

01 PEOPLE AND PLACES

In this unit, you learn how to:

- introduce yourself
- say where you are from
- ask common questions
- describe your hometown
- talk about jobs and where you work

Grammar

- The verb *be*
- *there is / there are*
- Present simple questions and negatives

Vocabulary

- Countries
- Describing places
- Jobs

Reading

- My hometown
- Good job or bad job?

Listening

- An interview at a language school
- *What do you do?*



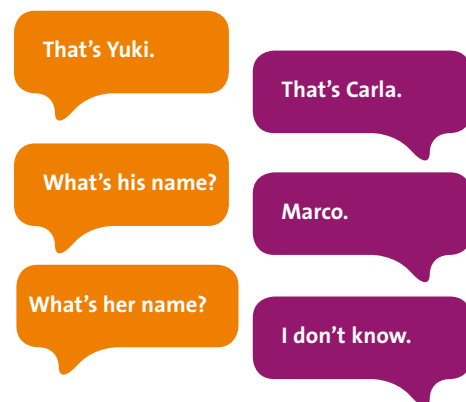
SPEAKING

- A** 1.1 Look at the photo. Listen to the conversation. Then repeat it in pairs.



- B** Have similar conversations with students in your class. Use your names.

- C** Work in pairs. Try to say the names of everyone in your class. For example:



LISTENING

A student has an interview at an English-language school.

- A** 1.2 Listen. Tick ✓ the sentences that are true.

- 1 The student's name is Miguel.
- 2 His family name is Fernando.
- 3 He's from Spain.
- 4 He lives in Chihuahua.
- 5 Chihuahua is in the east.

- B** Listen again and correct the sentences in exercise A that aren't true.

GRAMMAR The verb *be*

- A** Write the full forms.

I'm	=	<i>I am</i>
You're	=
He's	=
She's	=
That's	=
We're	=
They're	=

- Need help? Read the grammar reference on page 146.

- B** Complete the conversation with the correct short forms of the verb *be*.

I: Hi. Come in. Sit down. My name¹ Ivy. I² a teacher here.
What³ your name?
M: Miguel.
I: Right. Hi. Nice to meet you. And what⁴ your surname, Miguel?
M: Sorry?
I: Your surname. Your family name.
M: Oh, sorry. It⁵ Hernandez. That⁶ H-E-R-N-A-N-D-E-Z.
I: OK. And where⁷ you from, Miguel? Spain?
M: No, I⁸ not. I⁹ from Mexico.
I: Oh, OK. Which part?
M: Chihuahua. It¹⁰ in the north.

- C** Listen again and read the audioscript on page 170 to check your ideas.

- D** In pairs, practise reading the conversation.

NATIVE SPEAKER ENGLISH

surname

We often say *surname* instead of *family name*.

What's your surname, Miguel?

My first name's Lisa and my surname is Sjukur.

His surname's Lansbury.

VOCABULARY Countries

- A** Work in pairs. Match the countries to the parts of the world.

Brazil		
Panama		
Japan		Africa
Thailand		
Poland		Asia
Mexico		
China		Europe
Argentina		
Jordan		the Middle East
Morocco		
Oman		Central America
Germany		
Italy		South America
Kenya		

- B** 1.3 Listen and say the countries.

DEVELOPING CONVERSATIONS

Which part?

We ask *which part* (of a place) someone is from to find out the town, city or region. To answer, say the town, city or region – and then add information.

M: I'm from Mexico.

I: Oh, OK. *Which part?*

M: Chihuahua. It's in the north.

- A** Complete the sentences which the places on the map.



- 1 I'm from – the capital.
- 2 I'm from – in the north.
- 3 They're from – in the south.
- 4 I'm from – in the east.
- 5 My mum's from – in the west.
- 6 My dad's from – in the middle.

- B** Have conversations. Use countries from *Vocabulary*, or cities / areas in your country. For example:

A: I'm from *Argentina*.

B: Which part?

A: *Rosario*.

C: I'm from *Rome*.

D: Which part?

C: *Morena* – in the south.

- C** Where are your parents / grandparents from? Tell a partner.

CONVERSATION PRACTICE

- A** Have conversations with other students, using these questions:

- What's your name?
- And where are you from?
- Oh, OK. Which part?

VOCABULARY Describing places

A Match the words in the box to the pictures.

a church a palace a cathedral traffic a park a beach a restaurant an art gallery a factory a river



The Vocabulary Builder has more information about the words in each unit. Read it after each class.

- B Say the plurals of the ten words. For example:
a church → churches.
Which word has no plural?
- C Say the names of three other things in your town. For example:
a hotel.

READING

A Read the four texts. Answer these questions.

- Where is each person from?
- Is the place nice? Why? / Why not?

Jeff: 'I'm from New Romney, in the south of England. It's near the sea, so there's a nice beach, and there's some lovely countryside near there, but there's not much to do. There aren't any cinemas or art galleries or museums. It's a small town.'

Nancy: 'I'm from Pinedale, in the middle of California. It's not very nice. There's a lot of crime. It's not very safe – and there aren't many jobs now, but it is cheap.'

Rolando: 'I'm from Seville, in the south-west of Spain. It's a great place to live. There are lots of nice cafés and restaurants and there's a great cathedral as well. There's a river in the city and there are lots of beautiful parks as well.'

Yu Tsan: 'I'm from Shenyang. It's in the north-east of China. It's not a bad place to live. There are lots of factories and lots of people, and there's a lot of traffic too. But there are also lots of places to go shopping as well, so that's nice – and there are some great old buildings as well. There's a palace called Mukden Palace. It's very famous.'

GRAMMAR *there is / there are*

Use *there is / there's* with singular nouns.
Use *there are* with plural nouns.

.....

There's a nice beach and there's some lovely countryside near there.

.....

*There are lots of nice cafés and restaurants.
There are some great old buildings.*

- A Translate the examples in the explanation box into your language. Is the grammar the same or different?
- B Complete the sentences with *there's* or *there are*.
- a cinema in the town.
 - It's nice. lots of trees and parks.
 - lots of hotels near the station.
 - It's not very safe. a lot of crime.
 - It's not a bad place, but too many people!
 - It's a nice city, but a lot of traffic!
 - some nice shops and restaurants near here.
 - It's OK. a nice beach and a few cafés.

We usually say *there's* and *there are* as /ðeəz/ and /ðeərə/.

- C 1.4 Listen and check your answers to 1–8. Then practise saying the sentences.
- D Which sentences describe the place that you are from?
- Need help? Read the grammar reference on page 146.

SPEAKING

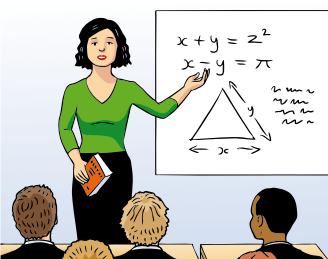
- A Work in pairs. Tell your partner about three places you know well. Use *There's ...* and *There are ...*.
- B Where's the best / worst place in your country to live? Why?

VOCABULARY Jobs

- A How many jobs can you write in English in one minute?
- B Find out what jobs people in your class do. Ask *What do you do?*
- C Match the jobs 1–8 to the places people work a–h.



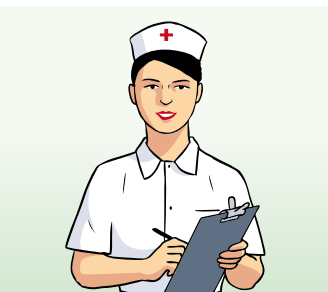
1 receptionist



2 teacher



3 shop assistant



4 nurse



5 police officer



6 designer



7 civil servant



8 waiter

- a in a clothes shop / in a department store
- b in a clinic / in a hospital
- c in a tax office / in a local government office
- d at home / in a studio
- e in a big hotel / in a small company
- f in a school / in a university
- g at a local police station / in the traffic department
- h in a café / in a restaurant

- D Work in pairs. Which place is bigger / more important in a–h in exercise C?
- E Work in pairs. Have three conversations like this:
- A: What do you do?
- B: I'm a waiter.
- A: Oh, yes? Where do you work?
- B: In a café in town. What do you do?
- A: I'm a designer.
- B: Where do you work?
- A: In a studio in Berlin.

LISTENING

- A 1.5 Listen to four conversations. Circle the correct words.
- 1 Jan is a *doctor / nurse* in a *clinic / hospital* in Warsaw.
- 2 Lara is a *designer / teacher* in a *school / an office* in Bristol. She *enjoys / doesn't enjoy* it.
- 3 Marta is a *civil servant / receptionist*. She works in an *office / a company* in the north of Brazil. Her job is *great / OK*.
- 4 Filippo is a *waiter / shop assistant* in a *department store / café* in the centre of town. He *doesn't like* it. He wants to become a *police officer / nurse*.

- B Read the audioscript on page 170 and listen again.

- C Choose one of the conversations and read it in pairs.

LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

What do you want to do?

Where do you want to go?

He wants to become a policeman.

I want to study Arabic.

She wants to be a designer.



READING

- A Read the three texts. Decide who is:
- 1 a journalist.
- 2 a designer.
- 3 an engineer.

- B Which is the best job? Why?

1

I'm

I work at home and I **do** jobs for different companies and magazines. I don't get much money **because** I don't have much work, but I enjoy it because it's **interesting**.

2

I'm

I work for a local newspaper. I work strange hours – sometimes I **get up** really early, sometimes I work all night. Sometimes it's **boring** because I have nothing to do. I meet lots of interesting people, but sometimes people get **angry** and shout at me.

3

I'm

I work for a construction company. I'm a **manager** now, so it's a very important job. I like my job, but I work very long hours. I **start** work at eight in the morning and finish at eight or nine at night. I often work at the weekends and I don't see my wife or **kids** very much.

- C Translate the words in **bold** in the text. Then complete the sentences with the words.
- 1 I work at nine and finish at six.
- 2 My boss isn't very nice. He sometimes gets really with us. I don't know why.
- 3 I don't like my job it's boring.
- 4 My is good. She helps me and she doesn't shout at me.
- 5 My town is because there isn't much to do.
- 6 I usually at six and leave the house at seven.
- 7 I have three – two girls and a boy.
- 8 I an important job in the company.
- 9 I love my job. It's really

- D Choose one of the three people in the texts. Work in pairs. Have conversations using these questions:
- What do you do?
 - Where do you work?
 - Do you enjoy it?

GRAMMAR

Present simple questions and negatives

To make questions, use **do / does**.

do + I / you / we / they + verb?

does + he / she / it + verb?

To make negatives, use **don't / doesn't**.

I / you / we / they + **don't** + verb

he / she / it + **doesn't** + verb

- A Complete the sentences with **do, does, don't or doesn't**.
- 1 A: What you do?
- B: I'm a cleaner.
- 2 A: What he do?
- B: I know.
- 3 A: Where your mother work?
- B: She have a job at the moment.
- 4 A: Where your parents live?
- B: Halifax.
- 5 A: you enjoy working there?
- B: No, not really.
- 6 A: We live near my office, so I take the train to work.
- B: So what time you leave home?
- 7 A: they have any kids?
- B: No, they

► Need help? Read the grammar reference on page 147.

- B Put the words into the correct order to make questions.

- 1 you get time do what up ?
- 2 travel do here how you ?
- 3 bed you go do to when ?
- 4 live do you where ?
- 5 with you do who live ?
- 6 your what free do time do in you ?
- 7 how languages you speak many do ?

- C Match the answers a–g to the questions above.

- a I go swimming, I play football, I read.
- b In Belváros, near the river.
- c I live on my own.
- d At about 12 o'clock most days.
- e I take the bus.
- f Two – French and Spanish.
- g At half past seven.

SPEAKING

- A Choose five questions from these pages to ask another student. Write one more question. Remember your questions – then ask them.