

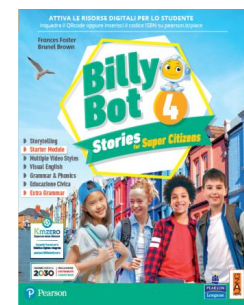
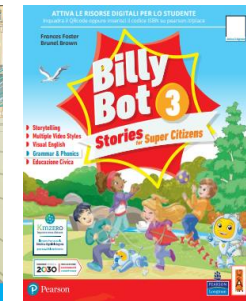
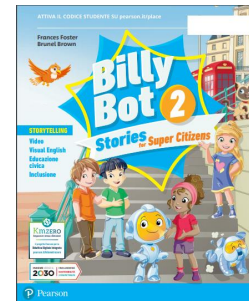
Introducing Billy Bot

Donatella Fitzgerald



you will get all of the slides!





Today's lesson Introducing Billy Bot

1. Billy Bot & Generation Alpha

2. Accoglienza

3. Citizenship

4. Visual English

5. Smart Stories





STORIE

Stories

1. Real characters + Billy Bot = storyline
2. Original stories at the end of each unit
3. Classic Reader grades 2-5



BILLY BOT

EDUCAZIONE CIVICA

Citizenship

1. Educazione Civica
2. 21st Century skills: Little thinkers + social and personal skills
3. Global Goals
4. Super Citizens



GLOBAL GOALS *for Kids*

VISUAL ENGLISH

Visual English

1. Inclusion
2. Visual Grammar
3. Super Photo Dictionary

VISUAL
ENGLISH



It's a big book.

It's an orange book.

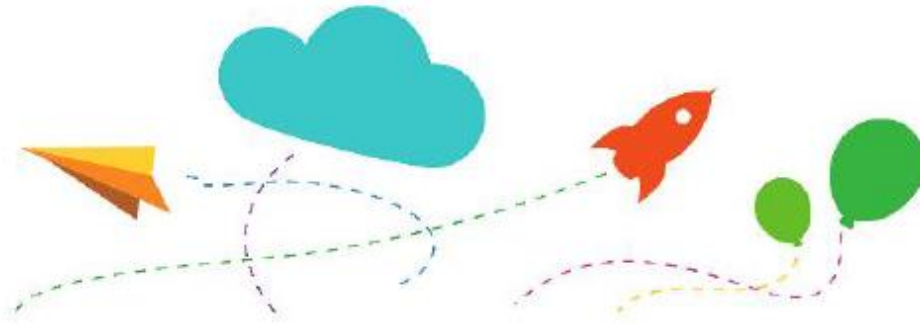


Routine happy song for the beginning of the lesson

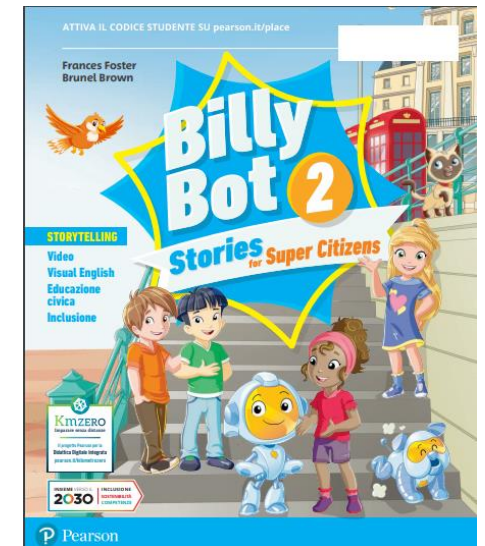
Wonderful 'happy' songs & music: easy to sing along to help memory and create a positive class climate

4  Sing the song. Complete with **morning**, **boys** and **girls**. 

Good morning boys and girls.
How are you?
Good morning,!
Good morning,!
Good, boys and
girls. How are you?



5  Now sing the song with the name of a friend. 



Super Citizens

What is a super citizen for you?

Scrivete nel chat



Author Team Brunel Brown and Frances Foster

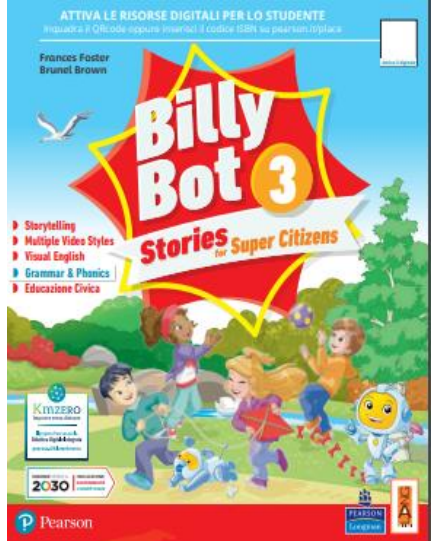


Help your students to be Super Citizens with Billy Bot

- Respect **animals, people** and the **environment**
Follow **rules** at **home** at **school** in **society**
- Follow **good examples**
- Respect **diversity**
- Billy Bot **guides** children to **be super citizens with concrete examples** in the stories



Billy Bot shows your students how to respect, be kind and be ... Super Citizens!



4 Now sign your name and make the promise.



Super Citizens routine song: Let's do the best we can do, Let's be good and kind

Let's learn English together
Let's be Super Citizens too
Let's learn English together
Here's what we can do
Let's listen and speak, let's read
and write
Let's be Super Citizens,
let's do what's right
Let's listen and speak, let's read
and write
Let's do the best that we can do,
let's be good and kind too



Educazione Civica in English

Educazione Civica: Citizenship: Smart Stories



The Tortoise and the Rabbit

1 Talk about the pictures.

2 Listen and follow along.



5 When do you not give up? Tick (✓).



6 Tick (✓) the right behaviour.



Is determination important?



Educazione Civica: Activities to help your students become *Little Thinkers*

4 Do you waste food? Complete the diary.

Waste less food!



My tracking diary

Date:

Food Wasted:

Date:

Food Wasted:

Date:

Food Wasted:

Date:

Food Wasted:

Date:

Food Wasted:

Date:

Food Wasted:

Keep a tracking diary! Use a dictionary!



Little Thinkers

Is it important not to waste food?



Little Thinkers

Educazione Civica

6 Think and answer.

Is it important to keep your town clean? Why?

☐ Yes

☐ No



Century Skills: Critical thinking

A book for Generation Alpha

*Uno delle caratteristiche principali del libro e lo sfondo integratore stimolante che avvicina i bambini al mondo del **intelligenza artificiale**. Billy Bot e' un robot simpatico e affettuoso che viene assemblato da un gruppo di bambini e che diventa loro **mentore** nel libro **Billy Bot Stories for Super Citizens**.*

Barbara Bacchelli
Billy Bot Teacher's book



Generation Alpha 2010-2025

Generation Alpha are the most globally connected generation of children ever

1. There will be the most educated Generation in history
2. They are tech-savvy
3. Artificial Intelligence is their reality
4. Their learning is highly personalised
5. Social media will be their dominant mode of interaction
6. They do not like the sharing economy
7. They don't play by the rules

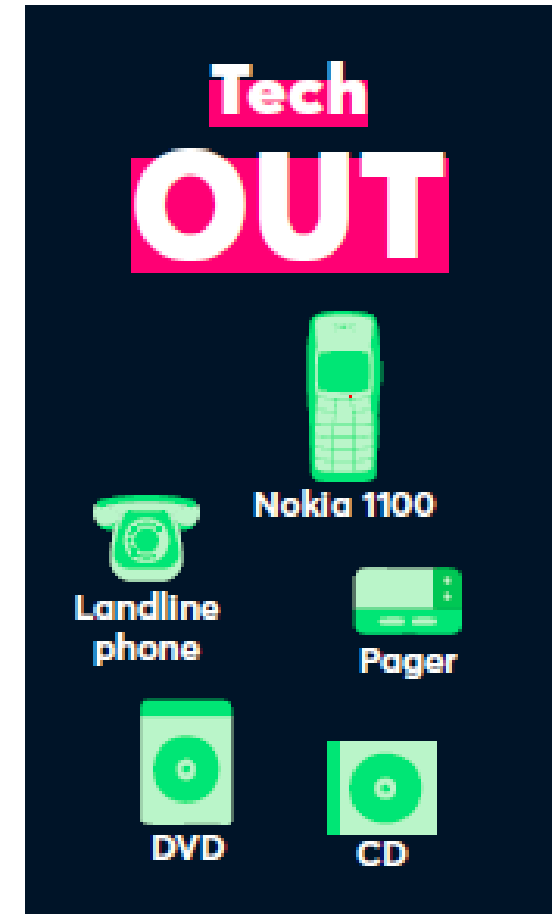
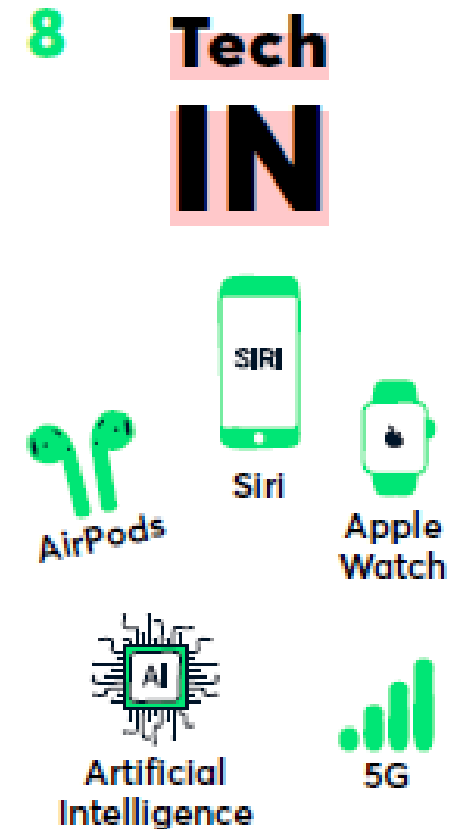


<https://generationalalpha.com/>

<https://parenting.firstcry.com/articles/generation-alpha-characteristics-and-parenting-tips/>

Generation Alpha 2010-2025

Generation Alpha are the most globally connected generation of children ever



<https://generationalalpha.com/>

<https://parenting.firstcry.com/articles/generation-alpha-characteristics-and-parenting-tips/>

Generation Alpha and Billy Bot

MY PROMISE

I promise to do the best I can do!
I promise to be a super citizen, too.



TODAY'S STUDENTS ARE EQUIPPED WITH SKILLS AND CURIOSITY

% of parents who believe students are extremely/very equipped

COMPETENCIES



CHARACTER QUALITIES



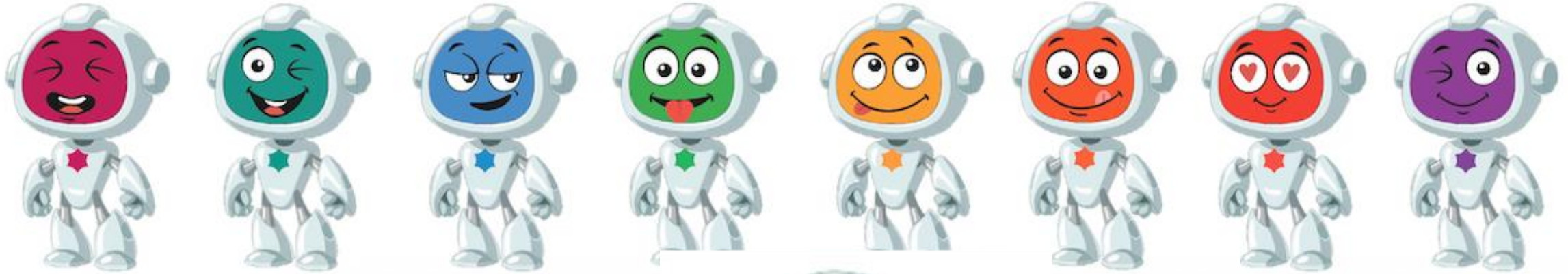
Emotions & Wellbeing



*L'Intelligenza di Billy e' anche **un'intelligenza emotiva**, per cui il robot si caratterizza per manifestare le proprie **emozioni cambiando colore** e con **gesti di empatia e affetto** nei confronti dei bambini con i quali condivide le **sfide** e le **avventure** stimolandoli a un **miglioramento** continuo verso la **cittadinanza attiva** e partecipata da tutti.*

Barbara Bacchelli
Billy Bot Teacher's book

Billy Bot : a different colour for each emotion



Naming feelings can encourage **children** to **understand** what they're **feeling** and **why** they're **feeling** like that

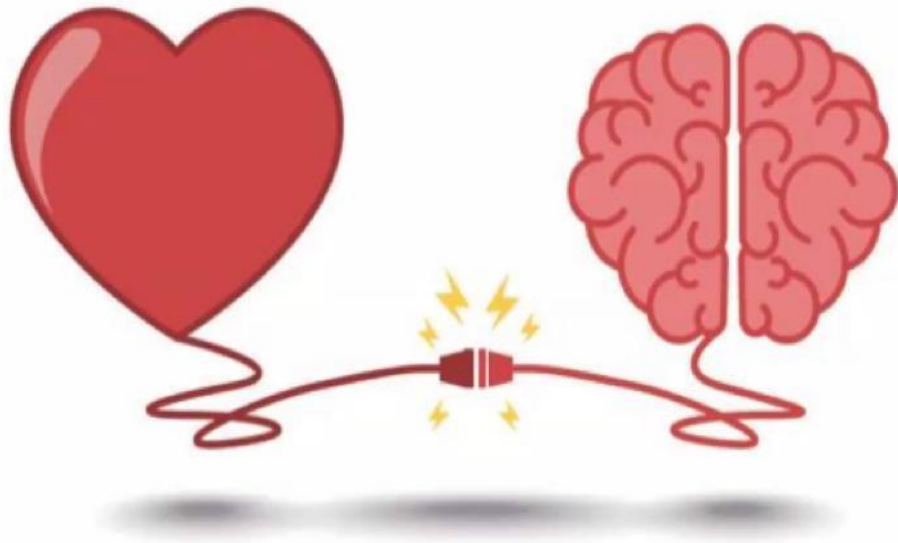




From elementary school to high school, happiness is positively correlated with motivation and academic achievement.

VICTORIA JONES
HARVARD GRADUATE SCHOOL OF EDUCATION STUDY
<https://www.gse.harvard.edu/news/uk/15/03/because-i%E2%80%99m-happy>

Emotions can affect the way we learn: Billy Bot can help!



In a happy classroom and school environment students learn better

Include emotions in our learning

Greeting students with a smile

Getting students to tell you how they feel every day

Mindful teaching

Look at Billy Bot
How is he feeling in
this story?



SAD



CALM

A NEW FAMILY VIDEO LESSON 3

1 Listen and follow along.

1 This is my father!
And this is my sister.

2 Is he your brother?
Yes, he is.

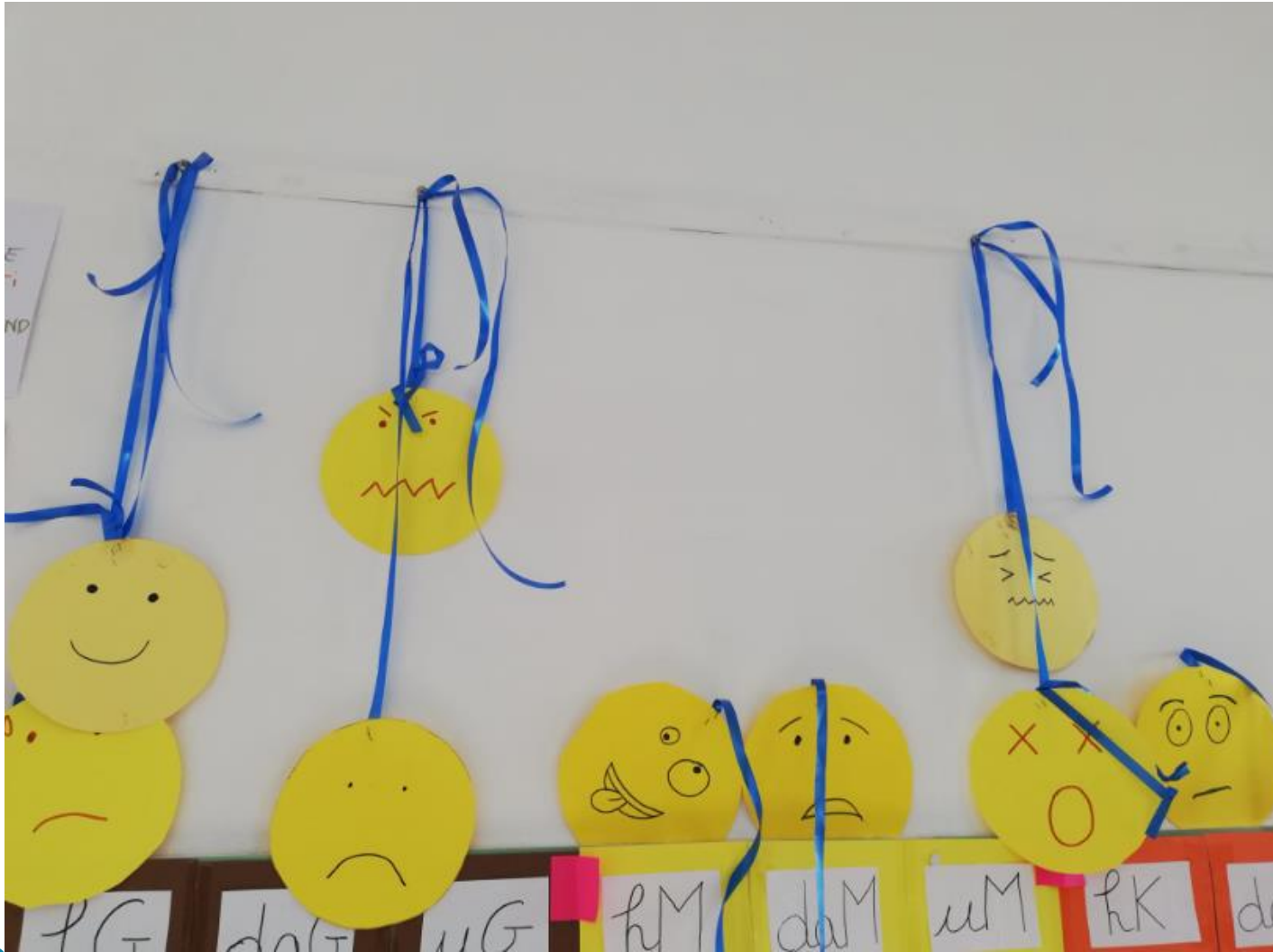
3 What's the matter, Billy Bot?
I'm sad.

4 Why?
I haven't got a family.

5 WE are your family!

How are you feeling? Make an emoticon and hang them up!

Idea by Teacher Vincenza Lucido
ICS Emanuele Armaforte
Altofonte (PA)



Wellbeing

*“A tutti sara’ capitato di trovarsi ad affrontare un momento di stress particolarmente intenso, un momento di rabbia o, nel caso di un bambino un momento di pianto disperato – indipendente dalla causa – impossibile da frenare. E a tutti sara’ capitato di sentirsi dire (o di dire ad altri)
‘fai un bel respiro’.”*

Giulia Abbiati – Autrice Breathing Boards
Billy Bot

Listen & do: Yoga

Dog Pose

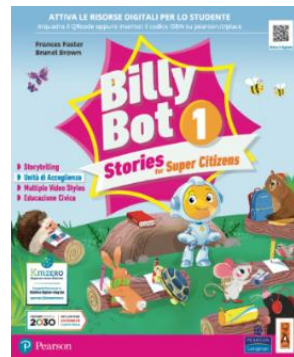
Warrior Pose

Triangle Pose

Tree Pose

Flamingo Pose

Giraffe Pose





Super Citizens

 Listen and repeat. Say and do.

1

2

3

4

5

6

Training in 'deep breathing'

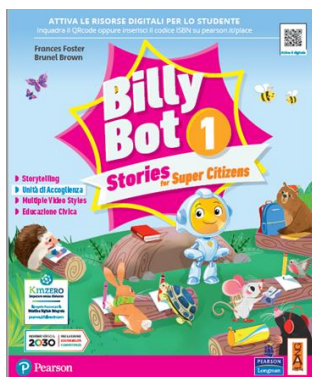
Our breath is like an anchor:
Deep Breathing can help students find calm

Educazione Civica

2  1 086 Listen and follow along.



3 Colour the star.



Training in
**Deep
Breathing**
can help
students find
calm



Breathing boards

3 Colour the star.



4 Hand or star? Circle the one you like.

**What effects has the
pandemic had on
your students?**

Scrivete nel chat



Learning Loss

Learning Loss – ‘Learning Gap’



McKinsey
& Company

Public & Social Sector

[Our Insights](#)

[How We Help Clients](#)

[Our People](#)

[Contact Us](#)



COVID-19 and learning loss— disparities grow and students need help

December 8, 2020 | Article



<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help#>

Che cos'è il Learning Loss?

Interrompere i percorsi di apprendimento per periodi prolungati come ad esempio quando una pausa scolastica e' particolarmente estesa si puo' portare a una perdita dei livelli di competenze negli studenti

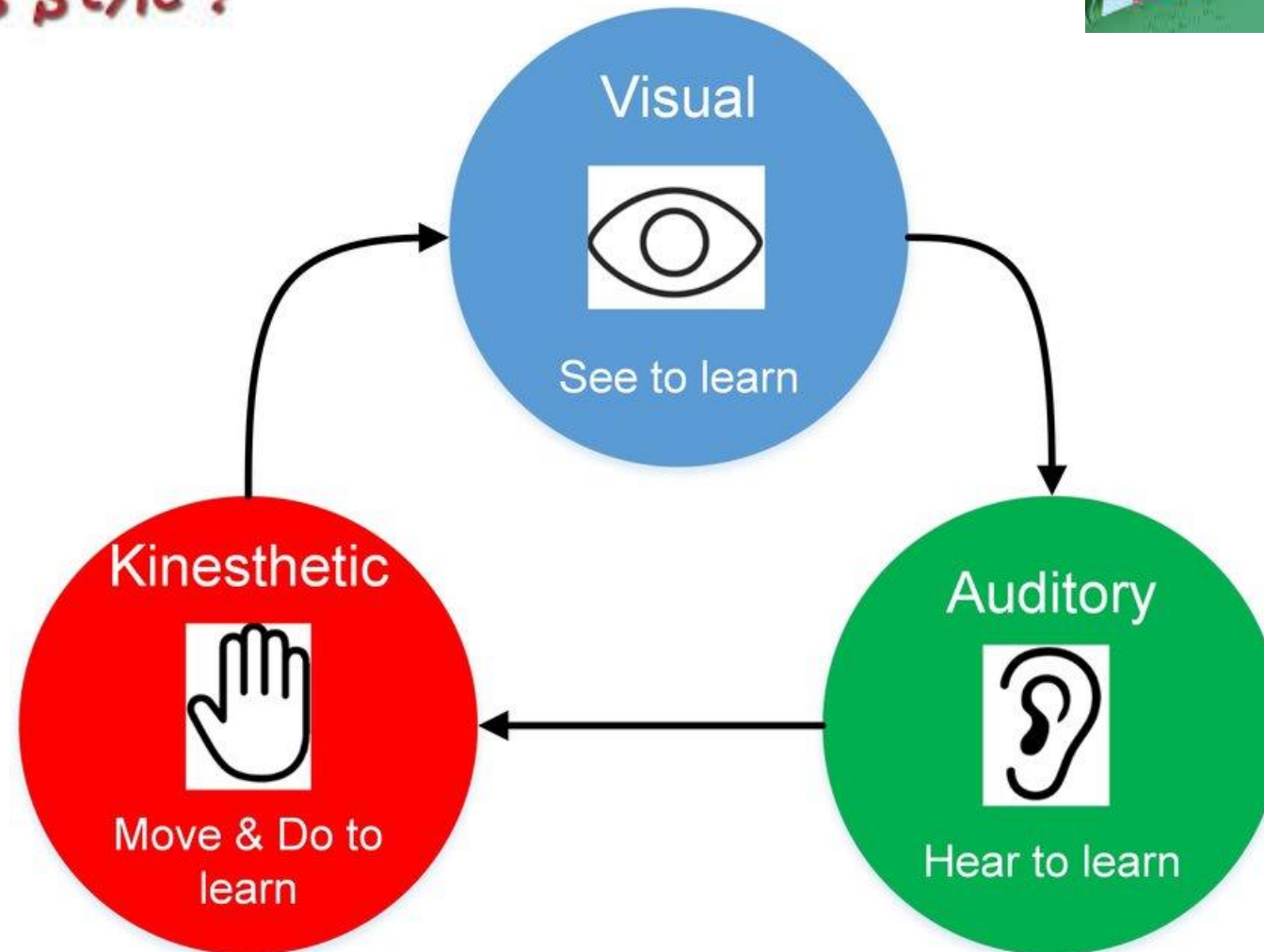
Orizzonte Scuola

<https://www.orizzontescuola.it/il-learning-loss-e-invalsi-cose-e-come-misurare-il-fenomeno-per-la-s-2021-2022-modello-circolare/>

*We need to choose materials
with a lot of extra support and
a variety of learning styles for
the students.*



What Is My Learning Style ?



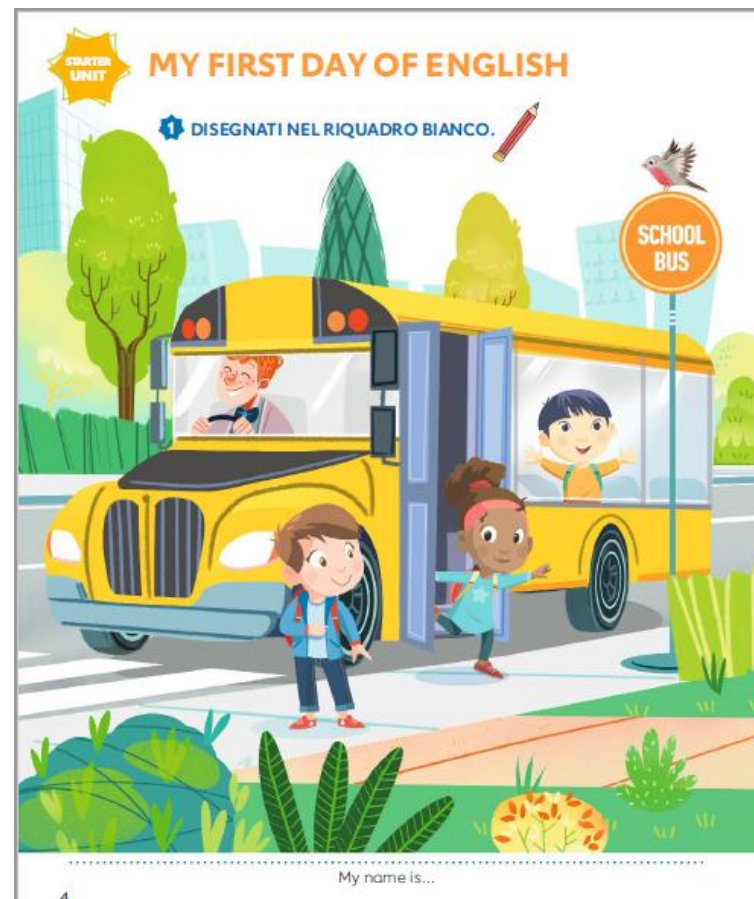
A good start Accoglienza & transition

“... i primi giorni della scuola primaria sono un momento importante.....i bambini per la prima volta entrano nella ‘scuola dei grandi’nelle loro menti e nei loro cuori si mischiano emozione, timidezza, curiosità, paura, entusiasmo, aspettativa....”

Giulia Abbiati Autrice Accoglienza con *Billy Bot*

Transition From Materna to Prima Elementare

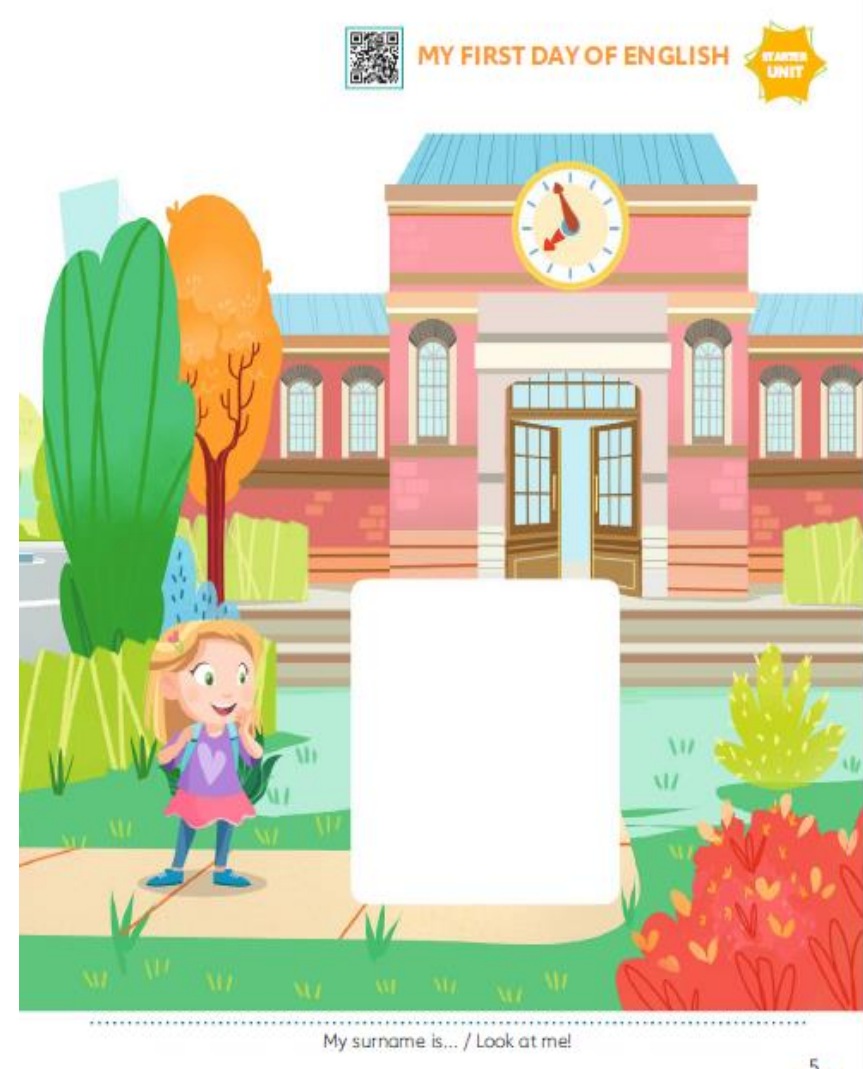
- Transition from Materna
- Anxiety of the unknown
- Worrying about Covid 19
- New School
- New classmates



Special English Accoglienza Module

Introduction to English in 1A

- Different teaching styles to
- get used to.
- Transition activities
- Learning to learn
- Learning skills



First lessons - Transition from Scuola Materna to 1° Elementare

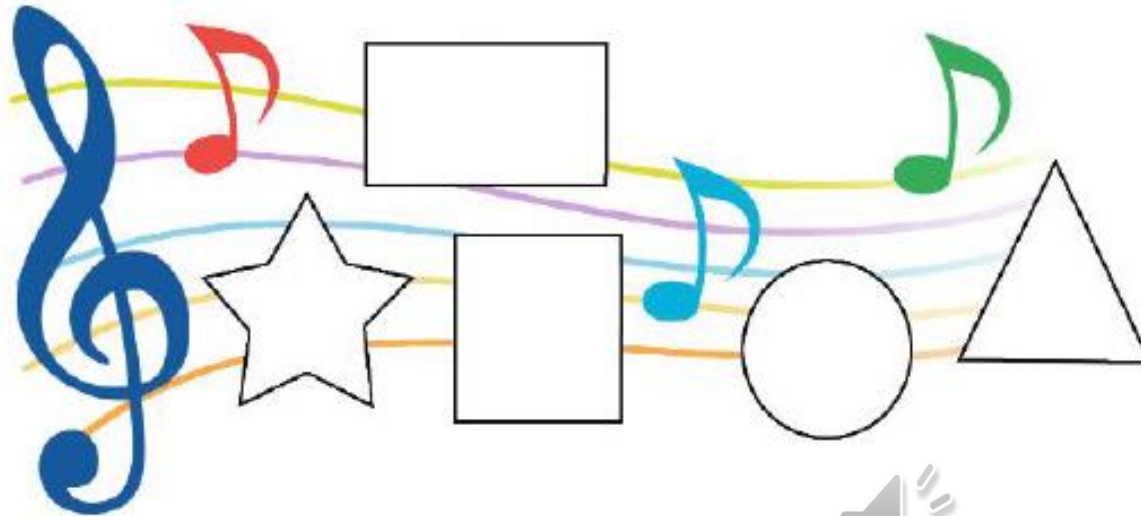


- .
- Transition activities
- Learning skills



Do you remember revision lessons at the beginning of each book in 2 3 5

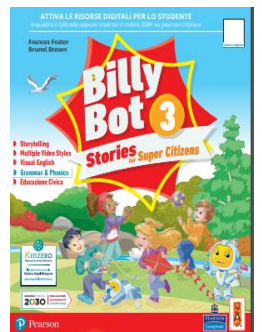
3  Listen and colour the shapes.



5 Play the game! *Musical Shapes*

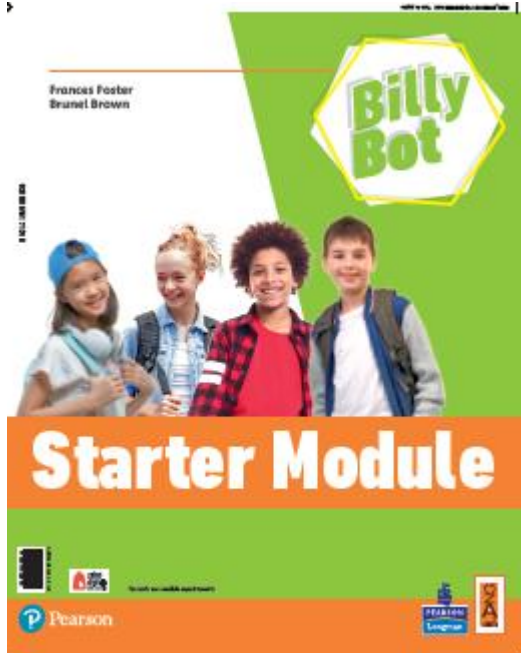
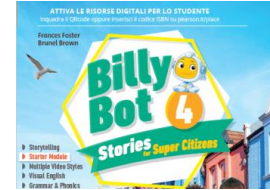
4   Sing the song. 

If it's a circle, sit down!
If it's a circle, sit down!
If it's a circle,
if it's a circle,
If it's a circle, sit down!



Quarta Classe - Starter Module 4A

new school cycle (learning loss)



Questions and Answers



1 Read and match the questions to the answers. Listen and check.

1 What's your name? 	2 What's your surname? 	3 Have you got a dog?
4 What is it? 	5 When is Tom's birthday? 	6 What's the weather like?
My surname is Carter. 	It's a pencil. 	My name is Mary.
It's in June. 	It's sunny and hot. 	No, I haven't.

3



School Objects and Adjectives

1 Listen and repeat. Say and connect.

schoolbag
pencil case
book
exercise book
pen
pencil
ruler
rubber
felt-tip pen
coloured pencil

2 Complete with **is** or **are**. Listen and check. Practise.

- It _____ a schoolbag.
- They _____ felt-tip pens.
- It _____ a rubber.
- They _____ rulers.
- It _____ a pencil case.
- They _____ books.



3 Listen and draw.

4 Practise with a friend. It's / It isn't a / an... They're / They aren't...

4

From quinta elementare to Secondaria

- Transition from Primaria
- Anxiety of the unknown
- Worrying about Covid 19
- New School & Classmates
- New teachers
- New teaching styles
- School skills (using a dictionary correctly)
- Online research




GETTING READY FOR SECONDARY SCHOOL

AN INVITATION

1 Look at the invitation. What was it for? Read and complete.

LET'S CELEBRATE!

It's Willy Wonka's birthday!




Date: Friday, 17th May
Place: Chocolate Factory
Time: 3:00

1 When was the party?

2 Where was the party?


3 What time was the party?

4 Who was the party for?



2 Write an invitation for a fictional character's birthday party. Show it to your class.

Bring a friend!



Educazione Civica

Chant: Greetings



 *Super Citizens*

1  Listen and repeat the chant.
Say and do the actions.

1  

2  

3 

4 

5  

6 



66

Song: washing hands



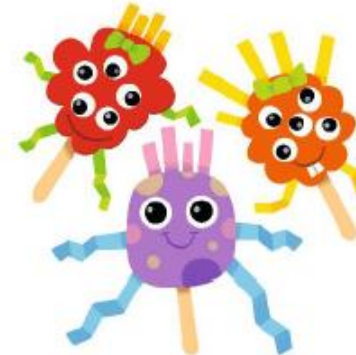
Educazione Civica

2 Listen and sing. Number.

3 Draw more germs on the hands.



4 Make the craft.



Little Thinkers Is good hygiene important?

Wet my hands
Put the soap
Rub my hands
Rinse my hands
Dry my hands

Little Thinkers: Determination



6 Tick (✓) the right behaviour.



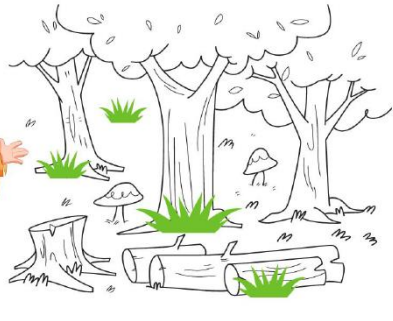
Little Thinkers Is determination important?

GLOBAL GOALS for Kids

1 Listen and follow along. Colour.

This is a book.
It's made of paper!

Paper is made
from trees.



2 What's made of paper? Tick (✓).



☐ chair



☐ bookmark



☐ map



☐ tissue



☐ books



☐ desk

3 Circle the thing you can't reuse.

2-3-4-5

4 Listen and repeat. Colour the things trees need.



Plant
a tree!

5 Listen and repeat. Make the Four Seasons Tree.

Spring

The tree is full of flowers.

Summer

The tree is full of leaves.

Autumn

The leaves fall.

Winter

The tree is bare.

Little Thinkers Are trees important?



GLOBAL GOALS for Kids

1 Listen and follow along.

This is my mother. She's a scientist.



This is my grandfather.
He's a scientist.



This is my aunt.
She's a doctor.



This is my father.
He's a doctor.



2 Listen and repeat. Draw and say.

When I'm big, I want to be a pilot.



When I'm big, I want to be a scientist.



When I'm big, I want to be a

Little Thinkers What jobs are fun?

Digital Citizenship

UNIT 1 Vocabulary

LESSON 2

1 Make a word cloud with these words.



2 Say and tick (✓) the correct answer.



- ☐ play a sport
☐ ski



- ☐ dance
☐ cook



- ☐ fly a kite
☐ swim



- ☐ ride a bike
☐ dance



- ☐ do judo
☐ cook



- ☐ ski
☐ ride a skateboard

10

Vocabulary UNIT 1

3 Listen and repeat. Say and copy.



4 Complete with **do**, **play** or **ride**. Listen and check.

- 1 a bike, a skateboard
2 football, basketball, the piano
3 judo, karate

EDUCAZIONE CIVICA

5 Surf the Net and prepare a poster.

Write about a sport. On your poster include...

a what equipment you need to play it.

You need a... to play...

b where you play it.

You play... in / on a...

Ask before going online!



21st Century Skills: Media Literacy

11

Guided Internet projects

- 5** Surf the Net and prepare a poster.
- Write about a sport. On your poster include...
- a what equipment you need to play it.
You need a... to play...
 - b where you play it.
You play... in / on a...



EDUCAZIONE CIVICA



26 Citizenship stories linked to Agenda 2030



Songs, rhymes and chants

Active listening and singing



UNIT 1
Actions and Sports
VOCABULARY

1 Talk about the pictures.

2 Listen, point and repeat.



swim



cook



fly a kite



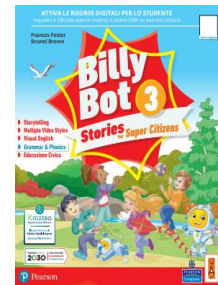
Rhymes, Songs and Chants



- 4 Sing the song. Tick (✓) the picture that doesn't belong.

Play a sport!
And sing with me!
Ride your bike,
And sing with me!
Fly your kite,
And sing with me!
Sing this song with me!



Active Listening: Sing the song



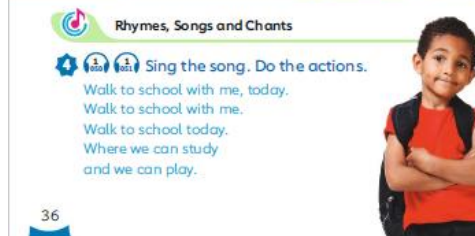
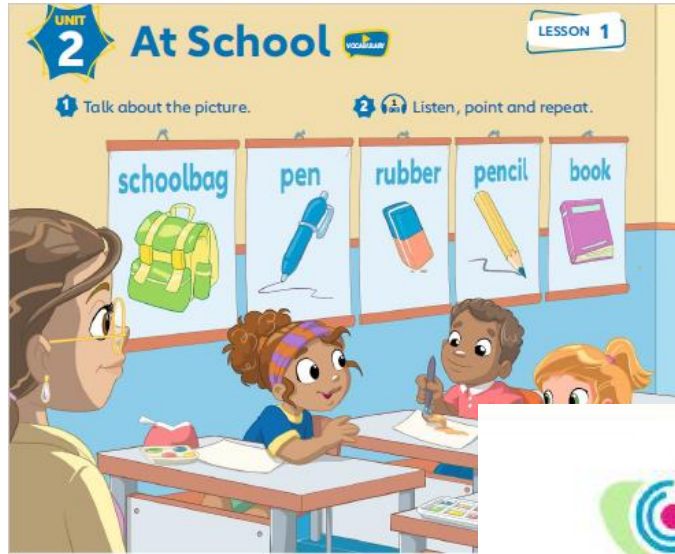
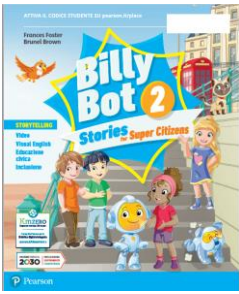
4  121 Sing the song. 
Colour the umbrella.

On the ground, all around.
In the air, everywhere!
Rain is on the ground.
Rain is all around.
Rain is in the air.
Rain is everywhere!



5  122 Now sing the song with the word snow.

Rhymes, Songs & Chants



Rhymes, Songs and Chants



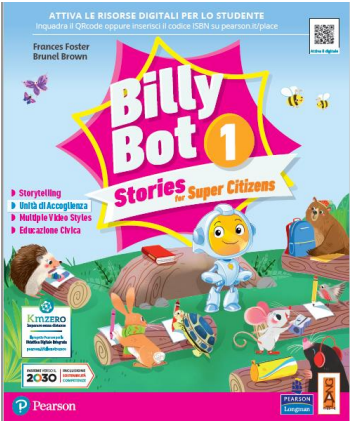
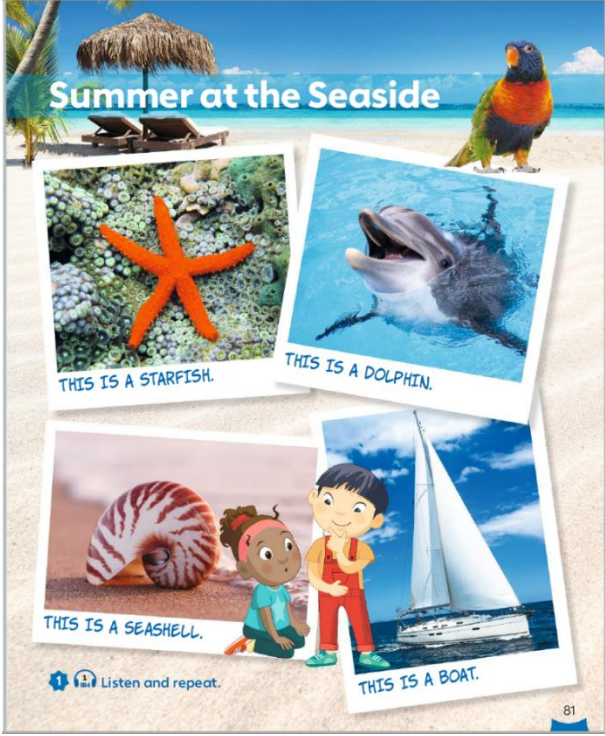
Sing the song. Do the actions.

Walk to school with me, today.
Walk to school with me.
Walk to school today.
Where we can study
and we can play.



CLIL Lessons

CLIL & Seasons



CLIL through Stories

 SMART STORIES


The Big Change


1 Talk about the pictures.

2  Listen and follow along.



3 Look at how a caterpillar changes into a butterfly. Complete and colour.

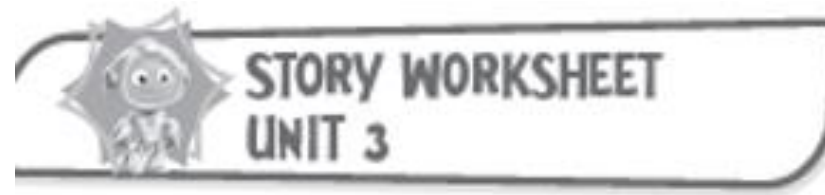


4  Listen to the story again and act it out.

5 Make the story booklet. Teacher's Book 1 – Unit 3 Story Worksheet



Make a story book to remember and retell the story



Name

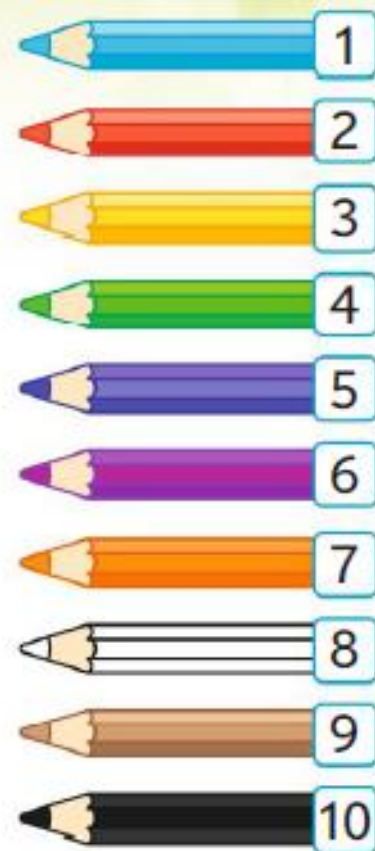
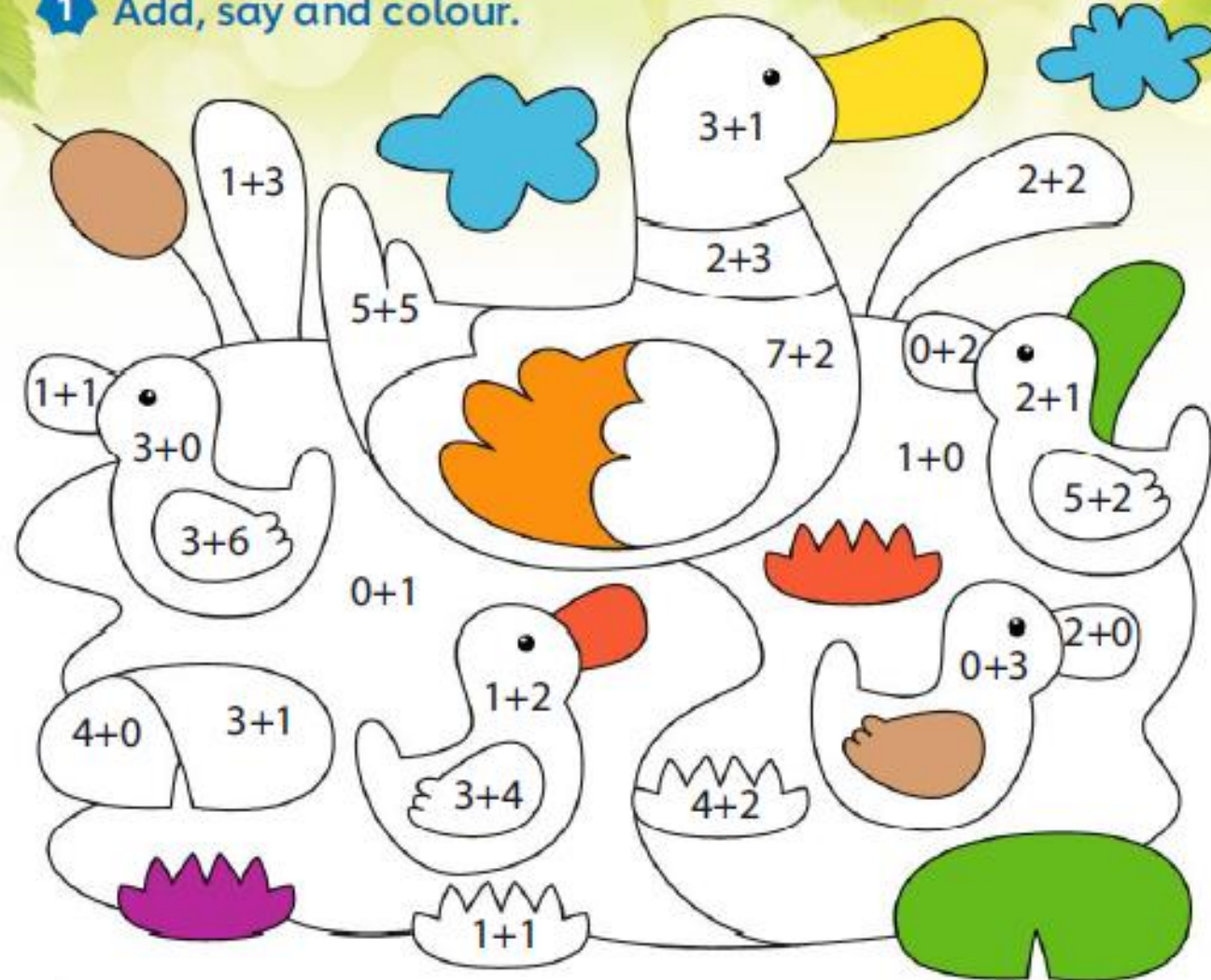
The Big Change



@Barbara Piola Turin

Spring GAMES

1 Add, say and colour.



CLIL Lessons linked to stories

CLIL for Kids

1 Listen and follow along.
Draw one more animal for each class.

It's Science time!

CLASSIFICATION OF ANIMALS

```

    graph TD
      VERTEBRATES --> WARM-BLOODED
      VERTEBRATES --> COLD-BLOODED
      WARM-BLOODED --> MAMMALS
      WARM-BLOODED --> BIRDS
      WARM-BLOODED --> FISH
      COLD-BLOODED --> REPTILES
      COLD-BLOODED --> AMPHIBIANS
  
```

MAMMALS

BIRDS

FISH

REPTILES

AMPHIBIANS

Mammals are vertebrates. They're warm-blooded.

CLIL for Kids

1 Listen and follow along. Copy the words in the boxes.

It's Science time!

THE WATER CYCLE

Water moves in a cycle!
The **four** main **stages** in the **water cycle** are ...

- evaporation
- condensation
- precipitation
- collection

As water goes through this cycle, it can be...

- a **liquid** (water),
- a **gas** (vapour),
- a **solid** (ice).

WATER CYCLE IN A BAG

Step 1
On the bag, draw the sun, the clouds and the water.

Step 2
Put a glass of water in the bag. Then add some blue food colouring.

Step 3
Close the bag and hang it up on the window.

Step 4
Wait and observe.

Inclusion

Inclusion

CeDisMa

Universita' Cattolica

Sacro Cuore

- Clear layout
- 'alta leggibilità'
- Easy Practice book 2-3-4-5
- Libro liquido (libro parlante 4-5)
- Special Tests DSA
- Audio and video on MyAPP
- Easy Learning book 4-5

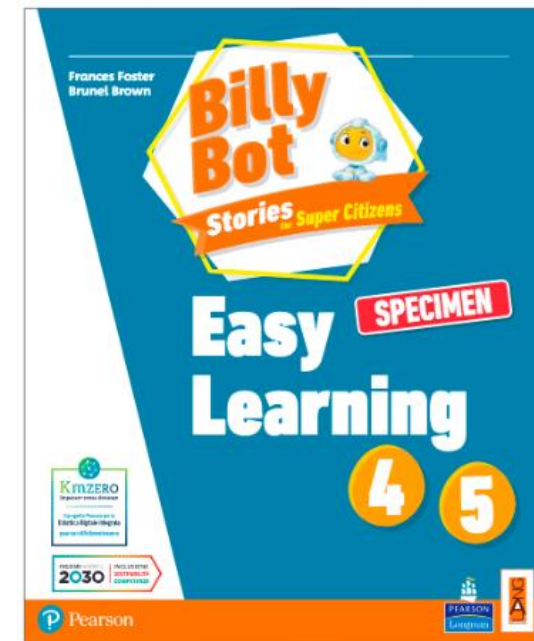
Inclusione

Materiali che si adattano ai diversi stili di apprendimento, massima attenzione alla leggibilità dei testi e strumenti di studio visuali e audio.
Il progetto per l'inclusione è validato da

UNIVERSITÀ CATTOLICA del Sacro Cuore

CeDisMa

Centro studi e ricerche
sulla Disabilità e Marginalità



Free training course for adopting teachers on 'Didattica Differenziata'

LE RISORSE DIGITALI PER LE CLASSI 1-2-3



MYAPP PEARSON

Per studiare e approfondire inquadrando i QR code che attivano audio, video e altre risorse digitali. Scarica l'app su smartphone o tablet.



LIMBOOK

Per fare lezione, tradizionale e capovolta, utilizzando i contenuti multimediali **attivabili direttamente dalla pagina**. Il docente può farne richiesta all'Agente di zona.

In più: ITE, l'edizione digitale sfogliabile a layout fisso del corso, con materiali interattivi, **attivabili dalla pagina**, accessibile su pearson.it/place; Didastore, con i contenuti digitali integrativi per i docenti e la classe.



Un'opportunità speciale per chi adotta questo corso!



Accedi al **Minicorso digitale** su **La didattica differenziata** di Pearson Academy. I concetti chiave e le metodologie di base della differenziazione didattica per l'inclusione secondo la proposta di CeDisMa.

Il Minicorso è fruibile da qualsiasi device e prevede l'attestato di partecipazione.

COME ACCEDERE Inquadra il QR Code oppure accedi a My Pearson Place (pearson.it/place) e seleziona "Attiva prodotto" digitando il codice 9788891916440. Troverai il Minicorso nella sezione "Formazione" di My Pearson Place. Il prodotto è attivabile entro il 31/12/2025 e avrà validità di 12 mesi dalla data di attivazione.

**I nostri libri sono
ecosostenibili**



Camplone gratuito fuori campo NA

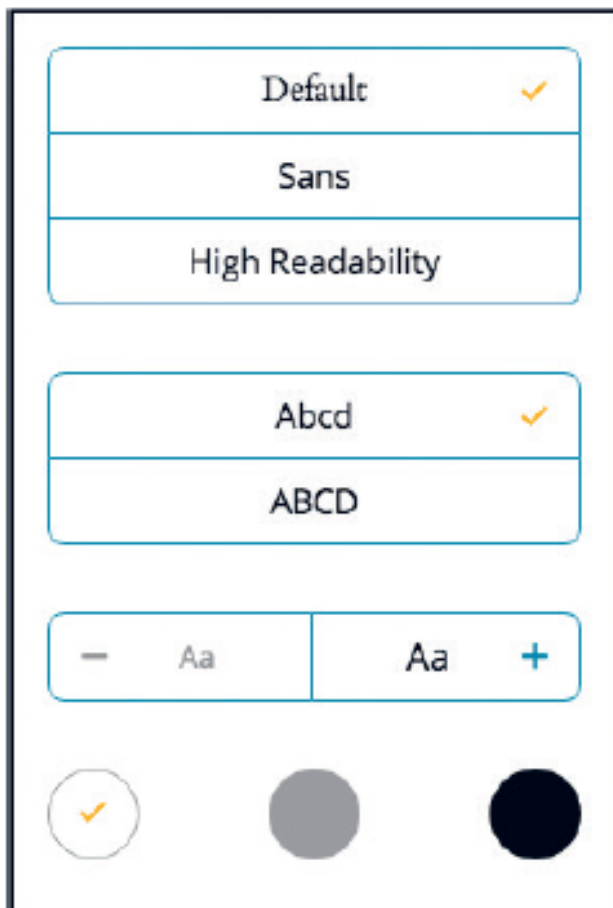
Introduzione



1 2 3

- 1 Apre il pannello accessibilità
- 2 Legge la pagina con la sintesi vocale
- 3 Aggiunge un segnalibro sulla pagina in consultazione

1 Pannello accessibilità



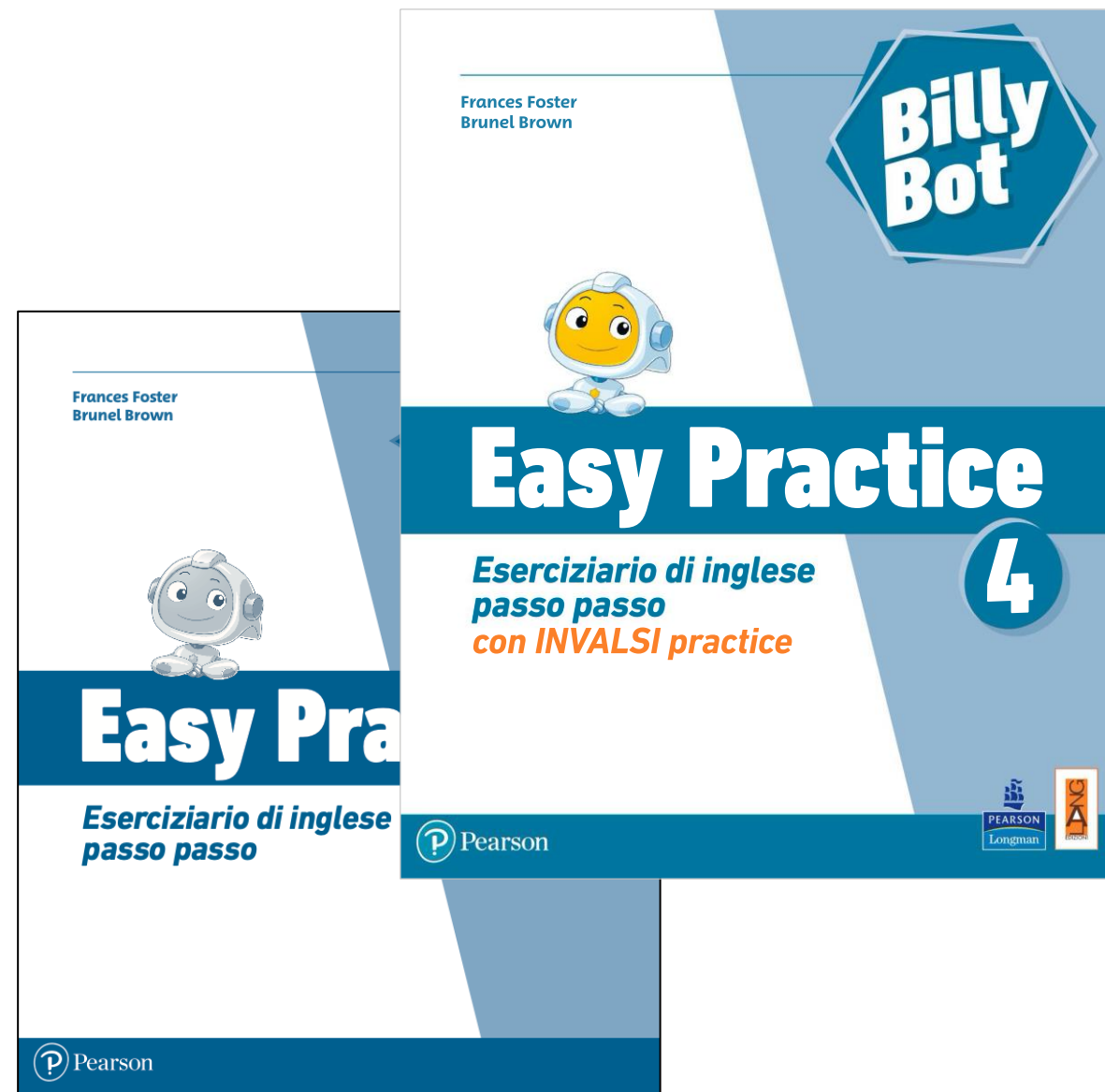
eBook for Students Libro Liquido

Free Student eBook for any device

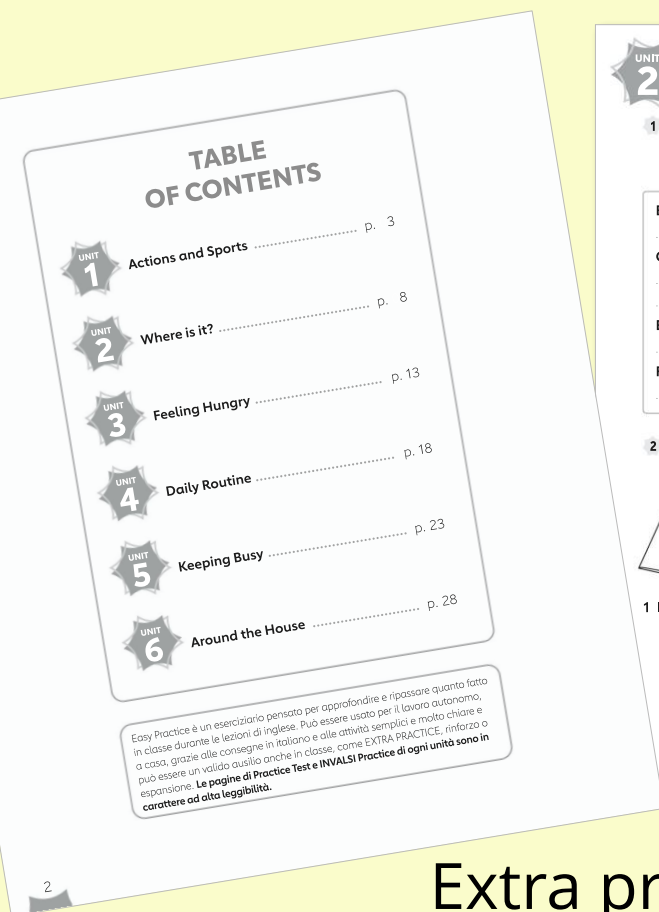
- Read aloud (text to speech)
- Change Font, size, contrast
- Change Audio speed

Downloadable off line





Easy Extra Practice Books



UNIT 2 At school

Vocabulary

1 Scrivi i nomi degli oggetti scolastici al posto giusto.

felt-tip pen • coloured pencil • book • pen • exercise book • schoolbag • ruler • pencil • pencil case • rubber

B	libro	P	penna
C	matita colorata	R	astuccio
E	quaderno	S	gomma
F	pennarello		righello
			cartella

Le parole inglesi sono in ordine alfabetico.

2 Leggi e colora l'oggetto giusto, usando il colore indicato.

What is it?

1 It's a book. It's blue. 2 It's a ruler. It's orange. 3 It's a schoolbag. It's green.

4 It's a pencil. It's orange. 5 It's a pencil case. It's yellow.

UNIT 1 Practice Test

1 Scrivi i verbi sotto i disegni giusti.

sing • cook • swim • ride • ski

1 2 3 4 5

2 Osserva i disegni e completa le frasi con **can** oppure **can't**.

1 2 3 4 5

Tom Lynn Mark and Peter Mike Mary an

1 He ride a skateboard. 2 She dance. 3 They
4 He do judo. 5 They cook.

3 Osserva i disegni dell'esercizio precedente. Leggi le domande e abbinale risposte.

1 Can Mary and Carla cook? ☐ No, he can't.
2 Can Tom ride a skateboard? ☐ Yes, they can.
3 Can Mark and Peter ski? ☐ Yes, she can.
4 Can Mike do judo? ☐ No, they can't.
5 Can Lynn dance? ☐ Yes, he can.

MARK

INVALSI Practice

UNIT 1

Read the dialogue. Answer the questions (1-5). Use a maximum of four words. Write your answers in the boxes.*

THE NEW BABYSITTER

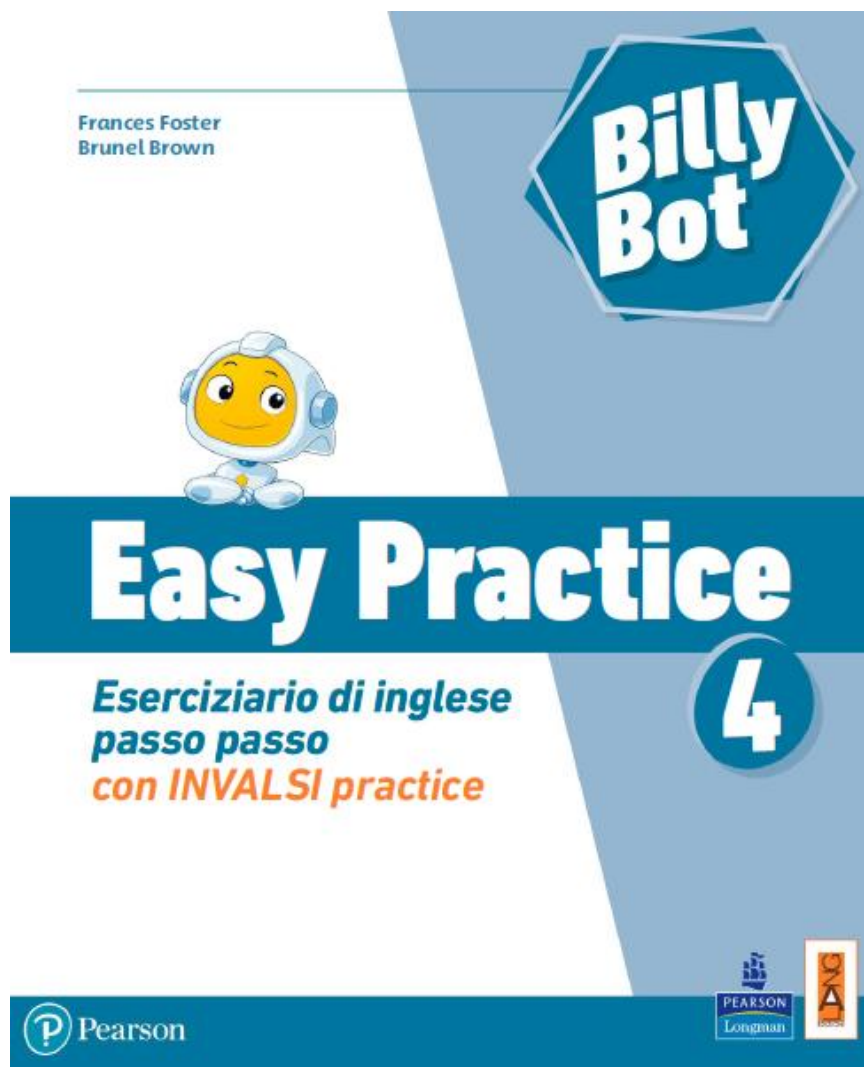
Susan: Good morning. I'm here for the babysitting job.
Mrs Miller: Good morning. What's your name?
Susan: Susan Olson.
Mrs Miller: Can I ask you some questions?
Susan: Of course.
Mrs Miller: How old are you?
Susan: I'm twenty.
Mrs Miller: Can you drive?
Susan: Yes, I can. But I haven't got a car.
Mrs Miller: You can use my car. Paul has got swimming lessons on Mondays.
Susan: Great! Can he swim well?
Mrs Miller: Yes, he can swim very well. Can you cook, Susan?
Susan: Yes, I can.
Mrs Miller: What languages can you speak?
Susan: I can speak French and Spanish.
Mrs Miller: Great! You can help Brenda with her Spanish homework. She has lessons after school on Wednesdays.
Susan: Of course!
Mrs Miller: Ok, you can start tomorrow!

1 The girl's name is
2 She is years old.
3 Paul can very well.
4 Susan can speak and Spanish.
5 Brenda has Spanish lessons on after school.

*Leggi il dialogo. Completa le frasi (1-5). Non usare più di 4 parole. Scrivi le parole nel box.

INVALSI

Solid INVALSI practice



INVALSI Practice

UNIT
3

Read the texts about some children (A-F) and match them with the sentences (1-5). There is one letter you do not need. Write your answers in the boxes.*

WHO LIKES WHAT?

- A**  Jane likes school. Her favourite subject is History. She doesn't like Maths. She isn't very good at Maths.
- B**  Dave likes music. He likes Hip hop music. His brother doesn't like Hip hop. He likes Rock music.
- C**  Tim is a good student. He's good at all subjects. His favourite subject is Maths. He doesn't like History.
- D**  Laura likes sports. She likes tennis and volleyball. Her best friend likes tennis, too. They always play together.
- E**  Omar likes video games. He has got a lot of video games. His favourite game is Super Sonic.
- F**  Tina likes music. She has got a guitar. She likes Rock music. She doesn't like classical music.

This person...

- ☐ plays a musical instrument.
- ☐ likes tennis.
- ☐ doesn't like History.
- ☐ has got a lot of video games.
- ☐ isn't very good at Maths.

*Leggi i testi sui bambini (A-F) e abbinali alle frasi (1-5). Una lettera non ti serve. Scrivi le lettere nelle caselle.

Didattica Digitale Integrata

Tante risorse digitali per lo studente

ATTIVA LE RISORSE DIGITALI PER LO STUDENTE
Inquadra il QRcode oppure inserisci il codice ISBN su pearson.it/place

**Frances Foster
Brunel Brown**

**Billy
Bot 1**

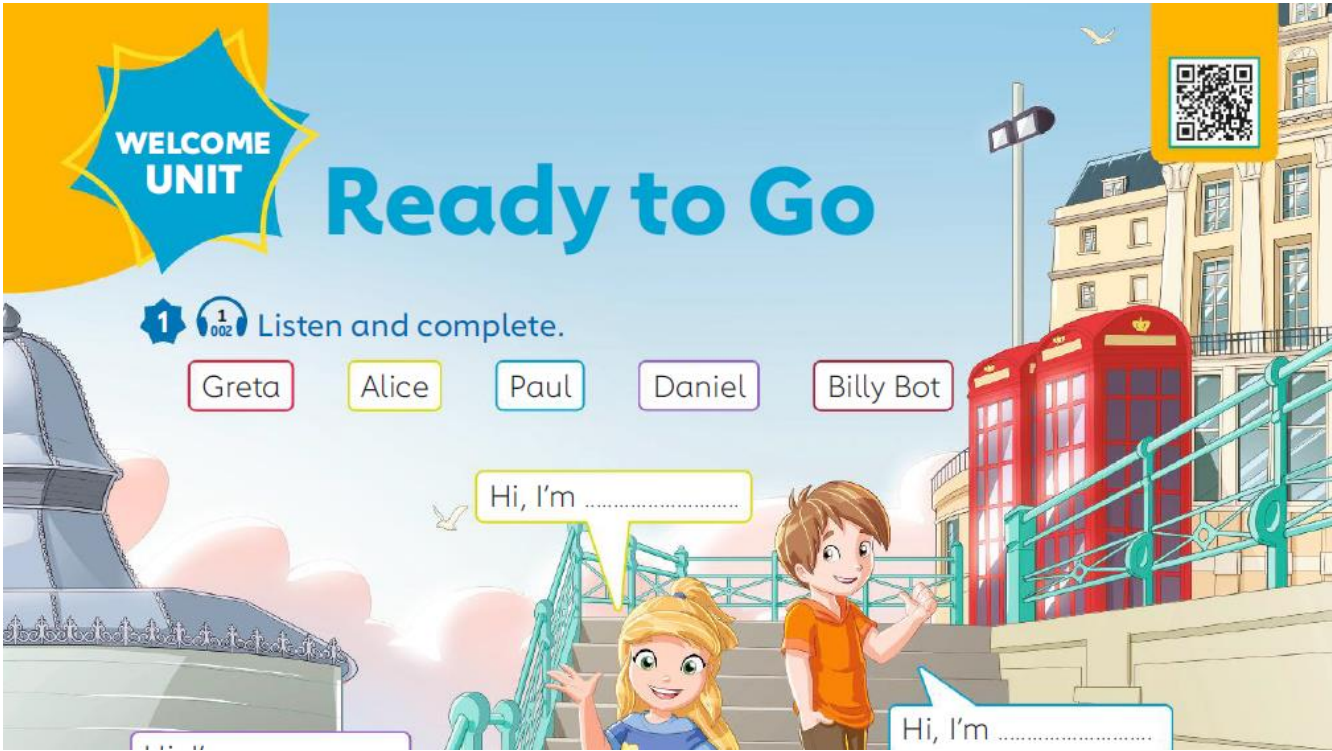


Attiva il digitale

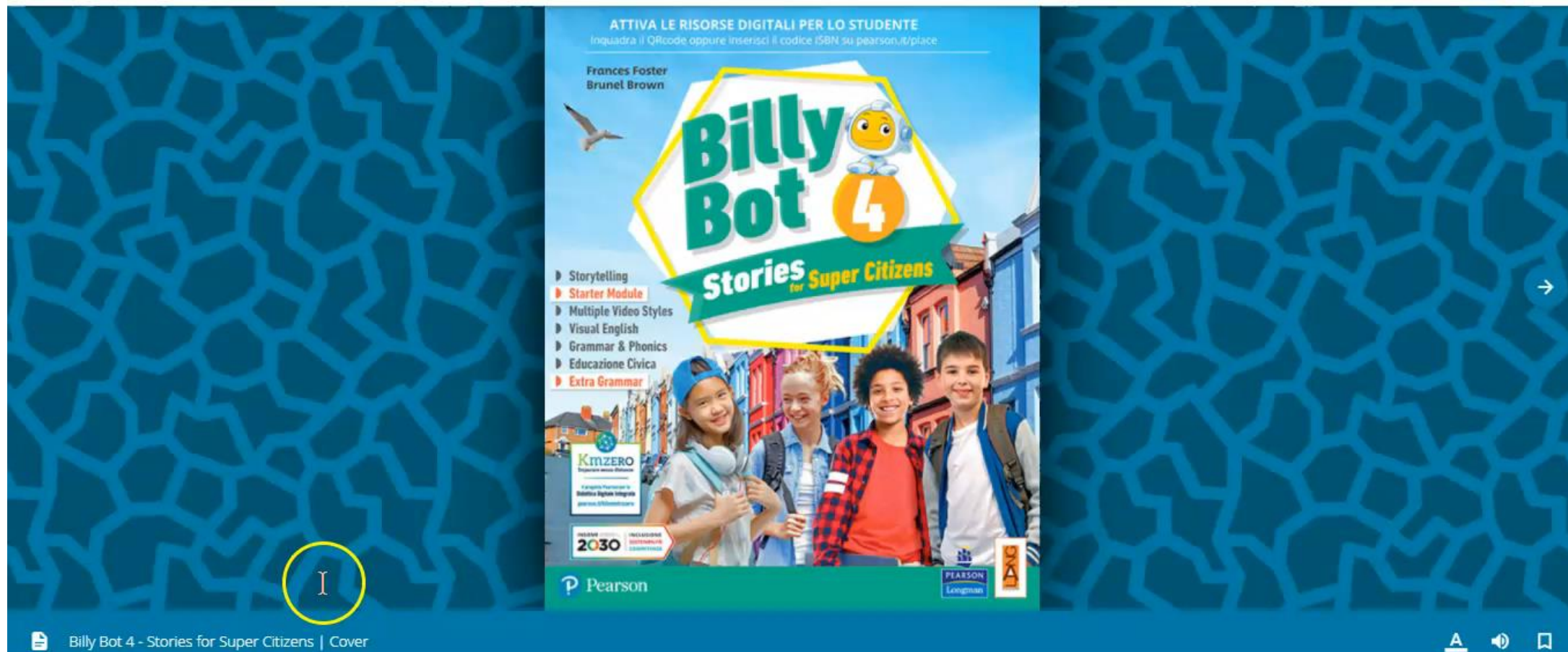


All the listenings, songs & all the video

Easy to access QR Code



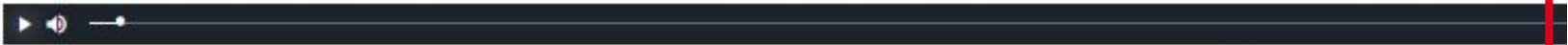
Libro Liquido ebook for students



E book for students

Lesson 1 - Exercise 5

Look, read and match. Listen and check.

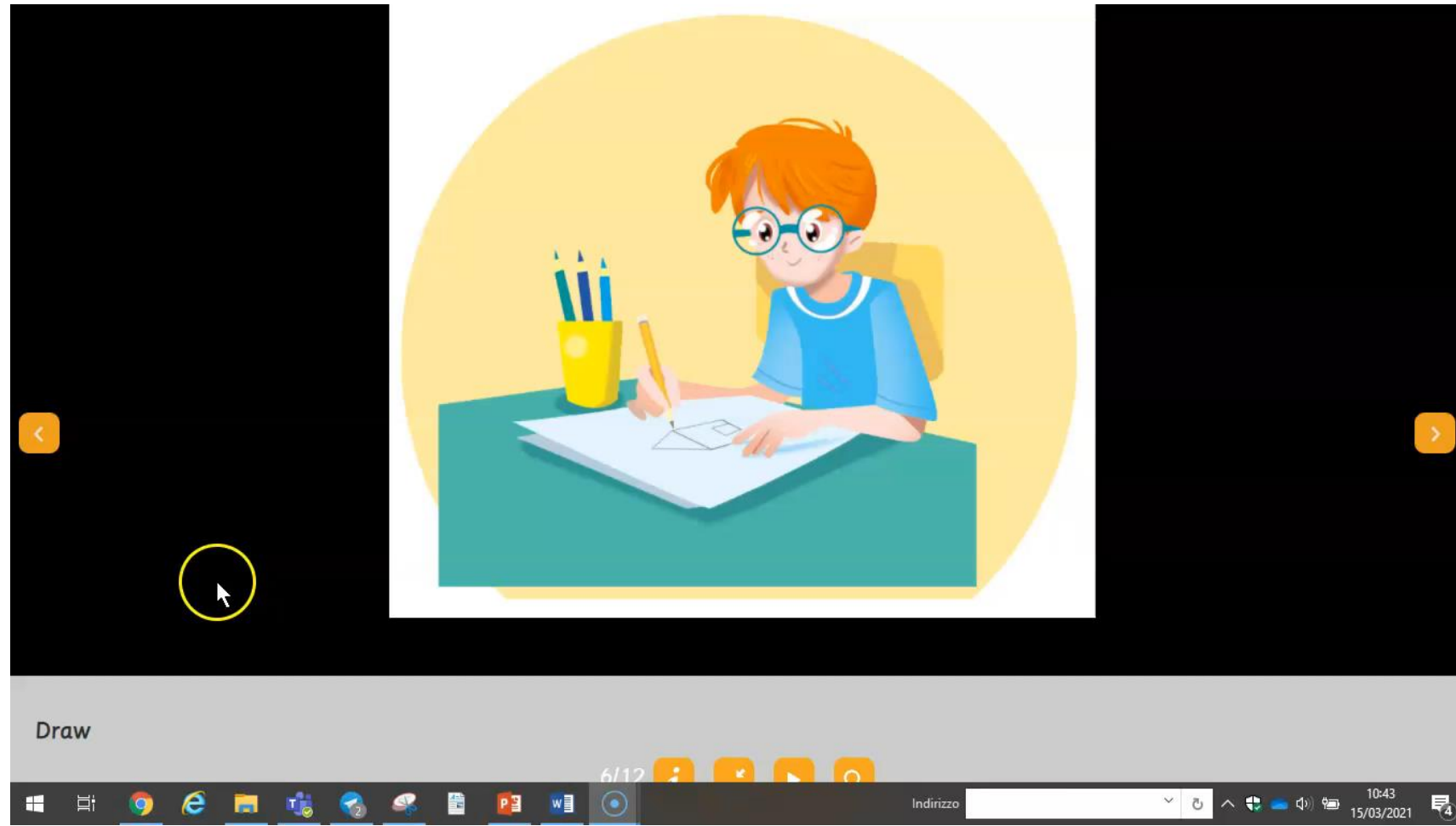


a soft ball.	an old kite.	a pink ball.	a new skateboard.	a dirty bike.
Greta has got	Daniel has got	Alice has got	Paul has got	The dog has got

Play audio and video easily

 CONFERMA RESET

Vocabulary activator for students



ebook for the teacher (use in class or video conferenza)

Present in class or in video conferenza

Show answers, one or all

Focus learner attention

Navigate easily

Share Audio/Video from page

4_8

UNIT 1 Actions and Sports

LESSON 1

Actions and Sports UNIT 1

1 Talk about the pictures.

2 Listen, point and repeat.

3 Practise. Has he / she got... ?

swim

cook

play a sport

dance

sing

ski

do judo

ride a skateboard

fly a kite

ride a bike

I'm tired!

Rhymes, Songs and Chants

4 Sing the song. Tick (✓) the picture that doesn't belong.

Play a sport!
And sing with me!
Ride your bike,
And sing with me!
Fly your kite,
And sing with me!
Sing this song with me!

5 Look, read and match. Listen and check.

1 Greta has got ☐ a soft ball.

2 Daniel has got ☐ a new skateboard.

3 Alice has got ☐ a dirty bike.

4 Paul has got ☐ a pink ball.

5 The dog has got ☐ an old kite.

6 Think and answer.

Is bike safety important? Why?

☐ Yes


☐ No

Century Skills: Critical thinking

8

9

Resources for teachers : Everything you need for teaching in one place -Piattaforma KM Zero



Lingua Inglese Secondo Ciclo a Kilometro Zero

EDUCAZIONE CIVICA - 11 stories for children

Identificare e imparare i nomi di alcuni indumenti invernali e autunnali

Identificare e imparare i pronomi dimostrativi

Chiedere a chi appartiene qualcosa e rispondere

Le basi della lingua inglese

Identificare e imparare i mesi, Chiedere e dire la data, Identificare alcune festività e dire quando ricorrono

Descrivere le azioni che si svolgono e con quale frequenza

Chiedere e dire l'ora

Saper dire che si possiede o non si possiede una cosa

Per la lezione e il ripasso

Introduzione			
Story 1 The Lion and the Mouse			
Story 1 The Lion and the Mouse - Audio			
Story 2 The Grasshopper and the Ant			
Story 2 The Grasshopper and the Ant - Audio			
Story 3 The Fox and the Stork			
Story 3 The Fox and the Stork - Audio			
Story 4 The Boy and the Wolf			
Story 4 The Boy and the Wolf - Audio			

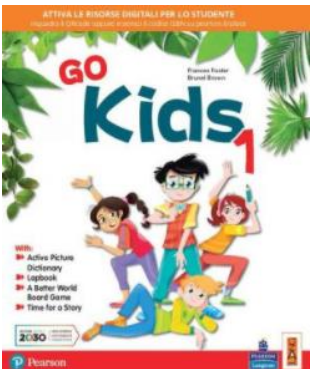


Exercises & videos for teachers to use in English Lessons in Didattica Digitale Integrata



Verifiche in Google moduli : Grammar & Vocabulary

1A-5A classe



Copy of BACK TO SCHOOL ENTRY TEST, classe quarta

Questions Responses Total points: 0

BACK TO SCHOOL ENTRY TEST, classe quarta

Lingua inglese Secondo ciclo

Name

Short answer text

Class

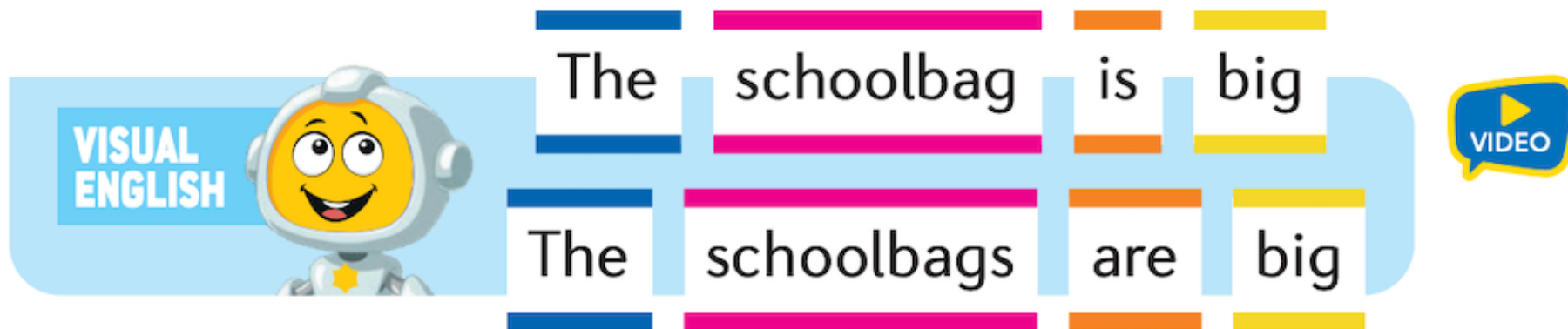
Short answer text

Date

Month, day, year

Visual English

Visual English Learning blocks



Practical way to teach children to build sentences.

Helps memory and understanding

Video

Word cards

Alta legibilità



2 Who's speaking? Number the children.

- 1 I can swim.
- 2 I can sing.
- 3 I can play basketball.
- 4 I can do judo.
- 5 I can ski.
- 6 I can cook.



Visual English video lessons

How many sentences can you build?

VISUAL ENGLISH

I You He She It We You They	can	swim ski fly cook ride sing play speak play	a kite a skateboard a bike soccer English the guitar the violin	very well at all
	can't			



6 Now rewrite your negative sentences using **cannot**.



Lesson 8

Possessive Adjectives and Pronouns

1 Osserva la tabella e i fumetti.

This is **my** stepdad.
His name is Alex.
His surname is Douglas.
Mine is Olsen.

This is **my**
stepdaughter.
Her name is Kyla.



Possessive Adjectives	Possessive Pronouns
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs



2 Completa con **his** oppure **her**.
Segna con un ☒ la frase illustrata.

- ☐ It Mum's hat. → It's hat.
- ☐ They're John's shorts. → They're shorts.
- ☐ Where's Tom's T-shirt? → Where's T-shirt?
- ☐ I've got Mary's book. → I've got book.
- ☐ What's Olivia's surname? → What's surname?

Culture

Civiltà: Around the world

Around the World

Have You Got a Good Friend?

1 Listen with your book closed.

2 Listen again, then read.

This is my friend, Thomas. He's from Russia. He's got black hair and blue eyes. He's special, just like me! I like Thomas a lot!

This is my good friend!

This is my friend, Pedro. He's from Argentina. He's got black hair and brown eyes. He's tall, just like me! I like Pedro a lot!

132

Language Skills: Listening / Reading

This is my friend, Amira. She's from Morocco. She's got long wavy hair and black eyes. She's eight, just like me. I like Amira a lot!

This is my friend, Lucia. She's from Italy. She's got long straight hair and blue eyes. She's in the third class, just like me. I like Lucia a lot!

My Corner

- 3 Draw and complete.
Then show and tell.

This is my friend,
..... from
..... got hair
and eyes.
..... is
just like me.
I like a lot!

21st Century Skills: Creativity

Language Skills: Guided Writing / Speaking

133

Civiltà videos: United Kingdom & London Video



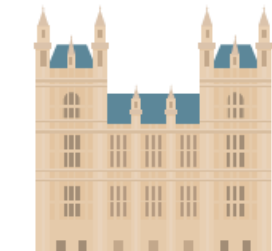
Make a mini books



BIG BEN



BUCKINGHAM
PALACE



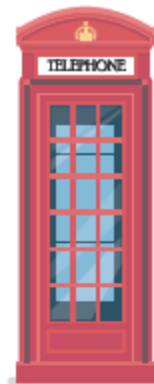
HOUSES OF
PARLIAMENT



Pearson



BY



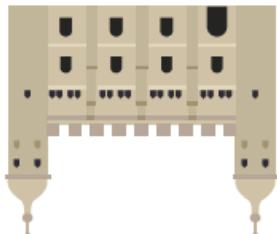
TELEPHONE
BOX

Pearson

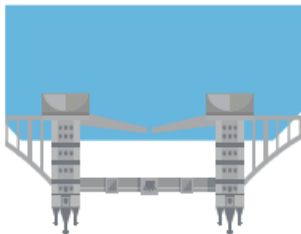


BY

TOWER OF
LONDON



RIVER
THAMES



LONDON
PARKS



LONDON
EYE



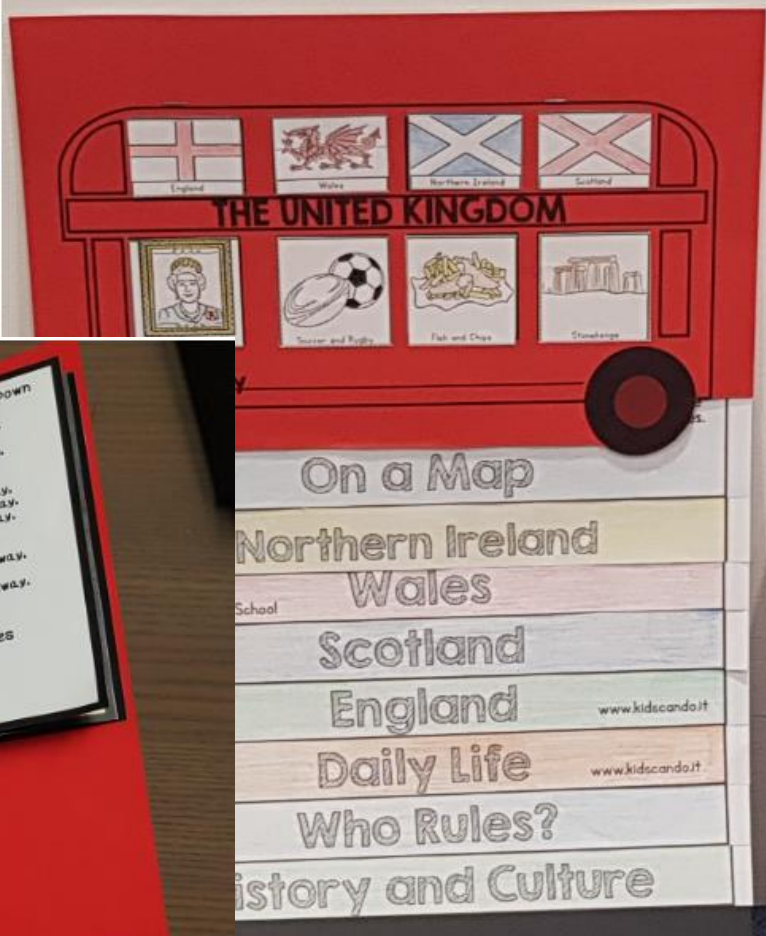
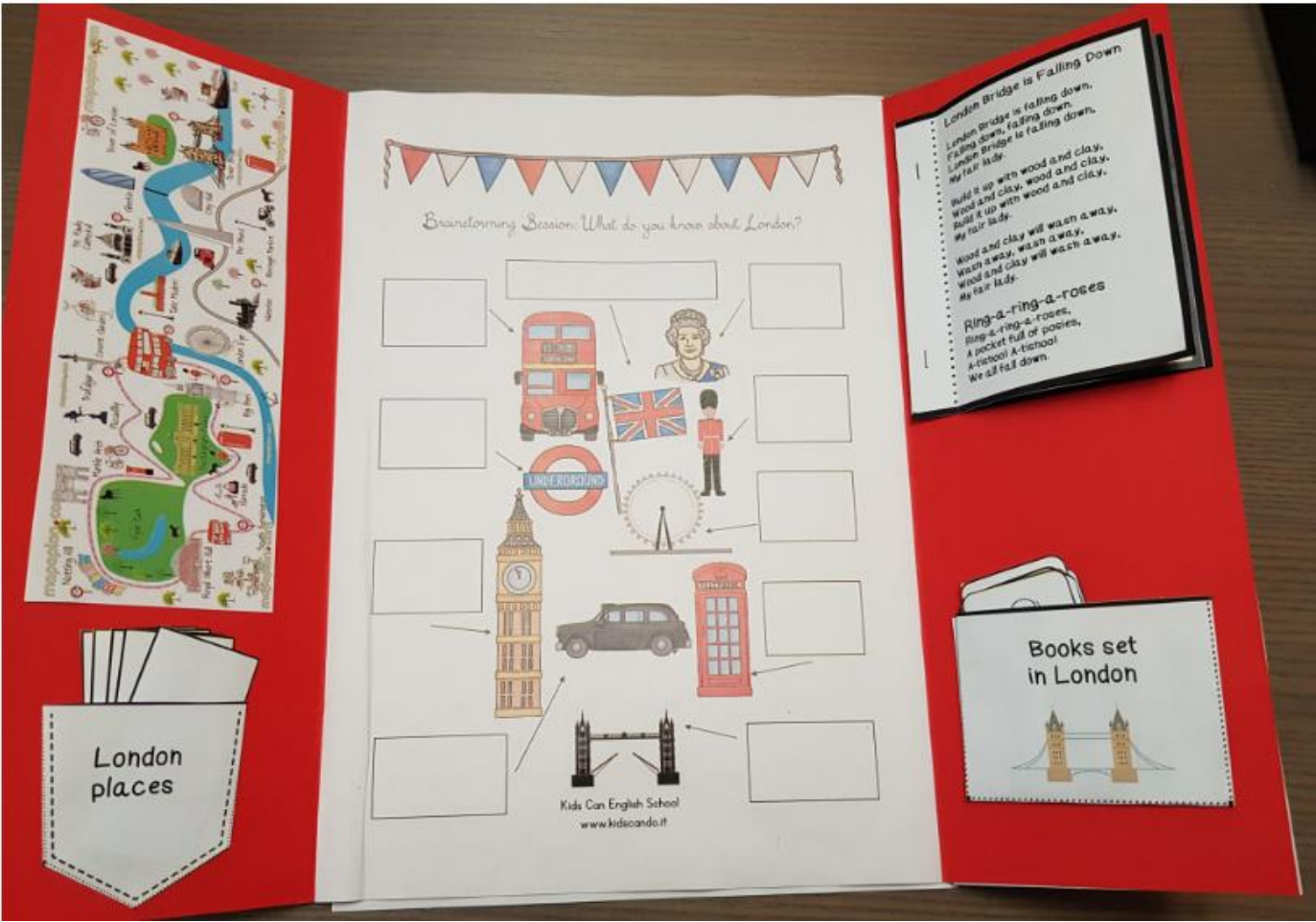
POST BOX



BRITISH
TEA



London Lap Book and Flap Book



Storytelling & Citizenship 26 stories!

'If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales. '

Albert Einstein

Billy Bot 'Happy' Song: at the beginning of each story

Let's learn English,

English with Billy Bot!

I listen and say!

I sing and play!

English is fun! Hooray! Hooray!



Smart Stories for Smart Citizens on video



1 Listen and follow along.

Greta: Look at Alice! She can ride a skateboard!
 Billy Bot: Can you ride a skateboard, Greta?
 Greta: No, I can't. I haven't got one.
 Billy Bot: Here's one for you! Try it!
 Greta: Thanks, Billy Bot! You're fantastic!

Paul: Look! I can fly a kite.
 Alice: Be careful, Paul!
 Greta: Oh, no! Look at Paul!
 Paul: Help me, please!
 Billy Bot: Look at all the litter in the park!
 Paul: I'm tired. Let's go home!



Paul: Look at that man in the car!
 Greta: He's littering!
 Daniel: There's litter everywhere!
 Alice: I've got an idea! We can clean up the town!
 Billy Bot: Great idea, Alice! You're a Super Citizen!

2 Listen and tick (✓) the correct answer.

What's in the park and in the streets? ☐ animals ☐ litter



LITTER EVERYWHERE



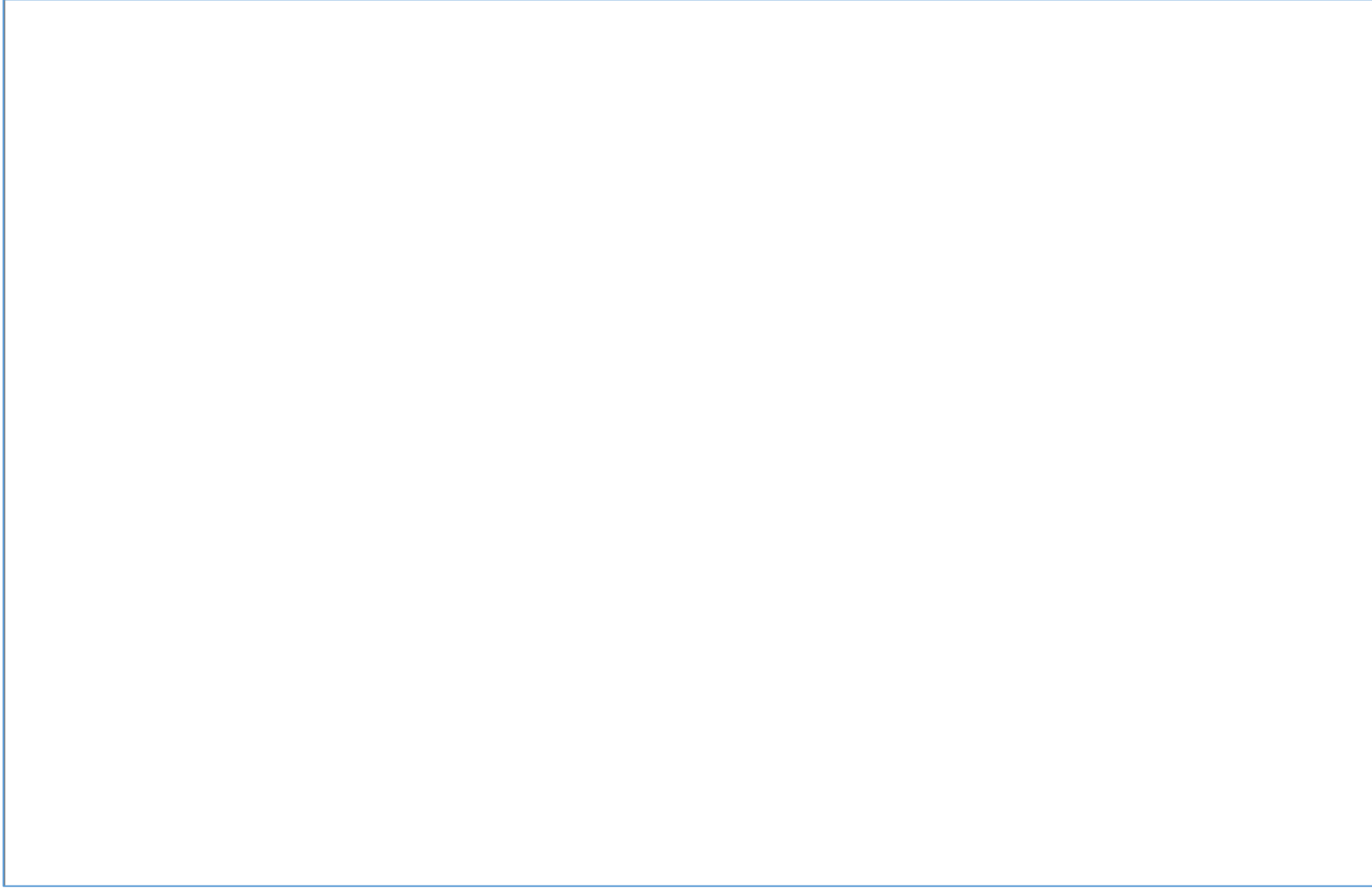
LESSON 3



1 Listen and follow along.

Greta: Look at Alice! She can ride a skateboard!
 Billy Bot: Can you ride a skateboard, Greta?
 Greta: No, I can't. I haven't got one.
 Billy Bot: Here's one for you! Try it!
 Greta: Thanks, Billy Bot! You're fantastic!

Video Dialogues



Smart Citizens

5 Look at the pictures and tick (✓) the ones with litter.



Now act out the dialogue.

The Little Pumpkin

1 Talk about the pictures.

2  Listen and follow along.



3  Listen to the story again and act it out.

4 Make the story booklet.

Teacher's Book 1 – Unit 1 Story Worksheet

CLIL and Global Goals Lessons

3
SOME HISTORY
AND WELL-BEING

GLOBAL GOALS for Kids

1 Listen and follow along. Draw a fruit for each colour.



EAT A RAINBOW

Fruit is good for you. It has got vitamins.



2 Make a fruit rainbow.

5
GENDER
EQUALITY

GLOBAL GOALS for Kids

1 Listen and follow along.

This is my mother. She's a scientist.



This is my grandfather. He's a scientist.



This is my aunt. She's a doctor.



This is my father. He's a doctor.



3 Listen and repeat. Tick (✓) the food you like.



☐ fruit milkshake ☐ fruit ice cream ☐ fruit salad ☐ fruit yoghurt

4 Draw something you eat that has got fruit.



Little Thinkers Is it important to eat fruit?

2 Listen and repeat. Draw and say.

When I'm big, I want to be a pilot.



When I'm big, I want to be a scientist.



When I'm big, I want to be a

Little Thinkers What jobs are fun?

26 stories linked to the UN Global Sustainable Development Goals



Anaya and the New Water Well

1  Listen and follow along.

Anaya lives in a small village in Africa. Anaya's house isn't big, but for Anaya it's the most beautiful place in the world.

Life in the village is difficult because there is no clean water.

Every morning Anaya and her brothers get up early and they go to school, they go to the river to get water. It's a long walk during the dry season. It's hard work because there isn't a lot of water. Sometimes they can't drink the water because it's dirty.

Today is a special day for Anaya and the people of her village. The new well is ready.



Tommy the Wallaby



15 LIFE ON LAND



Pearson

Tommy the Wallaby lives near a forest.

Every day he meets his friends at the river.

Kelly the Koala usually arrives early, but today she is late.

At ten o'clock, Perry the Parrot arrives.

He is afraid because there is a lot of smoke in the forest.

He tells everyone to go on the big hill. "Run! There is probably a bushfire!"

"I can't go to the hill," cries Tommy. "Kelly lives in the forest. She's in danger! Please help me, Perry."

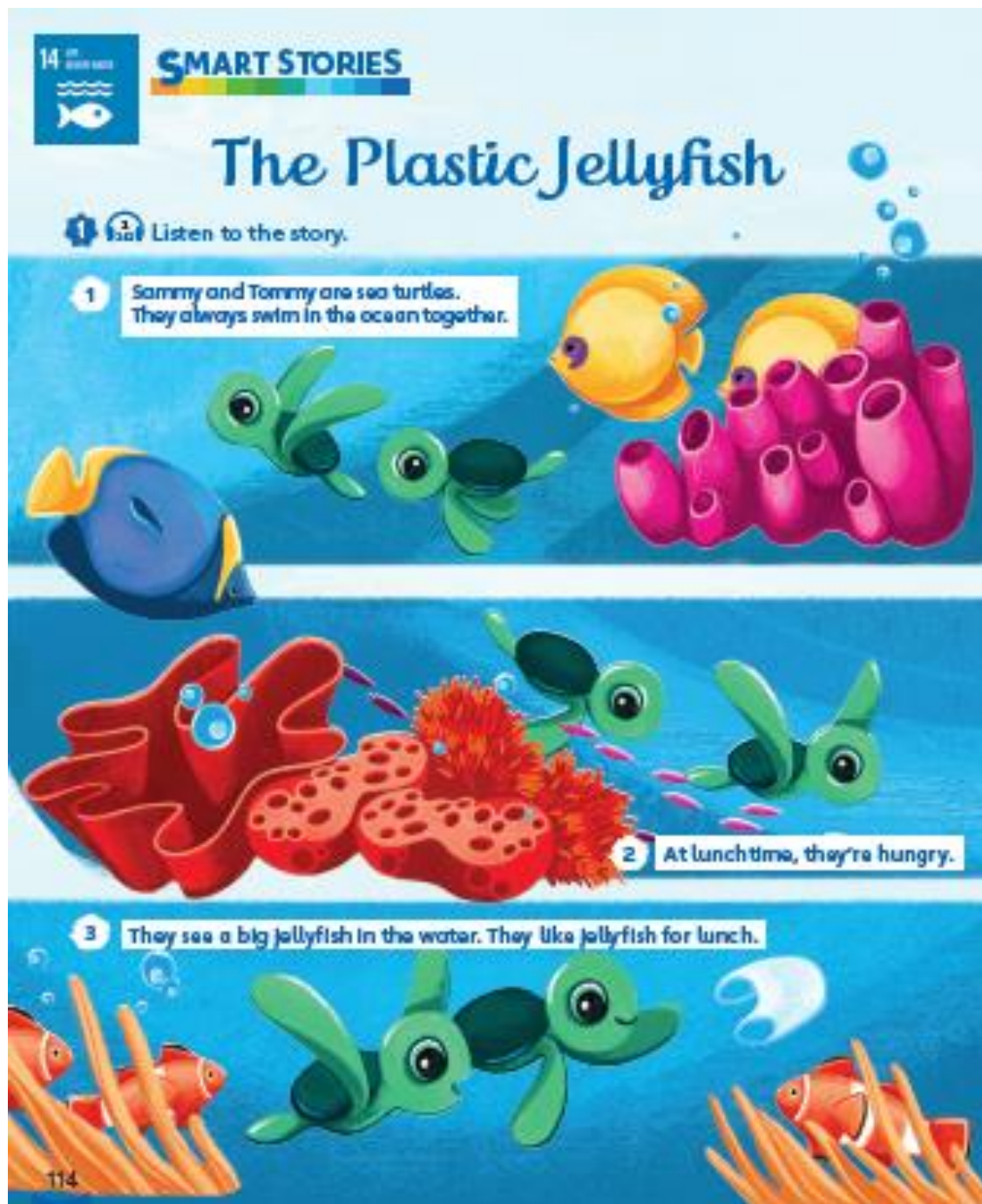
Perry flies back to the forest.

Smart Stories Unit 2

Tommy and the Bushfire

00:00

01:59



CLIL Project: Plastic



14
L1
L2
L3
L4
L5
L6
L7
L8
L9
L10
L11
L12
L13
L14
L15
L16
L17
L18
L19
L20
L21
L22
L23
L24
L25
L26
L27
L28
L29
L30
L31
L32
L33
L34
L35
L36
L37
L38
L39
L40
L41
L42
L43
L44
L45
L46
L47
L48
L49
L50
L51
L52
L53
L54
L55
L56
L57
L58
L59
L60
L61
L62
L63
L64
L65
L66
L67
L68
L69
L70
L71
L72
L73
L74
L75
L76
L77
L78
L79
L80
L81
L82
L83
L84
L85
L86
L87
L88
L89
L90
L91
L92
L93
L94
L95
L96
L97
L98
L99
L100

GLOBAL GOALS *for Kids*

1 Listen and repeat.



a plastic cup



a plastic straw



a plastic bag



a plastic bottle

2 Colour the things made of plastic.



3 Tick (✓) the clean beach.



bassa

4 Which poster do you like? Make a poster for World Oceans Day.



I like this one!



Little Thinkers

Is it important to keep our oceans clean?

CLIL - Science

Willy, the Little Whale

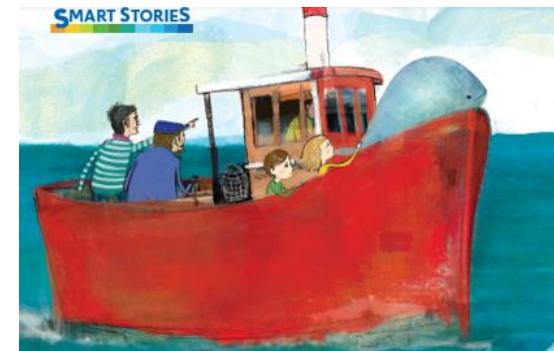
14 LIFE
BELOW WATER



1 Listen and follow along.

Martin and his little sister Jane live in a small town near the sea. Martin's dad is a fisherman and he's got a big red boat.

One day Martin and Jane see something near the water. "Is it a big fish?" asks Jane. "No, it isn't a fish! It's Willy, the little Blue Whale," says Martin. "But it IS a fish! It can swim" says Jane. "Whales aren't fish. They're mammals but they can swim very well" says Martin. "Can we help Willy?" Martin asks his dad.



Classic fairytales & stories

“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”

Albert Einstein

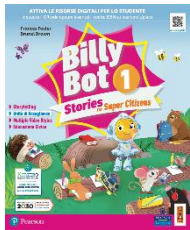
Classe 1a

Little Red Hen

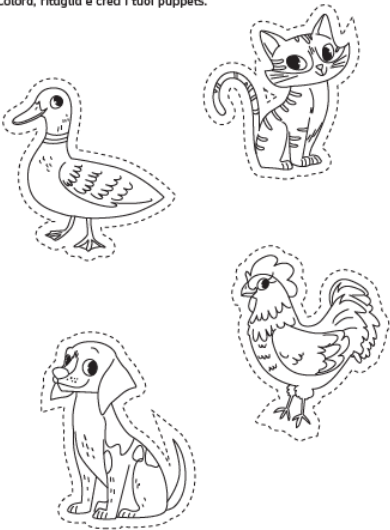


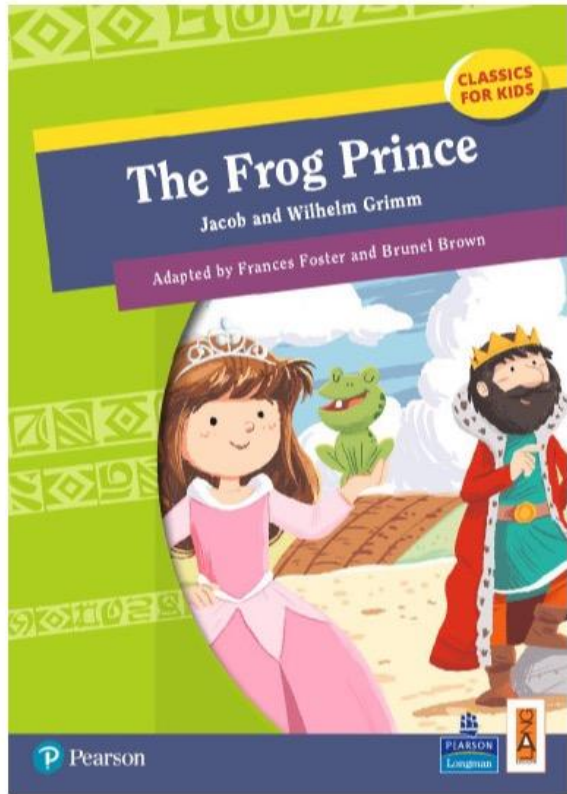
Storytime - Little Red Hen

Make finger puppets

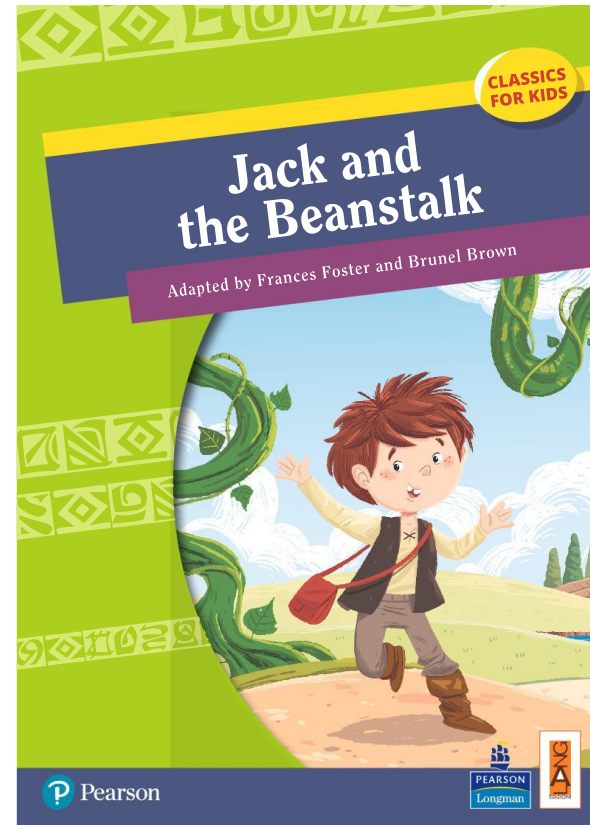


1 Colora, ritaglia e crea i tuoi puppets.

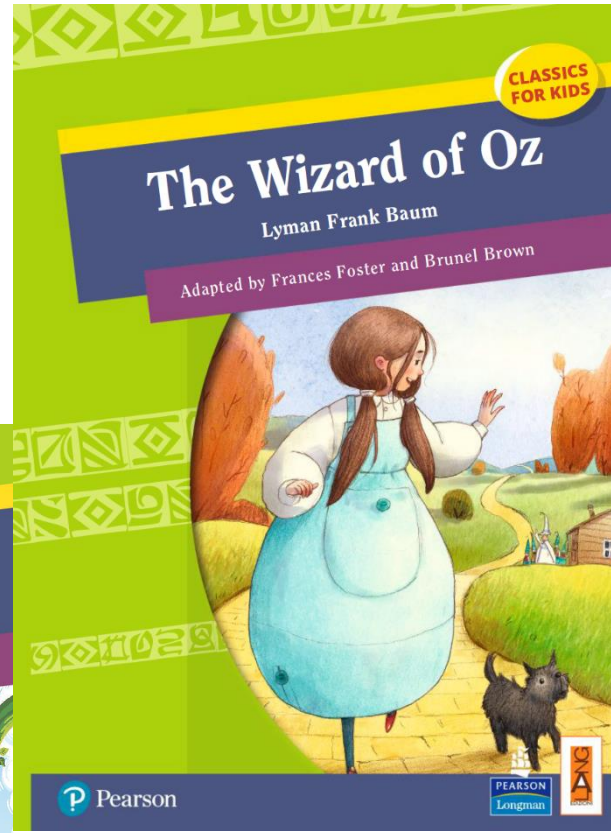




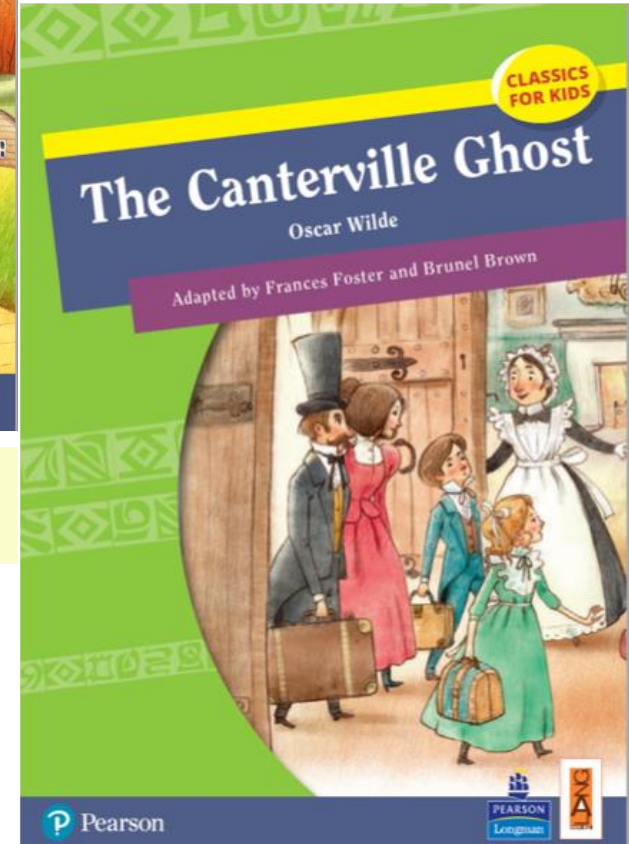
Classe 2a



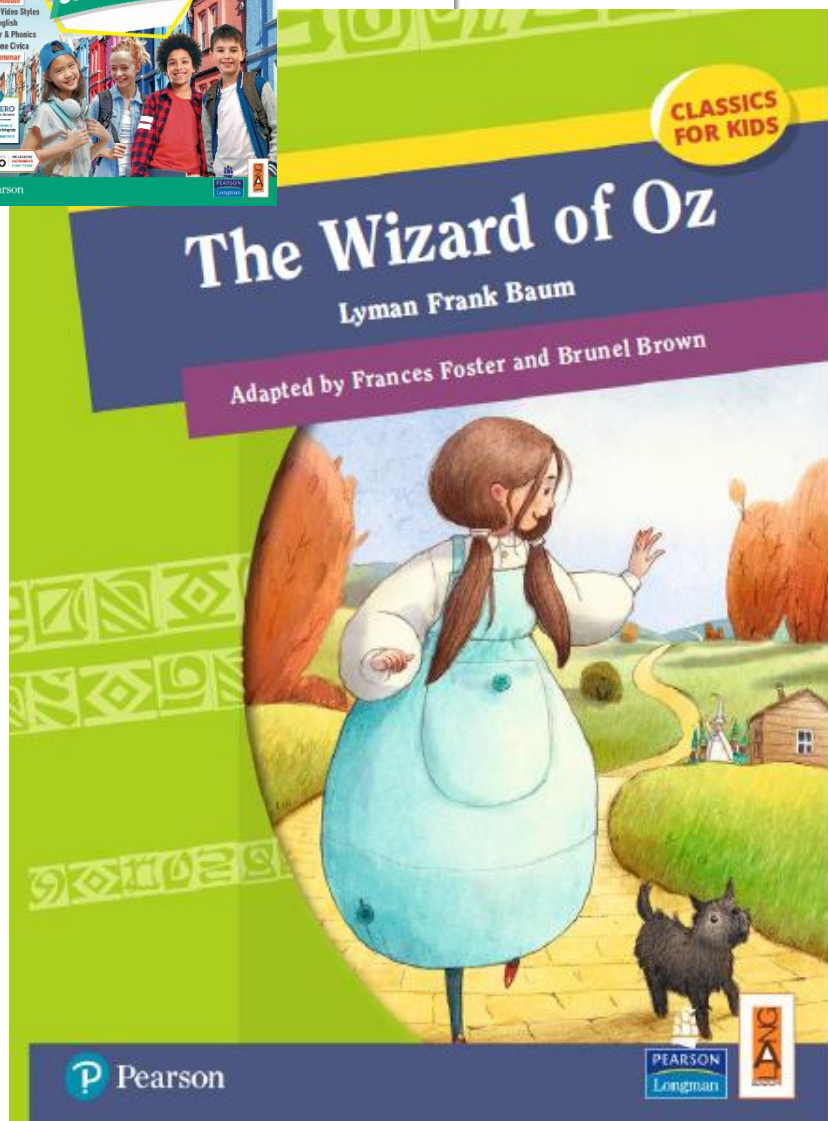
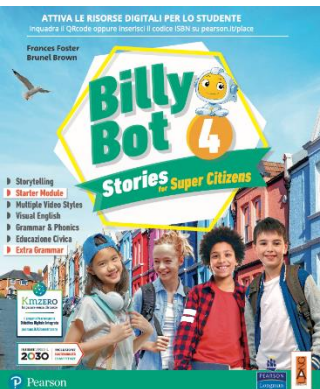
Classe 3a



Classe 4a



Classe 5a



A virtual play or for the end of the year including everyone



Isabella Marini Scuola
Saffi Roma



The Wizard of Oz: A virtual play

Children make their costumes
They all dress up
During the virtual play they read or say their part!
Invite the parents to a video conference meeting

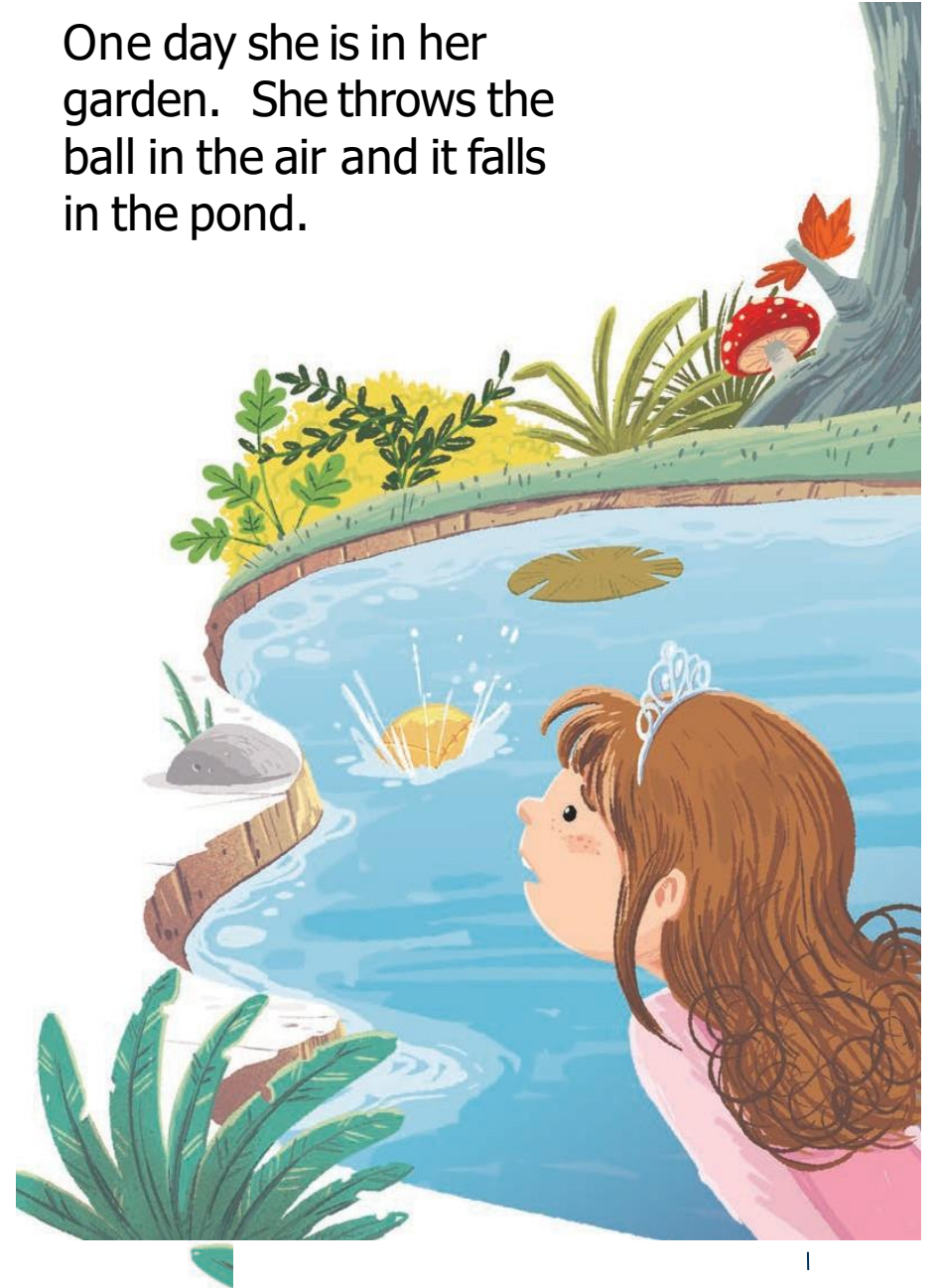
Who are the characters?



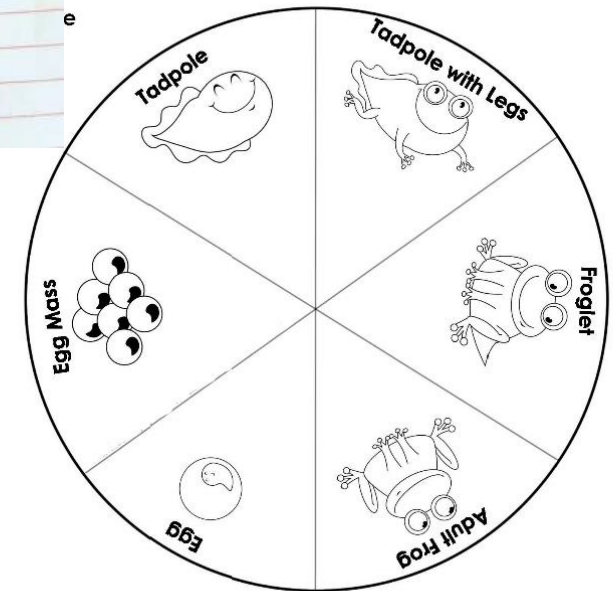
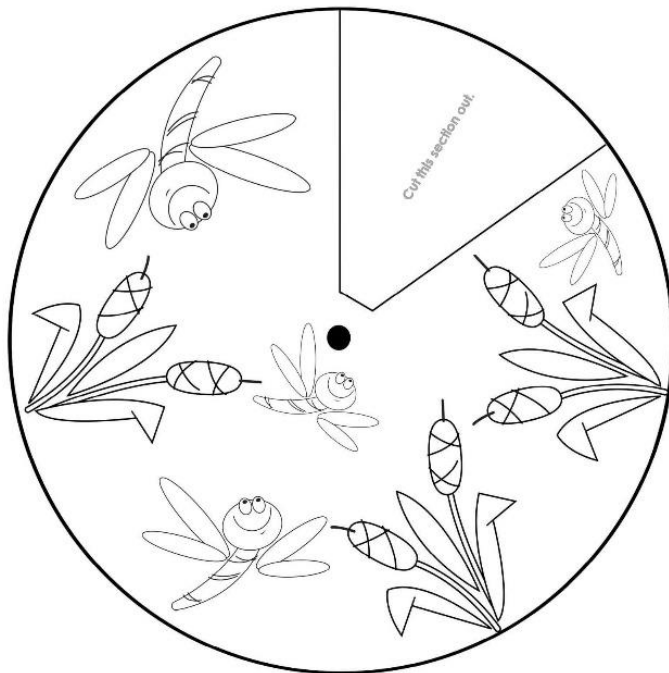


This is the story of a beautiful princess. She has got a favourite toy. It's a golden ball. She plays with her ball every day.

One day she is in her garden. She throws the ball in the air and it falls in the pond.



Life Cycle of a frog



Spring Flashcards



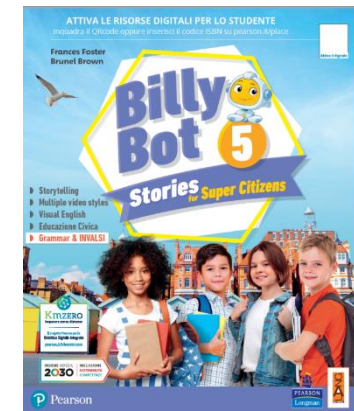
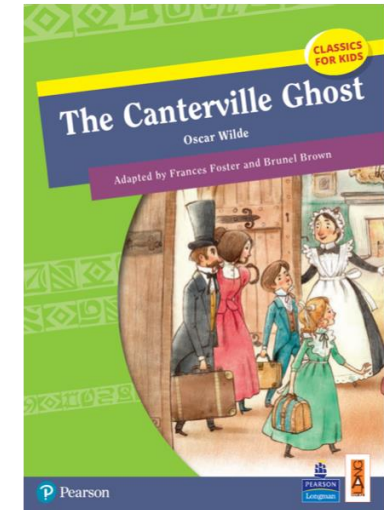
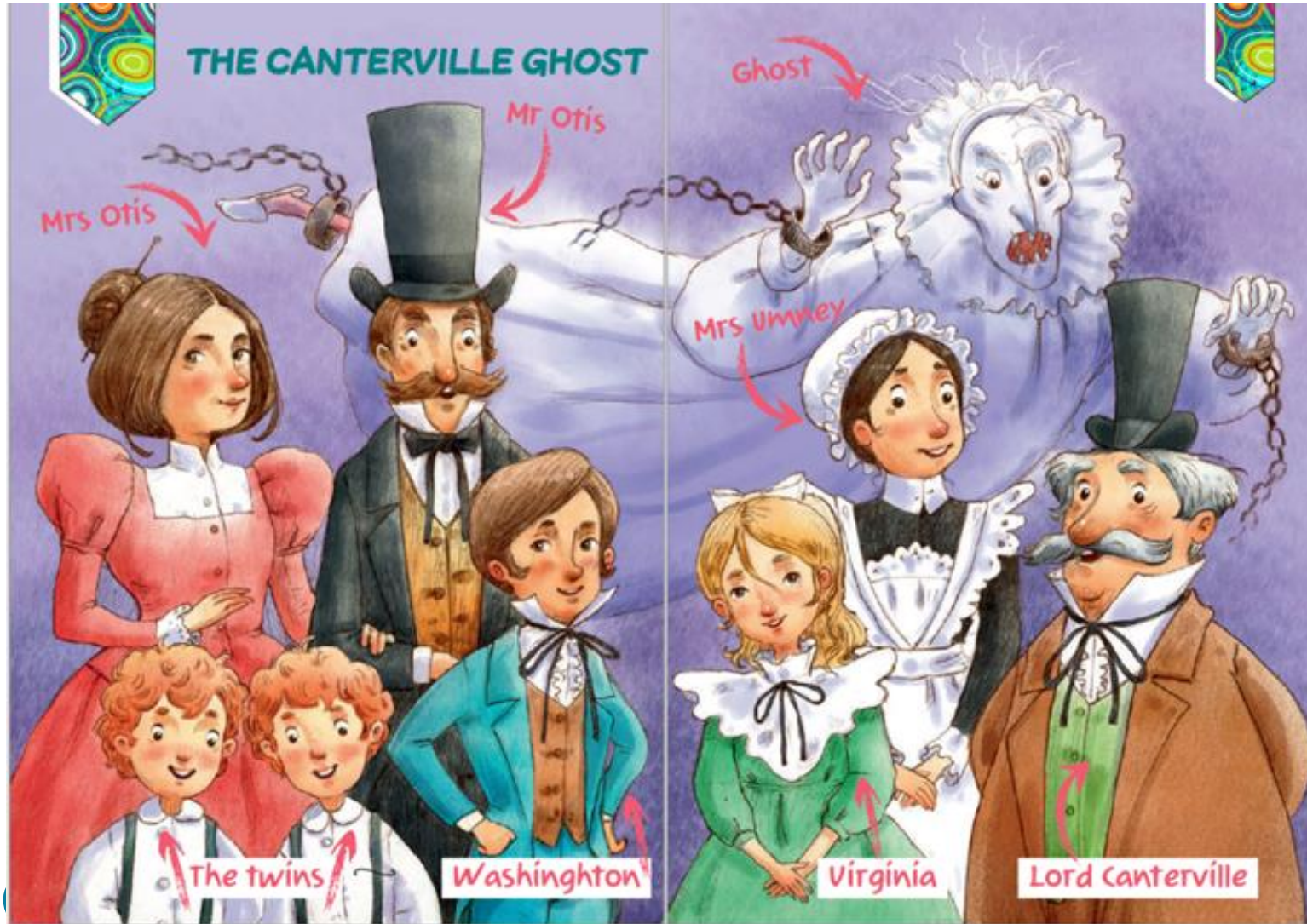
TADPOLE



FROG



Canterville Ghost: Getting ready for Secondary School



21 Century Skills

Little Thinkers: How do you feel when?



7 How do you feel when someone teases you? Tick (✓).

☐  ☐  ☐  ☐ 

 **Little Thinkers** Is it important not to tease others?

.....

I'm sad, confused, angry, embarrassed.

First Thursday of November 2021 – International day against bullying at school



International day against violence and bullying at school including cyberbullying

4 Tick (✓) the poster you think is best for Anti-Bullying Day.



Little Thinkers Work in pairs. Make an Anti-Bullying poster for your classroom.

Now act out the dialogue.

21st Century Skills:
Social Awareness

61




How to use the internet



2 Circle the things your family uses the Internet for.



 Little Thinkers How many things can we do with the Internet?



Using the internet safely

CLIL for Kids

Internet Safety for Kids

1 Listen to Professor Smith. He is describing how to use the Internet safely. Listen again and match.

1 Don't use the Internet	<input type="checkbox"/> bad things about your friends.
2 Don't visit	<input type="checkbox"/> to strangers.
3 Don't talk	<input type="checkbox"/> your personal information.
4 Don't give	<input type="checkbox"/> bad websites.
5 Tell	<input type="checkbox"/> to people you don't know.
6 Don't write	<input type="checkbox"/> without permission.
7 Don't send pictures	<input type="checkbox"/> your mum and dad about strange messages.

It's IT time!

Digital citizenship

Stop and think before you click!



Pronunciation & Phonics

What are phonics?

phonics

From Longman Dictionary of Contemporary English

Related topics: [Education](#)

phon·ics /'fɒnɪks, 'fəʊ- \$ 'fɑː-, 'foʊ-/ **noun** [uncountable]  

a method of teaching people to read in which they are taught to recognize the sounds that letters represent

Why is teaching pronunciation important ?

- **Without instruction children will use sounds from L1 (Italian)**
- There are completely new sounds in **L2 (English)**
- English is not pronounced as it is written
- Phonics can help with sounds and spelling



Spelling: Grammar & Phonics



6 Listen and write.

1	6
2	7
3	8
4	9
5	10

4 Complete with Can, then match. Listen and check.

- | | |
|-----------------------------|--|
| 1 you play the piano? | <input type="checkbox"/> No, it can't. |
| 2 Helen play tennis? | <input type="checkbox"/> No, they can't. |
| 3 a penguin fly? | <input type="checkbox"/> Yes, she can. |
| 4 your dad cook? | <input type="checkbox"/> Yes, he can. |
| 5 they speak English? | <input type="checkbox"/> No, I can't. |



My dad can cook very well.

5 Read and answer.



- Can you ski?
- Can you use a computer?
- Can you read an English story?
- Can your teacher speak Italian?
- Can your friend ride a bike?

Can you play an instrument?

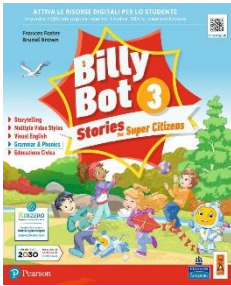
6 Listen and write.

1	6
2	7
3	8
4	9
5	10

7 Practise spelling with a friend.



Grammar and Phonics



Grammar & Phonics



ARTICLES

1  Look! Listen and repeat.

A



a book



a girl

AN



an orange



an elephant

THE



the girl



the girls

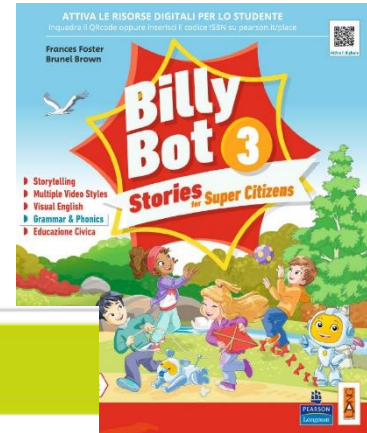


the apple



the apples

Grammar and Phonics



Grammar & Phonics

PLURAL

4  1 042 Look! Listen and repeat.

-S

pen	pens
boy	boys
cow	cows

-ES

watch	watches
box	boxes
dish	dishes
potato	potatoes
bus	buses

-IES

family	families
country	countries
cherry	cherries

Which letters of the
English Alphabet are
NOT in the Italian
Alphabet?



Write in the chat!

Letters not in the Italian Alphabet **JKWZY**



Makes children aware of the existence of these letters

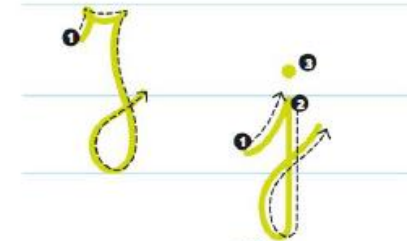
Familiarises them with the correct pronunciation / new sounds

Funny illustrations and sentences

Tongue twisters

Grammar & Phonics

7 1 065 Listen and repeat.
Complete.
Point and say.



..... aguar



..... ellyfish



..... et



dee ay



py amas



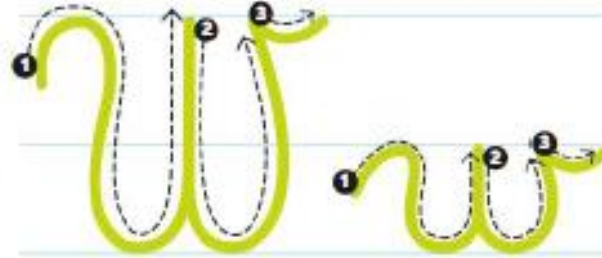
ban o

Bc Grammar & Phonics

8



Listen and repeat.
Complete.
Point and say.



.....atch



.....itch



sno



.....izard



.....olf



.....ardrobe

9



Listen and repeat. Tick (✓) the words you know.

☐

cow

☐

yellow

☐

we

☐

winter

☐

wearing

☐

window



Read, find and circle the letter 'w'

10

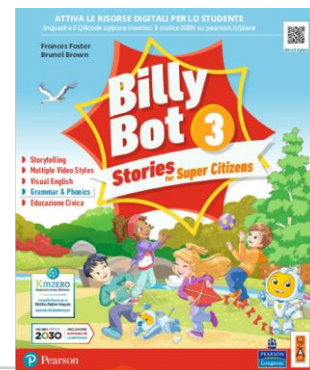
Read the sentences.
Find and circle
the letter **w**.

- 1 ☐ The wolf in the wardrobe is wearing a yellow watch.
- 2 ☐ It's winter.
The wizard and the witch are walking in the white snow.



11

Tick (✓) the sentence that is illustrated.



Phonics – 'th'



Phonics

5  Listen and repeat. Say and complete.

__ __ ief



__ __ ermos



__ __ ree

3

__ __ rone



fif __ __



__ __ at



__ __ eatre



ba __ __



Prese

Pearson

Learning to Learn

Self evaluation for students at the end of each book



I can do statements

Come pensi di avere imparato?
Segna con una (X) il semaforo corrispondente.

● molto bene ● così così ● poco

UNIT 1
Actions and Sports

● ● ● a parlare di azioni e di sport
● ● ● a dire che cosa so o non so fare
● ● ● a chiedere che cosa fanno fare gli altri

UNIT 2
Where is it?

● ● ● a dire dove si trovano le cose e le persone
● ● ● a chiedere dove si trovano le cose e le persone
● ● ● a impartire comandi

UNIT 3
Feeling Hungry

● ● ● a parlare dei cibi
● ● ● a dire che cosa piace o non piace
● ● ● a chiedere che cosa piace o non piace

UNIT 4
Daily Routine

● ● ● a parlare delle routine quotidiane
● ● ● a indicare l'ora in cui si svolge un'azione
● ● ● a chiedere che cosa fanno gli altri ogni giorno

UNIT 5
Keeping Busy

● ● ● a parlare delle azioni del tempo libero
● ● ● a dire con che frequenza si compiono le azioni
● ● ● a invitare qualcuno a fare qualcosa

UNIT 6
Around the House

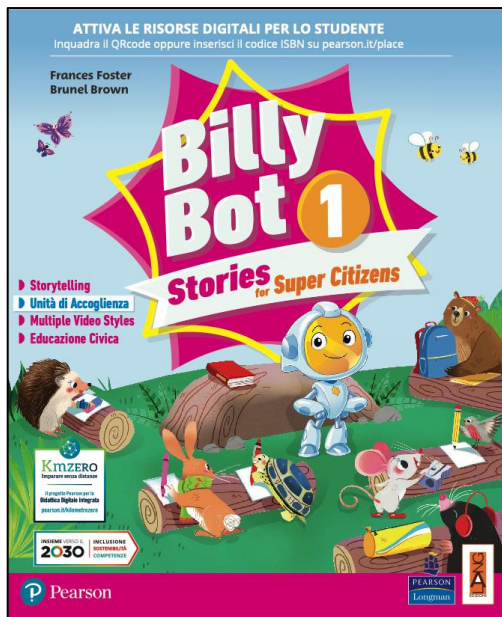
● ● ● a parlare dei mobili e delle stanze della casa
● ● ● a dire che cosa c'è o non c'è in un luogo
● ● ● a chiedere che cosa c'è in un luogo

142

Classe Prima

Billy Bot 1

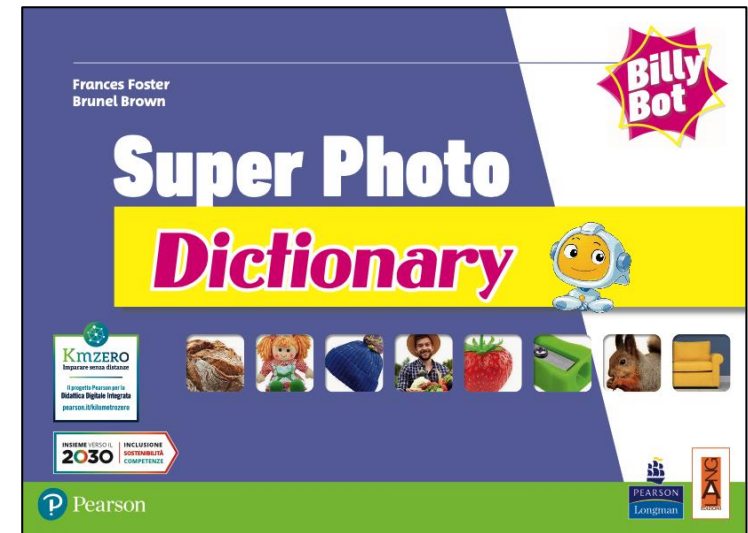
Stories for Super Citizens



Student's Book and
Workbook



+ Festival Crafts for Kids



+ Super Photo Dictionary

Billy Bot 1 – the structure

- **Unità di accoglienza** – Starter Unit
- **5 units** – Beautiful Colours, Happy at School, Let's Count, Delicious Food, Animals Everywhere
- **Reader** – The Little Red Hen a fine libro
- Sezione finale **Tracing Pages** + Songs and Rhymes



Billy Bot 1 – Integrated workbook makes things easier

UNIT 2 Workbook

Workbook

1 Colora gli oggetti scolastici. Di' il loro nome in inglese.

IT'S A PENCIL.

2 Che cosa dicono i bambini? Collega i puntini e rispondi. Colora.

I'VE GOT A BOOK.

3 Colora soltanto gli oggetti indicati. Esercitati a dire se sono **big** o **small**.

BIG

SMALL

IT'S SMALL.

4 **EVERYDAY ENGLISH** Ascolta e ripeti. Colora l'oggetto che condividono.

LET'S SHARE!

5 Esercitati con un amico.

SMART STORIES

Good Friends

1 Talk about the pictures. 2 Listen and follow along.

1

2

3

4

5

6

3 Listen to the story again and act it out. 4 Make the story booklet.

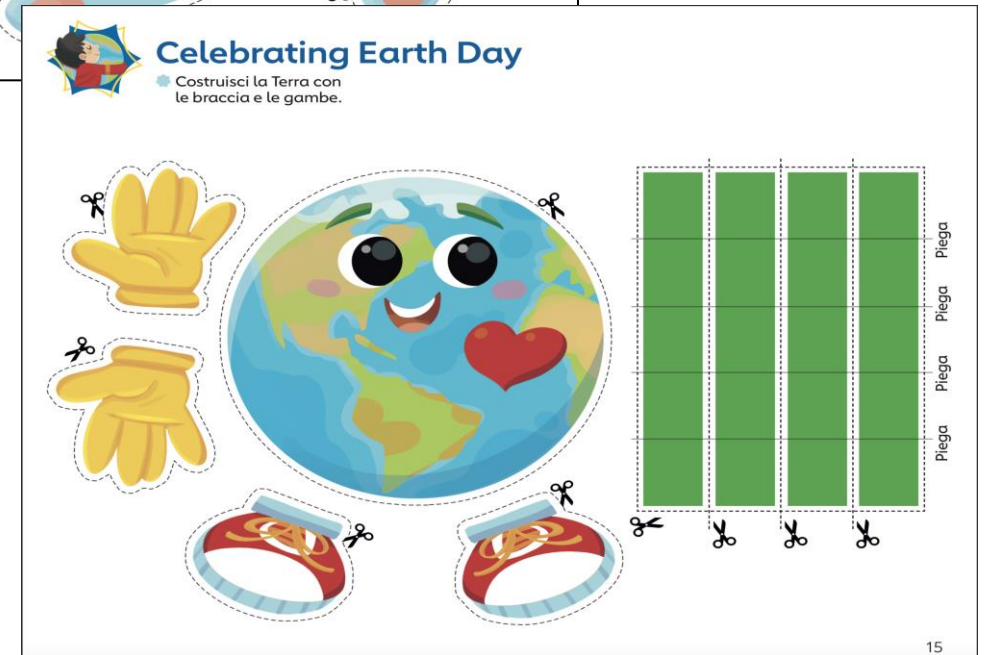
Teacher's Book 1 – Unit 2 Story Worksheet

Una doppia di **Workbook** per riprendere a casa, o durante il doposcuola, quanto svolto in classe

Attività divertenti con approccio ludico

Smart Stories da ascoltare: inclusione, affettività, accoglienza, emozioni

Billy Bot 1 – Festival Crafts for Kids – no photocopying!



Arts & Crafts cut out book for festivities

Super Photo Dictionary to learn vocabulary effectively



Visual approach

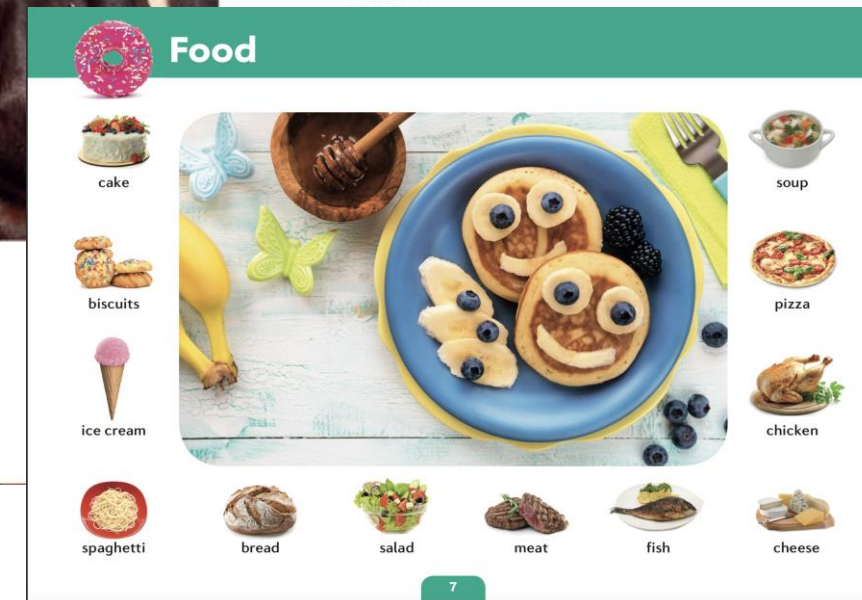
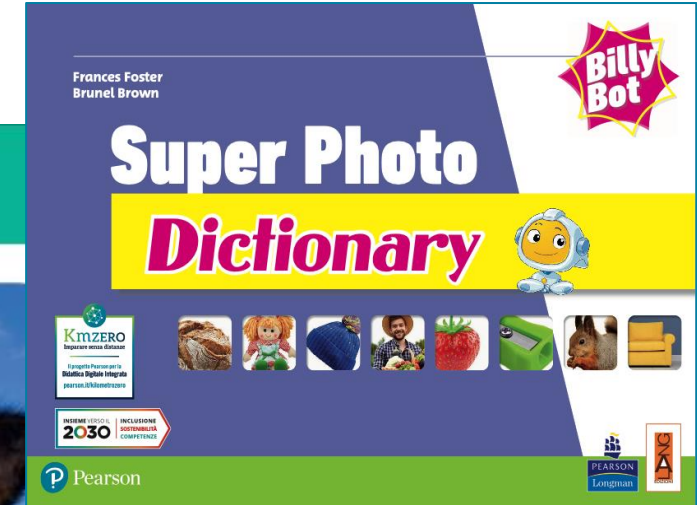
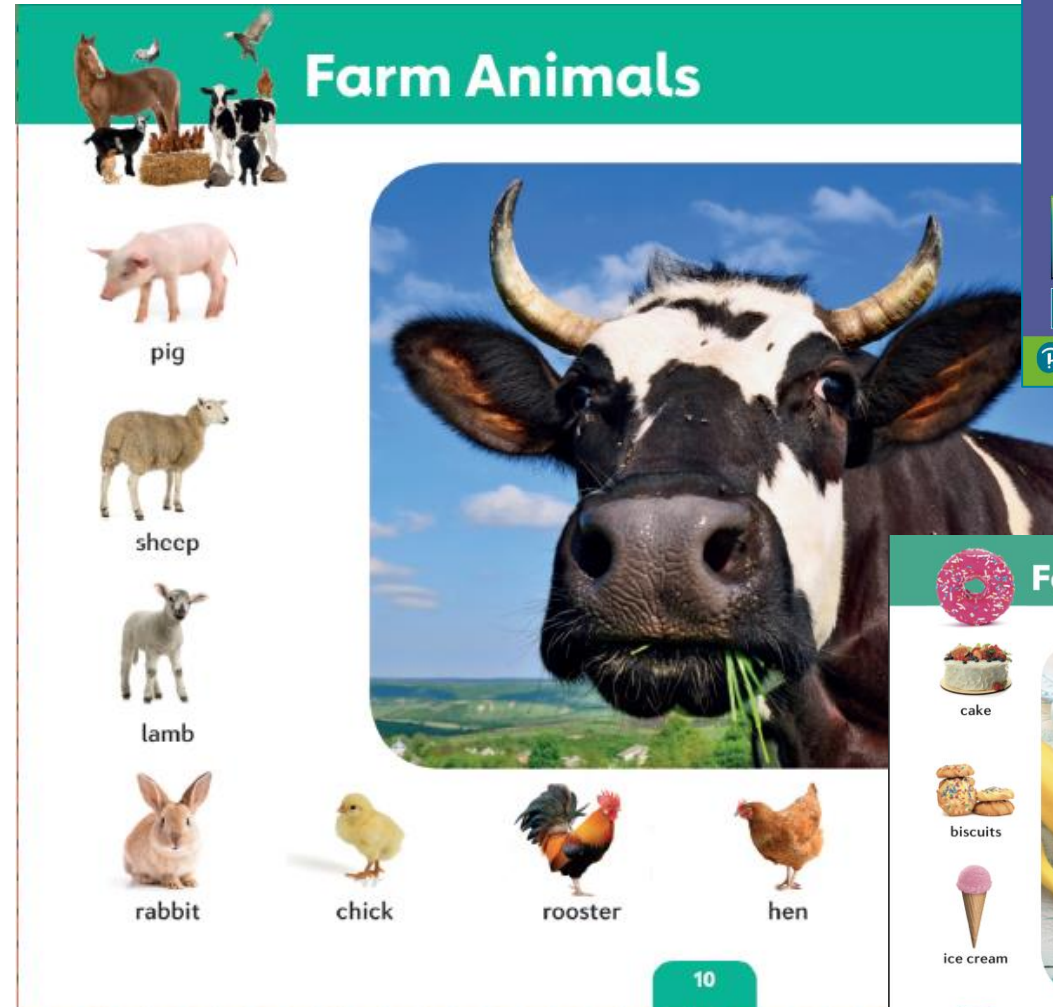
'Alta Leggibilità'

Lexical sets to help
memory

Photos (più riconoscibili)

Activities

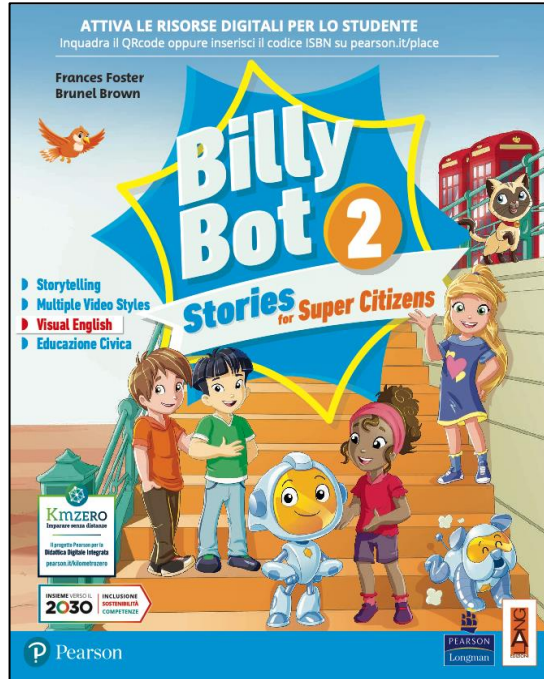
Audio for pronunciation



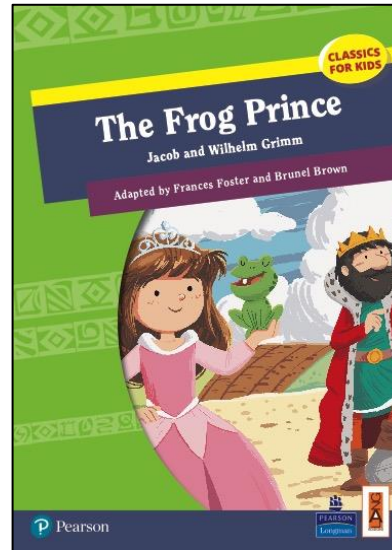
Classe Seconda

Billy Bot 2

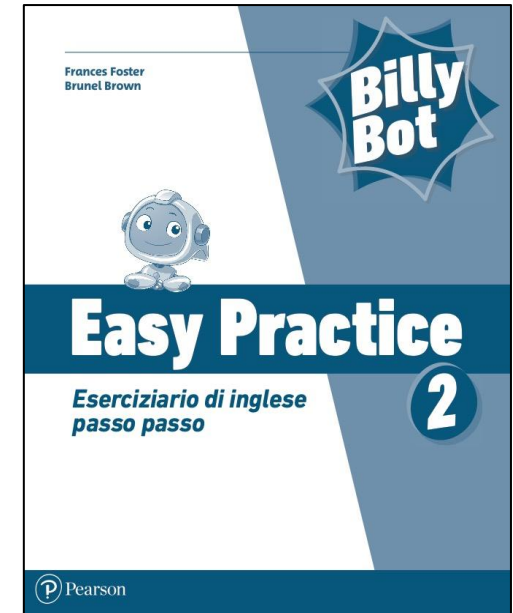
Stories for Super Citizens



Student's Book and
Workbook



+ Reader –
The Frog Prince



+ Easy Practice

Billy Bot 2 – Unit structure

UNIT 3 Yummy Fruit

1 Listen 2 Sing the Billy Bot Song.

fruit

I like it.

In questa unità imparerai a...

My Goals

- dire e scrivere i nomi di alcuni frutti.
- usare il plurale dei nomi.
- dire cosa ti piace o non ti piace.
- chiedere a qualcuno cosa gli piace.

55

Sammy's Bad Day

stantanea Schermo

UNIT 4 Happy Families

1 Talk about the picture. 2 Listen, point and repeat. 3 Practise. How do you spell...?

Happy Families

LESSON 1

grandmother grandfather sister brother father mother aunt uncle cousin

Thank you! You're welcome!

HAPPY BIRTHDAY

Rhymes, Songs and Chants

4 Learn the rhyme.

Mothers, fathers, sisters, brothers.
Some families are big.
Some families are small.
Some families have got no children at all.

Little Thinkers

5 Think and answer.

Is it important to be polite?

☐ Yes ☐ No

Educazione Civica

78 79

Billy Bot 2 – Unit structure

UNIT 3 Vocabulary

LESSON 2

1 Tick (✓) the fruit you can see. Listen and check.

I can see...

☐ an apple. ☐ a pear. ☐ a strawberry. ☐ an orange.
☐ a pineapple. ☐ a cherry. ☐ a banana. ☐ a fig.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769

GLOBAL GOALS for Kids

Listen and follow along. Draw a fruit for each colour.

EAT A RAINBOW

Fruit is good for you. It has got vitamins.

Make a fruit rainbow.

70

Listen and repeat. Tick (✓) the food you like.

☐ fruit milkshake ☐ fruit ice cream ☐ fruit salad ☐ fruit yoghurt

Draw something you eat that has got fruit.

Little Thinkers Is it important to eat fruit?

71

SMART STORIES

Sammy's Bad Day

Listen to the story.

1 It's autumn. Sally and Sammy Squirrel are in the garden.

2 Sally has got a big basket of berries.

3 Sammy has got a big bag of sweets.

4 Sally is happy. The berries are delicious.

5 In the evening, Sammy is sick.

6 Sally gives Sammy some berries and a cup of tea. "Remember! Eat healthy snacks!", she says.

Tell the story in your own language.

Teacher's Book 2 - Unit 3 Story Worksheet 73

Around the World

Have you got a Special Toy?

Listen. Listen again, then read.

This is my special toy. It's a stuffed animal. It isn't hard. It's soft. It's from my dad.

This is my special toy. It's a doll. It isn't big. It's small. It's from my grandmother.

MY NEW DOLL

ME WITH MY BALL

MY SPECIAL TOY

This is my special toy. It's a soccer ball. It isn't new. It's old. It's from my Uncle Pedro.

128

Language Skills: Listening / Reading

My Page

Turn the page, go to the Festivities section.

Halloween
Christmas
Easter

Create your own page. Show and tell. Complete.

My Special Toy

This is my special toy. It's a It isn't
It's It's from

129

Language Skills: Guided Writing / Speaking

HALLOWEEN RHYME TIME

Who's in the haunted house?

Listen to the rhyme.

Who's in the haunted house?
Follow me!
Look in the window!
What can you see?
A funny witch on a big brown broom!
Flying! Flying! Zoom! Zoom!
A big fat ghost, tall and white.
Boo! Boo! What a fright!
A small black cat sitting on a chair.
Meow! Meow! Meow! What a scare!
A jack-o-lantern smiling at me.
Who's in the haunted house?
What can you see?

Listen and repeat. Find and circle.

bat spider mouse zombie sweets mummy

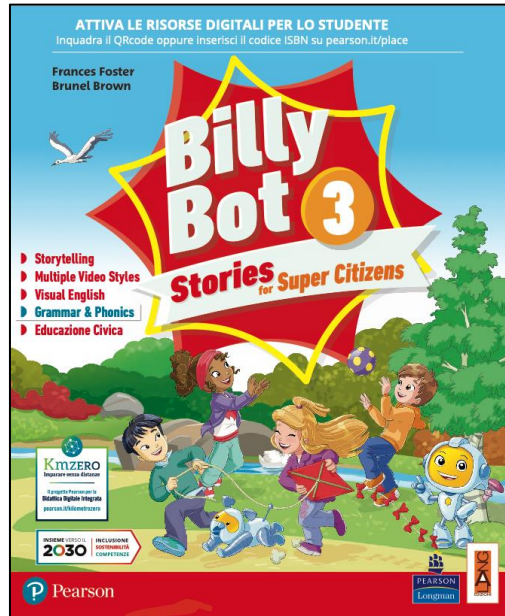
Make a haunted house.

132 133

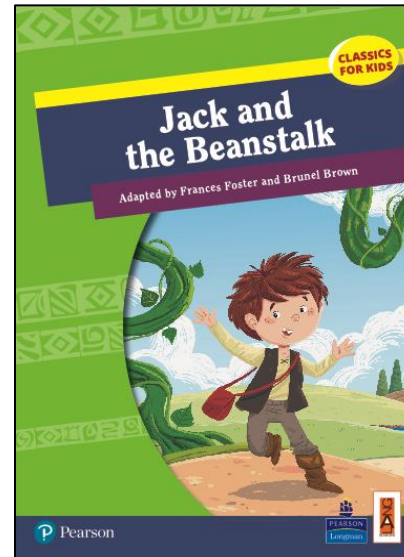
Classe Terza

Billy Bot 3

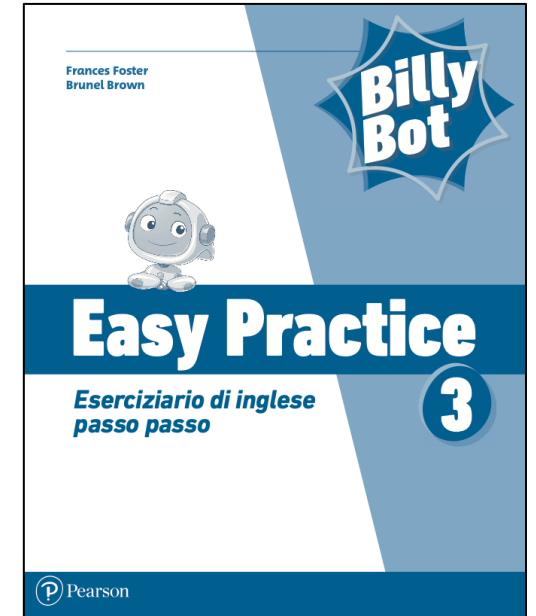
Stories for Super Citizens



Student's Book and
Workbook



+ Reader – Jack and the
Beanstalk



+ Easy Practice

Grammar and Phonics

Grammar & Phonics

VERB TO BE

1 Complete with **am**, **is** or **are** and **not** when necessary.

I
You
He
She
It
We
You
They

I
You
He
She
It
We
You
They

I...? you...?
he...? he...?
she...? she...?
it...? it...?
we...? we...?
you...? you...?
they...? they...?

2 Complete with **am**, **is** or **are**.
Listen and check.



We are students.

- 1 Mark at school.
- 2 They sad.
- 3 We students.
- 4 You friends.
- 5 I Italian.
- 6 She a teacher.
- 7 It a big dog.
- 8 He David.

3 Write affirmative and negative sentences.
Listen and check.



1 They / dogs / monkeys



2 It / snowing / raining



3 He / sad / happy



4 It / a car / a plane

4 Complete the information about your friend. Write about him or her.

name
boy / girl
age
nationality

My friend's name is
.....
.....
.....

5 Complete with **Is** or **Are**, then match. Listen and check.

- | | |
|---|------------------|
| 1 <input type="checkbox"/> he Robert? | A Yes, they are. |
| 2 <input type="checkbox"/> they rulers? | B No, I'm not. |
| 3 <input type="checkbox"/> the house new? | C Yes, he is. |
| 4 <input type="checkbox"/> she happy? | D No, it isn't. |
| 5 <input type="checkbox"/> you hot? | E No, she isn't. |

6 Complete with **Yes, I am.** / **No, I'm not.** or **Yes, it is.** / **No, it isn't.**

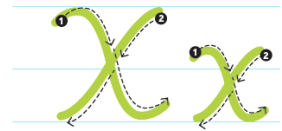
- 1 Are you a student?
- 2 Are you Italian?
- 3 Are you at home?
- 4 Is your favourite colour green?
- 5 Is your birthday in June?

Are you a student?

Grammar & Phonics

Grammar & Phonics

7 Listen and repeat.
Complete.
Point and say.



fo



sa ophone



..... ray



..... ylophone



a e



e plorer

8 Listen and repeat. Tick (✓) the words you know.

☐ six ☐ box ☐ taxi ☐ excellent ☐ sphinx ☐ exercise book ☐ T-Rex

9 Read the sentences.
Find and circle
the letter **x**.

- 1 ☐ The explorer has got a small sphinx in a box.
- 2 ☐ The fox in the taxi has got a saxophone.



10 Tick (✓) the sentence that is illustrated.

Smart Stories linked to Agenda 2020

SMART STORIES

The Perfect School

1 Listen to the story.

1 Rafit is a new student from Bangladesh. Jim and Laura show him the school.

2 First, they take him to the school library. "Wow! In my old school we haven't got a big library," says Rafit.

3 Then they go to the music room. Rafit is very surprised. "We haven't got a music room in my old school."

72

4 In the computer lab, Rafit sees all the computers. "We've got computers in my school, too," he says.

5 At lunchtime

6 "You're very lucky!" says Rafit. "We haven't got a canteen in my old school!" says Rafit.

2 Tell the story

SMART STORIES

Celebrating Environment Day

1 Listen to the story.

1 It's 5th June and it's Environment Day. The children are in the school garden.

2 They have got three new trees for the garden. "Tree planting is important for the environment," says the teacher.

3 "Look! I've got a sign for the garden," says Sally.

94

4 In the afternoon, when the lessons finish the children go outside. Sally's father is in front of the school. He is waiting for Sally.

5 But Sally doesn't want to go home by car. "Can I go home on foot, Dad? It's important! I want to reduce air pollution and save my planet!"

6 All the children walk home together.

2 Tell the story in your own language.

Teacher's Book 3 - Unit 4 Story Worksheet

95



Global Goals for kids

CLIL Activities

3 GOOD HEALTH AND WELL-BEING



GLOBAL GOALS for Kids

1 Listen and repeat. Number the pictures and circle the things you do to keep fit.



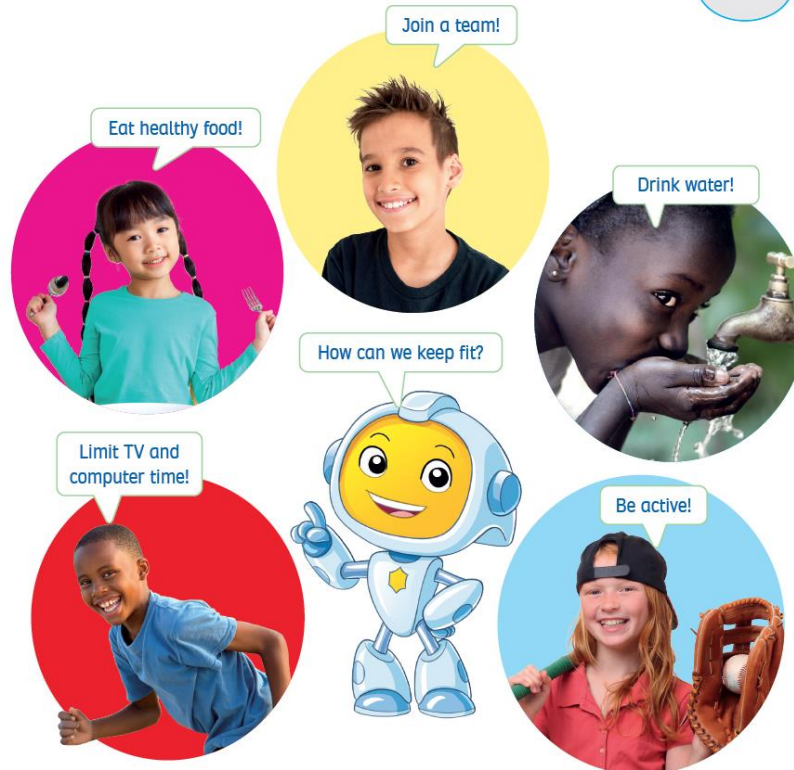
1 sports
5 exercise

2 video games
6 dancing

3 walking
7 cleaning

4 watching TV
8 riding a bike

2 Listen to the advice from these kids.



3 Write what you do to keep fit.



Little Thinkers Is a healthy lifestyle important?

3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



10 REDUCED INEQUALITIES



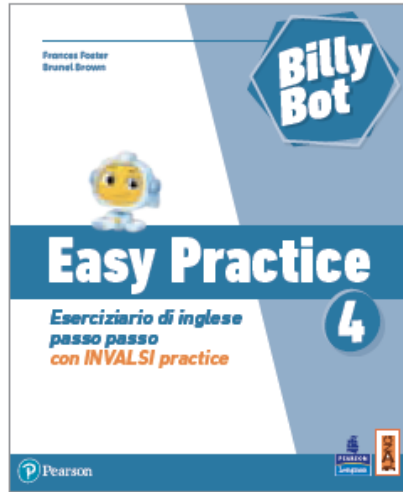
Classe Quarta & Quinta

Classe quarta & quinta

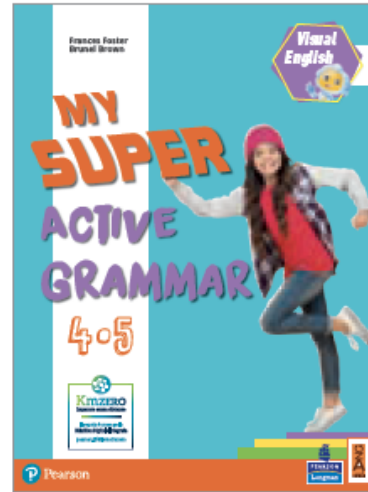
Classe quarta



Student's Book con Workbook

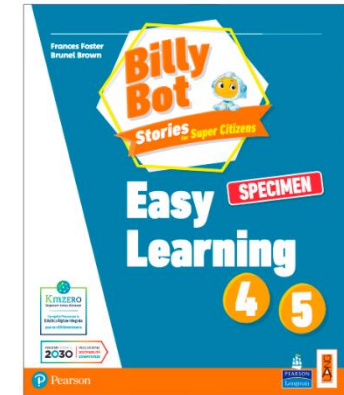
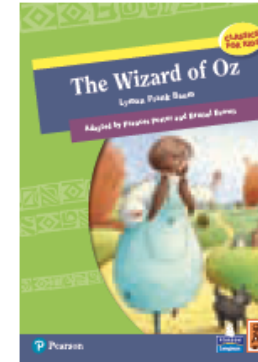


Easy Practice + Starter Module



My Super Active Grammar

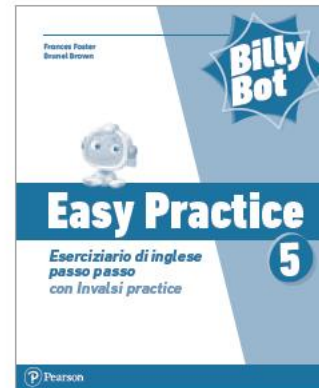
Reader – The Wizard



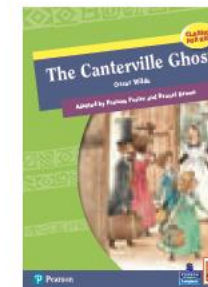
Classe quinta



Student's Book con Workbook



Easy Practice



Reader – The Canterville Ghost

Billy Bot 4 – unit structure

Vocabulary presentation

UNIT 3 Feeling Hungry

Sing the song.

vegetables

I don't like apples.

In questa unità imparerai a...

CLIL Maths

My Goals

- parlare dei cibi.
- dire che cosa ti piace o non ti piace.
- chiedere che cosa piace o non piace ad altri.

47

Opening song

Objectives

UNIT 3 Feeling Hungry LESSON 1

1 Talk about the pictures.

2 Listen, point and repeat.

3 Practise. Do you like...? - Yes, I do. / No, I don't.

4 Learn the rhyme. Circle the food that is not in the song.

I like vegetables and I like cheese.
Can I have a sandwich, please?
I like meat and I like fish.
I like everything on my dish!
I eat healthy every day!
It helps me work! It helps me play!

5 Read and match. Listen and check.

6 Think and answer.

Is a healthy diet important? Why?

Yes No

48

49

Song or chant

Revision and recycling

Educazione Civica

Visual English with video

UNIT 4

Language

LESSON 5

1

124

Listen and repeat. Substitute brushes and teeth.

He

brushes

his

teeth.

She

brushes

her

teeth.

2

124

Complete with his or her. Listen and check.

1 He brushes teeth after breakfast.

2 She washes hands before dinner.

3 David combs hair in the bathroom.

4 Dad washes hair in the shower.

5 Susan cleans ears every morning.

Personal hygiene is important!

How many sentences can you build?

He

She

washes

brushes

takes off

combs

puts on

does

cleans

helps

rides

his

her

hands

teeth

hair

face

shoes

boots

clothes

hat

homework

bedroom

dog

cat

bike

skateboard

brother

mother

3

Rewrite your sentences using doesn't. Take turns reading them.

76

Language

UNIT 4

4

124

Listen and repeat. Match. Write three sentences about yourself.

1

At midday I have lunch at school with my friends.

2

I have dinner at home with my family at 7:30.

3

At 7:00 I have breakfast with my sister.

5

124

Listen and write the time.

1

Good morning.

2

3

4

5

6

I'm late!

6

Practise with a friend. He gets up at 7:00. / At 7:00 he gets up.

77

Language

UNIT 4

4

124

Listen and repeat. Substitute studies and doesn't study.

He / She

studies.

He / She

doesn't

study.

LESSON 3

1 Listen and follow along.

Paul: Miss Wilson, we've got an idea.
 Alice: Can we organise a Clean the Town Day?
 Miss W.: What a fantastic idea! Billy Bot can help you.
 Alice: Yes! We can do it on Environment Day.

2 Saturday morning

Alice: We've got the leaflets. Let's make the posters now!
 Greta: Where is Paul? He gets up at 7:00 every morning.
 Daniel: Yes, but on Saturdays he plays basketball in a team.
 Greta: Does he play all day?
 Daniel: No, he doesn't. He can come this afternoon.

Billy Bot: You make the posters. I can deliver the leaflets.
 Alice: But we've got a lot of leaflets.
 Billy Bot: I'm fast! Remember, I can fly!
 Greta: But look! It's 12:00. We have lunch at midday.
 Daniel: You can go after lunch.

2 Listen and tick (✓) the correct answer.

What do the children organise? ☐ a birthday party ☐ a Clean the Town Day

UNIT 4

Comprehension Check

3 Read the dialogue again. Read and tick (✓) True, False, or Not given.

	True	False	Not given
1 The teacher likes the idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Environment Day is in June.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The posters are ready.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Paul plays in a hockey team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Billy Bot can fly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 It's midnight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Listen and write True or False.

1

2

3

4

5

5 Tick (✓) the poster you think is best for Clean the Town Day.

Dialogues towards Scuola Secondaria I Grado

INVALSI

Civiltà

What do you watch?

1 Listen with your book closed. Listen again, then read.

My name is Caterina. I'm from Abruzzo, Italy. I love talent shows. My favourite talent show is Dance Factor. It's on Mondays at 7:00 in the evening. I always watch it with my brother. I never miss a show.

I'm afraid!

My Space

2 What do you watch?

- ☐ TV series
- ☐ films
- ☐ cartoons
- ☐ sports programmes
- ☐ talent shows
- ☐ documentaries
- ☐ other

Century Skills: cultural awareness
 Language Skills: listening / reading

I'm Alina. I live in Albania. I watch TV in the afternoon. I often watch cartoons. My favourite cartoon is Detective Sam. I love detective shows. Sometimes I can solve the mysteries. I never miss an episode.

I'm excited!

My name is Pedro. I'm from Mexico. I love sports programmes. My favourite programme is The Football Corner. It's on Sunday evenings. I love football! I never miss a match.

3 Draw a picture of a programme you watch. Write about it. Then show and tell.

My name is

.....

.....

.....

.....

.....

Century Skills: creativity
 Language Skills: guided writing / speaking

Billy Bot 4 – Integrated workbook – easier to use

Clear grammar for communication

UNIT 4 Workbook

1 Say and write. Add the words to your First Words Dictionary.

Vocabulary

1 2 3 4 5

6 7 8 9 10

2 Complete with the correct verb. Listen and check.

- I a shower in the evening.
- I lunch at the school canteen.
- I my teeth after I have breakfast.
- I to bed at half past nine.
- I my hair in the bathroom.
- I to school on foot.

3 Write sentences with **first** and **then**.

- have breakfast / brush teeth
- get dressed / go to school

Workbook 4

4 Write negative sentences. Listen and check.

Let's go home on foot!

- to / don't / They / music / listen / Rap
- bed / She / go / to / doesn't / 8:00 / at
- home / lunch / I don't / We / have / at

5 Complete with **his** or **her**. Listen and check.

- Mary combs hair.
- Peter washes face.

6 Complete and match. Listen and check.

- you get up at 6:00?
- Does Mary breakfast?
- Thomas do his homework?
- Do they to school at 7:20?
- the dog play in the garden?

☐ Yes, it does.
☐ No, he doesn't.
☐ Yes, I do.
☐ Yes, she does.
☐ No, they don't.

UNIT 4 Grammar & Phonics

Simple Present

1 Complete with the verb to read.

I read
 You
 He
 She
 It
 We
 You
 They

2 Read and complete.

- He (go)
- She (study)
- It (play)
- He (do)
- She (watch)
- He (wash)
- She (brush)
- It (have)

3 Read and complete. Listen and check.

go • has • do • studies • take off • play

- I my homework.
- Maria breakfast.
- You your hat.
- They to school.
- She English.
- Tom and Jill tennis.

4 Write affirmative (✓) or negative (X) sentences.

- She / have / lunch / at school (✓)
- They / play / the piano (X)
- Grandpa / eat / meat (✓)
- Henry / wash / his face (✓)

UNIT 4 Grammar & Phonics

5 Complete with **Do** or **Does**, then match. Listen and check.

- they go to school by bus?
- you have breakfast?
- Mark ride his old bike?
- she study French?

☐ Yes, I do. ☐ No, he doesn't.
☐ Yes, they do. ☐ No, she doesn't.

Possessive Adjectives

6 Listen and repeat.

I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

7 Read and circle. Listen and check.

- Mario and **his** / **her** brother play tennis.
- This is a photo of my family. We're in **his** / **our** garden.
- This is my cousin. **Her** / **His** name is Linda.
- I've got two sisters. **Our** / **Their** names are Kim and Ann.
- Ben, open **their** / **your** book! It's closed.

Phonics

8 Listen and repeat. Say and complete.

__ eriff		__ ampoo	
__ irt		__ oes	
bru __ es		__ ip	
wa __ es		toothbru __	

Revision and consolidation

Phonics

Billy Bot 4 – Smart Stories Global Goals and CLIL

Autovalutazione

I can do statements

Come pensi di avere imparato?
Segna con una (X) il semaforo corrispondente.

● molto bene ● così così ● poco

- | | |
|-----------------------------|--|
| 1 Actions and Sports | <ul style="list-style-type: none"> ● a parlare di azioni e di sport ● a dire che cosa so o non so fare ● a chiedere che cosa sanno fare gli altri |
| 2 Where is it? | <ul style="list-style-type: none"> ● a dire dove si trovano le cose e le persone ● a chiedere dove si trovano le cose e le persone ● a impartire comandi |
| 3 Feeling Hungry | <ul style="list-style-type: none"> ● a parlare dei cibi ● a dire che cosa piace o non piace ● a chiedere che cosa piace o non piace |
| 4 Daily Routine | <ul style="list-style-type: none"> ● a parlare delle routine quotidiane ● a indicare l'ora in cui si svolge un'azione ● a chiedere che cosa fanno gli altri ogni giorno |
| 5 Keeping Busy | <ul style="list-style-type: none"> ● a parlare delle azioni del tempo libero ● a dire con che frequenza si compiono le azioni ● a invitare qualcuno a fare qualcosa |
| 6 Around the House | <ul style="list-style-type: none"> ● a parlare dei mobili e delle stanze della casa ● a dire che cosa c'è o non c'è in un luogo ● a chiedere che cosa c'è in un luogo |

142

SMART STORIES



Tommy and the Bushfire

1 Listen and follow along.

Tommy the Wallaby lives near a forest. Every day he meets his friends at the river. Kelly the Koala usually arrives early, but today she is late.

At ten o'clock, Perry the Parrot arrives. He is afraid because there is a lot of smoke in the forest. He tells everyone to go on the big hill. "Run! There is probably a bushfire!"

"I can't go to the hill," cries Tommy. "Kelly lives in the forest. She's in danger! Please help me, Perry."

44

SMART STORIES

Perry flies back to the forest. He looks everywhere but it is difficult because there is a lot of smoke. Finally, he sees Kelly in a big tree near the lake.

When Perry returns to the forest, he sees Tommy with the firefighters. "Kelly is in the big tree near the lake," he says. "Go quickly! She's in danger."

The firefighter quickly rescues Kelly and he gives her some water. "Why is there a bushfire?" asks Kelly. The firefighter explains that people start fires because they are not careful. Then he quickly returns to the forest to help the other animals.

Glossary
wallaby piccolo canguro
meets incontra
hill collina
bushfire incendio boschivo
cries urla

in danger in pericolo
lake lago
firefighters pompieri
rescues salva

2 Can these animals survive in these situations?



Little T

2 Look and tick (✓) the places where you learn new



I like learning new things!



Is it important to study and learn new things?

85

CLIL for Kids

1 Listen and follow along. Label the landmarks.
ocean • mountain • lake • river • island • cliff • waterfall • valley • glacier • hill • plain

It's Geography time!

1 m.
2 g.
3 w.
4 o.
5 h.
6 l.
7 v.
8 c.
9 i.
10 p.
11 f.

2 Circle the landmark you see. Listen and check.

1 England
• river
• hill

2 Australia
• island
• valley

3 Scotland
• lake
• glacier

4 USA
• plain
• mountain

5 Canada
• waterfall
• ocean

Billy Bot 5 – Unit structure

Photographic unit opener

UNIT 1 People at Work

1 Talk about the pictures.

2 Listen, point and repeat.

teacher vet bus driver doctor chef factory worker

Rhymes, Songs and Chants

4 Listen and sing the song. Complete.

There's a and a teacher.
There's a chef and a
There's a and a vet.
They work in my community.

UNIT 1 People at Work

LESSON 1

3 Practise. Is he / she inside or outside?

waiter/waitress clerk farmer engineer actor/actress police officer

5 Look, read and match. Listen and check.

6 Think and answer.

Little Thinkers Educazione Civica

UNIT 3 Modern Gadgets

LESSON 1

1 Talk about the pictures.

2 Listen, point and repeat.

laptop €765 phone €520 watch €199 tablet €475 headphones €68 camera €275

3 Practise. How much is the...?

TV €853 GPS €79 printer €62 controller €37

4 Look, read and match. Listen and check.

1 The phone is
headphones are
I've got a and a laptop, too.
I've got a to chat.

Rhymes, Songs and Chants

5 Learn the rhyme. Complete.

UNIT 3 Modern Gadgets

LESSON 1

3 Practise. How much is the...?

TV €853 GPS €79 printer €62 controller €37

5 Look, read and match. Listen and check.

1 The phone is
headphones are
I've got a and a laptop, too.
I've got a to chat.

Rhymes, Songs and Chants

5 Learn the rhyme. Complete.

6 Think and answer.

Little Thinkers Educazione Civica

Nei dialoghi storie inclusive: diversità, disabilità, bullismo, parità di genere

A SPECIAL FRIEND

LESSON 3

1 Listen and follow along.

Greta: That's the new girl! She's sitting with her dog near the tree.
Daniel: Look! She's listening to music.
Greta: Let's go and say hello!
Alice: Remember! Don't touch the dog!
Greta: And don't feed it, Daniel!

2

Daniel: What are you listening to?
Anna: I'm listening to my favourite songs. I love music.
Daniel: We like music, too! We're in a band.
Anna: I can play the piano.
Daniel: Really?
Anna: Yes, blind people can do a lot of things.
Alice: Do you want to join our band?

3

Blind people can do a lot of things!

4 Use the Braille alphabet to write a message to a friend.

Little Thinkers What other things can blind people do?

Now act out the dialogue.

Comprehension Check

2 INVALSI Read the dialogue again. Read and tick (✓) True, False, or Not given.

	True	False	Not given
1 The girl is near the tree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 The girl's surname is Nelson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Rex is a guide dog.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The dog isn't tired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 The children are in a band.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Anna can play the guitar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 INVALSI Listen and write True or False.

1 2 3
4 5

4 Use the Braille alphabet to write a message to a friend.

Blind people can do a lot of things!

Little Thinkers What other things can blind people do?

Now act out the dialogue.

GETTING READY FOR SECONDARY SCHOOL

A PICTURE DESCRIPTION

1 Listen to the description of the two pictures. Read and complete.

wearing • raining • isn't • playing

It's spring. It's cloudy and it's
Mark is outside. He's happy because he's
In the rain. He's holding an umbrella. It's blue.
He's a red jacket, blue trousers and green boots.
He wearing a hat.

2 Find a picture that matches the description.

is • snowing • playing • smiling

It's winter. It's cold and it's
Carol is outside with her family. They're happy because they're
Carol In the snow, a purple and white jacket. She's also wearing a red scarf and a white hat. In this picture they're all

2 Find a picture that matches the description.

Little Thinkers Educazione Civica

Get ready for secondary school

Temi attuali,
attenzione al
mondo digitale e
alla cittadinanza
digitale

Internet Safety for Kids

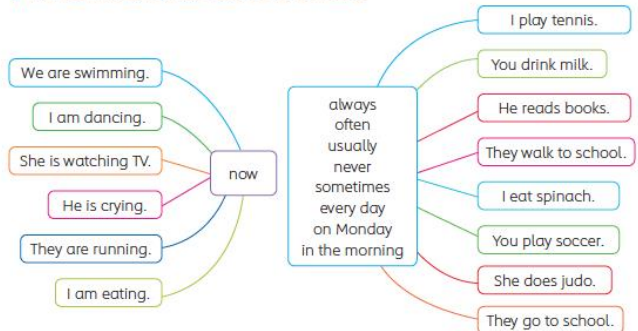
1 Listen to Professor Smith. He is describing how to use the Internet safely. Listen again and match.

- | | |
|--------------------------|---|
| 1 Don't use the Internet | <input type="checkbox"/> bad things about your friends. |
| 2 Don't visit | <input type="checkbox"/> to strangers. |
| 3 Don't talk | <input type="checkbox"/> your personal information. |
| 4 Don't give | <input type="checkbox"/> bad websites. |
| 5 Tell | <input type="checkbox"/> to people you don't know. |
| 6 Don't write | <input type="checkbox"/> your mum and dad about strange messages. |
| 7 Don't send pictures | <input type="checkbox"/> without permission. |



PRESENT CONTINUOUS AND SIMPLE PRESENT

1 Listen and repeat. Practise with a friend.



2 Complete the sentences with ride, use, play and swim in the right forms.

2 They soccer now.
They often soccer on Saturday.



4 Today Chen his tablet at home.
He never his tablet at school.



3 Look at the picture. Practise with a friend.

Nuru / play basketball X / read ✓

A: Is Nuru playing basketball?

B: No, he isn't. He's reading.

1 Alex / doing judo X / ride his skateboard ✓

2 Sally / sing X / dance ✓

3 Thomas / sleep X / watch TV ✓

4 Anna / have breakfast ✓ / brush her teeth X



4 INVALSI Listen to Peter talking to his friend Linda on the phone. While listening, choose the correct answer (A, B, C or D) for questions 1-3. Put a cross (X) in the correct box. Only one answer is correct.

1 What is Peter doing?



2 What is he watching?



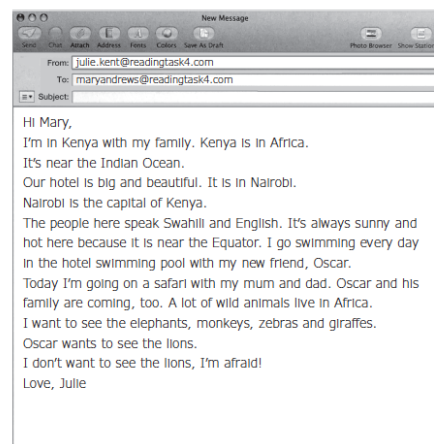
3 What does Linda usually



Task 3 READING

Look and read.
Osserva e leggi.

An e-mail From Kenya



Now answer the questions.
Ora rispondi alle domande.

1. Read and circle.

- A. Susan is in Kenya with her friends / family.
B. Their hotel is big / small.
C. She goes swimming in the lake / pool.
D. Oscar is Susan's friend / brother.

2. What languages do they speak in Nairobi?

- A. ☐ English and French.
B. ☐ English and Swahili.
C. ☐ Swahili and German.
D. ☐ English and German.

3. What's the weather like in Nairobi?

- A. ☐ It's sunny and hot.
B. ☐ It's cold and windy.
C. ☐ It's cloudy and hot.
D. ☐ It's sunny and warm.

4. Who is Oscar?

- A. ☐ Susan's father.
B. ☐ Susan's friend.
C. ☐ Susan's cousin.
D. ☐ Susan's uncle.

5. Read and circle.

- A. Kenya is in Australia / Africa.
B. Susan goes swimming / skating every day.
C. Oscar wants to see the monkeys / lions.
D. Susan is afraid / not afraid of lions.

Sezione
INVALSI a fine
volume



Celebrating Environment Day

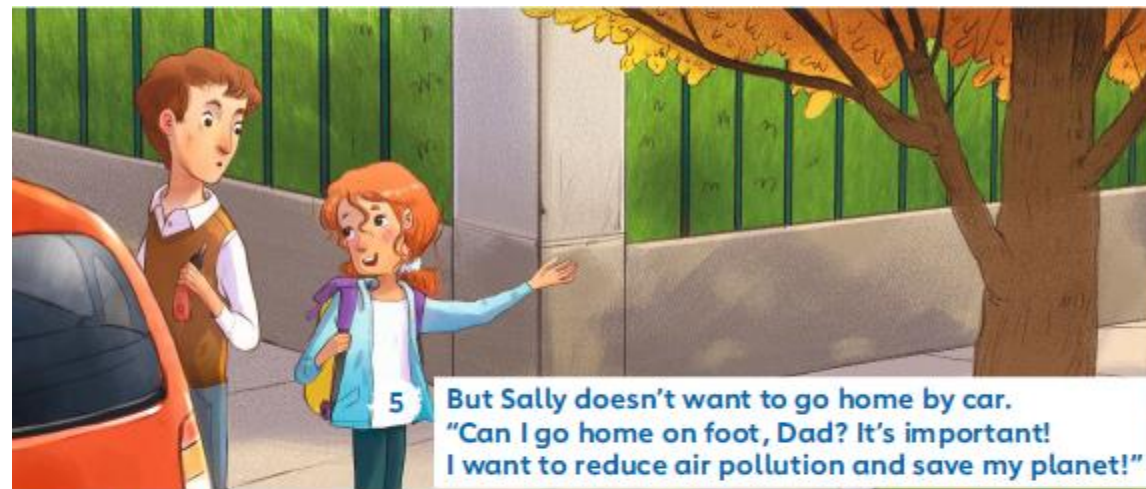
1 Listen to the story.



1
It's 5th June and it's Environment Day. The children are in the school garden.



2
They gard the e

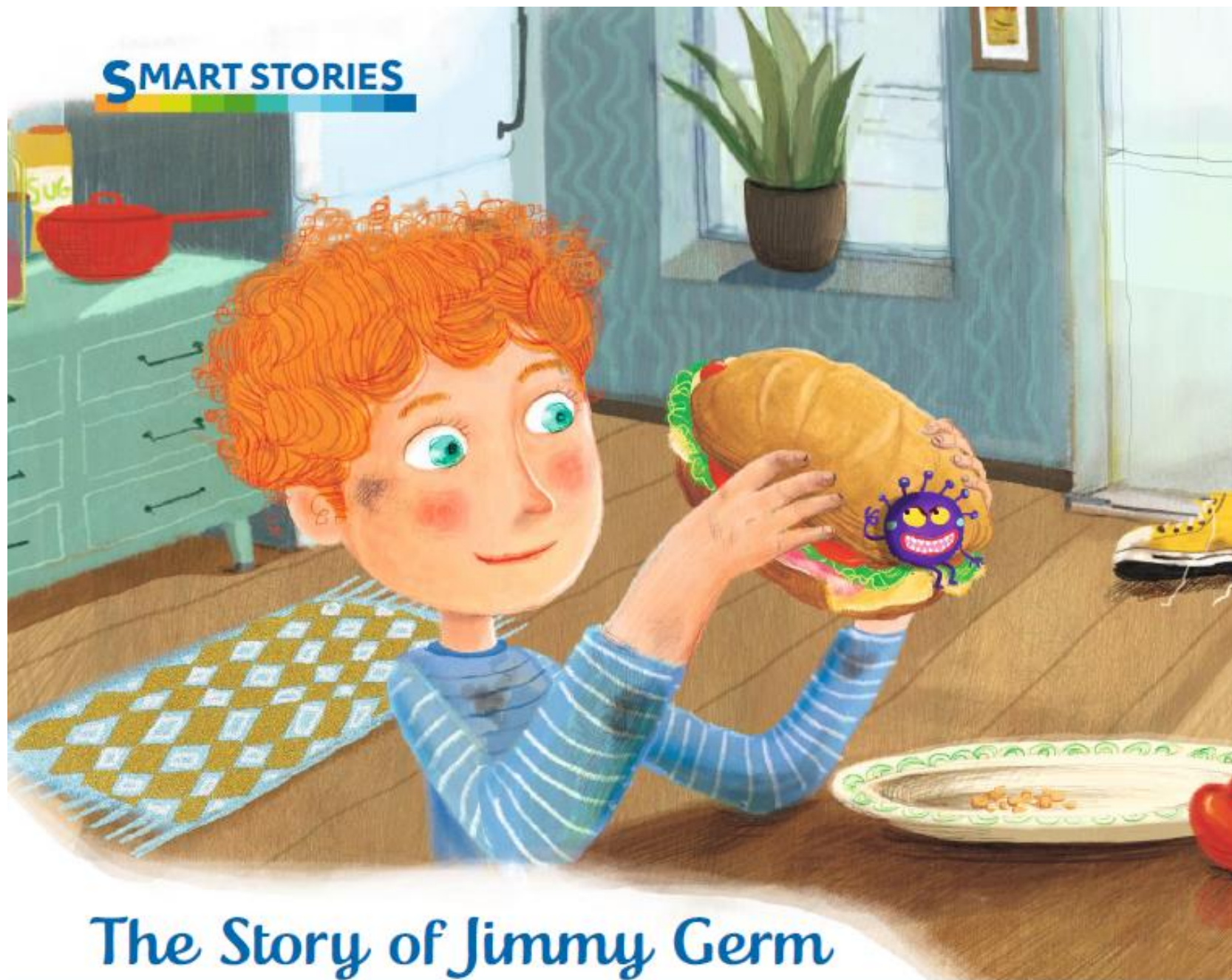


5
But Sally doesn't want to go home by car.
"Can I go home on foot, Dad? It's important!
I want to reduce air pollution and save my planet!"



3
"Look! I've got a sign for the garden," says Sally.





CLIL Lessons after the story

Good Hygiene



Listen and repeat. Read and number the pictures.

Wash your hands ...

- 1 after you play with a pet.
- 2 after you use the bathroom.
- 3 after you sneeze or cough.
- 4 after you blow your nose.
- 5 after you play outside.
- 6 before you eat.



Healthy habits
healthy body.

54

3 GOOD HEALTH AND WELL-BEING

2 Circle the things you need for good hygiene.

Little Thinkers

Why is good personal hygiene important?

53

Story cards for the teacher

4 QUALITY EDUCATION



Omar's Special Birthday

Omar's Special Birthday

1 Listen and follow along.

It's the night of Omar's special birthday party at the Egyptian museum. All his friends are invited. They visit the museum. Omar really likes the room with the **mummies**.

After the tour, they go to the special birthday room and they eat the cake. At eleven o'clock, they get into their **sleeping bags** and turn off the lights. But Omar and his best friend, Tommy, aren't sleepy. "Are you afraid of mummies?" asks Tommy. "I'm not afraid of anything," answers Omar. The two children go to see the mummies again. When they open the door, they hear a **strange noise**. "What's that noise? Is it a cat?" asks Omar.

"Yes, it is. Look! There's a mummified cat on the shelf!" The two children hear the noise again.



Reading comprehension activities 'Invalsi style' for Smart Stories



INVALSI Comprehension Check

Name _____

Omar's Special Birthday

Q1 Read the story. Choose the correct answer (A, B, C or D) for questions 1-4. Put a cross (x) in the correct box.

The birthday party is ...

- A ☐ at the museum.
- B ☐ at school.
- C ☐ at Omar's house.
- D ☐ in the park.

Omar and Tommy aren't ...

- A ☐ hungry.
- B ☐ thirsty.
- C ☐ happy.
- D ☐ afraid.

The two children hear ...

- A ☐ music.
- B ☐ a strange noise.
- C ☐ a voice.
- D ☐ a bell.

They think it's the ghost of a ...

- A ☐ cat.
- B ☐ dog.
- C ☐ pharaoh.
- D ☐ mouse.

Q2 Read the story. Read and tick (✓) True, False or Not given.

	True	False	Not given
1 It's Tommy's birthday.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 The party is at the science museum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Omar has got a blue sleeping bag.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The mummies are in the green room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 The mummified cat is under the shelf.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 The children start laughing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



1 Listen and follow along. Read and number.

The pyramid is the Pharaoh's tomb.
In the burial chamber you can see:
the sarcophagus¹ with the mummy²,
things for the afterlife³,
paintings⁴ on the walls.



Sleepovers in the museum

The British
Museum

Shop Search Donate

Visit Exhibitions and events Collection Learn Membership Support us

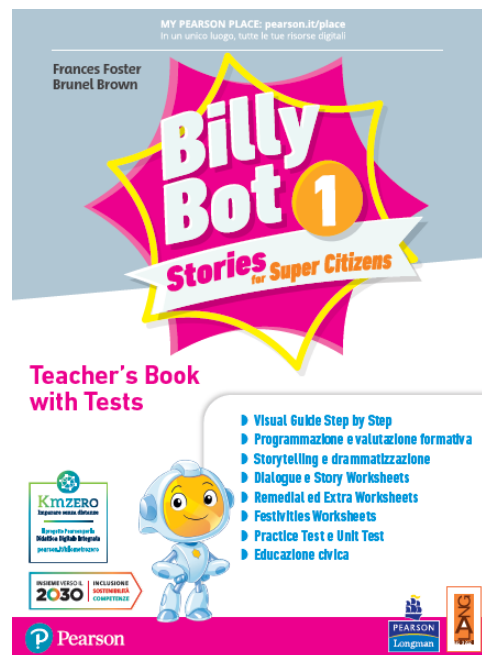
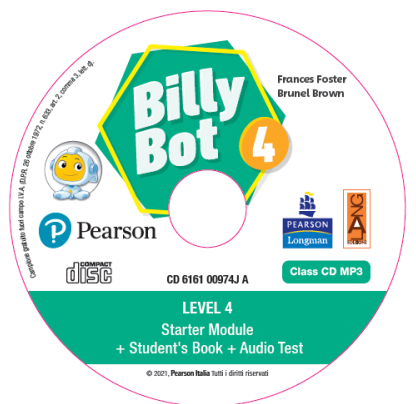
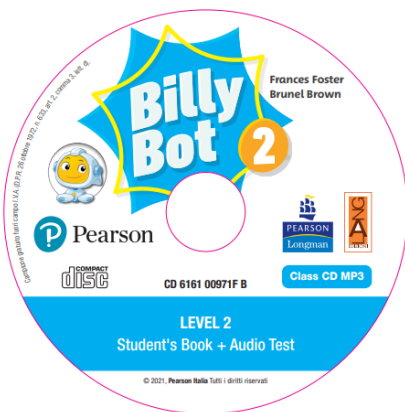


Sleepovers



Resources for the teacher

Teacher's books with CD for all the listenings and the tests for every level



Teachers book complete guidance 'programmazione' for each lesson

Lesson 4



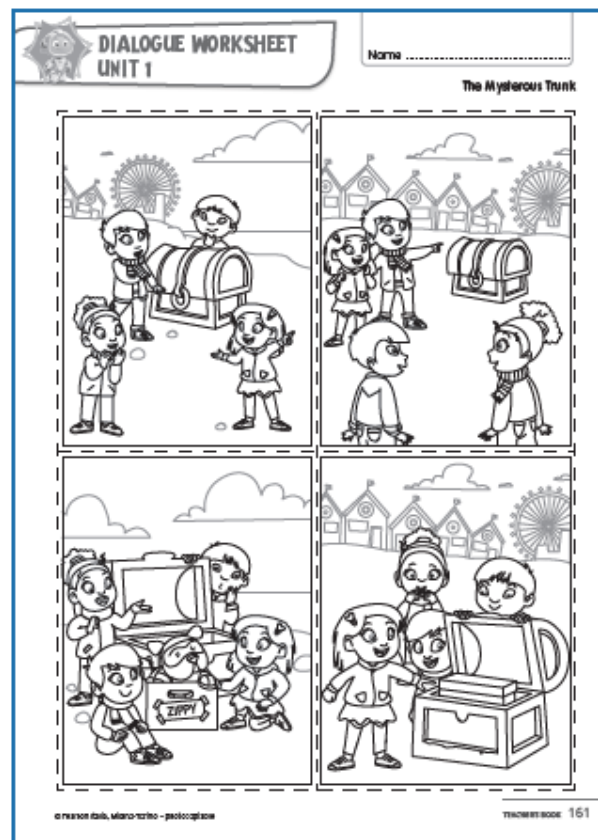
Presentation

Verificate che tutti si ricordino i nomi dei quattro bambini protagonisti incontrati all'inizio dell'anno. Invitateli ad aprire di nuovo il libro a pagina 24 e pronunciate i nomi dei quattro bambini Greta, Daniel, Paul e Alice, mentre gli alunni li indicano sulle due pagine. In seguito rivolgete la loro attenzione sulle nuove scenette a pagina 24. Fate osservare le vignette e chiedete loro in quale stagione si svolgono le azioni (autunno) e come si dice autunno in inglese. Fate osservare una scenetta per volta, guidandoli con le seguenti domande e risposte.

- 1 Che cosa vedono i quattro amici sulla spiaggia? *A trunk.*
- 2 Dove si trova il baule? *On the beach.*
- 3 Che cosa trovano dentro il baule? *A red box.*
- 4 Che cosa c'è dentro la scatola rossa? *A dog.*



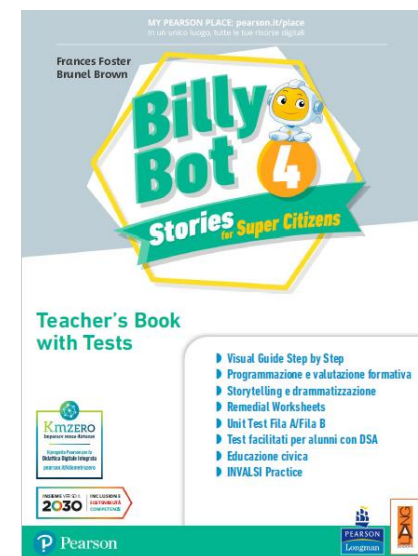
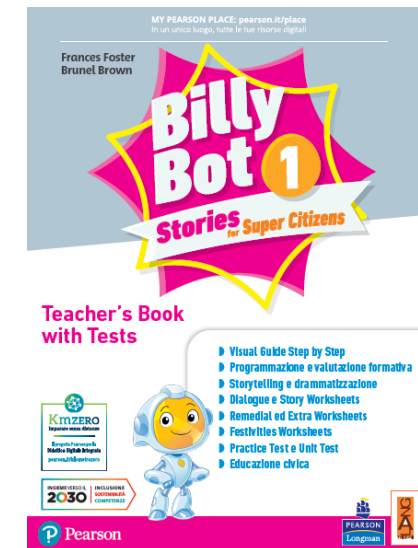
Fate vedere ai bambini la lezione animata della storia prima degli esercizi di ascolto per introdurre il dialogo oppure alla fine, come conclusione dell'attività.



Programmazione per Didattica Digitale Integrata already prepared

24 TEACHER'S BOOK	Unit & Stories	Lessico	Struttura	Educazione Civica ed Educazioni trasversali	Per la valutazione	Schede ed espansioni	DOI	Funzioni comunicative	Traguardi e obiettivi
	Unit 5 Happy Animals Lesson 5 Billy Bot stories Friends Help (p. 92)	<ul style="list-style-type: none"> Farm animals: pig, sheep, horse, hen, cow Wild animals: lion, giraffe, elephant, monkey, bear Adjectives: happy / sad 	<ul style="list-style-type: none"> What is it? It's a ... (animal). Is it a ... (animal)? Yes / No. I can see ... (animal) ... (animal). I'm happy / sad. Don't be sad! 		PRACTICE TEST REMEDIAL WORKSHEET EXTRA WORKSHEET UNIT TEST	Show and tell Unit 5 Stand-up animals (pp. 156-159) Billy Bot story Worksheet Dialogue (p. 165)	<ul style="list-style-type: none"> vocabulary accelerator in apertura di unità sugli animali video dialogo - Story audio, canzoni ricordare ai bambini e alle famiglie che tutti gli audio e i video sono accessibili da QR in apertura di unità con IVAAPP Pearson. Ricordare che il QR in apertura consente alle famiglie di attivare il libro digitale e tutte le risorse: esercizi e giochi interattivi 	<ul style="list-style-type: none"> identificare e imparare i nomi di alcuni animali della fattoria e selvatici riconoscere i versi di alcuni animali della fattoria discutere i titoli o titoli 	PARLATO (produzione orale): dire i nomi di alcuni animali della fattoria e selvatici dire che verso ha un certo animale dire se qualcuno è felice o triste ASCOLTO (comprensione orale): riconoscere semplici frasi in cui si parla di animali della fattoria o selvatici riconoscere i versi degli animali
24 TEACHER'S BOOK	Stories	Lessico	Struttura	Educazione Civica ed Educazioni trasversali	Per la valutazione	Schede ed espansioni	DOI	Funzioni comunicative	Traguardi e obiettivi
	Smart Stories The Little Red Hen	<ul style="list-style-type: none"> story vocabulary: hen, cat, dog, duck, seeds, wheat, mill, bread 	<ul style="list-style-type: none"> Let's go for a walk! I will go by myself! I've got an idea! I will do it. I can share ... 	Silenziosità e relazione: riconoscere l'importanza di fare le cose insieme, di collaborare e condividere		The Little Red Hen Puppets (p. 143)	<ul style="list-style-type: none"> audio, canzoni ricordare ai bambini e alle famiglie che tutti gli audio sono accessibili da QR in apertura di unità con IVAAPP Pearson. Ricordare che il QR in apertura consente alle famiglie di attivare il libro digitale e tutte le risorse 	<ul style="list-style-type: none"> riconoscere i vocaboli legati alla storia riconoscere alcuni animali riconoscere i versi di alcuni animali 	PARLATO (produzione orale): dire i nomi di alcuni animali dire i versi di alcuni animali ASCOLTO (comprensione orale): riconoscere semplici frasi riconoscere i versi degli animali abbinare determinati animali ad alcune frasi

Programmazione



Nuovi criteri di valutazione

Valutazione

Esempi di valutazione per le classi prima, seconda e terza

Si noti che il giudizio personalizzato dovrebbe essere un unico testo descrittivo, nella stesura del quale è bene, per l'Inglese, considerare le differenti abilità di comprensione orale e scritta e di produzione orale e scritta. Per

I primi anni saranno fondamentali l'ascolto e il parlato. Qui alcuni esempi di come poter descrivere il raggiungimento degli obiettivi in base alle varie abilità.

Oggetti di valutazione del periodo didattico	Livello raggiunto	Esempio di giudizio descrittivo
Ascolto (comprensione orale) - Individuare e riconoscere vocaboli, istruzioni, espressioni e frasi di uso quotidiano, pronunciati chiaramente e lentamente relativi a se stesso, ai compagni, alla famiglia. <i>Esempio per obiettivi Unità 3 SB 1</i> • cogliere e riconoscere in lingua i numeri fino a 10. Riconoscere i nomi delle figure geometriche • cogliere le richieste/domande relative a quantità	Avanzato	L'alunno/a riconosce messaggi orali (vocaboli, istruzioni, espressioni) e distingue con sicurezza messaggi di uso quotidiano. Mobilizza risorse fornite dal docente e reperite in modo autonomo e con continuità. Si avvicina a situazioni di ascolto note e non note con continuità.
	Intermedio	L'alunno/a riconosce brevi messaggi orali (vocaboli, istruzioni, espressioni), precedentemente imparati, relativi ad ambiti di uso quotidiano e contestualizzati in situazioni note in modo autonomo e con continuità. Individua espressioni e frasi in situazioni non note con risorse fornite dal docente in modo talvolta discontinuo (oppure con la guida dell'insegnante).
	Base	L'alunno/a coglie vocaboli e istruzioni, espressioni e frasi di uso quotidiano contestualizzati solo in situazioni note. Riconosce espressioni e frasi in situazioni note utilizzando risorse fornite dal docente in modo autonomo ma discontinuo (o con la guida del docente con continuità).
	In via di prima acquisizione	L'alunno/a coglie alcune parole o frasi elementari e brevi relative a un contesto di uso quotidiano contestualizzato solo in situazioni note, se l'interlocutore parla molto lentamente utilizzando termini noti. Riconosce espressioni e frasi solo in modo guidato.
Parlato (produzione e interazione orale) - Produrre frasi significative riferite ad oggetti, luoghi, persone, situazioni note. - Interagire con un compagno per presentarsi e/o giocare, utilizzando espressioni e frasi memorizzate adatte alla situazione. <i>Esempio per obiettivi Unità 3 SB 1</i> • chiedere e dire la quantità di oggetti • contare fino a 10 e esprimere le forme geometriche in lingua • dire e fare addizioni in lingua inglese	Avanzato	L'alunno/a è in grado di formulare a livello elementare in lingua inglese frasi e parole apprese con una buona pronuncia. Si avvicina autonomamente a situazioni di interazione in ambito comunicativo noto e non noto.
	Intermedio	L'alunno/a formula semplici parole e frasi che ha imparato relative agli ambiti di apprendimento (colori, numeri, oggetti scolastici ecc.) in modo autonomo e con continuità. Si avvicina a situazioni non note in modo discontinuo.
	Base	L'alunno/a riproduce parole e frasi elementari in lingua inglese di contesto noto e familiare, talvolta seguendo i suggerimenti o ripetendo dopo un modello (insegnante, audio). Si avvicina in modo discontinuo (oppure solo con la guida del docente) a espressioni, parole, frasi non note.
	In via di prima acquisizione	L'alunno/a riproduce alcune parole e frasi elementari in lingua inglese di uso quotidiano ripetendo dopo l'ascolto di un modello, in modo guidato, solo in situazioni note.

MY PEARSON PLACE: pearson.it/place
In un unico luogo, tutte le tue risorse digitali

Frances Foster Brunel Brown

Billy Bot 1

Stories for Super Citizens

Teacher's Book with Tests

- Visual Guide Step by Step
- Programmazione e valutazione formativa
- Storytelling e drammatizzazione
- Dialogue e Story Worksheets
- Remedial ed Extra Worksheets
- Festivities Worksheets
- Practice Test e Unit Test
- Educazione civica

KimZERO
Supporto multimediale
Materiali Digitali Integrati
www.kimzero.com

PROGETTO 2030
INCLUSIONE
CITTADINANZA
COMPETENZE

Pearson

PEARSON
Longman

MY PEARSON PLACE: pearson.it/place
In un unico luogo, tutte le tue risorse digitali

Frances Foster Brunel Brown

Billy Bot 4

Stories for Super Citizens

Teacher's Book with Tests

- Visual Guide Step by Step
- Programmazione e valutazione formativa
- Storytelling e drammatizzazione
- Remedial Worksheets
- Unit Test File A/File B
- Test facilitati per alunni con DSA
- Educazione civica
- INVALSI Practice

KimZERO
Supporto multimediale
Materiali Digitali Integrati
www.kimzero.com

PROGETTO 2030
INCLUSIONE
CITTADINANZA
COMPETENZE

Pearson

PEARSON
Longman

Tests Fila A & B & DSA

ENTRY TEST STRUCTURES

Name _____

1 Completa le frasi con **He, She, It** oppure **They**. Cerchia la frase illustrata.

- | | |
|-------------------------|----------------------|
| 1 _____ is my father. | 5 _____ is a dog. |
| 2 _____ is Maria. | 6 _____ are dogs. |
| 3 _____ is my pencil. | 7 _____ is my aunt. |
| 4 _____ are my cousins. | 8 _____ is an apple. |



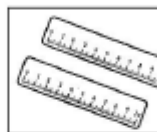
2 Completa con **is / isn't / are / aren't**.



1 It _____ red.



2 She _____ sad.



3 They _____ books.



4 She _____ old.



5 They _____ students.



6 It _____ a horse.

3 Cerchia l'alternativa giusta in ogni frase.

- She *has / hasn't* got short hair.
- He *is / isn't* wearing trainers.
- She *is / isn't* wearing a skirt.
- He *has / hasn't* got curly hair.
- She *has / hasn't* got a bike.
- He *is / isn't* wearing a jumper.



ENTRY TEST Vocabulary

Name _____

1 SCRIVI LE PAROLE ACCANTO ALLA SEQUENZA GIUSTA.

aunt • sheep • winter • pink • nose • rubber

- | | | | |
|----------|--------|---------|-------------|
| 1 black | orange | yellow | pink |
| 2 pen | ruler | pencil | _____ |
| 3 turkey | cow | chicken | _____ |
| 4 spring | autumn | summer | _____ |
| 5 mother | cousin | father | _____ |
| 6 ear | eye | hand | _____ |

____/5

2 CERCHIA LE PAROLE GIUSTE.



1 aunt / uncle



2 old / new



3 pen / pencil



4 spring / winter



5 hair / hand

____/4

3 CERCHIA IL NUMERO GIUSTO.

TWELVE

NINE

THIRTEEN

ONE

12 / 20

9 / 19

13 / 30

1 / 10

____/3

Mark: ____/12

ENTRY TEST VOCABULARY

Name _____

1 Cerchia la parola che appartiene al gruppo. Copiala sul puntinato.

____/10

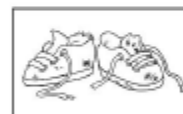
- | | | |
|--------------------|-------|-------------------|
| 1 black • orange | _____ | (pink / pig) |
| 2 pen • ruler | _____ | (rubber / dress) |
| 3 turkey • cow | _____ | (three / sheep) |
| 4 spring • autumn | _____ | (hat / winter) |
| 5 mother • cousin | _____ | (aunt / twelve) |
| 6 ear • eye | _____ | (book / nose) |
| 7 cloudy • hot | _____ | (sunny / cheese) |
| 8 nine • six | _____ | (boy / twenty) |
| 9 Monday • Tuesday | _____ | (Sunday / summer) |
| 10 May • June | _____ | (uncle / July) |

2 Cerchia le parole giuste.

____/8



1 aunt
uncle



2 new
old



3 donkey
turkey



4 hair
hand



5 June
January



6 jumper
jacket



7 spring
winter



8 pen
pencil

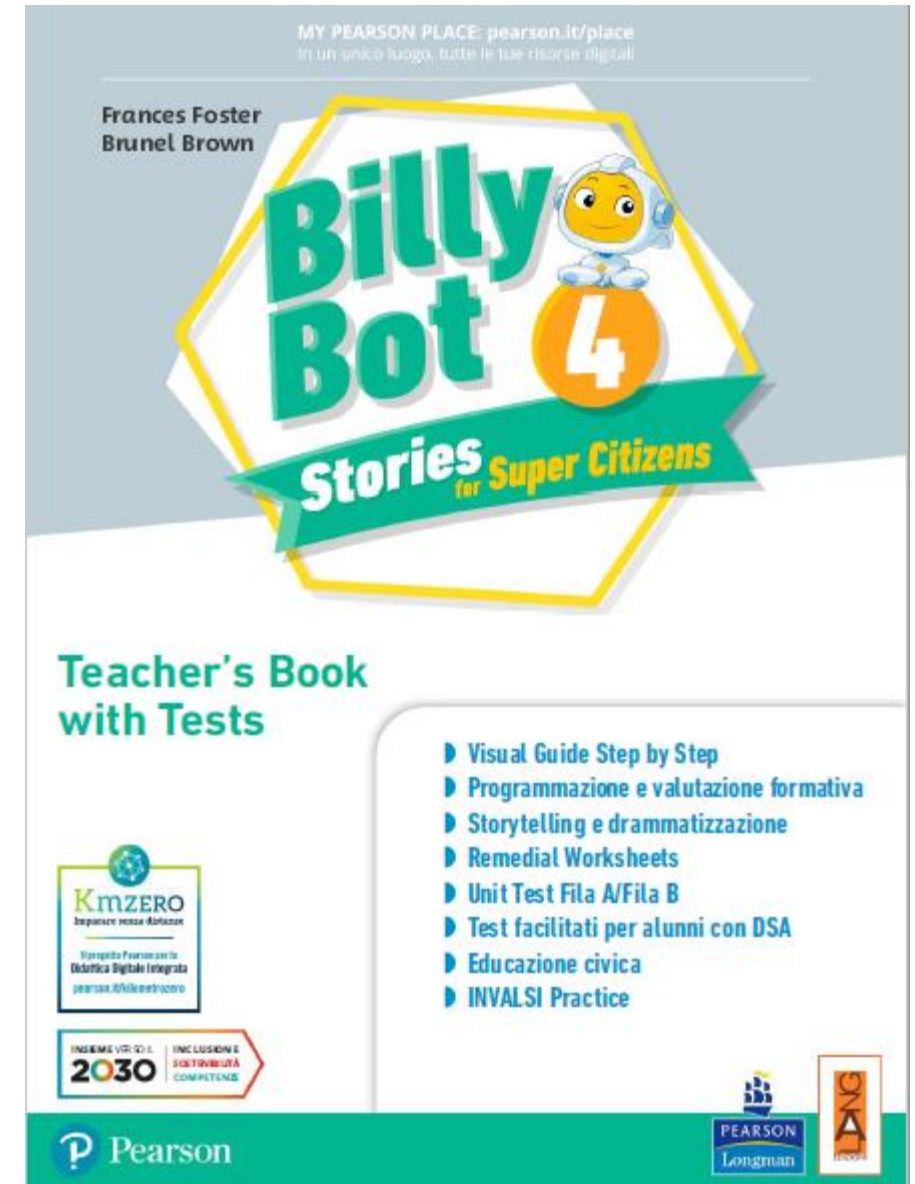
Games in the teachers book

GAME

Do You Remember?

Materiale occorrente: nulla


Invitate 7 o 8 alunni alla cattedra e spiegate ai bambini rimasti al loro posto che devono ascoltare attentamente i compagni alla cattedra dire il mese del compleanno, *My birthday is in ... (month)*. Scegliete un bambino e spiegate che dovrà pronunciare il mese del compleanno di ciascuno, ... *(name)'s birthday is in ... (month)*. Se sbaglia più di tre volte viene eliminato e sostituito da un altro.




Projects and ideas for teaching CLIL

NOME _____ CLASSE _____


EGYPTIANS AND THE SKY

1 Listen and match. 

- In ancient Egypt priests study the sky: the sun, the moon, planets and stars. ☐
- The sacred star Sirio has a goddess: Sothis; she has a bow, an arrow and a big crown. ☐
- When Sirio is in the sky the solar year begins. Ancient Egyptians studying astrological phenomena create the calendar of 365 days. Julius Caesar appreciates this method of measuring time and takes it to Rome. ☐



2 Look at the sky tonight. Can you see a constellation? Which one?




KEY VOCABULARY

arrow freccia • astrological astrologico • bow arco • crown corona
 goddess dea • moon Luna • planets pianeti • priests sacerdoti • sky cielo
 stars stelle • sun Sole

61

NOME _____ CLASSE _____


THE CLIMATE: PLANTS AND ANIMALS

1 Listen and read. 

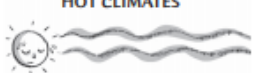
The climate influences the life of plants and animals on Earth.
Temperate climates are good for many living beings.
Extreme weather conditions (like the cold polar climate or hot deserts) make life very difficult for plants and animals. Only the plants and animals that are able to adapt to these extreme conditions can survive.











2 Cut out animals and plants and stick them in the correct box.

COLD CLIMATES



HOT CLIMATES



cactus 	kangaroo 	reindeer 	baobab 	pine tree 
polar bear 	palm tree 	penguin 	lichen 	crocodile 

KEY VOCABULARY


desert deserto • extreme weather conditions condizioni climatiche estreme
 kangaroo canguro • lichen lichene • palm tree palma • penguin pinguino
 pine tree pino • plant pianta • polar bear orso polare • polar climate clima polare • reindeer renna • to survive sopravvivere

29

Donatella Santandrea
 Laura Papetti

LET'S START CLIL

Risorse didattiche per esplorare gli ambiti disciplinari in lingua inglese



- Proposte operative di scienze, geografia, storia, matematica ed educazioni in lingua inglese
- Attività manipolative ed esperienze per imparare facendo e divertirsi con l'inglese
- Educazione alla cittadinanza, educazione all'ecologia, educazione motoria, educazione artistica e musicale in inglese
- Audio integrale del volume e galleria di immagini proiettabili

IMPARARE SEMPRE PEARSON

ATTIVA LE RISORSE DIGITALI PER LO STUDENTE

Billy Bot 1
 Stories Super Citizens

• Storytelling
 • 4 Skills di Inglese
 • Multiple Choice
 • Grammar & Phonics
 • Listening Comprehension
 • Extra Examples

Pearson

ATTIVA LE RISORSE DIGITALI PER LO STUDENTE

Billy Bot 4
 Stories Super Citizens

• Storytelling
 • 4 Skills di Inglese
 • Multiple Choice
 • Grammar & Phonics
 • Listening Comprehension
 • Extra Examples

Pearson

Joanna Carter
Sarah Gudgeon
Valeria Sacco

1

2

3

new



PRIMARY TEACHING FILES



FILES

- ▶ General English – Year 1
- ▶ General English – Years 2-3
- ▶ London and UK
- ▶ Art and crafts
- ▶ IT
- ▶ Festivities
- ▶ Citizenship
- ▶ Songs
- ▶ Teacher's Notes



Joanna Carter
Sarah Gudgeon
Valeria Sacco

4

5

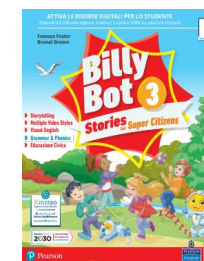
new



PRIMARY TEACHING FILES



- ▶ General English – Years 4-5
- ▶ USA e Australia
- ▶ Art and crafts
- ▶ IT
- ▶ Festivities
- ▶ Citizenship
- ▶ Songs
- ▶ Teacher's Notes





© Pearson Italia

THE ROYAL FAMILY

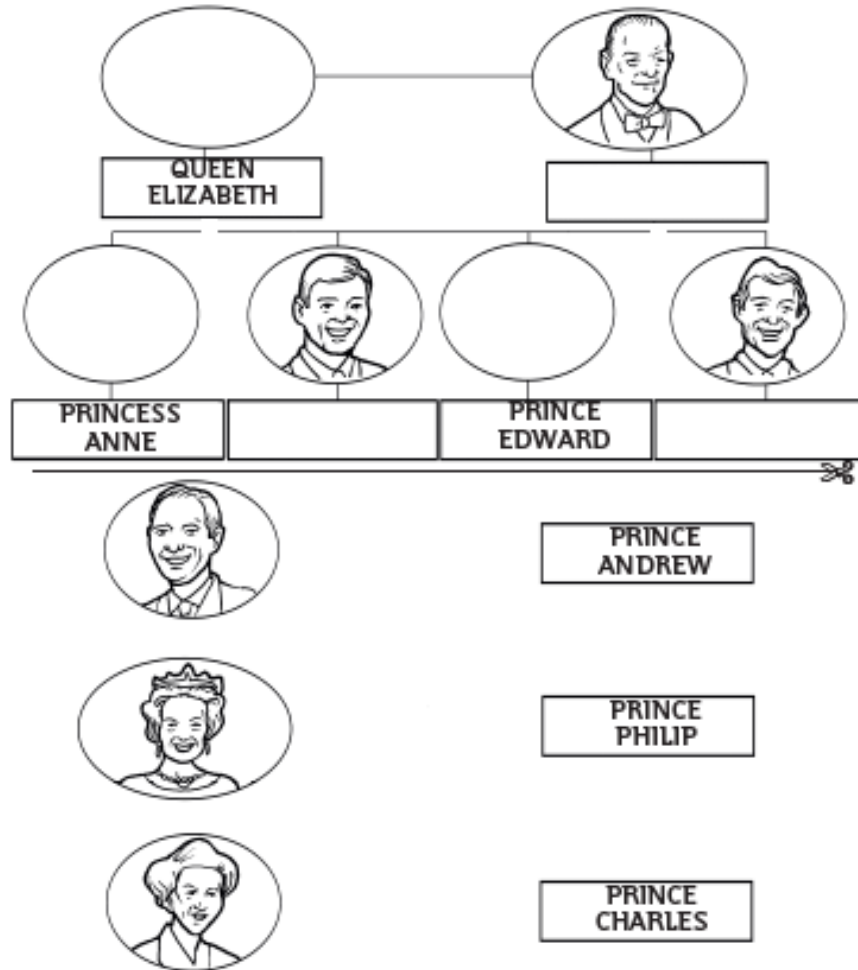
LIFE AND TRADITIONS
FILE

Name

Surname

Class Date

1 COMPLETE.



© Pearson Italia

LONDON, PLACES TO VISIT

LIFE AND TRADITIONS
FILE

Name

Surname

Class Date

1 TICK ALL THE THINGS YOU WANT TO SEE IN LONDON.



2 WRITE A LIST.

I WANT TO SEE

.....

.....

.....

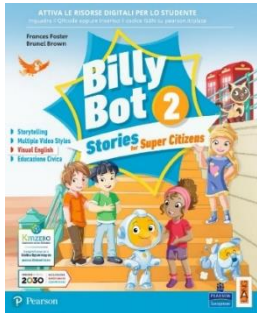
Festivities

Easter Time Lessons

Bunny Song



**EASTER
BUNNY**



Easter 

3   Listen and sing the song. 

Who's that bunny over there?
Do you know his name -o?
BUNNY
His name is Easter Bunny!



4   Listen and complete the alphabet.

5   Listen and colour the eggs.

1 2 3 4 5



139

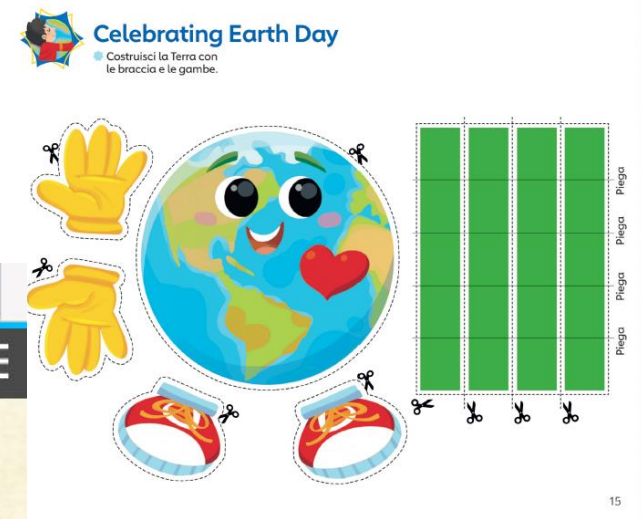
Special days

What date is Earth Day?

Write in the chat



Earth Day – Thursday 22 April 2021

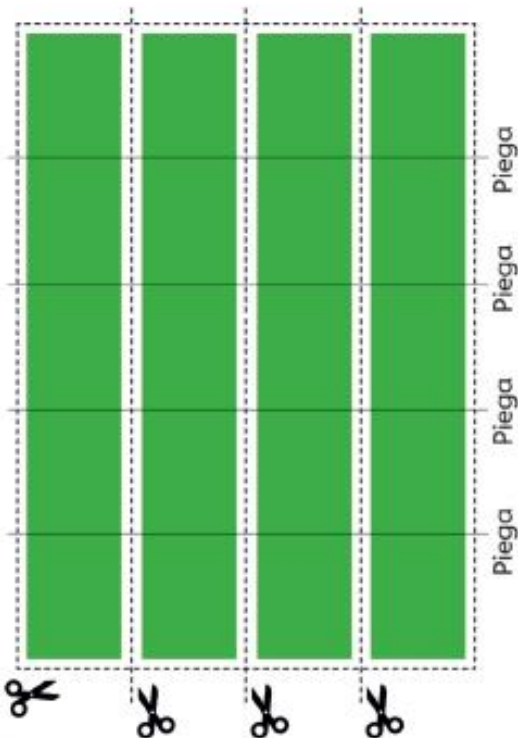


Earth Day – Thursday 22 April 2021



Celebrating Earth Day

Costruisci la Terra con le braccia e le gambe.



Earth Day: Are you a responsible citizen?



1 **Reuse!** Use things in a different way!

2 **Change your transportation!** Walk, use your bike or public transport!

3 **Reduce!** Don't produce a lot of rubbish!

4 **Don't waste water!** Turn off the tap when you brush your teeth!

5 **Recycle!** Put paper, glass, metal, tin and plastic in the right bins!

6 **Don't waste energy!** Turn off the light when you leave a room!

7 **Repair!** Repair broken things. Don't always buy new things!

Little Thinkers Are you a responsible citizen?

1 Listen and follow along.
Read and match.

It's Civics time!

CONFERENZA ONLINE PER I DOCENTI DI SCUOLA PRIMARIA

Stories for **Super Citizens...** and **Super Teachers**

Storie e Educazione civica alla Scuola primaria

**22 aprile
2021**

15.00 - 18.30

CLICCA QUI PER COMPLETARE
LA REGISTRAZIONE



Next meeting **Frances Foster and Brunel Brown!**

PROGRAMMA DELLA CONFERENZA

- 15:00 *Introduzione*
- 15.10 *Donatella Fitzgerald, Clelia Tollot, Vanessa Hartson-Walker*
La Mindfulness attraverso lo storytelling nella Scuola primaria
- 15.55 *Barbara Bacchelli, Stefano Rossi, Laura Papetti in dialogo su*
Educazione civica con mente critica e cuore intelligente
- 16.55 *Break*
- 17.05 *Donatella Fitzgerald, Frances Foster e Brunel Brown*
Smart Stories for Smart Citizens with Billy Bot
- 17.50 *Mariangela Venezia con Gaia Gagianesi*
Alla scoperta del supporto digitale di Pearson per la Scuola primaria
- 18.20 *Conclusione*

https://www.pearson.it/webinar/3291/83/convegno_online_stories_for_super_citizens%E2%80%A6_and_super_teachers?iesError=login_required&iesErrorDescription=Login+required



**NOT ALL
SUPERHEROES
HAVE CAPES
SOME HAVE TEACHING
DEGREES**

**TEACHERS ARE
THE TRUE
SUPERHEROES**
YOU INSPIRE, MOTIVATE,
& CHANGE THE WORLD.
#TeachersAreSuperheroes

You are at the
heart and soul
of what we do.
Thank you!

 **Pearson**

www.PearsonELTUSA.com

978-0-13-523681-9

ALWAYS LEARNING