

7A Look again at the article on page 50. Match topics a)–d) below with paragraphs 1–4.
a) drinks
b) introduction
c) sweet food
d) meat-eaters and vegetarians

B Read the sentences below. Underline the correct alternatives.
A paragraph is a group of words/sentences about one/two main topic(s) or idea(s). It can be short or long. When you finish the topic, start a new sentence/paragraph.
C Read the text below. How many paragraphs can you make? Draw a line between each one.

Healthy living

How healthy are we? Do we have a healthy lifestyle and a good diet? The answer is some people do! How much exercise do we do? It's interesting to find out that many people do sport or other exercise two or three times a week. So, maybe it isn’t surprising that we drink on average 2.5 litres of water a day! How about our diet? Do we like sweet food? Well, lots of people love biscuits, but only two of us never eat them. It's not so good that all of us like chocolate. Maybe we're not so healthy as we think!

D Write a report about your group. Use your notes from Exercise 6A to help. Write three or four paragraphs.
5.3 ARE YOU READY TO ORDER?

VOCABULARY restaurant words

1A Work in pairs and discuss. Where do you go when you want to:
1 have a drink with a friend in the afternoon?
2 eat something fast before you go to the cinema?
3 have an evening meal in a good restaurant?

There’s a very good café in … called …

B Work with another pair and compare your ideas.

2 Match each word to its meaning.
1 menu a) you pay this at the end
2 chef b) he/she brings the food
3 dish c) food cooked in a special way
4 bill d) a list of food with prices
5 order e) he/she cooks
6 tip f) ask for food
7 waiter/waitress g) extra money for service

FUNCTION ordering in a restaurant

3A Look at the phrases a)–j). Where do you usually hear them? Write restaurant (R) or fast food restaurant (FF).

a) Would you like something to drink? R
b) Small, medium or large?
c) Can we have the bill, please?
d) Are you ready to order?
e) Is that eat in or takeaway?
f) Thanks. Have a nice day!
g) Tonight’s special is …
h) Afternoon. What can I get you?
i) Large fries with that?
j) Good evening. A table for two?
k) Anything else?

B 5.6 Listen and tick the phrases you hear.

C Number the ticked phrases in order. Then listen again and check.

4A 5.7 Listen and complete the sentences below.

1 Could _______ _______ an orange? R
2 Can _______ _______ a _______ of mineral _______?
3 _______ like some _______ please.
4 The _______ for _______ please.

B Listen again and check your answers. What do the customers order?

5A Complete the conversation with words in the box.

like can for any ’d could

A: Good evening. Would you _______ something to drink?
B: Yes, we have two colas and some water, please?
A: Fine. Are you ready to order?
B: Yes. We _______ the fish and the chicken.
A: Would you _______ vegetables?
B: Yes, please.
A: We’ve got carrots, peas and beans.
B: I have some carrots and some peas?
C: The same me, please.

B Work in pairs and practise the conversation.

6A 5.8 Listen to the customers in a restaurant. Are they polite or impolite?

B Work in pairs and take turns. Student A: say customer sentences from Exercise 5A. Be polite or impolite. Student B: say if Student A is polite or impolite.
7A Look at the menus and discuss. Which dishes would you like to try? What food do you think is in today’s special dishes?

**STOCK SITUATION**

**A**

**STARTER**
Onion soup
Melon

**MAIN COURSE**
Roast lamb
That chicken with rice
Fish of the day with chips or new potatoes
Served with seasonal vegetables

**TODAY’S SPECIALS**
Chef’s Sunday special
Garden delight
Summer mix

**DESSERT**
Apple pie with ice cream or cream
Chocolate cake
Fresh fruit

**B**

**STARTER**
Tomato soup
Italian style grilled vegetables

**MAIN COURSE**
Cheese, tomato and mushroom pizza
Cheese, tomato, mushroom, olive and ham pizza
Pasta of the day
Served with a side salad

**TODAY’S SPECIALS**
Spring special
Fisherman’s platter
Roman holiday

**DESSERT**
Ice cream
Fruit salad
Three cheese plate

**SPEAKING**

7A Look at the menus and discuss. Which dishes would you like to try? What food do you think is in today’s special dishes?

B Work in pairs and role-play the situation. Student A: you are the customer. Look at menu A on this page and order your food. Ask the waiter about any dish you don’t know.

Student B: you are the waiter. Look at page 162. Answer the customer’s questions. Take his/her order.

A: Can I ask about Today’s Specials? What’s the Garden delight?

B: Are you ready to order?

A: Can I ask about Today’s Specials? What’s the Garden delight?

C Change roles. Student B: you are the customer. Look at menu B on this page.

Student A: you are the waiter. Look at page 161.

**LEARN TO** understand fast speech

8A Listen to the conversation in a fast food restaurant. What does the man order? Circle the correct answer.

B Listen again. Tick the phrases you hear in Exercise 3A.

**speakout** TIP

When one word finishes with a consonant and the next word starts with a vowel, the two words join and sound like one word, e.g. good evening, how much is it.

C Look at the example below. Then underline the key stressed words in the fast food phrases in Exercise 3A. Draw lines to show the linking.

Afternoon. What can I get you?

D Listen and check. Then listen and repeat.

E Work in pairs. Choose one long sentence from audio script 5.6 on page 170. Try to finish the sentence faster than your partner.
Rick Stein's Seafood Odyssey

Rick Stein is an English chef who loves seafood. He travels around the world to find new dishes. He also meets and talks to the people who cook them. In this BBC programme, he visits Goa on the West coast of India. He buys some local fish at the market and cooks a simple dish on the beach.

1A Work in pairs and discuss.
1. Do you like cooking?
2. What's your favourite dish?
3. Do you like eating outside? Why/Why not?

B Look at the photo and read the text. Then answer the questions.
1. Who is Rick Stein?
2. What type of food does he like?
3. Which place does he visit in the programme?

A CHEF IN GOA

This is Goa – a place I've known and loved for the best part of 1 year. To buy 2 here is a real joy. The variety of seafood, 3 is quite staggering and incredibly delicious.

*a real joy – something that makes you very happy
* staggering – very surprising
* incredibly – very very

C Match the verbs with pictures A–E.

D Look at Rick Stein’s instructions for cooking below. Number them in the correct order.
a) Put some flour into a washing up bowl.
b) Cook for about three or four minutes.
c) Stir the fish around in some oil.
d) Put in some fish.
e) Squeeze some lime over the fish.
f) Drop the fish in the pan.
g) Add salt and spices.
h) Turn the fish over.

E Watch the DVD again and check your answers.
**speakout** a special dish

3A Work in pairs. Two other students are coming for dinner. Choose your ingredients from the list below:
- one kind of meat or fish
- two/three kinds of vegetables
- rice, pasta, noodles or potatoes
- three eggs
- oil, salt, pepper, soy sauce, spices or herbs

B Work in pairs and discuss. What can you make with your ingredients? Give your special dish a name.

4A Listen to the students describe their dish. What ingredients are in their dish?

**writeback** a recipe

5A Read the student’s recipe. Would you like to try it?

---

**Italian special**

SERVES FOUR

Ingredients: tiger prawns, a can of Italian tomatoes, a large onion, a red pepper, two celery sticks and some fresh pasta, a handful of herbs, some black pepper and some olive oil.

First, cut the vegetables into small pieces. Then heat the oil in a wok or a frying pan. Next drop in the vegetables and fry them for about two minutes. Add the prawns, tomatoes, pepper and herbs. Cook for about two minutes. Heat some water in a pan and then add the pasta. Cook for three minutes. Finally, take the pasta out of the water and mix with the sauce. Serve it immediately with some salad. It takes about twenty minutes to make and you’ll love it!

---

**keyphrases**

The name of [this/our] dish is …
It’s [very easy/quite difficult] to make.
You need some prawns, some eggs …
It’s [delicious/not too hot].
You’ll love it!

C Prepare to tell your class about your dish. Use the key phrases to help.

D Tell your class about your dish. Listen to the other groups. Which dish would you like to try?

---

B Look at the linkers underlined. Which ones can change places?

C Write the recipe for your special dish from Exercise 4D. Remember to use linkers.
5.5 LOOKBACK

FOOD
1A Read the clues below and complete the food words.
1 It’s green, it’s a fruit and it starts with ‘a’. apple
2 It’s a drink and it starts with ‘m’. _____
3 It’s a vegetable and it starts with ‘cu’. _____
4 It’s a fruit, it’s yellow and it starts with ‘b’. _____
5 It’s sweet and it starts with ‘i’. _____
6 It’s white, it’s got four letters and it starts with ‘r’. _____

B Write four more sentences to test your partner.
It’s a drink and it starts with …

C Work in pairs and take turns.
Student A: read out your sentences. Student B: say the name of the food.

Nouns with a/an, some, any
2A Look again at the three fridges on page 48. Complete the sentences below so that they are true. Use be and a/an, some or any.
1 There isn’t any milk in Mike’s fridge.
2 There _______ carrots in Amy’s fridge.
3 There _______ eggs in Luis’s fridge.
4 There _______ beer in Luis’s or Mike’s fridge.
5 There _______ cucumber in Amy’s fridge.
6 There _______ water in Amy’s fridge.

B Write four questions about the things in the fridges.
Is there any chicken in Mike’s fridge?

CONTAINERS
3A Find twelve words for containers.
cup, packet, bag, carton, bottle, jar, mug, roll, can, tin

IN A RESTAURANT
5A Work in pairs. Look at the menu for a new restaurant. Write a description of dishes 1–3.

MENU
1 King’s delight:

2 Winter warmer:

3 Light & tasty:

HOW MUCH/MANY
4A Write the questions in full.
1 How / water / drink every day?
   How much water do you drink every day?
2 How / chocolate / eat / every week?
3 How / brothers / have got?
4 How / people / be / there in your family?
5 How / sugar / have / in your coffee?
6 How / cola / drink / every week?
7 How / rooms / be / there in your flat/house?
8 How / salt / like / in your food?

B Answer the questions in Exercise 4A with numbers or phrases.
   4 glasses, 2 bars, 3 …

C Work in groups. Try to guess the question for each number or phrase.
A: Eight
B: How many rooms are there in your flat?
A: Yes!

B Work in pairs and take turns. Student A: start the phrase with a container. Student B: complete the phrase with the correct item.
A: A cup of …
B: A cup of coffee