

Luke Prodromou

# *FLASH*FORWARD

*STARTER  
WORKOUT*



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## 1 Completa le frasi scegliendo l'alternativa corretta tra A, B o C.

- 1 They \_\_\_\_\_ from Italy, aren't they?  
A is      B aren't      C are
- 2 He \_\_\_\_\_ my brother.  
A are      B am      C is
- 3 \_\_\_\_\_ you in my class?  
A Is      B Are      C Isn't
- 4 Oh no, I \_\_\_\_\_ got a pen with me.  
A hasn't      B haven't      C have
- 5 \_\_\_\_\_ she got any brothers or sisters?  
A Has      B Have      C Haven't
- 6 They \_\_\_\_\_ got three children.  
A 've      B 's      C hasn't
- 7 Have you got \_\_\_\_\_ bicycle?  
A the      B a      C no article
- 8 Please close \_\_\_\_\_ door.  
A the      B a      C no article
- 9 I like \_\_\_\_\_ oranges very much.  
A the      B a      C no article
- 10 This is Sarah, \_\_\_\_\_ is my sister.  
A I      B she      C you
- 11 Hello everyone, how are \_\_\_\_\_?  
A you      B they      C we
- 12 I like Peter, \_\_\_\_\_ is funny.  
A you      B I      C he
- 13 How many \_\_\_\_\_ have you got?  
A child      B children      C children's
- 14 I've got some \_\_\_\_\_ for you.  
A apple      B orange      C apples
- 15 Look at all the little \_\_\_\_\_!  
A the fish      B fishes      C fish
- 16 Don't touch \_\_\_\_\_ phone!  
A that      B these      C those
- 17 I like \_\_\_\_\_ books very much.  
A that      B these      C this
- 18 Drink \_\_\_\_\_ tea, it's good.  
A these      B those      C this
- 19 This is \_\_\_\_\_ bicycle.  
A Peter      B Peters      C Peter's
- 20 It's not my \_\_\_\_\_ phone. He's got an iPhone.  
A brother's      B brothers'      C brothers
- 21 These are my two \_\_\_\_\_ coats.  
A sister's      B sisters      C sisters'
- 22 \_\_\_\_\_ your mother immediately!  
A Calling      B Call      C Calls
- 23 Please \_\_\_\_\_ the door.  
A closes      B closing      C close
- 24 \_\_\_\_\_ shout in here.  
A Go      B Don't      C Not
- 25 It's \_\_\_\_\_ past six now.  
A seven      B half      C some
- 26 Let's meet at a quarter \_\_\_\_\_ four.  
A after      B to      C before
- 27 The film starts at twenty \_\_\_\_\_ three.  
A past      B after      C near
- 28 There \_\_\_\_\_ milk in the fridge.  
A are      B aren't      C is
- 29 There \_\_\_\_\_ any biscuits.  
A aren't      B is      C are

Name: \_\_\_\_\_  
Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Entry Test



- 30 There \_\_\_\_\_ a cup for Jenny.  
A are B aren't C isn't
- 31 Look at the text and \_\_\_\_\_ the first part.  
A listen B write C read
- 32 Take a pen and \_\_\_\_\_ the answers.  
A listen B write C read
- 33 Please \_\_\_\_\_ what I say.  
A repeat B look C sit
- 34 She's from France, she's \_\_\_\_\_.  
A German B French C Italian
- 35 Pedro comes from \_\_\_\_\_.  
A Spanish B German C Spain
- 36 I think Alberto is \_\_\_\_\_.  
A Italy B Italian C England
- 37 A \_\_\_\_\_ light means "Go!".  
A red B blue C green
- 38 Stop at the \_\_\_\_\_ light.  
A red B blue C green
- 39 What a beautiful \_\_\_\_\_ sky!  
A red B blue C green
- 40 Winter is beautiful with \_\_\_\_\_ snow.  
A white B black C green
- 41 I listen to music on my MP4 \_\_\_\_\_.  
A CD B phone C player
- 42 Call me on my mobile \_\_\_\_\_.  
A phone B DVD C camera
- 43 Write the answers in your \_\_\_\_\_.  
A MP4 B notebook C camera player
- 44 I've got three children, two sons and a \_\_\_\_\_.  
A mother B sister C daughter
- 45 She's my dad's mother, my \_\_\_\_\_.  
A mother B aunt C grandmother
- 46 My aunt and \_\_\_\_\_ live in London.  
A uncle B brother C grandfather
- 47 My sister's son, my \_\_\_\_\_, is in New York.  
A niece B brother C nephew
- 48 Look, there's my sister and her husband, my \_\_\_\_\_.  
A brother-in-law B brother C cousin
- 49 Take three pens, no take another one, \_\_\_\_\_ in total.  
A two B three C four
- 50 People are adults when they are \_\_\_\_\_.  
A eighteen B eighty C twenty

\_\_\_\_\_/50

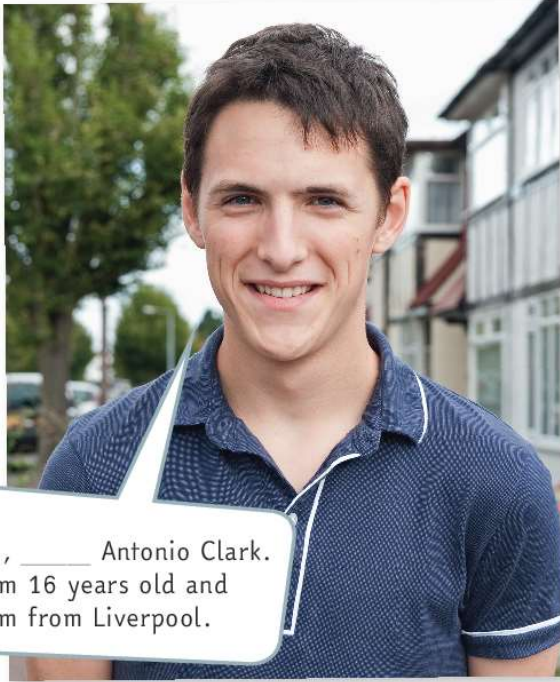


## Starter Workout

### Greetings and introductions

1 Leggi cosa dicono i quattro ragazzi e completa i fumetti.

years I'm from Hi



Hi, \_\_\_\_\_ Antonio Clark.  
I'm 16 years old and  
I'm from Liverpool.



Hello! My name's Michael  
Winters. I'm 16 and I'm  
\_\_\_\_\_ Manchester.



\_\_\_\_\_, I'm Anna,  
Anna Harrison. I'm  
16. I'm from London.



Hello, my name's Robyn  
MacGregor. I'm 16 \_\_\_\_\_  
old and I'm from Edinburgh.

2  1.01 Ascolta e controlla.

3 Vero o falso? Scrivi T (true) o F (false).

- 1 Antonio is 15 years old. \_\_\_\_\_
- 2 Michael is from Liverpool. \_\_\_\_\_
- 3 Anna is Italian. \_\_\_\_\_
- 4 Robyn is 16 years old. \_\_\_\_\_

## Introducing yourself and others

**4** 1.02 Ascolta e ripeti il mini-dialogo.

Paolo Hello, I'm Paolo.  
Monica Hi, my name's Monica.



**5** **Pairwork** Esercitatevi a presentarvi.

**6** 1.03 Ascolta e ripeti.

Luca Paolo, this is Monica.  
Monica Hi, Paolo. Nice to meet you.  
Paolo Hello, Monica.

**7** **Group work** A gruppi di tre, presentatevi e presentate un amico a turno.

## Greeting people

Hello./Hi./Hey. Good morning. Good afternoon. Good evening.	Nice to meet you. Pleased to meet you. Good to see you.	My name's... I'm...
How are you? How's it going?	I'm fine, thank you. Fine, thanks. I'm OK, thanks. Very well. Alright. Not too bad.	

## Saying goodbye

Bye./Bye-bye. Goodbye.	See you. Good night.
---------------------------	-------------------------

**8** Osserva le tabelle e sottolinea tutte le espressioni formali.

**9** **Pairwork** Osservate le foto e inventate due mini-dialoghi. fate attenzione al registro formale o informale.



## to be: affirmative and negative

**10** Completa la tabella con i verbi mancanti.

Affirmative		
I	am/'m	
He/She/It	is/___	from Italy.
You/We/They	___/'re	
Negative		
I	___/'m not	
He/She/It	___/isn't	from England.
You/We/They	are not/___	

**11** Completa le frasi con la forma corretta del verbo *to be*.

- I 'm from France.
- I \_\_\_\_\_ a doctor.
- You \_\_\_\_\_ 21 years old.
- She \_\_\_\_\_ from France.
- We \_\_\_\_\_ in England.
- They \_\_\_\_\_ actors.
- She \_\_\_\_\_ Elizabeth Jones.
- Silvia and I \_\_\_\_\_ friends.
- Cate and Kristen \_\_\_\_\_ doctors.

**12** Trasforma le frasi dell'esercizio 11 alla forma negativa.

- I'm not from France.*



# Starter Workout

## Subject pronouns

English	I	you	he	she	it	we	you	they
Italian	io	tu	lui / egli	lei / ella	esso / essa	noi	voi	loro / essi / esse

### 1 Leggi il dialogo e sottolinea i pronomi personali soggetto.

Carlos Hello, I'm Carlos. What's your name?  
 Carol Nice to meet you Carlos. I'm Carol, and they are my friends, Kate and Tom.  
 Carlos Where are you from, Carol? Are you American?  
 Carol No, I'm not. I'm from London. Tom is American, he's from Houston, and Kate is Scottish, she's from Glasgow. What about you, Carlos?  
 Carlos I'm Spanish. I'm from Barcelona.  
 Carol Welcome to England, then.



### 2 Osserva le immagini e inserisci il pronome personale soggetto corrispondente.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

### 3 Abbina.

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1 my mother                       | a <input type="checkbox"/> you  |
| 2 my friend and I                 | b <input type="checkbox"/> it   |
| 3 you and your brother            | c <input type="checkbox"/> she  |
| 4 your mobile phone               | d <input type="checkbox"/> they |
| 5 my uncle                        | e <input type="checkbox"/> we   |
| 6 Jason and Linda                 | f <input type="checkbox"/> he   |
| 7 the Italian and the French flag | g <input type="checkbox"/> they |
| 8 Great Britain                   | h <input type="checkbox"/> it   |

### 4 Sottolinea l'opzione corretta.

- She / It* is my aunt, Emma.
- They / You* are my grandparents, Steve and Paula.
- My father is from Munich. *He / It* is German.
- This is my new phone. *He / It* is a smartphone.
- Sonia and Jamie aren't at school today. *She / They* are at the sports centre.
- My sister, my brother and I are bilingual. *We / They* speak Italian and Spanish.
- I / you* am fifteen years old.
- I love my dog. *You / It* is a Labrador.





**5** Sostituisci le parole sottolineate con un pronome personale soggetto e riscrivi le frasi.

- 1 My bike is green and white.  
*It is green and white.*
- 2 My cousins are from Madrid.  
\_\_\_\_\_
- 3 Jennifer and I like horror movies.  
\_\_\_\_\_
- 4 How old is your cat?  
\_\_\_\_\_
- 5 Christian Bale is an English actor.  
\_\_\_\_\_
- 6 Boston and Dallas are American cities.  
\_\_\_\_\_
- 7 My aunt Monica is 27 years old.  
\_\_\_\_\_
- 8 You and Carlos are good at football.  
\_\_\_\_\_

**6** Completa le frasi con il pronome personale soggetto mancante.

- 1 I am American and my friend Lola is French.
- 2 This is my cousin Luca. \_\_\_\_\_ is 16 years old.
- 3 My new motorbike is a Suzuki. \_\_\_\_\_ is red and black.
- 4 A Where are Johannes and Katia from?  
B \_\_\_\_\_ are from Switzerland.
- 5 This is my sister Julie. \_\_\_\_\_ are twins.
- 6 I love *Game of Thrones*. \_\_\_\_\_ is a wonderful film.
- 7 A Are \_\_\_\_\_ and Alex brothers?  
B No, \_\_\_\_\_ aren't. \_\_\_\_\_ are both 15!
- 8 A Where are \_\_\_\_\_ from?  
B \_\_\_\_\_ am from Florence.

## Extra practice: Greetings and introductions

**1** Formale o informale? Completa la tabella con i saluti e le presentazioni.

Hi! Good morning. Bye-bye. Nice to meet you.  
Hey! Good afternoon. Hello.  
Pleased to meet you. See you. Goodbye.

Formal	Informal
<i>Good morning.</i>	

**2** Come risponderesti a questi saluti?



- 1 Suki Hi. I'm Suki.  
You \_\_\_\_\_



- 2 Mrs Castle Good morning. I'm Mrs Castle, your English teacher.  
You \_\_\_\_\_



- 3 Your mother Bye love! See you later!  
You \_\_\_\_\_



- 4 Friends See you tomorrow!  
You \_\_\_\_\_



# Starter Workout

## Countries and nationalities

1 1.04 Leggi e ascolta il testo. Conosci questi attori?



Hi, I'm Robert and I'm from England. She's Kristen and she's from the USA. We're actors. What about you?



2 Scrivi i nomi delle nazioni nelle targhette corrispondenti nel planisfero.

the United Kingdom Belgium Pakistan the USA  
Spain Japan China Mexico Argentina Italy  
Germany Poland Portugal Australia

3 Correggi le frasi seguenti e scrivi da dove provengono i personaggi famosi delle foto.

- Robert Pattinson is from America.  
*Robert Pattinson isn't from America. He's from England.*
- Lea Michele is from the United Kingdom.
- Malala Yousafzai is from China.
- Sara Errani is from France.
- Ilse Aigner is from Germany.
- Cristiano Ronaldo is from Spain.
- Fan Bingbing is from Japan.
- Martina Stoessel is from Brazil.

4 1.05 Ascolta e ripeti le nazioni e le nazionalità, poi sottolinea la sillaba accentata in ogni parola.

America – <u>A</u> merican	Finland – Finnish
Australia – <u>A</u> ustralian	Germany – German
Belgium – Belgian	Ireland – Irish
Britain – British	Italy – Italian
Brazil – Brazilian	Japan – Japanese
Canada – <u>C</u> anadian	Portugal – <u>P</u> ortuguese
China – Chinese	Scotland – Scottish
Colombia – Colombian	Spain – Spanish
Croatia – Croatian	Turkey – Turkish

## Starter Workout

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

**5** Scrivi gli aggettivi di nazionalità dell'esercizio 4 nella colonna corretta.

<b>-(i)an</b>	<b>-ish</b>
America – American	Britain – British
<b>-ese</b>	<b>other</b>
China – Chinese	Greece – Greek

**6** 1.06 Aggiungi le seguenti nazioni alla tabella dell'esercizio 5 con le nazionalità corrispondenti, poi ascolta e controlla.

Sweden Norway Russia Switzerland Holland  
Poland the Czech Republic Slovakia Romania  
Malta

**7** Completa le frasi con le nazionalità corrette.

- I'm from Italy. I'm *Italian*.
- Jean and I are from France. We're \_\_\_\_\_.
- Schumacher is from Germany.  
He's \_\_\_\_\_.
- Melina is from Greece. She's \_\_\_\_\_.
- Peter and Berta are from Holland.  
They're \_\_\_\_\_.
- Celtic and Rangers are from Scotland.  
They're \_\_\_\_\_.
- Pizza is from Italy. It's \_\_\_\_\_.
- Fish and chips are from Britain.  
They're \_\_\_\_\_.



# Starter Workout

## Extra practice: Countries and nationalities

**1** Abbina i paesi alle foto corrispondenti.

- 1 China 2 Morocco 3 Greece 4 Switzerland 5 Brazil 6 Finland 7 France 8 the USA



**2** Completa con i paesi e le nazionalità mancanti.

Country	Nationality
Morocco	<i>Moroccan</i>
Spain	_____
Ireland	_____
Belgium	_____
_____	China
_____	Turkish
Sweden	_____
_____	Romanian
England	French
Scotland	_____
_____	Finnish
Portugal	_____
Argentina	_____
_____	Swiss
Poland	_____
_____	American

**3** Completa le frasi con i pronomi personali soggetto e le nazionalità.

- Ali is from Istanbul. *He is Turkish.*
- Ulrich and Britta are from Hamburg, in Germany.  
\_\_\_\_\_ are \_\_\_\_\_.
- Juliette is \_\_\_\_\_.  
\_\_\_\_\_ is from Marseille.
- Paella is \_\_\_\_\_.  
\_\_\_\_\_ is from Valencia.
- Federica Pellegrini is from Mirano.  
\_\_\_\_\_ is \_\_\_\_\_.
- My friend and I are \_\_\_\_\_.  
\_\_\_\_\_ are from Lisbon.
- My grandfather is from Buenos Aires.  
\_\_\_\_\_ is \_\_\_\_\_.
- My grandmother and my mother are from Moscow.  
\_\_\_\_\_ are \_\_\_\_\_.

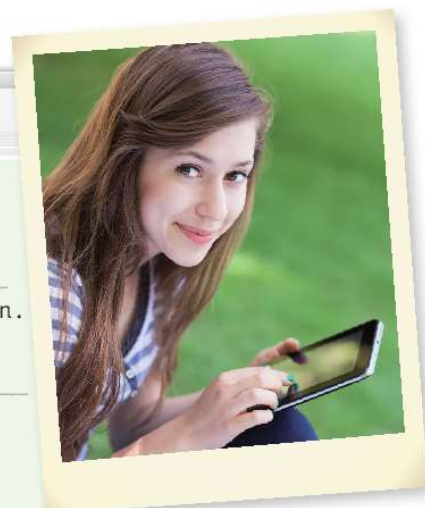
## Extra practice: to be

Affirmative	Negative	Questions	Short answers
I am / I'm	I'm not	Am I... ?	Yes, I am. / No, I'm not.
you are / you're	you aren't	Are you... ?	Yes, you are. / No, you aren't.
he is / he's	he isn't	Is he... ?	Yes, he is. / No, he isn't.
she is / she's	she isn't	Is she... ?	Yes, she is. / No, she isn't.
it is / it's	it isn't	Is it... ?	Yes, it is. / No, it isn't.
we are / we're	we aren't	Are we... ?	Yes, we are. / No, we aren't.
you are / you're	you aren't	Are you... ?	Yes, you are. / No, you aren't.
they are / they're	they aren't	Are they... ?	Yes, they are. / No, they aren't.



## 4 Completa l'email di Carla con il verbo *to be*.

Hi! My name's Carla.  
 Today (1) *is* my birthday. I (2) \_\_\_\_\_ 16. Bob and Sheila (3) \_\_\_\_\_ my friends. They (4) \_\_\_\_\_ at my party. Bob (5) \_\_\_\_\_ a student here in London. His girlfriend, Sheila, (6) \_\_\_\_\_ a shop assistant. I (7) \_\_\_\_\_ happy that my friends (8) \_\_\_\_\_ here. My sister's name (9) \_\_\_\_\_ Olivia. She (10) \_\_\_\_\_ also 16 today. We (11) \_\_\_\_\_ twins!  
 Write soon, Carla



## 5 Sottolinea la forma corretta del verbo *to be*.

- 1 We *am* / *is* / *are* happy.
- 2 Mary *am* / *is* / *are* busy.
- 3 I *am* / *is* / *are* hungry.
- 4 The students *am* / *is* / *are* in class.
- 5 You *am* / *is* / *are* from Spain.
- 6 Mr Lopez and Mrs Sánchez *am* / *is* / *are* from South America.
- 7 You and I *am* / *is* / *are* friends.

## 6 Riordina le parole per formare frasi.

- 1 a / reporter / Lewis / is / Ms  
Ms Lewis is a reporter.
- 2 Memphis / Vic / are / from / Olivia / and  
 \_\_\_\_\_
- 3 friends / José / Manuel / and / aren't  
 \_\_\_\_\_
- 4 beautiful / weather / is / today / the  
 \_\_\_\_\_
- 5 sister / she / my / is  
 \_\_\_\_\_
- 6 Mrs / and / lawyers / Mr / are / Brown  
 \_\_\_\_\_
- 7 the / the / classroom / in / chairs / are  
 \_\_\_\_\_
- 8 are / the / heavy / books  
 \_\_\_\_\_

## 7 Completa le frasi con il verbo *to be*. Poi scrivi la forma negativa.

- 1 They *are* teachers. They aren't teachers.
- 2 My dogs \_\_\_\_\_ hungry.  
 \_\_\_\_\_
- 3 That table \_\_\_\_\_ heavy.  
 \_\_\_\_\_
- 4 You and Paul \_\_\_\_\_ happy.  
 \_\_\_\_\_
- 5 You \_\_\_\_\_ tired.  
 \_\_\_\_\_
- 6 I \_\_\_\_\_ a web designer.  
 \_\_\_\_\_
- 7 It \_\_\_\_\_ Monday today.  
 \_\_\_\_\_
- 8 Jenny's surname \_\_\_\_\_ Peters.  
 \_\_\_\_\_

## 8 Riscrivi le frasi con il pronome personale soggetto al posto dei sostantivi e la forma contratta del verbo *to be*.

- 1 The magazine is on the table. It's on the table.
- 2 Ulrich is from Germany.  
 \_\_\_\_\_
- 3 Susan and Gary are not friends.  
 \_\_\_\_\_
- 4 Mary and I are not hungry now.  
 \_\_\_\_\_
- 5 My sister is cold.  
 \_\_\_\_\_
- 6 You and Amy are not in my team.  
 \_\_\_\_\_
- 7 The grammar books are on the shelf.  
 \_\_\_\_\_
- 8 My cat is not in the garden.  
 \_\_\_\_\_



# Starter Workout

## Personal possessions

### have got

1 1.07 Ascolta e leggi il dialogo, poi completa la tabella del verbo *have got* con le forme mancanti.

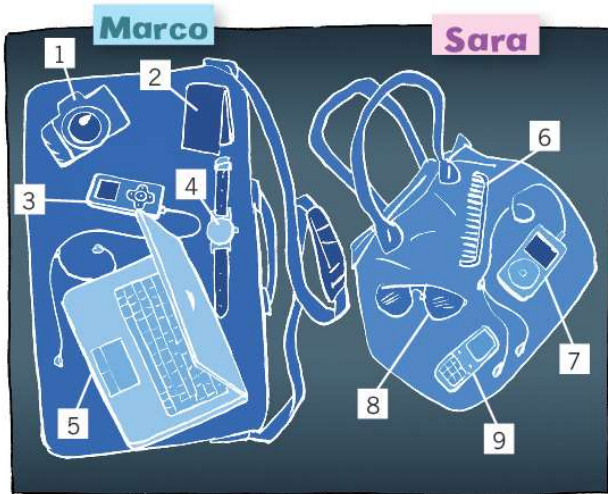
Official Have you got a laptop?  
 Passenger No, I haven't. But I've got an MP3.  
 Official Have you got liquids, water or shampoo in your bag?  
 Passenger Yes, I have...



Affirmative			Negative		
I/You/We/They	have got/_____	an MP3.	I/You/We/They	have not got/haven't got	an MP3.
He/She/It	has got/'s got		He/She/It	_____/hasn't got	
Questions			Short answers		
_____	I/you/we/they	got	an MP3?	Yes, I have./No, I _____.	
Has	he/she/it			Yes, he has./No, he hasn't.	

2 Abbinare le parole alle immagini nelle borse passate allo scanner.

- mobile
- comb
- watch
- camera
- sunglasses
- laptop
- MP3 player
- iPod
- wallet



3 1.08 Ascolta e controlla.

4 Chi parla, Marco o Sara?

- 1 I've got a mobile and a comb. Sara
- 2 I've got an MP3. I haven't got an iPod. \_\_\_\_\_
- 3 I haven't got a comb. I've got a watch. \_\_\_\_\_
- 4 I haven't got a camera. I've got sunglasses. \_\_\_\_\_
- 5 I haven't got a mobile phone. I've got a laptop. \_\_\_\_\_
- 6 I've got a wallet. I haven't got a comb. \_\_\_\_\_

5 **Pairwork** Osserva le immagini dell'esercizio 2. Fatevi domande e rispondete con il verbo *have got*.

- A *Has Sara got a mobile?*
- B *Yes, she has.*
- B *Has Marco got an iPod?*
- A *No, he hasn't.*

6 **Pairwork** Completa la colonna relativa a te stesso, poi fatevi domande e rispondete.

	you	partner
Have you got	a mobile?	
	a CD player?	
	a bike?	
	a scooter?	
	a watch?	
	a camera?	
	a laptop?	

- A *Have you got a mobile?*
- B *Yes, I have./No, I haven't.*

7 **Scrivi frasi su di te e sul tuo compagno con *have got* e *haven't got*.**

- 1 *I've got a mobile.*  
*Laura hasn't got a mobile.*

## Plural nouns

**8** Completa la tabella con la forma plurale dei sostantivi. Fai attenzione alle forme irregolari!

Singular	Plural
baby	babies
child	_____
tooth	teeth
foot	_____
shoe	_____
man	_____
woman	women
box	boxes
person	_____
mouse	_____
watch	_____

**9**  1.09 Ascolta e controlla.

**10** Completa le frasi con le parole dell'esercizio 8.

- Tim has got two \_\_\_\_\_, John and Miles.
- Human beings have got two hands and two \_\_\_\_\_.
- ~~Two~~ \_\_\_\_\_ have got ~~four~~ hands and ~~four~~ feet.
- New \_\_\_\_\_ haven't got teeth.
- We've got 28-32 \_\_\_\_\_.
- The managers in that company are all \_\_\_\_\_, there isn't one woman!
- She hasn't got \_\_\_\_\_ on her feet, she's got sandals.
- Our French and English teachers are \_\_\_\_\_, Miss Joanna Smith and Miss Anna Jones.
- There are 20 \_\_\_\_\_ of chocolates in this cupboard.
- Mickey, Jerry and Stuart Little are famous \_\_\_\_\_.

## Possessive 's

Per esprimere appartenenza si usa il genitivo sassone.

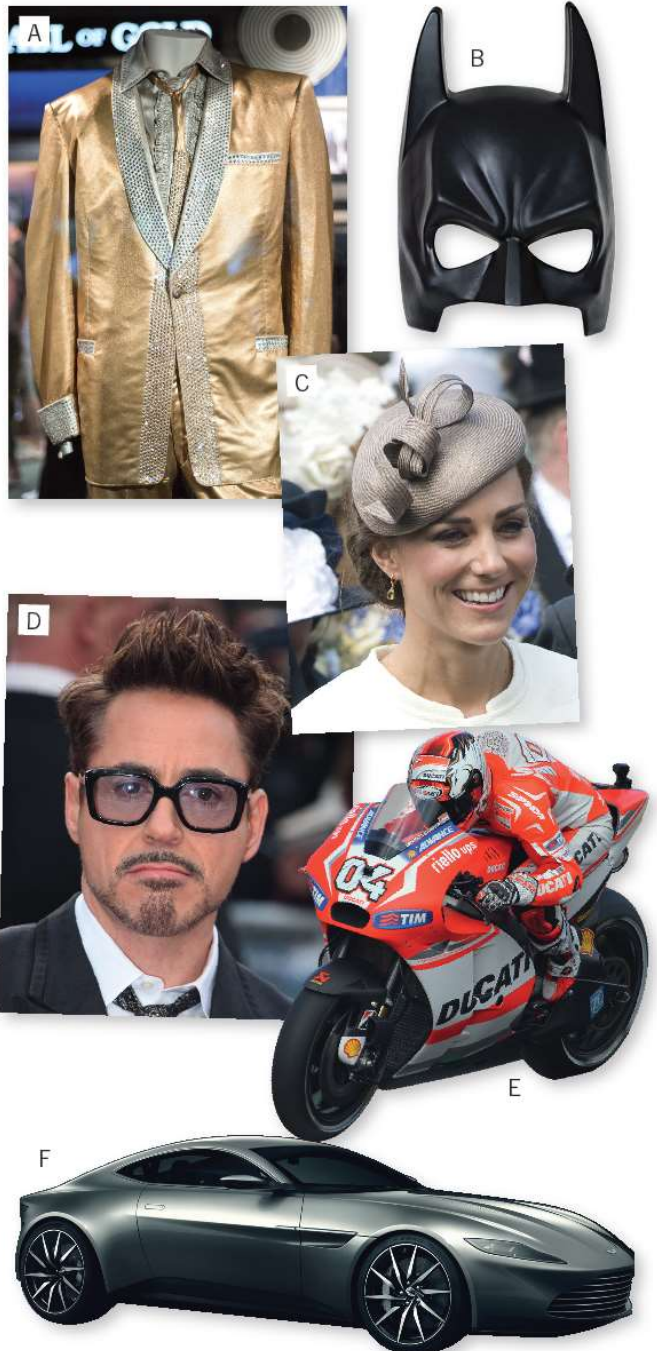
- Dopo un sostantivo singolare si aggiunge 's.  
*That's Jimi Hendrix's guitar.*
- Dopo un sostantivo plurale terminante in s si aggiunge solo l'apostrofo.  
*My grandparents' house is in Rome.*
- Dopo un sostantivo plurale non terminante in s si aggiunge 's.  
*These are my children's toys.*

Si può dire *Elvis'* o *Elvis's*, *Charles'* o *Charles's*.

**11** Osserva le immagini e completa le frasi con i nomi del riquadro e il possessivo 's.

Batman	Prince William	Andrea Dovizioso
Elvis	James Bond	Robert Downey Jr

- She's \_\_\_\_\_ wife.
- It's \_\_\_\_\_ car.
- It's \_\_\_\_\_ mask.
- It's \_\_\_\_\_ motorbike.
- They're \_\_\_\_\_ glasses.
- It's \_\_\_\_\_ gold suit.





# Starter Workout

## Extra practice: *have got*

### 1 Completa le frasi con *have got* o *has got*.

- Lucy and Mary *have got* three brothers.
- Bill \_\_\_\_\_ a red Ferrari!
- I \_\_\_\_\_ a new laptop computer.
- Daniel \_\_\_\_\_ blond hair and blue eyes.
- They \_\_\_\_\_ two children.
- She \_\_\_\_\_ a terrible headache.

### 2 Riscrivi le frasi dell'esercizio 1 nella forma negativa.

1 *Lucy and Mary haven't got three brothers.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### 3 *Is* o *has*? Completa le frasi con l'ausiliare corretto.

- Jennifer *is* nineteen years old.
- My brother \_\_\_\_\_ got a new motorbike.
- \_\_\_\_\_ your town big?
- My town \_\_\_\_\_ got three cinemas.
- The Italian teacher \_\_\_\_\_ always late!
- My sister \_\_\_\_\_ got a private teacher for Maths and English.
- There \_\_\_\_\_ a new actress in my favourite TV series.
- Ludovico \_\_\_\_\_ got a twin sister.
- \_\_\_\_\_ this our classroom?
- My iPod \_\_\_\_\_ got more than 2000 songs in it.

### 4 Completa le domande e le risposte brevi con il verbo *have got* e i pronomi personali soggetto.



- 1 *Has he got* a small car?  
Yes, he *has*.



- 2 \_\_\_\_\_ long hair?  
No, she \_\_\_\_\_.
- 3 \_\_\_\_\_ a new mobile phone?  
Yes, I \_\_\_\_\_.



- 4 \_\_\_\_\_ a motorbike?  
No, they \_\_\_\_\_.



- 5 \_\_\_\_\_ a big family?  
Yes, we \_\_\_\_\_.



- 6 \_\_\_\_\_ a girlfriend?  
Yes, he \_\_\_\_\_.





**5** Osserva le immagini della vita di queste persone e correggi le frasi come nell'esempio.



1 Alison has got a blue scooter.  
*She hasn't got a blue scooter.*  
*She's got a blue car.*

2 He's got a cat.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Linda's got blonde hair.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Samira has got two brothers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6** Forma frasi con il verbo *have got* e le parole date.

- 1 we / not / a laptop
- 2 my / teacher / blue eyes
- 3 your / school / a gym ?
- 4 your friends / mobile phones ?
- 5 my sister / an English lesson / today
- 6 I / not / a computer / in my bedroom

*We haven't got a laptop.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7** Osserva la tabella. Scrivi domande e risposte brevi con il verbo *have got*.

	digital camera	tablet	scooter	sunglasses
<b>Laura</b>	✓	X	✓	✓
<b>Tony</b>	X	✓	X	✓
<b>Steve and Ethel</b>	✓	X	✓	X

1 A *Has Laura got a digital camera?*

B *Yes, she has.*

2 A \_\_\_\_\_

B \_\_\_\_\_

3 A \_\_\_\_\_

B \_\_\_\_\_

4 A \_\_\_\_\_

B \_\_\_\_\_

5 A \_\_\_\_\_

B \_\_\_\_\_

6 A \_\_\_\_\_

B \_\_\_\_\_

7 A \_\_\_\_\_

B \_\_\_\_\_

8 A \_\_\_\_\_

B \_\_\_\_\_

9 A \_\_\_\_\_

B \_\_\_\_\_

10 A \_\_\_\_\_

B \_\_\_\_\_

11 A \_\_\_\_\_

B \_\_\_\_\_

12 A \_\_\_\_\_

B \_\_\_\_\_



# Starter Workout

## Extra practice: Personal possessions

1 Scrivi il nome degli oggetti sotto le foto.

scooter digital camera laptop tablet MP3 player sunglasses ~~wallet~~ watch bicycle bag



1 *wallet*



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

2 Quali oggetti dell'esercizio 1 possiedi? Quali non possiedi? Scrivi frasi come nell'esempio.

*I've got / I haven't got a scooter.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Formula domande per le seguenti risposte, come nell'esempio.

1 *Have they got a new car?*

Yes, they've got a brand new car.

2 \_\_\_\_\_

No, I haven't got a passport.

3 \_\_\_\_\_

Yes, I've got a small dog called Toby.

4 \_\_\_\_\_

No, she hasn't got a smartphone.

5 \_\_\_\_\_

Yes, he's got the PlayStation.

6 \_\_\_\_\_

Yes, we've got a computer.

7 \_\_\_\_\_

No, they haven't got a scooter.

8 \_\_\_\_\_

Yes, I've got a red T-shirt.



## Extra practice: Plural nouns

### 4 Scrivi la forma plurale dei sostantivi.

- 1 one book / six *books*
- 2 a computer / some \_\_\_\_\_
- 3 a mouse / two mice
- 4 a woman / three women
- 5 one person / a group of people
- 6 a blonde girl / a group of blonde \_\_\_\_\_
- 7 a yellow box / four yellow boxes
- 8 a secondary school / two secondary \_\_\_\_\_
- 9 a gold watch / some gold \_\_\_\_\_
- 10 a shoe / a pair of \_\_\_\_\_
- 11 my only child / my five \_\_\_\_\_
- 12 one tooth / some \_\_\_\_\_
- 13 a big city / two big cities
- 14 a red bus / some red \_\_\_\_\_



### 5 Come si forma il plurale? Completa la tabella con le parole del riquadro al plurale e riassumi la regola.

butterfly house desk lady watch foot flower knife phone country wife  
party match child tomato mouse glass teacher class policeman baby man

-s	-es	-y → -ies	-f / -fe → -ves	Irregular plurals
<i>houses</i>	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

### 6 Sottolinea la forma plurale.

- 1 foot / feet
- 2 gentlemen / gentleman
- 3 policewoman / policewomen
- 4 babies / baby
- 5 day / days
- 6 fireman / firemen
- 7 addresses / address
- 8 ladies / lady
- 9 firewomen / firewoman
- 10 glass / glasses

### 7 Traduci.

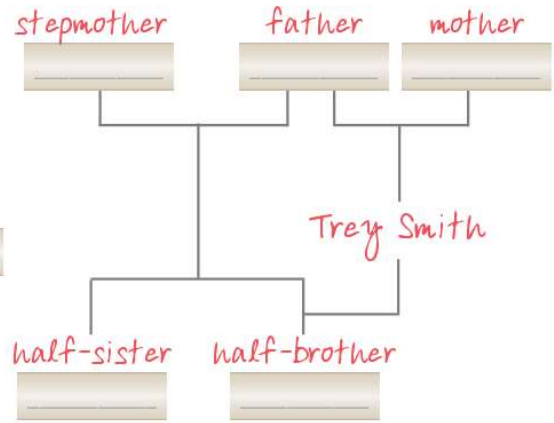
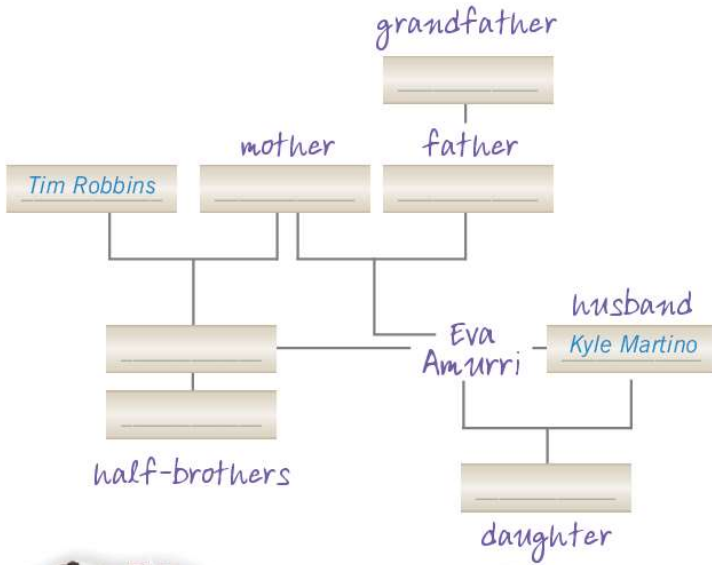
- 1 La signora Donaldson ha tre bambini.  
*Mrs Donaldson has got three children.*
- 2 Le mie scarpe sono nuove. Sono blu e bianche.  
\_\_\_\_\_
- 3 Mio padre ha quattro orologi.  
\_\_\_\_\_
- 4 Mia sorella ha due amiche in Giappone.  
\_\_\_\_\_
- 5 Ci sono otto ragazze nella mia classe.  
*There are* \_\_\_\_\_
- 6 Ho due sorelle gemelle, lina e Riulia. Hanno sette anni.  
\_\_\_\_\_
- 7 Nella mia classe, cinque persone hanno 16 anni.  
\_\_\_\_\_
- 8 Queste signore sono spagnole.  
*These* \_\_\_\_\_



# Starter Workout

## The family

1 1.10 Ascolta e leggi la descrizione delle famiglie dei due personaggi e completa il loro albero genealogico.



### Eva Amurri

Eva Amurri is an American actress. She is from a family of actors and artists. She is the daughter of Susan Sarandon, the American actress, and of Italian director Franco Amurri. Her grandfather, Antonio Amurri, was an Italian author and songwriter. Eva has got two half-brothers, Jack Henry Robbins, an actor, and Miles Robbins. He's a singer in a rock band. Her half-brothers are the sons of actor Tim Robbins. Eva's husband is a TV sports analyst. The couple has got one daughter, Marlowe.





### Trey Smith

Trey Smith is an American DJ who performs under the stage name of AcE. His father is famous actor, producer and rapper Will Smith, his mother is Sheree Fletcher. He's got a half-brother, Jaden, who is an actor and rapper, and a half-sister, Willow, who is a singer. His stepmother is Jada Pinkett Smith, an American actress and singer.



**2** Rileggi i testi dell'esercizio 1 e completa le frasi con le parole della tabella.

	
father	mother
son	daughter
brother	sister
uncle	aunt
husband	wife
grandfather	grandmother
grandson	granddaughter
nephew	niece

- 1 Miles is Jack Henry's \_\_\_\_\_.
- 2 Will Smith is Jada Pinkett's \_\_\_\_\_.
- 3 Susan Sarandon is Eva Amurri's \_\_\_\_\_.
- 4 Willow Smith is Jaden's Smith's \_\_\_\_\_.
- 5 Marlowe is Jack Henry's \_\_\_\_\_.
- 6 Susan Sarandon is Marlowe's \_\_\_\_\_.
- 7 Will Smith is Trey Smith's \_\_\_\_\_.
- 8 Antonio Amurri was Eva Amurri's \_\_\_\_\_.
- 9 Miles Robbins is Tim Robbins' \_\_\_\_\_.
- 10 Miles Robbins is Marlowe's \_\_\_\_\_.

### Game!

**3 Pairwork** Scegli un personaggio dell'esercizio 1 senza dirlo al tuo compagno, Rispondi alle sue domande: riesci a indovinare chi sei? Poi scambiatevi i ruoli.

- A *Have you got children?*  
 B *Yes, I have.*  
 A *Have you got two children?*  
 B *No, I haven't.*  
 A *Have you got a son called Jack Henry?*  
 B *Yes, I have.*  
 A *You're Tim Robbins.*  
 B *Yes, I am.*

### Possessive adjectives

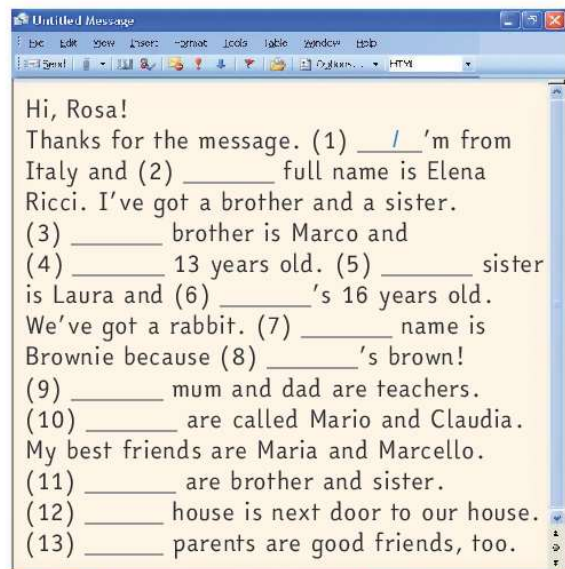
**4** Completa la tabella con gli aggettivi possessivi mancanti.

Subject pronouns	Possessive adjectives
I	my
you	_____
he	his
she	_____
_____	its
we	_____
_____	their

**5** Riscrivi le frasi con l'aggettivo possessivo corretto.

- 1 I've got dark hair. My hair is dark.
- 2 Tom's got brown shoes. \_\_\_\_\_ shoes are brown.
- 3 You've got a new mobile phone! \_\_\_\_\_ mobile is new!
- 4 You've got black bags. \_\_\_\_\_ bags are black.
- 5 We've got a nice teacher. \_\_\_\_\_ teacher is nice.
- 6 They've got a house in Rome. \_\_\_\_\_ house is in Rome.
- 7 Jamie has got a pet mouse. \_\_\_\_\_ pet is a mouse.
- 8 I've got two cousins in Canada. \_\_\_\_\_ cousins are in Canada.

**6** Completa l'email con i pronomi personali e gli aggettivi possessivi.





# Starter Workout

## Extra practice: Possessive 's

nome del possessore + 's + cosa posseduta

### 1 Scrivi frasi come nell'esempio.

- It's Tom / scooter.  
*It's Tom's scooter.*
- She's Maria / sister.  
\_\_\_\_\_
- We're in my mother / shop.  
\_\_\_\_\_
- My grandparents / house is near the sea.  
\_\_\_\_\_
- They're the policemen / cars.  
\_\_\_\_\_
- Janette is Luke / wife.  
\_\_\_\_\_
- In the box there is James / PlayStation.  
\_\_\_\_\_
- My aunt / husband is American.  
\_\_\_\_\_

### 2 Osserva la 's nelle frasi seguenti e scrivi cosa significa: *is*, *has* o il possessivo 's?

- My friend's home is in near the stadium.  
*possessivo 's*
- Italy's got 20 regions. \_\_\_\_\_
- There's a big park in New York. It's Central Park.  
\_\_\_\_\_
- My father's sister's got two children.  
\_\_\_\_\_
- Helena's very hungry. She's got two sandwiches in her hands. \_\_\_\_\_
- Where's your mother's car? She's got a red Mini, right? \_\_\_\_\_

## Extra practice: Possessive adjectives

English	Italian
my	il mio, la mia, i miei, le mie
your	il tuo, la tua, i tuoi, le tue
his	il suo, la sua, i suoi, le sue (di lui)
her	il suo, la sua, i suoi, le sue (di lei)
its	il suo, la sua, i suoi, le sue (di esso / essa)
our	il nostro, la nostra, i nostri, le nostre
your	il vostro, la vostra, i vostri, le vostre
their	il loro, la loro, i loro, le loro

### 3 Sottolinea l'aggettivo possessivo corretto in ogni frase.

- Amanda's got a dog. Their / Its name is Mac.
- We're students. Our / My favourite subject is History.
- He's a baker. His / He job is selling bread.
- Where is my bag? It's not in his / my bedroom.
- Peter is Olivia's father and Carol is her / your mother.
- What's your / her surname, Christine?
- Oliver and James are in his / their room.
- Tom, Susi! Where are your / her bikes?
- We are from Greece but his / our cousins are from Italy.
- Argentina is in South America and its / your capital is Buenos Aires.

### 4 Completa le frasi con uno dei seguenti aggettivi possessivi.

my his your her our their its

- Paul's house is in Victoria Road.  
His house is number 45.
- Is this \_\_\_\_\_ mobile phone, Rachel?
- Tom is Helen's brother and Matilda is \_\_\_\_\_ sister.
- Where is \_\_\_\_\_ wallet? It isn't in my bag.
- Paul and Katy are doctors. \_\_\_\_\_ job is very interesting.
- This book is about Spain and \_\_\_\_\_ natural parks.
- These CDs belong to her and me. They're \_\_\_\_\_ CDs.

### 5 Completa le frasi con l'aggettivo possessivo corretto.

- I'm a teacher. My name is Lucy.
- A Paul, is that \_\_\_\_\_ bike?  
B No, it isn't. \_\_\_\_\_ bike is in the garage.
- Claire is a teacher. \_\_\_\_\_ husband is a doctor.
- David works in a bank. \_\_\_\_\_ job isn't very interesting.
- I have a cat. \_\_\_\_\_ nose is pink and \_\_\_\_\_ ears are very big.
- That's Mr Jones. \_\_\_\_\_ first name is Craig.
- Tom and Sam are twins. \_\_\_\_\_ surname is Foster.

## Extra practice: The family

6 Inserisci le parole del riquadro nella foto.

grandmother father mother  
grandfather son daughter



7 Abbina.

- |               |                                               |
|---------------|-----------------------------------------------|
| 1 sister      | a <input type="checkbox"/> half-brother       |
| 2 mother      | b <input type="checkbox"/> husband            |
| 3 grandmother | c <input type="checkbox"/> uncle              |
| 4 wife        | d <input type="checkbox"/> son                |
| 5 stepmother  | e <input checked="" type="checkbox"/> brother |
| 6 half-sister | f <input type="checkbox"/> father             |
| 7 aunt        | g <input type="checkbox"/> stepfather         |
| 8 daughter    | h <input type="checkbox"/> nephew             |
| 9 niece       | i <input type="checkbox"/> grandfather        |

8 Completa.

- grandparents = *grandmother* and grandfather
- children = son(s) and \_\_\_\_\_
- grandchildren = grand \_\_\_\_\_ and granddaughter
- married couple = husband and \_\_\_\_\_
- parents = mother and \_\_\_\_\_
- an only child = a child with no \_\_\_\_\_ or \_\_\_\_\_

9 Completa le frasi seguenti.

- My father's father is my *grandfather*.
- My mother's sister is my \_\_\_\_\_.
- My father's mother is my \_\_\_\_\_.
- My aunt's daughter is my \_\_\_\_\_.
- My aunt's son is my \_\_\_\_\_.
- My aunt's husband is my \_\_\_\_\_.
- My mother's daughter is my \_\_\_\_\_.
- My cousin's mother is my \_\_\_\_\_.

10 Osserva l'albero genealogico, leggi il testo e completa le frasi come nell'esempio.



Fred and Mavis are married. They have got two daughters, Daisy and Christina. Christina is married to Paul and they have got a daughter, Emily. Daisy isn't married and she hasn't got children.

- Mavis is *Fred's* wife.
- Fred is Daisy and \_\_\_\_\_ father.
- Daisy and Christina are Fred and \_\_\_\_\_ children.
- Emily is Christina and \_\_\_\_\_ daughter.
- Emily is \_\_\_\_\_ niece.



# Starter Workout

## My school life

1 Completa il dialogo con le parole del riquadro.

class is name nice hi

Emma Rod, this is Laura.  
 Rod (1) \_\_\_\_\_, Laura. I'm Rod.  
 Laura Nice to meet you.  
 Rod (2) \_\_\_\_\_ to meet you, too. What class are you in?  
 Laura I'm in (3) \_\_\_\_\_ 10A.  
 Rod Yeah? My cousin (4) \_\_\_\_\_ in that class!  
 Laura What's his name?  
 Rod She's a girl. Her (5) \_\_\_\_\_ Julie Macintosh.  
 Laura Julie Macintosh? She's nice.



2 1.11 Ascolta e controlla.

3 **Group work** Esercitatevi a ripetere il dialogo a gruppi di tre. Cambiate le parole in blu per creare nuovi dialoghi.

## Classroom objects

4 Abбина le parole del riquadro agli oggetti nell'immagine.

whiteboard desk textbook eraser pencil sharpener  
locker pencil case bin board pen folder notebook



5 1.12 Ascolta e controlla. Poi ripeti le parole.



## there is/there are

**6** Completa la tabella con le forme mancanti del verbo *to be*.

Affirmative	Negative
There is a man at the door.	There isn't a cinema in my town.
There are two girls in my science class.	There _____ two books in my bag.
Questions	Short answer
_____ there an apple in the cupboard?	Yes, there is./ No, there _____.
Are there five dogs or four?	Yes, there _____./ No, there aren't.

**7** Che oggetti ci sono nella tua classe? Scrivi frasi autentiche usando *there is* e *there are*.

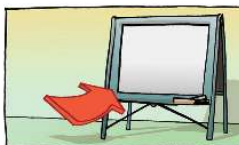
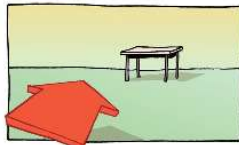


- |              |              |
|--------------|--------------|
| 1 whiteboard | 7 sharpener  |
| 2 desk       | 8 locker     |
| 3 computer   | 9 bin        |
| 4 eraser     | 10 board pen |
| 5 bag        | 11 folder    |
| 6 pencil     | 12 chair     |

1 *There isn't a whiteboard, there's a blackboard.*

## this/these, that/those

Si usano *this/these* per indicare oggetti o persone vicini a chi parla, *that/those* per indicare oggetti o persone lontani da chi parla.

**8** Pairwork Leggete e ripetete i dialoghi.

Teacher	What's this?	
Pupil	This is a whiteboard.	
Teacher	What's that?	
Pupil	That's a desk.	
Teacher	What are these?	
Pupil	These are textbooks.	
Teacher	What are those?	
Pupil	Those are bins.	

**9** Pairwork Fatevi domande e rispondete sugli oggetti della vostra classe.

- A *What's this?*  
B *It's a whiteboard.*  
A *What's that?*  
B *It's a desk.*

**10** Leggi le frasi e sottolinea l'alternativa corretta.

- This/Those* is a red pen, not a blue pen.
- That/This* is Marco's desk in the centre of the classroom.
- That/Those* are our new textbooks on the desk there.
- Is *this/these* your sharpener, Louise?
- The computer is in *that/these* cupboard.
- My homework exercise is in *this/those* notebook, not the yellow notebook.

**11** Pairwork Studente A: osserva gli oggetti nel riquadro A. Quali parole inglesi non conosci? Fai domande al tuo compagno usando *this* e *these*. Studente B: fai lo stesso per gli oggetti nel riquadro B.



- A *Excuse me, what's this?*  
B *That's a pencil case.*  
B *Excuse me, what's that?*  
A *This is a backpack.*



# Starter Workout

## Imperative

Affirmative	Negative
Go!	Don't go!
Si usa l'imperativo per dare ordini o istruzioni. <i>Open the door!</i> <i>Don't write on your textbook.</i>	

## Classroom language

### 1 Completa le frasi con le parole del riquadro.

sit ~~open~~ write close (x2) look put work

- Open* the door.
- \_\_\_\_\_ in your notebook.
- \_\_\_\_\_ in pairs.
- \_\_\_\_\_ your book.
- \_\_\_\_\_ down.
- \_\_\_\_\_ at the board.
- \_\_\_\_\_ your hands up.
- \_\_\_\_\_ your eyes.

### 2 Trasforma alla forma negativa gli imperativi affermativi dell'esercizio 1.

- Don't open the door.*

### 3 1.13 Ascolta e ripeti.

- |                              |                          |
|------------------------------|--------------------------|
| 1 Stand up.                  | 7 Close your bags.       |
| 2 Sit down.                  | 8 Put your left hand up. |
| 3 Put your hands up.         | 9 Switch the light on.   |
| 4 Open your books!           | 10 Touch your hair.      |
| 5 Close your books.          | 11 Take your coat off.   |
| 6 <del>Open your bags.</del> | 12 <del>Stand up.</del>  |

### 4 Completa le frasi come nell'esempio.

play ~~open~~ answer speak  
drive park wait be read tell

- Open* the window. It's too hot in here. (✓)
- \_\_\_\_\_ in the bus lane. (X)
- \_\_\_\_\_ a minute. (✓)
- \_\_\_\_\_ my parents! (X)
- \_\_\_\_\_ your bicycle in front of the entrance. (X)
- \_\_\_\_\_ at least six books a year. (✓)
- \_\_\_\_\_ the questions in pairs. (✓)
- \_\_\_\_\_ to your partner! (X)
- \_\_\_\_\_ with the ball in the living room! (X)
- \_\_\_\_\_ quiet please. (✓)

## Game!

### 5 Abbina le espressioni inglesi alla loro traduzione italiana.

- |                                                  |          |
|--------------------------------------------------|----------|
| 1 Open the window, please.                       | <u>g</u> |
| 2 Close the door.                                | _____    |
| 3 <del>Write the answers in your notebook.</del> | _____    |
| 4 Please, be quiet.                              | _____    |
| 5 Don't shout.                                   | _____    |
| 6 How do we say that in English?                 | _____    |
| 7 I don't understand.                            | _____    |
| 8 Where's your homework?                         | _____    |
| 9 May I leave the room?                          | _____    |
| 10 How do we spell...?                           | _____    |
| 11 Clean the board, please.                      | _____    |
| 12 Can you repeat that, please?                  | _____    |

- a  Non gridare.  
b  Non capisco.  
c  Come si scrive...?  
d  Pulisci la lavagna, per favore.  
e  Posso uscire?  
f  Chiudi la porta.  
g 7 ~~Apri la finestra, per favore.~~  
h  Scrivi le risposte sul quaderno.  
i  Puoi ripetere, per favore?  
j  Dove sono i tuoi compiti?  
k  Come si dice questo in inglese?  
l  Per favore, non fate confusione.

### 6 Studente A: scegli un esempio dell'esercizio 3 e mimalo al tuo compagno. Poi scambiatevi i ruoli.





## Extra practice: *there is/there are*

### 1 Sottolinea l'opzione corretta.

- 1 In my bedroom *there are / there is* a TV.
- 2 *There are / There is* four sandwiches in the fridge.
- 3 Hello, *is there / are there* Thomas?
- 4 A Is there a supermarket in your village?  
B No, *there is. / there isn't.*
- 5 A Are there many girls in your classroom?  
B Yes, *there is. / there are.*
- 6 In my family *there are / there is* three people.

- 7 *There isn't / There aren't* many cars in the street.
- 8 A Where is dad?  
B At home. *There is / There are* his car in the garage.
- 9 *There is / Is there* a nice film on TV tonight.
- 10 *There are / There is* seven days in a week.
- 11 *Is there / Are there* three apples on the tree?
- 12 *There isn't / There aren't* a queen in Italy.

### 2 Completa le frasi con *there is / there are*.

- 1 *There are* two cinemas in town.
- 2 \_\_\_\_\_ a chair in the corridor.
- 3 \_\_\_\_\_ children in the street.
- 4 \_\_\_\_\_ a virus in my PC.
- 5 \_\_\_\_\_ a newspaper in the living room.
- 6 \_\_\_\_\_ two windows in my bedroom.

- 7 \_\_\_\_\_ an apple and some oranges in the fridge.
- 8 \_\_\_\_\_ seven boys in my classroom.
- 9 \_\_\_\_\_ a nice film on TV.
- 10 \_\_\_\_\_ four people in my family.

### 3 Osserva i disegni e completa le frasi con *there is, there isn't, there are e there aren't*.



1 *There is* a pair of shoes under the bed.



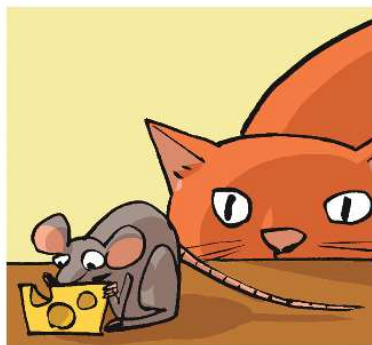
2 \_\_\_\_\_ a car in front of the house.



3 \_\_\_\_\_ a lot of DVDs near the TV.



4 \_\_\_\_\_ a person in the kitchen.



5 \_\_\_\_\_ a mouse on the table.



6 \_\_\_\_\_ two sharks in the sea.



# Starter Workout

## 4 Volgi le seguenti frasi al negativo, poi correggile come nell'esempio.

- There is a cat on the roof. (dog)  
*There isn't a cat on the roof.*  
*There is a dog on the roof.*
- There is a letter for you. (message)  
 \_\_\_\_\_  
 \_\_\_\_\_
- There is a new airport in town. (train station)  
 \_\_\_\_\_  
 \_\_\_\_\_
- There are five days in a week. (seven)  
 \_\_\_\_\_  
 \_\_\_\_\_
- There is a university in Portofino. (Genova)  
 \_\_\_\_\_  
 \_\_\_\_\_
- There are four children in the photo. (seven)  
 \_\_\_\_\_  
 \_\_\_\_\_

## 5 Formula domande come nell'esempio. Poi scrivi risposte che siano vere per te.

- a theatre / your school  
*Is there a theatre in your school?*  
*Yes, there is. / No, there isn't.*
- a DVD player / your bedroom  
 \_\_\_\_\_ ?
- many shops / your town  
 \_\_\_\_\_ ?
- a computer / in your house  
 \_\_\_\_\_ ?
- ten students / in your classroom  
 \_\_\_\_\_ ?
- an airport / in your town  
 \_\_\_\_\_ ?
- three windows / in your classroom  
 \_\_\_\_\_ ?
- a garden / in your school  
 \_\_\_\_\_ ?
- three people / in your family  
 \_\_\_\_\_ ?
- eleven months / in a year  
 \_\_\_\_\_ ?

## Extra practice: *this/these, that/those*

Osserva le foto e leggi gli esempi sui dimostrativi.



*This is my brother Sam.*



*These are my dogs, Coco and Penny.*



*Those are the ravens at the Tower of London. And that is one of the guards.*

## 6 Inserisci l'aggettivo dimostrativo nella forma corretta, *this* o *these*.

- this* CD
- \_\_\_\_\_ apples
- \_\_\_\_\_ children
- \_\_\_\_\_ mouse
- \_\_\_\_\_ classroom
- \_\_\_\_\_ people
- \_\_\_\_\_ women
- \_\_\_\_\_ bicycle
- \_\_\_\_\_ tooth
- \_\_\_\_\_ shoes
- \_\_\_\_\_ book
- \_\_\_\_\_ days

## 7 Inserisci l'aggettivo dimostrativo nella forma corretta, *that* o *those*.

- that* house
- \_\_\_\_\_ pens
- \_\_\_\_\_ train
- \_\_\_\_\_ photograph
- \_\_\_\_\_ flowers
- \_\_\_\_\_ men
- \_\_\_\_\_ teachers
- \_\_\_\_\_ eraser
- \_\_\_\_\_ shop
- \_\_\_\_\_ student
- \_\_\_\_\_ wallets
- \_\_\_\_\_ laptop



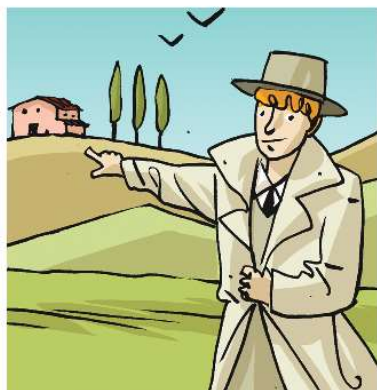
## 8 Completa le frasi con *this* o *these*.

- 1 Do you like *this* story?
- 2 \_\_\_\_\_ exercise is difficult.
- 3 Are \_\_\_\_\_ pens red?
- 4 \_\_\_\_\_ women are my aunts.
- 5 Is \_\_\_\_\_ your mobile phone?
- 6 \_\_\_\_\_ biscuits are delicious.
- 7 \_\_\_\_\_ aren't my sunglasses. They're black.
- 8 Is \_\_\_\_\_ your new scooter? It's cool!
- 9 There is nothing at the cinema \_\_\_\_\_ days.
- 10 \_\_\_\_\_ week is the last week of school!

## 9 Completa le frasi con *that* o *those* e la forma corretta del verbo *to be*.

- 1 *Those* girls *are* in my class.
- 2 Who \_\_\_\_\_ boy?
- 3 \_\_\_\_\_ shoes \_\_\_\_\_ really nice.
- 4 \_\_\_\_\_ your dog?
- 5 \_\_\_\_\_ boys \_\_\_\_\_ American.
- 6 \_\_\_\_\_ Sandra's bike.

## 10 Osserva le figure e completa le frasi con i dimostrativi e il verbo *to be* nella forma corretta.



1 *That is* my house.



2 \_\_\_\_\_ my new red dress.



3 How much \_\_\_\_\_ oranges?



4 \_\_\_\_\_ Ruby, my girlfriend.



5 \_\_\_\_\_ girls in our French class?



6 \_\_\_\_\_ shoes \_\_\_\_\_ made in Italy.



# Starter Workout

## Extra practice: Classroom language

### 1 Traduci.

- 1 Open your book at page 20.  
*Apri il libro a pagina 20.*
- 2 Turn to page 37.  
\_\_\_\_\_
- 3 I don't understand.  
\_\_\_\_\_
- 4 Can you repeat, please?  
\_\_\_\_\_
- 5 Where's your homework?  
\_\_\_\_\_
- 6 How do you say that in English?  
\_\_\_\_\_
- 7 How do you spell... ?  
\_\_\_\_\_
- 8 Write the answers in your notebook.  
\_\_\_\_\_
- 9 Are you ready?  
\_\_\_\_\_
- 10 Can I leave the room, please?  
\_\_\_\_\_

- 11 Close the door.  
\_\_\_\_\_
- 12 Sit down.  
\_\_\_\_\_
- 13 Work in pairs.  
\_\_\_\_\_
- 14 Clean the board, please.  
\_\_\_\_\_



## Extra practice: Classroom objects

### 2 Completa la tabella con le parole del riquadro, come nell'esempio.

~~chair~~ eraser sharpener  
exercise book whiteboard bin folder  
coursebook computer  
desk pencil locker board pen

In the classroom	In your backpack
chair	_____
_____	_____
_____	_____
_____	_____
_____	_____



### 3 Cosa hai nello zaino? Cosa ti manca? Scrivi frasi con il verbo *have got*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Extra practice: Wh-questions

### 4 Abbina le domande alle risposte.

What's your cousin name?  
 Where are you from?  
 Who is the blonde girl?  
~~How are you?~~  
 How old is your father?  
 What's your telephone number?

- 1 A *How are you?*  
 B Fine, thanks.  
 2 A \_\_\_\_\_ ?  
 B +30 35689900  
 3 A \_\_\_\_\_ ?  
 B I'm from Sofia. It's the capital of Bulgaria.  
 4 A \_\_\_\_\_ ?  
 B He's 54.  
 5 A \_\_\_\_\_ ?  
 B Teodoro.  
 6 A \_\_\_\_\_ ?  
 B She's Patricia, my friend from Colombia.

### 5 Ordina le parole per formulare domande, come nell'esempio.

- 1 surname / is / what / teacher's / your English  
*What's your English teacher's surname?*  
 2 best / friend's / what / phone number / is / your  
 \_\_\_\_\_ ?  
 3 is / from / Michael Phelps / where  
 \_\_\_\_\_ ?  
 4 Kate Middleton / is / who  
 \_\_\_\_\_ ?  
 5 today / you / are / how  
 \_\_\_\_\_ ?  
 6 your / old / how / grandmother / is  
 \_\_\_\_\_ ?

### 6 Ora dai risposte vere alle domande dell'esercizio 5.

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

### 7 Abbina le funzioni comunicative all'esempio corrispondente.

#### Functions

- 1 Dire il tuo nome.
- 2 Dire la tua età.
- 3 Chiedere la provenienza di qualcuno.
- 4 Chiedere la nazionalità di qualcuno.
- 5 Dire la tua nazionalità.
- 6 Chiedere l'ora.
- 7 Dire che non si è capito qualcosa.
- 8 Parlare di ciò che si possiede.
- 9 Presentare qualcuno.
- 10 Chiedere un numero di telefono.
- 11 Chiedere di poter ripetere qualcosa.
- 12 Dire l'ora.
- 13 Chiedere l'identità di qualcuno.
- 14 Chiedere lo spelling di una parola.
- 15 Chiedere informazioni sulla famiglia di qualcuno.
- 16 Parlare della tua famiglia.
- 17 Chiedere l'età di qualcuno.
- 18 Chiedere dove si trova qualcosa.
- 19 Chiedere a qualcuno come sta.
- 20 Spiegare la relazione familiare.

#### Examples

- a  What time is it?  
 b  I've got one sister and two brothers.  
 c  How are you?  
 d  I've got a brand new iPad.  
 e  Where's my French book? It's not in my backpack...  
 f  I'm Luigi.  
 g  What's your telephone number?  
 h  It's quarter past two.  
 i  I'm seventeen.  
 j  Can you repeat please?  
 k  Who's that girl?  
 l  How do you spell 'skateboard'?  
 m  How old are you?  
 n  Where are you from?  
 o  I'm Portuguese.  
 p  She's my mother's sister.  
 q  I don't understand.  
 r  This is my girlfriend Paola.  
 s  What's your nationality?  
 t  Have you got a sister?



# Starter Workout

## a/an/the

1 Leggi il testo e sottolinea tutti gli articoli: *a, an, the*.

Hi, I'm from Durham. Durham is a city in England. Durham is near Scotland. It is a beautiful city. It's got a cathedral. A cathedral is a big church. The cathedral in Durham is very old. I'm a student in a secondary school in the city centre. The school is big. It is new.

Our house is in a street near the centre. The street is 'Baker Street'. The house is 100 years old. My mum is a doctor. My dad's an engineer.

I love food and my favourite food is Chinese. I go to a Chinese restaurant in Durham with my friends. The restaurant is called 'The Palace'.



- Si usa l'articolo indeterminativo *a/an* per parlare delle professioni.  
*She's a doctor.*  
*He's an engineer.*  
*I'm a pupil.*
- Si usa l'articolo determinativo *the* per indicare persone od oggetti specifici.  
*Give me the pen.* (questa penna)  
*Give me a pen.* (non importa quale)
- Quando un sostantivo è introdotto per la prima volta si usa *a/an*, ma se viene citato di nuovo si usa *the*.  
*There's a dog in the park. The dog is black.*

2 Scrivi *a* o *an* prima dei sostantivi.

- 1 \_\_\_ teacher
- 2 \_\_\_ pupil
- 3 \_\_\_ aunt
- 4 \_\_\_ uncle
- 5 \_\_\_ architect
- 6 \_\_\_ actress
- 7 \_\_\_ toothbrush
- 8 \_\_\_ house
- 9 \_\_\_ MP3
- 10 \_\_\_ mobile phone
- 11 \_\_\_ apple
- 12 \_\_\_ folder

3 Completa il testo con gli articoli corretti.

In (1) the park there is (2) a man. (3) \_\_\_ man is old. He has got (4) \_\_\_ dog. (5) \_\_\_ dog is big and black. There is (6) \_\_\_ woman. (7) \_\_\_ woman is young. She's got (8) \_\_\_ dog, too. (9) \_\_\_ dog is small and white. In (10) \_\_\_ park there is (11) \_\_\_ girl. (12) \_\_\_ girl has got (13) \_\_\_ tennis racket and an MP3. She hasn't got (14) \_\_\_ ball. The weather in (15) \_\_\_ park is nice. It's sunny.

4 Ora fai una descrizione di te stesso e della tua città. Usa l'esercizio 1 come modello.

Hi, I'm from \_\_\_\_\_. \_\_\_\_\_ is a city/town in \_\_\_\_\_. \_\_\_\_\_ is near \_\_\_\_\_. It is a \_\_\_\_\_ city. It's got \_\_\_\_\_.

I am a pupil in \_\_\_\_\_ school. The school is \_\_\_\_\_. It is \_\_\_\_\_.

Our house is in \_\_\_\_\_. My mum is \_\_\_\_\_. My dad's \_\_\_\_\_.

I love \_\_\_\_\_. My favourite \_\_\_\_\_ is \_\_\_\_\_.



# Starter Workout



## 5 Inserisci *the* dove necessario, come negli esempi.

- 1 I want to go to *the* moon.
- 2 \_\_\_\_\_ blue is a lovely colour.
- 3 Madrid is \_\_\_\_\_ capital of Spain.
- 4 A Where's my bike?  
B It's in \_\_\_\_\_ garage.
- 5 \_\_\_\_\_ Japanese is a difficult language.
- 6 I love \_\_\_\_\_ basketball. It's my favourite sport!
- 7 How much is \_\_\_\_\_ red coat?
- 8 \_\_\_\_\_ new magazines are on the table.
- 9 Excuse me, where is \_\_\_\_\_ train station?
- 10 I've got \_\_\_\_\_ science today.
- 11 Sally is a vegetarian. She doesn't eat \_\_\_\_\_ meat.
- 12 \_\_\_\_\_ Pope lives in the Vatican City
- 13 A Do you like \_\_\_\_\_ icecream?  
B No, I prefer \_\_\_\_\_ fresh fruit.
- 14 A Excuse me, is this \_\_\_\_\_ teacher's room?  
B No, this is \_\_\_\_\_ secretaries' room.

## 6 Completa le frasi con *a*, *an*, *the* o nulla.

- 1 Canada is *a* very big country.
- 2 Eric lives in *x* London.
- 3 The Canary Islands are in \_\_\_\_\_ Atlantic Ocean.
- 4 There is \_\_\_\_\_ art exhibition in \_\_\_\_\_ town centre on \_\_\_\_\_ Sunday.
- 5 Are you \_\_\_\_\_ good student?
- 6 Sophie is \_\_\_\_\_ interesting person.
- 7 \_\_\_\_\_ new teacher is really nice.
- 8 \_\_\_\_\_ Chile and \_\_\_\_\_ Colombia are in \_\_\_\_\_ South America.
- 9 Susan is \_\_\_\_\_ doctor.
- 10 We study \_\_\_\_\_ English.



## Uses of the verb *to be*

### 7 Cosa significano queste espressioni? Completa la tabella con la traduzione.

English	Italian
1 to be ashamed (of)	<i>avere vergogna di</i>
2 to be busy	_____
3 to be hungry	_____
4 to be late	_____
5 to be in a hurry	_____
6 to be sleepy	_____
7 to be thirsty	_____
8 to be hot	_____
9 to be right	_____
10 to be cold	_____
11 to be wrong	_____
12 to be afraid (of)	_____

### 8 Osserva le foto e formula frasi scegliendo fra le espressioni elencate nell'esercizio 7.



1 *He's ashamed.*



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



# Starter Workout

## Numbers

### Cardinal numbers

#### 1 Scrivi i numeri.

- |              |          |
|--------------|----------|
| 1 <u>one</u> | 6 _____  |
| 2 _____      | 7 _____  |
| 3 _____      | 8 _____  |
| 4 _____      | 9 _____  |
| 5 _____      | 10 _____ |

#### 2 1.14 Pairwork Ascoltate i numeri e sottolineate la sillaba accentata.

- |                      |                       |
|----------------------|-----------------------|
| 11 <u>e</u> leven    | 50 fifty              |
| 12 <u>t</u> welve    | 60 sixty              |
| 13 <u>t</u> hirteen  | 70 seventy            |
| 14 <u>f</u> ourteen  | 80 eighty             |
| 15 <u>f</u> ifteen   | 90 ninety             |
| 16 <u>s</u> ixteen   | 100 a hundred         |
| 17 <u>s</u> eventeen | 101 a hundred and one |
| 18 <u>e</u> ighteen  | 102 a hundred and two |
| 19 <u>n</u> ineteen  | 200 two hundred       |
| 20 <u>t</u> wenty    | 300 three hundred     |
| 30 <u>t</u> hirty    | 900 nine hundred      |
| 40 <u>f</u> orty     | 1000 a thousand       |

#### 3 1.14 Ascolta di nuovo e ripeti.

#### 4 Scrivi i numeri in cifre.

- |                                 |                              |
|---------------------------------|------------------------------|
| a thirty-three _____            | f forty-three _____          |
| b <del>eighty-eight</del> _____ | g <del>ninty-nin</del> _____ |
| c twenty-two _____              | h sixty-one _____            |
| d seventy-six _____             | i fifty-two _____            |
| e twenty-six _____              | j forty-six _____            |

#### 5 1.15 Ascolta e sottolinea il numero che senti.

- |                      |                    |
|----------------------|--------------------|
| 1 a ten              | b two              |
| 2 a thirty           | b thirteen         |
| 3 a forty            | b fourteen         |
| 4 a <del>fifty</del> | b <del>ffaan</del> |
| 5 a sixty            | b sixteen          |
| 6 a seventeen        | b seventy          |
| 7 a eighteen         | b eighty           |
| 8 a nineteen         | b ninety           |

#### 6 Scrivi le risposte in cifre e in parole.

- Days in a week: 7, seven .
- Weeks in a month: \_\_\_\_\_ .
- Months in a year: \_\_\_\_\_ .
- Days in a month: \_\_\_\_\_ .
- Letters in the Italian alphabet: \_\_\_\_\_ .
- Pupils in your class: \_\_\_\_\_ .
- Pictures on the wall: \_\_\_\_\_ .
- Desks in the classroom: \_\_\_\_\_ .
- Windows in the classroom: \_\_\_\_\_ .
- Doors in the classroom: \_\_\_\_\_ .

### My fact file

#### 7 1.16 Ascolta il dialogo e completa le risposte di Andy.

- Sam What's your mobile number?  
 Andy It's 6974201720.  
 Sam And your landline?  
 Andy (1) 1 \_\_\_ 03 66447 \_\_\_ .  
 Sam What's your home address?  
 Andy (2) \_\_\_\_\_ , George Street, Norwich  
 NR \_\_\_ 1LT, UK.  
 Sam Are you on Facebook?  
 Andy Yeah, I've got (3) \_\_\_\_\_ Facebook friends.  
 Sam Wow! And what's your email?  
 Andy andy.maxwell@quickwebnet.uk  
 Sam Thanks. What's your favourite colour, Andy?  
 Andy Red.  
 Sam Okay, and your favourite number?  
 Andy 7.

#### 8 Ora completa il fact file con i tuoi dati.

**Mobile number:** \_\_\_\_\_

**Landline:** \_\_\_\_\_

**Home address:** \_\_\_\_\_

**email:** \_\_\_\_\_

**Favourite colour:** \_\_\_\_\_

**Favourite number:** \_\_\_\_\_

#### 9 Pairwork Esercitatevi a ripetere il dialogo dell'esercizio 7 utilizzando i vostri dati personali.

- A *What's your mobile number?*  
 B *It's 348 2891639.*  
 A *And your landline?*  
 B *It's...*



## Ordinal numbers

**10** 1.17 Ascolta e cerchia il numero che senti.  
21<sup>st</sup> 22<sup>nd</sup> 32<sup>nd</sup> 33<sup>rd</sup> 43<sup>rd</sup> 13<sup>th</sup> 30<sup>th</sup>

**11** Scrivi le cifre accanto alle parole.

eighth	___	fourth	___	sixth	___
eleventh	___	ninth	___	tenth	___
fifth	___	second	___	third	___
first	1 <sup>st</sup>	seventh	___	twelfth	___

## Days of the week

**12** Completa le frasi con il numero ordinale corretto.

- The \_\_\_\_\_ day of the week is **Sunday**.
- The \_\_\_\_\_ day of the week is **Saturday**.
- The \_\_\_\_\_ day of the week is **Tuesday**.
- The \_\_\_\_\_ day of the week is **Friday**.
- The \_\_\_\_\_ day of the week is **Thursday**.
- The \_\_\_\_\_ day of the week is **Wednesday**.
- The \_\_\_\_\_ day of the week is **Monday**.

**13** 1.18 Ascolta e controlla.

## Months and seasons

**14** Completa la tabella con i mesi, i giorni e le stagioni mancanti.

	Month	Short Form	Days	Season
1	January	Jan.	31	winter
2	_____	Feb.	28/29	_____
3	March	Mar.	_____	spring
4	April	Apr.	30	_____
5	May	May	_____	_____
6	June	Jun.	30	summer
7	_____	Jul.	31	_____
8	August	Aug.	31	_____
9	September	Sep.	30	_____
10	October	Oct.	31	autumn
11	_____	Nov.	30	autumn
12	December	Dec.	31	_____

**15** **Pairwork** Quando è il vostro compleanno? Fatevi domande e rispondete.

- A *When's your birthday?*  
B *It's on the fourth of July.*

## The time

**16** 1.19 Ascolta e riordina gli orologi.



Per esprimere l'ora si usa sempre il verbo al singolare e si mettono prima i minuti e poi le ore.

*It's five (minutes) past three.*

*It's twenty (minutes) to ten.*

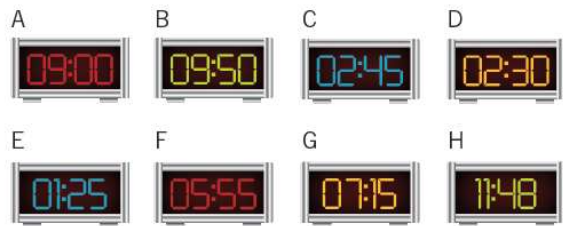
Normalmente si usano le ore da 1 a 12 e quindi per specificare se si parla di mattino o pomeriggio si aggiunge *a.m.* (ante meridiem) o *p.m.* (post meridiem).

*It's 4 a.m. in Los Angeles now.* (Sono le 4.)

*It's 4 p.m. in Los Angeles now.* (Sono le 16.)

**17** Leggi le frasi in cui si dice l'ora e abbinale agli orologi corrispondenti.

- It's half past two.
- It's nine o'clock.
- It's twelve minutes to twelve.
- It's a quarter to three.
- It's twenty-five past one.
- It's ten to ten.
- It's a quarter past seven.
- It's five minutes to six.



**18** **Pairwork** Scrivete l'ora, poi fatevi domande e rispondete. Che ore sono?

- 12.15 *a quarter past twelve*
- 6.35 \_\_\_\_\_
- 11.10 \_\_\_\_\_
- 8.20 \_\_\_\_\_
- 9.05 \_\_\_\_\_
- 3.45 \_\_\_\_\_

- A *What time is it, please?*  
B *It's a quarter past twelve.*



# Starter Workout

## Money and measurements

### British money

1 Riconosci questi simboli? Abbinali alla valuta corrispondente.

- |      |                  |
|------|------------------|
| 1 £  | a pound sterling |
| 2 \$ | b euro           |
| 3 €  | c yen            |
| 4 ¥  | d dollar         |

2 1.20 Ascolta e ripeti i prezzi.



3 Scrivi sotto ciascuna moneta inglese il suo valore.

one pound	two pence	two pounds	fifty pence
ten pence	twenty pence	five pence	one penny



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_



4 \_\_\_\_\_ 5 \_\_\_\_\_



6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

4 Jessica ha acquistato dei libri e sta pagando in contanti. Riesci a capire a quanto ammonta il conto?

- 1  £ 20.95  
 2  £ 15.95  
 3  £ 25.95



Per chiedere il prezzo si usa il verbo *to be* preceduto dall'interrogativo *How much...?*

- A *One ticket to Piccadilly Circus, please. How much is it?*  
 B *It's two pounds ninety pence, please.*

- A *Two sandwiches, please. How much are they?*  
 B *They're five pounds.*

5 **Pairwork** È ora di fare uno spuntino. Esercitatevi a chiedere e a dire i prezzi, scegliendo dal menu.

- A *One hamburger please. How much is it?*  
 B *It's one pound ninety pence, please.*

MENU

apples.....	20p each
bananas.....	20p each
hot dog.....	£1.50
hamburger.....	£1.90
cheeseburger.....	£2.10
small fries.....	£1.30
medium fries.....	£1.80
large fries.....	£2.40
apple pie.....	£3
ice cream.....	£4



## Units of measurements

Il Regno Unito ha ufficialmente adottato il sistema metrico (*metric system*) nel 1995 al posto del tradizionale "sistema imperiale britannico" (*imperial units*). Nella quotidianità, per la spesa e nella vita privata, si continua però ad usare spesso il sistema imperiale. Scopri quali sono le unità imperiali che potresti trovare facendo acquisti in Inghilterra leggendo la tabella con le unità di misura a confronto.

A \_\_\_\_\_

Imperial unit	Abbreviation	Metric system	Traduzione
inch	in, "	2.54 cm	<i>pollice</i>
foot	ft, '	30.48 cm	<i>piede</i>
yard	yd	91.44 cm	<i>iarda</i>
mile	mi, m	1.61 km	<i>miglio terrestre</i>

B \_\_\_\_\_

Imperial unit	Abbreviation	Metric system	Traduzione
ounce	oz	28.35 g	<i>oncia</i>
pound	lb	453.59 g	<i>libbra</i>
stone	lb	6.35 kg	-----

C \_\_\_\_\_

Imperial unit	Abbreviation	Metric system	Traduzione
pint	pt	568.26 ml	<i>pinta</i>
quart	qt	1.14 l	<i>quarto</i>
gallon	gal	4.55 l	<i>gallone</i>

**6** Inserisci nelle tre tabelle A-C il tipo di misura a cui fanno riferimento.

1 weight

2 height

3 volume or capacity

**7** Completa le descrizioni con le misure del riquadro.

3 pounds   5 feet 10 inches   2 pints   7.7 stones



1 \_\_\_\_\_ of oranges.



2 \_\_\_\_\_ of milk



3 Lady Gaga's weight:

\_\_\_\_\_

4 JARVIS PASTOR'S height:

\_\_\_\_\_



**8** **Pairwork** Con l'aiuto di una calcolatrice, calcolate il vostro peso e la vostra altezza usando il sistema imperiale britannico.

My height		My weight	
metres	feet + inches	kilograms	stones



## The British Isles

**1** Osserva la cartina e inserisci i nomi al posto giusto.

- 1 The British Isles
- 2 Isle of Wight
- 3 Shetland Islands
- 4 Orkney Islands
- 5 Hebrides

**2** Leggi il testo e controlla le tue risposte.

People are unsure about the difference between the terms United Kingdom, Great Britain and the British Isles. The United Kingdom of Great Britain and Northern Ireland is the political union of England, Wales, Scotland and Northern Ireland.

Great Britain is a geographical term which indicates England, Scotland and Wales, but not Northern Ireland.

The British Isles is also a geographical term that includes the two main islands of Great Britain and Ireland, including the Republic of Ireland, where people are Irish, not British, and over 6.000 little islands around the UK. Far north are the Shetland Islands; to the west the Hebrides and the Orkney Islands are just off the most north-easterly point of the UK. At the other end of the UK, south-west, are the Isles of Scilly. And off the south-east coast of England is the Isle of Wight, also nicknamed the Ghost Isle or the Dinosaur Isle!

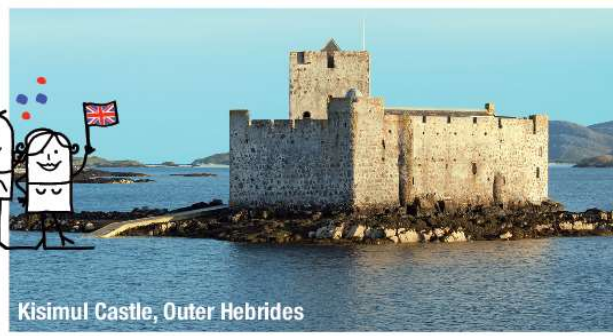
The UK flag, or 'Union Jack', is red, white and blue and it includes the crosses of the English, Scottish and Northern Irish flags, but not the Welsh flag, a red dragon. There are symbols for each country too: a red rose for England; a thistle for Scotland; a shamrock for Northern Ireland; a leek or a daffodil for Wales.

The population of the UK is over 63 million, with over 53 million people in England, over 5 million in Scotland, almost 2 million in Northern Ireland and over 3 million in Wales.

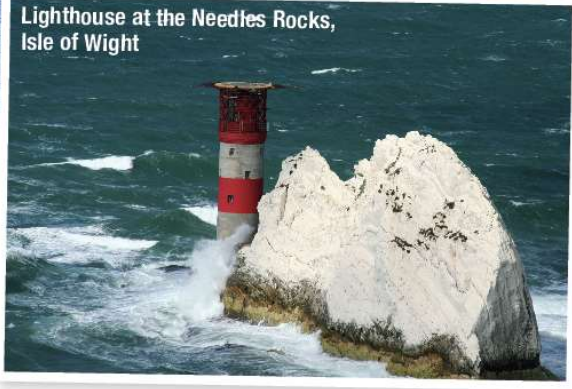
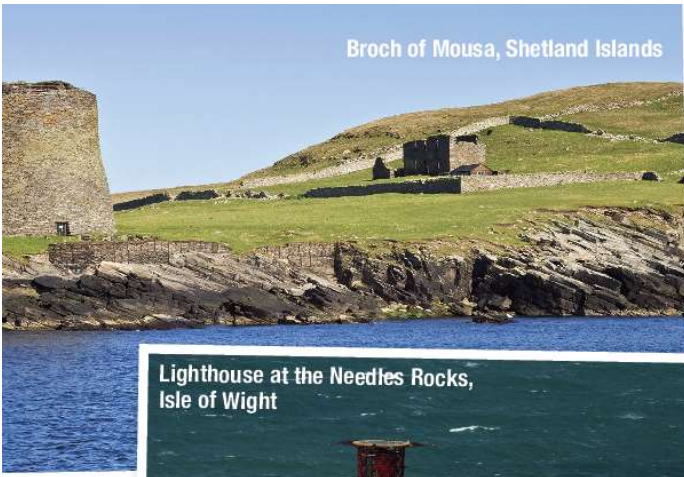
London is the capital city of England and the UK and it is a very international city with residents from many different countries. Other important English cities are Birmingham, Leeds, Manchester and Liverpool.

Edinburgh is the capital of Scotland, Cardiff of Wales and Belfast of Northern Ireland.

English is the official language of the United Kingdom. Other recognised regional languages are Irish, Scottish Gaelic, Welsh and Cornish.



Kisimul Castle, Outer Hebrides



## UK Facts



### Culture video: UK or Great Britain?



**5 VIDEO** Completa la tabella con le informazioni dell'esercizio 2 e quelle del video.

	UK
Official name	<i>The United Kingdom of Great Britain and Northern Ireland</i>
Geographical parts	
Main islands / groups of islands	
Flags	
Symbols	
Population	
Main languages	

**3** Completa la scheda con le informazioni mancanti.

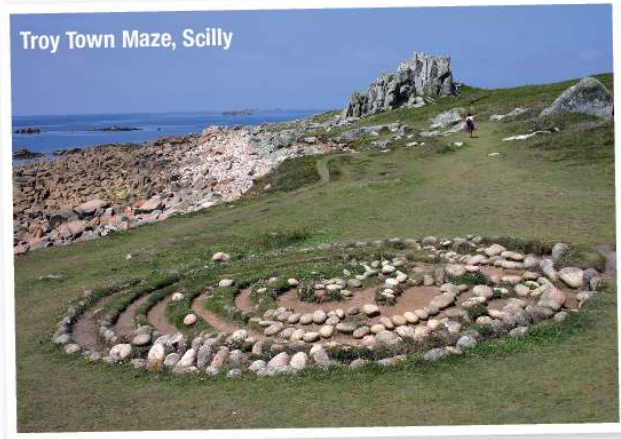
Great Britain    United Kingdom    The British Isles

- \_\_\_\_\_ : England, Scotland, Wales and Northern Ireland
- \_\_\_\_\_ : England, Scotland and Wales
- \_\_\_\_\_ : Great Britain, Ireland and over 6,000 little islands

**4** Rileggi il testo e completa le frasi con le parole del riquadro.

~~London~~    The Isle of Wight    63 million  
 The Isles of Scilly    The Orkney Islands  
 Cardiff    Union Jack

- London* is the capital city of England and the UK.
- \_\_\_\_\_ are off the UK's most north-easterly point.
- \_\_\_\_\_ are off the south-western part of the UK.
- \_\_\_\_\_ is nicknamed the Ghost Isle or the Dinosaur Isle.
- \_\_\_\_\_ is the name of the UK flag.
- \_\_\_\_\_ is the population of the UK.
- \_\_\_\_\_ is the capital of Wales.



### Comparing Cultures

**6 Pairwork** Parla con il tuo compagno delle differenze fra il Regno Unito e il vostro paese, rispondendo alle domande.

- Are they geographically different?
- What are the names of the flags of each country and what colours are they?
- Are there different symbols in each country? What are they?
- What is the population of each country?
- Are there different languages? Which ones?



## UK Facts

# Wales, Scotland, Northern Ireland

1 Leggi e abbinia le foto ai testi.



1 Scotland, Wales and Northern Ireland are semi-autonomous parts of the UK. They share Celtic origins and traditions. Magic and mythology are important so druids, witches, wizards, fairies, elves, goblins and giants are present in all cultural areas. Just think of King Arthur or wizard Merlin!

2 Scotland has got its own legal, education and banking systems. Its symbols are the thistle and the unicorn. Its flag, the St. Andrew's Cross, is part of the Union Jack. The population is 5.3 million in an area of 78,772 km<sup>2</sup>, so people have got a lot of space! The capital, Edinburgh, is built on 7 hills, like Rome! Famous writers are Arthur Conan Doyle and Lord Byron, heroes and legends are Greyfriars Bobby and the Loch Ness Monster. The Scottish national costume is the kilt and its traditional instrument is the bagpipes. Popular sports are fishing, golf, rugby and football, but there are also the traditional sports of the Highland Games: tossing the caber, hammer throwing and tug o' war. Other important annual events are the Edinburgh Festival and Burns Night.

3 Wales has got a population of about 3 million in an area of 20,779 km<sup>2</sup>, but it has got more sheep than people! The capital is Cardiff in south-east Wales; here most people speak English, but there are more Welsh speakers in the north and westerly farming regions. A quarter of the people speak Welsh. Identity, culture and language are important in Wales and celebrated in an annual festival called an *Eisteddfod* and through rugby, not just a sport but a passion! The red dragon flag isn't part of the Union Jack, and with the leek and the daffodil, is the symbol of Wales, along with lots and lots of castles! The national costume is a tall black hat, a shawl and a traditional apron for women. The national instrument is the harp. Famous Welsh writers are Roald Dahl and Dylan Thomas. Legendary King Arthur and Gelert the dog also come from Wales.





## Present simple: *to be*

Forma affermativa		Forma negativa		Forma interrogativa	Risposte brevi	
estesa	contratta	estesa	contratta		affermative	negative
I am	I'm	I am not	I'm not	Am I?	Yes, I am.	No, I'm not.
You are	You're	You are not	You aren't	Are you?	Yes, you are.	No, you aren't.
He is	He's	He is not	He isn't	Is he?	Yes, he is.	No, he isn't.
She is	She's	She is not	She isn't	Is she?	Yes, she is.	No, she isn't.
It is	It's	It is not	It isn't	Is it?	Yes, it is.	No, it isn't.
We are	We're	We are not	We aren't	Are we?	Yes, we are.	No, we aren't.
You are	You're	You are not	You aren't	Are you?	Yes, you are.	No, you aren't.
They are	They're	They are not	They aren't	Are they?	Yes, they are.	No, they aren't.

- Il verbo **to be** corrisponde al verbo "essere" in italiano.
- Le forme contratte si usano nella lingua informale. La forma contratta **you aren't, he isn't**, ecc. è più usata di **you're not, he's not**, ecc.
- Il verbo **to be** è un verbo ausiliare.
- In inglese, normalmente non si risponde ad una domanda solo con *yes* o *no*: il pronome personale soggetto e il verbo ausiliare della domanda vengono infatti ripetuti:  
*Are they Italian? Yes, they are.*  
*Sono italiani? Sì.*  
*Is she your French teacher? No, she isn't.*  
*È lei la tua insegnante di francese? No.*
- La risposta breve affermativa di **to be** non viene contratta:  
*Are you Canadian? Yes, I am.*  
*Sei canadese? Sì.*  
*Are we late? Yes, you are.*  
*Siamo in ritardo? Sì.*
- La forma contratta si usa solo nelle risposte negative:  
*Are they from Newcastle? No, they aren't.*  
*Sono di Newcastle? No.*  
*Is he the new student? No, he isn't.*  
*È lui il nuovo studente? No.*

### **to be**: usi particolari

- Diversamente dall'italiano, per esprimere l'età in inglese si usa il verbo **to be** e la sequenza:

soggetto + **to be** + età + *years old*  
(*years old* può essere omissivo)

*How old are you? I'm 14 (years old).*

*Quanti anni hai? Ho 14 anni.*

- Il verbo **to be** è usato per esprimere condizioni fisiche e stati d'animo; in molte di queste espressioni l'italiano usa il verbo "avere".

<i>to be hungry / thirsty</i>	avere fame / sete
<i>to be cold / hot</i>	avere freddo / caldo
<i>to be right / wrong</i>	avere ragione / torto
<i>to be ashamed of</i>	avere vergogna di
<i>to be busy</i>	avere molte cose da fare
<i>to be afraid of</i>	avere paura di
<i>to be in a hurry</i>	avere fretta
<i>to be sleepy</i>	avere sonno


- Il verbo **to be** è usato anche per definire la professione di una persona:  
*My sister is an architect.*  
*Mia sorella fa l'architetto.*

## there is/there are

Forma affermativa		Forma negativa	
estesa	contratta	estesa	contratta
There is	There's	There is not	There isn't
There are	–	There are not	There aren't

Forma interrogativa	Risposte brevi	
	affermative	negative
Is there...?	Yes, there is.	No, there is not. No, there isn't.
Are there...?	Yes, there are.	No, there are not. No, there aren't.

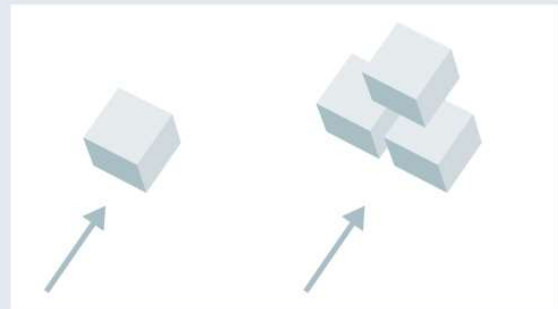
- **There is** e **There are** traducono rispettivamente “c'è” e “ci sono”.
- Si usa **there is** con i **sostantivi singolari**. Si usa **there are** con i **sostantivi plurali**.  
*There is a pen on my desk.*  
C'è una penna sulla mia scrivania.  
*There are 25 students in this class.*  
Ci sono 25 studenti in questa classe.
- Nelle risposte affermative brevi non si usa la forma contratta.  
*Are there many people? Yes, there are.*  
Ci sono molte persone? Sì.

 Quando si elencano più cose o persone, il verbo **to be** concorda con il primo nome dell'elenco:  
*In my backpack there's a torch, a book and my laptop.*  
Nel mio zaino ci sono una torcia, un libro e il mio portatile.

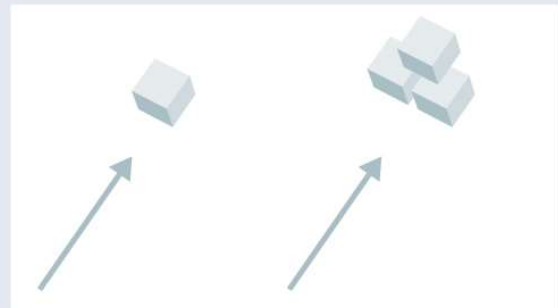
- **There** non si usa per indicare che una persona si trova in un determinato luogo in un determinato momento:  
*Is Ms Smith in?*  
La Sig.ra Smith è in casa?

## Demonstratives


- Si usano **this** (questo/a) e **these** (questi/e) per indicare oggetti o persone vicini a chi parla.



- Si usano **that** (quel, quello, quella) e **those** (quei, quegli, quelle) per indicare oggetti o persone lontani da chi parla.



- Gli aggettivi dimostrativi:
  - hanno la stessa forma sia al maschile che al femminile.  
*This man is American, this woman is Canadian.*  
Questo signore è americano, questa signora è canadese.
  - hanno la stessa forma per le persone e per le cose.  
*This window is always closed.*  
Questa finestra è sempre chiusa.  
*That lady is Ms Smith.*  
Quella signora è la Sig.ra Smith.

 Osserva la traduzione di **this** e **that** nelle seguenti frasi al telefono:  
*Who's that? Is that Sam?*  
Chi parla? Sei Sam?  
*Hello, this is Mark.*  
Pronto, sono Mark.

## Grammar Reference

### Present simple: *have got*

Forma affermativa		Forma negativa		Forma interrogativa	Risposte brevi	
estesa	contratta	estesa	contratta		affermative	negative
I have (got)	I've got	I have not got	I haven't got	Have I?	Yes, I have.	No, I haven't.
You have (got)	You've got	You have not got	You haven't got	Have you?	Yes, you have.	No, you haven't.
He has (got)	He's got	He has not got	He hasn't got	Has he?	Yes, he has.	No, he hasn't.
She has (got)	She's got	She has not got	She hasn't got	Has she?	Yes, she has.	No, she hasn't.
It has (got)	It's got	It has not got	It hasn't got	Has it?	Yes, it has.	No, it hasn't.
We have (got)	We've got	We have not got	We haven't got	Have we?	Yes, we have.	No, we haven't.
You have (got)	You've got	You have not got	You haven't got	Have you?	Yes, you have.	No, you haven't.
They have (got)	They've got	They have not got	They haven't got	Have they?	Yes, they have.	No, they haven't.

- **have got** è usato in inglese per esprimere possesso.  
*We've got a big house in the country.*  
Abbiamo una casa grande in campagna.
- Nelle risposte brevi **got** viene sempre omissivo.
- **have got** è usato in inglese britannico, mentre l'inglese americano usa solo **have**.  
Nell'inglese americano la forma interrogativa **Do you have ...?** è usata più frequentemente rispetto a **Have you got...?**

**⚠** Attenzione a non confondere la forma contratta della 3ª persona singolare (*'s*) del verbo **have got**, con la 3ª persona singolare del verbo **to be**:  
*Sue's a vet and she's got six dogs.*  
Sue fa la veterinaria e ha sei cani.

### Plurals

- Il plurale dei sostantivi si forma, generalmente, aggiungendo una **-s** al singolare.  
*book – books*                      *boy – boys*
- I sostantivi che terminano in **-s**, **-ss**, **-ch**, **-sh**, **-z**, **-x** formano il plurale aggiungendo **-es**:  
*glass – glasses*                      *match – matches*  
*wish – wishes*                      *box – boxes*
- I sostantivi che terminano in **-o** formano il plurale aggiungendo **-es**, tranne quelli che sono abbreviazioni o di origine straniera:  
*tomato – tomatoes*                      *potato – potatoes*  
*photo – photos*                      *kilo – kilos*
- I sostantivi che terminano in **-y** formano il plurale in due modi diversi:
  - se la **-y** è preceduta da vocale aggiungono **-s**.  
*toy – toys*
  - se la **-y** è preceduta da una consonante, trasformano la **-y** in **-i** e aggiungono **-es**.  
*lady – ladies*

- I sostantivi che terminano in **-f** o **-fe** cambiano **-f/-fe** in **-ves**.  
*leaf – leaves*                      *wife – wives*

### Irregular plurals

- Alcuni sostantivi formano il plurale in modo irregolare, conservando tracce di antiche declinazioni. Tra i più comuni:  
*child – children*                      *person – people*  
*man – men*                      *woman – women*  
*foot – feet*                      *mouse – mice*  
*tooth – teeth*                      *fish – fish*

### Imperatives

- L'imperativo alla seconda persona singolare e plurale corrisponde alla forma base del verbo.
- La forma negativa si costruisce ponendo **don't** (**do not**) davanti alla forma base del verbo.
- L'imperativo alla prima persona plurale si ottiene mettendo **let's** (**let us**) davanti alla forma base del verbo.
- Si usa l'imperativo per:
  - dare un ordine.  
*Stand up!*                      **Alzatevi!**
  - dare istruzioni.  
*Turn left and take the first on the right.*  
**Gira a sinistra e prendi la prima a destra.**
  - fare richieste.  
*Pass me the wine, please.*  
**Passami il vino, per favore.**
  - fare proposte.  
*Let's go to the disco tonight.*  
**Andiamo a ballare stasera.**
  - offrire.  
*Have a piece of this cake. It's delicious!*  
**Prendi un pezzo di questa torta. È deliziosa!**
  - mettere in guardia.  
*Be careful!*                      **Fate attenzione!**
  - fare un augurio.  
*Have a nice trip!*                      **Buon viaggio!**



## Articles

### The definite article

- **The** (il, lo, la, i, gli, le, l') è l'unico articolo determinativo, invariabile per genere e numero.
- L'articolo **the** si usa davanti a un nome in senso specifico e determinato. Un nome ha un senso determinato e preciso quando ciò a cui si riferisce:
  - è reso chiaro dal contesto.  
*Can you pass me the vinegar, please?*  
(Quale? Quello che è sul tavolo vicino a te, ad esempio.)  
**Puoi passarmi l'aceto?**
  - non è nuovo, ma è stato precedentemente introdotto.  
*A boy and a girl are sitting in front of me. I know the girl, but not the boy.*  
(Quale ragazzo? E quale ragazza? Quelli citati in precedenza.)  
**Un ragazzo e una ragazza sono seduti davanti a me. Conosco la ragazza, ma non il ragazzo.**
  - è reso determinato da quanto segue nella frase.  
*The story of his life is very interesting.*  
(Quale storia? La sua.)  
**La storia della sua vita è molto interessante.**
  - l'oggetto preso in considerazione è unico.  
*There are a lot of clouds in the sky today.*  
(Quale cielo? L'unico che esiste.)  
**Ci sono molte nuvole in cielo oggi.**
- L'articolo **the** si usa:
  - davanti ai nomi di mari, catene montuose, fiumi, deserti.  
*the Mediterranean Sea*    **il Mare Mediterraneo**  
*the Appenines*    **gli Appennini**  
*the Thames*    **il Tamigi**  
*the Sahara*    **il Sahara**
  - davanti ai nomi di nazioni formate da diversi stati.  
*the USA*    **gli Stati Uniti**  
*the Netherlands*    **i Paesi Bassi**
  - davanti ai cognomi per indicare l'intera famiglia.  
*The Simpsons are her new neighbours.*  
**I Simpson sono i suoi nuovi vicini di casa.**

- L'articolo **the** non si usa:
  - per indicare categorie di oggetti o persone in senso generico.  
*I like animals.*    **Mi piacciono gli animali.**
  - per indicare concetti astratti.  
*Time is money.*    **Il tempo è denaro.**
  - davanti ai nomi di continenti, nazioni, regioni, isole, se al singolare.  
*France and Great Britain are in Europe.*  
**La Francia e la Gran Bretagna sono in Europa.**
  - davanti ai nomi che indicano la lingua.  
*We study Spanish.*    **Studiamo lo spagnolo.**
  - davanti ai giorni della settimana.  
*The party is on Saturday night.*  
**La festa è sabato sera.**

### The indefinite article

- L'articolo indeterminativo **a/an** (un, uno, una, un') non cambia alla forma maschile, femminile e neutra.
- Si usa **a/an** davanti ai sostantivi numerabili singolari per indicare uno/una fra tanti/e:
 

<i>a camera</i>	<b>una macchina fotografica</b> (fra tante)
<i>a girl</i>	<b>una ragazza</b> (fra tanti)
- **A** si usa davanti a:
  - consonante  
*a room*
  - "h" aspirata  
*a hotel*
  - suoni consonantici /j//w//y/  
*a university*    *a young man*
- **An** si usa davanti a:
  - vocale  
*an apple*
  - "h" muta  
*an hour*
- Le parole che hanno la "h" muta sono:
 

<i>hour</i>	<b>ora</b>	<i>honest</i>	<b>onesto</b>
<i>heir</i>	<b>erede</b>	<i>honour</i>	<b>onore</b>

 L'articolo indeterminativo si usa anche con i nomi di professioni:

*What's your job?*    *I'm a lawyer.*  
**Che lavoro fai?**    **Faccio l'avvocato.**

## Possessive adjectives

Pronome personale soggetto	Aggettivo possessivo	
<b>I</b>	my	il mio, la mia, i miei, le mie
<b>you</b>	your	il tuo, la tua, i tuoi, le tue il suo, la sua, i suoi, le sue (forme di cortesia)
<b>he</b>	his	il suo, la sua, i suoi, le sue (di lui)
<b>she</b>	her	il suo, la sua, i suoi, le sue (di lei)
<b>it</b>	its	il suo, la sua, i suoi, le sue (di cose o animali)
<b>we</b>	our	il nostro, la nostra, i nostri, le nostre
<b>you</b>	your	il vostro, la vostra, i vostri, le vostre
<b>they</b>	their	il loro, la loro, i loro, le loro

- Gli aggettivi possessivi indicano una relazione di possesso.
- Gli aggettivi possessivi non sono mai preceduti dall'articolo determinativo e si trovano sempre davanti al nome cui si riferiscono:  
*My pen is over there.*  
La mia penna è laggiù.
- Sono invariabili in genere e numero, ad eccezione della 3ª persona singolare dove si distingue tra maschile, femminile e neutro:  
*Ann has her iPod.*  
Ann ha il suo iPod.  
*Her friends are in China.*  
I suoi amici sono in Cina.  
*Charles has his new bag.*  
Charles ha la sua nuova borsa.
- Le tre forme della 3ª persona singolare concordano sempre con il possessore:  
*This is John. His sister is a student. His brother is a student too.*  
Questo è John. Sua sorella è studentessa. Anche suo fratello è studente.  
*This is Kate. Her father is an engineer. Her mother is a teacher.*  
Questa è Kate. Suo padre è ingegnere. Sua madre è insegnante.

## Possessive 's

- Il genitivo sassone indica una relazione di possesso quando il possessore è una persona o un gruppo di persone.

nome del possessore + 's + cosa posseduta

*Jennifer's brother*  
Il fratello di Jennifer  
*The neighbours' house*  
La casa dei vicini

- Nel genitivo sassone il nome del possessore seguito da un apostrofo e da una -s precede il nome della cosa posseduta che perde l'articolo.  
*That's my father's car.*  
È la macchina di mio padre.
- Nell'uso di questa costruzione occorre ricordare che:
  - ai nomi plurali che finiscono in -s si aggiunge solo l'apostrofo.  
*Here are the students' books.*  
Ecco i libri degli studenti.
  - ai plurali irregolari che non finiscono in -s si aggiunge normalmente 's.  
*The children's books are on their desks.*  
I libri dei bambini sono sui loro banchi.
  - se più persone posseggono la stessa cosa oppure se il nome del possessore è un nome composto, solo l'ultima parola prende 's.  
*Mark and Helen's parents have a big car.*  
I genitori di Mark e Helen hanno una macchina grande.  
(Mark e Helen sono fratello e sorella.)  
*Jane's and Robert's parents work together.*  
I genitori di Jane e quelli di Robert lavorano insieme.  
(Jane e Robert non sono fratello e sorella.)
- Il genitivo sassone non si usa per esprimere una relazione di possesso tra cose. In questo caso, si ricorre alla preposizione **of**.  
*Look at the roof of my house!*  
Guarda il tetto della mia casa!

## Asking and telling the time

- Ecco alcuni modi per chiedere l'ora in inglese:  
*What's the time?*  
*What time is it?*  
*Have you got the time?*  
*What time do you make it?*  
**Che ore sono?**
  - Nelle risposte si usa sempre il pronome **it**.  
*What's the time, please? It's two o' clock.*  
**Che ore sono? Sono le due.**
  - Quando la lancetta dei minuti si trova nella metà destra del quadrante si usa l'espressione:  
 minuti passati + **past** + ora  
*It's eleven past eight.*  
**Sono le otto e undici.**
- Invece, quando la lancetta si trova nella metà sinistra del quadrante si usa l'espressione:  
 minuti che mancano + **to** + ora successiva  
*It's twenty to six.* **Sono le sei meno venti.**

- La tabella riporta alcune espressioni utili:

07:00	<i>It's seven o'clock.</i>
12:00	<i>It's twelve o'clock/noon/midday.</i>
03:10	<i>It's ten (minutes) past three. It's three ten.</i>
09:15	<i>It's a quarter past nine. It's nine fifteen.</i>
11:05	<i>It's five (minutes) past eleven. It's eleven oh five.</i>
06:30	<i>It's half past six. It's six thirty.</i>
04:50	<i>It's ten (minutes) to five. It's four fifty.</i>
10:45	<i>It's a quarter to eleven. It's ten forty-five.</i>
00:00	<i>It's midnight.</i>

## WORDLIST

### Personal belongings

cashcard	<i>tessera bancomat</i>
comb	<i>pettine</i>
diary	<i>diario</i>
digital camera	<i>macchina fotografica digitale</i>
key	<i>chiave</i>
laptop	<i>computer portatile</i>
map	<i>cartina</i>
mobile phone	<i>cellulare</i>
MP3 player	<i>lettore MP3</i>
notebook	<i>quaderno</i>
passport	<i>passaporto</i>
pen	<i>penna</i>
pencil	<i>matita</i>
pound coin	<i>moneta da un pound</i>
ticket	<i>biglietto</i>
wallet	<i>portafoglio</i>

### In town

airport	<i>aeroporto</i>
art gallery	<i>galleria d'arte</i>
carriage	<i>vagone</i>
department store	<i>grandi magazzini</i>
double-decker bus	<i>autobus a due piani</i>
first/second class	<i>di prima/seconda classe</i>
inspector	<i>controllore</i>
library <b>FF</b>	<i>biblioteca</i>
museum	<i>museo</i>
park	<i>parco</i>
public places	<i>luoghi pubblici</i>
restaurant	<i>ristorante</i>
shop	<i>negozio</i>
supermarket	<i>supermercato</i>
theatre	<i>teatro</i>

transport  
 university

### Family members

aunt  
 brother  
 children  
 cousin  
 daughter  
 father (dad)  
 grandfather  
 grandmother  
 husband  
 nephew (男兄弟)  
 niece  
 parents  
 son  
 half-brother  
 half-sister  
 twin  
 uncle  
 wife

### Nationalities

African  
 Asian  
 British  
 Chinese  
 English  
 Greek  
 Irish  
 Italian  
 Japanese  
 Polish  
 Scottish  
 Spanish

trasporti  
 università

zia  
 fratello  
 figli  
 cugino  
 figlia  
 padre (papà)  
 nonno  
 nonna  
 marito  
 madre (mamma)  
 nipote (maschio)  
 nipote (femmina)  
 genitori  
 figlio  
 fratellastro  
 sorellastra  
 gemello  
 zio  
 moglie

africano  
 asiatico  
 britannico  
 cinese  
 inglese  
 greco  
 irlandese  
 italiano  
 giapponese  
 polacco  
 scozzese  
 spagnolo

### Jobs

actor  
 actress  
 assistant director  
 designer  
 director  
 producer  
 scriptwriter  
 teacher  
 technician  
 writer  
 attore  
 attrice  
 assistente regista  
 stilista  
 regista  
 produttore  
 sceneggiatore  
 insegnante  
 tecnico  
 scrittore

### Others

#### Nouns

animation  
 course  
 (recording) studios  
 tap  
 animazione  
 corso  
 studi (di registrazione)  
 rubinetto

#### Adjectives

cold  
 different  
 excellent  
 experienced  
 hot  
 huge  
 informal  
 professional  
 proud  
 small  
 trendy  
 freddo  
 diverso  
 eccellente  
 con esperienza  
 caldo  
 enorme  
 informale  
 professionale  
 orgoglioso  
 piccolo  
 alla moda

#### Adverbs

by the way  
 especially  
 a proposito  
 soprattutto

**FF** = false friend