



PRESENTAZIONE

CLASSE

4

Questo libro di inglese per le vacanze è dedicato ai bambini della Scuola Primaria.

Il percorso contiene **attività piacevoli e divertenti**, **dalla tematica estiva**, integrate alle **principali regole di grammatica** e al **lessico**, in base al programma previsto per ogni classe.

I contenuti sono raggruppati in **nuclei tematici**, opportunamente indicati in alto, in ogni pagina, e si articolano in esercizi di *lettura, comprensione e ascolto*. Inoltre:

- la sezione iniziale "**Summer Friends**" tratta alcune tematiche di **educazione civica**;
- la sezione finale "**English Test**" contiene esercizi su modello Invalsi, per una rapida **autovalutazione e valutazione** del livello raggiunto con il ripasso estivo.

Le attività di *listening* sono scaricabili inquadrando il seguente **QR Code**:
(selezionare, poi, la traccia audio che si intende ascoltare)







WE ARE FRIENDS



SUMMER FRIENDS!

- 1 Osserva e leggi i fumetti nell'ordine indicato dai numeri.
Poi, accanto a ogni bandiera, scrivi il nome del bambino corrispondente.

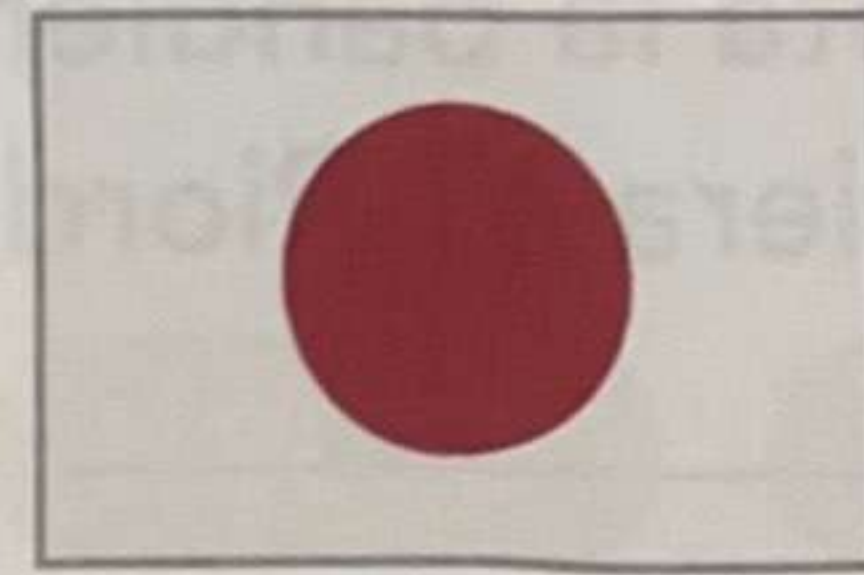




WE ARE FRIENDS



2 Collega le nazionalità alle bandiere corrispondenti.



TURKISH

JAPANESE

BRAZILIAN

BRITISH

IRISH

GERMAN

AMERICAN

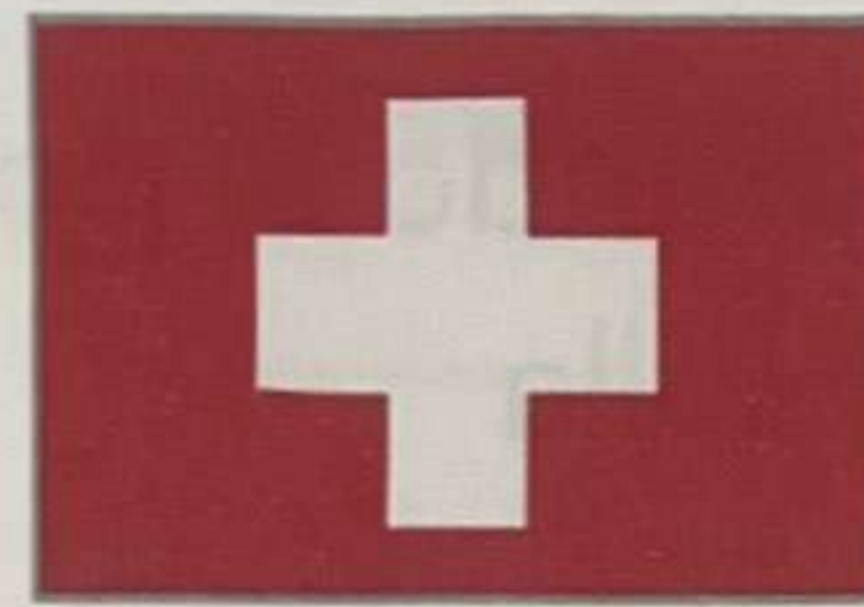
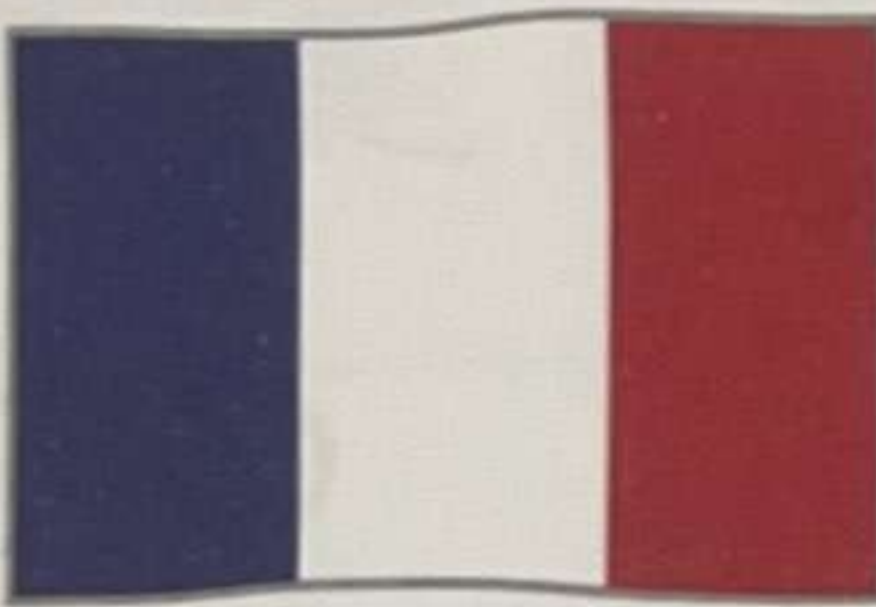
SWISS

CHINESE

SPANISH

FRENCH

ITALIAN



3 Rileggi di nuovo i fumetti, poi rispondi alle domande, correggendo quelle a cui rispondi "No...", come nell'esempio.



Is Bob Spanish? *No, he isn't. He is German.*



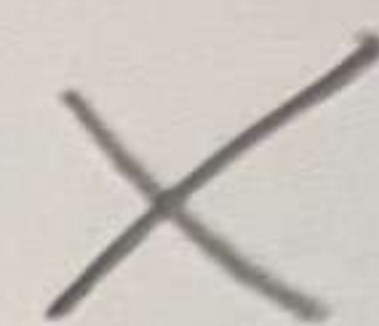
Is Laura Italian?



Is John British?



Is Karim Chinese?

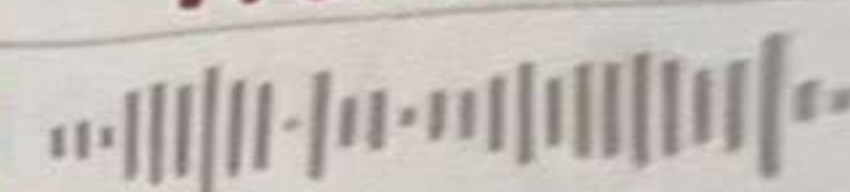


I LOVE THE SUMMER



Ascolta e completa i fumetti inserendo le parole al posto giusto.

Track 1



MAY

JULY

SPRING

MONTH

WINTER

JANUARY

Wow! I love the summer!



I'm always happy on holiday!

What's your favourite season?



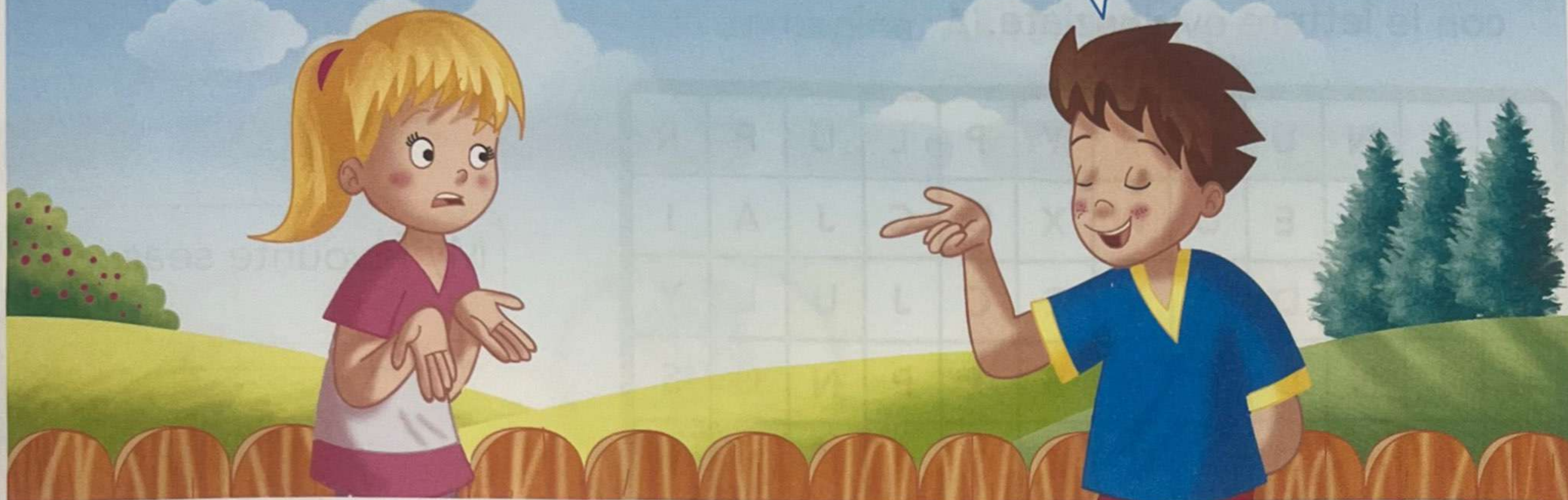
It's the, because my birthday is in January.





It's cold for me in
I don't like the winter.

What's your favourite
.....?



I like and all the
summer. And you, Sarah?

I like April and,
because I love flowers!



2 Completa i fumetti seguenti.

What's your
favourite month?

When is your
birthday?

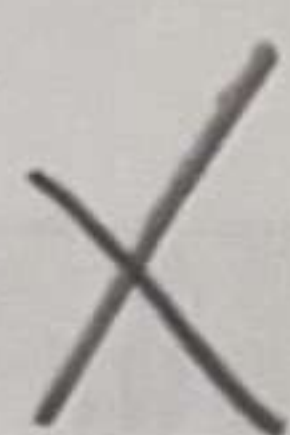
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TIME OF THE YEAR



MONTHS

- 1 Qual è la stagione preferita di George? Scoprilo componendo il nome con le lettere evidenziate.

J	A	N	U	A	R	Y	P	L	U	P	R
K	P	O	E	U	W	X	O	C	J	A	I
F	R	I	D	G	V	E	C	J	U	L	Y
U	I	N	D	U	R	S	T	P	N	C	S
D	L	F	O	S	I	R	O	V	E	N	M
E	S	E	P	T	E	M	B	E	R	O	B
R	I	B	M	S	J	O	E	L	Z	S	W
M	A	R	C	H	H	F	R	R	K	G	H
A	X	U	R	N	O	V	E	M	B	E	R
B	N	A	C	W	T	Y	Q	U	V	N	M
L	H	R	D	E	C	E	M	B	E	R	S
M	A	Y	R	G	J	I	M	B	S	R	E

My favourite season is



- 2 Trova i mesi dell'anno e riscrivili nell'ordine giusto.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____





WHAT'S THE WEATHER LIKE?

1 Leggi le descrizioni e collega ciascuna di esse alla scena giusta.



It's cloudy.
The children are
eating an ice cream.

It's snowy.
The children are
making a snowman.



It's rainy.
The girl is walking
with her umbrella.



It's windy.
The boy is flying
his kite.

It's sunny.
The children are
playing on the beach.



2 Ora osserva com'è il tempo e rispondi alla domanda.

WHAT'S THE WEATHER LIKE?

Today it's





I'M WEARING...

- 1) Tutti insieme alla gita in montagna! Osserva e indica se le affermazioni sono vere o false.



- 1) Mark and David are wearing blue jeans.
- 2) Liza is wearing a skirt.
- 3) David, Mark and Cindy are wearing shorts.
- 4) Mark is wearing a T-shirt with number nine.
- 5) All the girls are wearing a red T-shirt.
- 6) Cindy isn't wearing a hat.

TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE





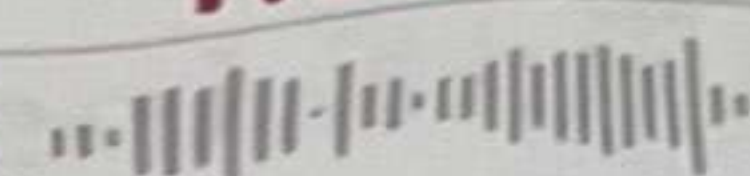
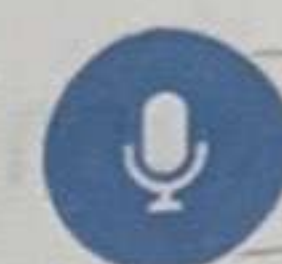
X

PERSONAL LOOK



Ascolta e indica con una X cosa piace indossare a Mark e Liza.

Track 3



- ☐ shorts
- ☐ shirts
- ☐ jeans
- ☐ football T-shirts
- ☐ trainers
- ☐ jackets



- ☐ shorts
- ☐ jeans
- ☐ shirts
- ☐ football T-shirts
- ☐ trainers
- ☐ jackets
- ☐ dresses
- ☐ skirts

2 Osserva le preferenze e rispondi alle domande.

1 Does Mark like shirts?

☐ Yes, he does.

☐ No, he doesn't.

2 Does Liza like trainers?

☐ Yes, she does.

☐ No, she doesn't.

3 Does Mark like jeans?

☐ Yes, he does.

☐ No, he doesn't.

4 Does Liza like shirts?

☐ Yes, she does.

☐ No, she doesn't.

5 Does Mark like trainers?

☐ Yes, he does.










☐ No, he doesn't.

















MY PET'S IDENTIKIT!

- 1 Mike e Jane si fanno delle domande per scoprire qual è l'animale posseduto da ciascuno. Leggi, poi disegna una X in corrispondenza degli animali giusti.

							
JANE 							
MIKE 							

-  Has it four legs? -----  No, it hasn't.
-  Is it green? -----  No, it isn't.
-  Has it two wings? -----  No, it hasn't.
-  Has it four legs? -----  Yes, it has.
-  Is it grey? -----  Yes, it is.
-  Has it long ears? -----  Yes, it has.

- 2 Ora completa, poi rispondi alla domanda.

Jane has got a

Mike has got a

What's your favourite pet? It is





WHERE IS IT?



WHERE IS THE CAT?



1 Completa inserendo le parole al posto giusto.

IN

ON

UNDER

BEHIND

NEXT TO

IN FRONT OF



The cat is the bag.



The cat is the bag.



The cat is the bag.



The cat is the bag.



The cat is the bag.



The cat is the bag.





X

MY ROOM

BOOKS



LAMP



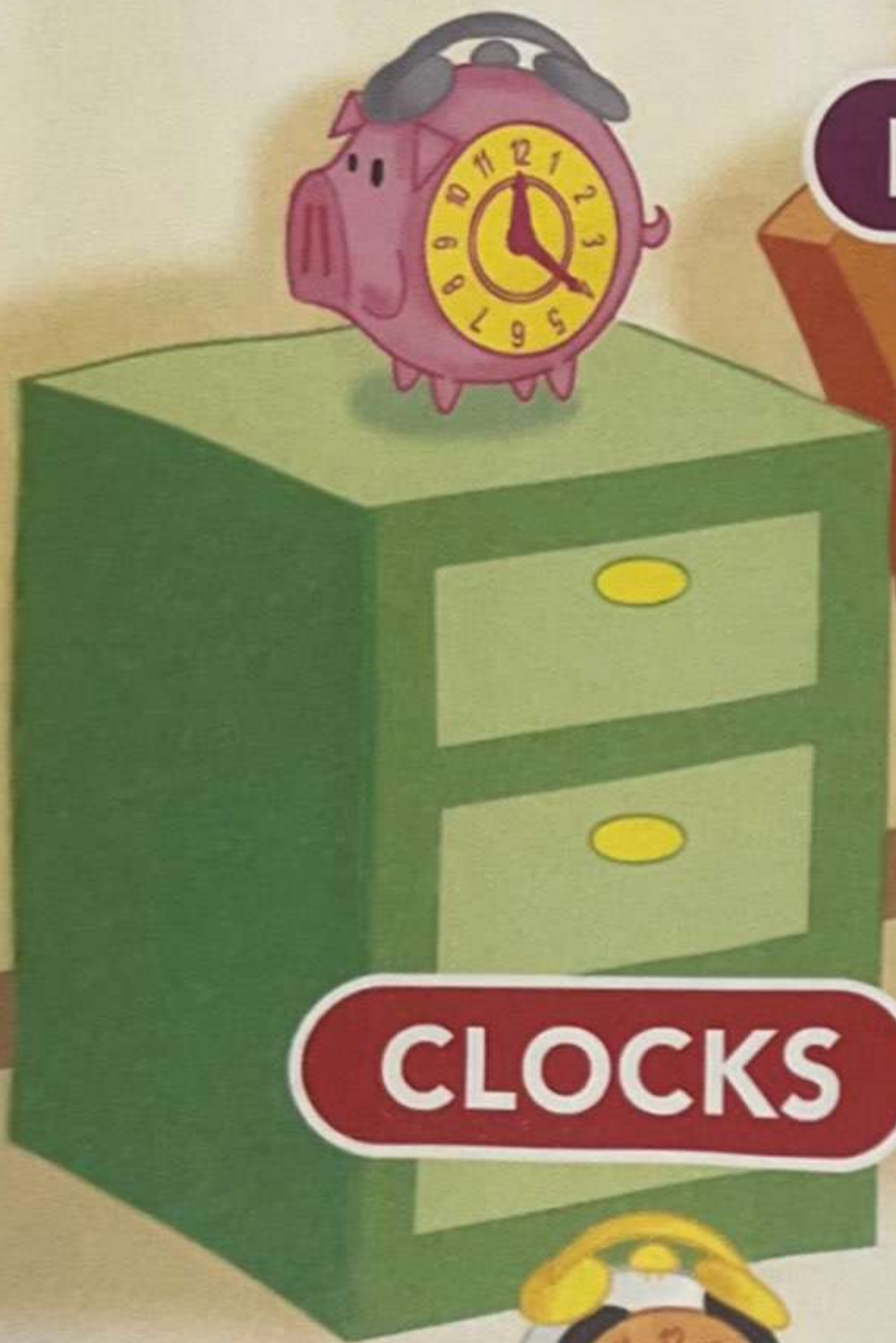
WINDOW



PILLOWS



CLOCKS



BED



- 1 Osserva l'immagine. Completa con THERE IS o THERE ARE, indicando le quantità come negli esempi.

There is one lamp in my bedroom.

There are four pillows in my bedroom.

..... books in my bedroom.

..... clocks in my bedroom.

..... window in my bedroom.

..... bed in my bedroom.

- 2 Scrivi il singolare o il plurale.

SINGOLARE	PLURALE
bed
.....	clocks
lamp
window
.....	pillows
.....	books





WHERE IS MARK?



1 Segna l'affermazione corretta per ogni immagine.



☐ I'm in the living room.

☐ I'm in the kitchen.



☐ Jenny is in the bedroom.

☐ Jenny is in the bathroom.



☐ Mark is on the sofa.

☐ Mark is under the sofa.



☐ Liza is behind the table.

☐ Liza is next to the table.

2 Osserva le posizioni rispetto al tavolo e rispondi.



• Where is Mark?

• Where is the dog?

• Where is Liza?

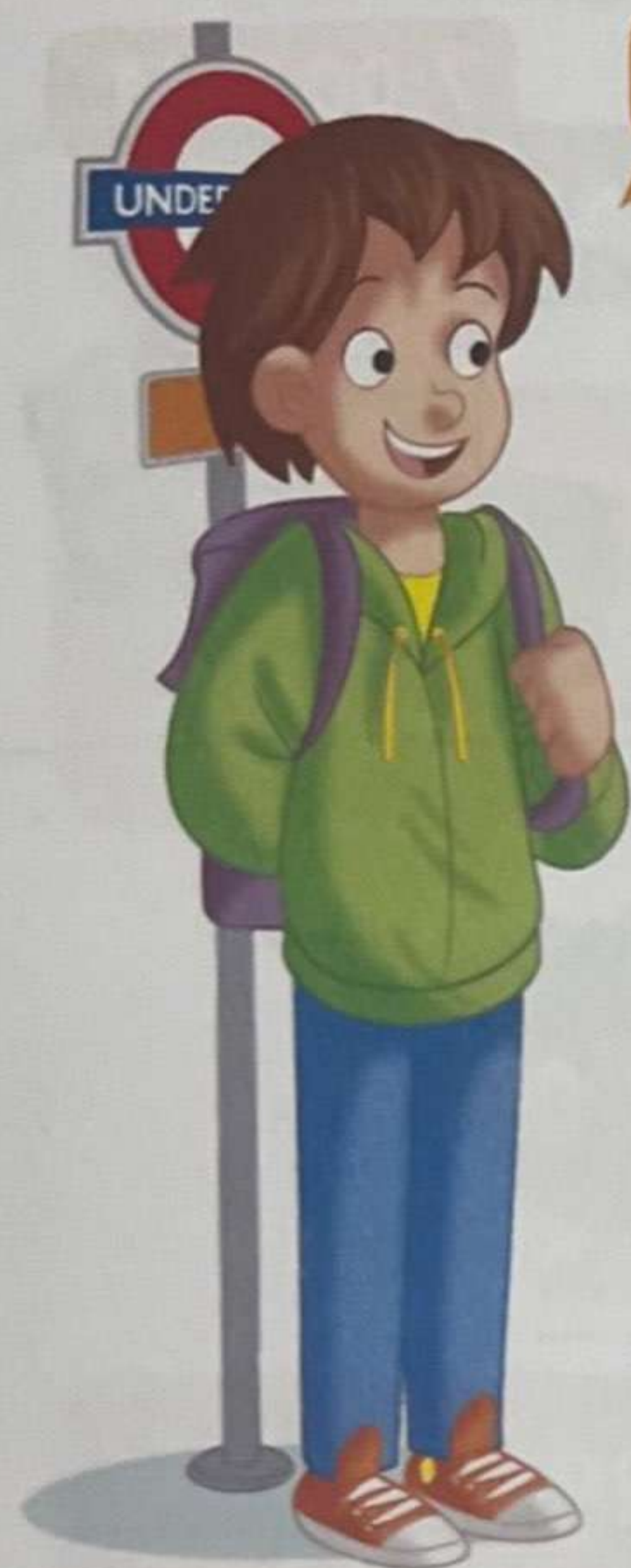
• The book is





WHAT TIME IS IT? X

1 Osserva.

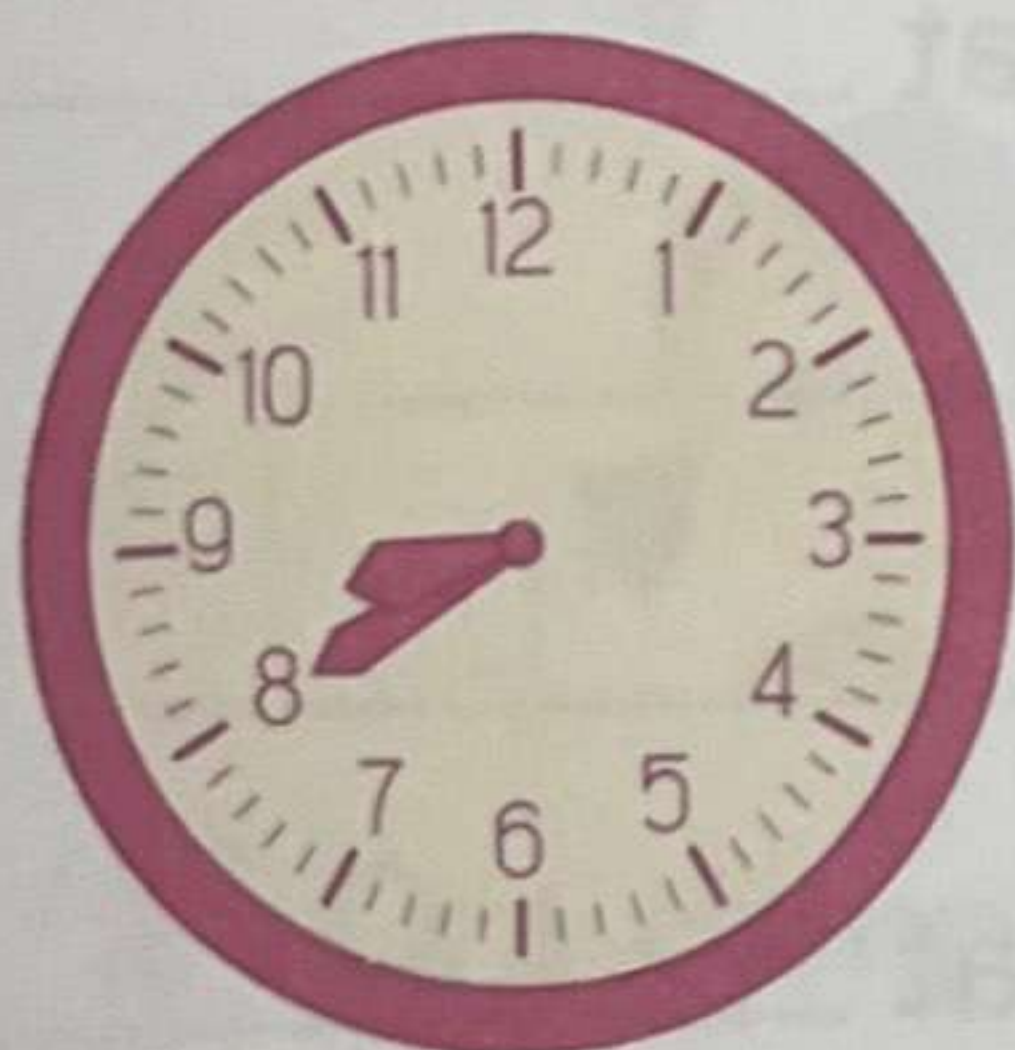


What time is it?

It's five past ten.



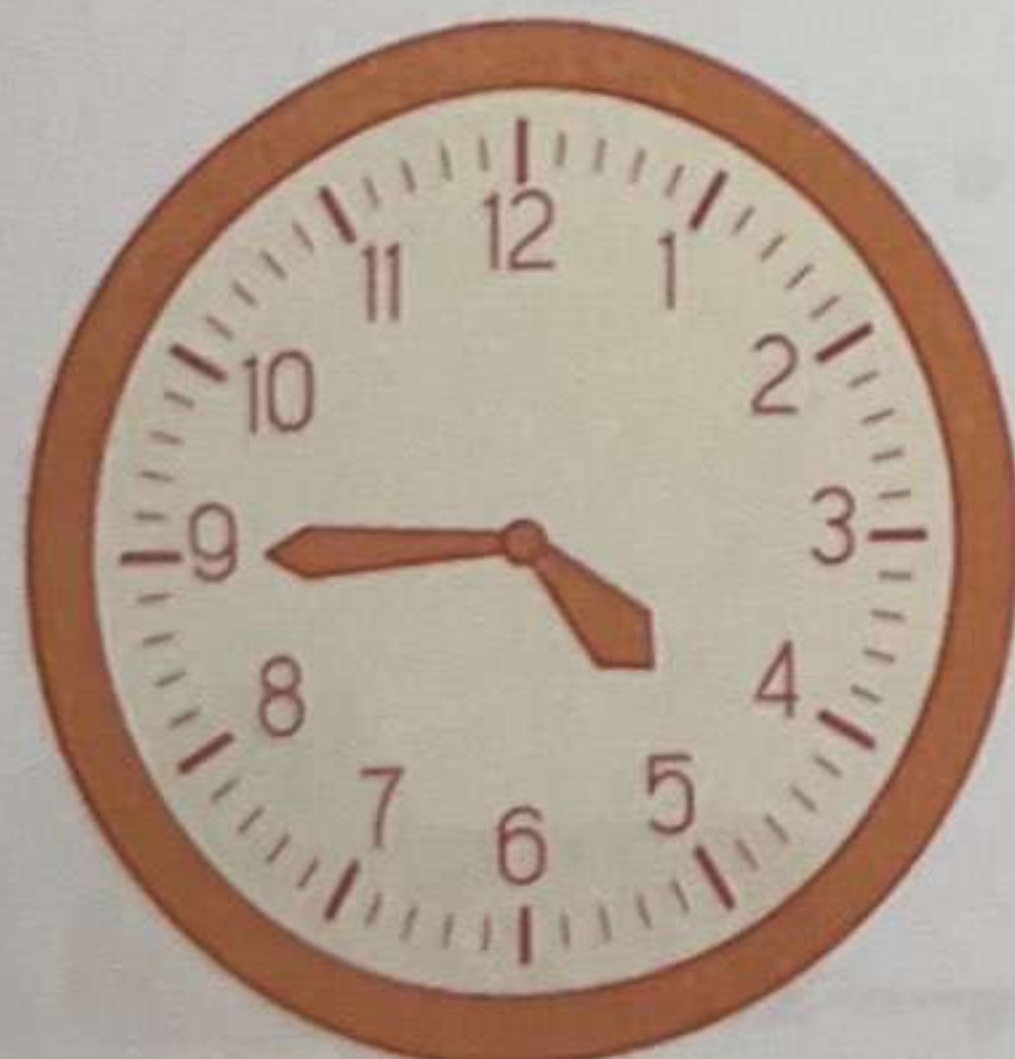
2 Collega gli orari agli orologi.



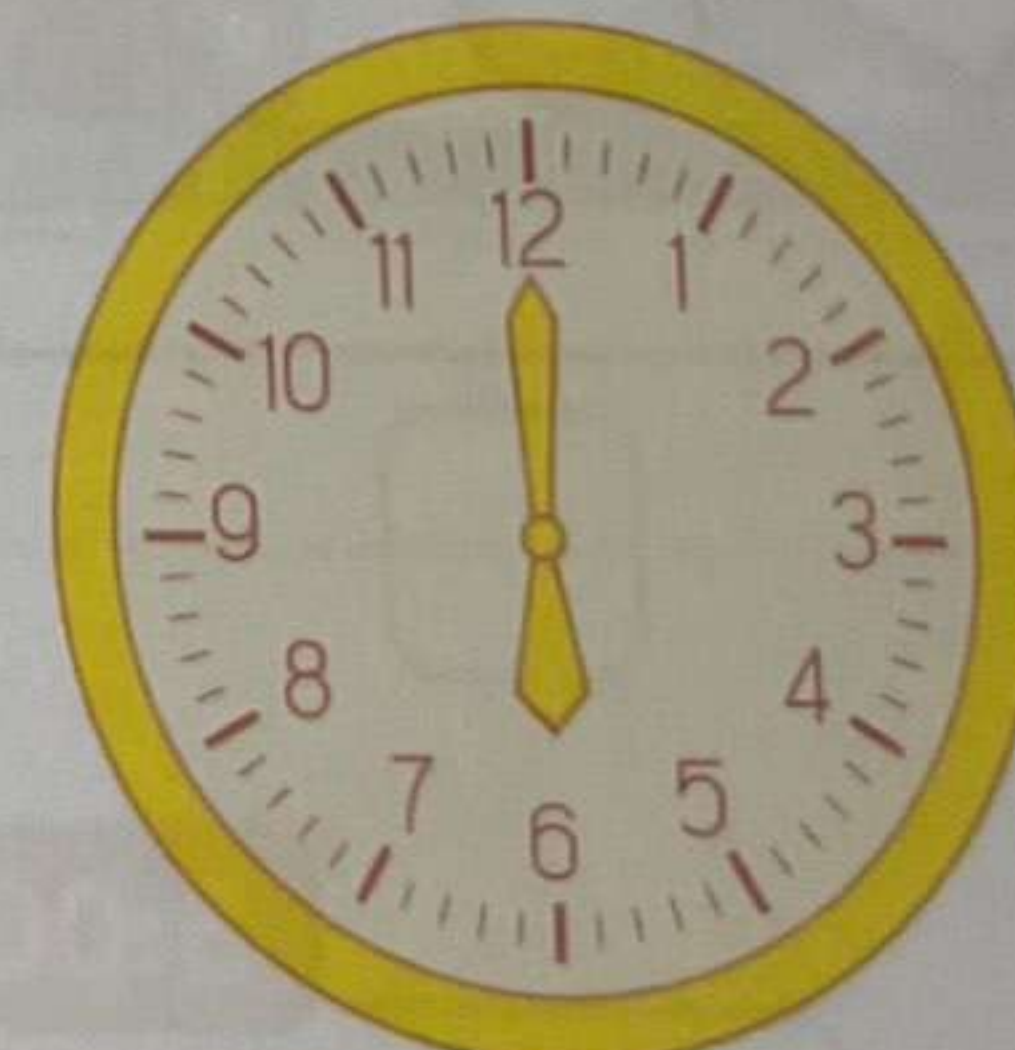
It's half past one.



It's a quarter to five.



It's a quarter past ten.



It's five to five.



It's twenty to nine.



It's six o'clock.



WHAT TIME IS IT?



A SUMMER DAY

1) Inserisci i numeri nelle scenette e gli orari nelle frasi.

2:30 P.M.



8:20 A.M.



7:30 A.M.



7:00 A.M.



9:30 A.M.



1) I wake up at seven o'clock.

2) I have breakfast at

3) I go to the Summer Camp at

4) I do activities at

5) I have lunch with my friends at

6) I play with my friends at

7) I go home with my mum at

8) I have dinner with my family at

9) At, I watch TV.

10) I go to bed at

12:30 P.M.



5:00 P.M.



8:00 P.M.



8:30 P.M.



9:30 P.M.





MY FAVOURITE MEALS

- 1 Leggi i fumetti, osserva i disegni e scopri la colazione preferita da ogni bambino. Indicala, scrivendo il numero corrispondente in ogni quadretto.

FOR BREAKFAST...

I have pancakes with honey and a glass of milk.



I have sausages, bacon, eggs and orange juice.



I have yogurt and fruit.



I have milk with cornflakes and orange juice.



- 2 Ora completa scrivendo gli orari e le parole corrispondenti ai disegni.



I have breakfast at



I have a



and



I have lunch at



I have



and



I have dinner at



I have



and





ABILITIES



I CAN / I CAN'T

1 Rispondi con YES, I CAN o NO, I CAN'T.



Can you jump?



Can you dance?



Can you climb?



Can you sing?



Can you swim?

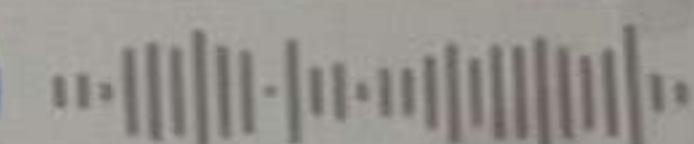








Can you play the piano?



2 Ascolta quali sono le abilità dei bambini.
Scrivi YES o NO sotto ogni attività.

Track 5



						
MARK						
CINDY						
DAVID						
JENNY						
TOD						





TO BE

- 2** Riscrivi le frasi utilizzando la forma negativa, come nell'esempio.

- 1) *He isn't Italian.*
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

- 1) she sad?

☐ IS ☐ ARE ☐ AM

- 2) Sarah and Tom friends?

☐ IS ☐ ARE ☐ AM

- 3) Flora a teacher?

☐ IS ☐ ARE ☐ BE

- 4) Are in the kitchen?

☐ SHE ☐ YOU ☐ I

- 5) Is friendly?

☐ SANDRA ☐ THEY ☐ WE

- 6) Is behind the shop?

☐ YOU ☐ THEY ☐ TED





TO HAVE

1 Inserisci HAVE o HAS.

- 1) I have a cat.
- 2) He a red bike.
- 3) She a black cat.
- 4) Ted a new car.
- 5) We a good job.
- 6) Sarah a beautiful swimsuit.
- 7) You my book.
- 8) Kate and Ted a jacket.

2 Riscrivi le frasi utilizzando la forma negativa, come nell'esempio.

- 1) *I haven't a cat.*
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

3 Indica il modo giusto di completare le domande.

1) you a skateboard?

☐ HAVE ☐ HAS ☐ ARE

2) she a book for the summer?

☐ HAVE ☐ HAS ☐ IS

3) they a house?

☐ HAVE ☐ HAS ☐ ARE

4) Have a dog?

☐ SHE ☐ YOU ☐ HE

5) Has a flower for his mum?

☐ GEORGE ☐ THEY ☐ WE

6) Have a car?

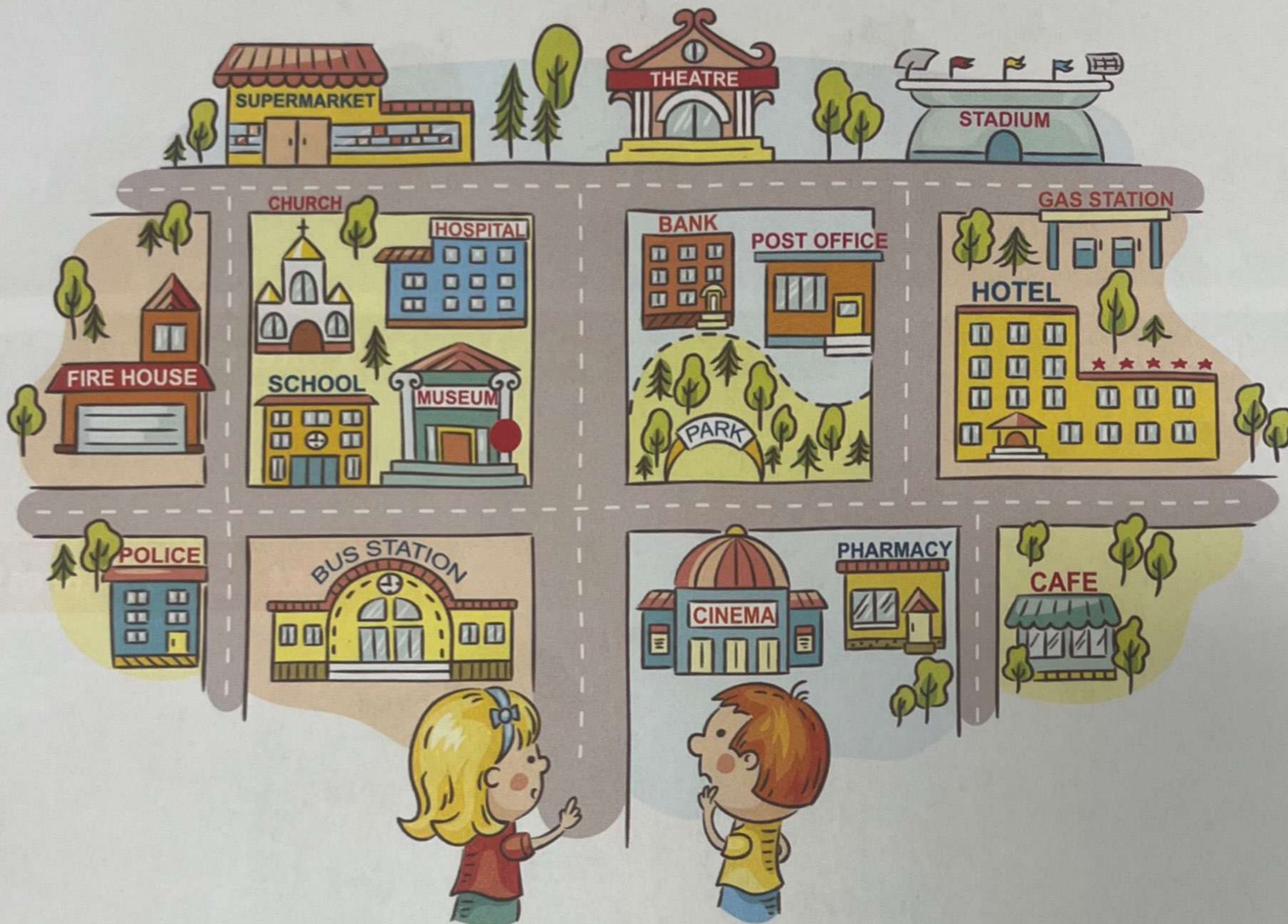
☐ WE ☐ SHE ☐ SARAH





THIS IS MY CITY!

- 1 Osserva la cartina, leggi le descrizioni e disegna un pallino dello stesso colore sull'edificio a cui si riferisce, come nell'esempio.



- The museum is **opposite** the hospital. ● The stadium is **next to** the theatre.
● The church is **behind** the school. ● The theatre is **between** the stadium and the supermarket.

- 2 Ora completa tu le frasi scrivendo le preposizioni o gli edifici giusti.

The pharmacy is the cinema.

The gas station is behind the

The park is the bank and the post office.

The school is opposite the



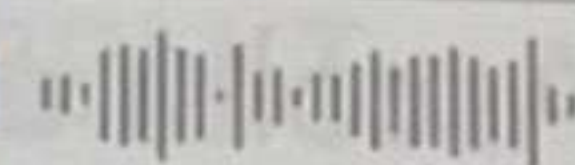


IMAGES



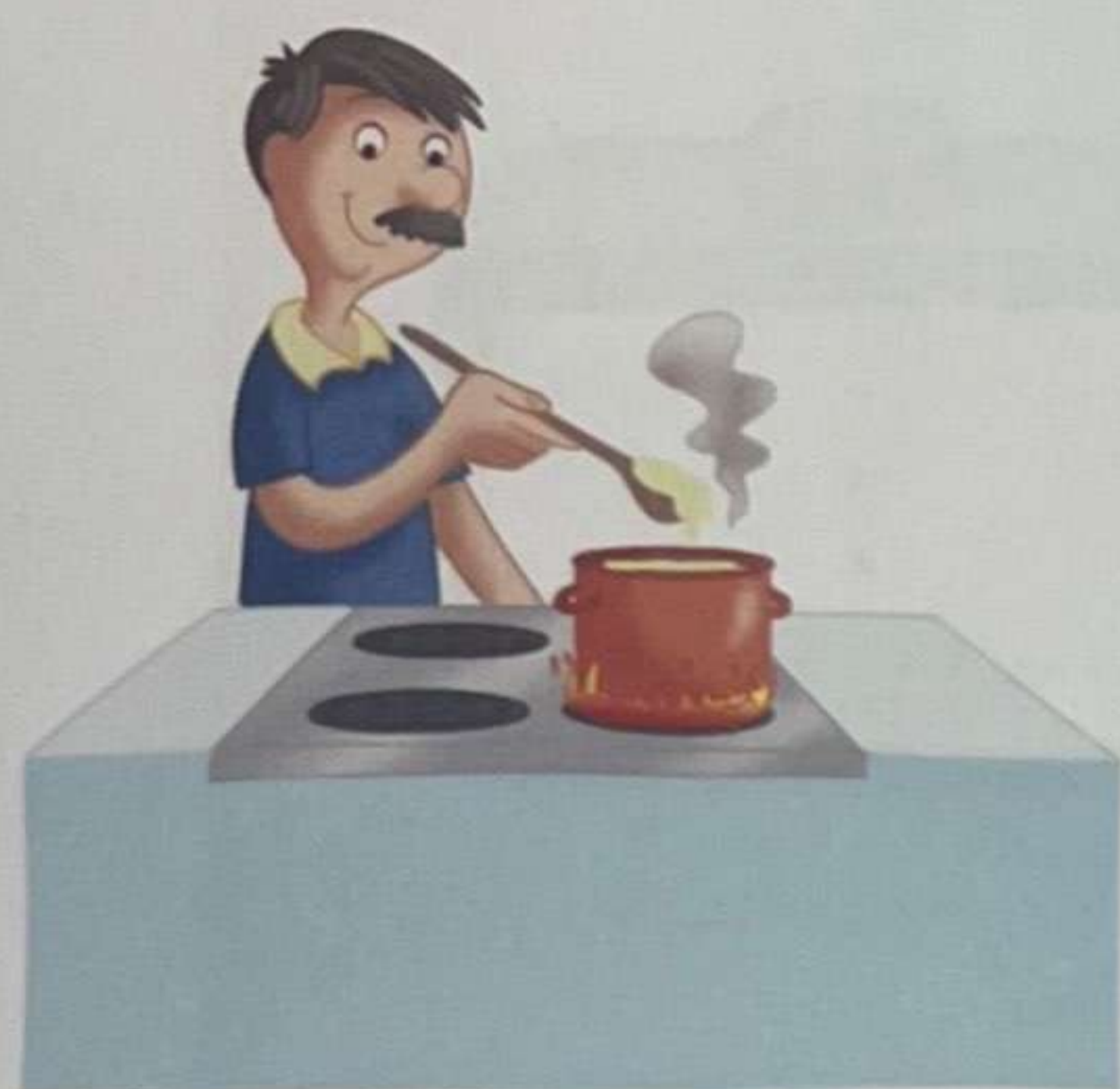
Riscrivi le frasi sotto alle immagini corrispondenti.
Poi ascolta e controlla.

Track 7



- My grandmother is in the kitchen.
- My father can cook a perfect soup.
- Mary runs on the beach.

- The dog is on the sofa.
- My dog can swim.
- Do you like my sandcastle?



1)

2)

3)

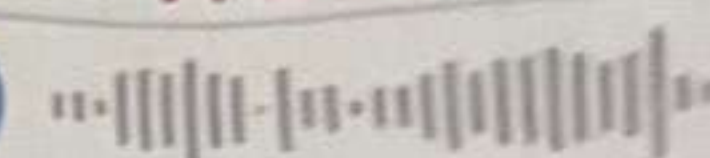
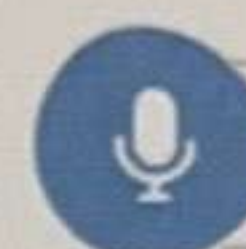


4)

5)

6)

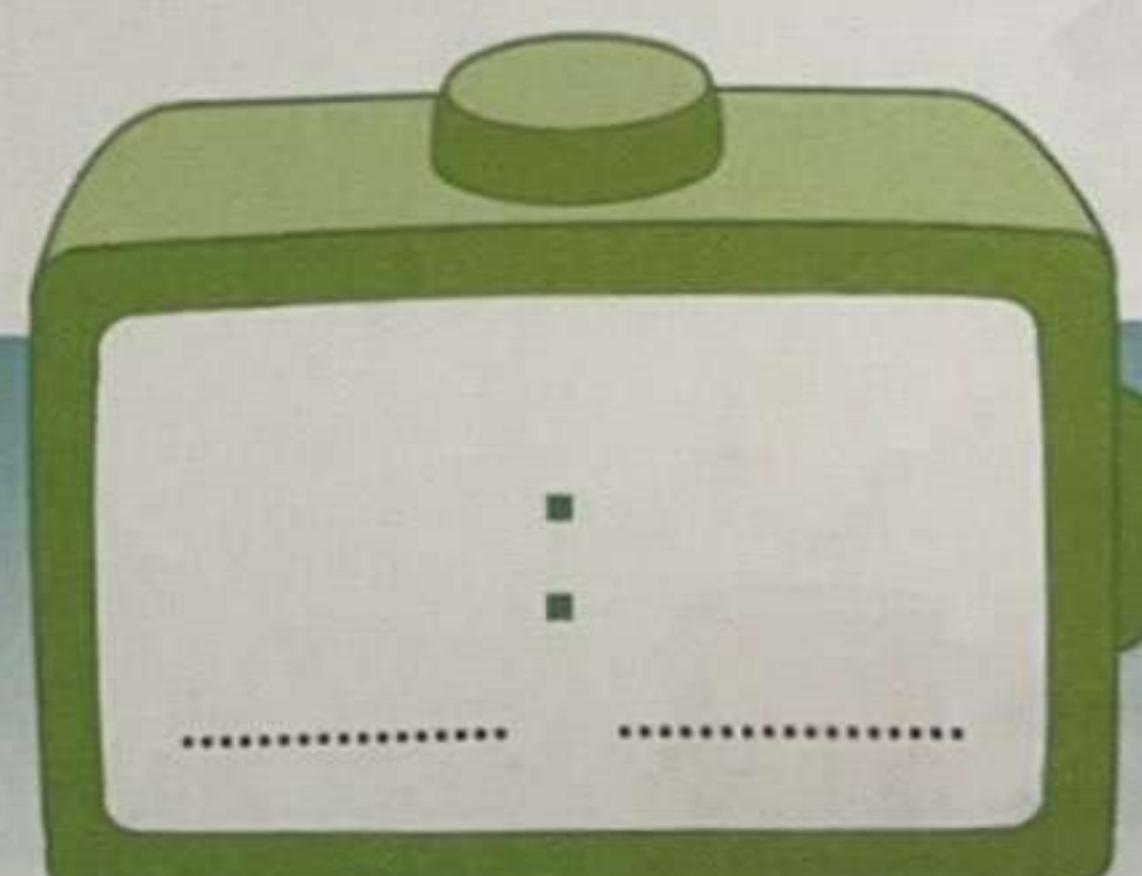
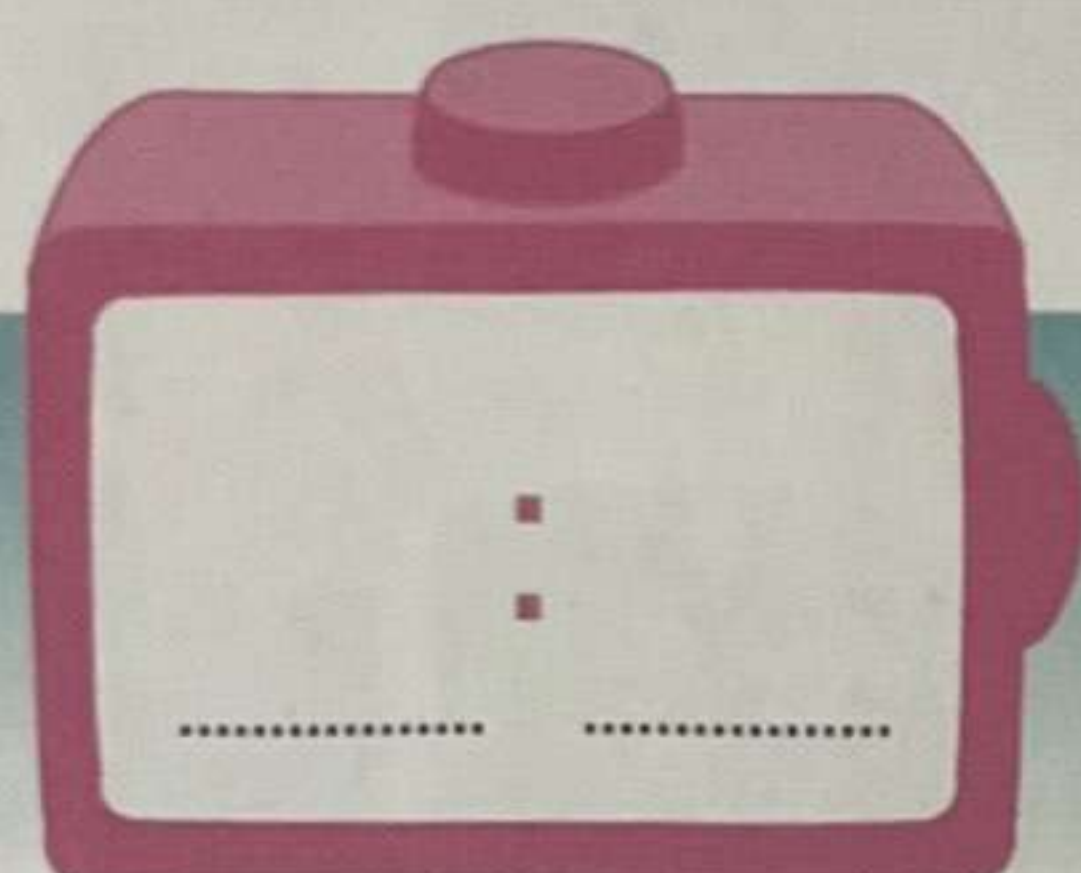
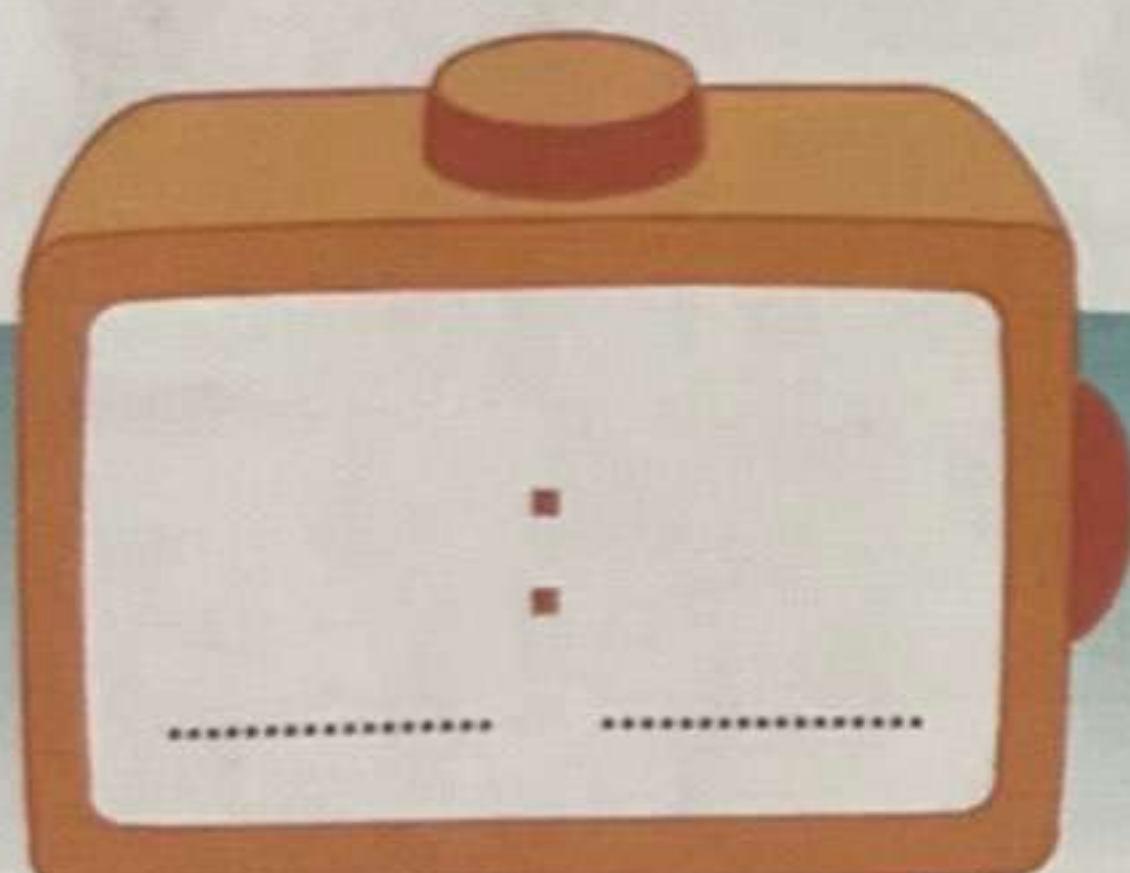
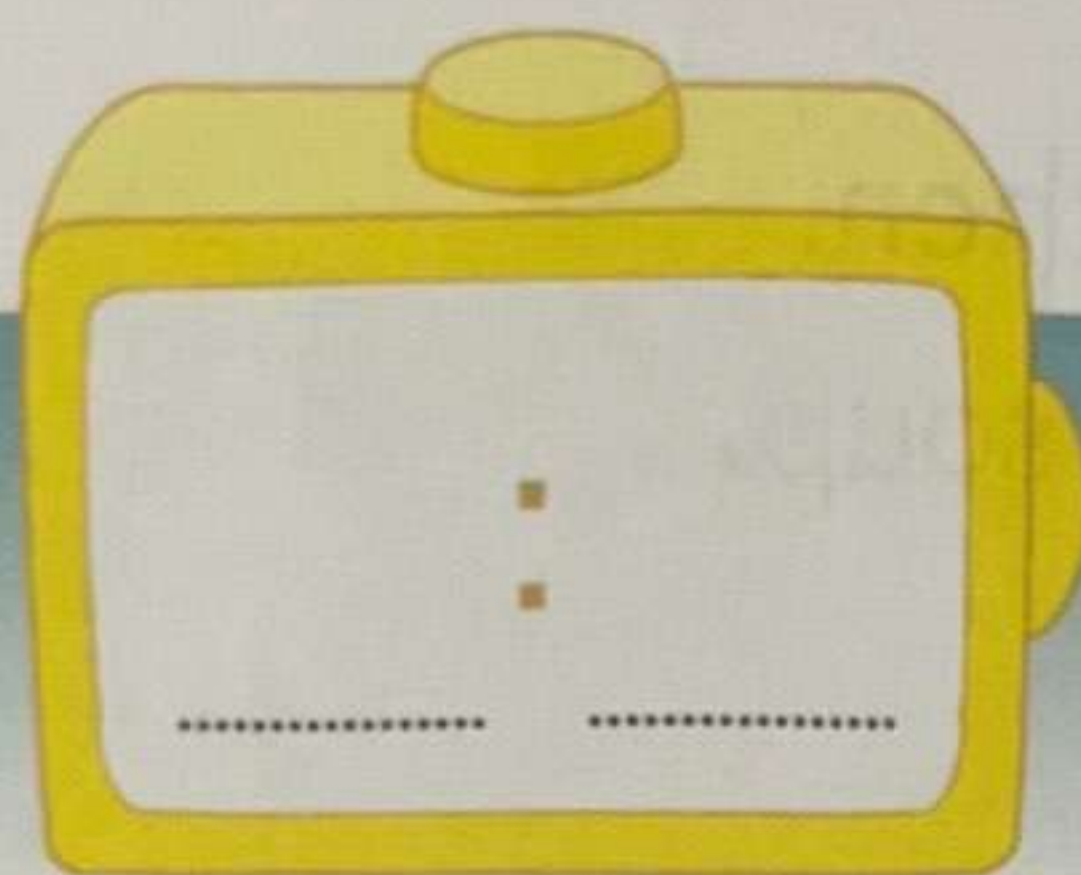
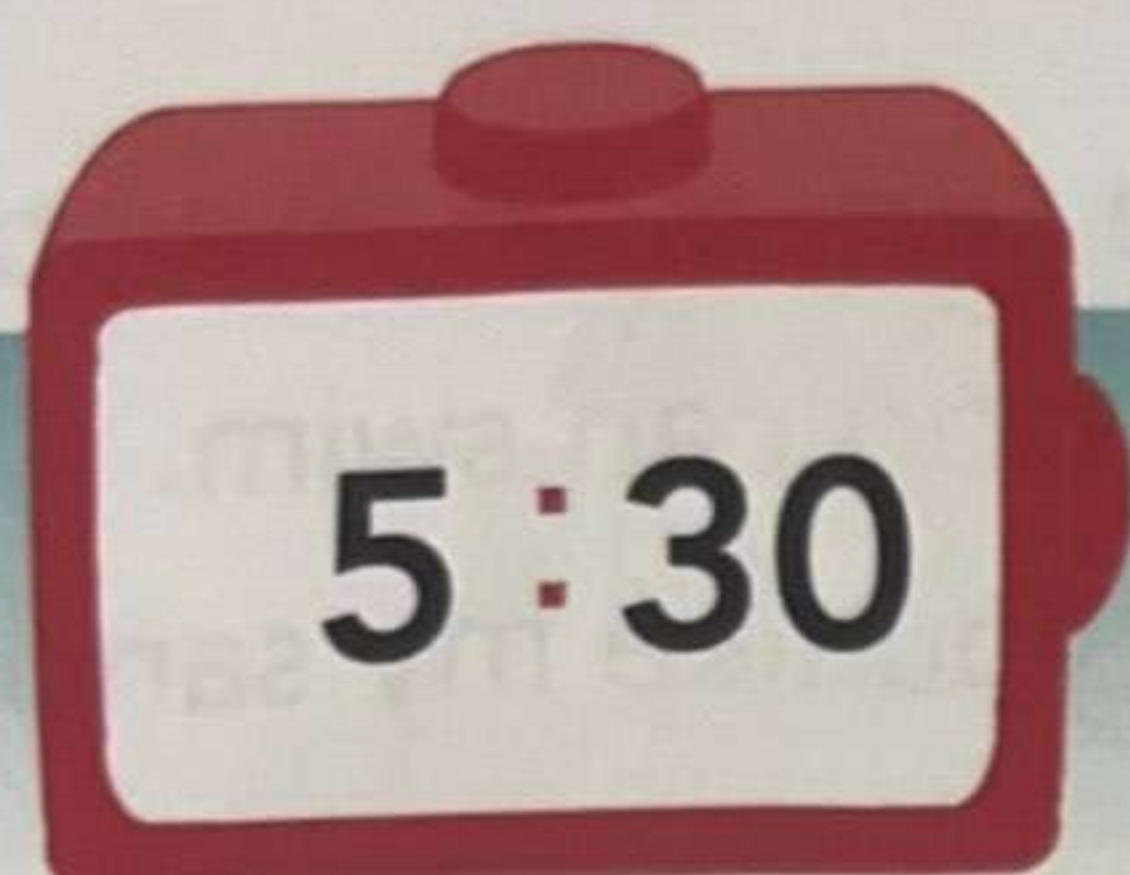




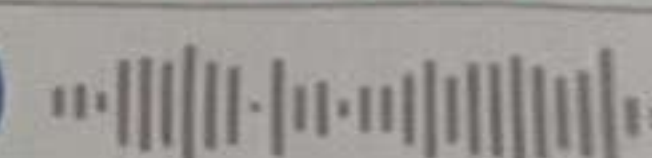
IT'S TIME!



Ascolta e segna l'ora in ogni sveglia colorata, come nell'esempio.



Ascolta e indica gli orologi su cui Mr Frog deve saltare.



Mr Frog





WHERE IS IT?

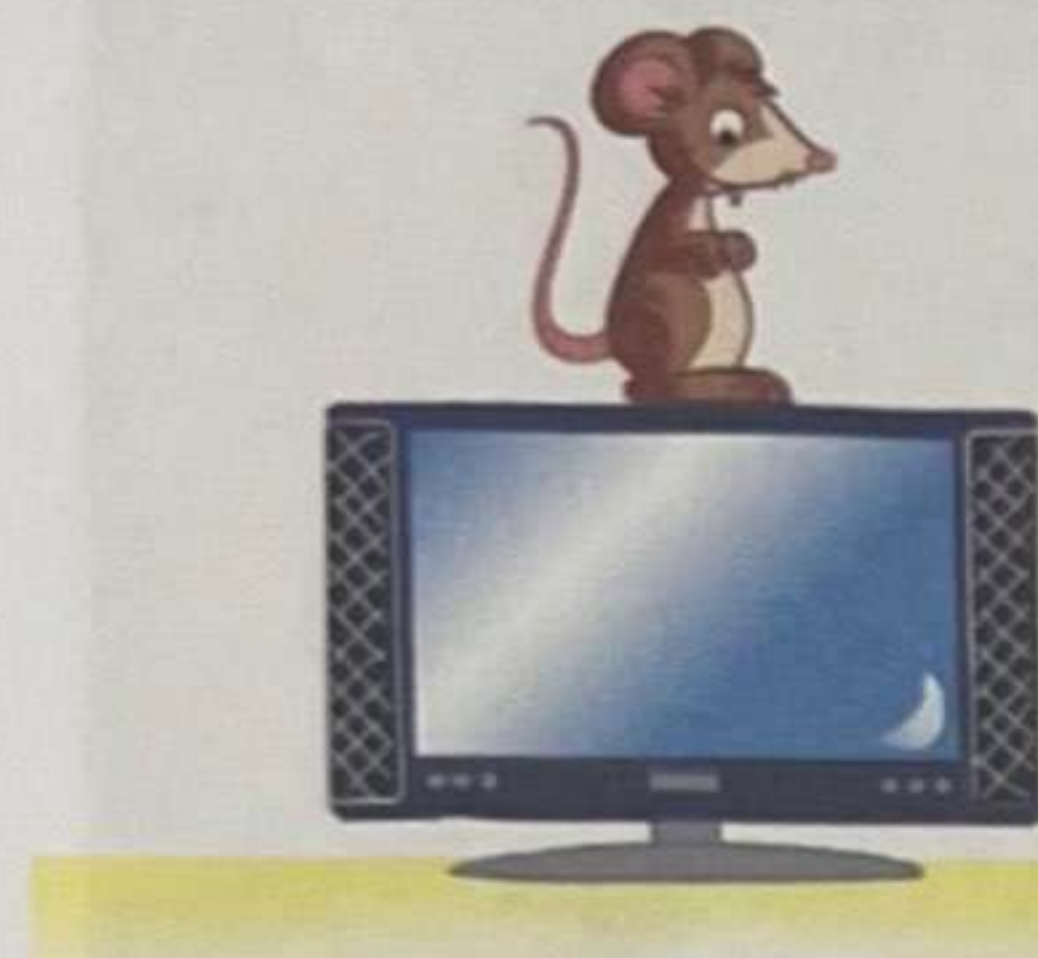
1 Segna con una X la posizione di Mr Mouse.



- ☐ IN
☐ ON
☐ UNDER



- ☐ IN
☐ ON
☐ UNDER



- ☐ IN
☐ ON
☐ UNDER



- ☐ IN
☐ ON
☐ UNDER



- ☐ IN
☐ ON
☐ UNDER



- ☐ IN
☐ ON
☐ UNDER

2 Descrivi le immagini come nell'esempio utilizzando IN, ON, UNDER, IN FRONT OF, BEHIND, NEXT TO.



The bag is
on the table.



The book is



The mouse is



The hat is



The hat is



The mouse is

