



Associazione professionale  
Proteo Fare Sapere

**SKILL & LINE**  
TECNOLOGIE DIGITALI

presentano



**Materiale Didattico**  
**Inglese B2 - B1**  
**con esercitazioni e pillole formative**

- Aula01 è una piattaforma interamente progettata da Skillonline
- Ad oggi sono presenti circa 700 scuole attive

**I partecipanti**  
**(*studenti*)** possono:

- Studiare tramite e-book,
- Esercitarsi con esercizi interattivi, test e pillole formative
- Conseguire l'attestato digitale
- Potenziare le loro competenze con i materiali didattici

**I tutor**  
**(*docenti*)** supporteranno per:

- monitorare l'andamento studenti con statistiche dettagliate e grafici riassuntivi
- personalizzare i **percorsi didattici**

Per accedere ad aula01 è sufficiente registrarsi sul sito [www.aula01.it](http://www.aula01.it) con un codice E-book Card

# La homepage pubblica

AULA ZEROUNO

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## La classe del futuro è già presente

Crea il tuo account ed esercitati con la Palestra Digitale!

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AULA ZEROUNO

HOME AIUTO STUDENTE ESERCIZI

Domanda n°4

- Risposta A
- Risposta B
- Risposta C

**AULA**  
**ZEROUNO**



per



# LO STUDENTE

**Selezione del percorso formativo**

Materiale Didattico

A2 - Scuola Media      Inglese B1      Inglese B2      Italiano Capovolto - Biennio

# La homepage – Contenuti Inglese B2



HOME

AIUTO



BENA ALBERTO

ESCI



MATERIALE DIDATTICO



CALENDARIO



ESERCIZI



OPEN BADGES



COMPITI



TEST/QUIZ



PROMEMORIA

30/10/2019 09:00:00 - Consegna compito compito aggiuntivo di ottobre

**I servizi per lo STUDENTE**

## La homepage – Sezione Materiale Didattico

UNITÀ DIDATTICHE - INGLESE B2 - TRIENNIO SUPERIORE	
Modulo 1 - grammar focus	5 unità
Modulo 2 - listening skills	1 unità
Modulo 3 - reading skills	1 unità

**Elenco delle unità suddivise per argomenti**

**Comprensivo di una sezione di grammatica**

## La homepage – Sezione Eserciziario

ESERCIZI

**Esercitati sulle unità didattiche**

- Modulo 1 - Grammar Focus
  - ✓ 1. Costruzioni sintattiche del verbo
  - 2. Verbi fraseologici
  - 3. Connettori
  - 4. Gli Avverbi
  - 5. Forma passiva
- Modulo 2 - Listening Skills
  - 6. Listening skills
- Modulo 3 - Reading Skills
  - 7. Reading skills

**Lo studente  
sceglie le unità  
didattiche  
spiegate in classe  
o a casa, su cui  
esercitarsi**



# La homepage – Sezione Eserciziario, la domanda

Activity Interview - Listen the audio file and complete di empty box with text.

## Qui puoi ascoltare l'audio

**J.:** Given the al-Shabaab attacks on the West Gate mall and Garissa University, I'm sure your secret service could've

(1) other countries for you to visit. But you wanted to go to Kenya.

**B.O.:** Well, I think it is important first of all that the president of the United States  (2) our commitment to partnering with countries around the world, even though we're not  (3) by terrorist organisations. Second, the counterterrorism co-operation between the United States and Kenya-and Uganda and other countries- in East Africa  (4).

And part of the subject of the visit is to continue to strengthen those ties to make them more effective. Third as I

my presidency I've already had a number of visits to Africa. But this gives me an opportunity to focus on a region that I have not been visiting as president and I'm also going to have the opportunity to talk to the African Union. So I'll be the first US president to not only visit Kenya and Ethiopia, but also to address the continent as a whole, building off the African summit that we did here which was historic and has, I think,

(6) the kinds of already strong relationships that we have across the continent.

And you're going to talk about entrepreneurship at this summit in Nairobi. Is there any link between security and entrepreneurship?

**J.:** I think there is. I  (7) that when people see opportunity, when they have a sense of control of their own destiny, then they're less vulnerable to the propaganda and twisted ideologies that  (8) attracting young people- particularly now being turbocharged through social media.

And a while back, when we  (9) at strategies to reach out to the Muslim world- to reach out to- developed countries, a common theme emerged, which was people are not interested in – just being patrons- or- or being patronised- and being given aid . They're interested in building capacity.

The more we can encourage entrepreneurship, particularly for young people, the more they have hope. Now that requires some reforms in these governments that we continue to emphasize. Rooting out corruption, increased transparency and how government

(10); making sure that regulations are not designed just to advantage elites, but are allowing people who have a good idea to get out there and get things done.

Conferma



00:14:33



Ogni esercitazione è formata da 10 domande: ecco un esempio

Ogni esercitazione ha 15 minuti per essere svolta

## La homepage – Sezione Eserciziario, la domanda

You are going to read an extract from a novel ...

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand - a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans - why can't he get a taxi? what's wrong with the bus? - I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

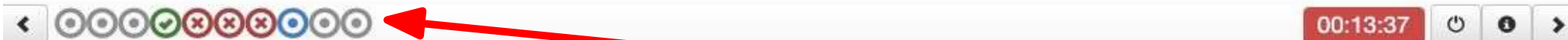
So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it... the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable - that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car. As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat - a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazily flows through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but ...in which a young woman called Caitlin talks about her life on an island.

Choose the answer (A, B, C or D) which you think fits best according to the text.

Caitlin emphasises her feelings of discomfort because she

- A) is embarrassed that she doesn't understand what her brother is talking about.
- B) feels confused about why she can't relate to her brother any more.
- C) is upset by the unexpected change in her brother's behaviour.
- D) feels foolish that her brother's attention is so important to her.



**Il sistema segnala immediatamente se la risposta è corretta oppure no**

# La homepage – Sezione Eserciziaro, il report

Esito del test eseguito il 28/10/2019 15:18:47

## Test non superato

— 3 domande corrette su 10 (sufficienza: 6)

### Dettagli

1. Scegli l'avverbio corretto. (La tua risposta: *weakly*)
2. Scegli la congiunzione appropriata.
3. Scegli la congiunzione appropriata.
4. Scegli la congiunzione appropriata.
5. Scegli la congiunzione appropriata. (La tua risposta: *As*)
6. Put these sentences into the passive form. (La tua risposta: *Is reveal*)
7. Activity Interview - Listen the audio file and complete di empty box with text.
8. You are going to read an extract from a novel ...
9. Sostituisci le parole evidenziate con una forma adeguata di to make + preposizione / avverbio.
10. Inserisci una preposizione o un avverbio adeguati.

### Legenda

Risposta corretta | Risposta errata | Risposta saltata

Le pillole formative mostrano la risposta corretta alle domande che non hanno avuto buon esito e consente di visualizzare le schede di approfondimento tratte dall'ebook

Visualizza le pillole

Torna alla Home

## La homepage – Sezione Eserciziario, pillole

Scegli l'avverbio corretto.

Consulta l'approfondimento

Avanti

They ..... bottle their wine when the moon is waxing.

regular

weakly

always

daily

La risposta esatta

Scheda di approfondimento



## Pillole e approfondimenti prove Invalsi Inglese livello B2

### Modulo 4 – Gli Avverbi

Adverbs are one of the eight parts of speech and are used to modify verbs. They can describe how, when, where, and how often something is done. Here is a guide to the five types of adverbs.

#### What are Adverbs?

Argomenti: avverbi di modo -- avverbi di tempo -- avverbi di luogo -- avverbi di frequenza -- avverbi di quantità -- avverbi frasali

**La scheda di approfondimento consente di scoprire in autonomia il ragionamento che lo studente deve fare per ottenere la risposta corretta.**

## La homepage – Sezione Test e Quiz

PROVE DI "POTENZIAMENTO E SIMULAZIONE INVALSI" ⓘ

 **Grammar focus** Non superato 60/100

 **Listening** Non superato 40/100

➤ AVVIA - ☰ Visualizza la tabella dei risultati

Data	Durata	Punteggio	Esito	Attestato
28/10/2019 12:11:36	00:01:07	40/100	Non Superato	n.d.

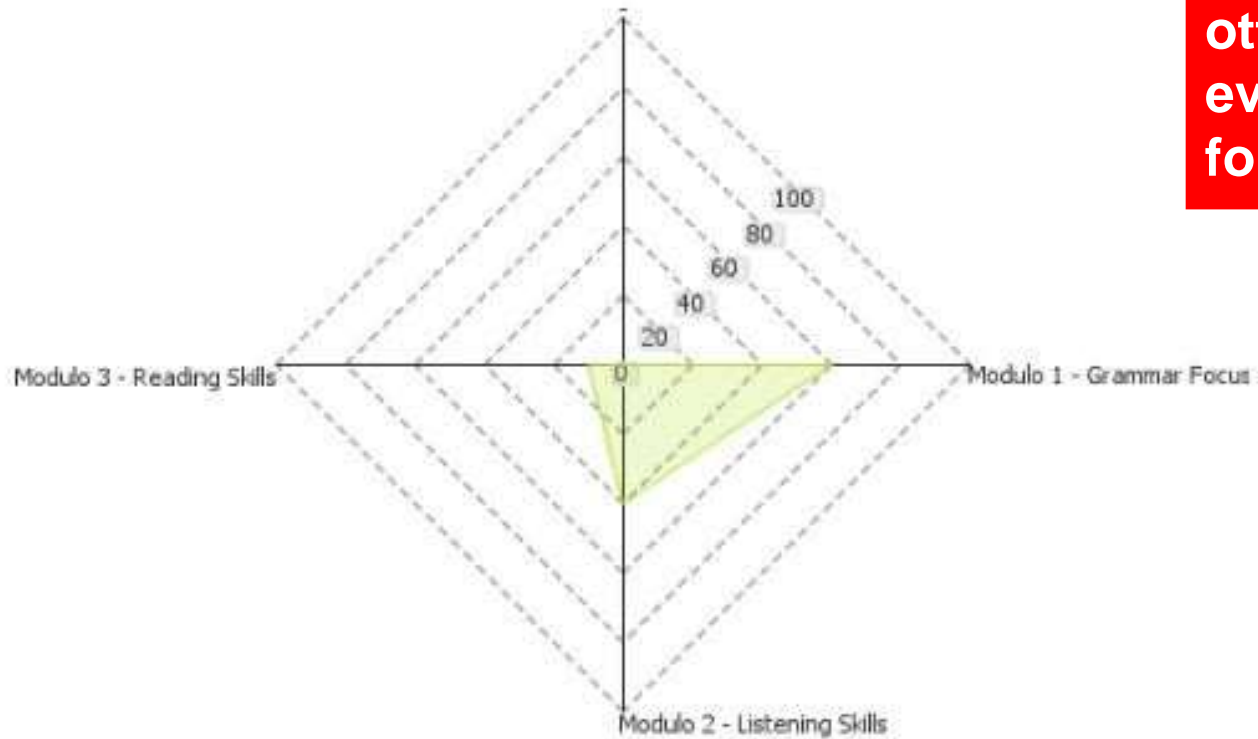
 **Reading** Non superato 10/100

**Lo studente può visualizzare la tabella con punteggi e risultati delle sue prove**

## La homepage – Sezione Test e Quiz - Dettaglio Test

Bena Alberto

Competenze di Bena Alberto su Inglese B2 - Triennio Superiore



I grafici “Radar” mostrano con precisione la media dei risultati ottenuti nelle varie aree tematiche evidenziando chiaramente i bisogni formativi

## La homepage – Sezione Simulazione – Attestato



Si attesta che

**Bena Alberto**

in data

**03/10/2019**

ha superato con successo la prova relativa

**Inglese B2**

con un punteggio di **80 / 100**

e

ha ottenuto il relativo Open Badge



Il presente attestato è stato ottenuto affrontando la prova in modalità "Autovalutazione".  
Il Badge relativo alla competenza acquisita è stato spedito alla casella email di:

**L'attestato che dimostra lo svolgimento della prova di simulazione**





**GRAZIE**

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