

Guida di accesso alle risorse digitali



Guida all'accesso delle risorse digitali

Gentile cliente, questa guida vuole essere uno strumento di facile utilizzo per accedere alle risorse digitali contenute all'interno della piattaforma di Macmillan Education:

www.macmillaneducationeverywhere.com.

A seconda delle risorse incluse nel corso da lei scelto in adozione, potrà decidere di visualizzare direttamente la pagina e/o la sezione che le interessa, cliccando sulla icona del menù. All'interno di questa guida, illustreremo come esempio le risorse relative al corso *Optimise*. I nostri corsi possono includere risorse digitali con alcune differenze.

Ad esempio, *Optimise Student's Premium pack* comprende, tra le varie risorse, l'accesso all'eBook per lo studente (e al Digital Student's Book per il docente).

In Company 3.0, offre accesso ad un'ampia scelta di risorse digitali ma non include il *Test generator*. La invitiamo a conoscere l'offerta digitale dei nostri libri di testo consultando il catalogo di Macmillan Education Italy.

All'interno della piattaforma Macmillan Education Everywhere, troverà risorse relative ai seguenti corsi:

Tiger Time, Optimise, Gateway 2nd edition, Straightforward 2nd edition, Open Mind, Skillful 2nd edition, Straight to First & to Advanced, Ready for First, Advanced & IELTS, In Company 3.0, In Company 3.0 ESP series.

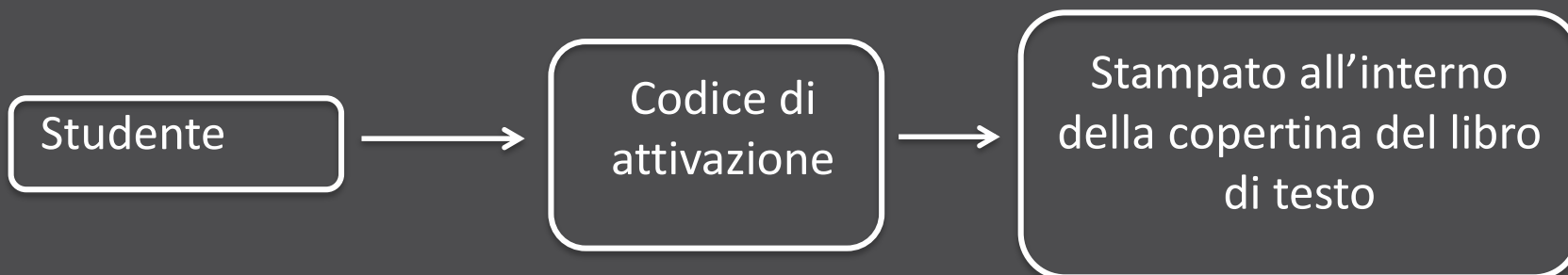
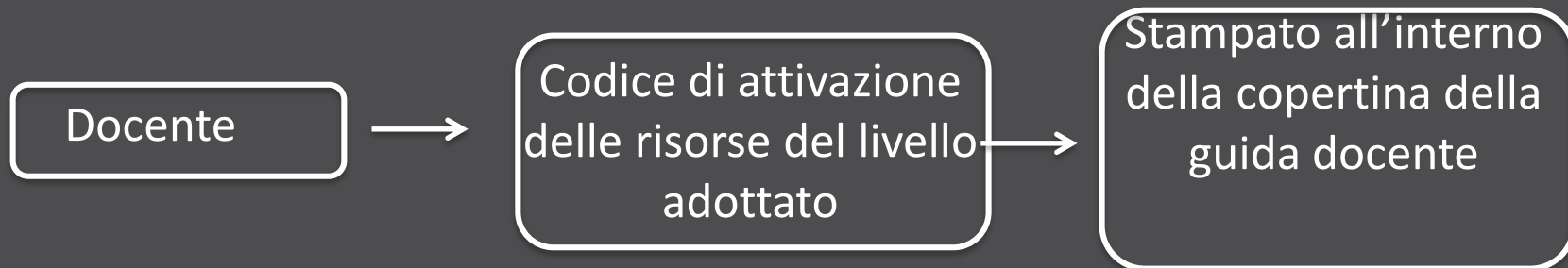
Risorse digitali

The screenshot shows a digital content library interface. At the top, there is a folder icon and the text "Your content". Below this, there is a header bar with "B1" and a minus sign. The main area lists several digital resources, each with an icon, a title, and action buttons (View and Download). The resources are:

- Presentation Kit: Student's Book (View, Download)
- Presentation Kit: Workbook (View, Download)
- Online Workbook (View)
- Digital Student's Book (View, Download)
- Test Generator (View)
- Student's Book eBook (View, Download)
- Teacher's Resource Centre (View)

1. Registrazione
 - 1.1. [Codes](#)
 - 1.2. [Registration](#)
2. Materiale digitale per docente
 - 2.1. [Content](#)
 - 2.2. [Presentation Kits](#)
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 - 2.4. [Test Generator](#)
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3. Configurare la classe virtuale
 - 3.1. [Tracking your Students](#)
 - 3.2. [My Messages](#)
4. [Offline Access](#)
5. Creare la classe virtuale
 - 5.1. [Online Workbook](#)
 - 5.2. [eBook](#)
6. [Customer Care](#)

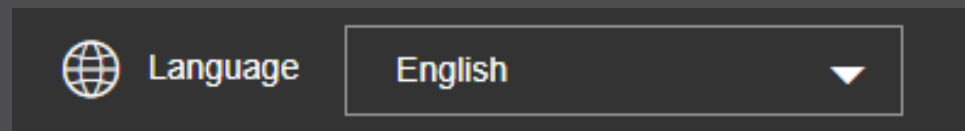
1.1. Codici di Accesso



1.2. Registrazione



www.macmillaneducationeverywhere.com



- Accesso a MEE e registrazione immediata;
- Istruzioni in inglese;
- Facile e veloce.



[Back to menu](#)

1.2. Registrazione



Already registered?

Log in to your Macmillan account.

Username

Password

[Forgot Username?](#)

[Forgot Password?](#)

Log in



Add new content

Activate a code to add more content.

Activate a code

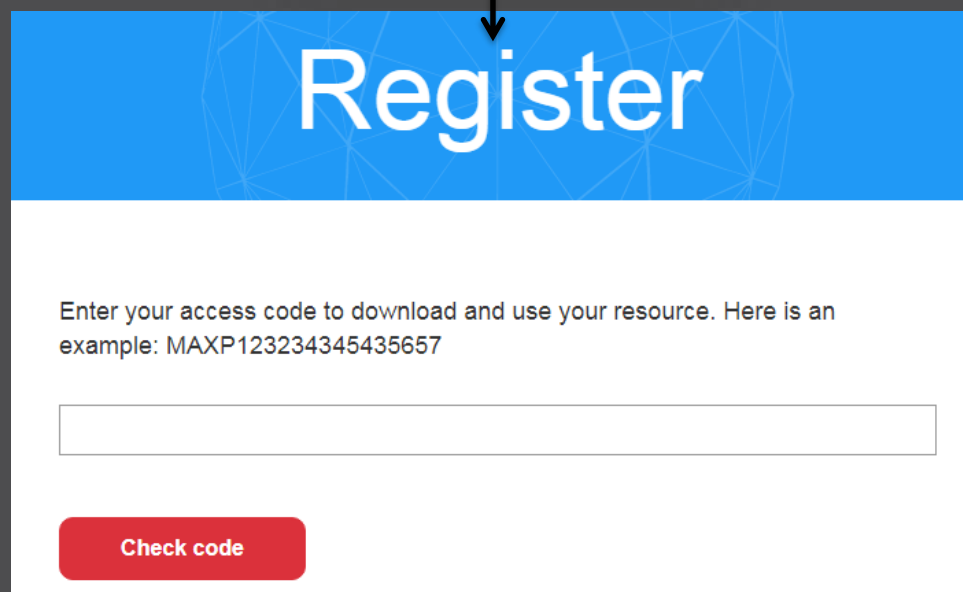
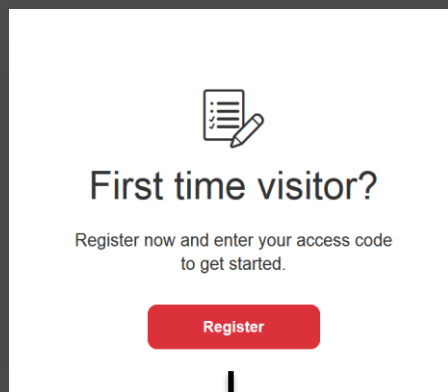
Se sei già in possesso di username e password perchè registrato in precedenza, dovrai solo:

- effettuare il *log in*;
- attivare il codice o i codici dei testi in adozione.



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1.2. Registrazione



Se non sei ancora registrato:

- a) inserisci il codice di attivazione;



1.2. Registrazione



First name

Last name

Country of residence

Date of birth
Day Month Year

If you are a minor in your country, please enter the email address of your parent, guardian or teacher.

Email address

Confirm email address

Please choose a username and password to log in to the site.

Username

Password

Confirm password

I agree to the [terms and conditions](#) and that my personal data is stored and processed in accordance with the [Privacy Policy](#) and [Cookies Policy](#).

- b) compila il modulo di registrazione;
- c) crea una *Username* e *Password* che utilizzerai ogni volta che vorrai accedere alla piattaforma e ai prodotti digitali di Macmillan Education.



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1.2. Registrazione

Date of birth

If you are a minor in your country, please enter the email address of your parent, guardian or teacher.

- Per registrazioni di studenti non maggiorenni, il sistema invierà una email di conferma all'indirizzo del genitore o di chi ne fa le veci, inserito in precedenza.



1.2. Registrazione



Your content

Optimise



Add new content

Activate a code to add more content.

Activate a code



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education

- Una volta completata la registrazione, potrai accedere alle risorse digitali.
- Se, ad esempio, hai bisogno di inserire più livelli di Optimise, seleziona *Add new content* e inserisci gli altri codici.
- Se vuoi visualizzare le risorse per lo studente, ti consigliamo di attivare comunque il codice per docente poichè include tutte le risorse disponibili.




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2.1. Materiale digitale per docente










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Your content

 Your content

B1 ⊖

-  Presentation Kit: Student's Book → View ☁ Download
-  Presentation Kit: Workbook → View ☁ Download
-  Online Workbook → View
-  Digital Student's Book → View ☁ Download
-  Test Generator → View
-  Student's Book eBook → View ☁ Download
-  Teacher's Resource Centre → View

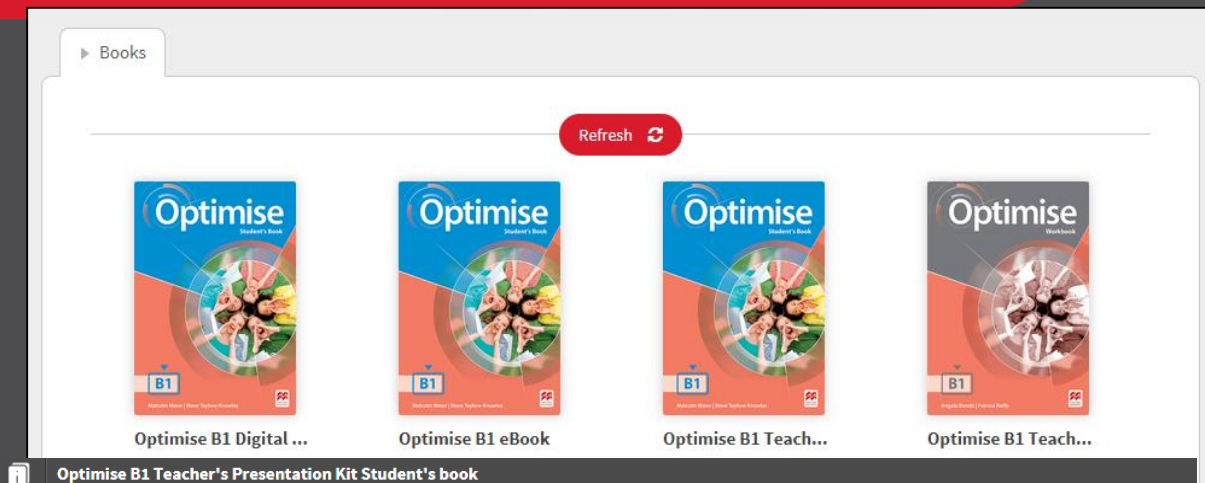
N.B. Online Workbook rimanda ad una pagina esterna a MEE. Vi potrebbe essere richiesto di inserire nuovamente i codici di accesso che avrete utilizzato per accedere alla piattaforma.



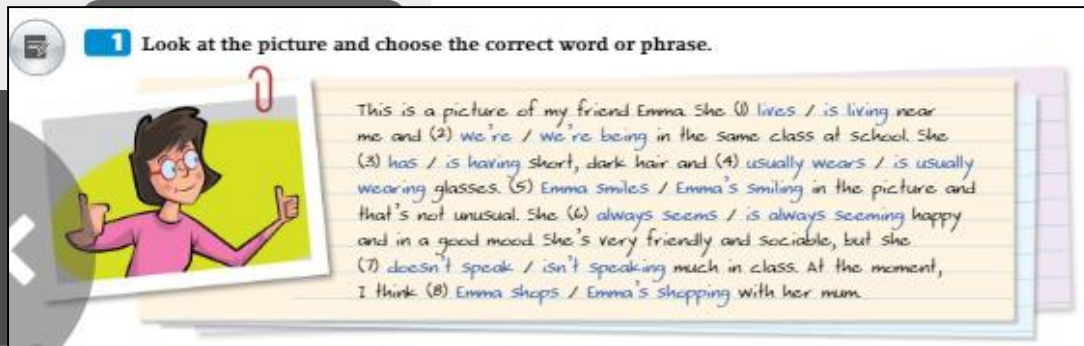
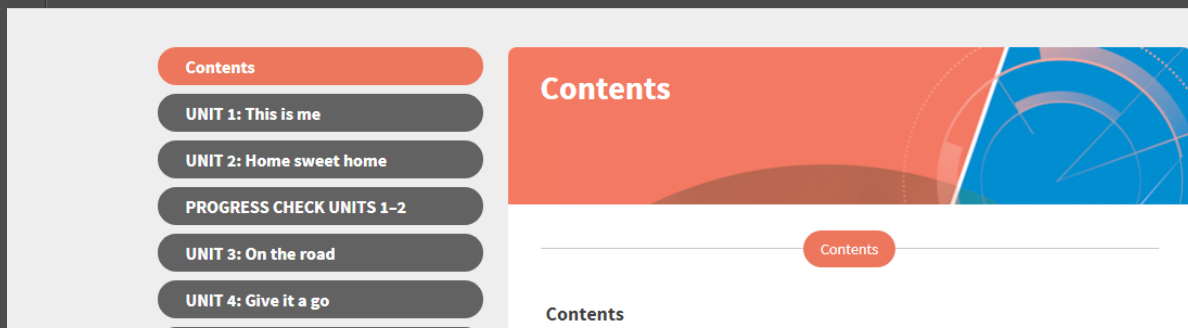
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2.2. Materiale digitale per docente

Teacher's Presentation Kit



- Presentation Kit del libro studente e eserciziario, dotato di tutti i materiali interattivi audiovisivi per una lezione dinamica e stimolante.



2.2. Materiale digitale per docente

Teacher's Presentation Kit

Pulsanti interattivi per ciascuna attività

Strumenti

Optimise B1 Digital Student's Book



1 GRAMMAR 1 | Present simple, present continuous, stative verbs

Grammar in context
Find these verbs in the text on page 5 and match each one with a description.

- 1 I draw people! _____
- 2 At the moment, I'm working on a TV documentary about ancient Egypt. _____
- 3 Forensic artists do need good drawing skills, of course. _____
- 4 Perhaps the witness says the criminal has curly hair. _____
- 5 These days, technology is developing very quickly. _____

a) a situation or action happening at the moment
b) a changing situation
c) a stative verb
d) a habit, routine and permanent situation
e) the emphatic present simple

REMEMBER

- We use the present simple for general truths and facts, habits, routines and permanent situations.
- We use the present continuous for descriptions of pictures, actions happening now and temporary or changing situations.
- Stative verbs are not usually used in the present continuous. Common stative verbs include: believe, hate, like, need etc.
- Some verbs can be stative or action verbs, depending on the meaning. Sam has red hair. (state)
Samia is having a haircut at the moment. (action)

▶ See Grammar reference, Unit 1, page 148

1 Look at the picture and choose the correct word or phrase.

This is a picture of my friend Emma. She (1) lives / is living near me and (2) we're / we're being in the same class at school. She (3) has / is having short, dark hair and (4) usually wears / is usually wearing glasses. (5) Emma smiles / Emma's smiling in the picture and that's not unusual. She (6) always seems / is always seeming happy and in a good mood. She's very friendly and sociable, but she (7) doesn't speak / isn't speaking much in class. At the moment, I think (8) Emma shops / Emma's shopping with her mum.

2 Look at the picture and put the verbs into the correct form. Use short forms where possible.

This is a picture of my friend Paulina. She (1) _____ (not / look) much like Emma – their hair (2) _____ (not / be) the same colour or length and Paulina (3) _____ (not / wear) glasses. Also, Paulina (4) _____ (not / smile) as much as Emma. She (5) _____ (often / seem) very serious, but in fact she (6) _____ (have / emphasise) a great sense of humour and (7) _____ (often / tell) really funny jokes! In the picture, she (8) _____ (wear) a green top. Paulina (9) _____ (love) cycling, so she (10) _____ (almost always / arrive) at school wearing her cycling helmet. Paulina's in the same class as Emma and me, but she (11) _____ (not / live) near me. Right now, I imagine Paulina (12) _____ (watch) something on YouTube.

3 Look at the two pictures again and write questions using the words and phrases given.

Example: Which girl / wear / pink top
Which girl is wearing a pink top?

- 1 Who / have / long hair
- 2 Emma / smile / in the photo
- 3 either of them / seem / shy
- 4 Paulina / usually / ride / a bike to school
- 5 Your own question:

4 In pairs, ask and answer the questions in Exercise 3. Use your imagination where appropriate.

6 ▶ Workbook Unit 1: Grammar 1, page 6, exercises 1, 2

VOCABULARY | Topic vocabulary | Word formation | Collocations

1 **1.02** Write a word from the box in each gap to complete the definitions. Listen and check.

creative | curious | dependable | friendly
generous | negative | polite | popular
serious | shy | unreliable

Someone who is ...

- 1 _____ is not enthusiastic about something.
- 2 _____ is imaginative, artistic and talented.
- 3 _____ wants to find out and learn about things.
- 4 _____ doesn't do what they say they will.
- 5 _____ is someone you can trust and rely on.
- 6 _____ is pleasant and helps other people.
- 7 _____ is liked by lots of people.
- 8 _____ gives a lot of their time to people.
- 9 _____ behaves in a very nice way.
- 10 _____ is very careful and doesn't laugh a lot.
- 11 _____ is nervous and embarrassed around people.

2 In pairs or as a group, discuss the difference in meaning between each pair of words in bold.

- 1 a friendly / popular person
- 2 a generous / polite person
- 3 a serious / shy person

Nouns with -ity / -ness

3 **1.03** Find four adjectives in the box which do not make nouns ending in -ity. Write their nouns in each gap. Listen and check.

creative | curious | dependable
friendly | generous | negative
personal | polite | popular
reliable | serious | shy

- 1 _____
- 2 _____
- 3 _____
- 4 _____

SAY IT RIGHT
Resource centre: Unit 1
/s/

4 Complete the words in the sentences.

- 1 I was surprised by my best friend's negativ_____ when I told him I wanted to live abroad when I'm older.
- 2 I don't find it easy to talk to new people because of my shy_____.
- 3 They're twins, but Susie's personal_____ is totally different from Annabel's.
- 4 My friend _____ with Corey is one of the most important relationships in my life.
- 5 Thanks to the genero_____ of your parents, we've bought some new equipment for the school's art room.
- 6 Just out of curio_____, why did you choose to get that hairstyle?

Collocations with adjectives

5 **1.04** Match 1-6 to a-f to make collocations. Listen and check.

- 1 big a) awake
- 2 fast b) voice
- 3 feel c) time
- 4 wide d) asleep
- 5 long e) trouble
- 6 deep f) small

6 Fill the gaps in the text with collocations from Exercise 5.

My best friend Leah's in (1) _____ again! The problem is she's so unreliable. She promised to babysit her neighbours' kids, but turned up half an hour late. Then, when Mr and Mrs Ghadiri got home, the kids were (2) _____ and playing, and Leah was (3) _____ on the sofa! Mr Ghadiri shouted at her in his (4) _____ and called her irresponsible. Leah said it made her (5) _____. I hope she's learnt her lesson, but I don't think they'll ask her to babysit again for a very (6) _____!

THINK RESEARCH | CULTURE | LEARN | ME

Look at the adjectives in exercise 1 again. Think about which three are the most important qualities in a friend for you.

▶ Vocabulary reference, page 162 ▶ Workbook Unit 1: Vocabulary, pages 6-7, exercises 1, 2

2.2. Materiale digitale per docente

Teacher's Presentation Kit

Grammar in context


Look at these sentences from the audio in the listening lesson on page 8. Decide if the word or phrase in capitals can replace the word or phrase in bold. Write 'yes' or 'no'.

- Both my parents work.
(BOTH OF) _____
- I don't know most people here.
(MOST OF) _____
- You can win a lot of money on every question – if you're clever!
(EACH OF THE) _____
- Not all of you will know who Josephine is.
(NOT ALL) _____


REMEMBER

- We use quantifiers to talk about numbers and amounts.
- Common quantifiers include: *all, both, each, enough, every, little, lots of, many, most, much, some, etc.*
- After *each* and *every* (but NOT *each of the*), we can use a singular countable noun: *Every student in my class is 14 years old.*
- After some quantifiers, including *all (of the)*, *both (of the)*, *each of the*, *lots of (the)*, *many (of the)*, and *most (of the)*, we can use a plural countable noun: *Many teenagers are shy.*
- After some quantifiers, including *little* and *much*, we can use an uncountable noun: *I haven't got much money on me.*
- Quantifiers with *of the* take a plural verb: *Most of the boys have short hair.* The exception is *each of the*, which takes a singular verb: *Each of the girls has long hair.*
- With some quantifiers, you need to use a different grammatical structure depending on the meaning. For example, *all* = generally (*All people breathe air.*), *all (of) + the* = specific (*All of the people in my class have a mobile phone.*).

▶ See Grammar reference, Unit 1, page 148


3  1.06 Listen to longer extracts of the conversations. For each question, choose the correct answer.

1 What job does Jared want to do when he's older?




A B C

2 What does Samantha agree to?




A B C

3 What does Robert have at the moment?



A B C

4 What is Josephine studying?




A B C

Flipped classroom

1  Watch the *Talk2Me* video and answer the questions.

- What is Jamie's favourite drink?
- How long have Angus and Jamie been friends?
- Is Maddy's drink bigger than Jamie's?

2  Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

PHRASE EXPERT

Yes, I've (studied English) for ... | My favourite (subject/sport) is definitely/probably ... | Well, (s)he's / it's ... | I don't have a lot of free time, but ... | I'd say I'm (friendly / quite tall)

3 In pairs or as a group, answer the questions.



- How much personal information do you put on social media, such as Facebook?
- How do you feel about answering personal questions about yourself?

Differenti tipologie di attività e strumenti:

• Video;

• Audio;

• Esercizi interattivi;

• Finestre *pop-up* con specchietti esplicativi su *grammar in context*, lessico, *writing* e *irregular verbs*.



Teacher's Resource Centre



Teacher's Resource Centre



Worksheets and videos

→ View



Scripts and answer keys

→ View



Exam mapping

→ View



Class and Workbook audio

→ View



Tests

→ View



2.3. Materiale digitale per docente: Video, lezioni correlate e risorse.



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- Verifiche a doppio livello di difficoltà.
- Soluzioni.
- Video, audio scaricabili.
- Lezioni su *CLIL*, *Culture*, *Everyday English*, *Grammar/Lexis/Pronunciation*

Worksheets and videos

- B1 Worksheets
ZIP | 103.1MB [Download]
- B1 Videos
ZIP | 345.7MB [Download]
- Optimise your vocabulary [View]
- Optimise your grammar [View]
- Talk2Me video [View]
- Say it right pronunciation [View]
- CLIL
- Culture
- Grammar communication
- Everyday English
- Preliminary (PET) for Schools Speaking Test video
- Wordlists

Unit 1
Standard
Present simple, present continuous, stative verbs
Exercise 1
1 f 2 d 3 e 4 a 5 b 6 c
Exercise 4
1 a number/a lot
2 little information
3 student has
4 a few clubs
5 Few teenagers
Unit round-up

1 OPTIMISE YOUR VOCABULARY | Standard B1

Words connected with personality

1 Choose the correct words.

- 1 Rowan is a **popular** / **negative** girl with lots of friends.
- 2 Don't worry Alan will be here – he's very **dependable** / **creative**.
- 3 The teachers here are very **curious** / **friendly** with the students.
- 4 Johnny's very **unreliable** / **creative** – he's always making something with his hands.
- 5 Remember to be **dependable** / **polite** – to say 'please' and 'thank you' to people.
- 6 It's very **serious** / **generous** of you to buy me such an expensive present.

Collocations with adjectives

4 Write one word in each gap. The first letter has been given.

- 1 'Are you asleep?' 'I was, but I'm w_____ awake now.'
- 2 We have been friends for a l_____ time.
- 3 When I am f_____ asleep, I never hear my phone.
- 4 Billy's got a very d_____ voice – he sounds a lot older than he is!
- 5 I didn't do my homework and now I'm in b_____ trouble.
- 6 Sonja made me feel s_____ when she said I was unreliable – in front of everyone.

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2.4. Materiale digitale per docente: *Test Generator*

Creare una nuova verifica:

- Scegli il livello di difficoltà tra *Alto* o *Standard*.
- Seleziona l'unità e le abilità che vuoi verificare: *Grammar, Vocabulary, Use of English, Reading, Writing, Listening and Speaking*.
- Seleziona le domande da un menù precompilato.
- Aggiungi o rimuovi con un *click*.
- Fila A e B: scegli e assembla in maniera differente l'ordine delle domande.
- Stampa la tua copia con le soluzioni.

Test Generator - Optimise B1
Optimise ?

Create a new test ← Back to main menu

Test name Preview Save

Optimise B1		Total exercises	0
Unit 1 HIGHER	Select questions <input type="radio"/> one by one <input type="radio"/> randomly	Unit exercises	0
Listening		Section exercises	0

Select question below


Listen to people speaking in five different situations. For each situation, choose the correct answer.


1 What are the speakers doing?
 A introducing themselves B giving a birthday present C identifying


2 What is the boy talking about?
 A sports he hopes to play in the future B leisure activities he has taken
 C TV programmes he is too busy to see

Welcome to the Test Generator!

The Test Generator gives you a variety of exercises which can be selected to create tailored tests. You can build and save new tests for future use as well as download ready-to-go tests for your Macmillan course. The Test Generator provides everything you need to offer timely, simple, and relevant assessment for your students, on demand.


 Ready to go tests


 Create a new test


 My saved tests

Preview test ✕ Close preview

OPTIONS: Show answers Yes No Choose order A B

Create PDF Audio Save

Optimise B1

Student name

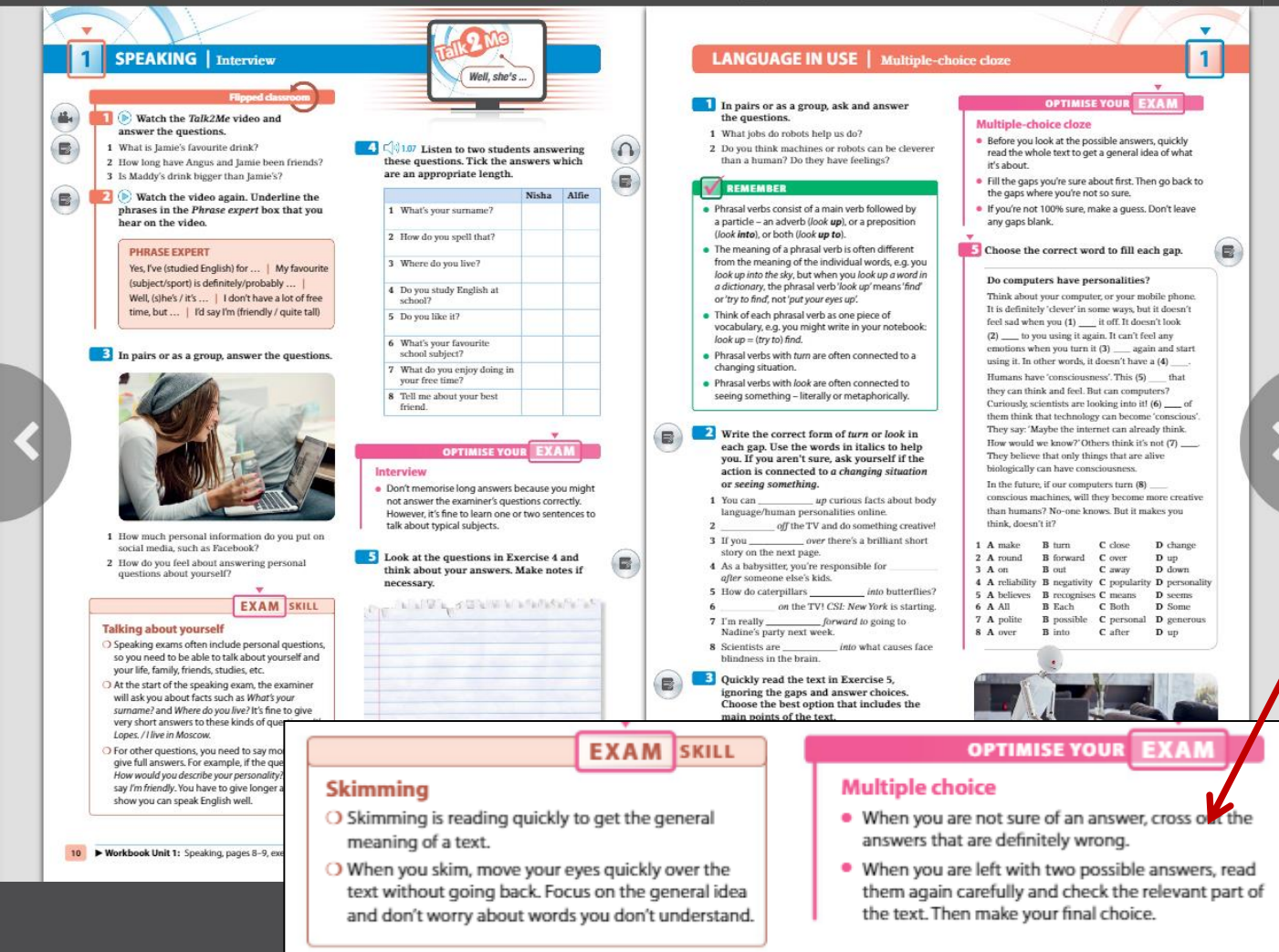
Group/Class

Date Score

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2.4. Materiale digitale per docente

Digital Student's Book



1 SPEAKING | Interview

1 Watch the *Talk2Me* video and answer the questions.

- What is Jamie's favourite drink?
- How long have Angus and Jamie been friends?
- Is Maddy's drink bigger than Jamie's?

2 Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

PHRASE EXPERT
Yes, I've (studied English) for ... | My favourite (subject/sport) is definitely/probably ... | Well, (she's) / it's ... | I don't have a lot of free time, but ... | I'd say I'm (friendly) / quite tall

3 In pairs or as a group, answer the questions.

1	What's your surname?	Nisha	Alfie
2	How do you spell that?		
3	Where do you live?		
4	Do you study English at school?		
5	Do you like it?		
6	What's your favourite school subject?		
7	What do you enjoy doing in your free time?		
8	Tell me about your best friend.		

OPTIMISE YOUR EXAM

Interview

- Don't memorise long answers because you might not answer the examiner's questions correctly. However, it's fine to learn one or two sentences to talk about typical subjects.

5 Look at the questions in Exercise 4 and think about your answers. Make notes if necessary.

EXAM SKILL

Talking about yourself

- Speaking exams often include personal questions, so you need to be able to talk about yourself and your life, family, friends, studies, etc.
- At the start of the speaking exam, the examiner will ask you about facts such as *What's your surname?* and *Where do you live?* It's fine to give very short answers to these kinds of questions. *Lopes, I live in Moscow.*
- For other questions, you need to say more and give full answers. For example, if the question is *How would you describe your personality?* say *I'm friendly.* You have to give longer answers to show you can speak English well.

LANGUAGE IN USE | Multiple-choice cloze

1 In pairs or as a group, ask and answer the questions.

- What jobs do robots help us do?
- Do you think machines or robots can be cleverer than a human? Do they have feelings?

REMEMBER

- Phrasal verbs consist of a main verb followed by a particle – an adverb (*look up*), or a preposition (*look into*), or both (*look up to*).
- The meaning of a phrasal verb is often different from the meaning of the individual words, e.g. you *look up into the sky*, but when you *look up a word in a dictionary*, the phrasal verb *look up* means *find* or *try to find*, not *put your eyes up*.
- Think of each phrasal verb as one piece of vocabulary, e.g. you might write in your notebook: *look up = (try to) find*.
- Phrasal verbs with *turn* are often connected to a changing situation.
- Phrasal verbs with *look* are often connected to seeing something – literally or metaphorically.

2 Write the correct form of *turn* or *look* in each gap. Use the words in italics to help you. If you aren't sure, ask yourself if the action is connected to a *changing situation* or *seeing something*.

- You can _____ up curious facts about body language/human personalities online.
- _____ off the TV and do something creative!
- If you _____ over there's a brilliant short story on the next page.
- As a babysitter, you're responsible for _____ after someone else's kids.
- How do caterpillars _____ into butterflies?
- _____ on the TV! *CSI: New York* is starting.
- I'm really _____ forward to going to Nadine's party next week.
- Scientists are _____ into what causes face blindness in the brain.

3 Quickly read the text in Exercise 5, ignoring the gaps and answer choices. Choose the best option that includes the main points of the text.

OPTIMISE YOUR EXAM

Multiple-choice cloze

- Before you look at the possible answers, quickly read the whole text to get a general idea of what it's about.
- Fill the gaps you're sure about first. Then go back to the gaps where you're not so sure.
- If you're not 100% sure, make a guess. Don't leave any gaps blank.

5 Choose the correct word to fill each gap.

Do computers have personalities?
Think about your computer, or your mobile phone. It is definitely 'clever' in some ways, but it doesn't feel sad when you (1) _____ it off. It doesn't look (2) _____ to you using it again. It can't feel any emotions when you turn it (3) _____ again and start using it. In other words, it doesn't have a (4) _____. Humans have 'consciousness'. This (5) _____ that they can think and feel. But can computers? Curiously, scientists are looking into it! (6) _____ of them think that technology can become 'conscious'. They say: 'Maybe the internet can already think. How would we know?' Others think it's not (7) _____. They believe that only things that are alive biologically can have consciousness. In the future, if our computers turn (8) _____ conscious machines, will they become more creative than humans? No-one knows. But it makes you think, doesn't it?

1 A make B turn C close D change
2 A round B forward C over D up
3 A on B out C away D down
4 A reliability B negativity C popularity D personality
5 A believes B recognises C means D seems
6 A All B Each C Both D Some
7 A polite B possible C personal D generous
8 A over B into C after D up

EXAM SKILL

Skimming

- Skimming is reading quickly to get the general meaning of a text.
- When you skim, move your eyes quickly over the text without going back. Focus on the general idea and don't worry about words you don't understand.

OPTIMISE YOUR EXAM

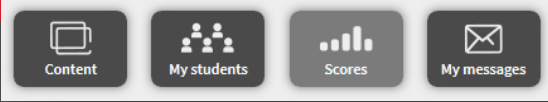
Multiple choice

- When you are not sure of an answer, cross out the answers that are definitely wrong.
- When you are left with two possible answers, read them again carefully and check the relevant part of the text. Then make your final choice.

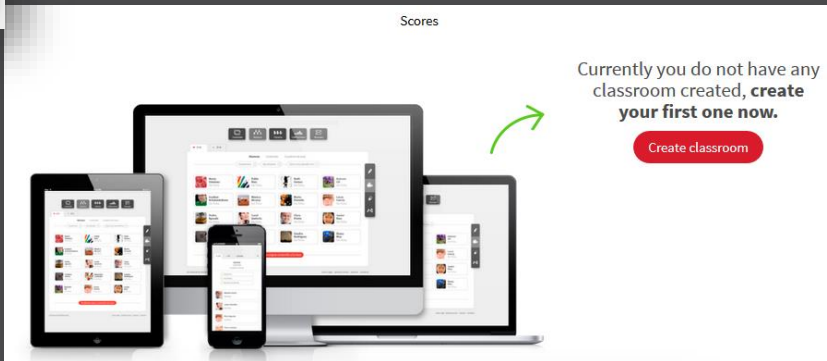
• Progress Check ogni due unità con correzione automatica.

• Rubriche con spunti e suggerimenti per affrontare le varie prove di esame.

3.1. Configurare la classe virtuale. *Tracking* macmillan education *your students*



- Seleziona My students.
- Seleziona "Create a classroom" e scegli il numero e tipo di risultato (First, Last or Best Try).
- Clicca su "Assign" per selezionare il componente del libro che vuoi fare utilizzare alla tua classe.
- I codici per la classe e la classe stessa dovranno essere creati in precedenza per poi essere inviati agli studenti.



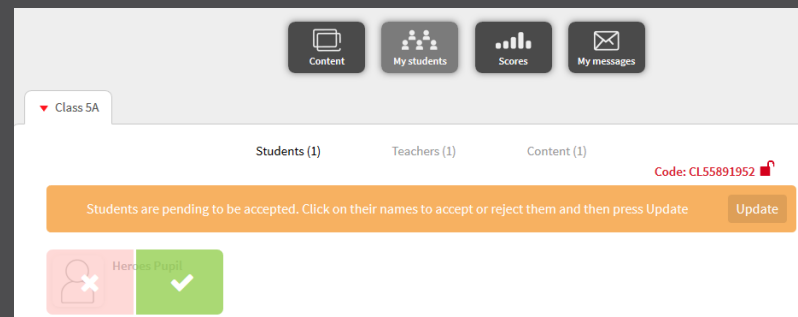
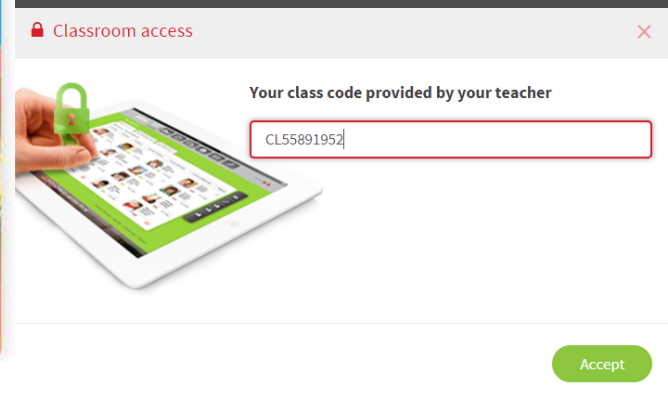
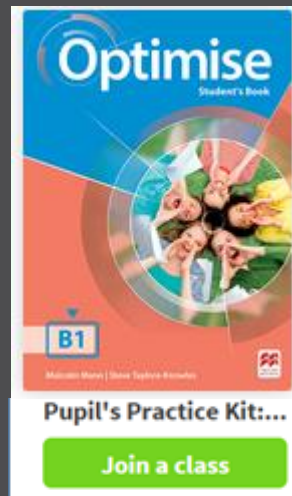
Class code
CL55891952
Students can join the class by entering this code.
Once accepted, students will have access to the books assigned.

3.1. Configurare la classe virtuale. *Tracking your students*

Collegare gli studenti:

Dopo aver inviato agli studenti il codice della classe:

- Gli studenti dovranno accedere al proprio profilo e cliccare *Join a Class*.
- Inserire il codice della classe ricevuto dal docente.
- Lo studente apparirà automaticamente sul profilo del docente.
- Una volta accettato lo studente, il docente dovrà cliccare su *Update*.



3.1. Configurare la classe virtuale. *Tracking your students*

Monitorare l'andamento degli studenti.

A partire dalla sezione *Scores*, potrai:

- visualizzare l'andamento complessivo della classe (monitorandone il voto per ciascuna unità) inserire gli *account* individuali per osservare l'andamento di ogni studente.

	Starter: Let's connect	Unit 1: Let's get healthy!	Unit 2: Food fun	Vocabulary 1	Vocabulary 1: Food: matching	Vocabulary 1: Food: definitions	Grammar
Class Average	31%	5%	58%		67%	0	
Optimise student	46%	5%	58%	-	67%	0%	-



Unit 2: Food fun

58%

Vocabulary 1: Food: matching 19-09-2017 11:19 67

Vocabulary 1: Food: definitions 19-09-2017 11:22 0

Grammar 1: (Un)countable nouns: activity 19-09-2017 11:38 62

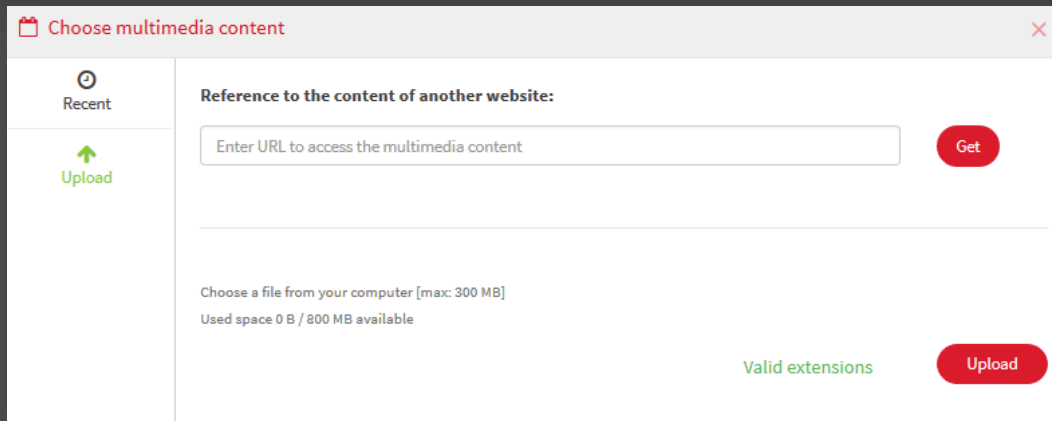
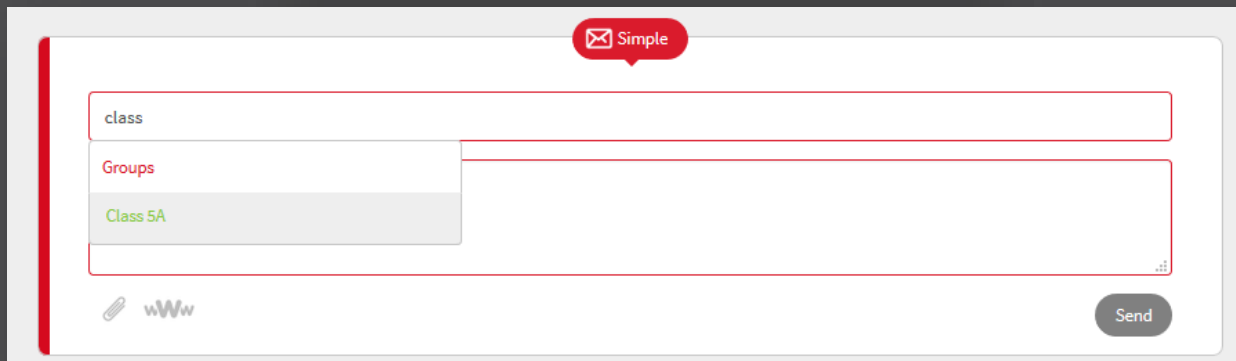
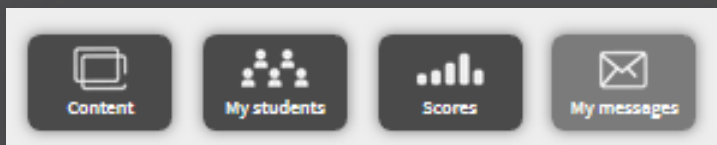
Grammar 2: Questions about quantity: dialogue 19-09-2017 11:39 76

Show more

3. (+) There are some onions.
4. (-) There's a flour.
5. I need a lemon. (?) Is there a lemon in the cupboard?
6. Oh dear. (-) There isn't any lemon in the cupboard. (+) There's an orange. Is that OK?
7. (?) Are there any raisins?



3.2. Configurare la classe virtuale. *My Messages*



- Cliccando sull'icona *My Messages* il docente potrà:
- inviare messaggi a tutta la classe;
 - Inviare messaggi individuali;
 - Inviare link;
 - Condividere con gli studenti documenti e immagini (Capacità max di 800 Mb).

4. Accesso *Offline* *Download*




Accesso online da
ogni *device*

Motori di ricerca
raccomandati

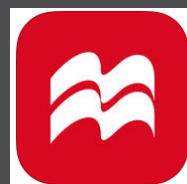
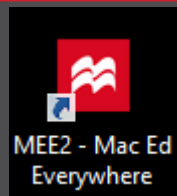


Accesso *Offline*

Windows	
Mac	
Linux	
iOS	
Android	




4. Accesso *Offline* *Download*



1. Accedi quando sei *online* e clicca sul pulsante *Download*.
2. La piattaforma si adatta al *software* con cui avete effettuato il *log in*. Il pulsante *Download* scarica la versione dell'applicazione che corrisponde al tuo device.
3. Dopo aver scaricato il *software* o l'*App*, il programma verrà eseguito e vi verrà richiesto di inserire *Username* e *Password* (per questo procedimento è ancora necessaria la connessione ad internet).
4. Una volta attivati i prodotti nel vostro account, comincerà il *Download* di tutti i componenti *offline*. Il tempo di *download* dipende dalla vostra connessione internet e dalla quantità di prodotti che volete scaricare.

5.1 Creare una classe virtuale

Eserciziario Online

 Online Workbook

 View

Get started

Add a class

Activate a course

Messages

You have no classes yet.

Options

You have no messages.

View course

Marking

You have no marking tasks.



Menu  Help

Classes

Class management

Courses

Marking

Messages

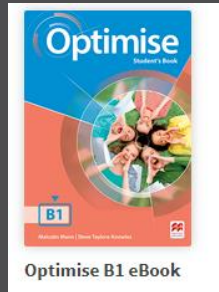
- Clicca sull'icona *View* per accedere alla piattaforma dell'eserciziario online.
- Sarai indirizzato su una piattaforma esterna a MEE. Potrebbe esserti richiesto di reinserire i codici di accesso.
- Puoi creare un numero illimitato di classi virtuali.
- Possibilità di creare, modificare, bloccare e condividere gli esercizi.

Back to menu

5.2 Creare una classe virtuale eBook

Optimise B1 eBook

UNIT	READING
1 This is me (PERSONAL IDENTITY) p 4-13	What do they do all day? Skimming Multiple choice
2 Home sweet home (HOUSE AND HOME) p 14-23	Accommodation available Understanding text type Multiple choice
Progress check Units 1 and 2: Grammar and vocabulary / Exam skills p 24	
3 On the road (TRAVEL AND TRANSPORT) p 26-35	The Hyperloop Understanding difference True/false
4 Give it a go (NEW EXPERIENCES) p 36-45	Maximum fun! Scanning Multiple matching
Progress check Units 3 and 4: Grammar and vocabulary / Exam skills p 46	
5 In good health (HEALTH) p 48-57	Teenlife: animal lives Locating information True/false/not stated
6 A piece of cake! (FOOD AND DRINK) p 58-67	A young star of the kitchen Identifying synonyms Multiple choice
Progress check Units 5 and 6: Grammar and vocabulary / Exam skills p 68	
7 Shop till you drop! (SHOPPING AND SERVICES) p 70-79	Teenagers take over the market Understanding meaning from context True/false
8 A sense of style (FASHION) p 80-89	Project fashion! Identifying synonyms Matching headings to paragraphs
Progress check Units 7 and 8: Grammar and vocabulary / Exam skills p 90	
9 Playing to win (SPORT) p 92-101	Want to play Quidditch? Understanding implication Multiple choice
10 All in good fun! (ENTERTAINMENT) p 102-111	We love Hollywood Understanding linking words and phrases Open questions
Progress check Units 9 and 10: Grammar and vocabulary / Exam skills p 112	
11 Curious minds (EDUCATION) p 114-123	Summer camp Making deductions Multiple matching
12 Our wonderful world (THE NATURAL WORLD) p 124-133	Local river clean-up! Understanding instructions Multiple choice
Progress check Units 11 and 12: Grammar and vocabulary / Exam skills p 134	



1 GRAMMAR 1 | Present simple, present continuous, stative verbs

Grammar in context
Find these verbs in the text on page 5 and match each one with a description.

- I **draw** people! _____
- At the moment, I'm **working** on a TV documentary about ancient Egypt. _____
- Forensic artists **do need** good drawing skills, of course ... _____
- Perhaps the witness says the criminal **has curly hair**. _____
- These days, technology **is developing** very quickly. _____

a) a situation or action happening at the moment
b) a changing situation
c) a stative verb
d) a habit, routine and permanent situation
e) the emphatic present simple

REMEMBER

- We use the present simple for general truths and facts, habits, routines and permanent situations.
- We use the present continuous for descriptions of pictures, actions happening now and temporary or changing situations.
- Stative verbs are not usually used in the present continuous. Common stative verbs include: *believe, hate, like, need, etc.*
- Some verbs can be stative or action verbs, depending on the meaning: *Sam has curly hair.* (state) *Samia is having a haircut at the moment.* (action)

► See Grammar reference, Unit 1, page 148

READING | Multiple choice | A magazine interview

- In pairs or as a group, add more words and phrases to the categories for describing people.
- Which words and phrases in Exercise 1 can you use to describe yourself?
- Read the text quickly and then choose T (True) or F (False) for the statements.

Hair and facial hair	long, dark-haired, moustache
Face and complexion	blue eyes, pale skin, freckles
Height and build	tall, thin, muscular
Appearance and personality	friendly, serious, fashionable

EXAM SKILL

Skimming

- Skimming is reading quickly to get the general meaning of a text.
- When you skim, move your eyes quickly over the text without going back. Focus on the general idea and don't worry about words you don't understand.

OPTIMISE YOUR EXAM

Multiple choice

- When you are not sure of an answer, cross out the answers that are definitely wrong.
- When you are left with two possible answers, read them again carefully and check the relevant part of the text. Then make your final choice.

- 12 Unità: ciascuna suddivisa in differenti sezioni di apprendimento.
- Specchietti Remember con suggerimenti e spunti
- Sezioni specifiche con consigli per affrontare al meglio l'esame.

6. Servizio Clienti

Macmillan Supporto *Helpdesk*:

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**Tel. +44 (0) 207 014 6767

Contatto: [Contact Web Form](#)

Apertura: Lunedì-Venerdì, 8.00 – 17.30

**Si prega di verificare con il proprio gestore telefonico la tariffa della chiamata.



- *FAQs.
- *Moduli per richiedere assistenza.
- *Recapito telefonico.
- *Supporto per docenti, studenti e genitori.

*In lingua inglese