

INSEGNARE INGLESE



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WEBINAR

Insegnare con... Goals B2

Get involved! Be informed, be confident, be yourself

Relatori: Michael Flynn, Rachel Harraway, Karl Matthews



During the webinar, we'll be considering these topics and more!



1. Motivate and engage Gen Z
2. Reach B2 level successfully
3. Prepare for a changing world
4. No student left behind!
5. Educazione civica: shaping tomorrow's citizens
6. Exam preparation
7. Digital materials and resources



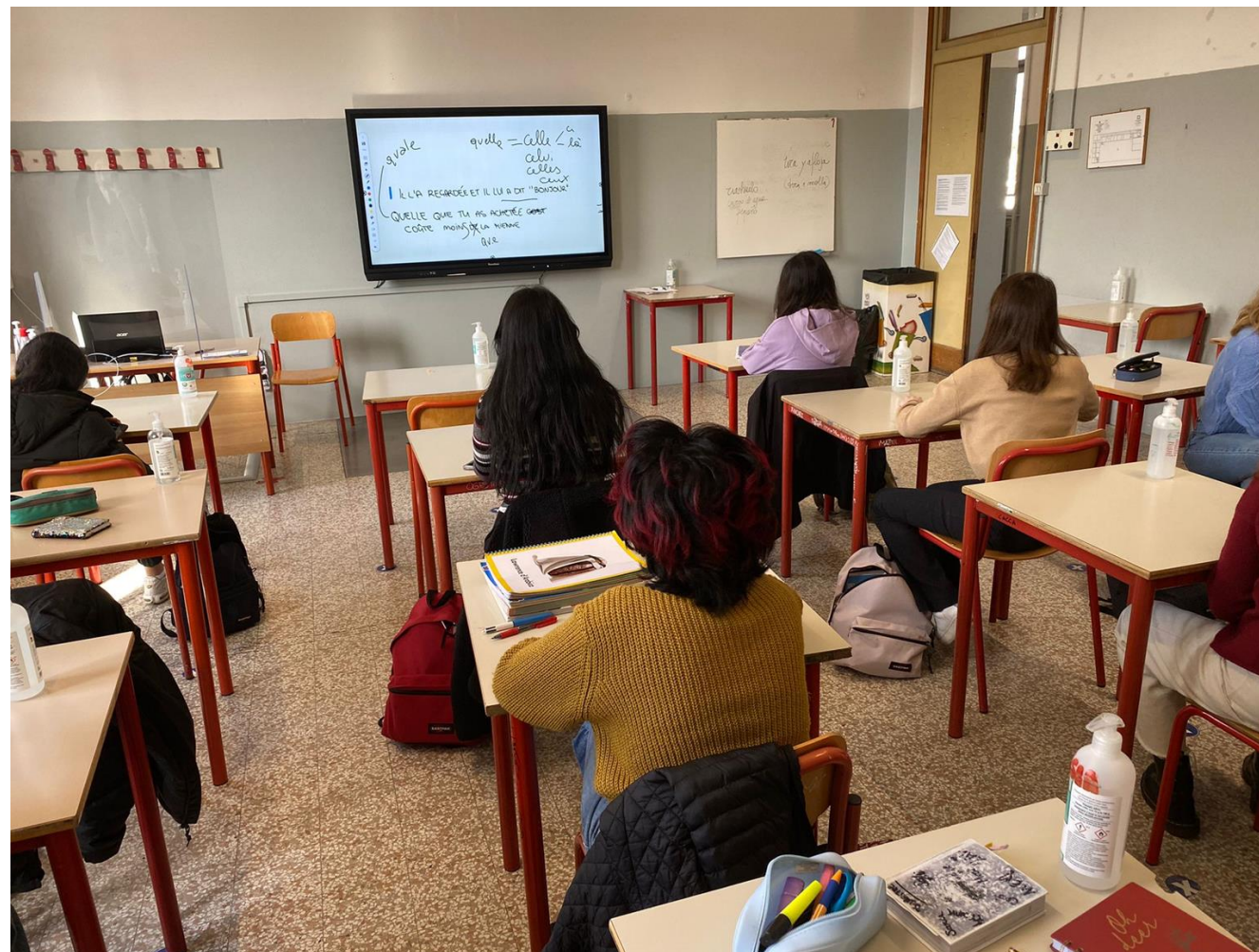
Gen Z students



Julia & Lucia



Gen Z students



Gen Z students

B1



Thought-provoking topics

3

1 **THINK** What strange things have you ever done?

2 **LISTEN** 1-29 **WATCH** How does it say?

Have you ever...
Psychologists
use affects our
the key, so wh
5 recommend?

Listen to you
It's normal to f
with the words
'I'm rubbish at
10 actually telling
better. Awaren
can keep track
that you should

4

1 **THINK** What are the consequences of climate change?

2 **LISTEN** 1-39 **WATCH** the web page, and to Ex. 1.

COUN

Climate change is responsible for it. our phones, drive or turn on the heat most of it from fossil fuels. global warming. It continues to rise, melting of the ice weather, and more. And for millions of people, it will be too late.

8

1 **THINK** Describe the burger. Why?/Why not?

2 **LISTEN** 2-25 **WATCH** the article. What was used to eating?

Bug

Would you call it sounds gross appearing on

10

MA

VIDEO

1 **THINK** What are some of the reasons people leave their homes and migrate to other countries?

2 **LISTEN** 2-47 **WATCH** the article. Why did Nujeen and her sister leave their home? What Nujeen do now?

Nujeen Mustafa was sixteen when she and her sister were forced to flee the violent civil war in their home country of Syria. First, they travelled from Aleppo to Turkey, where they paid people smugglers to put them on a dangerously overloaded boat to Greece, and from there they travelled to the UK.

Culture & People

Making History

Reading

- 1 **THINK** Look at the two photos and describe them. How are they different? What message does the first photo want to give?
- 2 **LISTEN** 2-09 **WATCH** Read and listen to the article. What do you think the title means? Who are Byron Denton and Natalia Taylor?

Social Media



Reality



Insta-Envy



Do you ever scroll through the photos on your Instagram feed and wish you were that person with the cool new leather jacket or the perfectly-styled long blonde hair? Do you wish it was you relaxing on that idyllic sandy beach or dancing at that awesome concert? If so, it's worth remembering that Instagram is not real life. It's easy to feel envious and **get hung up about** our own lives and appearance as a result, but many users put on a show for social media to make us think that they are living the dream, when the reality may be very different. They may in fact spend hours in front of the mirror, taking dozens of photos, before they choose that one perfect selfie to post. Clever lighting and the correct pose – shoulders back, stomach pulled in, head at a slight angle – are other common tricks of the trade. **Not to mention** the filters and photo editing apps that can push these photos even further into the world of the unreal!

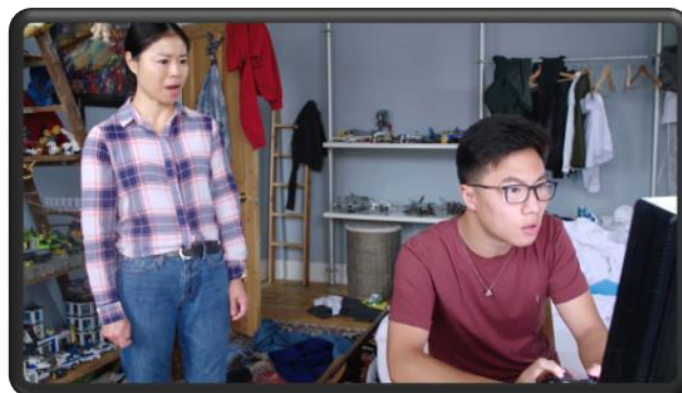
Many bloggers use their voice to expose the often fake nature of social media sites. Some of them post before and after photos: one photo shows the perfect Instagram **shot**, while the one next to it shows the reality behind the edited photo. Byron Denton, a young British YouTuber and social media personality, took things a step further by creating a whole new identity for himself. He pretended to be a wealthy social media influencer, and posted photos of himself wearing expensive designer clothes, going on extravagant shopping trips, and even flying in a private jet. But the photos were all fake. He used photo-editing apps to add designer logos onto his plain black clothes, and to show him carrying designer shopping bags. The shot of him on a private jet was actually taken on an old green sofa in his messy London flat, and the plane's interior was photoshopped into the background afterwards. Byron tricked his followers into believing that his new lifestyle was real, before revealing a week later that it was an experiment designed to make people question how 'real' and honest social media really is.

Another social media influencer, American Natalia Taylor, faked an entire holiday to the island of Bali for her followers. She uploaded a series of photos to Instagram with the caption #Bali, all of them taken in ... her local IKEA furniture store! Natalia used different room displays in the shop to

Visual learners ... oltre 110 videos



Presentation



Communication



Phrasal verbs

be going to

FORMA INTERROGATIVA E SHORT ANSWERS

verbo be + soggetto + **going to** + forma base del verbo
(**am are is**)

QUESTIONS	SHORT ANSWERS	
	POSITIVE	NEGATIVE
Am I going to leave?	Yes, I am.	No, I'm not.
Are you going to leave?	Yes, you are.	No, you aren't.
Is he/she/it going to leave?	Yes, he/she/it is.	No, he/she/it isn't.
Are we/you/they going to leave?	Yes, we/you/they are.	No, we/you/they aren't.

Grammar & DEAFLEX



B2 First



Visual learners

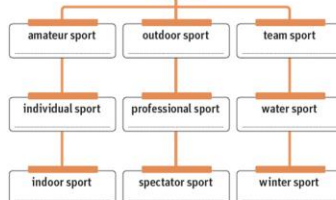
1

GET GOING!

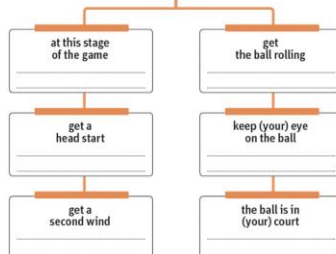
Vocabulary ▶ Map it! 1 Complete the maps with the translations.



B Collocations with sport



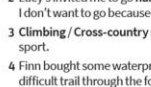
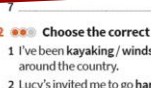
D Sports idioms



Vocabulary practice

Outdoor activities and extreme sports

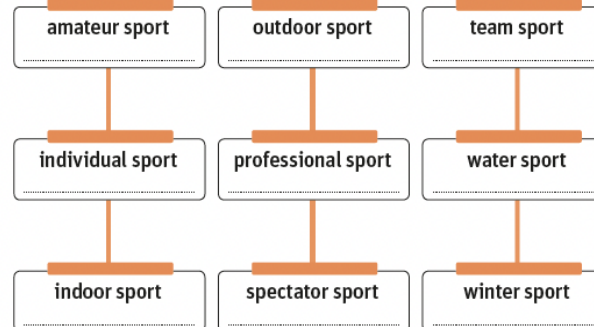
1 Match the activities to the photos. Write the correct word in the box. sailing • skiing • snorkelling • climbing • abseiling • hang-gliding • waterskiing • hiking



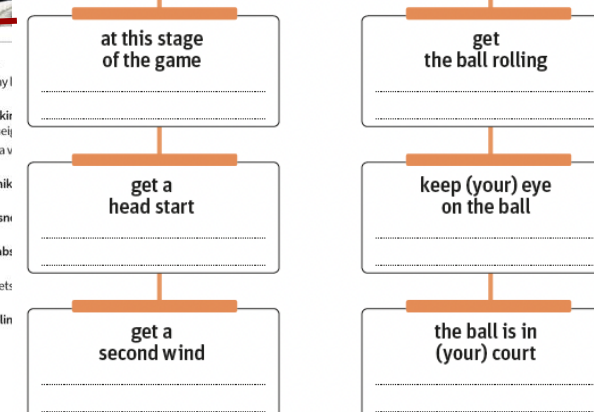
2 Choose the correct alternative.

- I've been kayaking / windsurfing in many places around the country.
- Lucy's invited me to go hang-gliding / hiking. I don't want to go because I'm afraid of heights.
- Climbing / Cross-country skiing can be a very sport.
- Finn bought some waterproof rowing / hiking difficult trail through the forest.
- I always go stand-up paddleboarding / snow mountains in winter.
- Ezra's gone off-road mountain biking / abseiling family.
- Mia's got a new kitesurfing / climbing wetsuit weekend's competition.
- Last year we went waterskiing / snorkelling took some great underwater photos.

B Collocations with sport

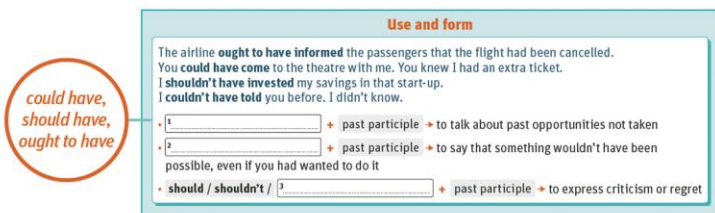
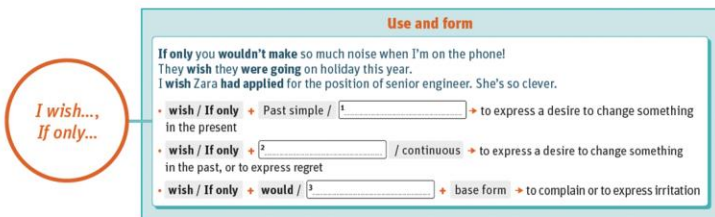
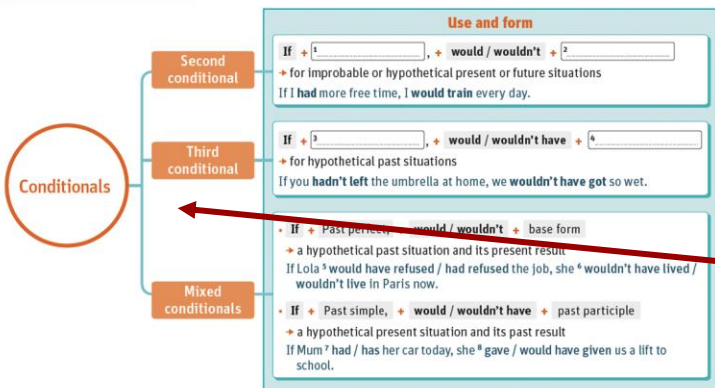


D Sports idioms



Visual learners

Grammar ▶ Map it! 1 Complete the maps or choose the correct alternative.



Grammar ▶ Map it!

Grammar ▶ Map it!

1 Complete the maps or choose the correct alternative.

Second conditional

1 Choose the correct alternative.

- If you go / went back before bed.
- If I be / were you, I would pay you back.
- If you were lending you that they were more free time.
- Do / Would you help my nose pierced.
- Lila joined / would j more free time.
- If my parents gave / could / can go out w
- What did / would yo
- If he had didn't / we

2 Complete the correct form of the verb in parentheses.

- If Tessa what to do.
- If we I.
- If I if I.
- If he pe
- If you you

3 Complete the conditional and the check.

If I ¹ (can have) the perfect day, I ² (fly) to a tropical island. However, I ³ (not go) unless I ⁴ (can take) my best friends with me.

We ⁵ (wake up) early, because we ⁶ (not want) to waste a moment.

We ⁷ (enjoy) a delicious breakfast by the ocean, then we ⁸ (spend) the day swimming in the sea. In the evening we ⁹ (go) into town. We ¹⁰ (dance) and enjoy ourselves all night long. What ¹¹ (you/do) if ¹² (you/can plan) a perfect day?

Second conditional

Third conditional

Mixed conditionals

Use and form

If + 1, + **would / wouldn't** + 2

→ for improbable or hypothetical present or future situations

If I **had** more free time, I **would train** every day.

If + 3, + **would / wouldn't have** + 4

→ for hypothetical past situations

If you **hadn't left** the umbrella at home, we **wouldn't have got** so wet.

• If + Past perfect, + **would / wouldn't** + base form

→ a hypothetical past situation and its present result

If Lola ⁵ **would have refused / had refused** the job, she ⁶ **wouldn't have lived / wouldn't live** in Paris now.

• If + Past simple, + **would / wouldn't have** + past participle

→ a hypothetical present situation and its past result

If Mum ⁷ **had / has** her car today, she ⁸ **gave / would have given** us a lift to school.

4 If Sara's dad hadn't given us a lift, we would have arrived late to class.

- Sara's dad made us late.
- We almost missed class.

5 If the party hadn't been on a school night, Mum would have let me go.

- The party was on Saturday.
- Mum didn't let me go to the party.

6 If Lisa hadn't taken a gap year, she wouldn't have been able to travel so much.

- Lisa wants to take a gap year.
- Lisa's travelled to many places.



Authentic material

Culture & People

Slow travel, Soul travel

In 2015, Tom Turcich started on a journey to cover seven continents ... on foot! Crazy? Maybe, but he didn't exactly decide on a whim. His friend had died and he was going through a tough time in his life when he saw the famous film *Dead Poets' Society*.

'Carpe Diem, Seize the day,' he said to himself, just like the teacher in the film said to his students. Tom did some research online and found out about Steven Newman, who had been the first person to walk solo around the world – a Guinness World Record! Feeling inspired, Tom decided to do the same and walk all around the world – about 40,000 km.

Setting off from his home in New Jersey, USA, it took Tom two years to reach Antarctica, after passing through Central and South America, before starting his journey across Northern Africa, Europe and Asia. However, he wasn't alone. In Texas he adopted a stray puppy, Savannah, who became his travel companion.

These years were full of challenges and surprising events, and walking eight hours a day is no joke. Tom decided to post about them in his blog, *The World Walk*. In Costa Rica, Tom's shoes melted on the boiling hot roads and he almost froze while camping at 4,500 metres in the Colombian Andes. He often slept outside, but sometimes strangers gave him accommodation. In Tunisia the police escorted him to safe places to sleep. He hadn't planned his journey in detail and often just followed local people's tips and suggestions. Travelling slowly and freely in this way, with only his dog for company, has helped Tom to connect with local places and cultures and experience a simple life of self-discovery and appreciation for each day.



Scene from the film *Wild* (2014), directed by Jean-Marc Vallée.

When Cheryl Strayed started her hike along the American Pacific Crest Trail: 1,770 km from Southern California to the Canadian border, her intention was also to 'find herself'. Aged just 26, Cheryl packed a backpack (nicknamed 'Monster' because it was so heavy) and left. She had no prior hiking experience. At first, Cheryl could only walk a few kilometres every day, but then her body became stronger. This helped her to face the challenges of the trail, which crosses six national parks with forest, desert and mountain terrain, and where she had to watch out for bears, coyotes and snakes.



Before herself trail, with box can clean T- She worried food by pages 5

By the end with struggle As she her trip, her more over her boot then a f

Tom and who have incredible more than they expect time, or

GLOSSARY
on a walk supply approach overco

READING

3 Do you think tap water is generally safe to drink where you live?

4 Read and listen to the article. What was found in the water in Flint?

A simple solution

It's easy to think that some problems are irrelevant to us or too big for us to do anything about. But that's not always true, as Gitanjali Rao, a young scientist and inventor from Colorado in the USA has proved. Gitanjali is passionate about how science and technology can help solve social issues from cyberbullying to polluted water. She first became interested in science when she was only four years old, after her uncle bought her a Chemistry kit. Then when she was studying at a STEM school – where the curriculum focuses on Science, Technology, Engineering and Maths – Gitanjali heard about the Flint water crisis and decided she wanted to do something to help.

so, at the age of 12, she invented Tethys.

Flint is a city in the state of Michigan, situated on the Flint River. For many years, local industries had dumped untreated waste and sewage into the river there. In 2014, Flint's administration decided to change the city's drinking water supply from Lake Huron (via Detroit) to the Flint River in order to save money. However, they failed to test or treat the water adequately. The residents of Flint began to suffer from skin rashes, hair loss and other health issues, and, most worryingly, they discovered increased levels of lead in local children's blood. Lead is very harmful as it can cause long-lasting damage to the brain, heart and kidneys. The residents' health problems were finally traced back to the water supply from Flint River.

Gitanjali's Tethys invention, named after the Greek goddess of fresh water, is a simple device that can detect lead contamination in water. It consists of a small



box with a battery carbon nanotube treated with the tubes, the creates resistance and therefore, it sends this information. Tethys is faster detection and Flint, to test the

Thanks to her numerous awards Young Scientist beat 5,000 other magazine's 'Kid of the Year'.

The Flint water crisis, across countries, according to guaranteed. As has the right to

GLOSSARY

sewage
skin rashes
lead



The River Flint in Flint.



Watch TIME's Kid of the Year special, Dec. 4 at 7:30 p.m. ET on **nickelodeon**



Having a say!

MONEY

9 SPEAKING F In pairs, discuss the questions.

- 1 What do you spend your money on?
- 2 Have you got a bank account? What are the pros and cons of prepaid and debit and credit cards?
- 3 How good are you with money? Do you have a budget? Do you try to save money? If so, what are you saving for?
- 4 Do you ever borrow money from friends or family? Why?/Why not?

I mostly spend my money on...



Having a say!

12 Write the questions using the Second conditional.

- 1 If you/can/live anywhere in the world, where/you/choose?
- 2 How/you/feel/if you/have/to move to/a different city?
- 3 If you/have/three wishes, what/they/be?
- 4 What/you/do/if you/find/€1,000 in the street?
- 5 If you/can/travel back in time, what period/you/go to?
- 6 What/you/miss/the most if you/be/stuck on a desert island?

13 SPEAKING F In pairs, ask and answer the questions in Ex. 12. Give reasons for your answers.

I'd choose to live in Bali because it's beautiful and...



Having a say!

DEBATE

DEBATE

DEBATE

DEBATE

Academic Skills

Debating

7

1 **THINK** What is a debate, and what skills does debating help improve?

2 **2-21** Read and listen to the paragraph *Why debate?* Which of your ideas from Ex. 1 are mentioned?

3 **2-22** Now read and listen to *How to organise a debate*. Why is research important in preparing for a debate?

Why debate?

Taking part in debates is an excellent way of improving communication skills and self-confidence. In addition, both the preparation for a debate and listening carefully and formulating responses and counter-arguments during the debate promote critical thinking, particularly if you are debating a controversial topic. Debates are often held in teams, so debating also helps you develop your teamwork skills.



How to organise a debate

- Obviously, the first decision is what **topic** or argument to debate: this is called the 'motion'. Discuss and vote together on the motion most people have an interest in and an opinion on. The debate will be better if people feel involved.
- Debates are often held in **teams**. One team is **in favour** of the motion, one is **against** and there is also a group of impartial **judges**. The judges are responsible for:
 - setting rules and making sure each speaker or team has the same amount of time.
 - regulating behaviour, for example, speakers should attack arguments, not other speakers!
 - listening carefully and evaluating the arguments (style and content). Who makes the most convincing arguments?
- The next step in preparing a successful debate is good **research**. In your team, brainstorm ideas to support your main argument for or against. If you want your arguments to be solid and successful, then you need to research additional information like facts and statistics, and case studies or examples to support them, especially if challenged by the opposing team. If researching online, remember to use reliable serious websites and always check factual information from more than one source.
- When the debate has finished, the judges give feedback and decide which side has won the argument.

4 **DEBATE** You are going to have two class debates. Follow the instructions and use the information in the text to help you.

- Divide the class in 2 groups: 1 and 2.
- Each group chooses a topic or motion to debate (a different one). See below.
- Then Group 1 and Group 2 each divide into two teams: 1A and 1B and 2A and 2B.
- Teams 1A and 2A argue in favour of their motion and teams 1B and 2B argue against. In your teams, choose your best five arguments and research and develop them. Choose 4 or 5 people to be the speakers. Each person should speak for two minutes.
- When you are ready, have the debates. When Group 1 is debating, Group 2 are the judges and vice versa.

Debate motions

- The prison system doesn't work.
- Is the death penalty ever justified?
- All offenders are bad people and deserve to be punished.
- All school-leavers should do 60 hours of community service.
- All cyberbullying should be a criminal offence.
- Social media causes more harm than good.
- People are wasting their lives on social media instead of living them in the real world.
- Video games make people violent.

Presenting your arguments

The motion for this debate is...
Let me start by saying we believe that...
We will present several arguments to support our view.
Firstly, ... / Secondly, ... / Thirdly, ...
In addition, / Furthermore, ...
I should also mention...
Finally, ... / To sum up, ... / To summarise our view, we think...

Responding

I'm sorry, but I don't agree.
I understand what you're saying, but on the other hand, ...
It may be true that... but I believe that...

DEBATE

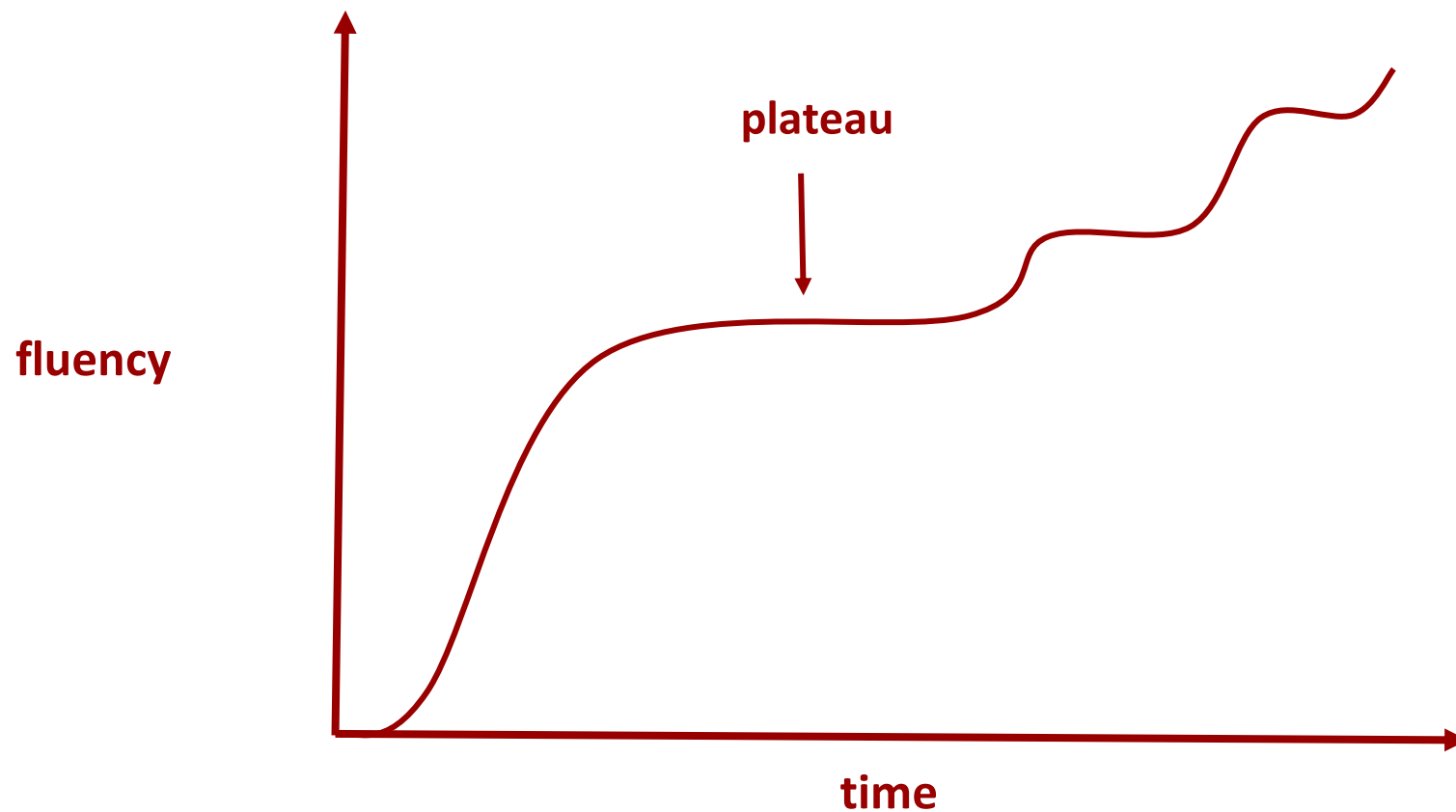
DEBATE

DEBATE

DEBATE



Reaching B2 successfully



Reaching B2 successfully

“While without grammar very little can be conveyed; without vocabulary nothing can be conveyed.”

David Wilkins



Reaching B2 successfully

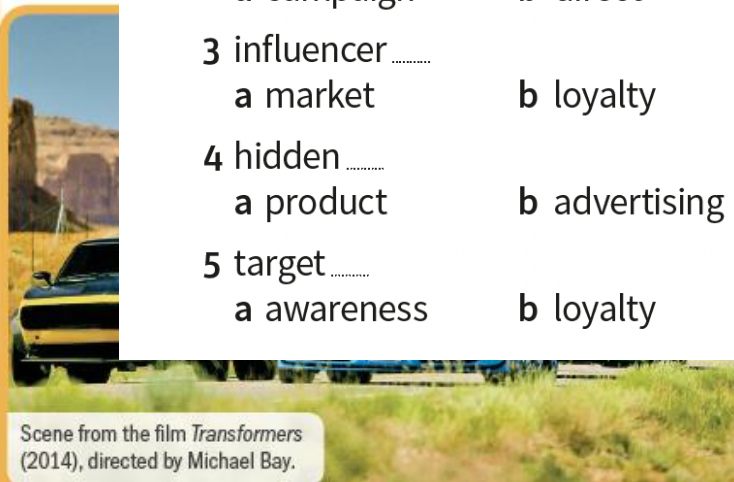
Reading



Scene from *Stranger Things* Season 2 (2017), Netflix.



Scene from the film *Forrest Gump* (1994), directed by Robert Zemeckis.



Scene from the film *Transformers* (2014), directed by Michael Bay.

Did you spot it?

Product placement has become such an effective form of advertising for many big companies that it's everywhere: in films, TV series, talent shows, video games and music videos, and here's why.

4

Product placement rules differ from country to country. In the UK, for example, there are much stricter guidelines than in the US. It's allowed in films and

WORD WORK

5 Choose the correct collocation for the words: a, b or c.

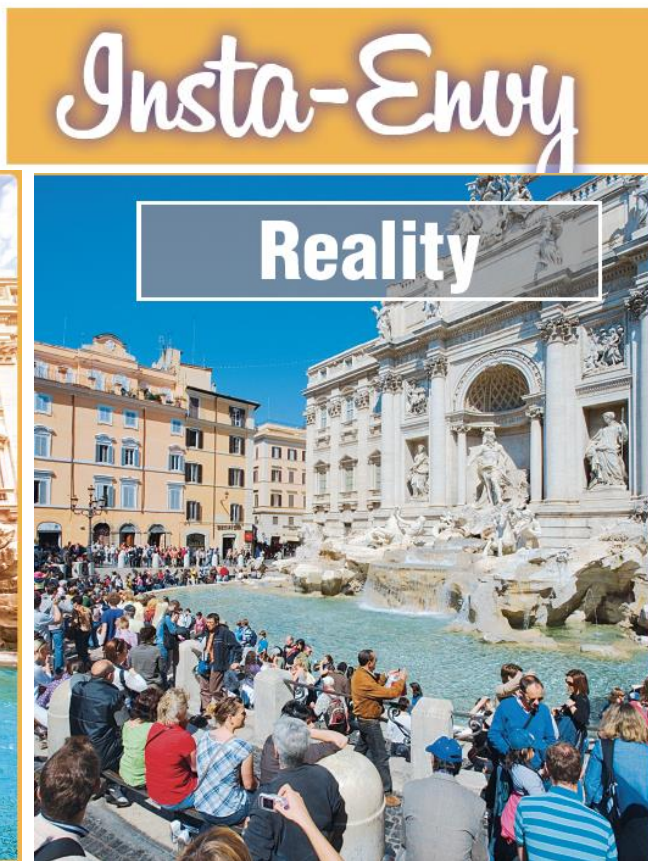
- | | | | |
|---------------------|-------------|---------------|---------------|
| 1 brand | a product | b awareness | c audience |
| 2 advertising | a campaign | b direct | c product |
| 3 influencer | a market | b loyalty | c endorsement |
| 4 hidden | a product | b advertising | c placement |
| 5 target | a awareness | b loyalty | c audience |



Reaching B2 successfully

Reading

- 1 THINK** Look at the two photos and describe them. How are they different? What message does the first photo want to give?



WORD WORK

4 Match the idioms with *trick* (1-6) to their meanings (a-f).

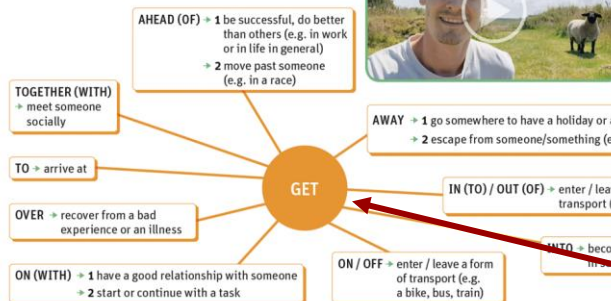
- 1 ___ Clever lighting and the correct pose are other common **tricks of the trade**.
- 2 ___ Byron **tricked his followers into believing** that his new lifestyle was real.
- 3 ___ You missed a **trick** when you didn't buy those trainers in the sale at half price.
- 4 ___ Marsha **tried every trick in the book**, but she still couldn't train her dog to obey her.
- 5 ___ Hi Alex. **How's tricks?**
- 6 ___ A My computer's frozen.
B Why don't you turn it off and on again? That usually **does the trick**.

- a miss an opportunity to gain an advantage
- b do exactly what is needed (to get the result you want)
- c How are you?
- d cheat or deceive someone (into doing something)
- e attempt every possible way/method
- f clever skills or methods used by professionals to do something well



Reaching B2 successfully

Phrasal verb Goals



1 Choose the correct alternative.

- I'm very different from my sister, but I get on / out well with her.
- Do you think we could get away / on to the seaside this weekend?
- Kai loves all martial arts. Recently he's really got in / into karate.
- Emma had a bad cold last week, but she's got over / away it now.
- Let's all get together / on after school today and plan the end-of-year party.
- When you come to my house, get off / ahead of the bus at the stop near the chemist's.
- I can't come out this evening because I've got to get on with / to my homework.
- You can get out of / off the car here and I'll find somewhere to park.

2 Correct the adverb or preposition in each sentence.

- If we take the three o'clock bus, we should get off Liverpool by about 5 pm.
- If Ella wants to get away in her career, she needs more qualifications.
- Can you get on the car? We have to leave now!
- Would you like to get ahead for a coffee this afternoon after school?
- In the final scene of the film the hero got out from the gang that was chasing him.
- Oscar's really getting over cooking; he tries new recipes several times a week.



AWAY -> 1 go somewhere to have a holiday or a break
-> 2 escape from someone/something (e.g. prison)

IN (TO) / OUT (OF) -> enter / leave transport (e.g. a car, taxi)

ON / OFF -> enter / leave a form of transport (e.g. a bike, bus, train)

3 Match the questions (1-8) to the answers (a-h).

- Have you ever got over your fear of flying?
 - Do you like Isaac? Do you get on well with him?
 - Why did you get to the airport so late?
 - I haven't seen you in ages. How are you?
 - Have we got time for a snack before we go?
 - Do you fancy getting away for a couple of days?
 - How are you getting on with the Geography project?
 - Is that Joe who's getting ahead of all the others?
- a I got lost on the way.
b Yes, he's good, isn't he?
c Pretty well. It's almost finished.
d No, I still hate it.
e Yes, he's really nice.
f I think so, if we're quick.
g Yes, life goes on!
h Yes, I'd love to!



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Phrasal verb Goals



TOGETHER (WITH) -> meet someone socially

TO -> arrive at

OVER -> recover from a bad experience or an illness

ON (WITH) -> 1 have a good relationship with someone
-> 2 start or continue with a task

- booked tickets.
- Tarek asked Mia to marry him, but she said she needed time to reflect on it before giving him an answer.
- When the teacher asked me for my homework, I had to quickly invent an excuse for not having it!
- I felt so happy when I imagined meeting my friends that evening.
- Connor hadn't properly considered all the consequences of his action.

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Sicily.
a back

b of

c about



AWAY -> 1 go somewhere to have a holiday or a break
-> 2 escape from someone/something (e.g. prison)

IN (TO) / OUT (OF) -> enter / leave a form of transport (e.g. a car, taxi)

ON / OFF -> enter / leave a form of transport (e.g. a bike, bus, train)

INTO -> become interested in something



Reaching B2 successfully

Reading



1 **THINK** Read the title of the article. What think a 'perfect crime' means?

2 **LISTEN** Read and listen to the article a the questions.

- Did it mention any of your ideas in Ex. 1?
- Who was found guilty in the end?

The perfect crime?

The introduction of genetic testing has made it much harder for criminals to **get away with** crimes. DNA can be gathered from a person's blood, hair, skin cells and saliva, for example. As with fingerprints, no two people have the same DNA, which makes it one of the most valuable pieces of evidence used in criminal cases today because it can be the decisive factor in proving a person's innocence or guilt. It has also made a difference to solving cold cases – unsolved crimes that were committed before the development of DNA-testing. However, very occasionally, even DNA evidence isn't enough to convict someone of a crime. This was the case in 2009, when a gang of robbers carried out an almost-perfect crime.

Very early one Sunday morning, in a scene reminiscent of a Hollywood blockbuster, three masked men wearing gloves climbed in through the skylights of the luxury seven-floor KaDeWe department store in Berlin. They took out a rope ladder and carefully climbed down inside the store, managing not to trigger the store's state-of-the-art security system. Once inside, they stole jewellery worth a **staggering** \$6.8 million. The break-in was discovered on the Monday morning and the police immediately began to investigate. They were under immense pressure to solve the robbery quickly as it was unprecedented in the prestigious store's history.

It looked like the thieves had got away **scot-free**, but then the forensic team made a breakthrough – they found a trace of sweat on a glove that was left behind. They ran the DNA through the police criminal database and found not one, but two matches: two identical twins. This is because every individual has their own unique DNA code, with the exception of identical twins, who share 99.99% of the same genetic profile.

The two brothers were arrested, questioned and charged with robbery – an offence which meant a 10-year prison sentence were found guilty. Of course, the twins both denied taking part robbery, despite the DNA evidence, and they protected theirs confirming each other's stories. Then, in a move that didn't mix to many who were following the story, the suspects were released before the case could go to trial. Why?

The prosecution made the decision to let the suspects go because while the DNA evidence proved that at least one of the brothers committed the crime, it was impossible to determine which or couldn't charge both brothers, as one of them may have been and they couldn't charge only one, they might have made a mistake and let the real culprit go free. So the prosecution's hands were tied. The twins' lawyer also pointed out that although one of the twins was found on the glove, it wasn't necessarily proof that they had anything wrong. They might not have been wearing the glove that night – someone else could have worn it or put it there to frame them. This unusual case isn't a **one-off** either as other crimes thought by identical twins have also proven to be impossible to **pin down** was this the perfect crime? No other member of the gang has been identified and the stolen jewellery was never recovered. Evidence comes to light, no one will ever be convicted!

MAKE IT REAL
get away with *farla franca, cav*
staggering *sbalordativi*
scot-free *impunemente*
one-off *caso unico*
pin down *accertare*



Vocabulary & Listening

1 **LISTEN** Match seven of the words to the photos. Then listen and check.

- | | | |
|----------|------------|---------------|
| — arrest | — defence | — investigate |
| — charge | — evidence | — judge |
| — court | — guilty | — jury |



2 Complete the text with words from Ex. 1.

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

WORD WORK

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

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

Writing Goals

A letter or email of application

10 Bridge Street
Colerne
Wiltshire, UK
Work With Us
21 Sussex Street
Auckland
New Zealand
4th February 2022...

Dear Ms Croshaw,

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

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

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

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

I hope you will consider my application and I look forward to hearing from you soon.

Yours sincerely,
Sam Hall



1 Read Sam's letter and complete the sentences.

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

5

KEY PHRASES

A letter or email of application

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

2 Replace the informal phrases with more formal Key Phrases.

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

WRITING GOAL

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

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

STEP 1 Think and make notes

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

STEP 2 While you write

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

STEP 3 Read and check your work

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



Preparing for a changing world

Soft Skills

- Stress management
- Teamwork
- Problem solving

Academic Skills

- Giving a presentation
- Describing charts and graphs
- Debating

Soft Skills Stress management 6

1 THINK In pairs, think about successful teams you have been part of and discuss the questions.

- Homev
- Pressu
- Proble
- Life ch
- Social
- Commi
- jobs
- World
- The fut

2 Which of the following is the most stressful for you? Which (1 = most stressful, 5 = least stressful)?

3 Stress affects your health. In pairs, compare your stress levels and discuss ways to manage stress.

4 I think things are the way to every team, I think this is talking just as it we have one mo

5 I had the idea for a did my be everyone accept it. I people did my propo I was reluc some char their idea work ever glad I rec

6 I find it

7 I eat m

8 I get m

9 I bite

10 I can't

11 I get h

12 I feel s

13 I avoid

14 I avoid

15 I avoid

Soft Skills Teamwork 1

1 THINK In pairs, think about successful teams you have been part of and discuss the questions.

- 1 Why were these successful?
- 2 Was it?
- 3 Were:

2 Which of the following is the most stressful for you? Which (1 = most stressful, 5 = least stressful)?

3 Stress affects your health. In pairs, compare your stress levels and discuss ways to manage stress.

4 I think things are the way to every team, I think this is talking just as it we have one mo

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7 I eat m

8 I get m

9 I bite

10 I can't

11 I get h

12 I feel s

13 I avoid

14 I avoid

15 I avoid

3 SPEAKING In pairs, which of the five skills in Ex. 2 do you think you are good at? Which could you improve? I think I'm pretty good at managing people, but I

- 1 Why were these successful?
- 2 Was it?
- 3 Were:

2 Which of the following is the most stressful for you? Which (1 = most stressful, 5 = least stressful)?

3 Stress affects your health. In pairs, compare your stress levels and discuss ways to manage stress.

4 I think things are the way to every team, I think this is talking just as it we have one mo

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12 I feel s

13 I avoid

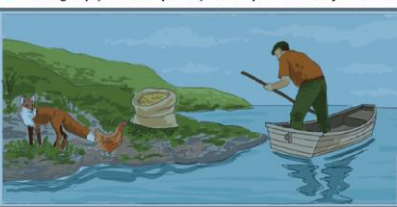
14 I avoid

15 I avoid

Soft Skills Problem solving 3

1 THINK Read the definition of problem solving. Why is it important to have good problem-solving skills, now and in the future?

2 In small groups, look at the picture, read the problem and try to solve it.



3 Did you eventually find the solution? How?

- Did you make notes, or draw pictures?
- Were there lots of suggestions? Did you try more than one of them?
- How did you eventually find the solution?

4 Read 5 Steps for problem solving and match the steps (1-5) to the explanations (A-E). Then listen and check.

5 Steps for problem solving

- 1 Define the problem and the cause
- 2 Generate ideas
- 3 Choose the best option
- 4 Test your solution
- 5 Evaluate the results

- A Think about the pros and cons of each idea. Then select the one you think is most suitable.
- B Think of as many solutions as possible – the more, the better! Involve the whole team and don't throw away any ideas yet.
- C Check you understand exactly what the problem is, and what is causing it. State the problem in your own words.
- D Ask yourself: 'Did the solution work? Has it created any other problems?' Is there a better solution?
- E Try your solution out. First make a plan. If you're working in a team, make sure everyone understands the plan and knows their responsibilities.

5 DISCUSS In small groups, choose one of these problems and discuss how you could solve it. Follow the steps in Ex. 4.

- 1 Someone at school is bullying you. This person always pushes into you when they walk by and they call you names. The problem is no one has ever seen this. This person is really popular and has lots of friends. Your friends like this person too. It's making you feel miserable. What can you do?
- 2 Your local youth club recently closed because the roof isn't safe. The council, who owns the building, can't afford to repair it, and now they want to sell it. You don't want to lose the only youth club in your area.
- 3 You're looking for a weekend job as a waiter/waitress in a restaurant. But every employer you ask says you need to have previous experience, which you haven't got.

Let's start by checking we've all understood what the problem is...

Academic Skills Giving a presentation 8

1 THINK Have you ever given a presentation? If so, what was it about?

2 Complete the speaker with words to add to the structure.

3 Listen to a classic American presentation and match the speaker's ideas to the structure.

- A good presentation starts with a clear purpose, has a clear structure, moves from clear conclusions to clear conclusions, gets people's attention or story, concludes by summarising, and invites the audience to take action.

4 Listen to a classic American presentation and match the speaker's ideas to the structure.

- 1 How many sections?
- 2 What visual aids?
- 3 Give an example.

5 Opening your presentation I'd like to talk to you. Let me start by giving you a brief overview. Then I'll explain...

6 Introducing each of my first sections. As you can see from...

7 Summarising your presentation In conclusion... / I hope you now know that... Does anyone have any questions?

8 To discuss Match the speaker's ideas to the structure.

- 1 20%
- 2 25%
- 3 33%
- 4 50%
- 5 75%

9 Study the speaker's ideas and match them to the structure.

- 1 What?
- 2 How?
- 3 Why?

Academic Skills Describing charts and graphs 4

1 THINK What is a debate, and what skills does debating help improve?

2 Read and listen to the paragraph Why debate? Which of your ideas from Ex. 1 are mentioned?

3 Now read and listen to How to organise a debate. Why is research important in preparing for a debate?

4 Why debate?

5 How to organise a debate

6 Obviously, the first decision is what topic or argument to debate: this is called the 'motion'. Discuss and vote together on the motion most people have an interest in and an opinion on. The debate will be better if people feel involved.

7 Debates are often held in teams. One team is in favour of the motion, one is against and there is a group of impartial judges. The judges are responsible for:

- setting rules and making sure each speaker or team has the same amount of time.
- regulating behaviour, for example, speakers should attack arguments, not other speakers!
- listening carefully and evaluating the arguments (style and content). Who makes the most convincing arguments?

8 The next step in preparing a successful debate is good research. In your team, brainstorm ideas to support your main argument for or against. If you want your arguments to be solid and successful, then you need to research additional information like facts and statistics, and case studies or examples to support them, especially if challenged by the opposing team. If researching online, remember to use reliable serious websites and always check factual information from more than one source.

9 When the debate has finished, the judges give feedback and decide which side has won the argument.

10 You are going to have two class debates. Follow the instructions and use the information in the text to help you.

- 1 Divide the class in 2 groups: 1 and 2.
- 2 Each group chooses a topic or motion to debate (a different one). See below.
- 3 Then Group 1 and Group 2 each divide into two teams: 1A and 1B and 2A and 2B.
- 4 Teams 1A and 2A argue in favour of their motion and teams 1B and 2B argue against. In your teams, choose your best five arguments and research and develop them. Choose 4 or 5 people to be the speakers. Each person should speak for two minutes.
- 5 When you are ready, have the debates. When Group 1 is debating, Group 2 are the judges and vice versa.

Debate motions

- a The prison system doesn't work.
- b Is the death penalty ever justified?
- c All offenders are bad people and deserve to be punished.
- d All school-leavers should do 60 hours of community service.
- e All cyberbullying should be a criminal offence.
- f Social media causes more harm than good.
- g People are wasting their lives on social media instead of living them in the real world.
- h Video games make people violent.

Presenting your arguments

The motion for this debate is... Let me start by saying we believe that... We will present several arguments to support our view. Firstly, ... / Secondly, ... / Thirdly, ... In addition, / Furthermore, ... I should also mention... Finally, ... / To sum up, ... / To summarise our view, we think...

Responding

I'm sorry, but I don't agree. I understand what you're saying, but on the other hand, ... It may be true that... but I believe that...

Preparing for a changing world

- 6 CRITICAL THINKING** In groups, read the two quotations and discuss the pros and cons of GM food. Refer also to the quiz facts and the article in your discussion.

Genetically modified foods are really just better crops. They're more nutritious. They're more resistant to drought, pests, and that sort of thing.

Joseph Rago (American political writer)

[...] there is plenty of natural, normal good food in the world to nourish the double of humanity. There is absolutely no justification to produce genetically modified food except the profit motive and the domination of the multinational corporations.

Jean Ziegler (former advisor with the United Nations)

- 6 DISCUSS CRITICAL THINKING F** In pairs, discuss the questions.

- 1 Have you ever noticed product placement in a film or TV series? Does it bother you? Why?/Why not?
- 2 Do you think product placement or hidden advertising is ethical? Why?/Why not?
- 3 Have you ever decided to buy or try a product because you saw or heard it advertised or endorsed? If so, what was it? How was the advertisement effective?

I once noticed...



No student left behind!

Summative Revision

Vocabulary

Unit 1 Outdoor activities and extreme sports; Sports equipment

1 Complete the sentences with the words.

helmet • amateur • cross-country skiing • hiking • individual • oars • kitesurfing • spectator • climbing • flippers

- 1 _____ isn't my thing. I don't like heights and I find the ropes confusing.
- 2 Did you know that _____ poles are longer than downhill poles?
- 3 Swimming is usually an _____ sport. It can be quite solitary.
- 4 Wear a _____ when doing any sport where you can fall, even when you go for a bike ride.
- 5 Make sure your _____ harness fits you correctly.
- 6 Tennis is a good _____ sport. It's fun to watch.
- 7 We're going to go _____ in the mountains, so I'm investing in a good pair of boots.
- 8 I couldn't go snorkelling because I'd forgotten my _____.
- 9 What's the difference between professional and _____ sports?
- 10 Rowing is all about synchronising the _____.

Unit 2 Travel verbs and expressions; Travel nouns and adjectives

2 Replace the underlined words with an appropriate alternative verb or expression.

- 1 Would you like to visit London for the day?
- 2 It took Amy ages to empty her suitcase!
- 3 Why don't we escape from the city for the weekend?
- 4 It was time to go in the direction of home.
- 5 Jay and I spent the afternoon just walking around the city.
- 6 Are you ready, Ed? The taxi's collecting us in five minutes.
- 7 Relax! We won't arrive at our destination for another hour.
- 8 They began their journey at dawn.

3 Choose the correct alternative.

- 1 This restaurant is really impressive / overrated. It's expensive and the food's not that great.
- 2 The best way to see Rome is to rent / go on a scooter.
- 3 I love Prague, but it's become very touristy / awful.
- 4 We had a two-day overnight stay / stopover in Singapore on our way to Sydney.
- 5 The hotel's cheaper if you go in high season / low season.

Grammar

Unit 1 Present perfect simple vs Past simple; Present perfect simple vs continuous; Phrasal verbs

4 Complete the sentences with the correct form of the verbs.

come back • break down • win • take off • find • look for • ski • play

- 1 I can't find my phone. I _____ it for ages.
- 2 Street luge _____ here yet.
- 3 _____ (Kai) tennis before or is this his first time?
- 4 My scooter's really old. It _____ twice recently.
- 5 Alice _____ since she was six.
- 6 We _____ (just) from Ibiza. It was amazing.
- 7 Luke still _____ his goggles. I hope he does.
- 8 Our team _____ the match last night.

Unit 2 Narrative tenses; could, managed to, was/were able to; used to and would; Relative clauses

5 Complete the text with the correct form of the verbs.

At last, we ¹ _____ (be) in the car, ready to set off. We ² _____ (spend) months planning this holiday and we ³ _____ (look forward to) it for ages. While we ⁴ _____ (wait) for Dad to lock the house, I ⁵ _____ (send) messages to my friend. Time passed... we ⁶ _____ (begin) to wonder what Dad ⁷ _____ (do), when he ⁸ _____ (arrive) looking worried. 'I can't find my passport,' he ⁹ _____ (say). There was a terrible silence. Then my little brother ¹⁰ _____ (call out) 'What's that in your pocket?' It was his passport. Phew!

6 Complete the sentences with one word. Use could, manage, used, use or would.

- 1 I _____ to love unicorns when I was little.
- 2 Did you _____ to fix your computer?
- 3 Grandad _____ always bring us sweets on Sundays.
- 4 Did you _____ to collect Pokémon cards?
- 5 Jess _____ run faster than anyone at school.

7 Complete the sentences with who, which or that. Omit the relative pronoun if possible.

- 1 I made a list of all the places _____ I wanted to visit.
- 2 Elisa, _____ I met at the hostel, was from Belgium.
- 3 The café _____ stays open late is near here.
- 4 We really enjoyed the film _____ you suggested.
- 5 The bus journey was short, _____ was good.

Units 1-2

8 Reorder the words to form questions.

- 1 before/Finn/Had/Molly/met/?
- 2 was/going/Ethan/we/Where/yesterday/him/when/saw/?
- 3 about/party/When/did/you/the/find out/?
- 4 doing/afternoon/all/have/What/you/been/?
- 5 friends/tried/Have/of/ever/abseiling/any/your/?
- 6 landed/Has/yet/plane/Amy's/?
- 7 hang/gliding/been/Chris/teaching/How/has/long/?
- 8 eaten/already/you/Have/?
- 9 school/Dad/Is/after/picking/today/up/you/?
- 10 best/of/flight/What/the/was/part/the/?
- 11 the/packed/are/Where/goggles/I/?
- 12 your/What/for/do/does/sister/living/a/?

9 Match the answers (a-l) to the questions (1-12) in Ex. 8.

- a Yes, at about four.
- b He was going to a snorkelling lesson, apparently.
- c I've been playing video games.
- d No, I haven't. Shall we try the new sushi bar?
- e No, it seems to be delayed.
- f No, but a couple have done a bit of climbing.
- g Yes, he had. They went to the same primary school.
- h I was sure they were in the small case.
- i Not long. I think he started last year.
- j Last night. Jack told me about it.
- k Taking off. It's so exciting.
- l She organises activity holidays.

10 Correct the mistake in each sentence.

- 1 Ava, who's boyfriend is an instructor, got us free ski passes.
- 2 Khaled arrived late, but he could catch the last train.
- 3 Harry's tried kitesurfing last weekend. He loved it.
- 4 Jason knew his girlfriend on holiday last year.
- 5 Jade's studied a lot recently. She never comes out with us.
- 6 I've just finished dinner when the phone rang.
- 7 My sailing course has been finishing. I really miss it.
- 8 The restaurant we went to, that was beside the lake, was romantic.
- 9 Tyler didn't used to like sci-fi films.
- 10 We were lucky. We managed finding a great hotel right in the centre.
- 11 We haven't watched that new TV series still.
- 12 Who were the girls to who Zach was speaking?

Summative Revision

1-2

Starter → Unit 2

11 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

- 1 Where _____ (you/usually/go) on holiday?
- 2 Mum _____ (travel) a lot for work lately.
- 3 Sorry I missed your call. I _____ (sleep).
- 4 A Where's Mark? B He _____ (play) football.
- 5 Sophia _____ (take) some amazing photos of her party last weekend.
- 6 _____ (you/buy) anything yesterday?
- 7 I _____ (never/try) waterskiing. Apparently, it's great fun.
- 8 Ben _____ (do) a language course in Barcelona this summer.
- 9 I'm sure you _____ (love) Berlin when you go there. It's a lively city.
- 10 Finally, we arrived at our destination. The journey _____ (take) hours.

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

- 1 We didn't _____ our destination till after lunch.
a arrive b reach c get
- 2 Victoria _____ on time.
a's never b never is c isn't never
- 3 I _____ this holiday. How about you?
a'm enjoy b enjoy c'm enjoying
- 4 I _____ this cartoon when I was a child.
a was loving b would love c used to love
- 5 James wanted to go diving, but he didn't have _____.
a poles b a wetsuit c a helmet
- 6 Lila was hiking _____ she got lost.
a when b while c as
- 7 The coach _____ outside the museum.
a set us off b let us down c dropped us off
- 8 I expected the cathedral to be amazing, but it was _____.
a surprising b disappointing c impressive
- 9 According to the forecast, it _____ this afternoon.
a's raining b rains c's going to rain
- 10 It _____ cold later, so bring a jacket.
a's getting b might get c won't get



No student left behind!

Unit 1 RECUPERO

Name _____ Class _____

Goals B2

Outdoor activities and extreme sports

1 Write a sport for each sentence.

- 1 We went for a long walk in the mountains: _____
- 2 I saw lots of fish and beautiful coral: _____
- 3 The boat went fast and pulled me behind it on the water: _____
- 4 We took a boat out to sea: _____
- 5 I flew like a bird! _____
- 6 Owen stood up on the board and the kite pulled him along: _____
- 7 We cycled up and down the mountains: _____
- 8 You need snow for this and I think it's more fun than skiing: _____
- 9 The team in the blue canoe won the race: _____

Sports equipment

2 Complete the table with the equipment. There is one you should not use.

boots • board • flippers • mask • goggles • harness • helmet • oars • poles • pads • rope

Climbing	
Skiing	
Snorkelling	
Skateboarding	
Abseiling	

Collocations with 'sport'

3 Complete the sentences with one word.

- 1 You don't need to be a professional to play ping-pong. It's usually an _____ sport.
- 2 Zina hates cold weather and snow. She doesn't like _____ sports.
- 3 I don't want to wait for the others. If we go now we can get a _____ start.
- 4 Why is he retiring from the race at this _____ of the game?
- 5 I love snorkelling and windsurfing. I love all _____ sports.
- 6 It's not my decision - it's yours. The ball is in your _____.
- 7 You can play basketball and volleyball all year because they are _____ sports.
- 8 I like playing in a team. I don't like _____ sports.

Present perfect simple vs Past simple

4 Complete the text with the Present perfect simple or Past simple of the verbs in brackets.

- I ¹ _____ (learn) to ride a bike when I was 5 years old and I ² _____ (start) entering bicycle races when I was 12. I love racing! I ³ _____ (compete) in a lot of them. I ⁴ _____ (have) an accident last year and I ⁵ _____ (break) my arm but it's OK now. I was in a race at the time and of course I ⁶ _____ (not win)! The accident damaged my helmet, but my Dad ⁷ _____ (buy) me a new one immediately. This year is better, I ⁸ _____ (not have) any accidents and I ⁹ _____ (not break) anything but I ¹⁰ _____ (not win) any races either!

Present perfect simple: just, already, yet, still

5 Write sentences or questions with the prompts and the adverbs in brackets.

- 1 We/not reach/the top. (yet)
- 2 My team/not win/any matches. (still)
- 3 I/have/a tennis lesson. (just)
- 4 Lara/lose/her new gloves. (already)
- 5 The other team/arrive? (yet)
- 6 You/finish/your pizza! (already)
- 7 I/not try/rowing. (still)
- 8 The race/not start. (yet)
- 9 They lose/two matches. (already)
- 10 Aiden/not see/the new swimming pool. (yet)

Present perfect simple and continuous: for and since

6 Complete the sentences with for or since.

- 1 My tennis has improved a lot _____ last year.
- 2 Fred has had his new flippers _____ a week.
- 3 Helen has lived in London _____ 3 years.
- 4 James has had that black T-shirt _____ 2015.
- 5 I haven't had an ice-cream _____ Saturday.
- 6 She has had those boots _____ two years.
- 7 Daniel has been in the pool _____ an hour.
- 8 I have known him _____ I was ten.
- 9 You have had that mountain bike _____ a long time.
- 10 I have played volleyball _____ I was twelve years old.

Unit 1 RECUPERO

Name _____ Class _____

Goals B2

7 Complete the sentences with the Present perfect continuous of the verbs in brackets.

- 1 Sorry I'm late. I _____ (help) my sister with her homework.
- 2 They _____ (play) video games for three hours.
- 3 How long _____ (Charlie/climb)?
- 4 I _____ (learn) to sail for two weeks.
- 5 _____ (you/watch) the championship on TV this week?
- 6 _____ (he/not run) in the park today. He's been at home all day.

Present perfect simple vs Present perfect continuous

8 Choose the correct alternative.

- 1 How many races has he been riding / has he ridden in?
- 2 Nathan's wet because he's been swimming / he has swum.
- 3 Where are my flippers? I still haven't been finding / haven't found them.
- 4 Lily's been buying / bought a new helmet.
- 5 They have been climbing / have climbed that mountain more than once.
- 6 Who has been eating / has eaten my crisps? They are nearly all gone!
- 7 I have been / have been going to the gym three times this week.
- 8 Have you been listening / Have you listened to the match on the radio? It's nearly finished now.

9 Complete the sentences with the Present perfect simple or the Present perfect continuous of the verbs in brackets.

- 1 A Why are you hot?
B I _____ (run).
- 2 A How long _____ (it/snow)?
B All morning!
- 3 She _____ (want) a dog since she was a child.
- 4 I _____ (learn) the piano since I was little but I still can't play well.
- 5 He _____ (love) sailing all his life.
- 6 How long _____ (you/like) kitesurfing?
- 7 They _____ (compete) in rowing competitions for five years.
- 8 I _____ (know) my best friend since we started primary school.

Phrasal verbs

10 Complete the sentences with the correct form of a phrasal verb.

- 1 Grandma wasn't feeling very well, so she _____ on a bench.
- 2 Stop panicking! You need to _____ and relax a bit.
- 3 Our team hasn't won a match for ages. I think Coach feels a bit _____.
- 4 A Did you _____ my mask?
B Yes, it was broken so I put it in the bin.
- 5 Our car _____ on the way to the campsite, so Dad took it to a garage.
- 6 They have _____ the match to next week because there is snow on the pitch.
- 7 Can you _____ the music? I want to listen to this song.
- 8 We were late for the match because our car _____ . It's very old.
- 9 When I was a child, I _____ my older sister. I really admired her.
- 10 Mobile phones _____ very quickly in the 1990s. Everybody bought one.

11 Choose the correct alternative.

I have loved water sports 'since / still / for as long as I can remember. When I 'had / was / was having six years old, I had swimming lessons after school and every summer we 'visited / were visiting / have visited my cousins at the seaside so I had lots of opportunities to go 'hang-gliding / swimming / abseiling. I 'got on with / looked up to / look forward to all my cousins well.

One summer they 'teach / taught / have taught me to use a 'mask / oars / paddles and we went snorkelling in the sea. Last year I 'have been trying / have tried / tried stand-up paddleboarding for the first time and I really 'pointed out / got into / turned on it. I 'didn't be / wasn't / wasn't being very good at first and I 'came off / took off / put off my board a few times but I 'was improved / am improving / have improved a lot since then.

The first time I 'did / have done / made it my arms got tired quickly but then I 'got a head start / got my second wind / kept my eye on the ball and enjoyed it. Next year I want to try kitesurfing. It looks fun but I haven't tried it 'already / still / yet.

crea
TEST plus



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DEAFLIX

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PATTERNS
12 percorsi

REPORTED
SPEECH
1 percorso

CONDITIONALS
4 percorsi

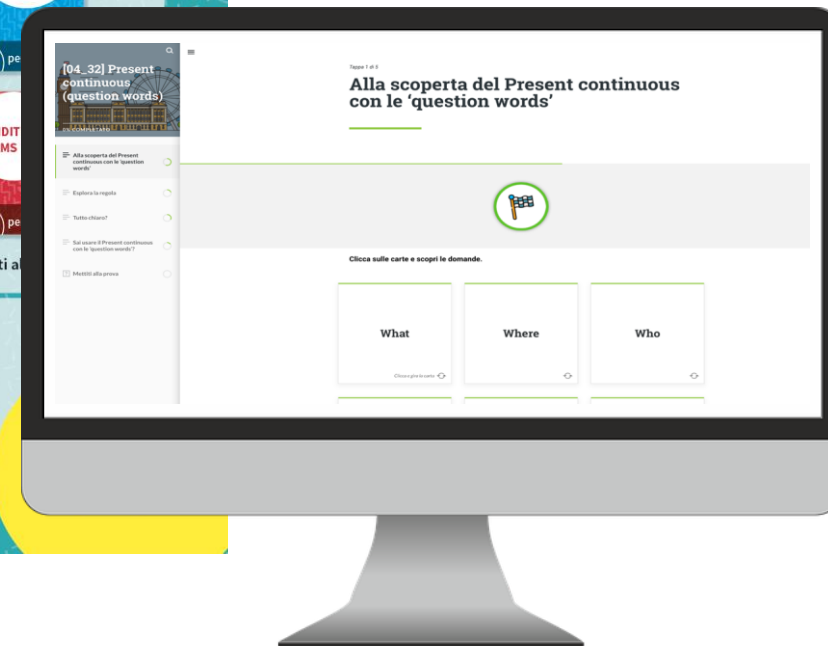
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Educazione civica: shaping tomorrow's citizens

GLOBAL GOALS

EDUCAZIONE CIVICA

Zero Hunger

What is the goal?
To end hunger, achieve food security and better nutrition, and promote sustainable agriculture.

Why?
We need to improve access to food for everyone, so agricultural practices that increase productivity and strengthen capacity for adaptation to climate change are essential to ensure food security.

1 DEBATE In groups, discuss these questions.

- What is genetically modified (GM) food?
- Why have GM foods been developed?
- Can you think of some examples of GM foods?
- Many EU states, including Italy, have voted to ban growing GM crops. Why do you think this is?

2 In pairs, do the quiz about food and agriculture.

QUIZ

1 Over _____ of maize (corn) in the USA is genetically modified.
a 50% b 75% c 90%

2 More than _____ of food sold in US supermarkets contains GM ingredients.
a 25% b 75% c 50%

3 In the last 100 years, _____ of fruit and vegetable varieties in the USA have disappeared.
a 93% b 55% c 30%

4 Today, _____ of the world's food is generated from only twelve plant species and five animal species.
a 25% b 50% c 75%

5 _____ of the global maize, wheat and soybean industry is controlled by only four main companies.
a 50% b 70% c 90%

READING

Who controls what we eat?

Seeds are the foundation of many of our planet's food chains. Throughout history, farmers have selected, saved and shared seeds to grow crops for food. However, the last few decades have seen enormous changes in agricultural methods due to globalisation and technological developments. For example, in order to feed an ever-growing population, biotech companies have developed and patented hybrid seeds, genetically modifying them to increase crop production and resistance to disease. So, many farmers, encouraged by government incentives, are now using these seeds instead of their own. However, once farmers start using the seeds, it is almost impossible for them to produce and use their own seeds anymore – also because when they buy patented seeds, they usually have to sign a contract saying they will purchase new seed from the company every year. As a result, the control over the world's seeds, known as 'seed sovereignty', has become concentrated into the hands of a few, huge multinational companies, which make vast profits in the process.

Although these companies argue that their seeds are helping to fight world hunger by increasing the crop production per hectare, they are in fact having disastrous consequences for food security around the world.

When farmers plant a wide variety of crops, if one variety is destroyed by disease, pests or other factors, then the other varieties may survive. However, with only a few companies controlling the seed market, farmers are increasingly planting the same industrially-produced GM seeds. This means that if there is a problem, the whole crop fails. Many farmers, especially in developing countries, have also ended up in debt because they are forced to continue buying seeds at prices set by the big companies. Fewer varieties of seeds also means less biodiversity, and this affects the other plants and animals in the ecosystems which rely on these crops for food and shelter.

As the world's population surpasses 8 billion, improving food security for everyone is a priority and a challenge. To achieve this, many argue that we need to change the current industrial food system and give seed sovereignty back to the farmers so that they can increase agricultural biodiversity and produce their own seeds again, free of cost. This also has the advantage that the farmers can select those seeds each year which are most suitable for their environment. This will become vital as climate change continues to impact on weather around the globe, adversely affecting agriculture. Allowing farmers to conserve and use seeds freely again will also help preserve traditional and indigenous varieties of fruits and vegetables for future generations.

GLOSSARY
crop coltivazione, raccolto
adversely negativamente

7-8

5 Answer the questions in your own words.

- How have biotech companies changed seeds?
- Why can't farmers use their own seeds?
- Who effectively controls what we eat?
- Why is it an issue for food security if all farmers plant the same seeds?
- How do seeds of seed sovereignty affect farmers in developing countries in particular?
- Why is it important, in the face of climate change, for farmers to reclaim seed sovereignty?

6 [CRITICAL THINKING] In groups, read the two quotations and discuss the pros and cons of GM food. Refer also to the quiz facts and the article in your discussion.

Genetically modified foods are really just better crops. They're more nutritious. They're more resistant to drought, pests, and that sort of thing.
Joseph Rago (American political writer)

[...] there is plenty of natural, normal good food in the world to nourish the double of humanity. There is absolutely no justification to produce genetically modified food except the profit motive and the domination of the multinational corporations.
Jean Ziegler (former advisor with the United Nations)

WRITING

7 Write a for and against essay about GM food (200-250 words). Include:

- an introduction: what GM food is
- arguments for
- arguments against
- a conclusion and your opinion

DIGITAL COMPETENCES Go online and look for the video Exploring the Arctic's Global Seed Vault. Watch it and answer the questions.

- What is the Global Seed Vault?
- How many seeds can the vault store?
- Why was it created?
- Why is Svalbard a good location for it?

Understand the Global Goal

Debate and discuss ideas

Think critically

Produce

Find out more



Exam preparation: Cambridge B2 FIRST

B2 FIRST Goals

LISTENING – Part 2

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

TIP

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



Orla's Vlog

Orla was encouraged to create her vlog by 1.
Orla is particularly pleased to have subscribers in 2.
In her first vlog, Orla discussed 3 with

SPEAKING – Parts 3 & 4

VIDEO

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



TIP

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

3 In pairs, discuss the questions.

1 Do you expect to do the same job throughout your career or to change jobs several times? Why?

TIP

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

B2 FIRST Goals

READING & USE OF ENGLISH – Part 6

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

TIP

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

TIP

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

TIP

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

• We're looking for reviews for our website.

Tell us:

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

Write your review in 140-190 words.

TIP

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



Exam preparation: INVALSI

Culture & INVALSI

7

Lessons of the past



In the past, Britain was one of the most successful slave-trading countries in the world. From 1640 to 1807, when the British Parliament passed the Slave Trade Act, outlawing the international slave trade (though not slavery itself), it's estimated that the British transported 3.1 million Africans to be sold in British colonies in the Americas. The transatlantic slave trade was a triangular route which went from Europe to Africa, across the ocean to the Americas and then back to Europe. First, goods were exported to Africa in exchange for captured people and other precious commodities like gold, ivory and spices. The ships then crossed the Atlantic where the Africans were exchanged for products like cotton, sugar and tobacco. The Africans were then sold to work on plantations as slaves. Unfortunately, not all of them even arrived safely: hundreds of thousands perished on the arduous journey, inhumanely chained together in cramped quarters on overcrowded ships.

During the 17th and 18th centuries, thousands of merchants became extremely wealthy as a result of this trade. The most important slave-trading ports in Britain were Bristol, Liverpool, and London – and there are still some reminders of the slave trade in these cities today, for example, street names and statues commemorating the owners and traders of enslaved people, and buildings, erected with the profits of slavery. These profits were ingrained in many other areas of society too: slave-trading families donated money to museums, libraries, and hospitals, they built stately homes and even funded political careers.

For example, George Hibbert, a trader and plantation owner, unsurprisingly, used his elected position in parliament to lobby for the preservation of slavery, arguing that it was essential to the country's economy. Robert Milligan another trader, played an important part in the construction of the London Docks themselves. When he died, a statue of him was erected where the Museum of London Docklands now stands. Edward Colston was a prominent slave trader based in Bristol. It's thought that between 1672 and 1689, his ships transported over 80,000 slaves. Later, Colston

became a noted philanthropist, donating huge sums of money to charity, and, as a result, many schools, buildings and landmarks in Bristol were named after him.

As Britain comes to terms with the injustice of its colonial past, many of these reminders are being removed. For example, the statue of Robert Milligan was taken down in 2020 after the Mayor of London ordered the removal of any statues and street names with links to slavery. Bristol's most important music venue, the Colston Hall, was renamed the Bristol Beacon, and the students and staff of Colston Girls' School voted to change its name to the Montpelier High School. In the eyes of many, this will never be enough to right the wrongs of the past, but it is a step in the right direction.

Slavery in most parts of the British Empire was finally made illegal under the Slavery Abolition Act in 1833, 32 years before the USA. The British government spent £20 million (£2.4 billion today) not to compensate the slaves themselves, but instead to buy their freedom and compensate the slave owners for the loss of unpaid labour.

The loans taken out to pay for this were so substantial, that incredibly, they were only paid off in 2015.

Even today, many British families can trace their wealth back to fortunes created on the back of slavery – a criminal practice most of us assume is now illegal everywhere. However, although slavery has been outlawed in many countries, it is estimated that 40 million people today are victims of modern slavery and in almost half the countries in the world a person still cannot actually be prosecuted or punished in a court of law for enslaving another person. It seems we still have a lot to learn from the lessons of the past.

GLOSSARY

perished *morirono* |
cramped *angusti*, *strettissimi* |
prominent *noto* |
come to terms with *fa i conti con* |
compensate *risarcire* |
on the back of *come risultato di*



READING

1 (2-23) Read and listen to the text about slavery. 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.

0	The Slave Trade Act	
Q1	Millions of Africans were	
Q2	Products like tobacco were	
Q3	Slave traders	
Q4	Some memorials to slavery can still be	
Q5	The slave merchants believed slavery was	
Q6	The British government	
Q7	In the USA	
Q8	Slavery is still	

A	crucial for national earnings.
B	practised in many countries.
C	abolished slavery in the UK.
D	exported from the American Colonies to Europe.
E	reimbursed the slave owners, not the slaves.
F	sent across the Atlantic to labour in the American colonies.
G	abolished Britain's trade in slaves.
H	funded many public and private works throughout Britain.
I	slavery was abolished many years later.
J	found in port cities today.
K	imported from Africa to Europe.

LISTENING

2 (2-24) Listen to an interview about an incident in Bristol. Complete the sentences (1-8) using a maximum of 4 words. The first one (0) has been done for you.

- 0 Edward Colston's statue was removed during the Black Lives Matter protests in 2020.
- Q1 Protesters threw the statue.
- Q2 Previously, thousands of people had _____ complaining about the statue.
- Q3 Some people thought removing the statue in this way was _____.
- Q4 After the event, the police charged several people with _____.
- Q5 The statue was temporarily replaced with a sculpture of _____.
- Q6 An 'ambush sculpture' is a sculpture that is put up _____.
- Q7 The mayor said the statue's replacement must be decided by _____.
- Q8 Incidents like these have happened _____.

READING

LISTENING



Exam preparation: INVALSI

1 TEST LISTENING

TASK 1

- 04 Listen to the stories serious difficulties. I hear the recording 1 questions 1-8. Only After the second is

0 GCSE exams are taken
A ☐ at the age of 17.
B ☐ in England and Sc

01 Stiven Bregu
A ☐ lived in Albania fo
B ☐ has lived in Bristol

02 Stiven will remain at scl
A ☐ Physics.
B ☐ History.

03 Stiven
A ☐ found it easy to ad
B ☐ preferred the Alba

04 The Grenfell tower blo
A ☐ a historical buildin
London.
B ☐ more than 25 stor

05 Ines Alves
A ☐ lived in a flat on th
of the tower block
B ☐ left her Chemistry
when she escape

06 Ines said that
A ☐ she was very prou
B ☐ she would continu

07 Hamza Jouma left Syria
A ☐ 6 years ago.
B ☐ 4 years ago.

08 What subject will Hamz
A ☐ French.
B ☐ English.

2 TEST LISTENING

TASK 3

- 11 Listen to three yc
holidays. First yo
recording twice.
4 words. Write yo
for you. After the

0 How old was Steve

Q1 Who was he suppos

Q2 How did he feel abo

Q3 Which famous build

Q4 What did he buy on

Q5 Where did Mahalia

Q6 Was the visit to her

Q7 How did her grandm

Q8 How many friends d

Q9 How did they travel

Q10 Where did they sta

3 TEST READING

TASK 2

K-POP

Read the text about a popular Kc
Decide whether the statements (words of the sentence which sup
The first one (0) has been done fr

Korean pop, known as K-pop, ha
is now a billion-dollar global indust
produced videos and the stories th
fantastic dance moves.

Undoubtedly, the most famous K
the Bangtan Boys. BTS is made up c
Jimin, V, Rap Monster and Jungkool
skills. They also write and produce r
different genres: pop, R&B and hip-
BTS debuted in 2013 with the all
which, together with OIRULB, 27 (20
anxieties of school-age youth. Their
friendship and loss, as well as ment
philosophy on life has endeared the
which has over 40 million members
donated \$1 million to Black Lives M
25 hours by organising a #MatchAM

BTS have won many prizes and a
in Korea and Japan, in 2018 they we
which sold out in just a few minutes.

Yoursell: Tear, sung almost entirely ir
- an achievement they have repeate
sung entirely in English, set three Gu
video in 24 hours with over 101.1 m
foreign band in US history and argu
magazine when they nominated BTS
BTS generate billions of dollars for
every year, more than 70% of the cou
Korean president Moon Jae-in congr
dreams and enthusiasm of BTS had e

As K-pop fans are well aware, BTS
Entertainment, the company respons
the seven boys for three years before
and dancing at least 10 hours a day, c
young as 9 or 10 years old, to go and
social life. They are under a lot of pres
debut. Many dream of becoming the

4 TEST READING

TASK 1

HANS ROSLING

Read a book review on *Factfulness* by Hans Rosling. Parts of the text have been removed.
Choose the correct part (A-K) for each gap (1-8). There are two extra parts that you should
not use. The first one (0) has been done for you.

Hans Rosling, who died in 2017, was a Swedish professor and statistician who wrote a book
called *Factfulness*. (0) _____ the world situation is not as bad as we may think it is. Books
about statistics are not usually bestsellers, but this book went straight to the top of the bestseller
list. Rosling tries to teach us not to rely solely on our emotions but to analyse the state of the
world using facts and statistics.

(Q1) _____, it seems that things are going from bad to worse. War, violence, crime and
natural disasters are the order of the day. That's the idea most of us in the western world have
of life today. We don't think about all the progress that has been made in the fields of medicine,
economics and education. (Q2) _____ between the two sexes is gradually closing. More girls
are getting an education than ever before - even though it is still more difficult for women to find
work than men. We overestimate, and we overestimate how many people are in poverty, we
think that violent crime rates are increasing and that more people are dying in natural disasters
than is actually the case.

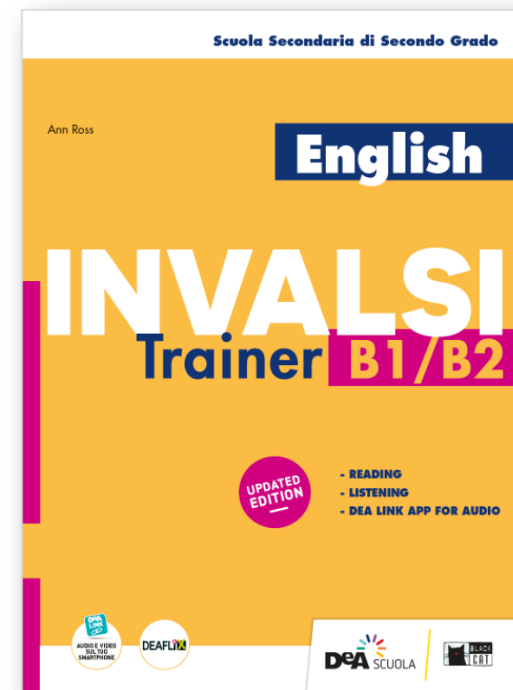
Rosling calls this the 'overdramatic worldview'. (Q3) _____ because the vast majority of the
world's population do not live in extreme poverty any more. Their girls go to school and their
children are vaccinated. Little by little, year by year, the world is improving. (Q4) _____, life
expectancy has more than doubled: people now live twice as long as in the past. Although the
world still faces enormous challenges, we have made great progress.

Why are people so negative about the world situation? First, we tend to misremember the
past. Old people tend to romanticise their past and say that things used to be so much better
when they were young. That's false, most things used to be worse! Secondly, the selective
reporting by journalists and activists makes things seem worse than they really are. (Q5) _____
and a negative story is always more dramatic than a positive one.

Rosling explains that our tendency to react to what we perceive as a danger partly depends
on our brain. (Q6) _____ that helped our prehistoric ancestors to survive. In the past, for
example, eating foods containing sugar and fat helped us to survive and combat periods of food
shortage. Now, even after millions of years, we still feel a strong urge to eat sugar and fats to
protect ourselves from periods of famine. These dangers no longer exist in our western world but
our brains are still wired to worry about them.

Yes, there are still many bad things in the world. Wars and terrorism for example. Overfishing
and plastic pollution. The list of animal species in danger of extinction is getting longer. But while
it is easy to know about all the bad things happening in the world, it's not so easy to find out
about the good things. (Q7) _____ but it is slow and gradual and it doesn't make the front
page of the newspapers. Medical research, for instance, means that not only are we living longer
but the quality of our life is improving.

(Q8) _____, little by little, the world situation is getting better. And reading Rosling's book,
Factfulness will help us understand how.



Exam preparation: Esame di Stato

Culture & Literature

THE GREAT GATSBY

Chapter 3

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

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

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

Oral exam Goals

Literary text

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



Mowgli's Brothers

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

*develop a skin disease
Rudyard Kipling, *The Jungle Book* (1894)



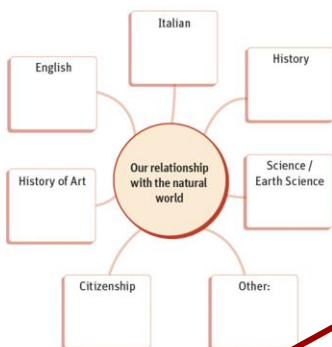
- 3** Read the extract again and answer the questions.
 - 1 What does 'The Law of the Jungle' refer to here?
 - 2 What are the consequences of animals killing people?
 - 3 How is 'Man' described?
 - 4 What is the main message or key theme(s) of the extract?

TIP

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

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



- 5** Prepare a brief discussion about the extract. Use your answers to Exs. 1-4 and the Key Phrases to help you. Then in small groups, compare your ideas. Talk about:
 - the genre, the message and main themes
 - the historical and cultural context and how it links to other topics

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

KEY PHRASES

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

Oral exam Goals

Image and quotation

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



Life on Earth
out by a disaster
engineered
thought of.
Steph...

TIP
Think about your own
personal opinion

- 3** Look at the question.
 - 1 Who wrote it and why?
 - 2 What effect does it have?
 - 3 Do you think it is relevant today?
 - 4 What other do you think deepened our understanding of the world when we first thought of it?

TIP

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

KEY PHRASES

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

also find in...

Guy Fieri (American restaurateur)

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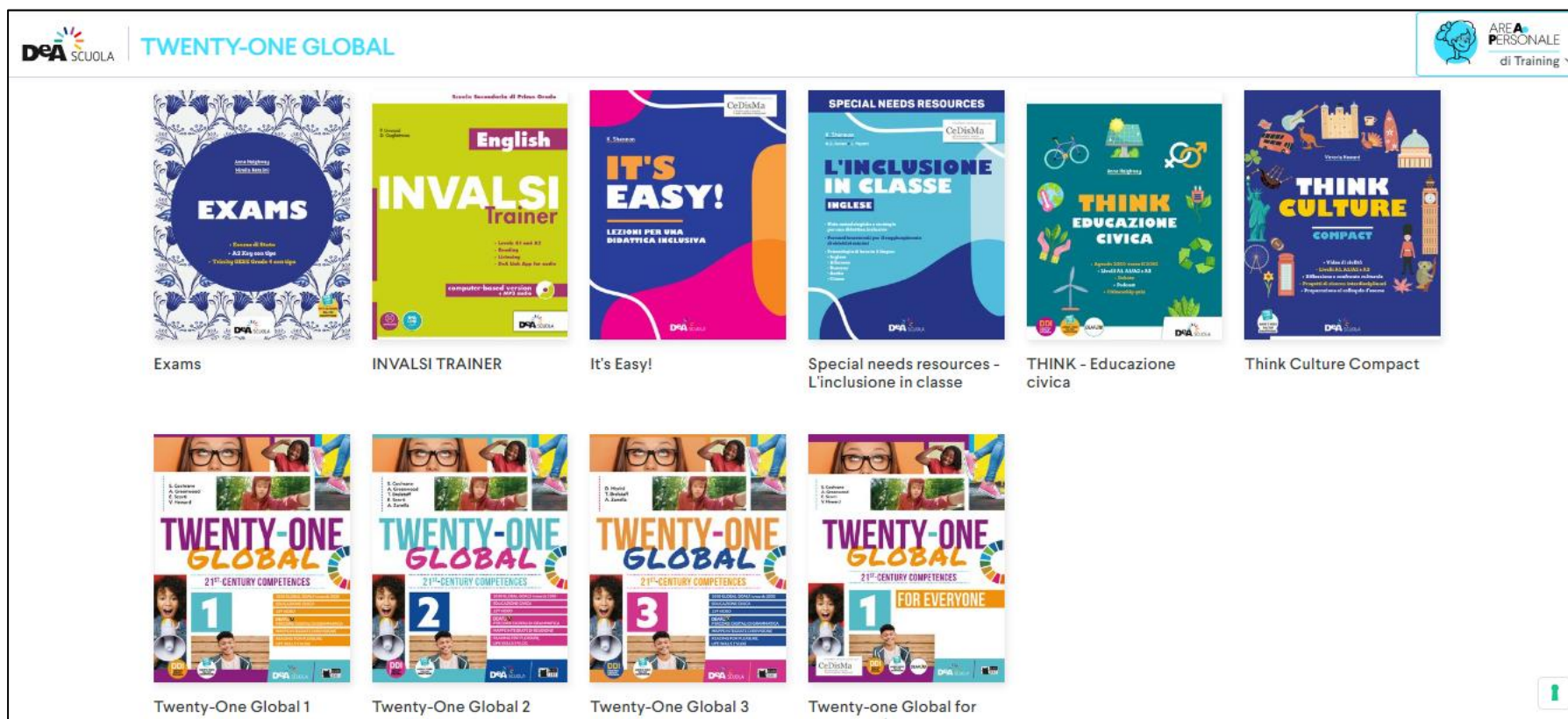


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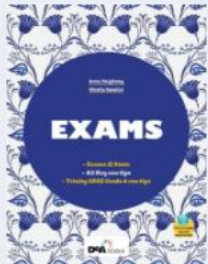


And you?



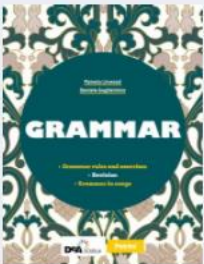
AREA PERSONALE
di Training

VOLUMI



And You? - Exams

Sfoglia l'eBook



And you? - Grammar

Sfoglia l'eBook



And You? - Invalsi Trainer

Sfoglia l'eBook



And you? - Student's Book & Workbook 1

Sfoglia l'eBook

Vai alle risorse



And you? - Student's Book & Workbook 2

Sfoglia l'eBook

Vai alle risorse



And you? - Student's Book & Workbook 3

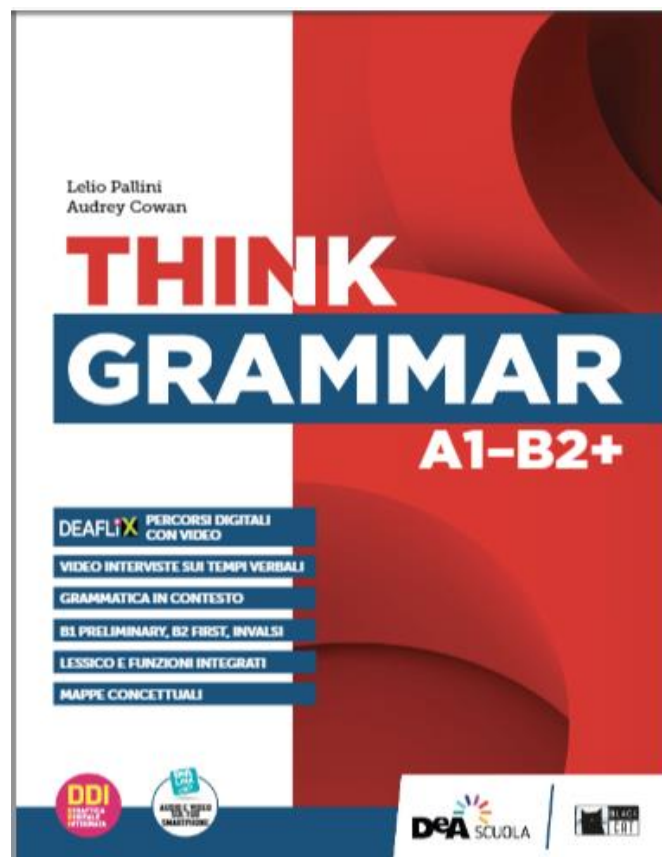
Sfoglia l'eBook

Vai alle risorse



SITO DEL LIBRO

Your personal online repository for all things relating to your course.



Sfoggia l'eBook 

Vai alle risorse 



USB STICK : Your practical, portable offline solution.





Insegnante

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Prima di iniziare
Attiva eBook



And you? - Student's Book & Workbook 1



And you? - Student's Book & Workbook 2



And you? - Student's Book & Workbook 3



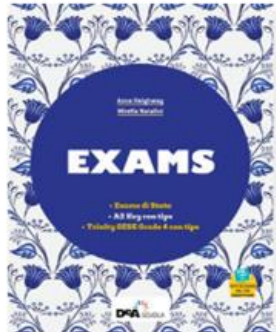
And you? - Grammar



And you? - It's easy



And You? - Think Culture Compact



And You? - Exams



And You? - Invalsi Trainer







USB STICK : Your practical, portable offline solution.

Portali e strumenti utili

Cerchi un nuovo modo per far apprendere gli argomenti fondamentali della grammatica inglese?



DEAFLIX - Inglese grammatica SS2G

Scegli DEAFLIX per apprendere gli argomenti fondamentali di grammatica inglese grazie a 80 percorsi digitali interattivi.

Vuoi creare verifiche e test interattivi di inglese?



Crea Test PLUS - Inglese - Il grado

Un generatore di test a disposizione dell'insegnante. Migliaia di attività interattive o stampabili (in PDF e in Word) organizzate in base ai livelli e suddivise in 5 ambiti: lessico, grammatica, pronuncia, lettura, ascolto.

Cerchi un'App per far studiare gli argomenti del libro con contenuti interattivi?



DeA Link

App per smartphone e tablet per attivare contenuti multimediali inquadrando le pagine del libro.



DEAFLIX

l'alleato del sapere!

DEAFLIX è la risorsa DeA Scuola, dedicata a studenti e docenti, che propone un **nuovo modo di apprendere** gli **argomenti fondamentali** delle principali materie di studio.

► **Migliaia di percorsi digitali interattivi** per una didattica **stimolante** e **coinvolgente**.

► Ogni percorso sviluppa un argomento fondamentale in modo **completo** e **autoconsistente**, con **video**, **attività**, **animazioni**, **mappe**, **tutoring**.

► **Facile e inclusivo**, DEAFLIX è l'alleato ideale per ogni obiettivo di studio.

► DEAFLIX **LETTERATURA INGLESE** propone **30 percorsi digitali interattivi** sui grandi autori e i grandi temi così strutturati:

- **video** di presentazione
- **timeline** interattiva (per i percorsi sugli autori)
- **descrizione** di una o più opere, o del tema letterario
- **attività** di comprensione e di analisi testuale
- **test** finale

► DEAFLIX, può essere utilizzato per:

- **avviare** una lezione
- lavorare in modalità **flipped classroom**
- **consolidare** e **ripassare** un argomento
- **recuperare**
- studiare in modo **autonomo**



Inquadra il
QR Code e scopri
il nuovo modo
di apprendere!



30 argomenti fondamentali di LETTERATURA INGLESE

I GRANDI AUTORI • I GRANDI TEMI					
GOFFREY CHAUCER	THE ELIZABETHAN THEATRE	WILLIAM SHAKESPEARE	JOHN MILTON	THE RISE OF THE NOVEL	DANIEL DEFOE
JONATHAN SWIFT	ROMANTIC POETRY	WILLIAM BLAKE	WILLIAM WORDSWORTH	SAMUEL T. COLERIDGE	GEORGE G. BYRON
PERCY B. SHELLEY	JOHN KEATS	MARY SHELLEY	EDGAR ALLAN POE	JANE AUSTEN	THE VICTORIAN NOVEL
CHARLES DICKENS	THE BRONTË SISTERS	R. L. STEVENSON	OSCAR WILDE	POETRY IN THE MODERN AGE	WILLIAM BUTLER YEATS
T.S. ELIOT	THE MODERNIST NOVEL	VIRGINIA WOOLF	JAMES JOYCE	GEORGE ORWELL	THE AMERICAN NOVEL

I percorsi interattivi sono segnalati all'interno del volume.

DEAFLIX
sempre con te!

I contenuti sono **facilmente accessibili da tutti i dispositivi** e sono fruibili*:

- dal **sito del libro**
- dai **link** presenti nelle pagine dell'eBook
- dalle pagine del libro con l'App **DeALink**

*dopo aver attivato il libro tramite il codice.



Cerchi un nuovo modo per far apprendere gli argomenti fondamentali della letteratura inglese?



DEAFLIX - Inglese letteratura SS2G

Scegli DEAFLIX per apprendere gli argomenti fondamentali di letteratura inglese grazie a 30 percorsi digitali interattivi.





Inglese
letteratura

▶ I grandi autori (23) [Demo: Defoe](#) - [Swift](#)

▶ I grandi temi (7)





Vuoi creare verifiche e test interattivi di inglese?



Crea Test PLUS - Inglese - Il grado

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Ciao, DEADOC

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CreaTest PLUS

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Quick tests

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

[Vai al Test](#)

Crea il tuo test

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

A1

FOOD AND DRINK

VOCABULARY

Affina ricerca

Cerca

DeA
FORMAZIONE

Pubblica il tuo test



Crea il test in modalità allenamento o verifica:

allenamento



Il test può essere svolto più volte.

verifica

Ogni studente ha un solo tentativo per rispondere.

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

CLASSE

Obbligatorio

1 A|

Salva

Vai al test

Guarda online

Condividi

Copia il link

Condividi in classe virtuale

oppure

Scarica i documenti da stampare:

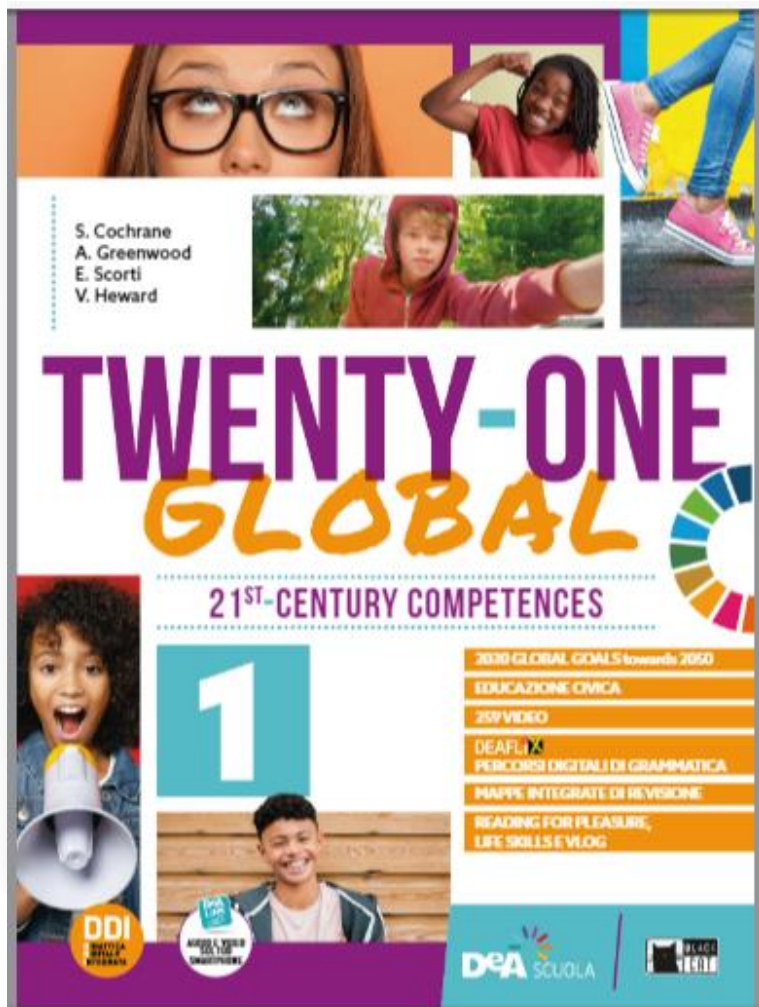
Aggiungi classe e data al test ✓

☐ Versione ad alta leggibilità

Versione PDF

Versione Word





Cerchi un'App per far studiare gli argomenti del libro con contenuti interattivi?



DeA Link

App per smartphone e tablet per attivare contenuti multimediali inquadrando le pagine del libro.





1. Download the free Dea Link app for your smartphone
2. Select your coursebook by focussing your phone on the cover
3. Focus on any pages where audio and video icons are present
4. Select which resource you want to access and click



goals

GET INVOLVED! **B2**

IN UNA PAGINA

DEAFLEX



Scopri il percorso digitale interattivo



Guarda la video-presentazione



Scopri la struttura del corso

Le risorse digitali da condividere con i tuoi studenti

Alcuni esempi...



VIDEO: UNIT PRESENTATIONS



VIDEO: COMMUNICATION



VIDEO: GRAMMAR



VIDEO: PRESENTSAL YES/NO



VIDEO: B2 FIRST



ESERCIZIO INTERATTIVO



B2 FIRST PROVA INTERATTIVA



ESERCIZIO DI GRAMMATICA INTERATTIVO



DEAFLEX
Applicazione per smartphone



DEAFLEX
Applicazione per smartphone



B2 FIRST PLUS
Materiale di esercizi da condividere



GUIDA PER IL DOCENTE
Materiale di esercizi da condividere



B2 FIRST PLUS
Materiale di esercizi da condividere



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Materiale di esercizi da condividere



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B2 FIRST PLUS
Materiale di esercizi da condividere

DDI
DIGITAL DIDATTICA
DIGITALE
INTEGRALE

THINK GRAMMAR

IN UNA PAGINA

DEAFLEX

Scegli il percorso digitale interattivo

Guarda la videopresentazione

Scegli la struttura del volume

Le risorse digitali da condividere con i tuoi studenti

Alcuni esempi...

DDI

DIGITALITÀ
DIGITALE
INTEGRATA

VIDEO: GRAMMAR

VIDEO: DOUBLE
INTERVIEWS

VIDEO: FUNCTIONS

VIDEO: BE
PRELIMINARY

VIDEO: BE FIRST

VIDEO: EXERCISES
INTERACTIVE

VIDEO: EXERCISES
TO HIGH LEVEL

MAPPE
CONCETTUALI
INTERATTIVE

VIDEO: BE PRELIMINARY
& BE FIRST PROVE
INTERACTIVE

VIDEO: LINK
Audio e video on demand

VIDEO: TEST plus
Migliora le esercitazioni
di comprensione

VIDEO: STRUMENTI
a ritorno per la
LINGUA INGLESE



In a
nutshell.

Don't forget
all your
Black Cat
resources!

Miaow

Sempre con te. In classe, a casa.



SITO DEL LIBRO NOVITÀ

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



VIDEOLEZIONI DIGITALI NOVITÀ

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



CREATEST PLUS NOVITÀ

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



DEA LINK

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



READERS' CORNER NOVITÀ

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



SOCIAL BLACK CAT NOVITÀ

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



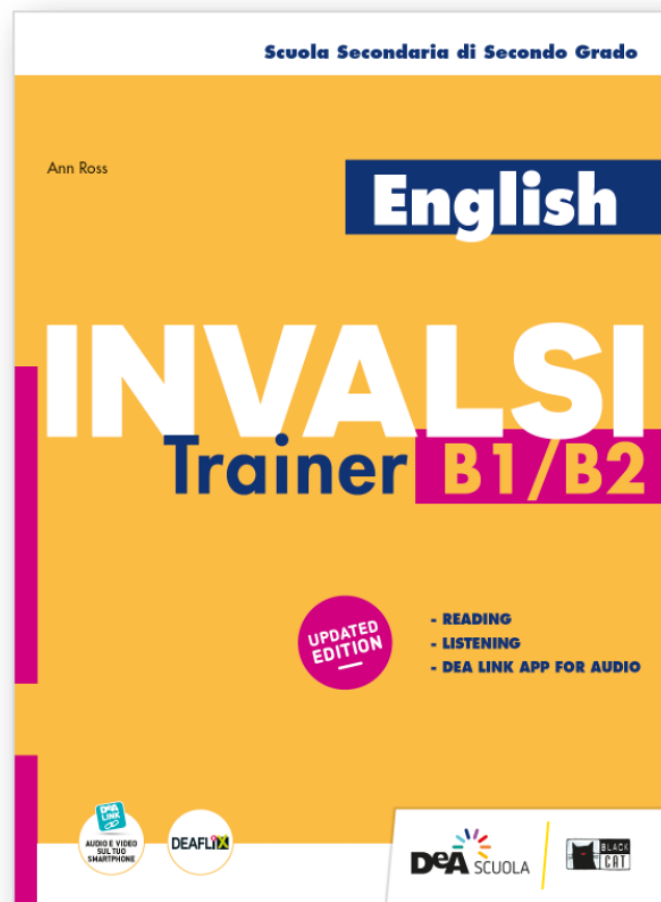
EREADERS

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

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



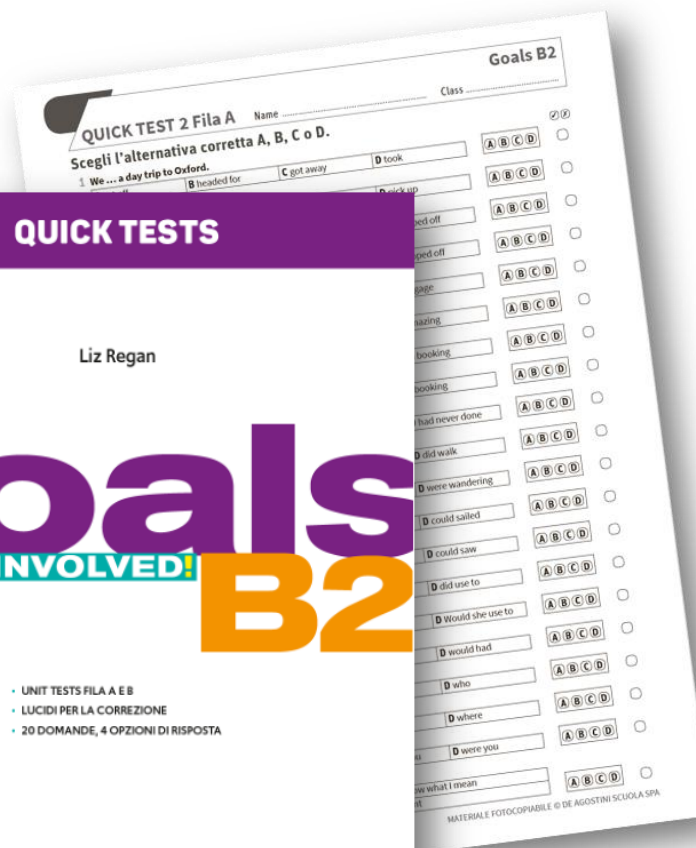
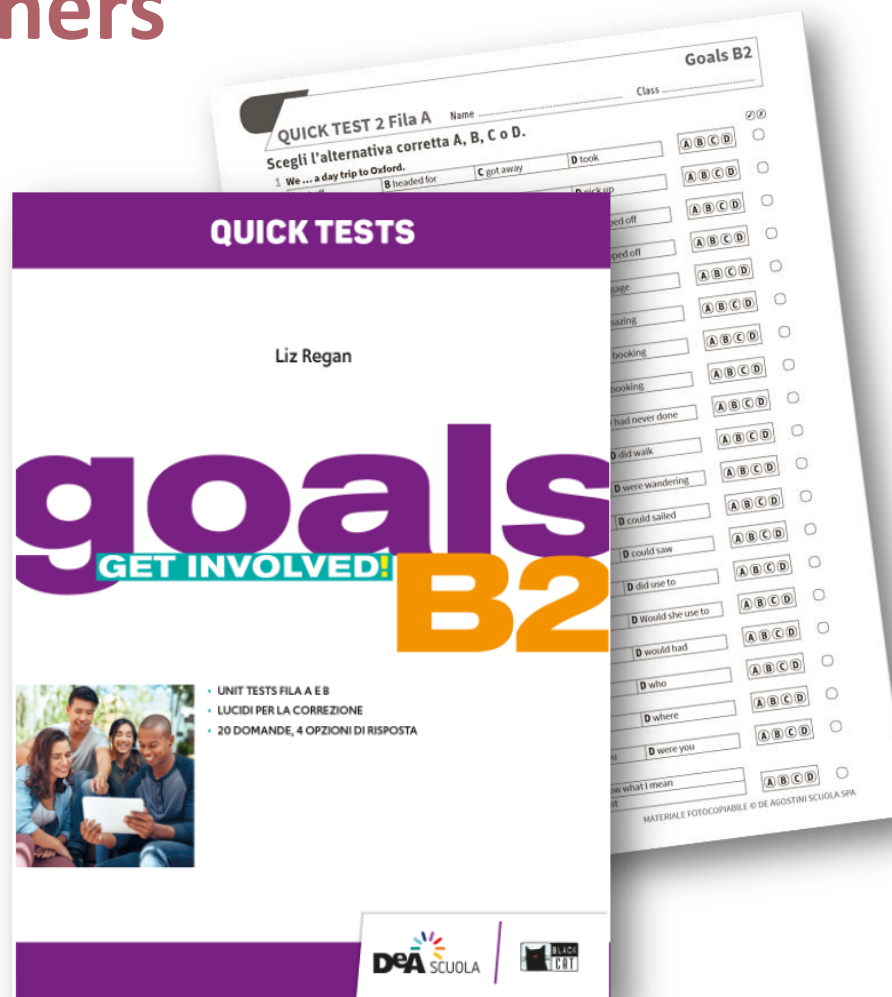
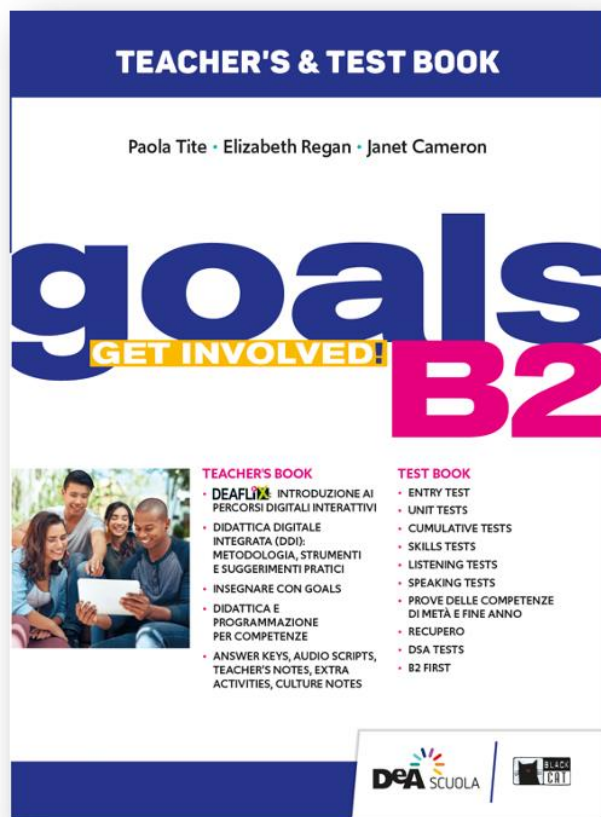
For the students



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e
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Supporting teachers



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crea
TEST plus

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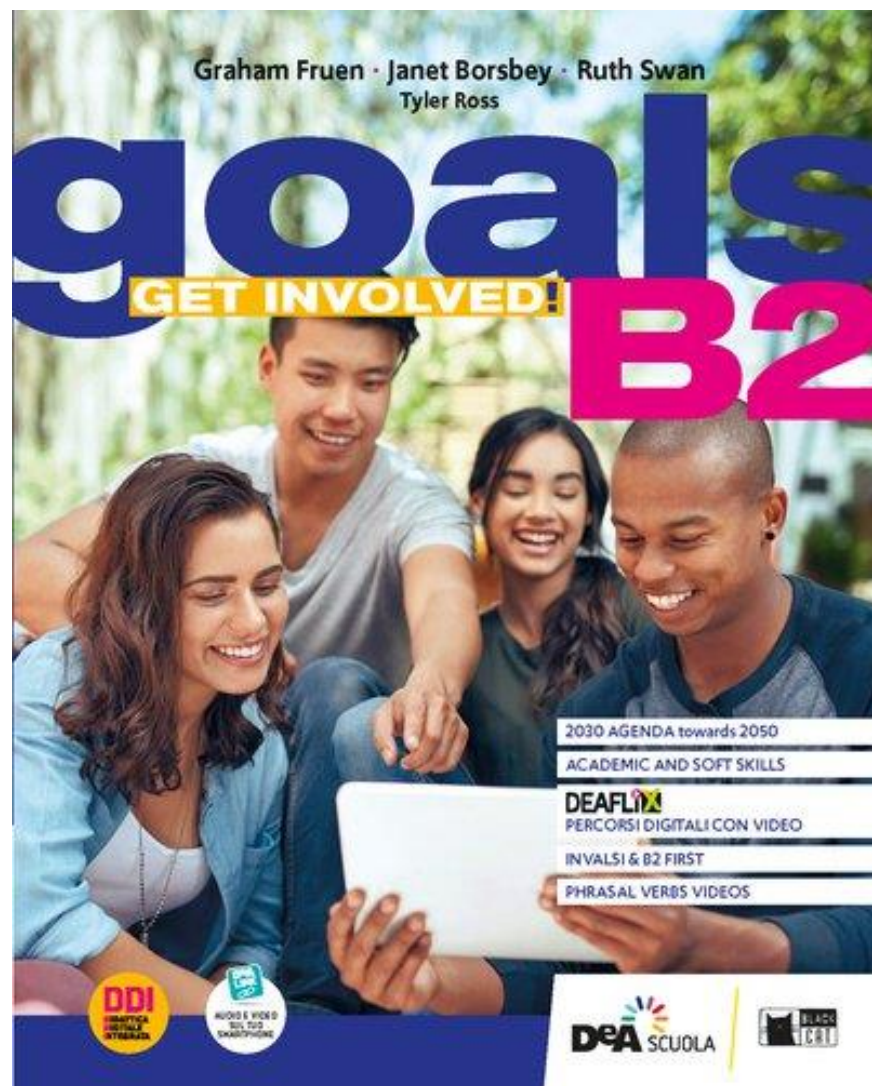


Goals B2

[Scheda del libro](#)

[Videopresentazione](#)

Per maggiori informazioni
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di zona, [clicca qui](#)



Thank you!

