

Insegnare con...

This is me IN

Relatori:

Roy Bennett
Karl Matthews

INSEGNARE

INGLESE

Scuola Secondaria di 1° Grado

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This is me IN

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INSEGNARE

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Teaching according to the *Indicazioni Nazionali*



- Idioms
- Critical thinking
- Strategies
- Personalisation
- Reflection
- Multiculturalism
- Interdisciplinarity

Activating prior knowledge

My free time

Video 

6

It isn't the winning, but the taking part that counts
Read the proverb. What is the meaning in your opinion?
Do you know a similar proverb in Italian?

A 

B 

C 

Watch & discover  **MY TUTORS**

1 Look at the photos and answer the questions.
1. Where are the people?
2. What are their hobbies?

I ALREADY KNOW
2 In one minute list the words in the photos that you know in English. Compare with the class.
gaming, cooking, ...

3 **VIDEO** Watch the video. Who likes each activity. Jake or Amy?
1. art _____
2. gaming _____
3. cooking _____

4 **THIS IS ME!** Is it important for you to win or to have fun?
A I want to win! I'm competitive.
B That isn't important for me, I...

one hundred and three 103

Pearls of wisdom and motivational boosters



“It isn't the winning, but the taking part that counts”

Read the proverb. What is the meaning in your opinion?
Do you know a similar proverb in Italian?



I ALREADY KNOW

2

In one minute list the words in the photos that you know in English. Compare with the class.

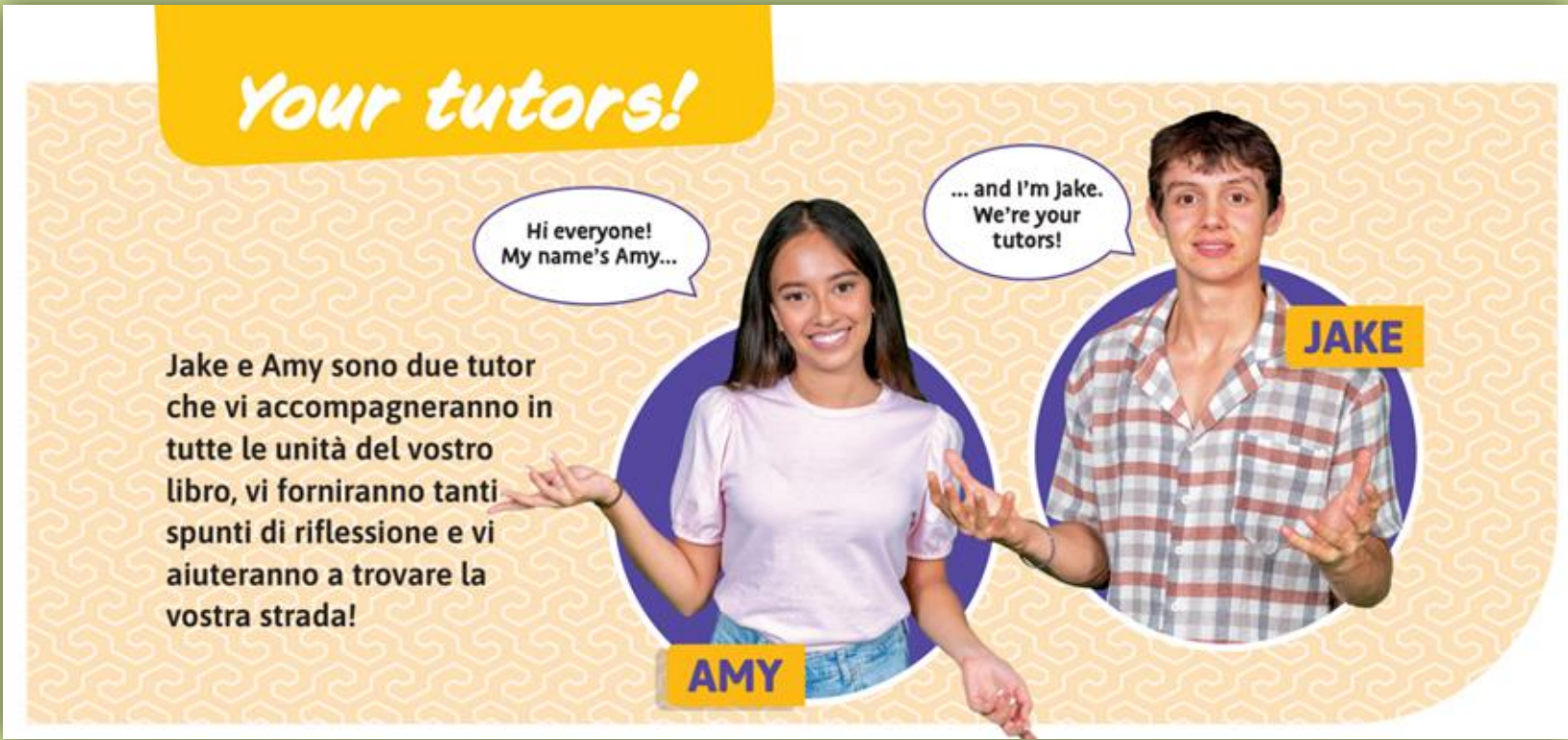
gaming, cooking, ...

Two videos



INSEGNARE INGLESE

By your students' sides, throughout the course



Your tutors!

Hi everyone!
My name's Amy...

... and I'm Jake.
We're your tutors!

Jake e Amy sono due tutor che vi accompagneranno in tutte le unità del vostro libro, vi forniranno tanti spunti di riflessione e vi aiuteranno a trovare la vostra strada!

AMY

JAKE

The image shows a promotional graphic for two student tutors, Amy and Jake. At the top, a yellow banner reads 'Your tutors!'. Below it, on a light orange background with a subtle geometric pattern, are two circular portraits. On the left is Amy, a young woman with long dark hair wearing a light pink t-shirt. A speech bubble above her says 'Hi everyone! My name's Amy...'. Below her portrait is a yellow name tag that says 'AMY'. On the right is Jake, a young man with short brown hair wearing a red and white plaid shirt. A speech bubble above him says '... and I'm Jake. We're your tutors!'. Below his portrait is a yellow name tag that says 'JAKE'. To the left of the portraits, a block of Italian text explains their role as tutors. The entire graphic is set against a light green background.

Engaging video dialogues

Dialogue

Do you play video games?

1 **WARM UP** Look at the photo. Where are the students?

2 **WATCH** Watch, or read and listen to the dialogue. What day is the next practice?

Gli amici parlano del loro spettacolo per il talent show, ma ci sono alcuni problemi...

Leo Why is Dan here? He isn't in our group!

Rosie Dan's our assistant! He's here to help us.

Zahra He doesn't want to be in the show.

Rosie OK, let's start. Zahra and I do dance classes, so we want to dance in the show.

Dan How often do you do dance classes?

Zahra Twice a week.

Dan Do you dance, Leo?

Leo No, I don't, but I play the guitar and sing.

Rosie What kind of music do you like?

Leo K-pop. I don't understand the words, but I sing anyway.

Zahra Do you want to sing a K-pop song?

Leo Yes, I do! Definitely.

Dan Does Miss Kelly choose the winners?

Rosie No, she doesn't. The students choose them.

Zahra Well, I want to win, so let's practise! Is Friday OK?

Dan I'm not free...

Zahra I don't believe that!

Leo What now? Do you play video games on Friday? Go to the cinema?

Dan No, I don't! Look, I need to go now.

Leo He just doesn't care! Don't ask him again!

3 **LISTEN** Listen again and repeat.

4 **COMPREHENSION** Complete the sentences with the correct names.

- The assistant is _____.
- _____ and _____ do dance classes together.
- _____ plays the guitar.
- _____ likes K-pop songs.
- _____ doesn't choose the winners.
- _____ isn't free on Friday.

Do you want to sing a K-pop song?

Yes, I do!

Street talk

Look at the expressions from the dialogue and choose the correct translations.

- anyway → In ogni caso / sempre
- Definitely → Alla fine / Decisamente.
- I don't believe this! → Non lo capisco! / Non ci posso credere!
- What now? → Che c'è ora? / Cosa facciamo?

5 **DIALOGUE FOCUS** Read the dialogue again. Complete the mini-dialogues with the words below. Then listen and check.

do (x3) · does · don't · doesn't

A Dan (1) _____ you dance, Leo?

Leo No, I (2) _____.

B Zahra (3) _____ you want to sing a K-pop song?

Leo Yes, I (4) _____! Definitely.

C Dan (5) _____ Miss Kelly choose the winners?

Rosie No, she (6) _____.

Now act out the mini-dialogues in pairs.

6 **SAY IT** Choose a celebrity and use the verbs below to ask and answer in pairs. Then guess the celebrity.

dance · act · play the guitar · sing

A Do you dance?

B Yes, I do.

A Do you act?

B No, I don't.

CRITICAL THINKING

7 **WATCH** Watch the video. Who says each sentence: Jake or Amy?

- Jake / Amy** 'Dan hasn't got time to meet.'
- Jake / Amy** 'Zahra and Rosie want Dan on the team.'
- Jake / Amy** 'Dan needs to leave the team.'

8 **MY SIDE OF THE STORY** In pairs, read the options. What is best for the team? Explain why.

☐ Dan leaves the team.

☐ Dan stays on the team.

104 one hundred and four

Workbook, p. 208 one hundred and five 105

- Speech bubbles highlight language focus of unit
- Everyday language
- Focus on critical thinking

Reaction videos to develop Critical Thinking



- 7  VIDEO Watch the video. Who says each sentence: Jake or Amy?
- 1 Jake / Amy: 'Dan hasn't got time to meet.'
 - 2 Jake / Amy: 'Zahra and Rosie want Dan on the team.'
 - 3 Jake / Amy: 'Dan needs to leave the team.'
- 8  **MY SIDE OF THE STORY** In pairs, read the options. What is best for the team? Explain why.
- ☐ Dan leaves the team.
 - ☐ Dan stays on the team.

Jake & Amy offer different perspectives on the video, encouraging our students to think and form their own opinions.

Just words? Never!

Vocabulary

A Free-time activities

1 Match the photos (1-10) to the expressions below. Then listen, check and repeat.

do sport • go for a walk • go shopping • go to scouts • go to the cinema • hang out with friends • listen to music • play video games • read books or graphic novels • watch TV

Culture focus

Nel Regno Unito, gli scout sono aperti a ragazzi e ragazze dai 6 ai 25 anni di età. Circa mezzo milione di persone partecipa ai gruppi scout ogni settimana. Alcuni scout famosi sono David Beckham, Taylor Swift e Jack Black!












WORD SKILLS

go shopping vs do the shopping
→ fare shopping
do the shopping
→ fare la spesa

2 Complete the sentences with activities from exercise 1.

I wear a uniform when I go to scouts.

1 At the weekend my friends do go to the cinema like basketball.

2 On holiday people often go shopping books on the beach.

3 We go to the cinema for souvenirs on holidays.

4 At break I hang out with friends with my friends and chat.

5 To relax my friends listen to music music.

6 In the evenings, my parents watch TV in the living room.

3 In pairs, say which free-time activities you often / sometimes / never do.

A I often do sport.

B I never go shopping!

Creative activities

4 Complete the poster with the activities below. Then listen, check and repeat.

act • cook • dance • draw • play a musical instrument • sing



5 Listen to Lily and Caleb talk about their weekends. Tick (✓) Caleb's activities.

☐ dance	☐ go to scouts
☐ play a musical instrument	☐ cook
☐ listen to music	☐ read a book

6 **INVAISI** Listen again. Is the information true (T), false (F) or not given (NG)?

1 Lily usually goes to the cinema on Fridays.	☐ T ☐ F ☐ NG
2 On Fridays Caleb goes to scouts.	☐ T ☐ F ☐ NG
3 Caleb's brother has got a band.	☐ T ☐ F ☐ NG
4 Band practice is on Sundays.	☐ T ☐ F ☐ NG
5 Caleb cooks and reads on Sundays.	☐ T ☐ F ☐ NG
6 Lily hangs out with her grandma.	☐ T ☐ F ☐ NG

7 Write an activity from pp. 108-109 for each photo (a-f).








8 **WORD FUN!** In pairs. Student A: say a verb. Student B: add an activity. Then swap roles.

A Read.

B Read graphic novels. Go.

A Go to...

106 one hundred and six

[Workbook, pp. 208-209](#)
[Word Bank, pp. 256-257](#)

one hundred and seven 107

More than just words

Culture focus



Nel Regno Unito, gli scout sono aperti a ragazzi e ragazze dai 6 ai 25 anni di età.

Circa mezzo milione di persone partecipa ai gruppi scout ogni settimana.

Alcuni scout famosi sono David Beckham, Taylor Swift e Jack Black!

WORD SKILLS



go shopping vs do the shopping

go shopping

→ fare shopping

do the shopping

→ fare la spesa

8 ■■■ **WORD FUN!** **T** In pairs. Student A: say a verb. Student B: add an activity. Then swap roles.

A *Read.*

B *Read graphic novels. Go.*

A *Go to...*

A two-page Word Bank for every *unit*

Word Bank

6

Free-time activities

1 Match the photos (1-10) to the expressions below. Then listen, check and repeat.

get a takeaway · go for an ice cream · go out for a meal · go online · go to dance classes · go to the park · make videos / memes · play board games · visit my relatives · watch a film

1

2

3

4

5

6

Culture focus

Qual è il cibo d'asporto (takeaway) preferito dai britannici? Il cibo cinese piace a tutte le età, mentre gli adulti preferiscono il tradizionale fish and chips. Tra i giovani, invece, vince la pizza.

7

8

9

10

2 Find out about the activities your partner does. In pairs, ask and answer questions. Use the frequency adverbs below.

often · sometimes · rarely · never

A What do you rarely do?
B I rarely play board games.

3 How often do you do the activities from exercise 1 and from pp. 106-107? Complete the map.

4 Write three questions in the table using How often do you...?. Then, in pairs, take turns to ask and answer. Write your partner's answers in the table.

A How often do you get a takeaway?
B I get a takeaway once a week.

How often do you...?	My partner's answer
(1) _____?	_____
(2) _____?	_____
(3) _____?	_____

5 Now use your notes from exercises 3 and 4 to tell the class about your partner and yourself.

Francesco and I only play board games once a year, at Christmas! He gets a takeaway every weekend, but I...

256 two hundred and fifty-six

two hundred and fifty-seven 257

Extensive recycling of the vocabulary in the WB through maps and exercises

Unit 6 Dialogue & Vocabulary

1 Dialogue Guarda e riascolta il dialogo alle pp. 104-105. Indica se le frasi sono vere (T), false (F) o se l'informazione non è data (NG).

Rosie and Zahra go to dance class twice a week.

1 Leo doesn't dance. T F NG

2 Leo understands K-pop songs. T F NG

3 Zahra wants to win the talent show. T F NG

4 Dan doesn't go to the cinema at the weekends. T F NG

Wordlist

Free-time activities

cook → cucinare
do sport → praticare sport
go for a walk → fare una passeggiata
go shopping → andare a fare shopping
go to scouts → partecipare alle attività scout
go to the cinema → andare al cinema
hang out with friends → uscire con gli amici
listen to music → ascoltare la musica
play video games → giocare ai video giochi
read books/comics → leggere libri/fumetti
watch TV → guardare la TV

Creative activities

act → recitare
dance → ballare
draw → disegnare
play a musical instrument → suonare uno strumento musicale
sing → cantare

Free-time activities

get a takeaway → ordinare cibo da asporto
go for an ice cream → andare a prendere un gelato
go online → navigare/andare online
go out for a meal → andare a mangiare fuori
go to dance classes → andare a lezioni di danza
go to the park → andare al parco
make videos/memes → creare video/meme
play board games → giocare a giochi da tavolo
visit my relatives → visitare i miei parenti
watch a film → guardare un film

6

2 Student's Book Completa la mappa con le espressioni della wordlist relativa allo Student's Book. Alcune espressioni possono essere inserite in più categorie.

Go out

Stay home

In my free time

Hobbies




Dance







3 Student's Book Abbinare la prima parte delle espressioni (1-7) con la seconda parte (a-g).

1 do	a books
2 go for a	b scouts
3 read	c TV
4 listen to	d sport
5 watch	e video games
6 go to	f walk
7 play	g music

4 Student's Book Osserva le immagini e scrivi l'attività tra quelle date.

act - cook - dance - draw - play a musical instrument - sing








5 Student's Book Completa l'email con le parole corrette. Poi ascolta e controlla.

New message

Hi Sara!

Thanks for your e-mail! What do I do in my free time? Well, after school I'm often tired so I listen to (1) music or (2) TV. Sometimes when the weather's nice, I (3) go with my friends in the park. On Saturdays, I go to (4) scouts - we do lots of fun activities outside! On Sunday mornings, I (5) shop shopping with my dad and then we (6) eat some food together. I usually play the guitar for an hour on Sunday afternoons.

What about you? Do you play a (7) musical instrument?

Write soon!

Brianna

6 Word Bank Completa le frasi con le espressioni date.

get a takeaway - go for an ice cream - go out for a meal - go to the park - visit my relatives - play board games

On holiday we go for an ice cream and walk along the beach.

1 My friends and I go to the park we like Monopoly and Scrabble.

2 We go to the park every Friday and eat it in front of the TV!

3 I go to the park in Cornwall twice a year. My aunt lives near the beach.

4 On Dad's birthday, we go to the park in his favourite restaurant.

5 My friends and I go to the park after school to play football.

7 Word Bank Completa il dialogo con i verbi corretti. Poi ascolta e controlla.

Levi: Hey Ella, what are your plans for the weekend?

Ella: Well, I usually (1) go to the park on Saturday afternoons, then I (2) go to dance class on Sunday mornings. What about you?

Levi: I (3) go my relatives on Saturdays. We (4) go online and we (5) go videos and memes!

Ella: Really?

Levi: Yes! In the afternoon we (6) go for an ice cream and then come home and (7) go a film.

8 Student's Book - Word Bank Trova l'intruso.

Individual activities: draw - listen to music - read comics - go to scouts

1 Physical activities: watch TV - do sport - go to the park - go to dance classes

2 With music: play an instrument - sing - read books - listen to music

3 With technology: act - make videos - go online - play video games

9 Student's Book - Word Bank Completa le frasi con le attività del tempo libero, in modo che siano vere per te.

1 After school I go to the park

2 At the weekend I go to the park

208 two hundred and eight

Student's Book, pp. 104-107 two hundred and nine 209

Grammar

A Present simple: negative

I don't understand the words.
He doesn't want to be in the show.

Negative			
	full form	short form	
I	do not	don't	dance.
You			
He			
She	does not	doesn't	
It			
You			
We	do not	don't	
They			

RECAP

Choose the correct alternative.

Alla terza persona singolare (he/she/it), la forma negativa si costruisce con doesn't + il verbo con / senza la 's'.

Workbook, p. 238

1 Choose the correct alternative.

Children **don't** / **doesn't** drive cars.

1 School **don't** / **doesn't** start at 9.30.

2 I **don't** / **doesn't** watch TV at home.

3 We **don't** / **doesn't** play video games.

4 Mum **don't** / **doesn't** cook every day.

2 Complete the sentences with don't or doesn't.

Zendaya **doesn't** sing in this film!

1 We _____ write in Art class, we draw.

2 I _____ go for a walk at night.

3 My dad _____ do any sport.

4 They _____ play any instruments.

5 Our teacher _____ play video games.

3 Correct the sentences. Then listen and check.

My friends watch TV, (videos)

My friends **don't** watch TV, they watch videos.

1 I hang out with the teacher, (my friends)

2 We do homework on Saturday, (sport)

3 The teacher reads English emails, (books)

4 Eve cooks at night, (at the weekend)

B Present simple: interrogative and short answers

- Do you want to sing?
- Yes, I do!

Interrogative		Short answers	
		Affirmative	Negative
Do	I	Yes, you do.	No, you don't.
	you	Yes, I do.	No, I don't.
	he	Yes, he does.	No, he doesn't.
Does	she	Yes, she does.	No, she doesn't.
	it	Yes, it does.	No, it doesn't.
	we	Yes, we do.	No, we don't.
Do	you	Yes, you do.	No, you don't.
	they	Yes, they do.	No, they don't.

RECAP

Choose the correct alternative.

Nelle domande, il soggetto va prima di / dopo do o does.

Workbook, p. 211

4 Use the prompts to write questions.

1 you / play video games?

Do you play video games?

2 Miss Kelly / speak French?

Does Miss Kelly speak French?

3 the lesson / start at eight?

Does the lesson start at eight?

4 your friends / go to scouts?

Do your friends go to scouts?

5 your brother / draw?

Does your brother draw?

6 I / have any homework?

Do I have any homework?

5 Match the short answers (a-f) to the questions (1-6) from exercise 4.

a No, they don't.

b Yes, you do.

c No, it doesn't.

d Yes, I do.

e No, she doesn't.

f Yes, he does.

6 Complete the questions and short answers.

A Do you play video games?

B No, I don't.

A your dog eat cheese?

B Yes, it does.

A your parents do sport?

B No, they don't.

A the lesson start at 9.00?

B No, it doesn't.

A we buy tickets online?

B Yes, you do.

A your mum work here?

B No, she doesn't.

A she draw in Art class?

B Yes, we do.

7 Rewrite the sentences as questions. Then write short answers that are true for you.

You live in a big city.

Do you live in a big city? Yes, I do. / No, I don't.

1 Your best friend likes cats.

2 Your parents speak English.

3 You and your friends chat online.

4 You want a pet.

5 Your school has a football team.

6 You sing in the shower.

8 Use the words in the box to write five questions.

Do	your best friend	like	vegetables
Does	you	eat	sport
	your teacher	do	junk food
	your parents	play	homework
	your classmates	read	comics
			music
			games

Do you like comics?

C Question words (2)

What kind of music do you like?
How often do you do dance classes?

Question words	
What	do you usually read?
Who	does she meet after school?
Where	does he live?
When	do they start school?
What time	do we finish our lessons?
How often	do you play basketball?
Why	do they like spiders?

Per rispondere alle domande con How often si usano le espressioni di frequenza (vedi pagina 97).

- How often do you go to scouts?

- We go twice a week.

Workbook, p. 212

Compare

why → question because → answer

- Why do you listen to Beyoncé?

- Because she's great.

9 Choose the correct alternative.

Who / Where do you have lunch with?

1 When / Where do your grandparents live?

2 Why / What do you learn English?

3 How often / What do you have homework?

4 What / When do you do after school?

5 When / Where do you finish school?

6 What / Who do you meet at weekends?

10 Complete the dialogue with the question words. Then listen and check.

A (9) What do you do at the weekend?

B I play my guitar in a band.

A Really? (1) do you meet?

B In my best friend's garage.

A (2) do you play together?

B Once a week.

A (3) kind of music do you play?

B All kinds! (4) do you ask so many questions?

A Because I love music!

one hundred and nine 109

- SB: Grammar explanations supported by Deaflix interactive grammar pathways. Graded exercises

Opportunities to reflect and compare

A Present simple: negative



I **don't** understand the words.
He **doesn't** want to be in the show.

Negative			
	full form	short form	
I	do not	don't	dance.
You			
He	does not	doesn't	
She			
It			
You	do not	don't	
We			
They			



Choose the correct alternative.

Alla terza persona singolare (*he/she/it*), la forma negativa si costruisce con *doesn't* + il verbo **con** / **senza** la 's'.



Workbook, p. 210



Compare



why → question *because* → answer

- **Why** do you listen to Beyoncé?
- **Because** she's great.

Summative Exercises for every unit

Sum it up!

12   150 Complete the interview with the words below. Then listen and check.

does · him (x2) · them · don't · what · where · ~~who~~ · why



A (0) Who is your favourite person on TV?

B I really like George Webster. This is a photo of (1) him.

A (2) _____ does he do on TV?

B He presents children's TV shows. The programmes are fun – my little sister always watches (3) _____.

A (4) _____ do you like him?

B Because he's funny and he's really good with young children. And he's talented – he acts, he sings and he cooks!

A (5) _____ does George live?

B In Leeds with his family. They help (6) _____ to live an independent life. That's important for people with Down's syndrome.

A And what (7) _____ he do in his free time?

B He sings karaoke! He thinks he sings well... but his parents (8) _____ agree!

13 **TRANSLATION** Translate into English.

- A** Cosa fai nel tuo tempo libero?
B Faccio shopping.
A Dove vai?
B Di solito vado in centro con mio cugino.
A Quanto spesso vi incontrate?
B Una volta a settimana, di sabato.
A A che ora vi incontrate?
B Ci incontriamo alle 10.30. Vuoi venire?
A Sì!

14 **MEDIATION** In small groups, compare your translations. If your answers are different, decide on the best option together!

- Not only Translation but also **MEDIATION** exercises

Every 2 units: Revision and Cumulative Revision exercises

5-6 Revision

Vocabulary

1 **US** Completa le frasi con le parole corrette. La prima lettera è data.

- Jack w_____u, every morning at 7 am.
- I c_____m, t_____after breakfast, lunch and dinner.
- We g_____t, b_____at 10 pm.
- My mum never wears m_____u_____on her face.
- Skye always d_____h_____in the afternoon.
- My brother w_____v_____on his phone.

2 **US** Abbina la prima parte delle espressioni (1-6) con la seconda (a-f).

1 hang out	a sport
2 do	b a musical instrument
3 play	c scouts
4 read	d books
5 go to	e TV
6 watch	f with friends

Grammar

3 **US** Completa le frasi con la forma corretta dei verbi tra parentesi al Present simple.

- I _____ (go) to school at 7.50.
- Oily _____ (wake up) late.
- We _____ (do) homework after school.
- School _____ (start) at 8.45.
- The children _____ (clean) their teeth twice a day.
- They _____ (watch) videos at the weekend.

4 **US** Completa le frasi con la forma corretta dei verbi dati al Present simple.

do - miss - wash - leave - has - go - finish - study

- The bus _____ at 8 am.
- Nate _____ to school with his sister.
- Tom _____ a snack during morning break.
- School _____ at 3.30.
- Tasha _____ her hair twice a week.
- Masie _____ at the weekend.
- Victor _____ sport every day.
- Our dog _____ us when we are out.

5 **US** Scrivi frasi al Present simple, usando i suggerimenti. Colloca gli avverbi di frequenza nella posizione corretta.

- Kris / walk to school / always
- Italian people / have dinner / at 6.00 / rarely
- I / be / late for school / often
- The bus / arrive / on time / never
- We / have pizza / on Friday night / sometimes
- Lee and Tom / be / hungry after school / usually

6 **US** Completa le frasi con le parole date.

twice - once - every - three - year - day

- Anna cleans her teeth _____ a day.
- We visit Grandma _____ a week for Sunday lunch.
- There are Olympic Games _____ four years.
- I've got maths _____ times a week - on Mondays, Wednesdays and Fridays.
- Paul's family go to Spain twice a _____.
- Dad has toast for breakfast every _____.

7 **US** Completa le frasi con on, in o at.

- Our cat goes out _____ night.
- Kelly never gets up late _____ the weekend.
- Mum has a bath _____ Sunday nights.
- They finish school _____ 3.30 pm.
- It sometimes snows _____ the winter.
- It's my birthday _____ June.

8 **US** Scegli l'alternativa corretta.

- We don't / doesn't catch the bus.
- My school don't / doesn't finish at 3.30 pm.
- Lucy don't / doesn't read comics.
- I don't / doesn't go shopping on Saturdays.
- My dog don't / doesn't like the rain.
- Italians students don't / doesn't change classrooms.

9 **US** Completa le frasi con la forma negativa dei verbi dati al Present simple.

play - do - stop - work - go - eat

- We _____ pizza.
- Joe _____ a musical instrument.
- I _____ online after dinner.
- My parents _____ from home.
- The bus _____ here.
- The students _____ sport on Fridays.

5-6

Cumulative revision 1-6

10 **US** Scrivi domande al Present simple con i suggerimenti dati. Poi scrivi le risposte brevi affermativa (+) o negativa (-).

- you / read comics? (+)
- your school / start at 9.00? (+)
- you and your family / play board games? (+)
- Elena / go to scouts? (+)
- Lia and Rob / play video games? (+)
- Matt / sing? (+)

11 **US** Completa le domande con le question words date.

When - What time - Where - How often - Who - Why

- _____ does the film start?
- At 7.30.
- _____ do you live? - In London.
- _____ does the train come?
- Every two hours.
- _____ do you get up late on Sunday?
- Because there's no school.
- _____ does your school finish for the summer? - In July.
- _____ does Emily sit next to?
- Frankie.

12 **US** Scegli l'alternativa corretta.

- There's Ethan and James. I play football with **they** / **them**.
- Happy birthday! This present is from **we** / **us**.
- My brother eats fish, but I don't eat **it** / **him**.
- The homework is for Mr Singh. Give it to **her** / **him**.
- That's Danny. He sits next to **me** / **him**.
- I love Grandma. I speak to **she** / **her** every day.

Oral competences - Functions

13 **US-UK** Completa con una parola adatta. Poi ascolta e controlla.

A (1) _____ 's the time?
B It's quarter to twelve.
A What (2) _____ 's lunch? I'm hungry!
B It's (3) _____ 12.30.
A What do you (4) _____ about the food in the school canteen?
I quite (5) _____ it. Do you like it?
B No, I (6) _____ like it. It's terrible.

14 **US** Completa le frasi con le parole date. Ci sono due parole in più.

scouts - snack - sport - Webh - headphones - hall - shower - relatives

- David is from Cardiff, he's _____.
- That music's loud! Use these _____.
- I've got _____ in Spain.
- There's a mirror in the _____.
- We have a healthy _____ at 10.50.
- Hazel goes to _____ every Saturday.

15 **US** Scegli l'alternativa corretta.

- headteacher in my school is called Mrs Williams.
a An b The c A
- are my sunglasses over there.
a Those b Them c These
- a cousin?
a Do you b You have c Have you got
- There's a basement _____ the kitchen.
a between b under c above
- We've got a test _____ Friday afternoon.
a on b in c at
- My best friends are Ben and Rob. I see _____ every day.
a them b they c us

16 **US** Scegli l'alternativa corretta.

Callum (1) **live** / **lives** in Glasgow. He's (2) **Scotland** / **Scottish**, but his mum's from Ireland and his dad's from Wales. (3) **They've got** / **There's** a cat called Eric, too. Callum and his family live in a flat. (4) **Them** / **They** haven't got a garden, but there's a big balcony. Eric (5) **like** / **likes** the sun on the balcony!

Callum and his family (6) **wake up** / **wakes up** at 7.30 am. They have breakfast and then he (7) **get** / **gets** dressed in his school uniform. His uniform is green and brown - he doesn't like (8) **them** / **it**! Callum's school starts (9) **in** / **at** 8.30 am. How (10) **does he get** / **he gets** to school? He's very lucky, he (11) **don't** / **doesn't** catch a bus or a train - his school is (12) **next** / **opposite** his house! (13) **There's** / **There are** also a park behind his house. He plays football there (14) **a** / **every** Saturday with his friends.

218 two hundred and eighteen

two hundred and nineteen 219

How are you getting on?

Check your progress! VOCABULARY & GRAMMAR

1 Complete the quiz with the correct question word. Then choose an answer for each question!

Big British Quiz!

- 1 _____ does the British Prime Minister live?
- 2 _____ is the Scottish name for New Year's Eve?
- 3 do you hear Big Ben in London?
- 4 do British people eat on Christmas Day?
- 5 do English people call 'the bard'?
- 6 do tourists go to see the king?
- 7 do Welsh people celebrate on March 1st?
- 8 _____ is the capital city of Scotland?
- 9 do Irish people celebrate St Patrick's Day?
- 10 do Londoners call the underground trains?

Answers

Shakespeare
Buckingham Palace
Hogmanay
Four times per hour
In March
St David's Day
Edinburgh
10 Downing Street
Turkey
The Tube

111 Now listen and check. What's your score? (2 points for each question word) /20

2 Complete the fun facts about four famous celebrities with the words below.
does - doesn't - her - don't - him - it - plays - she - them - walks

Things you probably (1) know about:

Tom Holland! He (2) _____ sport in his free time, golf is his passion - he loves (3) _____!

Selena Gomez! (6) _____ has got two dogs. She goes for (7) _____ in the park with (8) _____.

Taylor Swift! She collects snow globes, but she (4) _____ take them on tour with (5) _____!

Elton John! He (9) _____ the piano and wears big glasses, he always has a pair with (10) _____!

112 Now listen and check. What's your score? /20

3 Match the beginnings (1-5) to the endings (a-e) to find the titles of five famous songs.

1 Disney Encanto: We don't talk _____ a you sleep?
2 The Contours: Do you _____ b about Bruno.
3 Sam Smith: How do _____ c here anymore.
4 Abba: Does your _____ d love me?
5 Roxette: She doesn't live _____ e mama know?

113 Now listen and check. What's your score? /10

SELF-EVALUATION **PERSONALISATION**

What's my score?

0-25 POINTS
Workbook p. 214
for Consolidation

26-50 POINTS
Workbook p. 215
for Extension

one hundred and eleven 111

- Self-evaluation with a 'Check your Progress' page every unit

SELF-EVALUATION **PERSONALISATION**

What's my score?

0-25 POINTS
Workbook p. 214
for Consolidation

26-50 POINTS
Workbook p. 215
for Extension

Personalisation: consolidation or extension exercises according to individual students' needs

6 CONSOLIDATION

0-25 POINTS PERSONALISATION

1 VOCABULARY Completa le frasi con i verbi corretti.

Where do you hang out with your friends?

- Kyle doesn't _____ a musical instrument.
- How often do you _____ TV?
- I _____ shopping with my sister.
- Lisa and Miles _____ comics in their free time.
- Felix and I _____ to music in my bedroom.
- We always _____ for a walk on Sunday mornings.
- When do you _____ to scouts?

2 VOCABULARY Completa le definizioni con le parole date.

act • cook • play video games • draw • go to the cinema • do sport • dance

you do this on a computer: play video games

- you do this in Drama: _____
- you do this with music: _____
- you do this in a kitchen: _____
- you do this in Art club: _____
- you do this in PE: _____
- you do this to watch a new film: _____

3 GRAMMAR Scegli l'alternativa corretta.

My sister don't / doesn't eat vegetables.

- I don't / doesn't like sport.
- My grandad don't / doesn't play board games.
- We don't / doesn't go to school on Sundays.
- This watch don't / doesn't have Internet.
- Jasper don't / doesn't get up early.
- My friends don't / doesn't like football.

4 GRAMMAR Scrivi frasi alla forma negativa del Present simple. Usa don't e doesn't e i suggerimenti dati.

I / not live London I don't live in London.

- the school canteen / not have pizza
- Italian students / not wear a uniform
- our class / study Chinese
- Molly / like Art
- Mr Jones / not give us homework on Fridays
- you / not understand this song

5 GRAMMAR Completa le domande con do o does. Poi scrivi le risposte brevi affermative (✓) o negative (✗).

— Does Kate sing in a band?
— Yes, she does. (✓)

- _____ your brother play video games?
— _____ (✗)
- _____ you know the answer to this question?
— _____ (✓)
- _____ the train go to the city centre?
— _____ (✓)
- _____ you and your friends like films?
— _____ (✗)
- _____ people speak Spanish in Brazil?
— _____ (✗)
- _____ I know that girl?
— _____ (✓)

6 GRAMMAR Scrivi domande con i suggerimenti dati.

- why / Zara / like / board games?
Why does Zara like board games?
- where / William / go / to dance class?

- what time / you / finish / school?

- when / you / do / sport?

- how often / your family / get / a takeaway?

- who / you / sit / next to / in class?

7 GRAMMAR Completa le frasi con un pronome personale oggetto.

I love pasta. I eat it every day.

- Vick and Ben are my friends. I see _____ on Fridays.
- My aunt lives in Spain. I see _____ twice a year.
- Our teacher gives _____ a test every Monday!
- Tom is my best friend. I always sit next to _____.
- I'm late! Is there a chair for _____?

EXTENSION

26-50 POINTS PERSONALISATION



Life at the BRIT School!

Int. Tyrell, where (0) do you / you do go to school?

Tyrell I go to the BRIT School in London. It's a creative and performing arts¹ school. Students at my school act, dance and sing.

Int. (1) Who / What subjects do you like?

Tyrell My favourite subjects are Musical Theatre and Dance. But the school's not just for theatre lovers. We also make videos in Film & Media Production and study fashion design in Visual Arts & Design!

Int. (2) Do / Does you only study creative subjects?

Tyrell No, we (3) don't / do. We have classes in normal subjects too, like English, Maths and Science. I don't really like (4) they / them – but I know they are important!

Int. Does the BRIT School have a uniform?

Tyrell No, it (5) don't / doesn't! All students are individual – so we wear the clothes² we want. But I don't wear jeans – I wear comfortable clothes (6) because / why I dance every day!

Int. (7) Where / What do you go in your free time?

Tyrell I often go to my best friend Alicia's house. She (8) doesn't / isn't go to my school. We usually stay home and watch a film. We get a takeaway, too. We don't like pizza, but we love Chinese food!

Glossary

¹ performing arts → arti dello spettacolo
² clothes → vestiti
*Int. → Interviewer

Grammar

1 Leggi il testo e scegli l'alternativa corretta. Poi ascolta e controlla.

Vocabulary

2 Completa le frasi con le attività evidenziate nel testo.

I love music and I always sing in the shower!

- You don't need a computer to _____ – you just need a phone.
- We learn to _____ in Drama lessons.
- On Sundays I always _____.
My favourite actor is Florence Pugh.
- We _____ on Fridays. We usually have Indian food.
- I like parties, but I never _____ – I don't know how!

Comprehension

3 Leggi di nuovo il testo e rispondi alle domande, se possibile con frasi complete.

- Where does Tyrell go to school?
- What are his favourite subjects?
- Do students at the BRIT school study Maths?
- Why doesn't Tyrell wear jeans?
- Does Alicia go to the BRIT School?
- What food do Tyrell and Alicia like?

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two hundred and fifteen 215

After the input, it's time for the output. The story continues...

Functions & Oral competences

Functions • Talking about likes and dislikes

1 Watch, or read and listen to the dialogue. What activity do the friends agree to do?

Zahra Look, Rosie! After-school clubs!

Rosie Ah, yes. What do you think about chess club?

Zahra I hate chess. It's boring.

Rosie Oh, I love it. But, there's a film club, too. Do you like films?

Zahra Yes, I do. But it's on Fridays. We've got dance class.

Rosie Well... there's a gaming group on Tuesdays.

Zahra Oh, I love video games!

Rosie Me too! What kind of games do you like?

Zahra I like role play games. What about you?

Rosie I don't mind role plays, but I don't like sports games.

Zahra Same here! They aren't fun. And I always lose.

Rosie So, do you want to try the gaming group?

Zahra Yes, OK! I like new experiences!

Street talk

Me too! → Anch'io!

2 Listen again and repeat.

3 Read the dialogue again. Complete the KEY LANGUAGE box with the words below.

KEY LANGUAGE	
Ask	Answer
What do you (1) ... about...?	I hate / love ...
Do you (2) ... films?	Yes, I do. / No, I don't.
What kind of ... do you like?	I like ...
What about you?	I don't like / don't mind / don't like ... at all.
Do you (3) ... to try...?	Yes, OK. / No, not really.

4 Read the dialogue again and answer the questions.

- What does Zahra think about chess?
- What activity is at the same time as film club?
- When is gaming club?
- What kind of video games does Zahra like?
- Why doesn't Zahra like sports games?

5 Complete the dialogue with the words below. Then listen and check.

about • don't • it • kind • like • all • me • quite

A Do you (1) ... jazz?

B No, I (2) ... It's boring.

A What do you think (3) ... rap?

B I hate (4) ...

A What (5) ... of music do you like?

B I (6) ... like rock music. What about you?

A I don't like rock music at (7) ... but I love hip hop.

B (8) ... tool!

6 In pairs, use the table to ask and answer questions.

	Student A	Student B
Tennis	✓✓✓	✓✓
Football	xx	x
Dance	✓✓✓	✓✓✓✓
Golf	✓	xxx

A Do you like tennis?

B I quite like tennis.

Self-confidence

1 Look back at the dialogue on p. 112. Tick (✓) the things that Zahra and Rosie have different opinions about.

☐ chess	☐ films
☐ role play games	☐ sports games

2 **THIS IS ME!** When you have a different opinion, be self-confident and don't be afraid to say what you think. Tick (✓) what you usually do when you disagree.

☐ Stay calm.	☐ Say what you think.
☐ Listen to your friend.	☐ Respect your friend's opinion.

Listening INVALSI

7 Listen to a radio interview with Jed Mallon, a British actor. Tick (✓) the activities that Jed does.

1

2

3

4

5

6

8 **INVALSI** Listen again. Answer the questions using a maximum of four words.

- When does Jed do sports?
- Who does he meet in the park?
- What does he do for his friends?
- What does Jed think about jazz music?
- What kind of music does Jed listen to?

Speaking

STRATEGIES • Speaking

Giving complete answers
Quando ti fanno una domanda, non rispondere con una sola parola. Prova a dare una risposta completa per continuare la conversazione.

9 Use the prompts to make notes about your favourite free-time activity.

Free-time activity: _____

Who with: _____

When you do it: _____

Where: _____

Why you like it: _____

10 In pairs. Student A: ask a question. Student B: use your notes from exercise 9 to answer. Continue the conversation for as long as possible!

A What do you do in your free time?

B In my free time I go swimming with my friends, Lisa and...

Workbook, p. 214 one hundred and thirteen **113**

Strategies and Different Accents

Listening **INVALSI**



- 7 Listen to a radio interview with Jed Mallon, a British actor. Tick (✓) the activities that Jed does.



- 8 **INVALSI** Listen again. Answer the questions using a maximum of four words.

- 1 When does Jed do sports?
- 2 Who does he meet in the park?
- 3 What does he do for his friends?
- 4 What does Jed think about jazz music?
- 5 What kind of music does Jed listen to?

Speaking



STRATEGIES • Speaking



Giving complete answers

Quando ti fanno una domanda, non rispondere con una sola parola.
Prova a dare una risposta completa per continuare la conversazione.

A wealth of integrated exercises for the full range of examinations. Look for the icons – K – I – T - ES

10 ■■■ **T** In pairs. Student A: ask a question.
Student B: use your notes from exercise 9 to answer. Continue the conversation for as long as possible!

A *What do you do in your free time?*

B *In my free time I go swimming with my friends, Lisa and...*

4 ■■■ **ES** Read the dialogue again and answer the questions.

- 1** What does Zahra think about chess?
- 2** What activity is at the same time as film club?
- 3** When is gaming club?
- 4** What kind of video games does Zahra like?
- 5** Why doesn't Zahra like sports games?

Functions bank and thematic speaking practice in the Resources section at the end of the volume

Functions Bank

U1 Meeting and Greeting

Ask/Say	Answer/Say
Hello!	Hi / Hi there.
How are you?	I'm fine, thanks. / Good, thanks. / Not bad.
This is Rosie. / This is my brother.	Hi there, Rosie.
Nice to meet you.	Nice to meet you too.
See you later.	Goodbye. / Bye. / See you.

U2 Asking for and giving personal information

Ask	Answer
What's your phone number?	It's 0987654320.
What's your email?	It's Leo19@hotmail.com.
How old are you?	I'm 12.
What's your address?	It's 15, Summer Road.
When's your birthday?	It's on the 30 th of August.

U3 Talking about families

Ask	Answer
Have you got a big family?	Yes, I have. / No, I haven't.
How old is he/she?	He/She's 14 years old.
What's his/her name?	His/Her name's Harry.
How many cousins have you got?	I've got one cousin. / I haven't got cousins.
What's he/she like?	He's nice/great/cool. / She's very friendly.

U4 Describing your home

Ask	Answer
Have you got your own bedroom?	Yes, I have. / No, I haven't. It's...
What's your house like?	There's... / There are...
What's it like?	My bedroom is...
What colour is your bedroom?	It's blue and white.
Is there a/b/c...?	Yes, there is. / No, there isn't.

U5 Talking about timetables

Ask	Answer
What's the time?	It's (ten to eleven).
What time is (Music)?	It starts at (eleven).
When have we got (PE)?	We've got (PE) on (Wednesdays).
What day is (Drama)?	It's on (Fridays).
When is (Lunch)?	It's at (a quarter past twelve).

U6 Talking about likes and dislikes

Ask	Answer
What do you think about...?	I hate / love...
Do you like films?	Yes, I do. / No, I don't.
What kind of (games) do you like?	I like...
What about you?	I don't like/don't mind/don't like... at all.
Do you want to try...?	Yes, OK. / No, not really.

U7 Permission and requests

Ask permission	Answer
Could we move the desks?	✓ Yes, you can.
Could we practise in the gym, please?	✗ No, I'm sorry you can't.
Can I use your phone?	✗ No, sorry.

Make a request

Ask	Answer
Could you tidy the room after?	✓ Yes, of course.
Can you show me, please?	✓ Yes, OK.
Can you sing the song then?	✗ Sorry, I really can't!

U8 Shopping for clothes

Ask/Say	Answer/Say
Can I help you?	I'm looking for a... / No thanks, I'm just looking.
Can I try this on, please?	Yes, the changing rooms are over there.
Is it OK?	It's a bit big/small.
What size are you?	I'm a large/medium/small.
Have you got it in a small/medium?	Yes, of course. Here you are.
Which colour would you like?	I'd like...
How much is it?	It's £35/£14.99/£5.50.
I'll take it.	Great.
I'll leave it, thank you.	No problem.

U6 Talking about likes and dislikes

1 Write an activity for each image.

art • chess • drama • film • football • gaming • music • tennis


 1 _____


 2 _____


 3 _____


 4 _____


 5 _____


 6 _____


 7 _____


 8 _____

2 In pairs. Say which of the activities in exercise 1 you like or don't like, and why. Ask your partner what he/she thinks about the activities. Do you like the same activities?

KEY LANGUAGE	
Ask	Answer/Say
What do you think about ...?	I think it's interesting / boring / cool / great / easy / difficult
Do you like ...?	I don't like ... because ... I quite like ... / I really love ... because ... I hate ... because ...
What kind of ... do you like?	I like ...
Do you want to try?	Yes, I do. / No, I don't. What about you?

The Culture & Written Competences pages focus on reading and writing skills

Culture & Written competences

Internet
Interests

WHY DO MY PARENTS HATE MY COMPUTER?



My parents always complain about screen time. I spend a lot of my free time online because I love the Internet! I use it all the time. I find information, I do my homework, I watch films. My parents just don't understand! They say 'get a hobby', but my hobbies are online! Do you spend your free time on the Internet too?

I play video games on the Internet in the evenings after school. My dad thinks gaming isn't healthy. He wants me to do sport with him, but I do sport at the weekend! After school I'm tired, so I don't want to go out, especially in the winter when it's cold. I know gaming isn't physically active, but it's healthy because it's a social activity. I play with my friends and we laugh and shout a lot! It's a great way to de-stress, so it's good for my mental health.



Screen time isn't a waste of time. I love Art and I use my computer to draw and edit images. I watch YouTube videos and I learn new skills. Ask any teenager 'where do you learn new things?' and the answer is always 'on the Internet'. For me the Internet is an enormous free learning library! My mum doesn't understand this. She only uses the Internet to shop. We argue all the time!

My parents don't worry about my screen time because my hobby is creative. I use the Internet to make vlogs about my music. I play the piano, I write songs and sing them. I use my phone to make videos. I talk about my ideas on the videos. I explain the music and the words too. I've got some fans, but I don't get many comments and I don't get any money. Why do I do it? Because I love music.

Glossary

complain → si lamentano

healthy → sano

shout → urliamo

de-stress → ridurre lo stress, rilassarsi

a waste of time → una perdita di tempo

library → biblioteca

argue → litighiamo

Audio

6

Reading INVALSI

1. In pairs, answer the questions.

- How many hours do you spend on a screen (computer, phone, etc.) every day?
- What do your parents think about your screen time?

2. INVALSI Read and listen to the text and match the activities below to the people (1-4).

draw - do sport -
play a musical instrument -
play video games - sing - watch films

- Zach:
- Lily:
- Casper:
- Natasha:

3. Read again and answer the questions.

- What does Zach do on his computer?
- What do his parents want him to do?
- When does Lily use the Internet?
- Why does she think gaming is social?
- What does Casper watch to learn new skills?
- Why doesn't his mum understand his hobby?
- How do Natasha's parents feel about her hobby?
- What does Natasha talk about in her videos?

Culture focus

Come usano Internet gli adolescenti tra gli 11 e i 18 anni nel Regno Unito?

- 86 % per imparare cose nuove
- 81 % per fare i compiti
- 81 % per attività creative
- 68 % per fare amicizia

What activities do you do on the Internet?

Writing

STEP 1 Read the STRATEGIES box. Then rewrite the sentences with because or so.

STRATEGIES - Writing

because e so
Si usa **because** per dare un motivo:
I study **because** I want good marks.
Si usa **so** (preceduto da una virgola) per parlare del risultato:
I want good marks, **so** I study.

I am happy **because** you are here.
You are here, **so** I'm happy.

- Mum's tired **because** she works a lot.
- We're hungry, **so** we have a snack.

STEP 2 Read the text and choose the correct alternative.

During the week I finish school at 4.30 (1), **so / because** I haven't got a lot of free time. After school I listen to music. I don't do sports (2), **so / because** I am tired. On Saturdays I do the shopping with my mum (3), **so / because** she needs help with the bags. In the evening we usually order pizza (4), **so / because** my parents don't want to cook. On Sundays in spring and summer we go for a walk. In the winter it's cold (5), **so / because** we usually watch TV. What about you?

STEP 3 Complete the table with notes about you. Write two or three activities.

activities I do	when	why?
go shopping	Saturdays	it's fun
activities I don't do	when	why not?

STEP 4 Now write about what you do and don't do in your free time. Try to include because and so.

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Workbook, p. 217 one hundred and fifteen 115

Writing is approached step by step, with a further focus on strategies

Writing

STEP 1 ■■■ Read the **STRATEGIES** box. Then rewrite the sentences with **because** or **so**.



because e **so**

Si usa **because** per dare un motivo:

*I study **because** I want good marks.*

Si usa **so** (preceduto da una virgola) per parlare dei risultati:

*I want good marks, **so** I study.*

I am happy **because** you are here.

*You are here, **so** I'm happy.*

1 Mum's tired **because** she works a lot.

2 We're hungry, **so** we have a snack.

STEP 2 ■■■ Read the text and choose the correct alternative.

During the week I finish school at 4.30 (1), **so** / **because** I haven't got a lot of free time.

After school I listen to music. I don't do sports (2), **so** / **because** I am tired.

On Saturdays I do the shopping with my mum (3), **so** / **because** she needs help with the bags.

In the evening we usually order pizza (4), **so** / **because** my parents don't want to cook.

On Sundays in spring and summer we go for a walk. In the winter it's cold (5), **so** / **because** we usually watch TV. What about you?

STEP 3 ■■■ Complete the table with notes about you. Write two or three activities.

activities I do	when	why?
go shopping	Saturdays	it's fun
activities I don't do	when	why not?

STEP 4 ■■■ **ES** Now write about what you do and don't do in your free time. Try to include **because** and **so**.

Orientation pages offer more opportunities for personalisation

Orientation

**ME and MY WAY
OF THINKING**

PERSONALISATION NOW I KNOW

1 Now you know the names of free-time activities in English. Write a list of the words you remember in one minute!

2 What kind of free-time activities are right for you? Answer the questions in the flow chart and follow the arrows to find out!

FIND your ideal FREE-TIME ACTIVITY!

Q1 Where do you want to spend your free time?

AT HOME

Q2 Who do you want to spend your free time with?

JUST ME

- play video games with friends
- cook with family / friends

OTHER PEOPLE

- go for a walk
- go shopping

OUTSIDE

Q2 Who do you want to spend your free time with?

JUST ME

- go for a walk
- go shopping

OTHER PEOPLE

- go to the cinema with friends
- hang out with friends at the park
- go shopping with friends

Q3 Do you want to...?

BE ACTIVE

- draw
- dance
- play an instrument
- sing

RELAX

- read a book
- listen to music

BE ACTIVE

- go to scouts
- do sport in a team
- dance with friends

RELAX

- go to the cinema with friends
- hang out with friends at the park
- go shopping with friends

MY TUTORS

3 **LISTEN** Listen to Jake and Amy talk about the flow chart. What activity do they choose?

Jake _____ Amy _____

4 **LISTEN** Listen again and complete the summary for Jake.

Jake wants to spend his time (1) _____. He doesn't want to stay (2) _____. He wants to be with (3) _____. He doesn't want to be (4) _____. In his free time he wants to relax, so the ideal activity for Jake is to (5) _____.

5 **THIS IS ME!** Use your answers from the flow chart and the text about Jake from exercise 4 to write a summary about your ideal free-time activity.

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INSEGNARE INGLESE

DEASCUOLA

Orientation pages offer more opportunities for personalisation

Orientation **ME and MY WAY OF THINKING** 

PERSONALISATION **NOW I KNOW**

- 1 Now you know the names of free-time activities in English. Write a list of the words you remember in one minute!
- 2 What kind of free-time activities are right for you? Answer the questions in the flow chart and follow the arrows to find out!

FIND your ideal FREE-TIME ACTIVITY!

Q1 Where do you want to spend your free time?

AT HOME **OUTSIDE**

Q2 Who do you want to spend your free time with?

JUST ME **OTHER PEOPLE**

- play video games with friends
- cook with family / friends
- go for a walk
- go shopping

Q3 Do you want to be active or relax?

BE ACTIVE **RELAX**

- draw
- dance
- play an instrument
- sing
- read a book
- listen to music

MY TUTORS

- 1 Listen to Jake and do they choose?
- 2 Listen again and do they choose?
- 3 Listen again and do they choose?
- 4 Listen again and do they choose?
- 5 **THIS IS ME!** Use your answers to exercise 4 to write a summary about your ideal free-time activity.

116 one hundred and sixteen



PERSONALISATION



NOW I KNOW

- 1 Now you know the names of free-time activities in English. Write a list of the words you remember in one minute!
- 2 What kind of free-time activities are right for you? Answer the questions in the flow chart and follow the arrows to find out!

Jack and Amy, our tutors, are back again to bring every Unit to a close and offer their support



- 3  117 Listen to Jake and Amy talk about the quiz. What are their 'happy places'?

Jake

Amy

- 4  117 Listen again. Complete the description of Amy's 'happy place'.

My happy place is the (1) in my house. It's a
(2) room and it's (3) and
(4) too.

There are special things in the room: our old (5) and
Casper's (6)

- 5 **THIS IS ME!** Look back at your quiz answers. What is your happy place? Why? Describe it using Amy's description from exercise 4 to help you.



Extension Sections every 2 units

Conoscimento in corso...

Timeless culture 

Education in England

5-6

What is the school system in England like? Liam, Year 7

Well, education is compulsory* from ages 5 to 18. My little sister is 7 and she goes to primary school. Then, from ages 11 to 16 we go to high school. We sometimes call it secondary school, but it's the same thing! Some subjects are obligatory, like Maths, Science and English, but some are optional. At my school there's a choice* between Drama or Food Tech. I want to be a chef, so Food Tech is the right choice for me!

In Year 11 we have important national exams called GCSEs. We take the exams in May and June, but we get our results in August. It's a long wait!

After GCSEs, students make different choices. Some students stay at high school to study for more exams, called A-levels. We do these exams at age 18, and we need them to go to university.

Other students prefer to do vocational training*. They study two or three days a week and learn vocational skills, and they work in an apprenticeship* on other days. My brother does this - he wants to be an electrician.

Glossary

- compulsory → obbligatoria
- choice → scelta
- vocational training → corso di formazione professionale
- apprenticeship → tirocinio

School	Student age	School years
Primary school	5-11	1-6
High school (GCSE exams)	11-16	7-11
High school / College (A-level exams OR vocational training)	16-18	12-13

1  **Read and listen to the text.**
How old are students in England when they:
1 start primary school?
2 finish compulsory education?

2  **Are the sentences true (T) or false (F)?**

- Primary school is for children up to age 11. ☐
- High school and secondary school are different. ☐
- Students take GCSE exams in Year 11. ☐
- Some students take A-levels when they are 16. ☐
- Apprenticeship students work some days a week. ☐

3  **Watch the video and find out more about school life in England. Answer the questions.**

- How many subjects do secondary school students usually study?
- What's in a typical UK student's packed lunch?

Interculture 

How is the school system in Italy different from the English system? Think about:

- ages and classes
- school subjects
- exams
- school leaving age

one hundred and seventeen 117

Traditional Cultural themes explored with the help of engaging video clips of the highest quality

Contrast and compare with Interculture boxes



How is the school system in Italy different from the English system? Think about:

- ages and classes
- exams
- school subjects
- school leaving age

Citizenship and Interdisciplinarity

Citizenship
INTERDISCIPLINARITY



5-6



STEM for girls!

STEM is a popular word these days. But what does it mean exactly? STEM **stands for** Science, Technology, Engineering and Maths. Do you study Biology, Chemistry, Physics, Design and Technology, IT or Geography at your school? Then you study a STEM subject!

STEM subjects teach us skills for everyday life, like problem solving and critical thinking. But there's a problem in the world of STEM. In the UK, only 35 % of STEM students are girls. Why is this? Some people think Science, Technology, Engineering and Maths are only for boys, but that isn't true! And because society tells girls that these subjects aren't right for them, they often choose other subjects.

It's also important to study STEM subjects because they give us good **career opportunities**. We need these subjects for lots of different jobs, for example



doctors, software developers or architects. But today in the UK, only 24 % of people in STEM jobs are women. Also, women in these jobs often don't get the same **pay** as men. This is called the **Gender Pay Gap**. We need more women in STEM jobs to close this gap and take another step towards **equality**. But how do we **encourage** women into these jobs? We start with education! We need to help girls understand what their skills and abilities are... and change society's ideas!

Thinking routines

Think - Pair - Share

1. **PAIR** In pairs, discuss the questions. Then compare your answers with the class.

1. What is your favourite subject? Why?

2. Do boys and girls usually like the same subjects?

2. **VOCABULARY** Match the words (1-6) from the text to their definitions (a-f).

1. ...stands for	a. to be the same
2. ...career opportunities	b. different money that men and women make from the same job
3. ...pay	c. possible jobs
4. ...Gender Pay Gap	d. give support
5. ...equality	e. money from a job
6. ...encourage	f. means

3. **LISTEN** Read and listen to the text. Complete with the correct numbers.

1. Only ... % of girls in British schools study STEM subjects.

2. Only ... % of people in STEM jobs are women.

4. **READ** Read the text again. Complete the sentences with the words below.

thinking - money - subjects - jobs - gap - Engineering

1. STEM means Science, Technology, ... and Maths.

2. We learn problem solving and critical ... from STEM subjects.

3. Some people think STEM ... at school are only for boys.

4. STEM subjects are important for ...

5. Women in STEM jobs don't earn the same ... as men.

6. We need more women in STEM jobs to close the pay ...

5. **CRITICAL THINKING** In pairs, discuss the questions.

1. Does your school have any STEM after-school clubs?

2. Do you like Science? Why? / Why not?

3. Do you want to study Science, Technology, Engineering or Maths at university or do a job with Science? Why? / Why not?

6. **DIGITAL COMPETENCES** In pairs, go online and find out about the International Day of Women and Girls in Science. Then answer the questions.

1. When is it?

2. What is its aim?

3. Every year it has a different theme. What is the theme this year?

118 one hundred and eighteen
one hundred and nineteen 119



Critical Thinking and Digital Competences activities

5 **CRITICAL THINKING** In pairs, discuss the questions.

- 1 Does your school have any STEM after-school clubs?
- 2 Do you like Science? Why? / Why not?
- 3 Do you want to study Science, Technology, Engineering or Maths at university or do a job with Science? Why? / Why not?



6 **DIGITAL COMPETENCES** In pairs, go online and find out about the *International Day of Women and Girls in Science*. Then answer the questions.



- 1 When is it?
- 2 What is its aim?
- 3 Every year it has a different theme. What is the theme this year?

Structured Listening activities with various accents plus Dictation challenges

Listen to this! **5-6**

STRATEGIES **Listening**

Predicting the topic: Prima di un'attività di ascolto, di solito c'è un esercizio per introdurre l'argomento. Questo esercizio ha spesso un elemento visivo, per esempio una fotografia o un disegno. Osserva attentamente le immagini: ti aiuteranno a capire cosa stai per ascoltare.

STEP 1 Look at the poster. What is its purpose?

STEP 2 Listen to Grace and Ethan. Who is a member of Cosmic Phobia?

STEP 3 Listen again and choose the correct answer (A, B or C).

1. Grace and Ethan are in Year a. ☐ 6. b. ☐ 7. c. ☐ 8.	4. Ethan doesn't play a. ☐ a musical instrument. b. ☐ video games. c. ☐ board games.
2. Miss Lewis a. ☐ isn't very nice. b. ☐ is serious. c. ☐ teaches music.	5. The band practices a. ☐ at school. b. ☐ in Grace's garage. c. ☐ in the park.
3. Music is on Fridays at a. ☐ 8.50. b. ☐ 10.30. c. ☐ 2.30.	6. After practice they go a. ☐ to the park. b. ☐ to the cinema. c. ☐ for a takeaway.

Extra! **DICTATION CHALLENGE!** Listen and complete an extract from the dialogue. Then listen again and check.

A (1) music?
B Yes, I love it. It's my (2)
A Do you play a (3)?
B No, I don't. But I sing! (4) live?
A I live on King Street, (5) the park.

120 one hundred and twenty



Extra! **DICTATION CHALLENGE!** Listen and complete an extract from the dialogue. Then listen again and check.

A (1) music?
B Yes, I love it. It's my (2)
A Do you play a (3)?
B No, I don't. But I sing! (4) live?
A I live on King Street, (5) the park.

The Resource Banks also include: Pronunciation, Festivals and Compiti di Realtà

Pronunciation Bank **1-8**

UNIT 1 The aspirated h
In inglese, la lettera h all'inizio della parola è aspirata.

1. **Listen.** Then listen and repeat.
1. Hello.
2. Hi. How are you?
3. Her name's Mary.
4. His name's John.
5. He's an assistant.

UNIT 2 th: /ð/ and /θ/
th si pronuncia in due modi.

1. **Listen.** Then listen and repeat.
th /ð/:
this - this - they - these - those -
mother - father - brother
th /θ/:
thanks - three - thirteen - Thursday -
fifth - month - birthday - Maths

UNIT 3 Sentence stress and /ə/
Nelle frasi di solito solo i sostantivi, aggettivi e verbi vengono accentati. Le vocali nelle parole **can** accentate, per es. gli articoli (a / an, the), e le preposizioni o congiunzioni (at, for, to, or) vengono spesso pronunciate con il suono /ə/ (so schwa).

1. **Listen and repeat the sound /ə/.**
2. **Listen and underline the stressed words (parole accentate) in these sentences. Then listen and repeat.**
1. Have you got a house or a flat?
2. It's a bit small.
3. Is there a garden?
4. There isn't a TV.
5. The bed's next to the window.

UNIT 4 The letters we don't pronounce

1. **Listen and note how the letters in red are not pronounced. Then listen and repeat.**
cooker - pillow - carpet - bookcase -
kitchen - stairs - mirror - duvet
2. **Listen and delete the unspoken letters. Then listen and repeat.**
picture - cupboard - garage -
armchair - fridge

UNIT 5 Present simple: -s, -es /z/ /s/ /t/
-s o -es alla fine di una parola si possono pronunciare in tre modi diversi. Dipende dal suono che precede.

1. **Listen and repeat.**
a. walks /z/ b. does /s/ c. watches /t/
2. **Listen and write /z/, /s/ or /t/. Then listen and repeat.**
washes ... goes ... talks ... listens ...
chats ... gets ... finishes ... has ...

UNIT 6 Do you ... ? /dʒu/

1. **Listen to the questions. Note the pronunciation of do you.**
1. Do you like Science?
2. What do you think of the film?
3. Do you like rock music?
2. **Listen. Then listen and repeat.**
1. Do you like Maths?
2. Why do you like your teacher?
3. What do you think of the book?
4. Do you have lunch at school?
5. Do you get up early?
3. **In pairs. Ask the questions and answer personally.**
1. Where do you have lunch?
2. Do you like football?
3. What do you think of ... ?
4. Do you ... ?

UNIT 7 can /kən/, /kæn/ and can't /kænt/
Can viene accentato /kæn/ solo nelle risposte brevi. Di solito, nelle frasi affermative e nelle domande, can viene pronunciato con il suono /kən/.

1. **Listen. Then listen and repeat.**
1. I can swim. /kæn/
2. Can you dance? /kən/
3. Yes, I can. /kæn/
4. I can't drive. /kænt/

UNIT 8 -ing /ɪŋ/

1. **Listen. Then listen and repeat.**
1. I'm wearing a T-shirt.
2. What's he doing?
3. He's sitting at a table.
4. I'm young. I'm not old.

Festivals **A**

Halloween
Halloween is a festival in the autumn, on 31st October, the night before All Saints' Day. It's a time for parties, scary costumes and food. It's popular in lots of countries today, especially in the USA, but it's really an ancient Celtic festival from Britain and Ireland.

William
I'm with my friends on the evening of 31st October. We all wear scary costumes. This year I'm a vampire and my cousin is a zombie. We've got Jack o' Lanterns, of course. They are pumpkins with a 'face' and a candle inside. We visit our neighbours' and say 'trick or treat' and they give us some sweets. Then we're at my cousin's house for a scary film. What's my favourite thing about Halloween? The sweets!

Olivia
On Halloween there's always a party at our house. My sister and I cook biscuits with scary faces. We wear special costumes - this year my sister's a ghost and I'm a witch. And of course we've got pumpkin lanterns. At the party we play games, my favourite is apple bobbing, and there are some Halloween puzzles. My favourite thing about Halloween? It's the costumes - they're great!

Glossary
wear → indossare
face → faccia
neighbours → vicini di casa
"trick or treat" → "dolcetto o scherzetto"

1. **Listen.** What do you know about Halloween? Match the photos (1-4) to the words below. Then listen and check.
pumpkin - Jack o' Lantern - sweets - witch - ghost - apple bobbing
2. **Listen.** Read and listen to the text. Tick (✓) which:
William Olivia William and Olivia
3. **In groups, make a Halloween poster. Find:**
- information about Halloween in your area. Are there parties? Is there 'trick or treat'?
- photos of your favourite Halloween costumes, food and decorations.

Compiti di realtà **1-4**

Our house!
Il vostro compito è quello di fare una ricerca e presentare un tipo di casa.

STEP 1 WARM UP
1. **Listen.** In piccoli gruppi, osservate le immagini (3-4) e scrivete i tipi di casa dati. Poi ascoltate e verificate.
cottage - studio flat - palace - penthouse - bungalow - mansion - tiny house - flat

STEP 2 PREPARATION
2. In piccoli gruppi. Scegliete uno dei tipi di case presentati nell'esercizio 1. Fate delle ricerche su Internet per scoprire le sue caratteristiche. Trovate anche delle immagini della casa.

STEP 3 PRESENTATION
3. In piccoli gruppi. Organizzate le informazioni raccolte nell'esercizio 2 e le immagini che avete trovato per creare un poster. Includete le seguenti informazioni:
- size (big/small)
- style (modern/traditional/old-fashioned)
- location (city/town/country)
- price (cheap/expensive)
- occupant(s) (single people/families/famous people)

KEY LANGUAGE
This type of house is called...
It's got...
There's / There are...
It's usually located...
The occupants are typically...

STEP 4 EVALUATE
4. Presentate il vostro tipo di casa alla classe.
5. Tutta la classe. Votate per il tipo di casa in cui si vive meglio!

Last but not least by any means, a fantastic six-page mini guide to things to do in London, Dublin and New York!





64pp booklet focusing on:

- Multiculture
- Global Citizenship
- Interdisciplinary projects
- Literature

Multiculture & Interculture

1 Multiculture • Cities

Four cities, many cultures

London, New York, Toronto, and Sydney are four big multicultural cities in the English-speaking world.

London is the capital of the UK. About 9 million people live here. Londoners speak over 200 languages. You can eat food from lots of different countries, for example, Chinese dishes in Chinatown, Indian curries in Brick Lane and Caribbean food in Brixton.

Sydney is the biggest city in Australia, with approximately 5.5 million people. But it isn't the capital – that's Canberra. Lots of people from Asian countries like China and the Philippines live in Sydney. People here speak more than 250 languages! The city has lots of festivals to celebrate its many cultures, including the Sydney Lunar Festival for the Chinese New Year.

New York is a famous city in the USA. It's a bit smaller than London, with around 8.5 million people. More than one-third of the people here were born outside* the USA. New York is known as[†] the "City of Dreams", because people come here to find a better life and new opportunities.

Toronto has a population of only 3 million, but it's still the biggest city in Canada. Half* the people living in Toronto were born outside the country. The city has many areas like Chinatown, Little Italy and Little India, where you can experience the food, festivals and traditions of these cultures.

These cities are exciting places because they bring together people and cultures from all over the world.

Did you know?

Delhi in India is the biggest multicultural city in the English-speaking world, with a population of around 33 million people.

*outside: fuori
[†]is known as: è conosciuta come
[‡]dreams: sogni
[§]that: quella

LEVEL A1/A2

Interculture

Welcome to my city!

4 DIGITAL COMPETENCES Go online and research this information about your town or city and complete the table.

Name of the city	
Population	
Languages spoken	
Buildings and monuments	
Festivals	

5 COMPARE Share your table with your classmates. How many different cities are represented in your class?

6 PRODUCTION Create a poster or a presentation about your city in Ex. 4.

4 Four

Five 5

Global Citizenship & Agenda 2030

4 Global Citizenship

Stand up against racism!

Famous people like civil rights leaders Martin Luther King Jr., Nelson Mandela, British racing driver Lewis Hamilton and US politician Alexandria Ocasio-Cortez have all worked hard to fight racism.

At school, you've probably studied Martin Luther King Jr. and the civil rights movement in the USA during the 1950s and 60s. Perhaps you also know about Nelson Mandela, who fought against apartheid in South Africa and became the country's first Black president in 1994. These stories teach us about the past. But racism isn't just history. It still happens today, everywhere in the world. It happens between individual people, but also in bigger institutions, like schools and offices. For example, in the UK, if a white person asks an Asian person, "Where are you from?", it can mean "I don't think you belong here." Or when a school puts a lot of students of one colour together in the same class, it's called segregation.

A lot of famous people are fighting against racism today. For example, when Lewis Hamilton was young, he had some bad experiences because of his race. Now, he's a famous F1 driver, he raises awareness about the need for more diversity in racing. In the USA, Alexandria Ocasio-Cortez uses social media to tell people about racial problems.

However, we all need to help by learning about racism and how it hurts people. If someone tells a racist joke, it's important to speak out and say that it's wrong. Racist jokes make prejudice worse. We can also help by sharing posts on social media that teach others to be kind and fair, and not to judge people by their skin colour or background. We must all stand together to fight racism so that one day, it will only exist in our history books.

STOP RACISM BLACK LIVES MATTER

Black Lives

*fought: ha combattuto
*raises awareness: sensibilizza l'opinione pubblica
*joke: barzelletta
*speak out: prendere posizione



LEVEL **A2**

1 THINKING ROUTINE

- See** Look at the photo on p. 40. What are the people protesting about?
- Think** In pairs, compare your answers.
- Wonder** Discuss your answers with the class.

2 COMPREHENSION

Read and listen to the text. Answer the questions.

- What did Martin Luther King Jr. fight for in the USA?
- What did Nelson Mandela fight against in South Africa?
- What would Lewis Hamilton like F1 racing to have?
- How does Alexandria Ocasio-Cortez inform people about racial problems?
- Why are racist jokes bad?
- Where is the only place where racism belongs?

3 VOCABULARY

Complete the sentences with words from the text.

- Nelson Mandela became _____ in 1994.
- History is the study of the _____.
- Schools and offices are examples of _____.
- Before he was successful, Lewis Hamilton had some bad _____.
- We should not stay silent if someone tells a racist _____.
- It is wrong to judge people by the colour of their _____.

4 QUIZ

In pairs, do the quiz. The answers are all in the text! Lots of words in English have more than one meaning. Which word means both...

- your ethnic background and a running competition? _____
- the opposite of easy and the opposite of soft? _____
- fair and only? _____
- benevolent and type? _____
- the opposite of unjust and the opposite of dark? _____
- relating to citizens and polite? _____



A variety of projects, a variety of subjects



Plan an eco-friendly school



Green schools, bright futures!

An eco-friendly school uses natural resources carefully, tries to reduce waste and pollution and teaches students how to care for the planet.

One way schools can be eco-friendly is by saving water. For example, Uaso Nyiro Primary School in Kenya has a special building that collects rainwater in a large underground tank¹. Students and the local community use this clean water.

In some countries like the USA, schools use solar panels to create electricity and lower energy costs. Some schools also have energy-efficient windows with special glass that lets in sunlight but blocks heat and harmful UV rays, so schools need less electricity during the day.

Lots of classrooms have 'Green Corners', where students grow plants. These plants help to clean the air and teach students about nature.

Students can also make their classrooms eco-friendly by having different recycling bins for paper, plastic, and cans. It's also important to turn off lights and computers when they aren't in use.

Over 52,000 schools in 79 countries have joined the Eco-Schools programme. More than 13.5 million students take part in this global project which is run² by the Foundation for Environmental Education (FEE). Schools have to write an 'Eco-Code', a statement that shows their commitment to protecting nature.

By making classrooms and schools eco-friendly, students learn how to save energy, reduce waste and protect the planet. These small changes help to build a better future for everyone.

¹tank: serbatoio ²run: gestire

Brainstorm

- 1 In small groups, in two minutes, write all the words that you know in English about the environment and environmental issues.

STEP 1

- 2 Read the text about eco-friendly schools. Answer the questions.

- 1 How does Uaso Nyiro Primary School in Kenya save water?
- 2 How do some schools in the USA save energy?
- 3 What is the purpose of a Green Corner in classrooms?
- 4 What is a school's Eco-Code?

STEP 2

- 3 Your headteacher has asked you to make a plan to help your school to become more eco-friendly. In your groups, think about:

- how you can recycle more, e.g. paper and plastic.
- what you can do to save water and energy (lights, heating, etc.)

Remember to be creative and practical!



STEP 3

- 4 Prepare a presentation about your eco-friendly plan for your school. You can make a poster or a digital presentation. Remember to use visuals: drawings, diagrams and photos. Explain how your plan helps the environment.

STEP 4

- 5 Present your eco-friendly school plan to the class and explain your choices. The students vote for the most creative or practical idea. Afterwards, the class can upload their plans to the school website or create an eco-wall in the classroom to display them.

Twain, Defoe, Dickens and Orwell

1 Literature


LEVEL A1

The Adventures of Tom Sawyer

by Mark Twain

Introduction

Tom Sawyer lives with his little brother and Aunt Polly in a small town in Missouri. He is a rebellious and mischievous boy, and his best friends are Becky and Huck. Huck lives on the streets and is not popular with the people in the town. One day, Tom, Huck and their friend Joe disappear. Everyone believes that they are dead.

Sunday is the day of the funeral. There are no happy faces in St. Petersburg. Everyone is in the small church. Aunt Polly, Sid and Joe Harper's family are all dressed in black. The reverend says kind words about the three boys. The boys' families cry a lot. Becky Thatcher cries too. Everyone is sad. Suddenly there is a noise at the church door. The reverend looks up and stops speaking. Everyone turns around and looks with their mouths open. The three boys walk slowly into the church. Tom is first, then Joe and then Huck.

Everyone is silent for a moment. They can't believe their eyes. How is this possible? They are in the church for the boys' funeral, but instead.

Suddenly Aunt Polly, Sid and Joe's mother get up and run to the boys. They kiss Tom and Joe. Aunt Polly cries and then laughs.

Poor Huck doesn't know what to do. No one looks at him and no one kisses him. He is sad and starts moving away but Tom stops him.

"Aunt Polly, it's not right," says Tom. "Huck's my good friend. Isn't anyone happy to see him?"

"Oh, Tom, you're right," says Aunt Polly, looking at Huck. "We're all happy to see him."

She smiles at Huck and kisses him. He is happy. Tom is very proud of his great idea.

Then the reverend looks at the three boys and says, "This is a wonderful surprise. Tom, Huck and Joe are here with us and they're well."

Everyone in the small church laughs.

"Let's be happy and sing!" says the reverend happily.



*disappear: sparire
 *cry: piangere
 *noise: rumore
 *mouths: bocche
 *instead: invece
 *laughs: ride

1 Before you read Look at the picture. Where do you think it is? Describe the people.

2 Vocabulary Read and listen to the story. Then match the adjectives (1-6) to the translations (a-f).

1 happy	a fiero
2 kind	b in buona salute
3 sad	c silenzioso
4 silent	d gentile
5 proud	e felice
6 well	f triste

3 Comprehension Who does these things? Complete the sentences with the names.

Aunt Polly • Tom • The people • The boys • Huck • The reverend

- _____ are dressed in black.
- _____ says kind words.
- _____ walk slowly into the church.
- _____ cries and laughs.
- _____ doesn't know what to do.
- _____ is proud of his idea.

SEL • Relationship skills

4 To have good friends, it's important to understand what other people think and feel. What does Tom notice? Why do you think Huck is sad?

5 In pairs. Discuss these questions. Use the *Useful language*.

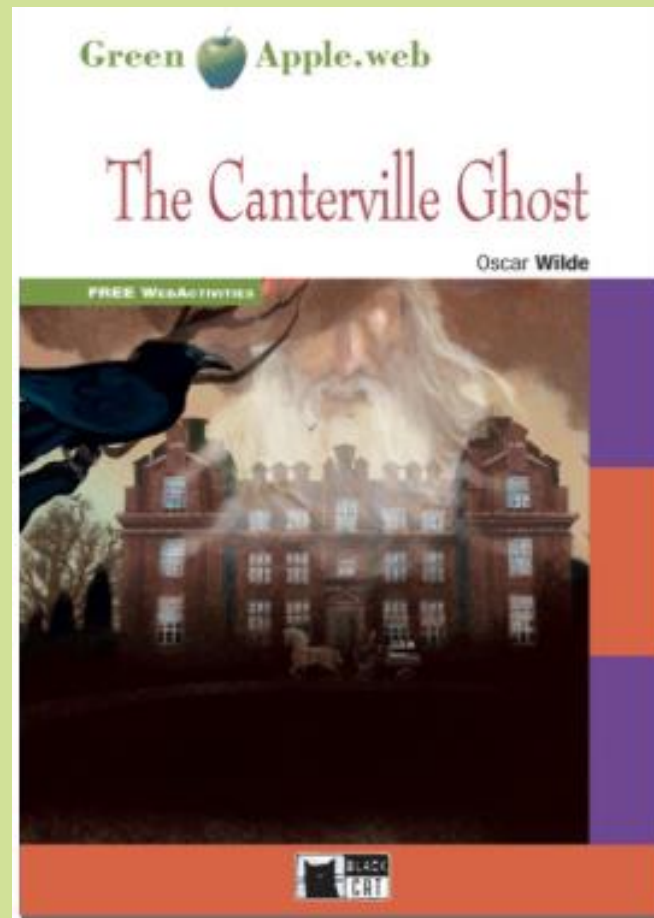
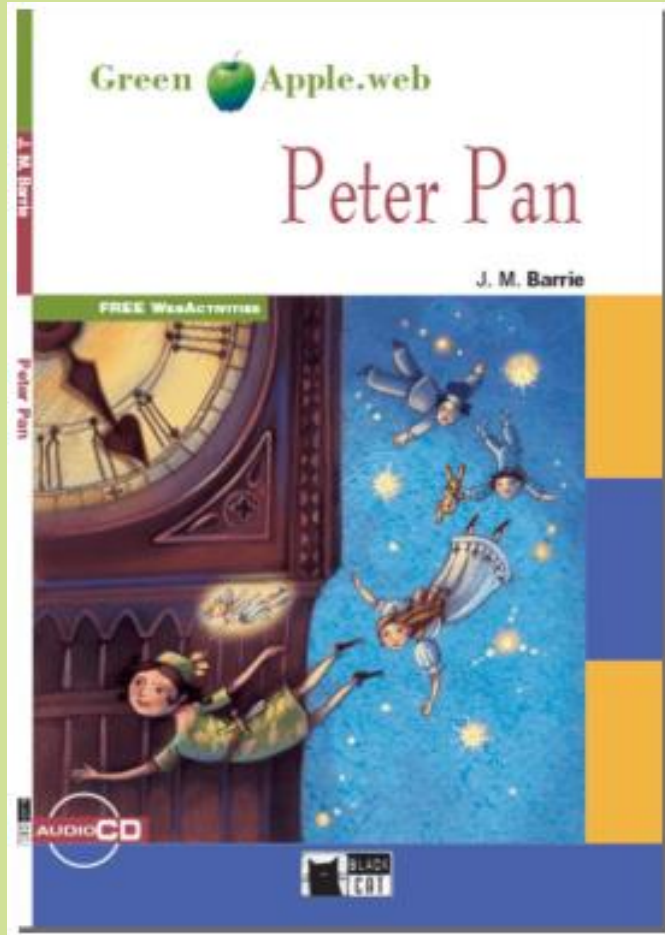
- Do you notice when one of your friends or classmates is feeling sad? If yes, what do you do to help?
- Have you got good friends who understand you and help you? Give an example.

Useful language

If / When one of my friends is sad, I always...
 I try to...
 When I feel sad, my friends help me. They...

52 fifty-two
fifty-three 53

eReaders with volumes 1 & 2 of This Is Me Edizione IN



INSEGNARE INGLESE

That all important Volume 3: New ideas for a more effective third-year programme

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That all important Volume 3: New ideas for a more effective third-year programme

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Towards B1

Grammar Extension – Towards B1

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B Direct and indirect speech pp. 84-87 Workbook pp. 134-135	The inspirational adventures of Amelia Earhart!	A Direct and indirect speech  B say and tell
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A section dedicated to INVALSI practice

INVALSI Trainer

READING	LISTENING
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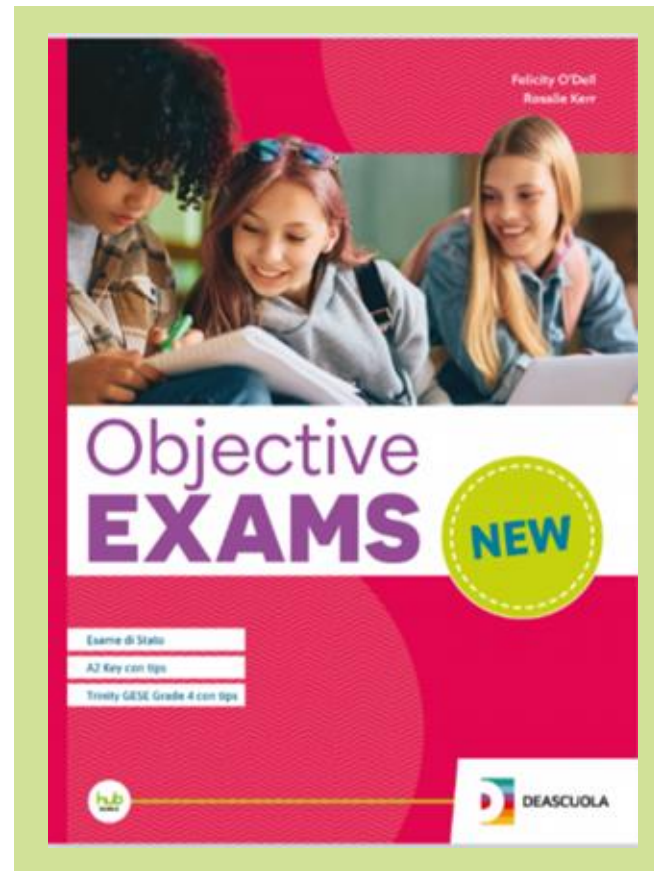


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Exam Revision		
	Vocabulary	Grammar
A Talking about me pp. 208-209	- Countries & nationalities - Personal possessions & adjectives - Family & pets - House & furniture	- be - have got - there is / there are - Present simple
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Plus, a brand new exam booklet!

Grammar cards: inclusive and fun!

This is **ME!**



‘For everyone’ to ensure no child is left behind



Insegnare con...

This is me

Relatore:

Karl Matthews

INSEGNARE

INGLESE

Scuola Secondaria di 1° Grado

Hub Scuola - Your Home Page



hub
SCUOLA



Mark Harmon
Docente di Inglese

 Il mio profilo

 Homepage

 I miei libri

 Aree docenti

 HUB Test e Invalsi

 Classi

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This is me! - Edizione IN
Sito libro

[Esplora](#)



This is me! - Edizione IN

Sito libro

Esplora

**A new layout:
one card, all your volumes**

The 'Sito del Libro'

All your digital materials in one place

INGOMBRO
WEBCAM RELATORE

The screenshot displays the 'Sito del Libro' (Book Site) interface within the Hub Scuola ecosystem. On the left, a vertical sidebar contains the 'hub SCUOLA' logo, a user profile for Mark Harmon (English teacher), and a navigation menu with options like 'Homepage', 'I miei libri', 'Aree docenti', 'HUB Test e Invalsi', 'Classi', 'App di lettura', and 'Assistenza'. The main content area is titled 'SITO LIBRO | Scheda prodotto' and features the book 'This is me! - Edizione IN'. It lists the authors (Annie O'Neill, Carla Worman, Maria Stebbings) and the publisher (Deascuola). Below this, a section titled 'I tuoi volumi' (Your volumes) shows three book covers: Volume 1 (Peter Pan), Volume 2 (Canterville Ghost), and Volume 3 (Objective Exams New + Invalsi Trainer A1/A2). At the bottom, a 'VOLUMI DIGITALI' (Digital Volumes) section includes buttons for 'Percorsi di Inglese' and 'Volume 1'.

INSEGNARE INGLESE

- This is what you should see on opening your **digital book**.
On future accesses you will be taken to the last page you visualised

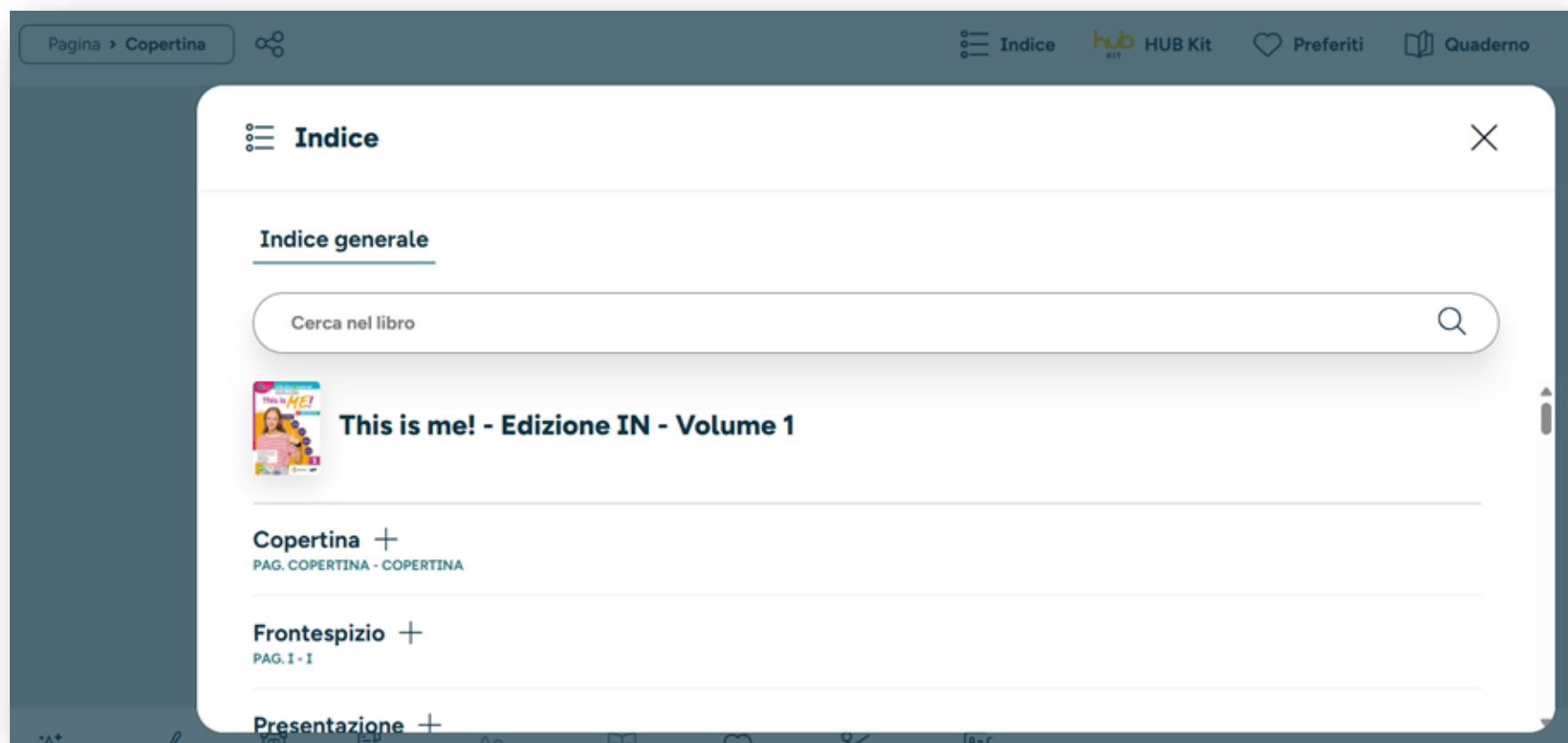


NB: Avoid enlarging the page by using the PC zoom, as you will lose the icons and therefore interaction at a certain point

Flexibility and speed

Various ways to access your pages

INGOMBRO
WEBCAM RELATORE



Grammar

A there is / there are: affirmative and negative

There's an old sandwich next to the lamp.
There are clothes on the floor.
There isn't a teacher in this room.

Affirmative		
	full form	short form
singular	There is a table.	There's a table.
plural	There are four chairs.	
Negative		
singular	There is not a table.	There isn't a table.
plural	There are not four chairs.	There aren't four chairs.



IMPROVE

- Choose the correct alternative.
- Si usa there is per i nomi al singolare / plurale.
- Si usa there are per i nomi al singolare / plurale.

Workbook, p. 188

Compare

In una lista, si usa there is quando il primo oggetto è singolare.
There is a table and four chairs.
Si usa there are quando il primo oggetto è plurale.
There are four chairs and a table.

1 Complete the sentences with is or are.

- There is a bed in the bedroom.
- There are two armchairs and a sofa.
- There are three Spanish students.
- There is a big desk for the teacher.
- There are books on the bookcase.
- There are two bathrooms in my house.
- There is a garden in front of the house.
- There is an apple in my bag.
- There are people in our classroom.

76 seventy-six

2 Complete the text with 's or are. Then listen and check.

There (0) are 20 students in my class. There (1) are two students from India and there (2) is one girl from Pakistan. In our classroom there (3) are 12 desks and 24 chairs. There (4) is one big desk for the teacher. There (5) is a bookcase with dictionaries and a lamp. There (6) are big windows, it's very sunny.

3 Look at the picture and complete the sentences with there is / isn't / are / aren't.



There is a table.

- is a lamp.
- are four chairs.
- are two bags.
- is a cooker.
- is a cat.
- are two cupboards.

B Is there...? / Are there...? interrogative and short answers

	Interrogative	Short answers
singular	Is there a table?	Yes, there is. No, there isn't.
plural	Are there two chairs?	Yes, there are. No, there aren't.

Workbook, p. 189

4 Use the picture from exercise 3 to write short answers.

- Is there a bookcase? No, there isn't.
- Are there two dogs?
 - Is there a cooker?
 - Are there ten cupboards?
 - Are there two chairs?
 - Is there a bath?

5 Write questions. Then write short answers that are true for you.

- a lamp in your classroom?
Is there a lamp in your classroom?
Yes, there is. / No, there isn't.
- 30 students in your class?
 - a bookcase in your classroom?
 - two bathrooms in your house?
 - a rug in your hall?
 - two beds in your bedroom?
 - a basement in your school?

C some, any

There are some pens.
Are there any pens in your bedroom?
There aren't any places to sit!

Affirmative	There are <u>some</u> chairs.
Negative	There aren't <u>any</u> desks.
Question	Are there <u>any</u> books?



IMPROVE

- Choose the correct alternative.
- Si usano some e any con i sostantivi singolari / plurali.
- Si usa some / any nelle frasi affermative.
- Si usa some / any nelle frasi negative e interrogative.

Workbook, p. 190

6 Choose the correct alternative.

- Are there some / any books on your desk?
- We've got some / any new books!
 - There aren't some / any German teachers.
 - Are there some / any answers in the book?
 - I haven't got some / any friends in England.
 - There are some / any trainers on the floor.
 - Have you got some / any lamps in your bedroom?

7 Complete the dialogue with some or any. Then listen and check.

Jason: Are there (0) any pens in the classroom?
Orla: Yes, there are (1) some pens on the bookcase.
Jason: Great. Oh, I've got Art today. Are there (2) any pencils?
Orla: I've got (3) some pencils in my bag. Here!
Jason: Thanks, Orla. Have we got (4) any homework activities for today?
Orla: Yes. There are (5) some exercises in our grammar books.
Jason: Ummm... Orla, are there (6) any answers in your book?
Orla: Yes, there are (7) some answers in my book. My answers!
Jason: Orla, please??
Orla: No, Jason! Do your own homework!



8 Write affirmative (✓), negative (✗) or interrogative (?) sentences with the words given. Use the correct form of there is/are and some or any.

- mirrors / bathroom (✓)
There are some mirrors in the bathroom.
- good films on TV (✓)
 - lamps / my bedroom (✗)
 - cupboards / classroom (✓)
 - bookcases / our hall (✓)
 - chairs / the kitchen (✗)
 - snakes / your garden (✓)

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- A typical page will carry various icons indicating video, audio and interactive exercise resources, as well as the mysterious 'yellow cross' icon linking you to Deaflix. More about that in a minute!

Interactive exercises Teacher options

Unit 4, Dialogue, exercise 7

UNIT 4, DIALOGUE, EXERCISE 7

Watch the video. Amy and Jake talk about Dan. Complete their sentences.



1. 'Dan's got a nice free!'
2. 'Dan's got a reason.'
3. 'Maybe he hasn't got their!'
4. 'We haven't got all the!'

✓ Conferma ✓ Vedi le soluzioni ▶ Soluzioni a step

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Condividi




Deaflix: 80 grammar and 25 vocab pathways



B *Is there...? / Are there...?:
interrogative and short answers*

- Is there a chair? - Yes, there is.

	Interrogative	Short answers
singular	Is there a table?	Yes, there is. No, there isn't.
plural	Are there two chairs?	Yes, there are. No, there aren't.

Workbook, p. 189



[Clicca qui e scopri di
più](#)

Inglese Grammatica

Condividi materia

Cerca

Inglese grammatica

Articles

Argomento

Articles, nouns and pronouns

Inglese grammatica

Plural nouns

Argomento

Articles, nouns and pronouns

Inglese grammatica

Possessive pronouns and Whose...?

Argomento

Articles, nouns and pronouns

Inglese grammatica

some, any, every, no compounds

Argomento

Articles, nouns and pronouns

Inglese Lessico

Condividi materia

Cerca

Inglese Lessico

Countries & nationalities

Argomento

Vocabulary

Inglese Lessico

Personal possessions

Argomento

Vocabulary

Inglese Lessico

Sports

Argomento

Vocabulary

Inglese Lessico

Clothes

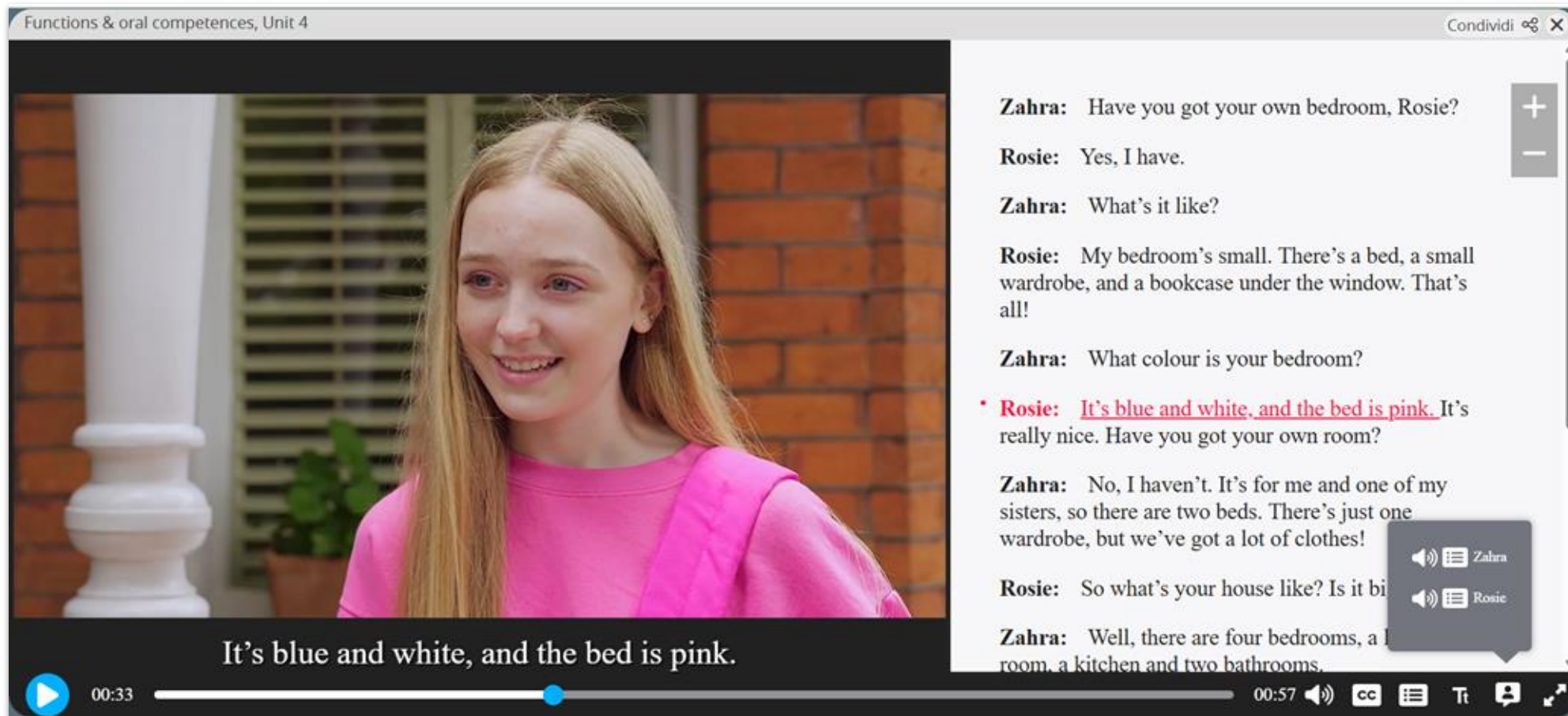
Argomento

Vocabulary

Clicca qui e scopri di
più

Functions and Oral competences videos

- Extras, Subtitles, Text, and Karaoke options available to teachers and students



The screenshot shows a video player interface. The video frame on the left displays a young woman with long blonde hair, wearing a pink shirt, smiling. Below the video frame, a subtitle reads: "It's blue and white, and the bed is pink." The video progress bar shows the video is at 00:33 of a 00:57 duration. To the right of the video frame is a transcript of the dialogue. The transcript includes the following text:

Zahra: Have you got your own bedroom, Rosie?

Rosie: Yes, I have.

Zahra: What's it like?

Rosie: My bedroom's small. There's a bed, a small wardrobe, and a bookcase under the window. That's all!

Zahra: What colour is your bedroom?

• **Rosie:** It's blue and white, and the bed is pink. It's really nice. Have you got your own room?

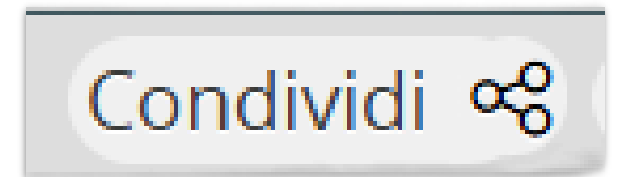
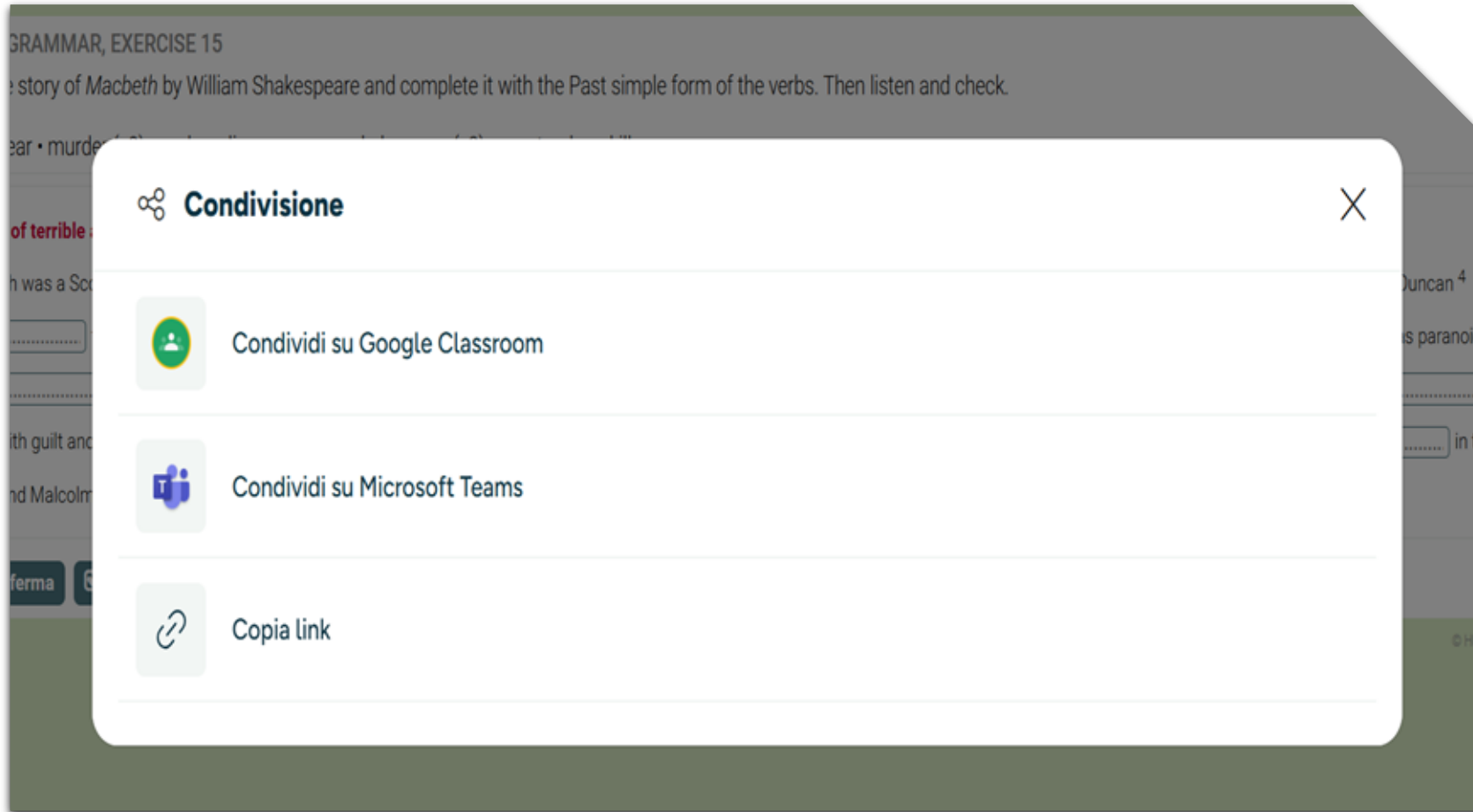
Zahra: No, I haven't. It's for me and one of my sisters, so there are two beds. There's just one wardrobe, but we've got a lot of clothes!

Rosie: So what's your house like? Is it big?

Zahra: Well, there are four bedrooms, a living room, a kitchen and two bathrooms.

On the right side of the transcript, there are expand/collapse icons (+/-) and a volume icon. At the bottom right of the transcript, there are icons for subtitles, a list, and a person icon.

- All videos, audio tracks and interactive exercises are shareable



- Access audio, video and Deaflix pathways from your smartphone
- **Dual option:** QR code reader / Hubsmart app

Grammar

D Prepositions of place

There are clothes on the floor.
Dais is in front of the bus stop.

next to under in front of

on behind opposite

in between near

Look at the picture and choose the correct alternative.

- The cat is **on** / under the bed.
- The chest of drawers is **next to** / opposite the bed.
- The spider is **on** / under the lamp.
- The rug is **in front of** / behind the bed.
- The white cat is **behind** / opposite the black cat.
- The mirror is **behind** / under the bed.
- The mirror is **in front of** / on the chest of drawers.
- The books are **in** / on the books.
- The books are **near** / at the bed.

Sum it up!

Read Iva's email to her Irish cousin Liam. Complete it with ONE word in each gap. Then listen and check.

Hi Liam,
I'm here in Brighton on my English exchange. My English friend Katy is really nice and her room is very cool. There **(1)** any chairs, but **(2)** a sofa, and there's a TV **(3)** the desk in the bedroom. The kitchen is nice, but there **(4)** a table. There's a living room next **(5)** the kitchen with a table and there **(6)** some chairs. There isn't a balcony but there **(7)** chairs in the garden for sunny days (so go for **(8)**! How is your exchange in France)? Are there **(9)** other Irish students? Write soon!
Iva

11 TRANSLATION

Translate into English.

Nella mia stanza ci sono un letto e un armadio. C'è una cassettiera tra il letto e l'armadio. Sulla cassettiera ci sono uno specchio e una lampada. Non ci sono sedili nella mia stanza e non c'è una scrivania, ma c'è una libreria di fronte al letto e nella libreria ci sono libri e fotografie.

12 MEDIATION

In small groups, compare your translations. If your answers are different, decide on the best option together!

Check your progress! VOCABULARY & GRAMMAR

1 Complete the text about Scottish 'botties' with the words below.

There is always space in a bottle!

any - some - on - aren't - there - in - is - isn't - front - are

A bottle is an old cottage in Scotland for travellers. There **(1)** over 200 bottles in Scotland and they are totally free. There isn't a key **(2)** the door - the bottle is always open. **(3)** any basic rules there **(4)** any bars in a bottle, so don't leave rubbish, and the space is for all travellers not just you! There are **(5)** bottles with furniture, but in other bottles there aren't **(6)** beds - the beds are **(7)** the floor! There **(8)** usually a table and some chairs. It's OK to eat in the bottle, but there **(9)** a kitchen with a cooker. There isn't electricity or water... and there isn't a toilet - there is the countryside in **(10)** of the door for that!

11. Now listen and check. What's your score?

2 Read the school rules. Choose the correct alternative.

- Don't stand in front of / under the door.
- Stand behind / on your desk at the end of the lesson.
- Don't put your feet opposite / on the desk.
- Put your rubbish under / in the bin.
- Put your bag under / in your chair.

12. Now listen and check. What's your score?

3 Complete the poem with the words below. Guess the rhym!

chairs - lamp - sink - armchair - tables - downstairs
bathroom - living room - bedroom - classroom

I'm a roach in your house,
there's a lamp and TV.
There's a table, an **(1)**
and a sofa for three.
Answer: (2)

I'm a roach in your house, usually upstairs.
A place to relax, but without any **(3)**
A book to read and a **(4)** for light,
you're in the room all the night.
Answer: (5)

There are lots of **(6)** and chairs.
I'm sometimes up, and sometimes **(7)**.
I'm not your home or a place for play.
I'm a place for study you're here all day!
Answer: (8)

I'm not a kitchen, but I've got a **(9)**.
There's a lot of water, but not to drink!
Answer: (10)

13. Now listen and check. What's your score?

What's my score?

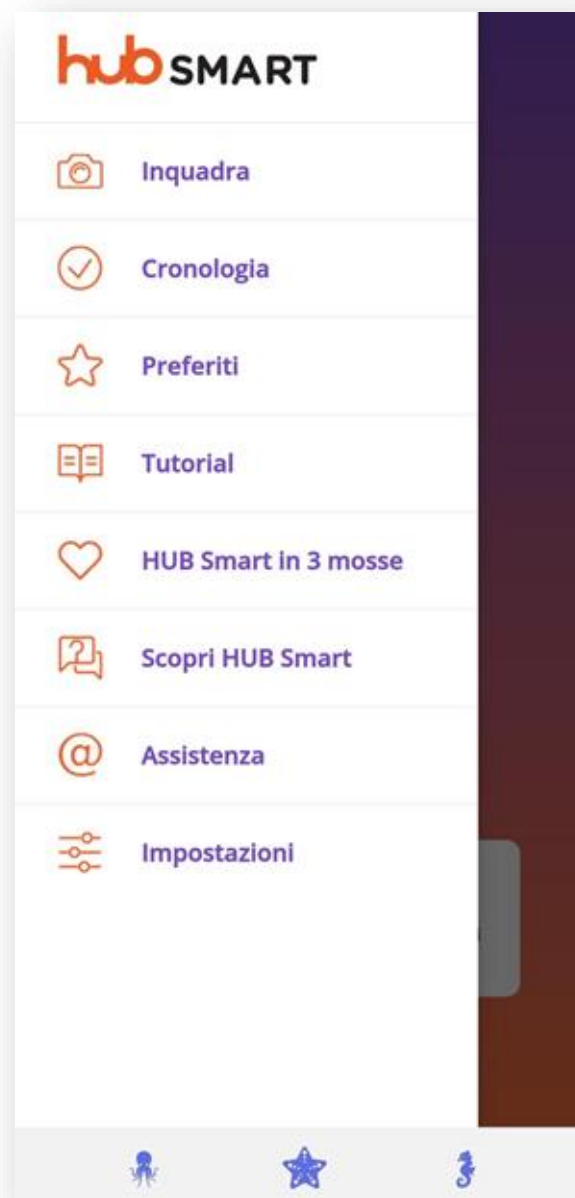
0-25 Poor

26-50 Fair

51-75 Good

76-100 Excellent



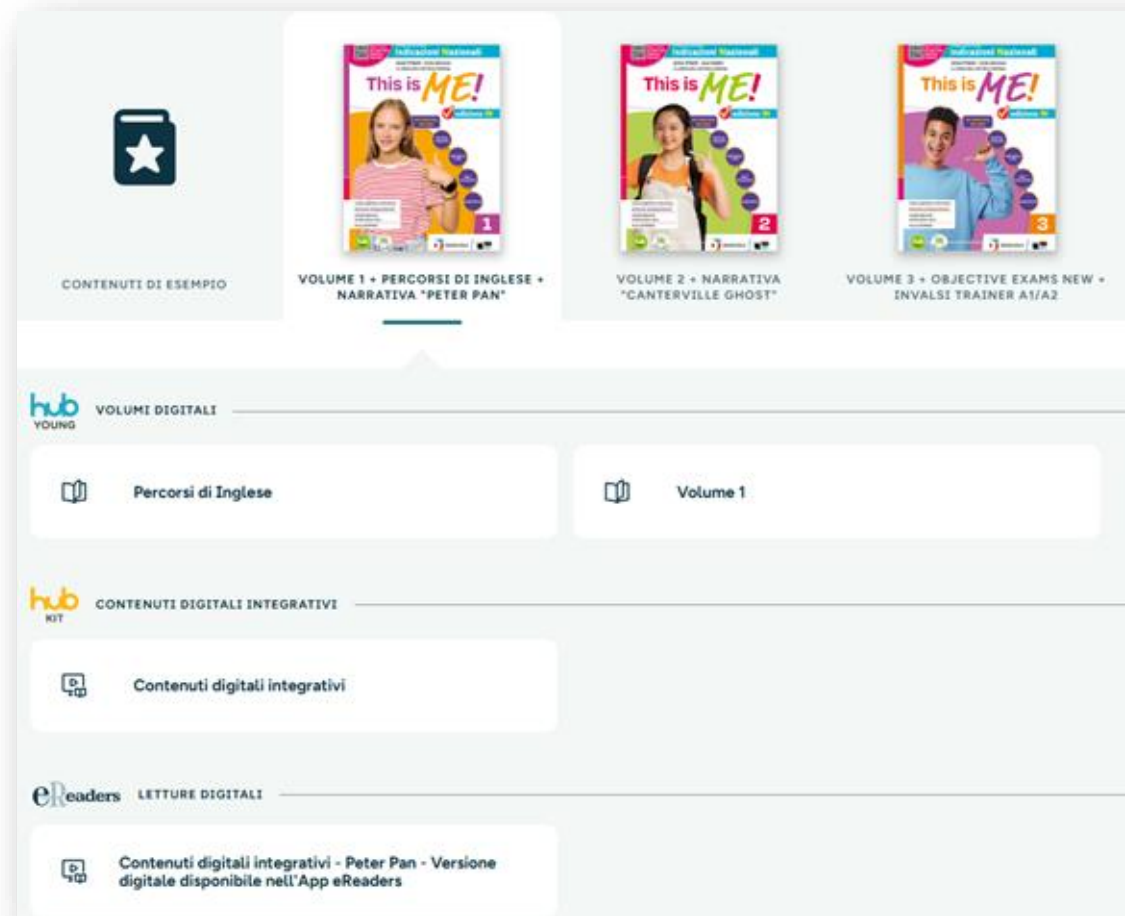


- Hub Smart replaces Dealink for the 2026 courses

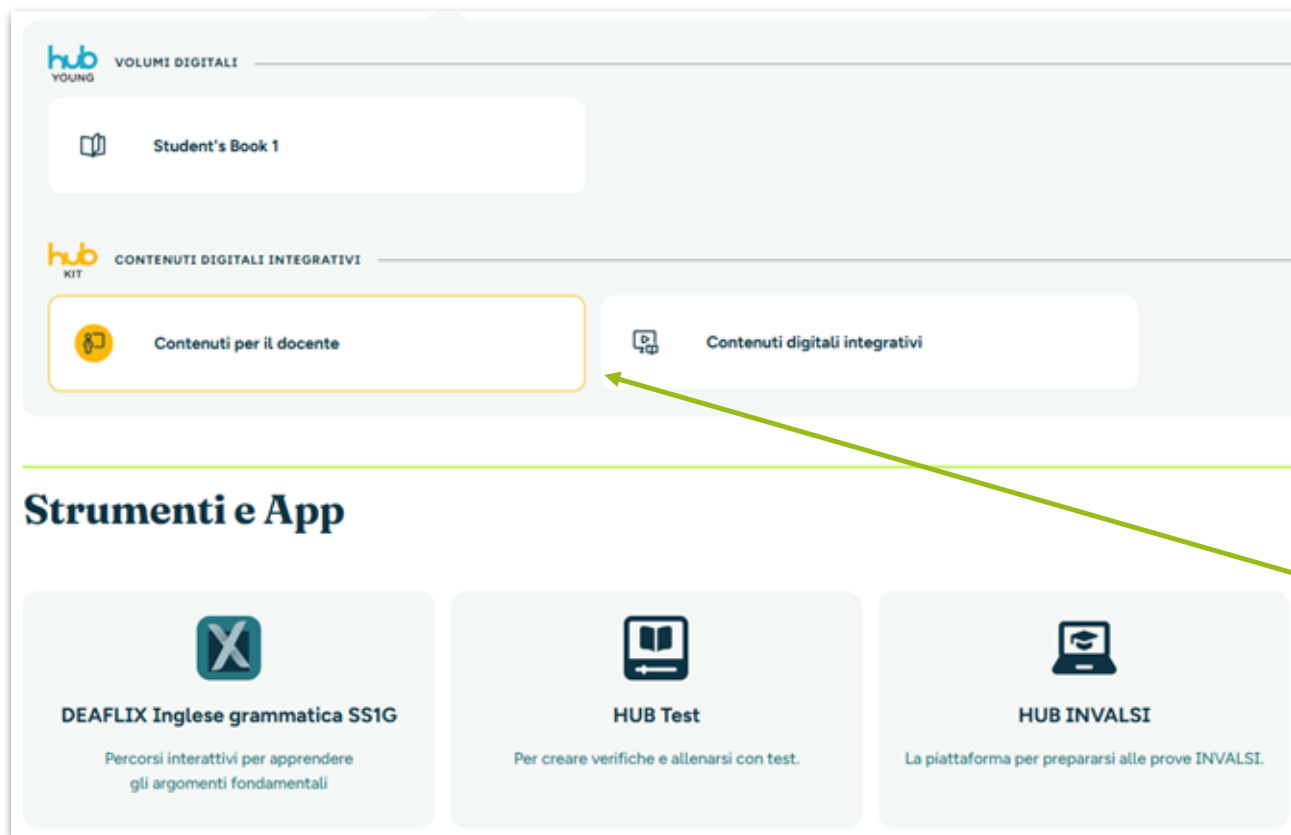
Back to the 'Sito del libro'

All your digital materials in one place.

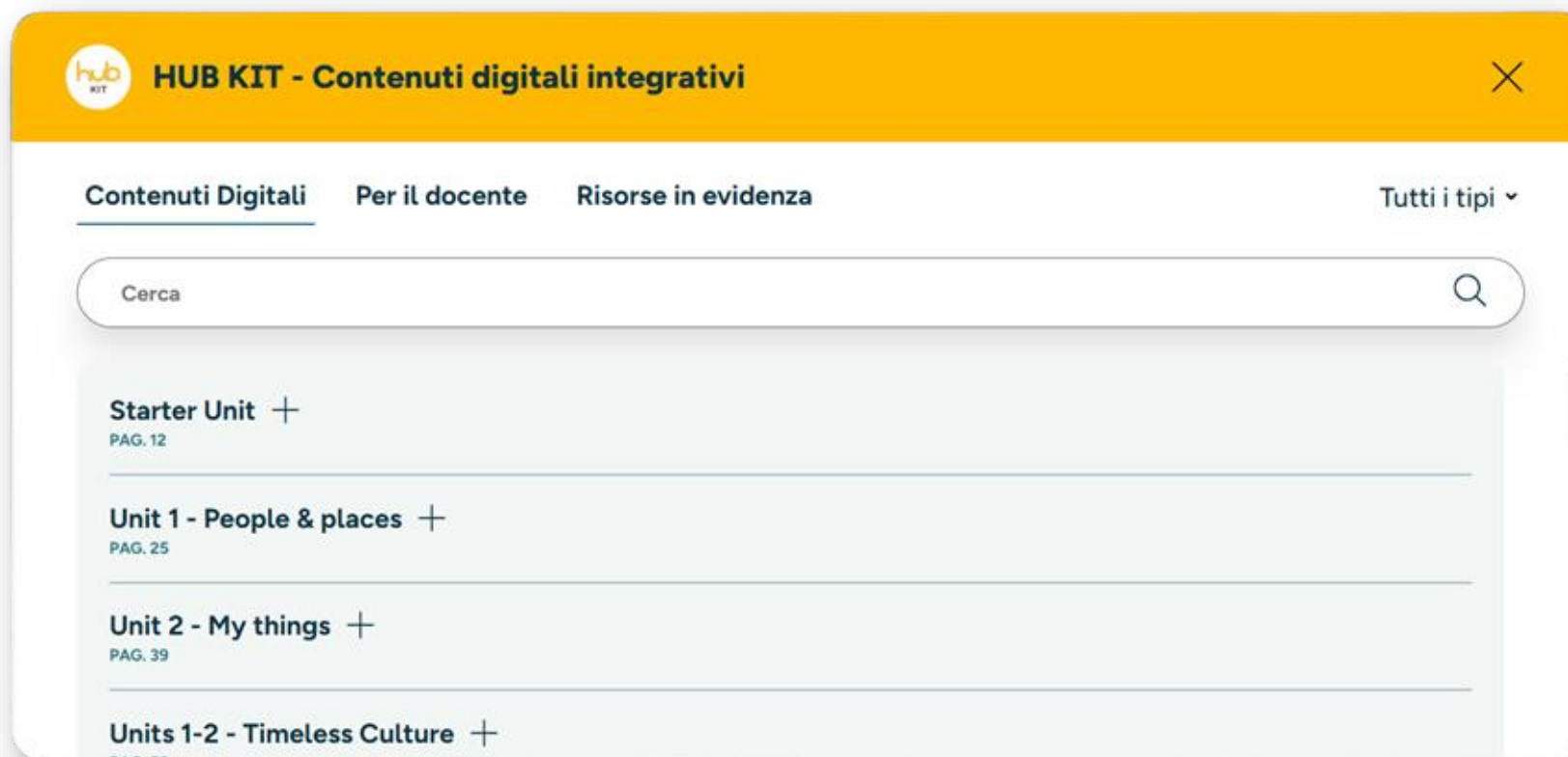
Access to your teacher materials - 2 options



Route 1: Contenuti per il docente - Risorse digitali



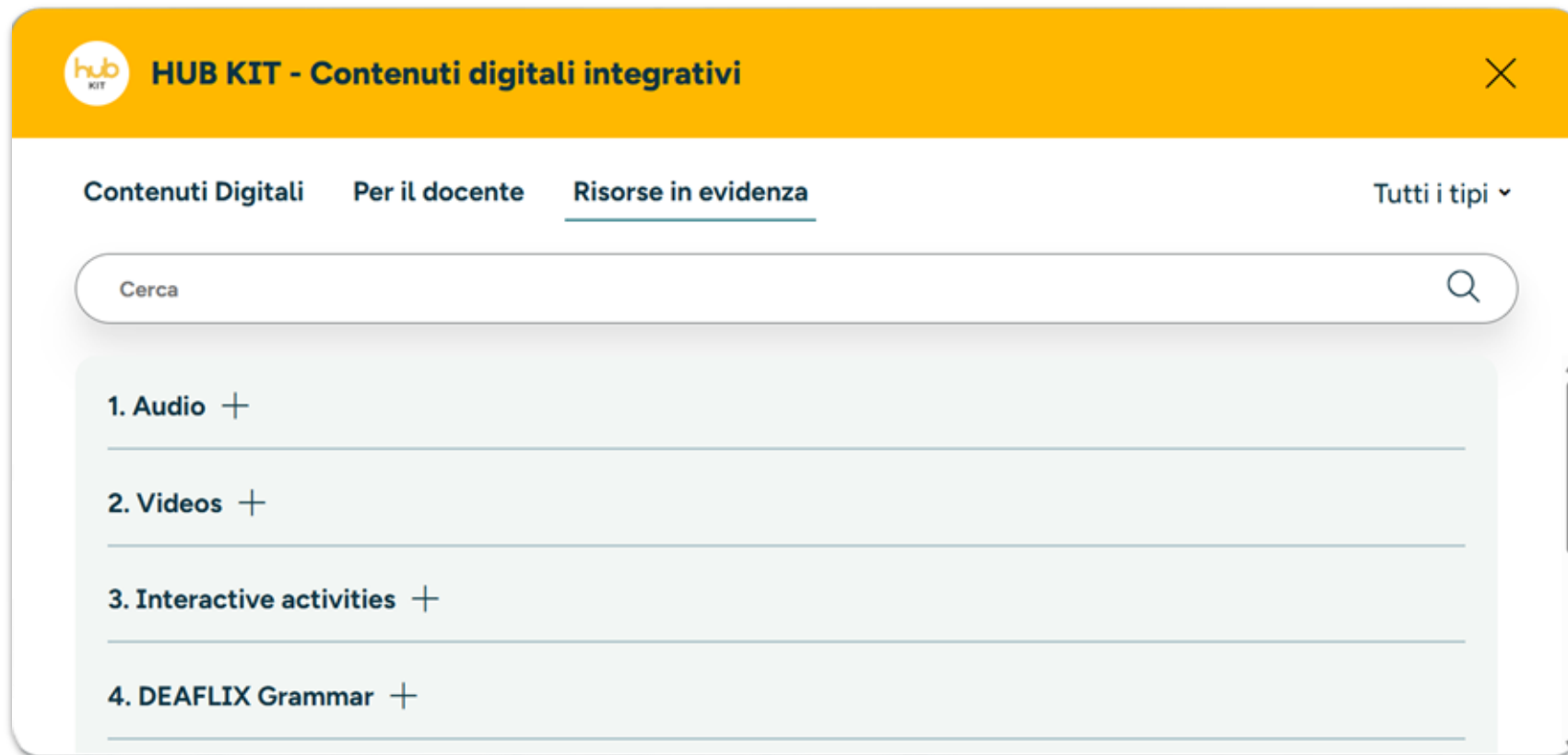
1. All the digital contents of the ebook, page by page



2. Per il docente contains the Teacher & Test Book in pdf as well as all the test materials in word, the audio tracks for the course and for the tests and more besides



3. Risorse in evidenza offers the materials divided by type, as well as links to the Deaflix material and Google forms

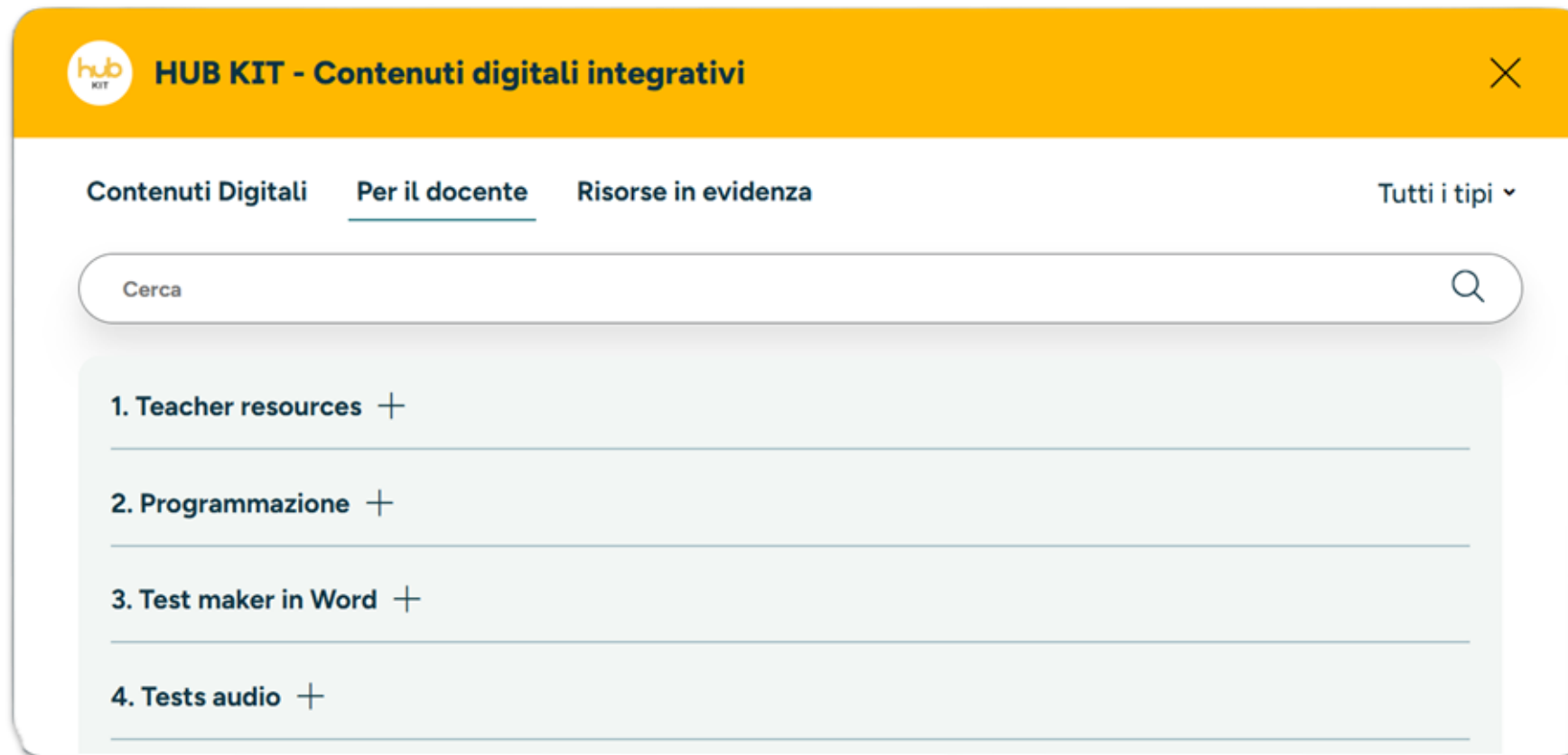


Route 2: from any page of your ebook, click on the icon **Hub Kit** next to the Indice to access your teacher materials

The screenshot displays the DEASCUOLA ebook interface. At the top, a navigation bar includes 'Indice', 'HUB KIT', 'Preferiti', 'Quaderno', and 'Impostazioni'. The 'HUB KIT' icon, which consists of the word 'hub' in orange and 'KIT' in blue, is highlighted with a black arrow. Below the navigation bar, the main content area shows a 'Grammar' section with exercises. At the bottom of the screen, a toolbar contains various icons for 'Tutor AI', 'Disegna', 'Scrivi', 'Nota', 'Testo liquido', 'Singola', 'Preferito', 'Ritaglia', and 'Dizionario'.



- You will then be taken directly to the webpage offering you the three options we saw above



Chiavetta USB

- How does it work and what does it contain?



Last but not least... From september 2026



Thank you for joining us today

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EN

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