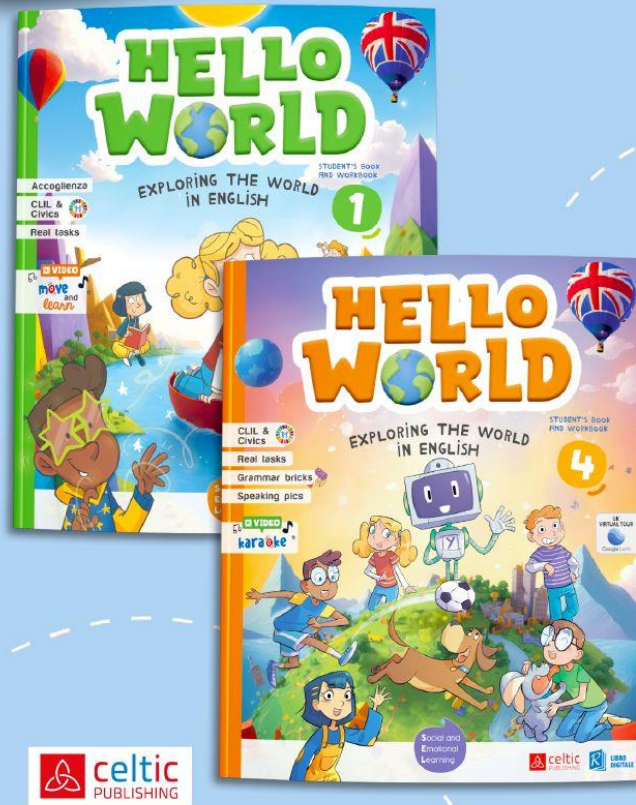


HELLO WORLD

17 aprile
ore 17:00

Novità 2024

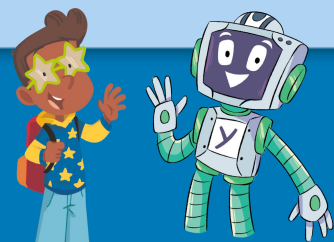


Hello World

Exploring the world in English

Presentazione del testo

**Claudia
Badioli**



**HELLO
WORLD**

 **celtic**
PUBLISHING

Autrici

Team Celtic:

Francesca Ceppi

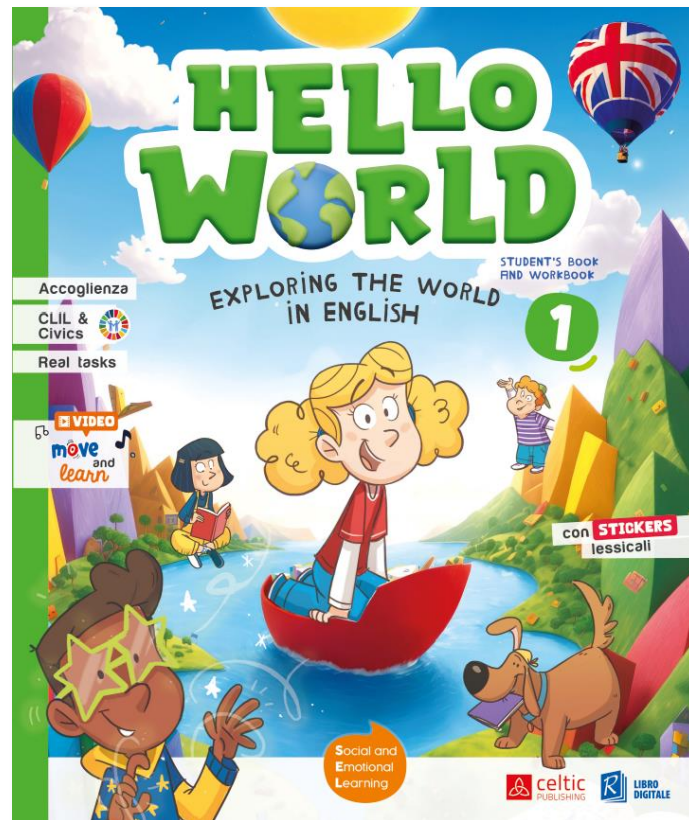
Clarissa Coppari

Claudia Badioli

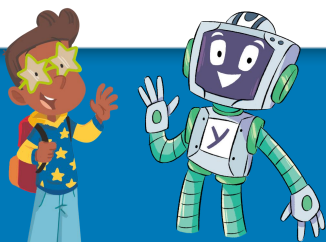
Kim Jones

Anna Cardinali

Alessandra Calcabrini



Un viaggio fra le discipline. Un'esplorazione del mondo, per guidare bambini e bambine nella **costruzione globale del sapere** e approdare a un **apprendimento significativo**, anche in lingua inglese.

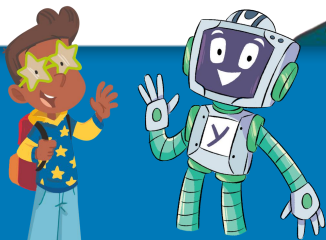


**HELLO
WORLD**

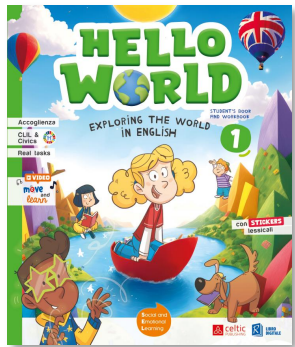
 **celtic**
PUBLISHING

Cl. 1-2 LA MAGIA

Leo the wizard



HELLO
WORLD



unit 2 Rainbow colours

SING AND DANCE. 13 VIDEO **ACTION SONGS**

STICK IN. LISTEN, POINT AND REPEAT. 14 VIDEO

18 pink, red, blue, green, yellow, orange, white, brown, black, purple

19

my magic WORDS

SCHOOL OBJECTS

7. TRACE. VIDEO

PENCIL PENCIL CASE PEN

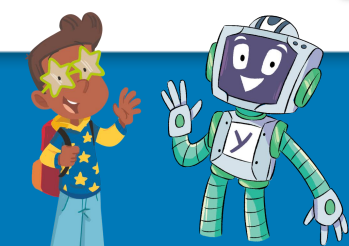
SHARPENER SCHOOLBAG

RULER RUBBER BOOK

8. GUESS AND MATCH.

SCHOOLBAG RUBBER PEN BOOK

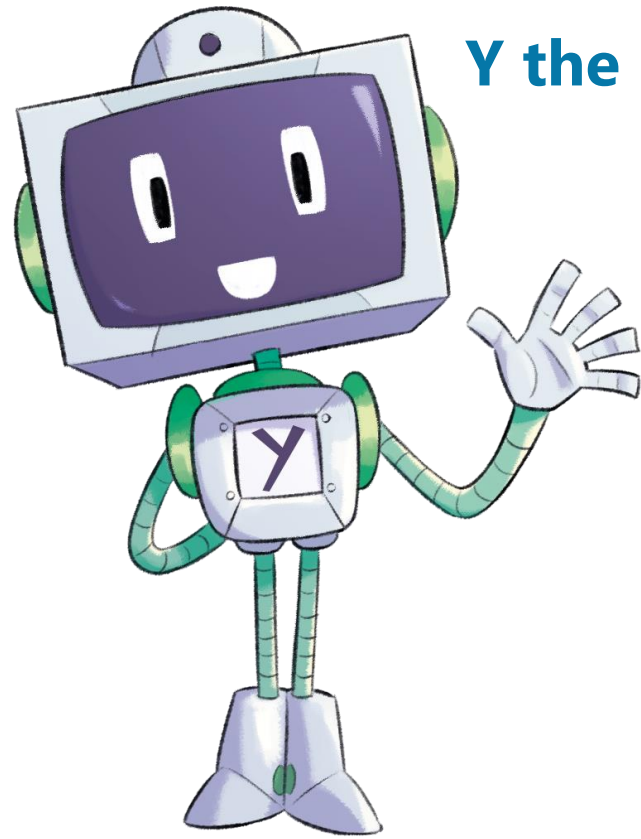
90



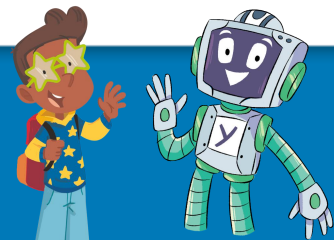
HELLO WORLD

Cl. 3-5

LA CURIOSITÀ



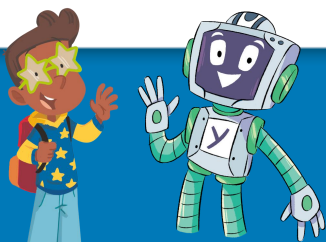
Y the robot



«*Nell'apprendimento delle lingue la motivazione nasce dalla naturale attitudine degli alunni a **comunicare, socializzare, interagire** e dalla loro naturale propensione a “**fare con la lingua**”.*

*L'insegnante avrà cura di alternare diverse strategie e attività: ad esempio proposte di **canzoni, filastrocche, giochi con i compagni, giochi di ruolo, consegne che richiedono risposte corporee a indicazioni verbali in lingua.**»*

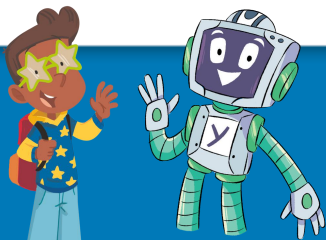
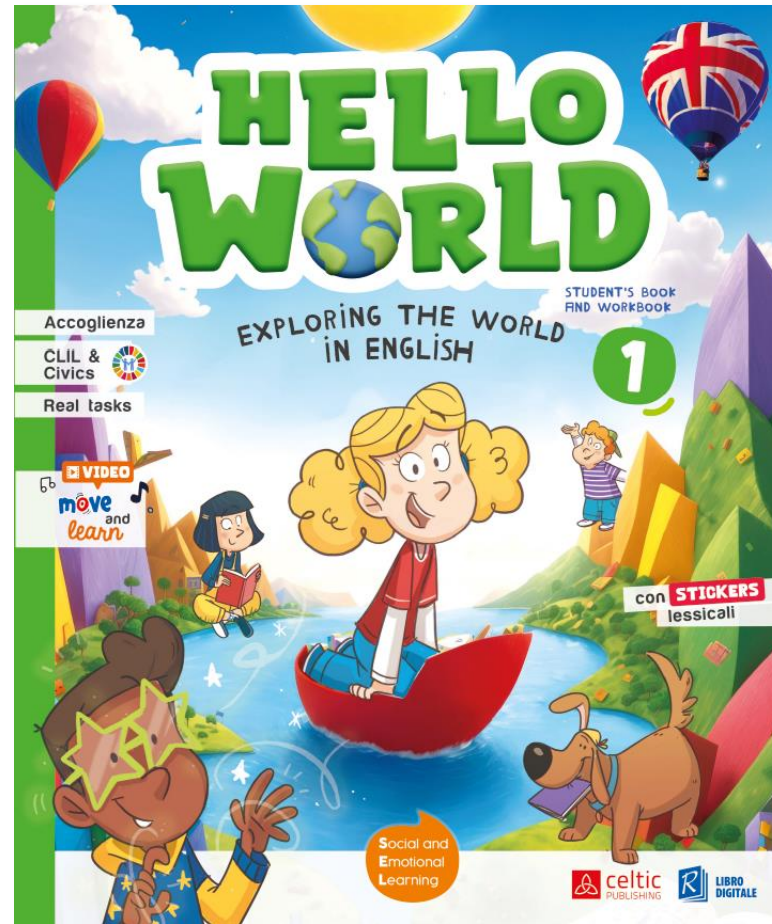
(Indicazioni Nazionali per il curricolo)



**HELLO
WORLD**

Le teorie metodologiche:

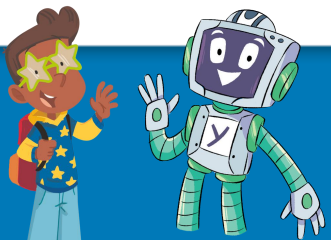
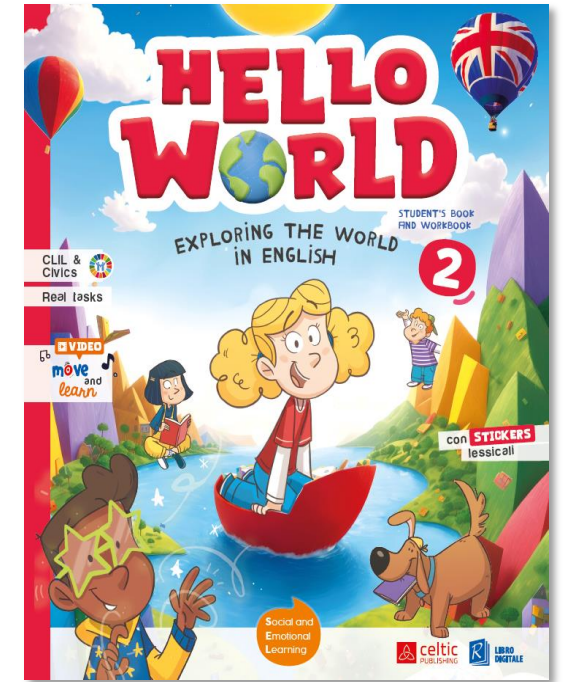
- TPR
- CLIL
- Task-based Learning
- Social Emotional Learning



HELLO
WORLD

TPR as a language teaching method

- Coinvolge **tutti** gli alunni.
- Non richiede molta preparazione o materiale.
- Coordinazione del linguaggio e del movimento fisico (**multi-sensory learning**) (attivazione dell'emisfero destro e sinistro del cervello).
- Varie tecniche (*listen and do, listen and make, listen and identify, games*).
- In un ambiente d'apprendimento rilassato.



HELLO
WORLD

TPR



Video
action songs

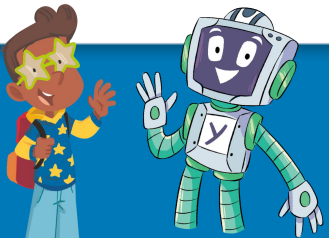
unit 3 My school objects

SING AND DANCE. 30 VIDEO ACTION SONGS

STICK IN. LISTEN, POINT AND REPEAT. 31 VIDEO

MY MAGIC WORDS p. 90

34 pencil, pen, rubber, pencil case, sharpener, ruler, book, schoolbag 35



HELLO
WORLD

3 **move AND learn** WITH **kate**

1. LISTEN, POINT AND REPEAT. 40 2. WATCH THE VIDEO AND DO THE ACTIONS.

1 pick up

2 put down

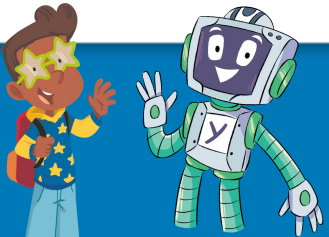
3 open

4 close

5 point to

42

▶ Video movimenti





HAVE YOU GOT...?

Affirmative form

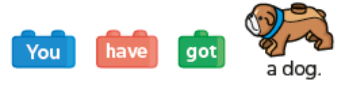


Interrogative form



HAVE YOU GOT...?

Affirmative form



Interrogative form



Short answers



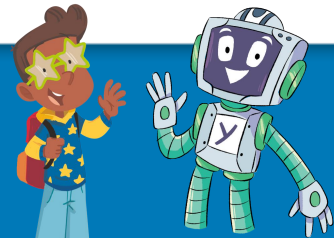
★ Read and choose.

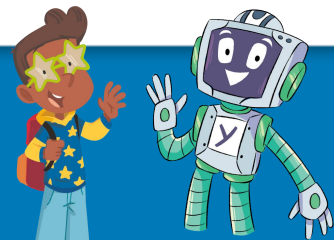
1. Have / Has you got brown hair? Yes, I have / has.
2. Have / Has it got a long tail? Yes, it have / has.
3. Have / Has Ted got freckles? No, he haven't / hasn't.
4. Have / Has you got a sister? Yes, I have / haven't.
5. Have / Has the dog got big ears? No, it has / hasn't.



★ Read and answer or make questions.

1. Have you got a blue schoolbag?
2. Have you got brown hair?
3. Have you got a bike?
4. Has your teacher got a pencil case?
5. Has your best friend got glasses?
6.? Yes, I have.
7.? No, I haven't.
8.? Yes, she has.

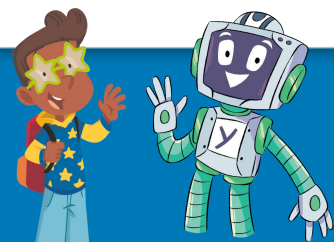




HELLO
WORLD

Aspetti chiave metodologici

- Incremento di esposizione alla L2.
- Spostamento dell'attenzione dalla forma linguistica ai contenuti.
- **Task based learning.**
- **Learning by doing.**
- **Cooperative learning.**



HELLO
WORLD

IL MODULO

CONTENTS

Let's start p. 4

- Revision
- Family
- Numbers 20-100

DIGITAL MATERIALS

VIDEO pp.

Magic words 6, 7, 8, 12

HELLO WORLD 3

CONTENTS

2 @last from the past

UNIT 3 Darwin's moustache p. 52

- Physical appearance
- Hair description

GRAMMAR BRICKS Have got – haven't got p. 59

CLIL history Timeline of human evolution p. 62

UNIT 4 The blue whale p. 68

- Wild animals
- Animal body parts

GRAMMAR BRICKS Have you got...? p. 75

CULTURE Natural History Museum, a cathedral to nature p. 78

QUICK check p. 84

AUTOVALUTAZIONE p. 86

DIGITAL MATERIALS

VIDEO pp.

Magic words 52, 68

Karaoke 53, 69

Human evolution 62

Natural History Museum 78

EXTRA PRACTICE

1 Let's discover

UNIT 1 A special calendar p. 14

- Months and seasons
- Days of the week
- The alphabet

GRAMMAR BRICKS To be p. 23

CULTURE Stonehenge, a calendar in stone p. 26

UNIT 2 A foggy lake p. 32

- The weather
- Clothes and weather

GRAMMAR BRICKS There is – there are p. 39

CLIL geography Natural environments p. 42

QUICK check p. 48

AUTOVALUTAZIONE p. 50

3 Let's keep fit

UNIT 5 I can do it! p. 88

- Actions and abilities
- Physical activities

GRAMMAR BRICKS Can p. 95

CLIL PE Bikes are the best! p. 98

UNIT 6 I can eat a rainbow p. 104

- Fruit and vegetables

CULTURE British food p. 108

QUICK check p. 110

AUTOVALUTAZIONE p. 111

DIGITAL MATERIALS

VIDEO pp.

Magic words 14, 32

Karaoke 15, 33

Stonehenge 26

EXTRA PRACTICE

DIGITAL MATERIALS

VIDEO pp.

Magic words 88, 104

Karaoke 89, 105

British food 108

EXTRA PRACTICE

SPECIAL DAYS p.

Water Day 112

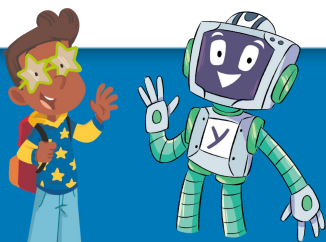
Earth Day 113

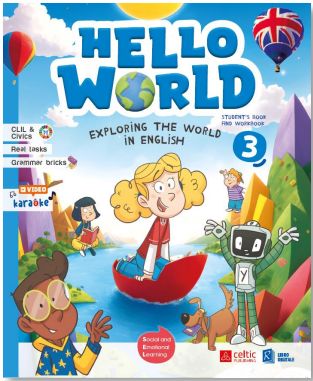
Halloween 114

Christmas 116

SPEAKING PICS pp.

Module 1-3 118-120





unit 3

Darwin's moustache

★ Listen and read. 54

★ Listen, point and repeat. 55 VIDEO MAGIC WORDS

★ Listen and number. 56

★ Sing. 57 VIDEO KARAOKE ★ Complete.



glasses



freckles



braces



earrings



a fringe



a ponytail



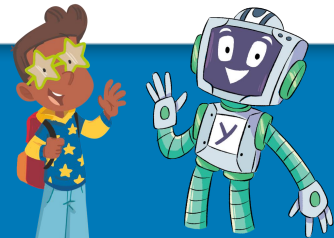
a beard

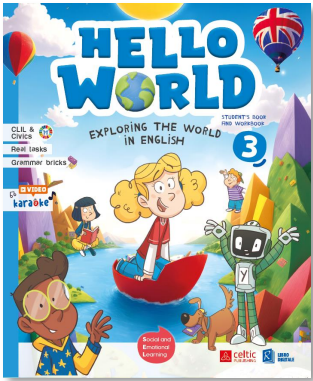


a moustache



★ Ask and answer. (See Teacher's guide)





3 physical appearance

1 Listen and number. 58



2 Now complete.

- A. Mia has got a _____ and _____.
She hasn't got earrings.
- B. John has got _____ and _____.
He hasn't got glasses.
- C. Linda has got a _____ and _____.
She hasn't got a fringe.
- D. Robert has got _____ and a _____.
He hasn't got a beard.

3 Listen, repeat and complete. 59

watch pigtails sunglasses plaits



3

10 Look, listen and tick. 60



MRS FLOWER



MR GREEN



MR RICE



MRS CLARK



MRS SMART



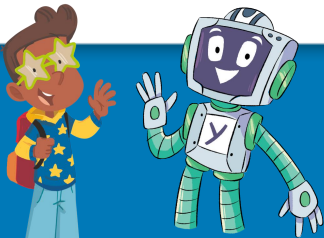
MRS BLISS

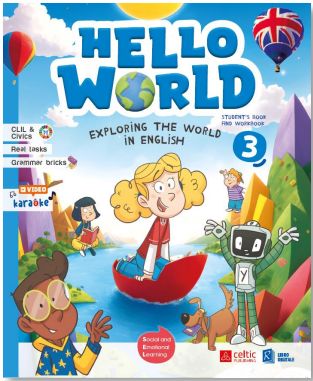
MR WATCH

4 Who's who? Read and write.

This person has got freckles and glasses.
This person hasn't got a ponytail.
This person has got a beard.
It's _____

5 In pairs. Choose a character, say and guess.



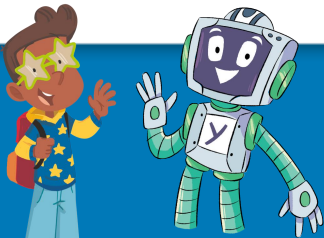
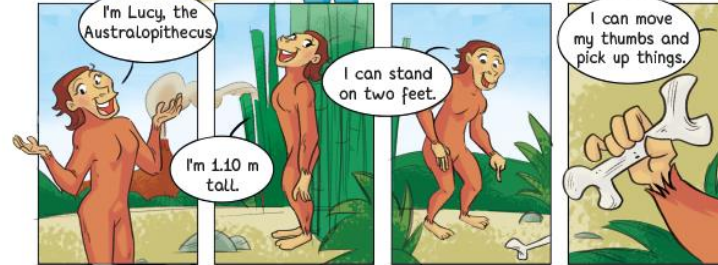


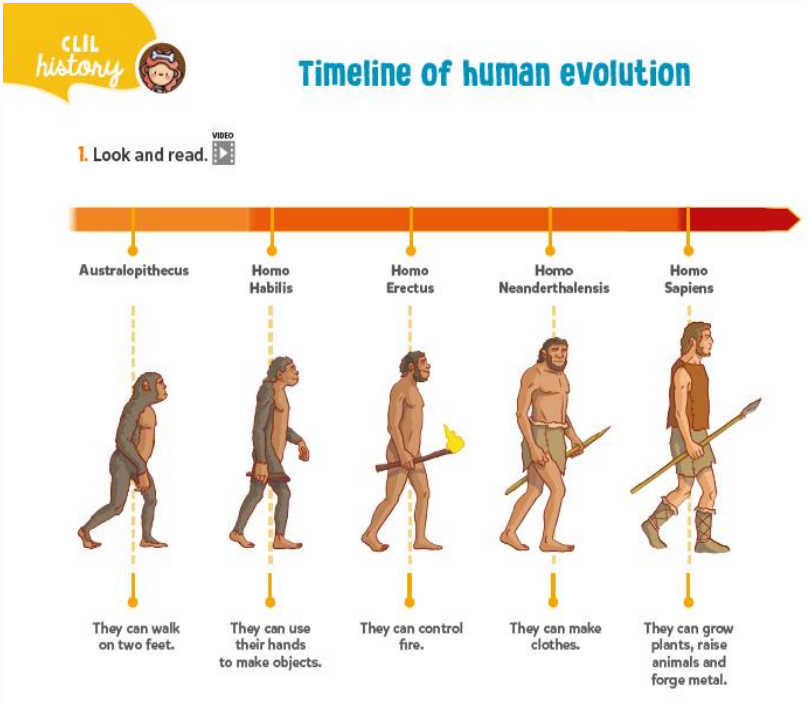
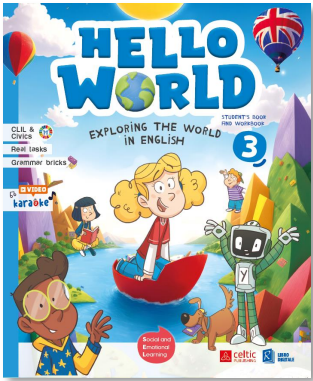
Let's visit Lucy!

Listen and read. 64



SEE PAGE 62





2. Look, read and tick.



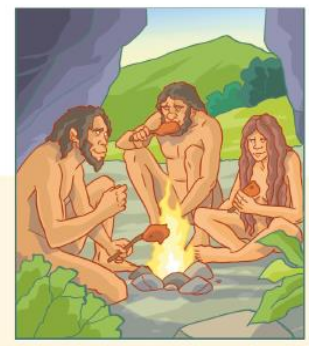
- Homo Habilis
- Homo Sapiens



- Homo Erectus
- Australopithecus

FIRE IS VERY IMPORTANT FOR HUMANS. LET'S DISCOVER!

THE EUREKA MOMENT
- THE FIRE -



- WHAT** fire
- WHO** Homo Erectus
- WHERE** Africa
- WHEN** about 1,5 million years ago
- WHY** to heat and light their caves, cook food and drive wild animals away.

INVISIBLE INK FOR SECRET MESSAGES

YOU NEED

- lemon juice
- paper
- a brush
- a small candle

ASK AN ADULT FOR HELP!



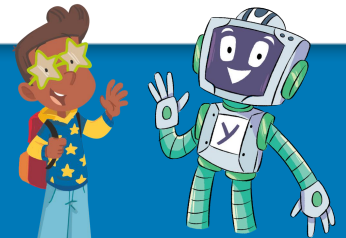
1 Put the brush into the juice.

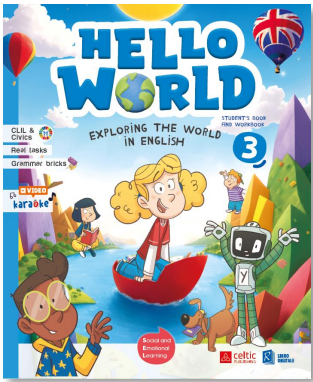



2 Write something on the paper.



3 Heat the paper. The words become brown!







Culture 

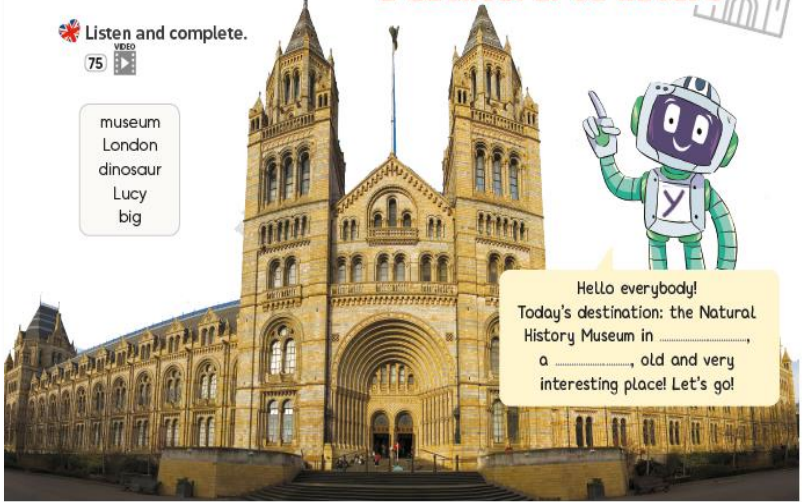
Natural History Museum

a cathedral to nature

 Listen and complete.

75 

museum
London
dinosaur
Lucy
big



Hello everybody!
Today's destination: the Natural History Museum in _____, a _____, old and very interesting place! Let's go!

Look! This is Hope, a blue whale skeleton, the _____'s mascot. You can see it in the main hall, at the entrance.



78 

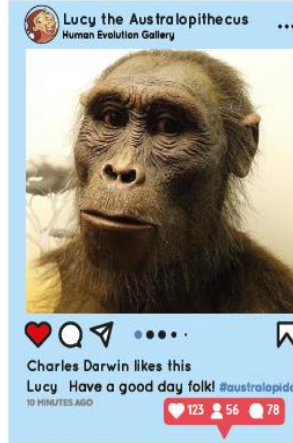
There are lots of collections inside, but the most spectacular gallery is the Dinosaurs Gallery.

Here you can see _____ skeletons and also a roaring T-rex that moves.



LET'S MEET OUR ANCIENT RELATIVES!

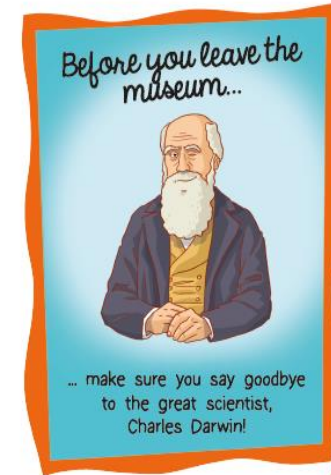
This is the facial reconstruction of _____ the Australopithecus. Her skeleton is in the Natural History Museum, in the "Human Evolution Gallery".



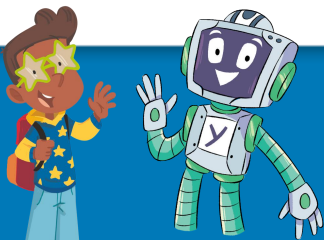
▲ Human Evolution Gallery

 Read and tick true (T) or false (F).

- The Natural History Museum is a new building in London. T F
- Hope is the museum's mascot. T F
- There are dinosaur skeletons. T F
- Lucy's skeleton is in the Dinosaur Gallery. T F



79 



A foggy lake

Listen and read. 34

Listen, point and repeat. 35



Listen and number. 36



sunny



rainy



windy



foggy



snowy



changeable



stormy



hot



warm



cool



cold



2

Sing. 37



KARAOKE

Complete.

What's the weather like today?



33

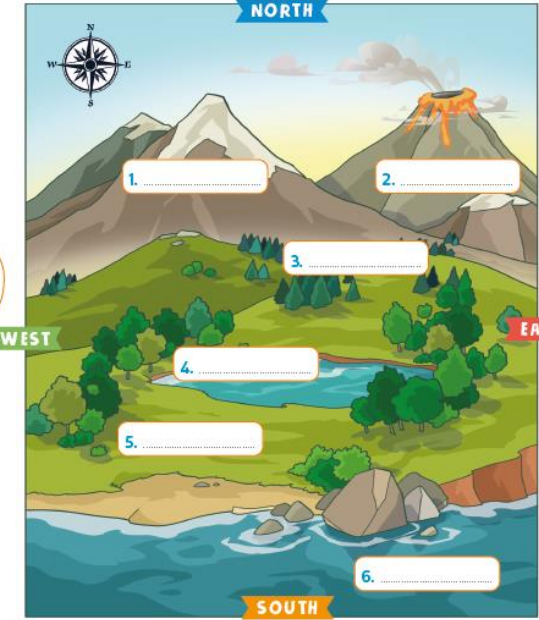
Natural environments

1. Listen and complete. 49



Now you know, Loch Ness is a lake, but there are other natural environments. Let's discover!

- plain
- mountain
- volcano
- sea
- lake
- hill

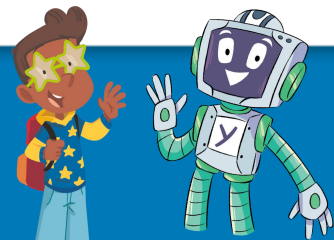


2. Read, look and choose.

1. The lake is north / south of the sea.
2. The mountain is east / west of the volcano.
3. The hill is north / south of the lake.
4. The plain is north / south of the hill.

LET'S USE THE COMPASS TO BE ORIENTED!

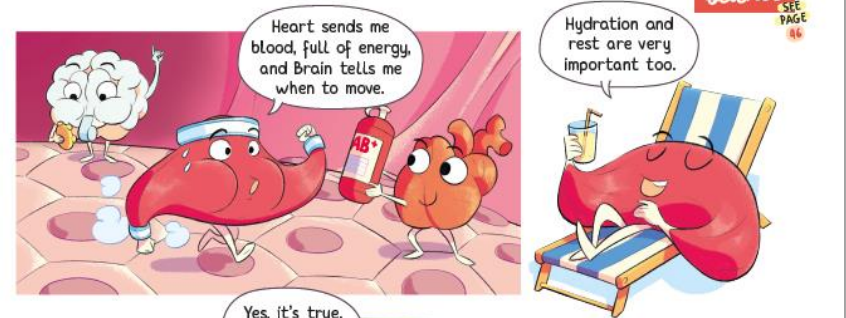
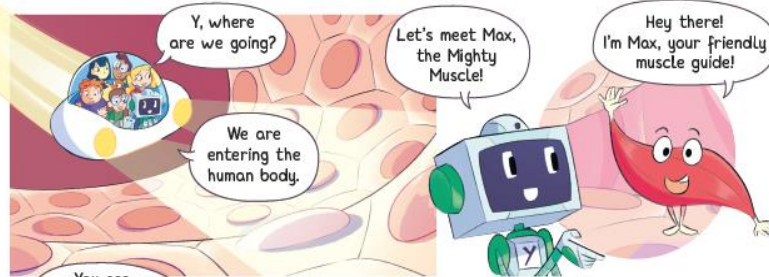
42



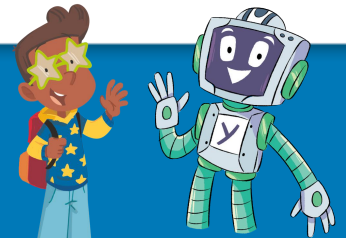


2 STORYTIME **Mighty muscles**

★ Listen and read. 39



CLIL science **SEE PAGE 46**





Muscles, great workers!

1. Listen and read. (40)



There are over 600 muscles in our body, from our toes to our tongue! We can decide to move some of our muscles, like our arm muscles. They are called **voluntary muscles**. Other muscles, like our heart, move on their own without us thinking about it. They are called **involuntary muscles**.

It is important to eat a healthy diet with enough protein to help muscles grow properly. We find protein in meat, fish, eggs and beans.

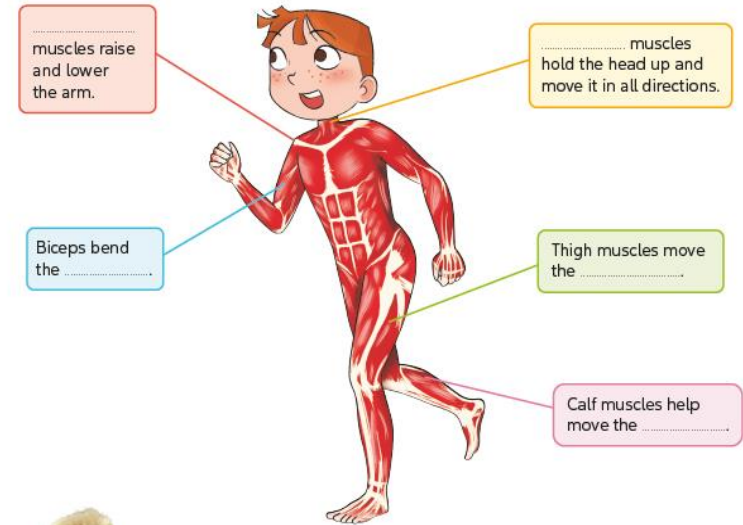


2. Tick true (T) or false (F) or not given (NG).

- | | |
|---|---|
| 1. Muscles are only in our legs and arms. T F NG | 4. There are 60 muscles in our body. T F NG |
| 2. The muscles contract and relax. T F NG | 5. A diet with a lot of carbohydrates helps muscles grow. T F NG |
| 3. We can move our hearts if we want. T F NG | |

3. Look and complete with the words from the box.

feet legs neck arms shoulder



4. Listen and complete. (41)

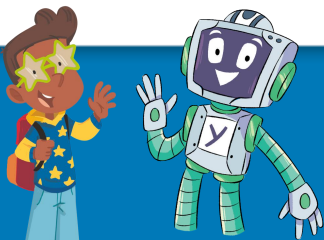
body part muscles move

Can we live without one or more? Yes, we can, thanks to biomedical engineering. A prosthesis is a device made to replace a missing Protheses help us and do things even if some muscles or body parts are missing.



extra CLIL SEE TEACHER'S GUIDE

This is the award-winning Bebe Vio, Italian fencing paralympic champion.





unit 5

Bath, here we come!

★ Listen, point and repeat. (78) ★ Listen and number. (79)



library



bank



shopping centre



museum



post office



theatre



café



hospital



sports centre



bus stop



5

★ Listen and read. (80) Act it out.

Y: Well, Bath is famous for its Roman baths.
Leo: Oh! Look at the map! There's a nice park, an important museum, a library and... yes! Roman baths!

Y: They're ancient.

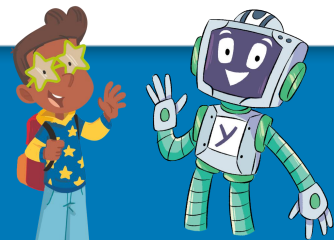
Archie: Ancient Romans here? In the UK? Sounds strange!

Y: Well, not so strange. Come and see!

★ Answer the questions.

1. Where is Bath?
.....
2. Does Emily like it?
.....
3. What can you see in the town?
.....
4. What is Bath famous for?
.....
5. Are the Roman baths very old?
.....

★ Sing. (81) VIDEO KARAOKE

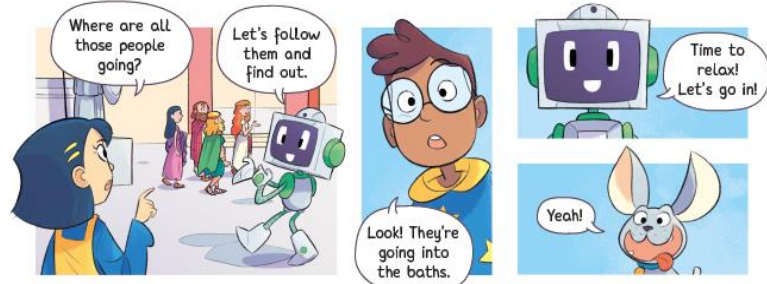




5 STORYTIME

The Roman Baths

★ Listen and read. 90



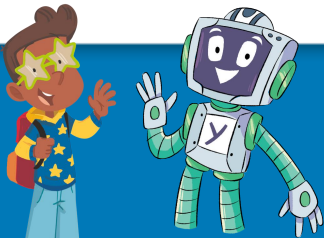
108

CLIL & Culture

SEE PAGE 110



109



HELLO WORLD

celtic PUBLISHING



Roads to Rome

the Romans in Britain

Listen and read. (91)

The name Britain comes from Britannia, the name given to the country by the Romans. When the Romans arrive in Britain in 55 BC led by Julius Caesar, they start to build roads, fortresses, villas and thermal baths. They stay for almost 400 years. The Romans change the way of life in Britain: they found many towns which still exist today. York, Bath, Winchester, Manchester, Chester and Lancaster are all Roman cities. The names ending in -chester, -cester or -caster derive from the Latin word *castrum*, meaning "fortification". In 43 AD Emperor Claudius' army build a bridge and a town on the river Thames and call it Londinium. Do you know the current name of this city?

Read and tick true (T), false (F) or not given (NG).

- The Romans come to Britain in 55 BC with Julius Caesar leading them. **T F NG**
- The Romans stay in Britain for about 100 years. **T F NG**
- York, Bath, and Winchester are some of the towns founded by the Romans. **T F NG**
- Roman soldiers use elephants during their stay in Britain. **T F NG**
- The name "cester" in city names means "water" in Latin. **T F NG**
- Londinium is the name the Romans give to a town on the river Thames. **T F NG**

BC = Before Christ
AD = Anno Domini



Chester, Roman Amphitheatre



Manchester, Roman Fort



Bath, Roman Bath

Listen and complete. (92)

WALKING AROUND LONDINIUM

Londinium, founded in 50 AD, was the heart of Roman Britain. Today there are still Roman sites hidden around the city. Let's go and discover them!

Amphitheatre street market
Temple Tower Museum

KEY

- Walking route
- City walls

6 of London
Roman objects are displayed here.

5 Roman
The remains of the largest amphitheatre in Britain lie here.

4 Roman Basilica and Forum
The remains of a Basilica (city hall) and a forum (market place) lie here beneath a



1 of Mithras
You can visit and see what the temple looked like a long time ago.

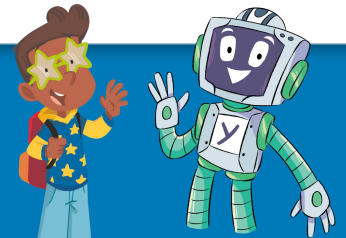
2 Fish Street Hill
This was the first In Roman London, near the river Thames.

3 Hill City Wall
These are the remains of the City Wall.

INFO POINT
Pretend you are at the tourist information office. Look at the map, ask for directions and answer.

Excuse me, how can I get to the Temple of Mithras?

Go straight on, then turn left on Victoria street...



Self-awareness – being able to identify and understand one's emotions

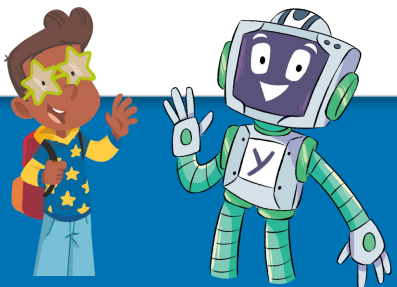
Self-management – being able to manage one's emotions and behaviors

SEL Framework

Relationship skills – the ability to have positive relationships with others

Social awareness – being able to understand other people's views

Responsible decision-making – the ability to make well-informed decisions



**HELLO
WORLD**

1 STORYTIME I am beautiful!


Listen and read. 20



1 Woof!
Miaow!



2 Look!
WOOF
MIAOW



3 What's that?
Leo help, please!



4 Magic glasses, one-two-three...
Be and Queen speak like me!




5 I've got long legs.
I'm beautiful!

20

CLIL civics We are all special!

1. Listen, look and read. 21

Hello, I'm Paul and I've got my arm in plaster.



Hi, my name's Tom and I've got green eyes.

I'm Laura and I've got spiky hair.

Hello, I'm Jane and I've got brown hair.

2. What about you? Draw yourself and complete.

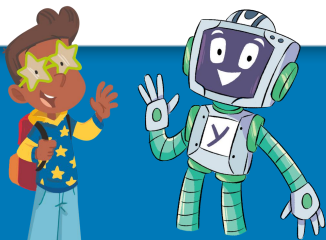
Hello, I'm Kristine and I've got braces.

Hello, I'm _____ and I've got _____.

extra CLIL SEE TEACHER'S GUIDE

22

23



Social Emotional Learning



Listen and read. 90



1. Theo can do ballet. He's really good at doing piroettes.



2. Ariel likes archery. She can hit the centre of the target!



3. Luigi can sew very well. The clothes for his dolls are just great!



4. Omar can cook delicious food. He's happy when he cooks for his family.



5. Sylvie can build electric machines. Her robots are the best in the class!



6. Kate can play football really well. She's the top scorer in her team.

Read and match.

- 1. Omar can
- 2. Kate can
- 3. Ariel can
- 4. Theo can
- 5. Sylvie can
- 6. Luigi can

- do archery.
- build robots.
- cook for his family.
- make dolls' clothes.
- score goals.
- do piroettes.



What can you do? Discuss in class and do a survey.

• prova non nota



Anti-bullying Day



1. Read and decide: bullying or not bullying? Then write.

Anti-bullying Day is on 7th February. Bullying is an aggressive and repeated behaviour towards someone.



Chris and Joe never let Mark play with them. They always say: "We don't play with a little baby like you."



Paolo has got new braces on his teeth. Every day Marco says: "Smile so I can see your braces, ha ha ha!"



There are 2 girls laughing in a room. Paul can't hear them and he doesn't know why they are laughing.



2. Read and answer yes (Y) or no (N).

AM I A BULLY?

- Do you say or write bad things about someone even after they ask you to stop?
- Do you repeatedly hit or hurt someone?
- Do you say false things about someone?
- Do you tell others not to be friends with someone?

- Y N
- Y N
- Y N
- Y N



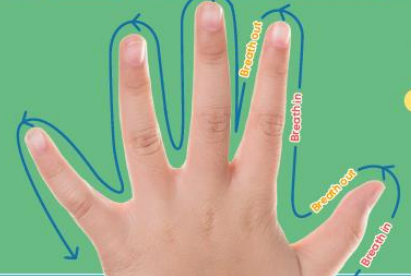
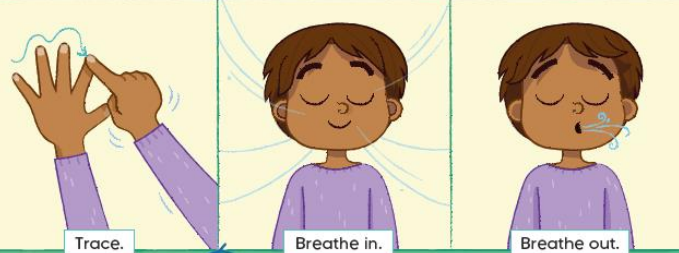
• Prova non nota

Life skills: Empathy, Interpersonal relationships

STRESS less

HOW TO CALM DOWN IN CLASS

Listen, repeat and do the actions. 1

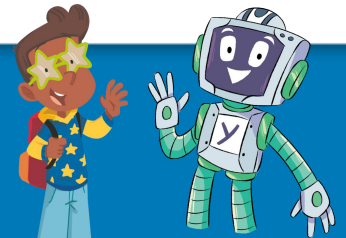


Choose and colour.

HOW DO YOU FEEL?



CLIL - CIVICS
Obiettivi Promuovere situazioni di benessere personale, interazione e convivenza civile in classe



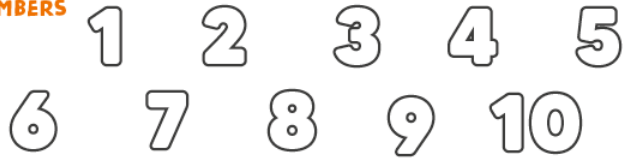


COLOUR AND SAY THE WORDS YOU KNOW. COLOUR THE STAR.

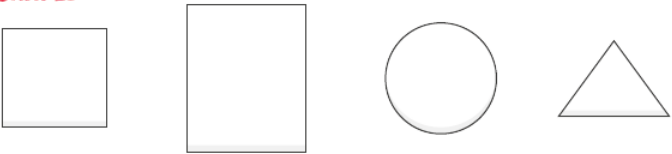
SCHOOL OBJECTS



NUMBERS



SHAPES



Colour and say the words you know. Colour the star.

TOYS



FOOD



DRINKS



I CAN SAY

I like...
I don't like...



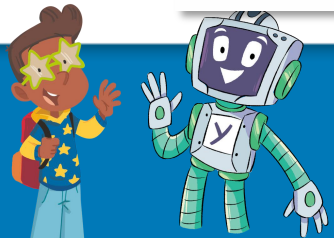
I CAN ASK

Do you like...?



I CAN ANSWER

Yes, I do.
No, I don't.



CHECK

QUICK check **MODULE 1**

1. Listen and choose the right option. (47)



1. Maria is from
- Germany.
 - Italy.
 - Spain.
 - Albania.

2. Her dad is
- Tunisian.
 - Spanish.
 - French.
 - British.

3. Her mum is
- Irish.
 - Greek.
 - Albanian.
 - German.

4. She lives in
- a small flat.
 - a big house.
 - a small house.
 - a big flat.

5. In her house there is
- a big garden.
 - a small garden.
 - a big attic.
 - a small attic.

6. In her house there are
- six rooms.
 - four rooms.
 - seven rooms.
 - eight rooms.

7. Her favourite room is
- the living room.
 - the kitchen.
 - the bedroom.
 - the garden.

8. In her room there is
- a bed and a nice desk.
 - a bed and a white wardrobe.
 - a bed and a white sofa.
 - a bed and a pink lamp.

QUICK check

2. Listen and read. (48) Tick True (T), False (F) or Not Given (NG).

KATIE'S BLOG

Hello everyone!
I'm Katie from Cornwall.
Here are some pictures of my house and my dog Charlie.
There's a living room, a dining room and a kitchen downstairs. I love the living room because there's a blue and white sofa, two armchairs and a fireplace.
I love relaxing here.
On the first floor there are two big bedrooms and a bathroom with a shower.
There isn't a study in my house.
Charlie's kennel is in the back garden, so he always plays there.
I love my house!



1. Katie lives in a big town. T F NG
2. There is a bedroom and a kitchen downstairs. T F NG
3. There is a blue and white sofa in the living room. T F NG
4. There isn't a TV in the living room. T F NG
5. There is a shower in the bathroom. T F NG
6. There is a study in her house. T F NG

SELF CHECK

MY star CHART

• Draw the stars.

I CAN...

	UNDERSTAND	READ	SAY	WRITE
COUNTRIES				
NATIONALITIES				
THE UK				
ROOMS AND FURNITURE				
PREPOSITIONS				
ENERGY SAVING AT HOME				

KEY

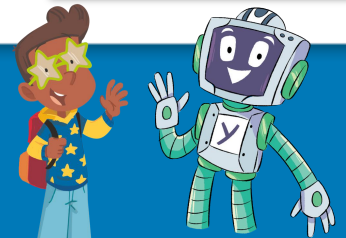
- ★☆☆ so so
- ★★★ quite well
- ★★★★ very well

units 1-2

units 3-4

units 5-6

YOU ARE HERE!

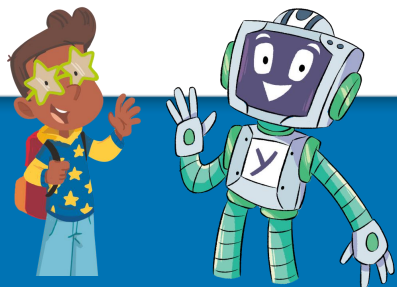
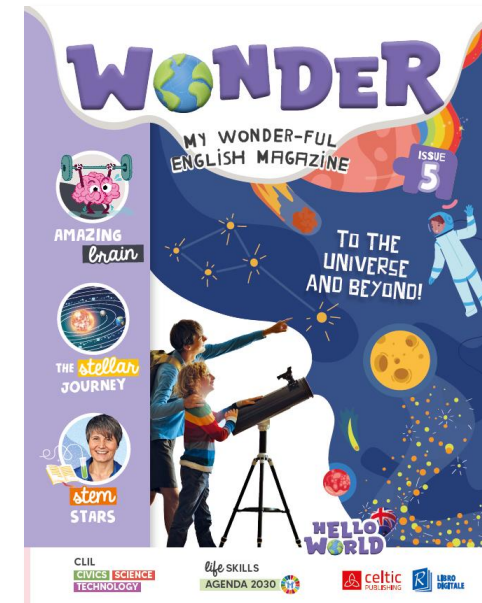
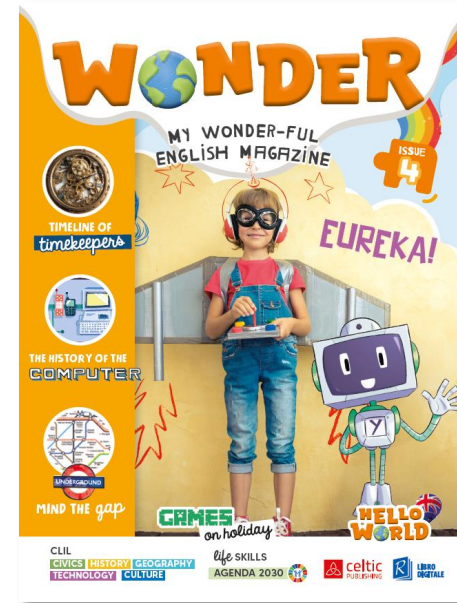
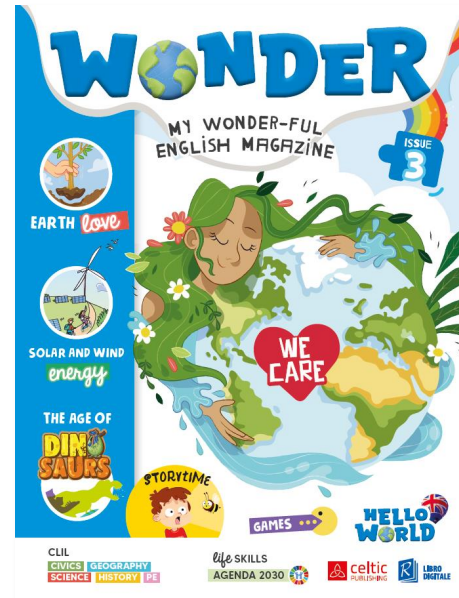
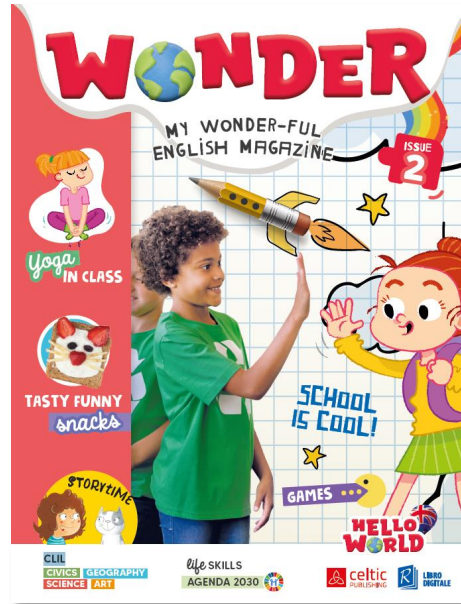
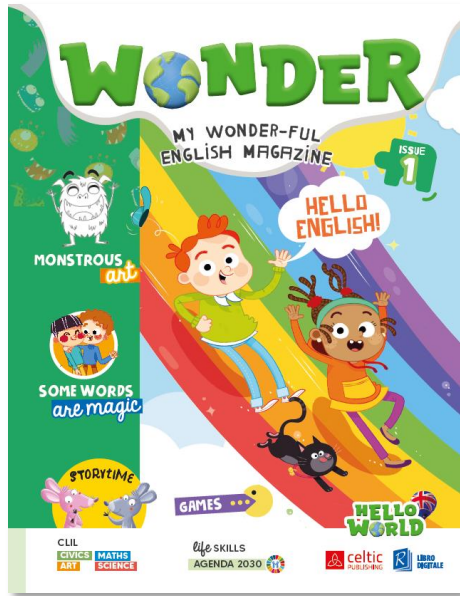


LA STRUTTURA DEL CORSO

	TOPICS	SOCIAL EMOTIONAL LEARNING	CLIL	WONDER Magazine
HELLO WORLD 1	<i>greetings, colours, feelings, school objects, adjectives, numbers 1-10, family, pets, animals</i>	Il mio mondo: alla scoperta di me, delle mie emozioni, della scuola e degli affetti.	module 1 This is me: Art module 2 At school: Maths module 3 I love: Science	Hello English Alla scoperta della lingua inglese
HELLO WORLD 2	<i>face and body, clothes, opposites, toys, adjectives, food, drinks, rooms and furniture, the classroom</i>	Il mondo attorno a me: io con gli altri	module 1 We are special: Civics module 2 My senses, my superpowers: Science module 3 All around me: Geography	School is cool! Benessere a scuola
HELLO WORLD 3	<i>months and seasons, days of the week, the alphabet, the weather, clothes, physical appearance, actions and abilities, physical activities, fruit and vegetables</i>	Il mondo attorno a me: l'ambiente che ospita persone e animali.	module 1 Let's discover: Geography module 2 blast from the past: History module 3 Let's keep fit: PE	We care La Terra è la nostra casa
HELLO WORLD 4	<i>countries and nationalities, rooms and furniture, ordinal numbers, the time, daily routine, school subjects, jobs, places, means of transport</i>	Si viaggia alla scoperta del mondo nello spazio e nel tempo	module 1 The world is my home: Civics module 2 Walk like an Egyptian: History module 3 Travelling around: Geography	Eureka! Le invenzioni che ci permettono di comunicare e muoverci
HELLO WORLD 5	<i>healthy habits, chores, sport and break time activities, free time, food containers, shops and items, public spaces, directions, past times</i>	Sono consapevole del mio posto nel mondo	module 1 Shiny healthy people: Science module 2 Time on my hands: Civics module 3 What a great experience: History	To the Universe and beyond L'universo dentro e fuori di me

WONDER

Il primo e unico magazine di inglese in classe!





LOOK AT THE BINS. THE COLOUR CODE CAN HELP!



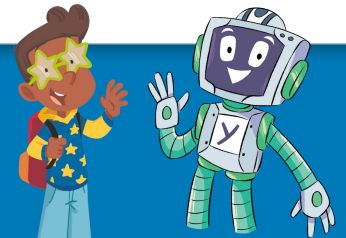
12 CLIL - CIVICS GEOGRAPHY
 Obiettivi: Sensibilizzare al corretto smaltimento dei rifiuti in classe
 Muoversi e orientarsi nello spazio utilizzando gli organizzatori topologici

• How do you recycle? Colour according to the bins.

• Follow the arrows to put your rubbish in the right bin. Complete with the material.

LET'S RECYCLE!

13 Life skills: Critical thinking, self-awareness
 Agenda 2030: Responsible consumption



HELLO WORLD



THE AGE OF DINOSAURS

• Read and complete.

MYA= MILLION YEARS AGO

TRIASSIC
(252 - 219 MYA)

JURASSIC
(219 - 145 MYA)

CRETACEOUS
(145 - 65 MYA)

Eoraptor
230 - 228 MYA
I am a fast running carnivorous dinosaur and one of the world's earliest dinosaurs.

Coelophysis
222 - 215 MYA
I am a carnivorous dinosaur.

Stegosaurus
150 - 145 MYA
I am a large herbivorous dinosaur with a spiked tail and large plates along my back.

Pterodactylus
145 - 65 MYA
I am a flying carnivorous reptile, not a dinosaur. My wingspan is up to 7 metres.

Brachiosaurus
150 - 145 MYA
I am a herbivorous dinosaur and the largest dinosaur that ever lived.

Tyrannosaurus
67 - 65 MYA
I am a carnivorous dinosaur, with my powerful jaws I can eat 100 kg of meat in one bite.

Tryceratops
68 - 65 MYA
I am a large herbivorous dinosaur with three horns on my head.

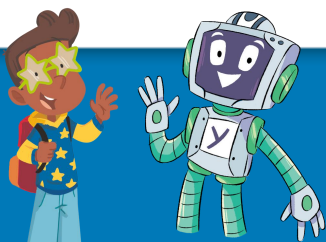
ROAR

I AM A CARNIVORE.
I WALK ON 2 LEGS.
I HAVE POWERFUL JAWS.
I HAVE SMALL ARMS.
I AM A _____

I AM A HERBIVORE.
I WALK ON 4 LEGS.
I HAVE 3 HORNS ON MY HEAD.
I AM A _____

I AM A CARNIVORE.
I HAVE A POINTED BEAK.
I CAN FLY.
I AM A _____

CLIL - HISTORY
Obiettivi: Conoscere le caratteristiche dei dinosauri
Sapere leggere la linea del tempo



HELLO WORLD



YOUNG ACTIVISTS FOR HUMAN RIGHTS

• Listen and read. **1**

Malala Yousafzai is a young Pakistani activist who fights for the right to education. She speaks all around the world about why it's important for girls to go to school.

In 2008, she started protesting because the Taliban government was closing girls' schools in her area.

In 2012, Malala survived when the Taliban tried to hurt her.

In 2014, she won the Nobel Peace Prize. She is the youngest person ever to receive this prize. Malala shows us that even kids can do big things to make the world better.

MALALA YOUSAFZAI

"One child, one teacher, one book and one pen can change the world."
(Speech at the United Nations - 12th July 2013)

MALALA FUND

Nicolò Govoni

Nicolò Govoni is an Italian writer and a human rights activist. He began his first mission at the age of 20 in a small village in India helping children in an orphanage. Then he went to the island of Samos, Greece, where he coordinated an education programme for refugee children escaping the wars in Syria and Afghanistan. He is dedicating his life to supporting and protecting minors' rights.

MALALA FUND

CLIL - CIVICS
Obiettivi: Sensibilizzare alla difesa dei diritti umani

• Who is speaking? Write M (Malala) or N (Nicolò).

I AM ITALIAN.

I WON THE NOBEL PEACE PRIZE IN 2014.

I FOUNDED THE "STILL I RISE" ORGANISATION.

I SURVIVED AN ASSASSINATION ATTEMPT.

I SUPPORT GIRLS' EDUCATION.

I HELP REFUGEE CHILDREN.

• Do you know other human rights organisations? Do some research in groups and discuss in class.

Amnesty International

United Nations

International Red Cross

Unicef

CLIL - TECHNOLOGY Life skills: Critical thinking, empathy
Obiettivi: Conoscere il ruolo del graphic designer

Working with computers: the GRAPHIC DESIGNER

• Listen and read. **5**

Being a graphic designer is exciting! You can use computers every day and it can be a fun job.

Graphic designers create visual elements for books, magazines, advertisements, logos and websites.

WHAT ARE THEIR QUALITIES?

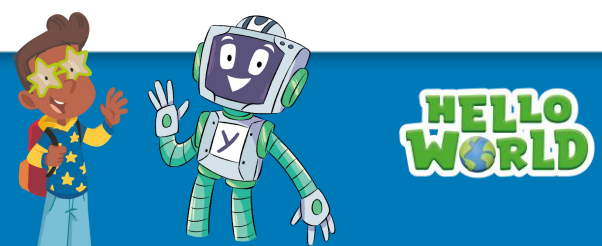
Graphic designers are talented people with an eye for detail and creative mind.

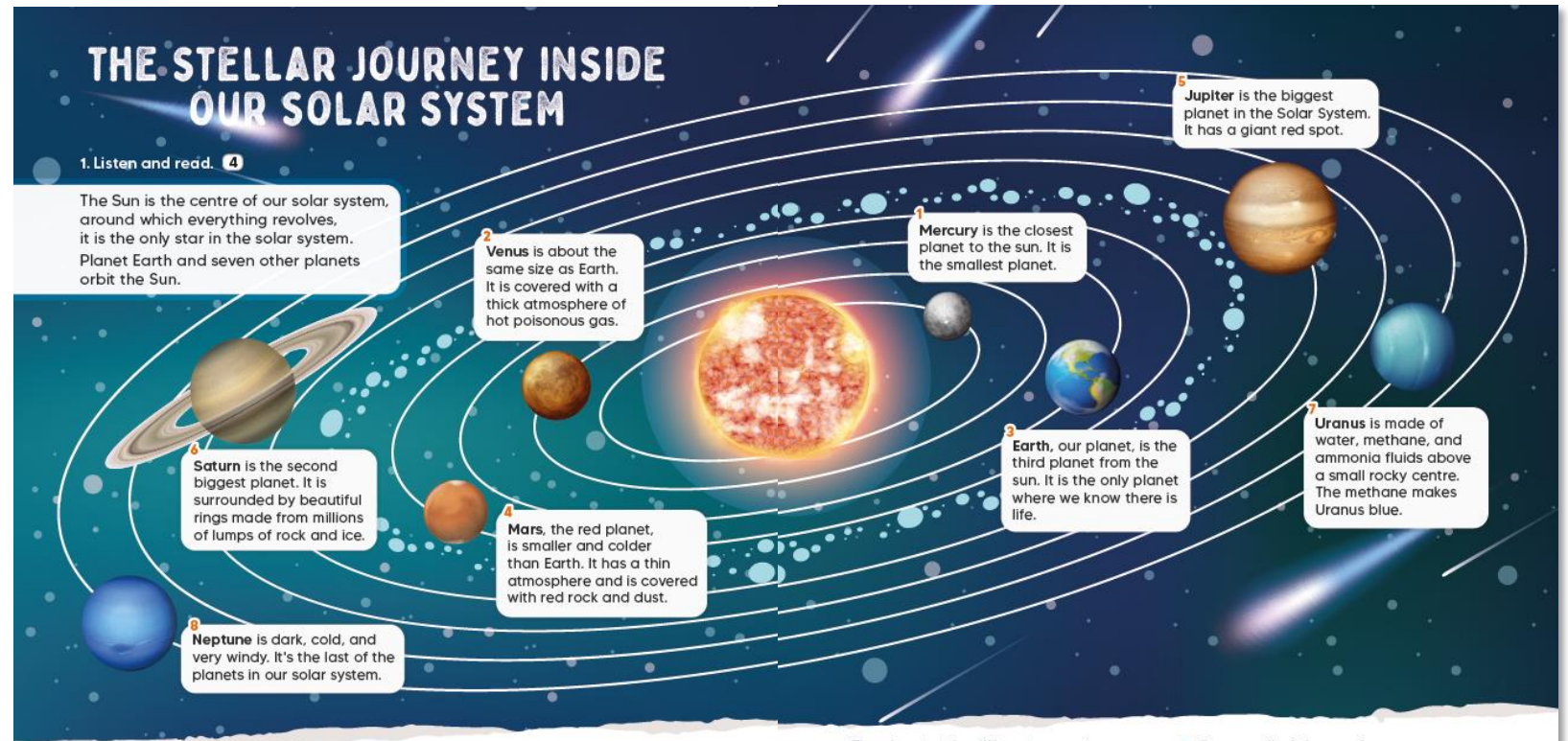
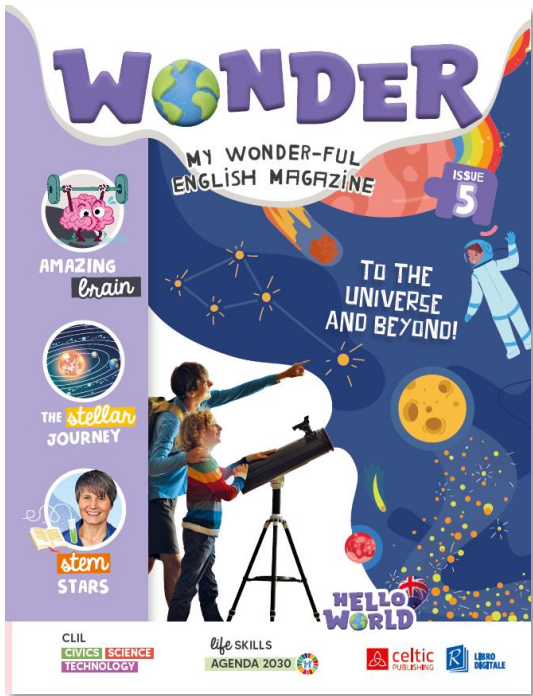
THIS IS ILARIA AND ALESSIA, THEY ARE YOUR ENGLISH BOOK'S GRAPHIC DESIGNERS!

Your textbooks are made by graphic designers and your English book, too! Do you want to know more? Let's discover!

THEY DESIGN EACH PAGE, ACCORDING TO THE AUTHOR'S IDEAS.

CLIL - TECHNOLOGY Obiettivi: Conoscere il ruolo del graphic designer





THE STELLAR JOURNEY INSIDE OUR SOLAR SYSTEM

1. Listen and read. 4

The Sun is the centre of our solar system, around which everything revolves, it is the only star in the solar system. Planet Earth and seven other planets orbit the Sun.

2 Venus is about the same size as Earth. It is covered with a thick atmosphere of hot poisonous gas.

1 Mercury is the closest planet to the sun. It is the smallest planet.

5 Jupiter is the biggest planet in the Solar System. It has a giant red spot.

6 Saturn is the second biggest planet. It is surrounded by beautiful rings made from millions of lumps of rock and ice.

4 Mars, the red planet, is smaller and colder than Earth. It has a thin atmosphere and is covered with red rock and dust.

3 Earth, our planet, is the third planet from the sun. It is the only planet where we know there is life.

7 Uranus is made of water, methane, and ammonia fluids above a small rocky centre. The methane makes Uranus blue.

8 Neptune is dark, cold, and very windy. It's the last of the planets in our solar system.

2. Who am I? Complete.

1. I am the closest planet to the Sun. _____
2. I am the "red planet". _____
3. I have a giant red spot. _____
4. The methane makes me blue. _____
5. I have beautiful rings. _____
6. People live on me. _____

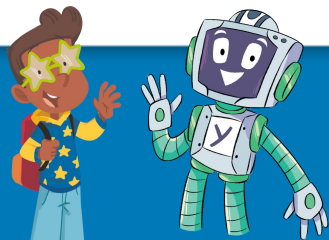
The planets take different amounts of time to orbit around the Sun. Look at the chart.

1	Mercury	88 days
2	Venus	225 days
3	Earth	365 days
4	Mars	687 days
5	Jupiter	12 years
6	Saturn	29 years
7	Uranus	84 years
8	Neptune	165 years

3. Can you find the numbers on the chart? Match them.

- two hundred and twenty-five
- eighty-eight
- one hundred and sixty-five
- eighty-four
- six hundred and eighty-seven
- three hundred and sixty-five
- twelve
- twenty-nine

8 CLIL - SCIENCE
Obiettivi: Conoscere il sistema solare



HELLO
WORLD



Regno Unito Paesi di lingua inglese

Come Y fa viaggiare i protagonisti del libro nel tempo e nello spazio, in queste pagine, grazie al virtual tour con Google Earth, i nostri alunni viaggeranno nelle nazioni presentate, in un viaggio tra geografia, festività, usi e costumi.

ENGLISH SPEAKING countries **CANADA**

1. Read the fact file, then write a text in your exercise book.

CAPITAL CITY: Ottawa
POPULATION: 38 million people
OFFICIAL LANGUAGES: English, French
CURRENCY: Canadian dollar
OTHER IMPORTANT CITIES: Toronto, Vancouver, Montreal
BORDERS WITH: the Atlantic Ocean to the east, the Pacific Ocean and Alaska to the west, the Arctic Ocean to the north, the USA to the south
CONTINENT: North America

DID YOU KNOW?
 THE CANADA-UNITED STATES BORDER IS THE LONGEST INTERNATIONAL BORDER IN THE WORLD.

2. Listen and read. (97)
 Canada is a huge country, the second largest country in the world, after Russia.

Canada is renowned for its breathtaking landscapes, including the Rocky Mountains, Niagara Falls, and vast forests: 10% of the world's forests are in this country.

The maple leaf is the national symbol. It's featured on the Canadian flag.

The beaver is another iconic symbol of Canada. It's Canada's national animal.

3. Read and tick true (T) or false (F). Rewrite the false sentences in your exercise book to make them true.

- The capital city of Canada is Toronto. **T F**
- Canada is a small country. **T F**
- Canada has got two official languages. **T F**
- The oak leaf is the Canadian national symbol. **T F**
- The beaver is a symbol of Canada. **T F**
- In Canada there are lots of forests. **T F**

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31ST OCTOBER **celebrating HALLOWEEN in Canada**

4. Listen and complete. (98)

superheroes apples pumpkins treat costumes

As the leaves change colour and the air gets crisp in Canada, children prepare for Halloween.

There are many similarities in how Halloween is celebrated in Europe and Canada, such as decorating houses and gardens with carved and other spooky items and going trick-or-treating.

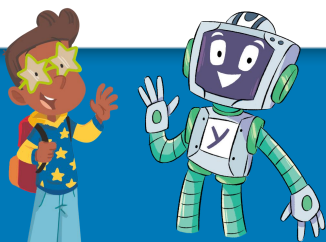
However, there are some customs exclusive to this country.

In Canada, kids not only dress up in monster, witch and vampire, but also as, animals, or any other character.

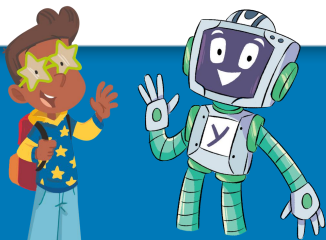
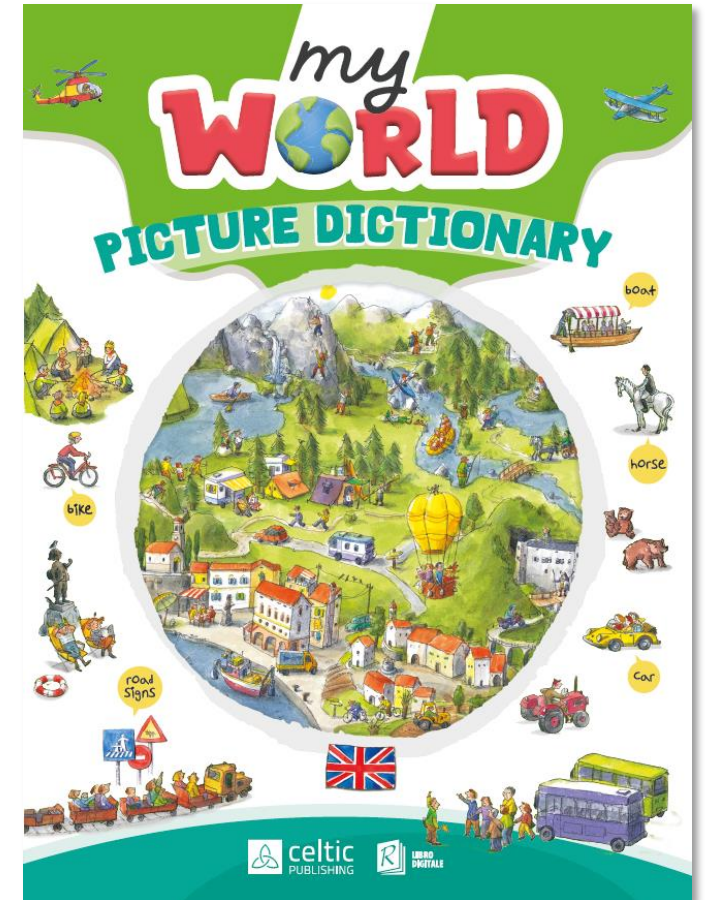
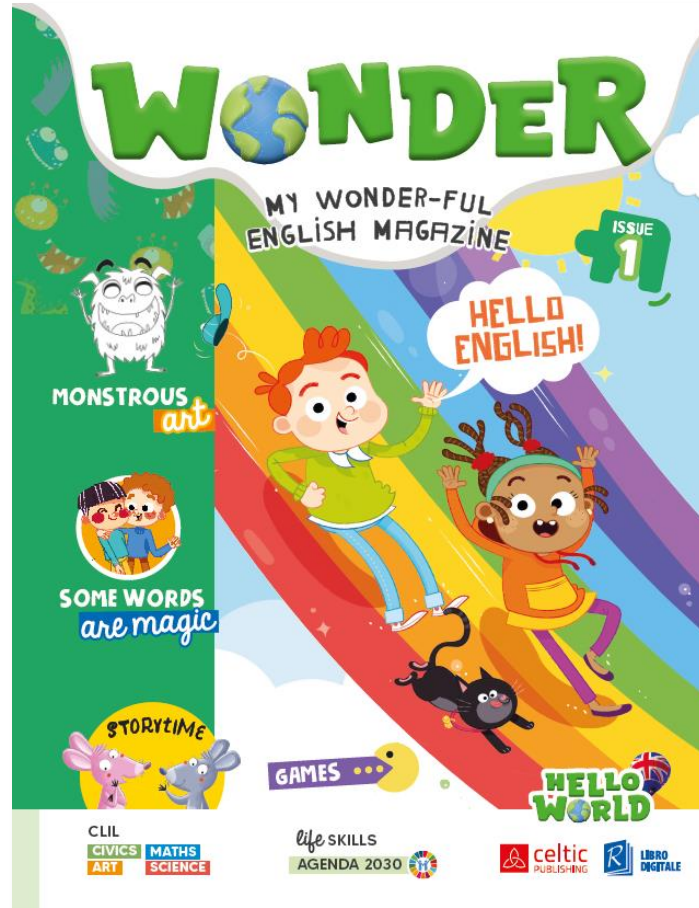
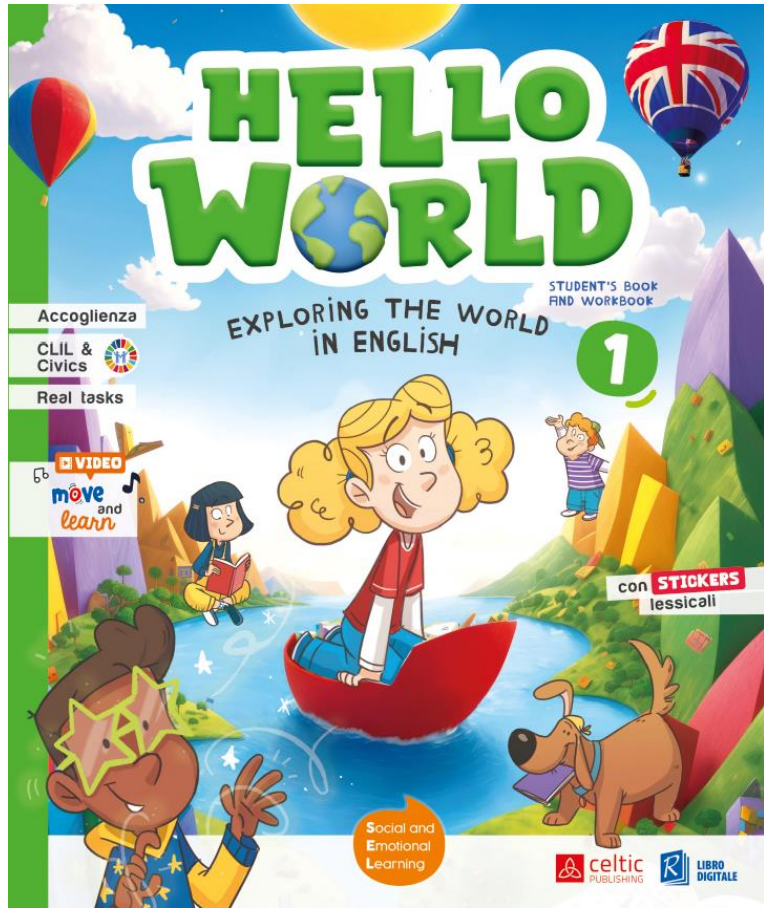
Halloween becomes a kind of carnival where everyone has fun together!

One of the most characteristic traditions of the Canadian Halloween is "apple bobbing". It involves picking out of a container full of water with your mouth. Apples are also part of another Canadian custom, in some parts of the country, children sometimes say "Halloween apples" instead of "trick or".

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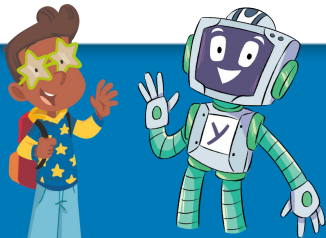
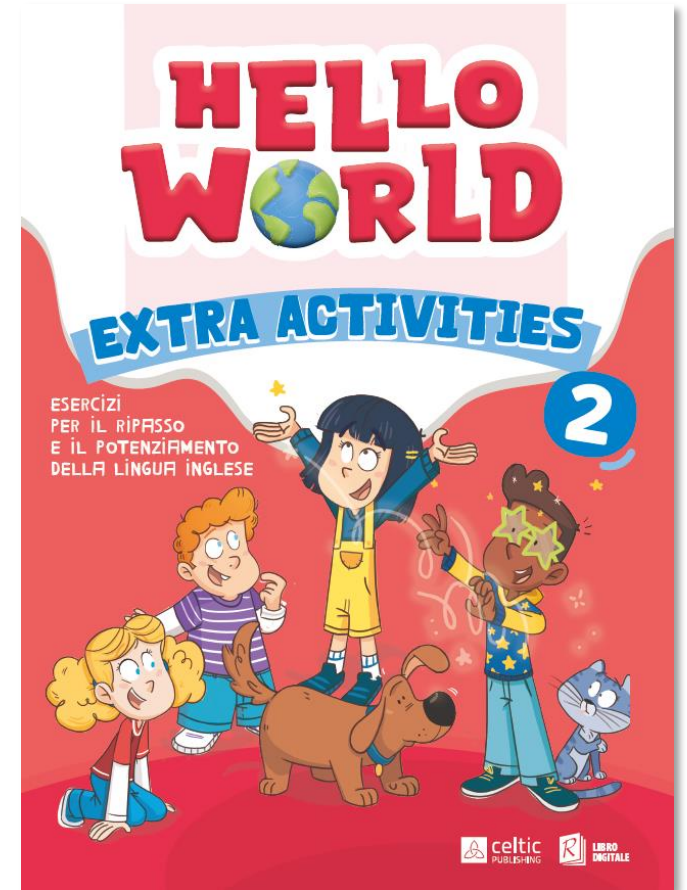
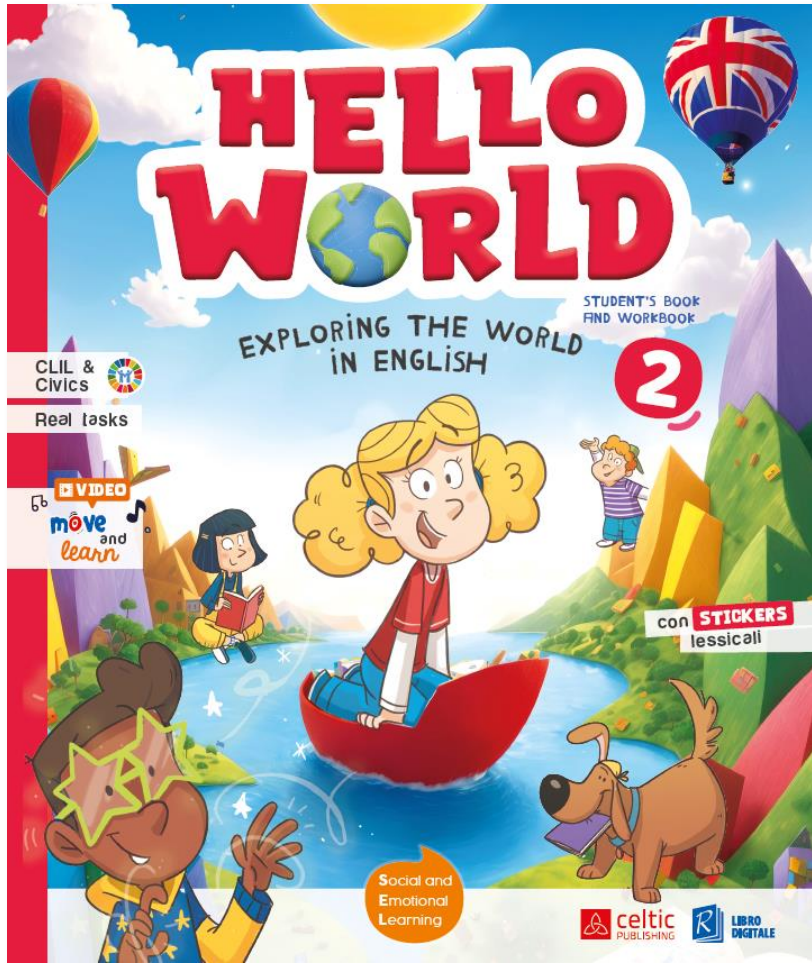


HELLO WORLD



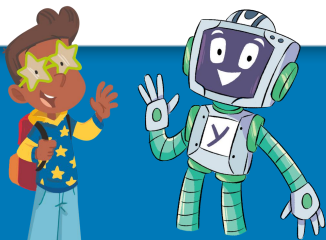
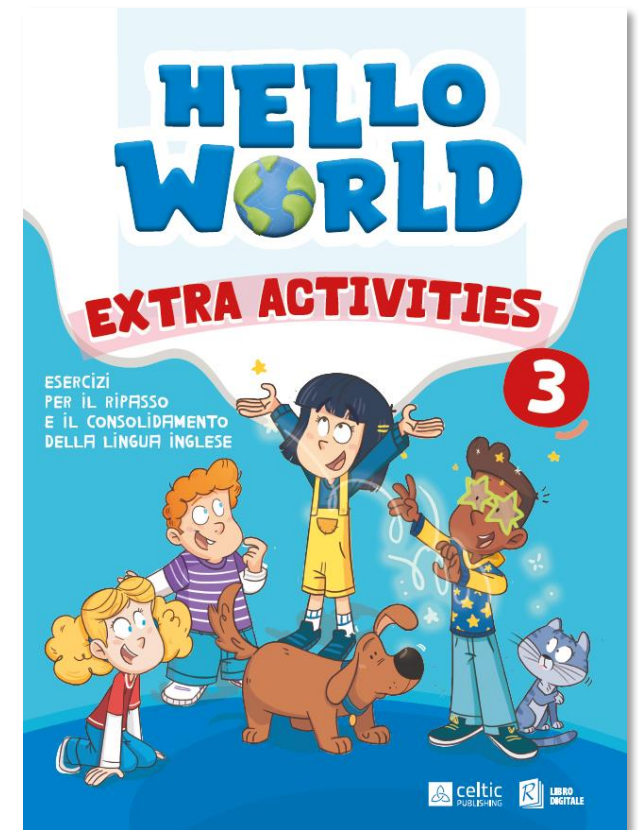
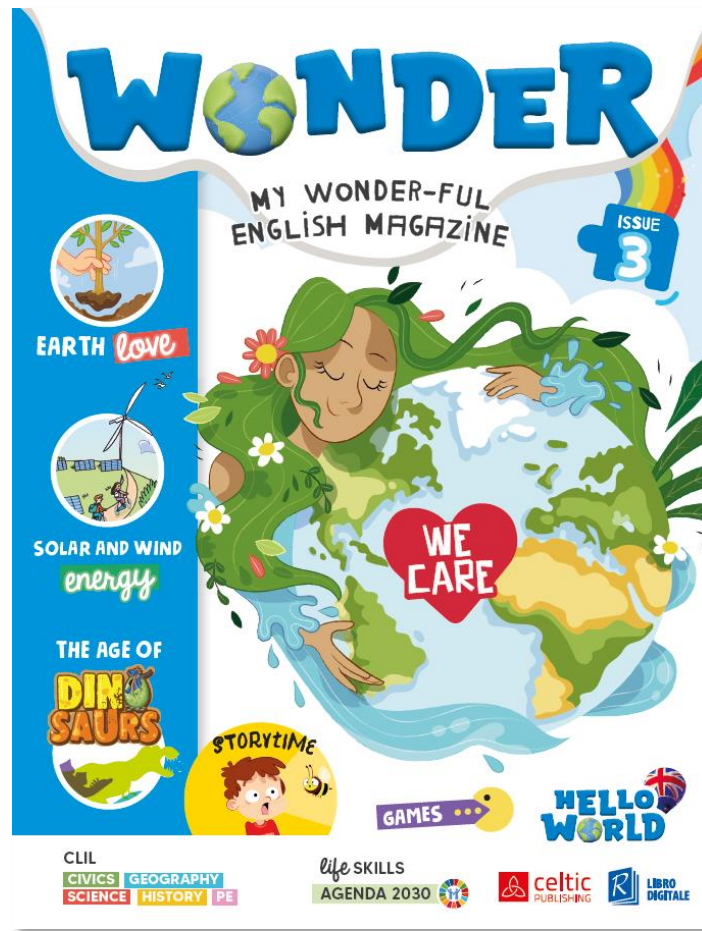
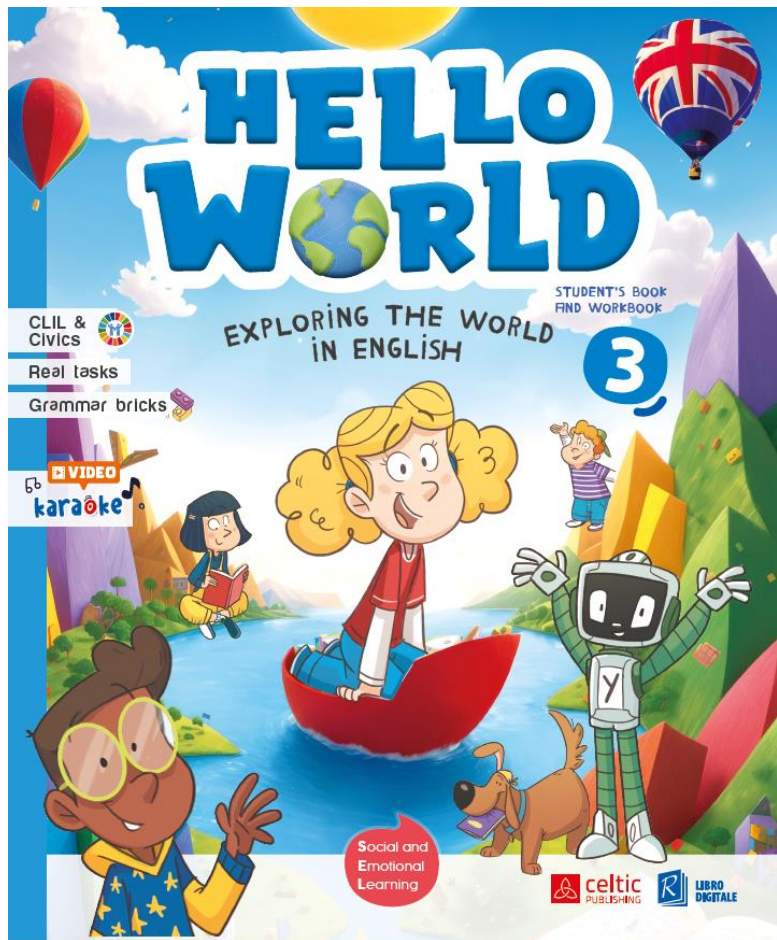
**HELLO
WORLD**

celtic
PUBLISHING



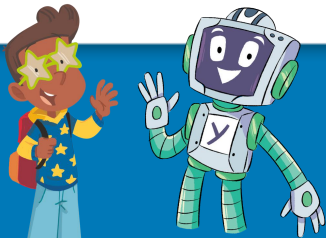
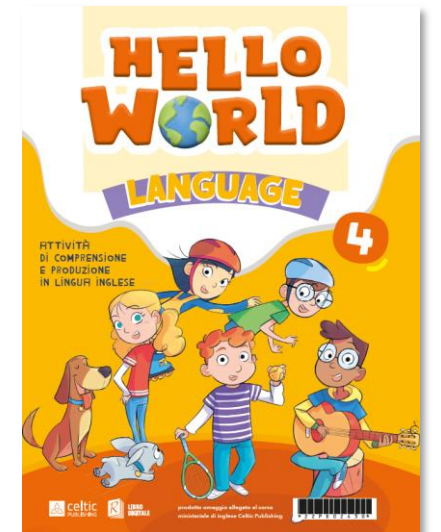
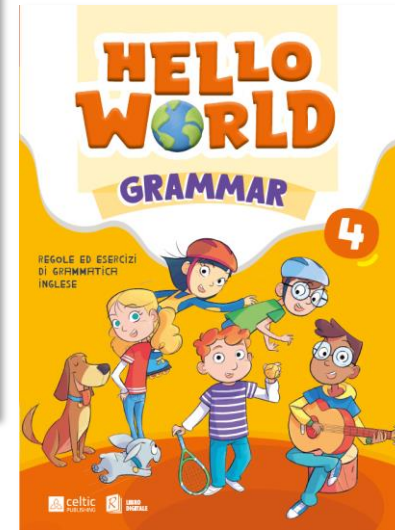
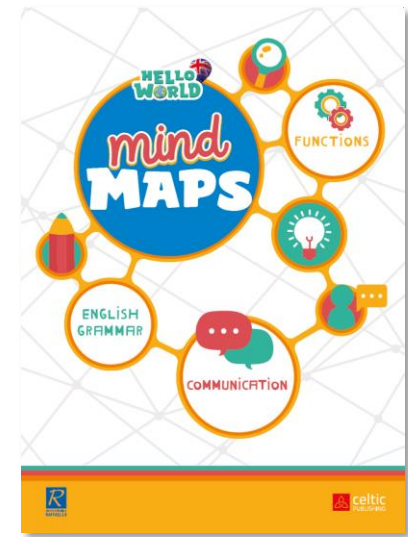
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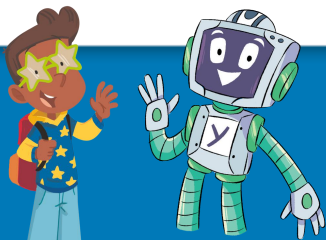
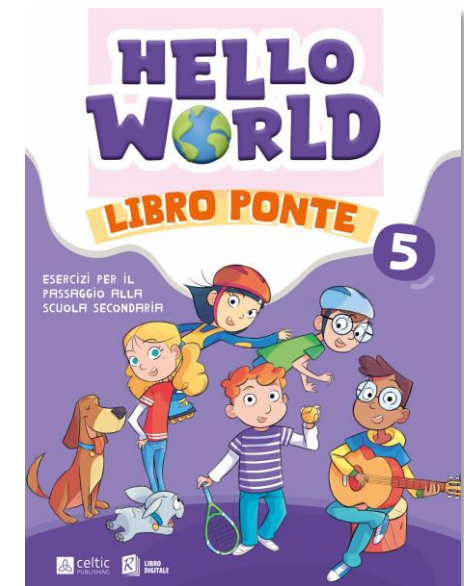
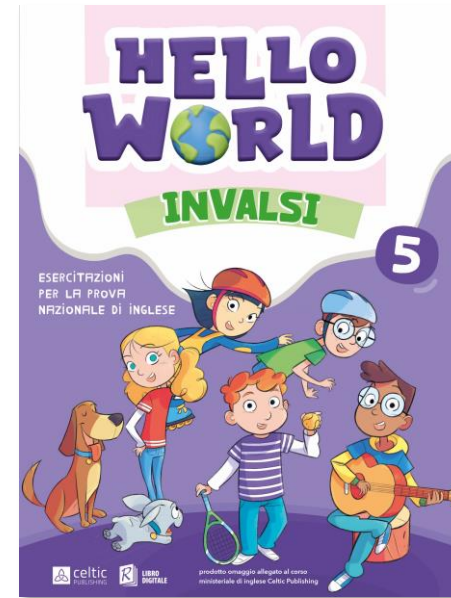
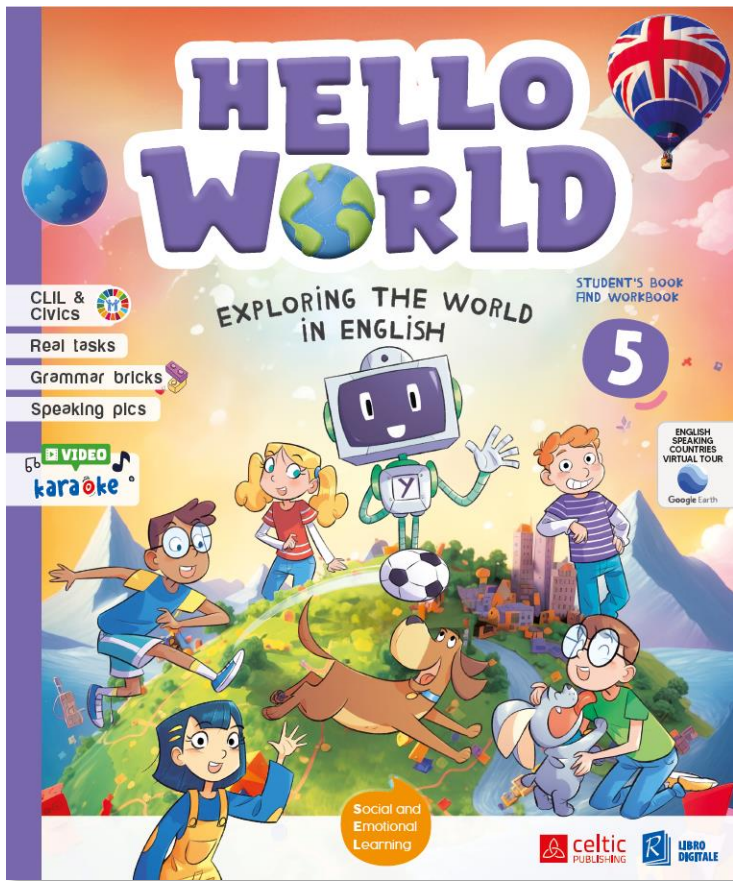
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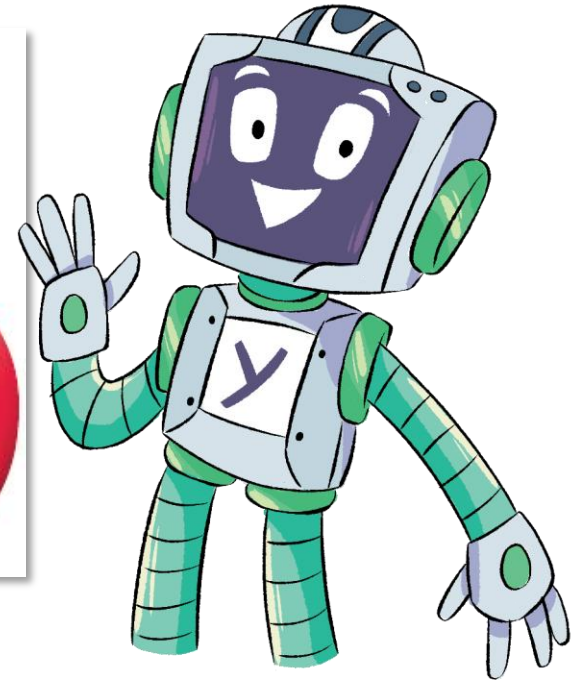
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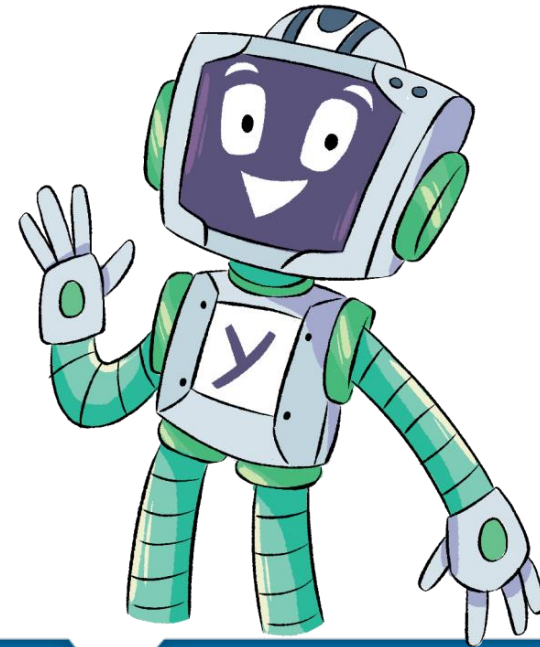
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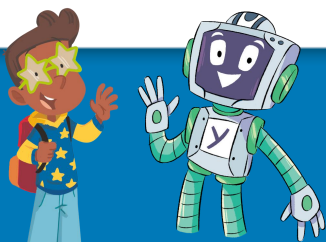
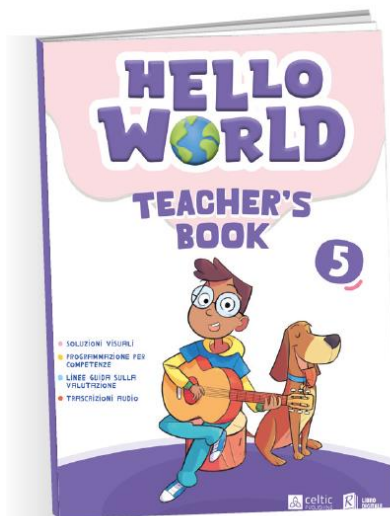
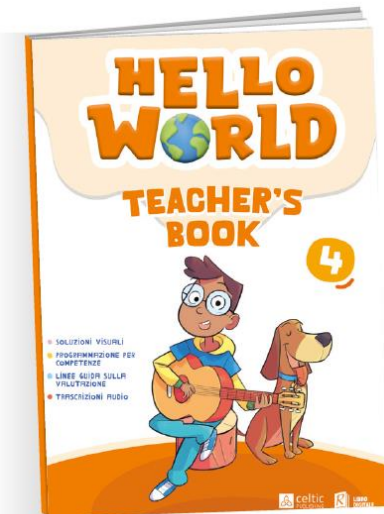
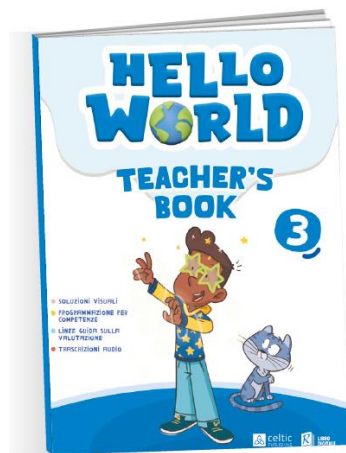
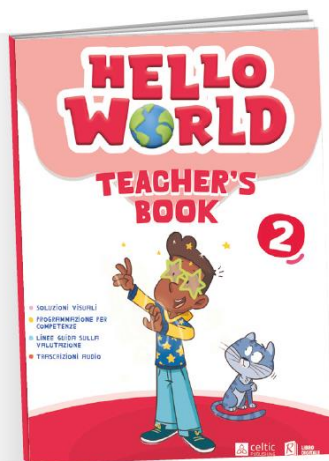
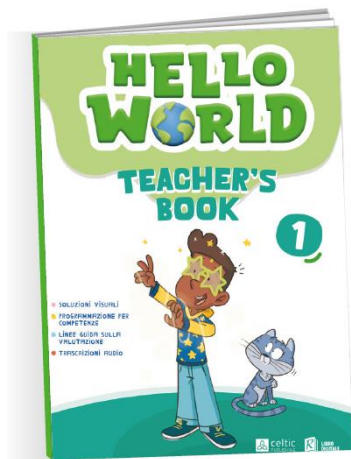


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TEACHER'S PACK

- 5 guide didattiche al corso
- Poster attivo di educazione civica
- Flashcards e posters
- 2 Test di valutazione anche in versione facilitata
- *Everybody in* - schede inglese facile
- **Formazione e assistenza didattica:** incontri formativi, approfondimenti didattici, risorse e materiali sul portale celticpublishing.com



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<i>Relationship skills</i>	<i>Social awareness</i>
Set up an appreciation box in your classroom	When students finish talking, thank them for sharing.
Activities in which students have to take turns	Demonstrate empathy by saying things like, <i>I hear you, I would feel that way as well, I'm sorry you had to deal with this</i> , etc.
Activities in which students have to work in small teams	Tell them they are not alone and offer help.
Plan activities in which students learn to listen attentively to others Encourage them to ask for help	Encourage other students to give them positive feedback, too, to demonstrate empathy and compassion for their classmates.
<i>Self-awareness</i>	<i>Self-management</i>
Journaling	Mindfulness activities
Role-playing	Journaling
Visualisation	Mandala colouring
Circle-time discussion	Yoga, go for a walk, time for self-care

<i>Responsible decision-making</i>
Encourage critical thinking and reflection
Encourage self-assessment and self-correction
Help students understand their rights and responsibilities as members of a community

