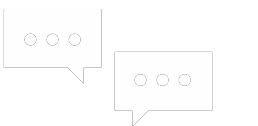
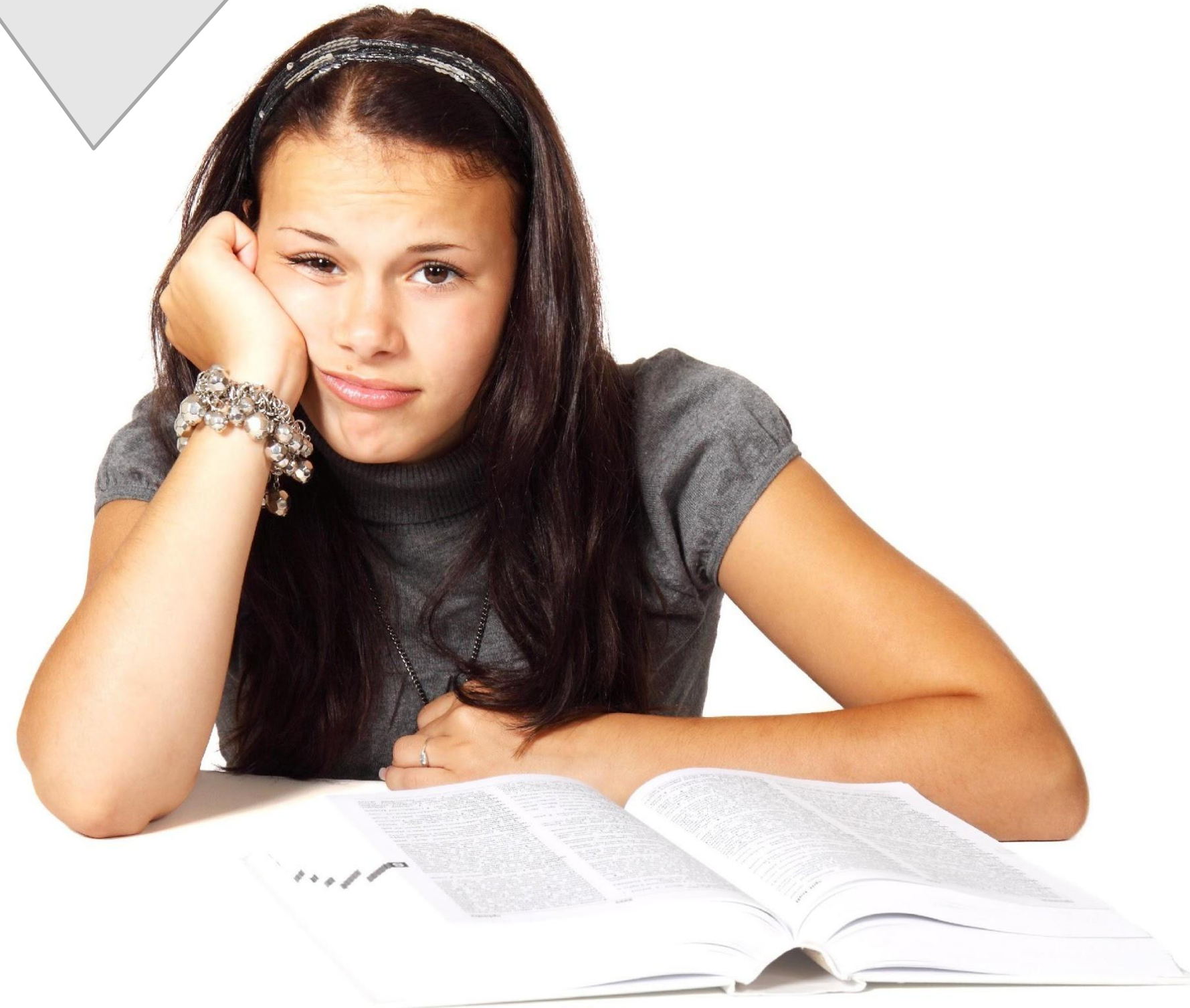




# Bringing Life Skills to Life! - Things today's teenagers need to know

David Spencer

What we learn at school is a waste of time!  
It has nothing to do with life after school!



WEBINAR

# Developing the Talents of the Next Generation

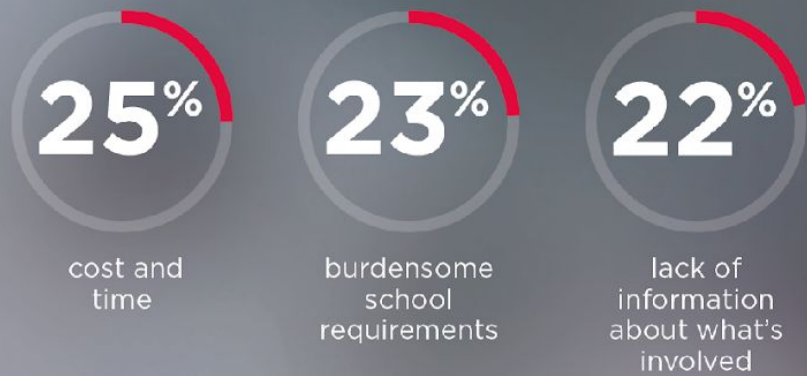
The youth unemployment rate (16.6%) is almost three times that of total adult unemployment (6.2%) - ONS

Stronger links between business and the education system will help young people make the transition into the workplace. Our 2014 Workforce Survey suggests the following measures are needed to achieve this.

## High quality experience of work in all schools



Those that don't, report the following barriers:



### Recommendations:

- Introduce experience of work in all schools, including business placements and visits.
- Use Accredited Chambers of Commerce to facilitate this.

## Universities, colleges and schools focused on employment, supported by business



Reasons for this include a lack of:



### Recommendations:

- Assess secondary schools on the future job destinations and earnings of their pupils.
- A business governor at every secondary school.
- Optional business and enterprise modules offered for all university students.

## Support for businesses to offer more opportunities for young people



### Recommendation:

- Extend the £1,500 apprenticeship grant for employers beyond 2016, and make it easier for businesses to access.

### About the survey and recommendations:

Evidence is taken from the BCC Workforce Survey conducted in July 2014 which received 2,885 responses from businesses. The BCC published its Business Plan for Britain in September 2014. This reflects the expectations of any incoming government in 2015 from companies across the UK.

The Independent, UK:  
Dave Maclean, 4th July 2017; Aftab Ali, Tuesday 7 June 2016



STUDENT › Student Life › Studies

## Students are not being prepared enough for higher education, say university admissions officers

Private school head says many UK exam systems 'are just not preparing students to make that leap from secondary to higher education'

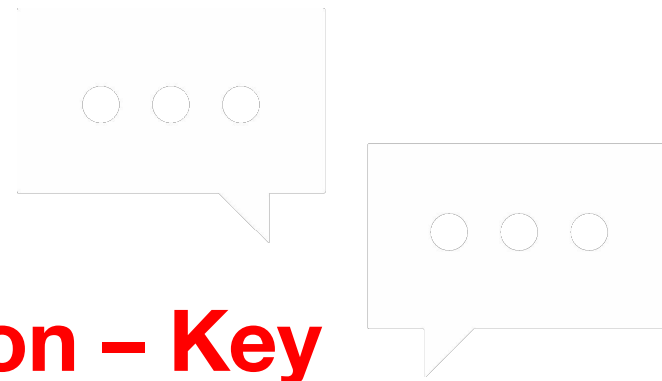
Aftab Ali Student Editor | Tuesday 7 June 2016 14:32 | 1 comment

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In the UK

**Personal, Social, Health and Economic (PSHE)  
Education**

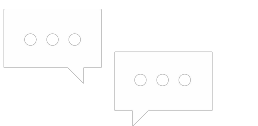
(Looks at issues ‘central to young people’s well-being’)



In Europe

**European Commission for Education – Key  
Competences**

(Strengthening ‘knowledge, skills, and attitudes that will help learners find personal fulfilment and, later in life, find work and take part in society’)

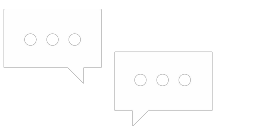


WEBINAR

# European Commission Education and Training

‘These key competences include 'traditional' skills such as communication in one’s mother tongue, foreign languages, digital skills, literacy and basic skills in maths and science...

as well as horizontal skills such as learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness, and creativity.’



WEBINAR

# In Italy

Agenda 2030 ASviS Partecipa Articoli Festival Pubblicazioni Dati Eventi Media



per dare un futuro alla vita e valore al futuro



## Education for Sustainable Development

ASviS	Education for Sustainable Development is explicitly mentioned in the 2030 Agenda:
Mission & Objectives	 <b>Target 4.7:</b> "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."
Activities & Partnerships	For a more sustainable world, individuals must be empowered to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations. Quality education and lifelong learning are thus crucial to achieve sustainable development. Because of this, the Alliance established a <b>cross-cutting working group on Education for Sustainable Development</b> .
Education for Sustainable Development	Thanks to the activities and efforts of this group, ASviS signed a memorandum of understanding with the Italian Ministry of Education, University and scientific Research ( <i>Miur</i> ), through which parties committed to collaborating for the promotion and diffusion of information and training initiatives on sustainable development, and to spreading a culture of sustainability in Italy. The working group is also currently collaborating with the Ministry for the launch and management of Italy's "Sustainability Education Programme".
The Sustainable Development Festival	ASviS also works with the "Network of universities for sustainable development" (RUS), established by the Conference of Italian University Rectors (CRUI).
ASviS Report	Moreover, the Alliance's activities have focused on:
The Alliance's Working groups	<ul style="list-style-type: none"><li>launching the national ASviS-Miur Contest "Let's score 17 Goals. Transforming our world: the 2030 Agenda for Sustainable Development" for the most creative projects contributing to the awareness or achievement of one or more SDGs. The year 2018 will see the contest's second edition;</li></ul>

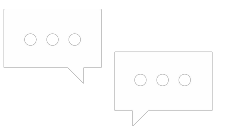
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# Main Life Skills Areas for Teenagers

## A personal selection

- PERSONAL WELL-BEING
- PHYSICAL WELL-BEING
- ICT
- AUTONOMY/ENTERPRISE
- SOCIAL SKILLS/CITIZENSHIP
- THE WORLD AROUND YOU
- ACADEMIC SKILLS
- THE WORLD OF WORK
- NUMERACY
- MONEY AND FINANCE
- ART AND CULTURE

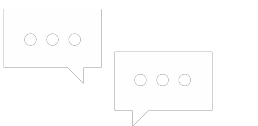
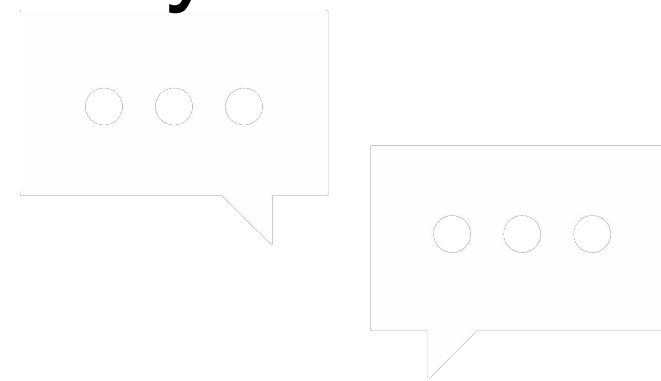


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# Life Skills Quiz

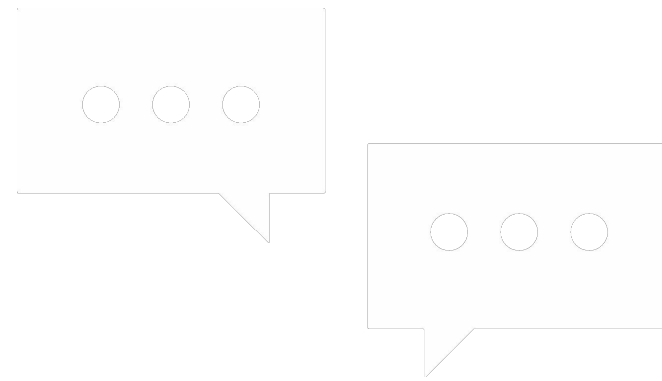
1) How many millions of pounds of electricity are consumed each year in the UK by televisions waiting on standby?



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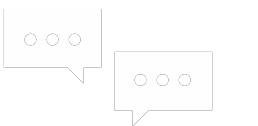
# Life Skills Quiz

1) How many millions of pounds of electricity are consumed each year in the UK by televisions waiting on standby?



*£190 million*

*THE WORLD AROUND YOU*



WEBINAR



## LIFE SKILLS

**1** 054 | Watch or listen to four teenagers talking about ways to save energy in the home. Which of these ideas do they mention? Write Grace, James, Jessica or Louie next to some of these sentences.

- 1 Buy food produced locally.
- 2 Close the fridge door.
- 3 Have shorter showers.
- 4 Recycle plastic containers.
- 5 Turn down the central heating.
- 6 Turn off electrical equipment.
- 7 Turn off lights in empty rooms.
- 8 Use a dishwasher.

**2** 054 | Watch or listen again. How much money can you save on electricity if you turn off the lights you do not need?

## CITIZENSHIP TASK

**3** You want to let other teenagers know what they can do at home to protect the environment. In groups, prepare a leaflet to give them ideas how to do this. Follow this plan:

- Make a list of ideas for each room. Use the ideas in the video. Add your own ideas and search for others on the Internet.
- Organise your ideas in a logical way. Think about how to illustrate them.
- Write a title for the leaflet and/or for different sections.
- Make your leaflet!



# TINY HOMES, GREAT FREEDOM

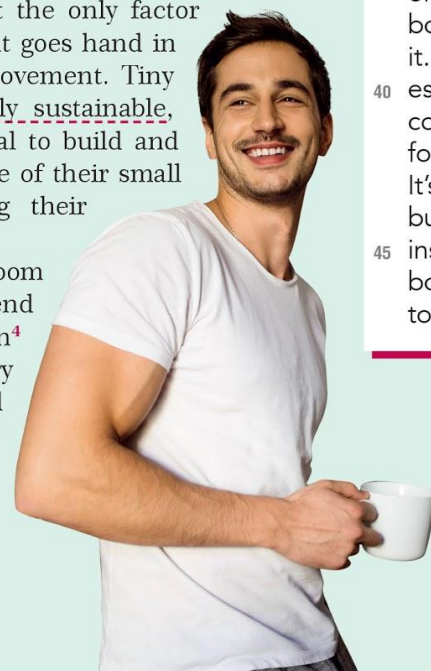
Americans like their houses big. However, some people are now choosing to live in small ones. And this 'tiny house' movement is spreading throughout the country. There are tiny houses of all kinds. A tiny home can be a log cabin in the woods, a luxurious waterfront cottage, or even a shipping container.



## A NEW CLUTTER-FREE LIFE

Sharon, a 26-year-old web designer from California, is moving into a tiny house this month. "I'm so excited," she says. "It's a 40 m<sup>2</sup> bungalow on a hill near the beach and my boyfriend is helping me to refurbish<sup>5</sup> it. I'm taking my cat with me and essential stuff like clothes and cooking utensils – there's no room for clutter! It's a really cosy place. It's got a bathroom and kitchen, but there is no bedroom, we're installing a foldable<sup>6</sup> bed under the bookshelf in the sitting room, next to the sofa."

<sup>1</sup> maintenance: manutenzione  
<sup>2</sup> bills: bollette  
<sup>3</sup> goes hand in hand: va di pari passo  
<sup>4</sup> cut down: ridurre  
<sup>5</sup> refurbish: ristrutturare  
<sup>6</sup> foldable: pieghevole



**1** **WARM UP** In your opinion, what are the advantages of a small house? What are the disadvantages?

**2** **READING** 053 | Read and listen to the text. Decide if these statements are True (T) or False (F). Correct the false statements.

- 1 The majority of Americans nowadays live in tiny houses. T F
- 2 Some Americans are choosing to live in a small house for economic or personal reasons. T F
- 3 Sharon and her boyfriend are building a bungalow in California. T F
- 4 She's not taking her cat because the house is too small. T F
- 5 She's putting a foldable bed under the sofa in the sitting room. T F

**3** **READING** Read again and answer the questions.

- 1 What do tiny houses look like?
- 2 Why are they financially convenient?
- 3 What makes these houses environmentally sustainable?
- 4 What kind of lifestyle do many tiny house owners have? Why?

**4** **VOCABULARY** Match the underlined words to their definitions.

- 1 a large metal box for the transport of goods by sea, road and rail
- 2 an untidy collection of things
- 3 a small wooden house
- 4 eco-friendly
- 5 comfortable, warm, safe
- 6 a small house by a lake or river, or by the sea

**5** **P WRITING** Imagine you are living in a 'tiny house'. Write a description of your imaginary home, answering all the following questions. (100 words)

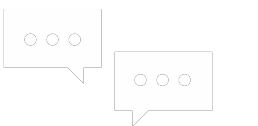
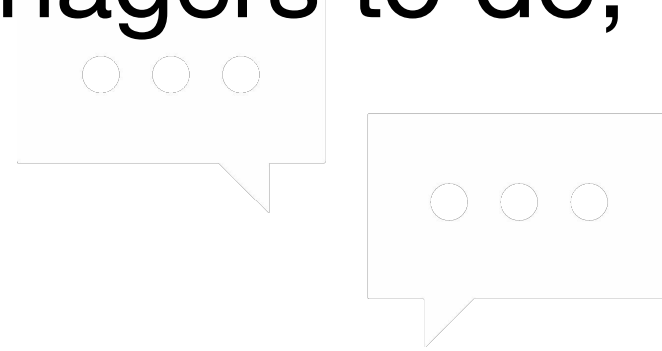
- What kind of house is it?
- Where is it located?
- How many rooms are there and what do they look like?

**6** **DEBATING** Watch this video on minimalism (or 'downsizing') until 3'41" ([tiny.cc/mnl8iz](https://tiny.cc/mnl8iz)). Take notes and discuss the points below.

- What is minimalism?
- To what areas of life does it apply?
- Can it change a person's financial situation?
- How can it increase your personal freedom?

# Life Skills Quiz

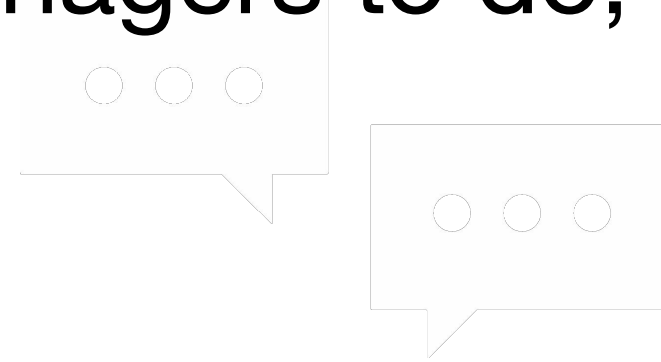
2) How many minutes of moderate physical exercise or sport does the World Health Organisation recommend teenagers to do, minimum, every day?



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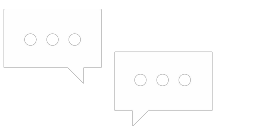
# Life Skills Quiz

2) How many minutes of moderate physical exercise or sport does the World Health Organisation recommend teenagers to do, minimum, every day?



*60 minutes*

***PHYSICAL WELLBEING***



WEBINAR

# Today Highlights



## TRAINING: A MATTER OF STYLE

To get fit<sup>1</sup>, you must train. And to get any results, you must find an activity you like. Luckily, exercising today doesn't have to be boring: with literally dozens of training styles on offer, you can choose the right fitness regime for you.

### 1 Resistance training

Resistance training essentially means weight-lifting. This can lead<sup>2</sup> to hypertrophy, or muscle enlargement. However, it is not only for body-builders: you can also use light weights as a form of cardio training.

**Pros:** it's easy to learn the basic movements and you don't necessarily have to join a gym: you can also train at home, with the right weights; it makes you strong and helps you develop muscle; you can focus on individual body parts (e.g. one day you can choose to train only your legs and the next day only your shoulders).

**Cons:** you must make sure to train all your body parts evenly<sup>3</sup>, or you can develop an unbalanced<sup>4</sup> physique (e.g. big arms but skinny legs); hypertrophy can limit your flexibility; you can injure yourself, so you must always train carefully and mustn't lift excessively heavy weights; many people find this kind of training boring.

### 2 CrossFit

CrossFit is a combination of functional movements from many different sports, such as powerlifting, gymnastics, running, rowing. A WOD (workout<sup>5</sup> of the day) includes a set number of exercises and repetitions. You must perform these within a specified time period. You don't have to practise CrossFit in a group (you can also practise it alone), but usually crossfitters train together in special gyms.

**Pros:** it combines resistance training and cardio, so it can help you to gain size<sup>6</sup> and get fit; at CrossFit gyms you can meet new people and train together.

**Cons:** it is intense, often very intense, so injuries frequently occur; CrossFit gyms can be expensive.

### 3 Callisthenics

The term 'callisthenics' comes from the ancient Greek words for 'beautiful' and 'strength'. It describes a form of gymnastics based on a variety of movements like grasping<sup>7</sup>, pushing<sup>8</sup>, standing, and running. You perform these exercises with minimal equipment, using only the weight of your body (typical examples are push-ups, pull-ups, and squats). For this reason, people often practise callisthenics in parks.

**Pros:** you can do callisthenics anywhere, so you don't have to buy equipment or join a gym: you can train alone or with some friends in the open air or even at home; it is quite balanced, because it combines resistance training and cardio; it is very creative; it is quite safe compared to<sup>9</sup> weight-lifting or CrossFit.

**Cons:** usually you can't build a lot of muscle with it; you can't easily isolate body parts (a callisthenics workout is a full-body workout).

- <sup>1</sup> get fit: stare in forma
- <sup>2</sup> lead: portare
- <sup>3</sup> evenly: uniformemente
- <sup>4</sup> unbalanced: sbilanciato
- <sup>5</sup> workout: allenamento
- <sup>6</sup> gain size: aumentare di massa
- <sup>7</sup> grasping: afferrare
- <sup>8</sup> pushing: spingere
- <sup>9</sup> compared to: paragonato a

1 **WARM UP** Do you practise any fitness activities, like training in the gym or running? How often and where do you train?

5 Crossfitters rarely get hurt. **T F**

2 **READING** 067 Read and listen to the article. Match each text (1-3) to the right picture (A-C). Then write a brief description for each, using words from the article.

6 You must usually perform the WOD within a certain amount of time. **T F**

7 To practise callisthenics correctly you must be at home. **T F**

8 With this kind of training you can easily focus on individual body parts. **T F**

3 **READING** Read the article again and decide if these statements are True (T) or False (F). Correct the false statements.

4 **VOCABULARY** Find the English equivalents of these Italian expressions in the text.

- 1 Resistance training is essentially synonymous with weight-lifting. **T F**
- 2 You must practise it in a gym. **T F**
- 3 You can gain muscle through this kind of training. **T F**
- 4 You don't have to practise CrossFit in a group. **T F**

- 1 mettersi in forma
- 2 sollevamento pesi
- 3 culturisti
- 4 ginnastica
- 5 corsa
- 6 voga
- 7 piegamenti
- 8 trazioni alla sbarra

5 **P WRITING** With the help of the Internet, find information about another fitness activity (e.g. yoga, pilates, jogging, aerobics, zumba...). Take notes and prepare a short written presentation of it (100 words), explaining:

- what this activity consists in
- where you can practice
- what equipment you need
- what the benefits are.

6 **GUIDED SPEAKING** Work in groups. Watch this video ([tiny.cc/bvv8gz](https://tiny.cc/bvv8gz)) and then discuss the benefit of sports. Consider the following points:

- Can sport affect your mood? How?
- What other benefits does sport bring?
- What sports or fitness activities can young people in your area or school have access to?
- Would you like your school to promote any other sports?

## Designing a fitness programme



### LIFE SKILLS

1 068 Watch or listen to some teenagers talking about sport. Who says these things? Amelia (A), George (G), Kieran (K) or Molly (M)?

What types of sport do you like?

1 I prefer individual sports.

How do you find time to do exercise?

2 I find time to do sport by doing it together with my friends.

3 I change my daily routine to do sports a few times a week.

What's important to consider when you're choosing a sport?

4 It's useful to decide if you prefer to do indoor or outdoor sports.

5 It's important to think about how fit you are before you start doing exercise.

What advice would you give to somebody who wants to start doing sport?

6 It's best to choose a sport you enjoy.

2 068 Watch or listen again and focus on the suggestions and advice the speakers give. Which piece of advice do you think is best for you? Why?

### CITIZENSHIP TASK

3 Sport can be a powerful tool to unite people and promote a culture of peace and equal rights. In groups, go online and find information and pictures about:

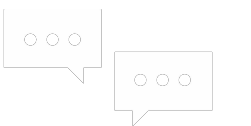
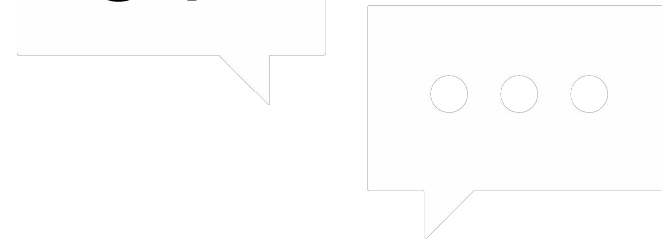
- an athlete or a paralympic athlete who is a positive role model
- a movie about sport that has a positive message.

Give a short presentation to the class about your athlete or movie with reasons for your choice.



# Life Skills Quiz

3) In the US, in what percentage of cases has a company decided not to give somebody a job after looking at their social networking profile?



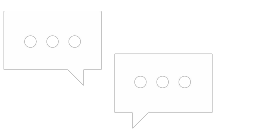
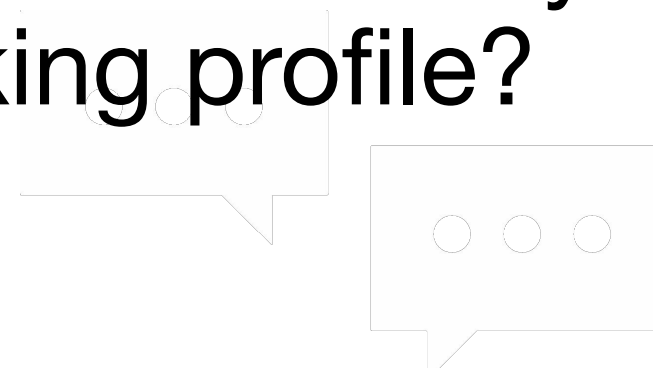
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# Life Skills Quiz

3) In the US, in what percentage of cases has a company decided not to give somebody a job after looking at their social networking profile?

43%

*ICT*



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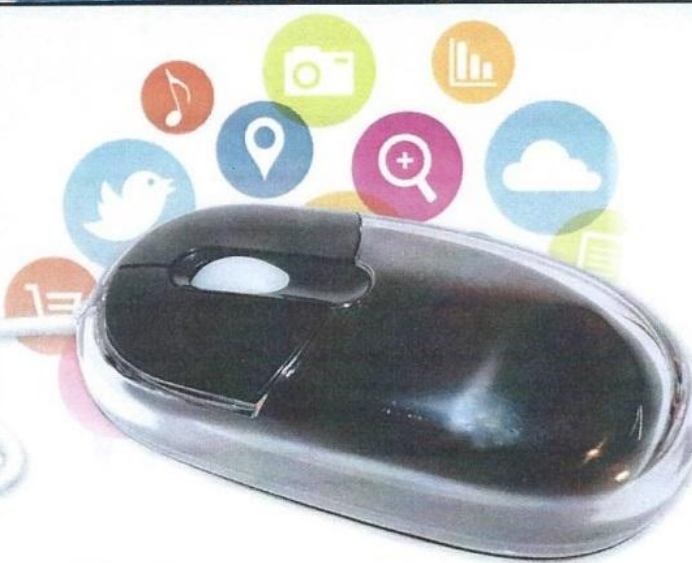
# Protecting yourself on the INTERNET

## LIFE SKILLS OBJECTIVES

- To think about social media profiles.
- To think about good advice for safe social networking.
- To give advice to others about how to protect yourself online.

## KEY CONCEPTS

**social media** [n.]: She is an expert in social media, or the different ways people use new technologies to communicate. **profile** [n.]: His personal profile gives the impression that he only likes sport and that he thinks he's better than everyone else. **post** [v., n.]: I only post messages on the website when I have something important to say. **share** [v.]: When you put a photo on a public website you share it with other people. **privacy** [n.]: She's famous but her privacy is important to her. She doesn't talk about her private life in public.



1a Work with a partner. What can you do on social networking websites? Make a list of ideas.

You can chat online.

1b SPEAKING What do you think are good and bad things about using social networking websites?

You can communicate with people all over the world.

Yes, but you're probably giving information to people that you don't know.

2 Read this text and answer these questions.

- What main problem with social networking does the text talk about?
- Does the text say that social networking is always good/always bad/it depends? Explain your answer.

## SOCIAL NETWORKING TODAY. NO JOB TOMORROW?

Imagine you have applied for a job. Would you be happy for your future employer to look at your social networking profile? No? Well, be careful when you post online. The things we say and show are public and usually remain online for a long time. So when we apply to university or for a job, it is usually very easy for the university or company to find out lots of information about us from our activity on social media. In some cases, this can be a positive thing. But in others it may go against us. It all depends on how we look after our online identity or profile.

A survey in the US discovered that 39% of all companies use social networking sites to investigate job candidates. In 43% of these cases, the company has found information that has made them decide not to give the person the job. There are a number of different reasons why companies decided to reject the candidate after looking at their social networking profile. Typical reasons were:

- The candidate posted inappropriate photos or information (50%)
- There was information about inappropriate behaviour (48%)
- The candidate said something bad or inappropriate about their previous employer (33%)
- The candidate had poor communication skills (30%)
- The candidate made discriminatory comments (28%)
- It became clear that the candidate had lied about their qualifications (24%)

However, some employers (19%) also noted that they found information on social media sites that made a candidate more attractive or helped them to decide to offer the candidate the job. They mentioned these aspects as positive:

- The candidate gave a professional image (57%)
- Their online profile helped to get a good impression of their personality (50%)
- The candidate showed that they had a good variety of interests (50%)
- The information confirmed that they had the qualifications mentioned in their application (49%)
- The candidate was creative (46%)
- The candidate showed great communication skills (43%)
- Other people made very positive comments about the candidate (38%)

The research suggests that companies are using social media to get an idea of the candidate's behaviour and personality outside of the interview. That means that your social media profile needs to send out the right message.

Article from Careerbuilder



3 Read the text again and answer these questions.

- How many US companies investigate a candidate's social media profile?
- Is it more common for this investigation to have a positive or negative consequence for the candidate?
- What is the most common problem with a candidate's social media profile?
- What can an employer discover about a person's qualifications by looking at social media?
- In what different ways can your social media profile help you to get a job?
- Why do companies look at social media to help them decide about a candidate?
- What is the basic message of the text?

4 Look at these words or expressions. They are titles from a video giving advice about using social networking sensibly. Work with a partner. What do you think the advice will be?

- |                   |                 |
|-------------------|-----------------|
| a Password 1234   | d The right age |
| b Keep it private | e Kind words    |
| c Think first!    |                 |

5 LISTENING 0.00 Watch or listen. Put the titles in 4 in the order that you hear them. Were your ideas in 4 right?

- |         |         |         |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ |         |

6 LISTENING 0.00 Watch or listen again. What advice do the speakers give about ...

- |                      |                   |
|----------------------|-------------------|
| 1 age limits?        | 4 good passwords? |
| 2 photos and videos? | 5 being cruel?    |
| 3 phone numbers?     |                   |

7 Work with a partner. What do you think of the advice in 5?

## LIFE TASK

You want to give a presentation about protecting yourself on the Internet.

Follow this plan:

- Work in a group. Think of more advice about safe use of social networking websites. Look for ideas on the Internet if necessary.
- Organise your ideas in a logical way and decide what you are going to say for each point.
- Decide what type of presentation you are going to give and create it. Include illustrations or graphics.
- Give your presentation to the class.

-----Original Message-----

From: Kevin Colvin [mailto: [kevin.colvin@edupress.com](mailto:kevin.colvin@edupress.com)] |

Sent: Wednesday, October 31, 2007 3:55 PM

To: Jill Thompson (North America)

Cc: Paul Davis (North America)

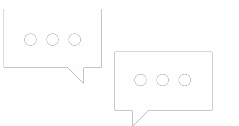
Subject:

Paul/Jill -

I just wanted to let you know that I will not be able to come into work tomorrow. Something came up at home and I had to go to New York this morning for the next couple of days. I apologize for the delayed notice.

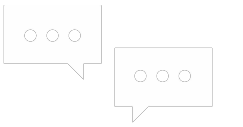
Kind regards,

Kevin



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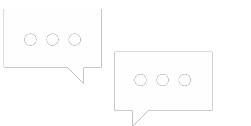
**From:** Paul Davis (North America)  
**Sent:** Thursday, November 01, 2007 4:54 PM  
**To:** Kevin Colvin; Jill Thompson (North America); Kevin Colvin (North America)  
**Subject:** RE:

Kevin,

Thanks for letting us know--hope everything is ok in New York. (cool wand)

Cheers,  
PCD

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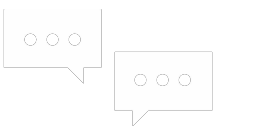
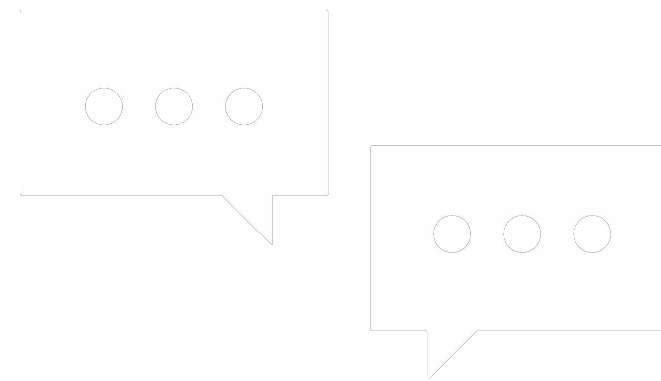


WEBINAR



# Life Skills Quiz

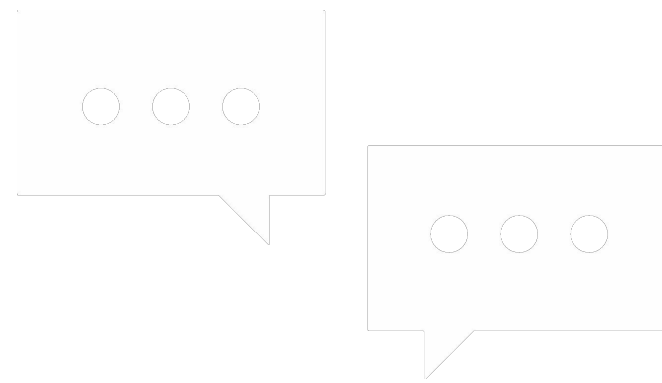
4) What percentage of people throw away food with Buy One, Get One Free offers?



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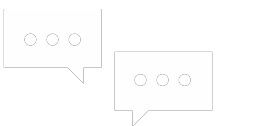
# Life Skills Quiz

4) What percentage of people throw away food with Buy One, Get One Free offers?



30%

***PHYSICAL WELL-BEING/MONEY AND FINANCE***



WEBINAR

# Today Highlights

## 1 WARM UP Match each expression to its definition.

- |                |   |
|----------------|---|
| 1 Junk food    | a Food that provides consolation and makes you happy when you eat it.                     |
| 2 Comfort food | b Processed food with little or no nutritional value but high in calories, salt and fats. |
| 3 Fast food    | c Food they serve in snack bars and restaurants as a quick meal.                          |



## JUNK FOOD GOES GLOBAL

After a long day at school, you get home and grab<sup>1</sup> a snack. What do you choose? An apple or some crisps? Of course, we should always choose healthy options. But sometimes we all feel like a little treat<sup>2</sup>, a special savoury<sup>3</sup> snack or our favourite candy bar. This kind of food is not very nutritious or healthy, and we shouldn't have a lot of it. Often it coincides with comfort food or fast food. People call it 'junk food' and it comes in many different forms around the globe...

### 1 Marie, Antwerp (Belgium)

Waffles are our national treat! I often have them as a mid-morning snack at school. You can get them from vending machines<sup>4</sup> here, but fresh, home-made waffles are the best!



### 2 Carlos, São Paulo (Brazil)

I don't eat much junk food, but I love *coxinha*. It's a kind of chicken croquette. It usually comes in two versions, with or without cream cheese. Many local bars serve it with hot sauce.



### 3 Malia, Honolulu (Hawaii, US)

My favourite 'junk food'? Spam masubi, of course! Spam is a kind of pork meat in a can. To make spam masubi, you grill a slice of spam, put it on top of some rice and then wrap<sup>5</sup> it in seaweed. I usually buy my spam masubi at the supermarket, though.



### 4 Ian, Glasgow (Scotland)

In Glasgow we have some crazy junk food! We love to deep fry<sup>6</sup> our food, from pizza to kebab. We even deep fry butter! In fact, you can get your local chip shop to fry practically any candy or chocolate snack for you. I personally love deep-fried Mars bars.



## Lily's blog

Winter is back: the air is cold, the skies are grey, and we all need some nice food to pick us up! Let me share my favourite winter recipe with you: mac and cheese! It's a classic, and it's really easy to make:

Prepare a large pot of water, add a little salt, and bring it to the boil. Throw in (a) ..... macaroni and cook it until ready (10 mins). Meanwhile, melt 1/4 cup of butter in (b) ..... saucepan. Add 1/4 cup of flour, (c) ..... little salt and (d) ..... pepper to (e) ..... butter and stir for about 5 minutes. Pour 2 cups of milk into (f) ..... saucepan to create (g) ..... creamy sauce. After 5 minutes, add 2 cups of shredded<sup>7</sup> cheddar cheese. Stir it until it melts (2-4 mins). Pour your cheesy sauce onto (h) ..... pasta and enjoy your mac'n'cheese!

- <sup>1</sup> grab: afferrare
- <sup>2</sup> treat: qualcosa di speciale
- <sup>3</sup> savoury: salato
- <sup>4</sup> vending machines: distributori automatici
- <sup>5</sup> wrap: avvolgere
- <sup>6</sup> deep fry: friggere in olio abbondante
- <sup>7</sup> shredded: grattugiato

## 2 READING 081 Read and listen to the text. Which of the four persons mentioned

- loves fried snack?
- doesn't eat a lot of junk food?
- often enjoys his/her favourite snack at school?
- buys his/her favourite snack at the supermarket?
- loves fried potatoes with a special meat sauce?

## 3 VOCABULARY Find the English equivalents of these Italian words in the text.

- |                       |                   |
|-----------------------|-------------------|
| 1 patatine            | 4 dolcetto        |
| 2 crocchetta di pollo | 5 carne di maiale |
| 3 salsa piccante      | 6 alghe           |

## 4 READING 082 Now look at the post from Lily's blog and fill in each gap with a/an, the or some. Listen and check.

## 5 GUIDED SPEAKING Work in pairs. Watch a video about the effects of fast food on Americans physical and mental health (tiny.cc/1996gz), and discuss the following questions.

- What examples of fast food (or junk food) does the video give?
- What mental or social problems is excessive consumption of fast food associated with?
- What examples of 'slow foods' does the video give?
- According to the video, around 50% of the American diet is fast food. In your view, is the situation the same in Italy?
- What kind of fast food or junk food do you eat and how often do you eat it?

## 6 P WRITING Your school cafeteria is serving its students an unhealthy diet. Write a letter to the headmaster to complain and suggest changing the menu. (150 words)

- Greet the headmaster and explain why you are writing (*Dear Sir, I am writing to complain about...*).
- Describe the current school menu (*At the moment they are serving us... As a snack we get... For lunch we have...*).
- Make suggestions to improve the students' diet (*I think you should replace these foods with healthy options like... We shouldn't eat fried food every day... We should have lots of...*).
- Close your letter (*Thank you for your attention. Yours sincerely, [your name]*).

## Choosing healthy food



## LIFE SKILLS

### 1 083 Watch or listen to the first part of the video. Four teenagers are talking about the snacks they eat. Complete the 'My snacks' column in the table.

	My snacks	Is it healthy?
Amelia	1 .....	1 Yes/OK/No/?
	2 .....	2 Yes/OK/No/?
Kieran	3 .....	3 Yes/OK/No/?
	4 .....	4 Yes/OK/No/?
	5 .....	5 Yes/OK/No/?
Molly	6 bowl of .....	6 Yes/OK/No/?
	7 .....	7 Yes/OK/No/?
George	8 .....	8 Yes/OK/No/?

### 2 084 Watch or listen to the second part of the video and complete the 'Is it healthy?' column.

Yes = healthy                      No = not healthy  
OK = not completely healthy                      ? = he/she doesn't say healthy

### 3 SPEAKING Which speaker's snack habits are most similar to your habits? Why?

## CITIZENSHIP TASK

### 4 Work in groups. Go online and answer these questions:

- What is FAO?
- What is World Food Day?

Now go to [www.fao.org/world-food-day/contest](http://www.fao.org/world-food-day/contest) and find information about the World Food Day Poster contest. Create your poster for a class or school exhibition.



# Life Skills Tip

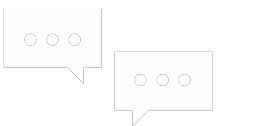
Check for free online teaching resources

[www.redcross.org.uk](http://www.redcross.org.uk)

[www.who.int/en](http://www.who.int/en)

[www.bhf.org.uk](http://www.bhf.org.uk)

[www.barclayslifeskills.com/](http://www.barclayslifeskills.com/)



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**You have been warned: quiz**

**[redcross.org.uk/education](https://redcross.org.uk/education)**

## Round 1: Multiple choice

1. What does this sign mean?



- a. Clap here
- b. Safety gloves must be worn
- c. Odd gloves and other lost property

## Round 1: Multiple choice

2. What does this sign mean?



- a. Do not extinguish with water.
- b. Do not light a fire. If you do we'll put it out.
- c. Bucket loads of barbecue sauce available.

## Round 1: Multiple choice

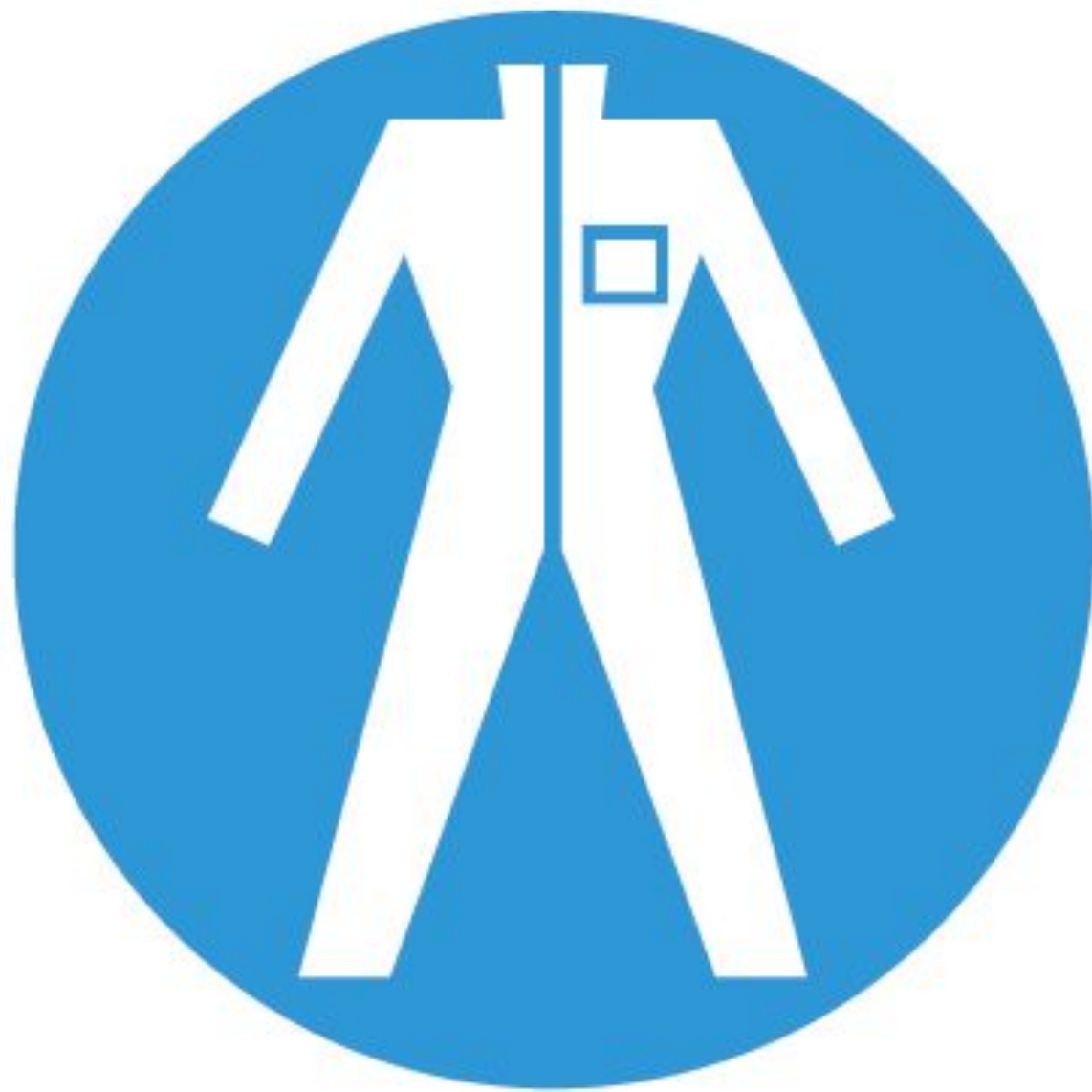
3. What does this sign mean?



- a. Please walk with one foot on the pavement and one in the gutter.
- b. Dancing on stairs is prohibited.
- c. Warning: drop

## Round 1: Multiple choice

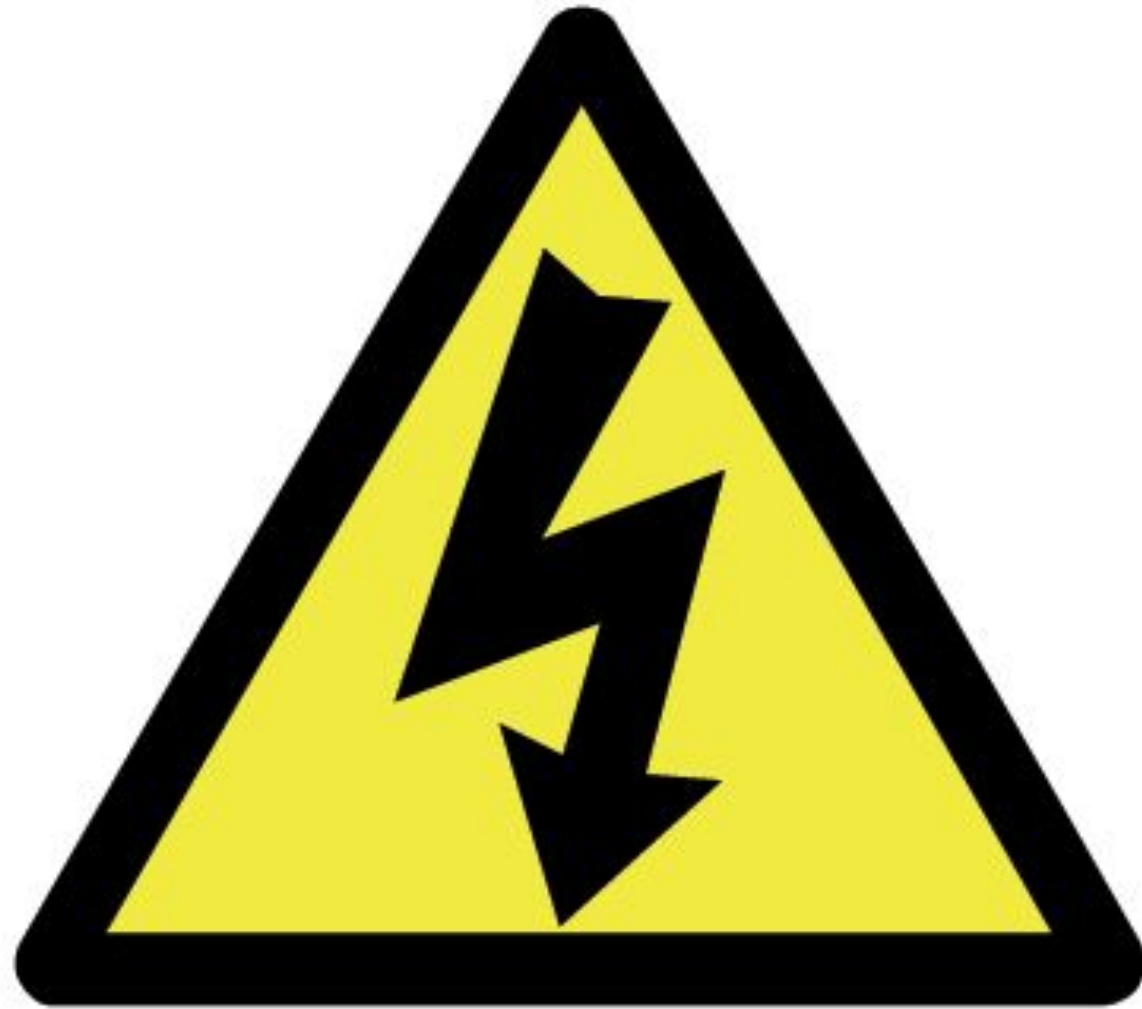
4. What does this sign mean?



- a. People wearing white will be split down the middle.
- b. Iron flat.
- c. Safety overalls must be worn.

## Round 1: Multiple choice

5. What does this sign mean?



- a. Broken arrows likely
- b. Danger: electricity
- c. Take a sharp left, then a sharp right.

## Round 1: Multiple choice

6. What does this sign mean?



- a. Extreme caution – Christmas is coming
- b. Warning – low temperature
- c. Crystals must be worn beyond this point.

## Round 2: Shapes of things

Match the meanings and descriptions:

### Meaning

### Design

- |   |  |
|---|--|
| 1. Warning sign – a sign giving warning of a hazard or danger                   | a. round shape, white pictogram on a blue background                   |
| 2. Mandatory signs – setting out behaviour that must be followed                | b. round shape, black pictogram on white background with red edging    |
| 3. Not allowed signs – prohibiting behaviour likely to increase or cause danger | c. triangular shape, black picture with at least 50% yellow background |



## Round 2: Shapes of things

Match the meanings and descriptions:

### Meaning

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| 3. Not allowed signs – prohibiting behaviour likely to increase or cause danger | c. triangular shape, black picture with at least 50% yellow background |

**Answers:** 1c, 2a, 3b

## Round 2: Shapes of things

Is it a warning, mandatory or not allowed?

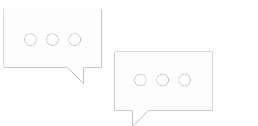
- > Ear protection must be worn
- > Danger: overhead load
- > No smoking
- > Safety helmet must be worn
- > No access
- > Danger: electricity

## Round 3: You draw

Draw these signs for your teammates to guess:

1. Beware: poison
2. Dogs must be carried on the escalator
3. Beware: slippery floor
4. Safety helmet must be worn
5. Do not use lift when fire alarm sounds
6. No pedestrians
7. First aid box
8. Please wash your hands
9. Emergency exit
10. Beware – polar bears

*Okay, Dave.*  
*This is all very well and good.*  
*BUT...*

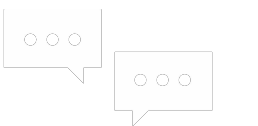


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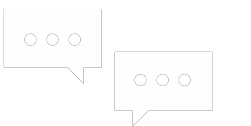
*Yes, but...*

*'Life Skills are very useful but my students won't bother to do any of these things that we're teaching them.'*



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Old English saying:  
You can lead a horse to water but you can't make it drink.



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*‘At its simplest, schools give young people a place at the water’s edge.*

*A horse may not choose to drink if it is led to water but it cannot drink at all if the water is not there.’*

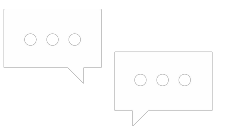
Tony Little

‘An intelligent person’s guide to education’

Bloomsbury, 2015

*Yes, but...*

*'I don't want to make my students talk about incredibly personal or sensitive issues. They find it difficult to talk about them, or at least to talk about them seriously. And even more so in a foreign language.'*

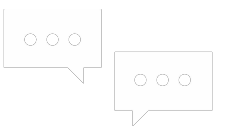


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*Yes, but...*

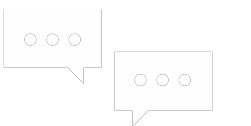
*'Schools should not just be obsessed with making students employable.'*



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*Yes, but...*

*'I'm an English teacher, not a Life Skills teacher.  
I should be teaching vocabulary and grammar 'and stuff'!*



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# 2 Me-time

Inquadra per accedere al video e agli audio della Unit.



CONTENUTI DIGITALI



## V VOCABULARY

### FREE-TIME ACTIVITIES

1 Work with a partner. Match some of these words to the pictures. Use your dictionary if necessary.

- chat online • collect things • dance • do some cooking • do sport • draw • go shopping • hang out with friends • listen to music • play the guitar/piano • read • surf the Internet • take photos • watch films/TV series

2 Listen and repeat.

3 LISTENING Listen to four dialogues. What free-time activity is the subject of each dialogue? Choose from a-g.

- |                        |                  |
|------------------------|------------------|
| a chatting online      | Dialogue 1 ..... |
| b dancing              | Dialogue 2 ..... |
| c drawing              | Dialogue 3 ..... |
| d going shopping       | Dialogue 4 ..... |
| e surfing the Internet |                  |
| f taking photos        |                  |
| g watching films       |                  |

4 Complete these sentences with true information about you and your free-time activities.

- I love ..... 😊😊
- I like ..... 😊
- I think ..... is OK. 😊
- I don't like ..... 😞
- I hate ..... 😞😞

5 SPEAKING Work with a partner. Compare your answers from 4. How similar are you?

I love surfing the Internet.  
I like surfing the Internet but I love watching films.



6 Look at the pictures again. How many objects in them can you name?

book, hat, socks...

Compare your list with your classmates. Who has got the longest list?

7 Complete the sentences with these verbs.

chatting • collects • doing • go • hang • play • takes

I love chatting online. It's fun!

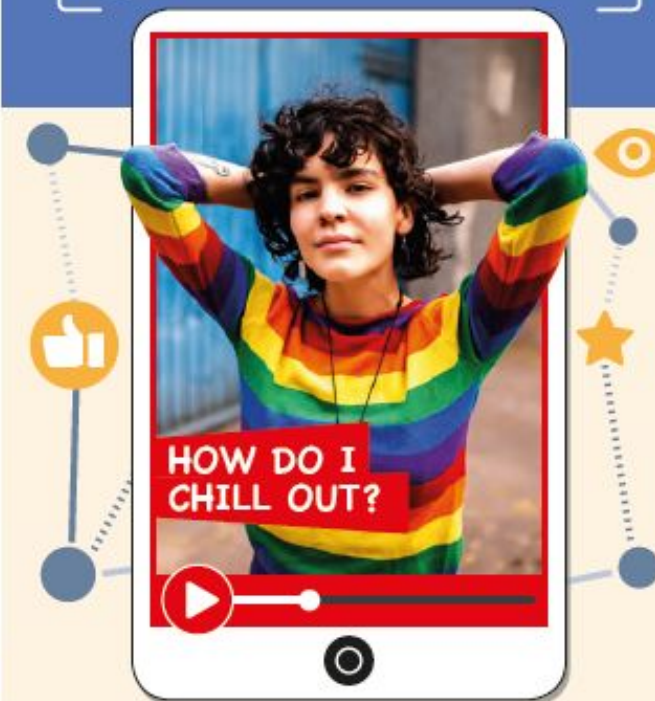
- Can you believe it? Justin says he hates ..... sport!
- I can't ..... out with my friends on school night.
- When we're on holiday, my mum ..... lots of photos.
- My sister Grace ..... shells. She's got 50 of them.
- No, I don't ..... the piano, but I love singing.
- On Saturdays Robyn and I ..... shopping.

8 GUIDED SPEAKING Work with a partner. Take it in turns to ask and answer these questions.

- Is there a shopping centre near your house? What is it like?
- What type of things can people collect?
- What's your favourite TV series or programme?
- What can you cook?

Is there a shopping centre near your house?  
Yes, there is.  
What is it like?  
It's very big with fifty different shops.

## Olivia's Channel



1A Watch or listen to the vlog and number Olivia's activities in the order you hear them.

- go to the cinema or a museum
- text her friends from science club
- watch a TV show
- volunteer at the dog shelter
- play the piano
- surf the Internet

1B Which activity is her favourite when she is stressed out? Put a tick (✓) near the activity in 1A.


2 MEMORY QUIZ Read the definitions and write the words that Olivia uses. Then watch or listen again and check.

- very young dogs .....
- very interested in scientific subjects .....
- on the ground floor .....
- people who watch her vlog .....

3 Work in pairs. Talk about something interesting in the vlog. Then write a comment to Olivia.



# INVALSI training

**1** **LISTENING**  000 | Listen to a radio programme about two teenagers from Canada. While listening, choose the correct answer (A, B, C or D) for questions 1-5. Only one answer is correct. The first one (O) has been done for you.

First you will have 1 minute to study the task below, then you will hear the recording twice.

- 0** On Culture Spot you can learn about
- A very rich footballers.
  - B creative young people.
  - C famous writers of the past.
  - D nobel prize winners.
- 1** Josh and Zach Tiessen are
- A artists.
  - B writers.
  - C movie stars.
  - D dancers.
- 2** You can see Josh's works
- A on the Internet.
  - B in a museum.
  - C in a church.
  - D in his old school.
- 3** From what Kirsten says, we understand that Josh likes painting
- A different kinds of animals.
  - B modern cities.
  - C natural landscapes.
  - D people in their free time.
- 4** Zach uses ... to create music.
- A the piano and the guitar
  - B the piano and the computer
  - C the guitar and the computer
  - D the guitar and the violin
- 5** Zach's music is difficult to describe because
- A he always changes his style.
  - B it is based on old songs.
  - C it mixes different styles.
  - D it is experimental.

## HOME ARTICLES NEWS

What do you do with your free time? Experts agree that teenagers need free time to explore their own interests and relax. A recent survey shows that many teenagers spend free time doing 'passive' activities such as watching TV, listening to music, or playing video games. But others spend this on more active interests and hobbies. Some of the most popular activities are doing sports such as football, going to the gym, dancing or performing music. Many teenagers also use this time to do jobs such as babysitting. Other teens have more unusual hobbies. Let's meet two of them.

**M**y hobby is 'parkour', also known as free-running. It's a way of getting from one place to another as fast as possible. Some people say it's just running, but it isn't. Yes, you do run in parkour, but it combines running with jumping and gymnastics. It's a way of using your body to travel, but also using the world around you – things like walls and buildings. I do parkour once a week at my school and every weekend I practise outside with my friends. Parkour is popular in Denmark, and we are lucky that the first public parkour park, the JiYo Park, is in my city, Copenhagen. Some people say it's dangerous, but we are always very careful. Parkour is not all about jumping off buildings!


*Andreas, Denmark*



**M**y favourite free-time activity is origami. It's when you fold paper into shapes to make small models. I can make birds, flowers and animals. They're really beautiful. I like choosing the colour of the paper and learning how to make new designs. Origami is a great hobby and I find it very relaxing. Origami is very popular here in Japan, and in many other countries, too. It's a hobby that people of any age can do and it isn't expensive. Some of the models are very difficult. You have to fold the paper over 100 times! I can't make things like that – yet!

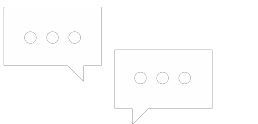
*Hiriko, Japan*



**2** **READING**  000 | Read the article about teenagers' free-time activities and match the beginnings of the sentences (1-4) with their endings (A-G). There are two sentence endings that you should not use. The first one (O) has been done for you.

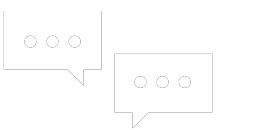
- 0** Experts agree that
- 1** A survey shows that
  - 2** Andreas says that
  - 3** Parkour can be dangerous
  - 4** Hiriko thinks that

<b>A</b> he misses playing video games with his friends.	
<b>B</b> if you aren't careful.	
<b>C</b> it's important for teenagers to relax in their free time.	<b>O</b>
<b>D</b> most teenagers prefer 'passive' hobbies.	
<b>E</b> only patient people can do origami.	
<b>F</b> origami is popular in many countries.	
<b>G</b> parkour mixes running, jumping and gymnastics.	





Students learn not just from **what** we teach but **how** we teach it.  
The best way we can **teach** respect, patience, tolerance is by **being** respectful, patient, tolerant...



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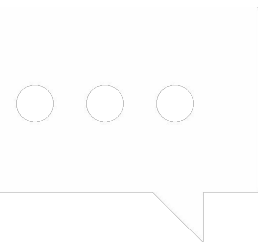
**Gateway**  
Published by Dave Spencer [?] · 18 October · 🌐

Dave here with a very special announcement! Yay, we did it! I'm delighted to announce that we've reached 7,000 likes on the Gateway Facebook page! We launched this page way back in 2010-2011 and I've been posting tips, activities and information about talks, trips, webinars etc. regularly non-stop since then. So, massive thanks to each and every one of you for keeping me company over the years. We've developed a pretty amazing international community here, with teachers from ... [See more](#)



**2,880** People reached      **380** Engagements      [Boost Post](#)

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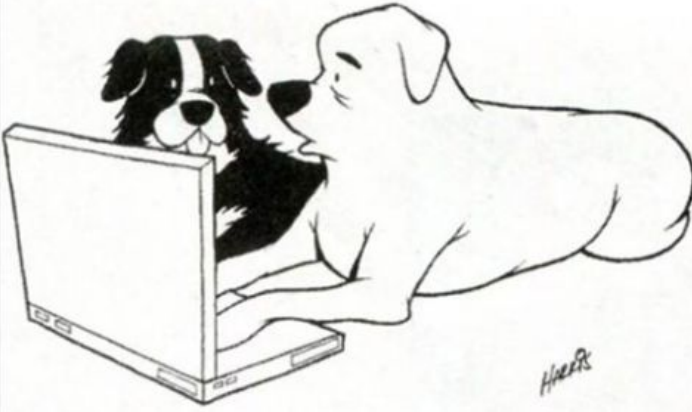
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**Posts**

**Gateway**  
Published by Dave Spencer [?] · 15 November at 15:55 · 🌐

Hi all. Just saw this and thought I'd share it with you. Have a great weekend!



*"And then just hit Delete. I haven't actually eaten any homework in years"*

**3,099** People reached      **303** Engagements      [Boost Post](#)

👍😬👍 70      4 comments 9 shares

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