

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

Options

Student's Book & Workbook

3

**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 video **Grammar raps** e **Dialogue Karaoke**
- Ampia gamma di **video** coinvolgenti
- **INVALSI, Esame di Stato e Cambridge A2 Key for Schools**
- **Offerta digitale completa**

INTRODUCING OPTIONS 3

Welcome to Options!

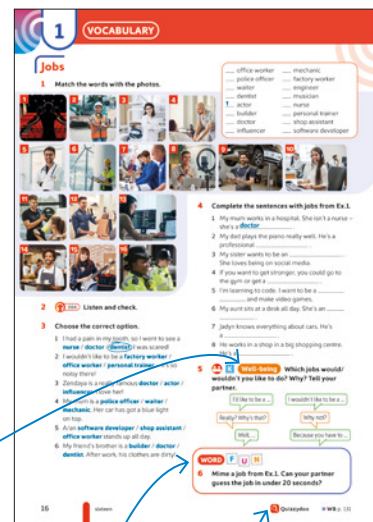
Options è il corso che ti aiuta a realizzare il tuo potenziale.

Student's Book PRESENTATION

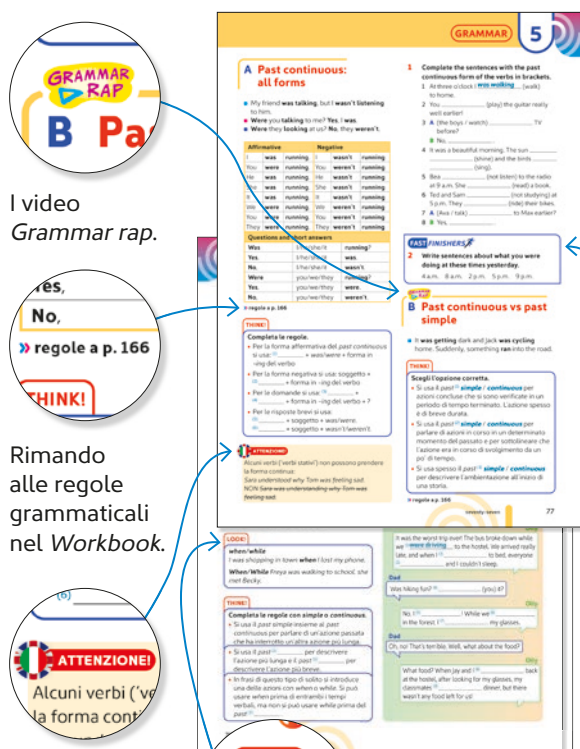
Presentazioni basate su un mix di dialoghi e testi di tipologie diverse.



VOCABULARY



GRAMMAR



Errori comuni e trappole da evitare.

Aspetti linguistici importanti o interessanti.

FUNCTIONS

Simpatiche situazioni comunicative di vita quotidiana.



Rimando al Workbook.

LEARNING TO LEARN

Strategie per imparare a studiare meglio.

Opportunity
Mediation
How. Create a diagram
her or another

Attività che promuovono la collaborazione, in particolare capire gli altri e dare spiegazioni.

LEARNING FOR LIFE

Impara strategie per migliorarti.

EDUCAZIONE CIVICA
Il linguaggio che usi è importante
le altre persone. Ti capita mai di
regole che devi rispettare a casa
d'accordo con i tuoi amici
na le persone.

LISTENING AND SPEAKING

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

Options
Medi
Pronunciation
Tick (✓) the words
should
the music
e Dialogue Karaoke

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

Options
4a
Well
Critical thinking
The phrase from the text:
neighbourhood could
Why were people
we expect

READING

WRITING

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

CULTURE

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

SDG-CLIL

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

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.

42 pagine di preparazione all'Esame di Stato.

[illegible]

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

Extra material

2 doppie pagine di Compiti di realtà, 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

ORIENTAMENTO

EXTRA CULTURE

WORD BANK

WORD BANK 1: JOBS (2)

1 **View** the words and phrases in the box to label the photos. Listen and check. Write the correct word or phrase in the space. (1 word only)
 a career a teacher a photographer a scientist a performer a hair dresser a writer

10

11

2 Choose the correct option.

- 1. A career ☐ (is) ☐ (was) ☐ (were) ☐ (are)
- 2. A hairdresser ☐ a photographer / ☐ a scientist
- 3. A performer ☐ a photographer / ☐ a scientist
- 4. A career ☐ a performer / ☐ a scientist
- 5. A career ☐ a performer / ☐ a scientist
- 6. A career ☐ a performer / ☐ a scientist
- 7. A career ☐ a performer / ☐ a scientist
- 8. A career ☐ a performer / ☐ a scientist
- 9. A career ☐ a performer / ☐ a scientist
- 10. A career ☐ a performer / ☐ a scientist
- 11. A career ☐ a performer / ☐ a scientist
- 12. A career ☐ a performer / ☐ a scientist
- 13. A career ☐ a performer / ☐ a scientist
- 14. A career ☐ a performer / ☐ a scientist
- 15. A career ☐ a performer / ☐ a scientist
- 16. A career ☐ a performer / ☐ a scientist
- 17. A career ☐ a performer / ☐ a scientist
- 18. A career ☐ a performer / ☐ a scientist
- 19. A career ☐ a performer / ☐ a scientist
- 20. A career ☐ a performer / ☐ a scientist

3 Complete the puzzle with jobs from Ex. 1.

4 **Write to us!** Think of the jobs that people in your family, your parents, friends and your neighbours do. Write the sentences.

1. I am a . I am a . I am a .

2. I am a . I am a . I am a .

3. I am a . I am a . I am a .

4. I am a . I am a . I am a .

5. I am a . I am a . I am a .

6. I am a . I am a . I am a .

7. I am a . I am a . I am a .

8. I am a . I am a . I am a .

9. I am a . I am a . I am a .

10. I am a . I am a . I am a .

11. I am a . I am a . I am a .

12. I am a . I am a . I am a .

13. I am a . I am a . I am a .

14. I am a . I am a . I am a .

15. I am a . I am a . I am a .

16. I am a . I am a . I am a .

17. I am a . I am a . I am a .

18. I am a . I am a . I am a .

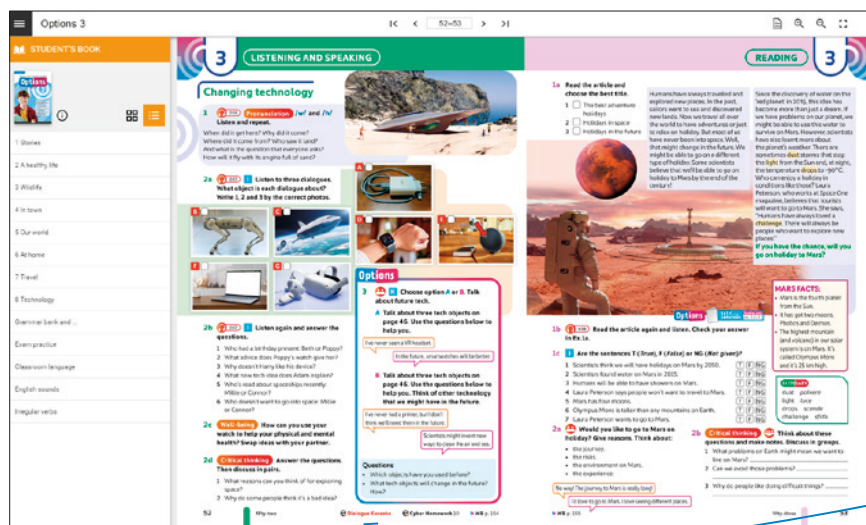
19. I am a . I am a . I am a .

20. I am a . I am a . I am a .

134

A horizontal and a vertical ruler

Il digitale



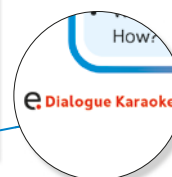
Student's and Workbook e-book+ è la versione interattiva del tuo libro con audio, video, *Dialogue Karaoke* e gli esercizi interattivi con correzione automatica.

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

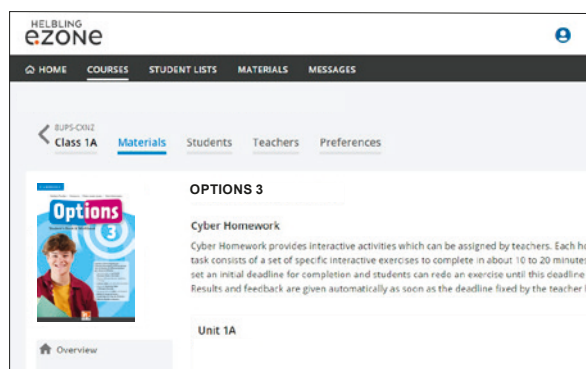


AUDIO & VIDEO

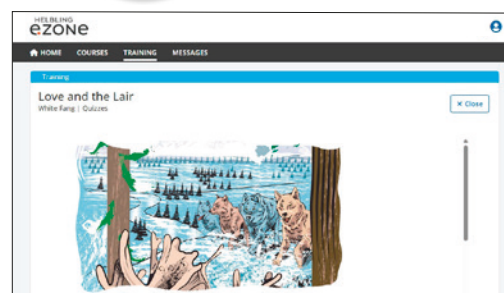
Accesso immediato a tutti i contenuti audio e video.



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.



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



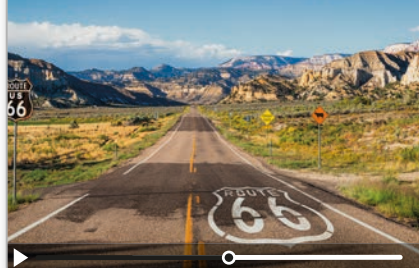
Functions



Learning for life



Watching the world



Sustainable Development Goals



Starter

pp. 10–13



Present simple vs continuous

Present continuous: future

Past simple: *be*

Past simple: all forms

VOCABULARY

GRAMMAR

FUNCTIONS

1

I'm going to talk to him

pp. 14–27



Jobs 1

Word bank 1

Jobs 2
p. 200

- A Present simple vs present continuous
- B *be going to*: affirmative
- C *be going to*: negative
- D *be going to*: questions and short answers
- E Defining and non-defining relative clauses

▶ Finding things in common

REVIEW p. 25

2

I'll just stay at home

pp. 28–43



The weather

Word bank 2

Environment and weather
p. 201

- A *will*: affirmative and negative
- B *will*: questions and short answers
- C *may/might*
- D *will vs be going to*
- E First conditional

▶ Sympathising

REVIEW p. 39

3

Have you ever lost your phone?

pp. 44–57



Technology: nouns

Word bank 3

Technology verbs
p. 202

- A Present perfect: all forms
- B Present perfect: past participle
- C *been vs gone*
- D Present perfect: *ever, never*

▶ Finding solutions

REVIEW p. 55

4

She's already won

pp. 58–73



Personality adjectives

Word bank 4

Hair and face
p. 203

- A Present perfect: *just, already, (not) yet*
- B Present perfect with *for, since, How long ...?*
- C Present perfect vs past simple

▶ Describing people and events

REVIEW p. 69

Comparative and superlative adjectives

Countable and uncountable nouns

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

have to vs must

mustn't vs don't have to

LEARNING TO LEARN LEARNING FOR LIFE

▶ Successful discussions

Tips for holding successful discussions.

LISTENING AND SPEAKING

Congratulating and encouraging

Listen to a dialogue involving congratulations.

Talk about an achievement.

Pronunciation *Intonation*

READING

Three amazing young people

Read an article about three inspiring youngsters.

WRITING

A profile of a person

Write a profile of someone amazing.

▶  **Women in STEM (SDG 5)** **CLIL: Science** **Two incredible women scientists** pp. 26–27

▶ Working well together

Tips for collaboration.

Planning a future trip

Listen to a dialogue about a holiday.

Role-play a discussion about different types of holiday.

Cleaning up the planet

Read an article about cleaning the environment.

A description of a place

Write a description of a holiday or favourite place.

CULTURE **Lifestyles and the environment** pp. 40–41 **INVALSI** **Units 1–2** pp. 42–43

Learn how to give and receive feedback

Tips for giving and receiving feedback.

Changing technology

Listen to three dialogues about new technology.

Talk about tech objects.

Pronunciation */w/ and /h/*

Holidays in space

Read an article about space travel.

Organising texts in paragraphs

Write a description of a house.

▶  **Digital poverty (SDG 1)** **CLIL: Computer science** **Breaking out of digital poverty** pp. 56–57

Phone and music while you study

The effects of doing other things while you study.

Giving advice

Listen to a podcast about success.

Give advice to a friend.

Mo Salah: world class off and on the field

Read an article about a sporting hero.

A message giving advice

Write some advice.

CULTURE **Great achievers** pp. 70–71 **INVALSI** **Units 3–4** pp. 72–73

5 It was raining

pp. 74–87



VOCABULARY

Transport

Word bank 5
Transport verbs
p. 204

GRAMMAR

- A** Past continuous: all forms
- B** Past continuous vs past simple
- C** Adverbs of manner

FUNCTIONS

- At the train station**

REVIEW p. 85

6 You should visit

pp. 88–103



Arts and crafts

Word bank 6
Art styles
p. 205

- A** *should, shouldn't*
- B** Modals of deduction (present): *must, may/might/ could* and *can't*
- C** *-ing* form vs infinitive

- Describing a picture**

REVIEW p. 99

EXTRA GRAMMAR pp. 104–109

- 1 Second conditional
- 2 The passive: present/past tense
- 3 Reported speech

ORIENTAMENTO pp. 110–111

COMPITI DI REALTÀ pp. 112–115

- 1 Make a tech hack poster
- 2 Create a plan to decorate an area of your school

WORKBOOK pp. 127–187

EXTRA

Extra culture pp. 188–192

- 1 The Māori of New Zealand
- 2 In the Australian Outback
- 3 South Africa's 'Big Five'
- 4 Tornado Alley: the wild side of weather
- 5 The power of red in Canadian culture

Word banks pp. 194–199

- 1 Jobs (2)
- 2 Environment and weather
- 3 Technology verbs
- 4 Hair and face
- 5 Transport verbs
- 6 Art styles

EXAM TRAINER pp. 200–241

LEARNING TO LEARN LEARNING FOR LIFE

Learn how to use a mind map to give a talk

Tips for making a mind map to use when giving a talk.

LISTENING AND SPEAKING

Giving and following instructions

Listen to instructions for making a campfire.
Explain how to do an activity.

READING

An Atlantic crossing

Read an article about two men trying to cross the Atlantic.

WRITING

A story

Write a story about a day out that went wrong.



Responsible tourism (SDG 8)

CLIL: Social science

Beth's Blog pp. 86–87



Posting reviews on social media

Tips for social media review etiquette.

Giving your opinion

Listen to four teenagers talking about events.
Talk about a film / TV series or do a presentation on an event.

Pronunciation Silent letters

Three famous art heists

Read an article about famous art robberies.

A review

Write an email about a film or performance.

CULTURE

Street art pp. 100–101

INVALSI

Units 5–6 pp. 102–103

Wordlist pp. 116–119

Grammar reference pp. 120–125

Irregular verbs list p. 126

Pronunciation p. 193

Maps pp. 242–245

The British Isles

The United States and Canada

South Africa

Australia

KEY



000 Audio material



Video material



Pairwork



Groupwork



Quizzydoo



Cambridge A2 Key for Schools



Esame di Stato



INVALSI

Options



BASIC and ENRICHED

Reading texts pp. 00–00

Texts with Basic and Enriched versions



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



Present continuous: future

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

- I **'m meeting** (meet) the manager at 10 a.m. to talk about the best account for my money.
- We _____ (have) a pizza at Da Francesco with my parents tomorrow.
- Paul _____ (play) badminton with Jack in the afternoon.
- They _____ (travel) to London at 3 p.m.
- The doctor says she can have visitors now, so I _____ (visit) her later.
- We _____ (take) the dog to the park later for a walk.
- _____ (you / buy) your favourite author's new book tomorrow?
- I _____ (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.

1 _____ The professor ⁽¹⁾ **was** excited. The machine ⁽²⁾ _____ perfect. The tests ⁽³⁾ _____ perfect. The date they put into the machine ⁽⁴⁾ _____ 3030 – they ⁽⁵⁾ _____ ready for an adventure into the future!

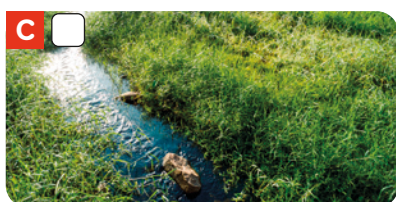
2 _____ He ⁽⁶⁾ _____ born in 1956. His father ⁽⁷⁾ _____ a teacher and his mother ⁽⁸⁾ _____ a journalist. They ⁽⁹⁾ _____ rich, but they ⁽¹⁰⁾ _____ happy, very happy.

3 _____ The poor police inspector ⁽¹¹⁾ _____ happy – she ⁽¹²⁾ _____ angry! The criminals, Mick and Jan Stone, ⁽¹³⁾ _____ very clever! Where ⁽¹⁴⁾ _____ 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

- 1** A day in the mountains! We ⁽¹⁾ climbed to the top of a volcano! On the way down, we ⁽²⁾ _____ by a waterfall and we ⁽³⁾ _____ some water from it because we were so thirsty! I ⁽⁴⁾ _____ really tired when we got back home, so I ⁽⁵⁾ _____ to bed. I ⁽⁶⁾ _____ for hours!

eat • get • lie • not put • spend • not want

- 2** What an exciting day! We ⁽⁷⁾ _____ a ferry to a small island and we ⁽⁸⁾ _____ the whole day on the beach. Mum and Dad ⁽⁹⁾ _____ in the sun, and Dad got really red because he ⁽¹⁰⁾ _____ any sun cream on. There was a cool restaurant there – we ⁽¹¹⁾ _____ some amazing seafood. I ⁽¹²⁾ _____ to leave.

drive • have • prefer • stand • take off • walk

- 3** Today, we ⁽¹³⁾ _____ the hire car into the countryside to a beautiful lake. We ⁽¹⁴⁾ _____ around the lake and then we ⁽¹⁵⁾ _____ a picnic in some fields. There was a river, so we ⁽¹⁶⁾ _____ our shoes and we ⁽¹⁷⁾ _____ in the water. A perfect day!

Which day ⁽¹⁸⁾ _____ I _____ ? I loved all three!

4c Use the prompts to complete the dialogue.

Tim ⁽¹⁾ you / have / good holiday / Amy / ?
Did you have a good holiday, Amy?

Amy ⁽²⁾ Yes I / not want / come home
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 _____

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 C 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

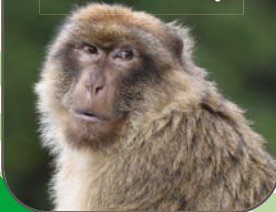
the rhino



danger to humans ★★★★★
cuteness ★★★★★
weight **1,300 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 **1,200 kg** speed **60 km/h**
friendliness ★★★★★
endangered ★★★★★

GLOSSARY

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

- 1 Rhinos are the fastest animals. T F
- 2 Giraffes are cuter than lions. T F
- 3 Monkeys are the friendliest animals. T F
- 4 Lions and rhinos aren't the most dangerous animals for humans. T F
- 5 Giraffes are more endangered than monkeys. T F
- 6 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 box.

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)?

- 1 You must show your passport here. ____
- 2 I really must ring Jane – she rang twice yesterday! ____
- 3 We have to be at school for 8.30. ____
- 4 Do you have to wear a uniform at your school? ____
- 5 Tyler isn't very well. We must ring him! ____
- 6 You must sit down on the roller coaster. ____
- 7 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*.

1

Kal
You _____ buy any milk.
Franc is going to the shop later!

2

**YOU _____ DRIVE
INTO THE CAMPSITE
AFTER 11 P.M.**

3

I _____ forget to give
Baz his book!

4

You _____ tell her about
her surprise party!

5

Homework is page 5.
We _____ do all the
exercises – just exercises 1, 2 and 5.

6

Tell Penny she _____
babysit tomorrow!

OK!



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?*

3 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 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 Watch or listen to part 2. Did you guess correctly?

6 Listen and complete part of the dialogue.

- Kylie** Excuse me.
Renato Yes?
Kylie You're the guy who does the circus stuff in the park.
Renato ⁽¹⁾ _____.
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 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 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 ...

Jobs

1 Match the words with the photos.



- | | |
|------------------|----------------------|
| — office worker | — mechanic |
| — police officer | — factory worker |
| — waiter | — engineer |
| — dentist | — musician |
| 1 — actor | — nurse |
| — builder | — personal trainer |
| — doctor | — shop assistant |
| — influencer | — software developer |

2 Listen and check.

3 Choose the correct option.

- I had a pain in my tooth, so I went to see a **nurse** / **doctor** / **dentist**. I was scared!
- I wouldn't like to be a **factory worker** / **office worker** / **personal trainer** – it's so noisy there!
- Zendaya is a really famous **doctor** / **actor** / **influencer**. I love her!
- My mum is a **police officer** / **waiter** / **mechanic**. Her car has got a blue light on top.
- A/an **software developer** / **shop assistant** / **office worker** stands up all day.
- My friend's brother is a **builder** / **doctor** / **dentist**. After work, his clothes are dirty!

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 _____.
- My sister wants to be an _____. She loves being on social media.
- If you want to get stronger, you could go to the gym or get a _____.
- I'm learning to code. I want to be a _____ and make video games.
- My aunt sits at a desk all day. She's an _____.
- Jadyn knows everything about cars. He's a _____.
- He works in a shop in a big shopping centre. He's a _____.

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 ...

WORD FUN

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

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 ⁽¹⁾ _____ per parlare di quello che le persone fanno di solito: la loro routine quotidiana, il lavoro, gli hobby, ecc.
- Si usa il present ⁽²⁾ _____ per parlare di quello che le persone stanno facendo in questo momento e in questi giorni.
- Ci sono alcuni verbi che di solito non si usano al present ⁽³⁾ _____ (per esempio *like, know, believe, want, need, understand, have got*).
- Il present ⁽⁴⁾ _____ 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) eggs, toast, fruit and honey.
- Alex _____ (usually / play) basketball after school, but this evening he _____ (study).
- Next August, I _____ (go) to Portugal with my family, but we _____ (not go / usually) on holiday.
- Ellie _____ (wait) for a phone call from her cousin in Mexico. They _____ (speak) in Spanish together.
- A Where _____ (Hannah / take) those things?
B To school. They _____ (have) an end-of-year party tomorrow.
- A What _____ (you / drink)? Is it nice?
B It's iced tea. I _____ (not like) it very much. _____ (you / want) it?

GRAMMAR RAP

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 _____ + *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 ⁽¹⁾ **'m going to get up** (get up) late every day, and I ⁽²⁾ _____ (go) for a walk with our dog before breakfast. My brother ⁽³⁾ _____ (come) with us. Well – that's what he says! We ⁽⁴⁾ _____ (have) enormous breakfasts. I ⁽⁵⁾ _____ (cook) eggs and sausages every morning! I ⁽⁶⁾ _____ (study) in the first few days of the holiday – not at the end! My friend Sasha ⁽⁷⁾ _____ (visit) my grandparents with me in Devon. I'm so excited! We ⁽⁸⁾ _____ (play) tennis near their house, and go to the beach. Sasha ⁽⁹⁾ _____ (stay) for a week. We ⁽¹⁰⁾ _____ (choose) films that we all like for the evenings.

3 005 Listen and check.



ATTENZIONE!

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

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.*



GRAMMAR RAP

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 / ? ✗
A _____
B _____
- you / stay / in a hotel / in France / ? ✓
A _____
B _____
- your brother / come / to the cinema / ? ✗
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.

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



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!

9 006 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.

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!*



3 **Complete the opposite responses (A–H) in the table in Ex.2.**

4  **Act out the dialogue.**

5  008 **Read questions 1 and 2. Then listen and tick (✓) the correct dialogue.**

1 Tom:   Ruby:  

Dialogue 1 ☐ Dialogue 2 ☐

2 Tom:  Ruby: 

Dialogue 3 ☐ Dialogue 4 ☐

6  **Mediation** **Complete each list with two items. Discuss with your partner.**

Things I ...

like: _____ / don't like: _____ /

can do: _____ can't do: _____

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.	(C) _____	(3) I _____.
I like playing sport.	(4) _____ do I.	(D) _____
I'm not very good at tennis.	(5) _____ am I.	(E) _____
I don't like football.	(F) _____	(6) _____
I'm interested in that one!	(G) _____	(7) _____
I don't know how to play chess.	(8) _____	I do.
I can sing.	So can I.	(H) _____



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.

- 1 Was Luna happy to be back at school? Why / Why not?
- 2 What didn't she like?
- 3 How did the class feel about the new rule?
- 4 What did Luna do?
- 5 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?

1 This new rule is really silly. Whose idea was that?

2 We aren't very happy about the new rule. Can you please explain why the school introduced it?

3 We don't care what you think. We know what we don't like – change it!

4 Thank you for explaining the reason. Could we suggest a different solution to the problem?

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

- 1 What was good about Luna's communication with the head teacher?
- 2 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

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



- a "So you're saying that ...?"
- b "I understand why you're saying that. I think ..."
- c the other person is speaking.
- d 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.

- 1 There's a lot of traffic in the street where your school is. A lot of drivers go too fast.
- 2 The hall and the corridors in your school look a mess. You think there should be more rubbish bins.
- 3 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.

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.

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

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

- 1 That's amazing .
- 2 You _____ deserve it.
- 3 Of course you can _____ .
- 4 You'll _____ .
- 5 _____ need to worry.
- 6 You're really _____ (speaking in class).
- 7 No _____ .
- 8 _____ believe it!
- 9 _____ news.

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

Congratulating and reacting to good news	Offering encouragement
<i>That's amazing.</i>	



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.
 - 1 ☒ You really deserve it.
 - 2 ☐ That's amazing.
 - 3 ☐ Of course you can do it.
 - 4 ☐ You'll be great.
 - 5 ☐ There's no need to worry.
 - 6 ☐ That's fantastic news.
 - 7 ☐ No problem.
 - 8 ☐ You're really good at it.
 - 9 ☐ 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 1958 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

BASIC and ENRICHED Reading texts pp. 4-5

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?

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

2 **Critical thinking** Discuss the questions.

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

3 **K** Ask and answer the questions.

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

A profile of a person

1 Read the profile of Nicholas D'Aloisio. What does the *Summly* 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 *Summly*. 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.

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.

- He was born _____ 1995.
- _____ seven years in Melbourne, he moved to London.
- _____ the age of 16, he launched an app.
- _____ the same year, he started working for Yahoo.
- He worked at Yahoo _____ 2013 _____ 2015.

2a Match paragraphs 1–4 with their content.

- a ☒ **2** who he is
b ☐ why the writer thinks he's amazing
c ☐ introduction
d ☐ 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 *Summly*
(4) _____ sold *Summly*
(5) _____ started *Sphere Knowledge*

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



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

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.

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 ⁽¹⁾ _____ (not be) here for dinner.
- Leo** That's right. Oh, and I ⁽²⁾ _____ (ride) my bike there.
- Mum** Hmm, no. I can take you and bring you home after the party. ⁽³⁾ _____ (you / take) anything to the party?
- Leo** Yes, ⁽⁴⁾ _____. I ⁽⁵⁾ _____ (take) some crisps. Freddie's mum ⁽⁶⁾ _____ (make) a chocolate cake. We ⁽⁷⁾ _____ (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.

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

READING

2a **014** 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*



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*

Options

BASIC and ENRICHED
Reading texts
pp. 6–7

Starter	128		
1 I'm going to talk to him		4 She's already won	
Grammar rules	130	Grammar rules	156
Vocabulary practice	131	Vocabulary practice	157
Wordlist	131	Wordlist	157
Grammar practice	132	Grammar practice	158
Put it all together!	135	Put it all together!	161
Listening and speaking	136	Listening and speaking	162
Reading and writing	137	Reading and writing	163
2 I'll just stay at home		INVALSI Units 3 & 4	164–165
Grammar rules	138	5 It was raining	
Vocabulary practice	139	Grammar rules	166
Wordlist	139	Vocabulary practice	167
Grammar practice	140	Wordlist	167
Put it all together!	143	Grammar practice	168
Listening and speaking	144	Put it all together!	171
Reading and writing	145	Listening and speaking	172
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3 Have you ever lost your phone?		6 You should visit	
Grammar rules	148	Grammar rules	174
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Wordlist	149	Wordlist	175
Grammar practice	150	Grammar practice	176
Put it all together!	153	Put it all together!	179
Listening and speaking	154	Listening and speaking	180
Reading and writing	155	Reading and writing	181
		INVALSI Units 5 & 6	182–183
		EXTRA GRAMMAR	184–187

KEY



Audio material



Cambridge A2 Key for Schools



BASIC and ENRICHED Reading texts pp. 00–00



Pairwork



Esame di Stato

Texts with Basic and Enriched versions



Groupwork



INVALSI

* Esercizio abbastanza impegnativo



Esercizio impegnativo



Esercizio molto impegnativo



Present simple vs continuous

1 Completa la conversazione telefonica con il present simple o il present continuous dei verbi tra parentesi.

- Ella** Hi, Joe, it's Ella. Are you at home? What ⁽¹⁾ are you doing (you / do) ?
- Joe** Hi, Ella, I'm in my bedroom.
I ⁽²⁾ _____ (write) a history essay. I ⁽³⁾ _____ (not / usually / study) on Saturdays, but my teacher ⁽⁴⁾ _____ (say) I need to finish this by Monday. What ⁽⁵⁾ _____ (you / do), Ella?
- Ella** I'm at home with my family, but I ⁽⁶⁾ _____ (want) to go out.
- Joe** Where ⁽⁷⁾ _____ (you / want) to go?
- Ella** The beach? The weather is nice today – it ⁽⁸⁾ _____ (not rain) for once! – and it's warm.
- Joe** Yes, great for a walk near the sea. Let's go!

Present continuous: future

2 Guarda il diario. Scrivi frasi su ciò che Felicity farà nel fine settimana.

Friday

- Megan's house after school
- Cinema with Jade – meet outside at 7.30 p.m.

Saturday

- Wash new top in afternoon. Buy a present
- Sam's party at 9.00 p.m.!

Sunday

- Grandma's for lunch 1.00 p.m.
- Maths and French homework!

- On Friday afternoon, Felicity is going to Megan's house after school.
- On Friday evening, _____.
- On Saturday afternoon, _____.
- On Saturday evening, _____.
- On Sunday at lunch time, _____.
- On Sunday afternoon, _____.

Past simple: be

3 Completa le frasi con la forma corretta del past simple di be.

- Freya** Why weren't you and Ryan at the party last night?
Ben Actually, we _____ at the party, but we _____ there at the start because our bus _____ late.
- Lily** _____ there many people at the concert yesterday?
Erin Yes, there _____ – a lot!
- Anna** I _____ in Barcelona last month on holiday.
Tyler Really? I _____ there last summer with my mum and dad. It _____ brilliant!

Past simple: all forms

4 Leggi il testo e completa con il past simple dei verbi nel riquadro.

buy • change • decide • feel • give
not have • hope • listen • meet • say
spend • steal • not want

When three friends from Nottingham, Rachel, Clare and Nancy, were 16, their parents ⁽¹⁾ said they could go to the Edinburgh Festival for a week on their own. They ⁽²⁾ _____ tickets to see a few of the big shows, but they ⁽³⁾ _____ to spend all their time in theatres; they ⁽⁴⁾ _____ to see lots of street artists, too. The three friends ⁽⁵⁾ _____ the first day simply enjoying the vibrant atmosphere. However, on the second day, somebody ⁽⁶⁾ _____ Clare's bag with all of their money in it! After that, they ⁽⁷⁾ _____ any money to pay for their hostel, so the girls ⁽⁸⁾ _____ to catch a train back to Nottingham. They ⁽⁹⁾ _____ very disappointed, but their luck ⁽¹⁰⁾ _____ when they ⁽¹¹⁾ _____ the actors from their favourite show on the train! They ⁽¹²⁾ _____ to the girls' story and then ⁽¹³⁾ _____ them free tickets to their next show in London!

Comparative and superlative adjectives

5 Leggi l'articolo. Completa con il comparativo o il superlativo dell'aggettivo tra parentesi.

Athletes that compete in the Winter Olympics want to be the ⁽¹⁾ **fastest** (fast) ice skaters or jump ⁽²⁾ _____ (high) than all the ski jumpers. This event is always in February in the Northern Hemisphere because it needs snow, and February is the ⁽³⁾ _____ (cold) and the ⁽⁴⁾ _____ (snowy) month of the year. However, a Winter Olympics in the Southern Hemisphere isn't impossible! The two countries with the ⁽⁵⁾ _____ (good) conditions for it are New Zealand and Chile. So, there might be a Southern Hemisphere Winter Olympics one day!

- We've only got **a little** / **a few** money – is it enough for the tickets?
- There's just **a lot of** / **a little** butter in the cake, so it's very healthy.
- That jacket costs **a lot of** / **a little** money. It's too expensive for me.
- There aren't **many** / **much** cars outside – is this the right house?
- Is there **much** / **many** time left for revising?

have to vs must

8 Scegli l'opzione corretta.

- I **must** / **have to** phone Grandma today – it's her birthday.
- We **must** / **have to** give our phones to the teacher at the start of the lesson.
- All customers **must** / **have to** show ID when they pick up their order.
- I **must** / **have to** remember to buy some milk on the way home.
- Sally and her sister **must** / **have to** take their brother to kindergarten before they come to school.
- You **must** / **have to** show your passport at the gate.

Countable and uncountable nouns

6 Completa le frasi con l'articolo corretto, a, an o –.

- I've got **an** apple and _____ orange for lunch.
- What do you want on your sandwich, _____ cheese or _____ ham?
- Would you like _____ biscuit?
- There are _____ tomatoes on my tomato plant!
- Is there _____ egg in the fridge?
- Sam doesn't like _____ rice.

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

7 Scegli l'opzione corretta.

- Joe has got **a lot of** / **a few** books. His room is full of them!
- Are there **many** / **much** students here?
- Have you got **many** / **much** homework this weekend?

mustn't vs don't have to

9 Completa le regole per i ciclisti con mustn't o don't have to.

RULES FOR BIKE RIDERS

Road rules are for all the people who use the road, including bikes. So you ⁽¹⁾ **mustn't** forget these rules.

-  You ⁽²⁾ _____ ever go through a red traffic light.
-  You ⁽³⁾ _____ ride on the pavement, only on the road.
-  You ⁽⁴⁾ _____ ride up the road in the wrong direction.
-  You ⁽⁵⁾ _____ listen to music or use a phone when you cycle.
-  Bike riders over 18 years ⁽⁶⁾ _____ wear a helmet, but they're a very good idea.
-  You ⁽⁷⁾ _____ wear expensive bike clothes, but you should be visible on the road, so wear bright colours.





Grammar rules

A Present simple vs present continuous

- Si usa il *present simple* per parlare di routine quotidiane, abitudini e cose che facciamo spesso.

*My dad **works** in the city centre.*

*They **play** football on Saturdays.*

- Si usa il *present continuous* per parlare di ciò che le persone stanno facendo in questo momento. Di solito sono azioni temporanee.

*My dad **is working** in London at the moment.*

*We're **playing** Monopoly – it's great fun!*

- Ci sono alcuni verbi che non si usano al *present continuous*. In genere sono verbi di stato e non di azione (ad esempio *like, love, know, think, want, need, understand*).

*I **love** your new jacket!*

*Ella **doesn't understand** Italian.*

- Si può usare il *present continuous* anche per parlare di programmi futuri già definiti.

*What **are** you **doing** in the holidays?*

*We're **visiting** my cousins in France.*

B *be going to*: affirmative

I	'm/am	going to	work.
You/We/They	're/are	going to	work.
He/She/It	's/is	going to	work.

- Per la forma affermativa si usa **am/is/are + going to** + la forma base del verbo principale.

*You're **going to meet** my friend Karen.*

*I **am going to take** a train to York.*

C *be going to*: negative

I	'm / am not	going to	work.
You/We/They	aren't / are not	going to	work.
He/She/It	isn't / is not	going to	work.

- Per la forma negativa si usa **am/is/are + not + going to** + la forma base del verbo principale.

*It **isn't going to be** easy.*

*They **are not going to tell** you.*

D *be going to*: questions and short answers

Domande			
Am	I	going to	eat?
Are	you/we/they	going to	eat?
Is	he/she/it	going to	eat?
Risposte brevi			
Yes, I am .		No, I'm not .	
Yes, you/we/they are .		No, you/we/they aren't .	
Yes, he/she/it is .		No, he/she/it isn't .	

- Per la forma interrogativa si inverte **be** e il soggetto, poi si aggiunge **going to** + la forma base del verbo principale.

*He **is going to call** me. → **Is he** going to call me?*

- Si usa la forma contratta di **be** nelle risposte brevi negative.

***Are** you going to stay? No, we **aren't**.*

- Si usa **be going to** per intenzioni future o piani futuri che non sono ancora del tutto certi.

*I'm **going to study** French at university.*

*They're **going to travel** to Canada next year.*

E Defining and non-defining relative clauses

- Si usano le *defining relative clauses* (introdotte da **who, which, that**) per dare informazioni essenziali su qualcuno o qualcosa. Di solito seguono immediatamente il sostantivo che descrivono.

*He's the student **who got 100% in the exam**.*

*This is the book **which Jim recommended**.*

- Si usano le *non-defining relative clauses* per fornire informazioni aggiuntive sulla persona o la cosa di cui stiamo parlando. Si inseriscono le virgole prima e dopo queste frasi.

Tyler got 100% in the maths exam.

Tyler is my friend's brother.

*= Tyler, **who is my friend's brother**, got 100% in the maths exam.*

- Si deve sempre usare un pronome relativo per introdurre una *non-defining relative clause*; non può essere omissa.

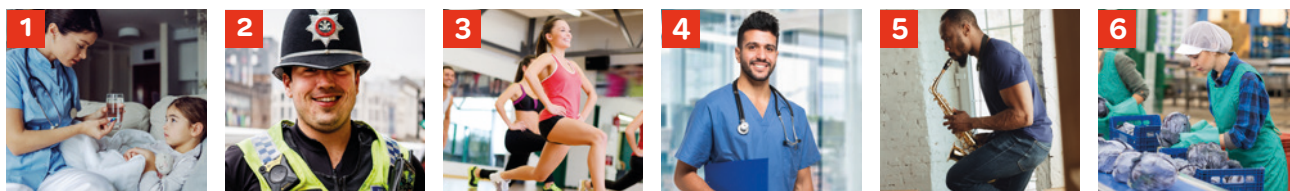
*Kim, **who I know from the Chess Club**, is doing the London marathon this year.*

- Non si usa **that** per introdurre una *non-defining relative clause*.

*Aidan, **that who** scored three goals in the first game, was the only good player in the team.*

Jobs

* 1 Osserva le foto. Completa le parole.



- 1 The nurse is looking after a patient in hospital.
- 2 My dad is a police officer.
- 3 This personal trainer is teaching an aerobics class.
- 4 My brother is a doctor at the city hospital.
- 5 The musician is practising for the concert.
- 6 The factory workers start at six o'clock in the morning.

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* 4 Completa le frasi con la forma corretta dei mestieri.

- 1 Most waiters work in restaurants and cafés.
- 2 My sister is an _____. She writes letters and makes appointments for her boss.
- 3 Ella had a great _____ at the gym who helped her get fit.
- 4 _____ know how to show different emotions in plays and films.
- 5 Let's ask the _____ the price of this tablet.
- 6 Those _____ are making parts for electric cars.

* 5 Pensa a una persona per ciascun gruppo. Scrivi una frase per ognuno di loro.

A famous musician

Ludovico Einaudi is a famous musician.

A bad actor

A successful influencer

A famous software developer

* 2 Completa il testo con a o an e le parole nel riquadro.

builder • dentist • engineer • influencer
mechanic • shop assistant • software developer

My friends and I all want to do different jobs. When I'm older, I want to be ⁽¹⁾ an engineer. I'm really good at maths and science and I love building things! My friend Hugo would like to be ⁽²⁾ _____. He's great with computers and he likes writing code. Izzy's mum has got a shoe shop. Izzy wants to be ⁽³⁾ _____ and help her in the future. Alice is good at science and wants to go to university and become a doctor or ⁽⁴⁾ _____. Adam wants a job outside. He wants to be ⁽⁵⁾ _____ and make houses. Zara hopes to become ⁽⁶⁾ _____ and tell people about her life on social media. Her sister Nancy is very different. She wants to become ⁽⁷⁾ _____. She's interested in motorbikes and how to repair them.

WORDLIST

JOBS

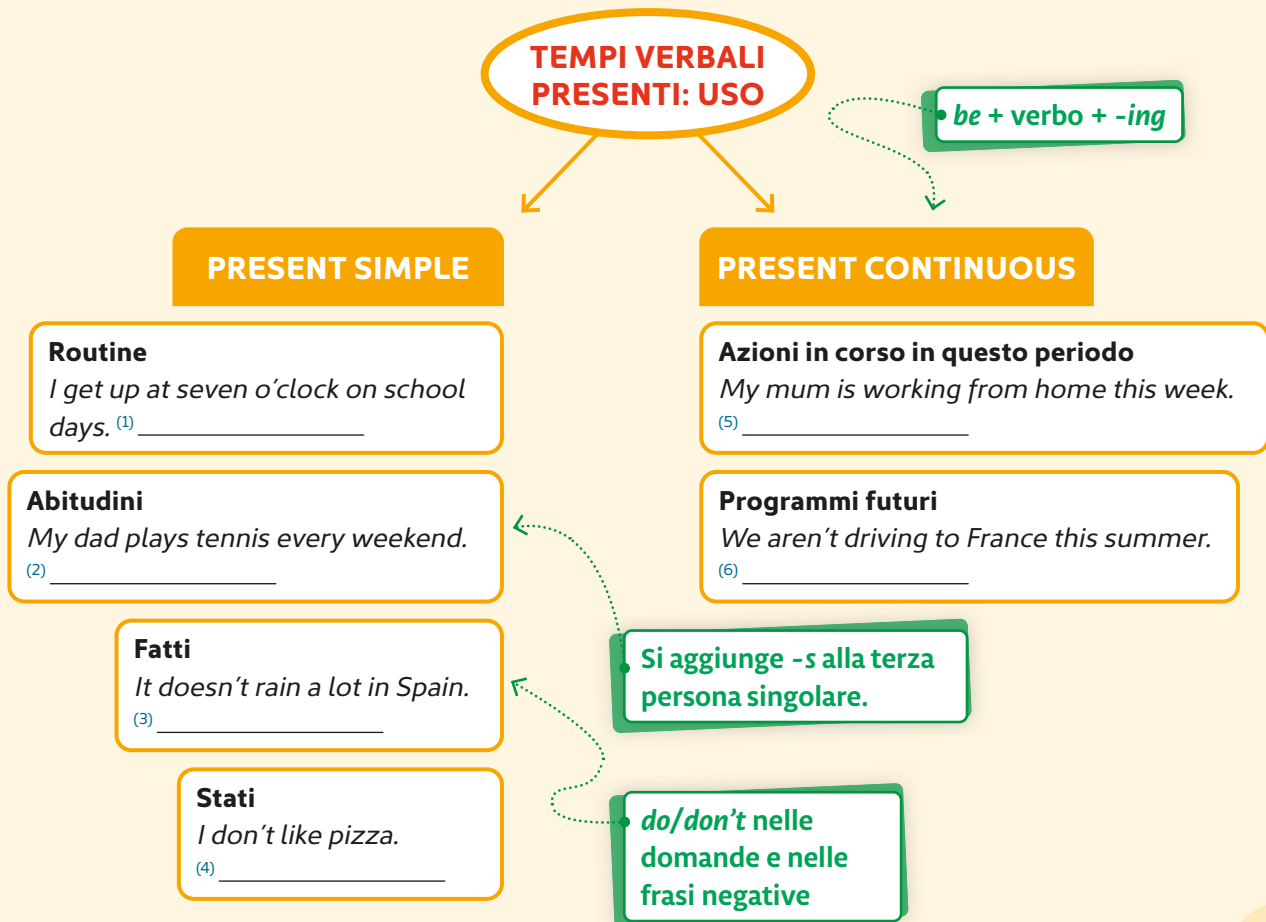
actor attore
builder muratore
dentist dentista
doctor medico
engineer ingegnere
factory worker operaio/a

influencer influencer
mechanic meccanico
musician musicista
nurse infermiere/a
office worker impiegato/a
personal trainer personal trainer

police officer agente di polizia
shop assistant commesso/a
software developer programmatore/
programmatrice
waiter cameriere/a

Present simple vs present continuous

Completa la mappa grammaticale con esempi.



* 1 Scegli l'opzione corretta.

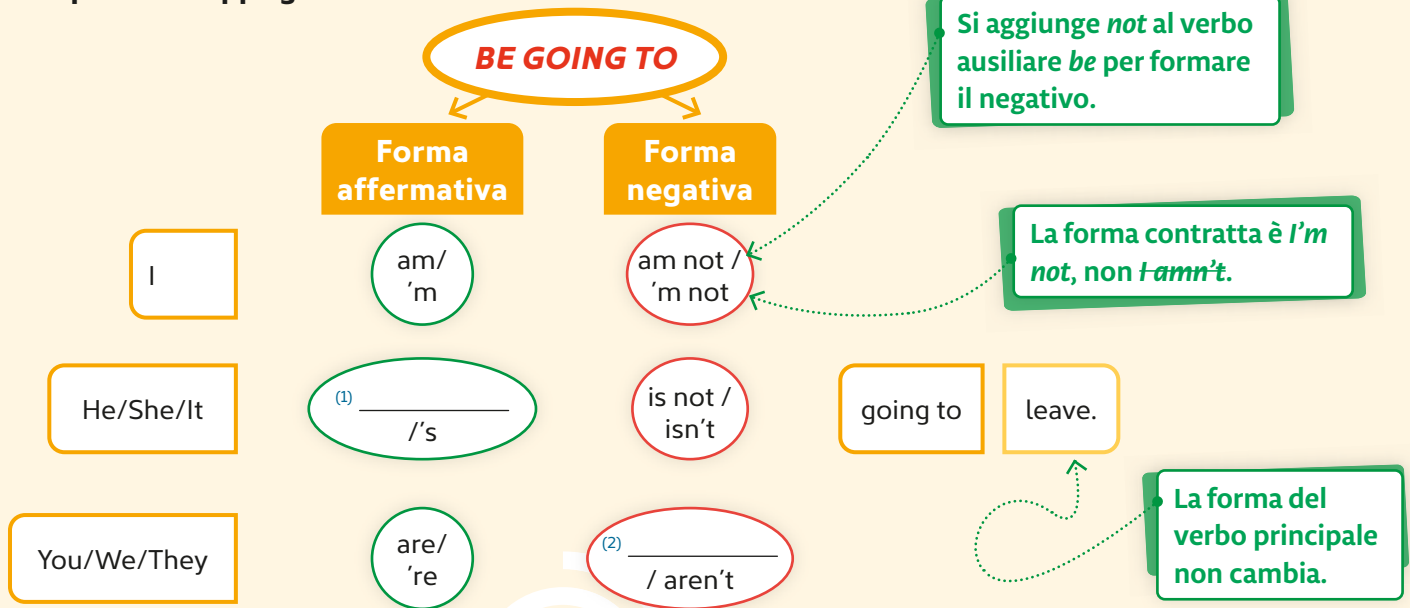
- I like / 'm liking Joe. He's so funny!
- My brother studies / **is studying** for his exams now.
- Do you tidy** / **Are you tidying** your room every Sunday?
- My dad **doesn't work** / **isn't working** in a factory. He's a nurse.
- Katie **doesn't play** / **isn't playing** in the tennis match because she's ill.
- We **'re needing** / **need** some paint for our art project.
- Do they have** / **Are they having** breakfast at the moment?
- My brothers **are going** / **go** to the USA next summer.

* 2 Completa le frasi con il **present simple** o il **present continuous** dei verbi tra parentesi.

- Tom is a musician and plays (play) in a band. He's at school tonight because his band **is playing** (play) in the school concert!
- Olivia _____ (do) her homework at the moment. She always _____ (do) it after school.
- My parents _____ (not cook) breakfast on Sundays. Today is Sunday, so they _____ (not cook); we're eating breakfast in a café.
- Freddie and Ben _____ (work) in a gym this summer. They both _____ (work) there three days a week as personal trainers.
- My sister and I _____ (not watch) TV tonight. We _____ (not watch) TV on Fridays because we always play computer games with our friends.

be going to: affirmative and negative

Completa la mappa grammaticale.



* 3 Scegli l'opzione corretta.

- I am / is / are going to get up early tomorrow.
- We am / is / are going to have a big breakfast this morning.
- They am not / isn't / aren't going to visit their grandparents this weekend.
- You am / is / are going to choose the film next time.
- It am / is / are going to be a great concert!

* 4 Completa le frasi con la forma affermativa o negativa corretta di *be going to* e il verbo tra parentesi.

- I 'm going to be (be) a nurse in the future.
- They _____ (find) the hotel without a map. It's impossible!
- Luke _____ (like) this film. He doesn't like westerns.
- You _____ (love) this new video game!
- We _____ (invite) all of our class to the event.
- The party _____ (start) in about an hour.

* 5 Usa le seguenti parole per scrivere frasi.

- Katy / meet / her friends / at / the park
Katy is going to meet her friends at the park.
- he / send / me / a / text / later

- we / have / a / new teacher / next term

- my sister / work / in Spain / next summer

- I / not listen to / Tom's / crazy ideas

- these students / not do / the geography project

- it / not rain / this afternoon

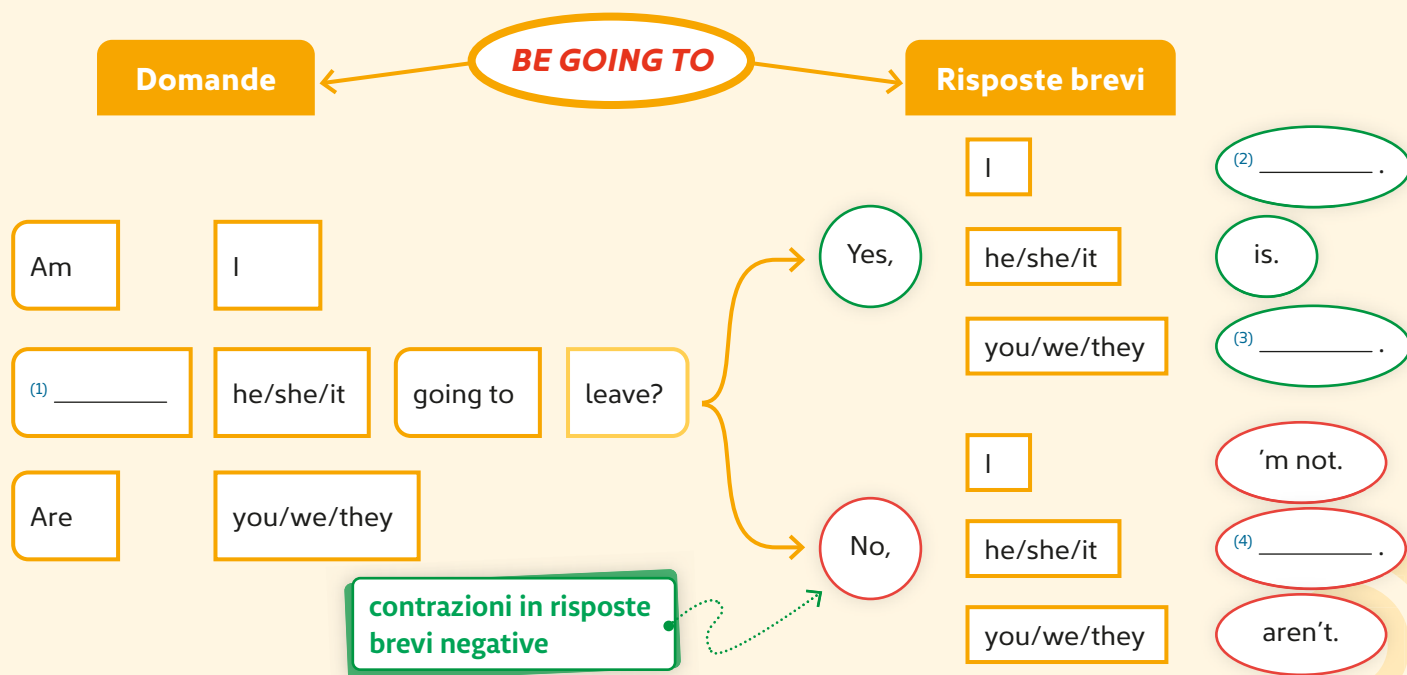
- you / not be / an engineer

* 6 Scrivi delle frasi su quando hai intenzione di svolgere le seguenti attività.

- go home
- study
- meet your friends
- go on holiday with your family
- get a job

be going to: questions and short answers

Completa la mappa grammaticale.



* 7 Riordina le parole per formare domande.

- to school / going to / you / tomorrow / are / walk / ?
Are you going to walk to school tomorrow?
- be / your friend / going to / a software developer / is / ?
- in maths / am / going to / a good mark / get / I / this term / ?
- go / the factory workers / going to / on holiday / are / next week / ?
- rain / in your area / is / tomorrow / it / going to / ?

* 8 Completa le domande e le risposte con la forma corretta di be.

- Are _____ you going to tell me your secret?
No, I 'm not _____.
- _____ your mum going to take you to school in the car? Yes, she _____.
- _____ you and your friends going to meet at the weekend? Yes, we _____.
- _____ I going to meet your cousins this summer? No, you _____.
- _____ your brother going to be a builder? Yes, he _____.

* 9 Completa il dialogo con la forma corretta di be going to.

- Kemal** What ⁽¹⁾ are you going to do (you / do) after school, Ben? ⁽²⁾ _____ (you / go) to university?
- Ben** No, I ⁽³⁾ _____. I want to work. I ⁽⁴⁾ _____ (look for) a job.
- Kemal** What kind of job?
- Ben** I'd like to work in tourism. I ⁽⁵⁾ _____ (get) a job as a waiter.
- Kemal** A waiter? ⁽⁶⁾ _____ (you / work) in a restaurant?
- Ben** Yes, I ⁽⁷⁾ _____. What about you, Kemal?
- Kemal** Well, I ⁽⁸⁾ _____ (work) as a shop assistant in my uncle's shop for the summer.
- Ben** Yeah? What ⁽⁹⁾ _____ (you / do) after that?
- Kemal** I ⁽¹⁰⁾ _____ (go) to university to study medicine.
- Ben** That's cool! Good luck with it!

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* 11 Scrivi risposte personali alle domande dell'esercizio 8.

Defining and non-defining relative clauses

- ★ ★ 12 Completa il testo con **who**, **which** o **that**.



Jessica Watson



Jessica Watson is an Australian sailor ⁽¹⁾ _____ sailed around the world solo. And she did it when she was only 16! She's the youngest person ever to do this. Jessica sailed the world's oceans on a small boat ⁽²⁾ _____ she named *Ella's Pink Lady*. She left from Sydney, ⁽³⁾ _____ was the departure and return point for her journey, in October 2009, and returned there in May 2010, after 210 days at sea. In 2011, Jessica wrote a book, ⁽⁴⁾ _____ is called *True Spirit*, ⁽⁵⁾ _____ tells the story of her adventures. There's also a 2023 film of the story. The actor ⁽⁶⁾ _____ plays Jessica in the film is Teagan Croft.

- ★ ★ 13 Riscrivi le seguenti frasi usando il pronome relativo corretto.

- Ella is in my art class this term. She recently moved to the area.
Ella, who recently moved to the area, is in my art class this term.
- My laptop is broken again. It stopped working last month.

- The village is very pretty. It has only 1,000 inhabitants.

- That girl is my cousin. She's an office worker in our school.

- Mrs Graham is leaving this month. She is my favourite teacher.

- The Chess Club is organising a tournament. It has a hundred members.

Put it all together!

- ★ ★ 14 Scegli l'opzione corretta.



The jobs of the future

The world is changing fast – and so is work! Here are some jobs ⁽¹⁾ **that** / **who** we're going to need in the future.

● Robotics engineer

⁽²⁾ **Do you want** / **Are you wanting** to create the technology of the future? Today, there are already many factories ⁽³⁾ **which** / **who** use robot 'workers'. Robotics engineers, ⁽⁴⁾ **who** / **that** hope to build robot nurses and lawyers in the future, ⁽⁵⁾ **develop** / **are going to develop** these clever machines even more.

● City farmer

Do you enjoy living in a city, but you'd like to work with nature? City farmers are people ⁽⁶⁾ **which** / **who** do both! Some cities ⁽⁷⁾ **plan** / **are planning** farms on the tops of buildings in the future. They ⁽⁸⁾ **need** / **are needing** people to help grow the plants there and look after farm animals like chickens and pigs.

● Virtual Reality developer

In the future, instead of talking to colleagues in a video call, developers ⁽⁹⁾ **make** / **are going to make** a virtual reality headset ⁽¹⁰⁾ **that** / **who** is going to let us enter the 'metaverse' instead, a virtual universe populated by 3D avatars of people. The metaverse ⁽¹¹⁾ **is needing** / **is going to need** lots of VR developers to work with AI technology to write the code to create it.

- ★ ★ 15  Traduci le frasi in inglese. 

- Cosa fai domani sera?
- Jack è veloce. Finirà la gara per primo.
- Mi sento sempre felice quando il sole splende.
- Non è la ragazza che ho incontrato alla festa.
- Non vi daremo le risposte.
- La nuova serie TV, in cui c'è Jennifer Lawrence, è bellissima.
- Hai intenzione di finire tutto quel gelato?
- Bradley sta lavorando come operaio al momento.

Functions

1 Abbina i commenti 1–5 alle risposte a–e.

- 1 ☐ I'm not very good at hip-hop.
 2 ☐ I hope we can learn the steps quickly.
 3 ☐ I can't stand classical music.
 4 ☐ I can only play a few songs.
 5 ☐ I don't like jazz.

- a So do I.
 b So can I.
 c Oh, I do.
 d Neither can I.
 e Neither am I.

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3 Completa il dialogo con le espressioni nel riquadro.

I do • Neither am I • Neither can I
 So am I • So can I • So do I

- Ella** Hi, Ruby. Where are you going?
Ruby I'm going to the dance studio for my first hip-hop lesson.
Ella Really! ⁽¹⁾ _____. It's my first lesson today, too.
Ruby No way! I'm a bit nervous. I'm not very good at hip-hop.
Ella ⁽²⁾ _____. I hope we can learn the steps quickly.
Ruby ⁽³⁾ _____. But I don't usually learn quickly – I have to practise loads.
Ella Yes, so do I.
Ruby Why did you decide to do hip-hop, not another type of dancing?
Ella I love the music. My mum wanted me to do ballet, but I can't stand classical music.
Ruby No. ⁽⁴⁾ _____. And I don't like jazz.
Ella Oh, ⁽⁵⁾ _____. It's great. My dad plays the saxophone.
Ruby Yeah? Can you play any instruments, Ella?
Ella Well, I'm learning the guitar, but I can only play a few songs.
Ruby ⁽⁶⁾ _____. My brother's trying to teach me, but I'm not very good.
Ella I think we've got a lot in common, Ruby!

4 087 Ascolta e controlla.5 088 Ascolta e scrivi i lavori menzionati.6 088 Ascolta di nuovo e scegli l'opzione corretta.

- 1 The podcast is about **Caitlin's friends** / **future jobs**.
 2 **Some** / **None** of her friends have a clear idea about their future.
 3 Caitlin names **two** / **three** jobs she doesn't want to do.
 4 Caitlin's family want her to find a job that **she likes** / **makes a lot of money**.
 5 She thinks maybe she can work as a **cook** / **presenter**.

7 Scrivi un dialogo sulla base della seguente traccia.

A

B

Chiedi se ha intenzione di partecipare a qualche club del doposcuola questo trimestre.

Risponde che vuole andare, ma non a un club sportivo perché non si sente molto sportivo/a.

Dice che neanche lui/lei lo è.

Dice che vuole fare qualcosa di più creativo. Vuole diventare un artista dopo la scuola.

Dice che anche lui/lei vorrebbe e che ama l'arte.

Risponde che ha l'intenzione di iscriversi all'Art club.

Dice che è un'ottima idea. Anche a te piacerebbe partecipare.

Dice che ha intenzione di andare questo martedì. Suggestisci di andare insieme.

Concorda e ringrazia il suo compagno/la sua compagna e dice che pensa che sarà divertente.

8 Memorizza il dialogo e preparati a recitarlo in classe.

Mikaila Ulmer and the bees

1 Leggi e ascolta l'articolo. Completa la frase.

Mikaila Ulmer's company makes ⁽¹⁾ _____ with ⁽²⁾ _____ in it.

Mikaila Ulmer is one of the youngest **entrepreneurs** in the United States. Her company, *Me & the Bees*, makes special lemonade. Today, shops in every part of the US sell Mikaila's lemonade. Her company has made a lot of money. But how did Mikaila become successful?

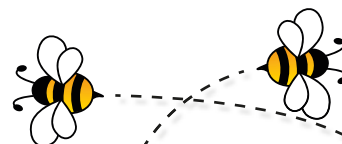
It's 2009, and little Mikaila is four years old. While she's playing, Mikaila gets two bee **stings** in one week! Her parents are worried she's going to be scared of bees now. They give her a book to learn about these interesting insects instead. Mikaila reads that bees are very important to our planet, but also that they are **dying out**. This gives her an idea – she's going to do something which helps bees!

Mikaila remembers her grandmother's delicious **recipe** for lemonade. She decides she's going to use it for a business idea. She buys **honey** from **beekeepers** in her

area, and adds it to the lemonade recipe instead of sugar. Then she starts selling the lemonade outside her home.

Everyone loves the drink and wants more! Soon, a local restaurant wants to buy Mikaila's lemonade, then in 2014, she begins selling it to a famous American supermarket. Mikaila gives 10% of any money she makes to organisations which protect bees. A TV show called *Shark Tank* invites her on television to get more money for her business.

In 2021, Mikaila writes a book called *Bee Fearless* about starting her business. She hopes other young people are going to read it and **be inspired** to start businesses that help the environment, too!



Options



BASIC and ENRICHED

Reading texts pp. 34–35

GLOSSARY

entrepreneurs *imprenditrici*
stings *punture*
dying out *scomparendo*
recipe *ricetta*
honey *miele*
beekeepers *apicoltori*
fearless *senza paura*
be inspired *si lascino ispirare*

2 Leggi di nuovo l'articolo. Rispondi alle domande.

- How old was Mikaila when she first met bees?
- Why did her parents give her a book about bees?
- What special ingredient does Mikaila use?
- How does her business help bees?
- What happened in 2014 and in 2021?
- Why did Mikaila write a book?

Options

3 Leggi di nuovo l'articolo su Maikala. Poi scegli l'opzione A o l'opzione B.

A Scopri un altro giovane imprenditore famoso. Scrivi un articolo su di lui/lei (80–100 parole). Rispondi a queste domande.

- Where are they from?
- How old were they when they started their business?
- What do they make/sell?
- What are the important dates in their life so far? Why?
- Why do you think they are inspiring?

1 Ryan Kelly is from the USA.

2 He started Ry's Ruffery when he was ten years old.

B Scopri un altro giovane imprenditore famoso. Scrivi un articolo su di lui/lei (100–140 parole). Includi le informazioni richieste nell'opzione A e aggiungi in che cosa era bravo/a e come ha avuto l'idea per la sua impresa.

Emma Angeletti from Florida in the USA was 17 years old when she started back2earth, which is an organisation that ...