

OXFORD

Student Book & Workbook

with Digital Pack

A2 to **B1**

# new identity

Be the story

Learn it

Live it

Love it



100%  
new

Carla Leonard and Michael Lacey Freeman

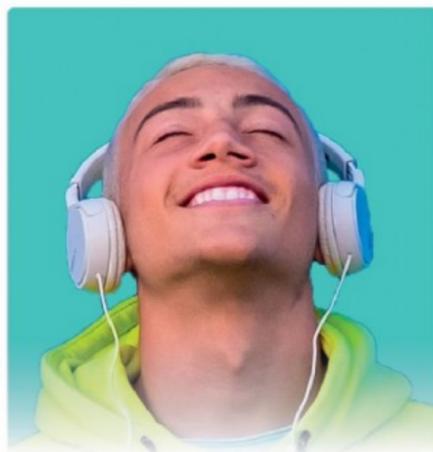
# new identity

Be the story

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# Culture and Communication listening and speaking skills

The Culture lesson focuses on listening skills and culture.

Brand-new Culture video and comprehension questions present the topic, preparing students for the listening exercises.

Main listening exercise practises an exam-style task, preparing students for Invalsi, B1 Preliminary and Oxford Test of English (OTE).



Digital citizenship task uses digital media to achieve a creative output.



Listening strategy promotes 'learning to learn' and is put into practice in an exercise.

The Communication lesson focuses on real-world communicative speaking skills and phrases.

Brand-new Communication video presents the communicative language in an engaging way.

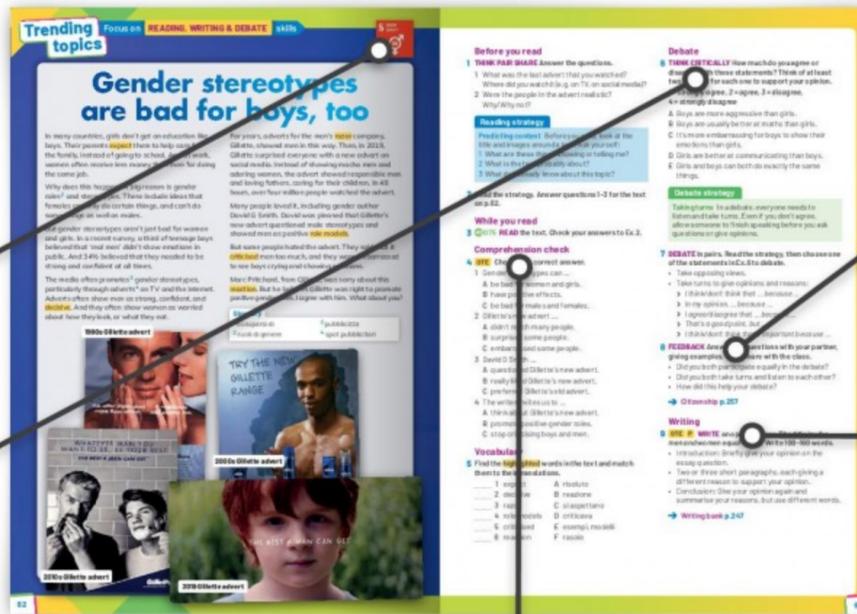
Speaking exercise gives plenty of support so students can develop their speaking competences.

# Trending topics reading, writing and oracy skills

The Trending topics lesson uses thought-provoking articles to develop reading, writing and oracy skills.

Each topic is based on a UN Sustainable Development Goal.

Think critically encourages critical analysis of the issues in the article, moving students towards a collaborative task involving discussion, debate or presentation.



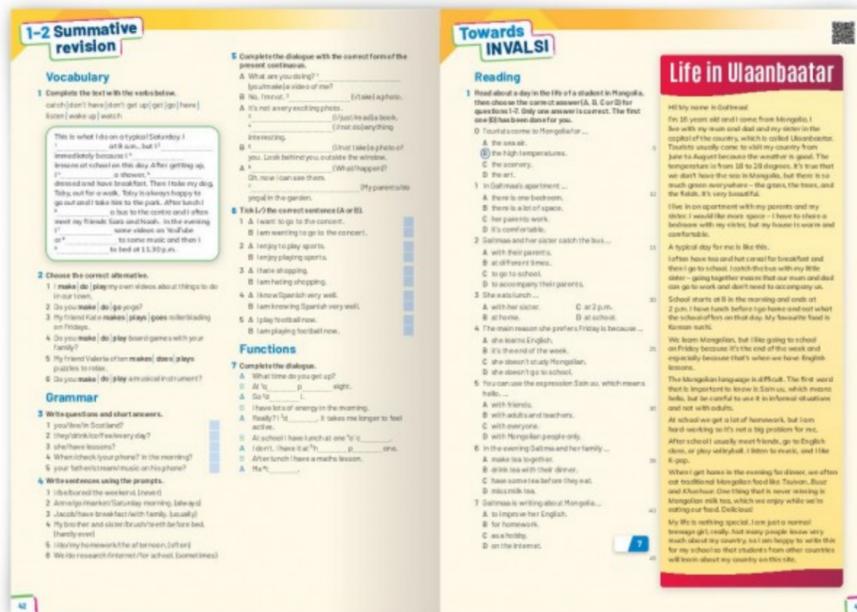
Main reading exercise practises an exam-style task, preparing students for Invalsi, B1 Preliminary and OTE.

Feedback uses Assessment for Learning principles, encouraging students to reflect and improve on their performance.

Writing prepares students for B1 Preliminary and OTE. The Writing bank at the back of the book provides extensive support for the writing task.

# Summative revision and Towards Invalsi every two units

Summative revision recycles the vocabulary, grammar and functions of the previous two units.



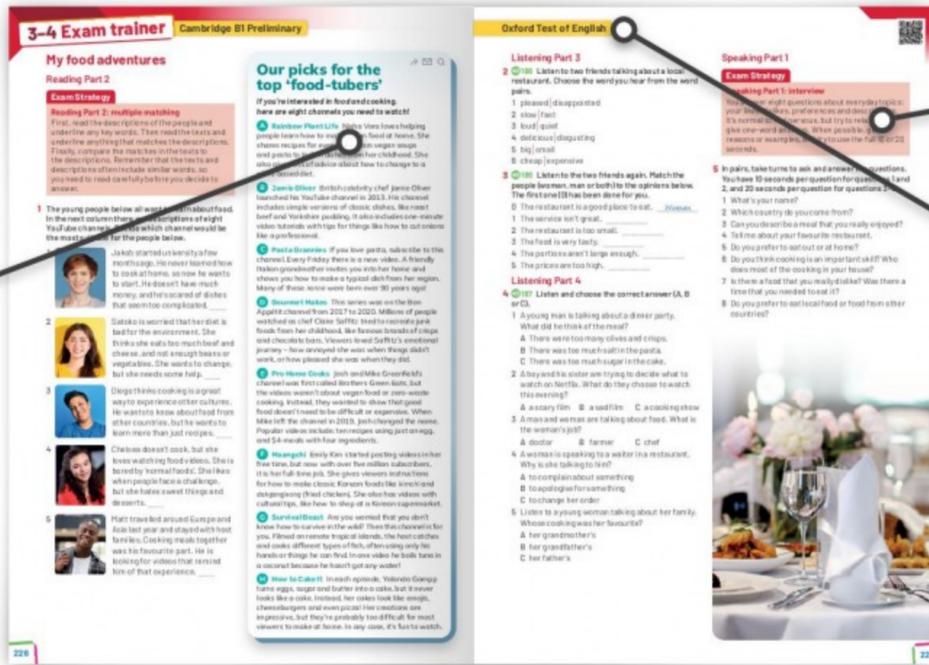
Towards Invalsi recycles language from all the previous units and practises Invalsi-style reading and listening tasks.

# Extra lessons

Five banks of engaging extra lessons are included at the back of the book.

## Exam trainer every two units

These lessons provide training for the **B1 Preliminary for Schools** and **Oxford Test of English** exams.



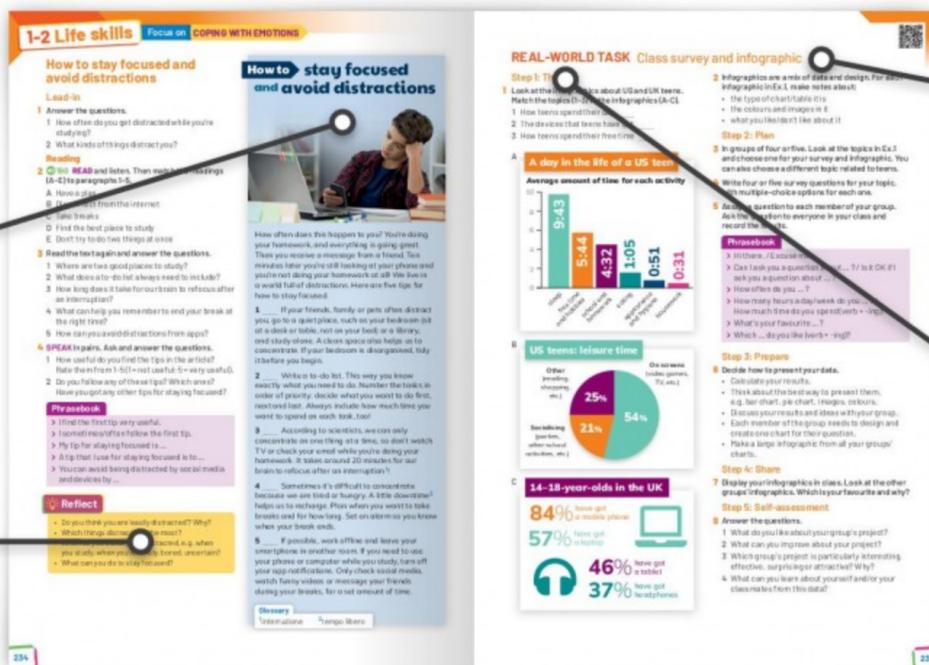
Exam strategy gives specific guidance on how to tackle a particular exam task.

A wide range of exam-style tasks from the **Reading, Listening and Speaking** papers provide familiarisation and preparation for both exams. (All **Writing** paper tasks are covered in the **Writing bank**.)

Lively articles in varied formats make the issues relevant to teenagers' lives.

## Life skills every two units

These lessons develop the **learning and personal skills** needed for success in today's world.



Real-world task is a collaborative project that develops **critical thinking and communication skills**.

Clear **five-step structure** breaks down the task into achievable chunks.

Engaging articles introduce the key issues in a real-world context.

Reflect helps students to increase their self-awareness and self-regulation, to become more **independent learners**.

## Citizenship every unit

These lessons support the **Educazione Civica** curriculum and education for sustainable development (**Agenda 2030**).



Lively articles in varied formats make the issues relevant to teenagers' lives.

Discussion tasks develop **key competences and citizenship skills**, as well as personalising and embedding the learning.

Each lesson focuses on one of the **UN Sustainable Development Goals** introduced in the **Trending topics** pages.

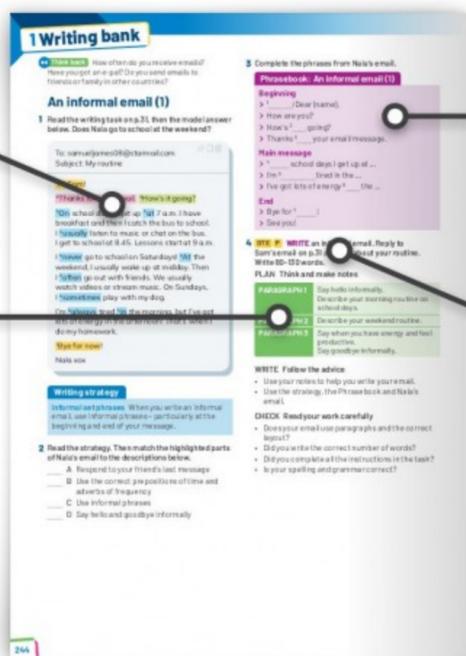
# Writing bank and Vocabulary extension every unit

The **Writing bank** provides full support for the writing tasks in the Student Book.

The **Vocabulary extension** teaches extra vocabulary related to the unit topic.

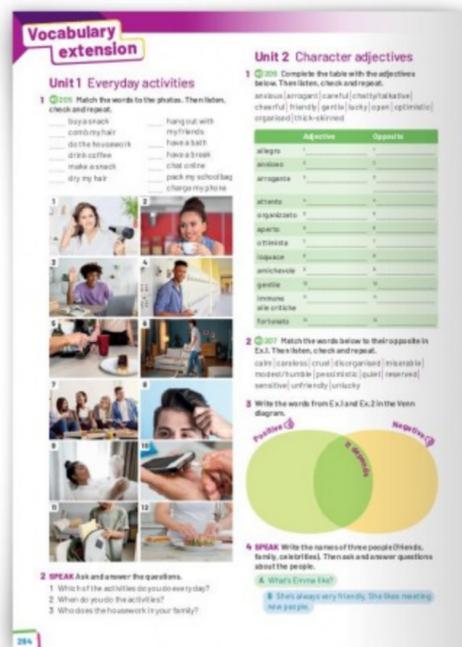
**Model answer** highlights functional language from the genre.

Clear **structure** gives a **step-by-step guide** for students to plan, write and check their task.



**Phrasebook** provides more useful language.

**Writing task** practises B1 Preliminary and OTE exam tasks.



# Workbook

For a detailed guide to the **Workbook**, see pages 132–133.

Each **Workbook unit** provides plenty of practice of the language in the Student Book.

**Word list** encourages independent study of target vocabulary.

Varied **practice exercises** are graded for difficulty.



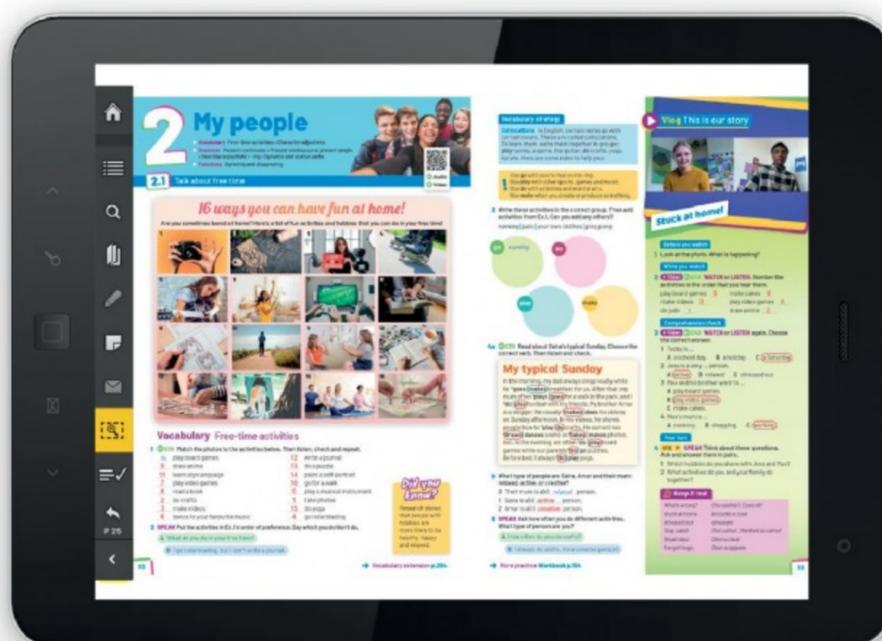
**Cumulative revision** consolidates learning by recycling language from all the previous units, and provides exam-style tasks.

**Grammar reference** and **Grammar check** give in-depth coverage of form and meaning, with explanations and instructions in Italian for accessibility.

# Student e-book

The **Student e-book** is an interactive version of the Student Book and Workbook, which can be used on a tablet or computer.

Engaging **interactive activities**.



Integrated **audio** and **video**.

**Instant marking** shows if answers are right or wrong.

	Competences	Vocabulary
<b>Starter unit</b> p.10	Talk about nationality Give personal information Talk about family and appearance Talk about possessions Give and follow instructions Talk about ability	Countries and nationalities The alphabet Days, months and seasons Ordinal numbers Dates  <b>Vocabulary strategy</b> Cognates and false friends

Unit	Competences	Vocabulary	Grammar
<b>1 My time</b> p.22	Talk about routines Tell the time Talk about habits and technology	Daily routines Smartphones <b>Vocabulary strategy</b> Make it personal ▶ Vlog	Present simple Prepositions of time Adverbs and expressions of frequency <b>Pronunciation</b> -s, -es ▶ Grammar animations
<b>2 My people</b> p.32	Talk about free time Talk about what's happening now and at present Talk about likes and dislikes	Free-time activities Character adjectives <b>Vocabulary strategy</b> Collocations ▶ Vlog	Present continuous Present simple vs present continuous <i>love/like/enjoy/hate + -ing</i> Dynamic and stative verbs <b>Pronunciation</b> /n/ and /ŋ/ ▶ Grammar animations

1-2 Summative revision p.42

Towards INVALSI p.43

<b>3 My food</b> p.44	Talk about food and drink Talk about quantity and food	Food and drink Portions and containers Food adjectives ▶ Vlog	Countable and uncountable nouns <i>some, any, no</i> <i>much, many, a lot of, a little, a few</i> <i>too much, too many, (not) enough</i> <i>too + adjective, (not) adjective + enough</i> ▶ Grammar animations
<b>4 My feelings</b> p.54	Talk about feelings and emotions Talk about the past	Feelings and emotions Jobs <b>Vocabulary strategy</b> Venn diagrams ▶ Vlog	Past simple <i>be</i> and <i>can</i> Past simple regular verbs <b>Pronunciation</b> -ed ▶ Grammar animations

3-4 Summative revision p.64

Towards INVALSI p.65

## Grammar

be: affirmative and negative  
 be: interrogative and short answers  
 Possessive adjectives  
 Question words  
 Possessive s  
 have got  
 Definite and indefinite articles  
 Plural nouns

▶ **Grammar animations**

this/that/these/those  
 Possessive pronouns  
 there is/there are  
 Whose ... ?  
 Imperative  
 Object pronouns  
 can for ability  
 Adverbs of manner

## Culture

Focus on **LISTENING** skills

Who are the Brits?

**Listening strategy** Predicting

▶ **Digital citizenship** A presentation

▶ **Culture video**

## Communication

Focus on **SPEAKING** skills

Meeting people

▶ **Communication video**

## Trending topics

Focus on **READING, WRITING & ORACY** skills

What does your routine say about you?

**Reading strategy**

Scanning for numbers

**Citizenship** p.254

**Writing bank** An informal email p.244

We love Manchester!

**Listening strategy** Accents

▶ **Digital citizenship** A podcast

▶ **Culture video**

Agreeing and disagreeing

▶ **Communication video**

Are you a 'house mouse' or a 'party animal'?

**Reading strategy**

Cognates and near-cognates

**Citizenship** p.255

**Writing bank** A personal profile p.245

**1-2 Exam trainer** p.224

Focus on **B1 Preliminary Listening Part 4**

**1-2 Life skills** p.234

Coping with emotions

Food in Britain

**Listening strategy**

Matching speakers

▶ **Digital citizenship** A recipe

▶ **Culture video**

Eating out

▶ **Communication video**

'Going vegan': the pros and cons

**Reading strategy**

Skimming for main ideas

**Citizenship** p.256

**Writing bank** A review p.246

Inspiring female writers

**Listening strategy**

Listening for detail

▶ **Digital citizenship** A video script

▶ **Culture video**

Showing sympathy and interest

▶ **Communication video**

Gender stereotypes are bad for boys, too

**Reading strategy** Predicting content

**Citizenship** p.257

**Writing bank** An opinion essay p.247

**3-4 Exam trainer** p.226

Focus on **B1 Preliminary Reading Part 2**

**3-4 Life skills** p.236

Coping with stress

Unit	Competences	Vocabulary	Grammar
<b>5 My look</b> p.66	Talk about clothes and accessories Talk about the past Give advice about video calls	Clothes and accessories Adjectives for clothes <b>Vocabulary strategy</b> Mind maps ▶ <b>Vlog</b>	Past simple irregular verbs Prepositions of place <i>should</i> for advice <b>Pronunciation</b> Vowel sounds in past simple verbs ▶ <b>Grammar animations</b>
<b>6 My town</b> p.76	Talk about sustainable transport Make comparisons	Transport and travel Places in towns Adjectives for cities <b>Vocabulary strategy</b> Compound nouns ▶ <b>Vlog</b>	Comparative adjectives ( <i>not</i> ) <i>as ... as</i> , <i>less (than)</i> Superlative adjectives <b>Pronunciation</b> <i>-th</i> ▶ <b>Grammar animations</b>

**5-6 Summative revision** p.86

**Towards INVALSI** p.87

<b>7 My studies</b> p.88	Talk about education Talk about intentions and predictions Talk about future arrangements	School subjects Education verb phrases <b>Vocabulary strategy</b> Real contexts ▶ <b>Vlog</b>	<i>be going to</i> for intentions and predictions Present continuous for future arrangements <i>be going to</i> vs present continuous ▶ <b>Grammar animations</b>
<b>8 My home</b> p.98	Talk about homes Talk about the future Talk about real conditions	Houses and furniture Domestic appliances Housework ▶ <b>Vlog</b>	<i>will</i> for predictions and future facts <i>will</i> for offers, promises and spontaneous decisions First conditional <i>when</i> , <i>as soon as</i> , <i>unless</i> <b>Pronunciation</b> <i>won't</i> or <i>want</i> ▶ <b>Grammar animations</b>

**7-8 Summative revision** p.108

**Towards INVALSI** p.109

<b>9 My world</b> p.110	Talk about places in nature Talk about experiences in nature Talk about life experiences	Natural features Environmental conservation ▶ <b>Vlog</b>	Articles Present perfect Present perfect with <i>ever</i> and <i>never</i> Present perfect vs past simple <b>Pronunciation</b> <i>been</i> ▶ <b>Grammar animations</b>
<b>10 My fitness</b> p.120	Talk about sports Talk about recent actions Talk about health and fitness	Sports Sports places and equipment Health and wellbeing ▶ <b>Vlog</b>	Present perfect with <i>just</i> , <i>yet</i> , <i>already</i> <i>some/any/no/every</i> compounds <b>Pronunciation</b> Silent consonants ▶ <b>Grammar animations</b>

**9-10 Summative revision** p.130

**Towards INVALSI** p.131

<b>Culture</b> Focus on <b>LISTENING</b> skills	<b>Communication</b> Focus on <b>SPEAKING</b> skills	<b>Trending topics</b> Focus on <b>READING, WRITING &amp; ORACY</b> skills
Traditional dress in the British Isles <b>Listening strategy</b> Understanding the main idea  <b>Digital citizenship</b> A blog post  <b>Culture video</b>	Shopping for clothes  <b>Communication video</b>	Fashion revolution: Upcycle your look! <b>Reading strategy</b> Scanning for key words  <b>Citizenship</b> p.258  <b>Writing bank</b> An article p.248
Getting around London <b>Listening strategy</b> Listening for feelings  <b>Digital citizenship</b> A trip to London  <b>Culture video</b>	Making suggestions  <b>Communication video</b>	Five ideas for more sustainable cities <b>Reading strategy</b> Matching headings to paragraphs  <b>Citizenship</b> p.259  <b>Writing bank</b> An article p.249
<b>5–6 Exam trainer</b> p.228 Focus on <b>B1 Preliminary Speaking Part 2</b>		<b>5–6 Life skills</b> p.238 Self-awareness
High school in the USA <b>Listening strategy</b> Synonyms and antonyms  <b>Digital citizenship</b> A presentation  <b>Culture video</b>	Making a video call  <b>Communication video</b>	Does good education = digital education? <b>Reading strategy</b> Pronoun reference  <b>Citizenship</b> p.260  <b>Writing bank</b> A formal email p.250
Homes in the UK <b>Listening strategy</b> Unknown words  <b>Digital citizenship</b> An online advert  <b>Culture video</b>	Making offers and requests  <b>Communication video</b>	The world's most unusual homes <b>Reading strategy</b> Identifying opinions  <b>Citizenship</b> p.261  <b>Writing bank</b> An informal email p.251
<b>7–8 Exam trainer</b> p.230 Focus on <b>OTE Reading Part 3</b>		<b>7–8 Life skills</b> p.240 Effective communication
Nature in Australia <b>Listening strategy</b> Identifying facts and opinions  <b>Digital citizenship</b> Planning a holiday  <b>Culture video</b>	Making arrangements  <b>Communication video</b>	Young influencers for the environment <b>Reading strategy</b> Phrases and idioms  <b>Citizenship</b> p.262  <b>Writing bank</b> A biography p.252
British sports and games <b>Listening strategy</b> Recognising numbers  <b>Digital citizenship</b> A presentation  <b>Culture video</b>	Asking for and giving instructions  <b>Communication video</b>	Sports stars under pressure <b>Reading strategy</b> Recognising ellipsis  <b>Citizenship</b> p.263  <b>Writing bank</b> A for and against essay p.253
<b>9–10 Exam trainer</b> p.232 Focus on <b>B1 Preliminary Listening Part 3</b>		<b>9–10 Life skills</b> p.242 Problem solving

# Starter unit



Audio

Video

## 0.1 My new friends

### Presentation

- 1 002 **READ** and listen. Label the photo with the correct username.



### English Chat Forum

Meet new friends and learn English!

Hallyu

Hi! I'm Sooyeon, I'm 18 years old and I'm from South Korea.

Bestfriends4ever

Hello Sooyeon! Our names are Ewa and Ola. We're 17 and we're Polish.

FORZA!

Hello! My name's Matteo! I'm 16 and I'm from Italy. How are you?

Bestfriends4ever

Hi Matteo! Fine, thanks! Your photo is nice! Are you with your family?

FORZA!

No, I'm **not**. I'm with my friends. Their names are Ana and Belle. Ana's 15 and Belle's 14. 😊

Hallyu

Are they from Italy?

FORZA!

No, they **aren't**. They **aren't** Italian – they're from Nice, in France. It's nice to meet you, Hallyu!

- 2 Complete the sentences with *Ola*, *Sooyeon*, *Matteo*, or *Ana*.

- 0 Sooyeon isn't from Europe.
- 1 ..... and Ewa are best friends.
- 2 ..... is Italian.
- 3 ..... is 15.
- 4 ..... and Belle aren't from Italy.

### Vocabulary Countries and nationalities

- 3 003 Write the countries next to the correct flag. Then listen, check and repeat.

the UK | Poland | ~~Albania~~ | Spain | Japan | the USA | Germany | Brazil | France | Canada | Ireland

	Country	Nationality
0	Albania	Albanian
1		Brazilian
2		.....
3	China	.....
4		.....
5		German
6	India	.....
7		.....
8		Japanese
9	South Korea	.....
10		.....
11	South Africa	.....
12		Spanish
13	Switzerland	.....
14		.....
15		.....

- 4 004 Add the nationalities to the table in Ex.3. Then listen, check and repeat.

American | French | British | South Korean | South African | Canadian | Swiss | Irish | Chinese | Indian | Polish

# Grammar ▶ Watch the Grammar animations

5 Complete the table with the bold words from the text in Ex.1.

be: affirmative and negative		
	+ Affirmative	- Negative
I	<b>am</b> / <sup>0</sup> 'm Sooyeon.	<sup>1</sup> ..... with my family.
he/she/ it	<b>is</b> / <sup>2</sup> ..... very nice.	isn't Italian.
you/we/ they	<b>are</b> / <sup>3</sup> ..... 17.	<sup>4</sup> ..... Japanese.

Si usa il verbo *be* per indicare nome, età e nazionalità.  
*I'm Sooyeon, I'm 18 years old and I'm South Korean.*  
 In inglese il soggetto deve essere sempre espresso.

Grammar reference p.134

6 Choose the correct alternative. Then write the full sentences.

- 0 They 's **(re)** 'm my friends. *They're my friends.*  
 1 My teacher 're 's 'm Italian.  
 2 I 's 're 'm from Albania.  
 3 We 'm 's 're 15.  
 4 You 'm 're 's in my class.  
 5 The students is | are | am Polish.

7 Rewrite the sentences in Ex.6 in the negative form.

- 0 *They aren't my friends.*

8 Complete the table with the bold words from the text in Ex.1.

be: interrogative and short answers		
Interrogative		
Am	I	correct?
<sup>1</sup> .....	you/we/they	15 years old?
Is	he/she/it	Italian?
Short answers		
Yes, I <b>am</b> .	No, I <sup>2</sup> .....	
Yes, he/she/it <sup>3</sup> .....	No, he/she/it <b>isn't</b> .	
Yes, you/we/they <b>are</b> .	No, you/we/they <sup>4</sup> .....	

Grammar reference p.134

9 Complete the questions with the correct form of *be*. Then write short answers.

- 0 *Is* sushi Indian? *No, it isn't.*  
 1 ..... Ferrari cars Italian?  
 2 ..... Lionel Messi British?  
 3 ..... you 25?  
 4 ..... Taylor Swift Chinese?

10 Complete the table with the possessive adjectives. Use the text in Ex.1 to help you.

Possessive adjectives	
Subject pronouns	Possessive adjectives
I	<b>my</b>
You	<sup>1</sup> .....
He	<b>his</b>
She	<sup>2</sup> .....
It	<b>its</b>
We	<sup>3</sup> .....
They	<sup>4</sup> .....

Grammar reference p.134

! Non si usa mai *the* prima degli aggettivi possessivi.  
 ✓ *This is my friend.*

11 Choose the correct alternative.

- 0 I'm 16 and **(my)** your name's Gioele.  
 1 We're brothers. **Your** | **Our** surname is Davidson.  
 2 This is my friend. **Her** | **Your** name is Emma.  
 3 Marco's from London, but **her** | **his** father is Italian.  
 4 'Is **my** | **your** dad British?' 'Yes, he is.'  
 5 They're students. **Your** | **Their** names are Caro and Pietro.

12 **SPEAK** Ask and answer questions about the people.

**Neymar**



Born: 1992



**Olivia Rodrigo**



Born: 2003



**Shawn Mendes**



Born: 1998



**Dua Lipa**



Born: 1995



A Is Neymar Brazilian? B Yes, he is.

A Is he 18? B No, he isn't. He's ...

## Presentation



1 **005 READ** and listen. When is Kerstin's birthday?

**Kerstin** Hello. I'm interested in the English Summer Camp. **When** is it, please?

**Secretary** Hi! Camp is from Friday 30<sup>th</sup> June to 21<sup>st</sup> July, or Wednesday 2<sup>nd</sup> to 23<sup>rd</sup> August. **Which** dates are good for you?

**Kerstin** 2<sup>nd</sup> to 23<sup>rd</sup> August, please.

**Secretary** OK. And **what's** your first name?

**Kerstin** It's Kerstin.

**Secretary** **How** do you spell that?

**Kerstin** It's K-E-R-S-T-I-N

**Secretary** Thanks. What's your surname?

**Kerstin** Hofmann. That's H-O-F-M-A-double N.

**Secretary** **Where** are you from? Are you Swiss?

**Kerstin** No, I'm from Germany.

**Secretary** What's your email address, Kerstin?

**Kerstin** It's kh123@gpost.de

**Secretary** Great. And **how old** are you?

**Kerstin** I'm 16. My 17<sup>th</sup> birthday is on 21<sup>st</sup> May. **Who's** the English teacher at the camp?

**Secretary** His name's Jamie. He's very nice!

**Kerstin** Great! See you in August!

**!** In inglese, negli indirizzi email si usa **at** per @ (chiocciola) e **dot** per . (punto).

2 True or false? Write T or F. Correct the false ones.

- 0 Summer camp is in July and August.  
*F It's in June, July and August.*
- 1 Camp starts on a Friday or a Wednesday.
- 2 Her surname is Kerstin.
- 3 She's Swiss.
- 4 She's 16 years old.
- 5 Her birthday is in March.

## Vocabulary The alphabet

3 **006** Write the missing letters. Listen and repeat.

**A** ..... **C** **D** ..... **F** **G**

..... **J** ..... **L** ..... **N**

..... **P** **Q** ..... **S** **T** .....

..... **W** **X** **Y** **Z**

4 **007 LISTEN** and write the full name and email address.

Name: .....

Email: .....

## Days, months and seasons

5 **008** Number the days in the correct order. Listen and repeat.

..... Friday	..... Sunday
..... Saturday	..... Tuesday
..... Wednesday	..... Thursday
<u>1</u> ..... Monday	

6 **009** Write the missing months in the calendar. Listen and repeat.

April | June | November | August | October | May |  
February | March

1 January	2 .....	3 .....
4 April	5 .....	6 .....
7 July	8 .....	9 September
10 .....	11 .....	12 December

7 **010** Match the seasons to the photos. Then write the months below each season. Listen and check.

summer | autumn | winter | spring

A *spring*  
*March,*  
*April,*  
*May*



C .....  
 .....  
 .....  
 .....

D .....  
 .....  
 .....  
 .....

## Ordinal numbers

8 **011** Write the missing ordinal numbers. Listen and repeat.

1 <sup>st</sup> - <i>first</i>	12 <sup>th</sup> - twelfth
2 <sup>nd</sup> - second	14 <sup>th</sup> - .....
3 <sup>rd</sup> - third	20 <sup>th</sup> - twentieth
4 <sup>th</sup> - fourth	21 <sup>st</sup> - twenty-first
5 <sup>th</sup> - fifth	22 <sup>nd</sup> - .....
6 <sup>th</sup> - .....	23 <sup>rd</sup> - .....
7 <sup>th</sup> - .....	30 <sup>th</sup> - .....

## Dates

9 **012** Complete the table with the dates. Then listen, check and repeat.

	Write	Say
Mon 03/01	Monday 3 <sup>rd</sup> January	Monday the third of January
Fri 02/04		
Sat 12/07		
Tues 31/05		
Thurs 03/02		

## Grammar **Watch** the Grammar animations

10 Complete the table with the bold words from the text in Ex.1.

### Question words

0	<i>Why?</i>	<i>Perché?</i>
1	.....	<i>Quando?</i>
2	.....	<i>Chi?</i>
3	.....	<i>Cosa?</i>
4	.....	<i>Quale?</i>
5	.....	<i>Quanti anni?</i>
6	.....	<i>Dove?</i>
7	.....	<i>Come?</i>

Si usano i pronomi e gli avverbi interrogativi per fare domande. Si mettono all'inizio della frase. Se il verbo è accompagnato da una preposizione, quest'ultima si mette alla fine della frase:  
*Where are you from?*

Grammar reference p.134

11 Match the questions to the answers.

- |                                  |          |
|----------------------------------|----------|
| 1 How are you?                   | <i>B</i> |
| 2 Where are you from?            | .....    |
| 3 Who's your friend?             | .....    |
| 4 What's your home address?      | .....    |
| 5 Which month has 28 days?       | .....    |
| 6 Why are you interested in art? | .....    |
- A It's 3 Kings Road, London.  
 B I'm fine, thanks.  
 C Because it's fun!  
 D February.  
 E India.  
 F His name is Marco.

12 **SPEAK** Complete the form for a fictional character. Ask and answer questions about them.

## Registration Form

**First Name**

**Surname**

**Date Of Birth**

**Age**

**Nationality**

**Email Address**

- A What's your first name? B My first name's Peter.  
 A What's your surname? B It's Parker.

## Presentation

1 **013 READ** and listen. Look at the photo. Which person is Alba?



Hi, I'm Alba! This is a photo of my 'Sweet 16'. It's my brother Ollie's 16<sup>th</sup> birthday, too – we're twins! He's got **short** hair and I've got **long curly** hair. We're very different!

We're at our grandmother and grandfather's house. Our dad, Chris, is on the left. Our mum, Annabel, has got **medium-length blond** hair.

We've got a big sister, too – Laura. Laura's got long **straight** hair. She's got a baby daughter – our niece! Our niece's name is Clara. She's got **big light-blue** eyes! She's sweet!!!

Our aunt Flora and uncle Steve aren't in the photo – they live in Canada. They haven't got a daughter, but they've got two sons. My cousins' names are Liam and Luca.

Our dad hasn't got brothers or sisters – he's an only child\*.

Have you got cousins in other countries, too?

**Glossary** \* figlio unico

**!** Per descrivere il colore dei capelli si aggiunge *light/dark*, per esempio *light pink*, *dark-brown hair*.

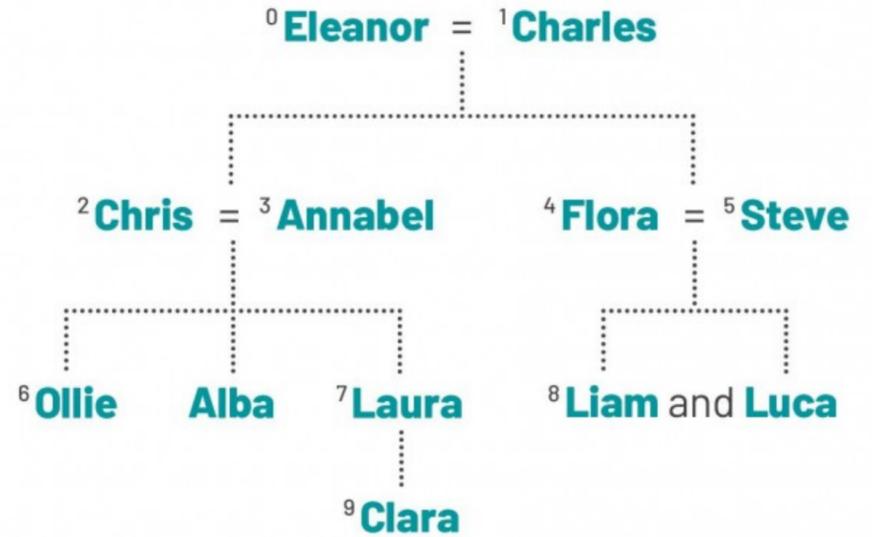
2 Choose the correct alternative.

- 0 Ollie and Alba are **16** | 17 years old.
- 1 They're **friends** | **family**.
- 2 They're **similar** | **different**.
- 3 The party is at their **grandparents'** | **sister's** house.
- 4 Chris and Annabel have got **two** | **three** children.

## Vocabulary Family

3 Look at Alba's family tree. Match Alba's relatives to the names.

dad | twin brother | grandfather | sister | grandmother | aunt | cousins | niece | uncle | mum



0 *grandmother*

### Glossary

parents = *genitori*, relatives = *parenti*  
 nephew/niece = *nipote di zii*  
 grandson/granddaughter = *nipote di nonni*

4 **014** Complete the sentences with the words below. Then listen, check and repeat.

son | nephew | daughter | parents | grandchildren

- 0 Alba, Ollie, Laura, Liam and Luca are Eleanor and Charles's *grandchildren*.
- 1 Alba is Annabel's .....
- 2 Liam is Steve's .....
- 3 Annabel and Chris are Alba's .....
- 4 Luca is Annabel's .....

## Colours

5 **015** Match the words to the colours below. Then listen, check and repeat.

white | orange | red | yellow | blue | black | gold | green | pink | grey | purple | brown

- 0 *black*
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

## Physical appearance

- 6 Complete the table with the bold words from the text in Ex.1.

<b>Eyes</b>	size	<i>small</i> , .....
	colour	(dark/ .....)- ....., brown, green, grey
<b>Hair</b>	length	....., ....., .....
	shape	....., wavy, .....
	colour	red, brown, black, dark, .....

**!** Gli aggettivi che precedono un sostantivo si mettono in questo ordine:  
**opinione → dimensione → forma → colore**

- 7 Put the words in brackets in the correct order.

- 0 She's got short black hair (black hair short).  
1 I've got ..... (hair curly long).  
2 My aunt's got ..... (dark-brown eyes beautiful).  
3 My dad's got ..... (hair wavy short grey).  
4 The twins have got ..... (eyes light-blue big) and ..... (hair red medium-length).

## Grammar **▶ Watch** the Grammar animations

- 8 Complete the rules with 's or '. Use the text in Ex.1 to help you.

### Possessive s

Quando il possessore è un sostantivo singolare, si aggiunge <sup>1</sup> ..... (il genitivo sassone).

*Ollie's birthday Charles's grandchildren*

Quando il possessore è un sostantivo plurale che termina in -s, si aggiunge solo <sup>2</sup> .....

*The twins' party (MA the children's parents)*

Grammar reference p.134

- 9 Write sentences using the possessive s.

- 0 (The eyes of Eva) are green. *Eva's eyes are green.*  
1 (The friend of my dad) is South African.  
2 (The names of my brothers) are Gio and Ale.  
3 (The hair of my niece) is curly.  
4 Where is (the house of your grandparents)?  
5 (The parents of the students) are on the left.  
6 When's (the party of your cousin)?

- 10 Underline the examples of the possessive s or '.

- 0 That's my mum's car.  
1 It's my grandparents' party.  
2 Who's Kiara's cousin?  
3 She's our teacher's son's friend.  
4 There's Giulia's cousin's house.  
5 What's Maya and Andy's dad's name?

- 11 Complete the table with *have/ve, has/s, haven't* or *hasn't*. Use the text in Ex.1 to help you.

### have got

#### + Affirmative

I/You/We/They <sup>0</sup> *'ve got* a big sister.

He/She/It <sup>1</sup> *got* brown hair.

#### - Negative

I/You/We/They <sup>2</sup> ..... *got* a daughter.

He/She/It <sup>3</sup> ..... *got* brothers.

#### ? Interrogative

<sup>4</sup> ..... I/you/ we/they *got* cousins?

**Has** he/she/it *got* an aunt?

#### Short answers

Yes, I/you/we/they **have**. No, I/you/we/they **haven't**.

Yes, he/she/it <sup>5</sup> ..... No, he/she/it **hasn't**.

Grammar reference p.135

**!** Si usa *have got* per parlare di rapporti familiari, possesso e aspetto fisico.  
*He's got short black hair and blue eyes.*

- 12 Complete the sentences with *have got*.

- 0 My friend *'s got* blue eyes. (+)  
1 I ..... a twin brother. (-)  
2 He ..... (-) a cat, ..... (+) a dog.  
3 You ..... wavy red hair. (-)  
4 They ..... four cousins. (+)  
5 We ..... grey eyes. (-)

- 13 Write questions using *have got*. Then write short answers about you.

- 0 you/blond hair?  
*Have you got blond hair? Yes, I have./ No, I haven't.*  
1 you/a cat?  
2 your teacher/long hair?  
3 your friends/brothers and sisters?  
4 your dad/dark brown eyes?  
5 your parents/a nephew?

## Vocabulary Possessions

1 016 Match the photos to the words below. Then listen, check and repeat.

1



2



3



4



5



6



7



8



9



10



11



12



- |                  |                   |
|------------------|-------------------|
| ..... 6 comic    | ..... phone       |
| ..... e-reader   | ..... T-shirt     |
| ..... hairbrush  | ..... jacket      |
| ..... glasses    | ..... bag         |
| ..... headphones | ..... pencil case |
| ..... diary      | ..... basketball  |

### Vocabulary strategy

**Cognates and false friends** Some Italian and English words look very similar e.g. *diary*, *phone*. These are **cognates**. Some Italian and English words look similar, but they have a very different meaning e.g. *case*, *comic*. These are **false friends**.

## Presentation



2 017 **READ** and listen. Who are Joel, Harry and Lily?

A friends    B cousins    C brothers and sister

**Harry** Joel? Joel!

**Joel** Yeah? What is it?

**Harry** Why have you got my headphones?

**Joel** Oh, sorry, Harry. Here you are.

**Harry** Joel, our room is a mess\* again! Why are all these things on the floor?

**Joel** What? That stuff is all **yours**!

**Harry** No, it isn't! This pencil case isn't **mine** - or that e-reader. Why are these things on my side of the room?

**Joel** OK, OK, those things are **mine**, but those hairbrushes are **yours**, and this basketball is Dad's!

**Harry** OK. But these comics and glasses aren't **his**. They're **yours**!

**Joel** Hey, that bag isn't **ours**!

**Harry** No, it isn't - it's Lily's! And this phone is **hers**. And these diaries! Lily!

**Lily** Yes?

**Harry** Are these your things? Put them in your own room!

**Lily** Yes, those things are **mine**! And they're top secret! Thank you and goodbye!

**Glossary** \* *caos, disordine*

3 Complete the sentences with the correct name and possessive s.

0 It's Harry and Joel's bedroom.

1 They're ..... headphones.

2 The glasses are .....

3 It's ..... basketball.

4 It isn't Joel and ..... bag.

5 The phone and diaries are .....

# Grammar ▶ Watch the Grammar animations

## Definite and indefinite articles

**the** è l'articolo determinativo. È invariabile.  
**the floor      the room**

**a/an** sono gli articoli indeterminativi. Si usano con sostantivi singolari. Si usa *a* prima di un suono consonantico, e *an* prima di un suono vocalico:

**a hairbrush      an e-reader**

Grammar reference p.135

**!** **an hour** (h muta)      **a European country** (/j/)

### 4 ▶▶ 018 Write *a* or *an*. Then listen, check and repeat.

- |                       |                      |
|-----------------------|----------------------|
| 0 <u>an</u> aunt      | 5 ..... uncle        |
| 1 ..... phone         | 6 ..... new e-reader |
| 2 ..... only child    | 7 ..... jacket       |
| 3 ..... house         | 8 ..... university   |
| 4 ..... American girl | 9 ..... old T-shirt  |

### 5 Complete the rules with plural nouns from the text in Ex.2.

#### Plural nouns

Sostantivi regolari + s      comic → <sup>1</sup> .....

Sostantivi che terminano in -s, -x, -(t)ch, -ss, -sh      hairbrush → <sup>2</sup> .....

Sostantivi che terminano in consonante + -y      diary → <sup>3</sup> .....

Sostantivi che terminano in vocale + -f, -fe      knife → **knives**

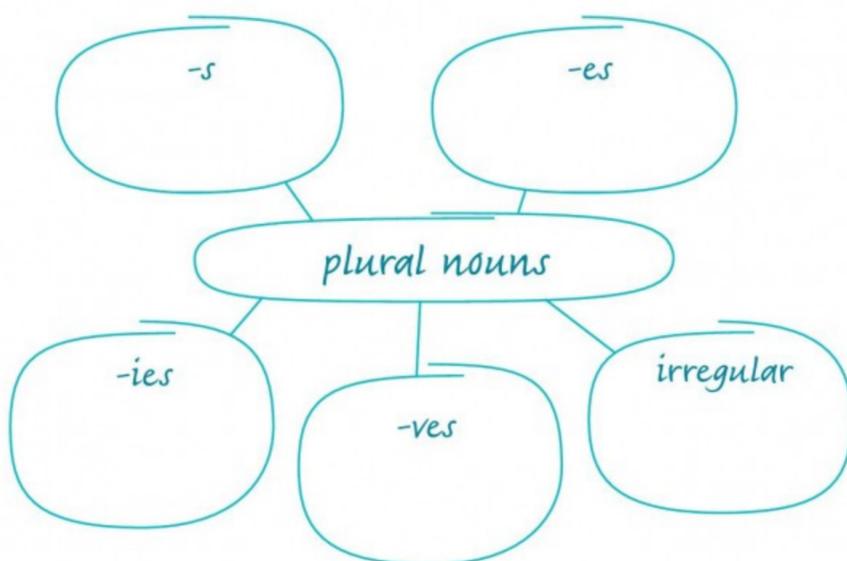
#### Irregular plurals

man → **men**      woman → **women**  
 person → **people**      child → **children**

Grammar reference p.135

### 6 Complete the mind map with the plural forms of the nouns below. Can you add any others?

book | man | person | half | phone | class | toothbrush |  
 box | teacher | country | woman | nationality



### 7 Complete the sentences from the text in Ex.2 with *this*, *that*, *these* or *those*.

#### this/that/these/those

	Singular	Plural
<b>near (vicino)</b>	<sup>1</sup> ..... pencil case isn't mine.	<sup>2</sup> ..... comics and glasses aren't his.
<b>far (lontano)</b>	<sup>3</sup> ..... stuff is all yours.	<sup>4</sup> ..... things are mine.

Grammar reference p.135

### 8 Rewrite the sentences using plural nouns.

- 0 Is this your knife? Are these your knives?  
 1 This is a British person.  
 2 Is that your diary?  
 3 This woman isn't French.  
 4 Who's that child?

### 9 Complete the table with the bold possessive pronouns from the text in Ex.2.

#### Possessive pronouns

Possessive adjective	Possessive pronoun
my	<sup>1</sup> .....
your	<sup>2</sup> .....
his	<sup>3</sup> .....
her	<sup>4</sup> .....
our	<sup>5</sup> .....
your	<b>yours</b>
their	<b>theirs</b>

I pronomi possessivi sostituiscono aggettivo possessivo + sostantivo.

Grammar reference p.135

### 10 Rewrite the sentences using a possessive pronoun.

- 0 Those are my comics. Those are mine.  
 1 This isn't our basketball.  
 2 Are these your T-shirts?  
 3 That's Lisa's bag.  
 4 Those are my dad's glasses.  
 5 That's Amy and Abi's cat.

### 11 Choose the correct alternative.

- 0 These are **our** | **ours** headphones.  
 1 Those glasses are **her** | **hers**.  
 2 That isn't **your** | **yours** comic, it's **our** | **ours**.  
 3 Those pencil cases aren't **their** | **theirs**.  
 4 Is that **her** | **hers** diary?  
 5 'Is this jacket **your** | **yours**?'  
 'Yes, it's **my** | **mine**.'

### 12 **SPEAK** Ask and answer questions about things in your classroom.

- A** What's that?      **B** That's Emilia's bag.

## Presentation

1 019 **READ** and listen. What is the teacher's name?



**Teacher** Come in!  
**Giada** Sorry I'm late, sir!  
**Teacher** Don't worry, Giada. Close the door and sit down. Hmm ... **There are** a lot of things on my desk. Whose ruler is this? And whose are these pens and pencils?  
**Mahmood** Oh, they're mine, sorry!  
**Teacher** That's OK, Mahmood.  
**Mahmood** **Is there** a calculator, too?  
**Teacher** **There isn't** a calculator, but **there's** a purple notebook.  
**Mahmood** That's Lucia's. She's a Fiorentina fan!  
**Teacher** Right, let's start. Look at the board. Page 47, exercise 2.  
**Giada** Sorry, Mr Evans. I don't understand. Can you repeat that, please?  
**Teacher** Of course. Open your books to page 47. Do exercise 2.  
**Giada** Thanks, sir.  
**Teacher** OK. So ... read the questions. Then listen to the recording, and write your answers in your notebooks.  
**Diego** *Ci sono cinque domande?*  
**Teacher** Diego, please don't speak Italian.  
**Diego** Sorry, Mr Evans. **Are there** five questions?  
**Teacher** Yes, **there are**.  
**Diego** Thanks.  
**Teacher** OK. Let's go!

2 Choose the correct alternative.

- 0 The teacher a student is late to class.
- 1 The ruler | notebook is Mahmood's.
- 2 **Giada** | **Lucia** is a Fiorentina fan.
- 3 There are **four** | **five** questions.
- 4 It is a **listening** | **speaking** exercise.

## Vocabulary Classroom equipment

3 020 Match the objects to the words below. Then listen, check and repeat.



- ..... calculator
- ..... rubbers
- ..... glue stick
- ..... rucksack
- ..... notebooks
- ..... pens
- ..... pencils
- ..... ruler
- ..... scissors
- ..... pencil sharpener

# Grammar ▶ Watch the Grammar animations

4 Complete the table with the bold words from the text in Ex.1.

there is (singular)	there are (plural)
<b>+ Affirmative</b>	
0 <i>There's</i> a purple notebook.	1 ..... a lot of things on my desk.
<b>- Negative</b>	
2 ..... a calculator.	<b>There aren't</b> three pens.
<b>? Interrogative</b>	
3 ..... a calculator?	4 ..... five questions?
<b>Short answers</b>	
Yes, <b>there is</b> . / No, <b>there isn't</b> .	Yes, <sup>5</sup> ..... / No, <b>there aren't</b> .
Grammar reference p.136	

5 Complete the sentences with the correct form of *there is/there are*.

- 0 *There's* a board in our classroom. (+)
- 1 ..... six questions in the exercise. (+)
- 2 ..... four notebooks on the table. (-)
- 3 ..... a pencil in my pencil case. (-)
- 4 ..... a rubber on Mr Evans's desk. (+)
- 5 ..... lots of boys in your class?  
..... (-)
- 6 ..... a calculator in your rucksack?  
..... (+)

6 **SPEAK** Look at the photos in Ex.3 for 30 seconds. Cover them, and test your memory.

A Is there a green pencil sharpener?

B Yes, there is.

## Whose ... ?

Si usa *whose* per chiedere a chi appartiene qualcosa. Ci sono due costruzioni:

**Whose** + sostantivo + *is/are* + **this/that/these/those**?

**Whose** + *is/are* + **this/that/these/those** + sostantivo?

Grammar reference p.136

7 Complete the sentences with *who's* or *whose*.

- 0 *Whose* are these scissors?
- 1 ..... that boy?
- 2 ..... pencil sharpener is this?
- 3 ..... is this jacket?
- 4 ..... your English teacher?
- 5 ..... pencils are those?

8 Read the examples. Complete the rules with *negative* or *affirmative*.

## Imperative

1 .....  
Si usa la forma base del verbo senza soggetto.  
**Come in!**      **Close the door and sit down.**

2 .....  
Si usa **don't** + forma base del verbo senza soggetto.  
**Don't worry.**      **Don't speak Italian.**

**Let's** + forma base = imperativo 1° pers. plurale:  
**Let's go!** (Andiamo!)      **Let's start!** (Iniziamo!)

Si usa l'imperativo per dare istruzioni e ordini.

Grammar reference p.136

9 Complete the sentences with the imperative form of the verbs below.

open | look at | not write | sit down | close | not do

- 0 Please *close* the door.
- 1 ..... the photo on page 29.
- 2 ..... your answers in your course book – use your notebook.
- 3 You're late! Come in and .....
- 4 ..... your books to page 3 and read the text.
- 5 ..... exercise 1 – do exercise 2 instead.

10 Match the useful phrases to their translations.

- 1 How do you say ... in English? *B*
- 2 What does ... mean? .....
- 3 Sorry, I don't understand. ....
- 4 Can you repeat that, please? .....
- 5 Can I go to the toilet, please? .....

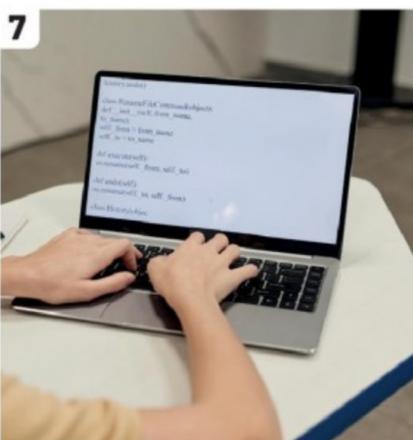
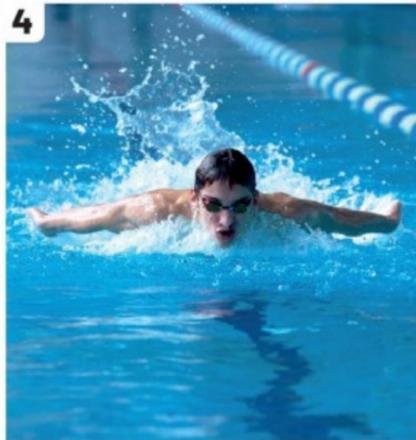
- A Posso andare in bagno, per favore?
- B Come si dice ... in inglese?
- C Scusa, non ho capito.
- D Cosa significa ... ?
- E Può ripetere per favore?

11 **THINK PAIR SHARE** Read the checklist for exam success. Tick (✓) the good ideas and cross (X) the bad ideas. Write your own ideas.

- Arrive 30 minutes before the exam.
- Don't go to the bathroom before the exam.
- Write your answers in pencil.
- Don't speak during the exam.
- Look at your phone in the exam.
- Read the questions carefully.
- Don't read your answers again.

## Vocabulary Abilities

1 021 Match the photos to the words below. Then listen, check and repeat.



- ..... 6 play the guitar
- ..... act
- ..... sing
- ..... cook

- ..... code
- ..... swim
- ..... ride a horse
- ..... speak a foreign language

2 **SPEAK** Ask and answer questions about the abilities in Ex.1.

**A** Do you play the guitar?

**B** No, I don't, but I play the piano.  
Do you speak English?

**A** Yes, I do!

## Presentation

3 022 Look at the poster. **READ** and listen. What is Josh's 'talent'?



**Josh** Look, a talent show! This is perfect for **us**! What can you do, Emma?

**Emma** Well, I can ride a horse, I can swim and code. I can speak French fluently. Oh, and I can cook well, too.

**Josh** OK, but those things aren't very good for a talent show ... I know! Let's start a rock band!

**Emma** A rock band? Can you sing?

**Josh** No, I can't. I can't sing, but you can sing perfectly!

**Emma** Hmm ... maybe ...

**Josh** Don't worry, Emma. You're amazing!

**Emma** Oh, OK, then. Can you play the guitar?

**Josh** I can play the guitar badly, but Ava can play **it** well. Let's ask **her**!

**Emma** Good idea! And Ahmed can play the piano perfectly. Let's ask **him**, too!

**Josh** Great! With **them**, we've got our rock band!

**Emma** But what about you, Josh? Can you play anything?

**Josh** Yes, I can! I can play air guitar with **you**! See?

4 **Read the dialogue. Write Josh, Emma, Ava or Ahmed.**

- 0 Emma can speak a foreign language.
- 1 ..... can't sing.
- 2 ..... can sing.
- 3 ..... can't play the guitar well.
- 4 ..... can play the guitar.
- 5 ..... can play the piano.

# Grammar Watch the Grammar animations

5 Complete the table with the bold words from the text in Ex.3.

Object pronouns	
Subject	Object
I	<b>me</b>
you	<sup>0</sup> <i>you</i>
he	<sup>1</sup> .....
she	<sup>2</sup> .....
it	<sup>3</sup> .....
we	<sup>4</sup> .....
they	<sup>5</sup> .....

Grammar reference p.136

**!** Si usano i pronomi complemento al posto dell'oggetto del verbo e dopo le preposizioni.  
**!** Can you ride **a horse**? → Can you ride **it**?  
 Please play the piano **for me**.

6 Replace the underlined words with the correct object pronoun.

- Let's cook pasta today. Where is the pasta? *it*
- That's a great photo of Mandeep and you!
- Hannah's Irish. Speak English to Hannah, please!
- Pop is my favourite music. I love pop music!
- Come to Mum and me! Good dog, Fido!
- He's Brazilian. Let's say hello to that boy.
- My scissors aren't here. Have you got my scissors?

7 Complete the table with **can** or **can't**. Use the text in Ex.3 to help you.

can for ability	
<b>+ Affirmative</b>	
I/You/He/She/It/We/They <sup>0</sup>	..... sing.
<b>- Negative</b>	
I/You/He/She/It/We/They <sup>1</sup>	..... sing.
<b>? Interrogative</b>	
<sup>2</sup> .....	I/you/he/she/it/we/they sing?
<b>Short answers</b>	
Yes, I/you/he/she/it/we/they <sup>3</sup>	.....
No, I/you/he/she/it/we/they <sup>4</sup>	.....
Si usa il verbo modale <b>can/can't</b> per parlare di abilità.	
Grammar reference p.136	

**!** I verbi modali sono invariabili.  
**!** I **can** cook. He **can** cook.

8 Write sentences.

- I/play the piano (+) *I can play the piano.*
- We/code. (-)
- Mum/speak Polish. (+)
- They/ride a horse. (-)
- Dad/cook Indian food. (+)
- You/speak Chinese. (-)

9 Write questions using **can**. Then write short answers about you.

- Your parents/ride a horse?  
*Can your parents ride a horse?*  
*Yes, they can./No, they can't.*
- You/cook risotto?
- Your best friend/sing?
- Your teacher/speak English?
- You and your friends/code?
- Your grandparents/swim?

10 Read the rules. Then underline the adverbs of manner in the text in Ex.3.

### Adverbs of manner

Si usano gli avverbi di modo per descrivere il modo in cui si fa un'azione:  
*You can sing **perfectly**.*

La maggior parte degli avverbi si forma aggiungendo **-ly** all'aggettivo:  
*fluent - **fluently**, bad - **badly***

Se l'aggettivo termina in consonante + **-y**, si forma aggiungendo **-ily** all'aggettivo:  
*easy - **easily***

Alcuni avverbi non cambiano: **fast, hard, late, early**

L'avverbio di **good** è **well**: *I can cook **well**.*

Grammar reference p.136

11 Write the adverbs for the adjectives below. Then complete the sentences with the adverbs.

- angry | slow | fast | quiet | ~~loud~~ | hard | beautiful | good
- We can't hear you. Can you speak *loudly*, please?
  - Please talk ..... - I can't hear the TV.
  - Wow, you're so talented - you can sing .....
  - My mum can speak French .....
  - I'm sorry dinner is late. I can only cook .....
  - I don't like it when people speak ..... to me.
  - Let's work ..... and finish our homework .....

12 **SPEAK** Find somebody in your class who can ...

- swim fast | speak a foreign language fluently |  
 code easily | act well | ride a horse perfectly

**A** Can you swim fast?

**B** No, I can't. I can only swim slowly.

# 1

# My time

- ▶ **Vocabulary** Daily routines • Smartphones
- ▶ **Grammar** Present simple • Prepositions of time (*at, on, in*)  
• Adverbs and expressions of frequency
- ▶ **Functions** Telling the time • Meeting people



- ▶ Audio
- ▶ Video

## 1.1 Talk about routines (1)

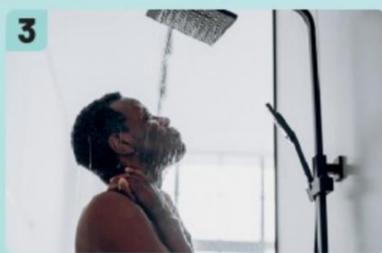
### SIX LIFE HACKS FOR A GREAT DAY EVERY DAY!

Experts say that these good habits can make you feel better, and make you happy and successful in life!

#### 1 Start the day well



#### 2 Take care of yourself



#### 3 Eat regular meals



#### 4 Plan your routine



#### 5 Work hard



#### 6 Relax your body and mind



### Vocabulary Daily routines

◀ Think back What is the meaning of a.m. and p.m., midday, and midnight?

1 023 Match the photos to the routines below. Then listen, check and repeat.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| ..... 9 get to school on time     | ..... do your homework        |
| ..... brush your teeth            | ..... catch the bus to school |
| ..... get up calmly               | ..... wake up early           |
| ..... check your phone            | ..... go home on time         |
| ..... watch TV                    | ..... listen to music         |
| ..... have lessons                | ..... go to bed early         |
| ..... have a shower               | ..... wash your face          |
| ..... have breakfast/lunch/dinner | ..... get dressed             |

### Did you know?

About 31 million Americans miss breakfast every day.

### Vocabulary strategy

#### Make it personal

Personalise new words to help you remember them. For example, draw pictures to describe your daily routine.

→ Vocabulary extension p.264

2a Write the activities from Ex.1 in the correct columns for you.

In the morning	In the afternoon	In the evening/ at night

b Add these activities to the table above. Can you add any others?

have a snack | go to school | brush your hair  
get home | wash your hands | study  
play with your pet | get ready for school

3 **SPEAK** Talk about what you do at different times of the day.

In the morning, I get up, then I wash my face ...

## Functions Telling the time

4 **024** Match the times to the clocks. Then listen, check and repeat.

a quarter past four | ~~nine o'clock~~  
twenty-five to three | five past two  
a quarter to ten | half past eleven



0 *nine o'clock* ..... 3 .....  
1 ..... 4 .....  
2 ..... 5 .....

5 **025** **LISTEN** to Sean talking about his daily routine. Complete his agenda with the times.

Activity	Time
Wake up	<sup>0</sup> 7.30 a.m. ....
Get to school	1 .....
Lessons start	2 .....
Get up (at weekends)	3 .....
Music, TV	4 .....
Have a snack	5 .....
Go to bed	6 .....

### Challenge You choose!

Design an infographic about your daily routine, like the one on p.22. **OR** Write some tips about good habits, using the imperative.

→ More practice **Workbook p.146**

## Vlog This is our story



### Before you watch

1 Jess and Max are teen vloggers. Look at the title and photo. How do you think they feel right now?

### While you watch

2 **Video 026** **WATCH** or **LISTEN**. Number the bad habits in the order that you hear them.

- ..... You check your phone all the time.
- 1 ..... You go to bed too late.
- ..... You don't eat proper meals.
- ..... You brush your teeth too quickly.

### Comprehension check

3 **Video 026** **WATCH** or **LISTEN** again. Choose the correct alternative.

- 0 Jess does her homework in the **afternoon** | **evening**.
- 1 Max goes to bed **early** | **late**.
- 2 On school days, Max has lunch **at school** | **at home**.
- 3 Jess brushes her teeth **slowly** | **quickly**.
- 4 Jess looks at her phone **in the evening** | **all the time**.

### Your turn

4 **OTE P** **SPEAK** Think about these questions. Ask and answer them in pairs.

- 1 What do your parents tell you to do every day?
- 2 What good and bad habits have you got?

### Keep it real

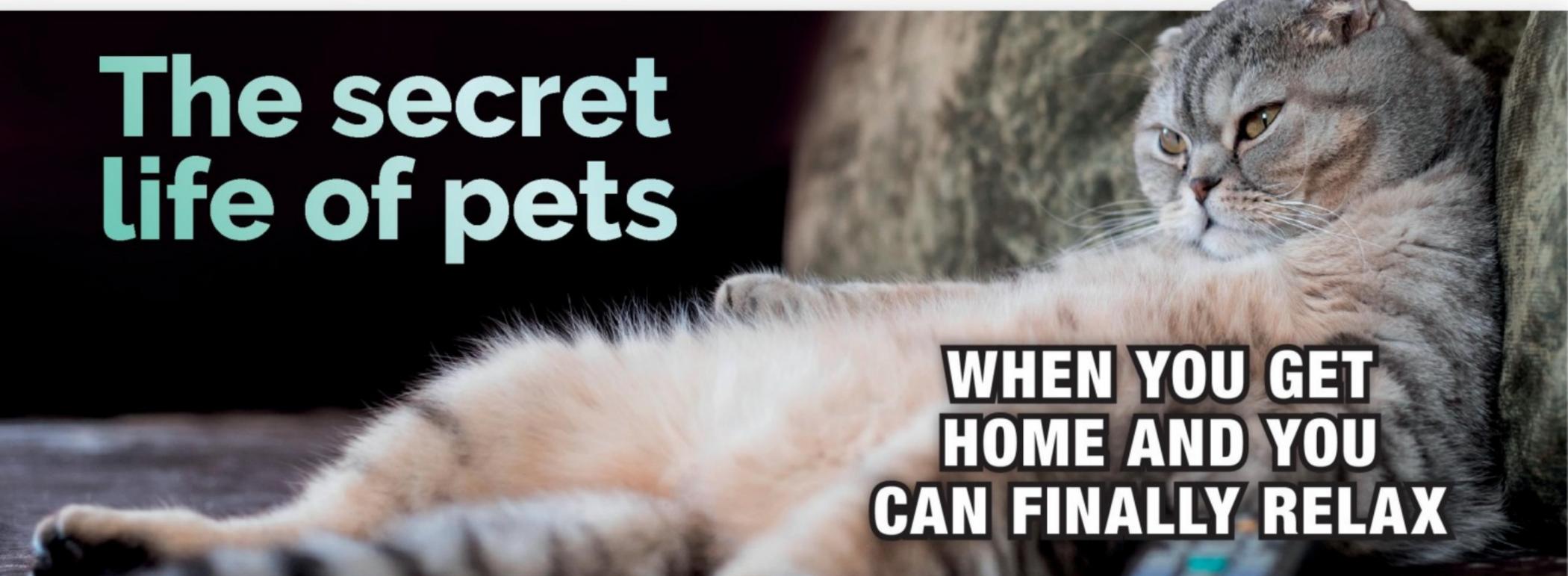
Hi guys!	Ciao ragazzi!
Same here!	Stessa cosa!, Idem!
I mean ...	cioè
I get that.	Capisco.
See you!	Ci vediamo!, A presto!

## Presentation

◀ Think back How many words for pets do you know in English? Make a list.

1 🎧 027 READ and listen. Who are Milo and Sam?

# The secret life of pets



**WHEN YOU GET HOME AND YOU CAN FINALLY RELAX**

‘What does my cat do all day?’ Many cat owners want to know the answer to this question. Now, thanks to a new phone app and GPS tracker<sup>1</sup>, they can finally find out!

Sam is the owner of Milo, a three-year-old cat. Milo has got a tracker on his collar. Sam checks her app at different times and studies where he goes. She wants to know what he does on weekdays, where he sleeps in the summer, and why he only appears at mealtimes.

Milo doesn't come home in the afternoon. He comes home in the evening, with mice and birds. According to the tracker, he spends hours in his neighbours' gardens, and catches an animal on most days. He also visits his neighbours for another reason: they give him food. On some days, he has lunch in three or four different homes!

But not all Sam's neighbours love cats. Some people don't like cats because they kill<sup>2</sup> wildlife<sup>3</sup>. But experts think that cats catch animals when they don't get the right type of food, and are alone all day.

Sam loves her new app. Now, she wants to put a camera on Milo's collar, so she can see exactly what her feline friend does all day!



### Glossary

<sup>1</sup> localizzatore GPS   <sup>2</sup> uccidono   <sup>3</sup> fauna selvatica

2 True, false or not given? Write T, F or N.

- 0 Many cat owners aren't sure what their cats do. *T*
- 1 Cats sleep more in the winter. ....
- 2 Sam is interested in Milo's daily routine. ....
- 3 Milo never catches wild animals. ....
- 4 He only eats at home. ....

3 SPEAK Ask and answer the questions.

- 1 Have you got a pet? What is it? What does it do during the day and night?
- 2 What is your favourite and least favourite type of pet? Why?
- 3 How are cats and dogs different? What bad habits have they got?

### Did you know?

The average cat sleeps for about 15 hours a day because it needs energy to catch food.

# Grammar Watch the Grammar animations

4 Complete the table with the correct form of **come**. Use the text in Ex.1 to help you.

Present simple			
<b>+ Affirmative</b>			
I/You/We/They	<b>come</b>		home early.
He/She/It	<sup>0</sup> <i>comes</i>		home early.
<b>- Negative</b>			
I/You/We/They	<sup>1</sup> .....		home early.
He/She/It	<b>doesn't come</b>		home early.
<b>? Interrogative</b>			
<sup>2</sup> .....	I/you/we/they	<sup>3</sup> .....	home early?
<b>Does</b>	he/she/it	<b>come</b>	home early?
<b>Short answers</b>			
Yes, I/you/we/they <b>do</b> .		No, I/you/we/they <b>don't</b> .	
Yes, he/she/it <b>does</b> .		No, he/she/it <b>doesn't</b> .	
Use the present simple to talk about things that happen regularly, or permanent situations.			
Grammar reference p.144			

- ! Verbs ending in -o, -ch, -sh, -ss, -x, -z: do → does
- Verbs ending in consonant + -y: study → studies

- 5 Underline all the third person singular verbs in the text.
- 6 Complete the sentences with the correct present simple form of the verbs in brackets.
- My family and I get (get) home before our cat.
  - Zac ..... (wake up) at 7.15 to walk the dog.
  - Abigail ..... (not brush) her dog's teeth.
  - I ..... (not have) a cold shower in the morning.
  - Our cat ..... (relax) with us in the evening.
  - My brother ..... (go) to the same school as me.
  - My cats ..... (catch) birds and mice.

7a Write questions. Then write short answers about you.

- your mum/speak/English?  
*Does your mum speak English? No, she doesn't.*
- cats/kill/birds in your area?
- you and your family/like/animals?
- you/sleep/15 hours a night?
- your dad/relax/at the weekend?

b **SPEAK** Ask and answer the questions in 7a. Give some extra information.

- A Does your mum speak English?  
B No, she doesn't. She only speaks Italian.

8 Complete the table with **at**, **in** or **on**. Use the text in Ex.1 to help you.

Prepositions of time	
<sup>1</sup> .....	parts of the day ( <i>the morning, the evening</i> ), months, seasons, years
<sup>2</sup> .....	times ( <i>6 a.m.</i> ), <i>night, weekends/the weekend</i> , festivities ( <i>Christmas</i> )
<sup>3</sup> .....	days, dates, parts of a particular day ( <i>Sunday evening</i> )
Grammar reference p.144	

9 Add the words below next to the pyramid. Can you add any more words?

the evening | 8.30 | May | night | spring | weekends  
Wednesday | 2020 | 13th June | Tuesday afternoon



## Pronunciation -s, -es

10a  028 There are three ways to pronounce the third person -s. Listen and repeat.

/s/ gets    /z/ does    /ɪz/ relaxes

b  029 Write /s/, /z/ or /ɪz/ next to each word. Listen, check and repeat.

- |               |                 |                  |
|---------------|-----------------|------------------|
| 0 /z/ goes    | 2 ..... watches | 4 ..... finishes |
| 1 ..... talks | 3 ..... writes  | 5 ..... studies  |

11 **SPEAK** Think of somebody you know. Write six sentences about their daily routine. Ask and answer questions about them.

- A What time does he/she wake up?  
B He/She wakes up at about six o'clock in the morning.

## Challenge You choose!

Write about your pet's daily routine.  
OR Write a description of your ideal pet.

## Vocabulary Smartphones

◀ Think back How many English verbs can you think of, for things you do with a smartphone? *call, text ...*

1 🎧 030 Match the phrases to the smartphone icons. Then listen, check and repeat.



- check the weather .....
- do research .....
- go on social media .....
- make/receive calls .....
- message friends .....
- send photos .....
- stream music 0 .....
- watch videos .....

2 SPEAK Which of the activities in Ex.1 do you do on your phone? When do you do them?

I stream music on my phone in the evening. I message friends at the weekend.

## Presentation

3 🎧 031 READ and listen. What is a 'phone detox'? Which person really needs to do a phone detox? Why?

# Mobile phone detox: How long can you live without your smartphone?

How often do you use your phone? Can you spend a day, a week, or a month without your phone? In other words, can you do a phone detox?

**Juliet:** I can live without my phone for a day, but not for a week. I often go out without it. I mostly use it to watch videos. I go on YouTube about three times a week.

**Zahir:** Every morning, I message my friends while I have breakfast. I never leave the house without my phone. I'm usually bored on the bus to school, so I stream music. In the evening, I always use it to do research for my homework. Then I sometimes make calls, or go on social media. No, I can't even do a day of phone detox. I use it about twice an hour!

**Abi:** I think I can do a phone detox for a week. I hardly ever use it to make or receive calls. I sometimes use it to check the weather or the news, but I can do that on the TV instead.

**Calvin:** I can live without my phone for two or three days, but not at the weekends. I go out every Saturday, and I use it maybe once an hour to send photos and messages to my friends.



4 Which person uses their phone ...

- 0 to watch videos? Juliet
- 1 to do their homework? .....
- 2 to listen to music? .....
- 3 to find out about the weather .....
- 4 to send photos? .....

### Did you know?

On average, people spend more than five hours a day on their phones.

## Grammar Watch the Grammar animations

- 5 Complete the sentences from the text in Ex.3. Then translate the adverbs of frequency.

### Adverbs of frequency

100%	I <sup>0</sup> <i>always</i> use it to do research.
	I'm <sup>1</sup> ..... bored on the bus to school.
	I <sup>2</sup> ..... go out without it.
	I <sup>3</sup> ..... use it to check the weather.
	I <sup>4</sup> ..... use it to make or receive calls.
	I <sup>5</sup> ..... leave the house without my phone.
0%	

Adverbs of frequency go after the verb **be** but before all other verbs.

We use **How often ... ?** to ask about frequency.

Grammar reference **p.145**

-  *I never/hardly ever leave my phone at home.*  
 *I don't never/don't hardly ever leave my phone at home.*

- 6 Write the words in the correct order.

- 0 go on I ever social media. hardly  
*I hardly ever go on social media.*  
 1 never late I am for school.  
 2 streams Sara music. often  
 3 go shopping We on Saturday. usually  
 4 always happy. are They  
 5 after school. a Marco snack sometimes has

- 7a Add an adverb of frequency to the sentences so they are true for you.

- 1 I use my phone to do my homework.  
 2 I am tired in the evening.  
 3 I message my friends.  
 4 I eat Japanese food.

- b **SPEAK** Compare your answers in pairs. Tell the class about your partner.

Rosa often uses her phone to do her homework.

She is sometimes tired in the evenings.

### Expressions of frequency

- > **every** 20 minutes/day/week/month/year
- > **once** a day/a week/a month
- > **twice** a day/a week/a month
- > **three times** a day/a week/a month

Expressions of frequency usually go at the beginning or the end of a sentence:

- > I brush my teeth **twice a day**.
- > **Every day**, I message my best friend.

Grammar reference **p.145**

- 8  032 **LISTEN** to Zara talking about being the captain of her school football team. Complete the sentences with the expressions of frequency.

- 0 Zara checks her phone *every 10 minutes*.  
 1 She sends and receives photos .....  
 2 She adds them to the team's social media page about .....  
 3 They train .....  
 4 They have a big game .....

- 9 Answer the questions. What is your score?

## Phone quiz! Is it time for a detox?

- 1 How often do you check your phone?

- A Five times a day, or less.  
 B Once an hour.  
 C Every five minutes.

- 2 When you leave the house, you ..... have your phone with you.

- A hardly ever B usually C always

- 3 You go on social media ...

- A less than once a day.  
 B about three times a day.  
 C every hour.

- 4 Your parents ..... say you're on your phone too often.

- A never B sometimes C always

- 5 You use your phone ...

- A only in emergencies.  
 B at school, sometimes.  
 C to message your family in the next room.

**A=0 B=1 C=2**

- 8-10 Phone detox needed! Why not install an app to control your phone use?

- 5-7 You use your phone a lot, but it doesn't dominate your life.

- 0-4 Wow! You hardly ever use your phone! Is the battery dead?!

### Challenge You choose!

Write some rules for healthy phone use. **OR** Write a diary for one day. How often do you check your phone? How do you feel about your phone use at the end of the day?