

Blueprint

ONE

Student's Book

Longman

Contents

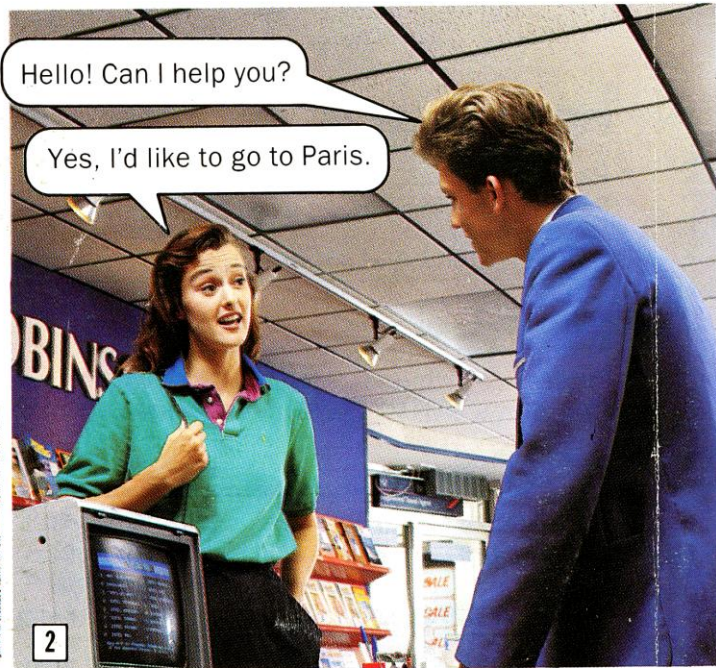
UNIT 1 Names	3	UNIT 10 Places	27
Verb: <i>to be</i> present simple		Prepositions of place: <i>in, on, outside, near</i>	
Question words: <i>What?, Who?</i>		Compass points	
Genitive <i>s</i>		Adjectives	
Possessive adjectives		Fluency/Check/Learning to learn	29-32
Demonstrative pronoun: <i>that</i>		UNIT 11 Times	35
UNIT 2 Greetings and goodbyes	5	Present simple with fixed times	
Verb: <i>to be</i> present simple		Prepositions of time: <i>at, on, in, from, to</i>	
Demonstrative pronoun: <i>this</i>		UNIT 12 Routines	37
Days of the week		Present simple	
Question word: <i>How?</i>		Adverbs of frequency	
UNIT 3 Nationalities	7	Position of adverbs	
Verb: <i>to be</i> present simple all forms		Linking words: <i>then, after that, after</i>	
Countries and nationalities		UNIT 13 Journeys	39
Question word: <i>Where?</i>		Preposition: <i>by</i> with means of transport	
UNIT 4 Objects	9	<i>From</i> and <i>to</i> with place and distance	
Articles		Conjunction: <i>because</i>	
Plural nouns		Questions words: <i>How long?, How far?, Why?</i>	
Prepositions of place: <i>in, on</i>		UNIT 14 The home	41
Colours		<i>There is/There are</i>	
Demonstrative pronouns: <i>those, these</i>		Pronoun: <i>any</i>	
UNIT 5 Personal information	11	UNIT 15 Present activities	43
Names, addresses, cardinal numbers, age		Present continuous	
Question words: <i>How old?</i>		Time adverbials: <i>now, at the moment</i>	
Fluency/Check/Learning to learn	13-16	Fluency/Check/Learning to learn	45-48
UNIT 6 Skills and abilities	19	UNIT 16 Prices	51
Modal: <i>can</i> (ability)		Question words: <i>How much?</i>	
Modifiers: <i>quite, very</i>		Modals: <i>can, could</i> (requests)	
Adverbs of degree: <i>well, not at all, a little</i>		Modal: <i>would</i> (request) <i>I'd like</i>	
UNIT 7 Family	21	Demonstrative adjectives	
Verb: <i>have got</i>		Indefinite pronouns: <i>one, ones</i>	
Verb: <i>to be</i> past simple		UNIT 17 Food and drink	53
Question words: <i>How many?</i>		<i>Some, any</i> and <i>no</i> with countable and uncountable nouns	
UNIT 8 Jobs and lifestyles	23	Verb: <i>need</i>	
Present simple		UNIT 18 Location	55
Prepositions: <i>for, with, in, at</i>		<i>There is/There are</i> (revised)	
UNIT 9 Likes and dislikes	25	Prepositions of place	
Present simple		UNIT 19 Weather and seasons	57
Object pronouns		Mixed tense revision	
Verbs (e.g. <i>like</i>) followed by <i>ing</i> form		Verb <i>to be</i> past simple	
Adverbs of degree: <i>very much, not much</i>		Months and seasons	

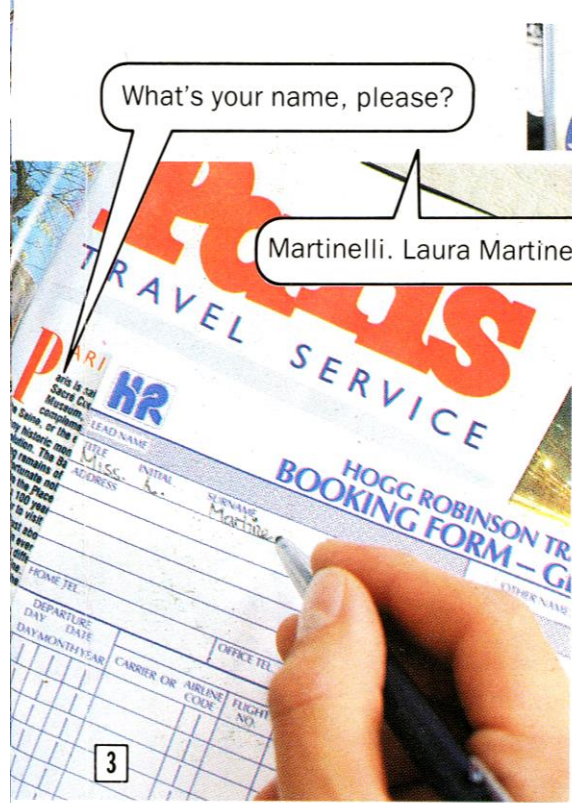
UNIT 20 Past events (1)	59	UNIT 31 Eating out	99
Past simple		Modal: <i>would</i> (offer) <i>Would you like</i>	
Past time adverbials: <i>yesterday, last week</i>		Modal: <i>can</i> (request) <i>Can I have</i>	
Fluency/Check/Learning to learn	61-64	Modal: <i>will</i> (decision) <i>I'll have</i>	
UNIT 21 Personal property	67	UNIT 32 Recent events	101
Possessive pronouns		Present perfect simple with <i>just</i> (present result)	
Question word: <i>Whose?</i>		UNIT 33 Experiences	103
UNIT 22 Clothes	69	Present perfect simple with <i>ever</i>	
Mixed tense revision		Question words: <i>How many times?</i>	
Colours and patterns		UNIT 34 Illness and discomfort	105
UNIT 23 Future plans	71	Verb: <i>have got</i> (revised) with illnesses	
<i>Going to</i> future		Modal: <i>would</i> (offer – revised)	
Future time adverbials: <i>tomorrow, next week</i>		Parts of the body	
Making suggestions: <i>Let's/What about</i>		UNIT 35 Things to do	107
UNIT 24 Personal appearance	73	Verb: <i>have got to</i> (obligation)	
Verb: <i>have got</i> (revised)		Infinitive of purpose	
<i>Be like</i> and <i>look like</i>		Fluency/Check/Learning to learn	109-112
Modifiers: (<i>not</i>) <i>very, quite</i> (revised)		UNIT 36 Shopping for clothes	115
UNIT 25 Past events (2)	75	<i>Too</i> + adjective	
Past simple: irregular verbs		Modal: <i>can</i> (requests) <i>Can I try this on?</i>	
Time adverbials: <i>after (breakfast), in the (afternoon), the next (day)</i>		Comparison of adjectives (revised)	
Fluency/Check/Learning to learn	77-80	Modal: <i>will</i> (decision – revised)	
UNIT 26 Dates and arrangements	83	UNIT 37 Instructions	117
Modal: <i>would</i> (invitation) <i>Would you like</i>		Imperative positive and negative	
Present continuous with future time		Adverbs of manner	
Time adverbials: <i>on (December 9th)</i>		UNIT 38 Rules	119
Ordinal numbers		Modals: <i>must, mustn't, can, can't</i>	
Months of the year		<i>No</i> + -ing form	
UNIT 27 Telephoning	85	UNIT 39 Feelings and emotions	121
Modal: <i>can</i> (request)		Verb: <i>feel</i> + adjective	
Modal: <i>will</i> (decision)		Time clause: <i>when</i> + present simple	
UNIT 28 Comparison (1)	87	UNIT 40 Biography	123
Comparison of short adjectives		Past simple (revised)	
UNIT 29 Comparison (2)	89	Passive: <i>to be born</i>	
Comparison of longer adjectives		Prepositions of time: <i>ago, for, in</i> + dates	
UNIT 30 Temporary activities	91	Time clauses: <i>after/before</i> + ...-ing	
Present continuous and present simple contrast		Finale	125-128
Fluency/Check/Learning to learn	93-96	Check/Learning to learn	129
		Vocabulary and expressions	131
		Language review	135
		Irregular verbs/Key	141

Preview

UNITS 1-5

📺 Listen and follow the conversation.





What's your name, please?

Martinelli. Laura Martinelli.



How do you spell 'Martinelli'?
With one 'L' or two?

Two 'L's.

4



And this is for you.

What is it?

It's a pen. It's a present
from British Airways.

Oh, thanks. Bye!

6



Here's your ticket.

Thank you.

5

In Units 1-5 you will learn how to:

- introduce yourself and others
- greet people and say goodbye
- talk about nationality
- identify objects
- give personal information

You will also learn:

the days of the week, the alphabet,
colours and numbers 1-100.

1

Names

Hi! My name's Laura.

Hello! I'm Adam.

Her name's Laura.

His name's Adam.

1 Ask the names of ten students in your class and write them down.

A: What's your name?
B: My name's ... / I'm ...

2 Answer these questions.

Which names begin with the letters C or S?
Which names end with the letters A, E or O?
Which name (or names) is most common?
What's your partner's name?
(Her name's ... / His name's ...)

3 Talk to three other students and complete the chart with the names.

A: What's your mother's name?
B: (Her name's) Maria.

	Mother	Father	Brother/ Sister
Student 1			
Student 2			
Student 3			

4 Tell the class about people's names.

Student 1 is Antonio. His mother's name is ...

5 In pairs, ask and answer.

A: What's the name of your school/college/company?
bank? favourite café?
favourite pizza place?

B: It's called . . .

Note

It's called . . . **not** Its name is . . .

GRAMMAR FOCUS:

Subject pronouns

I
you
he
she
it

Possessive adjectives

my
your
his
her
its

Verb to be

I'm = I am
You're = You are
She's = She is

Genitive s

my mother's name
my parents' name

Genitive of

the name of my school

What does the 's stand for: is or genitive 's?

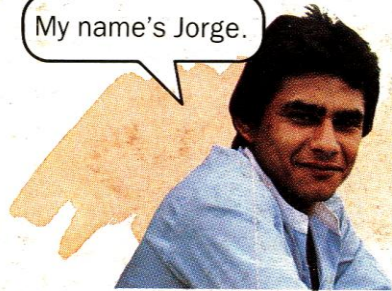
1. What's 2 My father's name 3 My name's
4 My textbook's called

7 READING

Read and answer.

- 1 What's Jorge's name in English?
- 2 What's Christine called for short?
- 3 Is Chris a boy's name or a girl's name?

My name's Jorge.



His name's Jorge. He's called George in English.

My name's Chris.



Her name's Christine but she's called Chris for short. Chris is a boy's name and a girl's name in English.

6 In pairs, ask and say who the people are.

A: Who's that?

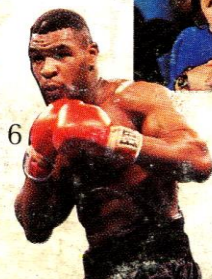
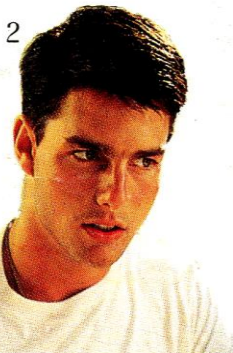
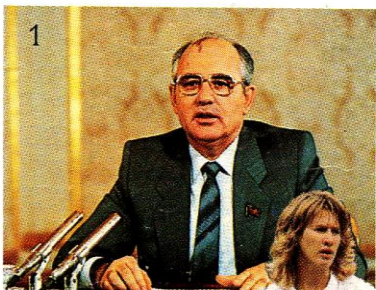
B: It's Mr Gorbachev./I don't know.

Mike Tyson	Mrs Cory Aquino	Crocodile Dundee
Mr Gorbachev	Mrs Thatcher	(Paul Hogan)
Mother Teresa	Steffi Graf	Tom Cruise

8 WRITING

Write down three boys' names and three girls' names in your language and write what they are in English.

Margareta is Margaret in English.



2

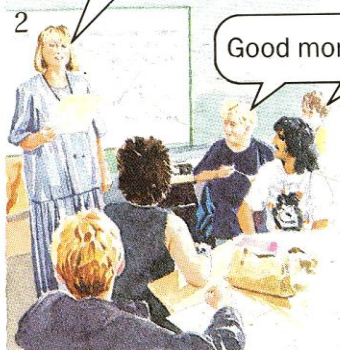
Greetings and goodbyes

1 Hello, Jan. How are you?



Fine, thanks.
And you?

2 Good morning, everyone.

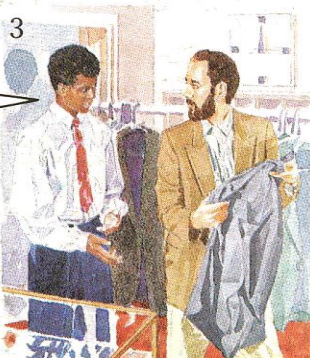


Good morning, Mrs Jackson.

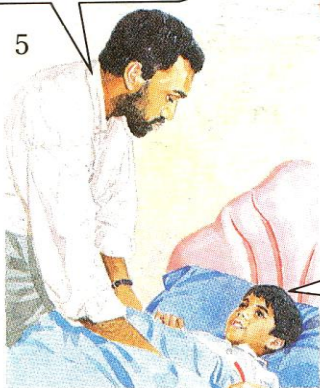
3 Good evening, ladies
and gentlemen.



4 Good afternoon, sir.
Can I help you?



5 Goodnight, Sam.



Night, Dad.

6 How do you do!

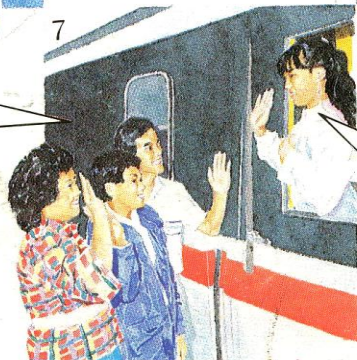


Clive, this is
Luisa Ferrero.

How do you do!

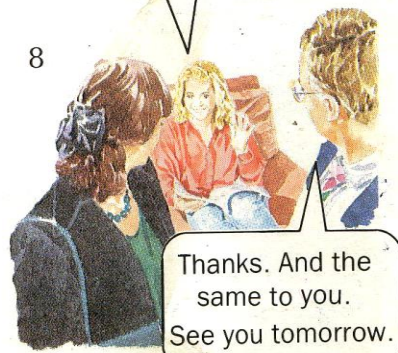
7 Have a nice
evening!

8 Goodbye!



Bye! See you
on Monday!

9 Thanks. And the
same to you.
See you tomorrow.

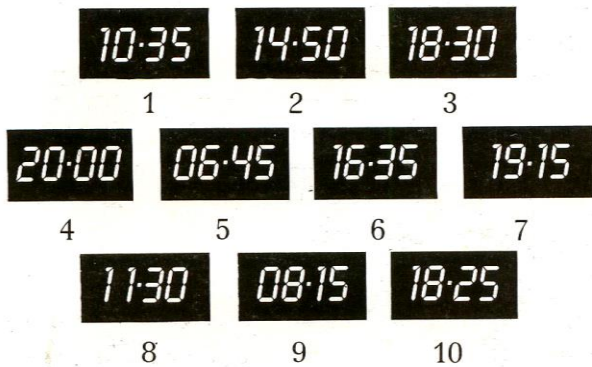


1 Listen to the conversations and match them with the pictures.

2 Introduce people informally.

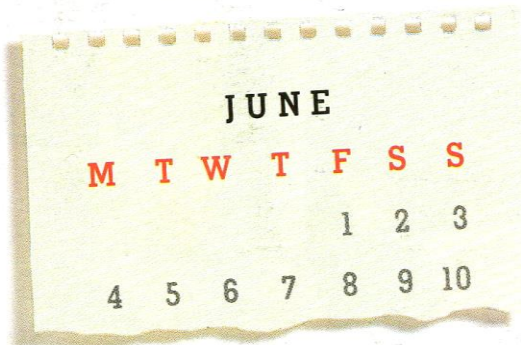
YOU: Claudia, this is Tony.
 CLAUDIA: Hello, Tony.
 TONY: Hello./Hi.

3 Use the clocks to greet each other with *Good morning, Good afternoon or Good evening.*



4 Use the calendar to write the days of the week in the correct order.

Sunday Thursday Wednesday Tuesday
 Saturday Friday Monday



Now listen and repeat the days.

Note

The days of the week always begin with a capital letter. Is it the same in your language?

5 Answer the questions.

- What day is it today?
- What day is it tomorrow?
- What day was it yesterday?
- What days are 'the weekend'?
- On what days are your English classes?

6 Say goodbye on different days of the week.

A: Bye! See you on ... day.
 B: Yes, O.K. Bye.

7 SPEECHWORK

Listen and underline the stressed syllables or words.

How do you do Hello How are you
 Good morning Good afternoon
 Morning Good evening Good night
 Goodbye See you on Monday

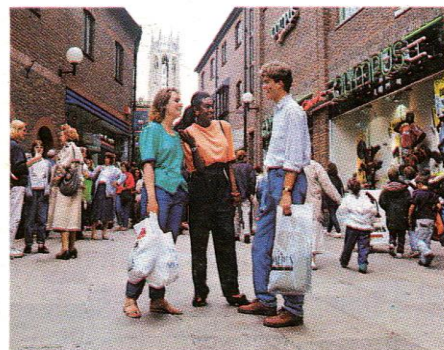
COMMUNICATION FOCUS:
 Greetings and goodbyes

<i>Formal</i>	<i>Informal</i>
How do you do?	Hello./Hi!
Good morning.	Morning!
Good afternoon.	Afternoon!
Good evening.	Evening!
Goodnight.	Night!
Goodbye.	Bye!

What are some formal and informal greetings in your language?

8 LISTENING

Listen and complete the conversation.



CHRIS: Hello, Adam. ... you?
 ADAM: ... fine, ... And ...?
 CHRIS: I'm O.K. Adam, ... Karen, a friend from Leeds.
 ADAM: ..., Karen.
 KAREN: Hi!
 ADAM: Sorry, Chris but I must go.
 CHRIS: That's O.K.
 ADAM: See you ...
 CHRIS: O.K. ...
 ADAM: Thanks. And the ...!

9 Practise the conversation in groups of three. Use your own names.

10 Say goodbye to other students.

A: Bye! Have a nice day/evening/weekend.
 B: Thanks. And the same to you. See you tomorrow/on ... day.

3

Nationalities

1 Find the letters for these countries on the map.

Italy Argentina France Greece Spain
 Britain The USA Brazil Turkey China
 Japan The USSR Portugal Germany

2 What are the capital cities of the countries?

3 Ask and say where you are from.

A: Where are you from?
 B: I'm from (France). Are you from (France) too?
 A: Yes, I am./ No, I'm not.

4 SPEECHWORK

**Which stress pattern can you hear?
 Is it 1, 2 or 3?**

1 Britain 2 Japan 3 Italy

China Portugal Turkey Brazil Germany

5 Guess the nationality of the people in the photographs. Choose from the list.

Japanese Italian American Spanish
 French Turkish Chinese Brazilian
 German British Greek

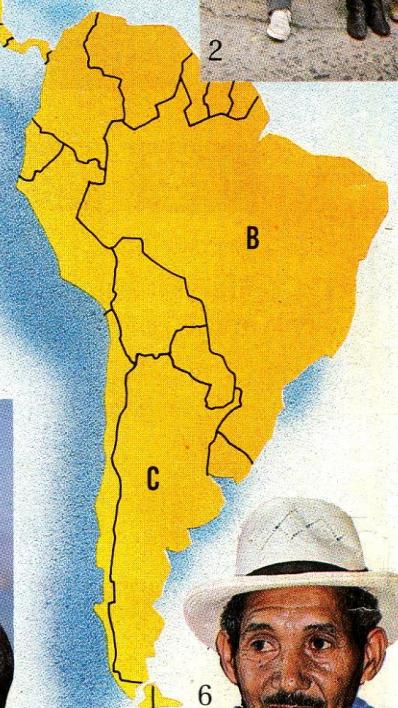
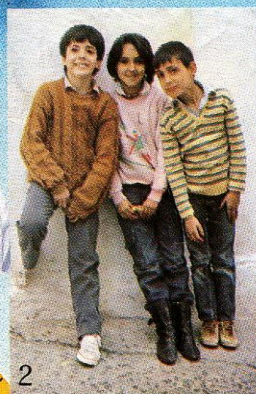
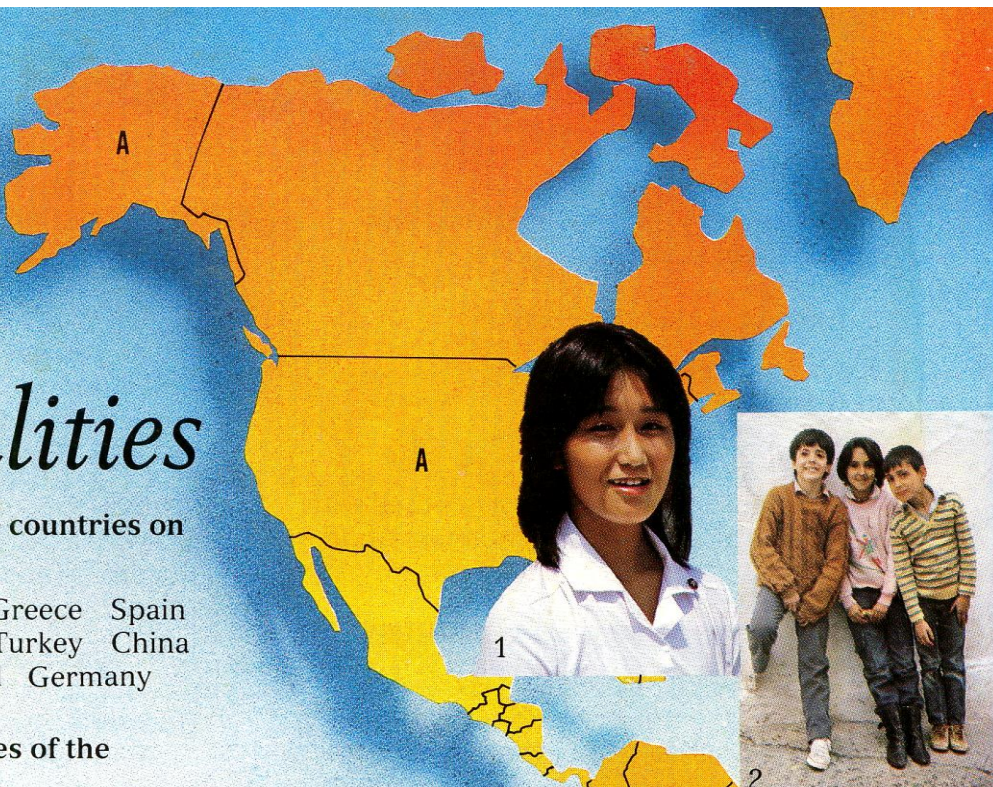
A: I think the girl/woman/boy/man in picture ... is ...
 B: No, I think she/he's ...
 A: And I think the couple/people in picture ... are ...
 B: No, I think they're ...

6 In pairs, check the answers on page 141.

A: Is she/he British?
 B: Yes, she/he is./No, she/he isn't.
 She/He's ...
 A: Are they Chinese?
 B: Yes, they are./No, they aren't. They're ...

7 Talk about yourselves.

I'm (Italian) and I'm from (Turin).

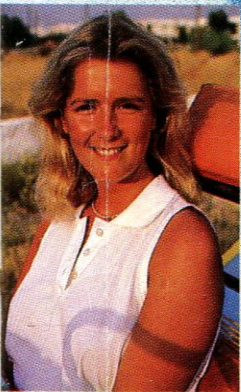
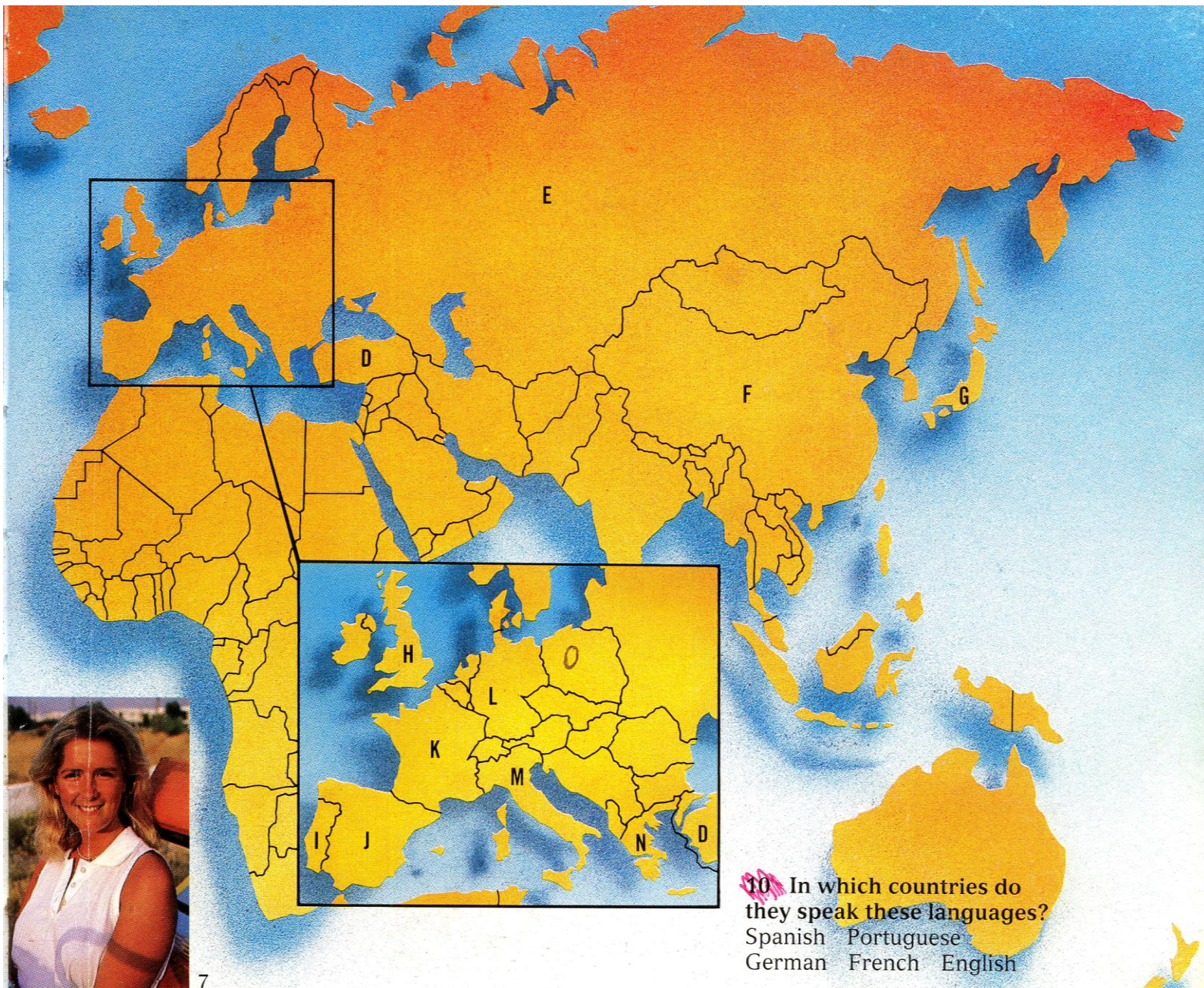


8 LISTENING

What language do you think it is?

A: I think it's Spanish.
 B: Yes, it is./No, it isn't. It's Portuguese.

1	Spanish	Portuguese	Greek
2	Japanese	Chinese	Thai
3	Dutch	Swedish	German



7

GRAMMAR FOCUS: Verb to be – present simple

Positive	Negative	Question
I'm French.	I'm not English.	Am I English?
She/He's English.	She/He isn't French.	Is she/he English?
It's Portuguese.	It isn't Spanish.	Is it Spanish?
We're Italian.	We aren't English.	Are we English?
They're Chinese.	They aren't French.	Are they English?

Write the full form of the words.

1 it's 2 isn't 3 we're 4 they're 5 aren't

Make these statements into questions.

1 She's American. 2 They're English. 3 You're French.

9 Quiz: Where is it?

A: Where's the Eiffel Tower?
 B: It's in Paris./It's in France.

- | | |
|---------------------|------------------------------|
| 1 the Eiffel Tower? | 4 the Empire State Building? |
| 2 the Prado Museum? | 5 the Taj Mahal? |
| 3 the Great Wall? | 6 the Kremlin? |

10 In which countries do they speak these languages?
 Spanish Portuguese
 German French English

Write sentences about three world languages.
 People speak Spanish in . . . ,
 . . . and . . .

11 READING AND WRITING

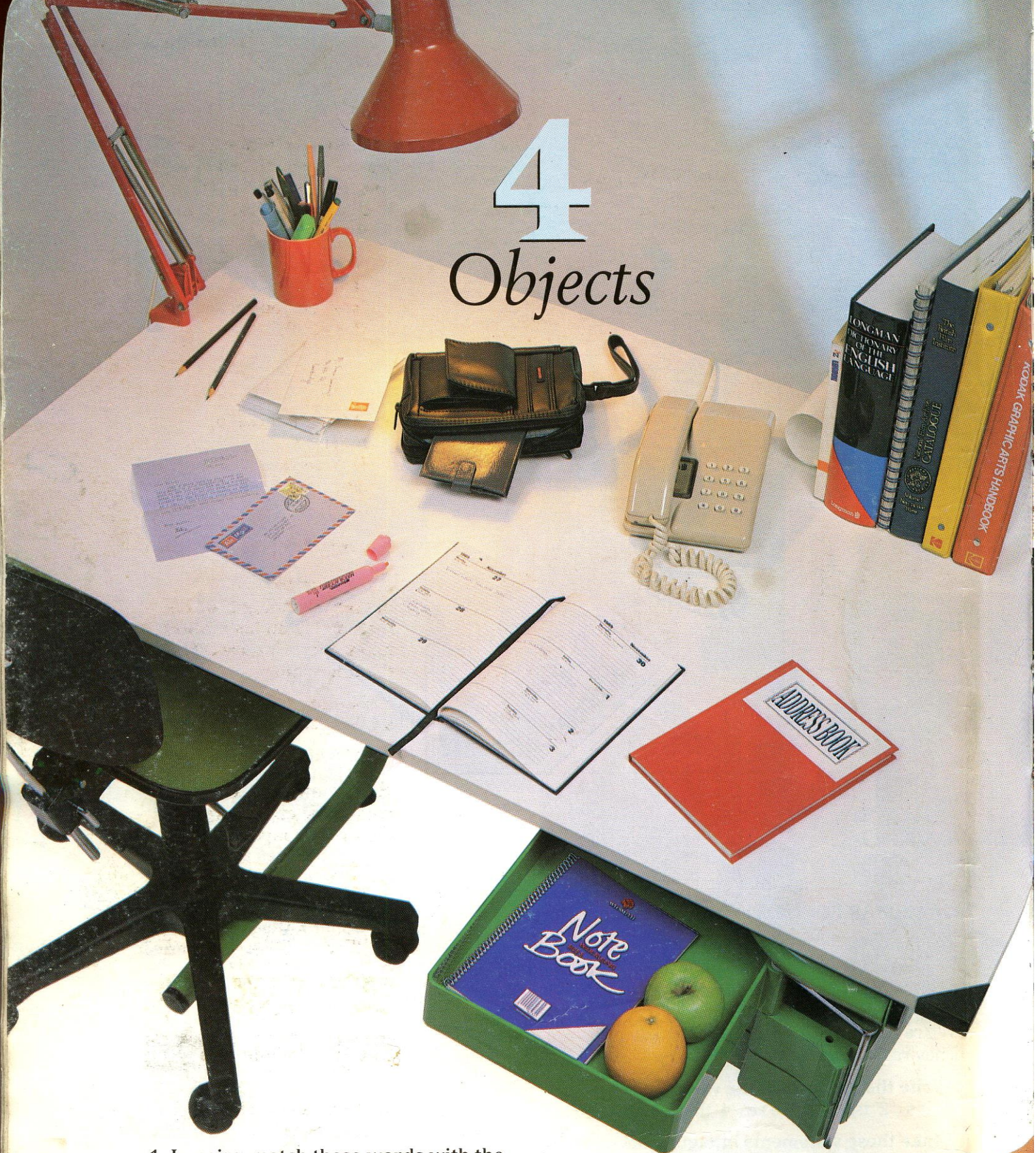
Read about Youcef and then write about yourself.

'My name's Youcef. I'm Algerian and I'm from Algiers. Languages are my hobby. I speak Arabic, French, English, Hungarian and Russian – and I also speak a little German! My English is quite good but my Russian is very bad.'



My name's . . . I'm . . . and
 . . . from . . . I speak . . . and . . .

4 Objects



1 In pairs, match these words with the objects in the picture. Which objects are not in the picture?

- | | | |
|-------------|-------------|-----------------|
| a desk | a pen | a book |
| a diary | a telephone | a notebook |
| an envelope | a stamp | a chair |
| an orange | an apple | a mug |
| a lamp | a bag | a key |
| a wallet | an umbrella | a letter |
| a drawer | a pencil | an address book |

2 Discuss the objects in pairs.

- A: What's that?
B: It's a wallet.

- A: What are those?
B: They're pencils.



3  SPEECHWORK

Listen and underline the stressed syllables.

pencil envelope wallet apple diary orange
telephone address

GRAMMAR FOCUS

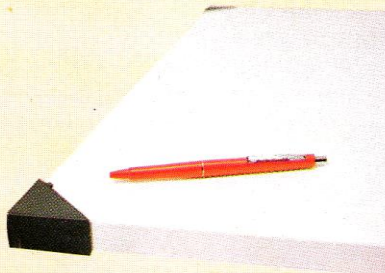
Indefinite article	Definite article	Plurals
a desk an apple	the pen	(the) pens
a pen an orange	the apple	(the) apples

When do you use *an*?
What letter makes a word plural?

Prepositions of place



The pen is **in** the bag.



The pen is **on** the desk.

4 In pairs, check where things are in the picture.

A: Where's the apple/the wallet?
B: It's in the drawer/bag.
A: Where are the letters?
B: They're on the desk.

5  Listen and say the letters of 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				

6 Complete the list of vowels.

A E

7 Choose an object and ask a student to spell it.

A: Carla, how do you spell 'wallet'?
B: W.A.L.L.E.T.

8 Find two things in your pocket or handbag. Ask another student what they are called in English and how to spell them.

A: What's this in English?
B: It's a purse.
A: How do you spell it?
B: P.U.R.S.E.



A: What are these in English?
B: They're keys.
A: How do you spell 'keys'?
B: K.E.Y.S.

9  LISTENING

Listen and say what present Adam got for his birthday from his mother and father. Choose from the following.

- a cassette recorder
- a CD (compact disc) player
- a radio.

10 Ask and say what colour the objects in the picture on page 9 are.



A: What colour is the telephone?
B: It's

11 Memory game

Look at the picture for one minute. Close your book. Write down the things you can remember. You have two minutes to write your list. Now compare it with your partner's.

5 Personal information

Mr A.J. Birch,
Flat 2,
16, George St.,
York,
YO1 5ES



3 Ask your partner her/his full name and how she/he spells it.

- A: What's your surname?
B: It's (Birch).
A: How do you spell it?
B: (B.I.R.C.H.)
A: What are your first names?
B: (Adam Jermaine).

4 Find out your partner's address.

What's your address?
How do you spell it?/the name of the road?

5 Find out your partner's telephone number.

- A: What's your telephone number?
B: It's ...

Note

O is pronounced *oh /əv/*
77 = *double seven*

1 Listen and say the numbers.

1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two
3 three	13 thirteen	30 thirty
4 four	14 fourteen	40 forty
5 five	15 fifteen	50 fifty
6 six	16 sixteen	60 sixty
7 seven	17 seventeen	70 seventy
8 eight	18 eighteen	80 eighty
9 nine	19 nineteen	90 ninety
10 ten	20 twenty	100 a hundred

2 Write the numbers you hear.

6 In pairs, ask questions to complete your list of telephone numbers. Do not look at your partner's list. Ask questions like:

What's Alan Baker's telephone number?
What's the telephone number of Blake's Restaurant?

STUDENT A

STUDENT B

NAME Alan Baker

TELEPHONE _____

NAME Claudia Bellini

TELEPHONE 010 39 2 29404347

NAME Adam Birch

TELEPHONE 0904 776351

NAME Blake's Restaurant

TELEPHONE _____

NAME British Airways

TELEPHONE 01 8974000

NAME British Rail

TELEPHONE _____

NAME Alan Baker

TELEPHONE 643731

NAME Claudia Bellini

TELEPHONE _____

NAME Adam Birch

TELEPHONE _____

NAME Blake's Restaurant

TELEPHONE 835791

NAME British Airways

TELEPHONE _____

NAME British Rail

TELEPHONE 0904 642155

7 Ask and say how old you are.

A: How old are you?
B: I'm nineteen.

Note

You can say: *I'm nineteen.* or *I'm nineteen years old.* The second is used more often in written English.

8 In pairs, ask how old these people are.

A: How old is she/he?
B: I think she/he's about . . .



9 Find out and write down the full names, addresses, telephone numbers and ages of three other students in the class.

10 LISTENING

Listen and complete the form for Adam's friend Chris.

11 READING AND WRITING

Read about Adam and write about yourself in the same way.



'My full name is Adam Jermaine Birch. Jermaine is my grandfather's name. I'm nineteen years old. I'm British. My address is Flat 2, 16, George Street, York. I'm not married.'

Now use the information from Exercise 9 to write about another student.

ABOUT NAMES AND ADDRESSES

How to talk about people by name

Mr Birch	Miss/Ms Martinelli
Adam Birch	Laura Martinelli
Adam	Laura
(but not Mr Adam)	(but not Miss Laura)

Mrs/Ms Jackson
Betty Jackson
Betty
(but not Mrs Betty)

How to write addresses on envelopes

Mr A.J. Birch,	Laura Martinelli,
Flat 2,	c/o Gibson,
16, George Street,	1, Hull Road,
York, YO1 5ES	York, YO4 2HT

Notes

16, George Street not George Street, 16.

The postcode is important because it gives exact details of the area, street and house where you live. It comes after the name of the town or city, e.g. *York, YO1 5ES.*

What do you think these are short for?

1 Rd 2 St 3 c/o

Rewrite the information below to address an envelope.

EX3 5LT P.J. Fisher 105 Mr Exeter Hill St

APPLICATION FORM
(please use BLOCK CAPITALS)

Surname

First names

Title (please tick) Mr Mrs Miss Ms

State if (please tick) Married Single Divorced

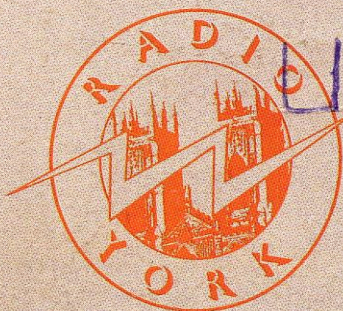
Address

Postcode

Telephone number Age

Fluency

UNITS 1-5



What a Surprise!



Think of a friend and give them a surprise! YOU phone and tell us about your friend: name, address, age, telephone number and so on. WE ask you a simple question about the nationality of a famous person. IF you give the right answer, your friend wins a wonderful prize!

Phone us now on 885 885.

Fill in this form and have your information ready!

WHAT A SURPRISE! COMPETITION FORM

- Friend's name:
- Friend's home town:
- Friend's telephone number:
- Friend's age:
- Choice of present for friend: (please tick)
 - a Radio York Diary a Radio York T-shirt
 - a Radio York sports bag
- Your name:
- Your address:
- Your telephone number:

1 READING

Read the advertisement for 'What a Surprise!' and note the correct answer.

- 1 Who telephones Radio York? a) you b) your friend
- 2 Who answers the 'nationality question'? a) you b) your friend
- 3 Who gets the prize? a) you b) your friend

2 LISTENING

Listen to a telephone call to 'What a Surprise!' and answer the questions.

- 1 What's the caller's name?
- 2 Is her friend a boyfriend or a girlfriend?
- 3 What present does she want for her friend?
- 4 What is the 'nationality question'?
- 5 What is the answer?

3 Complete the competition form with information about one of your friends and think of a 'nationality question'.

Example

- What nationality is John McEnroe?
- What nationality is Cory Aquino?

4 ROLEPLAY

In pairs, roleplay a telephone call to Radio York. Student A telephones to try to win a prize for a friend. Student B is the Disc Jockey and asks a 'nationality question'.

DISC JOCKEY

CALLER

Say hello. Ask the name of the caller and where he/she is from.

Say who you are and where you are from.

Ask what the friend's name is.

Say what your friend is called.

Ask where he/she is from.

Say where your friend is from.

Ask how old he/she is.

Say your friend's age.

Ask what present the caller wants for his/her friend.

Say what present you want.

Ask the 'nationality question'.

Answer the question.

If right, say 'You win a . . . for your friend'.

Say thank you and goodbye.

5 WRITING

Read the text below and write a similar paragraph about your friend for the Radio York Magazine.



THIS WEEK'S winner of Radio York's popular phone-in programme 'What a Surprise' is Jonathan Hunt. Jonathan is twenty-one. He's from York. His present from his girlfriend Maggie in Leeds is a T-shirt. Congratulations Maggie and Jonathan!

Check

UNITS 1-5

1 Choose the correct answer.

Example

- 1 A: What ... your name?
a) 's b) are c) am
- 1 A: What ... your name?
a) 's - b) are c) am
- 2 A: Are you English?
B: Yes, I ...
a) is b) am c) are
- 3 A: Is your name Adam?
B: Yes, ... is.
a) she b) he c) it
- 4 A: Is he from London?
B: No, he ...
a) isn't b) not c) is
- 5 A: What nationality is she?
B: She's ...
a) Germany b) German c) Dutchland
- 6 John, ... is Anneli, a Danish friend.
a) here b) it c) this
- 7 Karen is a friend ... Leeds.
a) in b) from c) of
- 8 A: What's this in English?
B: It's ... address book.
a) a b) the c) an
- 9 A: Where ... the envelopes?
a) are b) is c) do
- 10 The stamps are ... the drawer.
a) on b) to c) in

2 Write the questions.

Example

- 1 What's your name?
My name's Helen.
- 1 ...?
My name's Helen.
- 2 ...?
Her name's Jenny.
- 3 ...?
His name's Mark.
- 4 ...?
Her name's Mary.
- 5 ...?
The name of the college is York College
of Education.

3 Choose the odd word out.

Example

- 1 blue red **chair** yellow
- 1 blue red chair yellow
- 2 envelope stamp letter umbrella
- 3 book mug notepad address book
- 4 afternoon evening hello morning
- 5 Greek France Italy Germany

4 Rewrite the sentences using *he, she, we* or *they*.

Example

- 1 Laura is from the USA.
1 *She's from the USA.*
- 1 Laura is from the USA.
2 Adam is from Britain.
3 Paolo and Bruno are from Italy.
4 Lydia and I are from Brazil.
5 Yvette is from France.
6 Hans and Steffi are from Germany.
7 Placido is from Spain.
8 Bernard and I are from Switzerland.
9 Maria is from Portugal.
10 Mr Osoko is from Japan.

5 Write the nationality adjectives.

Example

- | 1 USA | American |
|-------------|----------|
| 1 USA | ... |
| 2 Brazil | ... |
| 3 Japan | ... |
| 4 Spain | ... |
| 5 Portugal | ... |
| 6 China | ... |
| 7 Argentina | ... |
| 8 Mexico | ... |
| 9 Italy | ... |
| 10 France | ... |

Preview

UNITS 6-10

Hello! Remember me? I'm Adam – from the travel agent's.

Oh, yes.

📺 Listen and follow the conversation.



Do you work near here?

No, I'm a student at the university.

Do you like York?

Yes, very much. It's a lovely city.

Where do you live in the States?

I come from the west coast, from San Diego in California.

Really? I've got a cousin in California. He's a surfer. Can you surf?

Yes, but not very well.

Look, I must go. Give me a ring some time.

O.K. Bye!

Answer Yes, No or Don't Know.

- 1 Adam and Laura are in a café.
- 2 Laura works in York.
- 3 Laura is from the USA.
- 4 Adam can surf.

In Units 6-10 you will learn how to talk about:

- skills and abilities
- the family
- jobs and lifestyles
- likes and dislikes
- geographical location
- cities of the world

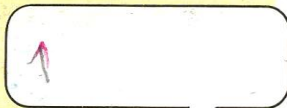
6

Skills and abilities

1 Choose the correct sentence for each picture.

- 3 Yes, I can, a little. 2 I can't see.
 4 I can't hear you very well. 1 I can't read her writing.

Well, what's the news?

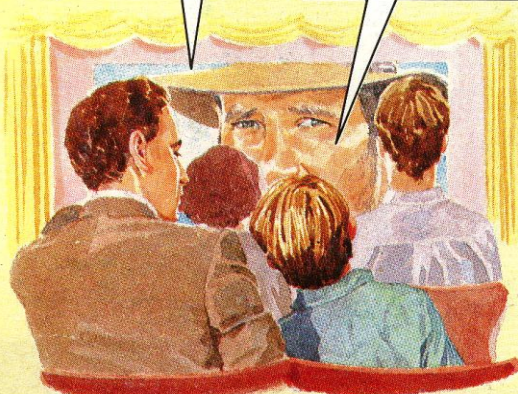


1



What's the matter, Robert?

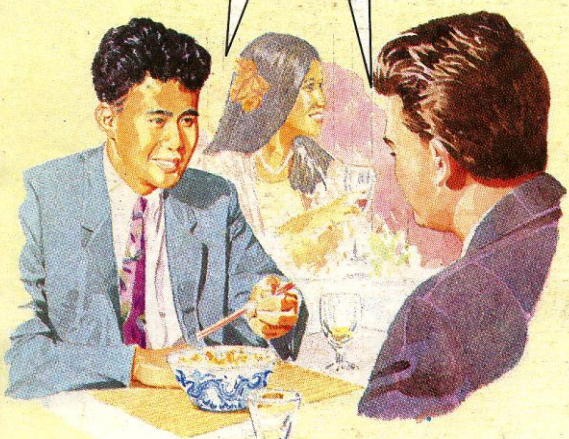
2



Can you speak Chinese?

Yes. I do

3



4



GRAMMAR FOCUS: Modal verb can (ability)

Positive

I can speak English.

Negative

I can't (cannot) speak French.

Question

Can you speak English?

Short answer

Yes, I can.

Can you speak French?

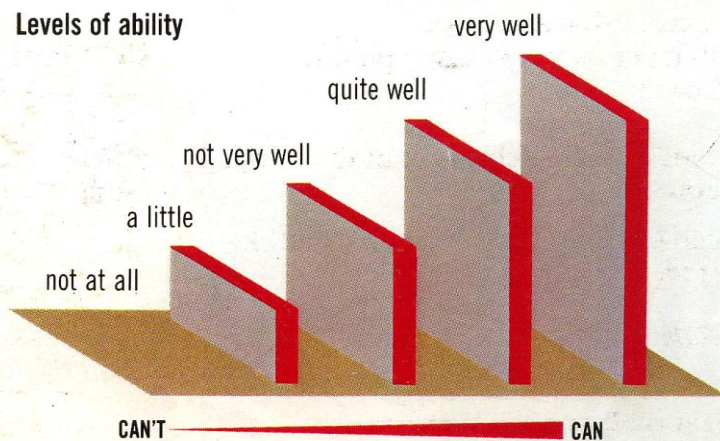
No, I can't.

Note

Can doesn't change with *he, she, they*, etc.

e.g. *Can I / you / she / he / we / they speak English?*

Levels of ability



2 In pairs, use the information above to talk about your language abilities.

French Italian Spanish German Russian English

A: Can you speak French?

B: No, not at all./Yes, a little./Yes, but not very well.

What about you?

A: Yes, quite well./Yes, very well.

3 SPEECHWORK

Listen and say if you hear /kæn/ or /kən/.

Yes, she can. I can speak English. He can speak French.

Yes, I can. Can you speak Italian? What can you do?

What can you do?

SPORTS

- swim
- ski
- windsurf
- ride a horse
- play tennis
- play volleyball

PRACTICAL

- cook
- drive
- change a wheel
- repair a puncture
- type
- use a computer
- change a plug

ARTISTIC

- act
- dance
- play the guitar
- play the piano
- draw
- sing

4 Use the chart to talk about your skills in pairs or groups. Add to each column if necessary.

- A: Can you swim?
 B: Yes, I can. What about you?
 A: Yes, but not very well. Can you ski?
 B: No, I can't.

5 Tell the rest of the class about the things that your group can do well.

Gisela can play the guitar quite well and she can sing too.

6 WRITING

Write about your skills. Join your sentences with *and*, *but* and *or*.

- SPORTS: I can swim and windsurf very well.
 PRACTICAL: I can type quite well but I can't use a computer.
 ARTISTIC: I can't sing or dance but I can play the piano a little.
 LANGUAGES: I can speak German quite well but I can't speak French very well and I can't speak Spanish at all.

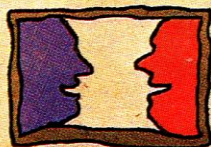
Note

The phrases *very well*, *quite well*, *a little* and *at all* come after the object in a sentence, e.g. *I can't speak French very well.*

7 READING AND LISTENING

Read the results of a survey about the ability of British people to speak French.

How well can the Brits speak French?



The British are not a nation of linguists, as the results of this survey show.

	AGE		
	15-34	35-54	55+
Can read a menu	38%	31%	22%
Can ask directions	40%	28%	21%
Can read a French newspaper	9%	10%	7%
Can have a simple conversation	32%	22%	15%
Can understand a TV or radio programme	8%	7%	6%
Can speak French fluently	3%	3%	2%
Can do none of these	50%	63%	78%

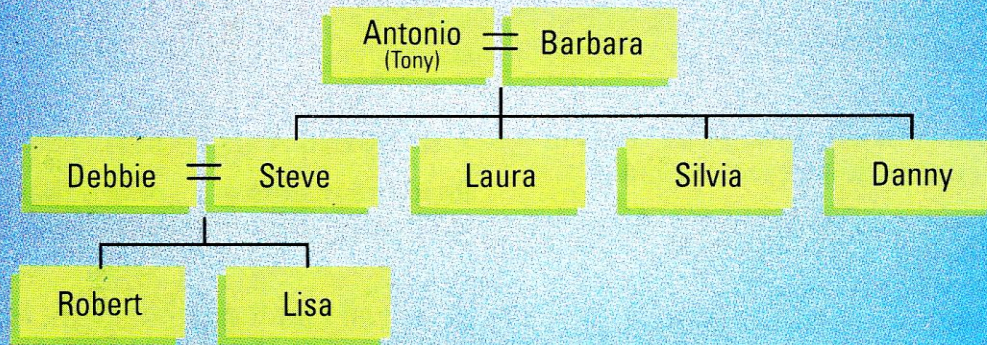
How do you score in English?

Now listen to a British person living in Paris. Look at the survey above and note down what the person can and can't do.



Family

THE MARTINELLI FAMILY



1 In pairs, use the family tree and the words below to identify all the people in the photographs.

mother/father/parents
sister/brother
daughter/son/child/children
wife/husband

A: I think they're Laura's mother and father.
B: And that's her brother, Steve.

2 Use the Grammar Focus box to ask and answer about Laura's family.

A: How many brothers has she got?
B: She's got two.
A: Has she got any sisters?
B: Yes, she has.
She's got one.

GRAMMAR FOCUS: Verb *have got*

Question	Short answer	Positive and negative
Have you got any brothers or sisters?	Yes, I have. No, I haven't.	I've got two brothers. I haven't got any sisters.
Have they got any children?	Yes, they have. No, they haven't.	They've got four children. They haven't got any children.
Has she/he got any children?	Yes, she/he has. No, she/he hasn't.	She/He's got two children. She/He hasn't got any children.

What are the full form of the words?

1 they've 2 haven't 3 she's got 4 we've 5 hasn't

3 Complete the sentences about Laura's family.

Tony and Barbara are Laura's ... and ...
They've got two ... and two ...

Steve is Debbie's ...
Debbie is Steve's ...
They've got two ..., a boy called Robert and a baby girl called Lisa.

Laura's got two ... and one ...
Her ... are called Tony and Barbara.

4 SPEECHWORK

Listen and repeat. Notice the sound /ð/.
this they their mother father brother

5 Use the words below to describe relationships in Laura's family.

grandmother/grandfather aunt/uncle
niece/nephew cousin

- | | |
|-------------------|---------------------|
| 1 Laura to Lisa | 4 Lisa to Danny |
| 2 Danny to Lisa | 5 Barbara to Robert |
| 3 Robert to Laura | 6 Tony to Lisa |

1 Laura is Lisa's aunt.

6 Write down the first names of four or five people in your family. Exchange lists with another student. Ask and answer about the people on the lists.

A: Who's Emma?
B: She's my cousin.

7 LISTENING

Listen to Adam talking to Laura about his family. Use the names below to draw his family tree.

William Michael Dorothy Mary Jim

8 Talk in pairs about your own family.

A: Have you got any brothers or sisters?
B: ...
A: What are their names?
B: ...
A: How old are they?
B: ...
A: What about your parents?
How old are they?
B: ...
A: And are your grandparents alive?
B:

9 READING

Read about Cher, a famous American film star, and answer the questions.

- 1 What nationality were her ancestors?
- 2 What was her first husband's name?
- 3 What was the name of their first hit record?
- 4 How many children has she got?

CHER

Cher's real name is Cherilyn La Pierre. Her family ancestors were French, Turkish, Armenian and Cherokee Indian. Her first husband was called Sonny Bono and together, as 'Sonny and Cher', their record, *I Got You, Babe*, was a big hit in 1965. Cher won an Oscar for Best Actress in the film *Moonstruck* in 1988. She has got two children, a daughter called Chastity by her first husband and a son by her second husband called Elijah Blue.

ACTRESS SINGER OSCAR WINNER – BORN 1946

GRAMMAR FOCUS:

Verb to be – past simple

Present
My grandmother is Irish.
My grandparents are Irish.

Past
My grandmother was Irish.
My grandparents were Irish.

10 WRITING


Write a paragraph about your family. Say if you come from a big family or not. Mention any interesting ancestors you have got. Start like this:

I come from a big/small family. I've got ...

8

Jobs and lifestyles

1 READING

 Listen and read about people from different parts of the world. Then answer the questions.

Who has got grown-up children? a baby daughter? two teenage children?

Who lives at home? alone? with friends? with her mother?

Who lives in a flat? in the country? in a hostel?

Who is a student? a musician? a bus driver? a journalist?

Who works at an airport? in a factory? for the government? on a farm?

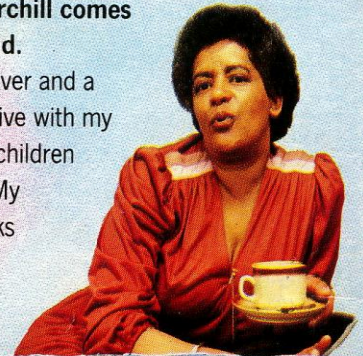
Shirley Norris is a telephone operator from Houston, Texas.

'I'm divorced and I live with my mother. She's quite old and can't look after herself. My children are all grown-up.'



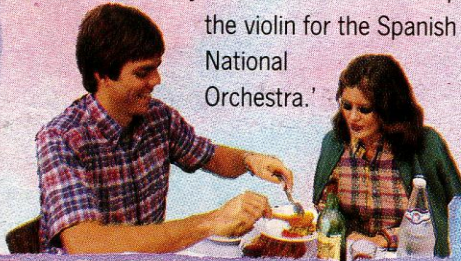
Brenda Churchill comes from England.

'I'm a bus driver and a housewife. I live with my two teenage children near Leeds. My husband works in a factory.'



Carlos and Helen Garcia are Spanish.

'We live in the centre of Madrid in a flat. I'm a journalist and my wife is a musician. She plays the violin for the Spanish National Orchestra.'



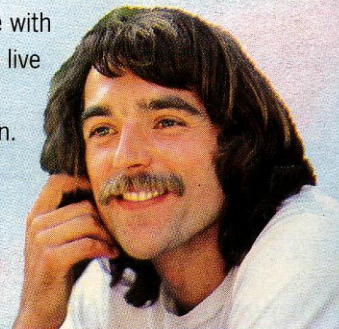
Selma da Silva comes from Recife, Brazil.

'I'm Brazilian. I work for the airline VARIG. I work at the check-in desk at the airport in Recife. I live with my husband and baby daughter in a small flat in Recife.'



Michel Moulin comes from France.

'I live at home with my family. We live in the country near Perpignan. I work on a farm.'



GRAMMAR FOCUS: Present simple – I / You / We

<i>Question</i>	<i>Positive</i>
What do you do?	I'm a bus driver.
Where do you work?	I work in a factory.
Where do you live?	We live near Leeds.

Negative
We don't live in London.

<i>Short answer</i>
Do you live in the centre (of . . .)?
Yes, I/we do.
No, I/we don't.

What word comes before you in all these questions?

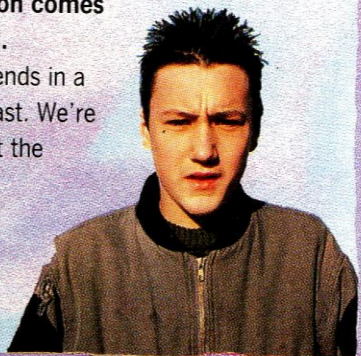
2 SPEECHWORK

Listen and underline the stressed syllable or word.

Where do you work? Where do you live?
What do you do? Where do you come from?

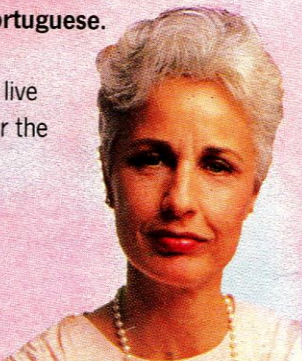
Kevin Johnson comes from Ireland.

'I live with friends in a hostel in Belfast. We're all students at the university.'



Vera Laucas is Portuguese.

'I live in a flat in a suburb of Lisbon. I live alone and I work for the government.'



3 ROLEPLAY

Two of the people in the photographs meet on holiday. Act out their conversation.

QUESTIONS

What/name? Where/come from?
What/do? live with/family?

RESPONSES

Oh, really? That's interesting.

GRAMMAR FOCUS: Present simple – He / She / They

<i>Question</i>	<i>Positive</i>
What does she/he do?	She's a bus driver.
Where does she/he work?	She/He works in a factory.
Where do they live?	They live in Belfast.

Negative
He doesn't live in Leeds.
They don't live in London.

<i>Short answer</i>
Does she/he work in a factory?
Yes, she/he does.
No, she/he doesn't.
Do they live in a flat?
Yes, they do.
No, they don't.

What letter occurs in all forms of the third person singular?

4 Choose one of the people in the photographs. Other students ask Yes/No questions to find out who it is.

- A: Does he/she live alone?
- B: Yes, he/she does.

5 LISTENING

Listen and say which of the people in the photographs is talking. How do you know?

6 Ask your partner about a friend from another city or country and take notes.

- A: My friend's called . . .
- B: Oh, yes. Where does she come from?
- A: She comes . . .

7 WRITING

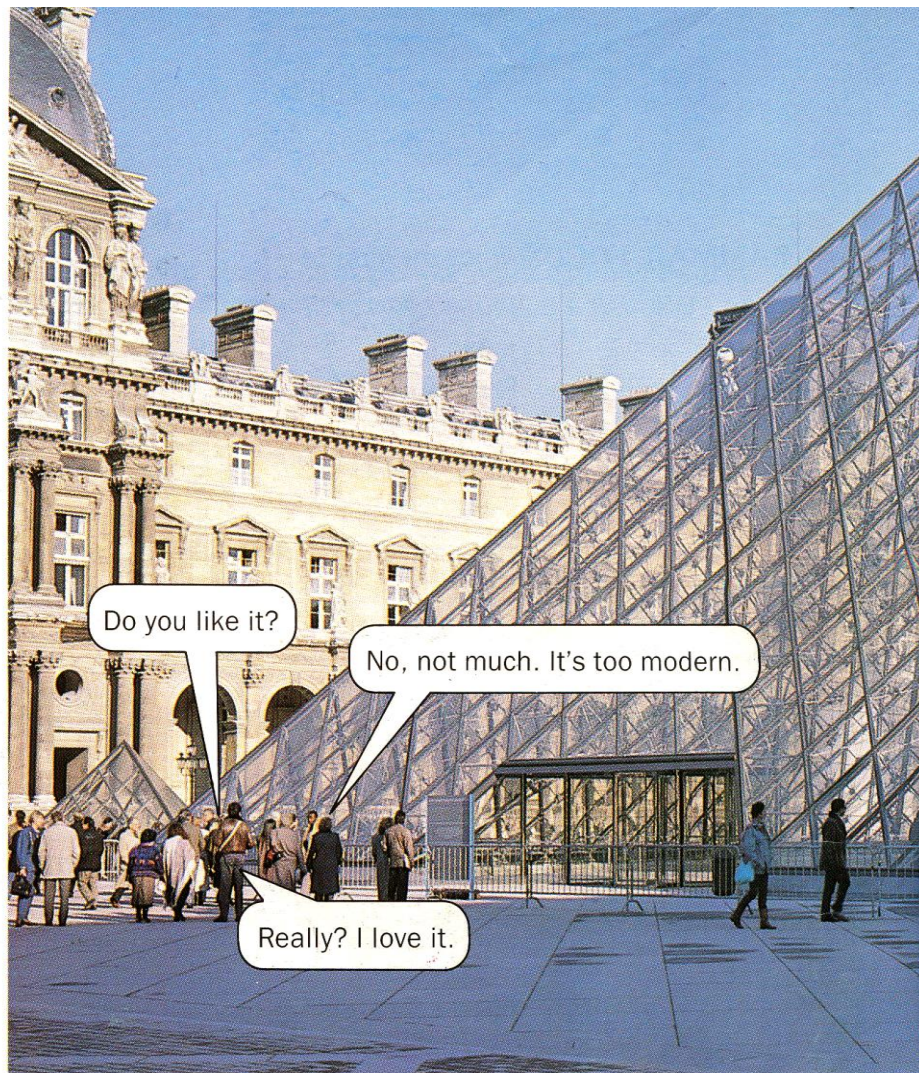
Write a paragraph about your partner's friend or a member of your family.

9

Likes and dislikes

COMMUNICATION FOCUS: Expressing likes and dislikes

Do you like it?
 Yes, I do. I love it.
 Yes, I like it very much.
 It's O.K.
 No, not much./No, I don't like it very much.
 No, I don't. I hate it.



1 Complete the chart with names of people and things you like.

	I like ...	My partner
PERSONALITIES Male personality: Female personality: Politician: Rock band:	Prince Beyoncé Barack Obama Rolling Stones	No Prince
ENTERTAINMENT TV series: Types of film: (horror, war, romantic, science fiction, comedy, etc)	Harry Potter Action Comedy	
HOME AND LEISURE Household jobs: (washing up, cooking, cleaning, shopping, etc) Leisure interests: (going to parties, playing cards, eating in restaurants, reading, watching TV, keeping fit, etc)	Washing up Reading Going to parties Playing cards Watching TV Keeping fit	

GRAMMAR FOCUS:

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

I (don't) like it/cooking.
 I (don't) like him/Prince.

Note

The verbs *like*, *hate*, *love* and *enjoy* are often followed by *-ing*, e.g. *I like shopping. I hate cooking.*

2 Ask if your partner likes the people and things in your chart. Write **Yes**, **No**, or **O.K.** in the answer column.

A: Do you like Prince?
 B: No, I don't. I hate him./He's O.K.

5 READING AND WRITING

Read the advertisements and choose one you like.

● I am a 23-year-old biology student. I am interested in photography, travelling and music. I am looking for a penfriend who can speak English, from any country in the world.

Cezary Toma, 40- 2002 Katowice, ul Sikorskiego 16 m 20, Poland

● I am an English teacher in a secondary school near Lisbon in Portugal. My pupils aged 14-18 are looking for penfriends so that they can practise their English.

Maria de Luz, Escola Secundaria No. 2, Estrada Da Estacao, 2615 Alverca, Portugal

● I am interested in writing to people all over the world, especially in Scandanavia, Japan, Spain or Italy. I am 22 years old and I like literature, cycling, reading and studying nature.

Christine De Laperriere, 2/242 Place R. Coeur de Lion, 86000 Poitiers, France

Write a short letter in reply. Say who you are and where you come from. Mention your job (or studies), your age and your interests.

Put your address here on the right.

Flat 25,
4, Chester Road,
Hanwell,
London,
W7 2TA,
England

17th May

Dear Cezary,

My name is Yoshiko Kawamura and I come from Osaka, Japan. I am twenty years old. At the moment I am a student of English in London. I like going to the cinema and listening to music. Do you like Whitney Houston? I like her very much and I have got all her albums. I am also interested in photography and travelling. Of course, I like studying English very much.

Please write to me here at my address in London and tell me about your life in Poland. I hope that we can be penfriends.

Yours sincerely,

Yoshiko Kawamura

Yoshiko Kawamura

Date your letter here under the address.

Start your letter here on the left.

3 Tell the class about some of the people and things you and your partner disagree about.

I like Prince but Anna doesn't like him.

4 READING AND LISTENING

Read the 'Dateline' advertisement. Then listen to three interviews. Note each man's name, age, job and interests. Then say which you think is the best partner for the woman in the advertisement and explain why.

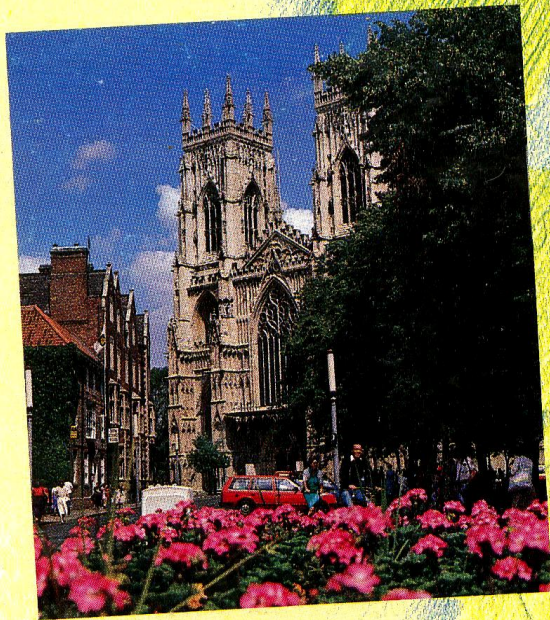
● **TALL, SLIM, English girl, 20ish.**
Likes romantic films and French food.
Interested in classical music.
Also keen on energetic walks and travelling. Am I the person for you?
Box N438

Write your name clearly below your signature at the end of your letter.

Cities of the world

—What are they like?—

This week Ann Collins visits York and San Diego.



NORTH
SEA

River Ouse

York ●

Leeds ●

ENGLAND

London ●

York is a beautiful old city in the north-east of England on the River Ouse. It is not far from Leeds. It is a very interesting place to live. It has many historical buildings and museums but it is most famous for its cathedral, called York Minster.

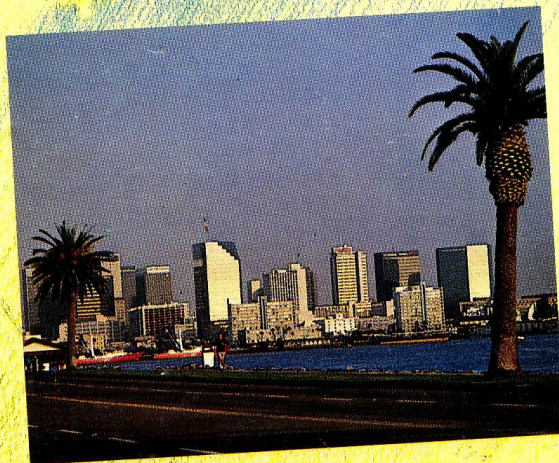
U S A

CALIFORNIA

Los Angeles ●

PACIFIC
OCEAN

San
Diego ●



San Diego is a city in Southern California on the west coast of the USA, on the Pacific Ocean. It is not far from Los Angeles. It has a big harbour, beautiful beaches and a famous zoo. Many people think it is the best place to live in California.

10 Places

1 READING

Read the texts and complete the information.

Name of city:	York	San Diego
Name of country/state:		
Position:		
Attractions:		

2 In pairs, write a list of places in your country.

Give the name of:

- a tourist city
- a big town in the north
- an old university
- a beautiful building
- a boring town
- a town near the sea
- an industrial city
- a small town in the south
- a modern (new) university
- an ugly building
- an interesting town

In groups, compare your lists. Are they the same?

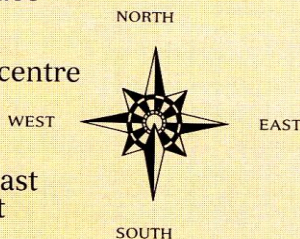
Note

The definite article *the* is used before oceans, seas and rivers, e.g. *the Pacific Ocean, the North Sea, the River Ouse*.

GRAMMAR FOCUS:**Prepositions of place**

in the north/south/centre
of England

on the east/west coast
Pacific coast
River Ouse

**3 In pairs, ask and say where the following places are.**

Bilbao	Madrid	Izmir
Naples	New York	Acapulco
Paris	Malaga	Thessaloniki

A: Where's Bilbao?

B: It's in the north of Spain.

4 What do you think the following cities are famous for?

Florence Sydney Paris Madrid
Rio de Janeiro Chartres

Use the following to help you.

beaches	nightlife	shops	food
harbour	football team	cathedral	
museums and art galleries			

Florence is famous for its museums and art galleries.

5 LISTENING

Listen to someone describing a city in Exercise 3. Which city is the speaker describing?

6 Write down all the adjectives you can find in this unit. Put them in opposite pairs where possible, e.g. *big/small*.

7 SPEECHWORK

Listen and underline the stressed syllable.

beautiful interesting industrial gallery
historical restaurant cathedral university

8 ROLEPLAY

STUDENT A

You meet Student B on a train in your country. Use these questions to have a conversation.

Where do you come from?

Where is that exactly?

What's it like?

Do you like living there?

STUDENT B

You come from York and are travelling in Student A's country. Answer Student A's questions. Then return the questions.

Note

What's it like? = *What sort of place is it?*

To be like is used to ask for descriptions of people, places and things, e.g. *What is he/she/it like?*

9 WRITING

Write a paragraph about a city or town you know well. Say where it is, what it is like and if it is famous for anything.

10 Did you know?

A British newspaper recently asked its readers to vote on places they liked. Here are the results.

BEST PLACE IN BRITAIN FOR A WEEKEND BREAK	BEST EUROPEAN COUNTRY TO VISIT	BEST COUNTRY TO VISIT OUTSIDE EUROPE
1 York	1 France	1 The United States
2 Lake District	2 Italy	2 Canada
3 London	3 Greece	3 Australia
4 Bath	4 Austria	4 India
5 Edinburgh	5 Spain	5 Thailand

Make a similar list for your country.

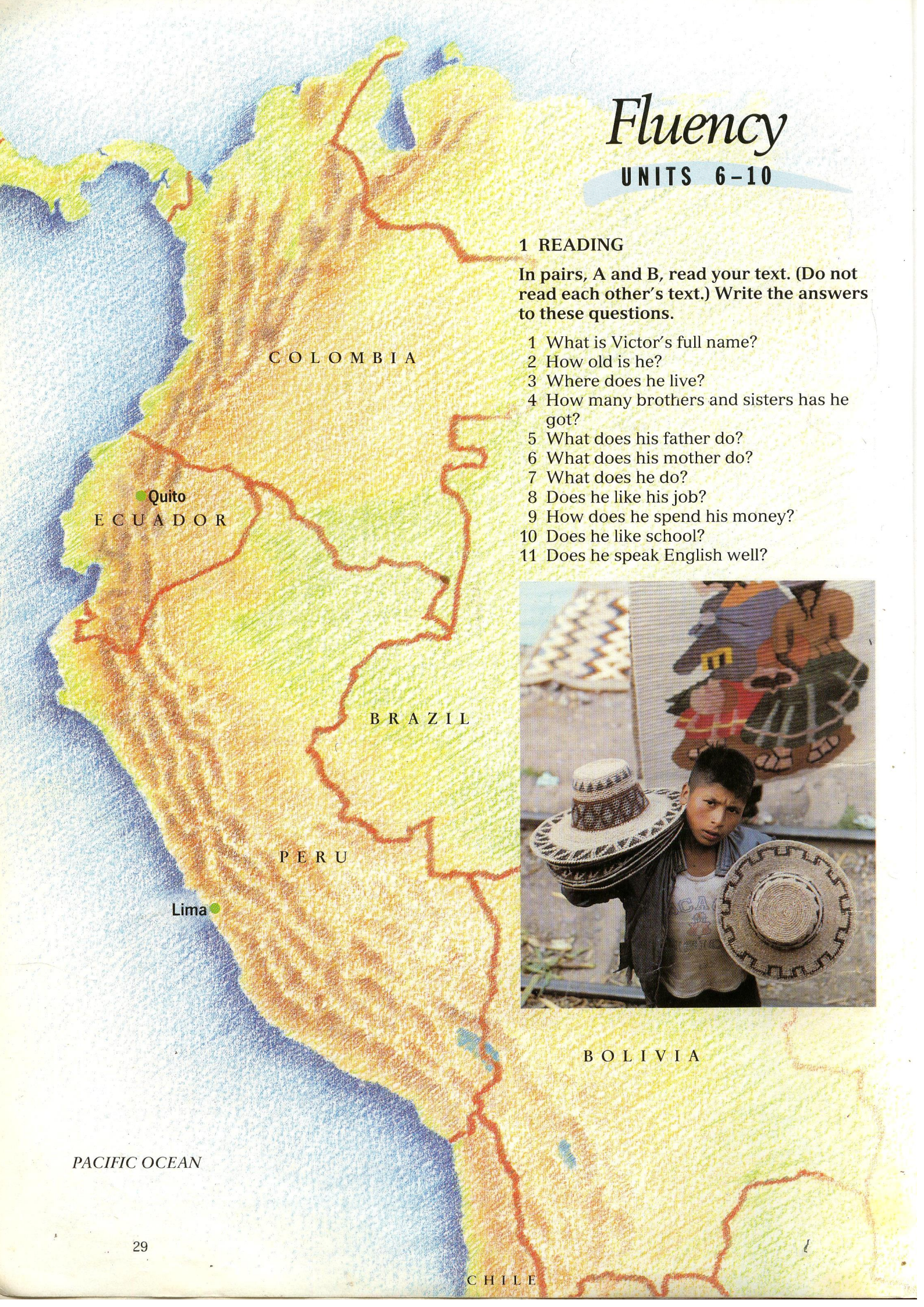
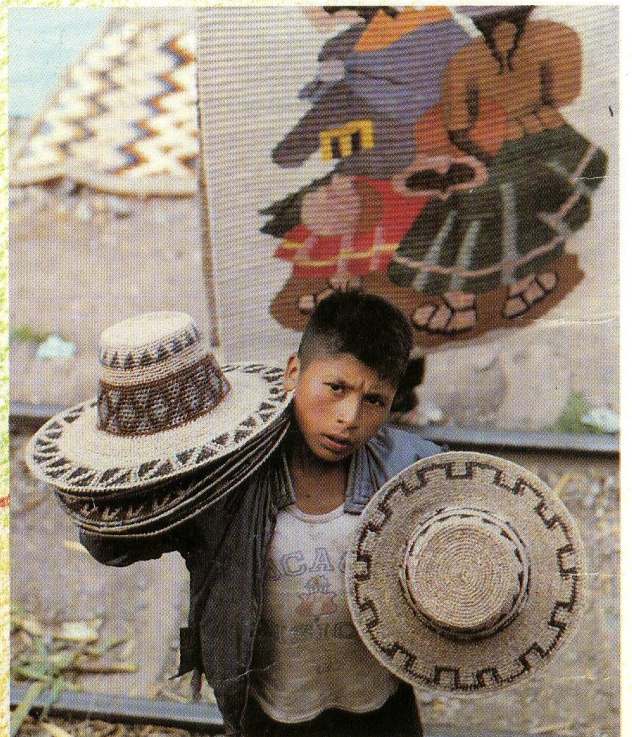
Fluency

UNITS 6-10

1 READING

In pairs, A and B, read your text. (Do not read each other's text.) Write the answers to these questions.

- 1 What is Victor's full name?
- 2 How old is he?
- 3 Where does he live?
- 4 How many brothers and sisters has he got?
- 5 What does his father do?
- 6 What does his mother do?
- 7 What does he do?
- 8 Does he like his job?
- 9 How does he spend his money?
- 10 Does he like school?
- 11 Does he speak English well?



PACIFIC OCEAN