

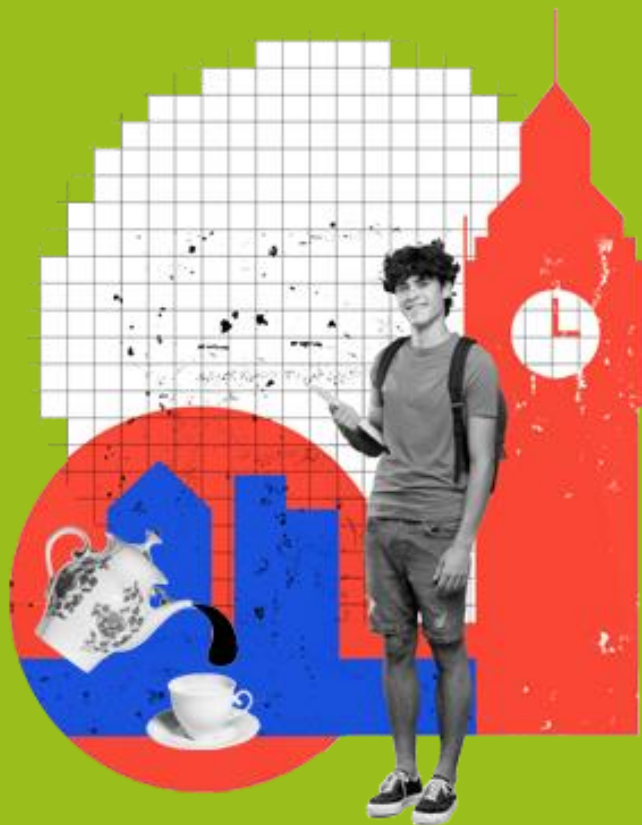


DEASCUOLA

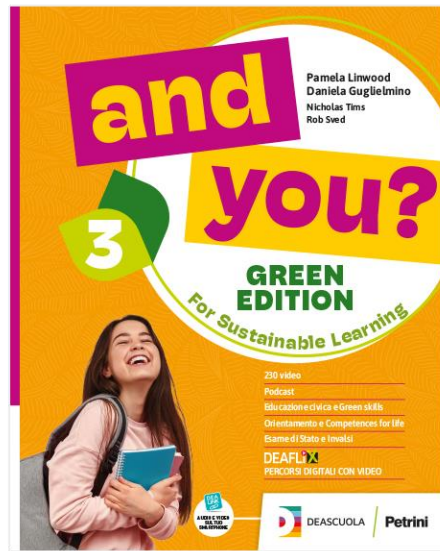
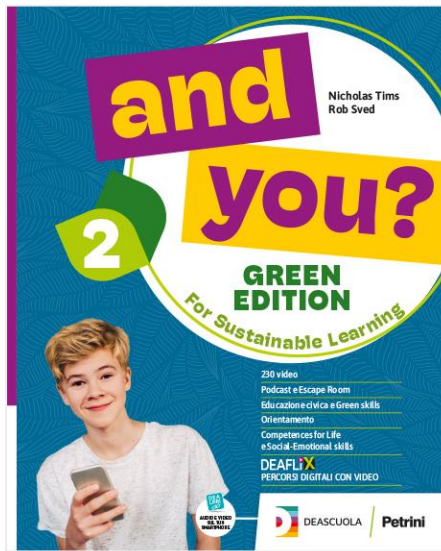
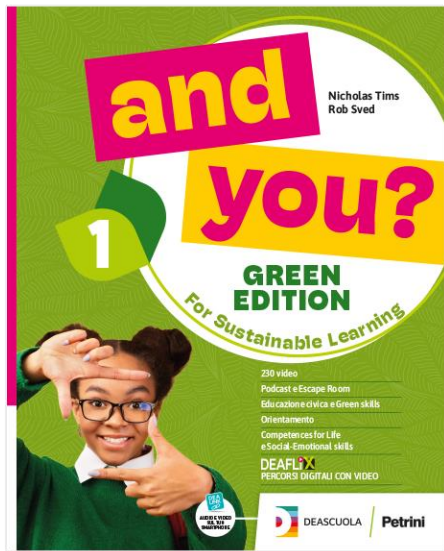
INSEGNARE INGLESE

Insegnare con ... And You? Green Edition

Relatori: Rob Sved, Nicholas Tims



And you? GREEN EDITION – for Sustainable Learning



What do we mean by 'sustainable learning'?

A Unit Tour ... and other resources

Your questions

My day UNIT 5



CRISTIANITA'
Healthy habits
È importante mantenere abitudini sane nella tua routine quotidiana. Ti occupi di attività regolari, ti nutri bene, ti alleni e sei più energico per affrontare la giornata.

How are our routines different?

- 1 **100%** Osserva le foto. Quale dei due ragazzi è più simile a te?
- 2 **100%** Guarda il video. Quale pasto vedi? Segna l'alternativa corretta.
(unhealthy / healthy) / dinner
- 3 **100%** Guarda il nuovo video. Segna la/i attività che vedi.
1 ... play the guitar
2 ... play video games
3 ... get up early
4 ... have a snack
5 ... go to school by car
6 ... go to school by bus
7 ... do homework
8 ... do sport
- 4 **100%** **CRISTIANITA'** Quali abitudini nel video sono più sane e quali sono poco sane? Pensa alla tua routine quotidiana. Le tue abitudini sono sane!

one hundred and twenty-five 125

Vocabulary UNIT 5



Daily routine

- 1 **100%** Osserva le foto e abbinare ogni espressione al numero corrispondente (1-12).
do my homework - finish school - get dressed -
get home - get up - go to bed - have a shower -
have breakfast - have dinner - have lunch -
have time - start school
- 2 **100%** Ascolta e controlla. Poi ascolta di nuovo e ripeti.

CRISTIANITA'
Non Regardare gli studenti solamente parlatore e ascoltatore, ma anche di persone (parenti da casa. Alcune scuole offrono anche la prima colazione.

Speaking

- 5 **100%** **100%** A coppie, confrontate la vostra routine quotidiana.
A I get up at quarter ten.
B No, I don't. I get up at half past nine.

CRISTIANITA'
In italiano si usa il verbo "fare" in espressioni come "fare la doccia" o "regolare il cane".
I have a shower.
I have breakfast.

one hundred and twenty-six 126

one hundred and twenty-seven 127



What words or phrases do you think of when you see the word 'sustainable'?



What's the difference?

"Sustainability"

- ***Environmental*** – energy resources, pollution, ecosystems
- ***Social*** – inequality, human rights, cultural diversity
- ***Economic*** – responsible production/consumption, green technology, ...

Sustainable Learning

- Promotes continuous, supported, deep and memorable learning
- Develop lifelong learning skills, e.g. critical thinking, autonomy, collaboration, social & emotional learning



The “lifelong learning skills”...

- **Learning Skills** collaboration, critical thinking, creativity, communication
- **Life Skills** autonomy, social & emotional, citizenship, etc.
- **Literacy Skills** digital, media, visual



So far...

My day UNIT 5

Citizenship: Healthy habits
È importante sviluppare abitudini sane nella tua routine quotidiana. Ti aiuterà a sentirti meglio sia fisicamente sia mentalmente, e avrai più energia per affrontare la giornata!

How are our routines different?

1 **THINK** Osserva le foto. Quale dei due ragazzi è più simile a te?

2 **WATCH** Guarda il video. Quale pasto vedi? Scegli l'alternativa corretta.
lunch / breakfast / dinner

3 Guarda di nuovo il video. Segna (✓) le attività che vedi.

1 ... play the guitar	5 ... go to school by car
2 ... play video games	6 ... go to school by bus
3 ... get up early	7 ... do homework
4 ... have a snack	8 ... do sport

REFLECT **Citizenship** Quali abitudini nel video sono più sane e quali sono poco sane? Pensa alla tua routine quotidiana. Le tue abitudini sono sane?

one hundred and twenty-five 125

Sustainable Learning

- Promotes continuous, supported, deep and memorable learning
- Develops lifelong learning skills



My day **UNIT 5**



Citizenship: Healthy habits
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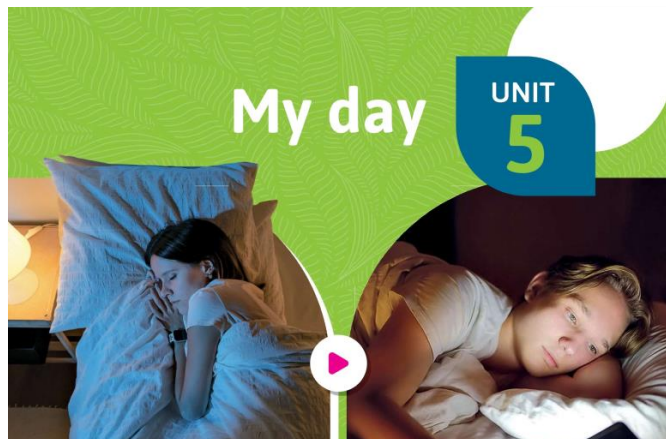
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one hundred and twenty-five 125

BIG Questions



Engagement



How are our routines different?

BIG Questions

- Open questions with lots of answers
- The more you think, the more answers
- Practise critical thinking skills

Citizenship: Healthy habits
È importante sviluppare abitudini sane nella tua routine quotidiana. Ti aiuterà a sentirti meglio sia fisicamente sia mentalmente, e avrai più energia per affrontare la giornata!

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one hundred and twenty-five 125



Engagement

3 Our digital lives

p. 71

How does technology help us?  

6 Time for school

p. 147

Why do we go to school?  

8 Our clothes

p. 195

What do we wear, and why?  



My day

UNIT 5



Citizenship: Healthy habits

È importante sviluppare abitudini sane nella tua routine quotidiana. Ti aiuterà a sentirti meglio sia fisicamente sia mentalmente, e avrai più energia per affrontare la giornata!

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lunch / breakfast / dinner
- 3 **DO** Guarda di nuovo il video. Segna (✓) le attività che vedi.

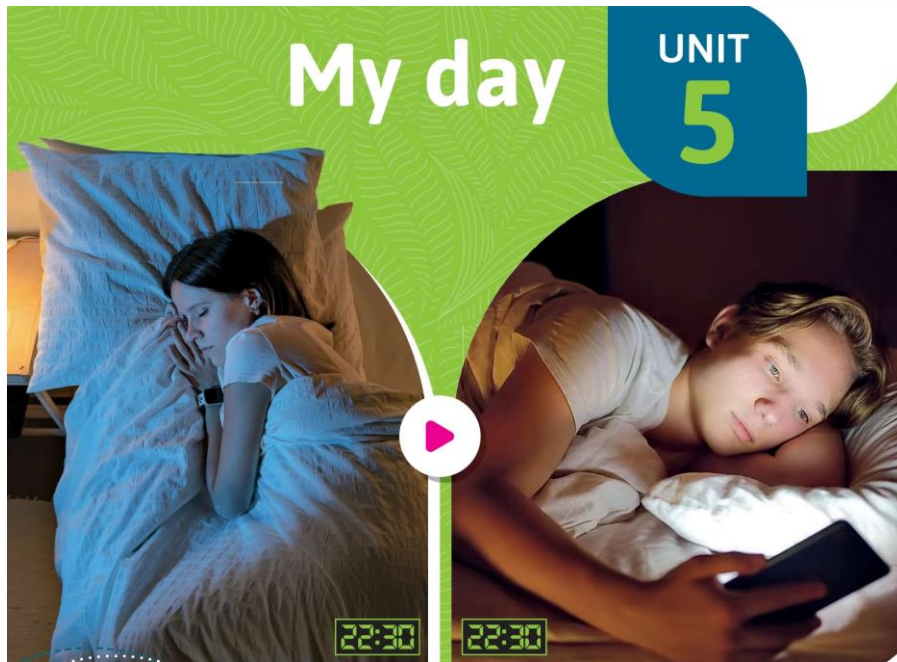
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Mirrors and windows

1. What can you see in the photos that is like a mirror for your life? (It reflects something familiar to you)
2. What can you see in the picture that is like a window onto another culture or way of life? (It shows something unfamiliar to you?)



Mirrors and windows

1. What can you see in the photos that is like a mirror for your life?
(It reflects something familiar to you)
2. What can you see in the picture that is like a window onto another culture or way of life?
(It shows something unfamiliar to you?)



My day

UNIT 5



Citizenship: Healthy habits

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lunch / breakfast / dinner
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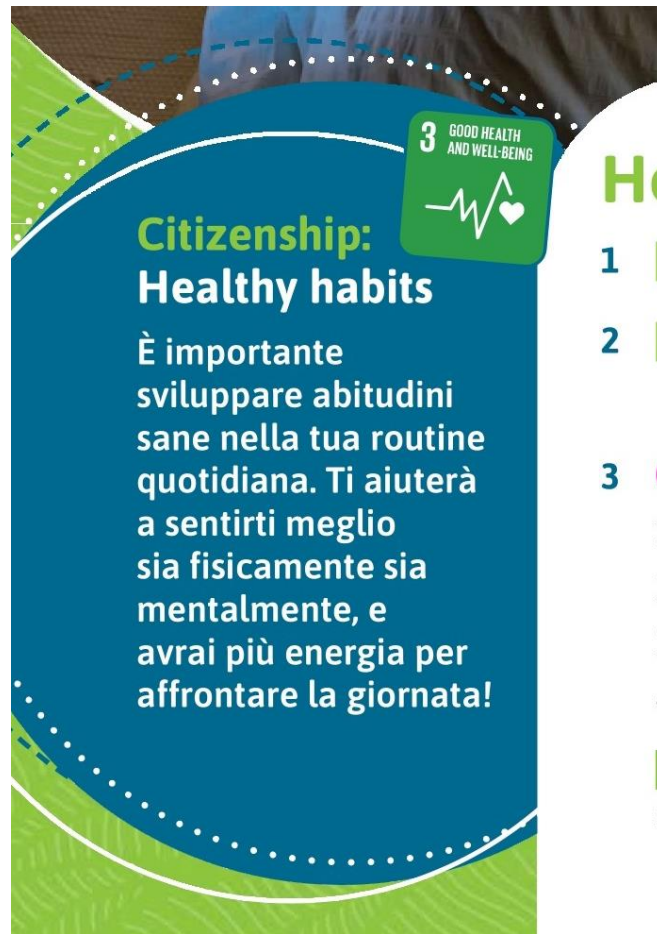




HOW ARE OUR

ROUTINES DIFFERENT?





3 GOOD HEALTH AND WELL-BEING

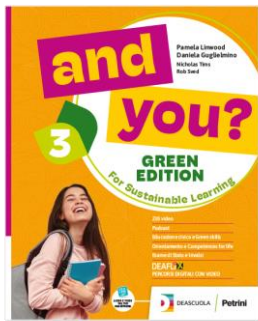
Citizenship: Healthy habits

È importante sviluppare abitudini sane nella tua routine quotidiana. Ti aiuterà a sentirti meglio sia fisicamente sia mentalmente, e avrai più energia per affrontare la giornata!



REFLECT **Citizenship** Quali abitudini nel video sono più sane e quali sono poco sane? Pensa alla tua routine quotidiana. Le tue abitudini sono sane?





Orientation

Follow your passions

Think carefully about what really interests you when you are choosing your future school type or considering possible careers. If you are passionate about something, your motivation is high and you will have more chance of success!



Orientation

Time out

Holidays can refresh your body and refresh your mind, but they don't have to be expensive or long. Try going somewhere different for an afternoon. Afterwards, you'll feel ready to get back to your studies!



Orientation

Feeding your mind

Eating well is important for your physical health, and also for your mind. Regular meals and a healthy, balanced diet will help you to think more clearly, so you can make good decisions and concentrate at school.



Orientation

Making the world a better place

We all want a better world, but change doesn't happen without work. We need to work together and respect each other to make our school, our neighbourhood, our city and our world better.



5 Vocabulary



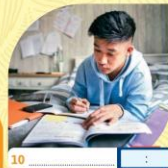
1 **get up** 07:00



2



3



10



4



5



6



11



7



8



9



12

Puoi aggiungere altre frasi?

Daily routine

- 1 **Observe the photos and match each expression with the corresponding number (1-12).**

do my homework • finish school • get dressed •
get home • **get up** • go to bed • have a shower •
have breakfast • have dinner • have lunch •
leave home • start school

- 2 **Listen and check. Then listen again and repeat.**

Culture

Nel Regno Unito gli studenti solitamente pranzano a scuola, o nella mensa o portano i panini da casa. Alcune scuole offrono anche la prima colazione.

SAM SAYS...



Guarda il video di Sam.

Word Bank, pp. 230-231 | Workbook, pp. 139-140

Vocabulary 5

Ti ricordi come si dice l'ora in inglese?
(Se no, vedi l'unità Starter a pagina 19.)
A che ora si alza la ragazza nella foto 1?

- 3 **Listen and write the time near the photo (1-12).**

- 4 **Complete the table with your daily routine.**

Routine	Time
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
(12)	

Speaking

- 5 **A coppie, confrontate le vostre routine quotidiane.**

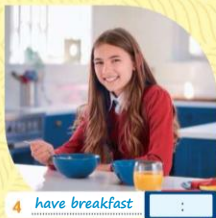
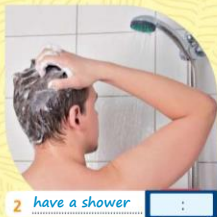
A *I get up at quarter to seven.*

B *Me too. / I don't. I get up at half past six.*

In italiano si usa il verbo 'fare' in espressioni come 'fare la doccia'.
In inglese si usa **have**:
I **have** a shower.
I **have** breakfast.

one hundred and twenty-seven 127

5 Vocabulary



Puoi aggiungere
altre frasi?

.....

.....

.....

.....

Supporting vocabulary

Giving students a permanent record



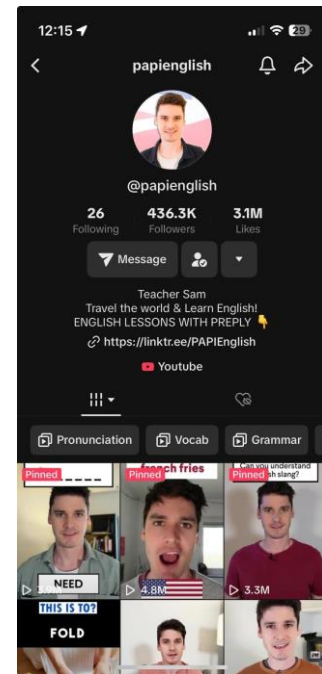
Engagement



SAM
SAYS...

VIDEO

Guarda il video di Sam.



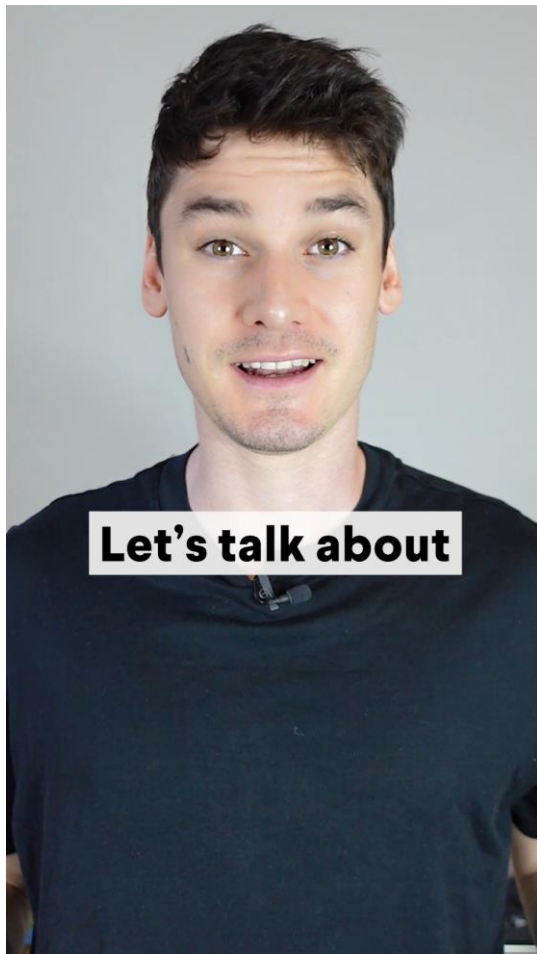
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*I **have** a shower.*

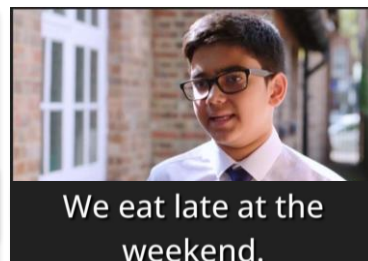
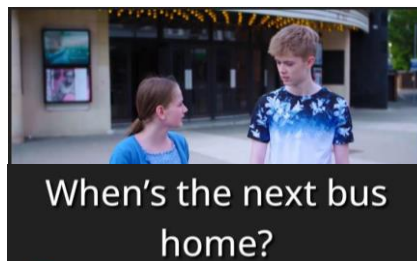
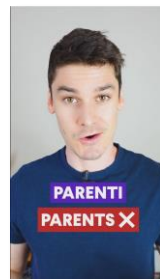
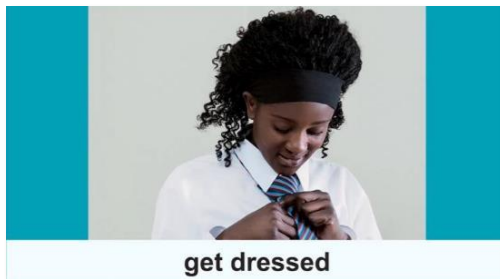
*I **have** breakfast.*



Let's talk about



Engagement



5 Dialogue

She often gets up at 6 a.m.!



1 Guarda il video. Poi ascolta e leggi il dialogo.



FLIPPED CLASSROOM

È ora di pranzo. Chi sta cercando Evie?

Jack There's an interview with Carly, the singer of K-Seven, here. She often gets up at 6 a.m.!

Ollie I'm always in bed at 6. And at the weekend I never get up before 10.

Jack She plays the guitar in the morning. For three hours!

Ollie I play in the evening. But not for three hours!

Jack In the afternoon, she usually practises with the rest of the band. They sometimes write new songs.

[Arriva Evie.]

Ollie Why are you here? We're busy.

Evie Is Hana here?

Ollie No, she isn't. Are you two OK?

Evie I'm not sure...

[Evie scrive ad Hana.]



[Arriva Hana.]

Evie Hi, Hana. What's wrong?

Hana Nothing.

Evie Hana! We're best friends, yes?

Hana I think you've got a new best friend.

2 Ascolta di nuovo e ripeti.

Dialogue 5

Comprehension

3 Completa le frasi con un nome: Carly, Ollie, Evie o Hana.

- _____ often gets up at 6 a.m.
- _____ never gets up before 10 at the weekend.
- _____ plays the guitar in the evening.
- _____ always has lunch with Hana at 12.30.
- _____ isn't happy with Evie.

Everyday English

4 Completa con le espressioni dal dialogo. Poi ascolta e ripeti.

- _____ Che cosa c'è che non va?
- _____ Siamo occupati.
- _____ Non sono sicura...
- _____ È tardi.

Dialogue work

5 Abbinare le frasi dal dialogo. Poi ascolta e controlla.

- | | | |
|--------|------------------|-----------------|
| 0 She | sometimes write | lunch at 12.30. |
| 1 I'm | always have | new songs. |
| 2 They | always in bed | 6 a.m.! |
| 3 We | often gets up at | at 6. |

6 Scegli l'alternativa corretta. Poi ascolta e controlla.

Jack She often ¹⁰ get up / gets up at 6 a.m.!

Ollie I never ¹⁰ get up / gets up before 10.

Jack She ¹⁰ play / plays the guitar in the morning. For three hours!

Ollie I ¹⁰ play / plays in the evening. But not for three hours!

A coppie, recitate il dialogo.

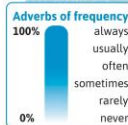
Speaking

7 Completa le frasi con gli avverbi di frequenza in modo che siano valide per te. Poi a coppie, confrontate le vostre frasi.

- I _____ get up at 7.30 on Sunday.
 - I _____ do sport in the afternoon.
 - I _____ do my homework before dinner.
 - I _____ watch TV in the evening.
 - I _____ go to bed before ten o'clock.
- A I sometimes get up at seven thirty on Sunday.
B I never get up at seven thirty on Sunday.

ME and YOU Perché Hana si sente offesa con Evie?

Managing emotions
Quando ti senti turbato o offeso con un amico / un'amica, cerca di rimanere calmo e non arrabbiarti. Parla con lui o lei e spiega come ti senti.



She often gets up at 6 a.m.!



1   119 Guarda il video. Poi ascolta e leggi il dialogo.



 FLIPPED
CLASSROOM



È ora di pranzo. Chi sta cercando Evie?

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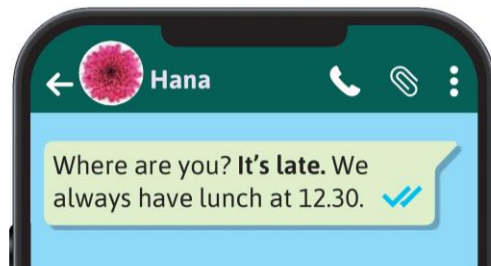
Ollie Why are you here? **We're busy.**

Evie Is Hana here?

Ollie No, she isn't. Are you two OK?

Evie I'm not sure...

[Evie scrive ad Hana.]



[Arriva Hana.]

Evie Hi, Hana. **What's wrong?**

Hana Nothing.

Evie Hana! We're best friends, yes?

Hana I think you've got a new best friend.

2



Ascolta di nuovo e ripeti.

128 one hundred and twenty-eight

Comprehension

3 ■■■ Completa le frasi con un nome: *Carly, Ollie, Evie* o *Hana*.

- 1 often gets up at 6 a.m.
- 2 never gets up before 10 at the weekend.
- 3 plays the guitar in the evening.
- 4 always has lunch with Hana at 12.30.
- 5 isn't happy with Evie.



Everyday English

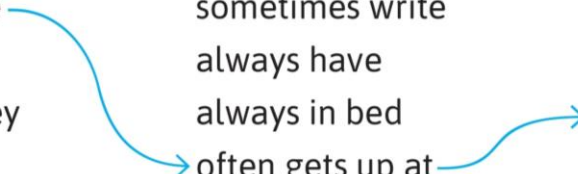
4   Completa con le espressioni dal dialogo. Poi ascolta e ripeti.

- 1 Che cosa c'è che non va?
- 2 Siamo occupati.
- 3 Non sono sicura...
- 4 È tardi.



Dialogue work

5   122 Abbina le frasi dal dialogo. Poi ascolta e controlla.

- | | | | |
|---|------|------------------|-----------------|
| 0 | She | sometimes write | lunch at 12.30. |
| 1 | I'm | always have | new songs. |
| 2 | They | always in bed | 6 a.m.! |
| 3 | We | often gets up at | at 6. |
- 

6   123 Scegli l'alternativa corretta. Poi ascolta e controlla.

- Jack** She often ⁽¹⁾ **get up** / **gets up** at 6 a.m.!
- Ollie** I never ⁽²⁾ **get up** / **gets up** before 10.
- Jack** She ⁽³⁾ **play** / **plays** the guitar in the morning. For three hours!
- Ollie** I ⁽⁴⁾ **play** / **plays** in the evening. But not for three hours!

A coppie, recitate il dialogo.



Speaking

7  **K T** Completa le frasi con gli avverbi di frequenza in modo che siano valide per te. Poi a coppie, confrontate le vostre frasi.

- 1 I get up at 7.30 on Sunday.
 - 2 I do sport in the afternoon.
 - 3 I do my homework before dinner.
 - 4 I watch TV in the evening.
 - 5 I go to bed before ten o'clock.
- A *I sometimes get up at seven thirty on Sunday.*
B *I never get up at seven thirty on Sunday.*

Workbook, p. 140

Adverbs of frequency

100%



always
usually
often
sometimes
rarely
never

0%

one hundred and twenty-nine 129



3 Presentation

She's just become a vegan



Guess what! I've just become a vegetarian.

Really? How long have you been one?

For two weeks, but I've already begun to miss hamburgers!

1 Read, listen or watch.

FLIPPED CLASSROOM

The food we eat

Olivia's blog

*I've just begun a school project on food, so I'm asking people in my class about what they eat. I haven't talked to everyone yet, but I've already discovered that some people's diets are **a million miles from mine!** Here are three of my classmates' diets.*



Armaan's parents are Hindus, so he's had a Hindu diet since he was very young. His family don't eat meat or eggs, but they can have dairy products like cheese. Armaan gets most of his protein from things like chickpeas and lentils, but like some Hindus, he also eats fish. Armaan follows this diet at home, but he doesn't always **stick to it** when he's out with his friends!

Freya has just become a vegan because animal rights are very important to her. Vegans can't eat meat or fish, or animal products like milk, but they can have dairy alternatives which are made from plant protein. They're things like soya milk. If you follow a **strict vegan diet**, you can't get some vitamins, but Freya knows that. She's already talked to a doctor about it, and now she's taking vitamin supplements. My family usually eat healthy things like green vegetables, wholemeal bread and lean meat, but **Callum's** family **have lived on takeaways** for years. Callum's parents are really busy at work, and they don't have much time to cook, so they often buy takeaway dinners. Callum says he's **put on weight** since last year, so he wants to change the things he eats. In fact, he's just started a cookery course!

What's your diet like, and how long have you eaten like this? Post a comment below.

and you?

3 GREEN EDITION For Sustainable Learning

200 video
Podcast
Edicolazione e Competenze per la vita
Scienze di Stato e Invalsi
DEARLYX
PENSIERO DIGITALI CON MICRO

DEASCUOLA | Petrin

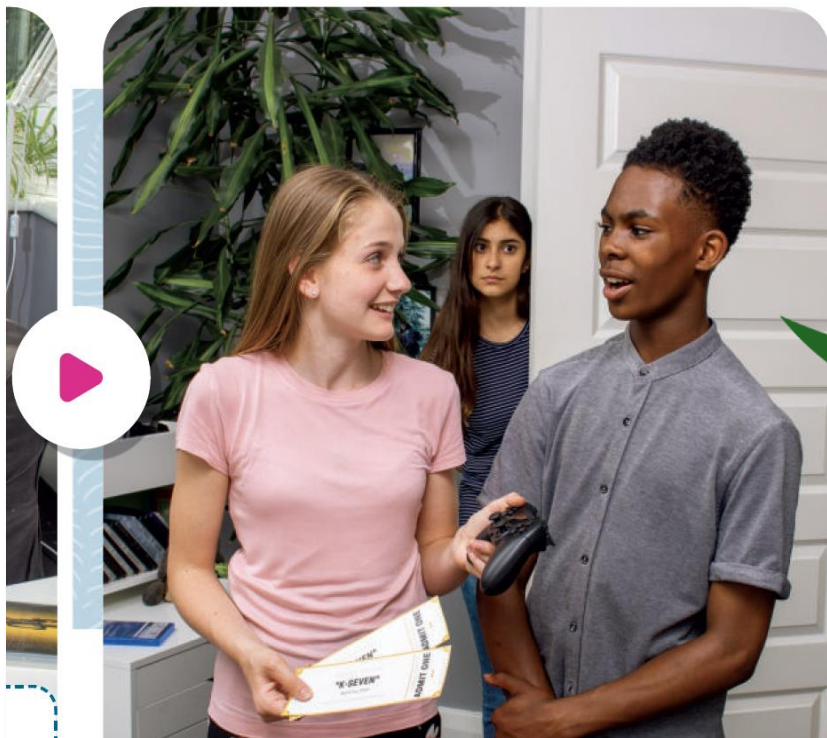
Social and Emotional Learning

These are the skills that help us to understand and manage our emotions.

- ➡ help us to express our feelings and our needs
- ➡ help us to understand and manage other people and their emotions
- ➡ help us to interact with others more effectively



Social and Emotional Learning



ME
and YOU

Secondo te,
perché Hana
se ne va dalla casa di
Evie in tutta fretta?
Come si sente?

Emotions

Provare emozioni fa
parte di noi stessi ma
dobbiamo cercare di
evitare che prendano
il sopravvento. Quando
accade, prenditi del
tempo per riflettere –
magari dopo vedrai le
cose in modo diverso.



Social and Emotional Learning



ME
and YOU



Secondo te,
in che modo

Ollie mostra empatia
verso Evie? Che
consiglio le dà?

Empathy

Se vedi che un amico /
un'amica o qualcuno
nella tua famiglia è
preoccupato o giù di
morale, è importante
ascoltare e cercare di
capire come si sente, e
se possibile, offrire un
consiglio.



Social and Emotional Learning



ME
and YOU



Come fa
Evie a far
sentire meglio Hana?

Resolving conflict

Quando discuti con
un amico / un'amica,
anche se credi di
aver ragione, cerca
di comprendere la
situazione e fai la pace
con lui / lei appena
possibile.



Supported and inclusive

Grammar

5



Riscrivi le frasi mettendo l'avverbio di frequenza al posto giusto.



Supported and inclusive

Daily routine



- 1 Osserva le foto e abbinna ogni espressione al numero corrispondente (1-12).

do my homework • finish school • get dressed •
get home • ~~get up~~ • go to bed • have a shower •
have breakfast • have dinner • have lunch •
leave home • start school

Dialogue work

- 5 122 Abbina le frasi dal dialogo. Poi ascolta e controlla.

0 She	sometimes write	lunch at 12.30.
1 I'm	always have	new songs.
2 They	always in bed	6 a.m.!
3 We	often gets up at	at 6.

Talking about time

- 1 131 Guarda e ascolta il dialogo e scegli l'alternativa corretta.

Evie What time's the film?

Ollie It starts at quarter ⁽¹⁾ past / to six and it finishes at half past eight.

Writing

- 7 Leggi che cosa fa Sam di sabato. Quando va al parco?

On Saturdays, Sam gets up early. He usually plays tennis at 10.00. After tennis, he goes home. He has a shower before lunch. In the afternoon, he often goes to the park with his friends. After the park, he does his homework. On Saturday evenings, he usually watches TV. He never goes to bed before ten.



- 8 Descrivi come trascorre il sabato o la domenica il tuo compagno (circa 35 parole). Controlla di aver usato correttamente le preposizioni di tempo.



Supported and inclusive

5 Grammar

Present simple: forma affermativa

soggetto + forma base / forma base + s + complemento

She	plays	the guitar.
I	get	
You	get	
He	gets	
She	gets	
It	gets	home.
We	get	
You	get	
They	get	

- Si usa il **Present simple** per parlare di:
 - abitudini e routine quotidiane:
We have dinner in the kitchen.
 - situazioni o fatti sempre veri:
Two and two make four.
 - orari (scuola, trasporti ecc.): *School starts at 8.30.*
- La forma affermativa del **Present simple** è uguale alla forma base per tutte le persone tranne alla 3ª persona singolare, dove si aggiunge **-s**.
leave → I leave home. → She leaves home.

Con le espressioni **have lunch / dinner...** non si usa la forma contratta:
I have / He has lunch at school.
NON *I've / He's lunch at school.*

- Scegli l'alternativa corretta.
 - The students **have** / **has** breakfast at school.
 - My brother **leave** / **leaves** home at 7.45.
 - My dad **listen** / **listens** to podcasts in the kitchen.
 - My sister **start** / **starts** school at 8 o'clock.
 - I **walk** / **walks** to school every day.
 - She **have** / **has** dinner at 7 o'clock.
 - We **play** / **plays** video games after school.
 - My mum and dad **go** / **goes** out on Friday evenings.
 - Our teachers **work** / **works** in the evening.

130 one hundred and thirty

Present simple: variazioni ortografiche

- Come per il plurale dei sostantivi (vedi p. 82), ci sono delle regole anche per la desinenza dei verbi alla terza persona singolare del **Present simple**.

La maggior parte dei verbi forma la terza persona singolare aggiungendo una -s .	start → starts play → plays live → lives
Verbi che terminano con -y preceduta da una consonante: -y si trasforma in -ies .	study → studies
Verbi che terminano con -s, -ss, -sh, -ch, -x, -z, -o : si aggiunge -es .	finish → finishes go → goes

Pronunciation: Present simple 3ª persona singolare

- Ascolta la pronuncia delle desinenze **-s** e **-es** in questi verbi. Poi ascolta e controlla.

/s/	/z/	/ɪz/
starts	plays	finishes

- Ascolta e scrivi i verbi nella colonna corretta della tabella dell'esercizio 2. Sentirai ogni verbo due volte.

works • studies • practises
leaves • teaches • writes

- Ascolta e ripeti i verbi in ciascuna colonna.

- Completa le frasi con la forma corretta dei verbi tra parentesi.

0 Gaila „does“ (do) her homework on Sunday afternoon.

- School (finish) at three o'clock.
- My grandma (go) to bed early.
- Adam's mum (teach) History.
- Maisie (study) Maths at university.
- The concert (start) at 7.30 p.m.
- My brother (love) rap music.



Supported and inclusive

5

Grammar



DEAFLEX

A Present simple: forma affermativa

soggetto + forma base /
forma base + s + complemento

She plays the guitar.

I	get	
you		

Units 5 and 6

Accessible from:

- the Dealink app
- the e-book



Supported and inclusive

Workbook Sidebars

- Revise key concepts and rules



5 Grammar

1 Present simple: variazioni ortografiche

DEAFLEX

13 **DEAFLEX** Scrivi la terza persona singolare dei verbi dati nell'insieme corretto.

do finish go play study work cry

-ies	-es	-s
	does	

14 **DEAFLEX** Completa le frasi con i verbi dell'esercizio 13.

0 Angus always does his homework before dinner.

1 My sister's at college. She is Art.

2 Football training is at 6 p.m., then I go home.

3 My little brother is to bed at 9 p.m.

4 Mat's mum is Maths at our school.

5 On Saturdays my dad is football on TV.

6 Ella is video games with her friend.

15 Avverbi di frequenza

DEAFLEX

15 **DEAFLEX** Riscrivi le frasi mettendo l'avverbio di frequenza al posto giusto.

0 My sister gets up early. (never)
My sister never gets up early.

1 I do my homework after dinner. (sometimes)

2 I have a shower before breakfast. (usually)

3 Dillon practises the drums. (often)

4 Anya's bedroom is messy. (never)

5 We finish school at 3. (always)

6 English lessons are interesting. (usually)

16 **DEAFLEX Scegli l'alternativa corretta.**

0 We have dinner at 6.30 on weekdays. We sometimes / usually have dinner at 6.30.

1 My mum gets home at 6. She's never / usually at home in the afternoon.

2 I've got a new games console. I often / never play video games.

3 The bus is late every day. The bus is always / often late.

4 I see my cousins at Christmas and Easter. I often / rarely see my cousins.

5 I rarely go to bed before 11 on Saturdays. I never / usually go to bed late on Saturdays.

142 one hundred and forty-two



Supported and inclusive

Workbook Sidebars

- Revise key concepts and rules



Learning to learn

B CHECK IT Completa.

- I verbi che terminano con *-s, -ss, -sh, -ch, -o, -x, -z* aggiungono (0) **-es**.
- Nei verbi che terminano con *-y* preceduta da consonante, *-y* si trasforma in (1) _____.

Student's Book, p. 130

B Pres
variaz

VIDEO DE

13 
singol
nell'in
do f

-les



Talking about time

1 321 Guarda e ascolta il dialogo e scegli l'alternativa corretta.

Evie What time's the film?

Ollie It starts at quarter ⁽¹⁾ past / to six and it finishes at half past eight.

Evie OK. It's five o'clock now. Let's meet ⁽²⁾ in front of / behind the cinema at six.

Ollie OK.

[Più tardi, davanti al cinema...]

Ollie You're late, Evie.

Evie Really? What time is it?

Ollie It's ⁽³⁾ quarter / ten past six. You're ⁽⁴⁾ always / never late!

Evie I'm sorry.

Ollie Come on!

[Dopo il film...]

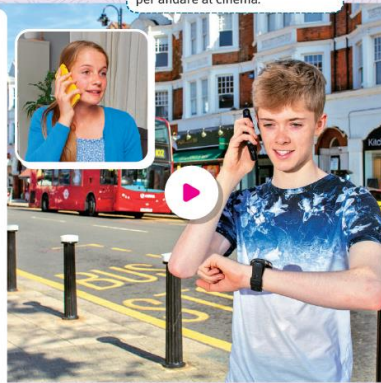
Ollie What an ⁽⁵⁾ awesome / interesting film!

Evie Yeah... When's the next bus home?

Ollie It's at ⁽⁶⁾ 9 / 9.30. We've got time for an ice-cream. Come on!

2 322 Ascolta di nuovo e ripeti.

Evie e Ollie si mettono d'accordo per andare al cinema.



Key language

Questions	Answers
What time is it?	It's...
What time's (the film)?	It starts at... It finishes at...
When's (the next bus)?	It's at...
You're early / late. We've got time for (an ice-cream).	

In inglese **late** e **early** si usano sia come aggettivi sia come avverbi.
It's late. / I get up late. = È tardi. / Mi alzo tardi.
I'm late for school. = Sono in ritardo per la scuola.
It's early. / I get up early. = È presto. / Mi alzo presto.
I'm early for school. = Sono in anticipo per la scuola.

Workbook, p. 145

Pronunciation Bank, p. 281

Speaking

3 ES A coppie, seguite le istruzioni per scrivere i due dialoghi. Usate il **Key language** e le vostre idee. Poi recitate i dialoghi.

Dialogue 1

- A chiede a B che film c'è al cinema oggi.
- B risponde.
- A chiede a B a che ora è il film.
- B risponde e dice a che ora inizia e a che ora finisce il film.

Dialogue 2

- A chiede a B a che ora è la sua lezione di tennis.
- B risponde.
- A dice che B è in ritardo.
- B risponde "Davvero?" e chiede l'ora.

A **What film is on at the cinema today?**

B **"The Monsters".**

one hundred and thirty-three 133

Pronunciation Bank, p. 281

Unit 5 Il suono / ə /

Student's Book, p. 133

Il suono / ə / (schwa) è il più comune della lingua inglese. Gli articoli **the** e **a** hanno il suono / ə /.

- 1  **249** Ascolta e ripeti le seguenti parole e frasi. Fai attenzione al suono / ə / che è stato sottolineato.

cushion garden dinner
umbrella What a mess!

- 2  **250** Ascolta e indica le 5 parole o frasi che contengono il suono / ə /.

- | | |
|-----------------------------------|---------------------------------------|
| 1 ☐ toilet | 6 ☐ games |
| 2 ☐ photo | 7 ☐ cousin |
| 3 ☐ listen | 8 ☐ Go to bed! |
| 4 ☐ mirror | 9 ☐ It's late. |
| 5 ☐ friend | |

- 3  **251** Sottolinea il suono / ə / nelle parole e frasi dell'esercizio 2. Poi ascolta e ripeti.



Speaking

- 3  **ES** A coppie, seguite le istruzioni per scrivere i due dialoghi. Usate il **Key language** e le vostre idee. Poi recitate i dialoghi.

Dialogue 1

- A chiede a B che film c'è al cinema oggi.
- B risponde.
- A chiede a B a che ora è il film.
- B risponde e dice a che ora inizia e a che ora finisce il film.

Dialogue 2



VOLUNTEER

to make a difference!

Some teenagers in the UK volunteer at the weekends. Let's meet three of these volunteers!

Greta

I love animals, so I help at an animal shelter on Saturday afternoons. They've got dogs, cats and rabbits there. I give them food and water. I often play with them too. Sometimes I walk the dogs. I usually start at two o'clock and I go home at five o'clock. The people at the shelter teach me a lot about the animals. It's fun and I've got a lot of friends there now.



Charlie

My favourite sport is rugby. I usually play on Sunday mornings for my team, Allerton Eagles Under 15s. On Saturday mornings I help the coach with the Under 8s team. The boys and girls are seven or eight, so it's hard work, but the children are always happy and we have a lot of fun! I'm often tired after my matches on Sunday, but I'm always tired after the training session on Saturday!



Orla

My brother Stevie has got Down's Syndrome. He goes to a music club on Saturday afternoons with his best friend, Janie. It's for people with disabilities. I'm a volunteer there, so I go with him. I usually take my guitar. We play traditional songs and pop songs. Stevie sings and plays the drums. The club finishes at 6.30 and he never wants to go home! It's his favourite time of the week – I love it too!



Stevie and his best friend, Janie

Citizenship

Fare volontariato nel tempo libero ti dà l'opportunità di aiutare gli altri e non solo. Puoi apprendere nuove competenze, per esempio lavorare in squadra. Puoi anche fare nuove amicizie e divertirti! Ci sono opportunità di fare volontariato nella tua zona?



Learning to read

Per trovare informazioni specifiche in un testo, leggi le frasi nell'esercizio e controlla che tipo di parola ti serve (un numero, un sostantivo, un avverbio ecc.). Poi rileggi il paragrafo per trovare le informazioni.

Glossary

volunteer: fare volontariato
volunteers: volontari
animal shelter: rifugio per animali
walk the dogs: porto a spasso i cani
hard work: faticoso
have a lot of fun: ci divertiamo tanto
tired: stanco
training session: allenamento

Competences and Citizenship 5

The And You? Podcast

Today: our weekend routines



3 Ascolta il podcast sulla routine di sabato di Mr Kelly. Scegli l'alternativa corretta.

- Mr Kelly gets up early / late.
- Mr Kelly goes to bed early / late.

4 Ascolta di nuovo e metti le abitudini di Mr Kelly (a-f) in ordine cronologico (1-6).

- | | |
|--------------------------------|---------------------------|
| a ... walk the dog | d ... go to the cinema |
| b ... listen to music | e ... have a shower |
| c ... volunteer at a food bank | f ... listen to a podcast |

Speaking

5 Completa la colonna 'Me' della tabella con le tue attività del sabato o della domenica. Puoi usare i suggerimenti dati o idee tue.

get up early / late • do my homework • meet friends • play football • go shopping • have lunch / dinner • go to bed • watch a film

	Me	My partner
morning	get up early.	
afternoon		
evening		

6 A coppie e a turno, descrivete che cosa fate di sabato o di domenica. Il compagno prende appunti nella colonna 'My partner' della tabella.

I get up early in the morning at about... In the afternoon, I...

Writing

7 Leggi che cosa fa Sam di sabato. Quando va al parco?

On Saturdays, Sam gets up early. He usually plays tennis at 10.00. After tennis, he goes home. He has a shower before lunch. In the afternoon, he often goes to the park with his friends. After the park, he does his homework. On Saturday evenings, he usually watches TV. He never goes to bed before ten.



8 Descrivi come trascorre il sabato o la domenica il tuo compagno (circa 35 parole). Controlla di aver usato correttamente le preposizioni di tempo.

DIGITAL COMPETENCES Fai un breve podcast o video sulla tua routine quotidiana.

Millie's typical school day

I'm Millie and I'm 12. My school's called Treford High and it's in Nottingham. It's an enormous secondary school – for Years 7 to 13. There are 1,400 students, from 11 to 18 years old. And there are over 90 teachers!

That's my locker!

We have lessons from Monday to Friday. I leave home at 8.15 every morning and I walk to school. I'm lucky – it's only ten minutes from my house. I wear a uniform. When I get to school, I always go to my locker for my books. Then we have registration at 8.40 – our form teacher, Mr Patel, checks we're present. There are 26 students in my class.

This is me in my uniform!

I'm in Year 8 and I study 14 subjects. Lessons start at 9 and are 50 minutes. Our first lesson today is P.S.H.E. We learn social and life skills. It's interesting! Every subject is in a different classroom. We have five minutes between lessons to go to our next classroom. And there's a strict rule: no shouting in the corridors!

In the morning there's a break for 20 minutes. Then later, lunch is in the school canteen. There are hot and cold meals and they're quite good. We can also bring a packed lunch from home – some sandwiches or pasta, and fruit. I sometimes bring a packed lunch in the summer.

The last lesson finishes at 3.15. After school, there are clubs like choir and sport. On Mondays and Thursdays, I have hockey training. I'm in the school team!

Glossary

I walk: vado a piedi
locker: armadietto
registration: appello
strict rule: regola rigida
no shouting: non si alza la voce
meals: pasti
packed lunch: pranzo al sacco
choir: coro

Learning to write
Si usa *because* per spiegare la causa di qualcosa.
I like History because it's really interesting.
→ Sottolinea la frase con *because* nella descrizione di Omar.

Workbook, p. 168

Competences and Culture

The And You? Podcast

Today: our favourite school day

3 **156** Ascolta il podcast. Quale dei tre studenti ha lo stesso giorno di scuola preferito?

1 Riley 2 Megan 3 Toby

4 **156** Ascolta di nuovo e completa le frasi usando al massimo due parole.

- Riley's first lesson on Friday is
- Miss Thomas is Riley's
- Megan's favourite subjects are and
- After school on Wednesday, Megan goes to
- Fish and chips is Toby's in the school canteen.
- Toby has and Geography on Friday.

Speaking

5 **156** A coppie e a turno, fatevi queste domande e rispondete. Usate il Key language.

- What's your favourite school day?
- What subjects do you have on that day?
- Which day don't you like? Why?
- Who's your favourite teacher? Why do you like him / her?
- Do you do activities after school? What?

Key language

My favourite day is...
I love Art!
I like / don't like...
It's interesting / boring / easy / difficult.
After school, I... It's fun!

Writing

6 **157** Leggi la descrizione del giorno di scuola preferito di Omar. Quali materie nomina?

My favourite school day is Thursday. In the morning I have double lessons of Art and I.C.T. I love computers and coding. At lunch, the canteen always has pizza – my favourite. And in the afternoon, I have double Maths. I like Maths because I'm quite good at it, and my teacher, Mr Evans, is really nice.

7 **157** Descrivi il tuo giorno di scuola preferito usando la descrizione di Omar come modello (circa 35 parole).

DIGITAL COMPETENCES Fai un breve podcast o video su un tuo normale giorno di scuola.

Reading

1 **156** Leggi e ascolta il testo, poi completa la frase.

Millie's school day starts at and it finishes at

2 **156** Leggi di nuovo il testo e rispondi alle domande.

- How old are the students at Millie's school?
- Where does Millie keep her books?
- What does Mr Patel do at registration?
- How long do students have to walk to their next lesson?
- When does Millie bring a packed lunch to school?
- How often does Millie have hockey training?

Culture

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VOLUNTEER
to make a difference!

I love animals
on Saturday
and rabbits that
I often play
the dogs. I use
home at five
teach me a lot
I've got a lot

I love animals, so I help at an **animal shelter** on Saturday afternoons. They've got dogs, cats and rabbits there. I give them food and water, I often play with them too. Sometimes I **walk the dogs**. I usually start at two o'clock and I go home at five o'clock. The people at the shelter teach me a lot about the animals. It's fun and I've got a lot of friends there now.

My favourite sport is rugby. I usually play on Sunday mornings for my team, Allerton Eagles Under 15s. On Saturday mornings I help the coach with the Under 8s team. The boys and girls are seven or eight, so it's **hard work**, but the children are always happy and we **have a lot of fun!** I'm often **tired** after my matches on Sunday, but I'm always tired after the **training session** on Saturday!

My brother Stevie has got Down's Syndrome. He goes to a music club on Saturday afternoons with his best friend, Janie. It's for people with disabilities. I'm a volunteer there, so I go with him. I usually take my guitar. We play traditional songs and pop songs. Stevie sings and plays the drums. The club finishes at 6.30 and he never wants to go home! It's his favourite time of the week – I love it too!

Stevie and his best friend, Janie

- 1 Greta volunteers at the animal shelter for hours.
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- 3 Charlie volunteers on mornings.
- 4 Charlie is tired after his matches.
- 5 Orla's brother Stevie plays the
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have a lot of fun: ci
divertiamo tanto
tired: stanco
training session:
allenamento

5

Today: our weekend routines

- 1 Mr Kelly gets up **early** / late.
- 2 Mr Kelly goes to bed **early** / late.

a walk the dog
b listen to music
c volunteer at a food bank
d go to the cinema
e have a shower
f listen to a podcast

5 Completa la colonna 'Me' della tabella con le tue attività del sabato o della domenica. Puoi usare i suggerimenti dati o idee tue.

get up early / late • do my homework • meet friends • play football •
go shopping • have lunch / dinner • go to bed • watch a film

	Me	My partner
morning	<i>get up early,</i>	
afternoon		
evening		

6 **KIT** A coppie e a turno, descrivete che cosa fate di sabato o di domenica. Il compagno prende appunti nella colonna 'My partner' della tabella.

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VOLUNTEER

to make a difference!

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Citizenship



Glossary

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have a lot of fun: ci
divertiamo tanto

tired: stanco

training session:
allenamento



Reading

- 1   133 Leggi e ascolta il testo. Scegli l'alternativa corretta.

Greta / Charlie / Olga helps people do sport.

- 2  Leggi il box **Learning to read**. Poi completa le frasi con una parola per ogni spazio.

1 Greta volunteers at the animal shelter for hours.

2 Greta's got a lot of at the shelter.

3 Charlie volunteers on mornings.

4 Charlie is tired after his matches.

5 Orla's brother Stevie plays the

6 Stevie wants to leave the music club.

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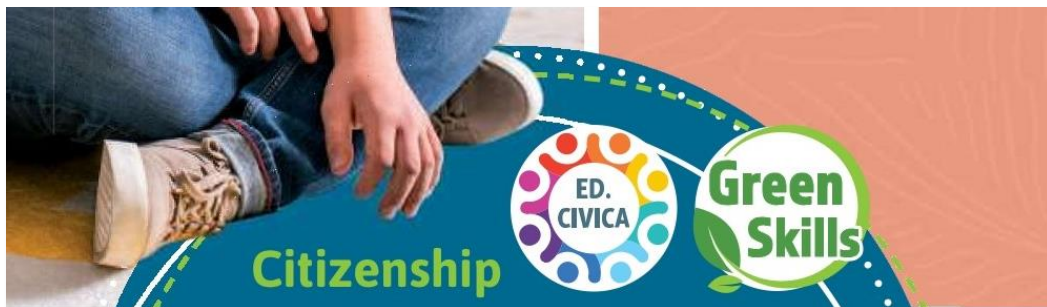




Learning to read

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Citizenship

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Competences and Citizenship

5

The And You? Podcast



Today: our weekend routines



Luke



Zoe

3   134 Ascolta il podcast sulla routine di sabato di Mr Kelly. Scegli l'alternativa corretta.

- 1 Mr Kelly gets up **early** / late.
- 2 Mr Kelly goes to bed **early** / late.

4   134 Ascolta di nuovo e metti le abitudini di Mr Kelly (a-f) in ordine cronologico (1-6).

- | | |
|----------------------------------|-----------------------------|
| a walk the dog | d go to the cinema |
| b listen to music | e have a shower |
| c volunteer at a food bank | f listen to a podcast |



Speaking

- 5  Completa la colonna 'Me' della tabella con le tue attività del sabato o della domenica. Puoi usare i suggerimenti dati o idee tue.

get up early / late • do my homework • meet friends • play football •
go shopping • have lunch / dinner • go to bed • watch a film

	Me	My partner
morning	get up early.	
afternoon		
evening		

- 6  **K T** A coppie e a turno, descrivete che cosa fate di sabato o di domenica. Il compagno prende appunti nella colonna 'My partner' della tabella.

I get up early in the morning at about... In the afternoon, I...

Writing

- 7  Leggi che cosa fa Sam di sabato. Quando va al parco?

On Saturdays, Sam gets up early. He usually plays tennis at 10.00.
After tennis, he goes home. He has a shower before lunch.
In the afternoon, he often goes to the park with his friends.
After the park, he does his homework. On Saturday evenings,
he usually watches TV. He never goes to bed before ten.



- 8  Descrivi come trascorre il sabato o la domenica il tuo compagno (circa 35 parole). Controlla di aver usato correttamente le preposizioni di tempo.

DIGITAL COMPETENCES Fai un breve podcast o video sulla tua routine quotidiana.



Supported and inclusive

5 Unit ESSENTIALS

1 Leggi gli esempi in Talking about routines (1) e completa la mappa.

Talking about routines (1)

- I do **my homework** in the afternoon.
- Amy **often** plays the guitar.
- Liam **goes to bed** at 10 p.m.
- We **have lunch** at school.
- They **never** get up early.

Daily routine

get up	finish school
have a shower	get home
get dressed	do my homework
leave home	go to bed
start school	have breakfast / lunch / dinner

Present simple: forma affermativa
I + You play
He + She + It (1) _____
We + You + They play

Variazioni ortografiche alla 3a persona singolare
start → starts
write → writes
study → studies
go → (2) _____
watch → watches

Avverbi di frequenza
always
usually
(3) _____
sometimes
rarely
(4) _____

2 Completa il messaggio di Suzy con le parole date. Poi ascolta e controlla.

plays • dinner • sometimes • get home • practise • go • do • always • comes • finish school

Hi, Kamal!
I'm in a basketball team now! We (0) practise on Tuesday afternoons when we (1) _____ and it's cool.
It's at the sports centre near my house. I (2) _____ there with my friend, Leila.
She (3) _____ basketball too. We (4) _____ win matches... but not very often. 😊 Leila's dad (5) _____ to watch us.
After basketball, we (6) _____ go to Leila's house. We (7) _____ our homework and have (8) _____ late.
But it's fun.
What about you? Are you in a team?
Suzy



136 one hundred and thirty-six

Unit ESSENTIALS 5

3 Leggi gli esempi in Talking about time e completa la mappa. Scrivi le ore in parole.

Talking about time

A What time is it?
B It's 2.45.

A When's your History lesson?
B It's at 9 on Friday morning.

A What time's basketball practice?
B It starts at 4.10 and finishes at 6.30.

A We're early. We've got time for a snack.

The time

02:45
It's (1) _____

09:00
It's (2) _____

04:10 06:30
It's (3) _____
It's (4) _____

Preposizioni di tempo
(5) _____ + 1.00 p.m. / night / the weekend / Easter
in + April / winter / 2025 / the afternoon
(6) _____ + Sunday (evening) / 5th June / Christmas Day

WATCH!

Language in action

4 Guarda il video e rispondi alle domande.

- In Harry's house, what time is dinner on Mondays?
In Harry's house, what time is dinner on Saturdays?
- What time is Rob's first lesson?
Is Rob late?
- Is Sophie's guitar lesson in the morning or in the afternoon?
Is Sophie late?

5 Guarda di nuovo il video e controlla le tue risposte.



one hundred and thirty-seven 137

DSA/BES-friendly design

Supported and inclusive

Leggi gli esempi in Talking about routines (1) e completa la mappa.

Talking about routines (1)

- I **do my homework** in the afternoon.
- Amy **often plays** the guitar.
- Liam **goes to bed** at 10 p.m.
- We **have lunch** at school.
- They **never get up** early.

Daily routine

get up	finish school
have a shower	get home
get dressed	do my homework
leave home	go to bed
start school	have breakfast / lunch / dinner

Present simple: forma affermativa

I ▪ You **play**
He ▪ She ▪ It (1) _____
We ▪ You ▪ They **play**

Variazioni ortografiche alla 3a persona singolare

start → starts
write → writes
study → studies
go → (2) _____
watch → watches

Avverbi di frequenza

always
usually
(3) _____
sometimes
rarely
(4) _____



Supported and inclusive

2  135 Completa il messaggio di Suzy con le parole date. Poi ascolta e controlla.

plays ▪ dinner ▪ sometimes ▪ get home ▪ practise ▪ go ▪ do ▪ always ▪ comes ▪ finish school

Hi, Kamal!

I'm in a basketball team now! We (0) practise on Tuesday afternoons when we (1) _____ and it's cool.

It's at the sports centre near my house. I (2) _____ there with my friend, Leila.

She (3) _____ basketball too. We (4) _____ win matches... but not very often. 😊 Leila's dad (5) _____ to watch us.

After basketball, we (6) _____ go to Leila's house. We (7) _____ our homework and have (8) _____, so I (9) _____ late.

But it's fun.

What about you? Are you in a team?

Suzy



Supported and inclusive

3  Leggi gli esempi in Talking about time e completa la mappa. Scrivi le ore in parole.

Talking about time

- A What time is it?
B It's 2.45.
- A When's your History lesson?
B It's **at** 9 **on** Friday morning.
- A What time's basketball practice?
B It starts **at** 4.10 and finishes **at** 6.30.
A We're early. We've got time for a snack.

Preposizioni di tempo

- (5) _____ + 1.00 p.m. / night /
the weekend / Easter
in + April / winter / 2025 / the afternoon
- (6) _____ + Sunday (evening) / 5th June /
Christmas Day

The time



It's (1) _____.



It's (2) _____.



It's (3) _____.

It's (4) _____.



Supported and inclusive



WATCH!

Language in action



4   Guarda il video e rispondi alle domande.

- 1 In Harry's house, what time is dinner on Mondays? _____
In Harry's house, what time is dinner on Saturdays? _____
- 2 What time is Rob's first lesson? _____
Is Rob late? _____
- 3 Is Sophie's guitar lesson in the morning or in the afternoon? _____
Is Sophie late? _____

5  Guarda di nuovo il video e controlla le tue risposte.



Supported listening

7 Listening step-by-step

different people
different accents

INVALSI: questions and short answers

Step 1

1 A coppie, abbinate le parole interrogative (1-5) alle risposte (a-e).

1 Who ...?	a swimming
2 What ...?	b once a week
3 Where ...?	c Emir and Rosie
4 How often ...?	d on Tuesdays at 5 p.m.
5 When ...?	e at the sports centre

Step 2

2 **INVALSI** Ascolta la preside che dà informazioni su un campo estivo. Mentre ascolti, rispondi alle domande (1-5) usando al massimo quattro parole. La prima (0) è un esempio.

0 Who is the summer camp for?	All students
1 Where is the camp?	
2 When does the camp start?	
3 What language(s) can you learn this year?	
4 What sports are not on the programme this year?	
5 How often can you play fun team games?	



Step 3

3 Ascolta di nuovo e completa o controlla le tue risposte.

186 one hundred and eighty-six

Learning to listen

Prima di ascoltare, leggi attentamente le domande e presta attenzione alle parole interrogative. Pensa al tipo di informazione che richiedono. Ti aiuterà a individuare le risposte corrette.

Listening step-by-step

- Supported and staged listening practice
- INVALSI and KEY tasks
- varied English accents



Supported listening



7 **Listening step-by-step**

INVALSI: questions and short answers

different people
different accents

The banner features a light purple background with a subtle pattern of white wavy lines. On the left, there is a large red speech bubble containing the number '7'. To its right, the text 'Listening step-by-step' is written in a bold, red, sans-serif font. Below this, 'INVALSI: questions and short answers' is written in a bold, dark blue, sans-serif font. On the right side of the banner, there is a circular icon with a teal background and a dashed border, containing two overlapping speech bubbles. To the right of this icon, the text 'different people' is written in white on a red rectangular background, and 'different accents' is written in white on a blue rectangular background. A horizontal line of small red dots runs across the bottom of the banner.



Supported listening

Step 1

1 ■■■ A coppie, abbinare le parole interrogative (1-5) alle risposte (a-e).

- | | |
|------------------------|-------------------------|
| 1 Who ...? | a swimming |
| 2 What ...? | b once a week |
| 3 Where ...? | c Emir and Rosie |
| 4 How often ...? | d on Tuesdays at 5 p.m. |
| 5 When ...? | e at the sports centre |



Supported listening



Learning to listen

Prima di ascoltare, leggi attentamente le domande e presta attenzione alle parole interrogative. Pensa al tipo di informazione che richiedono. Ti aiuterà a individuare le risposte corrette.

Listening step-by-step

- Supported and staged listening practice
- INVALSI and KEY tasks
- varied English accents
- Listening strategy



Engagement: Escape Rooms

Escape Room
→ Discover the digital version of the game on your ebook!
C

Help Molly to get out of the kitchen!

Look at the picture carefully, solve the clues and get the letters. They will help you to complete the exit code! Hurry, you only have 15 minutes!

CLUE 1

Who is the shortest person in Molly's family? Complete the sentence.
It's Molly's
Insert the third letter in the exit code.

Write the start time here:
..... :

CLUE 3

Complete the sentence.
Molly can't find the
Insert the seventh letter of the first word in the exit code.

CLUE 4

Complete the sentences with food or drink.
1. Molly's brother is eating some
2. There's a glass of on the table.
3. Molly's dad is cooking
Insert in the exit code:
• the second letter of the first word.
• the third letter of the second word.
• the fourth letter of the third word.

Write the finish time here:
..... :

EXIT CODE

Well done! Molly is free!

EXIT →

164 one hundred and sixty-four

one hundred and sixty-five 165

- Revision of vocabulary and grammar
- Students answer questions based on the picture.
- Students find an exit code from their answers.
- <15 minutes? They've escaped!

Engagement: Escape Rooms

CLUE 1

What type of film is on the TV?

A film.



**Insert the third letter of the
type of film in the exit code.**



Engagement: Escape Rooms



Spider-Man is ...
a **Superhero** film



Engagement: Escape Rooms



Lifelong skills: Competences for Life

Interpersonal skills

- Communication
- Empathy
- Self-confidence

Make new friends

- THINK** Osserva la foto. Dove puoi conoscere i ragazzi che ti piacciono?
- Leggi le frasi (1-4) che potresti dire quando conosci nuovi amici. Poi leggi i consigli Make new friends (a-f) e abbinali.

1 ... 'What's your favourite band?'

2 ... 'Really? That's interesting!'

3 ... 'Is your brother at this school?'

4 ... 'Hello, I'm Ali!'

5 ... 'Your T-shirt is awesome!'

6 ... 'It's my first day. I'm a bit nervous.'

- Quali dei consigli (a-f) nell'esercizio 2 seguono le tue risposte?

Orientation

REFLECT A coppie, fatevi queste domande e rispondete.

- Is it easy or difficult to make new friends?
- Why are friends important?

A It is easy or difficult to make new friends?
B It's easy for some people, but...

Thinking skills

- Organisation
- Planning
- Managing stress

Be ready for school

- THINK** Osserva le foto e rispondi alle domande.
 - Who is organised, Lucy or Brad?
 - Are you similar to Lucy or Brad?
- Hai tutto quello che ti serve per la giornata? Leggi l'elenco (1-12), controlla il tuo zaino. Poi, a coppie, confrontate le vostre risposte.

My school bag: today I've got...

1 ... textbooks	7 ...
2 ... exercise books	8 ...
3 ... my school diary	9 ...
4 ... pens and pencils	10 ...
5 ... a rubber	11 ...
6 ... a ruler	12 ...

- Leggi i consigli Be ready for school. Fai a coppie, confrontate le vostre risposte.

Orientation

REFLECT A coppie, fatevi queste domande e rispondete.

- Are you organised or are you a bit of a mess?
- Why is it important to be organised?

A Are you an organised person?
B I'm very organised. I'm not bad. I'm

Interpersonal skills

- Collaboration
- Respect
- Empathy

Be a good classmate

- THINK** Osserva le foto (1-5). Segna (✓) esempi di come essere un buon compagno di classe.
- Fai il quiz. Scrivi always, usually, often, sometimes, o never. Poi, a coppie, confrontate le vostre risposte.

Are you a good classmate?

How often...

- are you late for lessons?
- do you share your things?
- do you help other students?
- do you chat and distract other students?
- do you put up your hand before you speak?
- do you laugh at classmates when they make mistakes?

- Leggi i consigli Be a good classmate e mancanti con frasi dall'esercizio 2.

Orientation

REFLECT A coppie, fatevi queste domande e rispondete.

- Do you think you are a good classmate?
- Why is it important to be a good classmate?

A Do you think you are a good classmate?
B I'm quite good, but I don't always

Self-awareness

- Adaptability
- Self-confidence
- Creativity

Try new things

- THINK** Osserva i ragazzi nelle foto. Hai mai provato queste attività? Se sì, perché?
- Leggi le frasi (1-4) e segna (✓) quelli che ti piacciono. Poi, a coppie, confrontate le vostre risposte.

1 ... I always try new food (but I don't like it).

2 ... I'm sometimes nervous about trying new things.

3 ... I often join new clubs.

4 ... There are a lot of new things to try.

5 ... I don't mind if I make mistakes.

- Leggi i consigli Try new things. Quali attività ti piacciono?

Orientation

REFLECT A coppie, fatevi queste domande e rispondete.

- Do you often try new things? Give examples.
- Why is it important to try new things?

A Do you often try new things?
B Yes, I do. I often try new sports.

Self-awareness

- Positivity
- Developing healthy habits
- Managing stress

Competences for Life

D

Mindfulness

- THINK** Read about mindfulness below. Then look at the photos. Which activities are mindfulness? Why? In pairs, compare your answers.

Mindfulness is when...

- we concentrate only on what is happening now – the present moment.
- we don't think about the past or future.
- we are calm and not stressed.

- Read the Mindfulness tips and complete them with the words.

puzzle • feel • sport • walk • cook

Do you do any of these things already? If so, what?

- Try this mindfulness activity. In pairs, compare your answers.

Orientation

REFLECT In pairs, ask and answer the questions.

- When are you mindful?
- Why should you be mindful?

A When are you mindful?
B I'm mindful when I play tennis. I don't think about anything else.

MINDFULNESS

You can 'be mindful' with lots of different activities.

- Be creative. Paint, draw, or food, build models, etc.
- Do a or a word game. These are good for concentration.
- Go for a outside.
- Do exercise or dance.
- Do breathing exercises or try meditation. They can calm you.

Remember: focus only on what you are doing. Use your senses: what can you see, hear, smell and taste?

Lifelong skills: Competences for Life



Be a good classmate

Interpersonal skills

- Collaboration
- Respect
- Empathy

The graphic features a teal background with a purple semi-circle at the top. The text 'Be a good classmate' is in large purple font. A white rounded rectangle contains the heading 'Interpersonal skills' and a bulleted list. A circular inset photo shows a person with curly hair.



Lifelong skills: Competences for Life

- 2 Fai il quiz. Scrivi *always, usually, often, sometimes* o *never*.
Poi a coppie, confrontate le vostre risposte.

Are you a good classmate?

How often...

- 1 are you late for lessons?
- 2 do you share your things?
- 3 do you help other students?
- 4 do you chat and distract other students in lessons?
- 5 do you put up your hand before you speak?
- 6 do you laugh at classmates when they make mistakes?



Lifelong skills: Competences for Life

Be a good classmate



Yes! 

- Listen to other students and your teacher.
- Participate in lessons.
- Help other students and share your things.
- (1)

No! 

- Chat and distract other students.
- Use your phone.
- Laugh at classmates when they make mistakes.
- (2)



Lifelong skills: Competences for Life



Orientation

REFLECT A coppie, fatevi queste domande e rispondete.

- 1 Do you think you are a good classmate?
 - 2 Why is it important to be a good classmate?
- A *Do you think you are a good classmate?*
B *I'm quite good, but I don't always listen to other students.*

Essere un buon compagno di classe vuol dire partecipare, lavorare insieme ed essere cortese verso gli altri studenti e gli insegnanti. La **collaborazione**, il **rispetto** e l'**empatia** sono competenze che ci serviranno in tutti gli aspetti della nostra vita, non solo in classe.



At the back...

Level 1

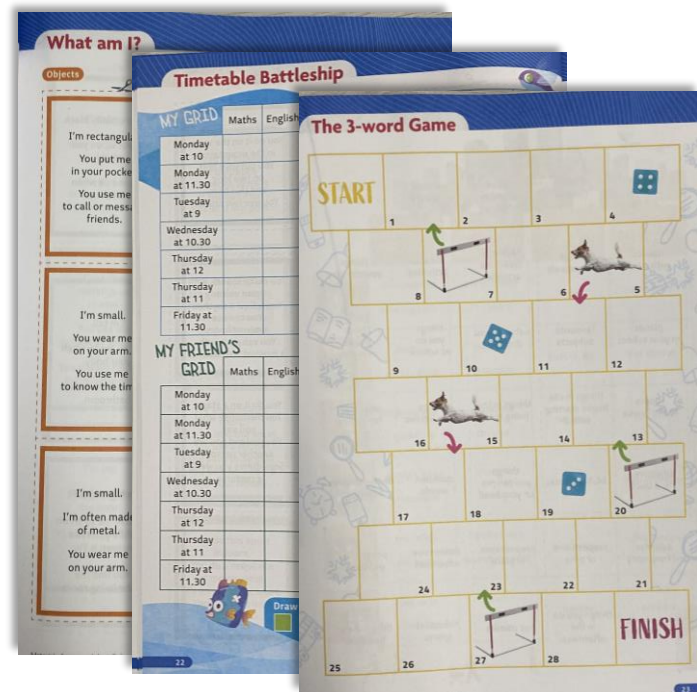
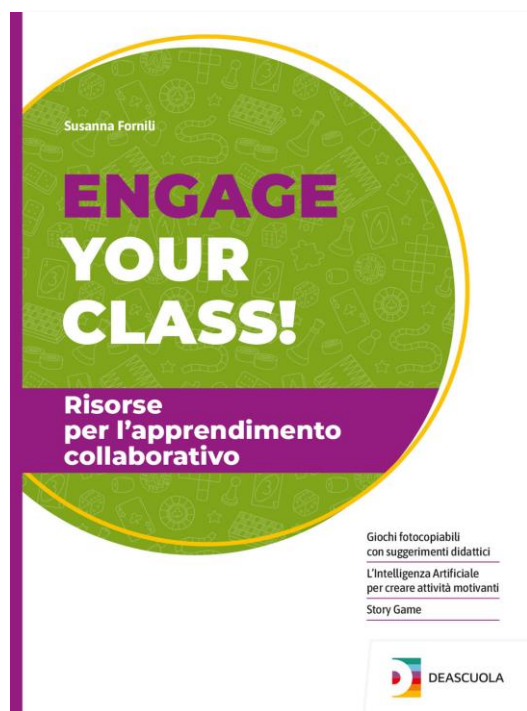
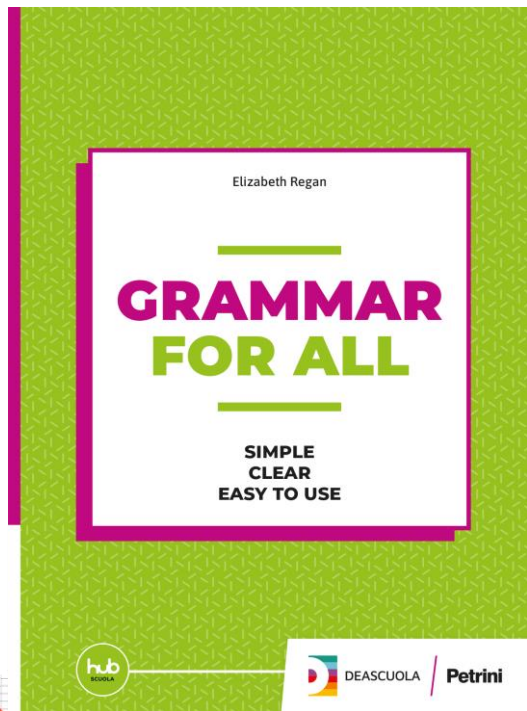
■ Word Bank	pp. 222-237
■ Grammar Maps and Practice	pp. 238-253
■ Culture Bank	pp. 254-261
■ Festivals	pp. 262-265
■ Citizenship	pp. 266-273
■ CLIL	pp. 274-277
■ Making a podcast	pp. 278-279
■ Pronunciation Bank	pp. 280-281

Level 3

■ Grammar Extension	pp. 162-173
■ Word Bank	pp. 174-179
■ Grammar Maps and Practice	pp. 180-191
■ Culture Bank	pp. 192-203
■ Citizenship	pp. 204-209
■ CLIL	pp. 210-213
■ Pronunciation Bank	p. 214
■ Grammar Reference • Volumes 1-2	pp. 216-227
■ Towards the Exam	pp. 228-259
■ Irregular Verbs	p. 260



More books...



INSEGNARE INGLESE

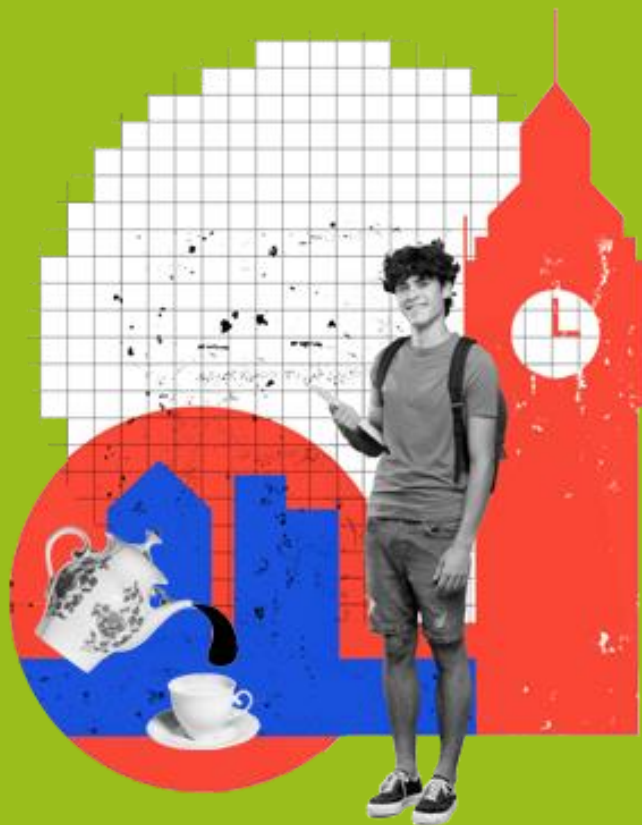


DEASCUOLA

INSEGNARE INGLESE

GRAZIE

SPAZIO ALLE DOMANDE

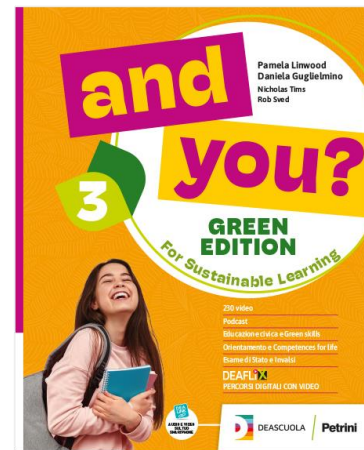
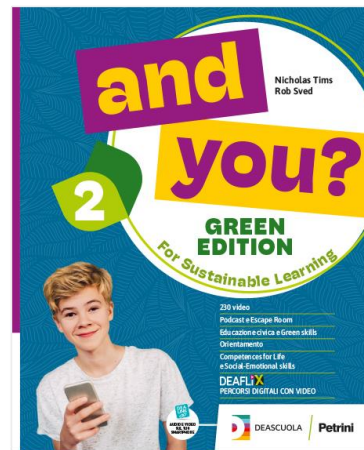
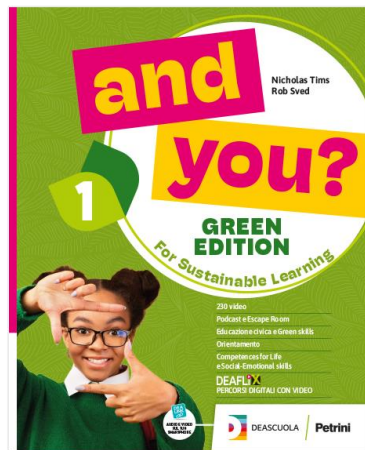


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Webinar

LA SCUOLA È... EDUCARE AL FUTURO
CON L'AI

**AI nella didattica delle
lingue straniere**

22 Aprile 2024, 17:00

con: Letizia Cinganotto



INSEGNARE INGLESE