



I'm choosing  
my textbook...  
and you?

Nicholas Tims, Rob Sved,  
Michael Flynn, Karl Matthews

# Cosa trattiamo oggi

---

1

Presenting *and you?*

2

*and you?* and Educazione Civica

3

*and you?* : the digital experience

# I'm choosing my coursebook. *And you?*



# Engaged learners ...

---



# ... And their close relatives

---



# Student engagement

---

1 Sense of **competence**

I can do it.  
I'm learning.

2 Sense of **autonomy**

I can influence  
my own learning.

3 Sense of **involvement**

I'm into this!  
And you?

# Sense of competence - "I can do it. I'm learning."

Unit

## 3 My things

1 bracelet

Sara

Dylan

2

3

4

5

### Possessions [1]



1 Osserva le foto e abbinna ogni oggetto al numero corrispondente (1-12).

- bike • camera • guitar • watch •
- laptop • wallet • scarf • skateboard •

Ava

9

Nell

Luke

6

7

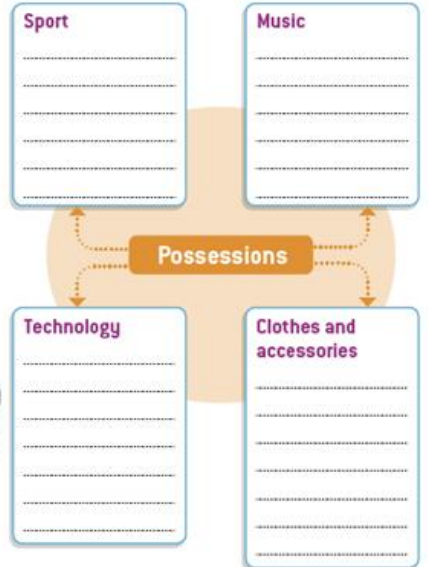
8

Sam

11

### Vocabulary 3

3 Completa la mappa con le parole dell'esercizio 1.



And you? Quali di questi oggetti hai a casa tua?  
A football ...

4 A coppie, leggete gli esempi. A turno, uno studente pensa a un oggetto e il compagno cerca di indovinarlo.

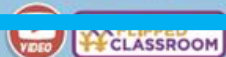
Is it Sara's bracelet?

Yes, it is.

Is it Ava's camera?

No, it isn't.

# Have you got your guitar?



1 1-72 Guarda il video. Poi ascolta e leggi il dialogo.

**Gli studenti ricevono una bella notizia. Chi è il fortunato?**

**Ollie** Hey, Jack. Have you got your guitar today?  
**Jack** Yes, I have. Why?  
**Ollie** I've got a practice session today with my band. It's now – in the music room. Are you free?  
**Jack** Er... yeah. Thanks.  
**Ollie** OK. See you in a minute.  
**Evie** Ollie, I haven't got my wallet. Have you got £5? For the bus... and I'm hungry.  
**Ollie** No, I haven't. Sorry, Evie.  
**Evie** Oh! Have you...?  
**Hana/Jack** Here you are!  
**Evie** Ah! £10! Great!

**Mrs Morris** Hello! I've got two tickets here, for the winner of the competition.  
**Hana** No way!  
**Mrs Morris** And the winner is... Evie! Congratulations! These tickets are for you!  
**Hana** Yes, Evie! So that's your ticket... and this is my ticket! Yes?  
**Evie** Er... I guess so!

2 1-73 Ascolta di nuovo e ripeti.



Nelle scuole del Regno Unito ogni studente ha il suo armadietto per gli oggetti personali. In molte scuole è obbligatorio lasciare lì anche il cellulare!

## Everyday English

4 1-74 Completa il glossario con le espressioni del dialogo. Poi ascolta e ripeti.

- |         |                   |
|---------|-------------------|
| 1 ..... | Sei libero?       |
| 2 ..... | Ecco!             |
| 3 ..... | Perfetto!         |
| 4 ..... | Non ci credo!     |
| 5 ..... | Immagino (di sì)! |

## Target language

5 Ti ricordi? Abbinando facendo riferimento al dialogo.

- |  |                      |
|--|----------------------|
| 1 <input type="checkbox"/> Have you got your guitar today? | a two tickets here.  |
| 2 <input type="checkbox"/> I haven't got                   | b No, I haven't.     |
| 3 <input type="checkbox"/> Have you got £5?                | c this is my ticket! |
| 4 <input type="checkbox"/> I've got                        | d are for you.       |
| 5 <input type="checkbox"/> These tickets                   | e my wallet.         |
| 6 <input type="checkbox"/> So that's your ticket and       | f Yes, I have.       |

6 1-75 Ascolta e controlla. Sottolinea le frasi dell'esercizio 5 nel dialogo.

7 Rispondi alle domande.

## Your VIEW

- Perché Hana prende uno dei biglietti di Evie?
- Come reagisce Evie?

## Comprehension

3 Decidi se le frasi sono vere (T) o false (F). Correggi quelle false.

- 0 Jack's guitar isn't in the music room.
- 1 Ollie's in a band.
- 2 Ollie's practice session is in the music room.
- 3 Evie's wallet is in her bag.
- 4 Jack's hungry.
- 5 Hana and Evie are the winners of the competition.

8 A coppie. Quali di questi oggetti avete tu e il tuo compagno? Parlatene e completate il diagramma con gli oggetti nelle foto.

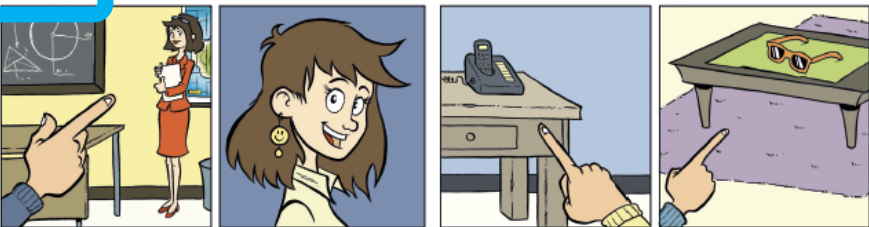
**E CHECK IT** Completa.

vicino a chi parla	lontano da chi parla
this = (1) <b>questo</b> / <b>questa</b>	(2) ..... = quello / quella
(3) ..... = questi / queste	those = (4) ..... / (5) .....

Student's Book, p. 76

**E Aggettivi e pronomi dimostrativi**

**19** Scegli l'alternativa corretta.



- 0 This is / That's my teacher.    1 This / These are my new earrings.    2 That / Those is my phone.    3 Those / This are Liza's sunglasses.

**20** Completa le frasi con *this, that, these* o *those*.



- 0 These headphones are cheap.    1 ..... exercise is easy.    2 ..... girls are in my class.    3 ..... dog isn't friendly.

**Summing up**

**21** Completa il dialogo con 1 o 2 parole in ogni spazio.

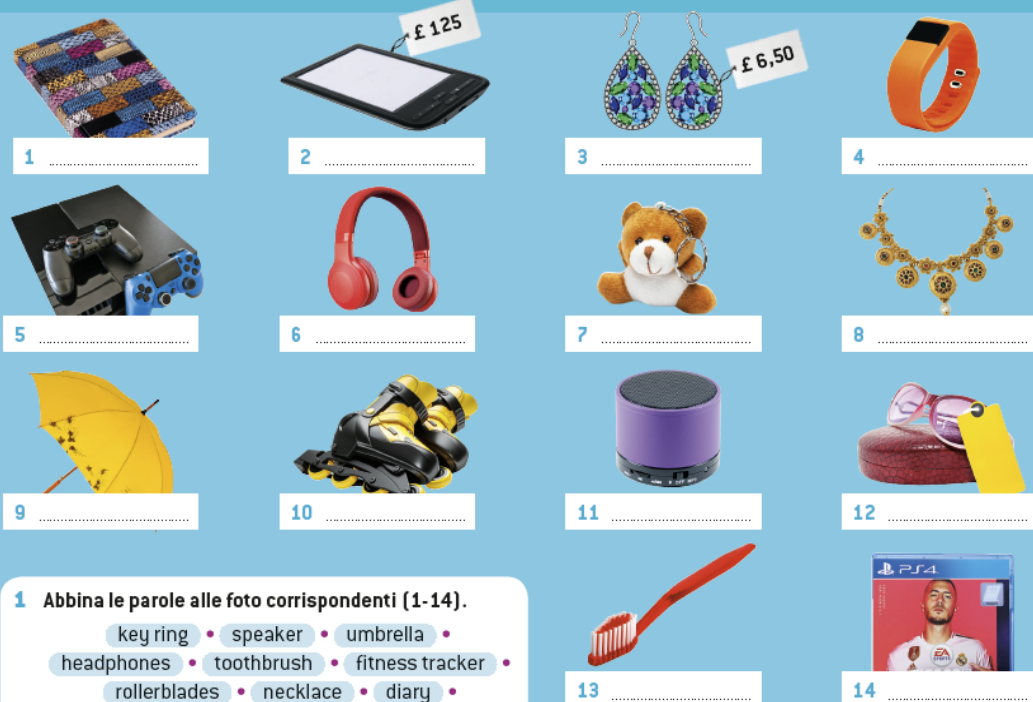
Sam (1) Have you got a brother, Sam?  
 Greta (2) No, ..... I'm an only (3) ..... And you?  
 Greta I (4) ..... a brother, but I (5) ..... a big sister.  
 Sam How old is she?  
 Greta She's 17. She's great. She's really into music.  
 Sam (6) ..... got a guitar?  
 Greta Yes, (7) ..... And she's in a band with her friends.  
 Sam Oh, really? Are they good?  
 Greta Yes, they're awesome. Their concert's today. Are you free?  
 Sam I (8) ..... football practice now, but I'm free after that.  
 Greta Cool! It's at 8.  
 Sam (9) ..... got tickets for the concert?  
 Greta Yes, I have. I've got a ticket for you, too!

**LEARNING STRATEGY**

Ricorda che nelle risposte brevi non si ripete *got* e che la risposta breve affermativa non si contrae (*Yes, I have* NON *Yes, I've got* né *Yes, I've*).

**3 Word Bank**

**Possessions (2)**



**1** Abbina le parole alle foto corrispondenti (1-14).

- key ring • speaker • umbrella • headphones • toothbrush • fitness tracker • rollerblades • necklace • diary • e-reader • video game • games console • earrings • sunglasses

**2** **3-26** Ascolta e controlla. Poi ascolta e ripeti.

Le parole *headphones* e *sunglasses* sono plurali. Per usarle al singolare va aggiunto a *pair of*:  
*a pair of sunglasses*  
*a pair of headphones*

A differenza dell'italiano, in inglese gli aggettivi precedono sempre il sostantivo:

- an old necklace* una collana vecchia / una vecchia collana
- a small key ring* un portachiavi piccolo / un piccolo portachiavi

**Adjectives to describe things**

**3** Osserva di nuovo le foto e scegli l'alternativa corretta.

- 0 It's an old / a new necklace.
- 1 They're old / new sunglasses.
- 2 It's a clean / a dirty umbrella.
- 3 They're clean / dirty rollerblades.
- 4 It's a cheap / an expensive e-reader.
- 5 They're cheap / expensive earrings.
- 6 It's a big / a small key ring.
- 7 It's a big / a small speaker.

**4** **3-27** Ascolta e controlla.

# Sense of autonomy “*I can influence my own learning*”



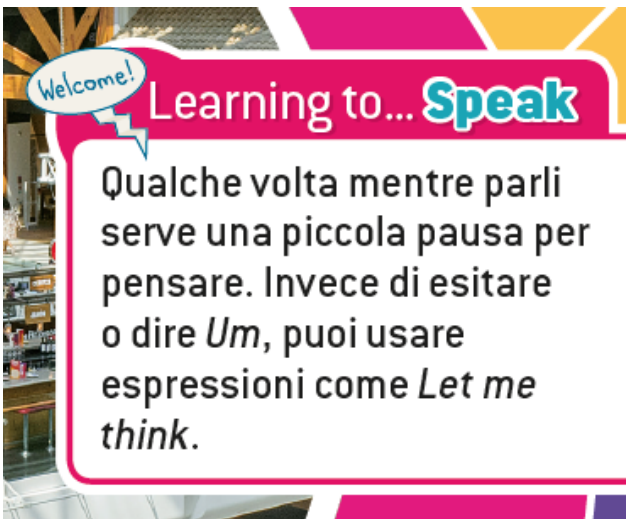
## Learning to... **Read**

La prima volta che leggi un testo, puoi leggerlo tutto rapidamente senza preoccuparti delle parole che non capisci. Cerca di farti un'idea generale dell'argomento. Questa tecnica si chiama **skimming**.



## Learning to... **Write**

Per descrivere qualcuno o qualcosa, puoi usare una varietà di aggettivi diversi.  
→ Sottolinea gli aggettivi nella descrizione di Alex.



## Learning to... **Speak**

Qualche volta mentre parli serve una piccola pausa per pensare. Invece di esitare o dire *Um*, puoi usare espressioni come *Let me think*.



## Learning to... **Listen**

Negli esercizi con risposte a scelta multipla con le immagini, guarda rapidamente le immagini per cercare le differenze e le somiglianze. Così ti farai un'idea delle parole che potresti sentire.

## Word Bank 1

### Vocabulary strategy: word clouds

- 1 Guarda il *word cloud* di Sara. Più grande è scritta un'attività, più a Sara piace svolgerla. Quale attività le piace di più svolgere? Quale di meno?

I *word cloud* sono uno modo per personalizzare un gruppo di parole collegate allo stesso argomento. Puoi scrivere le parole con diverse inclinazioni e diversi colori. Le parole o frasi più importanti possono essere scritte più in grande.



- 2 Ora crea un *word cloud* con le attività date. Secondo le tue preferenze, scrivi le attività più in grande o più in piccolo.

go away for the weekend • go out for a meal • go climbing • hang out with friends • go to the beach • go to a concert • go for a run • have a BBQ • have a party • have a sleepover • stay at home • visit relatives

## Word Bank 6

### Vocabulary strategy: usare un dizionario bilingue

- 1 È importante riuscire a cercare velocemente una parola sul dizionario cartaceo. Scrivi i seguenti gruppi di lettere in ordine alfabetico.

1 j, h, l, i, k .....  
2 v, y, z, w, x .....

- 2 È importante anche sapere quale parte del discorso (che tipo di parola) si sta cercando. Guarda queste indicazioni da un dizionario bilingue e rispondi alle domande.

- 1 What do *adj* and *v* mean?  
2 What other information does the dictionary entry give you?

mean /mi:n/ *adj* cattivo  
mean /mi:n/ *v* significare

- 3 Leggi le frasi. Quali parti del discorso sono evidenziate? Scrivi le parole evidenziate nella colonna corretta della tabella.

- 1 Sometimes you are really unfriendly.  
2 We rarely go shopping on Sundays.  
3 Let's sit on the grass.  
4 Did you wear braces when you were young?  
5 The cat is hiding under the bed because she's scared.

Un dizionario bilingue può aiutarti a tradurre le parole dall'inglese all'italiano e viceversa. I dizionari bilingue – sia in forma cartacea sia in forma digitale – sono strumenti utili quando devi studiare a casa. Prova a non usare troppo il dizionario, anche perché guardare ogni parola ti può prendere molto tempo.



noun (n)	verb (v)	adjective (adj)	adverb (adv)	preposition (prep)
.....	.....	.....	sometimes, rarely	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

**A CHECK IT** Completa.

- I sostantivi <sup>(0)</sup> **numerabili** possono essere al singolare o al plurale.
- I sostantivi <sup>(1)</sup> ..... non hanno il plurale.
- I sostantivi <sup>(2)</sup> ..... possono essere preceduti da *a / an* o da un numero.

Student's Book, p. 110

**B CHECK IT** Scegli.

- Si usano *some* e *any* per indicare una quantità <sup>(0)</sup> **definita / indefinita**.
- <sup>(1)</sup> *Some / Any* si usa nelle frasi affermative.
- <sup>(2)</sup> *Some / Any* si usa nelle frasi negative e interrogative.

Student's Book, p. 110

**A Sostantivi numerabili e non numerabili**

**9** Scrivi le parole date nella mappa.

- egg • water • rice • grape • apple • bread • tomato • cheese • potato • pasta • cola • chicken • pea



**10** Scrivi *a, an* oppure – (nessun articolo).

- |  |   |
|--|---|
|  |  |
| 0 <i>a</i> banana  | 1 ..... mayonnaise  |
|  |  |
| 2 ..... sausage  | 3 ..... salmon  |
|  |  |
| 4 ..... milk   | 5 ..... onion   |
|  |  |
| 6 ..... sandwich   | 7 ..... pasta   |

**B Some, any (2)**

**11** Abbina l'inizio (1-7) e la fine (a-h) di ogni frase.

- 0  Is there  
 1  I drank  
 2  This pizza hasn't got  
 3  Did you eat  
 4  There are  
 5  Did he drink  
 6  We ate  
 7  She didn't want

- a any pasta.  
 b some bread.  
 c some water.  
 d any orange juice?  
 ✓ e an apple?  
 f any burgers?  
 g any cheese.

**12** Completa le frasi con *some* o *any*.

- 0 There's *some* milk.  
 1 We haven't got ..... peas.  
 2 Did you buy ..... sausages?  
 3 I ate ..... grapes.  
 4 Was there ..... orange juice?  
 5 He didn't want ..... ham.  
 6 She made ..... sandwiches.

**13** Scrivi una frase affermativa (✓) o negativa (×) per ogni cosa.

- |                |               |
|----------------|---------------|
| 0 potatoes (✓) | 4 chicken (✓) |
| 1 salmon (×)   | 5 chips (×)   |
| 2 apple (✓)    | 6 water (✓)   |
| 3 tomatoes (✓) |               |

0 There are some potatoes

**14** Completa il testo con *a / an, some* o *any*.

On the table there are <sup>(0)</sup> *some* apples, but there aren't <sup>(1)</sup> ..... bananas. There's <sup>(2)</sup> ..... orange and there's also <sup>(3)</sup> ..... orange juice, but there isn't <sup>(4)</sup> ..... cola. Next to the orange juice, there's <sup>(5)</sup> ..... rice and <sup>(6)</sup> ..... sandwich.



**C How many ...? / How much ...?**

**15** Completa le frasi con *much* o *many*.

- 0 How *many* boys are there in your class?  
 1 How ..... eggs do we need?  
 2 How ..... coffee did you buy?  
 3 How ..... money have you got?  
 4 How ..... oranges does she want?  
 5 How ..... sandwiches did they eat?  
 6 How ..... cheese is there in the fridge?



**16** Completa il questionario con *How much* o *How many*.

- 0 *How much* fruit do you eat?  
 1 ..... sweets do you eat?  
 2 ..... cola or lemonade do you drink?  
 3 ..... times a week do you eat meat?  
 4 ..... portions of vegetables do you eat every day?  
 5 ..... water do you drink?  
 6 ..... snacks do you eat?

**D A lot of / Lots of, much / many**



**17** Scegli l'alternativa corretta.

- 0 We didn't buy *many* / a lot sausages.  
 1 Have you got *many* / a lot of homework?  
 2 She drank *lots of* / much orange juice.  
 3 There are a lot of / lots people in the street.  
 4 Did you watch a lot / many films?  
 5 They don't eat *many* / lot of apples.  
 6 We haven't got lot of / much time.

**18** Completa le frasi con *many, much, a lot of* o *lots of*. In alcuni casi ci sono più risposte corrette.

- 0 There weren't *many / lots of / a lot of* boys at the party.  
 1 There's ..... rice in the cupboard.  
 2 We haven't got ..... biscuits.  
 3 Did they have ..... problems?  
 4 ..... students went on the trip.  
 5 I don't drink ..... coffee.

**C CHECK IT** Completa.

- Si usano *How many*? e *How much*? per chiedere la quantità di qualcosa.
- *How* <sup>(1)</sup> .....? si usa con i sostantivi numerabili.
- *How* <sup>(2)</sup> .....? si usa con i sostantivi non numerabili.

Student's Book, p. 111

**D CHECK IT** Completa.

- Si usa *many* nelle frasi <sup>(0)</sup> **negative** e <sup>(1)</sup> ..... con i sostantivi <sup>(2)</sup> .....
- Si usa *much* nelle frasi <sup>(3)</sup> ..... e <sup>(4)</sup> ..... con i sostantivi <sup>(5)</sup> .....

Student's Book, p. 111

# Rules and rotas

Have you got them in your home?

**Leah**

We haven't got a chores **rota** in our house. I just have to do things when my parents say. Sometimes, I sit down to watch my favourite TV programme and my dad says 'Can you

**Tom**

I don't mind doing chores. My parents give me a list. My bedroom is

# The teenage **sleep** problem



1 .....  
b.....

You aren't the only person. Scientists think teenagers should sleep between 8 and 10 hours every day. But many teenagers go to bed late. The next

4 .....

We all need a little sleep, sometimes, but a similar sleep

# No phone? Don't **panic!**

Do you feel anxious and upset if you haven't got your phone with you? Maybe you suffer from nomophobia? Nomophobia is the fear of being without your phone – either because you haven't

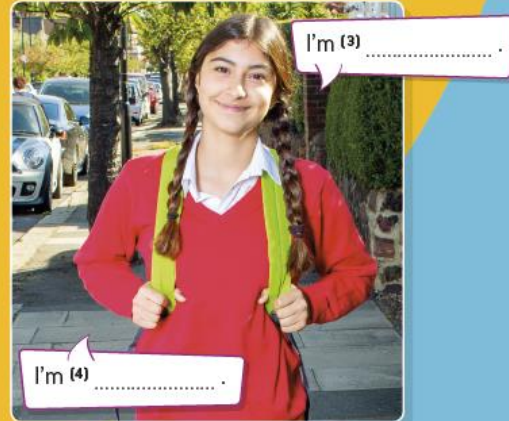
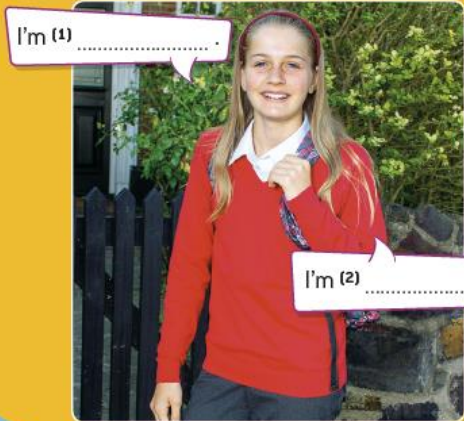
phones ringing or vibrating with messages, when in fact it's just their imagination. The issues don't stop here: there's also 'texting **thumb**' and 'tech **neck**'. Texting thumb is when you send so many messages

# Sense of involvement *"I'm into this. And you?"*

## Starter

Hello! 

1-26 Ecco i personaggi che ti accompagneranno quest'anno. Guarda il video in cui si presentano, dicendo come si chiamano e quanti anni hanno. Completa i fumetti con le informazioni mancanti.



- Continuous video stories in levels 1 and 2
- Eight episodes
- Themes include:
  - friendship and trying to 'fit in'
  - loyalty
  - jealousy
  - honesty
  - cooperation
  - sibling relationships





7

Rispondi alle domande.

**Your VIEW**

- Perché Hana prende uno dei biglietti di Evie?
- Come reagisce Evie?

# Real content



# Dad V Girls

- ✕ Home
- ✕ Library
- ✕ Music
- ✕ Sports
- ✕ Gaming
- ✕ Films
- ✕ TV shows
- ✕ News



The videos on Dad V Girls are often quizzes and games. This game is 'Guess the movie'. What is the film here?

The Conder family is from Surbiton, near London. They're vloggers with half a million subscribers on their YouTube channel, *Dad V Girls*. The videos **are about** the family and its adventures.

So, who is in the family?

Joel is the dad of the family. He's 34 years old and he's funny. He's into films and **travelling**. His favourite country is the USA.

Sarah's the mum. She's **also** 34 and she's really kind. She's into sport and fitness.

Their daughters are Kaci, Grace, Sophie and Chloe. Kaci, 15, is very **confident**. She's into fashion – her YouTube channel is about clothes and **make-up**. Grace is 13 and she's really kind. She's into music and her favourite singer is Ariana Grande. Her dog's name is Buddy.

Sophie, 8, is funny. She isn't into **toys** – her favourite hobby is **dressing-up**. She's young, but she's the boss of the family! 'Sophie's our inspiration' Joel says.

And finally, Chloe is the baby of the family. She's only 2, and she's always happy.

**Glossary**

are about...: sono su...  
**travelling**: viaggiare  
 also: anche  
**confident**: sicura di sé  
**make-up**: trucco  
**toys**: giocattoli  
**dressing-up**: travestirsi



**Learning to... Read**

Le immagini ti aiutano a capire l'argomento di un testo prima di iniziare a leggere. Guarda le foto di questa pagina. Di che cosa parlerà il testo?

**Learning to... Write**

Si usa la vireola in una lista

# Singing on TV!



*The Voice* is a TV talent show. It's a singing competition. *The Voice* started in the Netherlands in 2010, but now it is in about 40 different countries. *The Voice Kids* is a version of the show for children between 7 and 14 years old.

When Zoe Forward was 13, she was a **contestant** on *The Voice Kids* in the UK.

10,000 people wanted to be in the competition. 'I couldn't believe it when I heard the news! I didn't **expect** to be on the show,' Zoe said.

On the first show, Zoe sang a 'blind audition' – the judges couldn't see her, they could only hear her. Zoe started to sing. After about a minute, one of the judges, will.i.am, pressed his button and **chose** her for his team.

In the semi-final, Zoe sang a song by Ariana Grande, *Almost Is Never Enough* with two other singers, Sienna and Jude. She didn't win, but she enjoyed the experience a lot. 'I made lots of friends,' she said.

Zoe's family was at the studio – her parents and her sister and brother. They **supported** her on every show. Her mum said: 'The production team were great. They **looked after** all the children. We felt really **proud** of Zoe! When Zoe sang, she wasn't nervous at all – she was excited. But we were really nervous.'

Zoe sometimes performs in musicals at the theatre too. '*The Voice Kids* was very different,' said Zoe. 'At the theatre I played a character, but on *The Voice Kids* I could be **myself**! The competition was exciting and the audience was **huge**. But when I sang, I didn't think about the millions of people at home, I just tried to think about the song.'



## Glossary

**contestant:** concorrente  
**expect:** aspettarsi  
**chose:** ha scelto  
**supported:** hanno sostenuto  
**looked after:** hanno curato / seguito  
**proud:** orgogliosi  
**myself:** me stessa

## Learning to... Write

Si usano *first, then, after that, next, finally* per indicare la sequenza cronologica quando si raccontano storie o si danno istruzioni.



# You're my Best Friend

by Queen

Queen are a famous British rock group. Their hits include *We Are the Champions* and *Don't Stop Me Now*. *You're My Best Friend* is one of their first hits. It's from 1975. The film, *Bohemian Rhapsody*, is about the life of Freddie Mercury, the lead singer of Queen.



1 Leggi le informazioni sui Queen e completa il fact file. Conosci altre loro canzoni?

## QUEEN

Nationality: .....

Lead singer: .....

Famous songs: .....

2 Completa i versi della canzone con le parole date.

are • You're • my • you're

Oh, <sup>(1)</sup>..... the best friend that I ever had  
I've been with you such a long time  
<sup>(2)</sup>..... my sunshine and I want you to know  
That my feelings <sup>(3)</sup>..... true  
I really love you  
Oh, you're <sup>(4)</sup>..... best friend.

3 Ora ascolta la canzone su Internet e controlla le tue risposte.

4 **Video Extra** Cerca e guarda il video ufficiale della canzone. Quali tra questi strumenti musicali vedi nel video?



5 Rispondi alla domanda. **Your VIEW**

• Secondo te a chi si sta rivolgendo il cantante?

### Glossary

that I ever had: che io abbia mai avuto  
such a long time: così tanto tempo  
sunshine: luce  
feelings: sentimenti  
I really love you: ti amo davvero

## The global game

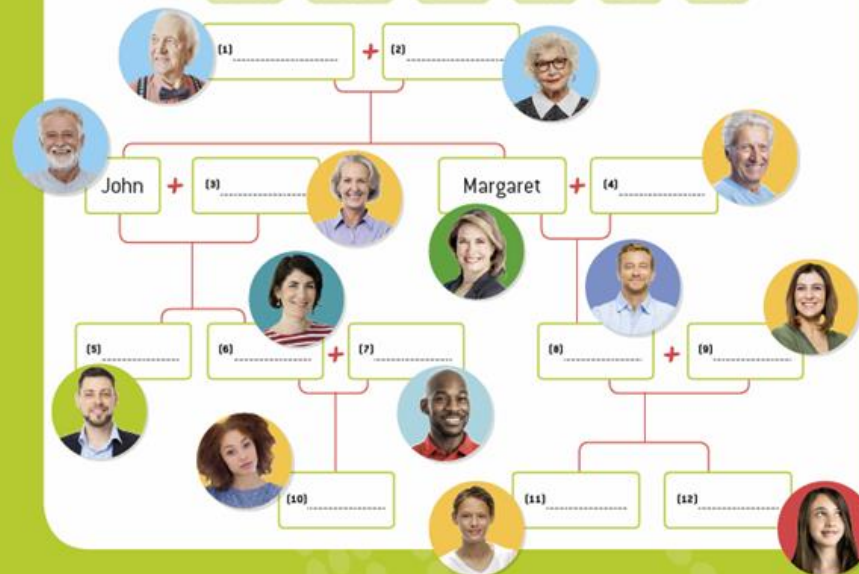
1 Giocate a coppie. A turno tirate una monetina (una casella per 'testa' due caselle per 'croce'). A seconda della casella in cui arrivate, dite una frase con un Paese o una nazionalità.



## Family puzzle

2 Leggi gli indizi e completa l'albero genealogico.

Kyle • Peter • Paul • Adam • Edward • Ken  
Louise • Jessica • Elaine • Flora • Jean • Carol



- a John's wife is Carol.
- b Margaret's son's wife is Jean.
- c John's children are Adam and Elaine.
- d Elaine's husband is Peter.
- e Adam's grandma is Louise.
- f Edward's great-granddaughters are Jessica and Flora.
- g Kyle's sister is Flora.
- h Paul's father is Ken.

# What we didn't mention ...

LANGUAGE Live



My Channel

Revision

Extra Revision

K

ESAME DI STATO

Towards the Exams

T

INVALSI

Towards the Exams

Pronunciation Bank

Grammar Drills

GRAMMAR MAPS

Grammar Bank

Grammar Revision

Culture Bank

Compito di Realtà

Festivals

Extension

# Educazione Civica

---

Decided by the Consiglio di Classe

English teacher is one of many

Theme?

Timetable?

Who?

When?

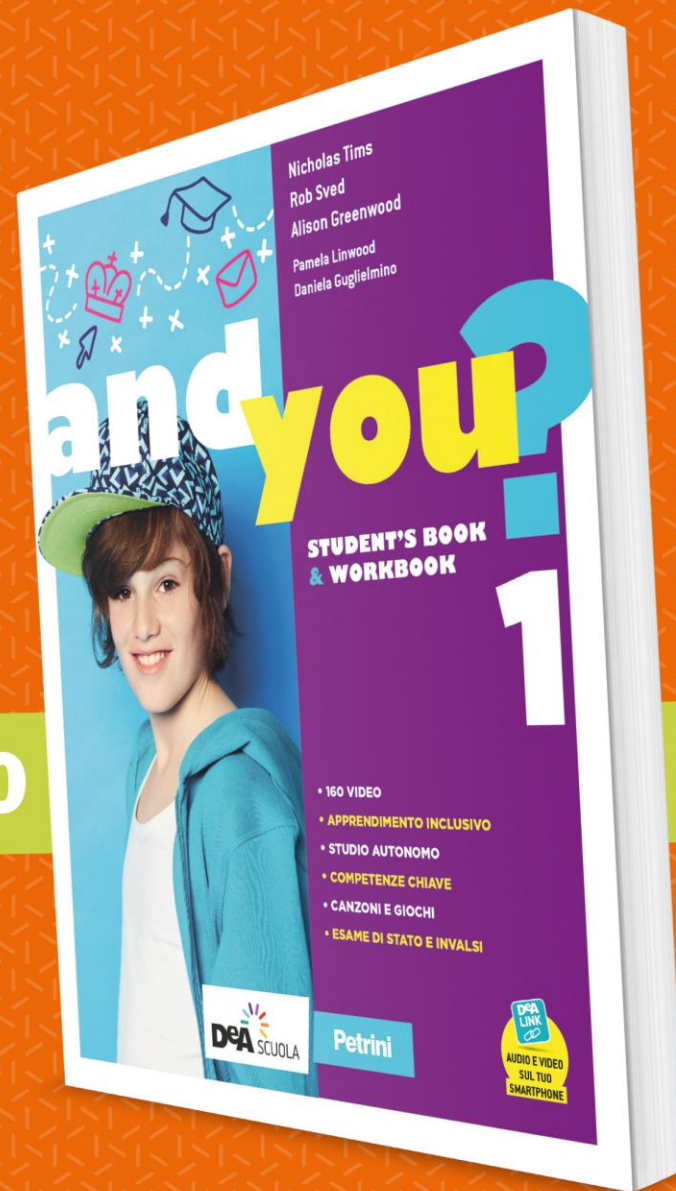
What material is available?



# and you?

## EDUCAZIONE CIVICA

## AGENDA 2030



DeA SCUOLA

Petrini

DeA SCUOLA



## 2 Agenda 2030 per lo sviluppo sostenibile.

- Goal 1** Porre fine alla povertà in tutte le sue forme
- Goal 2** Azzerare la fame, raggiungere la sicurezza alimentare, migliorare la nutrizione e promuovere l'agricoltura sostenibile
- Goal 3** Garantire le condizioni di salute e il benessere per tutti a tutte le età
- Goal 4** Offrire un'educazione di qualità, inclusiva e paritaria e promuovere le opportunità di apprendimento per tutti
- Goal 5** Ottenere l'uguaglianza di genere e migliorare le condizioni di vita delle donne
- Goal 6** Garantire la disponibilità e la gestione sostenibile di acqua e condizioni igieniche per tutti
- Goal 7** Assicurare l'accesso all'energia pulita, a buon mercato e sostenibile per tutti
- Goal 8** Promuovere una crescita economica duratura, inclusiva e sostenibile, la piena e produttiva occupazione e un lavoro decoroso per tutti
- Goal 9** Costruire infrastrutture resistenti, promuovere l'industrializzazione sostenibile e inclusiva e favorire l'innovazione
- Goal 10** Riduzione delle disuguaglianze tra i Paesi
- Goal 11** Rendere le città e le comunità sicure, inclusive, resistenti e sostenibili
- Goal 12** Garantire modelli di consumo e produzione sostenibili
- Goal 13** Promuovere azioni urgenti per combattere il cambiamento climatico e il suo impatto
- Goal 14** Salvaguardare gli oceani, i mari e le risorse marine per un loro sviluppo sostenibile
- Goal 15** Proteggere, ristabilire e promuovere l'uso sostenibile degli ecosistemi terrestri, la gestione sostenibile delle foreste, combattere la desertificazione, fermare e rovesciare la degradazione del territorio e arrestare la perdita della biodiversità
- Goal 16** Promuovere società pacifiche e inclusive per lo sviluppo sostenibile, garantire a tutti l'accesso alla giustizia, costruire istituzioni efficaci, responsabili e inclusive a tutti i livelli
- Goal 17** Rinforzare i significati dell'attuazione e rivitalizzare le collaborazioni globali per lo sviluppo sostenibile

and you? Vol. 1

Pagina	Sezione	Goals	Argo
p. 168	Competences and culture: #can'tsee #CANPLAY	3	
p. 230-231	Extension: <i>I love homeschooling</i>	4	
p. 253	Culture bank 5: Citizenship	4	

and you? Vol. 2

pp. 116-117	Competences and culture: <i>Dinner's ready</i>	2	
pp. 168-169	Competences and culture: <i>Money, money, money</i>	5,	

pp. 180-181

Competences and culture: *The teenage sleep problem*

pp. 188-189	Competences and culture: <i>The smallpox vaccine: a success story</i>	3	
pp. 220-221	Extension 3-4: <i>No phone? Don't panic!</i>	3	

pp. 222-223

Extension 5-6: *Meatless meat*

pp. 224-225	Extension: <i>Crazy facts about colds</i>	2,3,8	
p. 247	Culture bank 2: Citizenship, Comparing Cultures	12,13,	
p. 248	Culture bank 3: Citizenship, Comparing Cultures	3, 4	
p. 249	Culture bank 4: Citizenship	13, 1	
p. 250	Culture bank 5: Citizenship	2,	
p. 251	Culture bank 6: Citizenship	5	
p. 253	Culture bank 8: Citizenship, Comparing Cultures	3,	

5-6 Extension

The teenage **sleep** problem

1 b

You aren't the only person. Scientists think teenagers should sleep between 8 and 10 hours every day. But many teenagers go to bed late. The next morning they are tired, but they have to get up early for school. The result? Over 50% of UK teenagers between 14 and 16 sleep for **less than** seven hours every night.

2

In one word: Yes! Sleep is the time when our **minds** and bodies relax. Without sleep, we get illnesses like colds more often, we can't concentrate and we **make mistakes**. We also feel more anxious and stressed. Sleeping is like **breathing**, eating, and physical exercise. We must do it!

3

No, you aren't! There is actually a biological reason for teenagers' **sleep patterns**. At the end of the day, our bodies produce a hormone called 'melatonin'. This hormone makes us feel tired. Adults start producing melatonin about 10 p.m., but for teenagers, it's around 11 p.m. Before that time, some teenagers just can't sleep.

4

We all need a little extra sleep sometimes, but it's better to have a similar sleep routine every day of the week. When you get up late on Saturdays and Sundays, it's more difficult to get up early again on Monday morning. Your body is confused.

5

There's lots of advice on how to **improve** your sleep. You should do exercise and you should eat well, of course. Your bedroom should be a relaxing place – not too hot or too cold. Doctors recommend no screens, like tablets or phones, for an hour before you go to bed. Instead, you should do something calm: for example read a book, do a puzzle or make something. Some advice is more radical: some people believe teenagers can't go to bed early so they shouldn't start lessons until after 10 a.m. The idea is **becoming** more popular all over the world, especially with teenagers!



anager



- wheat
- wheat
- shellfish
- meat

222 two hundred and twenty-two

### 3 Educazione alla cittadinanza

#### and you? Vol.1

Pagina	Sezione
p. 252	Culture Bank 5: <i>Screen Comparing Cultures</i>

#### and you? Vol. 2

p. 63	Vocabulary: <i>Our Digital</i>
p. 64	Presentation: #culture
p. 70	Focus On Oral Commu
pp. 136-137	Competences and cult
pp. 220-221	Extension 3-4: <i>No pho</i>

#### and you? Vol. 3

p. 148	English Extra C: <i>Young peop</i>
p. 151	Extra Practice C: Gram

## Young people don't feel safe online

The internet is a world where everyone can play, learn, create and connect, but it has become a dangerous place, too. **Four out of five youngsters** in the UK say that they don't feel safe online.

People between the ages of 11 and 18 took part in an NSPCC\* **survey** and talked about their experiences. The majority of them told researchers that social media companies weren't protecting them online.

Of the nearly 1,700 young people who took part, 1,380 said that apps, social media and gaming sites should prevent them from seeing **harmful** content. They said they often **came across** disturbing images and messages. Many said **cyberbullying** was a problem, too.

The researchers asked the youngsters questions like: How do you report or block **nasty** people or content? Is it easy to check and change your privacy **settings**? Only 44% knew how to control who can see their social media! Experts say the government should create an Online Harms Safety Centre to educate young people and to make the internet a safe place for everyone.

\* National Society for the Prevention of Cruelty to Children

### Glossary

**four out of five:** quattro su cinque

**youngsters:** giovani

**cyberbullying:** bullismo sui social media

**nasty:** indesiderati



**Girl, 14: 'On Ask.fm there are no strict controls.'**

One 14-year-old girl spoke about Ask.fm – a website where **users** ask questions and other users reply. She said there were no strict controls on cyberbullying so there were a lot of cruel comments and messages that encouraged people to hurt themselves.



**Boy, 16: 'I know the risks but I'll continue to use the site.'**

Another 16-year-old boy told researchers about IMVU – a virtual world where people chat and play games through avatars. He knew the risks but he said he would continue to use the site. He likes being a different person online.



**2 Match these words from the text to their definitions.**



# Climate action – no time to lose



1 2-59 Read, listen or watch the video.

In 2018, after a series of heatwaves and wild fires in Sweden, 15-year-old Greta Thunberg decided to skip school every Friday and sit outside the Swedish Parliament building with a sign saying "school strike for the climate". She said Sweden should respect the Paris Agreement of 2015. When she posted her protest on social media, it went viral and hundreds of thousands of schoolchildren around the world followed the example of her "Fridays for Future".

Young people are right to worry about pollution and greenhouse gases. If governments don't act now, future generations will suffer. We already have melting ice caps, rising sea levels and extreme temperatures and there will also be more frequent natural disasters, like droughts, floods, fires and hurricanes.

Since 1880, the Earth's average temperature has gone up by nearly 1 degree Celsius and most of the change has happened since 1975. This global warming comes mainly from the increase in carbon emissions from fossil fuels – coal, oil and natural gas – that we use

to produce energy. But another cause is deforestation to create farms and cities. This is destroying the plants that turn CO<sub>2</sub> into oxygen. Every second, we are losing an area of forest as big as 27 football fields. If this doesn't stop, in 100 years' time the rainforests will disappear completely.

Like Greta, we can make a difference. Our actions are as important as those of our governments. We can reduce waste, recycle and travel responsibly. If you travel by train instead of flying, you reduce your carbon footprint enormously. Greta Thunberg's family have an electric car, but they usually cycle everywhere. And when Greta tours Europe to speak about climate change, she travels by train, not by plane.

Time is running out. The goal of the Paris Agreement was to limit global warming to 2°, but now scientists are less optimistic than before. They say the goal has to be below 1.5°. The 20 warmest years in history have been in the last 22 years. If this trend continues, the results will be catastrophic for our planet.



**#culture**

At the Paris Agreement of 2015, 195 countries promised to reduce carbon emissions as soon as possible to try to keep global warming to below 2°C in this century. But some of the most important countries, including the US and a number of EU countries, are not keeping this promise.

**Comprehension**

2 Complete the sentences with 1-3 words.

- In 2018, Greta Thunberg decided not to ..... on Fridays as a climate protest.
- She called her protest .....
- The main causes of global warming are carbon emissions and .....
- When Greta Thunberg toured Europe in 2019, she didn't .....



## Everyday English

- 3 2-59 Complete the glossary with expressions in the text. Then listen and repeat.
- ..... diventò virale
  - ..... è aumentata
  - ..... tra 100 anni
  - ..... sta per scadere

## Target language

- 4 Read the text again and complete the sentences with the words given.
- act • be • continues • disappear • reduce • stop • suffer • travel**
- If governments don't **act** now, the next generations will .....
  - If deforestation doesn't ....., in 100 years' time the rainforests will .....
  - If you ..... by train instead of flying, you ..... your carbon footprint enormously.
  - If this trend ....., the results will ..... catastrophic.
- 5 In pairs. Which of these are already a problem in your country? Which do you think will be the most serious problems in the future?
- heatwaves • rising sea levels • melting ice • extreme cold • droughts • wild fires • floods • hurricanes**
- Heat waves and fires are already a problem, but we don't usually have extreme cold.
  - Yes, you're right.

6 Answer the questions. **Your VIEW**

- Do you think Greta Thunberg was right to skip school? Why? / Why not?
- What can you do to reduce your carbon footprint?

3 Culture Bank

Sci  
in

In the US school in 5 years or in Year 7

Students can 16 or they can until Year 11: Maths, Science Design and Citizenship other activities days. Lots of Drama or Music

School are still in the UK at school until they are 16 or they go to secondary school. In the USA middle school is high when they are 10. In the UK, school around 3.30 pm often starts at 7. In both countries school canteen 15 to school if they go to school or



British children

1 Warm

2 Think

- 1
- 2
- 3
- 4
- 5
- 6

3 Think



London's Great Museums

London is a big, multicultural city. The population of London is over 9 million.

Citizenship

I musei ci aiutano a ricordare il passato, ad apprezzare l'arte, e conoscere il patrimonio culturale del nostro Paese e del mondo.

→ Pensa a un oggetto o un'opera che hai visto in un museo o una galleria d'arte. Perché l'hai trovato interessante?

The National Gallery is an impressive building on Trafalgar Square. It's nearly 200 years old. It's very popular, with 5 million visitors every year. The gallery has got more than 2,300 paintings and sculptures: the works of hundreds of famous artists are here.



- 1 Scorri velocemente il testo e indica ciò che vi è esposto (a-c)
- 1  Natural History Museum
  - 2  National Gallery
  - 3  British Museum

- 2 Leggi e ascolta il testo e rispondi alle domande. Scegli la risposta corretta.
- 1 A ticket for the National Gallery is 10 pounds.
  - 2 The National Gallery has got paintings and sculptures.
  - 3 The British Museum has got millions of objects.
  - 4 The British Museum has got a big garden.
  - 5 The skeleton of Dippy the dinosaur is / isn't real.

Warm up. Osserva le foto. Che cosa trovi simile e che cosa diverso rispetto alla tua scuola?

Average secondary school

Culture Bank 4

Homes in the UK

In the UK, there are four main types of houses: flats, terraced houses, semi-detached houses and detached houses. About 15% of British people are in flats.



I'm Jamal and we've got a detached house. It's about 10 years old. Detached houses are separate from other houses. Our house is big and there are two floors. There are four bedrooms and two bathrooms upstairs. And downstairs there's a kitchen and a living room. There's also a big garden around the house.

My name's Anjum. Our house is a terraced house - It's the red house in this photo. It's in a row of terraced houses so there are houses on both sides of it. Our house is quite small but there are three bedrooms upstairs - my bedroom is in the attic! We've also got a small garden behind our house.

Hi! I'm Ben and this is our flat. It's very modern. There's one floor and there are three bedrooms. Our kitchen and living room are in one big room. It's my favourite room in the flat! We haven't got a garden but we're near a park. We're on the 4th floor - the view is amazing.

Hello! I'm Kat. My house is on the left in this photo. It's a semi-detached house and it's quite big. There are four bedrooms upstairs. We've got a garden in front of and behind the house. There's also a garage at the side of the house.

Glossary

- around: intorno (a)
- flat: appartamento
- on both sides of it: su entrambi i lati
- left: sinistra

- 1 Leggi e ascolta il testo e abina le tipologie di case sottolineate nel testo alle foto (1-4).
- 2 Rileggi e ascolta il testo. Poi rispondi alle domande.
- 1 What is different about a detached house?
  - 2 What type of home has got one floor?
  - 3 Who has got a garden?
  - 4 Where is Anjum's bedroom?
  - 5 What is amazing about Ben's flat? Why?
  - 6 What types of rooms are upstairs in the houses?

Citizenship

Le aree verdi di una città sono di grande servizio. Parchi e giardini pubblici puliscono l'aria, invogliano a fare attività fisica e contribuiscono al nostro benessere. → Quali altri benefici derivano dalla presenza di aree verdi in una città? Quali sono i tuoi spazi verdi preferiti nel luogo in cui vivi?

Comparing cultures

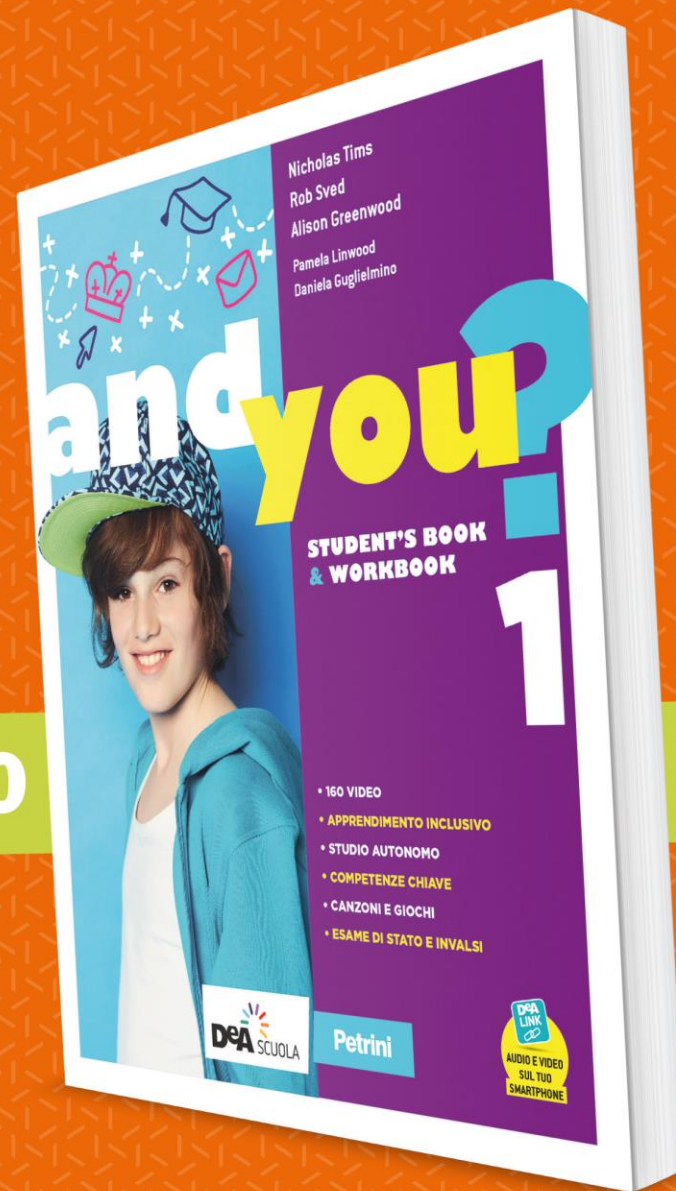
21st-CENTURY COMPETENCES ES

3 Presenta brevemente un'abitazione tipica italiana (la tua o quella di un amico). Includi informazioni sulle stanze che la compongono e su alcune caratteristiche interessanti. Usa i testi sopra come modello.

# and you?

## EDUCAZIONE CIVICA

## AGENDA 2030



DeA SCUOLA

Petrini

DeA SCUOLA

*and you?* OFFLINE  
on a USB drive!





## Chiavetta USB per l'Insegnante

---

Il modo più facile e immediato per avere il tuo libro in formato digitale.  
Tutto ciò che serve su un unico supporto, **senza connessione e registrazione.**

**Questa chiavetta USB contiene** tutti i materiali del Libro:  
video, animazioni, audio, test, esercizi e tante altre risorse digitali.

**Dalla homepage si può accedere** direttamente ai **singoli ebook**, ai **materiali extra** dedicati all'insegnante, **alle applicazioni didattiche** collegate al corso e ai **portali online.**

La chiavetta è **compatibile con computer Mac e Windows** e permette di scegliere se salvare le proprie personalizzazioni direttamente sulla chiavetta o se conservarle sul computer.

CONTINUA




Non mostrare più

eBook ▾ Audio ▾ Video ▾ Materiali extra ▾ Servizi online ▾


Prima di iniziare 

Attiva eBook 




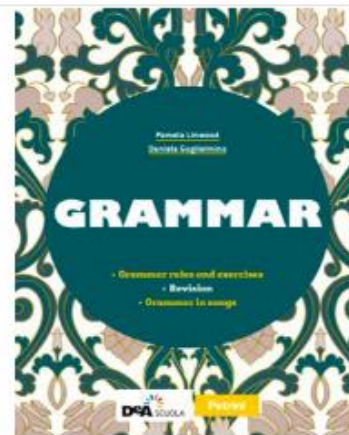
And you? - Student's Book & Workbook 1 




And you? - Student's Book & Workbook 2 




And you? - Student's Book & Workbook 3 




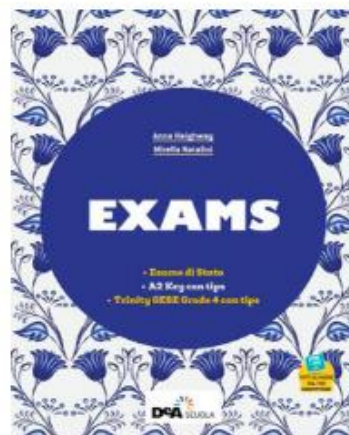
And you? - Grammar 




And you? - It's easy 



And You? - Think Culture Compact 



And You? - Exams 



And You? - Invalsi Trainer 

## Audio

Audio



## Video

Video



## Materiali extra

Materiali per  
l'Insegnante

## Servizi online





Scegli:

AND YOU? 1

AND YOU? 2

AND YOU? 3

## DIALOGUES

0 Starter:  
Hello!

Hello!

DIALOGUES

Starter Unit

1 You're in our class

Unit 1

DIALOGUES

Unit 1, Unit 1 - Workbook

2 Are you here, Dad?

Unit 2

DIALOGUES

Unit 2, Unit 2 - Workbook

3 Have you got your guitar?

Unit 3

DIALOGUES

Unit 3, Unit 3 - Workbook

## COMMUNICATION

1 Communication:  
Greetings and goodbyesGreetings and goodbyes - Unit  
1

COMMUNICATION

Unit 1, Unit 1 - Workbook

2 Communication:  
Asking for and giving personal  
informationAsking for and giving personal  
information - Unit 2

COMMUNICATION

Unit 2, Unit 2 - Workbook

3 Communication:  
Talking about possessionsTalking about possessions -  
Unit 3

COMMUNICATION

Unit 3, Unit 3 - Workbook

4 Communication:  
Talking about your homeTalking about your home - Unit  
4

COMMUNICATION

Unit 4, Unit 4 - Workbook

## VOCABULARY

Countries and nationalities

Countries and nationalities

VOCABULARY

Unit 1

Family

Family

VOCABULARY

Unit 2

My things

My things

VOCABULARY

Unit 3

At home

At home

VOCABULARY

Unit 4

## THINK CULTURE COMPACT

Countries

1. Countries

THINK CULTURE COMPACT

Capital cities

2. Capital Cities

THINK CULTURE COMPACT

The arts

3. The arts

THINK CULTURE COMPACT

The first colonies

4. The first colonies

THINK CULTURE COMPACT

# LANGUAGE LIVE

1 Language Live

Unit 1

LANGUAGE LIVE

Unit 1

2 Language Live

Unit 2

LANGUAGE LIVE

Unit 2

3 Language Live

Unit 3

LANGUAGE LIVE

Unit 3

4 Language Live

Unit 4

LANGUAGE LIVE

Unit 4

# GRAMMAR

GRAMMAR

Be: forma affermativa

GRAMMAR

Unit 1, Unit 1 - Workbook

GRAMMAR

Aggettivi possessivi

GRAMMAR

Unit 1, Unit 1 - Workbook

GRAMMAR

Be: forma negativa

GRAMMAR

Unit 2, Unit 2 - Workbook

GRAMMAR

Be: forma interrogativa e risposte brevi

GRAMMAR

Unit 2, Unit 2 - Workbook

### Audio



### Video



### Materiali extra



### Servizi online





## Come funziona CreaTest Plus

La nuova piattaforma DeA Scuola per creare facilmente **Test** di verifica in **inglese, francese e spagnolo**.

Migliaia di esercizi di grammatica, lessico, fonetica, comprensione scritta e orale a tua completa disposizione!

Scegli la tua lingua:

INGLESE >

FRANCESE >

SPAGNOLO >



**SCEGLI**  
gli esercizi in base al  
livello (da A1 a B2),  
focus o argomento



**CREA**  
il test in versione  
interattiva o  
stampabile (pdf o  
Word)



**ESPORTA**  
il test, oppure  
**CONDIVIDI**  
il link ai tuoi studenti.



INGLESE



Crea un test

Test creati

Quick tests

## CreaTest PLUS

Migliaia di esercizi per creare il tuo test interattivo o stampabile perfetto!  
Scopri qui come funziona e come utilizzarli con Google Moduli

Scopri di più

## Quick tests

Verifica rapidamente i progressi degli studenti con domande a scelta multipla.

Val al Test



## Crea il tuo test

Scegli gli esercizi da inserire nel Test: digita quello che stai cercando oppure filtra la tua ricerca selezionando Livello, Argomento o Focus

Q Restaurants

A1

FOOD AND DRINK

VOCABULARY

Affina ricerca

Q Cerca



INGLESE



Crea un test

Test creati

Quick tests

Risultati per



Restaurants



reset ricerca X

LIVELLO: A1

ARGOMENTO: FOOD AND DRINK

FOCUS: VOCABULARY

KEYWORD: non selezionato

Esercizi

3

LIVELLO

Tutti i livelli

A1

A2

FILTRI

MOSTRA SOLO ESERCIZI

Preferiti

Stampabili

Adatti allo smartphone

3 Risultati (da 1 a 3)

ESERCIZIO

At a restaurant

LIVELLO: A1

ARGOMENTO: FOOD AND DRINK

FOCUS: VOCABULARY

PUNTEGGIO: 7



ESERCIZIO

Eating in restaurants

LIVELLO: A1

ARGOMENTO: FOOD AND DRINK

FOCUS: VOCABULARY

PUNTEGGIO: 6



Aggiungi gli esercizi

0

Esercizi aggiunti



INGLESE



Crea un test

Test creati

Quick tests

Risultati per



Restaurants



reset ricerca X

LIVELLO: A1

ARGOMENTO: FOOD AND DRINK

FOCUS: VOCABULARY

KEYWORD: non selezionato

Esercizi

3

LIVELLO

Tutti i livelli

A1

A2

FILTRI

MOSTRA SOLO ESERCIZI

Preferiti

Stampabili

Adatti allo smartphone

3 Risultati (da 1 a 3)

ESERCIZIO

At a restaurant

LIVELLO: A1

ARGOMENTO: FOOD AND DRINK

FOCUS: VOCABULARY

PUNTEGGIO: 7



ESERCIZIO

Eating in restaurants

LIVELLO: A1

ARGOMENTO: FOOD AND DRINK

FOCUS: VOCABULARY

PUNTEGGIO: 6



2 Esercizi aggiunti

13 punteggio test

Crea →

Svuota selezione

Numero esercizi: 2

13 punteggio verifica

And you? 1A

DESCRIZIONE

Facoltativo

Aggiungi una nota alla tuo test (non visibile allo studente)

Ordina gli esercizi:

1

**At a restaurant**

LIVELLO: A1

ARGOMENTO: FOOD AND DRINK

FOCUS: VOCABULARY

PUNTEGGIO: 7

NUMERO: 0752



Sposta giù ▾

2

**Eating in restaurants**

LIVELLO: A1

ARGOMENTO: FOOD AND DRINK

FOCUS: VOCABULARY

PUNTEGGIO: 6

NUMERO: 0758



Sposta su ▲

Salva

# Pubblica il tuo test



## Crea il test in modalità allenamento o verifica:

allenamento



Il test può essere svolto più volte.

verifica

Ogni studente ha un solo tentativo per rispondere.

oppure

## Scarica i documenti da stampare:

Aggiungi classe e data al test ▼

Versione ad alta leggibilità

Versione PDF

Versione Word

## Vai al test

Guarda online

## Condividi

Copia il link

Condividi in classe virtuale

# Pubblica il tuo test

## Crea il test in modalità allenamento o verifica:

allenamento

Il test può essere svolto più volte.



verifica

Ogni studente ha un solo tentativo per rispondere.

Aggiungi la Classe a cui stai assegnando la verifica per visionare facilmente i risultati degli studenti:

CLASSE

Obbligatorio

And you? 1A

Salva

## Vai al test

Guarda online

## Condividi

Copia il link

oppure

## Scarica i documenti da stampare:

Aggiungi classe e data al test ✓

Versione ad alta leggibilità

Versione PDF

Versione Word

# Pubblica il tuo test

allenamento



verifica

Il test può essere svolto più volte.

Ogni studente ha un solo tentativo per rispondere.

Aggiungi la Classe a cui stai assegnando la verifica per visionare facilmente i risultati degli studenti:

CLASSE

Obbligatorio

And you? 1A

Salva

## Vai al test

Guarda online

## Condividi

Copia il link

Condividi in classe virtuale

Versione ad alta leggibilità

Versione PDF

Versione Word



INGLESE



Crea un test

Test creati

Quick tests

## CreaTest PLUS

Migliaia di esercizi per creare il tuo test interattivo o stampabile perfetto!  
Scopri qui come funziona e come utilizzarli con Google Moduli

Scopri di più

## Quick tests

Verifica rapidamente i progressi degli studenti con domande a scelta multipla.

Vai al Test



## Crea il tuo test

Scegli gli esercizi da inserire nel Test: digita quello che stai cercando oppure filtra la tua ricerca selezionando Livello, Argomento o Focus



Restaurants

A1



FOOD AND DRINK



VOCABULARY



Affina ricerca



Cerca



Crea un test

Test creati

Quick tests

60 risultati (da 1 a 12)

## LIVELLO DEL TEST

 SS1G

## TIPOLOGIA DEL TEST

 quick test

## LIBRO

 AND YOU?1 AND YOU?2 AND YOU?3 TWENTY-ONE 1 TWENTY-ONE 2

## UNITÀ

 UNIT 1 UNIT 2

## QUICK TEST

## Unit 1, Quick Test, Fila A

LIVELLO: SS1G  
LIBRO: AND YOU?1  
UNITÀ: UNIT 1  
FILE: FILA A

Sessioni Test attive



## QUICK TEST

## Unit 1, Quick Test, Fila B

LIVELLO: SS1G  
LIBRO: AND YOU?1  
UNITÀ: UNIT 1  
FILE: FILA B



## QUICK TEST

## Unit 2, Quick Test, Fila A

LIVELLO: SS1G  
LIBRO: AND YOU?1  
UNITÀ: UNIT 2  
FILE: FILA A

## QUICK TEST

## Unit 2, Quick Test, Fila B

LIVELLO: SS1G  
LIBRO: AND YOU?1  
UNITÀ: UNIT 2  
FILE: FILA B

[← Torna ai test pronti](#)

## Unit 1, Quick Test, Fila B

Livello: SS1G  
Libro: AND YOU? 1  
Unità: UNIT 1  
Fila: FILA B

### Esercizi:

1

#### Unit 1, Quick Test, Fila B, esercizio 1

Scegli l'alternativa corretta A, B, C o D.

Maria's Spanish. She's from ...

- A  Spanish
- B  spain
- C  Spania
- D  Spain

 Conferma Vedi le soluzioni

2

#### Unit 1, Quick Test, Fila B, esercizio 2



# Pubblica il tuo test

## Crea il test in modalità allenamento o verifica:

allenamento



verifica

Il test può essere svolto più volte.

Ogni studente ha un solo tentativo per rispondere.

Aggiungi la Classe a cui stai assegnando la verifica per visionare facilmente i risultati degli studenti:

CLASSE

Obbligatorio

And you Quick Test 1 Fila B

Salva

## Vai al test

Guarda online


## Condividi

Copia il link

Condividi in classe virtuale

oppure

## Scarica i documenti da stampare:

Aggiungi classe e data al test 

Versione ad alta leggibilità

Versione PDF

Versione Word



# and you? ... in una pagina

**and you?** ... in una pagina

**DDI**  
DIDATTICA  
DIGITALE  
INTEGRATA

CLICCA SULLE IMMAGINI PER SCOPRIRE

Guarda il **VIDEO** di presentazione del corso

**ALCUNI ESEMPI DI RISORSE DIGITALI** DA CONDIVIDERE CON I TUOI STUDENTI

Video **DIALOGUE**

Video **VOCABULARY**

Video **GRAMMAR**

Video **LANGUAGE LIVE**

**2000 ESERCIZI INTERATTIVI**

**MAPPE GRAMMATICALI INTERATTIVE**

**AUDIO INTEGRALE DI TUTTO IL CORSO**

**NUMEROSE VIDEOLEZIONI**

**DEA LINK**  
Audio e Video su mobile

**CREATEST PLUS**  
Migliaia di esercizi da condividere

**NOVITA'**  
E per il docente la Chavetta USB con tutti i materiali del corso

and you? con la DDI: istruzioni per uso

DeA SCUOLA | Petri

# Last but not least!

## Sempre con te. In classe, a casa.



### SITO DEL LIBRO **NOVITÀ**

Tutte le risorse digitali organizzate per argomenti e tipologia, **immediatamente accessibili** anche senza attivare l'eBook e **condivisibili** su tutte le piattaforme. <https://deascuola.it/>



### VIDEOLEZIONI DIGITALI **NOVITÀ**

Playlist di video, attività interattive e animazioni organizzati in percorsi didattici, per affrontare o consolidare i **nuclei** fondanti della disciplina. <https://deascuola.it/>





### CREATEST PLUS **NOVITÀ**

Migliaia di **attività interattive** o **stampabili** (in PDF e in Word) per creare **verifiche** personalizzate o **test** di allenamento, condivisibili con un link. <http://createstplus.deascuola.it/>



### DEA LINK

Un'App per accedere con lo smartphone e il tablet agli audio e ai video del tuo libro. Su  e 



### READERS' CORNER **NOVITÀ**

Il *blog dei Black Cat readers* con articoli di attualità e letteratura per fare lezione in maniera diversa e coinvolgente. <https://blog.blackcat-cideb.com/>





### SOCIAL BLACK CAT **NOVITÀ**

**CATchy English**: video di **grammatica**, **lessico**, **cultura** per imparare l'inglese divertendosi con Facebook e Instagram; in più, molte attività gratuite per le tue lezioni [facebook.com/BlackCatCideb/](https://facebook.com/BlackCatCideb/) [instagram.com/blackcat.cideb/](https://instagram.com/blackcat.cideb/)



### EREADERS

L'app con la **versione digitale** delle letture graduate Black Cat. Su  e  oppure qui <https://www.blackcat-cideb.com/it/ereaders>

E per il docente **Chiavetta USB** con tutti i materiali del corso e risorse extra!



# SPAZIO ALLE DOMANDE



Scrivi i tuoi quesiti al relatore nella sezione domande (sulla destra)

# Grazie!

---

[eventi.digitali@deascuola.it](mailto:eventi.digitali@deascuola.it)



[blog.deascuola.it](http://blog.deascuola.it)



[formazione.deascuola.it](http://formazione.deascuola.it)



[/DeAScuola](https://www.facebook.com/DeAScuola)



[@DeAScuola](https://twitter.com/DeAScuola)



[deascuola](https://www.instagram.com/deascuola)