

# You and me

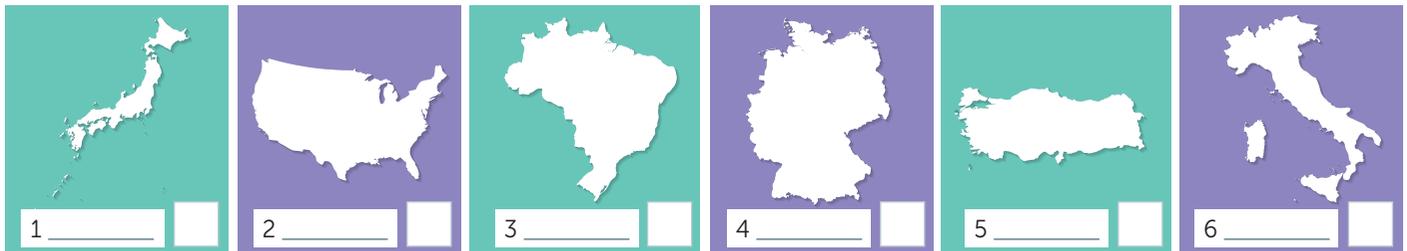
**LANGUAGE**

the verb *be* ■ countries and nationalities ■ numbers 1–1,000

## 1A Meeting and greeting

- 1 What country are you from? Name three more countries near your country.
- 2 **A** Match the countries in the box with maps 1–6.

Italy Germany Turkey the USA Brazil Japan



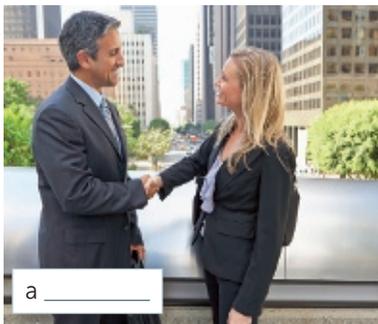
**B** 1.1 Listen. Write the letter of each speaker next to the correct map.

**3** 1.1 Listen again. Write the nationality of each country in exercise 2.  
*the USA – American*



**Go to Vocabulary practice:** countries and nationalities, page 136

- 4 **A** In pairs, look at the pictures. Where do you think the people are from?  
**B** Read the conversations in exercise 5 and match them with pictures a–c.



**5** 1.3 Listen and complete the conversations.

**1**  
**Emilia** Hello. My name's Emilia and this is Sara.  
**Sabine** Hi, <sup>1</sup> \_\_\_\_\_ Sabine. Nice to meet you.  
**Emilia** You, too. Where <sup>2</sup> \_\_\_\_\_ from?  
**Sabine** I'm from Germany. And you?  
**Emilia** <sup>3</sup> \_\_\_\_\_ from Italy, from Milan.  
**Sara** I'm not! I'm from Rome.

**2**  
**Sam** Oscar, this is Meiko. <sup>4</sup> \_\_\_\_\_ from Japan. And Meiko, this is Oscar. <sup>5</sup> \_\_\_\_\_ from Brazil.  
**Oscar** Nice to meet you, Meiko.  
**Meiko** You, too, Oscar.  
**Oscar** How do you spell your name?  
**Meiko** <sup>6</sup> \_\_\_\_\_ M-E-I-K-O.

**3**  
**Jo** Hi, Ali. How are you?  
**Ali** Very well, thanks. And you?  
**Jo** I'm fine. Where are Jean and Paola?  
**Ali** They aren't here. <sup>7</sup> \_\_\_\_\_ in the conference centre.  
**Jo** What about Andreas?  
**Ali** <sup>8</sup> \_\_\_\_\_ here. His train's late.

**6** Choose the correct forms of *be*. Use the conversations in exercise 5 to help you. Then read the Grammar box.

'm not 's isn't 'm 're aren't

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1 I am = _____                | 4 I am not = _____                |
| 2 You / we / they are = _____ | 5 You / we / they are not = _____ |
| 3 He / She is = _____         | 6 He / she is not = _____         |

**Grammar** the verb *be*

**Positive:**  
*I'm from Italy. She's Japanese. We're German.*

**Negative:**  
*I'm not from Spain. He isn't here. They aren't American.*

**Questions and short answers:**  
*Are you from Spain? Yes, I am. No, I'm not. Is Andreas here? Yes, he is. No, he isn't.*



**Go to Grammar practice:** the verb *be*, page 112

**7 A** **1.5 Pronunciation:** contractions of *be* Listen and repeat the contractions.

I'm you're he's she's it's we're they're

**B** **1.6** Say the sentences. Listen, check and repeat.

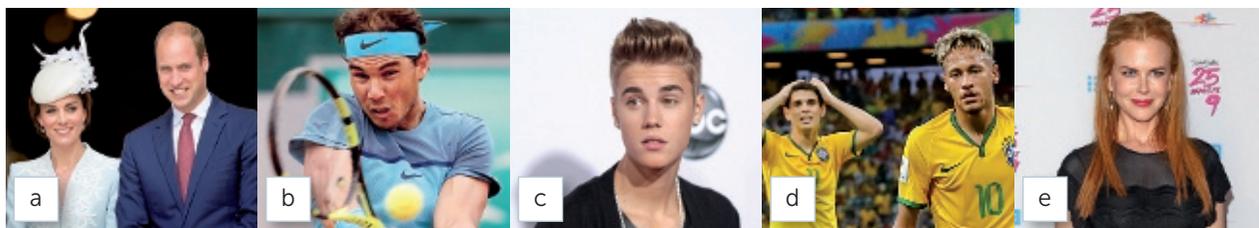
- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1 I'm American and they're Brazilian. | 3 You're Swedish and we're Turkish. |
| 2 He's Irish.                         | 4 She's from Russia.                |

**8** Complete the sentences with the correct form of *be*. Use contractions if possible.

- Pedro \_\_\_\_\_ Brazilian. He \_\_\_\_\_ from Recife.
- My parents \_\_\_\_\_ from Poland.
- Dublin \_\_\_\_\_ in the UK. It \_\_\_\_\_ in the Republic of Ireland.
- '\_\_\_\_\_ your name Carlos?' 'No, it \_\_\_\_\_ Carlo.'
- '\_\_\_\_\_ you from Mexico?' 'No, I \_\_\_\_\_. I \_\_\_\_\_ from Peru.'

**9** In pairs, look at the pictures. What countries are the people from? What nationality are they?

**A** *This is ... He's American. B No, he isn't. He's Canadian!*



**Go to Communication practice:** Student A page 158, Student B page 167

**10** Write the words or numbers.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1 _____ twenty-five               | 6 634 _____                   |
| 2 36 _____                        | 7 _____ two hundred and eight |
| 3 _____ a hundred and forty-three | 8 908 _____                   |
| 4 364 _____                       | 9 _____ a thousand            |
| 5 _____ seventy-seven             | 10 894 _____                  |



**Go to Vocabulary practice:** numbers 1–1,000, page 136

**11** In pairs, introduce yourselves to each other. Say your age if you want to.

- Hello. My name's ... You, too. I'm ... I'm ... years old.  
 Nice to meet you. Where are you from? How old are you?

## 1B My summer blog

1 Do you like sport? What's your national sport? What sports do people usually play in the summer?



### Skill approaching a text

Before you read a text, predict as much information as you can.

- Read the title of the text. Can you guess what it means?
- Are there any pictures? What people, places and things can you see?
- Are there any headings for the different sections? What are the sections about?

2 Read the Skill box. In pairs, look at the title, headings and pictures in the text. Answer the questions.

- |                            |                               |
|----------------------------|-------------------------------|
| 1 What type of text is it? | 3 Where is she at the moment? |
| 2 Who is the text about?   | 4 What is she doing there?    |

3 Read the text. Choose a title for each post.

- |          |                           |
|----------|---------------------------|
| 1 Week 1 | a Time to go home         |
| 2 Week 2 | b Learning English        |
| 3 Week 3 | c My British family       |
| 4 Week 4 | d Enjoying the tournament |

4 Read the text again and answer the questions.

- |  |   |
|--|---|
| 1 What is Maria's nationality?                 | 5 Where is Maria's English teacher from?      |
| 2 Where are Helen and Alex from?               | 6 Where are the teams in the tournament from? |
| 3 What are Maria's favourite places in London? | 7 When are the matches?                       |
| 4 Who is Hitoshi?                              |   |

5 Find words in the text to match the pictures.



1 h\_\_\_\_\_ f\_\_\_\_\_



2 c\_\_\_\_\_



3 t\_\_\_\_\_



4 m\_\_\_\_\_



5 c\_\_\_\_\_



### Text builder simple statements with *be*

Simple statements with *be* have this pattern: **subject** + **verb** + **complement**:

*This is my blog.*

*The teams are from Spain, Brazil, Portugal, Poland, Russia, England, Scotland and Japan.*

6 Read the Text builder and look at the Week 1 post in the text again. Draw a **box** around the subjects, **circle** the forms of *be* and **underline** the complements.

7 In pairs, think of a sport you love. Tell your partner about it.

*I love ... It's really ...*

# María Gómez

## My month in London



**Hello! I'm María Gómez. I'm 21 years old and I'm from Cádiz in Spain. I'm a student and I love football! At the moment, I'm in the UK. I'm at a language school to learn English, but I'm also here for an international football tournament for students! This is my blog about my month in London.**

### Week 1

This is my host family. They're very nice. Helen's English and Alex is Scottish, and their children are called Jenny and Jacob. Jenny's fourteen and Jacob's twelve. Sometimes I play football in the park with Jenny and Jacob, and sometimes we all go for a walk in the centre of London. It's a really interesting city. My favourite places are Big Ben, Buckingham Palace and Tower Bridge.



### Week 2

This is my language school. There are lots of students from different countries and we all speak English together. My classmates are really friendly. I always sit with Hitoshi. He's Japanese. Our English lessons are fun! Our teacher's name is Kerry and she's from Australia.



### Week 3

I'm at the football tournament now. The teams are from Spain, Brazil, Portugal, Poland, Russia, England, Scotland and Japan. We train every morning. I think we're a good team because we're very fast. The matches are in the evening. They're really exciting!



### Week 4

We're the champions! 😊 I'm happy, but I'm also sad because it's the end of my month here. Goodbye, London! Until next time!



## 1C Is that a man bag?

- 1 In pairs, look at the pictures in the text below. Can you name the objects?
- 2 **A** Read the text. Do you think the objects in the list are from a handbag, a 'man bag' or both?
- B**  1.8 Listen to a radio programme. Tick (✓) the objects that you hear.

### His bag or her bag?



Where do you put your things when you go out? If you're a woman, your things are probably in your handbag, but what about men? Today, 50% of men also have a bag – a 'man bag'. Is a man bag the same as a handbag? And what do men and women carry in their bags?

	HANDBAG	MAN BAG
keys	<input type="checkbox"/>	<input type="checkbox"/>
chewing gum	<input type="checkbox"/>	<input type="checkbox"/>
hairbrush	<input type="checkbox"/>	<input type="checkbox"/>
gloves	<input type="checkbox"/>	<input type="checkbox"/>
sweets	<input type="checkbox"/>	<input type="checkbox"/>
tablet	<input type="checkbox"/>	<input type="checkbox"/>
umbrella	<input type="checkbox"/>	<input type="checkbox"/>
phone	<input type="checkbox"/>	<input type="checkbox"/>
wallet	<input type="checkbox"/>	<input type="checkbox"/>
purse	<input type="checkbox"/>	<input type="checkbox"/>



Go to Vocabulary practice: personal objects, page 137

- 3  1.11 Listen to the start of the radio programme again and choose the correct options.

**Presenter** Zoe's here with <sup>1</sup> *she / her* handbag and Harry's here with <sup>2</sup> *he / his* 'man bag'.  
What's in <sup>3</sup> *their / they* bags? Zoe, you first. What's in <sup>4</sup> *you / your* handbag?

**Zoe** Let's have a look. Here are <sup>5</sup> *I / my* keys and <sup>6</sup> *my / me* hairbrush.

- 4 **A** Look at exercise 3 again. Then read the Grammar box. Which possessive adjective is for things that belong to:
- 1 a man? \_\_\_\_\_      2 a woman? \_\_\_\_\_      3 more than one person? \_\_\_\_\_
- B** Are possessive adjectives the same or different with singular and plural nouns?

Grammar	possessive adjectives	
I	my	<i>my bag/bags</i>
you	your	<i>your umbrella/umbrellas</i>
he	his	<i>his pen/pens</i>
she	her	<i>her glove/gloves</i>
it	its	<i>its photo/photos</i>
we	our	<i>our key/keys</i>
they	their	<i>their tablet/tablets</i>

Go to Grammar practice: possessive adjectives, page 113

**5 A**  **1.13 Pronunciation: sentence stress** Listen and repeat the sentences. Underline the stressed words in each sentence.

- 1 What's in your handbag?
- 2 Here are my keys.
- 3 His sunglasses are on the table.
- 4 What's their phone number?

**B**  **1.14** Practise saying the sentences. Listen, check and repeat.

- 1 Your tablet's new.
- 2 Where's my umbrella?
- 3 Here are our photos.
- 4 Her gloves are blue.

**6** Complete the sentences with a subject pronoun or a possessive adjective.

- 1 My friends are Scottish. \_\_\_\_\_'re from Aberdeen.
- 2 **A** Where are \_\_\_\_\_ sunglasses?  
**B** On your head!
- 3 \_\_\_\_\_'m Spanish. Here's \_\_\_\_\_ identity card.
- 4 \_\_\_\_\_ name's Ahmed. He's 32 years old.
- 5 They're from Italy. \_\_\_\_\_ names are Francesca and Marco.
- 6 This is Harry. \_\_\_\_\_'s from London.
- 7 We're in the baggage area at the airport, but are \_\_\_\_\_ bags here?

**7** Look at the sentences. Complete the rules about possession. Then read the Grammar box.

- 1 It's Carl's bag.
  - 2 It's my sister's phone.
  - 3 They're my friends' umbrellas.
- After a singular name (e.g. *Mary*), we add \_\_\_\_.  
 After a singular noun (e.g. *girl*), we add \_\_\_\_.  
 After a regular plural noun (e.g. *boys*), we add \_\_\_\_.

 Grammar	's for possession	
For a singular noun or name: <i>Mary's glasses are in her bag.</i>	For a plural noun: <i>My parents' car is red.</i>	Irregular plural nouns: <i>The children's toys are everywhere!</i>



**Go to Grammar practice: 's for possession, page 113**

**8**  **1.15** Look at the picture and listen to John and Mary. Match the possessions with the people in the box.

John   Mary   John's friends   Mary's sister   Carl



**9** Choose the correct options to complete the sentences.

- 1 It's *Lucy's bag* / *Lucy bag*.
- 2 They're *Harry's* / *Harrys'* glasses.
- 3 I'm an English teacher. Here are all my *student's* / *students'* books.
- 4 It's *my friends'* / *friend's* phone. Look, this is his photo.
- 5 Here are the *mens'* / *men's* umbrellas.

**Go to Communication practice:**  
 Student A page 158, Student B page 167

**10 A** In groups of three to five, follow the instructions.

- Student A:** Close your eyes.
- Other students:** Put one of your possessions on the table.
- Student A:** Open your eyes. Guess whose things are on the table.

*Is it Manuel's watch?   Are they Maria's glasses?*

**B** Repeat the activity. Take it in turns to be Student A.





**Conversation builder** asking for and giving personal information

**Asking for information:**

*What's your first name/surname/  
address/mobile number/(home  
phone) number?*

*Do you have an email address?*

*How do you spell that, please?*

**Saying your phone number:**

*02079 46007 – oh two oh seven  
nine four six double oh seven*

**Saying your email address:**

*k.mcrea\_007@gmail.com – k dot  
mcrea underscore double oh  
seven at g mail dot com*

**5** Read the Conversation builder. Answer the questions in pairs.

- 1 How do you say '0' and '44' in a phone number?
- 2 How do you say '@', '\_' and '.com' in an email address?

**6** 1:17 Read the sentences. Then watch or listen again. Choose the correct options to complete the sentences.

- 1 The assistant asks Kate to spell her *first name / surname / address*.
- 2 He asks her to say her *postcode / email address / home phone number* again.



**Skill** asking for clarification

**When you don't understand something, ask the speaker for help:**

- Ask him/her to say the sentence again or to spell the word.
- Use **Sorry, could you ...** and **please** to be polite:  
*Sorry, could you say that again, please? How do you spell that, please?*
- Use polite intonation: *Sorry, could you say that again, please?*



**7** 1:18 Read the Skill box. Listen and repeat the questions when you hear the beeps. Copy the intonation.

**8** 1:19 Listen to three conversations in a school lost property office. For what information does the assistant ask for clarification?

**Conversation 1** *address / postcode / email address*

**Conversation 2** *home phone number / mobile number / postcode*

**Conversation 3** *first name / surname / first name and surname*

**Go to Communication practice:** Student A page 158, Student B page 167

**9 A PREPARE** You lose an important personal object. Look at the Conversation builder again. Think about your answers to the questions.

**B PRACTISE** You are at the lost property office. In pairs, take turns to ask and answer questions and complete the form for your partner. Ask for clarification to check the information is correct.

First name	Email address
Surname	Mobile number
Address	Home phone number
Postcode	

**C PERSONAL BEST** Swap your form with your partner. Read his/her work and correct any mistakes. How could you improve it?