

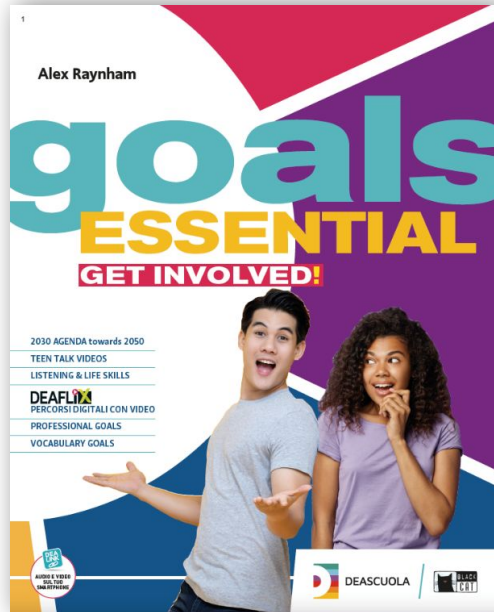
Insegnare con... Goals Essential

Get involved!
Be informed, be confident, be yourself

Relatori:
Michael Flynn, Rachel Harraway
and Karl Matthews



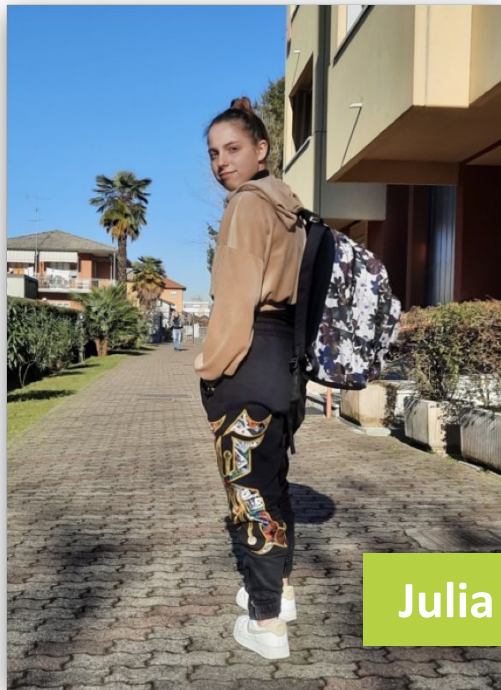
During the webinar, we'll be considering these topics and more!



- 1 Motivate and engage Gen Z
- 2 Reach the required 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 resource



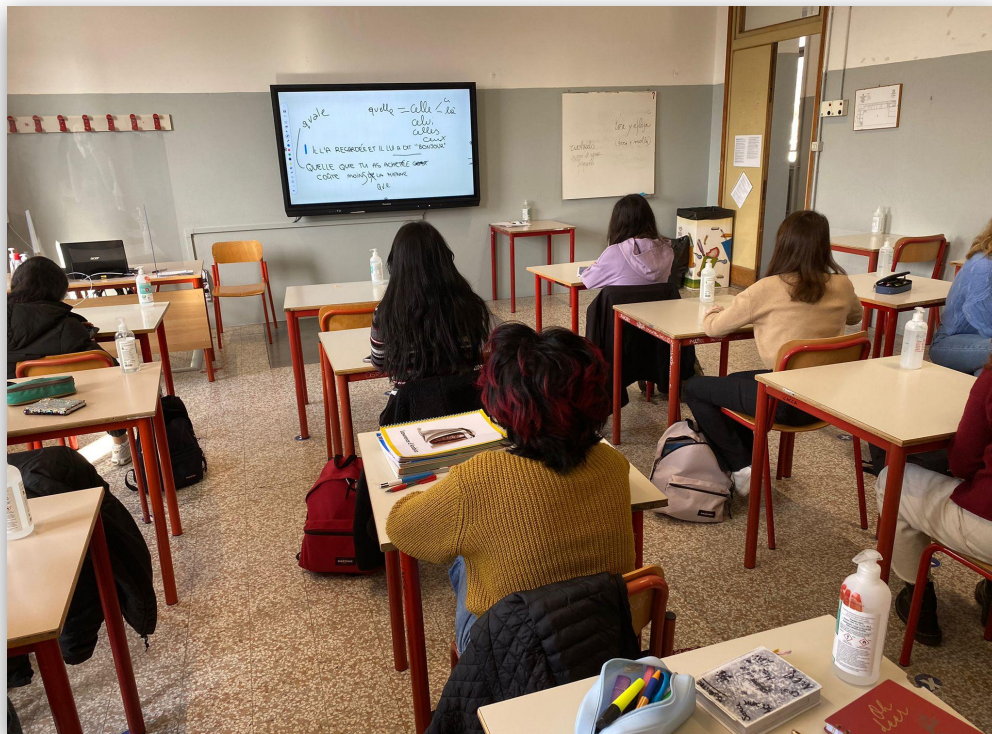
Gen Z students



Julia & Lucia



Gen Z students



INSEGNARE INGLESE

Gen Z students

B1



Gen Z students

Starter	Unit	Vocabulary & Grammar	Grammar in context	Vocabulary & Listening
UNITÀ DI APPRENDIMENTO 1-2	<p>1 MY WORLD 22-31</p> <p> Online English Chat</p> 	<ul style="list-style-type: none">■ Countries and nationalities■ Verb <i>be</i>  DEAFLEX	<ul style="list-style-type: none">■ Articles: <i>a, an and the</i>  DEAFLEX■ Verb <i>can</i>: ability and possibility  DEAFLEX	<ul style="list-style-type: none">■ Abilities  <p>Listening: Young people talking about their abilities</p>
	<p>2 FAMILY AND HOME 32-41</p> <p> Me and my family</p> 	<ul style="list-style-type: none">■ Family and pets■ Plural nouns  DEAFLEX■ Possessive 's  DEAFLEX	<ul style="list-style-type: none">■ Verb <i>have got</i>  DEAFLEX■ Possessive pronouns and <i>Whose...?</i>  DEAFLEX	<ul style="list-style-type: none">■ Personal possessions  <p>Listening: Four conversations about personal possessions</p>



Gen Z students

UDA 11-12 EXPERIENCES

PREREQUISITI

- saper descrivere il carattere delle persone
- saper esprimere condizioni future e fare previsioni
- saper esprimere doveri, obblighi, necessità e divieti
- saper fare offerte e richieste, e saper chiedere scusa
- capire e dare informazioni su argomenti quali: personalità, lavori, doveri in casa, stanze e mobili della casa
- saper usare i verbi modali will, may, might e must, e il verbo have to, lo Zero e il First conditional

DEBATE Answer the questions.

- 1 What kind of person are you? Describe your personality.
- 2 Will you continue to study when you leave school?
- 3 If you don't go to university, what kind of job will you probably do?
- 4 What jobs do you have to do in your house? What don't you have to do?

TRAGUARDI

Competenze comunicative

- parlare e descrivere le proprie esperienze
- descrivere emozioni e sentimenti
- reagire a notizie buone e cattive
- parlare delle vacanze e delle attività vacanziere
- parlare di avvenimenti recenti
- dire da quanto dura una situazione o un'azione
- chiedere conferma
- chiedere e dare informazioni pratiche su eventi

Competenze chiave

- comunicare, collaborare e partecipare (competenze linguistiche, personali e di educazione civica)
- acquisire e interpretare informazioni
- pensiero critico e creativo
- consapevolezza culturale
- competenza digitale
- Life Skill: Problem solving

PROFESSIONAL GOALS 6 pp. 380-381

A Job Interview

- prepararsi per un colloquio di lavoro
- individuare le domande che un datore di lavoro potrebbe fare
- simulare un colloquio di lavoro in Inglese

PERCORSI DI ISTRUZIONE PROFESSIONALE

Spunti di collegamento con altri assi culturali

- Asse storico-sociale: patrimonio ambientale e urbanistico del proprio territorio; comportamenti responsabili sia nella sfera privata sia in quella sociale; partecipare alla vita sociale del paese; storia delle belle arti, della letteratura e della musica del proprio territorio



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UDA 11-12 CONSOLIDATION

DEBATE

1 Read the information below. Think about the pros and cons of each option (A-C). Which school trip would be best for your class? Why?

Your class needs to decide where to go for this year's trip in February. There are three options:

- A Italy: Florence, Luca and Pisa (coach/3 nights)
- B UK: London, Brighton and the south coast of England (plane and coach/5 nights)
- C France: Val-d'Isère ski resort (train/4 nights)

2 Work in three groups. Group 1 is in favour of option A, Group 2 is in favour of option B, and so on. Discuss the pros of your option, and the cons of the other two options. Think about the issues below.

- cost/duration
- documents needed
- weather
- transport
- boring/interesting
- Have any students already been there?
- Does it link to what we have studied at school?

3 Each group presents their option to the rest of the class. Debate the best option, then have a class vote. Which option (A-C) is the winner?

Tips for debating

During debate, always listen to what others say. If you don't agree, be polite and explain why you feel differently.

We don't agree/We disagree. In our opinion/We think... That's a good point... You're right, but on the other hand...

AUTOVALUTAZIONE

Pensa a quello che hai studiato e alle attività svolte nell'UDA 11-12. Indica la tua autovalutazione nella tabella.

Competenze comunicative	😊	😐	😞
Sono in grado di:			
parlare e descrivere le mie esperienze, le mie emozioni e sentimenti.			
reagire a notizie buone e cattive.			
parlare delle mie vacanze e delle attività vacanziere.			
parlare di avvenimenti recenti.			
dire da quanto dura una situazione o un'azione.			
chiedere conferma usando le Question tags.			
chiedere e dare informazioni pratiche su eventi.			
Competenze chiave			
Ho partecipato e ho collaborato bene in coppia e in gruppo.			
Riesco a seguire le istruzioni, interpretare le informazioni e comunicare le mie idee.			
Riesco a organizzare il mio lavoro.			
Ho raggiunto dei buoni risultati.			



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Unità di Apprendimento

- Prerequisiti
- Traguardi
- Debate
- Autovalutazione



Thought-provoking topics

8 YOUR STYLE

VIDEO **DDI**

1 THINK Look at the title of the article and the photos. What is cosplay? What do you know about it?

2 **087** **VIDEO** Watch, read and listen to the article and check your answers to Ex. 1.

Crazy

Every year, millions to find out about the most famous celebrities. There are also big cosplaying events: we asked from Los Angeles, to tell us more.



9 HOPES AND DREAMS

VIDEO

1 THINK Describe the photos. What are the people doing?

2 **098** **VIDEO** Watch, read and listen to the article and check your answers to Ex. 1. Then answer the questions.

1. What is visualisation?
2. Who can use this technique?



11 IT'S YOUR LIFE!

VIDEO **DDI**

1 THINK To 'get out of your comfort zone' means to try a new experience that is unfamiliar and challenging. Can you think of any examples?

2 **118** **VIDEO** Watch, read and listen to the article and check your answers to Ex. 1. Then answer the questions.

Get out of your COMFORT ZONE



14 TECH TALK

VIDEO **DDI**

1 THINK Discuss the questions.

1. What do you do most on your phone or computer (e.g. watching videos, playing games, messaging)?
2. How many hours a day do you spend on your phone or computer?

2 **147** **VIDEO** Watch, read and listen to the article. What event helped Dylan to change?

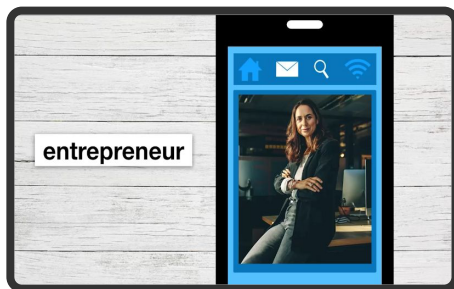
A DIGITAL DETOX



Visual learners... oltre 100 videos



Presentation



Vocabulary



Communication

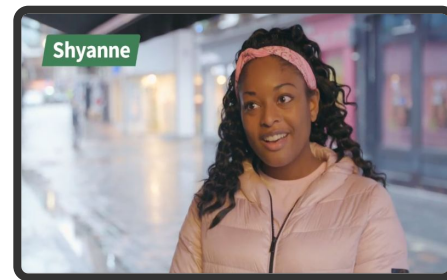
be going to

**FORMA INTERROGATIVA
E SHORT ANSWERS**

verbo be + soggetto - going to + forma base
(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



Teen Talk



Visual learners

3 FREE TO BE ME

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

A Free-time activities

- go to the shopping centre
- play video games
- build robots
- do sport
- go for a walk
- go shopping
- go to (dance) classes
- go to the cinema
- hang out (with my friends)
- listen to music
- make videos
- message (my friends)
- play in a band
- play the drums
- read comic books
- read online articles
- take photos
- watch films
- watch TV
- watch videos
- write a blog

B Sports

play	do	go
basketball	athletics	cycling
football	gymnastics	running
tennis	marital arts	skiing
volleyball	weights	swimming

C Sports: compound nouns

playing field	scuba diving	teammate
sandboarding	sports club	water sport

D Sports: verbs

hit	throw
kick	train
lose	win

D Sports: verbs

hit	play matches
kick	throw
lose	train
	win



Visual learners

Grammar → Map it! 1 Completa le mappe.

Form

Positive
 We **play** basketball.
 Tom **plays** football.
 I / we / you / they + ¹ _____ del verbo
 he / she / it + ² _____ del verbo + ³ _____

Negative
 We **don't** go to school on Sunday.
 Alice **doesn't** live here.
 sogg. + **do not** (⁴ _____) / **does not** (⁵ _____) + forma base del verbo

Use
 Per parlare di:
 - azioni abituali
 - situazioni permanenti
 - fatti sempre veri.
 - preferenze.

Present simple

Adverbs and expressions of frequency

like, love, hate, enjoy, don't mind

Use and form

Adverbs of frequency
 We rarely go cycling.
 My sister is always late.
 Si trovano di solito _____ del verbo principale.
 Seguono il verbo _____.

Expressions of frequency
 I go running every Sunday and I go skiing every year.
 Luca plays football twice a week and goes swimming once a month.
 We go to the cinema on Fridays or at the weekend.
 _____ + day, week, month, year
 once, _____, three times a day, a week, a month, a year
 on _____ at _____ weekends / _____

Use and form

Matt likes tennis, but he hates football.
 I don't mind playing video games, but I prefer hanging out with my friends.
 like, love, hate, enjoy, don't mind + _____

_____ + like, love, enjoy, prefer
 neutral → don't mind
 _____ → don't like, don't enjoy, hate, can't stand

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Form

Positive
 We **play** basketball.
 Tom **plays** football.
 I / we / you / they + ¹ _____ del verbo
 he / she / it + ² _____ del verbo + ³ _____

Negative
 We **don't** go to school on Sunday.
 Alice **doesn't** live here.
 sogg. + **do not** (⁴ _____) / **does not** (⁵ _____) + forma base del verbo

Use
 Per parlare di:
 • azioni abituali.
 • situazioni permanenti.
 • fatti sempre veri.
 • preferenze.

Questions and short answers
 Do you like rap music? – Yes, I do.
 Does Alessio study English? – No, he doesn't.
 _____ / _____ + soggetto + forma base del verbo + ?
 Yes, + soggetto + _____ / does.
 No, + soggetto + don't / _____.

Present simple



Authentic material

6 **AMAZING PEOPLE**

VIDEO **DDI**

1 **HINT** Look at the photo and the title of the post about a film. What do you think the film is about?

2 **VIDEO** Watch, read and listen to the post and check your answers to Ex. 1.

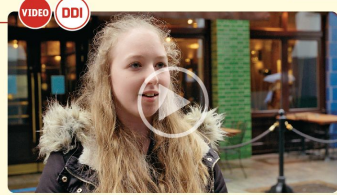
BLOG

The Boy Who Harnessed the Wind



Teen Talk School and free time **4**

VIDEO **DDI**



1 Watch the video interviews and tick (✓) the words that you hear.

<input type="checkbox"/> lunch	<input type="checkbox"/> lessons	<input type="checkbox"/> dance
<input type="checkbox"/> evening	<input type="checkbox"/> community	<input type="checkbox"/> rap
<input type="checkbox"/> friends	<input type="checkbox"/> volleyball	<input type="checkbox"/> cinema

DIGITAL COMPETENCES Go online and watch the trailer for the film *Learning to Skateboard in a Warzone (If You're a Girl)*. Find out more too about the young Palestinians and Parkour. Check out their videos on YouTube!

DDI



Reading



Brilliant minds

On 20th July, 1969, astronauts Neil Armstrong and Buzz Aldrin became the first men to walk on the moon.

Scene from the film *Hidden Figures* (2016), directed by Theodore Melfi.

How many women worked as computers at NASA?

Reading



TRENDSETTERS

Harry Styles

Meghan Markle

Kate Middleton



Having a say!

6 SPEAKING PT In pairs, ask and answer the questions.

- 1 What accessories do you wear or use?
- 2 Where do you buy or get them?
- 3 What's your favourite accessory? Why?
- 4 Do you think it's difficult to find accessories? Why?/Why not?

A What accessories do you wear or use?

B I always wear my favourite accessory for my birthday.

4 SPEAKING PT In pairs, ask and answer the questions.

- 1 Is public transport good where you live? What services are there?
- 2 What public transport do you use most often?
- 3 How do you usually go to school/work?
- 4 How do you usually go shopping?

I live in a city, so public transport is good. There are...

11 SPEAKING PT In pairs, ask and answer questions about these things. Use the First conditional.

have time next weekend • go on holiday this summer •
do well at school • don't study this evening •
nice day tomorrow

A What will you do if you have time next weekend?

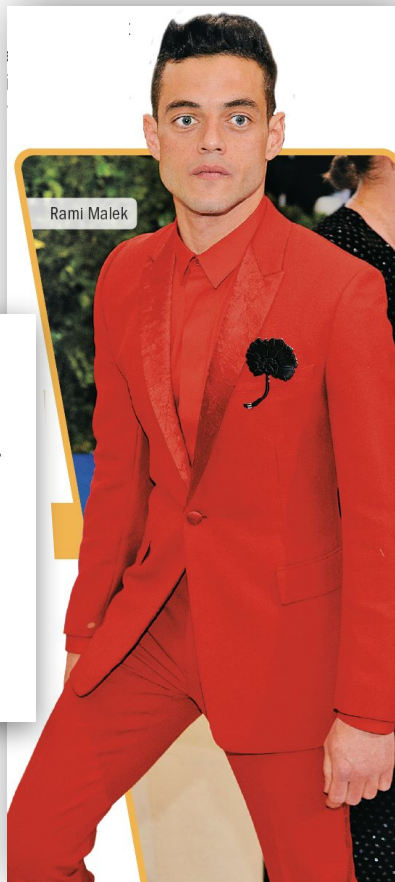
B If I have time next weekend, I might go shopping or...



Having a say!

5 DISCUSS P T In pairs, discuss the questions.

- 1 Who in the text do you think is the most fashionable? Why?
- 2 How would you describe your style? Use some of these words.
casual • sporty • trendy • smart • stylish • cool
- 3 Who are the most important fashion trendsetters in Italy?
- 4 Do you follow celebrity fashion? Why?/Why not?
I really like Rami Malek because...



Having a say!

DEBATE

DEBATE

DEBATE

DEBATE



DEBATE

1 Read the information below. Think about your personal experience of online lessons. Was it a positive or negative experience? Why?

- Your teachers are proposing new ways of teaching at your school. From next term:
 - two days per week, lessons will be online and all students will work from home.
 - all teaching, in class and at home, will be digital, without paper books.

2 Work in small groups. Think of reasons FOR and AGAINST the proposal. Use the ideas below and think of your own.

- | | |
|---|---|
| <ul style="list-style-type: none">technical difficultiesaccess to computers at home/schoolgood/bad past experience of online learningpersonal contact with teachers/other students | <ul style="list-style-type: none">Internet connectionsthe pros/cons of using paper bookslimitations of discussion and debate onlinemodern and motivating way of learning |
|---|---|



3 Work with another group. Group 1 is FOR the proposal and Group 2 is AGAINST. Debate the proposal. Which group presents the strongest argument?

Tips for debating

- When you are debating, notes are essential, but they must be brief and well-organised to be effective. You can look at your notes while you speak, but don't read from them. Try to maintain eye contact with other people as much as possible.

DEBATE

DEBATE

DEBATE

DEBATE

Communicating successfully

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

David Wilkins



Communicating successfully

Reading

Three steps to happiness



WORD WORK

6 Match the words from the article (1-8) to their synonyms (a-h).

- | | |
|---------------------------|---------------|
| 1 pretend (L. 7) | a depressed |
| 2 furious (L. 7) | b pleased |
| 3 down (L. 15) | c concentrate |
| 4 raise (L. 17) | d act |
| 5 affect (L. 23) | e reduce |
| 6 lower (L. 24) | f influence |
| 7 focus (L. 25) | g collect |
| 8 satisfied (L. 32) | h very angry |



Communicating successfully

WORD WORK

3 Find these words connected to school in the article and write them in the correct category.

animation • canteen • classroom • coding • collaboration • computer room • gym • initiative • meeting • office • responsibility • robotics • school trip • science lab • tests

Places

Activities, lessons and skills

WORD WORK

We can use the prefixes **in-**, **im-**, **un-** or **dis-** to make opposites of some adjectives.

sensitive → *insensitive*, *decisive* → *indecisive*

polite → *impolite*, *patient* → *impatient*

reliable → *unreliable*, *kind* → *unkind*

honest → *dishonest*, *organised* → *disorganised*

WORD WORK

5 Find compound nouns and adjectives in the article that include these words. Then match them to their definitions (1-6).

footprint • tech • snow • sun • electronic • water

- 1 For example, a phone or a tablet. _____
- 2 Using the latest technology. _____
- 3 A tall plant with a large yellow flower. _____
- 4 CO₂ production which damages the environment. _____
- 5 It falls to the ground when it rains. _____
- 6 These can happen in cold winters. _____



Communicating successfully

Vocabulary & Listening **Transport**

5

1 2-18 Match ten of the words to the photos (1-10). Then listen and check.

- bike
- boat
- bus
- car
- coach
- ferry
- lorry
- motorbike
- plane
- scooter
- ship
- taxi
- train
- tram
- underground
- van



Vocabulary & Listening **Jobs (2)**

VIDEO DDI

7

1 2-38 Look at the information about a school careers fair and match ten of the jobs to the photos (1-10). Then listen and check.

- accountant
- app developer
- chef
- dentist
- doctor
- engineer
- firefighter
- game designer
- hairdresser
- lawyer
- manager
- mechanic
- nurse
- personal trainer
- police officer
- vet

School Careers Fair

next weekend!


It's a great chance for students to meet employers and learn about different jobs.



Communicating successfully

Communication Making arrangements

VIDEO **DDI**



1 **1:36** **2:00** Watch and listen and answer the questions.

- 1 Why can't Ryan go into town this afternoon?
- 2 What do they decide to do tomorrow?
- 3 What time do they arrange to meet?

2 **1:36** **2:00** Complete the dialogue with the words. Then watch again, listen and check.

tomorrow • three • place • class • people • town • homework • burger

Ryan Hey Leia! What are you up to?

Leia Nothing much, but I'm going into ¹ _____ with Zoe after school to have a look at the shops. Do you want to come with us?

Ryan Sorry, I can't. I'm busy this afternoon – I'm doing my ² _____, and then later, my cousin Liam is arriving from Liverpool for the weekend. But let's meet? _____ . Then you can meet him.

Leia Great, I'd love to! Why don't we go for a ³ _____ at lunchtime?

Ryan I'd rather meet for an ice cream in the afternoon. How about meeting at ⁴ _____ ?

Leia OK. Where?

Ryan Shall we meet at Vinnie's?

Leia Mmm... I don't really like Vinnie's. There are always too

KEY EXPRESSIONS

Asking / Suggesting

Do you want to come...?
Let's meet...
Why don't we go...?
How about a burger / going for a burger?
What about an ice cream / going for an ice cream?
Shall we meet...?

Responding

Asking / Suggesting

Do you want to come...?
Let's meet...
Why don't we go...?
How about a burger / going for a burger?
What about an ice cream / going for an ice cream?
Shall we meet...?

Declining

Sorry, I can't – I'm busy.
I'm not sure.
I don't really like...
I'd rather... / I'd rather not...

KEY EXPRESSIONS

Asking / Suggesting

Do you want to come...?

Let's meet...

Why don't we go...?

How about a burger / going for a burger?

What about an ice cream / going for an ice cream?

Shall we meet...?

Responding

Asking

Alright then.

Brilliant! / Good idea!

OK, cool.

Great, I'd love to.

See you there.

Declining

Sorry, I can't – I'm busy.

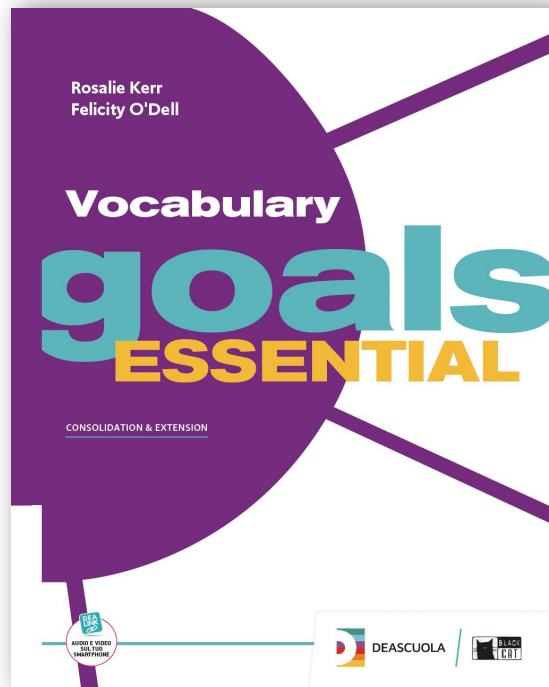
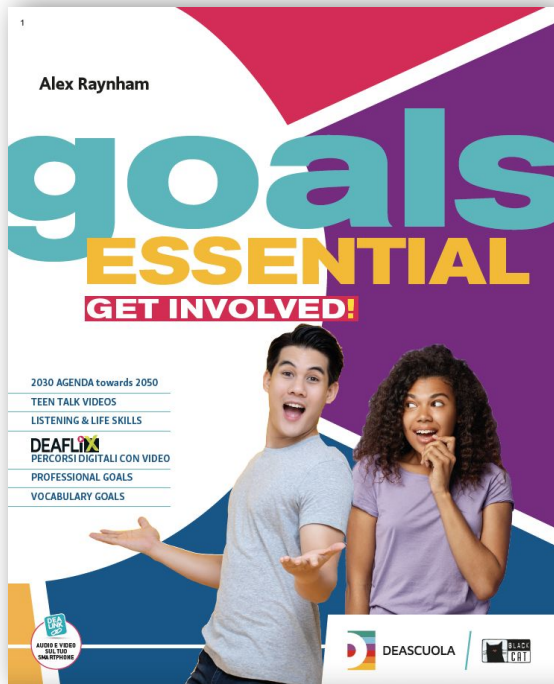
I'm not sure.

I don't really like...

I'd rather... / I'd rather not...



Communicating successfully



INSEGNARE INGLESE

Communicating successfully

4 CONSOLIDATION

Jobs (1) and life events

1 Look at the photos and write the people's jobs.



1 Rob is a 2 Toby is a 3 Julia is an



4 Kate is a 5 Dan is an 6 Maria is a



7 Samira is 8 Bella is a

2 Who are or were these famous Italians? Choose a profession.

- | | | |
|------------------|----------------------|-------|
| actress | 1 Guglielmo Marconi | _____ |
| director | 2 Donatella Versace | _____ |
| entrepreneur | 3 Federico Fellini | _____ |
| fashion designer | 4 Tiziano Ferro | _____ |
| inventor | 5 Maddalena Benaglio | _____ |
| singer | 6 Elena Ferrante | _____ |
| sportsperson | 7 Gianluigi Buffon | _____ |
| writer | 8 Flavio Carboni | _____ |

3 Which of the jobs in Ex. 1 would you like to do most? Why?



4 Look at the photos and complete the sentences with the correct form of the verbs.
move + rective + get married + leave + go + graduate



1 They to school. 2 Aiden and Mac yesterday.



4 Lucy tomorrow. 5 Liam home in Sicily when he went to university.

5 Look at the pictures and complete the sentences (a-f) about Jack. Then match the events to the dates (1-4) on the timeline.

- a Jack as a journalist for a local TV station.
- b After school, he in English Literature.
- c Jack and Sophie called Coco.
- d Jack in Scotland.
- e He his parents and sister, Zoe.
- f Jack met Sophie at work and they

6 Correct these sentences so they are true for you.

- I was born in Edinburgh in 2020.
- I live with my parents and my sister in a flat.
- When I leave school, I want to do a degree in Linguistics.
- When I grow up, I want to work as a journalist.
- I'd like to get married when I am 13.
- I want to have three children.

4 EXTENSION

Jobs: nouns and verbs

1 Write ten sentences using words from each column.

<p>run</p> <p>write</p> <p>act</p> <p>play</p> <p>sing</p> <p>design</p> <p>paint</p> <p>direct</p> <p>do</p>	<p>a business articles</p> <p>experiments</p> <p>playground</p> <p>buildings</p> <p>in a band or orchestra</p> <p>songs</p> <p>a film or play</p> <p>books</p> <p>sport</p> <p>pictures</p>	<p>0 An actor acts in plays and films.</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p> <p>6 _____</p> <p>7 _____</p> <p>8 _____</p> <p>9 _____</p> <p>10 _____</p>
---	---	---

Job suffixes

2 Read the note about suffixes and then write the jobs that go with the nouns and verbs.

- | | | | | | |
|------------|---|-------|--------------|---|-------|
| 1 politics | → | _____ | 4 comedy | → | _____ |
| 2 animate | → | _____ | 5 guitar | → | _____ |
| 3 design | → | _____ | 6 illustrate | → | _____ |

3 Complete the definitions (1-6) with the jobs from Ex. 2.



1 A plays this popular musical instrument. 2 An draws pictures for books. 3 A costume does the clothes for films or plays.



4 A helps run a city or country. 5 A makes people laugh. 6 An creates pictures for animated films.

4 Read the descriptions below and choose the best job from Ex. 2 for each person.

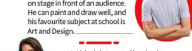
1 Bella enjoys Music and English at school. She's very good at Science, too. She's got a great sense of humour and loves making people laugh.



2 Lily's best school subjects are Music and English. He plays several musical instruments, including the guitar. In his free time he writes song lyrics.



3 Art and Computing are Lily's favourite subjects at school. She's very creative and in her free time, she likes reading graphic novels.



4 Ted is passionate about painting and drawing. He's got a fantastic imagination and he also writes short stories for his nieces.



5 Evan loves going to the theatre and would like to work with actors, but he doesn't enjoy being on stage in front of an audience. He can paint and draw well, and his favourite subject at school is Art and Design.



6 Anna is interested in what's happening in society. She reads a lot of blogs and watches the news on TV. She has strong opinions about issues like the environment.

Summative practice

5 Listen to Lily and Theo talking about their lives. Decide if the statements are true (T) or false (F). Correct the false ones.

- Lily grew up in Birmingham.
- Lily went to a small school.
- Lily's best subject at school was Art.
- Lily was good at running when she was at school.
- When she left school, Lily went to university.
- Lily is married with three children.
- Lily runs a successful business selling clothes online.
- Theo was born in 1988.
- Theo studied Music at university.
- Theo played the drums in a band when he was a student.
- Theo works in Liverpool.
- Theo works for a computer company.
- Theo lives with his girlfriend.
- Theo has an idea for a new invention.

6 Choose the odd one out and explain why.

- scientist / inventor / sportsperson / architect
- journalist / dancer / writer / photographer
- dancer / musician / singer / journalist
- photographer / director / costume designer / actor
- illustrator / animator / scientist / artist
- politician / writer / actor / comedian



Job is a noun that refers to a specific profession, position or role → *professione, ruolo, compito*
What's your job? → *Im a teacher.*
work can be a verb and a noun and it refers to the general activity → *lavoro, lavorare*
I've got a lot of work to do.
My mum works very hard.
work can also mean *funzionare*.
My phone doesn't work. It's broken.

The Importance of Life Skills

Listening & Life Skills

5-6

Creative thinking

1 **THINK** In pairs, discuss the statements about creative thinking. Tick (✓) if you think they're true or write (X) if you think they're false.

Creative thinking...

- 
- | | |
|--|--|
| 1 <input type="checkbox"/> only happens when you 'create' something, like writing a story or painting a picture. | 4 <input type="checkbox"/> is solving problems in a logical way. |
| 2 <input type="checkbox"/> means seeing things in a new way. | 5 <input type="checkbox"/> is about using your imagination. |
| 3 <input type="checkbox"/> is a skill that you can learn and practise. | 6 <input type="checkbox"/> is something that only very clever people can do. |

2 **LISTEN** Now listen to people talking about creative thinking. For questions 1-5, choose the correct answer: A, B or C.

- 1 A woman is talking about a painting. She thinks the artist...
- A was a bit strange.
 B wanted to tell us something important.
 C wanted us to ask questions and think.
- 2 Max needs an idea for a story.



Listening & Life Skills

9-10

Getting organised

1 **THINK** Look at the photos. What are the people doing? Why do you think they are doing this?



2 **LISTEN** Listen to the people talking. For questions 1-4, choose the correct answer: A, B or C.

Listening & Life Skills

11-12

Problem solving

1 **THINK** Match four of the travel or holiday problems to the photos (1-4).

bad accommodation/weather • be ill • delays or cancellations • get lost • lose your luggage/passport/money • miss a train, bus or flight • noise • theft



4 **THINK** Read the tips below and answer the questions.

- Why is it a good idea to break a big, complex problem down into smaller parts?
- What should you do if you can't solve a problem at first?

Solve that problem!

• When you have unexpected problems, it can be difficult to know what to do and where to start.

- Don't panic. Identify the problem: exactly what situation are you in, and how does this affect your plans?
- Together, brainstorm some possible solutions for your problem.
- If it's a large and complex problem, break it down into smaller parts. This will make it easier to think of solutions to each part.
- Evaluate the solutions and select the best ones.
- Try your solution, but be ready to change it and try others if it doesn't work.

5 **DISCUSS** In pairs, choose two of the problems below and brainstorm ways to solve them. Write notes. Then share your ideas with the class and vote for the best ones.



The Importance of Life Skills

6 CRITICAL THINKING Discuss the questions.

- 1 Do you have a dream for the future? What motivates you?
- 2 Adeline wants to study scientific subjects but many girls don't. Why do you think this is?
- 3 How can schools motivate students and stop them leaving school early?
- 4 Can you think of a famous person from a disadvantaged background who is now successful?
- 5 'Education is not the learning of facts, but training the mind to think.' (Albert Einstein) Do you agree? Why?/Why not?

6 CRITICAL THINKING Discuss the questions.

- 1 How often do you go shopping?
- 2 Do you buy fast fashion? Why?
- 3 Which of Ameer's tips do you think are:
a easy to follow? b more difficult to follow?
- 4 Are you a practical person? Can you sew? Can you repair things? Do you think we should all learn to do these things? Why?/Why not?
- 5 Can you think of an item of clothing you have, but don't wear anymore. Can you recycle it? How?



Professional Skills

Professional Goals		
Unit		Competences
1 THE WORKPLACE	370	<ul style="list-style-type: none">▪ How companies are structured▪ Introductions and greetings in the workplace▪ Places in an office building, and departments in a company
2 WHICH CAREER?	372	<ul style="list-style-type: none">▪ Choosing a career▪ Career fields in English▪ Writing about an interesting career
3 COMPILING A CV	374	<ul style="list-style-type: none">▪ The structure of a CV, and what (not) to include▪ Skills and qualities that employers look for▪ Writing your own CV
4 A COVER LETTER OR EMAIL	376	<ul style="list-style-type: none">▪ Applying for a job▪ Formal language in a cover letter▪ Writing a cover letter to an employer
5 BEHAVIOUR AT WORK	378	<ul style="list-style-type: none">▪ DOs and DON'Ts in the workplace▪ Behavioural issues at work
6 A JOB INTERVIEW	380	<ul style="list-style-type: none">▪ Preparing for a job interview and the questions that may be asked▪ Role-playing a job interview
7 GREEN JOBS	382	<ul style="list-style-type: none">▪ Green career fields of the future▪ Environmentally-friendly jobs▪ Writing about important green jobs of the future



Professional Skills

Professional Goals

A COVER LETTER OR EMAIL

1 **THINK** Why should you send a letter or email with your CV? Think of two reasons.

READING

2 **LISTEN** Read and listen to the advertisement and the email. Why does Emma want the job in the advert?



Administrative Assistant
Duties include:
• taking phone calls,
• dealing with customers' questions,
• booking restaurants for meetings with clients,
• some administrative work.
This is a temporary position for the summer months. It would suit a university student or possibly a secondary school student.
Send CVs to Anna Fulham: anna.f@keegane.com

Dear Ms Fulham,
I am writing in response to your advertisement on devonjobs.uk for a temporary administrative assistant. I would like to apply for the position.
I am a student at Exeter University and I am completing my first year of a three-year degree in Business Studies. At the moment, I am working part-time as a salesperson at a busy shop. I enjoy the work, but I would like to expand my knowledge of business and learn new skills. This position with your company would give me the opportunity to gain valuable experience in business administration, which I am not able to obtain in my current job.
In your advertisement, you mentioned answering phones and dealing with customers' questions. As you can see from my attached CV, I have several years of experience as a part-time salesperson in two busy shops. I have excellent communication skills and I am good at dealing with the public. My organisational skills are also strong. I am sure that I would be the right candidate for this position.
I am available to work full-time, from the beginning of July until mid-September. If you need any further information, please do not hesitate to contact me.
I look forward to hearing from you.
Yours sincerely,
Emma Timmons

Close the letter/email in a polite way.

occasional | oddball | acquisitive

Professional Goals 4

3 A cover letter like Emma's uses formal language. What do the phrases in the Key Expressions box mean? Match the expressions (a-h) to their informal equivalents (1-9).

- I'm the right person for the job.
- I'd like you to reply.
- I'm writing because I saw...
- I want to do this job.
- Look at my CV for more details.
- I want to learn more about...
- It would give me the chance to get...
- I can start on.../in...

KEY EXPRESSIONS

- I am writing in response to...
- I would like to apply for the position.
- I would like to expand my knowledge of...
- It would give me the opportunity to gain...
- As you can see from my enclosed/attached CV...
- I would be the right candidate for this position.
- I am available to work from...
- I look forward to hearing from you.

4 Read the email and advertisement in Exercise 2. Choose the correct alternative.

- The job would suit a student because it offers experience / is a summer job.
- When she writes her email, Emma is still at school and working.
- She wants to leave her job because she wants things / be a manager.
- She mentions her experience as a salesperson / her relevant skills / her CV.
- Emma is available to work full-time for two and a half months.

NOTES

- If you are writing a letter instead of an email, address at the top right and the employer's name at the bottom left. Write the date under your address.
- Personalise your cover letter/email to reflect requirements of the job you are applying for.
- Read it carefully and correct any mistakes before you send it.
- If you are writing to a man, use **Mr**; for a woman, use **Ms**. End your letter or email with **Yours faithfully**.
- If you don't know the name of the person you are writing to, use **Dear Sir/Madam** and end your letter or email with **Yours faithfully**.

WRITING

5 Complete the table with the correct expression (a-e).

- Hope to: c, u, soon.

KEY EXPRESSIONS

- I am writing in response to...
- I would like to apply for the position.
- I would like to expand my knowledge of...
- It would give me the opportunity to gain...
- As you can see from my enclosed/attached CV...
- I would be the right candidate for this position.
- I am available to work from...
- I look forward to hearing from you.

emma@webmail.com

Send CV and cover letter to:
HR Person, Office 101 New Hall Street,
Liverpool L3 9PX, UK.

No student left behind!

Summative Revision

Vocabulary

Unit 11 Experiences: feelings and emotions adjectives

1 Complete the sentences with the experiences. Then choose the correct emotion.

- wiss the competition + climbed a volcano + entered a talent show + cooked a meal + been abroad + singing in public + is in love
- 1 A I' _____ for my boyfriend, but it made him feel sick.
B How + embarrassed / embarrassing!
- 2 I've never + _____, but this year my family is going to Vietnam! I am so + excited / exciting!
- 3 A Ruby + _____ and thinks she did well - she's quite + hopeful / hurt.
B I've heard her! _____! She didn't perform very well, if she + _____! I'm bevery + surprised / surprising.
- 4 Jeremy + _____ with Alfie and when he didn't invite her to his party, she felt very + proud / hurt.
5 I'm _____ when I visited the island of Stromboli - I was very + proud / upset when I got to the top.

Unit 12 Holidays and Holiday activities

2 What type of holidays are perfect for these people?

- 1 Jason: 'I enjoy taking photos of wildlife.'
2 Hamza: 'I like making new friends and earning money at the same time.'
3 Fran: 'I love to visit different countries by sea.'
4 Morgan: 'I love going away for the weekend to explore new places and go sightseeing.'
5 Vanessa: 'I'm lazy. I just want to relax by the sea and get a nice suntan.'

3 Match the beginnings of the sentences (1-5) to the endings (a-e).

- 1 _____ I thought Paul
2 _____ We went on a guided tour
3 _____ Near our campsite there were some tables
4 _____ We left London early in the morning
5 _____ We had breakfast at our B&B in the small town
- a and went on a day trip to Cambridge.
b so we went horse-riding.
c a souvenir fridge magnet for his collection.
d and then went out to explore.
e around the ancient amphitheatre.

Grammar

Unit 11 Present perfect simple and Past simple

note: cause and effect

4 Complete the mini-dialogues with the correct Present perfect simple form of the verbs in brackets.

- 1 A: I' _____ (you/visit/ever) Spain?
B: Yes, I' _____ (be) to Madrid twice, but I' _____ (never/see) Seville.
- 2 A: _____ (you/ever/break) a bone?
B: Yes, when I was sick, I fell off my bike.
- 3 A: Where's Mum?
B: She' _____ (go) to work.
- 4 A: _____ (you/write) your History essay?
B: No, I'm going to begin it now.

5 Choose the correct alternative.

- 1 A: Have you seen / Did you see that programme *Seogin*?
B: Yes, I watched / I've watched it last night. It was sad and it + made me / 's made me cry.
- 2 A: Have you ever felt / Did you ever feel really angry?
B: Yes, one day I' ve seen / saw a guy kicking his dog.
A: What' have you done / did you do?
B: I' made / makes me so angry that I' ve gone / went up to him and + ve told / told him to stop immediately!
- 3 A: I' ve never been / never went on a cruise. What about you?
B: I' have / did, but I didn't enjoy it. Boats and ships always + make / made me feel seasick.

Unit 12 Present perfect simple: just, already, yet, still;

for + since (x2) + already + just + yet (x2) + still

6 Complete the mini-dialogues with the words.

- for + since (x2) + already + just + yet (x2) + still
- 1 A: Have you heard from Ellie? _____?
B: I sent her a message, but she' _____ hasn't answered me.
- 2 A: Would you like a glass of water?
B: No, thanks. I've _____ had two.
- 3 A: How long have you lived in Glasgow, Grandma?
B: _____ almost 50 years - I _____ Grandma and I got married.
- 4 A: Mum, at home?
B: Yes, she's _____ got back. She arrived a moment ago.
- 5 A: Has Lily found her bracelet?
B: No, she hasn't found it. _____ She's only had it + _____ her birthday.

Summative Revision

11-12

Units 11-12

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

- 1 Since we started secondary school.
a How long do you know Seth?
b How long have you known Seth?
- 2 For five years, but I like living here in Newcastle more.
a How long did you live in Leeds?
b How long have you lived in Leeds?
- 3 No, he failed it for the second time.
a Did Hiram pass his driving test?
b Did Hiram fail his driving test?
- 4 No never, but I've been to lots of pizzas!
a Have you ever ate in a 5-star hotel?
b Have you ever eaten out at a 5-star restaurant?
- 5 No, I don't like watersports very much.
a Have you been mountain biking?
b Have you tried kitesurfing yet?
- 6 Yes, but I prefer ones which make me laugh.
a Did you see that funny film on TV last night?
b Has a film ever made you cry?
- 7 Yes, it was easy, wasn't it?
a Have you finished your homework too?
b Do you finish your homework yet?
- 8 Yes, we have.
a You've been to London, haven't you?
b You've been to London, have you?

8 Correct the mistake in each sentence.

- 1 You've been to New York, have you?
2 I've won the competition! I'm lucky, am not I?
3 Where are Mum and Dad? - They've gone to the cinema.
4 I've been on holiday for Monday.
5 We haven't yet visited Buckingham Palace.
6 I've still had dinner - five minutes ago.
7 Have you lived in Rome since long?
8 Jon't tried surfing, has he?
9 That big lunch has made me to feel sleepy.
10 When has the train arrived?
11 I haven't never been to Japan, but I'd love to go.
12 I've seen Anisha in town yesterday.

Starter → Unit 12

9 Choose the correct alternative.

- 1 I hardly ever / often / always go to the theatre because I'm not into drama.
2 Do you enjoy go / to go / going to the cinema? - Yes, I do. I usually go about once a month.
3 Where you go / are you going / do you go next Saturday afternoon?
4 We should see / to see / seeing the cathedral when we visit Canterbury.
5 If you feel too warm, I'll open / open / 'm opening the window for you.
6 They meet / meeting / 're going to meet us at the stadium later.
7 Students don't have to / haven't to / mustn't talk during exams.
8 My house is in Morton Road opposite / between / under the church.
9 You aren't as tall as / as tall / tall as me.
10 This is more / the most / most expensive hotel in the city. It's got five stars.
11 The exam was much easier than I expected. I got nothing / anything / everything right.
12 Who eats / 's eaten / did eat my chocolate? I can't believe it. That's so odd!
13 When the cat saw the big dog, it ran across / behind / away the road.
14 Where is my bag? It have / is / has disappeared! It was here a minute ago.
15 Why isn't Ali here? - He is gone / has gone / has been to the dentist. He had an appointment.
16 Where's my ticket? I can't find it nowhere / anywhere / somewhere.
17 There weren't much / many / lots people at the concert in the park.
18 I don't have enough / too few / too little eggs to make an omelette.
19 I like coming to the party! - I'm not sure. He might / will / can come.
20 Were you embarrassed / fed up / disappointed that your team lost? - Of course I was!
21 I found / heard / find your wallet behind the fridge. - Really? How did it get there?
22 Who did go / was / went to the beach with you on Sunday? - Someone / No one / Anybody. I went alone.



No student left behind!

Unit 1

RECUPERO

Name _____ Class _____

Goals Essential

Countries, nationalities and abilities

1 Completa con una parola.

- Nancy's from China. She's _____.
- Leo's an artist. He can _____ good pictures.
- Niamh's Irish. She's from _____.
- Noah can _____ English and French.
- We're from Poland. We're _____.
- They are Brazilian. They're from _____.
- El can _____ the guitar. He's very musical.
- I can't _____ a bike!

Verb be

2 Completa con be nella forma corretta. Usa la forma contratta quando possibile.

- Rome and Venice _____ in Italy.
- Harry Styles _____ English, not American.
- Livia _____ good at chess. She's terrible!
- _____ you from Canada? 'No, I'm American.'
- _____ interested in languages. They're fieri!
- Is Scotland in the UK? Yes, it _____.
- We _____ Spanish. We're Italian.
- It _____ my birthday today. It's tomorrow.

Articles: a, an and the

3 Completa con a, an o the.

My friend, Carlotta, is from Liverpool. It's a _____ city on _____ coast of England. It isn't a _____ capital of England, of course, but it's a _____ interesting city. Carlotta is a _____ very talented person. She's a _____ artist and singer. Carlotta isn't a _____ English name. It's Italian. Her mum's from Italy! Her dad's from Sefton. It's a _____ small village near Liverpool. It's a _____ historic place and it's really nice. _____ centre is famous for beautiful houses and _____ spectacular church.

Verb can: ability and possibility

4 Completa con le parole tra parentesi e con nella forma corretta.

A Are you a good actor, Noor?
B No, _____ (I/not act).

A Yes, I can. And _____ (I/sing)?
B No, _____ (you/sing)?

A _____ (my friend Rudy/sing). He's a good singer.
B Yes, he's very musical. _____ (he/play) the drums?
A _____ and the guitar. _____ (he/play) the drums (you play) a musical instrument?
A Yes, _____ (I/play) the guitar, but _____ (I/not/draw). I'm not artistic. _____ (you/draw)?
B Yes, I can. I'm quite good! I want to be an artist.

Level of ability

5 Scrivi frasi usando la forma corretta del verbo be e good/great/hopeless (ecc.) in + sostantivo o verbo o can nella forma corretta.

- Tara/pretty good/sing.
- Naima/not really well.
- Ed/hopeless/chess.
- Billie/ride/a bike at all.
- Nikki/speak/English quite well.
- Elia/not very good/skateboard.
- Viv/great/draw.
- Beth/not swim/very well.

6 Completa con una parola.

My name's Boris. I'm from _____ UK. My friends are very talented. Rosie, can draw very _____, Jet's _____ good at chess and his mum's from _____, so he _____ speak Spanish. Colin's very musical. He can play _____ guitar really well and he's great at the piano. Ellis's _____ talented person too. She _____ musical, she _____ play a musical instrument, but she is very sporty. She can swim and skateboard really well. And what about me? _____ I talented? Well, I can _____ a bike and I can cook _____, _____ make fantastic cupcakes! What _____ you do? _____ you talented? What _____ you good at?

12

MATERIALE FOTOCOPIABILE © D SCUOLA SPA - MILANO

Unit 2

RECUPERO

Name _____ Class _____

Goals Essential

Family and personal possessions

1 Completa con le parole date.

_____ aunt - niece - rucksack - watch - bike - e-reader - trainers - sister

- Are your things in your _____ for school tomorrow?
- My mum's got 2 daughters - me and Lisa. Lisa's my _____.
- Eoin's got 100 books on his _____.
- These _____ are perfect for football.
- Harry's my uncle. Dana's his wife. She's my _____.
- You've got a _____ What's the time?
- Can I ride your _____ to the park, Jared?
- Mum's brother's daughter is her _____.

Plural nouns

2 Completa con la forma corretta delle parole tra parentesi.

- Lyra and Jade are my _____ (cousin).
- Ruby's got four _____ (watch).
- Are there any _____ (tomato) in the salad?
- Kai's got two _____ (shelf) above his bed.
- Lots of _____ (person) have got pets.
- My rabbit's got eight little _____ (baby).
- There are seven _____ (day) in a week.
- These are some _____ (photo) of my holiday.

Possessive 's

3 Riscrivi le parole sottolineate aggiungendo la forma possessiva 's o solo 's.

- Where are Mia's headphones?
- Is that your sister bike?
- My grandparents house is great.
- Dylan dog's black and white.
- The children's books are on the table.
- The students' classrooms are very modern.

Verb have got

4 Completa con la forma corretta di have got seguendo le indicazioni. Usa la forma contratta quando possibile.

- They _____ a brother. (X)
- We _____ two cats. (✓)
- _____ (you) my headphones? (?)
- I _____ an English dictionary. (X)

_____ (Ali and Kim) got new rollerblades?
6 Milo _____ a new laptop. (✓)

Possessive pronouns and Whose...?

5 Completa con una parola.

- _____ clothes are these? Freya, are they yours?
- Is this your T-shirt? 'No, _____'s blue.'
- Is this Tom's phone? 'Yes, it's _____.'
- Whose bike is that? Is it _____, Alex?
- Is that your room? 'No, it's Ada and Eva's. It's _____.'
- These are our pet fish. They're _____.

there is, there are, some and any (1)

6 Completa con there is o there are nella forma corretta. Usa some o any quando possibile.

- _____ a big mirror on my bedroom wall. (✓)
- _____ great clothes in that shop. (✓)
- _____ cushions on your sofa. (X)
- _____ a red pen in your pencil case?
- _____ rugs in our house. (X)
- _____ sandwiches on the table. (✓)
- _____ of your friends at the park today?
- _____ a Maths test today. (X)

7 Scegli l'alternativa corretta.

Hi, my name's George. I'm fourteen. I've got / 's got / got one brother / sister / aunt, from. He's sixteen. Our room have / 've got / 's got light blue walls and two wardrobes / mirrors / rugs for our clothes. There are also two desks with shelf / shelves / shelves above them. My desk's new, but Flem's / Finn's / Finn's is old. Finn and I play a lot together on our games console / e-reader / fitness tracker. Fifi's our favourite! Our grandparents has got / haven't / have got the house next to thats / ours / yours. It isn't they / thirs / them. It's my uncle's house. It's there / Is there / There are a big TV in the living room, but there aren't / Is there / there isn't a computer. There are many / some / a old pictures and a lot of books. We haven't got many / some / a books at our house - we've got e-readers!

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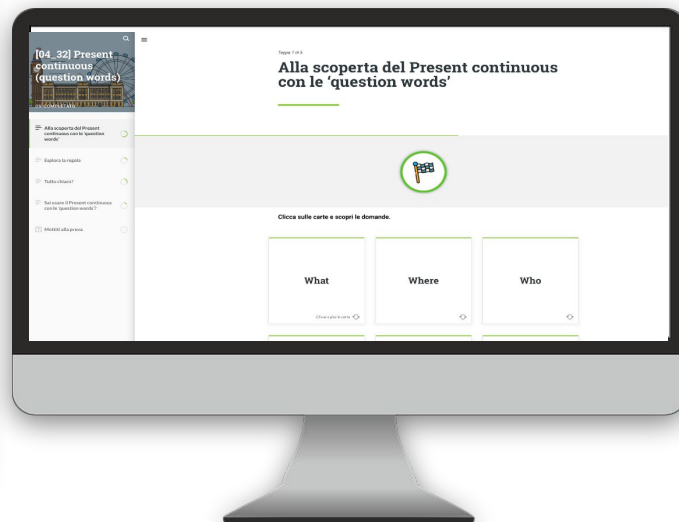
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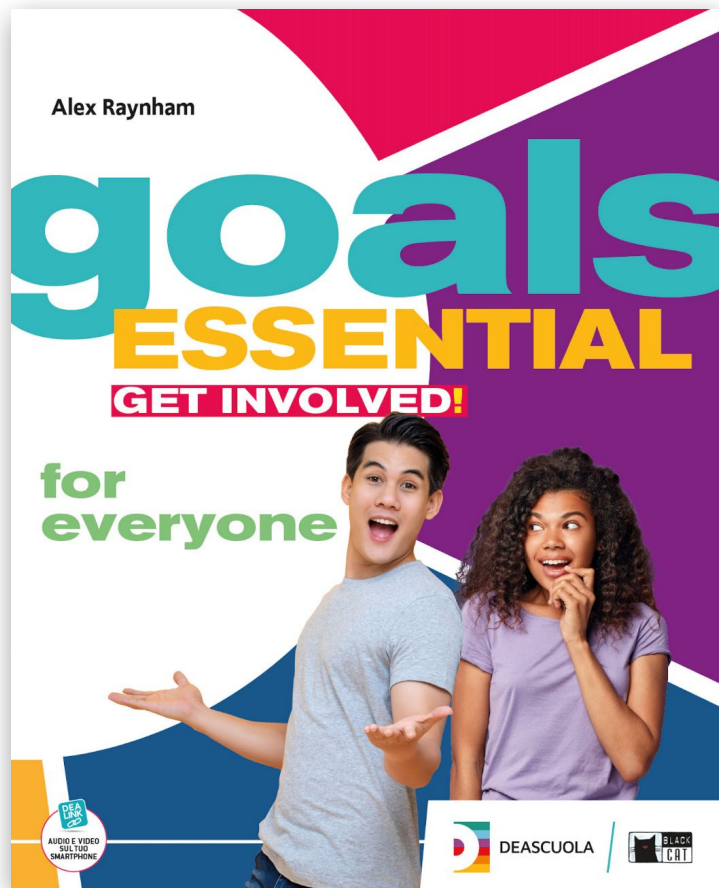
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INSEGNARE INGLESE

***No student
left behind!***



INSEGNARE INGLESE



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3 FREE TO BE ME

VIDEO DDI

1 **VIDEO** What free-time activities do you know in English?

2 **VIDEO** Watch, read and listen to the forum comments. Do any of the teens mention your ideas?

Teen forum > free time

Tell us about your free time. What are your favourite activities?

1 I love photography. I take cool photos of my friends and family and local places. I make videos too. I like experimenting with filters and unusual angles, and sometimes I use a drone with a camera to take photos from the air. I post my photos and videos online, and I've got some followers on Instagram.

2 Hey, Naomi. Send a link so I can see your photos! I'm into music. I play the drums in a band - After The Fall. My cousin Shana is in the band too. She doesn't play an instrument, but she sings and she writes most of our songs. We play at our local youth centre and our friends come to see us. I also listen to music a lot - I love rap, but my parents hate it!

3 Hi there! I don't play music. Like Oliver, but I'm really into street dance and hip hop. My friends and I go to classes after school. A professional dancer teaches us, and we want to be on Britain's Got Talent one day! I also play Virtual Reality video games. It's great fun - and sociable. I play with other teens around the world too, and we message a lot when we play.

Naomi - Cardiff
Oliver - Brighton

MAKE IT REAL

cool
from the air
nerd
I'm really into...
bellissime
dall'alto
fanatica
I'm really into... mi piace tantissimo...

4 **EXPANDE** In pairs, answer the question.

1 Are you into photography, videos, music or dance? If so, what kind?
I'm not into photography, but I love music.
My favourite band is...

48

Objectives

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

Global Goals

10 Reduced Inequalities

Vocabulary free-time activities **VIDEO DDI**

5 **VIDEO** Complete the sentences with eight of the free-time activities. Then listen and check.

go to the cinema • go for a walk • go shopping • go to (dance) classes • hang out (with my friends) • listen to music • make videos • message (my friends) • play in a band • play video games • read online articles • take photos • watch TV • write a blog

0 We go to the cinema at weekends if there's a good film.

1 Harry wants to _____ our _____ but he isn't very good at the guitar.

2 I _____ about Manga - I also draw pictures of characters and then I post them on it.

3 I often _____ My favourite is Fortnite.

4 I don't talk to my friends on the phone. We _____ and send photos.

5 It's a lovely day. We can _____ in the park.

6 I _____ with my best friend after school. We _____ and dance in my bedroom.

WORD WORK

6 **VIDEO** Match the verbs to the nouns (1-5) to make more free-time activities. Do you do any of these?

watch • build • do • go to • play • read

0 watch videos / films 3 comic books
1 sport 4 the drums
2 robots 5 the shopping centre

7 **EXPANDE** In pairs, look at the photos from a youth centre. What can you do there?

1 You can hang out with friends.

8 **VIDEO** Read the grammar and complete the rule.

Present simple: positive and negative

- We use the Present simple to talk about regular activities, habits and things that are always true. I post my photos online.
- She writes our songs.
- A professional dancer teaches us.
- I don't play music.

	Positive	Negative
I / you / we / they	play	don't play
he / she / it	plays	doesn't play

• To form the 3rd person singular we add: _____ or _____ to the base form of the verb.

9 **VIDEO** Complete Aiden's blog with the correct Present simple form of the verbs in brackets.

My sister ~~doesn't~~ go (not go) out much in her free time.

She _____ (stay) in her room and _____ (play) video games or she _____ (message) her friends.

She often _____ (watch) films or TV series all day! But I _____ (not do) that. I _____ (spend) Saturdays at a circus school in Finchley, London.

It _____ (not cost) much. Some of my classmates _____ (go) and it's great fun. Now I can juggle and I can ride a bicycle - that's a bike with only one wheel. It's really cool to do!

10 **EXPANDE** In pairs, tell your partner five things you do in your free time.

- play the guitar in my free time.
- I don't play the guitar, but I listen to music.

49



No student left behind!

Unit 1
UNIT TEST Name _____ Class _____

Goals Essential

FILA A

Vocabulary

1 Completa con il paese o la nazionalità corretti.

- K-pop is from South Korea. It's _____.
- Liam and Mark are Scottish. They're from _____.
- Jade is _____, she's from Brazil.
- My mum and dad are Irish. They're from _____.
- Tim's from London. He's _____.

2 Completa con le abilità date. Attenzione, ce ne sono due che non servono.
dance - play chess - cook - draw - sing - swim - speak another language

- You can speak English. Can you _____?
- Katy Perry can _____ really well. Listen to her!
- This is a great picture of Dad. You can _____ very well!
- I can't _____. The rules are too complicated.
- We can't _____ in this water. It's too cold!

3 _____/5

Grammar

3 Completa con la forma corretta del verbo be. Usa la forma contratta quando possibile.

A Hello, you're _____ Harlow, right?
B Yes, I _____ and these _____ my friends, Ruby and Farrell.
A _____ you all Canadian?
B No, we _____ Farrell's _____ kids.
A _____ this your first time at camp?
B No, it _____.
A I'm _____ in group B.
B He _____ in group B too.

4 _____/10

4 Completa le frasi con e, on, the o nessun articolo (-).

- Is Billie Eilish _____ American singer?
- 'Stranger Things' is a great TV series.
- London is _____ capital city of the UK.
- This isn't _____ difficult exercise.
- Who's _____ Prime Minister of Italy?

5 _____/5

5 Scegli l'alternativa corretta. Poi indica se le frasi riguardano abilità (A) o possibilità (P).

- Gavin (can / can't) speak French quite well. A P
- You (do / can't) sit there. It's reserved. A P
- Mia (can / can't) sing at all. A P
- It's OK. We (do / can't) go to the park later. A P
- Can / Can't Joe skateboard? 'No, he's hopeless.' A P

6 Scrivi frasi con la forma corretta del verbo be. Segui le indicazioni e i suggerimenti.

quite good at ✓
very good at ✓✓
great at ✓✓✓
not very good at ✗
pretty bad at ✗✗
hopeless at ✗✗✗

- Hazel / act (9) _____
- Gabe and I / chess (✓✓✓) _____
- Mum and Dad / dance (✗✗) _____
- Mia / speak English (✓✓) _____
- Harry / ride a scooter (✗✗) _____

7 _____/10

Communication

7 Completa il dialogo con le espressioni date.
see you then - give me my number - are you from - it like - about you

A Hey Beth, how's your new school?
B It's OK. It isn't easy to make new friends.
A Well, I can't _____ Call me.
B Cool. Thanks.
A So, where _____?
B I'm from Sydney, in Australia.
A Wow, what's _____?
B It's simple. It's a big city.
A I'm from here. Well, _____?
B Bye!

8 _____/10

Total _____/30

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Unit 1
UNIT TEST Name _____ Class _____

Goals Essential

Vocabulary

1 Completa le frasi con i paesi o le nazionalità dati.

Brazilian • South Korean • British • Scotland • Ireland

- K-pop is from South Korea. It's _____.
- Liam and Mark are Scottish. They're from _____.
- Jade is _____, she's from Brazil.
- My mum and dad are Irish. They're from _____.
- Tim's from London. He's _____.

2 _____/5

2 Completa le frasi con le abilità date.
play chess • draw • sing • swim • speak another language

- You can speak English. Can you _____?
- Katy Perry can _____ really well. Listen to her!
- This is a great picture of Dad. You can _____ very well!
- I can't _____. The rules are too complicated.
- We can't _____ in this water. It's too cold!

3 _____/5

Grammar

3 Completa con la forma corretta del verbo be. Usa la forma contratta quando possibile.

A Hello. You (1) _____ Harlow, right?
B Yes, I (2) _____ and these (3) _____ my friends, Ruby and Farrell.
A (4) _____ you all Canadian?
B No, we (5) _____ Farrell's (6) _____ kids.
A (7) _____ this your first time at camp?
B No, it (8) _____.
A I (9) _____ in group B.
B We (10) _____ in group B too!

4 _____/10

4 Completa le frasi con a, an, the o nessun articolo (-).

- Is Billie Eilish _____ American singer?
- 'Stranger Things' is a great TV series.
- London is _____ capital city of the UK.
- This isn't _____ difficult exercise.
- Who's _____ Prime Minister of Italy?

5 _____/5

5 Scegli l'alternativa corretta.

- I can / can't speak French quite well. A P
- You can / can't sit there. It's reserved. A P
- Mia can / can't sing at all. A P
- It's sunny. We can / can't go to the park. A P
- 'Can / Can't Joe skateboard?' 'No, he can't.' A P

6 _____/5

6 Completa con la forma corretta delle parole fra parentesi.

- Hazel _____ (not be / very good at / act).
- Gabe and I _____ (be / great at / chess).
- Mum and dad _____ (be / pretty bad at / dance).
- Mia _____ (be / very good at / speak English).
- Harry _____ (be / hopeless at / ride a scooter).

7 _____/10

7 Completa il dialogo con le espressioni date.
big city • new school • give you my number • new friends • are you from

A Hey Beth, how's your (1) _____?
B It's OK. It isn't easy to make (2) _____.
A Well, I can (3) _____. Call me.
B Cool. Thanks.
A So, where (4) _____?
B I'm from Sydney, in Australia. It's a (5) _____.

8 _____/10

Total _____/50

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No student left behind!

Unit 10
SKILLS TEST

Name _____ Class _____

Goals Essential

Reading

1 Leggi il testo che parla del 'Tiny House Movement'. Alcune frasi sono state rimosse dal testo. Scegli tra le opzioni (A-J) per completarlo correttamente. Attenzione, ci sono due opzioni che non servono.

Tiny Living

The global economy in the 1990s was very strong. Unemployment rates were low and many people didn't have to worry about money. The number of homeowners increased and people bought a _____ in 2008. Things began to change due to the economic recession. A lot of people lost their jobs and their financial security. They were worried about mortgage, rent and utility payments.

People needed an affordable housing alternative and tiny houses were the perfect solution. A tiny house is a _____ . Their popularity inspired the _____ , an architectural and social effort that encourages living a simpler life in a smaller space. The effort is increasingly common in countries like the United States, the United Kingdom and Australia. People were tired of the costs that come with a big house, and noticed that the stress associated with these costs made them unhappy.

Tiny houses are popular with young individuals, young couples or people who are entering retirement. They're also a good option for people who like do-it-yourself projects.

_____ living in a tiny house. The first, and most obvious, is the price. A tiny house usually costs less than most new cars, and if well-built, it will last for decades. People find that living in a tiny house gives them a feeling of freedom and because there isn't a lot of room in a tiny house, _____ and have to get rid of all of the 'extra'. Tiny houses _____ . Manufacturers use recycled materials to build most tiny houses, and solar panels usually provide their electricity.

Tiny homes aren't a perfect solution for everyone. _____ that a tiny house offers may be difficult for some people to adjust to. It's hard for a lot of people to say goodbye to their personal possessions and live a simpler life. Also, if you like entertaining and having big dinner parties, _____ .

SKILLS TEST

PERSONAL - proprietari di case
due to a causa di
mutuo molto
rent affitti
che è pratical- fe date
benefit di liberare da
manufacturers production

A the limited space
B Tiny House Movement
C are expensive
D tiny house living is probably not for you
E bigger and more extravagant homes
F are environmentally friendly
G they aren't very popular
H There are a lot of benefits to
I a small residence usually less than 40 square meters
J they can only buy or bring what they need

...../8

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Unit 10
SKILLS TEST

Name _____ Class _____

Goals Essential

Reading

2 Leggi il testo e rispondi alle domande.

1 What changed the housing market in 2008?
2 Who usually buys a tiny house?
3 What are some advantages to a tiny house?
4 How are tiny houses environmentally friendly?

Listening

3 **Ascolta Liam che parla della sua esperienza in utilizzando al massimo il garage.**

1 Liam's parents were worried about money because his dad _____ .
2 At first, Liam _____ .
3 Before they moved into the tiny house, Liam and his family _____ .
4 Liam kept the _____ .
5 Liam's tiny house is different because it has _____ .
6 There are four other tiny houses in _____ .
7 Liam's friends like to have _____ .
8 Liam's dad got a new job, he _____ .

Writing

4 **Immagina di dover vivere in una 'tiny house' per un mese fero e cosa ne pensi fare, diversamente da prima? (70-10 Parla di queste cose:**

- personal hygiene
- food shopping and meals
- clothes and possessions
- study and free time.

.....

Speaking

5 **Parla con il tuo compagno o insegnante di com'è vivere a queste cose:**

- what your house/bedroom is like?
- house rules (things you have to or mustn't do)
- who does what (cooking, cleaning, shopping...)
- the positive and negative things about living in your house (things that work and things that don't work (doors or windows

.....

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Unit 10
SKILLS TEST

Name _____ Class _____

Goals Essential

Reading

1 Leggi il testo che parla del 'Tiny House Movement'. Alcune frasi sono state rimosse dal testo. Scegli tra le opzioni (A-E) per completarlo correttamente.

Tiny Living

The global economy in the 1990s was very strong. Unemployment rates were low and many people didn't have to worry about money. The number of homeowners (proprietari di case) increased and people bought (1) _____ . In 2008, things began to change due to (a causa di) the economic recession. A lot of people lost their jobs and their financial security. They were worried about mortgage (mutuo), rent (affitto) and utility payments. People needed an affordable housing alternative and tiny houses were the perfect solution.

A tiny house is a small residence usually less than 40 square meters. Their popularity inspired the (2) _____ ; an architectural and social effort that encourages living a simpler life in a smaller space. The effort is increasingly common in countries like the United States, the United Kingdom and Australia. People were tired of the costs that come with a big house, and noticed that the stress associated with these costs made them unhappy.

Tiny houses are popular with young individuals, young couples or people who are entering retirement. They're also a good option for people who like do-it-yourself (fa da te) projects.

(3) _____ living in a tiny house. The first, and most obvious, is the price. A tiny house usually costs less than most new cars, and if well-built, it will last for decades. People find that living in a tiny house gives them a feeling of freedom and because there isn't a lot of room in a tiny house, they can only buy or bring what they need and have to get rid of (liberarsi di) all of the 'extra'. Tiny houses (4) _____ . Manufacturers (production) use recycled materials to build most tiny houses, and solar panels usually provide their electricity.

Tiny homes aren't a perfect solution for everyone. The limited space that a tiny house offers may be difficult for some people to adjust to. It's hard for a lot of people to say goodbye to their personal possessions and live a simpler life. Also, if you like entertaining and having big dinner parties, (5) _____ .

Listening

2 **Ascolta Liam che parla della sua esperienza in una 'tiny house'. Completa le frasi (1-5) utilizzando al massimo 4 parole.**

1 Liam's parents were worried about money because his dad _____ .
2 At first, Liam _____ about moving.
3 Liam kept the _____ to him.
4 There are four other tiny houses in _____ .
5 Liam's friends like to have _____ pool when they visit him.

...../10

Speaking

3 **Parla con il tuo compagno o insegnante di com'è vivere a casa tua o in una casa immaginaria. Parla di queste cose:**

- what your house/bedroom is like?
- house rules (things you have to or mustn't do)
- who does what (cooking, cleaning, shopping...)
- the positive and negative things about living in your house (location, space...)
- things that work and things that don't work (doors or windows and/or domestic appliances).

Example: In my house I always have to... _____

...../10

Total / 30

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Educazione civica: shaping tomorrow's citizens

GLOBAL GOALS
EDUCAZIONE CIVICA

5

Green Skills

Zero Hunger

Responsible Consumption and Production

What are the goals?

- To end hunger, achieve food security and better nutrition, and promote sustainable agriculture.
- To ensure sustainable consumption and production.

Why?

- Hunger and malnutrition are a barrier to development. We need to improve access to food for everyone.
- We need to think about how we produce and consume food so that we use our resources better and reduce waste.

3 Match the words from the factfile (1-6) to their translations (a-f).

1 ... weight	a ... miliardi
2 ... waste	b ... aiuto
3 ... undernourished	c ... miliardi
4 ... aid	d ... di beneficenza
5 ... charities	e ... denutriti
6 ... charities	f ... sprechiamo

READING

4 (25%) Read and listen to the article. Why do you think people call Arthur Potts Dawson the 'Original Green Chef'?

The People's Supermarket is now an important meeting place for Arthur Potts Dawson, a British chef and environmentalist. He wants to teach people the importance of food sustainability, and to take responsibility for how they shop and what they consume.

Arthur Potts Dawson also owns two restaurants in London. In his restaurants everything is recycled (even the tables!), food comes from sustainable sources and very little is wasted. Any leftover food goes to compost. Arthur helps to promote the Chefs' Manifesto, a document that supports the Zero Hunger Goal and sustainable agriculture. Chefs who participate promise to use ingredients that respect the environment and want everyone, everywhere, to eat more vegetables, cook using local ingredients, consume only what we need and reduce waste.

Arthur also works for the United Nations' World Food Programme and he spends a lot of time travelling the world, teaching people about food sustainability. He wants everyone, everywhere, to eat more vegetables, cook using local ingredients, consume only what we need and reduce waste.

5 Answer the questions.

- Where is The People's Supermarket?
- How is it different to normal supermarkets?
- How many hours a month do volunteers usually work?
- What kind of work do they do?
- How are Arthur Potts Dawson's restaurants sustainable?
- What do the chefs who sign the Chefs' Manifesto promise?
- What else does Arthur Potts Dawson do?
- What is his message?

1 DEBATE In groups, choose one of the issues and discuss what it means. Do you agree or disagree?

There's enough on this planet for everyone's needs but not for everyone's greed.

Mahatma Gandhi

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.

Proverb

2 Read the factfile and answer the questions.

- How many people in the world haven't got enough food?
- How much food do we waste every year?
- Is hunger just a problem in developing countries?
- What's the ban in France on supermarkets and food?
- Do you think it's a good idea? Why?
- How is the food industry bad for the environment?
- What information do you find surprising?

FACTFILE

- Globally, 2 billion people are overweight, while 820 million people are hungry.
- Each year, we waste about one third or 1.3 billion tonnes of all food produced globally.
- Two thirds of undernourished people live in sub-Saharan Africa and southern Asia.
- Hunger is a growing problem also in developed countries, for example:
 - There are over 2,000 food banks in the UK used by 1.6 million people.
 - Nearly half of the UK's schools offer food aid to families.
 - One in seven people in the USA uses food banks.

THE ORIGINAL GREEN CHEF

Big supermarkets have food from all over the world and they offer an incredible choice to the customer, but this means they often throw away what they don't sell. This is a terrible waste. In the centre of London, near the British Museum, there is a different kind of supermarket: The People's Supermarket. It's a not-for-profit cooperative where you can buy good fresh food (often organic) from local sources at a fair price for both the producer and the customer.

10 Distribution and packaging is reduced (no food arrives by plane) and waste is minimised.

When you become a member, you volunteer in the supermarket for up to four hours a month and you receive a 10% discount on the food you buy.

The volunteers put food on the shelves.

20 clean the floors and work at the cash desk.

21 In 2016, France was the first country to make it illegal for supermarkets to throw away edible food – they must compost it or donate it to charities and food banks.

22 The food industry is responsible for approximately 26% of greenhouse gas emissions.

WRITING

7 Choose one of these tasks.

- Write a short text (75-100 words) with your suggestions for ways to protect the environment and reduce food waste. Say what you will try to do. Use your ideas from Ex. 6 above.
- Imagine you find these leftovers in your fridge. What can you make with them? How do you do it? Write your recipe.
 - a slice of bread (not fresh)
 - a third of a tin of tomatoes
 - a bit of red pepper
 - a small piece of cheese

EXERCISES Find out more about Arthur Potts Dawson's work for the Action Now Climate Campaign. Go online and watch his TED Talk video *A vision for sustainable restaurants*. Answer the questions.

- What four types of waste does Potts mention?
- How does the menu at the restaurant reduce waste?
- Why does The Waterhouse restaurant have this name?

Writing Goals p. 388

Understand the Global Goal

Debate and discuss ideas

Think critically

Produce

Find out more

INSEGNARE INGLESE

Educazione civica: Green Skills




What are Green Skills?

- a predisposition to energy-saving
- a positive attitude to sustainable development



Exam preparation: INVALSI

5  102 **Listen again, and match the speakers (1-5) to the statements (A-G). There are two extra statements you do not need.**

This person...

- A understands his/her job better than most people.
- B is quite new but will do more training soon.
- C had an accident and went to hospital.
- D is making something, but it won't be ready for a few years.
- E will spend next weekend at his/her job.
- F thinks that
- G likes the

3 **Complete the sentences using a maximum of 4 words.**

- 1 Lots of visualisation techniques.
- 2 They imagine future events in
- 3 Zack says you can improve
- 4 Visualisation can make you feel in your day-to-day life.
- 5 Your brain cells when
- 6 Visualisation isn't enough. It's important to

B1 INVALSI Goals

5

READING Task 5 - Short Answer Questions

Read the text about London's scariest attractions, then answer the questions (1-10) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

LONDON'S SCARIEST ATTRACTIONS

London is one of the most exciting and glamorous cities in the world. But it's got a darker side too. Here is our guide to the scariest things to do in London!



The Ghost Bus Tour

This is a sightseeing tour with a difference. It takes place at night and the vintage double-decker is painted black instead of red. As you drive past some of London's most famous landmarks, including The Houses of Parliament, Tower Bridge and St Paul's Cathedral, you will be entertained with tales of ghosts, death and murder. Don't worry – there's lots of humour too, so you're sure to have a fun time! Tours take place from Friday to Sunday, with each tour lasting about 75 minutes depending on traffic. Smoking, eating or drinking are not permitted on the bus.

The Tower of London

The Tower of London is one of the city's most famous tourist attractions, and one of the most haunted. This royal palace was once a prison, where enemies of the king or queens were kept locked in its dark, damp basements. Anne Boleyn, the second wife of King Henry VIII, was executed and buried here in 1536, and her ghost is said to walk around the Tower, carrying her head under her arm. One of the best ways to enjoy the Tower is with an audio tour, which is offered in 11 different languages.

The Woman in Black

If you fancy a trip to the theatre, then why not get tickets for *The Woman in Black*? This play, based on the gothic supernatural novel by Susan Hill, was first performed more than thirty years ago and has been scaring London audiences ever since. It tells the story of a young lawyer, Arthur Kipps, who is sent to a remote village to do some work. There, he sees a mysterious woman dressed in black, and he soon discovers that the village is hiding a terrible secret. As there are some frightening scenes, children under twelve are not admitted.

In with the Spiders

Are you scared of spiders? Then you probably ought to avoid this exhibition at London Zoo! Visitors walk through a specially-created tunnel, which is full of eight-legged creatures crawling above your head, including exotic spiders from Madagascar and Australia. This incredible experience is included in the cost of the entry ticket for London Zoo, and a visit is highly recommended... if you dare!

B1 INVALSI Goals

5

0	On the bus tour, what can you hear stories about? <i>Ghosts, death and murder</i>
Q1	Which days can't you go on the bus tour?
Q2	What isn't allowed during the bus tour?
Q3	Why is the Tower of London scary?
Q4	What did the Tower of London use to be?
Q5	What happened to Anne Boleyn in 1536?
Q6	How long has <i>The Woman in Black</i> been playing at the theatre?
Q7	What is the job of the protagonist?
Q8	Who is the play not suitable for?
Q9	Where can you see a lot of spiders?
Q10	What kinds of spiders are there?

... / 10



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Five things
you need to know.

DEAFLIX



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INSEGNARE INGLESE

SITO DEL LIBRO

Your personal
online repository
for all things
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your course.

The screenshot displays the website interface for 'GOALS Essential'. At the top, there is a navigation bar with links for 'Chi siamo', 'Catalogo', 'Per le librerie', and 'Contatti'. On the right side of the navigation bar, there are links for 'Mondo Deascuola', 'AP di Training', and 'Attiva Libro'. Below the navigation bar, the 'GOALS Essential' logo is prominently displayed. A red banner below the logo indicates 'EBOOK E SAGGI PROPAGANDA' and 'Novità'. The main content area features a grid of six book covers:

- GOALS Essential - Student's Book & Workbook** by Alex Rayburn. The cover is purple and yellow, featuring two students.
- GOALS Essential - Vocabulary** by Rosalind West and Felicity O'Dell. The cover is purple and yellow, featuring a large 'goals' graphic.
- Grammar for Everyone** by Anna Maria Sisto, Guglielmo Corradi, and Chris Davies. The cover is blue and white, featuring a grid pattern.
- Towards... Business** by Anna Rayburn. The cover is green and yellow, featuring a cityscape.
- Towards... Cooking & Service GOLD** by Jane Butler. The cover is blue and yellow, featuring a kitchen scene.
- Towards... Literature** by Jane Butler. The cover is red and yellow, featuring a person reading.

Each book cover includes the DEASCUOLA logo and a small 'i' icon in the bottom right corner.



INSEGNARE INGLESE

SITO DEL LIBRO


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Chi siamo Catalogo Per le librerie Contatti

Mondo Deascuola AP di Training Attiva Libro


GOALS Essential

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 Teacher's Book

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

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






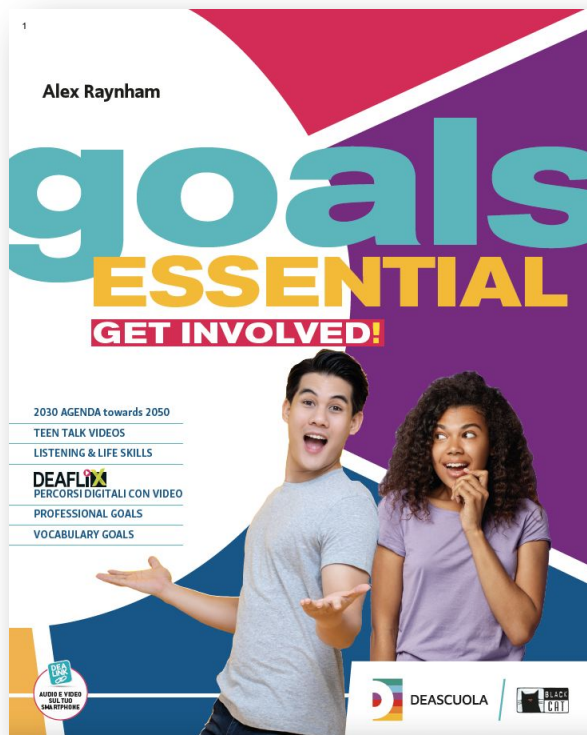
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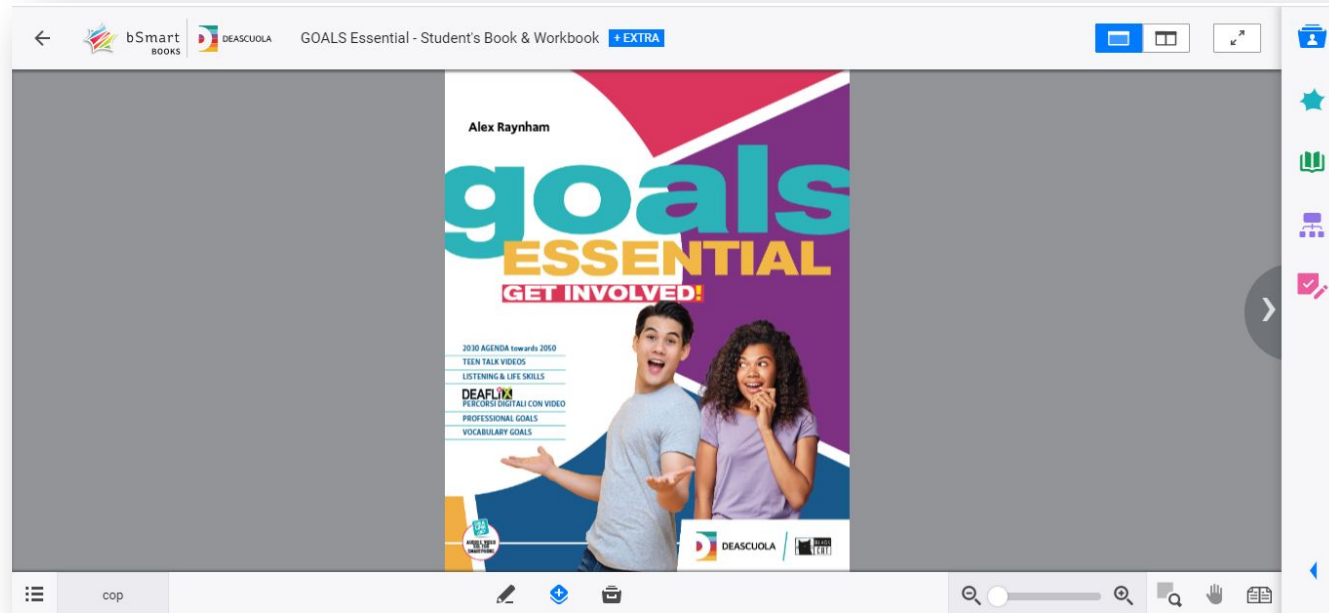
Sfoggia l'eBook 

Vai alle risorse 



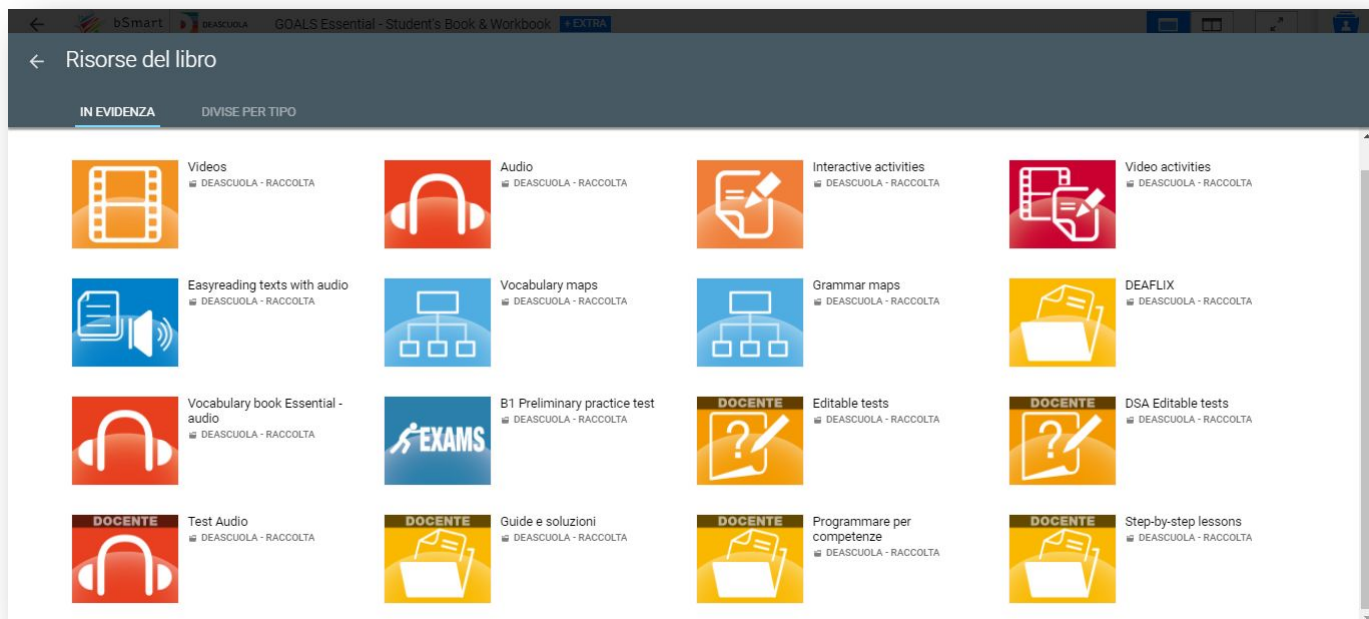
INSEGNARE INGLESE

Ebook online in webapp, offline su chiavetta



INSEGNARE INGLESE

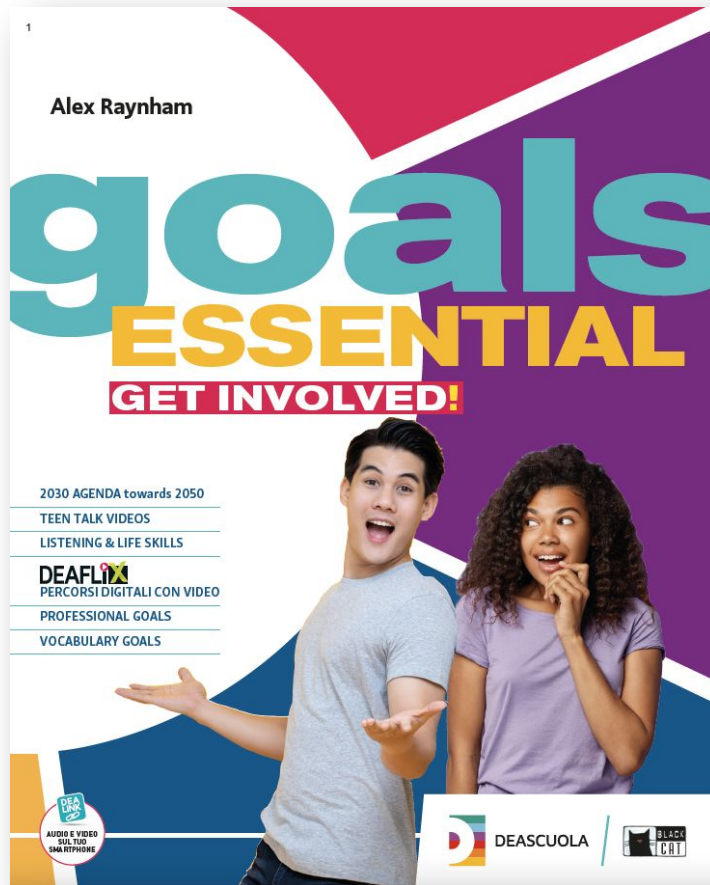
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INSEGNARE INGLESE

USB STICK

Your practical,
portable offline
solution.



INSEGNARE INGLESE

SITO DEL LIBRO


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your course.

Chi siamo Catalogo Per le librerie Contatti

Mondo Deascuola AP di Training Attiva Libro


GOALS Essential

RISORSE PER IL DOCENTE **Docente**


 Teacher's Book

Portali e strumenti utili


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

 **DEAFLEX - Inglese grammatica SS2G**
Scegli DEAFLEX 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?

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



INSEGNARE INGLESE

DEAFliX

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!

80 argomenti fondamentali di GRAMMATICA INGLESE

ARTICLES, NOUNS and PRONOUNS 11 percorsi	ADJECTIVES and ADVERBS 10 percorsi	PREPOSITIONS 3 percorsi
TENSES 26 percorsi	MODALS 10 percorsi	INTERROGATIVES 3 percorsi
VERB FORMS and PATTERNS 12 percorsi	REPORTED SPEECH 1 percorso	CONDITIONAL FORMS 4 percorsi

All'interno del volume troverai segnalati i percorsi adatti al tuo libro.

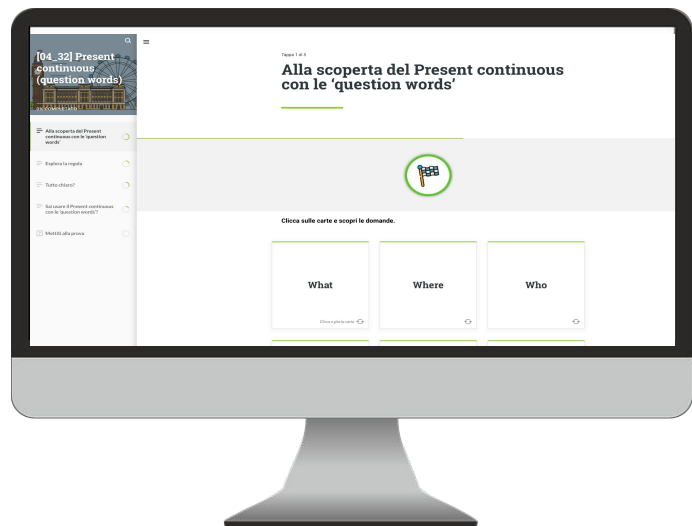
DEAFliX sempre con te!

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.

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



INSEGNARE INGLESE



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A screenshot of the Crea TEST plus website interface. At the top, there are navigation links for 'DeA Scuola', 'DeA Formazione', and 'DeA Live', along with a user profile icon and the name 'Ciao, DEADOC'. Below this is a header with the 'DeA SCUOLA' logo, the 'Crea TEST plus' logo, and a dropdown menu currently set to 'INGLESE'. A main navigation bar contains 'Crea un test', 'Test creati', and 'Quick tests'. The main content area features two promotional cards: 'CreaTest PLUS' with a yellow background and a 'Scopri di più' button, and 'Quick tests' with a grey background and a 'Vai al Test' button. Below these is a section titled 'Crea il tuo test' with a search bar containing 'Restaurants' and several dropdown filters for 'A1', 'FOOD AND DRINK', 'VOCABULARY', and 'Affina ricerca'. A 'Cerca' button is located at the bottom right of the search area.



INSEGNARE INGLESE





Pubblica il tuo test

Crea il test in modalità allenamento o verifica:

allenamento



verifica

Il test può essere svolto più volte.

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

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



INSEGNARE INGLESE



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.





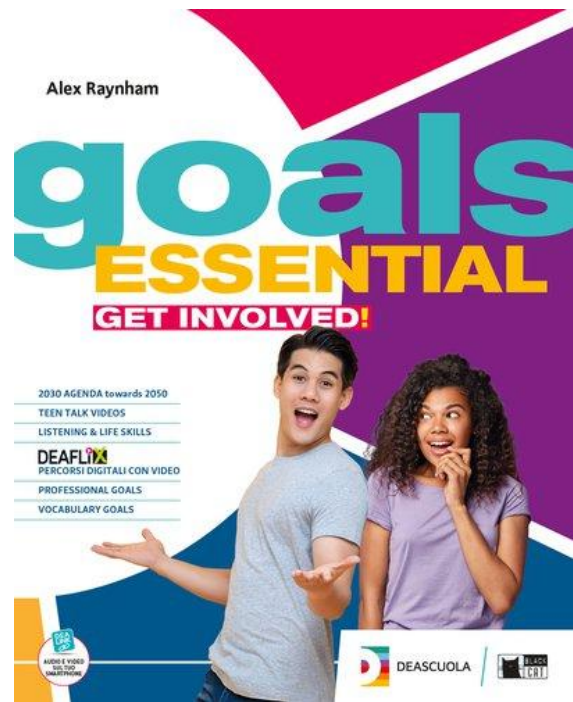
- Download the free Dea Link app for your smartphone
- Select your coursebook by focussing your phone on the cover
- Focus on any pages where audio and video icons are present
- Select which resource you want to access and click



Discover **GOALS Essential**

Check out the [sheet on the website](#)

Contact your local agent:
<https://deascuola.it/rete-commerciale/>



INSEGNARE 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  

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   oppure qui <https://www.blackcat-cideb.com/it/ereaders>

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



**Grazie per
l'attenzione**

Spazio alle domande



INSEGNARE INGLESE



I prossimi appuntamenti

<https://formazione.deascuola.it/insegnare-inglese/>

Webinar

INSEGNARE INGLESE

Insegnare con... Goals A2, B1 and B1+

24 Marzo 2023, 15:00

con: Michael Flynn, Rachel Harraway, Karl Matthews

Iscriviti qui

Webinar

INSEGNARE INGLESE

Insegnare con... Firewords

27 Marzo 2023, 17:00

con: Christian Evans, Deborah Speers

Iscriviti qui

Webinar

INSEGNARE INGLESE

Be inclusive and personal, teaching Educazione Civica

12 Aprile 2023, 17:00

con: Christian Evans, Karl Matthews

Iscriviti qui



INSEGNARE INGLESE