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Options

Teacher's Book and Tests

3

**NUOVE
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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INTRODUCING OPTIONS 3

Welcome
to Options!

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

Student's Book PRESENTATION

Presentazioni basate su un mix di dialoghi e testi di tipologie diverse.

VOCABULARY

1 VOCABULARY

Jobs

1 Match the words with the photos.

2 Listen and check.

3 Choose the correct option.

4 Complete the sentences with jobs from Ex. 1.

5 Write a job from Ex. 1. Can your partner guess the job in under 20 seconds?

Critical thinking
Then discuss the question.
Do you think we are living or dying?

Language work
Choose the correct option from the text.

Un esercizio per introdurre il nuovo argomento linguistico.

Well-being
Do you like to do...

Attività che promuovono il benessere personale e quello degli altri.

WORD FUN

6 Mime a job from Ex. 1. Guess the job in 10 seconds.

Quizzzydoo

GRAMMAR

GRAMMAR RAP

B Past

I video Grammar rap.

regole a p. 166

THINK!

Rimando alle regole grammaticali nel Workbook.

ATTENZIONE!

Alcuni verbi (vedere la forma corretta)

LOOK!

when/while I was shopping

Put it all together

Sezione di grammatica sommativa.

GRAMMAR 5

Adverbs of manner

Put it all together!

GRAMMAR 5

Adverbs of manner

Put it all together!

GRAMMAR 5

Adverbs of manner

Put it all together!

Errori comuni e trappole da evitare.

Aspetti linguistici importanti o interessanti.

FUNCTIONS

Simpatiche situazioni comunicative di vita quotidiana.

3 FUNCTIONS

Finding solutions

Assistant: How can I help you?
Jack: I'm sorry about this. What's the problem?
Assistant: I don't turn it off when I press the button.
Jack: The button isn't working. Let's have a look!
Assistant: I see what you mean. Nothing is happening.
Jack: I'm sorry about this. What's the problem?
Assistant: I don't turn it off when I press the button.
Jack: The button isn't working. Let's have a look!
Assistant: I see what you mean. Nothing is happening.
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Assistant: I don't turn it off when I press the button.
Jack: The button isn't working. Let's have a look!
Assistant: I see what you mean. Nothing is happening.

WB p. 154

Rimando al Workbook.

LEARNING TO LEARN

Strategie per imparare a studiare meglio.

Learn how to use a mind map to give a talk

1a Watch the video. Listen to the student giving a presentation. What's the most interesting place for you? Tick (✓) 1, 2, 3 or 4.

1b Match the parts of the talk in Ex 3a (1-4) with the four parts of the mind map.

1c Write your own mind map to give a presentation about your city. Use the tips in Ex 3b.

2a Choose a town or city that you know. Follow the Top Tips to prepare a talk like the one in Ex 3a. Remember to add a short introduction and to think everyone for listening at the end.

2b Practice your talk with a partner. Use your mind map to remember your ideas.

2c Give your talk to the class.

EDUCATION DEVICE

Write down the most interesting place in your city. Write down the most interesting place in your city. Write down the most interesting place in your city.

Opportunity
Mediation
How. Create a diagram
or another
Attività che promuovono la collaborazione, in particolare capire gli altri e dare spiegazioni.

LEARNING FOR LIFE

Impara strategie per migliorarti.

Successful discussions

1a Look at the photo. How do you think Luca feels on the first day of the school year and why?

1b Watch the video and check your answer.

1c Watch Zigmund. Answer the questions.

2a There's a new rule at your school that you don't like. Which of these sentences are NOT good to say to a teacher? Why not?

2b Create a dialogue with the head teacher or another teacher. Then make a short video and show it to the class.

TOP TIPS FOR SUCCESSFUL DISCUSSIONS

1 Don't interrupt while someone is speaking.

2 Check you understand if necessary. Say: "I'm not sure I understand. Could you repeat that?"

3 At the beginning of the conversation, say: "I'm interested in your opinion. What do you think?"

4 Show you understand the other person's opinion. Say: "I see. So you think..."

EDUCATION CIVICA

Il linguaggio che usi è importante per le altre persone. Ti capita mai di non capire le regole che devi rispettare a casa? d'accordo con i tuoi amici? con le persone.

LISTENING AND SPEAKING

Giving your opinion

1a Listen to four teenagers talking about events they saw recently. Match the names with the photos (1-4).

1b Listen again. Do they recommend the events they saw? Write YES or NO.

1c Listen again. Answer the questions.

2a Listen to the audio. Underline the silent letters.

2b Listen to the audio. Underline the silent letters. Then listen and repeat.

2c Match the sentence halves from Ex 1.

Pronunciation

Write the words in the correct order.

Dialogue Karaoke

Write the words in the correct order.

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

READING

MO SALAH WORLD CLASS OFF AND ON THE FIELD

1a Read the article quickly. Why was the boy bleeding from his nose?

1b Read the article again and listen. How many of these tasks can you do?

2a Look at the bold words in the article. Choose the correct meanings: a or b.

2b Listen to the audio. Underline the silent letters.

2c Listen to the audio. Underline the silent letters. Then listen and repeat.

Critical thinking

Think about this: How can we help people in the neighbourhood? Write two questions for each of them. Then act out the interview.

WRITING

description of a place

1a Read the rule. Then complete the phrases with the adjectives in the correct order.

1b Write a description of your favourite place. How does it make you feel?

1c Choose two or three adjectives to describe these things.

2a Write a description of your favourite place. How does it make you feel?

2b Compare answers with a partner.

2c Write a description of your favourite place. How does it make you feel?

CULTURE

Per conoscere aspetti della vita quotidiana nel Regno Unito e in tutto il mondo.

YOUNG RECORD-HOLDERS

1a Watch the video. Listen to the student giving a presentation. What's the most interesting place for you? Tick (✓) 1, 2, 3 or 4.

1b Match the parts of the talk in Ex 3a (1-4) with the four parts of the mind map.

1c Write your own mind map to give a presentation about your city. Use the tips in Ex 3b.

2a Choose a town or city that you know. Follow the Top Tips to prepare a talk like the one in Ex 3a. Remember to add a short introduction and to think everyone for listening at the end.

2b Practice your talk with a partner. Use your mind map to remember your ideas.

2c Give your talk to the class.

Dialogue Karaoke

Write the words in the correct order.

SDG-CLIL

SUSTAINABLE GOALS

1a Watch the video. Listen to the student giving a presentation. What's the most interesting place for you? Tick (✓) 1, 2, 3 or 4.

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1c Write your own mind map to give a presentation about your city. Use the tips in Ex 3b.

2a Choose a town or city that you know. Follow the Top Tips to prepare a talk like the one in Ex 3a. Remember to add a short introduction and to think everyone for listening at the end.

2b Practice your talk with a partner. Use your mind map to remember your ideas.

2c Give your talk to the class.

Dialogue Karaoke

Write the words in the correct order.

CLIL: SCIENCE

TWO incredible scientists

1a Watch the video. Listen to the student giving a presentation. What's the most interesting place for you? Tick (✓) 1, 2, 3 or 4.

1b Match the parts of the talk in Ex 3a (1-4) with the four parts of the mind map.

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2b Practice your talk with a partner. Use your mind map to remember your ideas.

2c Give your talk to the class.

Dialogue Karaoke

Write the words in the correct order.

EXTRA GRAMMAR

Tre lezioni extra su argomenti grammaticali più complessi, ciascuna con un video e una serie di domande di riflessione critica per introdurre l'argomento.

GRAMMAR

1a Watch the video. Listen to the student giving a presentation. What's the most interesting place for you? Tick (✓) 1, 2, 3 or 4.

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2b Practice your talk with a partner. Use your mind map to remember your ideas.

2c Give your talk to the class.

Dialogue Karaoke

Write the words in the correct order.

42 pagine di preparazione all'Esame di Stato.

Workbook

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

[illegible]

Extra material

2 doppie pagine di Compiti di realtà, 1 doppia pagina di Orientamento, 5 pagine di *Extra culture*, 6 pagine di *Word banks*, una pagina di pronuncia e punteggiatura, 4 pagine di cartine geografiche: The British Isles, the US & Canada, South Africa e Australia.

COMPITI DI REALTÀ

COMPITI DI REALTA'

MAKE A TECH HACK POSTER

Best tech hacks



Hack: Use the grid function on your phone

Taking a good selfie means that most smartphones have a feature to focus in on a specific part of the image. On a high pixel phone, you can zoom in on a specific part of your face and then take the photo. This way, you can zoom in on a specific part of your face and then take the photo. This way, you can zoom in on a specific part of your face and then take the photo.



Hack: Connect two pairs of Bluetooth earphones for more of your phone or tablet.

Most of the time, you can connect two pairs of Bluetooth earphones to a phone or tablet. This way, you can connect two pairs of Bluetooth earphones to a phone or tablet. This way, you can connect two pairs of Bluetooth earphones to a phone or tablet.



Hack: Use the battery saver mode to get more life from your phone battery

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ORIENTAMENTO

[illegible]

EXTRA CULTURE

[illegible]

WORD BANK

WORD BANK 1 JOBS (2)

1 **Use** the words and phrases in the box to label the photos. Listen and check.
 farmer • scientist • scientist • delivery person • sportsman • taxi driver • waiter
 journalist • lawyer • photographer • scientist • sportsman • taxi driver • waiter

1

2

3

4

5

6

7

8

9

10

11

12

2 Choose the correct option.

- 1 A lawyer **deals with** people with complaints.
 a) reports the news
 b) photographs / photographs
 c) delivers orders
- 2 A scientist **studies** the growth and production food.
 a) grows and produces food
 b) grows and produces food
 c) grows and produces food
- 3 A taxi driver **drives** people to the places they go.
 a) drives people to the places they go
 b) drives people to the places they go
 c) drives people to the places they go
- 4 A waiter **serves** people on their tables and chairs.
 a) serves people on their tables and chairs
 b) serves people on their tables and chairs
 c) serves people on their tables and chairs

3 Complete the puzzle with jobs from Ex. 1.

4 **Think** of the jobs that people in your family, your parents, friends and your neighbours do. Make sentences.
 My friend's scientist is a ...
 My cousin's doctor is a ...

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a resource for primary 4

Il digitale

The screenshot displays the 'Options 3' Student's Book interface. It features a sidebar with navigation options like '1 Stories', '2 A healthy life', '3 Wildlife', '4 In town', '5 Our world', '6 At home', '7 Travel', '8 Technology', 'Grammar bank and...', 'Exam practice', 'Classroom language', 'English sounds', and 'Irregular verbs'. The main content area is titled 'LISTENING AND SPEAKING' and includes a 'Changing technology' section with various exercises (1-6) and a 'READING' section with exercises (1-3) and a 'MARS FACTS' sidebar.

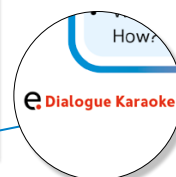
Student's and Workbook e-book+ è la versione interattiva del tuo libro con audio, video, *Dialogue Karaoke* e gli esercizi interattivi con correzione automatica.

Basic and Enriched Reading texts e-book+ include tutti gli audio relativi ai testi di lettura.



AUDIO & VIDEO

Accesso immediato a tutti i contenuti audio e video.



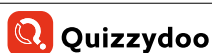
Parla con Harry o Ruby per esercitare le tue speaking skills.

The screenshot shows the 'Helbling ezone' Cyber Homework interface. It includes a navigation bar with 'HOME', 'COURSES', 'STUDENT LISTS', 'MATERIALS', and 'MESSAGES'. The main content area displays 'OPTIONS 3' and 'Cyber Homework' with a description of the interactive activities and a 'Unit 1A' section.

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

The screenshot displays the 'Helbling ezone' e-reader interface. It shows a story titled 'Love and the Lair' by White Fang, with a 'Close' button and a 'Quizzes' button. The main content area features a colorful illustration of a wolf and a dog in a snowy landscape.

e-readers graduati con esercizi interattivi e quiz.



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

Extra online practice
Esercitazioni extra con autocheck.

Exam practice
Esami extra a livello CEFR A2 con autocheck.

Your video options

The Café



Grammar raps



Functions



Learning for life

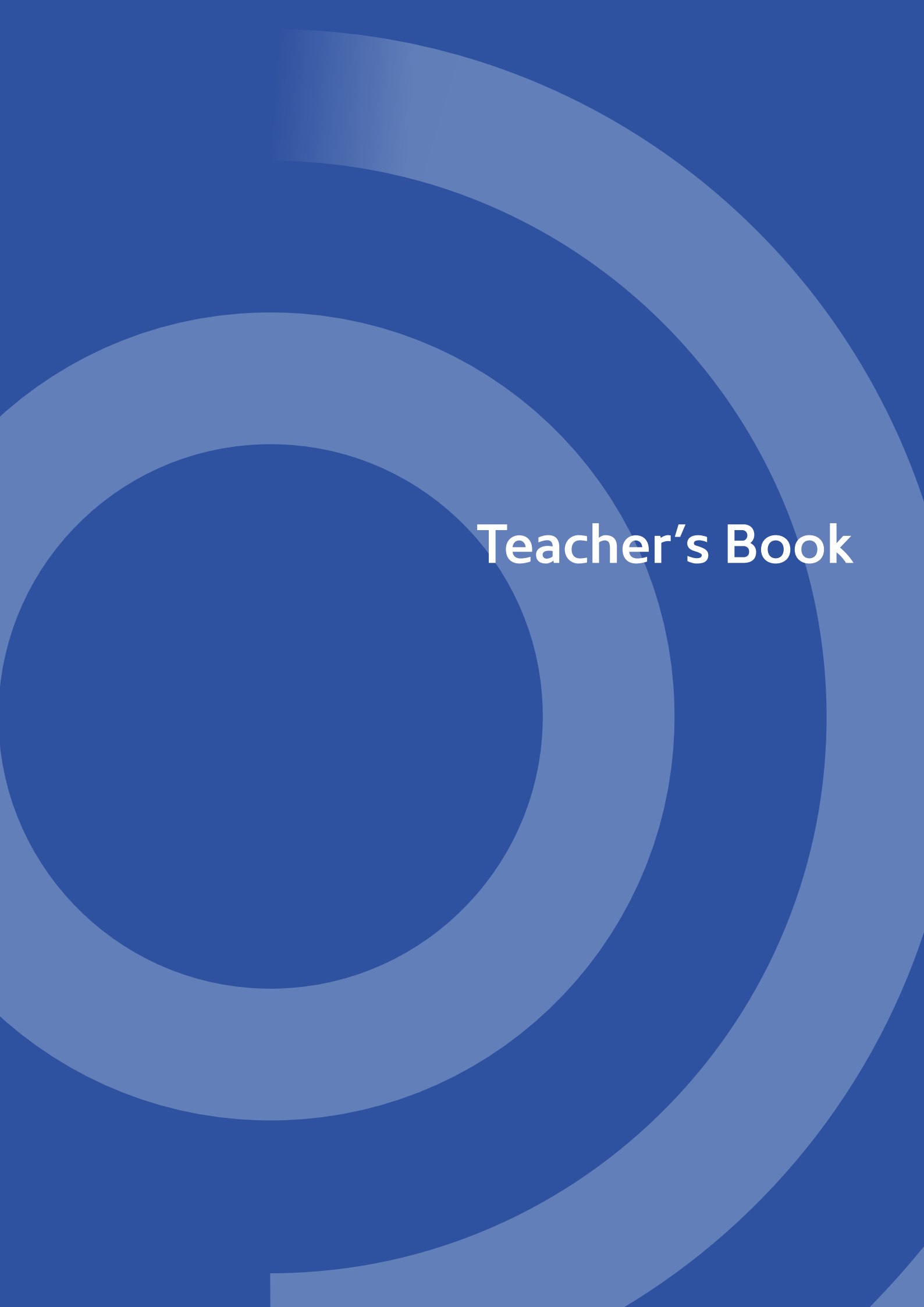


Watching the world



Sustainable Development Goals



The background of the entire page is a solid dark blue. Overlaid on this are several concentric circles in a lighter, medium blue shade. These circles are centered on the left side of the page and expand outwards towards the right. The text 'Teacher's Book' is positioned in the middle-right area, overlapping the circles.

Teacher's Book

Present simple vs continuous

1 Read Sam's letter to his penfriend. Then complete it with the present simple or present continuous form of the verbs in brackets.

Hi Erica,
Thanks for your letter. What am I doing? Well, at the moment I ⁽¹⁾ **am sitting** (sit) at my desk and I ⁽²⁾ **write** (write) this letter. I like writing. I ⁽³⁾ **write** (write) a lot!
I ⁽⁴⁾ **don't like** (not like) writing things for school, though.
I like writing my own stories.
My older brother Eric is in his bedroom. He ⁽⁵⁾ **plays** (play) the guitar in a band, but he ⁽⁶⁾ **doesn't play** (not play) his guitar now. He ⁽⁷⁾ **listens** (listen) to music. It's very loud!
My youngest brother, Tim, is in his bedroom with his best friend. They ⁽⁸⁾ **are playing** (play) video games. They ⁽⁹⁾ **make** (make) a lot of noise. They always ⁽¹⁰⁾ **make** (make) a lot of noise when they're together.
My dad is downstairs. I think he ⁽¹¹⁾ **is watching** (watch) TV. He usually ⁽¹²⁾ **watches** (watch) TV after dinner because he ⁽¹³⁾ **doesn't want to** (not want) to wash the dishes.
My brother Dennis ⁽¹⁴⁾ **hangs out** (hang out) with friends in town. They're at the cinema and they ⁽¹⁵⁾ **are eating** (eat) hot dogs, I guess. My brother ⁽¹⁶⁾ **isn't watching** (not like) watching films. He only ⁽¹⁷⁾ **goes** (go) to the cinema to eat hot dogs!
That's all my news for now. Sorry it ⁽¹⁸⁾ **isn't** (not be) very exciting!
Write soon!
Sam



Present continuous: future

2 Complete the arrangements below with the present continuous form of the verbs.

- I **am meeting** (meet) the manager at 10 a.m. to talk about the best account for my money.
- We **are having** (have) a pizza at Da Francesco with my parents tomorrow.
- Paul **is playing** (play) badminton with Jack in the afternoon.
- They **are travelling** (travel) to London at 3 p.m.
- The doctor says she can have visitors now, so I **am visiting** (visit) her later.
- We **are taking** (take) the dog to the park later for a walk.
- I **am buying** (buy) your favourite author's new book tomorrow?
- I **am spending** (spend) all day in town with my mum because we need to buy five birthday presents!

Past simple: be

3a Read the beginning of three books. Write the type of book next to each one.

- The professor **was** excited. The machine **was** perfect. The tests **were** perfect. The date they put into the machine **was** 3030 - they **were** ready for an adventure into the future!
- He **was** born in 1956. His father **was** a teacher and his mother **was** a journalist. They **were** rich, but they **were** happy, very happy.
- The poor police inspector **was** happy - she **was** angry! The criminals, Mick and Jan Stone, **were** very clever! Where **were** they?

3b Read the texts again and complete with **was**, **wasn't**, **were** or **weren't**.

Past simple: all forms

4a Read Amy's diary and match each photo with a day (1-3).



4b Complete Amy's diary with the past simple form of the verbs in the boxes.

climb • drink • feel • go • sleep • stop

- A day in the mountains! We **climbed** to the top of a volcano! On the way down, we **fell** by a waterfall and we **drank** some water from it because we were so thirsty! I **felt** really tired when we got back home, so I **slept** to bed. I **drank** for hours!
- What an exciting day! We **went** a ferry to a small island and we **stayed** the whole day on the beach. Mum and Dad **were** in the sun, and Dad got really red because he **wasn't** any sun cream on. There was a cool restaurant there - we **ate** some amazing seafood. I **stopped** to leave.
- Today, we **hired** the hire car into the countryside to a beautiful lake. We **drove** around the lake and then we **went** a picnic in some fields. There was a river, so we **took off** our shoes and we **walked** in the water. A perfect day!

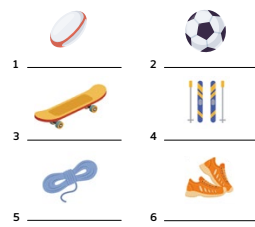
Which day **was** I **wasn't**? I **loved** all three!

4c Use the prompts to complete the dialogue.

- Tim ⁽¹⁾ you / have / good holiday / Amy / ?
Amy **Did you have a good holiday, Amy?**
Tim ⁽²⁾ Yes / I / not want / come home
Amy **Yes, I did. I didn't want to come home.**
Tim ⁽³⁾ What / you / do / ?
Amy ⁽⁴⁾ I / go / to the beach / every day
Tim ⁽⁵⁾ weather / good / ?
Amy ⁽⁶⁾ Yes / it / not rain / all week
Tim ⁽⁷⁾ you / stay in a hotel / ?
Amy ⁽⁸⁾ No / we / stay / a villa
Tim ⁽⁹⁾ it / big / ?
Amy ⁽¹⁰⁾ Yes
Tim ⁽¹¹⁾ the villa / have / a swimming pool / ?
Amy ⁽¹²⁾ Yes / but / I / not use / it. It was very cold
Tim ⁽¹³⁾ When / you / come home / ?
Amy We got back on Friday

Comparative and superlative adjectives

5a Look at the pictures. Guess the sport.



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

STARTER

Lessico

- Food
- Weather
- Sports
- Wild animals

Strutture grammaticali

- Present simple vs continuous
- Present continuous: future
- Past simple: be
- Past simple: all forms
- Comparative and superlative adjectives
- Quantifiers: much/many, a lot of, a few/a little
- have to vs must
- mustn't vs don't have to

Competenza

- imparare a imparare

Lo Starter offre un ripasso delle principali strutture grammaticali e di alcune aree lessicali affrontate negli anni precedenti. Le attività consentono agli studenti di riattivare conoscenze e competenze già acquisite, permettendo all'insegnante di verificare il livello della classe e individuare eventuali aspetti da consolidare prima di iniziare il nuovo percorso.

page 10

Present simple vs continuous

1 Gli studenti completano il testo della lettera a coppie, seguendo le istruzioni. Si controlla in forma plenaria.

Answer key

- 1 'm sitting; 2 'm writing; 3 write; 4 don't like; 5 plays;
6 isn't playing; 7 's listening; 8 're playing; 9 're making;
10 make; 11 's watching; 12 watches; 13 doesn't want;
14 is hanging out; 15 're eating; 16 doesn't like; 17 goes;
18 isn't

Present continuous: future

2 Gli studenti completano l'esercizio individualmente e le frasi vengono controllate tutti insieme.

Answer key

- 1 'm meeting; 2 're having; 3 's playing; 4 're travelling;
5 'm visiting; 6 're taking; 7 Are you buying;
8 'm spending



Past simple: be

- 3a** Gli studenti leggono l'incipit di tre libri e individuano i tipi di libro a cui si riferiscono.

Answer key

1 sci-fi / science fiction; **3** biography; **3** detective story

- 3b** L'incipit dei tre libri viene completato con la forma passata del verbo *be*.

Answer key

1 was; **2** was; **3** were; **4** was; **5** were; **6** was; **7** was;
8 was; **9** weren't; **10** were; **11** wasn't; **12** was; **13** were;
14 were

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Past simple: all forms

- 4a** A coppie, gli studenti abbinano le foto con i paragrafi del diario di Amy.

Answer key

1 B; **2** A; **3** C

- 4b** Gli studenti completano i paragrafi del diario di Amy, già usati nell'esercizio 4a, usando i verbi forniti nella forma del *past simple*.

Answer key

1 climbed; **2** stopped; **3** drank; **4** felt; **5** went; **6** slept;
7 got; **8** spent; **9** lay; **10** didn't put; **11** ate; **12** didn't want;
13 drove; **14** walked; **15** had; **16** took off; **17** stood;
18 did, prefer

- 4c** Sempre facendo riferimento alle informazioni ottenute dal diario di Amy, gli studenti completano il dialogo individualmente. Lo leggono a coppie a voce alta per verificarne le frasi.

Answer key

- 1** Did you have a good holiday, Amy?
2 Yes, I did. I didn't want to come home.
3 What did you do?
4 I went to the beach every day.
5 Was the weather good?
6 Yes, it was. It didn't rain all week.
7 Did you stay in a hotel?
8 No, we didn't. We stayed in a villa.
9 Was it big?
10 Yes, it was.
11 Did the villa have a swimming pool?
12 Yes, it did, but I didn't use it. It was very cold.
13 When did you come back home?

Comparative and superlative adjectives

- 5a** Gli studenti osservano le immagini e indovinano lo sport corrispondente. Si controlla tutti insieme.

Answer key

1 rugby; **2** football; **3** skateboarding; **4** skiing; **5** climbing;
6 running

EXTRA PRACTICE

 Cyber Homework 1

WB pp. 128–129

5b Complete the text with the comparative form of the adjectives in brackets.



Sport A is ⁽¹⁾ *more popular* (popular) than Sport B, for sure! And it's ⁽²⁾ (famous) around the world. But I prefer Sport B.
It's ⁽³⁾ (fast) and ⁽⁴⁾ (exciting). Players of Sport B are usually ⁽⁵⁾ (big) and ⁽⁶⁾ (heavy) because it's a ⁽⁷⁾ (physical) sport.

Sports C and D are for people who like excitement! I think Sport C is ⁽⁸⁾ (scary) than Sport D. That's because I don't like heights. High places terrify me! Sport C is definitely ⁽⁹⁾ (dangerous).
I think Sport D is also ⁽¹⁰⁾ (difficult) because there are lots of techniques to learn.

Sport E is ⁽¹¹⁾ (easy) than Sport F. You just need a good pair of shoes. I think people who do Sport F are ⁽¹²⁾ (rich) because you need expensive equipment and you have to travel to snowy places. You can do sport E everywhere!

5c Can you match the sports in Ex.5a with Sports A–F in the text?

Sport A is football!

5d Read the cards. Are the sentences T (True) or F (False)? Correct the false sentences.

African safari the lion

danger to humans ★ ★ ★ ★
cuteness ★ ★ ★ ★
weight 200 kg speed 80 km/h
friendliness ★ ★ ★ ★
endangered ★ ★ ★ ★

African safari the rhino

danger to humans ★ ★ ★ ★
cuteness ★ ★ ★ ★
weight 1300 kg speed 55 km/h
friendliness ★ ★ ★ ★
endangered ★ ★ ★ ★

African safari the monkey

danger to humans ★ ★ ★ ★
cuteness ★ ★ ★ ★
weight 7 kg speed 40 km/h
friendliness ★ ★ ★ ★
endangered ★ ★ ★ ★

African safari the giraffe

danger to humans ★ ★ ★ ★
cuteness ★ ★ ★ ★
weight 1200 kg speed 60 km/h
friendliness ★ ★ ★ ★
endangered ★ ★ ★ ★

GLOSSARY
cuteness dolcezza endangered
weight peso in via di estinzione
speed velocità

- Rhinos are the fastest animals. T F
- Giraffes are cuter than lions. T F
- Monkeys are the friendliest animals. T F
- Lions and rhinos aren't the most dangerous animals for humans. T F
- Giraffes are more endangered than monkeys. T F
- Rhinos are faster than giraffes. T F

5e Write more true sentences comparing the animals in Ex.5d. Use the words to help you.

cute • dangerous • fast • friendly • heavy

Lions aren't the most endangered animals.

Countable and uncountable nouns

6 Write the food items in the correct column.

apple • biscuit • bread • cake • carrot
cheese • chocolate • egg • ham • ice cream
milk • mushroom • pizza • potato • rice
tomato • water

uncountable	both	countable
	apple	
	cake	
	bread	

Quantifiers: much/many, a lot of, a few / a little

7 Choose the correct option.

- Bob** How ⁽¹⁾ *much / many* time have we got before the film?
Jen About 2 hours.
Bob That's ⁽²⁾ *a little / a lot!* Shall we get ⁽³⁾ *some / any* pizza?
Jen I'd love to, but I haven't got ⁽⁴⁾ *some / any* money.
Bob Don't worry. I've got ⁽⁵⁾ *many / a lot of* money today. I'll pay!
Jen Thanks! Are there ⁽⁶⁾ *any / some* pizza places near here?
Bob Yes, there are ⁽⁷⁾ *a few / a little*. There's a good one in Bold Street.
Jen OK, let's go there.
Bob I'm really hungry. I want ⁽⁸⁾ *much / a lot of* pizza.
Jen How ⁽⁹⁾ *many / much* pieces?
Bob Maybe ten!
Jen Ten? Wow. I don't want ⁽¹⁰⁾ *much / many* pizza, really. Just a couple of pieces.

have to vs must

8 Are the sentences written rules (W), obligations imposed by other people (O) or personal obligations (P)?

- You must show your passport here. ____
- I really must ring Jane – she rang twice yesterday! ____
- We have to be at school for 8.30. ____
- Do you have to wear a uniform at your school? ____
- Tyler isn't very well. We must ring him! ____
- You must sit down on the roller coaster. ____
- I can't come for a pizza, sorry. I have to cook this evening. ____

mustn't vs don't have to

9 Complete the sentences with *mustn't* or *doesn't/don't have to*.

- Kal
You _____ buy any milk.
Franc is going to the shop later!
- YOU _____ DRIVE INTO THE CAMPSITE AFTER 11 P.M.**
- I _____ forget to give Baz his book!
- You _____ tell her about her surprise party!
- Homework is page 5.
We _____ do all the exercises – just exercises 1, 2 and 5.
- Tell Penny she babysit tomorrow!

page 12

5b Facendo riferimento agli sport dell'esercizio 5a, gli studenti completano le frasi inserendo il comparativo corretto.

Answer key

1 *more popular*; 2 *more famous*; 3 *faster*; 4 *more exciting*; 5 *bigger*; 6 *heavier*; 7 *more physical*; 8 *scarier*; 9 *more dangerous*; 10 *more difficult*; 11 *easier*; 12 *richer*

5c Gli studenti verificano di aver riconosciuto correttamente gli sport dell'esercizio 5a.

Answer key

Sport A football; **Sport B** rugby; **Sport C** climbing;
Sport D skateboarding; **Sport E** running; **Sport F** skiing

5d Facendo riferimento alle schede relative a ogni animale, gli studenti decidono se le frasi sono vere o false.

Answer key

1 *F (Lions are the fastest animals.)*; 2 *T*; 3 *T*;
4 *F (They are the most dangerous for humans.)*; 5 *T*;
6 *F (Giraffes are faster than rhinos.)*

GLOSSARY

L'insegnante segnala agli studenti la presenza di un glossario con alcune parole chiave che possono aiutare nella comprensione del testo.

5e Gli studenti sono invitati a scrivere delle frasi con gli aggettivi superlativi, mettendo a confronto gli animali dell'esercizio 5d e usando gli spunti forniti.

Answer key

- Lions aren't the most endangered animals.*
- Rhinos are heavier than monkeys.*
- Giraffes are friendlier / more friendly than lions.*
- Lions are the fastest animals.*
- Monkeys are the cutest animals.*
- Lions are more endangered than monkeys.*
- Lions aren't heavier than rhinos.*
- Giraffes aren't the most dangerous animals.*

Countable and uncountable nouns

- 6** A coppie, gli studenti associano il lessico relativo ai cibi alle categorie corrispondenti.

Answer key

Countable: apple, biscuit, carrot, egg, mushroom, potato, tomato

Uncountable: bread, cheese, ham, milk, rice, water

Both: cake, chocolate, ice cream, pizza

Quantifiers: *much/many, a lot of, a few / a little*

- 7** Gli studenti scelgono l'opzione corretta tra quelle proposte in ogni frase. Si controlla tutti insieme.

Answer key

1 *much*; **2** *a lot*; **3** *some*; **4** *any*; **5** *a lot of*; **6** *any*; **7** *a few*; **8** *a lot of*; **9** *many*; **10** *much*

have to vs must

- 8** Gli studenti riflettono sulle situazioni a cui si riferiscono le frasi dell'esercizio.

Answer key

1 *W*; **2** *P*; **3** *O*; **4** *O*; **5** *P*; **6** *W*; **7** *O*

mustn't vs don't have to

- 9** Gli studenti osservano i cartelli e leggono le scritte, per determinare in quali casi vada usato *mustn't* oppure *don't have to*.

Answer key

1 *don't have to*; **2** *mustn't*; **3** *mustn't*; **4** *mustn't*; **5** *don't have to*; **6** *doesn't have to*

EXTRA PRACTICE

 Cyber Homework 2

WB p. 129

I'm going to talk to him



1 Before you read, look at the photo. Why do you think Kylie is pointing at the man?

2 **001** Read and watch or listen. Were you right?

Kylie Can you see that man over there by the door?
Connor Yes.
Kylie That's the man, the man from the park.
Connor I'm sorry. I'm not following you.
Kylie OK. There's a man by the door. He's sitting by the window and he's with a friend. They're drinking some tea.
Connor Yes, I can see him. I just don't know what you're talking about.
Kylie Well, he's the man that we saw in the park a few weeks ago.
Connor The circus guy?
Kylie Yes, that's it. The circus guy. He teaches circus skills.
Connor Are you sure? Is that him?
Kylie It is. He's really talented. He does some amazing things.

Connor You know what? I think you're right. It is him. I didn't recognise him. He teaches the kids on Sunday mornings.
Kylie He always seems to be patient. And helpful. He's great.
Connor I'd love to be able to do some of that stuff.
Kylie Me too. So why don't we?
Connor What? What are you doing? Where are you going?
Kylie I'm going to talk to him. I want to ask him to teach me. Us. Come on!
Connor I hope he's patient!

EVERYDAY ENGLISH
 I'm not following you. Non ti seguo.
 You know what? Sai cosa?

14

fourteen



AUDIO & VIDEO

3 **002** Watch again. How many tasks can you do?

- The man is in the café / park.
- The man is holding a knife / drinking tea.
- Connor can't see the man. **T F**
- Kylie and Connor saw the man in a shop. **T F**
- What job does the man do? _____
- What's the man like? _____

4 **003** What do you think happens when Kylie speaks to the man? Discuss.

- He isn't the man from the park.
- He's really friendly and offers to teach them.
- He's annoyed that they are interrupting his conversation.



5 **002** Watch or listen to part 2. Did you guess correctly?

Kylie Excuse me.
Renato Yes?
Kylie You're the guy who does the circus stuff in the park.
Renato (3) _____
Kylie You're great!
Renato Well, (2) _____
Kylie So can anyone do those things?
Renato With (3) _____, I guess (4) _____
Kylie Do you think you could teach me?
Renato (5) _____ Why (6) _____ come along? I'm there every (7) _____, ten until (8) _____.

7 **Critical thinking** **004** Make notes. Then discuss the questions.

- Is it always OK to talk to people you don't know? _____
- Can you think of examples when it is and isn't OK? _____

Language work

8 Complete the dialogue with the phrases. Use the dialogue on page 14 to help you.

reading a book • that's the girl to talk to her • we saw in the park

Sam (1) *That's the girl* from the park.
Tom What girl?
Sam There's a girl sitting at a desk. She's (2) _____
Tom Oh yes, I can see her.
Sam Well, she's the girl that (3) _____
Tom You're right! I'm going (4) _____

9 **005** Look at the information and Ex. 6. Invent and act out two conversations.

1
Now boy in corridor / talking on phone
Last week Boy at bus stop / crying
Next chat with him

2
Now girl in playground / eating apple
Last week girl in park / skateboarding
Next ask her for lessons

There a boy in the corridor.
 He's talking on the phone.

Yes, I can see him.

Well, he's ...

fifteen

15

UNIT 1

Lessico

- Jobs

Strutture grammaticali

- Present simple vs present continuous
- be going to: affirmative and negative
- be going to: negative
- be going to: questions and short answers
- Defining and non-defining relative clauses

Competenze

- Finding things in common
- Successful discussions
- Congratulating and encouraging
- Writing the profile of a person

page 14

Warm up

Gli studenti guardano le immagini di p. 14 e di p. 15 e leggono il titolo del dialogo. L'insegnante verifica che il significato del titolo sia chiaro. Tutti insieme, gli studenti cercano di immaginare che cosa si dicono i personaggi nelle foto.

L'insegnante guida la discussione ponendo alcune domande, ad esempio: *Who are the people in the picture? Where are they?*

EVERYDAY ENGLISH

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

- Gli studenti leggono la domanda e fanno delle ipotesi guardando soltanto l'immagine. Si verificano le varie ipotesi tutti insieme.

Answer key

Students' own answers

- 001** Prima di leggere il dialogo, si consiglia di far vedere l'episodio. Gli studenti verificano se, tra le loro ipotesi, è stata trovata la ragione corretta per cui gli amici indicano l'uomo seduto al tavolo accanto al loro.

Answer key

She recognises him.

page 15

- 3  Gli studenti riguardano il video e completano l'esercizio. Si verifica in forma plenaria.

Answer key

1 *café*; 2 *drinking tea*; 3 *F*; 4 *F*; 5 *he teaches circus skills*; 6 *talented, patient and helpful*

- 4  A coppie, gli studenti discutono su come possa continuare l'episodio, scegliendo tra le opzioni proposte.

Answer key

2

- 5   002 Gli studenti guardano la seconda parte del video e controllano se la loro ipotesi nell'esercizio 4 era corretta.

Audioscript

Kylie Excuse me.
Renato Yes?
Kylie You're the guy who does the circus stuff in the park.
Renato That's me. You've seen me?
Kylie Yes, you're great!
Renato Well, thanks.
Kylie So can anyone do those things?
Renato With practice, I guess most people can.
Kylie Do you think you could teach me?
Renato Sure. Why don't you come along? I'm there every Sunday, ten until twelve.
Kylie Brilliant.
Connor Can I come, too?
Renato Sure, everyone's welcome.
Kylie Oh, I'm Kylie and this is my friend Connor.
Renato I'm Renato. This is Kerry. Nice to meet you both. See you Sunday?

Sunday morning

Kylie Hi Renato.
Renato Oh hi. It's Kylie and Connor, isn't it?
Kylie That's right.
Renato So what would you like to try first?
Renato How about that?
Connor Er ...
Kylie Well, that was fun.
Connor It's a shame I was so bad.
Kylie Yes, you were.
Connor But there is one circus trick I think I'll be good at.
Kylie What's that?
Connor Close your eyes.
Kylie What are you doing?
Connor I don't think circus skills are for me!

- 6  003 Gli studenti lavorano individualmente e completano il dialogo mentre guardano il video.

Videoscript

Kylie Excuse me.
Renato Yes?
Kylie You're the guy who does the circus stuff in the park.
Renato That's me.
Kylie You're great!
Renato Well, thanks.
Kylie So can anyone do those things?
Renato With practice, I guess most people can.
Kylie Do you think you could teach me?
Renato Sure. Why don't you come along? I'm there every Sunday, ten until twelve.

Answer key

1 *That's me*;
 2 *thanks*;
 3 *practice*;
 4 *most people can*;
 5 *Sure*;
 6 *don't you*;
 7 *Sunday*;
 8 *twelve*

- 7   **Critical thinking** Gli studenti, a coppie, riflettono sulle situazioni in cui è opportuno parlare a persone che non si conoscono, o quando è meglio evitare.

Answer key

Students' own answers

- 8  **Language work** Individualmente, gli studenti completano il dialogo con le parole proposte. Verificano a coppie.

Answer key

1 *That's the girl*; 2 *reading a book*; 3 *we saw in the park*; 4 *to talk to her*

- 9  Prendendo spunto dal dialogo nell'esercizio 6 e seguendo le tracce proposte, gli studenti creano due conversazioni.

Answer key

Students' own answers

Jobs

1 Match the words with the photos.



— office worker — mechanic
— police officer — factory worker
— waiter — engineer
— dentist — musician
— actor — nurse
— builder — personal trainer
— doctor — shop assistant
— influencer — software developer

4 Complete the sentences with jobs from Ex.1.

- My mum works in a hospital. She isn't a nurse – she's a **doctor**.
- My dad plays the piano really well. He's a professional **musician**.
- My sister wants to be an **actor**. She loves being on social media.
- If you want to get stronger, you could go to the gym or get a **personal trainer**.
- I'm learning to code. I want to be a **software developer** and make video games.
- My aunt sits at a desk all day. She's an **office worker**.
- Jadyn knows everything about cars. He's a **mechanic**.
- He works in a shop in a big shopping centre. He's a **shop assistant**.

5 Well-being Which jobs would/wouldn't you like to do? Why? Tell your partner.

I'd like to be a ... I wouldn't like to be a ...
Really? Why's that? Why not?
Well, ... Because you have to ...

6 WORD F U N Mime a job from Ex.1. Can your partner guess the job in under 20 seconds?

16

sixteen

Quizzzydoo

WB p. 131

A Present simple vs present continuous

- Emma **works** in a theatre, but she **isn't working** there today.
- She **'s working** in London next week.
- Right now, I **want** you to listen.

THINK!

Completa le regole con **continuous** o **simple**.

- Si usa il present **(s)** per parlare di quello che le persone fanno di solito: la loro routine quotidiana, il lavoro, gli hobby, ecc.
- Si usa il present **(ing)** per parlare di quello che le persone stanno facendo in questo momento e in questi giorni.
- Si sono alcuni verbi che di solito non si usano al present **(ing)** (per esempio *like, know, believe, want, need, understand, have got*).
- Il present **(s)** si usa anche per parlare di programmi futuri.

» regole a p. 130

1 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- I **make** (make) a big breakfast every Saturday. Right now, I **have** (have) eggs, toast, fruit and honey.
- Alex **usually** (usually / play) basketball after school, but this evening he **is studying** (study).
- Next August, I **go** (go) to Portugal with my family, but we **are not going** (not go / usually) on holiday.
- Ellie **is waiting** (wait) for a phone call from her cousin in Mexico. They **are speaking** (speak) in Spanish together.
- A Where **is Hannah** (Hannah / take) those things?
B To school. They **are having** (have) an end-of-year party tomorrow.
- A What **are you drinking** (you / drink)? Is it nice?
B It's iced tea. I **don't like** (not like) it very much. (you / want) it?

B be going to: affirmative

- I **'m going to** be a mechanic.
- We **'re going to** talk to the teacher tomorrow.

I	'm going to	leave.
You	're going to	leave.
He	's going to	leave.
She	's going to	leave.
It	's going to	leave.
We	're going to	leave.
You	're going to	leave.
They	're going to	leave.

» regole a p. 130

THINK!

Completa la regola.

- Per fare frasi affermative su intenzioni future si usa: soggetto + forma affermativa di **be going to** + verbo.

2 Complete the text with the affirmative form of be going to and the verbs in brackets. Use the short form.

I've got a lot of plans for the next holidays! First, I **'m going to get up** (get up) late every day, and I **'m going to** (go) for a walk with our dog before breakfast. My brother **'s going to** (come) with us. Well – that's what he says! We **'re going to** (have) enormous breakfasts. I **'m going to** (cook) eggs and sausages every morning! I **'m going to** (study) in the first few days of the holiday – not at the end! My friend Sasha **'s going to** (visit) my grandparents with me in Devon. I'm so excited! We **'re going to** (play) tennis near their house, and go to the beach. Sasha **'s going to** (stay) for a week. We **'re going to** (choose) films that we all like for the evenings.

3 Listen and check.

ATTENZIONE!

I'm going to phone my grandma tonight. (intenzione)
I'm phoning my grandma at 7 p.m. tonight. (programma)

seventeen

17

Jobs

Warm up

Gli studenti formano due squadre e scelgono i capitani, che vanno alla lavagna e vi riportano tutti i nomi di mestieri che i compagni di squadra conoscono in inglese. Vengono dati due minuti e vince la squadra che ricorda più lavori.

Al termine, l'insegnante verifica le risposte alla lavagna, chiarisce eventuali dubbi di significato e pronuncia e invita gli studenti a ripetere i termini più difficili.

- A coppie, gli studenti associano le parole alle immagini, facendo riferimento anche ai nomi di mestieri trovati durante l'attività di *warm-up* e scritti alla lavagna.

Answer key

1 actor; 2 builder; 3 dentist; 4 nurse; 5 doctor;
6 engineer; 7 factory worker; 8 influencer; 9 mechanic;
10 office worker; 11 personal trainer; 12 shop assistant;
13 software developer; 14 waiter; 15 musician;
16 police officer

- Si verificano le associazioni parole-immagini dell'esercizio 1 ascoltando l'audio.

Audioscript

1 actor – 2 builder – 3 dentist – 4 nurse – 5 doctor –
6 engineer – 7 factory worker – 8 influencer –
9 mechanic – 10 office worker – 11 personal trainer –
12 shop assistant – 13 software developer – 14 waiter –
15 musician – 16 police officer

- Individualmente, gli studenti scelgono l'opzione corretta per completare le frasi dell'esercizio. Verificano a coppie.

Answer key

1 dentist; 2 factory worker; 3 actor; 4 police officer;
5 shop assistant; 6 builder

- Individualmente, gli studenti completano le frasi usando i nomi delle professioni trovati nell'esercizio 1. Si controlla tutti insieme.

Answer key

1 doctor; 2 musician; 3 influencer; 4 personal trainer;
5 software developer; 6 office worker; 7 mechanic;
8 shop assistant

- 5**  **K** **Well-being** Gli studenti lavorano a coppie: lo studente A parla di un lavoro che vorrebbe (o non vorrebbe) assolutamente fare da grande, e lo studente B esprime la sua opinione, confrontandosi in modo aperto e curioso.

Answer key

Students' own answers

WORD FUN

- 6** Uno studente mima una delle professioni emerse nell'esercizio 1, e gli altri cercano di indovinare. Si può proporre questa attività a tutta la classe, con uno studente che mima e i compagni che cercano di indovinare; chi indovina, prenderà il ruolo di chi mima.

EXTRA PRACTICE

 **Quizzzydoo** – Vocabulary Quiz
WB p. 131

page 17



Invitare gli studenti a guardare il video *Grammar rap*, relativamente alla sezione Grammar. Mostrare i contenuti in sezione facilita una presentazione più dinamica e coinvolgente degli aspetti grammaticali.

A Present simple vs present continuous

Gli studenti hanno già studiato gli usi del *present simple* e del *present continuous*, l'insegnante raccoglie quindi le informazioni che gli studenti ricordano delle due forme e le scrive alla lavagna.

THINK! Gli studenti rileggono gli esempi presenti nella pagina e, individualmente o a coppie, completano le regole sull'uso del *present simple* e del *present continuous*. Successivamente, si corregge in plenaria, richiamando le diverse funzioni dei due tempi verbali (abitudini e routine, azioni in corso, verbi di stato e programmi futuri).

Answer key

1 simple; 2 continuous; 3 continuous; 4 continuous

- 1** Individualmente, gli studenti completano l'esercizio con i verbi suggeriti nelle forme del *present simple* o del *present continuous*, facendo riferimento alla *grammar box*. Verificano a coppie.

Answer key

1 make; 'm/am having; 2 usually plays; 's/is studying;
3 'm/am going; don't usually go; 4 's/is waiting; speak;
5 is Hannah taking; 're/are having; 6 are you drinking;
don't like; Do you want

B be going to: affirmative

Per ripassare l'uso della forma *be going to* per il futuro, gli studenti leggono le frasi proposte.

THINK! Dopo aver osservato gli esempi e la tabella, gli studenti completano la regola. La correzione consente di riepilogare la struttura affermativa di *be going to* per parlare di intenzioni future.

Answer key

be

- 2** Individualmente, gli studenti completano le frasi dell'esercizio.

Answer key

1 'm going to get up; 2 'm going to go; 3 's going to come;
4 're going to have; 5 'm going to cook; 6 'm going to study;
7 's going to visit; 8 're going to play; 9 's going to stay;
10 're going to choose

- 3**  005 Si verificano le risposte dell'esercizio 2 ascoltando l'audio.

Audioscript

I've got a lot of plans for the next holidays! First, I'm going to get up late every day, and I'm going to go for a walk with our dog before breakfast. My brother's going to come with us. Well – that's what he says! We're going to have enormous breakfasts. I'm going to cook eggs and sausages every morning! I'm going to study in the first few days of the holiday – not at the end! My friend Sasha's going to visit my grandparents with me in Devon. I'm so excited! We're going to play tennis near their house, and go to the beach. Sasha's going to stay for a week. We're going to choose films that we all like for the evenings.



ATTENZIONE!

Attraverso gli esempi, l'insegnante guida gli studenti a riflettere sulla differenza di significato nelle due diverse forme del futuro messe a confronto: *present continuous* e *be going to*.

C *be going to*: negative

- I'm not going to study tonight.
- Jamie isn't going to travel before university.

I	'm not going to	leave.
You	aren't going to	leave.
He	isn't going to	leave.
She	isn't going to	leave.
It	isn't going to	leave.
We	aren't going to	leave.
You	aren't going to	leave.
They	aren't going to	leave.

» regole a p. 130

THINK!

Completa la regola.
Per formare frasi negative su intenzioni future si usa: soggetto + la forma _____ di *be* + *going to* + verbo.

4 Complete the sentences with the negative of *be going to*. Use the verbs in the box.

finish • go • listen • make • ride • watch

- They **aren't going to make** lasagne.
- He _____ swimming later.
- I _____ a film tonight.
- We _____ to music this afternoon.
- She _____ her homework today.
- I _____ my bike at the weekend.

FAST FINISHERS

5 Write about your future intentions.

*I'm going to be a mechanic or an engineer.
I'm not going to study straight after school –
I'm going to travel first.*



18

eighteen

D *be going to*: questions and short answers

- Are they going to have a party at Christmas? Yes, they are. / No, they aren't.

Questions	Short answers
Am I going to stay?	Yes, you are. / No, you aren't.
Are you going to stay?	Yes, I am. / No, I'm not.
Is he going to stay?	Yes, he is. / No, he isn't.
Is she going to stay?	Yes, she is. / No, she isn't.
Is it going to stay?	Yes, it is. / No, it isn't.
Are we going to stay?	Yes, you are. / No, you aren't.
Are you going to stay?	Yes, we are. / No, we aren't.
Are they going to stay?	Yes, they are. / No, they aren't.

» regole a p. 130

THINK!

Seleziona l'opzione corretta per una domanda con *be going to*.

- ☐ *be* + subject + *going to* + verb + ?
- ☐ subject + *be* + *going to* + verb + ?

6 Write questions with *be going to*. Then write the short answers.

- Mum / work / this weekend / ? ✓
A **Is Mum going to work this weekend?**
B **Yes, she is.**
- you and your friend / go / on the school trip / ? X
A _____
B _____
- you / stay / in a hotel / in France / ? ✓
A _____
B _____
- your brother / come / to the cinema / ? X
A _____
B _____
- they / have a prom / next year / ? ✓
A _____
B _____

E Defining and non-defining relative clauses

- A waiter is a person that brings you food.
- Simon, who we saw at the café, has got a scary dog!

Defining relative clause
Kim is someone who I really respect.
Kim is someone that I really respect.
Non-defining relative clause
The bag, which she really liked, was very expensive.

» regole a p. 130

THINK!

Completa le regole con *defining* o *non-defining*.

- Le (1) _____ *relative clauses* sono separate dalla proposizione principale da virgole.
- Nelle (2) _____ *relative clauses* si può usare *that* invece di *who*, *which* o *where*.
- Le (3) _____ *relative clauses* contengono informazioni aggiuntive non essenziali.

7 Write D (defining) or ND (non-defining) next to the sentences.

- A good listener is someone who doesn't interrupt. **D**
- The garden, which smells beautiful, belonged to a famous chef. _____
- This jacket, which I bought from a market, has lasted for years! _____
- The exam that I'm most worried about is biology. _____
- The teacher who taught us Spanish also teaches German. _____
- This cat video, which seven people sent me yesterday, is really funny. _____



» WB pp. 132–135

Cyber Homework 3

Put it all together!

8 Choose the correct option to complete the dialogue.

- A (1) **We go / We're going** to the café after school today, Arushi. (2) **Do you want / Are you wanting** to come?
B I'm sorry, I can't. I have to go home.
A Oh! Why? (3) **You usually come / You're usually coming** with us on Fridays.
B I know, but my aunt and uncle (4) **are arriving / are going to arrive** at six o'clock today.
(5) **Dad cooks / Dad's cooking** a big meal.
A Oh, OK.
B What are your plans for the weekend?
A Nothing special! (6) **I relax / I'm going to relax** tomorrow, I hope. And on Sunday, Theo and I (7) **are watching / are going to watch** the match at his house.
B Who's Theo?
A He's the boy (8) **which / who** you met at my party!
B Oh, yes, I remember now!

9 Listen and check.

10 Translate.

- Lily Cosa farai il prossimo anno, Jaden?
Hai intenzione di lasciare la scuola?
Jaden Sì. Ho intenzione di studiare informatica al City College.
Lily Oh! Hai intenzione di diventare uno sviluppatore software?
Jaden Non sono sicuro, ma voglio lavorare con i computer. E tu?
Lily Rimarrò a scuola per altri due anni, ma dopo non andrò all'università. Ho intenzione di trovare un lavoro. Mi piace avere soldi. Al momento lavoro tutti i sabati!
Jaden Davvero? Dove lavori?
Lily Da Fashion First. È un negozio di abbigliamento che ha aperto in South Street l'anno scorso.
Jaden Ti piace fare la commessa?
Lily Sì. Sto imparando molte cose nuove. La signora per cui lavoro mi aiuta molto.

nineteen

19

C *be going to*: negative

Tutti insieme, gli studenti leggono le frasi e cercano di coglierne appieno il significato. Dopodiché si concentrano sulla struttura di *be going to* nella forma negativa con i vari soggetti.

THINK!

Gli studenti pensano individualmente alla risposta, controllano a coppie e poi condividono tutti insieme le loro riflessioni (*think/pair/share*). L'insegnante monitora e guida gli studenti verso la formulazione corretta della regola.

Answer key

negativa

- 4 Gli studenti svolgono l'esercizio individualmente e verificano a coppie.

Answer key

- 1 **aren't going to make**; 2 **isn't going to go**; 3 **'m not going to watch**; 4 **aren't going to listen**; 5 **isn't going to finish**; 6 **'m not going to ride**

FAST FINISHERS

- 5 Utilizzando anche il lessico appreso nella sezione *vocabulary* dedicata ai lavori, gli studenti scrivono alcune frasi per esprimere le proprie intenzioni e i propri progetti futuri.

Answer key

Students' own answers

D *be going to*: questions and short answers

Gli studenti sono guidati a riflettere su come formulare domande e risposte brevi per chiedere e parlare delle intenzioni e dei progetti futuri. L'attenzione è posta in particolare sulla struttura della forma interrogativa di *be going to*, con il supporto della tabella proposta.

THINK!

Tutti insieme, gli studenti riflettono sulle regole di formazione della forma interrogativa di *be going to* e scelgono l'opzione corretta, consolidando la comprensione della struttura.

Answer key

1

- 6** Gli studenti completano l'esercizio individualmente e verificano le risposte a coppie.

Answer key

- 1 A** *Is Mum going to work this weekend?*
B *Yes, she is.*
2 A *Are you and your friend going to go on the school trip?*
B *No, we aren't.*
3 A *Are you going to stay in a hotel in France?*
B *Yes, we are. / Yes, I am.*
4 A *Is your brother going to come to the cinema?*
B *No, he isn't.*
5 A *Are they going to have a prom next year?*
B *Yes, they are.*

page 19

E Defining and non-defining relative clauses

A coppie, gli studenti riflettono sulle differenze tra le frasi relative *defining* e *non-defining* osservando le frasi di esempio proposte.

THINK!

Individualmente, gli studenti completano le regole. In seguito, confrontano le risposte a coppie e partecipano a una riflessione condivisa in plenaria (*think/pair/share*).

Answer key

1 *non-defining*; **2** *defining*; **3** *non-defining*

- 7** Individualmente, gli studenti completano l'esercizio e successivamente controllano a coppie.

Answer key

1 *D*; **2** *ND*; **3** *ND*; **4** *D*; **5** *D*; **6** *ND*

Put it all together!

- 8** Gli studenti svolgono l'esercizio individualmente, come attività di ripasso degli elementi grammaticali affrontati nella sessione.

Answer key

1 *We're going*; **2** *Do you want*; **3** *You usually come*; **4** *are arriving*; **5** *Dad's cooking*; **6** *I'm going to relax*; **7** *are watching*; **8** *who*

- 9** Si verificano le risposte dell'esercizio 8 ascoltando l'audio.

Audioscript

- Boy** We're going to the café after school today, Arushi. Do you want to come?
Girl I'm sorry, I can't. I have to go home.
Boy Oh! Why? You usually come with us on Fridays.
Girl I know, but my aunt and uncle are arriving at six o'clock today. Dad's cooking a big meal.
Boy Oh, OK.
Girl What are your plans for the weekend?
Boy Nothing special! I'm going to relax tomorrow, I hope. And on Sunday, Theo and I are watching the match at his house.
Girl Who's Theo?
Boy He's the boy who you met at my party!
Girl Oh, yes. I remember now!

- 10** Gli studenti svolgono l'esercizio di traduzione del breve paragrafo dall'italiano all'inglese. Condividere 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. Si corregge in plenaria fornendo un feedback.

Suggested answer

- Lily** What are you doing next year, Jaden? Are you going to leave school?
Jaden Yes, I am. I'm going to study computer science at City College.
Lily Oh! Are you going to be a software developer?
Jaden I'm not sure, but I want to work with computers. What about you?
Lily I'm staying at school for another two years, but I'm not going to university after that. I'm going to get a job. I like having money. I work every Saturday at the moment!
Jaden Really? Where do you work?
Lily At Fashion First. It's a clothes shop that opened in South Street last year.
Jaden Do you like being a shop assistant?
Lily Yes, I do. I'm learning a lot of new things. The woman who I work for helps me a lot.

EXTRA PRACTICE

Cyber Homework 3

WB pp. 132–135

Finding things in common

- 1 007 Read, listen or watch, and choose the correct option.

Olivia I'm going to do an after-school club this ⁽¹⁾ week / year.
Jack So am I, but there are loads of them. I can't decide.
Olivia I hear you! Neither can I. Let's do the same one!
Jack Good idea. There's Computer Club. I love ⁽²⁾ coding / gaming.
Olivia I don't. I'm not really interested in computers.
Jack What about a sports club, then? I ⁽³⁾ like / love playing sport.
Olivia So do I. Let's see. Football or tennis. I'm not very good at tennis.
Jack Neither am I. And I don't like ⁽⁴⁾ volleyball / football.
Olivia Oh, I do. What about Chess Club, then? I'm interested in that one!
Jack I'm not. I don't know how to play chess.
Olivia Neither do I, but we can ⁽⁵⁾ learn / try.
Jack I suppose so. What else is there?
Olivia Look! There's a school band. That sounds ⁽⁶⁾ great / good!
Jack Can you play an instrument?
Olivia No, but I can ⁽⁷⁾ dance / sing.
Jack Yeah, so can I.
Olivia Actually, Jack, maybe Chess Club is better ...

EVERYDAY ENGLISH
 loads un sacco
 I hear you! Ti capisco!

I like English.

So do I!

2 **KEY LANGUAGE** Read the dialogue again and complete the sentences (1-8).

	Same for me.	Not the same for me.
I'm going to do an after-school club.	(1) So _____.	(A) _____.
I can't decide.	(2) Neither _____.	(B) _____.
I really like gaming.	(3) _____.	(C) _____.
I like playing sport.	(4) _____ do I.	(D) _____.
I'm not very good at tennis.	(5) _____ am I.	(E) _____.
I don't like football.	(6) _____.	(F) _____.
I'm interested in that one!	(7) _____.	(G) _____.
I don't know how to play chess.	(8) _____.	(H) I do.
I can sing.	So can I.	(9) _____.

20

twenty

WB p. 136

Successful discussions

- 1a Look at the photo. How do you think Luna feels on the first day of the school year and why?



- 1b Watch the video and check your answer.

- 1c Watch again. Answer the questions.

- Was Luna happy to be back at school? Why / Why not?
- What didn't she like?
- How did the class feel about the new rule?
- What did Luna do?
- What was the result?

- 2a There's a new rule at your school that you don't like. Which of these sentences are NOT good to say to a teacher? Why not?

- This new rule is really silly. Whose idea was that?
- We aren't very happy about the new rule. Can you please explain why the school introduced it?
- We don't care what you think. We know what we don't like – change it!
- Thank you for explaining the reason. Could we suggest a different solution to the problem?

- 2b **Critical thinking** Discuss the questions.

- What was good about Luna's communication with the head teacher?
- What was good about the head teacher's reaction?

- 2c Match the sentence halves. Which of these things are you good at already? Which do you want to improve?

Top tips for successful discussions

- ☐ Don't interrupt while ...
- ☐ Check you understand if necessary. Say, ...
- ☐ At the beginning of the conversation, thank ...
- ☐ Show you understand the other person's opinion. Say, ...

- "So you're saying that ...?"
- "I understand why you're saying that. I think ..."
- the other person is speaking.
- the other person for giving you the opportunity to talk.

- 3 **Mediation** Choose a situation below. Create a dialogue with the head teacher or another teacher. Then make a short video and show it to the class.

- There's a lot of traffic in the street where your school is. A lot of drivers go too fast.
- The hall and the corridors in your school look a mess. You think there should be more rubbish bins.
- The lunch queues at your school cafeteria are long, so students often only have a few minutes to eat.

EDUCAZIONE CIVICA

Il linguaggio che usi è importante nei rapporti con le altre persone. Ti capita mai di arrabbiarti per le regole che devi rispettare a casa o quando non sei d'accordo con i tuoi amici? Essere arrabbiati allontana le persone.

Ricordati di restare calmo e proporre alternative e compromessi.

twenty-one

21

Finding things in common

- 1 007 L'insegnante propone un primo ascolto (o una prima visione del video) per cogliere il senso generale. Segue un secondo ascolto per svolgere l'esercizio, quindi un ultimo ascolto di verifica.

Answer key

1 year; 2 gaming; 3 like; 4 football; 5 learn; 6 great; 7 sing

EVERYDAY ENGLISH

L'insegnante richiama l'attenzione sulle espressioni colloquiali.

- 2 **KEY LANGUAGE** Individualmente, gli studenti completano l'esercizio. Verificano a coppie.

Answer key

1 am I; 2 can I; 3 don't; 4 So; 5 Neither; 6 Oh, I do;
 7 I'm not; 8 Neither do I.

- 3 Gli studenti scrivono le espressioni opposte. Verificano a coppie.

Answer key

A I'm not; B I can; C So do I; D I don't; E I am;
 F Neither do I; G So am I; H I can't.

- 4 A coppie, gli studenti ripetono il dialogo.

Answer key

Students' own answers

- 5 008 Gli studenti associano gli audio alle immagini e poi confrontano le risposte a coppie.

Audioscript

Dialogue 1

Tom I'm hungry.
Ruby So am I.
Tom I can smell pizza.
Ruby So can I.
Tom I love pizza.
Ruby So do I!

Dialogue 3

Tom I'm not happy.
Ruby Neither am I.
Tom I can't go out tonight.

Dialogue 2

Tom I'm hungry.
Ruby Oh, I'm not!
Tom I can smell pizza.
Ruby I can't!
Tom I love pizza.
Ruby I don't!

Ruby Neither can I.

Tom I don't like homework.

Ruby Neither do I.



Dialogue 4

Tom I'm not happy.**Ruby** Oh, I am!**Tom** I can't go out tonight.**Ruby** I can!**Tom** I don't like homework.**Ruby** I do! I love it!**Answer key****1** dialogue 2; **2** dialogue 3**6****Mediation**

Gli studenti si confrontano usando le espressioni degli esercizi precedenti per trovare interessi in comune.

Answer key*Students' own answers***EXTRA PRACTICE****WB** p. 136**page 21****Successful discussions****1a**

Gli studenti riflettono sui sentimenti della ragazza nella foto al suo primo giorno di scuola.

Answer key*She's feeling happy.***1b**

Gli studenti verificano guardando il video.

Videoscript p. 140**1c**

Gli studenti leggono le domande, poi guardano di nuovo il video per rispondere e verificano a coppie.

Answer key**1** Yes – happy to see her friends; **2** the new rule that girls can't wear trousers; **3** Same as Luna; **4** She spoke to the head teacher; **5** The school changed the rule**2a**

Gli studenti leggono le frasi e riflettono su quali siano adatte a un'interazione formale costruttiva.

Answer key*1 and 3 (Because they are too direct and rude)***2b****Critical thinking**

Gli studenti riflettono su strategie di comunicazione rispettosa.

Answer key*Her communication was good because she was friendly. His reaction was good because he was also friendly and listened to Luna, then decided to change the rule.***2c****Well-being**

Gli studenti completano le domande e poi rispondono dialogando.

Answer key**1** c; **2** a; **3** d; **4** b**3****Mediation**A coppie, gli studenti inscenano un gioco di ruolo e registrano la scena. I compagni la valutano (*peer assessment*).**Answer key***Students' own answers***EDUCAZIONE CIVICA**

Gli studenti sono invitati a riflettere sull'importanza di costruire rapporti rilassati, positivi e rispettosi.

Congratulating and encouraging

1a 009 Listen to a head teacher and teacher discussing two students. What job is the head teacher thinking of giving them?

1b 009 Listen again and answer the question.

What adjectives do they use to describe Annie and Ryan?
Annie amazing.
Ryan _____

2a 010 Listen and answer.

- Complete the sentences with the names.
_____ is worried about the job.
_____ congratulates him/her and offers him/her encouragement.
- What's Annie's surprise for Ryan?

2b 010 Listen again and complete the sentences of congratulations and encouragement.

- That's amazing.
- You _____ deserve it.
- Of course you can _____.
- You'll _____.
- You _____ need to worry.
- You're really _____ (speaking in class).
- No _____.
- _____ believe it!
- _____ news.

2c Copy the table. Write the expressions from 2b in the correct column.

Congratulating and reacting to good news	Offering encouragement
That's amazing.	



2d Pronunciation Intonation Listen.

1 011 Who sounds more interested: Speaker A or Speaker B?
"You really deserve it."

2 012 Listen to the sentences. Write 'I' if the speaker sounds interested.

- ☒ You really deserve it.
- ☐ That's amazing.
- ☐ Of course you can do it.
- ☐ You'll be great.
- ☐ There's no need to worry.
- ☐ That's fantastic news.
- ☐ No problem.
- ☐ You're really good at it.
- ☐ I don't believe it.

3 012 Listen again and practise. Sound interested.

3 Well-being Student A Your teacher wants you to be captain of a school sports team. What worries do you have? Tell Student B your news and your worries.

Student B Listen to Student A's news. Congratulate him/her and offer encouragement.

Guess what, I'm the new ...
That's amazing!
I'm a bit nervous.

1a Read the article quickly. Which of these three people do you think is the most amazing? Why?

Three amazing young people

When Ruby Bridges was four, her family moved to New Orleans. It was 1968 and there were separate schools for African Americans and white children. In 1960, Ruby took a test that allowed her to attend a 'white school'. On her first day of school, there was a large crowd in front of the school. It was a protest against Ruby and her mother. But courageous Ruby wasn't scared, and she walked through the school doors. Some white parents took their children out of school, and for a year, only one teacher wanted to teach Ruby. But Ruby never gave up, and after a year she was joined at school by other African American children.



Amariyanna Copeny is concerned about the environment. When she was eight, she wrote a letter to President Obama. In her letter, she told him about the water pollution in her home town of Flint, Michigan. Obama visited Flint and sent state money to Flint to help. Amariyanna also helped to raise \$50,000 to buy bottled water for the community. She raised money for other good causes, too. At one time, she was determined to become president of the US, but not now. She's going to be a nail or tattoo artist. But she isn't going to stop fighting for the environment. Never!



When Nicholas Lowinger was a young child, he saw children who had to share their shoes with their brothers and sisters. It upset him. He believed that it was impossible for children to be confident in their daily lives without shoes on their feet. So, in 2010, when he was 12, he started a project called Gotta Have Sole. He collected more than 100,000 pairs of shoes to give to homeless children. He often took the shoes to them personally. Gotta Have Sole then started other programmes, like teaching skills to children in homeless shelters that help them succeed in school.

Options

BACK TO CONTENTS

GO ON

GLOSSARY
crowd folla
gave up si arrese
pollution inquinamento
raise raccogliere
causes cause
homeless shelters rifugi per senzatetto

1b 013 Read the article again and listen. How many of these tasks can you do?

- Ruby took an entrance test to a 'white school'. ☐ T ☐ F
- Protesters stopped Ruby going into the school. ☐ T ☐ F
- Only one teacher wanted to teach Ruby. ☐ T ☐ F
- When she was eight, Amariyanna _____ to President Obama.
- She wrote about _____ in Flint.
- Amariyanna plans to be a _____ in the future.
- What gave Nicholas the idea to collect shoes?
- What did he do with the shoes?
- Why does he think shoes are important?

2 Critical thinking Discuss the questions.

- Why did some parents take their children out of Ruby's school?
- Do they have separate white and black schools in the USA now? If not, why not?
- Do you agree that children with no shoes have no confidence? Explain your answer.

3 Ask and answer the questions.

- Who is the most amazing person you know?
- Why is he/she amazing?

Congratulating and encouraging

1a 009 Gli studenti ascoltano per cogliere il senso generale (skimming) e rispondono.

Answer key

head boy and head girl

1b 009 Gli studenti riascoltano, rispondono e verificano a coppie.

Audioscript

- A So, we need to choose a new head boy and a new head girl for next year. Have you got any suggestions?
- B Well, there's only one choice for head girl. It's got to be Annie Holmes.
- A Annie Holmes?
- B Yes, she's perfect for the job. She's amazing. She's absolutely brilliant in class. All her teachers say she's the perfect student.
- A And will she be able to make a speech to the parents of the new students?
- B Absolutely, she's a great speaker. She's very calm and she's funny, too. I think she'll do a great job.

- A And what about head boy? I think Ryan White would be good.
- B I like Ryan. He's a very sensible young man and he's always very helpful. I think he'd be a good choice.
- A So that's it then. Annie Holmes and Ryan White. Two amazing young people. Let's hope they both want the job!

Answer key

Annie: amazing, brilliant, perfect, calm, funny
Ryan: sensible, helpful

2a 010 Gli studenti lavorano a coppie, poi verificano tutti insieme.

Answer key

1 Ryan; 2 Annie; 2 She is going to be head girl.

2b 010 Gli studenti ascoltano ancora una volta e completano le frasi.

Audioscript

- Annie What's up, Ryan? You look worried.
- Ryan I am. But I'm also kind of excited.
- Annie Why? What's happened?
- Ryan Well, I went to see Mrs Owen this morning.
- Annie The head teacher?

- Ryan** Yes, and she wants me to be head boy next year.
Annie Head boy – that's amazing. You really deserve it.
Ryan Thanks, but it's a lot of responsibility. I'm not sure I can do it.
Annie Of course you can do it. You'll be great.
Ryan But I have to give a speech to the new students and their parents. I'm terrified.
Annie There's no need to worry. You're really good at speaking in class.
Ryan I'm not so sure. And then I have to write a welcome letter, too.
Annie No problem. You're really good at English.
Ryan Oh, I don't know.
Annie Don't be silly. You're the perfect choice. That's why they asked you.
Ryan Thanks, Annie – you always know how to make me feel great.
Annie And besides. We'll make a great team.
Ryan We?
Annie Yes. They want me to be head girl!
Ryan I don't believe it! That's fantastic news.

Answer key

1 *amazing*; 2 *really*; 3 *do it*; 4 *be great*; 5 *There's no*; 6 *good at*; 7 *problem*; 8 *I don't*; 9 *That's fantastic*

- 2c** Gli studenti trascrivono le espressioni.

Answer key

Congratulating: That's amazing. You really deserve it. I don't believe it! That's fantastic news. *Encouraging:* Of course you can do it. You'll be great. There's no need to worry. You're really good at ... No problem.

- 2d** 1  011 **Pronunciation** Gli studenti si concentrano sull'intonazione.

Answer key

Speaker B

- 2  012 Tra le frasi elencate, gli studenti indicano quali, dall'audio, sembrano mostrare maggiore interesse.

Answer key

Speaker sounds interested: 1, 2, 5, 8, 9

- 3  012 Gli studenti ascoltano ancora una volta e cercano di imitare l'intonazione delle frasi pronunciate.

Answer key

Students' own answers

- 3**  **Well-being** A coppie, uno studente dà la notizia e l'altro si congratula o lo incoraggia.

Answer key

Students' own answers

EXTRA PRACTICE

 **Dialogue Karaoke**;  **Cyber Homework 4**; WB p. 136

page 23**Three amazing young people**

- 1a** Gli studenti leggono la domanda, poi fanno una lettura rapida (*skimming*) per rispondere.

Answer key

Students' own answers

Options

BASIC and ENRICHED

Basic text p. 4

Il testo *Three amazing young people* 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 *Three amazing young people* 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 *Three amazing young people* 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+.

GLOSSARY

Parole utili alla comprensione.

- 1b**  013 Gli studenti ascoltano e leggono il testo e completano l'attività a coppie.

Answer key

1 T; 2 F; 3 T; 4 wrote a letter; 5 water pollution; 6 nail or tattoo artist; 7 He saw brothers and sisters who shared their shoes; 8 He gave them to homeless children; 9 He believes that if children don't have shoes, they can't be confident

- 2** **Critical thinking** Gli studenti rispondono alle domande. Ci si confronta tutti insieme.

Answer key

1 Because they were white, and they didn't want their children attending school with a black girl; 2 No, because it is discriminatory/illegal; 3 Students' own answers

- 3**  **K** Gli studenti si confrontano a coppie.

Answer key

Students' own answers

A profile of a person

- 1 Read the profile of Nicholas D'Aloisio. What does the *Summy* app do?

- 1 A few teenagers are extremely successful at business. They become entrepreneurs at a young age and make a lot of money.
- 2 Nicholas D'Aloisio is one of these teenagers. He was born in Melbourne, Australia in 1995. After seven years in Melbourne, he moved to London with his parents. Nicholas became interested in computing at a young age and he taught himself basic programming.
- 3 In 2011, at the age of only 16, he launched an app called *Summy*. The app automatically summarises newspaper articles and other material. In 2013, he sold this app to Yahoo for \$30 million. In the same year, he started working for Yahoo. He was with the company from 2013 until 2015. In 2015, he founded *Sphere Knowledge*, a start-up where people can swap information quickly.

2a Match paragraphs 1-4 with their content.

- a (2) who he is
b (1) why the writer thinks he's amazing
c (3) introduction
d (4) what he did

2b Complete the information about the profile in Ex.1 with dates.

- Biographical data**
(1) 1995 was born
(2) moved to London
- Achievements**
(3) launched *Summy*
(4) sold *Summy*
(5) started *Sphere Knowledge*

24

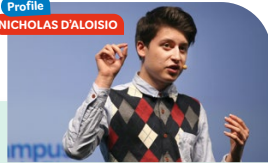
twenty-four

Cyber Homework 5

WB p. 137

Profile

NICHOLAS D'ALOISIO



- 4 I think that Nicholas is amazing because he shows that age is not as important as we think. With a good idea, you can earn a lot of money and offer people a good service at any age!

GLOSSARY

programming programmazione
summarises riassume
start-up start-up

3 Complete the sentences with the missing prepositions.

- 1 He was born _____.
2 _____ seven years in Melbourne, he moved to London.
3 _____ the age of 16, he launched an app.
4 _____ the same year, he started working for Yahoo.
5 He worked at Yahoo _____ 2013 _____ 2015.

Options

4 Choose option A or B.

A Write a profile of a classmate (100-150 words). Interview him/her before you start writing.

Ask about:

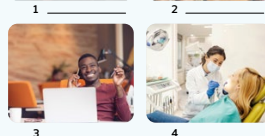
- when and where he/she was born.
- important dates in his/her life so far.

B Do some research and write a profile of an amazing teenager (120-150 words).

Vocabulary

1 Write the jobs under the photos.

builder • dentist • factory worker
office worker • personal trainer • waiter



2 Match the sentence halves.

- 1 ____ My favourite actors are ...
2 ____ Jade wants to be a software developer ...
3 ____ Maria is a musician ...
4 ____ Both my parents are nurses ...
5 ____ Engineers design and ...
6 ____ My favourite influencer ...
7 ____ Our police officers ...
8 ____ I need to find a mechanic ...
- a because she loves computers.
b in a famous orchestra.
c makes videos about travelling.
d at the same hospital.
e because my car isn't working.
f make the city a safer place.
g Jenna Ortega and Chris Hemsworth.
h build machines and buildings.

Quizzydoo

Grammar

3 Complete the sentences with the present simple or present continuous.

- 1 Quiet, please – I _____ (watch) a film.
2 We _____ (always / go) climbing on Mondays.
3 Look! Where _____ (Joe / go)?
4 I really _____ (not understand) this science homework.
5 What _____ (you / do) after school?
6 Mrs Martin _____ (not work) here.

4 Complete the dialogue with *be going to* and the verbs in brackets.

- Leo Hey, Mum. Freddie's having a party on Saturday night. Can I go?
Mum Saturday? Yes, that's fine. OK, so you _____ (not be) here for dinner.
Leo That's right. Oh, and I _____ (ride) my bike there.
Mum Hmm, no. I can take you and bring you home after the party. _____ (you / take) anything to the party?
Leo Yes, _____, I _____ (take) some crisps. Freddie's mum _____ (make) a chocolate cake.
We _____ (not have) any healthy food!

5 Add missing commas (,) to the relative clauses if needed.

- 1 The hotel that we go to has got a sauna.
2 When I opened the big door which wasn't easy the alarm rang!
3 I bought six cakes which was a total of £3 and gave three to Sid.
4 The concert that we saw in Berlin was better than this.
5 I saw the girl who told us about the new cinema again today.

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twenty-five

A profile of a person

- 1 Gli studenti leggono la domanda e scorrono velocemente il testo per trovarvi la risposta.

Answer key

It automatically summarises newspaper articles and other material.

GLOSSARY

L'insegnante segnala agli studenti la presenza di un glossario con alcune parole chiave che possono aiutare nella comprensione del testo.

- 2a Facendo riferimento al testo dell'esercizio 1, gli studenti associano i titoli ai paragrafi. L'insegnante invita gli studenti a motivare le proprie scelte facendo riferimento alle informazioni contenute nei paragrafi.

Answer key

a 2; b 4; c 1; d 3

- 2b Leggendo il testo con maggiore attenzione, gli studenti completano la scheda relativa al protagonista della storia con i dati richiesti.

Answer key

1 1995; 2 2002; 3 2011; 4 2013; 5 2015

- 3 Gli studenti si concentrano sull'uso corretto delle preposizioni in una frase, completando il testo. Svolgono l'esercizio individualmente e verificano a coppie.

Answer key

1 in; 2 After; 3 At; 4 In; 5 from, until/to

Options

- 4 Gli studenti scelgono tra due diverse opzioni per la scrittura del profilo di una persona: un compagno o una compagna di classe, da intervistare, oppure un personaggio noto.

Answer key

Students' own answers

EXTRA PRACTICE

Cyber Homework 5; WB p. 137

Vocabulary

- 1** Gli studenti associano i nomi dei mestieri alle fotografie.

Answer key

1 *personal trainer*; **2** *waiter*; **3** *office worker*; **4** *dentist*;
5 *builder*; **6** *factory worker*

- 2** Individualmente, gli studenti associano le due metà di frasi. Si verifica tutti insieme leggendo a turno le frasi complete ad alta voce.

Answer key

1 *g*; **2** *a*; **3** *b*; **4** *d*; **5** *h*; **6** *c*; **7** *f*; **8** *e*

Grammar

- 3** Gli studenti lavorano a coppie, scegliendo tra *present simple* e *present continuous* per completare le frasi.

Answer key

1 *'m/am watching*; **2** *always go*; **3** *is Joe going*;
4 *don't understand*; **5** *are you doing*; **6** *doesn't work*

- 4** Gli studenti ripassano la forma di *be going to*, che usano per completare le frasi dell'esercizio. Verificano le risposte a coppie.

Answer key

1 *aren't going to be*;
2 *'m/am going to ride*;
3 *Are you going to take*;
4 *I am*;
5 *'m going to take*;
6 *'s/is going to make*;
7 *aren't going to have*

- 5** Gli studenti si esercitano nell'uso delle frasi relative.

Answer key

1 correct
2 When I opened the big door, which wasn't easy, the alarm rang!
3 I bought six cakes, which was a total of £3, and gave three to Sid.
4 correct
5 correct

EXTRA PRACTICE

 Quizzydoo – Vocabulary Quiz

SUSTAINABLE DEVELOPMENT GOALS



Women in STEM



1a Before you watch, discuss the questions.

- 1 What subject do you think the students in the photo are learning?
- 2 Do you study this subject at school?
- 3 Is it a popular subject? Does everyone do it?

1b Watch the video. What difference between boys and girls at school are Jack and Mia talking about?

1c What does 'STEM' mean?

1d Watch again. Read sentences 1-7. Then complete them with the percentages.

- 1 Only 25 % of British girls aged 16-18 study physics.
- 2 Only 15 % of British girls aged 16-18 study computer science.
- 3 Only 10 % of maths students at British universities are female.
- 4 Only 5 % of engineering students at British universities are female.
- 5 Only 10 % of students with a STEM qualification from British universities are female.
- 6 Only 10 % of science researchers are female.
- 7 Only 10 % of people in STEM jobs are female.

26

twenty-six

READING

2a Read and listen to the profiles of two scientists on page 27. What were they famous for?

2b Complete the sentences with one word.

- 1 Sophia Jex-Blake wanted to study _____ at university.
- 2 Universities in _____ didn't let women study this subject.
- 3 She studied at Edinburgh University, but didn't receive a _____ from there.
- 4 She helped other women learn how to become _____.
- 5 Nancy Roman was a _____ when she decided she wanted to be a scientist.
- 6 She was the first female scientist to have a top job at _____.
- 7 Her most famous achievement is her work on a _____.
- 8 NASA have given Nancy's _____ to an important new invention.

PROJECT

3a Go online Choose two women scientists from your country to research. Choose scientists from different time periods.

- Make notes about:
- the area of science they worked in.
 - the jobs they have had / had.
 - their biggest achievements.
 - how unusual it is/was to be a woman in their area of science.
 - any quotations from them about science.

3b Organise Write profiles of the scientists and find photos to go with them.

3c Production Display your final profiles to the class.

3d Read everyone's profiles. Which scientists are the most interesting? Why?

KEY WORDS astronomer • discoveries • night sky • planets • space • stars • telescope • universe

TWO incredible women scientists

SOPHIA JEX-BLAKE

Medicine

Sophia Jex-Blake was born in England in 1840. As a young woman, she decided that she wanted to go to university. English universities started accepting female students in 1868, but Sophia was interested in the only subject that they were not **allowed** to study – medicine. Sophia decided to try a Scottish university instead. She and six other women fought to become medical students at the University of Edinburgh – and they won. The 'Edinburgh Seven' studied medicine at the university, but they weren't allowed to work in hospitals or to receive a **degree** at the end of their studies. In 1877, Sophia qualified as a doctor in Switzerland instead. Sophia worked as a doctor and opened 'Schools of Medicine for Women', in both London and Edinburgh so that other women could become doctors, too. She was one of the first women in the world to become a doctor, which inspired others to follow her.

GLOSSARY
allowed permesso
degree laurea



Options

BASIC ENRICHEN

A2, B1, B2



NANCY ROMAN

Astronomy

Nancy Roman was born in the US in 1925. She loved looking at the night sky, and when she was 11, she organised an astronomy club for her friends. Soon after, she decided that she wanted to become an astronomer. Nancy studied astronomy at university. In 1959, she got a job at NASA – the US's space programme. She became the first woman to have an important position there. At NASA, Nancy helped to develop the **Hubble Space Telescope**, which went into space in 1990, and still sends back images to Earth! Hubble has taken images of our nearest planets, and also some of the furthest stars in the universe. Because of its discoveries of **new moons** and **black holes** we now think about space differently, and it helped us to **measure** the age of the universe itself. NASA are now developing a new space telescope that can see a hundred times further than Hubble. It is called the Roman Space Telescope, after Nancy.

GLOSSARY
Hubble Space Telescope telescopio spaziale Hubble
moons lune
black holes buchi neri
measure calcolare

twenty-seven

27

Women in STEM

L'insegnante mostra qualche fotografia di donne scienziate (per esempio Maria Salomea Curie, Rita Levi Montalcini, Rosalind Franklin, Lisa Meitner etc.) usando la lavagna interattiva e chiede agli studenti se le conoscono.

- 1a Prima di guardare il video, gli studenti rispondono alle domande dell'esercizio, facendo riferimento alla materia mostrata nella foto.

Answer key

1 science/chemistry; 2-3 Students' own answers

- 1b Gli studenti guardano il video e rispondono alla domanda circa le differenze tra maschi e femmine a scuola in base a ciò che ascoltano.

Answer key

Many more boys/men study science and work in science than girls/women

- 1c L'insegnante cerca di capire se gli studenti conoscono il significato della sigla STEM.

Answer key

STEM stands for 'Science, Technology, Engineering, Maths.'

- 1d Prima di riguardare il video, gli studenti leggono le frasi dell'esercizio, in modo da poter anticipare le possibili risposte. Poi guardano il video e completano le frasi con le percentuali mancanti. Si verifica in plenaria.

Videoscript

Mia Hi there. Today we're going to talk about people in science. But first, I want to ask you, Jack – what's your favourite subject at school?

Jack Well, I guess I must be a little strange – because it's maths!

Mia Hey, don't apologise. I like maths, too! And physics, and chemistry. But sometimes I think that I'm quite unusual, because more boys than girls usually choose those subjects. Here in the UK, if we stay at school after we're 16, we choose three or four subjects to study. Some subjects are much more popular with boys, or with girls.

For example, with physics, only around 25% of the students are girls ... and with computer science, only 15% of the students are girls.

Jack And those figures make a big difference at university, too, because to study certain subjects at university, you have to study them at school first. There's a big divide at universities in the UK. Only 39% of maths students at university are girls. And that number goes down to just 19% for engineering.

Mia In total, only 26% of women who leave university in the UK will have a degree in 'STEM' – that's science, technology, engineering or maths.

Jack STEM is obviously incredibly important to our modern world. We need scientists so that we can keep improving our healthcare ... exploring space ... and solving the world's environmental problems.

Mia But the low number of girls who study science and technology subjects at school or university obviously means that women who work in science are still a minority.

Jack Across the world, only 30% of science researchers who work in STEM are women, and 28% of people who work in STEM jobs are women.

Mia In the past, some girls have seen science and maths as "masculine" subjects.

Jack That's stopped them from choosing those subjects, which means that science and maths classes are full of boys ...

Mia ... which means, of course, that those subjects appear "masculine". It's a circle that goes round and round! The situation is getting a little better each year, but progress is very slow. It's silly to think that some subjects are just for boys and some just for girls. So, come on girls, let's make a difference! See you next time.

Jack Bye!

Answer key

1 25; 2 15; 3 39; 4 19; 5 26; 6 30; 7 28

READING

2a  014 Gli studenti leggono e ascoltano il testo della pagina successiva (pag. 27) e rispondono alla domanda.

Answer key

Sophia Jex-Blake was famous for being an early female doctor, and Nancy Roman was famous for being an astronomer at NASA.

2b Gli studenti completano le frasi. Verificano in coppia.

Answer key

1 medicine; 2 England; 3 degree; 4 doctors; 5 child; 6 NASA; 7 telescope; 8 name

PROJECT

3a  **Go online** A gruppi, gli studenti ricercano materiale e informazioni su due scienziate italiane.

3b **Organise** Gli studenti realizzano i profili delle scienziate e cercano materiale fotografico per accompagnare la parte testuale della ricerca.

3c **Production** Gli studenti, a gruppi, mostrano la loro ricerca alla classe.

3d In plenaria, vengono letti tutti i profili e gli studenti parlano delle scienziate che li colpiscono di più, offrendone la motivazione.

Answer key

Students' own answers

page 27

GLOSSARY

Parole utili per comprendere i testi.

Options

BASIC and ENRICHED

Basic text p. 6

Il testo *Two incredible women scientists* in versione basic presenta una lunghezza inferiore e strutture morfosintattiche più accessibili rispetto a quello standard presente nel libro di testo. Decidete a chi assegnarlo e come, compatibilmente con le attività che avete progettato per la classe.

Enriched text p. 7

Il testo *Two incredible women scientists* in versione enriched presenta una lunghezza superiore e un lessico più ampio rispetto a quello standard presente nel libro di testo. Decidete a chi assegnarlo e come, compatibilmente con le attività che avete progettato per la classe.

Decidete a chi e con che modalità assegnare la versione *basic* o *enriched* di *Two incredible women scientists* 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+.