



DEASCUOLA

INSEGNARE INGLESE

Getting started with IT'S MY TIME

Relatori: Michael Flynn and Karl Matthews



What are we going to look at today?

- ① Teacher Resources
- ② Course Structure
- ③ Platform Hub Scuola
- ④ Ebook e Chiavetta USB

TEACHER RESOURCES

- Coursebook
- Teacher's & Test Book (separate books for the Essential format)
- Quick Tests
- Digital resources - online
- USB Pen Drive (la chiavetta USB)
- INVALSI B1

If necessary:

- DSA materials
- It's My Time for everyone
- Grammar for everyone (included in some Essential versions)

COURSE STRUCTURE

4

Creative minds

4

Core

- Talking about the arts and entertainment
- Talking about the past (3)
- Using past time expressions
- Asking for and giving opinions

Revise

- Workbook p. 116
- Consolidate 3-4 p. 126
- Vocabulary in action 4p. 264

Extend

- Vocabulary plan 4p. 295
- Writing task 6 p. 301
- In our times 3-4 p. 138



Max from *Stranger Things*, season 4 (2022), directed by Matt and Ross Duffer



Katie Bush

From VINYL to VIRAL

Do you like the same music as your parents? No? What kind of music did your parents like when they were teenagers? It probably wasn't rap. They probably listened to rock, pop, dance or heavy metal artists who were popular in the 1980s and '90s. And they probably only liked original music by new young artists and didn't listen to music from their parents' generation. Every generation thinks their music is the best.

How did your parents discover new music? They heard new songs on the radio or on music programmes on TV. Then they went to record shops* to buy the albums of the bands and singers that they liked - on cassette or vinyl and then later on CD.

Today things are very different. We listen to music swarming apps and watch music videos on our phones, so we get exposure to lots of different artists and genres, and if a song is trending, it can go viral very quickly. Sometimes we don't realise that it's a **golden oldie** from the past!

*record shops: negozi di dischi

1. WARM UP In pairs. What kind of music do your parents like? Do they like the same music as you?

2. WATCH Watch, read and listen to the text. Are the songs mentioned in the text old or new? Do you know them?

3. CHECK Answer the questions.

- What kind of music did young people like in the 1980s and '90s?
- How did people hear songs for the first time?
- Where did people buy music in the past?

4. What kind of music do we listen to today?

5. How do young people rediscover old music?

6. Which song was more popular, *Dreams* or *Running Up That Hill*?

4. REAL TALK Match the expressions (1-4) to the translations (a-d).

1. ...go viral	a. vecchia successa
2. ...golden oldie	b. grandi successi
3. ...big hits	c. non importa
4. ...it doesn't matter	d. diventare virale

5. DISCUSS In pairs. Discuss the questions.

- How much time do you spend listening to music?
- What kind of music do you like?
- How do you discover new music?
- Can you think of a song that went viral recently? (spend a lot of time listening to music, for example, when I'm walking to school or when I'm on the bus.)

Social-emotional learning

Music can promote mindfulness. In a recent UK study, 90% of participants use music to relax, 82% use it to make them feel happy and 33% to improve concentration. The best music for relaxation is slow, with a simple melody and no lyrics.

• Why do you listen to music?

Language focus

Grammar

6 Read the grammar and complete the rules.

Past simple: verb be

- Positive and negative
 - It was in a video on social media.
 - They listened to artists who were in the 1980s and '90s.
 - It probably wasn't rap.

Questions and short answers

- Were your parents fans of rap music?
- No, they weren't.

Rules	
Positive: subject + was / were	
Negative: subj. + wasn't / weren't	
Questions: Was + subj.	

7 Rewrite the sentences in the past simple.

- I'm not at home.
- Sophie and Leo are in love.
- Amy is good at tennis.
- My parents aren't happy with my school.
- Are you excited about your holiday?
- Is Ethan OK?

8 Complete the two dialogues with the simple form of the verb be.

- A: _____ Lily and Dan _____ on Monday?

B: Yes, Lily _____ there _____ at first.

A: _____ he B?

B: No, he _____ with his family _____.
- A: That _____ a great _____ you saw?

B: Yes, I _____ at first, minutes, I _____ there _____ the audience _____ all my friends.

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Vocabulary

The arts and entertainment

Language focus

Vocabulary

Adjectives

17 Look at the adjectives and write P (positive) or N (negative).

1 amazing	8 funny
2 beautiful	9 interesting
3 boring	10 original
4 brilliant	11 popular
5 controversial	12 strange
6 difficult	13 terrible
7 excellent	14 ugly

18 Complete the sentences with adjectives from Ex. 17. There's more than one possible answer each time.

- Graffiti is _____.
- Huawei is an _____ company.
- The play made me laugh. It was _____.
- I didn't enjoy the novel. It was _____.
- Coldplay is a(n) _____ band.
- Do you like that painting? No, it's _____.

19 Read the texts (1-3) and match them to the names. Then complete the adjectives. Listen and check.

- Andy Warhol
- Cladwick Bowman
- Whitney Houston

1 She was an American singer. She had an amazing voice and her music was very popular in the 1980s. She was also an actress. In the film *The Bodyguard*, she sang her song 'I Will Always Love You'.

2 He was an American artist. He became famous in the 1960s for his 'pop art' paintings of objects like soup cans. He was also famous for his 'pop' ideas, his 'pop' appearance and his celebrity friends. He knew everyone, from rock stars to writers.

3 He was an '80s award-winning American actor. He became world famous after he played Black Panther in Marvel's 'sp' superhero film. In 2020, he became very ill, but he continued to work until he died in 2020.



20 DISCUSS What famous artists, writers and singers do you like? Do you like? Why? I really like... I don't like... I think he/she/they...

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Grammar

12 Read the grammar and complete the rules.

Grammar

21 Read the grammar and choose the correct alternative in the table.

Past simple: negative, questions and short answers

- Negative
 - They didn't listen to music from their parents' generation.
 - Sara didn't come to the party.

Questions and short answers

- Did they listen to that song? Yes, they did.
- What kind of music did your parents like? He couldn't do the exam.
- Could you swim? Yes, I could / No, I couldn't.

Rule The formation of negatives and questions is different / the same for regular and irregular verbs and for all subjects.

22 Complete the sentences with the positive or negative Past simple form of the verb.

- The students _____ really hard to prepare for the school show.
- There's no chess. Also _____ it all.
- We _____ our homework.
- I _____ to the concert. The tickets were really expensive!
- Green _____ the exhibition. She thought it was boring.
- We _____ to that new restaurant. It was excellent.

23 Now write questions and short answers for Ex. 22. Then in pairs, ask and answer.

- Did the students work really hard for the school show?
- Yes, they did.



Grammar

24 Complete the map with the words to form past time expressions.

- ago / last / in / on / yesterday
- Tuesday, Sunday evening, my last birthday
- July, 2021, 1921
- morning, afternoon, evening
- night, Saturday weekend, week, month, year, summer, Christmas
- five minutes, two hours, a week, six months, three years, a long time

yesterday evening / last night = ieri sera

25 Listen to four teenagers. What did they do and when? Tick (✓) the correct alternative for a and b.

1. I _____ took a photograph / painted a picture

2. I _____ yesterday afternoon / yesterday evening
2. I _____ read a book / listened to music

3. I _____ last weekend / last week
3. I _____ visited a museum / went to the theatre

4. I _____ a month ago / last weekend
4. I _____ went to the cinema / watched a TV series

5. I _____ last weekend / last night

26 SPEAKING In pairs. Ask and answer about when you did the things in Ex. 25.

- When did you last...?
- I last...

27 SPEAKING In pairs. Ask and answer about what you did at these times.

- yesterday morning
- last month
- yesterday evening
- on your last holiday
- last Sunday
- last Christmas

A: What did you do last Sunday? B: I went...

Extend Write a paragraph about what you did last weekend.

Grammar

29 Read the grammar and complete the rule.

Defining relative clauses (1): subject

We use defining relative clauses to identify people and things.

- Kate Bush is the artist who/that sang *Running Up That Hill*.
- It's a play which/that tells the story of an unhappy family.

Rule We use the pronouns **who** or **that** for people, and **which** or **that** for things.

Workbook Grammar p. 110

29 Choose the correct alternative.

- Who owns the phone **who** / which is on the table?
- That's the dog **that** / who always comes into my garden.
- They're the family **which** / who live next door.
- That's the novel **what** / that has a very surprising ending.
- She's the girl **which** / who won the talent contest.
- There's a cafe in town **what** / which makes great burgers.

30 SPEAKING Complete the quiz questions with who or which. Then in pairs, do the quiz. Choose from the answers in the box.

- Edgar Degas
- Dante Alighieri
- Paris
- Gogh
- Flowers
- J.R.R. Tolkien
- Ennio Morricone
- Charles Dickens

- What's the name of the city which has the most museums?
- It's...

CULTURE QUIZ What's the name of...

- the city has the most museums?
- the novelist wrote *Oliver Twist*?
- the film won the most Oscars in 2007?
- the French Impressionist artist painted ballet dancers?
- the composer was famous for his film music?
- the poet wrote *The Divine Comedy*?
- the song won a Grammy Award for Best Song in 2020?
- the novelist wrote *The Lord of the Rings* trilogy?



Workbook p. 110 Vocabulary page 25 111

FUNCTIONS Asking for and giving opinions



VIDEO

Luke Hey, Maya, ¹ _____ was your weekend?
Maya It was **awesome**!
Luke Why? What ² _____ you do?
Maya I ³ _____ to a Dua Lipa concert!
Luke Wow! What did you think of it?
Maya I thought it was ⁴ _____!
Luke Did she sing any songs from her new album?
Maya Yes, she did. Her new album's fantastic.
Luke I don't agree. Personally, I think her first album is the ⁵ _____ one.
Maya I agree with you, but in my opinion, there are some ⁶ _____ songs on the new one, too. Anyway, how was your weekend?

- 1 **1 095** Watch the video. What did Luke and Maya do at the weekend?
- 2 **1 096** Complete the dialogue with the words. Then watch the video again and check.
 amazing • great • enjoyed • best • did • how • went • songs

Luke Good, thanks. I went to see *Mamma Mia*!
Maya I saw it last year. I think it's the best musical in London.
Luke No way! I mean it's great, but I prefer *Wicked*. The ³ _____ in *Wicked* are brilliant.
Maya That's true, but I ⁴ _____ *Mamma Mia*! more because I knew all the songs and I could sing along.
Luke Really? With your voice? It's a good job I wasn't there!
Maya Ha, ha!

Real talk
 awesome = fantastico
 It's a good job... = è una fortuna...

- 3 **1 097** Complete the phrases from the dialogue. Then listen and check.

KEY LANGUAGE	
Asking for an opinion	Giving an opinion
What do/did you _____ (of it)?	I think it's... / I thought it was...
What's your opinion/view?	In my ² _____, / In my view, ...
How/What about you?	³ _____, I think...
Agreeing	Disagreeing
I ⁴ _____ (with you).	I don't agree.
You're right.	I think you're wrong.
That's ⁵ _____.	No ⁶ _____!
Me too. / Me neither.	

- 4 **SPEAKING P T** In pairs. Think of people or things for the categories below. Then ask for and give opinions. Use the Key language.

music • games • sport • books • films • art

- A What do you think of Taylor Swift?
 B I think her songs are amazing.
 A I don't agree. I think her music is boring. I prefer...

REAL TALK Listening & Speaking

My time podcast



Today's topic: a special artist

- 1 In pairs. What do you know about Freddie Mercury and Queen?

- 2 **1 098** Listen to Maya's podcast and complete the sentences with the year.

- 1 Freddie Mercury was born in _____.
 2 He died in _____.

- 3 **1 099** Listen again and put the events of Freddie Mercury's life (a-h) in chronological order (1-8).

- a _____ He performed at the Live Aid concert in London.
 b _____ He formed his first band at school.
 c _____ He studied graphic art and design.
 d _____ He was born in Tanzania in East Africa.
 e _____ He formed Queen with Brian May and Roger Taylor.
 f _____ He learned to play the piano.
 g _____ He learned to play the guitar.
 h _____ He moved to the UK with his family.

- 4 **DISCUSS T** In pairs. Discuss the questions.

- 1 Who's your favourite singer or band?
 2 Where are they from?
 3 When did you first hear them?
 4 When did they have their first hit? What was it?
 5 Why do you like them?
 A Who's your favourite singer or band?
 B My favourite band is the Foo Fighters.

Debate

- 5 In groups of four. Read the statement. Then follow the instructions (1-5) below.

Rap isn't really music.

- 1 Form two pairs: A and B.
 2 Pair A agrees with the statement; Pair B disagrees with the statement.
 3 Pair A: brainstorm three or four ideas in favour of the statement.
 4 Pair B: brainstorm three or four ideas against the statement.
 5 Think of some examples to illustrate your ideas.



Oracy skills

Taking turns

In a discussion or debate, it's important to take turns so everyone has a chance to speak. Use these expressions:

You can start.
 Do you want to go first?
 Shall I begin?
 Shall I go next?
 Please go ahead.

- 6 Pair A and Pair B: debate the statement. Present your arguments for and against. Remember to take turns.

- 7 Decide which argument is the most convincing: for or against. Discuss with the class: do you all agree?





Reading

1 BEFORE YOU READ In pairs. Look at the photo.

- 1 What is graffiti?
- 2 Do you like all the graffiti in this photo?



The history of graffiti goes back to ancient times. The Ancient Egyptians, Greeks and Romans wrote their names and other messages on buildings, and you can still see examples of graffiti in Pompeii today.

- 3 Modern graffiti first appeared in Philadelphia in the USA in the early 1960s. The first original graffiti artist was Darryl McCray. His name or tag was 'Cornbread'. He wrote 'Cornbread Loves Cynthia' all over the city to get the attention of a girl he loved. Street gangs copied his idea and began writing their tags to mark their territory.

By the late 1960s, graffiti reached New York City. Graffiti artists started to become more creative and

- 4 they developed new styles of writing. But it was soon difficult to see out of the subway train windows, because the trains were completely covered in spray paintings. Graffiti artists worked in groups at night because graffiti was illegal.

In the 1980s, art galleries in New York became interested in this new form of art and began to show work by graffiti artists in exhibitions. These artists included Jean-Michel Basquiat. He started as a graffiti artist in the 1970s, but he quickly became an international star of the art world because he had brilliant ideas and a unique style. But at about the same time, the mayor of New York decided that

all the graffiti in the city made it look dirty and dangerous. He spent millions of dollars cleaning all the graffiti from the subways and buildings. A lot of New Yorkers thought this was a good idea, but others felt that graffiti was an important part of the city's identity.

Today there are lots of amazing street artists such as Eduardo Kobra in Brazil and Jorit Agoch in Italy. But in most cities in the world, graffiti is still illegal. The argument over whether graffiti is art or vandalism continues. What do you think?

¹ subway: metropolitana (di New York)

² mayor: sindaco

Learning to learn

Reading

- When you match sentence beginnings to endings, consider if the ending can complete the sentence in a grammatically correct way. This will help you to eliminate some options.
- Then look for the key words in the sentence beginnings in the text and choose the correct answer.



2 Listen and listen to the text. Match the sentence beginnings (1-5) to the endings (A-G). There are two extra endings.

- 1 Cornbread wrote his tag in different places because he
- 2 Graffiti artists worked at night because they

- A believed graffiti belonged to the city.
- B wanted to send a message to a particular person.
- C felt it made the city look like a bad place.
- D changed the type of writing.
- E couldn't understand what it was about.
- F was a very creative artist.
- G didn't want people to see them.

Listening

3 BEFORE YOU LISTEN What do you know about the British street artist, Banksy?



Girl with a Balloon, Banksy

4 Listen to a radio show about Banksy and answer the questions.

- 1 Give three reasons why Banksy is famous.
- 2 Why do people sometimes try to steal his works?

5 Listen again and complete the sentences with a number.

In a UK survey, ...

- 1 % of people think that Banksy is inspiring.
- 2 % of people think he represents British society.
- 3 % of people would prefer a signed print by Banksy instead of a new car.
- 4 % of people think his work is easy to understand.
- 5 % don't agree with his politics.
- 6 % want to know his real identity.

Speaking

6 In pairs. Discuss the questions.

- 1 Is there a lot of graffiti where you live? What do you think of it?
- 2 Do you think graffiti can be good art or it is just vandalism?
- 3 Is there any interesting street art where you live? What does it show?
- 4 Is it right that graffiti is legal? Why? / Why not? Yes, there is a lot of graffiti in my area. Most of it is...

Writing

7 Write a short text (75-100 words) about a famous Italian artist that you like. Include:

- information about their life
- a description of their art and their most famous works
- why you like them

Grammar reference

A Past simple: verb be

USE

Si usa il **Past simple** del verbo **be** per descrivere fatti, eventi o stati iniziati e terminati nel passato, sia in un passato lontano (cento anni fa) che in un passato più recente (ieri). In italiano il **Past simple** corrisponde a:

- Passato prossimo**
The show was really amazing.
Lo spettacolo è stato proprio fantastico.
- Imperfetto**
We were on a school trip yesterday.
Eravamo in gita ieri.
- Passato remoto**
John Keats was an English poet.
John Keats fu un poeta inglese.

FORM

Positive			
I/He/She/It	was		at school.
You/We/They	were		at school.
Negative			
I/He/She/It	wasn't (was not)		at school.
You/We/They	weren't (were not)		at school.
Questions			
Was	I/he/she/it	at school?	
Were	You/we/they	at school?	
Short answers			
Positive		Yes, I/he/she/it was.	
		Yes, you/we/they were.	
Negative		No, I/he/she/it wasn't.	
		No, you/we/they weren't.	

- Per formare il negativo, si aggiunge nota **was** o **were**.
Di solito si usa la forma contratta nell'inglese parlato.

Negative
wasn't = **was + not** **weren't** = **were + not**
We weren't at home last night.

- Per formare l'interrogativa, si inverte l'ordine del soggetto e **was** o **were**.

Questions and short answers
Was/Were + **subject** + **?**
Was Zoe at the park?
-Yes, she was. / No, she wasn't.

- Si usa il **Past simple** di **be** con le seguenti espressioni di tempo:

- five minutes, a week/month/year, a long time + ago
cinque minuti, una settimana/un mese/un anno, tanto tempo fa
- yesterday** + morning/afternoon/evening
ieri mattina/pomeriggio/sera
- last** + night, Monday, weekend, week/month/year
ieri sera, lunedì scorso, lo scorso fine settimana, la settimana scorsa, il mese/l'anno scorso
- on** + Saturday, Saturday morning, my last birthday
sabato, sabato mattina, il mio scorso compleanno
- in June, 2022, 1150 + giugno, nel 2022, nel 1850
- the other day** l'altro giorno

- Yesterday evening** e **last night** significano entrambe "ieri sera".

You were very quiet yesterday evening / last night.
Eri molto silenzioso ieri sera.

- In inglese si usa il **Past simple** di **be born** per dire dove o quando si è nati.
He was born in 2010. (NON **Heirborn**...)
È nato nel 2010.

- In inglese non si dice "yesterday night".
We were at Grandma's yesterday evening / last night. (NON **yesterday night**)
Eravamo dalla nonna ieri sera.

B Past simple: positive (regular verbs)

USE

Il **Past simple** si usa per esprimere un'azione che è iniziata ed è terminata nel passato. Come per il verbo **be**, in italiano il **Past simple** corrisponde a:

- Passato prossimo**
I walked to school yesterday morning.
Sono andato a scuola a piedi ieri mattina.
- Imperfetto**
I loved cartoons when I was little.
Adoravo i cartoni animati da piccolo.
- Passato remoto**
Marie and Pierre Curie discovered radium in 1918.
Marie e Pierre Curie scoprirono il radio nel 1918.

FORM

Positive	
I/You/He/She/It/You/We/They	worked.

- Il **Past simple** si forma aggiungendo **-ed** alla forma base del verbo. È uguale per tutte le persone.

Positive
worked = **base form** + **ed**
The train arrived late.
Dad cooked dinner last night.

2. Regole ortografiche per i verbi regolari

Se il verbo termina in:

-e	-d
una consonante	raddoppia la consonante finale prima di aggiungere -ed stop → stopp <u>ed</u>
preceduta da una sola vocale ed è un verbo monosillabico	raddoppia la consonante solo se l'ultima sillaba è accentata prefer → prefer <u>red</u>
una consonante	MA enter → enter <u>ed</u>
preceduta da una sola vocale	raddoppia la -t travel → travel <u>led</u>
-i preceduta da una consonante	la -y → -i + -ed study → studi <u>ed</u>

C Past simple: positive (irregular verbs)

USE

Vedi B Past simple: positive (regular verbs).

FORM

- Come per i verbi regolari, la forma del **Past simple** dei verbi irregolari rimane invariata per tutte le persone. Non esistono regole per la formazione della forma affermativa del **Past simple** dei verbi irregolari. *la imparata a memoria (vedi Irregular verbs, p. 317).*
Jim took some amazing photos in Madrid.
Laura sang beautifully last night.
Laura ha fatto delle foto splendide a Madrid.
Laura ha cantato magnificamente ieri sera.

- Il **Past simple** di entrambi **have** e **be** è **had**.
I had a rabbit when I was little.
Avevo un coniglio quando ero piccolo.
We had breakfast at the cafe.
Abbiamo fatto colazione al bar.

D Past simple: negative, questions and short answers

FORM

Negative	
I/He/She/It/You/We/They	didn't (did not) work / go.
Questions	
Did	I/he/she/it/you/we/they work / go?
Short answers	
Positive	Yes, I/he/she/it/you/we/they did.
Negative	No, I/he/she/it/you/we/they didn't.

Grammar reference 4

- La forma negativa è uguale per tutte le persone. Di solito si usa la forma contratta nell'inglese parlato.

Negative

didn't = **did not** + **base form**
I didn't do my homework.

- Nella forma interrogativa, si usa **Did** per tutte le persone.

Questions and short answers

Did + **subject** + **base form** + **?**
Did you enjoy the concert? - Yes, I did.

- Nelle forme interrogative e negative non si usa la forma del verbo al passato.
How much money did you spend?
NON **did you spent**... Quanti soldi hai speso?

E Past simple: could

USE

- Could** è il passato del verbo modale **can**. Esprime la capacità generale di fare qualcosa nel passato.
I could ride a bike when I was six.
Sapevo andare in bici già a sei anni.
- Couldn't** esprime impossibilità al passato, sia generica che in un momento specifico.
I couldn't answer the question.
Non sapevo rispondere alla domanda.

FORM

could + **could/couldn't** + **base form**
Dad could run fast when he was young.
I couldn't ski a year ago.
could + **subject** + **base form** + **?**
Could you swim when you were ten?
-Yes, I could. / No, I couldn't.

F Defining relative clauses (1): subject

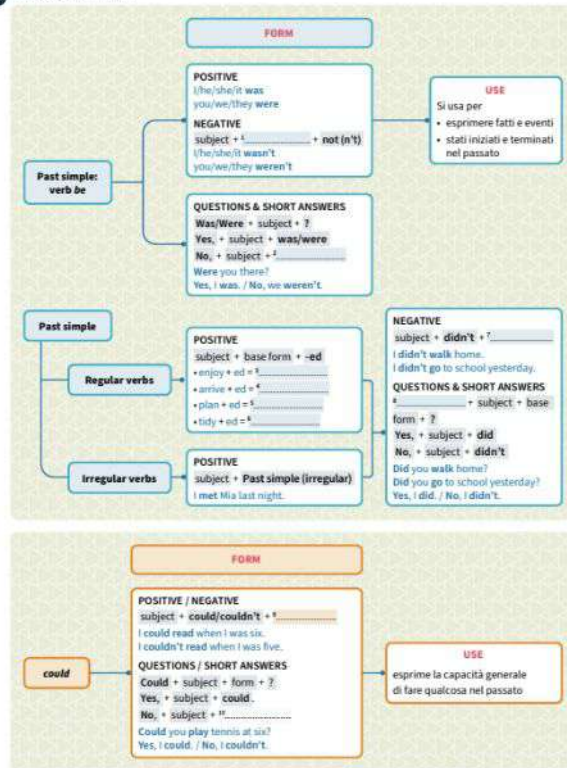
USE AND FORM

- Le proposizioni relative determinative **defining relative clauses** identificano la persona o la cosa di cui si sta parlando. Sono essenziali per comprendere il significato della frase, cioè specificano di quale persona o cosa stiamo parlando. Si collocano immediatamente dopo il nome a cui si riferiscono.
He is the singer. He won the talent show.
→ He is the singer who won the talent show.
È il cantante che ha vinto il talent show.
- Le proposizioni relative determinative sono introdotte dai pronomi relativi: **who**, **which** e **that**. Si usa:
• **who** e **that** per riferirsi a persone.
Who is the actor who / that played Harry Potter?
Chi è l'attore che ha interpretato Harry Potter?
• **which** o **that** per riferirsi a cose o animali.
Is that the train which / that goes to London?
È quello il treno che va a Londra?

My grammar map



1 Completa le mappe.



My vocabulary map 4



1 Completa le sezioni della mappa con le traduzioni.



Vocabulary

The arts and enter

1.   **Completa** nelle
 0 A m useum is a built
 objects of historical
 1 A statue is an example
 2 A d _____ is a
 3 In a m _____
 story.
 4 A p _____ is a
 5 An e _____ is a
 museum shows a col-
 objects.
 6 A b _____ is a
 music. There is no ta-
 7 An a _____ is
 a film or a play.
 8 A m _____ is
 instrument.
 9 A t _____ is a
 watch a performanc

 2 Completa le fra

- 0 I can't believe Joe got
school play. He can't
1 Do you
happy?
2 You can
3 I _____ short st
4 I'm trying to
5 *Starry Night* is my fav
Gogh _____ it!
6 Did you
7 When did Michelangelo
of David?
8 Can you

Adjectives

- 3**  **Leggi le definizioni**
boring = ~~easy~~ + brilliant
- 0** the opposite of difficult
1 something new and interesting
2 the opposite of beautiful
3 something that is very easy
4 the opposite of interesting
5 something that is very beautiful

Practice

- 14      Completa il testo con i verbi alla forma affermativa del Past simple. Poi ascolta e controlla.

sign • become • leave • win • sing • work •
la-bor • come • grow • return • share

Singer and songwriter Dua Lipa ^{was born} in London in 1995. She is the daughter of Albanian refugees who ^{in 1991} Kosovo in 1991 because of the war. When Dua was 12, her family moved back to Kosovo, but at 15, Dua ^{came} to London to study at a theatre school. She also ^{works} in a restaurant to earn some money and she ^{has} her songs online. Then in 2015, Dua Lipa ^{released} a record deal and her first single *New Love*. After that, more songs followed and her success ^{grew} in 2016 she ^{was} her first Grammy Award, and in 2020 she ^{was} the top female artist on Spotify. In 2023 she was in the film *Borbie* where she ^{played} the single *Dance the Night*.

Past simple: negative

- 15** Completa le frasi con un verbo alla forma negativa.

- 0 Kate Middleton didn't marry Prince Harry. She married Prince William.
- 1 Verdi composed *The Nightingale*. Mozart composed it.
- 2 Taylor Swift released *Halo*. Beyoncé sang it.
- 3 Botticelli paints the Mona Lisa. He painted *The Birth of Venus*.
- 4 Ghalib won the Sanremo 2024. Angelina Mango won it.

- 16  3:04  Completa il testo con i verbi tra parentesi alla forma negativa del Past simple. Poi ascolta e controlla.

Benjamin Zephaniah (1958-2023) was a British writer and poet of Jamaican origin, but he ¹ *wasn't born* (be born) there. He was born in Birmingham and he started writing poetry ² *when* he was very young, but his poetry ³ *didn't* have anything to do with school. In fact, he ⁴ *didn't* (finish) school. At 15, he already had a lot of fans locally, but he ⁵ *didn't* (think) it was enough, so he moved to London. Many publishers ⁶ *didn't* (believe) in him and refused to publish his first book. His mission was to take poetry ⁷ *everywhere* because he ⁸ *didn't* (like) the 'dead' image of poetry and he wanted to reach people who ⁹ *didn't* (read) books.

- 17    Completa il testo con i verbi dati alla forma affermativa o negativa del Past simple. Poi ascolta e controlla.

be born • call • win (x2) • meet •
turn • sell • join • have

Coldplay are an English rock band. Chris Martin, vocalist and pianist, and Jonny Buckland, guitarist, ^a met at University College of London in 1996 and they ^a a band. In the beginning, they ^a the band Coldplay. In fact, the band's first name was Pectoral. Later on, bass player Guy Berryman and drummer Will Champion ^a the group and Coldplay ^a.

In 2000, the band ^a worldwide success with the song Yellow from their first album Parachutes. The album ^a millions of copies. Thanks to this album, the band ^a their first Grammy Award for best alternative album that year. They had ^a domination for the Mercury Prize, but they ^a the award. The band is famous for hit singles such as Fix You, Paradise, A Sky Full of Stars, Clocks and Viva la Vida, which won Song of the Year in 2009.



Past simple: questions and short answers

- 18** ●●○ Riordina le parole per formare domande. Poi scrivi risposte brevi affermative (✓) o negative (X).

0 Maradona / play / did / rugby / ? (X)
Did Maradona play rugby? – No, he didn't.

- 1 Lady Gaga / Hello / sing / did / ? (X)
- 2 Barbie / Margot Robbie / in / did / act / ? (✓)
- 3 direct / did / Steven Spielberg / Avatar / ? (X)
- 4 Picasso / did / Guernica / paint / ? (✓)
- 5 write / did / / promises / sposi / Foscolo / ? (X)
- 6 Liverpool / come / did / The Beatles / from / ? (✓)

- 15**  **Scrivi le domande per le risposte. Usa le parole tra parentesi.**

- Q When did you do your homework on Sunday?
- (you / do) your homework / (Sunday)
- I did my homework in the morning.
- 1 _____? (you / have lunch)
- At my Grandma's house.
- 2 _____? (go / after lunch)
- We went to the park.
- 3 _____? (you / do) in the evening
- I went to the cinema.
- 4 _____? (you / enjoy it)
- Yes, the film was brilliant.
- 5 _____? (film / end)
- At 3.30.
- 6 _____? (you / get / home)
- By car. My dad collected us at the cinema.

Past simple: could

- 20** **Completa le frasi affermative (✓) o**

multiply • sell • read • compose •
spark • find • hear

- Queen Cleopatra could speak at least five languages. (✓)
- Mathematician Paul Erdős _____
through figures in his brain by the age of
three. (✓)
- Beethoven became deaf at the age of 44 so he
_____ his music. (X)
- Van Gogh _____ his paintings when
he was alive. No one wanted them. (✓)
- Agatha Christie _____ a publisher
for her first novel. (X)
- Mozart _____ music when he was
five. (✓)
- Physicist Stephen Hawking
until he was eight years old. (✓)

- 21**  **Scrivile domande al Past simple**
utilizzando *could* e/o *couldn't* e/o *was/were*. (10 domande)

Q you / walk / when / you / be / one year old / ?
 Could you walk when you were one year old?
 - Yes, I could. / No, I couldn't.

- 1 your mum / ski / when / he / be / your age / ?
- 2 you / read / when / you / be / five / ?
- 3 your grandparents / speak / English / when / they / be / your age / ?
- 4 your dad / drive / when / he / be / 18 / ?
- 5 you / play an instrument / when / you / be / seven / ?

Practice

Defining relative clauses (1): subject

- 22  Abbina l'inizio (1-6) alla fine (a-f) di ogni frase.
- 1 ☐ Charles Dickens is the novelist
2 ☐ Stranger Things is the TV series
3 ☐ There's someone at the door
4 ☐ The West End is the area in London
5 ☐ Ruby was the only student
6 ☐ I don't like computer games
- a who wants to talk to you.
b who didn't pass the exam.
c which made Willie Bobby Brown famous.
d which are very violent.
e who wrote Oliver Twist.
f which has lots of theaters.

- 23** ●●○ Completa le frasi.

- 0 Who's the girl who / that is sitting next to Lucy?
- 1 I know someone _____ can help you.
- 2 Rome is the Italian city _____ has the most tourists.
- 3 Is that the bus _____ goes to Bristol?
- 4 It's important to eat food _____ is healthy.
- 5 Science is a subject _____ doesn't interest me.
- 6 He's the boy _____ was on TV.

Functions

Asking for and giving opinions

- 24**     **Completa il dialogo con le espressioni date. Poi ascolta e controlla.**
 terrible • How about • brilliant • don't agree
 think of • No way • personally •
 you're wrong • I thought

- Grace I saw The X-factor final on TV yesterday evening.

Darcy: Me too. What did you ^a think of it?

- Darcy I loved it. ^a _____ some of the songs
were ^a _____.
- Grace I ^a _____ with you. The songs were
^a _____ So boring!
- Darcy Sorry, I think ^a _____ And
^a _____ I think the contestants were
all amazing singers.
- Grace ^a _____ It was the worst series
ever!

Unit 4

- 25 ●●● Completa le parole. Poi completa le frasi con gli aggettivi dati.

popular • excellent • *controversial* • original • difficult • terrible • boring • funny • brilliant

- 0 In the 1960s, people thought that Jim Morrison and his b... and... The Doors were quite controversial...
 1 The Egyptian m... in Turin has an... collection of antiquities.
 2 My mum loves o... She took my dad to see *La Traviata*, but he said it was... and he fell asleep!
 3 The f... was a complete disaster. It rained all the time and most of the bands were... They couldn't play at all!
 4 Did you finish reading that a...? - No! I didn't understand it. It was really...
 5 This p... of your dog is very... It makes me laugh.
 6 I saw a f... on TV last night, but I didn't really like it. The plot wasn't very... The ending was obvious!
 7 The s... *I Will Always Love You* by Whitney Houston was very... in the 1990s. It was always on the radio.
 8 The rock c... was great. The band played really well and the light show was...

- 26 ●●● Completa l'email di Hallie. Scrivi una parola in ogni spazio.

Hi there!
 My family and I ¹ went... to see Mrs Doubtfire the musical ² Saturday evening. It was brilliant! I loved everything, the cast ³ amazing, especially Gabriel Vick, the actor ⁴ played Mrs Doubtfire. We ⁵ need to queue to buy tickets at the theatre because Emma's sister ⁶ them online. The performance was so great that we didn't ⁷ our popcorn! So we were really hungry after the show. We ⁸ to an Indian restaurant for a delicious curry. It was really spicy and tasty! What did you ⁹ at the weekend? ¹⁰ you go out? I hope you ¹¹ a good time!
 Hallie

Translation

- 27 ●●● Traduci il testo in inglese.

Lo scorso fine settimana ho visto una mostra dell'artista messicana Frida Kahlo. Nacque in Messico nel 1907. Ebbe una vita difficile con tanti problemi di salute. A 18 anni ebbe un grave incidente in autobus e trascorse tre mesi a letto nella sua casa, la 'Casa Azul'. Non è stata molto famosa durante la sua vita, ma ora i suoi dipinti sono molto noti. Sono originali e pieni di colore. Mi è particolarmente piaciuto il suo ritratto *The Two Fridas*. Personalmente penso che sia una grande pittrice.

Dictation

- 28 ●●● Ascolta e scrivi il testo sulla scrittrice Jane Austen.

Starter - Unit 4

- 29 ●●● Scegli la risposta corretta: A, B, C o D.

Camp Festival is ¹... British music festival. It ² in 2008 and it takes place every year ³... July at Lulworth Castle in Dorset. Camp Festival is a festival for all ages, including families with small children, and there are ⁴... other fun activities too, such as ⁵... slinging, theatre, skateboarding and much more. It definitely isn't ⁶...

I go there every year with my parents - they ⁷... it and so ⁸... I. There are different types of camping and accommodation available at Camp Festival. We usually stay in our campervan. But ⁹... year, it was different. We ¹⁰... in a boutique tent. My parents booked a Bedouin tent and it was a cool experience. I enjoyed it a lot.

- 1 A the B a C an D (-)
 2 A starts B start C started D starting
 3 A when B on C at D in
 4 A lot of B lots of C a lot D lots
 5 A painter B paint C painting D to paint
 6 A interesting B boring C original D ugly
 7 A are loving B love C loves D loved
 8 A do B am C did D was
 9 A each B other C ago D last
 10 A staid B stayed C stayed D stay



Andres Valencia was born in 2011. He lives in San Diego, California in the USA with his mum and dad. He also has a big sister that he calls 'his manager'. He goes to school, plays with his friends, and listens to music: his favourite music artists include Queen, Jimi Hendrix and The Beatles. And he loves chocolate ice cream. But most of all, Andres loves to paint. And here's the amazing thing: people pay thousands and thousands of dollars for his paintings!

- 30 Andres started painting at the age of five, and when he was ten, a family friend exhibited some of his paintings at a famous art show in Miami, Florida. It was a huge success, and people loved his work, including celebrities! The BTS singer V and actors Sofia Vergara

- 16 and Channing Tatum all bought his paintings. In an interview, Andres said that he's glad he can make people happy with his art. He also gives a lot of money from selling his paintings to charity.

Andres uses oil and acrylic paints to create large colourful paintings. His works are figurative and the style is similar to paintings by Cubist artists such as Picasso and George Condo. In fact, some people call him 'little Picasso'. Art critics call his paintings innocent and joyful, but he also paints about very serious things, like the war in Ukraine.

Some child prodigies have a difficult time as they grow up, so Andres' parents want to protect him and give him a normal childhood. His mother said that he is an artist, not a celebrity.



Reading

- 1 ●●● Leggi il testo su Andres Valencia. Rispondi alle domande (1-8) usando un massimo di 4 parole. La prima (0) è un esempio.

- 0 Where does Andres live?
 San Diego, California, USA
 Q1 What does Andres call his sister?
 Q2 Which musicians and bands does he like? (Give two answers)
 Q3 How much do people pay for his paintings?
 Q4 Where was his first art exhibition?
 Q5 Which celebrities bought his paintings? (Give two answers)
 Q6 Which famous Cubist artists inspire him?
 Q7 How do art critics describe his work?
 Q8 What do his parents want to give him?

Listening

- 2 ●●● Ascolta qualcuno che parla di 'deliberate practice', come far maturare un talento. Scegli la risposta corretta (A, B, C o D) per le domande (1-5). La prima (0) è un esempio.

- 0 Some people think that you can only learn a new skill if you are
 A intelligent. B young. C lucky. D talented.
 Q1 According to Gladwell, to learn a new skill you need to do 'deliberate practice' for
 A 100 hours. B 1,000 hours.
 C 10,000 hours. D 100,000 hours.
 Q2 With 'deliberate practice', you practise the things that
 A are unusual. B you find difficult.
 C you find online. D you are good at.
 Q3 Gary Marcus is a
 A scientist. B musician.
 C professor. D student.
 Q4 After many hours of 'deliberate practice', Marcus
 A lost all interest. B learned to play the guitar.
 C went to music school. D wrote a book.
 Q5 Some skills like chess are easier than others because
 A they have precise rules. B they aren't so difficult.
 C there are lots of good teachers. D you either win or lose.

EVERY 2 UNITS

Consolidate Units 3-4

Vocabulary

- 1** **UNITO** **Scrivi A (Appearance) o P (Personality).**
- | | | |
|------------|--------|--------|
| 0 handsome | 3 pale | 6 bald |
| 1 reliable | 4 lazy | 7 shy |
| 2 calm | 5 kind | 8 slim |

- 2 **Unit 2** Completa la frase con la parola data.
- portrait • brilliant • boring • controversial
poems • photographer • theatre
- 0 Modern art can sometimes be controversial.
- 1 You can be a _____ with a good
smartphone.
- 2 We're going to see a play at the
tomorrow.
- 3 Maya Angelou is famous for her
about women.
- 4 The musical was _____. I loved it!
- 5 The _____ is amazing. It's exactly like
you!
- 6 My dad loves opera, but I think it's

Grammar

like, look like, be like

- 3** **UNIT 8** Scrivi la domanda corretta per ogni risposta.
- 0 *Who does Jim look like?*
He looks like his dad.
- 1 My girlfriend's really funny and clever.
2 He's quite tall and good-looking.
3 My mum's got brown hair and blue eyes.
4 Abdul likes singing and composing music.

Present continuous

- 4 Unit 2** Completa la conversazione telefonica con le parole tra parentesi. Usa il Present continuous.
- Mia Hi Ed! It's Mia.
Ed Hi. * *What are you doing?* (go / you?)
Mia I'm in the park. ¹
(I / walk / the dog)
Ed Is John with you?
Mia No, he isn't. ²
(He / not /swim / wait).
Ed Oh, I'm sorry! Is he in bed?
Mia Yes. ³ (He / watch / a film)
(you / come?)
Ed Sure! ⁴ (I / cycle / there now!)
Mia Great! ⁵ (I / wait / for you!)

Present simple vs Present continuous

- 5** **USARE** Completa l'email con i verbi dati. Usa il Present simple o il Present continuous.
- plan • speak • have (x2) • work • contact •
be (x2) • find • need • not want

- Dear Ms Miller,
 I am contacting you to ask if you have any vacancies at your magazine at the moment.
 I am a translator with lots of experience.
 I am a former Italian designer at the moment, but it's only temporary and I want to stay in Italy.
 I plan to move to London next month.
 (you) a translator at the moment or in the future?
 I speak perfect English and Italian.
 My editing skills are excellent and I have a lot of experience.
 If you have the time, please write to me.
 Yours sincerely,
 Bethany Stills

Present continuous: future

- 6** **ESERCIZIO** Usa le parole per scrivere frasi sui piani di **Cultura**.
- 0 he / study / at the library / on Thursday
He's studying at the library on Thursday.
- 1 on Friday / he / taking / his sister out for pizza
- 2 he / play football / with Marcus / tomorrow
- 3 next Saturday / he / have / a birthday party
- 4 he / go skiing / with his girlfriend / in February
- 5 next month / he / do / a course / on art history

Past simple: verb be

- 7 Unit 1** Scegli l'alternativa corretta.
- 9 Is **was** the Harry Styles concert good last night?
- 1 Vincent Van Gogh's art **wasn't / weren't** popular in his lifetime.
- 2 The composer Ludwig van Beethoven is **was** born in Bonn in 1779.
- 3 **Was / Were** you at the festival on Saturday?
- 4 **Was / Were** it good?
- 5 I think Coldplay's early songs **was / were** the best.
- 6 The dancers in that show **wasn't / weren't** very good.

Past simple:
regular and irregular verbs

- 8** **ESERCIZIO** Completa il testo con la forma affermativa del Past simple dei verbi tra parentesi.

Jack and Lucas ¹thought¹ ²(think) that camping in
the forest ³(be) a cool idea, so they
⁴(decide) to do it.
But they ⁵(know) nothing about camping.
They ⁶(take) a busto a small town near
the forest. Some local people ⁷(warn)
them about camping with ⁸(no) experience, but
Jack and Lucas just ⁹(smile) and ¹⁰(
(thank) them and then ¹¹(enter) the dark
forest.
They ¹²(walk) for a few hours, and finally,
they ¹³(stop) for the night. They
¹⁴(make) a fire and ¹⁵(cook)
some dinner. But lots of small animals ¹⁶
(be) very interested in the food. The boys ¹⁷
¹⁸(feel) a bit nervous, so they
¹⁹(stay) in their tent and ²⁰
(listen) to the sounds of the forest.
When they finally ²¹(return) the next
morning the local people ²²(be) so happy
the boys were safe, ²³and the boys were happy, too.

Past simple: negative and questions

- 0** **Unite** *Riscrivete frasi alla forma negativa.*
- 0** **We went to Malta for the weekend.**
We didn't go to Malta for the weekend.
- 1** **Maya had blonde hair when she was little.**
2 **Carrie sang well in the school show.**
3 **Riley knew the answer.**
4 **Alice walked home from school.**
- 10** **Unite** *Scrivi il dialogo usando le parole fra parentesi.*
- Zoe** *How do you go to Emma's birthday party?*
(You/ go/ Emma's birthday party?)
- Noah** *a* *(Yes/ do)*
Noah *a* *(No/ isn't/ fun?)*
- Noah** *a* *(What/ be/ like?)*
Noah *a* *(No/ not be/ great)*
- Zoe** *Oh no! But after he arrived, ...*
(everybody/ dance?)
- Noah** *not me. ...* *(I/ not like/ the music) And ...*
(be/ not/ stay) For long. Only an hour
- Zoe** *Too bad! ...*
(You/ miss/ a brilliant concert in the park)

Defining relative clauses (1): subject

- 11 **UNIT 4** Completa il messaggio con *who* o *which*.

He Max, you asked me 'Who's Paige?' Well, she's a girl ¹ who goes to my school. She's my friend. We both went to the primary school ² is near my house, but I didn't know her then. Her dad is the actor ³ is in that TV show *Strange Aliens*. Paige and I both like subjects ⁴ are creative. I want to be a composer one day. So I'd like to study at Leeds Conservatoire. It's a famous music school ⁵ is in the north of England. Paige wants to be an actress, so she wants to do a course ⁶ can help her career. I'd love to have a friend ⁷ is also a famous actress.

Summative practice 3-4

- 12 Riordina le parole per formare frasi.**
- 0 is / the bus / which / the centre / goes to / that
That is the bus which goes to the centre.
- 1 Joe / who / look / does / like / ?
- 2 going / you / Sunday / where / are / next / ?
- 3 weekend / skiing / the / going / at / we're
- 4 festival / the / like / Adam / did / music / ?

- 13** Leggi gli indizi e completa il cruciverba.



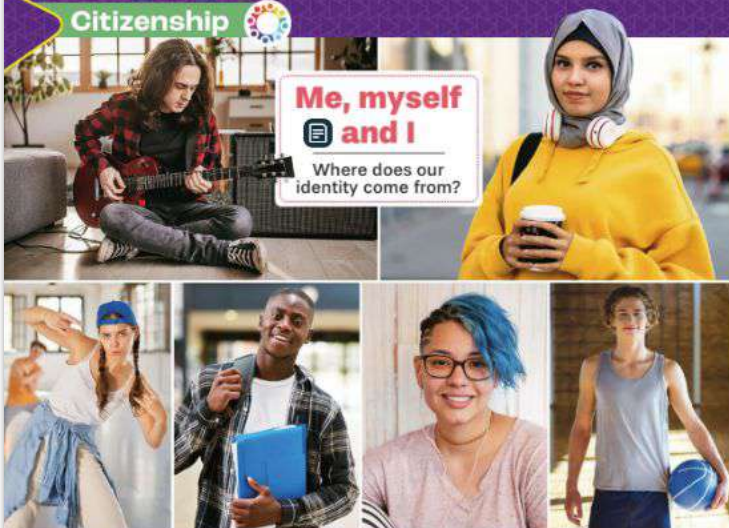
Across

- 1 A dramatic play with music
2 Very attractive
3 Not interesting
Down
4 Past simple of get
5 Past simple of break
6 Not old
7 Outgoing and pleasant
8 Past simple of lose



Me, myself and I

Where does our identity come from?



Identity is a complex concept. Our identity comes from external factors, like where we were born, our family and cultural background, our race, ethnicity and religion. Identity also comes from our internal values and attitudes¹. We can also assume different identities depending on who we're with and what we're doing, and our identity doesn't remain the same during our life. As a child, our identity comes from our relationships with our parents and close family. However, when we become teenagers, we begin to have our own perception of our identity and we also start to think about how other people see us.

This is because identity also means how we fit in² - or don't fit in - with other groups of people. Many teenagers like being with people who wear similar clothes, like the same music, or video games, or play the same sports. Being part of a group gives them a sense of security. However, other teenagers prefer not to be part of a group. They prefer to express their individuality instead and be different.

Experimenting with identity is a bit like trying on clothes: we continue until we find something that's right for us, makes us feel good and reflects who we are. For example, we can change what we wear, our make-up and our hair colour or style.

But as well as these external aspects of identity, when we are teenagers, we begin to reflect on who we are, what we believe and who we want to be. There are the values and ideas that come from family, school, friends and the media.

For example, what a 'good student' does or what a 'successful, attractive person' looks like. Values aren't always neutral or objective and it's healthy to be curious and question them. But it's also important to try and understand other people's values and identities because we are all different. It helps us to grow and be more tolerant. All of this explains why teenagers can sometimes seem inconsistent³ and difficult to understand. They're just experimenting to try to find their own identity!

¹ attitudes: atteggiamenti
fit in: ci identifichiamo

² question: mettere in discussione
³ inconsistent: imprevedibili

Agenda 2030



Goal 4: Quality education

The aim of Goal 4 is to provide quality education for everyone around the world. Education is the key to prosperity and makes it possible for each of us to contribute to a progressive, healthy society. One of the objectives of Goal 4 is education for global citizenship; in other words, to promote a culture of peace and non-violence and an appreciation of cultural diversity.

5 Read about Goal 4 and answer the questions.

- 1 Why is it important for everyone to have a good education?
- 2 How can education help people to have a better understanding of cultural diversity?

6 DIGITAL COMPETENCES Go online. Find and watch the short video 'What is cultural diversity? Language insight'. Then complete the information.

Cultural diversity is about respecting our ...
Learning about cultural diversity helps us to understand different ...
It helps to contrast negative ... and biases, or prejudices, against different groups.

Thinking routine

1 Answer the questions.

- 1 **THINK** What influences our sense of identity?
- 2 **PAIR** In pairs. Compare your answers.
- 3 **SHARE** Discuss your answers with the class.



2 **READ** Read and listen to the article. Complete the sentences.

- 1 During our life, our identity can ...
- 2 Teenagers can sometimes seem inconsistent because ...



3 **CHECK** Decide if the sentences are true (T), false (F) or if the information is not given (NG).

- 1 ... A person's identity is influenced by both external and internal factors.
- 2 ... When we're children, our friends are the most important influence on our identity.
- 3 ... People begin to think about their identity when they are teenagers.

Art link

Self-portraits

Selfies aren't new. It's very common for artists to reflect on their identity and demonstrate their talent by creating self-portraits. For example, in the 19th century, Vincent van Gogh painted over 40 self-portraits. In the 20th century, famous artists like Picasso and Andy Warhol also used photography to create self-portraits - the selfies that we take with our phones today are the modern-day equivalent.



Vincent van Gogh, Self-portrait (1889), Musée d'Orsay, Paris

7 Read the text and answer the questions.

- 1 Why do some artists create self-portraits?
- 2 How were Andy Warhol's self-portraits different from van Gogh's?

8 **CREATIVE THINKING** Draw your own self-portrait or take a selfie that you feel reflects who you are. Then show it to the class and explain what it shows about your identity as a person.

4 ... All teenagers want to be different.

5 ... Changing our external appearance can help us to create our identity.

6 ... Teenagers only think about their external identity.

7 ... It's good to reflect on other people's values.

8 ... Most teenagers are tolerant of people who have different values and identities.

4 **CRITICAL THINKING** In pairs. Discuss the questions.

- 1 How can your clothes, hair or make-up show or hide your identity?
- 2 Do you like experimenting with changing your appearance? If so, how and why?
- 3 Do you belong to a group? If so, what do you all have in common?
- 4 Is it important for you to be different? If not, why not? If so, how?

My strengths



1 The diagram above shows eight different aspects of a person's intelligence. Look at it and complete the statements (1-8) with the correct type of intelligence.

- I'm language smart. I like listening to and telling stories. I enjoy reading and writing and can express my thoughts clearly.
- I'm logic smart. I'm interested in how things work. I like studying Maths and I enjoy strategy games, chess and puzzles.
- I'm music smart. I like listening to music and the sounds of nature, like the rain. I like singing. I can play a musical instrument.
- I'm body smart. I'm good at practical, manual jobs. I do physical activity like sport or dance and I eat healthily.
- I'm people smart. I enjoy watching films or playing video games. I can draw well and I study better with the help of pictures and diagrams.
- I'm self smart. I'm sociable and have lots of friends. I enjoy working in a group and discussing ideas with other people. I respect my classmates and my teachers.
- I'm nature smart. I can recognise my emotions, for example, I know when I feel happy, sad, bored, frustrated or angry. I know my qualities and my faults. I am comfortable by myself.
- I'm picture smart. I enjoy watching nature documentaries on TV. I like walking in the countryside and I like animals. I respect the environment.



Orientation

Identifying your natural abilities and the things that you like doing can help you to understand the kind of person you are and what kind of job you would enjoy when you leave school.

2 Now decide if the statements (1-8) in Ex. 1 are true (T), partially true (PT) or false (F) for you. The statements that you marked 'true' correspond to your main strengths.

3 CRITICAL THINKING In pairs. Discuss the questions.

- What types of intelligences do you have? Do you both agree?
- Based on your answers, what kind of jobs would you enjoy and be good at in the future?

Life skills

Self-confidence

Self-confidence has a positive impact on your success, health and happiness. But it's natural to not always feel self-confident, so here are some ways to increase your confidence.

- You can't be good at everything and that's OK. Do the things that you are good at.
- Don't be afraid of making mistakes - learn from them!
- Don't compare yourself to others.
- Spend time with people who believe in you.
- Be kind to yourself. Tell yourself something positive every day.
- What do you like about yourself? Write a list and look at it every day.
- Smile and be happy. Other people are attracted to positive people.
- Express your feelings clearly and respectfully. Listen to other people's opinions, but believe in your own choices.



4 Read the information above. Why is self-confidence important?

5 CRITICAL THINKING In pairs. Discuss the questions.

- What are three things you are good at?
- What are three things you like about yourself?
- When was the last time you made a mistake? What did you learn from it?
- Are you good at expressing your feelings clearly and respectfully? Why? / Why not?

Culture link



Terminator 2: Judgment Day, 1991, directed by James Cameron

Arnold Schwarzenegger

We all know Arnold Schwarzenegger as an actor in films such as *The Terminator*. However, he is also a public speaker, writer, filmmaker and businessman, and in the past, he was also a very successful bodybuilder and politician. It's clear that he wasn't afraid to change his career and try new things. In his autobiography, *Total Recall*, Schwarzenegger explains how his positive attitude, self-confidence and determination to succeed helped him to achieve his goals in life.

6 Read the text and answer the questions.

- Which of his careers is Arnold Schwarzenegger most famous for?
- What does he say helped him to succeed?

7 Listen to more information about Arnold Schwarzenegger's life and complete the sentences.

- Arnold Schwarzenegger was born in a small village in _____.
- Bodybuilding was a very _____ hobby at that time.
- Arnold Schwarzenegger won the Mr Universe competition _____ times and the Mr Olympia competition _____ times.
- People didn't believe he could be a successful actor because of his size and his _____.
- After the success of *The Terminator*, he became one of the biggest action film stars of the _____.
- He was Governor of California from _____ until _____.

8 DIGITAL COMPETENCES We can often be good at more than one thing and it's possible to change direction. Go online and find out which career these people had in the past and which career they have today.

J.K. Rowling • Andrea Bocelli • Terry Crews • Morgan Freeman

London's Theatreland



1 BEFORE YOU READ In pairs. Do you like going to the theatre? What kind of shows do you prefer?

2 Read the text and choose the correct alternative.

- 1 Most West End theatres are / aren't modern.
- 2 A lot of / Not many tourists go to West End shows.
- 3 Musicals are the most popular / unpopular type of show.

No visit to London is complete without a trip to the theatre. It's one of the city's main attractions. Many people who live outside London come to see a show at least once a year. ¹..... In fact, around 2 million international visitors include a trip to the theatre as part of their stay in London.

There are more than 40 theatres in London's Theatreland, also known as the West End. ²..... Only Broadway in New York is as famous and has as many theatres. Most of the London theatres are over 150 years old, although some are much older. The tradition of theatre in London goes back to Shakespeare's time, over 450 years ago.

³..... There's always something for everyone to enjoy, including comedy, drama, tragedy, musicals, ballet or opera. It can cost £150 or more for the best seats, but if

you're under 25, it's possible to get a ticket for as little as £10. ⁴..... And it is sometimes possible to get tickets for the same day at a much cheaper price.

⁵ There are more musicals in the West End than any other type of show and they can run for many decades. *Les Misérables*, at the Sondheim Theatre on Shaftesbury Avenue, opened in 1985 and is still playing seven times per week. It is the longest-running musical of all time, with over 15,000 performances so far. ⁶..... But the show which holds the record for the most performances wasn't a musical. Agatha Christie's play *The Mousetrap* opened in 1952 and didn't close until 2020.

A West End show is an amazing experience, so next time you're in London, pay a visit to some of the beautiful old theatres which are unique to London.

Reading - Part 4

Tip! Put each of the sentences in the spaces in turn to see which one makes sense.

3 Five sentences have been removed from the text. For each question (1-5), choose the correct answer (A-H). There are three sentences which you do not need to use.

- A *The Phantom of the Opera* at His Majesty's Theatre is not far behind and is currently in its 36th year.
- B Having this many theatres means that there's a huge variety of performances to choose from.
- C But to attract a big audience it doesn't always need to be funny.
- D It's often necessary to book in advance, especially if a big star like Tom Holland is on stage.
- E Sometimes these shows are better than the film they're based on.
- F This is the area around Piccadilly Circus, Leicester Square and Covent Garden.
- G It's also a very popular tourist activity.
- H Nobody is sure when this happened for the first time.

Listening - Part 3

Tip! Before you listen, read the information carefully and think about what kind of word is missing. Is it an adjective, a noun, a verb or a number?

4 **132** You will hear a teacher giving some information about a school trip to the theatre. For each question (1-6), write the correct answer in the space. Write one or two words, or a number or a date.

Theatre Trip

The play *War Horse* is based on a book and there is also a ¹..... version of the story. The author writes books for ²..... The story takes place in England and ³..... during the First World War. It's about a horse called Joey and his friend, a young man called Albert. In the play, the horses on stage are large ⁴..... The play first opened at London's National Theatre in ⁵..... The date of the theatre trip is the ⁶.....

Writing - Part 1

Tip! Give reasons for your answers to the questions in the email.

5 Read this email from your English friend Leo and the notes you have made. Write your reply to Leo using all the notes. Write about 100 words.

Subject: Trip to London

Hi,
I'm trying to plan some things for your trip to London. How about a West End show? There are some really good ones on at the moment.

We could see a musical, or a play, or a ballet. I don't mind. You can decide. Would you prefer to see a show in the afternoon or in the evening?

There are lots of restaurants near the theatres around Leicester Square. What type of food would you like to eat?

Tell me what you think soon so I can book the tickets.

Thank!
Leo

Good idea!

Say which show

Say when and why

Suggest...

Speaking - Part 2 VIDEO

Tip! Give a brief general description of what the photo shows and then focus on some details.

6 In pairs. This photo shows actors in a theatre. Take turns to talk about it. Talk about:
• the people • the place • any other details
Try to speak for about one minute.



Not in Essential versions

IT'S MY TIME ESSENTIAL PRO

UdA
III

Unità di Apprendimento

Unità
3



Unità
4



Max from Stranger Things, season 4 (2022), directed by Matt and Ross Duffer

Prerequisiti

Answer the questions to check what you already know.

1. What do you usually eat for breakfast? → SAPER PARLARE DI ABITUDINI E DELLA LORO FREQUENZA
2. What do you do at the weekends? → SAPER PARLARE DEL TEMPO LIBERO
3. What sports do you like? Why? → SAPER DIRE CIÒ CHE PIACE E NON PIACE
4. Where does your best friend live? → SAPER USARE IL PRESENT SIMPLE

Competenze

Linguistiche	Imprenditoriali	Digitali	Socio-emotive (SEL)
• Descrivere le persone • Parlare di azioni in corso e programmi nel futuro	• Condividere le proprie idee • Ascoltare i diversi punti di vista e rispettare i tempi degli interventi in un dibattito	• Fare una videochiamata • Parlare di arte, cultura e spettacolo • Cercare e filtrare informazioni online • Sviluppare contenuti digitali	• Parlare di eventi del passato • Chiedere e dare un'opinione • Self-management: saper fare scelte che migliorano il proprio benessere e avere un atteggiamento positivo • Social awareness: saper comprendere emozioni e valori degli altri (identità)

Orientamento

- Individuare i miei punti di forza ed essere più sicuro di me

Compito di realtà

Our class avatar

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UdA III Stop and check

Compito di realtà • Our class avatar

STEP 1 • Discuss and organise your work

1. In groups. Create a class avatar for a new interschool video game. Discuss and decide on this information:
 - name and age
 - their appearance and personality
 - hobbies, interests and abilities: have they got any special talents?
 - their favourite music and artists
2. Create your avatar.

STEP 2 • Develop your work

3. Prepare a presentation of your avatar. Use a presentation tool and find images that represent your avatar and their interests, etc.
4. Each member of the group prepares a section to present.

STEP 3 • Present your work

5. Present your avatar to the class. The class chooses the avatar to represent it.

Competences at work

- ascoltare gli altri
- collaborare per raggiungere un obiettivo comune



Competences at work

- distribuire compiti e responsabilità
- utilizzare in modo creativo le tecnologie digitali

Competences at work

- comunicare in modo efficace
- giungere a una scelta condivisa

Autovalutazione

Rifletti su quanto hai appreso nell'UdA III e valuta le competenze che hai acquisito.

Sono molto (✓✓✓✓) / abbastanza (✓✓) / poco (✓) soddisfatto/a dei miei progressi e della mia partecipazione.

	✓✓✓✓	✓✓	✓
COMPETENZE LINGUISTICHE Sono in grado di...			
1. descrivere le persone: aspetto fisico e carattere			
2. parlare di azioni in corso e di programmi per il futuro			
3. fare videochiamate			
4. parlare di arte, cultura e spettacolo			
5. parlare di eventi ed esperienze del passato			
6. chiedere e dare un'opinione			
COMPETENZE OPERATIVE			
1. Ho partecipato e ho collaborato bene in coppia e in gruppo.			
2. Riesco a seguire le istruzioni, interpretare le informazioni e comunicare le mie idee.			
3. Riesco a organizzare il mio lavoro.			
4. Ho raggiunto dei buoni risultati.			

Orientamento

1. A questo punto, individuo il mio maggior punto di forza e gli aspetti che devo invece migliorare.

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	2 Levels	Essential
Vocabulary In Action	✓	✓
Vocabulary Plus	✓	
Writing bank	✓	✓
Culture Video	✓	✓
Compiti di realtà	B1/B1+	✓
Work Essentials		✓
Literature	B1/B1+	
Pronunciation Bank	✓	✓
Verb tables	✓	✓

The arts and entertainment



RADA and LIPA: excellence in arts

The Royal Academy of Dramatic Art (RADA) in London is one of the top drama schools in the world. Famous ex-students include Taron Egerton, Tom Hiddleston, and Phoebe Waller-Bridge. So if you want to become a **brilliant actor** or **actress**, RADA is the place for you!

If your dream is to be a **musician**, **singer**, **composer** or **dancer**, there are other **excellent** performing arts schools, like The Liverpool Institute for Performing Arts (LIPA).

Charlotte (19) studies acting at RADA. She'd like to become an **actress** in **musicals** because she's good at **singing**, so she particularly enjoys the classes in voice, movement and singing. RADA has five **theatres**, a cinema, a library, dance studios and much more!



Theo (18) writes songs, and he plays the piano and keyboard. He studies Music (Songwriting and Performance) at LIPA. At LIPA there is an auditorium, a workshop studio, and even a TV studio.

Charlotte and Theo's parents always look forward to the student shows. Last month Charlotte **acted** in a Shakespeare **play** and Theo performed in a **concert**. Charlotte and Theo know that studying at these prestigious schools is hard work, but it's never boring, and it's an **amazing** opportunity to make their dreams come true!



1 Read and listen to the text. Then complete the summary with the words.

musician • shows • plays • singing • amazing • acting • play

Charlotte studies **acting** at RADA and she's very good at **singing**. Theo would like to be a **musician**. He **plays** the piano and keyboard. Last year, Charlotte performed in a **play**. The two students know that attending RADA and LIPA is an **amazing** opportunity. Their parents always go to their **shows**.



2 Choose the correct alternative.

- Ugo Foscolo is a famous Italian **poet** / **poem**.
- Oasis were a popular Brit **pop band** / **original** in the 1990s.
- Botticelli's *The Birth of Venus* is the most popular **painter** / **painting** at the Uffizi.
- The English **novel** / **novelist** *Frankenstein* came out in 1818.
- High school students often perform the **musical** / **play** *Romeo and Juliet*.
- The song / **singer** *Dance the Night* was a hit for Dua Lipa.

3 Complete the sentences with the words.

festival • wrote • composer • actor • sculpture • exhibition • sang

- The Beatles were the band that **wrote**. All you need is love.
- Elena Ferrante is the novelist who **wrote**. *My Brilliant Friend*.
- Do you want to go to the modern art this weekend?
- Michelangelo created the **sculpture** of David.
- Verdi was the **composer** who wrote *La Traviata*.
- Tom Holland is the **actor** that plays Spider-Man.
- The Glastonbury music **festival** takes place every year in June.

4 Copy and complete the map. One word can go in two categories.

paint • brilliant • terrible • act • play • original • director • sculpt • controversial • portrait • memorable • musician

Nouns	Verbs	Adjectives
	paint	

5 Write a short text about a novel, poem, sculpture, painting or musical that you like and why.

Fame and success collocations



"Everyone's dream can come true if you just stick to it and work hard."



"If you stay focused, you can achieve your dreams and become successful."



1 Match the words (1-8) to (a-h) to form common collocations about fame and success.

- | | |
|--------------------|--|
| 1 be/become | a on tour |
| 2 be/become | b a contract |
| 3 get (some) | c hit (show/record/play) |
| 4 go | d hard |
| 5 go to | e good/bad reviews |
| 6 have a | f successful |
| 7 sign | g famous |
| 8 study/train/work | h drama school/music school/art school |

2 Complete the sentences with the correct form of the collocations in Ex. 1.

- From 2023 to 2024 Taylor Swift **went on tour** all over the world with her Eras show.
- If you want to succeed, you need to **sign** every day.
- Alice decided to **go to** school to improve her acting skills.
- After lots of demos, the band finally **got (some)** with a record company.
- The novel **was** from all the critics. They loved it.
- After many years of hard work, she now **is** show on TV.
- Chris Hemsworth **has** thanks to the film Thor.

3 Write a short text about a successful famous person using five of the collocations from Ex. 1.

No Vocabulary Plus in Essential!

A description of a person



I really like the Guyanese-British actress, Letitia Wright. She and her family originally come from Guyana in South America, but they live in London now. Letitia is famous for her role as the strong and intelligent Princess Shuri in the Black Panther films. She also appears in films and TV series like *Death on the Nile* and *Black Mirror*. In the film *Aisha*, she plays the lead role of a Nigerian immigrant in Ireland. I think she's talented, versatile and hard-working.

Letitia is beautiful. She's slim and quite tall. As you can see from the photo, she's got short black hair and dark brown eyes. She looks happy and confident. I don't know what Letitia is really like, but when I see interviews with her, she seems to be a friendly and outgoing person, but also sensitive. I admire her because she's honest. She says she sometimes suffers from depression, but her friends help her to combat it.

Letitia doesn't have much free time for hobbies, but she enjoys freestyle rapping. She's quite good at it too! She isn't a big fan of social media, but she uses it to connect with her friends. Letitia says she loves London because it's a city with lots of different types of people, cultures and opinions – and music of course!

1 Read the description of Letitia Wright and answer the questions.

- 1 Who is Letitia Wright?
- 2 What role is Letitia Wright famous for?
- 3 What does she look like?
- 4 What kind of a person is she?
- 5 What does she enjoy doing?

KEY LANGUAGE

Introducing the famous person

I really like... / I'm a big fan of...
I like/admire her/him because...
She's/He's famous for/because...

Describing her/him

As you can see from the photo, she's/he's...
She's/He's got...
She/He looks...
She/He seems...
I think she's/he's probably...
In her/his free time he/she enjoys...

2 Complete the sentences with words or phrases from the Key language.

- 1 _____ of Josh
O'Connor. I think he's a great actor.
- 2 As you can see
Josh has got a short beard now.
- 3 He's _____ his role
as Prince Charles in *The Crown*.
- 4 _____ Josh enjoys
watching football and hiking.
- 5 He _____ quite shy.

Writing competence

Write a description of your favourite famous person or someone you know (100-150 words). Follow these steps.

STEP 1 • Write an opening paragraph

- say who the person is, where they are from (and what they are famous for)

STEP 2 • Describe the person's appearance and personality

- describe what they look like
- say what they are like, and why

STEP 3 • Mention any other details about their life and what they are doing now

- say what their hobbies and interests are
- if possible, end with their current activities – use the Present continuous for this part

STEP 4 • Check your work

- Read your description carefully and check:
- your grammar
- your spelling and punctuation

A biography



John Lennon was a musician, songwriter and an activist. He was born on 9th October 1940 in Liverpool, England. As a child, he lived with his aunt because his parents were separated. John loved rock n' roll and he started performing as a teenager at school with his friend Paul McCartney. They both sang and played the guitar. Their group eventually became the Beatles, with guitarist George Harrison and drummer Ringo Starr. Paul and John wrote most of the Beatles' songs. They had their first hit in

- 1962 and over the next seven years, they became the biggest band in the world.

After the Beatles broke up in 1969, John moved to New York in the USA with his second wife Yoko Ono, a Japanese artist. Together, they released the single *Give Peace a Chance* as a protest against the Vietnam War. In 1971, John wrote and released *Imagine*. It became a global anthem for peace and the best-selling record of his solo career. But the US government did not approve of his activism and tried unsuccessfully to deport him.

- 20 Finally, in 1974, Lennon received permission to stay in the USA and the next year his son Sean was born. He stayed at home to look after Sean and stopped writing music. Five years later, when Sean began school, John and Yoko started writing songs again and they recorded the album *Double Fantasy*.

Then tragically, on 8th December 1980, John Lennon died. A man called Mark David Chapman shot him outside his apartment in New York. Chapman was mentally ill and jealous of Lennon's fame. Today, critics regard John Lennon as one of the most influential music artists of all time.

1 Read John Lennon's biography and answer the questions.

- 1 Who did John Lennon start his first band with?
- 2 When did he leave the Beatles?
- 3 What song was his most successful solo record?
- 4 Why did the American government want to deport John Lennon?
- 5 What happened on 8th December 1980?

KEY LANGUAGE

He/She was born in...
As a child, he/she...
When he/she was a teenager...
After school..., he/she decided to...
Then... After that... Finally...
In (1971), he/she (won, wrote, sang, released...)
A few months/years later, / in the first half of...
Over/For the next (seven) years...
During these years / this time / the (1980s)...
He/She died in... at the age of...

2 Complete the sentences with these phrases from the Key language.

- After school • As a child • at the age of •
A few months later • was born • for the next 45 years
- 1 Uncle Richard, my grandma's brother,
_____ in a small village in Wales.
 - 2 _____, he lived with family
in a small cottage.
 - 3 _____, Richard decided to
emigrate to Australia.
 - 4 _____, he got a job in Melbourne.
 - 5 He worked for the same company
_____.
 - 6 He died _____ 92.

Writing competence

Write a biography of a famous person (100-150 words). Follow these steps.

STEP 1 • Write an introductory paragraph

- say who the person was and why they were famous
- include their date of birth and information about when they were young
- give details about the start of their career

STEP 2 • Write the main paragraph

- describe in detail how their career developed and their achievements

STEP 3 • Write the closing paragraph

- specify how and when they died
- say what others thought of them

STEP 4 • Check your work

Read your biography carefully and check:

- the correct use of sequencers
- the use of the Past simple and relative clauses
- your spelling and punctuation

Education in the UK and USA



Before you watch

1 What do you know about the schools in the UK and USA?

2 Match the words (1-8) to the translations (a-h).

- | | |
|------------------|-----------------|
| 1 compulsory | a laurea |
| 2 vocational | b voti |
| 3 apprenticeship | c obbligatoria |
| 4 grades / marks | d complessivo |
| 5 average | e apprendistato |
| 6 overall | f professionale |
| 7 term | g medio |
| 8 degree | h semestre |

While you watch

3 Watch the video and choose the correct alternative.

- In the UK and USA, children start primary school at the age of 5 / 6.
- In the UK, education or training is compulsory until the age of 16 / 18.
- In the USA, high school is from 11 / 14 to 18.
- Students in both the UK and USA have lunch at school / home.
- UK schools give grades in letters / numbers.
- Students in the USA go to university for three / four years.

4 Watch the video again. Decide if the sentences are T (true) or F (false). Correct the false sentences.

- Students in both the UK and USA state schools wear uniforms.
- In the UK students do national exams called GCSEs when they are 16.
- In the UK students do A-level exams in 8-10 subjects.
- All students in the USA do final exams before they leave high school.
- Some UK university students study for 6 years.
- In the USA, students can choose extra classes based on their interests.

After you watch

5 DISCUSS In pairs. Discuss the questions.

- How are the UK and US education systems similar to Italy? How are they different?
- Would you like to have a school uniform? Why? / Why not?
- Do you think exams are an effective way to evaluate students' abilities and knowledge? Why? / Why not?

6 INTERCULTURE Write a short text about the school system in Italy (75-100 words). Include this information:

- the different schools from primary to secondary
- the structure of the school day and typical subjects
- tests and exams
- some differences between the Italian and UK or US school systems

A brief history of pop music



Before you watch

1 In pairs. Ask and answer the questions.

- Can you name any famous music artists from the past?
- What different music genres do you know?

2 Match the words (1-8) to the translations (a-h).

- | | |
|----------------|-----------------------|
| 1 exciting | a scaricare |
| 2 civil rights | b testo, parole |
| 3 rebellious | c pieno di sentimento |
| 4 catchy | d tagliente |
| 5 lyrics | e ribelle |
| 6 edgy | f diritti civili |
| 7 download | g emozionante |
| 8 soulful | h orecchiabile |

While you watch

3 Watch the video and write the correct decade beside the information.

- | | |
|---|-------|
| 1950s • 1960s • 1970s • 1980s • 1990s • early 2000s • Today | |
| 1 Rock and heavy metal become popular. | _____ |
| 2 Eminem brings a new style to rap music. | _____ |
| 3 Video is now a big part of music. | _____ |
| 4 'Rock and Roll' is born. | _____ |
| 5 People listen to all types of music genres. | _____ |
| 6 It is the decade of social change and The Beatles. | _____ |
| 7 Alternative rock, pop groups and hip hop dominate the music charts. | _____ |

4 Watch the video again. Complete the sentences with the words.

- rebellious • streaming • R&B • pop idol • new • music video
- Elvis Presley was the first teen _____.
 - Motown Records produced _____ and soul records.
 - Young people enjoyed the _____ spirit of rock.
 - MTV was a _____ TV channel.
 - Napster started the digital _____ era that we know today.
 - Today social media can help _____ artists become popular.

After you watch

5 DISCUSS In pairs. Discuss the questions.

- Do you know all the artists mentioned in the video? If not, are you interested in listening to them?
- What music or artists do you enjoy from earlier decades?

6 INTERCULTURE Write a short text about music in Italy during one of these decades (75-100 words).

1960s • 1970s • 1980s • 1990s

Do some research online and include information about:

- society at the time
- popular genres
- popular artist and bands

Pronunciation bank

Phonetic symbols

Short vowel sounds							
/æ/	/ɑ:/	/e/	/ɪ/	/ɒ/	/ʊ/	/ɔ:/	/a/
love	cat	bed	trip	dog	put	about	
cup	black	head	chip	want	look	teacher	
but	cash	said	bit	what	could	classical	
Long vowel sounds							
/i:/	/a:/	/ɜ:/	/ɔ:/	/u:/			
see	car	bird	four	school			
read	heart	word	small	nude			
key	dark	sure	boot				
Diphthongs (combined vowel sounds)							
/eɪ/	/aɪ/	/eə/	/ɪə/	/aʊ/	/əʊ/	/ɔɪ/	/aʊ/
boy	make	hair	here	like	go	how	
voice	there	near	idea	cry	boat	down	
enjoy	rain	compare		time	note	town	
Consonant sounds							
/b/	/d/	/f/	/g/	/h/	/dʒ/	/k/	/j/
bed	do	far	go	hotel	job	cup	young
book	da	photo	bag	hot	large	black	European
/l/	/m/	/n/	/ŋ/	/p/	/r/	/s/	/ʃ/
little	mum	night	thing	people	read	say	shoe
lot	room	knew	boring	paper	write	rice	shine
/t/	/b/	/v/	/ʒ/	/w/	/h/	/z/	/ʒ/
time	think	this	chair	vet	walk	zoo	television
night	bath	nature	drive	well	those	measure	

UNIT 1 used to: /uːstə/

We pronounce *used to* as a single word, so the final *d* of *used* is silent and *to* is unstressed /ə/.

1. **288** Listen. Then listen and repeat.
1 My mum used to have a pen pal.
2 My grandad used to paint.
3 I used to think it was boring.
4 He used to be in a band.
5 We used to play with toys.

UNIT 2 u sounds /u:/ and /ʊ/

1. **289** Listen and repeat. computer /u:/ up /ʊ/
2. **290** Write the words beside the correct sound: 1 or 2. Then listen, check and repeat.
study • human • university • luckily • plumber • future • continue • luxury • beautician • club • student • unemployed • consultant • rule
1 /u:/
2 /ʊ/

UNIT 3 Question tags

We use different intonation with question tags depending on whether we are asking for checking information we are not sure about, or whether we expect confirmation of what we know.

1. **291** Listen and repeat.
A (Asking) / Checking information
You're from Rome, aren't you?
2 Confirming information
You're from Rome, aren't you?
2. **292** Listen to the intonation and write A (Asking) or C (Confirming). Then listen, check and repeat.
1 Tom isn't upset, is he?
2 Chloe looked lovely, didn't she?
3 You won't tell anyone, will you?
4 It's very cold, isn't it?

UNIT 4 c sounds /k/, /s/ and /tʃ/

We pronounce the letter *c* in three ways:
1 *c* + a, o, u or consonant = /k/ → confusing
2 *c* + e or i = usually /s/ → cinema
3 *ch* = usually /tʃ/ → change
But sometimes *ch* = /k/ → character

1. **293** Listen and repeat.
confusing /k/ cinema /s/
change /tʃ/ character /k/
2. **294** Write the correct sound for each word: /k/, /s/ or /tʃ/. Then listen, check and repeat.
comic _____ century _____ exercise _____ charming _____
chapter _____ cruel _____ child _____ charisma _____
check _____ capture _____ certain _____ celebrate _____
critic _____ choir _____ citizen _____ chicken _____

UNIT 5 won't /wɒnt/ and want /wɒnt/

1. **295** Listen and repeat: won't /wɒnt/ want /wɒnt/
2. **296** Listen to the sentences and write won't or want. Then listen, check and repeat.
1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

UNIT 6 o sounds /ɒ/, /əʊ/, /u:/ and /ʊ/

1. **297** Listen and repeat.
1 politics /ɒ/ 3 who /u:/
2 vote /əʊ/ 4 government /ʊ/
2. **298** Write the words beside the correct sound: 1, 2, 3 or 4. Then listen, check and repeat.
manifesto • lose • honest • brother • room • opposition • poverty • homeless • done • school • social • enough • economy • movement • won • protest (n) • shoot • shot • someone • control
1 /ɒ/ _____
2 /əʊ/ _____
3 /u:/ _____
4 /ʊ/ _____

Pronunciation bank

UNIT 7 Word stress: compound nouns

We usually stress the first word in compound nouns, not the second, although there are some exceptions.

1. **299** Listen and repeat.
teammate running shoes
2. **300** Underline the stressed word in each compound noun. Then listen, check and repeat.
1 The goalkeeper saved the penalty.
2 Are you going out this weekend?
3 You should take a painkiller.
4 The swimming pool's closed today.
5 Zoe's got a new snowboard.

UNIT 8 Sentence stress: weak have /əv/

In a sentence with past modals, we stress the modal verb, so *have* is unstressed /əv/ and we don't hear the *h*.

1. **301** Listen. Then listen and repeat.
1 Someone must have seen him.
2 It can't have been Joe.
3 She could have forgotten.
4 I mightn't have locked the door.
5 Alice may have missed the bus.

UNIT 9 Homophones

1. **302** Listen and repeat.
1 /baɪ/ by - buy 3 /wɒd/ wood - would
2 /haɪ/ high - hi 4 /sti:/ steel - steal
2. **303** Underline the two homophones in each sentence. Then listen, check and repeat.
1 I felt so weak when I had the flu last week.
2 The team only won one match last season!
3 Who knew that the new student is American?
4 That boy threw a stone through the window.
5 Have you read The Red Pony by Steinbeck?
6 Our train's leaving in an hour.

UNIT 10 Silent syllables

1. **304** Listen and note the silent syllable. Then listen and repeat: documentary /ˌdɒkjʊˈmentəri/
2. **305** Cross out (X) the syllable (letter or letters) that is not pronounced. Then listen, check and repeat.
restaurant • comfortable • opera • interesting • chocolate • temperature • several

Irregular verbs

Base form		Past simple	Past participle
be	essere, stare	was / were	been
beat	battere, sconfiggere	beat	beaten
become	diventare	became	become
begin	cominciare	began	begun
bend	piegare	bent	bent
bite	mordere	bitten	bitten
blow	soffiare	blew	blown
break	rompere, rompersi	broke	broken
bring	portare	brought	brought
build	costruire	built	built
burn	bruciare	burnt / burned	burnt / burned
buy	comprare	bought	bought
catch	prendere, afferrare	caught	caught
choose	scegliere	chose	chosen
come	venire	came	come
cost	costare	cost	cost
cut	tagliare, tagliarsi	cut	cut
do	fare, praticare	did	done
draw	disegnare	drew	drawn
dream	sognare	dreamt / dreamed	dreamt / dreamed
drink	bere	drank	drunk
drive	guidare	drove	driven
eat	mangiare	ate	eaten
fall	cadere	fell	fallen
feed	dare da mangiare a	fed	fed
feel	sentire, sentirsi	felt	felt
fight	combattere	fought	fought
find	trovare	found	found
fly	volare	flew	flown
forget	dimenticare, dimenticare	forgot	forgotten
forgive	perdonare	forgave	forgiven
freeze	congelare	froze	frozen
get	ricevere, ottenere, prendere	got	got
give	dare	gave	given
go	andare	went	gone, been
grow	crescere, coltivare	grew	grown
hang	appendere	hung	hung
have	avere	had	had
hear	udire, sentire	heard	heard
hide	nascondere, nascondersi	hid	hidden
hit	colpire	hit	hit
hold	tenere	held	held
hurt	far male, ferire, ferirsi	hurt	hurt
keep	conservare, tenere	kept	kept
know	sapere, conoscere	knew	known
lay	distendere, posare	laid	laid
lead	condurre, guidare	led	led
learn	imparare	learnt / learned	learnt / learned
leave	partire, andare via	left	left
lend	prestare	lent	lent
let	lasciare, consentire	let	let

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Irregular verbs

Base form		Past simple	Past participle
lie	sdraiarsi	lay	lain
light	illuminare, accendere	lit	lit
lose	perdere	lost	lost
make	fare, realizzare, creare	made	made
mean	significare	meant	meant
meet	incontrare, incontrarsi	met	met
pay	pagare	paid	paid
put	mettere, posizionare	put	put
read /ri d/	leggere	read / red/	read /red/
ride	andare in (bic/moto), andare a (cavallo)	rode	ridden
ring	suarare, telefonare	rang	rung
rise	salire, aumentare	rose	risen
run	correre	ran	run
say	dire	said	said
see	vedere	saw	seen
sell	vendere	sold	sold
send	mandare, inviare	sent	sent
shake	scuotere, tremare	shook	shaken
shine	brillare, splendere	shone	shone
shoot	sparare, girare (un film)	shot	shot
show	mostrare, presentare	showed	shown / showed
shut	chiudere	shut	shut
sing	cantare	sang	sung
sink	affondare	sank	sunk
sit	sedersi	sat	sat
sleep	domire	slept	slept
smell	odorare	smelt / smelled	smelt / smelled
speak	parlare	spoke	spoken
spell	fare lo spelling	spelt / spelled	spelt / spelled
spend	spendere, trascorrere	spent	spent
split	dividere	split	split
spread	diffondere	spread	spread
stand	alzarsi, stare in piedi	stood	stood
steal	rubare	stole	stolen
sweep	spazzare	swept	swept
swim	nuotare	swam	swum
take	prendere, portare	took	taken
teach	insegnare	taught	taught
tear	strappare	tore	torn
tell	dire, raccontare	told	told
think	pensare	thought	thought
throw	lanciare, gettare	threw	thrown
understand	capire	understood	understood
wake	svegliare, svegliarsi	woke	woken
wear	indossare	wore	worn
win	vincere	won	won
write	scrivere	wrote	written

can and must

can	potere, sapere (fare)	could	been able to
must	dovere	had to	had to

309

Also regular verb tables

Carrying out a survey

KEY COMPETENCES & LIFE SKILLS

- Communication in a foreign language
- Maths competences
- Digital competences
- Social and civic competences
- Cultural knowledge and awareness
- Problem-solving
- Team work



1 WARM UP What is a UNESCO World Heritage Site? Can you match the UNESCO World Heritage Sites (1-6) to their photos (A-F)?

- | | |
|-------------------------------|--|
| 1 ... Stonehenge, UK | 4 ... The City of Jaipur, India |
| 2 ... The Amalfi coast, Italy | 5 ... The El Jem amphitheatre, Tunisia |
| 3 ... The Great Wall, China | 6 ... Bahla Fort, Oman |



2 In pairs. Discuss the questions.

- Which country do you think has the most UNESCO sites in the world?
- How many UNESCO sites can you name?
- Have you ever visited a UNESCO site? If so, where? What was it like?

STEP 1 Discuss and plan your task

- 3 In groups. Your task is to carry out a visitor survey to a place of interest in the area where you live.**
- Decide the place of interest you want to ask about.
 - Decide when to carry out your survey.
 - Make a list of questions that you want to ask. Think about why people are visiting and what impact their visit has. Use the table on the right to help you.

TIP

Go online and research tips and guidelines for carrying out effective surveys. Ask one question at a time and to keep your questions short and simple. Give answer options where possible.

Possible questions
1 How did you travel here today? (car, train, etc.)
2 How long do you plan to spend here?
3 Why did you choose to visit this place?
4 What do you think of...?
5
6
7
8

STEP 2 Do your task

4 Finalise your survey questions. Allocate roles within your group and make a checklist of things you will need on the day. Then do your survey!

Roles

Decide who will...

- ask the questions.
- write down the answers.
- compile the results.
- present the results and conclusions.

Checklist

We will need...

- photocopies ✓
- clipboard ✓
- _____
- _____

STEP 3 Presentation

5 Present your survey results and conclusions to the class. Remember to use:

- charts, graphs and visuals
- numbers, percentages and statistics
- a presentation tool, e.g. PowerPoint, Google Presentations, etc.

You can use these graphs as examples.

Bar chart
TRANSPORT



Pie chart
TRANSPORT



KEY LANGUAGE

We interviewed ... people.
This graph/pie chart/map shows...
Over half/Only a few/The majority...
More/Less than... percent said...
Ten/Fifty/Eighty percent liked/didn't like/thought...
You can see that...
However.../While...
In conclusion, it's evident that/these figures show that...

TIP

You can use a programme like Excel to create charts and graphs, or draw them by hand.

VOTE! The class votes on the most interesting or surprising survey results.

Extend

6 DIGITAL COMPETENCES Choose a UNESCO World Heritage Site. Research more about it and write a description. Include information on:

- what and where it is
- why and when it became a World Heritage Site
- how many visitors it attracts annually



Writing a CV

1 WARM UP What is a CV (Curriculum Vitae)? What is its purpose? Do you know how to write one?

DANIEL WATSON

Address: 24 Brick Road, Tunbridge Wells, Kent, TN11 7RS
Tel: 01892 555555

In the workplace

2 WARM UP In pairs, which big companies or shops are there near where you live? How many people do they employ? Do you know anyone who works there?

Workplace behaviour

Congratulations, you've got the job! Now you're ready to start work at the workplace! All workplaces, from restaurants and offices to member clubs and guidelines that employees must follow. For example:

- **Be professional:** You're allowed to disagree with your manager as politely. Try to get into arguments, and don't complain about it.
- **Be confident:** You're not alone. So don't have bad personal or customer or distract when people around you that are trying to do their job.
- **Learn to listen:** Never interrupt when a co-worker is speaking. If patient and wait until it's your turn to speak.
- **Be positive:** If you don't like something about your job, your improvement, but don't complain out loud!
- **Be punctual:** It's better to arrive a little bit earlier if you can, and feel stressed before you start work.
- **Wear appropriate clothes:** Find out if your place of work has a dress code. If not, you should dress appropriately for the type of work you are doing.
- **Smart working:** If you work from home, you still have to follow workplace rules and guidelines. In a virtual online meeting, for example, wear appropriate clothes and be punctual. Use the mute button when you aren't speaking.

If you're sure about your workplace rules and guidelines, ask questions! No one will be angry with you if you check how to do things. And most importantly, don't forget to smile, and do your best. Welcome to the workplace!

1. don't complain about something
2. be professional
3. be confident
4. be positive
5. be punctual
6. wear appropriate clothes
7. smart working

Reading

- 2 Read Daniel's CV.** What is he studying at the moment? What are his skills?
- 3 Decide if the statements are true (T) or false (F).** Daniel is looking for a full-time summer job. Daniel is looking for a full-time summer job. Daniel is looking for a full-time summer job.

Listening

- 6 Listen to a teacher talking to students about CVs.** Choose the correct answer a, b or c. What does the teacher say about these things?
- Contact information
 - Make it funny and original.
 - It should come first.
 - Don't include more than one email.
 - Personal statements
 - Don't include more than one email.
 - Don't include more than one email.
 - Don't include more than one email.

Writing a cover letter or email

1 WARM UP When you send an employer your CV, what information do you think you should include?

To: jennifer.ling@bt.com
From: daniel.watson@bt.com
Subject: Assistant Manager position

Dear Ms Ling,

I am writing in response to your advertisement on dreamjob.co.uk for an Assistant Manager at the Green Bean Cafe. I would like to apply for the position. I am a business student at Wesley College where I am completing my first year of a business certificate in Business Management. My goal is to run my own business. I am currently working part-time at Mr's Pizzeria in Bridge Street. This is helping me to gain experience in customer service, and I am looking forward to expanding my business knowledge and learn new skills, and the Assistant Manager position at your cafe would give me the opportunity to do this.

Your advertisement mentioned taking payments and processing bills. As I am dealing with the public and when dealing with customers, I am patient, polite, and friendly at all times. I have excellent teamwork and organisational skills and I am good at working under pressure. I am confident that I am the right candidate for this position.

I am available to work full-time from the end of May until the beginning of September. If you need any further information, please do not hesitate to contact me.

I look forward to hearing from you.
Yours sincerely,
Daniel Watson



Explain your reason for writing

Introduce yourself and explain why you are interested in the job.

Explain why you are the right person for the job.

Explain the employer's details from your available knowledge.

Tell the employer that you would like to work for them.

Close the letter/email in a polite way.

2 Answer the questions.

- Where did Daniel see the job advertisement?
- In how many years will he finish his studies at Wesley?
- What does he do at Mr's Pizzeria that might prepare him for this job?
- What subjects does he see to do to finish his way of working customers?
- What message can he work?

3 Answer the questions.

- What message can he work?
- What message can he work?
- What message can he work?
- What message can he work?
- What message can he work?

4 Write a cover letter or email using formal language.

5 Write a cover letter or email using informal language.

6 Write a cover letter or email using formal language.

7 Write a cover letter or email using informal language.

8 Write a cover letter or email using formal language.

9 Write a cover letter or email using informal language.

10 Write a cover letter or email using formal language.

Work Essentials 3

1 Read and listen to the advertisement in the ad.

2 Answer the questions.

- Where did Daniel see the job advertisement?
- In how many years will he finish his studies at Wesley?
- What does he do at Mr's Pizzeria that might prepare him for this job?
- What subjects does he see to do to finish his way of working customers?
- What message can he work?

3 Answer the questions.

- What message can he work?
- What message can he work?
- What message can he work?
- What message can he work?
- What message can he work?

4 Write a cover letter or email using formal language.

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8 Write a cover letter or email using formal language.

9 Write a cover letter or email using informal language.

10 Write a cover letter or email using formal language.

11 Write a cover letter or email using informal language.

12 Write a cover letter or email using formal language.

13 Write a cover letter or email using informal language.

14 Write a cover letter or email using formal language.

Little Women

by Louisa May Alcott

The story so far

The four March sisters live at home with their mother while their father is away fighting in the American Civil War (1861-1865). It's the week after Christmas. Meg, 16, and Jo, 15, have an invitation from a neighbour to a New Year's Eve party. Beth, 13, and Amy, 12, are too young to go.

- Jo loved reading and the attic was the perfect place because it was quiet. Meg ran upstairs with a letter in her hand. Look! Mrs Gardiner invited both of us to a New Year's Eve party tomorrow evening!
- 'That's exciting,' said Jo.
- 'But what can we wear?' asked Meg.
- 'Well, I only have one nice dress,' said Jo. 'I know, and that's all I have too,' said Meg sadly. I love beautiful, expensive things. When I'm eighteen, perhaps I can buy myself a beautiful new dress!
- The next afternoon Beth and Amy helped their sisters get ready for the party. Everyone was happy and excited. Soon Meg and Jo were ready to go.
- Meg enjoyed the party and danced with some young men. But Jo was bored, and she did not know what to do. She did not like talking to the other girls. She wanted to talk to the boys, but she could not. A young woman mustn't talk to boys,' she thought.
- When a young man with red hair came towards her, she quickly decided to move away.
- 'She went into a small room and immediately saw another young man inside. He was about seventeen years old and had dark eyes and dark hair.
- 'Oh!' she said. 'I didn't know anyone was in here.' She turned around and wanted to leave.
- The young man laughed. 'Please, don't go,' he said.
- Jo sat down next to him. 'You live near us, don't you?'
- 'I live next door with my grandfather,' said the boy. 'My name's Theodore Laurence, but my friends call me Laurie.'
- 'My name's Josephine, but everyone calls me Jo. I don't like the name Josephine.'
- They started talking about Laurie's journeys to France and Italy, and a lot of other interesting things. Suddenly Meg came into the small room.
- 'Oh, Jo, these shoes are small! My feet hurt!' said Meg. 'Now I can't dance and I can't walk home.'
- 'Your shoes are always small,' said Jo. 'How can we get home?'
- 'You can use my grandfather's carriage,' said Laurie. 'I can take you.'

Literature note

Characters

Characters in a story have different personality traits. Here, Jo loves reading and Meg loves beautiful, expensive things. Find other examples of personality traits in the text.

lettice: salotto
mustn't: non deve
hurt: mi fanno male
carriage: carrozza

Meet the author

Louisa May Alcott (1832-1888) was an American writer. She and her three sisters were homeschooled. Some of the Alcott family friends were famous writers and Louisa loved writing. To help her family, when she was young, she worked as a writer, a teacher and a servant. Louisa published her first book when she was 22 years old. *Little Women* (1868-69) was her first successful novel. It is about her family and her experiences as a teenager. Louisa was very like her character Jo March. She was energetic, she wrote stories and she obviously had a lot of imagination.

1 BEFORE YOU READ Read 'Meet the author'.

Answer the questions.

- Who was Louisa May Alcott?
- How does *Little Women* reflect her life?

2 CHECK Read and listen to the extract from the story. Who do the sentences refer to? Write J (Jo), M (Meg) or B (both).

- She has a letter.
- She says she only has one nice dress.
- She wants to buy a beautiful dress when she's 18.
- She doesn't dance at the party.
- She doesn't like her name.
- Her shoes are small.

3 VOCABULARY Complete the sentences with the words from the extract.

- quiet • expensive • happy • excited • exciting • bored
- Everyone smiled. They looked really _____.
 - We're very _____ about the holidays.
 - Watching your team win is very _____.

Media link

Little Women turns 150!

Little Women is an all-time favourite. The story has been adapted into films, TV series, cartoons, musicals, operas, plays and web videos. In 2018, the book's 150th anniversary, three adaptations were released. The 2018 film is a modern version where the March sisters wear jeans and tennis shoes and go to proms. It shows that some of the worries of teens growing up today are much the same as they were for teens growing up during the American Civil War.

1 CHECK Answer the questions.

- Why are there so many adaptations of *Little Women*?
- What was special about 2018 and *Little Women*?
- When is the 2018 film version set?

- He was very _____ . He didn't say a word.

- 250 euros for a pair of jeans? That's _____ !

- We were _____ . The film was too long and it had subtitles.

4 CRITICAL THINKING In pairs. Discuss the questions.

- How do Meg and Jo feel about the party invitation?
- Why do you think they each only have one nice dress to wear?
- Why 'mustn't' young women talk to boys'?
- Why do you think Laurie was in another room alone?
- Who do you think enjoyed the party? Why? Why not?

5 DISCUSS In small groups. Discuss the questions.

- How do you feel before a party?
- How do you get ready for a party?
- What do you do at parties? Are you like Meg, Jo or Laurie?
- Do you talk to boys or girls you don't know at parties?



- 2 CRITICAL THINKING Why do you think it is possible to set a story about people in the 1850s in today's world?

SPECIAL SECTIONS



- For those starting with the B1/B1+ level of the course
- First 8 pages of each unit of the A2/B1 student's book
- Basic grammar maps

My mum is a firefighter

OBJECTIVES

Core

- Talking about jobs
- Talking about family
- Identifying objects and people
- Presenting your family

Revise

- Workbook p. 18



1 WARM UP What are the names of the people in your family?

2 **11** Read and listen to the dialogue. Who is in Finn's family?

Finn Dad, this is my friend, Otis. Otis, this is my dad.
Dad Hi Otis, nice to meet you!
Otis Hi, Mr Wallace. Your house is very nice and those paintings are **amazing**!
Dad Thank you, Otis. They're my paintings... I'm an artist.
Otis Is your wife an artist, too?
Finn No, my mum is a firefighter. Oh, **here she is**!
Mum Hello Otis, nice to meet you.

Otis Hello Ms Wallace. Hey Finn, who are the boy and the girl in this photo?
Finn They're my brother and sister.
Otis Oh, cool.
Finn Callum is a teacher and Claire is a nurse, but they aren't here now. Callum is in Spain on holiday and Claire is at work at the hospital.
Mum So Otis, who's in your family?
Otis Well... we aren't a big family... I'm an **only child**. But that's OK - I like it.

Real talk
amazing = fantastici **only child** = figlio unico
here she is = eccola qui **that's OK** = va bene così

3 CHECK Read the dialogue again and match the beginnings of the sentences (1-4) to the endings (a-f).

1 Finn's dad	a is small.
2 Finn's mum	b is an artist.
3 Callum	c is a teacher.
4 Claire	d is an only child.
5 Otis's family	e is a firefighter.
6 Otis	f is a nurse.

Interculture
 Le professioni più scelte dai giovani britannici negli ultimi anni sono quelle legate alla tecnologia o alla sostenibilità.

For the 2 Essentials courses

6 Foundation units - 10 pp
(sb&wb)

FOR EVERYONE BOOKS



For all versions of It's My Time

Vocabulary

People

actor / actress = attore / attrice	novelist = romanziere
artist = artista	photographer = fotografo
band = gruppo (musicale)	poet = poeta
composer = compositore	sculptor = scultore
dancer = ballerino	singer = cantante
musician = musicista	writer = scrittore

Places
and events

art gallery = galleria d'arte	festival = festival
concert = concerto	museum = museo
exhibition = mostra	show = spettacolo
	theatre = teatro

Verbs

act = recitare	sculpt = scolpire
compose = comporre	sing = cantare
dance = danzare, ballare	take photographs = fotografare
paint = dipingere	write = scrivere
play = suonare, recitare	

THE ARTS AND
ENTERTAINMENT

Works

ballet = balletto	play (n) = opera teatrale
film = film	poem / poetry = poesia
musical = musical	portrait = ritratto
novel = romanzo	sculpture = scultura
opera = opera lirica	song = canzone
painting = dipinto	
photograph = fotografia	

Adjectives

amazing = incredibile, fantastico	funny = spassoso, divertente
beautiful = bellissimo	interesting = interessante
boring = noioso	original = originale
brilliant = brillante, fantastico	popular = popolare
controversial = polemico, controverso	strange = strano
difficult = difficile	terrible = pessimo
excellent = eccellente	ugly = brutto

Vocabulary

The arts and entertainment

1 ●●● Completa le frasi con le parole date.

museum • musical • ballet • sculpture • actor • portrait •
dancer • photographer • musician • theatre • exhibition

- A **museum** is a building where you can see objects of historical or artistic interest.
- A statue is an example of _____.
- A _____ is a person who dances as a job.
- A _____ the actors sing part of the story.
- An _____ is a painting of a person.
- _____ is when an art gallery or museum shows a collection of paintings or other objects.
- A _____ is a performance of dance with music. There is no talking or singing.
- A _____ is a person who plays a part in a film or a play.
- A _____ is a person who plays an instrument.
- A _____ is a building where people can watch a performance.
- A _____ is a person who takes photos.

2 ●●● Completa le frasi con i verbi dati.

act • write • compose • take • sculpt • paint • sing • play • dance

- I can't believe Joe got the part of Romeo in the school play. He can't **act**!
- You can _____ in the shower when you're happy?
- I _____ salsa really well.
- I'm trying to _____ short stories and post them online.
- 'Starry Night' is my favourite artwork. Did Van Gogh _____ a piece of music.
- Did you _____ lots of photos on holiday?
- When did Michelangelo _____ the statue of David?
- Can you _____ the piano?

Adjectives

3 ●●● Scegli l'alternativa corretta.

- The 'Cristo velato' is a **beautiful** / terrible masterpiece of 18th-century sculpture.
- It was a great film and the actors were **amazing** / strange!
- I'm confused. This book is really **popular** / difficult to understand.
- This documentary is really **interesting** / ugly. Why don't you watch it with me?
- I didn't enjoy the play at all. It was really **boring** / interesting.
- Ennio Morricone was a **strange** / brilliant composer and he won lots of awards.

PAST SIMPLE: VERB BE

FORMA
• Forma affermativa:
I / he / she / it **was**
you / we / they **were**

• Forma negativa:
I / he / she / it **wasn't** (n't)
you / we / they **weren't** (n't)

• Forma interrogativa:
Was I / he / she / it?
Were you / we / they?

• Risposte brevi:
Affermative
Yes, I / he / she **it was**.
Yes, we / you / they **were**.
Negative
No, I / you / we / they **wasn't**.
No, you / we / they **weren't**.

FORMA
• Forma affermativa:
subject + base form
The train arrived late.
We cooked dinner last night.

• Forma negativa:
subject + **didn't** + base form
I didn't go to school.
They didn't play.

• Forma interrogativa:
Did + subject + base form + ?
Did you enjoy the ballet?

• Risposte brevi:
Affermative
Yes, + subject + **did**.
Negative
No, + subject + **didn't**.

USO
• Si usa
iniziale
past
pas
Th
w

Grammar

FORMA
• Forma affermativa:
She met M.

• Forma negativa:
I didn't

• Forma interrogativa:
Did you take

• Risposte brevi:
Affermative
Yes + subject + **did**.

Past simple: verb be

Scegli l'alternativa corretta. Poi ascolta e controlla.
Last Friday night, there (0) **was** / were a 1990s music festival in my town.
There (1) **was** / were lots of middle-aged people, but there (2) **wasn't** / weren't
any teenagers. There (3) **was** / were lots of musicians and bands.
Dad enjoyed the electronic band, it (4) **was** / were his favourite.
Mum liked a pop group called Sunny - there (5) **was** / were only women in it.
I didn't really enjoy the evening, it (6) **wasn't** / weren't really my music style -
luckily, my friend Zac (7) **was** / were there with me, so I wasn't bored. But my
parents loved it and they (8) **was** / were really happy!

2 ●●● Completa le domande con il Past simple del verbo be. Poi rispondi con risposte brevi affermativo (-) o negativo (-).

0 Were you at Eliza's party last Sunday? (-) - Yes, I was.
1 _____ the party at her house? (-) -
2 _____ it Eliza's 16th birthday party? (-) -
3 _____ there many people? (-) -
4 _____ Willow and her brother there? (-) -
5 _____ the food good? (-) -
6 _____ there any music? (-) -

3 ●●● Scrivi frasi affermativo (-), negativo (-) o interrogativo (?) con gli elementi dati.

0 your grandparents • born • in China (?)
Were your grandparents born in China?
1 I • born • in Palermo (-)

2 Timothée Chalamet • born • in the USA (?)
3 Jannik Sinner • born • in 2001 (-)

4 they • born • in 2011 (-)

5 your mum • born • in March (?)

6 my best friend • born • in Bologna (-)

7 my parents • born • in Italy (-)

8 Ghali • born • in Milan (-)

Grammar

Past simple: verb be

1 ●●● Scegli l'alternativa corretta. Poi ascolta e controlla.

Last Friday night, there (0) **was** / were a 1990s music festival in my town.
There (1) **was** / were lots of middle-aged people, but there (2) **wasn't** / weren't
any teenagers. There (3) **was** / were lots of musicians and bands.
Dad enjoyed the electronic band, it (4) **was** / were his favourite.
Mum liked a pop group called Sunny - there (5) **was** / were only women in it.
I didn't really enjoy the evening, it (6) **wasn't** / weren't really my music style -
luckily, my friend Zac (7) **was** / were there with me, so I wasn't bored. But my
parents loved it and they (8) **was** / were really happy!

2 ●●● Completa le domande con il Past simple del verbo be. Poi rispondi con risposte brevi affermativo (-) o negativo (-).

0 Were you at Eliza's party last Sunday? (-) - Yes, I was.
1 _____ the party at her house? (-) -
2 _____ it Eliza's 16th birthday party? (-) -
3 _____ there many people? (-) -
4 _____ Willow and her brother there? (-) -
5 _____ the food good? (-) -
6 _____ there any music? (-) -

3 ●●● Scrivi frasi affermativo (-), negativo (-) o interrogativo (?) con gli elementi dati.

0 your grandparents • born • in China (?)
Were your grandparents born in China?
1 I • born • in Palermo (-)

2 Timothée Chalamet • born • in the USA (?)

3 Jannik Sinner • born • in 2001 (-)

4 they • born • in 2011 (-)

5 your mum • born • in March (?)

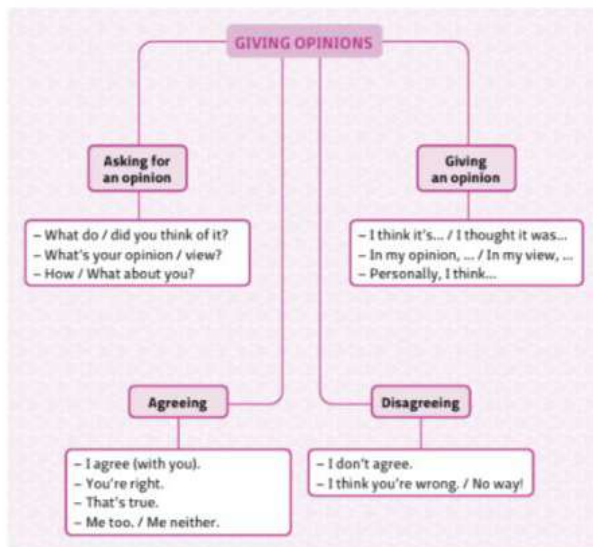
6 my best friend • born • in Bologna (-)

7 my parents • born • in Italy (-)

8 Ghali • born • in Milan (-)

DEFINING RELATIVE CLAUSES (1): SUBJECT

Le proposizioni relative determinative (defining relative clauses) identificano la persona o la cosa di cui si sta parlando. Vanno dopo il nome a cui si riferiscono.
He is the singer **who** won the talent show. (È il cantante che ha vinto il talent show.)
Who is the actor **who** / **that** played Thor? (Chi è l'attore che ha interpretato Thor?)
Is that the train **which** / **that** goes to London? (È quello il treno che va a Londra?)
I couldn't find the book **which** / **that** I was looking for.



1 Completa il dialogo con le espressioni date. Poi ascolta e controlla.

think of • terrible • How about • brilliant • don't agree • No way • personally • you're wrong • I thought

Grace I saw 'The X-Factor' final on TV yesterday evening.
 Darcy Me too. What did you (0) think of it?
 Grace I didn't enjoy it. (1) _____ you?
 Darcy I loved it. (2) _____ some of the songs were (3) _____.
 Grace I (4) _____ with you. The songs were (5) _____.
 So boring!
 Darcy Sorry, I think (6) _____. And (7) _____ I think
 the contestants were all amazing singers.
 Grace (8) _____. It was the worst series ever!

Hub Scuola - Your Home Page

hub
SCUOLA

Mark Harmon
Docente di Inglese

Il mio profilo

Homepage

I miei libri

Aree docenti

HUB Test e Invalsi

Classi

App di lettura

Assistenza

I miei libri Attiva un libro

it's my time × Q

Tutti i libri Mondadori Education Rizzoli Education Deascuola **Preferiti** Più recente

Tutti In valutazione

3 risultati per: it's my time

It's my time

It's my time

It's my time



It's my time

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[Classi](#)
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[Assistenza](#)

I tuoi volumi


CONTENUTI DI ESEMPIO


EBOOK STUDENT'S BOOK A2-B1


EBOOK STUDENT'S BOOK B1-B1+ + INVALSI B1 + BUILD UP TO B1


EBOOK FOR EVERYONE A2-B1


EBOOK FOR EVERYONE B1-B1+


VOLUMI DIGITALI


Student's Book A2-B1


CONTENUTI DIGITALI INTEGRATIVI

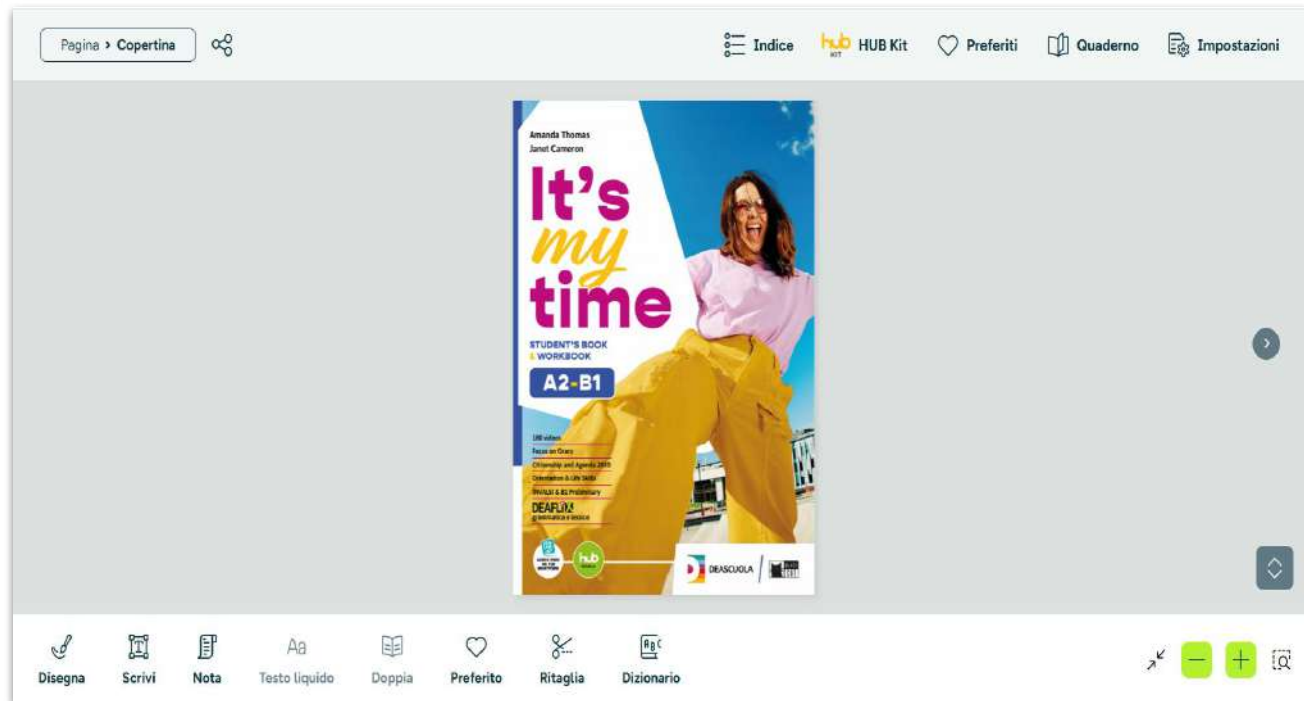

Contenuti per il docente - Risorse digitali


Contenuti digitali integrativi - Risorse digitali


Ciao, come posso aiutarti?



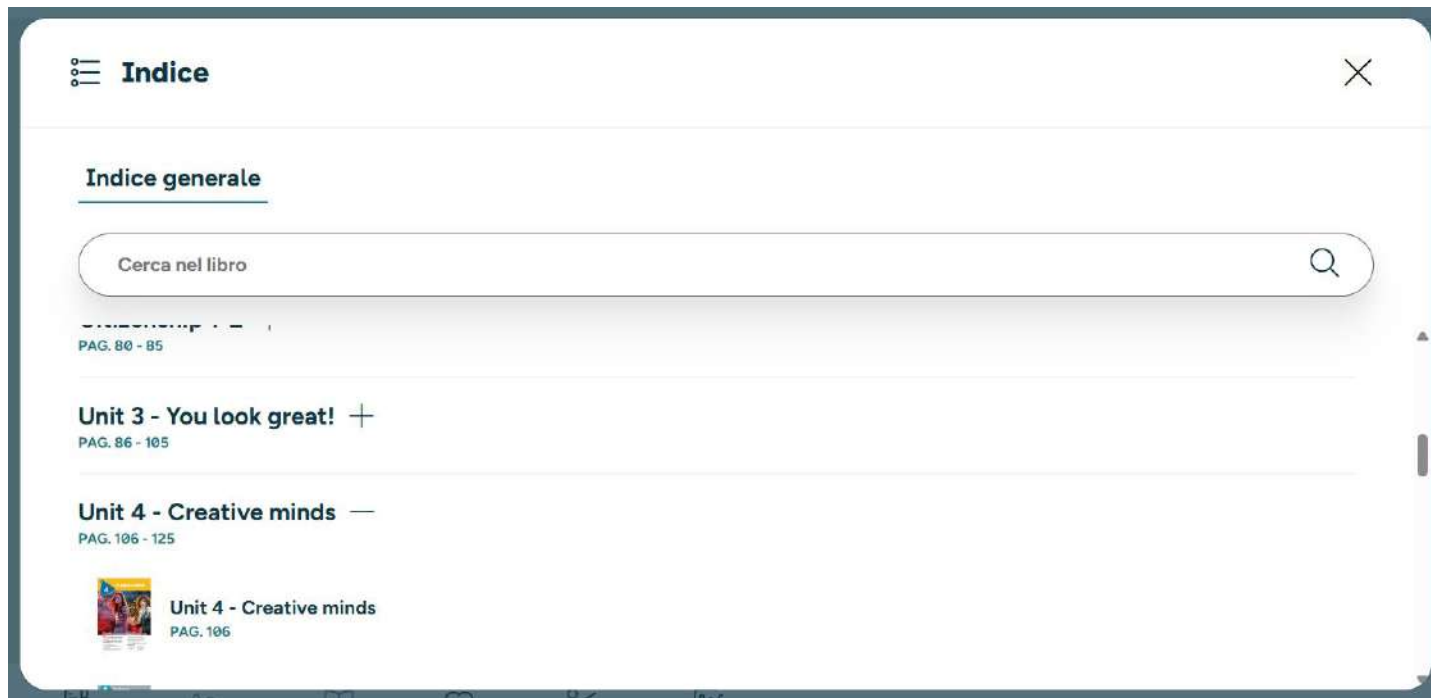
This is what you should see on opening your **digital book**.
On future accesses you will be taken to the last page
you visualised.



NB: Avoid enlarging the page by using the PC zoom as you will lose the icons and therefore interaction at a certain point

Flexibility and speed

Various ways to access your pages



Video, audio and interactive exercises at the click of a button

Language focus

Grammar

Read the grammar and complete the rules.

Past simple: verb be

- Positive and negative
 - It was in a video on social media.
 - They listened to artists who were popular in the 1960s and 70s.
 - It probably wasn't rap.
- Questions and short answers
 - Were your parents fans of rap as teenagers?
 - No, they weren't.

Rules

Positive: subject + **was** / **were**

Negative: subject + **wasn't** / **weren't**

Questions: Was / Were + subject + ...?

Workbook Grammar p. 109

Vocabulary

The arts and entertainment

Copy and complete the map with the words. Some words can go in more than one category.

girl + compose + sculptor + sing + act + ballet + art gallery + musician + paint + singer + poem/poetry + write + theatre + painting + concert + musical + photographer + sculptor + museum + play (v) + composer + opera + novelist + dancer + band + portrait + artist + photograph + festival + show + writer + take photographs + dance + sculptor + song + actor/actress + poet + play(n) + exhibition + novel

Places & events

People

Works

Verbs

The arts and entertainment

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

- Foxx is a famous **opera**.
- Blaise Edik is my favourite **sculptor**.
- Leonardo da Vinci's most famous is the **Mona Lisa**.
- Pride and Prejudice is a popular romantic **novel** by Jane Austen.
- I like taking **photos** with my phone.
- We can learn about history at the **museum**.

SPREADING

In pairs. Think of a famous person from the past. Don't tell your partner. Try to guess your partner's famous person by asking yes/no questions. Then exchange roles.

A: Was this person a man?
B: No, she was a woman.
A: Was she English?

Extend

Write a brief description of your famous person from Ex. 11. Use the Past simple of the verb be.

4

Grammar

Read the grammar and complete the rule.

Past simple: positive (regular verbs)

We use the Past simple to talk about an action that started and finished in the past.

- They believed in rock artists.
- They liked original music by young artists.
- Dreams reached the top of the charts.

Rule

We form the Past simple of regular verbs with the base form + **-ed** or **-t**.

Workbook Grammar p. 110

Grammar

Read the story of Macbeth by William Shakespeare and complete it with the Past simple form of the verbs. Then listen and check.

think + hear + murder (x2) + make + die + come + send + become (x3) + meet + plan + kill

A story of terrible ambition

Macbeth was a Scottish general. One night, he ¹ three witches who ² a prediction: he would be 'King of Scotland'. Lady Macbeth ³ that King Duncan ⁴ to visit him at his castle. Macbeth and his wife, Lady Macbeth, decided to kill the king in his sleep. Macbeth ⁵ Duncan and he ⁶ king, but he was paranoid and he ⁷ that other lords planned to take his crown. He ⁸ his men to murder these lords - he even ⁹ Macbeth's guests with their arrows to defend him. Macbeth ¹⁰ himself. Finally, Duncan's son Malcolm and other lords ¹¹ Lady Macbeth ¹² crazy with guilt and she ¹³ herself. Finally, Duncan's son Malcolm and other lords ¹⁴ Macbeth's castle with their armies to defeat him. Macbeth ¹⁵ in the battle and Malcolm ¹⁶ king.

15

Read the story of Macbeth by William Shakespeare and complete it with the Past simple form of the verbs. Then listen and check.

think + hear + murder (x2) + make + die + come + send + become (x3) + meet + plan + kill

A story of terrible ambition

Macbeth was a Scottish general. One night, he ¹ three witches who ² a prediction: he would be 'King of Scotland'.

4

Grammar

Read the grammar and complete the rule.

Past simple: positive (irregular verbs)

- Some verbs have irregular Past simple forms.
 - They heard new songs on the radio.
 - They went to record shops to buy albums.
 - It got millions of views on social media.
- The past of can (ability) is could.
 - Leonardo da Vinci could paint, draw and sculpt.

Workbook Grammar p. 111 Irregular verbs p. 317

15

Read the story of Macbeth by William Shakespeare and complete it with the Past simple form of the verbs. Then listen and check.

think + hear + murder (x2) + make + die + come + send + become (x3) + meet + plan + kill

A story of terrible ambition

Macbeth was a Scottish general. One night, he ¹ three witches who ² a prediction: he would be 'King of Scotland'.

Interactive exercises Teacher options

Unit 4, Grammar, exercise 15

UNIT 4, GRAMMAR, EXERCISE 15

Read the story of *Macbeth* by William Shakespeare and complete it with the Past simple form of the verbs. Then listen and check.

think • hear • murder (x2) • make • die • come • send • become (x3) • meet • plan • kill

▶ 0:00 / 1:09

A story of terrible ambition

Macbeth was a Scottish general. One night, he ¹ met three witches who ² made a prediction: he would be 'King of Scotland'. Later, Macbeth ³ heard that King Duncan ⁴ to visit him at his castle. Macbeth and his wife, Lady Macbeth, decided to kill the king in his sleep. Macbeth ⁵ Duncan and he ⁶ king, but he was paranoid and he ⁷ that other lords planned to take his crown. He ⁸ his men to murder these lords – he even ⁹ his best friend, Banquo. Lady Macbeth ¹⁰ crazy with guilt and she ¹¹ herself. Finally, Duncan's son Malcolm and other lords ¹² to Macbeth's castle with their armies to defeat him. Macbeth ¹³ in the battle and Malcolm ¹⁴ king.

✓ Conferma Vedi le soluzioni Soluzioni a step Riprova

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Conferma **Vedi le soluzioni** **Soluzioni a step**



Oracy videos - extras

Oracy
4

FUNCTIONS Asking for and giving opinions



VIDEO

Luke Hey, Maya, ¹ _____ was your weekend?

Maya It was **awesome**!

Luke Why? What ² _____ you do?

Maya I ³ _____ to a Dua Lipa concert!

Luke Wow! What did you think of it?

Maya I thought it was ⁴ _____!

Luke Did she sing any songs from her new album?

Maya Yes, she did. Her new album's fantastic.

Luke I don't agree. Personally, I think her first album is the ⁵ _____ one.

Maya I agree with you, but in my opinion, there are some ⁶ _____ songs on the new one, too. Anyway, how was your weekend?

1 **1. 1. 1. 1.** Watch the video. What did Luke and Maya do at the weekend?

2 **2. 2. 2. 2.** Complete the dialogue with the words. Then watch the video again and check.

amazing • great • enjoyed • best • did • love • went • songs

3 **3. 3. 3. 3.** Complete the phrases from the dialogue. Then listen and check.

KEY LANGUAGE

Asking for an opinion	Giving an opinion
What do you think of _____?	I think it's... / I thought it was... (of it?)
What's your opinion / view?	In my ⁴ _____ / In my view, _____
How / What about you?	I think... / I don't agree
	I think you're wrong
	That's ⁵ _____ / No ⁶ _____ / No too / No neither.

4 **4. 4. 4. 4.** **SPREADING** **4. 4. 4. 4.** In pairs. Think of people or things for the categories below. Then ask for and give opinions. Use the key language.

music • games • sport • books • films • art

A What do you think of Taylor Swift?

B I think her songs are amazing.

A I don't agree. I think her music is boring. I prefer...

REAL TALK Listening & Speaking

My time podcast



Today's topic: a special artist

1 In pairs. What do you know about Freddie Mercury and Queen?

2 **2. 2. 2. 2.** Listen to Maya's podcast and complete the sentences with the year.

1. Freddie Mercury was born in _____.

2. He died in _____.

Debate

5 In groups of four. Read the statement. Then follow the instructions (1-5) below.

1 Form two pairs: A and B.

2 Pair A agrees with the statement; Pair B disagrees with the statement.

3 Pair A: brainstorm three or four ideas in favour of the statement.

4 Pair B: brainstorm three or four ideas against the statement.

5 Think of some examples to illustrate your ideas.

FUNCTIONS Asking for and giving opinions



VIDEO

Luke Hey, Maya, ¹ _____ was your weekend?

Maya It was **awesome**!

Luke Why? What ² _____ you do?

Maya I ³ _____ to a Dua Lipa concert!

Luke Wow! What did you think of it?

Maya I thought it was ⁴ _____!

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Maya I agree with you, but in my opinion, there are some ⁶ _____ songs on the new one, too. Anyway, how was your weekend?

Subtitles, Text and Karaoke options available to teachers and students

Functions Unit 4: Asking for and giving opinions

Condividi



Hey Maya. How was your weekend?

00:12 01:09

• **Luke:** Hey Maya. How was your weekend?

Maya: It was awesome!

Luke: Why? What did you do?

Maya: I went to a Dua Lipa concert!

Luke: Wow! What did you think of it?

Maya: I thought it was amazing!

Luke: Did she sing any songs from her new album?

Maya: Yes, she did. Her new album's fantastic.

Luke: I don't agree. Personally, I think her first album is the best one.

Maya: I agree with you, but in my opinion, there are some great songs on the new one, too. Anyway, how was your weekend?

Luke: Good, thanks. I went to see *Mamma Mia!*

Maya: I saw it last year. I think it's the best musical in London.

Luke: No way! I mean it's great, but I prefer *Wicked*. The songs in *Wicked* are brilliant.

Maya: That's true, but I enjoyed *Mamma Mia!* more because I know I could sing along.

Luke: Really? With your voice? It's a good job I wasn't there!

Maya: Ha, ha!

Speaker icons for Luke and Maya are visible next to their respective lines of dialogue.

Deaflix: 80 grammar and 25 vocab pathways.

4

 **Grammar**   **DEAFlix**

Past simple: positive (irregular verbs)

- Some verbs have irregular Past simple forms.
 - ▶ They heard new songs on the radio.
 - ▶ They went to record shops to buy albums.
 - ▶ It got millions of views on social media.
- The past of **can** (ability) is **could**.
 - ▶ Leonardo da Vinci **could** paint, draw and sculpt.

[→ Workbook Grammar p. 117](#) [→ Irregular verbs p. 317](#)

15  **053** Read the story of *Macbeth* by William Shakespeare and complete it with the Past simple form of the verbs. Then listen and check.

think • hear • murder (x2) •
make • die • come • send • become (x3) •
meet • plan • kill

A story of terrible ambition

Macbeth was a Scottish general. One night, he
1 _____ three witches who 2 _____
a prediction: he would be 'King of Scotland'.

[Clicca qui e scopri di più](#)



 **Vocabulary**   **DEAFlix**

Inglese Grammatica

Condividi materia

Cerca

Inglese grammatica
Articles

Argomento
Articles, nouns and pronouns

Inglese grammatica
Plural nouns

Argomento
Articles, nouns and pronouns

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

Argomento
Articles, nouns and pronouns

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

Argomento
Articles, nouns and pronouns

Inglese Lessico

Condividi materia

Cerca

Inglese Lessico
**Countries &
nationalities**

Argomento
Vocabulary

Inglese Lessico
**Personal
possessions**

Argomento
Vocabulary

Inglese Lessico
Sports

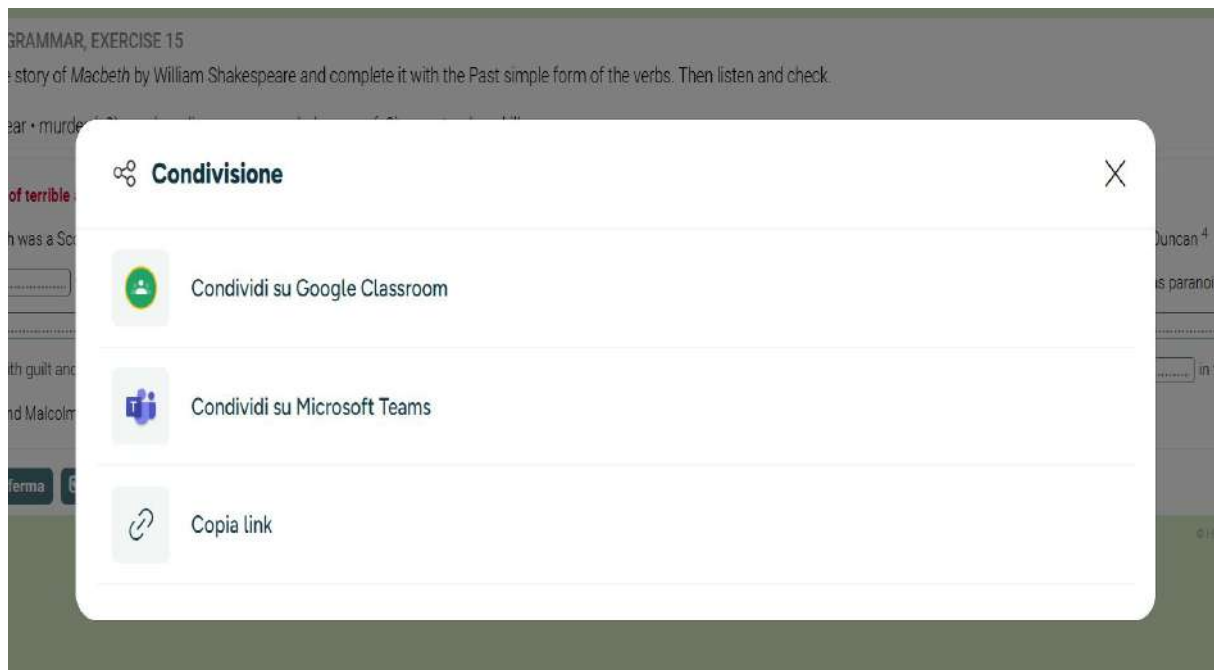
Argomento
Vocabulary

Inglese Lessico
Clothes

Argomento
Vocabulary

[Clicca qui e scopri di più](#)

All videos, audio tracks and interactive exercises are shareable



Back to the 'Sito del libro'

All your digital materials in one place.

Access to your teacher materials - 2 options

The screenshot displays the 'hub SCUOLA' website interface. On the left is a sidebar with a green header containing the 'hub SCUOLA' logo. Below the logo is a user profile for Mark Harmon, a teacher of English, with a button 'Il mio profilo'. The sidebar menu includes: Homepage, I miei libri, Aree docenti, HUB Test e Invalsi, Classi, App di lettura, and Assistenza.

The main content area is titled 'I tuoi volumi' and shows a row of book covers for 'It's my time'. Below the covers are labels: 'CONTENUTI DI ESEMPIO', 'EBOOK STUDENT'S BOOK A2-B1', 'EBOOK STUDENT'S BOOK B1-B1+ + INVALSI B1 + BUILD UP TO B1', 'EBOOK FOR EVERYONE A2-B1', and 'EBOOK FOR EVERYONE B1-B1+'. Below this is a section 'VOLUMI DIGITALI' with a button 'Student's Book A2-B1'. Further down is a section 'CONTENUTI DIGITALI INTEGRATIVI' with two buttons: 'Contenuti per il docente - Risorse digitali' and 'Contenuti digitali integrativi - Risorse digitali'. A green chat bubble in the bottom right corner says 'Ciao, come posso aiutarti?' next to a user icon.

Route 1: Contenuti per il docente - Risorse digitali



Mark Harmon
Docente di Inglese
[Il mio profilo](#)

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EDITORE Deascuola MARCHIO Black Cat

I tuoi volumi


CONTENUTI DI ESEMPIO


EBOOK STUDENT'S BOOK B1-B1+ +
INVALSI B1 + BUILD UP TO B1

 **VOLUMI DIGITALI**

 **Student's Book A2-B1**

 **CONTENUTI DIGITALI INTEGRATIVI**

 **Contenuti per il docente**

 **CONTENUTI DIGITALI INTEGRATIVI**

 **Contenuti per il docente - Risorse digitali**



EBOOK STUDENT'S BOOK A2-B1

IT'S MY TIME 1 CDI



Cerca



Tipo ▼

Preferti ♥

Contenuti per il docente

Qui trovi le risorse riservate al docente come ad esempio guide, verifiche, soluzioni, schede di approfondimento ecc.

Espandi tutto

Risorse per il docente



Contenuti per il docente

Qui trovi le risorse riservate al docente come ad esempio guide, verifiche, soluzioni, schede di approfondimento ecc.

Espandi tutto

Risorse per il docente

Programmazione



Test audio



Quick tests in Google moduli



Insegnare Assieme con l'Intelligenza Artificiale



Teacher resources



Test maker



Click on the + symbol to access the files.
These files can be downloaded directly onto your device

Risorse per il docente

Programmazione +

Test audio -

 ARCHIVIO
Test audio, downloadable MP3s **DOCENTE**

 AUDIO
Test audio, track 01 **DOCENTE**

 AUDIO
Test audio, track 02 **DOCENTE**

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

Pagina > 130

Indice **hub KIT** HUB Kit Preferiti Quaderno Impostazioni

Orientation & Life Skills

My strengths

Multiple Intelligences

In our times 3-4

Self-confidence

Orientation

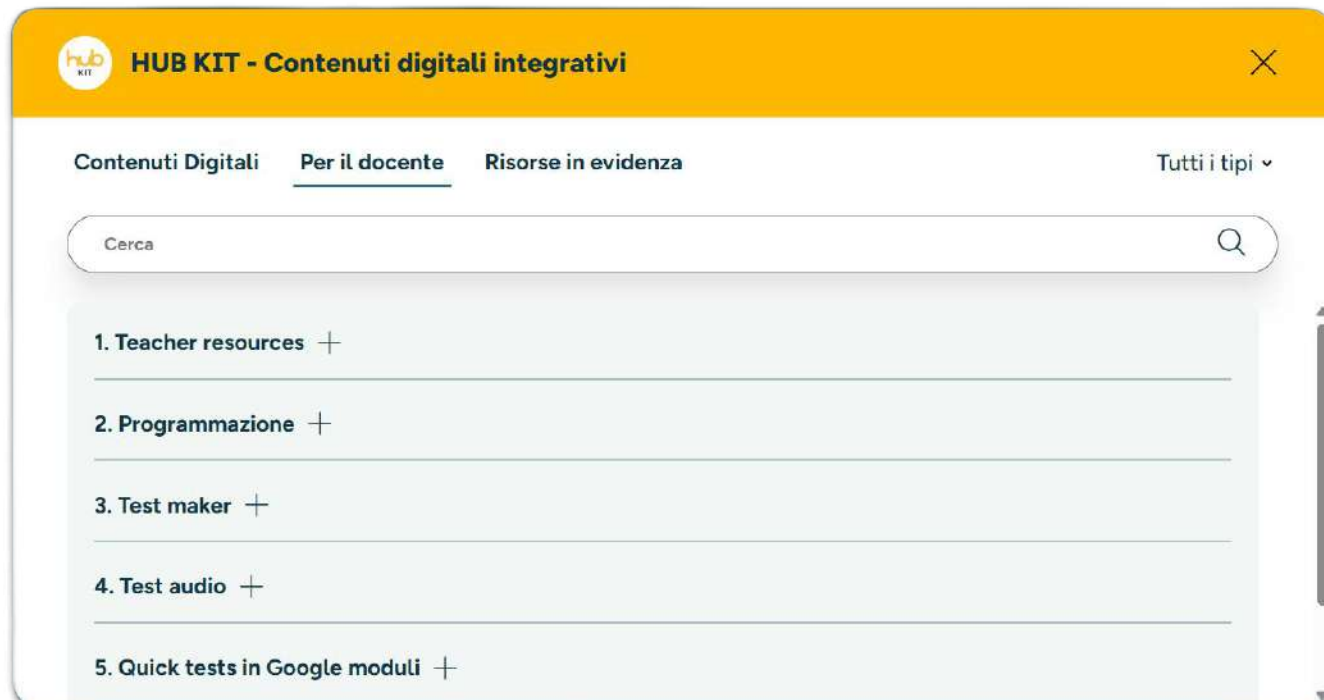
CRITICAL THINKING

Disegna **Scrivi** **Nota** **Testo liquido** **Singola** **Preferito** **Ritaglia** **Dizionario**

Indice **hub KIT** HUB Kit

In our times 3-4

Click on **Per il docente** to reveal the materials available



The screenshot shows a web interface for 'HUB KIT - Contenuti digitali integrativi'. The header is orange with the 'hub KIT' logo and a close button. Below the header, there are three tabs: 'Contenuti Digitali', 'Per il docente' (which is underlined), and 'Risorse in evidenza'. To the right of the tabs is a dropdown menu labeled 'Tutti i tipi'. Below the tabs is a search bar with the placeholder text 'Cerca' and a magnifying glass icon. The main content area is a light gray box containing a list of five items, each with a number, a title, and a plus sign:

- 1. Teacher resources +
- 2. Programmazione +
- 3. Test maker +
- 4. Test audio +
- 5. Quick tests in Google moduli +

A vertical scrollbar is visible on the right side of the content area.

Click on the + symbol to access the files.
These files can be downloaded directly onto your device



Chiavetta USB

How does it work and what does it contain?



Amanda Thomas
Janet Cameron
Paola Tite
Christina Caughlan
Tyler Ross



TEACHER'S & TEST BOOK

TEACHER'S BOOK

SEL: promuovere le competenze socio-emotive
Educazione civica: nuove linee guida e suggerimenti
Intelligenza Artificiale: come e quando usarla
Orientamento: E-Portfolio, competenze e capolavoro
Insegnare con *It's my time*
Programmazione per competenze
Soluzioni, note e trascrizioni audio
Attività di recupero
DEAFLEX Introduzione ai percorsi digitali con video

TEST BOOK

Entry test
Starter tests
Unit tests
Cumulative tests
Skills tests
Listening tests
Speaking tests
Educazione civica tests
Recupero tests
Prove delle competenze
DSA tests



DEASCUOLA



It's my Time Teacher's Book contents

TEACHER'S BOOK

SEL: promuovere le competenze socio-emotive

Educazione civica: nuove linee guida e suggerimenti

Intelligenza Artificiale: come e quando usarla

Orientamento: E-Portfolio, competenze e capolavoro

Insegnare con ***It's my time***

Programmazione per competenze

Soluzioni, note e trascrizioni audio

Attività di recupero



Introduzione ai percorsi
digitali con video



TEACHER'S BOOK

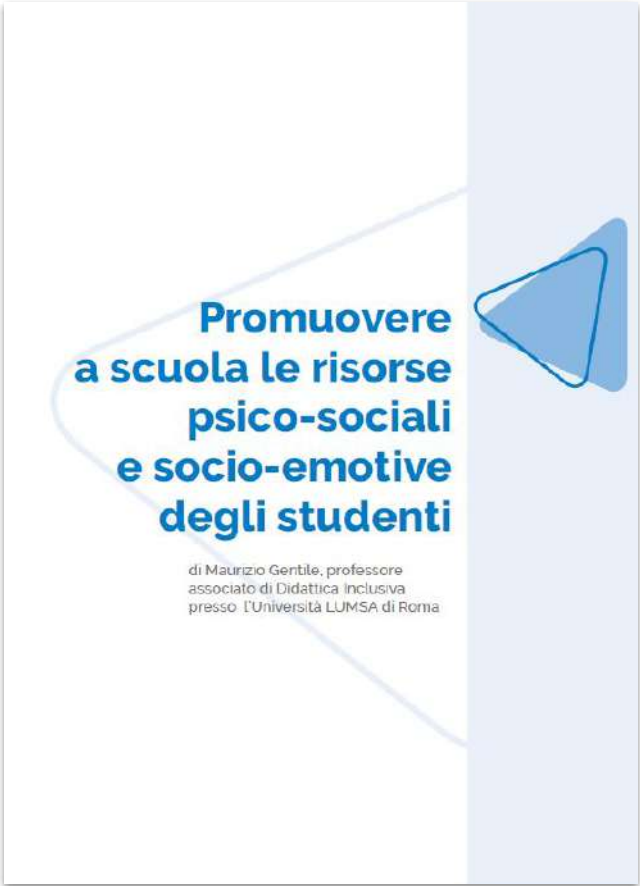
Promuovere a scuola le risorse psico-sociali e socio-emotive degli studenti	5
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Promuovere a scuola le risorse psico-sociali e socio-emotive degli studenti

di Maurizio Gentile, professore
associato di Didattica Inclusiva
presso l'Università LUMSA di Roma

Fare educazione civica

It's my time

1. PERCHÉ L'EDUCAZIONE CIVICA OGGI

Introdotta nella scuola italiana nel 1958 da Aldo Moro, l'Educazione civica torna prepotentemente alla ribalta per rispondere in maniera adeguata, a livello nazionale ed europeo, alla tutela del bene comune e delle culture della democrazia. L'esigenza di "rimettere al centro i capisaldi del vivere in comunità, di insegnare ai ragazzi a essere e sentirsi cittadini", manifestata soprattutto dall'Ani (Associazione Nazionale Comuni Italiani), ha fatto sì che l'Educazione civica sia stata ufficialmente dichiarata "una materia autonoma e con voto indipendente, perché bisogna recuperare il senso di comunità e insegnare il rispetto del bene comune".

La scuola - insieme alla famiglia, unite in un percorso comune - ha il dovere di formare i nuovi cittadini responsabili.

La scuola e la classe possono essere giustamente indicate come un contesto che introduce alla vita da adulti nella società. Nella scuola e nella classe lo studente apprende la responsabilità verso gli altri e la cosa, la coerenza nell'impegno, il rispetto degli altri e delle diversità, i limiti della propria libertà individuale, l'autocritica delle sue impulsività, come dei suoi pensieri, il pensiero critico e riflessivo che dovranno essere espressi a un livello diverso quando agirà da adulto nella società. C'è continuità tra scuola e società.

dalla prefazione di Mario Comignola T.R. Hoei: Una scuola che educa,
a atteggiamenti per crescere a scuola e nella vita,
LITEI Università, 2019

2. QUALE EDUCAZIONE CIVICA

La **Legge 20 agosto 2019, n. 92** prevede che all'Educazione civica vadano destinate 33 ore curricolari annuali da ricavare all'interno dei quadri orari ordinamentali vigenti per ciascun percorso di studio. Per raggiungere tale monte ore è possibile avvalersi della quota di autonomia utile per poter modificare il curricolo. Tale insegnamento è soggetto a valutazione periodica e finale.

Are tematiche

L'articolo 3 della legge elenca le **tematiche** che dovranno far parte dell'Educazione civica.

- 1) Costituzione, istituzioni dello Stato italiano, dell'Unione europea e degli organismi internazionali; simboli della bandiera e dell'inno nazionale.
- 2) Agenda 2030 per lo sviluppo sostenibile, adottata dall'Assemblea generale delle Nazioni Unite il 25 settembre 2015.
- 3) Educazione alla cittadinanza digitale.
- 4) Elementi fondamentali di diritto, con particolare riguardo al diritto del lavoro.
- 5) Educazione ambientale, sviluppo sostenibile e tutela del patrimonio ambientale, delle identità, delle produzioni e delle eccellenze territoriali e agroalimentari.
- 6) Educazione alla legalità e al contrasto della mafia.
- 7) Educazione al rispetto e alla valorizzazione del patrimonio culturale e dei beni pubblici comuni.
- 8) Formazione di base in materia di protezione civile.
- 9) Nell'ambito dell'insegnamento trasversale dell'Educazione civica sono altresì promosse l'educazione stradale, l'educazione alla salute e al benessere, l'educazione al volontariato e alla cittadinanza attiva. Tutte le azioni sono finalizzate ad alimentare e rafforzare il rispetto nei confronti delle persone, degli animali e della natura.

L'Intelligenza Artificiale: come e quando usarla

Introduzione
di Marco D'Isanto,
Stefano Di Foggia
e Paolo Graziano

p. 18

**Proposte di attività
per il docente**
di Marco D'Isanto

p. 26

It's my time

PROPOSTE DI ATTIVITÀ PER IL DOCENTE

Le intelligenze artificiali possono essere decisamente utili al docente nella creazione di attività e verifiche, nella correzione di compiti, nella proposizione e organizzazione di contenuti, nell'individuazione di collegamenti ecc.

Ricordiamo che, quanto più il prompt è dettagliato, tanto migliore sarà il risultato. È inoltre auspicabile indicare sempre il livello di lingua (A1/A2, A2, B1, B1+).

Ecco alcuni esempi di attività che un'Intelligenza Artificiale può creare e/o migliorare.

1 Per andare a capo all'interno del medesimo prompt, si deve usare la combinazione di tasti **Shift+Invio** (usando solo **Invio**, si crea un altro prompt).

CREAZIONE DI DOMANDE A RISPOSTA MULTIPLA

Per adattare al meglio l'attività alla progressione del corso in adozione, è possibile indicare delle correzioni tra argomenti. Ad esempio, si può richiedere di creare un'attività grammaticale in cui le frasi trattino anche un determinato ambito lessicale.

PROMPT

Genera un esercizio di 5 domande a risposta multipla con tre risposte (A, B e C) che proponga delle frasi in inglese riguardanti il lessico del cibo e l'uso di some, any, a lot of, lots of, much, many, How much, How many, a few, e a little. Utilizza strutture linguistiche di livello A2/B1. Ogni domanda deve avere solo una risposta corretta. Fai attenzione all'uso di a lot of e lots of, che spesso è corretto insieme a much e many. Fornisci anche la risposta corretta.

RISPOSTA

Ecco un esercizio a risposta multipla sul lessico del cibo e l'uso di some, any, a lot of, lots of, much, many, How much, How many, a few, e a little.

1. There isn't _____ milk left in the fridge. We need to buy some.

A much B many C a few

Risposta corretta: A

2. How _____ bananas are there in the kitchen?

A much B many C a little

Risposta corretta: B

3. She brought _____ cookies for the class party. Everyone enjoyed them.

A lots of B much C a little

Risposta corretta: A

4. There are only _____ oranges left. Should we buy more?

A a few B a little C much

Risposta corretta: A

5. I just need _____ sugar in my tea, please.

A a few B a little C any

Risposta corretta: B

Orientamento

di Vanessa Kamkhagi



It's my time

LE LINEE GUIDA PER L'ORIENTAMENTO (DM N. 328 DEL 22/12/2022)

PERCHÉ ORIENTARE?

L'orientamento è un processo volto a facilitare la conoscenza di sé, del contesto formativo, occupazionale, sociale, culturale ed economico, delle strategie messe in atto per relazionarsi ed interagire in tali realtà, al fine di favorire la maturazione e lo sviluppo delle competenze necessarie per poter definire o ridisegnare autonomamente obiettivi personali e professionali aderenti al contesto, elaborare o rielaborare un progetto di vita e sostenere la scelta relativa*.

(Definizione condivisa tra Governo, Regioni ed Enti Locali, nel 2012, citata dalle Linee Guida per l'orientamento, DM 328 del 22/12/22)

Secondo le Linee Guida pubblicate nel **DM 328 del 22/12/2022**, la riforma dell'orientamento ha l'obiettivo di rafforzare il secondo tra il primo ciclo di istruzione e il secondo ciclo e la formazione, per favorire una scelta consapevole che valorizzi le potenzialità e i talenti degli studenti, riducendo la dispersione scolastica e supportando l'accesso alle opportunità formative dell'istruzione terziaria. Questi obiettivi sono in linea con quelli europei, che prevedono:

- la riduzione della dispersione scolastica a meno del 10%;
- la diminuzione del disallineamento (*mismatch*) tra formazione e lavoro;
- il contrasto al fenomeno del *Neet* (*Not in Education, Employment or Training*), ovvero dei giovani di età compresa tra i 15 e i 29 anni che non lavorano né sono impegnati in un percorso di istruzione o di formazione;
- il rafforzamento del *lifelong learning*;
- il potenziamento della formazione tecnica e professionale.

COME ORIENTARE?

Le Linee Guida affermano la necessità di passare dalle "iniziative episodiche" di orientamento a un "sistema strutturato e coordinato di interventi" che parla dal riconoscimento dei talenti per approdare all'elaborazione di un progetto di vita anche professionale. L'orientamento deve dunque essere considerato un processo continuo e mai concluso perché...

I talenti e le eccellenze di ogni studente, quali che siano, se non costantemente riconosciute ed esercitate, non si sviluppano, compromettendo in questo modo anche il ruolo del merito personale nel successo formativo e professionale.

Anche le misure del PNRR (Piano Nazionale di Ripresa e Resilienza), come l'accento sulle discipline STEM, sulle competenze digitali e la lotta alla dispersione scolastica concorrono trasversalmente alla ridefinizione dell'organizzazione e delle modalità di gestione dell'orientamento*.

L'orientamento diventa una responsabilità per tutti gli ordini e gradi di scuola, per i docenti, per le famiglie e per diversi attori istituzionali e sociali con i quali lo studente interagisce. Per tali ragioni, l'orientamento inizia sin dalla **scuola dell'infanzia** e dalla **primaria** come sostegno alla fiducia, all'autostima, all'impegno, alle motivazioni, al riconoscimento dei talenti e delle attitudini.

Per la **scuola secondaria di primo grado** anche le attività extrascolastiche facoltative - come per esempio attività culturali, laboratoriali creative e ricreative, di volontariato, sportive - concorrono al monte ore dedicato all'orientamento, per poter permettere la piena espressione delle potenzialità degli studenti in termini di attitudini, capacità e talenti.

MODULI CURRICOLARI

Durata:

30 ore ciascuno per ogni anno

- **Secondaria primo grado:** attività anche extracurricolari
- **Secondaria secondo grado:**
 - biennio: attività anche extracurricolari
 - triennio: attività solo curricolari

Contenuto:

apprendimenti personalizzati

Obiettivo:

fare sintesi unitaria, riflessiva e interdisciplinare dell'esperienza scolastica e formativa in vista della costruzione in itinere del progetto di vita



Modalità di realizzazione:

- **Flexibile:** non necessaria ora settimanale
- **Attività seminariali** per gruppi proporzionati di studenti, per esempio:
 - peer tutoring tra studenti più grandi e poco esperti per attività orientamento
 - laboratori
 - presentazione dati sul mercato lavoro

Modalità di registrazione attività:

- registro scolastico
- documentazione nell'E-Portfolio



PIATTAFORMA DIGITALE UNICA PER L'ORIENTAMENTO > pp. 36-37



Obiettivo:

sostegno all'orientamento

Contiene:

- **informazioni e dati** per passaggio, primo-secondo ciclo
- **documentazione territoriale** e nazionale sull'offerta formativa **terziaria** (corsi di laurea, ITS Academy, istituzioni AFAM, ecc.)
- **dati utili** per la **transizione scuola-lavoro**, in relazione alle esigenze dei diversi territori
- **presentazione delle migliori pratiche** di E-Portfolio e delle **migliori esperienze** delle scuole
- **spazio riservato** per consultazione stratificata annuale del proprio
- **E-Portfolio** relativo alle competenze acquisite nel percorso scolastico ed extrascolastico

Utenti:

- **Docente orientatore:** figura scolastica designata, che integra i dati del Ministero con quelli delle diverse realtà territoriali per facilitare la continuazione del percorso di studi o l'ingresso nel mondo del lavoro e li mette a disposizione di:
 - docenti, docenti tutor
 - famiglie e studenti

RISORSE

PNRR:

- nuove competenze e nuovi linguaggi
- interventi per la riduzione dei divari e della dispersione scolastica
- didattica digitale integrata
- sviluppo del sistema di formazione terziaria degli ITS Academy
- orientamento attivo nella transizione scuola-università

Programma Nazionale "Scuola e competenze" 2021-2027

Erasmus + 2021-2027



MONITORAGGIO

Annuale



E-PORTFOLIO



Obiettivi:

- **registrazione** dei moduli curricolari
- **accompagnamento** di ragazze, ragazzi e famiglie e nell'individuazione dei punti di forza e debolezza dello studente
- **orientamento** a scelte in linea con le proprie attitudini
- **evidenziazione** delle competenze digitali, delle conoscenze e delle esperienze acquisite
- **analisi** di esperienze significative nel contesto sociale e territoriale

Strategie:

- personalizzazione dei piani di studio
- apertura interdisciplinare
- esplorazione delle competenze maturate negli ambienti formali, non formali e informali

Sezioni:

- Percorso di studi
- **Capolavoro**
- Sviluppo competenze
- Autovalutazione
- Documenti:
 - Consiglio di orientamento per la secondaria di primo grado
 - Certificazione delle competenze
 - Curriculum dello studente per la secondaria di secondo grado

TUTOR

Docenti di classe per gruppi di studenti

Ruolo:

dialogo costante con studentesse e studenti, famiglie, colleghi

Obiettivi:

- Consigliare le famiglie nei momenti di scelta, fornendo dati territoriali.
- Aiutare gli studenti a rivedere le parti fondamentali del loro profilo personale:
 - percorso studi, valutazione qualità personalizzazione insegnamenti nelle varie attività scelte
 - sviluppo documentato delle competenze (anche attraverso i PCTO) in prospettiva del proprio progetto di vita
 - riflessioni in chiave autovalutativa del percorso e delle sue prospettive
 - scelta del **Capolavoro**



CAPOLAVORO

Quanti?

Per ogni anno minimo 1, massimo 3.

Quando?

Entro il termine delle attività didattiche dell'anno scolastico.

Esempi:

- elaborato visuale o multimediale
- documentazione di un progetto e della sua esecuzione fino al prodotto finale
- scrittura di un saggio di autopresentazione scolastica ed extrascolastica
- redazione di un curriculum vitae in formato europeo

Insegnare con *It's my time*



It's my time

L'APPROCCIO DI *IT'S MY TIME*

It's my time è un corso basato su un approccio tematico in cui i contenuti linguistici sono integrati a contenuti culturali. Ciascuna unità mette a fuoco un tema in maniera innovativa, ne approfondisce i numerosi aspetti e lo usa come contesto per introdurre gli elementi linguistici. Le unità delineano un percorso di apprendimento graduale e in linea con il *Common European Framework of Reference for Languages (CEFR)* livello B1+.

I temi proposti sono vicini alle esperienze di vita degli studenti e sono presentati in modo vivace e coinvolgente.

LA STRUTTURA E I CONTENUTI DEL VOLUME

Student's Book

Le unità dello Student's Book hanno una struttura ricorrente, suddivisa in sezioni, che facilita l'impostazione delle lezioni. Nella sezione **Presentation** si incontra il testo di apertura con video (che contestualizza il linguaggio oggetto dell'unità). La sezione **Language focus** presenta quattro pagine di esposizione allo studio della lingua con **Vocabulary** e **Grammar**. Viene data grande importanza alla comprensione dell'ascolto nel corso dell'unità attraverso attività audio e video, oltre ad esercitazioni mirate nella sezione **Global culture & competences** e podcast nel **Real talk**. La produzione e l'interazione orale è frequente e la sezione **Oracy** presenta le funzioni comunicative principali, oltre ad attività di presentazione e dibattiti coadiuvati dai riquadri di supporto, gli **Oracy skills**.

In chiusura di unità si trova la sezione **Global culture & competences** nella quale le abilità di **reading**, **listening**, **speaking** e **writing** sono sviluppate attraverso temi culturali e sono spesso presentate come esercizi propedeutici agli esami di certificazione **Cambridge B1 Preliminary** e **Trinity GESE** e alla prova **INVALSI**.

Workbook

Infine, il **Workbook** sviluppa ulteriormente la parte linguistica, teorica e pratica di ciascuna unità attraverso pagine di **Grammar reference**, mappe per organizzare, memorizzare e personalizzare la grammatica o il lessico, esercizi di consolidamento o una pagina di preparazione per l'**INVALSI**. Sempre nel **Workbook**, le pagine **Consolidate** presentano materiali di rinforzo per lessico e grammatica, con un esercizio cumulativo finale.

In our times

Ogni due unità sono presenti sei pagine dedicate all'Educazione civica e all'Agenda 2030 verso il 2050, all'Orientamento e alle competenze di vita, e alla preparazione della certificazione **Cambridge B1 Preliminary**.

Queste pagine presentano **Thinking routines**, attività di pensiero critico e sulla competenza digitale. Le rubriche **Media link**, **Culture link**, **Literature link** e **Art link** offrono ulteriori finestre interdisciplinari.

Resource banks

Alla fine del volume sono presenti una serie di sezioni di consolidamento ed estensione dei contenuti del corso.

La sezione **Vocabulary in action** e **Vocabulary plus** permette di consolidare il lessico affrontato in contesto e ampliare l'ambito lessicale dell'unità.

La sezione **Writing bank** permette di sviluppare l'abilità di scrittura.

Le pagine di **culture video** presentano video e attività su alcuni temi affrontati nel corso.

Nel volume B1-B1+, i **Compiti di realtà** consentono di mettere in campo conoscenze linguistiche e competenze per affrontare compiti specifici in contesti reali.

Sempre nel volume B1-B1+, la pagina di **Literature** propone estratti letterari con riquadri di presentazione degli autori, **Media link** con riferimento agli adattamenti cinematografici, e attività di comprensione e interpretazione.

Competency-based language learning

It's my time integra la presentazione dei contenuti allo sviluppo delle competenze, intese come la capacità di svolgere determinati compiti (*tasks*). Questo approccio è centrato su chi apprende (*learner-centred*), sulle sue esigenze e sulle esigenze di specifici contesti comunicativi. Secondo questo approccio, insegnare significa dare agli studenti le conoscenze culturali e gli strumenti linguistici necessari a raggiungere determinati obiettivi comunicativi. Ogni sezione di **It's my time** guida lo studente all'utilizzo immediato delle conoscenze linguistiche acquisite.

Come utilizzare *It's my time* con studenti con DSA

It's my time

COME UTILIZZARE *IT'S MY TIME* CON STUDENTI CON DSA

SUGGERIMENTI GENERALI PER TUTTE LE LEZIONI:

- definire obiettivi chiari in un linguaggio semplice e diretto, sia all'inizio dell'unità, sia all'inizio di ogni lezione;
- dare la preferenza al lavoro auditivo e alla visione di immagini e di video;
- limitare la lettura di un testo assegnandone solo alcuni paragrafi;
- spiegare la grammatica con esempi concreti, usando colori diversi per le forme grammaticali;
- usare mappe concettuali per il lessico e per la grammatica: si possono anche usare le pagine *My grammar map* e *My vocabulary map* contenute nel Workbook;
- limitare il lavoro scritto: invece di far copiare dalla lavagna, distribuire foglietti, appunti ecc.;
- se è necessario assegnare un compito scritto, dare la preferenza ad attività di abbinamento, *True/False*, scelta multipla o completamenti con una o due parole;
- nel lavoro orale evitare domande aperte, guidando le studente con *Wh- questions* a dare informazioni specifiche.

IL TESTO DI APERTURA

Individuazione dei concetti chiave con l'approccio visivo e auditivo

È importante cominciare sempre da un approccio visivo, osservando le foto di apertura per contestualizzare il testo e svolgendo insieme l'esercizio 1 (*Warm up*), che serve di norma all'osservazione delle immagini e all'interpretazione del titolo del brano. Per gli studenti con DSA si consiglia di porre le domande in inglese e accettare le risposte in italiano.

Il docente può chiedere agli studenti di individuare ed evidenziare le parole già note, in modo da esplicitare le conoscenze pregresse. Lo studente può iniziare la creazione di un mappa

lessicale proprio da questi termini e al contempo l'insegnante può scriverli alla lavagna. Si pongono così già le basi per affrontare più avanti gli esercizi di lessico.

In sintesi, il metodo "Leggi - ripeti - traduci - esprimi" non funziona con le studente con DSA. È indispensabile invece l'utilizzo di molteplici canali sensoriali, quali il canale visivo (il video, le parole rappresentate nel testo attraverso immagini) e il canale uditivo (l'audio del brano o del video, le letture ad alta voce da parte del docente) che stimolano la curiosità e l'interesse e rendono il testo scritto immediatamente divertente, appagante e dunque non più fonte di fatica e di frustrazione: uno strumento favorevole al processo di apprendimento.



Il digitale di *It's my time* offre la registrazione di tutti i brani contenuti nel volume proprio per garantire agli studenti con DSA un valido supporto a disposizione in ogni momento e in ogni fase del lavoro. Inoltre, far riconoscere allo studente ciò che sa già, prima di affrontare argomenti nuovi, offre una gratificazione istantanea, stimola la concentrazione e agevola l'acquisizione di informazioni nuove che vengono affrontate senza ansia.

DEAFLIX

Percorsi digitali interattivi di grammatica e lessico



It's my time

COS'È DEAFLIX

DEAFLIX propone dei **percorsi digitali interattivi di lessico e grammatica**, delle vere e proprie lezioni complete e autosufficienti, che trattano ciascuno un argomento specifico e possono essere utilizzati in modo estremamente flessibile, in base alle esigenze dell'insegnante, della classe o del singolo studente.

Con i percorsi DEAFLIX si può infatti:

- avviare una lezione;
- lavorare in modalità **flipped classroom**;
- far **consolidare** o **ripassare** un argomento;
- aiutare nel **recupero** gli studenti in difficoltà;
- indurre a studiare in modo **autonomo**.

Nelle unità di **It's my time** sono state inserite le indicazioni DEAFLIX dei percorsi digitali direttamente collegati agli argomenti del volume, ma sono a disposizione dell'insegnante tutti e **80** i percorsi di **grammatica**, che coprono i quattro livelli del CEFR (**A1-B2**), e tutti e **25** i percorsi di **lessico**.

STRUTTURA DEI PERCORSI DIGITALI DI GRAMMATICA

La struttura dei percorsi è fissa e si articola in **6 tappe**. La sequenza delle tappe è suggerita ma non rigidamente prefissata. L'insegnante può decidere di assegnare l'esecuzione delle singole tappe in ordine diverso da quello proposto.

TAPPA 1: ALLA SCOPERTA DI...

Questa tappa prevede una **presentazione in contesto** della regola presentata. Si potranno trovare quindi **flashcards** o brevi **frasi** per i livelli più bassi, oppure **dialoghi** o brevi **testi** (anche accompagnati da **audio**) per i livelli più alti. È sempre previsto anche uno stimolo iconografico.

Lo studente entra dunque in contatto con la regola attraverso la lingua autentica, il riferimento a immagini e l'esposizione all'audio, registrato da speaker madrelingua.

Dopo l'esposizione a questo primo stimolo, lo studente dovrà rispondere a domande che lo faranno riflettere sulla regola in maniera guidata e **induttiva**.

Novità guida p.75

DEAFLIX

STRUTTURA DEI PERCORSI DIGITALI DI LESSICO

Come per DEAFLIX grammatica, la struttura dei percorsi è fissa e si articola in **4 o 6 tappe**, a seconda che preveda o meno un approfondimento lessicale (vedi elenco p. 77).

TAPPA 1: ALLA SCOPERTA DI...

Prevede la presentazione in contesto di circa **15-20 lemmi base** attraverso un video.

TAPPA 2: METTITI ALLA PROVA

Questa tappa si compone di attività interattive a risposta chiusa sui lemmi presentati, con una **mappa di lemmi da completare** come primo esercizio e un esercizio che prevede l'ascolto di un audio.

TAPPA 3: AUTOVALUTAZIONE (1)

In questa tappa si verifica l'acquisizione dei lemmi di base presentati ed esercitati nelle due tappe precedenti, attraverso **6 domande a risposta chiusa**.

TAPPA 4: APPROFONDIMENTO

Questa tappa non è inclusa in tutti i percorsi, ma solo in quelli in cui è previsto un approfondimento su una categoria lessicale affine a quella dei lemmi base. In questo caso i lemmi sono presentati tramite **flashcards**, cui segue un esercizio in contesto per testarli.

TAPPA 5: AUTOVALUTAZIONE (2)

Nella tappa 5 si verifica che siano stati acquisiti **sia i lemmi base, sia quelli dell'approfondimento**, sempre attraverso 6 domande a risposta chiusa.

VERIFICA PER GLI INSEGNANTI

Per ogni percorso digitale interattivo l'insegnante ha a disposizione una breve verifica a due esercizi in **Google moduli**, che può sottoporre alle studentesse e agli studenti per valutare le competenze acquisite sugli argomenti trattati nel percorso digitale.

Le verifiche sono autocorrettive, l'insegnante riceve automaticamente i risultati delle prove e le relative statistiche, così da avere una panoramica completa della classe.

DEAFLIX E L'INCLUSIONE

Pensati per tutti gli studenti e per i diversi stili di apprendimento, i percorsi digitali DEAFLIX si rivelano estremamente adatti anche a studenti con DSA. Le caratteristiche che maggiormente rendono DEAFLIX adatta per studenti con disturbi specifici dell'apprendimento sono le seguenti:

- **uno step alla volta:** il percorso digitale completo (che rappresenta nel suo insieme un sistema complesso) è spezzato in diversi step didattici, che possono essere affrontati in momenti differenti facilitando l'apprendimento globale;
- **input chiari:** in ognuna delle fasi di ogni tappa, le istruzioni sono semplici, chiare e brevi. Non sono presenti compiti complessi o consegne formate da diverse parti, che potrebbero mettere in difficoltà lo studente;
- **colour coding:** nell'interfaccia dei percorsi digitali in generale, nei video e nelle mappe, il sistema di colour coding consente una navigazione e un ambiente didattico chiaro, rassicurante e ben delineato;
- **lingua in contesto comunicativo:** fondamentale per quegli studenti con una bassa capacità di astrazione, il lavoro sulla lingua in contesto comunicativo costituisce un aiuto notevole;
- **videolezione:** per antonomasia, il video rappresenta una modalità ideale per studenti con disturbi specifici dell'apprendimento ma anche per studenti che faticano a tenere alta la soglia di attenzione a input esterni;
- **interattività:** ogni parte del percorso digitale è interattiva e offre la possibilità di ripetere più volte lo stesso esercizio;
- **auto-monitoraggio e tutor virtuale:** dopo ogni step di ogni tappa, lo studente riceve un feedback immediato. Questo consente una presa di responsabilità e la possibilità di auto-valutazione che può avvenire evitando il momento di confronto generale e creando quindi meno stress o resistenza.

Indices Deaflix Grammar and Lexis P.76-77 of the Teacher's Book

It's my time

DEAFLEX – GRAMMATICA INGLESE – 80 ARGOMENTI FONDAMENTALI

Articles, nouns and pronouns
 Articles
 Noun nouns
 This, that, these, those
 Countable and uncountable nouns
 Subject pronouns
 Object pronouns
 Possessive pronouns and Whose...?
 some, any, any, no compounds
 Relative pronouns
 Defining and non-defining relative clauses
 Reflexive and reciprocal pronouns

Adjectives and adverbs
 Possessive adjectives and possessive 's
 some, any, no
 a lot of lots of, much many, a little a few
 too much, too many, too little, not enough
 Comparative adjectives
 Superlative adjectives
 Position and order of adjectives
 Adverbs and expressions of frequency
 Adverbs of manner
 so and such

Prepositions
 Prepositions of place
 Prepositions of time, in, at, on
 Prepositions of movement

Tenses
 Verb tenses Present simple
 Present simple (positive + spelling variations)
 Present simple (negative, questions and short answers)
 Present continuous
 Present continuous (question words)
 Present simple vs Present continuous
 Present continuous for future
 Verb tenses Past simple
 Past simple (positive)
 Past simple (negative, questions and short answers)
 Past continuous
 Past continuous vs Past simple
 Present perfect simple
 Present perfect simple vs Past simple
 Present perfect simple with just, already, yet, still
 Present perfect simple with for and since

Modals
 can, ability and possibility
 should, shouldn't
 have to, don't have to
 must, mustn't
 must vs have to and mustn't vs don't have to
 may and might for future possibility
 should, ought to, need to, had better
 Modal verbs of deduction (present and past)
 didn't need to, needn't have + past participle
 should have, ought to have, could have + past participle

Conditional forms
 Zero and first conditional
 Second conditional
 Third conditional
 Mixed conditionals

Verb forms and patterns
 have got
 Imperatives
 love, like, don't mind, hate + ing
 There is, There are
 look, look like, be like
 Gerunds and infinitives
 Verb patterns
 Passive forms
 could, managed to, was/were able to
 Phrasal verbs
 I wish, If only, wish you would/couldn't
 used to, would, be/get used to

Reported Speech
 Reported speech (statements, questions, requests, instructions and advice)

Interrogatives
 Question words: what, who, where, when, how
 Subject and object questions
 Question tags

DEAFLEX

DEAFLEX – LESSICO INGLESE – 25 ARGOMENTI

LESSICO BASE	APPROFONDIMENTI
Countries and nationalities	→ Countries and nationalities
Personal possessions	
Family	
House	→ Furniture
Daily routine	
Free-time activities	
Sports	
Clothes	→ Accessories
Places in town	→ Transport
Food and drink	→ Food and drink
Films	
Appearance	→ Personality
Weather	
Relationships	
Holidays	→ Holiday accommodation
Life events	
Household chores	
Crime and antisocial behaviour	
Jobs	→ Jobs
Environmental issues	
Technology	
Illnesses and remedies	
Natural disasters	
The media	
Materials and shapes	→ Materials

**Programmazione
per competenze
*It's my time A2-B1***



It's my Time Test Book contents

TEST BOOK

Entry test

Starter tests

Unit tests

Cumulative tests

Skills tests

Listening tests

Speaking tests

Educazione civica tests

Recupero tests

Prove delle competenze

DSA tests

TEST BOOK

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