



DEASCUOLA

INSEGNARE INGLESE

Insegnare con...

It's my time

Equipping students for success

Relatori:

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Michael Flynn



Who are Generation Alpha?



2010 - 2025

Gene Alpha statistics

(nikolaroza.com)

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



So, what are Gen Alpha like?

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

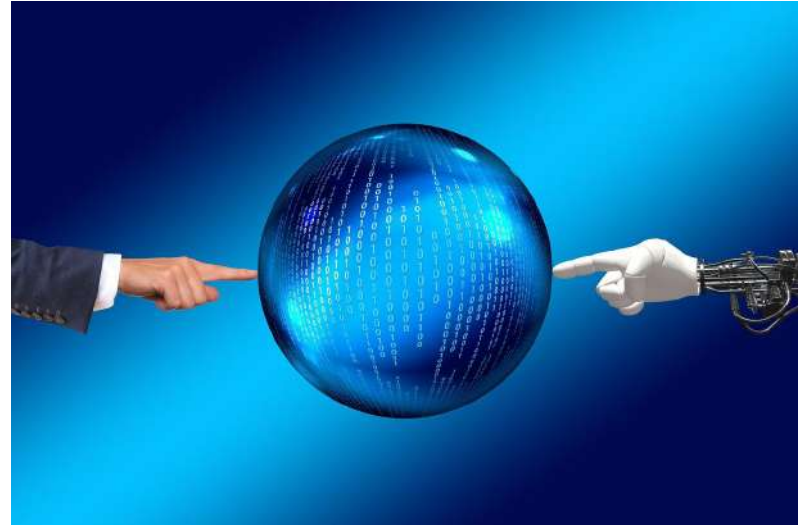


How do Gen Alpha learn?

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

Gen Alpha - A changing world

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



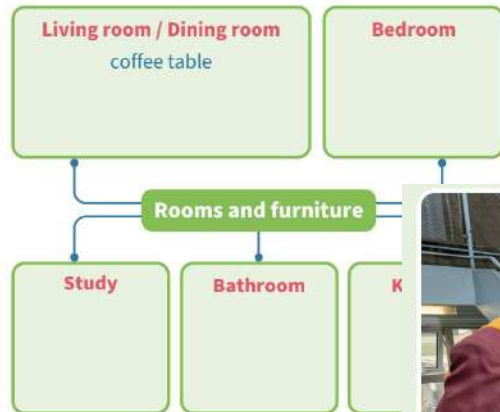
Gen Alpha - What are their needs?

- A solid course which teaches students the language they need
- Visual
- Culturally relevant
- Life and social skills and dealing with the real world
- Real world, project-based
- Digital, but also dealing with it
- Help with attention spans – clear structures yet a modern approach
- Formative and summative assessments



Gen Alpha - What are their needs?

Visual learning



Maya Hi, Luke, how's the new house?
Luke It's great - I¹ it!
Maya Cool. So where is it?
Luke It's close to the², only about ten minutes' walk from school.
Maya So it's much closer compared to your c isn't it?
Luke Yes, it is. I don't need to³ the bus to school any more.
Maya Alright for some! So what's it⁴?
Luke Well, it's much bigger than our old one. But, on the other hand, it's got⁵ a small garden.

Sam's real talk

Idioms from Shakespeare

5 Watch the video.

6 Match the idioms (1-4) to the translations (a-d).

1 to be in a pickle	a <i>hai il mondo nelle tue mani</i>
2 the world is your oyster	b <i>l'amore è cieco</i>
3 it's all Greek to me	c <i>essere in un bel pasticcio</i>
4 love is blind	d <i>questo è arabo per me</i>

7 Complete the sentences with the expressions from Ex. 6.

- Now you've graduated,
- I tried reading the instructions, but
- He can't see her faults,
- Dad because he lost his wallet!

Gen Alpha - What are their needs?

Culturally relevant

Global culture & competences

Sleepy heads

why teenagers are often tired



Reading

1 BEFORE YOU READ In pairs. How much sleep do you get every night? Do you think this is enough?

Are you a night owl? Do you prefer going to bed late and sleeping late in the morning? Do your parents shout at you because you can't get out of bed every morning? If the answer to these questions is yes, then you are a night owl. While it's true that many teenagers have bad bedtime habits, scientists say that teenagers have a different biological clock. In the evening, we all produce a hormone called melatonin. It helps us to feel relaxed and tired so we can sleep. But teenagers produce melatonin later in the evening. This means they only start to feel tired at around 11 pm and they often don't get enough sleep.

Experts recommend that teens get between 8 to 10 hours of sleep a night. But a recent study says that in the UK, over 70% of secondary school students get less than eight hours sleep a night. The amount of sleep each person needs varies and some teens can function on less sleep than others. But if you don't get enough sleep, it often means that you can't concentrate in class, and this makes learning difficult. If you feel tired all the time, there are some things you can do to improve your sleep. For example, switch off your phone at least an hour before you want to go to sleep because the blue light keeps you awake. Read a book instead – it's more relaxing for your brain. Try to adjust your routine so that you can go to sleep earlier. Do physical activity earlier in the evening. Eat your dinner earlier too, and don't drink coffee or eat chocolate. Turn your light off eight hours before you have to get up. Then wake up full of energy!

*night owl: on late schedule
*function: work or have requirements
*improve: enhance

3 You look great!



1. WARM UP In pairs. Compare the pairs of photos above. What is different about them?

2. LISTEN Watch, read and listen to the text. What is a 'negative body image'? How does it make people feel?

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

- Only girls have problems with their body image.
- People's appearance on social media can look very different to reality.
- People who have a negative body image can fix it alone.
- Talk to your parents if you have a negative body image.
- People need to spend less time thinking about their body.
- It's possible to look perfect in real life.

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

- look a certain way
- make fun of
- focus on
- good points

a. considerarsi su
b. avere un certo aspetto
c. esagerati positivi
d. prendere in giro

Global culture & competences

BUT IS IT ART?



Reading

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

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

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

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

By the late 1960s, graffiti reached New York City. Graffiti artists started to become more creative and they developed new styles of writing. But it was soon difficult to see out of the subway train windows, because the trains were completely covered in spray paintings. Graffiti artists worked in groups at night because graffiti was illegal.

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

Gen Alpha - What are their needs?

Life and social skills, and dealing with the real world

Oracy

FUNCTIONS Making a video call



VIDEO

1. Watch the video. What project are Luke and Raya doing?

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

1. volume • clear • camera • handy • project • checking • presentation

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

KEY LANGUAGE

Greetings and goodbyes

Raya: Hi, it's me. How's it going?
Luke: Hi, Luke. I can't see you. Is your camera switched on?

Talking about equipment and problems

Raya: I can't hear you.
Luke: Is your camera switched on?

4. ROLE-PLAY In pairs. Read the situation and role-play a video call. Use the key language.

You're preparing a presentation and you want to show your partner your slides. Your camera isn't switched on and you can't hear your partner.

A: Hi, it's me. Can you see me?
B: No, I...

REAL TALK Listening & Speaking

My time podcast



1. Listen to Raya's podcast. She's talking to Ivo and Joel. Choose the correct alternative.

1. Ivo thinks a person's appearance is / isn't important.
2. Joel's cousin / sister has a small tattoo of a butterfly.

2. Listen again and complete the sentences with a maximum of four words.

1. When we meet attractive people, we usually have _____ of them.
2. For Ivo, it's important that her friends are _____.
3. In Raya's book, it says that _____ are often more successful.
4. In the USA, nearly _____ of people aged 18-29 have tattoos.
5. Joel thinks people with tattoos want to _____.
6. At Joel's mum's work, they don't _____ who have visible tattoos.

3. DISCUSS In pairs. Discuss the question. What is more important in your opinion, looks or personality? Why?

I think a person's personality is more important because _____.

Presentation

4. Prepare a short presentation about your views on the topic of Raya's podcast. Talk about:

- the importance of looks in society
- the pressure of social media and its effects
- your opinion of tattoos
- your view on looks versus personality

Oracy skills

Giving examples

Give examples to illustrate or support your ideas and opinions. Use these expressions:

Lots of singers have got tattoos. For example, / As I noticed, / In my opinion, / The small tattoos like a heart, / The small tattoos, such as a butterfly.

Joel's real talk

Personality idioms

5. Watch the video.

6. Watch the expressions (1-3) in the transcript (p. 53).

1. smart cookies a. cheeky friends
2. chatterbox b. can't keep her tongue
3. down-to-earth c. too simple

7. Complete the sentences with the expressions from Ex. 6.

1. Sophia's the best student in our year, but she's very modest and _____.
2. Joe always has lots of good ideas. He's a _____.
3. My little sister's a _____.
She never stops talking.

Social-emotional learning

Studies show that people who spend less time on social media feel less anxious and have better self-esteem because they aren't comparing themselves with others. One study shows that if you reduce social media use by just 30 minutes a day, it can have positive impact on our mental health.

• Do you think this is good advice? Why? / Why not?

Social-emotional learning

Music can promote mindfulness. In a recent UK study, 90% of participants use music to relax, 82% use it to make them feel happy and 32% to improve concentration. The best music for relaxation is slow, with a simple melody and no lyrics.

• Why do you listen to music?

Gen Alpha - What are their needs?

Real world, project-based

Debate

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

“ *Rap isn't really music.* ”

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

Presentation

- 4** Prepare a short presentation about your views on the topic of Maya's podcast. Talk about:

- the importance of looks in society
- the pressure of social media and its effects
- your opinion of tattoos
- your views on looks versus personality



My podcast

- 5** In pairs. Talk again about jobs at home, but this time record your conversation and make your own podcast. Ask and answer these questions and give your opinions.

- What jobs does each person in your family do and how often?
- Who does most at home? Is that right?
- Do you get extra pocket money if you help at home? Do you think it's a good idea?
- Do you think that girls usually do more jobs at home than boys? Is that right?

Gen Alpha - What are their needs?

Real world, project-based

A Compiti di realtà

Planning a trip

KEY COMPETENCES & LIFE SKILLS

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

Thinking routine

1 Answer the questions.

- 1 **SEE** Do you recognise this logo?
- 2 **THINK** What do you think it means?
- 3 **WONDER** What kind of products have this logo?



WARM UP Match the cities (1-6) to their photos (A-F).

1 ... New Orleans	3 ... New York	5 ... Los Angeles
2 ... Seattle	4 ... San Francisco	6 ... Las Vegas



Thinking routine

1 Answer the questions.

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

Orientation & Life Skills

My strengths

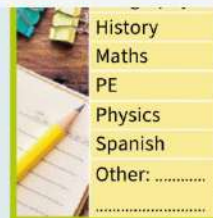
Multiple intelligences



The diagram shows eight interconnected circles representing different types of intelligence: **LANGUAGE SMART** (speech bubble), **PICTURE SMART** (eye), **BODY SMART** (runner), **LOGIC SMART** (gears), **PEOPLE SMART** (group of people), **MUSIC SMART** (musical note), **NATURE SMART** (leaf), and **SELF SMART** (head with brain). A girl is shown on the right, posing with her hands.

Gen Alpha - What are their needs?

Help with critical thinking



2 CRITICAL THINKING In pairs. Discuss the questions.

- 1 Which school subjects are used by a teacher • illustrator • person?
- 2 What are your three favourite subjects?
- 3 Can you think of any jobs connected with these subjects?
- 4 Do you feel that you have enough time to do your homework?
- 5 Do you often feel stressed about school?

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- 6 What type of products often have the Fairtrade logo?
- 7 How does buying a fair trade product help the environment?
- 8 Why is it good for the environment if people buy fair trade products?

4 CRITICAL THINKING In pairs. Discuss the questions.

- 1 Does any of the food that you eat come from other countries? Give some examples.
- 2 Under what conditions do you produce these products?
- 3 Do you ever see fair trade products in supermarkets? If so, where are they?
- 4 Do you or your family buy fair trade products? Why? / Why not?
- 5 Is it right that fair trade products are more expensive?

In our times 9-10

Media link

Shake It Off

'Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off



'Shake It Off' is a song by Taylor Swift from her album 1989. The lyrics are about the pressures of being a famous pop star and her response to the negative comments about her 'haters' online. In an interview, she said that she learnt to ignore the negative comments and to focus on the positive ones.

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

5 CRITICAL THINKING In pairs. Discuss the questions.

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

became one of the biggest action film stars of the 1990s.

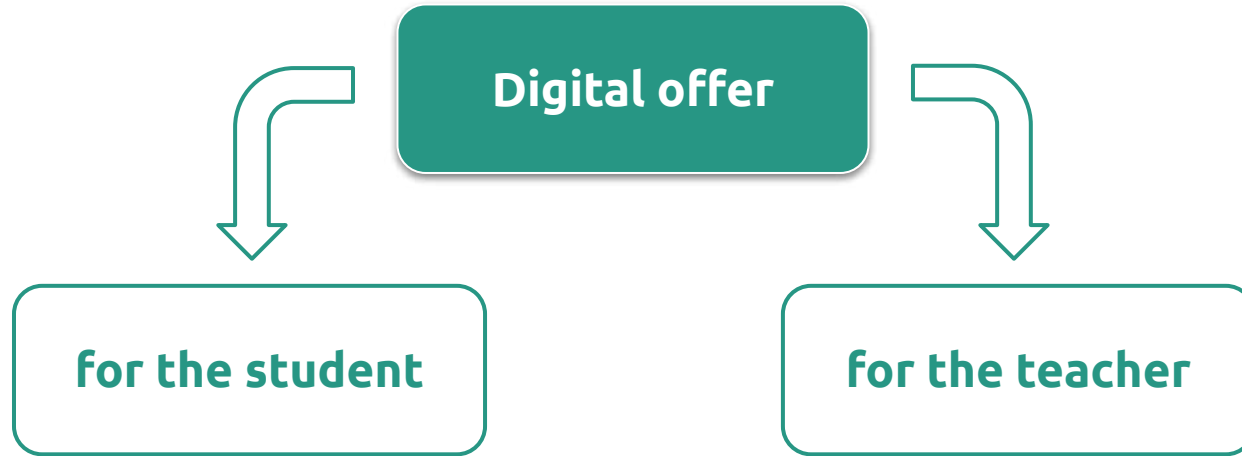
6 He was Governor of California from 1983 until 1993.

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

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

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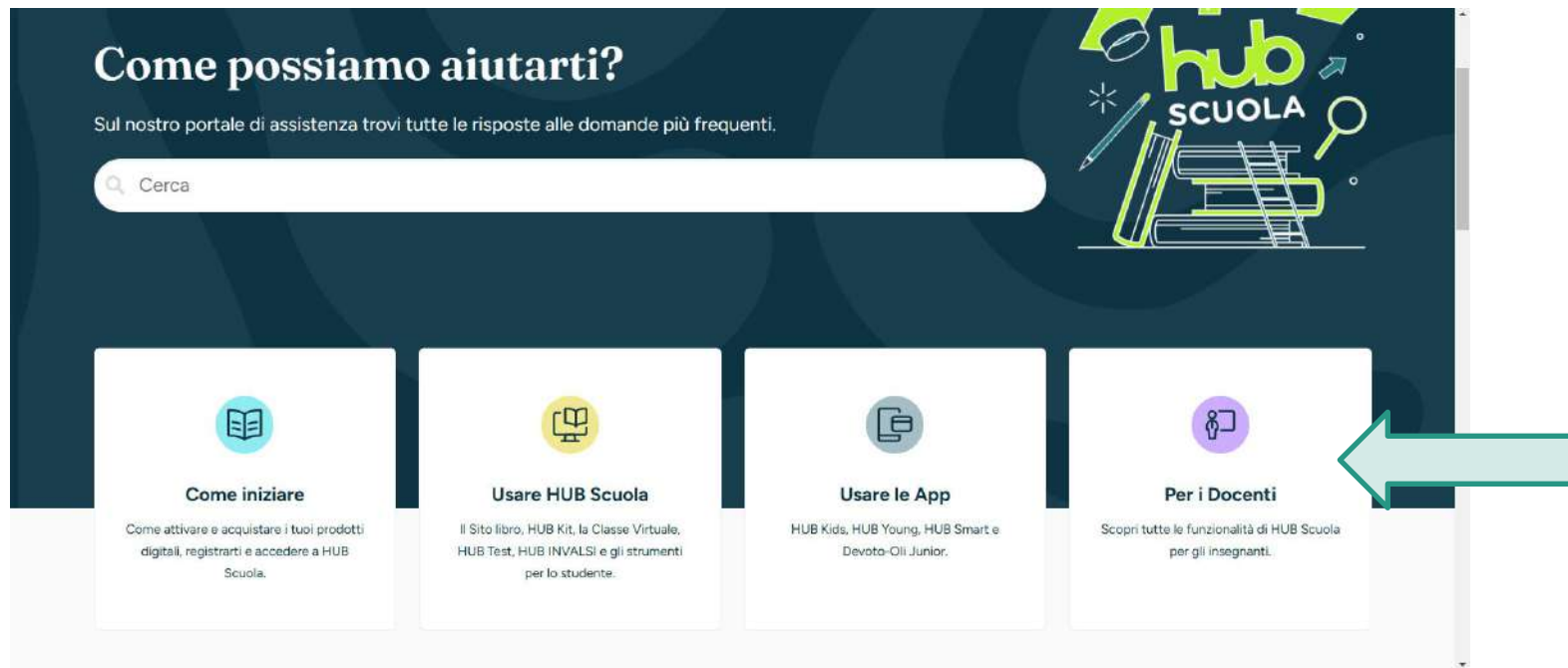
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chien
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perro
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Where to find DEAFlix and CreaTEST plus

The screenshot displays the DEASCUOLA web application interface. On the left is a green sidebar with the user's profile and navigation menu. The main area is white with a yellow header bar. The 'Strumenti' section features three tool cards: DEAFlix Inglese grammatica SS2G, Educazione civica, and Crea Test PLUS Inglese SSSG. The 'Contenuti trasversali dei volumi' section is visible below.

Michael Flynn
Docente di Inglese

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DEAFlix Inglese grammatica SS2G

Percorsi interattivi per apprendere gli argomenti fondamentali

Educazione civica

Percorsi interdisciplinari di Educazione civica

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Contenuti trasversali dei volumi

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Materie



Recenti



Demo



Test

Argomento
Tenses

Argomento
Tenses

Argomento
Tenses

Argomento
Tenses

Inglese grammatica
**Past simple
(positive)**

Inglese grammatica
**Past simple
(negative, questions
and short answers)**

Inglese grammatica
Past continuous

Inglese grammatica
**Past continuous vs
Past simple**

Argomento
Tenses

Argomento
Tenses

Argomento
Tenses

Argomento
Tenses

Inglese grammatica
**Present perfect
simple**

Inglese grammatica
**Present perfect:
been vs gone**

Inglese grammatica
**Present perfect
simple vs Past
simple**

Inglese grammatica
**Present perfect
simple with just,
already, yet, still**

Past simple (negative, questions and short answers)

Test e correlati

Google Classroom

WS WeSchool

T Teams

Copia link

Past simple (negative, questions and short answers)

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Scegli un LIVELLO

A1

A2

B1

B2

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☐ GRAMMAR

KEYWORD

☐ ABSTRACT NOUNS

☐ ADJECTIVES

☐ ADVERBIAL PHRASES

☐ ADVERBIALS

☐ ADVERBS

ESERCIZIO

Reported speech

LIVELLO: B1
ARGOMENTO: TALKING ABOUT OURSELVES AND OTHERS
FOCUS: GRAMMAR
PUNTEGGIO: 8



ESERCIZIO

Reported speech

LIVELLO: B1
ARGOMENTO: TALKING ABOUT OURSELVES AND OTHERS
FOCUS: GRAMMAR
PUNTEGGIO: 8



ESERCIZIO

Modals in the past

LIVELLO: B1

ESERCIZIO

Modals in the past

LIVELLO: B1

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0 Esercizi aggiunti



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18 Marzo 2025, 15:00

con: Giorgia Lauzi



Webinar

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con: Vanessa Kamkhagi

