

PROPOSTA DI PROGRAMMAZIONE PER L'ORIENTAMENTO

Year 1

Orientamento topic	iDiscover level/unit/page	Obiettivi
<ul style="list-style-type: none"> Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. Apprendimento delle lingue straniere. 	Level 1, unit 2, p. 45	<ul style="list-style-type: none"> <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare i metodi e le strategie di apprendimento per memorizzare nuovi vocaboli in inglese.
<ul style="list-style-type: none"> Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). Apprendimento delle lingue straniere. 	Level 1, unit 2, pp. 46-47	<ul style="list-style-type: none"> <i>Global citizens – CLIL Geography</i> Partendo da concetti base di geografia (<i>continents, natural borders, time zones</i>), riflettere su temi relativi alla <i>global citizenship</i> (diversità culturale, disuguaglianze, ecc.) e al ruolo di ciascun individuo nella lotta contro le disuguaglianze.
<ul style="list-style-type: none"> Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. Apprendimento delle lingue straniere. 	Level 1, unit 4, p. 73	<ul style="list-style-type: none"> <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare i metodi e le strategie di apprendimento della grammatica in inglese.
<ul style="list-style-type: none"> Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). Apprendimento delle lingue straniere. 	Level 1, unit 4, pp. 74-75	<ul style="list-style-type: none"> <i>Global citizens – CLIL History</i> Partendo da una breve analisi e comparazione della società medievale rispetto alla società attuale, riflettere sul tema delle disuguaglianze e della povertà, per imparare ad essere cittadini responsabili e attivamente partecipi.
<ul style="list-style-type: none"> Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. Apprendimento delle lingue straniere. 	Level 1, unit 6, p. 101	<ul style="list-style-type: none"> <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Acquisire consapevolezza dei diversi stili di apprendimento (<i>learning styles</i>), ad esempio: visivo, verbale, cinestetico.
<ul style="list-style-type: none"> Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). Apprendimento delle lingue straniere. 	Level 1, unit 6, pp. 102-103	<ul style="list-style-type: none"> <i>Global citizens – CLIL Biology</i> Partendo dall'analisi di alcune specie marine, riflettere sull'impatto della plastica nei mari e sulle iniziative utili a ridurre le quantità che circolano negli ecosistemi.
<ul style="list-style-type: none"> Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. Apprendimento delle lingue straniere. 	Level 1, unit 8, p. 129	<ul style="list-style-type: none"> <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare a lavorare come parte di un team.

<ul style="list-style-type: none"> • Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). • Apprendimento delle lingue straniere. 	Level 1, unit 8, pp. 130-131	<ul style="list-style-type: none"> • <i>Global citizens – CLIL Science</i> Partendo dall'analisi scientifica del fenomeno dei terremoti, riflettere sull'impatto dei disastri naturali sulle comunità e sulle iniziative che è possibile intraprendere per prevenirne o limitarne gli effetti.
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). • Apprendimento delle lingue straniere. 	Level 1, pp. 134-137	<ul style="list-style-type: none"> • <i>Real-life tasks 1-2</i> Proposte di attività di <i>class work</i> e <i>independent group work</i> per sviluppare la capacità di lavoro di squadra e sviluppare spirito di iniziativa, motivazione e creatività. Sviluppo delle <i>life skills</i>.
<ul style="list-style-type: none"> • <i>Altro...</i> 		

Year 2

Orientamento topic	iDiscover level/unit/page	Obiettivi
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. • Apprendimento delle lingue straniere. 	Level 2, unit 2, p. 39	<ul style="list-style-type: none"> • <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare a gestire il tempo a disposizione per l'esecuzione dei <i>tasks</i> assegnati (<i>time management</i>).
<ul style="list-style-type: none"> • Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). • Apprendimento delle lingue straniere. 	Level 2, unit 2, pp. 40-41	<ul style="list-style-type: none"> • <i>Global citizens – CLIL Music</i> Riflettere sull'importanza e i benefici delle discipline di studio creative quali arte, teatro e musica, anche in relazione alla propria esperienza personale. Riflettere sulle proprie passioni e inclinazioni per poter orientarsi nelle scelte professionali future.
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. • Utilizzo delle tecnologie digitali per facilitare l'apprendimento. • Apprendimento delle lingue straniere. 	Level 2, unit 4, p. 69	<ul style="list-style-type: none"> • <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare a fare una ricerca online in modo efficace e consapevole.
<ul style="list-style-type: none"> • Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). • Apprendimento delle lingue straniere. 	Level 2, unit 4, pp. 70-71	<ul style="list-style-type: none"> • <i>Global citizens – CLIL Science</i> Riflettere sulle proprie abitudini in merito all'uso di <i>electronic devices</i>, riflettere sull'importanza di riciclare materiali tecnologici e sulle modalità per farlo responsabilmente.
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. • Utilizzo delle tecnologie digitali per facilitare l'apprendimento. 	Level 2, unit 6, p. 99	<ul style="list-style-type: none"> • <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare le tecniche di presentazione davanti a un'audience (<i>presentation skills</i>).

iDiscover 1-2-3

<ul style="list-style-type: none"> • Apprendimento delle lingue straniere. 		
<ul style="list-style-type: none"> • Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). • Apprendimento delle lingue straniere. 	Level 2, unit 6, pp. 100-101	<ul style="list-style-type: none"> • <i>Global citizens – CLIL Maths</i> Riflettere sul tema del <i>food waste</i> e pensare in modo creativo ai modi per ridurre le proporzioni del problema.
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. • Apprendimento delle lingue straniere. 	Level 2, unit 8, p. 129	<ul style="list-style-type: none"> • <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare le <i>revision techniques</i> e acquisire consapevolezza del proprio stile di apprendimento.
<ul style="list-style-type: none"> • Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività, imprenditorialità giovanile). • Apprendimento delle lingue straniere. 	Level 2, unit 8, pp. 130-131	<ul style="list-style-type: none"> • <i>Global citizens – CLIL Geography</i> Riflettere sull'importanza delle foreste nel nostro ecosistema e su come proteggere il pianeta dal cambiamento climatico.
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). • Apprendimento delle lingue straniere. 	Level 2, pp. 134-137	<ul style="list-style-type: none"> • <i>Real-life tasks 1-2</i> Proposte di attività di <i>class work</i> e <i>independent group work</i> per sviluppare la capacità di lavoro di squadra e sviluppare spirito di iniziativa, motivazione e creatività. Sviluppo delle <i>life skills</i>.
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Year 3

Orientamento topic	iDiscover level/unit/page	Obiettivi
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. • Apprendimento delle lingue straniere. 	Level 3, unit 2, p. 39	<ul style="list-style-type: none"> • <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare le tecniche di <i>mindfulness</i> per il benessere psico-fisico e la gestione dello stress.
<ul style="list-style-type: none"> • Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività, imprenditorialità giovanile). • Apprendimento delle lingue straniere. 	Level 3, unit 2, pp. 40-41	<ul style="list-style-type: none"> • <i>Global citizens – CLIL History</i> Riflettere sull'importanza delle opportunità di lavoro come occasione di crescita economica e personale. Spunti e occasioni di riflessione sull'imprenditorialità giovanile.
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. • Apprendimento delle lingue straniere. 	Level 3, unit 4, p. 69	<ul style="list-style-type: none"> • <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare ad affrontare un esame orale.

<ul style="list-style-type: none"> • Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività, imprenditorialità giovanile). • Apprendimento delle lingue straniere. 	Level 3, unit 4, pp. 70-71	<ul style="list-style-type: none"> • <i>Global citizens – CLIL Geography</i> Partendo dall'analisi delle <i>climate zones</i>, riflettere sul tema del <i>global warming</i> e sull'impatto positivo dei giovani attivisti nella lotta al cambiamento climatico.
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e acquisizione dell'autonomia nello studio. • Apprendimento delle lingue straniere. 	Level 3, unit 5, p. 85	<ul style="list-style-type: none"> • <i>Learn to learn</i>: stimolare l'autonomia nell'apprendimento. Imparare le tecniche e le strategie per affrontare al meglio gli esami.
<ul style="list-style-type: none"> • Sviluppo delle competenze trasversali (responsabilità, spirito di iniziativa, motivazione e creatività, imprenditorialità giovanile). • Apprendimento delle lingue straniere. 	Level 3, unit 5, pp. 86-87	<ul style="list-style-type: none"> • <i>Global citizens – CLIL Technology</i> Partendo dall'analisi degli sviluppi tecnologici più o meno recenti nel campo della medicina, riflettere sull'importanza del <i>good health and well-being</i> nella società.
<ul style="list-style-type: none"> • Sviluppo delle competenze di base e trasversali (responsabilità, spirito di iniziativa, motivazione e creatività). • Apprendimento delle lingue straniere. 	Level 3, pp. 90-93	<ul style="list-style-type: none"> • <i>Real-life tasks 1-2</i> Proposte di attività di <i>class work</i> e <i>independent group work</i> per sviluppare la capacità di lavoro di squadra e lo spirito di iniziativa, motivazione e creatività. Sviluppo delle <i>life skills</i>.
<ul style="list-style-type: none"> • <i>Altro...</i> 		

Elizabeth Foody

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SCHEDA DI APPROFONDIMENTO

LIVING THE CHANGE

ROUTES TO SOCIAL CITIZENSHIP

ONE WORLD

On Planet Earth there are two hemispheres: the Northern Hemisphere (north of the Equator), and the Southern Hemisphere (south of the Equator). The hemispheres are different because there are different seasons. When it's summer in the UK, it's winter in Australia.



WHAT...

... ARE CONTINENTS,
AND WHERE ARE THEY?

A continent is a large area of land. There are seven continents: Europe and North America are in the Northern Hemisphere. South America is mostly in the Southern Hemisphere. About half of Africa is in the Northern Hemisphere, and half is in the Southern Hemisphere. Most of Asia is in the Northern Hemisphere. Antarctica and Australia are both in the Southern Hemisphere.



... ARE NATURAL BORDERS?

A country is part of a continent. There are seven continents but **over** 100 countries in the world.

There are **borders** around countries. These borders are usually natural, for example, **mountains, rivers, lakes and oceans**.

A good example is France. There are natural borders around it. In the southwest, the Pyrenees **mountain range** is a border with Spain, and in the southeast, the Alps are **between** France and Italy. The River Rhine is part of the border with Germany. In the north is **the English Channel**, and in the south is the Mediterranean **Sea**.



... ARE TIME ZONES?

When the sun is high in the sky, it's midday. But, of course, when it's midday on one side of the world, it's midnight on the other side. That's the reason for time zones. All the places on Earth are in one of 24 time zones. It's strange to think: when it's 9 a.m. in London, in Sydney it's 8 p.m. in the evening!



Glossary

over *più di*
border *confine*
mountain *montagna*
river *fiume*
lake *lago*
ocean *oceano*
mountain range *catena di montagne*
between *tra*
the English Channel *la Manica*
sea *mare*



Reading

1 **SEE • THINK • WONDER** Guarda le foto e fai le attività.

- 1 **SEE** Describe the photos on this page. **The world, different countries,**
- 2 **THINK** The images are different **A** continents. **B** climates. **C** times.
- 3 **WONDER** I'm curious about **A** borders. **B** time zones.
C the location of continents.

2 072 **ES** Leggi e ascolta. Rispondi alle domande.

- 1 What's the number of continents?
- 2 Which continents are only in the Northern Hemisphere?
- 3 What is around a country?
- 4 What is the natural border between France and Italy?
- 5 When it is 9 a.m. in the UK, what time is it in Sydney?

Listening

3 073 Ascolta due studenti che parlano dell'Australia. Quanti abitanti ha?

4 073 Ascolta di nuovo e completa le frasi.

Jack is on holiday in **Australia**.

- 1 His uncle is _____.
- 2 Right now Jack is in _____.
- 3 It's _____ o'clock in the _____ in the UK.
- 4 It's _____ o'clock tomorrow _____ in Sydney!
- 5 There are _____ different time zones in Australia!

5 **iExplore** Che ora è in queste zone quando è mezzogiorno a Londra? Scrivi delle frasi.

It's midday in London. What's the time in:

- Japan? • Berlin? • Rome?
- New Zealand? • Sierra Leone? • Toronto?
- New York? • Perth?

When it's midday in London, it's ... in Japan.

Fact box

Most maps have a **compass**. This is good for directions. The four main compass points are North (N), East (E), South (S) and West (W). The four other compass points are North East (NE), South East (SE), South West (SW) and North West (NW).



video

Citizenship goal

6 Ora guarda il video sulla Gran Bretagna multiculturale.

Ridurre le disuguaglianze Ricordati di trattare tutti nello stesso modo. Saluta i tuoi compagni. Siamo tutti uguali.



Group work

1 Watch the video and answer the questions.

- 1 How many students are in the group?
- 2 What is the task the students do?
- 3 How long have they got?

2 Watch the video again. Put the stages in the correct order.

- a ___ Discuss.
- b ___ Prepare the presentation.
- c **1** Think of ideas and plan.
- d ___ Do research.

3 Watch the video again. Match the students (1–4) to the speech bubbles. One student matches two sentences.



video

iLearn



1 OK, that's a good idea. a ___

Joseph and David, go online and find some photos of uniforms. b ___

We can look for pictures of school uniforms. c ___

We've got two hours. d ___

Our school uniform is ready; we're a great team! e ___



Joseph



Anna



David



Emily

4 Now match the sentences in the speech bubbles to the different stages in the video (1–5).

Plan.

1 ___

Discuss ideas.

2 ___

Decide roles.

3 ___

Solve problems.

4 ___

Evaluate.

5 ___

5 **Your turn** Prepare for your next group work project. Follow these steps.

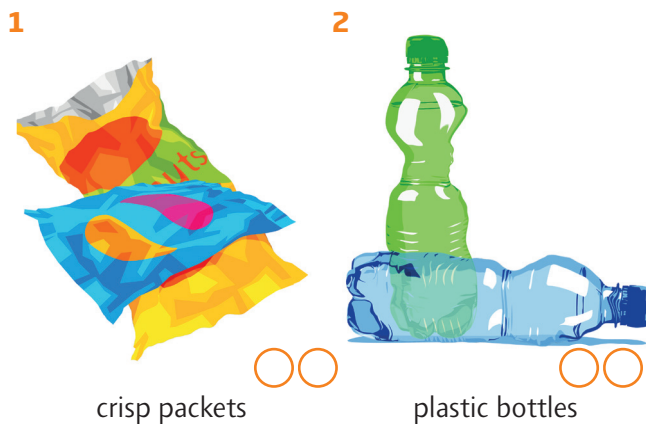
- 1 Get into groups of 4–6.
- 2 Discuss your roles.
- 3 Write a list of the stages of the project.
- 4 Plan your time.


Real-life task 1

A litter pick poster

Class work

1 Osserva le foto e segna i rifiuti che vedi di solito vicino alla tua scuola. Fai un doppio segno per quelli che vedi più frequentemente.




2  **Pairwork** Che tipo di rifiuti puoi riciclare nella tua città? Scrivi le parole nella colonna corretta.

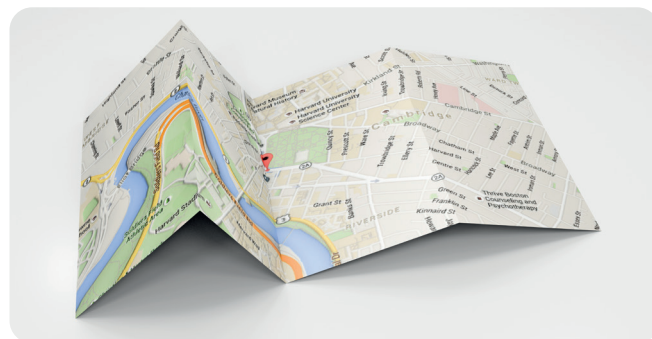
Recyclable	Non-recyclable
paper	



litter pick

3  198 Guarda le foto dell'attrezzatura usata per raccogliere i rifiuti. Scrivi le parole del riquadro sotto le foto. Poi ascolta e controlla.

bag boots gloves map phone



1 _____



2 _____



3 _____



4 _____



5 _____

4 Osserva il cartellone e rispondi alle domande.

- 1 What date is the litter pick?
- 2 What time is the litter pick?
- 3 Where is the litter pick?
- 4 What equipment is necessary for the litter pick?



B

Litter is a problem in the park.

**There are plastic bottles and bags,
paper and cans.**

**There is a litter pick at Rodley Park
on Saturday 24 March.**

The litter pick is from 10.15 to 12.15.

Please bring bags, gloves and boots.

5 Guarda di nuovo il cartellone. Che cosa c'è di bello o di brutto? Pensa a:

- colours
- text design
- pictures
- information

A Poster A has got nice colours.

B Yes, and nice pictures, too. It's interesting.

Independent group work

6 Dovete disegnare un cartellone per una raccolta di rifiuti. Formate dei gruppi per organizzare il ruolo di ciascuno.

- Work in two groups: Group A and Group B.
- Group A: work on the information for the poster.
Group B: work on the design.

Gruppo A

Decidete le informazioni da mettere sul vostro cartellone. Rispondete insieme a queste domande.

- When is your litter pick?
- Where is your litter pick?
- What time is your litter pick?
- What equipment is necessary for your litter pick?

Gruppo B

Abbozzate un disegno del cartellone.

Rispondete insieme a queste domande.

- What colour is the poster?
- What colour is the writing on your poster?
- What pictures are on your poster? (e.g. types of litter, animals, trees)
- Where is the information on the poster? (top, bottom, centre, etc.)

7 Condividete le vostre idee con altri gruppi. Poi preparate il vostro cartellone.

8 Appendete il vostro cartellone in classe. Votate per quello che preferite.

iReflect

9 Pensa al lavoro che hai fatto e segna le frasi che sono vere per te.

- 1 I enjoyed the task.
- 2 We worked well together.
- 3 We all participated.
- 4 We were happy with our work.

Competences

- Comunicazione in lingua straniera ✓
- Competenze sociali e civiche ✓
- Spirito di iniziativa ✓
- Imparare a imparare ✓

Real-life task 2

A school uniform design

Class work

1 Abбина i distintivi della scuola (1-5) alla loro spiegazione (a-e).



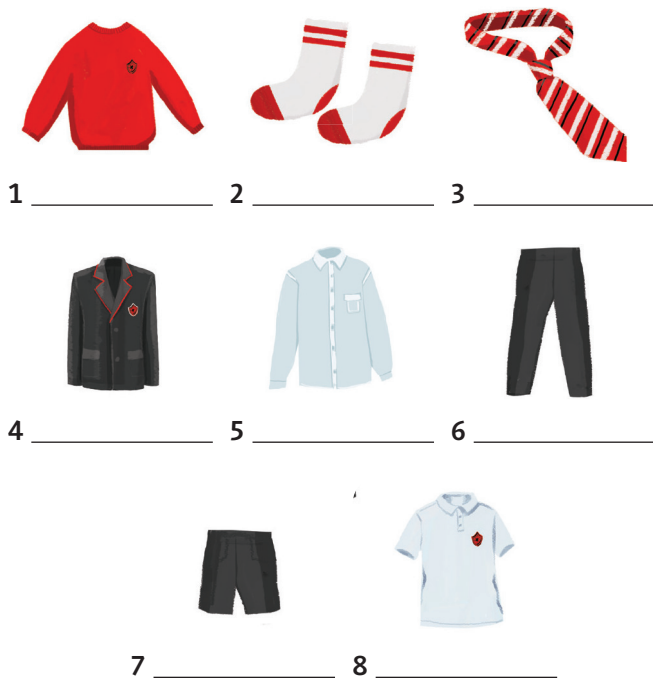
- a hard work **5**
- b intelligence **___**
- c strength **___**
- d sport **___**
- e creativity **___**

Glossary

hard work *lavoro duro*
strength *forza*

2 **199** Scrivi le parole del riquadro sotto le figure. Poi ascolta e controlla.

blazer jumper shirt shorts
socks T-shirt tie trousers



3 Osserva le foto delle uniformi scolastiche e scegli l'alternativa corretta.




- A / B is for a traditional school.
- 1 A / B is for summer.
- 2 A / B is for winter.
- 3 A / B is for a modern school.

4 Leggi il testo e rispondi alle domande.

COLOUR PSYCHOLOGY

Different colours mean different things and it's important to choose the right colour for every uniform. School uniforms in the UK are often dark colours, for example, blue or black. Blue represents responsibility. Schools want students to feel responsible. Blue is a good colour for this. Black is a serious colour. It shows strength and control. Red is a colour of energy and action. It's also a colour of confidence! Green is a colour from nature and it helps us to feel calm. Green uniforms are popular for work in gardens and other outside places. Yellow is a colour of creativity. Yellow is also a happy colour. White is clean and calm. We often see it on doctors or nurses' uniforms, but there aren't many white school uniforms. Can you guess why?

- 1 What are popular colours for school uniforms in the UK?
- 2 What does black represent?
- 3 Which colour represents energy?
- 4 Which colour uniform is popular for work outside?
- 5 What colour makes us happy?
- 6 Why do doctors and nurses wear white?

- 5  **Pairwork** Guardate questo volantino sulle regole per l'uniforme scolastica. Con quali regole siete d'accordo? Con quali no?



- A Short skirts are not a good idea at school.
 B Why? What about in the summer? I think that's a bad rule.

Independent group work

- 6 Nel vostro gruppo decidete a chi toccano i vari compiti (1-4).

1 Badge and symbol

- Decide on a symbol for your school.
- Go online to research symbols and discuss. Then design a badge for your school.

2 Clothes

Select the items of clothing for your school uniform. Think about:

- the season (winter, summer, etc.) and the clothes you like
- the style – blazer/jumper, skirt/trousers.

3 Colours

Decide the colours of your uniform.

Think about these questions:

- What does the colour represent?
- Do your friends like the colour?

4 Rules

Write a list of rules for your uniform.

Think about:

- cold weather / hot weather
- accessories (shoes, jewellery, etc.).

- 7 Presentate il vostro modello alla classe. Spiegate le vostre decisioni e scelte.

Our uniform is blue because we think responsibility is really important at school.

iReflect

- 8 Pensa al lavoro che hai fatto e segna le frasi che sono vere per te.

- 1 I enjoyed the task.
 2 We worked well together.
 3 We all participated.
 4 We were happy with our work.

Competences

- Comunicazione in lingua straniera ✓
- Competenze sociali e civiche ✓
- Spirito di iniziativa ✓
- Imparare a imparare ✓

Elizabeth Foody

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2



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SCHEDA DI APPROFONDIMENTO

LIVING THE CHANGE

ROUTES TO SOCIAL CITIZENSHIP

ARTS EDUCATION FOR ALL

The average child in England spends thirteen years at school. They do exams at the end of seven of these years. This can be very stressful. Schools want their students to obtain good results. A good result for a student is a good result for the school! Unfortunately, this means there isn't a lot of time for creative subjects like art, drama and music.

This is bad for students because these creative activities are good for their mental health. Music helps students to express their thoughts and emotions. That can **reduce** their stress. It can also build confidence. Music also **improves** memory and communication. When you are in a band, choir or orchestra, it can improve your social skills such as teamwork and empathy.

But, music is not a priority in UK schools. **Rich** private schools can offer music lessons and some families can pay for private music lessons. In **deprived** areas only one in four state schools has music lessons. Luckily, there are a lot of local and national **schemes** to help children in poor areas.



Schools Singing Programme, Leeds

In Leeds, in the north of England, the Diocese of Leeds singing programme works with 53 schools. The programme gives children the opportunity to sing in a choir. Music teachers visit the schools and give lessons every week. They choose talented and enthusiastic children to be in the main choirs. These choirs meet two or three times a week after school. They **perform** at Leeds Cathedral and other places in the region. This singing programme is now famous and the choirs often sing for BBC radio and TV.

SPID is a famous arts charity in West London. They organise free drama lessons to children from **council estates** in very poor areas. They help them to create films and plays. After the fire in Grenfell Tower, they helped children from the Grenfell area to create a powerful play about their experience: *The Burning Tower*. This helped the children to understand and recover from the traumatic experience.

Fact box

Grenfell Tower was a residential tower block with 120 flats. In 2017 there was a fire and 72 people died.

The National Orchestra for All offers children in the UK the opportunity to learn an instrument and to perform in an orchestra. They ask schools to nominate children with a passion for music. The children's families are often poor, so they don't have the opportunity to learn music. The children do a two-year orchestral course. They develop their musical skills, their social skills and their self-esteem.

Glossary

reduce *ridurre*
improves *migliora*
rich *ricche*
deprived *svantaggiate*

schemes *piani*
perform *si esibiscono*
council estates *case popolari*





Reading

1 **SEE • THINK • WONDER** Do the activities below.

- 1 **SEE** Look at the photos opposite. Describe them.
- 2 **THINK** Do you play an instrument? Has your school got a choir or orchestra?
- 3 **WONDER** Do you have music lessons at school? Is music as important as other subjects?

2 041 **ES P** Read and listen. Answer the questions.

- 1 Why can school be stressful?
- 2 Why is music good for emotional health?
- 3 What activities are good for your social skills?
- 4 What percentage of schools in poor areas have music lessons?
- 5 What is *The Burning Tower*?
- 6 Who is the National Orchestra for All for?
- 7 What do you think of these organisations?
- 8 Are there any similar schemes in your town?

Listening

3 042 Listen to three students talking about choirs. Complete the sentences.

Speaker 1

- 1 The choir does _____ music.
- 2 I like rock ballads because they are strong and full of _____.

Speaker 2

- 3 I didn't want to join the choir, but _____ persuaded me.
- 4 We go to practice _____ a week.

Speaker 3

- 5 I joined the choir about _____ ago.
- 6 I was quite _____, but the choir really _____ me.

Speaking and Writing

4 **Pairwork** Use the prompts to write questions. Then interview your partner.

- 1 you / play / an instrument?
- 2 you / sing / in a choir or band?
- 3 you / read / music?
- 4 you / listen / to music?

A Can you play an instrument? **B** No, but I want to learn to play the guitar.

5 **ES T** **Oral presentation** Use your partner's answers in Ex 4 to tell the class about his/her music habits.

Paola can't play an instrument, but she wants to learn to play the guitar.

6 **iExplore** Imagine you are starting a school choir. Answer these questions.

- What kind of music do you sing?
- Who is the choir for?
- When and where do you practise?
- What is good about your choir?

video

Citizenship goal

7 Now watch a video about a famous school of music in New York.

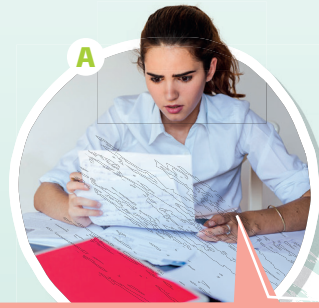
Health and well-being Music is good for your health. Listen to music or sing to relieve stress.



Time management

1 Match the descriptions (1–6) to the problems (A–F).

- 1 ___ It's noisy.
- 2 ___ She's got family commitments.
- 3 ___ She isn't concentrating.
- 4 ___ She hasn't got time.
- 5 ___ He's tired.
- 6 ___ She's disorganised.



A
I've only got two hours to revise it all.

B
I need to revise, but Tom's messages are really funny!



C
A four-hour study session is hard work!



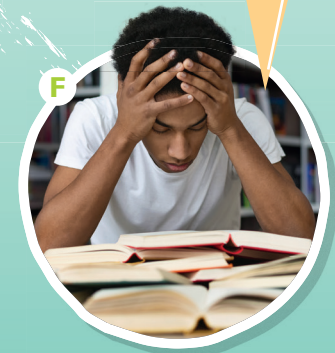
C
This is my revision time, but Grandma's here.



D
It's difficult to concentrate here!



E
Where's my grammar book? My desk's so messy!



F

2 **Pairwork** What problems do you have when you study? Make a list.

I've got no time. I feel bored.

3 Watch the video. Put the time-management tips in the box in the correct order.

Calculate the time you need for each task
 Choose a good place to study
 Plan a good time for study Take breaks
 Tidy up Turn your phone off

- Tip 1: _____
- Tip 2: _____
- Tip 3: _____
- Tip 4: _____
- Tip 5: _____
- Tip 6: _____

4 Watch the video again. Write A (Anna), D (David), E (Emily) or J (Joseph) next to the tips (1–6) in Ex 3.

5 **Your turn** Look at these tips. Are they useful for you? Why? / Why not? Can you think of any others?

- Organise a study group once a week with friends.
- Study in your lunch break.
- Get up an hour early and study before school.




iLearn



Real-life task 1

An album cover

Class work

1  **Pairwork** Which of the bands in the photos do you know? Can you name any of their songs?




The Beatles



Destiny's Child



Coldplay

2  159 The bands in Ex 1 had different names before they were famous. Match the original names (1–3) to the bands (A–C). Then listen and check.

- 1 Girl's Tyme
- 2 Johnny and the Moondogs
- 3 Starfish

3  **Pairwork** Which names do you prefer? Why do you think bands change their names?

4 Read the text and answer the questions.

- 1 Where did The 1975 meet?
- 2 When did the band start?
- 3 Who is in the band and what do they do?
- 4 What kind of music do they play?

NEWS
ALBUMS
BAND BIO
🔍



THE 1975

BAND BIO

🔍 5
❤️ 20
🔄 9

The 1975 first met at secondary school in Cheshire. They formed a band in 2002. They changed the name of their band several times. They tried names like Big Sleep and Slow Down before the lead singer, Matt Healey, saw a note, 'The 1975', in the back of a book and he liked it. The band has four members: Matt Healey sings, Adam Hann plays the guitar, Ross MacDonald plays bass guitar and George Daniel plays the drums. They began playing at small local clubs before they became famous. They made their first album in 2013 and it was a big hit. They won their first British music award in 2017 and in 2019 they won another two awards. Music critics and fans all over the world love their mix of indie rock and pop music.

5 Look at the three album covers (A–C). Which do you prefer? Why?



I like B. I like the colours.

6  160 Listen to a designer talking about the covers in Ex 5. Complete the sentences with A, B or C.

- 1 Cover ___ uses happy colours.
- 2 Cover ___ seems serious.
- 3 Cover ___ isn't a good image for music websites.
- 4 Cover ___ is a classic image.
- 5 Cover ___ is a very memorable image.

7 Imagine you are a designer. Give your opinion of the covers in Ex 5.

8 Look at the four styles of writing below. Which style do you think is best for these types of music?

- classical music
- country and western
- heavy metal
- pop
- electronic
- punk



Independent group work

9 You are going to invent a band and design an album cover. Work together to answer the questions and agree the information to write your band bio. Use the text in Ex 4 to help you.

- 1 What is the name of your band?

- 2 Who is in the band?

- 3 What type of music do you play?

- 4 Where did you meet?

10 Work together to answer the questions and agree the information to design your album cover. Use the ideas from Ex 5–8 to help you.

- 1 What is the name of your album?
- 2 What colour(s) is/are on the cover?
- 3 What is the main image on your album?
- 4 What style of writing do you want to use?

11 Bring the ideas together and make sure you all agree. Make your album cover.

12 Display your album covers around the classroom. Vote for your favourite.

iReflect

13 Think about the task and tick the sentences that are true for you.

- 1 I enjoyed the task.
- 2 We worked well together.
- 3 We all participated.
- 4 We were happy with our work.

Competences

- Comunicazione in lingua straniera ✓
- Consapevolezza ed espressione culturale ✓
- Spirito di iniziativa ✓
- Imparare a imparare ✓

Real-life task 2

A tourist brochure for your town

Class work

1 Read the extracts from tourist brochures of the London Eye and answer the questions.

- 1 Which brochure do you prefer? Why?
- 2 Which brochure is for families? How do you know?
- 3 Which brochure is for couples? How do you know?

A

LOVE the LONDON EYE

The London Eye is the perfect romantic experience. Enjoy the beauty of the London landscape in a private pod. Make special memories with your loved one as you climb into the sky with this unforgettable experience.



B

THE EXCITING LONDON EYE

Feel the excitement of this amazing city and get your ticket to the sky! See famous London sights, like Big Ben and Buckingham Palace. Have fun at the 4D cinema experience and learn about this amazing city. There's something for everyone at the London Eye.



2 Read the extracts from a museum leaflet (A) and a travel magazine (B). Which extract, A or B, contains this information?

- 1 ___ the opening times
- 2 ___ a description of the museum
- 3 ___ ticket prices
- 4 ___ the address
- 5 ___ facilities

A

JORVIK VIKING MUSEUM
Coppergate Shopping Centre, York, YO1 9WT

- Mon-Sat 10 a.m.-4 p.m.
- £12.50 adult, £8.50 child
- Multi-language guides
- Gift shop

B




The Jorvik Viking Museum is York's most popular tourist attraction. Take a trip back in time to a Viking village. See the daily life of Viking people, hear the sounds of the old Norse language and smell the aroma of village life in this accurate reconstruction of York in Viking times.

3 Read the extracts in Ex 2 again and answer the questions.

Which extract:

- 1 gives you more practical, useful information?
- 2 talks about the experience?
- 3 is easier to read?
- 4 tries to 'sell' the idea of a visit to the museum?
- 5 is better: A, B or a combination of A and B?

- 4  **Pairwork** Imagine you are visiting Edinburgh Castle. What do you want to see or know before you go? Put the items in order of importance.

- ___ photos
- ___ activities
- ___ a map
- ___ customer reviews
- ___ ticket prices
- ___ opening times
- ___ facilities (café, shop, garden, etc.)
- ___ its history



Independent group work

- 5 You are going to create a tourist brochure for your town or city. Work in groups. Answer the questions to agree on the information to include.

- 1 Think about your town. Which place(s) or event(s) do you want in your brochure?
- a museum or gallery
 - a site of historical interest (castle, cathedral, etc.)
 - a place of natural beauty (park, mountain, lake, etc.)
 - a major attraction (skate/bike park, sports arena, etc.)
 - a special event (festival, concert, etc.)

- 2 Who is your brochure for?

- families with children
- school groups
- foreign tourists
- couples
- everyone

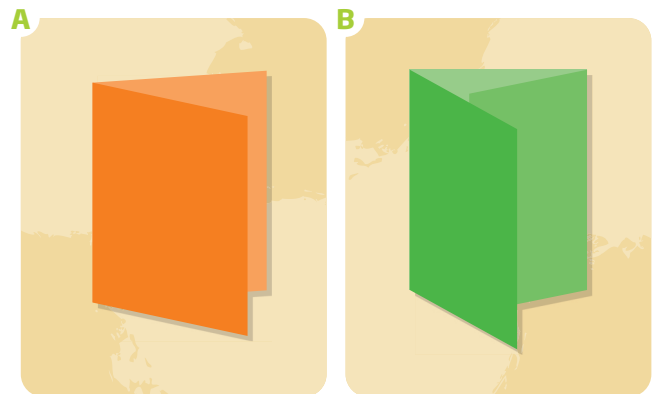
- 3 How do you want to present the information? You can choose a combination.

- bullet points
- paragraphs
- maps
- diagrams
- photos
- other

- 6 Divide into pairs or smaller groups and give each pair/group a different place/event to research. Think about these questions.

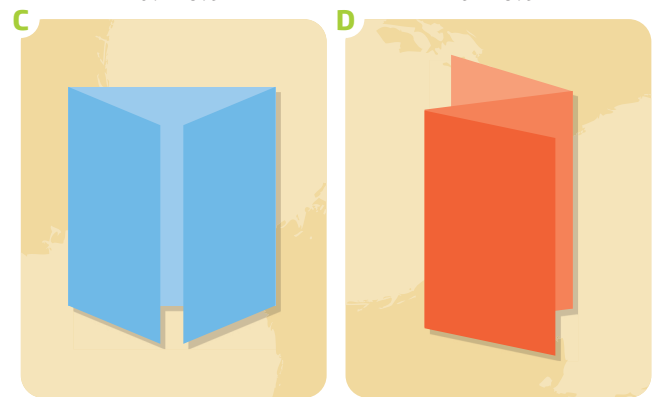
- 1 Where can you find the information?
- 2 Where can you find photos or images?
- 3 Is there a map you can use or can you design a map?

- 7 Work in your original groups and share your information from Ex 6. Decide the order of the items in your brochure. Then agree on your brochure design.



half fold

tri fold



gate fold

z fold

- 8 Make your brochure.

- 9 Display your brochures around the classroom. Vote for your favourite.

iReflect

- 10 Think about the task and tick the sentences that are true for you.

- 1 I enjoyed the task.
- 2 We worked well together.
- 3 We all participated.
- 4 We were happy with our work.

Competences

- Comunicazione in lingua straniera ✓
- Consapevolezza ed espressione culturale ✓
- Spirito di iniziativa ✓
- Imparare a imparare ✓

Liz Kilbey

iDiscover Premium



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SCHEDA DI APPROFONDIMENTO
LIVING THE CHANGE
ROUTES TO SOCIAL CITIZENSHIP

How hard is life for teens?

- 1 Do you earn pocket money from your family? What kind of chores do you do? Do you walk the dog? Do you wash the car? You probably don't like chores, but you are lucky! Because in 19th-century England, a lot of children earned money by working in the dark, in a mine!

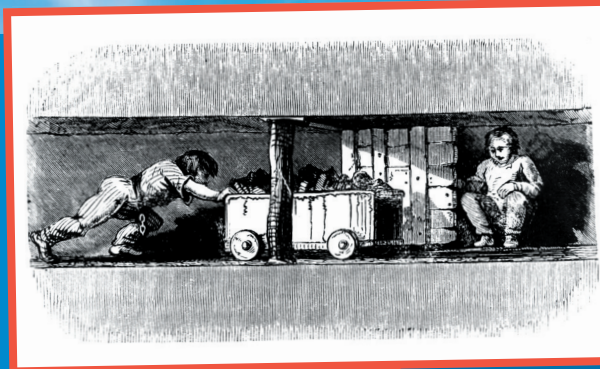
Children from poorer families worked in mines all over England. The work was hard and they worked in the dark for 12 hours a day. The children were often as young as eight years old! The youngest children had to open doors in the mine for the **carts**. They had to stay awake for 12 hours in total **darkness**. They were sometimes only three years old.

- 10 Other children cleaned **chimneys**. They had to go up the chimneys to clean them. Some poor children in the USA sold newspapers on the street. It was dangerous work because they slept in the street, too.

- 15 These days, you might think that life is easier. Children are finding new ways of making money on the internet. Some have successful YouTube channels. Others, especially students, become **interns** – they work for a company to get experience. The students are usually older – between 18 and 22. Then they can show they have experience when they are looking for jobs.

- 20 But both of these situations have problems. Most YouTubers are not millionaires! Some young people spend a lot of time in front of a computer. They don't become rich and it's really bad for them. A lot of interns work very long hours. They help the company to make money, but they often work for free.

- 25 Are young people's jobs better today than in the past? Is being an intern better than being a miner? Well, both jobs have negative points. So, when you are looking for a job, remember: jobs are important, but a happy life is more important.



Fact box

Child labour is when children work in an industry and it is illegal. The working conditions are also very bad. Today, about 31 million African children do dangerous work, like working in mines.

Glossary


chores <i>faccende domestiche</i>	darkness <i>oscurità</i>
dark <i>buio</i>	chimneys <i>camini</i>
mine <i>miniera</i>	interns <i>stagisti</i>
carts <i>carrelli</i>	



Reading


1 **SEE • THINK • WONDER** Look at the pictures on page 40 and do the activities.

- 1 **SEE** What do you see in the pictures? How old do you think the children are?
- 2 **THINK** What do you think life was like 150 years ago?
- 3 **WONDER** What kind of work did children do in the past?
What work do children/teenagers do now?

2  036 **ES P** Read and listen. Answer the questions.

- 1 When did children work in mines in England?
- 2 How many hours did children work in the mines?
- 3 What did the youngest children do?
- 4 Why was selling newspapers in the streets dangerous?
- 5 How do some YouTubers make money nowadays?
- 6 What are two common problems for interns?
- 7 How do you think life was for the children in the mines? Why?
- 8 Which job do you think would be the most difficult? Why?

Listening

3  037 Listen to an interview about child entrepreneurs. Are the sentences (1–8) True (T) or False (F)?

- 1 Kasey is an expert in business.
- 2 Caine Monroy made schoolbooks from the boxes.
- 3 People found out about Caine because he was on TV.
- 4 Caine was seven when he started his business.
- 5 Alina Morse created sweets with sugar.
- 6 Alina gives 10% of her money to research on teeth.
- 7 Brandon Boynton invented The BullyBox because he loves apps.
- 8 About 10,000 schools use Brandon's idea.

Speaking


4 **iExplore** Research a successful young businessperson in your country or the world. Answer the questions.

- 1 Who is he/she?
- 2 How old was he/she when he/she started?
- 3 What did he/she do?
- 4 Why do you think his/her work is useful?

5 **Oral presentation** **ES T** Prepare a presentation about this person. Find some photos of him/her and the product he/she invented. Share your presentation with the class. Speak for 1–2 minutes.

 video

Citizenship goal

6  Now watch the video on a child entrepreneur.

Help in the community What you do in the future can help other people.




Mindfulness

1 Complete the table with the words in the box.

anxiety calm confident excited failure
fear focused panic relaxed stress success

Positive	Negative
calm	


2  **Pairwork** Circle the words in Ex 1 that you associate with exams. Are most of your words positive or negative?
My words are all negative!




video

iLearn



3  Watch the first part of the video. Match the physical symptoms to the people in the video: Anna (A), David (D), Emily (E) and Joseph (J).

- My head hurts. _____
- It's hard to breathe. _____
- I sweat! _____
- My heart beats very fast. _____

4  Watch the second part of the video. Which mindfulness technique in the box does each person talk about?

doing something creative meditation
focusing on the moment talking to someone

- David _____
- Emily _____
- Anna _____
- Joseph _____

A

MEDITATE



- Find a comfortable **position**.
- Close your eyes.
- Breathe in slowly and count to 1 _____.
- Hold your breath and count to eight.
- Breathe out slowly and count to 2 _____.

B

GET CREATIVE



- Calm your brain.
- Relax your 3 _____.
- Do a creative activity, e.g. colour or draw.

C

FOCUS ON THE MOMENT



- Put down your 4 _____.
- Stop panicking.
- Focus on the 5 _____ things you can see, hear or feel.

D

TALK TO SOMEONE



- You aren't 6 _____.
- Talk about how you're feeling.
- Don't be 7 _____.
- You'll feel 8 _____.

5  Watch the second part of the video again and complete the advice above (A–D).

6 **Your turn** Choose a mindfulness technique to try over the next week. Then report back to the class.

Real-life task 1

An advertising campaign

Class work

- 1  **Pairwork** Think of a TV or magazine advert you like. Can you remember what product it is for? Use the adjectives in the box and your own ideas to describe the advert.

beautiful boring cool emotional exciting funny memorable sad scary shocking

The advert is for a phone. It's really exciting and cool.

- 2 Look at the adverts below. What does each one want you to do? Match the adverts (1–5) to the functions (a–e).

a buy a product b give money c boycott a product d visit a place e protect a place



- 3  **Pairwork** Look again at the adverts in Ex 2 and take turns to answer the questions.

- 1 How would you describe the adverts? Use the adjectives in Ex 1 and your own ideas.
2 How does each advert make you feel? Use the adjectives in the box below and your own ideas.

angry excited happy hopeful irritated relaxed sad worried

Independent group work

4 You are going to create a TV advert. In groups, choose a product or cause. Use one of these suggestions or your own idea.

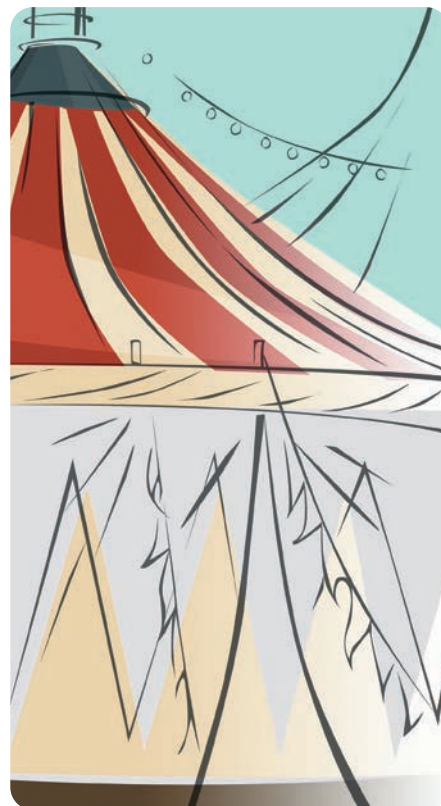
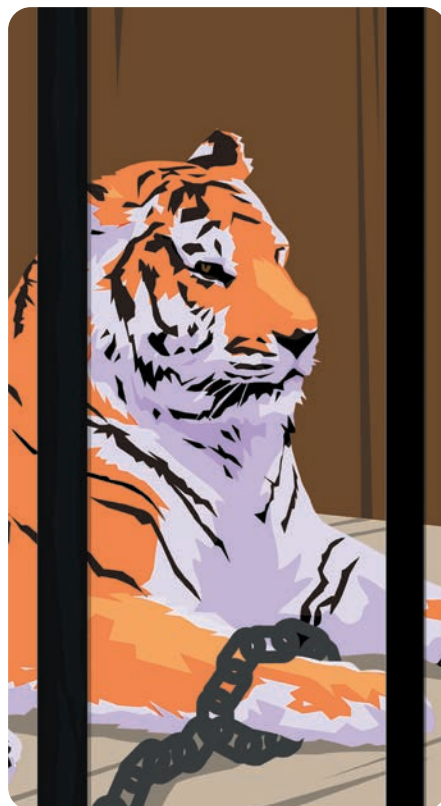
- a product (e.g. clothes, a game, a charity badge, a T-shirt)
- a charity campaign (e.g. the environment, cancer, poverty, an endangered animal)
- an experience (e.g. a holiday, a theme park, volunteering)
- your local environment (e.g. the protection of trees or birds)

5 In your groups, agree on the function of your advert. Use the ideas in Ex 2 or your own idea.

6 What emotions do you want people to feel when they watch your advert? Use Ex 3 to help you.

7 Work together to design a TV advert of 30–45 seconds. Think about these questions.

- How can you present your advert? (e.g. video, storyboard, act out for the class)
- What is the location for your advert?
- Do you need any images, objects or costumes?
- Do people in the group need to perform? Who are the main actors?



8 Show or perform your advert to the class. Vote for your favourite.

iReflect

9 Think about the task and tick the sentences that are true for you.

- I enjoyed the task.
- We worked well together.
- We all participated.
- We were happy with our work.

Competences

- Comunicazione in lingua straniera ✓
- Consapevolezza ed espressione culturale ✓
- Competenze sociali e civiche ✓
- Competenze digitali ✓
- Spirito di iniziativa ✓
- Imparare a imparare ✓

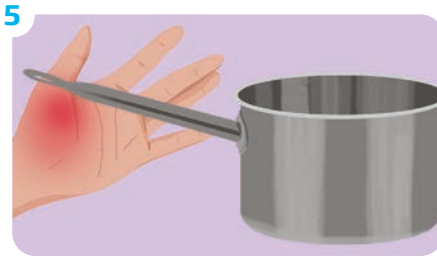
Real-life task 2

A health poster

Class work

1 086 Match the pictures (1–6) to the words in the box. Then listen and check.

a burn a cut a fire an earthquake an insect bite choking



2 **Pairwork** Discuss the questions.

- | | |
|---|---------------------|
| 1 Have you ever experienced an emergency situation? | 2 What happened? |
| | 3 How did you feel? |

3 Put the advice on how to treat a bad cut in the correct order (1–5).



Wash your hands.



Press hard.




Sit down.

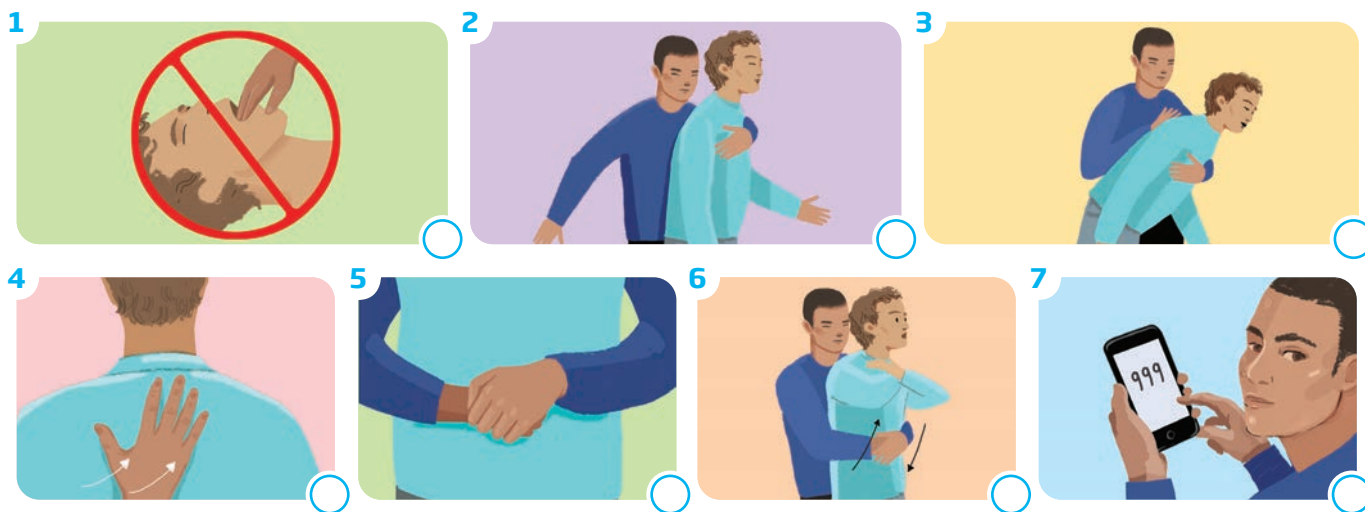


Use a bandage.



Wash and clean the cut.

4  087 Your friend Tom is choking. Look at the pictures (1–7) and match them to the advice (a–g). Then listen and check.



- a Put your hands together above his stomach. Then pull in and up five times.
- b Don't put your fingers in his mouth.
- c Stand behind him and put your hand on his chest.
- d Put your arms around his stomach.
- e Call an ambulance.
- f Hit him five times between his shoulders.
- g Push him forward.

5 Put the words and phrases in the box in the correct column to complete a school's emergency fire advice.

collect your bag go to the meeting point listen to your teacher
panic run take your phone talk loudly walk

Do	Don't

Independent group work

- 6 You are going to create a health poster. In groups, agree on the subject of your poster. Use one of these suggestions or your own idea.
- how to stop germs
 - what to do for insect bites
 - how to treat a burn
- 7 In your groups, decide the best way to present the information.
- bullet points
 - diagrams
 - paragraphs
 - do and don't lists
- 8 Do some research for the poster.
- Where can you find the information you need?
 - Where can you get photos or images?
- 9 Make your poster.

10 Display your posters in the classroom. Vote for your favourite.

iReflect

11 Think about the task and tick the sentences that are true for you.

- 1 I enjoyed the task.
- 2 We worked well together.
- 3 We all participated.
- 4 We were happy with our work.

Competences

- Comunicazione in lingua straniera ✓
- Consapevolezza ed espressione culturale ✓
- Competenze sociali e civiche ✓
- Spirito di iniziativa ✓
- Imparare a imparare ✓