

# INSEGNARE INGLESE



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WEBINAR

# Insegnare con... Goals

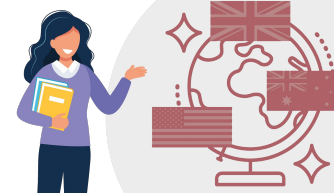
Get involved!

**Speakers:** Alex Raynham, Michael Flynn & Karl Matthews

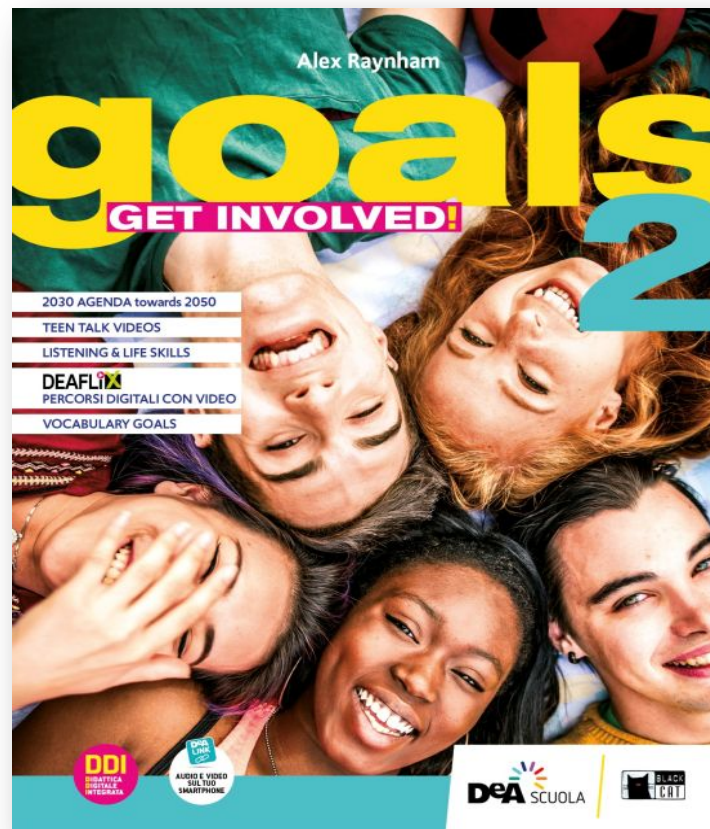


In this  
webinar, we'll  
look at...

1. Pacing and activating language input
2. The 2030 (towards 2050) UN Global Goals and Citizenship (Educazione Civica)
3. Support for oral and written skills
4. Learner training and learner independence
5. Life skills for personal development
6. Preliminary, INVALSI and Trinity (oral) exam preparation
7. Multimedia components and DDI



# Be informed, be confident, be yourself!



Students as active  
participants in a  
global community



## 1

### FREE TO BE ME

VIDEO DDI

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

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

**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! **Oliver, 16 – Brighton**

**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. But I never post without my friends' permission. I read lots of online articles about photography, too – I'm a photo **nerd**!

**Naomi, 15 – Cardiff**

**Teen forum > free time**  
Tell us about your free time.  
What are your favourite activities?

**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. **Tess, 15 – Leeds**

MAKE IT REAL

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

**3** Who says these things? Write N (Naomi), O (Oliver) or T (Tess).

- This game's fantastic!
- We've got a concert next week.
- This is a photo of my local park.
- This is our new song.
- I've got ten likes for this!
- The lessons are fun and the teacher's nice.

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

- 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...*

informative

entertaining

inspirational

## 4

### AMAZING PEOPLE

VIDEO DDI

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

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

BLOG

### The Boy Who Harnessed<sup>1</sup> the Wind

There was a great film on TV last night – *The Boy Who Harnessed the Wind*. It's the incredible true



# A flexible approach

**9 IT'S YOUR LIFE!** VIDEO DDI

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

2 **WATCH** Watch, read and listen to the quiz. What experiences does it mention?

**Get out of your COMFORT ZONE**

Have you ever tried windsurfing or climbed a volcano? Most people like trying new things, but have you ever really stepped out of your comfort zone? Do the quiz and see how daring you are.

1 A group from your school is going on a demonstration about cuts to education, but you've never done anything like that. Should you go?

Yes → Has anyone ever changed the world by staying at home?

No → It's easier to sign an online petition.

2 A friend has challenged you to take a break from social media for a week. Will you accept?

Yes → You won't know what it's like if you don't try it.

No → Why should I do that? Why suffer?

**MAKE IT REAL**

Try your luck. Go for it! as long as you only live once!

Tenta la fortuna. Provalci! purché si vive una volta sola!

3 In pairs, do the quiz. Give reasons for your answers. I think I would go on a demonstration because...

When we refer to someone without mentioning their gender, we can use they and them instead of he/she and him/her. Maybe you can take a selfie with them.

3 You see one of your favourite celebrities in public. Should you ask for a selfie with them?

Yes → Try your luck. If you get it, you'll really impress your friends!

No → It will be embarrassing if they say 'no'.

4 You'd like to enter a talent show, but you haven't sung in public before. Should you do it?

Yes → Go for it! - lots of stars started this way.

No → Have you thought about it carefully? You might get nervous and perform well.

5 You're on holiday in another country. You see something traditional on TV, but you've never eaten it before. Should you try it anyway?

Yes → You might love or hate it. You won't know if you don't try!

No → It probably won't be very good.

You've probably answered 'yes' to some questions and 'no' to others. But it's good to try new things - as long as they're safe. After all, you only live once!

**4 SPEAKING P.T** Now ask and answer the questions.

1 Are you more cautious or more daring?

2 Would you like to go outside your comfort zone more often? Why?/Why not?

3 In your opinion, what are the advantages and disadvantages of being adventurous?

A Are you more cautious or more daring?

B I think I'm...

## Videos

### Vocabulary Experiences VIDEO DDI



5 **3-03** Complete the sentence in love • be on TV • break a bone



### Grammar

7 Read the grammar and complete the rules.

#### Present perfect simple

- We use the **Present perfect simple** to talk about experiences or past actions without specifying when they happened.

A friend **has challenged** you.

You **haven't sung** in public before.

**Have you thought** about this carefully?

– Yes, I **have**. / No, I **haven't**.

#### ever, never

**Has anyone ever changed** the world by staying at home?

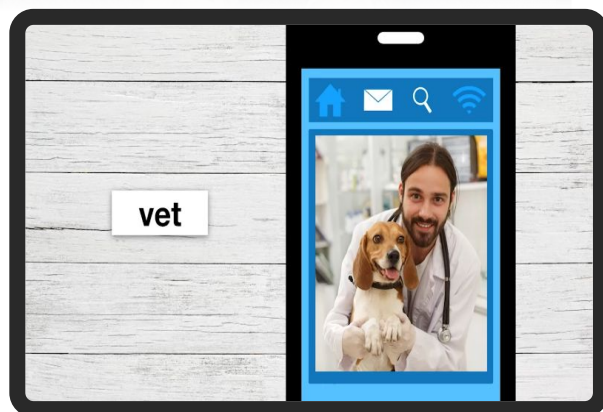
You've **never done** anything like that.

- We use <sup>1</sup> in questions and <sup>2</sup> in sentences when we mean 'at no time in my life'.

➡ Grammar Goals p. 238 ➡ Irregular past participles p. 282

DEAFLIX





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. |





# Pacing language input

## 1 1-31 Read and listen to the dialogue. Where are Kate's drama classes?



**Max** What do you do in your free time, Kate?

**Kate** I'm really into drama and acting. Do you like drama?

**Max** No, I don't. I never go to plays. Do you go to drama classes then?

**Kate** Yes, I do. I go to a drama club at our local theatre every Saturday.

**Max** Cool. So, how often do you perform plays?

**Kate** Once a year.

**Max** Does your sister come to see you?

**Kate** No, she doesn't. She thinks plays are boring.

## 1 1-29 Read and listen to the group messages. What do Becky and Joshua suggest?

### ← club mates groups

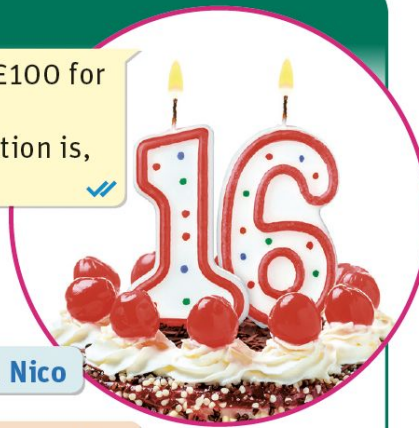
Hey guys! Guess what? I got £100 for my sixteenth birthday! 😊  
I can't believe it! So the question is, what should I do with it? **Ali** ✓

I'll help you to spend it if you want! 😊 **Julia**

Lucky you! I wish I had £100. **Nico**

If I were you, I'd spend it on something nice, like new headphones. **Becky**

If I had £100, I'd take my friends out for a pizza to celebrate. Only joking! 😊 But seriously, it would be great if we all met up. If only we could all go somewhere cool and have a party – it would be awesome! **Joshua**



## 1 1-38 Read and listen to the post about artist Jack Kirby. What characters did he create?

### NEW POST >>

Hi readers! Did you know that one artist – Jack Kirby – drew most of the original best comic book characters? I read about him last week when I was flicking through some old art magazines in a shop – I had heard of Stan Lee, but I hadn't heard of Kirby before. Had you heard of him? Kirby was born in 1917. He began drawing when he was growing up in New York. He then got work drawing for newspapers and comics, even though he hadn't been to art school! Kirby created his first character, *Captain America*, in 1940. He later drew *The Fantastic Four* series for Marvel Comics. By the time he died in 1994, Kirby had created, together with Stan Lee, lots more famous characters, including *X-Men*, *Black Panther* and *The Avengers*. Amazing!



# Present → contextualise → activate

audio



presentation



new audio

new context

activation

SPEAKING P T

## Vocabulary & Listening The body 1

1 (1-11) Match the words to the numbers (1-23) on the photos. Then listen and check.



..... chin  
..... ear  
..... eye  
..... forehead  
..... mouth  
..... nose

2 People who play different sports also have different body types. Can you match the Olympic sportspeople (a-h) to the body types (1-6)?

- |                |                             |
|----------------|-----------------------------|
| a ... swimmers | e ... long-distance runners |
| b ... boxers   | f ... 100-metre sprinters   |
| c ... cyclists | g ... weightlifters         |
| d ... gymnasts | h ... tennis players        |

- They have short necks, very strong arms, and are usually very big.
- They have long arms.
- They do special exercises for their wrists and fingers.
- They develop a wide chest and wide shoulders.
- They are tall, with long legs.
- They have very strong legs and backs.

3 (1-12) Now listen to someone talking about how modern Olympic athletes' bodies are more suited to their sports than in the past. Check your answers to Ex. 2.

4 (1-12) Listen again and choose the best summary: A, B or C.

- A ☐ Thanks to modern diets, all Olympic athletes are taller and stronger than they were 100 years ago.
- B ☐ In the past, Olympic athletes often did more than one sport, but changes in training have made that impossible.
- C ☐ Special training and diet have gradually made Olympic athletes' bodies more suited to their individual sports.

5 SPEAKING T In pairs, think of a famous athlete or sportsperson and describe them to your partner.

- What's their sport?
  - What do they look like?
  - Why is their body type well-suited to their sport?
- He's a footballer. He's quite tall and...

✂ FINISHED? Write a short description of a famous sportsperson. Use your answers to the questions in Ex. 5.



# 6

## OUR FRAGILE WORLD

VIDEO DDI

1 **THINK** Describe the photo. What do you think the people are protesting about?

2 **WATCH** Watch, read and listen to the text and check your answer to Ex. 1.

### Planet Earth health check

#### When young people said 'enough is enough'

In 2018-19, regular environmental protests were organised in over 150 countries around the world. They weren't led by adults, but by young people, including Swedish activist Greta Thunberg. The message of #FridaysforFuture was clear: we need to **face facts**. We're destroying the planet and we must do something about the climate crisis before it's too late. So what are the biggest environmental issues, and how are we affected by them?



#### Climate change

When fossil fuels are burnt to produce electricity or to power factories and cars, greenhouse gases like carbon dioxide are produced. These gases trap heat in the atmosphere, making the average global temperature higher. This global warming is now melting the polar ice caps, causing sea levels to rise. If we don't act, cities like Venice, New Orleans and Shanghai may eventually disappear.

#### Habitat loss and endangered species

Every week, about 200 species of animals and plants become extinct – often because their natural habitats are destroyed to make room for urban development or farming. Other species are hunted, or killed by pollution and the effects of climate change. Sadly, 25% of all animal and plant species are now endangered.

**MAKE IT REAL**  
enough is enough  
face facts  
adesso basta  
affrontare la realtà

3 **WHAT** do these numbers in the text refer to?

- a 150
- b 2.2
- c 100,000
- d 200
- e 25

4 **COMPLETE** the sentences using a maximum of four words.

- 1 In 2018-19 young people around the world started protesting about \_\_\_\_\_.
- 2 Most of our rubbish goes to \_\_\_\_\_.
- 3 Greenhouse gases keep \_\_\_\_\_.
- 4 Some cities might disappear because \_\_\_\_\_.
- 5 We are destroying natural habitats for \_\_\_\_\_.
- 6 Animals are also dying because of \_\_\_\_\_.



#### Objectives

- Talking about the environment
- Talking about facts and processes
- Talking about cause and effect
- Persuading someone

#### Global Goals

Climate Action



#### Units 5-6

- Listening & Life Skills:
- Online safety
- Culture:
- Alan Turing

### Vocabulary Environmental issues

5 **LISTEN** Complete the texts with the words. Then listen to the interviews with protesters and check your answers.

climate change • endangered species • **extinct** • fossil fuels • greenhouse gases • ice caps • landfill sites • pollution • sea levels

A Many animals are in danger of becoming **extinct** because we are destroying their habitats!

Habitat loss and deforestation kill \_\_\_\_\_.

**STOP IT NOW!**

B **RECYCLE, REUSE, REDUCE**  
Don't let your rubbish and waste go to \_\_\_\_\_.

Support local recycling projects.

#### SAVE THE OZONE LAYER

This thin layer in the atmosphere protects all life on Earth, but air \_\_\_\_\_ is destroying it!

D Will London be under water one day? **Global warming** is melting the Arctic and Antarctic \_\_\_\_\_, and that means \_\_\_\_\_ are rising.

#### STOP USING •

Switch to **renewable energy** because \_\_\_\_\_ like \_\_\_\_\_.  
carbon dioxide cause \_\_\_\_\_.  
The **greenhouse effect** is real – don't ignore it!



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

- 1 What do you think are the most urgent environmental problems?
  - 2 Are you optimistic or pessimistic about the future of our planet? Why?
  - 3 What do you think is the best way to protest about the environment?
- Climate change is a huge problem for the entire world, but we can do things to stop it, like...

### Grammar

DDI

7 Read the examples and complete the rules.

#### Present simple and Past simple passive

- We use the passive form to describe facts or processes.  
Most of this **isn't recycled** – it's **taken to landfill sites**.  
How are we **affected** by them?  
subject + am/ is/ are + past participle
- Huge protests **were organised**.  
They **weren't led** by adults.  
subject + was/ were + past participle
- We use **by** to say who does or did the action.

Grammar Goals p. 196

8 Complete the sentences and questions with the Past or Present simple passive form of the verbs.

collect • produce • (not) discover (x2) • send • build • not grow • take

- 0 How many phone messages **are sent** every day?
- 1 When \_\_\_\_\_ (that house)? It looks very old.
- 2 These oranges \_\_\_\_\_ in Italy. They're Spanish.
- 3 Our rubbish \_\_\_\_\_ twice a week.
- 4 Where \_\_\_\_\_ (this photo)?
- 5 A lot of pollution \_\_\_\_\_ by cars.
- 6 No, penicillin \_\_\_\_\_ by Marie Curie.
- It \_\_\_\_\_ by Alexander Fleming.

9 **SPEAKING** In pairs, take turns to ask the questions and try to match them to the answers.

12% • 80% • 56% • 74% • 14%

What percentage of...

- 1 all greenhouse gases/produce/by cows and sheep?
- 2 greenhouse gases/produce/by air travel?
- 3 greenhouse gases/make/by road transport?
- 4 rubbish that/dump/in the ocean is plastic?
- 5 rubbish/recycle/by Germany? (the country that recycles the most rubbish in the world)

- A What percentage of all greenhouse gases...?
- B I think it's... What about you?

objectives

step-by-step  
input

exam training

production



# SUSTAINABLE DEVELOPMENT GOALS

17 goals

193  
nations

practical  
targets



# The UN 2030 Goals (towards 2050)



(Johan Rockström & Pavan Sukhdev for Stockholm Resilience Centre, Stockholm University)

Graphics by Jerker Lokrantz/Kazote



# GLOBAL GOALS

## EDUCAZIONE CIVICA



### Climate Action



#### What's the goal?

Taking action now against climate change and its impacts.

#### Why?

Climate change is caused by human activities and is threatening the way we live and the future of our planet.

#### 1 DEBATE In groups, discuss the following questions.

- 1 Can you list some of the human activities that have an impact on climate change?
- 2 Do you think you contribute to climate change without realising it? How?
- 3 What do you think you and the people you know could do differently to help combat climate change?

## The 5 R's of ZERO WASTE



**REFUSE** Say no to what you don't need. For example, plastic bags at the supermarket and free gifts you know you won't use.



**REDUCE** Buy less stuff and reduce waste.



**REUSE AND REPURPOSE** Don't throw it out. Think: can you reuse it, repair it or upcycle it for a different purpose? Or give it to someone who can?



**RECYCLE** Separate your rubbish into plastics, paper and glass, etc., so that where possible, these materials can be used to make something else.



**ROT** Compost organic waste like food and plants.

Understand the issue

Activate pre-existing knowledge

Present new information



# GLOBAL GOALS

## READING

- 3 Why do you think people produce more rubbish today than in the past?
- 4  2-09 Read and listen to the article. What is the zero-waste movement?

## The Zero wasters

- 5 Globally, we produce a lot of rubbish: about 3.5 million tons of plastic and other solid waste each day – 10 times more than we did a century ago. But more people are taking action on this by joining the zero-waste movement. This means trying to reduce your personal waste to an absolute minimum – almost zero.

- 10 Lauren Singer began reducing her waste when she was an Environmental Studies student at New York University. In her final year, she watched another student bring a plastic bag of packaged food to lectures



## 6 CRITICAL THINKING Discuss the questions.

- 1 Do you think you could achieve zero waste? Why?/Why not?
- 2 Do you think it is difficult to achieve zero waste? Why?
- 3 What does your family do to reduce waste?
- 4 Do you think achieving zero waste makes a difference? Why?/Why not?

## WRITING

### 7 Write a short text (100-150 words) about 'waste' in your daily life. Include this information:

- how you produce waste
- what you do already to reduce waste
- what else you could do to reduce the amount of waste you produce

**DIGITAL COMPETENCES** Go online and look for Bea Johnson's blog *zerowastelifestyle*. Click on the video icon and watch the video. Answer the questions.

- 1 What impresses you about her lifestyle?
- 2 Would you like to incorporate any of what she does into your lifestyle? Why?/Why not?

DDI



# GLOBAL GOALS

## GLOBAL GOALS

### EDUCAZIONE CIVICA

**Gender Equality** 5

**Reduced Inequalities** 10

**What are the goals?**

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

**Why?**

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

## A SOLDIER WITH A SECRET

**READING**

What do you think the stereotype of a soldier is?

Read and listen to the article. What was Alex's secret? Does he match your soldier stereotype?

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

So, Alex left ballet school and started his new life as a soldier. For the first two years, he didn't tell the other soldiers that he was a trained classical dancer. He was worried that they would have preconceived ideas about him.

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

He says that the army was very supportive and gave him time off work to practise for and perform in the show. Alex decided to tell the other soldiers. They were very relaxed about it and some of them even went to see the show.

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

**GLOSSARY**

|            |                       |
|------------|-----------------------|
| made jokes | lo prendevano in giro |
| apply      | fare domanda          |
| challenge  | sfidare               |
| supportive | di supporto           |

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

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

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

**DEBATE** In groups, discuss these statements. Do you agree? Why/Why not?

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

**The statements in Ex. 1 are examples of stereotypes. Read the infographic and answer the questions.**

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

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

**Where do stereotypes come from?**

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

**Four kinds of gender stereotypes**

|                                                                                  |                                                                      |                                                                                                                               |                                                               |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Personality</b><br>for example, girls are emotional, boys are self-confident. | <b>Behaviour</b><br>for example, girls do dance, boys play football. | <b>Physical appearance</b><br>for example, we expect girls to be slim and pretty, and we expect boys to be tall and muscular. | <b>Jobs</b><br>for example, nurses are women, pilots are men. |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|

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

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

**6 CRITICAL THINKING** Read the information above and discuss the questions.

- How did Alex Smith challenge stereotypes about soldiers and dancers?
- Can you think of any examples of films, TV series or advertisements that:
  - reinforce negative stereotypes?
  - challenge stereotypes?
- Do you ever use stereotypes? Think of ways they are not correct.
- Can you think of any famous people who fought against stereotypes or other inequalities? Why?

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

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

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

**Writing Goals** p. 259

Understand Goal

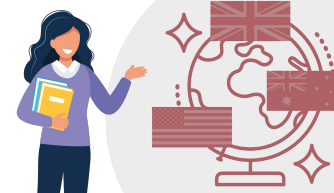
Debate ideas

Broaden awareness

Think critically

Produce

Find out more



# Broadening awareness

**Reading**

**Who's behind fake news?**

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

**CHASE, 18**

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

**ELYSIA, 19**

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

**MAKE IT REAL**

catchy  
clickbait  
from scratch  
nasty  
uncomfortable

intriganti  
acchiappatici  
dal nulla  
maligni, cattivi  
a disagio

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

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

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

## Listening Looking good? 1

**1 THINK** In pairs, describe the photos. Use some of the words to help you.



**2** Listen to a radio programme. What did Connor and Emma want to change? Did they both do it?

### STUDY SKILL

#### Matching sentence halves

Read each sentence ending to see if it can complete the beginning in a grammatically correct way. This will help you to eliminate some options. Then listen carefully for the information in each one.

**3** Listen again and match the beginning of the sentences (1-8) to the endings (A-J). There are two extra endings that you do not need.

- 1 ... Connor wanted to remove a name...
- 2 ... The treatment...
- 3 ... Now Connor thinks it's better...
- 4 ... Emma wanted to change her nose...
- 5 ... A doctor told Emma that...
- 6 ... The doctor wanted Emma...
- 7 ... After cosmetic surgery, some people...
- 8 ... Emma thinks people need...

- A to wait before having an operation.
- B not to make decisions on impulse.
- C can have problems and become ill.
- D caused a skin problem.
- E young people's faces and features are still growing.
- F because the relationship ended.
- G wasn't very successful.
- H to resist the pressure to be perfect.
- I because people were unkind at school.
- J was painful and cost a lot of money.

**4 DISCUSS** In pairs, discuss the questions. Give reasons for your answers.

- 1 What do you think of Connor and Emma's decisions?
  - 2 In your opinion, are cosmetic treatments worth the risk?
- I think that Connor probably did the right thing, but...

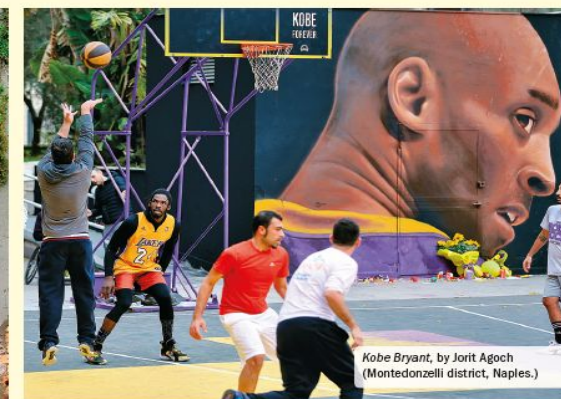
Workbook pp. 144-153

## Critical thinking: street art

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



The Shipwrecked Child, by Banksy (2019, Venice.)



Kobe Bryant, by Jorit Agoch (Montedonzelli district, Naples.)

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

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

The paintings are both outside on building walls, and...



# Support for oral skills

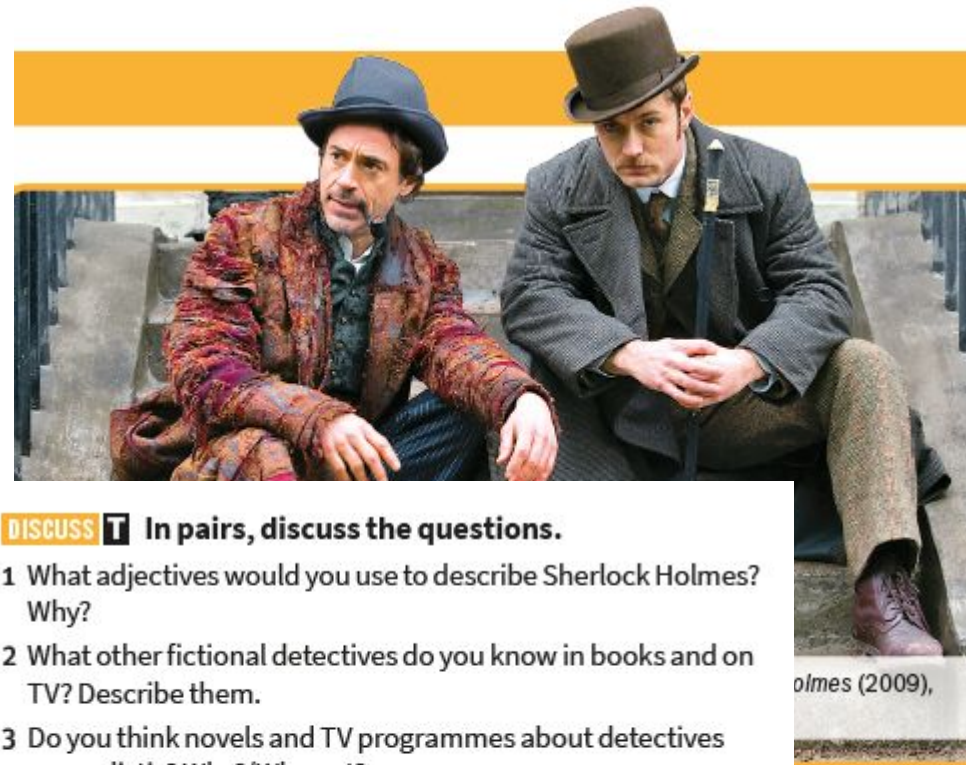
Reacting to texts and giving opinions



## 4 DISCUSS PT In pairs, discuss the questions.

- 1 Which of the events above would you like to go to? Why?
- 2 Are there any summer festivals where you live?
- 3 What arts and music festivals are famous in Italy?

*I'd like to go to the Summer by the River Festival because...*



*Sherlock Holmes is very clever, and...*

**FINISHED?** Write a short description of your favourite fictional detective.



# Support for oral skills

## Speculating

- 1 THINK** Look at the photos by finalists in a photography competition. Do you prefer taking photos of places or people? Why?

## Debating issues

- 1 DEBATE** In groups, discuss these statements. Do you agree? Why?/Why not?
- 1 Everyone should be able to buy a car.
  - 2 We don't need cars. They are a luxury item.
  - 3 All cars except electric ones should be banned. We should use public transport.

## Activating new language

- 9 Complete the sentences with your own ideas.**

- 1 There was a terrible storm. As a result,...
- 2 I try to recycle things so that...
- 3 I've got no homework this evening, so...
- 4 I'm studying English in order to...
- 5 We need to save energy because...
- 6 I arrived late at school due to...

- 10 SPEAKING** In pairs, ask and answer about your sentences in Ex. 9. Begin with: *What...?* or *Why...?*

- A** What happened as a result of the storm?  
**B** A lot of trees fell down.



# Listening to support oral skills

Communication Asking for permission and making requests

Vocabulary & Listening Literary genres

## Listening & Life Skills

4

BE INSPIRED!

VIDEO

DDI

1 **THINK** Look at the photos. What kind of events do you think they show?

2 **VIDEO** 1-36 Watch, read and listen to the posts on the web page and match them to the photos (A-C).



### Listening Big Tech

5

1 **THINK** In pairs, describe the photo and logos. What do these companies have in common? What do you think Big Tech means?



2 **1-54** Listen to a podcast about Big Tech and answer the questions.

- 1 What does Big Tech mean?
- 2 What is Big Tech's greatest power?

3 **1-54** Listen again and choose the correct answer: a or b.

- 1 Microsoft also owns a famous gaming brand. a delivery brand.
- 2 Google/Alphabet owns a famous computing program. b video platform.
- 3 Facebook also owns a Twitter. b Instagram.
- 4 Big Tech companies are important because a they pioneer technology. b they make a lot of money.
- 5 One of the benefits of the services Big Tech offers is a they're entertaining. b they're mostly free.
- 6 Some people say Big Tech is more influential than a governments. b laws.
- 7 With Big Tech, people are worried about a young people. b privacy.
- 8 Big Tech also has an influence on a the economy. b banking.

4 **DISCUSS** **PT** In pairs, discuss the questions.

- 1 How many of these companies' services or products do you and your family use?
- 2 Were you surprised by any of the information? If so, what?
- 3 How do you think they have influenced...



# Communication

video

## Communication Shopping for clothes



1 2:31 Leia and Ryan are shopping. Watch and listen. Which top does Leia buy?

2 2:31 Complete the dialogue with the words. Then watch again, listen and check.

good • change • bag • try on • nicer • help • changing rooms • size

Leia Do you mind if I look in here, Ryan?  
Ryan No, go ahead.  
Assistant Hi, can I <sup>1</sup> \_\_\_\_\_ you?  
Leia Yes, thanks. Have you got this top in any other colours?  
Assistant What <sup>2</sup> \_\_\_\_\_ are you?  
Leia Small, I think.  
Assistant OK, we've got it in blue, red and pink.  
Leia Great. Can I <sup>3</sup> \_\_\_\_\_ all three, please?  
Assistant Yes, of course. The <sup>4</sup> \_\_\_\_\_ are over there.  
Leia Thanks. I'll be five minutes, Ryan.  
Ryan OK. Take your time.  
\*\*\*  
Ryan How's it going, Leia?  
Leia Well, I don't really like the blue top. The pink one is <sup>5</sup> \_\_\_\_\_, but it's a bit tight, so I think the red one's the best. What do you think?  
Ryan Yes, I think you look <sup>6</sup> \_\_\_\_\_ in it. It suits you.  
Leia Great, I'll take it then.  
\*\*\*  
Assistant Do you need a <sup>7</sup> \_\_\_\_\_?  
Leia No, thanks.  
Assistant Right. That's £16.50 then, please.  
Leia OK.  
Assistant And here is your <sup>8</sup> \_\_\_\_\_ and receipt.

### KEY EXPRESSIONS

#### Shop assistant

Can I help you?  
What size are you?  
We've got it in (blue / large, medium or small).  
The changing rooms are over there.  
You look great in it.  
It suits you.  
Do you need a bag?  
Are you paying by card or in cash?  
That's £16.50.  
Here's your change and receipt.

#### Customer

Yes, please. / No, thanks.  
I'm just looking.  
I'm looking for...  
I'm a (medium/size 42).  
Have you got this in (small / blue / any other colours)?  
Can I try it on?  
I like / don't (really) like...  
What do you think?  
Which one do you prefer?  
It's a bit (small).  
How much is it?  
I'll leave it. / I'll take it.

► We can use **one** and **ones** instead of repeating nouns, or when it's clear what you are referring to.  
The pink **one** is nicer.  
Which **one** do you prefer?

Grammar Goals p. 209

### MAKE IT REAL

go ahead *fai pure*  
I'll be five minutes. *Ci metto cinque minuti.*  
Take your time. *Fai con calma.*  
How's it going? *Come va?*

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



1 Shop assistant Ask the customer if you can help him/her.  
Customer Say you want to try on a T-shirt. Ask about the changing rooms.  
Shop assistant Say where they are.  
Customer Say the T-shirt is too small. Ask for a different size.  
Shop assistant Apologise and say you haven't got it.  
Customer You decide not to take it.

A Hello, can I help you?  
B Yes, please. I want...



2 Customer Ask the shop assistant if a jumper suits you.  
Shop assistant Say it looks great on him/her.  
Customer Say you'll take it and pay.  
Shop assistant Say the price. Ask if he/she wants a bag.  
Customer Say 'yes', please.

3 Customer Ask the shop assistant if he/she has the shoes in black.  
Shop assistant Ask the customer what size he/she is.  
Customer Say your size.  
Shop assistant Apologise and say you have only got that size in other colours.  
Customer Ask which colours there are.  
Shop assistant Answer.  
Customer Say you don't like those colours. Ask for something else.

**FINISHED?** Write one of your dialogues from Ex. 3, and add more details.

A step-by-step approach to communication

Model with audio/video support

Language and expressions input

Controlled practice

Freer practice



# Support for writing skills

## Writing Goals

### A film review



**The Personal History of David Copperfield**  
by Scott Miller

I recently watched *The Personal History of David Copperfield* (2020) directed by Armando Iannucci. I don't usually like period dramas, and I only watched this one after a friend recommended it, but I'm glad that I did!

The film, which is based on Charles Dickens's classic novel *David Copperfield*, tells the story of David growing up in 19th-century England. We follow David as he faces many challenges and meets the kind- and also cruel characters who influence his life. The film's plot is also its main message: the importance of kindness.

That probably sounds pretty serious, but the film is full of humour. It's also well-made and it has an amazing cast. Dev Patel is brilliant as David, and Ben Winshaw as the evil Uriah Heep is great too.

Another highlight is the very original way that the story is presented. Sometimes captions appear, or the screen divides so that we see two scenes at once.

One criticism I have is that I found the film confusing in places. This is partly because there are so many characters: it's hard to remember who everyone is. But the actors make them all really interesting and believable.

I definitely think *The Personal History of David Copperfield* is worth seeing. At times it's also quite moving, but it never gets too sentimental. Overall, I'd give it four out of five stars.

is worth    *vale la pena*    moving    *commuovente*

- 1 Read the film review and answer the questions.**
- 1 What novel is the film based on, and who was its author?
  - 2 What is the main message of the film?
  - 3 What does Scott think of the main actor?
  - 4 What criticisms does Scott have of the film?
  - 5 What overall evaluation does he give the film?

250

## Writing Goals

### A formal email

- 1 Read Jessica's email to a local newspaper. Why has she written to them?**

Dear Sir/Madam,

I am writing about your recent newspaper article on crime in Sheffield. The article said that crime was going down and that Sheffield was 'safer than ever'.

But as a teenager living near the city centre on Rockingham Lane, I would like to disagree.

I'm sure it's true that some parts of the city are safer, but this certainly isn't true for my area. According to statistics on the police website, vandalism, theft and antisocial behaviour have recently increased here. Probably the biggest problem where I live is the gangs of young people who hang out at night in the square behind the

write graffiti, and make a lot of noise. They also try to say something to mind their own business. Older drug dealers there too, the area, and local people are So it is vital that the public the authorities. A group of the police for more help. and send more officers to our area. We haven't seen any changes.

I realise it isn't easy to stop offenders, but I would like to know if the police have taken any action. I would also be grateful if you could publish this email in your *Citizens' Voice* column. Please don't hesitate to contact me if you require any further information.

I look forward to hearing from you.

Yours faithfully,  
Jessica Watson



- 2 Decide if the sentences are true (T) or false (F).**
- 1 Crime in all parts of Sheffield has gone down. ....
  - 2 Jessica says local gangs intimidate people. ....
  - 3 The situation has got better since local people met the police. ....
  - 4 Jessica thinks it's easy for the police to solve the problem. ....
  - 5 She is happy for the newspaper to contact her. ....

### KEY PHRASES

#### A formal letter or email

##### Starting

Dear Sir/Madam, Dear Mr/Ms...  
I am writing to... / I am writing about...

##### Explaining

According to your article/ statistics, ...  
I would like to disagree/agree...  
I would like to say/mention...  
Probably the biggest problem is...  
It is vital that...  
(The police) need to...  
To be honest, ...  
I realise that... but...

##### Ending

I would like to know...  
Could you tell me if...?  
I would be grateful if you could...  
Please don't hesitate to contact me.  
I look forward to hearing from you.  
Yours faithfully, ... / Yours sincerely, ...

Key  
phrases

- 1 Hi there!
- 2 I think that's rubbish.
- 3 Tell me if the police have taken any action.
- 4 I want you to publish this letter.
- 5 Call me if you need any more information.
- 6 I can't wait to get your reply.

### WRITING GOAL

**Write a formal email to a news website about crime, antisocial behaviour or another important problem in your area (150-200 words).**

#### STEP 1 Think and make notes

- Think of a problem which local people are worried about.
- Think of things that the police or local authorities can do about the problem.

#### STEP 2 While you write

- Organise your email into three paragraphs:

  - 1 Begin with a formal greeting, then say why you are writing.
  - 2 Explain the problem.
  - 3 Say what you think should happen and ask the website to publish your email. Then end your email with a suitable formal expression.

#### STEP 3 Read and check your work

- Have you explained the problem and what you think needs to happen?
- Is your email formal in style?

Guided  
writing  
task

A step-by-step  
approach

Work on a full range of  
models

Language & key phrases

Help with planning



# Learner training

## 6 CRITICAL THINKING Discuss the questions.

- 1 Have you ever volunteered? If not, why not? If so, what did you do?
- 2 What kind of personal qualities do you think you need to be a volunteer?
- 3 Which suggestion in the text interests you the most? Why?
- 4 Do you know of any volunteer organisations where you live? What do they do?
- 5 What could you do to help the community where you live? Think of some ideas.

### STUDY SKILL

#### Recording words in categories

To help you to remember new words, record them in categories.

## WORD WORK

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

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

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

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

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



# Learner independence & inclusivity

**DIGITAL COMPETENCES** Go online and find some inspirational quotes about education. Choose your favourite. Explain what it means and why you like it.

DDI

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. |

For everyone

Visual learners



DEAFLIX



# Learner training: Life Skills

## Listening & Life Skills

5-6

### Online safety

1 **THINK** Read the statements below. Have any of these things ever happened to you? What other problems can people have online?

- 1 'My computer crashed after I clicked on a link.'
- 2 'Someone pretended to be me online.'
- 3 'Some apps on my phone stopped working.'
- 4 'A hacker got into my email account.'



2 **LISTEN** Listen to Keanu and Maya. Which problems from Ex. 1 do they mention?

3 **LISTEN** Listen again and choose the correct answer: A, B, C or D.

1 How did Keanu get a virus on his smartphone?

- A ☐ He clicked on a pop-up advert.
- B ☐ He opened a message.
- C ☐ He downloaded an app.
- D ☐ He clicked on a link.

2 What did the virus do?

- A ☐ His phone suddenly stopped working.
- B ☐ It changed the software on his phone.
- C ☐ It didn't do anything.
- D ☐ It copied his photos.

3 How did someone access Maya's social media account?

- A ☐ She gave them her password.
- B ☐ She opened a message.
- C ☐ A hacker pretended to be a close friend.
- D ☐ She accepted a friend request.

4 What did Maya's friends do when they saw some messages on her social media page?

- A ☐ They accepted invitations from the hacker.
- B ☐ They sent Maya a message to warn her.
- C ☐ They were upset about them.
- D ☐ They were hacked too.

4 **THINK** Read the tips. Can you add any others?

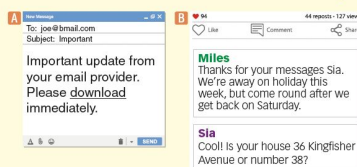
### Stay safe online

- Some online activities can have hidden dangers, but following a few simple rules can help you to stay safe.
- 1 Only reply to or friend someone you already know. People assume false identities online, so you can't be sure who they really are. And never agree to meet someone you don't know.
- 2 Update your privacy settings on social media so only your friends can see your posts.
- 3 Never post your personal details, or tell anyone your password. Otherwise, strangers can follow you, send you unwanted messages or hack your accounts.
- 4 Never use real words or names as passwords, and change them regularly.
- 5 Don't open emails from unknown addresses.
- 6 If someone posts horrible messages about you or bullies you online, do not respond. Tell a parent or teacher.

5 **DISCUSS** In pairs, look at the messages (A-D) and answer the questions.

- 1 What possible dangers do they contain?
- 2 How can the people avoid these dangers?

A is an email and I think this kind of email is sent by...



C No need to go to an expensive app store. Download free apps and programs at [appsmart36.co.za](http://appsmart36.co.za)

D **Congratulations!**  
You've won a free phone!  
To claim your prize,  
click on this link and fill in your  
personal details.



Practical tips  
for life inside  
& outside the  
classroom

making healthy choices

learning from mistakes

showing empathy

setting SMART goals

building self confidence

managing your money

understanding other  
points of view



# Exam training

## 4 SPEAKING P T In pairs, describe and discuss the photo.

- 1 What can you see?
- 2 What are the people doing? How might they feel?
- 3 Where do you think it is?
- 4 What do you think is happening?
- 5 What might have happened before this moment?

*I can see the sea in the background, so it must be...*



## 4 P I Choose the correct answers: A, B, C or D.

- 1 The article suggests Harry Styles is mainly famous...
  - A ☐ for being a musician.
  - B ☐ because he wears trendy clothes.
  - C ☐ because of his career and style.
  - D ☐ because of his followers.

### STUDY SKILL

#### Multiple choice questions

When you answer multiple choice questions, find the part of the text the question refers to. Read all the options and eliminate the ones that are clearly wrong. Then read the text again to make your final choice for each question.



# Exam preparation

## B1 Preliminary Goals

B

### READING - Part 2

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

#### TIP

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



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



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



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

4 ..... Emma and Vivian both love

### A Becknait

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

### B Myroute

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

### C Sounds

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

### D Tally

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

### E Heat

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

### F Tuneup

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

## B1 Preliminary Goals

B

## B1 INVALSI Goals

3

### READING Task 3

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

#### Llamas

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



#### Which paragraph about llamas mentions

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

274

### LISTENING Task 4

#### Rainbows

1 Listen to a talk about rainbows.

First, you will have 1 minute to study the task below, then you will hear the recording. While listening, match the beginnings of the sentences (1-8) with the sentence endings. There are two sentence endings that you should not use.

The first one (0) has been done for you.

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

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

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



Graham Fruen

# INVALSI goals B1

Reading & Listening exam tasks



AUDIO & VIDEO  
ON THE  
SMARTPHONE

DeA  
SCUOLA



TABLET  
CART



# Vocabulary

## 1 CONSOLIDATION

### Free-time activities and sports

1 Look at the photos and complete the sentences.



3 What's the word for...

1 some friends who play music together?

2 a place where there are a lot of shops together?

b .....  
s ..... c .....

## 1 EXTENSION

### Hobbies

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

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

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

### Sports (2)

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

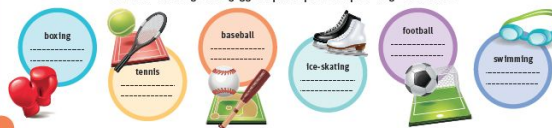
- |          |             |              |              |
|----------|-------------|--------------|--------------|
| baseball | ice hockey  | rugby        | table tennis |
| boxing   | ice skating | sailing      | water polo   |
| fencing  | rowing      | snowboarding | yoga         |



### Sports equipment and places

3 Write the equipment and places under the sports.

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



### Sports collocations

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

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

### Summative practice

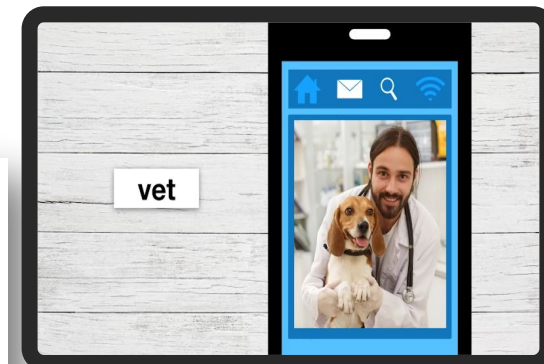
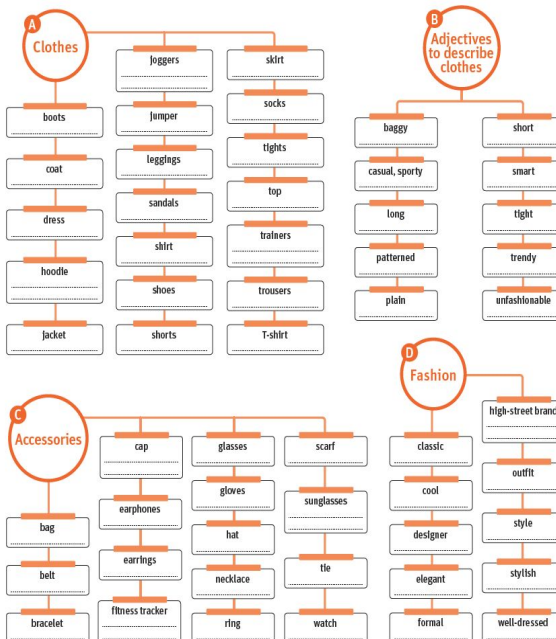
5 Look at the sports. Write the odd one out in each group.



## 6 YOUR STYLE

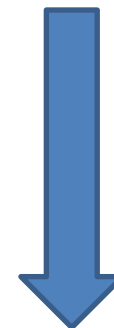
### Vocabulary Map it!

1 Completa le mappe con le traduzioni.



Consolidate

Extend



Supporting your  
coursebook both  
offline and on:

Five things you  
need to know.

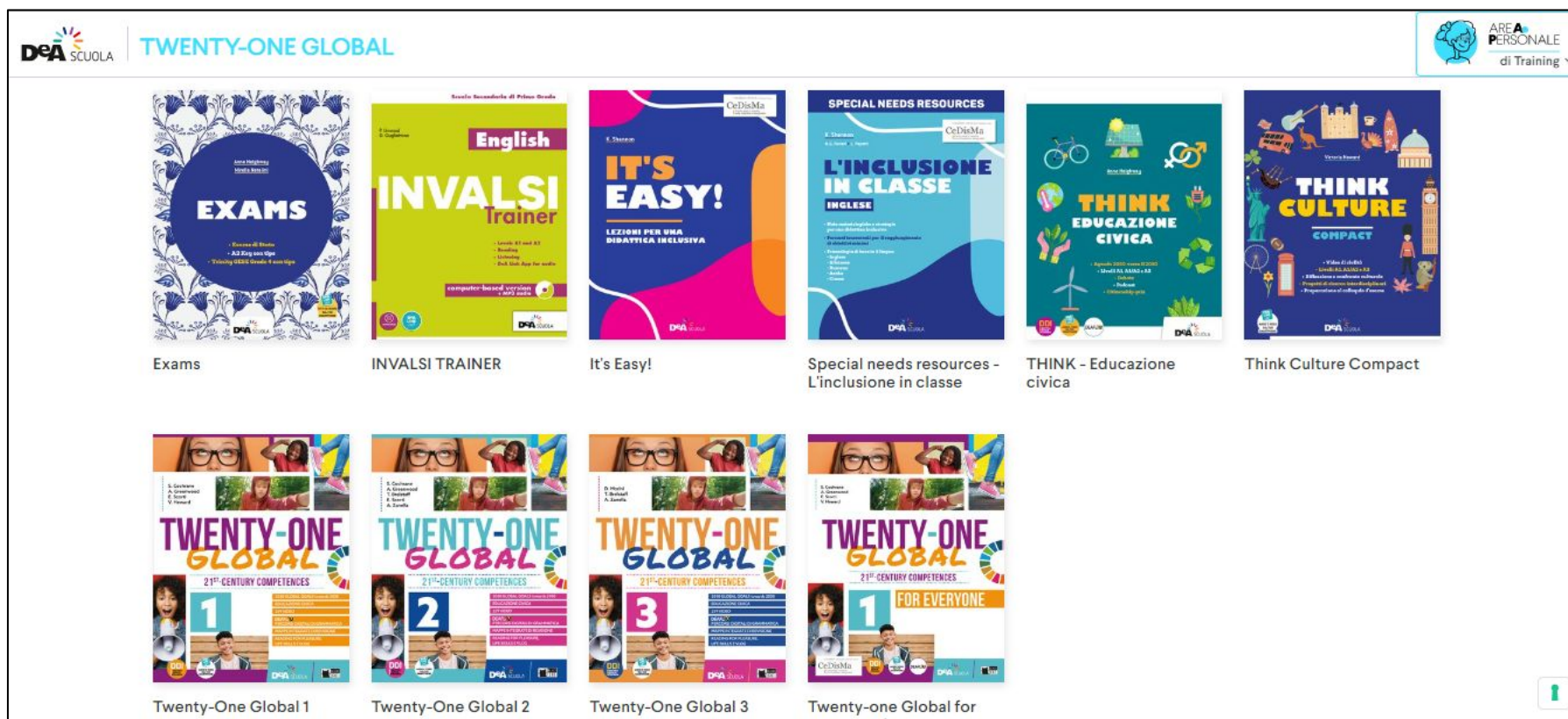


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LIBRO



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



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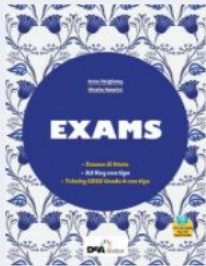


And you?



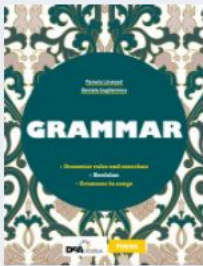
AREA PERSONALE  
di Training

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

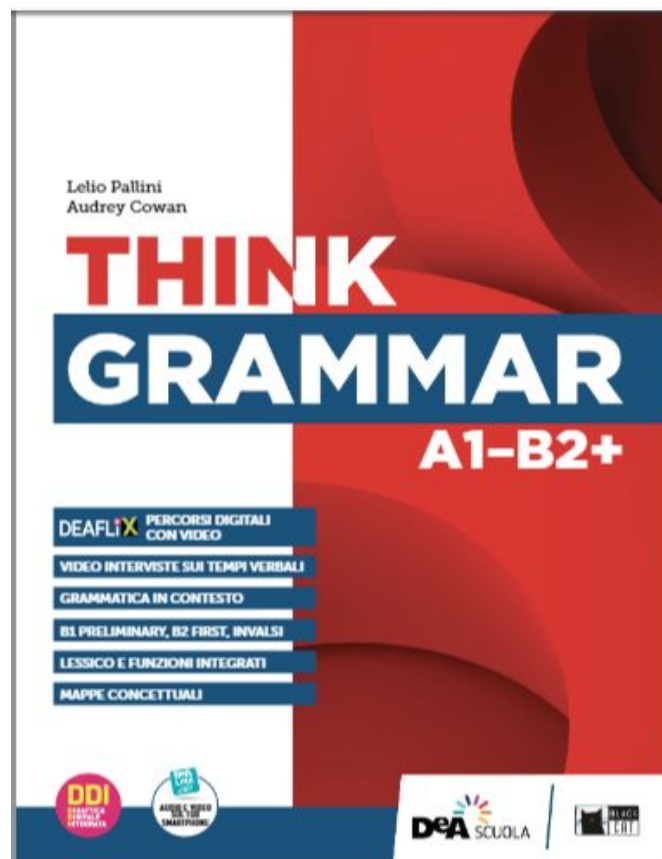
Sfoglia l'eBook

Vai alle risorse



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# USB STICK : Your practical, portable offline solution.

DeA SCUOLA

Petrini

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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 **GRAMMATICA INGLESE** propone **80 percorsi digitali interattivi** così strutturati:

- stimolo iniziale
- video di presentazione della regola
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➤ DEAFLIX può essere utilizzato per:

- avviare una lezione
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- studiare in modo **autonomo**

### 30 argomenti fondamentali di LETTERATURA INGLESE

1 GRANDI AUTORI - 1 GRANDI TEMI

|                  |                         |                     |                    |                          |                      |
|------------------|-------------------------|---------------------|--------------------|--------------------------|----------------------|
| GEORGE 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.

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

- dal **sito del libro**
- dai **link** presenti nelle pagine dell'eBook
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\*dopo aver attivato il libro tramite il codice.

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





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



### DEAFLIX - Inglese letteratura SS2G

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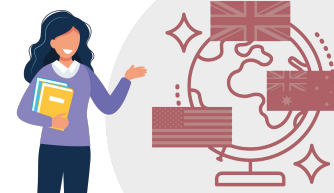




Inglese  
letteratura

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

▶ I grandi temi (7)



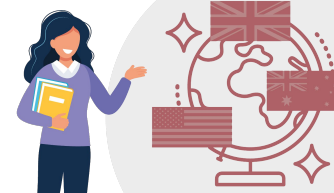


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DeA Scuola
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DeA SCUOLA
crea TEST plus
INGLESE

Crea un test
Test creati
Quick tests

### CreaTest PLUS

Migliaia di esercizi per creare il tuo test interattivo o stampabile perfetto! Scopri qui come funziona e come utilizzarli con Google Moduli

Scopri di più

### 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



crea  
TEST plus

## Pubblica il tuo test

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

And you? 1A

Salva

☐ Versione ad alta leggibilità

Versione PDF

Versione Word

## Vai al test

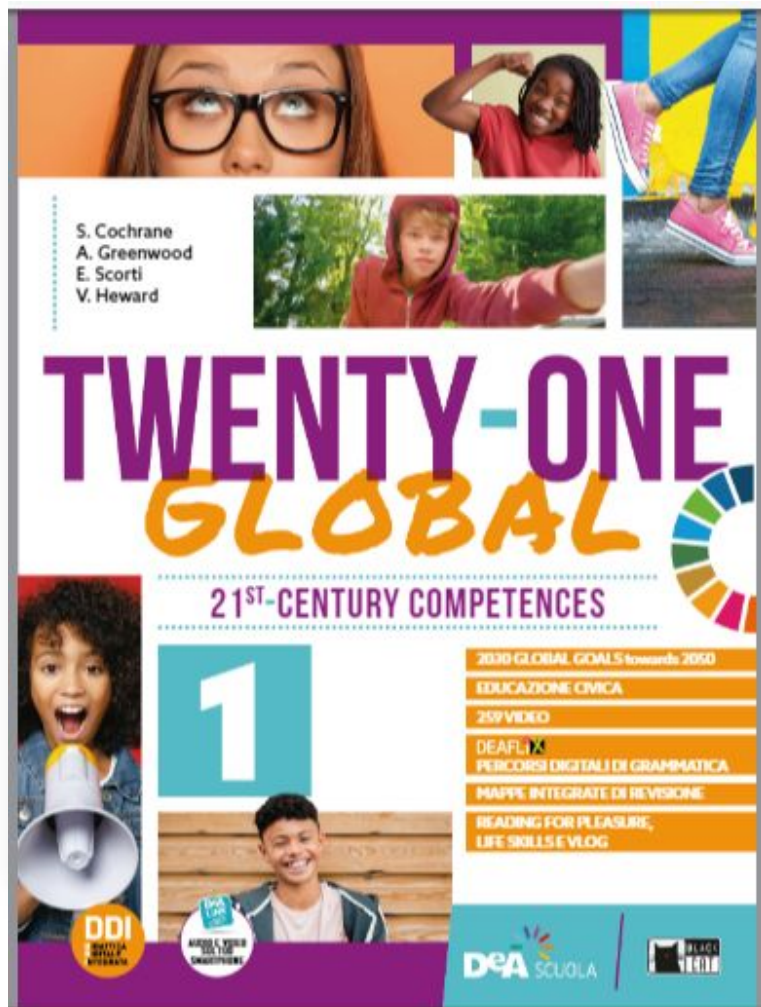
Guarda online

## Condividi

Copia il link

Condividi in classe virtuale





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DeA Link

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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 i percorsi digitali interattivi



Guarda la videopresentazione



Scopri la struttura del corso

### Le risorse digitali da condividere con i tuoi studenti

Alcuni esempi...



**VIDEO: POSITIVITY**  
Unit Presentations



**VIDEO: COMMUNICATION**



**VIDEO: GRAMMAR**



**VIDEO: PIRACY VIDEO**



**VIDEO: SELF-TEST**



**ESERCIZI INTERATTIVI**



**B2 FIRST PROVA INTERATTIVA**



**MAPPE DI LISTENING MODIFICABILI**



**TESTI AD ACCESSIBILITÀ CON AUDIO**



**DEAF LINK**  
Audio e video su mobile



**B2 FIRST PROVA INTERATTIVA PLUS**



**CHIAVETTA USB**  
per il docente con tutti i materiali del corso

**DDI**  
DIGITAL DIDATTICA  
DIGITALE  
DIDATTICA

# THINK GRAMMAR

IN UNA PAGINA

DEAFLEX

Scopri le persone digitali interattive

Guarda la videopresentazione

Scopri la struttura del volume

Le risorse digitali da condividere con i tuoi studenti

Alcuni esempi...

DDI

DIGITALE  
DIDATTICA  
INTERATTIVA

VIDEO-GRAMMAR

VIDEO-DOUBLE  
INTERVIEWS

VIDEO-FUNCTIONS

VIDEO-B1  
PRELIMINARY

VIDEO-B1  
FIRST

TODI EXERCISES  
INTERACTIVE

TEORIA ED ESERCIZI  
AD ALTA LINGUISTICA

MAPPE  
CONCETTUALI  
INTERATTIVE

B1 PRELIMINARY  
E B1 FIRST PROVE  
INTERACTIVE

DEAFLEX  
Audio e video call mobile

eTest PLUS  
Migliaia di esercizi  
da condividere

DDI - strumenti  
a ritorno per la  
LINGUA INGLESE



In a  
nutshell.

Don't forget  
all your  
Black Cat  
resources!

Miaow

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**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/>

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Su  

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[facebook.com/BlackCatCideb/](https://facebook.com/BlackCatCideb/) [instagram.com/blackcat.cideb/](https://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** NOVITÀ **Chiavetta USB** NOVITÀ  
con tutti i materiali del corso e risorse extra!



# GOALS

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[Videopresentazione](#)

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Thank you for  
listening!

