



PEARSON  
Longman

LONG  
MAN  
EDIZIONI

SARAH GUDGEON



# EXPLORE!

Go green and get ready  
for secondary school



UNIT 1 ON HOLIDAY

Ogni unità inizia con una simpatica storia a fumetti che presenta il lessico e il contesto trattati.

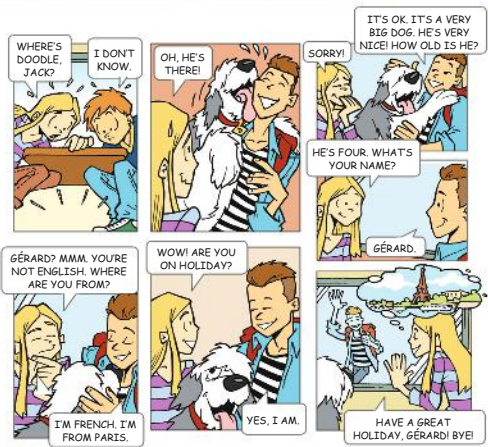


- Guarda, ascolta e leggi i fumetti.
- Leggi e indica se le frasi sono vere (T = True) o false (F = false).
 

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
- Ascolta di nuovo e cerca le parole che senti.
 

train • plane • flowers • towers • bowling • boring • nice • ice

8 eight



- Completa le frasi con le parole suggerite.
 

is (x2) • isn't (x2) • are • aren't

  - Jack and Emily aren't on the bus.
  - Jack and Emily are on the train.
  - Doodle isn't a small dog.
  - Doodle is a big dog.
  - Gérard isn't English.
  - Gérard is French.
- Trova le parole indicate. Con le lettere che rimangono potrai comporre una parola speciale.
 

big • old • tablet • dog • flowers • English • name  
French • bikes • boys • beautiful • train • dog

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

9 nine

L'icona indica il numero di track.

L'icona segnala un'attività giocosa.

GRAMMAR FOCUS

IL VERBO TO BE (essere)

forma attiva	forma negativa	forma interrogativa
I am - I'm	I am not - I'm not	am I?
you are - you're	you are not - you aren't	are you?
he is - he's	he is not - he isn't	is he?
she is - she's	she is not - she isn't	is she?
it is - it's	it is not - it isn't	is it?
we are - we're	we are not - we aren't	are we?
you are - you're	you are not - you aren't	are you?
they are - they're	they are not - they aren't	are they?



Il verbo essere si usa per indicare l'identità, la provenienza, per descrivere alcune caratteristiche del soggetto o per comunicare come sta qualcuno o le caratteristiche di un oggetto, come in italiano.

- She's from London, she's English. È di Londra, è inglese.
- They're Italian. Sono italiani.
- You're very tall. Sei molto alto.
- He's really tired. È molto stanco.
- The bike is new. La bici è nuova.

Attenzione: In inglese il verbo to be si usa anche per dire l'età e in espressioni come quelle elencate qui sotto.

- I'm thirteen. Ho tredici anni.
- They're ten. Hanno dieci anni.
- How old are you? I'm... Quanti anni hai? Ho...
- I'm hungry. Ho fame.
- I'm thirsty. Ho sete.
- I'm cold. Ho freddo.
- I'm hot. Ho caldo.

Rispondi.  
How old are you?

10 ten

Grammar Focus presenta la grammatica con schemi e tabelle di facile comprensione.

La rubrica I'm green presenta temi legati al rispetto dell'ambiente.

2 AT THE FARM

I'M GREEN!

13 Osserva la cucina del cottage di Jack e Emily. Quali oggetti possono essere riciclati? Cerchiali.



14 Ora collega i diversi oggetti da buttare al contenitore per il riciclo adeguato.



15 Sottolinea la risposta giusta alla domanda di Jack.

a To clean the house.  
b To help the planet.



16 Diveriti ad ascoltare e poi a cantare la canzone!

All for me, all for me. A goldfish and a big ball, all for me.  
Have you got a nice song? All for me. All for me, all for me.  
I've got a dog and a skipping rope. Have you got a nice song? All for me.  
One, two, three. I've got a hamster and a blue car.  
A dog and a skipping rope, all for me. One, two, three.  
All for me, all for me. A hamster and a blue car, all for me.  
Have you got a nice song? All for me. All for me, all for me.  
I've got a cat and a skateboard. I've got a parrot and a green bike.  
One, two, three. A cat and a skateboard, all for me. One, two, three.  
All for me, all for me. A parrot and a green bike, all for me.  
Have you got a nice song? All for me. All for me, all for me.  
I've got a goldfish and a big ball. Have you got a nice song?  
One, two, three. All for me.

Twenty-five 25

# WELCOME to our SPORTS CENTRE



**21** Ascolta e leggi.

Children in the UK play lots of different sports. Sometimes they play outside after school or sometimes they go to sports centres. At school many children learn how to play netball, rounders, football, hockey and basketball. Children also do gymnastics and go running at school. Outside of school children can join special clubs. They learn how to do karate, or go to swimming lessons for example.

**22** Trascrivi le diverse attività sportive citate nel brano nella colonna giusta.

play	do	go

**23** Osserva le immagini e scrivi lo sport corrispondente.



**ORA SO:**

- parlare di attività che persone e animali sanno o non sanno fare;
- chiedere alle persone se sanno o non sanno fare qualcosa;
- parlare dei miei sport preferiti e del vestitiario;
- esprimere divieti.

**ORA CONOSCO:**

- alcuni sport inglesi.

**ORA SO COME:**

- usare materiali di riciclo per realizzare travestimenti;
- scrivere l'invito a un evento.

**I CAN:** valuta i tuoi progressi.

Le rubriche *Project* e *How to* spiegano come mettere in pratica le conoscenze acquisite, anche mediante semplici lavoretti.

*Culture Bite* illustra aspetti peculiari della vita quotidiana nel Regno Unito.

**ACTION TIME**

**17** Dov'è Doodle? Ascolta e numera le immagini.



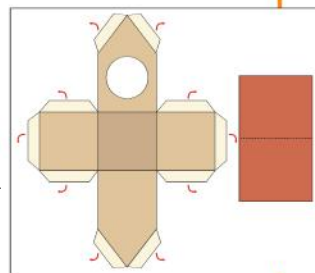
**18** Ascolta di nuovo e completa con le preposizioni appropriate.

- Doodle is behind the duck.
- Now, he is \_\_\_\_\_ the bed.
- Doodle is \_\_\_\_\_ the chicken now.
- Look! Doodle is \_\_\_\_\_ the washing basket.
- He's \_\_\_\_\_ Jack and Emily now. Poor Doodle!
- AAaw. Doodle is \_\_\_\_\_ the armchair now. He's asleep.

**PROJECT** Make a bird house

**19** Leggi le istruzioni e crea la tua casetta per gli uccellini.

- Draw or photocopy the bird house.
- Stick the bird house on some card. Cut out the bird house.
- Fold along the flaps. Glue the flaps together. Stick the roof on.
- Go outside. Put the bird house in a sheltered place. Remember to clean the birdhouse every week. Always put some food in the bird house, especially in the winter.



**PROGRESS TEST**

**1** Complete the sentences with the correct form of *have got*.

- \_\_\_\_\_ you \_\_\_\_\_ a chocolate cake? ?
- I \_\_\_\_\_ a strawberry cake. ✓
- We \_\_\_\_\_ two lemon cakes. ✓
- I \_\_\_\_\_ an apple cake. ✗
- We \_\_\_\_\_ a banana cake. ✗

\_\_\_\_\_ /5

**2** Underline the correct answer.

- Do you want an / some ice cream?
- No thanks. I don't like ice cream / some ice cream.
- We've got a / some biscuits. Do you want a / some biscuit?
- Yes, please. I love biscuit / biscuits.

\_\_\_\_\_ /5

**3** Complete with *much* or *many*.

- How \_\_\_\_\_ cheese do you want?
- How \_\_\_\_\_ apples have you got?
- How \_\_\_\_\_ is it?
- How \_\_\_\_\_ are the cakes?
- How \_\_\_\_\_ bottles of water do you want?



\_\_\_\_\_ /5

**4** Write the prices in words.

- £ 2.87 \_\_\_\_\_
- £ 5.50 \_\_\_\_\_
- £ 6.45 \_\_\_\_\_
- £ 10.99 \_\_\_\_\_
- £ 14.32 \_\_\_\_\_



\_\_\_\_\_ /5

**5** Write *is* or *'s*.

Suzy is Sarah \_\_\_\_\_ friend. She \_\_\_\_\_ American. Her dad \_\_\_\_\_ from New York. Suzy \_\_\_\_\_ favourite city in the world is New York. It \_\_\_\_\_ a very exciting city.

\_\_\_\_\_ /5

**6** Complete the sentences with the third form of the verbs.

- I play basketball. My brother \_\_\_\_\_
- I make biscuits and my friend \_\_\_\_\_
- I watch TV in the afternoon. My mum \_\_\_\_\_
- I go to the seaside on holiday. My sister \_\_\_\_\_
- I study French. My aunt \_\_\_\_\_

\_\_\_\_\_ /5

**7** Circle the correct word.

I love the beach. I always take my sun hat and my toothpaste / sun cream. I sit on a towel / an armchair and swim in the sea. Sometimes I see pigs / dolphins in the water.

\_\_\_\_\_ /5

**8** Complete the phone call.

- \_\_\_\_\_?
- Hi, can I \_\_\_\_\_ to Mark, please?
- Yes, just a minute. \_\_\_\_\_ is it?
- \_\_\_\_\_ Julie.
- \_\_\_\_\_ Julie.
- Hi, Mark!

\_\_\_\_\_ /5

**TOTAL**

\_\_\_\_\_ /40

Ogni due unità, un *Progress Test* riepilogativo permette di fare il punto con una rapida autovalutazione.

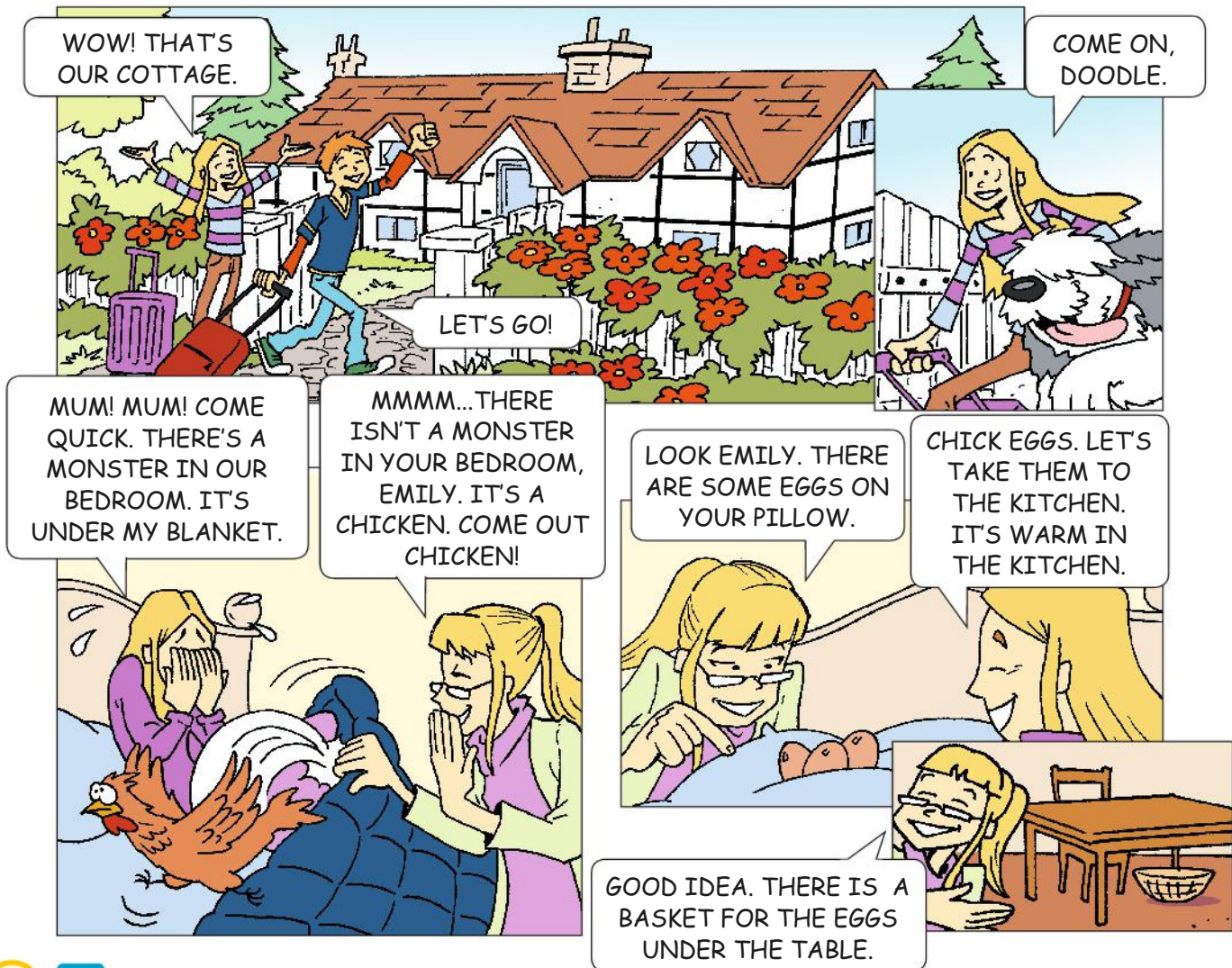
**0-24**  
OK, NEARLY THERE!  
STUDY AGAIN.

**25-32**  
GOOD!  
CONTINUE.

**33-40**  
EXCELLENT!  
CONTINUE.

**I CAN:** valuta i tuoi progressi.

## AT THE FARM



1 Guarda, ascolta e leggi i fumetti.



2 Ascolta di nuovo e cerchia solo le parole che senti nel dialogo.

cottage • mum • hamster • monster • bedroom • bathroom • eggs  
legs • chicken • kitchen • table • desk • mouse • house • trees • bees

3 Leggi e indica se le frasi sono vere (T = true) o false (F = false).  
Correggi le frasi false.

1 There's a monster in the bedroom.

T F

There isn't a monster in the bedroom.

2 There isn't a chicken in the bedroom.

\_\_\_\_\_

3 There are some eggs on the pillow.

\_\_\_\_\_

4 There aren't three ducks in the bath.

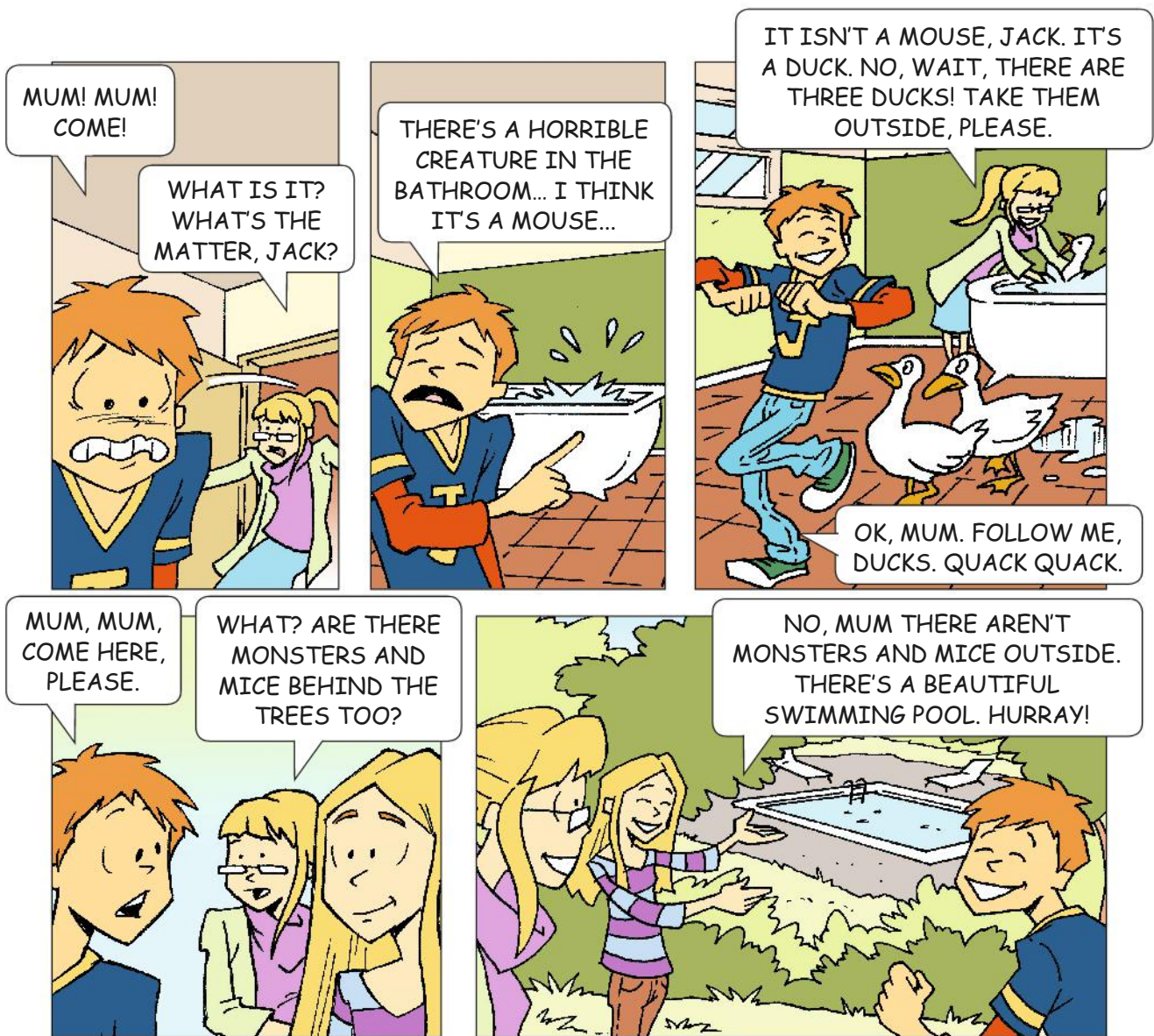
\_\_\_\_\_

5 There are monsters outside.

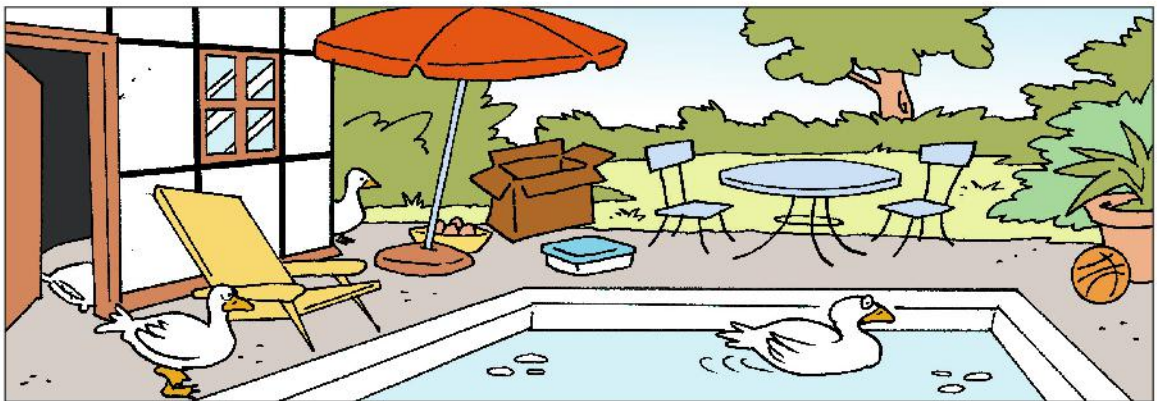
\_\_\_\_\_

6 There's a swimming pool.

\_\_\_\_\_



4 Osserva la scena e completa le frasi con *There is*, *There isn't*, *There are*, o *There aren't*.



- 1 \_\_\_\_\_ a cat.
- 2 \_\_\_\_\_ some eggs.
- 3 \_\_\_\_\_ three ducks.

- 4 \_\_\_\_\_ a tree.
- 5 \_\_\_\_\_ monsters and mice.

## THERE IS / ISN'T / ARE / AREN'T (c'è, ci sono)

singolare	forma contratta
there is	there's
there is not	there isn't
plurale	forma contratta
there are	-
there are not	there aren't

THERE'S A CHICKEN.  
THERE ISN'T A MONSTER.  
THERE'S A SWIMMING POOL.  
THERE ISN'T A COW.



THERE ARE THREE DUCKS.  
THERE AREN'T THREE DUCKS.  
THERE ARE SOME EGGS.  
THERE AREN'T FIVE COWS.

## PLURALI REGOLARI

Generalmente il plurale dei nomi si forma aggiungendo una **-s** alla parola alla forma singolare.

■ *friend / friends*

In altri casi (parole che finiscono in **-s, -ss, sh, -ch, -o, -x e -z**) si aggiunge **-es**.

■ *box / boxes*

■ *potato / potatoes*

**Ci sono poi dei plurali completamente irregolari:**

■ *goose / geese*

*mouse / mice,*

*man / men*

*woman / women.*

E non dimenticare: alcuni nomi non hanno plurale:

■ *sheep, fish.*



box

potato



goose

mouse

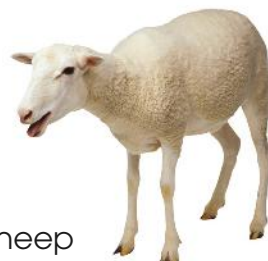


man

woman



sheep



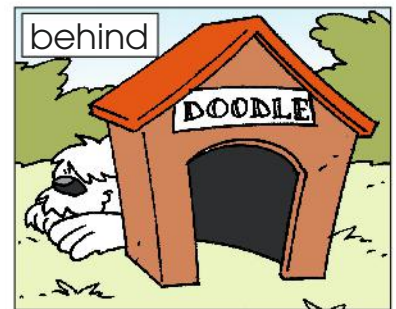
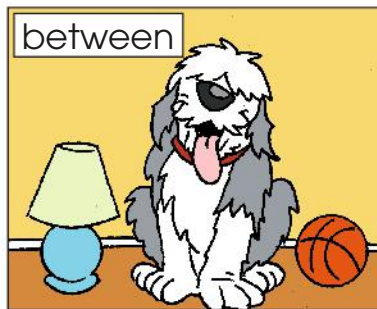
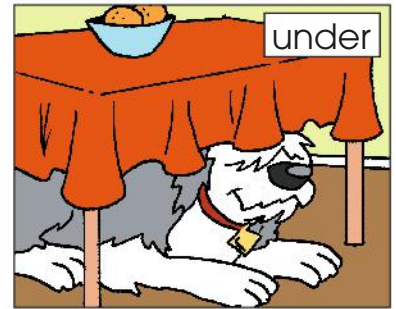
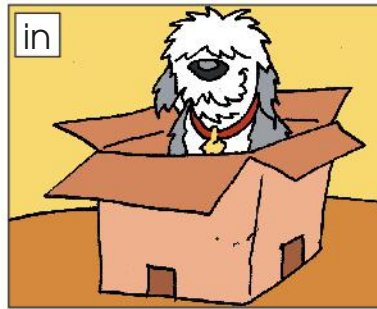
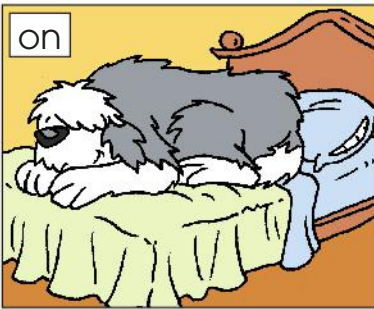
fish



## PREPOSIZIONI DI LUOGO

(per indicare dove si trova qualcuno o qualcosa)

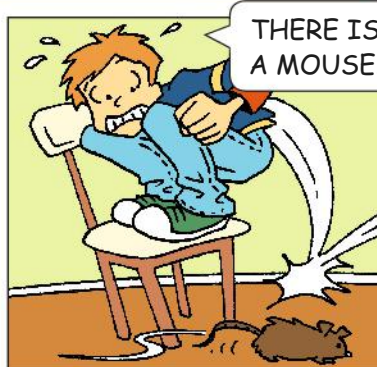
on	su, sopra
in	in
under	sotto
next to	di fianco
between	tra (due oggetti)
behind	dietro



## QUANTITÀ

Per indicare una persona, un oggetto, un animale si usano: *a / an / one*.

Per indicare più di una persona, di un oggetto o un animale si usano: *two, three etc / some* (= alcuni, un po')



**5** Collega i numeri in cifre ai numeri in lettere corrispondenti.

- |   |    |   |             |
|---|----|---|-------------|
| a | 5  | 1 | five        |
| b | 17 | 2 | twenty-two  |
| c | 22 | 3 | forty-one   |
| d | 39 | 4 | seventeen   |
| e | 41 | 5 | fifty       |
| f | 50 | 6 | thirty-nine |

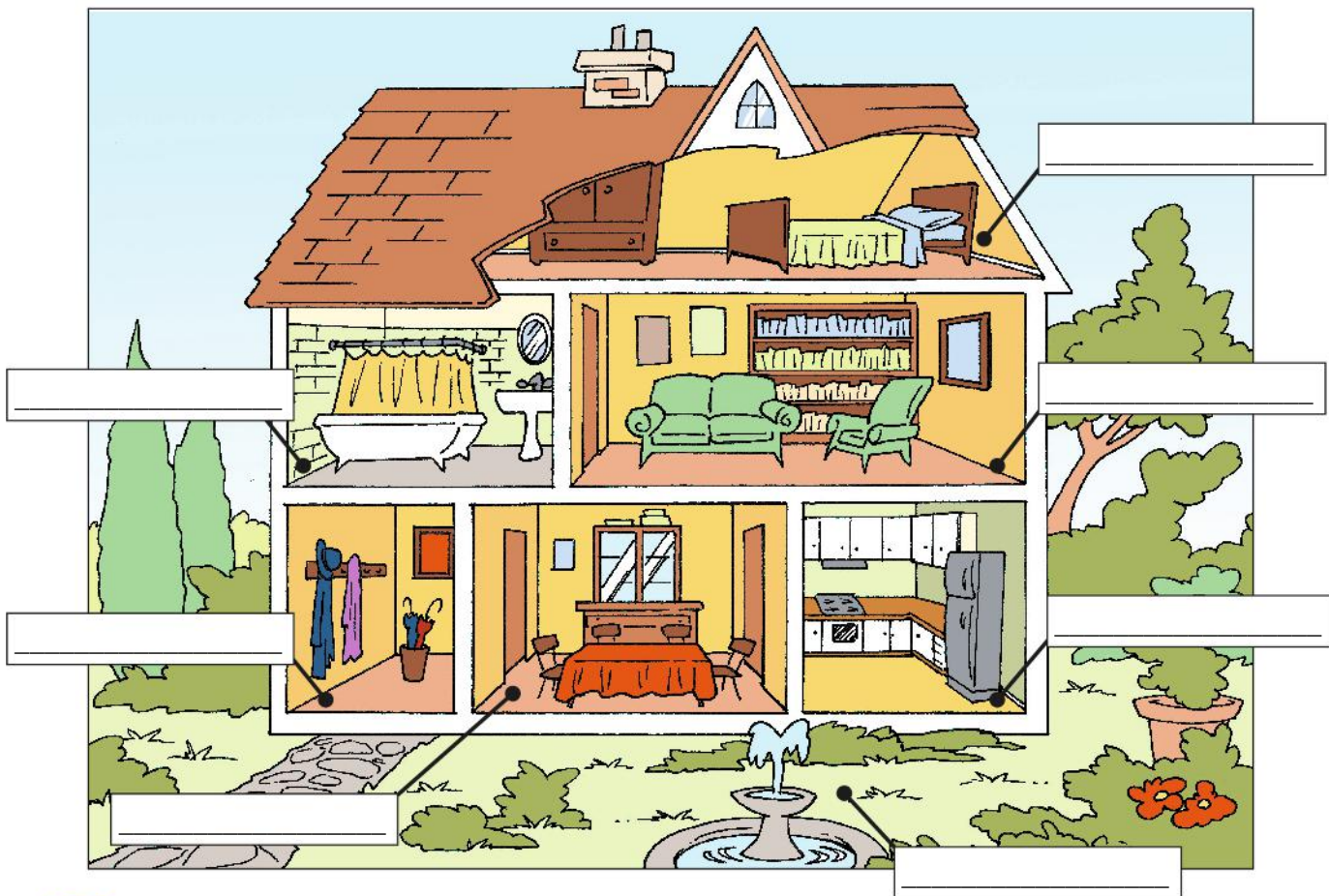


**6** Completa le sequenze di numeri. Scrivi i numeri in inglese in lettere.

- a 1 three      5 seven      9 11      fifteen  
 17      21
- b 2 4      8      12        
 16      20
- c 10 20      40 50      70        
 \_\_\_\_\_ 100

**7** Scrivi i nomi degli ambienti della casa al posto giusto.

kitchen • hall • garden • living room • bathroom • dining room • bedroom



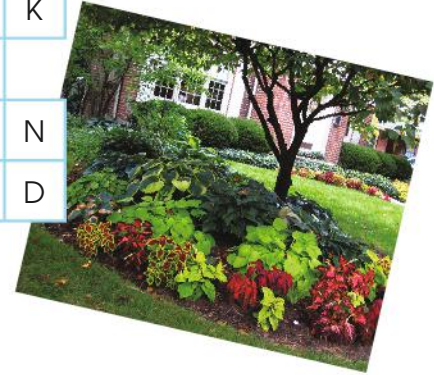


**8** Wordsearch. Trova nello schema le parole indicate e cerchiare. Scrivi le lettere restanti e scopri un luogo molto amato da Jack e Emily!

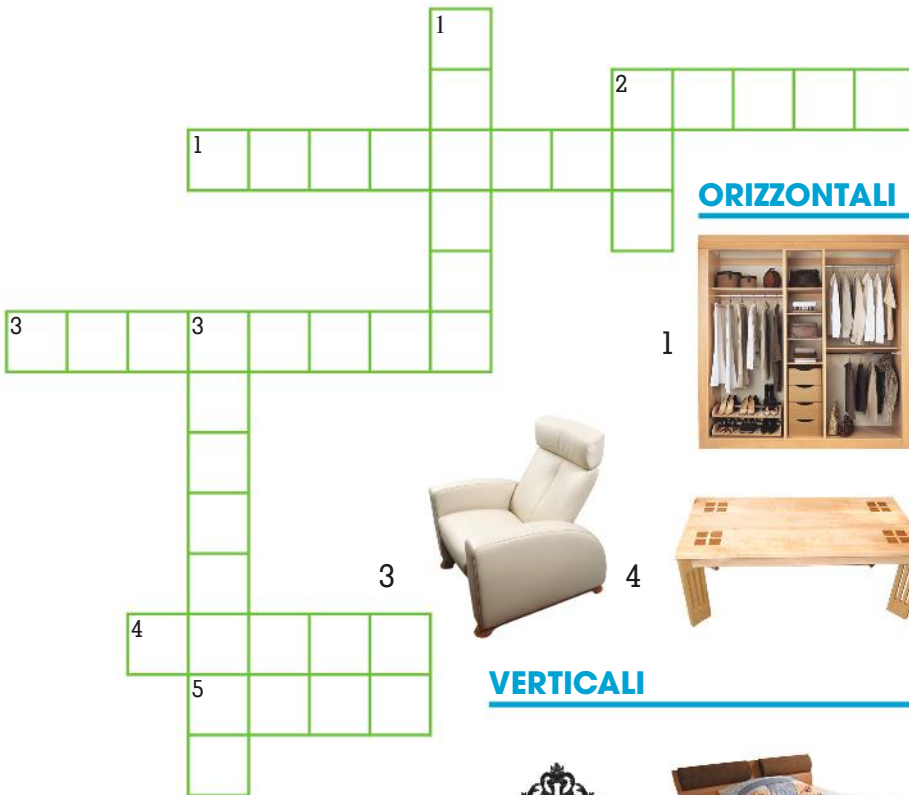
S \_\_\_\_\_

wardrobe • bed • table • armchair  
basin • sink • garden • kitchen

S	W	A	R	D	R	O	B	E	W	
B	A	S	I	N	I	M	S	I	N	K
M	A	R	M	C	H	A	I	R		
		I	N	K	I	T	C	H	E	N
G	T	A	B	L	E	P	O	B	E	D
O	G	A	R	D	E	N	L			



**9** Guarda le immagini e completa il cruciverba.



**ORIZZONTALI**



**VERTICALI**

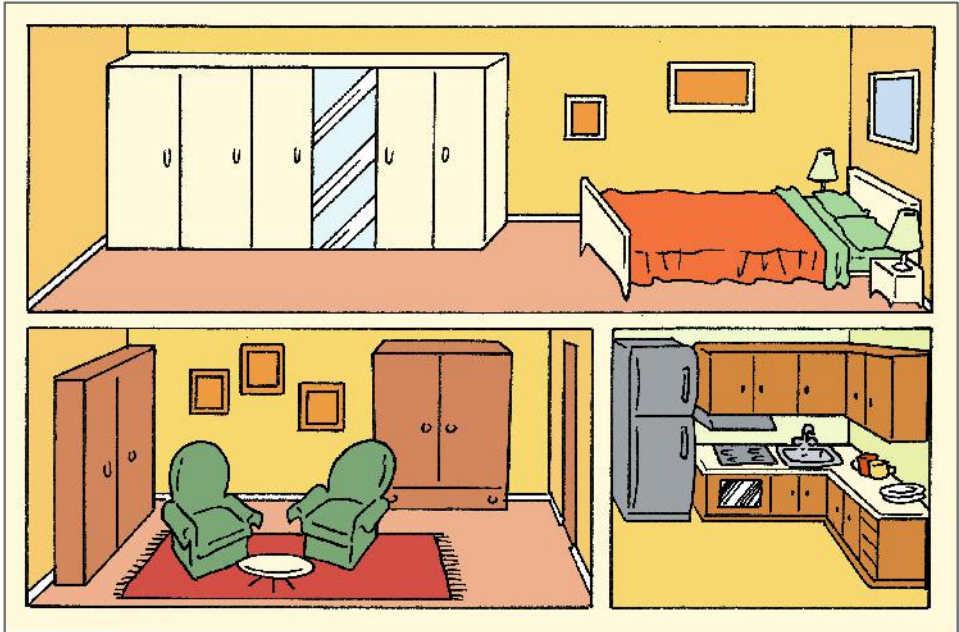




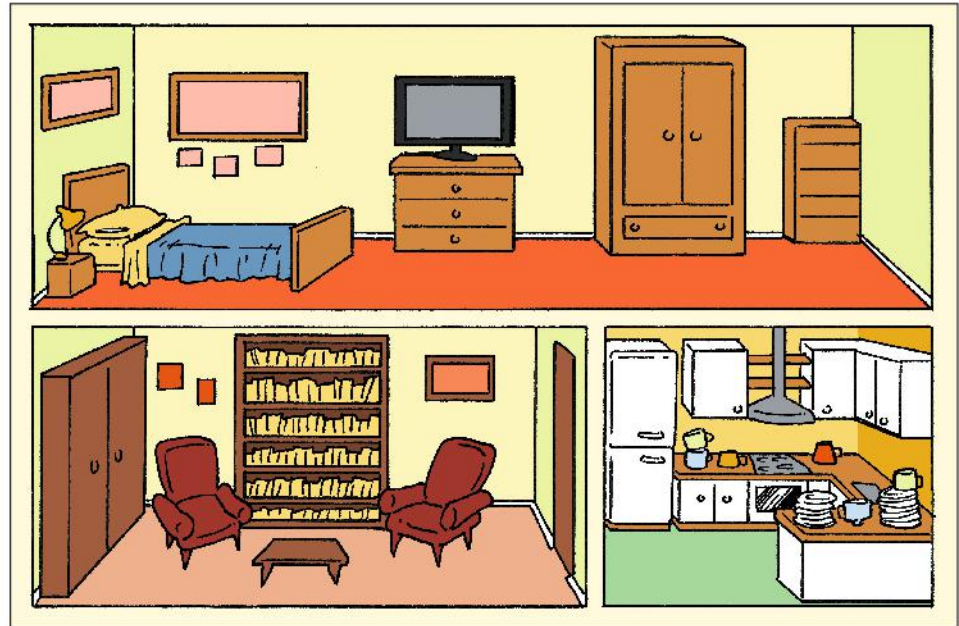
**10**

Ascolta la descrizione della casa di Grandma e Grandad Muffin e indica con un ✓ l'immagine giusta.

1



2



**11**

Osserva la casa di Grandma e Grandad Muffin e completa le frasi.

- 1 There is a **big living room** \_\_\_\_\_.
- 2 \_\_\_\_\_ two \_\_\_\_\_.
- 3 There isn't a \_\_\_\_\_.
- 4 \_\_\_\_\_ a big wardrobe.
- 5 \_\_\_\_\_ a lot of cups and plates in my \_\_\_\_\_.
- 6 There are often friends at \_\_\_\_\_.



**12**

Ascolta di nuovo e controlla.



## I'M GREEN!

- 13** Osserva la cucina del cottage di Jack e Emily. Quali oggetti possono essere riciclati? Cerchiali.



- 14** Ora collega i diversi oggetti da buttare al contenitore per il riciclo adeguato.



Glass



Aluminium



Plastic



Paper



Food

- 15** Sottolinea la risposta giusta alla domanda di Jack.

- a To clean the house.
- b To help the planet.

WHY DO WE RECYCLE?



- 16** Divertiti ad ascoltare e poi a cantare la canzone!

All for me, all for me.  
 Have you got a nice song? All for me.  
 I've got a dog and a skipping rope.  
 One, two, three.  
 A dog and a skipping rope, all for me.  
 All for me, all for me.  
 Have you got a nice song? All for me.  
 I've got a cat and a skateboard.  
 One, two, three.  
 A cat and a skateboard, all for me.  
 All for me, all for me.  
 Have you got a nice song? All for me.  
 I've got a goldfish and a big ball.  
 One, two, three.

A goldfish and a big ball, all for me.  
 All for me, all for me.  
 Have you got a nice song? All for me.  
 I've got a hamster and a blue car.  
 One, two, three.  
 A hamster and a blue car, all for me.  
 All for me, all for me.  
 Have you got a nice song? All for me.  
 I've got a parrot and a green bike.  
 One, two, three.  
 A parrot and a green bike, all for me.  
 All for me, all for me.  
 Have you got a nice song?  
 All for me.



**12** **17** Dov'è Doodle? Ascolta e numera le immagini.



**12** **18** Ascolta di nuovo e completa con le preposizioni appropriate.

- 1 Doodle is behind \_\_\_\_\_ the duck.
- 2 Now, he is \_\_\_\_\_ the bed.
- 3 Doodle is \_\_\_\_\_ the chicken now.
- 4 Look! Doodle is \_\_\_\_\_ the washing basket.
- 5 He's \_\_\_\_\_ Jack and Emily now. Poor Doodle!
- 6 Aaaw, Doodle is \_\_\_\_\_ the armchair now. He's asleep.

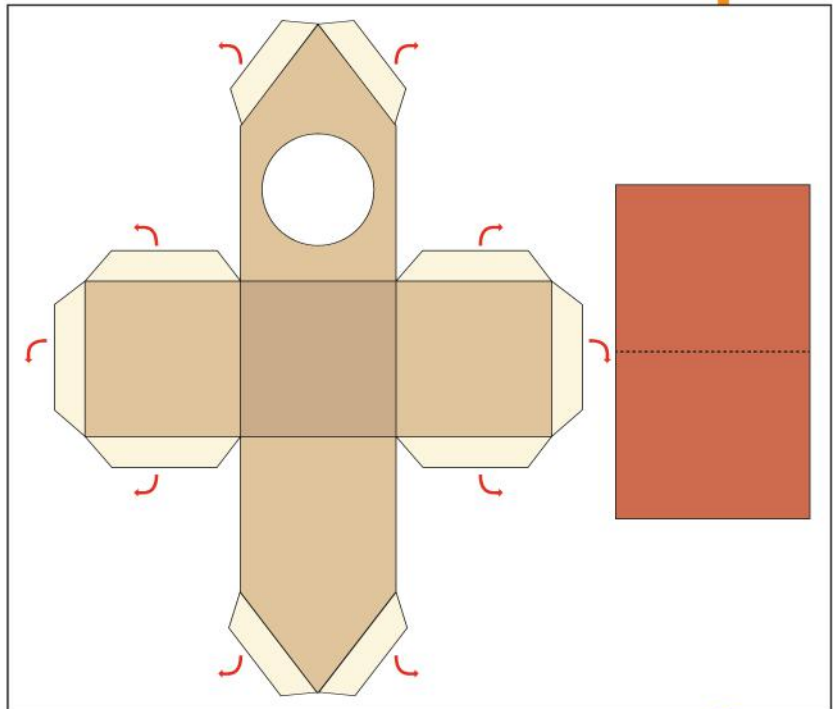


**PROJECT** Make a bird house

**19** Leggi le istruzioni e crea la tua casetta per gli uccellini.

- 1 Draw or photocopy the bird house.
- 2 Stick the bird house on some card. Cut out the bird house.
- 3 Fold along the flaps. Glue the flaps together. Stick the roof on.
- 4 Go outside. Put the bird house in a sheltered place.

Remember to clean the birdhouse every week.  
Always put some food in the bird house, especially in the winter.



# W E L C O M E T O O U R S T R E E T



**20** Ascolta, leggi e sottolinea i nomi dei diversi tipi di casa.

- A lot of people in England live in houses.
- Some people live in terraced houses or bungalows.
- Some people live in cottages or apartments.
- Some people live in houseboats, on the water.



**21** Ascolta e numera.



**22** Com'è la tua casa ideale? Disegnalala.



HOME,  
SWEET  
HOME



**ORA SO:**

- dire che c'è qualcuno / qualcosa;
- dire dove sono oggetti, animali o persone;
- riconoscere e scrivere i numeri fino a 100.

**ORA CONOSCO:**

- le tipologie di case britanniche;
- come si riciclano i materiali in modo differenziato.

**ORA SO COME:**

- realizzare una casetta per uccellini.

## 1 Complete the sentences with the verb *to be*.

My name \_\_\_\_\_ Joe. I \_\_\_\_\_ ten years old. I live with my sister Rose.  
 She \_\_\_\_\_ eight years old. Our parents \_\_\_\_\_ French.  
 They \_\_\_\_\_ British.

\_\_\_\_\_ /5

## 2 Look at the answers and then complete the questions.

- |   |                               |                          |
|---|-------------------------------|--------------------------|
| 1 | What is your _____?           | Bob                      |
| 2 | What's your _____?            | Smith                    |
| 3 | What's your _____?            | 10 Baker Street, London. |
| 4 | What _____ your _____ number? | 330 5743                 |

\_\_\_\_\_ /5

## 3 Complete with the correct possessive adjective.

\_\_\_\_\_ best friend is Lisa. \_\_\_\_\_ house is near  
 the seaside. She lives with her dad.  
 \_\_\_\_\_ name is Mark. \_\_\_\_\_ dog  
 is called Rufus.  
 \_\_\_\_\_ fur is black and white.



\_\_\_\_\_ /5

## 4 Complete the sentences with the correct adjective.

**awful • sad • delicious • small • beautiful**

- This sandwich is \_\_\_\_\_. I love cheese.
- Your dress is \_\_\_\_\_. It is so colourful!
- My dog is very \_\_\_\_\_. It's a chihuahua.
- This tea is \_\_\_\_\_. I don't like it.
- That boy is very \_\_\_\_\_. He has got no friends.



\_\_\_\_\_ /5

## 5 Complete the sentences with *is / isn't / are / aren't*.

- There \_\_\_\_\_ five apples in the bowl.
- There \_\_\_\_\_ a dog and a cat in the garden. There \_\_\_\_\_  
 two cats.
- There \_\_\_\_\_ two living rooms in the doll's house. There \_\_\_\_\_  
 one living room and a dining room.

\_\_\_\_\_ /5

**6** Complete the sentences with the correct preposition of place.

behind • next to • on • between • in

In my bathroom there is a bath \_\_\_\_\_ the toilet.

The toilet is \_\_\_\_\_ the bath and the basin.

There is water \_\_\_\_\_ the basin.

There are some magazines \_\_\_\_\_ the chair.

My towel is \_\_\_\_\_ the door.



\_\_\_\_\_/5

**7** Complete with the correct plurals.

1 A goose meets a friend. Now there are two \_\_\_\_\_.

2 A fox meets a friend. Now there are two \_\_\_\_\_.

3 A mouse meets a friend. Now there are two \_\_\_\_\_.

4 A sheep meets a friend. Now there are two \_\_\_\_\_.

5 A fish meets a friend. Now there are two \_\_\_\_\_.

\_\_\_\_\_/5

**8** Look at the numbers. Write them in words.

1 10 \_\_\_\_\_

2 20 \_\_\_\_\_

3 30 \_\_\_\_\_

4 40 \_\_\_\_\_

5 50 \_\_\_\_\_



\_\_\_\_\_/5

**TOTAL**

\_\_\_\_\_/40



**0-24**

**OK, NEARLY THERE!**  
**STUDY AGAIN.**

**25-32**

**GOOD!**  
**CONTINUE.**

**33-40**

**EXCELLENT!**  
**CONTINUE.**