

GETTING STARTED WITH ... GOALS



IN THIS WEBINAR

- ① Teacher resources

- ② Structure of the coursebook

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

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

- ⑤ Questions

1. TEACHER MATERIAL

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

If necessary: DSA materials

- Goals For Everyone
- Grammar For Everyone

2. Structure of the coursebook

goals 1 GET INVOLVED!

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



Units

In apertura unità, obiettivi e un **testo video** che presenta il "target language" in un contesto attuale e coinvolgente. Seguono i primi focus su **Vocabulary** e **Grammar**, con **video**. Immediata la comunicazione orale con attività di **Speaking**.



Sezioni dedicate a **grammatica** e **lessico**. **Grammar in context**: la grammatica è presentata in **contesto**, con spiegazioni chiare e induttive. È consolidata da video, che fanno parte dei **percorsi digitali interattivi di DEAFLEX**: la nuova risorsa per l'acquisizione e il ripasso delle più importanti regole di grammatica. **Vocabulary & Listening**: il lessico è accompagnato da video e da attività di **Listening** e **Speaking**, per potenziare l'acquisizione della lingua.



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

In tutte le unità, attività di preparazione per la prova **INVALSI** e per gli esami di certificazione **Preliminary & Trinity**.

Word Work: ampliamento di lessico.

Study Skills: strategie per sviluppare le 4 abilità.



Communication with video per lavorare sulle funzioni comunicative.

A unità alterne, potenziamento del **Listening** e **Teen Talk** videos: interviste autentiche a ragazzi inglesi sulle tematiche proposte nelle unità.



Opening videos



Grammar videos



Percorsi digitali interattivi



Vocabulary videos



Communication videos



Teen Talk videos



Units

Global Goals: a chiudere ogni unità, due pagine dedicate a percorsi di **Educazione civica** per esplorare tutti gli Obiettivi di Sviluppo Sostenibile dell'**Agenda 2030**, con tematiche vicine al mondo degli adolescenti di oggi.

Attività di **Critical Thinking** per discutere, valutare ed esprimere il proprio parere sulle tematiche degli Obiettivi.

Digital Competences: per approfondire online.

In alcune pagine



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

Gender Equality: Find out more about stereotypes. Go online and watch the video **Gender Roles and Stereotypes**.

Inspirational online videos



Every two units

Listening & Life Skills: attività per sviluppare abilità e competenze trasversali per la crescita personale (time management, creative thinking, problem solving, ecc).

Spotlight on Culture: un focus sulla cultura anglosassone.

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



Resource Banks

Writing Goals: per sviluppare le competenze di scrittura.

B1 Preliminary Goals: preparazione per la certificazione Cambridge B1 Preliminary, con video della prova orale.

B1 INVALSI Goals: preparazione per la prova INVALSI.

Pronunciation: un focus sugli aspetti della pronuncia inglese che presentano maggiori difficoltà.



Preliminary Speaking videos

UNIT OPENER

VIDEO

3

EAT WELL,
LIVE WELL

VIDEO

DDI

1 THINK Answer the questions.

- 1 What is street food?
- 2 What different kinds of street food can you think of?

- 2 **3:50** Watch, read and listen to Alex's blog post. Does it mention any of your ideas from Ex. 1?

Global street food - my top 5

Mexico

Tamales are tasty Latin American snacks of meat or vegetables, and the city of Oaxaca, Mexico, is famous for them. Try a chicken tamale with Oaxacan chocolate sauce. Chicken and chocolate sounds disgusting, but the chocolate sauce is spicy, not sweet, and it's **awesome**!

China

- 15 In Beijing's Wangfujing Street Market, you can find some really unusual snacks – like fried crickets. (By the way, you can now buy insect snacks in lots of UK supermarkets too!) But my favourite Beijing street food is congee – rice soup. You can have it with fish, or sweet with some fruit.

MAKE IT REAL!

tasty gustoso
awesome fantastica
weird strani
delicious squisiti

Morocco

Kebabs are popular everywhere, but there aren't any kebabs like the ones in Marrakesh. At the Jemaa el-Fna food market, they prepare amazing lamb* kebabs, with peppers, onions and bread. Enjoy one with a glass of Moroccan mint tea.

Japan

- 30 You can get unusual ice cream flavours in lots of countries, but Tokyo is probably the capital of **weird** ice creams, like octopus and beef flavours! Try the red bean flavour – believe me, it's good!

Britain

- 35 The Digbeth Dining Club is a weekly street food event in Birmingham, where you can get **delicious** vegetarian samosas. They're spicy Indian snacks with potatoes, onions and peas. They're great with lassi – a sweet yoghurt drink.

Is there any great street food where you live? Tell me!

* agnello

Eat and blog with Alex

Vocabulary Food and drink

VIDEO

DDI

- 5 **1:54** Match 18 of the words below to the food and drink in the photos (1-18). Then listen and check.

... apples	... cheese	... ham	... peppers
... beans	... chicken	... milk	... potatoes
... beef	... courgettes	... octopus	... rice
... biscuits	... eggs	... onions	... tomatoes
... bread	... fizzy drink	... peaches	... tuna
... cereal	... fruit juice	... peas	... water



6 Write the food or drink from Ex. 5.

- 1 These make you cry when you cut them. _____
- 2 Gorgonzola is a type of this. _____
- 3 These are very small, round and green. _____
- 4 You have this with cereal for breakfast. _____
- 5 You eat this fruit in summer. _____

Objectives

- Talking about food and drink
- Talking about quantities
- Talking about diet
- Ordering food

Global Goals

- 2 Zero Hunger
- 12 Responsible Consumption and Production



Grammar

DDI

- 7 Read the grammar. Then complete the rule with **some** and **any**.

Countable and uncountable nouns

- **Countable nouns** have singular and plural forms because we can count them.

a biscuit, an orange, ten peas

- **Uncountable nouns** only have a singular form because we can't count them.

milk, some bread

- Some nouns can be both countable and uncountable.

a fruit, some fruit

some and any (2)

You can have it sweet with **some** fruit.

There aren't any kebabs like the ones in Marrakesh.

Is there any great street food where you live?

- We use **some** and **any** with plural countable nouns and uncountable nouns. We usually use **some** in positive sentences and **any** in questions and negative sentences.

23 Grammar Goals p. 178

8 Complete the sentences with a/an, some or any.

- 1 Please put _____ peppers on my pizza, but don't put _____ ham on it.
- 2 Sorry, but we haven't got _____ fizzy drinks. Do you want _____ glass of fruit juice?
- 3 Have we got _____ courgettes? I want to put _____ in this dish.
- 4 Can I have _____ egg with toast for breakfast?
- 5 Is this _____ chicken or _____ beef kebab?
- 6 A I always bring _____ fruit to school.
B So, do I. Today I've got _____ orange.

9 SPEAKING P1 In pairs, ask and answer the questions.

- 1 What do you usually have for breakfast?
- 2 What do you eat for lunch and dinner?
- 3 What snacks and sweets do you like?
- 4 What's your favourite dish at home?
- 5 What do you usually have when you go out to eat?

I usually have milk and some biscuits.

Global Goals

- 2 Zero Hunger
- 12 Responsible Consumption and Production



READING TEXT

VIDEO

VOCABULARY

VIDEO

GRAMMAR

VIDEO

DEAFLIX

SPEAKING PT



SPREAD 2

Grammar in context

DDI

1 Read and listen to the message and answer the questions.

- 1 Why has Omar sent the message to Jess?
- 2 What future problems for people does he mention?

Hi Jess. I've been asked to make a short presentation at school for Earth Day. Can you read the introduction and see what you think? Cheers! Omar

Today, fossil fuels are still being used to power our modern world. The climate has already been damaged by the pollution they create, and scientists know that it is going to be affected even more in the future. Many homes will probably be destroyed by disasters like hurricanes and floods. And in other areas, food won't be grown because of droughts. So what can we, as students, do about this?



2 Read the examples and complete the rules.

The passive: other tenses

Present continuous
Fossil fuels **are being used** to power our modern world.
subject + am/is/are (+ not) + **being** + past participle

Present perfect simple
The climate **has already been damaged** by the pollution they create.
subject + have/has (+ not) + **been** + past participle

will
Many homes **will probably be destroyed** by disasters.
Food **won't be grown** because of droughts.
subject + will/won't + **be** + past participle

be going to
The climate **is going to be affected** even more in the future.
subj. + am/is/are (+ not) + **going to** + **be** + past participle

I've been asked to make a short presentation.
Unlike in Italian, in English we can begin a passive sentence with the person as the subject.

Grammar Goals p. 197

Vocabulary & Listening Extreme natural events

VIDEO

DDI

6

1 Match eight of the natural events to the photos (1-8). Then listen and check.

- | | | | |
|---------------|----------------|-----------------------|-----------------------|
| ... avalanche | ... earthquake | ... hurricane/typhoon | ... tsunami |
| ... blizzard | ... flood | ... landslide | ... volcanic eruption |
| ... drought | ... hail storm | ... tornado | ... wildfire |



2 Complete the news headlines with words from Ex. 1.

- Coastal towns evacuated as **tsunami** alert is given for Japan.
- 6.0 Richter scale **damages** buildings in Corfu.
- Tourists leave island after **major** brings heavy snow and freezing temperatures to eastern Canada.
- Firefighters battle to save homes from **major** near Los Angeles.
- The **tsunami** was really bad. It felt like stones were hitting my head!

3 Listen to the radio programme. Which six natural events from Ex. 1 are mentioned? Tick (✓) the words in Ex. 1.

- Who ...
- 1 mentions that empty houses were destroyed?
- 2 lives in a place which used to be much greener?
- 3 had to sleep in their school one night?
- 4 says their family might lose their business?
- 5 says their town is waiting for government help?
- 6 lost lots of things at home?

5 SPEAKING In pairs, discuss the questions.

- 1 What extreme natural events can happen in Italy?
- 2 Do you think climate change is making any of these events worse? Why/Why not?
- 3 We get droughts in the summer. I think climate change is making these worse because my grandad says it used to rain more.

GRAMMAR IN CONTEXT



VOCABULARY & LISTENING



Listening e Speaking focus



SPREAD 3

Reading

Who's behind fake news?

We know that lots of online news stories are untrue. Some of this 'fake news' is pretty harmless, but other stories spread lies and prejudices to change people's views. Fake news can hurt people, and even affect elections – and the problem is getting worse. So who's behind it?

When we tracked down two fake news merchants, we expected to unmask super criminals. Instead, we came across ordinary young people.

CHASE, 18

I write 'clickbait' – stories with **catchy** titles that make you want to read more, like *Dog Plays Piano* or *Celebrity Confessions*. When people click on these, a link takes to one of my websites or social media profiles. And I get money from advertisers who put adverts on these web pages. I'm getting pretty good at writing **clickbait**, but I make it up **from scratch**. I find old stories online, then change the title and some information to make them seem more sensational. Sometimes there isn't really much of a story at all – and you'd be surprised how many people share links to stories just because the headline and the first line! Sometimes I add fake photos to my news stories too – I get real photos online, then change them in Photoshop. I know it's illegal and I could get into trouble for writing fake news, I'm careful not to write things which could hurt anyone. My stories are just entertaining and a bit silly, so I'll keep on doing it for now.

ELYSIA, 19

I haven't actually written fake news, but until recently I created fake social media profiles in order spread other people's stories. Someone called Milos, (probably a false name), sent me stories and paid me to put them online. It was just an easy way to get money to help pay my university degree. Most of the stories I shared were written to make companies or people look better or worse? they really are: things like *Fast Food Chain Burgers Contain Insects* and *Why the Government is Lying*. For a while I told myself "You didn't write this, it's not your fault if people fall for it". But I began to get worried sharing those things. It seemed wrong. Then I started getting really **nasty** posts to share which contained aggressive, often racist, language. I felt really **uncomfortable**, and I finally got that spreading lies and racism made me a liar and a racist too. So I shut down my fake accounts. I'll never do it again!

MAKE IT REAL

catchy intriganti
clickbait escheppaccio
from scratch dal nulla
nasty maligni, cattivi
uncomfortable a disagio

1 Do you believe everything that you read online? Why?/Why not?

2 Read the article quickly, ignoring the gaps. What is the main reason why the two young people have written or spread fake news?

3 Read the article again and complete each gap (1-8) with one word. Then read, listen and check.

- 4 Who might say these things? Write C (Chase) or E (Elysia).
- I don't actually know the person who employed me. We never met in real life.
 - My stories don't harm anyone and they're often funny.
 - I think I've become very professional at this.
 - I did it because I needed money for my studies.
 - I keep my stories fairly short, and I use photos to attract attention.
 - I regret posting the stories, but they've been shared a lot now so I can't delete them.

WORD WORK

5 Match these phrasal verbs from the article to their definitions (1-6).

track down • come across • make up • keep on • fall for • shut down

- close permanently
- invent (a story)
- believe (something untrue)
- meet or find unexpectedly
- continue (doing something)
- look for and find

STUDY SKILL

Taking time to answer

Sometimes you need time to think before you answer a question or comment on what someone else says. Use these phrases to gain thinking time.

Let me see...
I need to think about that for a moment.
That's an interesting / difficult question.
I see what you mean (but...)
Maybe it depends on...
Are you talking about (clickbait) or (political) news?

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

- Do you agree that some fake news is 'pretty harmless'? Why?/Why not?
 - Why might someone want to pay a person like Elysia to spread fake news?
 - Should Chase follow Elysia's example and shut down his fake accounts? Why?/Why not?
 - Is a person who spreads fake news as responsible as the person who writes it? Why?/Why not?
- I don't think any fake news is harmless because you're still lying to people, and...

Grammar

10

7 Read the grammar and complete the examples with 1-2 words from the article on p. 128.

Verb get

• The verb **get** has different meanings in English.

get = noun = receive, buy, obtain, take
I **get** from advertisers.
I **get** online, then change them.

get = understand
I finally **get** that spreading lies made me a liar too.

get (to) = arrive (at)
We **got** to school late this morning.

get = adjective = become
The problem is **getting**
I began to **get**

Phrasal verbs and expressions with get

I could **get** into
I usually **get** up at six.
I **get** on well with Joe.

Grammar Point p. 237

8 Replace the **verb get** in each sentence with the correct form of one of these verbs.

understand • obtain • arrive • take • become (x2) • receive • buy

- I didn't **get** your message. Was it important?
- Yesterday I **got** home very late.
- I don't **get** this question. Can you explain it?
- I like this dress. I think I'll **get** it.
- It's **getting** very cold. Let's go home.
- We **got** the last train home.
- I **got** 100% in the test!
- I **get** scared when I watch horror films.

9 **DISCUSS** In pairs, ask and answer the questions.

- Have you ever **got** into trouble at school? Why?
 - When did you **get** for your last birthday?
 - When and why do you usually **get** stressed or worried about things?
 - What time do you **get** to school in the morning and **get** home after school?
 - Do you **get** public transport to school?
- I once **got** into trouble for cheating in a test. I had to take the test again and...

READING

WORD WORK

Expanding lexical sets

STUDY SKILL

Strategies to improve the 4 skills

GRAMMAR

T

TRINITY
(oral)

P

B1
PRELIMINARY

I

INVALSI

SPREAD 4

Communication Ordering food



1 **VIDEO** Watch and listen and decide if the statements are true (T) or false (F).

1 Ryan orders a curry. _____

2 Leila orders cheesecake. _____

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

Walter	Are you ready to order?
Leila	I think so.
Walter	Great. What can I get you?
Leila	You say / go first, Ryan.
Ryan	OK. Can I have the spicy Thai fish / chicken curry?
Walter	Certainly. Would you like any rice with that?
Ryan	Some white / brown rice, please.
Walter	No problem.
Leila	And I'd like a chicken / tuna salad, please.
Walter	I'm really sorry, but we're out of that. How about a French / Greek salad with nuts and cheese / eggs?
Leila	OK, why not? I'll have that.
Walter	Good choice. And anything to drink?
Ryan	Can we just have juice / water, please?
Walter	Of course. Is that everything?
Leila	Yes, thanks.

Leila	Can we have the bill, please?
Walter	Certainly. That's €15.99 / €13.50 in total.
Leila	Here you are.
Walter	And here's your change.

KEY EXPRESSIONS

Walter	Customer
Are you ready to order?	Can I/we have...?
What can I get you?	I'd like...
I'm really sorry, but we're out of...	I'll have...
Would you like any ... with that?	Can I/we have the bill, please?
Anything to drink?	Can I/we pay?
Is that everything? / Anything else?	How much is that?
Certainly.	Here you are.
That's €8.99 in total.	
And here's your change.	

MAKE IT REAL

No problem.	Nessun problema.
We're out of that.	l'abbiamo finito
why not?	perché no?
Good choice.	Ottima scelta.
Here you are.	Ecco qui.

3 **EXPLAINING** In pairs, look at the Key Expressions. Then read the instructions and practise new dialogues.



Listening Food facts



1 **READ** Read the statements. Do you think they're true or false? Write T or F.

- About 40% of Europe's population is overweight.
- Hamburger bread has got about 500 calories.
- A cheeseburger has got about 500 calories.
- We need six glasses of water a day.
- Dark and milk chocolate contain the same amount of sugar.

2 **LISTEN** Listen to a radio interview and check your answers to Ex. 1.

- One reason why so many people are overweight is...
- There are about 39 grams of sugar in an ordinary...
- The information boxes on food packets are useful, but often quite...
- It takes about ... to burn the calories of a cheeseburger.
- Fruit and vegetables such as ... are an alternative source of calcium to milk.
- Never diet without consulting ... snacks.
- Crisps are ...
- The nutrients in dark chocolate can help you to have a better...

FINISHED? Write more details

4 **DISCUSS** In pairs, ask and answer the questions.

- What's your favourite fast food? Is all fast food unhealthy?
- Which of these types of food do you eat the most?
proteins (meat, fish, eggs, beans & nuts) • fruit • vegetables • carbohydrates • dairy products • fast food
- What's your favourite snack?
- How much water do you drink every day?
- Do you worry about what you eat? Why/Why not?

My favourite fast food is kebabs. They're...

Workbook pp. 176-185

Teen Talk Clothes and fashion

6



1 **WATCH** Watch the video interviews and answer the questions.

- Who buys clothes most often? Why does he/she say it's bad?
- Do the teens all follow celebrity fashion?

2 **WATCH** Watch again and write one word in each gap.

Jessica's wearing a beige jumper and a red ...
Shelby's wearing a blue ...
Oscar's favourite item of clothing is his ...
Viviana and Jessica's favourite clothes are ...
Adam usually buys his clothes from shopping centres ...

Oscar likes getting his clothes in ... shops.
Viviana buys clothes ... a month.
Adam's school has a dress code of only ...
...
Viviana's school uniform is a grey ... and ...
...
Adam says she doesn't follow celebrities, but she follows ... in fashion.

3 **DISCUSS** In pairs, ask and answer the questions.

- Are you wearing today?
- What's your favourite item of clothing? Why?
- Do you usually buy your clothes? Why?
- Do you usually wear to school?

4 **DISCUSS** In pairs, ask and answer the questions.

1 **DISCUSS** In pairs, ask and answer the questions.

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- What's your favourite snack?
- How much water do you drink every day?
- Do you worry about what you eat? Why/Why not?

My favourite fast food is kebabs. They're...

COMMUNICATION

VIDEO

Alternating units:

TEEN TALK

VIDEO

Real interviews



LISTENING



SPREAD 5

GLOBAL GOALS

EDUCAZIONE CIVICA

Gender Equality 5 10 15 20

What are the goals?

- 5 To achieve gender equality.
- 10 To reduce inequalities.

Why?

- 5 Gender inequality persists everywhere. Gender equality is critical to promoting the health, education, protection and the well-being of girls and boys.
- 10 It is important for everyone to have equal opportunities – regardless of gender, nationality, ethnicity, religion or economic status.

1 **DEBATE** In groups, discuss these statements.

Do you agree? Why?/Why not?

- Boys love sport.
- Girls don't like football.
- Boys don't cry.
- Girls like pink.

2 The statements in Ex. 1 are examples of stereotypes.

Read the infographic and answer the questions.

- What is a stereotype?
- Where do we often see gender stereotypes?
- What are the four gender stereotypes based on?

Stereotype: a common oversimplified idea about a person or group of people, often false. Stereotypes can lead to discriminatory attitudes and behaviour which promote inequality.

Where do stereotypes come from?

Lots of different places. For example, the media often reinforces gender stereotypes. In advertisements or in films, men are often businessmen or heroes and women are housewives or girlfriends.

Four kinds of gender stereotypes

Personality
for example, girls are emotional, boys are self-confident.

Behaviour
for example, girls do dance, boys play football.

Physical appearance
for example, we expect girls to be slim and pretty, and we expect boys to be tall and muscular.

Jobs
for example, nurses are women, pilots are men.

A SOLDIER WITH A SECRET

Alex Smith is a soldier in the British Army. But before he joined the armed forces, he trained for a very different profession: dance.

Alex started dancing when he was six years old. His sister went to dance classes and one day, he watched a class and he thought, 'I could do that, it looks so easy'. Alex was the only boy in the class. In the Welsh town where he grew up, most of the other boys preferred playing rugby, and sometimes boys at school made jokes. But Alex became passionate about dance and in 2015, he won a place at the prestigious Northern Ballet School in Manchester. There, he studied ballet, tap, jazz, modern and contemporary dance.

However, life as a professional dancer isn't easy and it can be difficult to find permanent work. Alex started to worry about his future.

One day, on his way home from dance class, Alex walked past the Army Careers Centre and decided to apply to join the army. With his dance training, Alex was prepared for the physical tests: he could run fast and lift weights. He passed easily.

So, Alex left ballet school and started his new life as a soldier. For the first two years, he didn't tell the other soldiers that he was a trained classical dancer.

He was worried that they would have preconceived ideas about him.

Then, in 2018, Alex had the opportunity to dance professionally again, in a modern ballet production about soldiers. He wanted to do it because he hoped to challenge some stereotypes about dancers and soldiers.

He says that the army was very supportive and gave him time off work to practise for and perform in the show.

Alex decided to tell the other soldiers. They were very relaxed about it and some of them even went to see the show.

Alex says that everyone has got their own opinions, but dancers and soldiers actually have some things in common: physical strength, self-discipline, dedication, and the determination to succeed.

GLOSSARY

made jokes apply to
challenge supportive
lo prendevano in giro
face domanda
sfidare
di supporto

5 Decide if the statements are true (T) or false (F). Correct the false ones.

- Not many boys went to dance classes with Alex.
- Alex studied different styles of dance.
- Alex gave up dancing because he didn't like it.
- Alex had no problem with the army's fitness test.
- At first, Alex kept his past a secret.
- When Alex told his colleagues about the ballet show, they didn't react very well.

WRITING

7 Write a short text (75-100 words) about someone who fought against inequality. Include this information:

- when and where they were born
- what they did
- what impact they had

DIGITAL COMPETENCES Find out more about stereotypes. Go online and watch the video *Gender Roles and Stereotypes*.

Writing Goals p. 259

GLOBAL GOALS

EDUCAZIONE CIVICA AGENDA 2030 (towards 2050)

DEBATE

CRITICAL THINKING

DIGITAL COMPETENCES Find out more about stereotypes. Go online and watch the video *Gender Roles and Stereotypes*.

DDI

EVERY 2 UNITS

Listening & Life Skills

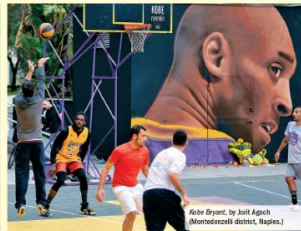
3-4

Critical thinking: street art

1 **THINK** Look at the two photos of famous street art. Have you seen them before? Describe them.



The Shipwrecked Child, by Banksy (2015, Venice)



Robe Bryant, by Jorit Agnoch (Mottesevici district, Naples)

2 **LISTEN** Now listen to a radio interview about Banksy and Jorit Agnoch. Tick (✓) the statements that are true for both artists.

- A ☐ They both studied art.
- B ☐ They are interested in social and political issues.
- C ☐ They both use spray paint.
- D ☐ They produce art all over the world.

3 **LISTEN** Listen again and answer the questions using a maximum of four words.

- 1 Who knows Banksy's identity?
- 2 Where did he grow up?
- 3 Why does he prepare his paintings in advance?
- 4 Why does he paint at night?
- 5 How long can Jorit Agnoch take to produce one of his paintings?
- 6 Which famous artist do people compare his portraits to?
- 7 What is the purpose of Jorit's art in Naples?
- 8 What do the red lines on the faces of his subjects represent?

4 **DISCUSS** Read the tips below. Then in pairs, look at the artworks again and discuss the questions.

- 1 What similarities and differences are there between them?
 - 2 Why do you think each artist chose this subject? What do you think the message is?
 - 3 Should artists comment on political and social issues? Why/Why not?
 - 4 Why do you think these two artists chose to do street art?
 - 5 Who should own these works – the artist, the owner of the building or the public? Why?
 - 6 Which work do you think is more effective? Why?
- The paintings are both outside on building walls, and...

Train your mind

- Critical thinking is the ability to reflect and think independently and clearly.
- 1 Be open-minded and curious about situations and other people's motivations for their actions and beliefs.
- 2 Reflect on and evaluate the information you have. Look for more information if you need to.
- 3 Try to understand the connections between ideas, and the reasons behind them. Identify similarities and differences.
- 4 Be ready to justify your opinions or reflect on them again if you can't.



Spotlight on Culture

5-6

Alan Turing



Alan Turing (1912-1954) was an English mathematician, computer scientist and codebreaker. He is considered to be the father of Computer Science and Artificial Intelligence. In 1936, he published his idea for the 'Turing machine', the first theoretical computer. Turing wrote that it was possible to program a machine with coded instructions stored in an infinite memory.

Later, Turing's work played a key role in helping the Allies win World War II. During the war, the German military used a machine called Enigma to encrypt secret messages. It could generate as many as 150 trillion different codes every day. The British weren't able to break the codes in time to prevent attacks, so the government recruited Turing to help at its decryption centre in Bletchley Park. Using information about a Polish code-breaking machine, Turing developed a new machine called the Bombe. It could break the German codes more quickly. Historians estimate that Turing's work helped to shorten the war in Europe by up to two years and saved millions of lives.

After the war, Turing led a team in London which designed the Automatic Computing Engine (ACE). It was the first complete specification of an electronic stored-program digital computer – a model for today's computers.

By 1950, Turing was interested in the brain as a machine. While working at the University of Manchester, he devised a test to determine if a computer can think like a human being. The 'Turing Test' requires a computer to imitate human responses. Programming a computer to replicate human behaviour in this way is key to the theory of Artificial Intelligence.

Tragically, Turing died at the age of 41. Although he had received an award for services to the country in 1945, his achievements were only fully recognised after his death. In 2014, Benedict Cumberbatch starred in a film about Turing's life – *The Imitation Game*.

stored trillion archiviati mille miliardi break shorten decifrare accorciare



Benedict Cumberbatch as Alan Turing in a scene from *The Imitation Game* (2014), directed by Morten Tyldum.

1 **THINK** Do you know who Alan Turing was? What did he do?

2 **LISTEN** Read and listen to the text and choose the correct alternative.

- 1 Alan Turing was a mathematician / physicist.
- 2 The Turing machine was a concept / real computer.
- 3 Enigma was a code-breaking / an encrypting machine.
- 4 Turing was a soldier / worked on military information during the Second World War.
- 5 Turing's Bombe machine was based on a German / Polish one.
- 6 The ACE was a scientific team in London / precursor to the modern digital computer.
- 7 The Turing Test establishes computer / human intelligence.
- 8 Turing was / wasn't famous for all his achievements during his lifetime.

3 **SPEAKING** Discuss the questions.

- 1 Do you like Maths? Why/Why not?
- 2 Do you know of any other computer pioneers? What did they do?
- 3 What do you think have been the most important inventions in recent history?
- 4 The British government's code-breaking centre at Bletchley Park is now a museum. Have you visited any interesting museums dedicated to modern history?

LISTENING & LIFE SKILLS

Personal development

SPOTLIGHT ON CULTURE

EVERY 2 UNITS

Summative Revision

Vocabulary

Unit 5 Shops and places in town; Transport

1 Sarah went to lots of different places in town yesterday. Can you identify them?

- 1 She took her dog Billy for a walk in the.....
- 2 She took a book back to the.....
- 3 She went to the..... to buy some aspirin.
- 4 She bought a magazine from the.....
- 5 She met her friend Laura and had a coffee in a.....
- 6 She sent a parcel at the.....
- 7 She tried on some jeans in a.....
- 8 She visited her uncle, who is in..... with a broken leg.
- 9 She had lunch in a fish.....
- 10 Then she went to work. She's a detective sergeant and works at the.....

2 Match the beginnings of the sentences (1-6) to the endings (a-f).

- | | |
|--------------------------------|--------------------------------|
| 1 ... Eddie usually rides | a her train. |
| 2 ... Tess was late and missed | b a long-distance lorry. |
| 3 ... My dad drives | c the bus at the next stop. |
| 4 ... We should get off | d for a trip down the river. |
| 5 ... They took | e his bike to school. |
| 6 ... Let's take a boat | f a taxi to the train station. |

Unit 6 Clothes and Accessories

3 Choose the correct alternative.

- 1 Owen is dressed casually with baggy socks / trousers and a black skirt / hoodie.
- 2 Isabel is wearing a trendy purple top / tights and a pair of denim shorts / shoes.
- 3 James is ready for the office with a navy blue jumper / dress over a pale blue coat / shirt.
- 4 Jenna has an ethnic look with a long, patterned skirt / hoodie and shorts / sandals.
- 5 Libby is going to wear a traditional white jacket / dress and elegant shoes / joggers when she gets married.
- 6 Chris is keeping warm with a red scarf / belt round his neck and a matching pair of glasses / gloves.
- 7 Hannah makes her own jewellery - she's wearing a beautiful pair of silver earrings / earphones and a lovely bracelet / tie.
- 8 Spencer is getting ready for a run - he has his watch / fitness tracker and is putting in his earrings / earphones.

Grammar

Unit 5 should, shouldn't; be going to

4 Complete the sentences and questions with the correct form of *should* and the verbs.

- try • buy • worry • leave • listen
- 1 We soon if we want to catch the last bus.
 - 2 You to Dan - he's a terrible gossip!
 - 3 You about your History test. I'm sure you did well.
 - 4 (we) a new car? This one is old and it isn't eco-friendly.
 - 5 You this fried seaweed. It's delicious!

5 Complete the dialogue with the correct form of *be going to* and the verbs. Then write I (Intentions) or P (Predictions).

- A I (visit) Australia at Christmas. ...
B How long? (you/stay)? ...
A We (stay) in Sydney for ten days.
B It's (be) very warm there in December. ...
? (you/go) to the beach?
A No, we (not have) enough time. ...

Unit 6 too(not) enough, Comparatives and superlatives

6 Rewrite the underlined parts of the sentences using *too* or *not enough* so that they have the same meaning.

- 1 I need a new pair of shoes because these are too small.
- 2 This belt is not long enough.
- 3 He's not old enough to drive a car.
- 4 I'm too short to reach that shelf.
- 5 John is too intelligent to believe that story.

7 Complete the sentences with the comparative or superlative form of the adjectives. Add any extra words where necessary.

- 1 A is Oxford University (old) Cambridge University?
B Yes, it is, but I think Bologna University is
..... (old) in Europe.
- 2 My sister often loses her patience. In fact, she's (patient) person I know.
- 3 A Jake's a great guitarist, but Lucas is (good) him.
B Yes, I agree. Jake is very good, but Lucas is (talented) in the band.

Units 5-6

8 Choose the correct alternative.

- 1 Lily You're looking 'trendier / most trendy than usual.
Dev I have an interview for a Saturday job at Cole's department office / store. What do you think
→ I am I going to / should I wear a tie or not?
Lily No, I don't think you need to, but you * shouldn't / don't have to wear that red and orange patterned shirt - it's too bright / too tight. Haven't you got a plain / casual one?
[Ten minutes later...]
Lily Great. Now, you look 'too smart / smart enough!
I'm sure they're 'giving / going to give you the job.
- 2 Mum Well Dev, you're starting your new job tomorrow. But did you know there are no * buses / vans tomorrow? How are you going to get 'at / to the town centre? It's too * far / near to walk and you aren't 'too old / old enough to drive.
Dev I'm going 'on / by my bike Mum. The * more short / shortest route is 'along / under the river and I'm going to 'ride / drive on the cycle path.
Mum Yes, you're right, that's the * safest / most dangerous way, but you * should / can wear your cycle helmet to protect your head. The one I bought for you at the * shoe shop / sports shop. But next week go 'by / with bus. It's safer.

9 Complete the sentences with the words.
more • less • as • through • get into • enough • shouldn't • miss • get off • over • further • trendiest

- 1 Hurry up and the car. We're late!
- 2 We should the bus at the next stop.
- 3 We walked the park on our way home.
- 4 A Excuse me. Where's St Mark's School?
B It's that big building on the corner of Eastgate Street. You can't.....
- 5 My teachers say I don't study hard
6 This Maths test was difficult than the last one. I found it quite easy.
- 7 My house is from the school than yours.
- 8 Jessica isn't tall as me.
- 9 Max's Café is the place in town.
- 10 You chew gum in class. Throw it away!
- 11 The film was interesting than I thought. I really enjoyed it.
- 12 The helicopter flew the city.

Summative Revision

5-6

Starter → Unit 6

10 Correct the mistake in each sentence.

- 1 I see Blade Runner 2049 on TV last night. It was good.
- 2 I enjoy to go skiing in winter.
- 3 There aren't some interesting places to go in this town.
- 4 That's our computer - can you give it to ours, please?
- 5 I get up hardly ever early on Sundays.
- 6 Skiing isn't as dangerous than snowboarding.
- 7 Do you go to visit your aunt next weekend?
- 8 I'm busy - I do my homework.

11 Complete the text with the correct prepositions.
past • to • on (x2) • in (x3) • at • from • over • off • up

I live the island of Anglesey Wales, but my secondary school is the city of Bangor. So weekday mornings I get early to catch the bus that takes me my home school. On the journey we go Beaumaris Castle. It's a great place to visit if you are interested history. Then the bus goes the Menai Suspension Bridge. I get the bus just outside the school. The lessons my school are in English and Welsh.

12 Choose the correct answer: a, b or c.

- 1 My dad loves watching football.
a So does mine. b So mine does. c So do mine.
- 2 Did you catch the train to London?
a No, I took the bus.
b No, I didn't caught it.
c No, I not catch it.
- 3 Shall we go for a picnic this afternoon?
a No, it rains.
b Yes, it's raining.
c No, the forecast said it's going to rain.
- 4 Can I help you?
a I'm just looking.
b I'm very busy.
c No, I can't.
- 5 Why are you so late?
a I arrive on time.
b I missed the bus.
c I lost the train.
- 6 How much homework did the teacher give you?
a Too many! b Too often! c A lot!

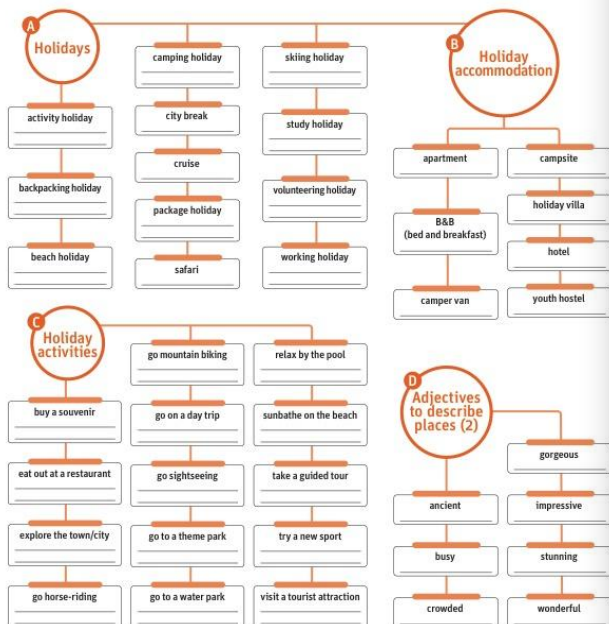
SUMMATIVE REVISION

WORKBOOK – VOCABULARY MAPS & EXERCISES

10

GOING PLACES

Vocabulary ▶ Map it! 1 Completa le mappe con le traduzioni.



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Vocabulary practice

10

Holidays

1 *** Leggi le definizioni (1-6) e scrivi i tipi di vacanza.

- 1 a holiday in the sun, at the seaside
- 2 a short holiday in a capital or in a big town
- 3 a budget holiday where you visit lots of places and don't take much luggage
- 4 a winter holiday doing sport in the mountains
- 5 a holiday in a tent
- 6 a holiday where you do lots of sports and/or have experiences

2 *** Completa le frasi con i tipi di vacanza.

- 1 Thomas is on a _____ in Australia as a surfing instructor.
- 2 My parents went on a _____ to Namibia to see the desert lions.
- 3 We went on a cheap _____ in Spain last year. The travel company did everything – it was really easy.
- 4 My big brother is going on a _____ in India with the charity UNICEF.
- 5 I don't think I'd like a _____ I prefer to get away from my books at the end of term!
- 6 Simon thinks a _____ would be quite boring because you're on the ship all the time.

Holiday accommodation

3 *** Leggi quello che dicono le persone sulle loro vacanze e scrivi il tipo alloggio.

- 1 'It was under the trees beside the beach and the showers were very good.'
- 2 'They were a nice couple and every morning they made us bacon and eggs – we didn't have to eat for the rest of the day!'
- 3 'We booked all-inclusive, but in the end, we ate out every night as the restaurant wasn't very good. The rooms were OK though.'
- 4 'We found it online. It was quite modern and clean. Luckily, there was a lift as it was on the 5th floor!'
- 5 'It was very cheap, but there was another group of students who came back late every night and made a lot of noise.'

Holiday activities

4 *** Completa le frasi con un massimo di tre parole.

- 1 Sam and Julie hired bikes. It's the best way to _____ Amsterdam.
- 2 A Did you _____ any _____ when you went to Venice?
- 3 B Yes, we bought some Murano glass.
- 3 Food in Thailand was really cheap. We _____ restaurants every night.
- 4 It's too hot to walk around. Let's just _____ the pool.
- 5 Mum wants to visit the castle tomorrow. Shall we _____ tour?
- 6 I love holidays where I can just swim in the sea and _____ beach.
- 7 Have you ever _____ windsurfing?
- 8 Jack _____ Disneyland twice when he was in Los Angeles.

5 *** (1-3) Completa le frasi con le attività. Poi ascolta e controlla.

- 1 I'd like to go _____ in Mongolia. I love horses and wild camping.
- 2 Shall we go on a _____ to the lake tomorrow? We can be back home for dinner.
- 3 For my sister's birthday we went to a _____ near Verona called Gardaland.
- 4 My parents always want to go _____ when we're on holiday. I'm fed up with monuments!
- 5 I'm in a cycling club with some friends and this summer I'm going _____ in Trentino with them.
- 6 It's great to go to a _____ and play in the pools when it's hot and sunny.

Adjectives to describe places (2)

6 *** Scegli l'alternativa corretta.

- 1 We climbed to the top of Mount Etna and the views over the coast were _____ / busy.
- 2 I didn't like the bazaar in Marrakesh – it was too wonderful / crowded.
- 3 We watched the sun come up over Mont Blanc – it was really ancient / impressive.
- 4 The islands in Thailand are so beautiful and the beaches are gorgeous / ancient.
- 5 Via Condotti in Rome is always busy / wonderful with tourists.
- 6 We had a crowded / wonderful holiday in Portugal last year.

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WORKBOOK – GRAMMAR BANK

Grammar Goals

A Present perfect simple + just

Use and form

Just = appena

Si usa l'**Present perfect simple** con il **Present perfect simple** per tradurre "l'ha appena fatto". Si mette prima **just** e participio passato.

I have **just** had breakfast.

Ho appena fatto colazione.

Has the lesson **just** started?

È appena iniziata la lezione?

Watch out!

Oltre a essere un avverbio di tempo, **just** può avere anche i significati "significati". Fai attenzione a non confonderli.

▶ **just** = solo

I **just** want to know what time you will be back.

Voglio solo sapere a che ora tornerai.

▶ **just** = proprio, esattamente

That's **just** what I meant.

È proprio ciò che intendevo.

B Present perfect simple + already, yet, still

Use and form

Already = già

1 Si usa **already** nelle frasi affermative con il **Present perfect simple** per indicare che qualcosa è avvenuto prima di quanto ci si aspettasse. **Already** si mette sopra del participio passato. It's only March and we've **already** booked our summer holidays.

È solo marzo e abbiamo già prenotato le vacanze estive.

2 Si può usare **already** anche nelle frasi interrogative per esprimere sorpresa.

Has the parcel **already** arrived? Great!

È già arrivato il pacco? Bene!

Not yet = non ancora, **yet** = già

3 Si usa **yet** nelle frasi negative e interrogative con il **Present perfect simple** per indicare che qualcosa non è ancora avvenuto ma ci si aspetta che accada presto. **Yet** si mette a fine della frase.

Sarah **hasn't** answered my message **yet**.

Sarah non ha ancora risposto al mio messaggio.

Has the teacher **corrected** the tests **yet**?

L'insegnante ha già corretto le verifiche?

Still = ancora

4 Si usa **still** nelle frasi negative con il **Present perfect simple** con lo stesso significato di **yet**. **Still** si mette prima di **have** o **has**.

Erika promised to call me, but she **still** hasn't phoned.

Erika ha promesso di chiamarmi ma non ha ancora telefonato.

C Present perfect simple + for and since

Use and form

1 Si usa il **Present perfect simple** con **for** e **since** per indicare da quanto tempo dura una situazione o un'azione.

I **have known** Tom **since** 2017. Conosco Tom dal 2017.

2 **For** e **since** corrispondono entrambi a "da" in italiano. Si sa:

▶ **for** per indicare la durata (per quanto tempo).

Meg has studied dance **for** three years.

Meg studia danza da tre anni.

▶ **since** per indicare il momento di inizio dell'azione/situazione.

Meg has studied dance **since** she was twelve.

Meg studia danza da quando aveva dodici anni.

3 Al contrario, il **Present perfect simple** con **for** e **since**

descrive un'azione che non si è ancora conclusa.

I **haven't** seen Alice **for** a few weeks.

Non vedo Alice da qualche settimana.

4 Ecco alcune espressioni di uso comune con **for** e **since**.

for...	since...
two hours = due ore	midday = a mezzogiorno
a few weeks = qualche settimana	5 pm = le 17.00
four months = quattro mesi	Tuesday = martedì
a year = un anno	June 12th = il 12 giugno
the last few days/weeks/months/years = gli ultimi giorni/settimane/settimane/anni	last winter = lo scorso inverno
the past year = l'anno scorso	2020 = 2020
a short time = poco tempo	last year = l'anno scorso
a long time = molto tempo	this = quest'anno, allora
a while = un po' di tempo	I was born = quando sono nato
ages = tanto tempo, l'eternità	I was young = quando ero piccolo

5 Per informarsi sulla durata di una situazione o di un'azione che continuano tuttora, si usa **How long...?** con il **Present perfect simple** (= *Da quanto tempo...?*).

How long has your cousin lived in London?

Da quanto tempo tuo cugino abita a Londra?

Watch out!

1 A differenza dell'italiano, in inglese non si usa il presente per parlare di situazioni o azioni che durano nel tempo.

He **has been** a nurse for three years.

(NON *He is a nurse for three years*)

Fa l'infermiere da tre anni.

2 Attenzione alla differenza di significato tra **have met** (= *ho incontrato*, conosciuto per la prima volta - verbo d'azione) e **know** (= *conoscere* - verbo di stato).

How did you **meet** your girlfriend? (NON *How did you know*?)

Come hai conosciuto la tua ragazza?

How long have you **known** her?

Da quanto tempo la conosci?

D Present perfect simple vs Past simple:

How long...?, for, since

Use and form

1 Occorre fare attenzione alla differenza tra **Present perfect simple** e **Past simple** quando si usano **How long...?, for** e **since**.

▶ Si usa il **Present perfect simple** con **How long...?, for** e **since** per indicare una situazione/azione che è iniziata nel passato e continua nel presente.

How long have you had this bike?

– I've had it **since** last year.

Da quanto tempo hai questa bici?

– Ce l'ho dall'anno scorso. (continuo ad averla)

▶ Si usa il **Past simple** con **How long...?** e **for** per indicare una situazione/azione che è durata per un certo periodo di tempo ma che adesso è terminata.

How long did you have your old bike?

– I had it **for** two years.

Per quanto tempo hai avuto la tua vecchia bici?

– L'ho avuta per due anni. (ora non ce l'ho più)

2 Non si usa il **Past simple** prima di **since**, ma il **Present perfect simple**.

I've had my bike **since** last year. (NON *I had my bike since*...)

Ho la mia bici dall'anno scorso.

Watch out!

Con i verbi che indicano azioni molto brevi di cui non si percepisce la durata (come **leave**, **arrive**, **start**, **finish**, **stop**) di solito si usa il **Past simple**. Le espressioni come "da mezz'ora", "da due ore", ecc. devono essere trasformate in "mezz'ora fa", "due ore fa" ecc. Quindi non si usa **for** ma **ago**.

Chris è arrivato da cinque minuti. (è arrivato cinque minuti fa)

Chris arrived five minutes **ago**. (NON *for five minutes*)

Il programma è finito da mezz'ora. (è finito mezz'ora fa)

The programme finished half an hour **ago**.

Stanno ancora giocando? – No, hanno smesso di giocare da qualche minuto. (hanno smesso qualche minuto fa)

Are they still playing? – No, they stopped playing a few minutes **ago**.

E Question tags

Use

Le **question tags** sono domande che si aggiungono in fondo a una frase per controllare informazioni, chiedere conferma o una risposta a un'affermazione. Corrispondono alle espressioni "vero?" o "vero?", "no?".

This pasta is very nice, isn't it?

Questa pasta è buonissima, vero?

It isn't very far, is it?

Non è molto lontano, no?

You're from London, aren't you?

Sei di Londra, non è vero?

Form

1 Le **question tags** si formano ripetendo l'ausiliario o il modale della frase principale seguito dal pronome soggetto. Per esempio, se il verbo della frase principale è al **Present simple**, la **question tag** si costruisce con **do/does/don't/doesn't**; se il verbo principale è al **Past simple**, nella **question tag** si usa **did/didn't** e così via.

2 Se la frase è affermativa, la **question tag** è negativa e viceversa.

Frase principale affermativa	Question tag negativa
That's your school.	isn't it?
You've got a scooter.	haven't you?
James can sing.	can't he?
Zoe lives in Oxford.	doesn't she?
They're studying.	aren't they?
Joe bought a new phone.	didn't he?
They've been to Spain.	haven't they?
Dad will help us.	won't he?

Frase principale negativa	Question tag affermativa
That isn't your school.	is it?
You haven't got a scooter.	have you?
James can't sing.	can he?
Zoe doesn't live in Oxford.	does she?
They aren't studying.	are they?
Joe didn't buy a new phone.	did he?
They haven't been to Spain.	have they?
Dad won't help us.	will he?

3 Quando la frase contiene parole di significato negativo come **never**, **no**, **none**, **nobody**, **nothing**, **now of**, la **question tag** è affermativa.

You've never met Oliver, have you? (NON *haven't you?*)

Non hai mai conosciuto Oliver, vero?

Watch out!

1 Con la forma affermativa della prima persona singolare del verbo **be**, **am**, **is**, si usa **aren't** nella **question tag**.

I'm early, aren't I? (NON *am not I?*)

Sono in anticipo, vero?

2 Nelle **question tags** negative di solito si usano le forme contratte. It's really hot, isn't it? (NON *is not it?*)

Fa davvero caldo, no?

3 Quando il soggetto della frase principale è **somebody**, **anybody**, **nobody**, **no one**, il soggetto della **question tag** è **they**.

Somebody has walked the dog today, haven't they?

Qualcuno ha portato fuori il cane oggi, vero?

4 Se la frase è introdotta da **there**, il soggetto della **question tag** è **there**.

There weren't many people, were there?

Non c'era molta gente, vero?

WORKBOOK – GRAMMAR MAPS & EXERCISES

Grammar ▶ Map it! 1 Completa le mappe o scegli l'alternativa corretta.

Present perfect simple

just

I've just booked my flight.

Con il **Present perfect simple** significa ¹ _____.

We just want to relax by the pool.

That's just what I said.

Just può anche significare ² _____ o ³ _____.

already

I'm sorry, Mr Rockwell has already left.

Significa ⁴ _____.

Si usa nelle frasi affermative per indicare che qualcosa è accaduto prima di quanto ci si aspettasse e nelle frasi interrogative per esprimere sorpresa.

(not) yet

We haven't decided where to go on holiday yet.

Have you bought any souvenirs yet?

Not yet significa ⁵ _____, **yet** significa ⁶ _____.

Si usa nelle frasi negative (**not yet**) e interrogative (**yet**) per indicare che qualcosa non è ancora accaduto ma ci si aspetta che accada presto.

still

I've sent three messages to Ava, but she still hasn't replied.

Significa ⁷ _____.

Si usa nelle frasi negative per dare enfasi al fatto che qualcosa non è ancora accaduto. Può anche esprimere una certa irritazione o preoccupazione.

for, since

My uncle has worked on a cruise ship for two years.

I've loved dogs since I was a kid.

Entrambi significano ⁸ _____.

⁹ **Since** / **For** indica la durata (per quanto tempo).

¹⁰ **Since** / **For** indica il momento di inizio dell'azione/ situazione.

How long...?

How long have you studied English?

Entrambi significano ¹¹ _____.

Significa ¹² _____.

Question tags

It's a lovely day, isn't it?

I haven't seen that film, have you?

frase affermativa + question tag: ¹³ _____

frase negativa + question tag: ¹⁴ _____

Si usano per:

- controllare informazioni e fatti,
- chiedere conferma o una risposta a un'affermazione.

Grammar practice

Present perfect simple: just

1 ******* Riordina le parole tra parentesi e completa i mini-dialoghi.

1 A Do you want a glass of water?

B No, thanks.

(one/had/I/just/'ve)

2 A Oh, there you are. Where were you?

B _____

(been/to/'ve/just/the shops/I)

3 A Does James still work at the café on Saturdays?

B No.

(He/started/a/just/job/has/new)

4 A Don't ask me for more pocket money.

(just/you/your/I/given/'ve/pocket money)

5 A Is lunch ready? I'm hungry!

B _____

(ham sandwich/just/you/a/eaten/'ve/But)

6 A What's wrong?

B _____

(s/stopped/My/just/phone/working)

2 ******* Completa le frasi con il **Present perfect simple** dei verbi dati e **just**.

miss • start • leave • ring • wash • make • go

1 A Am I very late?

B No, don't worry. The lesson _____.

2 Hi, Beth. It's Dan. My train _____, so I think

I'll get to Oxford just after four.

3 A What's all this water on the bathroom floor?

B I _____ the dog in the bath. Sorry, I'll

clean everything now.

4 A Is Meg here?

B Sorry, she _____ to Ann's house.

You _____ her.

5 Someone _____ the doorbell. Can you go?

6 I _____ some biscuits. Do you want one?

3 ******* Qual è il significato di **just** in queste frasi? Scegli l'alternativa corretta.

1 We have just come back from Spain. We got back this morning.

= solo / appena

2 I'm not very hungry. I just want a little rice.

= solo / appena

3 A I found my phone in the bathroom.

B That's just where I told you to look.

= appena / esattamente

4 Just Anna and Dylan have said they're coming.

= esattamente / solo

Present perfect simple: already, yet, still

4 ******* La mamma di Mason vuole sapere se tutti hanno svolto i lavoretti che dovevano fare. Scrivi le domande della mamma usando **yet**. Poi scrivi le risposte brevi di Mason.

MASON	empty the dishwasher ✓	THE TWINS	tidy their room ✓
	walk the dog ✓	DAD	feed the rabbit ✓
CLARA	take out the rubbish ✓		cut the grass ✓
	go to the dentist's ✓		cook lunch ✓
			make cupcakes with Clara ✓

1 Mason, _____ (you/empty)?

2 _____ (Clara/go)?

3 _____ (the twins/tidy)?

4 _____ (they/feed)?

5 _____ (Dad/cut)?

6 _____ (Dad/cook)?

5 ******* **3-50** Completa la telefonata tra la mamma e Mason. Usa le informazioni dell'es. 4 e **already** o **not ... yet**. Usa **still** quando la mamma esprime irritazione o preoccupazione. Poi ascolta e controlla.

Mason I'm _____ (not walk/the dog) but I'll do it soon.

Mum OK, but it's already lunchtime and the dog's _____ (not be out) today. What about Clara? I know she's _____ (go) to the dentist's, but did she remember to take out the rubbish?

Mason No, she's _____ (not take it/out).

Mum What? If she's _____ (not do it), it's too late. They collect it at around ten. What about the rabbit? I told the twins to feed it before I left this morning.

Mason They're _____ (not feed it).

Mum I don't believe it! They're _____ (not done) anything I asked them to do! I'm so angry with them.

Mason Dad's _____ (cut) the grass. The garden looks great.

Mum Yes, that's good. But you said he's _____ (not cook) lunch. It's almost one!

Mason No, but he and Clara are _____ (make) some cupcakes! They're delicious!

WORKBOOK - EXERCISES

Grammar practice

Present perfect simple: *for* and *since*

6 *** Scrivi *for* o *since*.

- _____ May
- _____ a day
- _____ all my life
- _____ yesterday afternoon
- _____ you arrived
- _____ ages
- _____ a long time
- _____ 9.00 pm
- _____ nine hours
- _____ 2017
- _____ weeks
- _____ Christmas day
- _____ two nights
- _____ a few minutes
- _____ the past year
- _____ the last two months

7 *** Scegli l'alternativa corretta.

- How much time / How long has your sister done judo?
1 _____ since we moved here. We got him from a friend.
- We've had our dog Rocco *for* / *since* we moved here. We got him from a friend.
- Erica has studied / studies Spanish since 2018. She does it at school.
- I've never met / known Elsa. I'd like to know / meet her one day.
- Harry has lived in Cambridge for the last year / last year.
- Lily's met / known her best friend *for* / *since* they were at primary school together.

8 *** Leggi le risposte e scrivi domande con *How long*.

- A _____
B I've worn contact lenses since February. I don't like wearing glasses.
- A _____
B Sam's worked here for four months now.
- A _____
B Alex and Olivia have been married for two years.
- A _____
B Tracy has played volleyball since she stopped playing tennis two years ago.
- A _____
B Jessica and Mia have done gymnastics since they were eight years old.

9 ***  Ava ha fatto domanda per fare la babysitter presso una famiglia inglese che si trasferirà in Francia per l'estate. Leggi il suo curriculum e completa il dialogo con il Present perfect simple dei verbi tra parentesi. Usa *for*, *since* e *how long*. Poi ascolta e controlla.

Skills • current driving licence
• good cooking skills
Interests • French (B2 level)
• tennis, guitar

Ray Hello, Ava. Nice to meet you. I'm Ray, the children's dad.
Ava Nice to meet you.
Ray Now, we've already spoken on the phone, but I want to check a few more things. I see you have a driving licence.
Ava Is it recent or _____ (you/have) it?
Ray For a long time?
Ava I _____ (have) it _____ 2019.
Ray It says here you can cook quite well.
Ava I _____ (you/be able) to cook?
Ray I _____ (cook) for my mum and dad.
Ava I _____ I was fifteen. I love cooking.
Ray And you can speak French very well.
Ava I _____ (study) it _____ nine years.
Ray And you can play tennis. Is that right?
Ava Yes, and I can teach it too.
Ray Really? _____ (you/teach) it?
Ava I _____ (teach) tennis _____ three years. I _____ (play) it _____ primary school.

Present perfect simple vs Past simple: *How long...?*, *for*, *since*

10 *** Scegli l'alternativa corretta.

- We've lived / lived in London for three years, but then we moved to Bristol last year.
- Sorry, I'm late. How long have you been / were you here?
- My computer broke last month. I had to buy a new one.
B How long have you had / did you have your old one?
- Myra's worn / wore glasses for years before she decided to start using contact lenses.
- I haven't eaten / didn't eat meat for years. I'm vegetarian.
- You haven't played / didn't play video games for just an hour yesterday? You've been / were on the games console for hours.

11 *** Completa le frasi con il Present perfect simple o il Past simple dei verbi tra parentesi. Aggiungi anche *for* e *since*.

- I _____ (not have) a break _____ hours. I'm tired. I'll stop for a bit.
- Your sister has got beautiful long hair.
B Yes. She _____ (have) long hair _____ she was ten.
- Cary _____ (enjoy) going to dance classes _____ years until suddenly last year she _____ (decide) to stop. I don't know why.
- How long _____ (your parents/live) in Australia?
B They _____ (live) there _____ five years when they first got married.
- This tablet _____ (not work) properly. I bought it last month.
- How long _____ (you/know) Mattie?
B I _____ (know) her _____ she started coming to this gym.

Question tags

12 *** Sottolinea i verbi nelle frasi. Poi completa con le question tags date.

- can't she • aren't you • aren't they • does he • are they • hasn't he • doesn't he • are you • didn't you • can she • have you • did they
- Youth hostels aren't expensive, _____?
- Ben prefers activity holidays, _____?
- Volunteering holidays are free, _____?
- Kelly can't ski, _____?
- You've never been horse-riding, _____?
- You went on a study holiday to the USA last year, _____?
- Harry doesn't eat meat, _____?
- They didn't go on holiday last year, _____?
- Erika can help me, _____?
- You aren't listening, _____?
- Your dad's been to Mexico, _____?
- You're using my phone again, _____?

13 *** Scegli l'alternativa corretta.

- Somebody has fed the dog, *hasn't he* / *haven't they*?
- There are some potatoes, *aren't there* / *aren't they*?
- We've got no time for a break, *haven't* / *have we*?
- I'm wrong, *aren't I* / *am not I*?
- They're at home, *are not* / *aren't they*?

10

14 *** Completa le frasi con le question tags. Fai attenzione alle parole con significato negativo. Poi ascolta e controlla.

- We're leaving at three, _____?
- Nobody has phoned looking for me, _____?
- You haven't seen my hat anywhere, _____?
- It's going to rain this afternoon, _____?
- You won't tell Chris what I said, _____?
- There's nothing to eat, _____?
- Sam's parents have bought a camper van, _____?
- We can't ignore the problem, _____?
- The sun sets in the west, _____?
- The concert will end late, _____?
- People in this area don't use public transport much, _____?
- Penguins can't fly, _____?

15 *** Completa il dialogo con i verbi dati al tempo verbale corretto e le question tags corrispondenti. go • buy • be • stay

Luna There _____ a lot of people at the water park yesterday. I _____? I hate it when there are too many people.
Niles Well, if we get there really early tomorrow, I'm sure it won't be crowded. Most people usually _____ later in the afternoon. _____?
Luna Yes, you're right. And the forecast said it's going to be much cooler tomorrow, so I imagine that a lot of people _____ at home. _____?
Niles Yes, I think so. Oh, you _____ already _____ the tickets. _____?
Luna Yes, I bought them online yesterday.



WORKBOOK - EXERCISES

Communication

Asking for tourist information

1 *** **NUMERAZIONE** Numera le battute del dialogo (a-o) nell'ordine corretto (1-15). Poi ascolta e controlla.

- a **Raj** Yes, please. We'd like some information about things to see in Bristol.
b **Assistant** I can book the tickets online for you now if you like. Two?
c **1 Assistant** Hello, can I help you?
d **Assistant** Yes, of course. There are wonderful walking tours that leave every hour from the cathedral.
e **Raj** OK, thanks. Could we have a leaflet about them?
f **Maya** The zoo sounds good, doesn't it Raj? Where can we get tickets?
g **Assistant** Sure. Well, you mustn't miss Brunei's ship the SS Great Britain - it's very impressive - and you should visit Bristol Zoo - that's really interesting too.
h **Raj** Cool! How much is it to get in to Ashton Court?
i **Assistant** Sure, here you are. Is there anything else I can help with?
j **Raj** Yes, two tickets please. We'd also like to take a guided tour of the city. Can you recommend one?
k **Maya** Oh, one more thing. Is there anywhere we can go mountain biking tomorrow?
l **Assistant** You don't have to buy tickets, the park is free.
m **Raj** OK, thanks. That's perfect, isn't it, Maya?
n **Assistant** How about Ashton Court? It's a big open park around an old villa with places to walk and cycle. You could go there.
o **Maya** Yes, it is. Sounds like a good plan!

2 *** **RISPONDI** Rispondi alle domande fornendo informazioni turistiche sulla zona dove abiti.

- 1 I'd like some information about public transport, please.
2 Can you suggest something to go on a day trip?
3 Is it far?
4 Can you recommend somewhere nice to eat out?
5 Is it expensive?
6 What about things to do in town?

Summative practice

Unit 10

1 *** **NUMERAZIONE** Leggi il testo e scegli la risposta corretta a, b o c.

Our 1. at Whitewater Falls, Cornwall has got everything for a fantastic family holiday. Whether you want an adventure in a tent, somewhere to park your 2. or a comfortable family room in our youth hostel, we've got the perfect solution for you. We offer exciting 3. where you can try a range of new water sports, or go horse-riding or 4. in the forest around the site, or why not explore the local area by taking one of our 5.? And for those guests who prefer a slower pace, you can 6. on the beach, 7. by the pool and just appreciate the 8. views around Whitewater.



- | | | |
|-----------------|-------------------|---------------------|
| 1 a B&B | b holiday villa | c campsite |
| 2 a bus | b camper van | c apartment |
| 3 a city breaks | b study holidays | c activity holidays |
| 4 a sightseeing | b mountain biking | c to a theme park |
| 5 a souvenirs | b guided tours | c newsports |
| 6 a go | b explore | c sunbathe |
| 7 a relax | b watch | c visit |
| 8 a busy | b stunning | c ancient |

2 *** **SCOPPIA** Scegli l'opzione corretta.

- 1 We've still / just / already heard the most amazing news!
2 I've still / yet / already read this book, have you got another one?
3 Jake hasn't arrived yet / already / still - he's very late.
4 I ordered your present a week ago, but it just / still / yet hasn't arrived.
5 How much / long / much time have you lived in Barcelona?
6 Stacy has known my family for / since / of she was ten.
7 Let's go to the cinema - we haven't seen a film for / since / of ages.
8 My dad 's had / had / has that scooter for fifteen years. Then he gave it to me.
9 This place is stunning, is it / isn't it / it is?
10 You haven't been to Amsterdam, have you / haven't you / doesn't you?
11 Hamza still / already / just hasn't given me the money he owes me.
12 You weren't angry Sally, are you / were you / was you?
3 *** **TRADUZIONE** Ascolta e scrivi sul tuo quaderno quello che dice Oscar su Liverpool.

4 *** **TRADUZIONE** Traduci il testo in inglese sul tuo quaderno.

The Youth Hostelling Association exists in the Regno Unito dal 1930. I suoi ostelli forniscono alloggi economici, puliti e sicuri per i turisti con un budget economico, in particolare modo (particolarly) gli studenti. Se non hai mai alloggiato in un ostello, ci sono alcune cose che dovresti sapere. La maggior parte delle stanze sono per quattro, cinque o sei persone, ma se hai già prenotato online, puoi avere una stanza singola. La maggior parte degli ostelli hanno un piccolo negozio e una cucina, ma ricorda che dovrai cucinare i tuoi pasti da solo.

Starter Unit 10

Why travel?

The latest studies have shown that travel is not just enjoyable, it's also good for you! Researchers say they can recognise young people who have travelled a lot from those who 1., because they are more 2. creative and open. Their attitudes and opinions show that they've already learned to see the world from other points of view, because they've 3. In contrast to people who go on a quick city break, or 4. to a crowded tourist destination, travellers 5. who go backpacking, or on working or volunteering holidays abroad, are also more tolerant and easy-going. This is because they've experienced life in different countries for longer periods of time, and learned about the culture.

15 Travelling abroad definitely makes young people more independent and responsible too. They have to do things like use public transport, 1. and manage their money - and sometimes even find a job. Meeting and

1 **TRADUZIONE** Leggi il testo. Parti del testo sono state rimosse. Scegli la parte corretta (A-H) per ogni spazio (1-6). Ci sono due parti che non servono. Poi leggi, ascolta e controlla.

- A on a package holiday
B go on a safari
C haven't been anywhere yet
D find accommodation
E mixed with people from different places
F buying souvenirs
G haven't learned well yet
H social and communication skills

5 *** **TRADUZIONE** Descrivi un luogo dove sei già stato in vacanza o in gita, e poi un luogo che vorresti visitare (100 parole). Includi le seguenti informazioni:

- where you went and when
- why you liked it
- what you did there
- where you'd like to go and why



interacting with people of all ages and nationalities, 20 from different backgrounds, also helps develop their 1. This builds self-confidence more quickly than in people who have never been abroad.

And it seems that travel may even make you more intelligent! The researchers found that activities like asking for information in a language you 2., trying to use the underground system in a new city, or shopping using different money, all stimulate your brain and keep it active. These 'survival skills' are all vital in adult life and travelling helps you learn them 30 quicker and better!

2 **TRADUZIONE** Ascolta la conversazione tra Jamie e Megan e abina l'inizio delle frasi (1-6) alla parte finale (A-H). Ci sono due parti finali di frase che non servono.

- | | |
|---|------------------------------------|
| 1 Jamie has been to Crete on | A a small hotel and a B&B. |
| 2 The scenery is impressive because | B paragliding. |
| 3 Megan stayed in | C an activity holiday. |
| 4 Jamie went | D a volunteering holiday. |
| 5 Megan tried | E there are beaches and mountains. |
| 6 She thought the palace at Knossos was | F horse-riding in the mountains. |
| | G a bit boring. |
| | H impressive and interesting. |

RESOURCE BANKS: WRITING

Writing Goals

An article

- 1 Read the article and tick (✓) the things that it mentions.
- | | | |
|------------------------------------|----------------------------------|--|
| ☐ transport | ☐ weather | ☐ tourist attractions |
| ☐ food | ☐ history | ☐ shopping |



City focus | Auckland, New Zealand
by Jamie Anders

I'm Jamie and last month I went with my family to Auckland – New Zealand's biggest city. If you're thinking of going, read my article!

Here are my top tips for visitors. You should start your trip by going up the 328-metre-high Sky Tower. It has fantastic views across the city. After we visited the tower, we took the lift down – but if you're feeling brave, you can jump from the top on a zip-line and go down in seconds!

Our next stop was the city's museum. It's a great place to learn about New Zealand's Maori people and their culture. And don't miss watching the Haka – an amazing traditional Maori dance. I also recommend Auckland's fantastic aquarium. You can go snorkelling with the fish there – and you can get very close to the sharks too!

Auckland can be expensive, but you can use the same travel card on the buses, trains and ferries, so going around is easy and cheap. And if you're on a budget, you can find everything in the city's takeaways, from sushi and noodles to burgers and bagels. If you want to go shopping, avoid the usual shopping centres and go to the independent clothes shops, bookshops and cafés on Karangahape Road instead. And you should definitely go to one of Auckland's night markets as well. They're great for souvenir shopping. Also, they have live bands and tasty street food!

There are beautiful, natural places all around Auckland, so make sure you visit some of them as well as the city centre. We explored the beaches near Takapuna, and on our last day we went to Rangitoto Island – one of the many volcanoes near the city. It's a short ferry ride from the city centre, but it felt like a different world! From nature to great tourist attractions and amazing food, Auckland has it all!



260 lift ascensore sharks squall

2 Answer the questions.

- What two ways can people get down from the Sky Tower?
- What traditional performance can you see at the museum?
- Why is it easy to go around Auckland?
- Why does Jamie recommend the night markets?
- Where did he go with his family on his last day?

KEY PHRASES

Making recommendations

You should/shouldn't... I recommend (visiting) ...
Make sure you visit/see... If you want to... go to...
Don't miss (seeing) ... Avoid going to...

3 Find and underline phrases used to make recommendations in the text.

LANGUAGE FOCUS

Adding information: also, too, as well (as)

I also recommend Auckland's fantastic aquarium.
Also, they have live bands.
You can get very close to the sharks too.
You should go to the night markets as well.
Make sure you visit some of them as well as the city centre.

4 Choose the correct alternative.

- It's a lively city and it's very green too / as well as.
- There are lots of historical places to visit in Greece.
Too / Also, the weather's nice there.
- You can walk and you can get there by bus as well / as well as.
- The museum's interesting and it's as well / also free.
- The shop sells souvenirs also / as well as tourist guides.

WRITING GOAL

Write a short article about a city or town that you visited in Italy (100-150 words).

STEP 1 Think and make notes

- Say where it is and what you did there.
- Think of some recommendations to make (for example, things to do, transport, food, shopping).

STEP 2 While you write

- Introduce the city.
- Describe three things you did.
- Make recommendations on how to get around and where to eat.

STEP 3 Read and check your work

- Does the place seem interesting?
- Are there enough different recommendations?

Writing Goals

A for and against essay

We shouldn't buy fast fashion because it's bad for people and the environment. Do you agree?

We all know that the fast fashion industry is bad for the environment and many workers. However, it is that easy to just stop shopping for clothes? And does it actually solve the problem? I think there are arguments for and against buying fast fashion.

For a start, most people buy cheaper clothes because they can't afford more expensive ones. Also, we need a variety of clothes – you don't feel good if you always wear the same things when your friends wear different outfits all the time. In addition, fashions change fast and there's a lot of pressure online and in the media to follow the latest trends. Finally, teenagers have to buy new things from time to time because we're still growing.

However, it's true that fast fashion has many negative consequences. First of all, it takes a lot of energy and materials to produce clothes, and the process produces lots of air and water pollution. Secondly, we produce even more pollution when we throw old clothes away. Lastly, many industry workers work in terrible conditions just so people in places like Europe can have cheap clothes. And then we sometimes only wear outfits a few times before we get bored of them! In my view, these are all very important arguments.

In conclusion, I know it isn't easy for people to be eco-friendly all the time, but I believe we can all try to reduce the amount that we buy. We should buy fewer clothes and use them more. For example, I don't think you need a new jacket if you've already got one or two at home. And why spend money on something that you don't really need? So all in all, I agree with the statement above.



1 Read Keira's essay and decide if the statements are true (T) or false (F). Correct the false statements.

- She says it's easy to wear the same things all the time.
- She thinks that the media puts pressure on young people.
- She says that we need to buy new clothes when things don't fit anymore.
- She disagrees that fast fashion is bad for the environment.
- She disagrees with the statement at the top of the essay.

KEY PHRASES

Giving your opinion

It's true that... I believe...
I don't think... I (definitely) agree/disagree with...
In my view/opinion, ... Personally, I think...

Listing

For a start, / First of all, ...
Secondly, / Also, / In addition, ...
Finally, / Lastly, ...

Contrasting

However, / On the other hand, ...

Concluding

In conclusion, / Overall, / All in all, I think/agree...

2 Look at the Key Phrases and choose the correct alternative.

- Here are some reasons why we buy fast fashion. For a start, / In addition, designer clothes are very expensive.
- That's an interesting argument. Also, / However, I don't agree with you.
- Most factory workers don't get good pay. Overall, / In addition, the factories are often dangerous.
- I disagree / don't think with people when they say 'the environment's not my problem'. It is!
- In conclusion, / On the other hand, it isn't always easy to think about the environment, but we should all try.

WRITING GOAL

Write a for and against essay about one of these two statements (100-150 words).

- It's a good idea to wear and buy second-hand clothes.
- School uniforms are a good idea.

STEP 1 Think and make notes

- Decide whether you agree with the statement or not, and brainstorm ideas for and against it.

STEP 2 While you write

- Organise your writing into four paragraphs:
 - 1 Introduce the topic.
 - 2 & 3 Present arguments for and against the statement.
 - 4 Conclude the essay, and give your opinion: say if you agree or disagree with the statement.

STEP 3 Read and check your work

- Did you list your arguments clearly?
- Did you include opinion phrases?

WRITING GOALS

KEY PHRASES

LANGUAGE FOCUS

RESOURCE BANKS: B1 PRELIMINARY

B1 Preliminary Goals

B

READING – Part 2

1 The people below all want to download an app. Read the eight descriptions of the different apps (A-H). Decide which app would be the most suitable for each person (1-5).

TIP

Underline the key words about each person. Then look for similar phrases in the app descriptions.



1 Jasmine likes going for long walks in the countryside near her home. She wants an app that can identify the plants, flowers and trees that she sees. She doesn't mind paying if the app is really good.



2 Vicki got a guitar for her birthday and wants to learn to play it. She already plays the piano and wants to keep practising. She likes lots of different types of music, but her favourite is rock music and she loves guitarist Brian May.



3 Max is revising for his GCSE exams. He's having a few problems with Maths because he finds it hard to concentrate and he doesn't always understand the teacher's explanations. He loves doing quizzes and games.



4 Gemma and Vinnie both love trying out new cookery recipes. They think it is very important to eat healthily. But they both have very busy lives and don't always have much time for cooking.



5 Sam likes going for long walks whenever he goes on holiday. He wants an app that can suggest hiking paths in the area, length of the hike, level of difficulty and what you can see on the walk.

A Reckonit

Our app helps you to understand the four basic concepts of Maths – addition, subtraction, multiplication and division – in a fun way. There are hundreds of interesting games, activities and quizzes to give you lots of practice and help you learn.

B Myroute

With more than 50,000 trails and routes all over Europe, this is one of the most popular apps for hikers. It contains maps and photos. You can plan your hike based on difficulty, time and interests. Includes advice on equipment and weather.

C Sounds

Are you looking for new ideas? Why don't you see what our instructors have to offer? They are all well-known musicians – rock, blues, country and acoustic. You will find the inspiration you need with this app for experienced guitarists who want to reach that next level.

D Tally

Are you having problems with geometry, algebra and probability? This app has over 1,000 different exercises which guide you step by step so you can arrive at the correct solution. Not only is it designed around the national curriculum, it also has games and quizzes! And our online experts can give you the advice you need.

E Heat

This interactive baking app will show you how to become a master baker in quick and easy steps. We have hundreds of recipes for cakes and biscuits for every occasion. If you like a sweet life – then this is the app for you!

F Tuneup

When you buy this app you can learn to play and practise different instruments – piano, guitar and drums. You will learn to play your favourite pieces of music step by step and imitate the best musicians in the business.

G Fabgrub

If your aim is to cook well and more often, this is the app for you. We can help you organise your time – and your kitchen. We've got hundreds of recipes for creating quick, delicious and simple meals. We believe that home cooking is the best way to improve your diet and your health.

H Whatam!

To use this simple but useful app, all you have to do is take and upload a photo of the plant you want information about. We will give you immediate and accurate results. We ask you to pay a small subscription to access our database where we have information on more than 10,000 plant species.

B1 Preliminary Goals

B

SPEAKING – Part 2

V180

3 These two photos show people shopping. In pairs, take turns to talk about one of them. Talk about the people, the place and other things you can see. Try to speak for about one minute.

TIP

Use the Present continuous to describe what people are doing.



WRITING – Part 2

4 You see this notice on your local town's website.

Help make our town more attractive!
• How can we improve the local park?
• What should we do with the old factory?
• Do we need new sports facilities?
Send us your articles and we will put them on our website.

Write your article in about 100 words.

TIP

Answer the questions and include all the required information.

LISTENING – Part 4

2 You will hear an interview with a young photographer called Liam Knightley, who has just won a prestigious International prize and currently has an exhibition at the Camden Arts Centre in London. For each question, choose the correct answer: A, B or C.

- Liam's uncle
A ☐ took him to photographic exhibitions.
B ☐ bought him books about famous photographers.
C ☐ gave him some photographic equipment.
- Liam studied photography at
A ☐ art college.
B ☐ university.
C ☐ evening school.
- Liam particularly remembers a photograph which
A ☐ showed his best friends playing football.
B ☐ showed his friend Sam on a snowy day.
C ☐ appeared in a national newspaper.
- Liam's first photographic job was
A ☐ for a newspaper.
B ☐ at a wedding.
C ☐ for a sports team.
- Liam's ambition is to
A ☐ become a famous wildlife photographer.
B ☐ work for a famous football club.
C ☐ spend more time working outdoors.
- Liam tells young photographers to
A ☐ ask other photographers for advice.
B ☐ promote their work online.
C ☐ avoid sharing their work online.



RESOURCE BANKS: INVALSI B1

B1 INVALSI Goals

3

READING Task 3

Read the text about llamas, then choose the correct paragraph (A-H) to answer the questions (1-6). Use each paragraph once only. There is one extra paragraph that you should not use. The first one (0) has been done for you.

Llamas

- A My little sister loves her stuffed llama toy and my favourite video game is *Fortnite*, where llamas have an important role. Today, you can find images of llamas on jumpers, trainers and pyjamas, but also on pencil cases and school bags. Even the duvet and pillow on my sister's bed have llamas on them!
- B So why have llamas become so popular in the UK? Firstly, llamas are appealing animals with their soft fur, big eyes and cute faces. They also make gentle and affectionate pets. But they don't like to live alone so you need to have lots of space outside to be able to keep two or three.
- C We live in a flat on the second floor so no pet llamas for us! But I have been to a llama park here, where I took a llama for a walk. You have to be over 14 years of age to do the Full Llama Walk. It was great fun!
- D At the park, I discovered that llamas belong to the same family as the camel and the alpaca. They originally came from the Andes Mountains in South America, but now they are also found in North America, Australia, Canada and Europe.
- E Baby llamas are called *crias*. They are born after a year's gestation period and they get up on their feet immediately and try to walk. They are about 13 kilos at birth, but an adult weighs about 140 kilos. Llamas usually live for about 15 years.
- F There are no llamas in the wild – they are all domesticated, but they originated from a wild animal called the *guanaco*. In Peru and Ecuador they are used as pack animals and can carry heavy weights. Their woolly fur is used to make clothes, ropes and rugs.
- G Farmers use llamas to protect their herds of sheep and goats from predators like coyotes or foxes. They have become useful guard animals not only in South America but also in the US and on a few farms in Britain.
- H Thanks to their protective nature and comforting appearance, llamas are also used as pet therapy animals. They have a calming effect and many people actually prefer llamas to dogs because they never bite.



Which paragraph about llamas mentions

0	why llamas are useful for farmers?	G
Q1	why llamas are so attractive?	
Q2	the special name given to the young of the llama?	
Q3	clothes and household items decorated with pictures of llamas?	
Q4	that llamas help people to feel less stressed?	
Q5	the writer's encounter with a llama?	
Q6	close relatives of the llama?	

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B1 INVALSI Goals

4

LISTENING Task 4

Rainbows

1-30 Listen to a talk about rainbows.

First, you will have 1 minute to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1-8) with the sentence endings (A-K). There are two sentence endings that you should not use. The first one (0) has been done for you.

After the second listening, you will have 1 minute to check your answers.

0	Katy Perry sang a song about true love called	H
Q1	The Greek deity with golden wings who flew on the rainbow was	
Q2	In Norse mythology, Earth was known as	
Q3	The name of the Norse God who guarded the rainbow bridge was	
Q4	They say you may find a pot of gold at the end of rainbows in	
Q5	The Rainbow Flag first appeared on a march for peace in	
Q6	The colour indigo represents	
Q7	The president that described South Africa as the 'Rainbow Nation' was	
Q8	The rainbow pictures of hope during the coronavirus pandemic originated in	

A	1951.
B	Midgard.
C	Italy.
D	Nelson Mandela.
E	harmony.
F	Heimdall.
G	Ireland.
H	Double Rainbow.
I	Desmond Tutu.
J	Iris.
K	1961.



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RESOURCE BANKS: PRONUNCIATION

Pronunciation

Phonetic symbols

Short vowel sounds							
/ʌ/	/æ/	/e/	/ɪ/	/ʊ/	/a/	/ʊ/	/ə/
some	cat	bed	trip	dog	put	about	
cup	black	head	chip	want	look	teacher	
but	cash	said	bit	could	could	classical	
Long vowel sounds							
/i:/	/a:/	/ɜ:/	/ɔ:/	/u:/			
see	car	bird	four	school			
read	heart	word	small	rude			
key	dark	heard	sare	boot			
Diphthongs (combined vowel sounds)							
/eɪ/	/aɪ/	/əʊ/	/ɪə/	/aɪ/	/əʊ/	/aʊ/	
bay	make	here	like	go	how		
vece	they	there	near	boat	down		
enjoy	rain	compare	idea	note	town		
Consonant sounds							
/b/	/d/	/f/	/g/	/h/	/dʒ/	/k/	/ʃ/
bed	do	far	go	hotel	job	cup	yellow
look	dad	photo	bag	hot	large	black	use
/l/	/m/	/n/	/ŋ/	/p/	/r/	/s/	/tʃ/
little	mum	night	thing	people	read	say	shoe
lot	room	know	boring	paper	write	nice	shine
/t/	/θ/	/ð/	/tʃ/	/v/	/w/	/z/	/s/
time	night	the	chair	vet	walk	zoo	television
	think	bath	nature	drive	well	those	measure

UNIT 1 ▶ Present simple: -s, -es /s/ /z/ /ɪz/

We pronounce the -s or -es of the 3rd person singular of the Present simple in three ways. The pronunciation depends on the final sound in the base form of the verb.

1 (A) Listen and repeat.

writes /s/ teaches /z/

2 (A) Write the correct sound for each verb: /s/ /z/ or /ɪz/. Then listen, check and repeat.

watches ___ reads ___ enjoys ___ makes ___
posts ___ listens ___ dances ___ messages ___
does ___ finishes ___ visits ___ hates ___
likes ___ goes ___ builds ___ sees ___

UNIT 2 ▶ Word stress

1 (A) Listen and repeat.

- homework
- because
- Chemistry
- computer
- Biology
- education

2 (A) Write the words beside the correct stress pattern: 1-6. Then listen, check and repeat.

scientist • weekend • technology • robotics • design • believe • democratic • unusual • breakfast • tomorrow • canteen • homework • languages • curriculum • information • agree • arrangement • motivate • Physics • environment

- o o o o o o
- o o o o o o
- o o o o o o
- o o o o o o
- o o o o o o
- o o o o o o

UNIT 3 ▶ eat /i:/, drink /ɪ/

1 (A) Listen and repeat.

eat /i:/ drink /ɪ/

2 (A) Write the words beside the correct sound: 1 or 2. Then listen, check and repeat.

cheese • fizzy • fish • beans • delicious • peaches • bill • chicken • little • sandwich • vegan • live • piece

- /i:/
- /ɪ/

Pronunciation

UNIT 4 ▶ Past simple: -ed, -d /t/ /d/ /ɪd/

We pronounce the -ed or -d of Past simple regular verbs in three ways. The pronunciation depends on the final sound in the base form.

1 (A) Listen and repeat.

worked /t/ moved /d/ decided /ɪd/

2 (A) Write the correct sound for each verb: /t/ /d/ or /ɪd/. Then listen, check and repeat.

- My dad lived in London for five years.
- We stopped watching TV and we went out.
- NASA needed brilliant mathematicians.
- Lily finished her homework early.
- Ben studied all afternoon.
- I waited for you for an hour.

UNIT 5 ▶ be going to /bi: ɡəʊɪŋ tə/

In a sentence with be going to, we usually stress the main verb, so to is unstressed with the schwa sound /ə/.

1 (A) Listen. Then listen and repeat.

- Are you going to see Jason this weekend?
- Maisie's going to buy a new phone.
- Think the team is going to win the match.
- We aren't going to stay out late.
- Omar's going to come to the party?
- I'm not going to walk home alone.

UNIT 6 ▶ Sentence stress: the schwa /ə/

We usually only stress nouns, verbs and adjectives in a sentence. The vowels in the unstressed words (articles, prepositions, etc) are usually unstressed with the schwa sound /ə/.

1 (A) Listen and note the stressed and unstressed words. Then listen and repeat.

- This top's a bit big. /ɪs tɒp ɪz a bɪt bɪɡ/
- I'm making a costume for Comic-Con.
/aɪm meɪkɪŋ ə kɒstju:m fə(r) kɒmɪk-kɒn/

2 (A) Underline the stressed words in the sentences and circle the unstressed vowel sounds. Then listen, check and repeat.

- The black jacket's nicer than the blue one.
- Joggers aren't as smart as trousers.
- Kate and Meghan have a great sense of style.
- I bought jeans and a top for the party.
- I went into town to look for a new jacket.

UNIT 7 ▶ won't /wɒnt/, want /wɒnt/

1 (A) Listen and repeat.

won't /wɒnt/ want /wɒnt/

2 (A) Listen to the sentences and write won't or want. Then listen, check and repeat.

1. I want to go to the beach. 3. I want to go to the beach.
2. I want to go to the beach. 4. I want to go to the beach.
3. I want to go to the beach. 5. I want to go to the beach.
4. I want to go to the beach. 6. I want to go to the beach.

UNIT 8 ▶ have to /hæv tə/

We pronounce have to as a single word, so the final /v/ sound of have changes to /f/ and to is not stressed /tə/.

1 (A) Listen and repeat.

have /hæv/ have to /hæv tə/

2 (A) Listen. Then listen and repeat.

- Do you have to help at home? /hæv tə/
- I don't have my own bedroom. I share. /hæv/
- Ellie doesn't have to get up early tomorrow. /hæv tə/
- Have we got a test today? - Yes, we have. /hæv/, /hæv/
- I have to walk the dog every day. /hæv tə/

UNIT 9 ▶ Past participle: been /bi:n/ /bɪn/

In a sentence, we don't usually stress been; we pronounce it /bɪn/. We only stress been at the end of a question.

1 (A) Listen and repeat.

been /bi:n/ been /bɪn/

2 (A) Listen. Then listen and repeat.

- Have you ever been in love? /bi:n/
- Dan's been a bit fed up recently. /bɪn/
- How many of your friends have been abroad? /bi:n/
- It's late. Where have you been? /bi:n/
- I've never been here before. /bi:n/

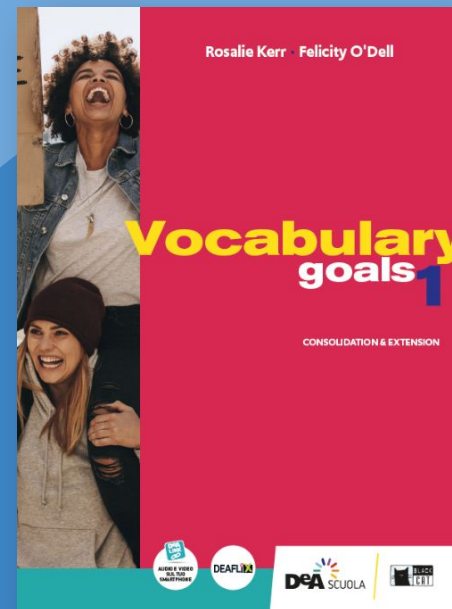
UNIT 10 ▶ just /dʒʌst/, yet /jət/

1 (A) Listen and repeat.

just /dʒʌst/ yet /jət/

2 (A) Write A /dʒ/ or B /j/. Then listen, check and repeat.

- School term ends in June.
- Nadia has been all around Europe.
- I'd like to have a gap year before university.
- We usually go camping in summer.
- On our journey through Kenya, we saw some giraffes.



CONSOLIDATION

1 CONSOLIDATION

Free-time activities and sports

1 Look at the photos and complete the sentences.



1 Sara with her friends in the park.



2 My sister is good at people and animals.



3 I sometimes with my cousin.



4 Lucas likes in the evening.



5 My parents often in the evening.



6 Ellis and I love electronics and we like



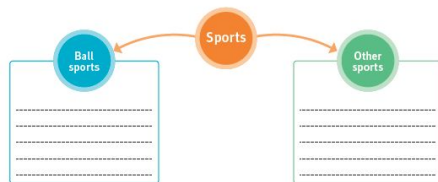
7 I love at the weekend with my friends.



Now write your own sentence for this photo.

2 Complete the mind map with the sports. Add one more sport to each map.

athletics • basketball • cycling • gymnastics • sandboarding • swimming • tennis • volleyball



1

3 What's the word for...

- some friends who play music together?
- a place where there are a lot of shops together?
- a sport you can do in the sea?
- something you read in a magazine or online?
- sports like karate and taekwondo?
- someone you play a sport like football with?
- a sport which you do on snow in the mountain?
- a book with lots of pictures?

b.
 s. c.
 s. d.
 a.
 m. a.
 t.
 s.
 c. b.

4 Choose the correct alternative.

- I usually **message** / **write** my best friend in the morning before school.
- We **do** / **play** gymnastics every Friday at the local sports centre.
- My favourite **instrument** / **music** is the guitar.
- I like going **shops** / **shopping** with my mum.
- In PE lessons, our class often runs round the playing **park** / **field**.
- Unfortunately, our school basketball team usually **loses** / **hits** its matches.
- Matteo wants to swim in the Olympics so he **tries** / **trains** every day before school.
- Let's **make** / **build** a video of our dogs and post it online.

5 Match the free-time activities and sports to the photos (1-6).

- ... doing gymnastics
 ... going sandboarding
 ... doing weights
 ... playing video games

- ... taking photos
 ... writing a blog



6 Listen to six teenagers talking about their favourite free-time activities and sports. Which of the activities in Ex. 5 is each person talking about?

-
-
-
-
-
-

Do you know...?

In British English we say film and cinema, but in American English is movie and movie theater. Sometimes spelling is different too:

UK → theatre US → theater

EXTENSION

1 EXTENSION

Hobbies

1 Complete the sentences with the words. There are two extra words you do not need.
blogs • cake • clothes • jewellery • memes • selfies • puzzles • stories

- Jasmine collects with famous people. She's got hundreds of them.
- I often write and give them to my friends to read.
- design is Ollie's hobby. They look great and they're delicious too.
- I go to a class where we make like silver rings and necklaces.
- Orla is really into doing all kinds of like sudoku and crosswords.
- Iris creates by using photos of her cat and funny phrases.

When you see a word you don't know, first of all try to understand the meaning from the context. Then find it in the dictionary and check.

Sports (2)

2 Match the sports to the photos (1-12).

- | | | | |
|----------------|-------------------|--------------------|--------------------|
| baseball | ice hockey | rugby | table tennis |
| boxing | ice-skating | sailing | water polo |
| fencing | rowing | snowboarding | yoga |



Sports equipment and places

3 Write the equipment and places under the sports.

ball • bat • court • gloves • goggles • pitch • pool • racket • ring • rink • skates



Sports collocations

4 Match the verbs (1-8) to the correct words (a-h).

- | | |
|--------------|-------------------------|
| 1 win | a an opponent |
| 2 come | b a goal |
| 3 beat | c part in a competition |
| 4 score | d to a football match |
| 5 take | e first in a race |
| 6 join | f a competition |
| 7 go | g a ball |
| 8 kick | h a sports club |



Summative practice

5 Look at the sports. Write the odd one out in each group.



1



2



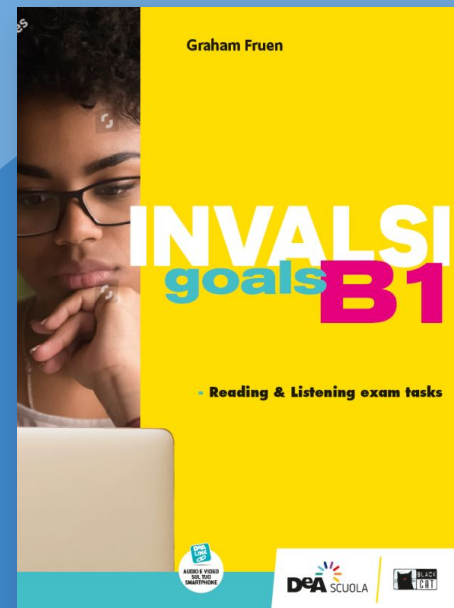
3



4

6 102 Two friends are talking about their weekends. Complete the dialogue. Write one word in each gap. Then listen and check.

Ella What do you usually do at the weekend, Leo?
Leo Well, I usually 'p basketball for the school team on Saturday morning. It's fun, especially when we 'w a match! After the match, me and my 't go to the shopping centre. We don't usually buy anything - we just 'h out there all afternoon. There's a place where you can play 'v so we spend most of the time doing that. What about you?
Ella I usually spend Saturday at home. I love 'r books and magazines and I also follow some interesting 'b online. There's one about clothes that I like.
Leo Cool!
Ella Sometimes I 'm my friend to invite her to my house. We 'd jewellery together and we have lots of great ideas.
Leo And what do you do on Sundays?
Ella My dad and I often go 'm He's very good at it, but I fall over a lot. What about you?
Leo I usually stay at home on Sunday and chill out. I'm really into creating 'm or sometimes I read 'c books. My favourite ones are about Spider-Man.



READING TASKS

2 TEST READING

TASK 1

THE IMPACT OF MASS TOURISM ON ITALY

Read about the effects of mass tourism on Italy, then choose the correct answer (A, B, C or D) for questions 1-7. Only one answer is correct. The first one (0) has been done for you.

Italy has always attracted travellers and tourists. It is one of the world's most visited countries with tens of millions of tourists coming to Italy every year. According to the Italian Central Bank, tourism brings in €40 billion a year. But apart from the economic advantages what is the impact of this mass tourism on Italy?

Venice is perhaps the best example of the effects of mass urban tourism. Venice is built on a fragile ecosystem of canals in a natural lagoon. Experts say that the city gets almost twice as much human traffic as it should. Most of the transport system in the city is aquatic and the freshwater ecosystem is suffering because ships' propellers are making the water as salty as the surrounding Adriatic Sea. This has negative environmental consequences.

In Venice's historic centre, the ridiculous proportion of 353 tourists to every resident makes it seem less like a real place where people live and more like an enormous monumental site. Many visitors, especially those who are travelling on cruise ships, only stop for a single day to quickly visit the most famous places, take a look at the canals and a walk along the narrow streets before leaving. They contribute very little to the city's economy. Many Venetians have abandoned their city centre and moved away in order to avoid the disruption that hordes of tourists bring.

Other Italian art cities such as Florence and Rome suffer from similar problems. In Florence, the large numbers of tourists who crowd into the small historic centre put both residents and tourists under stress.

Rome, the most visited city in Italy, is host to over 12 million tourists every year. This mass urban tourism is changing the authenticity of the city centres. Artisans and local shops are closing down or moving out of the centre and their place is being taken either by big brand names or cheap eating places.

So, mass tourism is not helping Italy's small economy: the 'botteghe' and small restaurants are finding it difficult to compete against larger, cheaper made-in-China souvenir stores and fast food chains. To combat this problem, experts at Rome's Sapienza University recommend that the city's authorities protect its unique heritage, by supporting local brands and small businesses, especially in the city's historic centre.

What are the city authorities of Italy's art cities doing to protect their cities during peak tourist periods? In 2017, Florence's mayor wanted to stop people sitting and eating on the Duomo steps. During the hot summer, cleaners regularly cleaned the steps with water to discourage tourists from such 'indecorous behaviour.' However, this method was not particularly successful as the steps dried quickly in the heat and they were soon once again full of tourists.

Easter and other holiday periods are always especially busy for Italian art cities, so in 2016, Venice's mayor introduced the use of special barriers to limit the flow of tourists into the city, and he located arrivals by ferry to areas further from the city centre. The city started the #EnjoyRespectVenezia campaign to make tourists aware of the problems of overcrowding. It gives information about how many people are likely to visit Venice on any particular day and invites them to choose the day which is less crowded.

In 2017, Rome's mayor banned people from eating and drinking near the many historical fountains in the city or climbing on them, paddling in the water or washing their pets there. Tourists who do so, could face a fine of €240.

READING TEST 2

0 The article explains that

- A ☐ Italy has recently become an attractive tourist destination.
B ☐ Italy is the world's most popular tourist destination.
C ☒ tourism has been shown to be extremely lucrative.
D ☐ tourism is Italy's number one industry.

Q1 Mass tourism in Venice

- A ☐ has brought enormous economic advantages.
B ☐ has brought great economic disadvantages.
C ☐ has endangered the aquatic ecosystem.
D ☐ has doubled in the past year.

Q2 The popularity of Venice with tourists has led to

- A ☐ foreigners buying property in the city.
B ☐ residents moving out of the centre.
C ☐ an increase in the number of monuments.
D ☐ tourists staying for at least two or three days.

Q3 Both Florence and Rome have seen a decrease in the number of

- A ☐ tourists.
B ☐ inhabitants.
C ☐ artisans.
D ☐ artists.

Q4 Sapienza University experts recommend that Rome should

- A ☐ promote local tourism.
B ☐ protect its small economy.
C ☐ ban fast food chains.
D ☐ limit the opening of new businesses.

Q5 Florence's mayor's plan to clear the Duomo steps in Florence

- A ☐ did not fully achieve the desired result.
B ☐ was as successful as he had hoped.
C ☐ angered tourists and residents.
D ☐ was adopted in other art cities.

Q6 To reduce the number of tourists in peak seasons, Venice's mayor,

- A ☐ encouraged tourists to stay in hotels outside the city centre.
B ☐ reduced the number of ferries.
C ☐ raised the city's tourist tax.
D ☐ erected special barriers.

Q7 In order to protect historical fountains, Rome's mayor banned tourists from

- A ☐ drinking or eating nearby.
B ☐ climbing on them.
C ☐ putting their feet in the water.
D ☐ All of the above - A, B, and C.

/ 7

2 TEST READING

TASK 2

GENERATION Z AND ZERO HOUR

Read this article about Generation Z and the Zero Hour Movement, then answer the questions (1-9) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

Generation Z, also known as 'the Post-Millennials', is the generation aged 13 to 23, born after the mid 90s. They are often characterised by their knowledge and use of social media such as Snapchat, Instagram and Twitter. They use these media not only to socialise but also to promote causes they care about, including the future of our planet.

Generation Z is not 'Generation Zzzzzzz'. They are not asleep. They realise that unless they fight for environmental justice they may be the last generation able to stop the negative effects of climate change. Members of Generation Z feel that older generations often do not understand the importance of the climate change problem and do not want to deal with it.

Jamie Margolin, a sixteen-year-old girl from Seattle, founded the *Zero Hour Movement*, with other high school students in 2017. She told us that they are called 'Zero Hour' to remind people that now is the time to act on climate change. Their mission is to protect natural resources and give everyone the possibility to live in a healthy environment. And like typical Gen-Z teenagers, they do it over the Internet. Jamie has been working hard over the last few years to publicise environmental issues and the dangers of climate change. An open letter she wrote to America's political leaders urging them to combat climate change was broadcast by CNN.

Zero Hour co-founder Nadia Nazar, 16, of Baltimore, Maryland, said she thought she could wait until she was older to take action on climate change. However, the more she learnt about environmental issues like species' extinction, the more she realised she couldn't wait. She felt the need to act and raise awareness in her community about these problems. Nadia designed and sold T-shirts and raised \$600 to help save endangered elephants in India, where her family is originally from. She also organised and took part in clean-ups along the beaches and river shoreline in the Chesapeake Bay as part of the youth work she does for a cultural organisation. When she saw the devastation in the bay and its terrible effect on the sea animals, Nadia decided that her environmental activism could not wait. "The whole bay is really polluted. There's just so much death in the bay, and if the fish are dying, the fishermen can't fish and create their business and they lose their livelihood," said Nadia. Her mother is a marine biologist, so Nadia has grown up learning from the researchers at the Institute of Marine and Environmental Technology where her mom works.

Jamie Margolin had the idea of a Youth Climate Weekend in Washington culminating in a youth march to focus interest on the need for action. Using social media, the *Zero Hour Movement* planned the events and the protest demonstration. Their finance team, headed by 15-year-old Madeline Tew, raised \$70,000. It took place from 19th to 21st July 2018 and hundreds of young people converged on the American capital. They asked public officials never to accept contributions from oil and fossil fuel companies and, instead, to think of the health of people and the planet by passing climate change legislation. Forty other environmental organisations supported them and sent their members, adults as well as teenagers, to march with the *Zero Hour Movement*.

The march is only the beginning of a youth-powered revolution. The *Zero Hour Movement* is growing with members from all over the world including Britain, India, Kenya, Brazil and the Democratic Republic of the Congo. They will continue to fight for a better future for all of us! Let's join them!

LEVEL B2

READING TEST 2

0 What is the other name for Generation Z? The Post-Millennials.

Q1 What is Generation Z fighting for? _____.

Q2 What is Generation Z fighting against? The problem of _____.

Q3 When was *Zero Hour* founded? _____.

Q4 What did Jamie ask political leaders to do? _____.

Q5 What environmental issue did Nadia Nazar actively bring to public notice? _____.

Q6 Whose livelihood is she worried about? _____.

Q7 Who organised the financial aspect of the Youth Climate Weekend? _____.

Q8 Where did the protest march take place? _____.

Q9 What could this protest demonstration be the start of? _____.

... / 9

LEVEL B2

2 TEST READING

TASK 3

AN END-OF-YEAR SPEECH

Read this excerpt from a newsletter to the parents and carers of Croydon Academy, then match the beginnings of the sentences (1-8) with the sentence endings (A-K). There are two sentence endings that you should not use. The first one (0) has been done for you.

As the school year comes to a close, this July we are proud of our students' achievements in the classroom. They have been working very hard and in particular, Years 11, 12 and 13 have faced their challenging examinations with determination. We are looking forward to seeing their exam results when they are published in August. This year there have been many opportunities for students to continue their learning outside the classroom in extracurricular activities and combine them with the possibility of travelling abroad.

Music

Last September, the school began a Music College programme, offering rap, jazz and instrumental lessons after school. Twenty five enthusiastic students formed a Music Club, which Mr Sampson directed. In June, he took the group to Paris on a 3-day trip for an international music tour. After a long train journey, a practice rehearsal and some wonderful French food, the group was ready for its debut performance on that first evening. Their 'mini performance' at a French secondary school included jazz music, rap and some choreographed dancing. The audience were very appreciative and danced along. The second day was even more exciting because our Music Club had passed an audition to play at an international performing arts festival. They had been chosen to play that afternoon on the stage at the Disneyland theme park. The students were nervous at the idea of performing in front of such a large audience. However, as soon as their act was announced, they went on stage and they gave their best. It was an energetic and inspiring performance and the audience applauded loudly. Afterwards, the students had a great time visiting the theme park and going on the rides and the rollercoasters. The third day was dedicated to art and culture. They visited the Louvre with an English-speaking guide before returning home. While on the trip, they received some very exciting news of a great performance opportunity back in the UK. Our Music Club had been invited to play at the Wembley Arena at the Education Conference next October!

Sport

This year the boys' football team and the girls' netball team went on a sports trip to Spain. On April 9th at 5 o'clock, in the morning, my three colleagues and I accompanied 36 excited students to Gatwick airport. Our flight was delayed for 3 hours, but we finally arrived in Barcelona to begin the tour. The first stop was the famous Camp Nou stadium, home of Barcelona Football Club. Here the students explored the changing rooms, and enjoyed a tour of the club's museum. Following this, we all went sightseeing around the city centre and did some shopping for souvenirs. On the second day, the students had a great time at one of Europe's largest theme parks, Port Aventura. They were exhausted when they returned to the hotel but still managed to enjoy their evening meal of paella. On the third day, the sport began. In the morning, both boys and girls attended football and netball sessions. The weather was glorious: 26 degrees. In the afternoon, students and teachers went for a trip to the beach. In the evening, the football team won their match 3-2 against a local Spanish team. On the fourth and final full day, the girls' netball team took part in a tournament. They played seven games, winning 3, drawing 1 and losing 3. All in all, the trip was a great success and we hope to repeat it in 2 years' time.

READING TEST 2

0 The school year will end in



Q1 The Music Club visited Paris in



Q2 The first musical performance lasted



Q3 The Music Club will play at Wembley Arena in



Q4 The sports teams visited Spain in



Q5 The plane was delayed for



Q6 The students went sightseeing on



Q7 The girls' sports team played in a tournament on



Q8 Students on both trips visited a theme park on



A the first day of the trip.

B the second day of the trip.

C June.

D 3 hours.

E October.

F the last day of the trip.

G July.

H August.

I April.

J 40 minutes.

K 25 minutes.

LISTENING TASKS

2 TEST LISTENING



TASK 1

197 Listen to a talk about YouTubers and the phenomenon of 'burnout'. First you will have 1 minute to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1-7. Only one answer is correct. The first one (0) has been done for you. After the second listening, you will have 1 minute to check your answers.

- 0 PewDiePie, the most famous YouTuber of the moment, is
A ☐ English. C ☒ Swedish.
B ☐ Scottish. D ☐ Spanish.

- Q1 PewDiePie has
A ☐ 75 million subscribers. C ☐ 55 million subscribers.
B ☐ 66 million subscribers. D ☐ 45 million subscribers.

- Q2 The Italian YouTuber, Marzia, has
A ☐ more than 10 million fans. C ☐ only women fans.
B ☐ less than 5 million fans. D ☐ a special name for her fans.

- Q3 'Burnout' is when you feel
A ☐ bored. C ☐ enthusiastic.
B ☐ stressed. D ☐ energetic.

- Q4 According to the speaker, people with 'burnout' sometimes suffer from
A ☐ headaches. C ☐ a sore throat.
B ☐ stomach ache. D ☐ a cough.

- Q5 Some famous YouTubers are unhappy because
A ☐ they find their job less exciting. C ☐ they have no time to study.
B ☐ they find their job too boring. D ☐ they have no time to socialise.

- Q6 In the past, YouTube videos usually lasted for approximately
A ☐ four minutes. C ☐ eight minutes.
B ☐ six minutes. D ☐ ten minutes.

- Q7 The speaker tells listeners that becoming a YouTuber
A ☐ is a good way to get rich quickly. C ☐ is more difficult than it seems.
B ☐ is a good way to be famous. D ☐ is much easier than it seems.

... / 7

LEVEL B1

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



DEAFLIX & DIDATTICA PER COMPETENZE

DEAFLIX: percorsi digitali interattivi di grammatica

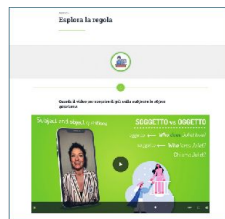
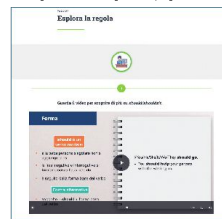
Dopo l'esposizione a questo primo stimolo, lo studente dovrà rispondere a domande che lo porteranno alla regola in maniera guidata e **induttiva**.



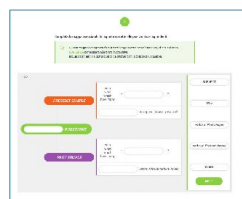
Tappa 2: Esplora la regola

Questa tappa si compone di diversi elementi:

- **Video di presentazione** della regola: spiegazioni esplicative e schematiche, esempi in contesto e comode etichette illustrative. A volte tra la d'video grafici, a volte invece di video con una insegnante che spiega e presenta.



- **Grammar Extra** (quando necessario): particolarità o sfumature della regola che non compaiono nel video, per consentire flessibilità nel grado e nel profondità della regola affrontata.
- **Mappa**: dopo la visione del video, lo studente completerà la mappa interattiva autocorrettiva della regola e potrà poi scaricarla in formato PDF e conservarla per riferirvi in futuro.



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Didattica per competenze

Competenze	Abilità/Capacità	Conoscenze
Utilizzare una lingua straniera per i principali scopi comunicativi ed operativi	- Comprendere i punti principali di messaggi e annunci semplici e chiari su argomenti di interesse personale, sociale o professionale. - Ricerare informazioni all'interno di testi di prosa e comprensione di interesse personale, quotidiano, sociale o professionale. - Descrivere in maniera semplice e sintetica ed eventi relativi al proprio ambiente personale e sociale. - Utilizzare in modo adeguato le strutture grammaticali. - Interagire in conversazioni "orali" e semplici su temi di interesse personale, quotidiano, sociale o professionale. - Scrivere brevi testi di interesse personale, quotidiano, sociale o professionale. - Scrivere come la mente semplice, testi su temi nativi coerenti con i percorsi di studio. - Riflettere sui propri atteggiamenti in rapporto a, altri in contesti multiculturati.	- Lessico di base su argomenti di vita quotidiana, sociale e professionale. - Lessico di base su argomenti di lingua. - Regole grammaticali fondamentali. - Conoscenza di base su argomenti di vita quotidiana, sociale e professionale. - Semplici modalità di scrittura: messaggi brevi, lettere informali. - Cultura e vita dei paesi di cui si studia la lingua.

Esistono uno **schema di programmazione per competenze** utile alla lingua straniera.

Asse dei linguaggi - Disciplina: lingua straniera				
competenza				
attività				conoscenze
comunicazione	procedimento	interazione	tipi di testo	
collegamenti con altre discipline e con altre materie				interdisciplinari

6. Valutare le competenze

La misura delle competenze si presta a natura **processuale**, in quanto la competenza può essere messa in atto in una situazione e, soprattutto, nella valutazione delle competenze occorre tenere presente le seguenti:

- le diverse **componenti** di una data competenza (conoscenza, abilità, atteggiamenti);
- la **contestualizzazione** di una competenza, ossia, si misura la competenza in un compito, in una situazione di una situazione-problema;
- la **multiplicità** dei punti di vista.

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PROGRAMMAZIONE DIDATTICA - ALREADY DONE!

Goals 1	
Units 1-2 Materiale cartaceo: Student's Book + Workbook, Teacher's and Test Book Materiale digitale offline: chiavetta (per l'insegnante) Materiale digitale online: eBook, sito del libro, CREAtest plus, Creazioni, DEAFUX Risorse per l'apprendimento inclusivo: Goals for everyone + test compensati Tempo previsto: 18 ore	
Unit 1 - Free to be me Conoscenze GRAMMAR Present simple (1): positive and negative (p. 77 >> VIDEO) Present simple (2): questions and short answers (p. 78 >> VIDEO) Adverbs and expressions of frequency (p. 78 >> VIDEO) (like, love, hate, enjoy, don't mind + -ing (p. 31 >> VIDEO) VOCABULARY Free-time activities (p. 27 >> VIDEO) Word work: build, do, go, play, read, watch (p. 27) Sports (p. 29) Word Work: play, do, are, go (p. 29) COMMUNICATION Talking about free time and sports (p. 26) Talking about regular activities (p. 28) Talking about likes and dislikes (p. 31) Agreeing and disagreeing (p. 37 >> VIDEO) STUDY SKILL Before you listen (p. 33) CULTURE Teen forum > free time (p. 26 >> VIDEO) Sport report: Australia (p. 36) The power of sport (pp. 34-35) Abilità LISTENING A2: capire frasi, se trattano argomenti con significati immediati, per es. una conversazione su un nuovo centro sportivo (p. 29) B1: seguire i punti principali una conversazione, per es. un podcast su come trascorrere il tempo libero in casa (p. 33) READING A2: discernere informazioni da un forum su attività del tempo libero (p. 26), da un articolo sullo sport in Australia (pp. 30-31), sul valore educativo dello sport (p. 37-38) A2: capire ragazzi che parlano del tempo libero (p. 28) e che fanno un quiz sulle loro preferenze (p. 32) SPEAKING A2: porre domande e rispondere sul tempo libero (pp. 26, 27, 28), sullo sport (p. 29), sulle preferenze in campo musicale (p. 33) B1: scambiare un po' di vista personale nel corso di una discussione relativa a sport (p. 31), l'influsso dello sport nella vita individuale e sociale (p. 34), modelli di ruolo (p. 35) WRITING A2: scrivere con frasi ed espressioni semplici sugli aspetti di vita quotidiana: le mie attività del tempo libero (p. 27), ciò che mi piace o non mi piace fare (p. 33), una personalità sportiva che ammiro (p. 35), un profilo personale (p. 28) MEDIATION A2: contribuire alla comunicazione invitando altri ad esprimersi e suggerendo punti alternativi (p. 25)	Unit 2 - Day to day Conoscenze GRAMMAR Present continuous (p. 37 >> VIDEO) Present continuous vs Present simple (p. 38 >> VIDEO) Present continuous and Present simple future (p. 41) VOCABULARY Daily routines (p. 37) Word Work: do, have to get (p. 37) School subjects (p. 39 >> VIDEO) COMMUNICATION Talking about daily routines (p. 37) Talking about actions in progress and in the future (pp. 41, 42) Making arrangements (p. 42 >> VIDEO) STUDY SKILL Scan this text to find specific information (p. 41) CULTURE My life in the Arctic (p. 36 >> VIDEO) Three unusual schools (p. 46) Flying high (pp. 44-45) Abilità LISTENING A2: capire frasi, espressioni e parole se trattano argomenti con significati molto immediati, per es. una telefonata sulle differenze tra la scuola in Italia e negli USA (p. 37), >> VIDEO), adolescenti che parlano della scuola e del tempo libero (p. 43) READING A2: discernere informazioni da articoli su tre scuole insolite (pp. 40-41), sulla motivazione allo studio e alla carriera (pp. 44-45), sul fair play e sulla storia dei football (p. 47) A2: capire i punti essenziali di un'intervista sulla routine quotidiana nell'Art (p. 30) SPEAKING A2: porre domande e rispondere sulla routine quotidiana (pp. 36, 37), su attività in corso (p. 38), su attività pianificate per il futuro (p. 39) A2: discutere su che cosa si vuole fare, dove si vuole andare e concedere il luogo e l'ora dell'incontro (p. 42, 43) B1: scambiare un punto di vista personale sulle scuole particolari (p. 43), ragioni per l'abbandono scolastico (p. 44), motivazioni per lo studio (p. 45) WRITING A2: scrivere con frasi semplici sugli aspetti di vita quotidiana: la mia routine quotidiana (p. 37), la mia scuola (pp. 39, 45), i miei progetti per il fine settimana (p. 41), un annuncio su una gita scolastica (p. 25) MEDIATION A2: scrivere semplici informazioni riguardo alla mia scuola (p. 45)

Programmazione didattica									
Conoscenze	Abilità								
E My space GRAMMAR Where is, there are (p. 21 >> VIDEO) some and any (p. 21) VOCABULARY Propositions of place (1) (p. 20) The bedroom (p. 20) COMMUNICATION Talking to a friend about my space (p. 20) F My talents GRAMMAR Verb to be: ability and possibility (p. 23 >> VIDEO) VOCABULARY Abilities (p. 22 >> VIDEO) COMMUNICATION Exchanging messages about talents (p. 22) G At school GRAMMAR Object pronouns (p. 25 >> VIDEO) Imperatives (p. 25 >> VIDEO) VOCABULARY The classroom (p. 24) COMMUNICATION Giving an assignment to the class (p. 24)	LISTENING A2: capire una conversazione in cui si descrive la stanza di un ragazzo (p. 21) READING A2: capire una conversazione in cui una ragazza mostra la sua stanza a un amico (p. 20) SPEAKING A2: porre domande semplici e rispondere su una stanza (p. 21) WRITING A2: completare minidialoghi sulla propria stanza e su studenti stranieri in classe (p. 21) MEDIATION A2: contribuire alla comunicazione invitando altri a esprimersi (pp. 20, 21) LISTENING A2: capire sei ragazzi che parlano delle loro abilità (p. 23) READING A2: discernere informazioni da messaggi in cui tre ragazzi parlano di abilità (p. 22) SPEAKING A2: porre domande semplici e rispondere sulle mie abilità (p. 23) WRITING A2: completare minidialoghi in cui si parla di abilità (p. 23) MEDIATION A2: porre domande per invitare altri a esprimersi (p. 23) LISTENING A2: capire istruzioni in classe (p. 25) READING A2: capire un insegnante che assegna un lavoro di presentazione (p. 24) SPEAKING A2: descrivere la propria classe (p. 24) WRITING A2: formulare comandi o proibizioni (p. 25) MEDIATION A2: comunicare una serie di istruzioni (p. 25)								
Saperi essenziali Saper comprendere parole ed espressioni che si riferiscono ad argomenti familiari e quotidiani Saper leggere e comprendere testi brevi e semplici (conversazioni, profili sul social, discussioni online) Saper interagire in modo semplice formulando domande su argomenti familiari o rispondendo Saper scrivere un semplice e breve testo (fora le su argomenti della vita quotidiana)									
Legittimità e costituzione Confermare la seconda legge della buona educazione (pp. 13, 15) Interagire e comunicare in classe (pp. 17-25)									
Educazione civica Preparazione agli esami Preliminary Speaking Part 1 (pp. 13, 14, 15, 17), Part 2 (p. 24), Part 4 (pp. 15, 18, 19, 23, 25) Writing Grade 1 (pp. 13, 15), Grade 2 (pp. 17, 18, 19, 21, 24), Grade 3 (pp. 14, 19, 23, 25)									
Modalità di valutazione <table> <tr> <th>Tipologia di prove di verifica</th><th>Scansione temporale</th></tr> <tr> <td>Prove scritte:</td><td>Numero di verifiche sommative previste per il quadrimestre:</td></tr> <tr> <td>Prove orali:</td><td></td></tr> <tr> <td>Prove pratiche:</td><td></td></tr> </table> Diagnostic Test, Starter Tests A-G, Starter Exit Test, DSA tests: Starter Unit Test		Tipologia di prove di verifica	Scansione temporale	Prove scritte:	Numero di verifiche sommative previste per il quadrimestre:	Prove orali:		Prove pratiche:	
Tipologia di prove di verifica	Scansione temporale								
Prove scritte:	Numero di verifiche sommative previste per il quadrimestre:								
Prove orali:									
Prove pratiche:									

TEACHING NOTES FOR ALL PAGES OF THE COURSEBOOK

Student's Book 1

UNIT 1

OBJECTIVES

Communicative competences

- Talking about free time and sports
- Talking about regular activities
- Talking about likes and dislikes
- Agreeing and disagreeing

Grammar

- Present simple: all forms
- Adverbs and expressions of frequency
like, love, hate, enjoy, don't mind + -ing

Vocabulary

- Free-time activities

Sports

Reading

- Teen forum > Free time
- Sports report: Australia
- The power of sport

Listening

- Two young people talking about sport
- A music survey (video)
- A podcast about free time

Speaking

- Talking about free time
- Talking about sports
- Discussing sports in Australia
- Expressing agreement and disagreement
- Debating the benefits of sports
- A conversation about sports heroes

Writing

- Writing sentences about free time
- Writing about what you like or don't like doing

Global Goals

- 10 Reduced Inequalities

Critical thinking

- Role models

Digital competences

- Watching videos online about sport

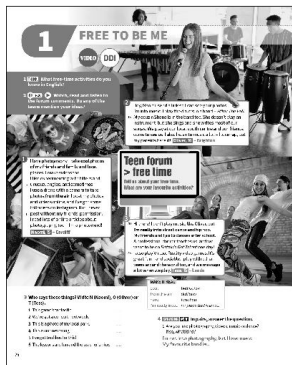
Pronunciation

- Present simple: *s, es /s/ /z/ /ɪz/*

1 → In presenza / modalità sincrona **OD**

Task 1 Gli studenti lavorano individualmente o a coppie elencando tutte le parole inglesi che sanno per le attività del tempo libero: sport, hobby, attività musicali e artistiche, attività online, spettacoli ecc.

Soluzioni: Risposte personali.



2 → Modalità asincrona **OD** **VIDEO**

Gli studenti guardano il video e rispondono alla domanda.

Soluzioni: Risposte personali.

3 → In presenza / modalità sincrona **OD**

Gli studenti leggono i commenti di Naomi, Oliver e Laila e decidono chi potrebbe aver detto le frasi 1-6. Controllare le risposte con l'intera classe e chiedere agli studenti di giustificare.

Soluzioni:

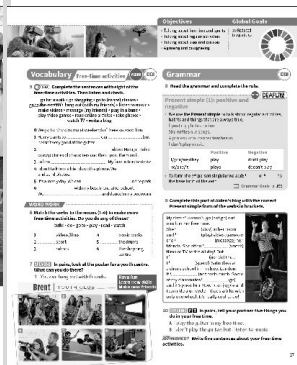
- 1 Tess; 2 Oliver; 3 Naomi; 4 Oliver; 5 Naomi; 6 Tess

4 → In presenza / modalità sincrona **OD**

EXERCISE Preliminary Speaking Part 4, Trinity Grade 4 (Hobbies; Weekend activities)

Assegnare 5-6 minuti per il lavoro orale a coppie. Poi elencare le risposte perché tutti abbiano un'idea delle preferenze dei compagni.

Soluzioni: Risposte personali.



Vocabulary

Free-time activities **VIDEO**

5 → Modalità asincrona **OD**

Gli studenti guardano il video e svolgono l'esercizio.

Audio script **1-5**

- We go to the cinema at weekends if there's a good film.
- Harry wants to play in our band, but he isn't very good at the guitar.
- I write a blog about Manga - I also draw pictures of characters and then I post them on it.
- I often play video games.
- My favourite is Fortnite.
- I don't talk to my friends on the phone. We message and send photos.
- It's a lovely day. We can go for a walk in the park.
- I hang out with my best friend after school.
- We listen to music and dance in my bedroom.

Unit 1

Soluzioni: 1 play in ... band; 2 write a blog; 3 play video games; 4 message; 5 go for a walk; 6 hang out ... listen to music

Word Work

6 → In presenza / modalità asincrona **OD**

Soluzioni: 1 watch videos/films; 2 do sport; 3 build robots; 4 read comic books; 5 play the drums; 6 go to the shopping centre

7 → In presenza / modalità sincrona **OD**

SLAMING

Soluzioni possibili: 1 You can hang out with friends; 2 You can play video games; 3 You can watch films; 4 You can make videos / learn filming; 5 You can do sport / play table tennis; 6 You can go to classes

Grammar

Present simple (1): positive and negative **VIDEO**

8 → Modalità asincrona **OD**

Far leggere la regola dell'uso e far tradurre gli esempi. Gli studenti completano la regola.

Grammar Goals p. 158 → Studio autonomo

Soluzioni: 1 *s*; 2 *es*

9 → In presenza / modalità sincrona **OD**

Soluzioni: 1 stays; 2 plays; 3 messages; 4 watches; 5 don't do; 6 spend; 7 doesn't cost; 8 go

10 → In presenza / modalità sincrona **OD**

SLAMING Preliminary Speaking Part 4, Trinity Speaking Grade 4 (Hobbies; Weekend activities)

Soluzioni: Risposte personali.

FINISHED? → Modalità asincrona **OD**

Gli studenti scrivono cinque frasi sulle attività del tempo libero di cui hanno parlato con il compagno.

Answer keys & Audio scripts

- Student's Book Starter Unit
- Workbook
- Resource Banks

TESTS

Goals 1

I TEST DI GOALS

I test proposti nella presente guida sono stati progettati come ideale continuazione e verifica del percorso intrapreso con lo *Student's Book* e il *Workbook* di GOALS. Le differenti tipologie di test consentono al docente di **valutare** e **monitorare** complessivamente le conoscenze e le competenze acquisite dagli studenti. Le consegne degli esercizi sono in lingua italiana, fatta eccezione per le Prove delle competenze di metà e fine anno, che sono fornite in lingua inglese.

Tutti i test in versione word modificabile sono a disposizione nell'eBook docente e nella chiavetta USB fornita.

Diagnostic Test (Fila A e Fila B)

Il *Diagnostic Test* verifica le conoscenze progressive della lingua inglese acquisite dagli studenti negli anni della Scuola Secondaria di Primo Grado. Attraverso questo test, che consiste di 50 domande a risposta chiusa con quattro opzioni di risposta, il docente potrà valutare il livello linguistico della classe prima di affrontare gli obiettivi dell'anno e, di conseguenza, potrà decidere se e quali unità di GOALS *Starter* affrontare in classe o far svolgere in autonomia a casa allo studente.

Al fine di garantire lo svolgimento individuale delle prove, il *Diagnostic Test* è proposto in due versioni (Fila A e Fila B), che hanno la stessa struttura e il medesimo grado di difficoltà.

Starter Unit Test

Questi test, della lunghezza di una pagina, consentono una verifica puntuale dell'acquisizione del materiale presentato in ciascuna unità dello *Starter* e permettono all'insegnante di valutare i progressi degli studenti.

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

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

Starter Exit Test (Fila A e Fila B)

Attraverso questo test, che consiste di 50 domande a risposta chiusa con quattro opzioni di risposta, il docente potrà valutare il livello di competenza linguistica acquisito dagli studenti al termine dello svolgimento dello *Starter*.

Al fine di garantire lo svolgimento individuale delle prove, lo *Starter Exit Test* è proposto in due versioni (Fila A e Fila B), che hanno la stessa struttura e il medesimo grado di difficoltà.

I test di Goals

Unit Test (fila A e fila B)

Questi test, della lunghezza di una pagina, consentono una verifica puntuale dell'acquisizione del materiale presentato in ciascuna unità e permettono all'insegnante di valutare i progressi degli studenti. Ogni test è suddiviso in tre sezioni: **Vocabulary**, **Grammar** e **Communication**. La sezione **Vocabulary** riprende il lessico contenuto nell'unità. La sezione **Grammar** verifica il riutilizzo corretto delle strutture grammaticali studiate o la sezione **Communication** esercita l'uso della lingua presentato nelle pagine di *Communication* di ogni unità.

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

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

Cumulative Test

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

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

Da 90 a 100 punti	10
Da 80 a 89 punti	9
Da 70 a 79 punti	8
Da 60 a 69 punti	7
Da 50 a 59 punti	6
Da 0 a 49 punti	1-5

DIAGNOSTIC TESTS

Goals 1

DIAGNOSTIC TEST Name _____ Class _____

DIAGNOSTIC TEST

STARTER TESTS

UNIT TESTS

CONSOLIDATION TESTS

SKILLS TESTS

LISTENING TESTS

SPEAKING TESTS

PROFICIENT COMPETENCE

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

- My best friend is from
A Egyptian B Mexican C Tunisian D India
- Jon is my brother.'s into football.
A Him B It C He D Our
- You 14 years old.
A is B are C have D be
- Gemma is my cousin. Her dad is my
A brother B uncle C grandpa D nephew
- The in the kitchen are new.
A shelf B shelves C shelves D shelves
- '... is Anne?' 'She's my sister.'
A How B What C Where D Who
- My friend Ben lives in California. He's actor.
A a B the C an D -
- Lara a new watch.
A have B has got C got D is got
- I got enough money for the tickets?
A You have B Have C Has you D Have you
- Put pens in your pencil case.
A that B these C this D them
- a big playground at the school.
A There isn't B They is C There are D They're not
- There's ice cream in the freezer.
A some B any C a D the
- Have you got good apps on your phone?
A some B a C any D the
- three bathrooms in my house.
A There are B There is C They are D They is
- house is in the city centre.
A Mara B Mara's C Maras' D Maras's
- I always before I brush my teeth.
A get home B go to bed C have breakfast D study
- We go to the sea summer.
A on B in C at D to
- Luke his homework after dinner.
A do B does C doing D dos
- 'How often do you go to the cinema?' '.....'
A Once a month B Twice C Every two hours D Always
- 'Do you play video games?' '.....'
A Yes, I play B Yes, I video game C Yes, I do D Yes, I am
- Clem eating at fast food restaurants.
A likes B don't like C doesn't likes D like
- My mum really well.
A can cook B can to cook C cans cook D can cook
- She climbing every weekend.
A makes B goes C plays D does
- My brother practises the guitar every day but he at all!
A plays B can play C doesn't play D can't play
- '... run 5 km?' 'No, I can't.'
A Can't you B Do you C Can you D You

240 MATERIALE FOTOCOPIABILE © DE AGOSTINI SCUOLA SPA

Goals 1

DIAGNOSTIC TEST Name _____ Class _____

DIAGNOSTIC TEST

STARTER TESTS

UNIT TESTS

CONSOLIDATION TESTS

SKILLS TESTS

LISTENING TESTS

SPEAKING TESTS

PROFICIENT COMPETENCE

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

- My grandparents are from
A Moroccan B Tunisia C Irish D Dutch
- Lara is in my class.'s my best friend.
A Our B Her C He D She
- Blue and purple my favourite colours.
A are B is C be D do
- My mum's dad is my
A grandad B uncle C nephew D cousin
- The are at the park.
A child B children C childrens D childs
- '..... are my books?' 'They're on the table.'
A Where B When C How D What
- Gemma's in a band. She's musician.
A - B the C an D a
- We the same teacher.
A got B is got C has D have got
- I a green car?
A Have you got B Has you got C You have D Have you
- '.....'s my bag on the table over there.
A This B Those C That D These
- three restaurants in my town.
A They're B There is C They are D There are
- Are there interesting films at the cinema?
A some B any C one D this
- There are pens in my pencil case.
A any B that C the D some
- an ice cream shop next to the post office.
A They is B There are C They are D There is
- dad is a doctor.
A David is B Davids C David's D Davids'
- I usually after dinner.
A do my homework B have lunch C get up D go to school
- My parents get up 6.00 every morning.
A at B on C in D to
- Mike out with his friends on Sundays.
A gos B go C going D goes
- '..... do you listen to music?' 'Every day.'
A Why B How C How often D Where
- Renée speaking in public.
A minds B don't mind C doesn't minds D doesn't mind
- 'Does Stef ride her bike to school?' '.....'
A No, she does B No, she not ride C No, she doesn't D No, she isn't
- Ruben at all.
A not sing B can sing C can't sing D can't sings
- London judo three times a week. It's his favourite sport.
A does B play C makes D goes
- Silas is a chef. He really well!
A can cook B cook C can't cooks D can cooks
- 'Can your grandparents use a tablet?' 'No,'
A they don't B they can't C they not D not use

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UNIT TESTS

Unit 1 UNIT TEST

Name Class

Goals 1

FILA A

Vocabulary

1 Completa con le attività del tempo libero corrette.

1 When it's sunny, I often
in the countryside.

2 Zoe and I on holiday
and show them to our friends.

3 El and Mia Their posts
and articles are cool.

4 Mr Ross tells us to for
research.

5 I every day. I'm really
good at *Fortnite*.

6 Luke and I We've got a
concert on Saturday.

...../6

2 Completa con la forma corretta di play, do o go e gli sport dati.

swimming • cycling • skiing • weights •
basketball • martial arts

1 Liam for the school team.

2 Lyn Her favourite is karate.

3 My parents around the city
every Sunday.

4 We don't in the sea in
winter. It's too cold!

5 Joe and Milo at the gym
after training.

6 I in winter. I love the snow.

...../6

Grammar

3 Completa con i verbi dati al Present simple.
Attenzione, ci sono due verbi che non servono.
not do • walk • like • play • have • not travel •
speak • not be • live • sing

Evan and Dana are my cousins. Their mum is Spanish
and their dad is Italian, so they¹
three languages. They've got family all over the world
but they² very often because they
don't like flying. They³ near me, and
we⁴ to school together every day.
After school we⁵ listening to music
and playing video games. They⁶
sports but they are in a band. Evan⁷
and Dana⁸ the drums. They're really
good.

...../8

4 Usa i suggerimenti per scrivere domande e risposte brevi.

1 Kim and Joe / play / football / ? (✓)

2 you and Mia / go shopping / at the weekends / ? (X)

3 Carla / like / sushi / ? (✓)

4 you and Max / go to the beach / in summer / ? (X)

5 Josh / write / a blog / ? (✓)

...../10

5 Completa le frasi con i verbi dati al Present simple. Usa le parole tra parentesi.

play • win • visit • be • go • go shopping

1 My cousin me in the summer.
(usually)

2 I with my mum. (sometimes)

3 Elsa in a band
(twice a week)

4 Our dog Spot happy. (always)

5 I to operas. (never)

6 Sean at chess. (hardly ever)

...../6

6 Completa le frasi con like, love, hate, don't mind + ing usando i verbi tra parentesi.

1 Karen (watch) TV. (X)

2 We (have) lunch outside. (X)

3 My classmates (take) tests. (X)

4 My brother (walk) the dog. (X)

5 Lee (male) talks. (X)

6 Dad (sing) in the shower. (X)

...../6

Communication

7 Segui le tracce per scrivere il dialogo.

A Chiede a B se gli piace fare video.

B Risponde di no.

A Risponde stupito, dicendo che a lui sì. Aggiunge che
ama fare fotografie.

B Risponde che piace anche a lui.

A¹

A²

B⁴

...../8

Total/50

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Unit 1 UNIT TEST

Name Class

Goals 1

FILA B

Vocabulary

1 Completa con le attività del tempo libero corrette.

1 I with my friends. Our
favourite is *Minecraft*.

2 I don't with my friends
during the week. I study.

3 Ryan doesn't He
switches films at home.

4 Levi and Omar a lot of
TV. Their favourite programme is *MasterChef*.

5 Mum and I classes on
Fridays. We're learning salsa!

6 Clara doesn't in the
centre.

...../10

2 Completa con la forma corretta di play, do o go e gli sport dati.

gymnastics • martial arts • skiing •
running • athletics • football

1 My dad in our arca every
morning.

2 Lucy She's very flexible.

3 I I'm on the school team.

4 Brian doesn't He doesn't
like running.

5 Carla loves the mountains. She
..... every winter.

6 Finn and I two
....., judo and karate.

...../6

Grammar

3 Completa con i verbi dati al Present simple.
Attenzione, ci sono due verbi che non servono.
watch • play • write • go • do • not go •
cook • listen • have • work

My brother Daniel is a chef. He is very creative
and he fantastic food, from all
over the world. He² every day
and sometimes at weekends, at a restaurant in
town. He³ to bed early. When
he gets home from work he⁴
TV and I video games. Every
morning before work, he⁵
running. He⁶ to loud music and he
..... in his blog. He's very dynamic.

...../8

4 Usa i suggerimenti per scrivere domande e risposte brevi.

1 the children / draw / in class / ? (✓)

2 Lily / message / friends / at school / ? (X)

3 Charles / play / the guitar / ? (X)

4 Miss Smith / give / you / a lot of homework / ? (✓)

5 you / take / photos / with your phone / ? (✓)

...../10

5 Completa le frasi con i verbi dati al Present simple. Usa le parole tra parentesi.

be • walk • hang out • go • tidy • take

1 Hunter cycling
(twice a week)

2 Amelle with friends. (hardly ever)

3 I my room. (rarely)

4 Jackson late for school. (never)

5 Nera and I to school together.
(always)

6 Mum the bus to work. (usually)

...../6

6 Completa le frasi con like, love, hate, don't mind + ing usando i verbi tra parentesi.

1 Charlie and I (listen) to pop music. (X)

2 Hanna (do) Maths homework. (X)

3 My team (win).

4 I (play) chess. (X)

5 Oliver (cook) dinner. (X)

6 Mike (chat) online. (X)

...../6

Communication

7 Segui le tracce per scrivere il dialogo.

A Dice a B che ama la musica trap.

B Risponde che piace anche a lui e che il suo trapper
preferito è Ghali.

A Risponde stupito, dicendo che lui preferisce Leon
Fauve. Aggiunge che non gli piace il jazz.

B Risponde che non piace nemmeno a lui.

A¹

B²

A³

B⁴

...../8

Total/50

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CUMULATIVE TESTS

Units 1-6		Goals 1	
CUMULATIVE TEST		Name	Class
DIALOGIC TEST	Vocabulary	Grammar	
	1 Completa con una parola o un'espressione adatta. La prima lettera è data. 1 I often g at weekends. I've got a good bike. 2 Cara loves f She wants to be an interpreter. 3 We haven't got enough e for an omelette. 4 Would you like another c of coffee? 5 Let's m Paris! I don't like living here. 6 'You look great!' 'Thanks, I went to the h yesterday!' 7 We're taking the f to Sardinia. 8 Don't forget your t it's freezing outside! 9 Oh no! I lost my diamond e! 10 Let's meet in the towns s at 6.00.	3 Completa con i verbi tra parentesi al Present simple, Past simple o Present continuous. 1 What (you/do)? 2 I (read) a book. 3 I (buy) it at the new bookshop. 4 (you/go) to the party on Friday? 'No, I can't. I (always/visit) my cousins at the weekends.' 5 Jessie (do) an Art campus this summer. She (be) really into art. She (often/draw) in the evenings. 6 'Who (go) on the school trip yesterday?' 'I don't know. I (stay) at home to study!'	
STARTER TESTS	2 Abbinare le parole (a-j) alle definizioni (1-10). a bottle b messenger's c library d get dressed e a slice f got married g have lunch h hoodie i fitness tracker j museum	4 Completa con le parole date. much - any (x2) - how many - a few - some - a little - how much - many - a lot 1 I only like video games. A lot of them are stupid. 2 Sally's got chocolate in her bag. 3 money have you got? 4 Do you want mayonnaise on it? 5 We don't spend time on this project. An hour, maybe. 6 I don't like of salt on my food. 7 Are there eggs in the fridge? 8 There aren't people at this party. 9 students are in your class? 10 I take sugar in my coffee. Half a packet.	
UNIT TESTS	1 Where you see things of scientific or historical interest. 2 A cotton jacket or jumper with a head cover. 3 You can take books home temporarily from this place. 4 What you call a portion of pizza or cake. 5 Put on clothes. 6 It counts how many steps you take. 7 Become a husband or wife. 8 Eat a meal at midday. 9 A container for liquids. 10 A shop that sells magazines and food.	5 Completa con la forma corretta di should/shouldn't e i verbi tra parentesi. 1 We're going out for a pizza. (you/come) with us. 2 Beth's wedding is next weekend. What (b/wear)? 3 Jake isn't honest. (b/call) him? 4 The sun is very strong today. 5 Lucy often gets headaches. (she/see) a doctor. 6 You've got a test tomorrow. (you/go) out with your friends tonight. 7 There isn't any food in the house. (we/get) a takeaway. 8 Mark has diabetes. (he/eat) too much sugar.	
CUMULATIVE TESTS	/10	/10	
SKILLS TESTS	/10	/8	
LISTENING TESTS	/10	MATERIALE FOTOCOPIABILE © DE AGOSTINI SCUOLA SPA	
SPREADING TESTS	/10	/10	
PROVE DELLE COMPETENZE	/10	/100	

SKILLS TESTS

Unit 3

SKILLS TEST

Name Class

Goals 1

Reading

1 Leggi il brano e abbinai i piatti (1-6) alle descrizioni corrette (a-f).

Great breakfasts

Breakfast is the first and most important meal of the day. It wakes up your body and restarts your metabolism. Different countries have different breakfasts with different breakfast specialities. Here are just a few from around the world.

In the UK, people love having a traditional British breakfast – fried bacon, eggs, sausages, tomatoes and toast – at weekends or when they eat breakfast out. On 'ordinary' days, people usually have cereal with milk, or toast and marmalade.

A common breakfast in Japan includes fermented soy beans called 'natto'. Their strong taste and smell isn't for everyone, but they are very nutritious.

Many Dutch people wake up to a sweet breakfast: a slice of bread topped with some butter and chocolate sprinkles, or 'nagelslag', Yum!

We know France is famous for its buttery breakfast croissants. However, there is another popular French breakfast tradition: the croque monsieur. It's basically a toasted sandwich with ham and cheese, but the cheese is on the outside.

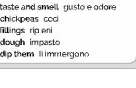
Brunch is an American institution. Though today people enjoy it everywhere, Brunch is a combination of two meals, breakfast and lunch. Typically, you have brunch around midday at the weekend, perhaps after a late night. A classic brunch includes eggs, bacon, sausages, fried potatoes and pancakes!

Street food in Trinidad and Tobago is legendary and a very popular option is doubles. You traditionally eat this amazing sandwich for breakfast, though vendors sell them all day. A doubles consists of two pieces of fried bread, chickpeas, mango, cucumber and hot pepper sauce.

In Venezuela, people often eat 'arepas', or toasted corn flour flatbread for breakfast. They can be healthy or unhealthy depending on what you eat them with. Popular fillings include cheese, sausage or egg. The 'rolina pepiada', or Cuy Queen, is named after the first Venezuelan Miss world. You make it with chicken, avocado and a little mayonnaise.

Finally, the Spanish 'churros' are similar to a long doughnut. You fry the dough in oil and cover it with lots of sugar and cinnamon. Some people dip them in chocolate too!



1 natto
2 nagelslag
3 croque monsieur
4 doubles
5 arepas
6 churros

a fatty and sweet
b spicy and nutritious
c healthy with an unusual taste
d a specific sandwich
e buttered bread with a chocolate topping
f bread with different fillings

GLOSSARIO

*taste and smell: gusto e odore
*chickpeas: ceci
*fillings: ripieni
*dough: impasto
*dip them: immergono

...../6

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Unit 3

SKILLS TEST

Name Class

Goals 1

2 Rileggi il brano e rispondi alle domande.

1 What do British people usually have for breakfast?

2 What is brunch?

3 Who usually sells doubles?

4 How do you cook churros?

...../4

Listening

3 **Ascolta l'intervista a una chef che parla del suo lavoro. Poi scegli l'alternativa corretta A, B, C o D.**

1 What is special about The Fair Tree Hotel?
A The rooms B The breakfast C The location D The guests

2 The Fair Tree customers
A are all local B are happy C are international D all love breakfast

3 Ivy to work
A gets the train B walks C gets two buses D cycles

4 When Ivy arrives at work she
A has breakfast B makes smoothies C gets things ready D makes pancakes

5 How many stations are there?
A 2 B 3 C 4 D 5

...../10

Writing

4 **Scrivi a un amico e raccontagli cosa mangerai per cena. (70 parole)**

Scrivi:

- where and at what time you are eating
- what you are eating
- who is preparing your meal
- how much you like/don't like it.

.....

.....

.....

...../20

Speaking

5 **Parla con il tuo compagno o insegnante del tuo piatto preferito. Parla di queste cose:**

- what it is
- what ingredients you need
- where you eat it
- who you eat it with
- why it's your favourite meal.

.....

.....

...../30

Total/50

291

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EXTRA LISTENING AND EXTRA SPEAKING TESTS

Unit 3

LISTENING TEST

Goals 1

Name Class

DIAGNOSTIC
TEST

1 **1** **1-5** Ascolta quattro persone che parlano del loro "comfort food" preferito. Completa le frasi (1-9) con Linda, Max, Will o Ivy.

- often eats it at a restaurant near home.
- eats it after a bad day.
- makes it from a special recipe.
- eats it when he/she feels sad.
- keeps it in the freezer.
- eats it with chips.
- shares it with friends.
- likes a particular version of it.
- likes it with ice cream.

STARTER
TESTS

UNIT
TESTS

2 **1** **1-5** Ascolta di nuovo. Completa le frasi (1-8) utilizzando al massimo 4 parole.

- Typically, people feel like comfort food
- Comfort food makes you
- Your comfort food is sometimes a dish you remember
- The interviewer is interviewing people at a
- Linda's family eats out her grandma's lasagna on
- Mac's family likes the fried chicken at the restaurant because it is
- Will's mum uses three different types of in her pies.
- Ivy likes eating chiu when is bad.

CONSOLIDATE
TESTS

3 **1** **1-7** Dictation.

Henry's birthday is on Friday.

SKILLS
TESTS

LISTENING
TESTS

SPRING
TESTS

PROF BILE
COMPETENCE

...../25

Total/50

308

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Unit 5

SPEAKING TEST

Goals 1

Name Class

GIVING ADVICE

1 **A coppie, chiedete e date consigli per le seguenti situazioni. Per ogni situazione, dite una cosa che dovrete fare e una cosa che non dovrete fare.**

- You've got a big test tomorrow.
- You don't like your hairstyle.
- You woke up late, and missed the bus.
- Your fridge is empty.
- It's your birthday next week.

...../10

INTENTIONS

2 **A coppie, fatevi le seguenti domande e rispondete con informazioni reali. Spiegate le vostre risposte.**

- 1 Where are you going to go on holiday next summer?
- 2 What are you going to do this weekend?
- 3 How are you going to get to school on Monday?
- 4 What are you going to have for dinner tonight?
- 5 What are you going to do when you leave school?

...../20

ROLE PLAY

3 **A coppie, leggete i vostri ruoli e, usando la mappa, inventate la conversazione appropriata. Poi scambiatevi i ruoli.**

Student A

You're at the post office. Ask Student B for directions to the museum, and then to the supermarket.

Student B

You are at the café. Ask Student A for directions to the theatre, and then to the main square.

...../20

Total/50

320

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PROVE DELLE COMPETENZE

Goals 1

Name _____ Class _____

Reading

- Read the text and decide whether the statements are true (T) or false (F). Write the first four words of the text in the box. The text supports your answer.

Andri Ragetti

- 1 ... Trying to balance a professional sports career and being a social media sensation may seem like an impossible task for most people, but Andri Ragettil makes it look easy. Ragettil was born on August 21, 1998 in Switzerland and people consider him to be one of the most influential and successful freestyle skiers of his generation. Freestyle skiing combines skiing and acrobatics. Skiers have to ski well and perform spins and flips while in the air.

- 2 _____ Ragetti was only two years old when he put on his first pair of skis. He grew up near a freestyle resort called LAAX and spent his free time as a child on the ski slopes*. Originally, he loved ski racing, but he soon became even more passionate about freestyle skiing.

- 3 _____ He began competing when he was eight years old, even if he had to lie about his age. When he was 13, he joined the Swiss free ski team. Soon after they invited him to train in the United States. He won a lot of medals for his national team, this got him to the World Cup skiing event in New Zealand when he was only 15.

- 4 Ragotelli has since won seven World Cups and four Crystal Globe trophies, a prize reserved for the skier with the most points at the end of the ski season. He's also set a world record as the first person to perform a quad cork 1800—four flips and five full rotations in the air on skis.

- 5 _____ One of Ragetti's proudest moments was at the X-Games in Norway in 2020. The X-Games is an annual extreme sports competition. It includes skiing, snowboarding, BMX biking and skateboarding. Ragetti fulfilled^d his childhood dream of winning a gold medal. He's been passionate about these games since he was a young boy.

- 6 When he's not competing on the slopes, Ragetti is managing his social media popularity. According to him, this happened by accident. He posts a variety of videos for his almost 500k followers to enjoy. The videos are (mostly) of ski jumps, biking and his very popular 'the floor is lava' parkour-style workouts where he moves around an obstacle course in a gymnasium without ever touching the ground.

- 7** Ragotli is looking forward to many more years of freestyle. He's going to continue training, competing and setting new records. And he's hoping to ski professionally at least until he's 30.

GLOSSARY

*spins rotazioni
*flips salti mortali
*ski slopes piste da sci
*fulfilled ha esaudito

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- | | |
|-------------------------------|---------------------------------|
| A There's more to come | F Not always easy |
| B An important accomplishment | G Free time fun |
| C A difficult journey | H A young champion |
| D An early start | I Trophy winner, record breaker |
| E Two difficult roles | |

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Goals 1

Name _____ Class _____

- | | T | F |
|--|--------------------------|--------------------------|
| 1 Ron Finley <u>wasn't</u> always a poet. | ☐ | ☐ |
| 2 Freestyle is a <u>mixture</u> of | ☐ | ☐ |
| 3 Ragetti started skiing when he <u>was</u> | ☐ | ☐ |
| 4 <u>He</u> <u>was</u> born in Inglewood, a city in South Central Los Angeles. | ☐ | ☐ |
| 5 He lied about his age because | ☐ | ☐ |
| 6 Ragetti is also popular on | ☐ | ☐ |
| 7 Ron believes not everyone should have a garden. | ☐ | ☐ |

Use of English

- 35 Read the text below and choose the correct word for each space: A, B, C or D.

Chloe Kim

6. Chloe's obesity-related illness reduced her availability of fresh food. American snowboarder. She² on April 23, 2000. She³ in Long Beach, California. She⁴ snowboarding when she was four years old, and⁵ in competitions⁶ she was six. At 14, Chloe was⁷ young to qualify for the 2014 winter Olympics, but she could compete at the 2015/12

- 2 **P** Read the text again and choose the best option A, B or C.

1. In 1902, the Chinese of the north had access to **A** rich and fertile land. Pyeongchang, South Korea. They won a gold medal in the 1998 Winter Olympic pipe and became **B** a food desert – a woman ever to win an Olympic medal in that category.
2. **A** source of entertainment in the 1930s. Chloë a popular role model for children. She has been in **B** more than 100 films and music videos. Her first film was the 1991 movie 'Shogun' Barbie did a female role in 1991.
3. Before the 1980s, this project **A** was not a priority for the government. **B** fresh fruit and vegetables at the market. **C** to eat and concentrate on her studies. **D** to be a professional to meet new people. **E** to attend university to a certain 'hobby'.
4. **A** from the 1980s the government is important. **B** to farm 'hard work'. **C** to be a professional teenage life. **D** to be a professional teenage life. **E** to attend university to a certain 'hobby'.
5. **A** it's cool that the government is important. **B** gives people control over their lives. **C** helps people socialise more.

31. A ~~new~~ **new** video project started at ~~an~~ **a** _____ C. the D. one
32. A ~~boy~~ **boy** is ~~born~~ **born** to make money C. was born D. be born
33. A ~~girl~~ **girl** is ~~born~~ **born** growing up C. grow up D. grew up
34. A ~~girl~~ **girl** is ~~born~~ **born** members of a street group C. urban gardeners D. began
35. A ~~girl~~ **girl** is ~~born~~ **born** of fresh fruit and vegetables C. ~~eat~~ **eat** D. participate
36. A ~~girl~~ **girl** is ~~born~~ **born** in gangs C. from D. gain weight
37. A ~~girl~~ **girl** is ~~born~~ **born** going to help ~~people~~ **people** C. from D. too
38. A ~~girl~~ **girl** is ~~born~~ **born** food they grow C. ~~live~~ **live** in shipping D. ~~not~~ **not**
39. A ~~too~~ **too** old B. not enough C. enough D. not enough old, /8

Use of ¹⁰

11. A make B have made C did make D is making

- [illegible]

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327

DSA TESTS

STARTER TESTS

UNIT TESTS

CUMULATIVE TESTS

SKILLS TESTS

LISTENING TESTS

Unit 4

UNIT TEST

Name _____ Class _____

Goals 1

Vocabulary

1 Abbina le professioni (1-5) alle definizioni (A-E).

1 photographer	A Designs buildings.
2 inventor	B Captures special moments.
3 director	C Creates or discovers new methods.
4 architect	D Creates texts for people to read.
5 writer	E Manages the making of a film.

..... / 5

2 Completa con i 'life events' dati.

got married • was born • grew up • lives with

1 Rob _____ on the 16th of April, 1990.

2 My sister _____ her boyfriend in a small flat.

3 Mum and Dad _____ 25 years ago today.

4 Grandad _____ in Dublin. Then his family moved to London.

..... / 4

Grammar

3 Completa con il verbo be al Past simple.

Hi, I'm Luke. Last weekend (1) _____ my birthday. I don't really like birthdays, but it (2) _____ a special day. My cousins from London (3) _____ in town. I (4) _____ worried on the way to the train station because there (5) _____ a lot of traffic, but luckily we (6) _____ late.

..... / 6

4 Completa le domande relative all'esercizio 3 con le parole date.

Were • Who • When • Why

1 ' _____ was Luke's birthday?' 'It was last weekend.'

2 ' _____ visited Luke?' 'Luke's cousins visited him.'

3 ' _____ was Luke worried?' 'Because there was a lot of traffic.'

4 ' _____ they late?' 'No, they weren't.'

..... / 8

Unit 4

UNIT TEST

Name _____ Class _____

Goals 1

5 Completa con i verbi dati al Past simple.

not like • arrive • not study • rain • go

1 We _____ on holiday to Greece last year.

2 Lisa _____ for the exam. She got a bad mark.

3 Their train _____ late.

4 It _____ all day yesterday. It's sunny today.

5 I _____ the new 'Star Wars' film. It was really long.

..... / 5

6 Completa le domande con il Past simple dei verbi tra parentesi.

1 When _____ they _____ (go) on holiday?

2 What _____ you _____ (get) for Christmas last year?

3 What _____ (happen) at school yesterday?

4 _____ Liam _____ (see) the film yesterday?

5 Who _____ (give) you the answers?

6 _____ you _____ (talk) to Ms Lee?

..... / 12

Communication

7 Metti in ordine le battute del dialogo (1-5).

A _____ Isla No, I didn't. It was boring. What did you do?

B _____ Isla Not bad. I went into the centre. Afterwards, I went to Mark's party.

C _____ Leo I went to the cinema with my brothers.

D _____ Leo How was your Sunday?

E _____ Leo Did you have a good time at the party?

..... / 10

Total / 50

374

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375

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DSA TESTS: JUST LIKE ...

Unit 3

SKILLS TEST

Name _____ Class _____

Goals 1

Reading

1 Leggi il brano e abbinai i piatti (1-5) alle descrizioni (A-E).

Great breakfasts

Breakfast is the first and most important meal of the day. Different cultures develop different breakfasts with different breakfast specialties. Here are just a few from around the world.

In the UK, people love having a traditional British breakfast – fried bacon, eggs, sausages, tomatoes and toast – at weekends or when they eat breakfast out.



A common breakfast in Japan includes fermented soy beans called 'natto'. Their strong taste and smell (gusto e odore) isn't for everyone, but they are very nutritious.

Many Dutch people wake up to a sweet breakfast: a slice of bread topped with some butter and chocolate sprinkles, or 'hagelslag'. Yum!

Brunch is an American institution, though today people enjoy it everywhere. Brunch is a combination of two meals, breakfast and lunch. A classic brunch includes eggs, bacon, sausages, fried potatoes and pancakes! Street food in Trinidad and Tobago is legendary and a very popular option is doubles. You traditionally eat this amazing sandwich for breakfast, though vendors sell them all day. A doubles consists of two pieces of fried bread, chickpeas (ceci), mango, cucumber and hot pepper sauce.

In Venezuela, people often eat 'arepas', or toasted corn flour flatbread for breakfast. They can be healthy or unhealthy depending on what you eat them with. Popular fillings (ripieni) include cheese, sausage or egg. Finally, the Spanish 'churros' are similar to a long doughnut. You fry the dough (impasto) in oil and cover it with lots of sugar and cinnamon. Some people dip them (li immergono) in chocolate!




1 natto	A Fatty and sweet.
2 hagelslag	B Spicy and nutritious.
3 doubles	C Healthy with an unusual taste.
4 arepas	D Buttered bread with a chocolate topping.
5 churros	E Bread with different fillings.

..... / 10

MATERIALE FOTOCOPIABILE © DE AGOSTINI SCUOLA SPA

Unit 3

SKILLS TEST

Name _____ Class _____

Goals 1

Listening

2   Ascolta due volte l'intervista a una chef che parla del suo lavoro. Poi scegli l'alternativa corretta A, B, C o D.

- What is special about The Fair Tree Hotel?

A The rooms.
B The breakfast.

C The location.
D The guests.
- The Fair Tree customers...

A are all local.
B are happy.

C are international.
D all love breakfast.
- Ivy ... to work.

A gets the train
B walks

C gets two buses
D cycles
- When Ivy arrives at work she...

A has breakfast.
B makes smoothies.

C gets things ready.
D makes pancakes.
- How many stations are there?

A 2.
B 3.

C 4.
D 5.

..... / 10

Speaking

3 Parla con il tuo compagno o insegnante del tuo cibo preferito. Parla di queste cose:

- what it is
- what ingredients you need
- how you make it

- where you eat it
- who you eat it with
- why it's your favourite meal.

Example: My favourite meal is...

..... / 10
Total / 30

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... THE NON-DSA TEST

Unit 3

SKILLS TEST

Name Class

Goals 1

Reading

1 Leggi il brano e abbinai i piatti (1-6) alle descrizioni corrette (a-f).

Great breakfasts

Breakfast is the first and most important meal of the day. It wakes up your body and restarts your metabolism. Different countries have different breakfasts with different breakfast specialities. Here are just a few from around the world.

In the UK, people love having a traditional British breakfast – fried bacon, eggs, sausages, tomatoes and toast – at weekends or when they eat breakfast out. On 'ordinary' days, people usually have cereal with milk, or toast and marmalade.

A common breakfast in Japan includes fermented soy beans called 'natto'. Their strong taste and smell isn't for everyone, but they are very nutritious.

Many Dutch people wake up to a sweet breakfast: a slice of bread topped with some butter and chocolate sprinkles, or 'nagelslag', Yum!

We know France is famous for its buttery breakfast croissants. However, there is another popular French breakfast tradition: the croque monsieur. It's basically a toasted sandwich with ham and cheese, but the cheese is on the outside.

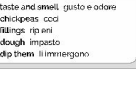
Brunch is an American institution. Though today people enjoy it everywhere. Brunch is a combination of two meals, breakfast and lunch. Typically, you have brunch around midday at the weekend, perhaps after a late night. A classic brunch includes eggs, bacon, sausages, fried potatoes and pancakes!

Street food in Trinidad and Tobago is legendary and a very popular option is doubles. You traditionally eat this amazing sandwich for breakfast, though vendors sell them all day. A doubles consists of two pieces of fried bread, chickpeas, mango, cucumber and hot pepper sauce.

In Venezuela, people often eat 'arepas', or toasted corn flour flatbread for breakfast. They can be healthy or unhealthy depending on what you eat them with. Popular fillings include cheese, sausage or egg. The 'rolina pepiada', or Cuy Queen, is named after the first Venezuelan Miss world. You make it with chicken, avocado and a little mayonnaise.

Finally, the Spanish 'churros' are similar to a long doughnut. You fry the dough in oil and cover it with lots of sugar and cinnamon. Some people dip them in chocolate too!



1 natto a fatty and sweet

2 nagelslag b spicy and nutritious

3 croque monsieur c healthy with an unusual taste

4 doubles d a specific sandwich

5 arepas e buttered bread with a chocolate topping

6 churros f bread with different fillings

...../6

Unit 3

SKILLS TEST

Name Class

Goals 1

2 Rileggi il brano e rispondi alle domande.

1 What do British people usually have for breakfast?

2 What is brunch?

3 Who usually sells doubles?

4 How do you cook churros?

...../4

Listening

3  **Ascolta l'intervista a una chef che parla del suo lavoro. Poi scegli l'alternativa corretta A, B, C o D.**

1 What is special about The Fair Tree Hotel?
A The rooms B The breakfast C The location D The guests

2 The Fair Tree customers
A are all local B are happy C are international D all love breakfast

3 Ivy to work.
A gets the train B walks C gets two buses D cycles

4 When Ivy arrives at work she
A has breakfast B makes smoothies C gets things ready D makes pancakes

5 How many stations are there?
A 2 B 3 C 4 D 5

...../10

Writing

4 **Scrivi a un amico e raccontagli cosa mangerai per cena. (70 parole)**

Scrivi:

- where and at what time you are eating
- what you are eating
- who is preparing your meal
- how much you like/don't like it.

...../20

Speaking

5 **Parla con il tuo compagno o insegnante del tuo piatto preferito. Parla di queste cose:**

- what it is
- what ingredients you need
- where you eat it
- who you eat it with
- why it's your favourite meal.

...../30

Total/10

DIGITAL RESOURCES

A Teacher website (Area Personale)

B. USB Pen drive

C. eBook

D. creaTEST Plus

E. DEAFIX

F. DEALINK



Karl Matthews

BASILICATA, CALABRIA, CAMPANIA, PUGLIA, SARDEGNA, SICILIA

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

In his freetime Karl is a keen swimmer and has his hands full with his 3 dogs.

[Get in touch](#)



Christian Evans

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

Christian trained as a high school teacher of physical education and mathematics, before moving to Italy in search of sunshine. He started teaching English in 1996. In 2004, Christian moved into educational publishing and has been working with DEASCUOLA since 2017. He is particularly interested in how learning works, with an emphasis on inclusive teaching and personalised learning.

When he is not thinking about ELT, he is busy with two daughters and four cats, and dreams of being a rock star.

[Get in touch](#)



Michael Flynn

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

Originally from Manchester, after obtaining his TEFL teaching qualification in October 1992, he moved to Italy and taught in Turin, Livorno and Reggio Emilia also doing six summers in Canterbury as Director of Studies for a busy summer school teaching mainly Italian students. He moved into ELT publishing in September 1999 and has been with DEASCUOLA since October 2017.

Father of a teenage daughter, he is happy to have passed his love of Craft Beer to her. No other beers, please!

[Get in touch](#)

HAVE A GREAT YEAR!

