

Paul Kelly
Giampiero Chiodini

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- Paul Kelly is the author of the following parts of the Student's Book: Opening page of each unit, *Focus on Vocabulary* and *Focus on Grammar*. He is also the author of the following parts of the Workbook: *Dialogue Review*, *Vocabulary Stop*, *Grammar Stop* and *Stretch your Grammar*.
- Giampiero Chiodini is the author of the following parts of the Student's Book: *Focus on Functions* and *Skills and Culture*. He is also the author of the following parts of the Workbook: *Now, it's up to you!* and the *Check Out* pages.
- Barbara Bettinelli Backhouse is the author of the following parts of the Student's Book: *CLIL* pages and *That's it! for your Exam*. She is also the author of *That's it! for your Exam (Grammar and Vocabulary)* in the Workbook.
- Donata Banzato and Fiona Dalziel are the authors of the *Progress Tests* and *Exit Tests*.

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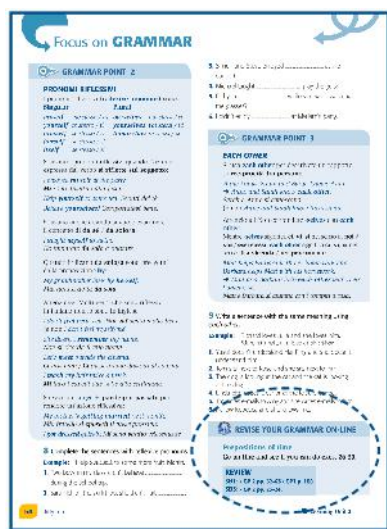
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VISUAL GUIDE

Con il terzo livello di **That's it!** continua il tuo viaggio alla scoperta della lingua e civiltà inglese. Il terzo volume è organizzato nel modo che già conosci, ma presenta degli elementi nuovi: ciò è dovuto al fatto che nel terzo anno della Scuola Secondaria di primo grado ti è richiesto di "consolidare" il tuo percorso di apprendimento e di "orientarlo" verso gli studi della Scuola Secondaria di secondo grado.



La **pagina di apertura** di ogni Unit ti propone ora materiali di diversa natura: interviste, blog, giornali televisivi, chat, articoli di giornale ecc., con argomenti vicini ai tuoi interessi. La rubrica **How we say it** ti insegnerà alcune espressioni specifiche dell'inglese, utili per la comunicazione.

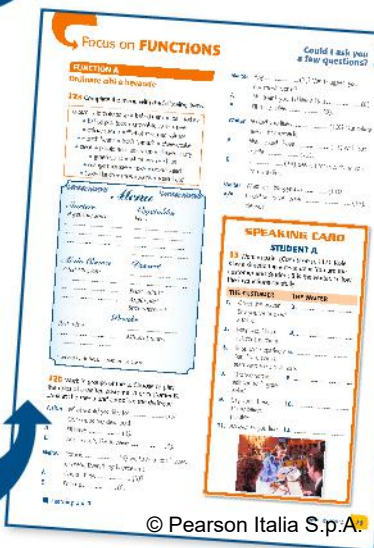


Focus on Grammar aumenta ulteriormente la proposta di esercizi di grammatica: la rubrica **Revise Your Grammar On-line** ti rimanderà al nostro sito www.pearson.it per scaricare ulteriori attività in file PDF.



Focus on Vocabulary contiene ora anche la rubrica **Speaking Practice**, che ti invita a creare un breve dialogo con i vocaboli appresi: questo ti permetterà di potenziare sia la tua abilità nel parlare, sia la memorizzazione del lessico nuovo.

Come già sai, **Focus on Functions** riassume le espressioni linguistiche da apprendere grazie ad attività graduali e spesso ludiche.



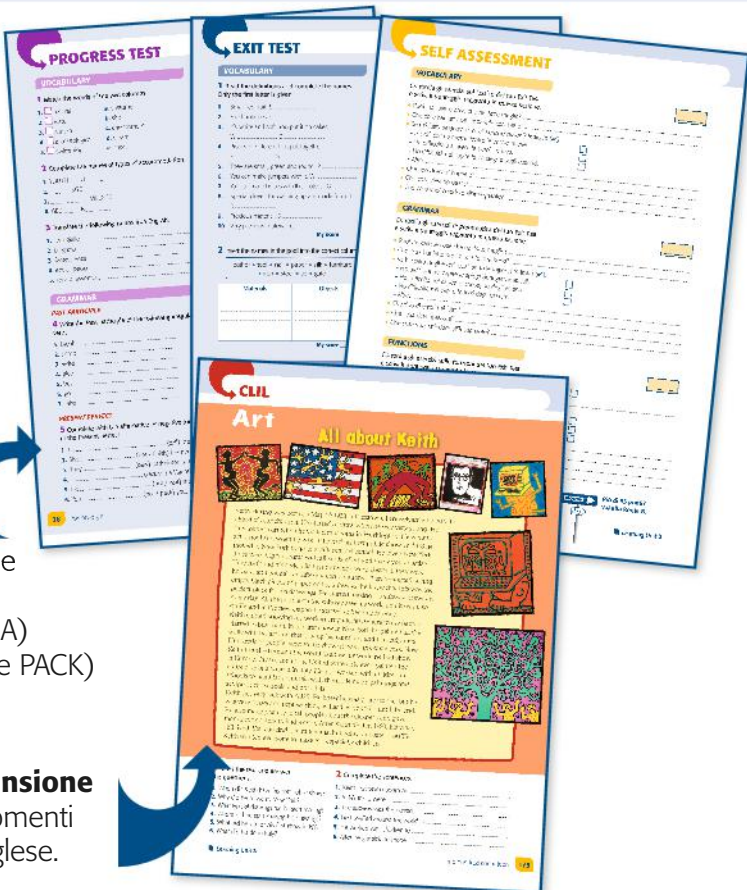
VISUAL GUIDE



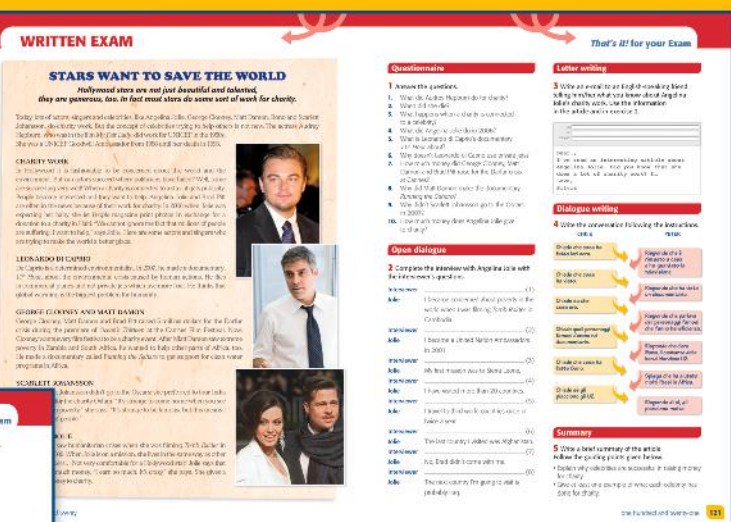
Skills and Culture affronta la cultura e la civiltà dei paesi di lingua inglese; attraverso le attività presentate potrai potenziare le tue abilità nel leggere, parlare, scrivere e ascoltare in inglese.

Il **Progress Test** e l'**Exit Test** ti renderanno consapevole del tuo apprendimento, mentre il **Self Assessment** ti indicherà se scegliere il percorso del recupero (Route A) o del potenziamento (Route B) dell'Extra Book (Edizione PACK) o del Multi-Rom (Edizione LEGGERA).

Inoltre, le pagine di **CLIL** e la loro **espansione on-line** ti proporranno lo studio di argomenti interessanti di altre materie in lingua inglese.



Questo corso prevede infine uno strumento molto importante: la sezione speciale **That's it! for your Exam**, al termine dello *Student's Book*, ti consentirà di prepararti nel modo migliore e più completo alla **prova scritta** e al **colloquio orale** dell'**Esame di Stato**.



Nelle pagine dello **Student's Book** e del **Workbook** troverai le seguenti etichette:

- K** attività KET
- T** attività Trinity
- ES** attività per la preparazione all'Esame di Stato

E in più...

L'Extra Book, un componente prezioso (Edizione PACK)

Questo importante componente di studio contiene:

- pagine di approfondimento di civiltà dei paesi di lingua inglese;
- percorsi di recupero (Route A) e di potenziamento (Route B);
- materiale per le certificazioni KET e Trinity.

Per l'Edizione LEGGERA: la civiltà e le attività per le certificazioni, in formato pdf, sono scaricabili dal sito www.pearson.it secondo le indicazioni del tuo insegnante. I percorsi di recupero e potenziamento sono invece in file pdf all'interno del Multi-ROM.



Strumenti per la LIM e lo studio a casa

L'activeBook (Edizione PACK)



Questo innovativo componente digitale contiene:

- tutte le pagine dello Student's Book "attivate"
- una cospicua quantità di pagine del Workbook "attivate"
- tutti gli esercizi di ascolto dello Student's Book e del Workbook in formato Mp3
- un CD-ROM con ulteriori attività autocorrettive

Il Multi-ROM (Edizione LEGGERA)



Questo componente digitale contiene:

- tutti gli esercizi di ascolto dello Student's Book e del Workbook in formato Mp3
- i pdf delle attività di recupero (Route A) e potenziamento (Route B)
- estratti di attività autocorrettive del CD-ROM

Materiali on-line: operazione DIGIlibro

+ DIGIlibro

Edizione PACK

- **CLIL** in formato pdf
- **Revise your Grammar** in formato pdf

+ DIGIlibro

Edizione LEGGERA

- **CLIL** in formato pdf
- **Revise your Grammar** in formato pdf
- **Certificazioni KET e Trinity** in formato pdf (estratti dall'Extra Book)
- **civiltà** in formato pdf (estratti dall'Extra Book)

Per poter scaricare il materiale on-line, puoi collegarti al nostro sito www.pearson.it seguendo le indicazioni del tuo insegnante.

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- Present perfect con <i>just, already</i> e <i>yet</i> - Present perfect con <i>for</i> e <i>since</i> (duration form)	Distinzione del suono /eɪ/ dal suono /ɪə/	Reading: "What's wrong with reading?" Spoken interaction: discutere sul rapporto tra gli adolescenti e la lettura Writing: produrre un paragrafo sul rapporto tra gli adolescenti e la lettura Listening: ascoltare l'intervista a un esperto di editoria sul rapporto tra gli adolescenti e la lettura
- Will (previsione) - May / might (possibilità futura)	I do vs I'll do I won't do vs I want to do	Reading: "Artificial Intelligence" Listening: ascoltare un'intervista sullo sviluppo dell'intelligenza artificiale Spoken interaction: discutere sullo sviluppo della tecnologia e dell'intelligenza artificiale Writing: produrre un paragrafo sullo sviluppo futuro della tecnologia
- Infinito di scopo - Preposizioni causali: <i>as / since / because</i> - Periodo ipotetico del 1° tipo (First Conditional)	Distinzione del suono /ʌ/ dal suono /ʊə/	Reading: "Earth Day: a special day" Listening: ascoltare l'intervista a una giovane impegnata in un progetto di protezione ambientale Spoken interaction: discutere sui problemi ambientali e le possibili soluzioni Writing: produrre un paragrafo sui problemi ambientali e le possibili soluzioni
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- Should - Pronomi riflessivi - Each other	The letter S: distinzione del suono /s/ dal suono /z/	Reading: "All together to stop bullying" Listening: ascoltare l'intervista a un ragazzo vittima del bullismo Reading and spoken interaction: discutere sul bullismo a scuola Writing: descrivere un episodio di bullismo ed elaborare uno statuto anti-bullismo
- Shall - Will	The dark L	Reading: "Going out shopping" Listening: ascoltare una conversazione tra cliente e commessa in un negozio Spoken interaction: interpretare un dialogo tra cliente e commessa in un negozio Writing: produrre un paragrafo sullo shopping nella propria città

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Grammar	Pronunciation	Skills and culture
• <i>A little / a few</i> • <i>No / none</i> • <i>Could</i> (richieste e permesso)	• <i>Intonation and sentence stress in questions</i>	• Reading: "Special days in Britain and America" • Reading and writing: scrivere una lettera su come si festeggia il Natale • Listening: ascoltare i consigli di uno chef sul pranzo del Giorno del Ringraziamento • Spoken interaction: discutere di come si festeggia il Natale
• Passivo: <i>Present</i> e <i>Past simple</i> (forma affermativa, negativa, interrogativa e risposte brevi)	• Distinzione del suono /aɪ/ dal suono /ɔɪ/	• Reading: "Hawaii" • Reading and listening: "Alaska" • Writing: scrivere il riassunto di uno dei brani letti • Spoken production: scambiarsi informazioni su uno dei paesi presentati nei brani
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Grammar	Pronunciation	Skills and culture
• Verbi seguiti dall'infinito o dalla forma in <i>-ing</i> • <i>Want someone to do something</i> • <i>Must / Can't</i> (deduzione) • <i>May / Might</i> (deduzione)	• <i>Silent letters</i>	• Reading: "Would you like me to speak the Queen's English?" • Spoken interaction: discutere sull'uso del dialetto • Listening: ascoltare una lezione sulla storia della lingua inglese • Writing: produrre un paragrafo sull'uso del dialetto
• Periodo ipotetico del 2° tipo (<i>Second Conditional</i>): forma affermativa, negativa, interrogativa e risposte brevi • <i>First</i> o <i>Second Conditional</i>?	• <i>Which sound is different?</i>	• Reading: "A musical journey around the USA" • Listening: ascoltare un dialogo con un critico musicale • Spoken interaction: simulare un'intervista a Bruce Springsteen • Writing: produrre un paragrafo su un cantante famoso
• Discorso diretto e indiretto (<i>Reported speech</i>) • <i>Say / Tell</i> • <i>Countable / Uncountable nouns</i>	• <i>Linking speech</i>	• Reading: "Museums: what a bore!" • Listening: ascoltare l'intervista al direttore di un museo • Writing: scrivere una e-mail sulla visita a un museo e sui propri interessi artistici • Spoken production: descrivere un quadro famoso
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Have you ever been to Australia?

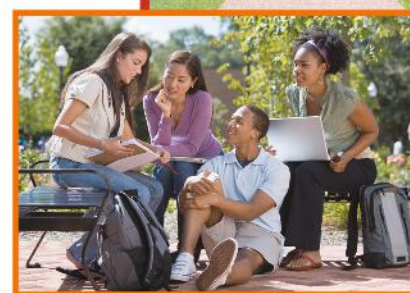


Before you listen

Look at the titles and the leaflet.

- Which country does the leaflet refer to? • Which two activities is it going to describe?

1  1.02 Listen and read this leaflet about learning English in Australia.



Welcome to Noosa

Have you ever seen whales, dolphins and koalas in their natural environment? Have you ever surfed or swum in some of the best beaches in the world? If you've never done any of these, Noosa is the place for you!

Free time activities

Located on Australia's beautiful Sunshine Coast, Noosa offers students the perfect mix of study and a relaxed lifestyle: surfing, swimming and other water sports are available throughout the year.

Accommodation

Noosa's bright, modern campus is only a 10-minute walk to the world famous Noosa Beach. Accommodation is with specially-selected families. In 2010 we introduced our Summer Program: this program combines morning classes with afternoon and weekend activities and excursions to archaeological sites and places of spectacular scenery. So pack your rucksack, suntan cream and swimming costume for a once-in-a-lifetime experience!

Comprehension

2 Test your memory. Cover the text and answer the questions.

1. Where exactly is Noosa?
2. What sports activities are available during the year?
3. Which animals can you see in their natural environment in Noosa?
4. How far is the campus from the beach?
5. Where do the students live during their holiday?
6. When do the Summer Program students have lessons?

Say it like this

- Surfing, swimming and other water sports are available throughout the year.
Il surf, il nuoto e altri sport acquatici sono disponibili per tutto l'anno.
- A 10-minute walk.
Una camminata di 10 minuti.
- A once-in-a-lifetime experience!
Un'esperienza unica!

Focus on VOCABULARY

Travel and holidays

Places to see

3a  Match the places to the pictures. Then listen and check.

- a. beach • b. castle • c. museum
- d. monument • e. cathedral
- f. archaeological site • g. square
- h. art gallery • i. scenery



Things to take

3b  Match the words to the pictures. Then listen and check.

- a. suitcase • b. ticket • c. passport
- d. ID / identity card • e. suntan cream
- f. swimming costume • g. rucksack
- h. digital camera • i. guidebook



Accommodation

3c Complete the sentences with the words in the pool.

youth hostel • bed and breakfast • holiday village • hotel • campsite • holiday home

1. We have a on the south coast. We spend a lot of weekends there.
2. A is a good place where young people can stay. It's quite cheap, but there isn't much privacy.
3. The we went to last August was great. It's like a campsite, but people live in little apartments instead of tents.
4. Last year my dad bought a tent and we went camping. We stayed in a fantastic 200 metres from the beach.
5. In the Aran Islands we had to stay with a family in because there weren't any hotels.
6. Our in Spain had 200 rooms and three swimming pools.

SPEAKING PRACTICE

4 T Work in pairs. Ask and answer using the notes below.

- Which places / like visiting / on holiday / ?
- What / take / with you / ?
- What / like / doing on holiday / ?
- What type of accommodation / prefer / ?



GRAMMAR POINT 1

PRESENT PERFECT

Il **Present perfect** si forma utilizzando come ausiliare il verbo **to have** al **Present simple** + il **Participio passato (Past participle)** del verbo principale.

Forma affermativa

Soggetto **Ausiliare** **Participio passato**

I/you/we/they *have* *finished*
he/she/it *has*

Nell'inglese parlato (o scritto informale) si usa comunemente la forma contratta:

I've finished. She's finished.

Le forme negative e interrogative corrispondono a quelle del **Present simple** del verbo **to have** + il **Participio passato**.

Forma negativa

I haven't finished. (I have not finished.)
She hasn't finished. (She has not finished.)

Forma interrogativa e risposte brevi

Have you finished? Yes, I have. / No, I haven't.
Has she finished? Yes, she has. / No, she hasn't.

Il **Present perfect** esprime il risultato o l'effetto presente di un'azione passata. Di solito è importante il risultato presente dell'azione mentre è irrilevante quando l'azione sia stata compiuta: per questo si usa il **Present perfect** per parlare di azioni passate in senso generico e senza indicazioni di tempo determinato.

I have tidied my room.

Ho ordinato la mia camera.
(prima era in disordine, ma adesso è ordinata)

Dad has washed the car.

Papà ha lavato la macchina.
(prima era sporca, ma adesso è pulita)



Si usa **solo** il verbo **to have** come ausiliare nel **Present perfect**, anche con i verbi di stato o movimento.

He's (He has) been here. È stato qui.
e **non** *He is been here.*

She's (She has) left. È partita. e non *She is left.*

Formazione del Participio passato

Verbi regolari

Il **Participio passato (Past participle)** dei verbi regolari termina in **-ed** ed è uguale alla forma del **Past simple** (per le variazioni ortografiche vedi **Unit 2** dello **Student's Book 2**, p. 22).

<i>finish</i>	◀	<i>have / has finished</i>
<i>arrive</i>	◀	<i>have / has arrived</i>
<i>tidy</i>	◀	<i>have / has tidied</i>
<i>stop</i>	◀	<i>have / has stopped</i>
<i>travel</i>	◀	<i>have / has travelled</i>

Verbi irregolari

Un certo numero di verbi irregolari ha il **Participio passato** uguale alla forma del **Past simple**, ma in buona parte la forma è diversa e caratteristica.

<i>buy</i>	◀	<i>have / has bought</i>
<i>make</i>	◀	<i>have / has made</i>
<i>have</i>	◀	<i>have / has had</i>
<i>be</i>	◀	<i>have / has been</i>
<i>write</i>	◀	<i>have / has written</i>
<i>do</i>	◀	<i>have / has done</i>
<i>see</i>	◀	<i>have / has seen</i>

Il **Participio passato** è la terza forma del paradigma dei verbi: vedi elenco a pp. 146-147.

5 Insert the correct verb forms in the two columns. Check your answers in the irregular verb list on pp. 146-147.

Base form	Past participle
1. <i>be</i>	been
2. <i>break</i> .....	.....
3.	bought
4. <i>come</i> .....	.....
5.	done
6. <i>eat</i> .....	.....
7.	given
8. <i>go</i> .....	.....
9.	had
10. <i>lose</i> .....	.....
11.	put
12. <i>send</i> .....	.....
13.	studied
14. <i>write</i> .....	.....



Been to / Gone to

Per il verbo **to go** al **Present perfect** occorre scegliere tra due forme con significato differente: **have / has + been to**; **have / has + gone to**.

*She's **been** to the cinema.*

(è stata al cinema: ci è andata, ma ora è tornata)

*She's **gone** to the cinema.*

(è andata al cinema e non è ancora tornata)

6 What has happened? Look at the pictures and write a sentence.

before

after



Example: (He / finish / his homework)
He has finished his homework.

before

after



1. (She / be / to the supermarket)

before

after



2. (He / have / dinner)

before

after



3. (She / buy / a new swimming costume)

before

after



4. (He / send / an SMS)

before

after



5. (The cat / break / the vase)

before

after



6. (She / put / the tickets in her bag)

7 What have (+) or haven't (-) they done? Write sentences.



Example: Richard / do / his English homework (+) / his Maths homework (-)
Richard has done his English homework
but he hasn't done his Maths homework.

1. Julia / read Midnight Sun (-) / Breaking Dawn (+)

2. Tom and Rose / see the cathedral (+) / the castle (-)

3. Martha / be Florence (+) / Siena (-)

4. Andrea and Laura / visit the art gallery (-) / the archaeological sites (+)

5. Lewis / buy a rucksack (+) / a guidebook (-)

6. Linda / pack her swimming costume (+) / her suntan cream (-)

8 Reorder the words to make questions. Then write short answers using the words in brackets.

Example: camera / have / packed / your / you / digital / ? (No)
 Have you packed your digital camera?
 No, I haven't.

1. messages / any / you / sent / today / text / have / ? (Yes)

2. car / has / father / his / your / washed / ? (No)

3. you / phoned / has / Amy / ? (No)

4. term / hard / you / studied / this / have / ? (Yes)

5. cinema / gone / the / your / have / to / parents / ? (Yes)

6. sites / have / archaeological / visited / you / the / ? (Yes)

7. you / Robin / party / invited / to / has / his / ? (No)

8. to / have / square / you / the / been / old ? (Yes)

9. lot / has / you / of / Miss / Simmons / a / homework / given / ? (Yes)

10. passport / lost / you / your / have / ? (No)

Have you **ever** been to the United States?
 Sei **mai** stato negli Stati Uniti (nella tua vita)?
 Yes, I have. / Yes, **once**. Sì. / Sì, una volta.
 No, I haven't. / No, **never**. No. / No, **mai**.
 I've **never** eaten Japanese food.
 Non ho **mai** mangiato cibo giapponese (in vita mia).

9 Write questions using *Have you ever...?* and the words in brackets.

Example: Have you ever been to a foreign country?
 (be / to a foreign country)

1.?
 (stay / in a campsite)
2.?
 (eat / Indian food)
3.?
 (lose / any money)
4.?
 (play / a musical instrument)
5.?
 (visit / an art gallery)
6.?
 (have / an accident)
7.?
 (receive / a present you didn't like)
8.?
 (see / a horror film)
9.?
 (break / your arm or leg)
10.?
 (write / a blog)



GRAMMAR POINT 2

PRESENT PERFECT CON EVER / NEVER

Si usa spesso il **Present perfect** con **ever** e **never** per descrivere avvenimenti ed esperienze con riferimento a un arco di tempo che dura fino al presente (ad esempio, la propria vita). **Ever** e **never** corrispondono all'italiano **mai** e **non... mai**. **Ever** si usa nella forma interrogativa e va posto dopo il **soggetto** e prima del **Participio passato** del verbo principale.

Never, con valore negativo, si usa invece nella forma affermativa e va posto dopo **have / has** e prima del **Participio passato**.



GRAMMAR POINT 3

PRESENT PERFECT O PAST SIMPLE?

Sia il **Present perfect** sia il **Past simple** esprimono azioni compiute nel passato. Si usa il **Past simple** per descrivere un'azione compiuta in un **tempo determinato** quando è noto il momento in cui l'azione è avvenuta e nella frase è presente una specificazione di tempo determinato (**yesterday**, **two hours ago**, **last year**, **on Saturday** ecc.). In altre parole, se si sa quando è stata compiuta e se nella

frase è presente una specificazione di tempo determinato. Il **Present perfect**, invece, descrive azioni compiute in un **tempo indeterminato**. Il tempo è considerato indeterminato perché non si sa (o perché è irrilevante) quando l'azione di cui si parla sia avvenuta.

Attenzione! A domande con **When?** e **What time?** si risponde usando il **Past simple** perché queste parole si riferiscono a tempo determinato.

Confronta:

Present perfect

*I've seen that film.
Ho visto quel film.*

*Have you tidied your room?
Hai ordinato la tua camera?*

Si usa inoltre il **Past simple** quando è evidente che ci si riferisce a un'azione del tutto conclusa nel passato.

Confronta:

Present perfect

My father is a writer.

He has written a lot of books.

*Mio padre è uno scrittore.
Ha scritto molti libri.
(probabilmente ne scriverà ancora)*

Past simple

*I saw that film last week.
Ho visto quel film la settimana scorsa.*

*When did you tidy your room?
Quando hai ordinato la tua camera?*

Past simple

Agatha Christie was a writer.

She wrote a lot of books.

*Agatha Christie era / fu una scrittrice.
Ha scritto / Scrisse molti libri.
(non ne scriverà altri perché è morta)*

10 Write questions in these mini dialogues. Use the words given.



Example: you / tidy / your room?
A Have you tidied your room?
B Yes, I tidied it before dinner.



1. Sally / go / the hairdresser's?
A?
B Yes, she went at 2 o'clock.



2. you / post / granny's birthday card?
A?
B Yes, I posted it yesterday afternoon.



3. you / pack / your rucksack?
A?
B Yes, I packed it this morning.



4. Dad / buy / the tickets?
A?
B Yes, he bought them yesterday.



5. you / visit / the British Museum?
A?
B Yes, we visited it on Friday.

Focus on GRAMMAR

11 Write mini dialogues using the notes below and the verbs in brackets in the *Present perfect* or in the *Past simple*.

Example: (have)

A We / lunch / . A We have had lunch.

B What / you / ? B What did you have?

1. (lose)

A I / my key / .

B Where / you / it / ?

A

B

2. (see)

A We / *Twilight* / .

B When / you / it / ?

A

B

3. (buy)

A She / a present for her father / .

B What / she / ?

A

B

4. (finish)

A I / my homework / .

B What time / you / it / ?

A

B

5. (give)

A My grandparents / me / some money for my birthday / .

B How much / they / you / ?

A

B

6. (take)

A Dad / the car / to the mechanic's / .

B When / it / ?

A

B

12 Write the verbs in the *Past simple* or the *Present perfect*.

Example: Did you visit. (you / visit) the castle yesterday?

1. Look! Some vandals (write) on that monument.

2. Where (you / buy) that Mp3 player?

3. We (go) to Edinburgh castle on Tuesday morning .

4. Where's Joanna? She (go) window shopping with Ruth.

5. (you / ever / be) to Morocco?

6. William Shakespeare (die) in 1616.

7. I (never / eat) Indian food.

8. (you / see) the Prado museum when you were in Madrid?



PRONUNCIATION

THE LETTER R

13a 1.05 Listen and repeat these words.

hard • party • first • person

We **don't** usually pronounce the letter **r** before a consonant.

13b 1.06 Listen and repeat these phrases. Notice how we link the words.

1. thei(r a)ppl es

3. you'(re a)sking

2. fo(r e)xample

4. he(r u)ncle

When a word ends in **-r** or **-re** and the next word begins with a **vowel**-sound, we usually **pronounce** the **-r** to make a link.

13c Indicate where we can make similar links in these sentences.

1. Where are you going?

2. I never eat carrots.

3. She has her own computer.

4. We're always worried before a test.

13d 1.07 Now listen and repeat the sentences.



REVISE YOUR GRAMMAR ON-LINE

Present tenses:
Present simple/Present continuous

Go on-line and see if you can do exes. 1-8.

REVIEW

SB1: • GP 1 p. 62 • GP 1, 2, 3 pp. 72, 73

• GP 1, 2, 3 pp. 110, 111 • GP 1 p. 118

FUNCTION A

Parlare di esperienze

A Have you ever been to Australia?

14 **K** Complete the conversation.
What does B say to A? Match numbers (1-6)
to the letters (a-f). Then listen and check.

- A Have you ever had a holiday abroad?
B (1).
A When did you go there?
B (2).
A How long did you stay there?
B (3).
A Who came with you?
B (4).
A Did you enjoy your holiday?
B (5).
A I have always spent my holidays in France.
B (6).

- a. Last August.
b. It was fantastic! I met a lot of people.
c. My brother and his friend, Sam.
d. Yes, I have. In Turkey.
e. I have never been there.
f. Two weeks.

15 **K T** Work in pairs. In turn, ask and answer
the following questions.

Example: What / the best song / ever listened to?

A What's the best song you have ever
listened to?

B It's "We are the champions".

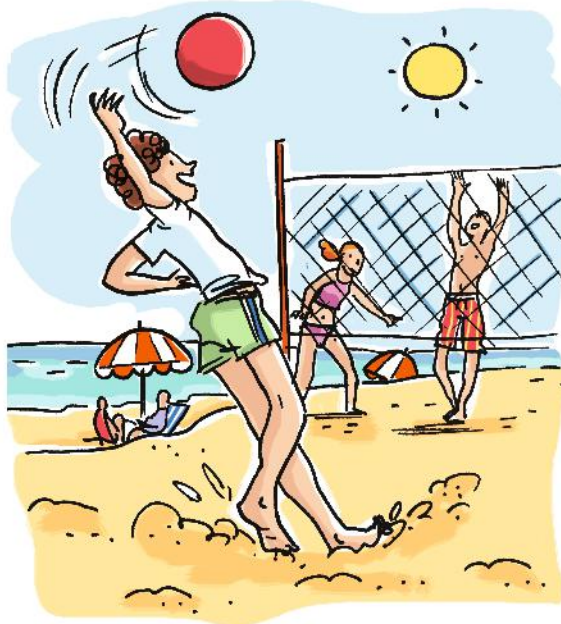
1. what / the most beautiful place / ever been to?
2. who / the nicest person / ever met?
3. what / the most boring TV programme / ever seen?
4. who / the strictest teacher / ever had?
5. who / the best singer / ever heard?
6. what / the most difficult subject / ever studied?
7. who / the most intelligent person / ever known?
8. what / the most expensive thing / ever bought?
9. what / the most exciting activity / ever done?
10. what / the worst book / ever read?

SPEAKING CARD

STUDENT A

16 **K T** Work in pairs (Card B on p. 116).
Ask your schoolmate questions about his/her
picture, using the prompts below. Then, answer
his/her questions about your picture.

A photo of David



Spain 2010: SUPER!

- | | |
|------------------------------|---------------------|
| 1. Liz / ever been to Italy? | 4. What / she / do? |
| 2. Where / she / go? | 5. What / weather? |
| 3. When / she / go? | 6. She / like? |



WELCOME TO AUSTRALIA



READING

17 ES Read the text and answer the questions.

values = valori
marks = tracce

WELCOME TO ABORIGINAL LAND!

In their language, the traditional owners of Uluru National Park are called "Anangu" (pronounced *an-ang-oo*). They speak their own language and teach it to their children. Uluru (pronounced *ool-or-roo*) and the land around have always been very special places and now this is recognised as a World Heritage area for their cultural and natural values.

"Uluru is a really important sacred thing. But it's not the real thing about



this place. The real thing is listening to everything. Please, don't climb it."

Kunmanara – Traditional Owner

What visitors call the "climb" is the traditional route the ancestors took to arrive at Uluru, the sacred mountain and the world's largest monolith. The climb is not prohibited, but it has great spiritual significance for Anangu.

"We have learnt from the old people of this place, and we always keep the Tjukurpa in our hearts and minds."

Barbara Tjikatu – Traditional Owner

Tjukurpa (pronounced *chook-orr-pa*) is the foundation of Anangu culture: it's their religion. It gives the rules for behaviour and for

living together; it's the law for caring for people and for the land.

"Our children and grandchildren now are learning all this from us in stories, songs, dances and ceremonies. When we travel across the land, we see evidence of the activities of the Tjukuritja and that they still exist in our land."

Topsy Tjulyata – Traditional Owner

Anangu say that at the beginning of time the world was flat and plain. Out of this surface, very powerful ancestral beings, the Tjukuritja (pronounced *chook-orr-icha*), in the form of people, plants and animals travelled across it, leaving their marks on the landscape.



1. What's the Aboriginal name of the traditional owners of the National Park?
2. Why is the park recognised as a World Heritage area?
3. What's Uluru?
4. Why is it better if visitors don't climb Uluru?
5. What's Tjukurpa to Anangu people?
6. Is Tjukurpa in written form?
7. Do Anangu people believe that the ancestral beings still live in their land?

18 K In the text three traditional owners express their feelings about their land.

Match the names of the owners (1-3) to what they say about (a-c).

1. ☐ Barbara Tjikatu

2. ☐ Topsy Tjulyata

3. ☐ Kunmanara

a. how ancestral beings shaped the world

b. how Aboriginal culture is always alive

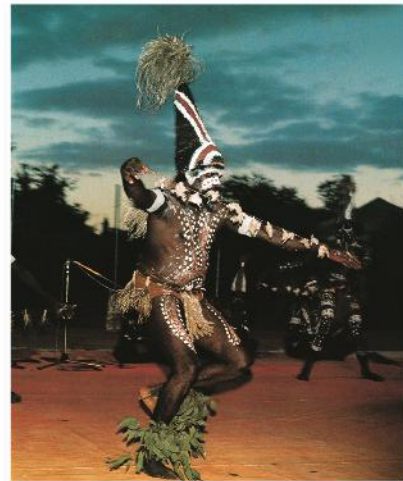
c. the way to know Uluru



LISTENING

19 **1.09** **K** Ronald, a boy the same age as you, has come back from an amazing adventure in the Uluru National Park in Australia. Listen to what he tells his friend, James, and then choose the correct answer (a, b or c).

1. Ronald has come back from Australia.
 - ☐ a. He is enthusiastic about his journey.
 - ☐ b. He has forgotten everything.
 - ☐ c. He expected something better.
2. He went there with someone.
 - ☐ a. He went on a study tour.
 - ☐ b. He went on a package tour.
 - ☐ c. He went on a family tour.
3. He has learnt the story of the creation.
 - ☐ a. A ranger told him.
 - ☐ b. He read it in the guidebook.
 - ☐ c. He got some information at the cultural centre.
4. Rangers at the park are Aboriginal people.
 - ☐ a. They know where visitors can eat well.
 - ☐ b. They are experts on animals and vegetation.
 - ☐ c. They speak to visitors in their language.
5. A ranger showed Ronald the rock art.
 - ☐ a. In the park rangers give hard rock concerts.
 - ☐ b. Ronald bought some artistic souvenirs.
 - ☐ c. In the past Aboriginal people painted forms and symbols on the rocks.
6. Something colours everything red.
 - ☐ a. He refers to the colour at sunrise.
 - ☐ b. He refers to the colour at sunset.
 - ☐ c. He refers to the colour of the plants.



SPOKEN INTERACTION

20 **K T** Work in pairs. Choose to be Student A or Student B. In turn, ask and answer using the prompts below. Student B must give complete answers and, if possible, express some opinions or make some comments.

STUDENT A

1. Was / first time / Australia?
2. Who / decide / go there?
3. Why / go / to Australia?
4. How long / stay / there?
5. How / travel / inside?
6. How many kilometres / travel?
7. What / like best?
8. Be / good experience?

STUDENT B

- a. answer affirmatively
- b. your parents
- c. a different world
- d. twenty days
- e. plane / car / coaches
- f. 6 or 7 thousand kilometres
- g. Sydney / barrier reef
- h. fascinating / in my life



WRITING

21 Imagine you have come back from a journey. Write your comments about it. Use the questions in exercise 20 as prompts.

2 Web author

Before you listen

Look at the interview from a teenagers' magazine.

- Who is this boy?
- What's he doing?

1a  Listen to the interview from a teenagers' magazine and check your predictions.

I've been a **writer** for five years

This week *Teenage World Magazine* talks to **Dan Penn**, a 17 year-old boy with an interesting hobby.



Reporter So, Dan, tell us about your hobby.

Dan OK. **I'm a writer.**

Reporter What do you write?

Dan I write thrillers and science fiction, but thrillers **are my favourite.**

Reporter How long have you been a writer?

Dan I've been a writer for five years, but I've been interested in books **since I was a child.** I've read hundreds of books.

Reporter But you're a writer with a difference, aren't you?

Dan Yes, I belong to **YWO.**

Reporter What's YWO?

Dan *Young Writers On-line.* **It's a website.** You write stories on the computer and post them on YWO. People read your stories and make comments, so you can modify it if you want. It's really fun.

Reporter How many stories have you written?

Dan I've already written five. In fact, **I've just finished the fifth story.**

Reporter What's the title?

Dan D for **Danger.**

Reporter Have any publishers contacted you yet?

Dan No, not yet. But... **you never know!**



1b  Now listen and repeat the interview with a classmate.

Comprehension

2 Cover the document in exercise 1a and answer the questions.

1. What is Dan's hobby?
2. When did he start writing?
3. When did he become interested in books?
4. How many books has he read?
5. Can you find his stories in a bookshop or library?
6. Have any publishers contacted him?

Say it like this

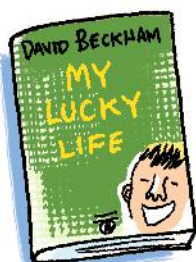
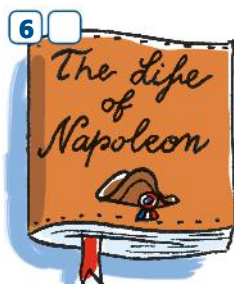
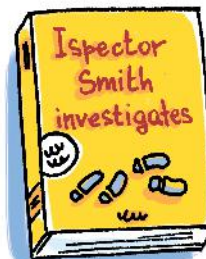
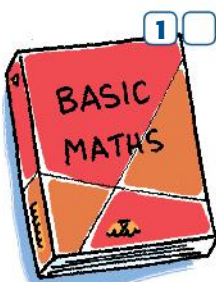
- Have any publishers contacted you yet?
Ti ha già contattato qualche editore?
- You never know!
Non si sa mai!

Focus on VOCABULARY

Types of books

3a  Match the types of books in the pool to the pictures. Then listen and check.

- a. textbook • b. adventure • c. thriller • d. horror • e. detective story • f. biography
- g. autobiography • h. love story • i. science fiction • j. annual



3b Match the words to the definitions.

- | | |
|---|--|
| 1. ☐ fiction | a. an instruction book |
| 2. ☐ non fiction | b. invented stories from people's imagination |
| 3. ☐ paperbacks | c. a reference book containing information about a lot of different subjects |
| 4. ☐ encyclopaedia | d. books with soft covers |
| 5. ☐ manual | e. books about real events and people |

SPEAKING PRACTICE

4 T In turn, ask and answer these questions with a classmate.

- How many textbooks are you using this year?
- Do you like reading?

- What types of books do you like?
- How many books have you read this year?
- What's the best book you've ever read?
- Who's your favourite author?
- Do you prefer the book or the film of a story? Why?



GRAMMAR POINT 1

PRESENT PERFECT CON JUST, ALREADY E YET

Gli avverbi **just** (appena), **already** (già) e (**not...**) **yet** (non... ancora) spesso accompagnano il **Present perfect**.

Just viene messo subito prima del Participio passato in frasi affermative e interrogative per indicare un'azione recente, appena compiuta.

*I've **just** seen Patrick.*

*Ho **appena** visto Patrick.*

*Have you **just** arrived?*

*Sei **appena** arrivato?*

Solitamente **already** viene posto subito prima del Participio passato in frasi affermative e interrogative per indicare che un'azione è già stata compiuta.

*I've **already** had lunch.*

*Ho **già** pranzato.*

Nelle frasi interrogative si usa **already** quando l'evento avviene prima del previsto.

*Have you **already** finished the exam?*

*Hai **già** finito l'esame? (non me lo aspettavo)*

Si usa **yet** nelle frasi interrogative e negative per chiedere se un'azione è già stata compiuta e dire se un'azione non è ancora stata compiuta.

Yet viene posto sempre alla fine della frase.

Negativa: *I **haven't** finished **yet**.*
***Non** ho **ancora** finito.*

Interrogativa: *Has Michelle arrived **yet**?*
*È **già** arrivata Michelle?*

Yet si usa nelle frasi interrogative soprattutto quando ci si aspetta l'evento.

*Has Tom left **yet**?*

*Tom se ne è **già** andato?*



Nota che **yet** ha il significato di **ancora** in frase negativa, e di **già** in frase interrogativa.

*I **haven't** done my homework **yet**.*

***Non** ho **ancora** fatto i compiti.*

*Have you done your homework **yet**?*

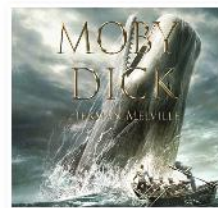
*Hai **già** fatto i compiti?*

5 Transform the following sentences into the affirmative (+), negative (-) or interrogative (?) forms and insert the adverb in the correct position.

Example: You have finished this exercise. (?) **already**
*Have you **already** finished this exercise?*

1. She has tidied her room. (-) **yet**
.....
2. I have had breakfast. (+) **just**
.....
3. You have phoned your best friend. (?) **yet**
.....
4. Mum has been to the supermarket. (+) **already**
.....
5. Our class has done a Science test. (+) **just**
.....
6. I have bought Dad's birthday present. (-) **yet**
.....
7. You have seen this film. (?) **already**
.....
8. Emily has read *Breaking Dawn*. (+) **just**
.....
9. Miss Robertson has arrived. (?) **yet**
.....
10. We have told our parents. (+) **already**
.....

6 Reorder the words in brackets to make a second sentence. Write the verb in the *Present perfect*.



Example: Would you like to read this adventure story?
(already / it / read / I / .)
No, thanks. *I've **already** read it.*



1. Let's go jogging. (just / lunch / I / have / .)
No,
.....



2. How about having a picnic on the Heath?
(not / do / yet / I / my homework / .)
I can't.



7. Have you seen *Harry Potter and the Half-Blood Prince*? (book / read / not / yet / I / the / .)
Yes, I have, but



3. Would you like to watch my Billy Elliott DVD?
(it / see / I / already / .)
I'm sorry.



8. The Jonas Brothers have made a new CD.
(yet / you / it / hear / ?)
Really?



4. We had a Science test on Tuesday.
(teacher / yet / them / your / correct / ?)
Poor you!



5. Your hair's wet, Sarah. (just / it / I / wash / .)
I know.



6. Do we need to get the tickets?
(already / them / get / I / .)
No, it's OK,

GRAMMAR POINT 2

PRESENT PERFECT CON FOR E SINCE (DURATION FORM)

Quando un'azione o una situazione cominciata nel passato dura ancora nel presente si usa il **Present perfect** accompagnato dalle preposizioni **for** e **since**.

Questa forma è nota come **duration form**. Per fare domande sulla durata di una situazione si usa **How long...?**

How long have you been here?

Da quanto tempo sei qui?

I've been here for an hour.

Sono qui da un'ora.

I've been here since two o'clock.

Sono qui dalle due.

For indica la durata dell'azione, mentre **since** indica il momento iniziale dell'azione.

for

ten minutes

three days

six months

two years

a long time

ages

since

half past seven

Tuesday

January

2002

I started school

I was born

Focus on GRAMMAR

Non si usa mai **for** con espressioni composte da **all** (**tutto**):

<i>all day</i>	<i>tutto il giorno</i>	e non	<i>for all day</i>
<i>all week</i>	<i>tutta la settimana</i>		<i>for all week</i>
<i>all year</i>	<i>tutto l'anno</i>		
<i>all my life</i>	<i>tutta la mia vita</i>		

7 Complete the following sentences with *for*, *since* or *-*.

- My parents have been married sixteen years.
- Sophie has read 250 pages she started her book.
- We've lived in this city 2004.
- I've had my dog I was eight.
- I've known my best friend Martha a long time.
- I haven't seen Robert ages.
- I've lived in this house all my life.
- The Browns have lived next door to us January.
- Michelle has been here a week.
- Tim has been here ten o'clock.

8 Read these situations. Then make a new sentence using the *Present perfect* with *for*, *since* or *-*.

Example: Olivia has got a rabbit. She got the rabbit three weeks ago.
Olivia has had her rabbit for three weeks.

- I know Lucy. We met two years ago.
I
- Mr Parsons teaches in our school. He started in 2006.
Mr Parsons
- William is absent from school today. He wasn't at school yesterday or Monday.
William
- Victoria's sister studies Arabic at university. She started studying it two years ago.
Victoria's sister
- Robert wears glasses. He started wearing them three months ago.
Robert

- Mum likes biographies and autobiographies. She started reading these types of books when she was a teenager.
Mum

9 Make questions with *How long...?*

Example: I know Robert.
How long have you known him?

- Mr Davis has got a new car.
.....?
- I play in the school volleyball team.
.....?
- My teacher is ill at the moment.
.....?
- Stephenie Meyer writes the Twilight novels.
.....?
- My uncle lives in Australia.
.....?
- My mum sings in the local choir.
.....?



PRONUNCIATION

10a 1.12 Listen and repeat.

/eɪ/ train, rain
 /ɪə/ ear, here

10b 1.13 Listen and put the words in the right column.

fame • hear • near • main • beer • came

/eɪ/ train	/ɪə/ ear

10c 1.14 Now listen and check.



REVISE YOUR GRAMMAR ON-LINE

Adverbs of frequency; Question words

Go on-line and see if you can do exes. 9-11.

REVIEW

SB1: • GP 4 p. 74 • GP 5 p. 36 • GP 4 p. 81

FUNCTION A

Chiedere e dare informazioni su azioni compiute o non ancora compiute

A I've already written five stories.
I've just finished the fifth story.

SPEAKING CARD

STUDENT A

11 **K T** Work in pairs (*Card B* on p. 116). Your best friend has asked you and your schoolmate to organise his birthday party. You have to see to some aspects and your schoolmate to some others. A week before the party you meet to sum things up. Ask and answer, using the prompts below. Tick what is OK.

Example: **A** Have you bought the birthday cake yet?
B Yes, I have already bought it. / No, I haven't bought it yet.

	Already	Not yet
1. decide where to have the party	X	
2. decide who to invite	X	
3. write the invitations		X
4. ask friends for help	X	
5. choose the games and the music		X

Questions to ask

- ☐ You / do the shopping / yet?
- ☐ You / get plastic plates and glasses / yet?
- ☐ You / decide what to eat / yet?
- ☐ You / prepare decorations / yet?
- ☐ You / buy the present / yet?



FUNCTION B

Parlare di azioni e situazioni iniziate nel passato e ancora in corso

A How long have you been a writer?

B I've been a writer for five years.

12 Complete the text as you like. Then work with a schoolmate. Ask questions to complete his/her text and answer his/her questions.

Example: **A** How long have you known Paulette?
B I have known her for five years.

YOU

I have known Paulette for (1). She is a French girl who has lived with her family in Liverpool since she was (2). We get on very well together because we have the same interests. I love music and Paulette has played the violin for (3). She is a brilliant player and she has had a dream about becoming a great musician since she was (4). Now she is very happy because she has been in the school orchestra for (5). At present, I haven't seen her for (6) because she is in France visiting her relatives, but when she gets back to Liverpool, we are going to a concert. We have had the tickets for (7).

YOUR CLASSMATE

I have known Paulette for (1). She is a French girl who has lived with her family in Liverpool since she was (2). We get on very well together because we have the same interests. I love music and Paulette has played the violin for (3). She is a brilliant player and she has had a dream about becoming a great musician since she was (4). Now she is very happy because she has been in the school orchestra for (5). At present, I haven't seen her for (6) because she is in France visiting her relatives, but when she gets back to Liverpool, we are going to a concert. We have had the tickets for (7).

Reading: give it a chance!



READING

13 **K** Read the text. Choose the correct word (a, b or c) for each space.

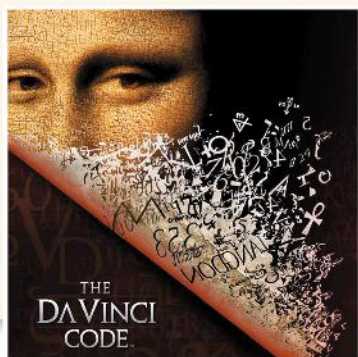
What's wrong with reading?

Reading is (1) of the (2) hobbies a person can have. Teens especially can (3) something valuable from reading. Have you (4) wondered what you can do through reading?

- You can live dangerously and share the challenges or the fears of those you are (5) about;
- you can see the world without leaving your room;
- you can travel through time;
- you can discover new interests in (6) you knew nothing about before;
- you can get some advice from teenage protagonists (7) have the same problems as you have;
- you can escape if tension, boredom, frustration are getting you down.

Teens know that reading is important to their lives. However it seems they have lost (8) in reading. Between the ages of 12 and 18 many teens nearly stop reading. What causes this? A recent survey has (9) this result:

- too much homework and sport, too many hobbies and technological entertainment alternatives use up all the time teenagers have;
- it's difficult to find "young people" books which interest them.



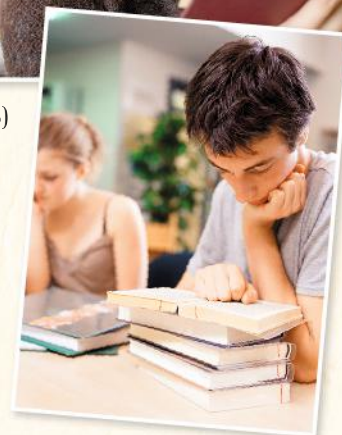
What teenagers have said is true. However, give reading another chance!

Perhaps you have (10) enjoyed a film or a TV series based on a book: read it!

Ask your friends, parents, teachers to suggest books they have enjoyed.

Don't judge a book by its cover: read a few pages. Then, if the book is not (11) you, try another.

Remember that one good thing leads to another. The end of a book is never the end for a person who reads. You can always open another book, and another, and another.



- | | | |
|-----------------|-------------------|--------------|
| 1. a | b. one | c. some |
| 2. a. greatest | b. most delicious | c. prettiest |
| 3. a. give | b. get | c. buy |
| 4. a. never | b. always | c. ever |
| 5. a. reading | b. read | c. ridden |
| 6. a. something | b. anything | c. nothing |
| 7. a. which | b. who | c. they |
| 8. a. patience | b. time | c. interest |
| 9. a. given | b. sent | c. told |
| 10. a. not yet | b. since | c. just |
| 11. a. about | b. for | c. with |

valuable = prezioso
wonder = chiedersi



SPOKEN INTERACTION

14 K Discuss with your teacher and your schoolmates the following points about teenagers' reading habits, giving reasons.

Example: I don't think it's true that teenagers haven't got enough time for reading. It's just that they don't like reading. I personally find reading boring. My friends have never read anything so they can't suggest any book to read. My Italian teacher sometimes tells us to read a book, but I haven't followed her suggestion yet...

- Teenagers haven't got much time for reading.
- Teenagers read something as a result of friends' suggestions.
- Teenagers read something only if teachers oblige them to do it.
- Teenagers prefer watching a film based on a book instead of reading the book.
- Girls are more enthusiastic about reading than boys.
- Girls are not interested in boys who read books.
- Boys read a book only if it is about a famous person or a hobby they are interested in.
- Boys prefer fantasy books, girls prefer teenage magazines.

WRITING

15 Write your opinions about the points in the speaking exercise, giving examples from your experience. Report the result of the discussion with your schoolmates.

LISTENING

16a  **K** Cary, a publishing expert, is asking teenagers what solutions could solve the problem of the decrease in the number of young readers. Listen to the replies of Jessica, Silvia and Tony and match their names to the suggested proposals.

- | | |
|-------------------------------------|-----------------|
| 1. ☐ Jessica | a. Ten Top List |
| 2. ☐ Silvia | b. E-books |
| 3. ☐ Tony | c. Magazines |

16b K Indicate if the following statements are True (T) or False (F).

- Jessica has read a teen magazine for four years.
- She likes reading what people of her age have to say.
- Nominators for the favourite books are primary and secondary schools students.
- People have known what a Ten Top List is for ages.
- Nominators can only vote on-line.
- An e-book is a book with which the readers and the author can interact.
- The project of an e-book has been in the air for some time.
- Cary thinks Tony's solution is the best.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



PROGRESS TEST

VOCABULARY

1 Match the words of the two columns.

- | | |
|--|----------------|
| 1. ☐ natural | a. costume |
| 2. ☐ water | b. site |
| 3. ☐ suntan | c. environment |
| 4. ☐ archaeological | d. cream |
| 5. ☐ swimming | e. sport |

2 Complete the names of types of accommodation.

1. YOUTH H_____
2. _____ SITE
3. _____ VILLAGE
4. BED _____ B_____ T

3 Translate the following nouns into English.

1. libro giallo _____
2. biografia _____
3. fantascienza _____
4. enciclopedia _____
5. libro di avventure _____

GRAMMAR

PAST PARTICIPLE

4 Write the Past participle of the following irregular verbs.

1. break _____
2. come _____
3. write _____
4. give _____
5. buy _____
6. go _____
7. take _____

PRESENT PERFECT

5 Complete with the affirmative or negative form of the Present perfect.

1. I _____ (call) the doctor.
2. She _____ (not / finish) her homework.
3. They _____ (play) badminton in England.
4. I _____ (receive) a Valentine card.
5. He _____ (not / visit) the Louvre.
6. You _____ (not / pack) your rucksack.

6 Write questions with the Present perfect and the words given.

1. you / tidy / your room?

2. where / you / put / my umbrella?

3. what books / she / read?

4. Dad / wash / his car?

5. they / stay / in a five-star hotel?

6. you / watch / the football match?

PRESENT PERFECT WITH JUST – YET – ALREADY

7 Write if you have already done or not yet done the following things today.

1. brush your teeth _____
2. have breakfast _____
3. go to school _____
4. have the school break _____
5. play a sport _____
6. watch TV _____
7. listen to music _____



8 Insert the adverbs *just*, *yet* and *already* in the correct position in the following sentences.

1. The lesson has started. (just)

2. Have you phoned your friend? (yet)

3. Patrick and Anna have seen the film. (already)

4. I haven't read this book. (yet)

5. Camilla has sent me an SMS. (just)

6. Have you done this exercise? (already)

PRESENT PERFECT WITH EVER – NEVER

9 Write sentences using the Present perfect form of the verb and the words in brackets.

1. be
(you / ever / to Britain?)
2. lose
(you / ever / your wallet?)
3. eat
(I / never / Chinese food)
4. have
(you / ever / an accident?)
5. visit
(We / never / St Peter's cathedral)
6. cook
(Sarah / never / cook / pasta)

PRESENT PERFECT WITH FOR – SINCE

10 Read the situations. Then make a new sentence using the Present perfect with *for* or *since*.

1. I know Sarah. We met three years ago.
2. Marco is in England. He went there last month.
3. Fabrizio lives in Milan. He moved there in September.
4. Tim isn't here today. The last time I saw him was on Monday.
5. My sister is married. She got married two years ago.



11 Answer the following questions using *for* and *since*.

1. How long have you been at this school?
2. How long has your family lived in the same house?
3. How long have you had your school bag?
4. How long have you known your best friend?
5. How long have you studied ICT?

PRESENT PERFECT VS PAST SIMPLE

12 Complete the sentences with the Past simple or the Present perfect of the verbs in the pool.

play • practice • start • be • see
• put on • receive • invite

1. This lesson at 10.
2. I never tennis.
3. Last summer we a lot of water sports.
4. I just an e-mail.
5. you your trainers?
6. A week ago we at home.
7. they the latest Harry Potter film?
8. They a lot of people to their party last Saturday.

FUNCTIONS

13 Read the instructions and write the dialogue.

YOU	YOUR FRIEND
Chiedi al tuo amico se è mai stato in Australia.	Ti risponde di sì.
Chiedigli quando c'è stato.	Risponde che c'è stato l'estate scorsa.
Chiedigli che cosa ha visto.	Risponde che ha visitato Sydney e Uluru. Poi è stato a Noosa, nella Sunshine Coast, dove ha visto le balene. Ti chiede se sei mai stato negli USA.
Rispondi che tu non ci sei mai stato, ma tuo fratello sì. È appena tornato.	Ti chiede perché c'è andato.
Rispondi che studia inglese all'università e ha frequentato una scuola per due mesi.	Commenta che anche lui vorrebbe andare per due mesi negli USA.

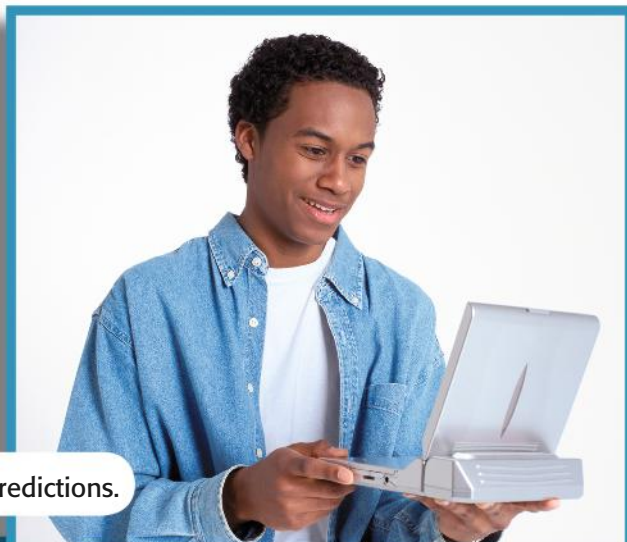
3

A world without books

Before you listen

Look at the title, the forum discussion and the pictures.

- What do you think the discussion is about?



- 1 1.16 Read and listen to the forum discussion and check your predictions.

	Title	Author(s)	Size (MB)	Date	Rating	Publisher	Tags	Series
25	Saturday	Ian McEwan	0.5	09 Mar 2008		London : Jonathan Cape, 2005.		
26	Knife of Dreams	Robert Jordan	0.9	07 Mar 2008				The Wheel of Time

Will books disappear?

An e-book (short for *electronic book*) is a digital text equivalent to a printed book. You can read e-books on a PC, smart or mobile phones and on special devices called *e-book readers*. So, will books disappear completely in the future?

Harry



I've had my e-book reader for two months. It's smaller and lighter than most books, and it's easier to carry around. My reader can store hundreds of books.

Emily



I certainly won't buy one! Who wants to carry around hundreds of books? I don't. I love books. They're real. They've got nice covers. I love turning the pages and feeling and smelling the paper. I don't agree with Harry.

Olivia

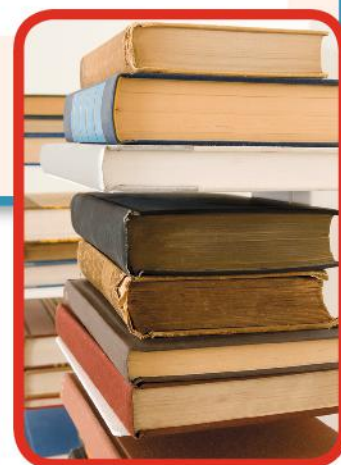


Harry's right. You don't have to keep e-books. You can eliminate them and get new ones. They're cheaper than paper books, and they don't consume paper and ink. And you can read in the dark, so you don't consume electricity.

Jack



I agree with Emily. An e-book reader is an electronic device. You may drop it and damage or break it. You might lose all your books. Someone might steal it. Hackers might modify the software.



Comprehension

- 2 Read the text in exercise 1 again and answer the questions.

1. Who is in favour of e-books and e-book readers?
2. Who prefers traditional paper books?
3. Which books are more expensive?
4. How long has Harry had his e-book reader?
5. How many books can it store?

How we say it



- I agree.
Sono d'accordo. E non I'm agree.
- I don't agree.
Non sono d'accordo.
- Do you agree?
Sei d'accordo?

Focus on VOCABULARY

Media and communications

3a  1.17 Match the words to the pictures. Then listen and check.

• a. computer • b. printer • c. e-book • d. plasma screen television • e. laptop computer • f. monitor
• g. palmtop computer • h. fax machine • i. video camera • j. remote control • k. satellite dish • l. LCD (Liquid Crystal Display) television • m. movie camera • n. DVD/CD/video recorder • o. television channel • p. MP3 player



1 ☐



2 ☐



3 ☐



4 ☐



5 ☐



6 ☐



7 ☐



8 ☐



9 ☐



10 ☐



11 ☐



12 ☐



13 ☐



14 ☐



15 ☐



16 ☐

3b Check the verbs in the pool with your teacher. Then insert them in the sentences below.

switch on • switch off • download
• broadcast • include • read • attach

- The Mass Media newspapers, magazines, television and radio.
- Remember to the television before you go to bed.
- You can buy a newspaper or the on-line version on the Internet.
- People often files to their e-mails.
- Can you the TV? I want to watch the news.
- Channel 8 is going to the Cup Final at 8.00 p.m.
- You can MP3 music files from the Internet.

SPEAKING PRACTICE

4 T In turn, ask and answer these questions with a classmate.

- Have you got a computer at home or at school?
- What can you do on your computer?
- Do you surf the Internet? What kind of sites interest you?
- Have you got an e-mail address?
- How many e-mails do you get a week? How many do you send?
- Do you watch or listen to the news?
- Do you read a newspaper? What type of articles do you read?
- Have you ever read the on-line version of a newspaper on the Internet?



GRAMMAR POINT 1

WILL (PREVISIONE)

Will è un verbo modale (come **can**, **could** e **must**) utilizzato per esprimere il futuro. La forma è uguale per tutte le persone. Nella lingua parlata **will** diventa **'ll**.

Forma affermativa

Soggetto **Ausiliare (will)** **Forma base del verbo**

I/you

he/she/it 'll (will)

have

we/you/they

Forma negativa

Si ottiene la forma negativa inserendo **not** dopo **will**.

La forma contratta di **will not** è **won't**.

I **will not** go

<

I **won't** go

She **will not** come

<

She **won't** come



Non confondere **won't** /wəʊnt/ con **want** /wɒnt/ (volere).

I **won't** go.

I **want** to go.

Non andrò.

Voglio andare.

Forma interrogativa e risposte brevi

Si ottiene la forma interrogativa invertendo il soggetto e **will**.

Will you have?

Will she go?

Le risposte brevi sono **Yes, I will.** / **No, I won't.** ecc.

Will she go to England next summer?

Yes, she will. / *No, she won't.*

Il futuro con **will** esprime generalmente una previsione o un'opinione su ciò che accadrà.

We will see more e-book readers in the future.

Ci saranno più lettori e-book nel futuro.

Si usa **will** anche per esprimere un semplice fatto che accadrà nel futuro.

I'm thirteen this year, so I'll be fourteen next year.

Ho tredici anni, quindi compirò quattordici anni l'anno prossimo.

5 Complete these predictions with the affirmative form of **will** and a verb from the pool.

pass • disappear • use • wear • download
• speak • discover • replace • win • be

Example: E-books will replace paper books.

- George all his exams this year.
- Here is the weather forecast: tomorrow sunny and warm.
- Scientists life on Mars.
- Schools e-book readers instead of textbooks.
- Pupils in Italy school uniform.
- Brazil the next World Cup.
- Everyone two languages.
- CDs and people music from the Internet.

6 Rewrite the sentences in exercise 5 using the negative form of **will**.



Example: E-books won't replace paper books.

7 Read the answers to these questions. Then complete the questions using **will**.

Example: Will you be at home this evening?
Yes, I will. I'm not going out.

- Dad his birthday present, Mum?
Yes, he will. He likes silk ties very much.
- today?
No, it won't. You needn't take an umbrella.
- Sarah this weekend?
Yes, I will. We're playing tennis on Saturday afternoon.
- your project this week?
No, we won't. But we'll finish it before the end of the month.
- Richard his Science exam tomorrow?
No, he won't. He hasn't studied very hard.

6. Chelsea the Premier League Championship this year?
Yes, they will. They have played brilliantly since the start of the season.

8 Reorder the words to make questions and write short answers using the words in brackets.



Example: life / scientists / planets / discover / on / will / other / ? (Yes)
Will scientists discover life on other planets? Yes, they will.

1. in / will / replace / future / computers / teachers / the / ? (No)
.....
2. on-line / will / only / newspapers / read / people / ? (Yes)
.....
3. pizza / have / money / for / will / a / we / enough / ? (Yes)
.....
4. the / win / Cup / will / next / USA / the / World / ? (No)
.....
5. the / be / September / weather / good / will / in / ? (Yes)
.....
6. me / you / the / tomorrow / meet / station / at / will / railway / ? (Yes)
.....



GRAMMAR POINT 2

MAY / MIGHT (POSSIBILITÀ FUTURA)

May e **might** sono verbi modali che esprimono solo la possibilità che un'azione accada nel futuro.

Confronta:

I'm going to England for Christmas.

Vado in Inghilterra per Natale.

(azione già programmata; ho già prenotato il volo e l'albergo)

I may go (or I might go) to England for Christmas.
Forse vado in Inghilterra per Natale.
(ma non è sicuro)
Può darsi che vada in Inghilterra per Natale.
(ma non è sicuro)

In questi casi non c'è molta differenza di significato tra **may** e **might**, anche se **might** può essere usato (nel linguaggio più formale) per indicare un maggior grado di incertezza.

May e **might** sono seguiti dalla forma base del verbo:

soggetto + may/might + forma base del verbo		
I/you		be/have/
he/she/it	may/might	go/make/
we/you/they		etc.

Le forme negative di **may** e **might** sono **may not** e **might not**.

I may not go to school tomorrow.

Forse non vado a scuola domani.

They might not arrive in time.

Forse non arriveranno in tempo.

May è anche usato al posto di **can** per chiedere permesso in situazioni molto formali.

Formale

Excuse me? May I use your phone?

Scusi? Posso usare il suo telefono?

Informale

Can I use your phone?

Posso usare il tuo telefono?

9 Rewrite these sentences with **may** or **might**.



Example: Perhaps I'll go to bed early this evening.
I might go to bed early this evening.

1. Perhaps it will snow today.
.....
2. Perhaps I will be a bit late for our appointment.
.....



Focus on **FUNCTIONS**

3. Perhaps we won't go on holiday this summer.

4. Perhaps we will see Michael at the leisure centre.

5. Perhaps Sophie won't come to my birthday party.

6. Perhaps I'll get an e-book reader for Christmas.

10 Someone asks you the following questions about your plans for the future. You don't know exactly what you're going to do. Answer the questions using *may* or *might* and the expressions in the pool.

after dinner my new jeans and yellow T-shirt
take a taxi go window-shopping to Tunisia go
for a bike ride the chicken curry



Example: What are you going to do after school?
I haven't decided yet. I may
go for a bike ride.

1. What are you doing on Saturday afternoon?
I don't know yet. I

2. What are you going to have to eat?
I'm not sure. I

3. When are you going to phone your grandmother?
I don't know. I

4. Where are you going on holiday?
We haven't decided yet. We

5. How are you going to get to the airport?
We haven't decided yet. We

6. What are you going to wear at Robert's party?
I'm not sure. I



REVISE YOUR GRAMMAR ON-LINE

Future tenses: Going to / Present continuous
Go on-line and see if you can do exes. 12-16.

REVIEW

SB2: • GP 2, 3, 4 pp. 50-52 • GP 1 p. 88

FUNCTION A

Fare previsioni

A

Will books disappear completely in the future?

B

I'm sure paper books will not disappear.

11 **T** Work in pairs. Ask your classmate about his/her future predictions and answer. Use the prompts below.

Example: What birthday presents / receive?

A What birthday presents will you receive?

B I think / I hope / I'm sure I'll receive a new mobile and some pocket money.

- Where / live?
- Have / good job?
- Be / successful and rich?
- Who / marry?
- How many children / have?
- Where / travel abroad?
- Have / many friends?
- What / your life / like?



PRONUNCIATION

I DO vs I'LL DO

I WON'T DO vs I WANT TO DO

12a **1.18** Listen and repeat.

- a.** I go to a Liceo Tecnologico.

b. I'll go to a Liceo Tecnologico.
- a.** They watch TV in the evening.

b. They'll watch TV in the evening.
- a.** I do my homework before dinner.

b. I'll do my homework before dinner.
- a.** I want to see you tomorrow.

b. I won't see you tomorrow.
- a.** We want to be home early.

b. We won't be home early.
- a.** They want to understand you.

b. They won't understand you.

12b **1.19** Now listen and circle the sentence you hear, a or b.

13a What do you think will happen? Tick Y (yes), N (no) or M (may/might) in the YOU column.

	YOU			YOUR CLASSMATE		
	Y	N	M	Y	N	M
1. Scientists will discover all the secrets of the universe.	☐	☐	☐	☐	☐	☐
2. Technology will totally change our lives.	☐	☐	☐	☐	☐	☐
3. Computers will become more intelligent than humans.	☐	☐	☐	☐	☐	☐
4. Aliens will live on our planet.	☐	☐	☐	☐	☐	☐
5. Our cities will be covered by clouds of dust.	☐	☐	☐	☐	☐	☐
6. Solar power will replace petrol.	☐	☐	☐	☐	☐	☐
7. Water will be as expensive as gold.	☐	☐	☐	☐	☐	☐
8. People and animals will eat plastic food.	☐	☐	☐	☐	☐	☐
9. Teenagers will communicate only via computer.	☐	☐	☐	☐	☐	☐
10. English will destroy other languages.	☐	☐	☐	☐	☐	☐

13b Now ask a classmate and make a note of his/her answers.

Example: A Will scientists discover all the secrets of the universe?
B Yes, they will. / Yes, they might. / No, they won't.



FUNCTION B

Esprimere possibilità

A You might lose all your books.

14a Talk about your plans for the future. For each situation write what you are doing or you are going to do or you might do.

Example: Where to go on holidays.
I'm going to Spain with my parents.
I'm going to stay with my grandparents in the country.
I might go camping with Luca and his family.

- What to wear at your friend's party.
- What present to buy for Mum's birthday.
- What sport to do.
- How to spend a day off with your parents.
- Who to ask for money for a mobile recharge.
- How to prepare for your exams.
- What type of school to go to next year.

14b Work in pairs. Ask and answer about your future plans. If you like, you can give reasons.

Example: A Where are you going on holidays?
B I might go to the seaside. We haven't been to the seaside for ages.
And what about you?
A I'm going to Paris to see some of my parents' friends.
I think it will be exciting.

What people will live in our world in the future?

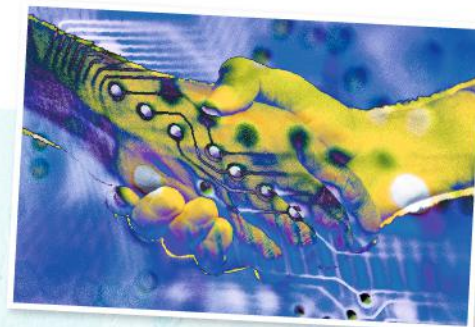


READING

15 ES Read the text and answer the questions.

Artificial Intelligence

Artificial Intelligence (AI) is the intelligence of machines. A machine is intelligent when it knows its environment and performs actions with a high chance of success. Thinking machines and artificial beings already appeared in very ancient times in Greek myths and Egyptian stories, but it is only in recent times that scientists have begun exploring a new approach to intelligent machines, based on discoveries in neurology, on cybernetics, and, above all, on the invention of the digital computer, a machine which can simulate the process of the human mind. Several futurists say that Artificial Intelligence will go beyond the limits of progress and it will transform humanity. They calculate that computers will have the same reasoning ability as the human mind by the year 2029 and that in the future human beings and intelligent machines will merge into "cyborgs". Today Artificial Intelligence has become an essential part of robotics, the science and technology of robots. But what is a robot?



A robot is a machine that can perform autonomous or preprogrammed tasks. Some robots may perform tasks that are repetitive, others may perform tasks that are too dangerous or difficult for humans. They may be controlled directly by a human or they may act according to their artificial intelligence. This is the case of Topio, a humanoid robot, which can play tennis with any courageous human who wants to confront it. Topio comes from Vietnam and it was the star in 2009 International Robot Exhibition in Tokyo. A curiosity: this steel robot expresses feelings when it loses or wins a game.



1. What does "Artificial Intelligence" mean?
2. What is an intelligent machine?
3. Are intelligent machines a modern curiosity?
4. On what basis did scientist begin to build intelligent machines?
5. What will people and machines become in the future?
6. What is robotics?
7. What kind of tasks does a robot perform?
8. Can a robot decide what action to perform autonomously?
9. What can Topio do?
10. What does it do when it wins or loses a game?

high chance = alta possibilità
approach = approccio
beyond = oltre
reasoning = ragionamento
merge = fondersi
perform tasks = eseguire compiti



LISTENING

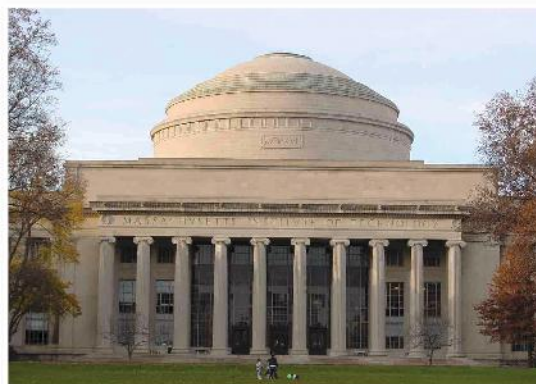
16a **1.20** Listen to the interview with Dr Rodney Brooks of MIT and tick the subjects of the interview from the list below.

1. The development of computer technology.
2. Computers in the house.
3. Dr Brooks's book *How Robots will change us*.
4. The creation of robots which will help factory workers.
5. The manufacture of a robot able to think and act like a person.



16b **1.20** Listen to the interview again and complete the sentences. Choose a, b or c.

1. Dr Rodney Brooks is
 - ☐ a. the founder of the humanoid robots group.
 - ☐ b. the founder of Intelligent Robot Corporation.
 - ☐ c. the founder of Massachusetts Institute of Technology.
2. In his opinion, computer technology
 - ☐ a. has already got its results.
 - ☐ b. will have a great future.
 - ☐ c. may have some difficulty in developing.
3. Domestic electrical appliances
 - ☐ a. will help robots.
 - ☐ b. might become very expensive.
 - ☐ c. are thinking computers.
4. Cog is
 - ☐ a. the centre where Dr Brooks's group works.
 - ☐ b. the expert who has created a robot.
 - ☐ c. a humanoid robot without a face.
5. The robot will
 - ☐ a. interact with people in normal social relations.
 - ☐ b. replace people in their jobs.
 - ☐ c. learn to speak.
6. The robot will be like a human being and people
 - ☐ a. may be scared of it.
 - ☐ b. may want it as a friend.
 - ☐ c. may behave like it.



SPOKEN INTERACTION

17 What will life be in the future? In turn ask and answer with a classmate.

Example: (have) robots / an intelligence?
A Will robots have an intelligence?
B Yes, they will. / I'm not so sure. They might have an intelligence, but different from ours.

Will...

- (direct) technology / world?
- (control) the mobile phone / our life?
- (help) robots / people?
- (interact) people / only via computers?
- (have) people / intelligent assistants?
- (talk) people / with their technological devices?
- (solve) your mobile / problems with your school work?

WRITING

18 What will your life be like with robots around you? Write a short text, in which you give your opinion about the development of technology. Point out the positive and the negative sides of the issue.



4

If the world's governments...

Before you listen

Look at the titles and the pictures.

- What do you think the text will be about?

1  Read and listen to the news report and check your predictions.

AN ECOLOGICAL CATASTROPHE

An oil tanker has hit an iceberg near the Alaskan coast. The tanker is carrying 80 thousand tons of crude oil. Coastguards report that the oil has already started spilling into the sea. Helicopters have flown to the area to rescue the crew. Ships with special equipment and chemicals are arriving in order to contain the spillage. Since this is a protected area for wildlife, environmentalists will be very angry. They will want to know why an oil tanker was sailing in this area. As this is not the first time Alaska has suffered from oil spillages, the ship's owners will have to answer some embarrassing questions. Ten years ago a similar disaster caused an ecological catastrophe in Alaska. One thing is clear: if the world's governments don't intervene, these environmental disasters will happen again.



Comprehension

2 Cover the text in exercise 1 and answer the questions.

1. What has the oil tanker hit?
2. Where did the accident happen?
3. How much oil is the tanker carrying?
4. What have flown to the area?
5. What will the ship's owners have to answer?
6. When was there a similar ecological disaster in Alaska?

Say it like this

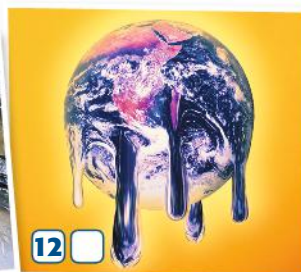
- Crude oil.
Greggio.
- To rescue the crew.
Per soccorrere l'equipaggio.
- The ship's owners.
I proprietari della nave.

Focus on VOCABULARY

Environmental problems

3a  Match the problems to the pictures. Then listen and check.

- a. toxic waste • b. acid rain • c. global warming (greenhouse effect)
- d. illegal waste disposal • e. oil spillage • f. deforestation • g. desertification
- h. drought • i. flooding • j. air pollution • k. water pollution • l. pesticides



3b Insert the methods for protecting our environment in the sentences.

- clean energy • recycling • eco-friendly products
- energy saving • renewable energy

1. Turning off the light when you don't need it is a form of
2. doesn't pollute our environment.
3. means using the same energy again.
4. means using old materials like plastic, paper and glass again.
5. don't pollute the environment.

SPEAKING PRACTICE

4 T In turn, ask and answer these questions with a classmate.

- Which environmental problems are present in Italy?
- Which are the most serious?
- Which are the most dangerous for our health?
- Have you seen or read about a recent environmental problem or disaster? Which one?
- What were the consequences?
- What materials can industry recycle?
- Why is it important to recycle materials?
- Can you give an example of renewable energy?



GRAMMAR POINT 1

L'INFINITO DI SCOPO

Si usa l'**infinito di scopo** (**to** + **forma base del verbo**) per esprimere lo scopo di un'azione.

*She went to the supermarket **to buy** some eggs.*
*Andò al supermercato **per comperare** delle uova.*

In situazioni più formali (soprattutto nello scritto) si usa **in order to** + **forma base del verbo**.

*He spent a year in America **in order to improve** his English.*

oppure

***In order to improve** his English, he spent a year in America.*

*Passò un anno in America **per migliorare** il suo inglese.*

Per la forma negativa si usa sempre **in order not to** + **forma base del verbo**.

*They spoke very quietly **in order not to wake** the baby.*

oppure

***In order not to wake** the baby, they spoke very quietly.*

***Per non svegliare** il bambino, parlarono a voce bassa.*



Non si usa for + verbo per esprimere scopo.

She went to the supermarket ~~for~~ to buy / ~~for~~ buying some eggs.

5 Write sentences saying where you went and why. Use the words in the pool.

- catch a train • return a book • watch the match
 • meet my penfriend • buy a magazine
 • see an exhibition • wait for the bus



Example: (the stadium)
I went to the stadium to watch the match.

1. (the bus stop)
2. (the station)
3. (the museum)

4. (the airport)
5. (the newsagent's)
6. (the library)

6 Rewrite the following pairs of sentences as one sentence. Use **in order (not) to**.

Example: She went to the post office.
 She wanted to buy some stamps.
She went to the post office in order to buy some stamps.

1. Stefano spent a year in England. He wanted to improve his English.

2. The Browns left home early. They didn't want to miss the plane.

3. Amy switched off all the lights. She wanted to save energy.

4. Mr O'Brien drove very fast. He didn't want to be late for work.

5. I went to the museum. I wanted to get some material for my project.

6. Olivia closed the door very quietly. She didn't want to wake her parents.



GRAMMAR POINT 2

LE PREPOSIZIONI CAUSALI: AS / SINCE / BECAUSE

Per dare spiegazioni si usano **as**, **since** e **because** (**siccome**, **poiché**, **dato che**), che collegano due frasi esprimendo la causa di un'azione o situazione.

As e **since** solitamente sono in posizione iniziale.

***As** / **Since** I was very tired, I went to bed early.*
***Siccome** / **Poiché** ero molto stanco, andai a letto presto.*

Anche **because** può essere in posizione iniziale, ma più spesso è posto tra le due frasi che collega.

*I went to bed early **because** I was very tired.*
***Because** I was very tired, I went to bed early.*
*Andai a letto presto **perché** ero molto stanco.*

7 Join a sentence from A to a sentence from B using the word in brackets to make one sentence.

Example: *Because I didn't have my key, I couldn't open the door.* (because)

- | A | B |
|------------------------------------|--------------------------------------|
| 1. It was raining. | I don't have to catch the bus. |
| 2. We had a Maths test on Monday. | I went to bed early. |
| 3. The lift didn't work. | I had to study at the weekend. |
| 4. You haven't done your homework. | We couldn't play tennis in the park. |
| 5. I was tired. | You can't go out this evening. |
| 6. I live near the school. | I had to use the stairs. |

- (as)
- (since)
- (because)
- (as)
- (because)
- (since)

8 Rewrite the sentences in the previous exercise using *because*, *as* and *since* in a different position.

Example: *I couldn't open the door because I didn't have my key.*

-
-
-
-
-
-

La proposizione subordinata può precedere o seguire quella principale. Se la precede si mette una virgola tra le due proposizioni.

If + condizione	risultato
<i>If you finish before six o'clock,</i>	<i>I'll let you go.</i>
<i>Se finirai prima delle sei,</i>	<i>ti lascerò andare.</i>
Risultato	if + condizione
<i>My mum won't let me go</i>	<i>if I don't finish it.</i>
<i>Mia madre non mi lascerà andare</i>	<i>se non lo finirò.</i>
<i>Will you let me go</i>	<i>if I finish it?</i>
<i>Mi lascerai andare</i>	<i>se lo finirò?</i>

Workbook p. 177

9 Underline the correct form in each sentence.

Example: If you study / will study hard, you'll pass the exam.

- If we use / will use less electricity, we will save energy.
- The teacher will be annoyed if you interrupt / will interrupt her.
- If she doesn't leave / won't leave now, she will miss the train.
- We will have more natural resources if we will recycle / recycle materials.
- If you'll ask / ask your teacher, he'll explain the problem.
- Your father will be angry if you won't cut / don't cut the grass.
- If I show / will show you my photos, will you show me yours?
- We'll go to the beach tomorrow if the weather is / will be fine.

10 Complete the sentences with the correct form of the verb in brackets (*Present simple* or *Future*).

Example: If (not rain) this afternoon, Dad (wash) the car.
If it doesn't rain this afternoon, Dad will wash the car.

- Your mother (be) surprised if you (make) her a cake.
- You (learn) more if you (pay) attention during lessons.
- Your cat (get) fat if you (give) her too much to eat.
- If I (see) Georgia, I (invite) her to my party.



GRAMMAR POINT 3

IL PERIODO IPOTETICO DEL 1° TIPO (FIRST CONDITIONAL)

Il periodo ipotetico del 1° tipo è formato da una proposizione **principale** e da una **subordinata** che pone la condizione reale e probabile (condizione) affinché quanto detto nella principale si verifichi (risultato). La subordinata è generalmente introdotta da **If** ed è seguita dal **Present simple** del verbo, mentre per quella principale si usa il verbo al futuro con **will**.

5. I (lend) you some money if you (not have) enough.
 6. If I (not hear) from Robert, I (send) him an SMS.

11 What will you do in these situations? Complete the sentences with your own ideas.

Example: If my friends invite me out for a pizza, I'll go.

1. If there's nothing interesting on TV tonight,
 2. If I do some sport this weekend, I
 3. If I get some money for Christmas, I
 4. If I can't do the homework,
 5. If I see a film this weekend,
 6. If it snows this weekend, I

12 Join a phrase from A to one in B to make a real question. Then write a short answer.

Example: Will they go to the seaside if the weather's good? Yes, they will.

- | | |
|--|--|
| <p>A</p> <p>Will they go to the seaside</p> <p>1. Will you wash up</p> <p>2. Will she be disappointed</p> <p>3. Will they miss the train</p> <p>4. Will we help the environment</p> <p>5. Will you send me an SMS</p> <p>6. Will your parents be angry</p> | <p>B</p> <p>we use less energy?</p> <p>they don't leave now?</p> <p>I give you my mobile number?</p> <p>if the weather's good?</p> <p>you come home late for dinner?</p> <p>she doesn't get a good mark?</p> <p>I clear the table?</p> |
|--|--|

1.
 2.
 3.
 4.
 5.
 6.



REVISE YOUR GRAMMAR ON-LINE

Modals

Go on-line and see if you can do exes. 17-19.

REVIEW

SB1: • GP 1, 2 p. 92 • GP 3 p. 101

SB2: • GP 4 p. 40 • GP 1, 2, 3 pp. 58-59

• GP 4 p. 78 • GP 4 p. 108 • GP 3 p. 116

FUNCTION A

Esprimere lo scopo di un'azione

A

Helicopters have flown to the area to rescue the crew.

13a Answer the questions. Choose the most appropriate answer for you or add your own answer.

1. Why do you go to school?
☐ a. To learn new things.
☐ b. To meet my friends.
☐ c. To spend some time.
 d.
2. Why do people go to work?
☐ a. To produce something new.
☐ b. To get money.
☐ c. To get satisfaction.
 d.
3. Why do people surf the Internet?
☐ a. To waste some time.
☐ b. To get information.
☐ c. To meet people.
 d.
4. Why do tourists come to Italy?
☐ a. To enjoy the food.
☐ b. To visit the museums.
☐ c. To speak Italian.
 d.
5. Why do you listen to music?
☐ a. To dream about something.
☐ b. To relax.
☐ c. To forget something.
 d.
6. Why do you send text messages?
☐ a. To spend money.
☐ b. To take up time.
☐ c. To contact my friends.
 d.

13b Work with a classmate. Ask the questions and compare your answers to his/hers.

FUNCTION B

Esprimere le probabili conseguenze di un'azione

A If the world's governments don't intervene, these environmental disasters will happen again.

14a Work with a classmate. Think of what he/she will do if something happens and complete the sentences.

1. If there aren't any good programmes on TV, he/she will
2. If a friend invites him/her to a pyjama party, he/she
3. If a teacher suggests a fantasy book,
4. If the day is snowy and cold,
5. If his/her parents don't give him/her the money for the cinema,
6. If he/she can't do his/her Maths homework,
7. If he/she hasn't got permission to stay out late at night,
8. If he/she loses his/her mobile,

14b Now ask him/her the questions, compare the answers and see how well you know your classmate.

Example: A What will you do if there aren't any good programmes on TV?
B I'll go to bed.

Keep it moving!

15 Work in chain. One of you starts a conditional sentence, the next finishes it. The one who can't finish the sentence is eliminated and the game starts again.

Example: A If I have time, I'll go to the park.
B If I go to the park, I'll meet Luca.
C If I meet Luca, I'll invite him for a pizza.
D If I invite Luca for a pizza, his mother will get angry.
E If his mother gets angry, ... I don't know!
(E is eliminated.)

16 ES Work with a classmate. Choose to be Student A or Student B. Follow the guidelines and make up the dialogue.

- A Chiedi a B cosa farà questa domenica se non avrà molto da studiare.
- B Rispondi che se nevica andrai a sciare con i tuoi genitori.
- A Chiedi a B cosa farà se non nevica.
- B Rispondi che, se i tuoi genitori non resteranno in casa, inviterai alcuni amici per vedere un film.
- A Di' che se B ti inviterà porterai un nuovo DVD.
- B Di' che manderai ad A un SMS se incontrerai gli amici a casa tua.



PRONUNCIATION

17a ^{1.23} Listen and repeat.

/ʌ/ curry, bus
/ʊə/ sure, poor

17b ^{1.24} Listen and put the words in the right column.

must • tour • butter • pure • money • during

/ʌ/ curry	/ʊə/ sure

17c ^{1.25} Now listen and check.

Let's save our planet



READING

18a **K** Read the text and match the examples 1-6 to the titles a-f.

- | | |
|---|---|
| a. ☐ Clean the environment | d. ☐ Clean air |
| b. ☐ Plant trees | e. ☐ Recycle |
| c. ☐ Protect animals | f. ☐ Do a school project |



Earth Day: a special day

The first Earth Day in the USA was on 22nd April 1970. Since then, every year on 22nd April there have been parades, fairs and exhibitions around the world and people have done positive things in order to protect the environment.

Here are some examples of what people do:

1. People destroy thousands of trees every year. On Earth Day there are tree planting events all over the world. If people don't plant new trees, the forests will become deserts and we will lose an important source of oxygen.
2. Rubbish and toxic chemicals pollute air, water and soil. People collect rubbish on the beaches as part of Earth Day. If people don't clean the environment, we will suffer from serious illnesses.
3. Plastic bags take from 6 months to 500 years to biodegrade. On Earth Day people are encouraged to recycle plastic. If people use cotton or paper bags, they will make a difference!
4. Thousands of animal species are in danger of extinction because men destroy their habitats. If people help organizations like the WWF, they will help animals in danger to survive.
5. Cars create air pollution. In many parts of the world, on Earth Day, people ride their bicycles to discourage the use of cars.
6. Students celebrate nature by having drawing, photography or poetry competitions at school. If students get involved in nature projects, they will really love their world.



People are interested in green movements in order to participate in finding a solution to urgent national and global problems about the environment. These movements are open to all the people who want to have a green economy and healthy population.

18b **ES** Answer the questions.

1. When was the first Earth Day?
2. Is Earth Day only an American event?
3. Why are people interested in green movements?
4. Is the protection of the environment only a problem for experts?

18c Complete the sentences.

1. If _____, there will be less oxygen in the air.
2. We will get seriously ill if _____.
3. People will change things if _____.
4. If people support WWF, _____.
5. If students do nature projects, _____.

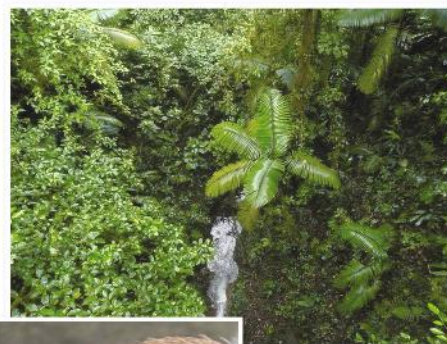


LISTENING

19a **1.26** Listen to an interview with a girl who is actively involved in a project to protect the environment. Then choose the most appropriate title for the interview in a magazine.

TITLES

1. Kids in action
2. Costa Rica, an amazing natural world
3. Teenagers will change the world
4. From a brilliant idea to a successful organization
5. Living in the rainforest



19b **1.26** **K** Listen to the interview again. Are the sentences True (T) or False (F)?

1. Manuel Antonio is Janine's father.
2. Janine's project started when she was 9.
3. Janine spent her money in order to start the project.
4. Her organization is called "Kids saving the planet".
5. Janine thinks that our planet will disappear if the rainforest disappears.
6. The Wildlife Sanctuary will be a cemetery for animals.
7. As reforestation is too expensive, they have stopped it.
8. If they raise enough money, they will be able to help more animals.
9. They will soon publish their first book about environmental problems.
10. Making a money donation is a great way to help Janine's organization.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

SPOKEN INTERACTION

20 **K** Work in pairs. Ask and answer these questions.

- What is the most urgent problem for our environment?
- Do you and your family do anything to protect the environment?
- How can you save energy at home?
- How can you save water at home?
- Do you and your family usually walk or cycle or do you always use your motorcycles or cars?
- Do you leave plastic bottles or drink cans around?
- When you have some litter do you take it to the different collection points?
- What will happen if we don't protect our environment?



WRITING

21 With a schoolmate, put your answers in a logical order and write a short text about how much you know about the problems of our planet and what you can do to protect it.

VOCABULARY

1 Complete these compound nouns. They all refer to environmental problems.

- waste
- acid
- oil
- air
- warming
- greenhouse
- renewable

My score ____ /7

2 Translate into English and into Italian the following words.

- to switch on
- to attach
- to download
- to broadcast
- telecomando
- computer portatile
- stampante
- canale televisivo

My score ____ /8

GRAMMAR

PRESENT PERFECT

3 Transform these sentences into the negative (–) or interrogative (?) form. Then write short answers for the interrogative sentences using the words in brackets.

- She has had lunch. (–)
- You have seen this film before. (?) (No)
- Mark and Tim have arrived. (?) (Yes)
- They have visited Skara Brae. (–)
- Your friends have gone out. (?) (No)

My score ____ /10

PRESENT PERFECT VS PAST SIMPLE

4 Write the verbs in the Past simple or the Present perfect.

- (you / see) Rita yesterday?
- (you / ever / see) the Sistine chapel?
- What time Luisa's party (finish)?
- "Where's Mum?" "She (go) to the supermarket."

- My uncle (visit) a lot of countries.
- When Enrico Fermi (die)?
- Where (you / buy) those trainers?
- We (go) to Ireland last summer.

My score ____ /8

PRESENT PERFECT WITH FOR – SINCE

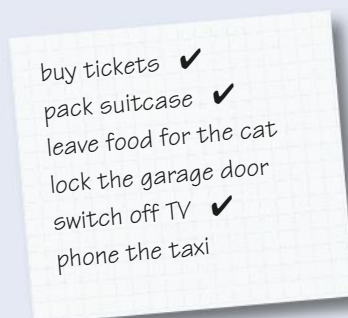
5 Complete the sentences with *for*, *since* or *–*.

- We've lived in this town 1996.
- Ali has been here an hour and a half.
- I've read 150 pages I started this book.
- Alice has lived in London all her life.
- I've known my best friend Rosa a long time.
- Steve has been here half past four.
- I've had my dog I was nine.
- We haven't seen Brian ages.

My score ____ / 8

PRESENT PERFECT WITH NOT... YET – ALREADY

6 Bill is going to leave for his holidays. Write what he has already done (✓) and what he hasn't done yet.



My score ____ /6

WILL (forma affermativa e negativa)

7 Complete the sentences with the affirmative or negative forms of *will*.

- People real food very often. (not cook)
- Robots the housework. (do)
- I all my exams next year. (pass)
- Computers teachers at school. (not substitute)
- It this weekend. (snow)
- Del Piero for Chelsea next season. (not play)

My score ____ /6

WILL (forma interrogativa)

8 Reorder the words to make questions and write short answers using the words in brackets.

1. win / Cup / Will / next / Italy / the / World / ? (Yes)
.....
2. life / scientists / Mars / discover / on / Will / ? (No)
.....
3. real / Will / 2050 / cook / in / food / people / ? (Yes)
.....
4. an / Will / become / language / Italian / international / ? (No)
.....
5. the / be / tomorrow / weather / good / Will / ? (Yes)
.....

My score ____ /10

MAY – MIGHT

9 Rewrite these sentences with *may* or *might*.

1. Perhaps we'll go to the Orkney Islands next summer.
2. Perhaps Giulia won't come to the cinema with us.
3. Perhaps we won't go swimming tomorrow.
4. Perhaps it will snow this weekend.
5. Perhaps I'll buy that red and white T-shirt.

My score ____ /5



FIRST CONDITIONAL

10 Complete the sentences with the correct form of the verb in brackets (Present simple or Future).

1. You (get) fat if you (not do) any exercise.
2. If I (see) Patrick, I (tell) him to phone you.
3. Your mother (be) pleased if you (buy) her some flowers for her birthday.
4. If it (rain) this evening, I (stay) at home.
5. Your teacher (be) angry if you (not do) your homework.

My score ____ /10

TRANSLATION

11 Translate the following sentences into English.

1. Non siamo andati al cinema, perché non c'erano film interessanti.
.....
2. Ti ho telefonato per invitarti a cena.
.....
3. Siccome il frigo era vuoto, siamo andati a fare la spesa.
.....
4. Per visitare il museo devi prenotare (*to book*) i biglietti.
.....
5. Per non spendere troppo, ho comprato una bici di seconda mano (*second-hand*).
.....

My score ____ /12

FUNCTIONS

12 Write the dialogue between Cristian and Indira, an Indian girl who lives in Italy.

Cristian	Indira
Chiede se le piace l'Italia.	Risponde che le piace molto.
Chiede da quanto tempo è in Italia.	Risponde che sono sei mesi.
Chiede se ha mai vissuto in altri Paesi.	Risponde di sì e che prima ha vissuto in Germania per tre anni.
Chiede perché è venuta in Italia.	Risponde che suo padre ha un ristorante indiano in centro.
Chiede se rimarrà in Italia.	Risponde che se il ristorante avrà successo (<i>be successful</i>), resterà con la sua famiglia.

My score ____ /10

SELF ASSESSMENT

VOCABULARY

Controlla gli esercizi sul lessico del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- Puoi indicare le cose che hai fatto meglio?
- Che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà a memorizzare le parole nuove. ☐
 - Ho difficoltà a scrivere le parole nuove. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

GRAMMAR

Controlla gli esercizi di grammatica del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- Puoi indicare le cose che hai fatto meglio?
- Che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà nel capire le spiegazioni grammaticali. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Ho difficoltà nel capire le frasi degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

FUNCTIONS

Controlla gli esercizi sulle funzioni del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- È un risultato soddisfacente? Sì ☐ No ☐
- Se sì, che cosa hai fatto per imparare così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà a memorizzare le funzioni nuove. ☐
 - Ho difficoltà ad abbinare la funzione all'espressione inglese. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

Meno di 65 punti?
Vai alla Route A.



Più di 65 punti?
Vai alla Route B.



GLOBAL WARMING FAQ

How do we know that humans are the major cause of global warming?

The Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) states that emissions of gases from human activities have caused most of the observed increase in temperatures since the 1950s.

When humans burn oil and gas (fossil fuels) to generate electricity or drive their cars, carbon dioxide is released into the atmosphere, where it traps heat. A carbon molecule that comes from fossil fuels is “lighter” than those from other sources. Scientists who have measured the “weight” of carbon in the atmosphere have seen a clear increase in the lighter molecules from fossil fuels.

Does air pollution affect global warming?

Air pollution happens when the air contains gases, dust, or fumes in large quantities – aerosols are a subtype of air pollution that refers to the small particles suspended everywhere in our atmosphere. These particles can be solid and liquid and are produced by natural processes (for example erupting volcanoes) and from human, industrial and agricultural activities.

Aerosol particles can reflect incoming energy from the sun (heat), can modify how much energy clouds reflect, and can modify our climate.

How does the sun affect our climate?

The sun is the source of most of the energy that drives the biological and physical processes in the world around us. The energy coming from the sun changes slightly day to day. Changes in solar output might affect our climate – both directly, by changing the rate of solar heating of the Earth and atmosphere, and indirectly, by changing cloud formation processes.



1 Match each word to its Italian equivalent.

- | | |
|--|-----------------------|
| 1. ☐ fuel | a. anidride carbonica |
| 2. ☐ carbon dioxide | b. combustibile |
| 3. ☐ molecule | c. aumento |
| 4. ☐ dust | d. esalazioni |
| 5. ☐ fumes | e. molecola |
| 6. ☐ output | f. polvere |
| 7. ☐ increase | g. emissione |
| 8. ☐ rate | h. tasso |

2 Read the text. Are these statements True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Carbon dioxide comes from burning oil and gas. | ☐ | ☐ |
| 2. Scientists have found that the number of lighter molecules from fossil fuels is smaller than in the past. | ☐ | ☐ |
| 3. Aerosols are small particles we can find in the atmosphere. | ☐ | ☐ |
| 4. Aerosols can't cause climate changes. | ☐ | ☐ |
| 5. The energy of the sun never changes. | ☐ | ☐ |
| 6. If the solar output changes our climate might change, too. | ☐ | ☐ |

5

I'm not overweight now

Before you listen

Look at the title and the chat.

- Who do you think the participants are?
- What do you think the participants are going to talk about?

1  **1.27** Read and listen to this conversation on ChaTeens and find out what Nicole's problem is.



ChaTeens



Amy

Are you OK, Nicole? We haven't seen you for ages. Where have you been? Why is your mobile always switched off?



Nicole

I know. We haven't seen each other for three weeks. It's just that I don't want to go out. Don't worry. It's nothing personal.



Amy

I'm your best friend. What's wrong? Are you ill?



Nicole

No, I'm not ill. The thing is, every time I look at myself in the mirror, I feel awful. I'm so fat. You and Alice are slim (Alice looks like a model). I'm really fed up! What should I do?



Amy

Look, Nicole. I think you're exaggerating. OK, you're a bit overweight, but so what! Anyway, Alice is only slim because she doesn't eat enough.



Luke

You don't know me, Nicole, but I read your blogs. I'm Luke. I was overweight, too, but I'm not overweight now. I had the same problem as you, but I talked about this with my parents. They were fantastic. They took me to see a dietician, and now my weight is normal. You should talk to your parents – they're your best friends!



Nicole

Thanks for the advice, Luke. I'll do it right away. If I lose weight, I'll let you know.
P.S. What's your mobile number? Mine's 614 352 7196.



Amy

Remember to switch on your mobile, Nicole!!!

Comprehension

2 Cover the text in exercise 1 and answer the questions.

1. When did Nicole last see Amy?
2. Why doesn't Nicole want to go out any more?
3. Why is Alice slim, according to Amy?
4. Is Luke fat?
5. What did Luke do in order to solve his problem?
6. What does Nicole promise to do if she loses weight?

Say it like this

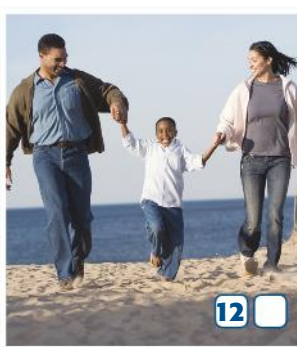
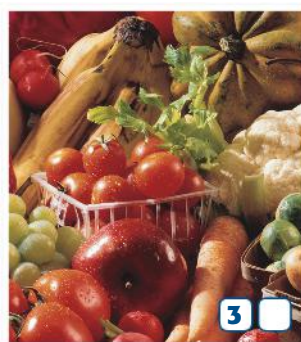
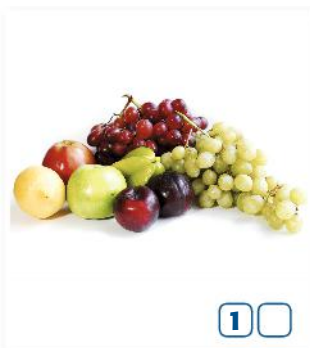
- It's just that...
È solo che...
- The thing is...
Voglio dire...
- I'm really fed up!
Sono proprio stufa!
- You're a bit overweight, but so what!
Sei un po' sovrappeso, ma che te ne importa!

Focus on VOCABULARY

Health and fitness

3a Healthy or unhealthy? Match the phrases to the pictures.

- a. doing regular exercise • b. putting too much salt • c. going to bed very late • d. getting eight hours' sleep
- e. smoking • f. going jogging • g. drinking too many soft drinks • h. eating fresh fruit • i. getting fresh air
- j. eating too much fat • k. watching too much TV • l. eating raw vegetables



3b 1.28 Listen and check.

How we say it

Con **junk food** ci si riferisce a cibi confezionati come per esempio **crisps** (patatine), **sweet snacks** (merendine), **hamburgers**, **hot dogs**, **soft drinks** (bibite frizzanti) ecc. poco nutrienti ma ricchi di grassi e zuccheri.

La parola **junk** significa infatti "spazzatura".



3c Now put the phrases from exercise 3a into the correct list below.

Is good for you

Is bad for you

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3d Complete the sentences with the words from the pool.

go • lose • avoid • unhealthy • put on • keep
• unfit • stop • stay • cut down

1. I go jogging twice a week to fit.
2. Eat lots of fresh fruit and vegetables if you want to healthy.
3. Try to stressful situations. Stress is bad for you.
4. A lot of overweight people go to the gym to weight.
5. You don't have to eliminate sugar completely, but try to
6. My mother wants to smoking. She isn't going to buy any more cigarettes.
7. If you're overweight it's better to on a diet.
8. If you eat too much, you'll weight.
9. Some people are really ; they don't do any sport or exercise.
10. An diet often causes health problems later in life.



How we say it

A **couch potato** (letteralmente "una patata da divano") descrive una persona che, invece di fare sport ed esercizi fisici, passa la maggior parte del suo tempo libero seduta in casa a guardare la televisione.



SPEAKING PRACTICE

4 T In turn, ask and answer these questions with a classmate.

- How do you keep fit?
- Do you have a healthy diet?
- What do you need to cut down on?
- Do you eat junk food? Give some examples.
- What situations cause you stress?
- Does anyone in your family smoke?
- What do you think about smoking?

GRAMMAR POINT 1

SHOULD

Si usano **should** e **shouldn't** per chiedere e dare consigli e per esprimere raccomandazione e supposizione.

Should è un verbo modale (come **can**, **could**, **must**, **will**, **shall**, **may** e **might**) e come tale:

- ha la stessa forma per tutte le persone;
- è seguito dalla forma base del verbo;
- non richiede l'uso di un verbo ausiliare alla forma interrogativa e negativa;
- non aggiunge la -s alla terza persona singolare.

*Children **should** eat slowly.*

*I bambini **dovrebbero** mangiare lentamente.*

*You **shouldn't** smoke.*

*Non **dovresti** fumare.*

***Should** I phone my parents?*

***Dovrei** telefonare ai miei genitori?*

5 Look at the pictures and write sentences with **should** and **shouldn't**.



Example: You shouldn't spend too much time at the computer.



1.

I'm not overweight now



2.



3.



4.



5.



6.



7.

6 Give advice to these people with *should* and *shouldn't*.

Example: Your friend I go to bed at 11.30 p.m. every evening.
You You shouldn't go to bed late.

1. Your friend I'm a bit overweight.

You

2. Your friend I spend too much time at the computer.

You

3. Your friend I drink three or four cans of cola a day. I love it.

You

4. Your friend My classmate copies my work.

You

5. Your friend I can never find anything in my room. It's so untidy.

You

6. Your friend My father puts three spoons of sugar in his tea.

You

7 Complete the sentences with *should* + a verb from Pool A and a phrase from Pool B.

Pool A

have • stop • have • take • win • be • pass

Pool B

a lesson now • on your bedside table
• about half an hour to get there • enough time
to visit the city centre • the match easily • when
you press this key • his exam tomorrow

Example: Have you seen my mobile?
It should be on your bedside table.

1. Our class, but we're going to the library instead.

2. That's strange. The DVD

3. You It's very small.

4. Our opponents haven't played well this season.

5. Robin is an excellent student. He

6. The airport isn't very far. It



GRAMMAR POINT 2

PRONOMI RIFLESSIVI

I pronomi riflessivi (**reflexive pronouns**) sono:

Singular

Plural

myself me stesso / mi
yourself te stesso / ti
himself se stesso / si
herself se stessa / si
itself se stesso / si

Si usano i pronomi riflessivi quando l'azione espressa dal verbo **si riflette sul soggetto**:

*I enjoyed **myself** at the party.*

***Mi** sono divertito alla festa.*

*Help **yourself** to some tea. Serviti del tè.*

*Behave **yourselves**! Comportatevi bene!*

Si usano anche quando si vuole esprimere il concetto di **da sé / da solo/a**:

*I taught **myself** to swim.*

*Ho imparato **da solo** a nuotare.*

Quando indicano **da solo/a** sono preceduti dalla preposizione **by**:

*My grandmother lives **by herself**.*

*Mia nonna abita **da sola**.*

Attenzione! Molti verbi che sono riflessivi in italiano non lo sono in inglese:

*I don't **feel** very well. Non **mi** sento molto bene.*
 (e non *I don't feel myself/me*)

*She doesn't **remember** my name.*

*Non **si** ricorda il mio nome.*

*Let's **meet** outside the cinema.*

***Ci** troviamo / **Ci** incontriamo davanti al cinema.*

*I **wash** my hair twice a week.*

***Mi** lavo i capelli due volte alla settimana.*

Spesso si usa **get** + **participio passato** per rendere un'azione riflessiva:

*My brother's **getting married** next month.*

*Mio fratello **si sposerà** il mese prossimo.*

*I **got dressed** quickly. **Mi** sono vestito velocemente.*

8 Complete the sentences with reflexive pronouns.

Example: Help yourself to some more fruit, Martin.

- Two boys in my class didn't behave during the school trip.
- Sarah fell off the ski lift, but she didn't hurt

- Simon and Steve enjoyed at the concert.
- Michael taught to play the guitar.
- Did you cut while you were washing the glasses?
- I didn't enjoy at Myriam's party.



GRAMMAR POINT 3

EACH OTHER

Si usa **each other** per descrivere un rapporto di **reciprocità tra persone**.

Anne knows Sarah and Sarah knows Anne.

→ *Anne and Sarah know **each other**.*

*Sarah e Anne **si** conoscono.*

(e non *Anne and Sarah know themselves*)

Attenzione! Non confondere **-selves** con **each other**.

Mentre **-selves** significa **ci, vi, si** nel senso di **noi / voi / essi stessi**, **each other** significa **ci, vi, si** nel senso di **a vicenda / reciprocamente**.

Matt helps Barbara with her homework and Barbara helps Matt with his homework.

→ *Matt and Barbara help **each other** with their homework.*

*Matt e Barbara **si** aiutano con i compiti a casa.*

9 Write a sentence with the same meaning using **each other**.

Example: Richard loves Julia and she loves him.
*Richard and Julia love **each other**.*

- Yusuf doesn't understand Hai Ping and she doesn't understand him.
- Tom sits next to Rose and she sits next to him.
- The dog is looking at the cat and the cat is looking at the dog.
- Linda often sees Eleanor at the leisure centre.
- Jim writes e-mails to Amy and she writes e-mails to him.
- I know Rebecca and she knows me.



REVISE YOUR GRAMMAR ON-LINE

Prepositions of time

Go on-line and see if you can do exes. 26-30.

REVIEW

SB1: • GP 2 pp. 62-63 • GP 1 p. 100

SB3: • GP 2 pp. 23-24

FUNCTION A

Chiedere e dare consigli (1)

A I'm really fed up!
What should I do?

B (I think) You
should talk...

A That's a good idea. /
I don't think it's a good
idea because...

10 Work in pairs. Explain your problems (1-3) to your classmate. He/she will give you a suggestion. Then change the role. He/she explains his/her problems (4-6) and you will give your suggestion.

1. You feel sad because your best friend is going to live abroad.
2. Tomorrow you have a Maths test, but you haven't studied.
3. You are in love with one of your schoolmates, but he/she doesn't know.
4. Your parents aren't going to buy you a new mobile phone.
5. One of your schoolmates always wants to copy your homework.
6. You are always hungry and you are getting fat.

SPEAKING CARD

STUDENT A

11 **K T** Work in pairs (*Card B* on p. 116). Explain your problems to Student B and ask for advice. Accept or reject the advice with reasons. Then listen to Student B's problems and give him/her your advice from the suggestions below.

Problems

1. You have too much homework. You have to do three hours of work for school every evening. You also have to do homework at the weekends. You need to relax.
2. You are very bad with money. Every week you spend all your pocket money on stupid things and then you haven't got enough when your friends invite you out for an ice cream or a film.

Suggestions

1. **a.** Really leave your money at home.
b. Go to the toilet when the waiter brings the bill.
c. Continue paying for him/her: after all, he/she is a friend.
2. **a.** Tell your friends you are annoyed when they smoke.
b. Suggest they should stop smoking.
c. Stay alone: better alone than in bad company.



PRONUNCIATION

THE LETTER S

The letter **s** has two sounds: the **voiced s** /z/ in the words **does** and **was**, and the **unvoiced s** /s/ in the words **sleep** and **last**. Remember: **all English words** beginning with **s** are pronounced with the **unvoiced s**: **sad**, **see**, **smile**, **snow**, **speak**, **station**.

12a **1.29** Listen and repeat.

I wasn't at home last week. I didn't sleep well last night.

12b **1.30** Listen and repeat these words. Then write **V** for *voiced s* or **U** for *unvoiced s*.

lives	.....	thinks	.....
likes	.....	sing	.....
snow	.....	speak	.....
watches	.....	has	.....
goes	.....	snake	.....

Bullying: a phenomenon on the rise



READING

13a Before you read, check the meanings of these words with your teacher.

► hitting ► kicking ► name calling ► racial slurs ► gossip

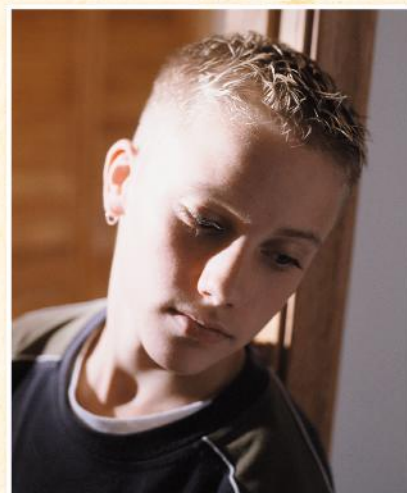
13b **ES** Answer the questions.

ALL TOGETHER TO STOP BULLYING

For two years, Johnny, a quiet British 12-year-old, was a human plaything for some of his schoolmates. The teenagers asked Johnny for money and they hit him in the toilet. When the police interrogated Johnny's torturers about bullying, they said that it was just fun. Today, bullying is a serious problem. 1 in 3 British primary and secondary school students say they don't feel safe at school. But, what is bullying? Bullying can mean a lot of things. Students have described bullying in different ways, because it can take different forms:

- physical bullying includes hitting, pushing, kicking and other types of physical harm, as well as destruction of personal possessions;
- verbal bullying includes teasing, name calling, racial slurs, gossip or rumours;
- cyberbullying includes sending nasty e-mails or instant messages and threatening through web-sites or blogs.

Children who are victims of bullying may be afraid of going to school: they usually complain of headaches or stomach-aches and have trouble concentrating on schoolwork. In the long term, they may suffer from depression, anxiety and low self-esteem. As teenagers often try to keep it a secret, parents should take bullying seriously and they should look for signs: missing money or mobile phones, cuts or abrasions, torn or dirtied clothing, no appetite, sadness... Most schools have an anti-bullying policy. Parents should make an appointment to see the head teacher and talk about what's happening to their children in order to find a positive solution to the problem.



1. How was Johnny a victim of bullies?
2. Why were the bullies so violent to Johnny?
3. Is bullying a phenomenon only in secondary schools?
4. What forms does bullying take?
5. Why shouldn't teenagers give their mobile phone number or their e-mail address to everyone?
6. What consequences can bullying have on students' schoolwork?
7. What are the most severe consequences teenagers can have?
8. Is it easy for young people to talk to someone about what's happening to them?
9. What are the main signs showing that children are victims of bullying?
10. What do most schools have in order to combat bullying?

on the rise = in crescita
 plaything = giocattolo
 harm = danno
 as well as = così come
 threat = minacciare
 self-esteem = autostima
 torn = strappati
 policy = politica



LISTENING

14 **1.31** **K** Listen to Kevin, a boy who is a victim of bullies: they tease him and ask him for his mobile, iPod and digital camera. He is talking with a member of a social organization to help teenagers in difficulty. Choose the correct answer (a, b or c).

- The gang of bullies meets Kevin
 - ☐ a. at school.
 - ☐ b. in the gym.
 - ☐ c. at the park.
- Kevin thinks that if he does what they want
 - ☐ a. they will accept him in their gang.
 - ☐ b. they will stop bullying him.
 - ☐ c. they will abandon school.
- Kevin thinks the best way to protect himself is
 - ☐ a. to stop going to school.
 - ☐ b. to fight back and to oppose them.
 - ☐ c. to become a bully himself.
- The expert suggests that Kevin
 - ☐ a. should stop bullying by himself.
 - ☐ b. should keep his situation secret.
 - ☐ c. should talk to one of his teachers.
- According to the expert, when Kevin doesn't feel safe
 - ☐ a. he should stay with a group of mates.
 - ☐ b. he should run home.
 - ☐ c. he should hide somewhere.
- Bullying always causes
 - ☐ a. fun.
 - ☐ b. satisfaction.
 - ☐ c. misery.



READING AND SPOKEN INTERACTION

15 **K** Read the following sentences, then work with a classmate and say which comments you agree with and which you disagree with, giving your reason.

- Schools should expel students who are violent to other students; it's good for teenagers to see that there's a limit.
- Teenagers who are victims of bullying find it difficult to talk about it with someone.
- The victims of bullying are often teenagers who are brilliant at school or who come from very rich families or who are unpopular with everyone.
- The victims of bullying can become bullies themselves.
- Bullies are useful because teachers concentrate on them and they don't give lessons or homework.
- Bullies learn how to act violently from TV and the Internet.
- Every school should have an anti-bullying policy.



WRITING

16 Write a short paragraph in which you describe an unpleasant episode of bullying which happened to you or to one of your friends. Follow the prompts below.

- Who the victim of a bully was.
- Who the bully was.
- When and where it happened.
- What the bully did.
- How the victim felt.
- How long it lasted.
- Who the victim told about it.
- How it finished.

17 Work in groups of four. Make an anti-bullying charter for your school. Write what your school, the students and the victims should do to prevent and stop bullying.

Example: 1. There should be a class committee.
This committee should decide what to do about the situation.

6 Shall we go shopping?

Before you listen

Look at the titles and the pictures.

- What do you think the text will be about?

1  1.32 Read and listen to this magazine article about shopping.



The proposal "Shall we go shopping today?" should receive an enthusiastic response, like "Oh yes, that's a great idea!". But many parents are disappointed when their children don't seem so enthusiastic, especially when they buy clothes and shoes. The reason? Parents and children often have conflicting ideas about what to buy. In the past, teenagers wore the same styles as their parents. But today young people have their own fashions. They want to wear what their

friends are wearing. For their parents the situation is different. They want quality and value for money: they want to pay the right price for clothes and shoes. Their children should be well-dressed. And of course, the parents are the ones who pay. Teenagers see things differently. One teenage girl told me: "When my mum says: 'Shall I help you to choose something?', you know she will decide. It's so frustrating. You go to a shop. You find something you like. You try on the clothes. You look great, so you say to the shop assistant: 'I'll take it.' Then Mum says: 'No, I think we'll leave it.'" What's the solution? Maybe teenagers should save their pocket money. Then when they have enough, they'll be able to buy what they want!



Comprehension

2 Cover the text in exercise 1, then insert the words in the pool to complete the summary.

what • save • shoes • right • as • clothes • conflicting
• shopping • enthusiastic • wear

Say it like this

- Value for money.
Il rapporto qualità/prezzo.
- The right price.
Il prezzo giusto.

Children are not always so (1) when their parents suggest a (2) trip to buy (3). The reason is that they often have (4) ideas: teenagers want to (5) the same things (6) their friends, but their parents want to pay the (7) price for clothes and (8). Maybe teenagers should (9) their pocket money and buy (10) they want.

Focus on VOCABULARY

Different kinds of shops

3a  Match the shops in the pool with the things you buy in them. Then listen and check.

- a. sweet shop • b. baker's • c. pet shop • d. greengrocer's • e. newsagent's
- f. florist's • g. media shop • h. butcher's • i. chemist's • j. off-licence • k. bookshop
- l. fishmonger's



3b Which shop do you buy these things in?

Things you buy	Shops
1. Bread and cakes	
2. TV set, DVD player, laptop computer, digital camera	
3. Meat	
4. Fish and shellfish	
5. Wines, beers and spirits	
6. Magazines and newspapers	
7. Flowers	
8. Food for cats and dogs	
9. Medicines and cosmetics	
10. Chocolate and sweets	
11. Fruit and vegetables	
12. Books	

Talking about shopping

4 Complete the sentences with the words and expressions from the pool.

window-shopping • get a refund
• trolley • keep the receipt • try on
• in the sales • checkout • make a list

- People put their shopping in a when they are in the supermarket.
- You should to remember the things you have to buy.
- Remember to It shows that you bought the product in that shop.
- People usually clothes and shoes before they decide to buy them.
- In the supermarket you pay for your shopping at the
- After Christmas things in the shops cost less
- means just looking in shop windows without buying anything.
- You will usually from a shop if a product you bought isn't in perfect condition.

How we say it

To do the shopping significa comprare il cibo e le altre cose necessarie per la vita quotidiana.
To go shopping, invece, significa comprare cose per piacere, ad esempio CD e vestiti.

**SPEAKING PRACTICE**

5 T In turn, ask and answer these questions with a classmate.

- Do you go window-shopping?
- Which shop windows do you usually look at?
- Which shops do you like most?
- Do you ever do the shopping for your mother?
- How often do you go shopping?
- What's the latest thing you have bought?
- Which shop did you buy it in?
- Have you ever bought anything in a sale?
- What did you buy?

**GRAMMAR POINT 1****SHALL**

Il verbo modale **shall** + **forma base del verbo** è usato nella forma interrogativa con

I e we:

- per dare o richiedere un suggerimento o una proposta.

Shall we go shopping today?

Andiamo a fare shopping oggi?

- per offrirsi di fare qualcosa.

Shall I help you to choose something?

Vengo ad / Devo aiutarti a scegliere qualcosa?



Non si usa mai il **Present simple** per esprimere queste funzioni linguistiche:

~~Do we give her something together?~~

~~Do I come / Do I have to come with you~~

~~to help you choose the present?~~

In conversazione **Shall we** appare spesso insieme a **Let's**.

A Let's watch TV tonight.

A Guardiamo la TV stasera.

B OK. What shall we watch?

B OK. Che cosa guardiamo?

A Why don't we watch the 007 film?

A Perché non guardiamo il film di 007?

Workbook p. 189

6 Look at B's answers. Then write A's questions with *Shall we...*?

Example: A *Shall we play football?*

B No, not football. Let's play beach volley.

1. A this afternoon?

B No, not shopping. Let's go for a walk in the park.

2. A Mrs Lewis ?

B No, not chocolates. Let's buy her some flowers.

3. A Mum ?

B No, not a plant. Let's give her some books.

4. A ?

B No, not a love story. Let's watch a horror film.

5. A ?

B No, not the cinema. Let's go bowling.

6. A ?

B No, not a pizza. Let's have some pasta.

Shall we go shopping?

7 Use *shall we* and the words in the box to respond to A's suggestions.

meet • buy • write • choose • go
• take • do

Example: A Let's go to the shopping centre.
B OK. What shall we buy?

- A Let's go to the pizzeria.
B OK. What time ?
- A Let's listen to a CD.
B OK. Which CD ?
- A Let's have a picnic.
B OK. What with us?
- A Let's do something different today.
B OK. What ?
- A Let's go for a walk?
B OK. Where ?
- A Let's send a postcard to our teacher.
B OK. What ?

8 Look at the pictures and offer to do the following things using *Shall I...?*



Example: Shall I cut the grass?



1.



2.



3.



4.



5.

9 Look at B's answers. Then write A's questions with *Shall I...?*

Example: A What shall I do now?
B Why don't you go for a walk?

- A Which ?
B Why don't you buy the red T-shirt? You look great in it.
- A Where these flowers?
B Just put them in the vase in the living room.
- A What at Gary's party, mum?
B What about wearing your white blouse and jeans?
- A What to the picnic?
B Just bring some sandwiches and some fruit.
- A Where my school bag?
B Leave it on the floor in my room.
- A What time you?
B Meet me at 5 o'clock outside the bowling rink.



GRAMMAR POINT 2

WILL

Oltre a essere utilizzato per formare il futuro (**Unit 3, Grammar point 1**), **will** è usato nella forma affermativa anche quando ci si offre di fare qualcosa.

I'll lay the table. Apparecchio la tavola.

Si usa **will** quando si prende una **decisione immediata** di fare qualcosa.

I'll do it right away. Lo faccio subito.

In a café:

WAITER

Would you like red or white wine?

MAN

I'll have the red, please.

CAMERIERE

Desidera il vino rosso o bianco?

UOMO

Prendo il rosso, grazie.



Non si usa il **Present simple** in queste situazioni:

I buy the present. I do it right away.

I have the red, please.

Workbook p. 191

10 Respond to A using *I'll* and a verb from the pool.

Example: A It's very warm in this room, isn't it?

B Yes, it is. *I'll open* the window.

switch on • call • have • go • make • open

1. A Katia, a boy called Peter phoned while you were out!

B OK, Mum. him right away.

2. A I'm sorry. We haven't got any strawberry ice cream.

B OK. the banana ice cream.

3. A Have you made your bed yet, Karen?

B Oh, I completely forgot, Mum. it right away.

4. A I'd like to see the eight o'clock news.

B Well, it's five to eight now. the TV.

5. A Oh dear. We haven't got any bread for lunch.

B Don't worry, Mum. to the baker's and get some.

11 Read each situation and underline the correct alternative.

1. I always go / I'll always go to bed before 10.00.

2. A Sandra, you've just received a message on your mobile.

B Thanks, I open / I'll open it.

3. I never drink fizzy water. I only drink / I'll only drink still water.

4. A It's getting dark in this room.

B OK. I switch on / I'll switch on the light.

5. A I haven't got enough money to buy that T-shirt.

B Don't worry, I lend / I'll lend you some.

6. A Michael doesn't want to come to Sarah's party.

B OK, I phone / I'll phone him.

7. I haven't made my bed yet. I make / I'll make it later.

8. A I'm sorry. We don't put milk in tea.

B OK, I have / I'll have it with lemon.



PRONUNCIATION

12a Listen and repeat. Notice the pronunciation of the letter **l** in the words *I'll* and *look*.

1. *I'll* switch on the TV.

2. She's looking at the photos.

THE DARK L

The **l** in sentence number 1 has a different pronunciation to the **l** in sentence number 2. The **l** in the word *I'll* is called the **dark l**. It is different from the **clear l** in the word *look*.

L is clear before a vowel sound or / j /, but dark in contractions like *I'll*, *we'll* etc. and before consonants in words like *help*, *golf*, *milk*, *well*.

12b Now listen and repeat these sentences.

1. *I'll* have the blue T-shirt.

2. He's looking at your bike.

3. She lives in London.

4. He's wearing a silk tie.

5. They speak English well.

6. I don't like milk.



REVISE YOUR GRAMMAR ON-LINE

Prepositions of location and direction

Go on-line and see if you can do exes. 31-32.

REVIEW

SB1: • GP 5 pp. 55-56 SB2: • GP 1 p. 50

Focus on FUNCTIONS

Shall we go shopping?

FUNCTION A

Fare, accettare e rifiutare proposte

13 Work in pairs. Read the situation and complete the conversations with the appropriate sentences. Choose to be A or B.

1. **A** Let's organize a party for the end of the school term.

B (1)

A (2)

B (3)

2. **B** I'm getting bored. Let's go out.

A (4)

B (5)

A (6)

3. **A** I don't feel like cooking. Let's have dinner out.

B (7)

A (8)

B (9)

B Let's go to the park and do some jogging.

A Well, where shall we go?

B No, not our teachers. Let's just invite our classmates.

A Let's invite all our classmates and our teachers.

A Yes. Let's go to the Japanese restaurant.

B What a fantastic idea! Who shall we invite?

B Good, shall we go to a restaurant?

B No, not Japanese food. Let's go to a pizza house.

A No, not jogging. Let's ride our bikes there.

FUNCTION B

Comprare qualcosa in un negozio

14a Look at the pictures of people in a clothes shop. What do you think they are saying? Match the pictures 1-5 to the conversations a-e.



discount = sconto
try on = provare
cash card = Bancomat
wrap = impacchettare, avvolgere

a. **Man** How much is it?

Girl The original price was £ 45, but the sale price is only £ 22.50.

Man It's a big discount. I'll take it.

b. **Girl** Do you like this T-shirt?

Man It's very nice. Do you have it in black?

Girl I'll have a look.

c. **Girl** How are you going to pay?

Man Can I pay by cash card?

Girl Yes, of course. Shall I wrap it?

Man No, thanks, it's just for me.

d. **Girl** Can I help you?

Man Yes, please. I'm looking for a T-shirt.

Girl What size are you?

Man Medium, I think.

e. **Man** Can I try it on?

Girl Yes, sure. The changing room is over there.

Man How is it?

Girl It's fine: it's the right size.

14b 1.36 Now listen and check. Then work with a classmate and practise the conversations in the right order.

Shopping in London



READING

15 ES Read the text and answer the questions.

GOING OUT SHOPPING

England was once, in the words of Napoleon, “a nation of shopkeepers”. Today, England is “a nation of compulsive shoppers”. English people love shopping and they can’t do without it.

London’s shopping is legendary with its 40,000 shops and 26 street markets.

Covent Garden is a “must” visit for all tourists to London. Once a fruit and vegetable market, it is now a pedestrian complex of shops and small boutiques, trendy cafés and restaurants. Young people meet there and enjoy street jugglers, acrobats and magicians, whose performances take place every day and are free to the public.

Oxford Street is London’s busiest shopping street; if you like clothes and shoes, it’s the place for you! The best place for electronics shops is Tottenham Court Road. Charing Cross Road is where book-lovers go. There you can find Foyles, famous for its five floors containing thousands of titles.

A department store sells a very wide range of goods; it is like a collection of shops under one roof. Harrods is the department store that every tourist wants to visit in London. Tourists have to be prepared to spend a long time in Harrods as it contains over 300 departments which sell everything, from the cheapest to the most expensive things. Hamley’s is where every child’s dream comes true. It offers seven floors of toys for all ages, from traditional soldiers and dolls to high-tech computer games and robots.

Camden Markets have become one of London’s top attractions. People can find all kinds of things. At the weekends the markets are crowded with people who walk and meet other people, or sit in a café.

These are only some of the places where people can shop in London and when tourists ask “What or where shall we buy...?”, they can pick and choose.



▲ Harrods



▲ Camden Markets



▲ Oxford Street



▲ Covent Garden

1. Why are English shoppers compulsive?
2. What was Covent Garden in the past?
3. How often can you see the street performances in Covent Garden?
4. If you need a notebook or a new Mp3 player, where should you go in order to have a wide range of goods?
5. What’s a department store?
6. How long does it take to visit Harrods?
7. Who are the main customers of Hamley’s?
8. Why are Camden Markets so popular with tourists?

shopkeepers = negozianti
 compulsive = sfrenati
 trendy = alla moda / di tendenza
 jugglers = giocolieri
 book-lovers = appassionati di libri
 crowded = affollati



LISTENING

16 **1.37** Lucy is in a shop, looking for a present. Listen to the conversation with the shop assistant and answer the questions.

1. Who is the present for?
2. Why does Lucy have to buy a present?
3. Does Lucy know what to buy?
4. What does the shop assistant show her first?
5. Give two reasons why Lucy doesn't buy it.
6. Does Lucy's brother use shaving products?
7. Why does Lucy think that her brother will never wear the shirts the shop assistant sells?
8. What does she finally choose and why?
9. What colour does she choose?
10. How much does it cost?



SPOKEN INTERACTION

17a With a classmate practise a part of the dialogue between Lucy and the shop assistant. Follow the guidelines.

- Shop assistant** Say good morning to Lucy and offer your help.
- Lucy** Say you are looking for something for your brother.
- Shop assistant** Ask if it is for a special occasion.
- Lucy** Say you would like to buy your brother something special because he's going to be 18.
- Shop assistant** Ask what Lucy has in mind.
- Lucy** Say you are looking for something personal and original.
- Shop assistant** Suggest a strange crazy cap. Say that teenagers go mad about these kinds of cap.
- Lucy** Ask how much it costs.
- Shop assistant** Answer £ 30.
- Lucy** Say that you'll have a violet one.

17b Now have similar dialogues with a classmate. Substitute the person who the present is for, the occasion, the present, the colour and the price.



WRITING

18 Write a short paragraph about shopping in your town or in a big city near where you live. Give the following information:

- Where is the best place to go shopping?
- Is it very crowded?
- Why is it popular?
- What can you buy?
- Are there local small shops?
- What do they sell?
- Are there many supermarkets or department stores?
- What time do the shops open and close?
- When is the best time for shopping?
- Do people prefer shopping in small shops or in big shopping centres?

PROGRESS TEST

VOCABULARY

1 Which of these habits are healthy and which are unhealthy? Write them in the correct column.

doing exercise • using too much salt • eating fresh food • drinking soft drinks • smoking
• being overweight • cutting down on sugar
• going to bed late • going jogging • keeping fit

Healthy habits	Unhealthy habits
.....	
.....	
.....	
.....	
.....	

2 Write the names of the shops where you buy:

- flowers
- meat
- fish
- bread
- mobile phones
- wine
- medicines

GRAMMAR

EACH OTHER

3 Write a sentence with the same meaning using *each other*.

- He loves her and she loves him.
.....
- I'm going to write to my cousin and my cousin's going to write to me.
.....
- Mum helps Dad and Dad helps Mum.
.....
- You understand me and I understand you.
.....
- Bob phoned Hilary and Hilary phoned Bob.
.....
- They knew us well and we knew them well.
.....

SHOULD

4 Write sentences with *We should* and *We shouldn't* + a verb from the pool.

go • watch • brush • eat • leave • help

- our teeth after meals.
- too many sweets.
- stupid TV programmes.
- food on our plate.
- old people to cross the road.
- to bed before 10.00 p.m.

5 Give advice to these people using *should* / *shouldn't*.

- Joseph rarely does his homework.
- Tom lives near the school, but he always goes to school by car.
- Our teachers give us too much homework.
- Julia spends all her free time playing computer games.
- They drink alcohol and then drive their car.
- The Smiths throw waste into the wrong bin.

6 Complete these suppositions using *should* / *shouldn't* and one of the verbs in the pool.

cost • start • win
• arrive • rain • have

- The taxi in ten minutes.
- "Look at those clouds!!!"
"Don't worry. The weather forecast says it today."
- Hurry up! The conference right now!
- You're a very good student. You any problems in passing your exam.
- "Can I buy this jumper, Mum?"
"OK, it too much."
- They're the best team. They the championship.

REFLEXIVE PRONOUNS

7 Complete the sentences with a reflexive pronoun, if necessary.

1. Thomas, help to some fruit juice.
2. Students! Behave !
3. I don't feel well today.
4. I made this cake by
5. Did you enjoy at the party?
6. "What's wrong?" "I cut with a knife".

SHALL I...? – SHALL WE...?

8 Use the verbs in the pool to express suggestions with *Shall I...? / Shall we...?*

buy a present • carry • open the window
• help • wash • do the shopping

1. That bag is very heavy.
Shall I it for you?
2. It's hot in here!
Shall we ?
3. She can't do her Maths homework.
Shall we her?
4. Mum's car is very dirty!
Shall I it?
5. The fridge is empty.
Shall we ?
6. Next Sunday is grandma's birthday.
Shall we ?

WILL

9 Decide what to do in the following situations. Write a sentence with *will* or *'ll*.

1. You feel very tired.
.....
2. You find a wallet with documents and money inside it.
.....
3. Your friend is in hospital.
.....
4. You are putting on too much weight.
.....
5. In a shop you see a pair of jeans you like a lot.
.....
6. You feel thirsty and hungry.
.....

10 For each situation underline the correct verb.

1. I haven't done my homework yet. I do / I'll do it tomorrow.
2. I can't sleep very well. I never drink / I'll never drink coffee after dinner.
3. "Sorry, the doctor isn't here." "OK. I'll phone / I phone later."
4. "I lost my pen again!" "Don't worry. I'll lend / I lend you mine, as usual..."
5. I never eat meat. I'll only eat / I only eat fish or cheese.
6. He's lazy. He won't do / he doesn't do any sport.

FUNCTIONS

11 What does the doctor say to Mr Brown? Complete the dialogue by inserting one of the sentences below. There are two sentences which you don't have to insert.

- Doctor** Hello, Mr Brown.
Mr Brown (1)
Doctor How are you, Mr Brown?
Mr Brown (2)
Doctor What's wrong?
Mr Brown (3)
Doctor First of all you should lose weight.
Mr Brown (4)
Doctor You should avoid fatty food and eat less sugar, sweets and cakes.
Mr Brown (5)
Doctor Do you smoke, Mr Brown?
Mr Brown (6)
Doctor Very well, then! And do some exercise every day!
Mr Brown (7)
- a. No, I don't.
b. Should I go on a diet?
c. Thank you doctor. Good Bye.
d. OK, doctor! I'll do what you suggest!
e. No, I won't.
f. I feel awful!
g. Hello, doctor!
h. When I walk I feel very tired.
i. Shall I smoke?



Could I ask you a few questions?

Before you listen

Look at the titles and the pictures.

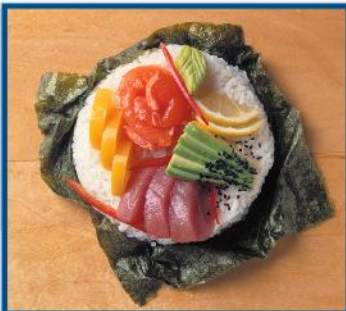
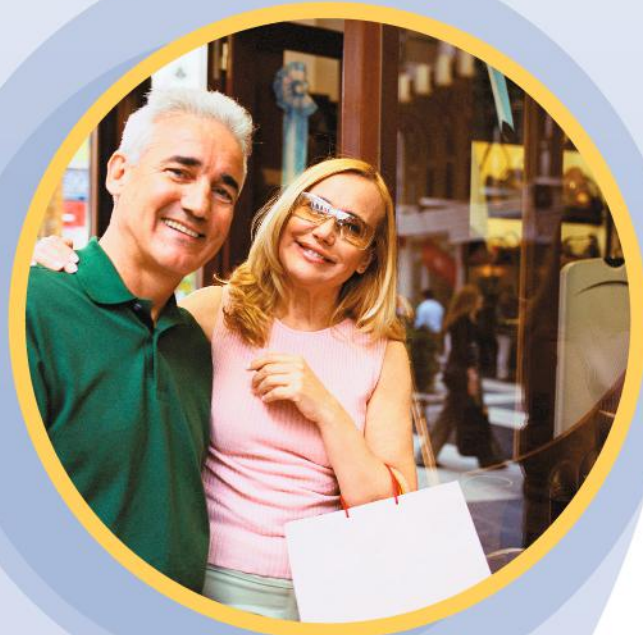
- How often do you eat out? • Where do you usually go? • What do you eat? What do you drink? • Have you ever had a meal in a British restaurant?

1  **2.02** Listen and read these interviews about British cuisine and eating out in Britain. Then write the captions in the pictures.

Good news for British cuisine

British cuisine has never enjoyed a great reputation with foreign tourists. "It's boring", "They boil all the vegetables", "It's greasy", "It's chips with everything", "They put ketchup on everything". These are some of the typical comments we hear. But is eating out in Britain really like this? When I said: "Could I ask you a few questions about British cuisine?", we got some surprising answers.

- Interviewer** Where are you from, Mr and Mrs Mooney?
Mrs Mooney From Chicago in the United States.
Interviewer What do you think about British cuisine?
Mr Mooney We were surprised. It's improved a lot since we were last here 30 years ago. There is more variety now. You can eat Italian pasta and pizza, Indian curry, Japanese sushi. British food is better, too. I think because more people are travelling and visiting foreign countries, British people are experimenting more. They're really interested in food. There are so many cooking programmes on TV.
Interviewer Is there any thing you don't like?
Mrs Mooney It's a little expensive compared to the States.
Interviewer Where do you normally eat?
Mr Mooney During the day we just have a sandwich in a sandwich bar or in a pub. I love English beer. But in the evening we go to a restaurant. There are so many different types. Sometimes we have to book, but it's relaxing to sit down, look at the menu, order a meal. We always have a starter, a main course and a dessert. I like to drink a little wine, too. After all, we're on holiday. If the service is good I leave a tip for the waiter. The only part I don't like is paying the bill!



1.



2.



Interviewer
Mrs Grosso
honeymoon.

Where are you from, Mr and Mrs Grosso?
From Italy, from Naples actually. We're on our

Interviewer
Mrs Grosso

What do you think about British cuisine?
It's not bad, but you know after three or four days, it's a little heavy for us. We don't like the way they cook vegetables; they boil everything. And so many chips. And all these fast food restaurants, but we have them in Italy, too.

Interviewer
Mrs Grosso

Where do you normally eat?
We go to a café or a pub for a sandwich at lunchtime. In the evening, we have dinner in a pizza restaurant or a restaurant. The pizzas are quite good, but not as good as in Naples, of course. The Indian restaurants are interesting, too. Last night we went to a fish and chip shop. It was fun!

Interviewer
Mrs Grosso

Is there anything you don't like?
When you have dinner, there is no bread. You have to ask for it. The waiters are a bit surprised when you say: "Could we have some bread, please?" How can British people eat dinner without bread?



3.



4.

Comprehension

2a Which couple

1. was in London 30 years ago?
2. has just got married?
3. thinks there is more variety now?
4. finds British cuisine a bit heavy?
5. thinks eating out in London is expensive?

6. doesn't like the way the British cook vegetables?
7. always orders three courses in the restaurant?
8. thinks the pizzas in Naples are better?
9. is surprised that the British don't eat bread with their dinner?

2b A meal out in a restaurant. Put the following events into the correct order.

- | | |
|--|--|
| a. ☐ have a dessert | f. ☐ have a starter |
| b. ☐ leave the restaurant | g. ☐ go to the restaurant |
| c. ☐ leave a tip | h. ☐ book a table |
| d. ☐ order your meal | j. ☐ look at the menu |
| e. ☐ pay the bill | |

How we say it



- Un pasto in un ristorante del Regno Unito è costituito di solito da uno **starter**, un **main course** e un **dessert**. Lo **starter** può essere considerato un antipasto, anche se spesso prevede delle minestre. Il **main course** è la portata principale costituita di solito da carne o pesce con contorno di verdure.
- Nei paesi di lingua inglese non si usa una forma equivalente all'italiano **Buon appetito!** Se si vuol dire qualcosa di simile in inglese, si può usare semplicemente **Enjoy your meal!**

Focus on VOCABULARY

Items from a menu

3a Match the names to the pictures.

- a. chicken curry with rice • b. salmon • c. strawberries • d. chips • e. ketchup and mustard
- f. fruit salad • g. salt • h. vegetable soup • i. apple pie • j. peas • k. boiled potatoes • l. pepper
- m. French beans • n. mushrooms • o. fried chicken • p. whipped cream



3b 2.03 Now listen, check and repeat.

SPEAKING PRACTICE

4 **T** In turn, ask and answer these questions with a classmate.

- What's your favourite food?
- Do you prefer meat or fish?
- Is there any food you don't eat? Why not?
- Do you know any vegetarians?
- Do you put salt, pepper, ketchup or mustard on your food?
- What do you drink with your meals?



GRAMMAR POINT 1

A LITTLE / A FEW

Si usa **a little** + **sostantivi non numerabili** per indicare una certa quantità.

*Would you like **a little milk**?*

*Vuoi **un po' di latte**?*

*I've got **a little time** before the train leaves.*

*Ho **un po' di tempo** prima che il treno parta.*

(e **non a little of milk / a little of time**)

Si usa **a few** + **sostantivi plurali** per indicare un certo numero.

*I've got **a few friends** in London.*

*Ho **alcuni / un po' di amici** a Londra.*

*She asked me **a few questions**.*

*Mi ha fatto **un po' di / alcune domande**.*

(e **non a few of friends / a few of questions**)

5 Answer the questions with *Just a few* or *Just a little*.

Example: Would you like some sugar?

Just a little...

1. Have we got any milk?
2. How many eggs have you got?
3. Would you like some more potatoes?
4. How much time have we got?
5. Are there many tomatoes in the fridge?
6. Do you speak English?
7. Have you got many CDs?
8. Would you like some coffee?

6 Complete the sentences with *a little* or *a few* and one of the words from the pool.

sugar • ice • times • days • mustard
• pages • French • friends • weeks

Example: We spent *a few days* in the mountains.

1. Would you like on your meat?
2. I usually put in my tea.
3. Have you ever been to Rome? Yes, I've been there
4. Last night I read of my book and then I went to sleep.
5. Your soft drink isn't very cold. Would you like ?



GRAMMAR POINT 2

NO / NONE

No + **sostantivo singolare o plurale** significa **not a** o **not any**.

*There's a desk, but there's **no** chair.*

→ *There's a desk but there **isn't a** chair.*

C'è una scrivania, ma non c'è una sedia.

*There are **no** students in the classroom.*

→ *There **aren't any** students in the classroom.*

Non ci sono studenti nell'aula.



Si usa **no** al posto di **not... any** se si riferisce al soggetto.

***No student** passed the exam.*

Nessuno studente ha superato l'esame.

(e **non Not any student...**)

None ha lo stesso significato di **no**, ma si usa da solo in quanto è un pronome.

*How many mistakes did you make? **None**.*

Quanti errori hai fatto? Nessuno.

7 Complete the sentences with *no* or *any*.

1. I looked in the fridge, but there was milk.
2. There's Science lesson today. Mr Black is absent.
3. We can't take flash photos in this museum.
4. How strange! There are desserts in this menu.
5. Mum didn't have lunch today. She wasn't hungry.
6. Unfortunately we had time to visit the castle.

8 Complete the sentences with *no* or *none*.

1. We've got time to go shopping this afternoon.
2. "Is there any cream in the fridge?" "No, there's"
3. The Walkers have got a cat and a dog, but children.
4. I couldn't listen to my Mp3 because there were batteries.
5. How many brothers and sisters has Emma got? She's an only child.
6. I wanted some sugar in my tea, but there was in the cupboard.

Focus on GRAMMAR

9 Complete the sentences with *some / any / much / many / a little / a few / no / none*. Use each word only once.

- I've got CDs, but not many.
- Is there salt in the cupboard?
- I rang her doorbell, but there was answer.
- We need rice to make a risotto.
- Do you put a lot of ketchup on chips? No, just
- Peter is a very reserved boy. He hasn't got friends, only one or two.
- We haven't got time; the train leaves in twenty minutes.
- Have you got any pets? No,



GRAMMAR POINT 3

COULD

Si preferisce **could** a **can** quando si fanno delle richieste o si chiede un permesso in situazioni più formali, ad esempio parlando con degli adulti.

Al telefono:

*Good evening, Mrs Brown. **Could I** speak to Tom, please?*

*Buona sera signora Brown. **Potrei** parlare con Tom, per favore?*

Al ristorante:

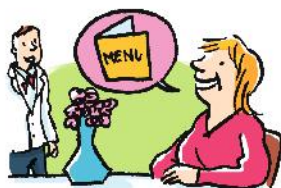
***Could we** have some bread, please?*

***Potremmo** avere del pane, per favore?*

10 Look at the pictures and write what the people are saying. Use *Could I* or *Could you* and a verb from the pool.

see • try on • have
lend • tell • pass

Example: *Could I see the menu, please?*



PRONUNCIATION

INTONATION AND SENTENCE STRESS IN QUESTIONS

In **questions** the voice usually goes up at the end of the sentence.

In **wh-questions** the voice usually goes down and the main sentence stress often comes on the last word. Listen to the following examples.

11a (2.04) Listen and repeat these questions.

Are you American? Do you like cartoons?

11b (2.05) Listen and repeat these wh-questions.

Where do you live? When did she arrive?

11c Underline the main stress in these sentences.

1. What time did the party finish?

2. How do I get to the station?

3. Where did you leave your bike?

4. How much is this T-shirt?

11d (2.06) Listen and check your answers. Then practise the sentences.



REVISE YOUR GRAMMAR ON-LINE

Plural nouns; Countable and uncountable nouns

Go on-line and see if you can do exs. 35-38.

REVIEW

SB1: • GP 5 p. 27 • GP 3 p. 35 • GP 1 p. 80

FUNCTION A

Ordinare cibi e bevande

12a Complete the menu with the following items.

cream of tomato soup • baked ham • roast turkey
 • baked potatoes • chocolate cake • beer
 • chicken soup • fillet of steamed salmon
 • French beans • fresh spinach • cheesecake
 • steak • potato and leek soup • chicken curry
 • green salad • white wine • chips
 • orange mousse • coke • onion salad
 • baked lamb • mushrooms • roast beef

Menu	
<i>Starters</i>	<i>Vegetables</i>
Vegetable soup	Peas
.....	
.....	
.....	
<i>Main Course</i>	<i>Dessert</i>
Fried Chicken	.....
.....	
.....	Fruit salad*
.....	Apple pie*
.....	Strawberries*
	<i>Drinks</i>
Red wine	.....
.....	Mineral water
.....	

* served with fresh cream or ice cream

12b Work in groups of three. Choose to play the roles of a waiter, customer A or customer B. Look at the menu and complete the dialogue.

- Waiter** What would you like for (1)?
 Our soups are delicious!
- A** I'll have (2).
- B** And I would like to have (3).
- Waiter** For the (4) we have a lot of types of meat. Everything is excellent.
- A** Could I have (5)?
- B** For me (6).

- Waiter** Any (7)? Can I suggest our mushrooms?
- A** No, thank you. I'd like a little (8).
- B** I'll have a few (9).
- Waiter** Would you like a (10)? Our cakes are all homemade.
- A** Well, could I have (11) with just a little (12)?
- B** (13) dessert for me, thank you. I'm on a diet.
- Waiter** What can I bring you to (14)?
- A/B** Could we have some (15), please?

SPEAKING CARD

STUDENT A

13 Work in pairs (*Card B* on p. 117). Role play a situation in a restaurant. You are the customer and Student B is the waiter. Follow the instructions carefully.

THE CUSTOMER

THE WAITER

- | | |
|--|----------|
| 1. Greet the waiter. | 2. |
| Say you've booked a table. | |
| 3. Respond. Then ask for the menu. | 4. |
| 5. Respond negatively. | 6. |
| Ask if you could start with a main course. | |
| 7. Choose some salmon with green salad. | 8. |
| 9. Say you'll have some baked potatoes. | 10. |
| 11. Answer as you like. | 12. |



Special days in Britain and America



READING

14 **K** Read the text. Are the sentences True (T) or False (F)?



HALLOWEEN

People in Britain and America celebrate Halloween on 31st October. They organise parties and children dress up as witches and ghosts. Then they go out into the streets with lanterns made of pumpkins, knock on people's doors and ask for money or sweets. 31st October is the day before the Christian feast of All Saints. Halloween means "All Hallows' Eve" in old English (the day before All Saints). It probably originated in Britain with the ancient Celtic tribes to celebrate the passing from one season to another.

These people believed that the spirits of the dead wanted to return to the world of the living between the months of October and November.

They dressed up as ghosts to discourage these spirits from returning to the world of the living. When the Romans came to Britain, they decided to keep Halloween. Irish immigrants brought Halloween to America, where it is very popular.

dress up = travestirsi
ghosts = fantasmi
pumpkins = zucche
knock = bussare
the dead = i morti
the living = i viventi

APRIL FOOL'S DAY

Every year on 1st April people play jokes on each other.

When the "victim" discovers the joke, the other person shouts "April Fool!".

One of the funniest April Fool jokes happened on British television in the 1950s. On 1st April a very serious programme called "Panorama" showed a documentary on the Italian spaghetti harvest. It showed people picking the spaghetti from spaghetti trees!

play jokes = fare scherzi
shouts = grida
funniest = il più divertente
pick = raccogliere
harvest = raccolto



GUY FAWKES DAY

Guy Fawkes Day is on 5th November. On that day people in Britain remember the capture and death of Guy Fawkes. Guy Fawkes was a Catholic who tried to blow up the Houses of Parliament in London in 1605. At that time England was a Protestant country and religious conflict was a serious problem in Britain and in Europe. The plan failed and the king's men captured and executed Guy Fawkes. Children make a "Guy" from old clothes and build a bonfire. They ask people for money for the "Guy" and they use this money to buy fireworks. In the evening they light the bonfire with the Guy on the top and they have fireworks.

blow up = far saltare in aria
execute = giustiziare
bonfire = falò
fireworks = fuochi d'artificio



THANKSGIVING DAY

Another national holiday for Americans is Thanksgiving Day, which takes place on the fourth Thursday of November.

On this day Americans have a big meal of roast turkey and vegetables with the whole family. The first Thanksgiving was in 1621 when the Pilgrim Fathers, who emigrated from England, gave thanks to God for the good harvest of that year. They also invited their Indian neighbours to have dinner with them.



1. Halloween means "the day before All Saints' Day".
2. With the Romans' arrival in Britain, British people abandoned the Halloween tradition.
3. Guy Fawkes was a conspirator who planned to destroy the Houses of Parliament.
4. On 1st April, British people eat Italian spaghetti.
5. The Pilgrim Fathers had their first thanksgiving feast to thank the Indians who helped them.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



READING AND WRITING



15 K You receive this letter from your English friend, Gena. Read it and use it as a model to write her a letter about your Italian Christmas.

holly = agrifoglio
mistletoe = vischio
tinsel = fili dorati
cracker = cilindro di cartone che esplode tirando un cordoncino, liberando un piccolo regalo
dried fruit = frutta secca
board games = giochi di società



Dear...,
 Christmas is my favourite time of year. We start our "Christmas activities" by sending Christmas cards to relatives and friends (I love receiving Christmas e-cards from my friends) and by decorating our house with holly and mistletoe.
 A week before I go with my dad to buy a real tree and we decorate it with lights and tinsel.
 On Christmas Eve we put our stockings at the foot of our beds. On Christmas morning we find them filled with small presents. The big presents are under the tree.
 Then we go to church to celebrate the birth of Christ. On our way home we usually stop to listen to the traditional carols which groups of children or adults sing in the streets.
 At 1 o'clock we sit down to Christmas lunch. First we pull crackers and then we start to eat roast turkey with vegetables. For dessert we have Christmas pudding made with dried fruit. In the afternoon we always watch the Queen's speech on TV and we play board games.
 In England we also celebrate Boxing Day on 26th December. Do you know why we call it Boxing Day? The name originates from the time when rich people put presents in boxes and gave them to the poor.
 How do you celebrate your Christmas?
 Love,
 Gena



LISTENING

16 (2.07) Thanksgiving Day is coming. Preparations can take a long time and people, especially women, are starting to worry about the dinner menu. Listen to a chef's suggestions on a radio programme and complete the three Thanksgiving menus.

	STARTER	MAIN COURSE	DESSERT
Menu 1			
Menu 2			
Menu 3			

SPOKEN INTERACTION

17 K Work with a classmate. Ask and answer questions about your Christmas. Use the prompts below.

- Send Christmas cards?
- Get a Christmas tree?
- Have special decorations?
- Give and get presents?
- Go to church?
- Spend time with relatives or friends?
- Spend Christmas away from home?
- Have a big lunch?
- Play board games?
- Sing Christmas carols?



8

It's made of... carrots!

Before you listen

- Do you watch Formula 1 motor racing?
- What plastic products do you use?
- What renewable materials do you know?

1 Make sure you know these words, or ask your teacher.

► steel ► engine ► tyres ► fuel ► steering wheel ► soybeans ► lubricate ► sustainable ► environmentally-friendly

2 (2.08) Read and listen to this newspaper article about a special car and discover what is special about it.



A car for the future?

Racing cars use traditional materials in their construction: steel and carbon for the bodies and engine parts, rubber for the tyres, as well as plastic, nylon and fibre glass. Racing cars consume an enormous quantity of fuel, which can damage the environment.

The **ecoF3**, a 235 kilometre-per-hour Formula 3 racing car, looks like an ordinary racing car. But it isn't. It has a circular steering wheel made of carrots. The body is made of potatoes and the seat is made of soybeans. The engine was designed to run on biofuels which do not damage the environment. Vegetable fibres are mixed with resins to produce the car

parts, and the oils in chocolate are refined to produce fuel. Oil which is extracted from plants is used to lubricate the engine parts. The ecoF3 was designed and built by a team of engineers from Warwick University. It is the first Formula 3 racing car designed and made from sustainable and renewable materials. Unfortunately, because the car uses biofuel, it cannot currently participate in races. A team spokesman said: "We hope teams like Ferrari and McLaren will see that an environmentally-friendly car is not necessarily a slow car. We are sure they will use our new materials in Formula 1 cars of the future."



Comprehension

3 Cover the text and complete the summary.

A team of *e*..... (1) from Warwick University has *d*..... (2) and *b*..... (3) an environmentally-f..... (4) racing car. Instead of using traditional fuel, which can damage the *e*..... (5), this car uses a *b*..... (6). This biofuel comes from *c*..... (7). The engineers also used *v*..... (8) like *p*..... (9), *c*..... (10) and soybeans in the construction of this car.

Focus on VOCABULARY

Materials and shapes

4a Match the objects to the materials they are made of.

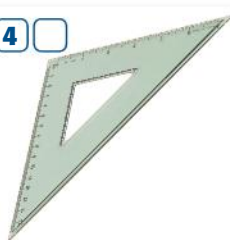
- a. steel • b. rubber • c. wood • d. aluminium • e. leather • f. plastic • g. glass
- h. silk • i. cotton • j. gold • k. paper • l. wool • m. nylon • n. silver • o. iron

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
				
6 ☐	7 ☐	8 ☐	9 ☐	10 ☐
				
11 ☐	12 ☐	13 ☐	14 ☐	15 ☐
				

4b  2.09 Now listen and repeat.

5a Match the shapes to the pictures.

- a. triangle • b. rectangle • c. circle • d. square

1 ☐	2 ☐	3 ☐	4 ☐
			

5b  2.10 Now listen and repeat.

6a **K** Complete the sentences using the words in exercise 4a.

Materials

- Dad bought Mum a beautiful s _ _ v _ _ bracelet for her birthday.
- I've got a nice yellow and blue c _ _ t _ n dress.
- You shouldn't throw away your p _ _ s _ _ c bags. You should recycle them.
- Mum wears a pair of r _ _ b e _ gloves when she washes up.
- We bought Dad a blue and red s _ _ k tie for Christmas.
- My big brother wears a l _ _ _ h _ r jacket when he rides his motorbike.
- Be careful! There's broken g _ _ _ _ on the floor.
- Australia and New Zealand export a lot of w _ _ l.
- A _ _ m _ n _ u _ is a very strong metal which isn't as heavy as s _ e _ l.
- Look at that watch! It's real _ o _ d!
- There's an enormous i _ _ _ gate in front of Buckingham Palace.
- There isn't any p _ _ _ _ in the photocopier.
- Traditional furniture is usually made of w _ _ d.
- N _ _ _ _ is a synthetic material which has many uses.

6b **K** Complete the sentences using the words in exercise 5a.

Shapes

- A q _ _ r _ contains four sides of equal length.
- A r _ _ _ _ l _ is a three-sided figure.
- The Olympic symbol consists of five intersecting _ i _ _ _ _ s.
- A r _ c _ _ _ _ is a figure whose opposite sides are of equal length.

SPEAKING PRACTICE

7 **T** In turn, ask and answer these questions with a classmate.

- Which materials are you wearing at the moment?
- Which materials do car manufacturers use?
- Which are the most expensive materials in the list above?
- Which materials can industry recycle?
- What shape is your classroom?
- What shape is a pyramid?

GRAMMAR POINT 1

PASSIVO (1): PRESENT SIMPLE

*These shoes **are made** in Italy.*

*Queste scarpe **sono fatte** in Italia.*

*English **is spoken** here.*

*Qui **si parla** inglese.*

These shoes are made in Italy e English is spoken here sono due esempi di **Present simple** passivo.

La forma del **Present simple** passivo è:
soggetto + is / are + participio passato.

Si usa la forma passiva quando non si sa chi ha compiuto l'azione o quando non ha importanza chi l'ha compiuta. Si usa anche quando si vuole mettere in risalto più l'azione che non l'esecutore della stessa.

Il complemento d'agente (= da chi / che cosa è compiuta l'azione) è introdotto da **by**.

*This dress is designed **by** Armani.*

*Questo abito è disegnato **da** Armani.*

Osserva come si trasforma una frase attiva in una passiva:

Attiva

Soggetto
Jude Law plays *the role of Dr Watson.*
Oggetto

Passiva

The role of Dr Watson is played *by Jude Law.*
Soggetto
Complemento d'agente

L'oggetto della forma attiva diventa il soggetto della forma passiva.

Il complemento d'agente è spesso omissso.

Forma negativa

Si ottiene inserendo **not** dopo **is / are**:

*My computer **isn't made** in Italy.*

Il mio computer non è fatto in Italia.

Forma interrogativa

Si ottiene invertendo il soggetto e **is / are**:

***Are** your shoes **made** in Italy?*

Yes, they are. / No, they aren't.

Sono fatte in Italia le tue scarpe?

*Where **is** cotton **grown**?*

Dove si coltiva il cotone?

8 Complete the sentences in the Present simple passive using the verbs in the pool.

eat • make • sing • obtain • write
send • speak • grow • use



Example: Pizza is eaten all over the world.

1. Aluminium in the construction of planes.
2. Ferrari sports cars in Italy.
3. Cotton in China, India and the United States.
4. English in this restaurant.
5. Natural rubber from trees in Asia and Africa.
6. I don't understand these instructions; they in Chinese.
7. Millions of text messages every day.
8. Opera usually in Italian or German.

9 Complete the sentences in the Past simple passive using the verbs in the pool.

paint • discover • design • compose
invent • steal • beat • build

Example: *The Sunflowers* was painted by Vincent van Gogh.

1. The Tower of London by William the Conqueror.
2. Real Madrid 2-1 by Chelsea.
3. *Va Pensiero* by Giuseppe Verdi.
4. Jewels worth £40 million by thieves in London yesterday.
5. The Internet by Tim Berners-Lee.
6. The Newgrange prehistoric monument in about 1700.
7. The ecoF3 by engineers from Warwick University.

10 Reorder the words to make questions in the passive form.

Example: the / built / was / when / castle / ?
When was the castle built?

1. cotton / is / grown / Australia / in / ?
2. is / where / found / silver / ?
3. in / written / instructions / are / English / the / ?
4. people / arrested / many / were / how / ?
5. wheel / made / steel / the / is / of / steering / ?
6. the / invented / was / when / Internet / ?
7. the / stamps / sold / Britain / in / are / tobacconist's / in / ?
8. these / where / taken / were / photographs / ?

11 Complete the following sentences: active to passive or passive to active.

1. People grow grapes in Italy.
Grapes in Italy.
2. Charles Dickens *David Copperfield*.
David Copperfield was written by Charles Dickens.
3. They eat a lot of rice in China.
A lot of rice in China.
4. They the antique clock for £65,000.
The antique clock was sold for £65,000.
5. They make Porsche cars in Germany.
Porsche cars in Germany.
6. The missing money by two boys.
Two boys found the missing money.



GRAMMAR POINT 2

PASSIVO (2): PAST SIMPLE

La forma passata del passivo è:
sogetto + was / were + participio passato.

Forma affermativa

*The telephone **was invented** by Meucci.*

Forma negativa

*The Pyramids **were not built** by the Greeks.*

Forma interrogativa e risposte brevi

Was your watch **made** in China?
Yes, it was. / No, it wasn't.

Were your shoes **made** in Italy?
Yes, they were. / No, they weren't.

Focus on GRAMMAR

12 Correct the following sentences using the negative form of the passive. Then write an affirmative sentence with the correct information. Use the words in the pool.

William Shakespeare • malted grain
• 1985 • China • Antarctic • Beijing • The Beatles • Ludwig van Beethoven • Portuguese



Example: Cotton is grown in Britain.
Cotton isn't grown in Britain.
It's grown in China.

1. *Yesterday* is sung by The Rolling Stones.
2. Spanish is spoken in Brazil.
3. *The Moonlight Sonata* was composed by Verdi.
4. *Macbeth* was written by Charles Dickens.
5. The 2008 Olympic Games were held in Berlin.
6. Penguins are found in the Arctic.
7. The personal computer was invented in 1975.
8. Whisky is made from grapes

13 Underline the correct verb form.

1. Every second 2 million e-mails **send / are sent** in the world.
2. Parmesan cheese **is made / makes** in Italy.
3. The first pasta **produced / was produced** in China.
4. Mandarin Chinese **speaks / is spoken** by more than 1 billion people.
5. Roger Federer **won / was won** the 2009 Wimbledon Tennis Championship.
6. Silver mines **find / are found** in Peru and Mexico.
7. A 1925 Rolls-Royce car **bought / was bought** by a Russian millionaire for \$750,000.
8. The piano **invented / was invented** by Bartolomeo Cristofori in the 17th century.

14 Complete the following sentences with the correct form (active / passive) and the correct tense (Present simple / Past simple) of the verbs in brackets.

1. A lot of art treasures in the floods in Florence in 1966. (damage)

2. The jewel thieves by the police. (arrest)
3. George Orwell his famous novel *1984* in 1948. (write)
4. We have a big garden where we flowers and vegetables. (grow)
5. Last weekend some vandals my school. (damage)
6. Beethoven his famous *Ninth Symphony* in 1824. (compose)
7. The ecoF3's steering wheel of carrots. (make)
8. Arabica coffee in Latin America and eastern Africa. (grow)
9. Spanish by about 500 million people. (speak)
10. My parents to my teachers last week. (speak)



PRONUNCIATION

15a Listen and repeat these words.

/aɪ/ eye, iron /ɔɪ/ oil, boil

15b Listen and put the words in the right column.

design • toy • time • noise • fine • royal

/aɪ/ eye	/ɔɪ/ oil

15c Now listen and check.



REVISE YOUR GRAMMAR ON-LINE

**Present perfect with ever / never;
Present perfect / Past simple**

Go on-line and see if you can do exs. 20-25 and 39-42.

REVIEW

SB2: • GP 2, 3 p. 13

FUNCTION A

Sottolineare l'importanza dell'azione o di chi la subisce e non di chi la compie

SPEAKING CARD**STUDENT A**

16 Complete Student B's passage, asking him/her for the missing information (*Card B* on p. 117). Then get ready to answer Student B's questions with the information from your passage.

STUDENT A

Coca-Cola was invented in 1886 by an American chemist, Dr John Pemberton.
It was made from the coca plant and the cola nut so it was given the name Coca-Cola by Pemberton's partner. The first factory was opened in Texas in 1895. Coca-Cola is still made in that factory in Texas.

STUDENT B

A large number of training shoes sold in the world are made by (1) (who?), the American company, in Oregon in the USA. The famous Nike tick was created by a designer in (2) (when?) and he was paid (3) (how much?) for his idea. Now the Nike tick is recognized (4) (where?).

tick = simbolo

4. B They show fantastic films at the Odeon.
A Sorry, where...
5. B The police arrested two thieves at supermarket.
A Sorry, how many...
6. B They painted my room yellow.
A Sorry, what colour...



18a In two groups write 8/10 questions for a "General knowledge quiz". Use the words and phrases in the pool to help you. Make sure you know the correct answer! Follow the example for your questions.

- was/were invented • was/were painted
• was/were discovered • was/were written
• was/were composed • was/were sung
• was/were won • was/were designed
• was/were used • was/were directed
• was/were...

17 Work in pairs. You say a sentence (1-3), but your schoolmate is absent-minded and he/she asks you to repeat. Then change the role (4-6).

Example: A I need three eggs to make this cake.
B Sorry, how many eggs are needed?
A Three.

1. A I took this photo in Venice last year
B Sorry, when...
2. A Italy exports wine to the USA.
B Sorry, where...
3. A John invited sixty people to his party.
B Sorry, how many...

Example: Was text-messaging invented by Nokia, Motorola or Samsung?

Was the first Britney Spears single released in 1995, 1999 or 2001?

Was the first mini-skirt designed in Paris, London or Milan?

18b Do the quiz in teams. Each member of the team reads a question to the other team. One point for each correct answer.

Hawaii and Alaska



READING

19 ES Read the text about Hawaii and answer the questions.

HAWAII

Modern Hawaiian history began on January 20, 1778, when the islands of Kauai and Niihau were discovered by Captain James Cook. But Hawaii's history is more ancient. Archaeological discoveries indicate that the Hawaiian islands were settled by two distinct waves of Polynesian migration, one between 600 and 700 AD and the other about 1100 AD.

Did you know that all the people of Hawaii live on top of volcanoes? The State of Hawaii, the 50th state of the USA since 1959, is a chain of islands in the middle of the Pacific Ocean. Each island grew from the bottom of the ocean about 25 million years ago, when a crack opened and molten rock from inside the earth went up to build a mountain. The result was an island. Gradually the hard surface of the island was transformed by water into rich soil. Seeds, which were carried by birds and the wind, took root and the island became green and lush. This happened a long time ago, but even today the Hawaiian islands are still in the process of formation. Nowadays the image of these islands is linked to the inhabitants' sense of hospitality: their "aloha" spirit. "Aloha" is used to say "hello", "welcome", "love", "peace"... to the stressed inhabitants of busy cities who are always welcomed by beautiful dancing girls with chains of flowers around their necks.

For most people Hawaii is the surfers' island. The ancient Polynesian sport of surfing was banned in Hawaii when Christian missionaries arrived in the islands, only to return when a Hawaiian swimmer, Duke Kahanamoku, won a gold medal at the 1912 Olympics. Today a lot of surfers come from all the world to test their skills against the legendary waves.

The president of the USA, Barack Obama, who was born here in 1961, returns to his native island of Kailua for his family vacation.



settle = abitare
bottom = fondo
crack = spaccatura
molten rock = lava
lush = lussureggiante
ban = proibire

1. Does the state of Hawaii have a recent history?
2. Who were the Hawaiian islands discovered by in 1778?
3. Who were the first people to settle there? And when?
4. When were the Hawaiian islands recognized as the 50th United State?
5. What happened on the bottom of the ocean 25 million years ago?
6. Are the islands of the Hawaii still growing?
7. What is the "aloha" spirit?
8. Who was surfing in Hawaii banned by?
9. What important man was born in Hawaii?





READING AND LISTENING



20a Read the text about Alaska and complete it with the words from the pool. Then listen and check your answers.

largest • 1959 • Eskimos • discovered • frozen • temperature
• snow • Russia • Canada's • sun • Siberia • Arctic

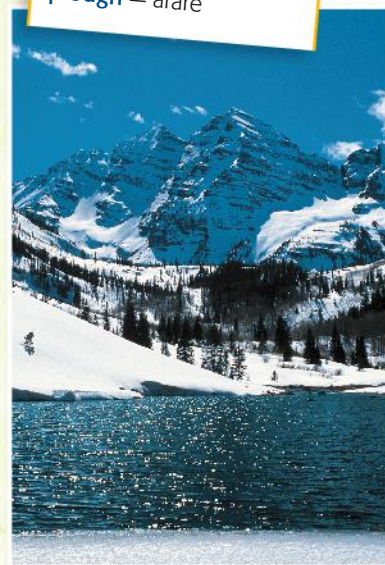
purchase = comprare
melt = sciogliere
hectare = ettaro
plough = arare

ALASKA

When the peninsula of Alaska was purchased from (1) in 1867, most Americans had little interest in those 1,500,000 square kilometres of "iceberg and polar bears", beyond (2) borders, far from the settled areas of the United States. However, in (3), when Alaska was welcomed into the Union as the 49th state, Americans changed their attitude and began to feel a little nearer those people living so far. In those areas of the state above the (4) Circle, Alaska is still a land of icebergs and polar bears. From early May until early August the midnight (5) never sets on this flat, treeless region, but it can't melt the icy soil, which is permanently (6).

Alaska is the (7) state in the Union, but it is inhabited by only about 330,000 people. 800,000 hectares of its land can be ploughed but only 600,000 hectares are cultivated. The (8) drops as low as -43 degrees centigrades in some places, and it may rise to 30 degrees in others. In a year more than 11 metres of (9) fall in the North, and more than 2 metres of rain fall in the South.

Alaska has been the home of the (10) for centuries. It is believed that the Eskimos moved there from Mongolia or (11), crossing the Bering Strait. The strait is named after Vitus Bering, the Danish captain who (12) Alaska on his voyage to Russia in 1741.



20b Write what the numbers refer to.

Example: 1,500,000: the area of Alaska in square kilometres.

1. 1867:
2. 330,000:
3. 600,000:
4. 1959:
5. 11:
6. 1741:



WRITING

21 Read one of the two texts about Hawaii and Alaska again. Then write a summary of it.

SPOKEN PRODUCTION

22 Try to give a classmate some general information about the country you have chosen for your summary in exercise 21. Check each other's information.

VOCABULARY

1 Read the definitions and complete the names. Only the first letter is given.

- Small red fruit. S
- Fried potatoes. C
- It's white and soft. You put it on cakes.
W C
- Pieces of different fruit put together.
F S
- They are small, green and round. P
- You can make jumpers with it. W
- You can make bottles with this material. G
- Special gloves for washing up are made from it.
R
- Precious material. S
- Very precious material. G

My score ____ /10

2 Insert the names in the pool into the correct column.

leather • tool • nail • paper • silk • furniture
• iron • steel • tie • gate

Materials	Objects
.....	
.....	
.....	
.....	
.....	

My score ____ /10

GRAMMAR

REFLEXIVE PRONOUNS

3 Complete the sentences with the correct reflexive pronoun.

- Sarah didn't enjoy at the party.
- Camilla's father had an accident, but he didn't hurt
- Did you make that model plane by ?
- Children should behave when they go on school trips.
- My mother cut with a knife.
- This walkman switches off automatically when the CD finishes.

My score ____ /6

SHALL I...? – SHALL WE...?

4 Look at B's answers. Then write A's questions with *shall... + verb*.

- A Where we our coats?
B Just put them in the cupboard in the hall.
- A What I to your party?
B Just bring your guitar!
- A Which present we ?
B Let's buy the bracelet. It isn't very expensive.
- A What I at the restaurant tonight?
B Why don't you wear your new red dress?
- A Where I my skateboard?
B Leave it in the back garden. It's safe there.
- A What time we ?
B Let's meet at 7.30 p.m. outside the cinema.

My score ____ /6

WILL

5 For each situation underline the correct verb.

- "I'd like to see the documentary about Stonehenge."
"OK. I **switch on** / I'll **switch on** the TV."
- "Your sister can't do her homework."
"OK, I **help** / I'll **help** her."
- "I'm sorry. We haven't got any white wine."
"OK, I **have** / I'll **have** red."
- I **always tidy** / I'll **always tidy** my room on Saturday morning.
- "Tim, the phone's ringing." "OK, mum, I **answer** / I'll **answer** it."
- We're vegetarians. We **don't eat** / We **won't eat** meat.

My score ____ /6

A LITTLE – A FEW

6 Answer the questions with *Just a few* or *Just a little*.

- How much money have you got?
- How many eggs have we got?
- Does your sister speak French?
- Would you like some ketchup?
- Have you got many CDs?
- How much homework have you got?

My score ____ /6

NO – NONE

7 Complete the sentences with *no* or *none*.

1. My mum's got free time.
2. I wanted some milk with my tea, but there was in the fridge.
3. She's got two brothers, but sisters.
4. "How many pets have you got?" "
My mum doesn't want animals in the house."
5. "Is there any sugar?" "No, there's"
6. There are students in the classroom.

My score ____ /6

COULD

8 What do you say in these situations? Use *Could I* or *Could you*.

1. Ask a shop assistant to put a new battery in your watch.
2. Ask the waiter if you can have some mineral water.
3. Ask your teacher to check your answers.
4. Ask permission to speak to David.
5. Ask permission to phone your mother.
6. Ask your teacher to correct your homework.

My score ____ /12

PASSIVE: PRESENT OR PAST SIMPLE (forma affermativa e negativa)

9 Transform the following active sentences into the passive.

1. Active: They eat a lot of rice in China.
Passive:
2. Active: They make Ferraris in Italy.
Passive:
3. Active: Alexander Bell didn't invent the telephone.
Passive:
4. Active: People write millions of e-mails every day.
Passive:

My score ____ /4

PASSIVE: PRESENT OR PAST SIMPLE (forma interrogativa)

10 Reorder the words to make questions in the passive.

1. when / was / discovered / America / ?
2. made / what / whisky / from / is / ?
3. photo / this / was / taken / where / ?
4. those / expelled / were / why / boys / ?
5. the / was / invented / computer / when / ?
6. in / spoken / is / South Africa / English / ?

My score ____ /6

GRAMMAR REVISION

11 Choose the correct answer.

1. My parents are only children, so I have relatives.
a. any b. no c. none d. some
2. I haven't got any smart clothes. buy
a new dress for the party.
a. Shall I b. Could I c. I'll d. Should I
3. I'm getting bored. go out for a walk?
a. We should b. We could c. Shall we d. I could
4. Children sleep eight or nine hours a night.
a. shall b. should c. couldn't d. can't
5. speak to the manager, please?
a. Could I b. I Could c. I should d. I will
6. A lot of mobile phones produced in Finland.
a. is b. have c. are d. has

My score ____ /6

TRANSLATION

12 Translate the following sentences into English.

1. Oggi ho poco tempo libero.
2. "C'è qualcuno in casa?"
"No, nessuno."
3. Non c'è nessun film interessante oggi in TV.
4. Oggi al museo non c'erano molti visitatori.
5. "C'è del succo di frutta?"
"Un po'".
6. Lei conosce poche persone in questa città.

My score ____ /12

FUNCTIONS

13 Write the following dialogues.

1. Sei in un negozio di abbigliamento. Chiedi il permesso di provare un paio di jeans. La commessa ti risponde di sì e ti indica il camerino.
2. Sei al ristorante con un amico e state consultando il menu. Chiedi al tuo amico cosa vorrebbe come dolce. Il tuo amico ti risponde che prenderà della torta al cioccolato.
3. Sei in un negozio di frutta e verdura. Il commesso ti chiede cosa desideri. Tu chiedi delle arance e delle mele, e poi chiedi il prezzo. Il commesso ti risponde che il tutto costa £3.
4. Sei al botteghino di un cinema e chiedi due biglietti per lo spettacolo delle 8. Ti rispondono che sono spiacenti, ma non ce ne sono.

My score ____ /10

SELF ASSESSMENT

VOCABULARY

Controlla gli esercizi sul lessico del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- Puoi indicare le cose che hai fatto meglio?
- Che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà a memorizzare le parole nuove. ☐
 - Ho difficoltà a scrivere le parole nuove. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

GRAMMAR

Controlla gli esercizi di grammatica del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- Puoi indicare le cose che hai fatto meglio?
- Che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà nel capire le spiegazioni grammaticali. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Ho difficoltà nel capire le frasi degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

FUNCTIONS

Controlla gli esercizi sulle funzioni del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- È un risultato soddisfacente? Sì ☐ No ☐
- Se sì, che cosa hai fatto per imparare così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà a memorizzare le funzioni nuove. ☐
 - Ho difficoltà ad abbinare la funzione all'espressione inglese. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

Meno di 65 punti?
Vai alla Route A.



Più di 65 punti?
Vai alla Route B.

Science/Biology

Lighten your load

How heavy is your school bag?

The National Back Pain Association has interviewed over 1,000 children from all over Britain and found that 80% are carrying bags that are too heavy. Some children are carrying 60% of their own body weight on one shoulder! The National Back Pain Association thinks that children should carry bags that weigh less than 10% of their body weight. An average 11-year-old weighs 37 kg, so he should carry a bag of 3.7 kg. The average weight of a school bag is 7.5 kg. The highest risk groups are 11- to 12-year-old children at secondary school: most of them carry bags which weigh at least 20% of their body weight.

Are injured backs a widespread problem?

Yes. Children need to be especially careful because their bones are still growing and muscles still developing. Bad posture and unsafe carrying can make you grow slightly lopsided and could increase the risk of back trouble in later life. Also, it is best to get into good habits when you are young.

What is the best way to carry a bag?

First, you have to make sure you are using the right kind of bag. The National Back Pain Association recommends rucksacks or bags with two wide shoulder straps, worn on both shoulders. Carrying equal weights on each shoulder is important (see picture). Some people think it is uncool to wear a rucksack on two shoulders – but it is much more uncool to have a bad back!



1 Match each word to its Italian equivalent.

- | | |
|--------------------------------------|---------------------------|
| 1. ☐ average | a. che pende da una parte |
| 2. ☐ back | b. cinghia |
| 3. ☐ bone | c. medio |
| 4. ☐ muscle | d. muscolo |
| 5. ☐ pain | e. osso |
| 6. ☐ posture | f. pesare |
| 7. ☐ lopsided | g. postura |
| 8. ☐ strap | h. schiena |
| 9. ☐ shoulder | i. spalla |
| 10. ☐ weigh | j. dolore |

2 Read the text and answer the questions.

1. What is the highest risk group according to the survey?
2. Why should children be especially careful?
3. What are the consequences of bad posture and unsafe carrying?
4. What is the ideal bag?
5. How should you carry it?
6. Why should you carry it that way?



Do you speak Globish?



Before you listen

Look at the titles and the pictures.

- What do you think the text will be about?

1 (2.15) Listen and read the web article about Globish.

The Globish revolution

Lynda Philips reports on why Globish, and not the Queen's English, is becoming the universal language of meetings, the Internet and politics.

354 million people speak English as their mother-tongue, or first language. There are also 1.5 billion people who speak English as a second language. They need to speak English for their studies, their job, or when they travel. Of course, it can't be easy to learn a new language perfectly. It takes years of study and practice. But very often non-native speakers manage to communicate very well using a simplified form of English.

About twenty years ago a Frenchman, Jean-Paul Nerrière, made an interesting discovery. At an international conference he discovered he was able to communicate very well with his Japanese and Brazilian colleagues. "This language was not English, but something similar." Unfortunately, they could not communicate so well with their British and American colleagues. Their English was too complicated for the non-native English speakers!

Nerrière called this Globish, or Global English. Globish has only 1,500 words and 6 verb tenses. "Globish is not a language", Mr Nerrière insists. "It's decaffeinated English. There will never be Globish literature. But if we want everyone to speak English, Globish might be a good start."

How we say it

- **The Queen's English**
The Queen's English è la lingua inglese scritta e parlata in modo corretto.
- **Non-native speakers**
Persone che parlano una lingua diversa da quella che hanno imparato sin dalla nascita.

Comprehension

2 Now answer the following questions.

1. How many native speakers of English are there?
2. Which type of speaker speaks Globish?
3. Which colleagues did Mr Nerrière find difficult to understand?
4. How many words does Mr Nerrière think are necessary to learn?
5. What adjective does he use to describe Globish?
6. Is Globish a real language?

Differences in British and American English

	British English (BrE)	American English (AmE)
Pronunciation	privacy (i as in thin)	privacy (i as in bike)
Grammar	I've just seen Anna	I just saw Anna
	I wrote to my pen friend	I wrote my pen friend
Lexis	lift	elevator
	biscuit	cookie
	city centre	downtown
Spelling	grey	gray
	programme	program
	organise	organize
	colour	color
	theatre	theater
Numbers	one hundred and twenty	one hundred twenty
Dates	the fifth of April	April fifth

Focus on VOCABULARY

Talking about language

3 Rewrite these sentences in British English.

1. My favourite colors are gray and blue.
2. UNICEF is an international organization.
3. My father works in a bank downtown.
4. There are three hundred seventy students in my high school.
5. I used the stairs because the elevator was out of order.
6. I just finished my homework.

4a Insert these words in the following sentences.

mark/grade • mother-tongue • second language • bilingual • phonetic • strong accent

Nouns and Adjectives

1. Italian is a language. Each word is pronounced as it is written.
2. It isn't easy to understand people from Scotland. They have a very
3. Hermine is She speaks French and German perfectly.
4. Manuel is Spanish, but he uses English at work. In fact, English is his
5. I didn't get a very good in my French oral exam.
6. Brandon was born in England, so English is his

4b Put the following verbs in their correct form.

take (an exam) • revise • pass (an exam) • improve • make progress • practise
• mark • make mistakes • fail (an exam)

Verbs

1. My English is getting better and my teacher says I'm
2. This summer I my English with my host family in Britain.
3. My sister went on a language course to Malta in May to her English.
4. I'm very happy because I my English and German exams.
5. Unfortunately I my Maths exam.
6. It's easy to when you speak a foreign language, so don't get discouraged.
7. It's a good idea to before you an exam.
8. I don't know my results because our teacher hasn't our English test yet.

SPEAKING PRACTICE

5 T In turn with a classmate, ask and answer.

- What's your best and worst mark/grade this year?
- Which subjects have you made progress in?
- In which regions of Italy do people have strong accents?
- What type of things should people do to improve their English?
- How and where do you revise for an exam?
- When are you going to take your next exam?



GRAMMAR POINT 1

VERBI SEGUITI DALL'INFINITO O DALLA FORMA IN -ING

I seguenti verbi sono seguiti da **to** + forma base del verbo (l'infinito):

want	decide	hope	learn
would like	forget	manage	offer
try	need	promise	refuse

I'm trying to understand this exercise.

Sto cercando di capire questo esercizio.

I'd like to go to England this summer.

Vorrei / Mi piacerebbe andare in Inghilterra quest'estate.

Come hai già visto nella **Unit 9** dello **Student's Book 1**, alcuni verbi sono seguiti dal verbo in **-ing**:

love like don't mind hate prefer

A questi verbi possiamo aggiungere:

enjoy finish miss

I finished doing my homework at eight o'clock.

Ho finito di fare i compiti alle otto di sera.

I seguenti verbi possono essere seguiti sia da **to** sia da **-ing**:

start begin continue

It started raining. / It started to rain.

Ha cominciato a piovere.



Anche il verbo **stop** può essere seguito sia da **to** sia da **-ing**, ma cambia significato.

I stopped writing and went to bed.

Ho smesso di scrivere e sono andato a letto.

We stopped to have a drink.

Ci siamo fermati per bere qualcosa.

6 Match the sentences to the pictures.

- ☐ Roberto misses playing football.
- ☐ It hasn't stopped snowing for two days.
- ☐ Sally forgot to water the flowers.
- ☐ Mr Brown enjoys skiing.
- ☐ Lucy hopes to become a vet one day.
- ☐ Mrs Davis refused to make Wayne's bed.
- ☐ Anna managed to get two tickets for the concert.
- ☐ Edward is trying to eat spaghetti.



7 Complete the sentences with the infinitive or -ing form of the verb in brackets.

Example: I need to get some batteries for my camera. (get)

- I haven't finished that book. (read)
- My brother is learning the piano. (play)
- It was a difficult exam, but Susan managed it. (pass)
- When I'm older I hope a nursery school teacher. (become)
- Don't forget me when you arrive. (phone)
- I don't miss TV when I'm on holiday. (watch)

8 Complete the sentences with the infinitive or -ing form of the verbs in the box.

go • travel • play • lift • clear • snow • stay • make

- We continued beach volley after lunch.
- I don't mind my bed every day.
- It started at seven o'clock and it hasn't stopped yet.
- I'd like across the Sahara by camel.
- We tried the box but it was too heavy.
- Rebecca offered the table.
- I hate indoors on a sunny day.
- Jack and I want skateboarding tomorrow.



GRAMMAR POINT 2

WANT SOMEONE TO DO SOMETHING

Il verbo **want** è usato come segue:

I want to go home.

Voglio andare a casa.

Do you want to play football?

Vuoi giocare a calcio?

Esiste anche un'altra struttura grammaticale con **want**.

Osserva questa struttura e la traduzione in italiano.

I want you to help me.

Voglio che tu mi aiuti.

They wanted us to help them.

Volevano che noi li aiutassimo.

**Soggetto + Verbo + Complemento + Infinito
oggetto**

I want you to help me.

They wanted us to help them.

Questa struttura (**verbo + complemento + infinito**) si usa anche con il verbo **would like**:

I'd like you to stop talking.

Vorrei che voi smettete di parlare.

Would you like me to help you?

Vuoi che ti aiuti?

9 Reorder the words to make correct sentences.

- grass / me / Dad / cut / to / the / wants / .
- some / you / I'd / stamps / to / like / get / .
- sister / like / singing / my / to / stop / I'd / .
- Would / you / up / me / like / to / wash / ?
- like / school / computers / to / I'd / buy / some / my / .
- want / doesn't / class / us / copy / He / to / in / .
- to / me / baker's / you / Do / go / the / want / to / ?
- table / like / clear / I'd / the / you / to / .

10 Complete the sentences below each picture.

- Granny's sleeping. I don't want a noise.



- Billy, I don't want that cake!



- Would you like me to the table, Mum?



- Our teacher doesn't want during the test.



- I'd like your books at page 23.



- Are you hot? Do you want the window?

11 Write new sentences with the same meaning as these sentences. Use *I want / I don't want / Do you want...? / I'd like / Would you like...?*

Example: Don't interrupt me.

I don't want you to interrupt me.

- Don't tell Mum and Dad!
I don't
- Shall I tell you the answer?
Do
- Please do exercise 10 for homework.
I'd
- Shall I help you?
Would
- You mustn't copy during the test.
I don't



GRAMMAR POINT 3

MUST / CAN'T (DEDUZIONE)

Si può usare **must** + **forma base del verbo** per esprimere una deduzione.

*He's got a swimming pool in his garden. He **must** be rich.*

Ha una piscina nel giardino. Deve essere ricco.

Si può usare **can't** + **forma base del verbo** per esprimere una deduzione negativa.

*You **can't** be hungry. You've just had breakfast! Non puoi avere fame. Hai appena fatto colazione!*

12 Complete the sentences with **must** or **can't**.

- Ben didn't pass his French exam.
He be very happy.
- Is that Amelia's boyfriend?
No, he be. Her boyfriend doesn't wear glasses.
- Anna's got all the Coldplay CDs.
She be a Coldplay fan.
- Enrico's mum teaches English in a Liceo Classico.
She speak English well.
- I'm sorry. This isn't Jason Green.
You have the wrong number.
- I haven't seen the Wilsons since the beginning of August.
They be on holiday.
- Alessandra's very shy.
She have many friends.
- Martha wants to become a vet.
She like animals.
- Barbara's brother is a swimming instructor.
He be a good swimmer.
- Hilary sings in the local choir.
She have a good voice.

Where's Robin?

*I'm not sure. He **might** be in his room.*

Dov'è Robin?

*Non sono sicuro. **Potrebbe** essere in camera sua.*

Sarah's absent today. Is she ill?

*She **may** be ill. She had a cold yesterday.*

Sarah è assente oggi. È ammalata?

***Può darsi** che sia ammalata. Ieri era raffreddata.*

13 Complete the sentences with **may be** or **might be** + a word or phrase from the box.

under your bed • worn out • Gary's • his new girlfriend • ill • the weather • know the answer • in the garden • hot • the postman • in your schoolbag

Example: A I can't find my new shoes, Mum.

B They might be under your bed.

- A Have you seen my pencil case?
B It
- Ask Jamie. He
- A There's somebody at the front door.
B It
- A That's strange. I can't find the cat anywhere.
B She
- A I feel really sleepy today.
B It
- A Who's that girl with David?
B I don't know. She
- A Our Science teacher wasn't at school today.
B He
- A My camera doesn't work.
B The batteries
- Don't touch that plate. It
- A Tim, is this your scarf?
B No, it isn't mine. It



GRAMMAR POINT 4

MAY / MIGHT (DEDUZIONE)

Oltre a esprimere futura possibilità (**Unit 3**) **may** e **might** + **forma base del verbo** esprimono deduzioni meno certe rispetto a **must** e **can't**.



REVISE YOUR GRAMMAR ON-LINE

Subject and object questions

Go on-line and see if you can do exes. 43-45.

REVIEW

SB2: • GP 2 p. 115

Focus on FUNCTIONS

Do you speak Globish?

FUNCTION A

Offrirti di fare qualcosa

A Would you like me to do the shopping?

B Yes, please. It's very kind of you.

14 Complete the dialogues.

1.

Bob What's the (1) with you? You look so pale.

Sandra I don't (2) very well.
I must (3) flu.

Bob Do you (4) me to get you an aspirin?

Sandra Thanks (5) much.

2.

Jane It's 7.00 o'clock. My friends (6) be here in a few minutes and dinner isn't ready.

Klaus (7) you want (8) set the table?

Jane No, I would (9) to make some fruit salad.

Klaus Ok, I (10) do that.

15 This Saturday Paul is going to give a welcome party in the attic of his house. The party is for one of his American friends, who is going to live in Oxford. Unfortunately, Paul hasn't had much time this week and he is explaining some of the problems about the party to you. Offer to solve these problems. Work in pairs and have similar conversations to the ones above.

1. Paul hasn't cleaned the attic, which is in a mess.
2. Paul hasn't done any shopping.
3. Paul hasn't invited anyone to the party yet.

4. Paul hasn't bought any decorations.
5. Paul hasn't organized the evening yet.
6. Paul hasn't told his parents about the party yet.

FUNCTION B

Esprimere deduzioni

A She studied English for 10 years and now she speaks it fluently.

B It can't be easy to learn a foreign language perfectly.

16 Work in pairs. Look at the girl in the picture. What can you guess about her? Make deductions about:

1. how old she is
2. where she is from
3. who the boy with her is
4. where she is
5. why she is there
6. why she is sitting
7. what her hobby is
8. how she feels.

Example: **A** She must be 30.
B She can't be so old. She may be 20.
A You're right. And she must come from...



PRONUNCIATION SILENT LETTERS

17a Many words in English have "silent" letters which are written but not pronounced, for example *write* (the letter "w" is silent). Read and cross out one silent letter in each of these words.

- | | | |
|-------------|-----------|------------------|
| 1. know | 5. island | 9. half |
| 2. iron | 6. build | 10. listen |
| 3. scissors | 7. talk | 11. Wednesday |
| 4. comb | 8. hour | 12. psychologist |

17b 2.16 Now listen and check.

WHAT LANGUAGE DO WE SPEAK?



READING

18 Read this text and fill in the gaps with the words from the pool below.

grammar • foreign • second language • animals and plants • mixture • working class • referring to food • colonization • dialects • Germanic languages • the door to the United States • country



WOULD YOU LIKE ME TO SPEAK THE QUEEN'S ENGLISH?

English is a really unusual language. It is a (1) of Frisian and Saxon, of Danish and Norman French, and of Latin and Greek. Most of its words (The Oxford Dictionary lists more than half a million!) are of (2) origin: 28% come from French, 27% from Latin and 25% derive from

(3). In the USA, Canada, Australia, New Zealand, South Africa it took terms from native and immigrant languages. As a result of the historical migrations of English-speaking populations and (4) and the predominant use of English in trade and commerce, English has also become the most used (5) and it is therefore subject to alteration by non-native speakers. Moreover the various dialects and innumerable sources of slang add new terms and expressions to the mix. According to some linguists, no place in the English-speaking world has more (6) than Britain. Dialects differ in pronunciation, vocabulary and (7) from each other and from "standard English" or the Queen's English. The most famous dialect is Cockney, originally the dialect of the (8) of the East End of London. Apart from the accent, it differs from standard English in the large number of slang words: "car" becomes "jam jar", "mouth" is "north and south", "face" is "boat race" and "stairs" is changed into "apples and pears".

American English derives from 17th century British English. Vocabulary in America was much more open to change than in the old (9). For example, from the Indians they got the names for many North American (10). New York City became (11) in the 1800's and it saw the impact of other immigrants, in particular Jews, Chinese and Italians. They provided a great number of words (12). In those years, "pizza", "pasta" and "spaghetti" became English words.



SPOKEN INTERACTION

19 Try to answer the questions by yourself. Then work in groups and compare your answers with the ones of your schoolmates. Take notes of your opinions.

1. In your opinion, is there a "standard Italian"?
2. Where is it spoken? / Who is it spoken by?
3. Do you know how many dialects there are in Italy?
4. In which regions or cities are dialects very different from the Italian language?
5. Do you think that a person usually speaking a dialect can speak Italian well?
6. Do dialects cause discrimination or do they form a sense of identity?
7. Do your parents or your grandparents usually speak a dialect at home?
8. Do teenagers usually speak a dialect?
9. Do your parents want you to learn and speak their dialect?
10. Do you think it's better to learn a foreign language or a dialect?

trade = attività economica
slang = linguaggio gergale



LISTENING

20 **2.17** Mr Robbins is giving a lecture about the history of English. Listen to him and choose the correct answer (a, b or c).

- The Late Modern English period goes
 - ☐ a. from 1600 to 1800.
 - ☐ b. from 1800 to 2000.
 - ☐ c. from 2000 to future.
- In that period a lot of new words
 - ☐ a. were spread all over the world.
 - ☐ b. were used in literature.
 - ☐ c. were introduced in English.
- The main cause for the creation of neologisms was
 - ☐ a. the development of the technological society.
 - ☐ b. the development of poor societies.
 - ☐ c. the development of mass-media.
- Oxygen, protein, nuclear and vaccine are words of
 - ☐ a. Saxon and Viking origin.
 - ☐ b. Latin and Greek origin.
 - ☐ c. Norman and German origin.
- Today many neologisms are connected to the world of
 - ☐ a. computers.
 - ☐ b. newspapers.
 - ☐ c. travels.
- In the past, English adopted many foreign words
 - ☐ a. because Britain ruled India.
 - ☐ b. because Britain had political and economical power over many foreign countries.
 - ☐ c. because Britain was visited by many foreign people.
- In the countries of the British Empire English was used as
 - ☐ a. the official language.
 - ☐ b. the second language.
 - ☐ c. the language for educated people.
- Italian people sometimes use some "English words" which
 - ☐ a. English people don't like using.
 - ☐ b. don't exist in the monolingual English dictionary.
 - ☐ c. English people use with other meanings.



WRITING

21 Work in groups. Write a report based on your answers to the questions in exercise 19. Give reasons for your opinions, especially if they are different, and give examples from your own experience (difficulty in understanding, fun when listening to different dialects, sense of irritation because they confuse you, impatience because you think that nowadays only Italian should be spoken, joy because they are a living sign of our traditions...).



If I had a good record company...

Before you listen

Look at the titles and the pictures.

- Who is the girl? • Where is she? • What does she do? • What is she doing?

1 Check the meanings of these words and phrases with your teacher.

- ▶ to record ▶ record company ▶ post something on the Internet ▶ fans

2  Read and listen to the interview on the radio programme *Music Fans* with singer-songwriter Gemma Nolan.

Practice makes perfect

Interviewer

Hello, Gemma, and welcome to the programme.

Gemma

Thank you!

Interviewer

First of all, how did you become interested in music?

Gemma

When I was a little girl, my father taught me to play the piano. He played piano in a local band. He also has a fantastic collection of records: pop, blues, jazz, folk and so on. I listened to them, and I suppose I absorbed something from each of them.

Interviewer

What about your own records?

Gemma

My first record company

didn't promote my first CD very well. So I decided to record my songs and post them on the Internet. I got a lot of encouragement from my fans. Really, you don't need a record company to sell your music. You can do it yourself.

Interviewer

Is this the end for record companies?

Gemma

Oh no. If I had a good record company, it would be better. I could make better music if I had a professional producer.

Interviewer

What advice would you give to young people who want a career in music?

Gemma

If I were them, I'd listen to different types of music and keep practising. Success isn't easy. Remember, "practice makes perfect".



Comprehension

3 Cover the dialogue in exercise 2 and answer the questions.

1. Who taught Gemma to play the piano?
2. What types of records has Gemma's father got in his record collection?
3. Why did Gemma decide to record her records without a record company?
4. What was the reaction of her fans?
5. Has she got a good record company at the moment?
6. Has she got a professional producer?

Focus on VOCABULARY

Types of music

4a  Read the types of music under the pictures, then listen and write the ones you hear.



ROCK



POP



FOLK



BLUES



GOSPEL



HEAVY METAL



DISCO



COUNTRY



JAZZ



CLASSICAL



RAP



REGGAE



WORLD

1.
2.
3.
4.
5.
6.
7.
8.

4b Complete the three lists.

Music I know	Music I like	Music I don't like
.....		
.....		
.....		
.....		

How we say it

• A smash hit

Quando un disco o un film diventa un grande successo, si dice che è diventato **a smash hit**.

The new Ligabue CD is already a smash hit in Italy.



SPEAKING PRACTICE

5 T Now compare your list with a classmate. Ask and answer.

- What's your favourite type of music?
- Who's your favourite singer?
- Who's your favourite group?
- What's your favourite record / song?



GRAMMAR POINT 1

PERIODO IPOTETICO DEL 2° TIPO (SECOND CONDITIONAL)

Il **Second Conditional** (periodo ipotetico del 2° tipo) esprime la improbabilità o impossibilità che si verifichi un'azione in quanto la condizione perché questa avvenga è **improbabile** o **immaginaria**.

Condizione improbabile **Conseguenza**
*If I **won** the lottery,* *I'd **buy** a big house.*
Se vincessi la lotteria, *comprerei una casa grande.*

In questo caso, le due frasi devono essere sempre separate dalla virgola.

Condizione immaginaria **Conseguenza**
*If I **were** you,* *I **wouldn't** invite Ben to my party.*
Se fossi in te, *non inviterei Ben alla mia festa.*

Forma affermativa e negativa

If + Past simple, + Present conditional

*If I **won** the lottery, I **would** (I'd) buy a big house.*

*If I **were** you, I **wouldn't** invite Ben to my party.*

*If I **didn't** study, I **wouldn't** learn anything.*

Si possono anche invertire le due parti della frase. In questo caso non si mette la virgola.

Present conditional + if + Past simple
*I **would** (I'd) buy a big house **if** I **won** the lottery.*

*I **wouldn't** invite Ben to my party **if** I **were** you.*

*I **wouldn't** learn anything **if** I **didn't** study.*

Con il verbo **to be** si può sostituire **was** con **were**:

*If I **was** Sarah... oppure If I **were** Sarah...*

Nella lingua parlata generalmente si usa la forma contratta di **would, 'd**:

*She **would be** → She'd be*

*I **would go** → I'd go*

Si può anche usare, con significati diversi, **could** o **might** al posto di **would**.

*I **would do** io farei*

*I **could do** io potrei fare*

*I **might do** forse io farei*

6 Complete the sentences with a phrase from the pool.

I'd wear a school uniform • you'd get better marks • you wouldn't be in such a hurry • I'd walk there • you'd be healthier • my parents would get a dog • my English would improve • they'd buy a bigger house • you wouldn't feel so hungry at breaktime

Example: If I went to school in Britain, I'd wear a school uniform.

- If you did more physical exercise,
- If you worked harder,
- If I lived nearer to my school,
- If we had a garden,
- If I spent a year in England,
- If my parents won the lottery,
- If you got up earlier,
- If you ate a good breakfast,

7 Write the correct form of the verbs in brackets to make second conditional sentences.

Example: If I got (get) £100 for my birthday, I'd save (save) most of it.

- If she (be) less bossy, she (be) more popular.
- If I (have) a good voice, I (join) a pop group.
- I (go out) this weekend if I (not have) a test on Monday.
- You (learn) more if you (pay) attention during the lesson.
- If I (can) play the guitar, I (form) my own band.
- If we (know) the answer, we (tell) you.
- If you (spend) less time at your computer, you (can) spend more time with your friends.
- They (play) in the park if it (stop) raining.



GRAMMAR POINT 2

SECOND CONDITIONAL: FORMA INTERROGATIVA E RISPOSTE BREVI

La forma interrogativa è **Would** + **soggetto** + **forma base del verbo** + **if** + **Past simple**.

Would you buy an electric guitar if your parents gave you the money?

Compreresti una chitarra elettrica se i tuoi genitori ti dessero i soldi?

Le risposte brevi sono:

Yes, I would. / No, I wouldn't.

8a Read the phrases in A and B. Then match them to make questions. Use each phrase once.

A

1. ☐ get a dog
2. ☐ study all weekend
3. ☐ become a professional musician
4. ☐ spend more time with your friends
5. ☐ tell your parents or teacher
6. ☐ offer your seat on the bus
7. ☐ help a classmate
8. ☐ miss your family

B

- a. saw an old person standing?
- b. went to England for a year
- c. there was a test on Monday?
- d. had a garden?
- e. he or she didn't understand the lesson?
- f. some boys in your school asked you for money?
- g. didn't use your computer so much?
- h. played an instrument very well?

8b Work with a classmate. Ask and answer the questions in exercise 8a. Give reasons for your answers.

Example: A Would you get a dog if you had a garden?
B Yes, I would. It's important for a dog to have a garden.

If I see Kevin, I'll give him the message.
Se vedrò Kevin, gli darò il messaggio.

Nel **Second Conditional** (periodo ipotetico del 2° tipo) la condizione è meno reale o immaginaria. È quindi improbabile che si verifichi l'azione.

If I saw Brad Pitt in the street, I'd be really surprised.

Se vedessi Brad Pitt per strada, sarei veramente sorpresa.

9 Complete the sentences with the correct form of the verb in brackets.

1. I haven't got enough money. If I (have) enough money, I'd buy those shoes.
2. It's my birthday tomorrow. If my parents (give) me the money, I'll buy those shoes.
3. We won't go to the beach tomorrow if it (rain).
4. If I (see) my teacher in the disco, I'd be really surprised.
5. If you (not go) to bed so late, you wouldn't be tired in the morning.
6. She'll help you if you (ask) her.
7. If you (practise) every day, you'll become a good musician.
8. I would study more if (not have) a TV in my bedroom.



PRONUNCIATION

WHICH SOUND IS DIFFERENT?

10 (2.20) Underline the sound which is different in each group. Then listen and check.

1. woman what one who wonderful where
2. yacht young university untidy you European
3. ring singer song engineer thing finger
4. house hotel horse hour hospital hair



GRAMMAR POINT 3

FIRST O SECOND CONDITIONAL?

Il **First Conditional** (periodo ipotetico del 1° tipo) esprime la probabilità che si verifichi un'azione perché la condizione è reale o verosimile.



REVISE YOUR GRAMMAR ON-LINE

Comparatives and superlatives; Adverbs of manner

Go on-line and see if you can do exes. 46-51.

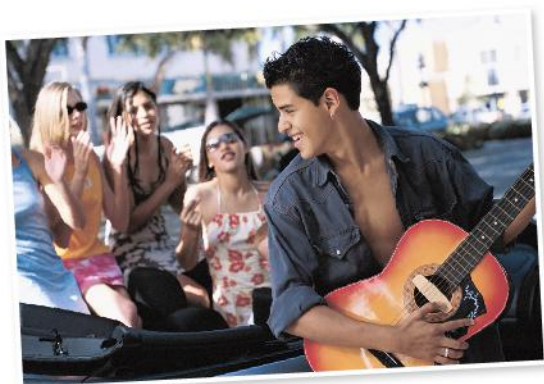
REVIEW SB2: • GP 1, 2, 3 pp. 68-70 • GP 3 p. 77

11a  Listen to the first verse of the American folk song *If I Had A Hammer*, and put the lines in the correct order.

- ☐ I'd hammer in the evening... all over this land,
- ☒ 1 If I had a hammer
- ☐ I'd hammer out a warning
- ☐ I'd hammer out danger
- ☐ All over this land.
- ☐ I'd hammer in the morning
- ☐ I'd hammer out love between my brothers and my sisters



11b  Now sing along with the rest of the song.



warning = avvertimento
 danger = pericolo
 justice = giustizia
 freedom = libertà

If I had a bell
 I'd ring it in the morning
 I'd ring it in the evening... all over this land,
 I'd ring out danger
 I'd ring out a warning
 I'd ring out love between my brothers and my sisters
 All over this land.



If I had a song
 I'd sing it in the morning
 I'd sing it in the evening... all over this world,
 I'd sing out danger
 I'd sing out a warning
 I'd sing out love between my brothers and my sisters
 All over this land.



Well I've got a hammer
 And I've got a bell
 And I've got a song to sing... all over this land,
 It's a hammer of justice
 It's a bell of freedom
 It's a song about love between my brothers and my sisters
 All over this land.



FUNCTION A

Parlare di situazioni presenti o future improbabili o immaginarie

A What would you do if you had € 500,000?

B I would spend part of it and I would save the rest.

12 Work in pairs. Answer the following questions choosing a, b or c. Discuss your choices.

1. If you didn't have any homework to do for tomorrow, would you...

- ☐ **a.** do your homework for another day?
- ☐ **b.** spend your afternoon watching TV?
- ☐ **c.** go around with your friends?

2. If you saw your best friend stealing something from a shop, would you...

- ☐ **a.** keep it a secret?
- ☐ **b.** inform the shop-assistant?
- ☐ **c.** stop your friend?

3. If you were suspended from school for a period of time, would you...

- ☐ **a.** be happy because you might relax?
- ☐ **b.** study all the time?
- ☐ **c.** think that your teachers can't understand you?

4. If you couldn't answer the questions of a difficult test, would you...

- ☐ **a.** copy your schoolmate's answers?
- ☐ **b.** study harder for the next time?
- ☐ **c.** say that it isn't the end of the world?

13 What would you do if you...? Answer the following questions. Then in groups of four discuss your ideas with the other students in your group.

- You have the chance of changing just one thing in your life.
- You don't have to be at school today.
- You have a free ticket to fly anywhere in the world.
- You are invited out for dinner. You can choose where to go.
- You see an accident in the street.

- Example:**
- A** What would you do if you were bullied at school?
 - B** I would tell my parents.
 - C** I am not sure I would tell my parents. I would keep it a secret.
 - D** No, you mustn't do that. I would ask for my friends' help. What about you?
 - A** I would explain my problem to the headteacher.

FUNCTION B

Chiedere e dare consigli (2)

SPEAKING CARD

STUDENT A

14 **T** Explain your problems to Student B (Card B on p. 117) and respond to his/her advice. Then listen to his/her problems. Give him/her advice. Begin with *If I were you, ...*

- Example:**
- A** I found a passport in the street on my way home.
 - B** If I were you, I'd take it to the police station.
 - A** Yes, that's a good idea! / No, I think I'd give it to my parents.

- 1.** In the morning you are always tired and you can't get out of bed.
- 2.** You are sure that your brother is telling your parents a lot of lies.
- 3.** You have bought a new pair of jeans. At home you realize they are the wrong size.
- 4.** Your American friend is coming to Italy. He wants you to take him to see just one or two cities.
- 5.** You are ready for a barbecue, but it's going to get cloudy.
- 6.** Your best friend has given you a book for your birthday. Unfortunately you have two copies of it.
- 7.** You want to learn to speak Chinese.

The roots of modern music

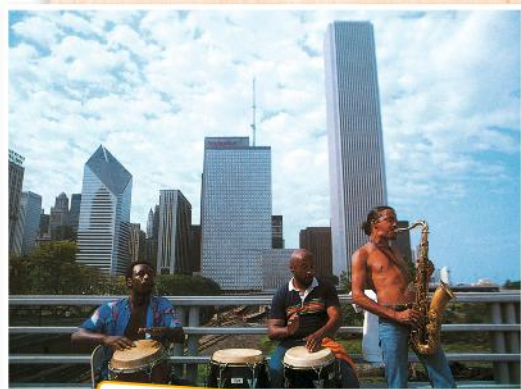


READING

15a Read the text and write the names of the cities mentioned on the map.

A MUSICAL JOURNEY AROUND THE USA

The journey can start in the South, in Louisiana and, in particular, in New Orleans. In 1861 the Civil War broke out between the industrial states of the North, which wanted the abolition of slavery, and the agricultural states of the South, which wanted to keep it. People were suffering from the racial division between the whites and the blacks. There was a racially-mixed group living in New Orleans: the Creoles. They were people with mixed blood because they were born from black women married to white men. When Louisiana became a state of the Union in 1861, the Creoles were considered black, lost their social position and had to live in the black areas of New Orleans. The Creole musicians, educated in the classical European tradition, began to play with American blacks and their types of music matched to create a new sound with a fast and exciting tempo: jazz. It was at the beginning of the 1920s when New Orleans gave birth to the Jazz Age.



roots = radici
break out = scoppiare
mixed blood = sangue misto
damnation = dannazione/disperazione

When the Civil War ended in 1865, life for southern blacks didn't get better and many looked for a job in the northern industrial cities. That is

how blues musicians brought their music to Chicago, in Illinois. While Gospel music from the South spread hope and spirituality in the States, the blues was about damnation and its sound became harder with the use of the electric guitar and the drums. Rhythm and Blues was born and young white Americans liked it. The black jazz and blues musicians coming up from the South first met in Memphis, Tennessee. And it was in Memphis in the 1950s that a young man called Elvis Presley opened the age of Rock and Roll, a musical style able to express young people's emotions.

In the 1940s and in the 1950s Country music developed among the poor people of the rural South of the USA. The music they played came from European folk music and their ballads were about the traditional themes of family, God and life's difficulties. Today Nashville, in the North of Tennessee, is considered to be the centre of the Country music industry, which is still very successful.



15b ES Answer the questions.

1. Where and when was Jazz born?
2. Which two different types of music gave origin to Jazz?
3. What was the characteristic of the Jazz sound?
4. What's the difference between Gospel and Blues?
5. How did Blues change into Rhythm and Blues?
6. Who was Elvis Presley?
7. Why was Rock and Roll so popular with young people?
8. Is Country music still successful in the USA?





LISTENING

16 **2.22** **K** Glenda is a girl of your age who loves hard rock music. She is having a conversation with William, a music critic who is a fan of Bruce Springsteen. Listen to their dialogue and choose the correct answers (a, b or c).

1. Bruce was born
 - ☐ a. on 23rd September 1949 in New York.
 - ☐ b. on 23rd September 1939 in New Jersey.
 - ☐ c. on 23rd September 1949 in New Jersey.
2. His father was
 - ☐ a. Irish.
 - ☐ b. Italian.
 - ☐ c. Dutch.
3. His childhood was difficult because
 - ☐ a. his parents were poor.
 - ☐ b. he didn't get on well with his father.
 - ☐ c. his sisters didn't help him with his schoolwork.
4. Bruce
 - ☐ a. taught himself to play the guitar.
 - ☐ b. had lessons with a teacher.
 - ☐ c. was taught to play by his parents.
5. Bruce decided to become a musician when
 - ☐ a. he went to the concerts of Elvis Presley and the Beatles.
 - ☐ b. he saw Elvis Presley and the Beatles on TV.
 - ☐ c. he listened to Elvis Presley and the Beatles on the radio.
6. His parents
 - ☐ a. appreciated his intention to become a musician.
 - ☐ b. rejected his intention to become a musician.
 - ☐ c. were indifferent to his intention to become a musician.
7. After his first two albums critics considered him to be
 - ☐ a. a rock guitarist without future.
 - ☐ b. the future of Rock and Roll.
 - ☐ c. a songwriter who predicted the future.
8. When Bruce was nicknamed "the boss", he was
 - ☐ a. glad.
 - ☐ b. sorry.
 - ☐ c. annoyed.
9. In his songs he tells
 - ☐ a. sad stories of people without hope.
 - ☐ b. about natural and social problems all over the world.
 - ☐ c. about the everyday life of working class people.

SPOKEN INTERACTION

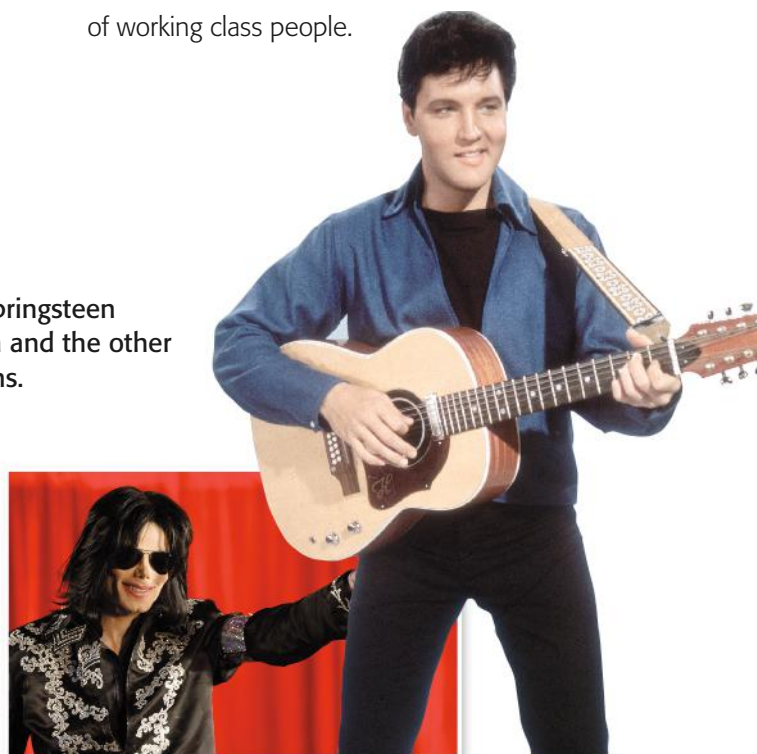
17 With a classmate use the information about Bruce Springsteen to role play an interview. One of you is Bruce Springsteen and the other is a journalist. The journalist prepares at least six questions.

Example: **Journalist** Bruce, when were you born?
Bruce I was born on 23rd September 1949.



WRITING

18 Find information about a famous American/ British singer and write an interview with him/ her. You can refer to the answers and the notes in exercises 16 and 17.





Are children interested in art?



Before you listen

Look at the title and the picture.

- Where was the photo taken?
- What can you see on the walls?

1 Before you read check these words and phrases with your teacher.

▶ subjective ▶ through ▶ forthcoming ▶ browse ▶ can't wait to

2 **2.23** Read and listen to this article from the web magazine *TeenTimes*.

THE NATIONAL GALLERY ON-LINE
by Jamie Dickenson

→ **Rembrandt, Van Gogh, Turner, Picasso** – some of the greatest painters who ever lived. But what do their paintings mean for children? Are they able to appreciate their portraits and landscapes? Are children interested in art? “To create an initial interest, a lot depends on parents and teachers”, says Alice Moro, who is responsible for the National Gallery website. “The National Gallery of London has one of the greatest art collections in the world, and the entrance is free. Naturally we want children to appreciate art, but it isn’t easy. Tastes in visual art, music and literature are very subjective. It takes time to understand and appreciate them. That’s one of the reasons why we created our website.” Ms Moro told us that people could see all the paintings in the gallery on the website. They could also read about the artists’ lives and their techniques. She said they would discover what the artists wanted to communicate through their work. She told me to have a look at the website for myself, and I did. It’s fascinating. There’s lots of interesting information, as well as news about forthcoming events and exhibitions. After browsing the pages, I can’t wait to visit the National Gallery again.

Are you interested? Then go to <http://www.nationalgallery.org.uk>

Add A Comment

Your Name

Comment

How we say it

To tell / to say
Di solito, si usa il verbo **to tell** quando è espressa la persona a cui si sta parlando.
Steve told me he couldn't go to school yesterday morning.

Si usa il verbo **to say** quando non è espressa la persona a cui si sta parlando.
Alison says she will probably fly to Hawaii next month.

Comprehension

3 Cover the text in exercise 2 and answer the questions.

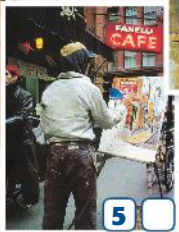
1. What role do parents and teachers have in art?
2. What is Alice Moro responsible for?
3. How much does it cost to visit the National Gallery?
4. What does she want children to do?
5. How many paintings in the National Gallery can you see on their website?
6. Is the author of the article going to visit the National Gallery again?

Focus on VOCABULARY

Painting

4a Match the words to the pictures.

- a. painter • b. landscape • c. oils • d. portrait • e. still life • f. abstract
- g. watercolours • h. fresco painting



4b 2.24 Now listen and check.

4c Use some of the words in exercise 4a to complete the sentences.

1. *The Last Judgement* by Michaelangelo is a famous in the Sistine Chapel in Rome.
2. Turner painted some wonderful scenes of the sea.
3. is a type of art that represents objects instead of people, animals, or the countryside.
4. Traditional art is easier to understand than art.
5. Rembrandt was a great Dutch
6. There is a of King Charles I in the National Gallery.

Art exhibitions

5 Complete the text with the words in the pool.

- paintings • gallery
- collectors • collections • artist
- exhibition (x2)

An (1) of the famous pop (2) Andy Warhol is currently taking place at London's most prestigious art (3), the Tate Britain. About three thousand visitors have already visited the (4). Many of the world's most important art (5) have lent their (6) of Warhol's (7) for the occasion. So if you haven't already seen it, hurry up. It finishes on the 25th June.

SPEAKING PRACTICE

6a Read the dialogue with a classmate. Then make similar dialogues together.

- You** What type of art is number 1?
Classmate It's a portrait.
You Do you like it?
Classmate Yes, I do. / No, I don't.
You What do you like about it?
Classmate I like the **subject** / the **colours** / the **shape** of the... / the **scenery** / the **expression** on the woman's face / the **atmosphere** the artist creates / the **interesting combination** of objects / the **techniques** the artist uses to...

6b In turn, ask and answer these questions with a classmate.

- What type of art do you like best?
- Who's your favourite artist?
- In your opinion, is contemporary art real art?



GRAMMAR POINT 1

IL DISCORSO DIRETTO E IL DISCORSO INDIRETTO (REPORTED SPEECH)

Il discorso diretto (Direct speech)

Il discorso diretto riporta le parole esatte dette da qualcuno. Nella lingua scritta queste parole sono sempre messe tra virgolette e sono divise dal resto della frase da una virgola. Il discorso tra le virgolette inizia sempre con la lettera maiuscola.

JAMES *I love pizza.*

James said, "I love pizza." oppure "I love pizza.", said James.

Il discorso indiretto (Reported speech)

Il discorso indiretto viene usato per riferire quanto detto da un'altra persona, servendosi di un verbo che introduce il discorso, come **say** o **tell**, che può essere legato al resto del discorso dalla congiunzione **that**. Non ci sono virgolette nel discorso indiretto.

BARBARA *What did James say?*

ROBERT *He said (that) he loved pizza.*

Attenzione ai cambiamenti:

• Pronomi personali e aggettivi possessivi

*"I like **my** new dress", said Sarah.*

*Sarah said that she liked **her** new dress.*

• Tempo

Quando il verbo che introduce il discorso indiretto è **al passato**, nel discorso riferito **anche i tempi cambiano al passato**. Questo avviene sia per il passato semplice, sia per il passato progressivo.

*He **said** that he **liked** it.*

e **non** *He said that ~~he likes~~ it.*

*She **said** he **was doing** his homework.*

e **non** *She said ~~he is doing~~ his homework.*

• Espressioni di tempo e di luogo

Diretto		Indiretto
---------	--	-----------

<i>here</i>	→	<i>there</i>
-------------	---	--------------

<i>now</i>	→	<i>then</i>
------------	---	-------------

<i>today</i>	→	<i>that day/yesterday</i>
--------------	---	---------------------------

*"It's my birthday **today**", Karen said. →*

*Karen said it was her birthday **that day**.*

7 Direct speech. Insert the necessary punctuation in these sentences.

Example: Martha said I don't like watching TV.
Martha said, "I don't like watching TV."

1. Mr Relton said today's lesson is about the Viking invasion in Britain.

2. Mick said this film is a bit boring.

3. Lucy said I saw a nice dress in that shop.

4. I don't like coffee I said.

5. Please make your bed immediately my mother said.

6. I want you to do exercise 8 for homework our teacher said.

8 Reported speech. Complete the sentences using the present tense.

Example: "I love the Impressionists."
 She says that she loves the Impressionists.

1. "I always go to bed before 10.00."

She says

2. "I often visit art galleries."

He says

3. "I don't watch reality shows."

She says

4. "I do my homework before dinner."

He says

5. "I wash up after dinner."

She says

6. "I don't understand abstract art."

He says

9 Complete the sentences with the present or past forms of the verbs in brackets.

Example: He says he likes my skateboard. (like)
 She said the homework was difficult. (be)

1. Matthew said that the exhibition at the Tate interesting. (be)

2. Linda said that she the new Arctic Monkeys CD. (have)

3. Dad says that my big sister home too late at night. (come)

4. Our teacher says that art people to express their emotions. (teach)

5. Victoria says that abstract art real art. (not be)

10 Write the exact words the people said.

Example: He said that he had a swimming lesson that day.
"I've got a swimming lesson today."

1. He said that his penfriend lived in Australia.

2. She told me that her father played the piano in a jazz group.

3. My granny said that she always had a little rest in the afternoon.

4. His mother said it was time to get up then.

5. Our teacher told us that the results of the test were not very good.

6. She said that her parents didn't like pets in the house.

5. She she liked visiting art galleries.
 6. Our teacher us she was leaving at the end of the term.
 7. My friend me that he never read in bed.
 8. She she wanted to see the Impressionists exhibition.
 9. You me you liked dancing.
 10. He he didn't know many people at the party.

**GRAMMAR POINT 3****DISCORSO INDIRETTO: IMPERATIVE**

Quando occorre trasformare un imperativo nel discorso indiretto si usa l'**infinito**:

"Close your books!", our teacher said.

*Our teacher told us **to close** our books.*

"Don't touch the plate!", my mother said.

*My mother told me **not to touch** the plate.*

12 Use the words in brackets to complete the sentences. You may need to make some other changes.

Example: "Wake up!" (Mum told me)
Mum told me to wake up.

1. "Switch on the light, please!" (Rick's sister told...)

2. "Don't touch the paintings!" (The teacher told...)

3. "Please switch off your mobile phones!"
 (The pilot told the passengers...)

4. "Come and eat your lunch, David!"
 (David's father told...)

5. "Go and wash your hands!" (My mother told...)

6. "Put your football clothes in the washing machine!"
 (George's mother told...)

7. "Don't be home late tonight!"
 (My father told my sister...)

8. "Pay attention, children!" (The teacher told...)

**GRAMMAR POINT 2****SAY / TELL**

Solitamente il discorso indiretto è introdotto dai verbi **say** o **tell**. Entrambi hanno il significato dell'italiano **dire**, ma sono usati in modo diverso. Osserva gli esempi.

*He **said** that he liked modern art.*

Ha detto che gli piaceva l'arte moderna.

*He **told** me that he liked modern art.*

Mi ha detto che gli piaceva l'arte moderna.

He said (that) = Ha detto che...

He told me (that) = Mi ha detto che...

Il verbo **tell** richiede sempre un **complemento oggetto personale**.

11 Complete the sentences with *said* or *told*.

Example: She *told* me that she loved Art.

1. My teacher I was making progress in English.

2. I my teacher I couldn't do the homework.

3. My father he wanted to cut the grass.

4. I her I didn't like going to the disco.



GRAMMAR POINT 4

COUNTABLE / UNCOUNTABLE NOUNS

• Alcuni sostantivi **non numerabili** in inglese lo sono invece in italiano. Queste parole quindi non sono precedute da **a/an** e non hanno il plurale. Il verbo e i pronomi riferiti a essi sono al singolare.

<i>advice</i>	<i>consiglio/i</i>
<i>furniture</i>	<i>mobilio/mobili</i>
<i>homework</i>	<i>compito/i (scolastico)</i>
<i>housework</i>	<i>lavoro/i (di casa)</i>
<i>information</i>	<i>informazione/i</i>
<i>luggage</i>	<i>bagaglio/i</i>
<i>news</i>	<i>notizia/e</i>
<i>progress</i>	<i>progresso/i</i>

The **information** in the tourist guidebook **was** very useful.

Le **informazioni** nella guida turistica **erano** molto utili.

• Collective nouns

I **collective nouns** sono sostantivi numerabili che indicano un insieme di persone, animali o cose. Alcuni di questi possono anche essere usati con un verbo al plurale.

<i>family</i>	<i>team</i>	<i>government</i>
<i>majority</i>	<i>minority</i>	<i>audience</i>

My **family** **watches** TV every day.

oppure My **family** **watch** TV every day.

Se invece si nomina una squadra, si usa un verbo al plurale.

Italy **are** playing Brazil tomorrow evening.

Domani sera l'Italia gioca contro il Brasile.

• I sostantivi **people** e **police** richiedono sempre il verbo al plurale.

The **police** **have** arrested a suspect.

La polizia ha arrestato un sospettato.

e **non** The **Police** ~~has~~ arrested a suspect.

13 Underline the correct form of the verb.

In some cases you can use both forms.

Example: Your advice was / were very helpful.

- The information on the National Gallery website **was** / **were** very interesting.
- The majority of American teenagers **has** / **have** their own computer.
- My family **doesn't** / **don't** eat out very often.
- My mum says that housework never **ends** / **end**.
- The police **has** **arrested** / **have** **arrested** two of the bank robbers.

- This Maths homework **is** / **are** too difficult for me.
- The government **has** **decided** / **have** **decided** to call an election.
- People in Belgium **eats** / **eat** a lot of chips.
- Manchester United **is** **playing** / **are** **playing** Juventus tonight.
- The news **begins** / **begin** at nine o'clock.



PRONUNCIATION

LINKING SPEECH

We link words together when we speak.

Have you ever had an accident?

becomes

Have you ever had an accident?

In each linked pair the first word finishes with a consonant sound and the second word starts with a vowel sound.

14 Listen and repeat, then write the correct sentences.

cident
nac cident
da nac cident
ha da nac cident
ever ha da nac cident
Ha veyou ever ha da nac cident

ne mail
senta ne mail
ever senta ne mail
you ever senta ne mail
ha veyou ever senta ne mail

coke
nof coke
ca nof coke
ta ca nof coke
bough ta ca nof coke
he's bough ta ca nof coke



REVISE YOUR GRAMMAR ON-LINE

Relative pronouns

Go on-line and see if you can do exs. 52-55.

REVIEW SB2: • GP 2, 3 pp. 96-98

FUNCTION A

Riportare le parole dette da altri

Sarah

I have a volleyball match every Sunday morning.

You

Sarah said she had a volleyball match every Sunday morning.

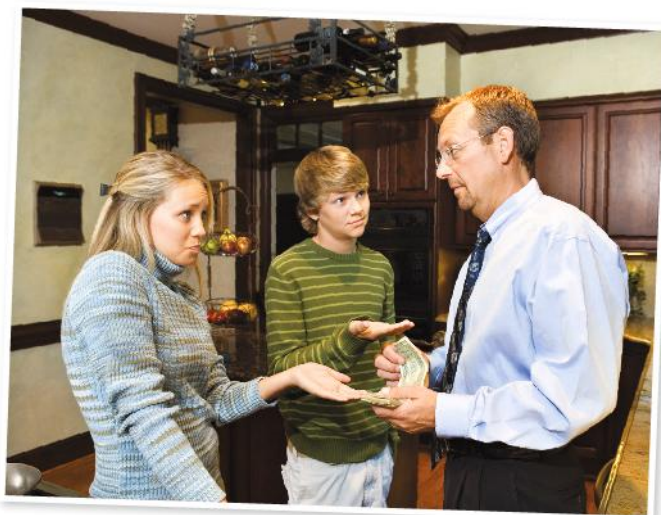
15a In groups of five, each student chooses one of the questions A-E.

- A What type of school do you want to go to next year? Why do you think it's the right school for you?
- B How much of your time do you spend on reading? When do you usually read?
- C What or who are you afraid of? How do you react when you are in a difficult situation?
- D What's your favourite type of music? Can you play a musical instrument?
- E How do you get your pocket money? What do you spend your money on?

15b Ask all the other students in your group your questions. Concentrate and remember their answers. Don't write anything. Then report their answers to the class. The other students listen and check the answers.

Example: You My questions were: "How do you get your pocket money?
What do you spend your money on?"
Luca said that he got his pocket money from his parents and he spent part of it on videogames.
Francesca told me that she didn't get any pocket money because her parents bought her what she needed or wanted.
Filippo said that he...

Score: 4 correct answers = 4 points
3 correct answers = 3 points



FUNCTION B

Riportare ordini

Luca (to Gianna)

Close the door, please.

Serena

Luca told Gianna to close the door.

GUESSING GAME

16 In small groups, each student thinks of an order, for example, open your book, give me your pen, write your name on a paper sheet. Then he/she whispers the order to another person in the group.
This person does the action. The other students try to guess the action and report it.
Look at the example above.



Visual art: a way to communicate



READING

17a Complete the text by inserting the phrases a-h in the right place.

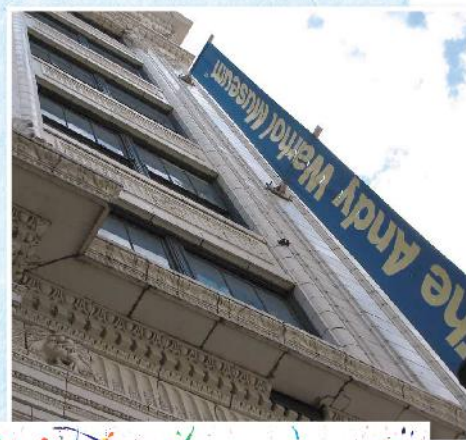
- **a.** the questions of indifferent adolescents • **b.** the teen public difficult • **c.** into laboratories
- **d.** music, poetry or literature • **e.** and publish a magazine • **f.** most visual art production
- **g.** questions about modern art • **h.** interpreters of American art and culture

MUSEUMS: WHAT A BORE!

Men have always felt the need to express their sentiments and perception of the world through the arts: painting, sculpture, (1).

Artists have always communicated with people through their work. (2) is found in museums. But is it really true that museums are for adults and not for young people? Twenty years ago museum programmers considered (3) and unruly, but in recent years their opinions have changed.

Some time ago some high school students were asked to write down (4), after spending two hours in the Museum of Modern Art in New York. Their questions were about how art spread new ideas, what the definition of modern art was, why people collected art... These are not (5). Museum directors say: "Teens can provide museums with fresh new energy." That's why several museums have engaged teens in transforming museums (6). The Andy Warhol Museum in Pittsburgh, the Walker Art Center in Minneapolis and the Whitney Museum of American Art in New York have created some of the most innovative relationships with their teen audience. In the Warhol Museum teens stage exhibitions, organize parties and shows (7). In the Walker Art Center teens meet artists and participate in art workshops. The Whitney Museum director for education says that they are giving young people the skills to be critical (8). The success of these initiatives is confirmed by Julia, age 14, who says that when she went to museums in the first years of secondary school, she found the visits boring; now, since she joined some art workshops, she has discovered a new passion and her ambition is to become an art critic.



unruly = indisciplinato
provide = fornire
skills = abilità
stage = curare



© Pearson Italia S.p.A.

17b **ES** Answer the questions.

1. How do artists communicate with people?
2. What did museum programmers think of the teen audience?
3. How have teenagers' attitudes towards museums changed?
4. What do museum directors say about teenagers?
5. How have museums tried to draw young people into their projects?
6. Which of the three museums mentioned in the text engages young people in conversations with artists?
7. Why has Julia changed her opinion about museums?
8. Have the initiatives taken by museum directors proved adequate?



LISTENING

18 **(2.26)** **K** Martha is interviewing the director of a museum for her school magazine. Listen to their conversation. Are the sentences True (T) or False (F)?

1. The museum is called Children's Museum of Art.
2. It is usually visited by children from 6 to 10.
3. There aren't any activities from children, apart from guided tours.
4. They are working on a project to take teenagers to the museum.
5. Teenagers can get in touch with the museum on-line.
6. Some teenagers and teachers are working with museum staff.
7. They are developing educational activities for children.
8. The theme they are working on is about Medieval painting.
9. Teenagers have to go to the museum to see the works of art.
10. Teenagers can also exchange their opinions about politics and religion.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



WRITING

19 Write an e-mail to your penfriend about one of your visits to a museum and your interest in art. Use the prompts below.

- what museum
- when
- who with
- on what occasion
- what you did
- general impression
- the best work
- your emotions
- likes and dislikes about museums
- experience of workshops in museums
- interested in visual arts

To: _____
Cc: _____
Object: _____

Hi Richard,
How are you? I'm fine. I'm looking at some photos and there's one taken when I visited...

SPOKEN PRODUCTION

20 Choose a very famous painting from your Art textbook and describe it to your classmates. Give some information about the artist and explain why you have chosen it.

VOCABULARY

1 Rewrite this passage using five *American English* words.

Hi! Yesterday I went to the city centre. I went into *Superstore*, I took the lift to the clothes department and I bought a beautiful grey jumper. I may wear it next Saturday: I'm going to the theatre, to see a musical: *The Colour of Money*.

My score ____/5

2 Complete these sentences with words referring to painting and art exhibitions.

- This art is the best in town. There is a great of modern art.
- Do you like that picture? It's my grandfather's
- He never goes to art exhibitions.
He only likes modern art.
- He's one of the richest men in the country and he is a famous : he has bought hundreds of paintings.
- Turner is one of the most famous English

My score ____/6

3 Solve these anagrams of types of music.

- CROK
- PRA
- LASCISCAL
- ZAIZ
- LOSPEG
- LORDW
- GEREGA
- TROCUNY
- SELUB

My score ____/9

GRAMMAR

VERBI SEGUITI DA -ING FORM O INFINITO

4 Complete the sentences with the *-ing form* / infinitive of the verb in brackets.

- Sarah finished her room and went out. (tidy)
- Would you like to my party? (come)
- Do you like videogames? (play)
- We went for a walk when it stopped (rain)
- When I'm older I hope an engineer. (become)
- The match was difficult but our team managed (win)

My score ____/6

WANT / WOULD LIKE SOMEONE TO DO SOMETHING

5 Write new sentences with the same meaning as the following sentences. Use: *I want / I don't want / Do you want...? / I'd like / Would you like...?*

Example: You have to do this exercise.

I want you to do this exercise.

- Shall I switch on the TV?
Do
- Don't ride your bike on the main road!
I don't
- Please make your bed before you go out .
I'd
- You mustn't come home after eleven o'clock tonight.
I don't
- You have to help me with the shopping today.
I
- Shall I close the window?
Would?

My score ____/6

MUST – CAN'T (deduzioni)

6 Complete the sentences to make deductions with *must* or *can't*.

- My big sister has just got her university degree.
She be very happy.
- You haven't eaten anything for five hours.
You be hungry.
- Is that red and black school bag Camilla's?
It be. Hers is blue and yellow.
- Cristian lived in Australia for ten years.
He speak English well.
- Ruth's got three cats and a dog.
She like animals.
- Mark's got a poster of Arsenal on his bedroom wall.
He be a Chelsea supporter.

My score ____/6

MAY – MIGHT (deduzioni)

7 Complete the sentences to make deductions using *may / might* and one of the verbs in the pool.

leave • be • fail • rain • have • come

- "Why are you taking the umbrella?" "Can't you see the clouds? It"
- She's packing her suitcase. She soon.

- The wind is very strong. It very cold tonight.
- Look at the traffic! Dad home late.
- The test was very difficult. He the exam.
- Mum's got a new cookery book! We something new for dinner.

My score ____ /6

SECOND CONDITIONAL

8 Write the correct form of the verbs in brackets to make second conditional sentences.

- If I (get) 100 euros for my birthday, I (buy) some CDs and posters.
- She (not be) late for school if she (leave) home earlier.
- If I (know) the answer, I (tell) you.
- I (go) out if I (not have to) do my homework.
- I (help) her if she (ask) me.

My score ____ /10

FIRST CONDITIONAL OR SECOND CONDITIONAL?

9 Complete the sentences with the correct form of the verb in brackets.

- If our team (win) the championship, we will have a big party.
- I'll buy that bike if my parents (give) me the money.
- If I (meet) Nicole Kidman in the street, I would be really surprised.
- If I (not live) in Italy, I would like to live in France.
- We won't go skiing if it (not snow)
- If I (not study), I won't get a good job.

My score ____ /6

REPORTED SPEECH (discorso indiretto)

10 Complete the sentences with the present or past forms of the verbs in brackets.

- Michael says he doing sport. (hate)
- Camilla said that she a new boyfriend. (have)
- Gary said he the film. (enjoy)
- My father says that I too much pocket money. (spend)
- Joanna said that she me. (not like)
- Bernard says that rap real music. (not be)

My score ____ /6

SAY – TELL

11 Complete the sentences with *said* or *told*.

- My father he wanted to take us to the new Indian restaurant.
- I my teacher I didn't understand algebra.
- He he wanted to see that video.
- I her I didn't like classical music.
- Our teacher us he never watched TV.
- She she liked a boy in the volleyball team.

My score ____ /6

COUNTABLE OR UNCOUNTABLE NOUNS?

12 Insert the correct form of the verb.

In some cases there is more than one possibility.

- The news my dad's favourite TV programme. (be)
- People in Britain a lot of tea. (drink)
- My progress in Maths slow. (be)
- The police in America guns. (carry)
- My family TV during dinner. (not watch)
- There furniture in this room. (not be)

My score ____ /6

TRANSLATION

13 Translate these sentences into English.

- Il papà vuole che io studi di più.
- L'insegnante ha detto di finire l'esercizio.
- Se vivessi in Inghilterra, parlerei inglese molto bene!
- Se pioverà, guarderemo un film.
- Mi puoi dire il tuo numero di telefono?
- Hai lavorato dieci ore! Devi essere stanco!

My score ____ /12

FUNCTIONS

14 Un amico ti invita a vedere una mostra di quadri dipinti dagli alunni della sua scuola, dicendoti che è una mostra molto bella. Tu gli rispondi che se finirai presto i compiti, andrai con lui alla mostra. Lui ti chiede a che ora devi rientrare a casa e tu rispondi che tua madre vuole che tu rientri alle 7.30 perché la nonna viene a cena. Lui ti dice che sicuramente potrai essere a casa a quell'ora e tu accetti l'invito.

My score: ____ /10

SELF ASSESSMENT

VOCABULARY

Controlla gli esercizi sul lessico del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- Puoi indicare le cose che hai fatto meglio?
- Che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà a memorizzare le parole nuove. ☐
 - Ho difficoltà a scrivere le parole nuove. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

GRAMMAR

Controlla gli esercizi di grammatica del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- Puoi indicare le cose che hai fatto meglio?
- Che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà nel capire le spiegazioni grammaticali. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Ho difficoltà nel capire le frasi degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

FUNCTIONS

Controlla gli esercizi sulle funzioni del tuo Exit Test e scrivi il punteggio raggiunto in questa sezione.

- È un risultato soddisfacente? Sì ☐ No ☐
- Se sì, che cosa hai fatto per imparare così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà a memorizzare le funzioni nuove. ☐
 - Ho difficoltà ad abbinare la funzione all'espressione inglese. ☐
 - Ho difficoltà nel capire le consegne degli esercizi. ☐
 - Altro.
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

Meno di 65 punti?
Vai alla Route A.



Più di 65 punti?
Vai alla Route B.

Art

All about Keith



Keith Haring was born on May 4th 1958 in Kutztown, Pennsylvania: he was the oldest of four children. He started to draw when he was very young. He saw modern art when he visited museums in Washington. He went to art school and when he was 19 he had his first public show. In 1978 he moved to New York to go to a different art school. He loved New York: there were big museums with all kinds of art and many young artists. Here he found his style. His first drawings were abstract: they were humans and animals in different combinations. Then he started seeing empty black pieces of paper on the subways: he knew that this was the perfect place for his drawings. He started making his subway drawings every day. All the people on the subway saw his work, and it was also on TV and in the newspaper: he started to become famous.

Keith started showing his work in art galleries, where many people started to buy them. In his first show in New York he painted all the walls with his art and then put up his paintings and his sculptures. Hundreds of people came to the show: it was a great success. Now Keith travelled around the world to show his work: he had shows in Europe, Japan, and in the United States. He even painted the entire side of a church in Italy. He also worked with children in schools to paint large murals with them. He made paintings and sculpture for schools and hospitals.

Keith got very sick with AIDS. He knew he was going to die, but he was very brave and kept working as hard as he could until the end. He also made posters to tell people about the sickness and gave money for doctors to find a cure. After Keith died in 1990, his work still lived. You can find it in museums, in books, on posters, on TV. Keith wanted everyone to make art, especially children.



1 Read the text and answer the questions.

1. When did Keith have his first public show?
2. Why did he move to New York?
3. What type of drawings did he start making?
4. Where did he start making his drawings?
5. What did he do for his first show in NY?
6. What did he do in Italy?

2 Complete the sentences.

1. Keith first saw modern art
2. In NY there were
3. The subway was the perfect
4. He travelled around the world to
5. He worked with children to
6. After he got sick he made

SPEAKING CARD

STUDENT B

16 **K T** Work in pairs (*Card A* on p. 17). Ask your schoolmate questions about his/her picture, using the prompts below. Then, answer his/her questions about your picture.

A photo of Liz



Italy 2010: NoT So Good...

1. David / ever been to the seaside?
2. Where / he / go?
3. When / he / go?
4. What / he / do?
5. What / weather?
6. He / like?

SPEAKING CARD

STUDENT B

11 **K T** Work in pairs (*Card A* on p. 25). Your best friend has asked you and your schoolmate to organise his birthday party. You have to see to some aspects and your schoolmate to some others. A week before the party you meet to sum things up. Ask and answer, using the prompts below. Tick what is OK.

	Already	Not yet
1. do the shopping	X	
2. get plastic plates and glasses	X	
3. decide what to eat		X
4. prepare decorations	X	
5. buy the present		X

Questions to ask

1. ☐ You / decide where to have the party / yet?
2. ☐ You / decide who to invite / yet?
3. ☐ You / write the invitations / yet?
4. ☐ You / ask friends for help / yet?
5. ☐ You / choose the games and the music / yet?

SPEAKING CARD

STUDENT B

11 **K T** Work in pairs (*Card A* on p. 55). Listen to Student A's problems and give him/her your advice from the suggestions below. Then explain your problems to Student A and ask for advice. Accept or reject the advice with reasons.

Suggestions

1. **a.** Think it's natural, even if it's not very nice.
b. Listen to the teachers in class so it's easier to do your homework.
c. Get organized and not waste time. You can relax, too.
2. **a.** Ask your grandparents for extra money.
b. Get a part-time job to have extra money.
c. Not accept your friends' invitations out.

Problems

1. Your best friend often asks you to go out for a pizza. You're glad to stay with him/her, but he/she has never got money to pay and you have to pay for him/her.
2. Unfortunately all your friends smoke. You have never smoked and you are not going to start. Moreover you hate the smell of smoke on your clothes. But if you don't stay with your friends, you feel different and sad.

SPEAKING CARD

STUDENT B

13 Work in pairs (*Card A* on p. 73). Role play a situation in a restaurant. You are the waiter and Student A is the customer. Follow the instructions carefully.

THE CUSTOMER

THE WAITER

1.
3.
5.
7.
9.
11.
2. Ask the customer for his/her name.
4. Respond. Ask if the customer would like to have a starter.
6. Respond positively. Ask what you could serve your customer.
8. Say you are sorry, but you haven't got any fresh vegetables today.
10. Ask what dessert the customer would like.
12. Say everything will be ready in a few minutes.



SPEAKING CARD

STUDENT B

16 Answer Student A's questions (*Card A* on p. 81) with the information from Student B's passage. Then ask Student A questions to complete his/her passage.

STUDENT B

A large number of training shoes sold in the world are made by Nike, the American company, in Oregon in the USA. The famous Nike tick was created by a designer in 1971 and he was paid just a few dollars for his idea. Now the Nike tick is recognized all over the world.

tick = simbolo

STUDENT A

Coca-Cola was invented in 1886 by
 (1) (who?), Dr John Pemberton.
 It was made from
 (2) (what?) so it was
 given (3) (what?)
 by Pemberton's partner. The first factory was
 opened in Texas (4) (when?).
 Coca-Cola is still made (5)
 (where?).

SPEAKING CARD

STUDENT B

14 **T** Respond to Student A's problems (*Card A* on p. 101). Begin with *If I were you, ...* Then explain your problems to Student A and respond to his/her advice.

Example: A I found a passport in the street on my way home.
 B If I were you, I'd take it to the police station.
 A Yes, that's a good idea! / No, I think I'd give it to my parents.

1. You would like to play in a rock band, but you are not a good guitarist.
2. You want to get a good mark in your Maths exam, but you find the subject difficult.
3. Your friends don't want to stay with you because you always feel stressed and nervous.
4. You have seen a nice sweatshirt in a shop, but it isn't in the sales and it's too expensive for you.
5. Your friend would like you to look after his dogs while he is away, but you are afraid of dogs.
6. Just for fun you have spread rumours about a girl in your class. She is sad.
7. Your boyfriend/girlfriend has told you that he/she is in love with another girl/boy.

That's it! for your Exam

Introduzione

Al termine dell'ultimo anno di Scuola Secondaria di Primo Grado hai compiuto il primo ciclo di istruzione e devi affrontare il tuo primo Esame di Stato, il cui superamento certificherà il grado delle tue conoscenze, delle tue abilità e delle tue competenze. Anche la **lingua inglese è oggetto di una prova scritta e di una prova orale** indispensabili al conseguimento del diploma. Nella prova scritta dimostrerai le competenze acquisite **sviluppando a tua scelta una delle due tracce presentate**.

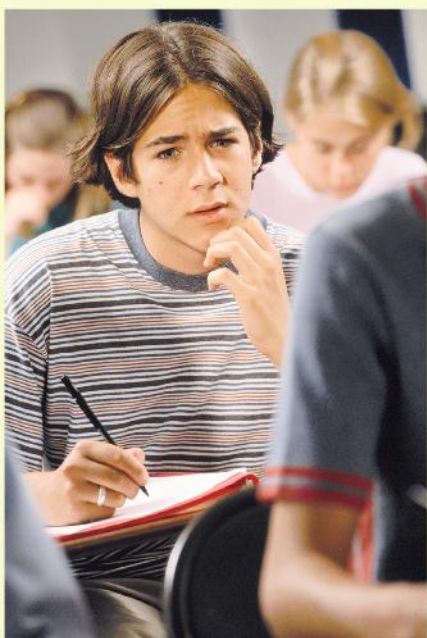
Che cosa e come scegliere?

Prima di scegliere il tipo di prova, tra le due fornite, rifletti sempre bene. Leggi con attenzione ciò che le prove richiedono. Comprendi i contesti situazionali e grammaticali che propongono. Decidi quale prova ti dà la possibilità di esprimere al meglio le tue capacità comunicative e le tue conoscenze linguistiche. Dedicati alla prova scelta senza ripensamenti e con fiducia, seguendo la procedura adatta. Ricorda che puoi usare il dizionario e che hai tre ore a disposizione.

La prova scritta e le tracce

La **tipologia delle tracce** non è per te una novità: durante il corso di inglese di questi ultimi anni ti sei applicato a eseguire esercizi (quelli contrassegnati con **ES**) che ti hanno allenato ad affrontare la prova finale. Il percorso didattico che hai seguito ti ha reso capace di:

- comporre **lettere personali** su tracce date e riguardanti argomenti di carattere familiare o di vita quotidiana;
- rispondere a **domande relative a un brano** che viene proposto per la lettura; potrai trovare le informazioni per le risposte direttamente nel brano, oppure dovrai dedurle in base alla lettura;
- **comporre un dialogo su tracce** che indichino la situazione, i personaggi e lo sviluppo degli argomenti;
- **completare un dialogo**, in cui le **battute mancanti** siano, tuttavia, facilmente ricavabili dallo sviluppo del dialogo stesso;
- **riassumere un brano** basato su una sequenza di eventi che permetta di cogliere i legami temporali e di causa-effetto.



È vero che le cinque prove previste sono scritte, ma sarebbe un errore pensare che sia solo la tua abilità di *writing* a dover essere "messa in azione". Anche le abilità di *reading*, *listening* e *speaking*, che hai ampliato e affinato in questi anni, possono intervenire a pieno diritto nella dimostrazione della tua capacità espressiva grazie alle varie attività svolte. Per questo motivo la tua prova scritta, qualunque essa sia, valuterà la tua capacità di comprensione e di produzione.

La lettera

La composizione di una lettera personale potrebbe sembrarti più facile perché si avvicina maggiormente a una attività "reale", presente nell'esperienza dei ragazzi come te, anche se ormai non più in forma classica, ma sotto forma di e-mail o text message.

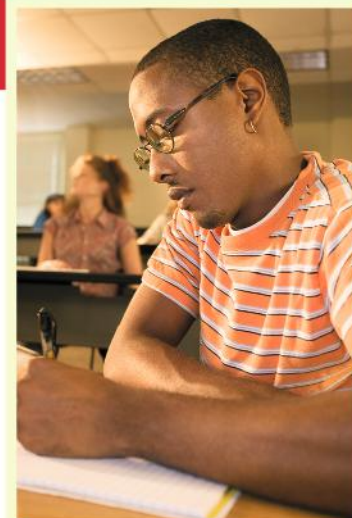
Il questionario

Rispondere a un questionario può sembrare una prova, tutto sommato, abbastanza facile. Attenzione, però: non sempre le informazioni utili per rispondere alle domande sono presenti nel testo in maniera esplicita. Per individuarle, occorre innanzitutto interpretare le domande nel modo corretto;

poi è necessario analizzare con precisione le informazioni e le situazioni contenute nel testo. Dopo una prima lettura, non perdere tempo cercando di comprendere tutto, ma concentrati sulle informazioni utili a rispondere alle domande.

Il completamento del dialogo

Questa tipologia di prova richiede la messa in atto delle stesse strategie da seguire per rispondere a un questionario. Non si tratta di un completamento libero, ma la scelta delle battute da inserire è determinata da ciò che è detto prima o dopo nel dialogo stesso. Questo ti richiede l'acquisizione di una corretta comprensione della situazione, alla quale rispondere rimanendo nel contesto presentato e adottando un lessico e una grammatica adeguati.



La composizione del dialogo

Per la composizione del dialogo dovrai dimostrare di sapere comunicare il messaggio richiesto rispettando tutte le indicazioni della traccia. I dialoghi introduttivi delle *Units*, le situazioni in cui hai esercitato le funzioni linguistiche e messo in gioco le tue abilità orali, gli esercizi basati sugli scambi di battuta, i dialoghi guidati che hai trovato soprattutto nei *Workbooks* ti hanno allenato ad affrontare una prova in cui la tua espressione creativa si dimostrerà nella capacità di descrivere una situazione utilizzando le funzioni e le strutture portanti adeguate.

Il riassunto

Il riassunto potrebbe risultare la prova più difficile e non solo perché, contrariamente alle altre prove scritte, non fornisce esplicite linee guida. In realtà i meccanismi da muovere non si scostano di molto dalle strategie seguite per affrontare le altre tipologie di prove. Dopo un'attenta lettura del brano, poniti le classiche *Wh-questions* e unisci le risposte in ordine sequenziale e logico, rispettando lo sviluppo della situazione presentata, usando i contenuti grammaticali più appropriati (congiunzioni, *linkers* temporali, pronomi relativi...).



La prova orale

La prova orale

Durante la prova orale devi dimostrare di sapere parlare con semplicità e chiarezza, con pronuncia corretta e con accuratezza formale. Sicuramente potrai concordare con il tuo insegnante l'argomento della conversazione, che può essere o relativo a un aspetto della civiltà e della cultura anglosassone che ti ha particolarmente interessato, o inserito all'interno di una tesina monografica oppure semplicemente basato su fatti, eventi o considerazioni legati al tuo vissuto quotidiano.

Il corso di inglese che hai seguito ti ha fornito parecchi spunti di conversazione (in coppia, a gruppi, con l'intera classe e il tuo insegnante). Non dovresti quindi sentirti in imbarazzo. Usa un tono di voce chiaro e convinto. Non preoccuparti in modo esagerato di essere formalmente e grammaticalmente corretto. Esprimiti usando frasi brevi, semplici e pertinenti, in modo da assicurare la comunicazione.

Nelle pagine che seguono troverai ulteriori esercizi legati alle diverse tipologie delle prove scritte e orali. Hai ancora la possibilità di allenarti e di prepararti ad affrontare il tuo Esame di Stato preparato e sereno.

Buon lavoro!

STARS WANT TO SAVE THE WORLD

Hollywood stars are not just beautiful and talented, they are generous, too. In fact most stars do some sort of work for charity.

Today, lots of actors, singers and celebrities, like Angelina Jolie, George Clooney, Matt Damon, Bono and Scarlett Johansson do charity work. But the concept of celebrities trying to help others is not new. The actress Audrey Hepburn, who was in the film *My Fair Lady*, did work for UNICEF in the 1950s. She was a UNICEF Goodwill Ambassador from 1988 until her death in 1993.

CHARITY WORK

In Hollywood it is fashionable to be concerned about the world and the environment. But can actors succeed where politicians have failed? Well, some are succeeding very well! When a charity is connected to a star, it gets publicity. People become interested and they want to help. Angelina Jolie and Brad Pitt are often in the news because of their work for charity. In 2006 when Jolie was expecting her baby she let *People* magazine print photos in exchange for a donation to a charity in Haiti. "We cannot ignore the fact that millions of people are suffering. I want to help," says Jolie. Here are some actors and singers who are trying to make the world a better place.

LEONARDO DI CAPRIO

Di Caprio is a determined environmentalist. In 2007, he made a documentary, *11th Hour*, about the environmental crisis caused by human actions. He flies in commercial planes and not private jets which use more fuel. He thinks that global warming is the biggest problem for humanity.

GEORGE CLOONEY AND MATT DAMON

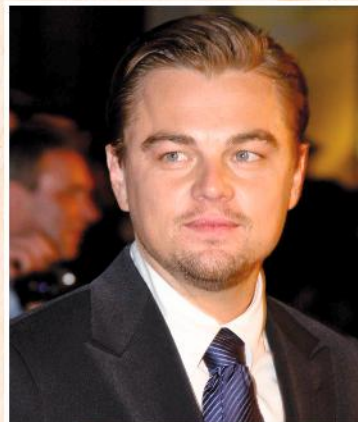
George Clooney, Matt Damon and Brad Pitt raised 5 million dollars for the Darfur crisis during the premiere of *Ocean's Thirteen* at the Cannes Film Festival. Now, Clooney wants every film festival to be a charity event. After Matt Damon saw extreme poverty in Zambia and South Africa, he wanted to help other parts of Africa, too. He made a documentary called *Running the Sahara* to get support for clean water programs in Africa.

SCARLETT JOHANSSON

In 2007 Scarlett Johansson didn't go to the Oscars: she preferred to tour India and Sri Lanka for the charity Oxfam. "It's strange to come home when you see people living in poverty," she says. "It's strange to be famous, but this means I can help a lot of people."

ANGELINA JOLIE

Angelina Jolie saw humanitarian crises when she was filming *Tomb Raider* in Cambodia in 2000. When Jolie is on a mission, she lives in the same way as other voluntary workers... Not very comfortable for a Hollywood star! Jolie says that stars earn too much money. "I earn so much. It's crazy," she says. She gives a third of her money to charity.



Questionnaire

1 Answer the questions.

1. What did Audrey Hepburn do for charity?
2. When did she die?
3. What happens when a charity is connected to a celebrity?
4. What did Angelina Jolie do in 2006?
5. What is Leonardo di Caprio's documentary *11th Hour* about?
6. Why doesn't Leonardo di Caprio use private jets?
7. How much money did George Clooney, Matt Damon and Brad Pitt raise for the Darfur crisis at Cannes?
8. Why did Matt Damon make the documentary *Running the Sahara*?
9. Why didn't Scarlett Johansson go to the Oscars in 2007?
10. How much money does Angelina Jolie give to charity?

Open dialogue

2 Complete the interview with Angelina Jolie with the interviewer's questions.

- Interviewer (1)
 Jolie I became concerned about poverty in the world when I was filming *Tomb Raider* in Cambodia.
- Interviewer (2)
 Jolie I became a United Nation Ambassador in 2001.
- Interviewer (3)
 Jolie My first mission was to Sierra Leone.
- Interviewer (4)
 Jolie I have visited more than 20 countries.
- Interviewer (5)
 Jolie I travel to third world countries once or twice a year.
- Interviewer (6)
 Jolie The last country I visited was Afghanistan.
- Interviewer (7)
 Jolie No, Brad didn't come with me.
- Interviewer (8)
 Jolie The next country I'm going to visit is probably Iraq.

Letter writing

3 Write an e-mail to an English-speaking friend telling him/her what you know about Angelina Jolie's charity work. Use the information in the article and in exercise 2.

To:	
Cc:	
Object:	

Dear...,
 I've read an interesting article about Angelina Jolie. Did you know that she does a lot of charity work? I...
 Love,
 Silvia

Dialogue writing

4 Write the conversation following the instructions.

CHRIS

PETER

Chiede che cosa ha fatto ieri sera.

Risponde che è rimasto a casa e ha guardato la televisione.

Chiede che cosa ha visto.

Risponde che ha visto un documentario.

Chiede su che cosa era.

Risponde che parlava dei personaggi famosi che fanno beneficenza.

Chiede quali personaggi famosi c'erano nel documentario.

Risponde che c'era Bono, il cantante della band irlandese U2.

Chiede che cosa ha fatto Bono.

Spiega che ha aiutato molti Paesi in Africa.

Chiede se gli piacciono gli U2.

Risponde di sì, gli piacciono molto.

Summary

5 Write a brief summary of the article. Follow the guiding points given below.

- Explain why celebrities are successful in raising money for charity.
- Give at least one example of what each celebrity has done for charity.

HOME SCHOOLING

Home education is growing fast. A lot of parents in America and Britain decide to teach their children at home. Now with online schooling, this is going to increase.

More than one million children in America are educated at home. In Britain, where the movement has just started, there are already 50,000 children who study from home. According to a recent survey, 31% of parents with children under five years old would consider it as an alternative to normal schooling.



WORK AT YOUR OWN SPEED

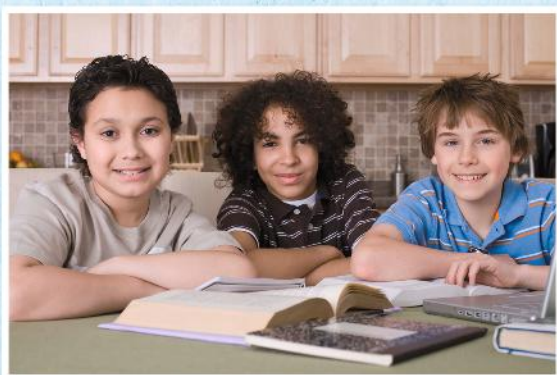
Roliand Meighan, a professor of education at Nottingham University, is a strong supporter of home education. One of the advantages of home schooling is that children can work at their own speed. In most cases, that means progressing faster. In normal schools all students progress at the same speed, but home-schooled children move on as soon as they have understood something. This also means that they generally spend much less of their day studying.

VIRTUAL EDUCATION

Now, with on-line schooling, the number of children educated at home is going to explode. Already, half a million American children take some of their classes on-line at virtual schools. It is an especially attractive system for such a large country, where many children live in rural areas in which local schools cannot offer less common subjects such as Chinese. Equally, in densely-populated urban areas virtual schools are a way to solve the problems of school where there isn't much space in classrooms.

"EDUCATION HAS LITTLE PLACE IN SCHOOL"

Critics of the system say that home-educated children do not develop social lives. Parents say that this is not true: their children make friends while they do other activities like sport, where they meet children with similar interests.



In numbers

1.1 million	number of American children educated at home
2.2%	percentage of America's school-age population that studies from home
500,000	number of American children that take classes on-line
50,000	number of British children educated at home

Questionnaire

1 Are these sentences True (T) or False (F)?

T F

1. More than one million children in America study from home. ☐ ☐
2. In Britain home-schooling has been popular for a very long time. ☐ ☐
3. 31% of British children don't go to school. ☐ ☐
4. In traditional schools children can progress at their own speed. ☐ ☐
5. Children educated at home spend less time studying than children at traditional schools. ☐ ☐
6. Children who live in rural areas in America can take online classes of unusual subjects. ☐ ☐
7. Virtual schools can solve the problems of schools where there's no space for all the children. ☐ ☐
8. Home-educated children can make friends through sport and other activities. ☐ ☐

Open dialogue

2 Mrs Morgan has decided to teach her children at home. Complete the conversation with the missing questions.

- Interviewer (1)
 Mrs Morgan I've got two children, Megan and Jack.
 Interviewer (2)
 Mrs Morgan Megan is 13 and Jack is 11.
 Interviewer (3)
 Mrs Morgan I decided to teach them at home because I didn't like the local schools.
 Interviewer (4)
 Mrs Morgan They study four hours every day.
 Interviewer (5)
 Mrs Morgan No, they don't do homework in the afternoon.
 Interviewer (6)
 Mrs Morgan They do a lot of sports.
 Interviewer (7)
 Mrs Morgan Yes, they've got a lot of friends.
 Interviewer (8)
 Mrs Morgan Yes, they like studying from home.

Letter writing

3 Imagine you don't go to school, but study from home. Write an e-mail to an English-speaking friend where you describe your typical day. Say if you like / don't like studying from home explaining why.

To: _____
 Cc: _____
 Object: _____

Dear...,
 This is my typical day when I study from home. I...

Love,
 Brenda

Dialogue writing

4 Write the conversation between Stella, a home-schooled child, and Michael, one of her friends, following the instructions.

MICHAEL

STELLA

Chiede a che ora ha cominciato a studiare questa mattina.

Risponde che ha cominciato alle nove.

Chiede che cosa ha studiato.

Risponde che ha studiato inglese, matematica e storia.

Chiede chi è il suo insegnante.

Risponde che sua mamma le insegna molte materie.

Chiede quante ore ha studiato.

Risponde che ha studiato per quattro ore.

Chiede se le piace studiare a casa.

Risponde di sì, le piace molto.

Chiede che cosa ha fatto nel pomeriggio.

Risponde che ha incontrato i suoi amici.

Summary

5 Write a brief summary of the article. Follow the guiding points given below.

- Number of home-educated children in America and Britain.
- Advantages of home-education.
- Virtual education.
- Criticism to home education.

FIRST WOMAN TO GUARD TOWER OF LONDON

After more than 500 years, a woman becomes one of the Tower of London's Beefeaters.

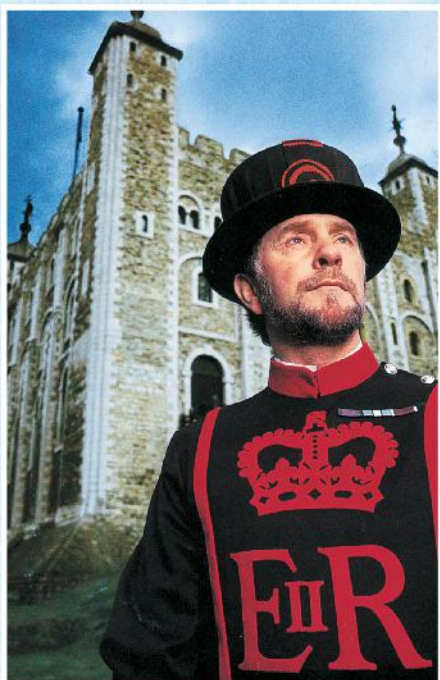
The first woman to serve as a Beefeater started work at the Tower of London yesterday. Visitors to the fortress are today greeted by the first female Beefeater since the guards were established.

Moira Cameron, a 43-year-old from Argyll, Scotland, will serve as one of the guards that protect the crown jewels. She will wear the traditional blue-and-red uniform for her duties which include helping tourists and providing an official guard for the crown jewels.

Ms Cameron has spent the past two months training intensively to learn the 21 separate duties the Beefeaters perform each day, and the ceremony of the keys. She was also required to learn the history of the tower so that she can lead guided tours. This included the various theories about the origin of the Beefeaters' nickname. The favourite is that King Henry VII wanted muscular types in his new bodyguard and fed them beef every day. There are currently 35 Warders at the Tower of London, plus the Chief Yeoman.

Ms Cameron, who joined the army at the age of 20, broke the 522 year male monopoly of the small regiment: she beat five men for the job. Other women have tried, but have never succeeded. Candidates must have at least 22 years of service in the army, Royal Air Force or Royal Marines, and hold the medal for long service and good conduct. The job comes with a salary of around £20,000, and the use of an apartment in the tower itself.

She said: "This place is magical. It's just a wonderful job and I'm very, very lucky to have it. You always wake up in the morning and know you're going to have a good day."



Questionnaire

1 Are these sentences True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Moira Cameron is English. | ☐ | ☐ |
| 2. She has to wear a uniform at work. | ☐ | ☐ |
| 3. She will receive training after she starts her new job. | ☐ | ☐ |
| 4. The ceremony of the keys is one of her duties. | ☐ | ☐ |
| 5. The Beefeaters were King Henry VII's bodyguards. | ☐ | ☐ |
| 6. Moira will have to eat beef every day. | ☐ | ☐ |
| 7. There are 36 Beefeaters at the Tower today. | ☐ | ☐ |
| 8. Moira served in the army before she got the job. | ☐ | ☐ |
| 9. Moira is the first woman who tried to get the job. | ☐ | ☐ |
| 10. Moira can use a flat in the Tower. | ☐ | ☐ |

Open dialogue

2 Complete this conversation with Moira Cameron.

- Interviewer (1)
- Moira I'm from Argyll in Scotland.
- Interviewer (2)
- Moira I joined the army when I was 20.
- Interviewer (3)
- Moira I worked in England, Northern Ireland and Cyprus.
- Interviewer (4)
- Moira I start work at seven o'clock every morning.
- Interviewer (5)
- Moira I welcome tourists and visitors to the Tower.
- Interviewer (6)
- Moira There are about 2 million visitors every year.
- Interviewer (7)
- Moira In my free time I play golf and tennis and I like reading, walking, and cycling.
- Interviewer (8)
- Moira Yes, I think it's a fantastic job.

Dialogue writing

3 Write the conversation between Mark and Sheila, one of his friends, following the instructions.

SHEILA	MARK
Chiede che cosa ha fatto lo scorso weekend.	Risponde che è andato a Londra con degli amici.
Chiede come è andato.	Risponde che è andato in treno.
Chiede come è stato il tempo.	Risponde che c'era il sole.
Chiede che cosa ha visto.	Risponde che la mattina ha visitato la Torre di Londra. Gli è piaciuta molto perché è un posto veramente magico.
Chiede dov'è andato il pomeriggio.	Risponde che ha pranzato in un pub e poi è andato a Piccadilly Circus. Ha fatto spese. Ha comprato un paio di jeans.
Chiede a che ora è tornato a casa.	Risponde che ha preso il treno alle 7 ed è arrivato a casa alle 8.30.
Chiede se si è divertito.	Risponde che si è divertito molto.

Letter writing

4 Mark is writing an e-mail to one of his friends. Use the information in exercise 3 to describe his day in London.

To:	
Cc:	
Object:	

Dear...,
 Last week-end I went to London with some friends. I went by...
 Love,
 Mark

Summary

5 Prepare a brief summary of the article. Give information about:

- Moira's life
- her job
- the Beefeaters' history

AMERICAN TV - BEHIND THE SCENES

The USA is making better television programmes than ever before. Unfortunately, some of the best shows will never reach our television screens.

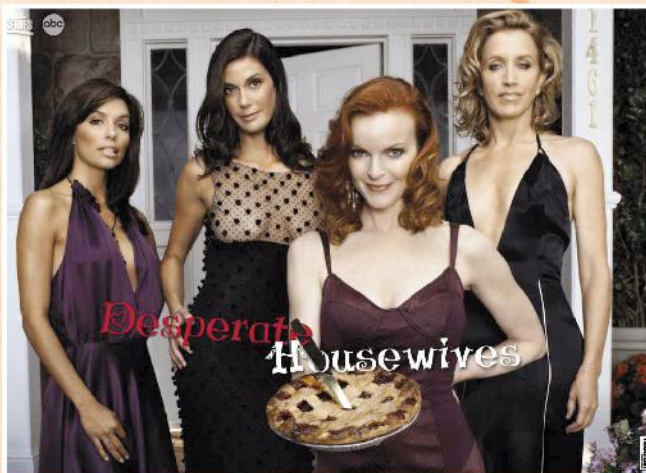
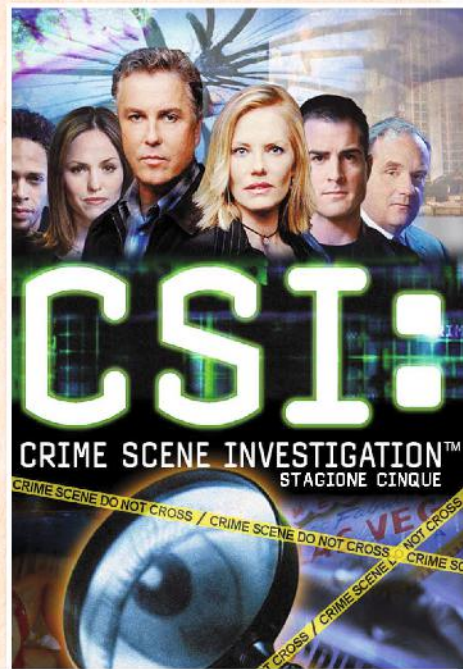
Welcome to the crazy business of American TV.

We are living in a golden age of American television. Traditionally, US TV was ridiculed as the worst in the world, but in the past ten years it has produced a number of very good series. Some of these series are better and more intelligent than anything in the cinema. But what will be the next big American hit?

That is the question nobody can answer. Every year, studios shoot hundreds of pilots, test episodes, at a cost of about \$7 million each. Of these, only a small proportion will be bought by a TV channel, and only a very small number will become hits.

Each June, more than a thousand television executives from around the world arrive in Los Angeles where the studios show their best new shows. A big show, such as *Desperate Housewives*, can sell for \$1 million per episode. But if you are lucky, you can buy something that nobody has noticed and get a hit for very little money. This is what happened with *Heroes* – a series that was sold cheap because nobody thought it was going to be a success.

Last year, 46 new shows were shown on American TV screens. Of these, 85% were cancelled after just one series or even after a few weeks. It is also difficult to say which of these shows will be seen in Europe. A lot of European television channels buy a series only if it was successful in the US. Success depends on local factors. The Russians, for example, don't like *Desperate Housewives* because the problems people have are not really problems, or not like the ones which Russian women have. The series the Russian like best is *Lost*. But everyone, everywhere seems to like *CSI* – now the most successful series in the world with 75 million viewers.



Questionnaire

1 Are these sentences True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. American TV was better in the past than it is today. | ☐ | ☐ |
| 2. Some TV series are better than the films you can see at the cinema. | ☐ | ☐ |
| 3. A test episode costs about \$7 million. | ☐ | ☐ |
| 4. A lot of pilots are bought by TV channels. | ☐ | ☐ |
| 5. Studios show their new shows in Los Angeles every year. | ☐ | ☐ |
| 6. You can buy the complete series of <i>Desperate Housewives</i> for \$1 million. | ☐ | ☐ |
| 7. Everyone thought that <i>Heroes</i> was going to be a great success. | ☐ | ☐ |
| 8. Last year, 46 new shows were cancelled. | ☐ | ☐ |
| 9. <i>Desperate Housewives</i> wasn't very popular in Russia. | ☐ | ☐ |
| 10. <i>CSI</i> is the most popular series in the world. | ☐ | ☐ |

Open dialogue

2 Barbara's favourite TV series is *Grey's Anatomy*. She knows everything about it. Complete the conversation between her and one of her friends with the missing questions.

- Daniel (1)
- Barbara It is an American medical drama television series.
- Daniel (2)
- Barbara The pilot episode was shown in 2005.
- Daniel (3)
- Barbara 16.25 million people watched the first episode.
- Daniel (4)
- Barbara There have been five series.
- Daniel (5)
- Barbara It is filmed in Seattle.
- Daniel (6)
- Barbara It's the story of a group of medical students who are also friends.
- Daniel (7)
- Barbara My favourite character is George O'Malley.
- Daniel (8)
- Barbara I like him because he's very funny.

Letter writing

3 Write an e-mail to a friend in which you talk about your favourite TV series. Give information about the story and the characters and explain why you like it.

To: _____
Cc: _____
Object: _____

Dear...,
I want to tell you about my favourite TV series. ...

Love,
Andrea

Dialogue writing

4 Write the conversation between Jim and one of his friends following the instructions.



Summary

5 Prepare a brief summary of the article. Give information about:

- cost of producing pilots
- cost of certain shows
- percentage of successful shows
- problems when selling shows in Europe

HOLIDAYS GO GREEN

The tourist industry has not had a good environmental image in the past few years. Millions of tourists travel around the world nowadays, and massive hotels have ruined the beauty of very special places. But now more and more people want holidays that respect the natural environment and culture of the place they visit.

VOLUNTOURISM

“Voluntourism” is an example of this new trend. It is especially popular with young tourists. They do voluntary work in poorer parts of the world – a teacher in India, for example. The real boom came after the tsunami of 2004, when it seemed immoral to travel as a simple tourist to devastated countries such as Thailand and Sri Lanka. Many people (not just students) started to look for ways to combine their travel with helping local communities. About 800 companies offer volunteering holidays: the cost goes from € 675 to € 2,200.

WWOOF

WWOOF (World-Wide Opportunities on Organics Farms) is an organization that started in Britain in 1971. The idea is simple: you travel to another country, but you don’t stay in hotels, you live and work on a farm. You work for a couple of hours each day in return for food, a bed and warm hospitality. And it’s free: you don’t have to pay for anything. This means that you spend longer holidays.

ECO-LUXURY

Not all of us want to work during their holidays – we work very hard during the year, that’s why we want to go on holiday! Many people chose to spend their holidays in “eco-resorts”, special places that offer a variety of programmes and therapies, for example yoga, massage, alternative medicine and health food. These places are usually built respecting local material and traditions: they’re not the huge hotels that have ruined so many beautiful coastlines. Of course, these holidays are not cheap. In some places you can pay € 2,700 a night. At that price, it’s not surprising the clients are stressed...



Questionnaire

1 Answer the following questions.

1. Why hasn't the tourist industry had a good environmental image in the past few years?
2. What type of holidays do more and more people want nowadays?
3. What is voluntourism?
4. What age are the tourists who chose this type of holidays?
5. When did voluntourism become popular?
6. What type of holidays does WWOOF offer?
7. Why can people have longer holidays if they chose to go with WWOOF?
8. What types of programmes do eco-resorts offer?
9. How are they built?
10. How much can you spend at one of these eco-resorts?

Open dialogue

2 Ned has just come back from his holidays. Complete his conversation with his friend Tom.

- Tom (1)
- Ned I went to Bakewell, a small town in Derbyshire.
- Tom (2)
- Ned I stayed for three weeks.
- Tom (3)
- Ned No, I didn't stay in a hotel. I stayed on an organic farm.
- Tom (4)
- Ned I worked on the farm in the morning, but I was free in the afternoon.
- Tom (5)
- Ned I went for walks and I rented a bike. I cycled to a lot of nice places.
- Tom (6)
- Ned Yes, I met a lot of very nice people and made a lot of friends.
- Tom (7)
- Ned No, it wasn't expensive. Food and accommodation were free.
- Tom (8)
- Ned I loved it. I'm going to do it again next year.

Letter writing

3 Imagine you are Ned. Write a letter to an English-speaking pen friend giving information about the holidays you spent in Bakewell. Use the information given in exercise 2 and the prompts below.

- you went with two friends
- the farm was very nice: you had your own room
- you helped with the animals
- the food and the weather were great

Dear Barbara,
I've just returned from my holiday
in Bakewell. ...
Love,
Ned

Dialogue writing

4 Write the conversation between Alison and Clare.

ALISON	CLARE
La saluta e le chiede come sta.	Risponde che sta molto bene. È appena tornata dall'India.
Chiede se è andata in vacanza.	Risponde che ha fatto volontariato. Ha lavorato in una scuola.
Chiede che cosa ha insegnato.	Risponde che ha insegnato inglese.
Chiede quante ore lavorava al giorno.	Risponde che lavorava quattro ore la mattina.
Chiede se le è piaciuta l'India.	Risponde che le è piaciuta moltissimo.
Chiede se le piacerebbe ritornarci.	Risponde che le piacerebbe molto.

Summary

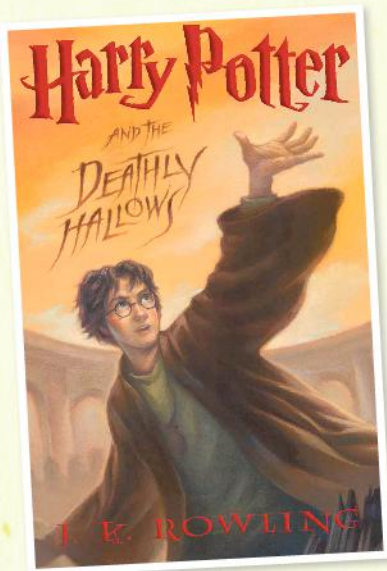
5 Prepare a brief summary of the article. Give information about:

- why a lot of people chose green holidays
- voluntourism
- WWOOF
- eco-resorts

FANTASY BOOKS

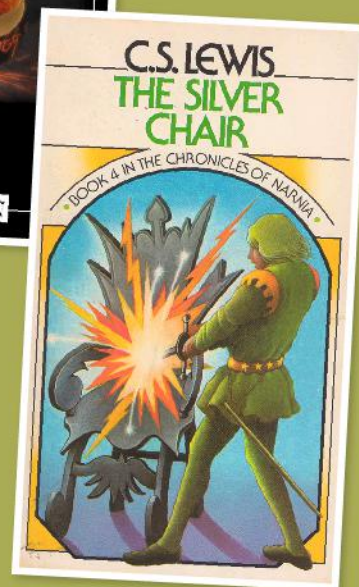
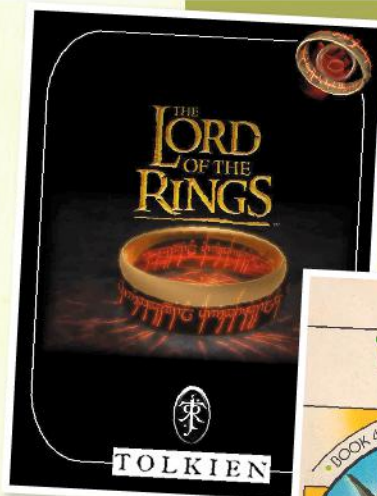
You would think that in the 21st century, when science has explained most things, stories about supernatural beings and imaginary worlds would not be popular. Actually this is not the case: the enormous global interest in novels such as J. J. R. Tolkien's *Lord of the Rings* and, of course, J. K. Rowling's *Harry Potter* series shows that the opposite is true.

Fantasy books are not a new phenomenon: stories about magic, paranormal magic and terrible monsters have existed in spoken forms even before the advent of printed literature. J. J. R. Tolkien played a large role in the popularization of fantasy books: he wrote *The Hobbit* and *The Lord of the Rings* which were incredibly popular in his days, and still are today. He took inspiration from Anglo-Saxon myths. J. R. R. Tolkien's close friend C. S. Lewis, author of *The Chronicles of Narnia*, was an English professor who was interested in similar themes.



Nowadays Fantasy literature is popular thanks to authors such as J. K. Rowling and Christopher Paolini. J. K. Rowling had the idea for the *Harry Potter* series while she was travelling from Manchester to London in 1990. She wasn't very rich in those days, but her books sold more than 400 million copies and were the basis for a popular series of films. She's now the twelfth richest woman in Britain.

Christopher Paolini is a young writer: he was born in 1983 in Southern California and is the author of the *Inheritance Cycle*, which consists of the books *Eragon*, *Eldest* and *Brisingr*. He started to work on the trilogy when he was just 15. *Eragon* was published in 2003 and was very popular: it was the second best-selling paperback of 2005.



Questionnaire

1 Are these sentences True (T) or False (F)?

T F

1. Fantasy stories are very popular nowadays. ☐ ☐
2. Fantasy books are a recent phenomenon. ☐ ☐
3. Fantasy literature became popular thanks to J. J. R. Tolkien. ☐ ☐
4. J. J. R. Tolkien was inspired by Anglo-Saxon myths. ☐ ☐
5. C. S. Lewis wrote *The Lord of the Rings*. ☐ ☐
6. J. K. Rowling had a lot of money when she started writing the first Harry Potter book. ☐ ☐
7. Now she has £400 million. ☐ ☐
8. Christopher Paolini is from Manchester. ☐ ☐
9. He published his first book when he was 15. ☐ ☐
10. His first book was very popular. ☐ ☐

Open dialogue

2 Complete the dialogue between Tracy and Michael.

- Tracy (1)
- Michael Yes, I like reading a lot.
- Tracy (2)
- Michael I read a lot of Fantasy books.
- Tracy (3)
- Michael Yes, I've read the Harry Potter series.
- Tracy (4)
- Michael I think the best book is *Harry Potter and the Philosopher Stone*.
- Tracy (5)
- Michael I liked it because the story was very good.
- Tracy (6)
- Michael Yes, I watched the film.
- Tracy (7)
- Michael My favourite character is Hagrid.
- Tracy (8)
- Michael No, I don't like Draco Malfoy. He's horrible.

Letter writing

3 Write a letter to an English-speaking pen friend telling him about a book you've read.

Give information about:

- the author
- the story
- the characters
- why you like it

Dear Sam,
I want to tell you about a book I read. ...

Love,
Julie

Dialogue writing

4 Write the conversation between Mark and Martha, one of his friends following the instructions.

MARTHA

MARK

Risponde al telefono.

Si presenta e chiede di parlare con Martha.

Rispondi che è lei, lo saluta e gli chiede come sta.

Risponde che sta bene e le chiede che cosa sta facendo.

Risponde che sta leggendo.

Chiede che cosa sta leggendo.

Risponde che sta leggendo l'ultimo libro di Paolini.

Chiede se è interessante.

Risponde di sì.

Chiede se ha visto il film *Eragon*.

Risponde di no. Suggerisce di prendere il DVD e guardarlo insieme.

Accetta la proposta.

Summary

5 Write a summary of the article giving information about:

- origin of Fantasy literature
- most popular authors in the past
- popular authors nowadays

WHO DOESN'T EAT MEAT AND WHY NOT?

There are about four million vegetarians in Britain today and each year the number of non-meat eaters becomes bigger. It's mainly women aged between 16 and 24 who become veggie.

Vegetarianism means giving up all meat as well as all products containing animal fats and gelatine. Vegetarians were once considered as eccentrics with extremist religious or political ideas. In 1848, the Vegetarian Society was founded by a group of Christian fundamentalists, and a group of educational reformers. About half of the original members were working-class and believed the vegetarian diet would protect them against the hard life they had at work (meat was in any case too expensive for most working-class families). Over a century later, in the 1960s, the emerging hippie culture showed a new preoccupation for animal rights, and, by the 1980s, the idea that "meat is murder" was supported by a lot of people, including many celebrities.

Perhaps the most interesting recent change is Britain's move towards a meat-reduced diet: half of the adult population now regularly eats vegetarian food instead of meat. Sales of vegetarian food have increased from £297 million in 1996 to £428 million in 2000. Young people are abandoning meat, and even primary school children are now becoming vegetarian: more and more parents are giving their children vegetarian food. But a survey of 7-to-11-year-olds in 2000 found that many children were confused about the origins of meat, and some of those who recognised that it came from animals, believed that you could get it without killing the animal.

The nutritional value of the vegetarian diet has been questioned. Vegetarians have claimed that their diet is healthier, yet sceptics point out that vegans (who do not eat any animal-based products – including milk, cheese and eggs) often suffer from calcium deficiencies, while vegetarians frequently show signs of being anaemic, because they do not eat enough vitamin B and iron.



Sceptics also claim that the type of protein in soya, tofu, cereals, and rice is inferior to that in meat. They also point out that vegetarians who do not have a balanced diet often eat a lot of high-fat products such as cheese, full-fat milk and crisps.

Vegetarians reply that their diet is healthier. They say there are studies which have shown that vegetarians are 30% less likely to suffer from heart disease, because they have low levels of blood cholesterol, and they don't usually suffer from high blood pressure, obesity, and diet-related diabetes. Soya and tofu, they say, seem to balance hormones and to lower cholesterol.

Questionnaire

1 Answer the questions.

1. Who are the typical vegetarians?
2. What do they refuse to eat?
3. Who founded the Vegetarian Society?
4. Why do people become vegetarian?
5. How do people in Britain feel about vegetarianism?
6. What's the difference between vegetarians and vegans?
7. What health problems may vegetarians and vegans experience according to meat-eaters?
8. Why do vegetarians believe that their diet is healthier?
9. What do you think about vegetarianism?
10. What vegetarian food do you usually eat?

Open dialogue

2 Sheila, one of the students who are visiting your school on an Exchange Programme, is vegetarian. Complete the dialogue.

- You (1)
- Sheila I've been a vegetarian all my life.
- You (2)
- Sheila Yes, my parents are also vegetarian.
- You (3)
- Sheila We eat a lot of vegetables, rice, cereals and pasta... with a vegetarian sauce, of course.
- You (4)
- Sheila Yes, I love vegetarian food. It's healthy, but it's also very good.
- You (5)
- Sheila My favourite vegetarian food is vegetarian lasagne.
- You (6)
- Sheila No, we don't eat soya and tofu very often.
- You (7)
- Sheila Yes, there are a lot of vegetarian students in my school.
- You (8)
- Sheila Because I think that killing animals for food is very cruel and it's not necessary nowadays.

Letter writing

3 You found what Sheila told you very interesting. Write a letter to your American pen friend telling him what you have found out about her. Use the information in exercise 2.

Dear Tim,
I want to tell you about a very interesting girl I met at school today. Her name is Sheila and she's from Sheffield. ...

Love, Tina

Dialogue writing

4 Write the telephone conversation following the instructions.

YOUR FRIEND

YOU

Risponde al telefono.

Saluti e dici chi sei. Chiedi come sta.

Risponde che sta bene e ricambia la domanda.

Rispondi e chiedi se è libero/a stasera.

Risponde di sì. Chiede perché.

Dici che vuoi andare al cinema e chiedi se vuole venire con te.

Risponde di sì. Chiede quale film andate a vedere.

Rispondi.

Dice che va bene.

Suggerisci di andare a mangiare qualcosa prima del film.

Risponde di sì, ma ti ricorda che è vegetariano.

Chiedi se conosce un ristorante vegetariano vicino al cinema.

Risponde che c'è un fast food che fa anche hamburger vegetariani.

Accetti e suggerisci di incontrarvi alle 7 davanti al cinema.

Risponde che va bene e saluta.

Summary

5 Write a summary of the article following the points given below.

- Definitions of vegetarianism.
- Information about the Vegetarian Society.
- Data about vegetarians in UK today.
- What sceptics think of the vegetarian diet.
- What vegetarians think of their diet.

FIRST TIME IN NEW YORK

First-time visitors to New York can't see and do everything, and you shouldn't try. You can, however, get a wonderful introduction to the sights, visit famous attractions, and make notes for a return visit.

DAY 1

- A double-decker bus tour is a good way to get oriented. You can get off at top attractions and reboard a later bus to continue your exploration.
- Visit the **Statue of Liberty** or simply view it from the water on a cruise or from the free **Staten Island Ferry**. However you do it, seeing the city from the water is unforgettable.
- While in the downtown area, explore the **South Street Seaport**, which has many restaurants and shops on the water and beautiful views of the **Brooklyn Bridge**.
- The evening may be spent wandering through Soho with its stylish art galleries, boutiques and bistros, or you can experience the student and artist atmosphere in **Greenwich Village**.

DAY 2

- For another full day, spend the morning in **Midtown East**. Admire the Art Deco **Chrysler Building** and visit the United Nations. Take a free tour (Wednesdays) of the newly restored Grand Central Terminal and lunch in one of its restaurants under the famous sky ceiling.
- In the afternoon, walk to **Rockefeller Center**. See the **Channel Gardens**, the statue of Prometheus, and the **Lower Plaza** which is especially spectacular in winter when the giant Christmas tree is lit and the ice rink is full.
- End your day with a memorable night at the theatre. You can choose from the Metropolitan Opera, New York Philharmonic, New York City Opera and New York City Ballet.

DAY 3

- On your third day, walk or join a bike tour through **Central Park**. At 82nd Street and the park there is the **Metropolitan Museum of Art**. Among the 150 wonderful museums in New York City, the Met – the largest museum in the Western Hemisphere – covers 5,000 years of cultural history.
- Take the bus down **Fifth Avenue** to 59th Street. The ride takes you past magnificent buildings. Then walk down Fifth, with its great shopping, and go west to **Times Square**, the brightest symbol of New York's revitalization. Buy a discount ticket for a Broadway show playing that evening.
- Before your show, visit the 86th floor outdoor observatory of the **Empire State Building**. If you go late in the afternoon, you'll see the city by day and by night. Eat at a theatre district restaurant; many have pre-theatre dinner specials.



Questionnaire

1 Are these sentences True (T) or False (F)?

T F

1. You can get a double-decker bus to visit New York attractions. ☐ ☐
2. The Staten Island Ferry is very expensive. ☐ ☐
3. You can see the Brooklyn Bridge from South Street Seaport. ☐ ☐
4. Artists and students live in Greenwich Village. ☐ ☐
5. On Wednesday you have to pay to see the Grand Central Terminal. ☐ ☐
6. In winter you can go ice-skating at the Lower Plaza of the Rockefeller Center. ☐ ☐
7. It's difficult to find a theatre in New York. ☐ ☐
8. There are 150 museums in New York. ☐ ☐
9. The shops in Fifth Avenue aren't very good. ☐ ☐
10. There's an observatory in the Empire State Building. ☐ ☐

Open dialogue

2 Jenny is telling her friend Ian about her trip to New York. Complete their conversation.

- Ian (1)
- Jenny Yes, I loved it. It's a beautiful city.
- Ian (2)
- Jenny Because I saw so many interesting places.
- Ian (3)
- Jenny My favourite attraction was the Statue of Liberty. We took the ferry there. It was breathtaking.
- Ian (4)
- Jenny Yes, I did a lot of shopping. There are great shops in South Street Seaport.
- Ian (5)
- Jenny In the evening we went to Soho.
- Ian (6)
- Jenny We saw some interesting art galleries.
- Ian (7)
- Jenny We had dinner in a nice bistro in Greenwich village.
- Ian (8)
- Jenny Oh, yes. I'd like to go back there.

Letter writing

3 Jenny is writing a letter to one of her friends telling her what she did on her first day in New York. Use the information in the reading passage and in exercise 2.

Dear Helen,
My first day in New York was great!
In the morning...

Love,
Jenny

Dialogue writing

4 Write the conversation between Jenny and another of her friends following the instructions.

TONY

JENNY

Chiede che cosa ha fatto a New York.

Risponde che ha visto dei bellissimi edifici. Ha fatto il giro del Grand Central Terminal.

Chiede se il giro è stato molto costoso.

Risponde che i giri sono gratis il mercoledì.

Chiede se è andata a teatro.

Risponde che ha visto un musical in un teatro di Broadway.

Chiede se ha visitato dei musei.

Risponde che è andata al Met. È un museo grandissimo sull'82ª Strada.

Chiede se ha visto l'Empire State Building.

Risponde di sì. Ha visitato l'osservatorio all'86° piano.

Chiede se si è divertita.

Risponde di sì. È stata una bellissima vacanza.

Summary

5 Write a short text on New York. Give information about:

- main attractions of the city
- things to do during the day
- things to do in the evening

THE WORLD DOWN UNDER!

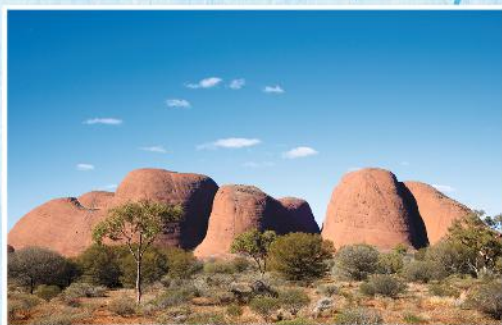
Australia is the world's smallest continent but the sixth largest country in the world. It's about the same size as the 48 states of the USA and 50% larger than Europe, but has the lowest population density in the world – only 2.6 people per square kilometre.

For more than 50,000 years, Australia's Aboriginal people have lived in Australia's unique natural environment.

Today Aboriginal people are only 2.6% of the total population and most of them live in towns and cities. Since 1990 the government has tried to improve their standard of living and preserve their culture.

"Terra Australis" was the last land that European explorers discovered. It wasn't until Captain James Cook arrived in Botany Bay in 1770 that the great southern land was officially discovered by Europeans.

Overcrowded prisons in England and problems caused by the American Revolution were two reasons for the first shipment of prisoners from Britain to Australia. It was the explorer and botanist Joseph Banks who, in 1779, suggested that New South Wales would be ideal for a penal colony!



Australia is composed of six states – New South Wales, Queensland, South Australia, Victoria, Western Australia and Tasmania. The federal district of Canberra and the Northern Territory depend on the Federal Government. Each state and territory has its own parliament, flag and floral emblem.

Australia became a federated nation after the union of the six colonies on 1st January 1901. The Head of State is the British monarch who is represented by a governor general.

Most Australians live in the eight capital cities: Canberra, Sydney, Melbourne, Brisbane, Adelaide, Perth, Darwin and Hobart.



Sydney is the oldest and largest city in Australia. It is famous for its busy port and its beautiful harbour.

Sydney Opera House

A short walk from the Harbour Bridge, the Opera House is one of the world's premier performing arts centres. It took almost 15 years to build, and it was officially opened by Queen Elizabeth II in 1973.

Sydney Harbour Bridge

Opened in 1932, the bridge is 1,149 metres long, weighs 52,800 tonnes, and needed 272,000 litres of paint for its initial coat. Paint maintenance is a continual process. It takes 10 years and 30,000 litres of paint before they start all over again!

1 Rispondi alle domande.

1. What's the population density in Australia?
2. What's the percentage of aboriginal people today?
3. When did Captain Cook arrive in Australia?
4. Why were prisoners sent from Britain to Australia in the 18th century?
5. How many states are there in Australia?
6. When did Australia become a federated nation?
7. Who is the Head of State?
8. How long did it take to build Sydney Opera House?
9. Who opened Sydney Opera House?
10. When was Sydney Harbour Bridge opened?



2 Raccogli informazioni sull'Australia rileggendo il testo accanto, le pagine 18-19 della Unit 1 e le pagine di civiltà dell'Extra Book 3. Puoi usare anche Internet o un'enciclopedia per ulteriori integrazioni. Trova informazioni su:

- Australia's size
- Australia's population
- Aboriginal people
- Discovery of Australia
- Australia's states and government

3 Rispondi alle domande.

1. What did you know about Australia before you read the article?
2. What is the most interesting information about Australia that you found in the article?
3. Did you read anything that surprised you?
4. Can you think of famous Australian actors or singers?
5. Have you ever seen a film or a TV programme about Australia?
6. Have you ever been to Australia?

4a Scrivi una breve presentazione sull'Australia.

Puoi seguire le indicazioni date qui sotto.

- Australia is the size...
- The population density is...
- The first inhabitants of Australia were...
- Australia was discovered...
- Australia is composed of...
- Each state has...
- Australia became...
- The Head of State is...
- The eight capital cities of Australia are...

4b Fai la tua presentazione sull'Australia alla classe usando i tuoi appunti dell'esercizio 4a. Parla per circa 2 o 3 minuti.

Glossary

capital cities	Head of State
colony	kangaroo
continent	kilometre
country	parliament
density	platypus
explorers	population
federated nation	state
flag	territory
floral emblem	to be composed
government	to discover
governor general	wildlife



CANADA FACTFILE

Canada is a land of vast distances and rich natural resources. With an area of 9,984,670 sq km it is the second-largest country in world after Russia but has a population of only 33,827,000 million people. About 75% of the population is concentrated within 300 km of the US border.

Long before the arrival of Europeans, Canada was inhabited by native peoples who lived for centuries in every corner of the country. They were small in population, but had developed rich and varied cultures. With little or no immunity to European diseases such as smallpox, measles and influenza, many aboriginal peoples died after contact with the Europeans. In the 19th century Aboriginal people lost their dominant role and were marginalized. However, in recent decades they have asserted their rights and rediscovered their ancient religion and culture, reminding Canadians that they were the first occupants of this land.

France and Britain established colonies in Canada during the 17th century. The two countries became rivals: in 1763, after years of fighting, France had to give all its territories to Britain. In the decades that followed, immigration from Britain increased and the population grew accordingly. Thus, English Canada evolved, surrounding the old French colony and creating a linguistic divide which remains today.

Today Canada is a constitutional monarchy with a parliamentary democracy. The British monarch is also the monarch of Canada. The country has 10 provinces and 3 territories. Toronto, Montreal and Vancouver are its largest cities.

The origin and meaning of the name Canada can be traced back to the arrival of the first explorer, Jacques Cartier, in the early 1500s. He used an aboriginal word for village, "kanata", to refer to the country he had encountered. European map makers later used "Canada" as a name for all the land north of the St. Lawrence River. Canada was home to aboriginal peoples for thousands of years before the arrival of the Europeans, and so it's appropriate that its name should come from their language.



Ottawa is Canada's capital city and home of the Parliament buildings. The boulevards and monuments in Canada's capital, the parks and heritage buildings, the national festivals – these are just some of the reasons why you should spend some time in this fantastic city.

Victoria is Western Canada's oldest city. This is a beautiful city on the southern end of Vancouver Island, and named "The Garden City" of Canada for a very good reason. In a recent survey, Victoria was judged to be one of the world's best cities, topping the list in the category of environment.

"The old quarter of **Quebec City** was declared a World Heritage Site by UNESCO in 1985. This is the only fortified city in North America, with a lot of narrow streets and enchanting roofs". This is truly one of the most memorable cities in Canada that you must see if you're planning a Canadian vacation.



1 Rispondi alle domande.

1. How large is Canada?
2. What is the population density in Canada?
3. Where do most Canadians live?
4. What is the meaning of the word "Canada"?
5. When did the first European explorer arrive in Canada?
6. Who were the first inhabitants of Canada?
7. Why did many Aboriginal people die when the Europeans arrived in Canada?
8. What happened in 1763?
9. What is Canada from a political point of view?
10. How is Canada divided?

2 Raccogli informazioni sul Canada rileggendo il testo nella pagina accanto e le pagine di civiltà dell'Extra Book 2. Puoi usare anche Internet o un'enciclopedia per ulteriori integrazioni. Trova informazioni su:

- Canada's area
- Canada's population
- Aboriginal people
- Canada's history
- English and French Canada
- Origin of the name
- Canada's government

3 Rispondi alle domande.

1. What did you know about Canada before you read the article?
2. What is the most interesting information about Canada that you found in the article?
3. Did you read anything that surprised you?
4. Can you think of famous Canadian actors, singers, sport personalities?
5. Have you ever seen a film or a TV programme about Canada?



4a Scrivi una breve presentazione sul Canada.

Puoi seguire le indicazioni date qui sotto.

- Canada has an area...
- The population of Canada is...
- The first inhabitants of Canada were...
- France and Britain had colonies...
- Canada is a constitutional...
- The monarch of Canada is...
- The name Canada...
- Ottawa...
- Quebec City...
- Victoria...



4b Fai la tua presentazione sul Canada alla classe usando i tuoi appunti dell'esercizio 4a. Parla per circa 2 o 3 minuti.

Glossary

capital city	landscape
colony	monarch
constitutional	monarchy
country	Native American
democracy	natural resources
explorers	parliamentary
government	polar bear
immigration	population
inhabitant	province
kilometre	rival
land	state
	territory

SOME VERY SPECIAL BRITISH DAYS!

PANCAKE DAY

THE ORIGINS OF THE FESTIVAL

The proper name of Pancake Day is Shrove Tuesday. It is one of the church year's moveable feasts and is directly related to the date on which Easter falls. On "Shrove Tuesday" everyone was expected to go to church to confess their sins and be "shriven" (absolved) ready for the beginning of Lent on Ash Wednesday. During the period of Lent people were expected to practice complete abstinence, so housewives made pancakes – filling and nourishing – to fortify their families for the lean days to come.

CUSTOMS AND TRADITIONS

Obviously, the most important aspect of Pancake Day is pancakes, similar to French crepes. Pancake-racing takes place each Shrove Tuesday. The object of the race is to get to the finishing line first, carrying a frying pan with a (cooked) pancake in it, flipping the pancake a pre-decided number of times. The skill lies not so much in the running of the race but in flipping – and catching – the pancake, which must be intact when the finishing line is reached.



TROOPING THE COLOUR

THE ORIGINS OF THE FESTIVAL

Queen Elizabeth II was born on 21 April, but it has been the custom to celebrate the Sovereign's birthday publicly on a day in the summer for many years. The ceremony of Trooping the Colour dates back to the beginning of the 18th century, when the colours (flags) of the battalion were carried (or "trooped") down the ranks so that they could be seen by the soldiers and recognised in the future. Since 1748, this parade has also marked the Sovereign's official birthday.

CUSTOMS AND TRADITIONS

Trooping the Colour takes place on Horse Guards Parade in Whitehall, London, and is watched by the Queen and other members of the Royal family. During the ceremony, the Queen is greeted by a royal salute and carries out an inspection of the troops. The Queen then rides back to Buckingham Palace at the head of her Guards. The event is a very colourful occasion; the streets all along the parade route are lined with people, most waving flags, and to get into a good position to see the parade you have to arrive early!



POPPY DAY – REMEMBRANCE DAY

THE ORIGINS OF THE FESTIVAL

Poppy Day – Remembrance Day – is the day when the dead of two World Wars and other armed conflicts are remembered in the UK. The Armistice at the end of the First World War of 1914-1918 was signed on November 11th at precisely 11 a.m. – the eleventh hour of the eleventh day of the eleventh month. For this reason, Remembrance Day is on the 11th of November each year.

CUSTOMS AND TRADITIONS

The Poppy was adopted as the symbol of remembrance because it was so common on the battlefields of Europe after the First World War. The Royal British Legion administers a fund which supports ex-servicemen and their families. Every November the Poppy Appeal continues to raise funds for this cause by selling small paper or fabric poppies, which are worn by the vast majority of the British public to signify their support and as a memorial to the victims of all wars.

1 Rispondi alle domande.

1. What did people in the past do on "Shrove Tuesday".
2. Why did housewives make pancakes?
3. What are the rules of a pancake-race?
4. When did the ceremony of Trooping the Colour first start?
5. Where does the ceremony take place?
6. What does the queen do?
7. Why is Poppy Day also called Remembrance Day?
8. Why is it celebrated on 11th November?
9. Why was the Poppy adopted as a symbol of this special day?
10. What does the Royal British Legion do?



2 Raccogli informazioni su queste feste inglesi rileggendo il testo nella pagina accanto e le pagine di civiltà dell'Extra Book 2. Puoi usare anche Internet o un'enciclopedia per ulteriori integrazioni. Trova informazioni su:

Pancake Day

- Shrove Tuesday
- Lent
- pancakes
- pancake race

Trooping the Colour

- origin of the festival
- place
- what the queen does
- what spectators do

Poppy Day

- origin of the festival
- when it takes place
- why the poppy
- role of Royal British legion
- poppy appeal

3 Rispondi alle domande.

1. Have you ever eaten a pancake?
2. What food do people eat in Italy before Lent?
3. What people do during the period of Lent in Italy?
4. Do parades similar to Trooping the Colour take place in Italy?
5. If yes, when?
6. Is there a special festival to remember the dead of the World wars in Italy?

4a Scrivi una breve presentazione sulle feste inglesi. Usa lo schema dato nell'esercizio 2.

4b Fai la tua presentazione sulle feste inglesi usando i tuoi appunti dell'esercizio 4a. Parla per circa 2 o 3 minuti.

Glossary

abstinence	origin
armed conflict	parade
armistice	poppy
Ash Wednesday	race
battlefield	remembrance
cause	route
century	Royal family
ceremony	Shrove Tuesday
church	symbol
customs	the dead
date	to catch
Easter	to confess
ex-servicemen	to date back
feast	to flip
festival	to mark
frying pan	to raise funds
fund	to sign
guests	to take place
Horse Guards	traditions
inspection	troops
legion	victim
Lent	World War
members	

2.27 Idioms and proverbs



A piece of cake

Un gioco da ragazzi



Let the cat out of the bag

Vuotare il sacco



Once in a blue moon

Ogni morte di papa



Too many cooks spoil the broth

Troppi cuochi guastano la salsa



It's no use crying over spilt milk

È inutile piangere sul latte versato



When in Rome, do as the Romans do

Paese che vai, usanza che trovi



Look down your nose at someone

Guardare qualcuno dall'alto in basso



Money doesn't grow on trees

I soldi non crescono sugli alberi



Be born with a silver spoon in your mouth

Essere nato con la camicia



It's not my cup of tea

Non fa per me



Get out of the wrong side of the bed

Alzarsi con il piede sbagliato



A bird in the hand is worth two in the bush

Meglio un uovo oggi che una gallina domani



Know something like the back of your hand

Conoscere qualcosa come le proprie tasche



All work and no play makes Jack a dull boy

Il lavoro senza gioia rende la vita una noia



Bite off more than you can chew

Fare il passo più lungo della gamba

1 Cover the pictures. Then complete the following proverbs and idioms.

- Too many c ____ spoil the b ____.
- All w ____ and no p ____ makes Jack a d ____ boy.
- A b ____ in the h ____ is worth t ____ in the b ____.
- When in R ____, do as the R ____ do.
- It's no u ____ crying over spilt m ____.
- Amanda is a very snobbish girl. She always l ____ down her n ____ at the other pupils in her class.
- Don't b ____ off more than you can c ____.
- Using Internet is easy for me. It's a p ____ of c ____.

2 Use a proverb or idiom to complete the situations.

- We've bought mum some earrings for her birthday. We want it to be a surprise, so don't _____.
- The Maths test was really easy. In fact, it was a _____.
- Miss Simpson was in a bad mood this morning. I think she _____.
- My grandfather has been a mechanic all his life. He knows a car engine _____.
- I never watch reality shows. They're not _____.
- Tom comes from a rich and famous family. He was _____.
- My parents nearly always make me come home before 10 o'clock at night, but _____ they let me come home before 11 o'clock.
- I'm not going to buy those trainers for you. They're too expensive. _____ doesn't _____!

Che cosa sono le Learning Strategies?

Le strategie per l'apprendimento sono una serie di brevi consigli, utili per aiutarti a studiare l'Inglese in modo facile ed efficace. Esse ti guideranno alla scoperta di tecniche per l'ascolto e per l'uso del dizionario, all'apprendimento di tecniche per il potenziamento della memoria e per lo sviluppo dell'abilità di scrittura.



Buon lavoro!

STRATEGIE PER IMPARARE A SCRIVERE: IL RIASSUNTO (2)

FILE 1

Quando prepari il riassunto di un testo (brano di lettura, articolo di giornale o di rivista, biografia o altro) prova a riformularne il contenuto.

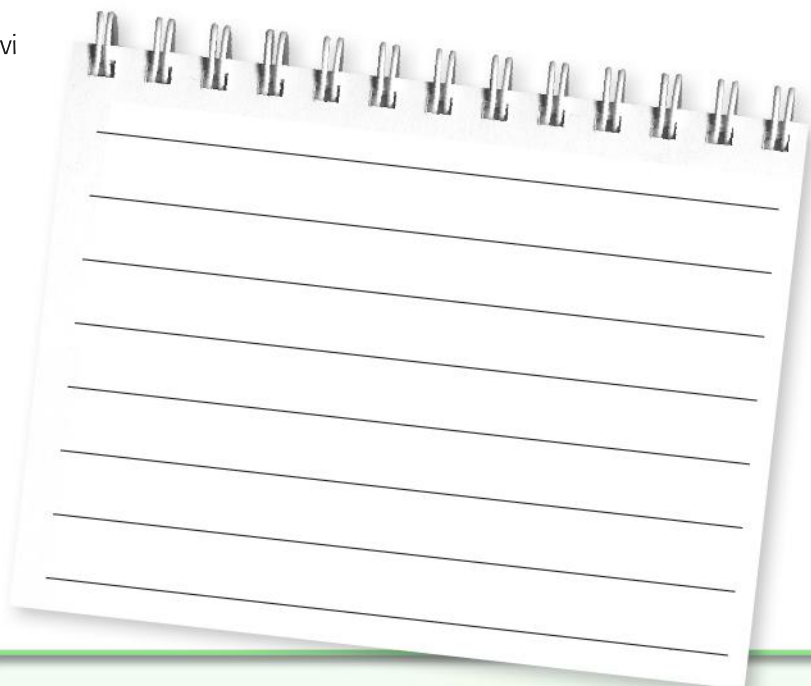
La riformulazione consiste nell'esprimere gli stessi concetti-chiave con altre parole.

Un riassunto infatti non è solo una copia ridotta del testo originale, ma una sua sintesi in cui dovremmo inserire qualche termine nuovo, lavorando ad esempio con i sinonimi e servendoci del dizionario per cercare nuovi verbi che esprimano la stessa azione.

Facendo un riassunto prova quindi sia a ridurre il numero di parole usate, sia a sostituirle con parole tue, senza ricorrere ai vocaboli del testo. Questa operazione arricchirà il tuo vocabolario! Se il testo è lungo ti sarà anche utile assegnare un titolo ai vari paragrafi per ricordarne il contenuto. Rileggi una prima volta il riassunto per verificare che siano state inserite tutte le informazioni fondamentali e sia chiaro lo scopo.

Rileggi una seconda volta il testo per controllare la grammatica (tempi dei verbi, plurali ecc.) e la forma linguistica.

- **Con un compagno, leggi un testo a scelta tra quelli presentati nello Student's Book e prova a farne il riassunto in base ai suggerimenti che hai appena letto. Poi scambiatevi i testi e datevi suggerimenti su come migliorarli, scrivendo i vostri commenti a margine. Chiedete aiuto anche al vostro insegnante.**



STRATEGIE PER IMPARARE A SCRIVERE: LA LETTERA (2)

FILE 2

Come hai già imparato, lo scopo per cui scrivi una lettera è in genere quello di mantenere un contatto con un interlocutore lontano oppure di crearlo. Nel caso in cui il tuo destinatario sia una persona con la quale non hai confidenza, ma che vorresti conoscere meglio per avviare uno scambio di lettere, ricorda in particolare di:

- stilare una scaletta di informazioni su di te da inserire nella lettera (chi sei, dove abiti, quanti anni hai, che cosa studi ecc.);
- scegliere un'idea per paragrafo in modo ordinato;
- separare i paragrafi tra loro andando a capo;

– riservare spazio alle domande sulla vita del tuo interlocutore. Firma scrivendo il tuo nome e il tuo cognome e ricorda di inserire il tuo indirizzo per ricevere la risposta.

- **Scegli un personaggio famoso cui scrivere una lettera in cui gli parli di te e nella quale richiedi informazioni su di lui per iniziare una corrispondenza. Poi scambia la tua lettera con quella di un compagno. A turno, datevi suggerimenti su come migliorarle (Che cosa manca? Che cosa non è chiaro? Quali altre domande potrei formulare?), chiedendo aiuto anche al vostro insegnante.**

I SOSTANTIVI NON TRADUCIBILI IN ITALIANO

FILE 3 Dictionary training

Il dizionario ti segnala anche se vi sono parole inglesi non traducibili in italiano, ovvero termini correlati a certi ambiti della civiltà inglese, come la gastronomia, le festività ecc., per i quali non esiste un equivalente nella lingua italiana e che pertanto non possono essere tradotti.

- **Cerca sul dizionario le seguenti espressioni inglesi e poi abbinale alla loro spiegazione italiana.**

- | | |
|----------------------|---|
| 1. Christmas cracker | a. treno speciale per destinazioni di interesse turistico |
| 2. baked Alaska | b. file contenente i comandi di sistema |
| 3. excursion train | c. torta di pan di Spagna e gelato ricoperta di meringa |
| 4. command file | d. petardo di carta colorata che schiocca tirandone in senso opposto le estremità |

- **Ora serviti del dizionario per trovare e sottolineare quali parole nelle seguenti frasi non sono traducibili in italiano.**

1. Among all different types of English cheese, I prefer mature cheddar.
2. At Halloween, children dress up as witches and ghosts.
3. Porridge is considered a typical Scottish food.
4. For breakfast, we had muffins, eggs and bacon.

BRITISH ENGLISH E AMERICAN ENGLISH

FILE 4 Dictionary training

Con le abbreviazioni **BE** e **AE** poste prima della traduzione, il dizionario ti segnala se un termine è utilizzato prevalentemente in Gran Bretagna oppure se il suo impiego è diffuso solo negli USA. Ricordare qualcuna di queste differenze potrà esserti utile se dovessi parlare in inglese con un americano.

- **Cerca sul dizionario la traduzione delle parole nel pool e completa la tabella, abbinando quelle con lo stesso significato. Di ciascuna scrivi anche la traduzione italiana. Copia la tabella sul tuo quaderno.**

• sellotape • line • druggist • lift • film • petrol • toilet • holiday • sweet • motorway • gasoline • freeway • movie
• Scotch-tape • vacation • candy • ground floor • queue • restroom • elevator • first floor • chemist

British English	American English	Traduzione
chemist	druggist	farmacista

PHONETIC SYMBOLS

(r) → **linking r** → **for** [fɔ:(r)]

Nell'inglese britannico (*British English*), la -r finale non si pronuncia quando la parola che segue inizia con una consonante (*for me* [fɔ:'mi:]), ma si pronuncia se inizia con una vocale (*for example* [fɔ:rɪg'zɑ:mpl])

' **main stress** (accento primario)

, **secondary stress** (accento secondario)

LONG VOWELS

ɑ: → **car** [kɑ:(r)]

ɜ: → **first** [fɜ:st]

i: → **tree** [tri:]

ɔ: → **small** [smɔ:l]

u: → **school** [sku:l]

SHORT VOWELS

ʌ → **but** [bʌt]

æ → **cat** [kæt]

e → **head** [hed]

ɪ → **trip** [trɪp]

ɒ → **dog** [dɒg]

ʊ → **look** [lʊk]

ə → **above** [ə'bʌv]

DIPHTHONGS

eɪ → **rain** [reɪn]

aɪ → **time** [taɪm]

ɔɪ → **boy** [bɔɪ]

aʊ → **town** [taʊn]

əʊ → **go** [gəʊ]

ɪə → **here** [hɪə(r)]

eə → **hair** [heə(r)]

ʊə → **tourist** ['tuərist]

CONSONANTS

b → **bed** [bed]

d → **dad** [dæd]

dʒ → **job** [dʒɒb]

f → **fat** [fæt]

g → **get** [get]

h → **how** [haʊ]

j → **young** [jʌŋ]

k → **cup** [kʌp]

l → **love** [lʌv]

m → **mum** [mʌm]

n → **name** [neɪm]

ŋ → **sing** [sɪŋ]

p → **pen** [pen]

r → **read** [ri:d]

s → **see** [si:]

ʃ → **fish** [fɪʃ]

t → **toy** [tɔɪ]

θ → **thin** [θɪn]

ð → **brother** ['brʌðə(r)]

tʃ → **chair** [tʃeə(r)]

v → **very** [veri]

w → **well** [wel]

z → **zoo** [zu:]

ʒ → **vision** ['vɪʒn]

PUNCTUATION MARKS

,

.

:

;

?

comma

full stop

colon

semicolon

question mark

!

...

()

[]

" "

exclamation mark

dots

round brackets

square brackets

inverted commas

IRREGULAR VERBS

	BASE FORM		SIMPLE PAST		PAST PARTICIPLE	
essere	be	[bi:]	was/were	[wɒz] / [wɜ:]	been	[bi:n]
diventare	become	[brɪ'kʌm]	became	[brɪ'keɪm]	become	[brɪ'kʌm]
iniziare	begin	[brɪ'ɡɪn]	began	[brɪ'gæn]	begun	[brɪ'gʌn]
mordere	bite	[baɪt]	bit	[bɪt]	bitten	['bɪtn]
soffiare	blow	[bləʊ]	blew	[blu:]	blown	[bləʊn]
rompere	break	[breɪk]	broke	[brəʊk]	broken	['brəʊkən]
portare	bring	[brɪŋ]	brought	[brɔ:t]	brought	[brɔ:t]
costruire	build	[bɪld]	built	[bɪlt]	built	[bɪlt]
bruciare	burn	[bɜ:n]	burnt	[bɜ:nt]	burnt	[bɜ:nt]
comprare	buy	[baɪ]	bought	[bɔ:t]	bought	[bɔ:t]
afferrare, prendere	catch	[kætʃ]	caught	[kɔ:t]	caught	[kɔ:t]

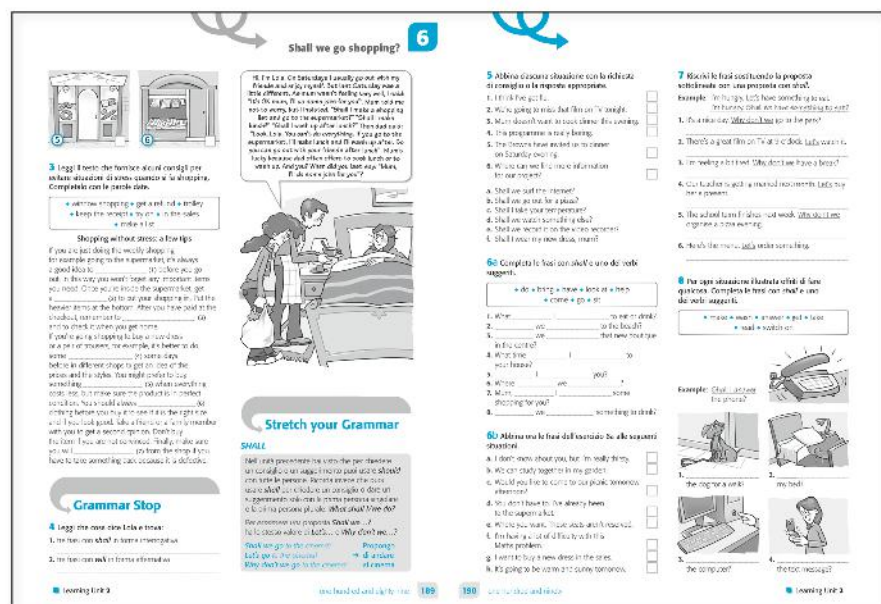
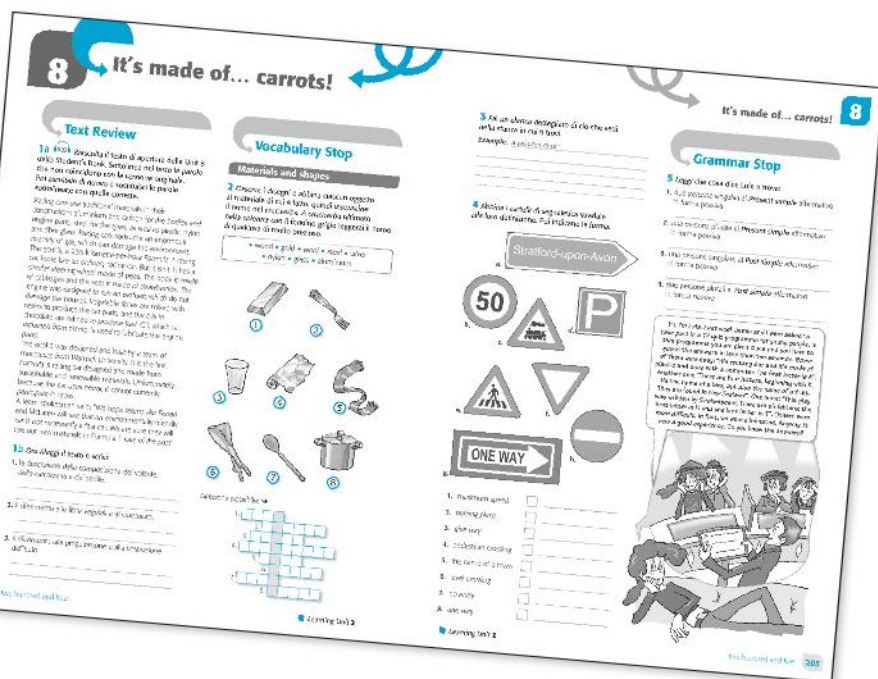
	BASE FORM		SIMPLE PAST		PAST PARTICIPLE	
scegliere	choose	[tʃu:z]	chose	[tʃəʊz]	chosen	[tʃəʊzn]
venire	come	[kʌm]	came	[keɪm]	come	[kʌm]
costare	cost	[kɒst]	cost	[kɒst]	cost	[kɒst]
tagliare	cut	[kʌt]	cut	[kʌt]	cut	[kʌt]
fare	do	[du:]	did	[dɪd]	done	[dʌn]
disegnare	draw	[drɔ:]	drew	[dru:]	drawn	[drɔ:n]
sognare	dream	[dri:m]	dreamt	[dremt]	dreamt	[dremt]
bere	drink	[drɪŋk]	drank	[dræŋk]	drunk	[drʌŋk]
guidare	drive	[draɪv]	drove	[drəʊv]	driven	[ˈdrɪvn]
mangiare	eat	[i:t]	ate	[et]	eaten	[ˈi:tn]
cadere	fall	[fɔ:l]	fell	[fel]	fallen	[ˈfɔ:lən]
nutrire	feed	[fi:d]	fed	[fed]	fed	[fed]
sentire	feel	[fi:l]	felt	[felt]	felt	[felt]
lottare	fight	[faɪt]	fought	[fɔ:t]	fought	[fɔ:t]
trovare	find	[faɪnd]	found	[faʊnd]	found	[faʊnd]
volare	fly	[flaɪ]	flew	[flu:]	flown	[fləʊn]
proibire	forbid	[fəˈbɪd]	forbade	[fəˈbæd]	forbidden	[fəˈbɪdn]
dimenticare	forget	[fəˈget]	forgot	[fəˈɡɒt]	forgotten	[fəˈɡɒtn]
gelare	freeze	[fri:z]	froze	[frəʊz]	frozen	[ˈfrəʊzn]
ottenere	get	[get]	got	[ɡɒt]	got, gotten (US)	[ɡɒt, ɡɒtn]
dare	give	[ɡɪv]	gave	[geɪv]	given	[ˈɡɪvn]
andare	go	[ɡəʊ]	went	[went]	gone	[ɡɒn]
crescere, coltivare	grow	[ɡrəʊ]	grew	[ɡru:]	grown	[ɡrəʊn]
avere	have	[hæv]	had	[hæd]	had	[hæd]
udire	hear	[hɪə(r)]	heard	[hɜ:d]	heard	[hɜ:d]
nascondere	hide	[haɪd]	hid	[hɪd]	hidden	[ˈhɪdn]
colpire	hit	[hɪt]	hit	[hɪt]	hit	[hɪt]
tenere	hold	[həʊld]	held	[held]	held	[held]
ferire, far male	hurt	[hɜ:t]	hurt	[hɜ:t]	hurt	[hɜ:t]
tenere	keep	[ki:p]	kept	[kept]	kept	[kept]
sapere, conoscere	know	[nəʊ]	knew	[nju:]	known	[nəʊn]
lasciare, partire	leave	[li:v]	left	[left]	left	[left]
prestare	lend	[lend]	lent	[lent]	lent	[lent]
lasciare	let	[let]	let	[let]	let	[let]
perdere	lose	[lu:z]	lost	[lɒst]	lost	[lɒst]
fare	make	[meɪk]	made	[meɪd]	made	[meɪd]
significare	mean	[mi:n]	meant	[ment]	meant	[ment]
incontrare	meet	[mi:t]	met	[met]	met	[met]
pagare	pay	[peɪ]	paid	[peɪd]	paid	[peɪd]
mettere	put	[pʊt]	put	[pʊt]	put	[pʊt]
leggere	read	[ri:d]	read	[red]	read	[red]
cavalcare	ride	[raɪd]	rode	[rəʊd]	ridden	[ˈrɪdn]
suonare	ring	[rɪŋ]	rang	[ræŋ]	rung	[rʌŋ]
salire	rise	[raɪz]	rose	[rəʊz]	risen	[ˈrɪzn]
correre	run	[rʌn]	ran	[ræn]	run	[rʌn]
dire	say	[seɪ]	said	[sed]	said	[sed]
vedere	see	[si:]	saw	[sɔ:]	seen	[si:n]
cercare	seek	[si:k]	sought	[sɔ:t]	sought	[sɔ:t]
vendere	sell	[sel]	sold	[səʊld]	sold	[səʊld]
spedire	send	[send]	sent	[sent]	sent	[sent]
mettere	set	[set]	set	[set]	set	[set]
scuotere	shake	[feɪk]	shook	[ʃʊk]	shaken	[ˈfeɪkən]
cantare	sing	[sɪŋ]	sang	[sæŋ]	sung	[sʌŋ]
sedere	sit	[sɪt]	sat	[sæt]	sat	[sæt]
dormire	sleep	[sli:p]	slept	[slept]	slept	[slept]
odorare	smell	[smel]	smelled, smelt (GB)	[smeld, smelt]	smelled, smelt (GB)	[smeld, smelt]
parlare	speak	[spi:k]	spoke	[spəʊk]	spoken	[ˈspəʊkn]
sillabare	spell	[spel]	spelled, spelt (GB)	[speld, spelt]	spelled, spelt (GB)	[speld, spelt]
spendere	spend	[spend]	spent	[spent]	spent	[spent]
stare	stand	[stænd]	stood	[stʊd]	stood	[stʊd]
giurare	swear	[sweə(r)]	swore	[swɔ:(r)]	sworn	[swɔ:n]
nuotare	swim	[swɪm]	swam	[swæm]	swum	[swʌm]
portare	take	[teɪk]	took	[tʊk]	taken	[ˈteɪkən]
insegnare	teach	[ti:tʃ]	taught	[tɔ:t]	taught	[tɔ:t]
raccontare	tell	[tel]	told	[təʊld]	told	[təʊld]
pensare	think	[θɪŋk]	thought	[θɔ:t]	thought	[θɔ:t]
capire	understand	[ˌʌndəˈstænd]	understood	[ˌʌndəˈstʊd]	understood	[ˌʌndəˈstʊd]
svegliare	wake	[weɪk]	woke	[wəʊk]	woken	[ˈwəʊkn]
indossare	wear	[weə(r)]	wore	[wɔ:(r)]	worn	[wɔ:n]
vincere	win	[wɪn]	won	[wʌn]	won	[wʌn]
scrivere	write	[raɪt]	wrote	[rəʊt]	written	[ˈrɪtn]

Il **Workbook** occupa la seconda sezione di questo volume; è il tuo “quaderno di lavoro” in cui troverai molte attività da svolgere autonomamente a casa o in classe, a seconda delle indicazioni del tuo insegnante.

Per poterti orientare bene, questa sezione è stata concepita specularmente allo Student's Book, quindi avremo **11 Units** (raggruppate in 3 Learning Units) articolate nel seguente modo.

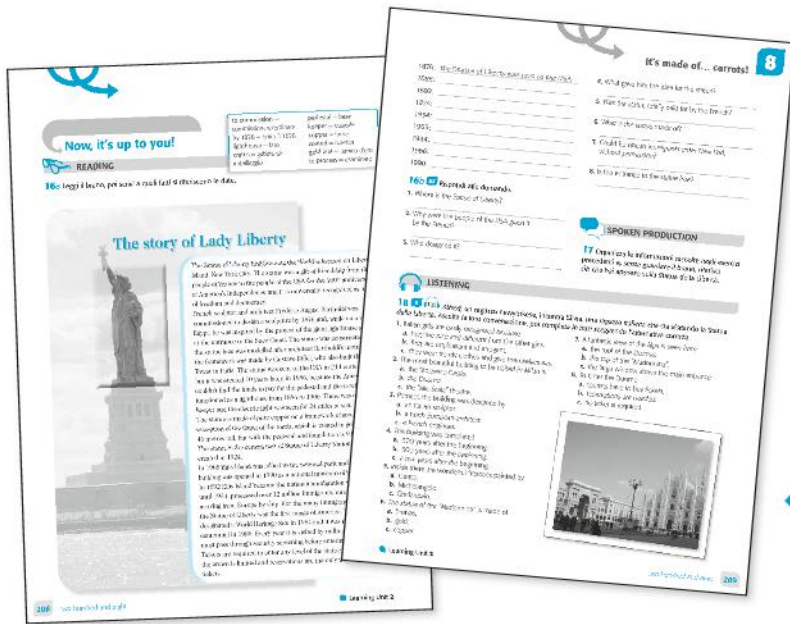
La Unit inizia con la sezione **Text Review**, che propone ulteriori attività di comprensione dei testi di apertura dello Student's Book per poter individuare le funzioni comunicative presentate.

Vocabulary Stop facilita il ripasso e favorisce la memorizzazione del lessico che hai imparato in *Focus on Vocabulary* (nello Student's Book) grazie alle numerose attività di carattere ludico presentate come cruciverba, anagrammi, giochi di parole ecc.



Grammar Stop ti propone moltissimi esercizi in cui devi applicare le regole grammaticali studiate in *Focus on Grammar* (nello Student's Book). Il personaggio di **Lola**, una tua coetanea, ti accoglie a inizio sezione con le sue simpatiche storie per avviarti a un rigoroso ripasso.

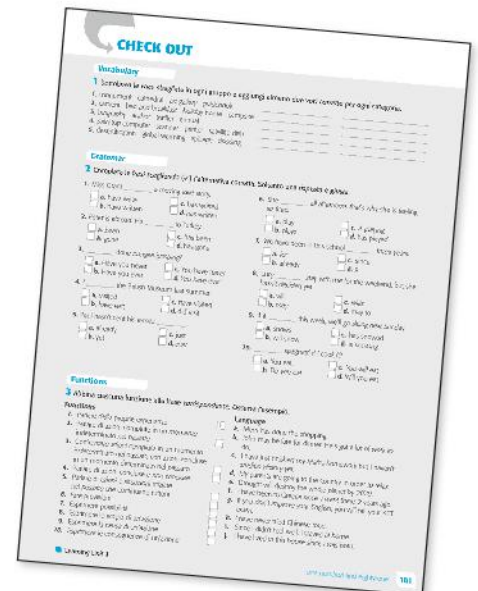
A volte potrai incontrare **Stretch your Grammar**: si tratta di un approfondimento delle regole affrontate nello Student's Book, in cui vengono fornite nuove informazioni per dare un quadro completo dell'argomento esaminato.



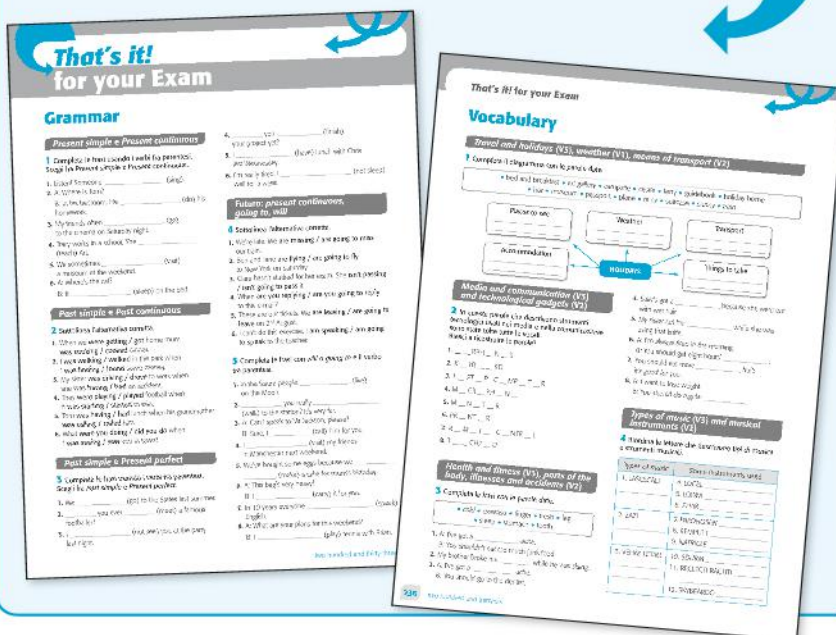
La sezione **Now, it's up to you!** conclude la Unit. Qui metterai in atto tutto ciò che hai studiato nello Student's Book e nel Workbook e ti eserciterai nelle abilità di *Listening*, *Reading*, *Writing* e *Spoken interaction/Spoken production*. A volte, per alcuni esercizi di interazione orale, ti sarà richiesto di registrarti – come segnala questa icona – per permetterti di riascoltarti e di correggere eventuali errori.



Alla fine delle Unit 4, 8 e 11 affronterai una pagina di **Check Out** con esercizi di riepilogo su lessico, grammatica e funzioni comunicative. Questo strumento ti sarà molto utile per verificare quanto avrai appreso nelle varie Units.



Infine, anche nel Workbook troverai uno strumento molto importante: la sezione speciale **That's it! for your Exam** con le pagine di **Grammar** e di **Vocabulary** ti proporrà una serie di attività riepilogative legate a molti argomenti grammaticali e a vari ambiti lessicali, per rinforzare le tue conoscenze linguistiche e per poter affrontare l'Esame con una preparazione completa e adeguata.



I brani di ascolto

Nell'**edizione PACK**, i brani di ascolto sono in formato mp3; si trovano all'interno dell'**activeBook** e sono relativi sia allo Student's Book sia al Workbook.

Nell'**edizione LEGGERA**, i brani di ascolto sono in formato mp3; si trovano all'interno del **Multi-ROM** e sono relativi sia allo Student's Book sia al Workbook.

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Vocabulary Stop

Now, it's up to you! (skills)

Travel and holidays	Reading: leggere ciò che fanno e ciò che piacerebbe fare a Inge e Miles; indicare quali elementi hanno in comune e quali affermazioni può aver detto ciascuno di loro Listening: ascoltare l'intervista a Miles e scegliere l'alternativa corretta tra quelle proposte Writing: scrivere un dialogo sulle vacanze seguendo la traccia Spoken production: scrivere alcune cose che sono successe di recente, registrarle e raccontarle in classe
Types of books	Listening: ascoltare l'intervista a una ragazza appassionata di libri e completare le frasi con l'alternativa corretta Reading: leggere un brano sui libri di genere "fantasy" e rispondere alle domande Writing / Spoken interaction: scrivere un dialogo, registrarlo e drammatizzarlo in classe
Media and communications	Reading: leggere ciò che accade ad alcuni ragazzi e abbinarli al segno zodiacale corrispondente; scegliere l'alternativa corretta indicando che cosa faranno i ragazzi in base all'oroscopo Listening: ascoltare una conversazione e indicare se le affermazioni sono vere o false Spoken interaction: prevedere il futuro di un compagno in base alla sua personalità; esprimere accordo o disaccordo Writing: scrivere una pagina di diario in cui si immagina il proprio futuro
Environmental problems	Reading: leggere l'intervista ad Alan Weisman sul suo libro <i>The World Without Us</i> e completare le frasi con l'alternativa corretta Listening: ascoltare un ragazzo e indicare se le affermazioni sono vere o false, poi correggere le affermazioni false Writing / Spoken interaction: scrivere un dialogo, registrarlo e drammatizzarlo in classe
Health and fitness	Reading: leggere le e-mail di Colin e Douglas che raccontano i loro problemi a una rivista per ragazzi e completare le frasi; indicare se le affermazioni sono vere o false e correggere quelle false Reading: leggere la risposta dell'esperto e scrivere i consigli che dà a Colin Writing: esprimere la propria opinione sui consigli dell'esperto e scrivere alcuni consigli per Colin Listening: ascoltare l'esperto parlare dei problemi di Douglas e indicare quali suggerimenti fornisce Writing / Spoken production: scrivere un'e-mail a un amico in cui si confida un proprio problema, poi analizzare l'e-mail di un compagno e fornirgli alcuni consigli per superare il problema
Shops and shopping	Reading: leggere una conversazione tra due signore indecise sul regalo da fare al nipote e un signore che fornisce loro alcuni consigli, poi indicare se le affermazioni sono vere, false o non espresse nel dialogo Listening and reading: ascoltare una conversazione e scegliere il riassunto che la descrive meglio Writing / Spoken interaction: scrivere un dialogo e drammatizzarlo in classe
Food	Reading: leggere ciò che tre ragazze raccontano degli <i>special days</i> dei loro paesi e completare la tabella Writing: scrivere un testo in cui si accetta un invito a partecipare a uno degli <i>special days</i> descritti fornendo le motivazioni e facendo un paragone con uno <i>special day</i> del proprio paese Listening: ascoltare un dialogo tra un ragazzo e un cuoco sui cibi caratteristici degli <i>special days</i> descritti e indicare se le affermazioni sono vere, false o non espresse nel dialogo; completare tre ricette Writing / Spoken interaction: scrivere un dialogo e drammatizzarlo in classe
Materials and shapes	Reading: leggere un brano sulla Statua della Libertà, poi scrivere a quali fatti si riferiscono alcune date; rispondere alle domande sul brano Spoken production: raccontare in classe ciò che si è appreso sulla Statua della Libertà Listening: ascoltare una conversazione e completare le affermazioni scegliendo l'alternativa corretta Writing / Spoken interaction: raccogliere informazioni su un monumento importante della propria città e scrivere un dialogo in cui vengono fornite le informazioni raccolte; drammatizzare il dialogo in classe con un compagno
Talking about a language	Reading: leggere un brano sul linguaggio usato dai giovani e rispondere alle domande Listening / Spoken interaction: ascoltare una conversazione, indicare se le affermazioni sono vere o false; indicare tra una serie di affermazioni quali sono fondate motivando la propria scelta Writing: scrivere un dialogo seguendo la traccia Writing: scrivere un breve testo sul nuovo linguaggio che i giovani usano oggi per comunicare tra loro
Types of music	Reading: leggere un brano sulla musica folk e indicare se alcune affermazioni sono vere o false Listening: ascoltare una conversazione ed eliminare le informazioni che nel dialogo non vengono fornite Writing / Spoken interaction: scrivere una conversazione, registrarla e drammatizzarla in classe
Painting	Reading: leggere un brano sulla National Gallery of Art di Washington e rispondere alle domande Reading a painting: "leggere" il <i>Cartone per Sant'Anna, la Vergine, il Bambino e San Giovannino</i> di Leonardo da Vinci e inserirlo nel suo contesto storico.

Have you ever been to Australia?

Text Review

1a ^{3.02} Leggi il depliant di apertura della Unit 1 dello Student's Book e inserisci le parti mancanti. Ascolta per verificare ciò che hai scritto.

Welcome to Noosa

Have you (1) whales, dolphins and koalas in their natural environment?
Have you ever surfed or swum in some of the (2)?
If you've (3) any of these, Noosa is the place for you!

Free time activities

Located on Australia's beautiful Sunshine Coast, Noosa offers students the perfect mix of study and a relaxed lifestyle: (4) are available throughout the year.

Accommodation

Noosa's bright, modern campus is only a (5) to the world famous Noosa Beach. Accommodation is with specially-selected (6).
In (7) we introduced our Summer Program: this program combines (8) with afternoon and weekend activities and excursions to archaeological (9) of spectacular scenery. So pack your rucksack, (10) for a once-in-a-lifetime experience!

1b Ora sottolinea nel depliant le frasi corrispondenti alle seguenti e riscrivile.

- Se non hai mai fatto nessuna di queste cose, Noosa è il posto per te.
- Nel 2010 abbiamo presentato il nostro Programma estivo.
- La sistemazione è presso famiglie selezionate.
- Prepara lo zaino, la crema solare e il costume da bagno.

Vocabulary Stop

Travel and holidays

2 Osserva i disegni e scrivi le informazioni richieste.



- 1. Places to see:**
Things to take: *swimming costume*
Accommodation: *campsite*



- 2. Places to see:** *museum*
Things to take:
Accommodation:



- 3. Places to see:**
Things to take:
Accommodation:

Have you ever been to Australia?



4. Places to see:
 Things to take:
 Accommodation:

Grammar Stop

3 Leggi che cosa dice Lola e trova:

- tre verbi regolari nella loro forma di participio passato
- quattro verbi irregolari nella loro forma di participio passato
- tre forme affermative di **Present perfect** alla terza persona singolare
- una frase negativa contenente il **Present perfect**
- una frase contenente **never**
- una domanda con **ever**

Hi! I'm Lola. We are flying to Greece this weekend. We're staying in a holiday village on the island of Mykonos. I'm so excited. I've never been abroad before. We've made all the preparations. Dad has collected the tickets. Mum has bought suntan cream and a guidebook. I've put all my holiday things on my bed, but I haven't packed my suitcase. I'm going to do it this evening. And Keira? Luckily, Jamie has offered to look after her while we are in Greece.

His family is really kind.
 And you? Have you ever been abroad?



PRESENT PERFECT

4 Completa le frasi con il **Present perfect** dei verbi regolari fra parentesi.

Example: I have packed (pack) my suitcase.

- The explorer (travel) all over the world.
- Mum (cook) a delicious curry for dinner.
- I (visit) all the art galleries in my town.
- Michael's father (work) in America.
- Dad (water) the flowers.
- Elizabeth (walk) on Hadrian's Wall.
- Martha (invite) me to her party.
- The teacher (correct) our French tests.

5 Scrivi il participio passato dei seguenti verbi irregolari.

- | | |
|-----------------|----------------------|
| 1. become | 11. read |
| 2. do | 12. say |
| 3. find | 13. speak |
| 4. forget | 14. understand |
| 5. get | 15. tell |
| 6. hear | 16. sleep |
| 7. know | 17. give |
| 8. leave | 18. sing |
| 9. make | 19. take |
| 10. put | 20. think |

6 Completa le seguenti frasi con il *Present perfect* dei verbi irregolari fra parentesi.



Example: I have read that book before. (read)

1. Caroline (take) her cat to the vet's.
2. The Robinsons (go) sightseeing in the old town centre.
3. The baby (drink) all his milk.
4. J.K. Rowling (write) seven Harry Potter novels.
5. Lola (put) all her holiday things on her bed.
6. My mum (make) a cake for my birthday.
7. Everyone (bring) something to eat or drink for the party.
8. Sally's dad (buy) a new car.

7 Leggi la situazione e scrivi una frase appropriata con i verbi suggeriti.

• have • do • move • fly • repair • pack • steal

Example: Mum's car didn't work. Now it's going again.
The mechanic has repaired her car.

1. There is nothing on Lola's bed. Her suitcase is closed.
She her suitcase.
2. Two thieves are running out of a bank. They have a bag full of money.
They some money.
3. His books are closed. He's playing videogames.
He his homework.
4. This morning my parents were in Italy. Now they're in England.
They to England.
5. We lived in the city. Now we live in the country.
We to the country.
6. Yesterday Daniel's hair was long. Now it's short.
He a haircut.

8 Why is Mr Rielly so angry? Guarda i disegni e rispondi.



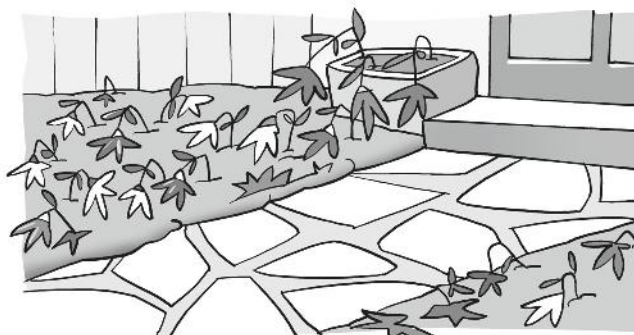
Example: Robin / wash up
Because Robin hasn't washed up.



1. Robin and Ellen / do their homework

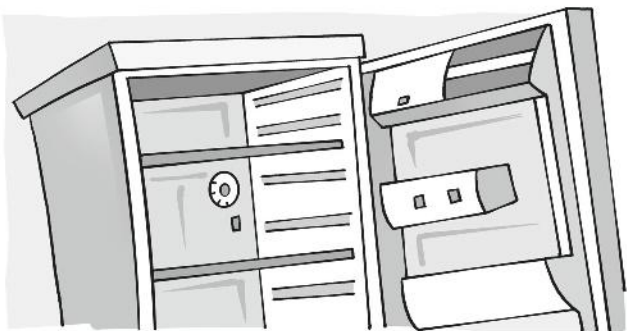


2. His wife / make the bed



3. Ellen / water / flowers

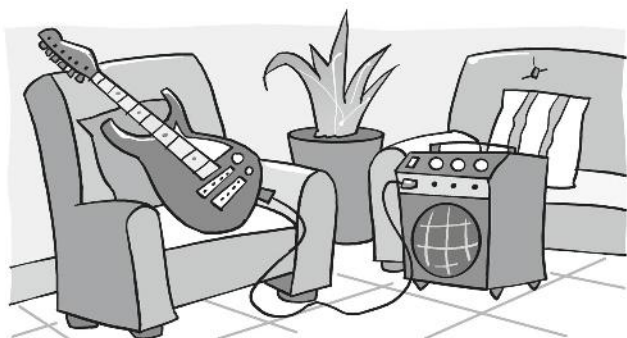
Have you ever been to Australia?



4. His wife / leave him anything to eat



5. Ellen / tidy / the bathroom



6. Robin / put away his electric guitar

9 Completa le frasi a tuo piacere utilizzando il **Present perfect** nella forma affermativa o negativa.

Example: I'm sad because my best friend has gone on holiday.

- I've got a stomach-ache because
- The fridge is empty because
- Mum is annoyed because
- My Mp3 player isn't working because
- Susan can't play tennis because
- This term Richard's marks are very low because

10 John e Paul hanno trascorso una splendida vacanza negli Stati Uniti. Scrivi delle frasi su ciò che hanno fatto. Usa i suggerimenti.

1. John and Paul / be / rafting in the Grand Canyon

2. They / have / an excursion to Monument Valley

3. They / see / the Giant Sequoia trees in Yosemite National Park

4. They / play / on the slot machines in Las Vegas

5. They / have / a tram ride in San Francisco

6. They / walk / down the Hollywood Walk of Fame

11 John e Paul non hanno fatto altri viaggi in giro per il mondo. Scrivi delle frasi su ciò che non hanno fatto. Usa i suggerimenti.

1. John and Paul / not be / on safari in Kenya

2. They / not do / scuba diving in the Red Sea

3. They / not visit / the oasis in Morocco

4. They / not walk / on Hadrian's Wall

5. They / not cross / Sahara desert on camels

6. They / not see / the Uffizi Art Gallery in Florence

12 Completa le frasi con *been* o *gone*.

- Dennis and Barbara have on holiday in Morocco. They got back to England yesterday.
- Dennis and Barbara have on holiday to Morocco. They are having a camel ride tomorrow.
- Tom isn't in his room. He has to football training.
- Tom has to football training. His dirty football kit is in the washing machine.
- Linda is out. She has shopping.
- Linda has shopping. She's bought a lovely blue T-shirt.

PRESENT PERFECT CON EVER / NEVER

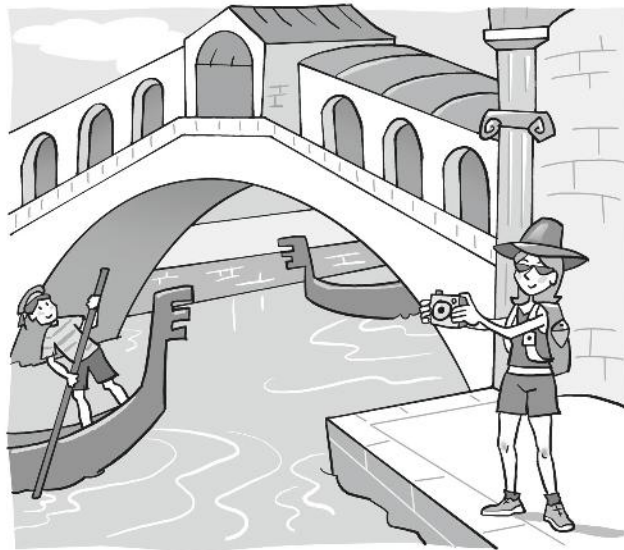
13 Abbina ciascuna domanda con la risposta appropriata.

1. Have you ever played cricket? ☐
 2. Have you ever spent a holiday in a holiday village? ☐
 3. Have you ever been to Australia? ☐
 4. Have you ever eaten Chinese food? ☐
 5. Have you ever ridden on a motorbike? ☐
 6. Have you ever stayed the night at a friend's house? ☐
 7. Have you ever broken an arm or leg? ☐
 8. Have you ever sung in public? ☐
- a. Yes, I belong to a choir.
 - b. Yes, on my dad's. But I was a bit frightened.
 - c. Yes, two years ago in Mykonos.
 - d. No, never, fortunately.
 - e. No, never. Actually, I prefer my own bed!
 - f. Yes, once, but I prefer Indian.
 - g. No, never. It's not a popular sport in my country.
 - h. No, never, but I'd like to study English there.

14 Rispondi alle seguenti domande personali usando le *short answers*.

1. Have you ever travelled to a foreign country?
.....
2. Have you ever studied English with the help of a computer?
.....
3. Has your class ever visited a museum or art gallery?
.....
4. Have you ever stayed in a bed and breakfast?
.....
5. Have you ever acted in a play?
.....
6. Have you ever flown in a plane?
.....
7. Have you ever slept in a tent?
.....
8. Has your mother ever made a cake for your birthday?
.....

15 Trasforma le seguenti frasi nella forma interrogativa inserendo *ever*.



Example: Mrs Watson has been to Venice.

Has Mrs Watson ever been to Venice?

1. David has been abroad.
.....
2. You have lost your wallet.
.....
3. Your class has visited an archaeological site.
.....
4. Susan has seen a film in English.
.....
5. Rick and Simon have slept in a youth hostel.
.....
6. Your father has taken you to an important exhibition.
.....

PRESENT PERFECT O PAST SIMPLE?

16 Sottolinea nelle seguenti frasi l'alternativa corretta.

1. When we were / have been in Venice we have crossed / crossed the Bridge of Sighs.
2. Have you seen / Did you see *Twilight*?
3. Last year the Walkers spent / have spent a wonderful holiday in Bermuda.
4. There was an accident on the motorway yesterday. It has taken / took us five hours to get home.
5. I haven't seen / didn't see Alice today. Is she ill?
6. What time did the film finish / has the film finished?
7. I have forgotten / forgot my dictionary. Can I borrow yours?
8. Have you heard / Did you hear the new CD by the Rhythm Kings?

Have you ever been to Australia?

17 Completa le seguenti frasi inserendo i verbi fra parentesi al **Present perfect** o al **Past simple**.

- I (be) born in this city, so I (always / live) here.
- A: (pack) your suitcase?
B: No, I'm going to do it this afternoon.
- My mother is in hospital. She (have) an operation.
- Everyone stop writing, please! The test (finish).
- I (never / be) to New Zealand, but I'd like to go there.
- Mr Smith (play) tennis when he was younger, but now he plays golf.
- Have a look at the photos I (take) in Spain last summer.



In una conversazione in cui alla domanda iniziale formulata con il **Present perfect** si dà una risposta affermativa, si prosegue utilizzando il **Past simple**.

A: *Have you ever been to a foreign country?*

B: *Yes, I have.*

A: *Where did you go?*

B: *I went to Austria.*

A: *Who did you go with?*

B: *I went with my schoolmates on a trip.*

A: *Did you enjoy it?*

B: *Yes, it was great fun.*

18 Completa i minidialoghi.

Example: A: *Have you bought* (you / buy) the tickets for the holiday?

B: Yes, I have.

A: When *did you buy* (you / buy) them?

B: I *bought* (buy) them this afternoon.

- A: (you / read) *Breaking Dawn*?
B: Yes, I have.
A: When (you / read) it?
B: I (read) it this summer on the beach in Ibiza.
- A: (you / see) Bill recently?
B: Yes, I have.
A: Where (you / see) him?
B: I (see) him at the leisure centre last Friday.

3. A: (you / ever / eat) sushi?

B: Yes, I have.

A: Where (you / eat) it?

B: I (eat) it in the sushi bar in the square.

4. A: (you / pack) your suitcase?

B: Yes, I have.

A: When (you / pack) it?

B: I (pack) it this morning.

Dettato

19  Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

20a Leggi ciò che raccontano Inge, una ragazza austriaca, e Miles, un ragazzo inglese, a proposito delle loro vacanze estive e segna (✓) ciò che li accomuna.

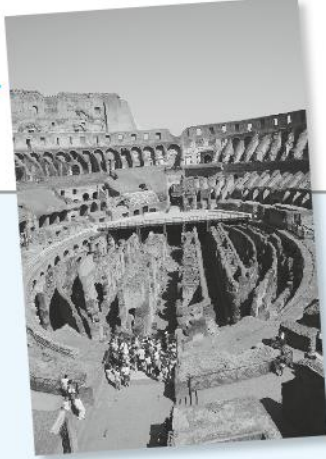
Inge

My dream? To spend two weeks in the summer in a holiday village in Italy. I have never been in a holiday village and I have never been to Italy. I have read a lot about the main Italian seaside resorts and I like surfing the Internet and looking for splendid photos of those places. Unfortunately, I have always spent my holidays in the mountains. Everywhere in Austria, in Spain, in France. Well, I can say that I have tried everything in the mountains: I have done trekking, I have slept in isolated log cabins, I have done rafting down flooded streams. Of course, not alone, always with my parents. They are very fond of the mountains and my father's very fond of his caravan. I don't know how many camping sites we have stayed at during our journeys from one place to another. Actually, I have never met any young people to stay with in those mountain camping sites. By the way, do you want to know where we are spending next July? In the Swiss Alps. Fresh air and long boring hours!



Miles

Nobody has ever asked me what I would like to do during the summer time. I have always done what my parents decide. It's true that I am too young to have my holidays with my friends, but I would like to go where I can meet people of my age. I mean holiday villages, youth hostels, camping sites, even holiday homes in seaside resorts. On the contrary, summer is the perfect time to visit capital cities! So we fly to some European cities and from there we start our package tour by coach. Hops-on, hops-off, times to keep, guides to listen to, four-star hotels to stay at... I have visited Paris, Rome, Madrid. We have flown to Moscow and Copenhagen. Well, sometimes it's interesting, but it's often boring and depressing because it's very hard to find teenagers in the groups. I have never had the opportunity of making friends with anyone on my summer holidays abroad.



1. They have never stayed in a holiday village. ☐
2. They have been to France and Spain. ☐
3. They have tried different sports in the mountains. ☐
4. They have always spent their holidays with their parents. ☐
5. They have travelled throughout Europe by plane. ☐
6. They have never decided where to spend their holidays. ☐
7. They have never fully enjoyed their holidays with their parents. ☐
8. They have always wanted to spend their holidays in Italy. ☐
9. They have never made friends during their holidays. ☐
10. They have always stayed in expensive luxury hotels. ☐

20b Chi può aver detto le seguenti frasi? Inge (I) o Miles (M)?

- | | |
|--|--|
| 1. I have climbed mountains. ☐ | 4. I have never been free to spend my time as I like. ☐ |
| 2. I have seen the Eiffel Tower. ☐ | 5. I have never slept in a tent. ☐ |
| 3. I have got some information from the Internet. ☐ | 6. I have never experienced the Italian atmosphere. ☐ |



LISTENING

21   Ascolta l'intervista fatta a Miles da una giornalista che deve scrivere un articolo sulle vacanze degli studenti per il giornale della scuola. Miles non dice la verità sulla sua esperienza. Scegli l'alternativa corretta per indicare le bugie di Miles.

1. About what he has seen
 - a. He has always liked everything.
 - b. He has always found everything boring.
 - c. He has never been interested in what he has seen.
2. About places
 - a. He has visited all the capital cities in Europe.
 - b. He hasn't visited many cities.
 - c. He has only visited Rome, Paris and Madrid.
3. About accommodation
 - a. He has usually stayed in camping sites.
 - b. He has usually stayed in luxury hotels.
 - c. He has usually stayed in holiday villages.
4. About people
 - a. He has always met people of his age.
 - b. He has never made friends.
 - c. He has never liked staying in touch with people.
5. About holidays
 - a. He has always had relaxing holidays.
 - b. He has always had exciting holidays.
 - c. He has never done anything special.
6. About choices
 - a. His parents have never asked his opinion about holidays.
 - b. He has always decided where to spend his holidays.
 - c. He has always given his opinion about where to go.



Text Review

1a  3.05 Riascolta il testo di apertura della Unit 2 dello Student's Book e riordina le battute di Dan, utilizzando i numeri come suggerito.

Reporter: So, Dan, tell us about your hobby.

☐ Dan: *D for Danger.*

Reporter: What do you write?

☐ Dan: No, not yet. But... you never know!

Reporter: How long have you been a writer?

☐ Dan: I've already written five. In fact, I've just finished the fifth story.

Reporter: But you're a writer with a difference, aren't you?

☐ 1 Dan: OK. I'm a writer.

Reporter: What's YWO?

☐ Dan: I've been a writer for five years, but I've been interested in books since I was a child. I've read hundreds of books.

Reporter: How many stories have you written?

☐ Dan: I write thrillers and science fiction, but thrillers are my favourite.

Reporter: What's the title?

☐ Dan: Yes, I belong to YWO.

Reporter: Have any publishers contacted you yet?

☐ Dan: *Young Writers On-line.* It's a website. You write stories on the computer and post them on YWO. People read your stories and make comments, so you can modify it if you want. It's really fun.

1b Ora rileggi il testo e scrivi ciò che:

- il reporter chiede a Dan per sapere da quanto tempo fa lo scrittore.
- Dan dice per rispondere che è interessato ai libri da quando era bambino.

- Dan afferma per dire che ha già scritto cinque racconti.

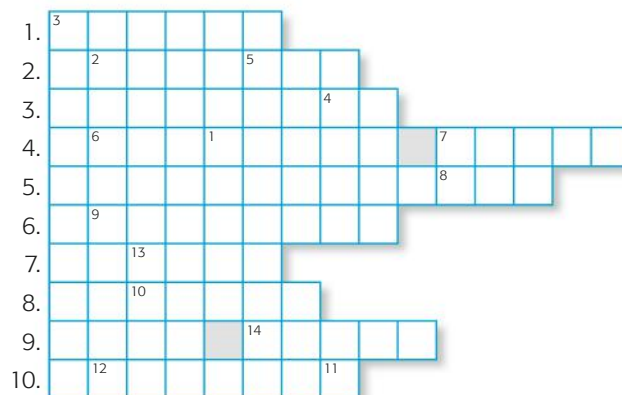
- Dan dice per informare che ha appena finito il quinto racconto.

- il reporter domanda a Dan per sapere se nessun editore lo ha ancora contattato.

Vocabulary Stop

Types of books

2a Inserisci nel cruciverba il genere di libri che risponde alle definizioni.



Across

- Every year for their summer holidays the Wilsons tour in their car and stay in bed and breakfast accommodation. Before they leave Mr Wilson always buys a guidebook which has a list of the best accommodation. What type of book is this?

2. I've just read *Weekend* by Christopher Pike. The story was really exciting. In fact I read the book in two days! I really wanted to know how the story ended. What type of book is this?
3. Dick Shelton is Ralph's hero. He has read *The Black Arrow* by Robert Louis Stevenson many times. He likes stories in which the protagonist finally triumphs in difficult situations. What type of book does Ralph like?
4. Barbara loves the stories of Agatha Christie. Apart from the suspense and the ability of Miss Marple to discover the murderer, she loves the way that the author describes life in Britain in the 1920s. What type of book did Agatha Christie write?
5. My parents recently bought a set of 12 volumes for their library. They're very useful when you need information about a particular subject, and I often consult them when I'm doing a project. What type of book is this?
6. My big sister has just finished reading about the life of Michael Jackson. The author knew him very well, and some of it is very sad. What type of book is this?
7. My parents have just given me a computer for my birthday. It's really super, but I don't understand how to use it. Fortunately there is a book with all the instructions. What kind of book is this?
8. The best book Rita has ever read is *The Lion, the Witch and the Wardrobe*. She likes books about imaginary characters and not based on real people and events. What kind of book can I buy her for her next birthday present?
9. Sophie is very romantic and also very emotional. When she read *Love me for ever* she cried a lot. What type of book does she like reading?
10. David is having a Science lesson and he's studying Isaac Newton and gravity. What type of book is he using?

2b Ora inserisci nelle caselle le lettere corrispondenti al numero segnato prese dallo schema dell'esercizio 2a. Scoprirai il nome dell'autore di *Oliver Twist*, uno dei più celebri romanzi di genere avventuroso della letteratura inglese.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8	9	10	11	12	13	14
---	---	----	----	----	----	----

Grammar Stop

3 Leggi che cosa dice Lola e trova:

1. una frase che indica ciò che Lola ha già fatto
.....
2. una frase che indica ciò che Lola ha appena fatto
.....
3. una frase che indica ciò che Lola non ha ancora fatto
.....
4. l'espressione di tempo usata per indicare la durata di un'azione
5. l'espressione di tempo usata per indicare l'inizio di un'azione
6. l'interrogativo usato per chiedere la durata di un'azione

Hi! I'm Lola. Mum has given me some jobs to do in the house, but I don't mind helping her. I've already made my bed and I've just tidied my room, but I haven't done the washing up yet. I'm going to do it later. But first I have to take some books back to the library. They're two adventure stories and I've had them since August. Yesterday I got a letter asking me to return the books immediately. I've been so busy recently. In fact I haven't seen Jamie for two weeks. And you? Do you have any library books at home? How long have you had them?



PRESENT PERFECT CON ALREADY, JUST E YET

4 Rispondi ai seguenti ordini.

Example: Send an SMS to Michael!

I've already sent one.

1. Read this thriller!

.....

2. Tidy your room!

.....

3. Brush your teeth!

.....

4. Phone your grandmother!

.....

5. Wash your hands!

.....

6. Buy some stamps!

.....

5 Riordina le parole in modo da formare frasi negative di senso compiuto.

Example: come / has / home / yet / not / mum / .

Mum has not come home yet.

1. visited / tourists / yet / the / not / the / have / cathedral / .

.....

2. not / of / collection / yet / foreign / Debbie / seen / my / has / dolls / .

.....

3. have / washing / not / I / yet / up / done / the / .

.....

4. cereal / yet / not / children / have / the / their / eaten / .

.....

5. left / has / yet / office / dad / the / not / .

.....

6. yet / has / the / arrived / not / taxi / .

.....

6 Leggi ciò che Ronald doveva fare oggi e scrivi ciò che ha già fatto (✓) e ciò che non ha ancora fatto (X).

Example: 1. He has already washed the breakfast things.

2. He hasn't made his bed yet.

1. wash the breakfast things ✓
2. make his bed X
3. cut the grass ✓
4. go to the barber's X
5. buy the newspaper ✓
6. take the dog for a walk X
7. call his grandfather ✓
8. do the shopping X

3.

4.

5.

6.

7.

8.

7 Osserva i disegni e l'esempio, poi scrivi ciò che i personaggi hanno appena fatto. Usa i verbi suggeriti.

- eat • get • see • be • park • fall off
- finish • play • start



Example: Kelly has just got up.



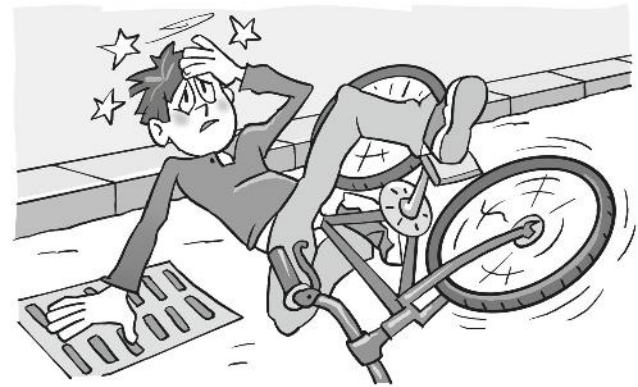
1. Mr Crawford



2. Maureen and Clive



3. Fred



4. Trevor



5. Rick and Brenda



6. Mr and Mrs Bowen

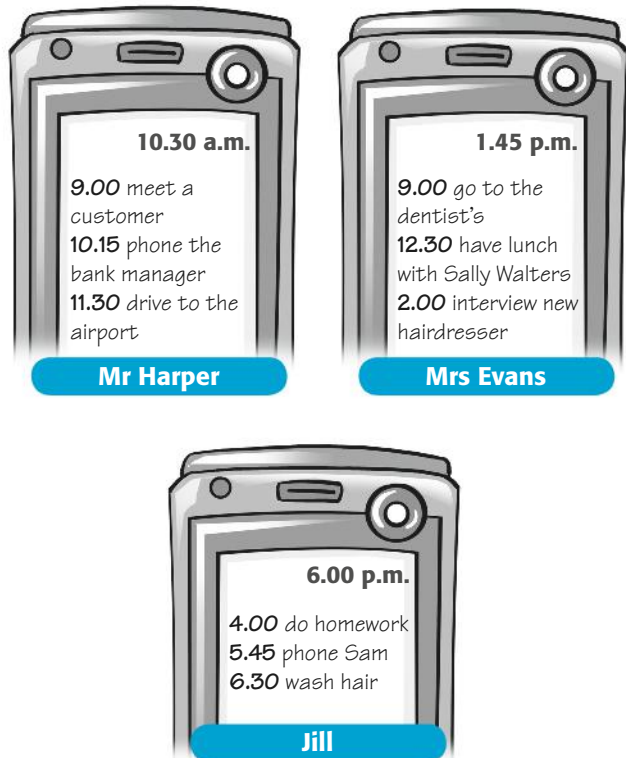


7. Mrs Chandler



8. Fiona

8 Osserva i promemoria sui telefoni cellulari di Mr Harper, di Mrs Evans e di Jill e scrivi ciò che i personaggi hanno già fatto, appena fatto e non ancora fatto.



9 Abbina ciascuna domanda con la risposta appropriata.

1. Has Mr Burton already booked a table at Gino's restaurant for tonight? ☐
 2. Have you booked our plane tickets for Rome yet? ☐
 3. Have you already read *Harry Potter and the Half-Blood Prince*? ☐
 4. Have you read *Harry Potter and the Half-Blood Prince* yet? ☐
 5. Has Mr Robertson already arrived? ☐
 6. Has Mr Robertson arrived yet? ☐
 7. Have you packed your suitcase yet? ☐
 8. Have you already packed your suitcase? ☐
- a. No, not yet. Is it good?
b. Yes, I've nearly finished.
c. Of course. I read it ages ago.
d. No, not yet. There was a lot of traffic this morning.
e. I really haven't had time, but I'm going to the travel agency this morning.
f. Oh, yes. I did it yesterday.
g. Yes, he did it on Tuesday.
h. Yes, he's waiting in the reception.

PRESENT PERFECT CON FOR E SINCE (DURATION FORM)

10 Inserisci nella colonna appropriata le seguenti espressioni di tempo.

- a long time • last July • ages • two hours
- some days • all day • 2002 • yesterday
- three months • I met you • midnight
- a year • all month • half an hour • Saturday
- ten o'clock • all evening • I was born

For	Since	X
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		

11 Completa le frasi con *for* o *since*.

1. I haven't seen my cousins two months / we went on holiday together.
2. I've lived in the same house I was born / 14 years.
3. We haven't seen a good film we saw *Ice Age 3* / ages.
4. Danny and Ingrid have been friends a long time / they were at primary school.
5. I haven't ridden my bike I fell off / ten days.
6. We haven't had a good meal out six months / Mum's birthday.

12 Trasforma le seguenti frasi per indicare la durata dell'azione.

Example: I am on the bus. (20 minutes)
I have been on the bus for 20 minutes.

1. Mum and dad don't go to the cinema. (ages)
2. I play the guitar. (I was 10)



READING

17 ES Hai sentito che a Beth non sono mai piaciuti i libri di genere “fantasy”, eppure questo genere ha un grande successo tra i giovani. Leggi il brano e rispondi alle domande.



The stories in fantasy books take us into imaginary worlds. This is not a new thing: people have always told fantasy stories which have passed down through generations for hundreds of years. Britain has a long tradition of fantasy writers. Celtic and Anglo-Saxon mythology and literature have inspired them for a long time and they have published a lot of fantasy books, all different, but all with just one thing in common: the eternal fight between good and evil.

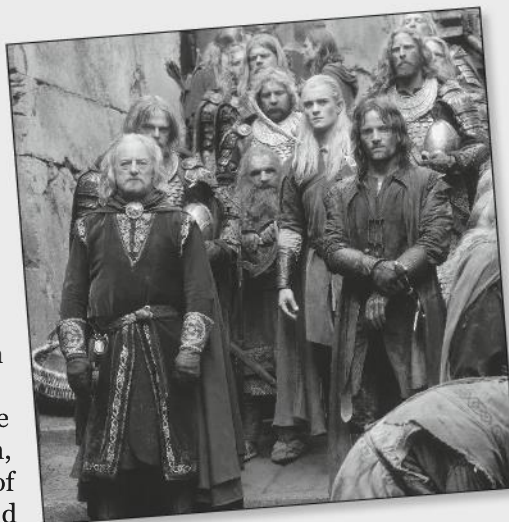
There are some fantasy books that young people can't put down. First of all, *The Lord of the Rings*. You have certainly seen the films, but have you read the book? It's more than 1,200 pages long. It took J.R.R. Tolkien 12 years to write it and it was so long that it was published in three volumes: it was the beginning of trilogies.

C.S. Lewis wrote *The Chronicles of Narnia* in 1950. There are seven books in the series. *The Lion, the Witch and the Wardrobe* is the best-known and recently children in Great Britain voted it the best children's book of all time.

Christopher Paolini was just 15 years old when he started writing the *Eragon* cycle. He says, “My room is filled with books. They are piled under my bed and next to my pillow. And just think: I hated reading, but when I went to the library for the first time, I discovered another world and since then I have kept on reading and writing”.

Have you seen the film *The Golden Compass*? Nice, isn't it? Well, it is based on *Northern Lights*, the first book of *His Dark Materials* trilogy by Philip Pullman. He has enjoyed telling stories to children since he began his job as a teacher.

And finally, you have already known Harry Potter, the wizard, for a long time, but what about Edward Cullen, the vampire of the *Twilight* saga? This series is one of the most popular ever written for teenagers and has sold over 17 million copies in 37 countries.



1. Are fantasy books a new type of book?
.....
2. Why does Britain have a long tradition of fantasy writers?
.....
3. What do all fantasy books have in common?
.....
4. List the six most popular fantasy books for young people.
.....
5. Who started the fashion of trilogies?
.....

6. What do British children think of *The Lion, the Witch and the Wardrobe*?

7. How long has Christopher Paolini written his books?

8. What has Philip Pullman always liked doing?

9. How many books has the *Twilight* series sold?

10. How long have you known Harry Potter?

WRITING

18 ES Incontri il tuo amico Kirk dopo molto tempo che non vi sentite. Scrivi la vostra conversazione, seguendo la traccia.

Chiedi a Kirk dove è stato per tutto questo tempo.

Kirk risponde che è stato molto impegnato.

Chiedigli se non ha avuto tempo per una telefonata o un'e-mail.

Kirk risponde che gli dispiace, ma non ha dimenticato i suoi amici, non ancora.

Chiedigli che cosa ha fatto da quando vi siete incontrati l'ultima volta.

Kirk risponde che ha lavorato sodo. Da qualche tempo è reporter per il giornale locale.

Chiedigli se ha già scritto un articolo per il giornale.

Kirk risponde che ne ha appena finito uno su quello che leggono i *teenagers* nel tempo libero. È la prima volta che ha scritto un articolo e non è mai stato così felice in tutta la sua vita. Ma ora ha del tempo libero.

Di' che è fantastico e invitalo a incontrare alcuni amici da te per una pizza.

Kirk accetta con piacere e dice che non vede nessuno dei loro amici da tempo.

SPOKEN INTERACTION

19 Dopo aver registrato la conversazione, preparati a dramatizzarla in classe con un compagno.

Text Review

1a ^{3.08} Riascolta il testo di apertura della Unit 3 dello Student's Book e inserisci le parole mancanti.

I (1) my e-book reader for two months. It's smaller and lighter than most books, and it's easier to carry around. My reader (2) hundreds of books.

Harry

I certainly (3) one! Who (4) to carry around hundreds of books? I don't. I love books. They're real. They've got nice covers. I (5) the pages and feeling and smelling the paper. I don't agree with Harry.

Emily

Harry's right. You (6) keep e-books. You can eliminate them and get new ones. They're cheaper than paper books, and they don't consume paper and ink. And you can read in the dark, so you don't consume electricity.

Olivia

I (7) with Emily. An e-book reader is an electronic device. You (8) it and damage or break it. You (9) all your books. Someone (10) it. Hackers might modify the software.

Jack

1b Ora rileggi il testo e scrivi ciò che:

- Harry dice per spiegare da quanto tempo possiede un lettore di e-book.
.....
- Emily dice per affermare che sicuramente non ne comprerà uno.
.....
- Emily dice per spiegare che non condivide l'opinione di Harry.
.....
- Olivia dice per spiegare che non è necessario tenere gli e-book per sempre.
.....

5. Jack dice per affermare che potresti far cadere il tuo lettore di e-book.
.....

6. Jack dice per spiegare che gli hacker potrebbero modificare il software.
.....

Vocabulary Stop

Media and communications

2 Abbina le seguenti parole con le rispettive definizioni.

- computer • printer • scanner • laptop computer
- monitor • palmtop computer

- An instrument which shows images on a screen:
.....
- A small portable computer:
.....
- A machine which transfers information from a computer to paper:
.....
- An electronic device which is used for storing, organizing and finding words, numbers and images:
.....
.....
- A very small computer which you can hold in your hand:
.....
- A machine which copies images and transmits them through a computer:
.....



3 Completa il brano con le parole suggerite.

- DVD player • LCD television
- a satellite dish • plasma screen television
- channel • remote control

On Saturday my parents are going to buy a new television. I'm sure they won't buy a (1). They're so expensive. They'll probably get an (2). I don't mind which one they get. It's difficult to watch anything with Dad. When he has the (3) in his hand, he spends most of the evening zapping from one channel to another, so you never actually watch a programme from the beginning to the end. I don't watch TV very much. I just watch MTV. It's a super (4) which broadcasts fantastic music videos. Of course I'd like to have (5) to watch the best sports events and latest films, but my parents said no. They say I already spend too much time in front of the TV and not enough time studying. Fortunately we've got a (6), so when they go out for the evening I often rent a DVD of a film I like and watch it.

Hi, I'm Lola. I'm reading an article about books. It's worrying. It says in the future we won't read or buy printed books; we will only read e-books. I hope this won't come true. People may buy more e-book readers in the future, but that doesn't mean they won't continue to read paper books. Anyway some authors might not want to publish their work digitally. What will happen to bookshops and libraries? The people who work in them will lose their jobs! Personally speaking, I won't buy an e-book reader. I love books. Books are my friends. What do you think? Will we continue to read books? Will you buy an e-book reader?



Grammar Stop

4 Leggi che cosa dice Lola e trova:

1. due persone plurali al futuro in forma affermativa
.....
2. due persone singolari al futuro in forma negativa
.....
3. due persone plurali al futuro in forma negativa
.....
4. tre persone al futuro in forma interrogativa
.....
5. una persona al futuro possibile in forma affermativa
.....
6. una persona al futuro possibile in forma negativa
.....

WILL



Dopo espressioni quali *I'm sure, I think, I suppose, I expect, I hope, I'm afraid* è preferibile usare il futuro con **will** per esprimere una previsione.

5 Completa le frasi con la forma affermativa di **will**.

Example: I think Yasmin will get up late on Sunday.
(get up)

1. I think Mr Patel a lot of customers on Saturday evening. (have)
2. I'm sure his children him in the restaurant. (help)
3. I suppose Mrs Patel the cooking. (supervise)
4. I expect Yasmin at the tables. (serve)

5. I'm afraid Yasmin very tired when she goes to bed. (be)
6. I'm sure Mrs Patel her a cup of tea on Sunday morning. (bring)
7. I suppose Charlie Yasmin on Sunday. (call)
8. I expect Yasmin and Charlie on Sunday afternoon. (meet)

6 Completa le frasi con la forma negativa di will e uno dei verbi suggeriti.

• have • like • understand • catch • be
• rain • enjoy • eat • take

Example: Don't take an umbrella. It won't rain.

1. I'm not going to buy this pullover for Dad. He it.
2. I'll help you to download some information. It long.
3. I any ice cream. I'm on a diet.
4. The instruction manual is easy to follow. You any problems.
5. It's really late! We the train.
6. Don't go and see that film! You it.
7. I'm afraid we able to see all the exhibits in the museum.
8. You aren't paying attention. You the lesson.

7 Emma verrà a trovarti a maggio. Si fermerà solo due giorni. Che cosa le dici per prepararla alla sua visita? Completa le frasi con will o won't.

1. The weather be hot.
2. You need warm clothes.
3. There be a lot of tourists.
4. You find a room in a hotel easily.
5. I have time to show you the city.
6. You be able to see a lot of squares, museums and monuments.
7. There be time for shopping.
8. You have a great time.



8 Completa le frasi inserendo will oppure won't.

1. Mum be pleased. I've tidied my room.
2. You enjoy this book. It's boring.
3. Sam hasn't eaten since one o'clock. He be very hungry this evening.
4. The students pass this exam. It's too difficult.
5. Please don't call me after 10.00 p.m. I be in bed.
6. Mum's car won't start. I have to go to school by bus.
7. It's quite cold and cloudy. There be many people on the beach.
8. The museum closes in half an hour. We have time to see everything.

9 Trasforma le frasi dell'esercizio 8 in forma interrogativa e dai la risposta breve appropriata.

Example: 1. Will Mum be pleased?
Yes, she will.
2. Will I enjoy this book?
No, you won't.

10 Leggi le condizioni atmosferiche per ogni giorno della settimana prossima. Usa i suggerimenti per formulare domande e dai le risposte brevi appropriate.

Example: It will be cold next Sunday.
(The Burtons / have a barbecue / in the garden)
Will the Burtons have a barbecue in the garden?
No, they won't.

1. It will be warm and sunny next Monday.
(George and Linda / have a picnic)
2. It will be windy next Tuesday.
(Peter and Sally / play badminton outdoors)
3. It will be rainy next Wednesday.
(Robin / stay indoors all day)
4. It will be foggy next Thursday.
(Michael / take photographs)
5. It will be very hot next Friday.
(Rebecca and Tina / go to the beach)
6. It will be cloudy and cold next Saturday.
(Mrs Williams / sunbathe in her garden)

11 Indica per ciascuna frase se l'azione futura riguarda un progetto già stabilito (A), un'intenzione (B) oppure una previsione (C).

1. My dad is going to buy a scanner for his computer. ☐
2. The taxi is coming at 6.45 a.m. tomorrow. ☐
3. Eric won't pass his exam. He hasn't studied hard enough. ☐
4. After school I'm going to meet my mother in the shopping centre. ☐
5. E-books will never replace printed books completely. ☐
6. Libby and John are getting married in June. ☐
7. You won't like this DVD. It's a love story. ☐
8. Our friends from Australia are staying with us next week. ☐

MAY / MIGHT

12 Abbina in modo appropriato le frasi delle due colonne, poi riscrivile usando *might*.

Example: 0-i Don't talk so loudly; you might wake the baby.

- | | | |
|--------------------------------------|---------------------------------------|---------------------|
| 0. talk so loudly | ☒ i | a. get angry |
| 1. run in the classroom | ☐ | b. someone steal it |
| 2. eat so fast | ☐ | c. get indigestion |
| 3. touch those crystal glasses | ☐ | d. have a nightmare |
| 4. tell my parents | ☐ | e. hit a pedestrian |
| 5. watch that horror film | ☐ | f. break them |
| 6. phone me before seven o'clock | ☐ | g. be out |
| 7. leave your bike outside the house | ☐ | h. fall |
| 8. ride your bike on the pavement | ☐ | i. wake the baby |

13 Riscrivi le frasi usando *may*.

Example: Perhaps I'll see Robert at the party.
I may see Robert at the party.

1. Perhaps Olivia will be home late this evening.
.....
2. Perhaps we will go to Spain next summer.
.....

3. Perhaps it will rain at the weekend.
.....
4. Perhaps gorillas will become extinct in the next 50 years.
.....
5. Perhaps my parents will buy a computer for me.
.....
6. Perhaps children will have lessons at home using a computer.
.....

14 Completa le frasi con *may* o *may not*.

1. There's a lot of traffic today. We arrive at school on time.
2. Let's take the map with us. We lose the way.
3. I go to England next year.
4. Diana wasn't feeling very well today. She come to school tomorrow.
5. It's cold today. I think we have some snow.
6. You haven't studied very hard this year. You pass your exams.
7. There's a strike at the airport. Dad's plane be late.
8. Anne is a very good violinist. She become a professional musician.

15 Completa le frasi con *will* / *won't* / *may* / *may not* secondo le tue previsioni per il futuro.

1. The tropical rainforest disappear in the next 100 years.
2. A bridge connect Sicily to Calabria.
3. Surfing the Internet become more popular than watching television.
4. Scientists discover life on other planets.
5. The USA win the next World Cup.
6. Italy have a woman Prime Minister.
7. The population of China reach 2 billion people.
8. Most people live to over 110 years old.

Dettato

16  3.09 Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

17a K Leggi che cosa sta succedendo in questi giorni a sei *teenagers* e che cosa prevede per loro l'oroscopo. Poi abbinia ciascun personaggio al proprio segno zodiacale (a-f).

The rare Grand Cross culminates today with the Full Moon in Gemini. While you are watching it rise in the sky, look towards the setting Sun. You will see Venus and Jupiter shining in the twilight. Also near the Sun is Mars – too low to view, but in a position of great significance. Half-way between the rising Moon and the setting Sun is Saturn. Opposite Saturn is the planet Uranus. You can't see it, but you can easily feel the impact of this Grand Cross. That's why people are behaving so strangely.

Glenda

When your teachers have always thought of you as the best student they have ever had, you can't make mistakes. Other people might make mistakes, but not me. I must always be up to the situation, but I'm not really so strong.

Andrew

I hate lazy people and I can't think of myself doing nothing: I study, I do sports, I go to clubs, I'm a volunteer in a charity group. And at the end of all this I feel tired. I dream about a relaxing time: it will be super and absolutely... boring!

David

I'm wondering why I should work hard only to give satisfaction to teachers. If I don't want to study, why do they keep on repeating the same things? They say I'm intelligent but I'm afraid of what may happen. Anyway I don't like studying and it won't be useful for me: I will be an ordinary factory worker!

Thomas

It's the first time I have asked my parents to stay out at night. My friends have done it for a long time. The more I think about it, the angrier I become. Anyway, I'm sure they will have fun.

Grace

My life is difficult. Everything around me causes me problems. I try to talk about them with my friends but they do not seem to understand me. They say I exaggerate and I feel they may isolate me.

Margie

My friends say that I'm the luckiest person they know. I'm not so sure. Alex is a fantastic boy, but how long will we stay together? I'm brilliant at school without any effort, but will it be like this at university? How much will I have to study to be successful? My parents are so generous but I know that one day they will stop helping me and so I ask them for some more things.

a. ARIES (21st March – 20th April)

You are involved in something difficult. Your parents don't give you permission to spend a weekend out with your friends. You want to protest in the strongest possible way because you find it unacceptable. Be nice and diplomatic and you will get results.



b. TAURUS (21st April – 21st May)

What has really happened to you recently? You have had some bad marks at school so you are stressed and depressed. You are sure you can't change this. You have more power than you may think. Change the way you look at your situation and your machine will start again!



c. CANCER (22nd June – 23rd July)

Why are you annoying your friends to the point of exasperation? They might lose their patience and they will leave you alone with your trivial problems. Make existence as comfortable as possible for all those around you and your friends will look for your company again.



d. VIRGO (24th August – 23rd September)

In the rhythm of every week, there is a natural break; a time for people to stop, reflect and take time away from the daily routine. But if you fill your break with some other activity, you may need another break. Take it easy, don't think about the things you do or can do and you will really feel good.



e. LIBRA (24th September – 23rd October)

Life is so special, so precious, but you forget all this. You have a boyfriend who loves you and this worries you; you get good results at school but you feel exhausted; your parents give you all they can and you exasperate them. Learn to be grateful for what you have or you might come to nothing.



f. CAPRICORN (23rd December – 20th January)

Are you thinking about school? Each year the lessons get more difficult, your teachers create harder challenges. If you find it difficult to learn a lesson, they can explain it to you again. If you don't want to do it, you don't have to, but you might make things worse. Find the courage to face what you don't like and you will win your battle.



17b  In base all'oroscopo, che cosa faranno i ragazzi? Scegli l'alternativa corretta.

1. Thomas will
 - a. protest till he has permission to go.
 - b. explain his reasons to his parents.
 - c. give up the idea of camping with his friends.
2. Glenda will
 - a. get antidepressant medicine.
 - b. get worse at school.
 - c. get ready to start again.
3. Grace will
 - a. solve all her problems.
 - b. make her friends' lives more difficult.
 - c. enjoy her friends' company again.
4. Andrew will
 - a. spend his life more quietly.
 - b. start a new activity in the mountains.
 - c. spend money on a yoga course.
5. Margie will
 - a. leave her boyfriend.
 - b. cry about her unlucky life.
 - c. start to enjoy what she has.
6. David will
 - a. make his teachers sad.
 - b. get satisfaction out of his hard work.
 - c. stop going to school.



LISTENING

18   Kevin, un ragazzo di 14 anni, sta attraversando un brutto periodo. Si è rivolto a un'amica della madre, che sembra sappia predire il futuro. Ascolta che cosa gli dice e segna se le seguenti affermazioni sono vere (T) o false (F).

1. In a short time, Kevin's days will be sunny again. ☐
2. For some time he has had a lazy attitude towards schoolwork. ☐
3. He won't accept one of his teachers' help. ☐
4. His school situation will get worse. ☐
5. His illnesses are excuses for doing nothing. ☐
6. He will help to solve a difficult family situation. ☐
7. A girl has liked him for some months. ☐
8. He will never go out with her. ☐
9. They might not get on well together. ☐
10. In the end, he will get what he needs. ☐



SPOKEN INTERACTION

19 Sicuramente conosci molto bene un tuo compagno o una tua compagna di classe. In base al suo carattere, alla sua personalità, ai suoi interessi e hobbies, ai suoi successi scolastici, preparati a riferire in classe che cosa prevedi per lui o per lei. Giustifica le tue previsioni. I tuoi compagni, a loro volta, esprimeranno il loro accordo o disaccordo.

Example:

- A: I think Luca will play sports at a competitive level. He is a lively boy and he likes working hard. He is a generous boy so he will have a lot of friends. Unfortunately he isn't so brilliant at school. He might not become an engineer, but I'm sure he will be a good electronics expert. I'm afraid he will have some problems with girls. He is so nice that just now he has a lot of fans. I don't think he will know who to choose.
- B: You are right. A lot of girls have a crush on him, but in my opinion he will go out with Giulia. He likes animals much more than electronics. I'm sure he will open a pet shop.
- A: You may be right. Luca will walk dogs and Giulia will wash them!



WRITING

20  Scrivi una pagina di diario in cui immagini il tuo futuro. Considera i seguenti aspetti come spunti:

- How your character has changed
- How your school career is going
- What things you are interested in
- How fond you are of your hobbies
- How things are with your friends
- Special people you have met
- The boy/the girl you have (had) a crush on
- Particular experiences you have had

Example:

Dear diary,
You know a lot of things have changed in the last few months. I was a lazy boy but recently I have joined a tennis club and I'm learning to play this sport. I think it will become "my sport" and I hope one day I will be a famous tennis player... At school things are getting better: I'm sure I'll get good marks...

Text Review

1a ^{3.11} Riascolta il testo di apertura della Unit 4 dello Student's Book e inserisci i termini mancanti.

An oil tanker (1) an iceberg near the Alaskan coast. The tanker (2) 80 thousand tons of crude oil. Coastguards report that the oil has already started spilling into the sea. Helicopters (3) to the area (4) the crew. Ships with special equipment and chemicals are arriving (5) contain the spillage. Since this is a protected area for wildlife, environmentalists (6) very angry. They will want to know why an oil tanker was sailing in this area. As this is not the first time Alaska (7) from oil spillages, the ship's owners will have to answer some embarrassing questions. Ten years ago a similar (8) caused an ecological catastrophe in Alaska. One thing is clear: if the world's governments (9), these environmental disasters (10) again.

1b Ora rileggi il testo e scrivi ciò che:

- il giornalista dice per raccontare che il greggio ha già cominciato a rovesciarsi in mare.
.....
- il giornalista dice per spiegare lo scopo dell'impiego di elicotteri.
.....
- il giornalista dice per indicare la reazione degli ambientalisti.
.....
- il giornalista dice per indicare l'impiego di navi dotate di attrezzature speciali.
.....
- il giornalista dice per spiegare le conseguenze se i governi del mondo non interverranno.
.....

Vocabulary Stop

Environmental problems

2 Inserisci i nomi relativi ai pericoli ambientali nella colonna appropriata della tabella contrassegnata dagli elementi naturali a essi collegati. Alcuni nomi possono essere collegati a più elementi naturali.

- flooding • air pollution • global warming
- desertification • water pollution
- deforestation • toxic waste • drought
- rubbish tips • oil spillage • acid rain • pesticides



Acqua	Aria	Terra
.....		
.....		
.....		
.....		

Grammar Stop

3 Leggi che cosa dice Lola e trova:

1. due congiunzioni causali
2. due verbi all'infinito per esprimere uno scopo
.....
3. due forme di **Present simple** per esprimere delle ipotesi
4. due forme di futuro con **will** usate per esprimere le conseguenze di un'azione
.....

Hi, I'm Lola. At school the Science teacher has told us about environmental problems. Since the environment concerns every person and living organism on the Earth, its protection and conservation is essential. If we don't protect the environment, we will cause irreversible damage to our planet. If we cause this damage, we will create a terrible world for future generations. As everybody has to collaborate, I'll start using less water in the bathroom and switching off unnecessary lights to save natural resources and energy. And you? What will you do to protect the environment?



L'INFINITO DI SCOPO

4 Rispondi alle domande usando i suggerimenti tra parentesi.

Example: Why did Emily phone you? (invite to her party)
To invite me to her party.

1. Why does Brian go to the gym twice a week? (keep fit)
.....
2. Why did Sonia spend a year in America? (improve her English)
.....
3. Why are you going to the bookshop? (buy some books for the holidays)
.....
4. Why has Barbara stopped eating sweets and cakes? (lose weight)
.....
5. Why did Michael leave the room? (go to the toilet)
.....
6. Why did Mrs Ford phone the restaurant? (book a table for tomorrow evening)
.....

5 Completa le frasi con **in order to** oppure **in order not to**.

1. Franz bought a grammar book learn English grammar.
2. We left home at 6.00 a.m. be at the airport before 9.00 a.m.
3. Petra studied hard pass her exams.
4. The thieves wore masks show their faces.
5. Professor Evans spent a year in the rainforests study its eco-system.
6. Dad uses the video recorder miss his favourite TV programmes when he's out.
7. Car makers are making alternative energy cars reduce air pollution.
8. We spoke very quietly disturb the people in the library.

LE PREPOSIZIONI CAUSALI: SINCE / AS / BECAUSE

6 Unisci le due frasi usando *since* oppure *as*.

Example: I was ill. I didn't go to school.

As (Since) I was ill, I didn't go to school.

1. You helped me. I'll help you.
.....
2. I haven't read the book. I can't give you my opinion.
.....
3. We had to wait a long time for the bus. We arrived late.
.....
4. She didn't study. She didn't pass the exam.
.....
5. You like adventure books. I've bought the new Harry Potter book for you.
.....
6. The Science teacher was absent. We didn't have the test.
.....

7 Riscrivi le frasi dell'esercizio 6 usando *because*.

Example: I was ill. I didn't go to school.

Because I was ill, I didn't go to school.

I didn't go to school because I was ill.

1.
2.
3.

4.
5.
6.

8 Trasforma la proposizione causale in proposizione finale usando l'infinito di scopo.

Example: I went to the post office because I wanted to get some stamps.

I went to the post office to get some stamps.

1. I called Tim because I wanted to organise a tennis match.
.....
2. Since my sister wants to become a voluntary worker, she is doing a course.
.....
3. As my cat needs to lose weight, she is going to go on a diet.
.....
4. Because I needed to study in a quiet place, I went to the library.
.....
5. Since I want to see the board better, I'm sitting at the front of the class.
.....
6. We're going to the airport because we're going to meet our friends.
.....

IL PERIODO IPOTETICO DEL 1° TIPO (FIRST CONDITIONAL)

9 Per ciascuna frase individua la proposizione principale e la proposizione subordinata.

	Prop. principale	Prop. subordinata
1. If you have something to eat, you'll feel better.		
2. The baby will wake up if you make too much noise.		
3. I won't show her my photos if she doesn't show me hers.		
4. What will you do if you miss the train?		
5. He'll be happy if his team wins the cup final.		
6. If we don't protect the environment, we will destroy our planet.		
7. They'll go to the beach if the weather improves.		
8. If you have time, will you do me a favour?		

10 Per ogni coppia indica (✓) la frase corretta.

1. a. We'll be late if we don't leave now. ☐
- b. We are late if we won't leave now. ☐
2. a. Your English improves if you will read stories in English. ☐
- b. Your English will improve if you read stories in English. ☐
3. a. My mother will be happy if I tidy my room. ☐
- b. My mother is happy if I will tidy my room. ☐
4. a. They don't play tennis if it will rain. ☐
- b. They won't play tennis if it rains. ☐
5. a. I'll give Myriam the book if I see her. ☐
- b. I give Myriam the book if I'll see her. ☐
6. a. You won't become a good musician if you don't practise. ☐
- b. You don't become a good musician if you won't practise. ☐

11 Riscrivi ciascuna frase esatta dell'esercizio 10 iniziando con *if*. Ricordati di mettere la virgola al posto giusto.

1.
2.
3.
4.
5.
6.

12 Scrivi che cosa succederà a Zara se si verificheranno alcune situazioni. Ogni frase è collegata alla successiva.

Example: not hear the alarm clock
If Zara doesn't hear the alarm clock,
she will oversleep.

1. oversleep

2. get up late

3. miss the train

4. get to school late

5. the teacher be annoyed

6. give her a lot of homework to do

7. not go to the leisure centre this afternoon

8. not meet Liam

9. Liam be angry

10. Liam leave her / she be sad

13 Completa le seguenti frasi coniugando il verbo fra parentesi al *Present simple* oppure al futuro con *will*.

1. If she (see) a dress she likes, she (buy) it.
2. You (enjoy) your holiday better if you (buy) a good guidebook.
3. If I (get) a bad report, my parents (be) angry.
4. What (you / do) if you (not find) your key?
5. If you (not understand) the question, I (help) you.
6. We (miss) the start of the film if we (not leave) now.
7. If they (invite) me out for a pizza, I (go) with them.
8. (you / send) me a postcard if I (give) you my address?

Stretch your Grammar

In riferimento a una situazione futura, nella proposizione subordinata temporale introdotta da **when**, **as soon as** (= non appena) oppure **until** (= fino a quando) il verbo è nella forma del **Present simple**, mentre nella proposizione principale è al futuro.

When Aunt Sally arrives, we will have dinner together.

14 Unisci le due parti di ciascuna frase. Poi riscrivile coniugando il verbo della seconda parte.

Example: 1-d She'll leave as soon as she is ready.

1. She'll leave
2. I won't go to bed
3. When she reads my text message,
4. As soon as I know the result,
5. They'll visit the British Museum
6. You'll have to stay at home
7. I'll send you a message
8. I'll give Ben the book

d

- a. when I (see) him.
- b. until the TV programme (finish).
- c. when they (go) to London.
- d. as soon as she (be) ready.
- e. until you (feel) better.
- f. I (tell) you.
- g. as soon as we (arrive) in New York.
- h. she (be) very happy.

Dettato

15  **3.12** Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

16  Sappiamo che l'uomo sta provocando molti danni all'ambiente. Supponiamo ora che l'umanità sparisca: quanto tempo impiegherebbe la natura a cancellare ogni sua traccia? Leggi l'intervista e completa le frasi scegliendo l'alternativa corretta.

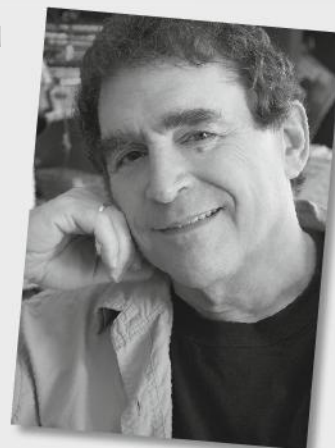
In 2007, American science journalist Alan Weisman published a book called The World Without Us, in which he describes what will happen to the Earth if humans disappear. This is an interview he gave when his book became an immediate best-seller.

Journalist: If you take all men off the Earth, what traces of us will remain and what will disappear?

Weisman: Our modern buildings and bridges will collapse, only some of our old stone buildings will be the last architecture left. Our everyday stuff will be immortalized as fossils and plastic and glass objects and bronze statues resistant to corrosion will be our lasting gifts to the universe.

Journalist: How did you start your project?

Weisman: First of all, to understand what a world without people will be like, it is necessary to know what the world was like before people existed. That's why, in order to have everything I needed, I spoke to palaeontologists, engineers, biologists,



art conservationists, diamond miners, astrophysicists and even Buddhist monks.

Journalist: What was the next step?

Weisman: I had to face the fact that two-thirds of the world is covered with water. What will the seas be like without us? Marine biologists gave me a hand to look into the depths of the oceans.

Journalist: What will happen to New York if humans vanish?

Weisman: On the same day humanity disappears, New York, and many other big cities including Paris, London and Moscow will face an immediate problem: floods. Big cities develop where there's a lot of water. Cities are constantly fighting to control the water pumping system. When the pumps stop, water will fill up the tunnels. It will start to erode the soil under the streets and buildings. Then it will come up to the surface where it will cause more damage. As plant seeds colonize fissures in the streets caused by ice damage each winter, within five years there will be trees growing everywhere. After 50 years with their foundations in the water, New York's famous skyscrapers will fall down. Deer, bears, wolves and foxes will arrive from Canada. Dogs will not survive against the predators. Rats will starve without human rubbish. And finally in 10,000 years the glaciers will return.

Journalist: A catastrophe.

Weisman: Only a fascinating experiment!



lasting = duraturo
depth = profondità
water pumping system = sistema di pompaggio dell'acqua nelle condutture sotterranee
fissure = fessura
to starve = morire di fame

- The World Without Us* is a book about
a. the Earth after man b. the Earth in thousands of years from now c. the end of the Earth
- will remain on the Earth's surface.
a. No human traces b. Objects resistant to corrosion c. The last buildings
- In order to understand the world before man, Alan Weisman got information from
a. the Internet b. some experts c. some ancient literature
- Weisman needed marine biologists' help in order to
a. clean the sea water b. swim in deep sea water c. know the sea world
- In big cities streets will become like
a. rivers b. tunnels c. desert tracks
- If plant seeds take root, will grow.
a. exotic trees b. a city jungle c. large gardens
- will dominate the land.
a. Wild animals b. Small predators c. Dogs
- In thousands of years from now New York will live
a. a new Bronze Age b. a new Modern Age c. a new Ice Age



LISTENING

17a ^{3.13} **K** Ascolta George che racconta la sua esperienza di organizzatore di un gruppo che opera per la conservazione del parco pubblico nella sua città e indica se le seguenti affermazioni sono vere (T) o false (F).

1. George Colfer is a teenager. ☐
2. The park is a meeting place for many people. ☐
3. He had some difficulties in involving friends in his project. ☐
4. The group formed the organization "The park is ours". ☐
5. Unfortunately the group hasn't produced any results yet. ☐

6. As there aren't any collection points, there's a lot of rubbish in the park. ☐
7. They have built paths in order to keep people off the grass. ☐
8. If they collect enough money, they will organize an area for musical events. ☐
9. The local authority supports the organization with money. ☐
10. If they get good results, they are sure that other teenagers will follow their example. ☐

17b ^{3.13} Ascolta di nuovo George e correggi le affermazioni false.



WRITING

18 ES Vuoi invitare il tuo amico Harry a partecipare a un incontro sulla situazione ambientale del nostro pianeta. Scrivi il dialogo seguendo la traccia.

Inviti Harry a venire a un vostro incontro sui problemi ambientali.

Harry rifiuta e dice che teme di non esserne interessato.

Di' che ti dispiace e che è una buona occasione per conoscere i danni che gli uomini stanno causando al pianeta.

Harry pensa che siano i governi e le organizzazioni a doversi preoccupare.

Rispondi che ha ragione, ma se ognuno fa del suo meglio per proteggere l'ambiente, avremo un mondo migliore per vivere.

Harry dice che non sa che cosa può fare per salvare il pianeta.

Gli spieghi che se non usa carta riciclata, per esempio, aiuterà a distruggere la foresta e che se spegne le luci quando lascia una stanza, aiuterà a risparmiare energia.

Harry si è convinto e chiede quando è l'incontro.

Gli dici che è il venerdì successivo, ma, poiché non sai l'ora, lo chiamerai nei prossimi giorni.



SPOKEN INTERACTION



19 Registra il dialogo e preparati a drammatizzarlo in classe con un compagno.

Vocabulary

1 Sottolinea la voce sbagliata in ogni gruppo e aggiungi almeno due voci corrette per ogni categoria.

- monument cathedral art gallery guidebook
- camera bed and breakfast holiday home campsite
- biography author thriller annual
- palmtop computer scanner printer satellite dish
- desertification global warming spillage flooding

.....

.....

.....

.....

.....

Grammar

2 Completa le frasi scegliendo (✓) l'alternativa corretta. Soltanto una risposta è giusta.

- Miss Grant a moving love story.
☐ a. have write ☐ c. has writted
☐ b. have written ☐ d. has written
- Peter is abroad. He to Turkey.
☐ a. been ☐ c. has been
☐ b. gone ☐ d. has gone
- done bungee-jumping?
☐ a. Have you never ☐ c. You have never
☐ b. Have you ever ☐ d. You have ever
- I the British Museum last summer.
☐ a. visited ☐ c. have visited
☐ b. have visit ☐ d. did visit
- Paul hasn't sent his e-mail
☐ a. already ☐ c. just
☐ b. yet ☐ d. ever

- She all afternoon, that's why she is feeling so tired.
☐ a. play ☐ c. is playing
☐ b. plays ☐ d. has played
- We have been in this school three years.
☐ a. for ☐ c. since
☐ b. already ☐ d. X
- Lucy stay with me for the weekend, but she hasn't decided yet.
☐ a. will ☐ c. wills
☐ b. may ☐ d. may to
- If it this week, we'll go skiing next Sunday.
☐ a. snows ☐ c. has snowed
☐ b. will snow ☐ d. is snowing
- spaghetti if I cook it?
☐ a. You eat ☐ c. You will eat
☐ b. Do you eat ☐ d. Will you eat

Functions

3 Abbina ciascuna funzione alla frase corrispondente. Osserva l'esempio.

Functions

- Parlare delle proprie esperienze
- Parlare di azioni compiute in un momento indeterminato nel passato
- Confrontare azioni compiute in un momento indeterminato nel passato con azioni concluse in un momento determinato nel passato
- Parlare di azioni concluse e non concluse
- Parlare di azioni e situazioni iniziate nel passato che continuano tuttora
- Fare previsioni
- Esprimere possibilità
- Esprimere lo scopo di un'azione
- Esprimere la causa di un'azione
- Esprimere le conseguenze di un'azione

h

Language

- Mum has done the shopping.
- John may be late for dinner. He's got a lot of work to do.
- I have just finished my Maths homework but I haven't studied History yet.
- My parents are going to the country in order to relax.
- Drought will destroy the whole planet by 2070.
- I have been to Greece once. I went there 2 years ago.
- If you don't improve your English, you will fail your KET exam.
- I have never tried Chinese food.
- Since I didn't feel well, I stayed at home.
- I have lived in this house since I was born.

Text Review

1a ^{3.14} Riascolta il testo di apertura della Unit 5 dello Student's Book e inserisci le espressioni mancanti.

- I'll let you know • same problem as you
- seen each other • should I do
- a bit overweight • to see a dietician
- look at myself • for ages • do it right away
- doesn't eat enough • talk to your parents
- What's wrong

Are you OK, Nicole? We haven't seen you (1).
Where have you been? Why is your mobile always switched off?

Amy

I know. We haven't (2) for three weeks. It's just that I don't want to go out. Don't worry. It's nothing personal.

Nicole

I'm your best friend. (3)?
Are you ill?

Amy

No, I'm not ill. The thing is, every time I (4) in the mirror, I feel awful. I'm so fat. You and Alice are slim (Alice looks like a model). I'm really fed up! What (5)?

Nicole

Look, Nicole. I think you're exaggerating. OK, you're (6), but so what! Anyway, Alice is only slim because she (7).

Amy

You don't know me, Nicole, but I read your blogs. I'm Luke. I was overweight, too, but I'm not overweight now. I had the (8), but I talked about this with my parents. They were fantastic. They took me (9), and now my weight is normal. You should (10) – they're your best friends!

Luke

Thanks for the advice, Luke.

I'll (11). If I lose

weight, (12).

P.S. What's your mobile number?

Mine's 614 352 7196.

Nicole

Remember to switch on your mobile, Nicole!!!

Amy

1b Ora sottolinea nel testo le frasi corrispondenti alle seguenti e riscrivile.

1. Non ti vediamo da tanto tempo.
2. Non ci vediamo da tre settimane.
3. Ogni volta che mi guardo allo specchio, mi sento malissimo.
4. Che cosa dovrei fare?
5. Dovresti parlare con i tuoi genitori.

Vocabulary Stop

Health and fitness

2 Sei molto determinato nel restare in perfetta forma fisica e nel voler seguire una dieta sana. Completa il testo facendo riferimento ai vocaboli presentati nello Student's Book.



TO KEEP FIT

- I must (1)
..... (2)
..... (3)
..... (4)
- I mustn't (5)
..... (6)
..... (7)



TO HAVE A HEALTHY DIET

- I must (8)
 (9)
 I mustn't (10)
 (11)
 (12)

3 Abbina opportunamente per formare le espressioni corrette.

- | | | |
|------------------|--------------------------|---------------------|
| 1. keep | ☐ | a. weight |
| 2. go on | ☐ | b. fat and sugar |
| 3. cut down on | ☐ | c. a diet |
| 4. stop | ☐ | d. fit |
| 5. put on / lose | ☐ | e. healthy |
| 6. stay | ☐ | f. eating junk food |

Grammar Stop

4 Leggi che cosa dice Lola e trova:

- due pronomi riflessivi
- un'espressione che indica reciprocità
- due esempi con **should** in forma affermativa

- un esempio con **should** in forma negativa

- un esempio con **should** in forma interrogativa

Hi, I'm Lola. This morning I weighed myself and discovered that I've put on two kilos. What should I do? Probably I shouldn't eat all those crisps and sweet snacks when I'm sitting in front of the TV. And I should do a bit more regular exercise. Of course when girls look at themselves in the mirror, they are convinced that they are overweight. I think friends should help each other. If your best friend is overweight, tell him or her not to worry and to talk to his/her parents about it.



SHOULD

5a Abbina ciascuna situazione con il suggerimento appropriato.

- | | | |
|--|--------------------------|-------------------------------------|
| 1. I don't know what time the film starts. | ☐ | a. talk to your parents |
| 2. Liza needs some information for her project. | ☐ | b. see friends more often |
| 3. We're going to France for our next holiday. | ☐ | c. go to the library |
| 4. My sister would like to improve her French. | ☐ | d. go to bed earlier at night |
| 5. I spend too much time at my computer. | ☐ | e. check the times in the newspaper |
| 6. I always forget to pack something when I go on holiday. | ☐ | f. make a list |
| 7. Olivia is always tired at school in the morning. | ☐ | g. go on a study holiday in France |
| 8. You're unhappy because you're overweight. | ☐ | h. buy a French phrase book |

5b Ora scrivi il suggerimento completo.

Usa *should*.

Example: 1. You should check the times in the newspaper.

2.
3.
4.
5.
6.
7.
8.

6 Scrivi consigli adeguati alle seguenti situazioni.

Usa *shouldn't*.

Example: Robert spends three hours a day at his computer.

He shouldn't spend three hours a day at his computer.

1. Debbie eats too many crisps and sweet snacks.
.....
2. Patrick spends all his free time in his room.
.....
3. She often goes to bed after midnight.
.....
4. Mum always tidies my room.
.....
5. Dad eats too quickly.
.....
6. Nicole worries about being overweight.
.....

7 Scrivi i consigli che daresti a queste persone. Usa *should* e uno dei seguenti aggettivi al comparativo di maggioranza (*more*) o di minoranza (*less*).

• generous • sociable • lazy • selfish
• mysterious • jealous • relaxed

Example: You never know what Edward really thinks.
He should be less mysterious.

1. Sophie always gets annoyed when her boyfriend looks at other girls.
.....
2. I often offer Peter something to drink, but he never offers me anything.
.....
3. Martha doesn't like sharing her things with other people.
.....

4. My two sisters never help our parents in the house.
.....

5. Robert prefers staying by himself. He doesn't like being with other people.
.....

6. Jessica gets very agitated when she meets new people.
.....

8 Abbina le frasi, poi completa i suggerimenti con *should* o *shouldn't* e uno dei verbi suggeriti.

• eat • go • save • cancel • help
• see • leave

1. Dad has to do a lot of work in the garden. ☐
2. Luisa and Rossana like cartoons. ☐
3. I want to have a tidy room. ☐
4. Martin has put on a lot of weight recently. ☐
5. It's probably going to rain this afternoon. ☐
6. Linda's got a temperature this morning. ☐
7. There are too many lights on in my house. ☐

- a. You energy.
- b. We him.
- c. She out today.
- d. He so much junk food.
- e. They the new Shrek film.
- f. You your clothes on your bed.
- g. They their tennis match.

9 Abbina ciascuna situazione con la richiesta di suggerimento appropriato.

1. I'm losing weight. ☐
2. There's a programme about Newgrange on TV tonight. ☐
3. Laura Pausini is giving a concert at the stadium in March. ☐
4. They have to be at the airport at 7.00 a.m. ☐
5. I have had a terrible toothache all week. ☐
6. The children are very tired. ☐

- a. Should I see my dentist?
- b. Should we go home now?
- c. Should they call a taxi?
- d. Should we watch it?
- e. Should we get some tickets?
- f. Should I tell my parents?

10 Completa le seguenti supposizioni con *should* e uno dei verbi suggeriti.

- win • take • speak • have • know
• go • be (x 2) • get

Example: The mechanic has repaired our car.
It should go well now.

- I have worked very hard this year.
I a good report.
- Mr Rossi lived in America for over 30 years.
He English fluently.
- Dad usually gets home at 7.30 p.m.
He home in about ten minutes.
- Mrs Smith is Michael's mother.
She him very well.
- Ferrari is in great form this year.
They the British Grand Prix this Sunday.
- Have you seen my trainers?
They in your sports bag.
- I've just changed the batteries in your digital camera.
It photos now.
- I gave you my mobile number last year.
You it.

Stretch your Grammar

Should/shouldn't servono per dare un suggerimento.
Must serve per esprimere obbligo.
Mustn't serve per esprimere divieto.

11 Inserisci *should* / *shouldn't* / *must* / *mustn't*.

- You wear a seat belt when you are travelling in a car.
- You wear a scarf if you are cold.
- I be in bed later than 10.30 p.m. I have to get up early for school.
- I be late for the dentist's. I have an appointment at 10.30 a.m.
- You drink too many soft drinks. They're not good for you.
- You drink the soft drinks in the fridge. They're for our picnic tomorrow.
- You buy a ticket before you get on the bus. It's the rule.
- There will be a lot of people at the concert next month. We buy tickets now.

PRONOMI RIFLESSIVI

12 Abbina i seguenti verbi riflessivi con i corrispondenti italiani.

- | | | |
|-------------------|--------------------------|---------------------|
| 1. behave oneself | ☐ | a. servirsi |
| 2. burn oneself | ☐ | b. farsi male |
| 3. cut oneself | ☐ | c. divertirsi |
| 4. enjoy oneself | ☐ | d. comportarsi bene |
| 5. help oneself | ☐ | e. tagliarsi |
| 6. hurt oneself | ☐ | f. bruciarsi |

13 Completa le frasi coniugando i verbi riflessivi secondo il soggetto dato.

I usually help myself to food and drink at parties.

- Tom usually to food and drink at parties.
- Laura usually to food and drink at parties.
- The twins usually to food and drink at parties.

Sarah always behaves herself on school trips.

- We always on school trips.
- Peter always on school trips.
- You and Michael on school trips.

Richard enjoyed himself at the bowling rink.

- Karen and David at the bowling rink.
- You at the bowling rink.
- Liza and I at the bowling rink.
- Sally at the bowling rink.

14 Completa le frasi con la forma appropriata di uno dei verbi dell'esercizio 12.

- Last week Simon fell off his bike and
- Be careful with that knife! Don't
- If you want some more orange juice, you can
- and remember to send me a postcard!
- Those children are very naughty. They never
- Don't play with those matches. You might

15 Sostituisci le parti sottolineate con *by* + un pronome riflessivo.

1. You don't need to switch off the microwave. It switches off automatically.
2. I don't like studying all alone.
3. This evening we are going out for a pizza without our parents.
4. I learned to play the guitar without the help of a guitar teacher.
5. My grandmother lives alone.
6. The children went to the museum without any adults.

16 Inserisci nelle seguenti frasi i pronomi riflessivi o gli aggettivi possessivi solo dove necessario.

1. After a hard day at school, I like to relax before I start my homework.
2. Wash hands! Dinner's ready.
3. It's easy to get lost without a map.
4. A: How do you feel this morning?
B: Much better, thank you.
5. A: Susan, are you going to wash the dishes? B: OK, mum.
6. A: What happened to your finger?
B: I cut with the bread knife.
7. My mother burned while she was cooking.
8. Because I was late, I got dressed very quickly this morning.

EACH OTHER

17 Completa le frasi con un pronome riflessivo oppure *each other*.

1. How long have you and your best friend known?
2. Be careful, children! Don't cut on that broken glass.
3. My sister spends hours looking at in the mirror.
4. My penfriend and I write to about once a month.
5. Egoists only think about
6. Romeo and Juliet loved very much.

Dettato

18  **3.15** Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

19a Leggi le e-mail che Colin e Douglas hanno scritto a una rivista per *teenagers* e completa le seguenti frasi.

1. Colin has problems with
2. Douglas has problems with

To: My Generation
From: COLIN

Dear "My Generation",
People often say that making friends is easy, but it isn't always true. Not having friends or not being in a group can make you feel sad and lonely. That's what is happening to me. I am a boy of 13. I go to a mixed school and I must say that I haven't got any problems with my schoolwork. The reason is because I study all my free time after school. I am too shy and I feel embarrassed when I am with my schoolmates or other teenagers, because I think that what I'm going to say or do is somehow stupid. Actually I have a real friend, but we have fallen out with each other. I am feeling depressed and I don't want to have anything to do with him. I can't have any friends. What should I do?

COLIN

to fall out = litigare

To: My Generation
From: DOUGLAS

Dear "My Generation",
Doing homework can be really stressful. It can seem like you'll never come to the end of it all. Working at school is not as difficult as working at home. At school there are my mates who help me and I can concentrate on what I do, but at home I have to work by myself and it can be especially hard if I am worried that I don't understand and I feel stupid. Sometimes I have invited some friends to my house to do our homework together, but I can't always impose on them. I wanted to talk about it to my teachers, but then I thought it was pointless. They might consider me a lazy student who doesn't want to study. What should I do?

DOUGLAS

impose on = approfittarsi di
pointless = inutile

19b  Segna se le seguenti affermazioni sono vere (T) o false (F). Correggi le affermazioni false.

1. Colin thinks that making friends is not so easy. ☐
2. Colin is happy even if he is by himself, without any friends. ☐

3. Colin has no problems at school. ☐
4. Colin feels embarrassed when he is with his schoolmates because they are stupid. ☐
5. Colin doesn't want to talk with his only friend. ☐
6. Douglas has no desire to learn and to study. ☐
7. Douglas can work better at school than at home. ☐
8. Douglas always does his homework by himself. ☐
9. Douglas thinks he is stupid. ☐
10. Douglas has talked about his problem with his teachers. ☐

20 Leggi ciò che l'esperto ha pubblicato in risposta al problema di Colin e scrivi tutti i suggerimenti che gli dà.

Colin should

Dear Colin,
Friends help each other when they are not feeling happy and are there to talk to or to have a laugh with. Having good friends is great and friendships can last a lifetime. However they go through good times and bad times. You and your friend have fallen out with each other: it is really upsetting and it is making you sad. You should talk to your friend and explain how you feel. If you have hurt him, be prepared to say sorry and you should find a way to make it better. If your friend really doesn't want to talk, you should ask a teacher or another adult to speak to him. He might just need some time to calm down before you can be friends again. About making friends, you shouldn't be embarrassed or ashamed of yourself when you are with other people. You should look people in the eye and smile! You should get involved in clubs and events at your school and, after school, you should join a team or a club to meet more people. It all depends on you. Stop complaining and do something!
Good luck!



upsetting = sconvolgente
be ashamed = avere vergogna

WRITING

21 Sei d'accordo con quanto l'esperto suggerisce a Colin? Adesso scrivi tu a Colin. Prendi spunto dalla tua esperienza personale per dargli dei suggerimenti.



LISTENING

22 ^{3.16} L'esperto ha portato la lettera di Douglas nel programma radiofonico per adolescenti al quale viene spesso invitato per discutere proprio con i *teenagers* delle situazioni che vivono. Ascolta la risposta a Douglas e indica (✓) i suggerimenti che l'esperto fornisce.

1. Douglas should work harder by himself. ☐
2. Douglas should talk to his teachers privately about how he feels. ☐
3. Douglas should do extra exercises to make his situation better. ☐
4. Douglas should find a way of working that is good for him. ☐
5. Douglas should ask his teachers to have no homework. ☐
6. Douglas shouldn't think of himself as a stupid student. ☐
7. Douglas shouldn't get discouraged. ☐
8. Douglas should ask his schoolmates for some help. ☐



WRITING

23 **ES** Scrivi un'e-mail al tuo amico del cuore confidandogli un tuo problema (reale o inventato). Descrivi la situazione nel modo più dettagliato possibile e termina chiedendo un consiglio. Per la traccia dell'e-mail potrebbero esserti utili le seguenti domande:

- Who or what has caused the situation?
- What does it depend on?
- How long have you been in this situation?
- How have you tried to react?
- Is it difficult to find a positive solution?
- Are you facing your problem by yourself?



SPOKEN PRODUCTION

24 Chiedi a un compagno di consegnarti la sua e-mail e leggi ciò che ha scritto a proposito del suo problema. Analizza la sua situazione e preparati a riferirgli in classe i tuoi pochi ma saggi consigli dandone la motivazione.

Text Review

1a ^{3.17} Riascolta il testo di apertura della Unit 6 dello Student's Book. Sottolinea nel testo le parole che non coincidono con la versione originale. Poi riascoltalo e sostituisci le parole sottolineate con quelle che senti.

The proposal "Shall we do shopping today?" should receive an enthusiastic response, like "Oh yes, that's a good idea!". But many parents are angry when their children don't seem so enthusiastic, especially when they buy clothes and shoes. The reason? Parents and children often have conflicting ideas about what to buy.

In the past, young children wore the same styles as their parents. But today young people have their own fashions. They want to wear what their classmates are wearing.

For their children the situation is different. They want quality and value for money: they want to pay the right price for clothes and computers. Their children should be well-dressed. And of course, the parents are the ones who buy.

Teenagers see things differently. One teenage girl told me: "When my mum says: 'Shall I help you to choose something?', you know she will choose. It's so frustrating. You go to a shop. You find something you like. You try on the clothes. You look great, so you say to the shop assistant: 'I'll wear it'.

Then mum says: 'No, I think we'll leave it'."

What's the solution?

Maybe parents should save their pocket money.

Then when they have enough, they'll be able to buy what they desire!



1b Dopo aver corretto il testo, rileggilo e scrivi ciò che:

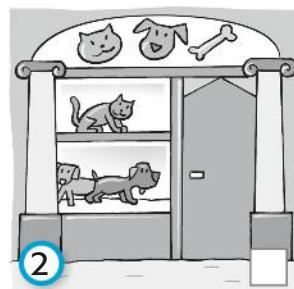
1. il genitore dice per proporre di fare degli acquisti.
2. la figlia o il figlio dovrebbe dire per accettare la proposta.
3. una mamma dice per aiutare la figlia a scegliere qualcosa.
4. la figlia dice quando decide di prendere un capo di abbigliamento.
5. la mamma dice quando decide che non lo prenderanno.

Vocabulary Stop

Shops and shopping

2 Abbina i seguenti nomi di negozi con l'immagine appropriata.

- a. newsagent's
- b. baker's
- c. fishmonger's
- d. florist's
- e. pet shop
- f. butcher's



Shall we go shopping?



3 Leggi il testo che fornisce alcuni consigli per evitare situazioni di stress quando si fa shopping. Completalo con le parole date.

- window shopping • get a refund • trolley
- keep the receipt • try on • in the sales
- make a list

Shopping without stress: a few tips

If you are just doing the weekly shopping, for example going to the supermarket, it's always a good idea to (1) before you go out. In this way you won't forget any important items you need. Once you're inside the supermarket, get a (2) to put your shopping in. Put the heavier items at the bottom. After you have paid at the checkout, remember to (3) and to check it when you get home. If you're going shopping to buy a new dress or a pair of trousers, for example, it's better to do some (4) some days before in different shops to get an idea of the prices and the styles. You might prefer to buy something (5) when everything costs less, but make sure the product is in perfect condition. You should always (6) clothing before you buy it to see if it is the right size and if you look good. Take a friend or a family member with you to get a second opinion. Don't buy the item if you are not convinced. Finally, make sure you will (7) from the shop if you have to take something back because it is defective.

Grammar Stop

4 Leggi che cosa dice Lola e trova:

1. tre frasi con **shall** in forma interrogativa
2. tre frasi con **will** in forma affermativa

Hi, I'm Lola. On Saturdays I usually go out with my friends and enjoy myself. But last Saturday was a little different. As mum wasn't feeling very well, I said: "It's OK mum, I'll do some jobs for you". Mum told me not to worry, but I insisted. "Shall I make a shopping list and go to the supermarket?" "Shall I make lunch?" "Shall I wash up after lunch?" Then dad said: "Look, Lola. You can't do everything. If you go to the supermarket, I'll make lunch and I'll wash up after. So you can go out with your friends after lunch". Mum's lucky because dad often offers to cook lunch or to wash up. And you? When did you last say: "Mum, I'll do some jobs for you"?



Stretch your Grammar

SHALL

Nell'unità precedente hai visto che per chiedere un consiglio o un suggerimento puoi usare **should** con tutte le persone. Ricorda invece che puoi usare **shall** per chiedere un consiglio o dare un suggerimento solo con la prima persona singolare e la prima persona plurale: **What shall I/we do?**

Per esprimere una proposta **Shall we...?** ha lo stesso valore di **Let's...** e **Why don't we...?**

Shall we go to the cinema?

Let's go to the cinema!

Why don't we go to the cinema?

**Propongo
→ di andare
al cinema.**

5 Abbina ciascuna situazione con la richiesta di consiglio o la risposta appropriate.

1. I think I've got flu. ☐
 2. We're going to miss that film on TV tonight. ☐
 3. Mum doesn't want to cook dinner this evening. ☐
 4. This programme is really boring. ☐
 5. The Browns have invited us to dinner on Saturday evening. ☐
 6. Where can we find more information for our project? ☐
- a. Shall we surf the Internet?
 - b. Shall we go out for a pizza?
 - c. Shall I take your temperature?
 - d. Shall we watch something else?
 - e. Shall we record it on the video recorder?
 - f. Shall I wear my new dress, mum?

6a Completa le frasi con *shall* e uno dei verbi suggeriti.

• do • bring • have • look at • help
• come • go • sit

1. What I to eat or drink?
2. we to the beach?
3. we that new boutique in the centre?
4. What time I to your house?
5. I you?
6. Where we?
7. Mum, I some shopping for you?
8. we something to drink?

6b Abbina ora le frasi dell'esercizio 6a alle seguenti situazioni.

- a. I don't know about you, but I'm really thirsty. ☐
- b. We can study together in my garden. ☐
- c. Would you like to come to our picnic tomorrow afternoon? ☐
- d. You don't have to. I've already been to the supermarket. ☐
- e. Where you want. These seats aren't reserved. ☐
- f. I'm having a lot of difficulty with this Maths problem. ☐
- g. I want to buy a new dress in the sales. ☐
- h. It's going to be warm and sunny tomorrow. ☐

7 Riscrivi le frasi sostituendo la proposta sottolineata con una proposta con *shall*.

Example: I'm hungry. Let's have something to eat.
I'm hungry. Shall we have something to eat?

1. It's a nice day. Why don't we go to the park?
.....
2. There's a great film on TV at 9 o'clock. Let's watch it.
.....
3. I'm feeling a bit tired. Why don't we have a break?
.....
4. Our teacher is getting married next month. Let's buy her a present.
.....
5. The school term finishes next week. Why don't we organise a pizza evening.
.....
6. Here's the menu. Let's order something.
.....

8 Per ogni situazione illustrata offriti di fare qualcosa. Completa le frasi con *shall* e uno dei verbi suggeriti.

• make • wash • answer • get • take
• read • switch on

Example: Shall I answer the phone?



1.
the dog for a walk?



2.
my bed?



3.
the computer?



4.
the text message?

Shall we go shopping?



5.
some eggs?



6.
the dishes?

9 Per ogni situazione offriti di fare qualcosa.

Example: Your little brother is trying to get a model car from a shelf, but he can't reach it.
Shall I get the model car for you?

- The television is on but no-one is watching it.
.....
- Your mother has just discovered there isn't any milk in the fridge.
.....
- Your sister is having problems downloading a file.
.....
- Your father wants to wash his car, but he's got a pain in his shoulder.
.....
- The phone is ringing but no-one is answering it.
.....
- Your grandmother is trying to take her suitcase upstairs, but it's too heavy.
.....

Stretch your Grammar

WILL (OFFRIRSI DI FARE QUALCOSA)

Sia **I will...** sia **Shall I...?** vengono usati per offrirti di fare qualcosa. Si usa **I will** quando c'è la ferma volontà di fare qualcosa per qualcuno. Si usa **Shall I...?** quando non si è sicuri del suo consenso.

A: *I'm thirsty.*

B: *I will bring you a cup of ice tea.*

A: *I'm thirsty.*

B: *Shall I bring you a cup of ice tea?*

A: *No thanks, I'd like some water.*

10 Abbina le battute in modo da creare minidialoghi in cui ti offri di fare qualcosa.

- I don't understand anything about algebra. ☐
 - The concert finishes at 11 o'clock. ☐
 - Oh no. I've forgotten my mobile and I have to phone home. ☐
 - Can we sit next to each other on the plane? ☐
 - Oh, Lucy. Your room is such a mess! ☐
 - Rachel, can you help me to make lunch? ☐
- Sorry, mum. I'll tidy it now.
 - It's all right. I'll lend you mine.
 - I'll speak to your Maths teacher.
 - All right, mum. I'll just wash my hands.
 - Probably, but I'll ask at the check-in.
 - Don't worry. I'll wait for you outside the stadium.

11 Per ogni situazione illustrata scrivi ciò che Barbara dice per offrirti di fare qualcosa. Usa i suggerimenti.



Example: help / your homework
I'll help you with your homework.



1. clear / table
.....



2. make / bed



6. make / some tea



3. wash up



4. turn on / light



5. take out / rubbish

WILL (DECISIONE IMMEDIATA)

12 Indica (✓) quale decisione immediata prenderesti nelle seguenti situazioni.

1. The clothes shop hasn't got the type of jeans you want.
 - a. I'll choose another type. ☐
 - b. I'll leave it and try in another shop. ☐
2. Your grandparents have given you a lot of money for Christmas.
 - a. I'll spend it all. ☐
 - b. I'll spend a part of it and save the rest. ☐
3. A schoolmate asks if he/she can copy your homework.
 - a. I'll say yes. ☐
 - b. I'll say no. ☐
4. You're staying with an English family. They offer you tea or coffee for breakfast.
 - a. I'll have coffee. ☐
 - b. I'll have tea. ☐
5. You receive a text message at home from your best friend saying "Call me please. It's urgent".
 - a. I'll call him/her now. ☐
 - b. I'll call him/her later. ☐
6. You find some money which isn't yours under your desk.
 - a. I'll give it to the teacher. ☐
 - b. I'll ask my schoolmates if they have lost any money. ☐

7. An American tourist asks you if you speak English.

a. I'll say, "Yes, a little". ☐

b. I'll say, "No, sorry". ☐

8. Your mother tells you to make your bed.

a. I'll make it before I go out this morning. ☐

b. I'll make it when I come home this evening. ☐

13 Scrivi quale decisione prenderanno secondo te le persone nelle seguenti situazioni.

Example: Mum is really tired because she has just finished doing all the housework.
She will go to bed early tonight.

1. You are in a fast-food restaurant.

They have hamburgers and hot dogs.

I

2. We want to make some sandwiches for the picnic, but we haven't got any cheese or ham.

We

3. Barbara has just remembered she has to phone her mother.

She

4. Simon and Steve have missed the last train home.

They

5. Your Maths teacher says that you don't study hard enough.

I

6. The dress Martha wants comes in yellow or pink.

She

7. Mr Ashton's daughter is having problems with her homework.

He

8. Rose has discovered that the skirt she bought yesterday is not in perfect condition.

She

14 Nelle seguenti frasi le persone esprimono una decisione già presa o una decisione immediata. Sottolinea l'alternativa corretta.

1. A: Would you like a glass of red wine or white wine?

B: I'll have / I'm going to have a glass of red.

2. I only drink red wine in this restaurant. I'll have / I'm going to have a glass this evening.

3. A: Oh dear. We haven't got any milk.

B: Don't worry. I'm going to the shops. I'm going to get / I'll get some.

4. A: Oh dear. We haven't got any milk.

B: I know. It's on my shopping list. I'm going to get / I'll get some.

5. A: Dad, the grass in the garden is really long.

B: Yes, you're right. I'll cut / I'm going to cut it before lunch.

6. A: Dad, can we have a barbecue in the garden this afternoon?

B: No, we can't. I'll cut / I'm going to cut the grass this afternoon.

7. A: Have you decided what to wear at Richard's party, Rebecca?

B: Yes, mum. I'll wear / I'm going to wear my red dress.

A: Rebecca, I'm afraid your red dress is in the washing machine.

B: Oh, I didn't know. Never mind, I'm going to wear / I'll wear my blue one.

15 Completa le frasi con il verbo tra parentesi e be going to o will a seconda che si tratti di una decisione già presa o di una decisione immediata.

1. A: I like this grey jacket, but have you got it in blue?

B: Sorry, we've only got it in grey.

A: OK, I (take) it.

2. This summer we (spend) our holidays in Greece.

3. A: I saw a nice blouse in Maxim's boutique yesterday.

B: Is it expensive?

A: Not very. Actually, I (buy) it tomorrow.

4. Hilary and Martin love each other very much. In fact, they (get married) in September.

5. A: Can I have the grilled fish, please?

B: I'm sorry. The grilled fish is finished.

A: Oh, in that case I (have) the roast beef.

6. A: Your cousin Marilyn has just won a place at Cambridge University.

B: Fantastic. I (send) her an SMS.

7. A: I have no idea what I want to do in the future.

B: I've already decided. I (be) a police officer.

8. Mum, I haven't got time to tidy my room now.

I (do) it tomorrow.

Dettato

16  3.18 Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

17 K Miss Claire and Miss Louise sono le zie di Nicholas. Sono agitate perché non sanno che cosa regalare al nipote in occasione del suo compleanno e chiedono consiglio a un esperto. Leggi la loro conversazione, poi indica se le affermazioni sono vere (T), false (F) o non si sa (*doesn't say*).

Aunts: Our nephew, Nicholas, is going to celebrate his birthday. He'll be 15 years old next month. But we are very worried because we don't know what to give him for his birthday. What shall we do?

Mr Cooper: Buying presents for teens is hard. Teens' ideas and interests change quickly, which can make giving presents a challenge, but it's not impossible. I'll give you some suggestions.

Aunts: OK, we're listening. So, what shall we start with?

Mr Cooper: Think about your nephew. Is he into sports? Films? Books? Music? Computers? If you don't know, ask. It's perfectly normal to ask teenagers what they're interested in. It will save you time.

Aunts: What exactly shall we ask him?

Mr Cooper: Ask him what his hobbies are, what sports he plays, what books he reads, what music he listens to, if he collects anything... If you know he needs something, he'll love to get it.

Aunts: Emm... but if he has a lot of hobbies or interests, we'll be back at the beginning. What about clothes? Shall we buy him jeans, shoes, sweatshirts? Do you think it's a good idea?

Mr Cooper: Say no to clothes! Teenagers have very clear ideas about what they wear. You can't be sure that your nephew will love what the other teens you've seen are wearing. And teens grow so quickly that it's almost impossible to get the right size without having them there to try the clothes on.

Aunts: Oh, it's all so complicated. Well, we'll give him some money!

Mr Cooper: Money is always welcome, but only as a last resort. Teenagers love surprises.

Aunts: We're getting a bit desperate!

Mr Cooper: No problem: I'll help you to solve your problem. You should ask Nicholas what his favourite stores are, then go and get a gift card. It's a smart move! He'll appreciate it.

Aunts: Thank you so much. You have been a treasure.

Mr Cooper: It's a pleasure and happy birthday to Nicholas.



challenge = sfida, impresa
to be into = essere appassionato
last resort = ultima spiaggia
gift card = buono spesa

Shall we go shopping?

1. Nicholas's aunts are invited to his birthday party.
2. They don't know what present is right for Nicholas.
3. Mr Cooper says that it's easy to please teenagers with presents.
4. Nicholas is interested in sports and electronic gadgets.
5. In Mr Cooper's opinion, it's a good thing to ask Nicholas what he needs.
6. Teenagers have their own ideas about clothes.
7. Nicholas follows the fashion and he wears trendy clothes.
8. Mr Cooper suggests they should buy Nicholas a gift card.
9. In the end Nicholas's aunts decide to give him some money.
10. The aunts are satisfied with Mr Cooper's help.

T	F	Doesn't say
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐



LISTENING and READING

18 3.19 Ascolta la conversazione tra le zie di Nicholas e il nipote, poi leggi i riassunti A, B e C e scegli quale secondo te è più fedele al dialogo registrato.



A

Miss Claire and Miss Louise decide they should talk to Nicholas, but Miss Claire doesn't feel up to it. Miss Louise meets Nicholas and tells him that they don't know what birthday present to buy him. Nicholas answers he doesn't expect any presents from his aunts, but, as Miss Louise insists, he says that there's a big sportswear shop in Main Street where they will definitely find something for him.

B

Miss Claire and Miss Louise try to follow Mr Cooper's suggestions and to ask Nicholas about his interests. As Miss Claire is very busy, it's Miss Louise who has to meet Nicholas. The boy says that he plays a lot of sports and he has made a list of things he would like to get at a sportswear shop in Main Street. He suggests the aunts should go there.

C

Miss Claire feels so embarrassed about asking her nephew what he needs for his birthday that she leaves Miss Louise alone to meet Nicholas. At first Nicholas says that the aunts don't have to give him a birthday present. Then he expresses the wish to have a new tennis racket. He adds he has been a customer of a sportswear shop in High Street for a long time and that his aunts will find someone there to help choose the right racket for him.

WRITING

19 ES Miss Louise si trova nel negozio sportivo indicato da Nicholas. Segui i suggerimenti e scrivi la conversazione tra la zia e la commessa del negozio.

La commessa chiede a Miss Louise se può esserle d'aiuto.

Miss Louise le domanda se conosce Nicholas, un ragazzo di 15 anni.

La commessa risponde che conosce Nicholas e i suoi genitori da qualche anno. Sono ottimi clienti.

Miss Louise esprime soddisfazione e afferma che finalmente troverà quello che sta cercando e chiede che cosa deve comprare a Nicholas per il suo compleanno.

La commessa risponde che proprio la settimana scorsa Nicholas è stato nel negozio ed era interessato a delle nuove racchette da tennis.

Miss Louise dice che potrebbe essere una buona idea, ma non è facile scegliere la racchetta giusta per un tennista.

La commessa risponde che è d'accordo e suggerisce una felpa e un paio di jeans.

Miss Louise dice che ha paura di poter prendere la taglia sbagliata o che al nipote possano non piacere.

La commessa dice che le darà un'idea fantastica e le propone un buono spesa.

Miss Louise dice che quella è proprio l'idea giusta e decide che prenderà un buono spesa di £100 e che pagherà con la sua tessera del bancomat.

La commessa domanda se deve impacchettarlo.

Miss Louise commenta dicendo che la commessa è divertente.

SPOKEN INTERACTION

20 Rileggi più volte il dialogo dell'esercizio precedente ed esercitati per drammatizzarlo in classe con un compagno.

Could I ask you a few questions?

Text Review

1a  **3.20** Riascolta l'intervista della Unit 7 dello Student's Book. Poi inserisci le seguenti espressioni negli estratti dell'intervista.

- bread • fish and chip shop • pizza restaurant
- a starter, a main course and a dessert • eat dinner
- restaurant • leave a tip • café • sandwich bar
- Indian restaurants • paying the bill • pub

Where do you normally eat?

During the day we just have a sandwich in a (1) or in a (2). I love English beer. But in the evening we go to a (3). There are so many different types. Sometimes we have to book, but it's relaxing to sit down, look at the menu, order a meal. We always have (4). I like to drink a little wine, too. After all, we're on holiday. If the service is good I (5) for the waiter. The only part I don't like is (6)!

Where do you normally eat?

We go to a (7) or a pub for a sandwich at lunchtime. In the evening, we have dinner in a (8) or a restaurant. The pizzas are quite good, but not as good as in Naples, of course. The (9) are interesting, too. Last night we went to a (10). It was fun!

Is there anything you don't like?

When you have dinner, there is no (11). You have to ask for it. The waiters are a bit surprised when you say: "Could we have some bread, please?". How can British people (12) without bread?

1b  **3.20** Ora riascolta l'intervista e traduci le seguenti frasi.

1. Potrei farvi alcune domande sulla cucina britannica?

2. Mi piace bere un po' di vino.

3. Prendiamo sempre un primo piatto, un secondo piatto e un dessert.

4. Potremmo avere del pane, per favore?

Vocabulary Stop

Food

2a Beth ha invitato a cena alcuni amici.

Riordina le lettere delle seguenti parole e scopri che cosa ha preparato per loro.

1. bevgaelte puso

2. ihecnck ryucr with icer

3. ritfu dasla



2b Nei seguenti menu ci sono dei piatti da eliminare. Il primo menu è per una persona che non ama frutta e verdura; il secondo è per una persona vegetariana; il terzo è per una persona che ama solo i piatti dal sapore deciso.

1. Menu

- ***
- Chicken soup
- ***
- Grilled salmon
- ***
- Boiled peas and potatoes
- ***
- Fruit salad

2. Menu

- ***
- Tomato soup
- ***
- Roast beef
- ***
- Steamed French beans
- ***
- Apple pie

3. Menu

- ***
- Vegetable soup
- ***
- Chicken curry with rice
- ***
- Boiled carrots and peas
- ***
- Strawberry mousse

2c Se dovessi invitare i tuoi amici a pranzo, che cosa prepareresti per loro?

Grammar Stop

3 Leggi che cosa dice Lola e trova:

1. due indicazioni di una certa quantità con sostantivi non numerabili
.....
2. due indicazioni di una certa quantità con sostantivi plurali
.....
3. due espressioni che indicano la mancanza
.....
4. due richieste
.....

Hi, I'm Lola. Last Friday Jamie and I went to a fast-food restaurant. When we asked: "Could we see the menu, please?", the waiter brought it immediately. I ordered a hamburger with no onions and a few chips. Jamie ordered a double cheeseburger with a lot of onions and a double portion of chips. When our order arrived, I put a little ketchup on my hamburger and chips. When he asked me: "Do you want any mustard on yours?", I replied: "No, thanks. I don't want any". Naturally, Jamie put a lot of ketchup and a lot of mustard on his. When we finished our meal, Jamie said to the waiter: "Could I have the bill, please?". When the bill arrived, Jamie paid for both of us. It was very generous of him. When we left the restaurant Jamie said: "I think I've got indigestion", but I'm not surprised.



Stretch your Grammar

A FEW / A LITTLE

A little / a few hanno un significato positivo di quantità sufficiente e corrispondono a **some**.
Just a little / just a few hanno un significato negativo di quantità non sufficiente o scarsa e corrispondono a **not much / not many**.

*I've got **a little** milk for the cat. I've got **some** milk for the cat.*

(La quantità di latte è sufficiente per il pasto del gatto.)

*I've got **just a little** milk for the cat. I haven't got **much** milk for the cat.*

(La quantità di latte non è sufficiente per il pasto del gatto.)

4 Completa le frasi con **a little / a few** e una delle parole suggerite.

- friends • sugar • help • ketchup
- problems • words

1. My grandfather can say in Russian.
2. Do you need with your homework?
3. She's very good at the grammar and vocabulary, but she has with the pronunciation.
4. I like to put on my chips.
5. I usually go to the shopping centre with on Saturday afternoons.
6. The fruit salad will taste better if you add

5 Sostituisci la parte sottolineata con **a little / a few / just a little / just a few**.

1. Would you like some vegetable soup?
.....
2. A: Would you like some vegetable soup?
B: Not very much. I'm not very hungry.
.....
3. There are not many clothes I like in that shop.
.....
4. I bought some T-shirts in that shop last week.
.....

5. I went to the bowling rink with some friends.

6. There were not many people on the bus this morning.

7. We haven't got much time to finish the test – only five minutes.

8. We've got some time before the train leaves; let's have something to drink.

6 Completa le frasi con *a lot of / much / many / a little / a few*.

- Last week I spent days in the country with my grandparents.
- We haven't got flour to make a cake.
- I'm very sleepy when I wake up; I need time to get ready for school.
- Granddad likes having coffee after dinner.
- There aren't chocolates left in this box – only two!
- Every day I try to learn new English words.
- In the Middle Ages rich people didn't eat vegetables.
- Today professional football players earn money.

NO / NONE

7 Trasforma le seguenti frasi usando *no*.

Example: There aren't any people in the room.
There are no people in the room.

- I haven't got any money in my wallet.
- Mum didn't have any eggs to make an omelette.
- We don't have any idea who did this.
- I don't put any sugar in my tea.
- If there aren't any buses, we'll have to take a taxi.
- They didn't have any ice cream left, so we ordered apple pie.

8 Completa le frasi con *no / none*.

- A: How many text messages did you get today?
B: I got
- Excellent! You got mistakes in the exam.
- A: How many bowling rinks are there in your town?
B: There are
- I've got a brother and a sister, but Olivia's got
- A: Can I have a chocolate?
B: I'm afraid there are left.
- There's money in my wallet because I spent it all yesterday.
- There's milk in the fridge.
Shall I get some from the supermarket?

9 Trasforma le frasi usando *no*.

Example: In the past women were not allowed to vote.
In the past no women were allowed to vote.

- Young people under 18 cannot drink alcohol.
- Because of the transport strike, buses and trains will not run tomorrow.
- Animals are not permitted in this hotel.
- In the 16th century girls couldn't go to school.
- There aren't any drivers on these underground trains; they're automatic.
- Candidates cannot use a dictionary during the exam.

10 Completa le frasi in modo personale.

Usa *a lot of / a little / a few / no*.

- I put salt on my food.
- I do sport to keep fit.
- I spend time at the computer.
- I like being with people.
- I read books every month.
- During the summer holidays I watch television.
- I spend time writing text messages.
- I put sugar in hot drinks.

COULD

11 Abbina ciascuna situazione con la richiesta appropriata.

1. You discover that you have left your wallet at home.
2. You're feeling particularly hungry.
3. You want to pay for the meal you've just had in the restaurant.
4. You're speaking to your friend's mother on the phone.
5. You've forgotten your watch.
6. You want to order something in a restaurant.

☐
☐
☐
☐
☐
☐

- a. Could I speak to Robert, please?
- b. Could I see the menu, please?
- c. Could I have some more chips, please?
- d. Could you lend me some money?
- e. Could you tell me the time, please?
- f. Could you bring me the bill, please?

12 Osserva le situazioni e l'esempio e formula richieste o permessi con *Could I / Could you* e uno dei verbi suggeriti.

• tidy • see • switch on • pass • give • leave • have

Example: *Could you switch on the light, please?*



1.



2.



3.



4.



5.



6.



Ricorda che **could** esprime anche abilità al passato.

Could I ask you a few questions?

13 Indica con A se nelle seguenti frasi *could* esprime un'abilità e R se esprime una richiesta.

1. Could you swim when you were seven? ☐
2. Could you show me your project, please? ☐
3. Could you walk when you were two? ☐
4. Could you read when you were five? ☐
5. Could you read these instructions; I haven't got my glasses with me. ☐
6. Mum, could you make a cake when you were fourteen? ☐

7. Mum, could you make a cake for tea on Sunday? ☐
8. Could you get some bread when you go to the shops? ☐

Dettato

14  3.21 Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

15 Esther, Chandra e Nooria sono tre ragazze della tua età ma di nazionalità diverse. Leggi che cosa dicono a proposito degli *special days* nei loro paesi, poi completa la tabella con le informazioni mancanti.

Hello, I'm Esther. It's almost Purim: it's the time to eat, drink and be happy. During the month of Adar, between February and March, Jewish families celebrate Purim. We read the Megillah, which tells the story of Queen Esther (just like my name) and how she saved her people from the evil Persian Prime Minister, Haman. Children like performing plays of the Purim story. We are going to have our Purim party. Would you like to join us? Well, dress in costume. Purim is a time when you can wear masks and fancy dress. And if we ask you, "Could you tell a joke?", don't hesitate. Purim and jokes go hand-in-hand: Purim is a time to laugh and have fun. Could you help us prepare 'hamentaschen'? They are triangle-shaped cookies with



fruit, chocolate, cream or cheese in the middle. To have a real Purim party we must have hamentaschen. During the party we usually eat turkey. Do you know why? Well, among the peoples of Europe, including the Jews, turkey is considered a symbol of stupidity. So, when we eat it, we remember Achashverosh as the stupid king who persecuted the Jews. Another custom is to eat different kinds of seeds, nuts, beans and legumes. This is to commemorate Esther, who ate only seeds while she was living in the king's palace. Also, beans symbolize sadness: we eat them to remind us of our continued state of exile. But now no more sadness. Shall I prepare a gift basket for you, too?

wealth = ricchezza
merry = allegra
to see to = occuparsi di

Hello, my name's Chandra. I'm very happy because we are going to celebrate Diwali, one of the biggest Hindu festivities in India. It marks the beginning of the Hindu year, which falls between the end of October and the first days of November. This festival lasts five continuous days, but the real festival, or 'Festival of Lights', is on the third day. On that day, people light up 'diyas' (lamps) and candles all around their houses to invite Lakshmi in to bring wealth and prosperity. There's a merry atmosphere. In my family we are all busy. Mum hasn't stopped cleaning and decorating the house; my sisters are buying new saris and jewellery, Dad is seeing to the gifts for our relatives and friends and to the fireworks. Children in particular love receiving presents. By the way, who will cook 'naivedya'? I don't think that anyone has thought of that. Could you give me a hand to prepare the typical cakes of Diwali?





Hello, I'm Nooria. It's dawn. All you can hear in the distance are the calls for the 'El Fejr' or dawn prayer from the minarets. A few men are hurrying to the mosque for the first prayer of the day. El Fejr also marks the beginning of the fast. This is in my Muslim town during the Holy Month of Ramadan. The Month of Ramadan depends on the lunar calendar. Muslims fast from dawn to the sunset for the whole lunar month. The working day starts a little earlier than usual. Housewives go to the market: the souk is full of the best vegetables, fruit, fish, meat. It's a holiday atmosphere. But, as the day goes on, some people start to get exhausted. No food, no drink, no smoking are part of the fast. During the day it is really hard. However the most energetic people are always the housewives, who cook 5 or 6 course meals for dinner: every detail is prepared meticulously and special Ramadan dishes are particularly important on the dinner table. Whole families get together for the meal, as nobody must celebrate the breaking of the fast alone. We are all happy. At the end of the month, families start preparing for the 'Aid Al Fitr'. This is a Muslim holiday like Christmas, when kids get new clothes and toys. For this festival mothers cook special pastries such as baklava and kaak.

dawn = alba
calls = richiami
fast = digiuno
pastries = dolci

	Purim	Diwali	Ramadan
1. Who celebrates it			
2. When it is			
3. What it is for			
4. What it is like			
5. What people eat			
6. What children get			



WRITING

16 ES Esther, Chandra e Nooria ti hanno invitato a festeggiare insieme le loro festività. Tu puoi accettare solo un invito. Scrivi un breve testo in cui dai almeno tre motivazioni per avere scelto l'invito di una delle ragazze e fai alcuni paragoni tra il suo *special day* e uno simile festeggiato nel tuo paese.



LISTENING

spicy = speziato
recipe = ricetta
coconut = noce di cocco

17a K 3.22 Anche il tuo amico inglese Gregory è stato invitato dalle tre ragazze e ciò ha suscitato in lui qualche curiosità sulle diverse cucine. Gregory approfitta della presenza di un cuoco nella sua scuola per porgli alcune domande. Ascolta la loro conversazione e segna se le seguenti affermazioni sono vere (T), false (F) o non si sa (*doesn't say*).

	T	F	Doesn't say
1. Mr Berry is an expert in international cooking.	☐	☐	☐
2. His specialities are from Indian cooking.	☐	☐	☐
3. Jewish, Indian and Arab cooking are completely different.	☐	☐	☐
4. Rice is right with spicy food.	☐	☐	☐
5. The Jews use a lot of vegetables in their recipes.	☐	☐	☐
6. You need too many ingredients to make hamentaschen.	☐	☐	☐
7. Gregory likes coconut.	☐	☐	☐
8. The Indian recipe and the Arab one are easy for Gregory to make.	☐	☐	☐

Could I ask you a few questions?

17b  3.22 Ascolta di nuovo la conversazione e inserisci davanti agli ingredienti di ciascuna ricetta *a lot of / some / a little / just a little / a few / no*.

<i>Hamentaschen</i>	<i>Rice porridge</i>	<i>Wheat luddus</i>
..... sugar	 black rice	 wheat flour
..... flour	 brown sugar	 gram flour
..... eggs	 white sugar	 sugar
..... oil	 coconut milk	 grated coconuts
..... margarine		 almonds
..... orange fruit		 oil
..... salt		



wheat flour = farina di frumento
gram flour = farina di ceci
almonds = mandorle

WRITING

18 ES Gregory ha deciso di accettare l'invito di Chandra e di raggiungerla in India. Prima però vuole provare la cucina indiana in un famoso ristorante di Londra. Si fa accompagnare da Luke, che è un amante di questo tipo di cucina. Scrivi la loro conversazione seguendo le indicazioni.

Gregory afferma di non aver mai mangiato cibo indiano.

Gregory chiede con che cosa potrebbe iniziare.

Gregory domanda se potrebbe avere del pane.

Gregory teme che non gli piacerà il cibo indiano e chiede se potrebbe avere subito il dessert.

Gregory chiede se potrebbe sapere che cos'è.

Gregory domanda se potrebbe averlo con della macedonia di frutta.

Luke dice che lui ama il cibo indiano anche se è molto speziato.

Luke suggerisce all'amico di provare l'originale pollo al curry con alcune patate cucinate in salsa di yogurt.

Luke risponde che in India ci sono molti tipi di pane ma con il pollo al curry un po' di riso bollito è l'ideale.

Luke suggerisce a Gregory di provare il pollo e comunque come dessert servono il kulfi.

Luke risponde che è un gelato durissimo.

Luke commenta che se Gregory non vuole provare alcun cibo indiano, in India farà una brutta impressione sulla sua amica Chandra.

SPOKEN INTERACTION

19 Rileggi più volte il dialogo dell'esercizio precedente ed esercitati per drammatizzarlo in classe con un compagno.

Text Review

1a  Riascolta il testo di apertura della Unit 8 dello Student's Book. Sottolinea nel testo le parole che non coincidono con la versione originale. Poi ascolta di nuovo e sostituisci le parole sottolineate con quelle corrette.

Racing cars use traditional materials in their construction: aluminium and carbon for the bodies and engine parts, steel for the tyres, as well as plastic, nylon and fibre glass. Racing cars consume an enormous quantity of gas, which can damage the environment. The ecoF3, a 235 kilometre-per-hour Formula 1 racing car, looks like an ordinary racing car. But it isn't. It has a circular steering wheel made of peas. The body is made of cabbages and the seat is made of strawberries. The engine was designed to run on biofuels which do not damage the houses. Vegetable fibres are mixed with resins to produce the car parts, and the oils in chocolate are refined to produce fuel. Oil, which is extracted from plants, is used to lubricate the engine parts.

The ecoF3 was designed and built by a team of mechanics from Warwick University. It is the first Formula 3 racing car designed and made from sustainable and renewable materials. Unfortunately, because the car uses petrol, it cannot currently participate in races.

A team spokesman said: "We hope teams like Ferrari and McLaren will see that an environmentally-friendly car is not necessarily a fast car. We are sure they will use our new materials in Formula 1 cars of the past".

1b Ora rileggi il testo e scrivi:

1. la descrizione della composizione del volante, della carrozzeria e del sedile.

.....

2. il riferimento alle fibre vegetali e al cioccolato.

.....

3. il riferimento alla progettazione e alla costruzione dell'auto.

.....

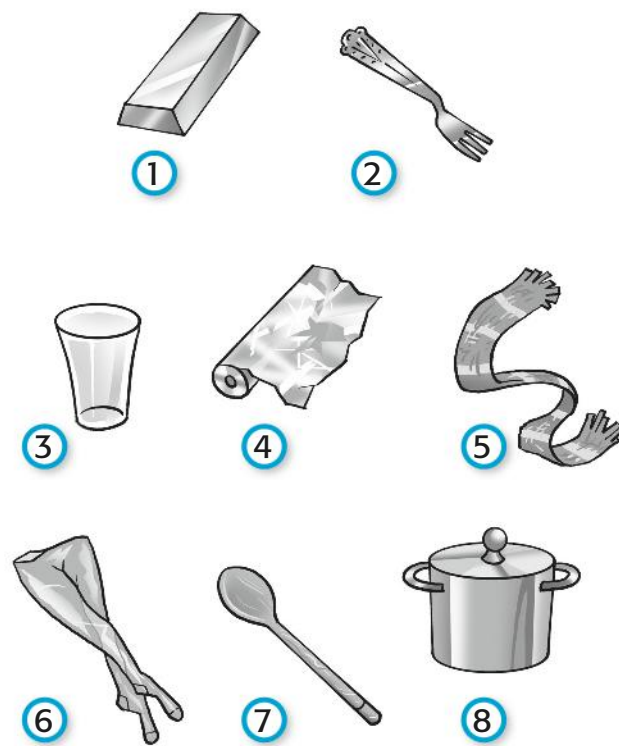
.....

Vocabulary Stop

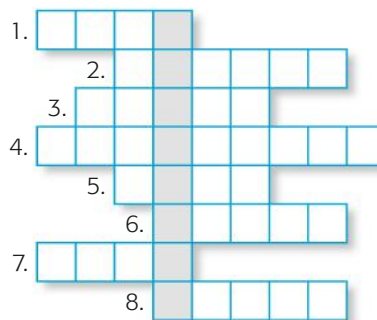
Materials and shapes

2 Osserva i disegni e abbinna ciascun oggetto al materiale di cui è fatto, quindi inseriscine il nome nel cruciverba. A cruciverba ultimato nella colonna con il fondino grigio leggerai il nome di qualcosa di molto prezioso.

- wood • gold • wool • steel • silver
- nylon • glass • aluminium



Direzione possibile: →



3 Fai un elenco dettagliato di ciò che vedi nella stanza in cui ti trovi.

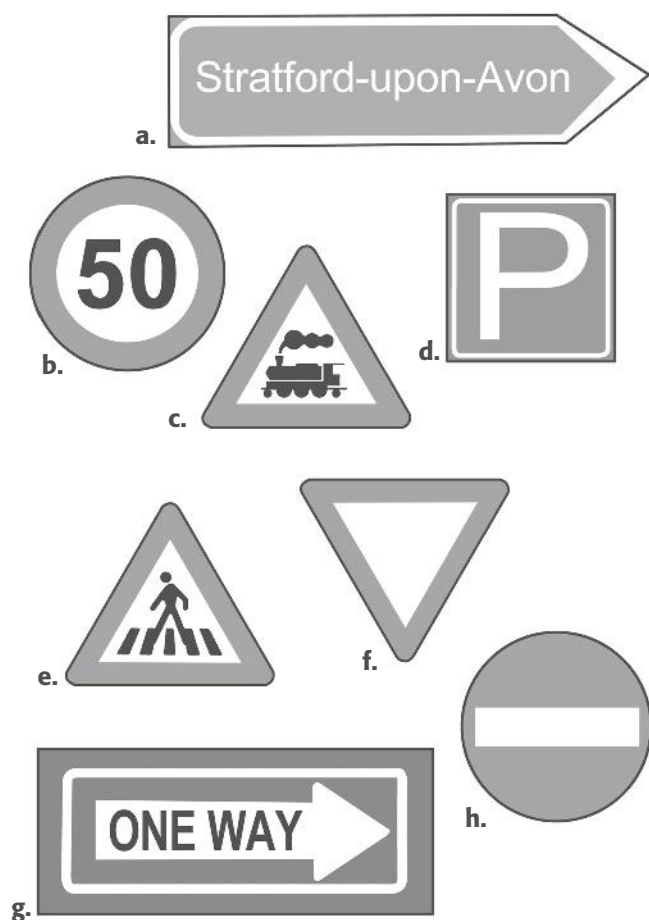
Example: *a wooden chair*

.....

.....

.....

4 Abbina i cartelli di segnaletica stradale alla loro definizione. Poi indicane la forma.



- | | | |
|------------------------|--------------------------|-------|
| 1. maximum speed | ☐ | ..... |
| 2. parking place | ☐ | ..... |
| 3. give way | ☐ | ..... |
| 4. pedestrian crossing | ☐ | ..... |
| 5. the name of a town | ☐ | ..... |
| 6. level crossing | ☐ | ..... |
| 7. no entry | ☐ | ..... |
| 8. one way | ☐ | ..... |

Grammar Stop

5 Leggi che cosa dice Lola e trova:

1. due persone singolari al **Present simple** affermativo in forma passiva
2. una persona plurale al **Present simple** affermativo in forma passiva
3. una persona singolare al **Past simple** affermativo in forma passiva
4. due persone plurali al **Past simple** affermativo in forma passiva

Hi, I'm Lola. Last week Jamie and I were asked to take part in a TV quiz programme for young people. In this programme you are given clues and you have to guess the answers in less than ten seconds. Some of them were easy: "It's rectangular and it's made of plastic and used with a computer. The first letter is K". Another one: "There are four letters, beginning with K. It's the name of a bird, but also the name of a fruit. They are found in New Zealand". One more: "This play was written by Shakespeare. There are six letters; the first letter is H and the last letter is T". Others were more difficult. In fact, we were eliminated. Anyway, it was a good experience. Do you know the answers?



PASSIVO (1): PRESENT SIMPLE

6 Abbina ciascuna frase con uno degli elementi raffigurati.



- a. They are nicknamed after their founder, Sir Robert Peel, and they look after law and order in Britain. ☐
- b. They are made and played in Scotland. ☐
- c. It is a fish and rice dish which was originally served only in Japan. Now it is found in many countries. ☐
- d. They are written by Stephenie Meyer and they are read all over the world. ☐

7 Abbina ciascuna frase nella forma attiva con la corrispondente in forma passiva.

- 1. People speak Portuguese in Brazil. ☐
- 2. They make a lot of wine in Italy. ☐
- 3. People all over the world use Internet. ☐
- 4. They sell English books in this bookshop. ☐
- 5. A lot of tourists visit the islands. ☐
- 6. People play cricket in only a few countries. ☐
- a. Internet is used all over the world.
- b. Cricket is played in only a few countries.
- c. English books are sold in this bookshop.
- d. Portuguese is spoken in Brazil.
- e. The islands are visited by a lot of tourists.
- f. A lot of wine is made in Italy.

8 Trasforma le frasi alla forma passiva.

Example: They spend a lot of money on food.
A lot of money is spent on food.

- 1. They close the park gates after 10.00 p.m.
- 2. In our school they clean the classrooms every day.
- 3. They translate the *Twilight* books in a lot of languages.
- 4. My mum does the washing twice a week.
- 5. On this TV channel they show films in the original language.
- 6. They grow coffee in Costa Rica.
- 7. They make Saab cars in Sweden.
- 8. They serve very good fish in this restaurant.

9a Trasforma le frasi alla forma interrogativa.

Example: Concerts are held in the park.
Are concerts held in the park?

- 1. Rugby is played by twelve players in each team.
- 2. Exams are taken at the start of the school year.
- 3. Medicine is sold at the baker's.
- 4. Wine is produced in Scotland.
- 5. Polar bears are found in India.
- 6. Grapes are grown in cold countries.
- 7. Diamonds are made of gold.
- 8. Text messages are sent by Mp3 players.

9b Rispondi alle domande dell'esercizio 9a scrivendo l'informazione corretta.

Example: No, concerts aren't held in the park.
They're held in the stadium.

PASSIVO (2): PAST SIMPLE**10** Usa le informazioni per scrivere delle frasi.

Example: *The Merchant of Venice* was written by Shakespeare.

Mini	sing	Danny Boyle
Imagine	invent	Giacomo Puccini
1984	direct	Howard Carter
Il Cenacolo	discover	Sir Alec Issigonis
Turandot	paint	George Orwell
Slumdog Millionaire	write	Enrico Fermi
Nuclear reactor	compose	John Lennon
Tutankhamun's tomb	design	Leonardo da Vinci

11 Leggi le frasi e scrivi la domanda usando i suggerimenti.

Example: This is a photo of my family. (When / it / take)
When was it taken?

- We sent a lot of invitations for the party.
(How many invitations / send)
- The garden looks lovely now. (When / the grass / cut)
- This Rolls Royce Silver Ghost car is very old.
(When / it / build)
- The test is next Wednesday, not next Monday.
(Why / date / change)
- This painting by Van Gogh is fantastic. (When / it / paint)
- My Mp3 player is working now. (When / it / repair)
- The police were waiting for the thieves when they left the house. (How many thieves / catch)
- 1984 is one of my favourite novels. (When / it / write)

12 Rispondi liberamente alle domande dell'esercizio 11.

Example: It was taken last year.

13 Sottolinea la forma verbale corretta.

- Two suspected terrorists **arrested** / **were arrested** last night. The terrorists **took** / **were taken** to Scotland Yard and **interrogated** / **were interrogated** for six hours. Police think the two men **form** / **are formed** part of an international terrorist organisation who **planned** / **were planned** to plant bombs in important public buildings.
- Slumdog Millionaire* **wrote** / **was written** by Simon Beaufoy. The film **directed** / **was directed** by Danny Boyle. Dev Patel **played** / **was played** the protagonist, Jamal Malik, while the part of Latika **played** / **was played** by Freida Pinto. The film **produced** / **was produced** by Celador Films and Film4.
- Italy **beat** / **was beaten** Ireland 26–18 in the Rugby World Cup semi-final in Paris yesterday. Di Giovanni **scored** / **was scored** 15 of the points, while the remaining 11 points **scored** / **were scored** by Bianco, Cavallo and Di Castro. The Irish **took** / **was taken** the lead after only five minutes with a try by O' Donovan, but the Italians **played** / **were played** better and eventually **won** / **were won** the match.

Stretch your Grammar

Poiché la forma passiva sottolinea l'importanza dell'azione in sé e non di chi la compie, il **complemento d'agente** va espresso solo quando si vuole dare importanza **anche** a chi ha compiuto l'azione.

14 Trasforma le frasi alla forma passiva. Aggiungi il complemento d'agente solo quando è necessario.

- Someone stole Mr Brown's car last night.
- Alexander Fleming discovered penicillin.
- People sell Coca Cola in more than 200 countries.
- They don't allow you to use a dictionary during the exam.
- This morning the police arrested four suspected bank robbers.
- The mechanic repaired dad's car last week.
- Terrorists destroyed the Twin Towers in 2001.
- In that restaurant they change the menu every day.

Dettato

- 15**  3.24 Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

to commission =
commissionare/ordinare
by 1876 = entro il 1876
lighthouse = faro
crates = gabbie da
imballaggio

pedestal = base
keeper = custode
copper = rame
coated = rivestita
gold leaf = lamina d'oro
to process = esaminare

16a Leggi il brano, poi scrivi a quali fatti si riferiscono le date.

The story of Lady Liberty



The Statue of Liberty Enlightening the World is located on Liberty Island, New York City. The statue was a gift of friendship from the people of France to the people of the USA for the 100th anniversary of America's Independence and it is universally recognized as a symbol of freedom and democracy.

French sculptor and architect Frédéric August Bartholdi was commissioned to design a sculpture by 1876 and, while on a visit to Egypt, he was inspired by the project of the giant lighthouse standing at the entrance to the Suez Canal. The statue was constructed in Paris: the statue face was modelled after architect Bartholdi's mother and the framework was made by Gustave Eiffel, who also built the Eiffel Tower in Paris. The statue was sent to the USA in 214 crates in 1876, but it was erected 10 years later, in 1886, because the Americans couldn't find the funds to pay for the pedestal and the torch. The statue functioned as a lighthouse from 1886 to 1906. There was a lighthouse keeper and the electric light was seen for 24 miles at sea.

The statue is made of pure copper on a framework of steel with the exception of the flame of the torch, which is coated in gold leaf. It is 46 metres tall, but with the pedestal and foundation is 93 metres tall. The statue is the central part of Statue of Liberty National Monument, created in 1924.

In 1965 Ellis Island was added to the national park and its main building was opened in 1990 as a national museum of immigration. In 1892 Ellis Island became the national immigration station, which, until 1954, processed over 12 million immigrants into the USA arriving from Europe by ship. For the many immigrants to New York the Statue of Liberty was the first image of America. The statue was designated a World Heritage Site in 1984 and it was restored for its centennial in 1986. Every year it is visited by millions of tourists who must pass through security screening before entering the monument. Tickets are required to enter any level of the statue, but the access to the crown is limited and reservations are the only way to get crown tickets.

1876: the Statue of Liberty was sent to the USA
 1886: _____
 1892: _____
 1924: _____
 1954: _____
 1965: _____
 1984: _____
 1986: _____
 1990: _____

16b ES Rispondi alle domande.

- Where is the Statue of Liberty?

- Why were the people of the USA given it by the French?

- Who designed it?

- What gave him the idea for the statue?

- Was the statue totally paid for by the French?

- What is the statue made of?

- Could European immigrants enter New York without permission?

- Is the entrance to the statue free?



SPOKEN PRODUCTION

17 Organizza le informazioni raccolte negli esercizi precedenti e, senza guardare il brano, riferisci ciò che hai appreso sulla Statua della Libertà.



LISTENING

18 K 3.25 Alfred, un ragazzo newyorkese, incontra Silvia, una ragazza italiana che sta visitando la Statua della Libertà. Ascolta la loro conversazione, poi completa le frasi scegliendo l'alternativa corretta.

- Italian girls are easily recognized because
 - they are nice and different from the other girls.
 - they are unpleasant and arrogant.
 - they wear trendy clothes and give themselves airs.
- The most beautiful building to be visited in Milan is
 - the Sforzesco Castle.
 - the Duomo.
 - the "alla Scala" theatre.
- Perhaps the building was designed by
 - an Italian sculptor.
 - a north European architect.
 - a French engineer.
- The building was completed
 - 300 years after the beginning.
 - 500 years after the beginning.
 - a few years after the beginning.
- Inside there are wonderful frescoes painted by
 - Giotto.
 - Michelangelo.
 - Ghirlandaio.
- The statue of the "Madonnina" is made of
 - bronze.
 - gold.
 - copper.
- A fantastic view of the Alps is seen from
 - the roof of the Duomo.
 - the top of the "Madonnina".
 - the large window above the main entrance.
- To enter the Duomo
 - tourists have to buy tickets.
 - reservations are needed.
 - no ticket is required.



WRITING

19a Raccogli qualche informazione su un monumento, una statua o un edificio di particolare interesse artistico o storico della tua città o di un'altra città italiana che conosci. Prendi nota dell'autore, dell'epoca in cui è stato costruito, del materiale usato, da quante persone è stato visitato, se la visita è gratuita e di altri particolari che ritieni interessanti.

19b ES Immagina di poter conversare con Alfred. Scrivi il dialogo e rispondi alle sue domande utilizzando le informazioni raccolte nell'esercizio precedente.

Di' che hai appena visitato la Statua della Libertà. Esprimi apprezzamento.

Alfred commenta che a suo parere lo Statue National Monument Park è il luogo più interessante di tutta New York e forse il più visitato dai turisti stranieri.

Di' che tu sei un turista che è attratto dai bei monumenti.

Alfred chiede quale, secondo te, è uno dei più bei monumenti in Italia.

Rispondi dicendo il monumento che hai scelto.

Alfred dice che non sa niente di questo monumento e ti chiede dove si trova.

Rispondi.

Alfred chiede da chi è stato progettato.

Rispondi.

Alfred chiede quando è stato costruito.

Rispondi.

Alfred chiede di quale materiale è fatto.

Rispondi e aggiungi qualche altra informazione interessante.

Alfred chiede se può essere visitato tutto l'anno.

Rispondi.

Alfred chiede se per l'ingresso è richiesto il biglietto.

Rispondi che non lo sai.

Alfred esprime il desiderio di vedere il monumento.

Proponigli di venire in Italia e offriti di fargli da guida turistica.

SPOKEN INTERACTION

20 ES Preparati a drammatizzare il dialogo dell'esercizio precedente con un compagno, poi scambiatevi i ruoli.

CHECK OUT

Vocabulary

1 Sottolinea la voce sbagliata in ogni gruppo e aggiungi almeno due voci corrette per ogni categoria.

- eating raw vegetables going jogging
doing regular exercise getting good marks
- bookshop baker's newspaper sweet shop
- mushrooms fruit salad greengrocer's salmon
- beginner menu dessert main course
- glass square rubber plastic

.....

.....

.....

.....

.....

Grammar

2 Completa le frasi scegliendo (✓) l'alternativa corretta. Soltanto una risposta è giusta.

1. You spend so much money on clothes.

- ☐ a. don't should ☐ c. shouldn't
☐ b. not should ☐ d. shouldn't to

2. Your party was super. I enjoyed very much.

- ☐ a. myself ☐ c. me
☐ b. by myself ☐ d. itself

3. I have just one friend. At Christmas we give presents to

- ☐ a. us ☐ c. ourselves
☐ b. our ☐ d. each other

4. What do to help you?

- ☐ a. I shall ☐ c. shall I
☐ b. I shall to ☐ d. shall I to

5. Your bag is too heavy. I carry it for you.

- ☐ a. will ☐ c. shall
☐ b. will to ☐ d. shall to

6. You need sugar for this cake.

- ☐ a. a few ☐ c. a little
☐ b. any ☐ d. many

7. I'm afraid there is milk in the fridge.

- ☐ a. a little ☐ c. no
☐ b. some ☐ d. any

8. I'd like some cake with my tea, but I think there's left.

- ☐ a. some ☐ c. none
☐ b. no ☐ d. any

9. have some red wine, please?

- ☐ a. I could ☐ c. I could to
☐ b. Could I ☐ d. Could I to

10. A lot of cotton T-shirts in China.

- ☐ a. make ☐ c. have made
☐ b. made ☐ d. are made

11. When your house built?

- ☐ a. did ☐ c. was
☐ b. is ☐ d. had

12. *The Waste Land* was written T.S. Eliot.

- ☐ a. of ☐ c. by
☐ b. from ☐ d. to

Functions

3 Abbina ciascuna funzione alla frase corrispondente. Osserva l'esempio.

Functions

- Chiedere e dare consigli
- Fare, accettare e rifiutare proposte
- Comprare qualcosa in un negozio
- Offrirsi di fare qualcosa
- Prendere decisioni immediate
- Parlare di una certa quantità di cose o persone
- Fare richieste e chiedere il permesso in situazioni più formali
- Ordinare cibi e bevande
- Sottolineare l'importanza dell'azione e non di chi la compie

Language

- ☒ c. a. It's hot. Shall we have a swim in the pool?
- ☐ b. Your homework is difficult. I'll help you.
- ☐ c. You should eat more fruit instead of filling yourself up with junk food.
- ☐ d. Could you send me an e-mail tomorrow?
- ☐ e. A: Can I help you? B: Sure, I'm looking for a tie.
- ☐ f. This house was built in 1904.
- ☐ g. I'll have roast turkey with cranberry sauce.
- ☐ h. I'm getting bored. I'll go out.
- ☐ i. For this recipe you need a little beef and a few carrots.

Text Review

1a  3.26 Ascolta l'articolo di apertura della Unit 9 dello Student's Book e completa le frasi con le parole mancanti.

- 354 million people speak English as their _____, or first language.
- Of course, it _____ easy to learn a new language perfectly.
- At an international conference he discovered he was able to communicate very well with his _____ and _____ colleagues.
- Globish has only _____ words and _____ verb tenses.
- "Globish is not a language", Mr Nerrière insists. "It's _____ English."
- "But if we want _____ speak English, Globish might be a good start."

1b Dopo avere riletto '*Differences in British and American English*', riscrivi le seguenti frasi dette da una persona americana in *British English*.

- You can download this program free from the Internet. _____
- Our school is organizing a trekking vacation for one hundred twenty students starting on July 10th.

- What color is your bike? It's orange and gray. _____
- I love these chocolate cream cookies. _____
- I'm writing you about a great movie I just saw in a downtown theater. _____

Vocabulary Stop

Talking about a language

2 Inserisci i seguenti stati nella tabella e scrivi le lingue parlate.

- Ireland • Australia • Morocco • Mexico • Belgium • USA
- Egypt • Luxembourg • India • Canada



1 mother-tongue	Mother-tongue + second language	Bilingual	Spoken languages
		Ireland	English / Irish

3 Completa il brano con i verbi suggeriti.

- fail • improve • make • mark • pass
• practise • revise • take

After students (1) an exam, they have to wait anxiously while their teachers (2) their exam papers. Of course, the students who (3) before the exam will usually (4) it. The people who (5) exams are generally those who haven't done this, or those who have particular difficulties with a subject. It's also easy to (6) mistakes when you are tense or nervous. In any case, if you work hard and (7) a lot, you will certainly (8).



Grammar Stop

4 Leggi che cosa dice Lola e trova:

- tre verbi seguiti da un altro verbo nella forma in *-ing*
- quattro verbi seguiti da un altro verbo all'infinito
- una frase in cui si esprime una deduzione positiva
- una frase in cui si esprime una deduzione negativa
- una frase in cui si esprime una deduzione probabile

Hi, I'm Lola. Last week I met Jamie's cousin, Lore. She comes from Belgium and went to the International school in Brussels. She's only 16, but she already speaks three languages fluently: English, Flemish and French. She must enjoy learning languages because at the moment she's learning Russian. She wants to become an interpreter in an international organisation. I'd like someone to teach me Russian, too, but it can't be an easy language to learn. Spanish might be an easier language than Russian. Two years ago Jamie tried to learn Spanish before he went on holiday to Spain, but he only managed to learn a few sentences, and his pronunciation is awful. He told me he hates learning languages. He prefers playing the guitar. And you? Would you like to learn another language, apart from English?

VERBI SEGUITI DALL'INFINITO O DALLA FORMA IN *-ING*

5 Completa le frasi scegliendo tra i verbi suggeriti. Coniugali al tempo verbale corretto.

- decide • forget • learn • manage • offer • promise • refuse • try

- Two men to rob the bank, but they were arrested.
- The cat can't be well. She to eat her food.
- My big sister to come home before midnight.
- Maria's brother to teach me Spanish.
- Mr Jones finally to pass his driving test after four failures.
- Adam's having a music lesson. He to play the violin.
- This morning I was in a hurry and I to take my keys with me.
- Because it was raining, we not to go to the park.

6 Completa le frasi inserendo il verbo adeguato al disegno.



Example: I need to go to the hairdresser's.



1. Benjamin promised



2. Lucy always offers



3. They have decided



4. I would like



5. Michael is learning



6. Hedi refused

7 Rispondi alle domande. Usa il verbo suggerito.

Example: Why do you never play with playstations?
(hate)

Because I hate playing with playstations.

1. Why does Phil always watch adventure films? (enjoy)

2. Why do you never eat cheese? (not like)

3. Why does your big sister often help you with your homework? (not mind)

4. Why do you only have a light lunch? (prefer)

5. Why does Lucy never wear dresses? (hate)

6. Why do you only listen to classical music? (love)

8 Completa le frasi con l'infinito o con la forma in *-ing* dei verbi fra parentesi.

- I like (study) languages at school.
- I'd like (study) foreign languages at university.
- We stopped (talk) because the film was starting.
- Do you like (go) to rock concerts?
- I stopped (read) an important notice on the notice board.
- I stopped (read) the book because it was boring.

9 Completa le frasi con l'infinito o con la forma in *-ing* del verbo appropriato.

- She promised harder, but she continues bad marks.
- Stefano likes in England, but he misses Italian food.
- I offered Liza with her project, but she decided it by herself.
- Remember to bed before 10.00 and don't forget your teeth.
- When we finished the table, we started the dishes.
- I don't mind my bed, but I hate my room.

Stretch your Grammar

WANT SOMEONE TO DO SOMETHING

Want ha un significato più forte di **would like** e si usa quando si vuole che qualcuno faccia qualcosa.

Would like si usa invece quando si vorrebbe che qualcuno facesse qualcosa.

10 Osserva i disegni e usa i verbi suggeriti per scrivere frasi con **want**.

- go to the supermarket • get up
- change the light bulb • take her medicine
- turn down the radio
- open their books • tidy your desk



Example: Mum / Steve
Mum wants
Steve to get up.



1. I / you



2. The teacher / the pupils



3. Mum / Sonia



4. They / Eric



5. She / her daughter



6. Mum / Dad

11 Usa **would like** e i suggerimenti dati per scrivere una frase adeguata a ogni situazione.

Example: I'm having a party next Saturday.
you / come
I'd like you to come.

1. Your room's very untidy.
you / tidy it
2. I don't understand this word in English.
my teacher / explain it
3. Mick never goes dancing with his girlfriend.
him / take her dancing
4. I can't follow the film because some people are talking.
them / stop
5. Miss Murphy is writing some exercises on the board.
us / do them for homework
6. Mum wants to make a cake, but she hasn't got any flour.
me / get some from the supermarket
7. Rick is eighteen, but he can't drive yet.
his dad / teach him how to drive
8. Rebecca's school bag is old and dirty.
her parents / buy her a new one

12 Scrivi delle frasi che abbiano lo stesso significato delle seguenti. Usa **want** e **would like**.

1. "Don't touch the objects in the museum!"
2. "Shall I help you with your shopping bag, Mrs Bates?"
3. "Please put away your mobile phones!"
4. "You must wash your hands before you eat."
5. "I'll meet you outside the bowling rink if you like."
6. "Do exercises 3, 4 and 5 on page 23 for homework."
7. "Shall I lend you some money?"
8. "Don't run in the classroom!"

MUST / CAN'T (DEDUZIONE)

13 Abbina ciascuna frase (1-6) con la deduzione appropriata (a-f).

1. She never listens to classical music.
2. Bernard eats more than his father.
3. Mr Richards drives a Rolls Royce.
4. You only finished dinner about an hour ago.
5. She speaks English with a French accent.
6. Dad's worked on the computer all weekend.

☐
☐
☐
☐
☐
☐

- a. He must be very tired.
- b. He must have a lot of money.
- c. She can't be very fond of classical music.
- d. You can't be hungry.
- e. She can't be a native speaker.
- f. He must have a good appetite.

14 Osserva i disegni e l'esempio e fai delle deduzioni. Usa *must* / *can't*.



Example: her birthday
It must be her birthday.



1. rich



2. on holiday



3. a cold



4. his shoes



5. thirsty



6. a warm day

MAY / MIGHT (DEDUZIONE)

15 Completa i minidialoghi con *may* / *might* e uno dei verbi suggeriti.

• want • know • be (x 2) • have • need

1. A: Have you seen Jason? I can't find him anywhere.
B: He in the garden.
2. A: Rachel wasn't at school today. She had a bit of a temperature yesterday.
B: She flu.
3. A: What's the answer to number 8?
B: I haven't done it yet. Ask Barbara. She
4. A: Who's that woman with the headteacher?
B: I don't know. She the new French teacher.
5. A: My Mp3 player isn't working.
B: You to change the batteries.
6. A: The baby is crying again.
B: She something to eat.

16 Completa le frasi con *may* / *might*, *must*, *can't*.

1. I haven't seen the Jacksons all week. They be on holiday.
2. I saw Mr Jackson putting three suitcases into his car last Saturday.
The Jacksons be on holiday.
3. Martha never takes the same train as me to go home. She live in my area.
4. Bernard gets off at the same bus stop as me.
He live in my area.
5. Dad left home only 10 minutes ago.
He be at work yet. The journey takes at least half an hour.
6. Dad's usually at home at this time.
There be a lot of traffic on the roads.
7. There's a car outside the bank with two men in it.
They be bank robbers.
8. The police found Bob Smith's fingerprints on the gun. He be one of the robbers.

Dettato

17 3.27 Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

18 ES Leggi il brano relativo al linguaggio usato dai giovani per esprimersi oralmente e per iscritto, poi rispondi alle domande.

to overhear = sentire per caso
 anyway = in qualsiasi caso
 cut off = tagliata fuori
 fixed = radicato
 inadvertently = inavvertitamente
 survey = indagine

Adults may happen to overhear some teenagers talking and after a few minutes they realize that they have only understood about fifty per cent of what the teenagers are saying and they are not so sure. Teenagers' slang is made up of 'common expressions' that sound very strange to older generations. Conversations like this "Dude, Tom got a chocolate cell phone. It rocks!" and "Sweet, those are fricking amazing. Tom is so beast!" are almost incomprehensible.

And if an adult diplomatically asks them "I would like you to explain what you are saying, please", they refuse to give an answer as if the poor person can't understand them anyway.

Today most teens spend hours sending text messages from their phones and instant messages from their computers. When they do this, they use WEB language, a quick and funny way to communicate. WEB language has become a code that teenagers may use to keep secrets from their parents. Kathy, mother of a 14-year-old girl, says: "I don't know what they are saying to each other, what they are talking about and I feel cut off. I would like my daughter to teach me how to use those abbreviations, but she doesn't want me to know them".

But now, the use of slang and abbreviations is showing up even in schoolwork. Teachers are worried that 'this new language' may compromise students' ability to write and communicate. This language is so fixed in most students' communication skills that they inadvertently use it all the time, even where it might be inappropriate. Susan says that her English teacher doesn't want her to write 'u-r' instead of 'your' or 'IM' instead of 'I'm' and she marks them as mistakes; she feels stupid but she can't stop doing it.

And, what a lot of bad words young people use!

Teenagers' language has changed due to a variety of influences, such as television, films, the Internet and videogames, so bad words have become the rule in conversations for young people. A survey estimates that the 'average' adolescent uses 80/90 bad words a day and that the 'average' adolescent is particularly influenced by two different sources of bad language: television language and parents' language. Psychologists say that children become aware of their parents' use of words as soon as they learn how to speak. Children are very attentive about how their parents show their emotions, and that includes the language they use. This must lead children to the perception that using bad words is OK, at least in certain situations.



1. Do adults find it easy to understand teenagers' slang?
2. Why does teenagers' slang sound strange to adults?
3. Try to translate the short conversation in the first part of the text.
4. Are teenagers ready to help adults who can't understand their way of speaking?
5. What is WEB language?
6. Why don't teenagers want their parents to learn to use WEB language?
7. Is the use of WEB language limited to e-mails and text messages?
8. Do teachers want their students to use abbreviations in their written exercises?
9. Why do teenagers tend to use rude language when they speak?
10. Do parents' language habits have a big influence on their children's language?



LISTENING

19 **3.28** **K** Alan ha qualche problema con i suoi genitori. Ascolta la conversazione tra Alan e lo psicologo della scuola, quindi indica se le affermazioni sono vere (T) o false (F).

1. Alan's problem with his parents is about his bad language. ☐
2. Alan's parents have a good opinion of their son. ☐
3. Alan's language is the language usually used by many teenagers. ☐
4. Alan's parents don't want him to use this language with them. ☐
5. Alan's parents refuse to treat him like a little child. ☐
6. Alan feels he is treated unjustly. ☐
7. Alan would like his parents to use his language. ☐
8. Alan goes to his room when he can't talk with his parents. ☐



LISTENING and SPOKEN INTERACTION

20 **3.28** Ascolta di nuovo la conversazione e scegli (✓) le deduzioni fondate e più adeguate. Quindi preparati a discutere in classe con i compagni le tue scelte, motivandole.

1. Alan must have two very strict parents. ☐
2. Alan must have rude friends. ☐
3. Alan can't have an easy life with his parents. ☐
4. Alan's parents must be tolerant and generous. ☐
5. Alan might say that his situation is more difficult than it really is. ☐
6. Alan may go about with bad company. ☐
7. Alan's psychologist can't be an expert of teenagers' problems. ☐
8. Alan can't be such a bad boy. ☐



WRITING

21 **ES** Incontri Alan dopo l'appuntamento con lo psicologo. Scrivi la vostra conversazione seguendo la traccia.



22 È vero che spesso gli adulti lamentano di non essere più in grado di comprendere il linguaggio dei ragazzi. Sulla base di ciò che hai letto e della tua esperienza personale, scrivi un breve testo sul nuovo linguaggio scritto e orale che i giovani adottano oggi per comunicare tra loro.

Text Review

1a ^{3.29} Riascolta il testo di apertura della Unit 10 dello Student's Book e inserisci le parole mancanti nelle seguenti battute.

1. So I decided my songs and them on the Internet.
2. If I a good record company, it better.
3. I better music if I a professional producer.
4. What advice give to young people who a career in music?
5. If I them, I to different types of music and keep practising.

1b Leggi il testo e scrivi ciò che:

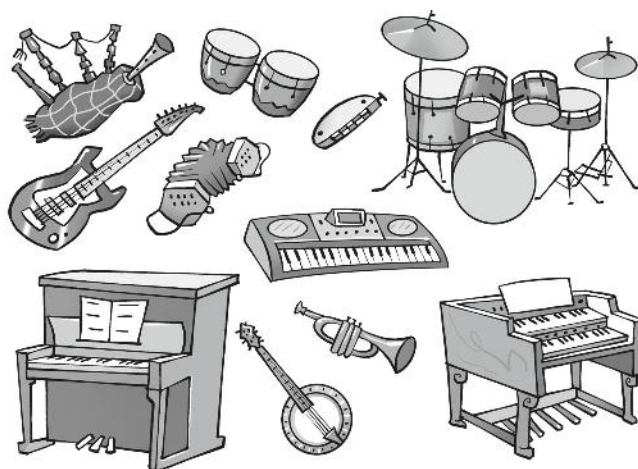
1. l'intervistatore chiede a Gemma per sapere com'è nato il suo interesse per la musica.
.....
2. Gemma dice per spiegare che sarebbe meglio se lei avesse una buona casa discografica.
.....
3. Gemma dice per affermare che potrebbe fare della musica migliore se avesse un bravo produttore.
.....
4. L'intervistatore chiede per sapere quale consiglio darebbe Gemma ai giovani che vogliono intraprendere una carriera nella musica.
.....
5. Gemma dice per dare un consiglio ai giovani che vogliono intraprendere una carriera nella musica.
.....

Vocabulary Stop

Types of music

2 Abbina ciascun genere musicale con lo strumento che più lo caratterizza tra quelli suggeriti.

- banjo • electronic keyboards • hammond
- bongos • piano • concertina • bagpipes
- harmonica • trumpet • drums • electric guitar



1. rock
2. folk
3. blues
4. gospel
5. disco
6. country
7. jazz

hammond = organo
concertina = piccola
fisarmonica

8. classical
9. rap
10. reggae
11. world

Grammar Stop

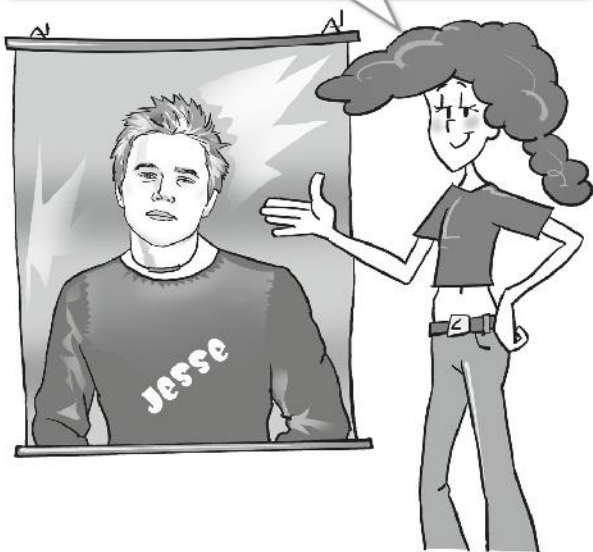
3 Leggi che cosa dice Lola e trova:

1. cinque verbi al *Past simple*
.....
2. due frasi affermative al *Second conditional*
.....

3. una frase negativa al *Second conditional*

4. due frasi interrogative al *Second conditional*

Hi, I'm Lola. My dream is to meet Jesse McCartney. He's my idol. The CD "Beautiful Soul" was a smash hit some years ago, but it's still my favourite. If I met Jesse, I'd thank him for his *Why don't you kiss her?* Every time I listen to it, it moves me and I remember beautiful moments. If he gave a concert in London, I wouldn't miss it for anything in the world; if I had his autograph, I'd be the happiest girl in the world! And you? If Jesse McCartney came to your town, would you go to his concert? If you met your favourite singer, what would you ask him/her?



PERIODO IPOTETICO DEL 2° TIPO (SECOND CONDITIONAL)

4 Abbina la parte iniziale di ciascuna frase con la parte finale più appropriata.

1. If I played an instrument well,
 2. If Rachel revised for her exams,
 3. If the weather was good,
 4. If my parents bought me a guitar,
 5. If the students paid attention,
 6. If you spent more time playing outside with your friends,
- a. you'd feel healthier.
 - b. I'd join a band.
 - c. the teacher wouldn't get angry.
 - d. she'd pass them.
 - e. we could have a picnic in the park.
 - f. I'd practise every day.

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☐

5 Leggi le seguenti situazioni e completa le frasi usando i verbi suggeriti.

• have • take • go • send • see

1. Albert has a fantastic guitar, but he can't play it very well.
If I were him, I'd lessons with a guitar teacher.
2. I can't read the words in this book; they're too small.
If I were you, I'd an optician.
3. Robert needs to phone his father in the office, but he doesn't want to disturb him.
If I were him, I'd an SMS.
4. When Marilyn wore her new dress for the first time, she discovered a defect.
If I were her, I'd it back to the shop.
5. I always feel tired in the morning.
If I were you, I'd to bed earlier.

6 Abbina la parte iniziale di ciascuna frase con la parte finale più appropriata, poi scrivi frasi condizionali.

1. If I / know the answer
2. If I / have a bike
3. If we / see someone in difficulty
4. If people / not spend so much time at the computer
5. If the weather / be better
6. If my parents / speak English

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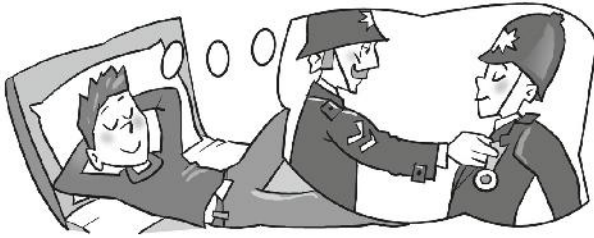
- a. have a holiday in America
- b. cycle to school
- c. spend more time with their friends
- d. offer to help them
- e. go to the beach
- f. tell you

7 Osserva i disegni e l'esempio e descrivi i sogni dei personaggi raffigurati. Usa i suggerimenti.



Example: If / Fergus / not have / a broken leg, he / be / on the football pitch
 If Fergus didn't have a broken leg,
 he would be on the football pitch.

If I had a good record company...



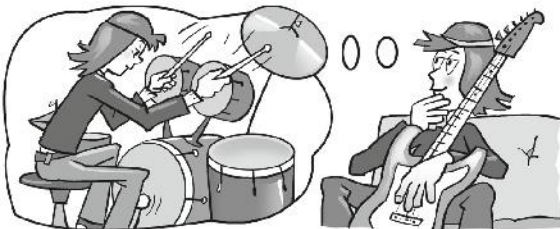
1. If Darren / not be / so small, he / join / the police



2. If Roxanne / not live / in a small flat, she / get / a dog



3. If Adam / not eat / so much, he / be / slimmer



4. If George / not play / the guitar, he / play the drums



5. If Mr Brown / not have / a big family, he / drive a smaller car

8 Leggi le seguenti situazioni e sostituisci *would* con *could* o *might*.

- If I had a bigger house, I would give a party for all my friends.
- If the weather were warmer, we would have lunch in the garden.
- If my parents bought me an electric guitar, I would become a famous musician.
- If my family were rich, I would have lessons at home.
- If Naomi paid attention, she would learn more.
- If you spent a year alone in a foreign country, you would miss your family and friends.

FORMA INTERROGATIVA E RISPOSTE BREVI

9 Leggi le seguenti situazioni e indica (✓) l'alternativa più adeguata a te.

- If you got 100 euros for your birthday,
 - would you spend some and save the rest? ☐
 - would you spend all of it? ☐
- If you saw an old person without a seat on the bus,
 - would you ignore him/her? ☐
 - would you offer him/her your seat? ☐
- If a friend asked you to keep a secret,
 - would you keep it? ☐
 - would you tell your parents? ☐
- If a schoolmate wanted to copy your homework,
 - would you let him/her? ☐
 - would you refuse, but try to help him/her? ☐
- If you didn't know what to do at the weekend,
 - would you go out with your friends? ☐
 - would you stay at home and use your computer? ☐
- If a boy or girl in your school bullied you,
 - would you tell your parents or teachers? ☐
 - would you fight him/her back? ☐

10 Per ogni situazione dell'esercizio 9 scrivi frasi come nell'esempio.

Example: If I got 100 euros for my birthday,
I wouldn't spend all of it, but I'd spend
some and save the rest.

11 Completa le frasi con una domanda.

Example: If you gave a party, (invite / Sarah)
would you invite Sarah?

1. If you won the lottery, (give / some money to charity)
.....?
2. If you found some money, (keep / it)
.....?
3. If you were 18, (leave / home)
.....?
4. If your parents went away for the weekend,
(you / organise a party)
.....?
5. If your mother were ill in bed, (you / make the dinner)
.....?
6. If your best friend moved to a different town,
(you / still keep in touch)
.....?

12 Dai risposte brevi personali alle domande dell'esercizio 11.

FIRST CONDITIONAL O SECOND CONDITIONAL?

13 Indica (✓) se le seguenti frasi appartengono al First conditional (FC) o al Second conditional (SC).

1. If we don't leave now, we'll miss the bus. ☐
2. If I didn't have so much homework to do,
I'd go out with my friends. ☐
3. Will your parents be angry if you don't
pass your exam? ☐
4. Would you lend me some money
if I needed it? ☐
5. We won't go to the beach tomorrow
if it isn't sunny. ☐

6. If I change my mind, I'll send you an SMS. ☐
7. She wouldn't copy my homework
if she knew the answers. ☐
8. If I saw a ghost, I'd die! ☐

14 Trasforma le frasi al Second conditional.

1. They'll have a picnic if the weather is fine.
.....
2. If Martha fails her exam, I'll be very surprised.
.....
3. I'll buy those jeans if my parents give me the money.
.....
4. If Emily knows the answer, she'll tell me.
.....
5. If you bring your guitar to the party, we can sing
some songs.
6. Sarah will go out with you if you ask her.
.....

15 Completa le frasi con la forma corretta del verbo fra parentesi.

1. She will be happy if her parents (get)
a dog.
2. If I lived in Australia, I (spend)
Christmas Day on the beach.
3. If mum doesn't want to make dinner tonight,
we (go) to a pizzeria.
4. You (become)
a good musician if you practised more.
5. If I (be) you, I wouldn't listen to that girl.
6. Barry will get ill if he (not go out)
more often.
7. If you clear the table, I (do)
the washing up.
8. If we (leave) now, we would
catch the 5.20 train.

Dettato

16  3.30 Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

17a **K** Leggi il brano, poi indica se le affermazioni sono vere (T) o false (F).

harvest = raccolto
amateurs = musicisti non di professione
fiddle = violino
fear = paura



FOLK MUSIC

All music has its beginnings in storytelling, worksongs and rituals: these are the main forms of folk music round the world. The ballad is a typical folk song and it was probably a means of passing on traditional stories from

generation to generation. Worksongs were used to give rhythm to repetitive physical work. In rituals, especially those associated with specific events in the rural calendar, such as harvest, midwinter or the beginning of Spring, folk dances played an important role and they were often accompanied by instrumental folk music. The term 'folk music' is generally used to describe music of an oral tradition, performed by amateurs in rural areas, in contrast to classical or commercial music.

Each country has its own style of folk music, often played with instruments typical of that culture only: the Scottish bagpipes, the Irish fiddles and concertinas, the Russian balalaika or the Australian didgeridu.

In Europe at the end of the 19th century there was an interest in folk music because of the fear that it might get lost. This interest led to the development of the new discipline of ethnomusicology: musicologists began to transcribe and later to record pieces of traditional folk music from all over the world.

In the second half of the 20th century a renewed interest in folk music, especially among young people, created a folk revival: traditional folk music was performed to a wider audience and songwriters, such as Joan Baez and Bob Dylan, composed popular songs in the folk style.

A lot of folk festivals are now held in almost every country in the world.



1. All music has an oral origin.
2. Traditional stories were passed on from generation to generation thanks to ballads.
3. Worksongs were sung to forget the hard work.
4. Instrumental folk music has its roots in rituals.
5. Folk music is a kind of urban music.
6. The folk music of each country is characterized by a typical instrument.
7. Ethnomusicology studies ethnic music.
8. Musicologists transcribed folk music because they wanted to fuse it with other styles.
9. Young people have never shown any interest in folk music.
10. Folk festivals are very popular all over the world.

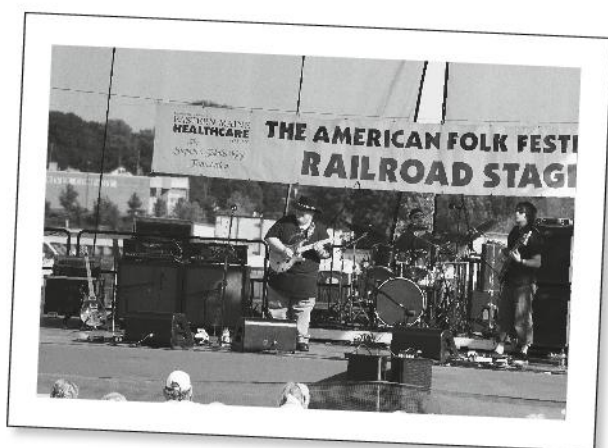
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17b Rileggi il testo e correggi le affermazioni sbagliate.



LISTENING

18 ^{3.31} Ascolta la conversazione tra Edwin, un giovane ragazzo americano che sta scoprendo il suo interesse per la musica folk, e Mr Benson, un frequentatore di *folk festivals* in giro per gli Stati Uniti. Elimina dall'elenco le quattro informazioni che Mr Benson non fornisce a Edwin.



1. If Edwin was in Maine in August, he could go to the American Folk Festival. ☐
2. If Edwin didn't have much money, he could stay at Mr Benson's house. ☐
3. If Edwin went to the festival, he would listen to many folk bands. ☐
4. If Edwin was fond of Irish music, he could listen to the original ballads. ☐
5. If Edwin went to bed early, he would miss many of the performances. ☐
6. If Edwin played an instrument, he could perform with a band. ☐
7. If Edwin liked dancing, he could dance all day. ☐
8. If Edwin cooked well, he would find a part-time job in one of Bangor's restaurants. ☐
9. If Edwin loved foreign cooking, he would enjoy the food served during the festival. ☐
10. If Edwin went to the festival with his friends, he would have fun. ☐
11. If Edwin was at the Bangor Waterfront, he would see a lot of people having a good time. ☐
12. If Edwin wanted to go to the festival, he should buy his admission ticket on-line. ☐



WRITING

19 ES Immagina di intervistare Mr Benson e scrivi la vostra conversazione. Segui le indicazioni.

Chiedi a Mr Benson se la musica tradizionale viene ancora suonata.

Mr Benson risponde affermativamente e aggiunge che i giovani hanno ricominciato ad apprezzarla.

Chiedi che cosa potrebbero fare i giovani se volessero ascoltarla.

Risponde che i giovani possono trovare molti CD di musica folk in tutti i negozi di musica.

Gli chiedi se ci sono posti dove la musica folk viene suonata dal vivo.

Mr Benson risponde che se i giovani avessero tempo da spendere, potrebbero andare a uno dei molti festival di musica folk.

Chiedi che cosa sono.

Mr Benson risponde che sono avvenimenti musicali nei quali molti gruppi folk eseguono la loro musica. I gruppi possono essere del paese dove si tiene il festival oppure possono essere stranieri.

Domanda se i gruppi sono famosi.

Mr Benson risponde che non sono famosi come gli U2 o i Linkin Park, ma se tu fossi realmente appassionato di musica folk sapresti apprezzare la loro bravura.

Chiedi se anche in Italia ci sono dei folk festivals.

Mr Benson risponde affermativamente e aggiunge che la musica tradizionale italiana è molto ricca.

Confermi e spieghi che ciò è dovuto al fatto che ogni regione ha la propria cultura musicale.

Mr Benson chiede da quale regione cominceresti, se fossi al suo posto, per conoscere le diverse tradizioni culturali.

Rispondi che se fossi al suo posto cominceresti sicuramente dalla tua regione.

dal vivo = live
bravura = skill



SPOKEN INTERACTION

20 Ritrovati con un compagno: imparate il dialogo dell'esercizio 19 e registratelo. Preparatevi a drammatizzarlo in classe. Cercate anche della musica tradizionale italiana che userete come sottofondo.

Are children interested in art?

Text Review

1a  Ascolta e leggi l'articolo web di apertura della Unit 11 dello Student's Book. Poi, senza guardare il testo, correggi le affermazioni.

1. To create an initial interest, a lot depends on the artists.
2. The National Gallery of London has one of the biggest art collections in the world, and the entrance isn't very expensive.
3. We want children to study art.
4. Tastes in visual art, music and literature are very objective.
5. It takes time to learn them.
6. There are lots of interesting exhibitions.

1b Leggi di nuovo l'articolo e scrivi ciò che il giornalista riporta della sua intervista ad Alice Moro e in particolare il riferimento:

1. al sito Web della National Gallery dove si possono vedere tutte le opere in esposizione.
.....
2. alla possibilità di leggere sulla vita e sulle tecniche degli artisti.
.....
3. alla scoperta di quello che gli artisti intendevano comunicare attraverso le loro opere.
.....
4. all'invito di andare al sito Web.
.....

Vocabulary Stop

Painting

2 Inserisci i seguenti vocaboli legati al mondo dell'arte visiva nella colonna appropriata. Usa il dizionario o chiedi al tuo insegnante di arte.

• painting • pencil • portrait • wood • metal • abstract • watercolour • landscape • architecture
• realistic • still life • wall • oil • drawing • stylized • canvas • pastel • glass • disfigured
• sculpture • paper • charcoal

Art Type	Technique	Subject	Support	Pictorial Style
.....	oil	.....	canvas	disfigured
.....				
.....				
.....				

Grammar Stop

3 Leggi che cosa dice Lola e trova:

1. due sostantivi non numerabili in inglese
2. un sostantivo collettivo singolare qui usato con un verbo al plurale
3. una frase riportata al discorso indiretto introdotta da un verbo al presente
4. una frase riportata al discorso indiretto introdotta da un verbo al passato

Hi, I'm Lola. Art is one of my favourite subjects at school. I love all types of art, especially still life. Miss Kemp, my Art teacher, says I've got a good technique and that I should continue painting even after I leave school. Last time my teacher met my mum she told her that she had to encourage me to improve my talent and also to take me to visit the most important art exhibitions. Her advice was really useful! Since then I've been to at least five art exhibitions, and I think my technique is getting better. Actually, my family have really started to get interested in art since they discovered some art gallery websites. And you? Are you interested in art? Have you looked at any art gallery websites on the Internet? Have you found any useful information?



IL DISCORSO DIRETTO E IL DISCORSO INDIRETTO

4 Abbina ciascuna frase al discorso diretto con la corrispondente riportata al discorso indiretto.

- | | |
|---|--------------------------|
| 1. "I like visiting art exhibitions." | ☐ |
| 2. "I can't understand what he's saying." | ☐ |
| 3. "She's having a shower at the moment." | ☐ |
| 4. "They don't usually watch television very much." | ☐ |
| 5. "We often buy take-away pizzas." | ☐ |
| 6. "I'd like you to see my new painting." | ☐ |
-
- a. Kevin says that his parents don't usually watch television very much.
 - b. They said that they often bought take-away pizzas.
 - c. Lucy says that she'd like me to see her new painting.
 - d. Rachel's brother said that she was having a shower at that moment.
 - e. Elizabeth says that she can't understand what he's saying.
 - f. Hannah said that she liked visiting art exhibitions.

5 Inserisci la punteggiatura corretta nelle seguenti frasi al discorso diretto.

1. Please don't tell mum she said
2. Michael said I'm going to have a look on the Internet
3. I haven't seen the exhibition at the Tate Gallery yet said Christopher
4. Dad said I'm going to cut the grass before dinner
5. I will always love you she said
6. This afternoon I want to talk about painting landscapes Miss Kemp said

6 Riporta le seguenti frasi al discorso indiretto. Inizia con *He says* oppure *They say*.

Example: "We don't eat out very often."
They say that they don't eat out very often.

1. "I like going out with friends."
2. "We never watch sports programmes."
3. "I want to become a famous painter."
4. "We usually have a sandwich and some fruit for lunch."
5. "I never do my homework after dinner."
6. "We often spend our holidays in Spain."

Are children interested in art?

7 Riporta le frasi al discorso indiretto.

Example: "I am going to the supermarket."

She said *she was going to the supermarket.*

- "I want to see the Andy Warhol exhibition at the Tate."
He said
- "I don't like abstract art."
You said
- "We prefer landscape painting to still-life painting."
They said
- "I'm reading a book about Van Gogh."
She said
- "We don't go to the cinema very often."
You said
- "We are spending our holidays in the mountains."
They said

8 Riporta le frasi al discorso indiretto.

Fai attenzione ai tempi verbali, agli aggettivi possessivi e alle espressioni di tempo e di luogo.

- "I don't want to do my homework now."
She said
- "It's raining today."
They said
- "We have to study for the Science test."
They say
- "My big sister doesn't live here anymore."
He said
- "There's a programme about British painters on TV now."
She says
- "You can leave your umbrella here."
She said

SAY / TELL

9 Inserisci nelle seguenti frasi say / says oppure tell / tells.

- Our friends us they are coming to Italy this summer.
- Mum she wants me to make my bed before lunch.
- Dad me I have to work harder this year.
- You you want me to help you.
- Daniel us it's the best art exhibition he has ever seen.
- Your teacher you have a good artistic technique.

10 Inserisci nelle seguenti frasi say / says / said oppure tell / tells / told.

- Debbie and Jerry they didn't want to come to the pizzeria with us.
- My dentist I should brush my teeth after every meal.
- Patricia always her parents she is going to become a famous artist.
- They their school has a lot of computers.
- Mum my cakes are delicious.
- My teachers me I don't pay attention during their lessons.
- Martha she didn't like George anymore.
- Ben me he often met Amy at the leisure centre.



Nel discorso diretto **say** è seguito da **to** se ci si rivolge a una persona.

11 Riscrivi le frasi dell'esercizio 10 in forma di discorso diretto. Usa say / say to al Present simple o al Past simple.

Example: 1. Debbie and Jerry said: "We don't want to come to the pizzeria with you".

-
-
-
-
-
-
-
-

DISCORSO INDIRETTO: IMPERATIVE

12 Osserva i disegni e l'esempio e completa le frasi riportando al discorso indiretto ciò che i personaggi dicono.



Example: Linda's mother told her to go and make her bed.



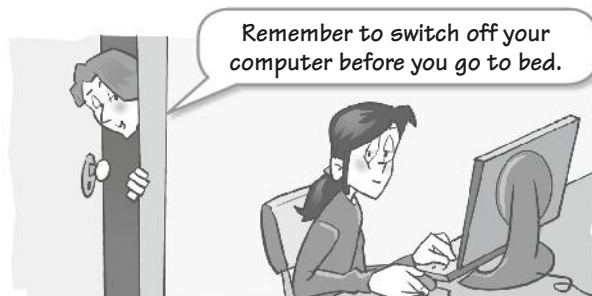
1. Mr Richards told his son



2. The bank robber told the bank clerk



3. The gallery assistant told the boy



4. Laura's mother told her



5. Mrs Watts told her son



6. The teacher told the pupil

COUNTABLE O UNCOUNTABLE NOUNS?

13 Ciascuna frase contiene un errore.

Scopilo e correggilo.

1. The police has arrested three terrorists at Heathrow Airport.
2. I got some useful informations about the exhibition from the gallery website.
3. Chelsea is playing Sampdoria tomorrow evening.
4. I'm very tired. Our teachers gave us a lot of homeworks today.
5. I'm still in the airport. I'm waiting to collect my luggages.
6. My grandparents' house is full of antique furnitures.
7. Switch on the TV. The news are on now.
8. If you need some advices, ask me.

14 Sottolinea la forma corretta del verbo.
In alcuni casi entrambi i verbi sono corretti.

1. The majority of British children **spend / spends** too much time watching TV.
2. Real Madrid **is / are** one of the most successful football clubs in the world.
3. The audience **is / are** waiting for the concert to begin.
4. The government **want / wants** every family to have a computer.
5. My progress at school this year **has / have** been very good.
6. My family **has / have** decided to have a holiday in Egypt.
7. The furniture in that shop **is / are** very expensive.
8. The news of the singer's death **was / were** very sad.

Dettato

15 3.33 Ascolta una prima volta il brano registrato. Poi scrivilo sul tuo quaderno sotto dettatura.

Now, it's up to you!



READING

16 ES Leggi il brano e rispondi alle domande.

The National Gallery of Art

"Spend a day at the National Gallery looking at works of art and experimenting with different painting materials and techniques and meet other teens who are interested in art." This is how the director of the National Gallery of Art in Washington invites young Americans to visit the gallery from the Website pages of the museum. During an interview he said: "Our museum is designed for all the people who want to understand art: teenagers, families and schools are always welcomed".

Currently, guided tours and workshops are organized for everyone, and often children, teens and adults can participate together. In particular, the gallery offers an interesting learning environment for school groups. In the interview, the director added: "On our tours students are given the time and space to explore original works through a variety of teaching strategies, such as sketching, creative writing and group activities, and they can exchange their ideas and interpretations".

The National Gallery of Art was created in 1937 for the people of the USA, when Congress accepted a gift from art collector Andrew Mellon. The paintings and sculpture donated by Mellon formed a collection of high quality and attracted the interest and gifts from other collectors.

The museum comprises two buildings. The West Building has a wide collection of paintings and sculptures by European masters from the Medieval period to the late 19th and early 20th century. The best pieces are paintings by Vermeer, Rembrandt, Monet, Van Gogh and Leonardo da Vinci. The East Building focuses on modern and contemporary art, including works by Picasso, Matisse, Pollock and Warhol. In 1999 the gallery opened an outdoor sculpture garden, where the public can see works of contemporary sculpture. A fountain, which serves as an ice-rink in winter, is at the centre of the garden and walking and seating areas offer visitors a chance to rest and reflect on the works on view.



1. What does the museum director say to American teens to invite them to the gallery?

2. How does he talk to them?

3. What did he say to a journalist about the museum?

4. Which kind of public are the museum workshops particularly designed for?

5. What did the director say about students on the guided tours?

6. Did art collector Mellon donate or did he sell his works of art to the American people?

7. If a visitor wanted to see paintings of the 16th century, which building should he go to?

8. Is the sculpture garden a place for visitors to look at the works there in peace and quiet?



READING A PAINTING

17 How to read the *Cartone per Sant'Anna, la Vergine, il Bambino e San Giovannino* by Leonardo da Vinci

A. THE SUBJECT

- Write what you see from foreground to background.
- Who are the figures in the picture? Read again the title of the drawing and write the names of each figure.
- What is the subject of the drawing?
 - historical subject ☐
 - religious subject ☐
 - commemorative subject ☐
 - allegorical subject ☐
- What kind of pictorial style is used?
 - realistic ☐
 - stylized ☐
 - abstract ☐
 - disfigured ☐
- Look at the group of characters very carefully and answer.
 - Where is the Virgin sitting?
 - Where is Infant Jesus sitting?
 - What is Little St. John leaning on?
- In which geometric figure can the group be inscribed?
 - a rectangle ☐
 - a circle ☐
 - a triangle ☐
 - a square ☐
 Draw it.

- Look again carefully and complete.
 - St. Anna is looking at
 - The Virgin is looking at
 - Infant Jesus is looking at
 - Little St. John is looking at
 How can you describe the way the characters are looking at each other?
 - sad ☐
 - loving ☐
 - sorry ☐
 - funny ☐
- What is Infant Jesus pointing to?

B. CHIAROSCURO EFFECTS

- Where does the light come from?
 - from the back ☐
 - from the front ☐
 - from one side ☐
- What's the light like? (2 answers)
 - artificial ☐
 - natural ☐
 - unnatural ☐
 - blinding ☐
 - faint ☐

blinding = accecante
faint = tenue



lean on = appoggiarsi

- On the basis of your answers to 5, 6, 7 and 8, what's the function of the drawing? More than one answer is possible. Give reasons for your choice.
 - descriptive ☐
 - social ☐
 - educational ☐
 - symbolic ☐

- What do you think the time of the day is?
 - night ☐
 - midday ☐
 - sunset ☐
- In the drawing a chiaroscuro contrast can be noticed. Do you think the change from the light to the shadow is:
 - strong ☐
 - delicate and gradual ☐

Are children interested in art?

C. COLOUR AND TECHNIQUE

- The drawing is on
 - canvas ☐
 - wood ☐
 - paper ☐
- What painting technique is used?
 - oil ☐
 - charcoal ☐
 - pastel ☐
- Which colours prevail?
- Look at the landscape in the background. It is
 - well-defined ☐
 - confused ☐
 - completely indistinct ☐
 - shaded ☐
- The contrast between the figures in the foreground and the landscape in the background gives the idea of
 - nearness ☐
 - distance ☐
- You already know that the idea of distance is created by the technique of perspective. How can you define Leonardo's perspective?
 - atmospheric ☐
 - linear ☐

D. THE ARTIST AND HIS TIME

Leggi ora le seguenti informazioni sul periodo rinascimentale e Leonardo da Vinci e verifica le tue risposte.

La prima metà del 1500 è un momento di straordinario sviluppo delle arti ed è chiamato Rinascimento. Il ruolo degli artisti diventa sempre più importante e acquista una maggiore rilevanza nella vita della città: non solo sono dediti alla pittura e alla scultura (spesso contemporaneamente), ma sono anche urbanisti e architetti. Le caratteristiche principali di questo movimento artistico e letterario che nasce a Firenze per poi diffondersi nel resto dell'Italia e dell'Europa sono:

- il recupero dell'arte classica
- l'invenzione della prospettiva
- l'esaltazione dell'uomo e della sua intelligenza che lo innalza a Dio e lo pone al centro dell'universo
- il ritorno al naturalismo: figure e paesaggio recuperano i loro rapporti proporzionali e si integrano perfettamente.

Genio di questo periodo è Leonardo da Vinci (1452-1519). Egli ritiene che il compito dell'artista è di esplorare la natura nella sua complessità e unicità. Ed è "la natura" che lo guida nelle sue sperimentazioni pittoriche.

Ad esempio il senso della profondità di un quadro non può essere dato in maniera artificiale tracciando linee (prospettiva lineare) ma deve dipendere dagli elementi stessi della natura: il paesaggio perde nitidezza, perde le linee di contorno e diventa più lontano. Leonardo inventa una prospettiva chiamata "atmosferica". Nei suoi dipinti i contorni si sfumano, le forme emergono da graduali passaggi dalla luce all'ombra e viceversa, una luce che non è mai forte ma tenue e bassa come quella di un tramonto e che conferisce l'idea dello spazio. Nel Rinascimento il disegno assume importanza sia come mezzo autonomo di raffigurazione sia come mezzo preparatorio al dipinto.

I disegni di Leonardo sono così approfonditi che risultano stupefacenti anche quando preparatori. Il *Cartone per Sant'Anna, la Vergine, il Bambino e San Giovannino* (1508-1510) che si trova alla National Gallery di Londra, sebbene risulti poi modificato nel dipinto che ne è derivato (*La Vergine, Sant'Anna e il Bambino con l'agnello*, 1510, che si trova al Louvre di Parigi), presenta già nella sua composizione piramidale e naturale una complessità di significati che ne fanno un capolavoro.

E. PERSONAL RESPONSE

- What emotion do you experience when you look at this drawing?
- What do you think the message in this drawing is?
- Do you know of any other artists who drew or painted a similar subject to Leonardo's one?
- Can you make any comparisons (similarities and differences) between this drawing and the others?

F. REPORT BACK

Now, on the basis of your answers, write your "reading of the painting" and report it back to the class.

Vocabulary

1 Sottolinea la voce sbagliata in ogni gruppo e aggiungi almeno due voci corrette per ogni categoria.

1. accent language phonetic progress
2. prefer want refuse decide
3. rock rap record reggae
4. portrait fresco still life gallery

Grammar

2 Completa le frasi scegliendo (✓) l'alternativa corretta. Soltanto una risposta è giusta.

1. I hope my English.
☐ a. improving ☐ c. improve
☐ b. to improving ☐ d. to improve
2. My parents don't want me
☐ a. I smoke ☐ c. to smoke
☐ b. smoke ☐ d. smoking
3. When mum finishes the kitchen, she'll help you with your homework.
☐ a. to clean ☐ c. she cleans
☐ b. cleaning ☐ d. of cleaning
4. He was tired. He stopped and had a cup of tea.
☐ a. study ☐ c. to study
☐ b. studying ☐ d. of studying
5. He was tired of studying. He stopped a cup of tea.
☐ a. to have ☐ c. having
☐ b. for have ☐ d. have
6. I would like to follow my suggestions.
☐ a. he ☐ c. him
☐ b. I ☐ d. me
7. You be sleepy. You have just got up.
☐ a. can ☐ c. must
☐ b. can't ☐ d. mustn't
8. He never fails his exams. He study hard.
☐ a. can ☐ c. must
☐ b. can't ☐ d. mustn't
9. A: Have you seen my shoes?
 B: No, they be under your bed.
☐ a. can ☐ c. might
☐ b. can't ☐ d. will
10. If the buses don't run, we a train.
☐ a. take ☐ c. took
☐ b. will take ☐ d. would take
11. If you more careful at school, you wouldn't get such bad marks!
☐ a. are ☐ c. were
☐ b. will be ☐ d. would be
12. If he lost weight, he more success with girls.
☐ a. has ☐ c. would have
☐ b. will have ☐ d. has had
13. Tom said that he to study German in Berlin.
☐ a. wants ☐ c. will want
☐ b. wanted ☐ d. to want
14. Mrs Bell her son to come back before dinner.
☐ a. said to ☐ c. said
☐ b. told to ☐ d. told

Functions

3 Abbina ciascuna funzione alla frase corrispondente. Osserva l'esempio.

Functions

1. Esprimere una deduzione certa
2. Esprimere una deduzione probabile
3. Dire a una persona di compiere un'azione
4. Offrirsi di fare qualcosa
5. Parlare di situazioni improbabili o immaginarie
6. Chiedere consigli
7. Riportare le parole dette da altri

☒
☐
☐
☐
☐
☐
☐

Language

- a. If you were me, would you tell your parents that you are bullied?
- b. I haven't seen Sam for a week. He may be away on holiday.
- c. Mum wants me to do my homework before dinner.
- d. She said that she had to take the 7.15 train to London.
- e. If I had a lot of money, I'd travel around the world.
- f. Would you like me to do the shopping?
- g. Her hair is red, her eyes are green and she has freckles on her face. She must be Irish.

That's it! for your Exam

Grammar

Present simple e Present continuous

1 Completa le frasi usando i verbi fra parentesi.
Scegli fra *Present simple* e *Present continuous*.

1. Listen! Someone (sing).
2. A: Where is Tom?
B: In his bedroom. He (do) his homework.
3. My friends often (go) to the cinema on Saturday night.
4. Tracy works in a school. She (teach) Art.
5. We sometimes (visit) a museum at the weekend.
6. A: Where's the cat?
B: It (sleep) on the bed.

Past simple e Past continuous

2 Sottolinea l'alternativa corretta.

1. When we **were getting / got** home mum **was cooking / cooked** dinner.
2. I **was walking / walked** in the park when I **was finding / found** some money.
3. My sister **was driving / drove** to work when she **was having / had** an accident.
4. They **were playing / played** football when it **was starting / started** to rain.
5. Tom **was having / had** lunch when his grandmother **was calling / called** him.
6. What **were you doing / did you do** when I **was seeing / saw** you in town?

Past simple e Present perfect

3 Completa le frasi usando i verbi fra parentesi.
Scegli fra *Past simple* e *Present perfect*.

1. We (go) to the States last summer.
2. you ever (meet) a famous footballer?
3. I (not see) you at the party last night.

4. you (finish) your project yet?
5. I (have) lunch with Chris last Wednesday.
6. I'm really tired. I (not sleep) well for a week.

Futuro: *present continuous, going to, will*

4 Sottolinea l'alternativa corretta.

1. We're late. We **are missing / are going to miss** our train.
2. Ben and Jane **are flying / are going to fly** to New York on Saturday.
3. Clare hasn't studied for her exam. She **isn't passing / isn't going to pass** it.
4. When **are you replying / are you going to reply** to this e-mail?
5. These are our tickets. We **are leaving / are going to leave** on 2nd August.
6. I can't do this exercise. I **am speaking / am going to speak** to the teacher.

5 Completa le frasi con *will* o *going to* e il verbo tra parentesi.

1. In the future people (live) on the Moon.
2. you really (walk) to the station? It's very far.
3. A: Can I speak to Mr Jackson, please?
B: Sure, I (call) him for you.
4. I (visit) my friends in Manchester next weekend.
5. We've bought some eggs because we (make) a cake for mum's birthday.
6. A: This bag's very heavy!
B: I (carry) it for you.
7. In 10 years everyone (speak) English.
8. A: What are your plans for this weekend?
B: I (play) tennis with Brian.

Verbi modali

6 Completa le frasi con *must* / *mustn't* e uno dei verbi dati.

- drive • stop • go • ride • smoke • take
- use • copy

1. You dad's mobile, but you can use mine.
2. You your bike on the pavement.
3. Drivers at red lights.
4. You photos here.
5. You slowly: there's a 30 miles speed limit here.
6. It's very late. We home now.
7. Students during the exam.
8. You in a restaurant or at the cinema.

7 Completa le frasi con la forma corretta di *have to* e il verbo tra parentesi.

1. I have a Maths test tomorrow. I (study) hard.
2. Students (pay) to visit the exhibition: it's free for them.
3. Ted lives far from school. He (take) a bus to get there.
4. English is obligatory, but we (study) German.
5. Your room is in a terrible mess. You (tidy) it.
6. Italian students (wear) a uniform at school?
7. We (finish) the project today. We can do it tomorrow.
8. we (close) the door when we leave?

8 Completa le frasi con la forma affermativa o negativa di *can*, *could* o *should*.

1. I've got a terrible toothache. I eat.
2. Brian use the computer when he was eight.
3. You eat so much junk food: it's bad for you.

4. We play tennis yesterday because it was raining.
5. You study harder if you want to get a good mark in your exam.
6. A: Steven speak German well?
B: Yes, his German's very good.
7. You brush your teeth after a meal.
8. I call you because I didn't have your number.

Passive form

9 Riscrivi le frasi alla forma passiva.

1. The BBC shows a lot of interesting programmes.
.....
2. Brian washed the car.
.....
3. Harry sent the e-mail yesterday.
.....
4. They speak English all over the world.
.....
5. Leonardo da Vinci painted *The Last Supper*.
.....
6. The Queen opened the new Opera House.
.....

First and second conditional

10 Completa le frasi con la forma corretta dei verbi tra parentesi.

1. If I (be) you, I would tell your parents about your exam.
2. I (phone) you if I am late.
3. You would feel better if you (go) to the gym regularly.
4. If I had more time, I (see) my friends more often.
5. We (stay) at home if there is a good programme on TV.
6. If people used public transport, there (be) less pollution.
7. What will you do if you (not pass) the exam?
8. If the weather (be) nice tomorrow, we will go for a walk in the park.

Reported speech

11 Volgi le frasi al discorso indiretto.

1. "My brother's watching TV."
Pauline said
2. "My best friend lives in Cardiff."
Wendy said
3. "My cousins are coming for lunch."
Harry said
4. "We are going to the new shopping centre."
Mark and Anne said
5. "Dad is washing his car."
Mum said
6. "I'm going to the library."
Marion said
7. "I usually meet my friends at the Internet café."
David said
8. "I don't use my mobile phone very often."
My grandfather said

12 Scrivi in forma indiretta i seguenti comandi.

1. "Don't call me at work."
Vera told her brother
2. "Be careful with that vase."
Mrs Brown told Catherine
3. "Don't use my mobile phone."
Sue told her sister
4. "Exercise more regularly."
The doctor told Mr Burn
5. "Close the door, please."
The teacher told Brian
6. "Don't speak so loudly."
Mum told the children
7. "Phone me tonight."
Sheila told Sean
8. "Don't forget to buy the milk."
Patricia told Ben

Comparatives and superlatives

13 Completa le frasi con il comparativo o il superlativo dell'aggettivo fra parentesi.

1. Days are (short) in winter than in summer.
2. The Duomo is (famous) monument in Milan.
3. I like English but I think French is (easy) for Italians.
4. Who is (rich) woman in Britain?
5. January is (cold) month of the year.
6. Sunday is (good) day of the week.
7. The Egyptian Pyramids are (old) than the Colosseum.
8. What is (dangerous) sport of all?

Relative clauses

14 Combina le due frasi in una usando *who*, *which* o *whose*.

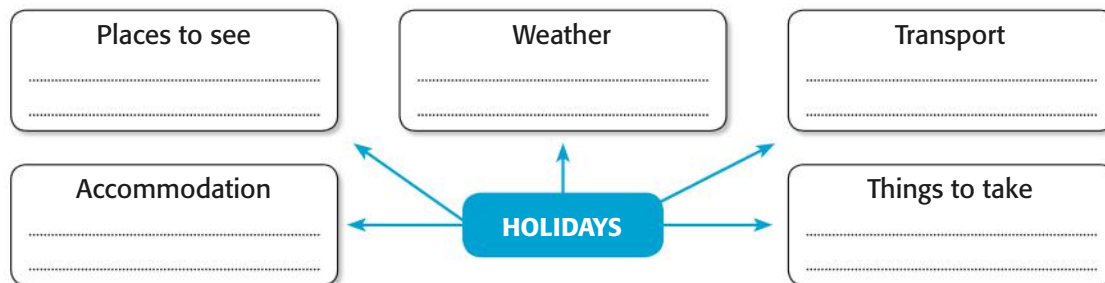
1. Sue has a mobile phone. It takes pictures.
.....
2. What's the name of the actor? He won the Oscar last year.
.....
3. What's the name of that girl? Her brother is the captain of the football team.
.....
4. Who is the boy? He's talking to the teacher.
.....
5. Tom bought a pair of trainers. They were very expensive.
.....
6. Marion is in the class with a boy. His father plays in a rock band.
.....
7. Did you drink the milk? It was in the fridge.
.....
8. I've got a friend. His parents are from New Delhi.
.....

Vocabulary

Travel and holidays (V3), weather (V1), means of transport (V2)

1 Completa il diagramma con le parole date.

- bed and breakfast • art gallery • campsite • castle • ferry • guidebook • holiday home
- hot • museum • passport • plane • rainy • suitcase • sunny • train



Media and communication (V3) and technological gadgets (V2)

2 In queste parole che descrivono strumenti tecnologici usati nei media e nella comunicazione sono state tolte tutte le vocali. Riesci a ricostruire le parole?

1. _ _ RPH _ N _ S
2. K _ YB _ _ RD
3. L _ PT _ P _ C _ MP _ T _ R
4. M _ CR _ PH _ N _
5. M _ N _ T _ R
6. PR _ NT _ R
7. R _ M _ T _ _ C _ NTR _ L
8. T _ _ CHP _ D

Health and fitness (V3), parts of the body, illnesses and accidents (V2)

3 Completa le frasi con le parole date.

- cold • exercise • finger • fresh • leg
- sleep • stomach • tooth

1. A: I've got a-ache.
B: You shouldn't eat too much junk food.
2. My brother broke his while he was skiing.
3. A: I've got aache.
B: You should go to the dentist.

4. Sally's got a because she went out with wet hair.
5. My sister cut her while she was using that knife.
6. A: I'm always tired in the morning.
B: You should get eight hours'
7. You should eat more fruit:
it's good for you.
8. A: I want to lose weight.
B: You should do regular

Types of music (V3) and musical instruments (V2)

4 Riordina le lettere che descrivono tipi di musica e strumenti musicali.

Types of music	Some instruments used
1. LASCSCALI	4. LOCEL
	5. LOINVI
	6. PHAR
2. ZAZI	7. PAXOHOSEN
	8. REMPUTT
	9. NATRICLE
3. VEHAY LETAM	10. SDURM
	11. RECLECTI RAGUTI
	12. SKYBEARDO

Art / books (V3) and films (V2)

5 Abbina ogni parola/espressione con la sua definizione.

- | | | |
|--------------------|--------------------------|--|
| 1. abstract art | ☐ | a. an instruction book |
| 2. collector | ☐ | b. a book you use at school |
| 3. director | ☐ | c. a reference book containing information about a lot of different subjects |
| 4. encyclopaedia | ☐ | d. a painting that often shows a table with a bowl of fruit on it |
| 5. historical film | ☐ | e. a type of art that is usually more difficult to understand than traditional art |
| 6. manual | ☐ | f. a person who collects works of art |
| 7. still life | ☐ | g. a film that describes historical events |
| 8. textbook | ☐ | h. a person who tells the actors what to do |

Shops (V3) and places in town (V2)

6 Completa le frasi con il luogo o il negozio adatto.

- You borrow books at the
- You buy bread and cakes at the
- You buy magazines and newspapers at the
- You buy medicines and cosmetics at the
- You buy meat at the
- You buy petrol at the
- You change money at the
- You go to the if you're very ill.

Hobbies and leisure activities (V1 and V2)

7 Abbina ciascun verbo (1–10) all'espressione (a–j) appropriata.

- | | | |
|-----------|--------------------------|-----------------------|
| 1. play | ☐ | a. the Net |
| 2. listen | ☐ | b. a bike |
| 3. use | ☐ | c. the computer |
| 4. read | ☐ | d. time with friends |
| 5. ride | ☐ | e. a DVD |
| 6. surf | ☐ | f. comics |
| 7. take | ☐ | g. the dog for a walk |
| 8. rent | ☐ | h. the guitar |
| 9. spend | ☐ | i. to music |
| 10. go | ☐ | j. window shopping |

Food and drink (V1 and V3)

8 Scrivi:

- tre cose che puoi mangiare a colazione.
.....
- tre tipi di bevande.
.....
- tre tipi di verdura/contorno.
.....
- tre tipi di frutta.
.....
- tre tipi di dolce.
.....

Rooms and furniture (V1)

9 Sottolinea la parola estranea in ciascun gruppo.

- front garden garage back garden landing
- bathroom stairs bedroom dining room
- roof fridge sink cooker
- bath toilet table wash-basin
- wardrobe bedside table bed shower
- sofa downstairs armchair coffee table

Clothes (V2) and materials (V3)

10 Abbina gli oggetti al materiale di cui sono fatti. A volte sono possibili più abbinamenti.

Clothes and accessories	Materials
T-shirt	cotton
gloves	wool
belt	nylon
tie	silver
cardigan	leather
tights	rubber
watch	silk
bracelet	gold

ABBREVIATIONS

n.	noun
pr.n.	proper noun
v.	verb

a.	adjective
adv.	adverb
conj.	conjunction

pron.	pronoun
prep.	preposition
*	irregular verb

A

abstract ['æbstrækt] **a.** astratto
accident ['æksɪdɪnt] **n.** incidente
accommodation [ə,kɒmədeɪʃn] **n.** sistemazione
acid rain ['æsəd reɪn] **n.** pioggia acida
adventure [əd'ventʃər] **n.** avventura
advice [əd'vaɪs] **n.** consiglio/i
agree [ə'ɡri:] **v.** essere d'accordo
allow [ə'laʊ] **v.** permettere
already [ɔ:'redɪ] **adv.** già
aluminium [ælɪu'mɪniəm] **n.** alluminio
annual ['ænjʊəl] **n.** annuario
apple pie ['æpl'paɪ] **n.** torta di mele
appreciate [ə'pri:ʃeɪt] **v.** apprezzare
approach [ə'prəʊtʃ] **n.** approccio
archaeological site [ɑ:kɪə'lɒdʒɪkl,sɑɪt] **n.** sito archeologico
arrival [ə'raɪvl] **n.** arrivo
artist ['ɑ:tɪst] **n.** artista
aspirin ['æspəɪrɪn] **n.** aspirina
attitude ['ætɪtju:d] **n.** comportamento
audience ['ɔ:diəns] **n.** pubblico
author ['ɔ:θə(r)] **n.** autore
autobiography [ɔ:təbaɪ'ɒgrəfi] **n.** autobiografia
available [ə'veɪləbəl] **a.** disponibile
avoid [ə'vɔɪd] **v.** evitare

B

back [bæk] **adv.** indietro
background ['bækgraʊnd] **n.** sfondo
bad mark [bæd'mɑ:k] **n.** brutto voto
bag [bæg] **n.** borsa
bagpipes ['bægpaɪps] **n.** cornamusa
baker's ['beɪkərs] **n.** panettiere
barber ['bɑ:bə(r)] **n.** barbiere
beach [bi:tʃ] **n.** spiaggia
beef [bi:f] **n.** vitello
begin* [bɪ'ɡɪn] **v.** iniziare
beginning [bɪ'ɡɪnɪŋ] **n.** inizio
behave [bɪ'heɪv] **v.** comportarsi
belong [bɪ'lɒŋ] **v.** appartenere
bill [bɪl] **n.** conto
biography [baɪ'ɒgrəfi] **n.** biografia
board game ['bɔ:dgeɪm] **n.** gioco di società
boil [bɔɪl] **v.** bollire
boiled ['bɔɪld] **a.** bollito
book [bʊk] **v.** prenotare
bookshop ['bʊkʃɒp] **n.** libreria

bossy ['bɒsɪ] **a.** prepotente
bracelet ['breɪslɪt] **n.** braccialetto
break* [breɪk] **v.** rompere
broadcast ['brɔ:dkɑ:st] **v.** trasmettere
broken ['brʊkən] **a.** rotto
butcher's ['bʊtʃərs] **n.** macellaio

C

camera ['kæməərə] **n.** macchina fotografica
campsite ['kæmpsɑɪt] **n.** campeggio
canvas ['kænvəs] **n.** tela
caption ['kæpʃən] **n.** didascalia
car manufacturer [kɑ:mænju:'fæktʃərə(r)] **n.** costruttore di automobili
carrot ['kærət] **n.** carota
carry ['kæri] **v.** trasportare
cash card ['kæʃ,kɑ:d] **n.** bancomat
castle ['kæ:sl] **n.** castello
cathedral [kə'thi:drəl] **n.** cattedrale
chain ['tʃeɪn] **n.** catena
changing room ['tʃeɪndʒɪŋ ru:m] **n.** camerino
channel ['tʃænl] **n.** canale
charcoal ['tʃɑ:kəʊl] **n.** carboncino
charity ['tʃærəti] **n.** beneficenza
cheap [tʃi:p] **a.** economico, poco costoso
checkout ['tʃekaut] **n.** cassa (di supermercato)
chemicals ['kemɪkəls] **n.** prodotti chimici
chemist's ['kemɪsts] **n.** farmacia
chicken ['tʃɪkən] **n.** pollo
choir ['kwaɪə(r)] **n.** coro
circle ['sɜ:kəl] **n.** cerchio
clean [kli:n] **a.** pulito
collection [kə'lekʃn] **n.** collezione
collector [kə'lektə(r)] **n.** collezionista
compass ['kɒmpəs] **n.** bussola
cotton ['kɒtn] **n.** cotone
country ['kʌntri] **n.** paese
countryside ['kʌntrɪsaɪd] **n.** campagna
cover ['kʌvə(r)] **n.** copertina
cream [kri:m] **n.** panna
crew [kru:] **n.** equipaggio
customer ['kʌstəmə(r)] **n.** cliente
cut* down [kʌt'daʊn] **v.** eliminare

D

damage ['dæmɪdʒ] **v.** danneggiare
danger ['deɪndʒə] **n.** pericolo

deforestation [di:fərə'steɪʃən] **n.** disboscamento
department store [dɪ'pɑ:tmənt,stɔ:(r)] **n.** grande magazzino
desertification [dɪ,zɜ:tɪfɪ'keɪʃən] **n.** desertificazione
destroy [dɪ'strɔɪ] **v.** distruggere
develop [dɪ'veləp] **v.** sviluppare
development [dɪ'veləpmənt] **n.** sviluppo
device [dɪ'vaɪs] **n.** apparecchio, aggeggio
diet ['daɪət] **n.** dieta
dietician [daɪə'tɪʃən] **n.** dietologo
disappointed [dɪsə'pɔɪntəd] **a.** deluso, sconcertato
discount ['dɪskaʊnt] **n.** sconto
discourage [dɪ'skʌrɪdʒ] **v.** scoraggiare
disfigured [dɪs'fɪɡəd] **a.** sfigurato
dolphin ['dɒlfɪn] **n.** delfino
download [daʊnləʊd] **v.** scaricare
drawing ['drɔ:ɪŋ] **n.** disegno
drop [drɒp] **v.** cadere
drought [draʊt] **n.** siccità

E

encyclopaedia [ɪn,sʌɪklə'pi:diə] **n.** enciclopedia
energy ['enədʒɪ] **n.** energia
engage [ɪn'ɡeɪdʒ] **v.** ingaggiare
engine ['endʒɪn] **n.** motore
engineer [endʒɪ'nɪə(r)] **n.** ingegnere
enter ['entə(r)] **v.** penetrare, entrare in
environment [ɪn'vaɪərənmənt] **n.** ambiente
environmental [ɪn'vaɪərən'mentl] **a.** ambientale
environmentalist [ɪn,vʌɪərən'mentəlɪst] **n.** ambientalista
eventually [ɪ'ventʃʊəli] **adv.** infine, alla fine
excursion [ɪkskɜ:ʃən] **n.** gita
exhibition [ˌeksɪ'bɪʃən] **n.** mostra

F

failure ['feɪljə(r)] **n.** fallimento
fame [feɪm] **n.** fama
find* out [faɪnd'ʌʊt] **v.** scoprire
fireworks ['faɪəwɜ:ks] **n.** fuochi d'artificio
fishmonger's ['fɪʃmʌŋɡə(r)z] **n.** pescheria
Flemish ['flemɪʃ] **a.** fiammingo

flooding ['flʌdɪŋ] n. alluvione
florist's ['flɒrɪsts] n. fioraio
foreground ['fɔ:graʊnd] n. primo piano
forthcoming [fɔ:θ'kʌmɪŋ] a. prossimo
foundation [faʊn'deɪʃn] n. fondamenta
French beans [frentʃ bi:z] n. fagiolini
fresco ['freskəʊ] n. affresco
fried [fraɪd] a. fritto
friendship ['frendʃɪp] n. amicizia
fruit salad [fru:t'sæləd] n. macedonia
fuel ['fju:əl] n. carburante
furniture ['fɜ:nɪʃə(r)] n. mobili

G

gallery ['gæləri] n. galleria
gate [geɪt] n. cancello
ghost [gəʊst] n. fantasma
gift [gɪft] n. regalo
give* way [gɪv'weɪ] v. dare la precedenza
glad [glæd] a. felice
glass [glɑ:s] n. vetro
glove [glʌv] n. guanto
gold [gəʊld] n. oro
golden ['gəʊldən] a. dorato
go* sightseeing [gəʊsaɪt'si:ɪŋ] v. fare un giro turistico
gossip ['gɒsɪp] n. pettegolezzo
grade [greɪd] n. voto
greasy ['gri:si] a. unto, grasso
greengrocer's ['gri:n,grəʊsərs] n. fruttivendolo
greenhouse effect ['gri:nhaʊsɪ,fekt] n. effetto serra
grilled [grɪld] a. grigliato
grow* [grəʊ] v. coltivare
guess [ges] v. indovinare

H

have* fun [hev'fʌn] v. buon divertimento
head teacher [hed 'ti:tʃə(r)] n. preside
healthy ['helθi] a. sano
helicopter ['helɪkɒptə] n. elicottero
help oneself ['help, wʌn'self] v. servirsi
hit* [hɪt] v. picchiare, colpire
honeymoon ['hʌnimu:n] n. luna di miele
hope [həʊp] v. sperare
host [həʊst] n. ospite

I

ID, identity card [aɪ'dɪz, aɪ'dentəti 'kɑ:d] n. carta d'identità
illegal [ɪ'li:gl] a. abusivo
imaginary [ɪ'mædʒɪnəri] a. immaginario
imagination [ɪ,mædʒɪ'neɪʃn] n. fantasia, immaginazione
improve [ɪm'pru:v] v. migliorare
increase [ɪn'kri:s] v. aumentare
injured ['ɪndʒəd] a. ferito

investigate [ɪn'vestɪgeɪt] v. indagare
involved [ɪn'vɒlvd] a. coinvolto
iron ['aɪən] n. ferro

J

jacket ['dʒækət] n. giacca
jewellery ['dʒu:əlɪ] n. gioielli
joke [dʒəʊk] n. barzelletta
journey ['dʒə:ni] n. viaggio
judge [dʒʌdʒ] v. giudicare
just [dʒʌst] adv. appena

K

keep* fit [ki:p'fɪt] v. stare in forma
kids [kɪdz] n. ragazzi
knowledge ['nɒlɪdʒ] n. conoscenza, il sapere

L

land [lænd] n. terra
landscape ['lænskeɪp] n. paesaggio
laptop computer ['læptɒp kəm'pjʊ:tə] n. computer portatile
laugh [lɑ:f] v. ridere
lean on [li:n 'ɒn] v. appoggiarsi
leather ['leðə(r)] n. pelle
length [lenθ] n. lunghezza
level crossing [ˌlevl 'krɒsɪŋ] n. passaggio a livello
library ['laɪbrəri] n. biblioteca
lifestyle ['laɪfstɑɪl] n. stile di vita
light bulb ['laɪtbʌlb] n. lampadina
lonely ['ləʊnli] a. solitario
lose* [lu:z] v. perdere
lottery ['lɒtəri] n. lotteria
low [ləʊ] a. basso
lubricate ['lu:bɹɪkeɪt] v. lubrificare
luggage ['lʌɡɪdʒ] n. bagagli

M

magazine [ˌmægə'zi:n] n. rivista
manage ['mænɪdʒ] v. riuscire a
mark [mɑ:k] n. voto
mark [mɑ:k] v. correggere, valutare
Mars [mɑ:z] pr.n. Marte
meal [mi:l] n. pasto
meaning ['mi:nɪŋ] n. significato
mention ['menʃn] v. nominare, menzionare
merry ['merɪ] a. allegro
mess [mes] n. confusione
metal ['metl] n. metallo
mirror ['mɪrə(r)] n. specchio
miss [mɪs] v. mancare
monument ['mɒnjumənt] n. monumento
mother tongue ['mʌθə'tʌŋ] n. lingua madre
move [mu:v] v. trasferirsi, traslocare
movie camera ['muvi 'kæməɹə] n. macchina da presa
museum [mju:'ziəm] n. museo
mushroom ['mʌʃrʊm] n. fungo
mustard ['mʌstəd] n. senape

N

nail [neɪl] n. chiodo
name calling ['neɪmkɔ:ɪŋ] n. insulti
Naples ['neɪplz] pr.n. Napoli
nearness ['niənɪs] n. vicinanza
neighbour ['neɪbə(r)] n. vicino di casa
news [nju:z] n. telegiornale
newsagent's ['nju:z,eɪdʒənts] n. edicola
newspaper ['nju:s,peɪpə] n. quotidiano
nobody ['nəʊbədi] pron. nessuno
no entry [nəʊ 'entri] n. divieto di accesso
noise [nɔɪz] n. rumore
nowadays ['naʊədeɪz] adv. ora, al giorno d'oggi
nursery ['nɜ:səri] n. asilo

O

off-licence ['ɒf,laisns] n. negozio di alcolici
oil [ɔɪl] n. petrolio
oils [ɔɪls] n. colori a olio
oil tanker [ɔɪl 'tæŋkə] n. petroliera
one way [wʌn'weɪ] n. senso unico
overweight [ˌəʊvə'weɪt] a. sovrappeso
owner ['əʊnə(r)] n. proprietario

P

pack [pæk] v. fare le valigie
painting ['peɪntɪŋ] n. dipinto
palmtop computer ['pɑ:mtɒp kəm'pjʊ:tə] n. palmare
paper ['peɪpə(r)] n. carta
paperback ['peɪpəbæk] n. (libro) tascabile
parent ['peərənt] n. genitore
parking place ['pɑ:kɪŋ, pleɪs] n. posteggio, parcheggio
passport ['pɑ:spɔ:t] n. passaporto
peas [pi:s] n. piselli
pedestrian crossing [pɪ,destriən 'krɒsɪŋ] n. passaggio pedonale
pepper ['pepə(r)] n. pepe
perform [pə'fɔ:m] v. recitare
perhaps [pə'hæps] adv. forse
pet shop ['pet ʃɒp] n. negozio di animali
pile [paɪl] v. ammucciare
planet ['plænit] n. pianeta
plastic ['plæstɪk] n. plastica
pleased ['pli:zd] a. contento
pocket money ['pɒkɪt,mʌni] n. paghetta
poetry ['pəʊɪtri] n. poesia
pollute [pə'lu:t] v. inquinare
pollution [pə'lu:ʃn] n. inquinamento
portrait ['pɔ:treɪt] n. ritratto
post [pəʊst] v. spedire
potato [pə'teɪtəʊ] n. patata
prediction [prɪ'dɪkʃn] n. previsione
present ['preznt] n. regalo
primary school ['praɪməɪ,sku:l] n. scuola elementare

printer ['prɪntə(r)] n. stampante
programme ['prəʊgræm] n. programma
proposal [prə'pəʊzəl] n. proposta
put* [pʊt] v. mettere
pyramid ['pɪrəməɪd] n. piramide

Q

quick [kwɪk] a. veloce
quickly ['kwɪkli] adv. velocemente
quite [kwɪt] adv. abbastanza

R

race [reɪs] n. corsa
racing car ['reɪsɪŋ kɑ:] n. auto da corsa
rainforest ['reɪnfɔːrɪst] n. foresta pluviale
range ['reɪndʒ] n. gamma
raw [rɔ:] a. crudo
reader ['riːdə] n. lettore
realize ['riəlaɪz] v. capire, realizzare
reason ['riːzn] n. motivo
receipt ['riːsi:t] n. ricevuta
receive [riːsi:v] v. ricevere
recently ['riːsəntli] adv. recentemente
record [re'kɔ:d] v. registrare
rectangle ['rektæŋɡl] n. rettangolo
recycling [ri'saɪklɪŋ] a. riciclato
Red Sea [red 'si:] pr.n. Mar Rosso
refund ['ri:fʌnd] n. rimborso
refuse [ri'fju:z] v. rifiutarsi
relative ['relatɪv] n. parente
remind [ri'maɪnd] v. ricordare
remote control [ri,məʊt kən'trəʊl] n. telecomando
renewable [ri'nju:əbl] a. rinnovabile
rent [rent] v. affittare
repair [ri'peə(r)] v. riparare
replace [ri'pleɪs] v. sostituire
rescue ['reskjʊ:] v. salvare
revise [ri'vaɪz] v. rivedere, correggere
right away [raɪt ə'weɪ] adv. subito
ring [rɪŋ] n. anello
rob [rɒb] v. derubare, rapinare
robber ['rɒbə(r)] n. rapinatore
role [rəʊl] n. ruolo
root [ru:t] n. radice
rubber ['rʌbə] n. gomma
rubbish ['rʌbɪʃ] n. spazzatura
rucksack ['rʌksæk] n. zaino

S

safe [seɪf] a. al sicuro
sales ['seɪlz] n. saldi
salmon ['sæmən] n. salmone
salt [sɔ:lt] n. sale
satellite dish ['sætələɪt ,dɪʃ] n. antenna parabolica
save [seɪv] v. risparmiare
scenery ['si:nəri] n. paesaggio
school term ['sku:lts:m] n. trimestre
science fiction ['saɪəns 'fɪkʃn] n. fantascienza

scissors ['sɪzəz] n. forbici
scuba diving ['skʊbə ,daɪvɪŋ] n. immersioni subacquee
seat [si:t] n. sedile
sentence ['sentəns] n. frase
serious ['sɪəriəs] a. grave, serio
several ['sevrəl] a. diversi
shaded ['ʃeɪdɪd] a. velato, ombreggiato
shape [ʃeɪp] n. forma
shop window [ˌʃɒp'wɪndəʊ] n. vetrina
side [saɪd] n. lato
silk [sɪlk] n. seta
silver ['sɪlvə(r)] n. argento
singer ['sɪŋə] n. cantante
size [saɪz] n. misura
slavery ['sleɪvəri] n. schiavitù
sleepy ['sli:pɪ] a. assonnato
smoke [sməʊk] v. fumare
soft drink ['sɒft drɪŋk] n. bibita
soldier ['səʊlɪə(r)] n. soldato
soul [səʊl] n. anima
soup [su:p] n. minestra
speech [spi:tʃ] n. discorso
speed [spi:d] n. velocità
spicy ['speɪsi] a. piccante, speziato
spill* [spɪl] v. rovesciarsi, spandersi
spillage ['spɪlɪdʒ] n. fuoriuscita
square [skweə(r)] n. quadrato, piazza
stage [steɪdʒ] n. palcoscenico
steak [steɪk] n. bistecca
steal* [sti:l] v. rubare
steamed ['sti:md] a. al vapore
steel [sti:l] n. acciaio
steering wheel ['stiəriŋ wi:l] n. volante
still life [ˌstɪl 'laɪf] n. natura morta
store [stɔ:(r)] v. conservare, mettere da parte
strawberry ['strɔ:bəri] n. fragola
subjective [səb'dʒektɪv] a. soggettivo
substitute [ˌsʌbstɪtju:t] v. sostituire
suggest [sə'dʒest] v. proporre, suggerire
suitcase ['su:tkeɪs] n. valigia
sunbathe ['sʌnbæθ] v. prendere il sole
suntan cream ['sʌntæn kri:m] n. crema solare
supporter [sə'pɔ:tə(r)] n. tifoso
surf the Internet [sɜ:f ,ðɪ ɪntə'net] v. navigare su Internet
sustainable [sə'steɪnəbəl] a. sostenibile
swim [swɪm] v. nuotare
swimming costume ['swɪmɪŋ 'kɒstju:m] n. costume da bagno

T

task [tɑ:sk] n. impresa, compito
tent [tent] n. tenda
textbook ['tekstbʊk] n. libro di testo
through [θru:] prep. attraverso
ticket ['tɪkət] n. biglietto
tie [taɪ] n. cravatta
till [tɪl] prep. fino a
tip [tɪp] n. discarica
tip [tɪp] n. mancia

title ['taɪtl] n. titolo
tool [tu:l] n. strumento, arnese
toxic waste ['tɒksɪk ,weɪst] n. rifiuti tossici
trace [treɪs] n. traccia
training ['treɪnɪŋ] n. allenamento
treat [tri:t] v. trattare
triangle ['traɪæŋɡl] n. triangolo
tribe [traɪb] n. tribù
trolley ['trɒli] n. carrello della spesa
try* on [traɪ 'ɒn] v. provare
turn [tɜ:n] v. girare
turn down [tɜ:n 'daʊn] v. abbassare il volume
turn off [tɜ:n 'ɒf] v. spegnere
tyre [taɪə] n. pneumatico

U

umbrella [ʌm'brelə] n. ombrello
unacceptable [ʌnək'septəbl] a. inaccettabile
unfortunately [ʌn'fɔ:tʃənətli] adv. sfortunatamente
unpleasant [ʌn'pleznt] a. spiacevole

V

value ['vælju:] n. valore
variety [və'reɪəti] n. varietà
vegetable ['vedʒtəbəl] n. verdure
vegetarian [ˌvedʒə'teəriən] n. vegetariano

W

wall [wɔ:l] n. muro
wallet ['wɒlɪt] n. portafoglio
washing up [ˌwɒʃɪŋ 'ʌp] n. (il) lavare i piatti
waste [weɪst] n. spreco, rifiuto
watercolour ['wɔ:tə,kʌlə(r)] n. acquerello
wealth [welθ] n. ricchezza
wear* [weə] v. indossare
weight [weɪt] n. peso
whale [weɪl] n. balena
whole [həʊl] a. intero
wide [waɪd] a. largo
win* [wɪn] v. vincere
wine [waɪn] n. vino
wish [wɪʃ] n. desiderio
witch [wɪtʃ] n. strega
without [wɪð'aʊt] adv. senza
wood [wʊd] n. legno
wool [wʊl] n. lana
world [wɜ:ld] n. mondo
worry ['wɒri] v. preoccuparsi

Y

yet [jet] adv. ancora, già
youth hostel [ju:θ 'hɒstl] n. ostello della gioventù