

1

What do you remember?

STEP 1

1 Word work

Nouns

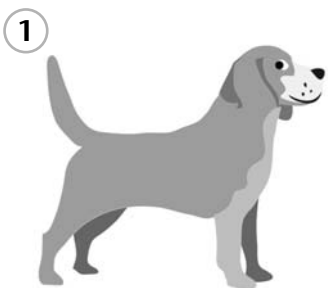
- a Guarda le figure e scrivi le parole.
- b Inserisci le parole nei 3 gruppi.

Animals

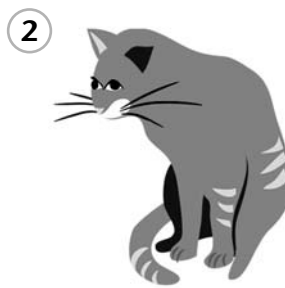
dog

Food

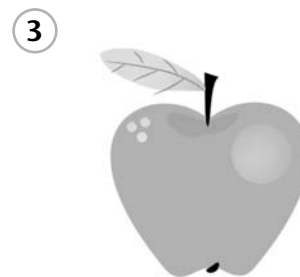
In the classroom



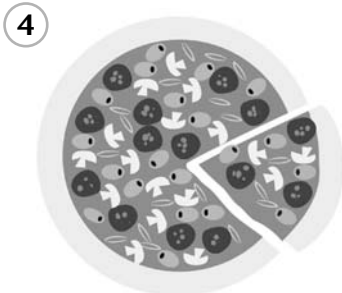
gdo dog



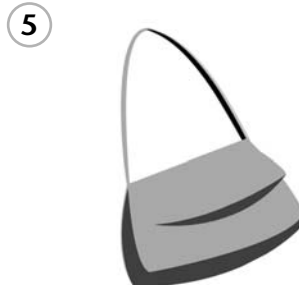
tca



palpe



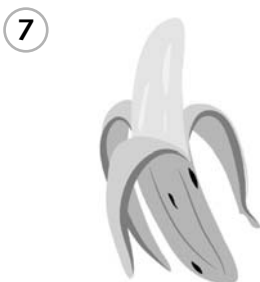
zipza



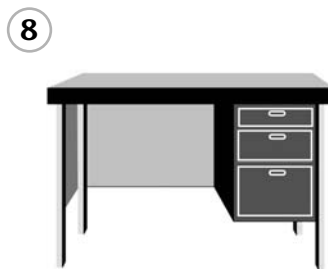
agb



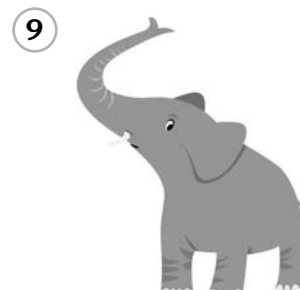
kobotone



nnaaab



keds



paletne

2 Write about you

Completa le frasi.



I'm

I like

I've got

3 What's the reply?

Abbina le domande 1–6 alle risposte (a–f).

- 1 What's your name?
- 2 How are you?
- 3 Do you understand?
- 4 What is it?
- 5 Goodbye.
- 6 Hi! I'm Paulo.

a Hello. I'm Carmen.

d Goodbye. See you tomorrow.

b Yes.

e Anita.

c It's an elephant.

f I'm fine, thank you.

1 e 2 3 4 5 6

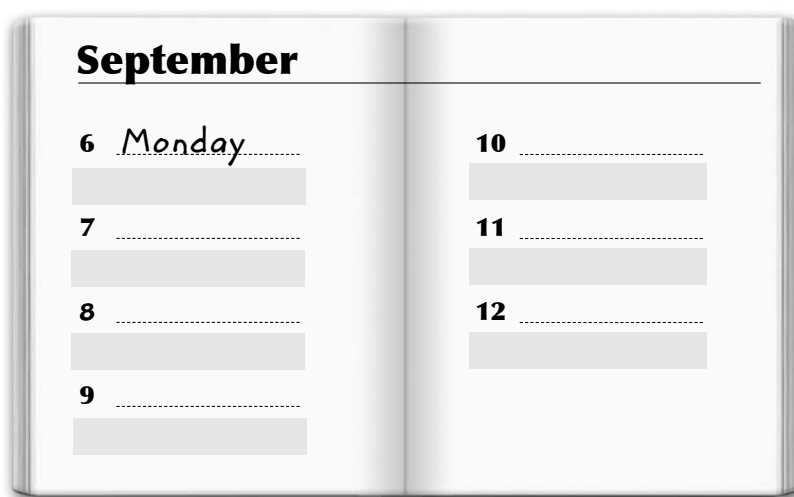
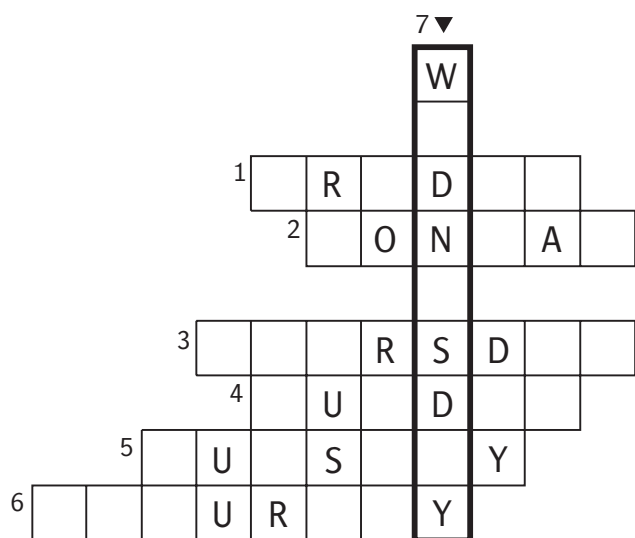
4 Punctuation

Scrivi le frasi. Usa le maiuscole e la punteggiatura corretta.

- | | | | |
|-------------------|---------------------|----------------|-------|
| 1 howareyou | <u>How are you?</u> | 4 whatisit | |
| 2 i'mfinethanks | | 5 it'sanapple | |
| 3 myname'sroberto | | 6 ilikeanimals | |

5 Days of the week

Completa il cruciverba con i giorni della settimana. Poi scrivi nell'agenda nell'ordine giusto.



6 Extra Find more words

Ora aggiungi qualche parola in più all'esercizio 1b.

Animals:

Food:

In the classroom:

STEP 3

1 Numbers

Abbina le parole in A a quelle in B in modo da costruire frasi complete.

- | A | B |
|--------------------------|---|
| 1 My friend Joe is | a 0 eight 0 seven nine three six double four two. |
| 2 My telephone number is | b double 0 seven. |
| 3 We live | c ninety-four. |
| 4 Look at page | d at number eighteen. |
| 5 James Bond is | e fourteen. |
- 1 e 2 3 4 5

2 Ordinal numbers

Scrivi i numeri. Usa le parole nel riquadro.

third tenth second eighth ~~first~~ fifth
 fourth sixth ninth seventh

- 1st first 6th
- 2nd 7th
- 3rd 8th
- 4th 9th
- 5th 10th



3 The alphabet

Di le lettere. Scrivi la lettera estranea di ogni gruppo.

- 1 D F B E F
- 2 H K J Y
- 3 S L C M
- 4 U Q I W
- 5 A T P V
- 6 N X R F

4 Listening Letters and numbers

Ascolta le lettere e i numeri. Metti un tick (✓) vicino a quelli giusti: a oppure b.

- 1 a 13 b 30
- 2 a T b D
- 3 a 40 b 14
- 4 a M b N
- 5 a 80 b 18
- 6 a V b W

5 Asking for permission and for help

Riordina le parole. Scrivi 3 domande per chiedere permesso e 2 per chiedere aiuto.

- 1 window / open / can / the / I ?
Can I open the window?
- 2 I / letter / your / can / read ?

- 3 look / your / I / at / photos / can ?

- 4 do / how / 'Liverpool' / spell / you ?

- 5 you / how / English / 'came' / say / in / do ?

6 Extra A secret message

Sai interpretare il codice? Cosa dice il messaggio?

C N O E T E I D W
A I P N H W N O

..... ?

Unit 1 Learning diary for your PORTFOLIO

Data

Alla fine dell'unità 1 sono in grado di:

- | | Facile | Non male | Difficile |
|---|--------------------------|--------------------------|--------------------------|
| <ul style="list-style-type: none"> dire ciò che ricordo dalla scuola primaria.
 desk, bag, pizza, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> dire cose su di me.
 My name's I'm
 I live I've got | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> dire e scrivere la data in inglese.
 It's the first of September. <u>1st September</u>
 It's the second of October.
 It's the third of November.
 It's the fourth of December. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> dire espressioni utili in classe.
 I don't know. = (in italiano)
 I don't understand. =
 What does it mean? =
 Pardon? Can you say that again? =
 Can you help me, please? =
 Can I use your dictionary? =
 How do you spell it? =
 How do you say that in English? = | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> dire ciao e arrivederci in inglese.
 Hello. How you? I'm
 Goodbye. See you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

L'unità 1 è stata

interessante abbastanza interessante non molto interessante

2

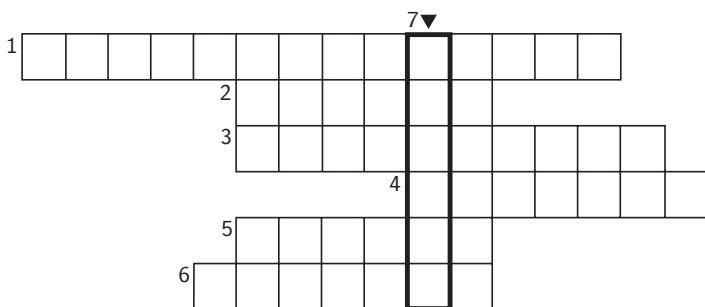
Are you ready?

STEP 1

1 Key vocabulary *Members of a band*

Completa le domande sulla band di Joe. Scrivi le parole nel cruciverba.

- | | |
|---|----------------------------------|
| A: Who's the ¹? | B: Joe Kelly. |
| A: Who's the ²? | B: Mel Adams. |
| A: Who are the ³? | B: Barney Sutton and Lee Harper. |
| A: Who's the ⁴? | B: Sadie Kelly. |
| A: What's the band ⁵? | B: Monsoon. |
| A: Are the ⁶ of the band students? | B: Yes, they are. |



Now look at number 7. Who is it?

2 *be* (essere): contratta 2a

Cosa dice Carlo? Riscrivi le frasi. Usa le forme contratte 's, 'm oppure 're.

- I am a basketball player.
- My name is Carlo Madeo.
- Adriana is my girlfriend.
- She is a tennis player.
- We are at university in the USA.
- She is from Vibo and I am from Palmi.
- They are places in southwest Italy.



1 I'm a basketball player.

-
-
-
-
-
-
-

3 *he/she/it/they* 1a, 2a

Correggi le frasi sulla band di Joe. Cambia le parole sottolineate con *He, She, It* oppure *They* e completa le frasi. Usa le forme contratte.

- | | |
|--|---|
| 1 <u>The members of the band</u> are at university.
No. <u>They're</u> at <u>school</u> . | 4 <u>Lee and Barney</u> are the keyboard players.
No. the |
| 2 <u>The band</u> is called Mushy.
No. called | 5 <u>Sadie</u> is the singer.
No. the |
| 3 <u>Mel</u> is the leader of the band.
No. the | 6 <u>Joe</u> is the drummer.
No. the |

Grammar notes



Subject pronouns (pronomi personali)

1a	I	we
	you	you
	he she it	they

1b *You* vale sia per il singolare (*tu*) che per il plurale (*voi*).

Sadie and Joe, are you good at tennis?

They vale sia per il maschile (*essi, loro*) che per il femminile (*esse, loro*).

A: *Are the girls here?*

B: Yes, **they're** in the living room.

In inglese *I* (*io*) va sempre scritto con la lettera maiuscola.

I'm Luigi and I'm Italian.

be (essere): present simple (presente semplice)

2a	AFFERMATIVA	
	Forma intera	Forma contratta
	I am He/She/It is We/You/They are	I'm He's/She's/It's We're/You're/They're

2b	NEGATIVA	
	Forma intera	Forma contratta
	I am not He/She/It is not We/You/They are not	I'm not He/She/It isn't We/You/They aren't

2c	INTERROGATIVA	RISPOSTA BREVE
	Am I ...? Are you ...? Is he/she/it ...? Are we ...? Are you ...? Are they ...?	Yes, you are. No, you aren't. Yes, I am. No, I'm not. Yes, he/she/it is. No, he/she/it isn't. Yes, you are. No, you aren't. Yes, we are. No, we aren't. Yes, they are. No they aren't.

2d In inglese la forma contratta (*I'm, he's, ecc.*) si usa nella lingua parlata o informale (lettere oppure email ad amici). La forma intera si usa per scrivere testi formali.

2e Osserva come si formano le domande.

Jack is English. *They're sisters.*
~~Is Jack English?~~ ~~Are they sisters?~~
Is Jack English? **Are they sisters?**

2f Con queste espressioni si usa il verbo essere:

I am twelve. **Ho** 12 anni.
Sadie is hungry. **Sadie ha** fame.
You are right. **Hai** ragione.

Present continuous

3a	AFFERMATIVA
	I'm working. ('m = am) He's/She's/It's working. ('s = is) We're/You're/They're working. ('re = are)

3b	NEGATIVA
	I'm not working. He/She/It isn't working. (isn't = is not) We/You/They aren't working. (aren't = are not)

3c	INTERROGATIVA	RISPOSTA BREVE
	Am I working? Are you working? Is he/she/it working? Are we working? Are you working? Are they working?	Yes, you are. No, you aren't. Yes, I am. No, I'm not. Yes, he/she/it is. No, he/she/it isn't. Yes, you are. No, you aren't. Yes, we are. No, we aren't. Yes, they are. No, they aren't.

3d Osserva come si formano le domande.

Mrs Kelly is working today.
~~Is Mrs Kelly working today?~~
Is Mrs Kelly working today?
They're working today.
~~Are they working today?~~
Are they working today?

3e In inglese si usa il *present continuous* per parlare di azioni che si svolgono ora, in questo momento.

Jack's **watching** television at the moment.
 He **isn't doing** his homework.

A: What **are you doing**?

B: I'm **cleaning** the elephant's teeth.



3f In inglese si usa il *present continuous* anche per parlare di programmi per il futuro.

A: What **are you doing** tomorrow evening?

B: I'm **watching** the match on TV.

Sadie **isn't coming** to the party next Saturday.

Present simple

4a	AFFERMATIVA	
	I	eat fish.
	He/She/It	eats fish.
	We/You/They	eat fish.

4b	NEGATIVA	
	I	don't eat fish. (don't = do not)
	He/She/It	doesn't eat fish. (doesn't = does not)
	We/You/They	don't eat fish.

4c	INTERROGATIVA	RISPOSTA BREVE
	Do I eat fish?	Yes, you do. No, you don't.
	Do you eat fish?	Yes, I do. No, I don't.
	Does he/she/it eat fish?	Yes, he/she/it does. No, he/she/it doesn't.
	Do we eat fish?	Yes, you do. No, you don't.
	Do you eat fish? Do they eat fish?	Yes, we do. No, we don't. Yes, they do. No, they don't.

4d In inglese si usa il *present simple* per parlare di abitudini, attività frequenti e regolari e dati di fatto.

I **play** football every week.

My cousin **lives** in Peru.

Sadie **doesn't eat** meat.

Elephants **don't play** tennis.

4e Nella terza persona singolare (*he, she, it*) si aggiunge una *s* alla forma base. Ma:

- Se un verbo termina in *ch, sh, ss, x* oppure *o*, bisogna aggiungere *es*.

watch – he *watches* *finish* – it *finishes*
guess – he *guesses* *go* – she *goes*
do – he *does*

- Se un verbo termina con una consonante (*b, c, d, f, g, ecc.*) + *y*, la *y* cambia e si trasforma in *i*, quindi il verbo termina in *ies*.

study – he *studies* *carry* – she *carries*

4f Osserva come si formano le domande.



4g *Do, don't, does* e *doesn't* sono particelle usate per formare il *present simple* forma interrogativa e negativa. Non confondere *do* verbo fare.

Joe **does** his homework every evening.

I **don't do** judo.

What **do you do** at the weekend?

Imperative (l'imperativo)

5a In inglese l'imperativo si usa per dare ordini, avvertimenti o istruzioni. L'imperativo ha la stessa forma dell'infinito senza la preposizione *to* della forma base di ogni verbo.

Open the door! **Listen to the story!** **Stop!**

5b La forma negativa dell'imperativo si costruisce con *don't (do not)* + forma base del verbo.

Don't open the door!

Don't touch that elephant!



have got (avere)

6a	AFFERMATIVA	
	I	've got (= have got)
	He/She/It	's got (= has got)
	We/You/They	've got