

DONATA BANZATO
MONICA VERZOTTO

ESAME DI STATO E INVALSI - LINGUA INGLESE
SCUOLA SECONDARIA DI PRIMO GRADO

Get Ready for **EXAMS**

Quaderno di allenamento
al **NUOVO** Esame di Stato
e alla **Prova nazionale INVALSI**

- Introduzione al **nuovo** Esame di Stato e alla prova INVALSI
- Tutte le tipologie di prove
- MYAPP Pearson con ascolti



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Get Ready for **EXAMS**

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MYAPP Pearson contiene il materiale audio presente in questo libro e le soluzioni.
L'app è disponibile per iOS e Android su Apple Store e Google Play Store.
È possibile accedere ai contenuti usando il QR Code a fianco. Dopo il primo utilizzo, si possono ritrovare i contenuti nella Cronologia, oppure salvarli nei Preferiti.



Are you ready for exams?

Finalmente è arrivato il momento tanto atteso! Stai per concludere il terzo e ultimo anno della Scuola Secondaria di Primo Grado e dovrai affrontare alcune prove per dimostrare le **conoscenze, abilità e competenze** – comprese quelle di **Cittadinanza** – che hai acquisito durante questi ultimi tre anni di scuola: la prova nazionale INVALSI e il tuo primo Esame di Stato. Lo svolgimento della prova INVALSI è uno dei requisiti per l'ammissione all'Esame di Stato, il cui superamento ti consentirà di ottenere il Diploma conclusivo di questo percorso di studi per poi iniziare un nuovo importante cammino, quello della Scuola Secondaria di Secondo Grado.

IL NUOVO ESAME DI STATO

Vediamo un po' più da vicino gli elementi importanti che influiranno sul tuo voto finale:

- i requisiti di ammissione
- la prova di lingue straniere
- il colloquio orale.

I requisiti di ammissione

Come detto sopra, per poter essere ammesso/a all'Esame di Stato dovrai affrontare **le prove INVALSI** che si svolgeranno ad aprile. Indipendentemente dalla valutazione ottenuta, sarai ammesso/a all'Esame; il giudizio ottenuto non influirà sul voto finale, ma farà parte della tua documentazione di studente.

Gli altri requisiti per l'ammissione all'esame sono:

- la frequentazione di almeno **tre quarti del monte ore** scolastico;
- il non essere incorsi in **sanzioni disciplinari gravi**.

Potrai essere ammesso/a all'Esame anche se avrai raggiunto solo parzialmente i livelli di apprendimento previsti (o addirittura potrai non averli raggiunti), a patto che la maggioranza dei tuoi insegnanti sia d'accordo. Attenzione però: il voto di ammissione giocherà un ruolo importante, perché farà parte della media dei voti per il punteggio finale.

Infine, la valutazione della tua **condotta non influirà sul voto finale d'Esame** e sarà espressa da un giudizio che farà riferimento alle competenze di Cittadinanza che avrai acquisito e al rispetto delle regole della tua scuola.

La prova di lingue straniere

Le prove scritte dell'Esame saranno tre: **italiano, matematica e lingue straniere**.

Quest'ultima si suddividerà in **due sezioni distinte, inglese e la seconda lingua straniera**, e si svolgerà in un giorno diverso dalle altre due. La sua durata non dovrà superare le **quattro ore**, quindi all'interno di questo arco di tempo dovrai affrontare lo scritto di entrambe le lingue.

La prova ti permetterà di esprimere al meglio le tue **conoscenze, abilità e competenze linguistiche allo scritto**; ricordati che ti sarà richiesto di dimostrare il raggiungimento del **livello A2 del Quadro** comune europeo.

Per entrambe le lingue sono previste queste **cinque tipologie di prove**:

- il **questionario** di comprensione con domande a risposta chiusa e aperta;
- il **completamento** di un testo in cui siano state omesse parole o gruppi di parole, oppure il **riordino** e la **riscrittura** o la **trasformazione** di un testo;
- l'elaborazione di un **dialogo** su traccia;
- la **lettera** o l'**email personale** su traccia;
- la **sintesi** di un testo di cui dovrai riassumere le informazioni principali.

La traccia potrebbe anche essere eventualmente una combinazione di queste proposte.

Per ciascuna lingua otterrai un voto che sarà espresso in decimi (ed eventualmente anche in frazioni decimali). La loro media, rappresentata da un numero intero senza decimali, sarà il voto finale della prova di lingue straniere.

Il colloquio orale

Quest'ultima tappa servirà a valutare le tue **conoscenze, abilità e competenze all'orale**, comprese quelle di **Cittadinanza e Costituzione**, previste dalle Indicazioni nazionali.

L'argomento di conversazione di inglese potrà riguardare aspetti della **civiltà** inglese e/o anglofona che avrai già studiato, oppure fatti o considerazioni legati al tuo **vissuto quotidiano**. Sarà però importante che tu sappia dimostrare le tue **capacità di collegamento tra le varie discipline** e anche di **argomentazione, risoluzione dei problemi, pensiero critico e riflessivo**: quindi

cerca di offrire degli esempi a sostegno delle tue affermazioni e/o delle spiegazione/giustificazioni, cioè cerca di spiegare il perché delle tue dichiarazioni.

Un aiuto per te

Per affrontare l'Esame con serenità e fiducia, questo fascicolo ti offre una **ricca serie di attività** utili per lo svolgimento di **tutte le tipologie di prove scritte**, così come **argomenti di civiltà e temi personali per il colloquio orale**; inoltre, grazie ai **tips** e alle mappe concettuali e interculturali, il tuo studio sarà guidato ed efficace.

LA PROVA NAZIONALE INVALSI

A partire dal 2018 al terzo anno della Scuola Secondaria di Primo Grado vengono introdotte le prove nazionali INVALSI anche per la lingua inglese. Durante il mese di aprile dovrai quindi affrontare una prova per italiano, una per matematica e una per la lingua inglese.

A differenza dell'Esame di Stato, la prova INVALSI è un test nazionale che viene proposto agli studenti di tutte le scuole per valutare l'apprendimento della lingua inglese a livello nazionale.

La prova nazionale di inglese sarà in modalità *computer-based*, cioè gli esercizi verranno svolti al computer, e comprenderà attività volte a valutare le abilità di comprensione scritta e orale e di uso della lingua. Le attività che ti verranno proposte saranno quindi simili a quelle che hai già affrontato nel corso dei tuoi studi.

Questo fascicolo ti offre l'opportunità di allenarti ad affrontare al meglio questa prova attraverso alcune attività specifiche: troverai quattro prove di comprensione scritta (*Reading comprehension*), basate sulla lettura di testi di diverso tipo e argomento, quattro prove di comprensione orale (*Listening comprehension*), con ascolto di tracce registrate, e quattro prove di uso della lingua

(*Language in use*), con esercizi su grammatica, lessico e funzioni comunicative.

Le prove sono graduate per livello di difficoltà e hanno indicazione del punteggio, sia per i singoli esercizi sia per il totale, così da poter valutare la tua preparazione e i tuoi progressi.

Potrai svolgere le prove a casa oppure in classe. Potrai scegliere di farle 'con carta e penna', nel presente fascicolo, oppure in modalità *computer-based* su uno *smartphone*, un *tablet* o un *computer*, grazie al **Libro Liquido**, la versione online del tuo corso. Sul Libro Liquido gli esercizi sono interattivi e autocorrettivi, l'intero testo può essere ascoltato e puoi modificare dimensioni, carattere e sfondo.

Le tracce degli ascolti delle prove di *Listening comprehension* sono scaricabili attivando MYAPP Pearson con il QRcode che trovi sulla pagina dell'indice di questo fascicolo.

Svolgi tutte le attività di questo fascicolo con attenzione e responsabilità e arriverai preparato/a ad affrontare queste importanti prove!

Buon allenamento! **Get ready for exams!**

Nuovo Esame di Stato

Prova scritta

Reading comprehension

Una delle possibili prove dell'Esame di Stato è la **comprensione di un testo scritto**.

Allenati al superamento di questa prova con i brani presenti in queste pagine.

Segui le indicazioni per la lettura del testo e per lo svolgimento degli esercizi.

Analisi del titolo

Leggi il titolo: è un nome di persona. Questo indica che il brano è una **biografia**. Conosci già il personaggio di cui si parla? Ricorda che il titolo ti aiuta a fare delle prime ipotesi sul contenuto del brano.

Lettura del brano

1 Leggi rapidamente il brano per capire il senso generale. Questo testo è diviso in paragrafi:

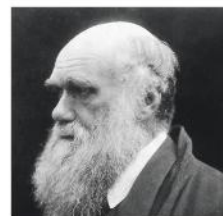
- nel paragrafo (A) si parla dell'infanzia e della giovinezza di Charles Darwin;
- nel paragrafo (B) del suo viaggio intorno al mondo;
- nel paragrafo (C) della sua importante opera.

Ricorda che la suddivisione in paragrafi ti aiuta a orientarti. Collegando le domande degli esercizi ai paragrafi troverai più facilmente le risposte adeguate.

2 Rileggi il brano attentamente, sottolinea le parole che non conosci, cerca il loro significato nel dizionario e trascrivilo. Fai attenzione: devi trovare il significato che meglio si adatta al contesto.

Charles Darwin

- A** Charles Darwin was born in 1809 in Shrewsbury, a town not far from Wales. From an early age Charles was passionate about nature. In 1825 he went to Edinburgh University to study medicine, but he did not really like it. Following his strong interest in natural science, he moved to Cambridge, where he concentrated on the study of insects, plants and geology.
- B** At the age of 22 he enthusiastically accepted the proposal to join a voyage around the world as a naturalist, on board a ship called *The Beagle*. The ship left Plymouth on 27 December 1831 for a five-year voyage around the world and Darwin had a unique opportunity to see many different lands and species. He recorded his observations in his notebooks and collected all types of organisms: birds, plants, fossils and volcanic rocks. In South America, by observing the birds on Galapagos islands, Darwin started to develop his theory about natural selection and evolution.
- C** In 1839 Darwin married his cousin, Emma Wedgwood, and moved to London. They had ten children. He worked on his book *On the origin of species* for twenty years. He was worried about people's reaction: at a time when people believed that the great variety of animals and species was created by God, his theory of evolution was revolutionary. When the book was finally published in 1859 people were shocked and the church **rejected** this new theory. But the scientific community accepted Darwin's theory. *On the origin of species* was translated into many languages and when Darwin died in 1882 he **was buried** in Westminster Abbey. His theory of evolution changed the way we consider life on earth for ever.



ORNITHOLOGY



Glossary

to be buried
to reject

essere sepolto
rifiutare

Esercizio vero/falso

Prima di decidere se una frase è vera o falsa, leggila attentamente due o tre volte e cerca il punto del brano che riporta l'informazione corrispondente.

Esercizio a scelta multipla

Leggi attentamente le risposte già date e prima di scegliere controlla bene. Solo una risposta è corretta.

Domande di comprensione

Accertati di capire bene il significato della *question word* iniziale, se c'è, e controlla se ci sono vocaboli che non conosci. Trova nel brano la frase contenente l'informazione richiesta, che hai sottolineato in precedenza. Rispondi in modo completo, ma fornisci solo l'informazione richiesta, senza copiare interi pezzi del brano. Ricorda che alcune risposte si trovano facilmente e basta riportare una frase del brano, ma se puoi usa sinonimi o parole tue.

Esercizi di comprensione

Non partire subito con le risposte agli esercizi. Leggi prima tutte le domande contenute negli esercizi e assicurati di averle capite bene. Rileggi il brano e sottolinea le frasi che contengono le risposte utili.

1 Are the following sentences True (T) or False (F)? Correct the false ones.

- 1 Charles Darwin wanted to study medicine.
- 2 Charles Darwin was happy to sail on *The Beagle*.
- 3 Charles Darwin published *On the origin of species* soon after his voyage.
- 4 Charles Darwin was very famous when he died.

T	F
T	F
T	F
T	F

2 Choose the right answer.

1 Charles Darwin developed a passion for nature

- a when he was very young.
- b when he was at Edinburgh University.
- c when he was on *The Beagle*.
- d when he saw the Galapagos islands.

2 The voyage on *The Beagle* was

- a very short.
- b short.
- c long.
- d very long.

3 Emma Wedgwood was

- a Darwin's cousin.
- b Darwin's mother.
- c Darwin's cousin and wife.
- d Darwin's wife.

3 Answer the questions.

- 1 Where is Shrewsbury?
- 2 What was Darwin's role on *The Beagle*?
- 3 What did Darwin do during the voyage?
- 4 Why was Darwin afraid of publishing *On the origin of species*?
- 5 How did people react to Darwin's work at first?
- 6 Why is Darwin considered one of the most important naturalists who ever lived?
- 7 Do you like studying science? Why? Why not?
- 8 Would you like to travel around the world?

Summary

Un'altra delle possibili prove d'esame è il **riassunto**. In queste pagine, ogni brano di comprensione è affiancato da una traccia che ti aiuta a riassumerlo. Questi sono i punti da seguire per riassumere il brano su Charles Darwin:

- when and where he was born
- where he studied
- what his passion was
- when he made his voyage around the world
- why this voyage was important
- what he did after the voyage
- when he published *On the origin of species*
- people's reactions to the theory of evolution.

Cross-curricular links

Arte: il film *Master & Commander: sfida ai confini del mare*

Scienze: la teoria dell'evoluzione

Geografia: le isole Galapagos

Spagnolo: il Sud America

Reading comprehension

- Leggi attentamente il titolo: forse *heritage* è un vocabolo che non conosci. Controlla subito il suo significato, ti sarà utile per capire di cosa parla il brano.

Hispanic heritage in the USA

Did you know that many **iconic images** we associate with the USA come from Spain or Latin America? These include cowboy culture, the colonial architecture of Los Angeles, tortilla chips and the dollar symbol. Hispanic or Latino people come from Spanish-speaking countries, especially South America, and live in the USA. Many are immigrants, but most were born in the USA and are American citizens. They make up more than 17% of the American population, around 55 million people. About 15 million Hispanic people are aged between 18 and 33.

Hispanic culture is important in American history. Many southern and western states, like Texas, New Mexico, Nevada and California, **belonged to** the Spanish Empire, then to Mexico, and became part of the USA during the 19th century. In the 20th century many buildings were built in the Hispanic-Mexican style, characterized by simple white walls, **arches** and roofs with red **tiles**.

Many Hispanic people are bilingual and Spanish is the second most spoken language in the USA. Latino television channels, music and cuisine influence American tastes and habits.

Hispanic people share many traditions. Families are usually large, and their community spirit is celebrated in many festivals. From mid-September to mid-October is National Hispanic Heritage Month, a series of cultural events in many US cities to commemorate the Hispanic contribution to American life. The Puerto Rican Parade in New York in June, and the *Cinco de Mayo*, in Los Angeles on the 5th of May, are big outdoor events. These festivals, thanks to their street performers, traditional music, dance and food, attract millions of Americans and show how Hispanic heritage contributes to US multicultural life.



Glossary

arch
to belong to
iconic image
tile

arco
appartenere
immagine simbolica/significativa
tegola

1 Are the following sentences True (T) or False (F)? Correct the false ones.

- 1 The USA has a population of 55 million people.
- 2 The culture of the USA has been influenced by Hispanic people.
- 3 Not many Hispanic people speak English.
- 4 Hispanic-Mexican buildings have a lot of decorations.
- 5 *Cinco de Mayo* is celebrated in New York.
- 6 Festivals keep traditions alive.

T	F
T	F
T	F
T	F
T	F
T	F

2 Choose the right answer.

1 The majority of Hispanic people in the USA

- | | |
|-------------------|----------------------------|
| a are immigrants. | c come from South America. |
| b are Americans. | d come from Spain. |

2 15 million Hispanic people

- | | |
|----------------------------------|----------------------------------|
| a were born after the year 2000. | c are older than 18. |
| b are younger than 18. | d are adults up to 33 years old. |

3 Hispanic families usually have

- | | |
|------------------------|----------------|
| a one or two children. | c one child. |
| b a lot of children. | d no children. |

4 Hispanic festivals take place

- | | |
|--------------|--------------|
| a in spring. | c in autumn. |
| b in summer. | d all year. |

3 Answer the questions.

- 1 Which US states were part of the Spanish Empire?
- 2 When did these states become part of the USA?
- 3 What style were many buildings constructed in?
- 4 Which media help to promote Hispanic culture?
- 5 When and where is the Puerto Rican Parade?
- 6 Why are Hispanic festivals very popular in the USA?
- 7 Do you study Spanish at school? If you don't, what other foreign language do you study?
- 8 Have you ever eaten Spanish food? Do you like trying ethnic food?

Nelle domande spesso si usano sinonimi dei verbi presenti nel brano. Nella domanda 3 fai attenzione al verbo *constructed*, usato qui come sinonimo di *build*.

Scrivi almeno due frasi per ogni punto con le informazioni più importanti; scrivi frasi semplici e uniscile con *and*, *so*, *because*. Se possibile cerca di usare parole tue, per dimostrare la tua conoscenza della lingua. Alla fine rileggi il testo: deve essere breve, chiaro, corretto.

Summary

Write a summary of the passage including the following points:

- who the Hispanic people are
- the percentage of Hispanic people living in the USA
- examples of Hispanic heritage in the USA
- the influence of Hispanic lifestyle on American culture
- the most popular Hispanic festivals.

Cross-curricular links

Geografia: la popolazione degli Stati Uniti e le sue componenti etniche

Spagnolo: la diffusione dello spagnolo nel mondo

Arte: l'architettura coloniale in Sud America

Reading comprehension

The land down under

Australia is in the southern hemisphere. It is the sixth largest country in the world, but it is often called *the world's largest island*, or *smallest continent*. It is bordered by the Pacific Ocean to the east and the Indian Ocean to the west. Australia is the world's oldest and flattest continent. Most of its interior is desert, called *the outback*.



The landscape is varied. While the interior is dusty and dry, the north has tropical beaches and large rainforests. Australia's highest mountains, the Blue Mountains and the Australian Alps, and most of the country's rivers, are in the east. Australia has more beaches than any other country in the world, and the Great Barrier Reef off the north-east coast is over 2,000 km long.

The eucalyptus tree provides food for the wildlife, including the famous koalas and kangaroos.

In the middle of the country stands Uluru (Ayers Rock), the world's largest monolith. It is a sacred place for Aboriginal Australians, the native population who inhabited the country before the arrival of the English in 1770.



25 million people live in Australia, mostly in the cities by the sea, especially on the south-east coast, where the climate is temperate. Canberra is the capital, but Sydney is Australia's most populated city with 5 million inhabitants. It is a multicultural city: almost 45% of the people living there were born outside Australia. The city was founded in 1788 as a British **settlement** and grew up around Sydney Harbour, one of the largest natural harbours in the world. Here you can see one of the world's most famous buildings: Sydney Opera House. And from the top of Sydney Harbour Bridge, built in 1932, you can enjoy an **amazing** view of Sydney.



Glossary

amazing
settlement

straordinario
insediamento

1 Are the following sentences True (T) or False (F)? Correct the false ones.

- 1 Australia is an old continent.
- 2 Australia has many different geographical areas and climates.
- 3 Koalas eat leaves from eucalyptus trees.
- 4 Sydney is in the outback.
- 5 A lot of people in Australia come from different countries.
- 6 The English arrived in Australia in 1788.

T	F
T	F
T	F
T	F
T	F
T	F

2 Choose the right answer.

1 Australia is called the world's

- | | |
|----------------------|-----------------------|
| a largest country. | c smallest continent. |
| b largest continent. | d youngest continent. |

2 You can find a big desert

- | | |
|---------------------------------|-----------------------------|
| a in the interior of Australia. | c in the east of Australia. |
| b in the north of Australia. | d along the western coasts. |

3 Most Australians live

- | | |
|-------------------|-----------------|
| a in the outback. | c in Sydney. |
| b in Canberra. | d near the sea. |

4 Before 1770

- | | |
|--|--------------------------------------|
| a Aboriginal Australians lived in Australia. | c Chinese people lived in Australia. |
| b English people lived in Australia. | d nobody lived in Australia. |

3 Answer the questions.

- 1 Which oceans surround Australia?
- 2 Why is the south-east part of the country the most populated area?
- 3 What was founded in 1788?
- 4 Where are Sydney's two most famous attractions located?
- 5 When was Sydney Harbour Bridge built?
- 6 Would you like to visit Australia? Explain your answer.
- 7 Is your country multicultural? What are the most common languages?

Cerca di rispondere alle domande personali nel modo più esteso possibile, motivando le tue opinioni.

Ricordati di rispettare l'ordine giusto delle parole nella frase. Imposta le tue frasi partendo dal soggetto, poi unisci il verbo e poi il resto della frase. Fai attenzione alla concordanza tra il soggetto e il verbo.

Summary

Write a summary of the passage including the following points:

- location of the Australian continent
- the 'records' of this country
- different landscapes and climates
- population
- capital and most populated city.

Cross-curricular links

Geografia: il continente australiano

Storia: i viaggi di James Cook e la scoperta dell'Australia

Scienze: la Grande Barriera Corallina

Reading comprehension

Dopo la prima lettura può esserti utile dare un titolo ai paragrafi, per aiutarti a orientarti nel testo. Abbina questi titoli ai paragrafi:

1 The birth of skyscrapers

(A) (B) (C)

2 Green innovations

(A) (B) (C)

3 Development of skyscrapers

(A) (B) (C)

The art of skyscrapers

A We commonly associate the idea of very tall buildings with New York, but the first skyscrapers were built in Chicago. In 1871 the Great Chicago Fire destroyed the city, and when reconstruction began, the city grew vertically: the first skyscraper, an office building with ten floors, was built there in 1885. The use of **steel** and the invention of the elevator contributed to the success of skyscrapers.



B The Chrysler Building and the Empire State Building, two wonderful examples of Art Deco, were built in the early 1930s in New York. With its 102 floors the Empire State Building was the world's tallest building until 1972, when the Twin Towers were built. They were part of the World Trade Center and they were destroyed on September 11th 2001 by a terrorist attack. Today the Freedom Tower has replaced the Twin Towers. It is the tallest building in the western hemisphere.



C In the construction of the Freedom Tower engineers adopted green technology, so this **huge** building consumes less energy than many smaller structures. There are many ways to make buildings environmentally friendly, such as the use of solar panels, natural light and natural ventilation, and green roofs. New York and Chicago were among the first cities to adopt *green roofs*, by planting many different types of plants on the flat roofs of their city buildings. These roofs help insulate buildings, reduce the **heat** of urban areas, limit air pollution and **provide** wildlife with a new habitat. Green roofs, as well as walls and balconies, can also be used to grow vegetables. In a world where there is less and less arable land and most people live in urban areas, these *vertical farms* may represent an important contribution to **sustainable** development.



Glossary

heat

huge

to provide

steel

sustainable

calore

enorme

fornire

acciaio

sostenibile

1 Choose the right answer.

1 Skyscrapers in New York

- a** were the first skyscrapers in the world. **c** include the Chrysler Building.
b are not very common. **d** were built after a great fire.

2 The tallest building in New York is

- a** the Empire State Building. **c** the World Trade Center.
b the Chrysler Building. **d** the Freedom Tower.

3 Green roofs

- a** consume a lot of energy. **c** always have more than 100 plants.
b usually have solar panels. **d** help the environment.

4 Today the majority of people in the world live

- a** in rural areas. **c** in green cities.
b in towns and cities. **d** in green buildings.

2 Are the following sentences True (T) or False (F)? Correct the false ones.

- 1 Chicago was built again after the Great Fire.
2 The World Trade Center included the Twin Towers.
3 A terrible event took place in New York on September 2001.
4 The Freedom Tower is the highest building in the world.
5 Solar panels consume a lot of energy.
6 You can grow vegetables only on roofs.

T	F
T	F
T	F
T	F
T	F
T	F

3 Answer the questions.

- 1 What was built in Chicago in 1885?
2 Which inventions helped the development of skyscrapers?
3 Which style characterises the Chrysler Building?
4 How many floors are there in the Empire State Building?
5 Why is green technology now used in the construction of tall buildings?
6 Where were some of the first green roofs planted?
7 Are there many green areas where you live?
8 What do people do to fight pollution where you live?

Summary

Nella descrizione di monumenti o luoghi di città spesso si usa la forma passiva. Se scegli di scrivere frasi passive, attenzione a non dimenticare il verbo essere e il participio passato.

Write a summary of the passage including the following points:

- where and when the first skyscraper was built
- where many skyscrapers were built
- examples of famous skyscrapers
- new technology adopted in the construction of tall buildings
- the benefits of green roofs.

Cross-curricular links

Arte: i grattacieli e l'arte americana

Tecnologia: l'architettura "verde"; il bosco verticale di Milano

Scienze: l'inquinamento delle aree urbane e lo sviluppo sostenibile

Reading comprehension

The Christmas Truce

The First World War was a **trench** war. On the western front there were long series of trenches, where German soldiers fought against British and French soldiers. The land between the trenches was called *no man's land*. Living conditions were terrible: the trenches were full of mud, rats and **fleas** and, often, also dead bodies. By the end of 1914 the soldiers were **exhausted**.

Before the first Christmas of the war, the soldiers hoped for a **ceasefire**, but the authorities did not want to call a **truce**. However in many places along the front, soldiers spontaneously stopped fighting. On 24th December the Germans decorated their trenches and sang traditional Christmas songs. British soldiers heard the famous song *Silent Night*. Then the British responded by singing carols, British Christmas songs. Opposing troops **waved** across the trenches, then courageously came out and met in *no man's land*. These men were enemies, but they were united by a common destiny.

The soldiers exchanged small gifts: chocolate, cakes, jam, whisky and cigarettes. Some even played football together. It was incredible. The French troops joined the truce and there were many similar episodes on the front. The truce lasted for a few days.

Then orders arrived: such episodes between enemies were forbidden. But news of this extraordinary unofficial truce reached the media and German and British newspapers published this story of friendship between opposing armies. This episode has inspired many songs, paintings, novels and films. There are also monuments to the event. One of these is in Ploegsteert in Belgium, it is an iron sculpture in the shape of a **shell**, with a football on the top.



Glossary

ceasefire
exhausted
flea
shell
trench
truce
to wave

cessate il fuoco
esausto
pulce
bomba
trincea
tregua
fare cenni di saluto

Molte di queste domande contengono la forma interrogativa del *simple past*, composta dall'ausiliare *did* e dal verbo alla forma base. Fai attenzione: nelle risposte non dovrai usare *did*, ma dovrai usare il verbo nella forma corretta del *simple past*.

La risposta alla domanda 5 non è esplicita. Dovrai formularla con parole tue, rileggendo attentamente il brano. Puoi introdurre le tue opinioni usando espressioni come *I think*, *I believe*, *In my opinion*.

1 Choose the right answer.

1 In December 1914 the soldiers

- a did not want to celebrate Christmas.
- b felt the spirit of Christmas.

- c did not care about Christmas.
- d did not like Christmas.

2 The Christmas Truce

- a was an official truce.
- b wasn't an official truce.

- c wasn't a spontaneous truce.
- d was organised by the authorities.

3 During the truce

- a the French stopped fighting.
- b the Germans and the British stopped fighting.

- c the Germans stopped fighting.
- d all the opposing armies stopped fighting.

4 After 1914 the authorities

- a tolerated other truces.
- b permitted other truces.

- c ignored other truces.
- d stopped other truces.

2 Are the following sentences True (T) or False (F)? Correct the false ones.

- 1 During the truce the soldiers went into *no man's land*.
- 2 German and British soldiers were allies.
- 3 British soldiers started the truce.
- 4 The Christmas Truce was for one day.
- 5 English Christmas songs are called *carols*.

T	F
T	F
T	F
T	F
T	F

3 Answer the questions.

- 1 Why is the First World War called a *trench war*?
- 2 What was life in the trenches like?
- 3 What famous song did Germans sing?
- 4 What presents did the soldiers give each other?
- 5 How did people at home know about the truce?
- 6 Explain what the monument in Ploegsteert represents.
- 7 Do you like historical films? If so, would you like to see one about the Christmas Truce?
- 8 What is your favourite festival? How do you celebrate it?

In questo caso devi riassumere un evento storico. Per unire le frasi ti potranno essere utili, oltre a *and*, *so* e *because*, anche le *sequencing words* *at first*, *so* e *then*.

Summary

Write a summary of the passage including the following points:

- living conditions in the trenches during the First World War
- when and where the Christmas Truce took place
- significant events during the truce
- how news about the truce reached the people at home
- the significance of the truce
- how it is remembered now.

Cross-curricular links

Arte: i monumenti commemorativi della Prima Guerra Mondiale

Storia: la Prima Guerra Mondiale

Musica: la canzone *Silent Night*

Francese: il film *Joyeux Noël*

Italiano: le poesie di Giuseppe Ungaretti

Reading comprehension

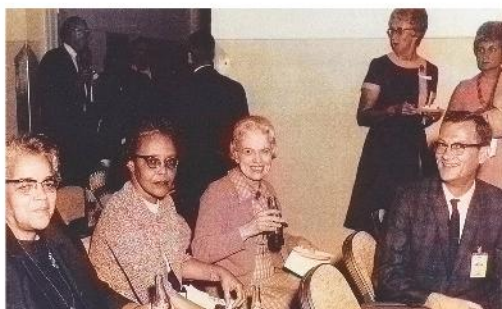
Human computers

Before the invention of computers, complex calculations were made by people who were very good at mathematics. Many of them worked at **NASA** during the Space Race, when the Soviet Union and the USA competed to conquer space. Among these *human computers* there was a group of African American women. Their story became famous in 2016, after the publication of a book, *Hidden Figures*, about three of them. In the same year the book was made into a film.

In 1961 Katherine Johnson, Dorothy Vaughan and Mary Jackson were working at NASA during the preparation for the **launch** of the astronaut John Glenn's spaceship. Their life was not easy: they worked hard, and also had to face prejudice and injustice. At that time, in the USA, racial segregation was still a sad reality. African Americans were paid less, did not get promotion, and had segregated libraries, dining rooms, toilets and even coffee machines at work! Mary dreamt of becoming an engineer, but Virginia colleges were not open to black people. She convinced a judge to permit her to attend night classes and became NASA's and America's first female aeronautical engineer.

Women also had to fight for the same rights as men. Katherine could not go to important meetings, just because she was a woman. When the first electronic computers were installed at NASA, Dorothy soon learned how to operate them, but nobody trusted a female programmer.

Katherine Johnson is the film's main character. Her calculations helped John Glenn become the first American to orbit the earth. She continued working at NASA for a long time. In 2015, when she was 97, President Obama gave her the Presidential Medal of Freedom, one of the most important awards for American citizens. But Katherine will be remembered not only for her great scientific talent, but also for her determination to challenge race and sex discrimination.



Glossary

launch
NASA

lancio
Ente Nazionale per le Attività Spaziali e Aeronautiche

La domanda 3 richiede più informazioni. Cerca tutti gli esempi di segregazione razziale citati nel brano e, nel riportarli, cerca di esprimerti con parole tue.

Nel caso di domande come la 4, non limitarti a rispondere Yes oppure No, ma costruisci una risposta completa. In questo caso spiega le difficoltà incontrate da Dorothy.

1 Choose the right answer.

1 *Human computers* was an expression used to define

- a African American people.
- b people with a special talent for calculations.
- c people working in the Soviet Union.
- d people who went into space.

2 *Hidden Figures* is the title of

- a an English novel.
- b a book about the Space Race.
- c an American film.
- d a novel and a film.

3 Before 1961 in the USA

- a there weren't any aeronautical engineers.
- b there were only male aeronautical engineers.
- c there were only female aeronautical engineers.
- d there were male and female aeronautical engineers.

4 Katherine Johnson worked at NASA

- a only during the Space Race.
- b for many years.
- c until she was 97.
- d until 2015.

2 Are the following sentences True (T) or False (F)? Correct the false ones.

- 1 The story of *human computers* has always been famous.
- 2 The three protagonists of *Hidden Figures* worked in the same place.
- 3 African Americans were discriminated against in the USA.
- 4 Mary went to college during the day.
- 5 Katherine was always present at important meetings.
- 6 Katherine, Mary and Dorothy received the Presidential Medal of Freedom.

T	F
T	F
T	F
T	F
T	F
T	F

3 Answer the questions.

- 1 What talent did Katherine, Mary and Dorothy have in common?
- 2 Why were their lives difficult?
- 3 What examples of racial segregation can you find in the passage?
- 4 Was it easy for Dorothy to become a computer programmer?
- 5 What did Mary obtain from a judge?
- 6 When did Katherine get the Presidential Medal of Freedom?
- 7 Do you like biographical films and novels?
- 8 Did you study or do you know anything about other examples of racial discrimination?

Summary

Write a summary of the passage including the following points:

- the publication of the novel *Hidden Figures* and the release of the film
- what the novel/film is about
- the role of *human computers* during the Space Race
- the main characters in the novel/film and their lives at NASA
- their personal achievements
- the example set by Katherine Johnson.

Cross-curricular links

Arte: il film *Hidden Figures*

Tecnologia: l'invenzione del computer

Scienze: la conquista dello spazio

Storia: le lotte per i diritti civili negli Stati Uniti

Cittadinanza: le lotte per le pari opportunità

Completing a text and re-ordering a text

Una delle possibili prove dell'Esame di Stato è il **completamento di un testo** in cui mancano alcune parole, oppure il **riordino e la riscrittura di un brano**. Le attività presenti in queste pagine ti aiuteranno a svolgere queste prove.

1 Choose the correct words to complete the text.

Kiwis

Leggi attentamente la frase dove devi inserire la parola e cerca di capirne il significato. Controlla le tre possibili risposte e scegli quella che è corretta dal punto di vista grammaticale o lessicale. Per la domanda 1 la risposta corretta è *this*, che è l'aggettivo dimostrativo da usare con *country*, un vocabolo singolare.

Kiwis are birds native to New Zealand and they are one of the national symbols of ¹ _____ country. Not surprisingly, people ² _____ New Zealand are called *kiwis*.

Kiwis are strange birds. They are as big as domestic chickens, they can't fly and they can't see very well, ³ _____ they have an exceptional sense of smell. They move very fast and walk long distances. They are nocturnal animals, that is they are more active at night ⁴ _____ during the day. They are strong and aggressive birds. They eat most things, from seeds to frogs and even fish.

Two hundred years ago millions of kiwis ⁵ _____ in New Zealand's forests, but today that number has decreased dramatically. Why are kiwis in danger?

First of all there are a lot of predators, like dogs and cats; secondly, kiwis are losing ⁶ _____ natural habitat, because people ⁷ _____ destroyed a lot of forests and coastal areas.

There are now projects to protect kiwis. One is Operation Nest Egg: volunteers put kiwis' eggs in safe places until the chicks are born. Let's hope that this ⁸ _____ increase the number of kiwis in the future.

- | | | |
|-----------|--------------|--------------|
| 1 a this | b these | c those |
| 2 a of | b at | c from |
| 3 a but | b because | c then |
| 4 a of | b than | c in |
| 5 a lived | b have lived | c are living |
| 6 a its | b theirs | c their |
| 7 a have | b are | c have been |
| 8 a is | b does | c will |



Dopo un verbo è probabile che ci sia una preposizione, come per la domanda 1.

Per completare le forme verbali, individua il soggetto e controlla se il verbo cambia forma a seconda del soggetto; oppure chiediti se si tratta di una forma affermativa, negativa o interrogativa e controlla se è necessario un ausiliare. Questo ti aiuterà a completare la domanda 4.

Se devi completare un'espressione di tempo, come la domanda 5, pensa all'uso delle preposizioni.

Leggi tutto il testo e individua le tipiche frasi di apertura e chiusura, da posizionare all'inizio e alla fine del testo.

Fai attenzione al tempo dei verbi. Le frasi che raccontano esperienze passate precedono quelle che esprimono un piano futuro.

Controlla la presenza di connettori temporali: questo ti aiuterà a mettere le frasi nell'ordine giusto.

• Leggi attentamente tutto il testo per capirne il significato globale. Poi rileggi e soffermati sulle frasi da completare.

2 Complete the text with the words below. There are two extra words.

toys crossed other at by with from didn't in about

Ellis Island

Ellis Island is a small artificial island located in the harbour of New York. When millions of immigrants moved ¹ _____ Europe to the USA in search of a new and better life, Ellis Island was their first stop. Immigrants ² _____ the Atlantic Ocean and, after about ten days at sea, they entered New York Harbour and saw two small islands. One was Liberty Island, where the Statue of Liberty stands, and the ³ _____ one was Ellis Island, where immigrants had to pass a test at the Immigration Center. If they passed this test and ⁴ _____ have any medical problems, they were free to leave and enter the USA. The Immigration Center was open until 1954. Then, in 1965, Ellis Island became a historic site and ⁵ _____ 1990 the national Museum of Immigration opened. Here you can visit the Great Hall, where the immigrants waited for the test, and learn ⁶ _____ the immigrants. There are a lot of photos, children's ⁷ _____ and other objects. Two million people visit the museum every year, and they arrive ⁸ _____ ferry – just as the immigrants did.

3 Jack is on a school exchange in Rome. He has written an email to his cousin Thomas. Put the parts of the email in the correct order.

Dear Thomas,

How are you? I hope you're well.

☐ I'm staying here until the end of March so I can see even more of Rome. I'm sure I'll be able to speak Italian well and I'll be able to cook good Italian pasta when I come home. I'll make real Italian spaghetti for you!

☐ I'm learning Italian too. When I arrived I couldn't speak Italian very well. Now I understand most things and can communicate much better. I've got some Italian friends who speak English too. Rome is a beautiful city, I've visited a lot of sights with my new friends and I want to see more.

☐ I'm writing to tell you about my life here in Rome. I'm really happy I decided to go to an Italian school for two months.

☐ Write to me soon and tell me your plans for next summer. Where are you going on holiday? Give my love to my aunt and uncle.

☐ At first I was worried about living with a host family, but Giovanni and his parents are very friendly and Mrs Rossi is a great cook! She makes pasta every day and she often cooks traditional Italian food. I'm learning a lot about Italian food!

Jack

Re-writing a text

Usa la terza persona singolare e inizia così:
Elizabeth Brown was born on ...
Scrivi frasi brevi. Puoi inserire verbi non presenti nel *curriculum vitae*, come ad esempio *live, study, like*. Dovrai coniugare i verbi usando tempi diversi.

- 4** Read the following *curriculum vitae*, then write a text about Elizabeth Brown summarizing the information given.

CURRICULUM VITAE	
	
Name and surname	Elizabeth Brown
Date of birth	20 th May 1998, Manchester
Address	82 Lyme Drive, Bristol, UK
Email address	elibrown98@youmail.com
Education	I am a student of Business Administration at Leeds University.
Languages	I can speak and write Spanish well and I can speak French fluently.
Work experience	I worked from 2015–2016 as a shop assistant at New Boutique, Leeds. I am a friendly person and I like working with people.
Interests and hobbies	Karate (3 gold medals), classical music and travelling (I have been to the USA and Canada).

- 5** Read this text in which Jane talks about her plans for her birthday. Then re-write the text using past tenses and the third person singular. Start like this:

Yesterday was Jane's...

Fai attenzione ai pronomi personali, agli aggettivi possessivi, agli aggettivi dimostrativi, alle espressioni di tempo e ai tempi dei verbi che dovrai volgere al passato (il *present simple*, il *present continuous* e il futuro con *going to*).

Hi! I'm Jane. Today is my birthday. I'm 18 today! I'm very lucky! The weather is sunny and it isn't raining. I am celebrating with a big party. The party starts at 4 pm. All my friends are coming to the party and we're going to talk, dance and sing. I don't want to wear jeans and trainers because my friends are wearing elegant clothes.



The house is clean and tidy. There are a lot of snacks, sandwiches and drinks on the table. My mum is making my favourite chocolate cake and my dad is putting up paper lamps in the garden. We want to eat the cake outside. I am organising a treasure hunt. I'm quite excited. I'm curious because I know that my friends have got a special surprise for me. But I don't know what.

Writing a guided dialogue

Un'altra delle possibili prove scritte dell'Esame di Stato è la **stesura di un dialogo su traccia**. Segui le indicazioni di queste pagine per prepararti allo svolgimento di questa prova.

Nello svolgimento di un dialogo su traccia dovrai formulare entrambe le battute, trasformando la traccia data in italiano in una frase in inglese. Tale frase non deve essere la traduzione letterale della traccia: cerca di esprimere il contenuto di ogni battuta in modo semplice ma corretto, usando le espressioni inglesi più appropriate.

1 About holidays. Scrivi il dialogo tra due amici che confrontano le loro vacanze abituali.

LAURA	DANIEL
Chiede a Daniel dove passa di solito le vacanze.	Risponde che va una settimana al mare con i suoi nonni e poi una settimana al mare con i suoi genitori.
Chiede se gli piace andare al mare con i nonni.	Risponde di sì. Lì ci sono anche i suoi cugini e gli piace passare il tempo con loro. Chiede a Laura dove va lei in vacanza.
Spiega che ogni estate va in un paese diverso per una decina di giorni con i suoi genitori.	Commenta che è molto fortunata. Chiede dove è stata durante l'ultima vacanza.
Risponde che è andata a Londra, lo scorso luglio. La città è bellissima.	Chiede cosa le è piaciuto di più.
Racconta che le è piaciuta molto Camden Town e Hyde Park. Non aveva mai visto un parco così grande.	Chiede come è stato il tempo.
Risponde che è stato variabile. Chiede a Daniel se vuole vedere delle foto.	Accetta con piacere.

2 In the street. Due amici si incontrano per la strada. Scrivi il dialogo.

JULIA	TED
Saluta Ted e chiede dove sta andando.	Risponde al saluto. Aggiunge che sta andando a un nuovo centro commerciale lì vicino, però non riesce a trovarlo.
Gli chiede se è The Mall.	Risponde di sì. Le chiede se sa dove è.
Risponde di sì. Deve proseguire dritto per Barbany Street, attraversare la strada al primo semaforo e poi prendere la seconda strada a destra. Gli chiede perché ci va.	Le racconta che deve comprare un videogioco per il compleanno di suo fratello Mike.
Commenta che a The Mall c'è un bel negozio di videogiochi.	Le chiede se è libera e se vuole accompagnarlo lì.
Le dispiace rifiutare la proposta, ma sta andando al supermercato.	Si offre di accompagnarla al supermercato. Andrà al centro commerciale più tardi.
Accetta con entusiasmo. Gli chiede se la può aiutare con la borsa della spesa.	Risponde affermativamente.

Emails and letters

Un'altra delle possibili prove scritte dell'Esame di Stato è la **stesura di un'email o di una lettera**, seguendo una traccia data in inglese o in italiano. Le indicazioni e le tracce di queste pagine ti aiuteranno a prepararti allo svolgimento di questa prova.

L'email o la lettera sono formate di solito da tre parti:

- le formule di apertura (opening)
- il testo scritto (body of the email/letter)
- le formule di chiusura (closing).

Nell'email viene già fornita la data, il nome di chi scrive e l'oggetto, o contenuto del testo. Nella lettera, invece, la data e, se necessario, l'indirizzo del mittente si scrivono in alto a destra. Osserva gli esempi in queste pagine.

Opening

Altre espressioni possono essere:

- *Hi there!*
- *Dear John, ...*
- *How's life?*

Si può usare questa espressione per introdurre l'argomento.

Inserire delle domande è un buon modo per stimolare una risposta.

- 1 La tua scuola ha organizzato uno scambio e tu scrivi un'email a Thomas, un ragazzo inglese che soggiognerà da te, presentandoti. Completa il testo e ricopia tutto sul quaderno.**

To: Thomas

From: _____

Object: About me

Hi Thomas,

In this email I want to tell you about me and my life. My name is _____, I am _____ years old. I live in _____. I have / haven't got brothers and / or sisters. I live in a _____ house / flat. I'm in the third year of secondary school. I start school at _____ and finish at _____. My favourite subjects are _____ / I like _____ but I don't really like _____. In my free time I _____ (hobby) and I _____ (sport) on _____ (days of the week). My best friend/s is / are _____. When I see him / her / them _____ we _____.

That's all for now!!

What about you? Tell me about you. What are your favourite subjects at school? What do you do in your free time?

I'm looking forward to meeting you next April. My school is organising a lot of interesting activities for this exchange. We'll have a great time together.

Write back soon.

- 2 Leggi l'email di Mark a John. Poi immagina di essere John e scrivi un'email di risposta. Segui la traccia a pagina 21.**

To: John

From: Mark

Object: from Manchester

Hello John!

How are you? I hope you're OK. I'm fine.

I'm writing to tell you about my new life in Manchester. My new house is a detached house, with a big garden. I can play football there! My bedroom is big and I don't have to share it with my brother! 😊 I've already put up my football posters. My new school isn't too bad but it's quite far away. I have to get the bus there. It takes half an hour, so I have to get up earlier now! I've joined the school basketball team and I train twice a week.

But what about you? How's it going at school? Are you still worried about maths tests?

Did you go on any school trips this summer?

Ok, that's all for now. Write to me soon and tell me about you.

All the best for your next maths test.

Bye for now!

Mark

Rispondi a Mark seguendo questa traccia:

- ringrazialo per l'email (*Thank you for your email*)
- rispondi alle sue domande: racconta come è andato l'ultimo compito di matematica
- racconta che non siete andati in gita scolastica, ma siete andati a vedere un nuovo museo in città
- commenta che anche tu vorresti una stanza per conto tuo
- chiedigli come va con la squadra di pallacanestro e se ci sono gare tra scuole
- allega una foto dei tuoi compagni (*I'm sending you a photo of...*).
Imposta l'email seguendo l'esempio dato.

3 Leggi la lettera che la nonna ha mandato a Ella, e poi scrivi una lettera di risposta seguendo la traccia.

Ricordati di iniziare con la lettera maiuscola dopo i saluti.

Espressione utile se si scrive per ringraziare di una lettera o di un regalo.

Spesso l'oggetto di una lettera o di un'email è un invito.

Suddividi il corpo del testo in paragrafi.

Altre espressioni spesso usate tra amici o familiari sono: *Love*, *Take care*.

Brighton, 15th June

Dear Ella

Thank you for the card you sent me for my birthday. Grandpa and I are having a nice holiday at the seaside. We go walking every morning and we have lunch on the beach if the weather is sunny. Today it's raining, but tomorrow is going to be nice and warm.

Would you like to come here at the end of the term? Our holiday home is big and comfortable. You can bring a friend if you want. Brighton has lots of nice shops. I'm sure you'll have a nice time here.

All the best for the end of the school.

When are your exams?

Grandpa sends his love.

Lots of love.

Gran



Nella lettera di risposta includi questi punti:

- chiedi alla nonna come stanno lei e il nonno
- chiedi com'è il tempo e racconta com'è da te a Londra
- ringrazia dell'invito ed esprimi il fatto che ti piacerebbe andare a trovarli con la tua amica Emily
- comunicare la data degli esami.

Imposta la lettera seguendo l'esempio dato.

Emails and letters

Ricordati di organizzare sempre il testo dell'email o della lettera in paragrafi, a seconda dei punti della traccia. Non dimenticare nessuna delle informazioni richieste. Nella fase di stesura puoi prendere appunti per ogni punto da sviluppare. Alla fine rileggi attentamente e controlla ortografia e grammatica.

4 An email about Christmas. Write an email to an English friend telling him/her about how you celebrate Christmas. Include the following points:

- where you celebrate this festival
- if you decorate your house for this festival
- if you like it or you prefer other festivals
- if you usually get Christmas presents
- how you spend your free time during the Christmas holidays
- ask your friend if he/she likes Christmas and how he/she celebrates it.



5 An email about films. Write an email telling your friend about a film you saw. Include the following points:

- the film you saw
- why you liked it
- where and when you saw it
- why you think your friend should see it
- your favourite kinds of films
- the kind of films you don't like and why
- invite your friend to the cinema next Saturday.

6 A letter about friends. Write a letter to a friend about an argument. Include the following points:

- you had an argument with your schoolmate because he/she didn't help you with your homework
- you think friends should always help each other and give examples
- ask your friend if he/she agrees with you and if he/she has had similar problems
- you have decided not to invite him/her to your birthday party but you are not sure
- ask your friend for advice.

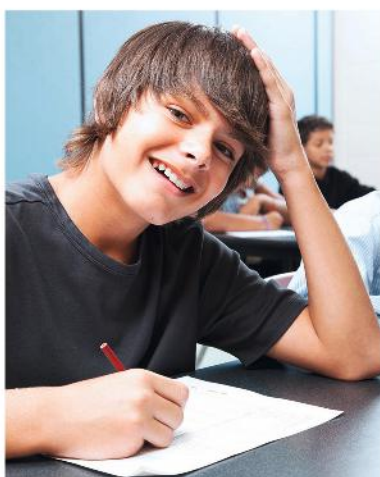


7 An email about a school trip. Write an email to a friend about your school trip. Include the following points:

- where you went
- when
- what time you left and how you travelled there
- what you saw
- what you liked most and why
- what the weather was like
- if you would like to go there again.

8 An email from holiday. You are on holiday with your family. Write an email to Sam, your friend. Include the following points:

- where you are
- how much time you will spend there
- when you arrived
- where you are staying
- what you've done so far
- what you're going to do next
- what you hope to see
- ask your friend where he is spending his holidays.



9 An email about your future school. Write an email to a friend telling him/her about your future school. Include the following points:

- which school you are going to go to
- the location of the school
- why you chose that school
- how many years you will go there
- the final examination at the end
- how many hours a week you will go there
- the subjects you will study
- which foreign languages you are going to study
- if you are going to university or not at the end of this school.

Nel caso di lettere o email formali, come la seguente:

- si inizia con *Dear Sir/Madam*, o *Dear Mr/ Mrs* e il cognome
- si finisce con *Best regards*, *Best wishes*, *Thank you in advance*
- si premette alla firma, composta da nome e cognome, *Yours ...*

10 A letter to a summer school. Your mum asks you to write to Newfield Summer School to ask for information about their summer activities. Include the following points:

- your name and age
- what sports you like and don't like/are not good at
- ask if there is a swimming pool and if there are swimming courses
- ask if there are other activities
- ask if there is a canteen in the school
- you'd like to know how much one week at the summer school costs.



Nuovo Esame di Stato

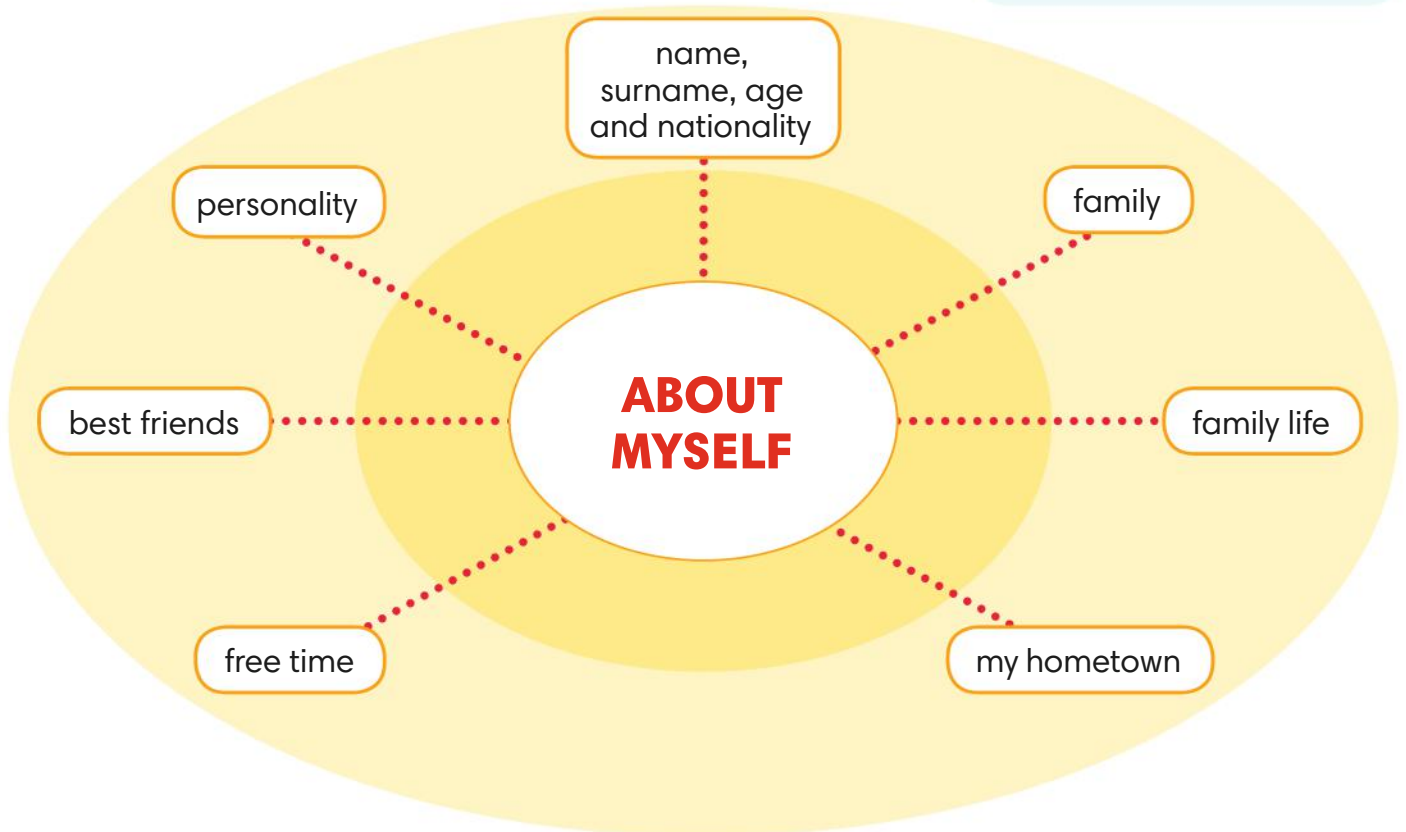
Prova orale

Nel colloquio dell'Esame di Stato ti sarà chiesto di dar prova delle tue **competenze orali in lingua inglese**. Dovrai parlare per alcuni minuti di un argomento personale (**personal topic**) o di un argomento di studio (**cultural topic**) che dovrai collegare ad altre materie. I collegamenti con la storia e la geografia ti aiuteranno anche a sviluppare le tue competenze di *Cittadinanza e Costituzione*. Le *mind map* e le indicazioni di queste pagine ti aiuteranno a preparare questa parte orale dell'esame.

Personal topic

Comincia provando a organizzare l'**esposizione orale di un personal topic**. Scrivi alcune frasi per ogni punto della *mind map*, con il lessico e le espressioni riportate nei box **useful expressions** e uniscile in un discorso coerente. Ripeti più volte ad alta voce il tuo discorso, per acquisire la scioltezza necessaria.

Durante la tua esposizione orale, potresti dover rispondere alle domande dell'insegnante. Se non capisci una domanda non esitare a chiedere chiarimenti, usando espressioni come: *Can you repeat that, please?* oppure *I'm sorry. Could you speak more slowly?*



USEFUL EXPRESSIONS

My name's I'm ... years old. I'm ... (nationality)

I have ... sister(s)/brother(s)

When I spend time with my family, we ...

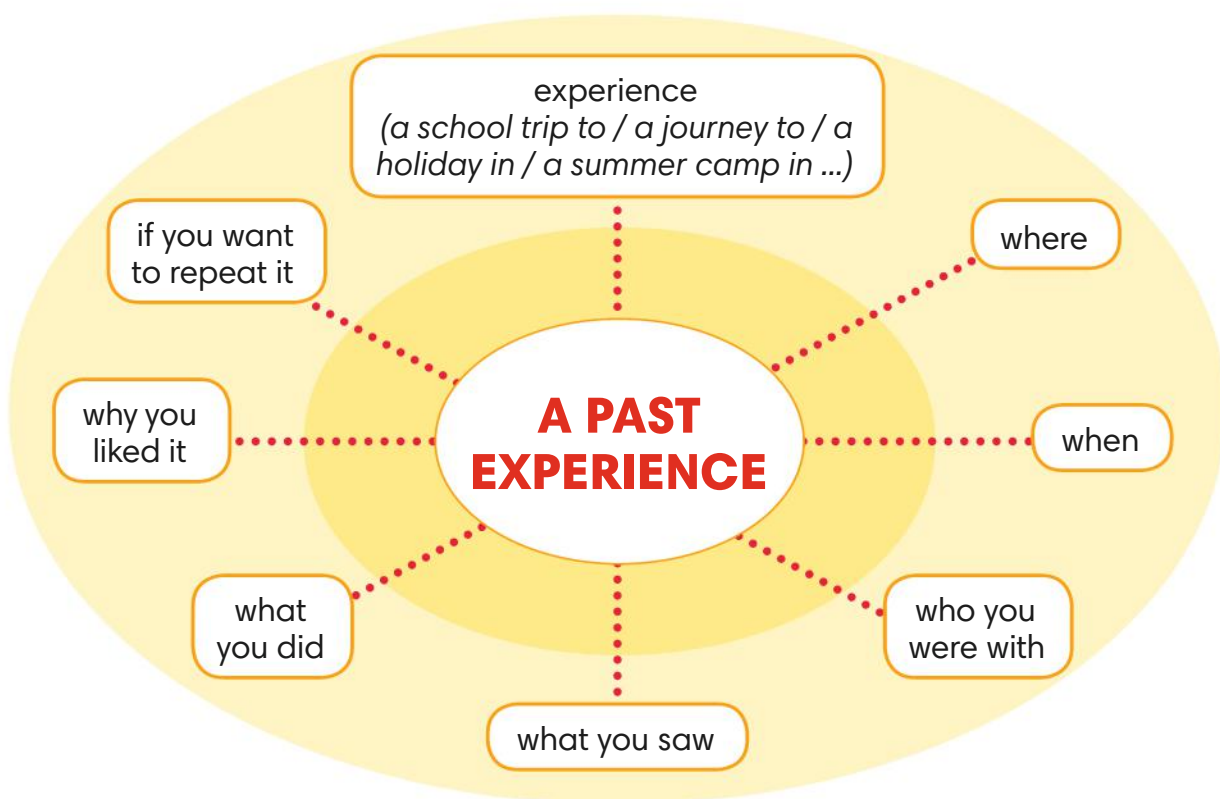
My home town is ... (name, size and things to see)

I am ... (your personality)

My best friends are ... (your friends and how you spend time with them)

In my free time I ... (favourite sports and activities, what music and films you like)

Il *personal topic* potrebbe anche riguardare una tua esperienza personale particolarmente significativa, ad esempio una gita scolastica o un viaggio speciale. Segui questa **mind map** per preparare la tua esposizione.



USEFUL EXPRESSIONS

I went to ... with ... in ...

I saw... I visited ... I tried ...

What I liked most was ... because ...

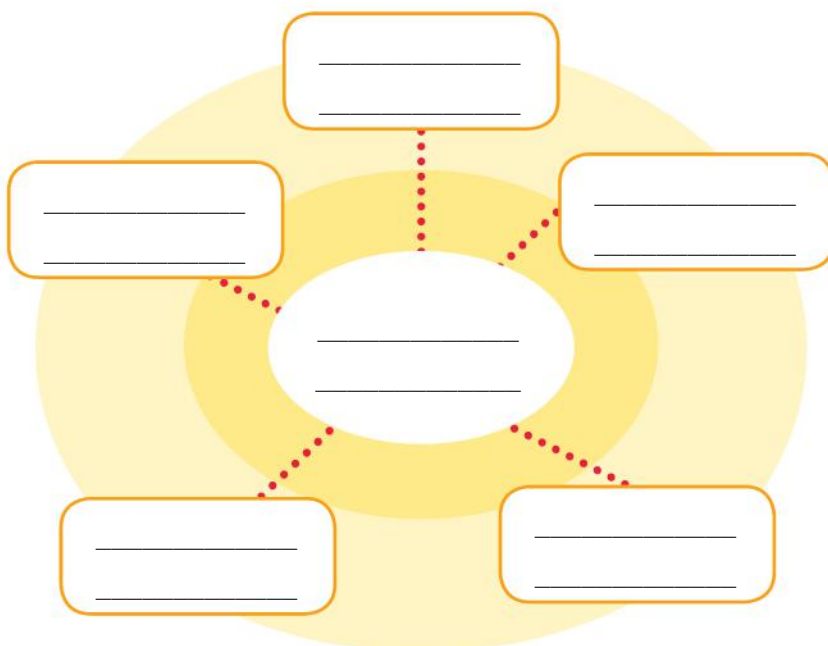
From this experience I learned that ...

I'd like to repeat this experience because ...

Puoi organizzare la tua esposizione orale anche su altri argomenti. Completa questa *mind map*, basandoti sui modelli dati, scrivendo i punti essenziali attorno ai quali costruire il tuo discorso.

Qui di seguito troverai alcuni suggerimenti che potrebbero esserti utili:

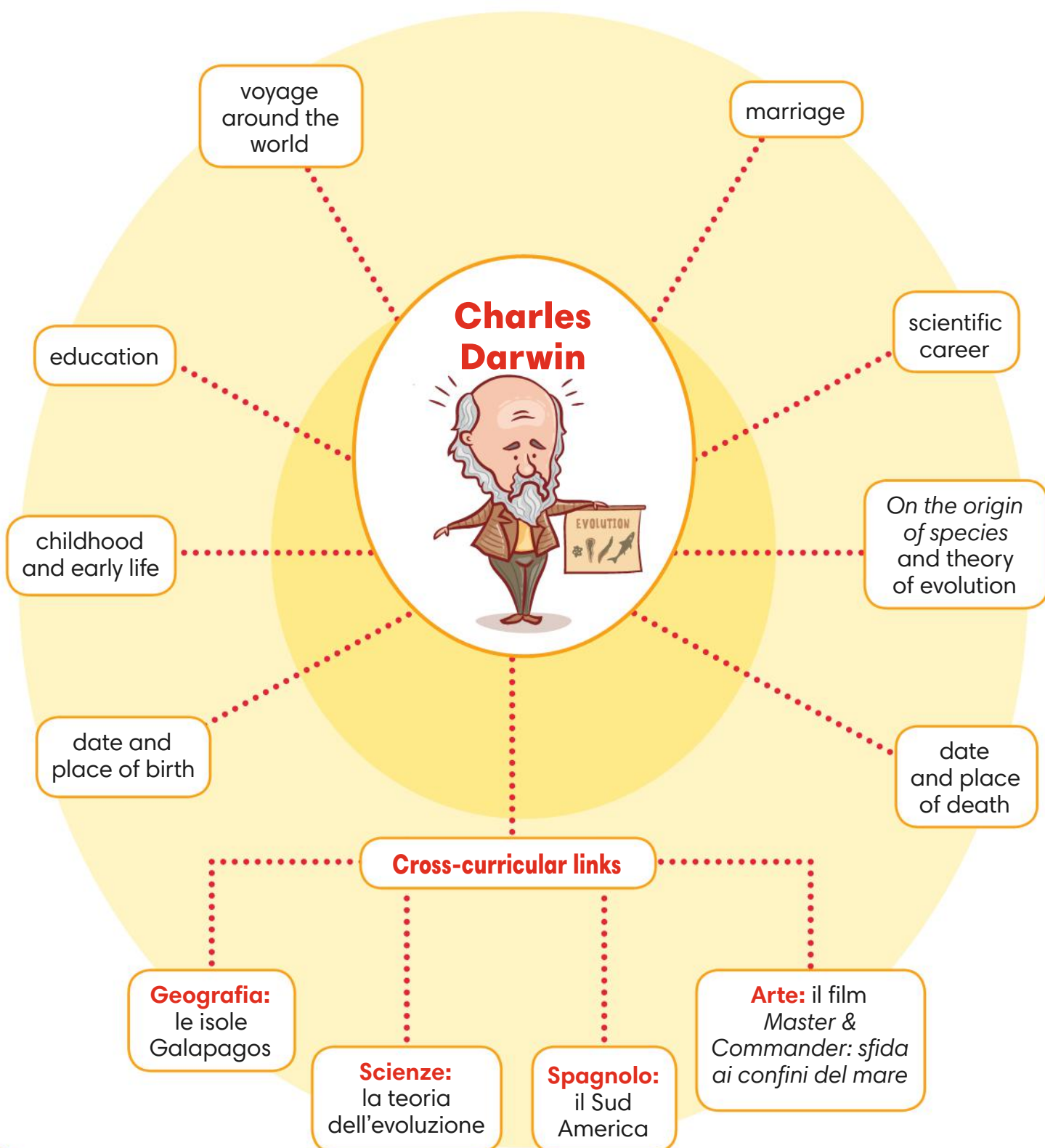
- *My eating habits* (what you usually eat, who you eat with, favourite foods, junk food)
- *Shopping* (if you like going shopping, favourite shops, who you go shopping with, how you spend your pocket money)
- *The use of online media* (which online media you use, when, favourite social networking sites, favourite websites, positive and negative aspects of the use of media)



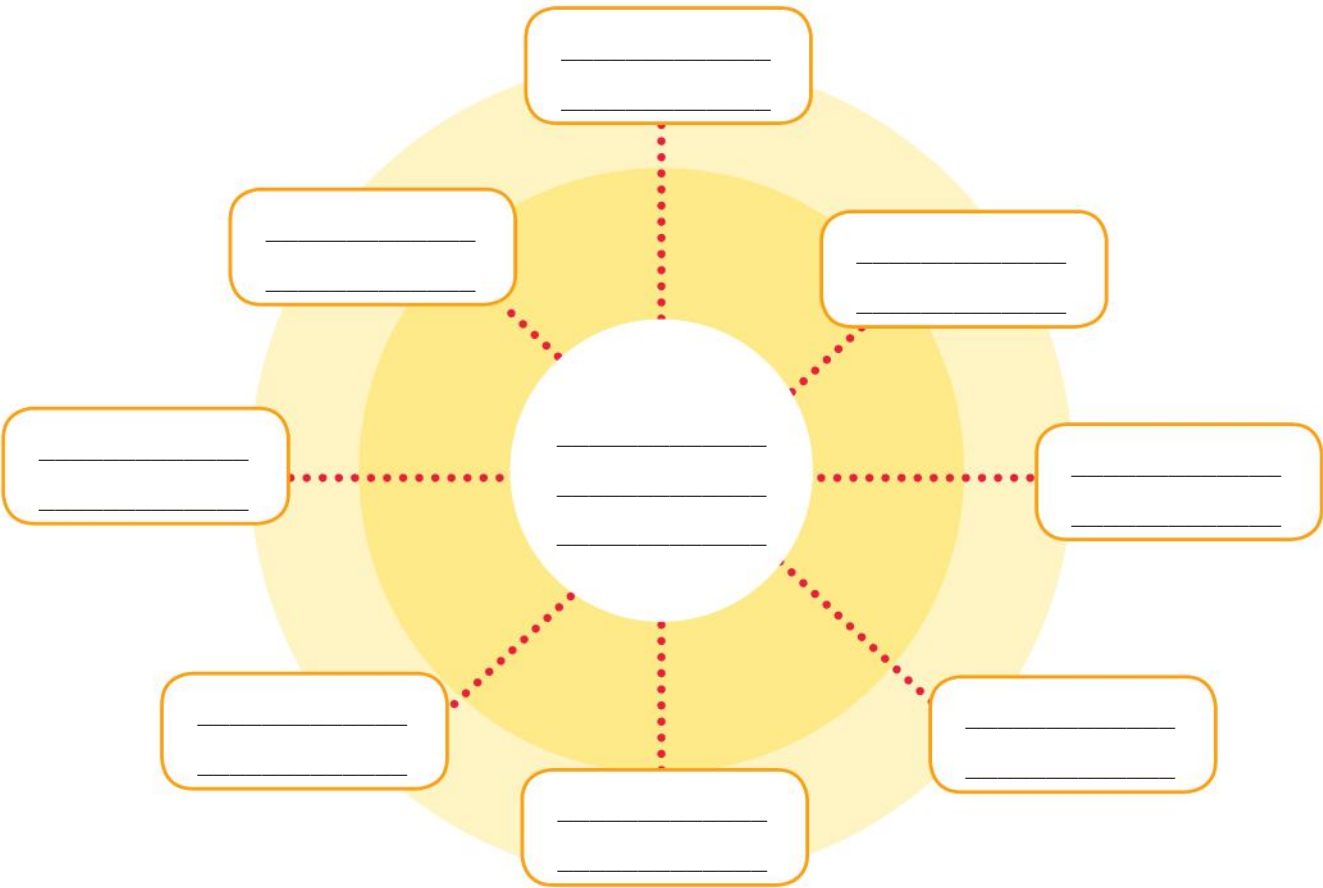
Cultural topic

Durante l'esame orale ti sarà chiesto di esporre le tue **conoscenze su vari argomenti studiati** e di dimostrare la tua capacità di **collegare gli argomenti tra loro**.

Immagina di iniziare a parlare di Charles Darwin in inglese e poi di continuare in italiano esponendo le sue teorie scientifiche. Segui questa **mind map** per preparare la tua esposizione.



Avrai studiato le biografie di altri personaggi famosi. Prova a completare questa *mind map*, basandoti sul modello dato per Charles Darwin e trovando i collegamenti con le altre materie.



Le seguenti *key words* e *useful expressions* ti saranno utili per preparare la tua esposizione orale in inglese sulla biografia di un personaggio famoso.

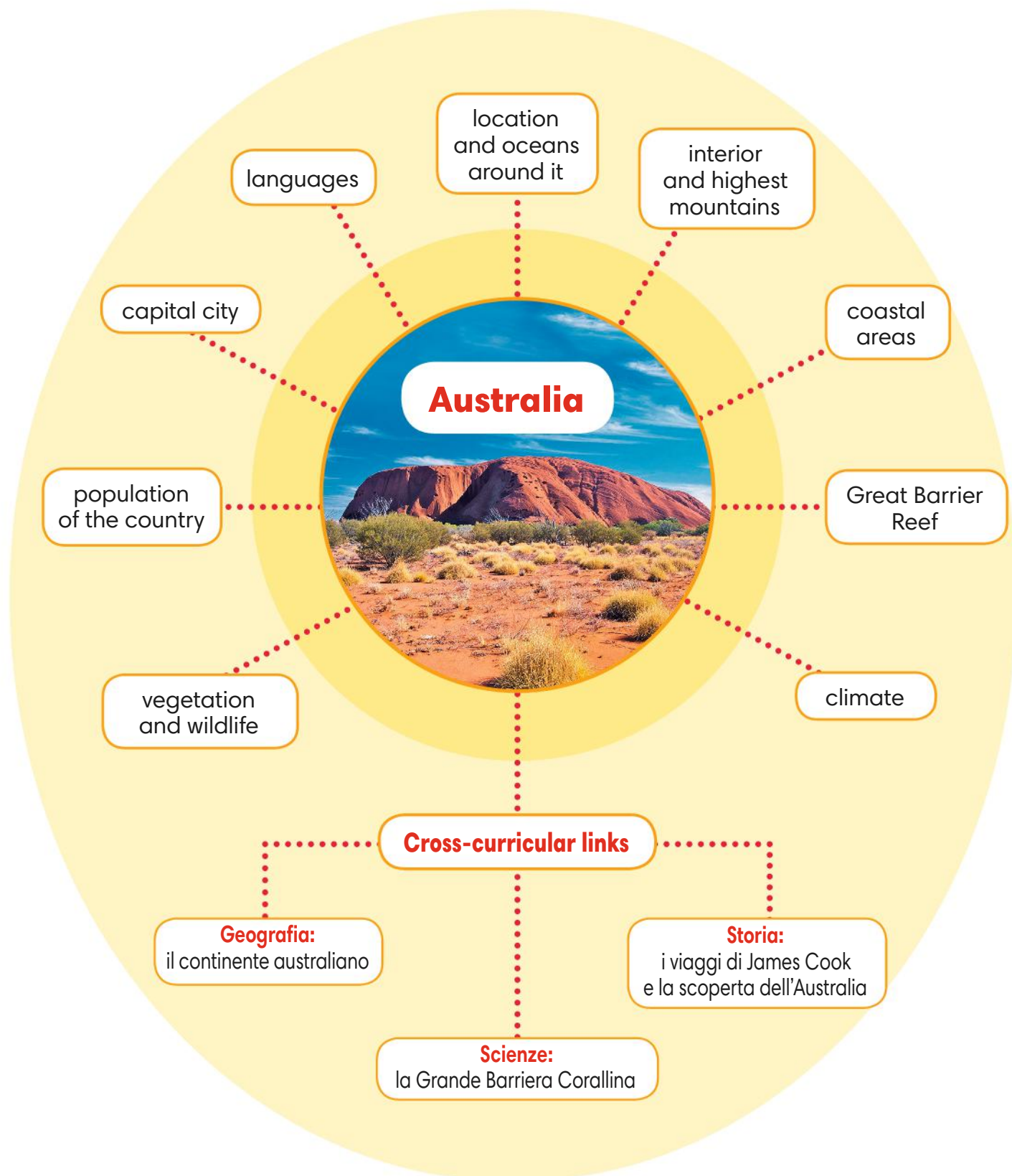
KEY WORDS			
to be born	nascere (he / she was born)	to have children	avere dei figli
to attend a school	frequentare una scuola	to work as	lavorare come
to study	studiare	to believe	credere
to be interested in	essere interessato a	to write	scrivere
to move to	trasferirsi a	to discover, to invent	scoprire, inventare
to travel	viaggiare	to be the leader of	essere alla guida di
to marry	sposare	to die	morire

USEFUL EXPRESSIONS	
From an early age ...	Durante i primi anni ...
At the age of ... he / she ...	All'età di ... lui / lei ...
Many years later ...	Molti anni dopo ...
When he / she was ...	Quando era / aveva ...
In his / her final years ...	Negli ultimi anni della sua vita ...
One of the interesting things about ...	Una delle cose più interessanti su ...
He / She will be most remembered for ...	Lui / Lei sarà principalmente ricordato per ...

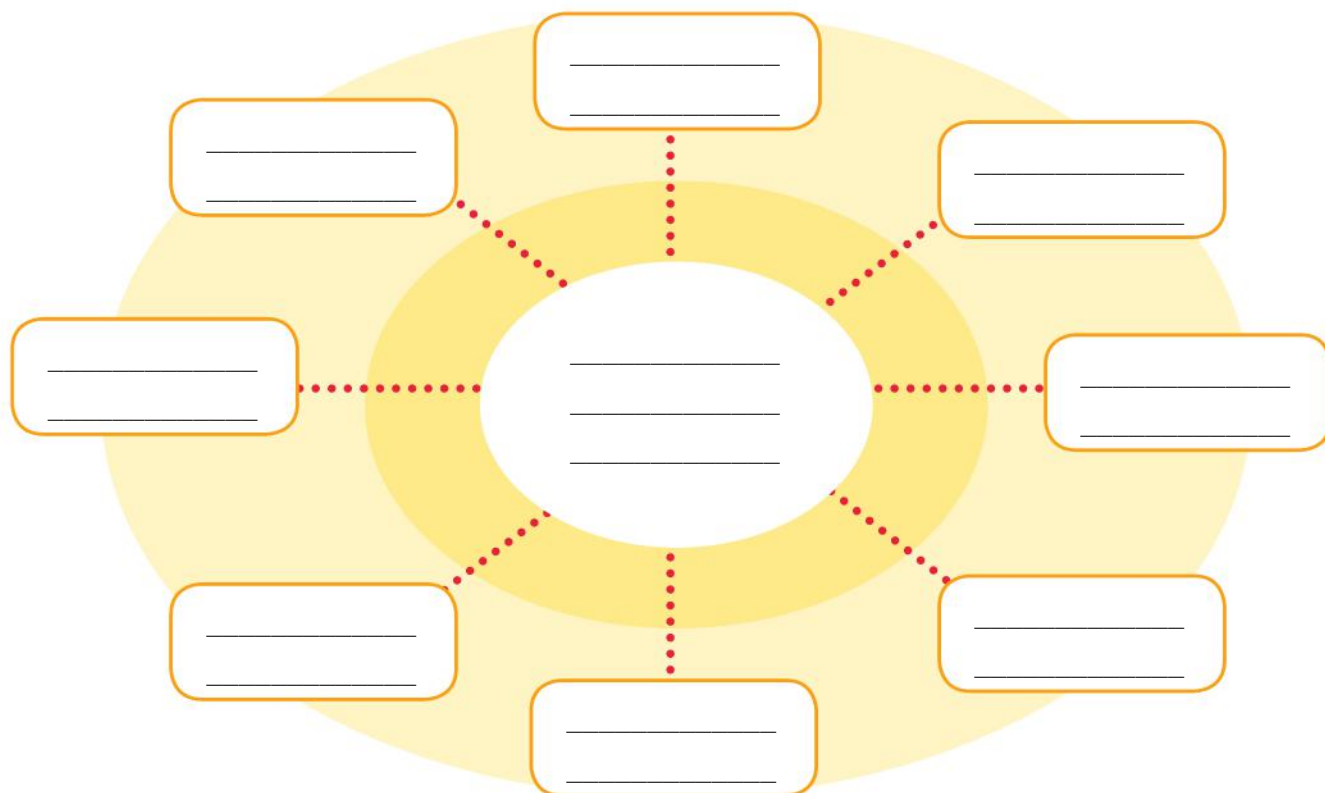
Talking about the geography of a country

Potresti anche dover **esporre in inglese le tue conoscenze sugli aspetti geografici dei Paesi di lingua inglese** studiati.

Questa *mind map* è utile per descrivere l'Australia, che puoi aver studiato con i docenti di inglese e geografia. Le informazioni a pag. 8 ti saranno utili per preparare questa esposizione orale.



Avrai studiato anche altri Paesi e continenti. Completa questa *mind map*, basandoti sul modello dato per l'Australia e trovando i collegamenti con le altre materie.



Le seguenti *key words* e *useful expressions* ti saranno utili per descrivere in inglese gli aspetti geografici di uno dei Paesi studiati.

KEY WORDS

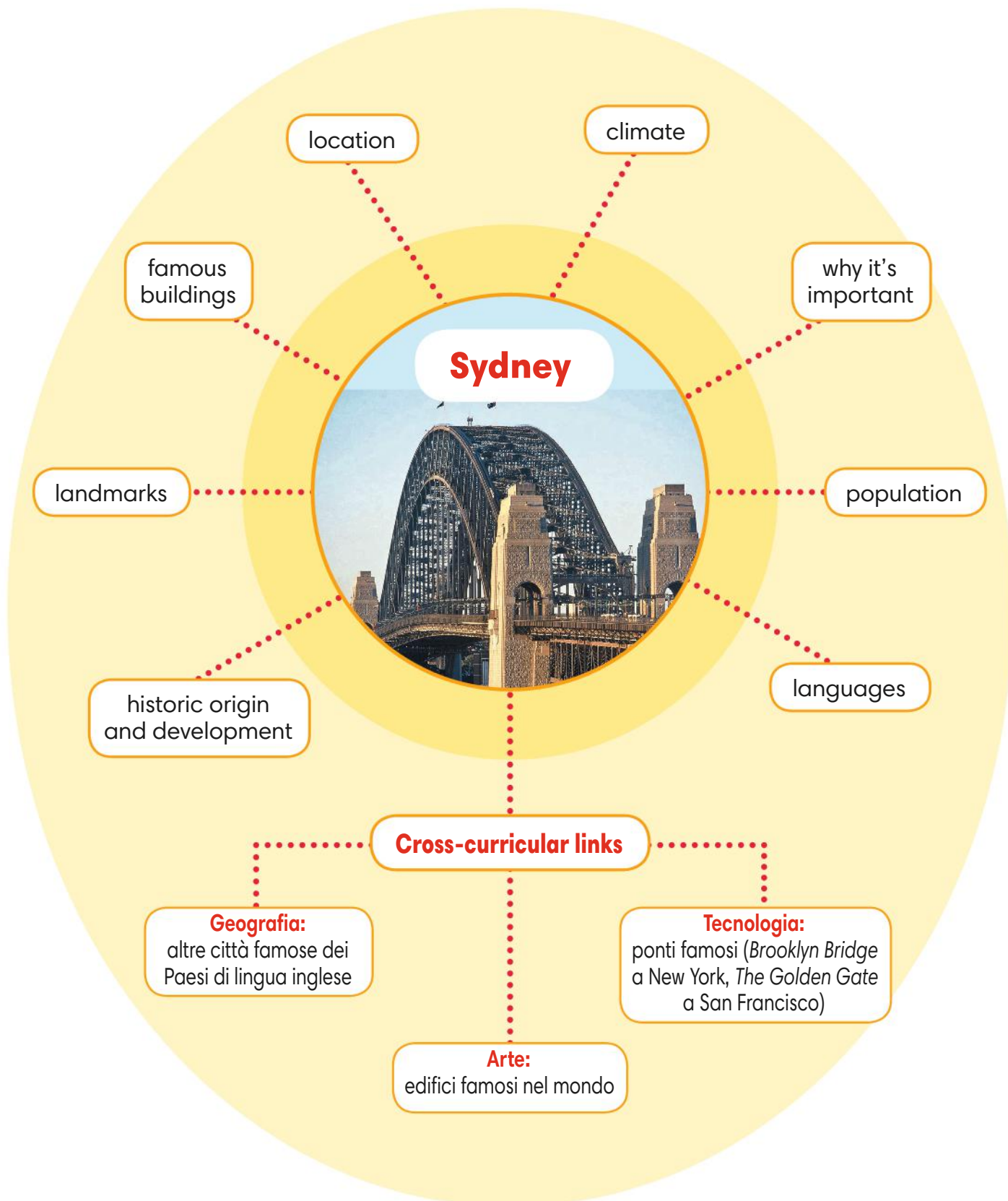
beach	spiaggia	hill	collina
sea, ocean	mare, oceano	mountain,	montagna
harbour, bay	baia	mountain range	
island	isola	plateau	altopiano
coral reef	barriera corallina	glacier	ghiacciaio
river	fiume	volcano	vulcano
lake	lago	field	campo coltivato
wood, forest, rainforest	bosco, foresta, foresta pluviale	plain	pianura
waterfall	cascata	valley	valle

USEFUL EXPRESSIONS

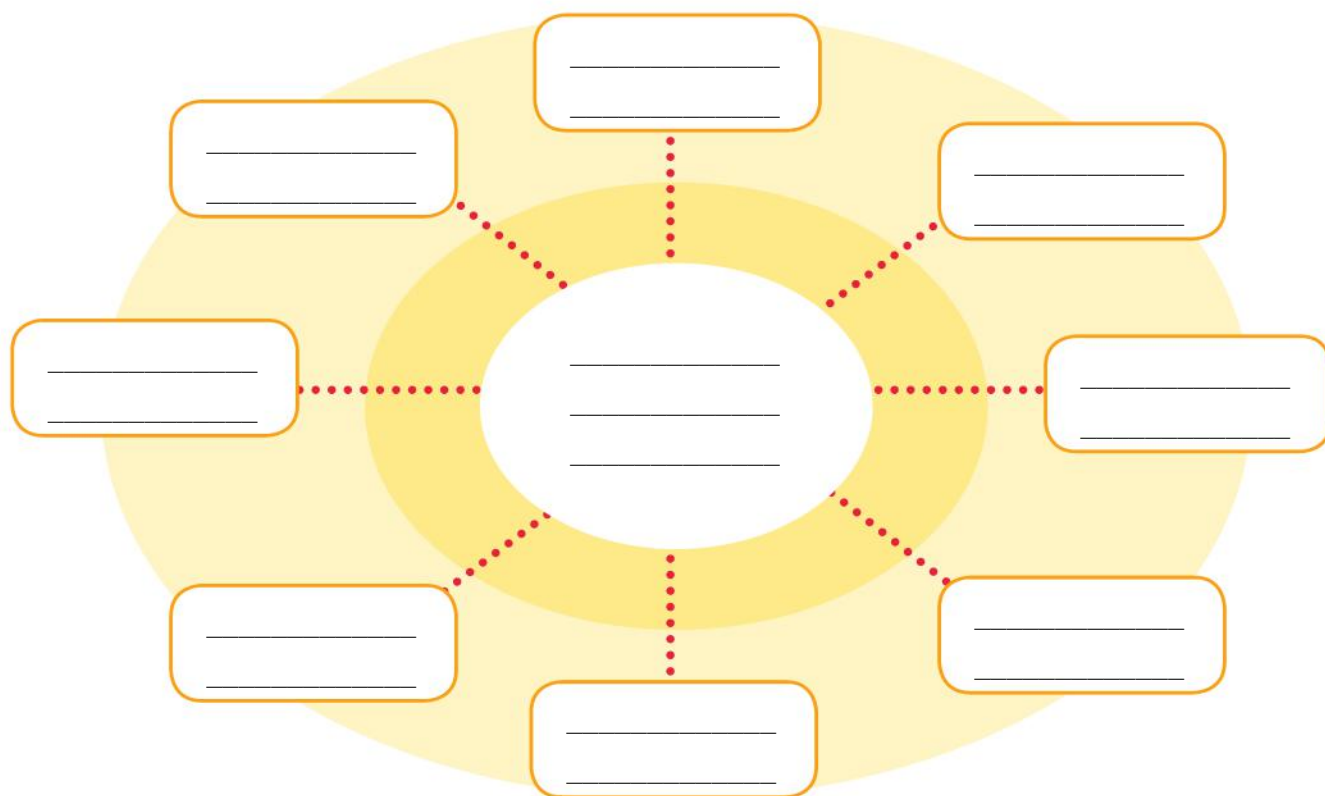
There is ... / There are ...	C'è ... / Ci sono ...
In this area you can find ...	In quest'area si può trovare ...
This place is home to ...	Questo posto è l'habitat di ...
It is located in ...	È situato in ...
It is surrounded by ...	È circondato da ...
On the border with ...	Al confine con ...
In the north/south/east/west of ...	A nord/sud/est/ovest di ...
In the middle of ...	In mezzo a ...

Talking about a famous city

Avrai probabilmente studiato anche alcune delle più famose città dei Paesi di lingua inglese. Questa *mind map* potrebbe esserti utile per **raccontare qualcosa su Sydney**. Le informazioni a pag. 8 potranno esserti di aiuto per preparare questa esposizione orale.



Completa questa *mind map*, basandoti sul modello dato per Sydney e trovando i collegamenti con le altre materie.



Le seguenti *key words* e *useful expressions* ti saranno utili per esporre le tue conoscenze in inglese in merito a una città famosa.

KEY WORDS

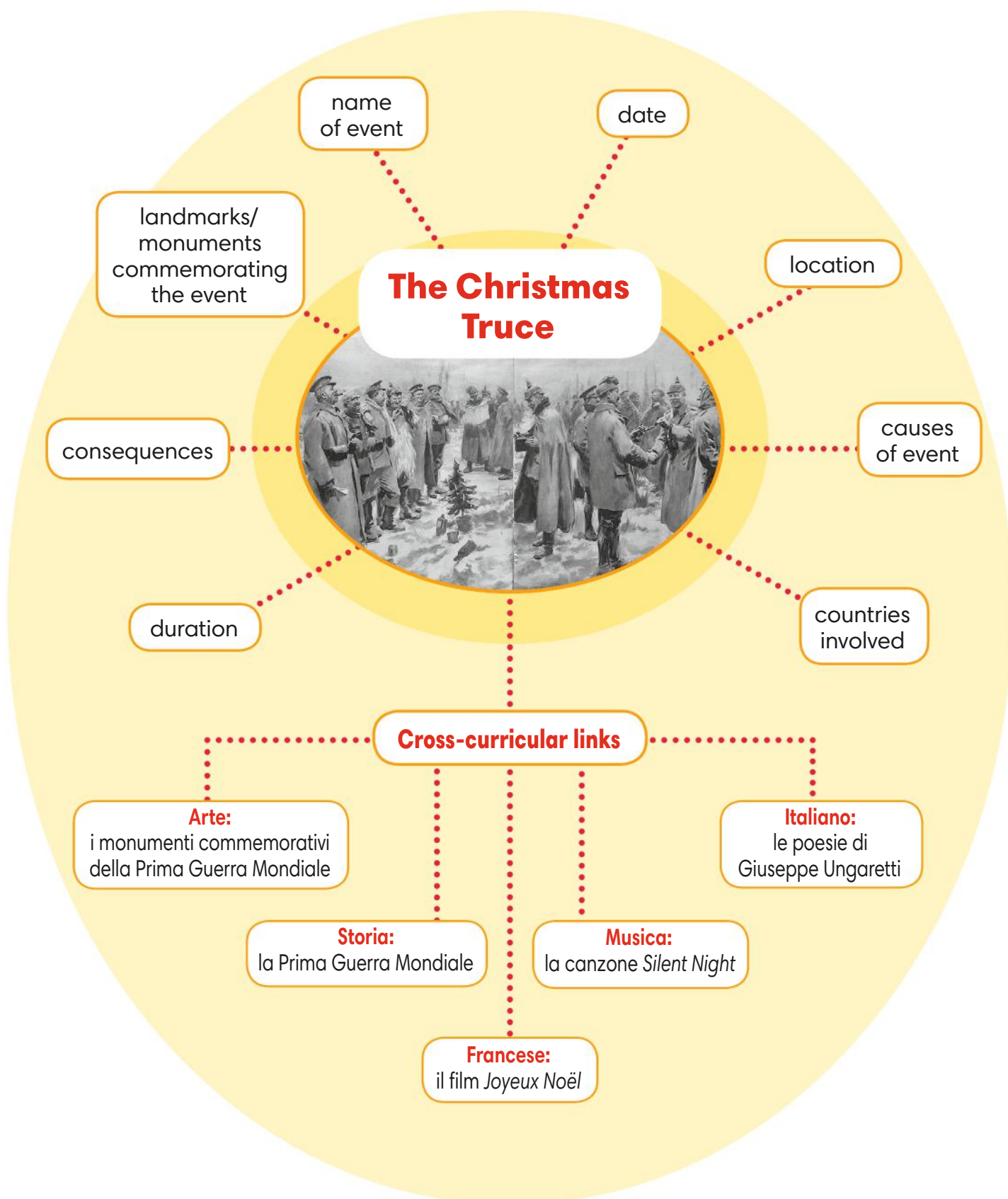
political/economic/ financial/cultural centre	centro politico/economico/ finanziario/culturale	museum/art gallery	museo/galleria d'arte
district	distretto	monument/statue	monumento/statua
multicultural communities	comunità multiculturali	church/abbey/cathedral	chiesa/abbazia/cattedrale
street/avenue	strada/viale	tomb	tomba
square/pedestrian area	piazza/area pedonale	tower	torre
building/palace/ skyscraper	edificio/palazzo/ grattacielo	castle	castello
landmark	luogo significativo	bridge	ponte
		public park/ open space	parco pubblico/ spazio all'aperto

USEFUL EXPRESSIONS

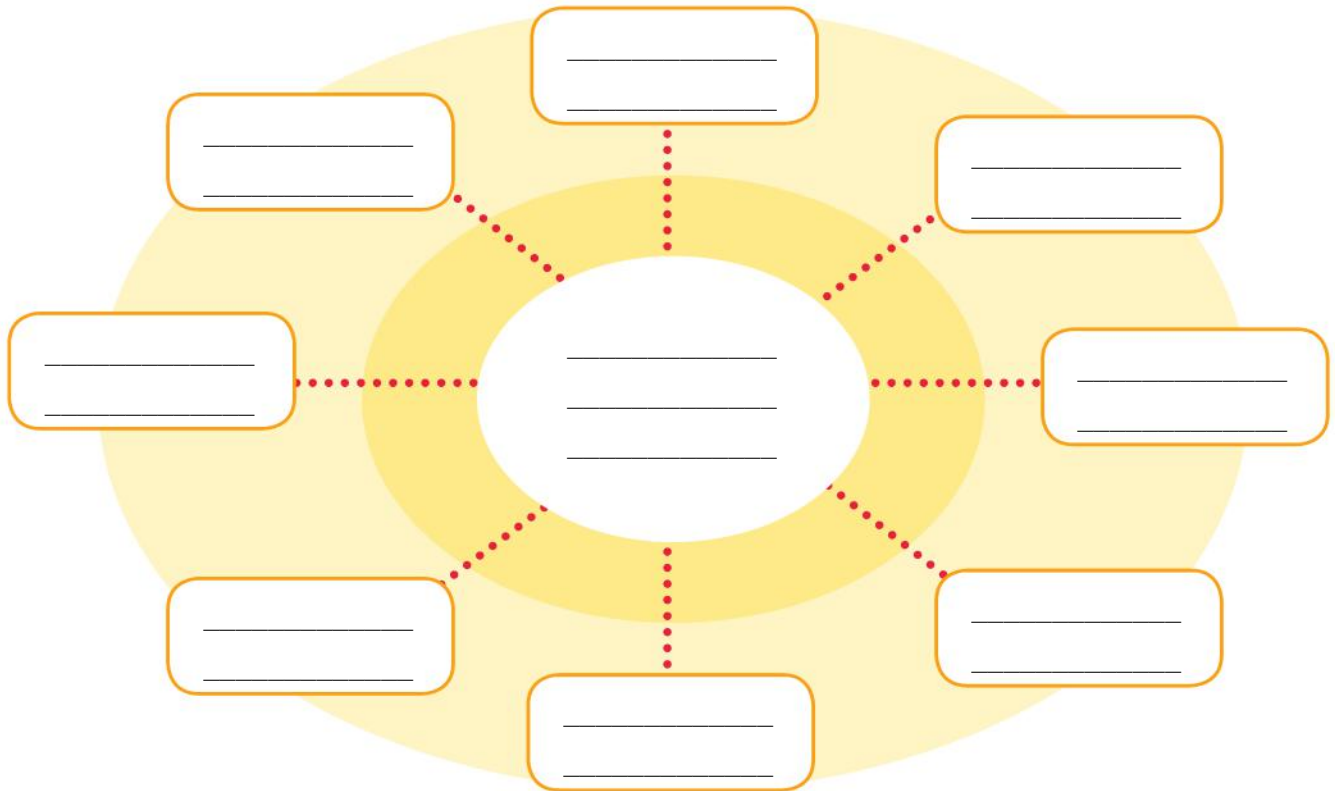
The city is located in ...	La città si trova in ...
It is made up of different areas ...	È formata da aree diverse ...
... people live there	Ci vivono ... persone/abitanti
The city was founded by ... in ...	La città fu fondata da ... nel ...
The city developed as ...	La città si sviluppò come ...
The most important landmarks/buildings are ...	Gli edifici/I luoghi significativi più importanti sono ...
In this museum you can see ...	In questo museo si possono vedere ...

Talking about a historical event

All'esame orale potresti dover **parlare di eventi storici studiati nel corso dell'anno**. Questa *mind map* potrebbe esserti utile per raccontare qualcosa sul famoso episodio della Tregua di Natale. Le informazioni a pag. 12 potranno esserti di aiuto per preparare questa esposizione orale.



Completa questa *mind map*, basandoti sul modello dato per *The Christmas Truce* e trovando i collegamenti con le altre materie.



Le seguenti *key words* e *useful expressions* ti saranno utili per esporre le tue conoscenze in inglese merito a eventi storici studiati, in particolare conflitti come, ad esempio, la Guerra Civile Americana o la Prima e la Seconda Guerra Mondiale.

KEY WORDS

war	guerra	army	esercito
battle	battaglia	civilians	civili
front	fronte	victims	vittime
trench	trincea	bombing attack	bombardamento
soldier	soldato	truce	tregua
troop	truppa	armistice	armistizio
enemy	nemico		

USEFUL EXPRESSIONS

To be killed in ...	Essere ucciso in ...
To die of ...	Morire di ...
To fight against ...	Combattere contro ...
The war broke out in ...	La guerra scoppiò nel ...
The war lasted from ... to ...	La guerra durò dal ... al ...
The war finished in ...	La guerra finì nel ...
The war was won by ...	La guerra fu vinta da ...
Living conditions for ... were ...	Le condizioni di vita per ... erano ...
The event is remembered on ... in ...	L'evento viene commemorato il ... in ...

Reading comprehension

Prova 1

Read the texts and complete the tasks.



LOST!

Baffy, small black cat went missing in St Andrew Park area on May 1st.

£100 reward offered.

If you see him, please phone

07700 900461

(John or Jasmine)

We really miss him!

SCHOOL CONCERT

DON'T MISS THE END-OF-YEAR SCHOOL CONCERT!

WHERE?

School auditorium

WHEN?

Saturday, June 18th

WHAT TIME?

From 5:30 to 6:30 p.m.

MAKE A DONATION

VOLLEYBALL MATCH!

**WONDERS
VS HIGHFIVE**

At the school gym
next Monday

10th June

At 10:30 a.m.



SELLING!



Blue mountain bike

£120

Phone Mike **07700 900827**

Dinner time

TASK A

Choose the best answer.

1 Baffy got lost on ...

- ☐ A June 10th.
☐ B June 18th.
☐ C May 1st.

2 The school concert is ...

- ☐ A in St Andrew Park.
☐ B at the school auditorium.
☐ C at the school gym.

3 The concert starts at ...

- ☐ A lunchtime.
☐ B 5:30 a.m.
☐ C 17:30.

4 A ticket for the concert costs ...

- ☐ A £5.50
☐ B nothing, you make a donation.
☐ C nothing.

5 The name of the volleyball team is ...

- ☐ A Summertree.
☐ B Wonders.
☐ C The Greatlakes.

6 If you want to buy a bike, you have to contact ...

- ☐ A Mike.
☐ B John.
☐ C Jasmine.

Score: ____ /6

TASK B

Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 Baffy is a white cat. T F NG
 2 A reward of \$120 is offered for Baffy. T F NG
 3 The concert is at 5:30 p.m. T F NG
 4 The volleyball match is at the school gym. T F NG
 5 The Highfive team won the last match. T F NG
 6 You must phone Mike on Saturday. T F NG

Score: ____ /6

TASK C

Put the words below in the right column.

10th June • 07700 900827 • school gym •
 May 1st • dinner time • St Andrew Park •
 school auditorium • June 18th

Lost	Match

Concert	Bike

Score: ____ /8

Total score: ____ /20

Prova 2

Read the text and complete the tasks.

Sports in Britain

A

Sport is very important for British people and children of all ages take part in many sporting activities: in British schools you can find well-equipped gyms and there are also football pitches, tennis **courts**, or even a swimming pool in many of them.

- 5 Sports help to improve social skills such as self-discipline, cooperation and team spirit and for that reason they are a very important part of the school curriculum.

B

Football is a very popular sport in Britain and it has ancient origins: for example, the Chinese played 'football' games 3,000 years ago. The ancient Greeks and the Romans used football games to train **warriors** for battle. In South and Central America the Aztecs played tlachtli, a mix of basketball, volleyball and football. But it was in England around the 8th century that the game started to look like the sport we now call football. For a long time, the game of football had no rules. The **goals** were sometimes 6 kilometres apart and sometimes there were more than 100 players. It was usually a very violent game. There were often fights between players and many fields, houses and fences were destroyed during the matches. In the 19th century the dimensions of the pitch, the number of players and all the basic rules were decided and this was the beginning of modern football.

C

- 20 In Britain there are two kinds of team sports played with a big ball: rugby and football. Rugby is played with an oval ball and there are 13 or 15 players in each team. The players can use their hands to pass the ball. The name derives from Rugby, a famous private school, where the first written rules were produced in 1845. Football is played by teams of 11 players and you can't use your hands to pass the ball. If you do that, you commit a 'foul' and a free **kick** is awarded to the opposing team. Football is the most popular game in Britain and a lot of people go to the stadium to support their favourite team or watch the matches on television.

TASK A

Match the headings (1-3) with the corresponding paragraphs (A-C).

- ☐ 1 The origins of football
- ☐ 2 Rugby and football
- ☐ 3 Sport is essential

TASK B

Choose the best answer.

1 A 'pitch' is a place where you can ...

- ☐ A play tennis.
- ☐ B play football.
- ☐ C swim.
- ☐ D play basketball.

Score: ____/3

2 Tlachtli is a mix of ...

- ☐ A baseball, volleyball and basketball.
- ☐ B basketball, football and rugby.
- ☐ C football, basketball and volleyball.
- ☐ D basketball, football and handball.

3 Which of these statements is false?

- ☐ A During football matches players kicked and punched each other.
- ☐ B During football matches players destroyed many things.
- ☐ C During football matches players had no rules.
- ☐ D During football matches many people didn't leave their houses.

4 In football, you commit a 'foul' when ...

- ☐ A you touch the ball with your hands.
- ☐ B you hit the ball with your foot.
- ☐ C you pass the ball to another player.
- ☐ D you take a free kick.

5 There are ... players in a football team and ... in a rugby team.

- ☐ A ... thirteen ... / ... eleven ...
- ☐ B ... thirty ... / ... eleven ...
- ☐ C ... eleven ... / ... thirty ...
- ☐ D ... eleven ... / ... thirteen ...

Score: ____/5

TASK C

Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 Sport isn't important in British schools. ☐ T ☐ F ☐ NG
- 2 The words 'well-equipped gyms' (line 3) mean a gym where you can practise many sports. ☐ T ☐ F ☐ NG
- 3 The Chinese have played ball games for a long time. ☐ T ☐ F ☐ NG
- 4 Greek and Roman warriors played football games to stay fit. ☐ T ☐ F ☐ NG

- 5 The Aztecs played tlachtli with a very small ball. ☐ T ☐ F ☐ NG

- 6 Football similar to the game we now play started in Central America in 700 AD (Anno Domini). ☐ T ☐ F ☐ NG

- 7 The rules of rugby were written in the first half of the 18th century. ☐ T ☐ F ☐ NG

- 8 Many people eat popcorn while they are watching the matches on TV. ☐ T ☐ F ☐ NG

Score: ____/8

TASK D

Match the words from the text (in bold) with the correct definition.

1 courts (line 4)

- ☐ A Places where kings and queens live.
- ☐ B Places where you can play basketball.
- ☐ C Places where you can play tennis.

2 warriors (line 10)

- ☐ A Soldiers.
- ☐ B Players.
- ☐ C Coaches.

3 goals (line 13)

- ☐ A A kind of ball.
- ☐ B Areas where you can score a point.
- ☐ C Ball games.

4 kick (line 25)

- ☐ A When you hit something with your head.
- ☐ B When you hit something with your hand.
- ☐ C When you hit something with your foot.

Score: ____/4

Total score: ____/20

Prova 3

Read the text and complete the tasks.

GREAT LAKE ECO-ADVENTURE CAMP



Join us, you'll have a wonderful time!
From week beginning
July 10th - August 20th
Ages 11-15

Children will learn about **ECOLOGY** and observe **WILDLIFE** in a **FUN LEARNING** environment using games and other activities.

Location: Summertree, 142, Oak Road, Bashfield

Price: \$145 per week per child

Register online at www.great-lake.com

For more information about the camp activities, please contact:
Mrs Jasmine Palmer **07700 900523** or jasmpalr@great-lake.com

TASK A

Complete the email.

Hi Fred,

How are you?

This summer I'm going to the Great

(1), it's in Bashfield,
at number (2) Road.

Why don't you come too? You have to be at least

(3) years old and you're
12, so no problem! I'm going for one week, in July
or in (4)

The price is (5) dollars per child, per
(6)

For more information, you can visit the website

(7) or send an email

to Mrs Jasmine Palmer. Her email address is

(8)

Score: ____/8

TASK B

Read these sentences. Choose T (true), F (false) or NG (not given).

1 The camp ends on August
twentythird. T F NG

2 If you are sixteen, you can't
go to the park. T F NG

3 At the camp, you will learn
a foreign language. T F NG

4 Bashfield is near the Niagara Falls. T F NG

5 The price is one hundred and
forty-two dollars a week. T F NG

6 The camp hasn't got a website. T F NG

7 Mrs Jasmine Palmer is the person
who can give you information
about the camp. T F NG

8 Mrs Palmer hasn't got a telephone. T F NG

Score: ____/8

TASK C

Match the highlighted words from the text with the correct definition.

1 join

☐ A To become a member.

☐ B To write an email.

☐ C To make a phone call.

2 wildlife

☐ A Animals living in a zoo.

☐ B Animals living in natural places.

☐ C Animals living on farms.

3 fun learning

☐ A Learning things in a way that
you like and enjoy.

☐ B Learning things in contact with nature.

☐ C Learning things with other children.

4 ecology

The discipline which studies the relations
between ...

☐ A man and nature.

☐ B nature and town.

☐ C animals and the place where they live.

Score: ____/4

Total score: ____/20

Prova 4

Read the text and complete the tasks.

Date: April 10th

Object: School trip to the Natural Science Museum

Please read carefully: the date has changed from
Wednesday 21st to Friday 23rd

- The bus leaves at 7:15 a.m. and arrives at the museum at 10:30 a.m. Please arrive 10 minutes before departure.
- Bring your packed lunch (water, fruit and sandwiches – don't bring sugary drinks or junk food like crisps and popcorn).
- Wear comfortable shoes, trainers or sneakers – don't wear sandals.
- Bring a waterproof jacket, not an umbrella.
- Don't bring video games. You can bring your smartphone (only to listen to some music on the bus).
- On the bus you can play cards or read a book or a comic.
- At the museum:
 - you can take some pictures.
 - you can't eat inside the museum, but you can have lunch at the park outside the museum.
- Arrival time: 7:30 p.m.

TASK A

Choose the best answer.

1 Children have to be at school by ...

- ☐ A 7:00.
☐ B 7:05.
☐ C 7:10.

2 Children can't wear ...

- ☐ A a waterproof jacket.
☐ B a pair of sneakers.
☐ C a pair of sandals.

3 Children can have lunch ...

- ☐ A inside the museum.
☐ B at the park.
☐ C on the bus.

4 The bus trip lasts ...

- ☐ A three hours.
☐ B three and a half hours.
☐ C three hours and a quarter.

Score: ____ /4

TASK B

Read these instructions.

Choose Y (yes) or N (no).

- 1 bring an apple
2 bring a packet of popcorn
3 wear a pair of trainers
4 bring an umbrella
5 bring a smartphone
6 eat inside the museum
7 bring video games
8 bring cards
9 watch videos on the bus
10 take pictures

- ☐ Y ☐ N
☐ Y ☐ N
☐ Y ☐ N
☐ Y ☐ N
☐ Y ☐ N
☐ Y ☐ N
☐ Y ☐ N
☐ Y ☐ N
☐ Y ☐ N
☐ Y ☐ N

Score: ____ /10

TASK C

Read these sentences. Choose T (true), F (false) or NG (not given).

- 1 The trip is on Friday. ☐ T ☐ F ☐ NG
2 Children are having lunch at a fast-food restaurant. ☐ T ☐ F ☐ NG
3 Junk food is not good for your health. ☐ T ☐ F ☐ NG
4 Children can't listen to music. ☐ T ☐ F ☐ NG
5 They can read on the bus. ☐ T ☐ F ☐ NG
6 They are having dinner at home. ☐ T ☐ F ☐ NG

Score: ____ /6

Total score: ____ /20

Listening comprehension

Prova 1

 002 Listen to the man and woman talking. Match the first part of the sentence (1-10) with the second part (A-J).

- | | |
|---|-----------------------------|
| ☐ 1 The man asks for | A Canada Street. |
| ☐ 2 The man is | B a carpark. |
| ☐ 3 You can walk to the station in | C lost. |
| ☐ 4 The two people are in | D directions. |
| ☐ 5 The train station is in | E turn right. |
| ☐ 6 The station is opposite | F the left. |
| ☐ 7 After you cross the road you have to | G Germany Street. |
| ☐ 8 Then you walk for 500 metres along | H the big department store. |
| ☐ 9 The station is on | I five minutes. |
| ☐ 10 Next to the station there's | J Portugal Street. |

Score: ____ /10

Prova 2

 003 Julie wants to be a babysitter. Listen to Julie at a job interview and answer the questions.

- 1 How many children has the woman got?
- 2 How long did Julie babysit her cousin for?
- 3 Where was Julie born?
- 4 Where is her dad from?
- 5 How old is Julie?
- 6 When is Julie's birthday?
- 7 What languages does Julie speak?
- 8 What are Julie's interests?
- 9 What job did Julia's grandfather do?
- 10 Where does Julie live?

Score: ____ /10

Prova 3

 004 Listen to Jane and Sam talking about a school project. Choose the best answer.

- 1 Antarctica is the ... region in the world.
☐ A ... driest ... ☐ B ... wettest ... ☐ C ... highest ... ☐ D ... coldest ...
- 2 The temperatures in Antarctica can reach ...
☐ A -89 °C. ☐ B -65 °C. ☐ C 28 °C. ☐ D 89 °C.
- 3 A desert in Chile is the ... place in the world.
☐ A ... warmest ... ☐ B ... driest ... ☐ C ... highest ... ☐ D ... coldest ...
- 4 The wettest place in the world is in ...
☐ A Hawaii. ☐ B Venezuela. ☐ C Canada. ☐ D India.
- 5 The ... volcano is in Hawaii.
☐ A ... highest ... ☐ B ... tallest ... ☐ C ... largest ... ☐ D ... smallest ...
- 6 The Red Sea is the ... sea.
☐ A ... coldest ... ☐ B ... oldest ... ☐ C ... warmest ... ☐ D ... largest ...
- 7 The temperature of the Red Sea is around ...
☐ A 65 °C. ☐ B 79 °C. ☐ C 28 °C. ☐ D 18 °C.
- 8 The Pacific Ocean covers ... square kilometres.
☐ A ... 165 ... ☐ B ... 165 million ... ☐ C ... 65 million ... ☐ D ... 65 ...
- 9 The Angel Falls are in ...
☐ A Canada. ☐ B Hawaii. ☐ C Venezuela. ☐ D India.
- 10 Angel Falls are the ... waterfalls in the world.
☐ A ... oldest ... ☐ B ... largest ... ☐ C ... wettest ... ☐ D ... highest ...

Score: ____ /10

Prova 4

 005 Listen to the recording about Shakespeare and answer the questions.

- 1 What year was Shakespeare born?
- 2 Where was Shakespeare born?
- 3 How old was he when he died?
- 4 What were the main languages in Shakespeare's time?
- 5 What language was considered second class in his time?
- 6 What did Shakespeare do when he was 13 years old?
- 7 How many words was the average vocabulary in Shakespeare's time?
- 8 How many words did Shakespeare add to the English language?
- 9 As well as sonnets, what type of texts did he write?
- 10 Where are his plays performed today?

Score: ____ /10

INVALSI

Language in use

Prova 1

TASK A

Choose the best answer.

1 A: Is your mother a teacher?

B: No, she isn't, she works in a hospital, she's a ...

- ☐ A shop assistant.
- ☐ B nurse.
- ☐ C mechanic.
- ☐ D housewife.

2 I must ... the dishwasher every day.

- ☐ A ... clean ...
- ☐ B ... tidy ...
- ☐ C ... water ...
- ☐ D ... load ...

3 A: I've got a bad cold.

B: Go to the ... and buy some syrup.

- ☐ A ... chemist's ...
- ☐ B ... butcher's ...
- ☐ C ... clothes shop ...
- ☐ D ... baker's ...

4 It can transport a lot of people from town to town. It's a ...

- ☐ A car.
- ☐ B lorry.
- ☐ C helicopter.
- ☐ D train.

5 I'd like to be at the seaside, sunbathing on the ...

- ☐ A hill.
- ☐ B cave.
- ☐ C beach.
- ☐ D lake.

Score: ____ /5

TASK B

Complete the text with the right tense of the verbs in brackets: present simple, past continuous, past simple, present perfect, to be going to or will.

Hi, I'm Mark.

I'm from Manchester and this year I

(1) (be) in Year 11 at secondary school. I (2) (live) in Manchester for five years. Before that, I (3) (stay) on a beautiful farm in the countryside, with my grandparents. Five years ago, while my grandad (4) (watch) TV, he (5) (see) a documentary about Canary Islands and he (6) (decide) to sell the farm and to move there. Next summer I (7) (visit) them. If I (8) (pass) my exams, I (9) (stay) there for two months. It (10) (be) fantastic!

Score: ____ /10

TASK C

Complete the sentences with ONE of the expressions below.

You shouldn't go out with this cold. •
You mustn't be late. • Can I borrow your bike? •
I would like a hamburger, please. •
Can you look after my sister for a few minutes, please?

What do you say to ...

1 ask for help?

.....

2 prohibit something?

.....

3 give advice?

.....

4 order something to eat?

.....

5 make a request?

.....

Score: ____ /5

Total score: ____ /20

Prova 2

TASK A

Choose the best answer.

1 You ... leave rubbish on the grass. Use the bin.

- ☐ A ... have to ...
☐ B ... don't have to ...
☐ C ... mustn't ...
☐ D ... must ...

2 You ... be late for school, the teacher will be angry.

- ☐ A ... don't have to ...
☐ B ... shouldn't ...
☐ C ... should ...
☐ D ... must ...

3 Last month a bank robber ... while the police ... him to prison.

- ☐ A ... was escaping ... / ... took ...
☐ B ... was escaping ... / ... was taking ...
☐ C ... escaped ... / ... were taking ...
☐ D ... escaped ... / ... was taking ...

4 Look at these big black clouds, ...

- ☐ A perhaps it will rain.
☐ B it is going to rain.
☐ C it is raining.
☐ D it rains.

5 Choose the right question for the following answer: 'About six weeks ago'.

- ☐ A When are you arriving in America?
☐ B When have you arrived in America?
☐ C When do you arrive in America?
☐ D When did you arrive in America?

Score: ____ /5

TASK B

Complete the sentences with ONE of the expressions below. There are three extra expressions.

Lovely! • I don't agree. • Thank you very much. •
 Good morning! • I'm very sorry. •
 What a pity! • Horrible! • Hi, I'm ...

What do you say ...

1 when you don't like something?

2 when you really like something?

3 to introduce yourself?

4 when you disagree with a friend?

5 when you greet your teacher?

Score: ____ /5

TASK C

Complete the text with *and* / *but* / *or*.

Jane doesn't like reading (1)
 watching TV, (2) she likes
 listening to music. Her sister Anne likes reading
 books (3) comics,
 (4) she doesn't like listening to
 music (5) play video games.

Score: ____ /5

TASK D

Put the dialogue in the correct order.

- ☐ A I saw the last film in the *Star Wars* saga.
☐ B I have already seen it, it's great!
☐ C Ah, I love the cinema. What did you see?
☐ D Hi Dave, where were you last Saturday?
☐ E I went to the cinema.

Score: ____ /5

Total score: ____ /20

Prova 3

TASK A

Choose the best answer.

1 David can swim very ...

☐ A well.

☐ B fine.

☐ C good.

☐ D better.

2 ... you about the time I saw the Queen?

☐ A Did I say

☐ B Did I told

☐ C Have I ever told

☐ D Have I ever said

3 The World Wide Web ... by Tim Berners-Lee.

☐ A ... invented ...

☐ B ... was invented ...

☐ C ... is invented ...

☐ D ... has invented ...

4 ... knows what happened to Sally. It's a mystery.

☐ A Everybody

☐ B Somebody

☐ C Anybody

☐ D Nobody

5 Choose the right sentence.

☐ A There was many salt in my soup.

☐ B There weren't much books in the library.

☐ C There weren't many students at school this morning.

☐ D There was a lot of pencils in my pencil case.

6 Choose the right question for the following answer: 'I'm going to live in Australia'.

☐ A Where are you going to live?

☐ B When are you going to live?

☐ C Where are you going on holiday?

☐ D Where are you living?

Score: ____ /6

TASK B

Complete the sentences with ONE of the verbs below. There are three extra verbs.

connect • download • print • upload • switch off •
unplug • save • click on • delete

1 your smartphone to your computer with the USB cable.

2 a paper copy of your project.

3 the files you don't want to keep.

4 your computer when you finish using it.

5 an icon to open an app.

6 a film from the Net.

Score: ____ /6

TASK C

Complete the text with ONE of the adjectives below. There are three extra adjectives.

hopeless • unfit • weak • active • careless •
healthy • fearless • careful

Alex is a very (1) person. He practises three sports; one of them, parachuting, is very dangerous but Alex is (2)

His brother Tom is the opposite: he's very lazy and he's (3) because he's overweight.

He's also a bit (4) because he always has lots of accidents. I think he's (5)

Score: ____ /5

TASK D

Put the dialogue in the correct order.

☐ A Mum: Well, you should apologise then. You shouldn't take his things without asking him.

☐ B Liz: Mum, I took Max's tablet yesterday and now it isn't working.

☐ C Liz: But he'll be angry with me!

☐ D Liz: Yes, I plugged it into the socket but nothing happened.

☐ E Mum: I think you'd better tell Max.

☐ F Mum: Did you try to charge it?

Score: ____ /3

Total score: ____ /20

Prova 4

TASK A

Choose the best answer.

1 Peter, look at those big black clouds, it ... !

- ☐ A ... rains ...
☐ B ... is raining ...
☐ C ... is going to rain ...
☐ D ... will rain ...

2 Lucy ... to the supermarket today.

- ☐ A ... will been ...
☐ B ... has never been ...
☐ C ... has ever been ...
☐ D ... has already been ...

3 We told the truth but ... believed us.

- ☐ A ... nobody ... ☐ C ... anyone ...
☐ B ... anybody ... ☐ D ... everyone ...

4 How long does it take to get to the station?

- ☐ A Four km.
☐ B Twenty minutes.
☐ C By bus.
☐ D Near the post office.

5 The train ... at 10:30.

- ☐ A ... will leave ...
☐ B ... is going to leave ...
☐ C ... leaves ...
☐ D ... leave ...

6 A: ... have you played football for?

B: Since I was ten.

- ☐ A When ☐ C Where
☐ B What ☐ D How long

Score: ____ /6

TASK B

Complete the text with the past participle of the verbs in brackets.

My grandfather has (1) (see) a

lot of beautiful places in his life and he has
 (2) (do) a lot of interesting
 things. He has (3) (travel) to
 more than 50 countries in the world and he has
 (4) (meet) a lot of people.

He hasn't (5) (be) to India yet
 but he hopes he will go there soon.

Score: ____ /5

TASK C

Complete the text with ONE of the linkers below.
 There are two extra linkers.

however • also • so • even • for example

When you travel it's important to take everything
 you need especially if you go to a foreign
 country, (1) prepare a list
 one week before you leave and begin to pack
 your things in advance. (2)
 be careful with the weight of your luggage
 because many airplane companies have weight
 restrictions. (3) you could buy
 microfiber towels and light shoes.

Score: ____ /3

TASK D

Complete the sentences with ONE of the
 expressions below. There are three extra
 expressions.

I thought it was brilliant. • How long does it take? •
 I think you're right. • Sorry, but I think you're wrong. •
 Can I have a fork, please? • You should study more. •
 You mustn't be late. • Sorry, I forgot. • I'll show you.

What do you say to ...

- 1 give advice?
 2 apologise?
 3 disagree?
 4 agree?
 5 offer help?
 6 give an opinion?

Score: ____ /6

Total score: ____ /20

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