CAMBRIDGE

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

Options 1

Student's Book & Workbook



NUOVE INDICAZIONI NAZIONALI

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

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

INTRODUCING OPTIONS

HELBLING

INTRODUCING *OPTIONS* 1



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

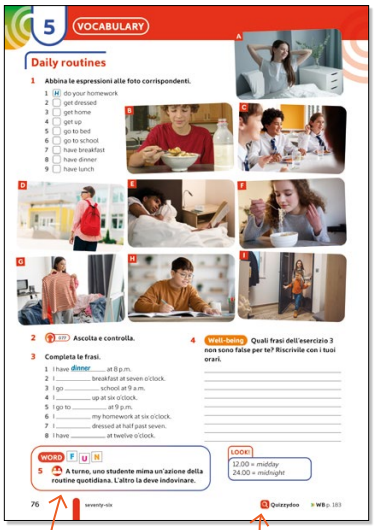
Student's Book

DIALOGUE





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





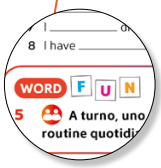
I video danno vita ai dialoghi.



Utili espressioni di uso colloquiale.



Attività relative agli esami evidenziate in tutto il corso.



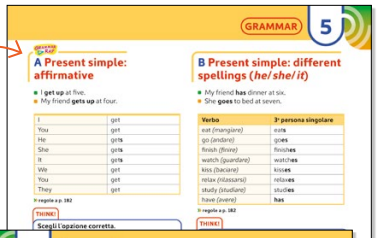


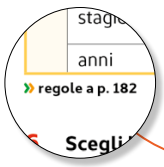
Esercizi divertenti per chiudere la lezione.

GRAMMAR

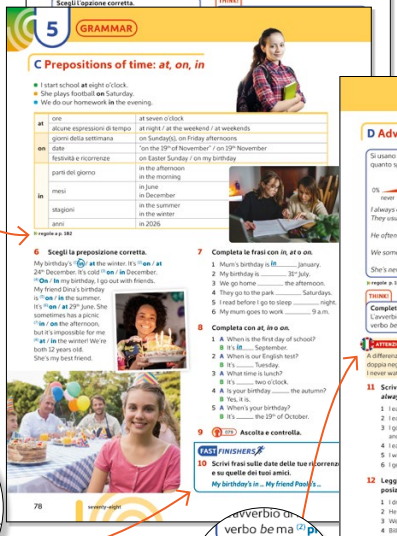


Grammar rap videos.



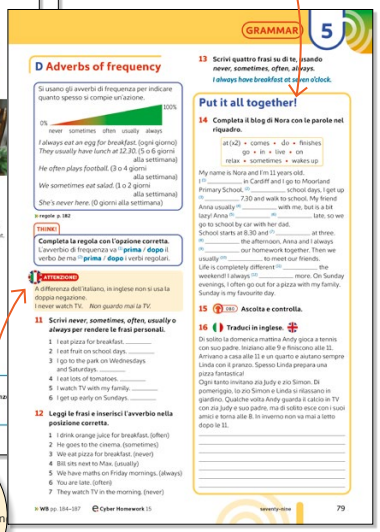


Rimando alle regole grammaticali nel *Workbook*.





Sezione di grammatica sommativa.





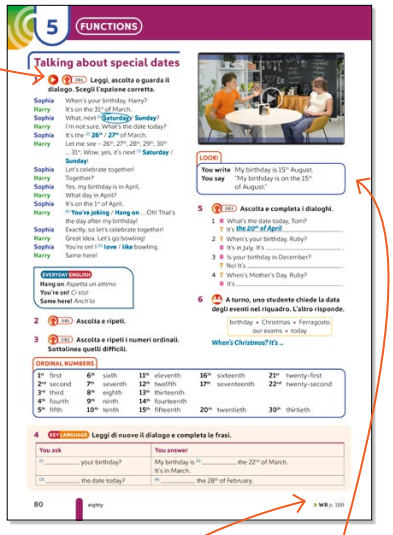


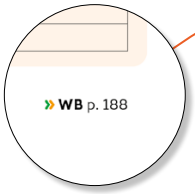
Segnala errori comuni e trappole da evitare.

FUNCTIONS



Simpatiche situazioni comunicative di vita quotidiana.





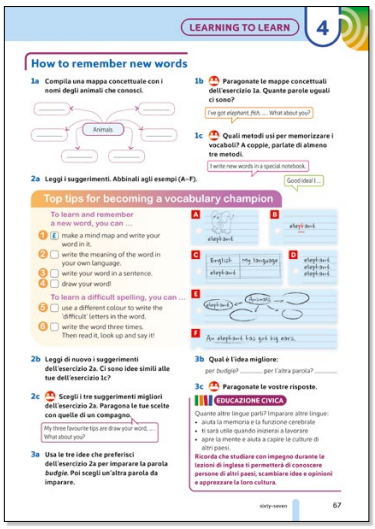
Rimando al *Workbook*.



Aspetti linguistici importanti o interessanti.

LEARNING TO LEARN

Apprendi strategie per imparare a studiare meglio.



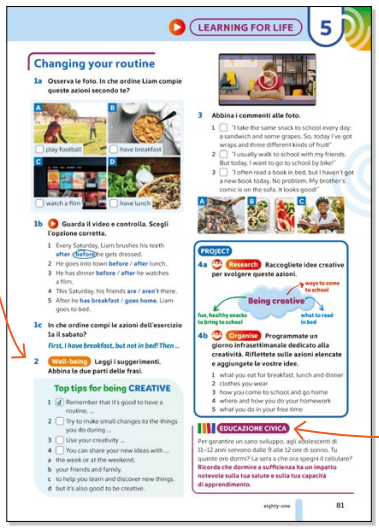


Well-being: attività che promuovono il benessere personale e quello degli altri.

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

LEARNING FOR LIFE

Impara strategie per migliorarti.

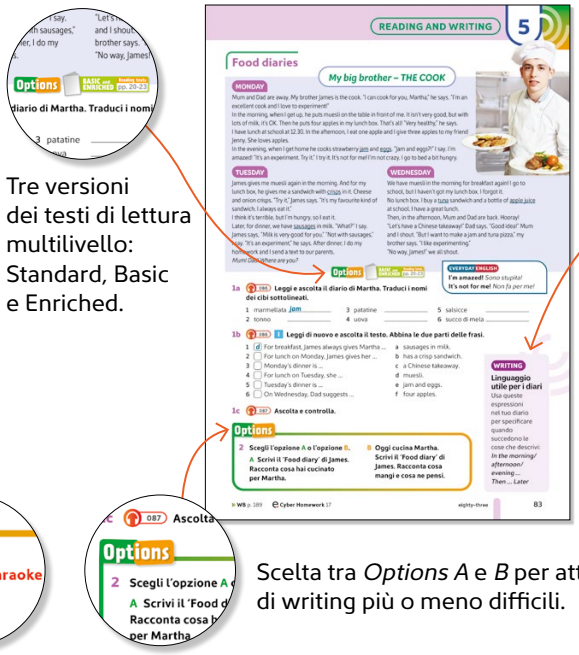


LISTENING AND SPEAKING



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

READING AND WRITING



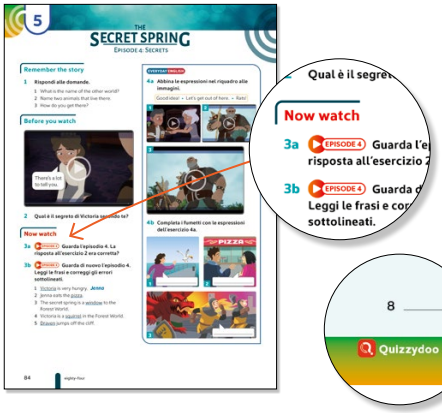
Tre versioni dei testi di lettura multilivello: Standard, Basic e Enriched.

Suggerimenti per strategie di *Writing*.

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

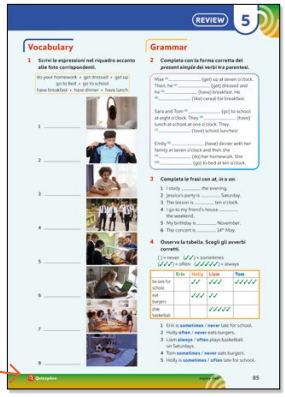
THE SECRET SPRING

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



REVIEW

Ripasso di tutta la lingua dell'unità.



SUMMATIVE REVIEW

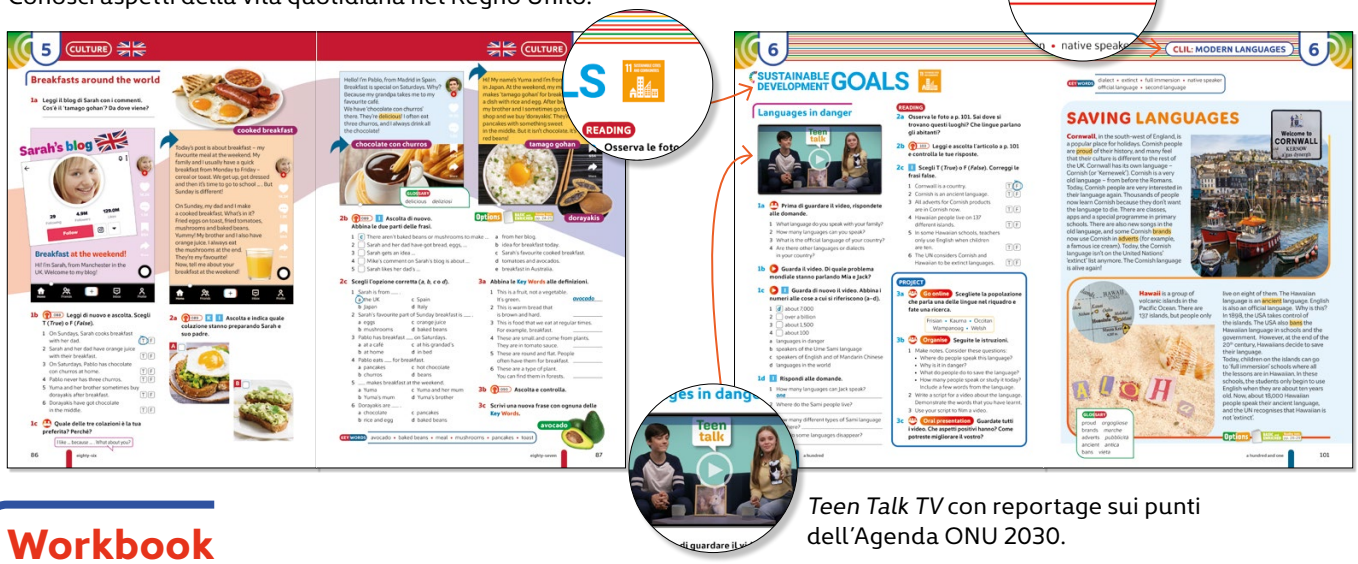
Esercizi sommativi dei principali aspetti grammaticali.



CULTURE

Conosci aspetti della vita quotidiana nel Regno Unito.

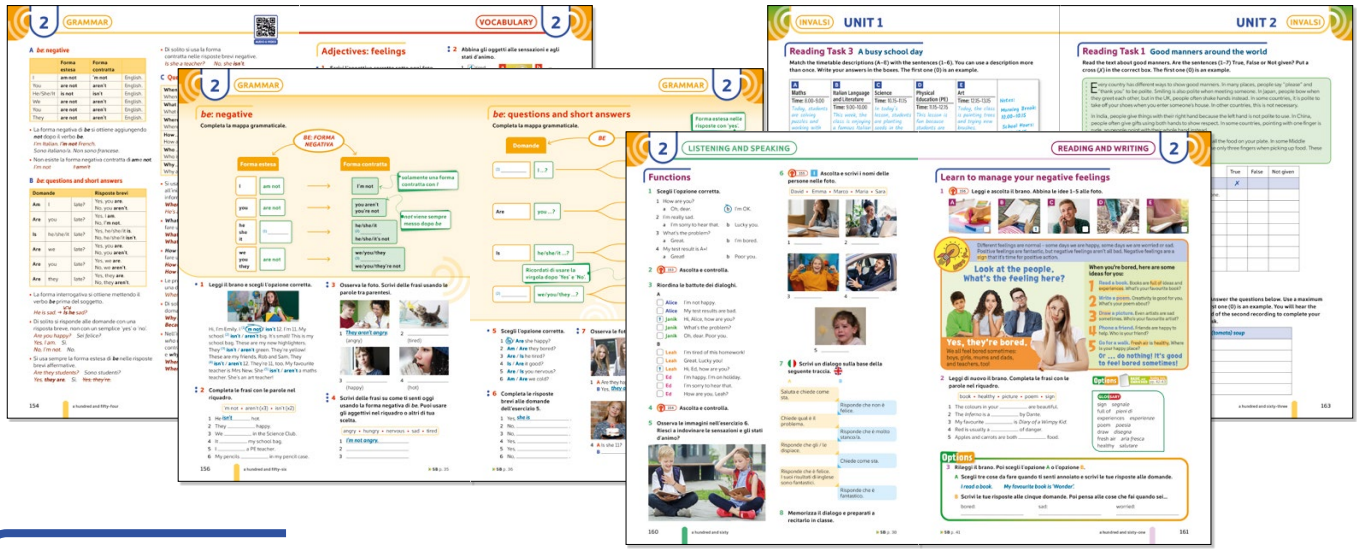
SDG/CLIL



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

Workbook

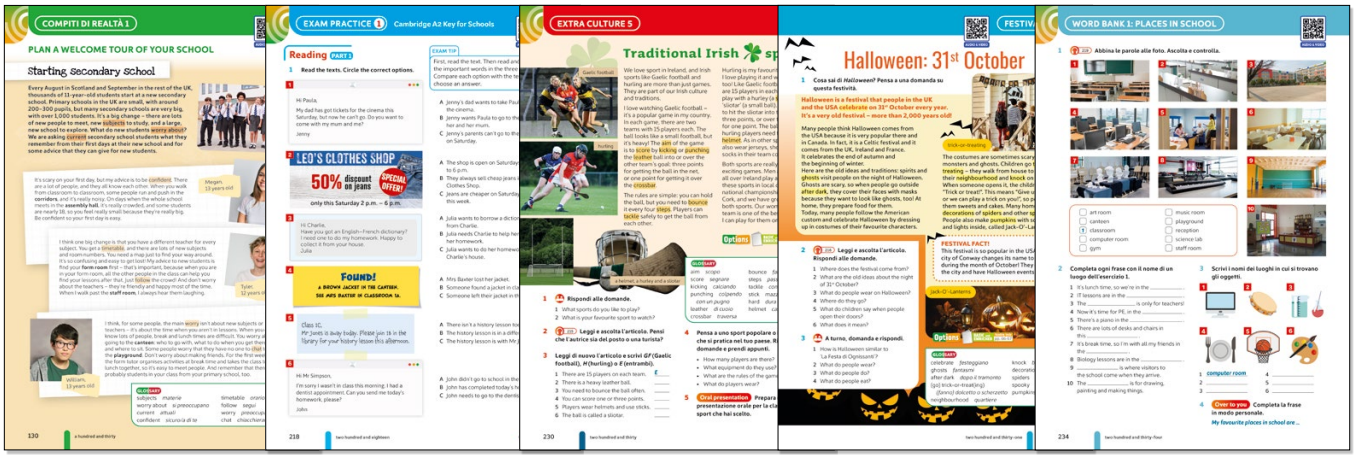
Ogni unità nel *Workbook* inizia con la regola grammaticale. A seguire pagine di esercizi grammaticali con mappe concettuali. Seguono esercizi di lessico, funzioni linguistiche e abilità.



Extra material

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

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



Il digitale

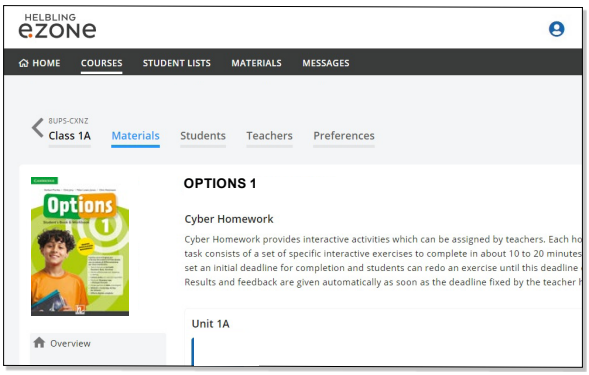


Student's and Workbook e-book+ è la versione interattiva del tuo libro con audio, video, *Dialogue Karaoke* e gli esercizi interattivi con correzione automatica.
Basic and Enriched Reading texts e-book+ include tutti gli audio relativi ai testi di lettura.

AUDIO & VIDEO

Accesso immediato a tutti i contenuti audio e video.

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



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



e-readers graduati con esercizi interattivi e quiz.

Quizzydoo

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

Extra online practice
Esercitazioni extra con autocheck.

Exam practice
Esami extra a livello CEFR A2 con autocheck.

Your video options

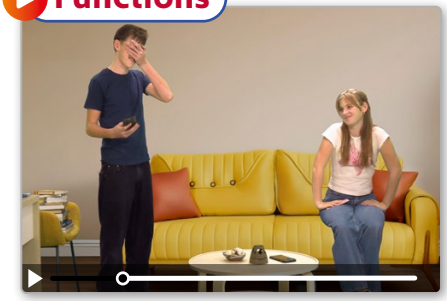
The After-School Club



Grammar raps



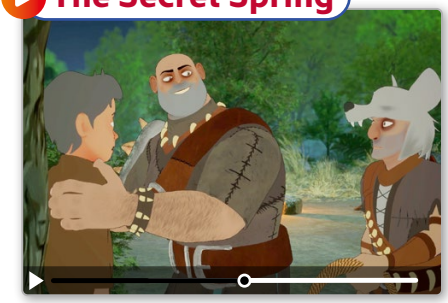
Functions



Learning for life



The Secret Spring



Sustainable Development Goals



CONTENTS

Starter
pp. **10–17**

Numbers and colours | Telling the time | Days, months and seasons | The alphabet and the classroom

	VOCABULARY	GRAMMAR	FUNCTIONS
1 I'm in Class 7B pp. **18–31** 	**School subjects** **Classroom objects** **Word bank 1** Places in school p. 234	**A** Subject pronouns **B** *be*: affirmative **C** Possessive adjectives	**In the classroom**
REVIEW p. **29**			
2 How are you? pp. **32–45** 	**Adjectives: feelings** **Word bank 2** Appearance p. 235	**A** *be*: negative **B** *be*: questions and short answers **C** Question words	**Expressing and responding to feelings**
REVIEW p. **43**			
3 Are there any apples? pp. **46–59** 	**House and home** **Word bank 3** House and furniture p. 236	**A** Prepositions of place **B** *there is / there are*: affirmative and negative **C** *Is there ...? / Are there ...?* **D** *some / any*	**Describing location**
REVIEW p. **57**			
4 I've got a pet pp. **60–73** 	**Animals** **Word bank 4** Animal bodies p. 237	**A** *have got*: affirmative **B** *have got*: negative **C** *have got*: questions and short answers **D** The possessive *'s*	**Reacting**
REVIEW p. **70** SUMMATIVE REVIEW 1–4 p. **71**			
5 I get up at five! pp. **74–87** 	**Daily routines** **Word bank 5** Daily routines (2) p. 238	**A** Present simple: affirmative **B** Present simple: different spellings (*he/she/it*) **C** Prepositions of time: *at, on, in* **D** Adverbs of frequency	**Talking about special dates**
REVIEW p. **85**			

Everyday objects, plurals and *this/that/these/those*	Countries and nationalities	Common adjectives	Meet the After-School-Club gang!

LEARNING TO LEARN LEARNING FOR LIFE	LISTENING AND SPEAKING	READING AND WRITING	THE SECRET SPRING
Learn how to listen and understand Tips for improving listening skills. EDUCAZIONE CIVICA	**Talking about school** Listen and talk about classroom objects and school subjects. **Pronunciation** rhythm	**A boarding school** *A different school* Understand a short text about a boy from the USA. Write a text about yourself. **Writing tip** L'uso della lettera maiuscola	**Episode 1** The Breakout
CULTURE **Life in the UK** pp. **30–31**			
Good manners Increase awareness of how to be polite in different situations. EDUCAZIONE CIVICA	**Talking about feelings** Talk about how someone is feeling from pictures. Listen and identify adjectives about feelings. **Pronunciation** /æ/ and /ʌ/	**Our feelings** *Learn to manage your feelings* Read a text about managing emotions. Write a short rhyme. **Writing tip** *and* e *but*	**Episode 2** Two Worlds
Amazing athletes (SDG 10) CLIL: Physical education **Adaptive sports** pp. **44–45**			
Learn how to expand your vocabulary Tips for improving your vocabulary.	**Describing your home** Listen to three teenagers describing their favourite room. Describe your favourite room. **Pronunciation** stress and syllables	**Holiday homes** *Houses by the sea!* Understand a text about houses by the sea. Write a description of a house you know. **Writing tip** L'uso degli aggettivi	**Episode 3** Victoria
CULTURE **Houses in the UK** pp. **58–59**			
How to remember new words Tips for memorising new vocabulary. EDUCAZIONE CIVICA	**Where is it?** Listen to a series of short recordings. Adapt and role-play model dialogues. **Pronunciation** sentence stress	**Facts about pets** *Pets in numbers!* Understand a text on pets in the UK and USA with a focus on numbers. Write notes and add to the text. **Writing tip** Evitare le ripetizioni	
Wild and free (SDG 15) CLIL: Geography **Back to the rainforest** pp. **72–73**			
Changing your routine Tips for making your daily routine a bit different. EDUCAZIONE CIVICA	**Describing routines** Listen to two people's routines. Ask and answer about daily routines. **Pronunciation** syllables	**Food diaries** *My big brother – the cook* Understand a text about someone's meal planning. Write a food diary. **Writing tip** Linguaggio utile per i diari	**Episode 4** Secrets
CULTURE **Breakfasts around the world** pp. **86–87**			

CONTENTS

	VOCABULARY	GRAMMAR	FUNCTIONS
6 Do you like sport? pp. **88–101**	**Family** **Word bank 6** Personality p. 239	**A** Present simple: negative **B** Present simple: questions and short answers **C** Present simple: question words	Talking about family
REVIEW p. **99**			
7 Can you write? pp. **102–115**	**Our bodies** **Word bank 7** Verbs of movement p. 240	**A** *can*: affirmative and negative **B** *can*: questions and short answers **C** Imperatives **D** Object pronouns	Talking about ability
REVIEW p. **113**			
8 I'm wearing a T-shirt pp. **116–129**	**Clothes** **Word bank 8** Clothes (2) p. 241	**A** Present continuous: affirmative **B** Present continuous: negative **C** Possessive pronouns and *Whose ...?* **D** Present continuous: questions and short answers	At the clothes shop
REVIEW p. **126** SUMMATIVE REVIEW 1–8 p. **127**			

COMPITI DI REALTÀ pp. **130–133**
1 Plan a welcome tour of your school
2 Organise an after-school sports club

Wordlist pp. **134–139**

Pronunciation p. **140**

WORKBOOK pp. **141–217**

EXTRA

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

Extra culture pp. **226–230**
1 Sunday lunch
2 Getting around London
3 School uniforms
4 A British cup of tea
5 Traditional Irish sports

KEY

000 Audio material
Video material
Pairwork
Groupwork
Quizzydoo
K Cambridge A2 Key for Schools
I INVALSI
Options BASIC and ENRICHED Reading texts pp. 00-00
Texts with Basic and Enriched versions

LEARNING TO LEARN LEARNING FOR LIFE	LISTENING AND SPEAKING	READING AND WRITING	THE SECRET SPRING
Learn how to get your grammar right Tips for improving grammar.	**Describing your family** Listen to and understand spellings of family names. Talk about your family. **Pronunciation** spelling	**Different families** *Who's the boss?* Understand a text about the family life of elephants. Write a short paragraph about the family life of an animal. **Writing tip** *so* e *because*	**Episode 5** The Storm Approaches
Languages in danger (SDG 11) CLIL: Modern languages **Saving languages** pp. **100–101**			
Thinking ahead Focus on the importance of consequences. EDUCAZIONE CIVICA	**What's the problem?** Listen to a dialogue about a problem. Act out a dialogue about a problem. **Pronunciation** *can/can't*	**Amazing bodies** *Record-breaking bodies* Understand a text about incredible bodies. Write a short paragraph with facts about human hair. **Writing tip** Fare un esempio	**Episode 6** Escape
CULTURE **Sport in the UK** pp. **114–115**			
What we wear at school Focus on what people wear to school in different countries. EDUCAZIONE CIVICA	**At the market** Listen to a dialogue about buying clothes and answer comprehension questions. Do a role-play about buying clothes. **Pronunciation** /ɜ:/	**Good shopping habits** *Do you need it?* Add headings to paragraphs in a text about things to consider when we buy clothes. Write an email to say thank you. **Writing tip** L'uso dei capoversi	
CULTURE **Traditional clothes around the world** pp. **128–129**			

MAPS **The UK** p. **242** **Europe** p. **243**

Festivals pp. **231–233**

1 Halloween: 31st October
2 Christmas: 25th December
3 Easter

Word banks pp. **234–241**

1 Places in school
2 Appearance
3 House and furniture
4 Animal bodies
5 Daily routines (2)
6 Personality
7 Verbs of movement
8 Clothes (2)

AUDIO & VIDEO

Numbers and colours

1a 001 **Ascolta e ripeti.**

1	one	11	eleven
2	two	12	twelve
3	three	13	thirteen
4	four	14	fourteen
5	five	15	fifteen
6	six	16	sixteen
7	seven	17	seventeen
8	eight	18	eighteen
9	nine	19	nineteen
10	ten	20	twenty

21	twenty-one	55	fifty-five
22	twenty-two	60	sixty
30	thirty	70	seventy
34	thirty-four	76	seventy-six
40	forty	80	eighty
47	forty-seven	90	ninety
50	fifty	100	a hundred

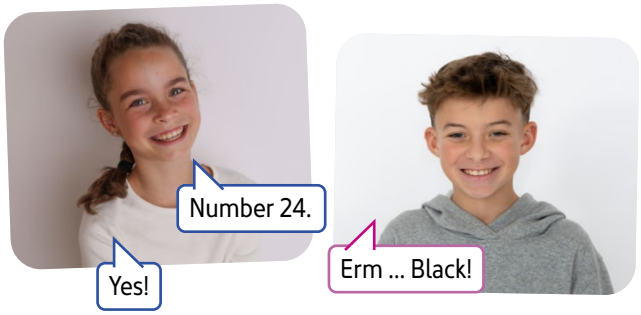
1b 002 **Ascolta e ripeti i colori.**

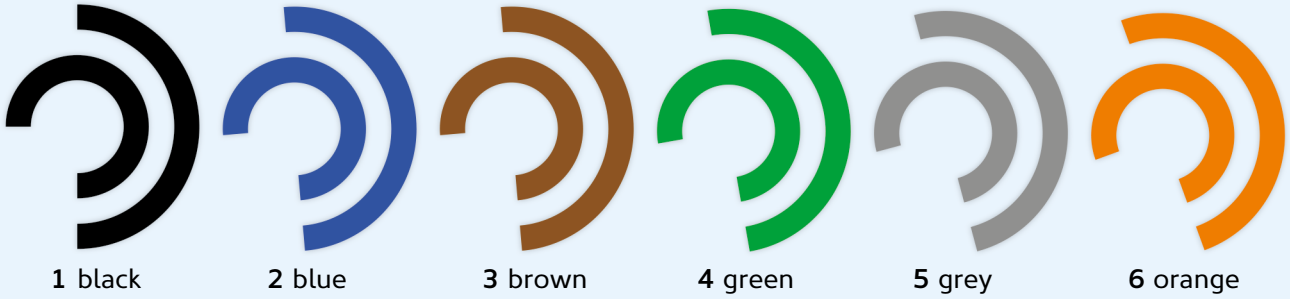
1c 003 **Ascolta e guarda l'esercizio 1a. Rispondi *yes* o *no*.**

You hear	You say
Number seven: pink	Yes.
Number fourteen: blue	No – grey.

1d **Memorizza i colori e i numeri. Poi chiudi il libro e metti alla prova il tuo compagno.**

24	26	38
41	59	67
72	83	99







Telling the time

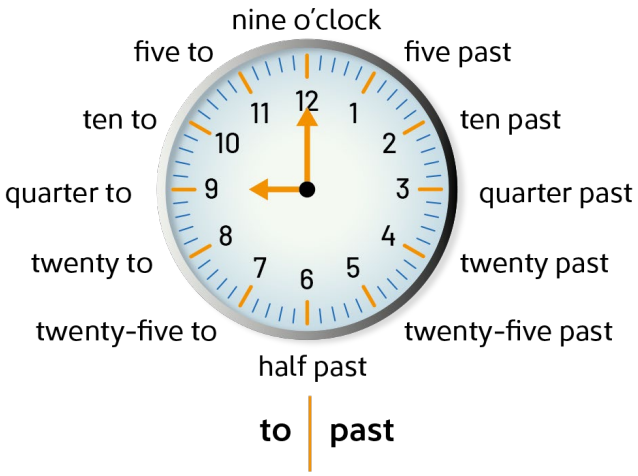
1a 004 **Ascolta e leggi.**

1 It's eight **o'clock**.
2 It's **ten past** ten.
3 It's **half past** two.
4 It's **twenty to** twelve.
5 It's **quarter to** seven.
6 It's **ten to** six.

LOOK!

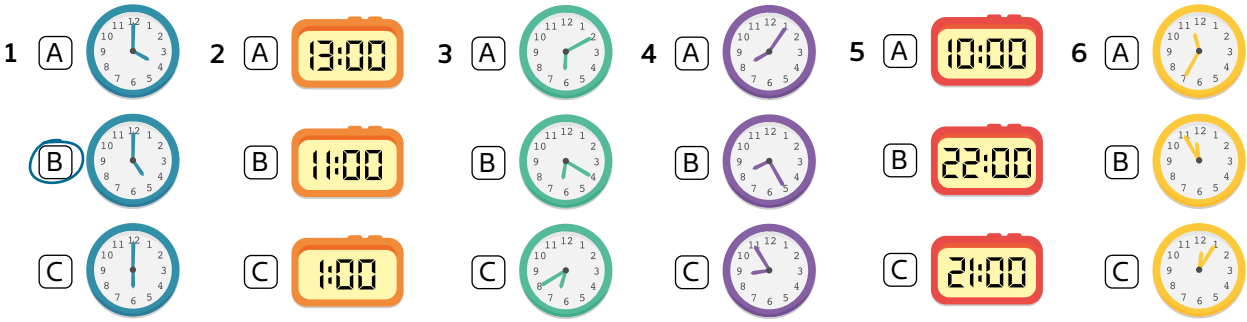
midday = mezzogiorno
a.m. = prima di mezzogiorno
p.m. = dopo mezzogiorno

It's ...

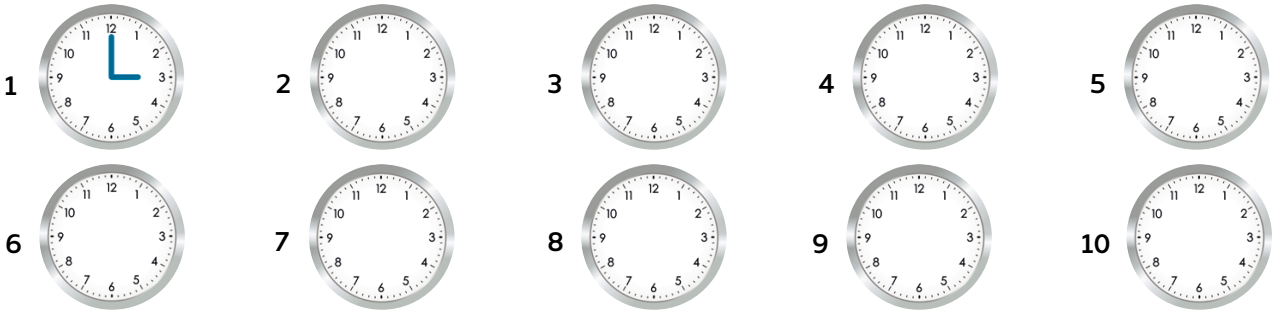


1b 005 **Ascolta e scegli l'ora corretta.**

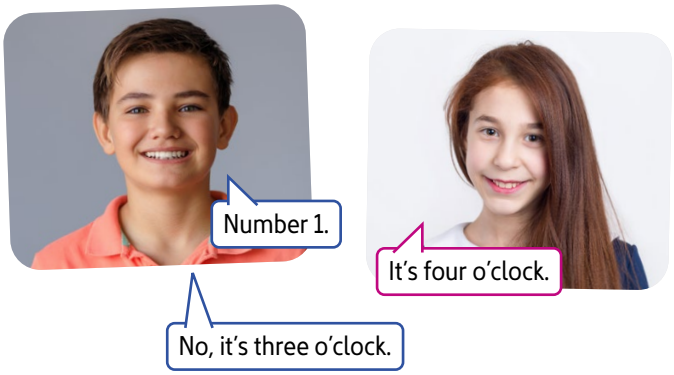
What's the time?



1c 006 **Ascolta e disegna le lancette.**



1d **Chiudi il libro e metti alla prova il tuo compagno.**

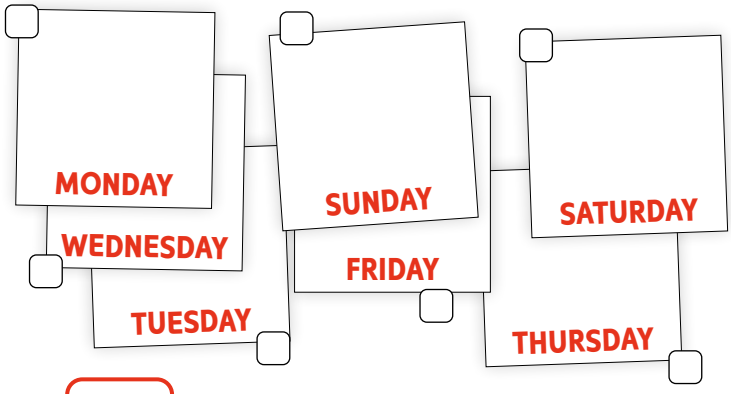


LOOK!

Per chiedere l'ora si possono usare due domande.
What time is it? / What's the time?

Days, months and seasons

1a 007 **Metti in ordine le pagine del calendario. Poi ascolta, controlla e ripeti.**



LOOK!

Monday, Tuesday, Wednesday, Thursday and Friday = weekdays
Saturday and Sunday = the weekend

1b **A turno, uno studente dice un giorno della settimana. L'altro dice il giorno prima e quello dopo.**

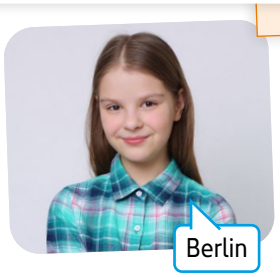

Tuesday


Monday and Wednesday

1c **Memorizza il tour di Saylor Twift. Poi chiudi il libro e metti alla prova il tuo compagno.**



Mon.	**Milan**
Tues.	**Rome**
Wed.	**London**
Thu.	**Madrid**
Fri.	**Paris**
Sat.	**Munich**
Sun.	**Berlin**


Berlin


Sunday

1d **Guarda i mesi e scrivi le stagioni.**

autumn • spring • summer • ~~winter~~

Season	Month	
1 *winter*	December January February	
2 _____	March April May	
3 _____	June July August	
4 _____	September October November	

1e 008 **Ascolta e ripeti.**

LOOK!

In inglese i giorni della settimana e i mesi si scrivono **sempre** con la lettera **maiuscola**, mentre le stagioni no:
It's Wednesday. It's May. It's spring.

1f **Qual è il tuo giorno della settimana preferito? Qual è il mese che ti piace di meno? Scrivili accanto alle emoticon, poi discuti le tue preferenze con un compagno.**

Day 😍 1 _____
😐 2 _____
😣 3 _____

Month 😍 1 _____
😐 2 _____
😣 3 _____

Day, 1, Monday. You?

The alphabet and the classroom

1a 009 **Ascolta e ripeti l'alfabeto.**



1b 010 **Ascolta e pronuncia la lettera successiva.**

1c **A turno, uno studente pronuncia parte dell'alfabeto, poi si ferma e chiede *What's next?* L'altro prosegue con le lettere successive.**

A, B ... What's next?

C, D, E, F, G, H ... What's next?

2 011 **Pronunciation** rhyming letters

Ascolta e ripeti i gruppi di lettere.

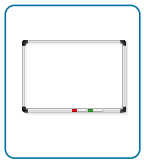
A, **H**, **J**, **K**
B, **C**, **D**, **E**, **G**, **P**, **T**, **V**
F, **L**, **M**, **N**, **S**, **X**, **Z**
O, **I**, **Y**, **R**
Q, **U** and **W**

3a 012 **Ascolta lo spelling e scrivi le parole mancanti.**


1 *chair* _____


2 _____


3 _____


4 _____


5 _____


6 _____

LOOK!

A How do you spell your name, Anna?
B A-**double N**-A. Anna!

3b 013 **Ascolta lo spelling e scrivi le parole.**

1 *pink* _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

4a **A turno, uno studente fa lo spelling del nome di un oggetto dell'esercizio 3a. L'altro scrive la parola e la pronuncia.**

C-H-A-I-R

Chair!

4b **Pensa ad altre parole. Metti alla prova il tuo compagno.**

Everyday objects, plurals and *this/ that/ these/ those*

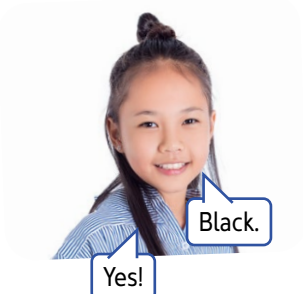
1a **Abbina le parole alle foto.**

1 [C] bag
2 [ ] bike
3 [ ] contact lenses
4 [ ] diary
5 [ ] games console
6 [ ] headphones
7 [ ] key
8 [ ] phone
9 [ ] skateboard
10 [ ] sunglasses
11 [ ] watch
12 [ ] wallet

A 
B 
C 
D 
E 
F 
G 
H 
I 
J 
K 
L 

1b 014 **Ascolta e controlla. Ascolta e ripeti i nomi.**

1c **Memorizza i colori degli oggetti. Poi chiudi il libro. A turno, uno studente dice un colore. L'altro dice il nome dell'oggetto.**





PLURALS

In inglese si aggiunge *-s* per formare il plurale dei nomi. *1 bag → 2 bag**s**, 1 key → 2 key**s***
Se le parole terminano con *-ch, -sh, -s, -x, -z* oppure *-o*, si aggiunge *-es*.
*potat**o** → potat**oes***
Se le parole terminano con consonante *+y*, la *-y* cambia in *-i* e si aggiunge *-es*.
*dia**ry** → dia**ries***

2 **Leggi il riquadro PLURALS. Poi scrivi il plurale delle parole.**

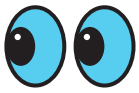
1 bike *bikes*
2 sandwich _____
3 wallet _____
4 box _____
5 family _____
6 boy _____

THIS/THESE/THAT/THOSE

this pen these pens that pen those pens



NEAR



FAR



3a **Abbina le parole alle traduzioni.**

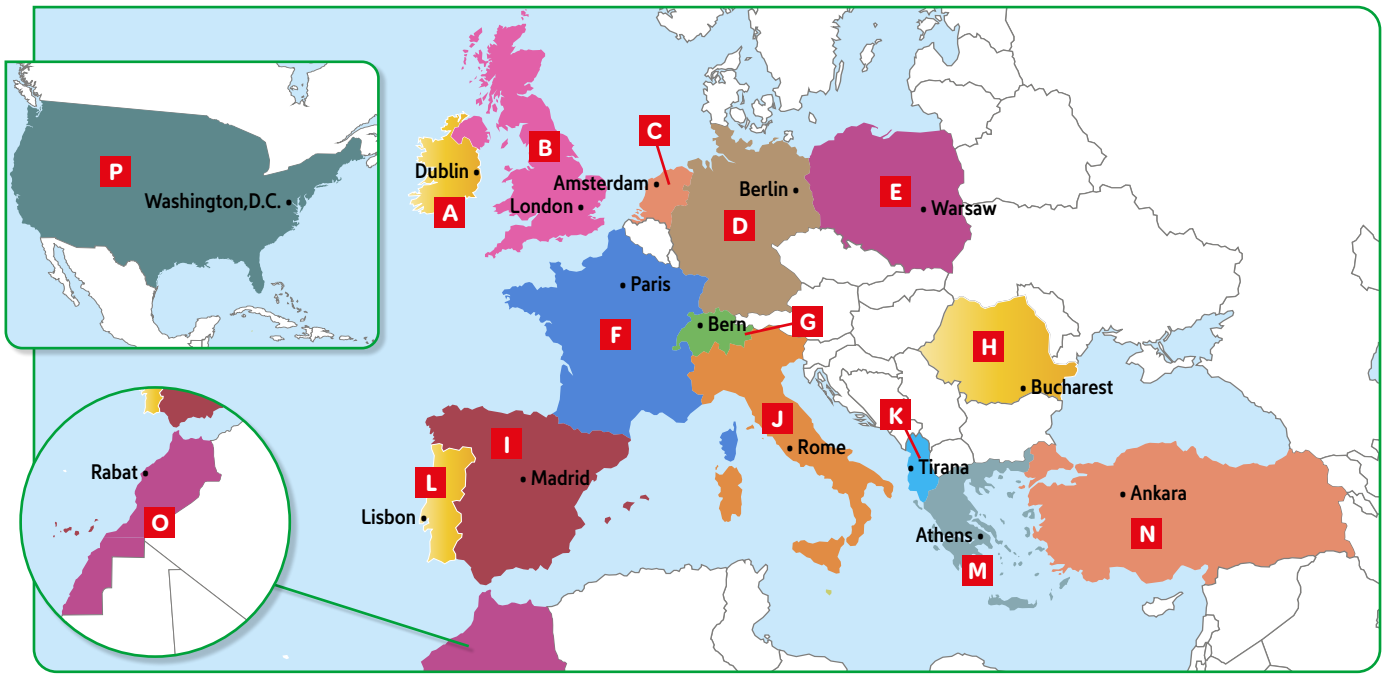
1 [c] this
2 [ ] that
3 [ ] these
4 [ ] those

a *questi/queste*
b *quelli/quei/quelle*
c *questo/questa*
d *quello/quel/quella*

3b **Leggi le parole tra parentesi e scrivi *this, that, these* o *those*.**

1 (near) *these* two keys
2 (far) _____ class
3 (far) _____ friends
4 (near) _____ games console
5 (far) _____ bike
6 (near) _____ contact lenses
7 (near) _____ diary
8 (far) _____ headphones

Countries and nationalities



1a **Osserva la cartina. Abbina i paesi (1–16) alle lettere (A–P) sulla cartina.**

1	J Italy	5	___ Germany	9	___ Ireland	13	___ the United States (the US)
2	___ Romania	6	___ Albania	10	___ Spain	14	___ Poland
3	___ Portugal	7	___ Switzerland	11	___ the United Kingdom (the UK)	15	___ the Netherlands
4	___ Greece	8	___ France	12	___ Türkiye	16	___ Morocco

1b 015 **Ascolta e controlla. Ascolta e ripeti i nomi dei paesi.**

1c 016 **Abbina i paesi della cartina (A–P) agli aggettivi di nazionalità. Poi ascolta, controlla e ripeti gli aggettivi.**

1	K Albanian	7	___ Dutch	13	___ Romanian
2	___ American	8	___ Irish	14	___ Spanish
3	___ British	9	___ Italian	15	___ Swiss
4	___ French	10	___ Moroccan	16	___ Turkish
5	___ German	11	___ Polish		
6	___ Greek	12	___ Portuguese		

ATTENZIONE!

L'Inghilterra è solo uno dei quattro paesi che formano il Regno Unito (**the UK**):
England *l'Inghilterra* (English *inglese*)
Wales *il Galles* (Welsh *gallese*)
Scotland *la Scozia* (Scottish *scozzese*)
Northern Ireland *l'Irlanda del Nord* (Irish *irlandese*; Northern Irish *nordirlandese*; British *britannico*)
Gli aggettivi di nazionalità si scrivono sempre con la maiuscola.

2 **A turno, uno studente dice il nome di un paese sulla cartina. L'altro dice l'aggettivo di nazionalità.**

Spain — Spanish

LOOK!

A Where are you from?
B I'm from Morocco. I'm Moroccan.

3a **A turno, uno studente immagina di essere uno dei seguenti personaggi e dice da dove viene e qual è la sua nazionalità. L'altro indovina il personaggio.**

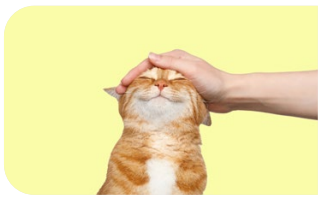
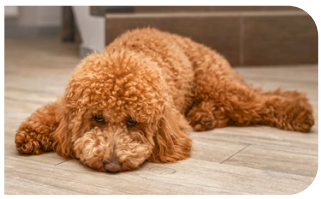
Albert Einstein • Asterix • Billie Eilish
Carlos Alcaraz • Dua Lipa • Frédéric Chopin
James Bond • Roger Federer • Ronaldo

I'm from Portugal. I'm Portuguese. — You're ...

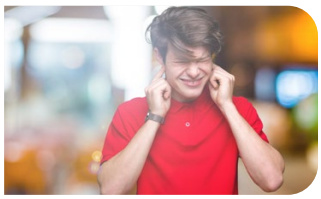
3b **Riesci a pensare a un personaggio per ogni paese indicato sulla cartina?**

Common adjectives

1a **Guarda le foto e scrivi gli aggettivi di significato opposto.**

1 *happy* / sad

2 quiet / _____




3 _____ / old




4 big / _____




5 hot / _____




6 _____ / fast

LOOK!

small = little
*a **small** bag* *a **little** bag*

1b 017 **Ascolta e controlla. Ascolta e ripeti.**

1c **Leggi le parole e scrivi gli aggettivi.**

1 winter *cold*
2 elephant _____
3 Ferrari _____
4 the Colosseum _____
5 heavy metal music _____
6 the weekend _____

1d **Scrivi gli aggettivi di significato opposto a quelli dell'esercizio 1c.**

1 *hot* 3 _____ 5 _____
2 _____ 4 _____ 6 _____

LOOK!

Gli aggettivi si mettono prima del sostantivo e sono invariabili.
*a **hot** coffee two **hot** coffees*

1e **Scrivi descrizioni per le foto 1–4.**




1 *a cold drink* 2 _____




3 _____ 4 _____

1f **Osservate la vostra classe. Scrivete cinque descrizioni. Paragonate le vostre descrizioni con quelle di un'altra coppia.**

a noisy student, a new ...

a noisy classroom, a ...

Meet the After-School-Club gang!

1a 018 **Ascolta. In che ordine parlano? Scrivi 1–4 accanto ai nomi.**



☐ Oliver



☐ Alissa



1 Ahmed



☐ Lily

1b 018 **Ascolta di nuovo. Poi indica le foto e ripeti i nomi.**

1c **Memorizza la tabella per cinque minuti. Poi chiudi il libro. A coppie, formulate domande e risposte sull'età, i colori preferiti e i numeri fortunati dei membri dell'After-School Club. Scrivete le risposte.**

Ahmed. Age?

Thirteen!

Eleven!

	AGE	FAVOURITE COLOUR	LUCKY NUMBER
Ahmed	11	green	9
Lily	12	black	22
Oliver	12	purple	16
Alissa	11	red	4

1d **Riaprite il libro e controllate le risposte.**

1e **Lavorate a gruppi di quattro. Presentatevi ai compagni.**

Hi. I'm Luca. I'm 12. My favourite colour is pink. My lucky number is eight.

» **WB** pp. 142–145

1

AUDIO & VIDEO

I'm in Class 7B



EVERYDAY ENGLISH

How are you? *Come stai?*
I'm fine, thanks. *Sto bene, grazie.*

1 019 **Leggi, ascolta o guarda. Chi sono i nuovi studenti?**

C'è un nuovo studente al club del doposcuola.

Oliver Hello!
Alissa Oh, hi! I'm Alissa.
Oliver Hello, Alissa. My name's Oliver. What's your name?
Ahmed My name's Ahmed.
Alissa How old are you, Oliver?
Oliver I'm 12.
Alissa Oh. I'm 11.
Ahmed I'm 11, too!

Si sente un rumore forte e qualcuno compare alla porta.

Lily Hello, I'm Lily.
Alissa Hi, Lily. How are you?
Lily I'm fine, thanks. And you?
Alissa Yeah, I'm OK, thanks.

2 019 **Guarda di nuovo e ripeti.**

3 A quante di queste domande sai rispondere?

1  My name's **Ahmed** / **Oliver**.

2  Hello. I'm **Lily** / **Alissa**.

3  Hi, I'm _____ .

4  Hi, my name's _____ .

5 **Alissa** How old are you, Oliver?
Oliver I'm _____ .

6 **Alissa** I'm _____ .

4 020 Guarda la seconda parte del video. Completa le frasi con i nomi.

1 I'm *Ahmed* . I'm in Class 7B.
2 This is _____ . She's in 7B, too.
3 And I'm _____ . I'm in 7A.
4 My name's _____ and I'm in 7C.

5 Leggi il dialogo e sottolinea le frasi dell'esercizio 4. Poi recitate il dialogo a gruppi.

Miss Bloom Hello. I'm Miss Bloom.
Students Hello, Miss Bloom.
Miss Bloom And what's your name?
Ahmed I'm Ahmed. I'm in Class 7B. This is Alissa. She's in 7B, too.
Lily And I'm Lily. I'm in 7A.
Miss Bloom And you? What's your name?
Oliver Hello, Miss Bloom. My name's Oliver and I'm in 7C.
Miss Bloom Hi, Oliver! It's nice to meet you all. Oh. And who's this?
Ahmed Hello, I'm Alissa.
Alissa Ha ha, Ahmed.
Miss Bloom Well, hello, Alissa number 2!

6 Completa le frasi con informazioni su di te.

1 Hi, I'm ...
2 I'm in Class ...
3 I'm ... years old.

7 A turno, ciascuno studente usa le frasi dell'esercizio 6 per presentarsi all'altro.

Hi, I'm Dario.

Hi, I'm Luca.

I'm in Class ...





1 VOCABULARY

School subjects

1a **Abbina le materie scolastiche alle immagini.**

1 [C] art
2 [ ] D&T (design and technology)
3 [ ] English
4 [ ] French
5 [ ] geography
6 [ ] history
7 [ ] IT (information technology)
8 [ ] maths
9 [ ] music
10 [ ] PE (physical education)
11 [ ] RE (religious education)
12 [ ] science



1b 021 **Ascolta e controlla.**

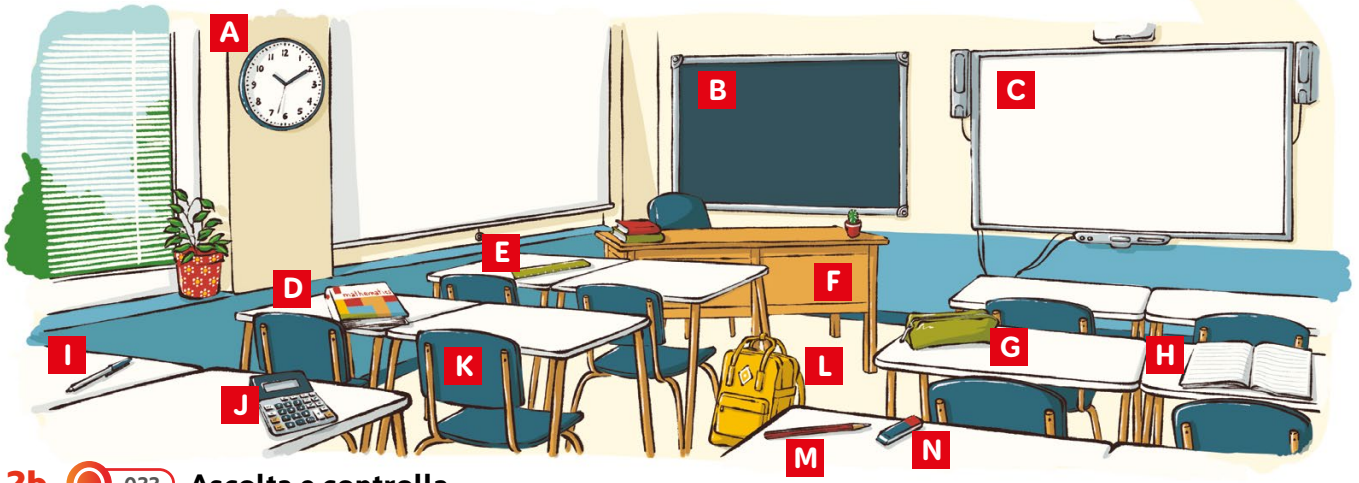
1c **A turno, uno studente dice un giorno. L'altro dice le materie di quel giorno.**

Monday!
French, maths ...

Classroom objects

2a **Osserva l'immagine e abbina le parole agli oggetti.**

1 [B] blackboard
2 [ ] calculator
3 [ ] chair
4 [ ] clock
5 [ ] desk
6 [ ] pen
7 [ ] pencil
8 [ ] pencil case
9 [ ] rubber
10 [ ] ruler
11 [ ] rucksack
12 [ ] textbook
13 [ ] exercise book
14 [ ] interactive whiteboard



2b 022 **Ascolta e controlla.**

2c **A turno, fate domande sugli oggetti dell'esercizio 2a e rispondete.**

What's this?
It's a pencil case.
What colour is it?
It's green.

WORD F U N

2d **Ripeti gli oggetti dell'esercizio 2a che si trovano anche nella tua classe.**

A Subject pronouns

Italian	English
io	I
tu	you
lui	he
lei	she
esso/essa	it
noi	we
voi	you
loro	they

» regole a p. 146

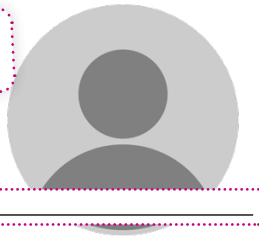
1 **Scegli il pronome soggetto corretto.**

1 (she) / they



Scrivi il tuo nome

2 we / I



_____

3 they / she



4 he / it



5 she / he



2 **Scrivi il pronome soggetto corretto.**

1 Alissa = *she*
2 a pencil = _____
3 Ahmed and me = _____
4 Oliver = _____
5 me = _____
6 four books = _____

B *be*: affirmative

- I'**m** Oliver.
- She'**s** in Class 7B.
- They'**re** students.

Full forms	Short forms
I **am** in Class 7B.	I'**m** in Class 7B.
You **are** in Class 7B.	You'**re** in Class 7B.
He **is** in Class 7B.	He'**s** in Class 7B.
She **is** in Class 7B.	She'**s** in Class 7B.
It **is** in Class 7B.	It'**s** in Class 7B.
We **are** in Class 7B.	We'**re** in Class 7B.
You **are** in Class 7B.	You'**re** in Class 7B.
They **are** in Class 7B.	They'**re** in Class 7B.

» regole a p. 146

THINK!

Completa la regola con l'opzione corretta.

- Per ottenere la forma affermativa contratta di *be*, si sostituisce la prima (1) **consonante** / **vocale** con (2) **un apostrofo** / **una virgola**.

3 **Riscrivi le frasi usando la forma contratta di *be*.**

1 Lily is in the classroom.
Lily's in the classroom.
2 You are in Class 8B.
_____
3 I am American.
_____
4 They are fine.
_____
5 Alissa is a student.
_____
6 We are French.
_____

4 **Completa le frasi usando la forma contratta di *be*.**

1 We *'re* OK!
2 I _____ 14.
3 Miss Bloom _____ a teacher.
4 This pen _____ blue.
5 You _____ in the club.
6 They _____ Italian.
7 Oliver _____ in Class 7C.
8 The calculator _____ on the table.

5 023 **Ascolta e controlla.**

FAST FINISHERS

6 **Scrivi frasi su di te e su un tuo amico. Racconta quanti anni avete, che classe frequentate, la vostra nazionalità e da dove venite.**

I'm Matteo. I'm 14. I'm ...
Elena's 13. She ...

C Possessive adjectives

- **My** name's Oliver.
- **Her** name's Elissa.

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

» **regole a p. 146**

ATTENZIONE!

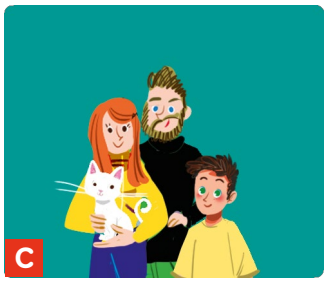
- Non si usano gli articoli (*the, a, an*) con gli aggettivi possessivi. *This is **my** pen. Questa è **la mia** penna.*
- Gli aggettivi possessivi non hanno genere e numero. *These are **my** books.*
- Gli aggettivi possessivi concordano con il possessore, non con la cosa posseduta.
  *This is **Anna** and those are **her** books.*
  *This is **John** and those are **his** books.*

7 **Abbina le frasi alle immagini.**

1 **My** cat is black. = Picture *D*
2 **Your** cat is black. = Picture ___
3 **His** cat is black. = Picture ___
4 **Her** cat is black. = Picture ___
5 **Its** name is Snowy. = Picture ___
6 **Our** cat is white. = Picture ___
7 **Your** cat is white. = Picture ___
8 **Their** cat is white. = Picture ___

















8 **Completa le frasi con l'aggettivo possessivo relativo al soggetto sottolineato.**

1 You're nice. *Your* _____ friends are nice, too!
2 Lily and I are with _____ teacher.
3 Alissa is at school. _____ class is 7B.
4 This is Oliver and that's _____ friend.
5 The students are in _____ classroom.
6 Australia is a big country. _____ capital city is Canberra.
7 I'm a new student. _____ name is Emily.

9 024 **Ascolta e controlla.**

10 **Completa le frasi con *his*, *her* o *its*.**

1 This is Ahmed. *His* _____ teacher is Miss Bloom.
2 Our school is new. _____ classrooms are very big.
3 This is my mum. _____ name is Beth.
4 Alice is with _____ friend, Thomas.
5 That's my dad and that's _____ pen.

FAST FINISHERS

11 **Scrivi frasi su un amico o un familiare. Racconta quali sono i giorni della settimana, le stagioni, i colori e le materie scolastiche che preferisce.**

Massimo is my friend. His favourite ...

Put it all together!

12 **Completa il post del blog con l'opzione corretta (A, B o C).**

Hi. I (1) C Tasha. Welcome to this blog! These (2) ___ my favourite photos!



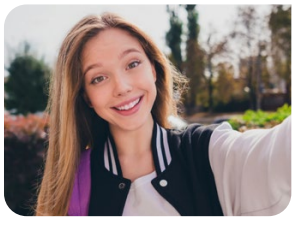
This is (3) ___ brother. (4) ___ name is Ethan. (5) ___ OK, but we (6) ___ very different!



This is (7) ___ grandma. In the photo, it's (8) ___ birthday. (9) ___'s 70 years old.



These are my friends, Fatima and Maria. (10) ___ at school in the photo. (11) ___ rucksacks are cool!



And finally ... me! This photo (12) ___ really cool, right?

	A	B	C
1	's	're	'm
2	am	is	are
3	my	his	your
4	Its	His	Her
5	You're	He's	They're
6	are	am	is
7	our	their	your
8	its	her	his
9	It	He	She
10	It's	They're	You're
11	Their	Your	Its
12	are	am	is

13 025 **Ascolta e controlla.**

14 **Traduci in inglese.**

Mi chiamo Harry. Sono in classe con i miei amici. Si chiamano Cassie e Jack e siamo nella classe 7G. È martedì: lezione di musica! La nostra insegnante è Miss Williams. È fantastica!

In the classroom



1 026 **Ascolta e scegli l'opzione corretta.**

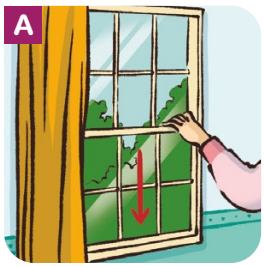
Teacher Good (1) **morning** / **afternoon**, Harry.
Harry Good (2) **morning** / **afternoon**, Mrs Higgins. Sorry I'm late.
Teacher Don't run!
Harry Sorry.
Teacher And Harry. Close the (3) **window** / **door**, please. And ...
Harry Don't run? Sorry!
Teacher Now sit down and open your (4) **bag** / **book**, please.
Harry What page?
Teacher Page (5) **14** / **40**. Read the story and then answer the questions.
Work in (6) **groups** / **pairs**.

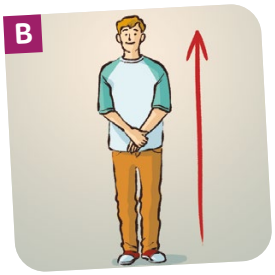
Teacher Pass me your (7) **pen** / **book**, Harry.
Harry OK, here you are.
Teacher And the other book, please!
Harry Oh. Sorry.

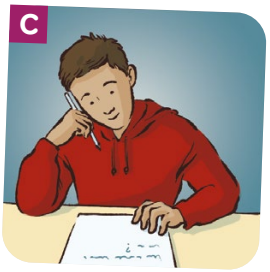
2 KEY LANGUAGE **Leggi di nuovo il dialogo e completa le istruzioni.**

The teacher says ...
Don't (1) *run* .
Close the (2) _____ .
Open your (3) _____ .
Read the (4) _____ .
Answer the (5) _____ .
Work in (6) _____ .
Pass me your (7) _____ .
Sit down. / Stand up.

3 **Abbina le frasi alle immagini.**



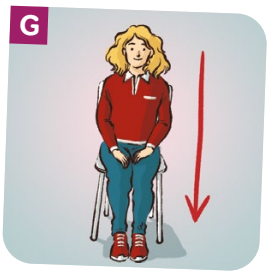














1 *E* Don't talk.
2 ___ Open the door.
3 ___ Close the window.
4 ___ Stand up.
5 ___ Sit down.
6 ___ Read the question.
7 ___ Work in groups.
8 ___ Pass me your pen.

4 **A turno, uno studente dice un'azione e l'altro la compie.**

Stand up!

Pass me your book!

» WB p. 152

Learn how to listen and understand

1a **Spunta (✓) le opzioni vere per te.**

1 How I prepare for a listening activity
- ☐ I read the instructions and look at the exercise.
- ☐ I think about the topic and the words I know.

2 How I listen
- ☐ I try to understand all the words.
- ☐ I try to understand the important words.

3 How I answer
- ☐ When I can't answer a question, I stop.
- ☐ When I can't answer a question, I try to answer the next one.

1b **Paragona le tue risposte dell'esercizio 1a con quelle di un compagno. Quante risposte uguali avete dato?**

2a **Leggi i suggerimenti e completali con i titoli nel riquadro.**

After you listen • Before you listen
While you listen



TOP TIPS FOR BECOMING A LISTENING CHAMPION

(a) _____

1 Read and understand the exercise instructions.
2 Look at the pictures and read the exercise. Think of words you know!

(b) _____

3 Listen for the important words and ideas.
4 When you can't answer a question, move to the next one!
5 Listen again. Now, try to answer all the questions.

(c) _____

6 Check your answers.
7 Correct your mistakes and listen again.





2b **Rileggi i suggerimenti dell'esercizio 2a. Tu li segui? Scegli l'emoticon.**

1 ☺☹ 3 ☺☹ 5 ☺☹ 7 ☺☹
2 ☺☹ 4 ☺☹ 6 ☺☹

2c **Paragona le tue risposte dell'esercizio 2b con quelle di un compagno. Quante risposte uguali avete dato?**

My face for number 1 is happy.

My face for number 1 is sad!

3 027 **Leggi e ascolta il suggerimento sull'e-book. Poi mettilo in pratica.**

E-BOOK TIP

Is the audio too fast? You can slow it down! Click on the button next to 'play'.



4a **Leggi di nuovo l'esercizio 2a. Scegli e scrivi un suggerimento che vuoi mettere in pratica nella prossima unità.**

4b **Paragona la tua scelta con quelle di un compagno.**

My tip for next unit is number 6: check ...

EDUCAZIONE CIVICA

Saper ascoltare gli altri è una strategia di vita essenziale, ma alcuni studi rivelano che molte persone non sanno ascoltare. Tu ascolti con attenzione quando i tuoi amici ti parlano? O sei più impegnato a pensare a come rispondere?
Cerca di concentrarti completamente su ciò che ti viene detto, in modo da capirlo fino in fondo.

Talking about school

1 028 **Pronunciation** rhythm

Ascolta e ripeti.



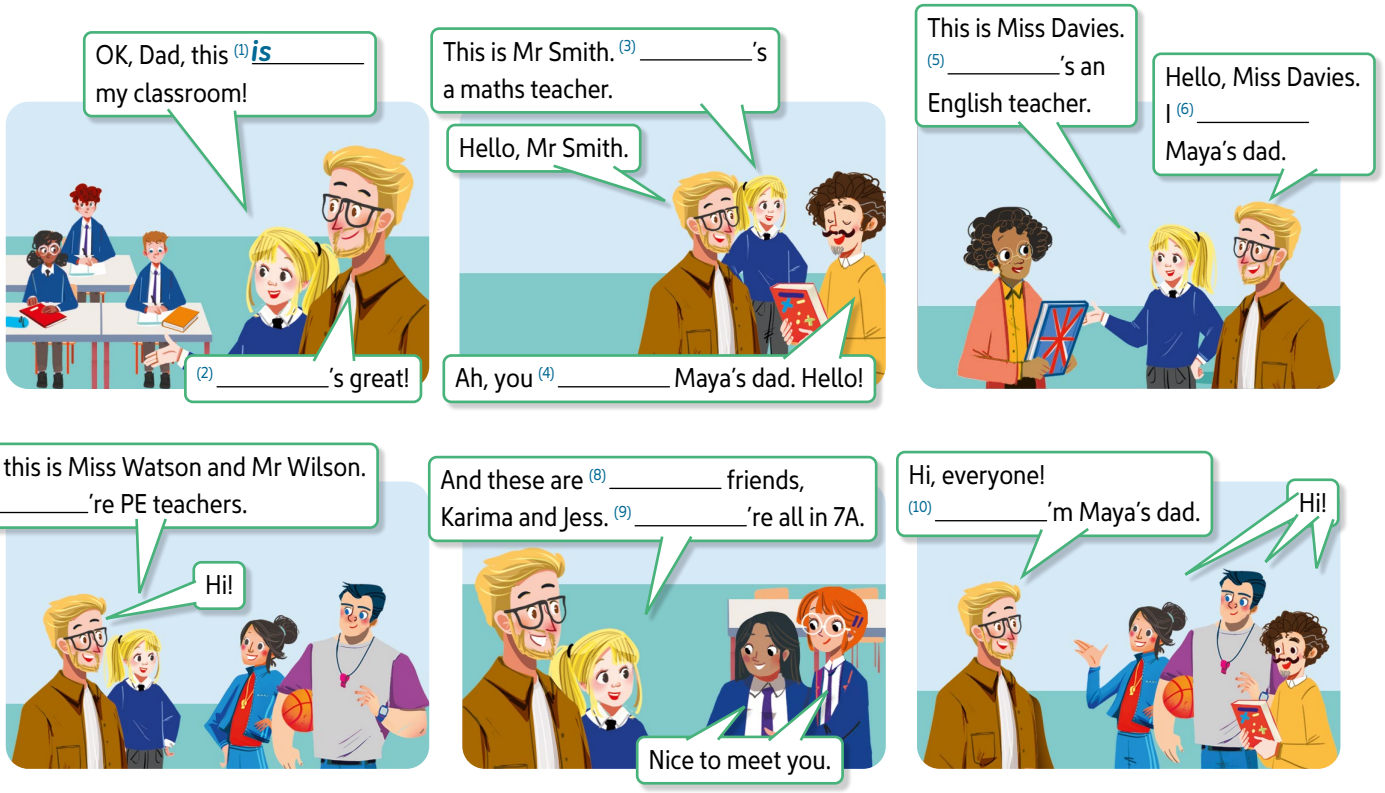
This is my classroom.
It's great.
He's a maths teacher.
She's an English teacher.
They're PE teachers.
I'm Maya's dad.

2a 029 **Ascolta. Dove si trovano le persone?**

1 ☐ at home 2 ☐ at school 3 ☐ in a shop

2b 029 **Ascolta di nuovo e completa i fumetti con le parole nel riquadro. Poi ascolta e controlla.**

'm • 're • he • I • ~~is~~ • it • my • she • they • we



Options

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

A **A turno, uno studente indica un oggetto in classe e chiede che cos'è. L'altro risponde.**

What is it?
It's a ...
What are they?
They're ...

B **Chiudete i libri.**

1 **A turno, ciascuno studente dice il nome di una materia scolastica. Vince chi riesce a dire per ultimo il nome di una materia.**
2 **Ognuno parla delle materie che preferisce.**

I like English, science and music. My favourite subject is music. What about you?
I like music, too, but my favourite subject is ...

A boarding school

1a 030 **Leggi e ascolta il brano.**
Qual è la materia scolastica preferita di Mason?



A different school

Hello! My name's Mason and I'm 12. I'm from California, in the United States. My school is different – it's a boarding school. It's my school, but it's also my home. Why? My parents are actors, and they're busy with work. I'm at the school from Monday to Friday, and I'm at home with my parents at the weekend.
I'm very happy at my school. Honest! It's great fun!

GLOSSARY
boarding school *collegio*
cafeteria *mensa*
library *biblioteca*
lots of *molti*
comfortable *comode*
laboratory *laboratorio*
dormitory *dormitorio*

The school campus

Cafeteria
Lunch and dinner are in the cafeteria. It's a big room with really big tables for all the students. The food is ... OK 🙂.

Library
The library is very cool with lots of books, big desks and comfortable chairs. Our English lessons are in the library.

Laboratory
The science laboratory is great. Science is my favourite subject, and science experiments are fun!



Dormitory
My lessons are in the morning and the afternoon. At night, my bedroom is a big dormitory with beds for seven other students. We're good friends now!

1b **Leggi di nuovo il brano. Che cosa dice Mason? Scegli l'opzione corretta.**

1 I'm at school **at the weekend** / **from Monday to Friday**.
2 The cafeteria is **big** / **small**.
3 My dormitory is for **six** / **eight** students.
4 My **English** / **science** lessons are in the library.

1c **Parlate dell'area della scuola di Mason che preferite e spiegate perché.**

I like the ... . It's ... .

Options BASIC and ENRICHED Reading texts pp. 4-5

EVERYDAY ENGLISH
Honest! *Davvero!*

WRITING

L'uso della lettera maiuscola

In inglese, queste parole si scrivono sempre con la lettera maiuscola:
il pronome soggetto 'I' ***My sister and I are in the same class!***
i nomi dei mesi ***It's September now.***
i nomi delle città e dei paesi ***I'm from Glasgow, in Scotland.***
gli aggettivi di nazionalità ***I'm Italian.***

Options

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

A **Leggi il brano e cambia le parole in grassetto adattandole a te.**

Hello! My name's **Danilo** and I'm **12**. I'm from **New York**, in **the United States**. My school is called **St Mary's School**. I'm at school from **Monday** to **Friday**. My favourite subject is **science**, but **English** is good, too! My favourite room at our school is the **cafeteria**!

B K **Scrivi un brano su di te (25–35 parole). Scegli un argomento tra quelli del riquadro.**

name • age • town/country • friends
school • teachers • subject

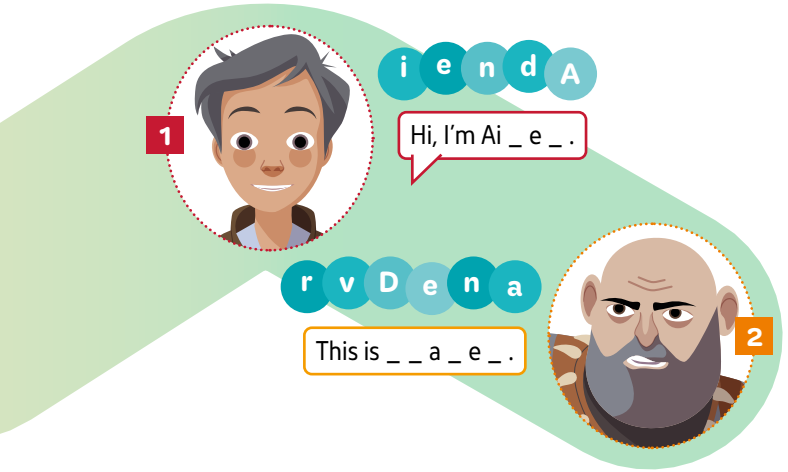
My favourite subject / best friend is ...

THE SECRET SPRING

Episode 1: The Breakout

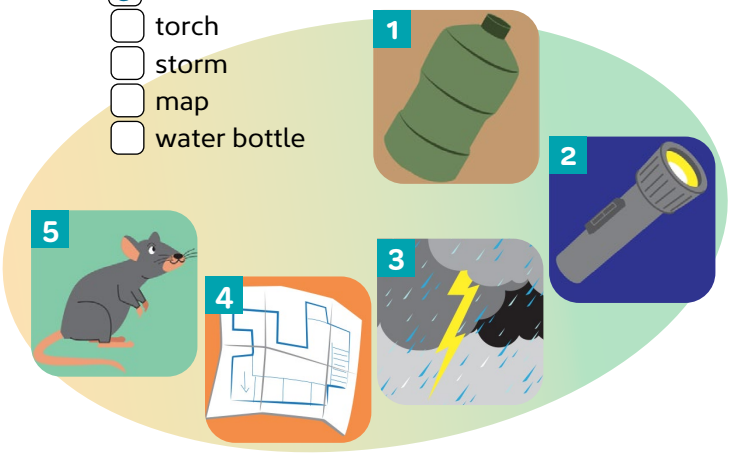
The story begins ...

1 EPISODE 1 **Guarda l'episodio 1. Completa i nomi.**



2 **Abbina le parole alle immagini.**

5 rat
torch
storm
map
water bottle



Now watch

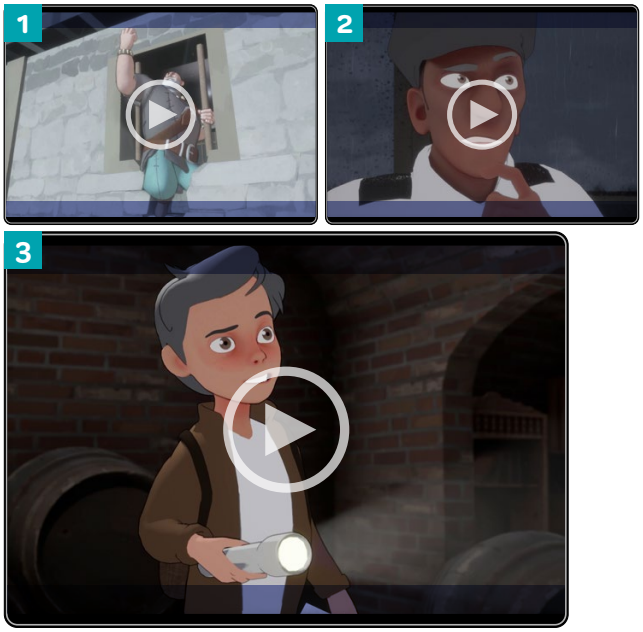
3 EPISODE 1 **Guarda di nuovo l'episodio 1. Numera gli oggetti nell'ordine corretto.**

rat
water bottle
torch
pen
map
1 storm

EVERYDAY ENGLISH

4a **Abbina le espressioni alle immagini.**

At last!
How strange!
Let me see.



4b **Completa i fumetti con le espressioni dell'esercizio 4a.**



Vocabulary

1 **Scrivi le materie scolastiche accanto alle parole o ai simboli.**

French • geography • history • IT
maths • music • PE • science

1 Cleopatra, Napoleon, Garibaldi = _____
2 √ ÷ π = _____
3 tennis, football, rugby = _____
4 biology, chemistry, physics = _____
5 bonjour, au revoir, merci = _____
6 Asia, Africa, Antarctica = _____
7 ♪ # 𝄞 = _____
8 computers, coding, algorithms = _____

2 **Completa i nomi degli oggetti scolastici.**

1 r _____ ack 
2 ch _____ 
3 r _____ r 
4 p _____ 
5 p _____ l 
6 t _____ 
7 r _____ r 
8 c _____ or 

9 d _____ 
10 p _____ c _____ 

Grammar

3 **Scrivi il pronome soggetto corretto.**

1 Lily = _____
2 a clock = _____
3 you and I = _____
4 Ahmed = _____
5 four students = _____

4 **Completa le frasi con la forma contratta di *be*.**

1 You _____ a good friend.
2 Oliver _____ a student.
3 We _____ from London.
4 I _____ 14.
5 They _____ in Class 9B.
6 It _____ blue.
7 Emily _____ 13.

5 **Scegli l'aggettivo possessivo corretto.**

1 Nice to meet you! What's **my** / **your** name?
2 Miss Bloom is in the classroom with **her** / **their** students.
3 This is our classroom. **His** / **Its** door is yellow.
4 These are two new students. **Their** / **Your** names are Chloe and Ben.
5 This is Oliver and this is **her** / **his** teacher.
6 I'm from Italy. **My** / **Our** name is Chiara.
7 Ahmed and I are here with **its** / **our** books.

Life in the UK

There are four countries in the United Kingdom: England, Scotland, Wales and Northern Ireland. England, Scotland and Wales are on one island. The name of the island is Great Britain. Northern Ireland is on a different island. The name of the island is Ireland.
The capital city of Scotland is Edinburgh.
The capital city of Northern Ireland is Belfast.
The capital city of Wales is Cardiff.
The capital city of England is London.



Options BASIC and ENRICHED Reading texts pp. 6-7

1a 031 **Leggi e ascolta il brano. Scrivi le capitali sulla cartina.**

1b 032 **Leggi e ascolta. Abbina i numeri della cartina alle foto corrispondenti.**











Hi, I'm Ben and I'm from Windsor in England.



Hi, I'm Tommy and I'm from Fort Augustus in Scotland.

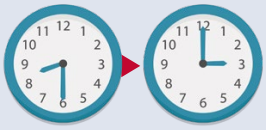
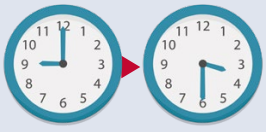
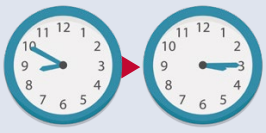
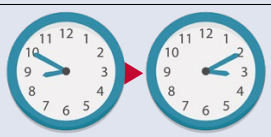


Hi, I'm Hannah. I'm from Holyhead in Wales.



Hello, I'm Jan from Portrush in Northern Ireland.

2a 033 **Ascolta Tommy, Ben, Hannah e Jan che parlano della scuola. Scrivi i nomi nella prima colonna.**

	School day	Favourite subjects	School tie
1 _____		_____ _____	
2 *Tommy*		_____ _____	
3 _____		_____ _____	
4 _____		_____ _____	

2b 033 **Ascolta di nuovo e scrivi le loro materie preferite.**

WORKBOOK CONTENTS

Starter 142

1 I'm in Class 7B
Grammar rules 146
Vocabulary practice 147
Wordlist 147
Grammar practice 148
Put it all together! 151
Listening and speaking 152
Reading and writing 153

2 How are you?
Grammar rules 154
Vocabulary practice 155
Wordlist 155
Grammar practice 156
Put it all together! 159
Listening and speaking 160
Reading and writing 161

Invalsi Units 1 & 2 162–163

3 Are there any apples?
Grammar rules 164
Vocabulary practice 165
Wordlist 165
Grammar practice 166
Put it all together! 169
Listening and speaking 170
Reading and writing 171

4 I've got a pet
Grammar rules 172
Vocabulary practice 173
Wordlist 173
Grammar practice 174
Put it all together! 177
Listening and speaking 178
Reading and writing 179

Invalsi Units 3 & 4 180–181

5 I get up at five!
Grammar rules 182
Vocabulary practice 183
Wordlist 183
Grammar practice 184
Put it all together! 187
Listening and speaking 188
Reading and writing 189

6 Do you like sport?
Grammar rules 190
Vocabulary practice 191
Wordlist 191
Grammar practice 192
Put it all together! 195
Listening and speaking 196
Reading and writing 197

Invalsi Units 5 & 6 198–199

7 Can you write?
Grammar rules 200
Vocabulary practice 201
Wordlist 201
Grammar practice 202
Put it all together! 205
Listening and speaking 206
Reading and writing 207

8 I'm wearing a T-shirt
Grammar rules 208
Vocabulary practice 209
Wordlist 209
Grammar practice 210
Put it all together! 213
Listening and speaking 214
Reading and writing 215

Invalsi Units 7 & 8 216–217

KEY

000 Audio material
Pairwork
Groupwork
K Cambridge A2 Key for Schools
I INVALSI
Options BASIC and ENRICHED Reading texts pp. 00-00
Texts with Basic and Enriched versions

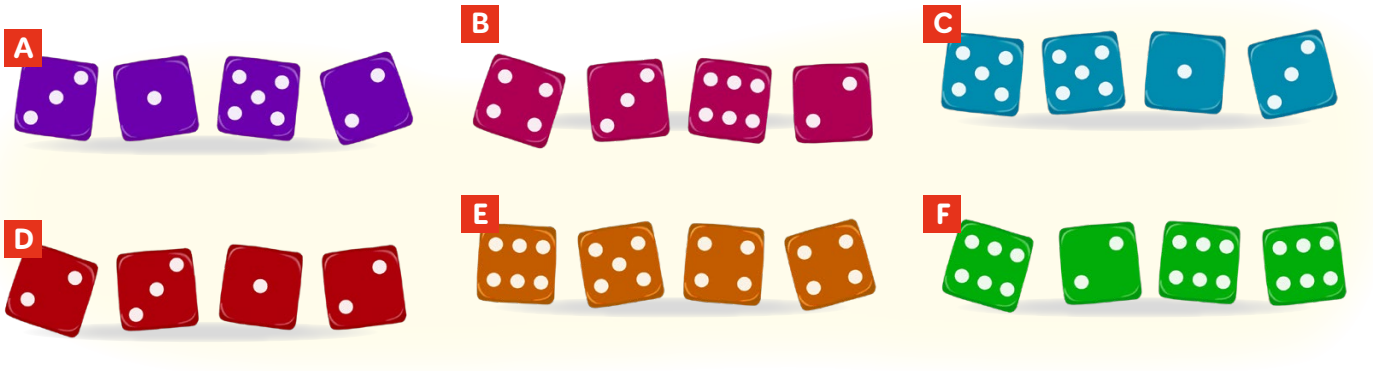
* Esercizio abbastanza impegnativo
** Esercizio impegnativo
*** Esercizio molto impegnativo

AUDIO & VIDEO

Numbers and colours

1 **Abbina i numeri alle immagini.**

1 [D] eight 2 [ ] fourteen 3 [ ] fifteen 4 [ ] nineteen 5 [ ] eleven 6 [ ] twenty



2 **Scrivi i numeri mancanti.**

1 nine eighteen _____ _____ _____

2 twenty forty _____ _____ _____

3 ninety-nine eighty-eight _____ _____ _____ forty-four

3 133 **Ascolta e controlla.**

4 134 **Ascolta. Scrivi i numeri sulle T-shirt.**



5 **Osserva le T-shirt dell'esercizio 4. Scrivi *Yes* o *No* e il colore corretto.**

1 A Twenty-nine is green.
B *Yes.*

2 A Eighty-three is black.
B *No, eighty-three is brown.*

3 A Fifteen is orange.
B _____

4 A Twelve is red.
B _____

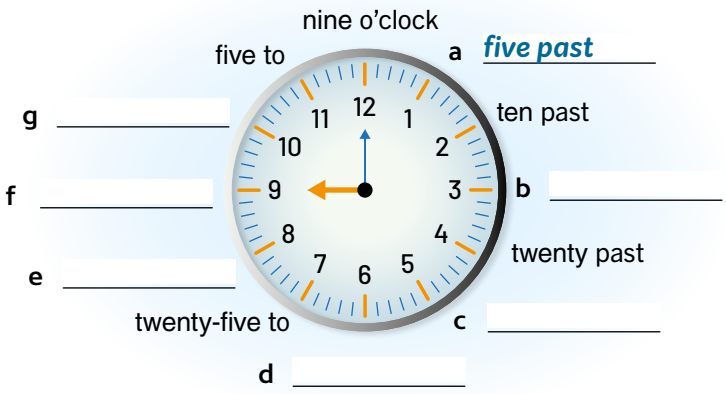
5 A Thirty-two is brown.
B _____

6 A Sixty-seven is white.
B _____

6 135 **Ascolta e controlla.**

Telling the time

7 **Osserva l'orologio e completa le ore.**



8 136 **Osserva gli orologi e scrivi le ore. Poi ascolta e controlla.**



1 What's the time? *It's eight o'clock.*



2 What's the time? _____



3 What's the time? _____



4 What's the time? _____



5 What's the time? _____



6 What's the time? _____



7 What's the time? _____



8 What's the time? _____

Days, months and seasons

9 137 **Completa i nomi dei giorni della settimana con le lettere mancanti. Poi ascolta e controlla.**

1 M o nd a y

2 T _ _ sda _

3 W _ _ n _ _ day

4 T _ _ r _ day

5 _ r _ d _ y

6 Sa _ _ rday

7 S _ _ _ ay

10 **Trova i mesi dell'anno.**

S	S	E	P	T	E	M	B	E	R	J	R
M	X	Q	F	F	E	B	R	U	A	R	Y
Z	N	O	V	E	M	B	E	R	A	U	P
T	X	W	D	E	C	E	M	B	E	R	E
T	W	W	X	P	C	C	A	P	R	I	L
J	U	N	E	Q	O	C	T	O	B	E	R
B	Z	Y	T	R	G	O	J	U	L	Y	Y
G	S	K	M	A	Y	D	R	Z	J	M	C
F	M	B	P	A	U	G	U	S	T	A	C
L	K	M	R	U	I	D	W	Y	D	R	W
U	N	Y	Z	N	Y	S	S	N	E	C	X
J	J	A	N	U	A	R	Y	R	O	H	D

11 **Scrivi i nomi dei mesi accanto alle stagioni.**

Season	Month
spring	March, (1) _____, (2) _____
summer	(3) _____, (4) _____, August
autumn	(5) _____, October, (6) _____
winter	December, (7) _____, (8) _____

The alphabet and the classroom

12 138 **Scrivi le lettere mancanti. Poi ascolta e controlla.**

a b c d _ f g H i _ k
l _ n o p _ r _ T u v
_ X _ z

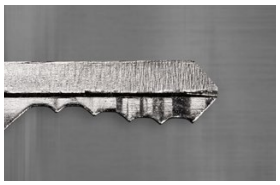
13 139 **Ascolta e spunta (✓) le parole che senti.**

a ☐ b ☐ c ☐
d ☐ e ☐ f ☐

Everyday objects

14 Osserva le foto e scrivi le parole del riquadro.

bag • bike • contact lenses • diary
games console • headphones • ~~key~~ • skateboard
smartphone • sunglasses • wallet • watch


1 *key*


2 _____


3 _____


4 _____


5 _____


6 _____

Plurals

15 Scrivi il plurale dei nomi.

1 key *keys*
2 watch _____
3 wallet _____
4 box _____
5 diary _____
6 bike _____
7 bag _____
8 class _____
9 games console _____
10 smartphone _____

this/ that/ these/ those

16 Osserva le immagini. Spunta (✓) l'opzione corretta.


1 _____ sweatshirt is green.
a ☐ This
b ☐ That
c ☐ These
d ☐ Those


2 _____ sweatshirts are red.
a ☐ This
b ☐ That
c ☐ These
d ☐ Those


3 _____ sweatshirts are blue.
a ☐ This
b ☐ That
c ☐ These
d ☐ Those


4 _____ sweatshirt is orange.
a ☐ This
b ☐ That
c ☐ These
d ☐ Those

17 Descrivi le cose che vedi in questo momento.

This pen is blue and that school bag is red.

Countries and nationalities

18 **Completa i nomi dei paesi con le vocali mancanti.**

1	Alb *a* n *i a*	5	Ir _ l _ nd	9	P _ l _ nd	13	Sw _ tz _ rl _ nd
2	Fr _ nc _	6	It _ ly	10	P _ rt _ g _ l	14	Türk _ y _
3	G _ rm _ ny	7	M _ r _ cc _	11	R _ m _ n _ _	15	th _ Un _ t _ d K _ ngd _ m
4	Gr _ _ c _	8	th _ N _ th _ rl _ nds	12	Sp _ _ n	16	th _ Un _ t _ d St _ t _ s

19 140 **Osserva le bandiere e scrivi le nazionalità dei ragazzi e delle ragazze. Poi ascolta e controlla.**

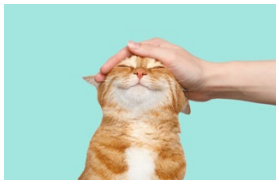


1 Paolo is *Italian*.
2 Mireille is _____.
3 Jonathan is _____.
4 Maike is _____.
5 Mehmet is _____.
6 Anita is _____.

Common adjectives

20 141 **Osserva le foto e scrivi gli aggettivi del riquadro. Poi ascolta e controlla.**

big • cold • fast • ~~happy~~ • hot • little • new • noisy • old • quiet • sad • slow


1 *happy*

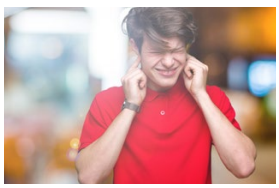

2 _____


3 _____

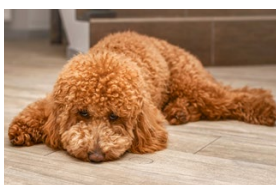

4 _____


5 _____


6 _____


7 _____


8 _____


9 _____


10 _____


11 _____


12 _____

21 **Abbina le coppie di aggettivi contrari dell'esercizio 20.**

» **SB** pp. 15-16

AUDIO & VIDEO

A Subject pronouns

Pronomi personali soggetto	
I	*io*
you	*tu/Lei*
he	*lui/egli*
she	*lei/ella*
it	*esso*
we	*noi*
you	*voi, Lei*
they	*essi/esse/loro*

- I pronomi personali soggetto si usano al posto del nome proprio o del sostantivo soggetto della frase.
  *Oliver is 12. = **He** is 12.*
  Oliver ha 12 anni. = Ha 12 anni.
  *The cat is white. = **It** is white.*
  Il gatto è bianco. = È bianco.
- In inglese si deve usare il pronome personale soggetto. Non si può omettere come in italiano.
  ***They** are late.* *Sono in ritardo.*

B *be*: affirmative

Forma estesa	Forma contratta	
I **am**	I**'m**	*io sono*
you **are**	you**'re**	*tu sei/Lei è*
he **is**	he**'s**	*egli/lui è*
she **is**	she**'s**	*ella/lei è*
it **is**	it**'s**	*esso/essa è*
we **are**	we**'re**	*noi siamo*
you **are**	you**'re**	*voi siete*
they **are**	they**'re**	*essi/esse/loro sono*

- Si usa il verbo ***to be*** per parlare del nome, dell'età o del lavoro di qualcuno.
  *My name **is** Ellie.* *Mi chiamo Ellie.*
  *They **are** six years old.* *Hanno sei anni.*
  *He**'s** a maths teacher.*
  È un insegnante di matematica.
- Si usa ***it*** per parlare di orari.
  ***It's** six o'clock.* *Sono le sei.*
- Si usa il verbo ***to be*** anche per parlare di sensazioni e stati d'animo.
  *I**'m** happy.* *They **are** hungry.*
- Nella lingua parlata o in quella scritta formale si usa la forma contratta.
- Si può usare la forma contratta dopo un nome proprio o un sostantivo singolare.
  *Alissa**'s** 11.* *The bag**'s** here.*

  ma non dopo un sostantivo plurale o due nomi propri.
  *The **boys are** Italian.* ***Jo and Sam are** happy.*

C Possessive adjectives

Aggettivi possessivi	
my	*il mio, la mia, i miei, le mie*
your	*il tuo, la tua, i tuoi, le tue*
his	*il suo, la sua, i suoi, le sue (di lui)*
her	*il suo, la sua, i suoi, le sue (di lei)*
its	*il suo, la sua, i suoi, le sue (di un animale o cosa)*
our	*il nostro, la nostra, i nostri, le nostre*
your	*il vostro, la vostra, i vostri, le vostre*
their	*il loro, la loro, i loro, le loro*

- In inglese gli aggettivi possessivi sono invariabili per genere e numero.
  ***my** teacher* *la mia/il mio insegnante*
  ***my** friends* *i miei amici/le mie amiche*
- In inglese concordano con il possessore, mentre in italiano con la cosa posseduta.
  *He's Tom. **His** sister is Ana.*
  Lui è Tom. Sua sorella è Ana.
- L'articolo non si usa mai con gli aggettivi possessivi in inglese.
  ~~the~~ your book *il tuo libro*
- *Your* corrisponde a *tuo, vostro* e *Suo* (forma di cortesia) in italiano.
  your friends *i tuoi amici*
  your teacher *la vostra maestra*
  your book, Miss *il Suo libro, professoressa*

ATTENZIONE!

***They're** friends.* = Sono amici.
***their** friend* = la loro amica / il loro amico
***It's** great.* = È fantastico.
***Its** name is Tobie.* = Il suo nome è Tobie.

School subjects and classroom objects

1 **Completa i nomi delle materie scolastiche.**



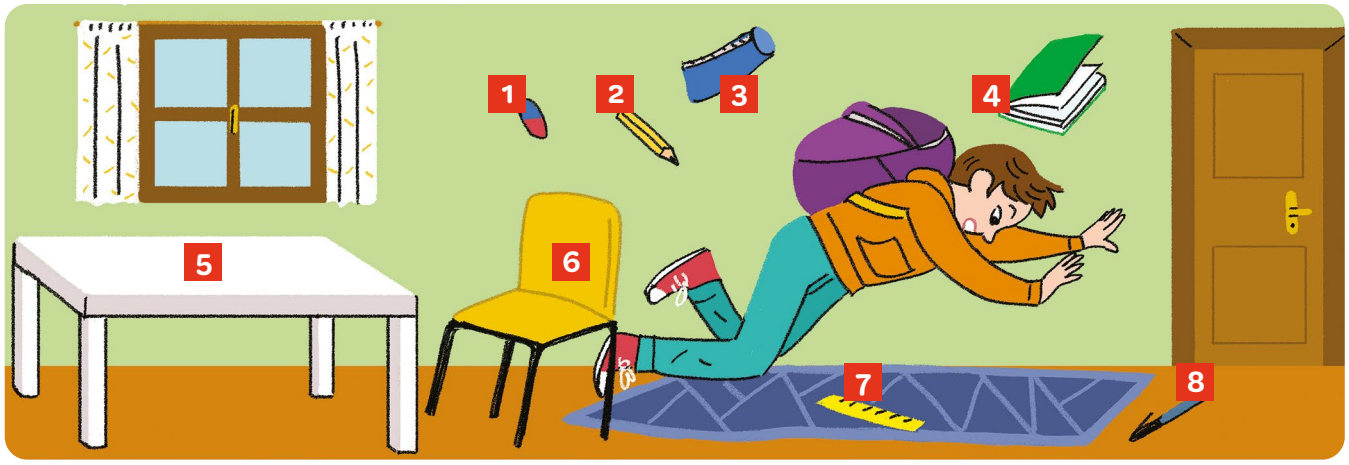
1 m*usic* 2 m_____ 3 s_____ 4 g_____ 5 h_____ 6 i_____ t_____

2 **Completa il dialogo con le parole nel riquadro.**

art • design and technology • ~~English~~ • French • PE

A What's your favourite subject?
B I like (1) *English* and (2) _____ because it's great to learn languages! But my favourite subject is (3) _____ because I like making things! What about you?
A I like (4) _____ because sports are fun!
B Oh yes, me too!
A But my favourite subject is (5) _____ because I like drawing.

3 **Osserva l'immagine. Scrivi i nomi degli oggetti scolastici.**



1 *rubber* 3 _____ 5 _____ 7 _____
2 _____ 4 _____ 6 _____ 8 _____

WORDLIST

SCHOOL SUBJECTS

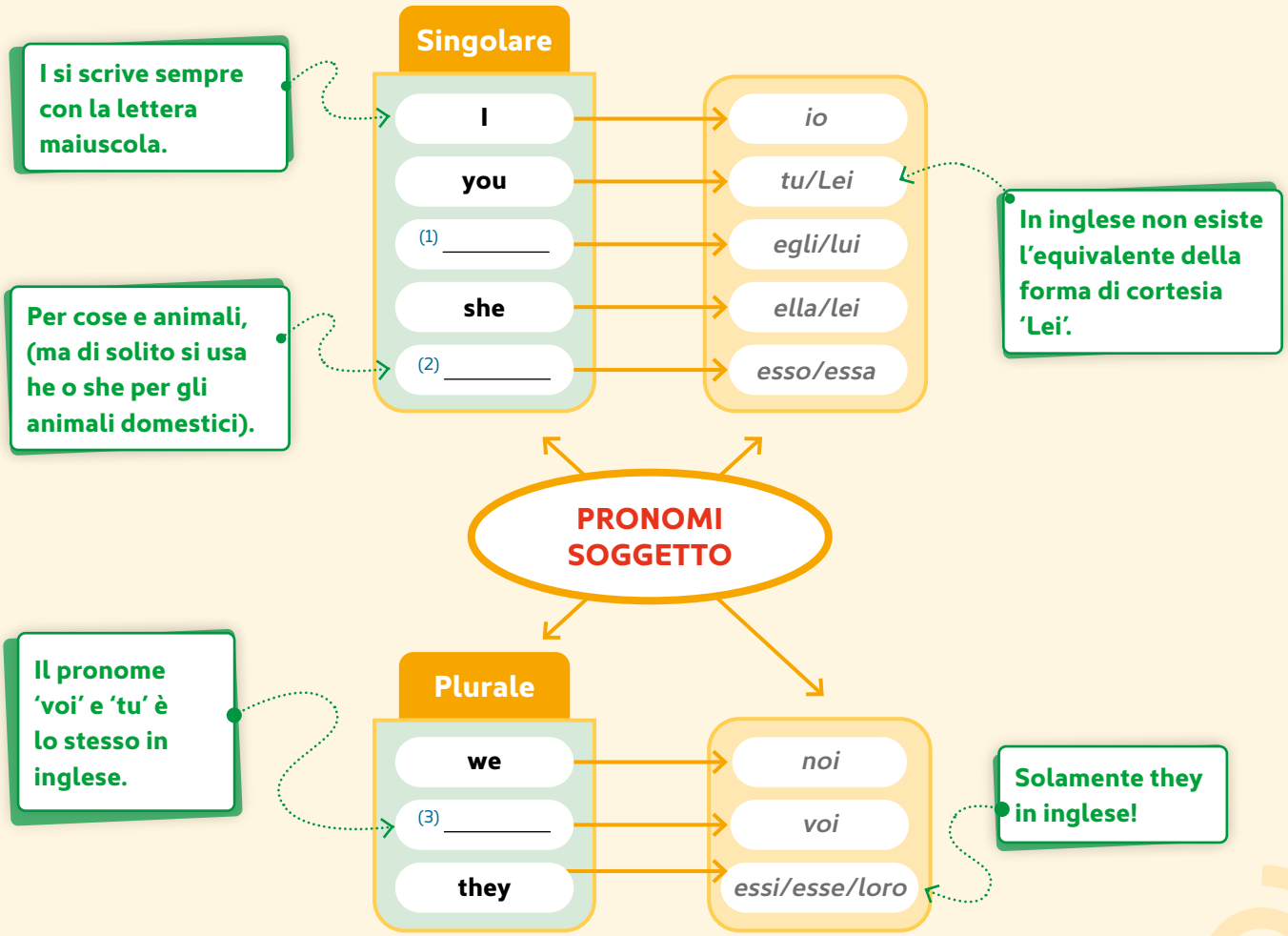
art	*arte*
D&T (design and technology)	*tecnologia*
English	*inglese*
French	*francese*
geography	*geografia*
history	*storia*
IT (information technology)	*informatica*
maths	*matematica*
music	*musica*
PE (physical education)	*educazione fisica*
RE (religious education)	*religione*
science	*scienze*

CLASSROOM OBJECTS

blackboard	*lavagna*
calculator	*calcolatrice*
chair	*sedia*
clock	*orologio*
desk	*scrivania*
exercise book	*quaderno*
interactive whiteboard	*lavagna digitale interattiva*
pen	*penna*
pencil	*matita*
pencil case	*astuccio*
rubber	*gomma*
rucksack	*zaino*
ruler	*righello*
textbook	*libro di testo*

Subject pronouns

Completa la mappa grammaticale.



1 **Abbina gli oggetti e le persone ai pronomi.**

1	[c] Miss Trunchbull	a	he
2	[ ] Jack and I	b	they
3	[ ] you and Lily	c	she
4	[ ] the school	d	you
5	[ ] the dogs	e	we
6	[ ] Dad	f	it

2 **Scegli l'opzione corretta.**

1 Paolo is from Madrid. **She** / **He** is Spanish.
2 The students are at home. **You** / **They** are happy!
3 My favourite actor is Zendaya. **She** / **It** is American.
4 My favourite subject is maths. **It** / **He** is great.
5 Danny and I are friends. **We** / **They** are in Class 2D.
6 Anna, it's nine o'clock! **They** / **You** are late.

3 **Completa l'e-mail con i pronomi personali soggetto.**

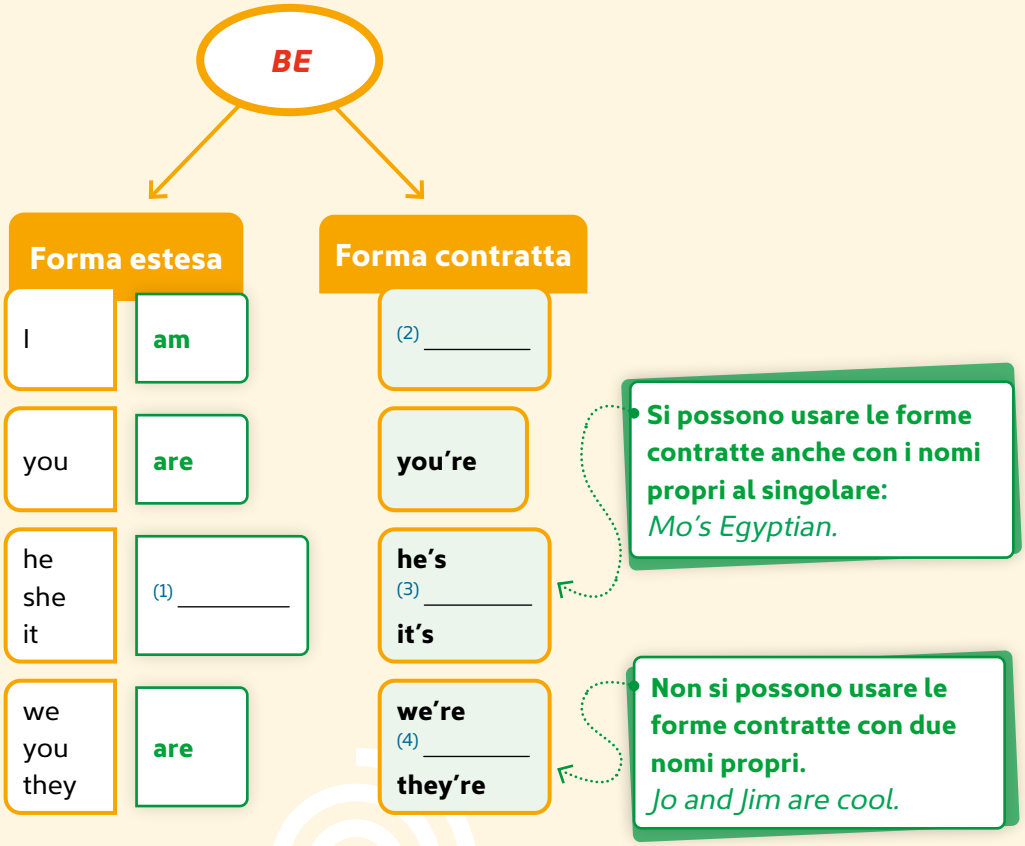


My name's Luca, (1) *I*'m from York. (2) _____ is a city in England. My best friend is Marco. (3) _____ is in my class. His mum and dad are from Madrid. (4) _____ are Spanish. Maria is his sister. (5) _____ is five years old. How old are (6) _____ ?

4 142 **Ascolta e controlla.**

be: affirmative

Completa la mappa grammaticale.



5 **Scegli l'opzione corretta.**

1 Katy **am** / **is** / **are** Irish.
2 We **am** / **is** / **are** in the football team.
3 The school **am** / **is** / **are** big!
4 You **am** / **is** / **are** Italian.
5 Tom **am** / **is** / **are** happy.
6 I **am** / **is** / **are** a good student!

6 **Riscrivi le frasi dell'esercizio 5 usando le forme contratte.**

1 *Katy's Irish.*
2 _____
3 _____
4 _____
5 _____
6 _____

7 **Completa le frasi con *am*, *is* o *are*.**

1 We *are* _____ friends from school.
2 Josh and Anya _____ in Year 7.
3 Your dad _____ at home.
4 I _____ on holiday!
5 You _____ from Milan.
6 My teacher _____ fantastic.

8 143 **Ascolta e controlla.**

9 **Riscrivi le frasi dell'esercizio 7 usando le forme contratte quando è possibile.**

1 *We're friends from school.*
2 _____
3 _____
4 _____
5 _____
6 _____

» **SB** p. 21

10 Completa l'e-mail con le parole nel riquadro.

~~I'm~~ • he's • she's • it's • we're • they're



My name's Lila. I'm 14 years old and (1) *I'm* _____ a student at Hinton High School. (2) _____ a small school. My best friends at school are Niam and Phoebie – (3) _____ great. My favourite teacher is Mr Lucas. (4) _____ the maths teacher. My form tutor is Miss Smith. (5) _____ really kind. My friends and I are in different classes, but (6) _____ all in the same football team. School's a happy place for me.

11 144 **Ascolta e controlla.**

12 Scrivi frasi con la forma corretta di *be*.

1 Mr Peters / a maths teacher
Mr Peters is a maths teacher.

2 I / 12
_____

3 Mr White and Miss Pearson / PE teachers
_____

4 Lydia / nice
_____

5 Adam and Zak / friends
_____

6 The classroom / big
_____

Possessive adjectives

Completa la mappa grammaticale.

AGGETTIVI POSSESSIVI

Singolare

- (1) _____ — *il mio, la mia, i miei, le mie*
- your — *il tuo, la tua, i tuoi, le tue*
- (2) _____ — *il suo, la sua, i suoi, le sue (di lui)*
- her — *il suo, la sua, i suoi, le sue (di lei)*
- its — *il suo, la sua, i suoi, le sue (di un animale o cosa)*

Plurale

- our — *il nostro, la nostra, i nostri, le nostre*
- your — *il vostro, la vostra, i vostri, le vostre*
- (3) _____ — *il loro, la loro, i loro, le loro*

Non si usa l'articolo the con gli aggettivi possessivi.

13 **Abbina i pronomi personali soggetto agli aggettivi possessivi.**

1	e I	a	our
2	you	b	their
3	he	c	your
4	she	d	her
5	it	e	my
6	we	f	its
7	they	g	his

14 **Scegli l'opzione corretta.**

1 He's my friend. **Her** / **His** name is Tom.
2 You are in 7D. Here's **your** / **its** classroom.
3 We're from Athens. **Our** / **Your** parents are Greek.
4 Here's my dog. **Your** / **His** name is Buzz.
5 She's our teacher. **Our** / **Her** name is Miss Fenton.
6 Miss Sayel, look! Here is **her** / **your** bag.

15 **Completa il brano con gli aggettivi possessivi nel riquadro.**

my (x2) • her • its • our • their



My name's Isa and I'm Scottish. (1) *My* _____ parents are Scottish, too. (2) _____ names are Richard and Helena. We are from Edinburgh, the capital city of Scotland. It's famous for (3) _____ festival. (4) _____ best friends are Lucy and Grace. We are K-pop fans and (5) _____ favourite singer is Rosie. She's really cool and (6) _____ music is brilliant.

16 145 **Ascolta e controlla.**

Put it all together!

17 **Scegli l'opzione corretta.**

1 This is Mrs Brown. _____'s my teacher.
a I **b** He **c** She
2 This _____ my friend Ethan.
a am **b** is **c** are
3 Hi, _____'m Luca.
a I **b** He **c** She
4 These _____ my English books.
a am **b** is **c** are
5 We _____ in 7C.
a 'm **b** 's **c** 're
6 This is my friend Jack. _____'s 12.
a I **b** He **c** She
7 This is my classroom. _____'s big.
a He **b** She **c** It

18 **Completa l'e-mail con la forma corretta di *be* o un pronome personale soggetto.**



Hi, Freya!
How (1) *are* _____ you?
I (2) _____ in Class 7G. Our school (3) _____ big and the classrooms (4) _____ great. Mrs Hill (5) _____ my English teacher. (6) _____'s very nice. My maths teacher is Mr Park. (7) _____'s nice, too.
My best friends are Omar, Franc and Lucy. Omar (8) _____ 12 and he's from São Paulo. Franc and Lucy (9) _____ 11. (10) _____'re English. I love my friends!
See you soon!
From,
Max

19 **Traduci le frasi in inglese.**

1 Ho 12 anni.
2 Mia madre è francese. Si chiama Emma.
3 La mia classe è la 3D. La nostra insegnante è Miss Dean.
4 La mia materia preferita è storia.
5 I miei amici sono Jak e Anna. Sono divertenti.
6 Sei uno studente inglese.

Functions

1 **Scegli l'opzione corretta.**

1 Good morning.
(a) Good morning. **b** Sorry.

2 Don't run.
a Sorry. **b** Here you are.

3 Open your book, please.
a Sorry! **b** What page?

4 Pass me your book.
a Good morning. **b** OK, here you are.

2 146 **Ascolta e controlla.**

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



Teacher Good morning, Jess.
Jess Good morning. Sorry I'm (1) *late* .
Teacher That's OK. (2) _____ the door, please.
Jess OK.
Teacher (3) _____ run, Jess!
Jess (4) _____ !
Teacher Please sit (5) _____ and open your book.
Jess What page, Sir?
Teacher Page 50. (6) _____ in pairs. Answer the (7) _____ . Pass me your book, Jess.
Jess OK, (8) _____ you are.

4 147 **Ascolta e controlla.**

5 148 K **Ascolta e abbina le persone ai ruoli.**



1 *b* Jack



2 ___ Miss Reed



3 ___ Mrs Brown



4 ___ Mrs Lucas



5 ___ Mr Green



6 ___ Ira

a science teacher
b student
c friend
d head teacher
e art teacher
f mum

6 **Scrivi un dialogo sulla base della seguente traccia.**

Teacher	Student
Saluta.	
	Saluta e chiede scusa per il ritardo.
Chiede di sedersi.	
	Risponde va bene.
Chiede di aprire il libro e lavorare in coppia.	
	Chiede a che pagina.
Risponde a pagina 17.	
	Ringrazia.

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

» SB p. 24

A different school

1 149 **Leggi e ascolta il brano. Chi sono gli insegnanti di Emma?**

2 **Leggi di nuovo il brano. Scrivi il nome della materia sotto la foto.**



My name's Emma and I'm 12. I'm British and my home is in Manchester in the north of England. My school is different because my school is at home! My teachers are my mum and dad. My dad is my teacher on Tuesday, Wednesday, Thursday and Friday, and my mum is my teacher on Monday. My mum is also a doctor, and my dad is an artist. My lessons are in lots of different places, and they are fun!

Science is my favourite subject. My mum is my science teacher. Science is all about the world and animals and nature. My science lessons are outdoors in the forest, the park or even the zoo! Every lesson is different and very interesting.

My dad is a maths expert, but for me, maths is difficult ☹. Maths and numbers are important in everyday life. My maths lessons are in the kitchen.

Lessons with my dad on Friday are easy and fun! Dad is my PE teacher, and our lessons are in the park. My favourite sport is skateboarding, and it's my friends' favourite sport, too. We are all at the park every Friday afternoon. It's great fun!

Options BASIC and ENRICHED Reading texts pp. 40-41

GLOSSARY
outdoors *all'aperto*

3 I **Leggi il brano e scegli T (*True*), F (*False*) o NG (*Not given*).**

1	Emma is from England.	T F NG		5	Maths is her favourite subject.	T F NG	
2	Her school is at home.	T F NG		6	Maths is easy for her mum.	T F NG	
3	Her mum is a doctor.	T F NG		7	Emma's PE lesson is on Friday.	T F NG	
4	Her science lessons are interesting.	T F NG		8	Emma's friends are the same age.	T F NG	

4 I **Usa le informazioni del *fact file* e il verbo *be* per completare il brano su Riley.**

Name: Riley
Age: 14
Nationality: USA
School: Welton High School
Class: 9 RB
Class teacher: Mr Lea
Favourite subjects: history and IT



Name: _____
Age: _____
Nationality: _____
School: _____
Class: _____
Class teacher: _____
Favourite subjects: _____

Hi, my name (1) *is Riley* _____ . I (2) _____ years old. I (3) _____ .
My school (4) _____ and my class (5) _____ . The name of my class teacher (6) _____ . My favourite subjects (7) _____ .

Options

5 **Rileggi il brano. Poi scegli l'opzione A o l'opzione B.**

A **Completa il *fact file* su di te.**

B **Completa il *fact file* A, poi usa le informazioni per scrivere un breve paragrafo su di te.**