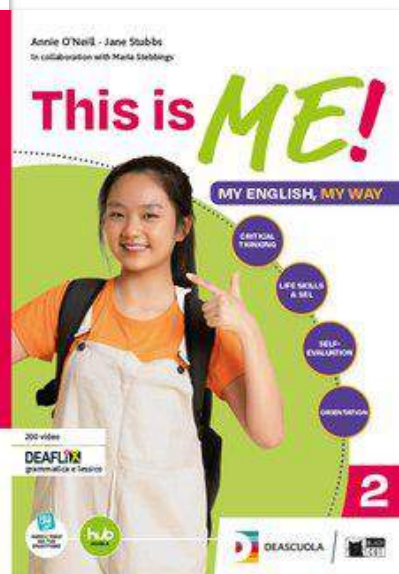


Getting started with **THIS IS ME**

Relatori: Karl Matthews and Roy Bennett



What are we going to look at today?

① Teacher Resources and course structure

② Platform Hub Scuola

③ Ebook and Chiavetta USB

④ Teacher and Test Books

Checklist of materials for teachers adopting

This is me

- **Teacher's Book** + eBook
- **Test Book**
- **Quick Test con lucidi**
- **Grammar Cards Kit**
- **Engage your class! Risorse per l'apprendimento collaborativo**
- **Chiavetta USB con Easy eBook**

My home

4

Don't go around the houses!

Read the proverbs and choose the correct interpretation in Italian.

Non girare intorno alle case.

1 *Don't look at city centers.*

2 *Don't look at houses.*

3 *Don't look at the city centers.*

ON A MISSION

MY TUTORS

1 Look at the photos. Are the houses...

1. modern or old-fashioned?
2. big or small?
3. similar to Italian houses?

I ALREADY

In one minute, list the words in the photos that you know in English. Compare with the class.

similare, grande, ...

2 **1 MINUTE** Watch the video. Complete the sentences.

1. Amy's real home is _____ from the center.
2. Luke's dream house is in the center of

3 **1 MINUTE** What about you? Describe your dream house and say where it is.

It's big and modern. It's in New York!

Identity Club

73

1. **LISTEN** **UNDERSTAND** Look at the photo. Where are the friends?

2. **WATCH** **UNDERSTAND** Watch, or read and listen to the dialogue. Why is Leo angry?

3. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

4. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

5. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

6. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

7. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

8. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

9. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

10. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

11. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

12. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

13. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

14. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

15. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

16. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

17. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

18. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

19. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

20. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

21. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

22. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

23. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

24. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

25. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

26. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

27. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?

28. **READ** **UNDERSTAND** Read the dialogue again. What are the friends doing?



5. **LISTEN** **UNDERSTAND** **COMPREHENSION** Read the dialogue again. Complete the sentences. Then listen and check.

1. Zahra is (1) ... any pens in your backpack?

2. Leo is (2) ... some pens behind his own books.

3. Zahra is (3) ... a chair under these clothes?

4. Leo is (4) ... ?

Now act out the dialogue in groups of three.

6. **LISTEN** **UNDERSTAND** **COMPREHENSION** In pairs, create a mini-dialogue. Use the example below as a model.

1. Take the words from the box at your own choice.

2. Pay attention to singular and plural forms.

pen(s) - ruler - bag - skateboard - bin - biscuits - sandwich - water bottle - scarf - hammer

A. Ask a classmate to create a dialogue.

B. You must use three or more items from the list.



7. **WATCH** **UNDERSTAND** Watch the video. Amy and John talk about Leo. Complete their sentences.

1. Leo's got a nice ... ?

2. Leo's got a ... ?

3. Maybe he hasn't got ... ?

4. We haven't got all the ...

8. **WATCH** **UNDERSTAND** **COMPREHENSION** In pairs, answer the questions. Give your opinion.

1. Why is Leo at the bus stop?

2. Is Leo right to be angry?

Smart talk

Match the expressions from the dialogue to their translations (1-5).

1. That's an surprise! - Never mind.

2. What's up? - Come on! - Tough luck!

3. Good call!

4. Fiddle-fiddle!

5. Non ingurg!

6. How are surprised!

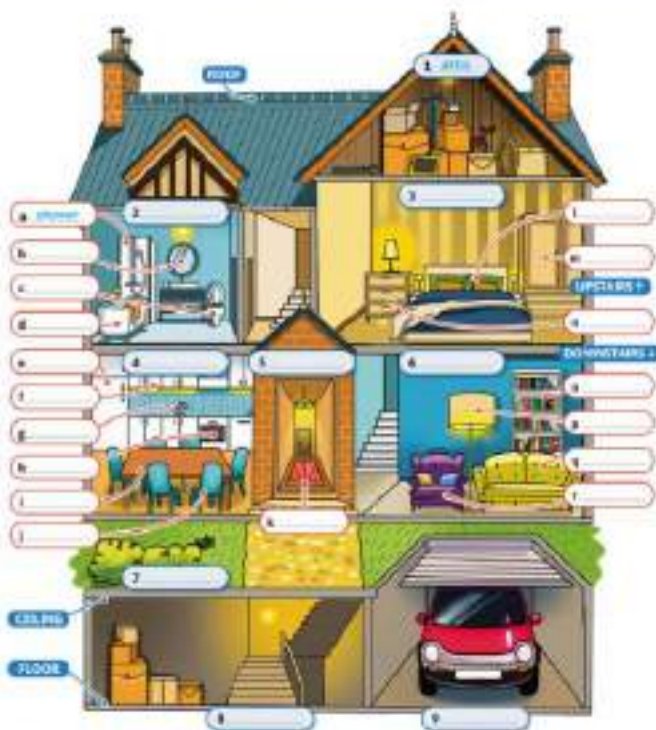
7. Out!



A House

- 1 **LISTEN** **GO** Match the places and rooms (1-8) in the picture to the words below. Then listen, check and repeat.

attic - basement - bathroom - bedroom - garage - garden - hall - kitchen - living room



B Furniture

- 2 **LISTEN** **GO** Match the furniture (a-i) in the picture on p. 76 to the words below. Then listen, check and repeat.

armchair - bath - bed - box - chair - chest of drawers -
cooker - cupboard - fridge - lamp - mirror - rug - shelf - sofa -
table - toilet - wardrobe



- 3 **LISTEN** Look at the picture on p. 76. Are the sentences true (T) or false (F)?

The sink is in the kitchen.

The rug is in the living room.

The shower is in the bathroom.

The cupboard is in the bedroom.

The lamp is in the hall.

The armchair is in the living room.

The cooker is in the kitchen.

- 4 **LISTEN** Write two more words in each part of the mind map. Then compare your ideas with a partner.

A For men: I've got Morden and...

B The girl...



- 5 **LISTEN** **GO** Listen to three people talking about their homes. Write each person's favourite room.

Harry

Sally

Mark



- 6 **LISTEN** **GO** **WORDLIST** Listen again. Answer the questions using a maximum of four words.

1 What is on the floor in the attic?

2 What furniture is there in the attic?

3 What room have they got downstairs?

4 What furniture is in the kitchen?

5 Why is the bath room a man's favourite room?

- 7 **LISTEN** **GO** **WORDLIST** is pairs. Student A says a room. Student B lists the objects in the room. Then swap roles.

A: bedroom

B: bed

MORE GRILLS

Words with different meanings

At the party, the girls were significant.

floor - pavement
- phone

CULTURE TALK

On a hill is called a castle.

On a hill is called a castle.

On a hill is called a castle.

there is / there are: affirmative and negative

There's an old sandwich next to the bag.
There are clothes on the floor.
There isn't a teacher in this room.

	Affirmative	Negative
singular	There is a table.	There isn't a table.
plural	There are five chairs.	There aren't four chairs.

- Check 119**
Choose the correct alternative.
- Is/are there a pen / some / singular / plural?
- Is/are there one / many / singular / plural?

Watch out!

In some cases, it is more correct to use *there is* or *there are* instead of *there is/are*.
There is a table and four chairs.
- Is/are there any chairs? (plurale)
There are four chairs and a table.

1. Complete the sentences with *a* or *an*.

- There **is** a bed in the bedroom.
- There **are** two armchairs and a sofa.
- There **are** three Spanish students.
- There **is** a big desk for the teacher.
- There **are** books on the bookcase.
- There **are** two bathrooms in the house.
- There **is** a garden in front of the house.
- There **are** an apple in my bag.
- There **are** people in our classroom.

2. Complete the text with *a* or *an*. Then listen and check.

There **are** 20 students in my class. There **is** two students from India and there **is** one girl from Pakistan. In our classroom there **are** 12 desks and 24 chairs. There **are** no big desks for the teacher. There **is** a bookcase with dictionaries and a lamp. There **are** big windows, it's very sunny.

3. Look at the picture and complete the sentences with *there is / are* / *isn't / aren't*.



- There **is** a table.
1. **is** a lamp.
2. **are** four chairs.
3. **are** two bags.
4. **is** a bookcase.
5. **is** a cat.
6. **are** two cupboards.

4. Is there...? / Are there...? Interrogative and short answers

	Interrogative	Short answers
singular	Is there a table?	Yes, there is. No, there isn't.
plural	Are there two chairs?	Yes, there are. No, there aren't.

4. Use the picture from exercise 3 to write short answers.

- Is there a bookcase? **No, there isn't.**
1. Are there two bags? **Yes, there are.**
2. Is there a cat? **No, there isn't.**
3. Are there two cupboards? **Yes, there are.**
4. Are there two chairs? **Yes, there are.**
5. Is there a lamp? **Yes, there is.**

5. Write questions. Then write short answers that are true for you.

- Is there a lamp in your classroom?
Yes, there is. / No, there isn't.
1. 10 students in your class?
2. A bookcase in your classroom?
3. Two bookshelves in your house?
4. A dog in your bag?
5. Two beds in your bedroom?
6. A basement in your school?

6. some, any

There **are** some pens.
Are there **any** pens in your bedroom?
There **aren't** any pens in it.

Affirmative	There are some chairs.
Negative	There aren't any desks.
Question	Are there any books?

Check 119

- Choose the correct alternative.
- Is/are some / any pens / a notebook / singular / plural?
- Is/are some / any pens / a notebook / singular / plural?
- Is/are some / any pens / a notebook / singular / plural?

4. Choose the correct alternative.

- Is there some / any books on your desk?
1. We've got some / any new books.
2. There aren't some / any German teachers.
3. Are there some / any answers in the book?
4. I haven't got some / any friends in England.
5. There are some / any trainers on the floor.
6. Have you got some / any lamps in your bedroom?

7. Complete the dialogue with *some* or *any*. Then listen and check.

- Anna:** Are there **any** pens in the classroom?
Ben: Yes, there are **some** pens on the bookcase.
Anna: Great! Oh, I've got **any** today. Are there **any** pens?
Ben: I've got **some** pens in my bag, never.
Anna: Thanks, Ben. Have we got **any** homework activities for today?
Ben: Yes, there are **some** worksheets in our grammar books.
Anna: Umhm... Oh, are there **any** answers in your book?
Ben: Yes, there are **any** answers in my book. My answers.
Anna: Oh, please??
Ben: No, sorry! Oh your math homework!



8. Write affirmative (+), negative (-) or interrogative (?) sentences with the words given. Use the correct form of *there is/are* and *some* or *any*.

1. some / bathrooms (+)
2. There **are** some windows in the bathroom.
3. good films on TV (+)
4. lamps / my bedroom (+)
5. cupboards / classroom (+)
6. bookcases / our hall (+)
7. chairs / the kitchen (+)
8. snakes / your garden (+)

Grammar

D Prepositions of place

There are clothes on the floor.
Dad's bag is **in front of** the bus stop.



Look at the picture and choose the correct alternative.



The cat is **on** / **under** the bed.

- The chest of drawers is **next to** / **opposite** the bed.
- The spider is **on** / **under** the lamp.
- The rug is **in front of** / **behind** the bed.
- The white cat is **behind** / **opposite** the black cat.
- The mouse is **behind** / **under** the bed.
- The mirror is **in front of** / **on** the chest of drawers.
- The boxes are **in** / **on** the floor.
- The boxes are **near** / **on** the bed.

Sum it up!

10 **WRITE** **10'** Read Lisa's email to her Irish cousin Liam. Complete it with ONE word in each gap. Then listen and check.

Hi Liam,

I'm here in Brighton on my English exchange.
My English friend Katy is really nice and her room is very cool. There is (1) **are** two bookshelves (2) **is** a big wardrobe. There is (3) **is** any chair, but (4) **is** a sofa and there's a TV (5) **is** the desk in the bedroom. The kitchen is nice, but there (6) **is** a table. There's a living room here (7) **is** the kitchen with a table and chairs (8) **is** some chairs. There's not a balcony, but there (9) **is** a beautiful garden. There are (10) **is** chairs in the garden for sunny days (11) **is** no hall! How is your exchange in France? Are there (12) **is** other kids studying?

Write soon!

Lisa



11 **WRITE** **TRANSLATION** Translate into English.

Ma la mia stanza di notte mi sembra un armadio. C'è una scrivania tra il letto e l'armadio. Sulla scrivania ci sono una pila di libri e una lampada. Non ci sono sedie nella mia stanza e non c'è una scrivania, ma c'è una libreria di fronte al letto e in alla libreria ci sono libri e fotografie.

12 **WRITE** **NEGOTIATION** In small groups, compare your translations. If your answers are different, decide on the best option together!

Functions • Describing your home

1. Watch, or read and listen to the dialogue. Who has got their own bedroom?

Zakia: Have you got your own bedroom, Rosa?

Rosa: Yes, I have.

Zakia: What's it like?

Rosa: My bedroom's small. There's a bed, a small wardrobe, and a bookcase by the window. That's all.

Zakia: What colour is your bedroom?

Rosa: It's blue and white, and the bed is grey. It's really nice. Have you got your own room?

Zakia: No, I haven't. It's for me and one of my sisters, so there are two beds. There's just one wardrobe, but we've got a lot of clothes.

Rosa: So what's your house like? Is it big?

Zakia: Well, there are four bedrooms, a living room, a kitchen and two bath rooms.

Rosa: What? That's wonderful! Is there an apple?

Zakia: Yes, there is.

Rosa: And I love them! Is there a garden?

Zakia: No, there isn't. But there's a park opposite the house.

Rosa: Lucky you!

Zakia: Yes, it's great.



Street talk
 That's all → Goodbye!
 Lucky you! → Great!

Listen again and repeat.

Read the dialogue again. Complete the KEY LANGUAGE box.

KEY LANGUAGE	
Ask	Answer
Have you got your bedroom?	Yes, I have. / No, I haven't.
What's your house like?	There's... / There are...
What's it (like)?	My bedroom is...
What (is) ... is like?	It's blue and white.
Is (it) ... a lot?	Yes, there is. / No, there isn't.

Answer the questions using a maximum of four words.

- What furniture is there in Rosa's bedroom?
- Where is her bookcase?
- What colour is her bed?
- How many rooms are there in Zakia's house?
- What is opposite her house?

Use the prompts to write a dialogue.

- Chiedi se hai una camera da letto per te.
- Rispondi di sì.
- Chiedi com'è la tua camera.
- Rispondi che è piccola. Ci sono un letto, un armadio, una scrivania e una sedia.
- Chiedi il colore della tua camera.
- Rispondi che è bianca con un letto verde.
- Chiedi com'è la tua casa.
- Rispondi che ci sono tre camere da letto, un salotto, un bagno e una cucina.
- Dici che è fantastica. Ha una casa grande.

In pairs, ask and answer about 'your' rooms in the photo.



- What's your room like?
- Is it a good one for you?

Starting positive

Look back at the dialogue on p. 82. Ask Rosa and Zakia positive about their homes?

- It's important to notice the good things in our lives! Tick (✓) the ways you stay positive.
 - Use the good things in your life.
 - Every morning, write three good things about the day.
 - When a person is kind, say thank you.

Listening WORLD

Harry is an exchange student. Listen. Which is his bedroom, A, B or C?



Listen again. Is the information true (T), false (F) or not given (NG)?

- Harry's French friend is Tino. T F NG
- There aren't any windows in the living room. T F NG
- There's a space in the city. T F NG
- Harry's best friend is Tino's cousin. T F NG
- There is an apple in Harry's room. T F NG
- Harry is happy with his room. T F NG

Speaking

BRIDY BODIES • Speaking

Describing a room
 Quando descrivi una stanza, inizia con la caratteristica generale, come la dimensione della stanza, poi descrivi i mobili uno per uno quando lo presentavi di lungo (between now, and) e gli aggettivi (big, good, old, etc.).

In pairs, take turns to describe your bedroom. Your partner draws a plan of your room. Then swap plans – is it correct?

- It's a small room. There's a bed there.

Dream screen homes

My ultimate fantasy house is Barbie's house from the Barbie film. My favourite colour is pink and all the things in Barbie's house are pink and plastic! Moreover there's Barbie's bedroom. She's got a big pink bed and a spacious wardrobe. Every day there are new clothes for her. In the living room there's a table and chairs. There's a pink cooker and a pink fridge with food in it. There aren't any plants in Barbie's house because there's a big slide from the bedroom to a pool in the garden! Barbie's house is popular and very cool!



Katy, age 11



Karl, age 11

This isn't a house but it's a fantastic place and it's my dream place. It's Hogwarts from the Harry Potter films. The living room has got long tables with magic food. There are magic doors and secret rooms. My favourite room is the Gryffindor common room - it's a type of living room for students. This common room is a place to relax. There's a big fireplace, comfortable armchairs, rugs and a sofa. All the furniture is red and yellow - the colours of Gryffindor!



Glossary

room = stanza
slide = scivolo
pool = piscina
dining room = sala da pranzo
rugs = tappeti
fireplace = camino

Katya, age 11

Reading

1. Look at the photos on p. 84. Do you know any of these places?

2. Read and listen to the text. Answer the questions.

- What is there in Barbie's wardrobe every day?
- What is there in the garden of Barbie's house?
- Where is the 'real' Barbie house?
- How many rooms are there in the Barbie house?
- What is a 'barbie'?
- What is there in the Hogwarts dining room?
- What is a common room?
- What colour is the furniture in the Gryffindor common room?

WORD BOX

Synonyms:
Prenzi e note delle parole con significato simile a quello che trovi in un testo. Inglese e italiano ti aiutano a un ottimo modo per ampliare il tuo vocabolario!

1. Read the text again and match the underlined words to their synonyms.

- very big
- very big
- very good
- new
- small and new

Culture & History

Buckingham Palace a Londra, la residenza ufficiale del re, è l'edificio più famoso del mondo. Nel palazzo sono nati circa 750 bambini!

Is there a famous house to visit in your country?

Writing

STEP 1. Read the STUDY SKILLS box. Then read Katy's description of her house. Add a colour or a comma where necessary.

STUDY SKILLS - Writing

Colours and commas in lists:
- I like purple (colori) and blue (colori) and red (colori).
- La virgola (comma) separa gli elementi di una lista.
- L'elenco di una lista: la virgola separa gli elementi.
- La virgola separa gli elementi di una lista.

My house

My house is big and modern. It has got eight rooms: a living room, a kitchen, two bedrooms, and four bathrooms. My favourite room is the living room. It's big and modern. All my favourite things are in my bedroom: my laptop, and my books. My bedroom is small, blue, and really nice.



STEP 2. Complete the factfile about your house.

My house	
Number of rooms:	
List of rooms:	
My favourite room:	
Things in the room:	
Adjectives for the room:	

STEP 3. Write a description of your house and your favourite room. Use the factfile and Katy's description to help you. Remember to include colours and commas.

Orientation

ME and MY HAPPY PLACE



NEW! 1. Listen

Now you know the names of rooms and furniture in English. Write a list of the words you remember in one minute!

Have you got a special room or place? Complete the quiz about you. Then compare with a partner.



My HAPPY PLACE

- 1 What is your favourite place in the house?
- A kitchen
 - B bedroom
 - C living room
 - D other _____

- 2 Choose two adjectives for your favourite place, and tick them.
- ☐ big
 - ☐ small
 - ☐ modern
 - ☐ old
 - ☐ noisy
 - ☐ busy
 - ☐ quiet
 - ☐ nice



- 3 Who is your place for?
- A just me
 - B family
 - C friends



- 4 What is special in the room?



MY LISTENING

- 1 Listen to Jake and Amy talk about the quiz. What are their 'happy places'?

Jake _____

Amy _____

- 2 Listen again. Complete the description of Amy's 'happy place'.

My happy place is the (1) _____ in my house. It's a

(2) _____ room and it's (3) _____ and

(4) _____ for me.

There are special things in the room: one (5) _____ and Cassie's (6) _____.

- 3 **THIS IS ME!** Look back at your quiz answers. What is your happy place? Why? Describe it using Amy's description from exercise 4 to help you.

EVERY 2 UNITS

Timeless culture

3-4

British homes

In the UK, there are four main types of homes: detached houses (25%), terraced houses (25%), flats (22%) and, the most popular* at 32%, semi-detached houses.

Semi-detached houses aren't usually in the city centre, they are in the suburbs. They've got one shared wall* with another house. There are two floors. There are two or three bedrooms, an upstairs and the living room and kitchen are downstairs. These houses are popular with families. They've got garages and drives* for cars. They've also got gardens with trees and flowers – gardens are very important for a lot of British people!

Sofia is from Milan, but this week she's in a British home: she's on a study trip in the UK. Read her messages to her American cousin. Read her messages to her American cousin.



12:00
Hey Sofia! How's your exchange flat go?
It's great!
What's your house like?
In Milan they've got a semi-detached house. It's different to an Italian house!
How?
Well, there aren't any chimneys! They've only got chimneys in the countryside. There's also a carpet* in the living room – no stairs in the house!
No flat then? I got a flat once!
No, it wasn't. But I've got two big gardens, front and back! As a flat's the really strange thing* there isn't a toilet!

Vocabulary

most popular → più diffusa
suburbs → periferia
shared wall → muro condiviso
drives → vialetti
shutters → persiane
carpet → moquette



Watch the video about a famous English home. Answer the questions.

- Where is the cottage?
- How old is it?
- Who is Anne Hathaway?
- How many rooms are there?

Interpretation

In pairs, how is your house different from the houses on this page? Use these words to help.

city - countryside - garage - garden - shutters - tiles - stairs - bedrooms - carpet

Exercises

- Read and listen to the text. What type of house is very popular in the UK?
- Choose the correct alternative.
 - 25 % of British people have got a detached house / flat.
 - Semi-detached houses are usually in the city / suburbs.
 - The bedrooms and upstairs / downstairs.
 - There aren't any chimneys / shutters in Sofia's exchange house.
 - Her host family's house has got two gardens / bedrooms.

Families from different places, of all shapes and sizes!

Families are all different. Some are big, some are small. Some are traditional nuclear families, and some have got three generations or more! But one thing is for sure – families are super-important!

Single parent family

Julia: In my family there's me, my dad and our dog, Jesse. We're a small family, but my dad and I go back to school every day. There's no mum. A family isn't just kids with a mum and dad. All families are unique! Some of my friends have got one parent, some friends have got two parents. Some of my friends have even got two parents and two step-parents!

Multi-generational household

Rob: In my family there's my mum, my dad, and my sister Anna. We've got a big detached house in the suburbs. Why have we got a big house? Because it's my grandma, grandad and aunt's home too (my uncle isn't in the photo – he's behind the camera). My family is Indian and in India it's very common for different generations to be together in the same house. It's great – it's never alone and there's always help with my homework!

Thinking routines

Think – Pair – Share

1. In pairs, look at the photos. How are the families different? Compare your ideas with the class.

2. The families in the photos are from different parts of the UK. Look at the map on p. 287 and find the cities where the families are from.

3. Match the different family types (3.5) to the definitions (a-e).

1. A family with only a mum or dad
2. Three or more generations in the same house
3. A temporary family for children
4. A traditional family of mum, dad and children
5. A family with children, brothers and sisters

- a. Nuclear family
- b. Single parent family
- c. Blended family
- d. Nuclear family
- e. Multi-generational household

4. Read and listen to the text. Who hasn't got a brother or sister?



Blended family

Isabel: In my family there's my mum, Sean, my adopted dad and my stepbrother Jackson. He's three and he's really cute! He's with us at week ends, but from Monday to Friday he's with his mum. My dad is in London. We're in contact, but we aren't very close. My mum and I don't have got sister visiting news – we're about to be a family of four!

Further family

Amelia: I've got a big family... and it's very different! My mum and dad are foster parents. They look after other people's children for a long or short period of time. Some kids are with us for a few months, others are with us for years. Actually, I've adopted! I've got lots of foster brothers and sisters. Some are adults now, but we are still family. Our house is very chaotic, but it's perfect!



Glossary

- even → addirittura
- ever → mai
- foster parents → genitori affidatari
- look after → si prendono cura di
- adopted → adottato
- we're about to → stiamo per

1. Read the text again. Answer the questions.

1. Who is Julia's best friend?
2. Who are the family members in Rob's house?
3. Where is his family originally from?
4. How many foster brother and sisters has Amelia got?
5. Who is Jackson?
6. Where is Jackson during the week?

2. What is a family? In pairs, read the different answers. Do you agree or disagree?

- Family is just an adoption and sisters.
- Family is a safe place with love and respect.
- It's impossible to define a family. Families are all different.
- Family isn't only your relatives. Close friends are family, too!

3. In pairs, go online and find out about the United Nations' International Day of Families.

1. When is it?
2. Every year it's got a different theme. What is the theme this year?
3. The International Day of Families celebrates the importance of families in society. In your opinion, why are families important for society?

Answer in English or in your own language.

STEP 1  In groups, Which group members have pet(s)? What are they? Make a list and share it with the class. Has a student in your class got an unusual pet?

STEP 2 Listen to Miles and Tilly talking about pets.
 2 Tick (✓) the two animals that are NOT mentioned.



STEP 3 Take again and complete the sentences.

1. In the UK _____ % of families have got pets.
2. _____ % of British families have got a dog.
3. _____ % have got a cat.
4. 2.1 % of families in the UK have got a reptile, for example _____.
5. Marmoset is the name of Tilly's _____.
6. Miley's _____ (isn't/aren't) enthusiastic about reptiles.

Abstract

Domande:
Dopo aver
completato
un'attività di
lettura, leggi
l'attività tecnica
chiusa:

- Come bene con
la parte che ho
aggiunto?
- Ho scritto la
parte nel modo
corretto?

Entwurf

▶ ▶ ▶ ▶ ▶ **DICTATION CHALLENGE!** Listen and complete an extract from the dialogue. Then listen again and check.

Alles: You've got a lot of **1** _____.

Talia Yeah, look like we've got a 2... and an...

(D) _____ (I felt that about myself)

Phonics I've got a job (H) _____ - Zig and Zag. They're

WORKBOOK

Unit 4 Dialogue & Vocabulary

1. **Listen & Write** **Student's Book** Guarda e trascrivi il dialogo alle pp. 34-35. Rispondi alle domande.
 Solleva poi il tuo pannello **Student's Book**
 1. What's under the chair?
 2. What's on the floor?
 3. What's on the table?
 4. What's on the wall?

Wordlist

Room & Furniture

1. Room

entrance → soggiorno
 hallway → corridoio
 bathroom → bagno
 kitchen → cucina
 bedroom → camera da letto
 living room → salotto
 dining room → sala da pranzo
 study → studio
 garage → garage
 garden → giardino
 hall → ingresso
 stairs → scale
 living room → soggiorno
 wall → parete
 cupboard → (cassettone) credenza

2. Furniture

armchair → poltrona
 bath → vasca da bagno
 bed → letto
 bookshelf → libreria
 chair → sedia
 chest of drawers → cassetto
 wardrobe → armadio
 sofa → divano
 table → tavolo
 toilet → WC
 wardrobe → armadio

2. **Student's Book** Completa la mappa con le parole della wordlist relative alla Student's Book. Alcune parole possono essere inserite in più categorie.



Student's Book

Furniture and furnishings

bedroom → camera da letto
 bath → vasca da bagno
 chest of drawers → cassetto
 cupboard → credenza
 dining room → sala da pranzo
 garden → giardino
 hall → ingresso
 kitchen → cucina
 living room → soggiorno
 stairs → scale
 study → studio
 wall → parete
 wardrobe → armadio

3. **Student's Book** Osserva le immagini e scegli l'alternativa corretta.



4. **Student's Book** Completa la tabella con le parole date.

Bedroom	Bathroom
bed	bathtub
chair	chair
cupboard	cupboard
dining room	dining room
living room	living room

5. **Student's Book** Completa le definizioni. La prima lettera è data.

- It's a place for sleep. It's a bed.
- You have your dinner at this.
- There's food in here.
- It's for light.
- It's for the floor.

6. **Student's Book** Osserva le immagini e risolvi il cruciverba con il nome degli arredi.



7. **Student's Book** **Student's Book** Trova l'arredo. Poi scrivi il nome della stanza in cui si può trovare l'arredo.

1. Living room: sofa, chair, table, bed, bath, cupboard, dining room, living room, garden, roof, attic, kitchen, bathroom, stairs, study, wall, wardrobe.

8. **Student's Book** **Student's Book** Completa il testo con una parola adatta. La prima lettera è data. Poi scrivi la parola.

In the entrance to my house, there's a big hall with a big (1) g... of London on the wall. My house isn't too (2) e... we've got a garden, but there's only a beautiful (3) e... on the living room floor. It's under the (4) e... There's also a table with two (5) e... My house has got three (6) e... (7) e... the main office. (8) e... My bedroom's got a big bed with a (9) e... (10) e... It's my favourite place in the world!

A there is / there are affirmative and negative

Forme affermative

There **is** / **are** + sostantivo

There **is** a cat. There **are** two teachers.

Singolare There **is** a cat.

Plurale There **are** two teachers.

- Si usa **there is** o **there are** per dire se qualcosa c'è o esiste.
- Si usa **there is** davanti a un nome singolare preso solo dall'articolo *a / an*.
- There **is** / There **are** a picture in my room. C'è un quadro nella mia camera.
- There **is** / There **are** an attic in our house. C'è un attico nella nostra casa.
- Si usa **there are** davanti a nomi plurali o con *many* o *commany*.

There **are** two in the garden.

Ci sono due nel giardino.

- Per essere negativi si usa **there isn't** o **there aren't**.

There **are** five chairs. Ci sono cinque sedie.

There **are** some chairs. Ci sono alcune sedie.

- In presenza di un elenco, si usa **There is** / **There's** se il primo nome è singolare, si usa invece **There are** se il primo nome è plurale.

There **is** a sofa and two armchairs.

There **are** two armchairs and a sofa.

Forme negative

There **isn't** / **aren't** + sostantivo

There **isn't** a cat. There **aren't** two chairs.

Singolare There **isn't** a cat.

Plurale There **aren't** two chairs.

- Alla forma negativa si aggiunge **not** dopo il verbo *is* o *are*.
- La forma contratta diventa **isn't** o **aren't**.

There **isn't** a cat. There **aren't** two chairs.

There **isn't** a cat. There **aren't** two chairs.

There **isn't** a cat. There **aren't** two chairs.

There **isn't** a cat. There **aren't** two chairs.

There **isn't** a cat. There **aren't** two chairs.

There **isn't** a cat. There **aren't** two chairs.

There **isn't** a cat. There **aren't** two chairs.

There **isn't** a cat. There **aren't** two chairs.

B Scegli l'alternativa corretta

- There **is** / **are** 10 students in my class.
- There **is** / **are** a nice cat near here.
- There **is** / **are** children in the park.
- There **is** / **are** a bank and two parks on my street.
- There **is** / **are** two rooms in my house.
- There **is** / **are** a catfish in my bag.
- There **is** / **are** a teacher in the classroom.
- There **is** / **are** two bedrooms and a bathroom upstairs.

C Completa le frasi con **there is** o **there are**

- There **are** lamps in the living room.
- There **is** a table and chairs in the kitchen.
- There **are** showers in my bathroom.
- There **are** an attic in our house.
- There **are** two mirrors and a picture in the hall.
- There **are** three floors in Sam's house.
- There **is** a balcony in my grandparents' flat.
- There **are** a bath in the hotel bathroom.
- There **are** a window downstairs.

D Osserva l'immagine. Poi scrivi le frasi con **there is** o **there are** e la parola data. Usa la forma affermativa o negativa.



desk - scrivania - balcony - balcone - rug - tappeto - cushion - cuscino - picture - quadro - two beds - due letti

There **is** a desk.

There **is** a desk.

There **is** a desk.

There **is** a desk.

There **is** a desk.

There **is** a desk.

There **is** a desk.

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There **is** a desk.

There **is** a desk.

There **is** a desk.

E Is there...? / Are there...? interrogative and short answers

Forme interrogative

Is there / Are there + sostantivo + ?

Is there a cat? Are there two teachers?

Singolare Is there a cat?

Plurale Are there two teachers?

Is there a cat? Are there two teachers?

Is there a cat? Are there two teachers?

Is there a cat? Are there two teachers?

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Is there a cat? Are there two teachers?

Is there a cat? Are there two teachers?

F Completa il dialogo con la forma corretta di **there is** o **there are**. Poi ascolta e controlla.

Olivia: Is there a park near your house, Jordan?

Jordan: No, (1) _____ but (2) _____ a sports centre.

Olivia: Really? (3) _____ interesting clothes at the sports centre?

Jordan: Yes, (4) _____ There are teachers (5) _____ tennis and football clubs. And (6) _____ a cool café!

Olivia: How (7) _____ a swimming pool?

Jordan: Yes, (8) _____

Olivia: I'm not good at swimming. (9) _____ lessons for people like me?

Jordan: Yes, (10) _____ I (11) _____ children's lessons on Saturday mornings.

Olivia: Ha ha, very funny.

Watch out!

There, their o they're o I suggest also check these, ma hanno a significano diversi.

There are two foreign students in my class. They're German. Their English is very good. Nell'elenco c'è il verbo *are* e il verbo *is*.

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1 **VOCABULARY** Abbina gli oggetti (1-4) alle stanze o ai luoghi della casa (a-f).

- | | |
|------------------|---------------|
| 1 chair, flower | a bathroom |
| 2 bikes, car | b kitchen |
| 3 sofa, armchair | c garage |
| 4 wardrobe, bed | d balcony |
| 5 shower, bath | e living room |
| 6 cooker, sink | f bedroom |

2 **VOCABULARY** Completa le definizioni con le parole date.

KEY: **Basement:** ceiling / chest of drawers / chairs / bridge / ball / rug / vegetables

a room under the ground (**basement**)

- a place for your T-shirt
- the second floor of a house
- a cold place for your face
- they've got four legs
- the top part of a skirt
- a room under the roof
- a small carpet for the floor
- the entrance to a house

3 **GRAMMAR** Completa le frasi con *there is* o *there are* alla forma affermativa (+) o negativa (-).

- in my school...
- There are* two classrooms. (+)
 - a school uniform. (-)
 - two sports halls. (+)
 - a swimming pool. (+)
 - a canteen and a gym. (+)
 - tennis every day. (+)
 - some Italian students. (+)

4 **GRAMMAR** Completa con *there is* o *there are* alla forma corretta.

- ~ Is there a water bottle in your bag?
~ Yes, **there is**.
- ... chairs for students?
~ Yes, **there are**.
 - ... a school trip this week?
~ No, **there isn't**.
 - ... homework for Monday?
~ Yes, **there is**.
 - ... dogs on this beach?
~ No, **there aren't**.

5 **GRAMMAR** Scegli l'alternativa corretta.

- Are there **some** / any pictures on your bedroom wall?
- There **are** **some** / any apples in the fridge.
 - In your bag there **aren't** **some** / any pencils.
 - Has Sophia got **some** / any pets?
 - In my wardrobe there **are** **some** / any old clothes.
 - I **haven't** got **some** / any tests this week.
 - We **do** get **some** / any Spanish students in our class.

6 **GRAMMAR** Scrivi *there is* alla forma affermativa (+), negativa (-) o interrogativa (?). Usa *some* o *any* o *suggestments* dati.

KEY: **there is** on the path (1) **Are there any** trees in the park? (2) **There are** two sofas in the hall (3)

- any places / in this shop (4)
- pictures / on your bedroom wall (5)
- pencils / on the floor (6)
- books / in the cupboard (7)
- shops / opposite my house (8)
- interesting subjects / in your school (9)
- old photos / in this box (10)

7 **GRAMMAR** Osserva le immagini e scrivi le preposizioni date.

KEY: **in** / **on** / **in front of** / **behind** / **under** / **on**



Glamping in Ireland!

KEY: **KEY:**

How are you? I'm on a campsite! It's near a hotel. Don't be afraid of Ireland. There are (1) **any** some campsites on the campsite, but we aren't in there. There is a glamping pod in a wooden spot. It's a piece of wood. It's not a tent, but it's comfortable. There are three rooms: there's a bedroom, a bathroom and a toilet. The bed is super cozy. (2) **Is** the bed is a mattress and some soft pillows. (3) **Is** there? There isn't a cooker, but there's a microwave. (4) **Between** / **on** the table. (5) **There are** / **There's** four chairs and a table outside. On the campsite there aren't (6) **some** / any activities, but that's OK because it's (7) **quite** / **very** nice. There are lots of fun things to do. Tell me about your holiday in France. Is the hotel nice? Have you got a big room? Are there (8) **some** / any English people in your hotel? (Who are?) Please.



Vocabulary

- | | |
|----------|-----------|
| campsite | campaggio |
| caravan | carovante |
| wooden | di legno |

Grammar

- 1** **KEY:** Leggi il testo e scegli l'alternativa corretta. Poi ascolta e controlla.

Vocabulary

- Osserva le immagini e scrivi le parole corrispondenti, contenute nel testo.



Comprehension

- Leggi di nuovo il testo e rispondi alle domande, se possibile con risposte complete.

- Which city is near the campsite?
- Is there a living room in the glamping pod?
- What is there on the bed?
- What is there outside?
- Are there any fun activities on the campsite?
- Where is Emma?



Functions

1. **AB** Abbina le domande (1-5) con le risposte (a-e).

1. Have you got your own bedroom?
 2. What's your house like?
 3. What colour is your room?
 4. What's your room like?
 5. Are there two bathrooms?
- a. It's nice. There's a bed and a big wardrobe.
b. Yes, there are.
c. It's big with a garden.
d. No, I haven't.
e. It's black and white.

2. **AB** Completa il dialogo con le espressioni date. Poi ascolta e controlla.

Alex: are there / have you / have / what - lucky you / there are / there isn't - what colour

- Anna: What's your bedroom like? (1) Alex: It's (2) .
Anna: (3) . Is it big? Alex: Yes, (4) . There are two beds, a big wardrobe and a desk under the window.
Anna: (5) . Is your bathroom? Alex: It's red and yellow.
Anna: Really? Alex: Yes - the colours of Manchester United, my favourite football team! (6) .
Anna: Yes, (7) . Alex: (8) . What's it like? Anna: Well, it's small, (9) . space for all my clothes!

Listening

3. **ABC** Completa le frasi con le parole date. Poi ascolta e controlla.

view / stairs / any / dining room

1. This is the _____ to the front door.
2. There's a _____ of the park from my window.
3. My house has got one floor - there aren't any _____.
4. There are no chairs and a table in the _____.

There's no place like home!

What are some traditional homes around the world?

Treehouses - Papua, Indonesia
The Korowai people of Papua are famous for their tree houses. Their homes are in very tall trees - some are 40 metres high! The roofs and the walls are branches! There's a ladder, but every treehouse is home to a family of 20 to 25 people. There are different rooms in the treehouse. There's a bedroom for women and children and a bathroom for men. The central room is a kitchen. There's a small garden for every treehouse. The gardens have got fruit and vegetables for the families.



Pueblo houses - New Mexico, USA
These traditional houses are the homes of Native American people called the Pueblos. Some Pueblo houses are a floor and some are 4 floors high! These houses are home to lots of different families. Some are very big - sometimes they've got 700 rooms! Pueblo houses have got flat roofs and four or five floors. There aren't any stairs inside the houses - there are ladders outside!



Huts - Mongolia
Huts are thousands of years old! They are the traditional homes of people in Central Asia. In some parts of Mongolia, almost 90% of people have got a just a yurt is a round tent. It's got one big room for up to 25 people - it's the living room, kitchen and bathroom! A lot of people in Mongolia are nomads - they haven't got permanent houses. So a yurt is the perfect temporary house!



Glossary

- 1 tree houses → case
2 ladder → scala
3 branches → rami
4 garden → orto
5 to home to → ospitare
6 fruit and vegetables → frutta e verdure
7 inside → dentro
8 round tent → tenda rotonda
9 up to → fino a
10 nomads → nomadi

Reading

1. **ABC** Leggi e ascolta il testo. Poi scegli l'alternativa corretta.

- The Korowai people are from a .
a. Indonesia b. USA
c. Mexico d. Mongolia
1. Their houses are .
a. round b. under
c. built d. in
2. The men and women sleep in .
a. one room b. the kitchen
c. different rooms d. the garden
3. The Pueblos are .
a. Native American b. Indian
c. Mexican d. Spanish
4. Pueblo houses have got .
a. small kitchens b. many rooms
c. large gardens d. lots of floors
5. Yurts are built on top of .
a. dirt floors b. Central Asia
c. South Europe d. North America
6. A yurt has got .
a. one big room b. 25 bedrooms
c. a round garden d. a permanent roof

Writing

2. **ABC** Scrivi una lettera a un amico e descrivi la tua casa. Poi ascolta e controlla.

1. Our family has got three rooms: a kitchen, a bathroom, a living room and two bedrooms.
2. My room's got all my favourite things in it: my bed, my desk, my clothes and my toy collection.

3. **ABC** Completa la scheda e poi usala per scrivere un paragrafo sulla casa del tuo sogno. Usa le punteggiature corrette. Ricorda di includere i due punti e le virgole.

4. Number of rooms: _____
4. List of rooms: _____
4. Special furniture: _____
4. Adjectives to describe your dream house: _____

My dream house is .

EVERY 2 UNITS

3-4 Revision

Vocabulary

- [illegible]

2. Completa la frase con la parola data.

cap. grass. shower. ceiling. captured.
 shower. bridge. unknown.

1. I've got a pink and a orange _____
on the bed.
2. There are three bedrooms _____
3. My kids are in the _____
4. There's a computer in the kitchen _____
5. I usually only visit on the _____
6. There's a _____ in the bathroom, but
there isn't a bath _____
7. There's a table _____ on the floor in
the hall _____
8. Look at There's a cat on the _____

Conclusions

- 1 Layla _____ a nurse. (n)
 2 She _____ a lot of money. (m)
 3 Father and I _____ aged 100. (a)
 4 My school _____ a gym. (n)
 5 I _____ a sandwich in my bag. (c)
 6 He Williams _____ an accountant. (v)
 7 They _____ a lot of money. (m)

4. Uw: suggesties tot het verbeteren
dient u te maken via info@openstax.org.

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1. your parents / a car
2. we / homework today
3. Mary / thinks this interesting
4. you / your son-in-law
5. I / a chair

5. **ESERCIZIO** Scrivi risposte brevi alle domande dell'Es. 4 in forma affermativa (1) o negativa (2).

[illegible]

- | | | | |
|----|-----|---|-----|
| 1. | (1) | 4 | (5) |
| 2. | (6) | 5 | (7) |

A Scegli l'alternativa corretta

1. My grandpa's / grandpa's house is in York.
2. What's Susan's / Susan's birthday?
3. Rob and Lucy's / Rob and Lucy's sister is big.
4. Where are the children's / children's toys?
5. I forgot two emails. My email's / email's cat is orange.
6. That's Susan's / Susan's bedroom.

Il simbolo $\otimes$ indica il prodotto tensoriale dei vettori.

Parameter	Value
Population size	1000
Number of generations	1000
Selection method	Tournament
Crossover probability	0.8
Mutation probability	0.01
Elitism	Yes
Termination criteria	Max generations reached

English	Portuguese
acoustic	(1) _____
five	(2) _____
(3) _____	boat
united	(4) _____
(5) _____	purple
man	(6) _____
(7) _____	rich
boat	(8) _____

8. **ESERCIZIO 14** Abbinare la prima parte delle frasi (A-E) con la seconda parte (a-f).

A. J. H. M. van't Hof-Grootenboer et al.

- 2 There, you're
- 3 like there
- 4 There are
- 5 I there
- 6 There isn't
- 7 Is there/Isn't your speech?
- 8 here/there - let's meet up!
- 9 I work in the bridge
- 10 I work near the fountain
- 11 two pens, but there's a pencil
- 12 I have pens here and a sofa in the living room

▶ **NOTE** [] listed elements are there is a
there are a (movement) still find such element

1. *unhappy* / *not happy* (a)

3. a job / on the floor? (H)
3. Science / today? (i)
4. taken / in your garage? (H)

- ESERCIZIO 10** Completa il dialogo con la forma corretta di *essere* o *avere* nel caso ci sia.

Dove parvula.

- What's your house like?
 - Well, my house is small. It's
 a living room, but it's
 a small bathroom.
 - (It's) (that's) (on your balcony)?
 - Yes, (it's) (that's) (on your balcony).
 - (It's) (that's) (on your balcony).
 - Yes, (it's) (that's) (on your balcony).
 (It's) (that's) (on your balcony).
 - No, (it's) (that's) (on your balcony).
 (It's) (that's) (on your balcony).

LI 4070 **West International Limited**

- 2 The teacher's desk is **in front of** / **between** Lucy's desk.
- 3 — Where's my bag?
— It's **in** / **under** your chair.
- 3 There's an armchair **next to** / **at** the table.
- 4 There are some pictures **on** / **in** the wall.
- 5 There's a cupboard **under** / **behind** the bathroom sink.
- 6 There's a park **in** / **opposite** my house.

Geat comparisons - Functions

- 11** **0001-876X** **Molti le hanno dato del pazzo**
La follia nell'ordine cronologico (1.8)

- a ☐ **man** What's great?
 b ☒ **boy** What's the deal?
 c ☐ **man** Ah, I haven't. Why did you go to
 home? Later.
 d ☐ **man** Yes, we saved Lucy from the doctor.
 She's in a coma in a coma!

- 8 **Gay** How do you get a big family, Jeff?
- 9 **Gay** How do you and Sophie get your new room?
- 10 **Gay** A hotel? Could I? What's her name?
- 11 **Joe** Her name's Sophie.

- 1 This is my friend's dog. It's black.
2 My brother's got a pet spider.
3 My school's got 50 classrooms.
4 Our pet dog likes to sleep.

- a. Isobryonid c. Tidal
 b. Sargit d. That's impossible

Cumulative revision: 1-4

10. **Scout Faber's conversation.**
1. London is the capital of _____
a. the UK b. Britain c. UK
 2. The Queen's name is _____
a. Italy b. Italian c. Italian
 3. It's called London. It's very _____
a. beautiful b. nice c. beautiful
 4. Is it the T-10? _____
a. yes b. no c. Chicago
 5. Is it Betty's name _____
a. yes b. brother c. sister
 6. Is it a girl _____
a. yes b. no c. stop
 7. Is it a room under the _____
a. bathroom b. bathroom c. room
 8. There's a _____
a. bathroom b. room c. bath

ESERCIZIO 15 Completa le frasi con le parole date. Ci sono due parole in più che non servono.

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1. I haven't got _____ old phone.
2. It's a bit noisy for _____ friend and me.
3. - Where's my pint? - _____ under your back!
4. _____ a girl and three boys in my art class.
5. I can't find anything _____ at home.
6. - Has your school got a Science lab? - Yes, it _____.

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1. A presente della nostra standard francese
2. Quanto sono famosi i bambini nella classe di tua parità?
3. In quale delle due famiglie sei famoso gli occhi aperti
4. E tu sei sempre tra i bambini e i bambini

Pronunciation Bank

1-8

UNIT 1 The apostrophe

In English, the apostrophe is used to show possession or to make words shorter. It is also used to show that a word is missing a letter or letters.

1. Listen. Then listen and repeat.

- It's hot.
- It's here are you?
- It's her name's Maria.
- It's his name's Nelson.
- It's not an accident.

UNIT 2 the 'd' and 't'

the 'd' is pronounced /d/ the 't' is pronounced /t/

1. Listen. Then listen and repeat.

the 'd'

the - the - they - these - those -
mother - father - brother

the 't'

thanks - thanks - the team - Thursday -
the - quick - birthday - Maths

UNIT 3 Sentence stress and 's'

the 's' is pronounced /s/ or /z/ depending on the word it follows. It is pronounced /s/ after voiceless consonants (p, t, k, f, etc.) and /z/ after voiced consonants (b, g, m, n, etc.). It is pronounced /z/ after vowels (a, e, i, o, u).

1. Listen and repeat the sound /s/.

2. Listen and underline the stressed word (write the word) in these sentences. Then listen and repeat.

- Have you got a house or a flat?
- It's a bit small.
- Is there a garden?
- There isn't a TV.
- The cat's next to the window.

UNIT 4 The letters we don't pronounce

1. Listen and note how the letters in red are not pronounced. Then listen and repeat.

colour - follow - target - backpack -
kitchen - mass - mirror - mouse

2. Listen and delete the unspoken letters. Then listen and repeat.

picture - cupboard - garage -
apartment - fridge

UNIT 5 Present simple 's', 'es' / 't' / 'd'

the 's' is pronounced /s/ or /z/ depending on the word it follows. It is pronounced /s/ after voiceless consonants (p, t, k, f, etc.) and /z/ after voiced consonants (b, g, m, n, etc.). It is pronounced /t/ after 't' and /d' after 'd'.

1. Listen and repeat.

a walks - b does - c matches - d

2. Listen and write the correct 's', 'es' or 't'.

aches - goes - talks - leaves -
chats - gets - finishes - has -

UNIT 6 Do you...? / Help!

1. Listen to the questions. Note the pronunciation of do you.

- Do you like to swim?
- What do you think of the film?
- Do you like rock music?

2. Listen. Then listen and repeat.

- Do you like Maths?
- Why do you like your teacher?
- What do you think of the book?
- Do you have lunch at school?
- Do you get up early?

3. In pairs, ask the questions and answer personally.

- Where do you have lunch?
- Do you like football?
- What do you think of...?
- Do you...?

UNIT 7 can / can't, / don't and can't / don't

Can / can't are used to ask about ability. Can't is used to say you are not able to do something. Can't is used to say you are not able to do something. Can't is used to say you are not able to do something.

1. Listen. Then listen and repeat.

- I can swim. / can't
- Can you dance? / can't
- Yes, I can. / can't
- I can't draw. / can't

UNIT 8 -ing / 's

1. Listen. Then listen and repeat.

- I'm working. / I'm not working.
- He's playing. / He's not playing.
- I'm going. / I'm not going.
- She's singing. / She's not singing.

Festivals

A

Halloween

Halloween is a festival in the autumn, on 31st October, the night before All Saints' Day. It's a time for parties, scary costumes and fun. It's popular in lots of countries today, especially in the USA, but it's really an ancient Celtic festival from Ireland and Britain.

William

On 31st October, I go to a party. We all wear scary costumes. This year I'm a vampire and my cousin is a zombie. We've got Jack-o'-lanterns, of course. They are pumpkins with a face and a candle inside. We visit our neighbours and say 'Trick or treat!' and they give us some sweets. Then we go to my cousin's house for a party. What's my favourite thing about Halloween? The sweets!

Olivia

On Halloween there's always a party at our house. My sister and I cook. We wear scary costumes. I'm a witch. And of course we've got pumpkins. Carved. At the party we play games. My favourite is apple bobbing. And there are some Halloween games. My favourite thing about Halloween? It's the costumes - they're great!

Vocabulary

'wear -> costumes
'face -> faces
'neighbours -> neighbours
'trick or treat -> trick or treat
'the sweets -> sweets

1. Listen. What do you know about Halloween? Match the photos (1-4) to the words below. Then listen and check.

pumpkin - Jack-o'-lantern - sweets - witch - ghost - apple bobbing

2. Listen. Read and listen to the text. Tick (✓) who.

William Olivia William and Olivia

- goes out on Halloween
- likes special food
- wears a scary costume
- has got a pumpkin lantern
- plays Halloween games
- watches a film on Halloween

3. In groups, make a Halloween poster. Find

information about Halloween in your area. Are there parties? Is there 'Trick or Treat'? What are your favourite Halloween costumes, food and traditions?

Furniture

1. Match the photos (1-12) to the words below. Then listen, check and repeat.

bedside table • carpet • coffee table • cushion • curtain • dishwasher •
 stove • light • microwave oven • picture • pillow • washing machine



1



2



3



4



5



6



7



8



9



10



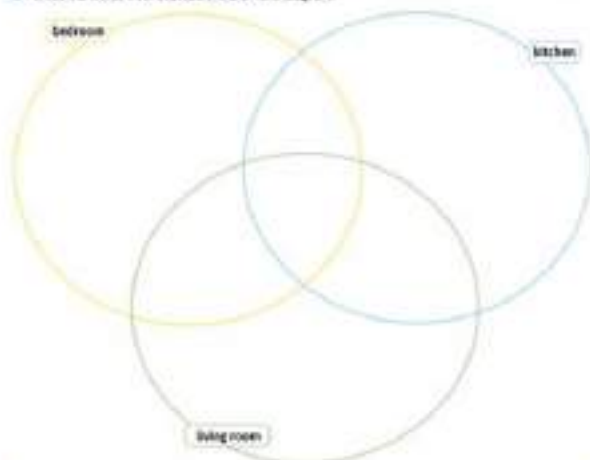
11



12

2. In pairs, Student A, draw one of the objects from exercise 1. Student B, can you name the object in English without looking at your book? Then swap roles.

3. Write the words from exercise 1 in the Venn diagram.



4. In pairs, ask and answer about your Venn diagram (don't look at your partner's). How many differences are there between them?

- A: *There's a pillow in your diagram?*
 B: *In the bedroom.*
 A: *How many? And curtains?*
 B: *In the bedroom and the living room.*
 A: *I've got curtains in the bedroom, the living room and the kitchen.*

5. Write words from exercise 1 to complete the sentences.

1. In winter I have a _____ on my bed.
 2. There's a _____ in the center of the ceiling.
 3. How many _____ are there on the sofa?
 4. Put your dirty T-shirt in the _____.
 5. All the windows have got beautiful blue _____.

6. In pairs, ask and answer about the rooms in your houses. Where possible, include information about size, colour, etc.

- A: *Have you got a white pillow on your bed?*
 B: *No, I've got two blue pillows on my bed. What about you?*
 A: *I've got a white pillow and a pink one. Is your bed big?*
 B: *No, it isn't. It's small. Are there any pictures in your bedroom?*



U1 Meeting and Greeting

Ask/Ask	Answer/Ask
Hi/Hello	Hi / Hello
How are you?	I'm fine, thanks / Good, thanks / Not bad
How's it going?	It's going well
How do you do?	How do you do?
See you later	Goodbye / Bye / See you

U2 Asking for and giving personal information

Ask	Answer
What's your phone number?	It's 0800 123 456
What's your email?	example@email.com
How old are you?	I'm 25
What's your address?	No. 12, Summer Road
When's your birthday?	From the 10 th of August

U3 Talking about families

Ask	Answer
Have you got a big family?	No, I haven't
How old is he/she?	He/She's 14 years old
What's his/her name?	His/Her name's Henry
How many people have you got?	I've got one cousin / haven't got one
What's his/her name?	His/Her name's ...

U4 Describing your home

Ask	Answer
Have you got your own bed/room?	Yes, I have / No, I haven't
What's your house like?	There's ... / There are ...
What's it like?	My bedroom is ...
What colour is your bed/room?	It's blue and white
Is there a ...?	Yes, there is / No, there isn't

U5 Talking about timetables

Ask	Answer
What's the time?	It's (ten to eleven)
What time is it now?	It's (ten to eleven)
When have we got (to)?	We've got (to) (on Wednesday)
What day is it today?	It's on Friday
When's Sunday?	It's on Sunday

U6 Talking about likes and dislikes

Ask	Answer
What do you think about ...?	I like / Don't like ...
Do you like ...?	Yes, I do / No, I don't
What kind of games do you like?	I like ...
What about you?	I don't like ...
Do you want to try ...?	Yes, OK / No, not really

U7 Permission and requests

Ask permission	Answer
Could we move the table?	Yes, you can
Could we please ...?	OK, I'm sorry you can't
Can I use your phone?	Yes, sure
Make a request	Answer
Could you tidy the room?	Yes, of course
Can you show me, please?	Yes, OK
Can you stop the dog, please?	Sorry, I really can't

U8 Shopping for clothes

Ask/Ask	Answer/Ask
Can I help you?	Yes, looking for ... / No, thanks / I'm just looking
Can I try this on, please?	Yes, the changing rooms are over there
Is it new?	Yes, a brand new one
What size are you?	It's a large/medium/small
Have you got it in a small/medium?	Yes, of course. Here you are
What colour would you like?	Red, blue ...
How much is it?	It's £15 / £10 / £5 / £20
I'll take it.	Great
I'll leave it, thank you.	No problem

U1 Meeting and Greeting

- 1 A couple interview a new partner. Write in the spaces in the table. Put the dates in the box.

KEY LANGUAGE	
Ask	Answer
Name	
Age	
Birthday (date and time)	
Street	
Phone	
Favorite food	

KEY LANGUAGE	
Ask	Answer
What's your ...?	My ...
How old ...?	I'm ...
When ...?	It's ...
Are you ...?	Yes ...
Where ...?	I'm ...

U2 Asking for and giving personal information

- 1 Interview a friend or a classmate. Write in the spaces in the table. Put the dates in the box.

KEY LANGUAGE	
Ask	Answer/Ask
What's his/her ...?	This is ...
How old ...?	He/She's ...
When ...?	His/Her birthday ...
Where ...?	His/Her home ...
What ...?	His/Her favourite ...
What ...?	Nice to ... too



Plan an activity weekend!

Your task is to plan and present an exciting activity weekend for 13 to 14-year-olds.

STEP 1 Warm-up

- 1 In small groups. Can you name the activities in the photos? Are they **physical**, **educational** or **relaxing** activities? Or perhaps two of these or all!



STEP 2 Brainstorm

- 2 In small groups. Search the Internet for information on two activity holidays and make some notes about interesting activities you find. Use a mind map like the one below to organize your research.



STEP 3 Presentation

- 3 In your group. Plan the perfect activity weekend for young people of your age. Make a poster or PowerPoint presentation to advertise your activity weekend to the class. Include information about:

- the location
- entertainment
- sports activities
- facilities
- educational activities
- meals

KEY LANGUAGE

Our activity weekend is located...
You get up at...
Breakfast / lunch / dinner is...
in the morning / afternoon / evening...
Before / After / Between / Lunch / dinner...
You can choose from...
The weekend finishes...

STEP 4 Writing

- 4 All the class. Vote for the best activity weekend!

Subject pronouns

- 1 **IT** Scegli l'alternativa corretta.
1. What's Art? - He is on Tuesday.
a. He b. It c. She
2. What nationality are...?
a. you b. she c. he
3. This is my new bike. Is great!
a. she b. he c. it
4. John and I are in the park.
a. you b. she c. we
5. This is a book. Is my brother's.
a. I b. he c. it
6. He... am a teacher.
a. they b. he c. I
7. Oscar and I are from Wales.
a. we b. they c. she
8. It's my sister. Is my friend's brother.
a. he b. she c. it
9. Phil and Oliver are French... are in 7C.
a. you b. we c. they

Ver: affirmative

- 2 **IT** Scegli l'alternativa corretta.
Dorian and Megan / he / are good students.
3 I am / is / are from Nigeria.
4 You go / are / is / are in town Grammar School.
5 I am / is / are my skateboard.
6 Natalia / is / are from Ukraine.
7 You and Sam / is / are my best friends.
8 Harvey / is / are in my class.

- 3 **IT** Completa con la forma affermativa di be. Usa la forma contratta quando possibile.
You are classmates.
2. Carlos... in Portugal.
3. John and I... happy this morning.
4. You and Maria... French.
5. She... 10.
6. Your problems... intelligent.
7. Helen... hot in the summer.
8. I... a student Murphy.
9. Diego and Luis... Spanish.
10. Chris, Chloe and I... in class 7C.
11. They... in the school debate team.
12. Our car... very ugly!
13. Josh... from Chicago.

Ver: negative

- 4 **IT** Riscrivi le frasi alla forma negativa corretta.
You're Anna and Katy.
You aren't Anna and Katy.
1. I'm 13 years old.
2. They're in England.
3. We're in the basketball team.
4. Maria's a PE teacher.
5. Henry's boring.

Ver: affirmative and negative

- 5 **IT** Trasforma le frasi con le parole tra parentesi. Segui l'esempio.
Example: I'm in Spain (Turkey).
I'm not in Spain. I'm in Turkey.
1. Ben and Helen are from Japan. (Japan).
2. Ryan is a Canadian. (Canadian).
3. Lucia is a student. (teacher).
4. Switzerland is a city. (country).
5. We are in Dublin. (Cork).

Ver: interrogative and short answers

- 6 **IT** Scrivi domande con be e i suggerimenti dati.
Are you going? Is he a student?
1. Is your partner?
2. Did / is the kitchen?
3. Grace / is a teacher?
4. the Internet connection / is it?
5. they / cousins?
6. you / a games?

- 7 **IT** Completa le domande con la forma affermativa (+) o negativa (-) del verbo be. Poi scrivi risposte brevi.

- Is pink your favourite colour? (+) Yes, it is.
1. Sam from London? (+)
2. your address 1 High Street?
(-)
3. They not 10? (1000)? (+)
4. you 10? (1000)? (+)
5. Myra in Russia? (+)
6. you hungry? (+)
7. the student in your class not?
(+)
8. Are your friends? (+)
9. your parents at work? (+)
10. you from a small town? (+)

The United Kingdom



Two hundred and eighty-seven



1 In London, everyone is different, and that means anyone can fit in.

2 Read the quote from Paddington Bear, a character by British author Michael Bond. What is the meaning in your opinion?

3 Match the images (1-5) of things you can see in London to the names (a-g).

- a The Tube
- b A double-decker bus
- c Westminster Abbey
- d Tower Bridge
- e The Houses of Parliament and Big Ben
- f London Eye
- g A black cab
- h The green jack

SIGHTSEEING IN London

Warm up

1 Look at the photos. What do they represent? Choose the correct option.



- 1 ☐ Buckingham Palace
- 2 ☐ Regent's Park



- 3 ☐ The Changing of the Guard
- 4 ☐ The British Museum



- 5 ☐ Hyde Park
- 6 ☐ The Natural History Museum

While you watch

2 Watch the video. Complete the sentences with the numbers below.

1718 - 20 million - three or four -
506 - 9 million - 1900

- 1 Around _____ people live in London.
- 2 About _____ people visit London every year.
- 3 The Changing of the Guard takes place _____ times a week.
- 4 The British Museum is from _____.
- 5 London has got more than _____ parks.
- 6 Hyde Park is almost _____ years old.



After you watch

3 Answer the questions.

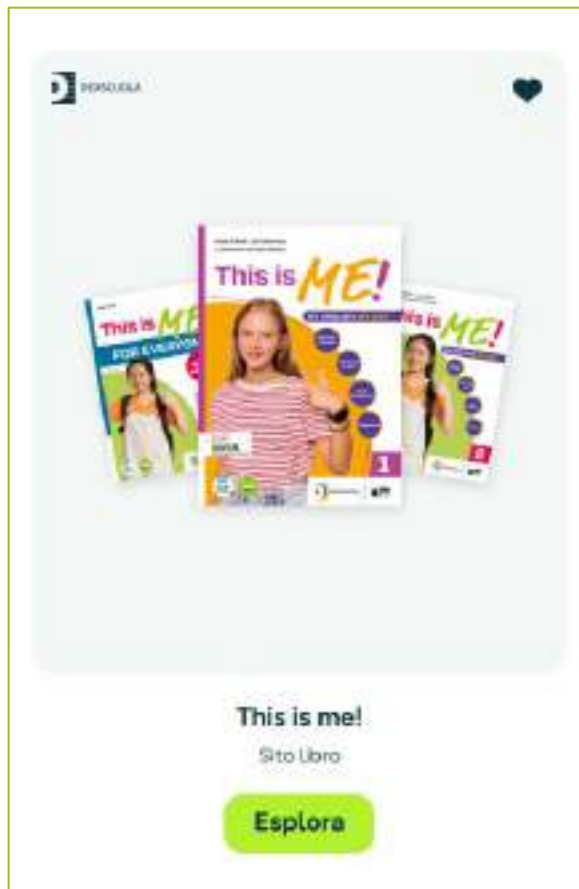
- 1 Who lives in Buckingham Palace?
- 2 What is the Changing of the Guard?
- 3 How does it look to enter national museums in London?
- 4 What can you see in Hyde Park?



People say London is an expensive city, but all the things you see in the video are free. In pairs, talk about what tourists can see and do in your city for free. Then, compare with the class.

Hub Scuola - Your Home Page





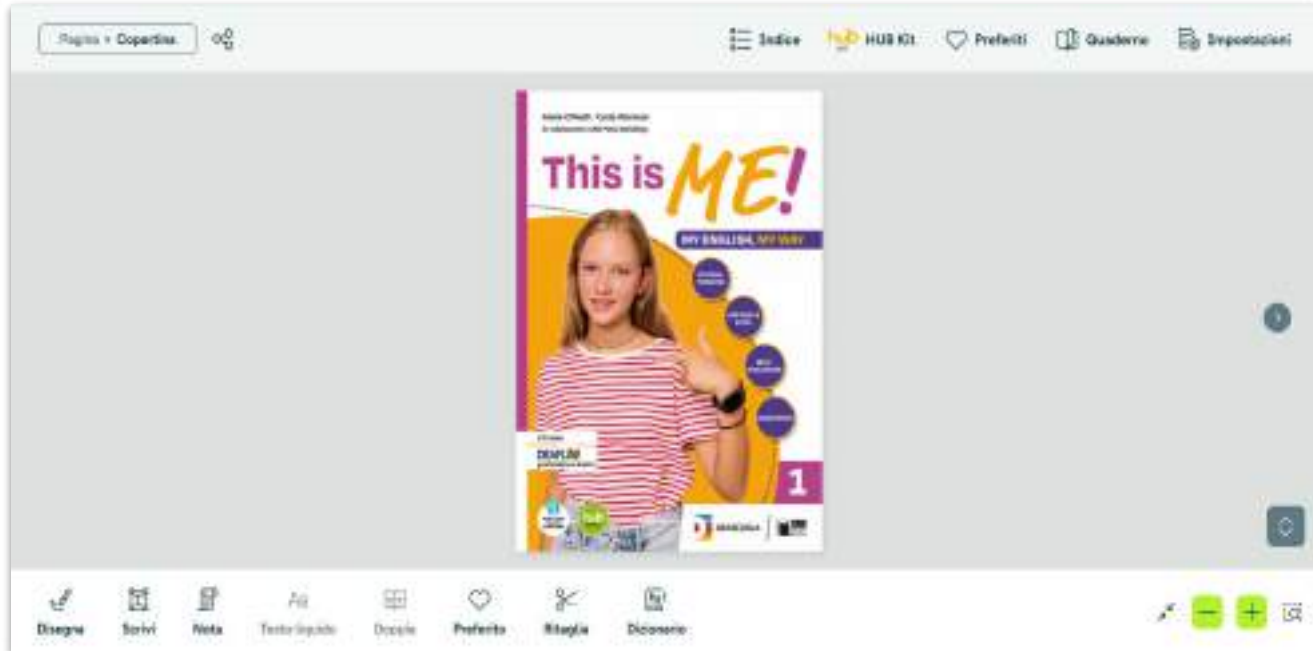
A new layout:
one card, all your volumes

The 'Sito del libro'

All your digital materials in one place

The screenshot displays the 'hub SCUOLA' website interface. On the left is a dark green sidebar with the 'hub SCUOLA' logo at the top. Below the logo is a user profile for 'Mark Harman', identified as a 'Docente di Inglese'. A button labeled 'Il mio profilo' is positioned below the profile. The sidebar contains a list of navigation links: 'Homepage', 'I miei libri', 'Area docenti', 'HUB Test e Invalsi', 'Classi', 'App di lettura', and 'Assistenza'. The main content area is titled 'I tuoi volumi' and features a row of digital book covers. The first item is a blue icon with a white star, labeled 'CONTENUTI DI SUPPORTO'. The subsequent items are 'BOOK STUDENT'S BOOK AND WORKBOOK 1', 'BOOK STUDENT'S BOOK AND WORKBOOK 2', 'BOOK STUDENT'S BOOK 3 + GRAMS + (INVALSI) GRAMMAR AIDS', 'BOOK FOR EVERYONE 1', and 'BOOK FOR EVERYONE 2'. Below this row, there is a section titled 'hub VOLUME DIGITALI' containing a card for 'Student's Book 1'. Another section, 'hub MY CONTENUTI DIGITALI INTEGRATIVI', includes two cards: 'Contenuti per il docente - Risorse digitali' and 'Contenuti digitali integrativi - Risorse digitali'. A small green notification bubble in the bottom right corner of the main area says 'Ora, come prima al tuo IT'. A circular profile icon is located in the bottom right corner of the interface.

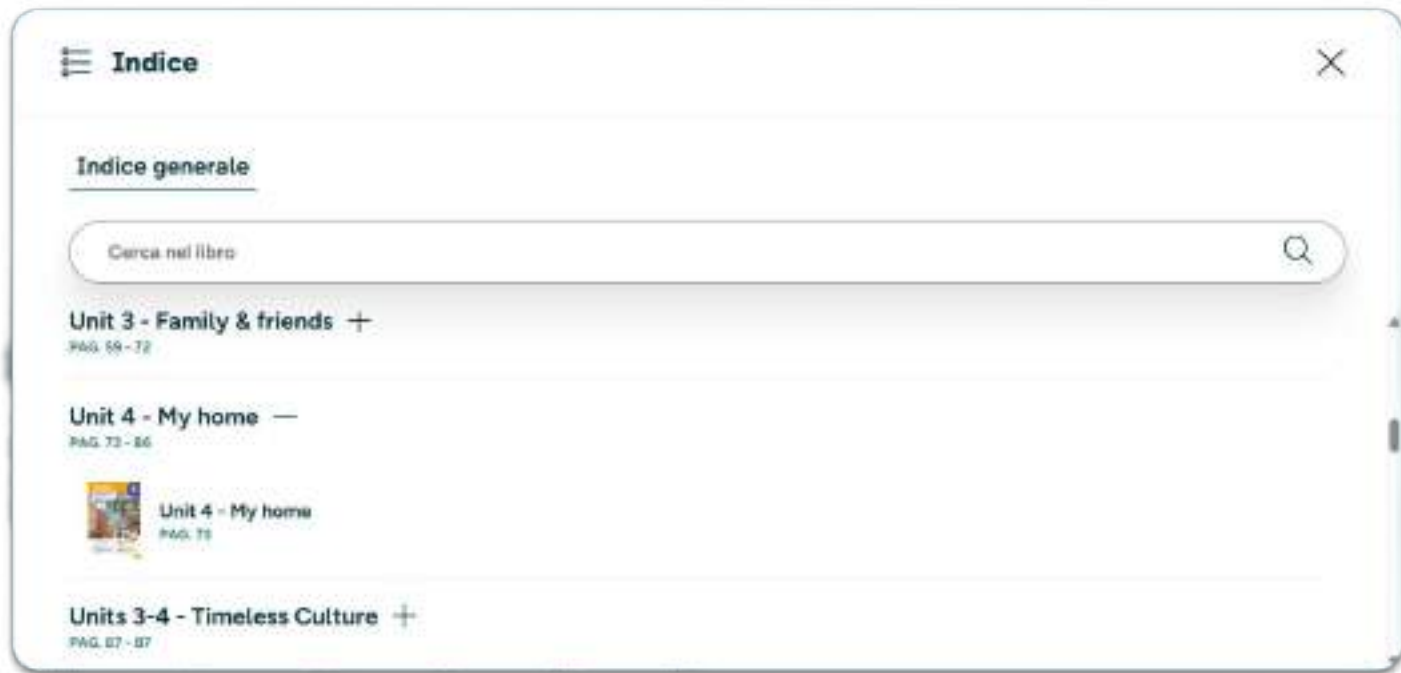
This is what you should see on opening your digital book.
On future accesses you will be taken to the last page
you visualised.



NB: Avoid enlarging the page by using the PC zoom as you will lose the icons and therefore interaction at a certain point

Flexibility and speed

Various ways to access your pages



Video, audio and interactive exercises at the click of a button

Dialogue

There are clothes on the floor!

4

1 **LISTEN** Look at the photo. Where are the friends?

2 **READ** Read the dialogue. Why is Leo angry?

3 **LISTEN** Listen again and repeat.

4 **WRITE** Complete the sentences. Use (1) to (5) in your answers.

5 **LISTEN** Listen again and repeat.

6 **READ** Read the dialogue again. Complete the sentences. Then listen and check.

7 **LISTEN** Listen again and repeat.

8 **WRITE** In pairs, create a mini-dialogue. Use the example below as a model.

9 **LISTEN** Listen again and repeat.

74 activity book

Dialogue

There are clothes on the floor!

4

1 **LISTEN** Look at the photo. Where are the friends?

2 **READ** Read the dialogue. Why is Leo angry?

3 **LISTEN** Listen again and repeat.

4 **WRITE** Complete the sentences. Use (1) to (5) in your answers.

5 **LISTEN** Listen again and repeat.

6 **READ** Read the dialogue again. Complete the sentences. Then listen and check.

7 **LISTEN** Listen again and repeat.

8 **WRITE** In pairs, create a mini-dialogue. Use the example below as a model.

9 **LISTEN** Listen again and repeat.

75 activity book

Interactive exercises Teacher options

Unit 4, Grammar exercise 15

UNIT 4, GRAMMAR, EXERCISE 15

Read the story of Macbeth by William Shakespeare and complete it with the Past simple form of the verbs. Then listen and check.

think • hear • murder (x2) • make • die • come • send • become (x3) • meet • plan • kill

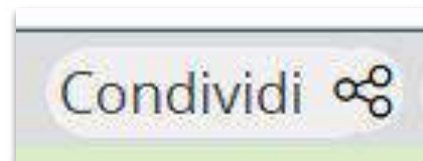
▶ 8:08 / 1:39

A story of terrible ambition

Macbeth was a Scottish general. One night, he ¹ **met** three witches who ² **made** a prediction: he would be King of Scotland. Later, Macbeth ³ **heard** that King Duncan ⁴ **was** to visit him at his castle. Macbeth and his wife, Lady Macbeth, decided to kill the king in his sleep. Macbeth ⁵ **planned** Duncan and he ⁶ **murdered** him, but he was paranoid and he ⁷ **thought** that other lords planned to take his crown. He ⁸ **decided** his men to murder these lords – he even ⁹ **murdered** his best friend, Banquo. Lady Macbeth ¹⁰ **became** crazy with guilt and she ¹¹ **murdered** herself. Finally, Duncan's son Malcolm and other lords ¹² **came** to Macbeth's castle with their armies to defeat him. Macbeth ¹³ **was killed** in the battle and Malcolm ¹⁴ **became** king.

☒ Conferma ☒ Vedi le soluzioni ☒ Soluzioni a step ☒ Riprova

Conferma Vedi le soluzioni Soluzioni a step



Deaflix: 80 grammar and 25 vocab pathways

Grammar

A **there is / there are: affirmative and negative**



There's an old sandwich next to the lamp.
There are clothes on the floor.
There isn't a teacher in this room.

Affirmative		
	full form	short form
singular	There is a table.	There's a table.
plural	There are four chairs.	

Negative		
	full form	short form
singular	There is not a table.	There isn't a table.
plural	There are not four chairs.	There aren't four chairs.

Got it?
Choose the correct alternative.

- Si usa there is per i nomi al singolare / plurale.
- Si usa there are per i nomi al singolare / plurale.

 Workbook, p. 190



[Clicca qui e scopri di più](#)

Vocabulary



Inglese Grammatica

Condividi materia <

Cerca

Inglese grammatica

Articles

Argomento

Articles, nouns and pronouns

Inglese grammatica

Plural nouns

Argomento

Articles, nouns and pronouns

Inglese grammatica

Possessive pronouns and Whose...?

Argomento

Articles, nouns and pronouns

Inglese grammatica

some, any, every, no compounds

Argomento

Articles, nouns and pronouns

Inglese Lessico

Condividi materia <

Cerca

Inglese Lessico

Countries & nationalities

Argomento

Vocabulary

Inglese Lessico

Personal possessions

Argomento

Vocabulary

Inglese Lessico

Sports

Argomento

Vocabulary

Inglese Lessico

Clothes

Argomento

Vocabulary

[Clicca qui e scopri di più](#)

Video functions

Dialogue

There are clothes on the floor!

4

1 **LISTEN** Look at the photo. Where are the friends?

2 **LISTEN** Watch, or read and listen to the dialogue. Why is Jane angry?

3 **LISTEN** Listen again and report.

4 **COMPREHENSION** Is the information true (T) false (F) or not given (NG)?

1. Jane got with the friends. (T/F/NG)
2. Jane had forgot part in the room. (T/F/NG)
3. There clothes on the floor aren't Jane's clothes. (T/F/NG)
4. Jane's brother is in the kitchen. (T/F/NG)
5. Jane is at the bus stop. (T/F/NG)
6. The friends haven't got time to start the talent show today. (T/F/NG)

Is there a chair under these clothes?

Yes, there is!

5 **LISTEN** Read the dialogue again. Complete the sentences. Then listen and check.

Julia: Hi, _____ my party is on Saturday!

Joe: Yes, _____

Julia: _____ under these clothes?

Joe: No, _____ a chair under them?

Julia: Yes, _____

Now act out the dialogue in groups of three.

6 **WORK IN PAIRS** In pairs, create a mini-dialogue. Use the example below as a model.

- Use the words from the list of good and bad ideas.
- Pay attention to singular and plural forms.

period - desk - bag - skateboard - ball -
 intensity - skateboard - water bottle -
 sword - badminton

7 **ROLE PLAY** One student is the customer! The other student is the waiter. Create a dialogue.

8 **WATCH THE VIDEO** Watch the video. Amy and Jane talk about Joe. Complete their sentences.

1. Joe's got a nice time _____?
2. Joe's got a _____ reason.
3. Maybe he hasn't got time _____.
4. We haven't got all the _____.

9 **WORK IN PAIRS** In pairs, answer the questions. Give your opinion.

1. Why is Joe at the bus stop?
2. Is it enough to be angry?

Lowest level

Match the expressions from the dialogue to their translations (1-5).

There's no surprise! - Never mind - What's up? - Come on! - Tough luck!

1. Come on!
2. Pigeon got hit!
3. That's impossible.
4. How do you surprise!
5. Just!

34

Unit 5: 35

Subtitles, Text and Karaoke options available to teachers and students

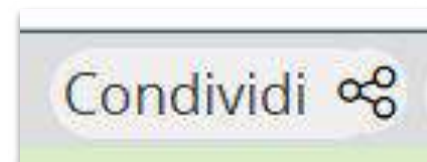
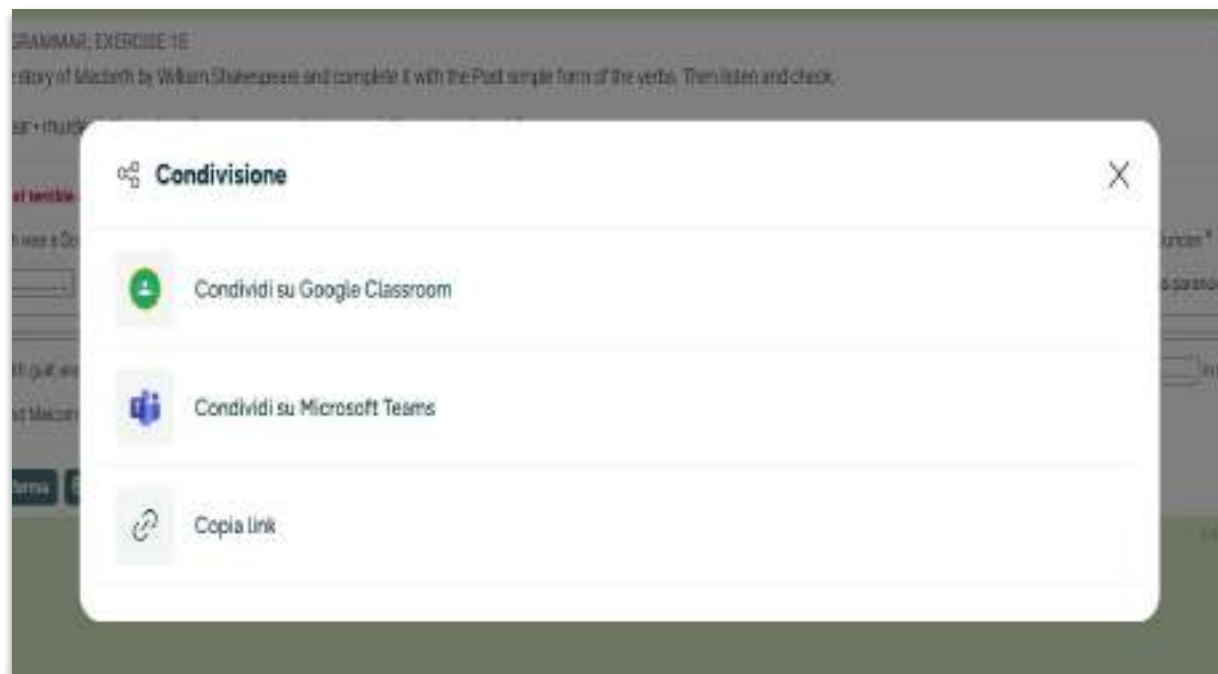


The screenshot displays a video player interface. The video frame shows a young woman with long blonde hair wearing a pink hoodie and a young man with blonde hair wearing a blue hoodie with a yellow backpack, standing in a cluttered room. A subtitle at the bottom of the video frame reads: "There aren't any places to sit!". To the right of the video frame is a transcript window titled "Dialogues, Unit 4" which lists the dialogue between three characters: Rooke, Leo, and Zahara. The transcript includes the following lines:

- Rooke: Let's get started, guys!
- Leo: So, Dad... Not here? That's no surprise!
- Zahara: Never mind. Are there any pens in your backpack, Leo?
- Leo: Yes, there are. There are seven pens behind those books.
- Rooke: ~~There aren't any places to sit!~~ Is there a chair under those clothes?!
- Leo: Yes, there is!
- Zahara: You've got that big wardrobe, but there are clothes on the floor!
- Leo: It's my brother's mess.
- Zahara: Yeah! There's an old wardrobe next to the lamp... This isn't the kitchen!
- Rooke: Hey, look!
- Leo: What? What's up?
- Rooke: It's Dad! He's outside in front of the bus stop!
- Leo: So maybe he's not here today!
- Rooke: Oh, come on! Let's do this tomorrow.
- Zahara: But what about the school shoes?
- Leo: No time for that today. Let's cancel tomorrow before school.
- Rooke: Before school? Well... OK. But what about Dad?
- Leo: Don't worry Dad!
- Zahara: But he's in our group for the school shoes.

At the bottom of the transcript window, there are three buttons labeled "Rooke", "Leo", and "Zahara" with speaker icons, indicating that the transcript is interactive and can be read aloud.

All videos, audio tracks and interactive exercises are shareable



Back to the 'Sito del libro'

All your digital materials in one place.

Access to your teacher materials - 2 options

The screenshot displays the 'hub SCUOLA' digital platform interface. On the left is a green sidebar with the 'hub SCUOLA' logo at the top. Below the logo is a profile section for 'Mark Harmon' with a 'Vedi il mio profilo' button. The sidebar contains a list of navigation items: 'Homepage', 'I miei libri', 'Area docenti', 'HLR Test e Invalsi', 'Classi', 'App di lettura', and 'Assistente'. The main content area is titled 'I tuoi volumi' and features a row of five book covers for 'This is ME!'. The first book is 'BOOK STUDENT'S BOOK AND WORKBOOK 1', followed by 'BOOK STUDENT'S BOOK AND WORKBOOK 2', 'BOOK STUDENT'S BOOK 3-4 GRAMS - (NEW!) TRAINING AIDS', 'BOOK FOR EVERYONE 1', and 'BOOK FOR EVERYONE 2'. Below this row, there are two sections: 'VOLUME DIGITALI' showing 'Student's Book 1' and 'CONTENUTI DIGITALI INTEGRATIVI' showing 'Contenuti per il docente - Risorse digitali' and 'Contenuti digitali integrativi - Risorse digitali'. A green banner at the bottom right of the main area says 'Clicca sempre prima di aprire!'. A small circular icon of a person is visible in the bottom right corner of the main area.

Route 1: Contenuti per il docente - Risorse digitali

The screenshot displays the Hub Scuola interface. On the left is a sidebar with a green header containing the 'hub SCUOLA' logo. Below the logo is a profile picture of Mark Harman, identified as 'Docente di Inglese', with a button labeled 'Il mio profilo'. The sidebar menu includes: Homepage, I miei libri, Area docenti, HUB Test e Invalsi, Classi, App di lettura, and Assistenza. The main content area is titled 'I tuoi volumi' and features a 'CONTENUTI DI ESEMPIO' section with a book icon and a 'BOOK STUDENT'S BOOK AND WORKBOOK 1' section with a book cover titled 'This is ME!'. Below these is a 'hub YOUNG VOLUME DIGITALE' section with 'Student's Book 1'. At the bottom is a 'hub KIT CONTENUTI DIGITALI INTEGRATIVI' section, which highlights 'Contenuti per il docente - Risorse digitali' with a person and screen icon.

This graphic features the 'hub KIT' logo on the left. To its right, the text 'CONTENUTI DIGITALI INTEGRATIVI' is displayed. Below this, a yellow-bordered box contains an icon of a person at a screen, followed by the text 'Contenuti per il docente - Risorse digitali'.

Home > This is ME! > About This is ME! and how to use it > **THIS IS ME!_SB1 CDI**

BOOK STUDENT'S BOOK AND WORKBOOK

THIS IS ME!_SB1 CDI

hub

Cerca

Tipo =

Richiedi

Contenuti per il docente

Qui trovi le risorse riservate al docente come ad esempio guide, verifiche, soluzioni, schede di approfondimento ecc.

Espandi tutto

Risorse per il docente

+



Contenuti per il docente

Qui trovi le risorse riservate al docente come ad esempio guide, verifiche, soluzioni, schede di approfondimento ecc.

Espandi tutto

Risorse per il docente

Teacher resources



Programmazione



Test maker in Word



Tests audio



Quick tests in Google Moduli



Click on the + symbol to access the files.
These files can be downloaded directly onto your device



The screenshot shows a user interface for a digital resource platform. At the top, there is a header 'Risorse per il docente' with a minus sign. Below it, a list of resources is displayed, each with a plus sign icon on the right:

- Teacher resources
- Programmazione
- Test maker in Word

Below the list, there is a section titled 'Tests audio' with a minus sign. This section contains a list of audio files, each with a speaker icon, a title, a duration, and a 'DOCENTE' button:

- Test audio - downloadable MP3s (10:00:00)
- Test audio, track 01 (10:00:00)
- Test audio, track 02 (10:00:00)
- Test audio, track 03 (10:00:00)

Each audio file entry also has a set of icons on the right: a magnifying glass, a list, a share icon, and a heart icon. A user profile icon is visible in the bottom right corner of the interface.

Route 2: from any page of your ebook click on the icon **Hub Kit** next to the Indice to access your teacher materials



Click on **Per il docente** to reveal the materials available



Click on the + symbol to access the files.
These files can be downloaded directly onto your device



Chiavetta USB

How does it work and what does it contain?

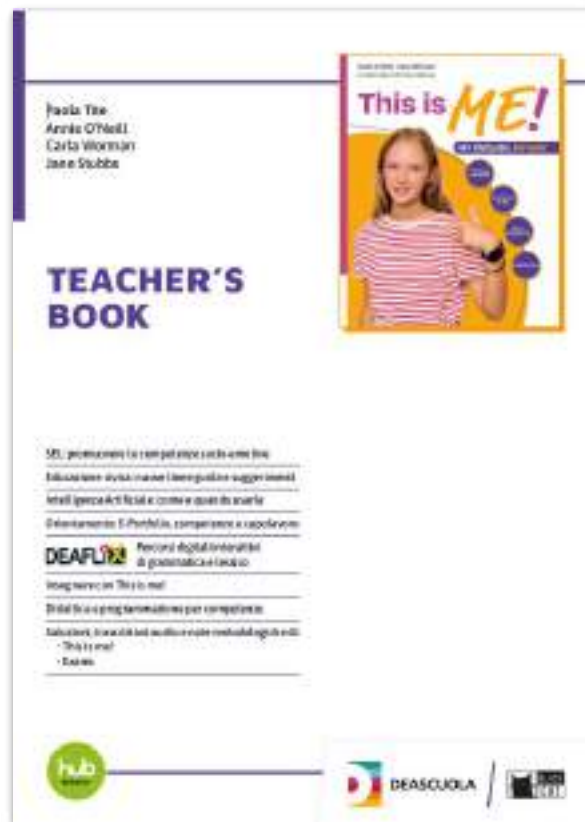


This is **ME!**



[Clicca qui e
scopri di più](#)

The Teacher's Book



SEL: promuovere le competenze socio-emotive

Educazione civica: nuove linee guida e suggerimenti

Intelligenza Artificiale: come e quando usarla

Orientamento: E-Portfolio, competenze e capolavoro

DEAFlix Percorsi digitali interattivi
di grammatica e lessico

Insegnare con This is me!

Didattica e programmazione per competenze

Soluzioni, trascrizioni audio e note metodologiche di:

- This is me!
- Exams

The Teacher's Book: Generic materials, suggestions and Programmazione per competenze

Indice

Promuovere a scuola le risorse psico-sociali e socio-emotive degli studenti

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- Programmazione per competenze *This is me!* 1 84
- Programmazione per competenze *This is me!* 2 110
- Programmazione per competenze *This is me!* 3 134

Generic materials and suggestions



Deaflix

Created specifically for grammar and vocabulary presentation, revision and self-study



The Teacher's Book contents:

Answer keys, Notes and extra activities

Student's Book 1	
• Answer keys, Audio scripts, Teacher's notes, Extra activities	143
Student's Book 2	
• Answer keys, Audio scripts, Teacher's notes, Extra activities	289
Student's Book 3	
• Answer keys, Audio scripts, Teacher's notes, Extra activities	427
Workbook 1 e sezioni finali	
• Answer keys, Audio scripts	511
Workbook 2 e sezioni finali	
• Answer keys, Audio scripts	534
Workbook 3 e sezioni finali	
• Answer keys, Audio scripts	555
Magazines	
• Answer keys, Video scripts	569
Exams	
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This is Me Test Book



Entry Tests

Unit Tests STANDARD (fila A e fila B)

Unit Tests PLUS (fila A e fila B)

Obiettivi minimi Tests

Vocabulary Tests

Recupero Tests

Listening Tests

Written competences Tests

Potenziamento Tests

Speaking Tests

Culture Tests

Educazione civica Tests

Progress Tests

Competenze Tests

DSA Tests (fila C)

A2 Key Practice Tests e Trinity Grade 4

TESTS

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• Recupero Tests	86
• Listening Tests	110
• Written competences Tests	126
• Potenziamento Tests	150
• Speaking Tests	158
• Timeless culture Tests	162
• Educazione civica Tests	166
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• Answer Keys Tests vol. 1	206

Volume 2 Tests 225

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Volume 3 Tests 437

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• Vocabulary Tests	474
• Recupero Tests	478
• Listening Tests	490
• Written competences Tests	498
• Potenziamento Tests	510
• Speaking Tests	514
• Culture Bank Tests	516
• Educazione civica Tests	519
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• Prove delle competenze	533

Exams 545

• A2 Key Practice Test	545
• Trinity GESE Grade 4	561
• Answer Keys Tests vol. 3 & Exams	567

Thank-you for joining us today.
Please post any questions now or alternatively...

We're here to help at

<https://deascuola.it/d-scuola-educational-consultants-elt/>



AI: Apprendere Insieme

Un percorso esclusivo per i docenti che **adottano** un **corso Deascuola** per l'a.s. 2025/26

Scopri di più: <https://l.deascuola.it/ai-apprendere-insieme/index.html>

Il percorso prevede 8 moduli a cadenza mensile con:



Videolezioni
in autoapprendimento



Webinar
di confronto periodici



Strumenti di supporto
al lavoro del docente



Sportelli online
con esperti



Newsletter
con approfondimenti

I prossimi appuntamenti

Clicca qui e scopri i webinar del ciclo
Insegnare Inglese

Clicca qui e scopri i webinar del ciclo
Insegnare Lingue straniere