CAMBRIDGE

Herbert Puchta • Chris Jory • Peter Lewis-Jones • Chris Holzmann

Options 2

Student's Book & Workbook



NUOVE INDICAZIONI NAZIONALI

Il primo corso di inglese per la Scuola Secondaria di Primo Grado con un sistema di differenziazione per classi multilivello.

- Testi di lettura su **tre livelli**: **Standard**, **Basic**, **Enriched**
- Attività differenziate per *Speaking* e *Writing*
- **Lettore audio** con velocità regolabile
- Motivanti **Grammar Raps** e **Dialogue Karaoke**
- Ampia gamma di **video** coinvolgenti
- **INVALSI** e **Cambridge *A2 Key for Schools***
- **Offerta digitale completa**

INTRODUCING OPTIONS

HELBLING

INTRODUCING *OPTIONS* 2



***Options* è il corso che ti aiuta a realizzare il tuo potenziale.**

Student's Book

DIALOGUE





Challenge! Ex.3 inizio facile via via sempre più difficile.



Attività relative agli esami evidenziate in tutto il corso.





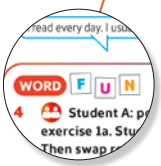
I video danno vita ai dialoghi.



Utili espressioni di uso colloquiale.



Mediation: attività che promuovono la collaborazione, in particolare capire gli altri e dare spiegazioni.

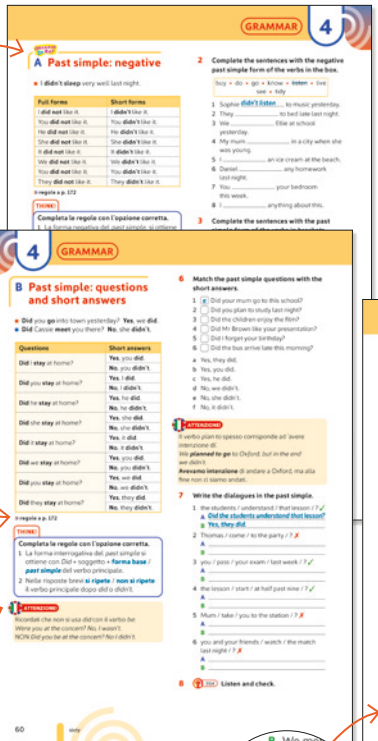


Esercizi divertenti per chiudere la lezione.

GRAMMAR

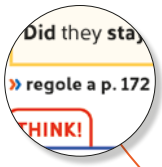


Grammar rap videos.





Sezione di grammatica sommativa.

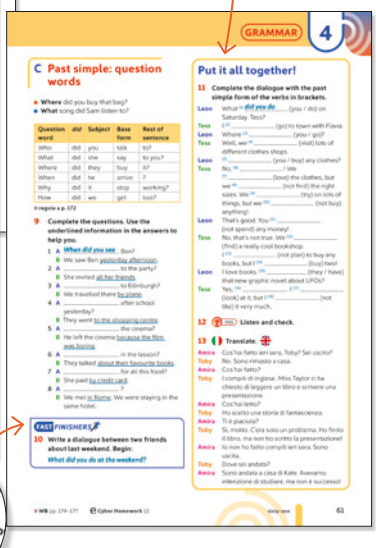


Rimando alle regole grammaticali nel *Workbook*.



Segnala errori comuni e trappole da evitare.





FUNCTIONS

Simpatiche situazioni comunicative di vita quotidiana.



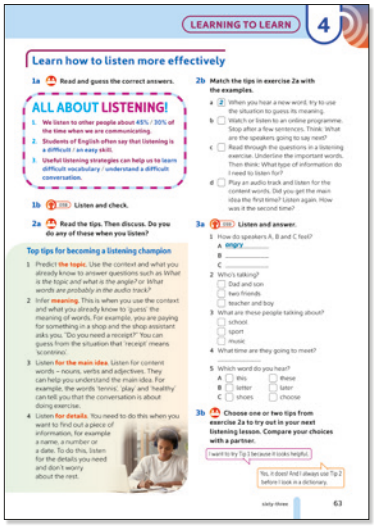




Rimando al *Workbook*.

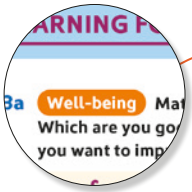
LEARNING TO LEARN

Apprendi strategie per imparare a studiare meglio.

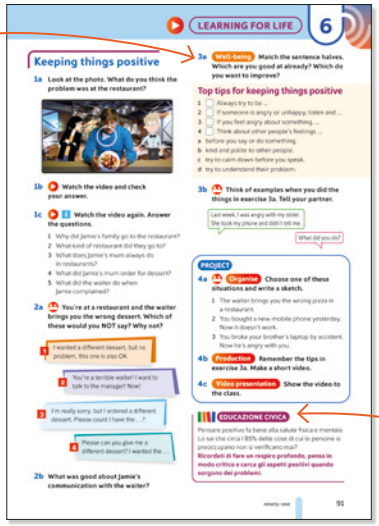


LEARNING FOR LIFE

Impara strategie per migliorarti.



Well-being: attività che promuovono il benessere personale e quello degli altri.



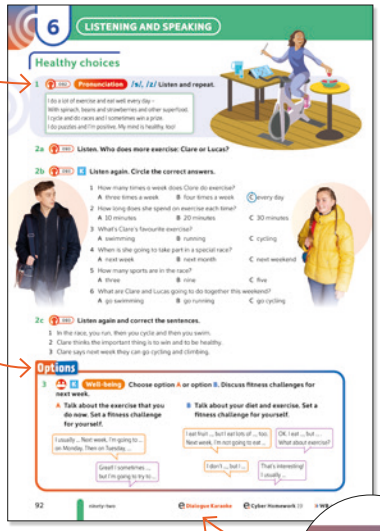


LISTENING AND SPEAKING



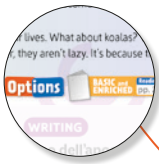


Scelta tra *Options A* e *B* per attività di writing più o meno difficili.

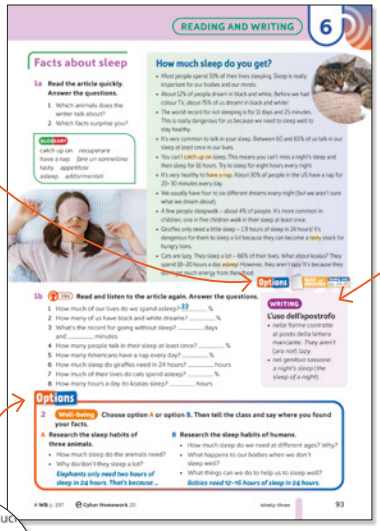


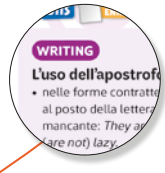


READING AND WRITING

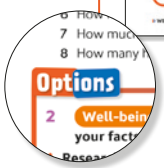


Tre versioni dei testi di lettura multilivello: Standard, Basic e Enriched.





Suggerimenti per strategie di *Writing*.



Options A e *B*: una scelta di attività di speaking più o meno difficili.

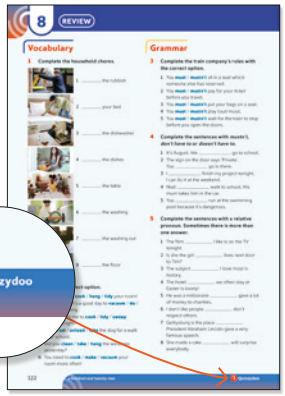
THE SECRET SPRING

Avvincente storia animata fantasy con relativi esercizi ed espressioni di uso quotidiano.



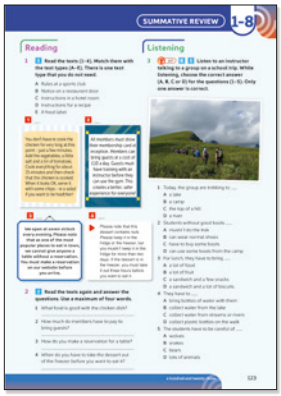
REVIEW

Ripasso di tutta la lingua dell'unità.



SUMMATIVE REVIEW

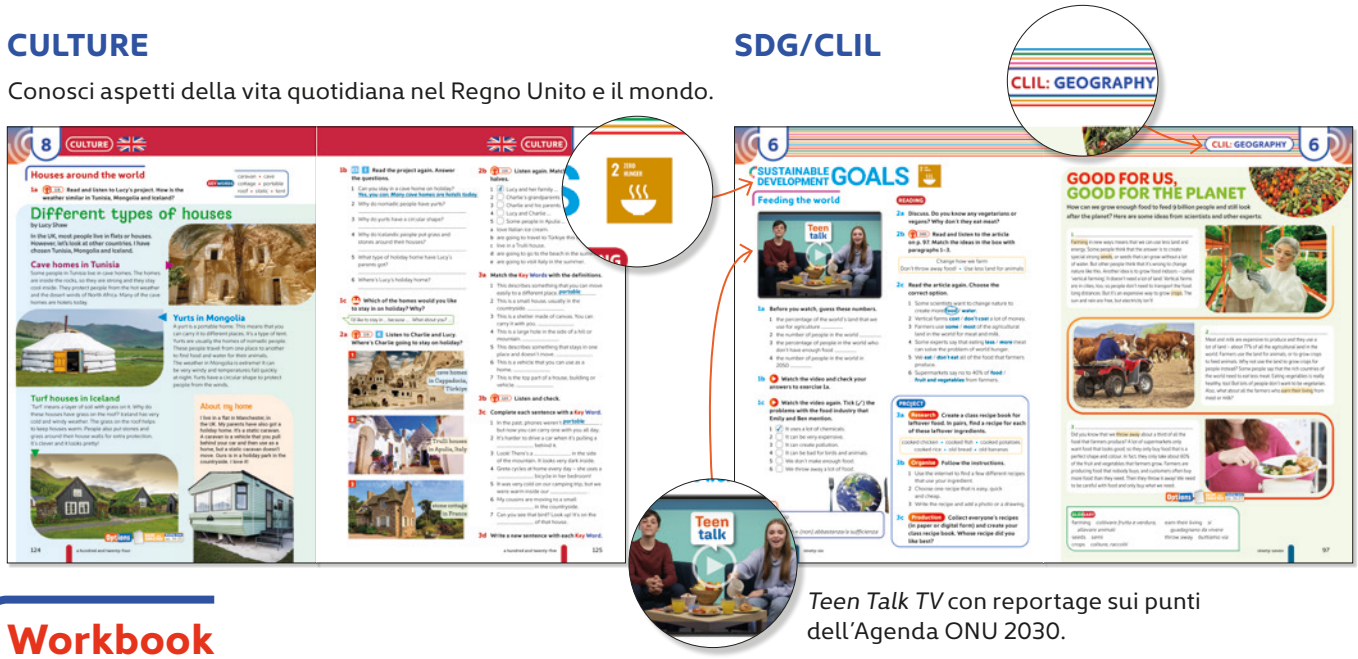
Esercizi sommativi dei principali aspetti grammaticali.



CULTURE

Conosci aspetti della vita quotidiana nel Regno Unito e il mondo.

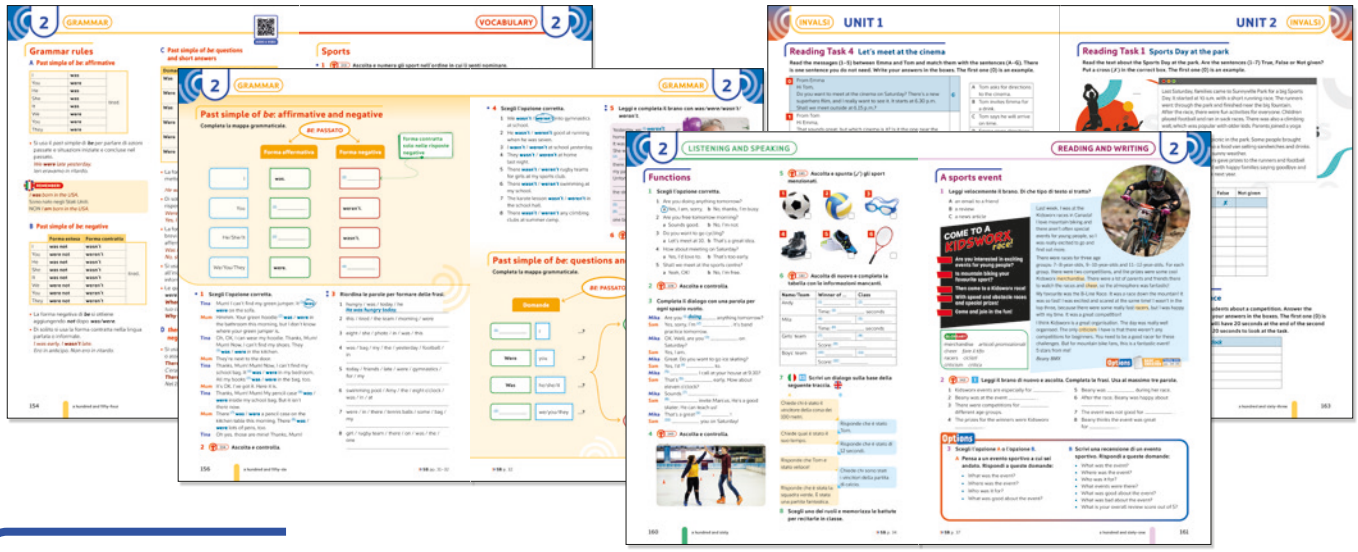
SDG/CLIL



Teen Talk TV con reportage sui punti dell'Agenda ONU 2030.

Workbook

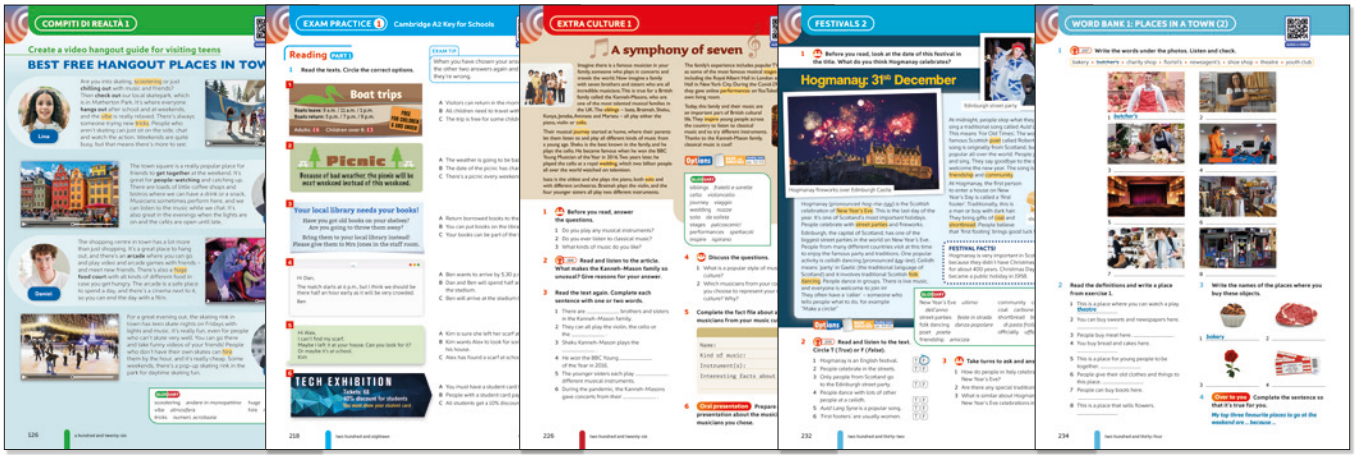
Il *Workbook* è preceduto da 4 pagine di *Level 1 Grammar reference*. Ogni unità nel *Workbook* inizia con la regola grammaticale. A seguire pagine di esercizi grammaticali con mappe concettuali. Seguono esercizi di lessico, funzioni linguistiche e abilità.



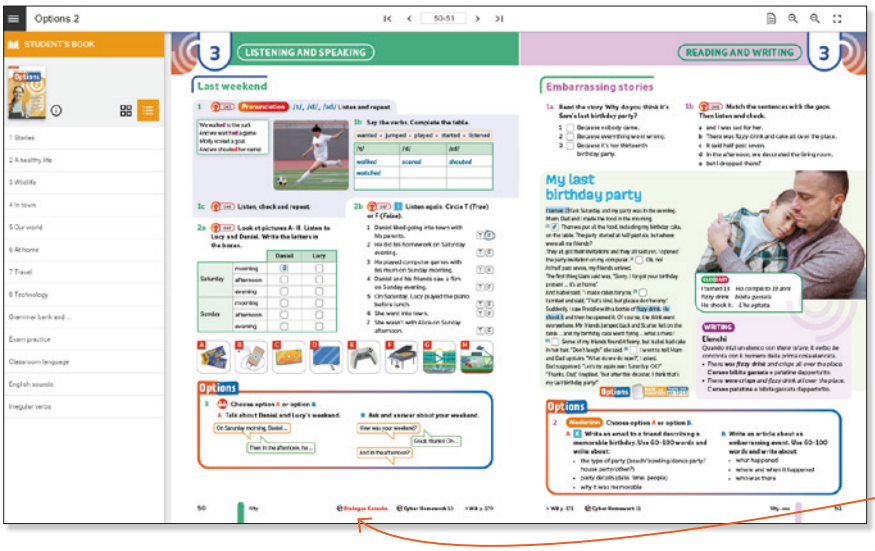
Extra material

2 doppie pagine di Compiti di realtà, 8 pagine di esercizi per l'esame *Cambridge A2 Key for Schools*, 5 pagine di *Extra culture*, 3 pagine di *Festivals*, 8 pagine di *Word banks*, una pagina di pronuncia e punteggiatura, 2 cartine geografice: *The UK* e *Europe*.

COMPITI DI REALTÀ **EXAM PRACTICE** **EXTRA CULTURE** **FESTIVALS** **WORD BANK**



Il digitale



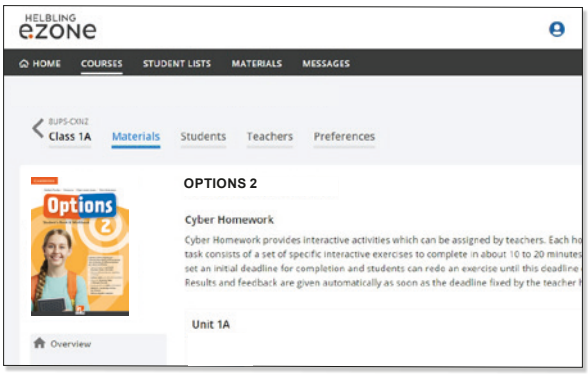
Student's and Workbook e-book+ è la versione interattiva del tuo libro con audio, video, *Dialogue Karaoke* e gli esercizi interattivi con correzione automatica.
Basic and Enriched Reading texts e-book+ include tutti gli audio relativi ai testi di lettura.

AUDIO & VIDEO

Accesso immediato a tutti i contenuti audio e video.

Dialogue Karaoke

Parla con Harry o Ruby per esercitare le tue *speaking skills*.



Cyber Homework per ripassare i contenuti delle unit: lessico, grammatica, ascolti, lettura.



e-readers graduati con esercizi interattivi e quiz.

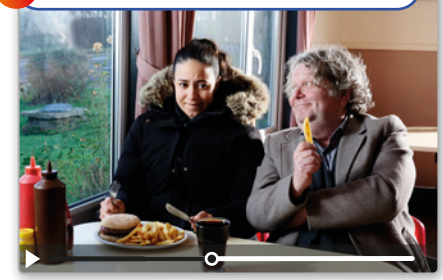
Quizzydoo Fai quiz in classe per esercitare il lessico e comprensione dei contenuti delle unit.

Extra online practice
Esercitazioni extra con autocheck.

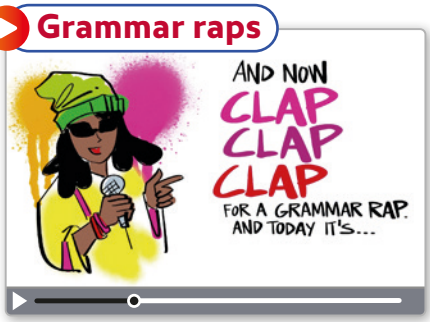
Exam practice
Esami extra a livello CEFR A2 con autocheck.

Your video options

The After-School Club



Grammar raps



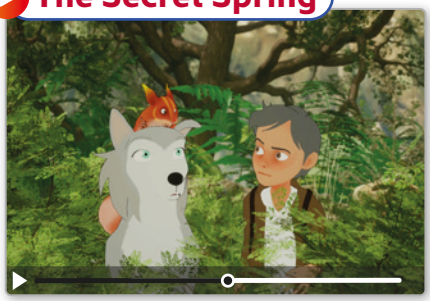
Functions



Learning for life



The Secret Spring



Sustainable Development Goals



CONTENTS

Starter
pp. 10–13

Present simple of *be* | Subject pronouns and possessive adjectives | Pets | *there is / there are* *some/any* | Family | *have got*



VOCABULARY	GRAMMAR	FUNCTIONS
1 I'm new here pp. 14–27 	**Places in a town 1** **Word bank 1** Places in a town 2 p. 234	**A** Present simple vs present continuous **B** Present continuous for future **C** Verbs of preference + *-ing*	Asking for and giving directions
REVIEW p. 25			
2 I was born in Cape Town pp. 28–41 	**Sports** **Word bank 2** Places to do sport p. 235	**A** Past simple of *be*: affirmative **B** Past simple of *be*: negative **C** Past simple of *be*: questions and short answers **D** *there was / there were*: affirmative and negative	Making arrangements
REVIEW p. 39			
3 I watched that show! pp. 42–55 	**Free-time activities 1** **Word bank 3** Free-time activities 2 p. 236	**A** Past simple: affirmative (regular verbs) **B** Past simple: affirmative (spelling variations) **C** Past simple: affirmative (irregular verbs)	At the leisure centre
REVIEW p. 53			
4 I didn't sleep very well pp. 56–69 	**Book genres** **Word bank 4** Film genres p. 237	**A** Past simple: negative **B** Past simple: questions and short answers **C** Past simple: question words	Giving opinions
REVIEW p. 66 SUMMATIVE REVIEW 1–4 p. 67			
5 Lions are the best animals pp. 70–83 	**Wildlife** **Word bank 5** Garden animals p. 238	**A** Comparative adjectives **B** Superlative adjectives **C** (*not*) *as ... as ...*	Agreeing and disagreeing
REVIEW p. 81			

Prepositions of time	Present simple: adverbs of frequency	*can*	Parts of the body	Present continuous

LEARNING TO LEARN LEARNING FOR LIFE	LISTENING AND SPEAKING	READING AND WRITING	THE SECRET SPRING
Learn how to set and achieve learning goals Tips for improving learning skills.	**At the station** Listen to dialogues about buying train tickets; role-play buying a train ticket. **Pronunciation** rhythm	**A trip to Cambridge** Read an email about a trip. Write an email about a trip or future plans. **Writing tip** Le e-mail	**Episode 1** Another World
CULTURE **London in numbers** pp. **26–27**			
We all do things differently Understanding different cultures.	**Winners past and present** Listen to a podcast about world records. Act out a dialogue about sports. **Pronunciation** *was, were*	**Sport events** Read a text about a mountain-biking competition. Write an article about a sports event. **Writing tip** *too, as well, also*	**Episode 2** Captured
Sport and the body (SDG 3) CLIL: Biology **Healthy body, healthy mind** pp. **40–41**			
Learn how to improve your speaking skills Tips for improving speaking.	**Last weekend** Listen to a description of what two people did at the weekend. Describe what someone did at the weekend. **Pronunciation** /t/, /d/, /ɪd/	**Embarrassing stories** *My last birthday party* Read a story about an embarrassing event. Write an email about a memorable birthday or an article about an embarrassing event. **Writing tip** Elenchi	**Episode 3** Chocolate
Places and spaces (SDG 15) CLIL: Social science **Going green in the city** pp. **54–55**			
Learn how to listen more effectively Tips for improving listening skills.	**Going to the cinema** Listen to a discussion about films. Have a discussion about going to the cinema. **Pronunciation** /ə/	**Reviews** *On the Last Train* Read a film review. Write a film review. **Writing tip** Recensioni di film	
CULTURE **The history of the cinema** pp. **68–69**			
Looking after our pets Tips for looking after pets.	**Describing animals** Listen to descriptions of animal photos. Plan a trip to a wildlife park. **Pronunciation** /aɪ/	**A report** *Endangered animals* Read a report about endangered animals. Write a report about an endangered animal. **Writing tip** Scrivere e leggere i numeri grandi	**Episode 4** Aiden's Plan
Save the seas (SDG 14) CLIL: Biology **A world under the water** pp. **82–83**			

CONTENTS

	VOCABULARY	GRAMMAR	FUNCTIONS
6 That's a lot of pizza pp. **84–97**	**Food and drink** **Word bank 6** Food containers p. 239	**A** Countable and uncountable nouns **B** *a/an/some/any* **C** *a lot of / much / many / How much / How many* **D** *a few / a little*	**Ordering food**
REVIEW p. **95**			
7 You don't have to worry pp. **98–111**	**Geographical features** **Word bank 7** Materials p. 240	**A** *have to*: affirmative **B** *have to*: negative **C** *have to*: questions and short answers **D** *some/any/no/every* compounds	**Offering and accepting help**
REVIEW p. **109**			
8 I mustn't forget! pp. **112–125**	**Household chores** **Word bank 8** Cleaning equipment p. 241	**A** *must* **B** *mustn't* **C** *mustn't / don't have to* **D** Relative pronouns	**Permission and requests**
REVIEW p. **122** SUMMATIVE REVIEW 1–8 p. **123**			

COMPITI DI REALTÀ pp. **126–129**
1 Best free hangout places in town
2 Something old, something new

Wordlist pp. **130–135**

Grammar reference pp. **136–139**

WORKBOOK pp. **141–217**

EXTRA

Exam practice pp. **218–225**
Cambridge A2 Key for Schools practice tests

Extra culture pp. **226–230**
1 A symphony of seven
2 The world of J.R.R. Tolkien
3 Maintaining the mansions
4 Canada's Indigenous people
5 National parks in the USA

KEY

000 Audio material
Video material
Pairwork
Groupwork
Quizzydoo
Options BASIC and ENRICHED Reading texts pp. 00-00
Texts with Basic and Enriched versions

LEARNING TO LEARN LEARNING FOR LIFE	LISTENING AND SPEAKING	READING AND WRITING	THE SECRET SPRING
Keeping things positive Tips for being positive.	**Healthy choices** Listen to a discussion about exercise. Talk about diet and exercise. **Pronunciation** /s/, /z/	**Facts about sleep** *How much sleep do you get?* Read an article about sleep facts. Write and talk about the sleep habits of humans or animals. **Writing tip** L'uso dell'apostrofo	**Episode 5** Confrontation
Feeding the world (SDG 2) CLIL: Geography **Good for us, good for the planet** pp. **96–97**			
Problem-solving Tips for problem-solving.	**Keeping our world clean** Listen to descriptions of a place. Suggest ways of keeping a place clean. **Pronunciation** *have to / has to*	**Interesting places around the world** Read a text about remote places. Write an article about a remote place. **Writing tip** *very* e *too*	**Episode 6** Worlds Apart
Our changing planet (SDG 13) CLIL: Environmental studies **The disappearing Maldives** pp. **110–111**			
Luna's helping out Tips for asking for help.	**Jobs around the house** Listen to people talking about household chores. Discuss or do a role-play about household chores. **Pronunciation** *mustn't*	**'Happy Homes' blog** *Washing the dishes is good for you!* Read a blog about the benefits of doing chores. Write a summary of what chores people do in your class/country. **Writing tip** Blogs	
CULTURE **Houses around the world** pp. **124–125**			

Irregular verbs list p. **140**

Festivals pp. **231–233**
1 Bonfire Night: 5th November
2 Hogmanay: 31st December
3 Summer festivals

Word banks pp. **234–241**
1 Places in a town 2
2 Places to do sport
3 Free-time activities 2
4 Film genres
5 Garden animals
6 Food containers
7 Materials
8 Cleaning equipment

Pronunciation p. **242**
A guide to pronouncing the key sounds of English

K Cambridge A2 Key for Schools ES Esame di Stato I INVALSI

AUDIO & VIDEO

Present simple of *be*

1a **Choose the correct option to complete Oscar's email.**

Hi Elka,
How (1) **is** / **are** you? My new school is really nice! It (2) **am** / **is** really small, but that's good! The photo is of me and a friend, Annie, at school! She (3) **is** / **am** new, too! The other students (4) **isn't** / **aren't** new, and they're really nice.
My classroom (5) **are** / **is** great and the desks (6) **is** / **are** cool!
Music lessons (7) **are** / **is** fantastic because the teacher (8) **is** / **are** also in a band!
(9) **Is** / **Am** Mrs Brown your teacher this year? How (10) **are** / **is** Max and Fern?
Say hello from me! Their numbers (11) **are** / **aren't** in my phone 😕 .
Write soon!
Oscar



1b 001 **Listen and check.**

2 **Write the classroom objects.**



1 *desk*



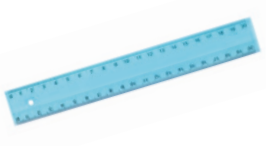
2 _____



3 _____



4 _____



5 _____



6 _____

3 **Rewrite these sentences so they are true for you.**

1 My classroom door is blue.
My classroom door isn't blue. It's white.
2 My English teacher is called Henry.
_____
3 My classmates are German.
_____
4 I am very happy on Monday mornings.
_____

Subject pronouns and possessive adjectives

4 **Replace the underlined words with the correct subject pronoun or possessive adjective.**

1 My dog is called Rufus. *It is called Rufus.*
2 This is Bethany's phone. *This is her phone.*
3 It's Sam's school.
_____
4 Give me Al and Jackie's number, please.
_____
5 You and I are great friends!
_____
6 Justin and Fabio are really scared!
_____
7 Where's Emma's house?
_____
8 Is your and Tom's exam tomorrow?
_____
9 Your house and my house are near the bus stop.
_____

5 **Student A: point and ask about an object or objects. Student B: reply using a possessive adjective.**

Whose are those headphones?

They're ***his*** headphones.

» **WB** p. 142

Pets

6a **Write the words.**



1 d*og*



2 h_____



3 r_____



4 c_____



5 p_____

6b 002 **Listen and check.**

7 **Look at the example. You lose when you can't say another animal.**

Hamster

Hamster, snake

Hamster, snake, pig

Hamster, snake, pig, ...

there is / there are some/any

8 **Look at the photos. Write questions and short answers about the words. Use *there is / there are, a/any*.**







1 pets? *Are there any pets? Yes, there are.*

2 cat? _____

3 beds? _____

4 chairs? _____

5 rabbit? _____

9a K **Complete with one word in each gap.**

Ali Are there (1) *any* _____ school pets at your school?

Kris Yes, (2) _____ are. There's a white cat called Bonny. There (3) _____ any dogs, though!

Ali And what's your classroom like?

Kris There are (4) _____ red tables! There (5) _____ any posters on the walls, but there (6) _____ lots of windows. Is (7) _____ any modern furniture in your new classroom?

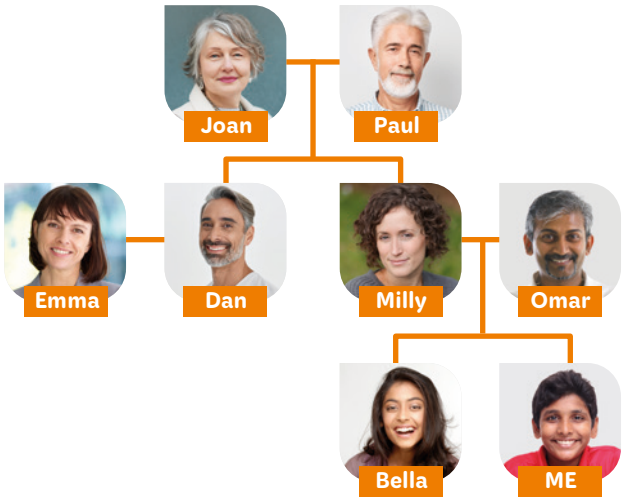
Ali No, there (8) _____. But (9) _____ is a big, old sofa.

9b 003 **Listen and check.**

Family

10a **Look at Max's family tree and complete the sentences. Use four of these words.**

cousins • ~~dad~~ • grandma • sister • twin • uncle



1 Omar is my *dad* _____.

2 Bella is my _____.

3 Joan is my _____.

4 I haven't got any _____.

10b 004 **Listen and check.**

11 **Student A: think of a person and say a clue. Student B: say the name. Then swap roles.**

Joan's daughter

Milly!

have got

12 **Write the correct form of *have got*.**

1 Don *hasn't got* a red jacket. ✗
2 My brother _____ a budgie. ✓
3 Tam and Ivo _____ new phones. ✓
4 We _____ a new car. ✗

13 **Read the answers and write the questions.**

1 *Has your school got a school pet?*
No, it hasn't. My school hasn't got a pet.
2 _____
No, she hasn't. Amy's phone is new, not old.
3 _____
No, I haven't. I haven't got a cow.

Prepositions of time

14a **Write *at*, *on* or *in*.**

1 *in* winter
2 ____ Sunday
3 ____ the evening
4 ____ Easter
5 ____ Friday morning
6 ____ 2025
7 ____ half past four
8 ____ night

14b 005 **Listen and check.**

Present simple: adverbs of frequency

15 **Put the adverbs of frequency in the correct order.**

always • ~~never~~ • often • sometimes • usually

1 *never*
2 _____
3 _____
4 _____
5 _____

16 **Rewrite the sentences with the adverb of frequency in the correct place.**

1 He goes to school on Christmas Day. (never)
He never goes to school on Christmas Day.
2 We have breakfast at 7 a.m. (always)
_____
3 I am in bed at 10 p.m. (usually)
_____
4 My brother is late for school. (never)
_____
5 We watch a film after dinner. (often)
_____

17 **Translate the text about Mandy's typical Saturday.**



Mandy si alza sempre alle nove il sabato. È molto stanca dopo una settimana a scuola. Si fa una doccia, si veste e poi fa colazione. Di solito ha lezione di tennis alle undici, con la sua amica Tyler, ma non in inverno o durante le vacanze estive. Dopo la lezione di tennis, è ora di pranzo. Tyler va spesso a casa di Mandy per pranzo, ma qualche volta Mandy va a casa di Tyler. Dopo pranzo, fanno i compiti insieme. Di sera, qualche volta Mandy si vede con i suoi amici al parco, ma spesso sta a casa col fratello. Guardano un film o ascoltano musica.

18 **Use the prompts to ask and answer about Mandy's typical Saturday.**

1 What time / Mandy / get up / ?
2 What / she / do / after her shower / ?
3 Who / have tennis lessons with / ?
4 Where / Mandy and Tyler have lunch / ?
5 When / they do their homework / ?
6 Where / Mandy / see her friends / ?

What time does Mandy get up?

She always gets up at nine o'clock.

» WB pp. 143–144

can

19 **Reorder the words to make sentences.**

1 run / a kilometre / can't / they
They can't run a kilometre.

2 he / understand / Italian / can
_____?

3 can't / speak / Portuguese / Jeff
_____.

4 tennis / very well / can / play / Mandy
_____.

5 maths / head / difficult / can / in / do / her / Emma
_____.

6 desserts / Mum / can't / at all / make
_____.

7 can / but / fly / penguins / swim / can't / they
_____.

20 **Write a list of six abilities and free-time activities. Then ask and answer.**

Can you count to 20 in French?

No, I can't, but I can count to 20 in English.

Parts of the body

21a **Complete the parts of the body.**

1 t o n g u e
2 _ a _
3 e _ b _ _
4 _ y _ s
5 _ ing _ rs
6 _ oo _
7 ha _ _
8 h _ a _
9 h _ _ r
10 _ n _ e
11 m _ _ th
12 n _ _ _
13 _ oo _ _
14 to _ s
15 _ r _
16 _ _ g

21b 006 **Listen and check.**

Present continuous

22a **Look at the photos. Complete the sentences so they are true.**



She *isn't standing* (stand) on her feet. She *'s breakdancing* (breakdance).



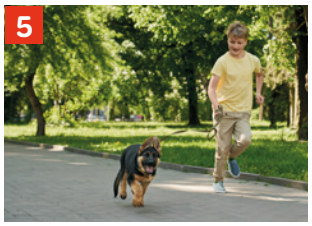
She _____ (hold) her foot. She _____ (ride) a bike.



They _____ (dance). They _____ (eat) pizza together.



She _____ (touch) her toes. She _____ (play) tennis.



Tim and Bonzo _____ (walk). They_____ (run) in the park.



I _____ (write) a message. I _____ (learn) English.

22b 007 **Listen and check.**

23 **Look at the photos again. Take turns to say more sentences. Think about what the people are doing, wearing, thinking and feeling.**

Photo 1: She's thinking that her arms are tired.

1

AUDIO & VIDEO

I'm new here



1 008 **Read and listen or watch. How does Alissa describe Oliver?**

It's the start of a new term and there's a new student.

Alissa Oh! Hello, I'm Alissa. What's your name?
Maya Hi Alissa, I'm Maya. I'm new here.
Alissa Welcome to the After-School Club, Maya. Aha! Here are the others. Let me introduce you. Everyone's very friendly here!
Alissa Lily. This is Maya.
Lily Nice to meet you, Maya. Welcome to the club!
Maya Nice to meet you, too.
Alissa Lily is very polite!

Later ...

Maya I don't live very close to the school. I live near Kingfisher Park.
Alissa Kingfisher Park! We often go there at the weekends.
Lily Yes, we sometimes play tennis there. We aren't very good, but it's fun. Alissa is very sporty.
Maya And who is that?
Alissa That's Oliver. He's really shy – he doesn't like to talk much, but he's very funny.
Lily He likes to read. He's very clever. Let's go and say hi.
Alissa Hey, Oliver, say hi to Maya. She's new.
Oliver Hi, Maya. Don't believe anything they say about me. It's not true!
Alissa What? Us? We never say bad things about you, Oliver.
Maya So, is that everyone?
Alissa Me, Lily, Oliver ... Ah! Someone isn't here ...

EVERYDAY ENGLISH
Let me introduce you. *Te li presento.*
very close *molto vicino*

2 008 **Listen or watch again and repeat.**

3 **Choose the correct option and answer.**

1 The new student is a girl / boy.
2 Alissa introduces Maya to **Lily** / **Oliver** first.
3 Maya lives near the school. T F
4 Alissa doesn't know Kingfisher Park. T F
5 Lily plays tennis with Alissa. T F
6 Are all the friends at the After-School Club? ___

4 009 **Watch or listen to Part 2 of the video. Who says it? Write the names.**

1 "I'm sporty!" *Ahmed*
2 "I like Mr Wilson." _____
3 "He's my favourite teacher." _____
4 "No, he isn't my dad!" _____





5 **Read the dialogue and underline the sentences from exercise 4. Then act out the dialogue in groups.**

Lily Ahmed. Ahmed is always late.
Alissa And here he is – Ahmed.
Lily Ahmed, this is Maya. She's new.
Ahmed Oh, hi.
Alissa What's the matter, Ahmed? You don't need to be so rude.
Ahmed I'm sorry. It's just Mr Wilson.
Oliver What about Mr Wilson?
Ahmed He always says, "Stop running, Ahmed. Slow down, Ahmed."
Maya He does?
Ahmed Yes. I'm sporty! I love running, but Mr Wilson is always rude.
Alissa He isn't rude. I like Mr Wilson. He's very helpful.
Lily And funny.
Oliver Yeah. He's my favourite teacher.
Ahmed Well, he isn't my favourite teacher. I don't like him at all.
Maya Actually, I know Mr Wilson.
Alissa You do? How?
Maya Yes, I know him very well. He's my dad!
Ahmed I ... but ... well, ... He isn't that bad. I mean, I quite like him. It's just ...
Maya I'm joking, Ahmed!
Ahmed You mean, he isn't your dad? Oh, you're funny!
Maya No, he isn't my dad!
Ahmed That's good. Because he's super mean. Mr Wilson is a mean teacher.
Maya Actually, he's my uncle.
Mr Wilson Good afternoon. And for those of you who didn't know, Mr Wilson is in the building!

6 **Mediation** **Put the dialogue in the correct order. Then change the names in bold and act out the dialogue.**

☐ Let me introduce you to **Ray**.
☐ 1 Hello, I'm **Sam**. What's your name?
☐ Nice to meet you, too.
☐ Hi, **Ray**. Nice to meet you.
☐ Hi, I'm **Jo**.

1 VOCABULARY

Places in a town

1a **Match the words with the photos.**





































___ bank	___ museum
___ bookshop	___ park
___ bus station	___ pharmacy
___ bus stop	___ police station
1 car park	___ post office
___ church	___ restaurant
___ hospital	___ shopping centre
___ library	___ sports centre
___ market	___ train station

LOOK!

library = *biblioteca*
libreria = bookshop

1b 010 **Listen and check.**

2 **Choose the correct option.**

1 My mum works in a **hospital** / **museum**. She's a doctor.
2 My dad works in a **police station** / **restaurant**. He's a chef.
3 A **bus stop** / **park** is full of beautiful trees.
4 You can buy lots of different things in a **shopping centre** / **bank**.
5 There are lots of books in a **library** / **bookshop**, but you can't buy them.
6 We play basketball at the **sports centre** / **market** every Saturday.
7 You can buy tickets to travel at the **car park** / **train station**.
8 They sell painkillers at the **bus station** / **pharmacy**.

3 **Student A: describe a place in your town. Student B: ask three *Yes/No* questions. Can you guess the place? Then swap roles.**

This place is next to the bank.
Is it a big place?
Yes, it is.
Do you play sport there?
No, I don't.

WORD FUN

4 **Try to get your partner to guess all the places in exercise 1a in less than two minutes. Your clues can be one to three words.**

Take a bus.
Bus station!
No.
Bus stop!
Yes!

A Present simple vs present continuous

- We **sometimes play** tennis, but we**'re playing** football today.

	Uses	Common time expressions
Present simple	talking about habits, routines; things that are always true	*often, usually, always, never, sometimes, every (week), once/twice/ three times a (year)*
Present continuous	talking about temporary states or actions; things happening now	*now, at the moment, today, this morning/ week/year*, etc.

» **regole a p. 146**

ATTENZIONE!

Molti verbi che indicano uno stato o un processo mentale, come *know, believe, understand* e *like*, non si usano mai al *present continuous*.
I like coffee. NON ~~*I'm liking coffee.*~~
I don't understand. NON ~~*I'm not understanding.*~~

1 **Complete the sentences with the present simple form of the verbs in the box.**

~~get~~ • have • not/go • not/meet
not/wear • play • she/watch • you/listen

1 Sarah always *gets* _____ dressed before breakfast.
2 We sometimes _____ pizza at the weekend.
3 My uncle _____ jeans.
4 They never _____ tennis in PE lessons.
5 I _____ into town at the weekend.
6 _____ to music in the evening?
7 Ed _____ his friends after school.
8 _____ a lot of online videos?

2 **Write the *-ing* form of these verbs.**

1 write *writing*
2 stop _____
3 buy _____
4 go _____
5 try _____
6 come _____

3 **Complete the dialogue with the present continuous form of the verbs in brackets or short answers.**

Ben So, what (1) *are you doing* (you / do) at the moment?
Adam Er, I (2) _____ (try) to do my homework ...
Ben What's the problem?
Adam My cat, Socks! He (3) _____ (move) my things.
Ben Oh, so (4) _____ (he / sit) on the table?
Adam Yes ... oh, no, (5) _____! Not now. He (6) _____ (sit) on me! (7) _____ (you / do) your homework?
Ben Yes, (8) _____. I (9) _____ (not do) my English right now – I (10) _____ (study) for the science test on Monday.
Adam Oh, no ... You're right, that's on Monday! Come on, Socks. Go outside now. You (11) _____ (not help) me!

4 011 **Listen and check.**

5 **Complete the text with the present simple or present continuous form of the verbs in brackets.**

It's ten o'clock on Monday morning. I (1) *usually have* (usually / have) a history lesson at this time, but I (2) _____ (not do) that today. Why not? Because I'm on holiday with my family this week! At the moment, we (3) _____ (relax) on the beach. My brother (4) _____ (read) a book. That's amazing! He (5) _____ (never / read) at home! Mum and Dad (6) _____ (spend) a lot of time at work when we're at home. But they (7) _____ (not work) today. We (8) _____ (have) a great time!

B Present continuous for future

- I'**m meeting** my friends after school today.
- Joel'**s playing** football tomorrow.

THINK!

Leggi gli esempi e completa la regola con l'opzione corretta.
Si può usare il *present continuous* per parlare di programmi nel futuro **lontano** / **immediato**.

ATTENZIONE!

In italiano di solito si usa il presente indicativo per parlare di impegni presi per il futuro immediato.
Cosa **fai** stasera? *What **are you doing** this evening?*
NON ~~*What do you do this evening?*~~

6 **Write *P* if the sentences refer to a present action, or *F* for a future arrangement.**

1 I'm going to a new high school in September. *F*
2 What's your brother Matthew doing at the moment? ___
3 Sam's having a shower now. ___
4 We're visiting our grandparents at the weekend. ___
5 You aren't listening to me! ___
6 Where are you going on holiday next summer? ___

7 **Complete the dialogue with the present continuous form of the verbs in brackets or a short answer.**

Lily What (1) *are you doing* (you / do) tonight?
Josh I (2) _____ (go) to the cinema.
Lily (3) _____ (Jack / go) with you?
Josh No, he (4) _____. He (5) _____ (write) his history essay. Then his mum and dad (6) _____ (take) him for a pizza.
Lily Oh, right. I (7) _____ (not go) out tonight. I (8) _____ (plan) my art project with Ellie. She (9) _____ (bring) some cupcakes.
Josh Cool!

FAST FINISHERS

8 **Write sentences about future arrangements for you and other people.**

I'm going to a concert next month.
My mum's starting a new job soon.

C Verbs of preference + *-ing*

- I **love running**.
- He **can't stand listening** to rock music.

Verbs of preference
love
like/enjoy
not mind
not like
can't stand

» **regole a p. 146**

THINK!

Completa la regola con l'opzione corretta.
Dopo i verbi di preferenza si usa **la *-ing* form** / **il *present simple*** del verbo.

LOOK!

I verbi di preferenza si possono modificare con *really* o *quite*. *Really* rende la preferenza più forte e *quite* la rende meno forte:

- I **quite** like it. ✓
- I like it. ✓✓
- I **really** like it. ✓✓✓

ATTENZIONE!

I verbi che esprimono preferenza possono anche essere seguiti dall'infinito. Il significato è molto simile, ma l'uso è un po' all'antica, quasi poetico.
I love dancing! / ***I love to dance!***

9 **Look at the photos and use verbs of preference and the verbs in the box to write sentences about the people's likes and dislikes.**

do homework • ~~eat vegetables~~
help in the house • swim • watch football



1 He *can't stand eating vegetables* .



2 They _____ .



3 He _____ .



4 They _____ .



5 She _____ .

FAST FINISHERS

10 **Write sentences about what you and your friends like and don't like doing.**

Dario really likes playing computer games. I quite like playing computer games, but I really like ...

Put it all together!

11 **Choose the correct option.**

Hi Grandma,
Tomorrow's Wednesday and I'm really happy! At school, we (1) **usually have** / **'re usually having** lessons on Wednesday morning, and we (2) **do** / **'re doing** sports in the afternoon. But we aren't (3) **have** / **having** any lessons tomorrow! We (4) **travel** / **'re travelling** by bus to London and we (5) **go** / **'re going** to some of the famous museums there. Some people don't like (6) **visit** / **visiting** museums because they think they're boring, but I love them! I enjoy (7) **learning** / **to learn** about history. The journey is over two hours, but I don't mind (8) **having** / **to have** a long journey because I like (9) **read** / **reading**. I (10) **take** / **'m taking** two books with me! What (11) **do you do** / **are you doing** tomorrow? (12) **Do you like** / **Are you liking** museums?
Love from
Caitlin

12 012 **Listen and check.**

13 **Translate.**

Kelly Ciao, Jake. Dove stai andando?
Jake Sto andando a casa. Perché?
Kelly Di solito resti a scuola per l'Art Club il venerdì pomeriggio.
Jake Lo so, ma oggi non c'è Art Club. Mrs Jenkins lavora in un'altra scuola questa settimana.
Kelly Ah, OK. Cosa fai domani?
Jake Vado a una partita di calcio al centro sportivo di mattina. Gioca mio cugino. Vuoi venire?
Kelly No, grazie, Jake. Ho appuntamento con le mie amiche, e a loro non piace guardare il calcio!
Jake A me non dispiace guardarlo, ma non mi piace giocare. Ci vado perché papà ci porta a prendere un gelato dopo la partita!

Asking for and giving directions



1 013 **Read and listen or watch and choose the correct option.**

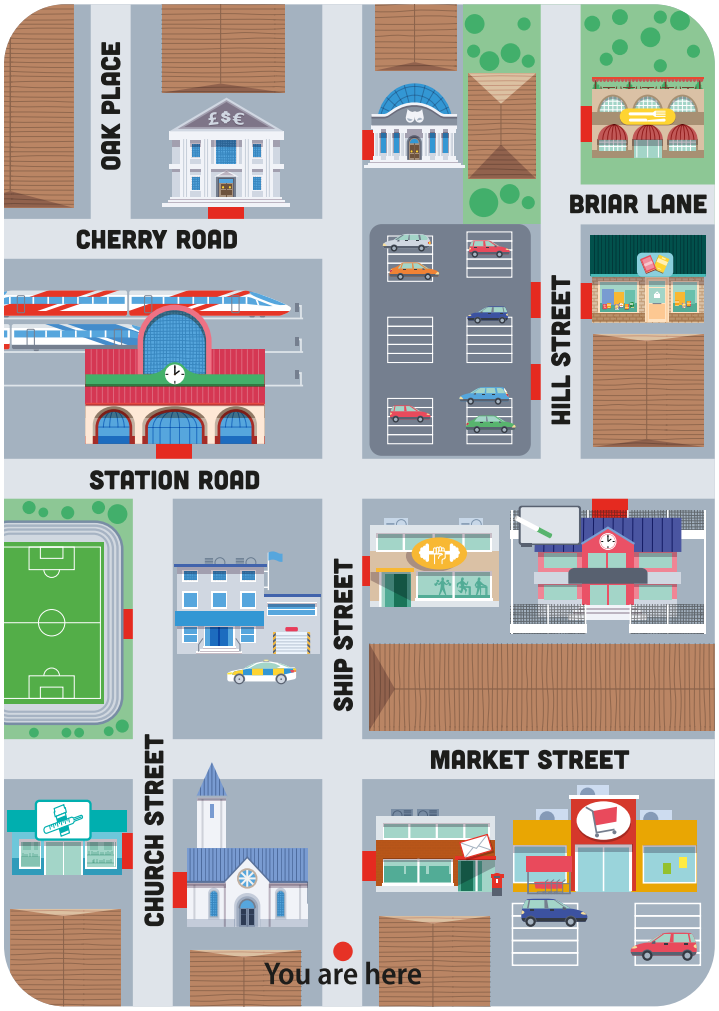
Sophia Hi, Harry! (1) **Where** / **How** do I get to Café Star? I'm really late!
Harry Where are you now?
Sophia I'm near the bridge on Black Street. Is it (2) **far** / **here**?
Harry No, it's about ten minutes from there.
Sophia Oh, dear! I'm going to be so late!
Harry Don't panic! (3) **Go** / **Come** straight on past the shops.
Sophia Got it!
Harry Then take the first right after the Indian restaurant.
Sophia OK.
Harry Go down the street and (4) **get** / **turn** left at the climbing centre.
Sophia Ah, OK! I know the climbing centre.
Harry Great. After about a minute, Café Star is (5) **at** / **on** the right.
Sophia Thanks, Harry! See you there!
Harry What? What do you mean?
Sophia It's Sal's leaving party, remember?
Harry Oh, my days! Sal's leaving party! I'm going to be so late!

2 KEY LANGUAGE **Read the dialogue again and choose the correct option.**

Asking for directions	Giving directions
(1) **When** / **How** do I get to ...? Can you tell me the way to ...? Where is ...? How far is ...? Is it (2) **far** / **where**?	(3) **Go** / **Away** straight on. Go along / past ... (4) **Move** / **Turn** left/ right. Take the first left/right. It's on the left. It's about 5 km / 10 minutes from here.

3 **Act out the dialogue.**

4 014 **Listen to Ruby and Tom talking about the new skating rink. Write X on the map where the skating rink is.**



EVERYDAY ENGLISH
Don't panic! *Non farti prendere dal panico!*
Got it! *Capito!*
Oh, my days! *Nooo! / Non ci credo!*

5 Mediation **Student A: choose a destination on the map and give directions. Student B: follow the directions on the map and say the destination. Then swap roles.**

OK, go straight along Ship Street and then ...

» WB p. 152

Learn how to set and achieve learning goals

1a **Tick (✓) what's true for you.**

1 When I start a new unit, ...
- a ☐ I look at the topic and I think of the words and ideas I know.
- b ☐ I write my learning goals. These are the things I want to learn.

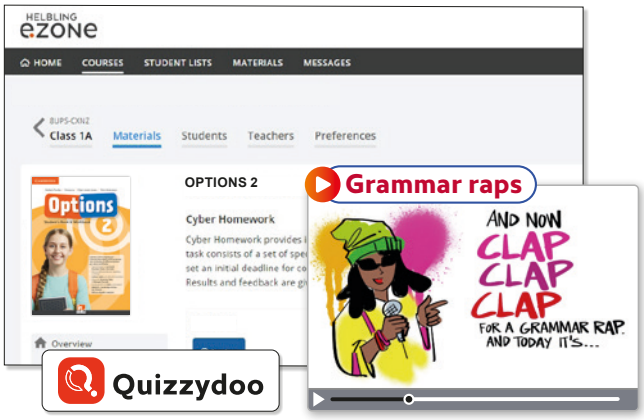
2 When I finish a unit, ...
- a ☐ I look at my learning goals. I tick the new things I know now.
- b ☐ I ask a friend to test me on the new things I know.

3 After I do a test, ...
- a ☐ I look at my mistakes. I try to understand what is wrong or I ask the teacher.
- b ☐ I do more exercises to improve, for example, extra grammar or listening practice.

1b **Compare your answers in exercise 1a. How many are the same?**

When I start a new unit, I think about words I know. What about you?

2a **What are these things? How can they help you with your learning goals?**



EDUCAZIONE CIVICA

Ormai il mondo è digitale, quindi per farne parte è importante saper usare bene gli strumenti digitali. **Ricordati di visitare spesso il nostro portale ezone.helbling.com per fare esercizi usando tutte le varie componenti digitali!**

2b **Well-being** **Read the tips. Check your ideas in exercise 2a.**

Top tips for becoming a learning champion



1 **Set your learning goals.**
When you start a unit in your Student's Book, look at the vocabulary topic on the Contents page. Do you know any useful words already? Then do the same with the Functions topic. Have a look at the grammar points, too. Set your learning goals in your notebook. Do you want to learn all the new words and use them when you speak and write in this unit?

2 **Reflect on your learning goals.**
When you finish a unit, look at the Vocabulary, Functions and Grammar points again. Think: Do I know those things now? Can I do those things? Ask a partner to test you and make a note of things you need to practise.

3 **Check your test results and practise.**
Doing review pages and tests helps you understand what you know and what you need to study. When you get your test results, look at all the answers you've got right! Then look at your mistakes. What do you need to practise more?

4 **Think about your general English learning goals.**
Before you look at the goals for Unit 2, think about your English in general. Do you find it easy to understand when you listen and read? Can you try to speak English more in class? Do you remember to check your writing? What do you want to improve?

3a **Look at exercise 2b again. Choose and write a tip that you want to practise.**

3b **Compare your answers.**

1 LISTENING AND SPEAKING

At the station

1 015 **Pronunciation** **rhythm** **Listen and repeat.**

A ticket to Richmond, please.

A return ticket, please.

A single ticket, please.

How much is a ticket, please?

Sorry? How much?!



2a 016 **Listen and complete the dialogues.**

Dialogue 1

Assistant Can I (1) *help* you?
Woman A ticket to Cambridge, (2) _____.
Assistant Single or return?
Woman Single, please.
Assistant That's (3) _____. Card or cash?
Woman Card.
Assistant (4) _____ you.

Dialogue 2

Man How (5) _____ is a ticket to Manchester, please?
Assistant London to Manchester, just a moment. That's £39.60 for the single and (6) _____ for the return.
Man Sorry?
Assistant The single to Manchester is £39.60 and the return ticket is (7) _____.
Man Thank you.
Assistant No (8) _____.

2b 016 **Listen again and check.**

3 017 **Listen and complete the train information.**

TRAIN TO	PLATFORM	DEPARTURE	EXPECTED DEPARTURE
Manchester	(1) 6	(2) _____	(3) _____
Cambridge	(4) _____	(5) _____	(6) _____
Brighton	5	(7) _____	CANCELLED
Edinburgh	(8) _____	(9) _____	(10) _____

Options

4 **Mediation** **Choose option A or option B.**

A Buy or sell a train ticket. Then swap roles.

Customer Buy a return ticket to York. Ask about price, train times and the platform.
Assistant Give the customer information.

Hello. I'd like a return ticket to York, please.

B Go to the 'Plan a journey' section of the National Rail website. Get and give help. Then swap roles.

Customer You're in York. Decide where you want to go.
Assistant Give information about prices, number of changes, train times and platform.

I'd like a return ticket to Glasgow, please.

Dialogue Karaoke Cyber Homework 4 » WB p. 152

A trip to Cambridge

1a 018 **Read and listen to the text. Tick (✓) the places Rita wants to go to.**

- [x] bookshop
- [ ] park
- [ ] bus station
- [ ] festival
- [ ] post office
- [ ] bank
- [ ] hospital
- [ ] restaurant
- [ ] library
- [ ] sports centre
- [ ] market
- [ ] shopping centre
- [ ] museum
- [ ] train station
- [ ] port
- [ ] pharmacy

Hi Sergio,
How are you? Are you flying to Spain tomorrow? Have a great time!

We're planning a great holiday in England. My family and I are flying to London tomorrow, but we're going to Cambridge by train! We plan to be in Cambridge at 8 p.m., and our hotel is near the station.

The next morning, we're going on a boat trip on the river. Do you know those special boats on rivers we always see in films set in Oxford or Cambridge? They're called 'punts'. After that, we're having a pizza in a restaurant near the market – it's got good online reviews. I want to go to the market and buy T-shirts.

We're visiting some colleges of Cambridge University. The websites say students guide tourists around, so our plan is to see all the beautiful university buildings we can see, and hear about famous people who studied at Cambridge, like Charles Darwin and Isaac Newton. I'm definitely visiting the university library. It's 600 years old! There are ten million (10,000,000!) books, maps, old photos and other things in the library. Amazing! They're having a festival with famous authors next week, but we're leaving the day before it starts.

My guidebook says there are other places to visit in Cambridge, too – the university bookshop, a big shopping centre and three museums. Everything looks really nice, but I don't know if we can see everything. We're staying for three days only.
Bye for now,
Rita

Options BASIC and ENRICHED Reading texts pp. 4-5

GLOSSARY
reviews *recensioni*
definitely *sicuramente*

1b **Read again. Choose the correct option and answer.**

1 Rita and her family are going to Cambridge by **plane** / **train**.
2 They're getting to Cambridge in the **morning** / **evening**.
3 You can go on the river on a punt. T F
4 Rita and her family don't like pizza. T F
5 Where can Cambridge University students borrow books from? _____
6 Is Rita planning to visit three museums? _____

WRITING

Le e-mail

Dopo aver scritto un'e-mail, controlla:
1 C'è una formula di saluto iniziale? (*Dear ... / Hey ...! / Hello ... / Hi ...*)
2 L'hai divisa in paragrafi?
3 C'è una formula di saluto finale? (*Write soon! / See you soon! / Take care*)
4 Hai usato il registro corretto (formale / informale)?

Options

2 K **Choose option A or option B.**

A **It's the school holidays and you're at home. A friend is visiting for three days. Write an email to say what you can see and do together during the trip (50–60 words).**

In my town, there's a ...
We can ...

B **Choose a town and write an email to a friend about what you and your family are doing tomorrow (50–60 words).**

In this town, there's a ...
Tomorrow morning, we're visiting ...

1

THE SECRET SPRING

Episode 1: Another World

Before you watch

1a **Talk about the characters.**

Picture 1 shows ... . He's ...

1 

2 

3 

4 

5 

6 

1b **Who said it? Say each character's name.**

1 "Wolf! I'll get you!" *Draven*
2 "Run, little wolf! Run!"
3 "Who are you?"
4 "It's a door to another world."
5 "Welcome to the Forest World!"

Now watch

2a EPISODE 1 **Watch 'Previously on The Secret Spring'. Check your answers to exercise 1b.**

2b EPISODE 1 **Watch the rest of episode 1. Which characters are now in the Forest World?**

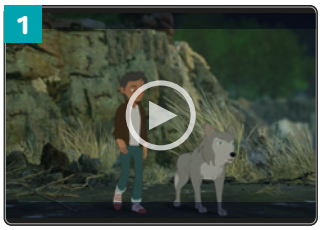
2c EPISODE 1 **Watch the video again. Answer the questions.**

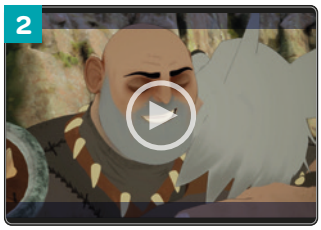
1 What is Draven's plan?
2 What is Squirrel's plan?
3 What do Aiden and Jenna Wolf think of Squirrel's plan?

EVERYDAY ENGLISH

3a **Match the expressions with the pictures.**

☐ I promise ☐ Come on ☐ I mean

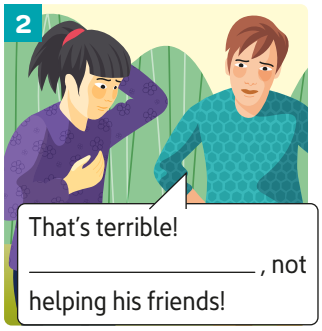
1 

2 

3 

3b **Complete the speech bubbles with the expressions from exercise 3a.**

1 

2 

3 

Vocabulary

1 **Complete the sentences with the places in a town.**

bank • bus stop • library • museum • park
police station • post office • restaurant
sports centre • train station

1 I'm taking my book back to the _____ later.
2 We went to the _____ yesterday because we like history.
3 We go home on the number 37. The _____ is in front of the school.
4 Tom often plays tennis at the _____ .
5 We're having dinner at an Italian _____ for my birthday.
6 My parents get money from the machine outside the _____ .
7 To get to work, Mum goes to the _____ every morning at 6.15!
8 Emily went to the _____ because someone took her bag.
9 We're going to the _____ to have a picnic.
10 Can you go to the _____ and send Grandma's present, please?

2 **Complete the names of the places.**



1 m_____



2 b_____



3 c_____
p_____



4 ch_____



5 h_____



6 b_____
st_____

Grammar

3 **Choose the correct option.**

1 We **have** / **are having** a music lesson on Tuesdays.
2 Keira **gets up** / **is getting up** early every day.
3 What **do you do** / **are you doing** at the moment?
4 I **go** / **am going** to the shops now.
5 He **doesn't want** / **isn't wanting** to come with us.
6 Mum's in bed, but she **doesn't sleep** / **isn't sleeping**.
7 We **study** / **are studying** Ancient Egypt in class this week.
8 **Do you often ride** / **Are you often riding** your bike?

4 **Complete the dialogue with the present continuous form of the verbs in brackets or a short form.**

Erin (1) _____ (you / go) away in the summer holidays?
Alex Yes, we (2) _____ . We (3) _____ (go) to America.
Erin Cool! What (4) _____ (you / do) there?
Alex We (5) _____ (visit) my cousins, but we (6) _____ (not stay) long. Just one week. What about you? What are your plans?
Erin I (7) _____ (help) at Dad's restaurant in July. Then we (8) _____ (stay) on my grandparents' farm for a week in August.
Alex (9) _____ (your brother / go) with you?
Erin No, he (10) _____ . He (11) _____ (start) a new job in August.

5 **Write your opinion of the activities. Use verbs of preference (*like, don't like, don't mind* or *love*) and *quite* and *really*.**

1 (play computer games) _____
2 (go to bed early) _____
3 (study maths) _____
4 (drink coffee) _____
5 (do sports) _____

London in numbers

KEY WORDS advice • network • population • sights • tiring

1a **Work in pairs. Complete the phrases with the numbers in the box.**

6 • 200 • 272 • 300 • 9,000 • 15,000 • ~~9,000,000~~



1 *9,000,000* people



2 _____ underground stations



3 _____ buses



4 _____ taxis



5 _____ airports



6 _____ museums



7 _____ theatres

GLOSSARY

sights *attrazioni turistiche* reserved *riservati*
side *parte* abroad *estero*
strangers *sconosciuti*

1b 019 **Read and listen to the text. Check your answers.**

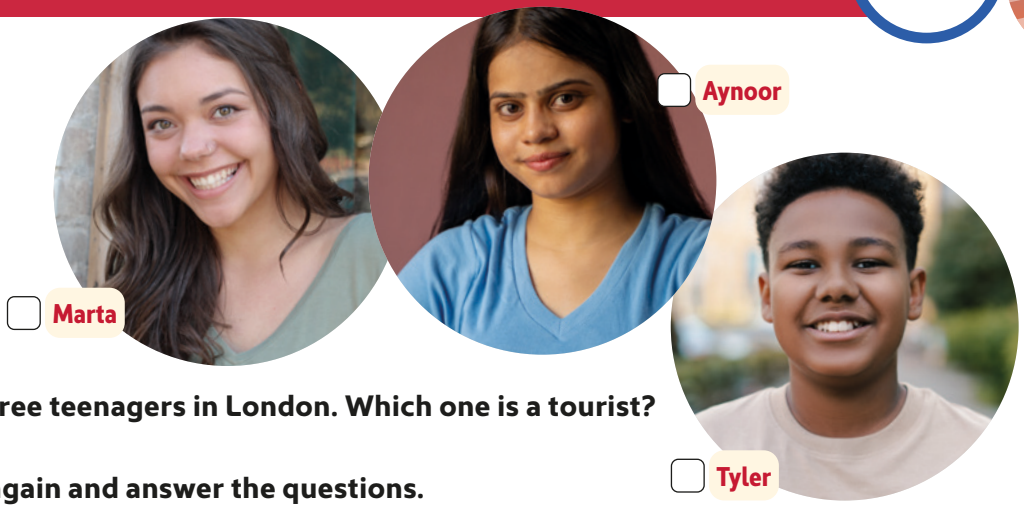
UNDERGROUND

London is a world-famous, busy capital city. It's also very big, with a population of around 9 million people, so getting around London can be tiring! If you're just here as a tourist, then walking is often the best way to see the main sights in the city centre.

But what about the people who live and work here? They often need to get from one side of the city to the other as quickly as possible, so they are experts on London transport. What advice can they give us? A quick and easy way to get around the city is by public transport. The underground train network, known as the Tube, is very popular, but expensive. Every year, more than 1.3 billion passengers travel through the 272 underground stations on the Tube to reach their destinations. The Tube is also famous for the fact that strangers don't talk to each other on it because Londoners are reserved.

Above ground, there are about 9,000 buses and 15,000 taxis which take people around London. And if you are arriving from abroad, there are six international airports: Heathrow, Gatwick, Stansted, London City Airport, Luton and Southend. Of course, people use these airports to leave the city, too! But with around 200 museums, nearly 300 theatres, restaurants, pubs and many other attractions in the city, people are usually happy to spend a long time there.

Options BASIC and ENRICHED Reading texts pp. 6-7



2a 020 **Listen to three teenagers in London. Which one is a tourist?**

2b 020 I **Listen again and answer the questions.**

1 Why is Marta in London?
She's learning English.

2 Where did she make new friends in London?

3 What is her one negative comment about London?

4 Where is Aynoor's family originally from?

5 What is interesting about her school?

6 What do they celebrate at Aynoor's school?

7 What are there near Aynoor's home?

8 How long is Tyler in London?

9 How are London and Vancouver similar?

10 Why is he excited about tomorrow night?

2c **Look at Tyler's photos. Do you know these places? Match the names with the photos.**

1 C Trafalgar Square
2 ___ St Paul's Cathedral
3 ___ Big Ben and the Houses of Parliament
4 ___ The London Eye
5 ___ Buckingham Palace
6 ___ Hyde Park


A


B


C


D


E


F

3a **Match the Key Words with the definitions.**

1 some help *advice*
2 connected things ___
3 places for tourists ___
4 number of people ___
5 it makes you tired ___

3b 021 **Listen and check.**

3c **Complete each sentence with a Key Word.**

1 We visited Buckingham Palace, St Paul's and Hyde Park – it was *tiring* !
2 My favourite ___ in London are the London Eye and Big Ben.
3 London has a great underground ___ .
4 The ___ of London is just below 9 million.
5 I can give you lots of ___ about where to eat.

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Texts with Basic and Enriched versions

* Esercizio abbastanza impegnativo

** Esercizio impegnativo

*** Esercizio molto impegnativo

AUDIO & VIDEO

Present simple of *be*



1 **Leggi l'e-mail di Ellie e scegli l'opzione corretta.**

Hi Danni,

It's the start of a new school year! This year, I (1) **am** / **is** in Year 9, so it (2) **isn't** / **aren't** my first year at the school. My new form class (3) **am** / **is** 9 AW. The AW (4) **is** / **are** the letters of my form teacher's name. His name is Andrew Whelan. He (5) **is** / **are** really funny. My new timetable (6) **are** / **is** OK. My favourite day (7) **is** / **am** Monday, because my favourite subjects (8) **is** / **are** on Monday. My best friend at school is Dara. She is in my year group, but she (9) **isn't** / **aren't** in my class. Her favourite subjects (10) **is** / **are** on Thursday. The best lesson of the week is music. It's on Friday afternoon. All the students (11) **is** / **are** tired then, but we (12) **is** / **are** happy, too, because it's the weekend! What (13) **is** / **are** your favourite subjects? When (14) **is** / **are** your best lesson?

Bye for now

Ellie

2 **Usa l'orario scolastico per correggere le informazioni.**

Monday	Tuesday	Wednesday	Thursday	Friday
Art **Rm 3** Miss Howard	English **Rm 7** Mrs Sim	IT **Rm 5** Mr Speed	geography **Rm 7** Mr Dodd	maths **Rm 5** Mr Speed
science **Lab 2** Mrs Smith	history **Rm 2** Mr Whelan	French **Rm 1** Mrs Cler	PE **Gym** Miss Lac	music **Rm 4** Mr Declan

1 History is on Wednesday morning.
History isn't on Wednesday morning, it's on Tuesday afternoon.

2 Science and maths are in the same room.
_____
_____

3 Miss Lac is the music teacher.
_____
_____

4 IT and maths are with Miss Howard.
_____

5 French is on Thursday afternoon.
_____
_____

6 Geography and IT are in the afternoon.
_____
_____

Subject pronouns and possessive adjectives

3 **Completa le frasi con il pronome soggetto o l'aggettivo possessivo corretto.**

1 I'm Emily and Danni is *my* _____ cousin.
2 Mr Whelan is the history teacher. _____ classroom is room 2.
3 Miss Howard is the art teacher. _____ lesson is on Monday morning.
4 PE isn't in the lab. _____ is in the gym.
5 Dara is my best friend at school. _____ school is called Aston High.
6 Mrs Smith isn't the IT teacher. _____ is the science teacher.
7 Ellie and Dara aren't teachers. _____ are students.

there is / there are some/any

4 **Osserva la foto. Scrivi domande e risposte brevi usando la forma corretta di *there is / there are, a/any/some*.**



1 table? *Is there a table? No, there isn't.*
2 chair? _____
3 desk? _____
4 cupboards? _____
5 bookcase? _____
6 pictures? _____
7 wardrobe? _____
8 rugs? _____

5 **Completa il dialogo con una parola per ogni spazio vuoto.**

Bea This bedroom is really nice.
Jack Hmm, it's OK. (1) *There* _____ isn't a lot of furniture.
Bea There (2) _____ a bed and a desk. It's cool.
Jack But it's boring! There (3) _____ any nice cushions on the bed.
Bea No, there (4) _____ – you're right. But there (5) _____ a nice bookcase and a plant.
Jack (6) _____ there (7) _____ books on the bookcase?
Bea No, (8) _____ aren't.
Jack (9) _____ there a laptop or a TV on the desk?
Bea No, there (10) _____ .
Jack There aren't (11) _____ nice things in this room.
Bea There are (12) _____ nice rugs, and a cool orange lamp.
Jack The lamp is the only nice thing.

6 123 **Ascolta e controlla.**

have got

7 **Completa le frasi con la forma corretta di *have got*.**

1 Dara *hasn't got* a brother. ✗
2 My grandparents _____ two dogs. ✓
3 Ellie _____ her new timetable. ✓
4 We _____ a pet. ✗
5 Jack _____ a colourful bedroom. ✓
6 My cats _____ special cat beds. ✓
7 Bea _____ a TV in her room. ✗
8 Our teachers _____ our books. ✗

8 **Usa le seguenti parole per scrivere frasi con *have got*.**

1 you / sisters / ?
Have you got any sisters?
2 your classroom / big windows / ?
_____
3 you / any pets / ?
_____
4 your friends / big families / ?
_____
5 your house / a garden / ?
_____
6 your town / a swimming pool / ?
_____

9 **Rispondi alle domande dell'esercizio 8 in modo personale.**

1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____
5 _____
_____
6 _____
_____

Prepositions of time

10 **Scegli la preposizione corretta.**

1 I am hungry (in) / on / at the morning.
2 The big game is in / on / at Saturday.
3 In / On / At 7 a.m., all the family is at home.
4 Your birthday is in / on / at February.
5 Mum is tired in / on / at night.
6 We're happy in / on / at the weekend!

Present simple: adverbs of frequency

11 **Scegli l'opzione corretta per completare il brano.**

Nico (1) *gets* up at 7 a.m. every morning. He gets dressed and he (2) _____ to school. He (3) _____ breakfast at home. He goes to breakfast club at school. Breakfast club is free – the students (4) _____ for it.

Nico (5) _____ toast and cereal and he chats with his friends. Lessons start at 8.30 and school (6) _____ at 3.30. They (7) _____ a 45-minute lunch break at 12.30. Nico (8) _____ the bus home with his friends.

He usually (9) _____ home at 4.30. His parents (10) _____ home at about 6.00, so Nico (11) _____ a snack and (12) _____ his homework. Nico and his parents (13) _____ dinner at 7 p.m. and then Nico (14) _____ videos in his room.

1	**a** get	(**b** gets)	**c** go
2	**a** go	**b** goes	**c** gets
3	**a** don't have	**b** doesn't have	**c** not have
4	**a** don't pay	**b** doesn't pay	**c** not pay
5	**a** eat	**b** eats	**c** have
6	**a** finish	**b** finishes	**c** stop
7	**a** have	**b** has	**c** do
8	**a** catch	**b** take	**c** takes
9	**a** gets	**b** get	**c** go
10	**a** arrive	**b** arrives	**c** gets
11	**a** has	**b** have	**c** does
12	**a** has	**b** do	**c** does
13	**a** has	**b** have	**c** gets
14	**a** watches	**b** go	**c** watch

12 124 **Ascolta e controlla.**

13 **Riordina le parole per formare delle frasi.**

1 his homework / does / he / always
He always does his homework.
2 we / finish / early / never
_____
3 take / the bus / you / sometimes
_____
4 usually / breakfast / they / have
_____
5 I / to bed / late / go / often
_____
6 the teacher / arrives / always / first
_____

14 **Usa le seguenti parole per scrivere domande al *present simple*. Poi, rispondi in modo personale.**

1 What / you have for breakfast / ?
What do you have for breakfast?
I have cereal.
2 How / you travel to school / ?
_____
_____
3 When / your school start / ?
_____
_____
4 Who / you usually have lunch with / ?
_____
_____
5 You like school food / ?
_____
_____
6 Where / you do your homework / ?
_____
_____
7 Your teacher / give you homework / ?
_____
_____
8 How often / your family have breakfast together / ?
_____
_____

» SB p. 12

can

15 **Osserva la tabella e completa le frasi con la forma corretta di *can*.**

	Ellie	Bea	Nico	You
Speak English	✓	✓	✓	
Read music	✓	✗	✗	
Make a video	✓	✓	✗	
Write poetry	✗	✗	✓	

1 All the students *can* _____ speak English.
2 Ellie _____ read music.
3 Nico _____ write poetry.
4 Bea _____ write poetry.
5 Ellie and Bea _____ make a video.
6 Nico and Bea _____ read music.

16 **Completa la tabella con informazioni su di te. Poi scrivi frasi come nell'esercizio 15.**

Present continuous

17 **Completa le descrizioni usando il *present continuous* dei verbi tra parentesi.**

A

Layla (1) *is spending* (spend) time with her friends. They (2) _____ (chat) together in the park. Some of her friends (3) _____ (sit), and they (4) _____ (eat). Layla (5) _____ (not sit), and she (6) _____ (not eat) food. She (7) _____ (talk) to Zak, and Zak (8) _____ (laugh).

B

Thomas (1) _____ (have) fun in the park with his sister. Thomas (2) _____ (wear) a hoodie, and his sister (3) _____ (wear) an orange T-shirt. They (4) _____ (not play) sport. They (5) _____ (ride) their bikes.

C

Jon (1) _____ (wear) a blue T-shirt and white trousers. He (2) _____ (relax) in the park. His friends (3) _____ (not sit) with him. He (4) _____ (read) a funny book, and he (5) _____ (smile).

18 125 **Ascolta e controlla. Riesci a riconoscere Layla, Thomas e Jon nelle foto?**



19 **Completa il dialogo con una parola per ogni spazio vuoto.**

A Let's play 'Guess who'. I (1) *am* _____ choosing a person from the photographs.
B (2) _____ it a boy or a girl?
A It's a girl.
B Is she (3) _____ jeans?
A Yes, she (4) _____ .
B (5) _____ she eating?
A No, she (6) _____ .
B What (7) _____ she doing?
A She's talking to friends.
B (8) _____ they sitting down?
A No, they (9) _____ . They (10) _____ walking.
B OK, I know who it is ...

» SB p. 13

AUDIO & VIDEO

Grammar rules

A Present simple vs present continuous

- Si usa il *present simple* per parlare di abitudini, fatti inconfutabili e azioni che si ripetono con regolarità:
  *I **get up** at eight o'clock every morning.*
  (abitudine)
  Mi alzo alle 8 ogni mattina.
  *We **don't live** in Italy.* (fatto inconfutabile)
  Non abitiamo in Italia.
  *The shop **opens** at 9.00 every day.*
  (azione che si ripete con regolarità)
  Il negozio apre tutti i giorni alle 9.00.
- Spesso si usano gli avverbi di frequenza con il *present simple*:
  never, rarely, sometimes, often, usually, always
- Gli avverbi di frequenza si mettono:
  - prima del verbo principale.
    *I **always** get up early.*
    Mi alzo sempre presto.
  - ma dopo il verbo **be**.
    *She is **always** late.* *È sempre in ritardo.*
- Spesso si usano queste espressioni di tempo con il *present continuous*:
  now, at the moment, at present, today, this week/month/year/term ...
- Si usa il *present simple* e non il *present continuous* con i verbi che descrivono emozioni e sentimenti (*love, don't like*), sensazioni (*feel, taste*) e attività della mente (*think, believe, know*).
  *I **know** everyone in my class now.*
  Ora conosco tutti nella mia classe.
  NON *I ~~am knowing~~ everyone in my class now.*

B Present continuous for future

- Si usa il *present continuous* anche per parlare di progetti e impegni programmati per il futuro.
  *I'**m starting** a Spanish course next week.*
  La prossima settimana inizio un corso di spagnolo.
- Di solito si usano espressioni di tempo con il *present continuous* quando si fa riferimento a eventi futuri:
  tonight, this morning/afternoon/evening, tomorrow morning/afternoon ecc., next week/month/year, on Friday / 1st April, at six o'clock / at Easter, in five minutes / two hours

C Verbs of preference + *-ing*

- Per esprimere emozioni, sensazioni e stati d'animo, si usano verbi che indicano preferenza: *like, love, don't mind, enjoy, don't like, can't stand.*
- Per parlare di azioni, il verbo che esprime preferenza è seguito da un verbo coniugato nella forma in *-ing*.
  *I **like singing**. Mi piace cantare.*
  *They **can't stand watching** musicals.*
  Non sopportano guardare i musical.
- Dopo i verbi ***like*** e ***love*** è possibile usare sia la forma in *-ing* che *to* + la forma base del verbo, con una leggera sfumatura di significato:
  - la forma in *-ing* si usa per parlare di preferenze in generale.
    *I love read**ing**.* *Amo leggere.*
  - *to* + la forma base del verbo si usa invece per parlare di abitudini specifiche.
    *I love **to read** after dinner.*
    Amo leggere dopo cena.

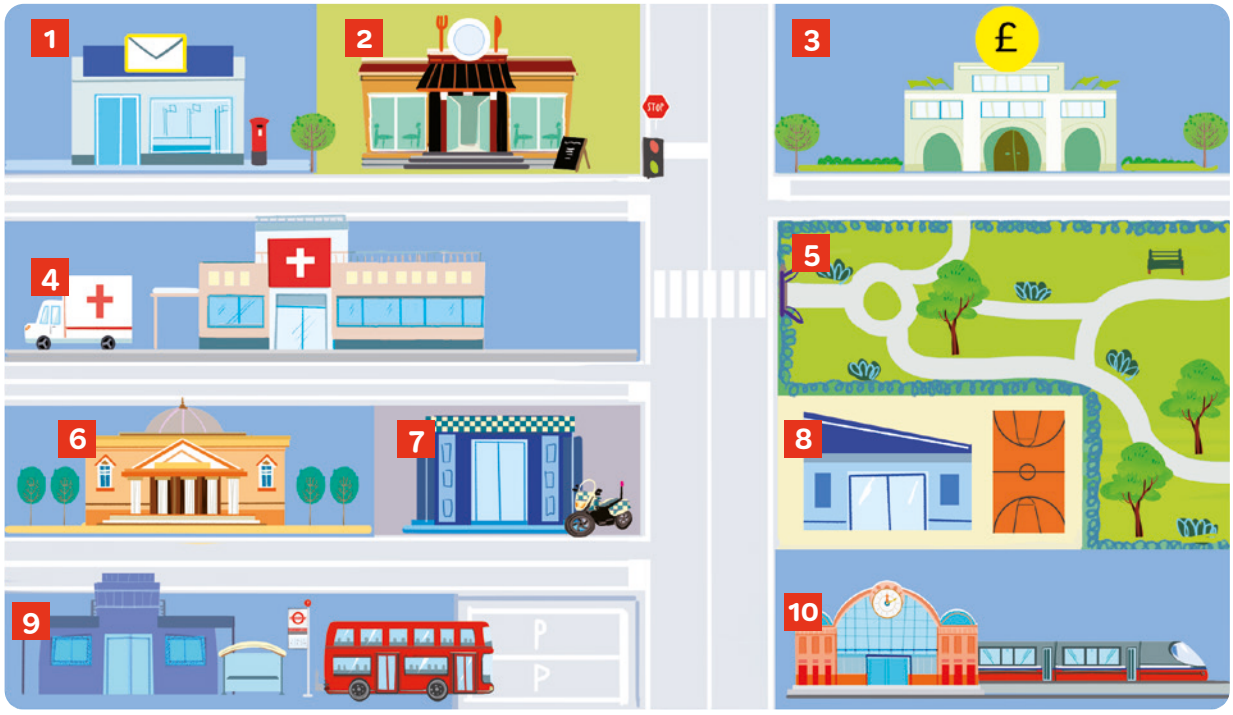
  Non si può usare *to* + la forma base del verbo dopo *enjoy, can't stand* o *don't mind.*

REMEMBER!

Di solito non si usa il *present continuous* con i verbi che esprimono preferenza.
*We **love** dancing!* Adoriamo ballare!
NON ~~*We are loving dancing.*~~

Places in a town

1 **Osserva l'immagine e scrivi i nomi dei luoghi.**



1 *post office* _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

2 126 **Dove si trovano le persone? Ascolta e scegli l'opzione corretta.**

1 Mehmet's **at the bank** / **in the park**.
2 Jack's at the **police station** / **bus station**.
3 Lily's at **a restaurant** / **the library**.
4 Maria's at the **train station** / **sports centre**.
5 Oliver's at the **book shop** / **post office**.
6 Mrs Green's at the **bank** / **museum**.

3 **Scrivi i nomi dei luoghi.**

1 Doctors work here.
It's the hospital.
2 You leave your car here.
_____
3 You travel by bus from here.
_____
4 You can find lots of different shops and stores here.
_____
5 You can buy medicine here.
_____
6 This is a place for religious practice.
_____
7 You can buy lots of different things like fruit or clothes.
_____
8 You can borrow books here.
_____

WORDLIST

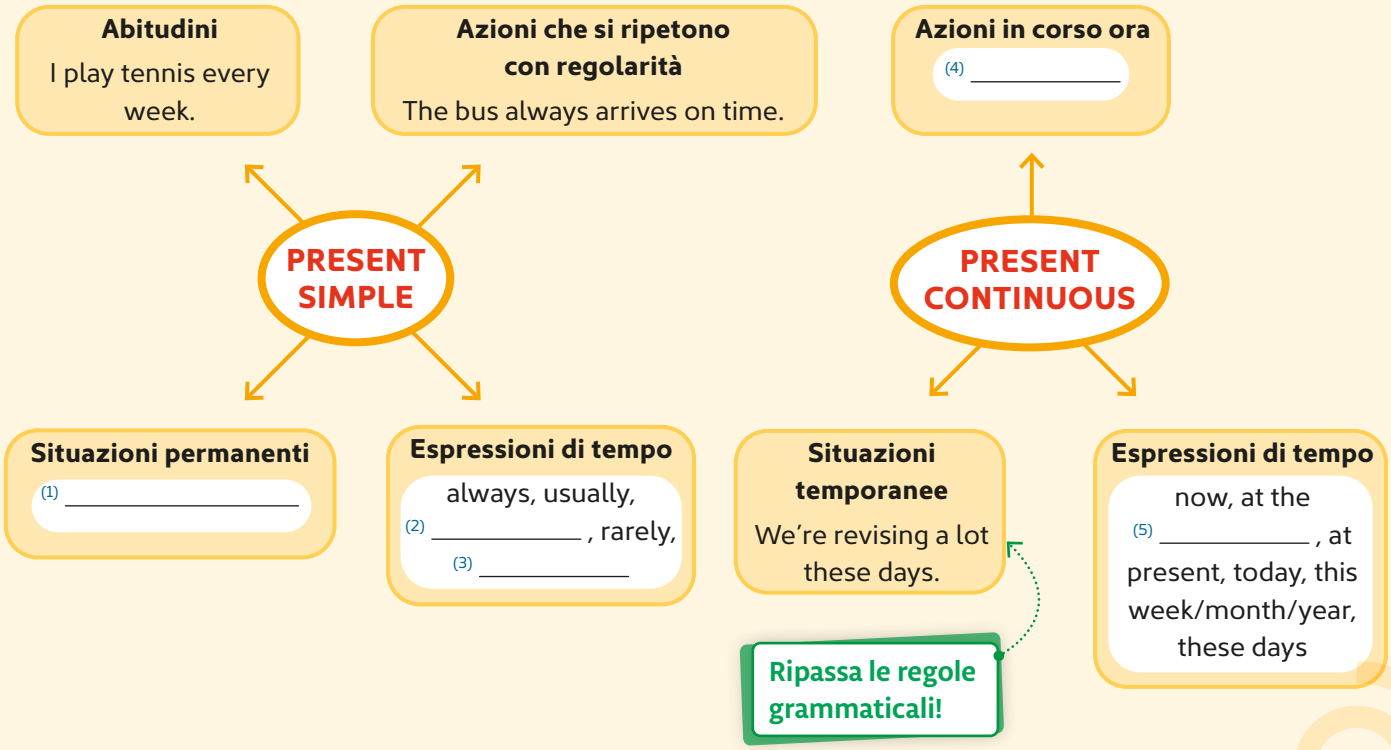
PLACES IN TOWN

bank	*banca*	**hospital**	*ospedale*	**police station**	*stazione di polizia*
bookshop	*libreria*	**library**	*biblioteca*	**post office**	*ufficio postale*
bus station	*stazione degli autobus*	**market**	*mercato*	**restaurant**	*ristorante*
bus stop	*fermata dell'autobus*	**museum**	*museo*	**shopping centre**	*centro commerciale*
car park	*parcheggio*	**park**	*parco*	**sports centre**	*centro sportivo*
church	*chiesa*	**pharmacy**	*farmacia*	**train station**	*stazione ferroviaria*

» **SB** p. 16

Present simple vs present continuous

Completa le mappe grammaticali con degli esempi.



1 **Riordina le parole per scrivere frasi al *present simple* o al *present continuous*.**

1 Ruby / near / the market / lives
Ruby lives near the market.
2 does / on Saturday / the post office / open
_____?
3 waiting / they / are / car park / in the
_____
4 isn't / she / a book / reading
_____
5 go / she / does / into town / how often
_____?
6 are / they / in the / staying / hospital
_____
7 you / like / that / restaurant / do
_____?
8 work / doesn't / at the sports centre / he
_____

2 **Scegli l'opzione corretta.**

1 I often **do** / **am doing** my homework on Saturday morning.
2 Jo isn't here. He **plays** / **is playing** tennis at the sports centre.
3 We **live** / **are living** next to the police station.
4 Every Friday, my family **has** / **is having** dinner at a restaurant in town.
5 On Sunday morning, I always **am getting** / **get** up at nine o'clock.
6 Mum **works** / **is working** in a bank; it's a good job.
7 These days, we **do** / **are doing** our study sessions at the bookshop.
8 Polly **is helping** / **helps** at the church today.

» SB p. 17

3 Completa le frasi su Emma usando le informazioni nella tabella e i verbi tra parentesi.

usually				
now				

1 Every day, Emma *eats steak* (eat).
2 Today, she _____ (have).
3 This afternoon, Emma _____ (play).
4 Emma usually _____ (play) after school.
5 She often _____ (wear) when she plays sport.
6 Today, for a change, she _____ (wear).
7 On Friday, Emma always _____ (go) with her friends.
8 This evening, Emma is _____ (listen) in her room.

4 Completa i dialoghi con la forma corretta del *present simple* o del *present continuous*.

1 A *Do you use* _____ (you / use) the post office in town?
B No, I don't. I never _____ (send) letters.
2 A _____ (you / come) to the bus station?
B No, I _____ (not catch) the bus. My mum _____ (wait) for me in the car park.
3 A How often _____ (you / go) to the museum?
B I rarely _____ (visit) the museum, maybe once a year.
4 A What _____ (Anna / do) now?
B She _____ (buy) medicine at the pharmacy.
5 A Look! _____ (your dad / walk) into the police station!
B He _____ (work) there. He's a policeman.

5 Riscrivi le frasi al *present simple* o al *present continuous* usando le espressioni di tempo tra parentesi.

1 Dan is meeting Josh at the train station. (on Mondays)
On Mondays, Dan meets Josh at the train station.
2 Mum rides her bike every weekend. (now)
_____
_____
3 We're buying food at the market. (sometimes)
_____
_____
4 The students are waiting at the bus stop. (every day)
_____
_____
5 Sam looks for books at the bookshop. (at the moment)
_____
_____
6 I'm playing tennis at the sports centre. (often)
_____
_____

6 Completa le frasi in modo che siano vere per te.

1 Once a week, _____.
2 In this period, _____.
3 Now, _____.
4 Every day, _____.
5 On Saturdays, _____.

» SB p. 17

Present continuous for future

7 **Completa le frasi con il *present continuous* dei verbi tra parentesi. Poi decidi se le frasi si riferiscono al presente (P) o al futuro (F).**

1 I *'m waiting* (wait) at the bus stop, but the bus is late *P*
2 We _____ (go) to town on Saturday, do you want to come? ___
3 The film _____ (start) in five minutes! ___
4 Please be quiet; the students _____ (take) an exam! ___
5 The teacher _____ (mark) the exam papers tonight. ___
6 Hannah isn't here. She _____ (stay) with Gran this week. ___

8 **Guarda il diario e completa le frasi con la forma corretta dei verbi nel riquadro.**

~~play~~ • go • have • arrive • watch

Diary

8.00	Dad tennis match with Tom
10.15	Jacob shopping with Lily (prom clothes)
12.30	Mum lunch with book club friends
14.30	Gran – train station!
19.30	Odeon Cinema

1 In the morning, Dad *is playing tennis with Tom*.
2 At 10.15, _____.
3 At 12.20, Mum _____.
4 In the afternoon, Gran _____.
5 In the evening, the family _____.

9 **Scrivi domande e risposte usando le informazioni e i suggerimenti contenuti nel messaggio.**

Hi Max, @ shopping centre now, hurry up!
Meet Nathan @ MacDiners 12.30 🍔
Bus home 4.30 👍
Later, Jack.

1 Where / Jack wait for Max / ?
Where is Jack waiting for Max?
Jack is waiting at the shopping centre.
2 Who / Jack and Max meet at 12.30 / ?
_____
_____
3 Where / the friends / have lunch / ?
_____
_____
4 What / eat for lunch / ?
_____
_____
5 What time / Jack / get bus home / ?
_____
_____

10 **Usa le parole in grassetto per scrivere domande su progetti futuri.**

1 *Where are you going on holiday?*
I'm going **to France** on holiday!
2 _____
Katy's playing in the band **on Saturday**.
3 _____
Six people are coming to the park after school.
4 _____
We're playing football at **3.30** tomorrow.
5 _____
Mr Craig is teaching us English next year.
6 _____
We're **playing video games** tonight.

11 **Rispondi alle domande in modo personale.**

1 What are you doing after school today?
2 What time are you getting up tomorrow?
3 Who is making your dinner tonight?
4 What subjects are you studying tomorrow?
5 What are you doing this weekend?

» SB p. 18

Verbs of preference + *-ing*

12 **Usa le seguenti parole per scrivere delle frasi.**

1 I / enjoy / play football
I enjoy playing football.
2 She / love / go / to concerts _____
3 We / not mind / do homework _____
4 My parents / not like / arrive late _____
5 The teacher / like / listen to music _____
6 You / can't stand / lose at sport _____

13 **Usa le informazioni nella tabella e i verbi nel riquadro per scrivere delle frasi.**

👍👍👍 love 👍👍 like 👍 don't mind
👎 don't like 👎👎 can't stand

	Nancy	Tom
shop	👎👎	👍👍👍
run in the park	👍👍	👍👍👍
visit museums	👍	👎
eat at restaurants	👎👎	👍👍
go to cinema	👍👍👍	👍

1 Nancy / shop *Nancy can't stand shopping.*
2 Tom / cinema _____
3 Tom / museums _____
4 Nancy / restaurants _____
5 Nancy / park _____
6 Tom / shop _____

14 **Usa le espressioni contenute nella tabella dell'esercizio 13 per rispondere a domande su di te.**

1 Do you like doing homework?
No, I don't like doing homework.
2 What do you think about playing golf?
3 Do you like watching sport?
4 Do you mind waiting at the bus stop?
5 Do you enjoy shopping at the shopping centre?

Put it all together!

15 I **Scegli l'opzione corretta.**



My name's Gina and I (1) **live** / **am living** in a small town in Wales. I love (2) **live** / **living** here because it's a beautiful place, but there isn't a lot to do. My friends and I often (3) **take** / **are taking** the bus at the weekend to the nearest city, Bangor. We (4) **like** / **are liking** looking around the shops and (5) **go** / **going** to nice cafés. This photo is me and my best friend Lucy. I (6) **take** / **'m taking** the photo and Lucy (7) **wears** / **is wearing** a cool hat. I (8) **don't usually like** / **am not usually liking** seeing photos of myself, but this is a nice one. Next week, we're on holiday from school and my mum (9) **takes** / **is taking** me and Lucy and my sister Meg to Manchester. We (10) **stay** / **'re staying** in a hotel near the train station. We (11) **have** / **'re having** dinner at The Ivy on Friday evening, and on Saturday we (12) **go** / **'re going** to the Trafford Shopping Centre – I can't wait!

16 127 **Ascolta e controlla.**

17 **Traduci le frasi in inglese.**

1 Venerdì andrò a trovare mio cugino.
2 La mamma non sopporta aspettare in banca.
3 Vedi mai la professoressa in stazione?
4 Svolgiamo sempre i nostri progetti in biblioteca.
5 Il gruppo di teatro si incontrerà in chiesa la settimana prossima.
6 Vieni alla fermata dell'autobus?
7 Gli studenti stanno parlando delle vacanze.
8 Stai imparando molto in questi giorni!

» SB pp. 18–19

Functions

1 128 **Scegli l'opzione corretta. Poi ascolta e controlla.**

Jill Excuse me, (1) **how** / **where** do I get to the Lake Shopping Centre?
Woman Hmmm ... let me see. Go straight (2) **on** / **to** past these shops.
Jill OK.
Woman Then (3) **move** / **turn** right after the post office.
Jill Right.
Woman That's Greek Street.
Jill OK, I know Greek Street.
Woman Then (4) **take** / **go** the first left onto Wardour Street.
Jill I see.
Woman Then the hospital is (5) **on** / **in** the right.
Jill OK, got it.
Woman And the shopping centre is just (6) **past** / **straight** the hospital.
Jill Great. How (7) **much** / **far** is it?
Woman It's about 15 minutes from (8) **it** / **here**.
Jill That's great. Thank you.
Woman No problem.

2 129 **Ascolta le indicazioni stradali e seguile sulla cartina. Dove sta andando Joel?**



3 **Scrivi le indicazioni per arrivare da casa tua a scuola.**

4 130 **Ascolta il dialogo in biglietteria. Poi rispondi alle domande.**

1 Where is the speaker going? *York*
2 How much is a return ticket? _____
3 Does the speaker buy a single or return ticket? _____
4 What time is the next train arriving? _____
5 Which platform is the train leaving from? _____

5 131 **Ascolta gli annunci alla stazione ferroviaria. Scegli T (*True*) o F (*False*).**

1 The train to Oxford is ready on platform 12. T F
2 The train to York isn't delayed. T F
3 The train to York departs at 7.45. T F
4 There is no four o'clock train to London today. T F
5 The 8.15 p.m. train to Cambridge is a fast service. T F
6 The train to Cambridge is ready on platform 20. T F

6 IT ES **Scrivi un dialogo sulla base della seguente traccia.** EN

A	B
Chiede quanto costa un biglietto per Milano.	
	Risponde che costa 45 euro solo andata e 80 euro andata e ritorno.
Chiede se può acquistare un biglietto di sola andata.	
	Risponde di sì. Chiede se vuole pagare con carta o contanti.
Risponde carta. Chiede a che ora parte il prossimo treno.	
	Risponde che parte all'1.45 dal binario 2.
Ringrazia.	

7 **Memorizza il dialogo e preparati a recitarlo in classe.**

» SB p. 20

A winter weekend in historic Lincoln



1 132 **Leggi e ascolta il brano. Completa l'itinerario con i luoghi.**

castle • cathedral • hotel • market • restaurant • theatre • ~~train station~~

A lot of people think the UK isn't a winter tourist destination, but actually there is a lot to see and do in winter. This year, we're taking a weekend break to a small city in the east of England called Lincoln. We're catching a train on Friday evening and we're staying in a hotel near the station.

Lincoln is a historic city. There is a really cool castle there. Mum loves teaching us about history so we've got tickets to see the Magna Carta at the castle. The Magna Carta is a really old document. It's one of the first laws for all the people in England – even the king! We're going on a tour of the castle on Sunday morning on our last day.

At Christmas time, there is always a big Christmas market in the centre of the town. We love shopping and the market is a great place to buy Christmas gifts. We're going shopping on Saturday morning, because it usually gets busy in the afternoon and Dad doesn't like being in crowded places.

On Saturday afternoon, we're going to see a pantomime at the theatre. A pantomime is a funny Christmas show. The pantomime in Lincoln this year is *Cinderella*. In the evening, we're going to a pizza restaurant for dinner.

On our last evening, on Sunday, we're visiting the cathedral. A cathedral is a really big church. Lincoln Cathedral is super old! It's from 1072!! There is a special Christmas carol concert there – we have tickets for that. I don't usually like visiting churches, but I love singing Christmas carols!





Friday evening: (1) *train station* (2) _____
Saturday morning: (3) _____
Saturday afternoon: (4) _____
Saturday evening: (5) _____
Sunday morning: (6) _____
Sunday evening: (7) _____

Options BASIC and ENRICHED Reading texts pp. 36-37

GLOSSARY

actually	*in realtà*	crowded	*affollati*
laws	*leggi*	Christmas carol	*canto natalizio*
gifts	*regali*		

2 I **Leggi di nuovo il brano. Scegli T (*True*), F (*False*) o NG (*Not given*).**

1 Lincoln is a big city. T F NG
2 The family are staying in a hotel. T F NG
3 The Magna Carta is in the castle. T F NG
4 There is a market in Lincoln every weekend. T F NG
5 The Christmas market is quiet in the morning. T F NG
6 The family are eating dinner after the pantomime. T F NG
7 The family have tickets for the concert. T F NG
8 Lincoln Cathedral is usually free to visit. T F NG

Options

3 **Scegli l'opzione A o l'opzione B.**

A **Immagina di essere in visita nella tua città o in una città che conosci. Pianifica un itinerario. Usa l'esercizio 1 come esempio.**

B **Immagina di dover programmare un viaggio invernale. Scrivi un'e-mail a un amico/un'amica descrivendo il viaggio. Includi le seguenti informazioni:**

- when and where you are going
- who you are travelling with
- what you are planning to do
- what you like and don't like doing when you travel