

P. Sabini • K. Bilsborough • L. Galpin
H. Puchta • C. Jory • P. Lewis-Jones • C. Holzmann

Options

Teacher's Book and Tests

2

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INDICAZIONI
NAZIONALI**

- Guida visuale alle principali caratteristiche del corso
- Introduzione completa con focus specifico sulla didattica differenziata
- Guida alle unità
- Obiettivi didattici chiari
- Note didattiche e soluzioni
- Trascrizioni degli audio e dei video
- Soluzioni e trascrizioni degli audio del Workbook
- Testbook per la creazione di verifiche e relative soluzioni
- Risorse digitali complete



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Teacher's Book

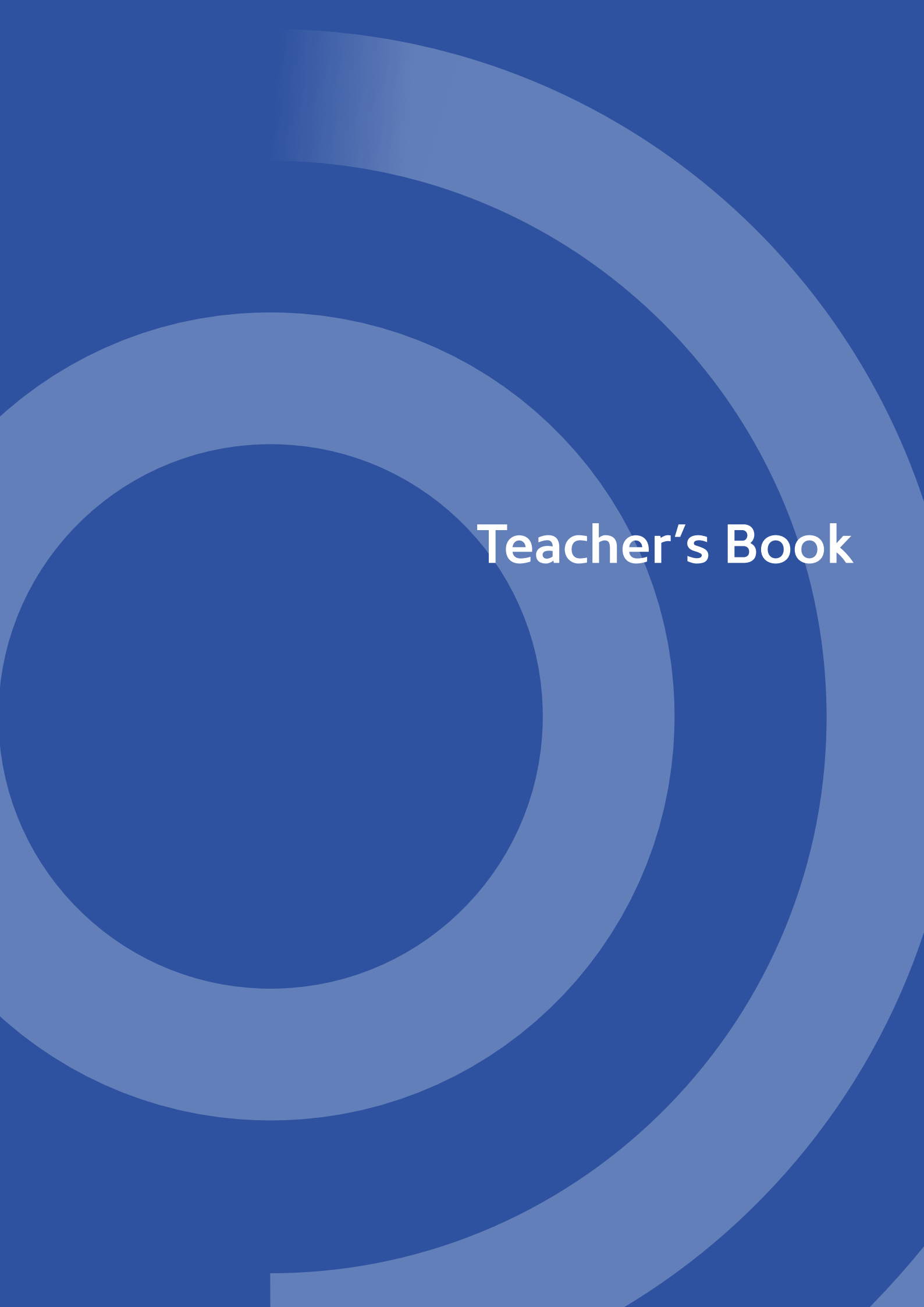
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Teacher's Book

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.



3 Rewrite these sentences so they are true for you.

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

10

ten

WB p. 142

Subject pronouns and possessive adjectives

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

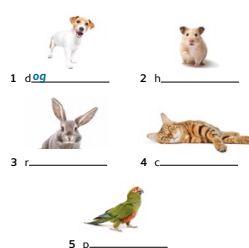
- My dog is called Rufus. It is called Rufus.
- This is Bethany's phone. This is her phone.
- It's Sam's school. _____
- Give me Al and Jackie's number, please. _____
- You and I are great friends! _____
- Justin and Fabio are really scared! _____
- Where's Emma's house? _____
- Is your and Tom's exam tomorrow? _____
- 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.

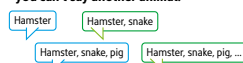
Pets

6a Write the words.



6b 002 Listen and check.

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



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.



- pets? Are there any pets? Yes, there are.
- cat? _____
- beds? _____
- chairs? _____
- rabbit? _____

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Cyber Homework 1

9a Complete with one word in each gap.

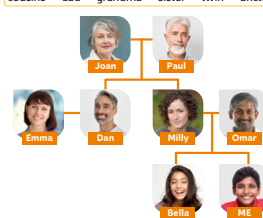
- Ali Are there ⁽¹⁾ any school pets at your school?
Kris Yes, ⁽²⁾ there are. There's a white cat called Bonny. There ⁽³⁾ are any dogs, though!
Ali And what's your classroom like?
Kris There are ⁽⁴⁾ some red tables! There ⁽⁵⁾ are any posters on the walls, but there ⁽⁶⁾ are lots of windows. Is ⁽⁷⁾ there any modern furniture in your new classroom?
Ali No, there ⁽⁸⁾ isn't. But ⁽⁹⁾ there 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.

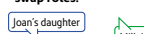
cousins • dad • grandma • sister • twin • uncle



- Omar is my dad.
- Bella is my sister.
- Joan is my uncle.
- I haven't got any cousins.

10b 004 Listen and check.

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



eleven

11

STARTER

Lessico

- Animali domestici
- Membri della famiglia
- Parti del corpo

Strutture grammaticali

- Present simple del verbo be
- Pronomi personali soggetto
- Aggettivi possessivi
- there is / there are
- some / any
- have got
- Preposizioni di tempo
- Avverbi di frequenza al present simple
- can
- Present continuous

Competenza personale, sociale e capacità di imparare a imparare

- Conoscere e utilizzare strategie utili a migliorare il proprio apprendimento

Spiegate alla classe che i contenuti proposti nella sezione Starter dovrebbero già essere conosciuti poiché appresi durante il primo anno. Sarà comunque importante lavorare bene su questa unità per apprestarsi a iniziare l'anno al meglio.

Present simple of be

1a L'attività consiste nel completare l'e-mail scegliendo le opzioni corrette tra quelle proposte.

Answer key

1 are; 2 is; 3 is; 4 aren't; 5 is; 6 are; 7 are; 8 is; 9 is; 10 are; 11 aren't

1b 001 Proponete alla classe l'ascolto di controllo. Accertatevi che tutti siano riusciti a correggere eventuali errori.

Audioscript

Hi Elka, How are you? My new school is really nice! It is really small, but that's good! The photo is of me and a friend, Annie, at school! She is new, too! The other students aren't new, and they're really nice.
My classroom is great and the desks are cool!
Music lessons are fantastic because the teacher is also in a band!
Is Mrs Brown your teacher this year? How are Max and Fern? Say hello from me! Their numbers aren't in my phone.
Write soon! Oscar

- 2** Gli studenti scrivono i nomi degli oggetti scolastici raffigurati nelle immagini. Poi controllate la soluzione tutti insieme.

Answer key

1 desk; **2** pencil; **3** rubber; **4** calculator; **5** ruler;
6 rucksack

- 3** Gli studenti riscrivono le frasi modificandole affinché siano vere per loro. Poi si confrontano a coppie. Girate tra i banchi e offrite supporto se necessario (*scaffolding*).

Subject pronouns and possessive adjectives

- 4** Gli studenti riscrivono le frasi sostituendo i termini sottolineati con i pronomi personali soggetto o con gli aggettivi possessivi, poi si confrontano a coppie.

Answer key

1 It is called Rufus. **2** This is her phone. **3** It's his school.
4 Give me their number, please. **5** We are great friends!
6 They are really scared! **7** Where's her house? **8** Is your exam tomorrow? **9** Our houses are near the bus stop.

- 5**  Gli studenti lavorano a coppie. Lo Student A indica un oggetto e lo Student B dice a chi appartiene usando gli aggettivi possessivi. Invitateli a usare le espressioni fornite come modello. Cogliete l'occasione per ricordare alla classe che la domanda con *Whose* può avere due strutture diverse: *Whose are those headphones?* oppure *Whose headphones are those?*

EXTRA PRACTICE

WB p. 142

page 11

Pets

- 6a** Gli studenti osservano le immagini degli animali domestici e completano le parole, di cui viene data l'iniziale. Poi si confrontano con il compagno.

Audioscript & Answer key

1 dog; **2** hamster; **3** rabbit; **4** cat; **5** parrot

- 6b**  **002** Proponete alla classe l'ascolto di controllo. Se necessario, proponete l'ascolto una seconda volta.

- 7**  A coppie, gli studenti giocano alle liste di animali: il primo studente dice il nome di un animale, il secondo lo ripete aggiungendone un altro, il primo li ripete entrambi e ne aggiunge un altro ancora. Lo scambio continua così fino a quando uno dei due studenti non riesce a ripetere l'intera stringa con i nomi degli animali oppure non è in grado di proseguire con il nome di un nuovo animale.

there is / there are some / any

- 8** Gli studenti osservano le immagini proposte, poi scrivono domande e risposte brevi relative alle parole indicate.

Answer key

1 Are there any pets? Yes, there are. **2** Is there a cat? Yes, there is. **3** Are there any beds? No, there aren't. **4** Are there any chairs? Yes, there are. **5** Is there a rabbit? Yes, there is.

- 9a**  La lettera "K" indica che l'esercizio segue il modello degli esami di certificazione linguistica Key – Cambridge, finalizzati a verificare il livello A2 del *Quadro comune europeo di riferimento delle lingue*. Gli studenti completano il dialogo inserendo una parola in ogni spazio vuoto.

Answer key

1 any; **2** there; **3** aren't; **4** some; **5** aren't; **6** are; **7** there;
8 isn't; **9** there

- 9b**  **003** Proponete alla classe l'ascolto di controllo. Accertatevi che tutti correggano eventuali errori.

Audioscript

Ali Are there any school pets at your school?
Kris Yes, there are. There's a white cat called Bonny. There aren't any dogs, though!
Ali And what's your classroom like?
Kris There are some red tables! There aren't any posters on the walls, but there are lots of windows. Is there any modern furniture in your new classroom?
Ali No, there isn't. But there is a big, old sofa.

Family

- 10a** Invitate la classe a completare le frasi relative alla famiglia di Max facendo riferimento all'albero genealogico. Fate osservare che nel riquadro sono presenti due parole che non devono essere utilizzate.

Audioscript & Answer key

1 Omar is my dad. **2** Bella is my sister. **3** Joan is my grandma. **4** I haven't got any cousins.

- 10b**  **004** Proponete alla classe l'ascolto di controllo. Se necessario, proponete l'ascolto una seconda volta.

- 11**  Gli studenti lavorano a coppie. Lo Student A pensa a un membro della famiglia di Max e dà un indizio per individuarlo, lo Student B cerca di capire di chi si tratta. Poi si scambiano i ruoli.

EXTRA PRACTICE

WB p. 143

have got

12 Write the correct form of *have got*.

- Don't hasn't got a red jacket. **X**
- My brother has a budgie. **✓**
- Tam and Ivo have new phones. **✓**
- We don't have a new car. **X**

13 Read the answers and write the questions.

- Has your school got a school pet?
No, it hasn't. My school hasn't got a pet.
- Has she got a new phone?
No, she hasn't. Amy's phone is new, not old.
- Has he got a cow?
No, I haven't. I haven't got a cow.

Prepositions of time

14a Write at, on or in.

- in winter
- on Sunday
- in the evening
- at Easter
- on Friday morning
- in 2025
- at half past four
- at night

14b Listen and check.

Present simple: adverbs of frequency

15 Put the adverbs of frequency in the correct order.

always • never • often • sometimes • usually

- never
- always
- often
- sometimes
- usually

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

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

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.

- What time / Mandy / get up / ?
- What / she / do / after her shower / ?
- Who / have tennis lessons with / ?
- Where / Mandy and Tyler / have lunch / ?
- When / they / do their homework / ?
- Where / Mandy / see her friends / ?

What time does Mandy get up?
She always gets up at nine o'clock.

can

19 Reorder the words to make sentences.

- run / a kilometre / can't / they
They can't run a kilometre.
- he / understand / Italian / can
He can't understand Italian.
- can't / speak / Portuguese / Jeff
Jeff can't speak Portuguese.
- tennis / very well / can / play / Mandy
Mandy can play tennis very well.
- maths / head / difficult / can / in / do / her / Emma
Emma can't do maths in her head.
- desserts / Mum / can't / at all / make
Mum can't make desserts at all.
- can / but / fly / penguins / swim / can't / they
Penguins can swim but they can't fly.

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

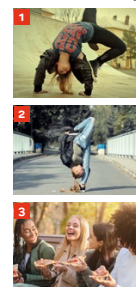
21a Complete the parts of the body.

- | | |
|-----------------------------|------------------|
| 1 t _ o _ n _ g _ u _ e _ | 9 h _ _ r _ |
| 2 _ _ a _ _ | 10 _ _ n _ e _ |
| 3 e _ _ b _ _ | 11 m _ _ th _ |
| 4 _ _ y _ s _ | 12 n _ _ e _ |
| 5 _ _ i _ n _ g _ _ r _ s _ | 13 _ _ o _ o _ _ |
| 6 _ _ o _ o _ _ | 14 t _ o _ _ s _ |
| 7 h _ _ a _ _ | 15 _ _ r _ _ |
| 8 h _ _ a _ _ | 16 _ _ _ g _ |

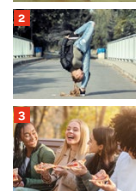
21b Listen and check.

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 is holding (hold) her foot. She is riding (ride) a bike.



They are dancing (dance). They are eating (eat) pizza together.



She is touching (touch) her toes. She is playing (play) tennis.



Tim and Bonzo are walking (walk). They are running (run) in the park.



I am writing (write) a message. I am learning (learn) English.

22b 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.

have got

- 12** Gli studenti completano le frasi con la forma affermativa (✓) o negativa (X) di *have got*, poi controllano a coppie.

Answer key

1 *hasn't got*; 2 *has's got*; 3 *have got*; 4 *haven't got*

- 13** Gli studenti leggono le risposte e scrivono le relative domande. Offrite supporto se necessario girando tra i banchi.

Answer key

- Has your school got a school pet?*
- Has Amy got an old phone?*
- Have you got a cow?*

Prepositions of time

- 14a** Individualmente, gli studenti completano le espressioni con le preposizioni di tempo indicate, poi si confrontano in plenaria.

Audioscript & Answer key

- 1 in winter; 2 on Sunday; 3 in the evening; 4 at Easter; 5 on Friday morning; 6 in 2025; 7 at half past four; 8 at night

- 14b** Proponete alla classe l'ascolto di controllo. Se necessario, proponete l'ascolto una seconda volta perché tutti possano correggere eventuali errori.

Present simple: adverbs of frequency

- 15** Gli studenti leggono gli avverbi di frequenza nel riquadro e li mettono in ordine a partire da quello dato. Poi si confrontano a coppie.

Answer key

1 *never*; 2 *sometimes*; 3 *often*; 4 *usually*; 5 *always*

- 16** Invitate la classe a riscrivere le frasi inserendo opportunamente l'avverbo di frequenza indicato tra parentesi. Ricordate agli studenti che, in inglese, l'avverbo di frequenza si colloca generalmente prima del verbo. Fanno eccezione le frasi con il verbo *be*, in cui l'avverbo si pone dopo il verbo.

Answer key

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

- 17** La classe traduce dall'italiano all'inglese il breve testo che parla della routine quotidiana di Mandy. Gli studenti eseguono l'attività individualmente, poi correggete in plenaria (*whole class*) fornendo un feedback.

Suggested answer

Mandy always gets up at nine o'clock on Saturday. She's very tired after a week at school. She has a shower, she gets dressed and then she has breakfast. She usually has tennis lessons at eleven with her friend Tyler, but not in winter or in the summer holidays. After her tennis lesson, it's lunch time. Tyler often goes to Mandy's house for lunch, but Mandy sometimes goes to Tyler's (house). After lunch, they do (their) homework together. In the evening, Mandy sometimes sees her friends at the park, but she often stays at home with her brother. They watch a film or listen to music.

- 18**  Gli studenti usano gli elementi dati per scrivere alcune domande sulla giornata di Mandy, a cui poi danno risposta a coppie. Invitate a osservare la prima frase di esempio.

Answer key

- 1 What time does Mandy get up?
She always gets up at nine o'clock.
- 2 What does she do after her shower?
She gets dressed and she has breakfast.
- 3 Who does she have tennis lessons with?
She has tennis lessons with her friend Tyler.
- 4 Where do Mandy and Tyler have lunch?
They often have lunch in Mandy's house, but sometimes they have lunch in Tyler's house.
- 5 When do they do their homework?
They do their homework after lunch.
- 6 Where does Mandy see her friends?
She sees her friends at the park.

EXTRA PRACTICE

WB pp. 143-144

page 13**can**

- 19** Gli studenti riordinano le parole date per comporre frasi e domande di senso compiuto. Poi confrontano le soluzioni a coppie.

Answer key

- 1 They can't run a kilometre.
- 2 Can he understand Italian?
- 3 Jeff can't speak Portuguese.
- 4 Mandy can play tennis very well.
- 5 Emma can do difficult maths in her head.
- 6 Mum can't make desserts at all.
- 7 Penguins can swim but they can't fly. / Penguins can't fly but they can swim.

- 20**  Gli studenti scrivono una lista di abilità e attività che svolgono nel tempo libero, che prendono come spunto per farsi brevi interviste a coppie. Invitateli a leggere con attenzione le frasi fornite come modello.

Parts of the body

- 21a** Individualmente, gli studenti completano i nomi delle parti del corpo, poi controllano la soluzione a coppie.

Audioscript & Answer key

- 1 tongue; 2 ear; 3 elbow; 4 eyes; 5 fingers; 6 foot; 7 hand; 8 head; 9 hair; 10 knee; 11 mouth; 12 nose; 13 tooth; 14 toes; 15 arm; 16 leg

- 21b**  **006** Proponete alla classe l'ascolto di controllo. È consigliabile proporre l'ascolto una seconda volta per accertarsi che tutti siano riusciti a correggere eventuali errori.

Present continuous

- 22a** Gli studenti completano le frasi relative alle immagini proposte, usando i verbi suggeriti nella forma corretta del *present continuous*.

Audioscript & Answer key

- 1 She isn't standing on her feet. She's breakdancing.
- 2 She's holding her foot. She isn't riding a bike.
- 3 They aren't dancing. They're eating pizza together.
- 4 She's touching her toes. She isn't playing tennis.
- 5 Tim and Bonzo aren't walking. They're running in the park.
- 6 I'm not writing a message. I'm learning English.

- 22b**  **007** Proponete l'ascolto di controllo. È consigliabile proporre l'ascolto una seconda volta per accertarsi che tutti siano riusciti a correggere eventuali errori.

- 23**  Lavorando a coppie, gli studenti osservano le fotografie dell'esercizio 22a e dicono altre frasi, seguendo il suggerimento dato. Invitateli quindi a mettere le frasi per iscritto, poi raccoglietele, scrivetele alla lavagna e commentatele tutti insieme.

EXTRA PRACTICE

WB p. 145

I'm new here

1 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. Ah! 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 Listen or watch again and repeat.

3 Choose the correct option and answer.

- The new student is a girl boy.
- Alissa introduces Maya to Lily / Oliver first.
- Maya lives near the school.
- Alissa doesn't know Kingfisher Park.
- Lily plays tennis with Alissa.
- Are all the friends at the After-School Club? —

T F
T F
T F

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

- "I'm sporty!" Ahmed
- "I like Mr Wilson."
- "He's my favourite teacher."
- "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.
Maya I mean, I quite like him. It's just ...
Ahmed I'm joking, Ahmed!
Maya You mean, he isn't your dad? Oh, you're funny!
Ahmed No, he isn't my dad!
Maya That's good. Because he's super mean. Mr Wilson is a mean teacher.
Ahmed Actually, he's my uncle.
Maya 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**.
☒ Hello, I'm **Sam**. What's your name?
☐ Nice to meet you, too.
☐ Hi, **Ray**. Nice to meet you.
☐ Hi, I'm **Jo**.

UNIT 1

Lessico

- Luoghi della città
- Attività con gli amici

Strutture grammaticali

- Confronto tra *present simple* e *present continuous*
- Present continuous* per esprimere un evento futuro
- Verbi di preferenza con la forma in *-ing*

Competenza in materia di consapevolezza ed espressione culturali

- Chiedere e dare indicazioni stradali
- Imparare a definire e a raggiungere obiettivi di apprendimento in modo autonomo
- Acquistare un biglietto del treno
- Progettare un viaggio

page 14

Warm up

Mostrate agli studenti, attraverso la LIM, l'immagine di p. 14 senza il titolo e date qualche minuto per osservarla. Invitateli a riflettere su ciò che vedono attraverso domande-guida: *What can you see in the picture? Where are the students?*

Tutti insieme, gli studenti cercano di immaginare che cosa si dicono le ragazze nelle foto.

- 1 **008** Prima di leggere e/o ascoltare il dialogo, si consiglia di far vedere l'episodio. Invitate la classe a leggere la domanda in modo da concentrarsi sull'informazione richiesta. Poi attivate il video e chiedete agli studenti di rispondere alla domanda. È consigliabile mostrare l'episodio almeno una seconda volta per accertarsi che tutti siano in grado di rispondere.

Answer key

Alissa says that Oliver is really shy, he doesn't talk very much, but he is very funny.

EVERYDAY ENGLISH

Si consiglia di far concentrare gli studenti sul significato delle espressioni riportate nel riquadro. Questo li aiuterà a capire meglio il dialogo e a familiarizzare con alcune espressioni di uso quotidiano.

- 2 **008** Gli studenti guardano un'altra volta l'episodio. Poi ascoltano la prima parte del dialogo e la ripetono, quindi ascoltano e ripetono la seconda parte. Alla fine riascoltano il dialogo completo e lo ripetono tutto.



page 15

- 3** Invitate la classe a concentrarsi sul significato del testo del dialogo e a cercare informazioni specifiche attraverso lo svolgimento dell'esercizio. A coppie, gli studenti rispondono alle domande, poi tutti insieme verificate le risposte. Se ci sono affermazioni false, invitate la classe a cercare nel testo le informazioni corrette.

Answer key

1 girl; 2 Lily; 3 F; 4 F; 5 T; 6 No, they aren't.

- 4**   009 Prima di guardare la seconda parte del video, gli studenti leggono a coppie le frasi di cui dovranno individuare gli autori. Provano a immaginare chi abbia detto le frasi e li scrivono a matita. Dopo aver guardato il video la prima volta, date loro del tempo per rivedere le loro supposizioni ed eventualmente correggere i nomi attribuiti a ogni frase. Dopo la seconda visione del video, procedete a una verifica, preferibilmente tutti insieme.

Answer key

1 Ahmed; 2 Alissa; 3 Oliver; 4 Maya

- 5**  Lavorando individualmente, gli studenti cercano nel testo del dialogo le espressioni dell'esercizio 4. Invitateli quindi a formare dei gruppi, in modo che siano eterogenei al loro interno e omogenei fra loro. Guardate di nuovo il video e ascoltate il dialogo, poi chiedete agli studenti di recitarlo. Infine, fate recitare il dialogo a qualche gruppo di fronte alla classe.

- 6**  **Mediation** Gli studenti riordinano le battute del dialogo, poi sostituiscono i nomi in neretto con i propri nomi o con altri nomi di fantasia. La prima volta leggono il testo nella sequenza corretta, poi lo ripetono senza leggere.

Answer key

Hello, I'm Sam. What's your name?

Hi, I'm Jo.

Let me introduce you to Ray.

Hi, Ray. Nice to meet you.

Nice to meet you, too.

Note didattiche

Quando si affronta il tema *places in town*, argomento lessicale della unit, può essere utile arricchire il lavoro linguistico con piccole note culturali che rendano l'argomento più concreto e interessante per la classe. Un aspetto che colpisce spesso gli studenti è l'importanza dei **parchi** nelle grandi città britanniche. Londra, per esempio, è ricca di spazi verdi e Hyde Park è uno degli esempi più noti: un enorme parco situato nel centro della città, dove le persone praticano sport, si rilassano, organizzano picnic o partecipano a eventi e concerti. Questo tipo di informazione permette di stimolare facilmente la conversazione in classe, perché il concetto di parco è familiare a tutti e consente di riutilizzare strutture semplici come *What can you do in a park?*

Le abitudini degli adolescenti nei paesi anglofoni rappresentano un ulteriore elemento motivante. Negli Stati Uniti, per esempio, il **mall** non è solo un luogo dedicato allo shopping, ma un vero punto di ritrovo per i teenagers, che vi trascorrono il tempo libero, mangiano nella *food court* e socializzano. Allo stesso modo, la diffusione globale di catene di fast food permette di lavorare su verbi e funzioni comunicative legate alla vita quotidiana, come *meeting friends, eating together o hanging out*.

I temi del centro commerciale e del parco risultano particolarmente versatili perché universali e vicini all'esperienza degli studenti. Questi argomenti facilitano la produzione orale, che rimane uno degli strumenti più efficaci per aumentare il coinvolgimento. Il confronto tra la propria città e una città anglofona, inoltre, aiuta a consolidare strutture fondamentali come *there is* e *there are*.

Infine, quando l'attenzione della classe cala, il tema della città si presta bene a rapide attività di riattivazione: una breve descrizione mimata di un luogo, un voto veloce sul *"best place in town"* o una domanda personalizzata sugli spazi frequentati con gli amici possono riaccendere facilmente la partecipazione. Si tratta di strategie semplici ma estremamente efficaci in questa fascia d'età, dove la connessione con la vita quotidiana degli studenti rimane il principale motore dell'apprendimento.

Places in a town

1a Match the words with the photos.



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

LOOK!
library = biblioteca
libreria = bookshop

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.
Yes, it is.
Is it a big place?
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.
No.
Bus station!
Bus stop!
Yes!

1b Listen and check.

2 Choose the correct option.

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

16

sixteen

Quizzzydo

WB p. 147

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

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

2 Write the -ing form of these verbs.

- write writing
- stop _____
- buy _____
- go _____
- try _____
- 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!
Ben Yes, ⁽⁷⁾ _____ (you / do) your homework?
Adam 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 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!

seventeen

17

page 16

Warm up

Gli studenti formano due squadre e scelgono i capitani, che vanno alla lavagna e riportano tutti i luoghi di una città che i componenti della loro squadra conoscono in inglese. Le squadre hanno a disposizione due minuti e vince quella che, al termine del gioco, ha ricordato il maggior numero di luoghi.

Places in a town

1a A coppie, gli studenti associano le parole alle immagini, facendo riferimento anche ai luoghi ripassati durante l'attività di warm up e scritti alla lavagna.

Answer key

13 bank; 10 bookshop; 6 bus station; 3 bus stop; 1 car park; 15 church; 17 hospital; 2 library; 14 market; 5 museum; 8 park; 7 pharmacy; 18 police station; 12 post office; 4 restaurant; 9 shopping centre; 16 sports centre; 11 train station

LOOK!

Invitate gli studenti a osservare le parole *library* e *bookshop* con le relative traduzioni e riprendete il concetto di *false friends*, già affrontato l'anno precedente. Provate a far ricordare agli studenti altri *false friends* che hanno già incontrato (per esempio *irritable/nervous*, *in front of/opposite*, *parents/relatives...*).

1b Verificate le associazioni parole-immagini dell'esercizio 1a facendo ascoltare l'audio.

Audioscript

1 car park; 2 library; 3 bus stop; 4 restaurant; 5 museum; 6 bus station; 7 pharmacy; 8 park; 9 shopping centre; 10 bookshop; 11 train station; 12 post office; 13 bank; 14 market; 15 church; 16 sports centre; 17 hospital; 18 police station

2 Individualmente, gli studenti scelgono l'opzione corretta per completare le frasi dell'esercizio. Poi verificano la correttezza delle loro risposte lavorando a coppie.

Answer key

1 hospital; 2 restaurant; 3 park; 4 shopping centre; 5 library; 6 sports centre; 7 train station; 8 pharmacy

- 3**  Gli studenti lavorano a coppie: lo Student A dà informazioni circa uno dei luoghi della città presentati nell'esercizio 1a e lo Student B rivolge delle domande per scoprire di quale luogo si tratta. Poi si scambiano i ruoli. Invitateli a leggere le frasi fornite come modello.

WORD FUN

- 4** Uno studente dà brevi indizi (composti al massimo da tre parole) e il compagno/a cerca di individuare di quale luogo della città si tratta. Si può proporre questa attività a tutta la classe, con uno studente che descrive un luogo e i compagni che fanno domande finché qualcuno indovina il posto; chi indovina, fornirà gli indizi relativi a un altro luogo.

EXTRA PRACTICE

 **Quizzydoo; WB** p. 147

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A Present simple vs present continuous

Gli studenti hanno già studiato gli usi del *present simple* e del *present continuous*; in questa prima fase raccogliete le informazioni che la classe ricorda sulle due forme verbali e riportatele alla lavagna. Poi individualmente gli studenti leggono il contenuto della tabella e controllano se ci sono elementi che non erano stati citati.

Decidete se rimandare subito gli studenti alla lettura delle regole alla pagina segnalata sotto la tabella oppure se lasciare la spiegazione grammaticale dettagliata a un secondo momento.



ATTENZIONE!

Sollecitate gli studenti a notare che alcuni verbi non si usano mai al *present continuous*. Prima di procedere fate qualche esempio aggiuntivo.

- 1** Individualmente, gli studenti completano l'esercizio con i verbi suggeriti nelle forme affermativa, negativa e interrogativa del *present simple*, facendo riferimento al punto grammaticale A. Poi verificano la correttezza dell'attività svolta lavorando a coppie.

Answer key

1 gets; **2** have; **3** doesn't wear; **4** play; **5** don't go;
6 Do you listen; **7** doesn't meet; **8** Does she watch

- 2** Individualmente, gli studenti completano l'esercizio con la forma in *-ing* dei verbi dati. Poi verificano la correttezza dell'attività svolta lavorando a coppie.

Answer key

1 writing; **2** stopping; **3** buying; **4** going; **5** trying;
6 coming

- 3** Individualmente, gli studenti completano l'esercizio con i verbi suggeriti nelle forme affermativa, negativa e interrogativa del *present continuous*.

Answer key

1 are you doing; **2** 'm trying; **3** 's moving; **4** is he sitting;
5 he isn't; **6** 's sitting; **7** Are you doing; **8** I am; **9** 'm not doing; **10** 'm studying; **11** aren't helping

- 4**  **011** Proponete alla classe l'ascolto di controllo. È consigliabile proporre l'ascolto una seconda volta per accertarsi che tutti siano riusciti a correggere eventuali errori.

Audioscript

Ben So, what are you doing at the moment?
Adam Er, I'm trying to do my homework ...
Ben What's the problem?
Adam My cat, Socks! He's moving my things.
Ben Oh, so is he sitting on the table?
Adam Yes ... oh, no, he isn't! Not now. He's sitting on me! Are you doing your homework?
Ben Yes, I am. I'm not doing my English right now – I'm studying for the science test on Monday.
Adam Oh, no ... You're right, that's on Monday! Come on, Socks. Go outside now. You aren't helping me!

- 5** Invitate la classe a leggere prima l'intero testo e poi a completarlo con i verbi tra parentesi utilizzando opportunamente il *present simple* o il *present continuous*. Quindi gli studenti controllano la correttezza dell'attività lavorando a coppie.

Answer key

1 usually have; **2** 'm/am not doing; **3** 're/are relaxing;
4 's/is reading; **5** never reads; **6** spend; **7** aren't working / 're not working; **8** 're/are having

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.

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

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

- Lily What **are you doing** (you / do) tonight?
 Josh I **am** (go) to the cinema.
 Lily (Jack / go) with you?
 Josh No, he **isn't** (write) his history essay.
 Then his mum and dad **are** (take) him for a pizza.
 Lily Oh, right. I **am** (not go) out tonight. I **am** (plan) my art project with Ellie. She **is** (bring) some cupcakes.
 Josh Cool!

18

eighteen

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 **love talking**.3 He **likes doing his homework**.4 They **like reading**.5 She **loves watching TV**.

FAST FINISHERS

10 Write sentences about what you and your friends like and don't like doing. Dario really likes playing computer games, but I quite like playing computer games, but I really like ...

» WB pp. 148-151

Cyber Homework 3

Put it all together!

11 Choose the correct option.

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

12 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!

nineteen

19

B Present continuous for future

Spiegate alla classe che il *present continuous* può essere utilizzato per parlare del futuro, in particolare quando ci si riferisce a impegni già presi. Invitate gli studenti a leggere le frasi proposte.

THINK!

Sollecitate gli studenti a scegliere l'opzione corretta per completare la regola relativa all'uso del *present continuous* per parlare del futuro. Decidete se correggere in plenaria (*whole class*), in modo da dare un feedback utile allo svolgimento degli esercizi successivi.

Answer key

immediato

ATTENZIONE!

Sollecitate gli studenti a confrontare il tempo verbale utilizzato per formulare frasi relative a impegni presi nel futuro immediato in italiano (presente indicativo) e in inglese (*present continuous*). Proponete loro altri esempi e chiarite eventuali dubbi.

6 Individualmente, gli studenti riflettono sulle frasi dell'esercizio, su cui ci si confronta poi in plenaria.

Answer key

1 F; 2 P; 3 P; 4 F; 5 P; 6 F

7 Invitate gli studenti a leggere prima il dialogo per intero e poi a completarlo individualmente con i verbi tra parentesi utilizzando il *present continuous*. Quindi controllano la correttezza dell'attività lavorando a coppie.

Answer key

1 are you doing; 2 'm/am going; 3 Is Jack going; 4 isn't; 5 's/is writing; 6 are taking; 7 'm/am not going; 8 'm/am planning; 9 's/is bringing

FAST FINISHERS

8 Gli studenti che terminano prima degli altri, su indicazione dell'insegnante, possono scrivere frasi relative ai loro programmi per la settimana successiva.

C Verbs of preference + -ing

Mostrate foto di attività e sport alla LIM e suggerite agli studenti di parlare a coppie, chiedendo ai compagni se amano o meno queste attività. Nella risposta, si consiglia di usare i verbi proposti nella tabella *Verbs of preference*.

Decidete se rimandare subito gli studenti alla lettura delle regole alla pagina segnalata sotto la tabella oppure se lasciare la spiegazione grammaticale dettagliata a un secondo momento.

THINK!

Gli studenti pensano individualmente alla risposta, controllano a coppie e poi si fa una riflessione condivisa tutti insieme (*think/pair/share*). In caso di difficoltà, potete suggerire di leggere anche le regole a p. 146.

Answer key

la -ing form

LOOK!

Invitate a osservare l'uso degli avverbi *really* e *quite* per graduare l'intensità della preferenza espressa. Lavorando a coppie, gli studenti formulano delle frasi utilizzando questi avverbi unitamente ai verbi di preferenza.



ATTENZIONE!

Gli studenti riflettono sulla possibilità di usare la forma all'infinito del verbo dopo i verbi di preferenza, con la connotazione di significato che ne deriva.

page 19

- 9** Individualmente, gli studenti osservano con attenzione le immagini e completano l'esercizio, poi controllano la correttezza delle frasi formulate a coppie.

Answer key

- 1 He doesn't like / can't stand eating vegetables.
- 2 They like/love/enjoy watching football.
- 3 He doesn't mind helping in the house.
- 4 They like/love/enjoy swimming.
- 5 She can't stand doing homework.

FAST FINISHERS

- 10** Gli studenti che terminano prima degli altri possono scrivere alcune frasi sulle loro preferenze e quelle di alcuni compagni di classe. Poi mostrano le frasi al compagno nominato, che dirà se sono vere o false.

Put it all together!

Segnalate agli studenti che questa sezione ha l'obiettivo di fare ripassare in modo globale gli argomenti presentati nella sezione *Grammar*. Considerando l'obiettivo di questa sezione, può essere utile far svolgere gli esercizi in modo autonomo per testare la comprensione degli argomenti dell'unità.

- 11** Gli studenti leggono l'e-mail di Caitlin e la completano scegliendo l'opzione corretta tra le due proposte.

Answer key

1 usually have; 2 do; 3 having; 4 're travelling; 5 're going; 6 visiting; 7 learning; 8 having; 9 reading; 10 'm taking; 11 are you doing; 12 Do you like

- 12** 012 Proponete alla classe l'ascolto di controllo. Accertatevi che tutti riescano a correggere eventuali errori.

Audioscript

Hi Grandma,
Tomorrow's Wednesday and I'm really happy! At school, we usually have lessons on Wednesday morning, and we do sports in the afternoon. But we aren't having any lessons tomorrow! We're travelling by bus to London and we're going to some of the famous museums there. Some people don't like visiting museums because they think they're boring, but I love them! I enjoy learning about history. The journey is over two hours, but I don't mind having a long journey because I like reading. I'm taking two books with me! What are you doing tomorrow? Do you like museums?
Love from Caitlin

- 13** Gli studenti svolgono l'esercizio di traduzione del breve paragrafo dall'italiano all'inglese. Convidete con la classe che l'esercizio ha lo scopo di mettere in pratica le strutture apprese nella sezione *Grammar* e il lessico appreso fino a questo momento.

Gli studenti svolgono l'esercizio individualmente, consultando le sezioni *Vocabulary* e *Grammar* in caso di dubbi. Correggete in plenaria (*whole class*) fornendo un feedback.

Suggested answer

Kelly Hi, Jake. Where are you going?
Jake I'm going home! Why?
Kelly You usually stay at school for Art Club on Friday afternoons.
Jake I know, but there isn't any Art Club today. Mrs Jenkins is working at a different school this week.
Kelly Ah, OK. What are you doing tomorrow?
Jake I'm going to a football match at the sports centre in the morning. My cousin's playing. Do you want to come?
Kelly No, thanks, Jake. I'm meeting my friends in the morning, and they don't enjoy watching football!
Jake I don't mind watching it, but I don't like playing it! I'm going because Dad's taking us for an ice cream after the match!

EXTRA PRACTICE

WB pp. 148-151; Cyber Homework 3

Asking for and giving directions



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

Sophia Hi, Harry! 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 ?
Harry No, it's about ten minutes from there.
Sophia Oh, dear! I'm going to be so late!
Harry Don't panic! 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 left at the climbing centre.
Sophia Ah, OK! I know the climbing centre.
Harry Great. After about a minute, Café Star is 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
do I get to ...?	straight on.
Can you tell me the way to ...?	Go along / past ...
Where is ...?	left/right.
How far is ...?	Take the first left/right.
Is it ?	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 ...

Learn how to set and achieve learning goals

1a Tick (✓) what's true for you.

- When I start a new unit, ...
 - ☐ I look at the topic and I think of the words and ideas I know.
 - ☐ I write my learning goals. These are the things I want to learn.
- When I finish a unit, ...
 - ☐ I look at my learning goals. I tick the new things I know now.
 - ☐ I ask a friend to test me on the new things I know.
- After I do a test, ...
 - ☐ I look at my mistakes. I try to understand what is wrong or I ask the teacher.
 - ☐ 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

- 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?
- 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.
- 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?
- 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.



Asking for and giving directions

1 013 Proponete l'ascolto del dialogo o la visione del video una prima volta perché gli studenti possano farsi un'idea generale. Si suggerisce un secondo ascolto per svolgere l'esercizio guidato di scelta dell'opzione corretta; infine, procedete con un ultimo ascolto di controllo. Si consiglia di fornire un feedback, eventualmente in plenaria (*whole class*), per accertarsi del corretto svolgimento dell'attività.

Answer key

1 How; 2 far; 3 Go; 4 turn; 5 on

EVERYDAY ENGLISH

Si consiglia di far concentrare gli studenti sul significato delle espressioni riportate. Questo li aiuterà a capire meglio il dialogo/video e a familiarizzare con alcune espressioni di uso quotidiano.

2 **KEY LANGUAGE** Gli studenti leggono di nuovo il dialogo e scelgono l'opzione corretta per completare le frasi nella tabella. È consigliabile far prima leggere alla classe le espressioni presenti in tabella, in modo che possano scegliere le parole corrette utilizzate nel dialogo per esprimere gli stessi concetti.

Answer key

1 How; 2 far; 3 Go; 4 Turn

3 Dividete gli studenti a coppie e fate loro recitare il dialogo. Una volta concluso l'esercizio, potete far recitare alcune coppie davanti alla classe, in modo da fornire un feedback utile per tutti.

4 014 Lavorando individualmente, gli studenti cercano di trovare il punto descritto nel dialogo dell'audio. Si suggeriscono più ascolti. Infine, gli studenti verificano a coppie la correttezza della soluzione.

Audioscript

- Tom** Hey, Ruby. Let's go to the new skating rink!
- Ruby** Good idea! How far is it?
- Tom** It isn't far from here.
- Ruby** Great. How do we get there?
- Tom** We go straight on, along Ship Street. Then we turn right after the gym.
- Ruby** OK.
- Tom** Then we take the first left onto Hill Street. We go past the car park, and it's on the left. It's next to the theatre.
- Ruby** Ah, OK! Let's go now!

Answer key

- 5** **Mediation** Facendo riferimento alla mappa dell'esercizio 4, gli studenti lavorano a coppie: lo Student A dà indicazioni sul percorso e il compagno segue le istruzioni e individua la destinazione finale. Poi si scambiano i ruoli.

EXTRA PRACTICE

WB p. 152

page 21**Learn how to set and achieve learning goals**

- 1a** Per acquisire consapevolezza sul proprio processo di apprendimento, suggerite agli studenti di completare l'esercizio riflettendo su come lavorano con le unità del testo.
- 1b** È importante cogliere l'occasione perché gli studenti si confrontino con i compagni di classe. Potrebbero in tal modo scoprire nuovi metodi per studiare più efficaci o alternativi a quelli che già adottano.
- 2a** Invitate la classe a osservare le immagini. Suggerite agli studenti di descrivere di che cosa si tratta e quale beneficio può offrire per il loro processo di apprendimento.

EDUCAZIONE CIVICA

Invitate gli studenti a riflettere sull'importanza di acquisire dimestichezza con gli strumenti digitali, che possono essere molto utili per il loro processo di apprendimento.

- 2b** **Well-being** Gli studenti leggono a coppie la lista di suggerimenti utili per imparare e ne discutono, parlando delle loro esperienze e impressioni.
- 3a** Individualmente, gli studenti scrivono un paragrafo sul suggerimento che hanno trovato maggiormente interessante e che vorrebbero provare a mettere in pratica.
- 3b** A coppie, gli studenti confrontano i testi che hanno scritto.

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⁾ _____.
Woman Card or cash?
Assistant Card. ⁽⁴⁾ _____ you.
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) <u>6</u>	(2) _____	(3) _____
Cambridge	(4) _____	(5) _____	(6) _____
Brighton	(7) _____	(8) _____	CANCELLED
Edinburgh	(9) _____	(10) _____	(11) _____

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.
Customer You're in York. Decide where you want to go.
Assistant Give information about prices, number of changes, train times and platform.
Options
Hello. I'd like a return ticket to York, please.
I'd like a return ticket to Glasgow, please.

A trip to Cambridge

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

- | | | | |
|--|--------------------------------------|--|--|
| ☒ bookshop | ☐ post office | ☐ library | ☐ museum |
| ☐ park | ☐ bank | ☐ sports centre | ☐ train station |
| ☐ bus station | ☐ hospital | ☐ market | ☐ port |
| ☐ festival | ☐ restaurant | ☐ shopping centre | ☐ 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 ENRICHED

INTERMEDIATE

GLOSARY

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  **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 ...*

At the station

- 1  015 **Pronunciation** Gli studenti ascoltano e ripetono le frasi stando attenti a rispettare la stessa intonazione dell'audio. Si suggerisce un secondo ascolto.

- 2a  016 Gli studenti completano l'esercizio durante l'ascolto. Si suggerisce un secondo ascolto per verificare la correttezza delle soluzioni fornite.

Audioscript

Dialogue 1

- Assistant** Can I help you?
Woman A ticket to Cambridge, please.
Assistant Single or return?
Woman Single, please.
Assistant That's £12.80. Card or cash?
Woman Card.
Assistant Thank you.

Dialogue 2

- Man** How much is a ticket to Manchester, please?
Assistant London to Manchester, just a moment. That's £39.60 for the single and £59.40 for the return.
Man Sorry?
Assistant The single to Manchester is £39.60 and the return ticket is £59.40.
Man Thank you.
Assistant No problem.

Answer key

- 1 *help*; 2 *please*; 3 *£12.80*; 4 *Thank*; 5 *much*; 6 *£59.40*; 7 *£59.40*; 8 *problem*

- 2b  016 Proponete alla classe l'ascolto di controllo. È consigliabile proporre l'ascolto una seconda volta per accertarsi che tutti siano riusciti a correggere eventuali errori.

- 3  017 Prima di iniziare l'esercizio di ascolto, si consiglia di verificare che il significato delle parole presenti nella tabella sia chiaro. Due ascolti per il completamento potrebbero essere necessari, prima dell'ascolto finale di verifica.

Audioscript

Customers for the 5.30 p.m. to Manchester: this train is now ready for boarding on platform 6. Platform 6 for the 5.30 train to Manchester.

This is an announcement for customers travelling to Cambridge. The train to Cambridge is delayed. The expected departure is at 5.45, not at 5.35. The next train to Cambridge departs at 5.45 from platform 12.

This is a special announcement for customers travelling to Brighton. The 6 o'clock train is cancelled. We're very sorry for this and we apologise for the inconvenience.

The 6 o'clock train to Brighton is cancelled.

Customers travelling to Edinburgh: your 6.15 p.m. fast train service is now ready for boarding on platform 20. The fast train to Edinburgh departing at 6.15 is ready on platform 20.

Answer key

1 6; 2 5.30 (p.m.); 3 5.30 (p.m.); 4 12; 5 5.35 (p.m.);
6 5.45 (p.m.); 7 6 (p.m.) / 6 o'clock; 8 20; 9 6.15 (p.m.);
10 6.15 (p.m.)

Options

- 4  **Mediation** Alle coppie di allievi viene proposto un breve gioco di ruolo: possono scegliere tra due opzioni di linee guida per la creazione di un dialogo. Per l'Opzione A, si propone un'interazione tra un cliente e un assistente della biglietteria per l'acquisto di un biglietto del treno. Con l'Opzione B, lo studente che interpreta la parte del cliente guarda le proposte sulla biglietteria online delle ferrovie britanniche e chiede informazioni all'assistente della biglietteria relativamente agli orari e al prezzo dei biglietti. Infine, gli studenti si scambiano i ruoli.

EXTRA PRACTICE

 **Dialogue Karaoke**;  **Cyber Homework 4**; **WB p. 152**

page 23

A trip to Cambridge

- 1a  018 Prima di iniziare l'ascolto, si consiglia di verificare che il significato delle parole proposte nell'esercizio sia chiaro. Si suggerisce di ascoltare il testo due volte, prima dell'ultimo ascolto di verifica.

Answer key

bookshop; restaurant; library; market; shopping centre; museum

Options

BASIC and ENRICHED

Basic text p. 4

Il testo *A trip to Cambridge* in versione *basic* presenta una lunghezza inferiore e strutture morfosintattiche più accessibili rispetto a quello standard presente nel libro di testo.

Enriched text p. 5

Il testo *A trip to Cambridge* in versione *enriched* presenta una lunghezza superiore e un lessico più ampio rispetto a quello standard presente nel libro di testo.

Decidete a chi e con che modalità assegnare la versione *basic* o *enriched* di *A trip to Cambridge* compatibilmente con le attività che avete progettato per la classe, o lasciate la scelta agli studenti.

Gli stessi testi sono disponibili sia in *Options Basic & Enriched Reading Texts* che online nell'e-book+.

- 1b Prima di completare l'esercizio, suggerite di leggere il testo in coppia. Sempre lavorando a coppie, gli studenti rispondono alle domande, formulate in tre modi differenti di diversa difficoltà. Per le frasi 3 e 4, se le affermazioni sono false, invitateli a formulare la versione corretta.

Answer key

1 train; 2 evening; 3 T; 4 F; 5 the university library; 6 No, she isn't/she doesn't think they can see everything.

WRITING

Invitate gli studenti a prestare attenzione alla struttura formale di un'e-mail: i saluti iniziali, il lay-out suddiviso in paragrafi, il saluto finale e il registro linguistico utilizzato, che varierà in base alla persona a cui l'e-mail è indirizzata.

Options

- 2 **K** Agli studenti viene offerta la possibilità di scegliere tra due diverse situazioni, sulla base delle quali gli viene chiesto di scrivere un breve paragrafo seguendo le istruzioni date. Possono fare riferimento alle indicazioni presenti nel riquadro *Writing* per impostare l'e-mail. Nell'Opzione A, lo studente scrive un'e-mail a un amico che ospiterà per tre giorni, proponendo attività da fare insieme. Scegliendo l'Opzione B, lo studente scrive di una città che visiterà il giorno successivo con la famiglia.

EXTRA PRACTICE

WB p. 153;  **Cyber Homework 5**

THE SECRET SPRING

EPISODE 1: ANOTHER WORLD

Before you watch

1a Talk about the characters.

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



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

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

Now watch

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

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

2c Watch the video again. Answer the questions.

- What is Draven's plan?
- What is Squirrel's plan?
- What do Aiden and Jenna Wolf think of Squirrel's plan?

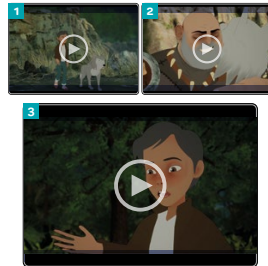
24

twenty-four

EVERYDAY ENGLISH

3a Match the expressions with the pictures.

☐ I promise ☐ Come on ☐ I mean



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



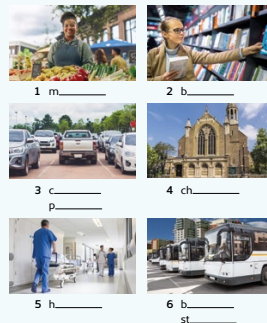
Vocabulary

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

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

2 Complete the names of the places.



Quizzzydoo

Grammar

3 Choose the correct option.

- We **have / are having** a music lesson on Tuesdays.
- Keira **gets up / is getting up** early every day.
- What **do you do / are you doing** at the moment?
- I **go / am going** to the shops now.
- He **doesn't want / isn't wanting** to come with us.
- Mum's in bed, but she **doesn't sleep / isn't sleeping**.
- We **study / are studying** Ancient Egypt in class this week.
- 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.

- (play computer games) _____
- (go to bed early) _____
- (study maths) _____
- (drink coffee) _____
- (do sports) _____

twenty-five

25

THE SECRET SPRING EPISODE 1: ANOTHER WORLD

Ricordate che gli episodi di *The Secret Spring* accompagneranno gli studenti per tutto il corso del testo.

Before you watch

1a Gli studenti probabilmente ricordano i personaggi presentati nell'esercizio: lavorando a coppie, invitateli a confrontarsi e a parlarne.

Answer key

- 1 Aiden; 2 Jenna; 3 Squirrel on Jenna Wolf's back;
4 Victoria; 5 Druff; 6 Draven

1b Una volta identificati i personaggi e ricordato quanto era successo nella storia dello scorso anno, gli studenti provano ad associare ciascuna frase dell'esercizio al personaggio che potrebbe averla pronunciata.

Now watch

2a Gli studenti guardano la prima parte dell'episodio in cui viene ripreso quanto era successo negli episodi del primo volume. Esortateli quindi a rileggere le frasi dell'esercizio precedente e a controllare se le hanno abbinate correttamente ai personaggi.

Answer key

- 1 Draven; 2 Squirrel; 3 Aiden; 4 Victoria; 5 Jenna Wolf

2b Guardando la seconda parte dell'episodio, gli studenti sono invitati a riflettere sui personaggi presenti.

Videoscript

- Druff** Draven? Brother? Is it really you? I looked for you for so long.
- Draven** Druff. Druff! It's really me, brother.
- Druff** But how? Where were you?
- Draven** I was in another world. It's incredible. I have a lot to tell you. Listen, I have a plan to make us rich!
- Druff** Make us rich? I like the sound of that! But how?
- Draven** I'll tell you later. We're going to live like kings. I promise. Ah! It's good to be home. But right now, I'm so hungry! Do you have any food?
- Druff** Food? Of course I do!
- Draven** Oh, I'm so hungry! I love dino eggs. There are no dinosaurs in the other world.
- Druff** No dinosaurs? Sounds boring.
- Draven** Ha! This is fantastic! And my plan is much better than this!
- Druff** What's the plan?

- Draven** The plan is this: dinosaur eggs! And, much better, baby dinosaurs! We can sell them. People in the other world are going to give us a lot of money for them.
- Druff** Really? Not a bad idea.
- Draven** Not bad? It's brilliant!
- Jenna** Those bad men. They are terrible. I mean, stealing dinosaur babies, selling them in the other world? It's awful!
- Aiden** You're right. I can't believe it. We have to stop them. But I don't know how.
- Jenna** We need a plan.
- Squirrel** Psst! Hello! Oh! Who are you?
- Aiden** I'm ... I'm Aiden. And you are Squirrel?
- Squirrel** Yes, I am. And I have a plan.
- Jenna** Squirrel! What's your plan?
- Squirrel** They want to steal dinosaur eggs. Yesterday, I was in the forest. I know where we can find some T-Rex eggs. We can steal one and put it in Druff's sack. The T-Rex parents will go crazy and attack them!
- Aiden** Come on. That is dangerous. Too dangerous.
- Jenna** It's very dangerous! We need a better plan.
- Draven** I've got a plan.
- Jenna** Run!

Answer key

(in order of appearance) Jenna Wolf, Aiden, Druff, Draven and Squirrel

- 2c**  **EPISODE 1** Prima di riguardare l'episodio, gli allievi leggono le domande a cui dovranno rispondere.

Answer key

- 1 To steal and sell dinosaur eggs and baby dinosaurs in the human world.
- 2 To steal a T-Rex egg, put it in Druff's sack so the T-Rex parents go crazy and attack them.
- 3 It's very dangerous.

EVERYDAY ENGLISH

- 3a** Gli studenti abbinano le espressioni nel riquadro alle immagini. Prima di svolgere l'esercizio accertatevi che siano note le espressioni. In alternativa, elicitate i significati. Invitate la classe a osservare attentamente le immagini.

Answer key

1 I mean; 2 I promise; 3 Come on

- 3b** Gli studenti completano i fumetti utilizzando le espressioni acquisite nell'esercizio precedente. Prima di svolgere l'attività fate osservare attentamente le immagini. Decidete se far svolgere l'esercizio a coppie oppure individualmente.

Answer key

1 Come on; 2 I mean; 3 I promise

page 25**Vocabulary**

- 1** Gli studenti completano l'esercizio individualmente e poi verificano a coppie. L'insegnante fornisce supporto se necessario.

Answer key

1 library; 2 museum; 3 bus stop; 4 sports centre;
5 restaurant; 6 bank; 7 train station; 8 police station;
9 park; 10 post office

- 2** Gli studenti completano l'esercizio individualmente facendo riferimento al lessico imparato nell'unità. Si consiglia di fornire un feedback, se possibile direttamente in plenaria (whole class), per accertarsi del corretto svolgimento.

Answer key

1 market; 2 bookshop; 3 car park; 4 church; 5 hospital;
6 bus station

Grammar

- 3** Per verificare la comprensione degli usi di *present simple* e *present continuous* invitate gli studenti a completare l'esercizio scegliendo l'alternativa corretta.

Answer key

1 have; 2 gets up; 3 are you doing; 4 am going; 5 doesn't want;
6 isn't sleeping; 7 are studying; 8 Do you often ride

- 4** Gli studenti completano le frasi con le forme corrette (affermativa, negativa, interrogativa o la risposta breve) del *present continuous*.

Answer key

1 Are you going; 2 are; 3 are/'re going; 4 are you doing;
5 are/'re visiting; 6 aren't staying; 7 'm/am helping;
8 are/'re staying; 9 Is your brother going; 10 isn't;
11 is/'s starting

- 5** Gli studenti si esercitano nell'uso dei verbi di preferenza. Ricordate loro che *like/don't like/don't mind/love* sono seguiti dai verbi alla forma in *-ing*.

Possible answers

1 I really like playing computer games.
2 I don't like going to bed early.
3 I really don't mind studying maths.
4 I really love drinking coffee.
5 I quite like doing sports.

EXTRA PRACTICE

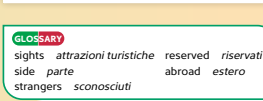
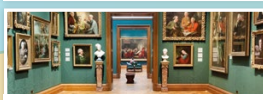
 Quizzydoo

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



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

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

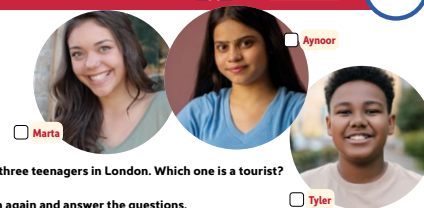
UNDERGROUND

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 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



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

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.

3b 021 Listen and check.

page 26

Il tema della visita di una città favorisce lo sviluppo di competenze comunicative autentiche. Descrivere luoghi, chiedere informazioni e orientarsi su una mappa permette agli studenti di utilizzare la lingua in contesti realistici. Attività creative, come simulazioni o viaggi virtuali, aumentano il coinvolgimento e la partecipazione.

Affrontare Londra in classe consente inoltre di integrare aspetti linguistici e culturali, creando collegamenti con geografia e cultura. In questo modo, la lezione di inglese diventa un'esperienza più ampia e formativa.

London in numbers

Mostrate alla classe alcune fotografie rappresentative di Londra e chiedete agli studenti che cosa ne pensano. Che cosa li colpisce in particolare? Invitateli a usare i verbi di preferenza appresi nell'unità.

1a Gli studenti riflettono sui numeri che vedono nel riquadro e provano ad associarli alle immagini dell'esercizio.

Answer key

1 9,000,000; 2 272; 3 9,000; 4 15,000; 5 6; 6 200; 7 300

1b 019 Gli studenti possono ascoltare il testo relativo ai "numeri" di Londra mentre seguono il testo sul libro. Così facendo, verificano se le stime ipotizzate nell'esercizio precedente sono corrette. Invitate la classe a osservare le immagini e a leggere le espressioni nel riquadro *Glossary*, che potranno aiutare a comprendere meglio il testo. Si suggerisce di far ascoltare l'audio agli studenti almeno due volte. Al termine dell'attività verificate le risposte in plenaria.

Options

BASIC and ENRICHED

Basic text p. 6

Il testo *London in numbers* in versione *basic* presenta una lunghezza inferiore e strutture morfosintattiche più accessibili rispetto a quello standard presente nel libro di testo.

Enriched text p. 7

Il testo *London in numbers* in versione *enriched* presenta una lunghezza superiore e un lessico più ampio rispetto a quello standard presente nel libro di testo.

Decidete a chi e con che modalità assegnare la versione *basic* o *enriched* di *London in numbers* compatibilmente con le attività che avete progettato per la classe, o lasciate la scelta agli studenti. Gli stessi testi sono disponibili sia in *Options Basic & Enriched Reading Texts* che online nell'e-book+.

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- 2a**  Gli studenti guardano le immagini di tre adolescenti a Londra: possono provare a indovinare chi di loro è un turista! Ascoltando l'audio, potranno quindi verificare se avevano fatto la scelta corretta. Si suggerisce di far ascoltare l'audio alla classe almeno due volte.

Audioscript

Marta Hi, I'm Marta. I'm 18 and I'm from Tavira in the south of Portugal. I'm learning English here. I came here in April and I'm staying here for a year. I live with an English family and take the Tube every day to my school in Leicester Square. In the evenings, I work in a pub near my home. It's a great place to meet people and practise my English. After only three months, I've got a lot of friends – from the school and the pub! I love London, but it is very expensive. And I miss my family. I'm phoning them tonight!

Aynoor My name is Aynoor and I'm 15. I was born in London. I live in the East End of London with my parents. My grandparents are from Pakistan, but Mum and Dad were born here. I love London because you can meet people from all over the world here. In my school, there are students from more than 58 different countries! It's amazing. You hear so many languages at lunchtime in the canteen. And we celebrate the festivals of all the students in my class. It's great! You can get food from all over the world in London, too. Near my house there are Chinese, Vietnamese, Indian, Japanese, Caribbean, Turkish and Greek restaurants.

Tyler Hiya, I'm Tyler and I'm 14 years old. I'm from Vancouver in Canada. I'm on holiday in London with my family. We're staying here for two weeks, but I don't think it's enough time! There are so many places to visit! London's quite similar to Vancouver; you can find people from all over the world in both cities. Vancouver is a bit smaller, though. We're doing a lot of sightseeing – all the famous places: Buckingham Palace (no sign of King Charles, unfortunately), the London Eye, St Paul's Cathedral, the museums. Tomorrow night we're seeing the musical *Hamilton* – I'm very excited!

Answer key

Tyler

- 2b**   La lettera "I" indica che l'esercizio segue il modello delle attività proposte nelle Prove INVALSI. Prima di ascoltare nuovamente l'audio, suggerite agli studenti di leggere le domande a cui dovranno rispondere a coppie. Una volta che avranno completato l'attività, invitateli a controllare anche le soluzioni in coppia.

Answer key

- 1** *She's learning English.* **2** *At school and in the pub.*
3 *It's very expensive.* **4** *Pakistan;* **5** *There are students from all over the world / from more than 58 different countries.* **6** *They celebrate everyone's festivals.*
7 *Restaurants serving food from different countries;*
8 *Two weeks;* **9** *There are people from all over the world in both cities.* **10** *He's seeing the musical Hamilton.*

- 2c** Gli studenti guardano le foto di Tyler e si confrontano in piccoli gruppi sui nomi dei luoghi raffigurati. Poi completano l'esercizio, controllando la soluzione in gruppo.

Answer key

- 1** C; **2** F; **3** D; **4** B; **5** A; **6** E

KEY WORDS

Sollecitate gli studenti a riflettere sul riquadro *Key Words* (*whole class*) e, se necessario, guidateli in questa riflessione. Accertatevi che conoscano le parole, in alternativa elicitatele poiché necessarie per svolgere gli esercizi successivi.

- 3a** Gli studenti completano l'esercizio abbinando le *Key Words* alle definizioni corrispondenti. Si consiglia di fornire un feedback, eventualmente in plenaria (*whole class*), per accertarsi del corretto svolgimento dell'attività.

Answer key

- 1** *advice;* **2** *network;* **3** *sights;* **4** *population;* **5** *tiring*

- 3b**  Proponete alla classe l'ascolto di controllo. È consigliabile proporre l'ascolto una seconda volta perché tutti possano correggere eventuali errori.

- 3c** Una volta acquisito il significato delle *Key Words* dell'esercizio precedente, gli studenti provano a completare le frasi. Poi effettuano il controllo a coppie.

Answer key

- 1** *tiring;* **2** *sights;* **3** *network;* **4** *population;* **5** *advice*

Extra activity

Le curiosità culturali rappresentano un valido strumento per stimolare l'interesse degli studenti e rendere l'apprendimento linguistico più concreto. Informazioni come il fatto che nel Regno Unito si guidi a sinistra o l'importanza del meteo nella comunicazione quotidiana offrono occasioni efficaci per introdurre lessico e strutture linguistiche in modo naturale e significativo. Invitate gli studenti a organizzarsi in gruppi e ad approfondire alcune caratteristiche sul Regno Unito che sono di particolare interesse per loro. Poi fate esporre in classe il risultato delle loro ricerche.

The background features a series of concentric circles in shades of gray, creating a tunnel-like effect. A gradient of light gray to white is visible in the upper left quadrant, fading into the darker gray of the rest of the image.

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STARTER TEST

1 Completa le frasi usando la forma corretta del verbo *be*.

- I _____ really tired today. (✓)
- Elena _____ in the classroom. (X)
- Devon and Rahim _____ in this club. (✓)
- I _____ from Rome. (X)
- My new school _____ really cool. (✓)
- We _____ 17 years old. (X)

____ / 6

2 Completa i dialoghi usando la forma corretta del verbo *be*.

- A _____ this classroom B?
B Yes, it _____.
- A _____ you a new student?
B Yes, I _____.
- A _____ they your friends?
B No, they _____.
- A _____ he Italian?
B No, he _____.

____ / 8

3 Completa la tabella.

Subject pronoun	Possessive adjective
I	my
you	your
she	1 _____
2 _____	his
it	3 _____
we	4 _____
you	5 _____
6 _____	their

____ / 6

4 Scrivi delle frasi. Usa le parole date e *there is / isn't / are / aren't, some o any*.

- / an apple in my lunchbox (✓)

- / a TV in the living room (X)

- / chairs next to the table (✓)

- / armchairs in the dining room (X)

____ / 8

5 Osserva le informazioni. Scrivi delle domande e risposte brevi con *there is / there are e a o any*.

My bedroom

a big bed (✓)
posters on the wall (✓)
bookshelves (X)
TV (X)

- a big bed?

- a TV?

- posters?

- bookshelves?

____ / 12

6 Scegli l'alternativa corretta.

- I **have got / has got** a rabbit.
- Irina **have got / has got** a new phone.
- Chiara and I **have got / has got** two pets.
- I **haven't got / hasn't got** a parrot.
- Dario **haven't got / hasn't got** a favourite teacher.
- My friends and I **haven't got / hasn't got** any homework today.

____ / 6

7 Completa i dialoghi usando la forma corretta di *have got*.

- A _____ (you) any pets?
B Yes, we _____. Two snakes.
- A _____ (Dani) a budgie?
B No, she _____.
- A _____ (your parents) a car?
B Yes, they _____.
- A What _____ (he) in his bag?
B A pencil case and some books.
- A How many cats _____ (you)?
B Three.

____ / 8

8 Scrivi in, on o at.

- 1 _____ June
- 2 _____ Monday
- 3 _____ 1995
- 4 _____ Easter
- 5 _____ the weekend
- 6 _____ 19th June

____ / 6

9 Completa il testo usando la forma corretta del verbo tra parentesi. Completa le domande (1-3) e rispondi con una frase o una risposta breve.

On school days, Caleb ¹_____ (get) up at 7 a.m. Then he ²_____ breakfast with his family. He ³_____ (usually / eat) a small breakfast. After breakfast, he ⁴_____ (walk) to school. After school, Caleb ⁵_____ (do) homework or ⁶_____ (study) until around 6 p.m. Then, it's time for dinner with his family. After dinner, he ⁷_____ (always / watch) TV. He ⁸_____ (usually / go) to bed at 9 p.m.

- 1 What time _____ (Caleb / get) up?

- 2 _____ (he / get) the bus to school?

- 3 _____ (he / watch) TV after school?

____ / 14

10 Scrivi delle frasi. Usa il present simple e inserisci l'avverbio di frequenza nella posizione corretta.

- 1 I / be / tired in the morning. (always)

- 2 Marta / catch / the bus to school. (never)

- 3 We / walk / to school. (sometimes)

- 4 My friends / play / football. (often)

- 5 We / not have / a snack at 3 p.m. (always)

____ / 10

11 Completa i dialoghi con can e il verbo tra parentesi.

- 1 **A** _____ (you / speak) French?
B Yes, I _____. I _____ (speak) it really well.
- 2 **A** _____ (Victor / play) the guitar?
B No. He _____ (play) it at all, but he _____ (sing) well.
- 3 **A** _____ (your parents / dance)?
B Yes, they _____. They _____ (dance) well.

____ / 9

12 Completa le frasi usando la forma corretta del present continuous.

- 1 I _____ (sit) at my desk at the moment.
- 2 Isaac _____ (make) lunch now.
- 3 We _____ (study) the Romans this month.
- 4 Hama _____ (not watch) videos now.
- 5 Obi and I _____ (not play) tennis today.
- 6 You _____ (not listen) to me.
- 7 I _____ (not write) a message.

____ / 7

Total ____ / 100

1 Completa le frasi. Scrivi la lettera.

A am • **B** am not • **C** are • **D** is • **E** isn't • **F** aren't

- 0 I A tired today. (✓)
 1 Elena ___ in the classroom. (X)
 2 Devon and Rahim ___ in this club. (✓)
 3 I ___ from Rome. (X)
 4 My new school ___ really cool. (✓)
 5 We ___ 17 years old. (X)

___ / 5

2 Cerchia l'alternativa corretta.

- 0 A **Am** / **Is** / **Are** this classroom B?
 B Yes, it **am** / **is** / **are**.
 1 A **Am** / **Is** / **Are** I late?
 B Yes, you **am** / **is** / **are**.
 2 A **Am** / **Is** / **Are** you a new student?
 B Yes, I **am** / **is** / **are**.
 3 A **Am** / **Is** / **Are** they your friends?
 B No, they **am not** / **isn't** / **aren't**.
 4 A **Am** / **Is** / **Are** he Italian?
 B No, he **am not** / **isn't** / **aren't**.

___ / 8

3 Completa la tabella. Scrivi la lettera.

A he • **B** her • **C** its • **D** our • **E** they • ~~**F**~~ you • **G** your

Subject pronoun	Possessive adjective
I	my
0 <u>F</u>	your
she	1 ___
2 ___	his
it	3 ___
we	4 ___
you	5 ___
6 ___	their

___ / 6

4 Completa le frasi. Scrivi la lettera.

A is a • **B** is an • **C** isn't a • **D** are • **E** some

- 0 There A cat on the sofa. (✓)
- 1 There ___ TV in the living room. (X)
- 2 There ___ chairs next to the table. (✓)
- 3 There ___ apple in my lunchbox. (✓)
- 4 There ___ armchairs in the dining room. (X)

___ / 8

5 Completa i dialoghi. Scrivi la lettera.

A any • **B** Are • **C** are • **D** aren't • **E** is (x2) • **F** is • **G** isn't (x2) • **H** there

- 0 **A** E there a table?
B No, there G.
- 1 **A** Is ___ a big bed?
B Yes, there ___.
- 2 **A** ___ there a TV?
B No, there ___.
- 3 **A** ___ there any posters?
B Yes, there ___.
- 4 **A** Are there ___ bookshelves?
B No, there ___.

___ / 16

6 Cerchia l'alternativa corretta.

- 0 I have got / has got a rabbit.
- 1 Irina **have got** / **has got** a new phone.
- 2 Chiara and I **have got** / **has got** two pets.
- 3 I **haven't got** / **hasn't got** a parrot.
- 4 Dario **haven't got** / **hasn't got** a favourite teacher.
- 5 My friends and I **haven't got** / **hasn't got** any homework today.

___ / 5

7 Cerchia l'alternativa corretta.

- | | |
|---|------------------------------------|
| 0 A Have / Has you got a brother? | B Yes, I have / has. |
| 1 A Have / Has you got any pets? | B Yes, we have / has. |
| 2 A Have / Has Dani got a budgie? | B No, she haven't / hasn't. |
| 3 A Have / Has your parents got a car? | B Yes, they have / has. |
| 4 A What have / has he got in his bag? | B A pencil case and some books. |
| 5 A How many cats have / has you got? | B Three. |

___ / 8

8 Scrivi in, on, o at.

- 0 at night
- 1 _____ June
- 2 _____ Monday
- 3 _____ 1995
- 4 _____ Easter
- 5 _____ the weekend
- 6 _____ 19th June

___ / 6

9 Cerchia l'alternativa corretta.

- 0 Caleb **get** / **gets** up at 7 a.m.
- 1 Elena **have** / **has** breakfast with her family.
- 2 Maya **walks** / **walk** to school.
- 3 Gio **doesn't** / **don't** do homework after school.
- 4 Lin **studies** / **study** at 6p.m.
- 5 Kyle and I **watch** / **watches** TV in the evening.
- 6 I **don't** / **doesn't** like homework.

___ / 6

10 Completa i dialoghi. Scrivi la lettera.

A ~~Do~~ (x2) • B Does • C ~~do~~ (x2) • D does (x2) • E don't

- 0 A they watch TV? Yes, they C.
- 1 Do they read books? No, they ____.
- 2 ____ Kris like swimming? Yes, he ____
- 3 ____ Mo and Fatima like rabbits? Yes, they ____.
- 4 What time ____ she get up?

___ / 12

11 Completa le frasi. Scrivi la lettera.

- 0 I A late.
A never get up B get up never
- 1 I ___ tired in the morning.
A always am B am always
- 2 Marta ___ the bus to school.
A never catches B catches never
- 3 We ___ to school.
A walk sometimes B sometimes walk
- 4 My friends ___ football.
A play often B often play
- 5 We don't ___ a snack at 3 p.m.
A have always B always have

___ / 5

12 Completa i dialoghi. Usa **can** o **can't**.

- 0 A Can Emma run far?
B Yes, she can . She can run 5 kilometres.
- 1 A I can speak French. _____ you speak French?
B Yes, I _____. I _____ speak it really well.
- 2 A _____ Victor play the guitar?
B No, he _____. He _____ play it at all.
- 3 A _____ your parents dance?
B Yes, they _____. They _____ dance well.

___ / 9

13 Cerchia l'alternativa corretta.

- 0 I **sit** / **'m sitting** at my desk at the moment.
- 1 Isaac **is** / **are** making lunch now.
- 2 We **is** / **are** studying the Romans this month.
- 3 Hama isn't **watch** / **watching** videos now.
- 4 Obi and I **isn't** / **aren't** playing tennis today.
- 5 You **don't** / **aren't** listening to me.
- 6 I'm not **writing** / **write** a message.

___ / 6

Total ___ / 100

1 Completa le frasi. Scrivi la lettera.

~~A~~ am • B isn't • C are • D 'm not • E is

- 0 I A tired today. (✓)
 1 Elena ___ in the classroom. (X)
 2 Devon and Rahim ___ in this club. (✓)
 3 I ___ from Rome. (X)
 4 My new school ___ really cool. (✓)

___ / 4

2 Cerchia l'alternativa corretta.

- 0 A Am / Is / Are this classroom B?
 B Yes, it am / is / are.
 1 A Am / Is / Are you a new student?
 B Yes, I am / is / are.
 2 A Am / Is / Are they your friends?
 B No, they am not / isn't / aren't.

___ / 4

3 Completa la tabella. Scrivi la lettera.

A he • B her • C its • D our • ~~E~~ you • F your

Subject pronoun	Possessive adjective
I	my
0 <u>E</u>	your
she	1 ___
2 ___	his
it	3 ___
we	4 ___
you	5 ___
they	their

___ / 5

4 Completa le frasi. Scrivi la lettera.

A is a • **B** is an • **C** isn't a • **D** are • **E** some

- 0 There A cat on the sofa. (✓)
 1 There ___ apple in my lunchbox. (✓)
 2 There ___ TV in the living room. (X)
 3 There ___ armchairs in the dining room. (X)
 4 There ___ chairs next to the table. (✓)

___ / 4

5 Abbina le domande e le risposte. Scrivi la lettera.

0 Is there a table?	<u>C</u>	(✓)	A Yes, there is
1 Is there a big bed?	___	(X)	B No, there isn't.
2 Is there a TV?	___	(✓)	~~C~~ Yes, there is.
3 Are there any posters?	___	(X)	D Yes, there are.
4 Are there any bookshelves?	___	(✓)	E No, there aren't.

___ / 4

6 Cerchia l'alternativa corretta.

- 0 I have got / has got a rabbit.
 1 Irina **have got** / **has got** a new phone.
 2 Chiara and I **have got** / **has got** two pets.
 3 I **haven't got** / **hasn't got** a parrot.
 4 My friend **haven't got** / **hasn't got** any homework today.

___ / 4

7 Cerchia l'alternativa corretta.

- 0 A Have / Has you got a brother?
 B Yes, I have / has.
 1 A **Have** / **Has** Dani got a budgie?
 B No, she **haven't** / **hasn't**.
 2 A **Have** / **Has** your got parents a car?
 B Yes, they **have** / **has**.

___ / 4

8 Scrivi in, on, o at.

- 0 at night
- 1 _____ June
- 2 _____ Monday
- 3 _____ 1995

___ / 3

9 Cerchia l'alternativa corretta.

- 0 Caleb **get** / **gets** up at 7 a.m.
- 1 Elena **have** / **has** breakfast with her family.
- 2 Gio **doesn't** / **don't** do homework after school.
- 3 Lin **studies** / **study** at 6 p.m.
- 4 I **don't** / **doesn't** like homework.

___ / 4

10 Completa le frasi. Scrivi la lettera.

- 0 I A late.
A never get up B get up never
- 1 I ___ tired in the morning.
A am always B always am
- 2 We ___ to school.
A walk sometimes B sometimes walk
- 3 My friends ___ football.
A play often B often play
- 4 We don't ___ a snack at 3p.m.
A always have B have always

___ / 4

11 Completa i dialoghi. Usa (A) can o (B) can't.

- 0 A A you speak French?
B Yes, I B . I B speak it really well.
- 1 A ___ Victor play the guitar?
B No, he ___ . He ___ play it at all.
- 2 A ___ your parents dance?
B Yes, they ___ . They ___ dance well.

___ / 6

12 Cerchia l'alternativa corretta.

- 0 I sit / 'm sitting at my desk at the moment.
- 1 Isaac is / **are** making lunch now.
- 2 We is / **are** studying the Romans this month.
- 3 Hama isn't **watch** / **watching** videos now.
- 4 Obi and I **isn't** / **aren't** playing tennis today.

___ / 4

Total ___ / 50

Vocabulary

1 Osserva gli indizi. Completa le parole che indicano dei luoghi in città.

- buy lots of different things
= s_____ c_____
- catch a bus
= b_____ s_____ p_____
- see a doctor = h_____
- talk to a police officer
= p_____ st_____
- play football = p_____
- read a book = l_____

____ / 6

Grammar

2 Completa le frasi con la forma corretta di un verbo del riquadro e la forma corretta del verbo tra parentesi.

love • like • don't mind
don't like • can't stand

- I _____ (dance) at parties.
- Bruno _____ (swim).
- Katja _____ (run).
- Mia and Ale _____ (do) tests.
- We _____ (arrive) late.

____ / 10

3 Completa le frasi con la forma corretta del present continuous o del present simple dei verbi tra parentesi.

- Luca _____ (not eat / always) breakfast.
- The shop _____ (close) at 5 p.m. every day.
- I _____ (not do) homework today.
- They _____ (learn) algebra this term.
- My friends _____ (rarely / feel) nervous before tests.
- Dad _____ (not / make) dinner this week.

____ / 12

4 Usa le parole per scrivere delle domande, o domande e risposte brevi.

- Bella / understand / the homework / ? (✓)

- you and Elena / get / up now / ? (X)

- What / Giorgio / do / at the moment / ?

- What time / they / study / at weekends / ?

____ / 4

5 Completa il dialogo con la forma corretta del present continuous for future.

A What ¹_____ (you / do) tomorrow, Sami?

B I'm really busy. At 8.45, I ²_____ (play) football with some friends from school.

A ³_____ (you / play) in the park?

B No, we ⁴_____. We ⁵_____ (go) to the sports centre.

A ⁶_____ (Cass / play) too? She's good at football.

B Yes, she ⁷_____, but she

⁸_____ (leave) early. She's got an appointment at the dentist!

____ / 8

Functions

6 Completa il dialogo con una o due parole in ogni spazio.

A Hi, Carla. How do I ¹_____ the church? I'm at the train station.

B The church ... Go ²_____ past these shops. Then turn right. The church is ³_____ right.

A Thanks. Is ⁴_____ ? I'm late.

B No, don't ⁵_____ ! It's not far. It's about 5 minutes from here.

A Thank you very much!

____ / 10

Total ____ / 50

Vocabulary

1 Osserva gli indizi. Completa le parole che indicano dei luoghi in città.

- borrow some books = l _____
- catch a train
= t _____ s _____
- buy fruit = m _____
- leave a car
= c _____ p _____
- play football
= s _____ c _____
- religious place = c _____

____ / 6

Grammar

2 Completa le frasi con la forma corretta del present continuous o del present simple dei verbi tra parentesi.

- My gran _____ (not / come / often) to my school.
- School _____ (finish) at 3 o'clock.
- We _____ (not / go) to school this morning.
- Hana and I _____ (have) lunch at school this month.
- My parents _____ (never / sit) in the garden.
- Gio _____ (not / get) dressed at the moment

____ / 12

3 Usa le parole per scrivere delle domande, o domande e risposte brevi.

- When / the children / have / lunch on Mondays / ?

- the students / listen / to the teacher now / ? (✓)

- Maria / know / the answer / ? (X)

- Where / Idris / work / today / ?

____ / 4

4 Completa il dialogo con la forma corretta del present continuous for future.

- A Sunday is a busy day for me and Ben.
B Really. ¹ _____ (you / do) something fun?
A Yes, we ² _____. In the morning, we ³ _____ (plan) my mum's birthday party.
B ⁴ _____ (your dad / plan) the party with you?
A No, he ⁵ _____. He ⁶ _____ (go) to my gran's house. She needs some help.
B What are you ⁷ _____ (do) in the afternoon?
A I ⁸ _____ (go) to my music lesson.

____ / 8

5 Completa le frasi con la forma corretta di un verbo del riquadro e la forma corretta del verbo tra parentesi.

love • like • don't mind
don't like • can't stand

- They _____ (have) dinner with Grandpa.
- Alex _____ (shop).
- Giulia _____ (get) up early.
- Paolo and I _____ (lose) at sports.
- I _____ (go) to concerts.

____ / 10

Functions

6 Completa il dialogo con una o due parole in ogni spazio.

- A Hi, Sophia. Can you tell me
¹ _____ to the bookshop?
B Where are you now?
A I'm in front of the police station.
B OK. ² _____ on for one minute. Then turn left. The bookshop is
³ _____ left.
A Thanks. ⁴ _____ it. And
⁵ _____ is it?
B It's about two minutes from the police station.

____ / 10

Total ____ / 50

Vocabulary

1 Abbina le parole alle immagini. Scrivi la lettera.



0 station



1 centre



2 stop



3



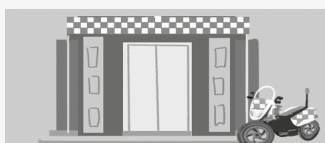
4



5 centre



6



7 station



8

A bus
B church
C hospital
D park
E police
F restaurant
G shopping
H sports
I train

 / 8

Grammar

2 Completa le frasi. Scrivi la lettera.

0 My parents **never** in the garden.

A sit

B are sitting

1 Luca **always** eat breakfast.

A isn't

B doesn't

2 The shop at 5p.m. **every day**.

A closes

B is closing

3 I doing homework **today**.

A 'm not

B don't

4 They algebra **this term**.

A learn

B are learning

5 My friend **rarely** nervous before tests.

A feels

B is feeling

6 Dad lunch **now**.

A makes

B is making

7 Gio dressed **at the moment**.

A gets

B is getting

 / 14

3 Completa le domande e le risposte brevi. Scrivi la lettera.

A Are (x2) • B are • C aren't • D do • E Does • F does • G don't • H is • I like

- 0 A they watching TV? Yes, they B .
 1 ___ Bella understand the homework? Yes, she ___ .
 2 ___ you and Elena getting up now? No, we ___ .
 3 What ___ Giorgio doing at the moment?
 4 What time ___ they study at the weekend?
 5 Do you ___ this book? No, I ___ .

___ / 8

4 Cerchia l'alternativa corretta.

- 0 I ___ studying English. 🍑🍑🍑
 (A) love B can't stand C like
 1 I ___ dancing at parties. 🍑🍑
 A like B don't like C don't mind
 2 Bruno ___ swimming. 🍑🍑🍑
 A loves B doesn't mind C don't like
 3 Mia and Ale ___ doing tests. 🍑
 A like B don't like C love
 4 Katja ___ running. 🍑
 A loves B doesn't mind C doesn't like
 5 We ___ arriving late. 🍑🍑
 A like B love C can't stand

love 🍑🍑🍑
 like 🍑🍑
 don't mind 🍑
 don't like 🍑
 can't stand 🍑🍑

___ / 10

Functions

5 Completa il dialogo. Scrivi la lettera.

A get • B here • C far • D on • E panic • F straight

- A Hi, Carla. Can you help? How do I 0 A to the church? I'm at the train station.
 B Go 1 ___ on past these shops. Then turn right. The church is 2 ___ the right.
 A Thanks. Is it 3 ___ ? I'm very late.
 B No, don't 4 ___ ! It's about 5 minutes from 5 ___ .

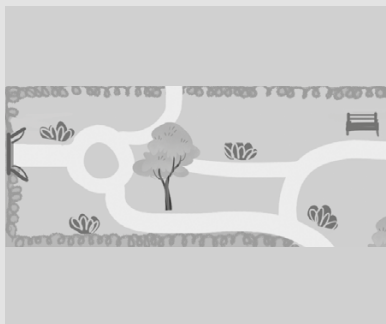
___ / 10

Total ___ / 50

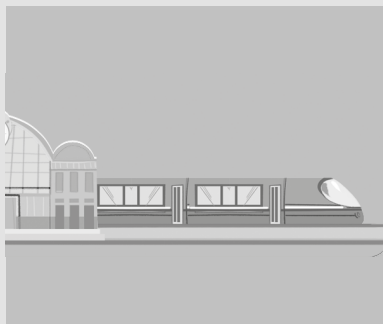
Vocabulary

1 Abbina le parole alle immagini. Scrivi la lettera.

A bus stop • B hospital • C park • D post office
E shopping centre • F train station



0 C



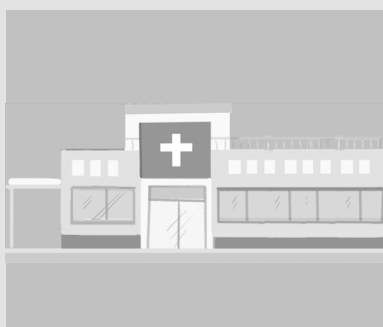
1



2



3



4



5

 / 5

Grammar

2 La frase è al present simple (PS) o al present continuous (PC)? Scrivi PS o PC.

0 They always have lunch at home. PS

00 I'm playing football now. PC

1 I don't study before school.

2 Marco is having dinner at the moment.

3 My dad often watches TV at the weekend.

4 I'm not sitting in the living room now.

 / 4

3 Cerchia l'alternativa corretta.

- | | | |
|---|------------------|----------------------|
| 0 Laila usually ___ her grandma on Mondays. | A visits | B is visiting |
| 1 I ___ dressed now. | A get | B 'm getting |
| 2 He ___ this restaurant. | A likes | B is liking |
| 3 The cat ___ sleeping at the moment. | A doesn't | B isn't |
| 4 They _____ work in the library every day. | A don't | B aren't |
| 5 My sisters _____ watching a film. | A aren't | B don't |
| 6 Ivan _____ understand the question. | A doesn't | B isn't |

/ 6

4 Cerchia l'alternativa corretta.

- 0 **A** What are you doing tomorrow? **B** I'm **shop** / **shopping** for Mum's birthday.
- 1 **A** Are you playing rugby on Saturday? **B** Yes, I **am** / 'm not.
- 2 **A** Who is Daisy meeting tomorrow? **B** She is **meets** / **meeting** her friends.
- 3 **A** **Is** / **Are** your cousins coming to your party? **B** No, they aren't.
- 4 **A** What time **is** / **are** Leon going to the cinema? **B** He 's / 're going there at 6p.m.

/ 5

5 Completa le frasi. Scrivi la lettera.

A can't stand • **B** don't like • **C** doesn't mind • **D** loves • **E** likes • **F** doesn't like

0 He D having lunch at the restaurant.	  
1 Mia _____ shopping.	 
2 Lu _____ eating pizza.	
3 Fatima _____ getting up at 6 a.m.	
4 Riccardo and I _____ dancing.	
5 I _____ going to concerts.	 

love   

like  

don't mind 

don't like 

can't stand  

/ 5

Total / 25

Vocabulary

1 Scegli l'intruso.

- 0 **travel:** train station / bus station / bank
 1 **shops:** shopping centre / church / pharmacy
 2 **food:** restaurant / market / car park
 3 **medicine:** police station / hospital / pharmacy
 4 **do sport:** post office / park / sports centre
 5 **buy food:** market / restaurant / library
 6 **help people:** police station / market / hospital
 7 **tourist places:** church / museum / car park

Grammar

2 Scegli l'alternativa corretta per formare delle frasi con il present simple o il present continuous.

- 0 I always have / **am having** lunch at 12 p.m.
 1 I **don't like** / 'm not liking this café.
 2 The library **closes** / **is closing** at 5 p.m. on Tuesdays.
 3 My cousins **visit** / **are visiting** us every day.
 4 Riccardo **doesn't get** / **isn't getting** up now.
 5 Jo **sits** / **is sitting** on the sofa at the moment.
 6 They **have** / **are having** a nice day today.

3 Completa i dialoghi con il present continuous for future del verbo tra parentesi.

- 1 **A** What are you doing (you / do) tomorrow?
B I _____ (go) my grandad's house. He _____ (make) a special lunch for me.
 2 **A** _____ (Martina / come) to the cinema tonight?
B No, she _____. She _____ (study) for a test.
 3 **A** When _____ (Cleo and Ahmed / get) home?
B They _____ (arrive) home at 4 p.m. They _____ (catch) the bus together at 3.30 p.m.

4 Usa le parole per formare delle frasi.

- 0 They / like / have / lunch at school.
They like having lunch at school.
 1 Mo / love / run.

 2 Zara / not mind / dance.

 3 Jayden and I / not like / go / to museums.

 4 I / can't stand / get / exam results.

5 Riordina le parole per formare domande usando il present simple, il present continuous e il present continuous for future.

- 0 the shopping centre / often / does / she / go to / ?
Does she often go to the shopping centre?
 1 now / are / walking to / you / school / ?

 2 start / what / does / time / school / ?

 3 going / where / are / tomorrow / they / ?

 4 you / is / waiting for / your friend / ?

 5 every morning / this / bus / catch / do / you / ?

Functions

6 Completa il dialogo con le parole date.

Don't panic • Go straight • from here
 How do • How far • on the right • turn right

- A** Excuse me. ⁰ How do I get to the market?
B Hmmm... let me see. ¹ _____ on past the park. Then ² _____ into Denmark Road.
A I know Denmark Road.
B Great. The market is ³ _____.
A Got it. Thanks. ⁴ _____ is it? I'm very late.
B ⁵ _____! It's not far. It's about 5 minutes ⁶ _____.

Vocabulary

1 Scegli l'alternativa corretta.


0 car park / park

1 bus station /
train station


2 church / bank


3 pharmacy /
hospital

4 shopping centre /
market

/ 4

Grammar

2 La frase è al present simple (PS) o al present continuous (PC)? Scrivi PS o PC.

0 I always play football on Monday. PS

00 We're studying now. PC

1 We don't go to school at the weekend. ____

2 Antonio is getting up now. ____

3 My dad often watches TV at the weekend. ____

4 Are you doing homework at the moment? ____

/ 4

3 Scegli l'alternativa corretta.

0 Does she get / is she getting the bus now?

1 They often get / are often getting home late.

2 Fin doesn't have / isn't having breakfast now.

3 Does he dance / Is he dancing every day?

4 I wait / 'm waiting for my friend at the moment.

/ 4

4 Scegli l'alternativa corretta.

love • like • don't mind
don't like • can't stand

0 They love / like dancing.

1 Gio likes / loves wearing jeans.

2 Fatima doesn't mind / likes
going to museums.

3 We don't like / can't stand
losing at sports.

4 I can't stand / like watching TV.

/ 4

5 Completa i dialoghi con il present continuous for future.

0 A What are you doing (you/do) this afternoon?

B We are shopping (shop) for Mum's birthday.

1 A _____ (you / get) up late tomorrow?

B No, I _____.

2 A Who _____ (Chiara / have) lunch with?

B She _____ (have lunch) with me.

/ 4

Functions

6 Scegli l'alternativa corretta.

A Excuse me. Can you / Do you tell me the way to the hospital?

B Go straight ¹in / on past the park.

Then ²go/ turn right into Mandela Road.

A Got it!

B Great. The hospital is ³in / on the right.

A Thanks. ⁴Who / How far is it? I'm very late.

B Don't ⁵nervous / panic! It's not far. It's about 5 minutes from here.

/ 5

Total / 25

Vocabulary

1 Scrivi i luoghi in città adatti alla definizione.

- You can borrow books here. _____
- Two places for catching a bus.
_____ / _____
- You can see a doctor here. _____
- A place for religious practice. _____
- You can buy books here. _____

____ / 6

Grammar

2 Completa le frasi. Usa il present simple o il present continuous.

always / be • not get • have
never / catch • learn • not like

- Lia _____ the bus to school.
- Sandro _____ studying history.
- _____ (you) nervous before a test?
- The children _____ up now.
- _____ (Guilia) German lessons this year?
- We _____ a new song this week.

____ / 12

3 Traduci i dialoghi. Usa il present continuous for future.

1 **A** Che cosa fai domani?

B Vado a pranzo con Akram.

2 **A** Tua madre sarà al lavoro all'ufficio postale sabato prossimo?

B Sì. Ma non sarà al lavoro domenica prossima.

3 **A** Dove vanno stasera i tuoi genitori?

B Vanno a vedere un film al cinema.

____ / 12

4 Osserva le informazioni. Completa le frasi.

love ✓✓✓ • like ✓✓ • don't mind ✓
don't like ✗ • can't stand ✗✗

	Stefan	Emma
dance	✓✓✓	✓✓
run	✗	✓
swim	✓✓	✓✓
play football	✗✗	✗✗

1 Stefan / dance.

2 Emma / dance.

3 Stefan / run.

4 Emma / run.

5 Emma and Stefan / play football.

____ / 10

Functions

5 Completa il dialogo seguendo le istruzioni.

A Di': 'Scusi.' Chiedi come puoi arrivare alla stazione di polizia.

1 _____

B Di' di andare dritto oltre i negozi. Poi di girare a sinistra in Hope Street. Di' che la stazione di polizia si trova sulla destra.

2 _____

3 _____

4 _____

A Di': 'Ho capito.' Chiedi quanto dista.

5 _____

B It's not far. It's about 5 minutes away.

____ / 10

Total ____ / 50

A walk around Harrogate

Subject: walking club trip to Harrogate

Hi everyone!

I'm writing about our trip on Friday. Harrogate is a small market town. It's famous because of its water. People first came to drink it in 1571. They believed it was good for their health. The town grew as more people came each year. We can try the water on Friday.

We're meeting in the car park behind the train station at 7.45. Our train leaves at 8.10.

We're starting our walk in Station Square. First, we're walking to Betty's Tea Rooms for breakfast at 9.30. After Betty's, we're going to the Royal Pump Room Museum. We're listening to a talk about the town's history and its special water.

Next, we're walking to Valley Gardens, a big park with six gardens - my favourite is the Japanese Garden. It's beautiful in May because of the flowers on the fruit trees. We're walking around the park for about 45 minutes, then we're going to a place called 'The Stray' for an hour. It's a green space where people go to do exercise or take their dogs for a walk. We're playing some ball games!

We're having lunch in an Italian restaurant and catching the train home at 4.30.

See you!

Mrs Flynn

Reading

1 Leggi il testo. Poi leggi le frasi e scegli T (vero), F (falso) o NG (non dato).

T F NG

- The walking club are walking to Harrogate. ☐ ☐ ☐
- The group are going to a museum after breakfast. ☐ ☐ ☐
- You can buy flowers in the Japanese garden. ☐ ☐ ☐
- 'The Stray' is a place where people take their pets. ☐ ☐ ☐
- The walking club are having lunch in the park. ☐ ☐ ☐

___ / 5

2 Leggi di nuovo e rispondi alle domande.

- Why is Mrs Flynn writing an email?

- How are the group getting to Harrogate?

- What are the group doing at the Royal Pump Room Museum?

- Which is Mrs Flynn's favourite part of Valley Gardens?

- What do people do in 'The Stray'?

___ / 5

Listening

3 001 Ascolta tre messaggi telefonici. Completa gli appunti.

Hollie is in the ¹_____ on York Street. She is buying a present for her ²_____. She sees a book about the history of their ³_____. She wants her dad to meet her at the ⁴_____ later. Peter phones his grandma. She is in ⁵_____. This afternoon Peter is taking her ⁶_____ from his mother and apples from his ⁷_____. He asks about buying something in the ⁸_____ later. Kate is in the bus station when she phones Jo. She's getting a bus to Coleford at ⁹_____ o'clock. She asks Jo to meet her outside the ¹⁰_____. It's near the railway station.

___ / 10

Total ___ / 20