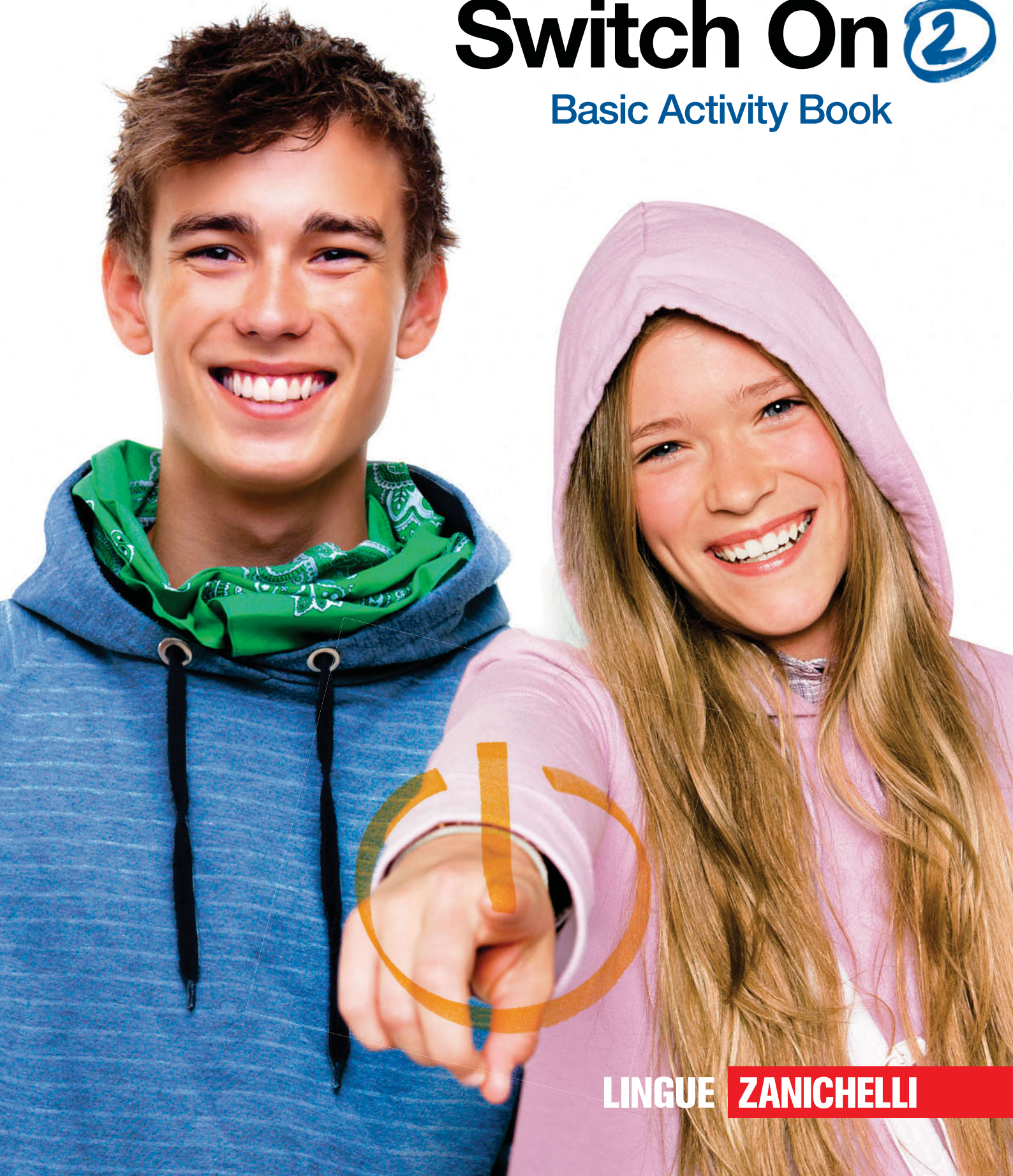


Manuela Kelly Calzini
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Switch On

Basic Activity Book



LINGUE ZANICHELLI

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1 Osserva i disegni e completa le frasi.



1 My books are in my rucksack.



2 Mum has got beautiful



3 Don't forget your when you ride your bike.



4 I want to buy a new pair of



5 Dad always wears a to work.

2 Completa con *has got* o *have got*.

- 1 He has got a bald head.
- 2 I brown hair.
- 3 She long straight hair.
- 4 It a long neck.
- 5 They big ears.
- 6 My dad a moustache.

3 Volgi le frasi dell'esercizio precedente alla forma interrogativa, come nell'esempio.

1 Has he got a bald head?

4 Osserva le immagini e rispondi alle domande seguendo l'esempio.



1 Has he got a beard?
No, he hasn't. He has got a big moustache.



2 Has she got short straight hair?



3 Has it got a short neck?



4 Has he got black hair?



5 Have they got short skirts?



6 Has he got a small cap?

LESSON 2 My perfect weekend

1 Riordina le battute del dialogo.

- a **Sophie** Well... hanging out with friends, having a pizza and going to the cinema.
- b **Claude** OK, let's begin. What do you do?
- c **Claude** What do you like doing at the weekend? What are your top three things to do?
- d **Sophie** You're welcome!
- e **Claude** Hi, I'm writing an article on the perfect weekend for the school magazine. Can I ask you some questions?
- f **Sophie** Yes, sure.
- g **Claude** Don't you like going shopping?
- h **Sophie** I'm a student at Nottingham University.
- i **Claude** I see... Thank you very much for answering my questions.
- j **Sophie** Sure, I love it but I am a student and I don't have much money to spend!

2 Completa il dialogo con le battute elencate.

What do you like doing at the weekend? • Do you sometimes have sleepovers? • What do you do? • How often do you go to the cinema? • Can I ask you some questions?

- A (1) ?
- B Yes, sure.
- A (2) ?
- B I'm a student at St Joseph's Comprehensive.
- A (3) ?
- B I like going out with my friends. We love going to the mall or to the cinema.
- A (4) ?
- B Well, it depends. In winter we go there once a week. We usually go to the cinema on Saturday evening at about 8 p.m. and have a pizza when we go out.
- A (5) ?
- B I never have sleepovers because my parents don't let me go...



3 Abbina le frasi 1-6 ai suggerimenti adatti (a-f).

- | | |
|--|--------------------------|
| 1 <input type="checkbox"/> I am hungry. | a Let's go to bed! |
| 2 <input type="checkbox"/> I want to do some shopping. | b Let's go for a walk! |
| 3 <input type="checkbox"/> I am thirsty. | c Let's have a sandwich! |
| 4 <input type="checkbox"/> I am tired. | d Let's go jogging! |
| 5 <input type="checkbox"/> I want to do some sport. | e Let's have a drink! |
| 6 <input type="checkbox"/> Oh, it's a beautiful day! | f Let's go to the mall! |

1 Inserisci la preposizione corretta: *in, on o at*?

- | | |
|--|--|
| 1 What do you like doing the weekend? | 5 Christmas we usually go away for the holidays. |
| 2 What time do you usually get up the morning? | 6 We sometimes watch football on TV Sundays. |
| 3 My birthday is 13 th March. | 7 The cat often sleeps on my bed night. |
| 4 I never watch TV the evening. | |

2 True or false? Leggi l'e-mail e indica se le affermazioni sotto sono vere o false.

Send Save Now Discard

Dear (*scrivi il tuo nome*)

How are you? I'm fine! Today is Saturday and, as you know, I don't go to school on Saturdays. I love staying at home at weekends in winter. In summer I sometimes go out for a walk or a bike ride with my friends. We also play football in the park near my house, but in winter it's freezing! I don't like going shopping or hanging out at the mall. I prefer staying at home, watching a DVD or surfing the Internet or playing computer games. I often text my friends or write emails to them. Some of my friends sometimes come to my house and we listen to music, watch a film or just talk about school and our friends.

Do you go to school on Saturdays?
What do you like doing at weekends?
Do you always go out with friends at weekends?
Where do you usually go with them?

Please, write soon.

Love,
Alex



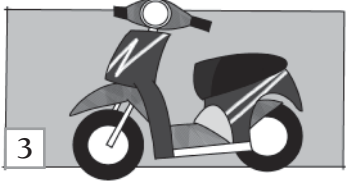
- | | |
|--|---|
| 1 Alex goes to school on Saturdays. <input type="checkbox"/> T <input type="checkbox"/> F | 5 He doesn't like going shopping. <input type="checkbox"/> T <input type="checkbox"/> F |
| 2 He stays at home at weekends in winter. <input type="checkbox"/> T <input type="checkbox"/> F | 6 He doesn't like surfing the Internet. <input type="checkbox"/> T <input type="checkbox"/> F |
| 3 Alex can't ride a bike. <input type="checkbox"/> T <input type="checkbox"/> F | 7 He never texts his friends. <input type="checkbox"/> T <input type="checkbox"/> F |
| 4 He sometimes plays football in the park in summer. <input type="checkbox"/> T <input type="checkbox"/> F | 8 He sometimes listens to music or watches a film with his friends. <input type="checkbox"/> T <input type="checkbox"/> F |

3 [ES] Ora scrivi ad Alex rispondendo alle domande in corsivo nella sua e-mail. Utilizza le frasi elencate qui sotto come aiuto.

- On Saturdays I...
- At weekends I love...
- I *always / usually / sometimes / often / never* go out with my friends.
- We *always / usually / sometimes / often / never* go to the mall / have a pizza / go to the cinema, etc.

LESSON 4 What do you do at weekend?

1 Osserva i disegni e individua nel **wordsquare** le 6 parole corrispondenti.



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

2 Completa con **get**, **go** o **have**.

- | | |
|--------------------|---------------------|
| 1 breakfast | 5 a sleepover |
| 2 to school | 6 by plane |
| 3 for a swim | 7 an email |
| 4 shopping | 8 a taxi |

3 Riscrivi le frasi inserendo gli avverbi di frequenza nella posizione corretta.

- | | |
|---|---|
| 1 Mum has breakfast at home. (<i>always</i>) | 4 They go to the cinema at weekends. (<i>never</i>) |
| 2 Lisa gets to school at 7.50 a.m. (<i>usually</i>) | 5 I go swimming on Mondays. (<i>always</i>) |
| 3 We go for a walk on Sundays. (<i>sometimes</i>) | 6 We go away for the weekend. (<i>often</i>) |

4 Segna (✓) con quale frequenza svolgi le seguenti attività durante il fine settimana e poi formula delle frasi.

Esempio: I usually go to the cinema on Saturday afternoon.

	always	usually	often	sometimes	rarely	never
go to the cinema						
go for a walk						
visit grandparents						
go for a bike ride						
watch sports on TV						
have a pizza						

1 Completa il dialogo con le espressioni elencate.

How much fruit do you eat every day? • What vegetables do you like? •
 Do you like fizzy drinks? • How often do you practise? • Do you eat healthy food? •
 How much water do you drink every day?

- A What sport do you play?
- B I play football in the local football team.
- A (1) ?
- B I have football practice every day.
- A (2) ?
- B Yes, I do. I eat lots of fruit and vegetables.
- A (3) ?
- B I love carrots, tomatoes and spinach.
- A (4) ?
- B I eat lots of fruit, especially apples and bananas.
- A (5) ?
- B Yes, I do but I know they're not good for me,
so I usually drink water.
- A (6) ?
- B I drink two litres of water every day.



2 Riordina le parole per formulare domande.

- 1 does / get up / she / What time / ?
- 2 fit / you / Are / ?
- 3 Ann and Paul / live / Where / do / ?
- 4 he / What sports / does / like playing / ?
- 5 do / Where / they practise / ?
- 6 Gianna / Is / sister / Lisa's / ?
- 7 you / to be / a footballer / want / Do / ?

3 Formula domande per le seguenti risposte.

- | | |
|---|---|
| <ul style="list-style-type: none"> 1 ?
I always have breakfast at home. 2 ?
Yes, I do. I love eating chocolate. 3 ?
I have football practice on Tuesdays and Fridays. 4 ?
No, I never drink fizzy drinks. | <ul style="list-style-type: none"> 5 ?
For dinner? I usually have pasta and some meat. 6 ?
No, I don't want to be a footballer. I want to be an actor. 7 ?
He usually plays computer games in the evening. 8 ?
He usually gets up at 10 on Sundays. |
|---|---|

LESSON 6 Top athletes

1 Completa le frasi con il *present simple* o il *present continuous* del verbo tra parentesi.

- | | |
|---|---|
| 1 What she now? (<i>do</i>) | 4 What time you usually in the morning? (<i>get up</i>) |
| 2 Jack rock music. (<i>like</i>) | 5 We at a hotel in Rome. (<i>stay</i>) |
| 3 They are in class now. They to the teacher. (<i>listen</i>) | 6 He in a bank. (<i>work</i>) |

2 Completa l'intervista.

- | | |
|---|---|
| A (1) | A (7) |
| B Francesco Totti. | B Yes, I've got two children. |
| A (2) | A (8) |
| B I'm 36. | B Their names are Chanel and Christian. |
| A (3) | A (9) |
| B Yes, I have got a nickname. They call me "er Pupone". | B I practise every day. |
| A (4) | A Thanks for the interview. |
| B My birthday is on the 27 th of September, I'm a Libra. | B You're welcome! |
| A (5) | |
| B I live in Rome. | |
| A (6) | |
| B Yes, I am married. My wife's name is Ilary. | |



3 True or false? Leggi e indica se le affermazioni sotto sono vere o false. Correggi quelle false.



Cayte Mendez is a teacher in a primary school in the Bronx, New York. What's special about her?

She's blind and can only see shapes. How can Mendez teach to a class of young children? She has got a dog, Yogi, but he doesn't help her very much because he usually sleeps in the classroom. Mendez knows her classroom very well: she knows exactly where the blackboard and her desk are and of course she knows where her students are sitting and what they are doing.

She knows her students by their body movements, by the sounds they make and also by the way they walk. "I know my students' different personalities and if someone stands up or walks around in the classroom, for example, I always know who he/she is", says Mendez. Kids love their teacher and they usually behave during her classes.

Glossario

- blind = cieco
- shape = forma, sagoma
- sound = suono
- by the way = dal modo in cui
- behave = comportarsi bene

- | | | |
|--|---|-------|
| 1 Mendez teaches in a high school. | <input type="checkbox"/> T <input type="checkbox"/> F | ..... |
| 2 She can only see shapes. | <input type="checkbox"/> T <input type="checkbox"/> F | ..... |
| 3 Her dog's name is Yogi. | <input type="checkbox"/> T <input type="checkbox"/> F | ..... |
| 4 He helps her in the classroom. | <input type="checkbox"/> T <input type="checkbox"/> F | ..... |
| 5 She doesn't know her classroom. | <input type="checkbox"/> T <input type="checkbox"/> F | ..... |
| 6 She knows how her students move, speak and walk. | <input type="checkbox"/> T <input type="checkbox"/> F | ..... |

1 **What's it made of?** Inserisci ciascun oggetto nella colonna corretta. In alcuni casi più di una soluzione è possibile.

window • belt • jacket • wardrobe • plate • mirror • ruler • table • key • bottle • bag • bracelet • desk • credit card • earrings

Leather	Plastic	Wood	Glass	Metal

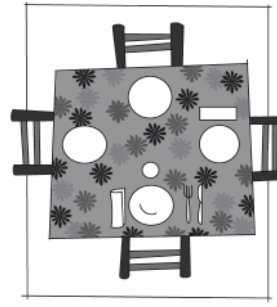
2 **What shape is it?** Per ciascun oggetto, scrivi che cos'è e che forma ha.



1 *It's a rectangular park bench.*



2



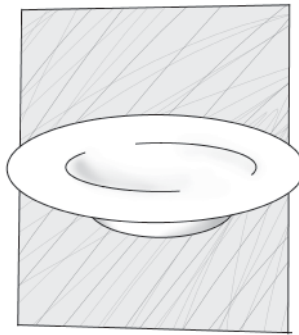
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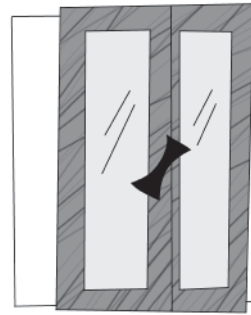
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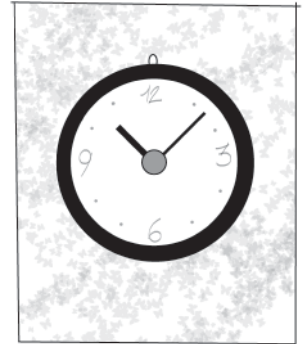
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6



7



8

3 **What are they made of?** Indica per ciascun oggetto dell'esercizio precedente anche il materiale di cui è fatto e forma delle frasi come nell'esempio.

1 *It's a rectangular wooden park bench.*

2

3

4

5

6

7

8

LESSON 2 Let's play Taboo!

1 Inserisci le parole nella colonna corretta.

~~teacher~~ • fashion designer • restaurant • pen • mirror • cook • actor • table • plate • cinema • swimming pool • footballer • ruler • shopping centre

People	Things	Places
teacher		

2 Abbina queste definizioni ad alcune parole dell'esercizio 1.

- He/She works in a school. teacher
- You can eat there with your friends.
- You go swimming there.
- He/She designs clothes.
- You use it to draw.
- You use it to write.
- You can do the shopping there.
- He plays football.



3 Adesso scrivi le definizioni complete delle parole dell'esercizio 2 usando i pronomi relativi *who, which, where*.

- A teacher is a person who works in a school.

4 Completa il dialogo con *who, which, where*.

- A Let's play Taboo. Ready, steady, go!
First word. It's a person (1) drives for a job.
- B A bus driver?
- A Yes, that's right! Good. Now, word number two. It's an animal (2) lives in Africa.
- B Is it an animal (3) has got a very long neck?
- A Yes, it is.
- B It's a giraffe!
- A OK. Word number three. They're things, usually made of plastic and glass, (4) you wear to protect your eyes from the sun.
- B I know, sunglasses!
- A Good! Now, word number four. It's a thing (5) tells you the time.
- B A clock!
- A Yes! Now word number five. This is easy! It's a place (6) people go to catch a train.
- B It's a train station!
- A Yeah, that's right! Now last word. Mmm... a difficult one. It's a thing (7) every country has. It blows in the wind.
- B Is it a flag?
- A Yes! Well done!

1 Completa le descrizioni con *who, which* o *where* e poi abbinale alle immagini.

- | | |
|--|---|
| 1 <input type="checkbox"/> This is the uniform we wear at school. | 4 <input type="checkbox"/> This is the room we have IT lessons. |
| 2 <input type="checkbox"/> This is the place students have lunch. | 5 <input type="checkbox"/> This is the person teaches us Maths. |
| 3 <input type="checkbox"/> This is the person takes care of the school building. | 6 <input type="checkbox"/> This is the room teachers prepare their lessons. |



2 Completa con informazioni personali.

- | | |
|--|---|
| 1 The school where I study is called | 5 The sports which I like playing are |
| 2 The town where I live is | 6 The comics which I like reading are |
| 3 My English teacher's name is | 7 is the place where I usually meet my friends. |
| 4 The subject which I am good at is | 8 is the TV programme which I like watching. |

3 True or false? Leggi il brano e decidi se le affermazioni sotto sono vere o false. Correggi quelle false.

Our headmaster is Mr Evans. He's 54 years old. He's from Oxford but now he lives here in York. He lives near our school. In the morning he arrives at school at 9 o'clock and leaves school in the afternoon. He's quite short, he is bald but has a beard. He's not very strict but I don't like him. I know he's married but he hasn't got any children. What can you tell me about your headmaster?

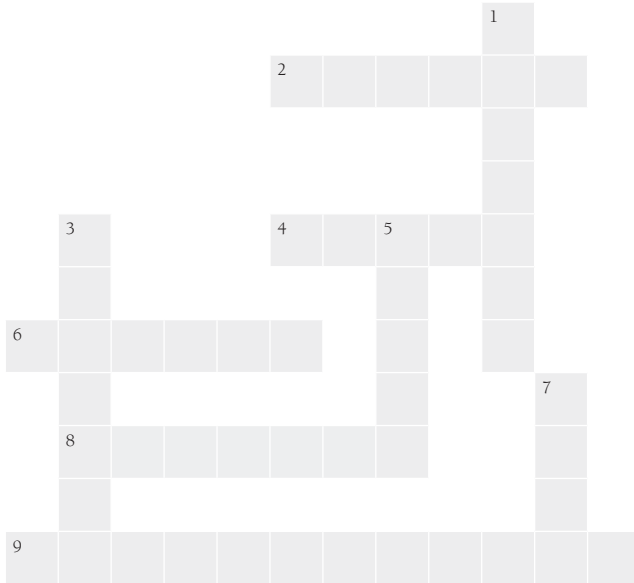
- | | |
|--|--|
| 1 Mr Evans has got children. <input type="checkbox"/> T <input type="checkbox"/> F | 5 He works in York. <input type="checkbox"/> T <input type="checkbox"/> F |
| 2 He has got a moustache. <input type="checkbox"/> T <input type="checkbox"/> F | 6 He's strict. <input type="checkbox"/> T <input type="checkbox"/> F |
| 3 He arrives at school at 9 a.m. <input type="checkbox"/> T <input type="checkbox"/> F | 7 He's short. <input type="checkbox"/> T <input type="checkbox"/> F |
| 4 He lives in Oxford. <input type="checkbox"/> T <input type="checkbox"/> F | 8 He leaves school in the afternoon. <input type="checkbox"/> T <input type="checkbox"/> F |

LESSON 4 Happy Halloween!

1 Completa i nomi delle stanze della casa.

- 1 K _ _ C _ _ _ 3 B _ _ R O _ _ 5 G _ _ _ G _ 7 T _ _ _ E T
 2 L _ _ I N _ R _ _ M 4 _ _ T H _ _ O M 6 S _ _ _ Y 8 D _ _ _ _ G R _ _ _

2 Risolvi il cruciverba.



ACROSS

- 2 I've got one brother and one
 4 My dad's brother is my
 6 My uncle's son is my
 8 My father is my mum's
 9 My mum's parents are my

DOWN

- 1 My uncle has got two
 and one niece.
 3 My uncle is my mum's
 5 I am my parents'
 7 My mum's sister is my

3 Sottolinea la forma corretta del *past simple* del verbo *be*.

- 1 They *were* / *was* at the party.
 2 My brother *were* / *was* ten last year.
 3 My friends *was* / *were* at the park yesterday afternoon.
 4 Dad's favourite subject at school *was* / *were* French.
 5 It *were* / *was* my sister's birthday yesterday.
 6 Dad *was* / *were* at the office at 4 p.m. yesterday.

4 Completa la tabella sulla tua famiglia.

	Name	Age	Job
Dad			
Mum			
Grandad			
Grandma			
Brother/Sister			
Uncle			
Aunt			
Cousin			

1 Metti in ordine le parole per ricostruire il dialogo.

A you / last night / were / Where / ?
(1)

B was / in / the living room / I / .
(2)

A were / you with / Who / ?
(3)

B I / with / my brother / was / .
(4)

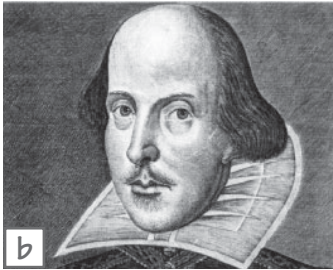
A your dad / you / Was / with / ?
(5)

B No, / wasn't / he / with us / .
(6)

A was / Where / he / ?
(7)

B in / He / was / the garage / .
(8)

2 Who were they? Collega questi personaggi del passato alla loro attività e poi formula delle frasi come nell'esempio.



1 William Shakespeare
26/4/1564



2 King Kong
1933



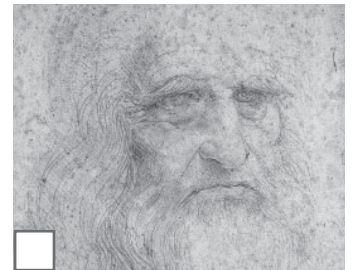
3 Walt Disney
5/12/1901



4 Oliver Hardy 18/1/1892
& Stan Laurel 16/6/1890



5 John Lennon
9/10/1940



6 Leonardo da Vinci
15/4/1452

- a singer b poet c cartoonist d actors e gorilla f scientist

1 Shakespeare was a poet . He was born on 26th April 1564.

2

3

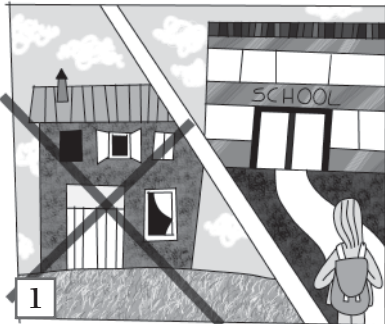
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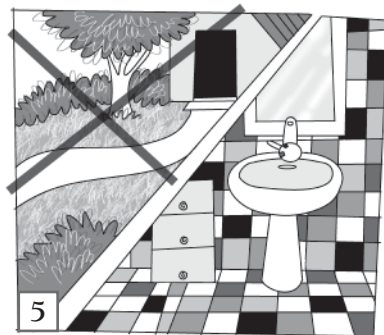
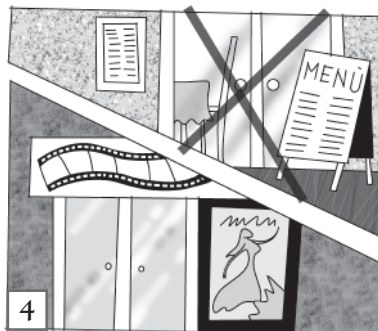
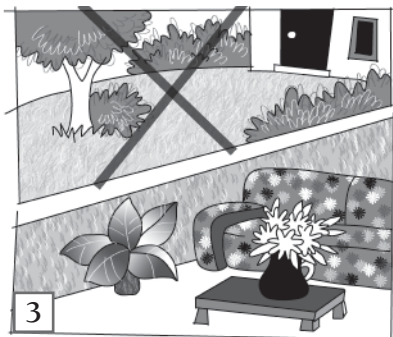
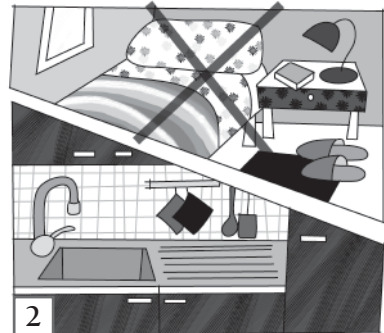
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LESSON 6 Police report

1 Osserva i disegni e formula delle frasi come nell'esempio.



1 Where was Sarah at 2 p.m. yesterday?
She wasn't at home.
She was at school.



2 Risolvi gli anagrammi per scoprire il mestiere dei personaggi. Poi scrivi delle frasi come nell'esempio.



1 Mike Bongiorno
 PREVENTERST
 TV presenter
 Mike Bongiorno was a
 TV presenter.



2 Marilyn Monroe
 ARCSETS



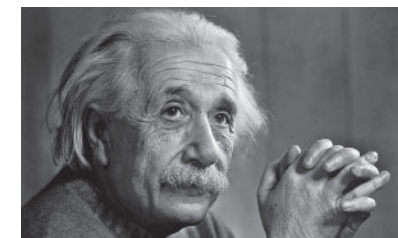
3 Michael Jackson
 ENRIGS



4 Agatha Christie
 TERWRI



5 Totò
 CATOR



6 Albert Einstein
 INCESTITS

1 WORDSNAKE Individua i 12 verbi nel serpente.



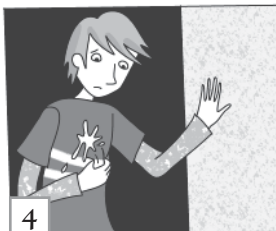
2 Adesso trascrivi nella tabella i verbi che hai individuato nell'esercizio 1 e aggiungi la forma corretta del *past simple*.

Forma base	Past simple
dance	danced



3 Scrivi sotto a ciascun disegno la frase appropriata, in modo da ricostruire la corretta sequenza degli eventi.

- Then a girl dropped a glass of juice all over him.
- Two girls crashed into him.
- Last Sunday Jack decided to go to the disco.
- He slipped and landed on the floor. Poor Jack!
- He danced all night.
- He walked into the bathroom to clean up.



.....

.....

.....

LESSON 2 Forgetful Fred went to the newsagent's...

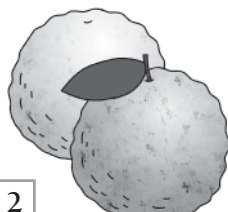
1 Risolvi gli anagrammi per scoprire i nomi dei negozi. Ricordati di aggiungere l'apostrofo, quando necessario!

- | | | | | | |
|---|--------------|-------|---|-------------|-------|
| 1 | ETCHSOL POSH | ..... | 5 | RUBTECHS | ..... |
| 2 | CRONEEGGSERR | ..... | 6 | FÉCA | ..... |
| 3 | TECHISMS | ..... | 7 | SARANUTTER | ..... |
| 4 | GANNETSEWS | | 8 | STOP FCEIOF | |

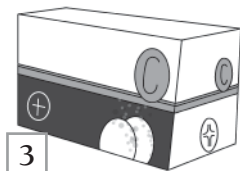
2 Osserva i disegni e completa i nomi degli oggetti.



1
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_ _ F _ E



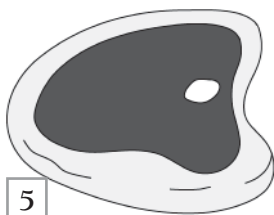
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_ R _ _ _ S



3
A _ _ _ _



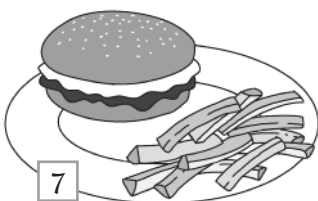
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_ K _ _ _



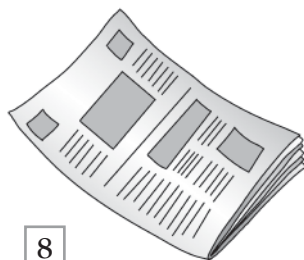
5
_ _ _ K



6
_ T _ _ _



7
_ _ B _ _
_ N _ C _ _



8
N _ _ S _ _ _ R

3 Ora abbinati gli articoli dell'esercizio 2 ai negozi dell'esercizio 1.

4 Inserisci i verbi tra parentesi al *past simple*.

- I bought some bread. (*buy*)
- She to France last summer. (*go*)
- The film at 7.30 p.m. (*start*)
- We milk and cornflakes for breakfast. (*have*)
- They two glasses of wine. (*order*)
- Lisa to study for the History test. (*want*)
- Peter the dog in the park. (*walk*)

5 Volgi le frasi dell'esercizio 4 alla forma negativa.

Esempio: I didn't buy any bread.

6 Formula le domande per le seguenti risposte.

- Yes, he watched the film last night.
- No, Mum didn't work on Saturday.
- Yes, the students talked to the headmaster.
- Yes, they cleaned the house.
- Yes, my sister went to Jennifer's party.
- Yes, they played computer games all afternoon.
- Yes, they bought a sports car.

1 Individua nel *wordsquare* le parole elencate.

- animals
- sightseeing
- photos
- cities
- holiday
- mountains
- dinner
- hotel
- souvenirs

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



2 Completa le seguenti espressioni con le parole dell'esercizio precedente.

- | | | |
|---------------|-------------------|---------------------|
| 1 have | 4 visit | 7 walk in the |
| 2 go on | 5 stay at a | 8 see |
| 3 go | 6 take | 9 buy |

3 True or false? Leggi il brano e indica se le affermazioni sotto sono vere o false.

Last summer Meg went on holiday to Spain with her parents. They **spent** three days in Barcelona and Meg really loved it! They went sightseeing all day: they visited the Sagrada Familia and they went shopping in the Ramblas where Meg bought lots of souvenirs. They stayed in a beautiful hotel in the city centre. They went out for dinner every night and went to bed late. After three days in Barcelona, they went to the seaside in a small town near Barcelona. Meg went to the beach with her family every day and sometimes played volleyball with her brother. The weather was great - oh, it was so hot! - and Meg and her brother often had an ice cream in the afternoon and when it was **too** hot... she went swimming in the sea with her dad.



Glossario

spend = trascorrere, passare

too = troppo

- | | |
|--|---|
| 1 Meg visited Barcelona. <input type="checkbox"/> T <input type="checkbox"/> F | 4 She played football on the beach. <input type="checkbox"/> T <input type="checkbox"/> F |
| 2 Meg bought souvenirs. <input type="checkbox"/> T <input type="checkbox"/> F | 5 It was hot in Spain. <input type="checkbox"/> T <input type="checkbox"/> F |
| 3 She didn't go sightseeing. <input type="checkbox"/> T <input type="checkbox"/> F | 6 She spent six days in Barcelona. <input type="checkbox"/> T <input type="checkbox"/> F |

4 [ES] Ora rispondi alle domande.

- | | |
|---|-------------------------------------|
| 1 Who did Meg go on holiday with? | 4 Did she go to bed late at night? |
| 2 Where did she spend her holiday? | 5 Where did they stay in Barcelona? |
| 3 Where did she go shopping in Barcelona? | 6 Did she have dinner at the hotel? |

LESSON 4 Now and then...

1 Abbina le date alla loro trascrizione in lettere.

- | | | | |
|---|-------------------------------|---|-----------------------|
| 1 | <input type="checkbox"/> 1832 | a | two thousand and nine |
| 2 | <input type="checkbox"/> 1998 | b | two thousand and one |
| 3 | <input type="checkbox"/> 2009 | c | seventeen fifty |
| 4 | <input type="checkbox"/> 1945 | d | eighteen thirty-two |
| 5 | <input type="checkbox"/> 2001 | e | nineteen forty-five |
| 6 | <input type="checkbox"/> 1750 | f | nineteen ninety-eight |

2 Riesci a individuare i verbi? Sono tutti al *past simple*!

- | | | |
|---|----------|-------------|
| 1 | TENW | <u>WENT</u> |
| 2 | NVIENTED | ..... |
| 3 | TOWER | ..... |
| 4 | VELID | ..... |
| 5 | DEAR | ..... |
| 6 | LAPYED | ..... |

3 Completa la tabella.

Forma base	Past simple
1 live	lived
2 be	
3	walked
4 go	
5	played
6	read

4 Completa le frasi con il *past simple* dei verbi tra parentesi.

- She wrote a letter. (*write*)
- Paul and Robert to school. (*walk*)
- He an email. (*read*)
- They to pop music. (*listen*)
- John Pemberton Coca Cola in 1886. (*invent*)
- We all day. (*study*)

5 Volgi le frasi alla forma negativa.

- I lived in the countryside.
I didn't live in the countryside.
- They stayed at home.
.....
- Susan went to the cinema.
.....
- I had a DVD player.
.....
- He read comic books.
.....
- We met Tom at the cinema.
.....

6 Scrivi domande con le parole date e rispondi con risposte brevi.

- play / they / football / No
Did they play football? No, they didn't.
- live / she / in the countryside / Yes
.....
- stay / you / at home / last night / No
.....
- read / your children / comic book / Yes
.....
- go / he / to school by car / Yes
.....
- watch / you / the new DVD / No
.....
- have / Paul / a computer / Yes
.....



1 Completa le espressioni con i verbi elencati.

buy • open • make • put on • have •
~~wake up~~

- 1 wake up late
- 2 the door
- 3 a shower
- 4 a new book
- 5 friends
- 6 a raincoat

2 Completa la tabella con il *past simple* dei verbi.

Forma base	Past simple
1 buy	bought
2 put	
3 wake up	
4 have	
5 start	
6 make	
7 feel	
8 think	

3 Completa le frasi con il *past simple* dei verbi elencati.

~~wake up~~ • have breakfast • arrive • go •
walk • have • buy • watch

- 1 I woke up at 7 a.m.
- 2 My mum shopping on Saturday afternoon.
- 3 She food at the supermarket.
- 4 We TV yesterday evening.
- 5 He late at school.
- 6 My father at 8 a.m. He only a cup of coffee.
- 7 I to school.

4 Completa le domande con il *past simple* dei verbi elencati.

wake up • drink • decide • have • ~~go~~ •
be • start

- 1 Where did you go yesterday?
- 2 What time she ?
- 3 What they for breakfast?
- 4 What you with your pizza?
- 5 Where he last night?
- 6 When it raining?
- 7 Why you to go back home?

5 Riordina le battute del dialogo.

- a Did you cook dinner when you went home?
- b Because I worked hard.
- c What did you eat?
- d I got back at 10 p.m.
- e What time did you go to bed?
- f No, I didn't.
- g What time did you get home last night?
- h At 11.30 p.m.
- i Why did you get back so late?
- j I had a pizza and drank a cola.



LESSON 6 A catastrophic journey

1 Completa la tabella con il *past simple* dei seguenti verbi regolari.

Forma base	<i>Past simple</i>
1 start	<i>started</i>
2 decide	
3 try	
4 stop	
5 travel	
6 jump	

2 Completa la tabella con il *past simple* dei seguenti verbi irregolari.

Forma base	<i>Past simple</i>
1 go	<i>went</i>
2 leave	
3 make	
4 see	
5 become	
6 lose	

3 Sottolinea l'alternativa corretta.

- | | |
|--|---|
| 1 They <i>left</i> / <i>leave</i> England last year. | 4 They soon <i>died</i> / <i>dyed</i> . |
| 2 There <i>was</i> / <i>were</i> lots of students. | 5 The captain <i>went</i> / <i>wants</i> down with his ship. |
| 3 We <i>decides</i> / <i>decided</i> to leave. | 6 They <i>understanded</i> / <i>understood</i> the situation. |

4 Completa il testo con il *past simple* dei verbi elencati.

have • play • ~~wake up~~ • drink • watch • go (× 3) • eat • come

Last Sunday

Last Sunday I (1) woke up late. I (2) breakfast. I (3) some biscuits and (4) a glass of milk. Then I (5) to the park and (6) with my friends. In the afternoon I (7) to the cinema. I (8) a stupid film. I (9) home at 8 p.m. and (10) to bed at 10 p.m.



5 Racconta quello che hai fatto ieri. Usa i verbi e le espressioni elencate.

get up • have breakfast • eat • drink • go to school • play • have dinner • go to bed

1 Individua nel *wordsquare* gli aggettivi elencati.

- bad
- beautiful
- big
- fast
- friendly
- good
- high
- intelligent
- low
- old
- short
- slow
- small
- tall
- ugly
- unfriendly
- unintelligent
- young

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

2 Inserisci nella colonna corretta i comparativi di maggioranza degli aggettivi dell'esercizio precedente.

+ -er	+ -ier	more + aggettivo	irregular	doppia consonante + -er
younger				

3 Scrivi gli aggettivi di significato opposto.

- | | |
|---------------|------------------|
| 1 old | 5 cheap |
| 2 short | 6 big |
| 3 high | 7 friendly |
| 4 hot | 8 ugly |



LESSON 2 The best quiz in the world!

1 Risolvi gli anagrammi e scopri gli aggettivi nascosti.

- | | | | | | | |
|---|-----------|-----------|-------|---|-------------|--------|
| 1 | FULTIAUBE | BEAUTIFUL | ..... | 5 | LYENDFRI | F..... |
| 2 | ORTSH | S..... | ..... | 6 | PORTAIMNT | L..... |
| 3 | CENI | N..... | ..... | 7 | ULTFICDIF | D..... |
| 4 | NNYFU | F..... | ..... | 8 | LIGINTELENT | L..... |

2 Completa la tabella con il superlativo degli aggettivi dell'esercizio 1.

Adjective	Superlative
beautiful	the most beautiful



3 Confronta i tre uomini usando gli aggettivi dati al grado superlativo.



Sam

Paul

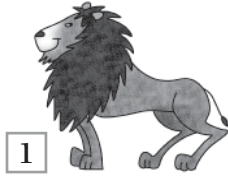
David

- | | |
|---------------|-----------------------------|
| 1 (young) | <u>Sam is the youngest.</u> |
| 2 (beautiful) | ..... |
| 3 (fat) | ..... |
| 4 (old) | ..... |
| 5 (thin) | ..... |
| 6 (tall) | ..... |
| 7 (short) | ..... |

4 Completa con il superlativo degli aggettivi tra parentesi.

- I think Maths is the most difficult subject. (*difficult*)
- The Po is river in Italy. (*long*)
- Rugby is sport which we practise at school. (*exciting*)
- That is building in town. (*tall*)
- Rome is city in Italy. (*beautiful*)
- This is dress in the shop. (*expensive*)
- We had dinner in restaurant in town. (*good*)
- He never does his homework. He's student in the class. (*bad*)

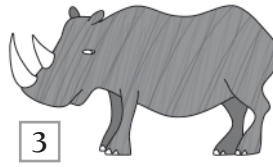
1 Scrivi i nomi degli animali raffigurati.



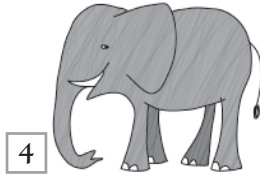
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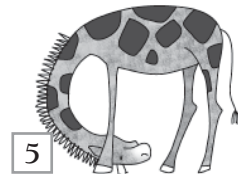
2



3



4



5



6

- 1
- 2
- 3
- 4
- 5
- 6

2 Scrivi delle frasi usando il comparativo di uguaglianza.

- 1 My brother / tall / my dad
- 2 My motorbike / fast / yours
- 3 Tiziano Ferro / old / Francesco Facchinetti
- 4 Rugby / dangerous / football
- 5 *Amici* / popular / *X-Factor*

My brother is as tall as my dad.

.....

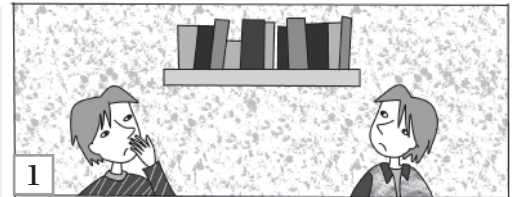
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.....

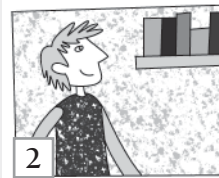
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3 Leggi e scrivi il nome corretto sotto ciascun disegno.

My brother's name is Jack. He has got three friends and he always goes out with them. My brother is 13 years old. His friends, John and Peter, are 13 too. They're twin brothers. His best friend Michael is 14. Michael is 175 cm tall. John and Peter are both 170 cm tall and my brother is 180 cm tall. They all play in the school basketball team and they're very good players but John is the fastest runner in the team. Mum likes my brother's friends. They're friendly and funny but her favourite is Peter because he is the best student in the school. He's got the highest marks in all subjects!



1



2



3

4 True or false? Rileggi la descrizione e decidi se le seguenti affermazioni sono vere o false. Correggi quelle false.

- 1 Jack is as old as Peter. T F
- 2 Michael is younger than Jack. T F
- 3 Jack is the tallest of the four. T F
- 4 John is as tall as Michael. T F
- 5 John is the best student in the school. T F

LESSON 4 Happy birthday!

1 **Scrivi il nome delle festività o degli eventi raffigurati nei disegni.**

New Year's Day • St Valentine's Day • Halloween • Christmas Day • Independence Day • Bastille Day



1



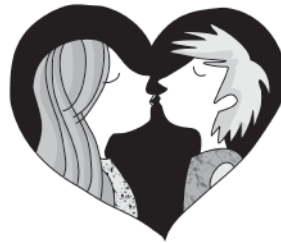
2



3



4



5



6

2 **Abbina le date al modo in cui si leggono.**

- | | |
|----------------------------------|--------------------------------|
| 1 <input type="checkbox"/> 14/7 | a the fourteenth of February |
| 2 <input type="checkbox"/> 31/10 | b the fourth of July |
| 3 <input type="checkbox"/> 4/7 | c the twenty-fifth of December |
| 4 <input type="checkbox"/> 14/2 | d the thirty-first of October |
| 5 <input type="checkbox"/> 1/01 | e the fourteenth of July |
| 6 <input type="checkbox"/> 25/12 | f the first of January |



3 **Scegli tra le espressioni elencate.**

Thank you, it's lovely! • Merry Christmas! • Get well soon! • Thanks for coming! • Cheers! • Good luck!

Che cosa dici per...?

- | | |
|---|-------|
| 1 ...augurare a qualcuno Buon Natale? | ..... |
| 2 ...augurare buona fortuna? | ..... |
| 3 ...ringraziare per qualcosa che hai ricevuto? | ..... |
| 4 ...fare un brindisi? | ..... |
| 5 ...augurare a qualcuno di guarire presto? | ..... |
| 6 ...ringraziare qualcuno per essere venuto? | ..... |

1 Completa le frasi. Usa il *present continuous* dei verbi tra parentesi.

- 1 I am watching TV after school. (*watch*)
- 2 Mum my favourite cake for my birthday. (*cook*)
- 3 She a party next week. (*organise*)
- 4 We a pizza on Saturday evening. (*have*)
- 5 Bob his grandparents next Saturday. (*visit*)
- 6 They to the cinema on Friday night. (*go*)

2 Present simple o present continuous? Sottolinea la forma verbale corretta.

- | | |
|--|--|
| 1 I <i>am wearing</i> / <i>wear</i> my new shoes tomorrow. | 4 She <i>is coming</i> / <i>comes</i> back in two days. |
| 2 Simon <i>is having</i> / <i>has</i> lunch at school every day. | 5 He <i>is doing</i> / <i>does</i> his homework tonight. |
| 3 They <i>are going</i> / <i>go</i> to England on holiday next summer. | 6 We always <i>are walking</i> / <i>walk</i> to school. |
| | 7 I <i>am liking</i> / <i>like</i> pizza. |

3 Abbina ciascuna domanda alla risposta corretta.

- | | |
|---|---|
| 1 <input checked="" type="checkbox"/> What are you doing on Saturday? | a No, I'm not. |
| 2 <input type="checkbox"/> Are you buying a new mobile phone? | b Yes, they are. |
| 3 <input type="checkbox"/> What's Alice doing tonight? | c I'm visiting my friend Mike. |
| 4 <input type="checkbox"/> Where are you going on holiday this year? | d He's doing his homework. |
| 5 <input type="checkbox"/> Are they playing football tomorrow? | e We're going to Dublin. |
| 6 <input type="checkbox"/> What is he doing this afternoon? | f She's having a pizza with her friends. |

4 Scrivi che cosa hai programmato di fare. Usa i verbi elencati e le espressioni di tempo date e scrivi una frase per ogni disegno.

- do my homework
- play tennis
- watch TV
- have a party
- ~~wear my new dress~~
- go to the cinema

tomorrow



1

I'm wearing my new dress tomorrow.

tonight



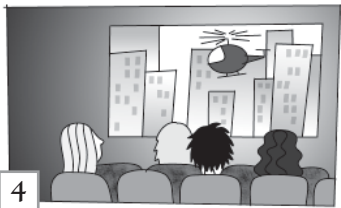
2

next Saturday



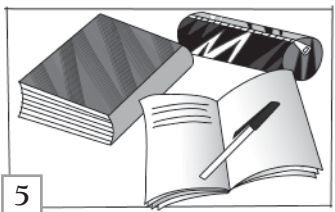
3

tomorrow



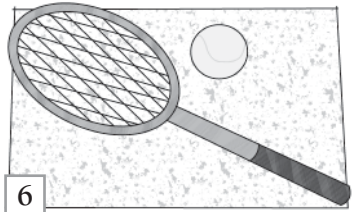
4

this afternoon



5

next weekend



6

LESSON 6 Birthdays around the world

- 1 **Scrivi a un tuo amico inglese per invitarlo al tuo compleanno. Completa il testo con i verbi elencati alla forma corretta.**

have • let • invite • come • hope

Mail	<input type="checkbox"/> ▾	Send	Save Now	Discard
Contacts	Dear,			
Tasks	It's my birthday today! I'm 13!			
	I (1) am having a party next Saturday. I (2) my friends and my cousin Mike. He lives in France. Mike (3) on Friday night.			
	I (4) you can come.			
	Please (5) me know if you can come.			

- 2 **Leggi il testo e sottolinea l'alternativa corretta.**

A special birthday: Coming of Age Day

Coming of Age Day is (1) *an / a* Japanese holiday. They celebrate it on the (2) *second / two* Monday of January. It is a day to celebrate all young people who (3) *have / are* 20 years old, because they become adults. Many girls wear a traditional dress for this special day: a furisode, a special type of kimono for women. For unmarried women furisode is the (4) *most / more* formal dress they can wear. There (5) *is / are* celebrations in every town. There are special ceremonies in the morning at city offices and family parties in the evenings. After the ceremonies, the boys and girls often celebrate the day in group by going to parties.



- 3 **Ora rispondi alle domande sul testo scegliendo l'alternativa corretta.**

- Where do they celebrate Coming of Age Day?
 a In Japan. b In China.
- When do they celebrate it?
 a In February. b In January.
- How old are the people who celebrate it?
 a Eighteen years old. b Twenty years old.
- What do the girls wear for this special day?
 a A kimono. b A uniform.
- There are celebrations only in the morning.
 a True. b False.

1 Abbina l'aggettivo al nome appropriato.

- | | |
|---|-------------------|
| 1 <input checked="" type="checkbox"/> interesting | a test |
| 2 <input type="checkbox"/> expensive | b book |
| 3 <input type="checkbox"/> dirty | c dress |
| 4 <input type="checkbox"/> easy | d movie |
| 5 <input type="checkbox"/> fast | e beach |
| 6 <input type="checkbox"/> exciting | f car |



2 Scrivi gli aggettivi nella tabella. Pensa al loro significato e decidi in quale colonna inserirli.

	Positivi	Negativi
beautiful • boring • clean • bad • uncomfortable • delicious • fun • relaxing	beautiful	

3 Esprimi un'altra preferenza rispetto alle affermazioni.

- | | |
|-------------------------------|-------------------------------|
| 1 I like cats. | <u>Really? I prefer dogs.</u> |
| 2 I like rock music. | ..... |
| 3 I want to go to the cinema. | ..... |
| 4 I like Spanish. | ..... |
| 5 I want to eat some fruit. | ..... |
| 6 I like September. | ..... |



4 Esprimi accordo con le seguenti affermazioni. Usa *me too* o *me neither*.

- | | | | |
|----------------------|----------------|-----------------------------|-------|
| 1 I like meat. | <u>Me too.</u> | 4 I don't like watching TV. | ..... |
| 2 I don't like fish. | ..... | 5 I like camping. | ..... |
| 3 I like fruit. | ..... | 6 I like rugby. | ..... |

5 Riordina le battute del dialogo e riscrivilo.

- Sorry, I don't agree. I don't mind studying English but I think that French is better!
- I study English and French.
- Really? I think French is quite boring.
- 1 What languages do you study at school?
- English. I think it's fun and not so difficult!
- Which do you prefer?

LESSON 2 I love school!

1 Che cosa insegnano questi professori? Scrivi il nome della materia sotto il disegno.



1 Geography



2



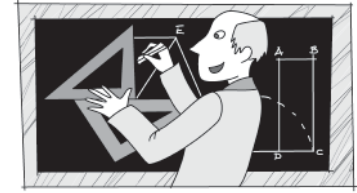
3



4



5



6

2 Forma delle frasi seguendo l'esempio.

1 Sheila / French / Monday

Sheila has got French on Monday.

2 Mike / German / Tuesday

3 Gary / Maths / Wednesday

4 Linda / History / Thursday

5 David / Drama / Friday

3 Riordina le battute del dialogo e riscrivilo. Alcune sono già state numerate.

a Great! I love Drama.

b What time is the break?

c What about the afternoon?

d Really? I prefer Art.

e What are you studying next Friday?

f We are doing 2 hours of Drama after lunch.

g We have got double English from nine till eleven.

h At 11. Then there's an hour of Maths.

4 Osserva l'orario scolastico di Ted e scrivi in quali giorni ha le sue materie preferite (♥).

Start	Monday	Tuesday	Wednesday	Thursday	Friday
9.15 a.m.	History ♥	English ♥	German	Geography ♥	English ♥
10.15 a.m.	History ♥	English ♥	German	History ♥	English ♥
11.15 a.m.	Break	Break	Break	Break	Break
11.45 a.m.	Science ♥	Maths	Science ♥	Maths	Science ♥
12.45 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1.30 p.m.	Geography ♥	Technical Drawing	Maths	Maths	Art ♥
2.15 p.m.	Geography ♥	Technical Drawing	Gymnastics ♥	Drama	Art ♥
3 p.m.	Drama	Religious Studies	Gymnastics ♥	Drama	Athletics ♥

Ted starts his lessons at 9.15 a.m.

1. On Monday he has got double History from 9.15 and Science after the break.

1 Completa le espressioni con i verbi elencati.

play • have (x 2) • paint • see • study

- | | |
|--------------------------|-------------------------|
| 1 <u>play</u> volleyball | 4 a movie |
| 2 for a test | 5 my hair cut |
| 3 my room | 6 a violin lesson |

2 Abbina le domande alle risposte corrette.

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> What are you doing tomorrow? | a I'd like to but I can't, I'm studying for my exam. |
| 2 <input type="checkbox"/> Would you like to go out? | b Great! I love going to the cinema. |
| 3 <input type="checkbox"/> Are you free at the weekend? | c This afternoon? No, sorry, I'm playing tennis at 4 p.m. |
| 4 <input type="checkbox"/> Would you like to see a movie tonight? | d I'm going shopping on Saturday. Would you like to come with me? |
| 5 <input type="checkbox"/> What are you doing next Saturday? | e Tomorrow? I'm having a piano lesson. |
| 6 <input type="checkbox"/> Are you free in the afternoon? | f Yes, I'm free on Saturday but I'm going to my grandma's house on Sunday. |

3 Completa il dialogo con le espressioni elencate.

Yes, I am • meeting • See • Would you like to • meet • I'd love to

- Jennifer Are you free next weekend?
 Tracy (1) Yes, I am. Why?
 Jennifer I'm having a pizza with my friends, Steve and Mike, on Saturday. (2)
 come with us?
 Tracy (3) What time are you (4)?
 Jennifer At 7.30 p.m. at Gino's. Let's (5) at 7.15 at my house.
 Tracy Good idea! (6) you next Saturday.



4 Completa il testo con i verbi elencati nella forma corretta.

have • watch • have (x 2) • go • play • do • see

I'm (1) having a very busy week.
 On Monday I'm (2) my guitar lesson at 3 p.m.
 On Tuesday I'm (3) aerobics at 5 p.m.
 On Wednesday I'm (4) shopping with Angela.
 On Thursday I'm (5) my hair cut at 4 p.m.
 On Friday I'm (6) volleyball at 3 p.m.
 On Saturday I'm (7) a movie with Bob.
 On Sunday I'm (8) a football match on TV.

LESSON 4 What does she look like?

1 **Scrivi gli aggettivi elencati accanto al nome corretto.**

~~round~~ • blue • blond • small • curly • green • short • red • oval

- 1 face **round**
- 2 hair
- 3 eyes
- 4 mouth

2 **Completa la tabella con gli aggettivi elencati.**

~~tall~~ • ~~friendly~~ • average height • generous • short • shy • hard-working • handsome • mean • dark • lazy • pretty

What does he look like?	What is he like?
tall	friendly

3 **Scegli tra le parole elencate quelle più adatte a descrivere Mr Stevenson e Sally.**

- glasses
- oval face
- short
- long hair
- beard
- ~~tall~~
- short hair
- small mouth
- long nose
- ~~fat~~



Mr Stevenson
~~fat~~

.....
.....
.....



Sally
~~tall~~

.....
.....
.....

4 **Ora descrivi Mr Stevenson e Sally. Usa i verbi *be*, *have got* e *wear*.**

Mr Stevenson is fat and

Sally is tall. She

1 Completa la tabella con le parole elencate.

taxi driver • son • lazy • shy • teacher • beard • aunt • handsome • actor • intelligent • daughter • bald • friendly • football player • uncle • average height

Appearance	Personality	Job	Family
handsome			

2 Scrivi accanto a ogni nome l'aggettivo corretto scegliendolo tra quelli elencati.

curly • pointed • little • average • shaved • angry

- | | |
|----------------------------|-------------------|
| 1 <u>shaved</u> head | 4 beard |
| 2 height | 5 look |
| 3 hair | 6 moustache |

3 Abbina le domande alle risposte corrette.

- | | |
|---|------------------------------------|
| 1 <input checked="" type="checkbox"/> How old is he? | a No, he hasn't. |
| 2 <input type="checkbox"/> Has he got dark or blond hair? | b 14 . |
| 3 <input type="checkbox"/> Has he got a beard? | c He is very friendly. |
| 4 <input type="checkbox"/> Has he got a moustache? | d About average height. |
| 5 <input type="checkbox"/> Is he tall or short? | e No, he hasn't. He's got a beard. |
| 6 <input type="checkbox"/> What's he like? | f He's completely bald! |

4 Chiedi a un tuo compagno di parlarti del suo migliore amico. Segui le indicazioni e scrivi il dialogo.

You

- Chiedi chi è il suo migliore amico.
- Chiedi l'età.
- Chiedi che aspetto ha.
- Chiedi com'è il suo carattere.

- Who's your best friend?
-
-
-

Your friend

- Risponde con il nome.
- Risponde con l'età.
- Descrive l'aspetto fisico.
- Descrive il carattere. Usa almeno due aggettivi.

- It's.....(name)
-
-
-

LESSON 6 My favourite park

1 **Scrivi i sostantivi elencati nella colonna corretta.**

tree • money • people • cheese • chair •
sugar • milk • ~~house~~ • shop • ~~bread~~ •
café • apple

Numerabili	Non numerabili
house	bread

2 **Completa le frasi con *many* o *much*.**

- How many girls are there in your class?
- How space is there for dancing?
- How people are there in your family?
- How DVDs have you got?
- How water do you drink?
- How shops are there?
- How animals are there in the zoo?
- How chocolate do you eat?

3 **Sottolinea l'alternativa corretta.**

- There are *much* / *a lot of* children at the park today.
- I eat *a lot of* / *a few* pasta every day.
- I don't drink *many* / *much* milk.
- There is *a little* / *a few* cheese in the fridge.
- She has got *a little* / *a few* English friends.
- I haven't got *many* / *much* friends.
- Lots of* / *Much* people visit the parks in London.
- I drink coffee with *a few* / *a little* sugar.

4 **Inserisci nel dialogo le battute mancanti.**

- What makes Regent's Park special to you?
- Why do you like it?
- How much time do you spend there?
- ~~What's your favourite park in London?~~
- What do you do when you go there?

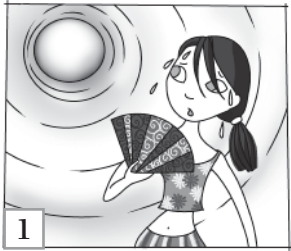
- What's your favourite park in London?
Regent's Park.
- ?
Because I like sports and this park has a large area for sport.
- ?
I like cycling and skateboarding.
- ?
A lot. I go to the park every day for two hours.
- ?
The London Zoo. I like animals.

5 **Completa il testo con le parole elencate.**

buildings • can • lots of • ~~like~~ • a lot •
activities • hungry

Children (1) like parks in London. There are a lot of (2) they can do and many of them are free. Children and their families (3) explore the parks, visit the (4) or watch the animals. They learn (5) about nature in the parks. If children are (6) , you can bring your own picnic or go to the restaurants. There are (7) restaurants and cafés in the parks in London.

1 Osserva i disegni e scrivi il tempo atmosferico corrispondente.



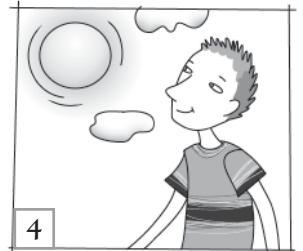
1 It's _ _ T



2 It's C _ _ _ _



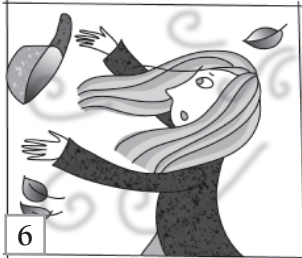
3 It's _ _ E _ _ _



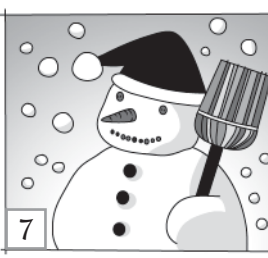
4 It's S _ _ _ _



5 It's _ _ _ D



6 It's _ _ _ _ Y



7 It's _ _ _ W _ _



8 It's _ _ _ _ G

2 Completa con la forma corretta di *be going to*. Usa la forma contratta quando è possibile.

- They're hungry. They're going to eat a sandwich.
- It's cloudy and cold. It snow.
- I'm thirsty. I have a drink.
- It's 3.30 p.m. The film start.
- Be careful! You fall off your bike.
- We haven't got any bread. We buy some.
- I'm having an English test tomorrow. I study all day.

3 Riordina le parole per formare delle frasi.

- | | |
|---|---|
| 1 Is / rain / going to / it / ? | 4 are / going to / be late / They / . |
| 2 going to / are / They / fall / . | 5 going to / snow / It / is / . |
| 3 is / What / going to be like / the weather / tomorrow / ? | 6 In London / is changeable / it / this morning / . |

4 Abbina le domande alle risposte.

- | | |
|---|--|
| 1 <input type="checkbox"/> What's the weather like? | a It was cold and windy. |
| 2 <input type="checkbox"/> Is it going to rain this afternoon? | b No, I'm not. I'm staying at home. |
| 3 <input type="checkbox"/> What was the weather like, yesterday? | c Tomorrow? It's going to be warm and sunny. |
| 4 <input type="checkbox"/> Are you going to the party on Saturday? | d Yes, it is. It's very hot. |
| 5 <input type="checkbox"/> What's the weather going to be like, tomorrow? | e Yes, it is. It's cloudy now. |
| 6 <input type="checkbox"/> Is it hot in Italy in summer? | f It's cool and sunny. |

LESSON 2 Teenagers Have Got Talent!

1 Fai i giusti abbinamenti per completare le frasi.

- | | |
|---|---|
| 1 <input type="checkbox"/> She's going to bounce | a acrobatics. |
| 2 <input type="checkbox"/> I'm going to juggle | b a cake for my birthday. |
| 3 <input type="checkbox"/> They're not going to dance | c a soccer ball on her head. |
| 4 <input type="checkbox"/> He's going to do | d Grandma next weekend. |
| 5 <input type="checkbox"/> Mum's going to make | e Lady Gaga in concert on 7 th December. |
| 6 <input type="checkbox"/> We're going to see | f hip hop. |
| 7 <input type="checkbox"/> They're going to visit | g ten oranges. |

2 Formula frasi con *be going to* in base ai suggerimenti.

- | | |
|---------------------------------------|--|
| 1 My cousin / have / party | <u>My cousin is going to have a party.</u> |
| 2 Jennifer / do / homework | ..... |
| 3 He / buy / new bike | ..... |
| 4 They / have breakfast / at home | ..... |
| 5 Mum / do the shopping / at the mall | ..... |
| 6 Our teacher / go / to Japan | ..... |

3 Completa con la forma affermativa o negativa di *be going to* in modo che le frasi siano vere per te.

- | | |
|---|---|
| 1 I 'm not going to play football on Sunday morning. | 4 Dad buy me a new computer. |
| 2 My parents go on holiday next month. | 5 My friends come to my birthday party. |
| 3 My teacher give me a lot of homework for tomorrow. | 6 Grandma read her favourite magazine this afternoon. |

4 Completa il dialogo con le espressioni elencate.

- Go ahead, Jake!
- Where are you from?
- I like sport and I love playing basketball.
- I'm not going to play basketball
- Welcome to the *Teenagers Have Got Talent* show!
- My name's Jake.

- Presenter** (1)
Ok. First performance. What's your name?
- Jake** (2)
- Presenter** Hello Jake! (3)
- Jake** I'm from Houston, Texas.
- Presenter** What are your hobbies, Jake?
- Jake** (4)
- Presenter** Well, what are you going to do tonight?
- Jake** (5), but I'm going to juggle ten oranges for ten minutes.
- Presenter** Wow! (6) We can't wait to see you!

1 Descrivi i disegni usando *be going to* e i verbi elencati.

get married • drive a fast car • visit New York • be rich • buy a house • go to university • ~~pass her exam~~ • win the match



1



2



3



4



5



6



7



8

- 1 *She's going to pass her exam.*
 2
 3
 4

- 5
 6
 7
 8

2 Scrivi le domande per le seguenti risposte.

- 1 What are you going to do next weekend?
 Next weekend I'm going to stay at home.
- 2 Where ?
 On Sunday? We're going to go to a rock concert.
- 3 When ?
 They're going to leave for Barcelona on 2nd August.
- 4 Why ?
 We're going to eat in a Japanese restaurant because we love sushi.
- 5 Who ?
 I'm going to invite my friends to my birthday party.
- 6 Which ?
 We're going to watch *Despicable me*.

3 Completa il brano scegliendo l'alternativa corretta.

Maria is only 17 years old but she knows what she (1) do in her future. Next year she (2) study Chemistry at university. She wants to make cosmetics! That's a really good (3) ! So, she's going to get a good salary and she's going to be (4) After university, she's going to get married and have two (5) She's going to travel a lot with her family. She's also (6) a big house in the countryside and she's going to have a dog.

- 1 a wants to b wants
 2 a is going b is going to
 3 a school b job
 4 a famous b rich
 5 a son b children
 6 a going to buy b not going to buy

LESSON 4 I'll have the soup, please

1 Osserva le immagini e completa i nomi dei piatti.



1



2



3



4



5



6



7



8

1 C _ _ _ L _ _ _ C _ _ E

2 S _ _ _ K A _ _ C _ _ PS

3 H _ _ _ N _ M _ _ _ N

4 T _ _ _ _ O S _ _ _

5 A _ _ _ E P _ _

6 J _ _ _ _ T P _ _ _ T _

7 M _ _ _ ED P _ _ _ _ _ S

8 CA _ _ _ _ S _ N _ PE _ _

2 Scegli la risposta corretta.

1 Which of these is a starter?

- a Cream of tomato soup.
- b Jacket potato with ham and cheese.
- c Steak and chips.

2 A steak can't be

- a medium.
- b rare.
- c sparkling.

3 Water can be

- a still.
- b well-done.
- c mashed.

4 Which of these is not a dessert?

- a Apple pie.
- b Ham and melon.
- c Chocolate cake.



3 Riordina le parole per formare delle frasi.

1 you like / a starter / to order / Would / ?

Would you like to order a starter?

2 have / I'll / please / the steak, / .

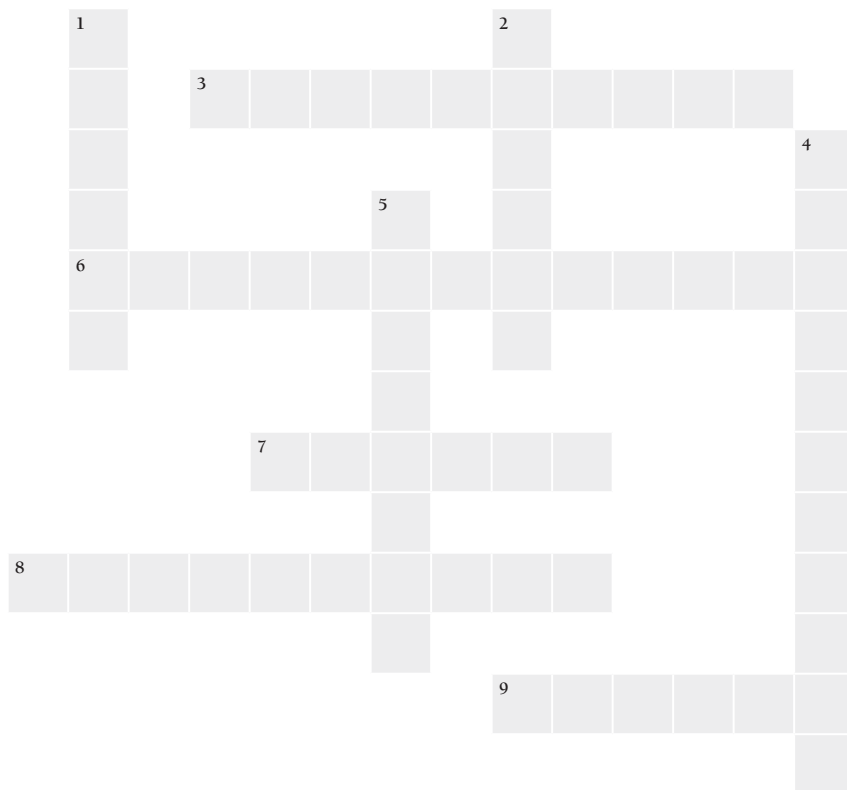
3 a dessert / Would / you like / ?

4 a bottle / of red wine / I'll / have / .

5 you / ready / to order / Are / ?

6 the apple pie, / I'll / have / please / .

1 Osserva le immagini e risolvi il cruciverba.



ACROSS



DOWN



2 Fai i giusti abbinamenti per completare le frasi.

- | | |
|--|--------------------------|
| 1 <input type="checkbox"/> I'll send Mum | a my teeth twice a day. |
| 2 <input type="checkbox"/> I'll brush | b a cake for you. |
| 3 <input type="checkbox"/> I'll do | c to our teacher. |
| 4 <input type="checkbox"/> We won't forget | d my money carefully. |
| 5 <input type="checkbox"/> I will make | e my homework every day. |
| 6 <input type="checkbox"/> We'll listen | f our passports. |
| 7 <input type="checkbox"/> I'll spend | g a postcard. |

3 Completa le frasi con *will* e il verbo tra parentesi. Usa la forma contratta ('//) quando è possibile.

- I'll listen to my Grandma. (*listen*)
- We our room. (*tidy*)
- I think Mary and Jane the exam. (*pass*)
- They the match. (*win*)
- We our grandparents. (*visit*)
- I a steak. (*have*)

4 Riordina le parole per formare domande e rispondi in modo personale con risposte brevi.

- | | |
|---|---|
| 1 you / do / Will / your homework / ?
<u>Will you do your homework? Yes, I will.</u> | 4 eat / more vegetables / Will / you / ? |
| 2 tidy / you / your room / Will / ? | 5 more sport / do / Will / you / ? |
| 3 spend / you / Will / your money / carefully / ? | 6 Will / help / your parents / you / with the housework / ? |

LESSON 6 My football hero



1 Leggi e completa il *factfile*.

Hi! My name's Gianluigi Buffon, but everyone calls me Gigi. I was born in Carrara, in Tuscany, on 28th January 1978. I am a footballer and I play as a goalkeeper for Serie A club Juventus. I started playing professional football in the youth team of Parma when I was 15. I played my first football match, which was against Milan, when I was 17. In 2001 I changed from Parma to Juventus and I still play for Juventus today. I also play in the Italian national team and in 2006 I won the World Cup. I think it was the greatest success and the most exciting match in my career. I'm still fit and healthy and I won't stop playing football soon! I am 191 cm tall. I am married to Alena Seredova, a Czech model, and we have two children: Louis Thomas and David Lee. Louis Thomas was born in 2007 and David Lee was born in 2009. I love my children and I like spending my free time with them. I hope I will have a daughter one day. Alena and I are both famous, but I'll do my best to protect my children from the *paparazzi*.

Glossario

youth team = squadra giovanile

Name (1)

Nickname (2)

Date of birth (3)

Birthplace (4)

Nationality (5)

Football team (6)

Age when he started playing professional football (7)

Married to (8)

Children (9)

2 True or false? Indica se le affermazioni sono vere o false.

- 1 Buffon is a goalkeeper. T F
- 2 He plays for Parma. T F
- 3 He's married to Alena Seredova. T F
- 4 He won the World Cup in 2010. T F
- 5 He has two children. T F
- 6 He was born in 1978. T F
- 7 He started playing for Juventus when he was 23. T F
- 8 He loves spending his free time with his children. T F

3 Immagina di intervistare Buffon. Completa l'intervista utilizzando i suggerimenti.

- You** (What / nickname?)
(1)
- Buffon** My nickname is Gigi.
- You** (Where / born?)
(2)
- Buffon** I was born in Carrara.
- You** (When / born?)
(3)
- Buffon** I was born on 28th January 1978.
- You** (What football team / play for?)
(4)
- Buffon** I play for Juventus.
- You** (What position / play in?)
(5)
- Buffon** I play as a goalkeeper.
- You** (How old / when you started playing professional football?)
(6)
- Buffon** I started playing professional football when I was 15.
- You** (How tall?)
(7)
- Buffon** I am 191 cm tall.
- You** (You / married?)
(8)
- Buffon** Yes, I'm married to Alena Seredova.

1 Completa le espressioni con le parole elencate.

some food • my homework • a uniform • some money • the doctor • home • ~~a mobile phone~~ • ball games

- | | |
|-----------------------------------|--------------|
| 1 use <u>a mobile phone</u> | 5 do |
| 2 call | 6 need |
| 3 buy | 7 wear |
| 4 play | 8 go |

2 Osserva i cartelli e completa le frasi con le parole elencate.

take • drive • switch off • get • park • ~~use~~



- You mustn't use your mobile phone.
- You mustn't here.
- You mustn't photographs.
- You mustn't in here.
- You must your mobile phone.
- You must slowly.

3 Completa le frasi con *have to/has to/don't have to/doesn't have to*.

- I have no school tomorrow. I don't have to do my homework today.
- It's late. You leave now.
- She starts work at 7 a.m. She get up early.
- These are the rules. Students know them.
- My teacher wear a uniform.
- She has a French test tomorrow. She study this evening.

4 Completa le frasi con *must* o *mustn't*.

- | | |
|--|----------------------------------|
| 1 You <u>mustn't</u> run in the corridors. | 4 You be at home at 8 p.m. |
| 2 You be in bed at 10 p.m. | 5 You eat in bed. |
| 3 We be late. | 6 Dogs enter restaurants. |

LESSON 2 What's My Line?

1 Abbina l'aggettivo al suo significato.

- | | |
|---|-------------------------|
| 1 <input checked="" type="checkbox"/> well-paid | a interessante |
| 2 <input type="checkbox"/> boring | b divertente |
| 3 <input type="checkbox"/> tiring | c ben pagato |
| 4 <input type="checkbox"/> dangerous | d emozionante |
| 5 <input type="checkbox"/> stressful | e stancante |
| 6 <input type="checkbox"/> fun | f noioso |
| 7 <input type="checkbox"/> exciting | g stressante |
| 8 <input type="checkbox"/> interesting | h pericoloso |



2 Formula domande con le parole date. Usa *have to*.

- | | |
|---|--------------------------------------|
| 1 he / work / at night / ?
<i>Does he have to work at night?</i> | 4 she / speak / other languages / ? |
| 2 they / wear / a uniform / ? | 5 you / work / long hours / ? |
| 3 you / work / outside / ? | 6 they / have a special training / ? |

3 Hai intervistato il tuo insegnante per parlare del suo lavoro. Scrivi le domande appropriate alle risposte che hai avuto.

Do you have to work at night? • Do you like your job? • Do you have to wear a uniform? •
Do you have to work in the afternoons? • Do you have to get up early? •
~~Do you have to have a special qualification for your job?~~

- You (1) *Do you have to have a special qualification for your job?*
Your teacher Yes, I do.
You (2)
Your teacher Yes, I do. My lessons often start at 8 a.m.
You (3)
Your teacher Yes, I do, when I have to go to teachers' meetings. I sometimes work late in the afternoon.
You (4)
Your teacher Well, sometimes I have to correct homework or tests. I work for two or three hours after dinner.
You (5)
Your teacher No, I don't. I can wear what I want.
You (6)
Your teacher Yes, I love it. I think my job is interesting and fun.

4 Scrivi ciò che solitamente devi fare o non devi fare. Usa *have to* o *don't have to*.

~~get up early on Mondays~~ • do my homework at night • do my homework at weekends •
wear a uniform • go to school on Saturday • go to bed before 11 p.m.

- 1 *I have to get up early on Mondays.*

1 Completa le frasi con la forma affermativa di *have to*.

- | | |
|--|--|
| 1 My father <u>has to</u> drive a lot. | 4 My brother wear a uniform at work. |
| 2 My mother get up early. | 5 Students study French. |
| 3 I do my homework every day. | 6 We work at night. |

2 Completa le frasi in modo personale. Usa *have to* o *don't have to*.

- | | |
|---|---------------------------------------|
| 1 I <u>don't have to</u> be at school before 8 a.m. | 5 I do my homework after lunch. |
| 2 I walk to school. | 6 I go back home at lunch time. |
| 3 I wear a uniform. | |
| 4 I go to school on Saturdays. | |

3 Completa il testo con *has to* o *doesn't have to*.

Kate is a teacher. She teaches English. She (1) has to get up early in the morning because her lessons start at 8 a.m. She (2) drive to school. The school is near and she always walks. She (3) work in the afternoons when she (4) go to teachers' meetings. She (5) have lunch with her students because they have lunch at home. She (6) correct their homework and prepare her lessons in the afternoons. She sometimes (7) work at night. She (8) work on Saturdays because her school is closed.

4 Robert è un cantante. Indica con ✓ le cose che secondo te deve fare e con ✗ quelle che non è necessario che faccia. Poi scrivi una frase per ogni punto.

- wear a uniform
- drive the car
- use the computer
- attend training courses
- travel a lot
- work long hours
- work at night
- work at weekends
- speak other languages
- listen to music



- | | |
|---|----------|
| 1 <u>He doesn't have to wear a uniform.</u> | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

LESSON 4 Please, speak slowly!

1 Abbina a ogni nome l'aggettivo o gli aggettivi più appropriati.

delicious • correct • beautiful • lazy • slow • easy

- | | |
|----------------------------------|----------------|
| 1 <u>easy / correct</u> exercise | 4 cake |
| 2 car | 5 boy |
| 3 song | 6 answer |

2 Abbina a ogni verbo gli avverbi più appropriati.

happily • loudly • quickly • beautifully • slowly • correctly • quietly • angrily • heavily

- | | |
|--|----------------|
| 1 walk <u>happily / quickly / slowly</u> | 5 knock |
| 2 sing | 6 ride |
| 3 talk | 7 answer |
| 4 shout | 8 run |

3 Sottolinea l'alternativa corretta.

- | | |
|--|---|
| 1 Paul is a very <u>good</u> / well actor. | 4 They sing <u>beautiful</u> / beautifully songs. |
| 2 Speak <u>quiet</u> / quietly. | 5 I did my test <u>easy</u> / easily. |
| 3 She usually drives <u>slow</u> / slowly. | 6 The test was very <u>easy</u> / easily. |

4 Completa le frasi con l'avverbio corretto.

~~deliciously~~ • quickly • angrily • beautifully • heavily • lazily

- | | |
|--|--|
| 1 My mum cooks <u>deliciously</u> . | 4 It rained |
| 2 I didn't do my homework yesterday. My teacher shouted at me. | 5 He always does his homework |
| 3 They sang an old song | 6 The students ran out of the classroom. |

5 Completa le frasi in modo appropriato.

slow • slowly • good • well • quick • quickly

- | | |
|---------------------------------------|--|
| 1 It's late! Can you walk | 5 This train is very It stops at all the stations. |
| 2 Sorry, my English is not very | 6 I need a answer. |
| 3 Can you speak | |
| 4 I'm not feeling very | |

1 Scrivi accanto a ogni avverbio l'aggettivo corrispondente.

- | | | | | | |
|-------------|-------|----------------|-------|----------|-------|
| 1 carefully | ..... | careful | ..... | 5 sadly | ..... |
| 2 badly | ..... |  |  | 6 hard | ..... |
| 3 well | ..... |  |  | 7 simply | ..... |
| 4 fast | ..... |  |  | 8 gently | ..... |

2 Partendo dagli aggettivi elencati, forma i relativi avverbi inserendoli nella colonna corretta.

easy • quiet • lazy • slow • ~~loud~~ • heavy • quick • ~~happy~~

-ly	-ily
loudly	happily

3 Abbina a ogni avverbio quello di significato contrario.

- | | |
|--|---------------------|
| 1 <input checked="" type="checkbox"/> fast | a easily |
| 2 <input type="checkbox"/> quietly | b sadly |
| 3 <input type="checkbox"/> well | c angrily |
| 4 <input type="checkbox"/> happily | d slowly |
| 5 <input type="checkbox"/> hard | e badly |
| 6 <input type="checkbox"/> gently | f loudly |

4 Completa le frasi con l'aggettivo corretto.

loud • easy • ~~nervous~~ • bad • sad • correct

- I was very nervous in the exam room.
- The students didn't write answers.
- I never get marks.
- I think English is
- He speaks in a voice.
- I don't like reading stories.

5 Scrivi per ogni verbo due avverbi appropriati.

- | | |
|---------------|-------------------------------|
| 1 walk | <u>quickly / slowly</u> |
| 2 sing | ..... |
| 3 speak | ..... |
| 4 study | ..... |
| 5 play tennis | ..... |
| 6 drive | ..... |

6 Completa le frasi scegliendo l'avverbio più adatto per te.

- | | |
|------------------------|---|
| 1 You speak | <input type="checkbox"/> a fast. |
| | <input type="checkbox"/> b slowly. |
| | <input type="checkbox"/> c quietly. |
| 2 You sing | <input type="checkbox"/> a badly. |
| | <input type="checkbox"/> b beautifully. |
| | <input type="checkbox"/> c loudly. |
| 3 You write | <input type="checkbox"/> a quickly. |
| | <input type="checkbox"/> b clearly. |
| | <input type="checkbox"/> c slowly. |
| 4 You do your homework | <input type="checkbox"/> a lazily. |
| | <input type="checkbox"/> b quickly. |
| | <input type="checkbox"/> c slowly. |
| 5 You walk | <input type="checkbox"/> a fast. |
| | <input type="checkbox"/> b slowly. |
| | <input type="checkbox"/> c lazily. |
| 6 You eat | <input type="checkbox"/> a quickly. |
| | <input type="checkbox"/> b slowly. |
| | <input type="checkbox"/> c happily. |

LESSON 6 Park rules

1 Dove puoi trovare questi divieti? Abbina ogni cartello al luogo giusto.

- a beach b park c river d zoo e restaurant f church



1 You mustn't feed the animals.



4 No smoking.



2 No swimming.



5 You mustn't speak loudly.



3 You mustn't light fires.



6 You mustn't play ball games.

2 Sottolinea l'alternativa corretta.

- | | |
|---|---|
| 1 You <i>must</i> / <i>mustn't</i> be quiet. | 4 You <i>must</i> / <i>mustn't</i> speak loudly in a museum. |
| 2 You <i>must</i> / <i>mustn't</i> play ball games in the library. | 5 You <i>must</i> / <i>mustn't</i> listen to this CD. It's fantastic. |
| 3 You <i>must</i> / <i>mustn't</i> study hard if you want to have good marks. | 6 You <i>must</i> / <i>mustn't</i> use the computer late at night. |

3 Leggi il regolamento di una scuola e scrivi quello che gli studenti devono o non devono fare. Usa *must* o *mustn't*.

School rules	
Please	be at school at 8:30 a.m.
	wear school uniform
	do homework every day
	switch off mobile phones
Don't	use mobile phones during the lessons
	eat or drink in the classroom
	run in the corridors
	be late for the lessons

- 1 They must be at school at 8.30 a.m.
- 2
- 3
- 4
- 5 They mustn't use their mobile phones during the lessons.
- 6
- 7
- 8

1 Abbina i verbi della colonna A alle parole della colonna B per completare le espressioni.

- | A | B |
|---------------------------------|----------------|
| 1 <input type="checkbox"/> send | a the Internet |
| 2 <input type="checkbox"/> chat | b messages |
| 3 <input type="checkbox"/> make | c a laptop |
| 4 <input type="checkbox"/> use | d with friends |
| 5 <input type="checkbox"/> surf | e a phone call |
| 6 <input type="checkbox"/> text | f an email |

2 Cerchia l'intruso.

- | | | |
|--------------|---------------------|----------|
| 1 DVD player | blu-ray disc player | mp4 |
| 2 send | receive | postcard |
| 3 laptop | headphones | computer |
| 4 email | letter | postcard |
| 5 text | netbook | chat |

3 Indica (✓) quali di queste parole inglesi riguardanti la tecnologia si usano anche in italiano. Scrivi poi gli equivalenti italiani delle altre parole.

- | | | |
|------------------------|--------------------------|-------|
| 1 smart phone | <input type="checkbox"/> | |
| 2 computer | <input type="checkbox"/> | |
| 3 netbook | <input type="checkbox"/> | |
| 4 digital camera | <input type="checkbox"/> | |
| 5 webcam | <input type="checkbox"/> | |
| 6 headphones | <input type="checkbox"/> | |
| 7 e-book | <input type="checkbox"/> | |
| 8 text message | <input type="checkbox"/> | |
| 9 DVD player | <input type="checkbox"/> | |
| 10 laptop | <input type="checkbox"/> | |
| 11 blu-ray disc player | <input type="checkbox"/> | |
| 12 mp4 | <input type="checkbox"/> | |



4 Individua nel *wordsquare* 8 parole riguardanti la tecnologia e usale per completare le frasi.

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

- Don't forget your! Call me when you arrive at the station.
- When I want to watch a good film, I use a disc player.
- Oh, I forgot my
I can't take any pictures!
- I usually surf the Internet on my
- Dad likes reading books on his new reader.
- When I chat with my American friends, we usually use our, so we can see each other.
- My parents gave me a for my birthday. I usually take it with me to school because it's small and practical.
- I love listening to music on my



LESSON 2 I've been to the new electronics shop!

1 WORDSNAKE Individua nel serpente i participi passati e scrivili accanto alla rispettiva forma base.



- | | | |
|---------------|---------------|-----------------|
| 1 be | 5 take | 9 send |
| 2 buy | 6 leave | 10 forget |
| 3 write | 7 have | |
| 4 lose | 8 keep | |

2 Completa le frasi con il *present perfect* dei verbi tra parentesi.

- | | |
|--|---|
| 1 She <u>has sent</u> an email to her parents. (<i>send</i>) | 5 They a wonderful match. (<i>play</i>) |
| 2 They lots of countries. (<i>visit</i>) | 6 He two books. (<i>read</i>) |
| 3 We two tickets for the concert. (<i>buy</i>) | 7 We to music all day. (<i>listen</i>) |
| 4 Our teacher our tests at home. (<i>correct</i>) | 8 Mum dinner for us. (<i>prepare</i>) |

3 Volgi le frasi dell'esercizio 2 alla forma negativa.

- 1 She hasn't sent an email to her parents.

4 Riordina le parole per formare delle domande e poi rispondi in modo personale.

- | | |
|---|---|
| 1 been / to England / Have / you / ? | 6 How many mobile phones / had / have / you / so far / ? |
| 2 bought / an e-book reader / Have / you / ? | 7 your parents / ever been / Have / to a rock concert / ? |
| 3 your dad / Has / ever used / a computer / ? | 8 your teacher / on TV / Has / ever been / ? |
| 4 read / you / Have / an English book / ? | |
| 5 Have / tried / Chinese food / you / ? | |

5 Completa il dialogo con le parole elencate.

awesome • been • surf • birthday • wanted • present • went • did

Lisa Have you ever (1) to a shopping mall?

Tim Yes, I've been there several times.

Lisa When (2) you last go there?

Tim I (3) there last week.

Lisa Who did you go with?

Tim I went there with my uncle. He (4) to buy me a (5) for my birthday, which is next week.

Lisa Oh, happy (6) then! And what did you get as a present from your uncle?

Tim He bought me a new mobile phone. It's (7) ! I can send and receive emails and (8) the Internet on it. I'm really happy with my uncle's present!

1 Completa i dialoghi con le forme verbali elencate.

saw • have • ~~Have you ever been~~ • Has your dad ever been • did you go • has • went • did he see

- 1 A (1) Have you ever been to the USA?
 B Yes, I (2)
 A When (3) there?
 B I (4) there two years ago.
- 2 A (5) to a rock concert?
 B Yes, he (6)
 A Who (7) in concert?
 B He (8) Bruce Springsteen.

2 Completa il brano con le parole elencate.

started • on • got married • some • got divorced • has sold

Avril Lavigne was born (1) 27th September 1984. She's a famous Canadian singer, actress and fashion designer but actually she is **best-known** as a singer. She (2) singing at the age of 15 but she became popular with her first album *Let go* in 2002. Ever since, she has made four **successful** albums, she (3) millions of copies and she has lots of fans all over the world. She has been on a lot of concert tours in the USA, Europe, Canada and Asia. She has also acted in (4) films and she has designed a line of clothes. In 2006 she (5) with Deryck Whibley, but the marriage only lasted three years and they (6) in 2010.



Glossario

best-known = noto, meglio conosciuto

ever since = da allora

successful = di successo

3 True or false? Indica se le affermazioni sono vere o false.

- | | | |
|--|----------------------------|----------------------------|
| 1 Avril Lavigne is Canadian. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2 She is a dancer. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3 She was born in 1985. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4 She's married. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 5 She designs clothes. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 6 She has sold few copies of her albums. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 7 She started singing in 2002. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 8 Her marriage lasted four years. | <input type="checkbox"/> T | <input type="checkbox"/> F |

LESSON 4 He never washes the dishes

1 **Abbina i verbi della colonna A alle parole della colonna B per completare le espressioni.**

- | A | B |
|--------------------------------------|------------------|
| 1 <input type="checkbox"/> wash | a dinner |
| 2 <input type="checkbox"/> switch on | b the dog |
| 3 <input type="checkbox"/> prepare | c the table |
| 4 <input type="checkbox"/> hang up | d the dishwasher |
| 5 <input type="checkbox"/> feed | e the dishes |
| 6 <input type="checkbox"/> sweep | f the clothes |
| 7 <input type="checkbox"/> clear | g the floor |

2 **Dopo una festa, la casa di Tom è in un grande caos. Immagina di essere sua madre e di dirgli che cosa deve fare. Utilizza le parole elencate.**

~~vacuum~~ • dishes • table • dishwasher • floor • tidy



- 1 Vacuum the living room!
- 2
- 3
- 4
- 5
- 6

3 **Rispondi alle domande in modo personale.**

- 1 Who does the shopping in your family?
- 2 Have you ever cooked dinner for your family?
- 3 Do you like doing the housework?
- 4 When did you last tidy up your room?
- 5 Has your dad ever vacuumed the house?
- 6 Do you hang up your clothes?
- 7 Did you lay the table yesterday evening?
- 8 Do you ever make the bed in the morning?

1 Riscrivi le frasi inserendo l'avverbio tra parentesi nella posizione corretta.

- 1 I have bought the tickets for the concert. (*already*)
- 2 Have you seen the new Benigni film? (*yet*)
- 3 We have finished washing the dishes. (*just*)
- 4 This week Mum hasn't visited Grandma. (*yet*)
- 5 Marco has taken the dog for a walk. (*already*)
- 6 I have studied hard. (*never*)

2 Sottolinea l'alternativa corretta.

Jack Hi Mark! Can you hear me?
Mark Yes, I can. Where are you?
Jack I have (1) *just / never* arrived in New York.
Mark That's great. Have you met Sarah (2) *yet / already*?
Jack Not (3) *already / yet*. I have (4) *just / yet* called her, she has (5) *already / yet* left, she's going to pick me up in half an hour. Mark, one thing, have you fed the dog (6) *already / yet*?
Mark Yes, I have (7) *yet / already* fed him. I have (8) *just / ever* taken him for a walk. We're going back home now!

3 Completa il dialogo con *yet* o *already*.

Chris Have you done your school project (1)?
Linda Yes, I have (2) done it, and I have (3) finished reading the book which our Science teacher gave us.
Chris That's good! I haven't read it (4) I think it's too difficult.
Linda Have you done your History homework (5)?
Chris No, not (6) I haven't done anything (7)
Linda What have you done, then?
Chris Well, I have watched my favourite cartoon on TV and I have chatted with my friends on my computer. That's all!

4 Completa i minidialoghi con il *present perfect* dei verbi tra parentesi.

- 1 A Have you texted Lisa yet? (*text*)
 B No, I haven't switched on my mobile phone yet. (*switch on*)
- 2 A your sister yet? (*get up*)
 B Yes, she just a shower. (*have*)
- 3 A your parents this horror film yet? (*see*)
 B No, they it yet. They hate horror films! (*see*)
- 4 A you the cake for the party yet? (*make*)
 B Yes, I already it. (*make*)
- 5 A you Aunt Mary yet? (*see*)
 B Yes, I just her. (*meet*)

LESSON 6 I've got a problem

1 Completa il dialogo con le parole elencate.

having • already • argued • can't • pocket • bought • any • cooler • sad • present

Teacher What's the problem, Tim? Why are you so (1)

Tim I have (2) with my parents. They really don't understand me.

Teacher Don't say that! You know your parents love you. Why did you argue?

Tim I asked them for some extra money. Lisa is (3) her birthday party next Saturday and she has invited the whole class.

Teacher Do you need the money to buy her a (4)

Tim No, my parents have (5) given me the money to buy her a present. But I asked them for some extra (6) money to buy a new pair of jeans for the party and my parents said I've already (7) three pairs of jeans in a year and so they're not going to give me (8) more money.

Teacher Oh Tim! Your parents are right! You must learn that you (9) buy everything you like. Three pairs of jeans in one year! That's enough!

Tim I know... it's just... I'd like to look smart at Lisa's party...

Teacher You're cool! You don't need a new pair of jeans to look (10) !



2 Rispondi alle domande scegliendo l'alternativa corretta.

1 Why is Tim sad?

- a He has argued with his parents.
- b He can't go to Lisa's party.
- c He hasn't got the money to buy a present for Lisa.

2 Why don't his parents want to give him any extra money?

- a Because he has spent all the money.
- b Because he has already bought three pairs of jeans.
- c Because they don't like the jeans which he wants to buy.

3 The teacher

- a thinks that Tim is right.
- b agrees with Tim's parents.
- c gives Tim the money.

3 Riordina le parti della lettera che David scrive a Agony Aunt per risolvere un suo problema.

- a Last Saturday I invited some friends to my house because we wanted to play computer games and watch a DVD together.
- b Mum hasn't found out yet but she'll find out sooner or later.
- c What can I do? Please help me!
- d Dear Agony Aunt,
- e Jack and Christian started fighting on the sofa and accidentally broke a China vase which was on a little coffee table.
- f My name's David. I'm 12 and I'm from Wales. I have a very big problem and I really need your help.

Schede grammaticali

IL PRESENT SIMPLE DI BE

Forma affermativa	
estesa	contratta
I am	I' m
you are	you' re
he/she/it is	he/she/it' s
we are	we' re
you are	you' re
they are	they' re

Forma negativa	
estesa	contratta
I am not	I' m not
you are not	you aren't
he/she/it is not	he/she/it isn't
we are not	we aren't
you are not	you aren't
they are not	they aren't

Forma interrogativa	Risposte brevi affermative	Risposte brevi negative
Am I...?	Yes, you are .	No, you aren't .
Are you...?	Yes, I am .	No, I' m not .
Is he/she/it...?	Yes, he/she/it is .	No, he/she/it isn't .
Are we...?	Yes, you are .	No, you aren't .
Are you...?	Yes, we are .	No, we aren't .
Are they...?	Yes, they are .	No, they aren't .

IL PRESENT SIMPLE DI HAVE GOT

Forma affermativa	
estesa	contratta
I have got	I' ve got
you have got	you' ve got
he/she/it has got	he/she/it' s got
we have got	we' ve got
you have got	you' ve got
they have got	they' ve got

Forma negativa	
estesa	contratta
I have not got	I haven't got
you have not got	you haven't got
he/she/it has not got	he/she/it hasn't got
we have not got	we haven't got
you have not got	you haven't got
they have not got	they haven't got

Forma interrogativa	Risposte brevi affermative	Risposte brevi negative
Have I got...?	Yes, you have .	No, you haven't .
Have you got...?	Yes, I have .	No, I haven't .
Has he/she/it got...?	Yes, he/she/it has .	No, he/she/it hasn't .
Have we got...?	Yes, you have .	No, you haven't .
Have you got...?	Yes, we have .	No, we haven't .
Have they got...?	Yes, they have .	No, they haven't .

IL PRESENT SIMPLE DEI VERBI

Forma affermativa	
I	play
you	play
he/she/it	plays
we	play
you	play
they	play

Forma negativa		
I	do not (don't)	play
you	do not (don't)	play
he/she/it	does not (doesn't)	play
we	do not (don't)	play
you	do not (don't)	play
they	do not (don't)	play

Forma interrogativa			Risposte brevi affermativa	Risposte brevi negative
Do	I	play?	Yes, you do .	No, you don't .
Do	you	play?	Yes, I do .	No, I don't .
Does	he/she/it	play?	Yes, he/she/it does .	No, he/she/it doesn't .
Do	we	play?	Yes, you do .	No, you don't .
Do	you	play?	Yes, we do .	No, we don't .
Do	they	play?	Yes, they do .	No, they don't .

IL PRESENT CONTINUOUS

Forma affermativa		Forma negativa	
estesa	contratta	estesa	contratta
I am working	I'm working	I am not working	I'm not working
you are working	you're working	you are not working	you aren't working
he/she/it is working	he/she/it's working	he/she/it is not working	he/she/it isn't working
we are working	we're working	we are not working	we aren't working
you are working	you're working	you are not working	you aren't working
they are working	they're working	they are not working	they aren't working

Forma interrogativa	Risposte brevi affermativa	Risposte brevi negative
Am I working?	Yes, you are .	No, you aren't .
Are you working?	Yes, I am .	No, I'm not .
Is he/she/it working?	Yes, he/she/it is .	No, he/she/it isn't .
Are we working?	Yes, you are .	No, you aren't .
Are you working?	Yes, we are .	No, we aren't .
Are they working?	Yes, they are .	No, they aren't .

IL PAST SIMPLE DI BE

Forma affermativa	Forma negativa		Forma interrogativa	Risposte brevi affermativa	Risposte brevi negative
	estesa	contratta			
I was	I was not	I wasn't	Was I...?	Yes, you were .	No, you weren't .
you were	you were not	you weren't	Were you...?	Yes, I was .	No, I wasn't .
he/she/it was	he/she/it was not	he/she/it wasn't	Was he/she/it...?	Yes, he/she/it was .	No, he/she/it wasn't .
we/you/they were	we/you/they were not	we/you/they weren't	Were we/you/they...?	Yes, you/we/they were .	No, you/we/they weren't .

IL PAST SIMPLE DEI VERBI

- Verbi regolari:

Forma affermativa	Forma negativa	Forma interrogativa	Risposte brevi affermativa	Risposte brevi negative
I played	I didn't play	Did I play?	Yes, you did .	No, you didn't .
you played	you didn't play	Did you play?	Yes, I did .	No, I didn't .
he/she/it played	he/she/it didn't play	Did he/she/it play?	Yes, he/she/it did .	No, he/she/it didn't .
we played	we didn't play	Did we play?	Yes, you did .	No, we didn't .
you played	you didn't play	Did you play?	Yes, we did .	No, you didn't .
they played	they didn't play	Did they play?	Yes, they did .	No, they didn't .

- Il **past simple** dei verbi regolari si forma aggiungendo **-ed** alla forma base del verbo. Attenzione alle variazioni ortografiche:

dance → *danced*; *drop* → *dropped*; *try* → *tried*; *play* → *played*

- I **verbi irregolari** non aggiungono **-ed** per formare il **past simple**, ma hanno una forma propria che va studiata a memoria (consulta la lista a pag. 208 del volume *Switch On 2*).

go → *went*; *have* → *had*; *buy* → *bought*

IL COMPARATIVO DI MAGGIORANZA

*My brother is **older than** me.* Mio fratello è più vecchio di me.
*I'm **younger than** my brother.* Io sono più giovane di mio fratello.

Attenzione!

Il secondo termine di paragone è sempre introdotto da **than**.

Regole ortografiche

Aggettivo	Comparativo	
<i>tall</i>	<i>taller</i>	aggettivi di una sillaba: + -er
<i>nice</i>	<i>nicer</i>	aggettivi brevi terminanti in -e : + -r
<i>big</i>	<i>bigger</i>	aggettivi di una sola sillaba terminanti in vocale + consonante: raddoppia la consonante finale + -er
<i>friendly</i>	<i>friendlier</i>	aggettivi di due sillabe terminanti in -y : la -y diventa -i + -er
<i>beautiful</i>	<i>more beautiful</i>	aggettivi lunghi: more + aggettivo

IL SUPERLATIVO RELATIVO

David is **the nicest of** my friends.

David è il più simpatico dei miei amici.

This is **the most expensive car in the world.** Questa è la macchina più costosa del mondo.

Attenzione!

Il secondo termine di paragone è generalmente introdotto da **of**. Quando si tratta di un luogo, è introdotto da **in**.

Regole ortografiche

Aggettivo	Superlativo	
long	the longest	aggettivi di una sillaba: the + -est
large	the largest	aggettivi brevi terminanti in -e : the + -st
big	the biggest	aggettivi di una sola sillaba terminanti in vocale + consonante: raddoppia la consonante finale + -est
heavy	the heaviest	aggettivi di due sillabe terminanti in -y : la -y diventa -i + -est
expensive	the most expensive	aggettivi lunghi: the most + aggettivo

IL FUTURO ESPRESSO CON WILL

Forma affermativa			Forma negativa		
I/you/he/she/it/we/they	will ('ll)	work	I/you/he/she/it/we/they	will not (won't)	work
Forma interrogativa			Risposte brevi		
Will	I/you/he/she/it/we/they	work?	affermative	negative	
			Yes, I/you/he/she/it/we/they will .	No, I/you/he/she/it/we/they won't .	

- Il futuro con *will* si usa per:
 - esprimere **decisioni prese sul momento**, per esempio nel caso di **ordinazioni al ristorante**;
I'll have strawberries with ice cream. Prendo (Prenderò) delle fragole con gelato.
 - esprimere **promesse**;
I'll spend the money carefully, I promise! Spenderò i soldi con attenzione, lo prometto!
 - fare delle **previsioni**;
I'll live in a beautiful house. Abiterò in una bella casa.
 - parlare di **fatti futuri** che non dipendono dalla propria volontà o intenzione.
He will arrive at 2 p.m. Arriverà alle 2.

Attenzione!

- Si usa **be going to** per dire che qualcosa accadrà e si hanno già le prove;
- si usa **will** per dire che si pensa o si prevede che qualcosa accadrà, ma non si hanno ancora le prove.

Liverpool are going to win the match.
(La partita sta per finire e Liverpool è in vantaggio.)

Liverpool will win the match.
(La partita deve ancora essere giocata, faccio una previsione, ma non ho dati certi su cui basarmi.)

BE GOING TO: FORMA AFFERMATIVA

Forma estesa				Forma contratta		
I	am	going to	work	I'm	going to	work
you	are	going to	work	you're	going to	work
he/she/it	is	going to	work	he's/she's/it's	going to	work
we	are	going to	work	we're	going to	work
you	are	going to	work	you're	going to	work
they	are	going to	work	they're	going to	work

Si usa am/is/are + going to + forma base del verbo per:

- **predire** eventi che stanno per accadere **sulla base di dati certi o molto probabili**;
Look at those clouds. It's going to rain! Guarda quelle nuvole! Pioverà! (**Sta per** piovere!)
- parlare di **intenzioni future**.
He's going to study Medicine at university. Studierà Medicina all'università. (**Ha intenzione di...**)

BE GOING TO: FORMA NEGATIVA

Forma estesa				Forma contratta		
I	am not	going to	work	I'm not	going to	work
you	are not	going to	work	you aren't	going to	work
he/she/it	is not	going to	work	he/she/it isn't	going to	work
we	are not	going to	work	we aren't	going to	work
you	are not	going to	work	you aren't	going to	work
they	are not	going to	work	they aren't	going to	work

BE GOING TO: FORMA INTERROGATIVA E RISPOSTE BREVI

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

MUST/MUSTN'T

- **Must** (“dovere”) è un verbo modale e, come tale, ha un’unica forma per tutte le persone (non aggiunge **-s** alla terza persona singolare) ed è sempre seguito dalla **forma base del verbo**.

must + forma base

I must study more. Devo studiare di più.

She must study more. Deve studiare di più.

They must study more. Devono studiare di più.

- **Must** si usa per esprimere un **obbligo** sentito come necessario da parte di chi parla, un **ordine** o una **regola**.

I must call my grandma. Today is her birthday.

Devo chiamare mia nonna. Oggi è il suo compleanno.

You must do your homework.

Devi fare i compiti.

You must stop when the traffic light is red.

Devi fermarti quando il semaforo è rosso.

Attenzione! *Must* può essere usato **solo al presente**. Per gli altri tempi verbali si ricorre a *have to*.

- La forma negativa **mustn't** serve per esprimere un **divieto**, una **proibizione**.

must + not (mustn't) + forma base

You mustn't use your mobile in class. Non devi usare il cellulare in classe.

- **Must** non si usa generalmente nella forma interrogativa, in cui è solitamente sostituito da **have to**.

~~Must~~ you do your homework? **Do** you **have to** do your homework?

HAVE TO/DON'T HAVE TO

- Anche **have to** significa “dovere” e alla forma affermativa si usa per indicare un **obbligo** o una **necessità imposti dall'esterno**.

I have to work eight hours a day. Devo lavorare otto ore al giorno.

- **Have to** costruisce la forma negativa, interrogativa e le risposte brevi con l’ausiliare **do**.

	Forma affermativa	Forma negativa
I/you/we/they	have to work	don't have to work
he/she/it	has to work	doesn't have to work

Forma interrogativa	Risposte brevi	
	affermative	negative
Do I/you/we/they have to work?	Yes, I/you/we/they do .	No, I/you/we/they don't .
Does he/she/it have to work?	Yes, he/she/it does .	No, he/she/it doesn't .

- La forma negativa **don't/doesn't have to** si usa per indicare che **non è necessario** o **obbligatorio** fare qualcosa.

She doesn't have to work today. Non deve lavorare oggi (non è necessario).

IL PRESENT PERFECT

Forma affermativa		
I	have ('ve)	played
you	have ('ve)	played
he/she/it	has ('s)	played
we	have ('ve)	played
you	have ('ve)	played
they	have ('ve)	played

- Il **present perfect** si forma con il presente dell'ausiliare **have** + il **participio passato** del verbo principale.



Attenzione! Diversamente da quanto avviene in italiano, il *present perfect* non si forma mai con l'ausiliare "essere".

She has arrived. È arrivata.

- Il **participio passato** dei **verbi regolari** si forma aggiungendo **-ed** alla forma base del verbo.
study → *studied* *like* → *liked* *stop* → *stopped*
- I **verbi irregolari** hanno una forma propria per il participio passato, da imparare a memoria. Consulta la lista dei verbi irregolari a p. 208 del volume *Switch On 2*.
go → *gone*
- Il *present perfect* si usa per parlare di:
 - **eventi avvenuti in un momento non precisato del passato**;
I've visited London three times. Ho visitato Londra tre volte. (non si specifica quando)
 - **eventi avvenuti in un momento imprecisato del passato e che non si sono ancora conclusi o che hanno ancora conseguenze sul presente**.
I've eaten too much. I feel sick. Ho mangiato troppo. Mi sento male.

Forma negativa		
I	have not (haven't)	played
you	have not (haven't)	played
he/she/it	has not (hasn't)	played
we	have not (haven't)	played
you	have not (haven't)	played
they	have not (haven't)	played

Forma interrogativa		
Have	I	played?
Have	you	played?
Has	he/she/it	played?
Have	we	played?
Have	you	played?
Have	they	played?

Risposte brevi	
affermative	negative
Yes, I/you/we/they have .	No, I/you/we/they haven't .
Yes, he/she/it has .	No, he/she/it hasn't .

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Switch On Basic Activity Book

Switch On è un corso di inglese motivante e innovativo che copre i livelli A1 e A2 del Quadro Comune Europeo di Riferimento.



Nel libro

- **Lessons costruite sul tempo-scuola:** le units dello **Student's Book** sono suddivise in **lessons** di due pagine, ciascuna delle quali copre i vari aspetti della lingua (lessico, funzioni comunicative, grammatica, abilità) e corrisponde a un'ora di lezione. A ogni lesson dello Student's Book è associata una pagina di attività per il compito a casa nel **Workbook**.
- **Vocabulary:** si parte sempre dal lessico per poi passare alle abilità orali (**Listening & Speaking**) e a quelle scritte (**Reading & Writing**).
- **Grammar:** all'interno delle lessons, il **Grammar Box** introduce gli elementi grammaticali che vengono ripresi e approfonditi nella sezione **Switch on to Grammar!** alla fine di ogni unit.
- **Unit 1 e Revision:** la prima unit riprende gli argomenti svolti l'anno precedente, mentre la **Revision Unit**, in fondo allo Student's Book, è dedicata al ripasso di fine anno.
- **Extra Book:** allegato a ciascun volume, un fascicolo con argomenti di civiltà accompagnati da filmati, lezioni di altre discipline in inglese e attività in preparazione all'**esame di Stato** e agli esami di certificazione **KET** e **Trinity**.

Il **Basic Activity Book** è un **fascicolo parallelo** al Workbook: presenta attività semplificate per ciascuna lesson dello Student's Book.

