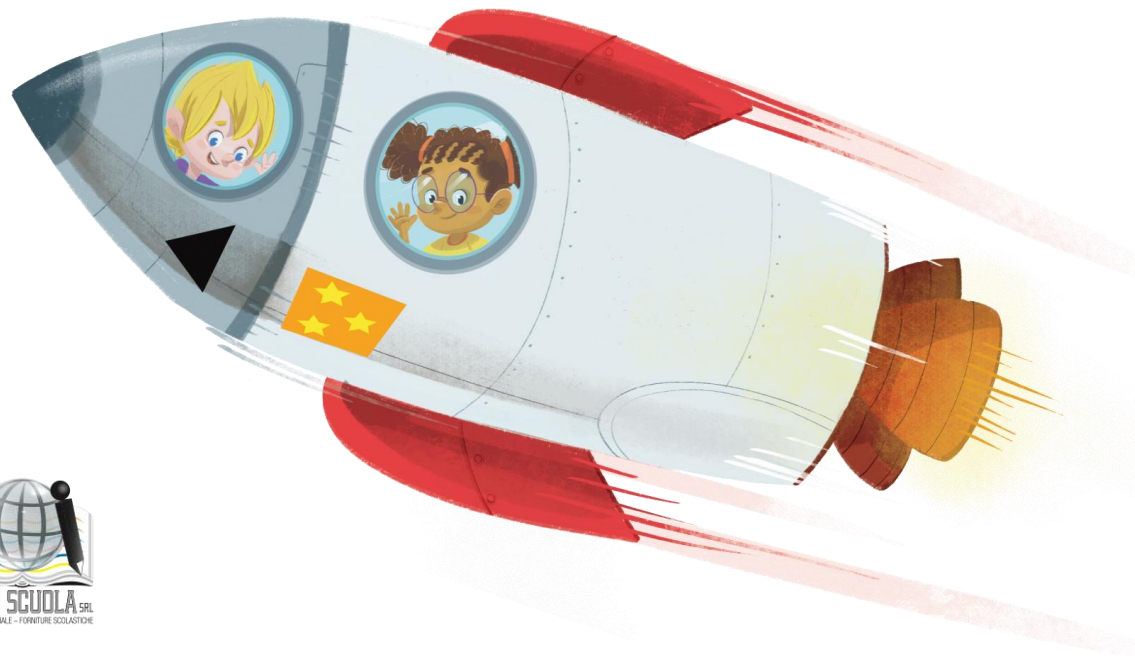


# SPACE ENGLISH

Corso di Inglese  
per la Scuola Primaria



Gruppo  
Editoriale  
ELi



## Le autrici

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- **Miriam Jane Hogg**

Insegnante certificata CELTA, bilingue italo-inglese, da anni insegna inglese a bambini/e e ragazzi/e dalla Scuola dell'Infanzia alla Scuola Secondaria di Secondo Grado. Esperta nella preparazione alle certificazioni linguistiche di ogni livello CEFR, con il suo metodo ludico-didattico tiene corsi di potenziamento per bambini/e in scuole pubbliche e private.

- **Valentina Rocca**

Appassionata di lingue da sempre e professionista del settore della formazione da oltre 10 anni. Insegnante freelance, collabora con scuole, associazioni e centri di formazione per insegnare l'inglese a tutti i livelli e a tutte le età.

# CARATTERISTICHE

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- Sillabo tradizionale e **percorso graduale**
- **Sfondo integratore** forte, con elementi di **Social Emotional Learning**
- Metodologia **lead-in** per coinvolgere tutti e tutte
- **Consolidamento e riciclo costante** di quanto appreso
- **Numerosi audio e video** per il supporto alla comprensione e alla pronuncia
- Grande attenzione alla **personalizzazione degli apprendimenti**
- **Giochi e attività TPR** (Total Physical Response) in tutte le unità
- Civiltà, grammatica, CLIL, Festivities e INVALSI con pagine e **sezioni dedicate**
- **Allegati completi e ricchi** di spunti per il consolidamento e la personalizzazione

# Percorso 'low and slow'

- Sillabo tradizionale, grande gradualità del percorso

Unit 2

**LOOK! A LIZARD!** STORY

11 LISTEN AND WATCH.

1

2

3

4

5

6

12 LISTEN AND REPEAT.

13 ACT OUT.

36

37



Unit 4

8 LISTEN AND REPEAT.

9 LISTEN AND DRAW.

1

2

3

10 ASK AND ANSWER.

HOW OLD ARE YOU?

I'M SEVEN.

44

non c'è testo scritto  
in classe prima...

... tranne pochissime,  
semplici espressioni

## La gradualità

class 2

**17 Look and write.**

pig • duck • hens • cows • mouse • donkeys

**18 Are the animals in the story? Tick ✓ or cross X.**

**19 Read and draw.**

It's big,  
it's black.

GO BACK TO PAGE 19

WORKBOOK PAGES 25-26



class 3

**12 Listen and repeat. Then draw.**

Has it got wings? No, it hasn't.  
Has it got fur? Yes, it has! It has got brown fur.  
It's a monkey!

**13 Complete. Then play the guessing game.**

- It has got \_\_\_\_\_ and \_\_\_\_\_. It hasn't got \_\_\_\_\_.
- It \_\_\_\_\_ and \_\_\_\_\_. It \_\_\_\_\_.
- \_\_\_\_\_.

**DO YOU KNOW...?**

You can't find penguins in the North Pole and you can't find polar bears in the South Pole!

class 5

class 4

**3 Listen and repeat. Work with a friend.**

I like cooking and writing stories.  
I don't like painting.  
I don't like cooking, but I like skateboarding.  
She likes writing stories.

**4 Write about your passions.**

LOOK!  
I like painting.  
I don't like skateboarding.

**5 Listen and match.**

Xiao Mei Alice Grace Justin Sue Robert



**6 Listen and tick ✓ or cross X.**

- play tag
- play board games
- play the guitar
- swap cards
- use a tablet
- do crosswords

**7 Listen and say. Then ask and answer.**

What do you do in your free time?  
I listen to music.  
Do you do crosswords?  
No, I don't do crosswords.

**8 Look and complete the dialogue.**

What do you \_\_\_\_\_?  
I \_\_\_\_\_ and \_\_\_\_\_.

# Lo sfondo integratore

- Personaggi affettivi, viaggi spaziali e l'incontro con 'l'altro'

i personaggi  
umani...



... accompagnano bambini  
e bambine dalla prima alla terza...

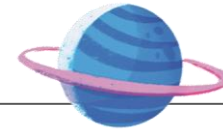
...e in quarta  
e quinta



i personaggi alieni  
cambiano ogni anno



## Lo sfondo integratore



- Negli occhielli, nelle pagine di apertura, nei fumetti

classe 1



occhiello



classe 4

fumetto

apertura



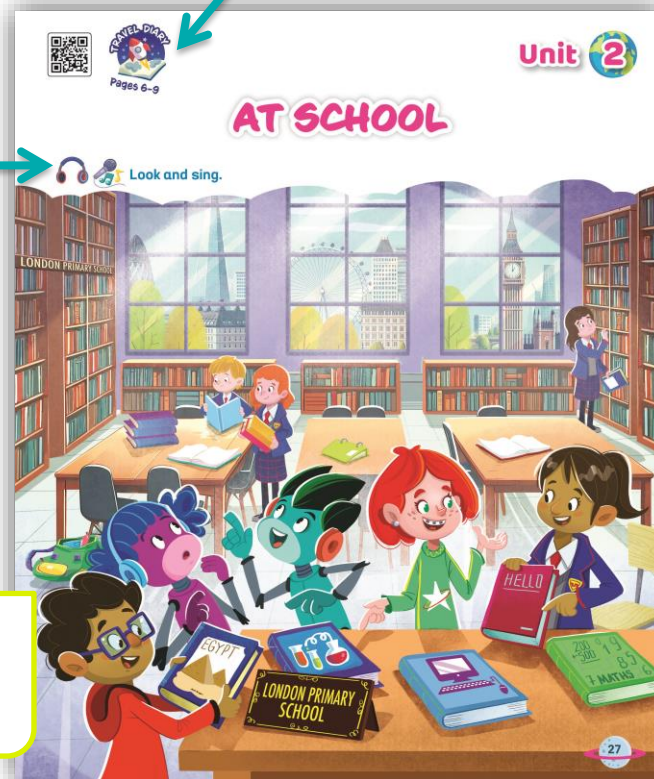
# Il lead-in

- Introdurre il tema della lezione e dell'unità
- Creare curiosità e aspettativa
- Coinvolgere tutti e tutte

rimando al  
Travel Diary

canzone jingle  
per introdurre  
la lezione

elementi di  
introduzione  
del lessico



rimando  
all'occhiello

rimando alle pagine  
Workbook a fine  
volume



# Consolidamento e riciclo costante

- Tutto ciò che è stato appreso si usa ancora e ancora, in contesti simili e diversi

**6 COUNT AND MATCH. SAY.**

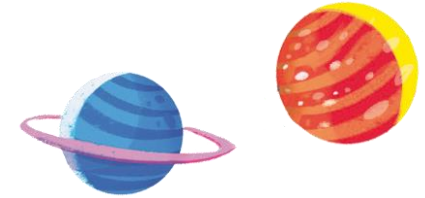
**4** FOUR    **7** SEVEN    **8** EIGHT    **1** ONE

**7 LISTEN AND TICK ✓ OR CROSS ✗.**

animali



e nei volumi successivi



colori

**17 Look and write.**

pig • duck • hens • cows • mouse • donkeys

**18 Are the animals in the story? Tick ✓ or cross ✗.**

**19 Read and draw.**

It's big,  
it's black.

GO BACK TO PAGE 19    WORKBOOK PAGES 52-53

**3 Listen and sing.**    **4 Listen and complete.**    SEL

Planet Earth, here we come!  
Planet Earth, let's explore!  
The UK, a lot to see  
The UK, the place to be!

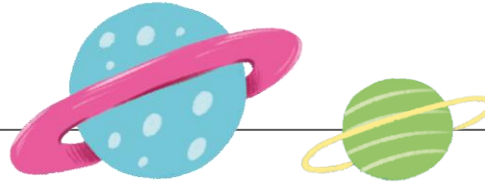
Hi! My name is Martin.  
I \_\_\_\_\_ space! I can  
swim, but I can't \_\_\_\_\_  
I \_\_\_\_\_ ice cream  
and pizza.

Hi! My name is  
Mrs Stardust. \_\_\_\_\_ a  
science teacher. I can count  
fast, but I \_\_\_\_\_ draw well.  
I like sandwiches but  
I \_\_\_\_\_ cheese.

Hello, I'm Stella.  
I \_\_\_\_\_ a cat.  
Its name is Astro.  
I \_\_\_\_\_ dance and draw.  
Martin is  
best friend.

presentarsi

## Audio e video



- Speaker madrelingua
- Favoriscono il coinvolgimento
- Migliorano la pronuncia

**1** Watch, listen and repeat.

I get up. I have breakfast.

I brush my teeth. I get dressed.

I go to school. I have lunch.

I do my homework. I do sport.

I have dinner. I go to bed.

2 Listen and number.

TPR

**12** Listen and complete. **13** Listen and sing.

I can \_\_\_\_\_ in March, in April, in August.  
I can \_\_\_\_\_ in July and all year long.

I can \_\_\_\_\_ in June, in July or December, too.  
I can \_\_\_\_\_ too, all year long.

I can \_\_\_\_\_ all day long  
in November and December.  
I can \_\_\_\_\_ in September and all year long.

dialoghi con audio e video

**16** Listen and watch.

**SPORTS ARE FUN**

1 It's sports day, hooray! What's your sport?  
I play tennis! I ride a bike! I do athletics.

2 What do you do at sports day?  
I play basketball, but I can't play well!

3 Go Halley, go! We play tennis on our planet!  
She's good!

presentazione del lessico con audio e video

canzoni in tutte le unità

**24** Listen and complete the chart.

|       |   |   |   |   |   |
|-------|---|---|---|---|---|
| Lucy  | ✓ | ✓ | ✗ | ✗ | ✓ |
| Andy  |   |   |   |   |   |
| Sarah |   |   |   |   |   |

**25** Ask and answer.

**26** Listen and write.

birthday

Ben

- favourite day
- favourite sport
- can't
- can

**PHONICS** TH sound

**27** Listen and say.

three • bath • think • seventh • month

Faith thinks about three things.

tantissimi audio e rubrica Phonics in tutte le unità

# Tanta personalizzazione

**3 Draw and answer.**

How are you today?

I'm \_\_\_\_\_

**4 Write about your passions.**

STARTER MODULE

**THIS IS ME NOW!**

1 Incolla una tua fotografia e completa.

ME

Glue your picture here

I'm wearing...  
Today I feel...  
I like...  
I can...  
I can't...  
My favourite animals are...  
My favourite holiday place is...  
The weather is...  
I can go there by...

parlare di sé usando la lingua appresa



mantenendo l'approccio graduale

**18 What's the weather like today? Draw and write.**

It's \_\_\_\_\_ today.

STARTER MODULE

**THIS IS ME**

1 Incolla una tua fotografia e completa.

ME

Glue your picture here

BODY  
FACE  
I'VE GOT...  
I HAVEN'T GOT...  
I CAN...  
I CAN'T...  
I LIKE...  
I DON'T LIKE...

Complete the map.

ME

My favourite subject is \_\_\_\_\_  
My dream subject is \_\_\_\_\_  
It's on \_\_\_\_\_  
It's on \_\_\_\_\_  
at \_\_\_\_\_  
at \_\_\_\_\_

# Giochi, curiosità e attività TPR

Unit 3

1 WATCH, LISTEN AND POINT. SEL

HAMSTER DOG  
CAT FISH  
RABBIT TORTOISE  
BIRD LIZARD

2 LISTEN AND REPEAT. FIND. TPR

30



## DO YOU KNOW?

23 Play the Birthday game!

DO YOU KNOW...?

21<sup>st</sup> September is International Peace Day. Make a poster about International Days!

Your birthday is in January.

Yes.

It's on the 5<sup>th</sup>.

No, try again.

19

Unit 5 Games

Unit 5 Find the hidden words and write.

AKG SINGING PPI WRITING STORIES GH PAINTING WUY PLAYING THE PIANO K L PACTING D H I A N C J G X K S K A T E B O A R D I N G L Q D O I N G E X P E R I M E N T S F L C O O K I N G D F Z S P E A K I N G E N G L I S H W P L

Unit 6 Find the five differences and say.

1 2

20

attività TPR guidate in tutte le aperture

pagine di giochi per tutte le unità

# Tante rubriche e sezioni

pagine di *Festivities* dalla classe prima

ripresa del lessico già noto,  
aggiunta del lessico specifico

hands-on activities


# Tante rubriche e sezioni

pagine di civiltà dalla classe terza

## CULTURE

### LET'S VISIT SCOTLAND!

**1** Read and choose.




The people in Scotland are called Scots. Scotland is in the **North / South** of the UK. The capital city is **Edinburgh / Glasgow**. The flag is blue and **red / white** and the official animal is the **horse / unicorn**. In Scotland, there are some famous lakes, called lochs. A famous lake is Loch Ness. There is a legend about a monster that lives in the water. Its name is **Lessie / Nessie**. Scotland is famous for **bagpipes / guitars**. People in Scotland love tennis and **football / golf**.

**2** Listen and check.

**3** Answer the questions about Scotland and number the pictures.



**1** What colour is the flag?  
\_\_\_\_\_



**2** What is the capital city?  
\_\_\_\_\_



**3** What is the official animal?  
\_\_\_\_\_




**4** Where does Nessie live?  
\_\_\_\_\_

## CULTURE

### LET'S GO TO EDINBURGH!

**4** Read and write the names.



**1** Edinburgh is a beautiful city and it is the capital of Scotland. What can you do in Edinburgh?

- You can visit **Edinburgh Castle**, it's very old and big.
- You can visit the **Royal Botanic Garden** where there are a lot of trees and flowers.




**2**



**3** In Edinburgh, you can walk along the **Royal Mile**, a long street. There are shops, restaurants and attractions there.

- You can see the **Holyrood Park**. It is very big and there are some lakes.



**4**


**5** Write a postcard from Edinburgh.

Hello \_\_\_\_\_!

I'm in \_\_\_\_\_, it's a beautiful city! The Royal Mile is very \_\_\_\_\_ and beautiful!

There is a very \_\_\_\_\_ park with lakes, wow! My favourite place is \_\_\_\_\_. The weather today is \_\_\_\_\_. Edinburgh is fantastic!

See you soon, \_\_\_\_\_



ripresa del lessico già noto, contenuti interessanti e divertenti

personalizzazione

# Tante rubriche e sezioni

pagine di grammatica dalla classe terza

**EASY GRAMMAR**

## CAN AND CAN'T

|           | can ✓        | can't ✗        |
|-----------|--------------|----------------|
| I         | can<br>dance | can't<br>dance |
| You       |              |                |
| He/She/It |              |                |
| We        |              |                |
| You       |              |                |
| They      |              |                |

| can... ?             | short answers                               |
|----------------------|---|
| Can I dance?         | Yes, I can. / No, I can't.                  |
| Can you dance?       | Yes, you can. / No, you can't.              |
| Can he/she/it dance? | Yes, he/she/it can.<br>No, he/she/it can't. |
| Can we dance?        | Yes, we can. / No, we can't.                |
| Can you dance?       | Yes, you can. / No, you can't.              |
| Can they dance?      | Yes, they can. / No, they can't.            |

**1 Look and complete.**

I can... ✓

I can \_\_\_\_\_.

I can \_\_\_\_\_.

I can \_\_\_\_\_.

I can't... ✗

I can't \_\_\_\_\_.

I can't \_\_\_\_\_.

I can't \_\_\_\_\_.

**2 Look and write.**

- Lucy \_\_\_\_\_ (✓) play football but she \_\_\_\_\_ (✗) ride a horse.
- \_\_\_\_\_ they play basketball? (✗) \_\_\_\_\_, but they \_\_\_\_\_ (✓) play hockey.
- \_\_\_\_\_ you play tennis? (✗) \_\_\_\_\_, but I \_\_\_\_\_ (✓) play hockey.
- We \_\_\_\_\_ (✗) do gymnastics and we \_\_\_\_\_ (✗) do athletics.

**EASY GRAMMAR**

**3 Read and answer. Then number.**

- Can Jonathan do karate? (✗) \_\_\_\_\_
- Can Sarah ride a bike? (✓) \_\_\_\_\_
- Can you play tennis? (✓) \_\_\_\_\_
- Can they do athletics? (✗) \_\_\_\_\_

**4 Complete with can or can't, then number. Listen and check.**

- \_\_\_\_\_ you play basketball?  No, she \_\_\_\_\_.
- \_\_\_\_\_ she do gymnastics?  Yes, she \_\_\_\_\_. She loves horses.
- Can you ride a bike?  Yes, I \_\_\_\_\_.
- \_\_\_\_\_ Linda ride a horse?  Yes, they \_\_\_\_\_.
- \_\_\_\_\_ they play hockey?  No, I \_\_\_\_\_. I don't like bikes.

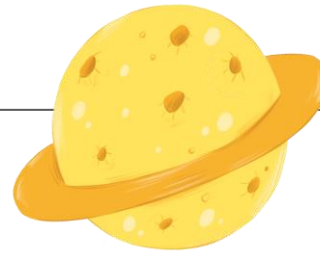
**5 Read and answer for you.**

- Can you ride a bike? \_\_\_\_\_
- Can you play volleyball? \_\_\_\_\_
- Can you do karate? \_\_\_\_\_
- Can you play tennis? \_\_\_\_\_

ripresa e sistematizzazione di argomenti introdotti nelle unità e nei livelli precedenti

personalizzazione

## Tante rubriche e sezioni



**CLIL STEAM**

### ROBOT PETS!

1 LOOK AND MATCH. SAY.

LIVING      NON LIVING

2 DRAW.

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pagine dedicate al CLIL dalla classe prima

**CLIL GEOGRAPHY**

### CARDINAL POINTS

1 Listen and say.

north      east      south      west

2 Listen and write the names of the territories.

Australia is an island. It's between the Indian and the Pacific Ocean. There are different territories in Australia: here are some of them.

1. Queensland is on the north-east side of Australia. It's famous for the Great Barrier Reef. You can swim, sail and see beautiful fish and sea animals there.

2. Sydney is in New South Wales. It's on the east side of Australia. It's famous for the mountains of the Great Dividing Range. You can ski and snowboard there.

3. Tasmania is an island on the south side of Australia. It's famous for Lake Saint Clair.

4. Western Australia is on the west side of Australia. It's on the Indian Ocean. It's famous for the Great Victoria Desert. It's very hot and dry there.

5. The Northern Territory is on the north side of Australia. It's famous for the Uluru monolith.

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collegamenti con le pagine di civiltà

**CLIL STEAM**

### PLACES IN ART

1 Look and write.

Location: the mountains      Location: \_\_\_\_\_      Location: \_\_\_\_\_

Weather: cloudy, foggy      Weather: \_\_\_\_\_      Weather: \_\_\_\_\_

2 Work in groups. Draw. **SEL**

Title: \_\_\_\_\_

Location: \_\_\_\_\_

Weather: \_\_\_\_\_

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personalizzazione e lavoro di gruppo



# Tante rubriche e sezioni

attività dedicate all'INVALSI  
dalla classe quarta

**22 INVALSI** Look and complete.

- He \_\_\_\_\_ in the morning.
  - gets up
  - does sport
  - has dinner
- They \_\_\_\_\_ in the school canteen.
  - go to school
  - do sport
  - have lunch
- Some children \_\_\_\_\_ in the afternoon.
  - watch TV
  - do sport
  - get dressed
- Some children \_\_\_\_\_ in the afternoon.
  - have breakfast
  - sleep
  - watch TV
- In the evening, they \_\_\_\_\_ in the living room.
  - do their homework
  - read books
  - have dinner
- They \_\_\_\_\_ at night.
  - have dinner
  - watch TV
  - sleep

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**LISTENING**

## FREE TIME ACTIVITIES

1 Listen and match the pictures (A-H) with the speakers (1-6). Listen to some children talking about their favourite free time activities. There is one picture that you do not need. The first one (0) is an example.

| 0 | Example   | H |
|---|-----------|---|
| 1 | Speaker 1 |   |
| 2 | Speaker 2 |   |
| 3 | Speaker 3 |   |
| 4 | Speaker 4 |   |
| 5 | Speaker 5 |   |
| 6 | Speaker 6 |   |

## GOING TO THE CITY

3 Listen to Jeremy talking to his mum. While listening, choose the correct answer (A, B, C or D) for questions 1-5. Put a cross in the correct box. Only one answer is correct. The first one (0) is an example.

- Where are Jeremy and his mum going?
  - To the stadium.
  - To the city centre.
  - To the clothes shop.
  - To school.
- How are they going to the city?
  - By car.
  - On foot.
  - By bus.
  - By train.
- Where are they going first?
  - To the toy shop.
  - To the post office.
  - To the supermarket.
  - To the station.
- What do they want to buy?
  - Eggs and milk.
  - Eggs and chocolate.
  - Milk and chocolate.
  - Milk and juice.
- Jeremy wants to make biscuits...
  - in the morning.
  - in the evening.
  - on Monday.
  - in the afternoon.
- Jeremy wants to go to...
  - the supermarket.
  - the toy shop.
  - the park.
  - the baker's.

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pagine sul modello  
del test INVALSI  
in classe quinta

## Le pagine Workbook

- Tante attività di consolidamento collegate alle unità


cl. 1-2-3: consegne in italiano


tanti esercizi di ascolto


cl. 4-5: consegne in inglese

**Workbook** Unit 5

### TOYS

1 **ASCOLTA E NUMERA.** 

2 **ASCOLTA E CONTROLLA.** 

3 **ASCOLTA E COLORA.** 

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**Workbook** Unit 4

5 **Listen and circle.**

1. Lucy is tall / short and thin / plump. She has got / hasn't got freckles and ginger / black hair.

2. Tony is very tall, he's got long / short hair and glasses / a beard.

3. Craig has got big / small eyes and a big mouth / nose. He is / isn't bald.

4. Sally has got curly / straight hair. She has got blond / black hair and big green / brown eyes.

6 **Write about a friend. Complete and answer.**

Has \_\_\_\_\_ got straight blond hair?

Has \_\_\_\_\_ got big brown eyes?

Is \_\_\_\_\_ tall?


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**Workbook** Unit 2


### AT SCHOOL


1 **Look and complete.**


PE • history • English • art • music • ICT • science • maths • geography


1  \_\_\_\_\_


2  \_\_\_\_\_


3  \_\_\_\_\_


4  \_\_\_\_\_

5  \_\_\_\_\_

6  \_\_\_\_\_

7  \_\_\_\_\_

8  \_\_\_\_\_

9  \_\_\_\_\_

2 **Listen and complete.**

1. \_\_\_\_\_ is on Tuesday.

2. \_\_\_\_\_ and \_\_\_\_\_ are on Monday.

3. \_\_\_\_\_ and \_\_\_\_\_ are on Wednesday.

4. \_\_\_\_\_ and \_\_\_\_\_ are on Thursday.

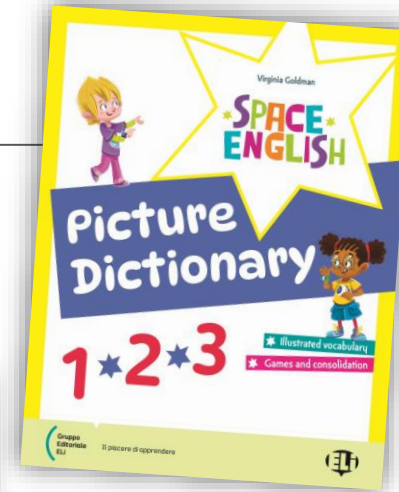
5. \_\_\_\_\_ and \_\_\_\_\_ are on Friday.

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personalizzazione

## Gli allegati: il Picture Dictionary

- Ripresa di **tutto** il lessico dei primi tre anni in modo **visuale** per **facilitare l'apprendimento**



per le classi  
1-2-3



dizionario visuale



giochi e  
consolidamento



## Gli allegati: i Travel Diary

- Un diario di viaggio alla scoperta della lingua inglese con tante attività di personalizzazione, giochi, mappe, autovalutazione, Revision...

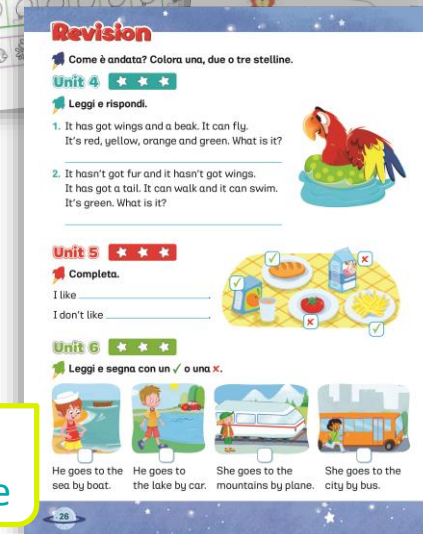


giochi

mappe

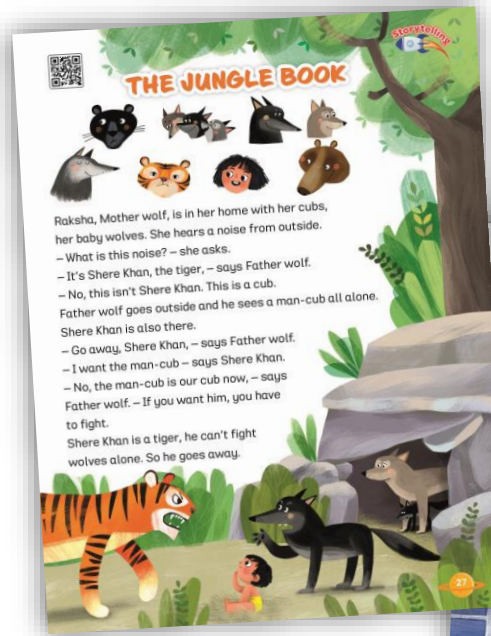


revision e autovalutazione

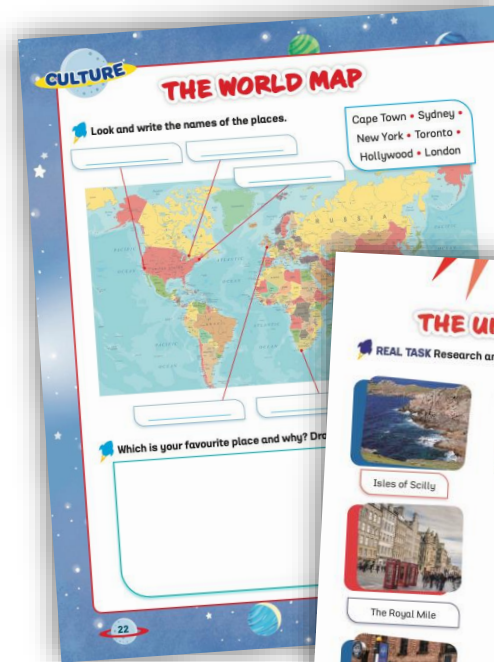
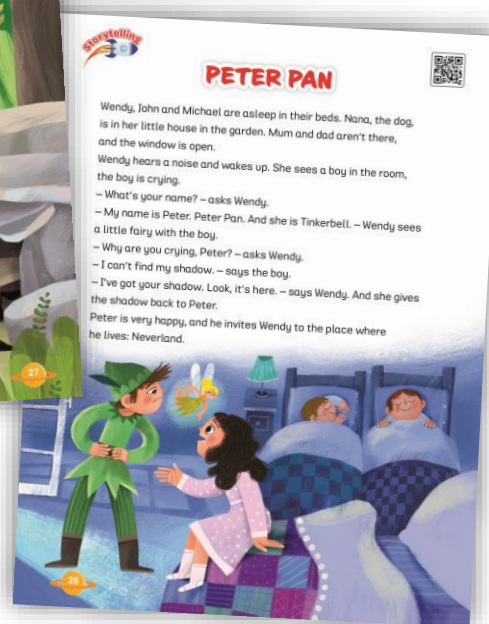


# Gli allegati: i Travel Diary

- A partire dalla classe seconda: **Storytelling**
- A partire dalla classe terza: **Culture**



Storytelling

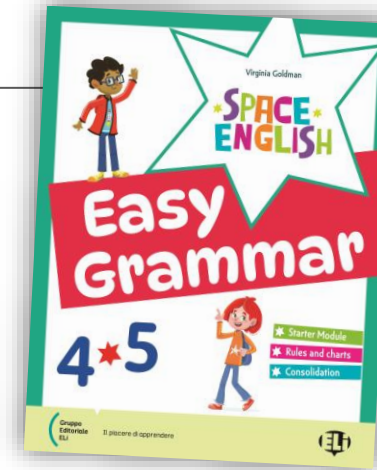


pagine di Culture



# Gli allegati: Easy Grammar

- **Starter Module** di raccordo con i primi tre anni
- Ripresa, approfondimento e ampliamento di **tutti gli aspetti grammaticali** dei volumi per lo studente con regole chiare in italiano, tabelle, esempi e tantissimi esercizi di consolidamento



per le classi  
4-5

**STARTER MODULE**

## MY HOUSE

1 Osserva e scrivi le parole al posto giusto.

bedroom • living room • kitchen • bathroom • garden • bed • bookcase • window • table • armchair • sofa • fridge • shower

2 Completa le frasi. Ascolta e controlla.

- Where is the bookcase? It's in the \_\_\_\_\_.
- Where \_\_\_\_\_ the fridge? It's in the \_\_\_\_\_.
- \_\_\_\_\_ is the shower? It's \_\_\_\_\_.
- \_\_\_\_\_ sofa? \_\_\_\_\_.

Starter Module

**EASY GRAMMAR**

## VERBO BE • FORMA AFFERMATIVA

**REGOLA**

La forma affermativa del verbo essere si costruisce con:  
soggetto + verbo essere (be): **I am happy. She is tired. They are surprised.**

| Soggetto  | Verbo | Forma contratta   |
|-----------|-------|-------------------|
| I         | am    | I'm               |
| You       | are   | You're            |
| He/She/It | is    | He's, She's, It's |
| We        | are   | We're             |
| You       | are   | You're            |
| They      | are   | They're           |

*I'm Mike, she's my sister Anne. We're Scottish.*

*I'm ten, he's twelve. They're our cats.*

1 Completa le frasi con **am, are o is**.

|                       |                      |                     |
|-----------------------|----------------------|---------------------|
| We _____ French.      | She _____ very tall. | They _____ thieves. |
| You _____ my teacher. | He _____ Tommy.      | I _____ English.    |
| You _____ my friends. | It _____ a shark.    | He _____ tired.     |

2 Riscrivi le frasi con la forma contratta.

- I am happy. I'm happy.
- They are my sisters. \_\_\_\_\_
- She is a tennis player. \_\_\_\_\_
- It is my rubber. \_\_\_\_\_
- You are late. \_\_\_\_\_
- We are in London. \_\_\_\_\_
- He is my uncle. \_\_\_\_\_

3 Leggi e cerchia l'opzione corretta. Poi numera le immagini.

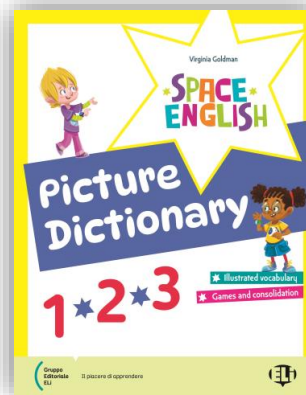
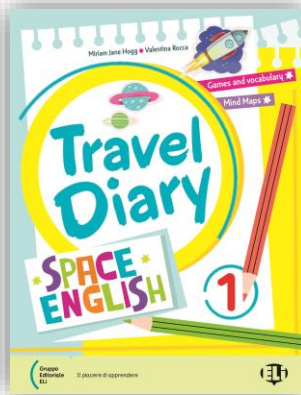
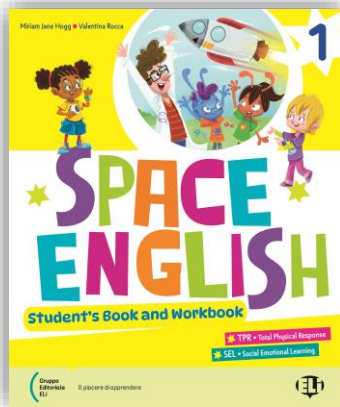
|                                      |   |
|--------------------------------------|---|
| 1. I <b>am / are</b> a student.      | 5. We <b>are / am</b> good friends.     |
| 2. Steve <b>are / is</b> my brother. | 6. You <b>are / is</b> a doctor.        |
| 3. They <b>am / are</b> in the park. | 7. The cat <b>is / are</b> on the sofa. |
| 4. She <b>are / is</b> angry today.  | 8. It <b>is / am</b> a sunny day.       |

4 Scrivi delle frasi usando le parole date.

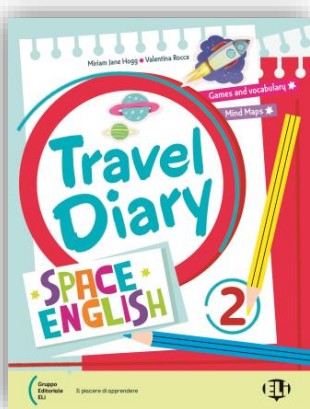
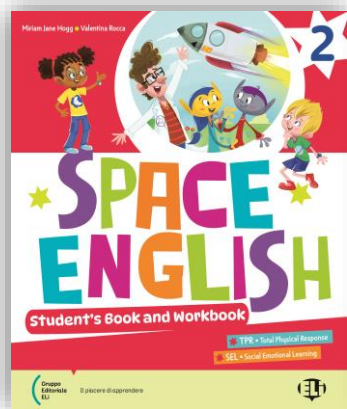
- Claude / my friend \_\_\_\_\_
- we / hungry \_\_\_\_\_
- they / Italian \_\_\_\_\_

# Configurazione alunno

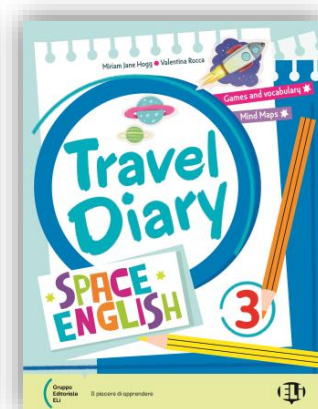
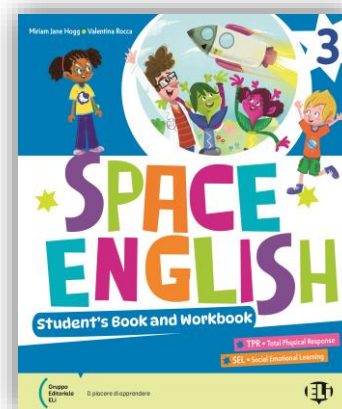
classe 1



classe 2

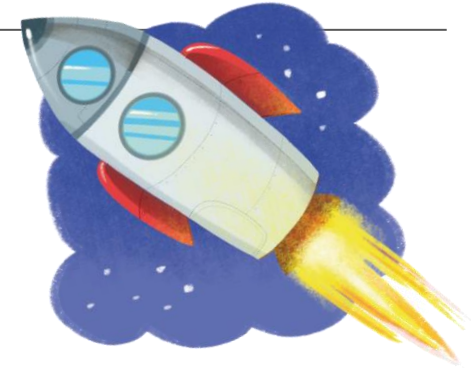
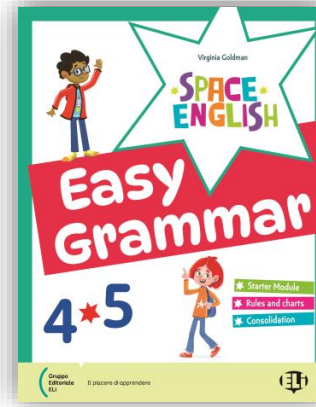
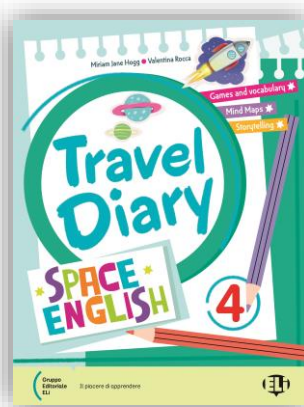
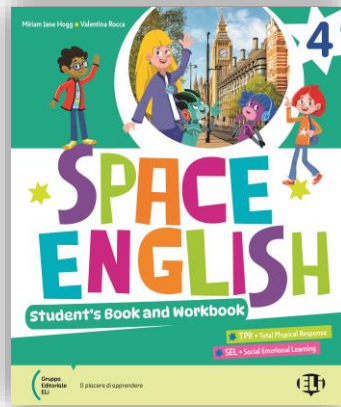


classe 3

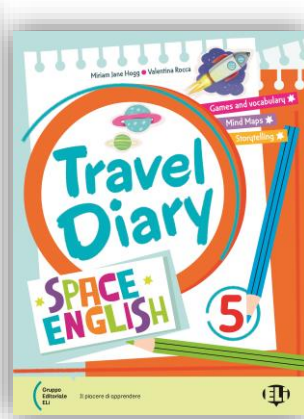
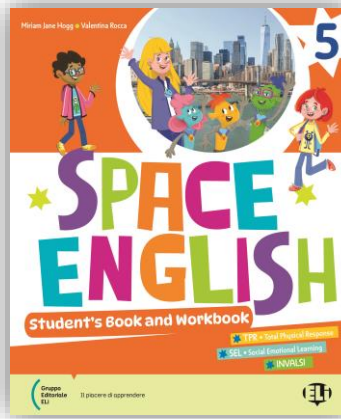


## Configurazione alunno

classe 4



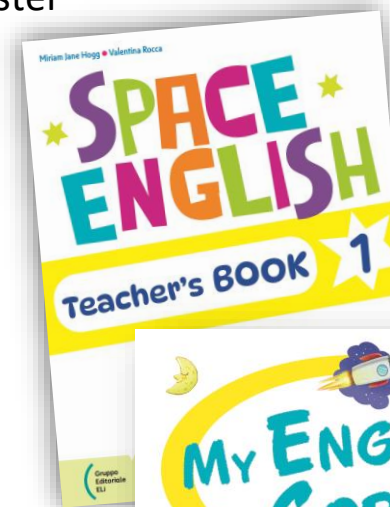
classe 5





## Configurazione docente

- **Guida** per l'insegnante – una per livello – con programmazione didattica, indicazioni passo passo per l'uso del volume studente e degli allegati, schede fotocopiabili, sezione dedicata al SEL con focus sulle neurodivergenze
- Kit docente con Test, Musical, Flashcard e poster
- **Audio e video**
- Libro digitale
- **Giochi interattivi**
- **Percorsi semplificati specifici in digitale**  
→ #altuofianco sostegno
- **Percorsi semplificati**  
**STUDIAFACILE**



# Space English in **SINTESI**



- **Sfondo integratore emozionalmente coinvolgente**
- In tutte le unità, attività legate al **SEL** (Social Emotional Learning) e **TPR** (Total Physical Response)

- Allegati:  
**Travel Diary 1-5** con materiali ludici, Storytelling, mappe  
**Picture Dictionary 1-3**  
**Easy Grammar 4-5** con Starter Module



**GRAZIE!**

