



How many? One or two?

Two make a pair.

1 Draw connecting lines between the words and the pictures.

2 Write 'one' or 'two' and add a plural 's' where necessary.

3 Colour in the pictures if you like.

o _____ cap

_____ sock

_____ jumper

_____ skirt

_____ T-shirt

t _____ boot

_____ vest

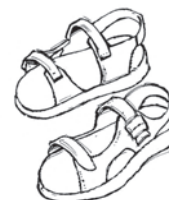
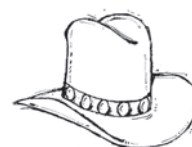
_____ sneakers

_____ blouse

_____ sandal

_____ slipper

_____ cowboy hat




4 Look for pairs. Write.

a pair of sneakers, a p _____

where necessary = laddove/dove necessario / a pair of = un paio di, alcuni(e)

Opinion

 easy  just right  okay  difficult

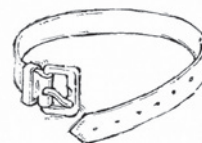


Un/uno-una, ein – eine, a – an

Clothes and accessories in Italian, German and English



| | |
|--------|---------|
| ein | eine |
| un/uno | un'/una |
| a | an |



1 Translate the clothes in the table from Italian into English and German.

2 Colour all the indefinite articles (un/uno-un'/una, ein-eine, a-an) orange.

| Italiano un/uno, un'/una | Deutsch: ein, eine | English: a, an |
|--------------------------|--------------------|----------------|
| un pullover | ein _____ | a _____ |
| una camicetta | eine _____ | a _____ |
| un grembiule | _____ | _____ |
| un vecchio grembiule | _____ | _____ |
| un cappello | _____ | _____ |
| un vecchio cappello | _____ | _____ |
| una gonna | _____ | _____ |
| uno stivale | _____ | _____ |
| uno stivale nero | _____ | _____ |
| una maglietta | _____ | _____ |
| una maglietta arancione | _____ | _____ |
| una cintura | _____ | _____ |
| una cintura bianca | _____ | _____ |
| un accessorio | _____ | _____ |
| un accessorio alla moda | _____ | _____ |

3 Be a language detective: Compare the three languages. What do you notice?

You can answer in your school language.

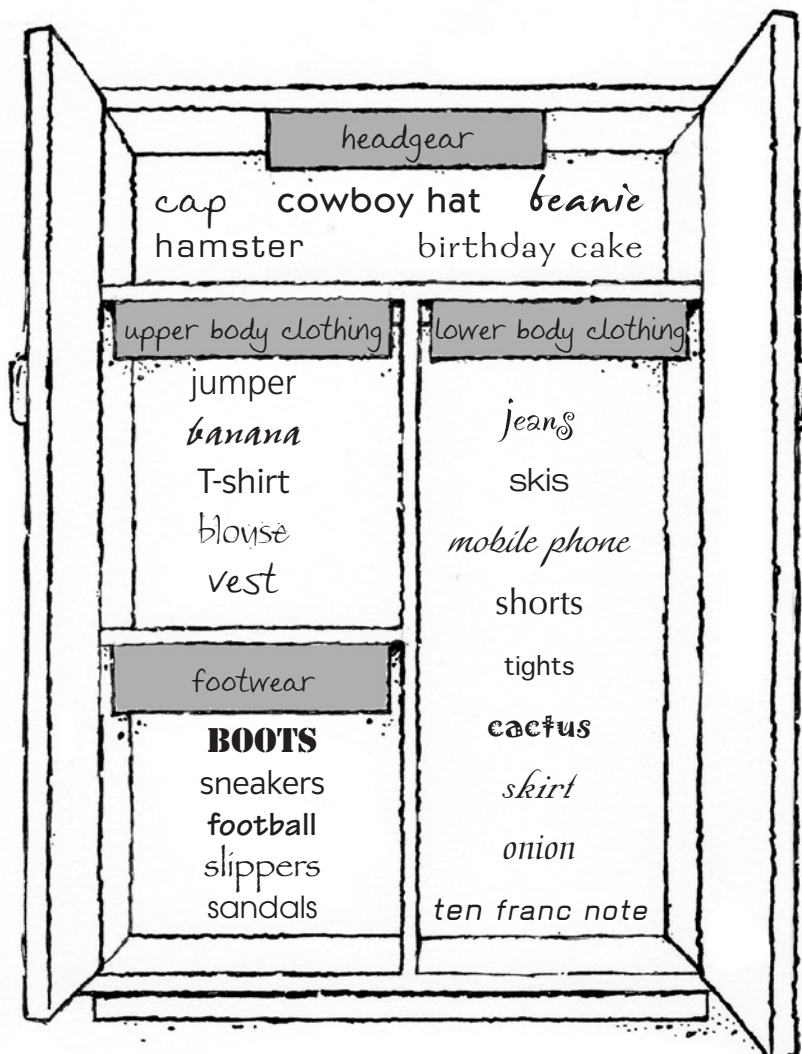
Opinion

 easy  just right  okay  difficult

What should NOT be in a wardrobe?

Clear out and tidy up this messy wardrobe.

1 Cross out what should NOT be in a wardrobe.




2 Write the words you crossed out on the lines.

3 Write the terms headgear upper body clothing lower body clothing footwear in the grey boxes.

cross out = cancellare (con una riga), depennare / clear out = smistare, sgomberare / tidy up = riordinare / messy = in disordine / wardrobe = guardaroba, armadio per vestiti

Opinion

 easy  just right  okay  difficult



Make a 'memory' card set – play 'memory'



Make the card set and play the game.

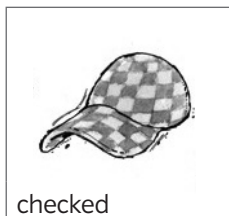
1 Get to know the patterns and colour in these pictures.



spotted



striped



checked



floral



tartan

red

green

dark brown

blue

black

grey

pink

light brown

orange

white

2 Colour in the clothes on the memory cards according to the descriptions.

| | | |
|-----------------------------------|------------------------------------|--------------------------|
| a green and white spotted cap | a grey beanie | a light brown cowboy hat |
| a pink vest with a floral pattern | a white shirt | a dark brown jacket |
| black and white striped shorts | a green, blue and red tartan skirt | blue jeans |
| orange sandals | grey and white sneakers | light brown boots |

3 Cut out the cards. (Laminate them if you like.)

4 Play 'memory' alone, with a partner or in a group.

5 Keep your 'memory' card set in an envelope.



cap



beanie



cowboy hat



vest



blouse/shirt



jacket



shorts



skirt/kilt



jeans



sandals



sneakers



boots



'In' things



What is an absolute 'must have' in your opinion?

1 Fill in the table.

2 Compare and discuss your opinion with your classmates.

The six trendiest items ...

... upper body clothing



... lower body clothing

... footwear

... headgear

... accessories

... hair styles

current = attuale / must = cosa da fare assolutamente / have, see, do = avere, vedere, fare /
 in your opinion = a tuo parere, secondo la tua opinione / compare = paragonare, confrontare

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult

Logic puzzle – easy version

With all your vocabulary about clothes you can solve the riddle below.

1 Read all the sentences first.

2 Underline information about clothes, colours, patterns and people.

3 Colour the skirts, blouses, blazers and trousers of the uniforms. Also colour the badges of the two schools correctly.



- A The girl in the first picture is wearing a green and brown tartan skirt.
- B The boy with the black blazer and the girl with the blue blouse have a pink school badge.
- C The boy and girl with the yellow school badge are next to the picture of the girl with the green and brown tartan skirt.
- D The boy with the blue checked blazer is in the same picture as the girl with the red skirt.
- E The girl with the red blouse has a yellow school badge.

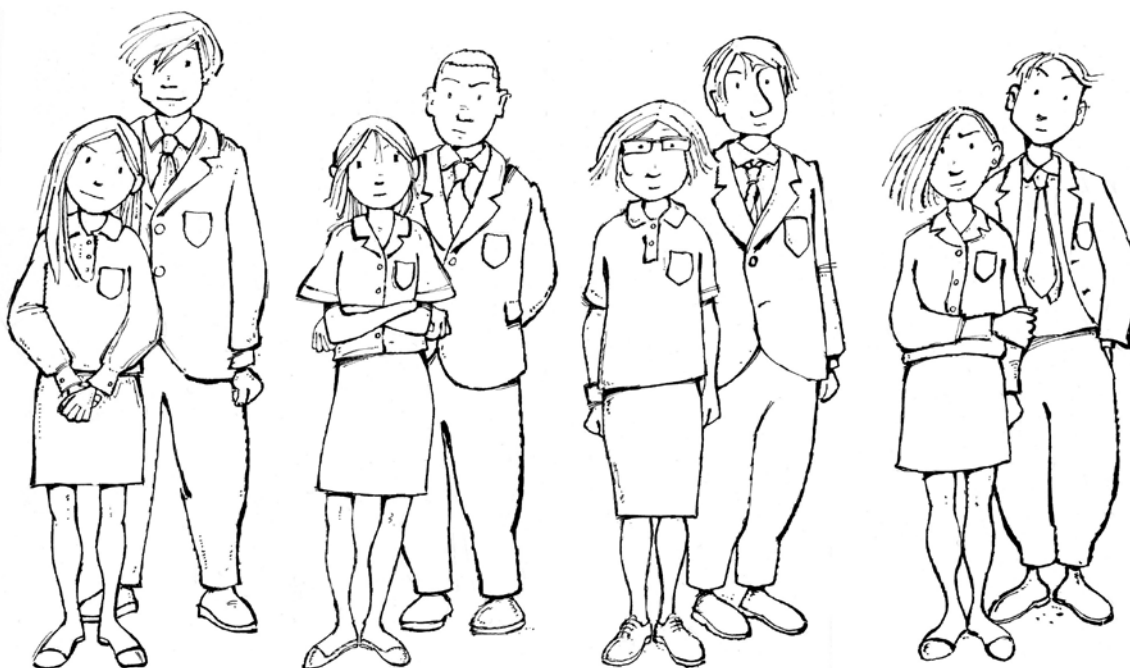
Logic puzzle – difficult version

With all your vocabulary about clothes you can solve the riddle below.

1 Read all the sentences first.

2 Underline information about clothes, colours, patterns and people.

3 Colour the skirts, blouses, blazers and trousers of the uniforms. Also colour the badges of the schools correctly.



- A The girl in the first picture is wearing a green and brown tartan skirt.
- B The girl with the blue skirt has a green badge.
- C The boy with the black blazer and the girl with the blue blouse have a pink badge.
- D The boy and girl with the yellow badge are next to the picture of the girl with the green and brown tartan skirt.
- E The boy with the blue checked blazer is in the same picture as the girl with the red skirt.
- F The girl with the red blouse has a yellow badge.
- G The girl with the yellow skirt and the orange striped blouse is next to the girl with the red blouse.
- H The boy with the brown blazer has a blue badge.
- I The girl with the yellow checked blouse and the boy with the orange blazer are in the same picture.

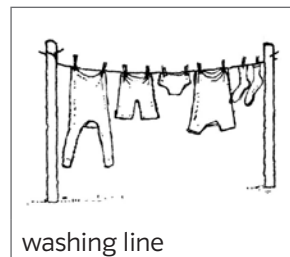
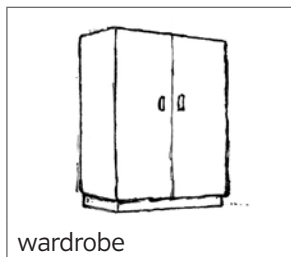
Question: What colour is the skirt of the girl with the yellow checked blouse?

Answer: _____

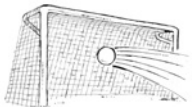


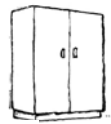

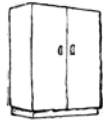








My favourite jeans – wash and wear 40

Wash and wear.

Use:



1 Number the sentences in the correct order. Begin and end with Sunday.

| | | |
|---|--|--|
| <input type="checkbox"/> On Wednesday | I play  | in my  . |
| <input type="checkbox"/> On Saturday | my Mum puts my clean  | back into the  . |
| <input type="text" value="1"/> On Sunday | my clean  are | in the  . |
| <input type="checkbox"/> On Tuesday | I wear my  | to school. |
| <input type="checkbox"/> On Thursday | my Mum puts my dirty  | in the  . |
| <input type="checkbox"/> On Friday | my clean  dry | on the  . |
| <input type="checkbox"/> On Monday | I wear my  | to school. |
| <input type="checkbox"/> On Sunday | my clean  are | in the  . |

2 Write the sentences in the correct order on a separate, lined sheet of paper. Use words for all the pictures.

3 Colour in the jeans.

4 Count how many pairs of jeans are on the worksheet. There are _____ pairs.

number = numerare / count = contare / clean = pulito / dirty = sporco / they dry = asciugano /
back = indietro / on a separate, lined sheet of paper = su un foglio di carta rigato separato

Opinion

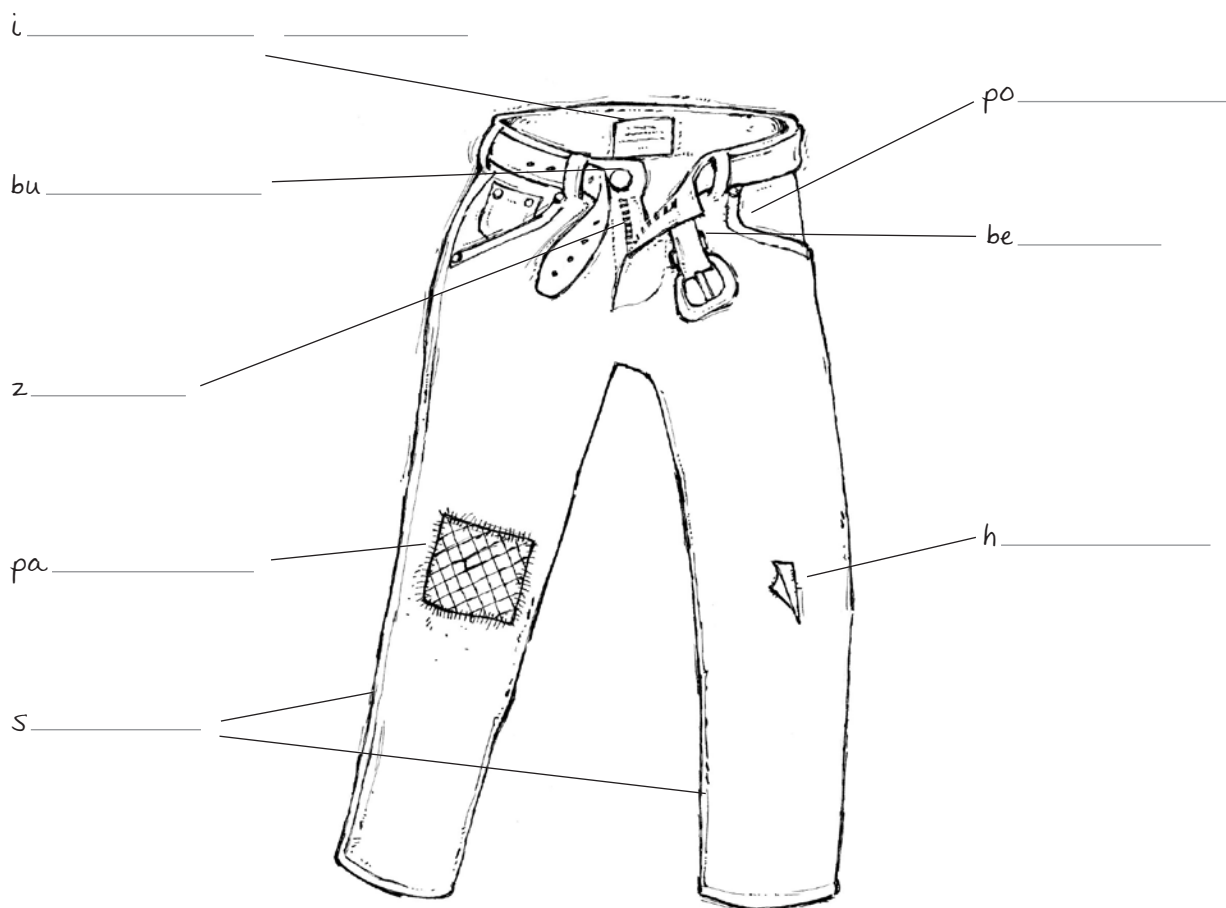
 easy  just right  okay  difficult



Jeans in detail

Label and colour in.

1 Label the parts of these jeans.



2 Do you know these words in Italian?

| English | Italian | English | Italian |
|---------|---------|--------------|-----------------|
| belt | c _____ | pocket | t _____ t _____ |
| button | b _____ | seam | c _____ |
| hole | b _____ | zip | c _____ |
| patch | t _____ | inside label | e _____ |

3 Colour in the jeans. Draw more holes and more patches.

Opinion

 easy  just right  okay  difficult

Past tense – I

made

wore

had

Complete the text about jeans with the suitable verbs.

1 Read the text 'But we all wear jeans' in your Pupil's Book again.

2 In the text below some of the verbs are missing. You can find the verbs in the spaces between the paragraphs. Find the correct verb and write it in the gap.

used

A Originally 'jeans' _____ the name for a special kind of material. In the 16th century Italian sailors from the city of Genoa _____ working clothes made of this material, a strong cotton. Genoa, or French 'Gênes', _____ the cloth its name. *Gênes* became *jeans* in English. So actually the first men to wear jeans were Italian sailors who _____ in the 16th century!

gave

B Levi Strauss was the man who _____ jeans a success story. He was born in Bavaria, Germany, and _____ to the USA in 1847. It was the time of the gold rush. Men from all over the USA came to California to look for gold. They _____ in the gold mines and needed clothes made of a strong and durable material. Levi Strauss imported and sold a strong cotton cloth called denim (from the French city Nîmes, so 'de Nîmes'). One of his customers was the tailor Jacob Davis. Davis _____ the denim to make trousers for the workers in the mines. These trousers had to be practical and have strong pockets. Davis had the idea of adding metal rivets to strengthen the pockets. In 1873 Strauss and Davis began producing Levi jeans.

came

C For some time jeans _____ for workers and cowboys. They were the clothes for men and boys out on the ranches, ideal for a long day on horseback in all kinds of weather.

dreamed

D This _____ in the 1950s when James Dean, a famous film star, _____ jeans in his film 'Rebel Without a Cause'. From then on jeans _____ a sign of teenage rebellion and at first some schools even banned students for wearing them. But by the 1960s young people all over the Western world were wearing blue jeans. The older generation had to accept it, but nobody who was over 40 _____ of wearing such casual clothes.

became

E In the 1980s fashion designers began using jeans in their collections. Today everybody wears them – men and women, young and old, rich and poor. Jeans are worn with a jacket or very low on the hips or torn in special places. Anything goes.

changed

worked

F Jeans are traditionally blue. They are dyed with indigo. Every year 20 million tons of indigo blue is produced just to dye jeans. One pair of trousers only needs a few grams. This goes to show how popular this piece of clothing has become. Or do you know anyone who has not got a pair of blue jeans?

was

lived

were



Past tense – II

give

work

uses

is

Complete the text about jeans with the verbs in the past tense.

1 Read the text 'But we all wear jeans' in your Pupil's Book again.

2 In the text below some of the verbs are missing. You can find the verbs in the present tense in the spaces between the paragraphs. Find the correct verb form in the past tense and write it in the gap.

has

A Originally 'jeans' _____ the name for a special kind of material. In the 16th century Italian sailors from the city of Genoa _____ working clothes made of this material, a strong cotton. Genoa, or French 'Gênes', _____ the cloth its name. *Gênes* became *jeans* in English. So actually the first men to wear jeans were Italian sailors who _____ in the 16th century!

wears

B Levi Strauss was the man who _____ jeans a success story. He was born in Bavaria, Germany, and _____ to the USA in 1847. It was the time of the gold rush. Men from all over the USA came to California to look for gold. They _____ in the gold mines and needed clothes made of a strong and durable material. Levi Strauss imported and sold a strong cotton cloth called denim (from the French city Nîmes, so 'de Nîmes'). One of his customers was the tailor Jacob Davis. Davis _____ the denim to make trousers for the workers in the mines. These trousers had to be practical and have strong pockets. Davis had the idea of adding metal rivets to strengthen the pockets. In 1873 Strauss and Davis began producing Levi jeans.

dreams

are

C For some time jeans _____ for workers and cowboys. They were the clothes for men and boys out on the ranches, ideal for a long day on horseback in all kinds of weather.

comes

D This _____ in the 1950s when James Dean, a famous film star, _____ jeans in his film 'Rebel Without a Cause'. From then on jeans _____ a sign of teenage rebellion and at first some schools even banned students for wearing them. But by the 1960s young people all over the Western world were wearing blue jeans. The older generation had to accept it, but nobody who was over 40 _____ of wearing such casual clothes.

become

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live

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changes

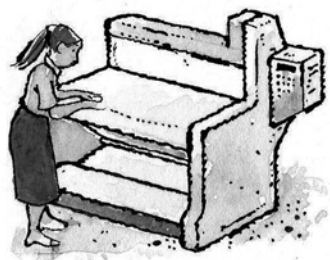
makes

The journey of blue jeans

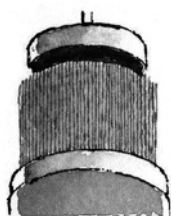
Jeans do a lot of travelling.

1 Look at the information about the journey of blue jeans in your Pupil's Book again.

2 Complete the chart below with the information you find there. The illustrations will help you.



| Country | What step in the production of jeans happens here? |
|-------------|--|
| China | |
| France | inside labels and buttons are added. |
| | your jeans are worn as second-hand jeans |
| Greece | |
| | production of buttons |
| Kazakhstan | |
| | thread is dyed in indigo / fabric is sown into jeans |
| | thread is woven |
| Switzerland | design / |





English school uniforms

Girlswear – boyswear

1 Match the words and pictures. Draw connecting lines.



blazer

cap

shoes

trousers

tie

shirt

socks

hat

jumper

skirt



Most English schoolgirls and schoolboys wear school uniforms. Most items are the same for girls and boys. Some are different.

2 Read the text about the schoolgirls' uniform.

3 Complete the text about the schoolboys' uniform.

Replace:

girl/boy

she/he

her/his

skirt/trousers

blouse/shirt

hats/caps

What schoolgirls wear

A typical English schoolgirl wears a navy blue blazer, a navy blue skirt and a navy blue jumper.

She has a white blouse and wears her school tie.

It is blue and yellow.

Her socks are white.

Her shoes are brown.

Girls wear yellow school hats.

What schoolboys wear

A typical English schoolboy wears a navy blue blazer, blue t-shirt and a navy blue jumper.

He has a white school tie.

It is blue and yellow.

His socks are white.

His shoes are brown.

Boys wear navy blue school caps.

4 Colour in the parts of the school uniform according to the text.

item = capo d'abbigliamento / replace = sostituire / navy blue = blu marino / the parts = le parti, le componenti / according to the text = secondo quanto indicato nel testo

Opinion

😊 easy 😊 just right 😐 okay 😞 difficult

Looking cool for school



Change 'The getting dressed blues' to the 'Looking cool for school' song.

1 Look at the song 'The getting dressed blues' in your Activity Book again.

2 Then fill the gaps in the text below with clothes you think are cool to wear to school.

You can work with a partner or in small groups.

3 Sing the song for your class! You can use the karaoke version of the song.

4 What moves go well with your song? Do a group performance.

Looking cool for school



I put on my _____, I put on my _____.

My favourite piece and now I'm at ease.

I put on my _____, I put on my _____.

I put on my _____, I feel really hip.



Ohhhhhhhhh, wooo wooooooo, looking cool for school.

I put on my _____, I choose a _____.

I check myself out, I'm looking my best.

I choose my new _____, I put it right on.

I brush my brown hair, it's shiny enough!



Ohhhhhhhhh, wooo wooooooo, looking cool for school.

I put on my _____, I put on my _____.

I put on my _____, it's time for the news.

I put on my _____, I give a big smile.

I really did try, I sing my oh ... my!

Ohhhhhhhhh, wooo wooooooo, looking cool for school.





Something you wear

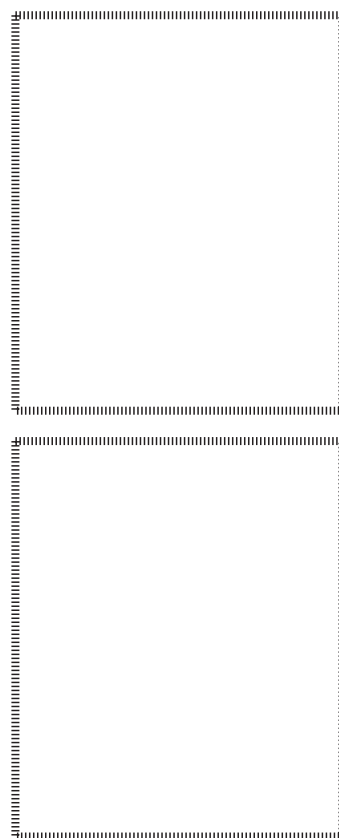
What is it?

1 Complete the sentences with **some**, **something** and **sometimes** and add the word at the end of the riddle.

2 Illustrate the word.

This is _____ you wear at home in your kitchen. It is _____ very useful. _____ it it is all one colour but often it is colourful or has a colourful pattern. _____ people like wearing it, but _____ people never wear it. What is it? _____

This is _____ you wear on your feet. It is _____ light and and comfortable and can come in all colours. It has straps passing over the top of the foot and _____ also round the heel. You usually wear them in summer when the weather's fine, but _____ people also wear them when it rains, although then their feet will get wet. What is it? _____



3 Write another riddle about an item of clothing. Use **some**, **something**, **sometimes**.

Can your partner work out what it is?

sometimes = talvolta / straps = nastro, cinghia, tracolla, cinturino / heel = calcagno, tallone



Fashion surprise

Colouring by numbers task.

1 Find and colour in the areas numbered from 70 to 100.

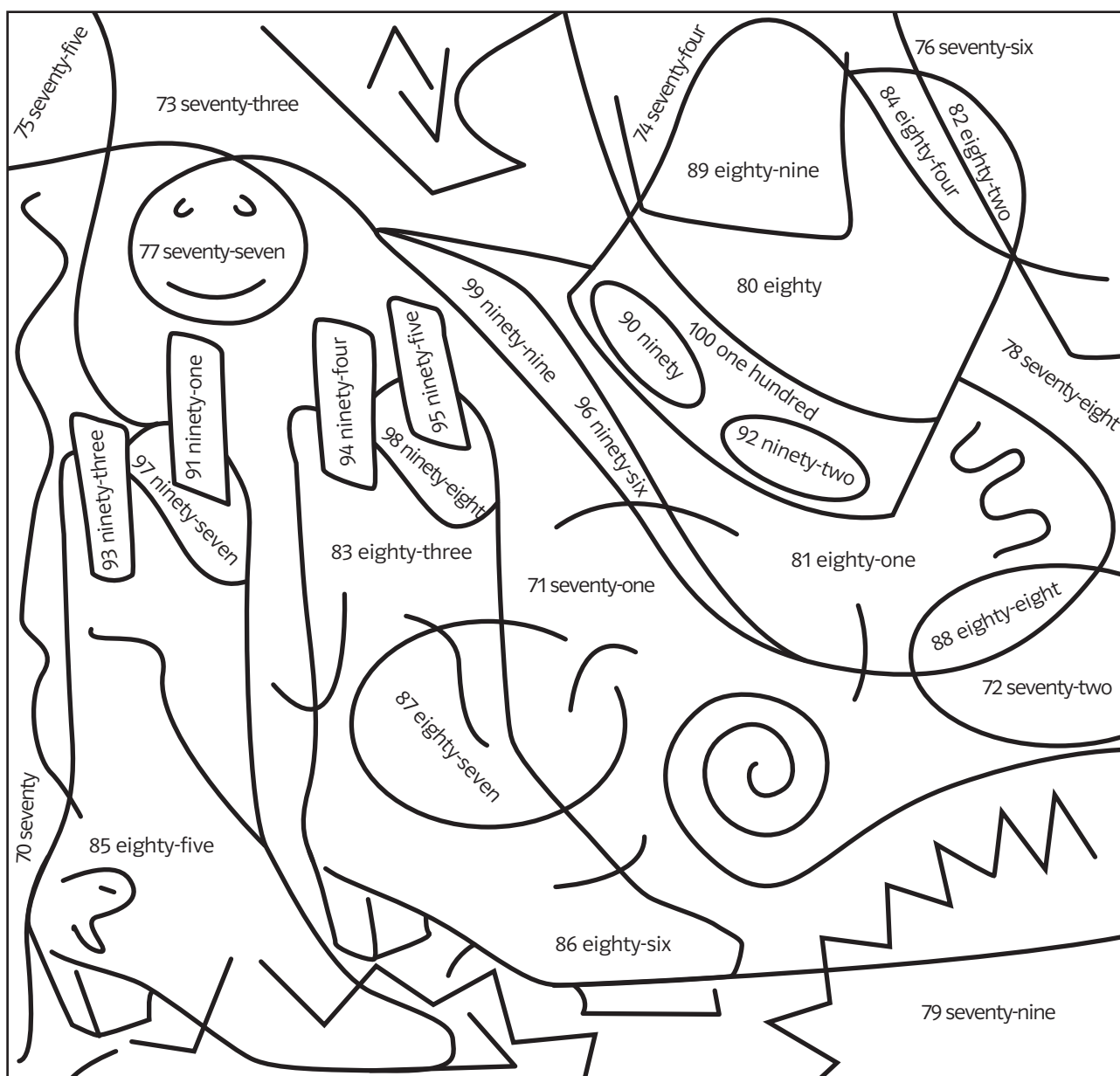
Key to colours:

Colour in the areas numbered from 70 to 79 light blue.

Colour in the areas numbered from 80 to 89 brown.

Colour in the areas numbered from 90 to 100 red.

2 What is it?



Opinion

 easy  just right  okay  difficult

Be a fashion designer

Design a cap.

1 Colour in the colours.



spotted



striped



checked

| |
|-------|
| red |
| white |

| |
|--------|
| yellow |
| grey |

| |
|------|
| blue |
| pink |

| |
|--------|
| green |
| purple |

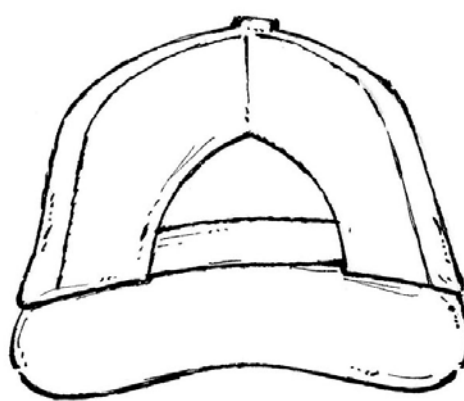
| |
|-----------|
| orange |
| turquoise |

| |
|-------|
| black |
| brown |

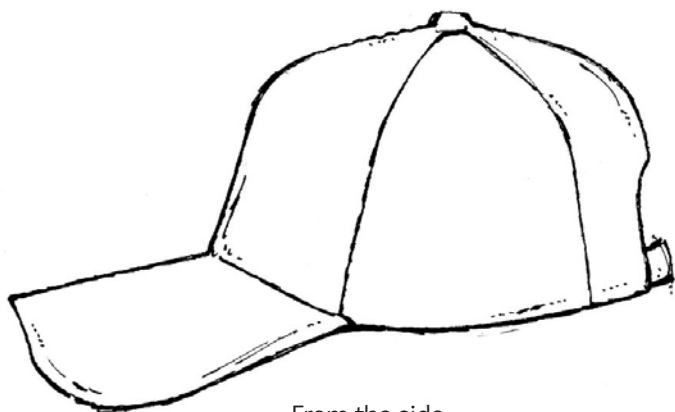
2 Design a cap, colour it in and describe it.



From the front



From the back



From the side

My cap

Opinion

 easy  just right  okay  difficult



'Trends and Fashion' magazine



A cool language mix.

Articles in German and Swiss German trend and fashion magazines are full of English words and expressions.

1 Read the two texts.

2 Highlight the English words and expressions.

Fashion Week milanese

Milano Moda Main è l'innovativo calendario che coordina le aperture degli showroom milanesi per le vendite delle MAIN COLLECTION Uomo, Donna e Bambino con lo scopo di rispondere sempre più alle mutevoli richieste del mercato e di un pubblico di international operator.

Milano Moda Main raccoglie in un elenco ufficiale gli appuntamenti di esposizione e vendita dei brand più importanti del prêt-à-porter presentati negli showroom dei designer e delle fashion house. Due gli appuntamenti annuali: Autumn e Summer.

Supportando Milano Moda Main, Camera Nazionale della Moda Italiana rafforza la leadership, confermando Milano come imprescindibile riferimento mondiale del settore, sia sul piano della creatività e della qualità, che sul piano commerciale e del business. Milano rappresenta infatti una realtà unica a livello internazionale con più di 1.000 showroom.

Un'importante campagna stampa prevede la presenza del calendario di Milano Moda Main sui più diffusi quotidiani italiani e su magazine stranieri, oltre che banner su siti e portali nazionali ed internazionali di informazione.

Un' incisiva campagna di online marketing e advertising sui canali YouTube, Google AdWords e Facebook rafforza la comunicazione dell'event. Sul sito di CNMI un'ampia area è dedicata a questa manifestazione, che si conferma una piattaforma di grande supporto sia per i buyer internazionali che per gli showroom aderenti all'iniziativa.

È possibile visitare virtualmente ogni showroom, visionare in anteprima i lookbook delle collezioni presentate, scaricare le press release e la rassegna stampa.

3 Find Italian synonyms or describe.

| | | |
|---------------|---|-------|
| fashion week | = | _____ |
| showroom | = | _____ |
| leadership | = | _____ |
| magazine | = | _____ |
| advertising | = | _____ |
| lookbook | = | _____ |
| press release | = | _____ |

highlight = evidenziare / magazine = rivista / synonym = sinonimo, parola con il medesimo significato / describe = descrivere, parafrasare

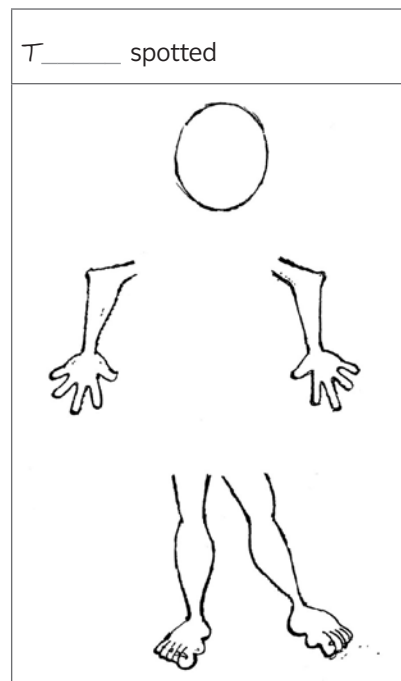
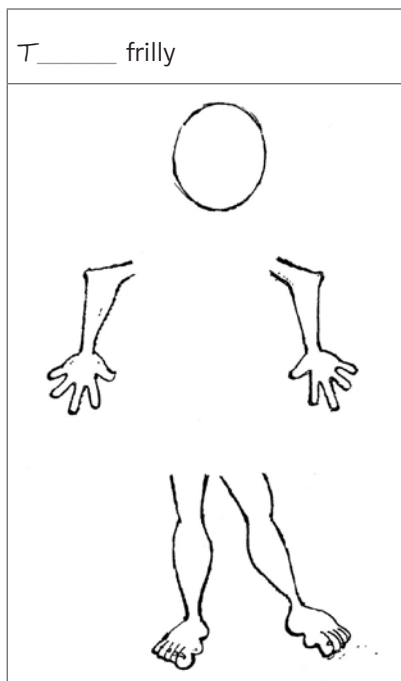
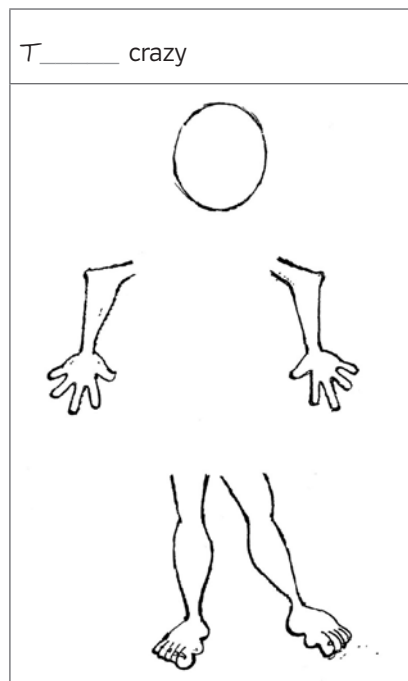
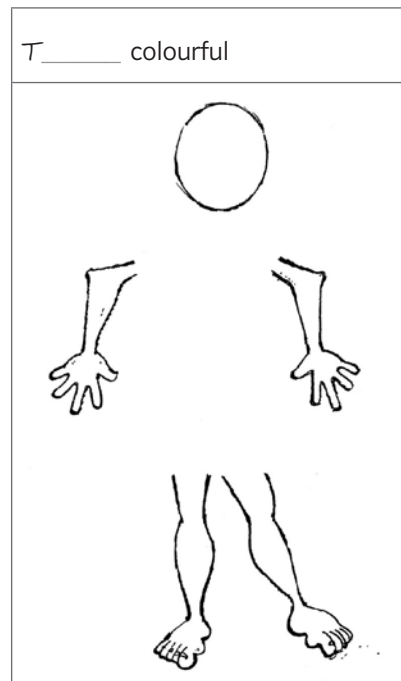
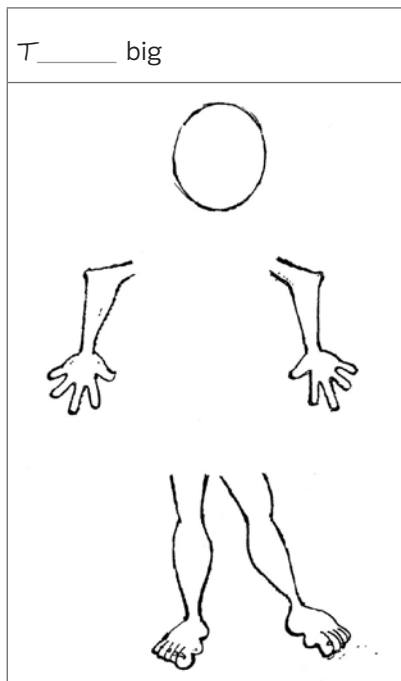
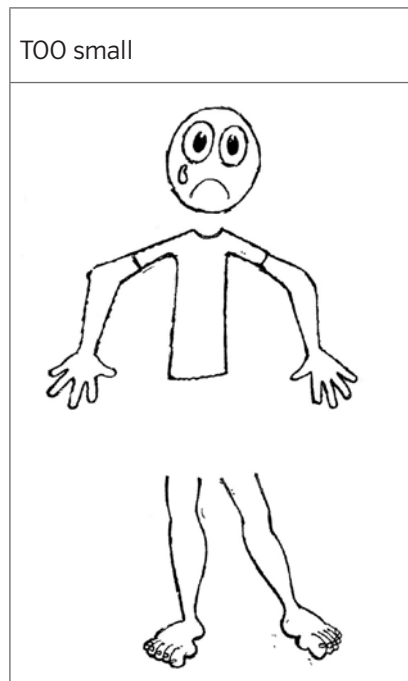
Opinion

😊 easy 😊 just right 😊 okay 😊 difficult

Fashion shopping blues

T00 big – T00 small: shopping for new clothes can be so frustrating.

Complete the pictures: draw T-shirts that are ...



too = troppo / frilly = con molte balze

Opinion

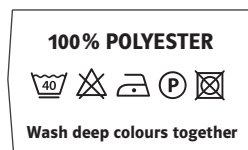
 easy  just right  okay  difficult








Me in my favourite outfit

My 'top five'.

- 1 Ask somebody to take a photograph of you in your favourite outfit.
- 2 Stick the photograph onto this worksheet.
- 3 Read the information on the inside labels.
- 4 Describe the colour and material of the clothes you are wearing (maximum five items).



| | |
|--|--|
| Item: _____ Colour(s) / pattern: _____ _____ Material(s): _____ Washing temperature:  | Stick your photo here! |
| Item: _____ Colour(s) / pattern: _____ _____ Material(s): _____ Washing temperature:  | |
| Item: _____ Colour(s) / pattern: _____ _____ Material(s): _____ Washing temperature:  | |
| Item: _____ Colour(s) / pattern: _____ _____ Material(s): _____ Washing temperature:  | Item: _____ Colour(s) / pattern: _____ _____ Material(s): _____ Washing temperature:  |

Opinion

 easy
  just right
  okay
  difficult



Language regions of Switzerland

German – French – Italian – Romansh: Look at this map of Switzerland.



1 Colour in the language regions and the key.

Use: French = light blue / German = yellow / Romansh = pink / Italian = light green

2 Where do you live? Add your town/village to the map by drawing an x and writing in the place name.

3 Be a language detective. Read the names of these villages/towns. Do they sound French?

Or do they sound German? Italian? Romansh? Colour in the key accordingly.

Two places are not in Switzerland. They are in England. Which two sound English? Cross them out.

| | |
|---|--|
| <input type="checkbox"/> ADELBODEN | <input type="checkbox"/> NARA LEONTICA |
| <input type="checkbox"/> CINUOS CHEL | <input type="checkbox"/> VERBIER |
| <input type="checkbox"/> BRIGHTON | <input type="checkbox"/> HAUTE NENDAZ |
| <input type="checkbox"/> RUEUN | <input type="checkbox"/> ROSSWALD |
| <input type="checkbox"/> SAN BERNARDINO | <input type="checkbox"/> BLACKPOOL |
| <input type="checkbox"/> ZWEISIMMEN | <input type="checkbox"/> S-CHANF |
| <input type="checkbox"/> ORSIÈRES | <input type="checkbox"/> OLIVONE |

key = legenda / cross out = cancellare (con una riga)

Opinion

easy just right okay difficult

Sports equipment

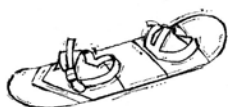
What is it? – What is it for?

1 Name these pieces of sports equipment in English.

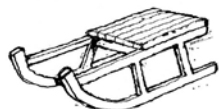
2 Colour in the pictures.



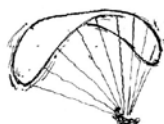
it's a kayak



it's a _____



i _____



Use: a rope and an ice axe – a paraglider – a rucksack – a snowboard – a kayak – a toboggan – a mountain bike – a surfboard

sports goods = articoli sportivi / What is it for? = A cosa serve? / rope = corda / ice axe = piccozza

Opinion

 easy  just right  okay  difficult

3 Label the pictures.

4 What is it for? Fill in the gaps.



A Kayak is for kayaking.



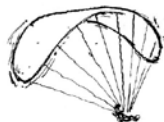
A _____ is for _____.



A _____ is for _____.



A _____ is for _____.



A _____ is for _____.



A _____ is for _____.



A _____ are for _____.



A _____ is for _____.

Use: snowboarding – surfing – paragliding – mountain climbing – hiking – kayaking – mountain biking – tobogganing

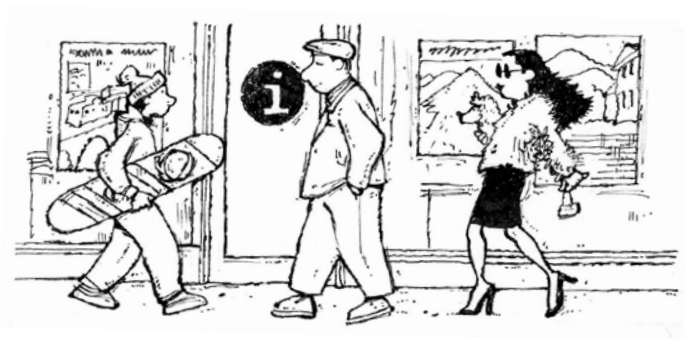
Opinion



☹️ easy ☺️ just right 😐 okay 😖 difficult

People passing by

What are their destinations?

Where do you think these people are on their way to?
Fill in the gaps in the table below.



|  | |  | |
|---|---------|--|---------|
| he, she or they? | | | |
| they | | she | he |
| their way | | her way | his way |
| Mother and son wearing helmets: | t _____ | are on their way to the R _____ P _____. | |
| A posh film star with a poodle: | s _____ | is on her way to the G _____. | |
| A man with a fishing rod and big rubber boots: | h _____ | is on his way to the _____. | |
| Two snowboarders: | _____ | a _____ on t _____ way to the _____. | |
| Two eight-year-olds with schoolbags: | _____ | _____ on _____ way to the _____. | |
| A girl in white shorts and a white T-shirt: | _____ | _____ on _____ way to the _____. | |
| A lady with two books under her arm: | _____ | _____ on _____ way to the _____. | |
| A youth with a suitcase: | _____ | _____ on _____ way to the _____. | |

Use: GRAND HOTEL – LAKE – CABLE CAR – ROPE PARK – YOUTH HOSTEL – SCHOOL – TENNIS COURT – LIBRARY

he is on his way to ... = sta andando a ... / they are on their way to ... = stanno andando a ... /
posh = ben vestito, vestito in maniera elegante / fishing rod = canna da pesca

Opinion

 easy  just right  okay  difficult

Planning three days at a holiday destination



















What to do in good and bad weather

1 Look at the map in your Pupil's Book, pages 16–17. Discuss possible activities for good and bad weather.

– On day one we could ...

– If the weather is bad/good we could ...

2 Write your ideas in the chart.

| | Day 1 | Day 2 | Day 3 |
|--------------------------------|--|--|--|
| in the morning / before lunch |   |   |   |
| after lunch / in the afternoon |   |   |   |
| after dinner/ in the evening |   |   |   |

3 Present your ideas. Use the helpful phrases.

– On day one we are going to ... in the morning. ... Then we are going to ... After lunch we are going to ...

– On day two ...

Plans for the day

What do you think these people are going to do?


1 Look at the map in your Pupil's Book, pages 16–17. Then fill in the gaps in the table below.

| they | he, she or they? | she | he |
|--|------------------------|---------------------|----|
| Mother and son wearing helmets: | t_____ | are going to climb. | |
| A posh film star with a poodle: | she | is going to _____. | |
| A man with a fishing rod and big rubber boots: | _____ | i_g_____ to _____. | |
| Two snowboarders: | _____ | a_g_____ t_____. | |
| Two eight-year-olds with schoolbags: | _____ | _____. | |
| A girl in white shorts and a white T-shirt: | _____ | _____. | |
| A lady with two books under her arm: | _____ | _____. | |
| A youth with a suitcase: | _____ | _____. | |

Use: read – snowboard – sing and do maths – relax – climb – fish – play tennis – check in

2 Who is the man? A tourist? The head chef at the Grand Hotel?

What is his plan for the day? What is his destination?

| | |
|--|--|
| Plan: He is going to _____. Destination: _____ _____ |  |
|--|--|

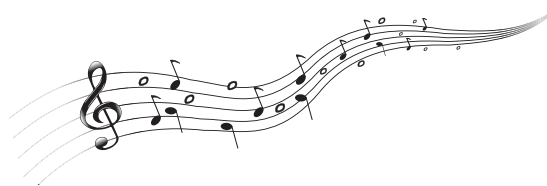
What are these people going to do? = Cosa si accingono a fare queste persone?

Opinion

 easy  just right  okay  difficult

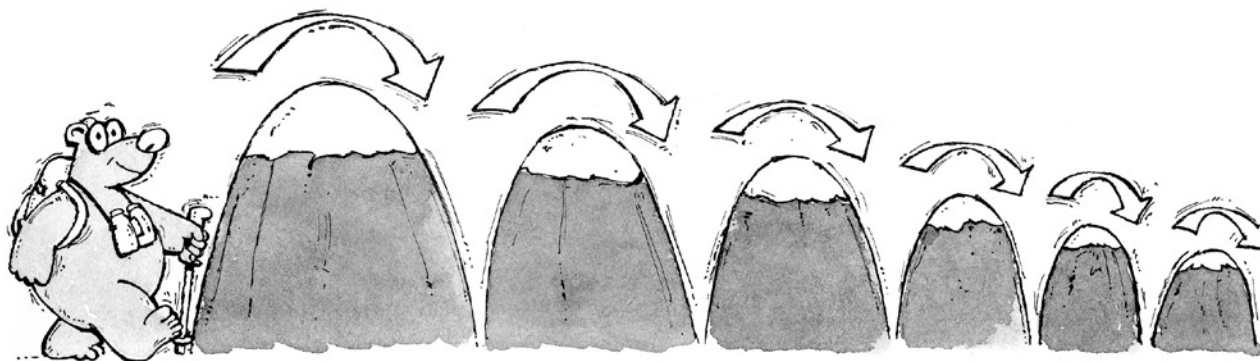


The bear went over the mountain



Learn to sing a jolly, never-ending song.

- 1 Read the song text.
- 2 Listen to the melody on the Internet.
- 3 Learn the text by heart.



The bear ... the mountain ... and another ... and another ... and ... and ...

The bear went over the mountain

1

The bear went over the mountain.
The bear went over the mountain.
The bear went over the mountain.
To see what he could see.
To see what he could see.
To see what he could see.

2

He saw another mountain. (3x)
And what do you think he did? (3x)

3

He climbed the other mountain. (3x)
And what do you think he saw? (3x)

(Go back and repeat verses B and C ad nauseam.)

4 Match the boxes below. Most of these past forms are irregular.

| | | | | | |
|---------|----------|--------|--------|------------|--------|
| he went | he could | he saw | he did | he climbed | it was |
|---------|----------|--------|--------|------------|--------|

| | | | | | |
|-----------|---------|------------|--------|--------|--------|
| er konnte | er ging | er bestieg | er sah | er tat | es war |
|-----------|---------|------------|--------|--------|--------|

Note: The song text you find on the Internet may be different from the text on this worksheet. Never mind.
There are many versions of the text. The melody is always the same.

went = è andato(a), andò / could = poteva, ha potuto, poté / another = un altro, un'altra, ancora uno, ancora una / ad nauseam (latin) = fino alla nausea 😊 / never mind = non preoccuparti, non badarci, non importa

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



A postcard from Switzerland

Use the past tense and locate these activities.

Read Neil's postcard. Fill in the gaps. Add **ED** to the verbs and fill in the names of the locations.

| | | |
|------|----------|-----------------|
| Use: | LAKE | MATTERHORN |
| | MOUNTAIN | SWITZERLAND |
| | DAM | TOBOGGAN RUN |
| | GORGE | GLACIER EXPRESS |
| | GLACIER | VILLAGE |



Hi Neil,
 A short report from my terrific holiday in **S** _____:
 I bik**ED** down a **M** _____, I kayak**ED** down
 a **G** _____, I snowboard**ED** and ski**ED** on a **G** _____,
 I climb**ED** the **M** _____ with a guide,
 I toboggan**ED** down the **T** _____ **R** _____. I paraglid**ED**
 over the **V** _____. I windsurf**ED**, and I row**ED** on the
L _____. I was on the move all the time.

PS: I did a bungee jump from a **D** _____. I was scared as hell.
 But I did it! I've posted a picture on the Internet - for proof.
 Tomorrow I'm going to take it easy: a sightseeing tour on the
G _____ **E** _____.

See ya. Philip

Mr _____
 Neil O'Sullivan
 10 Strand Street
 Skerries, Co Dublin
 IRELAND

I was scared as hell. = Avevo/ho avuto una paura infernale / for proof = come prova

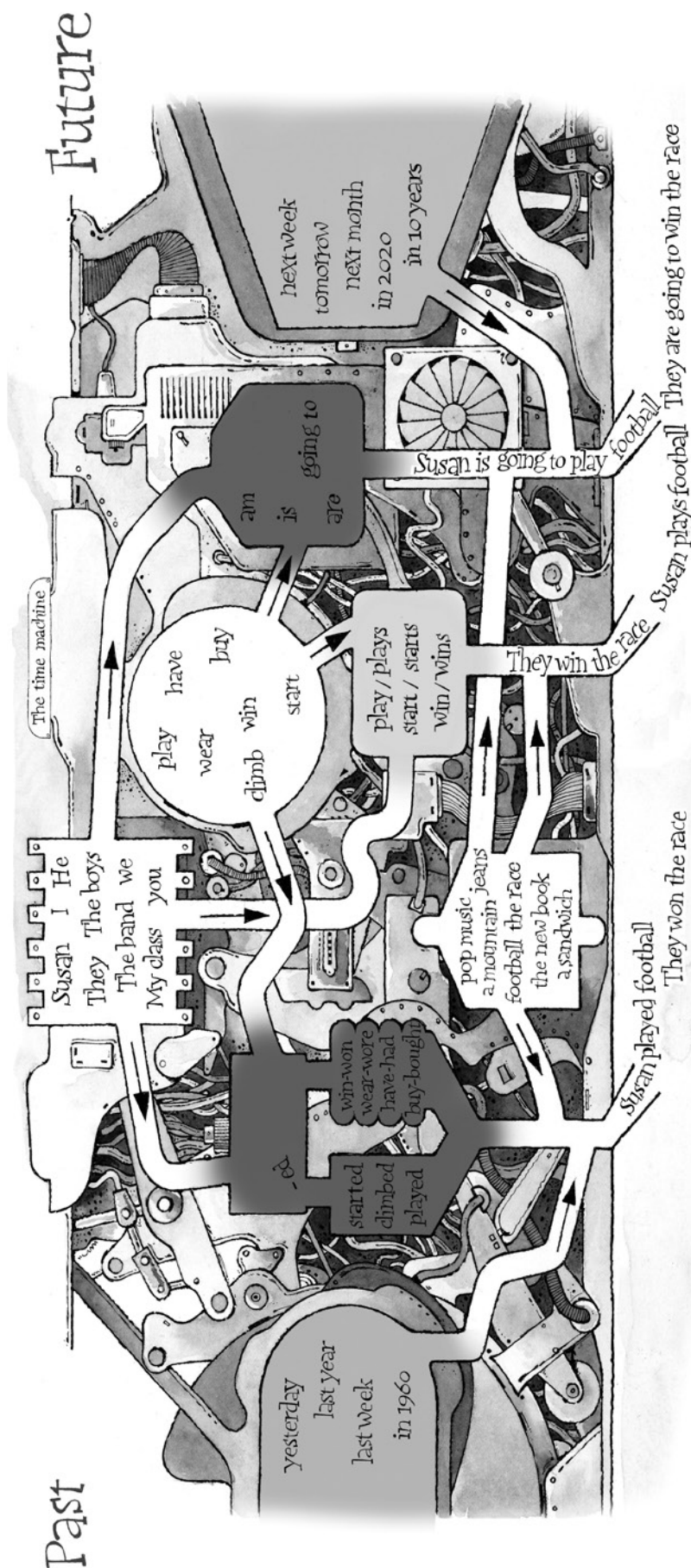
Opinion

easy just right okay difficult

The time machine

Produce sentences with the aid of the machine.

Look at the picture and produce more sentences with the machine.



Opinion

easy

just right

okay

difficult



Which way?



Follow directions and describe routes.



turn left
(green)



turn right
(red)



go straight ahead
(blue)



go round a bend
(white)



Look at the map in your Pupil's Book, pages 16–17. Work on your own or with a partner.

1 Place your index finger on the STATION / TOURIST OFFICE. All routes start here.

Route 1: to the _____



Go straight ahead. Turn left. At the LAKE: turn right. Straight ahead along the LAKE to the SWIMMING POOL.



At the SWIMMING POOL turn right. Then: straight ahead to the _____.

2 Colour the arrows the same colour as in your Activity Book, page 27.

3 Describe these two routes. Start at the STATION / TOURIST OFFICE.

Draw arrows and colour them in, as in the example above.

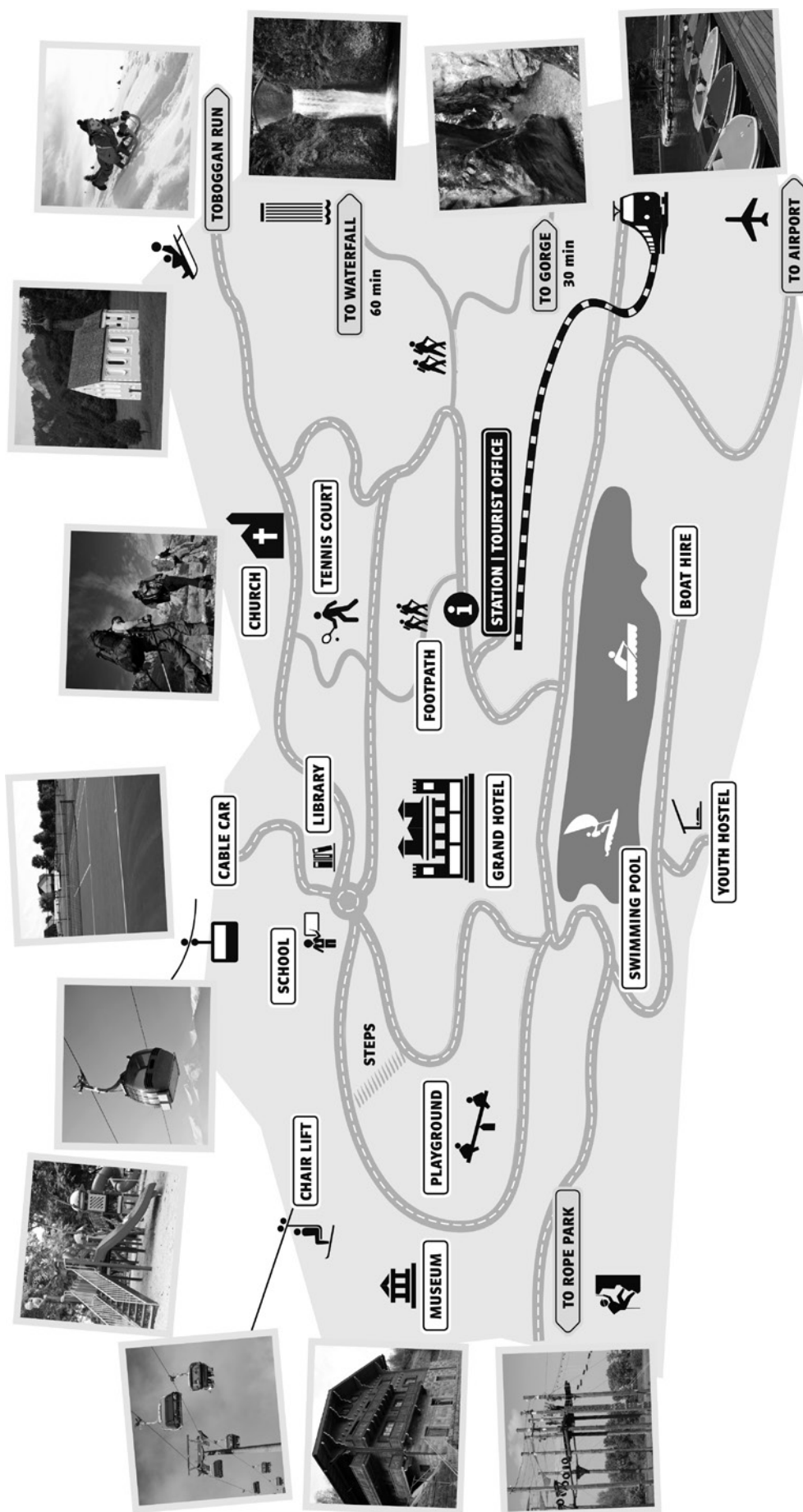
Route 2: to the WATERFALL

Route 3: to the TOBOGGAN RUN

as above = come sopra

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult





Always left or right, never straight ahead



Where do you go at the next junction or crossing?



left
green



right
red



1 Look at the map in your Pupil's Book, pages 16–17.

Place your index finger on the STATION / TOURIST OFFICE. All routes start here.

Follow the indicated direction on the plan with your index finger. Where does it take you?

2 Draw the arrows and colour them in: left = green, right = red.

It's fun to do this exercise with a partner – but you can do it on your own if you like.



right / left / left



right / left / right / left / right



right / left / right / left / left



right / left / right / right / left / left



right / left / right / right / left / right



left / right



left / left / right



left / right / left / right



left / right / left / left / right

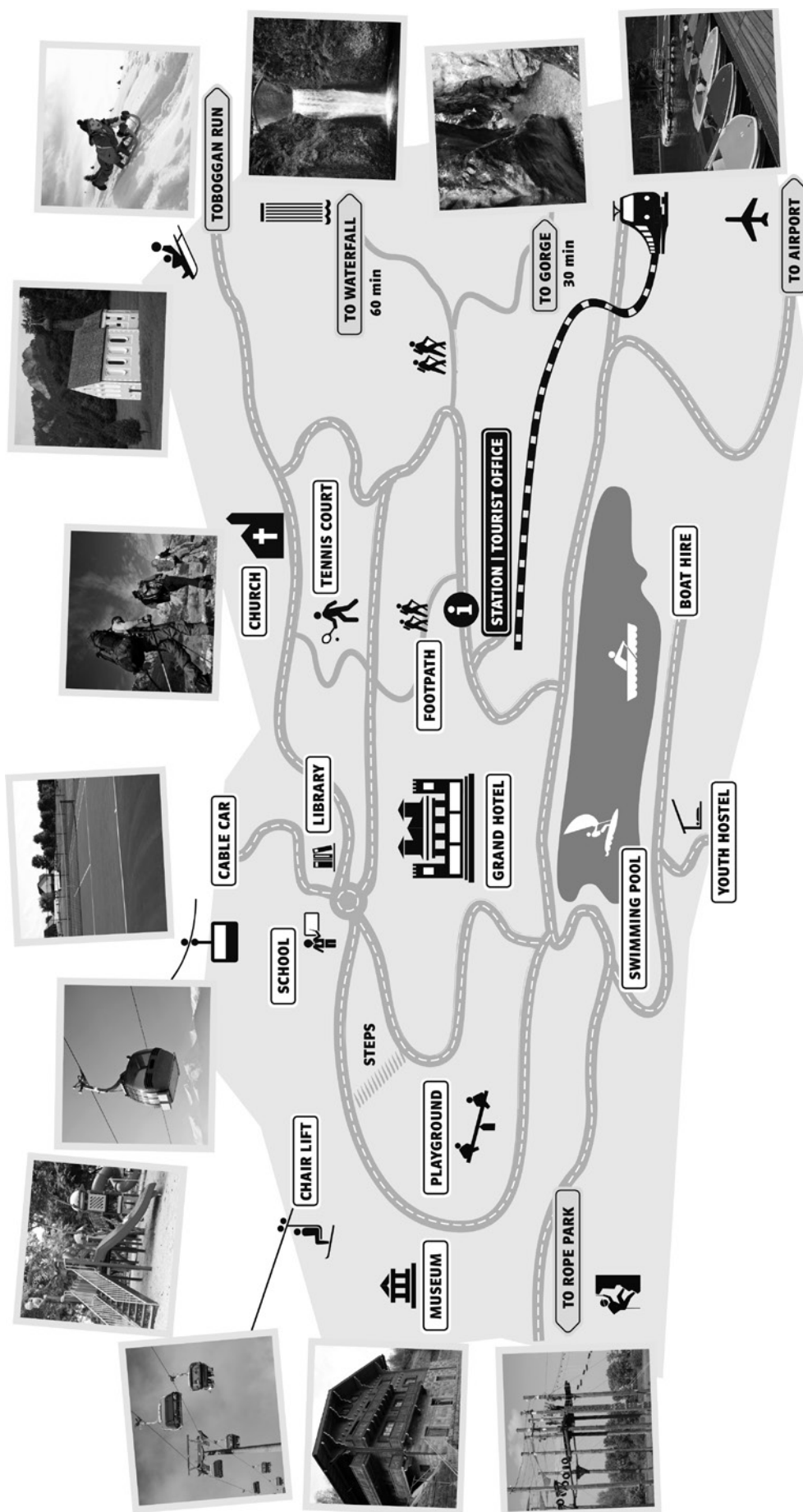
ROUNDAABOUT / LIBR _____

junction = diramazione, bivio / crossing = incrocio / Where does it take you? = Dove conduce?, Dove porta?

Opinion

easy just right okay difficult



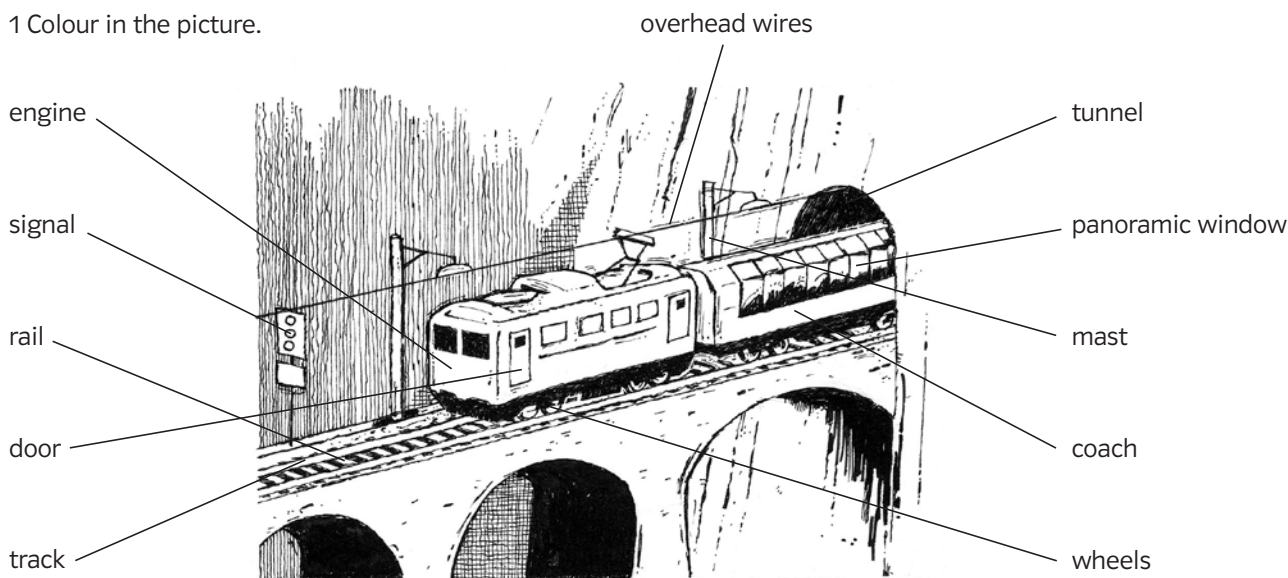




The 'Glacier Express'

Learn and read about this famous Swiss train.

1 Colour in the picture.



2 Write the Italian words.

| | |
|------------------|----------------------------|
| door = p _____ | tunnel = t _____ |
| track = b _____ | engine = m _____ |
| wheels = r _____ | panoramic window = f _____ |
| mast = p _____ | coach = c _____ |
| rail = r _____ | overhead wire = f _____ |
| signal = s _____ | train = t _____ |

3 Read this text. Which of the above words can you find in it? Colour them brown.

The 'Glacier Express' goes up and down mountains, through tunnels and over mountain passes. Trains move along a track. The track usually consists of two rails, but might also be a monorail. Trains transport passengers and cargo from one place to another. The 'Glacier Express' carries tourists from St. Moritz to Zermatt. Swiss trains are powered by electricity supplied by overhead wires.

it consists of = si compone di, consiste in / powered by = azionato da, comandato da /
supplied by = approvvigionato da, fornito da / mono = uno solo, mono

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



Mountaineers



Read about mountain climbing in the past and in the present.

1 Read and compare the two texts.

The text on the left is in the past tense. The text on the right is in the present tense.

2 Complete the text on the right:

had --> have / were --> are / could --> can / came --> come



Mountain climbing in the days of Edward Whymper (around 1900)



Edward Whymper **was** a pioneer.

His gloves **were** made of wool.

His hands **were** cold.

His boots **were** made of leather.

His feet **were** wet.

His ropes **were** heavy.

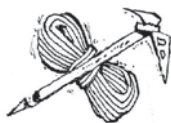
He **had** no oxygen.

His tents **were not** windproof.

He **could** not phone for help.

He **had** no mobile phone.

No helicopters **came** to rescue him.



Mountain climbing after the year 2000



Mountaineers **are** sportsmen/-women.

Their gloves _____ made of synthetic material.

Their hands _____ warm.

Their boots _____ made of waterproof plastic.

Their feet _____ dry.

Their ropes _____ light.

They _____ oxygen.

Their tents _____ windproof.

They _____ phone for help.

They _____ mobile phones.

Helicopters _____ to rescue them.



mountaineers = scalatori, alpinisti / compare = confrontare, paragonare / his = suo/a (di lui) / their = loro (di loro) / windproof = resistente al vento, a prova di vento / waterproof = impermeabile / oxygen = ossigeno / rescue = salvare

Opinion

easy just right okay difficult



Lost in the Swiss mountains

A tourist wrote the following story.

1 Read the story.

I got up at ten o'clock in the morning, packed an apple and a sandwich in my rucksack and had my breakfast.

The sun was shining when I left the Grand Hotel in shorts, T-shirt and trainers.

I took the cable car to the top of a mountain. I walked over grass, then over rocks. At four o'clock I sat down and ate the sandwich and the apple. That was when black clouds covered the sun and the rain came.

I started to run back. Running, I lost a trainer. It fell down, down, down ... over the rocks.

I hobbled on with only one trainer. Which direction should I take? Right, left or straight ahead? No idea!

I sat down in the rain. I had no jacket and no jumper in my rucksack. I had nothing left to drink or eat.

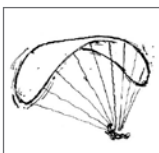
Night was falling. I was cold. I was scared. I called for help – no answer. I realised I was lost – lost in the Swiss mountains.

2 What do you think happened next? What did this tourist do? Who or what helped him – or rescued him – or didn't? Write your own end to the story. Do it in English or in a mix of English and Italian.

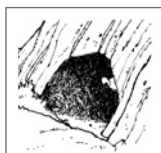
Here are some ideas:



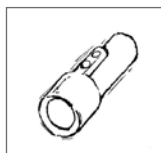
helicopter



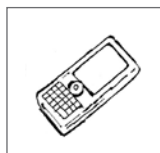
paraglider



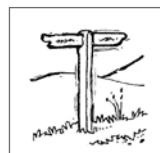
cave



torch



mobile phone



signpost



mountain bike

or use your own ideas

rocks = rocce / hobble = zoppicare

Opinion

easy just right okay difficult

What? Who? Why? Where? When?

At the tourist office: tourists ask a lot of questions.

1 Match and colour in: same meaning – same colour.

WHAT?

WHO?

WHY?

WHERE?

WHEN?

WER?
(light blue)WAS?
(pink)WANN?
(light green)WO?
(yellow)WARUM?
(orange)

2 Look for the question words in the grid and colour them in (in the above colours).

TOURIST OFFICE

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| W | H | Y | B | W | C | W | H | O | Z | W |
| H | B | C | Z | H | B | H | C | Z | B | H |
| Y | C | W | H | E | R | E | Z | W | H | Y |
| B | C | H | Z | N | B | N | C | H | Z | B |
| W | H | E | N | C | Z | B | Z | A | C | W |
| H | B | R | C | Z | W | H | A | T | B | H |
| A | C | E | Z | B | H | C | Z | B | Z | E |
| T | Z | C | B | Z | E | B | W | H | E | N |
| C | B | Z | C | B | R | Z | H | C | B | Z |
| W | C | B | W | H | E | R | E | Z | C | W |
| H | B | Z | H | C | B | Z | R | C | B | H |
| O | Z | C | O | B | W | H | E | N | Z | O |

3 Count the question words. How many of each are there?

How many?

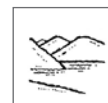
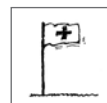
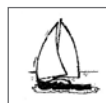
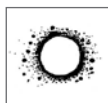
WHAT _____ WHO _____ WHY _____ WHERE _____ WHEN _____

them = loro, essi/e (qui: i pronomi interrogativi)

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult

Begin with a mountain

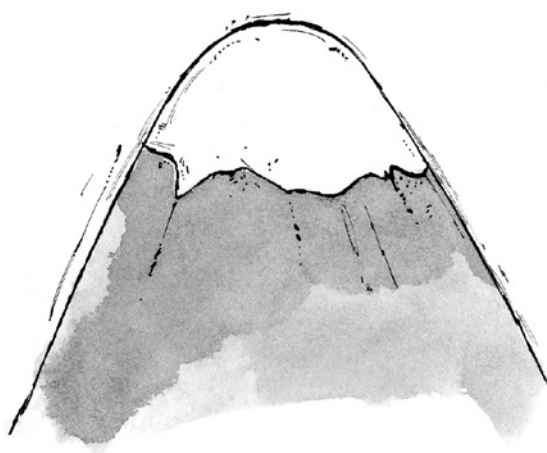


The beautiful mountain scenery of Switzerland.

Fir trees – chalets – mountains – and lakes. Draw a Swiss mountain landscape and colour it in.

It's easy. The mountain is here and you can copy the illustrations at the top of the page.

Read carefully how many of these things there are and where to place them.



There is a sun

behind the mountain.

There are two clouds

over the mountain.

There is a chalet with a flag

on top of the mountain.

There are two chalets **on the left**

beside the mountain.

There is a lake

in front of the mountain.

There are five trees

beside the mountain – **on the right**.

There is a sailing boat

on the lake.

on top of = in cima a

behind = dietro

beside = accanto

in front of = davanti a

on the left of = sulla sinistra di

on the right of = sulla destra di

over = sopra

Opinion

 easy  just right  okay  difficult



The bear trail

Tell ODD and EVEN numbers apart.

Follow the bear's trail to its cave.

Colour in the boxes with the ODD numbers to show which way he went.

1, 3, 5, 7 ... are ODD numbers
2, 4, 6, 8 ... are EVEN numbers

| | | | | | | | | |
|-------------|----------------|----------------|---------------|---------------|---------------|-----------------|----------------|----------------|
| ten = 10 | twenty = 20 | thirty = 30 | forty = 40 | fifty = 50 | sixty = 60 | seventy = 70 | eighty = 80 | ninety = 90 |
|-------------|----------------|----------------|---------------|---------------|---------------|-----------------|----------------|----------------|

| START | | | | | | | | |
|--------------|---------------|-------------|--------------|--------------|---------------|--------------|-------------|-------------|
| | seventy-seven | seven | twelve | ninety | eighty | twelve | thirty-six | six |
| | thirty-four | forty-five | sixty | twelve | fifty | twenty-four | ninety-four | eight |
| | two | fifteen | one | eighty-nine | fifty-four | eighty-eight | four | fifty |
| ninety-two | twelve | eighty | thirty-four | eleven | ten | eighteen | thirty-two | four |
| sixteen | fourteen | ten | twenty | forty-three | seventy | sixty | twenty-two | seventy |
| thirty-eight | forty | eighty-five | ninety-three | seventy-nine | fifty-six | eighty-four | two | eight |
| twenty-six | six | five | thirty | seventy-four | seventy-eight | twenty-eight | forty-two | sixty-eight |
| sixty-four | forty-four | seventy-one | thirteen | ninety-five | eighty-three | ninety-nine | | |
| eight | four | six | ninety-eight | eight | forty | two | | |
| twelve | seventy-two | ninety | forty-eight | thirty | ninety-six | two | | |

The ODD numbers in the trail are: 77, _____

odd number = numero dispari / even number = numero pari / tell apart = distinguere, differenziare / trail = pista, traccia

Opinion



easy



just right



okay



difficult




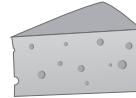





Swiss quiz

Frequently asked questions (FAQ) about Switzerland – Can you answer them?

1 Tick the answer you think is correct.

2 Colour in the pictures.

correct answers: _____ /12

| | |
|--|---|
| <p>The German names of these two alpine flowers are:</p>  <p> <input type="checkbox"/> Löwenzahn and Gänseblume. <input type="checkbox"/> Enzian and Edelweiss. </p> | <p>The famous Swiss cheese with holes in it is:</p>  <p> <input type="checkbox"/> Emmental. <input type="checkbox"/> Raclette. </p> |
| <p>The colours of the two flowers above are:</p> <p> <input type="checkbox"/> blue and white. <input type="checkbox"/> red and yellow. </p> | <p>The longest tunnel through the Alps is:</p> <p> <input type="checkbox"/> the Gotthard tunnel. <input type="checkbox"/> the Seelisberg tunnel. </p> |
| <p>William Tell was the man who shot:</p>  <p> <input type="checkbox"/> an apple on his son's head. <input type="checkbox"/> a banana on his friend's shoe. </p> | <p>William Tell shot:</p>  <p> <input type="checkbox"/> with a crossbow. <input type="checkbox"/> with a boomerang. </p> |
| <p>This very famous chocolate bar in the shape of a mountain is called:</p> <p> <input type="checkbox"/> Toblerone. <input type="checkbox"/> Ravioli. </p> | <p>There are many of these trees in the Alps:</p>  <p> <input type="checkbox"/> fir trees. <input type="checkbox"/> palm trees. </p> |
| <p>In Switzerland these four national languages are spoken:</p> <p> <input type="checkbox"/> French, German, Italian, Romansh. <input type="checkbox"/> Spanish, German, English, French. </p> | <p>In the Swiss mountains there are hundreds of:</p>  <p> <input type="checkbox"/> marmots. <input type="checkbox"/> bears. </p> |
| <p>The highest mountain in the Swiss Alps (between Switzerland and Italy) is:</p> <p> <input type="checkbox"/> Mount Everest at 8848 m. <input type="checkbox"/> Monte Rosa (Dufourspitze) at 4634 m. </p> | <p>In the Swiss mountains in summer you see lots of:</p>  <p> <input type="checkbox"/> cows with bells. <input type="checkbox"/> pigs with nose rings. </p> |

Opinion

easy
 just right
 okay
 difficult



Our cocoa plantation

Complete the text.

Watch the film 'Our cocoa plantation'. Read along and fill in the missing words.

The heat of the tropical zones along the equator is just perfect for the cocoa tree.

All the people in my village work on the _____.

The cocoa tree produces _____ every six months.

Here the women of my village are pollinating the cocoa flowers. They do this
_____.

When the fruit is _____, it changes its colour from green to orange.

A worker is _____ the ripe fruit and is carrying it to a big pile.

From there it is loaded onto trucks.

We all like to _____. It is fun!

The cocoa beans are inside the fruit. You have to _____ the fruit with
machetes and remove the husks. A dangerous job!

The white cocoa beans are covered with banana tree _____ so that they ferment.

After fermentation, the beans are brown. Now they have to _____ in the full sun.

The plantation workers are turning the beans so that they can dry on each side.

Workers are weighing and packing the beans. Then the _____ are sealed.

This is Mr Quaye, our _____. He is testing the beans for their quality and
is grading them.

Our truck brings the sacks of beans from the collection centre to the _____
in the city. Tons of beans from all over the country are _____ here.

At the port, _____ are lifting the sacks full of quality beans onto big ships.

From here the ships leave for Europe and other continents.



Chocolate criss-cross



Match the words and descriptions.

1 Write A, B, C, ... L beside the sentence that goes with the word.

A) CRANE

B) MACHETE

C) PLANTATION

D) COCOA

E) PORT

F) SHIP

G) CHOCOLATE

H) FACTORY

I) WAREHOUSE

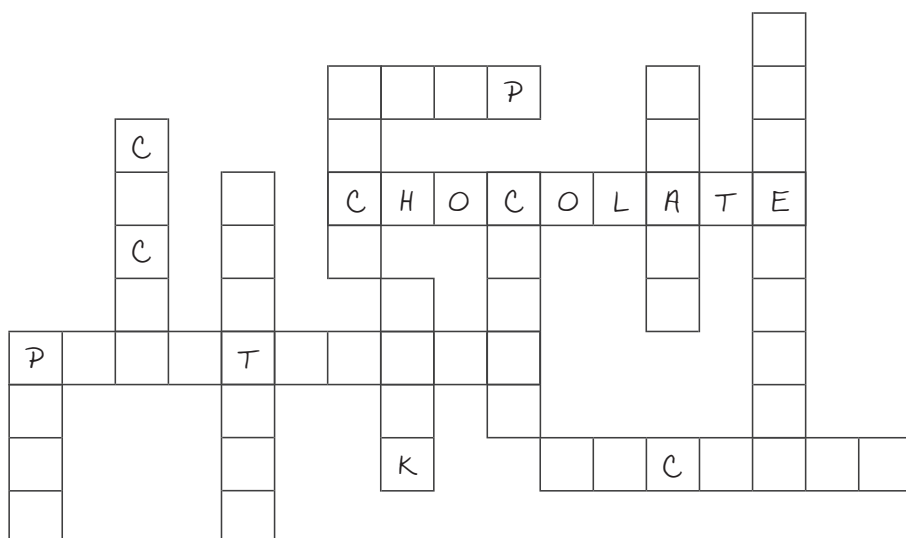
J) GHANA

K) MILK

L) SACK

- ☐ A sort of knife used for harvesting fruit and as a weapon.
- ☐ The white liquid produced by cows. People drink it.
- ☐ A large building where goods are stored before they are transported to other countries or to shops to be sold.
- ☐ A place by the sea where ships load and unload passengers and goods.
- ☐ A machine with a long movable arm that moves heavy things by lifting them in the air.
- ☐ A plant that grows in the tropical climate along the equator.
- ☐ A large boat that carries passengers or cargo on sea journeys.
- ☐ A large bag made of rough woven material. It is used to carry or store goods such as potatoes and beans.
- ☐ A large building where goods are made in large quantities, usually with the use of machines.
- ☐ A sweet, hard, brown food made from cocoa beans.
- ☐ A cocoa-producing country.
- ☐ A piece of land - usually in a tropical country - where crops (tea, cocoa, sugar, coffee, etc.) grow.

2 Fit the words A-L into the correct places in the crossword puzzle.



Opinion

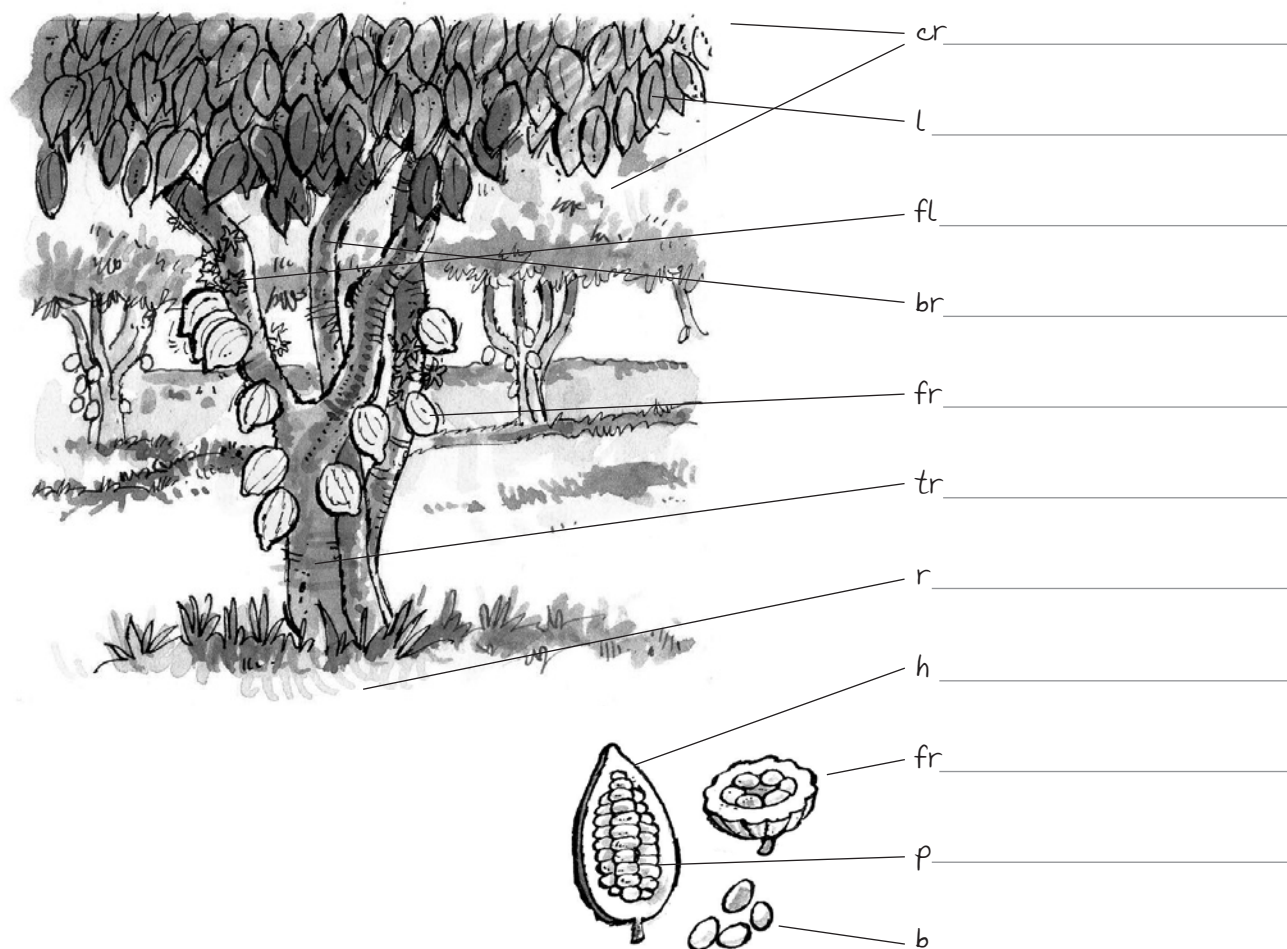
easy just right okay difficult



Label a cocoa tree

Learn the names of the parts of the cocoa tree.

1 Label the tree and the fruit. Work with a dictionary or the Internet.



2 Read the following text about the cocoa tree. Colour in the two pictures as described in the text.

3 Highlight all the words from the pictures that you find in the text.

The cocoa tree

can grow as high as 12 metres. It has fruit that are more than 30 cm long. The tree often grows in the shade of other trees. The ripe fruit are many different colours: from brownish-yellow to orange. Flowers and fruit grow on the branches and the tree trunk. The flowers are white.

Each fruit contains 20 – 50 soft, white cocoa beans in a pink, sweet-sour pulp. The cocoa tree produces fruit every six months. The beans are harvested and dried. The pinkish pulp can be eaten with a spoon.

shade = ombra / pulp = polpa (di frutto) / eat with a spoon = mangiare con un cucchiaio

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



Which are your three favourite ways to eat chocolate?

1 Answer the question and fill in the questionnaire yourself. Tick (✓) the selected answers.

2 Then ask ten classmates, friends or family members the same question.

[illegible]

The three top favourites

Number of votes

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |

3 Compare your results with those of your classmates and discuss them.

chocolates = cioccolatini / wafers = cialde, waffer / number of votes = numero dei voti attribuiti

Opinion

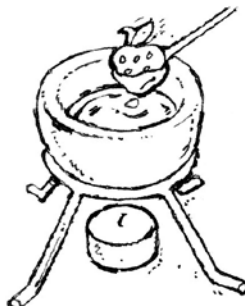
 easy  just right  okay  difficult



Mixed letters

Unmix ten mixed-up delicious chocolate desserts.

1 Rearrange the letters to find the words.



chocolate ESOSUM

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

chocolate ECI RAMEC

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

chocolate ITSIBUC

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

chocolate GNIDDUP

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

chocolate KILM KESHA

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

chocolate GUYHORT

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

chocolate UDENOF

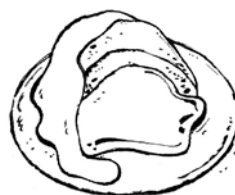
| | | | | | | | |
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| | | | | | | | |
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chocolate NYNUB

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

chocolate OTHOMISE

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|



2 Read out the words to your partner. Do they sound English?

rearrange = riassetare, riordinare, ridisporre

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



Chocolate caliente



Make a cup of hot chocolate.

The Spanish were the first Europeans to drink chocolate.

Read the instructions from a Spanish cocoa powder packet. The pictures and the instructions in English will help you understand them.



CONSEJOS DE PREPARACION

- 1 Calentar ligeramente 150 ml de leche por cada taza en un recipiente.

- 2 Añadir tres cucharillas de cacao en polvo.

- 3 Añadir una cucharilla de azúcar.

- 4 Llevar a ebullición removiendo constantemente.

- 5 Retirar del fuego y servir.



HOW TO MAKE COCOA

- 1 For each cup warm 150 ml of milk in a saucepan.

- 2 Add three teaspoons of cocoa powder.

- 3 Add one teaspoon of sugar.

- 4 Bring to boiling point, stirring continuously.

- 5 Remove from heat and serve.

warm = riscaldare, scaldare leggermente / bring to boiling point = portare a ebollizione / remove from heat = togliere dalla stufa, dal fornello

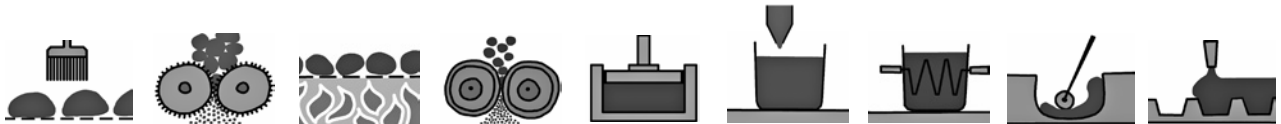
Opinion

easy just right okay difficult



Machines in action

The machines in the chocolate factory produce chocolate.



They

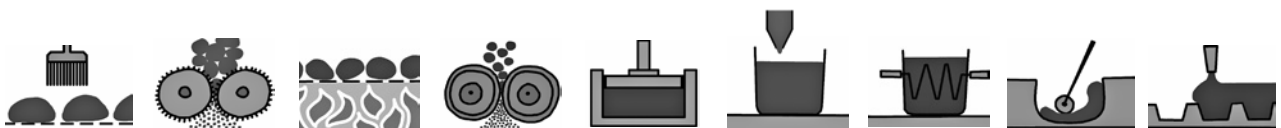
| | | | | | | | | |
|-------|-------|-------|-------|-------|-----|-------|-------|------|
| clean | crush | roast | grind | press | mix | knead | conch | pour |
|-------|-------|-------|-------|-------|-----|-------|-------|------|

| | | | | | | | | |
|-------------|----------|---------|--------|-----------|-----------|---------|---------|-----------|
| schiacciare | spremere | tritare | pulire | impastare | arrostire | concare | fondere | mescolare |
|-------------|----------|---------|--------|-----------|-----------|---------|---------|-----------|

- 1 Draw connecting lines between the Italian and the English verb with the same meaning.
- 2 Colour the squares with the same meaning the same colour. Use nine different colours.



The machines in the chocolate factory produce chocolate.



They

| | | | | | | | | |
|-------|-------|-------|-------|-------|-----|-------|-------|------|
| clean | crush | roast | grind | press | mix | knead | conch | pour |
|-------|-------|-------|-------|-------|-----|-------|-------|------|

| | | | | | | | | |
|-------------|----------|---------|--------|-----------|-----------|---------|---------|-----------|
| schiacciare | spremere | tritare | pulire | impastare | arrostire | concare | fondere | mescolare |
|-------------|----------|---------|--------|-----------|-----------|---------|---------|-----------|

- 1 Draw connecting lines between the German verb and the English verb with the same meaning.
- 2 Colour the squares with the same meaning the same colour. Use nine different colours.

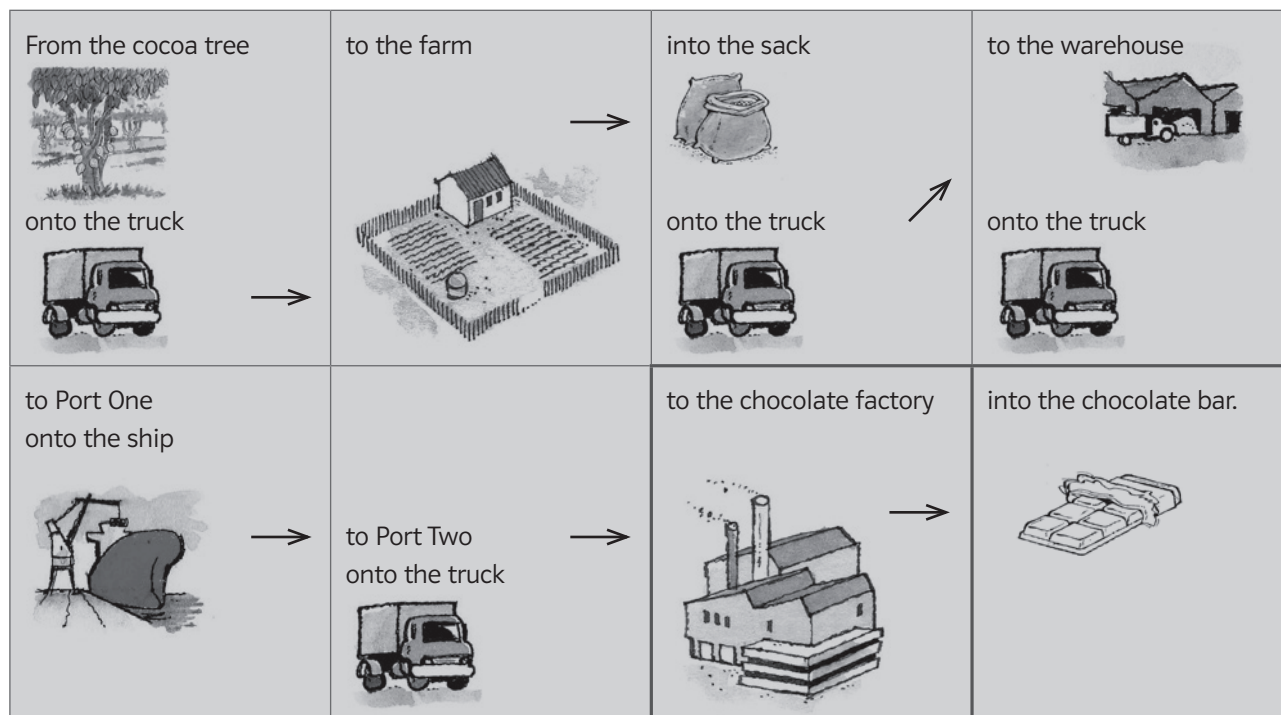
Opinion

easy
 just right
 okay
 difficult



From cocoa tree to chocolate bar

The long journey of the cocoa bean.

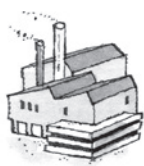


1 Write the story.

The cocoa beans go from _____ onto _____. By _____ they are taken to _____. There they are put into a _____, which is loaded onto _____. By _____ the beans are taken to _____ where they are loaded onto another _____. This _____ takes them to _____, where they are loaded onto a _____. By _____ they are taken to _____. There they are again loaded onto a _____ which takes them to the _____. There they finally go into the _____.

In the chocolate factory the beans undergo nine processes before they become chocolate bars.

2 Copy these processes from your Activity Book.



cleaning, cr _____, ro _____,

gr _____, pr _____, mi _____,

kn _____, co _____, po _____

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



Questions on cards



Ask and answer questions.

1 Read these four questions and underline the correct answers.

| Question | Answer |
|------------------------------|--|
| Do you read books? | → Yes, I do. No, I don't |
| Do small babies rollerblade? | → Yes, they do. No, they don't. |
| Do dogs sit? | → Yes, they do. No, they don't. |
| Did Aztecs learn English? | → Yes, they did. No, they didn't. |

2 Draw connecting lines.

| | | |
|--------------|----------------|---------------|
| Do you ...? | Do they ...? | Did they ...? |
| Tun sie ...? | Taten sie ...? | Tust du ...? |

3 Work with a partner. Cut out the grey cards below and the white cards on Worksheet 9b.

Spread them all out on a table. Move them around to form lots of different questions.

4 One of you reads a question out loud. The other person answers it. Take turns.

5 Write your questions and answers on a separate sheet of paper.

| | | | |
|-------------|----------------|--------------|-----------------|
| | | | |
| Do you ...? | Do babies ...? | Do dogs ...? | Did Aztecs ...? |
| | | | |
| Do you ...? | Do babies ...? | Do dogs ...? | Did Aztecs ...? |

spread out = disporre, stendere, ripartire su una superficie


Opinion

easy just right okay difficult



| | | | |
|---|--|--|--|
| smile?  | swim? | walk? |  phone? |
| dance? | use computers?  |  like chocolate? | drink? |
| watch TV? |  drive cars? | play? | speak? |
| sing?  | travel in planes? |  kiss? | eat? |
| have slaves? | wear warm jackets?  | have teeth? | listen to music? |

Opinion

 easy  just right  okay  difficult








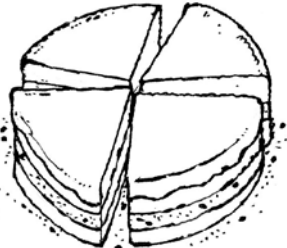
Friends share



A chocolate party for four: divide and share equally.

Four friends have shopped, cooked, baked and prepared. Look at what they have.

1 Read, count and fill in the missing numbers.

| | | |
|---|---|---|
| hot cocoa  11 | chocolate biscuits  t_____ biscuits | chocolate pudding  600 g |
| chocolate ice cream  800 g | chocolate Easter eggs  e_____ Easter eggs | chocolate cake  f_____ pieces |

2 What does each friend get? Write the answers in numbers.

| Question: How much? or How many? | Answer: Each gets: |
|-------------------------------------|---|
| H_____ m_____ hot cocoa? | _____ decilitres (dl) of h_____ c_____. |
| H_____ m_____ biscuits? | _____ bisc_____. |
| H_____ m_____ pudding? | _____ grams (g) of p_____. |
| H_____ m_____ ice cream? | _____ grams (g) of i_____ c_____. |
| H_____ m_____ eggs? | _____ e_____. |
| H_____ m_____ pieces? | _____ p_____. |

divide = dividere matematicamente / share equally = ripartire equamente / each gets = ognuno/a riceve

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



Ask and answer questions

Facts and figures about chocolate.

1 Look at the questions on the right-hand side of your worksheet. The questions are all about the facts on the 'Facts and figures' page in your Pupil's Book. Fill in one of the following question words or phrases: *how much*, *how many*, *where*.

2 Now ask and answer questions: Start by reading out the first question. Your partner gives the answer and reads the question next to it. Go on asking and answering questions until you get to the end.

3 Now do it again. As you go, take the letters from each box and write them on the line at the bottom of the worksheet. If you ask and answer correctly, you will find the keyword.

How much chocolate do Swiss people eat per year?



About twelve kg. - How many tons of chocolate are sold in total every year?

| Answers | Questions |
|---------------------------------|--|
| Start → | _____ chocolate do Swiss people eat per year? Y |
| About 8%. O | _____ are 'seasonal items'? C |
| To the United Kingdom. A | _____ chocolate do people in Italy eat per year? T |
| About 176 000 tons. A | _____ does Switzerland import 43 % of its chocolate from? R |
| The Japanese. W | _____ tons of chocolate bars and other small formats are sold per year? O |
| About 60%. X | _____ chocolate does Switzerland export to Italy? P |
| To the USA. T | Well done - this is the end! S |

Keyword:

_____ !



Ask and answer questions

1 Look at the questions on the right-hand side of your worksheet. The questions are all about the facts on the 'Facts and figures' page in your Pupil's Book. Fill in one of the following question words or phrases: *how much*, *how many*, *where*.

2 Now ask and answer questions: Your partner starts by asking the first question. Answer his question and read the question next to it. Go on asking and answering questions until you get to the end.

3 Now do it again. As you go, take the letters from each box and write them on the line at the bottom of the worksheet. If you ask and answer correctly, you will find the keyword.

How much chocolate do Swiss people eat per year?



About twelve kg. – How many tons of chocolate are sold in total every year?

| Answers | Questions |
|--|--|
| These are Easter bunnies or Christmas chocolates. O | _____ is 13% of chocolate exported to? L |
| About 3.3 kg. E | _____ of the total chocolate sales is exported? E |
| About 12 kg. O | _____ tons of chocolate are sold in total every year? U |
| About 98 000 tons. C | _____ chocolate is imported from France? H |
| From Germany. E | _____ nationality eats only 2 kg of chocolate per year? T |
| 5%. E | _____ do we export 6% of our chocolate to? R |

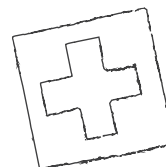
Keyword:

_____ !



Aztecs, pirates and the Swiss

Ask *do* and *did* questions and answer them.



| | |
|-----------------|---------------------------------------|
| | have slaves? |
| | steal cocoa beans from Spanish ships? |
| Did the Aztecs | have chocolate factories? |
| Did the pirates | drink hot cocoa with sugar and milk? |
| Do the Swiss | eat chocolate bars? |
| | offer chocolate to their gods? |

- 1 Work with a partner. Write questions in the present tense (do) and the past tense (did).
 2 Answer the questions. The Language focus in your Activity Book, page 50, will help you.

Use:

Yes, they do. / No, they don't.

Yes, they did. / No, they didn't.

I don't know.



Question: D _____ ?

Answer: _____ .

Question: D _____ ?

Answer: _____ .

Question: D _____ ?

Answer: _____ .

Question: D _____ ?

Answer: _____ .

Question: D _____ ?

Answer: _____ .

Question: D _____ ?

Answer: _____ .

steal = rubare / offer = offrire (qui: offrire in dono)

Opinion

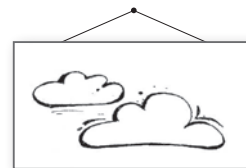
😊 easy 😊 just right 😊 okay 😊 difficult



When chocolate meets art

A love declaration to chocolate in five languages.

1 Find the five sentences in the 'word cloud'.



2 Write the five sentences here.

English: _____.

French: _____.

Italian: _____.

German: _____.

Spanish: _____.

3 Colour in the words in the picture. Give each language a different colour.

4 If you like this 'word cloud' create one yourself with your own words. First look at some 'word clouds' that other people have created. There are sites on the Internet where you can do this. Enter 'word cloud' or 'create word cloud'.

a love declaration = una dichiarazione d'amore / cloud = nuvola

Opinion

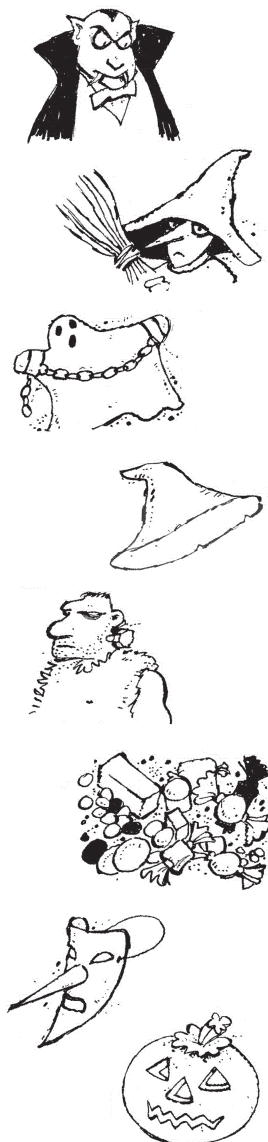
😊 easy 😊 just right 😐 okay 😞 difficult



Trick or treat – scary Halloween vocabulary

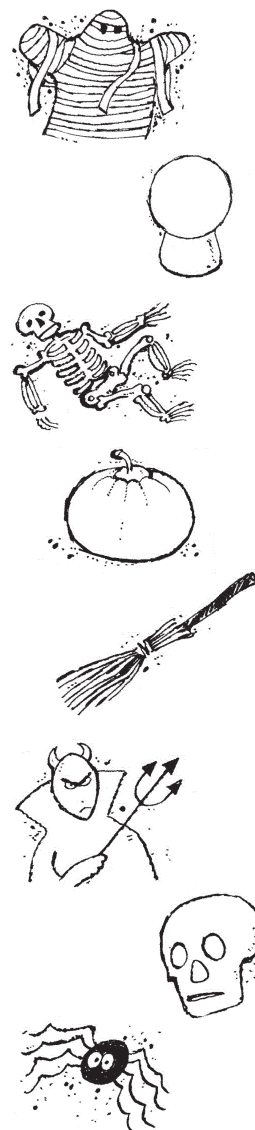
What is what?

1 Match the words and the pictures. Draw connecting lines.



| |
|-----------------|
| witch |
| vampire |
| witch's hat |
| mask |
| ghost |
| jack-o'-lantern |
| monster |
| sweets |

| |
|--------------|
| crystal ball |
| mummy |
| pumpkin |
| devil |
| skeleton |
| broom |
| spider |
| skull |



2 Put all the scary Halloween words in exercise 1 into alphabetical order.

scary = inquietante, spaventoso / broom = scopa

Opinion

 easy  just right  okay  difficult



A Halloween party in the garden

Small things, missing things and things to colour in.

1 Take Worksheet 2b.

Look for the six small things listed in the box below.

Draw squares (□) around these six things on the worksheet.

Which section are the things in? Write the number of the section beside the word.

| | |
|------------------------------------|--------------------------------|
| The moon: <u>section three (3)</u> | A crystal ball: <u>5</u> () |
| A spider: <u>5</u> () | A lantern: <u>5</u> () |
| A pot of soup: <u>5</u> () | A second lantern: <u>5</u> () |

2 Now work with Worksheet 2b and your Pupil's Book. Compare the two pictures.

Eight objects, animals or people are missing on Worksheet 2b: one in each section.

Draw circles (○) around the eight things missing on Worksheet 2b.

What is missing? Write the answer here.

| | |
|----------------------------|----------------------|
| In section 1: <u>a dog</u> | In section 5: _____ |
| In section 2: _____ | In section 6: _____ |
| In section 3: _____ | In <u>5</u> 7: _____ |
| In section 4: _____ | In <u>5</u> : _____ |

3 Colour in and count. How many are there?

| | |
|--------------------------------------|----------------------------|
| Colour all the skeletons orange. | There are _____ skeletons. |
| Colour all the devils red. | There are _____ devils. |
| Colour all the monsters light blue. | <u>7</u> |
| Colour all the mummies yellow. | <u>7</u> |
| Colour all the witches' hats purple. | <u>7</u> |
| Leave all the ghosts white. | <u>7</u> |

is/are missing = manca/mancano / compare = paragonare, confrontare

Opinion

easy just right okay difficult





Enter at own risk

Make a Halloween doorknob hanger.

The following steps will enable you to create a doorknob hanger with the phrase you choose.

1 Which phrase means what? Write the corresponding number beside each one.

2 Choose the English phrase with the meaning you like best.

3 Write the phrase on your hanger.

4 Colour in the picture.

5 Cut out the doorknob hanger. (Stick it onto cardboard and/or laminate it – if you like.)



☐ PLEASE DO NOT DISTURB

☐ NOT NOW!

☐ STOP!

☐ ENTER AT OWN RISK

☐ PLEASE KNOCK

☐ KEEP OUT!

☐ NO BROTHERS ALLOWED

☐ DO NOT ENTER

☐ OCCUPIED

☐ NO SISTERS ALLOWED

☐ SHH! I'M ASLEEP

☐ WELCOME

☐ NO PARENTS ALLOWED

☐ I'M AWAKE

☐ PLEASE COME IN

☐ 1 Restare fuori

☐ 6 Silenzio, sto dormendo

☐ 11 P.f. entrare

☐ 2 Fratelli non autorizzati

☐ 7 P.f. bussare

☐ 12 P.f. non disturbare

☐ 3 Benvenuto

☐ 8 Stop!

☐ 13 Sorelle non autorizzate

☐ 4 Non entrare

☐ 9 Occupato

☐ 14 Genitori non autorizzati

☐ 5 Sono sveglio

☐ 10 Entrare a proprio rischio e pericolo

☐ 15 Non ora!



doorknob hanger = cartello sulla maniglia della porta / scary = spaventoso / phrase = frase, enunciato / the meaning = il significato / cardboard = cartone

Opinion

 easy  just right  okay  difficult



Halloween criss-cross



Who is it? What is it?

1 Read the sentences and then write the solutions on the lines. Write in CAPITAL LETTERS.

Look in your Pupil's Book. You will find all the answers there.

It is completely white, scary and goes 'Boo!'

It loves to bite people's necks and suck blood.

All the bones inside a person's body.

The bones inside a person's head.

Nessie is one. And King Kong is one, too.

It does bad things and travels on a broom.

It lives in hell and has a fork and horns.

You dress up in it for Halloween parties.

8. COSTUME

A vegetable you carve and put candles into at Halloween.

2 Put the words 1-9 into the plural. Then enter them in the criss-cross.

How do you form the plural? Answer: I add the letter_____.

If the word ends in -s, -sh or -ch, I add the letters _____.



completely = completamente, del tutto / scary = inquietante / bite = mordere / neck = collo /
blood = sangue / bones = ossa / broom = scopa / hell = inferno / carve = intagliare / skull = cranio

Opinion

 easy just right okay difficult



Lee Roy – are you scared?

Read a ghost story and then write one yourself.

1 Read.

Lee Roy is fast asleep. The old church clock strikes twelve.

A GHOST appears in Lee Roy's bedroom.

'What can I do to make Lee Roy scared of me?

Oh, yes, I know. I'll say: BOO!' (ausgesprochen: buh!)

'BOO!' goes the GHOST and Lee Roy wakes up.

'Are you scared?' asks the GHOST.

'No,' says Lee Roy, and he turns over and goes back to sleep.

'I'm not scary enough,' thinks the GHOST.

'What can I do to make Lee Roy scared of me?

Oh yes, I know. I'll RATTLE with chains.'

'BOO! RATTLE!' goes the GHOST and Lee Roy wakes up again.

'Are you scared now?' asks the GHOST.

'No,' says Lee Roy, and he turns over and goes back to sleep.

'I'm still not scary enough,' thinks the GHOST.

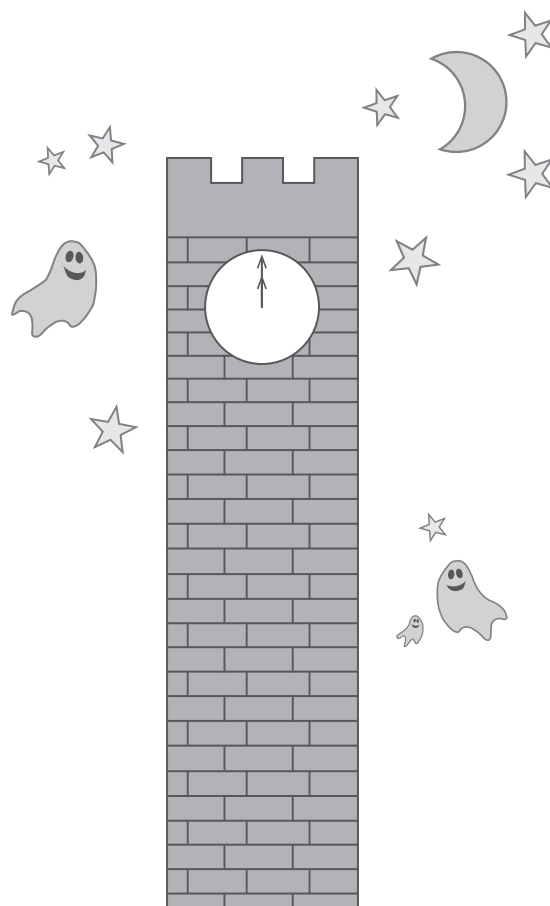
'What can I do to make Lee Roy scared of me?

Oh yes, I know. I'll CHOP off my left HAND.'

'BOO! RATTLE! CHOP!' goes the GHOST and Lee Roy wakes up again.

'Are you scared now?' asks the GHOST.

'Oh, yes,' says Lee Roy, 'I am.'



'Good,' the GHOST said, smiling pleased, 'I did it,' and he waves goodbye with the hand he has left.

2 Write your own 'Lee Roy – are you scared?' story on worksheet 4b. Choose a different FIGURE, a different SOUND and two different ACTIONS.

| | |
|--|--|
| Figure: GHOST – VAMPIRE – MUMMY – MONSTER – SKELETON | Sound: say: 'BOO!' – 'WAIL!' – 'SIGH!' – 'HOO!' |
| First action: RATTLE with chains, with bones – MOVE furniture – BANG doors | Second action: CHOP off a hand, a foot, my head, ... – KISS Lee Roy – BITE Lee Roy |

is fast asleep = dorme profondamente / wakes up = si sveglia / are you scared of me? = Ti faccio paura?,
Hai paura di me? / scary = spaventoso / enough = abbastanza / chop off = mozzare / I'll = io + verbo al
futuro / rattle = sferragliare, fare un gran rumore / chains = catene / move furniture = spostare i mobili /
bite = mordere / goes the ghost = qui: fa il fantasma

Opinion

 easy  just right  okay  difficult



Lee Roy is fast asleep. The old church clock strikes twelve.

A _____ appears in Lee Roy's bedroom.

'What can _____?'

Oh yes, _____. I'll say _____'

'_____ goes _____ and _____.'

'Are you _____?' asks _____.

'No,' says _____, and he turns _____.

'I'm not _____,' thinks the _____.

'What _____?'

Oh yes, _____. I'll _____.'

'_____ goes _____ and _____.'

'Are you _____?' asks _____.

'No,' says _____ and he turns _____.

'I'm still _____,' thinks the _____.

'What _____?'

Oh yes, _____. I'll _____.'

'_____ goes _____ and _____.'

'Are you _____?' asks _____.

'Oh, yes,' says _____, 'I _____.'

'Good,' smiles the _____, pleased, 'I did it,' and he waves goodbye.



A man around the house



Where is he?

1 Look at the pages 'The house' in your Pupil's Book and fill in the table.

The man you see here in the kitchen does exactly the same things between 6:30 and 7:30 am and between 6:30 and 7:30 pm every day from Monday to Friday – except during his holidays. Read what he does.

| Every morning before work | | Every evening after work | |
|----------------------------------|------------------|---|-------------|
| It is morning, 6:30 am. | Which room? | It is evening, 6:30 pm. | Which room? |
| Every morning: | | Every evening: | |
| He wakes up. | parents' bedroom | He enters the house. | |
| He gets up. | | He takes off his jacket and shoes. | |
| He uses the toilet. | | He has a shower. | |
| He gets washed. | | He puts on comfortable clothes. | |
| He gets dressed. | | He answers e-mails on his son's computer. | |
| He makes tea and toast. | | He lies on the sofa and watches his favourite TV programme. | |
| He has breakfast. | | He and his wife prepare supper. | |
| He goes back upstairs. | | The family has supper. | |
| He brushes his teeth. | | | |
| He puts on his shoes and jacket. | | | |
| He leaves the house. | | | |
| It is 7:30 am. | | It is 7:30 pm. | |



upstairs = su dalle scale (qui: al piano superiore) / teeth = denti / son = figlio / stroke = accarezzare / supper = cena

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult

**'A word beginning with ...'****Play an ABC guessing game.**

1 Complete the alphabet. Fill in the missing letters.

| | | | | | | | | | | | | |
|--|---|--|---|---|--|--|--|---|--|--|---|--|
| | B | | D | E | | | | I | | | L | |
|--|---|--|---|---|--|--|--|---|--|--|---|--|

| | | | | | | | | | | | | |
|---|--|---|--|--|--|--|---|--|--|---|--|--|
| N | | P | | | | | U | | | X | | |
|---|--|---|--|--|--|--|---|--|--|---|--|--|

2 Repeat the alphabet. Say it aloud in English before you play the game. Hint: Listen again to the 'ABC song' on your New World 1 Pupil's eBook CD-ROM. You could also listen to the 'Alphabet Song' on the Internet.

3 Look at the pages 'The house' in your Pupil's Book with a partner.

4 Read here how to play 'A word beginning with...'

1. A word beginning with D.

2. Is it in the kitchen?

3. Yes, it is.

5. No, it isn't.

7. Yes, it is.

4. Is it the dog?

6. Is it the dishwasher?



5 Play 'A word beginning with...' with your partner at least six times. Write the words you guessed on the lines. How many questions did you need to find the word?

D - dishwasher (4)

Use: Is it red / soft / ...? Is it bigger than a football? Is it made of metal / glass / ...?

😊 Yes, it is. ☹ No, it isn't. 🤔 I don't know.

guessing game = quiz, indovinello / hint = suggerimento, dritta / you could = potresti

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



About furniture

Locate the room these things are (happening) in.

- 1 Look at the pages 'The house' in your Pupil's Book.
- 2 Read each sentence on this Worksheet carefully.
- 3 Find the room the sentence describes and write it in the box.



Room:

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

4 Finish the sentence with an idea of your own that describes something else in the same room.

5 Colour all the furniture words in the text brown.

A In this room a cat is sleeping on a bed, someone's dress is hanging on a clothes cupboard,

and _____

B In this room there is a toilet, someone behind a pink curtain is naked,

and _____

C In this room someone is trying to open a tin on the kitchen cupboard,

and _____

D In this room there are four chairs around a table, a dog is lying under the table,

and _____

E In this room there are a lot of books on a bookshelf, two vases of flowers,

and _____

F In this room someone is chilling out on the sofa in front of the TV,

and _____

6 Write these words in the correct place in the box below.

| | | | |
|-------|-----------------------|-------|----------|
| _____ | = WC | _____ | = tenda |
| _____ | = piano di lavoro | _____ | = sedie |
| _____ | = armadio dei vestiti | _____ | = letto |
| _____ | = libreria | _____ | = tavolo |
| _____ | = televisore | _____ | = divano |

locate = localizzare / things are happening = le cose accadono / furniture = i mobili /

something else = qualcos'altro / same = medesimo, uguale / naked = nudo/a

Opinion


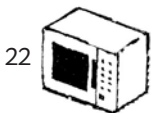









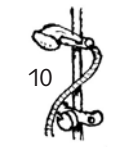






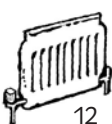





😊 easy 😊 just right 😊 okay 😊 difficult



Plumbing and electrical items

Which is which?

1 Label all these plumbing and electrical items.

| | | | | |
|--|--|--|---|---|
| <input type="checkbox"/> washing machine |  1 |  22 |  15 | <input type="checkbox"/> lamp |
| <input type="checkbox"/> dishwasher |  6 |  11 |  2 | <input type="checkbox"/> cooker |
| <input type="checkbox"/> radiator |  21 |  7 |  13 | <input type="checkbox"/> microwave |
| <input type="checkbox"/> shower |  16 |  5 |  10 | <input type="checkbox"/> telephone |
| <input type="checkbox"/> toilet |  17 |  8 |  20 | <input type="checkbox"/> computer |
| <input type="checkbox"/> bath |  23 |  19 |  3 | <input type="checkbox"/> alarm clock |
| <input type="checkbox"/> washbasin |  12 |  4 |  14 | <input type="checkbox"/> mixer |
| <input type="checkbox"/> fridge |  9 |  4 |  18 | <input type="checkbox"/> toaster |
| <input type="checkbox"/> television | | | | <input type="checkbox"/> tumble dryer |
| <input type="checkbox"/> radio | | | | <input type="checkbox"/> boiler |
| <input type="checkbox"/> plug | | | | <input type="checkbox"/> coffee machine |
| <input type="checkbox"/> tap | | | | |

2 Circle or colour in all the items you can find on the pages 'The house' in your Pupil's Book.

plumbing and electrical items = articoli sanitari ed elettrici / plug = spina, presa elettrica / tap = rubinetto

Opinion

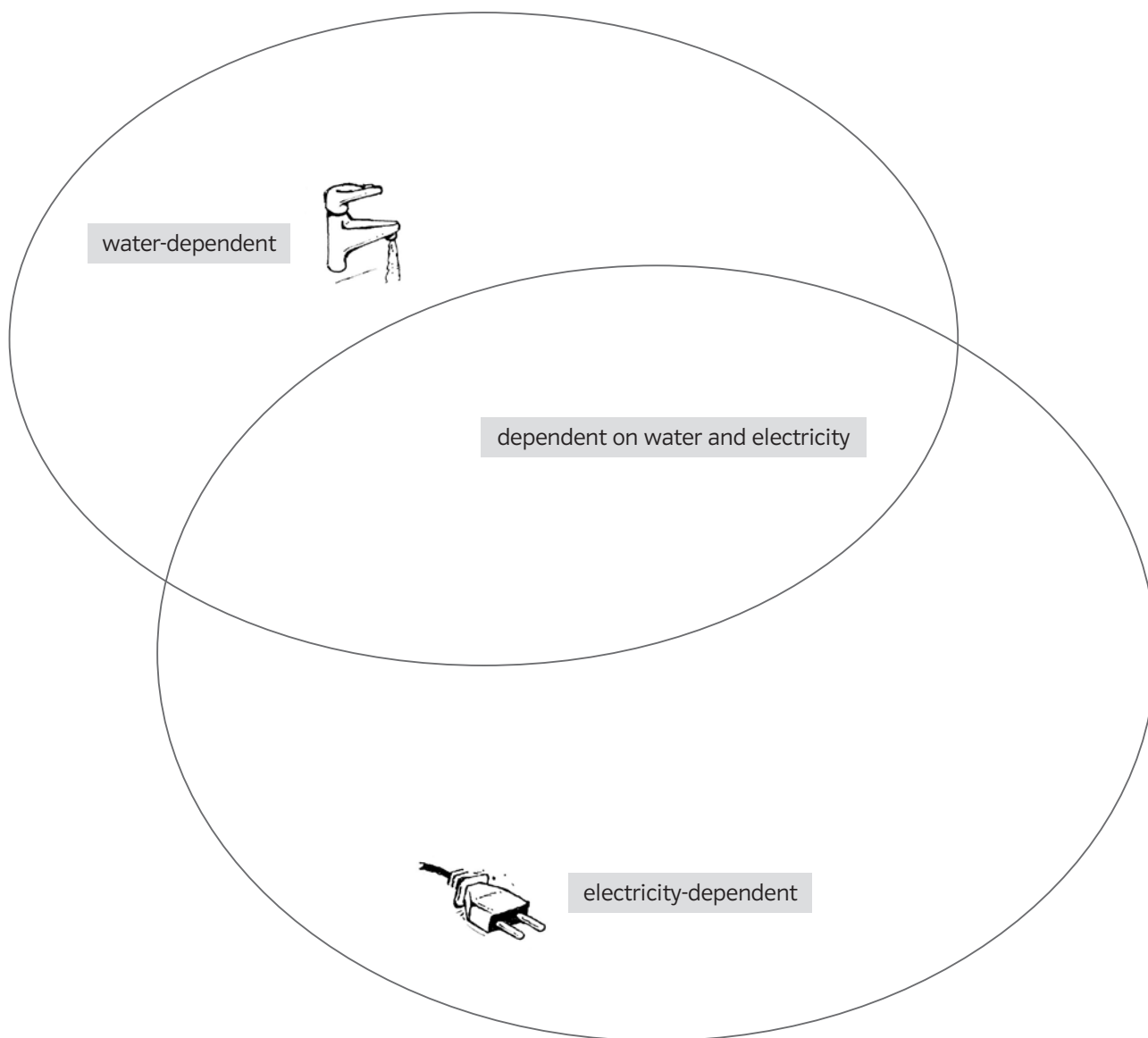
 easy  just right  okay  difficult



Water-dependent – electricity-dependent

Pipes and taps – cables and plugs.

1 Write each plumbing and electrical item on Worksheet 3 in the right field.



2 Just imagine: **no** water and **no** electricity supply in your house: → **no** hot water, **no** cold drinks, **no** music, **no** computer games ... Continue in English or your school language.

water-dependent = dipendente dall'acqua / electricity-dependent = dipendente dalla corrente elettrica / pipe = tubo, condotta / cable = cavo, filo (elettrico) / it belongs = appartiene / electricity supply = erogazione di corrente elettrica

Opinion







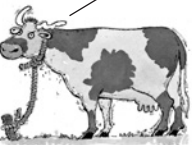


easy just right okay difficult



This is the house that Jack built

All the nouns in the poem are missing here.

Look at the pages 'The house that Jack built' in your Pupil's Book. Label the pictures and fill in the gaps.

| | | |
|--|--|--|
| <p>This is the h _____ that J _____ built.</p> |  <p>t _____ h _____</p> |  <p>J _____</p> |
| <p>This is the m _____ that lies in the h _____ that J _____ built.</p> |  <p>t _____ m _____</p> | |
| <p>This is the r _____ that eats the m _____ that lies in the h _____ that J _____ built.</p> | |  |
| <p>This is the c _____ that kills the r _____ that eats the m _____ that lies in the h _____ that J _____ built.</p> |  | |
| <p>This is the d _____ that worries the c _____ that kills the r _____ that eats the m _____ that lies in the h _____ that J _____ built.</p> | |  |
| <p>This is the c _____ with the crumpled h _____ that tosses the d _____ that worries the c _____ that kills the r _____ that eats the m _____ that lies in the h _____ that J _____ built.</p> |  <p>h _____</p> | |
| <p>This is the m _____ all forlorn that milks the c _____ with the crumpled h _____ that tosses the d _____ that worries the c _____ that kills the r _____ that eats the m _____ that lies in the h _____ that J _____ built.</p> | |  |
| <p>This is the m _____ all tattered and torn that kisses the m _____ all forlorn that milks the c _____ with the crumpled h _____ that tosses the d _____ that worries the c _____ that kills the r _____ that eats the m _____ that lies in the h _____ that J _____ built.</p> | |  |

Opinion

 easy  just right  okay  difficult

Who or what?

Ask the correct questions – give the correct answers.


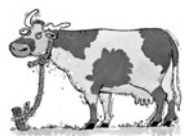






Look at the pages 'The house that Jack built' in your Pupil's Book.

1 Write either 'Who is this?' or 'What is this?' beside the picture. Then answer the question.

Use: 'Who is this?' for people.

'What is this?' for objects and animals.

2 Look for the corresponding line in the poem in your Pupil's Book and copy it from there into the right-hand column.

| | | |
|---|---|---|
|  | <u>Who</u> is this? It's the maiden. | This is the maiden all forlorn that milks the cow. |
|  | <u>What</u> is this? It's t _____. | This is t _____ c _____ w _____ t _____ c _____ h _____ that t _____ the dog. |
|  | W _____ i _____ t _____? I _____ . | This is t _____ m _____ that l _____ in t _____ h _____. |
|  | W _____ ? I _____ . | T _____ that _____. |
|  | W _____ ? I _____ . | T _____ that _____. |
|  | W _____ ? I _____ . | T _____ that _____. |
|  | W _____ ? I _____ . | T _____ that _____. |
|  | W _____ ? I _____ . | T _____ that J _____. |

the corresponding line = la riga corrispondente / the right-hand column = la colonna destra

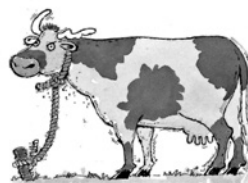
Opinion

 easy  just right  okay  difficult

3 Answer the following questions:



| Question | Answer |
|----------------------------------|--------------------|
| Who or what does this? | |
| Who kisses the maiden? | the _____ |
| Who milks the cow? | the _____ |
| What tosses the dog? | the _____ |
| What worries the cat? | the _____ |
| What kills the rat? | the _____ |
| What eats the malt? | the _____ |
| What lies in the house? | the _____ |
| Who built the house? | _____ |
| Who or what has this? | |
| Who or what has a crumpled horn? | the _____ |
| Who is forlorn? | the _____ |
| Who is tattered and torn? | the _____ |
| What does he, she or it do? | |
| What does the maiden do? | She milks the cow. |
| What does the cat do? | It _____. |
| What does the rat do? | _____. |
| What does the man do? | _____. |



Who or what does this? = Chi o cosa fa questo? / Who or what has this? = Chi o cosa ha questo? / What does he, she or it do? = Cosa fa (lui, lei o esso)?

Opinion



☹️ easy 😊 just right 😐 okay 😞 difficult



Present tense and past tense – look for the differences

Compare the two versions of the same poem.

1 Mark the words that are different light blue.

| | |
|--|---|
| <p>This is the house that Jack built.</p> <p>This is the malt that lies in the house that Jack built.</p> <p>This is the rat that eats the malt that lies in the house that Jack built.</p> <p>This is the cat that kills the rat that eats the malt that lies in the house that Jack built.</p> <p>This is the dog that worries the cat that kills the rat that eats the malt that lies in the house that Jack built.</p> <p>This is the cow with the crumpled horn that tosses the dog that worries the cat that kills the rat that eats the malt that lies in the house that Jack built.</p> <p>This is the maiden all forlorn that milks the cow with the crumpled horn that tosses the dog that worries the cat that kills the rat that eats the malt that lies in the house that Jack built.</p> <p>This is the man all tattered and torn that kisses the maiden all forlorn that milks the cow with the crumpled horn that tosses the dog that worries the cat that kills the rat that eats the malt that lies in the house that Jack built.</p>  | <p>This is the house that Jack built.</p> <p>This is the malt that lay in the house that Jack built.</p> <p>This is the rat that ate the malt that lay in the house that Jack built.</p> <p>This is the cat that killed the rat that ate the malt that lay in the house that Jack built.</p> <p>This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.</p> <p>This is the cow with the crumpled horn that tossed the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.</p> <p>This is the maiden all forlorn that milked the cow with the crumpled horn that tossed the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.</p> <p>This is the man all tattered and torn that kissed the maiden all forlorn that milked the cow with the crumpled horn that tossed the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.</p>  |
|--|---|

2 From present tense to past tense. Fill in the verbs.

| | | |
|-------------------|-----------------|----------------|
| lies → <u>lay</u> | worries → _____ | milks → _____ |
| eats → _____ | tosses → _____ | kisses → _____ |
| kills → _____ | | |

Opinion

 easy  just right  okay  difficult



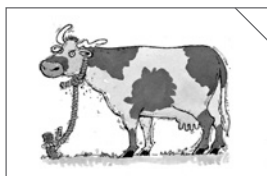
A mini picture dictionary

Picture – word – description.

1 Colour the corners of the three boxes that belong together the same colour.

a man
(grey)

malt
(yellow)



A small animal with a long tail that
looks rather like a large mouse

a rat
(light blue)

a maiden
(pink)

A small furry animal with a tail and sharp
claws that kills smaller animals like mice
and birds; often kept as a pet

A common four-legged animal that
is often kept by people as a pet or used
to guard and hunt things

a cat
(light brown)



a house
(white)

A large female animal that is kept
on farms for its milk

An adult male human being

A girl or young woman, especially
a beautiful one; a rather literary use

a dog
(red)

A grain used in the making of whisky,
beer and other alcoholic drinks

a cow
(light green)



A building in which people live; the people usually belong to one family

2 Write on a separate sheet of paper: *A man is an adult male human being. A maiden is ... Continue.*

rather = piuttosto, abbastanza / grain = granello, chicco, grano / a human being = un essere umano / furry = peloso/a / guard = sorvegliare / male = maschile, maschio / female = femminile, femmina / building = edificio

Opinion

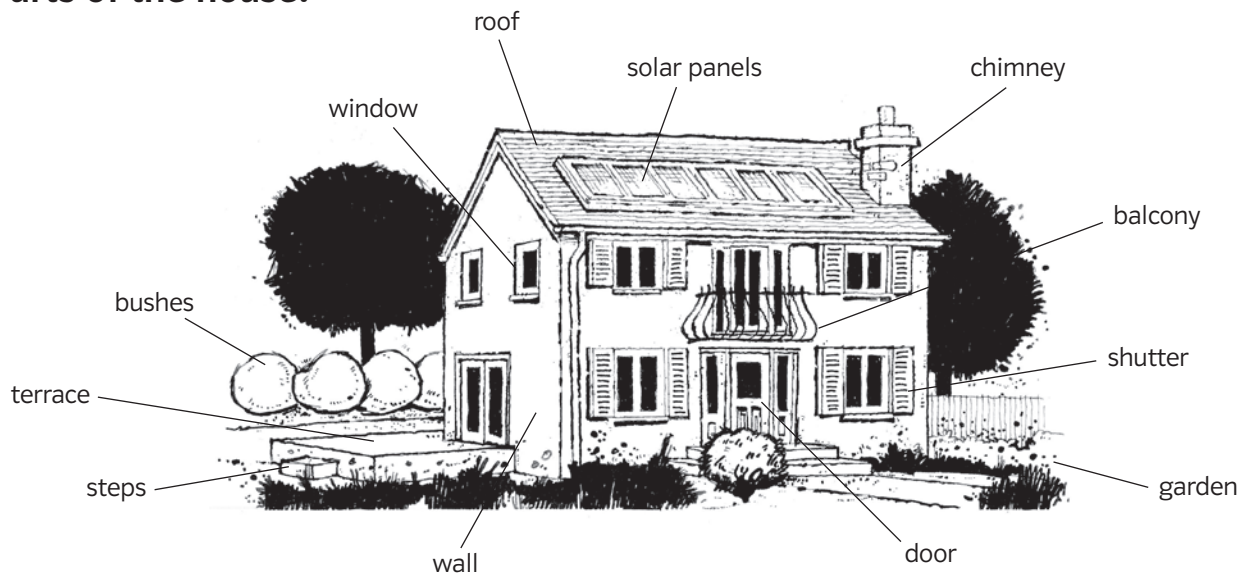
😊 easy 😊 just right 😊 okay 😊 difficult



This is the house that I live in

Learn the names of parts and types of houses – then describe your own house.

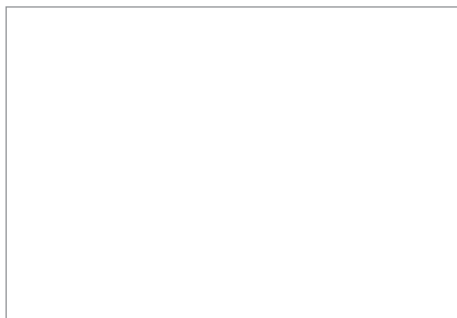
Parts of the house:



Draw and describe the house that you live in.

Where is it? (name of town/village) What type of house is it? What does it look like?

THE HOUSE THAT I LIVE IN



My house is in _____

It is a _____

The house has _____

The house doesn't have _____

Types of houses:

a block of flats = un condominio / a detached house = una casa unifamiliare indipendente /

a semi-detached house = una casa doppia (semindipendente) / a terraced house = una casa a schiera

Opinion

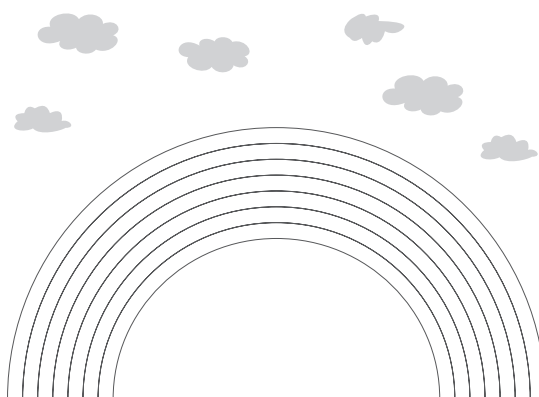
😊 easy 😊 just right 😊 okay 😊 difficult



Seasons picture vocabulary

Which word is which? Look for letters they have in common.

1 Look at the spring picture in your Pupil's Book. All the Italian words in the table below are in the picture. Can you spot them?
The English words for these things are in the box above the table.
Match them with the Italian and German words in the table.
Look for letters in common. Mark these with a coloured pencil.



RAINBOW – HOUSE – ARE WORKING – SHEEP – GRASS – FARMER – ANIMALS – WIND – COOL – FARM –
WEATHER – RAINY

| English | Italian/German c = c, k / y = i |
|---------|--|
| WEATHER | TEMPO (= METEOROLOGICO)/WETTER |
| RAINBOW | ARCOBALENO/REGENBOGEN |
| R | PIOVOSO/REGNERISCH |
| | VENTO/WIND |
| | FRESCO/KÜHL |
| | LAVORARE, FABBRICARE/WERKEN (= ARBEITEN) |
| | CONTADINO/BAUER |
| | ERBA/GRAS |
| | CASA/HAUS |
| | PECORA/SCHAF |
| | ANIMALI/TIERE |
| | FATTORIA/BAUERNHOF |

2 What colours are in a rainbow? Colour it in.

letters in common = lettere in comune / spot = scoprire

Opinion

 easy  just right  okay  difficult



3 As you did with Worksheet 1a, look for letters in common and write the words in the correct place in the table. Don't mark them in colour this time.

sun – summer – warm – are swimming – village – lake – 27 degrees – water – picnic – tower – boat – weather

| English | Italian |
|---------|---------|
| summer | estate |
| | sole |
| | caldo |
| | nuotare |
| | acqua |
| | picnic |

| English | Italian |
|---------|-----------------------|
| | tempo (metereologico) |
| | barca, nave |
| | villaggio, paese |
| | lago |
| | 27 gradi |
| | torre |



autumn – green grass – cool – are standing – camera – rain – 3 degrees – castle – hill – rainy

| English | Italian |
|---------|----------------|
| | stare in piedi |
| | pioggia |
| | piovoso |
| | collina |
| | fresco |


| English | Italian |
|---------|-------------|
| | videocamera |
| | prato verde |
| | castello |
| | 3 gradi |
| autumn | autunno |

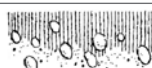
Opinion

☹️ easy 😊 just right 😐 okay 😬 difficult

Good weather – bad weather






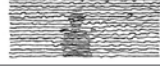

Talking about the weather.

| | verb |
|---|---------------|
|  | It's raining. |

| | verb |
|--|---------------|
|  | It's snowing. |

1 Complete the table.

Colour all the nouns in the table brown, all the adjectives yellow and all the verbs blue.

| | noun | adjective | adjective + noun |
|---|-------|--------------|-------------------|
|  | rain | It's rainy. | It's a rainy day. |
|  | wind | It's w _____ | |
|  | cloud | | |
|  | storm | | |
|  | sun | | It's a sunny day. |
|  | fog | | |
|  | snow | It's snowy. | |

2 Translate.

È piovoso. _____ È ventoso. _____

È una giornata soleggiata. _____

È una giornata tempestosa. _____

È nuvoloso. _____

Il paesaggio è innevato. _____

It's sunny. _____

It's snowing. _____ It's foggy. _____

| Today: date | season | weather | daytime temperature |
|-------------|--------|---------|---------------------|
| | | | _____ degrees |

Opinion

 easy  just right  okay  difficult



It's winter

on the left

in the middle

on the right

Read about a season.

1 Read the text.

2 Label the eight objects that are underlined in the text.



It's winter.

There is snow on the ground, on the mountains and on the houses. It is cold. It is snowing. White snowflakes are falling.

On the right - there are three teenagers. They all have warm clothes and rucksacks. They are chatting.

One boy has ski sticks. The girl is wearing a hat.

On the left - there are two trees and two houses. The mountain in the middle of the picture is the highest.

underlined = sottolineato

Opinion

😊 easy 😊 just right 😐 okay 😞 difficult



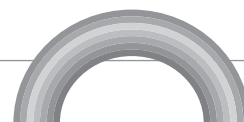
Spring, summer, autumn or winter

Write about a season.

- 1 Look at the pictures entitled 'Seasons and weather' in your Pupil's Book.
- 2 Choose a season. Write the title: It is ... spring, summer, autumn or winter.
- 3 Write a short description.

Write about what you can see in the picture and the weather. You will find the necessary vocabulary on this worksheet's solution sheet.

Title: *It is* _____



Use: It's windy, sunny, rainy, cool, hot ... / I can see ... / there is / there are / on the left / in the middle / on the right / numbers: one, two, three ... / other adjectives: red, blue, big ...



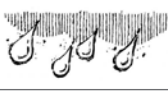
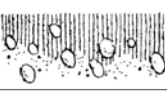

Opinion

 easy  just right  okay  difficult



This week's weather

Draw a temperature and weather chart.

| | | | | |
|---|---|---|---|--|
|  |  |  |  |  |
| sun | clouds | rain | snow | wind |

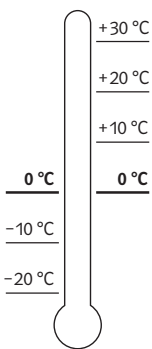
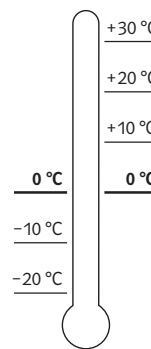
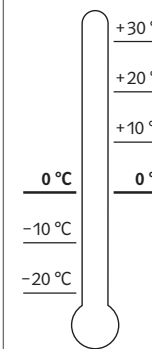
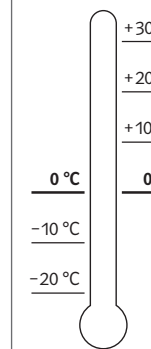
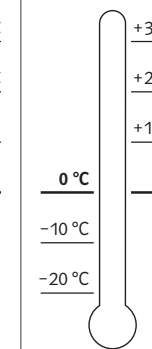
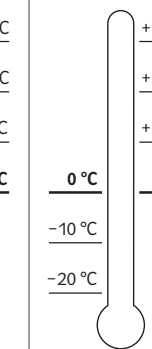
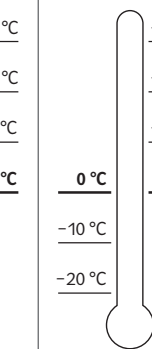
1 Measure the temperature every day between 8 and 10 am.

Colour in the temperature on the chart.

2 What is the weather like? Is it sunny, rainy, cloudy, windy or is it snowing?

Draw the correct weather symbol on the chart every day.

Date: _____ Season: _____

| on Monday | on Tuesday | on Wednesday | on Thursday | on Friday | on Saturday | on Sunday |
|---|---|---|---|--|---|---|
|  |  |  |  |  |  |  |
| | | | | | | |

3 Write a short report:

The weather was: _____

Use: On Monday ... this week, good, bad, mixed, sunny, rainy, windy, foggy, cloudy ... the warmest/coldest day was

chart = tabella / measure = misurare / was = era, è stato/a, fu

Opinion

 easy  just right  okay  difficult








Autumn leaves

Autumn leaves are many different shapes and colours.

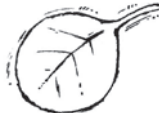


1 Read the descriptions.

2 Colour in these autumn leaves.



| | |
|---|--------------------------------------|
|  | two long, narrow, brown leaves |
|  | a gold and brown spiky leaf |
|  | two small, triangular, yellow leaves |
|  | two round red and yellow leaves |
|  | a heart-shaped orange and red leaf |

3 Describe these autumn leaves yourself and colour them in.

| | |
|---|-------------------------|
|  | _____ _____ _____ |
|  | _____ _____ _____ |
|  | _____ _____ _____ |

Opinion

 easy
  just right
  okay
  difficult



It's raining

What are the differences?

1 Label the following objects in Pictures A or B. Write the number beside the object.

| | | | | |
|-----------|--------|-----------|----------------|-----------|
| 1 window | 3 head | 5 glasses | 7 window sill | 9 earring |
| 2 curtain | 4 bump | 6 pyjamas | 8 loud snoring | 10 candle |

Picture A



Picture B



2 Find the seven differences between Picture A and Picture B. Write in whole sentences.

Extra: The _____ is extra. _____

Missing: _____

Different: _____

window sill = davanzale / curtain = tenda / snore = russare / candle = candela /
whole sentences = frasi intere

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



Doctor Foster

Write a new poem by replacing phrases.

1 Read poem A.

2 Write poem B. Replace the six words or phrases that are underlined in poem A with the six words or phrases bottom right.

Replace: the name of the person (1) – the way he/she travelled (2) – the destination (3) – the weather (4) – what he/she stepped in (5) – the part of the body (6).

3 Draw a picture to illustrate poem B. Colour in both illustrations.

A Title: *Doctor Foster*



B Title: M _____ W _____

Doctor Foster (1)

went (2) to Gloucester (3)

in a shower of rain (4).

He stepped in a puddle (5)

right up to his middle (6)

and never went there again.

M _____ W _____ (1)

d _____ (2) to _____ (3)

on _____ . (4)

She stepped _____ (5)

right up to h _____ (6)

and never went there again.

Use: Doctor Foster (1) – went (2) – Gloucester (3) – shower of rain (4) – in a puddle (5) – his middle (6)

Use: Mrs Wayne (1) – drove (2) – Spain (3) – on a sunny day (4) – in the sea (5) – her knee (6)

replace = rimpiazzare, sostituire / went = andava, è andato(a), andò / Gloucester [pronuncia: gloster] = località in Inghilterra / rain = pioggia / puddle = pozzanghera / up to his middle = fino alla vita / Mrs [pronuncia: Misses] = signora / she drove = (lei) ha guidato, guidava, guidò / the sea = il mare

Opinion

😊 easy 😊 just right 😊 okay 😊 difficult



4 Write poem C. Cross out the word groups you use for poem C in the *Use* box.

5 Write and illustrate poem D yourself. Select phrases from the *Use* box. Use words that rhyme.

C Title: _____



D Title: _____

C

6 Colour in the two illustrations.

Use: Doctor Harris (1) – Mrs Kuhn (1) – Mr Diez (1) – Captain O'Hara (1) – Mr Molten (1)
went (2) – flew (2) – drove (2) – biked (2) – skied (2)
Olten (3) – Paris (3) – Thun (3) – Spiez (3) – the Sahara (3)
in a shower of snow (4) – on a rainy day (4) – on a windy day (4)
in the snow (5) – in the sand (5) – in a sack (5) – in a river (5) – in a bin (5)
his/her hand (6) – his/her back (6) – his/her chin (6) – his/her liver (6) – his/her toe (6)

cross out = cancellare con una riga / Mr [*pronuncia: mister*] = signor / he flew = (lui) ha volato, volava, volò / a bin = un secchio della spazzatura / liver = fegato / river = fiume / chin = mento / back = schiena / toe = dito del piede

Opinion








😊 easy 😊 just right 😊 okay 😊 difficult



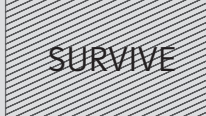
Weather – whether: same sound – different meanings

To understand the poem 'Whether the weather be fine ...' stick synonyms over difficult words.

| | | | | | |
|----------------------|-------------------|------------|-------------------|------------------------|------------------------------|
| weather → survive | * whether → if | be → is | ** fine → good | *** be not → is not | **** whatever → no matter |
|----------------------|-------------------|------------|-------------------|------------------------|------------------------------|

| | | | | | |
|------------------|--------------|---------|---|---|--|
| * WHETHER | THE | WEATHER | BE | ** FINE |  |
| OR | * WHETHER | THE | WEATHER | *** BE NOT |  |
| * WHETHER | THE | WEATHER | BE | COLD |  |
| OR | * WHETHER | THE | WEATHER | BE | HOT  |
| WE'LL | WEATHER | THE | WEATHER | | |
| **** WHATEVER | THE | WEATHER |  |  |  |
| * WHETHER | WE | LIKE | IT | OR | NOT |

1 Cut out the 12 word cards below. Stick them over their synonyms. Now the weather poem is easy to understand.

| | | | | | |
|---------|---------|-------------------|----|--------------------|---|
| * IF | * IF | **** NO MATTER | IS | IS | ** GOOD |
| * IF | * IF | * IF | IS | *** IS NOT GOOD |  |

if = se / be, is = qui: diventa / no matter = è uguale come, non importa / we'll = noi + verbo al futuro / survive = sopravvivere / the weather (1) = il tempo (meteorologico) / to weather (2) = superare, resistere, sopravvivere / synonym = sinonimo (parola con medesimo significato)

Opinion

 easy  just right  okay  difficult



2 Now the weather poem is easy to understand. Copy the easy text from Worksheet 4a.

Title: We'll survive the weather.



If

Or

If



Or

We'll

No



If



3 Translate the poem into Italian.

Titolo: noi

Se



Oppure

Se



Oppure

Noi + verbo al futuro



Non importa

Se



Note: In Italian you can say the same in a much shorter way:

Che il tempo sia bello o brutto – sopravviveremo.

Opinion

easy just right okay difficult