

ENGLISH STEP 8

LIVELLO B1+



IN CONTINUITÀ CON IL PRECEDENTE STEP 7, QUESTO MODULO COSTITUISCE IL CONSOLIDAMENTO E POTENZIAMENTO DEL LIVELLO "INTERMEDIO" E TI CONDURRÀ AD UN PRIMO LIVELLO DI AUTONOMIA LINGUISTICA NEI CONTESTI TIPICI DEL QUOTIDIANO:

AL TERMINE DEL CORSO, SE VORRAI POTRAI CERTIFICARE IL LIVELLO RAGGIUNTO SOSTENENDO LA PROVA OXFORD TEST OF ENGLISH, L'UNICA CERTIFICAZIONE SVILUPPATA DALLA PRESTIGIOSA UNIVERSITÀ DI OXFORD.

RICCO E VARIEGATO, IL PROGRAMMA È STATO PRODOTTO IN COLLABORAZIONE CON LA BBC, DI CUI PROPONE CONTENUTI AUTENTICI.



**CORSO IN PRESENZA, CON
MATERIALI DIGITALI ORIGINALI
VIDEO - ASCOLTI - ATTIVITÀ INTERATTIVE**

**B B C
STUDIOS**

ISCRIVITI



| LESSON | GRAMMAR/FUNCTION | VOCABULARY | PRONUNCIATION | READING | | LISTENING/VIDEO | SPEAKING | WRITING |
|---------------|--------------------------------------|--|---|--|---|--|---|--|
| UNIT 1 | | | | | | | | |
| 5A | Fake news p56 | Relative clauses | News and social media | <i>wh-</i> | Read an article about real and fake news FUTURE SKILLS Critical thinking | | Retell a news story | |
| 5B | Newsmakers p59 | Reported speech | Social issues; the environment | silent letters FUTURE SKILLS Self-management | | Listen to a podcast about young people in the news FUTURE SKILLS Social responsibility | Present a campaign to solve a local problem | Write an online comment offering a solution to a problem |
| 5C | Good news p62 | How to ... give and respond to personal news | Events and occasions | Intonation to exaggerate feelings | | | Share good and bad personal news MEDIATION SKILLS Agree on a plan | |
| 5D | The future of news p64 | <i>will, might and be going to</i> for predictions | | | | B B C Street Interviews about types of news | Plan and present an idea for a news app | Write a webpage about a news app |
| UNIT 2 | | | | | | | | |
| 6A | The two Pablos p68 | <i>Used to</i> | The arts; the arts: people, places, things | <i>Used to</i> | Read an article about Pablo Picasso and Pablo Casals | | Talk about a hobby you used to have | |
| 6B | Be creative p71 | Comparatives and superlatives | Creativity: word building FUTURE SKILLS Creativity | Word stress in word families | | Listen to four people talking about creativity | Discuss ways to become more creative | Write a review |
| 6C | Why do you think that? p74 | How to ... ask for and give opinions and reasons | Extreme adjectives | Intonation for expressing opinions | | | Discuss your favourite things in art and media FUTURE SKILLS Critical thinking MEDIATION SKILLS Agree on a book to read for a book club | |
| 6D | An artist at work p76 | Present perfect + <i>for, since</i> and <i>yet</i> | | | | B B C Documentary <i>What do artists do all day?</i> | Nominate someone for a creative genius award | Write a nomination for an award |
| UNIT 3 | | | | | | | | |
| 7A | Good tourists p80 | First and second conditionals | Travel and tourism | Contractions | Read an article about responsible tourism | | Discuss solutions to problems with tourism FUTURE SKILLS Social responsibility | |
| 7B | Globetrotters p83 | Quantifiers | New experiences; the natural world | Emphasising quantity | | Listen to someone talking about moving to Brazil | Talk about new experiences | Write a description of an experience |
| 7C | You must see ... ! p86 | How to ... make and respond to recommendations | Describing places | Sounding enthusiastic FUTURE SKILLS Communication | Read a travel guide for Shanghai | Listen to a conversation about visiting Shanghai | Talk about a place and make recommendations MEDIATION SKILLS Tell someone useful information | |
| 7D | Go solo? p88 | Reflexive pronouns | | | | B B C Street Interviews about travelling | A discussion about travel | Write an essay about why we travel |
| UNIT 4 | | | | | | | | |
| 8A | Doers and dreamers p92 | <i>Can, could, be able to</i> | Practical abilities; abilities: phrasal verbs | Weak forms of <i>can, could</i> and <i>be able to</i> | | Listen to four people talking about their practical skills | Ask and answer questions about your abilities | Write an anecdote about learning a skill |
| 8B | Video everywhere p95 | Active and passive | Video collocations; technology 1 | Emphasising important information | Read an article about uses of video | | Plan or present a video or video channel FUTURE SKILLS Creativity | |
| 8C | Help! p98 | How to ... describe a problem and make recommendations | Technical problems; technology 2 | Contrastive stress | | Listen to three conversations about technical problems | Roleplay two conversations about technical problems MEDIATION SKILLS Make instructions easier to understand | |
| 8D | A gifted learner p100 | <i>-ing</i> form | | | | B B C Documentary <i>Inside the Human Body</i> | Discuss the best ways to learn a language | Write a forum comment about language learning |