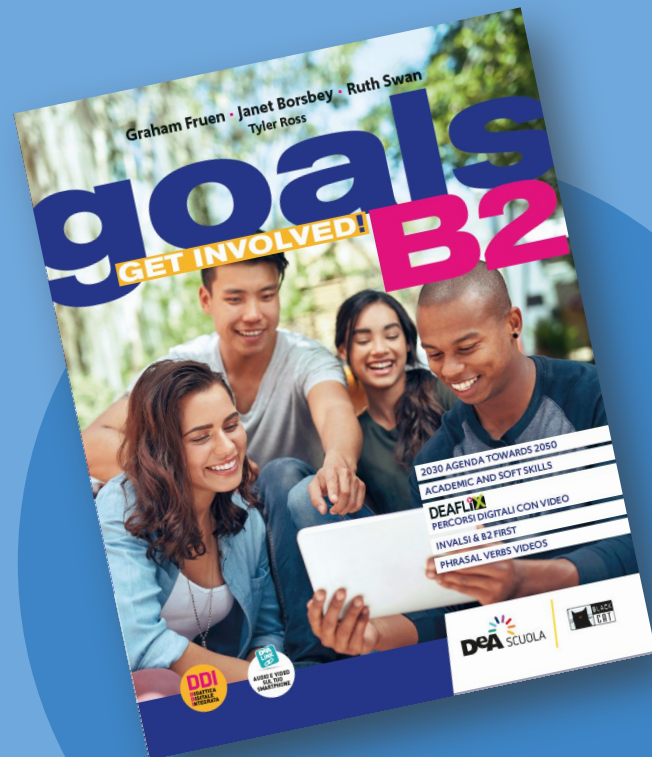


GETTING STARTED WITH ...

GOALS B2



IN THIS WEBINAR

- ① Teacher resources

- ② Structure of the coursebook

- ③ What's in the Teacher's & Test Book

- ④ Digital resources for the teacher
 - a) Teacher website (Area Personale)
 - b) USB Pen drive
 - c) eBook
 - d) creaTEST Plus
 - e) DEAFLIX
 - f) DEALINK

- ⑤ Questions

1. TEACHER MATERIAL

- Coursebook
- Teacher's & Test Book
- USB Pen drive
- Quick Tests
- Digital Resources

2. STRUCTURE OF COURSEBOOK

goals B2

GET INVOLVED

Un percorso di studio della lingua inglese ricco di temi attuali, con focus su 2030 Agenda, Culture, Academic Skills e Soft Skills per coinvolgere e stimolare i ragazzi di oggi.

Units DDI

In apertura unità, obiettivi e un **testo con video** che presenta il "target language" in un contesto attuale e coinvolgente.

Seguono i primi focus su **Vocabulary** e **Grammar**, con **video**. Immediata la comunicazione orale con attività di **Speaking**.

Grammar: la grammatica è presentata con spiegazioni chiare e intuitive. È consolidata da video, che fanno parte dei **percorsi digitali interattivi di DEAFLEX**: la nuova risorsa per l'acquisizione e il ripasso delle più importanti regole di grammatica.

Vocabulary & Listening: il lessico è presentato attraverso foto, mappe o in contesto, ed è accompagnato da attività di **Listening** e **Speaking** per potenziare l'acquisizione della lingua.

Reading & Grammar: articoli su temi interessanti e accattivanti per ragazzi con attività di comprensione: "selective reading" e "careful reading".

In tutte le unità, attività di preparazione per la prova **INVALSI** e la certificazione **Cambridge First**.

Word Work: ampliamento di lessico (collocations, phrasal verbs, idioms)

Discuss: **Critical thinking**: per esprimere il proprio parere sulle tematiche proposte, e sviluppare il pensiero critico.

Communication with video per lavorare sulle funzioni comunicative in contesti reali.

Academic Skills & Soft Skills: attività per sviluppare abilità e competenze trasversali per la crescita personale (giving a presentation, debating, teamwork, problem solving, ecc).

Opening videos

Grammar videos

Percorsi digitali interattivi

Communication videos

6

Units DDI

A chiudere ogni unità, due pagine dedicate a:

Culture & INVALSI: per prepararsi alla prova INVALSI B2.

Culture & People: per approfondire temi legati alla cultura e alla società.

Culture & Literature: per esercitarsi nella lettura di classici letterari.

Towards Esame di Stato

Culture & People & Culture & Literature presentano attività di comprensione e produzione scritta per prepararsi alla Seconda Prova.

Every two units

Global Goals: due pagine che propongono percorsi di **Educazione civica** per esplorare gli Obiettivi di Sviluppo Sostenibile dell'**Agenda 2030**, con tematiche vicine al mondo dei ragazzi di oggi.

No Poverty

Attività di Debate & Critical Thinking per discutere, valutare ed esprimersi sulle tematiche dei Goals.

Digital Competences: per approfondire online.

Summative Revision: due pagine di esercizi sommativi per consolidare l'apprendimento linguistico.

In alcune pagine

Green Skills

per diventare protagonisti di un mondo più ecologico e sostenibile. In linea con il Piano **RiGenerazione Scuola**.

PHILAS VERB GOALS Go online and look for the Channels News interview with Marcus Rashford. I want to give the most generous the opportunity to read. Watch it and answer the questions.

Resource Banks

Phrasal verb Goals: mappe dei phrasal verbs più comuni con esercizi e video.

Writing Goals: per sviluppare le competenze di scrittura.

B2 FIRST Goals: preparazione per la certificazione Cambridge B2 First, con **video della prova orale**.

Oral Exam Goals: preparazione per il colloquio orale.

Phrasal verb videos

B2 First Speaking videos

7

UNIT OPENER

3

WHAT A FEELING!

VIDEO DDI

1 THINK What stresses you or makes you feel down?

2 WATCH Watch, read and listen to the article. How does it say we can be more positive?

Have you ever analysed the way you talk about yourself? Psychologists have known for years that the language we use affects our self-confidence and self-esteem. Positivity is the key, so why not check out these suggestions the experts recommend? They should help **brighten up your day!**

Listen to yourself

It's normal to feel a little down sometimes, but are you making things worse with the words you use? Most people aren't really aware they're being negative when they say things like, 'I'm rubbish at Maths, I'm so unfit' or 'I can't do this'. However, when we use this kind of language, we're actually telling ourselves that we aren't good enough and we're putting ourselves under pressure to perform better. Awareness is a huge factor here, so the next time you talk negatively about yourself, make a note so you can keep track of how often it happens. And you could always ask a good friend to point it out and remind you that you shouldn't be so hard on yourself!

Change your language

Once you are more aware of the language you use, you can **ditch** these negative words and replace them with something more positive! 'I need to get fitter' becomes 'I want to get fitter', 'I'd better study hard or I'm going to fail my exam' becomes 'I'm going to study hard and pass!' You could even make a list of things you feel you ought to do and replace the negatives with positives. It needn't be a long list – you don't have to write down everything – the important thing is to make a start. Being kinder to yourself will help you feel more confident and less stressed out. Try it!

3 **DECIDE** Decide if the statements are true (T) or false (F). Underline the first four words of the sentences in the article which support your decisions.

- Experts say the language we use has an impact on how we feel.
- People say negative things because they want to feel worse.
- Language can put pressure on people to perform better.
- It's a good idea to keep a record of the negative language you use.
- Tell your friends not to be so negative.
- You need to change all your language if you want to feel better.

MAKE IT REAL

brighten up your day
ditch

migliorare la tua giornata
scartare

4 **DISCUSS** In pairs, discuss the questions.

- In what ways do you put pressure on yourself?
- Do you perform better or worse when you feel under pressure?
- I tell myself I need to study harder,...

Be kind
to your
mind



Vocabulary Feelings and well-being

5 **330** Copy the map and complete it with the feelings. Then listen and check.

amazing • annoyed • anxious • cheerful • confident • down • enthusiastic • fed up • full of beans • irritable • laid-back • miserable • on edge • optimistic • satisfied • stressed out • under pressure • upbeat



6 Choose the correct alternative.

- We've got loads of homework and we're all feeling really stressed out / **upbeat** about it.
- If you're feeling a bit cheerful / **miserable**, it helps to talk things over with a friend.
- Do you usually feel full of beans / **on edge** in the mornings, or do you usually feel irritable?
- I was feeling quite anxious / **annoyed** before the exam.
- How did you make Zara feel more confident / **under pressure** when she asked you for help?
- We're pretty down / **upbeat** because we're looking forward to the weekend.

7 **330** Listen to a radio phone-in with a psychologist and complete the sentences with three words.

- Leah's _____ studying so much.
- She feels really _____ her final exams.
- The psychologist says when you feel _____, exercise is a good idea.
- Tom feels _____ his driving test.
- The psychologist says it's normal to _____ when you've failed before.
- Practising near the test centre before will help Tom feel more _____.

8 **330** In pairs, complete the sentences and tell your partner.

- I feel amazing when... 3 ...makes me feel full of beans.
- I feel irritable... 4 I feel anxious about...
- I feel amazing when my team scores a goal.

Objectives

- Talking about well-being and thinking
- Giving advice, making recommendations
- Talking about obligation, prohibition and permission
- Asking for and giving opinions

Soft Skills

- Problem solving
- Culture & INVALSI
- Do you want the good news or the bad news?

Grammar

9 Read the examples and complete the rules.

DEAFLEX
should, ought to, had better, need to, needn't

You **shouldn't** be so hard on yourself!
Make a list of things you feel you **ought to** do.
I **need to** get fitter.
It **needn't** be a long list.

We use:

- should (not)** + **to** + verb
to give advice, make a recommendation or say if we think something is or isn't a good idea or the right thing to do.
- ought to** + **to** + verb
is more formal.
- had better (not)** + **to** + verb
when we think something is or isn't the right thing to do in a specific situation. It often expresses urgency.
- need to** + **to** + verb
to express necessity and **needn't** to say that something isn't necessary.

Grammar Goals p. 168

10 Choose the correct alternative.

- It's hot, so you **need to** / **needn't** take your jacket.
- You **shouldn't** / **ought to** reserve seats in advance – that train is always full.
- People **should** / **needn't** vote in elections. It's very important.
- You **ought to** / **needn't** be careful when you post things online.
- I found this bracelet. What **had better** / **should** I do?
- We're late, so you **need to** / **needn't** hurry up.
- Amy **shouldn't** / **needs to** stop worrying so much.
- It's my aunt's birthday so I **had better** / **oughtn't** to phone her.

11 **330** In pairs, ask and answer the questions.

Do you think you...

- should worry about how popular you are?
- need to get more sleep?
- ought to study more?
- I don't think I should worry about... because...

FINISHED Write some advice for a friend who feels...

- anxious because of a test.
- a bit bored and fed up with their social life.

Introduction

DISCUSS

Vocabulary

Grammar DEAFLEX

SPEAKING

VIDEO



GRAMMAR – VOCABULARY & LISTENING

Grammar

1 Read the examples and complete the rules with the modal verbs.

Modal verbs of deduction: present

It's so good, it **can't be** a fake!
Some works in art galleries today **may be** by de Hory.
They **might not be** originals.
Future art experts **must be getting** much better at spotting fakes than their predecessors!

- To speculate and make deductions about situations or events in the present, we use:
 - base form / be + -ing when we think something is true.
 - base form / be + -ing when we think something isn't true or isn't possible.
 - might or could + base form / be + -ing when we think something is a possibility.
- The negative of may/might/could is **may not** / **might not** / **could not**.

Grammar Goals p. 208

2 Choose the correct alternative.

- If Noah's been having tennis lessons since he was six, he **may play / must play** pretty well now.
- Whose is this jacket? – I'm not sure but it **mightn't belong / might belong** to Cerys. She's got one like that, I think.
- I **could be / can't be** wrong, but isn't that Ed Sheeran's? Where's the dog? – I don't know. It **might be playing / might play** in the garden.
- You can ask Dad about the party, but he isn't in a good mood today, so he **mayn't say / mightn't say** yes.
- Have you had your results yet? You **can't be feeling / must be feeling** nervous.
- I'm putting on weight! – You **can't be doing / must do** enough exercise then.

3 Complete the sentences with **must, can't, or might/might not** and the correct form of the verbs.

- The car's not here, so Dad _____ late this evening.
- Stella _____ a new scooter. She's got no money.
- The painting looks genuine, but I'm not sure... it _____ a forgery.
- Those boys were in the park last night when the fire started. They _____ something.
- Dan's going to do a parachute jump. He _____ mad.
- They _____ in their room. I can hear the TV!

4 Read the examples and complete the rule.

Modal verbs of deduction: past

She **can't have known** she was buying a fake.
He **may/might/could have met** some great artists in Paris.
He **may not/might not have been** a prisoner of war.
It **must have worked** because today the museum has five more Matisse forgeries in their collection.

- To speculate and make deductions about the past, we use: **must, can't, may/might/could**

Grammar Goals p. 209

5 Complete the sentences with **must have, could have or mightn't have** and the past participle of the verbs in brackets.

- The boys look miserable. They _____ (lose) the match.
- Ring the doorbell again, it's possible Jack _____ (hear) it.
- We can't be sure, but the murderer _____ (have) an accomplice.
- The suspect had a perfect alibi, so he _____ (burglar) the flat. It's impossible.
- I don't know where Josie is, but she _____ (go) to the gym.
- Leon's new watch _____ (cost) a lot, it's a designer brand.
- The police are having doubts about the suspect. They think he _____ (be) involved in the robbery after all.
- Did you hear that Esme was mugged yesterday? It _____ (be) an awful experience.

6 **READING** In pairs, read the two news stories and discuss the possible reasons for these phenomena using modals of deduction.

1 A woman from Coventry claims she saw a ghost in Castle Lane, near Warwick Castle last night. The air around me went very cold, then I heard a strange crying noise and I saw a misty shape in front of me', she told us.

2 Scientists remain baffled by the discovery of a huge void in Egypt's Great Pyramid. The void is above the burial chamber of the pharaoh Khufu. It is roughly the size of a passenger plane and is completely closed. What's inside it? What purpose did it serve?

In story 1 the noise might have been...

Vocabulary & Listening

Justice

7

1 **LISTENING** Match seven of the words to the photos (1-6). You can match two words to one of the photos. Then listen and check.

- | | | | | | | |
|--------|----------|-------------|------------|--------------|-------------|---------|
| arrest | defence | investigate | lawyer | prosecution | suspect | verdict |
| charge | evidence | judge | not guilty | question (v) | the accused | witness |
| court | guilty | jury | prison | sentence (n) | trial | |



2 Complete the text with words from Ex. 1.

So what happens if you break the law? If it's serious, the police will investigate, then ¹ _____ you and question you, usually in the presence of a ² _____. If there is enough evidence to formally ³ _____ you, then you, the ⁴ _____, will have to go on ⁵ _____. This means going to ⁶ _____ where, in the UK and USA, a ⁷ _____ (twelve members of the public) will examine the evidence and listen to different ⁸ _____ who will testify for the prosecution or the ⁹ _____. Then the jury will try to reach a unanimous ¹⁰ _____ of guilty or ¹¹ _____. If you are found guilty of committing the crime, the ¹² _____ will pass a ¹³ _____ and possibly send you to ¹⁴ _____.

WORD WORK

3 Look again at the text in Ex. 2 and complete the crime and justice collocations.

- be found _____
- break the _____
- commit a _____
- go on _____
- pass a _____
- reach a _____

4 **LISTENING** Listen to the true story of Ruben 'Hurricane' Carter and answer the questions.

- Who was Ruben Carter and what was he accused of?
- Was he guilty?

5 **LISTENING** Listen again and complete the sentences with a word or short phrase.

Ruben Carter grew up in New Jersey in the 1950s and he learned to box in ¹ _____. He got the nickname 'Hurricane' because he was a ² _____ in the ring. One night in 1966 there was a ³ _____ in a bar. Carter and Artist John Artis were arrested and charged, even though a survivor in the bar ⁴ _____ Carter and his friend as the killers. Two witnesses for the prosecution received money and ⁵ _____ for their statements at the trial. Carter and Artis were found guilty of murder and they got ⁶ _____ sentences. While in prison, Carter wrote ⁷ _____, and people started campaigning for his release. Carter was finally released in ⁸ _____. The judge said that the original convictions had been based on dubious ⁹ _____ and prejudice. After prison, Carter campaigned for better ¹⁰ _____ for people wrongly convicted of crimes.

6 **READING** In pairs, discuss the questions.

- Do you think what happened to Ruben Carter is unusual? Why?/Why not?
- In your opinion, what types of crimes should have a prison sentence? Why?
- Which crimes should have a different type of punishment? (e.g. a fine, community service) Why? Unfortunately, I think what happened to...

Grammar

DEAFLEX

Vocabulary & Listening:
designed to
improve this
vital skill

VIDEO

READING - GRAMMAR

Reading

1 **THINK** Describe the photos of three protests. What do you think the people are protesting about?

2 **LISTEN** Read and listen to the article, and check your answers to Ex. 1.

The power of protest

When Greta Thunberg first protested outside the Swedish parliament for stronger action on climate change, she probably never imagined that her actions would inspire an international movement. But Greta wasn't the first teenager to take on governments and society.

No to the Cane

In the UK teachers used to be able to punish students physically with a long stick called a 'cane'. In 1911, after the punishment of one of their classmates, children at a small school in Wales decided to stand up to the system and they left their classrooms in protest. They complained that the cane was cruel, and they marched through the town singing and boing. The demonstrations spread to other towns and cities, but came to an end after a few weeks, and nothing changed. Time went by and decades later, in 1972, students again protested against corporal punishment. This time, more than 10,000 students in London walked out of their classrooms, carrying placards that said 'NO TO THE CANE'. Photos appeared in newspapers, and the strike started a debate about children's rights.

It took a long time, but in 1986 the British government finally agreed to ban all corporal punishment in state schools.



MAKE IT REAL

boing
came to an end
grabbed the attention of
walkout

fischiano (in disapprovazione)
si spensero
attirare l'attenzione di
astensione



The Lunch Counter Protest

In 1960, racial segregation was still legal in the USA. In many states, African Americans couldn't use the same restaurants, bathrooms, parks or swimming pools as white people. They had to use separate entrances to see the doctor, and sit at the back of buses. So when four African American students sat at a 'whites-only' lunch counter at a department store in Greensboro, North Carolina, the staff immediately ordered them to leave. The four students, however, calmly insisted on being served and refused to give up their seats until the shop closed. The next day they went back with more students, and again the next day, until after a week, 300 students had joined the sit-in protest. The movement spread to other cities, and grabbed the attention of the media. By the summer of 1960, restaurants and cafés across the USA were being integrated. Greensboro showed the power of a small group of students, acting alone, to bring about change.

March for Our Lives

After a horrific shooting at a high school in Parkland, Florida in 2018, a group of students organised a national school walkout to demand stronger gun control laws. An estimated 1 million students and teachers across the USA walked out of school for exactly seventeen minutes – one minute for each person who died during the Parkland shooting. A few days later, hundreds of thousands of young people turned out for the 'March for Our Lives' rally in Washington DC. The speakers spoke out powerfully about America's gun problem and insisted that change was needed. Since then, although some new laws have been passed, the March for Our Lives movement has not managed to change gun policy as much as it had hoped and gun deaths are still going up. However, it has succeeded in getting a whole generation of teenagers to be more interested in politics and vote in elections. The organisation is hopeful that one day change will come.

What all of these stories show is that young people can make a difference and you are never too young to act and be heard.



3 **AI** Choose the correct answer: A, B, C or D.

- The school protest in 1911
A ☐ achieved its goals quickly.
B ☐ was ignored by the media.
C ☐ was a silent protest.
D ☐ lasted until 1972.
- The school protest in 1972
A ☐ quickly led to a change in the law.
B ☐ was ignored by the media.
C ☐ became violent after a while.
D ☐ began a discussion.
- In 1960, the US policy of segregation
A ☐ only existed in restaurants and places to eat.
B ☐ was against the law.
C ☐ was starting to be questioned.
D ☐ only remained in North Carolina.
- The lunch counter protesters
A ☐ were all workers there.
B ☐ left the store after they were served.
C ☐ inspired protests elsewhere.
D ☐ stopped their protest after three days.
- The March for Our Lives movement
A ☐ has inspired young people to engage with politics.
B ☐ has achieved all of its aims.
C ☐ hasn't had any impact on gun laws.
D ☐ isn't optimistic about the future.

WORD WORK

4 **AI** Find the phrasal verbs connected to protesting in the article which mean:

- challenge
- confront/defend yourself against someone or something
- leave a place to show disapproval
- cause something happen
- go to watch or participate in an event
- give an opinion in public, often in protest

5 **DISCUSS** **CRITICAL THINKING** In pairs, discuss the questions.

- What do you think of the fact that it's so easy to buy a gun in the USA?
- Have you ever taken part in a protest? If yes, what was it about?
- Do you think it's important for young people to speak out about social issues or injustices? What issues make you want to speak out?

I took part in a climate protest...

Grammar

10

6 Read the examples and complete the rules with the words.

base form • -ing form • object (x2) • that

Reporting verbs

• Reporting verbs can follow different patterns and some can follow more than one.

The students **complained** that the cane was cruel.
verb + **that** clause : announce, complain, deny, explain, insist, promise, recommend, reply, suggest

They **reminded us** that the march would start at 3 pm.
verb + **that** clause : inform, promise, remind

The students **refused** to give up their seats.
verb + **(not) to** : agree, offer, promise, refuse

The staff **immediately ordered** them to leave.
verb + **(not) to** : base form : advise, convince, encourage, invite, order, persuade, remind

The students **insisted on being served**.
verb + **(preposition)** + **that** clause : admit, apologise for, deny, insist on, regret, suggest

Grammar Goals p. 239

7 Rewrite the sentences using the reporting verbs.

remind • announce • apologise for • invite • regret • suggest • refuse • agree

- 'Would you like to stay for lunch?' Melissa asked us.
- 'OK, I'll help you,' Sunita told James.
- 'Let's get a pizza,' said Max.
- 'No, I won't lend you any more money,' Mum told me.
- 'I'm resigning from the government,' said the minister.
- 'Don't forget to message me,' my dad said to me.
- 'I wish I hadn't eaten so many chocolates,' said Erica.
- 'I'm sorry I'm late,' said Jess.

8 **SPERKING** Write two true sentences and one false sentence using reporting verbs. In pairs, tell your partner. Can they guess which sentence is false?

- I persuaded my brother to give me his games console.
- Dad refused to let me try paragliding on holiday.
- I once refused to pay for a bad meal.
- I think Sentence 3 is false.
- Wrong! Sentence 2 is false.

Phrasal verb: go p. 225

Writing Goals p. 265

129

Reading Grammar

Interesting reading texts.
Comprehension:

- SELECTIVE READING
- CAREFUL READING

DISCUSS CRITICAL THINKING

WORD WORK to increase students' lexis

COMMUNICATION – ACADEMIC/SOFT SKILLS

Communication

VIDEO

Functions – real world settings

Academic skills e Soft skills:

Life skills work for work and university

DEBATE



Communication Discussing pros and cons



1 **Q 230** Watch and listen. What is Emily thinking of doing? What are some of the pros and cons Emily and Jack mention?

2 **Q 232** Watch or listen again and choose the correct alternative.

Emily I should probably get a summer job after the exams, but I'm not sure I really want one.

Jack Why? What's stopping you?

Emily Well, on the one hand, I want / need to earn some money, but on the other hand, I don't want to miss out on all the fun – the bike rides, the barbecues / picnics ... the music festival!

Jack Yes, but you won't be working all the time, so we'll still be able to meet up / hang out together.

Emily That's true.

Jack So, what sort of job / position are you thinking of?

Emily Well, the cafe / shop opposite school is looking for someone. It's really close, which is a big advantage – I can just roll out of bed in the mornings. But I'll be on my feet all day, so I'll be **knackered** and I'll probably just want to crash out on my days off. As well as that, I'll have to wear a uniform. If someone from school sees me, it'll be so awkward / embarrassing!

Jack Come on – it won't be that bad! Besides, it'll be good experience. And think of all the money you'll have.

Emily Yes, that's the upside. Hopefully, I can save up enough to go camping / travelling later in the summer.

Jack So, are you going to apply for it?

Emily Mmm, I'm still not sure, I need to think about it.

Jack Well, be quick / hurry up, or I might apply myself!

MAKE IT REAL

roll out of bed *rotolare giù dal letto*
knackered *esaurita, stavoletta*
crash out *dormire*
naff *pocchiana*

KEY EXPRESSIONS

Discussing pros

On the one hand, ...
The main advantage ...
Another advantage ...
A big advantage / ...
One disadvantage ...
The upside / downside ...
The problem / issue ...
As well as that, ...
What's more, ...
Besides, ...
In other words, ... /
That's true, although ...

Complete the dialogues

Sometimes more ...

Leo I'm thinking ...

Flora Well, ...

meat, but ...

Leo For me, ...

and the environment

healthier to eat

Flora That's true, ...

is that it can be

minerals that I

plan your meal

Leo ...

cook separately

to cook for myself

Flora So what about ...

every week? I'm

Leo Great idea!

4 **SPANISH** In pairs, discuss the things:

1 fast food vs home cooking

2 living in the city vs in the countryside

3 online learning vs face-to-face learning

4 going to university vs staying at home

A One of the main advantages of ... is that it's quick and easy.

B That's true. On the other hand, ...

cooking ...

Soft Skills Stress management

1 **EXERCISE** In pairs, look at some common causes of stress. What other causes of stress can you think of?

- Homework and exams
- Pressure from parents to do well
- Problems with friends or partners
- Life changes (e.g. starting a new school)
- Social media
- Commitments outside of school (e.g. clubs, part-time jobs)
- World events
- The future

2 Which of the things in Ex. 1 are the most stressful for you? Which are the least stressful? Put your list in order (1 = most stressful).

3 Stress affects people in different ways. How do you feel when you're stressed? Do the questionnaire, then in pairs, compare your answers.



Questionnaire: SIGNS OF STRESS

For each sign of stress, give yourself a score: 0 = Never 1 = Sometimes 2 = Often 3 = Always
Your highest scores show your main signs of stress.

- I find it hard to sleep.
- I eat more or lose my appetite.
- I get moody and irritable.
- I bite my nails.
- I can't concentrate.
- I get headaches.
- I feel sick.
- I avoid other people.

Academic Skills Giving a presentation

1 EXERCISE

Read and listen to the tips to beat stress and match the headings (A-G) to the paragraphs (1-5). There are two extra headings that you do not need.

A Eat healthily

B Focus on your strengths

C Get plenty of rest

D Make an action plan

E Take a deep breath

F Get moving!

G Talk about it

1 Don't suffer in silence. Speak to somebody you trust. They may help you to think of ways to help you manage your stress, and you'll feel less alone.

2 For teens, that means at least 8 hours sleep a night. If you find it hard to sleep, try to relax for at least half an hour before you go to bed. For example, have a bath or read a book, but don't check your phone.

3 Try to have a well-balanced diet. Avoid too much caffeine as well as sugary food or drinks. They may give you instant energy, but they tend to make you more agitated and may keep you awake at night.

4 Go out and get regular exercise. It keeps you healthy and it releases 'endorphins' which make you feel good! Gentle exercise can also help you relax.

5 Write down all the things that are making you stressed. Then write what you think you can do about each one. It's easier to deal with problems one at a time, than if they are all mixed up inside your head!

6 **DISCUSS** In pairs, discuss the questions.

1 Think about a stressful situation that you've had recently. (You don't need to share what it was.) How did it make you feel? How did you deal with it?

2 Have you tried or will you try any of the tips in the text? Which ones?

3 Experts believe that a small amount of stress can actually be good for us. Why do you think this is?

4 I had a stressful family situation recently and I wasn't sleeping. I spoke to a friend which helped because...

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CULTURE AND...

Culture & INVALSI

3

Do you want the good news

Or

Culture & People

Make

Culture & Literature

THE GREAT GATSBY

Chapter 3

There was music from my neighbor's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. [...] On week-ends his Rolls-Royce became an omnibus, bearing parties to and from the city between nine in the morning and long past midnight, while his station wagon scampered like a brisk yellow bug to meet all trains. And on Mondays eight servants, including an extra gardener, toiled all day with mops and scrubbing-brushes and hammers and garden-shears, repairing the ravages of the night before.

Every Friday five crates of oranges and lemons arrived from a fruiterer in New York — every Monday these same oranges and lemons left his back door in a pyramid of pulpless halves. There was a machine in the kitchen which could extract the juice of two hundred oranges in half an hour if a little button was pressed two hundred times by a butler's thumb. At least once a fortnight a corps of caterers came down with several hundred feet of canvas and enough colored lights to make a Christmas tree of Gatsby's enormous garden. On buffet tables, garnished with glistening hors-d'oeuvre, spiced baked hams crowded against salads of harlequin designs and pastry pigs and turkeys bewitched to a dark gold. In the main hall a bar with a real brass rail was set up, and stocked with gins and liquors and with cordials so long forgotten that most of his female guests were too young to know one from another.

By seven o'clock the orchestra has arrived, no thin five-piece affair, but a whole pitful of oboes and trombones and saxophones and viols and cornets and piccolos, and low and high drums. The last swimmers have come in from the beach now and are dressing up-stairs; the cars from New York are parked five deep in the drive, and already the halls and salons and verandas are gaudy with primary colors, and hair

Scene from the film *The Great Gatsby* (2013) directed by Baz Luhrmann



shorn in strange new ways, and shawls beyond the dreams of Castle. The bar is in full swing, and floating rounds of cocktails permeate the garden outside, until the air is alive with chatter and laughter, and casual innuendo and introductions forgotten on the spot, and enthusiastic meetings between women who never knew each other's names. The lights grow brighter as the earth lurches away from the sun, and now the orchestra is playing yellow cocktail music, and the opera of voices pitches a key higher. Laughter is easier minute by minute, spilled with prodigality, tipped out at a cheerful word. The groups change more swiftly, swell with new arrivals, dissolve and form in the same breath; already there are wanderers, confident girls who weave here and there among the stouter and more stable, become for a sharp, joyous moment the centre of a group, and then, excited with triumph, glide on through the sea-change of faces and voices and color under the constantly changing light. [...] Suddenly one of the gypsies, in trembling opal, seizes a cocktail out of the air, dumps it down for courage and, moving her hands like Frisco, dances out alone on the canvas platform. A momentary hush; the orchestra leader varies his rhythm obligingly for her; and there is a burst of chatter as the erroneous news goes around that she is Gilda Gray's understudy from the Follies.

The party has begun.

READING

1 Read and listen to the text about positive news. Then choose the correct answer (A, B, C or D) for questions 1-6. Only one answer is correct.

READING

2 Read and listen to the text. What were these fields did the woman

8

READING

2 Read the statements and say whether each one is True (T), False (F), or Not Stated (NS). Put a cross (X) in the correct box.

- Gatsby's home is usually busy at the weekend.
T ☐ F ☐ NS ☐
- Gatsby spends a lot of money on his parties.
T ☐ F ☐ NS ☐
- The party takes place outdoors.
T ☐ F ☐ NS ☐
- The party really starts when Gatsby makes his entrance.
T ☐ F ☐ NS ☐
- Gatsby enjoys his parties.
T ☐ F ☐ NS ☐
- The party guests are all friends of Gatsby's.
T ☐ F ☐ NS ☐

3 Answer the questions. Use complete sentences and your own words.

- What details tell us that Gatsby is extremely wealthy?
- How does the narrator convey that there are a large number of people at the party?
- The narrator says: 'the air is alive with chatter and laughter, and casual innuendo and introductions forgotten on the spot, and enthusiastic meetings between women who never knew each other's names'. What does this suggest about the party guests?
- How do we get the impression that Gatsby is a mysterious figure?

WRITING

4 Read the two quotations and choose one to discuss in a 300-word essay.

Either:

- Discuss the quotation. What does it mean? What does it say about how society views wealth and fame? What does it say about friendship? Support your ideas by referring to your readings and/or to your personal experience.

Everyone wants to ride with you in the limo, but what you want is someone who will take the time with you when the limo breaks down."

Oprah Winfrey

(American broadcaster, producer, actress and philanthropist)

Or:

- Discuss the quotation considering the importance of food and cooking to Italian culture and other cultures. Support your ideas by referring to your readings and/or to your personal experience.

Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people get together to eat."

Guy Fieri (American restaurateur)

EVERY 2 UNITS: GLOBAL GOALS - EDUCAZIONE CIVICA

GLOBAL GOALS

EDUCAZIONE CIVICA

Climate Action

What's the goal?

Taking action now against climate change and its impacts.

Why?

Climate change is caused by human activities and is threatening the way we live and the future of our planet.

1 **CRITICAL THINKING** In groups, discuss these statements. Do you think they are true or false?

- 1 There are an estimated 8.7 million plant and animal species on Earth.
- 2 Experts estimate that the rate of species extinction today is between 1,000 and 10,000 times more than the natural extinction rate. ("without human interference")
- 3 30-50% of the total species on Earth will be extinct by 2100.
- 4 If the current rate of average global temperature increase continues, the world will be 2°C warmer in the next century.
- 5 By 2050, the worst effects of climate change could be irreversible.

2 **CRITICAL THINKING** Look at the graph below and answer the questions.

- 1 How much has the average global temperature increased from the 1880s to the 2000s?
- 2 What do you notice about the global temperature before the 1920s?
- 3 Why do you think the global temperature began to increase in the 1920s?
- 4 What has happened to the rate of increase in temperature since the 1980s? Why do you think this?

Average global temperature per decade (°C)



13 CLIMATE ACTION



the narwhal, dog and bee. What do these three species have in common?



Humans have caused most, if not all, of the environmental issues our world is currently facing, including global warming. However, it's not just scientists and researchers who are trying to find ways to combat climate change; some animals are doing their best to help too.

Since the 1970s, the oceans have absorbed over 93% of the heat from greenhouse gas emissions. The Intergovernmental Panel on Climate Change (IPCC) predicts that by 2100, the average ocean temperature will be 1-4°C higher. This will be catastrophic for many marine ecosystems and will also cause more extreme weather events and threaten food security for humans. To accurately measure how climate change is affecting our oceans, scientists have enlisted the help of the narwhal. Narwhals, often called the unicorns of the sea, are mysterious creatures that live in the waters of the Arctic. As they can dive to depths of over 1,500 metres, scientists have fitted them with small satellite transmitters, and according to the data received so far, the water is actually about 0.9°C warmer than previously estimated. With the narwhals' help, we can develop more accurate climate change models so that governments can take action more urgently.



Thanks to their excellent sense of smell, dogs can be trained to find rare plants and animals that are under threat from climate change, so that we can monitor and preserve them. For example, Rocky, a cocker spaniel, is able to find great crested newts, a protected species in Europe threatened by habitat loss. Newts play a vital role in the ecosystem by transporting nutrients from water to land, which improves soil fertility, and by controlling aquatic insects like mosquitoes. Canine conservation projects elsewhere include keeping track of other animals at risk, like Asian black bears in China and jaguars in the Amazon.

We know that bees are one of the most valuable creatures on the planet. Hundreds of thousands of species of plants, which are also crucial food sources, depend on bees for pollination. Plants also play an important part in combatting climate change by extracting carbon dioxide from the atmosphere and then releasing oxygen through photosynthesis. However, bee populations are in decline due to changing weather patterns and other threats, like the use of pesticides. As part of the Global Initiative for Honeybee Health (GIHH), scientists have fitted thousands of bees with hi-tech micro-sensors or 'backpacks' to analyse the effects of pollution, pesticides, water contamination and extreme weather on them. The initiative aims to find out more about bees, so we can help protect them and they can continue their vital role as pollinators.

5 Answer the questions in your own words.

- 1 Why are narwhals particularly suitable for helping scientists study ocean temperatures?
- 2 What have scientists discovered thanks to the narwhals' help?
- 3 What can dogs be taught to do?
- 4 Why are newts important for biodiversity?
- 5 What function do bees carry out and why is it important?
- 6 How are scientists studying bees?

6 **CRITICAL THINKING** Discuss the questions.

- 1 How worried are you about climate change? Why?
- 2 Do you think governments are doing enough to prevent climate change? Why/Why not?
- 3 Do you think we will solve the problem in time? Why/Why not?
- 4 What species or natural habitats are in danger in your country?
- 5 What things do you or could you do personally to try and reduce your impact on the environment?

WRITING

7 Choose one of these species and find out how it helps fight climate change. Write a text (200 words). Include information about:

- the species in general, where it lives, etc
- the ways in which it helps the environment



DIGITAL COMPETENCES Go online and look for the BBC video *Climate Change - The Facts in 4 minutes*. Watch it and answer the questions.

- 1 What surprises Sir David Attenborough most about climate change over the last 20 years?
- 2 What will become much more difficult for people?
- 3 What do the experts agree is the key thing we must do if we are to stop climate change continuing at this rapid speed?

3-4

CRITICAL THINKING

DEBATE

DIGITAL COMPETENCES

With authentic VIDEO

EVERY 2 UNITS – SUMMATIVE REVISION

Summative Revision

Vocabulary

Unit 3 Feelings and well-being; Ways of thinking

1 Complete the feelings adjectives.

- A You look very c..... Did something good happen?
- B Not really. I'm just feeling o..... about tomorrow's match. We've been playing really well lately.
- A I know. She doesn't even get s..... about exams.
- A Sorry, if I'm a bit o..... e.....
Waiting for the results is making me a.....
- B Don't worry. I'm completely c..... you'll do great.
- A What's wrong with Joe? He looks a bit m.....
- B Yes, it's odd. He's usually happy and f..... o..... b.....

2 Complete the sentences with the correct form of the thinking verbs.

concentrate • picture • consider • contemplate • realise • imagine

- The idea of war is too awful to.....
- I..... you're feeling really relaxed after your holiday!
- They said they would..... my proposal.
- Luke woke up suddenly and..... he'd been dreaming.
- How can you..... with all this noise?
- yourself on a deserted tropical beach.

Unit 4 The environment; Wildlife at risk

3 Read the definitions and write the words.

- a long dry period.....
- harmful substances in the air.....
- when a lot of water covers the land.....
- not enough food for a lot of people.....
- throwing out rubbish in unsuitable places.....
- what you can't use and throw away.....

4 Complete the sentences with an appropriate word or expression.

- In..... animals are often confined to small indoor spaces for their entire lives.
- Many species of fish are under threat due to.....
- I don't buy cosmetic brands that do.....
- The..... were arrested for killing the rhino.
- There are more tigers living..... in the USA than there are..... globally.

Grammar

Unit 3 Advice, necessity, obligation, prohibition and permission; *if*, *the* or *no* article

5 Complete the sentences with the words.

- should • ought • better • need (x2) • needn't • have • an • the
- Do you..... to sit down? You look a little pale.
 - Do you fancy going to..... cinema?
 - They..... to create more green areas in this city.
 - I'll eat out, so you don't..... to make dinner, Mum.
 - This is..... interesting documentary.
 - We..... brought food to the party. There's loads!
 - You'd..... ask Bruno before you borrow his bike.
 - You're always stressed out, Emma. You..... try yoga.

6 Complete the dialogue with verbs to express obligation, prohibition, or permission and the verbs below.

do • stay (x3) • borrow • be (x2) • babysit • go • play

- Riley Mum, I..... (I) over to Zoe's house later?
- Mum Yes. But you?..... home by six. Dad and I are going out, so you?..... Jeanie.
- Riley Seriously? What about Matt?
- Mum Matt's staying at Hugo's.
- Riley Oh, so Matt?..... out, but I'm not.
- Mum You?..... so childish, Hugo?..... an exam tomorrow. Matt's helping him.
- Riley Why don't you?..... (Jeanie) on her own?
- Mum Jeanie?..... on her own. She's too young.
- Riley ?..... (I) games with her?
- Mum Of course you don't.
- Riley Oh, alright then. I'll..... (I) your scooter?
- Riley I'll get home faster.....

Unit 4 Future forms; First conditional and time clauses; Future continuous and Future perfect

7 Correct the mistake in each sentence.

- I promise I'm not be late for the party!
- We will go to Spain on holiday, but we haven't decided yet.
- This time tomorrow, Grace will do her driving test.
- Look at that car! It will crash!
- If the ice caps will continue to melt, there'll be more floods.
- You can borrow my jacket unless you don't lose it.
- Lucas definitely will go on the protest march.
- The show won't start as long as the audience sits down.
- By the time we get there, the film has started.

Units 3-4

8 Complete the second sentence so that it means the same as the first, using the word given.

- It wasn't necessary for you to spend all this money on us! NEEDN'T
You..... all this money on us.
- We ought to leave now or we won't get there on time. BETTER
We..... now or we won't get there on time.
- I didn't need to do the exam because I'd already done it. HAVE
I didn't..... the exam because I'd already done it.
- Do your parents allow you to stay out late? LET
Do your parents..... out late?
- The coach said we had to run around the pitch three times. MADE
The coach..... around the pitch three times.
- I'll take some money as maybe I'll want to buy something. CASE
I'll take some money..... to buy something.
- It's likely that Nial won't eat with us tonight. PROBABLY
Nial..... with us tonight.
- It's possible there'll be a queue for the tickets. MIGHT
..... a queue for the tickets.

9 Complete the text with the words.

biodiversity • by • continuing • deforestation • endangered • unless • an • have • if • could • pressure • the (x2) • will

Scientists are under a lot of ¹..... to predict what the effects of climate change ²..... be. A recent publication has focused on ³..... Madagascar rainforest. ⁴..... area of ⁵..... of international importance. Results show that ⁶..... of rainforest will ⁷..... declined by 81% ⁸..... 2070 as a result of climate change and ⁹..... And researchers point out that this estimate ¹⁰..... even be optimistic! Two species of lemurs, in particular, are critically ¹¹..... Scientists will be ¹²..... their research to understand what the consequences will be ¹³..... we continue to lose the forest. One thing is certain: things will get worse ¹⁴..... we take immediate action.

Summative Revision

3-4

Starter → Unit 4

10 For each answer, choose the correct question: a or b.

- Yes, he has. He did it last summer.
a Did Khaled try waterskiing?
b Has Khaled ever tried waterskiing?
- Danny's got some good ideas.
a How are we going to make our school greener?
b How are we making our school greener?
- Yes, I'm really looking forward to it.
a Are you going to the Electric Picnic music festival?
b Do you go to the Electric Picnic music festival?
- Not really. Could you repeat it?
a Do you understand the question?
b Are you understanding the question?
- She was studying in Spain.
a What was your mum doing while she met your dad?
b What was your mum doing when she met your dad?
- No, it's Jackson's first time.
a Had everyone tried paddleboarding before?
b Has everyone tried paddleboarding before?
- Yes, since she was 12.
a Has Sarah been dancing for a long time?
b Did Sarah dance for a long time?
- No, but he's on a waiting list.
a Could Max get a ticket?
b Did Max manage to get a ticket?
- I imagine we will, so bring your swimming costume.
a Will we be going swimming later?
b Why don't we go swimming later?
- Of course – there's very little left to do.
a Will you be finishing your homework by dinner?
b Will you have finished your homework by dinner?

11 Choose the correct alternative.

- I hate sailing / sail in bad weather. It's really scary.
- Are you hanging out / Do you hang out with Allie later?
- Haven't you called Brody yet / still?
- My dad was singing / could sing really well when he was younger.
- When I was little, we would / could go camping every year.
- I didn't use / used to like travelling, but now I do.
- Marco Polo, that / who was a famous explorer, was born in Venice.
- I really dislike rude people / the rude people.

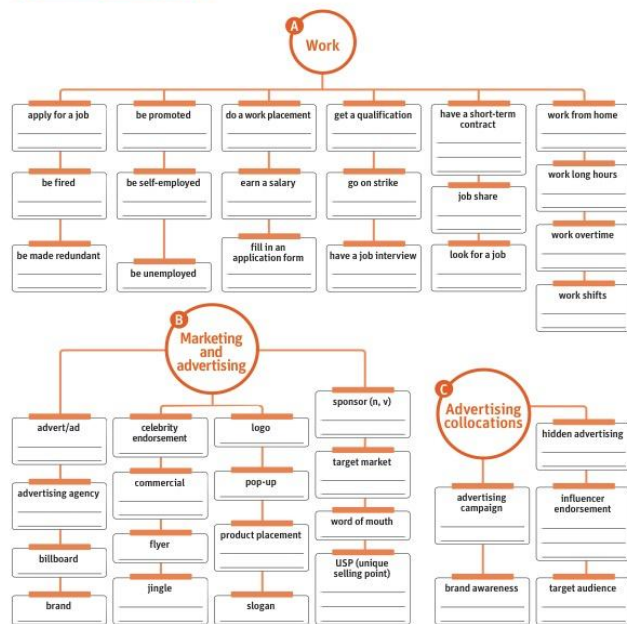
WORKBOOK – VOCABULARY MAPS & PRACTICE

5

ON TARGET

Vocabulary ▶ Map it!

1 Complete the maps with the translations.



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Vocabulary practice

5

Work

1 *** Choose the correct alternative.

- Todd never came to work on time, so eventually he went on strike / was fired.
- Lara went back to university to get a qualification / job share in journalism.
- Louis used to have a short-term contract / work overtime, but now he's got a permanent job.
- When Meg accepted the job offer, she didn't realise she would have to be promoted / work shifts.
- Zoe and Leo have been working overtime / fired in order to meet their project deadline.
- In order to gain experience, I'm doing a work placement / getting a qualification at a local vet clinic this summer.
- Cora worked long hours / was promoted last week, so we're going out tonight to celebrate.
- While at college, my brother and his flatmate found an employer that would let them job share / work long hours.

2 *** Complete the text with the correct form of the expressions. Sometimes more than one answer is possible.

be self-employed • be made redundant • earn a salary • apply for jobs • work from home • be unemployed • have a job interview • look for a job

Last year my dad¹ He'd been working at the same company for 30 years, but due to the economic crisis, they had to make cuts. Dad started² straightaway because he hated³ He spent the first six months online. He⁴ nearly every week, but never found anything that would let him similar to his previous job. My mum finally convinced him to start his own business. Now he⁵ and he's much happier. He's converted our garage into an office, so he can⁶



Marketing and advertising

3 *** Complete the sentences with the words.

slogan • sponsors • jingle • advertising agency • pop-ups • target market

- Thanks to the brilliant campaign, sales increased dramatically.
- Several important James when he decided to play basketball professionally.
- The company's is young people looking to invest in property.
- Sienna couldn't stop singing the she heard on the radio that morning.
- Just do it is a famous by Nike.
- I searched for a new pair of trainers online last week and now there are lots of about sport every time I open my browser.

4 *** Complete the dialogue with the words. Then listen and check.

ads • word of mouth • logo • flyers • billboards • brand • celebrity endorsement • commercials

- Kim Hey, Alex, have you been to the new sports shop on Green Street?
- Alex No! I didn't even know about it! They usually give out all over town when a new shop opens.
- Kim I know, but this sporting has a different marketing strategy: no radio or social media. They're relying on.
- Alex Interesting.
- Kim Yeah, and a big Bukayo Saka was there signing autographs on Friday. He even helped design their.
- Alex He's my favourite footballer. I can't believe I missed him!

Advertising collocations

5 *** Complete the sentences with advertising collocations.

- The company's people who care about eating healthy, home-grown food.
- The on social media drastically increased the popularity of that shampoo.
- The company has a new website, blog and several social media accounts in efforts to improve online.
- The government has launched an to encourage young people to vote.
- Marketing with subliminal messages is an example of.

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WORKBOOK – GRAMMAR BANK

Grammar Goals

A Direct and indirect questions

- To form **direct questions** with the verb **be**, modal verbs or a compound tense using **be** or **have** as an auxiliary verb, we invert the order of the subject and the modal or auxiliary verb.
What **will** Malik do? Why **haven't** you been honest with me?
- To form **indirect questions** in the Present simple or Past simple tenses, we use the auxiliary verb **do/does** or **did**.
When **does** this lesson end? Did you hear that noise?
- We number the prepositions usually go after the verb (+ object) or at the end of the direct question.
What street do you live **in**? Who were you talking **to**?
- When **who**, **what**, **which**, **how many** and **how much** refer to the subject of a direct question, we don't use **do/does** or **did**.
What happened? Which film won the Oscar?
- We use **indirect questions** when we want to be more polite, formal or tentative.
Could I ask how much your phone cost?
- We introduce indirect questions with these phrases:
I'd like to know... I was wondering...
Can/Could I ask...? Can/Could you tell me...?
Do you know...? Do you have any idea...?
Would you mind telling me/as...?
- Indirect questions keep the same word order as positive statements. Indirect open questions (Wh-questions) include the question word, indirect question used only if **whether**.
When is the next train to London?
→ I'd like to know when the next train to London is.
Did Jack pass the exam?
→ Do you know if/whether Jack passed the exam?

B Comparatives and superlatives

Comparative adjectives and adverbs

Comparative short adjectives

most adjs.	1 + er	old → older (than)
adjs. ending in -e	1 + r	nice → nicer (than)
adjs. ending in one vowel + consonant	double final consonant + -er	big → bigger (than)

Comparative adjectives of two or more syllables

most adjs.	more + acj.	difficult → more difficult (than)
two-syllable adjs. ending in consonant + y	-y → -ier	easy → easier (than)

- Some two-syllable adjectives have two comparative forms.
simple → simpler/more simple; clever → cleverer/more clever;
polite → politer/more polite; narrow → narrower/more narrow

- We form the comparative of most adverbs of manner with:

more + adverb (+ than)
You take things **more seriously** than me.

- Some short adverbs add **-er**.
early → earlier; fast → faster; hard → harder; late → later;
soon → sooner; long → longer; straight → straighter
The train was **sooner** than the journey took **longer**.

- Some comparative adjectives and adverbs are irregular.
bad / badly → **worse**; good / well → **better**;
far → **farther/further**
The situation is **worse** than I thought.

- To say that two things, people, places or groups are or are not the same or equal, we use:

(not) as + adjective/adverb + as
Max **isn't as tall as** his brother. I can't run **as fast as** you.

- We can also use **less + adjective/adverb + than** to say that two things, people, places or groups are not the same or equal.
I'll get those jeans – they're **less expensive**.

- Generally, we don't use **less + than** with one-syllable/short adjectives/adverbs. We prefer to use **not as ... as**.
I'm **not as fit as** you. (NOT ~~I'm less fit than~~ you)

- With comparative adverbs, we use the auxiliary verb of the main clause after **than** or **as**. In informal English, we often omit the verb completely and use the noun or object pronoun.
Emma skis **better than** I do. / Emma skis **better than** me.

Watch out!

To compare two activities, we use the **-ing** form of the verb.
Swimming is more boring than running. (NOT ~~to swim~~ -ing)

Superlative adjectives and adverbs

Superlative short adjectives

most adjs.	-est	old → the oldest
adjs. ending in -e	-st	nice → the nicest
adjs. ending in one vowel + consonant	double final consonant + -est	big → the biggest

Superlative adjectives of two or more syllables

most adjs.	the most + acj.	difficult → the most difficult
two-syllable adjs. ending in consonant + y	-y → -iest	easy → the easiest

- Two-syllable adjectives that have two comparative forms, also have two superlative forms.
polite → **the politest** / **the most polite**

- Most adverbs form the superlative with **the most + adverb**.
Tom runs **the most quickly** of them all.

- Some short adverbs add **-est/-st**.
early → the **earliest**; fast → the **fastest**; hard → the **hardest**;
late → the **latest**; long → the **longest**; soon → the **soonest**;
straight → the **straightest**
Noah studies **the hardest**.

- Some superlative adjectives and adverbs are irregular.
bad / badly → **the worst**; good / well → **the best**;
far → **the farthest/furthest**
It was **the worst** meal ever. I did **the best** I could.

- We don't use **the** before a possessive adjective in superlatives.
You're my best friend. (NOT ~~You're the my best friend~~.)

- The superlative form of **less** is **the least + adjective/adverb**.
That was **the least convincing** presentation.
With one-syllable adjectives or adverbs, we prefer to use the superlative of an adjective or adverb with the opposite meaning.
I'm **the worst** singer! (NOT ~~I'm the least good~~.)

- After superlatives we use **in** with places and singular collective nouns (e.g. **class**, **family**, **team**) and **of** with other terms, including periods of time.
She's **the most experienced** player **in** the team.
June 21st is **the longest** day of the year.

Comparative and superlative nouns

- We form the comparative of nouns like this:
more/fewer + plural countable noun (+ than)
There are **more cars** on the road **than** ever before.
You've got **fewer apps** than me.

more/less + uncountable noun (+ than)
I'm trying to spend **more time** with friends and **less time** online.

- We form the superlative of nouns like this:
the most/the fewest + plural countable noun
Which team got **the most points**?

the most/the least + uncountable noun
That job pays **the least money**.

C Comparisons: modifiers and comparative expressions

- We can use these modifiers before a comparative adjective or adverb to say how big or small the difference is.
much/a lot/far + comparative adjective/adverb
The test was **much harder** than I expected.
The remake is **far more exciting** than the original film.
Please slow down. You walk **a lot faster** than me.
slightly/a little/a (little) bit + comparative adjective/adverb
It's **slightly colder** today than it was yesterday.
The black jacket is **a little more expensive** than the blue one.

- We can use these modifiers before a comparative noun to say how big or small the difference is.
many/a lot/far – a few + more + countable plural noun
You've got **far more clothes** than me.
We need **a few more** chairs.

much/a lot/far – a little/a bit + more + uncountable noun
There is **a lot more pressure** on young people today.
There's **a little more pasta** if you want it.

- a lot/far + fewer + count. plural noun / less + uncount. noun**
A lot fewer students are going to the school party this year. It's not fair. You got **a lot less homework** than me.

- With **not as ... as**, we can use **quite** to mean a small difference and **nearly** to mean a big difference.
I dyed my hair, but the colour **isn't quite as nice as** I hoped.
The film wasn't **nearly as** good as everyone said.

- We can use **by far** with superlatives to mean 'without a doubt'.
He's **by far the best** singer. / He's **the best** singer **by far**.

- We can use two comparatives together with **and** to indicate that things are changing.
Technological change is getting **faster and faster**.
More and more people are doing online banking.

- We can use two comparative phrases with **the ...** to indicate that one progressive change depends on another one.
The **sooner** we leave, the **sooner** we'll get there.
The **more** time I have, the **less** I study.

D so and such

- We use **so** and **such** to add emphasis to an adjective, adverb or noun. Their meaning is similar to **very**, **really**, **extremely**.
so + adjective/adverb
Why can't I go out tonight? That's **so unfair**!
You sing **so beautifully**. You should enter a talent show.

such a/an (+ adjective) + singular countable noun
Snorkelling was **such a great experience**.

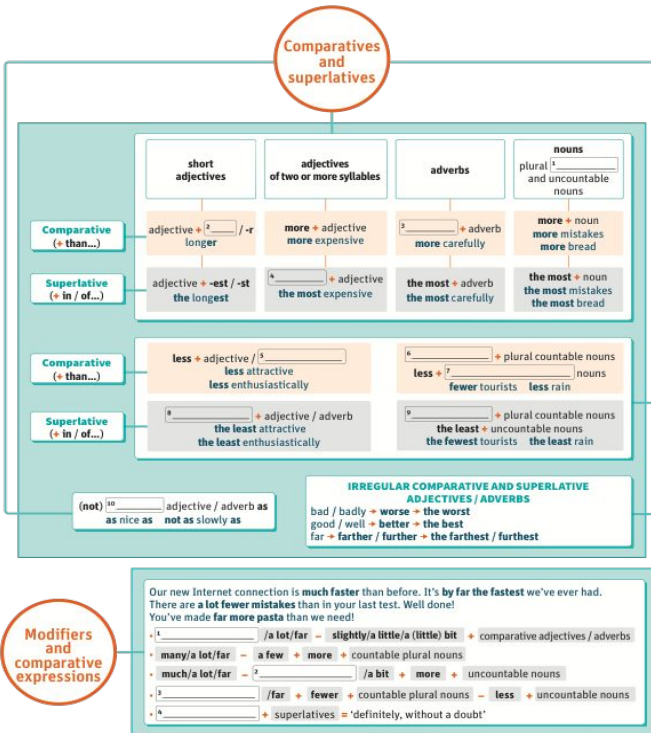
such (+ adjective) + uncountable noun / plural noun
This is **such hard work**. I'm exhausted!
This film's got **such incredible visual effects**.

- We use **that** after **so** and **such** to indicate a relationship of cause and effect. In informal spoken English, we often omit **that**.
I was **so shocked** (that) I didn't say anything.

- To add extra emphasis, we can use these expressions:
so much/many, so little/few + noun
such a lot of, such (a) little + noun
We're late and there's still **so much** work to do!
So few people came to the concert. It was a pity.
Did your phone really cost €600? That's **such a lot of money**.
I can't believe you got upset over **such a little** thing.

WORKBOOK – GRAMMAR MAPS & PRACTICE

Grammar Map it! 1 Complete the maps.



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Grammar practice

5

Direct and indirect questions

1 *** Choose the correct option.

- Could I ask how long have you waited / you've been waiting / have you been waiting here?
- Where you buy / bought you / did you buy that shirt?
- Do you know why he's / why is he / why's he angry?
- Would you mind telling me how much did the tickets cost / cost the tickets / the tickets cost?
- I'd like to know why are you leaving / do you leave / you're leaving.
- How many times I have / do I have / I do have to tell you?
- How long is it going to take / it's going to take / it's taking to get the results?
- What song you listened to / were you listening to / you were listening to?

2 *** Write direct questions for the answers.

Then listen and check.

- When _____?
He was made redundant last week.
- No, I haven't seen Ryan in a long time. _____ recently?
- Where _____?
The nearest post office is down the street.
- What kind of _____?
I've been applying for part-time jobs.
- How _____?
Amelia's been playing the guitar since she was 6.
- No, Alice was away, so she didn't go to the concert.

3 *** Rewrite these direct questions as indirect questions.

- When did you start working in Spain?
Could I ask _____?
- When does the show start?
Could you tell me _____?
- What time is it?
Do you know _____?
- Was the film worth seeing?
I was wondering _____.
- What did James say exactly?
Would you mind telling me _____?
- Where's the station?
Do you have any idea _____?
- Are Alex and Sunita going to apply for the job?
I'd like to know _____.
- How are you feeling now?
I was wondering _____.

4 *** Complete the mini-dialogues using indirect or direct questions.

- A Can you tell me _____?
B Brighton? It's on the south coast of England.
- A Would you mind _____?
B I'm from Ireland.
- A Where _____?
B I didn't put your headphones anywhere.
- A You shouldn't call Amy.
B Why _____?
- A Is dinner ready?
B Why don't you ask Dad _____?
- A I need to get new tyres for my bike. Do you know if _____?
B Yes, there's a bike shop around the corner.

Comparatives and superlatives

5 *** Complete the sentences with the comparative form of the adjectives and adverbs. Sometimes more than one answer is possible.

- funny • early • slowly • clever • patient • easily • quietly • bad
- Liam's _____ all the other students. He always gets 10's in his exams.
 - My mum's getting older and forgets things _____ before.
 - Ella's _____ I am. I lose my temper very quickly.
 - There wasn't much traffic, so we arrived _____ expected.
 - Could you sing _____, please?
 - Our Science teacher always makes us laugh. He's _____ our Maths teacher.
 - The Wi-Fi connection is terrible. It's even _____ yesterday!
 - They didn't understand, so we spoke _____.

6 *** Complete the sentences with the comparative form of the nouns in brackets.

- I prefer our Maths teacher because she gives us _____ the other teachers. (homework)
- Of course Sam's already finished his book. It's got _____ mine! (pages)
- Today there are _____ there were 50 years ago. (cars)
- You should spend _____ on your phone. It's bad for your eyes! (time)
- Footballers earn _____ nurses. (money)

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WORKBOOK – GRAMMAR PRACTICE

Grammar practice

7 Complete the sentences using the comparative form of the words given. Then listen and check.

- Tara is 1.4m. James is 1.4m.
Tara TALL
- Tara gets up at 10 am. Lara gets up at 11.30 am.
Lara LATE
- Mrs James is calm and quiet. Mr Walsh is loud.
Mrs James speaks Mr Walsh. SOFTLY
- This programme isn't interesting. Let's change the channel.
This programme INTERESTING
- Usually our family holidays aren't very good, but last year's holiday was great.
Last year's holiday USUAL. GOOD
- The blue coat costs £30. The black coat costs £25.
The black coat as the blue coat. EXPENSIVE
- It's been raining all winter. Last year it hardly rained at all.
We're getting this year. RAIN
- Last year 1,000 tourists visited my town. This year we had 3,000 tourists.
Last year there TOURISTS
- Molly has a beautiful voice. My voice isn't very good.
I can't sing WELL
- Hudson's party started at 7 pm. His guests arrived at 6.45.
Hudson's guests arrived he expected. EARLY

8 Write the second sentence using the superlative form of the adjectives or adverbs and the correct form of the verbs.

- That bag is cheap. it/be/expensive one/in the shop
- That film was awful. it/be/boring/film/we see/all year
- We went to Japan last year. it/be/far/travel/by plane
- Lucy knows all my secrets. she/be/my/good/friend
- Jen is the best student in our class. she/work/hard
- I always get up at 6.00 am. I/be/productive/the morning
- My friends and I ran 5 km this morning. Naomi/finish/fast
- Ethan had two job interviews last week. he/accept/the job/with good/pay

9 Complete the sentences using the superlative form of the nouns.

- Organic farming causes damage to the environment, compared to other farming methods.
- My school offers 8 extracurricular activities - other schools offer 10 or more. My school offers extracurricular activities.
- Our club raised £250 for charity. The other clubs raised £100.
So our club raised money.
- Tyler's team scored 10 goals, Zack's team scored 12 and my team scored 6. Unfortunately, my team scored goals.
- In previous years, 1,500 people participated in the job fair, but this year's job fair had participants ever - over 2,000!
- Jenny won the election. She got votes.

10 Complete the text with the comparative or superlative form of the adjectives in brackets.

I've just had 1 (amazing) day of my life!
It was my first day at work and I couldn't be 2 (happy) or 3
(exhausted). I was very nervous when I went into the office - it's my first ever job - but my boss and my colleagues were 4
(welcoming). I'd expected.
I think my boss is 5 (kind) person I've ever met. Everyone knows that I'm doing a work placement, so I'm 6
(knowledgeable) they are, and only one person was a little impatient when I asked questions. It turns out that she was 7
(experienced) person in the office before I arrived, as she's only been there for a month. My mum thought I would find my first day very tough, so I was glad to be able to tell her that it wasn't 8
(bad) she'd thought!

11 Correct the mistake in each sentence.

- Sara always cries during films. She's sensitive than me.
- What's the later news about the forest fire?
- Can you tell me the way to the nearer skate park?
- I'm trying to spend least time on my phone, and more time reading.
- I speak French flunter now than last year.
- It was a difficult exam, but I did the better I could.
- This phone has more problems of my old one.
- Our team scored more points in the whole tournament.



5

12 Complete the second sentence so that it has a similar meaning to the first, using the word given.

- The new football stadium isn't attractive at all.
It's building in the city. LEAST
- No one has ever driven this far into the desert.
This is into the desert. THE
- I have never worked so hard in my whole life.
It's in my whole life. EVER
- Tate is the tallest boy in the class.
Every boy Tate. THAN
- Nobody in my team runs as fast as Nadia.
Nadia my team. RUNNER
- You're more qualified for the position than Rory.
Rory's you are. AS
- I practise the guitar more often than any other student.
Out of all the students, OFTEN
- Not as many people came to the concert as we expected.
There were expected. FEWER

Comparisons: modifiers and comparative expressions

13 Choose the correct alternative.

- My parents used to have a bit / a lot less money.
- The film was a little / far disappointing, don't you think?
- The train is only a bit / a lot faster than the bus.
- I knew that Jess was a lot / slightly annoyed.
- My watch didn't cost a lot / nearly as much as yours.

14 Complete the second sentence so that it has a similar meaning to the first, using the modifier given.

- You're a much better cook than Tess.
Tess you. NEARLY
- My book is a bit more interesting than yours.
Your book mine. QUITE
- Mia's brother she is. FAR
- Florence is definitely better than the other cities I've visited.
Florence BY FAR
- A growing number of people are buying organic food.
..... MORE AND MORE
- Could you go more slowly, please?
Could? LITTLE
- I'm not as tidy as my sister.
My sister me. MUCH
- I'm laid-back, but Meg isn't very laid-back at all.
Meg I am. LOT

15 Complete the second sentence using one of the words and a modifier or comparative expression.

- people • early • carefully • warm • good • far
- Yesterday was 30°. Today it's 32°.
It's today.
 - The 25km run had 150 participants. The 5km run had 500.
..... participated in the 25km run.
 - My new phone is great. I like it a lot more than my old one.
My new phone is
 - Mum takes two buses to get to work. Dad walks to work.
Mum's office is
 - Nick made 15 mistakes. Ella made only 4 mistakes.
Ella works
 - Kate's been here for 15 minutes. I've been here for 10 minutes.
Kate arrived

so and such

16 Rewrite the sentences using so or such.

- I was excited about our trip to Mexico.
- It's a shame you couldn't make it to the party.
- We worked hard on our presentation.
- My grandma is an amazing cook.
- The traffic is moving slowly.
- It's a hot day today.
- There are many adverts on social media lately.
- Those are lovely boots. Where did you get them?

17 Complete the message with so, such, as/so, so much or so many and the words. Then listen and check.

tourists • souvenirs • happy • quick • amazing time • nice • places • better

Hey Brett,
Thanks for your message. I was 1 to hear from you. I'm visiting my cousins in Brighton and we're having 2 I'm aunt has taken us to 3 since I arrived. We've been really lucky because we've had 4 weather. Yesterday we went to the Brighton Palace Pier - it was 5 than I was expecting! The only problem was there were 6 It was really crowded. Tomorrow we're going to the Open Market. It's my cousins' favourite place to go shopping. I've already bought 7 I hope everything fits in my suitcase! We might go to London one day too. I've never been there and it's 8 journey - only about an hour by train from here.
Bye for now! Eva x

WORKBOOK – PRACTICE

Communication

Taking turns

18 *** Choose the correct response: a or b.

- 1 Is there anything else?
a No, that's right. b No, that's it.
- 2 Would you agree?
a Good idea. b Please go ahead.
- 3 Let's start by introducing each other.
a May I go first? b Would you agree?
- 4 Shall we move on to the next item?
a That's right. b Yes, good idea.
- 5 Any thoughts on Dad's birthday present?
a I'm not sure. b That's it.
- 6 Shall I go first?
a Please go ahead. b Shall we move on?

19 *** Complete the dialogue with the expressions. Then listen and check.

I'm not sure • May I go first • Is there anything else •
Would you agree • We still need to discuss •
Why don't we begin with • What about asking •
haven't got anything to add • So that leaves • Any thoughts on

- Nial Thanks for meeting with me. 1 _____ the school's annual charity event?
- Joy OK. 2 _____?
- Nial Yes, please go ahead.
- Joy This year we've decided to have an end-of-year pool party. We'll be using the community pool and charging an entrance fee, which will go to charity of course.
- Nial 3 _____ how much we should ask?
- Lisa 4 _____ What did we charge last year?
- Joy Last year was a barbecue and it was £10 a ticket.
- Nial We should keep the same price for this event.
- Lisa 5 _____?
- Joy Good idea.
- Lisa 6 _____ the entertainment.
- Nial We had thought about getting a local band.
- Lisa 7 _____ my brother's band to play?
- Joy Great!
- Lisa 8 _____ food. Shall we provide some snacks or not?
- Nial We could order some sandwiches and pizza. I'll check out prices tomorrow.
- Joy Perfect. 9 _____?
- Lisa No, I'm _____.
- Nial Me neither.
- Nial OK, let's meet in a couple of days to finalise all the details.

Summative practice

Unit 5

1 *** VOCABULARY Complete the sentences with the words and expressions in the correct form.

advertising campaign • logo • sponsor • jingle • go on strike • hidden advertising • fill in an application form • work from home

- 1 Candidates must send an updated CV and _____.
- 2 The workers _____ to protest against a proposed salary cut.
- 3 Otis has got a flexible schedule and he is allowed to _____ three days a week.
- 4 Mia was wearing a T-shirt with the company's _____ on it.
- 5 My dad's company is _____ next week's charity race.
- 6 After she heard the _____ on the radio, she couldn't stop singing it all day.
- 7 For decades, companies have been using subliminal messages and _____ to help them sell their products.
- 8 The _____ for this product is aimed primarily at young people.

2 *** GRAMMAR Complete the second question or sentence so that it has a similar meaning to the first. Use the words in brackets when given.

- 1 What did Evie do?
Can you tell me _____?
- 2 Does he speak Greek?
I'd like to know _____.
- 3 This street isn't as wide as I remember it.
This street _____ I remember.
(a lot/narrow)
- 4 Amy is a talented artist.
Amy _____ I do. (draw/good)
- 5 There weren't many people at the concert last night.
So few _____.
- 6 Finn skis faster than everyone else.
Finn _____ (by far/fast)
- 7 My brother said the film would be scary, but I didn't think it was.
The film _____ (as/scary)
- 8 Anna doesn't get as much homework as I do.
Anna _____ (a lot/few)

3 *** DICTATION Listen to Ross talking about his job and write what he says.

4 *** TRANSLATION Translate the text about advertising into English.

La scorsa estate ho fatto un tirocinio in un'agenzia pubblicitaria. All'inizio non pensavo che mi sarebbe piaciuto, ma è finito per essere molto più interessante di quanto mi aspettassi. Ho avuto la possibilità di lavorare in molti settori diversi. Ho aiutato a creare volantini, ho imparato sul collocamento dei prodotti negli spettacoli televisivi, ho postato pubblicità sui social e ho persino dovuto lavorare su un nuovo jingle! Più imparavo sulla pubblicità, più mi rendevo conto che sarebbe stato il lavoro perfetto per me.

5 *** WRITING Write a short text about an item you recently bought (200 words). Include this information:

- a description of the item (e.g. clothing, sports equipment, electronic device) and where you bought it
- how you found out about this item (e.g. word-of-mouth, advert)
- what advertising strategies the company uses in order to sell this item (e.g. commercials, billboards)
- if these advertising strategies influenced you and how

Starter → Unit 5

Now hiring!

REGENT'S PARK JOB FAIR
Saturday, March 10th 10 am – 4 pm

1 _____
Do you love shopping, going to concerts, and owning the latest electronic devices? Are you tired of always having to ask your parents for money? If so, why not get a part-time job? Here are some of the fantastic part-time jobs available.

2 _____
Do you love taking photos and is your phone full of great shots? We're looking for a part-time photojournalist, who is flexible and doesn't mind travelling around the city. Weekends only – short-term contract.

3 _____
Are you a friend looking for a job, but worried you haven't got enough experience? If you know how to navigate social media, this job share opportunity is perfect. We're looking for two social media

assistants, who can reply to messages, post photos and come up with creative slogans. We offer a flexible schedule and homeworking!

4 _____
Have you always dreamt of a career in fashion? This work placement is ideal for someone who is reliable and can work well in a team. As an assistant stylist, you'll choose and test fabrics and put together the most fashionable outfits. Three-month opportunity, with possible permanent position after graduation.

5 _____
Are you too busy to work during the school year, but still want to make some money? Are you good with children? We're looking for fun, energetic camp counselors who want to work outdoors. We offer a generous summer contract that includes



food and accommodation. Earn a good salary while learning management and leadership skills.

6 _____
So come along on Saturday and find out more! Remember, it's important to keep in mind the schedule, location and type of experience you're looking for when choosing a part-time job. A job that requires a 50-minute commute and doesn't leave you enough time to do homework may not be right for you.

1 (1-4) READING (INVALSI) Read and listen to the text. Match the correct heading (A-H) to the correct paragraph (1-6). There are two extra headings that you should not use.

- A Use images to tell a story
B Prepare for a future profession
C Be our client interface
D Re-ignite the kid in you
E Time to make a change
F Choose carefully
G Time to move on
H Two heads are better than one

2 Answer the questions. Which job...

- 1 is perfect for someone who has a lot of homework?
- 2 is only two days a week?
- 3 doesn't require any travelling?
- 4 requires working in a group?
- 5 includes a salary and other benefits?
- 6 could possibly turn a dream into a reality?

RESOURCE BANKS - PHRASAL VERBS

Phrasal verb Goals



1

1 Match the beginnings of the sentences (1-8) to their endings (a-h).

- Do you want to come
- When I was tidying my room, I came
- Something's come
- Please come
- An excellent film came
- Orla was tired when she came
- a up at home and I've got to leave now.
- across my old Lego set.
- out last year about my favourite singer.
- out with me tonight?
- back from her spinning class.
- in and make yourself at home.

2 Replace the underlined words in the text with the Past simple form of a phrasal verb with come.

My friends Lucy and Jake from the sports club 'visited my house _____ at the weekend while my mum was out. I heard them chatting as they 'approached _____ the door. They brought me the latest issue of *Sports Today* magazine. It's just 'been published _____. While I was looking at it, I 'noticed by chance _____ an advert for a windsurfing course near us. Lucy 'thought of _____ the idea of us all doing it together. When Mum 'returned _____, I asked her if I could do the course and she said yes. Cool!

3 Complete each sentence with an adverb or preposition.

- We were cold when we came _____ to the chalet after skiing all day.
- Simon opened the door and asked me to come _____.
- Let's try to come _____ with some ideas for Emma's birthday present.
- I've just come _____ a great new website which sells really cheap skateboards.
- The police were watching the man as he came _____ of the house.
- Sorry, I can't go to the beach on Saturday – something's come _____.
- If you come _____ to my house later, we can watch a film together.
- Our coach came up _____ me after the match and said I'd played well.
- Oh no, the top of my water bottle has come _____ and my bag's all wet!
- Sam Smith's new single has just come _____ – I can't wait to listen to it!



RESOURCE BANKS - WRITING

Writing Goals

5

A letter or email of application

Work With Us
10 Bridge Street
21 Sussex Street
Auckland
New Zealand

Colerne
Wiltshire, UK

4th February 202...

Dear Ms Croshaw,

I am writing to you because I would like to apply for one of your work placements in New Zealand starting in August.

- 5 I am 18 years old and I will complete my secondary education this summer. I have secured a place to study Sport and Exercise Science at university as I would like to become a PE teacher. I understand that your organisation offers opportunities for young people.
- 10 From all over the world to work with schoolchildren as sports coaches. I feel that gaining some work experience for a year before entering higher education would be invaluable in my future career. New Zealand is famous for its sports culture and I would love the opportunity to work there.

I believe I am a good candidate because for the last two years I have helped to coach the under-10s team at my local football club. I am also a certified youth coach, as well as a keen tennis and rugby player. Other sports I enjoy include horse-riding and swimming. I am enthusiastic, hard-working and I work well in a team.

I understand you are holding online interviews in May and I would appreciate the opportunity to discuss my application further at that stage. I enclose my CV with the contact details for my school head teacher and my judo instructor, if you require written references to support my application.

I hope you will consider my application and I look forward to hearing from you soon.
Yours sincerely,
Sam Hall



1 Read Sam's letter and complete the sentences.

- 1 Sam is planning to do a degree in _____.
- 2 He thinks working in New Zealand will be useful for _____.
- 3 New Zealand is well known for _____.
- 4 Sam is qualified to teach _____.
- 5 Two people who know Sam well will write for him.

KEY PHRASES

A letter or email of application

I would like to/ I wish to apply for...
I would like to be considered for...
I believe I am a good candidate because... I have...
I am enthusiastic/hard-working/reliable.
I am available to work...
I enclose my CV / the contact details for...
I would appreciate/welcome the opportunity to discuss...
I hope you will consider my application.
I look forward to hearing from you soon.

2 Replace the informal phrases with more formal Key Phrases.

- 1 I think you should choose me because have a great deal of relevant experience.
- 2 Thanks for taking a look at my application.
- 3 I'd like to talk some more about my application.
- 4 I want the job of language assistant.
- 5 If you like what you see, I can start work in July.

WRITING GOAL

Read the job advert and write a formal letter of application (200-250 words).

WANTED: ITALIAN LANGUAGE ASSISTANTS

We need young people to work as language assistants. Your job will be to help the permanent members of staff who teach Italian. Candidates need to be Italian native speakers, interested in teaching, and available for at least six months. Experience is not essential. Free accommodation is provided.

STEP 1 Think and make notes

- Think about what the job requires you to do.
- Think of 2-3 things (qualities, skills or experience) which make you a good candidate.

STEP 2 While you write

- Briefly introduce yourself and say why you are writing.
- Explain why you are interested in and are suitable for the job, and refer to your CV and references.

STEP 3 Read and check your work

- Have you divided your letter into clear paragraphs?
- Have you presented clear reasons why you should be employed?
- Have you used formal language? Check your spelling.

Writing Goals

6

A biography

ELON MUSK



You've probably heard of Elon Musk - he's a famous businessman, industrial designer and engineer, and also one of the richest men in the world. A self-made multimillionaire by his late twenties, he is often described as 'controversial' or 'eccentric' - an opinion which seems to be supported by the fact that he named one of his children X.A.X.

Musk was born in South Africa in 1971, the son of a Canadian model and a South African engineer. He was an enterprising and clever child. At the age of ten he taught himself computer programming and he sold his first video game just two years later. Unhappy at school, Musk left home early, heading for Canada, and later the USA. He graduated in Economics and Physics, which was a solid foundation for his main business interests: renewable energy, the internet and the exploration of space.

Musk's first company evolved into PayPal, the well-known online secure payment method. His career launched, in 2002 he started the SpaceX corporation, to investigate the possibility of sending a rocket to Mars with the ultimate goal of founding a colony there. A year later, he co-founded Tesla Motors, and started developing the first electric sports cars. Tesla's mission is to find a sustainable alternative to petrol-powered vehicles, in order to help to reduce global warming, one of Musk's main goals.

Elon Musk is a man who is driven by a huge ambition: to change humanity. He may succeed in doing this even more through another one of his companies, Neuralink. This enterprise is developing microchips which, when implanted in the brain, link humans directly to software. Whether you find that idea exciting or horrifying, you have to admit, there is no end to the astonishing ambition and inventiveness of Elon Musk.

enterprising intrapreneurial
enterprise initiative

1 Read the biography and complete the sentences about Elon Musk.

- 1 Two words often used to describe him are _____.
- 2 He was only twelve when _____.
- 3 He wants to establish _____ on Mars.
- 4 His ambition is _____.
- 5 One of his ideas is to implant microchips in people's brains in order to _____.

KEY PHRASES

A biography

He/She was born / grew up in... He/She is driven by...
He/She is often described as... They got married/divorced...
He/She is said to be... He/She was criticised for...

2 Look at the Key Phrases and complete the second sentence so it has a similar meaning to the first one, using the word given.

- 1 His date of birth is 2nd May 1990. BORN
He _____ on 2nd May 1990.
- 2 Her motivation is to become rich and famous. DRIVEN
She _____ a wish to become famous.
- 3 People say he is hard to please. DESCRIBED
He _____ being hard to please.
- 4 People said she was wrong to sell her shares. CRITICISED
She _____ selling her shares.
- 5 People say that he is a good person to work for. SAID
He _____ a good person to work for.

Language Focus

A biography should:

- start with a brief introduction about the person and then proceed through events in their life chronologically.
- engage and inform readers who might not have heard of the person or know why they are important.
- select major events and not include every detail.
- conclude with a summary statement about the person and/or their achievements.

WRITING GOAL

Write a biography of another living person connected to the world of technology (200-250 words).

STEP 1 Think and make notes

- Think of a person you find interesting.
- Do some research on that person's life and achievements.

STEP 2 While you write

- Introduce the person: why are they important?
- Describe key points in their life and career.
- Conclude with a summary statement.

STEP 3 Read and check your work

- Have you covered the main events and achievements?
- Have you checked your information in a variety of sources?
- Have you used a range of tenses, including passives?

RESOURCE BANKS - B2 FIRST

B2 FIRST Goals

LISTENING - Part 2

- 1 **Q 3.30** You will hear a podcast in which a teenager called Orla talks about her fashion vlog. For gaps (1-10), complete each sentence with a word or a short phrase.

TIP Read the questions before listening and think about the context and what kind of word the answer might be. You must write the exact word or words you hear in the audio.



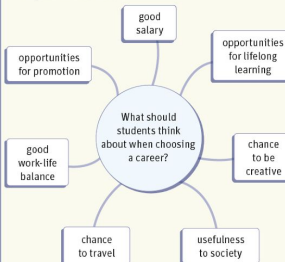
Orla's Vlog

Orla was encouraged to create her vlog by 1.
Orla is particularly pleased to have subscribers in 2.
In her first vlog, Orla discussed 3. with a cousin.
In one of her most popular vlogs, Orla showed viewers round her 4.
Orla was surprised viewers liked her vlog about 5. as much as they did.
Some fashion vloggers only post when they have new 6. to show viewers.
Last year Orla received an offer from a brand called 7.
Orla's next vlog will be about dressing to suit your 8.
Orla says her vlogs are more 9. than other fashion vlogs.
Orla's ambition is to become a 10.

SPEAKING - Parts 3 & 4

VIDEO

- 2 Imagine some students are talking about choosing a career. Here is a question and some things they can consider. Talk together about the different things the students can consider and say which might be the most important for them.



TIP

Try not to dominate the discussion. It's important to interact with your partner. Ask each other questions and comment on the points your partner makes.

- 3 In pairs, discuss the questions.

- Do you expect to do the same job throughout your career or to change jobs several times? Why?
- Would you like to work for a small company or a large one? Why?
- Would you prefer to work indoors or outdoors? Why?
- If you could work anywhere in the world, where would you like to go? Why?
- What do you think would be the ideal job for you? Why?



READING & USE OF ENGLISH - Part 6

- 4 Six sentences have been removed from the text below. For each gap (1-6), choose the correct sentence: A-G. There is one extra sentence which you do not need to use.

The changing face of advertising

Various forms of advertising, such as shop signs and public announcements, have been used in different cultures throughout history. 1. This type of advert has been found in the ruins of Ancient Greece, Rome and Pompeii. Then, about a thousand years ago, the Liu family's shop in Jinan, China, produced some paper notices with a rabbit logo on them to advertise their goods. These are the first known examples of printed adverts. Modern advertising, however, began to develop during the 16th and 17th centuries, when newspapers and magazines first appeared in Europe as society became more literate. Printing and distributing them was expensive. 2. By the 19th century, these adverts had become more sophisticated and were designed to appeal to particular aspirations people had. For example, in the 1890s, advertisements for Pears soap showed pretty, well-dressed children, associating the brand with comfort and prosperity.

The first advertising agency appeared in Philadelphia, USA, in 1840, but it was not until the 20th century that ad agencies reached the height of their powers. 3. The dominant media of the day, radio, TV and cinema, were added to the old print media, and allowed adverts to influence the choices made by this vast new audience of consumers.

The 1960s to the 1980s, in particular, are often referred to as a 'golden age' of advertising. Being an 'ad-man' – and they were, in those days, almost always men – was seen as a glamorous, well-rewarded and fun job for creative people. 4. British writer Salman Rushdie, for example, began this way.

For many years it seemed that what made a successful ad was a combination of a short, memorable slogan, like Nike's *Just do it*, launched in 1988, and an aspirational image.

5. Famous slogans like McDonald's *I'm lovin' it* or L'Oréal's *Because you're worth it* have stayed in the public imagination for decades, becoming part of our culture. Now, however, things have changed. The current generation of young people are reached through social media rather than magazines or TV. One way of attracting them to a product is a personal recommendation from someone who has used it. 6. Advertising is becoming more collaborative, with companies asking for customers' photos or offering repair services, as the Patagonia clothing company does. One thing is certain – as long as there are goods and customers to buy them, the advertising industry will adapt and survive.

B2 FIRST Goals

TIP

Look for words in the removed sentences that refer to words in the text immediately before or after the gaps.

- A After all, who doesn't want to be like the happy successful beautiful people driving cars, or the happy teens sharing fuzzy drinks?
B Carrying adverts helped the owners to meet these costs.
C In pre-literate societies pictorial images were more commonly used in advertising than words.
D New forms of technology are being developed to solve this problem.
E Favourable reviews have therefore become essential.
F Indeed, several well-known novelists started their careers by writing adverts.
G Growing prosperity meant that, for the first time, ordinary people had money to spend on clothes and household goods.



WRITING - Part 2

- 5 You see this notice on an English language website.

Reviews wanted

What short online videos have you seen recently?
• We're looking for reviews for our website.

Tell us:

- what the video is about
- how you reacted to it
- why you think other people should (or should not) watch it

Write your review in 140-190 words.

TIP

It is not enough just to provide a description in a review. You must also give your opinion as well as your final recommendation and explain why.

RESOURCE BANKS - ORAL EXAM

Oral exam Goals

A

Literary text

- 1 **Read** Think about our relationship with nature. What effect are we having on the natural world?
- 2 **Read the extract and answer the questions.**
 - 1 What genre is it? (prose, a poem, a play)
 - 2 Who was it written by and when was it published?
 - 3 Where is the story set?
 - 4 Who is the speaker? (a character/first-person narrator, third-person narrator)
 - 5 Describe the language and tone. (modern, colloquial, simple, factual, formal, highly-descriptive, neutral, serious, humorous, ironic, sincere)
 - 6 What does the extract describe?



Mowgli's Brothers

The Law of the Jungle, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting-grounds of his pack or tribe. The real reason for this is that man-killing means, sooner or later, the arrival of white men on elephants, with guns, and hundreds of brown men with gongs and rockets and torches. Then everybody in the jungle suffers. The reason the beasts give among themselves is that Man is the weakest and most defenceless of all living things, and it is unportantlike to touch him. They say too—and it is true—that man-eaters become mangy¹, and lose their teeth.

¹develop a skin disease

Rudyard Kipling, *The Jungle Book* (1894)



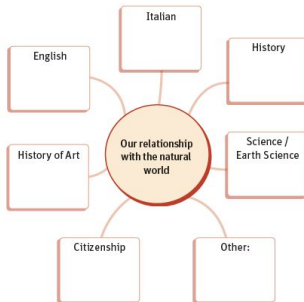
3 Read the extract again and answer the questions.

- 1 What does 'The Law of the Jungle' refer to here?
- 2 What are the consequences of animals killing people?
- 3 How is 'Man' described?
- 4 What is the main message or key theme(s) of the extract?

TIP

Think about how the historical and cultural context may have influenced the author, and connect the ideas in the text to themes which are relevant today.

- 4 Think about how the extract and themes could connect to other subjects you have studied. Complete the mind map with your ideas.



- 5 Prepare a brief discussion about the extract. Use your answers to Exs. 1-4 and the Key phrases to help you. Then in small groups, compare your ideas. Talk about:

- the genre, the message and main themes
- the historical and cultural context and how it links to other topics

This is an extract from Rudyard Kipling's famous novel, *The Jungle Book*. The extract explains 'The Law of the Jungle' – a set of codes of behaviour – and the dangerous consequences of not respecting it. In particular, it says that humans will not hesitate to take their revenge on the natural world and its inhabitants. This theme makes me think of...

KEY PHRASES

This is an extract from...
It is narrated by...
The extract describes...
The main theme/message of the extract is...
This theme/message makes me think of... / is a theme we also find in...

Oral exam Goals

B

Image and quotation

- 1 **Read** Why do countries go to war? What were the major conflicts of the 20th century and what lasting impact did they have?
- 2 **Look at the photo and read the quotation. Then answer the questions.**
 - 1 When and where was the photo taken?
 - 2 What does it show?
 - 3 Describe the language and tone of the quotation. (modern, colloquial, simple, factual, formal, highly-descriptive, neutral, serious, humorous, ironic, sincere)
 - 4 What is the quotation about? What does 'wiped out' mean?



Nagasaki, Japan, 9th August 1945.

- 3 Life on Earth is at the ever-increasing risk of being wiped out by a disaster, such as nuclear war, a genetically engineered virus or other dangers we have not yet thought of.

Stephen Hawking, Physicist and Cosmologist (1942-2018)

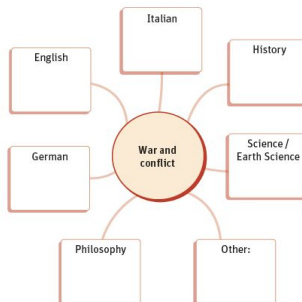
TIP

Use your knowledge of your studies to reflect critically and personally on the sources you are given.

- 3 Look at the photo, read the quotation again and answer the questions.

- 1 Who dropped the atomic bombs on Nagasaki and Hiroshima and why?
- 2 What effect did this action have and why was it so significant?
- 3 Do you think nuclear war is still a threat today? Why?/Why not?
- 4 What other kinds of conflict threaten the world today? What do you think Stephen Hawking meant when he referred to 'a genetically engineered virus or other dangers we have not yet thought of'?

- 4 Think about how the photo, quote and their themes could connect to other subjects you have studied. Complete the mind map with your ideas.



- 5 Prepare a brief discussion about the photo and quote. Use your answers to Exs. 1-4 and the Key phrases to help you. Then in small groups, compare your ideas. Talk about:

- the sources, the message and main themes
- the historical and cultural context and how it links to other topics

This photo shows the atomic bomb explosion over the city of Nagasaki in Japan in 1945 during the Second World War, the deadliest conflict of the 20th century. The bomb was dropped by the USA and it killed hundreds of thousands of civilians. The quote describes the threat of...
The theme of war and conflict is one which we find in...

KEY PHRASES

This is a photo of...
It was taken in...
The quote describes...
The main theme/message of the quote is...
This theme/message makes me think of... / is a theme we also find in...

3. WHAT'S IN THE TEACHER'S & TEST BOOK?

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EVERY SECTION CLEARLY MARKED



EVENTI RISERVATI PER I NOSTRI DOCENTI

STRUCTURE & METHODOLOGY OF COURSE

Goals B2

Grammar and Vocabulary & Listening

La **Grammar** è presentata con spiegazioni chiare e induttive. È consolidata da video, che fanno parte dei **percorsi digitali interattivi** di **DEAPLM**, pensati come piccoli ambienti educativi interattivi, che coprono tutti i principali argomenti grammaticali dall'A1 al B2 e possono essere utilizzati in modalità **sincrona** o **asincrona**.

Vocabulary & Listening, in questa sezione... si presenta il **secondo set lessicale** tematico dell'unità. Una presentazione attraverso foto, mappe o in contesto, è seguita da diversi esercizi di consolidamento.

Ove necessario, si propongono **note di riflessione** sulla lingua e analisi contrastiva.



La pagina di Vocabulary & Listening prevede sempre un'attività di **comprensione orale**. Lo studente verifica immediatamente le conoscenze appena acquisite attraverso un prezioso lavoro di ascolto accompagnato da due esercizi, uno di **comprensione generale** (*Listening for gist*) e uno di **comprensione puntuale**. Spesso queste attività forniscono anche un'occasione per prepararsi per la prova **INVALSI** e la certificazione **Cambridge B2 First**.

Didattica Digitale Integrata

Quali materiali utilizzare?

- Video di grammatica
- Audio

I contenuti digitali sono presenti nell'Easy eBook offline, nell'eBook online e sul sito. Ricordiamo inoltre che scaricando l'app **DeALink** è possibile guardare tutti i video e ascoltare gli audio direttamente dal proprio cellulare o tablet, semplicemente inquadrando la pagina del libro di testo.

Le note didattiche nel *Teacher's Book* forniscono le istruzioni su come usare questa sezione in modalità sincrona o modalità asincrona.

38

Struttura e metodologia del corso

Reading and Grammar

Reading: questa pagina presenta un testo di **attualità o cultura**. Il testo riprende i set lessicali e le strutture grammaticali dell'unità e introduce un ultimo argomento di grammatica, nell'ottica di una presentazione graduale e a step delle nuove strutture linguistiche nel corso dell'unità.

Il testo è sempre seguito da attività di **comprensione puntuale e riflessione personale o dibattito di gruppo**. In tutte le unità, sono presenti attività di preparazione per la prova **INVALSI** e per la certificazione **Cambridge B2 First**.

Grammar: questa colonna di Grammar conclude il ricco ma graduale percorso iniziato nella prima doppia pagina. Anche in questa colonna sono spesso presenti **video** di spiegazione della regola che fanno parte dei **percorsi digitali interattivi** di **DEAPLM**, pensati come piccoli ambienti educativi interattivi, che coprono tutti i principali argomenti grammaticali dall'A1 al B2 e possono essere utilizzati in modalità **sincrona** o **asincrona**.



Le rubriche **Word Work** propongono diverse tipologie di esercizi di approfondimento ed espansione lessicale: presentazione di *phrasal verbs*, *collocations*, *idioms* o traduzioni di vocaboli tematici complessi.

Presenti nella unità anche attività di **FINISHED?** per gestire meglio la classe.

Le rubriche **Discuss: Critical thinking** stimolano gli studenti a esprimere il proprio parere sulle tematiche proposte, e a sviluppare il pensiero critico.

Didattica Digitale Integrata

Quali materiali utilizzare?

- Audio del testo
- Video di grammatica

I contenuti digitali sono presenti nell'eBook online, sul sito del libro e sulla chiavetta USB per l'insegnante. Ricordiamo inoltre che scaricando l'app **DeALink** è possibile guardare tutti i video e ascoltare gli audio direttamente dal proprio cellulare o tablet, semplicemente inquadrando la pagina del libro di testo.

Le note didattiche nel *Teacher's Book* forniscono le istruzioni su come usare questa sezione in modalità sincrona o modalità asincrona.

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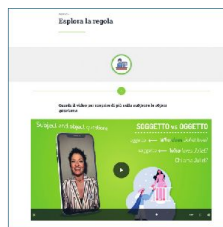
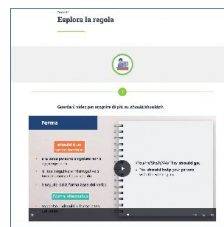
DEAFLIX: percorsi digitali interattivi di grammatica

Dopo l'esposizione a questo primo stimolo, lo studente dovrà rispondere e ricordare che lo avranno "fatto", e su la regola in maniera guidata e **induttiva**.

Tappa 2: Esplora la regola

Questa tappa è la seconda di diversi momenti.

- **Video di presentazione** della regola: spiegazioni esaurienti e schematizzate, esempi in contesto e comode tabelle riassuntive. A volte si tratta di video grafici, a volte invece di video con una insegnante modello che spiega e presenta.



- **Grammar Extra** (quando necessario): particolarità o sfumature della regola che non compaiono nel video, per consentire flessibilità nel lavoro di approfondimento della regola a frontata.
- **Mappe**: dopo la visione del video, lo studente completa la mappa interattiva e, a correttezza della regola e potrà poi scaricarla in formato PDF e conservarla per il riferimento.

DIDATTICA PER COMPETENZE

Goals B2

- Leadership** – Capacità di prendere decisioni e proporsi come un leader positivo.
- Coping with emotions** – Sapere riconoscere le emozioni in noi stessi e negli altri.
- Empathy** – Saper comprendere e ascoltare gli altri, mettendosi nei loro panni e migliorando la loro esistenza.
- Interpersonal relationship** – Sapersi mettere in relazione costruttiva con gli altri, saper creare e mantenere relazioni significative in grado di intervenire nelle relazioni in modo costruttivo.
- Effective communication** – Sapersi esprimere, sia sul piano verbale sia su quello non verbale, con modalità appropriate rispetto alla cultura e alla situazione.
- Teamwork** – Saper collaborare con gli altri per raggiungere un obiettivo comune.

4. Programmare per competenze

Nelle **Indicazioni Nazionali** del 2012 (che fissano a B1 l'obiettivo linguistico da raggiungere al termine del triennio), l'insediamento della lingua comunitaria come finalità o sviluppo di una **"competenza plurilingue e pluriculturale"**, definisce come "la capacità che una persona, come soggetto sociale, ha di usare le lingue per comunicare e di prendere parte a interazioni interlinguistiche in quanto parlante, a livello diversi, con persone in più lingue ed espressioni in più culture".

In una prospettiva di lavoro per competenze, occorre evidenziare che **l'obiettivo non è mai la lingua straniera in sé, ma l'uso della lingua per fare con la lingua in lingua alcune esperienze**. Ecco uno **schema di programmazione per competenze**, alle alla lingua straniera.

Asse dei linguaggi – Disciplina: lingua straniera				
competenze				
attività			conoscenze	
ricezione	interazione	interazione	tipi d'uso	
collegamenti con altre discipline assi:			materna	

5. Valutare le competenze

La costruzione di competenze è per sua natura **processuale**: nessuna competenza può essere fissata in una prestazione e, soprattutto, nella valutazione delle competenze occorre tenere presenti due fattori:

- le diverse **componenti** di una data competenza (conoscenze, abilità, atteggiamenti);
- la **contestualizzazione** di una competenza (essa si manifesta nello svolgimento di un compito o in realtà, nel risolvere una situazione problematica);
- la **molteplicità** dei punti d'vista.

1. L'elenco delle Indicazioni Nazionali del 2012 è in ordine di data di indicazione per il Curricolo del 2007 e non, al 31 agosto 2012, non determinano le loro periodiche competenze e conoscenze del DPR 267/2009.

Didattica per competenze

Un alunno può avere competenze elementari in determinate situazioni e competenze più articolate in altre. La valutazione delle competenze non è la valutazione di conoscenze e abilità e non si divide a metà tra le diverse "prestazioni" dell' studente, né la riduzione del voto di giudizio in favore di competenza.

Per valutare le competenze, **occorre raccogliere elementi e informazioni sulle diverse dimensioni della competenza**: conoscenze e abilità (dimensione cognitiva); motivazione, interesse e partecipazione (dimensione affettiva); autonomia (dimensione comportamentale); e delle strategie adottate per adottare le strategie (dimensione metacognitiva).

In secondo luogo, **le competenze evolvono nel tempo**. Quindi nessuna singola rilevazione è la valutazione di una singola prestazione e il grado di dati informazioni sul livello di competenza raggiunto. Se invece una documentazione da costruire nel tempo, la **valutazione diventa quindi un'attività sistematica, organizzata e continuativa**, di raccolta e di lettura delle informazioni in vista attraverso strumenti diversi, scegliendo una serie di **indicatori misurabili**.

Però, nei documenti europei e nei modelli di certificazione, le competenze sono descritte in termini di "osservabilità" e "autonomia" attraverso dei **livelli**.

Visto che la competenza chiede di saper scegliere e applicare con sicurezza e abilità i concetti nuovi, essa può essere valutata attraverso i seguenti indicatori di livello proponendo allo studente un compito complesso e il più possibile autentico:

- parziale** – dimostra di non soddisfare nessuno degli indicatori né in forma guidata;
- basilare** – dimostra di soddisfare almeno 3 su 4 indicatori in forma guidata;
- adeguato** – dimostra di soddisfare tutti gli indicatori in forma guidata e 3 su 4 in forma autonoma;
- ottimo** – dimostra di soddisfare tutti gli indicatori in forma autonoma.

Tra gli strumenti utilizzabili per la corretta valutazione delle competenze troviamo le **rubriche valutative**. Una rubrica è uno strumento che elenca i **criteri per analizzare un lavoro** (prodotti o prestazioni) nei suoi aspetti più significativi, esprime i livelli di qualità, e quindi una guida per l'attribuzione di un punteggio che esprime il valore delle prestazioni sulla base di un insieme di criteri che vanno da un livello minimo a uno massimo.

Le rubriche della competenza permettono di identificare, per ogni specifica competenza oggetto dell'azione formativa, il rapporto che si instaura tra le sue componenti, che sono:

- indicatori** – comportamenti osservabili che costituiscono l'effettivo concreto della competenza;
- livelli** – gradi di padronanza (parziale, basilare, adeguato, ottimo) che lo studente è in grado di dimostrare;
- conoscenze e abilità** – ciò che lo studente deve sapere e saper fare all'interno di quella specifica competenza.

Asse dei linguaggi – Disciplina: lingua straniera				
Competenza				
Indicatori	Livelli di padronanza			
	Parziale	Basilare	Adeguato	Ottimo
Conoscenze				
Abilità				

PROGRAMMAZIONE DIDATTICA

Goals B2

Units 3-4

Materiale cartaceo: Student's Book + Workbook, Teacher's and Test Book

Materiale digitale online: eBook, sito del libro, CREAtest plus, CREAtesti, DEAFIX

Materiale digitale offline: chiavetta (per l'insegnante) con Easy eBook insegnante - Video + Audio + Audio test + Test maker

Risorsa per l'apprendimento inclusivo: Goals B2 Book + test compensati

Tempo previsto: 18 ore

Unit 3 - What a feeling!	Unit 4 - Earth SOS
Conoscenze	Conoscenze
GRAMMAR <i>should, ought to, had better, need to, needn't</i> (p. 43 >> VIDEO) Obligation, prohibition and permission (p. 44) <i>don't have to, didn't need to, needn't have</i> (p. 44) <i>even, the or no article</i> (p. 47 >> VIDEO) VOCABULARY Feelings and well-being (p. 43) Ways of thinking (p. 45) Phrasal verb: <i>think</i> (Phrasal verb Goals p. 248 >> VIDEO) COMMUNICATION Discussing feeling under pressure and relaxation techniques (pp. 42, 43, 45) Talking about what makes you happy (p. 47) Asking for and giving opinions (p. 48 >> VIDEO) SOFT SKILLS Problem solving (p. 49) CULTURE <i>be kind to your mind</i> (how to be positive) (p. 42 >> VIDEO) <i>Permission to dream</i> (how to overcome obstacles and be successful) (p. 46) <i>Do you want the good news or the bad news?</i> (positive news online) (pp. 50-51)	GRAMMAR Future forms: <i>will, be going to, I've sent simple, I've sent continuous</i> (p. 53 >> VIDEO) First conditional and time clauses (p. 54) Adverbs of probability: <i>may, might, could</i> (p. 54) Future continuous and Future perfect (p. 57 >> VIDEO) Present continuous with <i>always</i> for expressing annoyance (p. 58) VOCABULARY The environment (p. 53) Wildlife at risk (p. 55) Phrasal verb: <i>look</i> (Phrasal verb Goals p. 249 >> VIDEO) COMMUNICATION Discussing problems for the environment (p. 53) Talking about endangered animals (p. 55) Discussing poaching (p. 57) Expressing annoyance (p. 58 >> VIDEO) ACADEMIC SKILLS Describing charts and graphs (p. 59) CULTURE <i>Count us in!</i> (the grassroots movement to reduce carbon footprints) (p. 52 >> VIDEO) <i>Here comes the sun</i> (a rescue centre for sea bears in Laos) (p. 56) <i>The Call of the Wild</i> (an extract from Jack London's novel about a sled dog) (pp. 60-61)
Abilità	Abilità
LISTENING B2 capire un programma radiofonico in cui si parla dello stress (p. 43), un'intervista alla radio con una psicologa che consiglia tecniche per ridurre lo stress (p. 45) B2 capire una conferenza sul movimento di solidarietà <i>Play it forward</i> (p. 51) READING B2 leggere e capire articoli su problemi di attualità, per es. l'uso di un linguaggio positivo per aumentare l'autostima (p. 42), la ricerca e la condivisione di notizie positive (p. 50) B2 riconoscere i motivi che spingono le persone ad agire e capire le quali conseguenze portano le loro decisioni (p. 46) SPEAKING B2 partecipare attivamente a una discussione di una certa durata su temi di interesse generale (pp. 42, 43, 41, 45, 47) B2 esprimere diversi gradi di emozione e sottolineare quello che è importante in un movimento o un'esperienza (p. 46) B2 esprimere e sostenere le proprie opinioni nel corso di una discussione, fornendo spiegazioni, informazioni a sostegno e commenti (p. 49) WRITING B2 scrivere testi chiari e particolareggiati su diversi temi: consigli ad amici/amiche (p. 43) B2 esporre su un tema mettendo in risalto i punti essenziali: un breve testo sulla felicità (p. 47) B2/B2C scrivere un annuncio di un corso (Writing Goals p. 258) MEDIATION B2 condividere con altri le proprie esperienze e stimolare la loro partecipazione (pp. 44, 45) B2 interpretare una dibattito ed esprimere una reazione personale (p. 47)	LISTENING B2 capire la maggior parte dei documentari radiofonici su parlari nella lingua standard; animali in pericolo di estinzione (p. 55) READING B2 leggere e capire articoli su problemi d'attualità, per es. il cambiamento climatico (p. 57), una specie in pericolo di estinzione (p. 56) B2 riconoscere i motivi che spingono le persone ad agire e capire a quali conseguenze portano le loro decisioni, attraverso la lettura di un testo narrativo o drammatico <i>The Call of the Wild</i> (pp. 60-61) SPEAKING B2 partecipare attivamente a una discussione di una certa durata su temi di interesse generale (pp. 52, 53, 55) B2 contribuire allo svolgimento di una conversazione in un ambiente che sia familiare (pp. 54, 58) B2/B2C spiegare il proprio punto di vista riguardo a un problema indicando i vantaggi e gli inconvenienti delle diverse opzioni (p. 57) B2 riassumere oralmente le informazioni date in alcuni grafici (p. 59) WRITING B2 scrivere previsioni e avvertimenti sul cambiamento climatico (p. 54) B2 esporre su un tema o un rapporto mettendo in risalto i punti essenziali e argomentando a sostegno della propria tesi (p. 61) B2 Scrivere un'email o una lettera di reclamo (Writing Goals p. 259) B2/B2C scrivere un annuncio di un corso (Writing Goals p. 258) MEDIATION B2 facilitare l'interazione con i compagni in situazioni specifiche (pp. 57, 53, 54, 55, 57, 58, 59) B2 spiegare i dubbi di un grafico e descrivere le informazioni fornite (p. 59)

Programmazione didattica

Preparazione agli esami

Cambridge English B2 FIRST

Reading and Use of English Part 3 (p. 45), Part 4 (p. 44, 54), Part 6 (p. 57)

Speaking Part 1 (pp. 43), Part 3 (pp. 47, 48, 57, 58), Part 4 (p. 42, 43, 44, 45, 52, 53, 54, 55)

B2 FIRST Goals Exam practice II (p. 708-709)

INVALSI

Reading (pp. 42, 51, 57)

Listening (pp. 51, 55)

Units 3-4 (Global Goals, Summative Revision)

Conoscenze

Educazione civica: Global Goal 13, Climate Action

Vocabulary: Feelings and well-being; Ways of thinking; The environment; Wildlife at risk

Grammar: Advice, necessity, obligation, prohibition and permission; *even, the or no article*; Future forms; First conditional and time clauses; Future continuous and Future perfect; Summative Starter > Unit 4

Abilità

Listening
 B2 capire discorsi di una certa durata e seguire argomentazioni anche complesse su temi relativamente familiari, come il cambiamento climatico, conseguenze e rimedi (Digital Competences VIDEO p. 63)

Reading
 B2 leggere e capire articoli su problemi di attualità: studiare come gli animali si adattano a condizioni climatiche diverse per poter salvare la pianeta (pp. 52-63)

Speaking
 B2 spiegare il proprio punto di vista riguardo a un problema, indicando i vantaggi e gli inconvenienti delle diverse opzioni: effetti del cambiamento climatico e proposte di azione (p. 63)

Writing
 B2 esporre su un tema mettendone in risalto i punti essenziali e argomentando a sostegno della propria tesi: un animale che contribuisce alla lotta contro il cambiamento climatico (p. 63)

Saperi essenziali

Saper comprendere, all'interno di un discorso pronunciato lentamente e con scandito, parole ed espressioni che si riferiscono ad argomenti familiari e quotidiani

Saper leggere e comprendere articoli di giornale su argomenti di attualità

Saper integrare in modo semplice formulando domande su argomenti familiari e rispondendo

Saper sostenere una conversazione su argomenti di attualità

Saper scrivere un semplice e breve testo in forma e su argomenti di attualità

Educazione civica

Agenda 2030 (verso 2050)

Global Goal 13, Climate Action (pp. 62-63): promuovere azioni, a tutti i livelli, per combattere il cambiamento climatico

Educazione ambientale

Osservare gli animali per imparare ad adattarsi al cambiamento climatico (pp. 62-63)

Educazione alla cittadinanza digitale

L'uso consapevole di Internet per esplorare l'argomento *Climate Change - The Facts in 4 minutes* (p. 63)

Life skills

Pensiero critico e pensiero creativo (How animals adapt to climate change pp. 62, 63)

Comunicazione (Debate: Discussing the progression and effects of climate change p. 62)

Collaborazione (Critical thinking: Discussing proposals to reduce climate change p. 63)

Modalità di valutazione

Tipologia di prove di verifica	Scansione temporale
Prove scritte:	Numero di verifiche sommative previste per il quadrimestre:
Prove orali:	
Prove pratiche:	

COURSEBOOK PAGES AND TEACHING NOTES

Student's Book B2

Communication

Asking for and giving opinions

p. 48

1 → In presenza / modalità sincrona-asincrona

Key:

She has had an argument with her friend Jess. She decides to send her friend a message / She decides to apologise.

Audio script

Jack: You're looking a bit miserable. What's up?
Emily: I had an argument with Jess this morning. Well, actually, it was a blazing row.
Jack: Oh no! What about?
Emily: She's upset because I'm going to the cinema with you tonight. But I asked her, and she said she didn't want to come.
Jack: I'm sure you'll be able to work things out.
Emily: Why do you think that? Right now, I never want to speak to her again!
Jack: Because as I see it, you've been friends forever and friends often have rows. It isn't the first time you've had a disagreement, is it?
Emily: I suppose not.
Jack: So, I honestly think that you should talk to her. You could apologise. What do you reckon?
Emily: No way! She should be saying sorry to me!
Jack: Don't you think you're being a little hard on her? If you ask me, there are always two sides to every story. Perhaps Jess is just having a bad day. Maybe she's stressed out for some reason. It seems to me that your friendship is more important than a silly row. A quick message might stop things from getting worse.
Emily: Do you think so? You're probably right. Perhaps it was partly my fault. OK, I'll send her a message now.

2 → In presenza / modalità sincrona-asincrona

Key:

- 1 upset
- 2 forever
- 3 disagreement
- 4 apologise
- 5 hard
- 6 stressed out
- 7 important
- 8 stop

Communication Asking for and giving opinions



ASKING FOR AN OPINION
What do you think about...?
What are your views on...?
How do you feel about...?
What's your opinion on...?
What do you think of...?
What's your view on...?

GIVING AN OPINION
I think...
I believe...
In my opinion...
As far as I'm concerned...
From my point of view...
I'm of the opinion that...
I consider...
I feel that...
I would say...
I would argue that...
I would maintain that...
I would contend that...
I would claim that...
I would assert that...
I would maintain that...
I would contend that...
I would claim that...
I would assert that...

1 → In presenza / modalità sincrona-asincrona

Read the text and decide whether the speaker is asking for or giving an opinion.

1. 'What do you think about the new design?'
2. 'I think the new design is terrible.'

3. 'I'm of the opinion that the new design is terrible.'

4. 'I would argue that the new design is terrible.'

5. 'I would maintain that the new design is terrible.'

6. 'I would contend that the new design is terrible.'

7. 'I would claim that the new design is terrible.'

8. 'I would assert that the new design is terrible.'

9. 'I would maintain that the new design is terrible.'

10. 'I would contend that the new design is terrible.'

11. 'I would claim that the new design is terrible.'

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Answer keys & Audio scripts

- Workbook
- Resource Banks

TESTS

Goals B2

I TEST DI GOALS B2

I test proposti nella presente guida sono stati progettati come ideale continuazione e verifica del percorso intrapreso con lo *Student's Book* e il *Workbook* di GOALS B2 e differenti tipologie di test consentono al docente di **valutare** e **monitorare** complessivamente le conoscenze e le competenze acquisite dagli studenti. Le consegne degli esercizi sono in lingua inglese. Tutti i test in versione word modificabile sono a disposizione nell'eBook e nell'Easy eBook per il docente (nella chiave USB fornita).

Diagnostic Test (fila A e fila B)

Il *Diagnostic Test* verifica le conoscenze pregresse della lingua inglese acquisite dagli studenti negli anni della Scuola Secondaria di Primo Grado. Attraverso questo test, che consiste di 50 domande a risposta chiusa con quattro opzioni di risposta, il docente potrà valutare il livello linguistico della classe prima di affrontare gli obiettivi dell'anno.

Al fine di garantire lo svolgimento individuale delle prove, il *Diagnostic Test* è proposto in due versioni (fila A e fila B), che hanno la stessa struttura e il medesimo grado di difficoltà. La valutazione è in **cinqantesimi**, facilmente convertibile in decimi secondo la seguente tabella:

Da 46 a 50 punti	10
Da 41 a 45 punti	9
Da 36 a 40 punti	8
Da 31 a 35 punti	7
Da 26 a 30 punti	6
Da 0 a 25 punti	1-5

Unit Test (fila A e fila B)

Questi test, della lunghezza di una pagina, consentono una verifica puntuale dell'acquisizione del materiale presentato in ciascuna unità e permettono all'insegnante di valutare i progressi degli studenti. Ogni test prevede esercizi di **Vocabulary**, **Grammar** e **Communication**. Gli esercizi di **Vocabulary** riprendono il lessico contenuto nell'unità. Gli esercizi di **Grammar** verificano il riutilizzo corretto delle strutture grammaticali studiate e gli esercizi di **Communication** allenano l'uso della lingua presentato nelle pagine di *Communication* di ogni unità.

Al fine di garantire lo svolgimento individuale delle prove, ogni *Unit Test* è proposto in due versioni (fila A e fila B), che hanno la stessa struttura e il medesimo grado di difficoltà. La valutazione è in **centesimi**, facilmente convertibile in decimi secondo la seguente tabella:

Da 91 a 100 punti	10
Da 81 a 90 punti	9
Da 71 a 80 punti	8
Da 61 a 70 punti	7
Da 51 a 60 punti	6
Da 0 a 50 punti	1-5

Cumulative Test

Della lunghezza di due pagine, questi test valutano i progressi dello studente per gruppi di unità svolte secondo i seguenti accorpamenti: *Units 1-2*, *Units 1-4*, *Units 1-6*, *Units 1-8* e *Units 1-10*. Ogni test verifica gli argomenti trattati fino a quel momento, suddivisi in attività di lessico e grammatica; si privilegiano in questo caso gli esercizi sommativi. Il test è particolarmente utile a fine quadrimestre o come test comune per classi parallele perché permette una valutazione complessiva. L'ultimo *Cumulative Test* è anche indicato come verifica di recupero per gli esami di settembre.

La valutazione è in **centesimi**, facilmente convertibile in decimi secondo la tabella suggerita per gli *Unit Tests*.

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I test di Goals B2

Skills Test

Si tratta di un test più elaborato rispetto ai precedenti, che testa le abilità di *reading*, *listening* e *writing* e riprende le tematiche dell'unità, da elaborare personalmente applicandole alla propria vita quotidiana, reale o inventata. Le attività di *reading* e *listening* prevedono comprensioni del testo con domande a risposta chiusa, spesso sul modello delle attività degli esami di certificazione INVALSI e Cambridge B2 First; l'esercizio di *writing* è guidato e può prevedere la stesura di brevi testi di vari generi che sollecitano l'uso del linguaggio dell'unità corrispondente e del *Writing Bank*.

La valutazione è in **cinqantesimi**, facilmente convertibile in decimi secondo la tabella suggerita per il *Diagnostic Test*.

Listening Test

Per valutare le capacità di ascolto, vengono proposte 3 attività per ogni unità: due esercizi di comprensione (frequentemente in stile certificazione INVALSI o Cambridge B2 First) basati sullo stesso brano di ascolto, e infine un *dettato*. Gli argomenti sono gli stessi trattati nell'unità relativa e la prova può essere usata come verifica in classe, proponendo almeno due volte l'ascolto di ogni brano esercizio.

La valutazione è in **cinqantesimi**, facilmente convertibile in decimi secondo la tabella suggerita per il *Diagnostic Test*.

Speaking Test

Il test propone tre attività guidate da svolgere a coppia, che riprendono gli argomenti trattati nell'unità. Gli esercizi richiedono di parlare di esperienze personali o inventate, di dare opinioni e di svolgere un *role play*. Questi test possono essere usati per la valutazione orale o come esercitazioni in classe. Si consiglia di concedere un tempo di preparazione di qualche minuto per ogni esercizio.

La valutazione è in **cinqantesimi**, facilmente convertibile in decimi secondo la tabella suggerita per il *Diagnostic Test*.

Prove delle competenze

Le prove delle competenze vengono proposte rispettivamente dopo la quinta e la decima unità. Le prove permettono di fare una valutazione complessiva delle competenze linguistiche acquisite in queste unità attraverso esercizi che attivano le quattro abilità e la *Use of English*.

La valutazione è in **centesimi**, facilmente convertibile in decimi secondo la tabella suggerita per gli *Unit Tests*.

Recupero

Per ogni unità dello *Student's Book*, sono fornite due pagine di esercizi che esercitano il **Vocabulary** e la **Grammar** presentati nell'unità corrispondente. Poiché l'obiettivo di questo materiale è quello di dare agli studenti un'ulteriore opportunità di esercitare la lingua, non è prevista alcuna valutazione.

Quick Test (fila A e fila B)

Questi test, della lunghezza di una pagina, si trovano in un fascicolo a parte abbinato alla guida. Permettono di verificare i progressi degli studenti in modo veloce attraverso domande a scelta multipla con 4 opzioni di risposta. Le domande sono relative al lessico, alla grammatica e alle funzioni comunicative introdotte nell'unità, e possono essere corrette in modo rapido attraverso i lucidi forniti. Ogni *Quick Test* è proposto in due versioni (fila A e fila B), che hanno la stessa struttura e il medesimo grado di difficoltà.

La valutazione è in **ventesimi**, facilmente convertibile in decimi secondo la seguente tabella:

Da 16 a 20 punti	9/10
Da 15 a 17 punti	8
Da 12 a 14 punti	7
Da 9 a 11 punti	6
Da 0 a 8 punti	1-5

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DIAGNOSTIC TESTS

		Goals B2			
DIAGNOSTIC TEST		Name _____	Class _____		
DIAGNOSTIC TEST	FILA A				
	Choose the correct option: A, B, C or D.				
	1 How often do you ... with friends?	A see	B hang out	C get to	D go for
	2 It only takes me a couple of minutes to ...	A get dressed	B be dressed	C do dressed	D have dressed
	3 Can I have a ... of tomato soup, please?	A bottle	B piece	C slice	D bowl
	4 Moah is starting his own company. He's a(n) ...	A entrepreneur	B actor	C journalist	D artist
	5 You can buy clothes, books and food in the ...	A office building	B shopping centre	C stadium	D library
	6 Logan's trousers are too big. He needs a ... to keep them up.	A tie	B belt	C sock	D pocket
	7 Abigail's jumper is too small. It's ... on her.	A patterned	B long	C baggy	D tight
	8 They never do any work. They're ...	A cheerful	B reliable	C arrogant	D lazy
UNIT TESTS	9 Brayden's not an honest person. He's ...	A dishonest	B dishonest	C dishonest	D dishonest
	10 We ... the dishwasher after dinner.	A load	B feeds	C sets	D waters
	11 Kaitlyn ... in a few plays.	A was act	B acting	C has acted	D have acted
	12 On our ... we explored the town for two days.	A day trip	B city break	C safari	D camping holiday
	13 Ivy's got long blonde hair and ... on her nose.	A beard	B freckles	C curly	D straight
	14 We took a boat on the ... but we didn't go swimming.	A lake	B cliff	C waterfall	D hill
	15 I ... some money from my dad to buy a new phone.	A lent	B cost	C saving	D borrowed
	16 Dylan makes very good statues. He wants to be a ...	A play	B painting	C poem	D sculptor
	17 You need to ... to the bottom of the page.	A scroll down	B crash	C download	D attach
	CONSOLIDATE TESTS	18 Pandas and tigers are ... due to fossil fuels.	A renewable energy	B endangered species	C habitat loss
19 He ... with all his classmates.		A gets up well	B goes on well	C gets on well	D gets by well
20 There aren't any buses today. There's a transport ...		A famine	B strike	C election	D epidemic
21 Does your mum always play golf ... Mondays?		A at midday on	B on midday at	C in midday on	D at midday in
22 The match ... at 6 pm tomorrow evening.		A starts	B start	C has started	D starting
23 How ... do you want?		A many rice	B much rice	C many rices	D few rice
24 ... up in the USA?		A Did you grew	B You grew	C Did you grow	D Have you grown
25 Cary ... all that cola. It's not good for him.		A shouldn't drink	B shouldn't drinking	C shouldn't drinks	D shouldn't to drink
SKILLS TESTS					
LISTENING TESTS					
SPEAKING TESTS					
PROVE YOUR CONFIDENCE					
RICORDO					

UNIT TESTS

Unit 1 UNIT TEST		Goals B2
Name		Class
DIAGNOSTIC TEST	FILA A	
	1 Read the definitions and complete the words. 1 Do this sport if you like looking at fish underwater. s..... 2 You need a helmet and rope to do this sport. c..... 3 You need two of these to go rowing. o..... 4 You need this to go mountain biking. b..... 5 Don't do this if you are afraid of flying. h..... 6 You wear a helmet and this to go abseiling. h..... 7 You wear these to protect your eyes when you go swimming. g..... 8 You need a special canoe to do this sport. k..... 9 A boat pulls you fast when you do this sport. w..... 10 You wear these on your feet to go hiking. b.....	
UNIT TESTS	2 Complete the sentences with one word./10 1 Formula 1 racing is a sport. It's fun to watch. 2 We were tired at half time but then we got our second 3 Sailing is a sport. You'll get wet! 4 I get up at 5.30 every morning to get a head on the day. 5 Cross-country skiing is an sport. 6 I gave up my move. Now the is in your court. 7 Tennis is an sport. 8 At this stage of the it's clear that the blue team is losing./8	
	3 Complete the sentences with the Past simple or Present perfect simple form of the verbs. 1 Maya (live) in Rome all her life. 2 My bike's quite new. I (get) it last year. 3 They (not win) any matches this month. 4 Ellen (start) university when she was 19. 5 Great! I (pass) my driving test. 6 Logan (never try) kitesurfing. 7 Ivy (leave) five minutes ago. She's gone home. 8 (you/ever wear) a harness? 9 We (not have) any snow last year. 10 I (not see) Pete today. Is he OK?/20	
CUMULATIVE TESTS	4 Write sentences with the prompts and one of the words in brackets. 1 Aidan/not arrive. (yet/just) 2 I/not see him/Monday. (since/for) 3 Emily/break/her goggles. (yet/already) 4 I/have this bike/ten years. (since/for) 5 Noah/win/two races. (yet/already) 6 I/buy/some new flipflops. (just/yet) 7 We/not see/Eva/ages. (since/for) 8 They/not scored a goal. (already/still) 9 You/try/rowing? (still/yet) 10 Chloe/not win a medal/2019. (since/for)/20	
	5 Complete the sentences with the Present perfect simple or continuous of the verbs in brackets. 1 Taylor (practise) the piano for hours! 2 How many times (Evan/win) the game? 3 We (watch) this match for half an hour. 4 I'm tired. I (train) for two hours. 5 Oh no! I (lose) my gloves again. 6 Mia and Ryan (go out) for six months. 7 I (know) Riley since I was six. 8 (you/understand) what you need to do?/16	
SKILLS TESTS	6 Complete with the correct particles./16 1 Ely often points the mistakes I make. 2 When did you come the idea? 3 He's come his surfboard again. 4 Who do you look ? 5 Cricket didn't take in Italy. 6 I'm looking the party. I can't wait! 7 How did you get hang-glider? 8 Why are you so angry? Calm 9 The weather let us It rained all day. 10 These boots are too small. I'm going to throw them	
	7 Follow the prompts to write the dialogue. You Hey Zach! Invita Zach a fare un'escursione con te il prossimo fine settimana. Zach *Dice che non è sicuro. *Non gli piace l'idea di fare un'escursione. You *Chiedi a Zach cosa ne pensa del ciclismo di montagna. *Propone di fare questo insieme. Zach *Dice che il ciclismo di montagna non è proprio il suo, ma che gli piacerebbe provare ad andare in deltaplano. You *Chiedi a Zach se ha pensato al tempo. *Forse dovrebbe aspettare un tempo migliore./16 Total/100	
LISTENING TESTS	8 Complete the sentences with the Past simple or Present perfect simple form of the verbs. 1 Kyle (write) that book two years ago. 2 (you/ever swim) in the Adriatic Sea? 3 We (have) very bad weather this week. 4 How many races (Jan/win) this year? 5 We (not go) hiking in the mountains last month. 6 Max (play) tennis twice last week. 7 I (never study) French. 8 The race (finish) half an hour ago. 9 I (read) all the Harry Potter books. 10 Gavin (not have) a dog for very long./20	
	9 Complete the sentences with the Past simple or Present perfect simple form of the verbs. 1 You need two of these when you go skiing. p..... 2 If you like water and flying, do this sport. k..... 3 You wear these to protect your hands. g..... 4 Don't do this sport if you are afraid of heights. a..... 5 You wear these on your feet when you go snorkelling. f..... 6 Don't sit down for this water sport. s..... 7 If you enjoy walking, do this sport. h..... 8 You need snow for this sport. c..... 9 You need these to go climbing. r..... 10 You wear this to protect your head. h.....	
SPRINKLING TESTS	10 Complete the sentences with the Past simple or Present perfect simple form of the verbs. 1 Keep your on the ball if you want to get your degree in three years. 2 Basketball is usually an sport. 3 It's 7 pm and I'm making dinner tonight. I need to get the rolling. 4 Football is a sport. 5 You can decide which film we see. The ball is in your 6 Snorkelling is an sport. Anybody can do it. 7 At this of the game, it's too late to cancel. 8 Snowboarding is a sport./8	
	11 Complete the sentences with the Past simple or Present perfect simple form of the verbs. 1 Kyle (write) that book two years ago. 2 (you/ever swim) in the Adriatic Sea? 3 We (have) very bad weather this week. 4 How many races (Jan/win) this year? 5 We (not go) hiking in the mountains last month. 6 Max (play) tennis twice last week. 7 I (never study) French. 8 The race (finish) half an hour ago. 9 I (read) all the Harry Potter books. 10 Gavin (not have) a dog for very long./20	
RECURRING TESTS	12 Complete the sentences with the Past simple or Present perfect simple form of the verbs. 1 You're late! I (wait) for twenty minutes. 2 (Emma/break) her goggles again? 3 I (learn) to hang glide for two months. 4 Lewis (finish) all the biscuits: There aren't any for me! 5 (you/know) Sam for a long time? 6 We (study) English since 2015. 7 How long (you/have) this helmet? 8 We (see) that film lots of times./16	
	13 Complete with the correct particles. 1 Are you looking the holidays? 2 Turn the TV. The match has just started. 3 Elijah came his bike on the corner. He was going too fast. 4 I can't get Formula 1. It's so boring! 5 Why are you throwing that? It's not broken. 6 Oliver looks his older brother. 7 Sarah has really taken Everybody loves it now. 8 We were late because our car broke 9 They have put the match until next Saturday. 10 He came a good excuse for not coming./10	
PROVE BELLE CONFIDENCE	14 Follow the prompts to write the dialogue. You Hey Zoe! Invita Zoe ad andare a nuotare il prossimo fine settimana. Zoe *Dice che un'idea. *Chiede se sarebbe meglio andare al mare o in piscina. You *Di' che pensi sia molto meglio andare al mare. *Potrebbe anche fare sci d'acqua. Zoe *Dice che fare lo sci d'acqua non è proprio il suo. *Preferirebbe andare in barca a vela. You *Di' che è perfetto. Tu ami andare in barca a vela./16 Total/100	
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Unit 1 UNIT TEST		Goals B2
Name		Class
DIAGNOSTIC TEST	FILA B	
	1 Write the definitions and complete the words. 1 You need two of these when you go skiing. p..... 2 If you like water and flying, do this sport. k..... 3 You wear these to protect your hands. g..... 4 Don't do this sport if you are afraid of heights. a..... 5 You wear these on your feet when you go snorkelling. f..... 6 Don't sit down for this water sport. s..... 7 If you enjoy walking, do this sport. h..... 8 You need snow for this sport. c..... 9 You need these to go climbing. r..... 10 You wear this to protect your head. h.....	
UNIT TESTS	2 Complete the sentences with one word./10 1 Keep your on the ball if you want to get your degree in three years. 2 Basketball is usually an sport. 3 It's 7 pm and I'm making dinner tonight. I need to get the rolling. 4 Football is a sport. 5 You can decide which film we see. The ball is in your 6 Snorkelling is an sport. Anybody can do it. 7 At this of the game, it's too late to cancel. 8 Snowboarding is a sport./8	
	3 Complete the sentences with the Past simple or Present perfect simple form of the verbs. 1 Kyle (write) that book two years ago. 2 (you/ever swim) in the Adriatic Sea? 3 We (have) very bad weather this week. 4 How many races (Jan/win) this year? 5 We (not go) hiking in the mountains last month. 6 Max (play) tennis twice last week. 7 I (never study) French. 8 The race (finish) half an hour ago. 9 I (read) all the Harry Potter books. 10 Gavin (not have) a dog for very long./20	
CUMULATIVE TESTS	4 Write sentences with the prompts and one of the words in brackets. 1 You/not clean your boots. (already/yet) 2 They/live in London/2012. (since/for) 3 I/have a tennis lesson. (yet/just) 4 I/not try windsurfing. (just/still) 5 You/invest/the new coach? (still/yet) 6 We/want a dog/a long time. (since/for) 7 It/not stop raining. (already/yet) 8 I/be at this school/I was 14. (since/for) 9 Lizzie/lose/her new gloves. (yet/already) 10 Jason/buy a new bike. (just/still)/20	
	5 Complete the sentences with the Present perfect simple or continuous of the verbs in brackets. 1 You're late! I (wait) for twenty minutes. 2 (Emma/break) her goggles again? 3 I (learn) to hang glide for two months. 4 Lewis (finish) all the biscuits: There aren't any for me! 5 (you/know) Sam for a long time? 6 We (study) English since 2015. 7 How long (you/have) this helmet? 8 We (see) that film lots of times./16	
SKILLS TESTS	6 Complete with the correct particles. 1 Are you looking the holidays? 2 Turn the TV. The match has just started. 3 Elijah came his bike on the corner. He was going too fast. 4 I can't get Formula 1. It's so boring! 5 Why are you throwing that? It's not broken. 6 Oliver looks his older brother. 7 Sarah has really taken Everybody loves it now. 8 We were late because our car broke 9 They have put the match until next Saturday. 10 He came a good excuse for not coming./10	
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CUMULATIVE TESTS

Units 1-4

CUMULATIVE TEST

Name Class

Goals B2

1 Complete the table with the words.

carbon footprint • fed up • flippers • full of beans • goggles • habitat loss • on edge • unpack • rope • set off • poaching • get away

Sports equipment	Travel expressions	Feelings	Environment/Wildlife

...../12

2 Complete the words in the sentences.

- Kim likes to sit in the park and c the beauty of nature sometimes.
- My sister's always smiling. She's a c person.
- The park has a b..... programme to increase the variety of plants it has.
- I can sense that you are stressed out. Are you under p..... at school?
- We have waited long enough. We need to start. Let's get the ball r.....
- Luke often u..... pieces of rubbish he finds and creates art from them.
- You have a backpack and two suitcases. That's a lot of L..... for one person!
- There's a d..... here because it hasn't rained for five years.

...../8

3 Complete the text with the appropriate form of the verbs in brackets.

We only (arrive) in Paris yesterday evening, so we (not see) the Eiffel Tower yet! I (buy) a guide book to read on the plane and I read it all while we (fly) here from London. This morning, before lunch, we went to the Louvre, which is a big museum near the river Seine. We went by taxi but we (not need take) one. The Louvre was only five minutes from our hotel. It wasn't my parents' first time in the museum. They (visit) it years ago, before they got married. Tomorrow we (go) up the Eiffel Tower or we (take) a boat trip on the river. It depends. There's so much to see! We (explore) the city all day from morning to night for the next six days! By the end of this holiday we (see) all the major tourist attractions in Paris.

...../10

4 Write questions with the prompts.

- You/be/going to/have an ice cream later?
- You/are/able to/go/skiing last weekend?
- Noah/allowed to/stay out/until midnight?
- Matt/finish/university by 2025?
- You/call/me as soon as you arrive in NY?
- Emily/see/No Time To Die yet?
- What time/the match/start/tonight?
- You/manage to find the gloves in the colour you wanted?
- We/should/study page 12 for the test?
- Your mum/make/you tidy/your room every day?

...../10

5 Match the answers (a-j) to the questions (1-10) in exercise 4.

- Yes, I'll ring you when I get there.
- No, there weren't any left.
- No, I'm allowed to do it when I like.
- I might, if I get hungry.
- No, he has to be back an hour before that.
- Yes, we have to learn the next page too.
- No, he'll still be studying.
- Yes, she's already seen it.
- No, we couldn't, unfortunately.
- At 9, I think.

...../10

6 Complete the sentences with one word.

- I'll lend you my board as as you give it back to me tomorrow.
- Did you to live in North Street when you were young?
- We better set off or we'll be late.
- Jackson will open his presents as as he wakes up.
- Wear a helmet when you go cycling in you fall off.
- Amy's had that phone her last birthday.
- There will be more plastic in the sea we recycle more.
- My grandmother make a cake every Friday when I was a child.
- You not to play with your phone in class.
- We are to see this film if we are 18 or over.

...../10

Units 1-4

CUMULATIVE TEST

Name Class

Goals B2

7 Complete the second sentence so it means the same as the first.

- We are going to relax on the beach next week.
→ This time next week we on the beach.
- Aiden was in the middle of his homework when Kitty rang. → Aiden his homework when Kitty rang.
- You can't get on this bus without a ticket. → You to get on this bus without a ticket.
- It's possible that they will win the tournament.
→ They the tournament.
- Millic is taking an umbrella because maybe it will rain later. → Millic is taking an umbrella rains later.
- Ryan had an ice-cream a moment ago.
→ Ryan an ice-cream.
- I'm sure I will have a party on my birthday.
→ I a party on my birthday.
- The children would go to the park every day after school. → The children to the park every day after school.
- It wasn't necessary to buy a guide book because the hotel gave them one free. → They a guide book because the hotel gave them one free.
- I think governments should do more to prevent deforestation. → In my to do more to prevent deforestation.

...../10

8 Complete the sentences with the correct form of the verbs in brackets.

- Alex can't buy it unless his mum (lend) him some money.
- Enma was tired because she (study) for hours.
- We (not need) go to school yesterday. It was Sunday.
- I don't know the answer. I (ask) Dad.
- This time next week Anna (not sit) in a classroom. She'll be on holiday.
- Benj (make) that cake all morning. He's nearly finished now.
- They (finish) it by 6 pm tonight.
- By the time Nathan was 36, he (climb) all the famous mountains in the world.
- I was anxious before kitesurfing but I (not need worry). It was fun!
- Kylie (not able) go windsurfing. The weather was too bad.

...../10

9 Complete the dialogue with the expressions. There are two expressions that you don't need.

What I meant to say • Have you thought? • You could • It's about time • What do you reckon • You'd better not • I'd prefer • If you ask • I'd rather • Alright • I reckon • You're always

Fred How about watching the match on TV tonight?

Mum Football again? watching football. you went out with your friends.

Fred they are all going to watch the football too.

Mum I'm sorry. You're right. about inviting them here?

Fred me, they won't come. They want to watch the match.

Mum Perhaps I wasn't clear. was invite them to watch the match here.

Fred That sounds great!

Mum order a Chinese takeaway if you like.?

Fred I'm not sure. to have pizza.

Mum Pizza, again? then. You win. We'll order pizzas.

...../10

10 Read the text and choose the correct alternative.

I had been read / have just read / were reading / already read a great book called *A Street Cat Named Bob*. You should read / ought read / would read / had better read it too. It's about James, a homeless man in London. After a difficult period, James will find / had found / was finding / has found a cheap apartment to rent, when one day he came home to find a cat / a cat / that cat / the cat outside his door. At first James thought the cat had got lost / was getting lost / has got lost / will have got lost so he tried to find the real owner. He let the cat go / may the cat go / let go the cat / made go the cat but it came back to him. It was in an appalling condition so James got some medicine and looked for it / looked after it / looked it after / looked forward to it. The medicine helped and the cat got better. James took Bob with him when he will be busking / was busking / had been busking / has been busking in London and some tourists took photos of Bob and put them on the internet. Bob's popularity immediately took off / put off / came off / turned up. Since then someone has made a film about their story, which I am going to see / see / will have been seeing / will have seen at the cinema next week.

...../10

Total/100

SKILLS TESTS

Unit 5 SKILLS TEST		Goals B2
Name		Class
DIAGNOSTIC TEST	Reading 1 Read the interview to Carrie Dean, a creature designer. Then choose the correct answer (A, B, C or D) for questions (1-5). Only one answer is correct.	
UNIT TESTS	Making monsters Carrie Dean wants to give you nightmares. She's a creature designer – this means that if a film, TV series, commercial or video game needs a new monster, they might call Carrie. How does she do it? We asked Carrie a few questions. First of all, could you tell us a bit about how you got started? It all started with drawing. I spent years teaching myself how to draw as a child. In fact, I loved drawing so much that I'd sometimes forget about mealtimes. My friends liked princesses and unicorns, but I thought that monsters were far more interesting, and I really enjoyed inventing new ones. So after secondary school, I went to the National College of Art and Design and later I got a job doing computer animation for a major company. But I wanted a little more freedom, so I left the company and started working for myself. Was that a difficult choice? Absolutely. I was leaving great colleagues, a good salary, and a chance of promotion. But I was also tired of working on other people's designs and it was getting harder and harder to get interested in ideas that weren't my own. Now I work from home a lot of the time, which means I can be flexible about my working hours. I also work long hours on short term contracts, but I think it was the right decision. Was there anything that surprised you about the work? Yes. For one thing, people who make TV programmes don't have better or clearer ideas than anyone else. For my first TV project, I was given one phrase: 'A vampire, but also an alligator'. What's the difference between designing for film, TV and video games? Maybe, tell us a bit about that. You might think the difference is in the quality of the images, but sometimes video games look better than films or TV. Also, you've got to work quickly with TV because they often have to prepare and film multiple episodes over a few months. It's generally less stressful to work on films and video games because they take more time. The planning and discussion stages can take months, especially for a video game. How important is drawing to the job? It's possible to design a creature using only computers. But I think the best designers are people who like drawing. What else do you think is important in your job? You need to observe the world around you and look at animals and how they move. Some knowledge of biology or anatomy can help. If a creature is too unrealistic, it's not scary. But imagination is also very important. There are more opportunities for creature designers these days, but there are also a lot more designers around. And the more designers there are, the more competitive it gets. You not only have to be good, you have to be unique.	
CONSOLIDATIVE TESTS	1 Which medium is <u>not</u> mentioned in paragraph 1? A Advertisements B Computer games C Music videos D Television 2 Which was <u>not</u> part of Carrie's preparation for the job? A Learning to draw B Studying art and design C Working as an animator D Studying film 3 Why did she leave her first job? A She wanted to make her own designs C She wanted to work from home B She wanted to get away from her colleagues D She wanted more money 4 What does Carrie say about designing for TV? A It takes months to plan the episodes C The quality of the images isn't good B People give you too many instructions D The work has to be ready quickly 5 Why does Carrie say that creature designers should look at animals? Because it helps them to A design realistic creatures B get unique ideas C learn about biology D design stranger creatures /10	
SKILLS TESTS	284 MATERIALE FOTOCOPIABILE © DE AGOSTINI SCUOLA SPA	

Unit 5 SKILLS TEST		Goals B2
Name		Class
DIAGNOSTIC TEST	2 Decide if the statements are true (T) or false (F). Underline the first four words of the sentence in the text which supports your answer. Carrie says that... 1 she doesn't work with advertisers. 2 she didn't eat regular meals as a child. 3 she liked different things to her friends when she was a child. 4 she trained to be an artist and designer in college. 5 she became a creature designer at a major animation company. 6 she left her job because she didn't like her colleagues' ideas. 7 she doesn't regret leaving her first job. 8 it's possible to be a creature designer without knowing how to draw. 9 the stranger a creature looks, the more frightening it is. 10 it's easier to find work now because there are more opportunities./10	
UNIT TESTS	Listening 3 Listen to two students talking. Complete the sentences (1-10) using a maximum of four words. 1 Lydia asks Rob if he's thought about a 2 Their conversation is happening in the month of 3 Rob's usual summer job is at a place called 4 He says that the longer he works there, the more 5 Sometimes his shifts last for 6 He also thinks the work is 7 Lydia says that he should apply for a job at a 8 She has just got a job at a 9 This event is held for three days at the 10 Lydia says that she'll meet some as part of the job./10	
CONSOLIDATIVE TESTS	Writing 4 Read the job advert below and write a formal email of application. Begin and end your email formally. Write 200 words. You can write about... • your reason for writing • which job you are interested in • why you are a good candidate for this job • your availability for interviews and your enclosed CV.	
SKILLS TESTS	Job advert Are you looking for a summer job that you'll never forget? Filming of <i>King of Destiny II</i> will begin in July. We will need people to: act in crowd scenes – work with animals – help with costumes and makeup – translate for English speakers Tell us which job you are interested in and why you are the perfect candidate. /20 Total/50	
LISTENING TESTS	285 MATERIALE FOTOCOPIABILE © DE AGOSTINI SCUOLA SPA	

LISTENING TESTS AND SPEAKING TESTS

Unit 1		Goals B2
LISTENING TEST		Name _____ Class _____
DIAGNOSTIC TEST	1. You will hear part of a radio interview with an athlete. For questions (1-7), choose the best answer A, B or C.	
UNIT TESTS	1. What was Fiona McKay's achievement? A She was the first woman to row across the Atlantic. B She broke a world record for speed rowing. C She rowed across the Atlantic Ocean alone.	
CUMULATIVE TESTS	2. Who does Fiona look up to? A A man who made the same crossing. B Her teachers in university. C Her American rowing trainer.	
SKILLS TESTS	3. How did Fiona get the money for her journey? A She got it from her life savings. B She asked other people for money. C The government gave her the money.	
LISTENING TESTS	4. What does Fiona say about giving up? A You must never give up on your goal. B You should give things up if they get too difficult. C Give up if your life is in danger.	
SKILLS TESTS	5. How did Fiona feel about her goal when she set it? A She knew she could reach it without any problem. B She felt she could never reach it. C She knew she had to change before she could reach it.	
LISTENING TESTS	6. What dangerous episode occurred on her journey? A Her boat turned upside down in the middle of the night. B Strong winds sent her boat in another direction. C Her boat suddenly began to take on water.	
SKILLS TESTS	7. How did she feel when her journey was over? A She was relieved to leave the boat. B She felt like she was dreaming. C She felt sad to leave the boat.	/14
LISTENING TESTS	2. Listen again and complete the sentences (1-11) using a maximum of four words.	
UNIT TESTS	1. Fiona says that she was alone for	
CUMULATIVE TESTS	2. An American made a similar crossing in 2018.	
SKILLS TESTS	3. The same man ran across in 2015.	
LISTENING TESTS	4. Fiona was about to be years old.	
SKILLS TESTS	5. Fiona trained before she was ready.	
LISTENING TESTS	6. Her oars had to be the right for her.	
SKILLS TESTS	7. She raised pounds for the journey.	
LISTENING TESTS	8. She thinks that preparation is just as important as physical.	
SKILLS TESTS	9. She says you should set realistic goals, but also try to	
LISTENING TESTS	10. One night her boat turned over because of a	
SKILLS TESTS	11. was the country where her journey ended.	/11
LISTENING TESTS	3. Dictation.	
UNIT TESTS	I can't decide.	/25
CUMULATIVE TESTS	Total/50	

Unit 5		Goals B2
SPEAKING TEST		Name _____ Class _____
DIAGNOSTIC TEST	TALKING ABOUT WORK	
UNIT TESTS	1. In pairs, discuss the questions.	
CUMULATIVE TESTS	- Describe your ideal job. What makes it a good job for you? - Imagine that you are looking for a job. How would you begin your search? What steps should you take in order to get an interview? - Imagine that you are going to have a job interview. What questions should you ask about the job? - What are some advantages of working for yourself? - What are some disadvantages?	/10
SKILLS TESTS	TALKING ABOUT MARKETING AND ADVERTISING	
LISTENING TESTS	2. Imagine that you work for an advertising agency and you are planning a campaign for a new brand of trainers. In pairs, discuss the questions.	
SKILLS TESTS	- You want to reach a target market of teenagers aged 15-19. What is the best way to advertise to them? - You need a celebrity endorsement. Who will you choose? Why? - What media (TV, social media, billboards, etc.) will you use, and how will you use it? - What are some ways to increase brand awareness? - Will you use product placement? Why?/Why not?	/10
LISTENING TESTS	ASKING QUESTIONS	
SKILLS TESTS	3. In pairs, ask and answer questions about the following:	
LISTENING TESTS	- Favourite TV series - Fashion	/5
LISTENING TESTS	COMPARING	
SKILLS TESTS	4. In pairs, ask and answer the questions.	
LISTENING TESTS	- Who are the best sportspeople in your country? Why are they so good? - What is the best social media site? Why is it better than other social media sites?	/5
SKILLS TESTS	ROLE PLAY: TAKING TURNS	
LISTENING TESTS	5. In pairs, imagine you have a list of suggestions from some people in the class about how your class can raise money for a party at the end of the year. You need to decide which suggestions are good and which ones won't work. In pairs, choose a role: Student A or Student B and discuss the ideas on your list. Use expressions for taking turns in a conversation: starting, continuing, and discussing. Eliminate five of the eight options and choose three that your class can do.	
SKILLS TESTS	Student A	
LISTENING TESTS	1 ask for donations through a website; 2 sell cakes or other food; 3 wash people's cars; 4 sell T-shirts and hats with slogans	
SKILLS TESTS	Student B	
LISTENING TESTS	1 have a sale of old things that your families don't need; 2 paint people's houses or water their plants; 3 have a comedy night; 4 have a lottery with a big prize	/20
SKILLS TESTS	Total/50	

PROVE DELLE COMPETENZE

DIAGNOSTIC TEST
UNIT TESTS
CONSOLIDATE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
PROVE DELLE COMPETENZE
RECUPERO

PROVA DELLE COMPETENZE

Units 1-5

Goals B2

Name _____ Class _____

Reading

1 Read the text about the future of the travel industry. Then complete the summary with one or two suitable words in each gap (1-12).

What's next for the travel industry?

Since 2020, we have had to think about travelling more seriously. In the early months of the Covid-19 pandemic, many of us cancelled holidays that we had been dreaming of for months. When we were able to book flights and hotels again, some of us were enthusiastic, but others were a little more anxious than before. Did we really need to visit the same crowded tourist attractions during high season again? Should travelling in the future be different? It's difficult to imagine a world without travelling. The desire to see other places has been with us for thousands of years. Travelling brings us new experiences and different perspectives. If you are under pressure and on edge from working or studying long hours, you can leave the stress of your daily life behind. You don't need to set off on a world tour or go hang-gliding from the top of a mountain. A simple overnight stay or a day trip with friends can get you out of your routine and make you focus on the present moment.

Of course, travelling has never been a perfect experience either. Imagine that you're waiting to check in at an airport and you're standing in a queue that seems to get longer and longer. Your luggage feels heavy and you're thinking that bringing those oars and flippers wasn't such a great idea. At times like these, it can be difficult to remember that holidays are actually good for us.

Travelling can also cause harm to the environment. Air travel increases our carbon footprint and raises the level of greenhouse gases in the atmosphere. Tourism can put pressure on fragile ecosystems and promote activities such as trophy hunting. Though hopefully, this will have changed in a few years time.

Going on holiday in the future may become a different experience. Smaller towns and villages will probably be more popular as travellers try to stay away from crowded destinations. Ecotourism, which has been around since the late 20th century and focuses on 'responsible' travel to natural places, will become more and more common in coming decades. Staycations – or holidays where you stay close to home – are another eco-travel trend that help the environment. A family that chooses a staycation will use less fossil fuel and support local businesses too. Travel agents and experts will be making a return, especially those that concentrate on helping us plan holidays that respect the environment.

Social change is also going to affect tourism. As a result of the Black Lives Matter protests of 2020, several companies have been using advertising campaigns that target travellers of different races and backgrounds. Travellers who have special needs will also find it easier to experience something different on their holidays. For example, a blind person may want to take a tour or try kitesurfing or other extreme sports. Soon there could be more companies that will help them to do that. Travel that educates us is growing in popularity. For example, in living history museums, visitors can take tours led by actors playing the roles of people from the past. Tourists can experience what life was like and reflect on how it has changed.

The coming years will be a time of change for the travel industry. Will you be part of it? Where will you go on your next holiday?

The recent ¹ _____ has made us think carefully about travelling in the ² _____. We know it's good for people's mental health to travel; even a ³ _____ can reduce ⁴ _____. But some aspects of travelling aren't positive. For example, ⁵ _____ is contributing to climate change and tourism can be destructive to animal populations and ⁶ _____. In the future, trends like ⁷ _____ and ⁸ _____ may help the environment, and travellers may look for destinations that are far away from ⁹ _____ places. Travellers of different ¹⁰ _____ or those who have different ¹¹ _____ may have better experiences in the future. It's also possible that more tourists will want to learn about the ¹² _____ in dedicated museums. The industry will definitely be changing.

...../12

DIAGNOSTIC TEST
UNIT TESTS
CONSOLIDATE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
PROVE DELLE COMPETENZE
RECUPERO

PROVA DELLE COMPETENZE

Units 1-5

Goals B2

Name _____ Class _____

2 Read the text again and answer the questions (1-8) using a maximum of four words.

- What happened at the beginning of the Covid-19 pandemic?
- According to the article, for how long have people loved travelling?
- What unpleasant activity is described at the beginning of the third paragraph?
- What is one way that tourists can harm the environment?
- Where will travellers go to avoid places where there are a lot of people?
- What is one way that families who choose a staycation help the environment?
- What people are some new advertising campaigns targeting?
- What kind of museum might hire actors?

...../8

Use of English

3 Read the text below and decide which option (A, B, C, or D) best fits each gap (1-15).

I woke up and felt ¹ _____ stressed out that I wanted to scream. My job interview was in thirty minutes. I'd been ² _____ for that interview all night. I ³ _____ made a list of questions ⁴ _____. I thought the interviewers ⁵ _____ ask. For example, 'Could you ⁶ _____ us about your qualifications?' 'Would you mind ⁷ _____ why you're applying for this job?' I had thought of answers for everything. It was my dream job. I had wanted to do this ⁸ _____. I was a child. This was ⁹ _____ an important interview for me and I ¹⁰ _____ allowed to be late.

I was under pressure, but I couldn't ¹¹ _____ myself get too anxious. I wanted to take a hang glider and fly to the interview, but I ran to the bus stop instead. It was quiet on the street. I checked the time. I ¹² _____ been waiting for fifteen minutes. I thought, 'I ¹³ _____ the time I get there, they ¹⁴ _____ have moved on to the next candidate.' Then I checked the email that they'd sent me. The interview was two days from now. I had ¹⁵ _____ down the wrong date!

1 A so	B such	C very	D too
2 A prepared	B prepare	C preparing	D to prepare
3 A have	B had	C am	D was
4 A who	B this	C than	D that
5 A will	B won't	C can	D might
6 A tell	B talk	C say	D ask
7 A to explain	B explanation	C explain	D explaining
8 A from	B because	C since	D for
9 A so	B such	C very	D even
10 A I'm not	B won't	C wasn't	D can't
11 A let	B show	C feel	D allowed
12 A was	B had	C have	D am
13 A At	B By	C When	D In
14 A would	B can	C will	D should
15 A written	B wrote	C write	D writing

...../15

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RECUPERO AND ANSWER KEYS FOR TESTS

Unit 3

RECUPERO

Name

Class

Goals B2

Feelings and well-being

1 Complete the words in the sentences.

- Isabella feels confident and o..... about the future.
- Jackson's got lots of energy. He's f..... of b.....
- Our parents are very relaxed. They are l..... b.....
- Noah's a..... about the test tomorrow. He feels nervous about it.
- They feel f..... u..... because they have to study all weekend.
- The concert was a..... The band was incredible!
- Olivia always seems happy. She's a c..... person.
- Caden loves playing football. I'll be an e..... player.
- There are lots of tests at school this week. We are u..... a lot of p.....
- Darren doesn't like sad songs. He likes u..... music.

Ways of thinking

2 Choose the correct alternative.

- Do you **reckon** / **consider** this is the right address?
- Jack can't **reflect** / **imagine** how it feels to win the lottery.
- Julie **concentrates** / **believes** she can finish her homework before 4 pm.
- Please be quiet. I need to **concentrate** / **realise**.
- Lucas didn't say anything but I could **consider** / **sense** his disappointment.
- Emily **reflected** / **contemplated** on what Brad had said, then agreed with him.
- I can **consider** / **picture** myself living in New York in the future.
- Matt **realised** / **focused** it was too late to change his mind.
- Please **reflect** / **consider** accepting their offer.
- It's OK if you want to borrow my phone, I **sense** / **suppose**.

should, ought to, had better, need to, needn't

3 Complete with one word. Use **ought**, **need** or **needn't**.

- I to drink something. My mouth is dry.
- Claire doesn't to study today.
- You not to do that. The teacher will be annoyed.

- They cook tonight. They can order a takeaway instead.
- Alex to see Pat immediately. It's important.
- They sleep rough. There's a shelter near here.
- Do you to buy new jeans?
- We wear smart clothes to the barbecue. Casual clothes are OK.
- Does Ellie to study hard before the test?
- People to use public transport more. It's better for the environment.

4 Complete the sentences with **should** or **had better** and the correct form of the verbs in brackets.

- We (not be) late again. Mum will be stressed out.
- You (visit) Venice. It's amazing!
- People (wear) a seatbelt all the time when they are on a plane.
- We (not cross) the road here. It's dangerous.
- They (not lose) this match. The fans won't be happy.
- You (stop) chatting or the teacher will get angry.
- We (try) kitesurfing. It looks fun.
- You (not believe) everything Don says. He's got a vivid imagination.
- Students (pay) attention to the teacher in class.
- I (get) some milk. There isn't any in the fridge.

Obligation, prohibition and permission

5 Complete the sentences with the correct form of **can**, **have to**, or **must** and a verb.

- let + book + help + go + have (x2) + see + show + walk + wear
- They that film. It's for over 18s.
- We the cat go outside. It'll get lost.
- You (I) a room for two nights, please?
- You a helmet to go abseiling.
- Olivia to bed before ten o'clock. Later is OK.
- You another slice of cake, if you like.
- We We can take the bus.
- (we) our identity cards?
- You a passport to go to France from Italy. It's in the EU.
- (you) me with this? I can't do it alone.

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Answer Keys and Audio scripts

DIAGNOSTIC TEST

FIL A

1 B 2 A 3 D 4 A 5 B 6 B 7 D 8 D 9 C 10 A 11 C 12 B 13 B
14 A 15 B 16 D 17 A 18 B 19 C 20 B 21 A 22 A 23 B 24 C
25 A 26 B 27 C 28 C 29 B 30 C 31 A 32 B 33 C 34 B 35 B
36 C 37 C 38 A 39 C 40 A 41 B 42 C 43 D 44 D 45 D 46 A
47 C 48 B 49 A 50 B

FIL B

1 D 2 B 3 A 4 D 5 C 6 A 7 A 8 C 9 B 10 C 11 A 12 D 13 A
14 C 15 B 16 A 17 D 18 C 19 A 20 D 21 B 22 C 23 D 24 A
25 C 26 D 27 D 28 B 29 C 30 A 31 C 32 C 33 B 34 A 35 C
36 A 37 C 38 B 39 B 40 D 41 C 42 B 43 C 44 A 45 B 46 D
47 A 48 D 49 B 50 C

UNIT TESTS

Unit Test 1 – FIL A

- 1 snorkelling 2 climbing 3 cars 4 bicycle 5 hang-gliding 6 harness 7 goggles 8 kayaking 9 waterskiing 10 boots
- 1 spectator 2 wind 3 water 4 start 5 outdoor 6 ball 7 individual 8 game
- 1 has lived 2 got 3 haven't won 4 started 5 have passed / passed 6 has never tried 7 left 8 Have you ever worn 9 didn't have 10 haven't seen
- 1 Aidan hasn't arrived yet. 2 I haven't seen him since Monday. 3 Emily has already broken her goggles. 4 I have had this bike for ten years. 5 Noah has already won two races. 6 I have just bought some new flip-flops. 7 We haven't seen Eva for ages. 8 They still haven't scored a goal. 9 Have you tried rowing yet? 10 Chloe hasn't won a medal since 2015.
- 1 I have been practising. 2 Has Evan won? 3 Have been watching. 4 Have been training. 5 Have lost. 6 Have been going out. 7 Have known. 8 Have you understood
- 1 out 2 up with 3 off 4 up to 5 off 6 forward to 7 into 8 down 9 down 10 out
- 1 Do you fancy coming hiking with me next weekend? 2 I'm not sure. 3 I don't really like the idea of hiking. 4 How do you feel about mountain biking? 5 We could do that together if you like. 6 Mountain biking isn't really my thing, but I'd like to try hang-gliding. 7 Have you thought about the weather? 8 Perhaps we should wait for better weather.

Unit Test 1 – FIL B

- 1 poles 2 kite-surfing 3 gloves 4 abseiling 5 flippers 6 stand-up paddleboarding 7 hiking 8 cross-country skiing 9 ropes 10 helmet
- 1 eye 2 indoor 3 ball 4 team 5 court 6 amateur 7 stage 8 winter
- 1 wrote 2 have you ever swum 3 have had 4 has Ian won 5 didn't go 6 played 7 have never studied 8 finished 9 have read 10 has had
- 1 You haven't cleaned your boots yet. 2 They have lived in London since 2012. 3 I have just had a tennis lesson. 4 I still haven't tried windsurfing. 5 Have you met the new coach yet? 6 We have wanted a dog for a long

time. 7 It hasn't stopped raining yet. 8 I've been at this school since I was 14. 9 Uzzie has already lost her new gloves. 10 Jason has just bought a new bike.

- 1 I've been waiting. 2 Has Emma broken? 3 I've been learning. 4 has finished. 5 Have you known? 6 Have been studying. 7 have you had 8 have seen
- 1 forward to 2 on 3 off 4 into 5 out 6 up to 7 off 8 down 9 off 10 up with
- 1 How about going swimming next weekend?
- 2 That's an idea. 3 Would it be better to go to the beach or the swimming pool? 4 I think it's much better to go to the beach. 5 We could do waterskiing too. 6 Waterskiing isn't really my thing. 7 I'd rather go sailing. 8 Perfect! I love sailing.

Unit Test 2 – FIL A

- 1 day trip 2 unpack 3 spending 4 back 5 wandered 6 got off 7 get away 8 overcrowded 9 stopover 10 pick (me) up
- 1 rented 2 planned 3 went 4 make 5 took 6 experienced 7 booked 8 check in
- 1 Did you get lost? 2 had eaten 3 plans 4 went 5 had left 6 had never ridden 7 was heading back 8 had been reading 9 had been waiting 10 didn't see
- 1 managed to 2 was able to 3 could 4 was able to 5 manage to
- 1 would 2 would 3 used to 4 would 5 would 6 would 7 didn't use to 8 used to 9 used to 10 did you use to
- 1 Tour guides are people who help tourists. 2 We talked about the increasing cost of B&Bs. 3 We talked about the cost of B&Bs which is increasing. 4 A girl, whose name is Lily, sits next to me in class. 5 A girl sits next to me in class whose name is Lily. 4 My brother, who lives in Japan, is an English teacher. 5 The cathedral, which was 400 years old, was impressive. 6 There was a problem when the plane was trying to land. 7 Have you tried the cake (which/that) I made? 8 We are talking about the window which is broken/the broken window. 9 Owen lives in the centre, where there are lots of shops. 10 This area, where lots of people live, is very polluted.
- 1 don't you 2 So you mean 3 I didn't mean 4 I see 5 Perhaps I wasn't clear 6 you know

Unit Test 2 – FIL B

- 1 take 2 has packed / packed 3 reach 4 time 5 get lost 6 drop (Lara) off 7 for 8 scenery 9 touristy 10 attraction
- 1 bron 2 made 3 check in 4 experience 5 booked 6 rented 7 planned 8 take
- 1 had never seen 2 had you been sleeping 3 was leaving 4 hadn't been driving 5 was wandering around 6 had finished 7 flew 8 was heading back 9 were 10 had stopped
- 1 Did your team manage to 2 couldn't 3 was able to 4 able to 5 manage to
- 1 used to 2 used to 3 would 4 would 5 used to 6 Did you use to 7 used to 8 would 9 would 10 didn't use to
- 1 The cathedral, which is a major tourist attraction, is closed today. / The cathedral, which is closed today, is a major tourist attraction. 2 The police are looking for the missing boy/the boy who is missing. 3 Kayla, who is

DSA TESTS

UNIT TESTS

CUMULATIVE TESTS

SKILLS TESTS

LISTENING TESTS

Unit 1
UNIT TEST

Goals B2
 Name _____ Class _____

5 Completa le frasi con il Present perfect simple o continuous dei verbi tra parentesi.
ESEMPIO: I have been playing (play) tennis since I was nine.

- Taylor _____ (practise) the piano for hours!
- How many times _____ Evan _____ (win) the game?
- We _____ (watch) this match for half an hour.
- I'm tired. I _____ (train) for two hours.
- Oh no! I _____ (lose) my gloves again.
- Mia and Ryan _____ (go out) for six months.
- I _____ (know) Riley since I was six.
- _____ you _____ (understand) what you need to do?

..... / 16

6 Completa le frasi con le particelle date.

down • out • up to • into • up with • off

- Ely often points _____ the mistakes I make.
- When did you come _____ the idea?
- He's come _____ his surfboard again.
- Who do you look _____?
- How did you get _____ hang-gliding?
- Why are you so angry? Calm _____!

..... / 12

7 Completa il dialogo con le espressioni date.

my thing • like to try • could do that • I'm not sure • Do you fancy •
 feel about • should wait • like the idea

You (1) _____ coming hiking with me next weekend?

Zach (2) _____. I don't really (3) _____ of hiking.

You How do you (4) _____ mountain biking? We (5) _____ together if you like.

Zach Mountain biking isn't really (6) _____, but I'd (7) _____ hang-gliding.

You Have you thought about the weather? Perhaps we (8) _____ for better weather.

..... / 16

Total / 100

372

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UNIT TESTS

CUMULATIVE TESTS

SKILLS TESTS

LISTENING TESTS

Unit 3
UNIT TEST

Goals B2
 Name _____ Class _____

5 Scegli l'alternativa corretta tra a, an, the o nessun articolo (X).

- Can you open a / an / the / X door for me, please?
- A / An / The / X meditation can help you to relax.
- Cameron's favourite food is a / an / the / X pizza.
- David has a / an / the / X good imagination. He often comes up with new ideas.
- We have to clean a / an / the / X windows. They are dirty.
- They must do something to prevent a / an / the / X climate change.
- Maya feels a / an / the / X obligation to go to university. Her parents want that.
- Max's brothers love taking risks. They're addicted to a / an / the / X danger!
- The nurses treated me with a / an / the / X consideration when I was in hospital.
- We went to a restaurant last night: a / an / the / X one opposite your house.

...../20

6 Completa il dialogo con le espressioni date.

Do you really think • If you ask • What's up • I reckon • I had a row •
 As I see • I think you • Why do you

A (1) _____?

B (2) _____ with my parents. I want a dog but I'm not allowed.

A (3) _____ should talk to your parents again.

B (4) _____ think that?

A (5) _____ me, you should consider a different pet. A rabbit, for example.

B (6) _____ so? Why?

A (7) _____ it, a rabbit is easier to look after than a dog.

B (8) _____ you're right.

...../16

Total/100

378

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DeA
SCUOLA

EVENTI RISERVATI PER I NOSTRI DOCENTI

DSA TESTS

UNIT TESTS

Units 1-4
CUMULATIVE TEST

Goals B2

Name _____

Class _____

1 Completa la tabella con le parole date.

carbon footprint ● fed up ● flippers ● full of beans ● goggles ● habitat loss ●
 on edge ● unpack ● rope ● set off ● poaching ● get away

Sports equipment	Travel expressions	Feelings	Environment / Wildlife

...../12

2 Completa le frasi con le parole date.

drought ● contemplate ● biodiversity ● cheerful

- Kim likes to sit in the park and _____ the beauty of nature sometimes.
- My sister's always smiling. She's a _____ person.
- The park has a _____ programme to increase the variety of plants it has.
- There's a _____ here because it hasn't rained for five years.

...../8

3 Completa il testo con i verbi tra parentesi alla forma corretta.

We only **arrived** (arrive) in Paris yesterday evening, so we (1) _____ (not see) the Eiffel Tower yet!

This morning, before lunch, we went to the Louvre, which is a big museum near the river Seine. We went by taxi but we (2) _____ (not need take) one.

The Louvre was only five minutes from our hotel. It wasn't my parents' first time in the museum. Tomorrow we (3) _____ (go) up the Eiffel Tower or we (4) _____ (take) a boat trip on the river. It depends. There's so much to see! We (5) _____ (explore) the city for the next six days!

By the end of this holiday we'll have seen all the major tourist attractions in Paris.

...../10

CUMULATIVE TESTS

SKILLS TESTS

LISTENING TESTS

404

MATERIALE FOTOCOPIABILE © DE AGOSTINI SCUOLA SPA

UNIT TESTS

Units 1-4
CUMULATIVE TEST

Goals B2

Name _____

Class _____

4 Completa le domande con i verbi tra parentesi alla forma corretta.

ESEMPIO: 0 Is Noah **allowed** (be allowed) to stay out until midnight?

- _____ you _____ (be going) to have an ice cream later?
- _____ (be) you able to go skiing last weekend?
- Matt _____ (finish) university by 2025?
- Emily _____ (see) 'No Time To Die' yet?
- _____ you _____ (manage) to find the gloves in the colour you wanted?

...../10

5 Abbina le risposte (a-e) alle domande (1-5) dell'esercizio 4.

ESEMPIO: 0 No, he has to be back an hour before that.

- No, there weren't any left.
- I might, if I get hungry.
- No, he'll still be studying.
- Yes, she's already seen it.
- No, we couldn't, unfortunately.

...../10

6 Completa le frasi con le parole date.

use ● since ● had ● long ● soon ● case ● ought ● allowed ● unless ● would

- I'll lend you my board as _____ as you give it back to me tomorrow.
- Did you _____ to live in North Street when you were young?
- We _____ better set off or we'll be late.
- Jackson will open his presents as _____ as he wakes up.
- Wear a helmet when you go cycling in _____ you fall off.
- Amy's had that phone _____ her last birthday.
- There will be more plastic in the sea _____ we recycle more.
- My grandmother _____ make a cake every Friday when I was a child.
- You _____ not to play with your phone in class.
- We are _____ to see this film if we are 18 or over.

...../10

CUMULATIVE TESTS

SKILLS TESTS

LISTENING TESTS

405

MATERIALE FOTOCOPIABILE © DE AGOSTINI SCUOLA SPA



DeA
SCUOLA

EVENTI RISERVATI PER I NOSTRI DOCENTI

DSA TESTS

Unit 5
SKILLS TEST

Name _____

Unit 5
LISTENING TEST

Name _____ Class _____

Goals B2

Class _____

UNIT TESTS

CUMULATIVE TESTS

SKILLS TESTS

LISTENING TESTS

Reading

1 Leggi l'intervista. Poi indica se l'...

Making monsters

Carrie Dean is a creature designer – this or video game needs a new monster, she asked Carrie a few questions.

First of all, could you tell us a bit about I spent years teaching myself how to draw much that I'd sometimes forget about me unicorns, but I thought that monsters were inventing new ones. So after secondary school Design and later I got a job doing cartoon I wanted a little more freedom, so I left the

Was that a difficult choice?

Absolutely. I was leaving great colleagues But I was also tired of working on other projects and harder to get interested in ideas that lot of the time, which means I'm flexible 2 hours on short term contracts. But I think

Was there anything that surprised you?

Yes. For one thing, people who make TV ideas than anyone else. For my first TV project 'A vampire, but also an alligator'.

What's the difference between design?

You've got to work quickly for TV because multiple episodes over a few months. It's and video games because they take more

How important is drawing to the job?

It's possible to design a creature using or designers are people who like drawing.

What else do you think is important?

You need to observe the world around you. If a creature is too unrealistic, it's not scary. There are more opportunities for creature art more designers around. And the more it gets. You not only have to be good, you

Goals B2

Class _____

UNIT TESTS

CUMULATIVE TESTS

SKILLS TESTS

LISTENING TESTS

Listening

1 Ascolta una parte di intervista ad un autore. Per ogni frase o domanda (1-7), scegli l'alternativa corretta tra A, B o C.

1 What does Rosa say about her book's title? ____

A She doesn't like it B She didn't choose it C It's better than her first idea

2 Why does Rosa say that advertising is like air? ____

A It's everywhere B You need it in order to live C It's impossible to see

3 Rosa says that in the past, ads ____

A were only shown on TV B had a wide audience C had better slogans and jingles

4 How did the researchers in the experiment divide the group of social media users? ____

A By age B By location C By personality

5 How did the researchers change their ads for each group? They ____

A used different slogans B used different images C advertised different products

...../5

2 Ascolta di nuovo e scegli l'alternativa corretta.

1 At first, Rosa wanted her book's title to be: 'Better than your father / mother'.

2 Rosa has been interested in advertising since she was a kid / fourteen.

3 She says that in the past, everyone saw the same ads and knew their jingles / products.

4 She says that television's large audiences were good for brand / people awareness.

5 She says that today, people will look at the same websites but see different TV / ads.

6 The researchers used different methods to sell a new app / game app.

7 The interviewer was having a conversation about buying concert tickets / photos.

8 Then he saw an ad for the same product on Facebook / YouTube.

9 Rosa says that Instagram makes 20 billion / 40 billion a year from advertising.

10 She says that most social media apps can find your job / location.

...../20

Total/25

UNIT TESTS

CUMULATIVE TESTS

SKILLS TESTS

LISTENING TESTS

Goals B2

Class _____

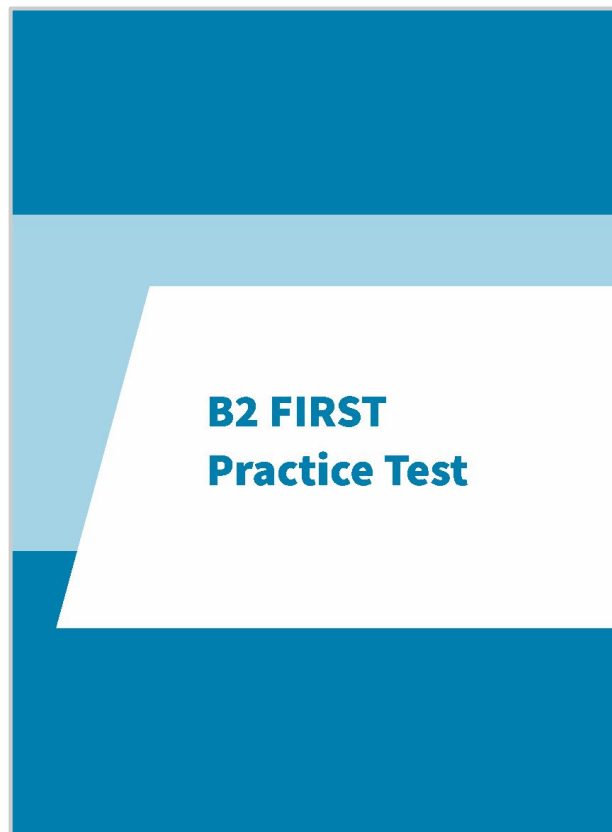
Goals B2

Class _____

DeA
SCUOLA

EVENTI RISERVATI PER I NOSTRI DOCENTI

B2 FIRST



4. DIGITAL RESOURCES

- Teacher Website (Area Personale)
- USB Pen drive
- eBook
- creaTEST Plus
- DEAFIX
- DEALINK

Mostra tutte le foto

+ Aggiungi a



Modifica e crea Condividi



Karl Matthews

BASILICATA, CALABRIA, CAMPANIA, PUGLIA, SARDEGNA, SICILIA

Born in Nottingham the year England won its only football World Cup. Karl has been in Italy since 1991. He taught English in schools for 17 years and has been with DEASCUOLA since 2009 and has supported teachers both in Italy and abroad. He is particularly interested in using technologies to motivate students and helping them to discover the joys of reading.
In his freetime Karl is a keen swimmer and has his hands full with his 3 dogs.

Get in touch



Christian Evans

ABRUZZO, EMILIA ROMAGNA, LAZIO, MARCHE, MOLISE, TOSCANA, UMBRIA

Christian trained as a high school teacher of physical education and mathematics, before moving to Italy in search of sunshine. He started teaching English in 1996. In 2004, Christian moved into educational publishing and has been working with DEASCUOLA since 2017. He is particularly interested in how learning works, with an emphasis on inclusive teaching and personalised learning.
When he is not thinking about ELT, he is busy with two daughters and four cats, and dreams of being a rock star.

Get in touch



Michael Flynn

FRIULI VENEZIA GIULIA, LIGURIA, LOMBARDIA, PIEMONTE, TRENTINO ALTO ADIGE, VALLE D'AOSTA, VENETO, PIACENZA

Originally from Manchester, after obtaining his TEFL teaching qualification in October 1992, he moved to Italy and taught in Turin, Livorno and Reggio Emilia also doing six summers in Canterbury as Director of Studies for a busy summer school teaching mainly Italian students. He moved into ELT publishing in September 1999 and has been with DEASCUOLA since October 2017.
Father of a teenage daughter, he is happy to have passed his love of Craft Beer to her. No other beers, please!

Get in touch

HAVE A GREAT YEAR!

