I webinar per gli insegnanti di lingue moderne
Per assistenza è possibile contattare lo staff Pearson scrivendo al seguente indirizzo
e-mail: formazione.online@pearson.it
oppure chiamando il numero: 0332.802251
Plan to finish BEST CHOICE!

Practical advice on how to finish BEST CHOICE within the time available

29th October 2014
Relatore: Andrew Howarth
Objectives

1. The components of the course
2. What’s in a Unit?
3. When to use digital or paper
4. Oral production
5. Extra material
Different learning styles and levels of motivation

Fast vs. Slow Learners

Mixed abilities
Components

- Student book
- Workbook
- Teacher’s book
- LIM book
- Active book /ITE
- Testmaster CD
- Audio CD
- My English Lab
- Didastore

Today’s mission:
Complete Best Choice within the time available and success for everyone
Components

Student book
Workbook
Teacher’s book
LIM book
Active book /ITE
Testmaster CD
Audio CD
My English Lab
Didastore

Today’s mission:
Complete Best Choice within the time available and success for everyone
How to fit it in...

12 Units
How to fit it in...

12 Units
90 hours
-10 hours for other things
How to fit it in...

12 Units
90 hours
-10 hours for other things

= 80 / 12 = 6.5 hours per Unit
What’s in a unit?

Objectives
Grammar: Present simple; Adverbs of frequency; Plurals
Vocabulary: Interests and free-time activities; Feelings
UNIT 2 LIFESTYLES

2. THE SUPER-RICH

Reading

Look at the photos (a & b) and use the adjectives below to describe the people:

- rich
- interesting
- busy
- lonely
- hard-working

a) Look at the pictures from the photos of the super-rich

b) Write a short paragraph about the rich people you see in the photos.

Listening

Listening and read about two super-rich teenagers. Which lifestyle is interesting to you?

Robert (10) is in a history lesson at University College London. He lives in a small house with his parents. He spends the rest of his time in a cafe. He has a new car and a boat. He works as a banker. He enjoys his work and is happy with his lifestyle.

In the evening, he goes to a concert or a film. On weekends, he goes shopping or to the cinema. He likes to stay at home and read a book. He enjoys his lifestyle.

Grammar Present Simple - affirmative and negative

Affirmative:

I play football on Fridays.

Negative:

I don't want to work hard.

Exercise:

Match the affirmative and negative sentences.

Comprehension

Complete the sentences about the photos using the Present Simple.

1. I play football on Fridays.
2. I don't want to work hard.
3. I enjoy my hobbies.
4. I like to stay at home.
5. I enjoy my lifestyle.

Grammar Alive - talking about habits

Talking about habits

Use the words below to talk about your habits.

- Work early
- Eat breakfast
- Exercise
- Watch TV
- Read books
- Play music
- Listen to music
- Shop on the internet
- Go shopping on Saturday

Speaking

Use the words below to talk about your habits.

- Work early
- Eat breakfast
- Exercise
- Watch TV
- Read books
- Play music
- Listen to music
- Shop on the internet
- Go shopping on Saturday

Exercise:

Complete the sentences about the photos using the Present Simple.

1. I play football on Fridays.
2. I don't want to work hard.
3. I enjoy my hobbies.
4. I like to stay at home.
5. I enjoy my lifestyle.
You have choices

Objectives
Grammar: Present simple; Adverbs of frequency; Plurals
Vocabulary: Interests and free-time activities; Feelings
Communication: Talking about habits; Making and responding to suggestions
Competences: Writing a personal letter

VOCABULARY BUILDER

1 Look at the photos (a-c). Find the people’s interests and activities in the Vocabulary Network.

2 1:34 1:35 Listen and read. Check your guesses from Exercise 1 for Ben and write his interests and activities.
Identity

My family roots are in **England**, **Wales**.
I am proud of my/our **country**.
One thing I love about my country is the **climate**.
I suppose I’m a/an **adventurous** type of person but I’m a bit too **energetic**.
I’m passionate about/keen on **art**, **fashion**, **nature**, **sport**, etc.
I’m **not** into **clothes with designer labels**.

Vocabulary Network

- **country**, **flag**, **language**, **national anthem**, **national landmarks** (e.g. famous buildings/places), **national sports teams**, **traditional costume/music/houses**
- **climate**, **food**, **landscape**, **lifestyle**, **people**, **wildlife**
- **independent**, **laid-back**, **rebellious**, **shy**, **untidy**
- **wearing** **badges**, **band T-shirts**, **clothes with designer labels**, **team shirts**, **T-shirts with logos**, **piercings**, **tattoos**

5 PET SPEAKING - Part 1 Work in groups. Use the Vocabulary Network to talk about your identity.

WORKBOOK p. 123
PRONUNCIATION - digital practice: ex. 1
VOCABULARY - digital practice: ex. 2
LONDON FOR FREE

For many people London is too expensive but it's actually not as expensive as you think - you can have a lot of fun for free.

There are free concerts at the National Theatre and they are as good as the regular concerts. In the summer, there are free concerts, plays and films at the More London Free Festival. There are great street performers, like musicians and acrobats at Covent Garden Market in the evenings. You can sometimes listen to famous pop groups at the HMV Music Store too.

A lot of London's museums and art galleries are free. At the Science Museum you can see modern technology and old machines. Tate Modern has a good collection of modern art and fantastic exhibitions.

Millions of tourists come to London every year to see the sights. Go to Trafalgar Square and see Nelson's Column. Then walk to Buckingham Palace - the Queen lives in the palace when she is in London. Go to Portobello Market at the weekend. It is not as cheap as Camden Market but it is a great place to visit - you can look at the cool clothes there.

Sports centres in London are not free but you can go running in parks like Hyde Park. And on Friday evenings, 5000 people take their roller skates and go around the streets of London.

So while London is not as sunny as Barcelona and not as romantic as Paris, it is a great place to visit and it's cheaper than you think.

Reading

17 Listen and read the website and check your guess from Exercise 16.
18 Read the website again. Complete the notes.
1. Free music at: the National Theatre, the HMV Music Store, Covent Garden Market
2. Street performers at:
3. Exhibits in the Science Museum: modern technology and...
4. Good modern art at:
5. Nelson's Column is:
6. You can go running in:

Grammar (not as ... as)

To compare two things that are equal:

- as + adjective + as
- The free concerts are as good as the regular concerts.

To compare two things that are not equal:

- not as + adjective + as
- Portobello market is not as cheap as Camden market.

Rewrite the sentences using the structure as ... as and the adjective in brackets.

1. London is ten degrees, Dublin is ten degrees. (cold)
   London is as cold as Dublin.
2. The exhibition was interesting and the play was interesting too. (interesting)
3. The museum costs £10, the concert costs £10. (expensive)
4. The bus takes four hours and the train does too. (slow)
5. Hyde park was very busy and Trafalgar square was very busy too. (busy)
6. The play is two hours and the concert is two hours. (long)

Rewrite the sentences using the structure not as ... as.

1. Glastonbury Festival is better than the London Free Festival. (The London Free Festival)
   Glastonbury Festival is not as better as the London Free Festival.
2. Barcelona is cheaper than London. (London)
   Barcelona is not as cheap as London.
3. Madrid is warmer than London. (London)
   Madrid is not as warmer as London.
4. London is bigger than Rome. (Rome)
   London is not as bigger as Rome.
1 What do you know about things to do in London?
2 Write two questions about things to do in London.
3 Listen and see which questions you can answer.
**Reading**

15. Which of the things below are sometimes or always free in London? Guess the answers.

- concerts
- night clubs
- museums
- art galleries
- professional football games (e.g. Spurs and Chelsea)
- sightseeing running and skating
- street performers
- sports centres
- plays

17. Listen and read the website and check your guesses from Exercise 16.

18. Read the website again. Complete the notes.

1. Free music at the National Theatre, the HMV Music Store, Covent Garden Market
2. Street performers:
3. Exhibits in the Science Museum: modern technology and
4. Good modern art:
5. Nelson’s Column is in:
6. You can go running in:

**Grammar (not) as ... as**

- To compare two things that are equal:
  - as + adjective + as
  - The free concerts are as good as the regular concerts.
- To compare two things that are not equal:
  - not as + adjective + as
  - Portobello market is not as cheap as Camden market.

**Rewrite the sentences using the structure as ... as and the adjective in brackets.**

1. London is ten degrees, Dublin is ten degrees. (cold)
   - London is as cold as Dublin.
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3. The museum costs £10, the concert costs £10. (expensive)
4. The bus takes four hours and the train does too. (slow)
5. Hyde park was very busy and Trafalgar square was very busy too. (busy)
6. The play is two hours and the concert is two hours. (long)

**Rewrite the sentences using the structure not as ... as.**

1. Glastonbury Festival is better than the London Free Festival.
   - The London Free Festival is not as better as the Glastonbury Festival.
2. Barcelona is cheaper than London.
   - London is not as cheap as Barcelona.
3. Madrid is warmer than London.
4. London is bigger than Rome.
   - Rome is not as big as London.

**Write (a) to complete the description with verbs from the Language Builder.**

1. 1.7 million people live in Barcelona but millions of tourists go to our city every year. Barcelona is a great place to visit so a to a hotel in the old city and visit the art galleries. In the evening, around the streets near the Rambla. At night, to some good music or dance at a club.

**Vocabulary - digital practice: ex. 50**

**Listening**

1. Which of the things below are sometimes or always free in London? Guess the answers.
2. Read the website again. Complete the notes.
3. Grammar (not) as ... as
4. Rewrite the sentences using the structure as ... as and the adjective in brackets.
5. Rewrite the sentences using the structure not as ... as.
6. Complete the description with verbs from the Language Builder.
7. Vocabulary - digital practice: ex. 50

**Speaking**

1. Choose two of the activities below (a-f). Write notes about the activities in your town or city.
   - a sightseeing/places to visit
   - b music
   - c films/plays
   - d museums/galleries
   - e sport/exercise
   - f markets

2. Work in groups. Tell your partners about the activities.
   - a sightseeing/places to visit
   - b music
   - c films/plays
   - d museums/galleries
   - e sport/exercise
   - f markets

3. Go to Plaza Duomo - summer evenings: street performers
16 Which of the things below are sometimes or always free in London? Guess the answers.

- concerts
- night clubs
- museums
- art galleries
- professional football games (e.g. Spurs and Chelsea)
- sightseeing
- running and skating
- films
- street performers
- sports centres
- plays

17 Listen and read the website and check your guesses from Exercise 16.

18 Read the website again. Complete the notes.

1. Free music at: the National Theatre, the HMV Music Store, Covent Garden Market
2. Street performers at:
3. Exhibits in the Science Museum: modern technology and

**Language Builder**

1. Don't stay at home!
2. You can listen______ famous pop groups.
3. Millions of tourists come to London every year.
4. Go_______ Trafalgar Square.
5. Walk_______ Buckingham Palace.
6. The Queen lives_______ the palace.
7. Look_______ the cool clothes.
8. They go_______ the streets of London.

**Verbs and prepositions**

1. 1. Live in Barcelona but millions of tourists to our city every year. Barcelona is a great place to visit so at a hotel in the centre. In the evening, to the old city and visit the art galleries. In the evening, around the streets near the Rambla. At night, some good music or dance at a club.

**Speaking**

- Choose two of the activities below (a-f). Write notes about the activities in your town or city.
  - a sightseeing/places to visit
d museums/galleries
e sport/exercise
f markets

- Milan:
  - Piazza Duomo - summer evenings; street performers

- Work in groups. Tell your partners about the activities.
  - Go to Piazza Duomo and listen to the free concerts. They are at seven o'clock in the evening.

**Vocabulary**

- digital practice: ex. 50

**Listening**

- Skills Builder
  - Listening
  - Getting specific information (text completion)
    - Try to guess the kind of information you need to complete the gaps. For example, is it a time, a number, a date, a sport?
    - Listen the first time to get the general idea. Answer some of the questions.
    - Listen again and try to answer all the questions.
    - Be careful with times and numbers (e.g. sixteen and sixty).
    - When you don't know the answer, make a guess.

**The National Theatre**

There are free concerts at a quarter to six every day but not at the weekend. There are buses to the theatre.

**Tate Modern**

It opens at 9 o'clock in the morning and closes at 6 o'clock on Fridays and , it closes at ten o'clock at night.

**St Paul's Cathedral**

It is open for sightseeing from 8 o'clock in the afternoon. There are free concerts on afternoons.

**Hyde Park**

Hyde Park opens at 8 o'clock in the morning every day until midnight. You can go or cycling and you can play in the park in the summer.
Paradise?

The Maldives

A paradise destination...

Imagine your paradise holiday location. Warm sunny weather. Clear, blue sea. Tal palm trees. White, sandy beaches. Turquoise lagoons and colourful coral reefs. You can find all this and more in the Maldives.

1. There are over 1,000 coral islands in the Maldives and ninety percent of the country’s 90,000 square kilometers is sea. The climate is warm and tropical all year round, with an average temperature of 29°C.

2. The population of the Maldives is just over 300,000 and a third of the people live in the capital, Malé. The Maldives has been a Muslim country since 1153. Maldivians are open and friendly and most people speak English. Eating out is a pleasure here as the local food is absolutely delicious with Arab, Indian and Sri Lankan influences. Fish curry is the national dish.

3. There are luxury resorts on uninhabited islands where you can stay in a deluxe bungalow built over a lagoon and they are building more every year. On other islands, you can lie on the beach, relax with a massage at the health spa or enjoy dancing at the discotheque.

4. The Maldives is one of the best dive sites in the world. Diving reveals the beautiful underwater world of seventy different kinds of coral and 700 species of fish. Canoeing, wind-surfing and sailing are also available at most resorts and if you like surfing, there are good waves on some of the islands. You can go dolphin watching or stay in the resort and work out in the gym, join in a game of beach volleyball or play badminton or tennis.

5. Getting to the Maldives costs money, but there are direct flights to Malé, from many European countries. Staying on the Maldives is cheap and relaxation is a way of life.

For more information: www.visitmaldives.com

Reading

1. Look at the photos in the online travel guide and guess the answers to the questions.
   a. What do you think the climate is like?
   b. Why is it probably a good place for a holiday?
   c. What activities is it probably good for?

2. Read and listen to the travel guide. Check your guesses from Exercise 1.

3. Read the travel information again. Match the headings (a–e) with the paragraphs (1–5).
   a. Things to do
   b. How to get there
   c. Islands in the Maldives
   d. The people
   e. Places to stay

4. Why do you think the people (1–4) would like to go to the Maldives?
   a. James is a keen cook and is interested in nature.
      James would like the food and would enjoy...
   b. Michelle and Gavin are a young couple. They want to chill out and have a good time.
   c. Sue is going with some friends from her local sports club.
   d. Charles and Maria are in their sixties with health problems especially in the winter.

Grammar

The gerund

- We form the gerund by adding -ing to a verb.
- The gerund can be used as a verb: You can enjoy dancing at the discotheque.
- As a noun and become the subject of a sentence: Getting to the Maldives costs money.

Skills Builder Listening

Completing notes
- Guess what kind of information you are listening for (e.g. a number, a measurement, a date, a place, an activity, an occasion) and use your general knowledge to make guesses.
- Listen out for key words in the notes (e.g. population and words with the same meaning (e.g. the number of people)).
- Use abbreviations to write down the information on a piece of paper (e.g. 2.5 m = metres).

Vocabulary

Look at the Language Builder. Match the verbs in bold with the meanings (a–f).

Language Builder

Multi-part verbs (1)
1. People are not going out and are staying at home.
2. What's going on in the Maldives?
3. In the last few years, the sea level has gone up.
4. It's not going to go down again.
5. People still have not gone back to their homes.
6. Sea levels will go up if climate change goes on.

Speaking

Work in pairs. Choose one of the options (a–c) to talk about. Give reasons for your decisions.

a. What activities would you do if you were in the Maldives on holiday? What month would you go there? Do you think you would like it? Why/Why not?

b. What would you do if you were the president of the Maldives now? What solution would you choose?

Apply the strategies in the Skills Builder to complete the notes below.

Population of the Maldives: 371,000
Number of islands: (0)
Sea level rise: 00
Highest point in the Maldives: 6
Future rise in sea level: 4
Year of the tsunami: 0
The tsunami destroyed: 6
Solutions: buy another 4, build 4

BEST CHOICE 2
New president looks for new country

Rising sea level destroys coral reefs

Maldives builds artificial island

Skills Builder Listening

Completing notes
- Guess what kind of information you are listening for (e.g. a number, a measurement, a place, an activity, an action) and use your general knowledge to make guesses.
- Listen out for key words in the notes (e.g. population) and words with the same meaning (e.g. the number of people).
- Use abbreviations to write down the information on a piece of paper (e.g. 1.5 m = metres).
**REMEMBER**

Read the text and listen to the audio.

**Reading**

**1.** Look at the photos in the online travel guide and guess the answers to the questions.

- What do you think the climate is like?
- Why is it probably a good place for a holiday?
- What activities is it probably good for?

**2.** Read and listen to the travel guide. Check your guesses from Exercise 17.

**3.** Read the travel information again. Match the headings (a–d) with the paragraphs (1–5).

- Things to do
- How to get there
- Islands in the Maldives
- The people
- Places to stay

**4.** Why do you think the people (1–4) would like to go to the Maldives?

- James is a keen cook and is interested in nature. James would like the food and would enjoy it.
- Michelle and Gavin are a young couple. They want to chill out and have a good time.
- Sue is going with some friends from her local sports club.
- Charles and Maria are in their sixties with health problems, especially in the winter.

**Grammar: The gerund**

- We form the gerund by adding -ing to a verb.
- The gerund can be used as a verb: You can enjoy dancing at the discothèque.
- As a noun and become the subject of a sentence: Getting to the Maldives costs money.

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**The Maldives**

A paradise destination...

Imagine your paradise holiday location: Warm, sunny weather; Clear, blue skies; Tall palm trees; White, sandy beaches; Turquoise lagoons and colourful corals. You can find all this and more in the Maldives.

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3. There are luxury resorts on uninhabited islands where you can stay in a beach house built on a lagoon and they are building more every year. On the islands, you can lie on the beach, relax with a massage at the health spa and enjoy dancing at the discothèque.

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5. Getting to the Maldives costs money, but there are direct flights to Malé from many European countries. Visiting on the Maldives is cheap and relaxing. A way of life.

For more information: www.visitmaldives.com

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**24. PET LISTENING - Part 3**

Listen to the programme again. Use the strategies in the **Skills Builder** to complete the notes below.

Population of the Maldives: 1. **370,000**

Number of islands: 2. **_________**

Sea level rise: 3. **_________**

Highest point in the Maldives: 4. **_________**

Future rise in sea level: 5. **_________**

Year of the tsunami: 6. **_________**

The tsunami destroyed: 7. **_________**

Solutions: buy another 8. **_________**

build 9. **_________**

---

Listen out for key words in the notes (e.g. population) and words with the same meaning (e.g. the number of people).

Use abbreviations to write down the information on a piece of paper (e.g. 1.5 m = metres).

A What would you do if you were in the Maldives on holiday?
B I would go diving.

WORKBOOK p.140

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**BEST CHOICE 2**
Listening

21 Listen to Edda’s description of her house. Write notes about the list.

- reasons for the design
- the ground floor
- Edda’s bedroom
- the living room
1 Taking notes

- Before you listen, draw an empty network to complete or use any topics that are given to draw it.
- When you listen the first time, identify the list of topics (or write down a list of them).
- When you listen again, write down important information related to each topic. Do not try to write down too much information. Use abbreviations.
- After listening, add any other information to the network that you remember and that is relevant.

- the views from the house
- the top floor
- reasons for the design
- rising sea levels
- Dutch floating house
- how you get to it
- Edda’s bedroom

- Edda’s bedroom
- the living room
The Classroom

What type of classroom do you work in?
The Propaganda...
The Propaganda ...
Top 3 Reasons for Teachers to Use Technology in the Classroom

- Adapt to diverse learning styles (76%)
- Boost student motivation (77%)
- Enhance the material being taught (76%)

Over 51% of colleges cited wireless upgrades as their tech priority in 2011-12 given the 69% increase in mobile devices on campus in the previous year.

Integration of Social Networks:
Engaging students with a tool they already use can help them learn in new ways, gain focus, and increase participation.

One social media pilot program assisted in a class. 50% rise in grades.

4 in 10 students believe integrating social networks into the classroom would benefit their education.
UNIT 2
THE SUPER-RICH

Reading
6 Look at the photos (a-b). Use the adjectives below to describe the people.
- rich
- interesting
- happy
- busy
- friendly
- hard-working

7 (suggest) Listen and read about two super-rich teenagers. Which lifestyle is interesting for you?

---

Grammar Present Simple - affirmative and negative

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I play football on Fridays.</td>
<td>I don't want to work hard.</td>
</tr>
<tr>
<td>You know rich teenagers.</td>
<td>You don't go to school.</td>
</tr>
</tbody>
</table>

---

6 Complete the sentences with the verbs in the Present Simple.
1 Over seventy billionaires
   - live (live) in New York.
2 Children of the super-rich
   - live (live) in New York.
3 My family is rich but my teachers and friends don't know about it. My day starts at 6:30 in the morning. I cycle to college and to work. I walk in a bookstore on Fridays and Saturdays and I often play football in the park. My life is very ordinary.
4 Lindsay (18) never starts her day before 9 a.m. In the morning, she goes swimming in her private swimming pool and then she usually goes shopping. She doesn't do homework and she doesn't study. In the afternoon, she sometimes plays golf and in the evening, she goes out with her friends. She says, 'My friends come from rich families, too. We don't study or work. We love parties and often go to discos. My parents work hard and they're always tired.'
The Power of multimedia

- Realism
- Motivation
- Visual channel helps with meaning
- A valuable tool for mixed ability classes

Interactive Tablet Edition / Active Book

Video Material
Interactive material
Digital Talking Book
Communication
25 Choose two of the activities below (a-f). Write notes about the activities in your town or city.

a sightseeing/places to visit  
ds museums/galleries  
b music  
e sport/exercise  
c films/plays  
f markets

*Milan:*
*Piazza Duomo - summer evenings: street performers*

26 Work in groups. Tell your partners about the activities.

*Go to Piazza Duomo and listen to the free concerts. They are at seven o’clock in the evening.*

WORKBOOK p. 165
1. What do you think are the main issues regarding family in the UK?
   1. Well, family life in the UK has changed a lot over the last 40 years. The percentage of traditional two-parent families has fallen from 50% to 30%, so the main change is that there is no typical family!
   2. Many people think this is a good thing, do you agree?
   3. Well, I take their point, diversity is interesting, but one negative change is that more people live alone – 10 years ago just 6% of households were single people, but now around 29% of all households in the UK contain one person, and this can lead to loneliness and isolation – 43% of people over 60 years of age in the UK live alone – I think that’s very sad.

2. So what is the typical UK family?
   1. Of the households with children the most common type of family in the UK has two parents and one child (46.3% of all families with children). Around half of the couples with children are married.
   2. So marriage is not as important to us now?
   3. Yes, that’s right. People obviously don’t use marriage as being essential anymore and I agree with that.

3. Many people now think it’s not important for children to have two parents, do you agree?
   1. Well, it’s an interesting point.
   2. Personally, I think two-parent families are better because children see life from different perspectives. I actually think that children who also grow up with grandparents or extended family have the best kind of family life, but sadly just 2% of the population lives in a multi-generational household. Single-parent families on the other hand are growing.

What do people think?
   1. 30% think that a couple should be married before they start a family.
   2. 75% think that single parent families are acceptable.
   3. 55% think that same sex couples can be a good family.
TASK - A survey on family life

Do a survey about your friends’ views on family life. Ask the following questions:

- What is the ideal family unit?
- Should it contain two parents?
- Should they be married?
- Should they be heterosexual?

Present your data and debate the results.

21st Century Skills Builder Communication

Debating ideas

In a debate, listening is as important as talking. Acknowledge what other people say, even if you do not agree with phrases like:

I take your point but, ... That’s interesting, but ...

BEST CHOICE 1
Houses in numbers

Many people's idea of the perfect house is the typical British cottage with a beautiful garden – but how many people in the UK have got houses like this? The answer is not many. The majority of houses in the UK are semi-detached houses and while many people are happy with their houses the situation is different for a lot of people.

There is currently a housing crisis in the UK – every year there are 450,000 more people in the UK, but the number of new houses each year is small – 100,000.

In addition architects in the UK are not happy about the size of new houses. The majority of new houses haven't got much space or light. In a lot of new houses there is little space for furniture and possessions – in some houses there is only a bed in the bedroom because there isn't any space for a wardrobe, in many kitchens there isn't a table and there aren't any chairs – they have just got a sofa in the living room. For big families these small houses are a real problem – around 400,000 houses in the UK are overcrowded. But these are the lucky people – they have got homes. There are 75,000 families with no home at all in the UK – this is a housing crisis.

Average house sizes in the UK

<table>
<thead>
<tr>
<th>Type of house</th>
<th>Number of bedrooms</th>
<th>Living space in square metres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>61</td>
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<td>House</td>
<td>2</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>90</td>
</tr>
</tbody>
</table>

Family sizes in the UK

- one person: 29%
- two people: 35%
- three people: 16%
- four or more people: 20%

TASK - Houses in the UK and Italy

1. Use the internet to find out:
   - What are the most common types of houses in the UK? Detached, semi-detached, apartments, other? And in Italy?
   - What percentage of the population live in the different kinds of houses?

2. Use a table or a chart to present your research to the class and debate the results.

21st Century Skills Builder: Media literacy

Presenting information visually when taking about numbers and percentages it is useful to use visual images such as:
- tables
- graphs and charts
- photographs
Houses in numbers

Many people's idea of the perfect house is the typical British cottage with a beautiful garden—but how many people in the UK have got houses like this? The answer is not many. The majority of houses in the UK are semi-detached houses and while many people are happy with their houses the situation is different for a lot of people.

There is currently a housing crisis in the UK—every year there are 550,000 more people in the UK, but the number of new houses each year is small—100,000.

In addition architects in the UK are not happy about the size of new houses. The majority of new houses haven't got much space or light. In a lot of new houses there is little space for furniture and possessions—in some houses there isn't a wardrobe, in many kitchens there isn't a fridge—there aren't any chairs—they have just got the living room. For big families there are a real problem—around 400,000 UK are overcrowded. But these are the lucky ones—they have got homes. There are 75,000 people with no home at all in the UK—this is a huge problem.

<table>
<thead>
<tr>
<th>Type of House</th>
<th>Number of Bedrooms</th>
<th>Living space (in square metres)</th>
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<tbody>
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<td>85</td>
</tr>
<tr>
<td></td>
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<td>90</td>
</tr>
</tbody>
</table>

Use the internet to find out:

- What are the most common types of houses in the UK? Detached, semi-detached, apartment, other? And in Italy?
- What percentage of the population live in the different kinds of houses?

Use a table or a chart to present your research to the class and debate the results.

TASK - Houses in the UK

Presenting information visually

When talking about numbers and percentages, it is useful to use visual images such as:
- tables
- graphs and charts
- photographs

**BEST CHOICE 1**
Car Facts
- 388,350 km of roads in the UK
- 77% of households = 1 car
- 33% of households = 2+ cars
- 64% of all journeys are by car
- 13,567 km = average annual car mileage

Bus Facts
- 60% journeys on public transport = by bus
- 726 miles = average distance travelled by bus per person per year
- 5 billion = bus journeys per year

Rail Facts
- 16,209 km of railway network in the UK
- 2,516 stations
- 1.33 billion journeys/year

21st Century Skills Builder
Communication
- Presentation skills
  - Don't read from your notes, speak clearly and slowly and try to keep eye contact.
  - Put key information on slides to help you remember your presentation facts.
  - Too many slides and too much information means your audience will read and not listen.
  - Attractive graphics are nice but too many effects can be distracting.
  - Time your presentation and decide before what you will cut if you run out of time.

Task - National transport statistics
Prepare a PowerPoint presentation about transport in Italy.
### 21st Century Skills Builder

**Communication**

**Presentation skills**
- Don’t read from your notes, speak clearly and slowly and try to keep eye contact.
- Put key information on slides to help you remember your presentation facts.
- Too many slides and/or too much information means your audience will read and not listen.
- Attractive graphics are nice but too many effects can be distracting.
- Time your presentation and decide before what you will cut if you run out of time.

**Task – National transport statistics**

Prepare a PowerPoint presentation about transport in Italy.

---

**Car Facts**
- 318,350 km of roads in the UK.
- 75% of households = 1 car
- 33% of households = 2+ cars
- 64% of all journeys are by car
- 13,667 km = average annual car mileage

Car travel is the most popular mode of transport in the UK and there are approx. 60 million cars. Around 75% of households have one car, 33% have two or more. The average annual car mileage is estimated to be 13,667 km.

**Rail Facts**
- 16,209 km of railway network in the UK.
- 2,516 stations
- 1.33 billion journeys/year

Bus is the most popular form of public transport - over two-thirds of all journeys made by public transport in the UK are by bus. The average distance travelled by bus is 226 miles per person per year. Over 5 billion journeys per year are made by bus in the UK.

The UK built the first railway line in 1825. Today, there are 2,516 stations on the busiest rail network in the world.

---

**Speaking Practice**

Before you read look at photos. Which method of transport do you use most frequently? Which method of transport do you think is better for the environment?

Look at the slides and read what a student said. Then answer the questions.

1. What percentage of households in the UK do not have a car?
2. What percentage of public transport journeys are not made by bus?
3. When was the first passenger railway system built?
4. How many journeys are made by rail each year?

---

**Task**

Prepare a PowerPoint presentation about transport in Italy.
Sound Choice UNITS 5-6

Sound Check

Say the words and expressions below.

a. bigger, nicest, longer (Exercise 1)
b. bathroom, Thursday, maths (Exercise 3)
c. he’s, his, cheap (Exercise 4)
d. cheap, street, read (Exercise 5)
e. How much are the tickets? (Exercise 6)
f. outdoor, art, theatre (Exercise 7)

Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.

4. Listen and repeat the words.
   1. big – bigger
   2. nice – nicest
   3. long – longer
   4. busy – busiest
   5. old – older
   6. small – smallest

5. Grammar – Regular past endings Write the words in the correct column depending on the sound of the final -ed. Then listen to check.

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<th>/d/</th>
<th>/t/</th>
<th>/d/</th>
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</tbody>
</table>

6. Consonants - Unstressed schwa sound
   Listen and repeat the words.
   1. bathroom
   2. birthday
   3. thirsty
   4. theatre
   5. Thursday
   6. maths

Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.
Task: Write a review of your favourite computer game
Tools: www.amazon.co.uk
Skills: Finding and selecting information

Before you start
1 Read the review of a video game. What does the reviewer tell you about the game? Order the comments below.

By SimsFan
☆☆☆☆☆
I love The Sims! It’s a strategy game and you control the lives of cartoon characters – the ‘Sims’. You help them work, play, shop and do things in their houses. I bought the first Sims when I was thirteen and I played it every day. This new version is much better – it has got amazing graphics, lots of new and fun characters and incredible music. But it does crash sometimes. 😞 It’s not a cheap game (£19.99), but it is great fun!

a What happens in the game ____________
b The kind of game ________________
c The name of the game ________
d What features it has _________
e The price __________
f Problems with the game _________

2 Answer the questions below about your favourite computer game.
1 What is the name of the game?
2 What kind of game is it (role-playing, simulation)?
3 What happens in the game (is there a story)?
4 What features does it have (graphics, music, levels)?
5 How much does it cost?
6 Does it have any problems?
7 Why do you like it?

Research
3 Go to www.amazon.co.uk and search for your game.

Tip!
Sometimes the language in online reviews is difficult, so don’t try to understand every word. Try to get a general idea of the review. If you don’t understand a sentence, you can use an online translator like Google Translate, www.translate.google.com but remember that online translators are not 100 percent accurate.

4 Read some of the reviews and make notes. Do not copy the text from the webpage.

What do people like about the game?
What do people dislike about the game?
Are there any problems with the game?

Task
5 Use your answers from Exercise 2 and your notes from Exercise 4 to write a review of your favourite computer game. Use the model from Exercise 1 to help you.

6 Give your review to the other students in your class to read. Which computer game do most of the class like best?

Review
In this task I have:
• found out information about computer games on the internet and used it to write a review.

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© 2012. Pearson Education Limited
**COMPUTER GAMES**

**Task:** Write a review of your favourite computer game.

**Tools:** www.amazon.co.uk

**Skills:** Finding and selecting information

---

**Before you start**

1. Read the review of a video game. What does the reviewer tell you about the game? Order the comments below.

   ![Review Screen](Image)

   **By SimoFan**

   ⭐⭐⭐⭐

   I love The Sims! It's a strategy game and you control the lives of cartoon characters — the Sims. You help them work, play, shop and do things in their houses. I bought the first Sims when I was thirteen and I played it every day. This new version is much better — it has got amazing graphics, lots of new and fun characters and incredible music. But it does crash sometimes. It's not a cheap game ($19.99), but it is great fun!

2. Answer the questions below about your favourite computer game.

   a. What happens in the game?
   b. The kind of game?
   c. The name of the game?
   d. What features it has?
   e. The price?
   f. Problems with the game?

3. Read some of the reviews and make notes. Do not copy the text from the webpage.

   - What do people like about the game?
   - What do people dislike about the game?
   - Are there any problems with the game?

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ADVENTURE

Task: Look at the features on a company's Facebook page and write a short review of it.

Tools: www.nordvisit.com | www.facebook.com/nordvisit

Skills: Finding specific information on a website, and explaining and evaluating a social networking site.

Before you start

1. Go to www.nordvisit.com. Which places can you visit with this tour company? Where would you like to visit?

2. Explore the Facebook page for Nordic Visitor www.facebook.com/nordvisit

Tip!
You can change the language on Facebook by clicking on the link at the bottom of the page.

Research

The Wall
The Wall often includes comments and photos from the company and from their clients. It is usually the page you see first. To see if a wall is active, look at how often and when people last posted comments.

3. Look at the wall on the Nordic Visitor Facebook page. Can you find these things?
   1. Travel information and updates
   2. Customer messages
   3. Customer photos
   4. Customer opinions
   5. Company links and photos
   6. Advertisements of new products

Task

4. Look at the features (1-6) on Facebook and match them with the things they do (a-f).
   1. the like feature 4. info __
   2. photos ___ 5. reviews ___
   3. notes ___ 6. discussion ___
   a. gives information about the company (its objectives, products etc.)
   b. customers' opinions of holidays
   c. shows other sites that the company thinks are of interest
   d. shows photos from the holidays
   e. shows people's opinions
   f. gives information about new offers and products

Tip!
When evaluating a Facebook page:
- Think about the features on the page.
- Does the page help you understand the holidays Nordic Visitor offers?
- Does the page make you want to take a holiday with them? Why/Why not?
- What else would you like to see on the page? Is anything missing? In your opinion?

Remember that when a company keeps a Facebook page, they want you to see them in a very positive light. They include photos and comments that are positive because they usually want to sell you something.

5. Evaluate the Nordic Visitor page's features. Write a short review of the page.

Review

In this task, I have:
- explored and evaluated a social networking site
- written a short paragraph about a company social networking site.
Task:
Look at the features on a company’s Facebook page and write a short review of it:
www.nordicvisitor.com  www.facebook.com/nordicvisitor
Finding specific information on a webpage, and exploring and evaluating a social networking site

Before you start
1. Go to www.nordicvisitor.com. Which places can you visit with this tour company? Where would you like to visit?
2. Explore the Facebook page for Nordic Visitor:
   www.facebook.com/nordicvisitor

Tip!
You can change the language on Facebook to English by clicking on the link at the bottom of the page.

Research
The Wall
The Wall often includes comments and photos from the company and from their clients. It is usually the page you see first. To see if a wall is active, look at how often and when people last posted comments.

3. Look at the wall on the Nordic Visitor Facebook page. Can you find these things?
   1. travel information and updates
   2. customers’ messages
   3. customers’ photos
   4. customers’ opinions
   5. company links and photos
   6. advertisements of new products

Task
4. Look at the features (1-6) on Facebook and match them with the things they do (a-f).
   a. feature 1, 4 inf o____
   b. feature 2, 5 reviews____
   c. feature 3, 6 discussion____
   d. gives information about the company
   e. receives visitors, products etc.
   f. customers’ opinions of holidays
   g. shows other sites that the company thinks are of interest
   h. shows photos from the holidays
   i. shows people’s opinions

Tip!
When evaluating a Facebook page:
- Think about the features on the page.
- Does the page help you understand the holidays Nordic Visitor offers?
- Does the page make you want to take a holiday with them? Why/Why not?
- What else would you like to see on the page? Is anything missing, in your opinion?

Remember that when a company keeps a Facebook page, they want you to see them in a very positive light. They includes photos and comments that are positive because they usually want to sell you something.

4. Evaluate the Nordic Visitor page’s features.
Write a short review of the page.

Review
In this task I have:
• explored and evaluated a social networking site
• written a short paragraph about a company’s social networking site.

BEST CHOICE 2
Teacher’s choices

I DON’T WANT TO JUST FOLLOW THE BOOK

DIDASTORE
## Archivio

Per trovare i contenuti di tuo interesse, utilizza il menu di navigazione oppure fai una ricerca digitando una parola chiave nell’apposito campo in alto a destra.

### Sezioni

<table>
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<tr>
<th>Sezioni</th>
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<tr>
<td>Canzoni</td>
<td>Magazine di attualità e cultura 1st year</td>
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<tr>
<td>Accoglienza stranieri</td>
<td>Magazine di attualità e cultura 2nd year</td>
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<td><strong>Riviste</strong></td>
<td><strong>Magazine di attualità e cultura 2nd year</strong></td>
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<td>Magazine di attualità e cultura 1st year - ASCOLTI Trasceo 03 MEDIATECA</td>
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</tbody>
</table>

### Carrello

Seleziona le risorse da assegnare agli studenti cliccando sulla freccia a destra del titolo.

![Assegna](image-url)
I DON’T WANT TO JUST FOLLOW THE BOOK

DIDASTORE

I WANT MORE TESTS!

Teacher’s test book, Unit tests, reviews, skills test, Test master ...
CHECK YOUR PROGRESS

A. Look at your results on this page. What language areas in this unit do you need to study more?

1. Now I can __________ well / quite well / with difficulty.
2. Now I can __________ well / quite well / with difficulty.
3. Now I can __________ well / quite well / with difficulty.

B. Look at the communication and competences objectives on p. 95 in the Students’ Book and evaluate your learning.

1. Now I can __________ well / quite well / with difficulty.
2. Now I can __________ well / quite well / with difficulty.
3. Now I can __________ well / quite well / with difficulty.

Self Assessment

Go to the DIGITAL PRACTICE for more exercises.
I DON'T WANT TO JUST FOLLOW THE BOOK

DIDASTORE

I WANT MORE TESTS!

Teacher’s test book, Unit tests, reviews, skills test, Test master ...

I WANT TO DO
Class projects!
Culture Choice 5

1. Which of the world’s major festivals (1–4) can you see in the photos (a–b) on page 113? Do you celebrate any of them?
   - Diwali (Hindu)
   - Eid al-Fitr (Muslim)
   - Chinese New Year
   - Christmas

2. Vocabulary Look at the words below. Which of these things can you see in the photos?
   - Decorations: lights, candles, plants (Christmas tree/mistletoe)
   - Activities: dance, have parades/parties, give presents, pull crackers, send cards, watch fireworks
   - Festivals
   - Food: desserts (cake, pudding, mince pies), roast meat (turkey, lamb), sweets

3. Work in pairs. Try to answer the quiz.

1. Which two festivals are related to Christmas?
   a. Halloween (Celtic)
   b. Yule (Scandinavian)
   c. Saturnalia (Roman)

2. When did people begin to celebrate Christmas on 25 December?
   a. 1st century AD (Palestine)
   b. 2nd century AD (Greece)
   c. 4th century AD (Rome)

3. Where does the name ‘Santa Claus’ come from?
   a. Father Christmas (England)
   b. Saint Nicholas (The Netherlands)
   c. Odin (Scandinavia)

4. Which people first have Christmas trees?
   a. Ireland
   b. Canada
   c. Germany

5. What special food do the British eat at Christmas?
   a. fish soup, turkey, Christmas pudding
   b. mince pies, turkey, Christmas pudding
   c. mince pies, turkey, apple pie

4. Text and translation

5. Read the information about Adrian Henri. Then read through the first two verses of the poem and find words related to Christmas.

   Stocking ...

7. Use the glossary to read the whole poem. What is it about?
   a. how he enjoyed Christmas and New Year
   b. his love for a woman he misses
   c. his plans for this year

8. Answer these questions. Find sentences and expressions in the poem to explain your answers.
   1. How does he feel?
   2. Does he miss her?
   3. What do you think has happened?
   4. What celebrations does he enjoy?
   5. Why is he sad about the future?

9. Read the poem again. Which of these things do you think are not true?
   a. British people get presents on Christmas morning.
   b. People sing songs at Christmas lunch.
   c. People eat and drink a lot at Christmas.
   d. People give presents at New Year.
   e. People sing a song at New Year.

My Project

10. Choose an important festival in your country. Make notes to answer the questions. Use vocabulary from Exercise 2 and other words. It is sometimes impossible to use an English word e.g. panettone (Italian Christmas cake)
   - When do you celebrate and who with?
   - What decorations are there?
   - What special meals do you have?
   - Do you give/receive presents? Who from?
   - What other things do you do (e.g. dance/sing)?

11. Work in pairs. Imagine you are telling a visitor to your country about the festival. Take turns to ask and answer the questions.

   a. What is your celebration? When do you celebrate?
   b. We celebrate Eid al-Fitr. The date changes every year. We celebrate the end of Ramadan. That’s a time when you don’t eat or drink during the day ...

12. Listen to the radio programme. Check your answers to the quiz in Exercise 3.

13. Listen again and answer the questions.
   1. Why did people celebrate mid-winter festivals?
   2. When did the Dutch go to America?
   3. What do people eat at Christmas in the USA?

Talking After Christmas Blues

Well I woke up this morning it was Christmas Day And the birds were singing the night away I saw my stocking lying on the chair Looked right to the bottom but you weren’t there there was apples oranges chocolates but no you.

So I went downstairs and the dinner was fine There was pudding and turkey and lots of wine And I pulled those crackers with a laughing face Till I saw there was no one in your place there was mince pies brandy nuts and raisins mashed potato — but no you.

Glossary

afternoon: (n) a period of the day after midday and before night
Auld Lang Syne: (n) a traditional Scottish song, sung at New Year
Christmas stocking: (n) a large sock with presents in it
Mince pie: (n) a cake made from crushed meat and spices
New Year’s resolution: (n) a promise for a better life in the future

BEST CHOICE 1
My Project

10. Choose an important festival in your country. Make notes to answer the questions. Use vocabulary from Exercise 2 and other words. It is sometimes impossible to use an English word! e.g. panettone (Italian Christmas cake)

1. When do you celebrate and who with?
2. What decorations are there?
3. What special meals do you have?
4. Do you give/receive presents? Who to/from?
5. What other things do you do (e.g. dance/sing)?

Work in pairs. Imagine you are telling a visitor to your country about the festival. Take turns to ask and answer the questions.

A. What is your celebration? When do you celebrate?
B. We celebrate Eid al-Fitr. The date changes every year. We celebrate the end of Ramadan. That's a time when you don't eat or drink during the day...
How many of your students have the internet at home?
Practice with

MyEnglishLab

To activate My English Lab contact your local Pearson agent or educational consultant
Exercise 15: Passives – Modal verbs

Inserisci il verbo e gli elementi opportuni nella seconda frase di ogni coppia, in modo da farne la trasposizione al passivo della prima. Fai attenzione all'eventuale complemento d'agente.

1. Lack of sleep can cause car accidents.
   Car accidents lack of sleep.
   
   **Usa** *can* con il verbo *be*. Ci vuole la preposizione *by*?

2. They should explain these things in detail later.
   These things in detail later.
   
   Osserva il verbo modale usato nella frase attiva. Per formare il passivo di una frase con un modale, lo stesso verbo modale deve essere anteposto al verbo *be*. A questo si aggiunge il participio passato del verbo che esprime l'azione.

3. Only people over 18 can see that film.
   That film people over 18.
   
   Osserva il verbo modale usato nella frase attiva. Per formare il passivo di una frase con un modale, lo stesso verbo modale deve essere anteposto al verbo *be*. A questo si aggiunge il participio passato del verbo che esprime l'azione.

4. You can't buy these old vinyl records in the shops.
   These old vinyl records in the shops.
   
   **Usa** *must* con il verbo *be*.

5. You must change the battery of this watch once a year.
   The battery of this watch once a year.
   
   **Usa** *could* con il verbo *be*.

6. The police could arrest the terrorists very soon.
   The terrorists very soon.

**BLENDED LEARNING**
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<td>Berrettino Angela</td>
<td>10/15</td>
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<td>8</td>
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<tr>
<td>Borghi martino</td>
<td>10/15</td>
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<td>Casagrande Chiara</td>
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<td>De Lorenzi Janaina Aparecida</td>
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<td>Drufuca Marco federico Maria</td>
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<tr>
<td>Pini Alessandro Maria</td>
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<tr>
<td>Raimondo Giulia</td>
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<tr>
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<tr>
<td>Rovelli Simone</td>
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## Common error report

**Assignment:** UNIT 8, Practice, Exercise 2: Past simple – negative and questions  
**Course:** training class 3  
**Assigned by:** Rafaeli, Alessandra  
**Date assigned:** 26 Jul 2012, 20:03  
**Due date:** 2 Aug 2012, 18:30

<table>
<thead>
<tr>
<th>Exercise no.</th>
<th>Correct answer</th>
<th>Error</th>
<th>No. students</th>
<th>Student(s)</th>
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</thead>
<tbody>
<tr>
<td>Exercise 2: Past simple – negative and questions</td>
<td>they didn’t have coffee and biscuits for breakfast</td>
<td>for breakfast they didn’t have coffee and biscuits</td>
<td>7</td>
<td>Testino, Emanuela; Antonio; Show more</td>
</tr>
<tr>
<td>Exercise 2: Past simple – negative and questions</td>
<td>did Susan eat a steak for dinner</td>
<td>for dinner did Susan eat a steak</td>
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<td>Novdiym, Sade; Antonio; Show more</td>
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<tr>
<td>Exercise 2: Past simple – negative and questions</td>
<td>did you talk to your boss yesterday</td>
<td>yesterday did you talk to your boss</td>
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<td>Testino, Emanuela; Antonio; Show more</td>
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<td>Exercise 2: Past simple – negative and questions</td>
<td>did you go to the doctor’s</td>
<td>you did go to the doctor’s</td>
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<td>Novdiym, Sade; Taran; Show more</td>
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<tr>
<td>Exercise 2: Past simple – negative and questions</td>
<td>did Harry prepare lunch for all his friends</td>
<td>did Harry prepare for all his friends lunch</td>
<td>2</td>
<td>Novdiym, Sade; Otto; Show more</td>
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<tr>
<td>Exercise 2: Past simple – negative and questions</td>
<td>did you go to the doctor’s</td>
<td>did go you to the doctor’s</td>
<td>2</td>
<td>Antonelli, Arianna; Ottilia; Show more</td>
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Training class 3

Average scores by skill

- Overall
- Grammar practice
- Grammar test
- Reading practice
- Writing practice
- Writing Listening practice
- Open text writing practice
- Listening practice
- Vocabulary practice
Support
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- DIDATTICA INCLUSIVA
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11 Novembre
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