

Insegnare con...

It's my time B2

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INSEGNARE

INGLESE

Scuola Secondaria di 2° Grado

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Who are Generation Alpha?



Gen Alpha statistics

(nikolaroza.com)

- 92% using digital devices before age 4
- 4/6 hours a day on digital devices
- 66% access to AI-powered learning tools (2024): by 2032, this will be 100%
- 93% teachers need additional training



So, what are Gen Alpha like?

- Good with technology, **BUT...**
- Creative
- Not very empathetic
- Dislike rules
- Insecure and fragile
- Easily bored at school
- Hyper - protected

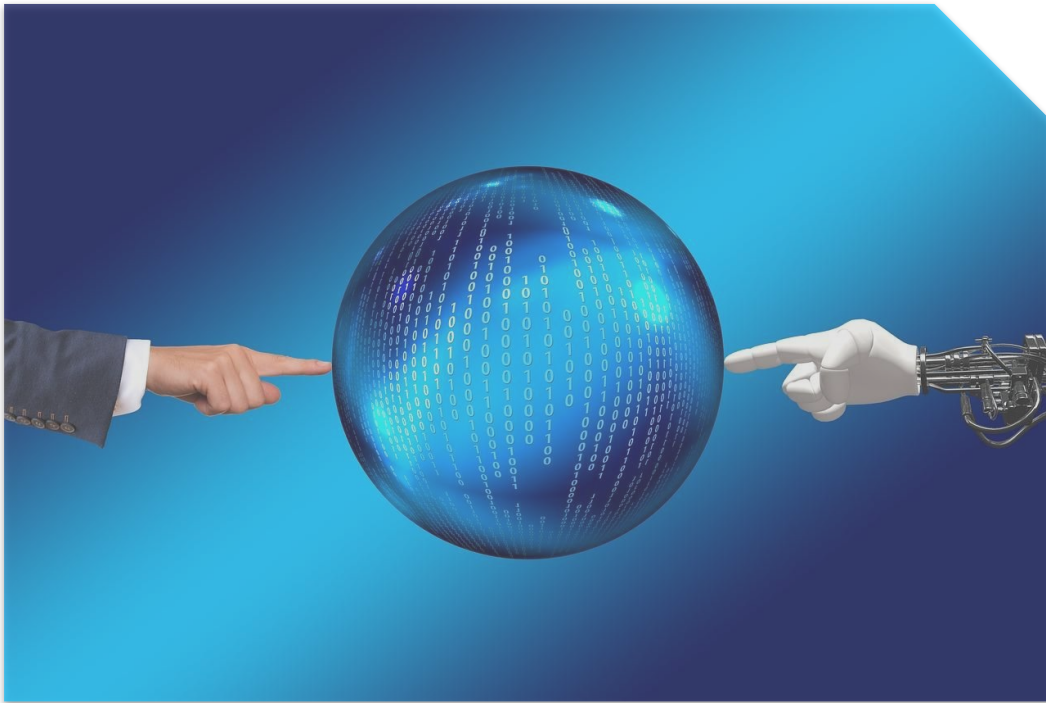


How do Gen Alpha learn?

- Dominant learning style is visual
- Attention spans diminishing
- Relevance
- Collaboration
- Hybrid learning



Gen Alpha - A changing world



- Artificial Intelligence
- Future jobs
- Digitally social vs real social

Gen Alpha - What are their needs?

- Solid didactic support which ensures that students acquire the language skills they need
- Visual and varied
- Culturally relevant but also a broader cultural and civic awareness
- Oracy skills, authentic task-based learning
- Soft skills, SEL and orientation to help with real-world challenges
- Consolidation, assessment and exam preparation
- Digital, but also dealing with it

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It's my time B2

Relatore:

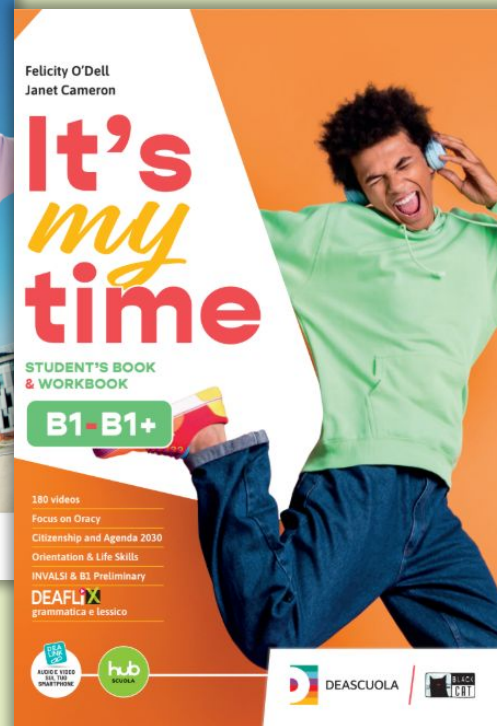
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Gen Alpha needs - A solid and complete course to equip them with the language skills they need



INSEGNARE INGLESE

Gen Alpha needs - Visual and varied learning



Future continuous	Future perfect
USE AND FORM subject + ¹² + -ing form We'll be having breakfast between 7 and 9 am. • to express an action or event which we think will be in progress at or around a particular time in the future • with future time expressions like soon, tomorrow, next (week), in (five months') time, (by) this time next (month), and so on	USE AND FORM subject + ¹³ + past participle By the end of this year, I will have finished all my exams. • to talk about an action or event which we think will be completed (or not completed) before a particular time in the future • with expressions of time like before/by (next week), by the time..., in (a week), in (the next few days), in (a year's) time, this time next (week/month)



20 Complete the map with the adverbs.

slightly • dramatically • rapidly • sharply •
considerably • quickly • substantially •
slowly • significantly • gradually

DESCRIBING TRENDS

Speed of change

Size of change



Grammar

DEAFLEX

Gen Alpha needs - Culturally relevant

3 Tech time



VIDEO

1 WARM UP In pairs. Discuss the questions.

- 1 Do you use social networking apps? If so, which ones?
- 2 How often do you use them? Do you think they can be risky?

2 LISTEN Watch, read and listen to the text. Answer the questions.

- 1 How easy is it to post messages online these days?
- 2 According to the blogger, are social networking platforms a good thing?
- 3 Is cyberbullying the only downside to social media?

3 CHECK Read the text again, then complete the sentences (1-7) using a maximum of 4 words. Write your answers in the spaces provided. The first one (a) has been done for you.

Q1 We often don't think about what we post.....

Q2 Someone could forward one of your posts.....

Q3 You.....

Q4 It.....

Q5 It.....

Q6 You.....

Q7 It.....

4 READ trans
1
2
3
a d s
b c
c qu

Being authentic in a digital world



1 BEFORE YOU READ Answer the questions.

- 1 In what ways are we influenced by social media?
- 2 What do you think of posting videos on internet?

Tip!

- Read the whole sentence before choosing correct answer, not only the words in front of you.
- Sometimes the four words are similar in meaning so try to think if they are the same grammatically too.
- Think of words in context and not individually.

2 Read the text and for questions (1-8) decide which answer best fits each gap: A, B, C or D.

1 A feeling	B connection
2 A entrance	B access
3 A doing	B taking
4 A leading	B being
5 A efforts	B achievements
6 A goods	B events
7 A getting	B having
8 A bringing	B working
9 A inspiration	B aspiration
10 A respiration	B perspiration
11 A separate	B notice
12 A select	B distinguish
13 A low	B soft
14 A dark	B light

Social media is part of most people's lives today. It has many positive aspects. It's a convenient way to keep in touch with friends. It also provides easy access to information about upcoming events.

But there are downsides too. Influencers and celebrities present themselves as "perfect" lives. They can manipulate their images so they only show themselves looking beautiful in glamorous surroundings; they only talk about their successes and "perfect" lives.

When we're teenagers, we're gradually "growing out" what kind of person we want to be. We often adopt role models, people who we'd like to resemble. Authentic models can offer useful guidance and "inspiration".

But social media influencers make poor role models as it can be hard to "distinguish" between what is genuine and what is fake in their posts. Desiring the perfect bodies and lifestyles displayed on social media can result in feelings of dissatisfaction and "low self-esteem". It's much healthier to find our role models in real life.

2 Teen fears



VIDEO

1 WARM UP In pairs. Look at the photos and discuss the questions.

- 1 What do you think is going on inside the heads of these teenagers?
- 2 Are you afraid of anything?

2 LISTEN Watch, read and listen to the text. Answer the questions.

- 1 Did the interviewees mention any of the fears you and your partner spoke of?
- 2 Do you identify with any of the situations mentioned?

3 CHECK Decide who the sentences refer to, Bryan, Monica, Julie or Joe.

- 1 They have doubts about what their family suggest.
- 2 They can't forget what happened when they were little.

Culture link

Too woke to joke?

Deriving from African American Vernacular English (AAVE), being 'woke' is all about being alert to unfairness and injustice in the world, especially around race, gender, identity and social inequality. If you are 'woke', you notice when people are treated unfairly and try to say or do something about it. In short, you care about diversity, equity and inclusion. Hostile critics say being 'woke' means you are walking on eggshells: it's too extreme and is a barrier to free speech. People are attacked online for something they didn't mean to be offensive, and public figures are often 'called out' or 'cancelled' for things they said 15-20 years ago. But supporters insist it is vital to stay respectful, open-minded and be willing to learn.



8 Read the text and answer the questions.

- 1 Where does the word 'woke' come from?
- 2 Why is being 'woke' criticised by some people?
- 3 In your opinion, what are the advantages of being 'woke'?

Media link

Adolescence

In 2025 the British crime drama *Adolescence* was broadcast on Netflix. The powerful hit series tells the story of 13-year-old Jamie, a boy who is arrested for murdering a female classmate. The programme explores controversial issues like the 'manosphere' (anti-female websites and online forums) and incel culture ('incels' are 'involuntary celibates', or men who blame women because they can't find a partner). Indeed, the question of male-female relationships in the social media age is key to the storyline. Jamie has no female friends, sees girls as inferior and is unable to get on with them. A cyberbullying victim himself, he fails to face his problems and talk about them with his teachers or parents. *Adolescence* criticises a society where communication between young people and adults has completely broken down.



6 Read the text. Decide if the statements are true (T), false (F) or if the information is not given (NG).

- 1 *Adolescence* is based on a true story.
- 2 Jamie admits to murdering his classmate.
- 3 The manosphere promotes misogynistic attitudes.
- 4 Incels are successful at developing relationships with members of the opposite sex.
- 5 Jamie is uninterested in incel culture.

Gen Alpha needs - Cultural awareness

5 Barriers



Global culture & competences

1 WARM UP

In pairs. Discuss
1 'Building walls' can be thought of as positive and negative in which way?

2 Read and listen to the questions.
1 Did the three immigrants find it difficult to adapt to life in Italy?

2 Overall, are the three immigrants happy in Italy?

3 CHECK Decide who the question is about: Ahmad (A), Zara (Z) or Vladimir (V).
1 ... Who was mocked because of his accent?

2 ... Who felt as though everyone was against them?

3 ... Who left their homeland to come to Italy?

4 ... Who regrets leaving their country?

5 ... Who was helped to find a job in Italy?

6 ... Who is probably going to stay in Italy?

7 ... Who mentions clothes as a barrier?

TAJ MAHAL: love, mystery and marble

Reading

1 BEFORE YOU READ Look at the title. What do you think the Taj Mahal building was used for?

The Taj Mahal was designed by Ustad Ahmad Lahori, and built by the Mughal emperor, Shah Jahan, in memory of his fourth wife, Mumtaz Mahal, who died after giving birth to their 14th child. Taj Mahal means 'crown of the palace' and has been described as the jewel of Muslim art in India and one of the universally admired masterpieces of the world's heritage.

It is estimated that the equivalent of over 800 million dollars may have been spent on the construction of the masterpiece; 22,000 people worked day and night to finish building. Hundreds of painters, stonemasons and many other artists, as well as labourers, were involved. A thousand elephants were used to transport construction materials from different parts of India to Agra and it took 22 years to complete. Work started in 1631 and ended in 1653. The Taj Mahal is made largely of white marble and is best observed at dawn or dusk. It is said that the building changes its colour at different times of the day. Some people think that this unique feature could represent the different moods of a woman,

especially the moods of the colour changes from pale milky white in the evening to a deep red at night when the dome is lit. However, some academics date the building. A certain Professor Oak believes that the whole world has been deceived. He claims that the Taj Mahal is not Mumtaz Mahal's tomb at all, but rather an ancient Hindu temple. The building of the Taj Mahal may actually precede Shah Jahan's by several centuries, and the truth is Shah bought it from its previous owner, the Hindu King, Jai Singh. Oak argues that one of the doors of the immense building dates back to 300 years before Shah Jahan's era. He also refers to the memoirs of a European traveller, Johan Albert Mandelslo, who visited Agra in 1638 (only seven years after Mumtaz's death). Mandelslo describes life in the city in detail, but makes no reference to the construction of the Taj Mahal. Another writer, Peter Mundy, visited Agra within a year of Mumtaz's death and suggests that

Literature

The Voyage

by Katherine Mansfield

The story so far

In New Zealand, Fenella is waiting for the ferry that will take her and her grandmother to Picton, a small town on South Island. Fenella's father is sending her to live with her grandparents following the death of her mother.

The Picton boat was due to leave at half-past eleven. Fenella's father pushed on with quick, nervous strides. Beside him her grandma bustled along in her crackling black ulster; they went so fast that she had now and again to give an undignified little skip to keep up with them. Then suddenly, so suddenly that Fenella and her grandma both leapt, there sounded from behind the largest wool shed, 'Mia-oo-oo-O-O'.

'First whistle,' said her father briefly, and at that moment they came in sight of the Picton boat. Lying beside the dark wharf, all beaded with round golden lights, the Picton boat looked as if she was more ready to sail among stars than out into the cold sea.

There, mother, there's your luggage!' said Fenella's father, giving grandma another strapped-up sausage.

Thank you, Frank! And you've got your cabin tickets safe?

'Yes, dear.' And your other tickets?

Grandma felt for them inside her glove and showed him the tips.

That's right.

He sounded stern, but Fenella, eagerly watching him, saw that he looked tired and sad. 'Mia-oo-oo-O-O' The second whistle blared just above their heads, and a voice like a cry shouted, 'Any more for the gangway?'

'You'll give my love to father,' Fenella saw her father's lips say. And her grandma, very agitated, answered, 'Of course I will, dear. Go now. You'll be left. Go now, Frank. Go now.'

To all right, mother. I've got another three minutes. To her surprise Fenella saw her father take off his hat. He clasped grandma in his arms and pressed her to him. 'God bless you, mother,' he said. And grandma put her hand, with the black thread glove that was worn through on her ring finger, against his cheek, and she sobbed, 'God bless you, my own brave son!'

This was so awful that Fenella quickly turned her back on them, swallowed once, twice, and frowned terribly at a little green star on a mast head. But she had to turn round again; her father was going.

'Good-bye, Fenella. Be a good girl.' His cold, wet moustache brushed her cheek. But Fenella caught hold of the lapels of his coat.

'How long am I going to stay?' she whispered anxiously. He wouldn't look at her. He shook her off gently and gently said, 'We'll see about that. Here! Where's your hand?' He pressed something into her palm. 'Here's a shilling in case you should need it.'

A shilling! She must be going away for ever! 'Father!' cried Fenella. But he was gone. He was the last off the ship.

Literature note
The short story
Short stories tend to be very focused on one mood or moment in time, whereas novels develop complete worlds with more characters and changes in plot. Novels can explore their themes in depth, while short stories must and to the point as they try to create an immediate effect.

A fight for justice

No Other Land (2024) is a powerful documentary that tells the story of Basel Adra, a young Palestinian citizen of Masafer Yatta, a group of villages in the southern West Bank. This community depends on a small agricultural economy, and some of the villages are so old that people still live in ancient caves.

However, life there is difficult. The Israeli government claims the right to use the land for military training, and as a result, houses are quickly destroyed by bulldozers. Basel's earliest memory is of his father being arrested while protesting against these demolitions. Over time, the crisis has grown considerably worse.

Basel and others began to film the situation to share their story with the world. These videos show the treatment people receive – homes destroyed, families forced into exile, and communities that suffer from constant fear. Some are even injured during

legally leave the West Bank. They have fewer rights and services, including limited access to healthcare and welfare. Many families live in poverty, with low income and little support.

Yuval Abraham, an educated Israeli journalist and friend of Basel, helps spread awareness by writing about the injustice. The film shows how deeply unfair systems affect people's standard of living.

In 2025, No Other Land won the Oscar for Best Documentary, gaining international recognition for its urgent and moving message.



Culture • English-speaking World

Before every international rugby match, the New Zealand national team – the All Blacks – perform a haka in front of their opponents. Deeply connected with Māori culture, this is an impressive show from physical and auditory point of view, a way to honour tradition, express their national identity and issue ritual challenge to their adversary.

- Go online, find and watch a video about the haka. What impression does it make on you? Does anything similar exist in your country?

Interculture

Sacred Aboriginal sites in Australia include rock art, burial places and natural places like hills, rocks and billabongs (lakes that form when a river overflows). The sites are important for Aborigine law, religion, identity and belonging, but many are threatened by development, mining and tourism.

- Do you have similar kinds of natural or man-made sites in your country? Why are they important? Are they under threat?

Gen Alpha needs - Citizenship

Citizenship  

EU rising to the challenge



1 Over recent years, the EU and its citizens have faced many difficulties – Brexit in 2020, climate change, the COVID-19 pandemic and the war in Ukraine. EU leaders, politicians, institutions and political groups got together to address some of these issues in June 2024, and established the 2024-2029 EU 'strategic agenda'. The agenda is centred around the idea that Europe must remain free and democratic, strong and secure and, finally, prosperous and competitive. Do these ideas give some way towards meeting the interests of young Europeans?

2 To find out, in 2024 the European Parliament carried out a youth survey to see what young people between the ages of 16 and 30 thought about the EU and what it should be prioritising. They were asked for their opinions about various subjects including human rights and identity, the benefits of EU membership, social media, fake news, political participation and AI.

3 The survey revealed that young people believe the top-ranking values are human rights, democracy and peace, along with freedom of speech and thought. Predictable, you might say, and perfectly in sync with the EU's strategic agenda. A significant number of youngsters also attach great importance to tolerance and respect for diversity in society, gender equality, the fight against discrimination and the protection of minorities.

4 When it comes to identity, the trend is again quite predictable by far the largest share of young people questioned say they are primarily attached to their country and national identity, with the second largest group declaring that their greatest attachment is to their local community and region. Only one in seven respondents they feel primarily attached to Europe and a European identity. Aworring signs for the future perhaps?

5 As for the topics young people would like to be prioritised by the EU over the next five years, they have their heads screwed on! For 40% of respondents top three topics are rising prices and the cost of living, environment and climate change and the economic situation and the creation of jobs. Welfare, social protection and access to healthcare follow close behind. About 20% of those questioned also mentioned defence and security as a priority.

6 Measuring what an entire generation thinks of course, never easy, and no survey – also for methodological reasons – can ever hope to faithfully reflect the views of everyone. There does, however, seem to be some correspondence between the priorities of the EU and those of its younger members. Let's say the glass is half full.

*16 years is strategy
17 have their heads
18 are to be tested*

Citizenship 

Who am I?



Being a teenager can be a confusing time. Society, family and peers' all expect different things from young people as they try to establish a unique sense of self, perhaps struggling both mentally and physically. In this magazine article, the sociologist Anna Rilke takes a look at the issues affecting teens as they set off on their journey to self-discovery.

1 External influences
Teenagers are continually bombarded with messages from the world outside – through media, family and peers – shaping their beliefs, values and aspirations. These forces can strongly affect how teens see themselves and who they want to become. Dealing with questions of 'belonging', acceptance and authenticity, they must learn to meet society's expectations while also remaining true to themselves.

2 The expectations of society and peers
Society sets many rules for how people should look, act and live. From gender roles to cultural ideals, teens are inundated with messages about what's 'normal' or 'acceptable'. These standards do, of course, affect how teens think and feel about themselves, often encouraging them to fit in even when it doesn't feel right to them. Peers provide a sense of belonging and acceptance, but that can be a double-edged sword: in order to be 'part of the group', teens may betray their individuality and authenticity.

3 Media and popular culture
In today's digital age, teenagers are surrounded by media that help to shape their perceptions of beauty, success and happiness. Social media especially can create unrealistic standards and ideals that leave teenagers feeling inadequate or insecure. The process of constant comparison can lead to low self-esteem, doubt and anxiety about one's self-worth.

4 Family dynamics and parental expectations
Family serves as the primary socialising agent in a teenager's life, influencing beliefs, values and behaviour from an early age. Parental expectations help to shape teen identity and aspirations, but children might find themselves under unwellcome pressure to get good marks or choose the 'right' career. This can lead to stress, rebellion and feelings of resentment. Family conflict is an obstacle to teens trying to figure out who they are.

5 Cultural and sociopolitical context
Background is important: race, religion, social class or the place you live in all combine to create different opportunities and challenges. Teens from marginalised or minority groups may have to put up with discrimination and inequality, making it harder for them to feel accepted or valued by society. Such experiences can deeply affect how they see themselves and their place in the world.

*1 peers: pari
2 belonging: appartenenza
3 double-edged sword: omnia
4 doppio taglio
5 self-worth: valore personale*

Citizenship 

Intensive farming? Extensive loss...



Intensive cattle farming¹ is one of the most resource-demanding forms of agriculture in the world. To raise cattle for beef or dairy products on a large scale, huge amounts of animal feed² are required. This feed is often produced through intensive crop farming – using large areas of land, chemical fertilisers, pesticides and high-yield³ seeds to grow crops such as corn, soy, and alfalfa⁴. The aim? More feed at the lowest possible cost. In many countries, especially in South America, vast areas of natural forest and grassland are cleared to grow feed crops for cattle. The Amazon rainforest is a major source of soybeans that are exported around the world to feed animals, not people. This deforestation releases huge amounts of carbon dioxide into the atmosphere, contributing to climate change. It also destroys habitats, leading to a loss of biodiversity. Another environmental cost is water use. Growing feed crops intensively often requires heavy irrigation, which puts pressure on local water supplies. Pesticides and fertilisers, which are used to increase production levels, pollute rivers and groundwater, affecting both wildlife and human communities.

There is another unfortunate consequence: the spillover effect. This occurs when the environmental and social damage caused by producing cattle feed spreads beyond the farms themselves. Spillover infection takes place when forests are destroyed for farmland, and wild animals are forced into closer contact with livestock⁵ and people.

This increases the risk that viruses or bacteria jump from wildlife to domestic animals, and then to humans. Scientists believe that such changes in animal farming can make outbreaks of disease more likely.

The spillover effect also has economic impacts. When large agribusinesses take over small farms, production declines because fertile land is used for export instead of for local food. So, intensive farming to feed cattle may be a production point of view, but it's not good for the local economy. The environmental damage, biodiversity depletion⁶ and increased risk of spillover make the system unsustainable. Reducing the environmental impact of intensive farming is a challenge for the future.

*1 intensive cattle farming: Allevamento intensivo
2 feed: foraggio
3 high-yield: alto rendimento
4 alfalfa: erba medica
5 livestock: bestiame
6 water depletion: esaurimento dell'acqua*

Agenda 2030 

Goal 12: Responsible consumption and production

5 Go online, find a description of Goal 12 and answer the questions.

- 1 Is tourism affected by sustainable practices?
- 2 What can tourism companies do to help?
- 3 Nobody wishes to badmouth the tourism sector completely. Tourism is also beneficial in many ways. Does your country benefit from tourism? And your town/city/region?

6 AI CORNER In pairs. Use an AI tool to create a one-week travel itinerary that avoids crowded tourist spots. Continue giving feedback to the AI until you are satisfied with the result. Then share your itinerary with your classmates. The class will vote for the most original.



Gen Alpha needs - Soft skills for real world challenges



Orientation & Soft Skills

Opportunities in the tourism industry for school leavers

A Hello! Welcome to school leavers looking for a career. Today on Get to the Top, we're looking at jobs in the world of travel and tourism. The travel industry is evolving rapidly, driven by technology and shifting consumer preferences. This means enterprising school leavers with fresh perspectives and new ideas will always be welcome.

One of the industry's main attractions is its variety. Roles range from front-line positions, such as hotel receptionists, tour guides or airline cabin crew, to behind-the-scenes work in marketing, logistics or digital communications. This variety of opportunity means you can pursue a role that aligns with your personal aptitudes and ambitions.

For school leavers, numerous entry-level posts require no university degree. These may involve assisting with guest services, supporting event coordination or working in travel agencies. Such roles provide 'hands-on' experience and an understanding of the operational side of the business. Many employers invest in in-house training programmes, enabling young staff to acquire specialist knowledge and progress towards supervisory or managerial roles.

Proficiency in languages is a significant advantage in this sector. English remains the global lingua franca, but competence in additional

Orientation & Soft Skills

I create therefore I am



Albert Einstein said: 'Creativity is seeing what others see and thinking what no one else ever thought' which is perhaps a very polite way of suggesting that not everyone can be creative! The Albert Einsteins and Wolfgang Amadeus Mozarts of this world are few and far between of course (geniuses don't come two a penny!), but that doesn't mean creativity is the prerogative of an elite few, far from it! Creativity is a skill we all possess, it's never easy to define, but here we go!

First of all, creativity helps us solve problems. Imagine your phone breaks, your bus is late, or you forget your homework! A creative person can find a solution quickly: maybe borrow a phone, take another route or explain the situation in a smart way. Thinking creatively helps you stay calm and flexible.

Creativity also helps us communicate better. Sometimes we want to say something important, but we don't know how. With creativity, we can find new and different ways to express feelings, share ideas or explain things clearly. This is especially useful at school, with friends and family.

In relationships, creativity helps us to understand and appreciate others. Every person is different, and

Soft skills

Tips for a job interview in the tourism industry

- Research the employer: know their services, target clients and company values
- Show cultural awareness: the industry values understanding of different backgrounds
- Highlight language skills: apart from English, even basic extra languages can be an advantage
- Emphasise customer service experience: give examples of handling clients politely
- Demonstrate flexibility: employers appreciate willingness to work varied hours
- Be positive and enthusiastic: tourism relies on energy and friendliness
- Ask thoughtful questions: show interest in the role and future opportunities

4 Read the text and answer the questions.

- Is it important to know lots of languages perfectly?
- Which of these tips would you personally have most difficulty with?

Soft skills

5 ROLE-PLAY

In pairs. Then swap roles.

Student A: you are going for a job as a tour guide. Prepare ten personal qualities that you have and prepare ten questions to ask the employer.

Student B: you are the employer. Prepare ten questions to ask the candidate and prepare ten personal qualities that you want in a tour guide.

Soft skills

Being more creative

Creativity is an important soft skill at school and in life, helping you to think in new and original ways. It is much an innate talent as a skill you can improve. Here are some tips to help you become more creative.

- Try new things. Visit new places, taste different foods, listen to music from another culture. New experiences stimulate fresh ideas in your brain.
- Go back in time to when you were little: looking through the eyes of a child is very different from an adult.
- Ask 'why?' or 'what if?'. This helps you see situations from different points of view.
- Take breaks. When you have a mental block, talk to a friend. Good ideas often come when you're not trying to think hard.
- Don't be afraid to make mistakes. Leave your own space and experiment. Some ideas may not work, but that's part of the process. The important thing is to keep trying.

5 Read the text and answer the questions.

- What do you think is meant by 'innate talent'?
- Do you already do any of the things mentioned in the text? Does it help you in your everyday life?
- Which piece of advice is the most useful in your opinion? And the least useful? Why?

CRITICAL THINKING

In pairs. Discuss the questions.

- The poet Sylvia Plath once said: 'The worst creativity is self-doubt.' What do you think this means? Are self-esteem and confidence essential for creativity?
- What is the most creative thing you ever did? Describe what it was and how it came about.
- As you get older, do you feel your creativity growing or is it in decline?

Media link

Frankenstein (2025)

Premiered at the 82nd Venice International Film Festival in 2025, Guillermo del Toro's *Frankenstein* stars Oscar Isaac as Victor, the brilliant but egotistical scientist who 'plays God' and creates a monster. Del Toro says that Shelley's novel was his inspiration behind over 400 films – was it his youth. His adaptation is less a horror movie and more a psychological exploration of innocence and suffering.

1 CHECK Answer the questions.

- Where was the film first shown?
- Has Shelley's work been popular with film-makers?
- Is this version a typical horror story?

2 CRITICAL THINKING In pairs. Discuss the questions.

- Do you think scientists will ever be able to create human beings in laboratory conditions? Does this idea appeal to you? Why? / Why not?
- Frankenstein* has been described as a 'horror story'. What do you think this means? What is the 'horror' in today's world?



4 CRITICAL THINKING In pairs. Discuss the questions.

- What is the main reason for the Irish tragedy? Is this view justified?
- People leave their lands for many reasons: do you think some reasons are more justified than others? Which reason would you consider the least/most important?
- According to the blogger, 'political indifference and greed' were major reasons behind the Irish tragedy. Do you think a similar situation exists today?

Social-emotional learning

All our actions have consequences, so we have a responsibility to take thoughtful decisions that can benefit personal, social and collective well-being. Even in the digital world of virtual reality we need to make ethical choices when interacting with others and should be able to say 'no' when someone makes an offer that might be risky or harmful for ourselves or others.

- Do you think there should be a minimum age requirement for people using social media?

Social-emotional learning

When you feel overwhelmed by too many things to do, stop for a moment and breathe deeply. Try to organise your tasks by writing them down. Focus on one thing at a time and be kind to yourself. It's okay to ask for help – you're not alone. Taking small steps helps you feel more in control and reduces stress.

Gen Alpha needs - Consolidation & exam preparation

Consolidate Units 7-8

Vocabulary

UNIT 7 Complete the sentences with an adjective.

- 1 Frankly, I think a lot of tourist attractions are really _____.
- 2 Visiting any war memorial is always a _____ experience.
- 3 The Christ the Redeemer statue in Rio de Janeiro is colossal _____.
- 4 Somewhere must have been a _____ and holy place to the people that built it.
- 5 I find this beautiful countryside very _____ – it reminds me of my childhood in Wales.
- 6 Did you see the photo Molly put on Instagram? The view from the top of the Great Wall of China looks absolutely _____.
- 7 Jebel Ali in Dubai is the largest _____ harbor in the world, unlike Sydney Harbour, which is a natural one.
- 8 Everyone told me the cave paintings in the Dordogne were worth seeing, but I found them simply _____.

UNIT 8 Complete the sentences with the correct form of the expressions.

- 1 _____ to extremes - set off on an excursion - take out - do the maths - on your own two feet - hordes of tourists
- 1 We had to stay in a four-star hotel in high season. You _____.
- 2 We _____ for the day, but it turned into a week.
- 3 We loved Venice except for the _____.
- 4 The Solo Travel Guide will encourage you to discover the world _____.
- 5 Travelling can drive friendship _____.
- 6 My dad travels a lot, so he _____ annual travel insurance.

UNIT 9 Complete the text with a word.

In Britain, interest in eating well has grown considerably in the last few years. Although people still enjoy ¹ _____ food and when they are too tired to cook or too lazy, they get a _____ meal, you can now find a bottle of ² _____ oil in most British kitchens. We're more aware that eating too much ³ _____ isn't good for us, and we include ⁴ _____ such as lentils and chickpeas in our ⁵ _____. Brown or ⁶ _____ bread is preferred by many to processed white, and the five-a-day campaign has encouraged us all to eat as much ⁷ _____ fruit and vegetables as possible.

Grammar

Moral verbs of deduction: present

UNIT 7 Choose the correct alternative.

Dad: Where's mum? Is she not home yet?
Me: She might / might not still be in the office.
Dad: She said she'd be home by 7 pm. That must / can't be her now.
Me: No, that was the cat. She must / may not be stuck in traffic.
Dad: No, it's Tuesday. She's had business dinner.
Me: She would have rung. Her be dead. Well, she can't / He's away for work.
Dad: She could / must not be here.
Me: Let's ask anyway. She's his home for a bit.

Moral verbs of deduction

UNIT 7 Write deductions with brackets to complete the sentences.

- 1 The cat got out again. So _____ (leave) the _____ - it _____ (be) me.
- 2 People are streaming out of _____ (finish).
- 3 How do you know Nick was in _____ (be).
- 4 Samir is out of breath. He _____ (already see) Avatar: Firestorm.
- 6 There _____ (be) party because there was a lot _____.

Verb patterns (1)

UNIT 6 Complete the text with of the verbs.

cut • do • eat • follow •

The new year is a time when we do a _____ things that we like us, and we try ² _____. It will be good for us, such as going to January I'm giving up ³ _____. I'm giving ten hours a week at the gym, so chocolate doesn't mind ⁴ _____. For example, my friends say that I myself some specific targets with ⁵ _____ my programme.

Summative practice

Revision-Unit 8

25 ●●● Choose the correct answer: A, B, C or D.

Lena and Aisha recently moved into student halls to begin their first year at university. Although they're ... from different backgrounds, they have quickly become friends. Over the first few days, they spent time ¹ ... up their shared flat and getting to know each other's habits. Last Monday, they ² ... unpacking most of their belongings. Both have strong traditions around food. Lena, from Greece, often cooks Mediterranean dishes, while Aisha, originally from Pakistan, prefers ³ ... meals. They're ⁴ ... about food since the moment they met. Back home, Aisha ⁵ ... prepare large meals with her family. Lena is curious about Aisha's traditions, but she knows she ⁶ ... adapt. Their kitchen is smaller than expected, so sharing it ⁷ ... a challenge. They have made plans to cook together twice a week. By the end of next term, they ⁸ ... new recipes from each other. Lena's dishes are usually lighter; but Aisha's meals are ⁹ ... in flavour. Lena remembers Aisha ¹⁰ ... her array of spices right before they finished unpacking. At first, Lena wasn't sure what to make of it – she ¹¹ ... It was safe! They are positive they will become good flatmates, ¹² ... their different tastes.

1 A come	B came	C are coming	D will come
2 A to set	B at setting	C setting	D in setting
3 A have finished	B finished	C finish	D had finished
4 A Pakistani home-cooked spicy	B spicy home-cooked Pakistani	C home-cooked spicy Pakistani	D Pakistani spicy home-cooked
5 A talk	B have been talking	C talked	D have talked
6 A could	B can	C has been able to	D might
7 A must	B might	C have to	D would
8 A is	B was	C will be	D would be
9 A will have learnt	B are learning	C is learning	D learn
10 A more rich	B richer	C the most rich	D more richer
11 A had given	B gave	C gives	D give
12 A must think	B might have thought	C could think	D should have thought
13 A however	B despite	C despite of	D even if

INVALSI practice 3

Gen AI

Now, with more students and teachers using it all the time, AI promises to change the classroom forever.

11 The Harvard Graduate School of Education recently published a report entitled *Teen and Young Adult Perspectives on Generative AI*. Researchers got more than 1,500 teens to describe how they use AI, as well as their (Q3) While many had used AI to cheat, most students described it as a useful tool for creating and improving their own work. They use it for brainstorming, research, summarisation, and even (Q4) for how to improve their schoolwork.

On the other hand, it's (Q5) that papers written by ChatGPT are unusable.

12 AI simply invents actual getting technology evolved. (Q6) that learn amounts of digital decide what is best. While optimistic, sensitive to AI's cyberbullying, all ages. AI's deceptive or harmful apprehensions are particularly in privacy and data.

Important technological innovations are often met with (Q6) D. When the printing press was invented in 1440, for example, it was controversial and divisive. Religious leaders didn't want to let people have (Q1) They believed it was a direct threat to their authority. There was concern about the spread of misinformation and false narratives. People were afraid of losing their jobs. Artificial intelligence is the printing press of our time. People are enthusiastic about its potential, but also fearful of (Q2) It has already revolutionised the way we navigate, the way we buy things, the way we get our information.

Prepare for First

Reading

1 Read the text about artificial intelligence. Parts of the text have been removed. Choose the correct part (A-J) for each gap (1-7). There are two extra parts that you should not use. The first one (0) has been done for you.

A free access to information
B common knowledge
C spread of misinformation
D fear, distrust, and resistance
E personalised suggestions
F careful monitoring
G unintended consequences
H mathematical systems
I concerns about the technology
J early reports

Listening

2 Listen to the audio. Choose the correct part (A-J) for each gap (1-7). There are two extra parts that you should not use. The first one (0) has been done for you.

A free access to information
B common knowledge
C spread of misinformation
D fear, distrust, and resistance
E personalised suggestions
F careful monitoring
G unintended consequences
H mathematical systems
I concerns about the technology
J early reports

Great ideas for a gap year

1 BEFORE YOU READ Look at the title and the photos. Answer the questions.

1 What is a gap year?
2 Why do you think some students decide to go on a gap year?
3 These are some photos students took on their gap years. Where do you think they went and what did they do there?

Thousands of young people take a gap year every year. Read about the experiences of four students.

A Mia
I spent six months in Italy, in theory to learn Italian. I thought I'd be easy, really, taking a bit, going to parties and visiting a few galleries. I really didn't expect that the course would be so good, and that I'd make so many incredible friends. There was lots of time off too, so the whole group visited lots of the main cities like Rome, Venice and Milan. We were based in Florence which was an incredible city for someone like me who's interested in art. So, what did I do in the next six months? I went back to Manchester and worked in an Italian restaurant. I'd learn so much that everyone thought I was Italian!

B Alex
I went to Thailand and it's an experience I'll never forget. I had organised a placement as a volunteer in a wildlife centre which was about a three-hour drive from Bangkok. (Context) was a bit strange when I first arrived but the coordinator was really friendly and made me feel welcome. The centre itself was enormous.
I thought I'd never find my way around it. Everything got easier though and I soon got to enjoy it. I was mainly working with the monkeys and the bears, but there was a coa that got changed daily so I had a chance to do a variety of jobs. I know it's going to really help with the zoology course I'm doing at uni.

C Pina
I'd been on a number of sailing and windsurfing family holidays, and I really liked the idea of incorporating that into my gap year. I wanted to get the instructor's qualification so that I could earn some money working at a holiday centre, but I signed up for a 12-week course in Sydney. The course was intense but excellent fun. I'm now qualified to teach both sports. Then, of course, there was the social life, wonderful weather, great beaches, relaxed lifestyle, and excellent nightlife. The people on my course were awesome - I'm hoping to stay in touch with them in the future.

D Nina
During my gap year I worked in Cambodia on a community project which helped run a rural school in an orphanage. I particularly enjoyed teaching English to the children who were keen to learn. The great thing about it was that there were so many different aspects to get involved with, but it's not really a project for everyone. You need to have some initiative and not wait to be told what to do at the time. You realise that what you do is such a small part of the whole project but that everyone's small part makes an enormous difference. I had a really brilliant time and got to know people in the local community.

11 Reading and Use of English - Part 7

Tip! ... spent the question carefully and make sure you deal with all the points in the notes.
• Don't forget to add your own ideas.
• Begin with a sentence that will get the reader's attention. It could be expressed as a question, e.g. *Taking a gap year is very popular but is it really such a good idea?*
• Plan your answer carefully and write in clear paragraphs.
• End with a sentence that sums up what you wanted to say in your essay. You could start with in conclusion, I think.

2 Read the article about gap years. For questions (1-10), choose from the sections of the article (A-D). The sections may be chosen more than once.

- ... enjoyed themselves more as time passed?
- ... had the sensation that they were doing something useful?
- ... didn't spend a whole year away?
- ... only spoke about a part of their gap year?
- ... was inspired by past experiences?
- ... thinks the experience will be useful for their studies?
- ... had enough time to explore the country?
- ... had a choice of different activities to do?
- ... didn't get paid for their work?
- ... doesn't mention their colleagues or companions?

12 Listening - Part 2

Tip! ... Read the instructions and all the sentences carefully before the recording starts.
• Try to predict the sort of information and form of the words you will need to complete the sentences.
• You will hear the words you need on the recording - you will not be expected to change the words.
• Check what you have written to make sure the completed sentence makes sense.

4 (12) You will hear a teenage boy, Leo, giving a talk to students at his old school about the gap year he went on. For gaps (1-10), complete each sentence with a word or short phrase.

In our times 7-8

12 Writing - Part 1

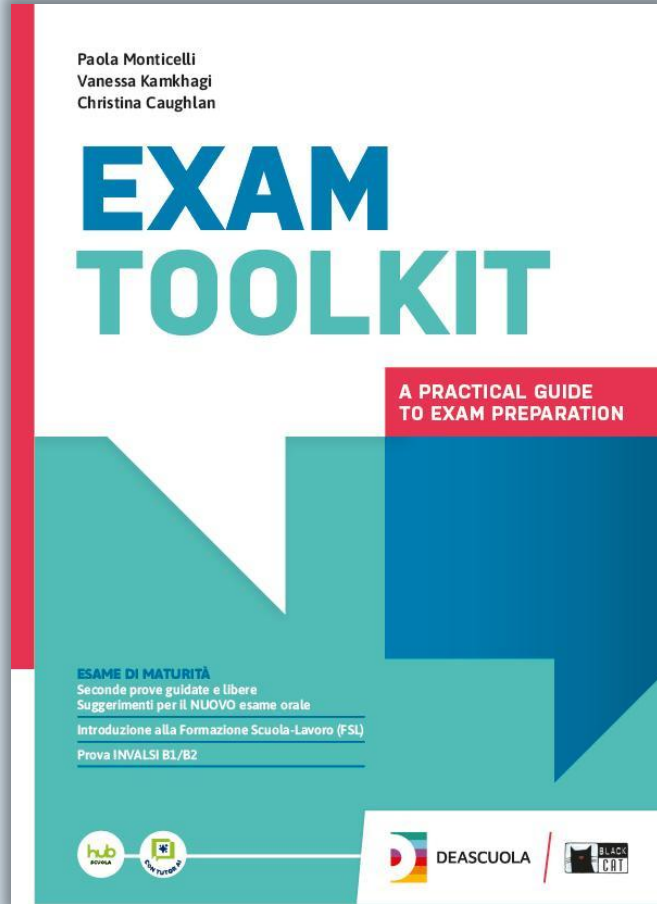
Tip! ... spent the question carefully and make sure you deal with all the points in the notes.
• Don't forget to add your own ideas.
• Begin with a sentence that will get the reader's attention. It could be expressed as a question, e.g. *Taking a gap year is very popular but is it really such a good idea?*
• Plan your answer carefully and write in clear paragraphs.
• End with a sentence that sums up what you wanted to say in your essay. You could start with in conclusion, I think.

3 In your English class you have been talking about taking a gap year. Now, your English teacher has asked you to write an essay. Write an essay using all the notes and giving reasons for your point of view. Write 140-190 words.

Taking a gap year is more of a delay than a benefit and often puts students behind their peers, academically and professionally. Do you agree? Write about:
1 what people gain from taking a gap year
2 the risk of falling behind
3 (your own idea)

Leo's gap year
Leo's is to be a lawyer.
Leo decided to find work in an office in order to get some
Leo found work in a lawyers' office specialising in cases.
The work that Leo did mainly involved preparing for the lawyers.
Leo says he learnt a lot about with some of the junior lawyers.
Leo also had plenty of opportunities.
Leo says the work was an advantage when he for a university place.
Leo was pleased when he saw how much there was in his
Leo spent two weeks in Sardinia with friends.

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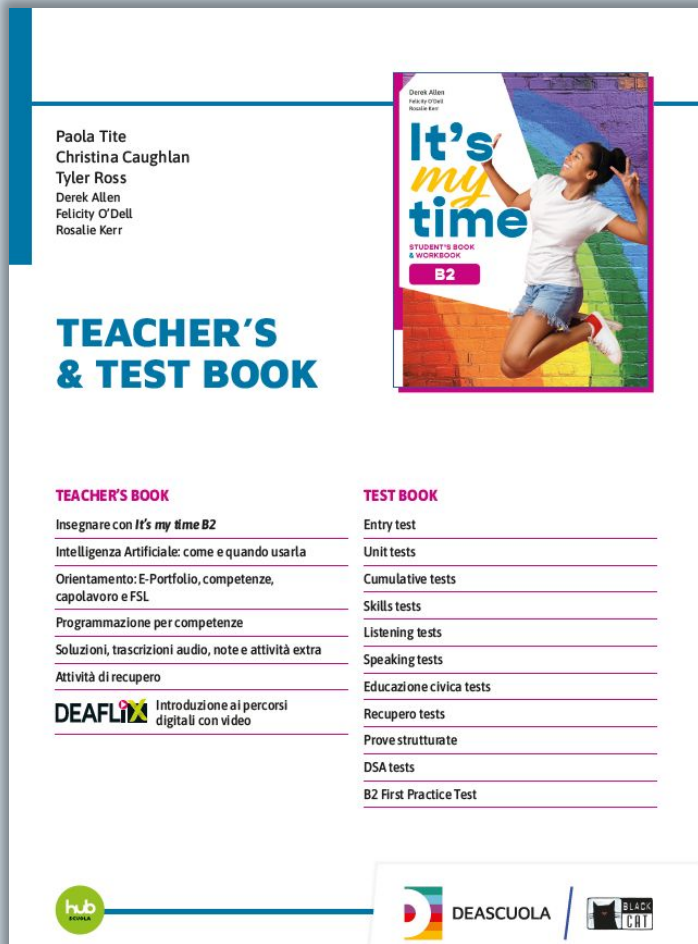
Michael Flynn

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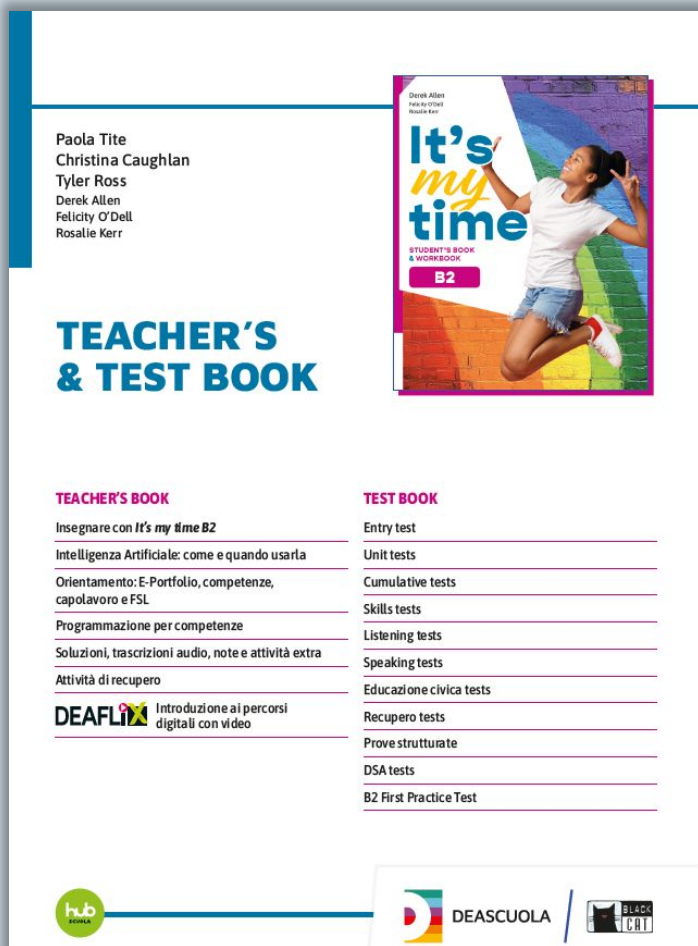
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- Recupero

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- Skills tests, listening tests and speaking tests
- Educazione civica tests
- Recupero tests
- DSA tests
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Relatore:

Karl Matthews

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It's my time B2

AUTORI Derek Allen Felicity O'Dell Rosalie Kerr

EDITORE Deascuola MARCHIO Black Cat

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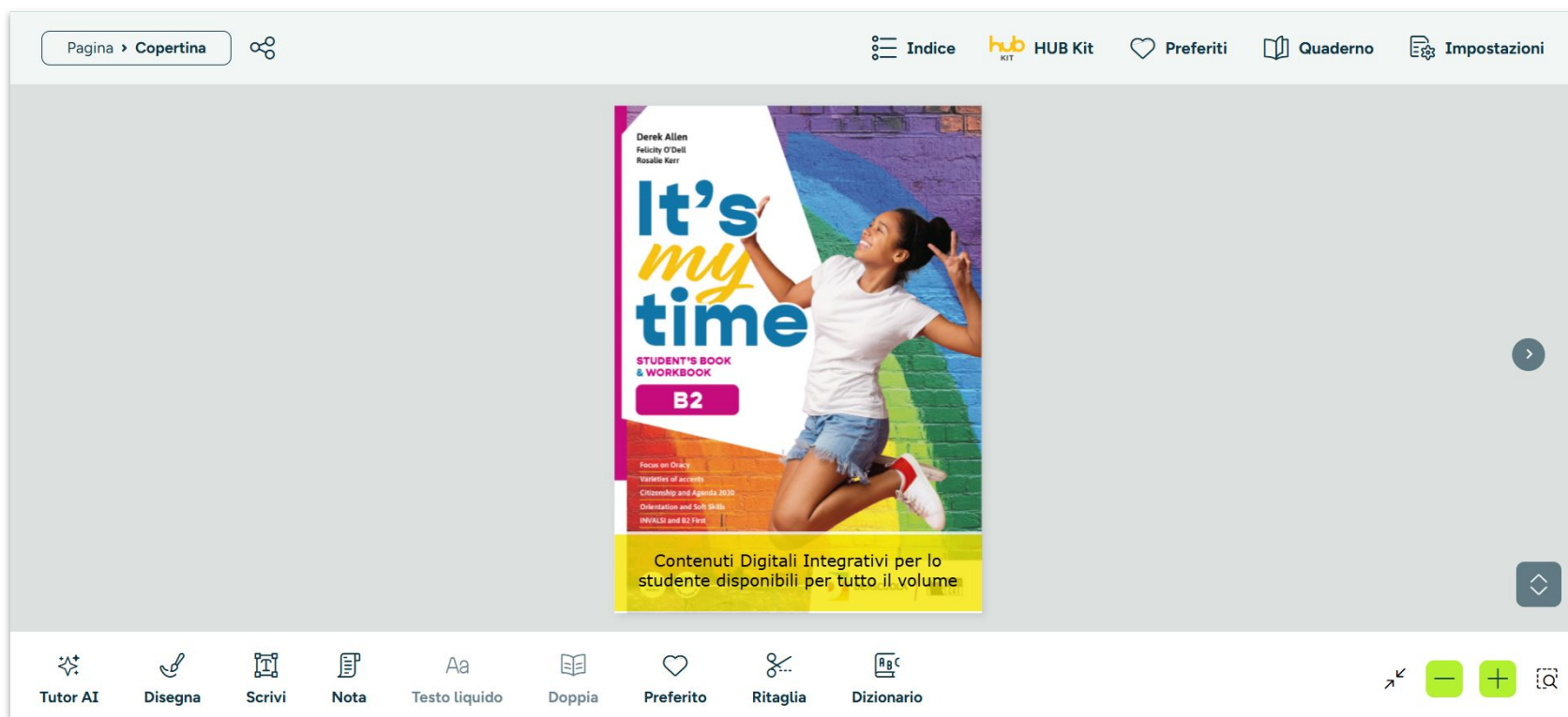


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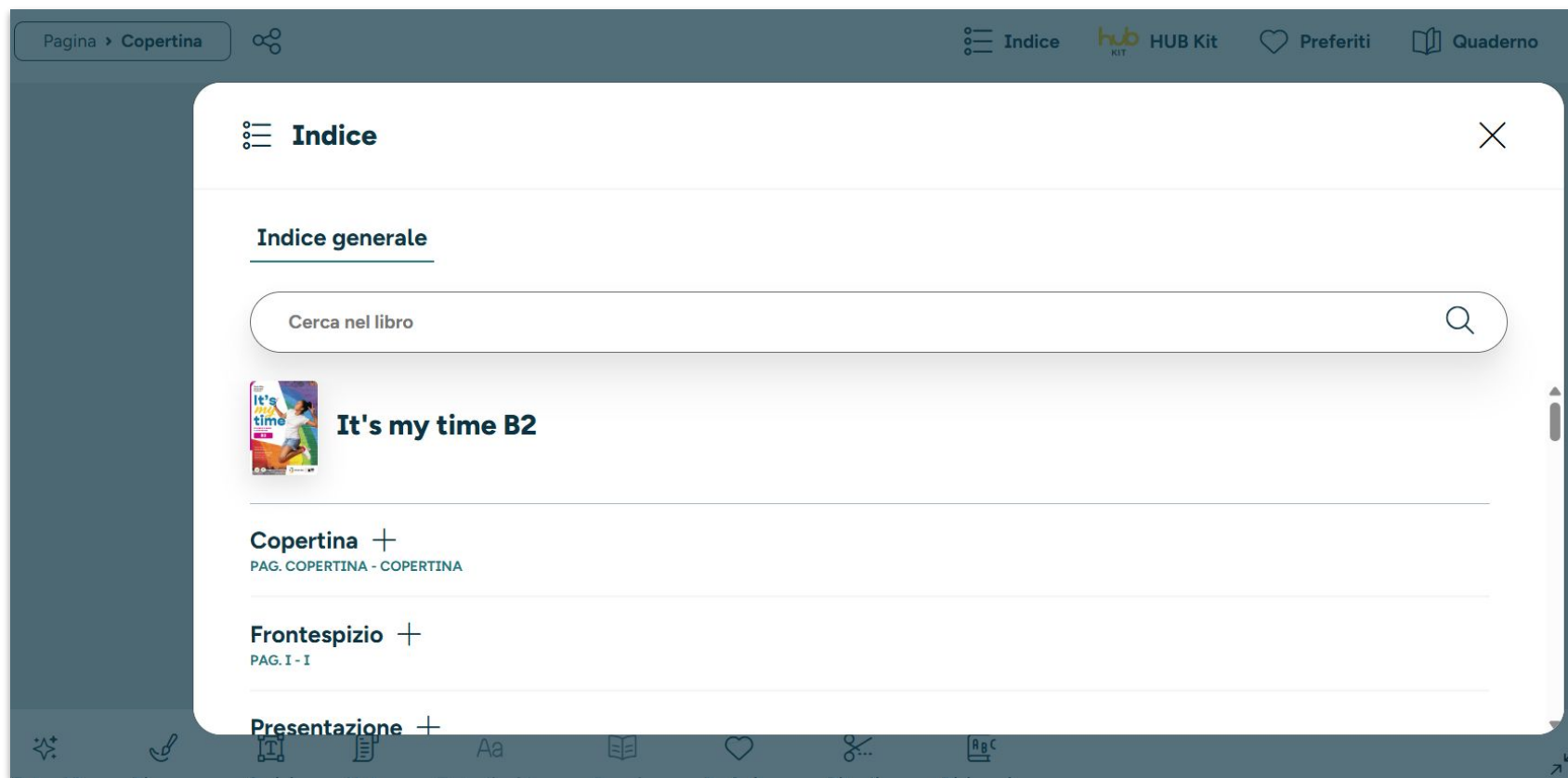
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Flexibility and speed

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Language focus

Vocabulary

Phrasal verbs (3)

6 Match the phrasal verbs (1-6) to the definitions (a-f).

- | | |
|--------------------|-----------------------------|
| 1 ... get over | a relax |
| 2 ... chill out | b recover from |
| 3 ... own up to | c admit |
| 4 ... work through | d meet unexpectedly |
| 5 ... bump into | e manage a problem in steps |
| 6 ... freak out | f go into a panic |

7 Complete the sentences with the correct form of the phrasal verbs from Ex. 6.

- Liam! It's only a film.
- Evie's so terrified of snakes; she if she sees one on TV.
- Mike knows he's got a problem, he just can't it.
- I my boss at a Phobia Guru meeting. It was so embarrassing.
- If I can't my fear of heights, I'll never make the Air Force.
- Don't panic! Take your time and the problem step by step.

Extend

Write extra sentences using the phrasal verbs you've just learned.

Grammar

8 Read the grammar box and match the explanations (1-3) to the examples (a-c).

Narrative tenses

- The **Past simple** can refer to short, quick actions as well as longer and repeated actions. The time the action took place is often indicated by expressions like **yesterday**, **last...**, **ago**, **when**, **etc.**, or it is clear from the context.
 - The **Past continuous** is used for actions that were in progress at a certain time in the past, or for two actions in progress simultaneously.
 - The **Past perfect** refers to an action or event that happened at an earlier time in the past or before another past action.
- a Yesterday I went shopping and bought a coat.
b By the time we got there, the film had started.
c I was shopping when I bumped into a friend.

→ Workbook Grammar p. 42

9 Complete the text with the correct form of the verbs. Then listen and check.

come • have to • get (x2) • have • see (x2) • freak out • could • push • be • ask

For my 4th birthday my mum 1 us tickets to the circus. I 2 circuses on TV and 3 wait to see the real thing. Anyway, when we 4 there, everyone had already sat down and the show was ready to start. After about ten minutes some clowns 5 on and 6 for some children from the audience to help them. I 7 a real clown before. These ones 8 really scary. They 9 enormous eyes and upside-down smiles. The next thing I knew, my mum 10 me into volunteering and I was in the ring. I 11 and a clown 12 bring me back to my mum. I'd rather be stuck in a cage with a lion than a clown!



10 SPEAKING In pairs. Talk about a frightening experience you had as a child.

Grammar

Past time expressions

We frequently use the following expressions when telling a story:

- when**: with all past tenses
- while**, **as**: usually with the Past simple and the Past continuous
- as soon as**, **by the time**, **before**, **after**: usually with the Past simple and the Past perfect
- already** and **never**: usually with the Past perfect
 - When she got home from school, she couldn't get into her house.
 - While I was taking photographs, my boyfriend started feeding the pigeons.

→ Workbook Grammar p. 43

! During is followed by a noun and while is followed by a verb.
I felt thrilled during the show.
I felt thrilled while watching it / I was watching the show.

11 Complete the sentences with the words. Sometimes more than one answer is possible.

after • already • as soon as • before • during • by the time • when • while

- the film started, I knew I had made a bad choice!
- I was reading a novel the electricity went off.
- I had studied social phobias in Psychology so I knew a lot about the subject.
- we'd walked for a couple of hours, we were totally lost.
- I was so frightened, I left the cinema the film so I've no idea how it ended.
- Zoe had phoned I was having lunch.
- they left, they locked all the doors.
- it didn't get dark until we had got home.

12 SPEAKING Have you got or has anyone you know got a fear of flying? Why? What happened?

13 Listen to the dialogue and answer the questions.

- What has Tobias done about his fear of flying?
- What put him off flying again?
- How was the course organised?
- How does he feel about flying now?

! We can use **after/before + -ing** instead of using the Past simple or Past perfect.
After doing the Flying With Confidence course, I booked a flight to Brazil.
Before doing the Flying With Confidence course, I was too nervous to fly anywhere.

14 Rewrite the sentences using **after/before + -ing**.

- After I had finished the course, I felt much more confident.
- Before I did the course, I used to avoid flying completely.
- After I took a Lion Air flight, I had a relapse.
- Before I did the course, I couldn't go on school trips abroad.

2

15 Listen again and complete the dialogue.



Are you a fearful flyer?

- A Hi Tobias, did you do the Flying With Confidence course last week?
B Yes, but just before I home to go to the airport, I was so nervous, I was sick.
A Oh no! I you had such a fear of flying.
B Yeah, I it, but a Lion Air flight to Ibiza with a lot of turbulence was enough to put me off again!
A So what was the course like?
B Well, after very reassuring talks by some pilots, we then had group workshops with psychologists. And as soon as we all that, we went on a 45-minute flight.
A And, how did you feel?
B Not bad, on the whole. During the flight I just had to repeat to myself everything we'd been told during the sessions. But, do you know what? After the flight, I don't have a fear of flying anymore! So overall, the course was worth it.
A Fantastic!

16 Look at this extract from the dialogue in Ex. 15.

- A And, how did you feel?
B Not bad, on the whole... So overall, the course was worth it.

What do 'on the whole' and 'overall' mean?

- a ... apparently
b ... generally
c ... unexpectedly

! We use **on the whole** or **overall** to summarise what we have said or to give a general opinion.
On the whole, I think you should try to face your fears.
Overall, I like these boots. I think they're cool.

17 DISCUSS In pairs. Discuss the questions with reference to the unit.

- What do you think about irrational fears?
- What do you think people should do about them?



- A typical page will carry various icons indicating video, audio and interactive exercise resources, as well as the mysterious 'yellow cross' icon linking you to Deaflix. More about that later!

Interactive exercises Teacher options

Unit 2, Language focus, exercise 22 Condividi

UNIT 2, LANGUAGE FOCUS, EXERCISE 22

Complete the sentences with the correct form of *could*, *was/were able to*

1. They **couldn't** buy a new car because they didn't have enough money.
2. I contacted a lot of agencies, but I **couldn't** find a suitable flat.
3. She didn't want to do it, but he persuade her.
4. He had been in an accident and talk very well.
5. I'd been trying to call her all day. Eventually, I get her at the office.
6. I knew I was wrong, but I say why.

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Grammar

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b By the time we got there, the film **had started**.
c I **was shopping** when I bumped into a friend.

→ Workbook Grammar p. 42



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Inglese Grammatica

Condividi materia ☞

🔍 Cerca

Inglese grammatica
Articles

Argomento
Articles, nouns and pronouns

Inglese grammatica
Plural nouns

Argomento
Articles, nouns and pronouns

Inglese grammatica
**Possessive
pronouns and
Whose...?**

Argomento
Articles, nouns and pronouns

Inglese grammatica
**some, any, every,
no compounds**

Argomento
Articles, nouns and pronouns

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Clothes

Argomento
Vocabulary

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Oracy Videos

- Extras, Subtitles, Text, and Karaoke options available to teachers and students

The screenshot displays the Oracy video player interface. The video title is "Oracy - Talking about a bad experience". The video shows a young woman, Mia, sitting on a swing and talking. The subtitle at the bottom of the video reads: "But, when I reached into the fruit bowl, I saw this totally enormous spider staring back at me." The video progress bar shows 00:43 out of 00:58.

On the right side of the interface, there is a transcript of the conversation:

Mia: Did I ever tell you my spider story?

Phil: No. Go on then.

Mia: Well, I found a weird-looking spider in a bunch of bananas.

Phil: Really! When was that?

• **Mia:** Oh, ages ago. I was really young. Mum had just brought in this mega bunch of bananas and put them on the table and I thought, Banana. Good idea! But, when I reached into the fruit bowl, I saw this totally enormous spider staring back at me. I was trying to decide if I was fascinated or terrified when it jumped on me!

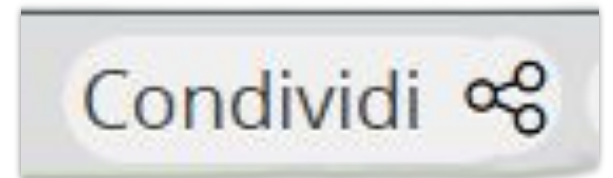
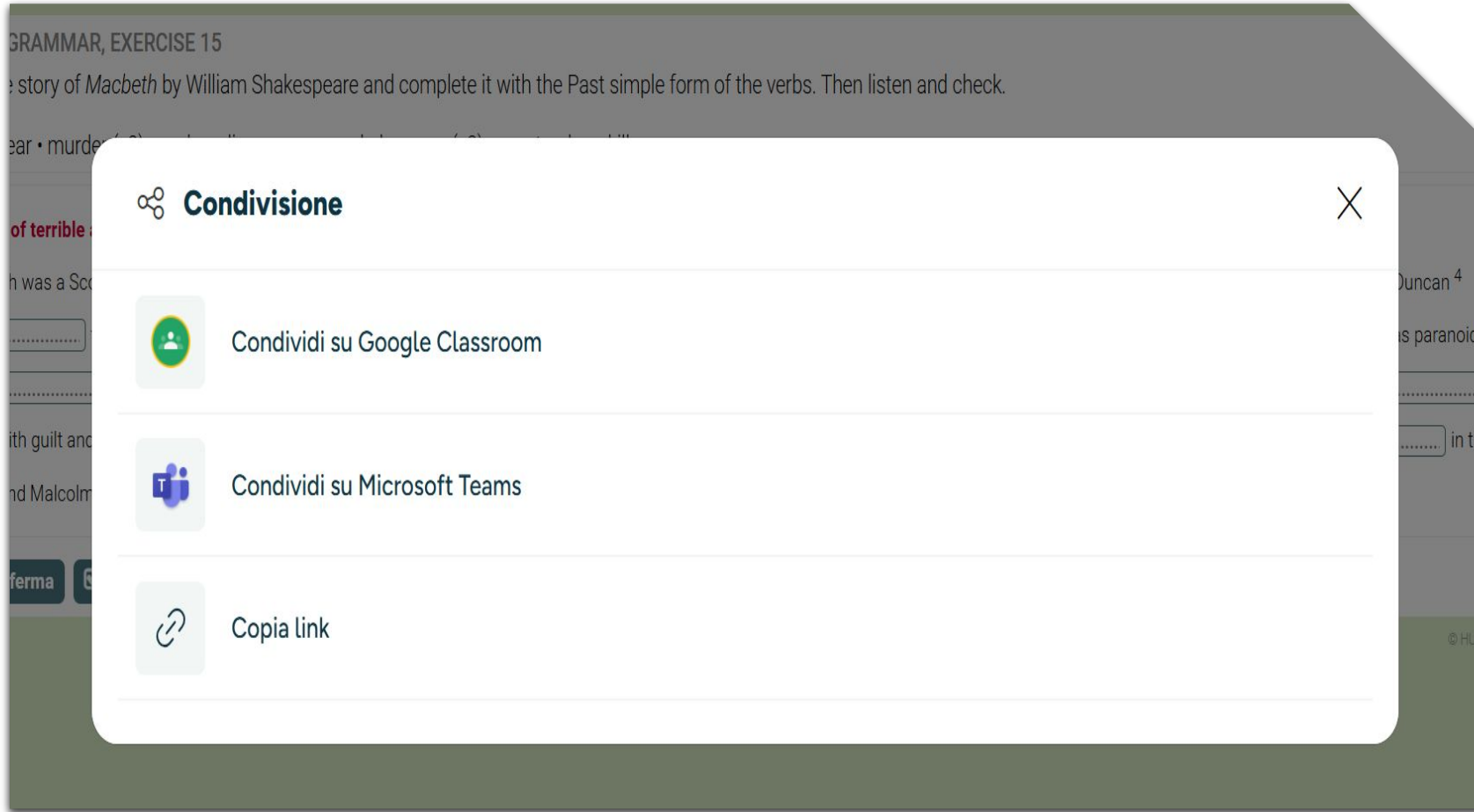
Phil: Yeah, right.

Mia: No, honestly. It was huge.

Phil: Wow! What did you do?

At the bottom right, there are icons for audio (speaker), subtitles (Mia, Phil), and other controls.

- All videos, audio tracks and interactive exercises are shareable



- Access audio, video and Deaflix pathways from your smartphone
- Dual option: QR code reader / Hubsmart app

Language Step 3 Talking about memory

Our marvellous memory

Why do we forget things?
The brain stores different information like sounds, sights and emotions, in different places. When you remember an event, the brain puts all this information together again, but it leaves out unimportant facts. What snacks were there at the party? Who wore blue? Do you still remember?

Memory master
At university in Sweden, Yanyan Wintersoul needed to revise for exams, so she learnt some memory techniques. She practised hard and became really good! For a competition in 2018, Yanyan memorised 145 words and 360 pictures in five minutes, and became World Memory Champion!

5 tips to improve your memory

- Stories**
To remember new words make up a crazy story that contains them.
- Take notes or read aloud**
These activities involve more brain regions than just reading, so you form strong memories.
- Mental pictures**
Mental pictures can help us to remember names, facts and numbers.
- Sleep well**
A good night's sleep (about 7-8 hours) helps to build stronger connections between brain cells.
- Perfect memories**
A handful of people can remember every day in their lives! A perfect memory sounds great, but it's good to let go of some memories. Who wants to remember a toothache?

Everyday English
A handful = Poche Juna (manicota)

Phrasal verbs

3 Match the verbs in the infographic to the definitions (1-4).

put together leave out make up let go of

- to invent something like a story or a lie
- to forget or not care about something
- to assemble or make something from different parts
- to not include something

4 **IMAGINATION** Imagine your friend missed the lesson. Explain to them clearly and simply how our memory works and share two helpful tips from the infographic to improve memory. Make sure your explanation is easy to understand so your friend can follow it well.

72

Grammar

6 **EXERCISE** Look at the examples and choose the correct alternative in the rule.

Subject and object questions

How many hours of sleep do you get each night?
What snacks were there at the party?
Who wore blue? / Who wants to remember a toothache?

• When a question word (what, who, which, how much/many) refers to the 'subject' / object of the question, we don't use the auxiliary verb.

Remember: in questions, the preposition goes after the verb or at the end.
What do we forget things for?

7 **EXERCISE** Write subject and object questions to complete the dialogues.

1 Matt • Who kissed (who/wh) you at the party?
Holly Jacob, but it's a secret! • (who/tell) you kissed someone?
Matt Mike... and Dexter, and Jack.
Holly • (How many/people/know?)
(How many/people/know?)

2 Alice • (who/wins) the match?
Leo The Rovers, 2-0.
Alice Oh dear! • (who/score) the goals?
Leo Nilsa and Robinson.
Alice Why? • (our team/not/get) any goals?
Leo Bad luck!
Suzy • (what/happen) in the photography competition?
Zak I won third prize for one of my photos!
Suzy How? • (which photo/get) the prize?
Zak The photo of my dog.
Suzy Right. • (what/prize/they/give) you?

4

Audio Video DEAFLEX

8 **EXERCISE** Write subject and object questions in the first column. Then write answers which are true for you.

- Who taught you English last year?
- What did you do before school today?
- Which student/sit/next to you in class last year?
- How many people like your last social media post?
- What did you watch on TV yesterday?
- How did you get to school this morning?

9 **EXERCISE** In pairs, ask and answer the questions from Ex. 8.

A Who taught you English last year?
B Mrs Fontana taught me English last year.

Vocabulary Jobs: verbs and nouns

10 Match the jobs to the verbs and nouns or phrases. Then use them to write sentences. You can use some verbs more than once.

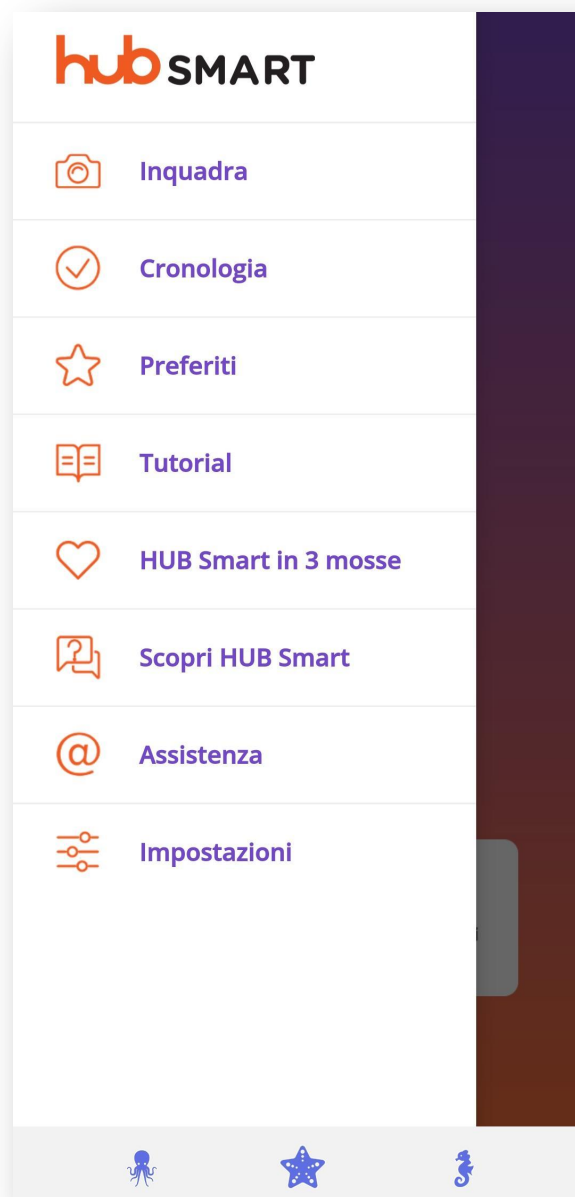
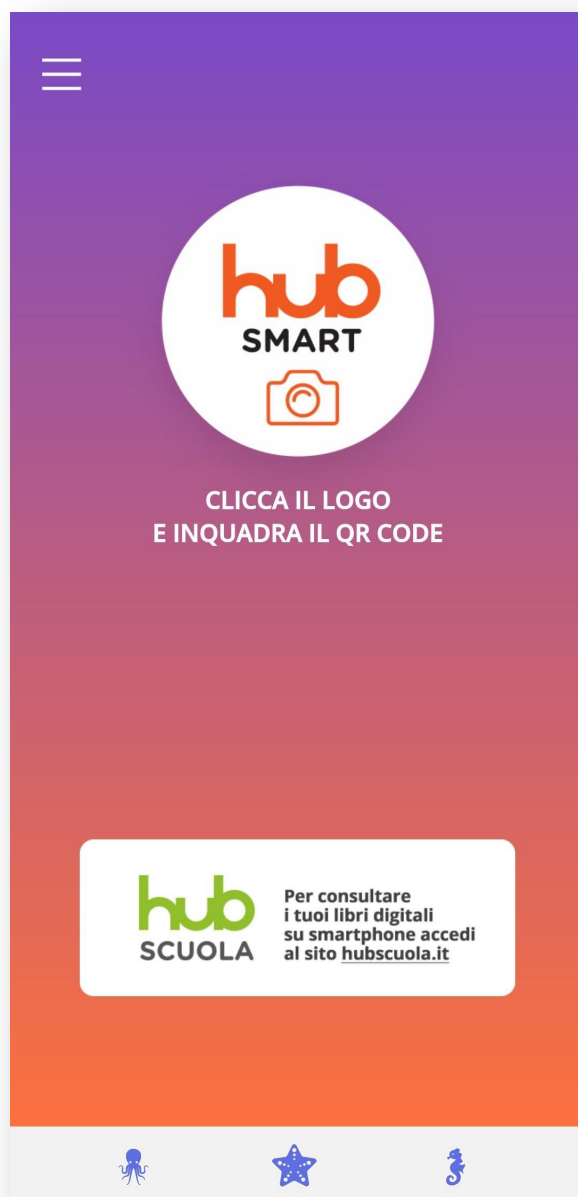
Job (noun)	Verb	Noun or phrase
actor/actress	act	a business
architect	design	articles
artist	draw	books/articles
dancer	dance	buildings
director	direct	experiments
journalist	write	films and plays
musician	play	in a ballet or show
scientist	run	in a band or orchestra
singer	sing	in films and plays
sportsperson	write	pictures
writer	write	songs
		sport

An actor/actress acts in films and plays.

11 **EXERCISE** In which jobs above do people need very good memories? Why?
Actors need very good memories. It's really important for them to remember their lines.

12 **EXERCISE** Choose two of the jobs in Ex. 10 and write two or three more sentences about what that person does.





- Hub Smart replaces Dealink for the 2026 courses

Back to the ' **Sito del libro** '

All your digital materials in one place.

Access to your teacher materials - 2 options



hub
SCUOLA



Mark Harmon
Docente di Inglese

 **Il mio profilo**

 **Homepage**

 **I miei libri**

 **Aree docenti**

 **HUB Test e Invalsi**

 **Classi**

SITO LIBRO | [Scheda prodotto](#)

It's my time B2

AUTORI Derek Allen Felicity O'Dell Rosalie Kerr

EDITORE Deascuola MARCHIO Black Cat

I tuoi volumi



CONTENUTI DI ESEMPIO



STUDENT'S BOOK + EXAM TOOLKIT



FOR EVERYONE

Route 1: Contenuti per il docente - Risorse digitali

The image shows a screenshot of the Hub Scuola interface. On the left is a sidebar with the user's profile (Mark Harmon, Docente di Inglese) and navigation links: Homepage, I miei libri, Aree docenti, HUB Test e Invalsi, Classi, App di lettura, Assistenza, and Disconnetti. The main content area is divided into two sections. The top section, 'VOLUMI DIGITALI' by Hub Young, contains 'Exam Toolkit' and 'Student's Book'. The bottom section, 'CONTENUTI DIGITALI INTEGRATIVI' by Hub Kit, contains 'Contenuti digitali integrativi'. A green arrow points from this link to a callout box on the right. The callout box, titled 'CONTENUTI DIGITALI INTEGRATIVI' by Hub Kit, contains a yellow icon of a person at a screen and the text 'Contenuti per il docente - Risorse digitali'. Below the 'Strumenti e App' section, there are three cards: 'DEAFLIX Inglese grammatica SS2G', 'HUB Test', and 'HUB INVALSI'.

hub SCUOLA

Mark Harmon
Docente di Inglese

Il mio profilo

- Homepage
- I miei libri
- Aree docenti
- HUB Test e Invalsi
- Classi
- App di lettura
- Assistenza

Disconnetti

hub YOUNG VOLUMI DIGITALI

- Exam Toolkit
- Student's Book

hub KIT CONTENUTI DIGITALI INTEGRATIVI

- Contenuti digitali integrativi

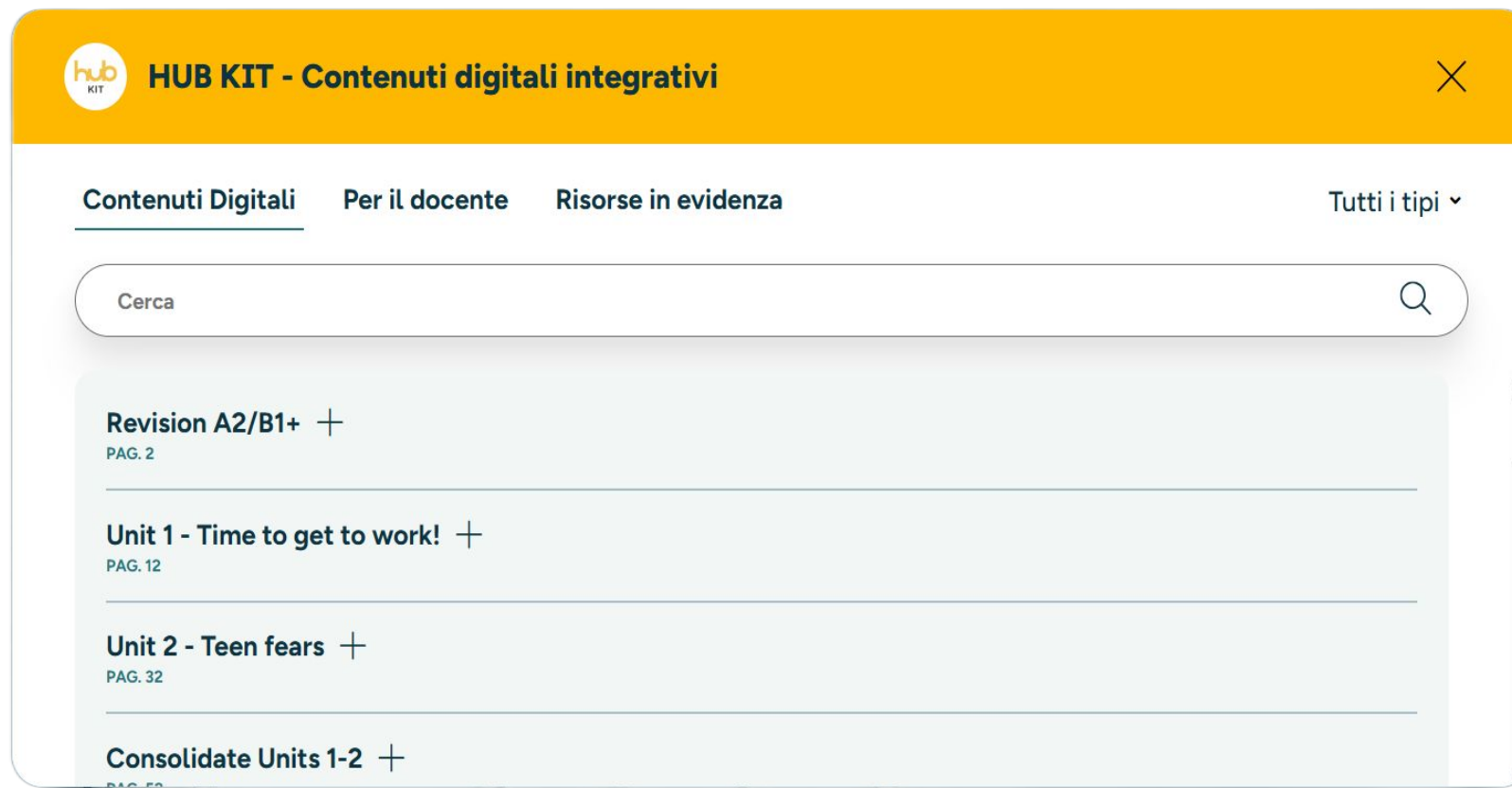
Strumenti e App

- DEAFLIX Inglese grammatica SS2G**
Percorsi interattivi per apprendere gli argomenti fondamentali
- HUB Test**
Per creare verifiche e allenarsi con test.
- HUB INVALSI**
La piattaforma per prepararsi alle prove INVALSI.

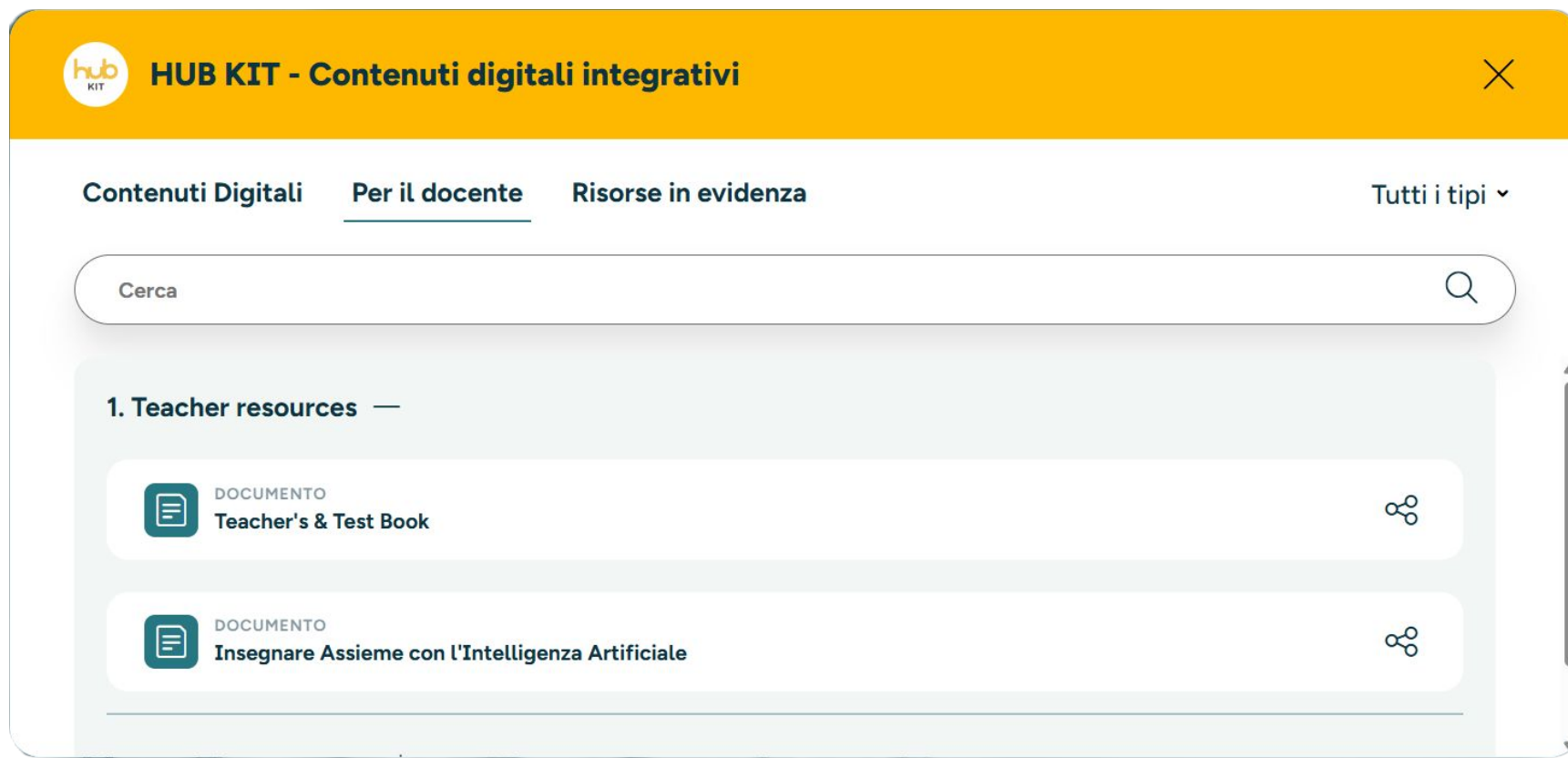
hub KIT CONTENUTI DIGITALI INTEGRATIVI

- Contenuti per il docente - Risorse digitali

1. All the digital contents of the ebook, page by page



2. Per il docente contains the Teacher & Test Book in pdf as well as all the test materials in word, the audio tracks for the course and for the tests and more besides



3. Risorse in evidenza offers the materials divided by type, as well as links to the Deaflix material and Google forms



Route 2: from any page of your ebook, click on the icon **Hub Kit** next to the Indice to access your teacher materials

Pagina 38

Indice **hub KIT** Preferiti Quaderno Impostazioni

Oracy

FUNCTIONS Talking about a bad experience

VIDEO

REAL TALK Listening & Speaking

KEY LANGUAGE

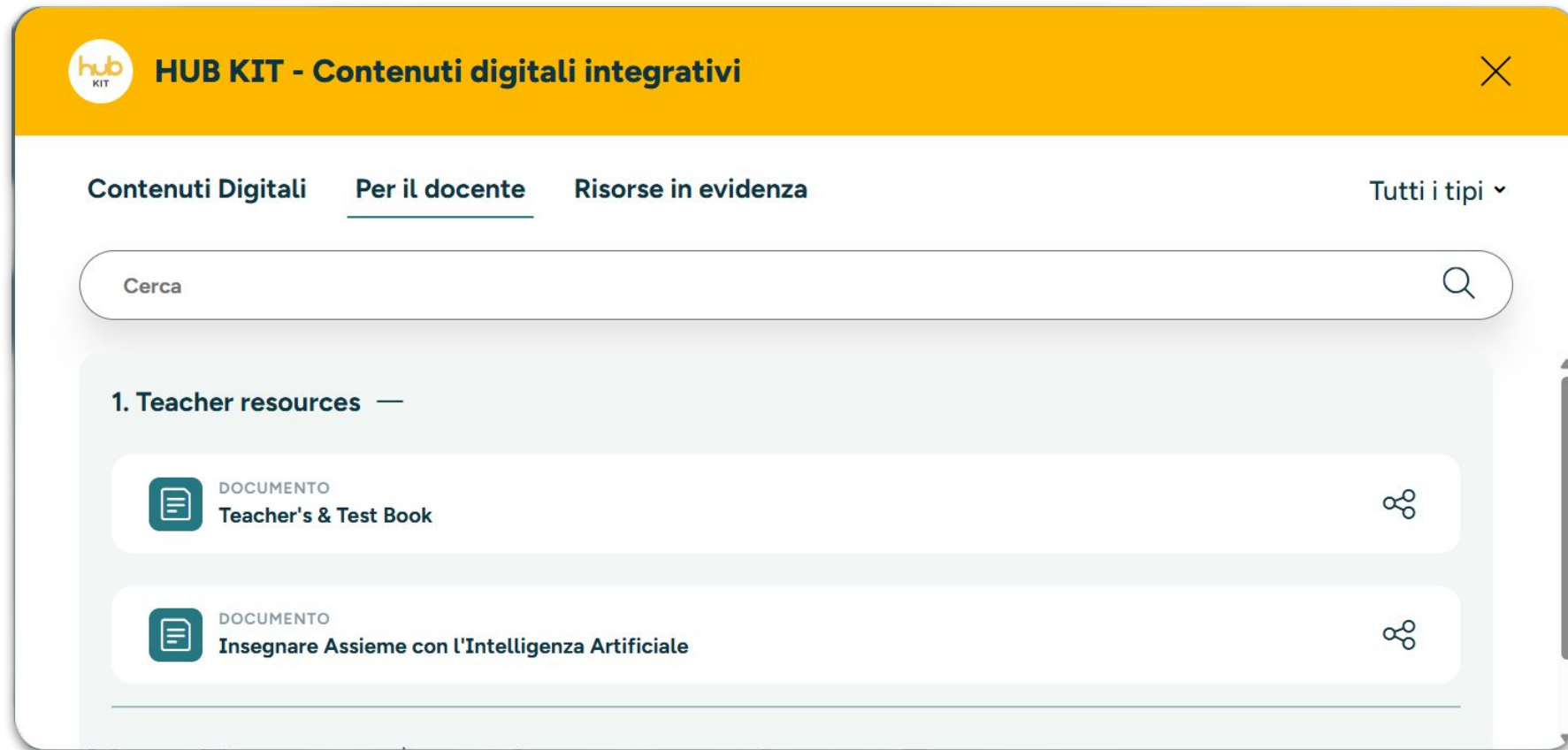
Oracy skills

3 MY PODCAST

Tutor AI Disegna Scrivi Nota Testo liquido Singola Preferito Ritaglia Dizionario



- You will then be taken directly to the webpage offering you the three options we saw above

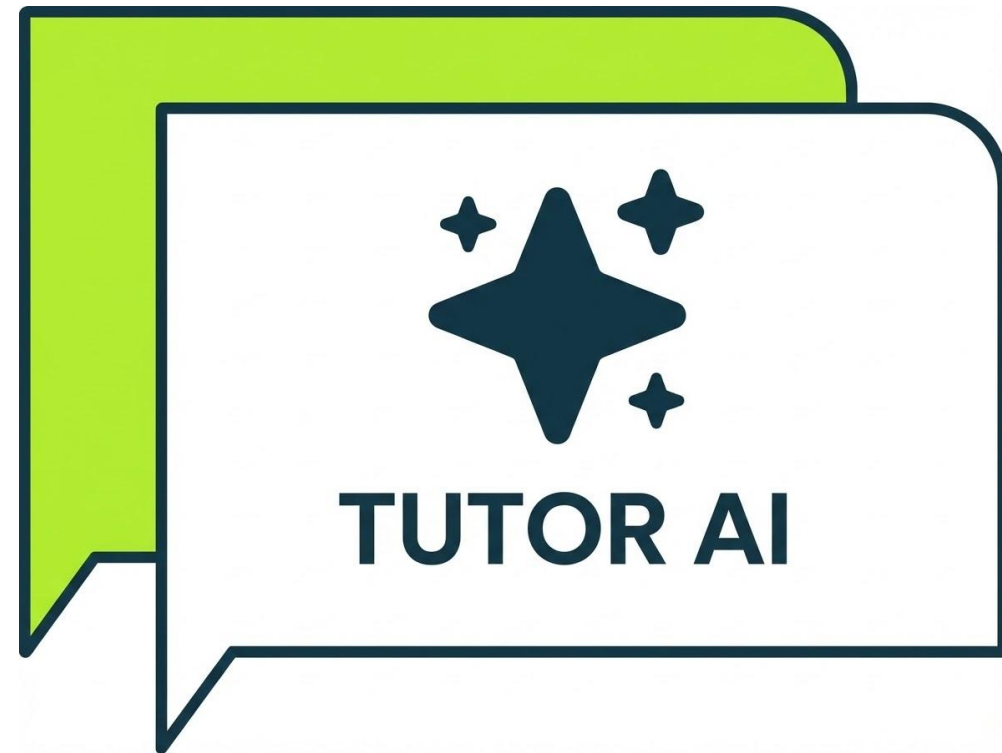


Chiavetta USB

- How does it work and what does it contain?



Last but not least... From September 2026



Thank you for joining us today

- We're here to help at:

<https://deascuola.it/d-scuola-educational-consultants-elt/>



Spazio alle domande!



DEASCUOLA

I prossimi appuntamenti

Webinar

INSEGNARE INGLESE

Bending Time to Teach English

08 Aprile 2026, 15:00

con: Samuel Williams



Iscriviti subito:

<https://formazione.deascuola.it/offerta-formativa/evento/bending-time-to-teach-english/>

Scopri **It's my time**

Consulta la [scheda sul sito](#)

Richiedi copia digitale:

<https://deascuola.it/work/evaluate/it-s-my-time-b2-23682/>

