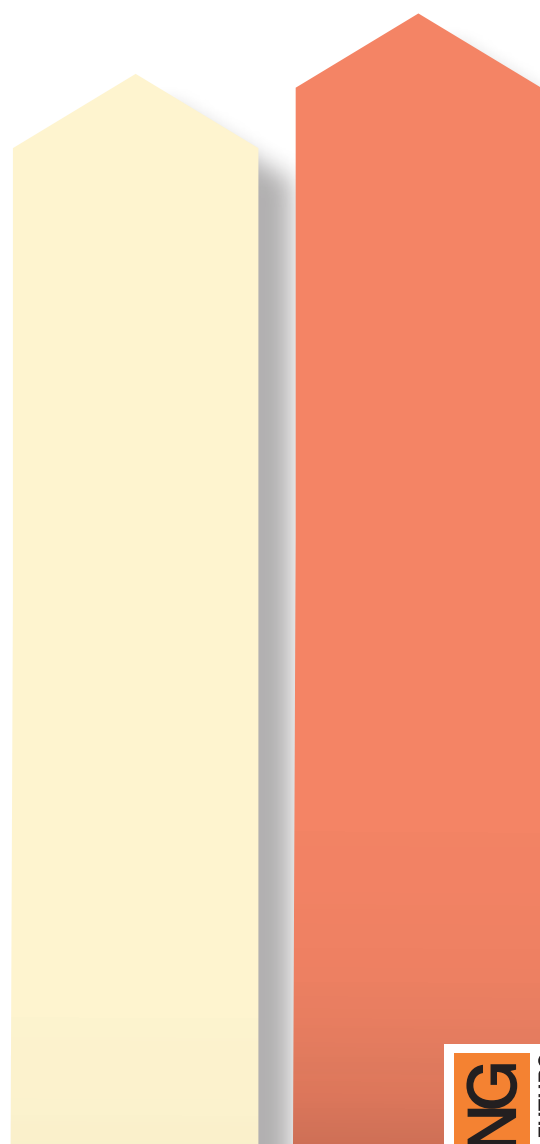


# EXAM TRAINER

## INGLESE SSPG

- **Normativa** ..... 2
- **Prove semiguide**
- **esame scritto** ..... 4
- **esame orale** ..... 22
- **INVALSI** ..... 32
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da ABC Culture** ..... 40



# L'esame di stato e le lingue straniere

La **Nota informativa del 7 febbraio 2023** concernente l'Esame di Stato conclusivo del primo ciclo di istruzione ristabilisce la configurazione pre-covid dell'esame in oggetto: il quadro normativo è quello già previsto dal **d.lgs. 13 aprile 2017, n. 62** recante “Norme in materia di valutazione e certificazione delle competenze nel primo ciclo ed esami di Stato, a norma dell'articolo 1, commi 180 e 181, lettera i), della legge 13 luglio 2015, n. 107” e dai **decreti** del Ministro dell'istruzione, dell'università e della ricerca **n. 741 e n. 742 del 3 ottobre 2017**. Riprendiamo qui di seguito le indicazioni generali, con particolare riguardo alla **prova di lingue straniere**.

## I requisiti di ammissione

Si è ammessi all'esame anche nel caso di parziale o mancata acquisizione dei livelli di apprendimento in una o più discipline, in presenza dei requisiti stabiliti dal d.lgs., ossia:

- a) aver frequentato almeno tre quarti del monte ore annuale personalizzato, fatte salve le eventuali motivate deroghe deliberate dal collegio dei docenti;
- b) non essere incorsi in **sanzioni disciplinari gravi** (si veda quanto previsto dall'articolo 4, commi 6 e 9 bis del decreto del Presidente della Repubblica 24 giugno 1998, n. 249);
- c) aver partecipato, entro il mese di aprile, alle **prove nazionali di italiano, matematica e inglese predisposte dall'INVALSI**. Rimane comunque facoltà del consiglio di classe

deliberare, con adeguata motivazione, la non ammissione all'esame conclusivo del primo ciclo, nel caso di parziale o mancata acquisizione dei livelli di apprendimento in una o più discipline.

## Il voto di ammissione

Il consiglio di classe attribuisce agli alunni ammessi all'esame un voto di ammissione espresso in decimi basato sul percorso scolastico triennale: nel caso di parziale o mancata acquisizione dei livelli di apprendimento in una o più discipline, può attribuire un voto di ammissione anche inferiore a sei decimi, ma tale voto farà parte della media dei voti e influirà sul punteggio finale.

## La prova di lingue straniere

Il d.lgs. n.62/2017, art. 8 e il d.min. 741/2017, art. 6 configurano l'esame di stato conclusivo del primo ciclo di istruzione in **tre prove scritte (italiano, competenze logico-matematiche e lingue straniere) e un colloquio**. La **prova scritta di lingue straniere** (d.min. 741/2017, art. 9) è articolata in due sezioni distinte: **inglese** (livello CEFR A2) e la **seconda lingua comunitaria** (livello CEFR A1), e si svolgerà in un unico giorno con una durata massima di **quattro ore**. Sia per l'inglese, sia per la seconda lingua straniera scelta, sono previste le tipologie seguenti:

- 1) il **questionario** di comprensione con domande a risposta chiusa e aperta;
- 2) il **completamento** di un testo (in cui siano state omesse parole o gruppi di parole), oppure **riordino** e **risrittura** o **trasformazione** di un testo;
- 3) l'elaborazione di un **dialogo** su traccia;
- 4) la **lettera** o l'**email** personale su traccia;
- 5) la **sintesi** di un testo.

La traccia della prova potrebbe anche essere una combinazione delle tipologie previste.

Il voto della prova di lingue

straniere, inglese e seconda lingua comunitaria, è **unico** ed è espresso in decimi.

## Il colloquio orale

Il colloquio (d.min. 741/2017, art. 10) è volto a valutare il livello di acquisizione delle **conoscenze, abilità e competenze** descritte nel profilo finale dello studente (capacità di argomentazione, di risoluzione di problemi, di pensiero critico e riflessivo, di collegamento organico e significativo tra le varie discipline di studio), oltre che ad accertare il livello di padronanza delle competenze relative all'insegnamento trasversale dell'**educazione civica** (l. 20 agosto 2019, n. 92). L'argomento di conversazione nelle lingue straniere può riguardare aspetti della **cultura** del paese di cui la lingua è espressione o aspetti del **vissuto quotidiano**.

## La certificazione delle competenze

Agli alunni che superano l'esame viene rilasciata la certificazione delle competenze che descrive lo sviluppo dei livelli delle competenze chiave e delle competenze di cittadinanza acquisite.

# Nuovo Esame di Stato

## Prova scritta

### Reading comprehension

Una delle possibili prove dell'Esame di Stato è la **comprensione di un testo scritto**. Allenati al superamento di questa prova con i brani presenti in queste pagine. Segui le indicazioni per la lettura del testo e per lo svolgimento degli esercizi.

#### Analisi del titolo

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

#### Letture del brano

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

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

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

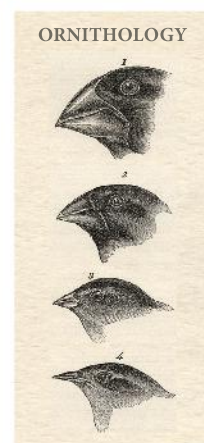
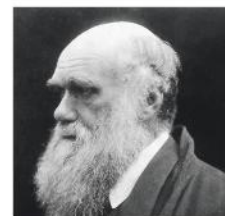
2 Rileggi il brano attentamente, sottolinea le parole che non conosci, cerca il loro significato nel dizionario e trascrivilo. Fai attenzione: devi trovare il significato che meglio si adatta al contesto.

## Charles Darwin

**A** Charles Darwin was born in 1809 in Shrewsbury, a town not far from Wales. From an early age Charles was passionate about nature. In 1825 he went to Edinburgh University to study medicine, but he did not really like it. Following his strong interest in natural science, he moved to Cambridge, where he concentrated on the study of insects, plants and geology.

**B** At the age of 22 he enthusiastically accepted the proposal to join a voyage around the world as a naturalist, on board a ship called *The Beagle*. The ship left Plymouth on 27 December 1831 for a five-year voyage around the world and Darwin had a unique opportunity to see many different lands and species. He recorded his observations in his notebooks and collected all types of organisms: birds, plants, fossils and volcanic rocks. In South America, by observing the birds on Galapagos islands, Darwin started to develop his theory about natural selection and evolution.

**C** In 1839 Darwin married his cousin, Emma Wedgwood, and moved to London. They had ten children. He worked on his book *On the origin of species* for twenty years. He was worried about people's reaction: at a time when people believed that the great variety of animals and species was created by God, his theory of evolution was revolutionary. When the book was finally published in 1859 people were shocked and the church **rejected** this new theory. But the scientific community accepted Darwin's theory. *On the origin of species* was translated into many languages and when Darwin died in 1882 he **was buried** in Westminster Abbey. His theory of evolution changed the way we consider life on earth for ever.



#### Glossary

to be buried  
to reject

essere sepolto  
rifiutare

**Esercizio vero/falso**

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

**Esercizio a scelta multipla**

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

**Domande di comprensione**

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

**Esercizi di comprensione**

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

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

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

T	F
T	F
T	F
T	F

**2 Choose the right answer.****1 Charles Darwin developed a passion for nature**

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

**2 The voyage on *The Beagle* was**

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

**3 Emma Wedgwood was**

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

**3 Answer the questions.**

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

**Summary**

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

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

**Cross-curricular links**

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

**Scienze:** la teoria dell'evoluzione

**Geografia:** le isole Galapagos

**Spagnolo:** il Sud America

## Reading comprehension

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

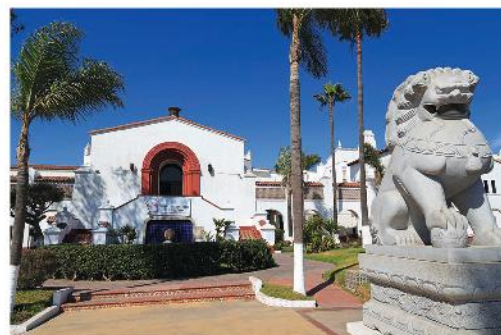
## Hispanic heritage in the USA

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

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

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

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



### Glossary

**arch**  
**to belong to**  
**iconic image**  
**tile**

arco  
appartenere  
immagine simbolica/significativa  
tegola

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

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

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

**2 Choose the right answer.**

**1 The majority of Hispanic people in the USA**

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

**2 15 million Hispanic people**

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

**3 Hispanic families usually have**

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

**4 Hispanic festivals take place**

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

**3 Answer the questions.**

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

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

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

## Summary

Write a summary of the passage including the following points:

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

## Cross-curricular links

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

**Spagnolo:** la diffusione dello spagnolo nel mondo

**Arte:** l'architettura coloniale in Sud America

## Reading comprehension

## The land down under

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

Australia is the world's oldest and flattest continent. Most of its interior is desert, called *the outback*.

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

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

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

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



## Glossary

**amazing**  
**settlement**

straordinario  
insediamento



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

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

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

**2 Choose the right answer.****1 Australia is called the world's**

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

**2 You can find a big desert**

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

**3 Most Australians live**

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

**4 Before 1770**

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

**3 Answer the questions.**

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

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

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

## Summary

Write a summary of the passage including the following points:

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

## Cross-curricular links

**Geografia:** il continente australiano

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

**Scienze:** la Grande Barriera Corallina

Reading comprehension

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

Abbina questi titoli ai paragrafi:

1 The birth of skyscrapers

(A) (B) (C)

2 Green innovations

(A) (B) (C)

3 Development of skyscrapers

(A) (B) (C)

# The art of skyscrapers

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



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



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



## Glossary

heat	calore
huge	enorme
to provide	fornire
steel	acciaio
sustainable	sostenibile

**1 Choose the right answer.**

**1 Skyscrapers in New York**

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

**2 The tallest building in New York is**

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

**3 Green roofs**

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

**4 Today the majority of people in the world live**

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

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

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

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

**3 Answer the questions.**

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

## Summary

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

Write a summary of the passage including the following points:

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

### Cross-curricular links

**Arte:** i grattacieli e l'arte americana

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

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

## Reading comprehension

## The Christmas Truce

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



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



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



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



## Glossary

<b>ceasefire</b>	cessate il fuoco
<b>exhausted</b>	esausto
<b>flea</b>	pulce
<b>shell</b>	bomba
<b>trench</b>	trincea
<b>truce</b>	tregua
<b>to wave</b>	fare cenni di saluto

**1 Choose the right answer.**

**1 In December 1914 the soldiers**

- a did not want to celebrate Christmas.      c did not care about Christmas.  
 b felt the spirit of Christmas.                      d did not like Christmas.

**2 The Christmas Truce**

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

**3 During the truce**

- a the French stopped fighting.                              c the Germans stopped fighting.  
 b the Germans and the British stopped fighting.      d all the opposing armies stopped fighting.

**4 After 1914 the authorities**

- a tolerated other truces.                                      c ignored other truces.  
 b permitted other truces.                                      d stopped other truces.

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

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

T	F
T	F
T	F
T	F
T	F

**3 Answer the questions.**

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

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

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

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

## Summary

Write a summary of the passage including the following points:

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

### Cross-curricular links

**Arte:** i monumenti commemorativi della Prima Guerra Mondiale

**Storia:** la Prima Guerra Mondiale

**Musica:** la canzone *Silent Night*

**Francese:** il film *Joyeux Noël*

**Italiano:** le poesie di Giuseppe Ungaretti

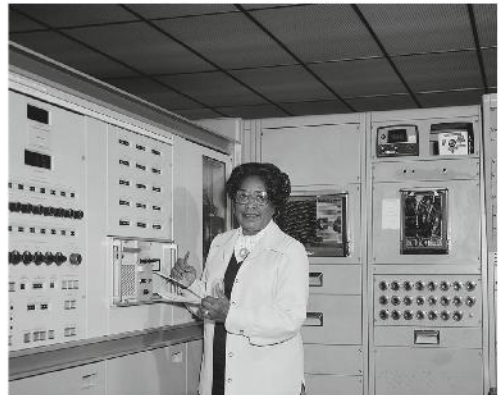
## Reading comprehension

## Human computers

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



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



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



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



## Glossary

**launch**  
**NASA**

lancio  
Ente Nazionale per le Attività Spaziali e Aeronautiche

**1 Choose the right answer.**

**1 Human computers was an expression used to define**

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

**2 Hidden Figures is the title of**

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

**3 Before 1961 in the USA**

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

**4 Katherine Johnson worked at NASA**

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

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

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

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

**3 Answer the questions.**

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

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

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

## Summary

Write a summary of the passage including the following points:

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

### Cross-curricular links

Arte: il film *Hidden Figures*

Tecnologia: l'invenzione del computer

Scienze: la conquista dello spazio

Storia: le lotte per i diritti civili negli Stati Uniti

Cittadinanza: le lotte per le pari opportunità

## Completing a text and re-ordering a text

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

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

### 1 Choose the correct words to complete the text.

#### Kiwis

Kiwis are birds native to New Zealand and they are one of the national symbols of <sup>1</sup> \_\_\_\_\_ country. Not surprisingly, people <sup>2</sup> \_\_\_\_\_ New Zealand are called *kiwis*.

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

Two hundred years ago millions of kiwis <sup>5</sup> \_\_\_\_\_ in New Zealand's forests, but today that number has decreased dramatically. Why are kiwis in danger?

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

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

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





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

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

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

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

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

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

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

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

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

### Ellis Island

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

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

Dear Thomas,

How are you? I hope you're well.

- I'm staying here until the end of March so I can see even more of Rome. I'm sure I'll be able to speak Italian well and I'll be able to cook good Italian pasta when I come home. I'll make real Italian spaghetti for you!
- I'm learning Italian too. When I arrived I couldn't speak Italian very well. Now I understand most things and can communicate much better. I've got some Italian friends who speak English too. Rome is a beautiful city, I've visited a lot of sights with my new friends and I want to see more.
- I'm writing to tell you about my life here in Rome. I'm really happy I decided to go to an Italian school for two months.
- Write to me soon and tell me your plans for next summer. Where are you going on holiday? Give my love to my aunt and uncle.
- At first I was worried about living with a host family, but Giovanni and his parents are very friendly and Mrs Rossi is a great cook! She makes pasta every day and she often cooks traditional Italian food. I'm learning a lot about Italian food!

Jack

Re-writing a text

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

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

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



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

*Yesterday was Jane's...*

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

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



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

## Writing a guided dialogue

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

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

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

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

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

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

### Emails and letters

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

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

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

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

*Opening*  
Altre espressioni possono essere:

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

Si può usare questa espressione per introdurre l'argomento.

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

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

**To:** Thomas

**From:** \_\_\_\_\_

**Object:** About me

Hi Thomas,

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

That's all for now!!

What about you? Tell me about you. What are your favourite subjects at school?

What do you do in your free time?

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

Write back soon.

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

**To:** John

**From:** Mark

**Object:** from Manchester

**Hello** John!

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

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

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

**Did you go on any school trips this summer?**

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

**All the best for** your next maths test.

**Bye for now!**

Mark

### Rispondi a Mark seguendo questa traccia:

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

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

Brighton, 15<sup>th</sup> June

Dear Ella

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

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

All the best for the end of the school.

When are your exams?

Grandpa sends his love.

**Lots of love.**

Gran



Ricordati di iniziare con la lettera maiuscola dopo i saluti.

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

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

Suddividi il corpo del testo in paragrafi.

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

### Nella lettera di risposta includi questi punti:

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

# Nuovo Esame di Stato

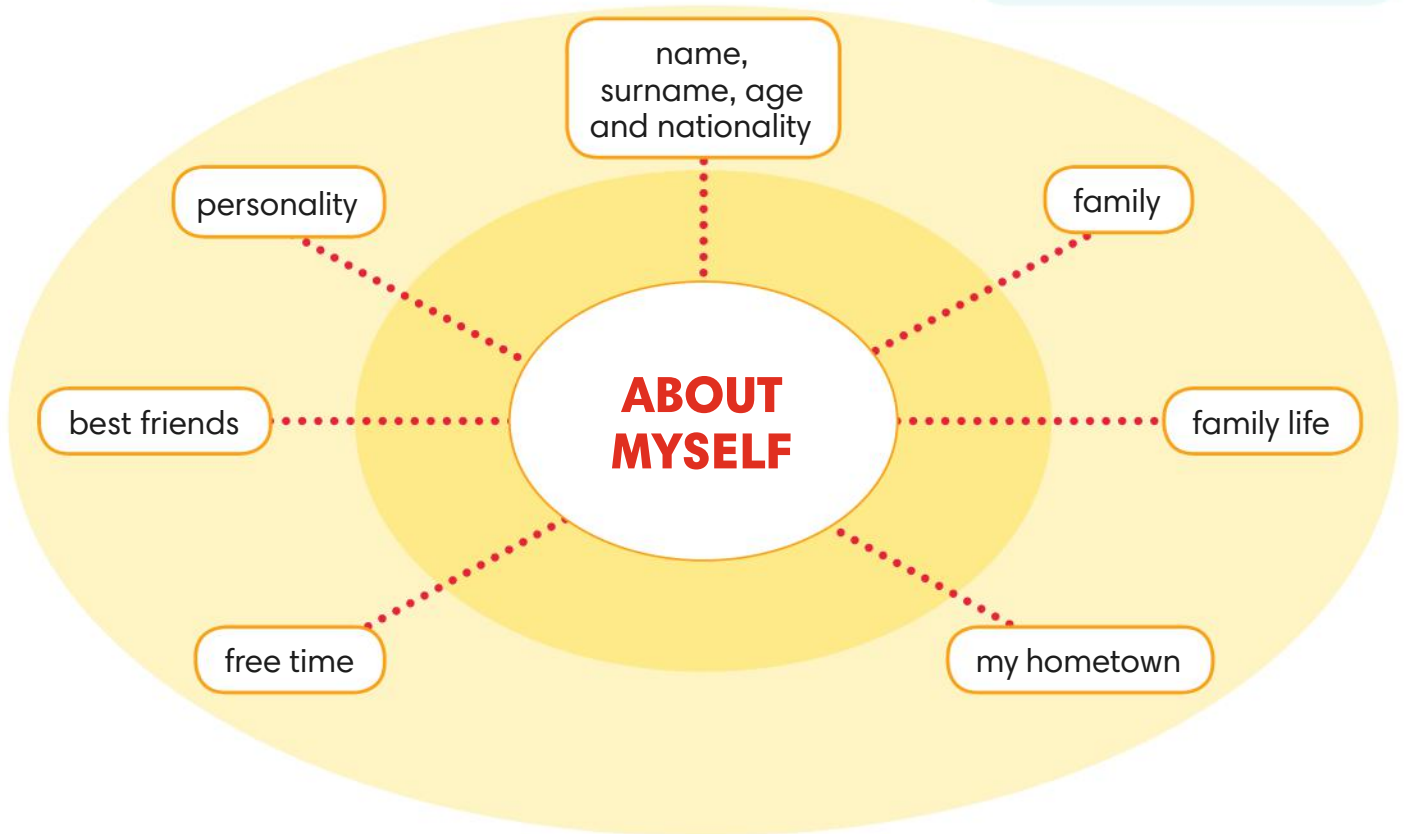
## Prova orale

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

### Personal topic

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

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



### USEFUL EXPRESSIONS

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

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

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

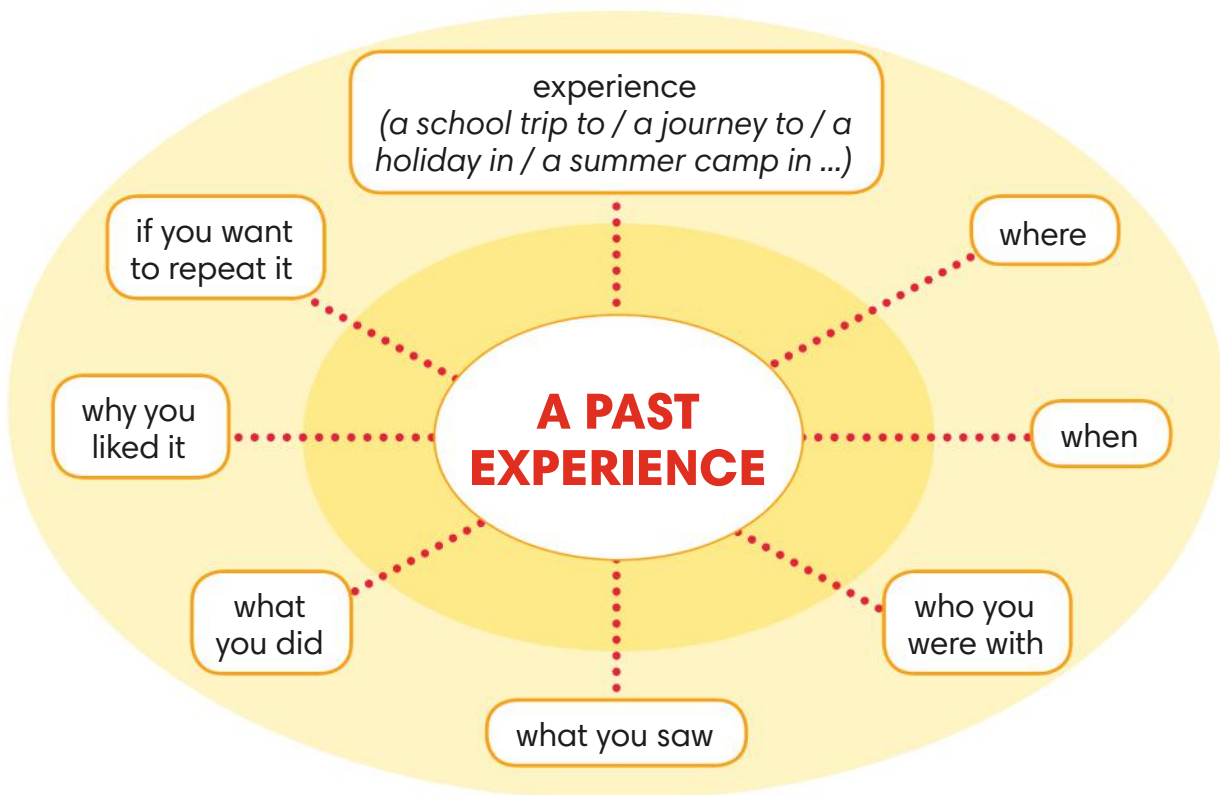
My home town is ... (name, size and things to see)

I am ... (your personality)

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

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

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



#### USEFUL EXPRESSIONS

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

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

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

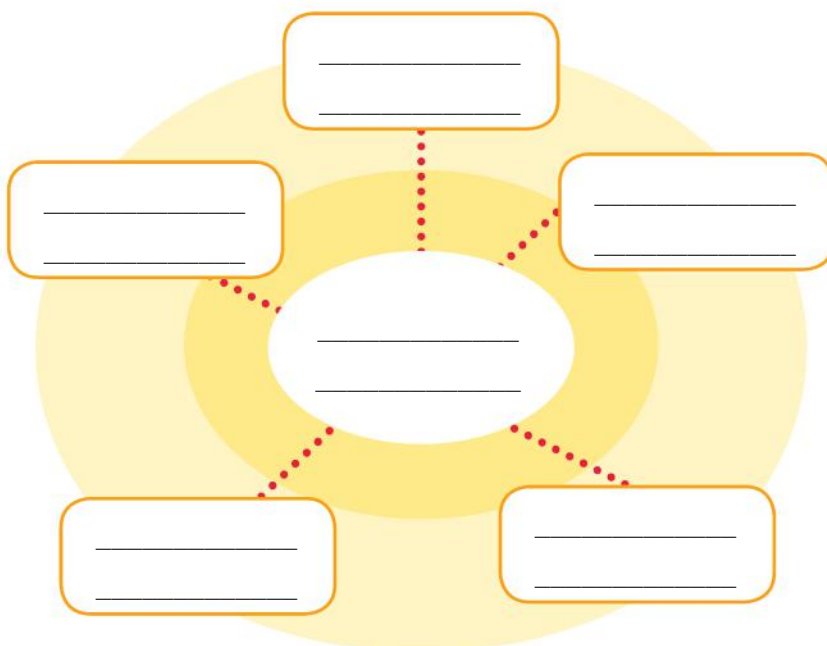
From this experience I learned that ...

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

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

Qui di seguito troverai alcuni suggerimenti che potrebbero esserti utili:

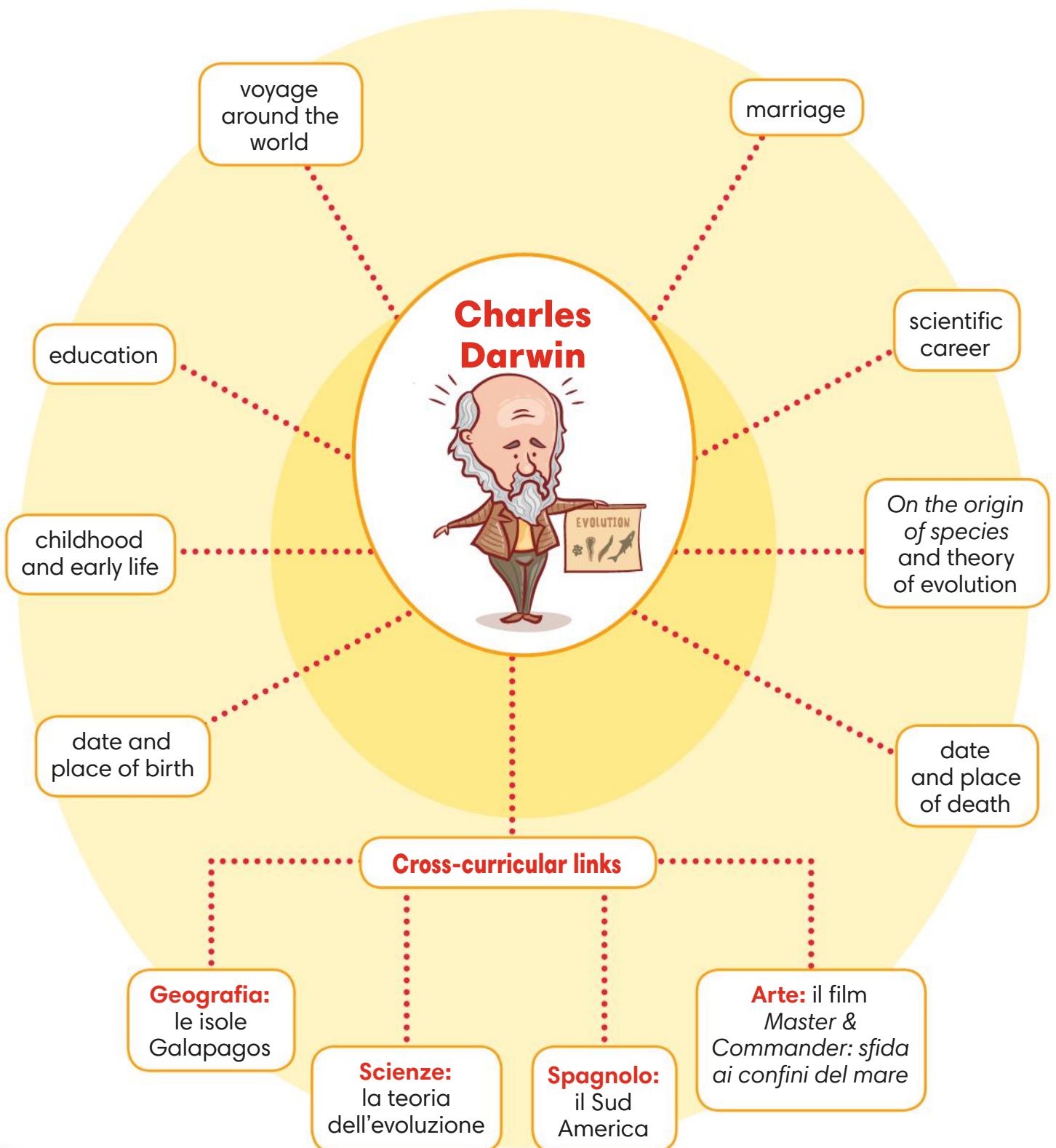
- *My eating habits* (what you usually eat, who you eat with, favourite foods, junk food)
- *Shopping* (if you like going shopping, favourite shops, who you go shopping with, how you spend your pocket money)
- *The use of online media* (which online media you use, when, favourite social networking sites,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



**Cultural topic**

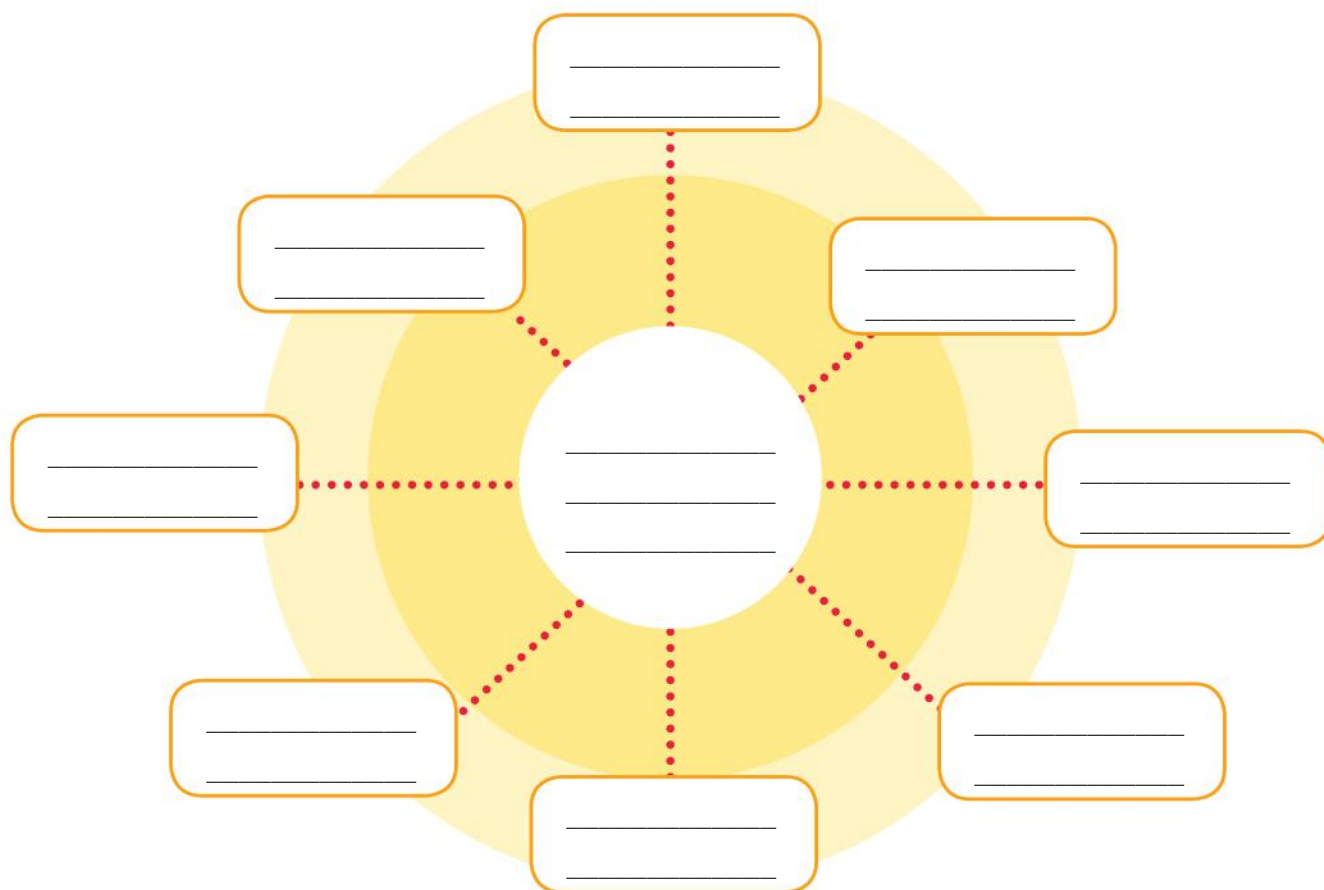
Durante l'esame orale ti sarà chiesto di esporre le tue **conoscenze su vari argomenti studiati** e di dimostrare la tua capacità di **collegare gli argomenti tra loro**.

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





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



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

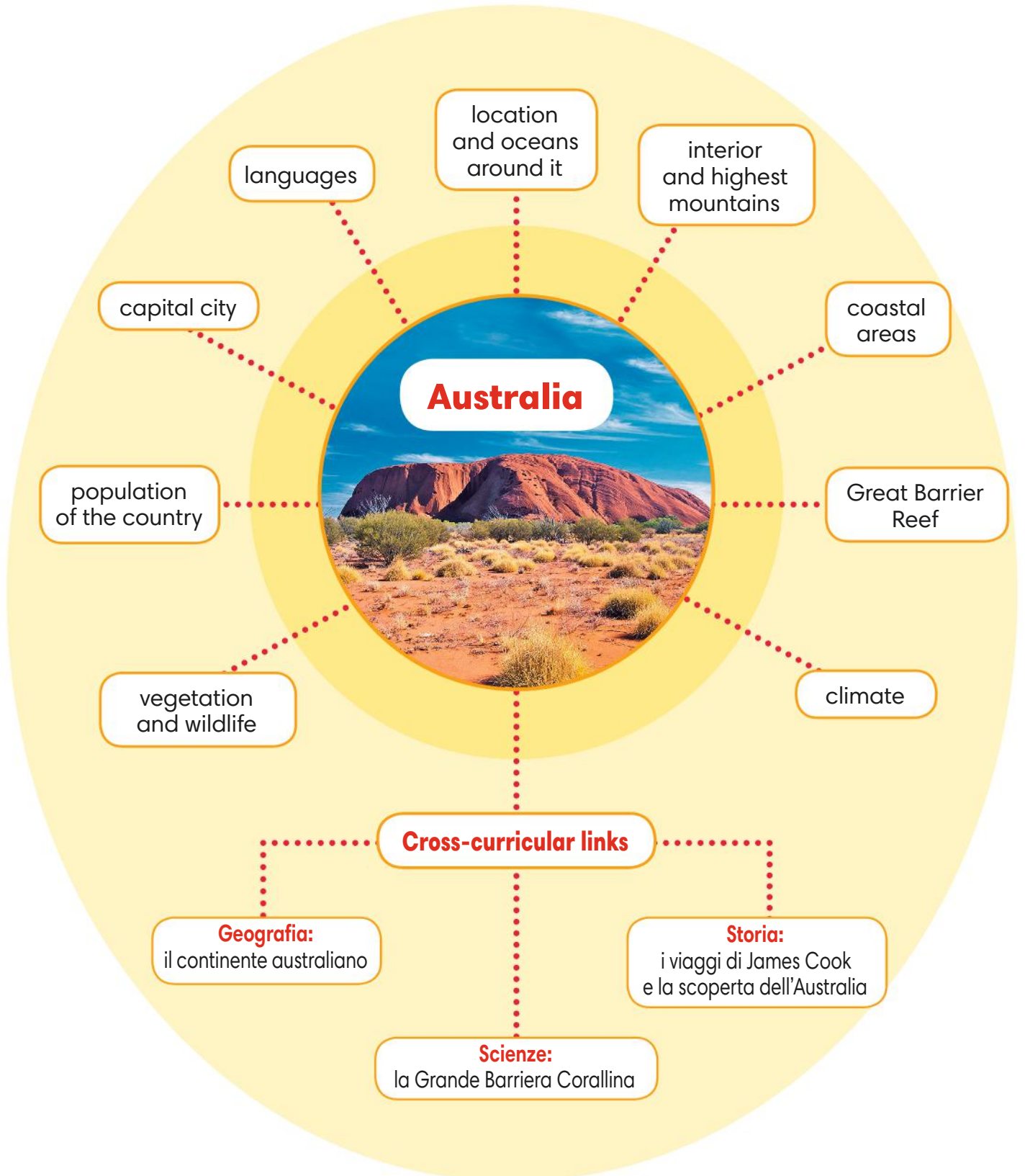
KEY WORDS			
to be born	nascere (he / she <b>was</b> born)	to have children	avere dei figli
to attend a school	frequentare una scuola	to work as	lavorare come
to study	studiare	to believe	credere
to be interested in	essere interessato a	to write	scrivere
to move to	trasferirsi a	to discover, to invent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

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

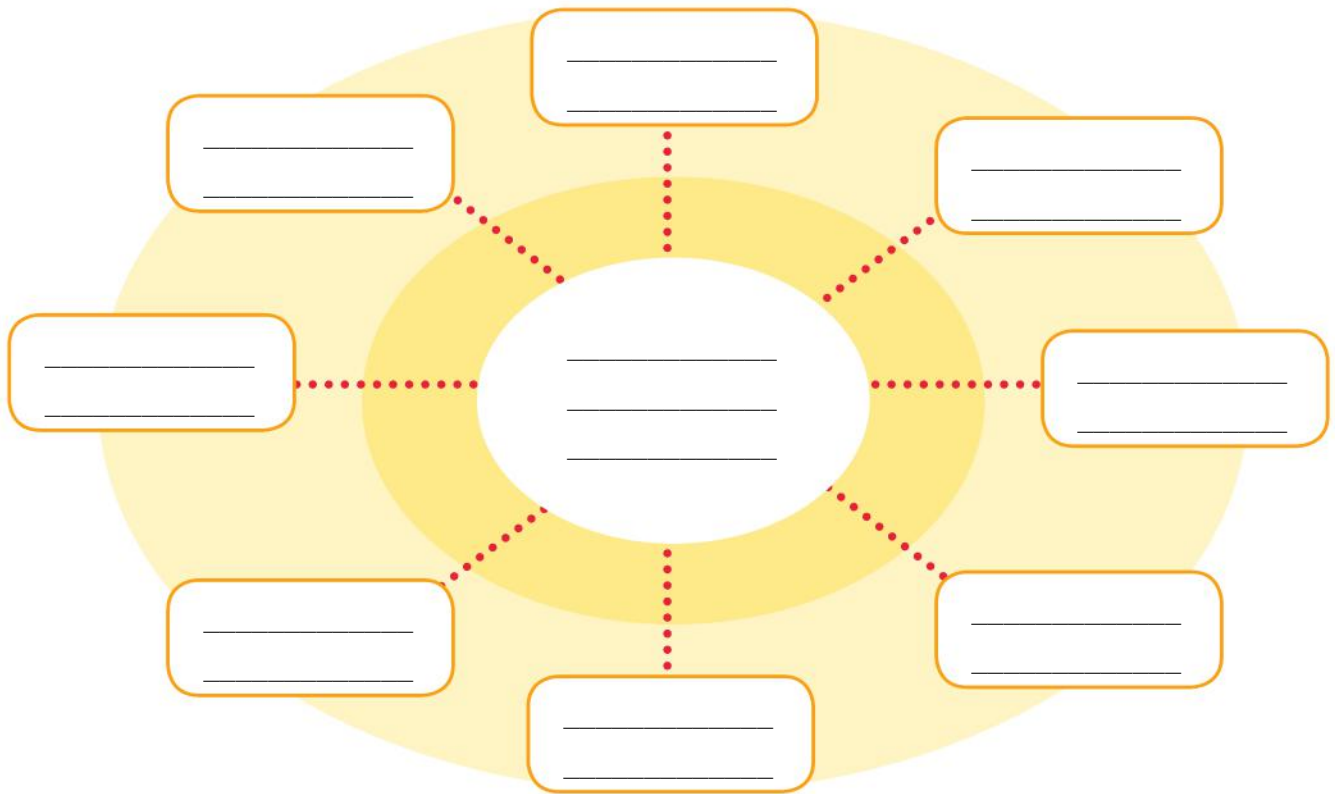
## Talking about the geography of a country

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

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



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



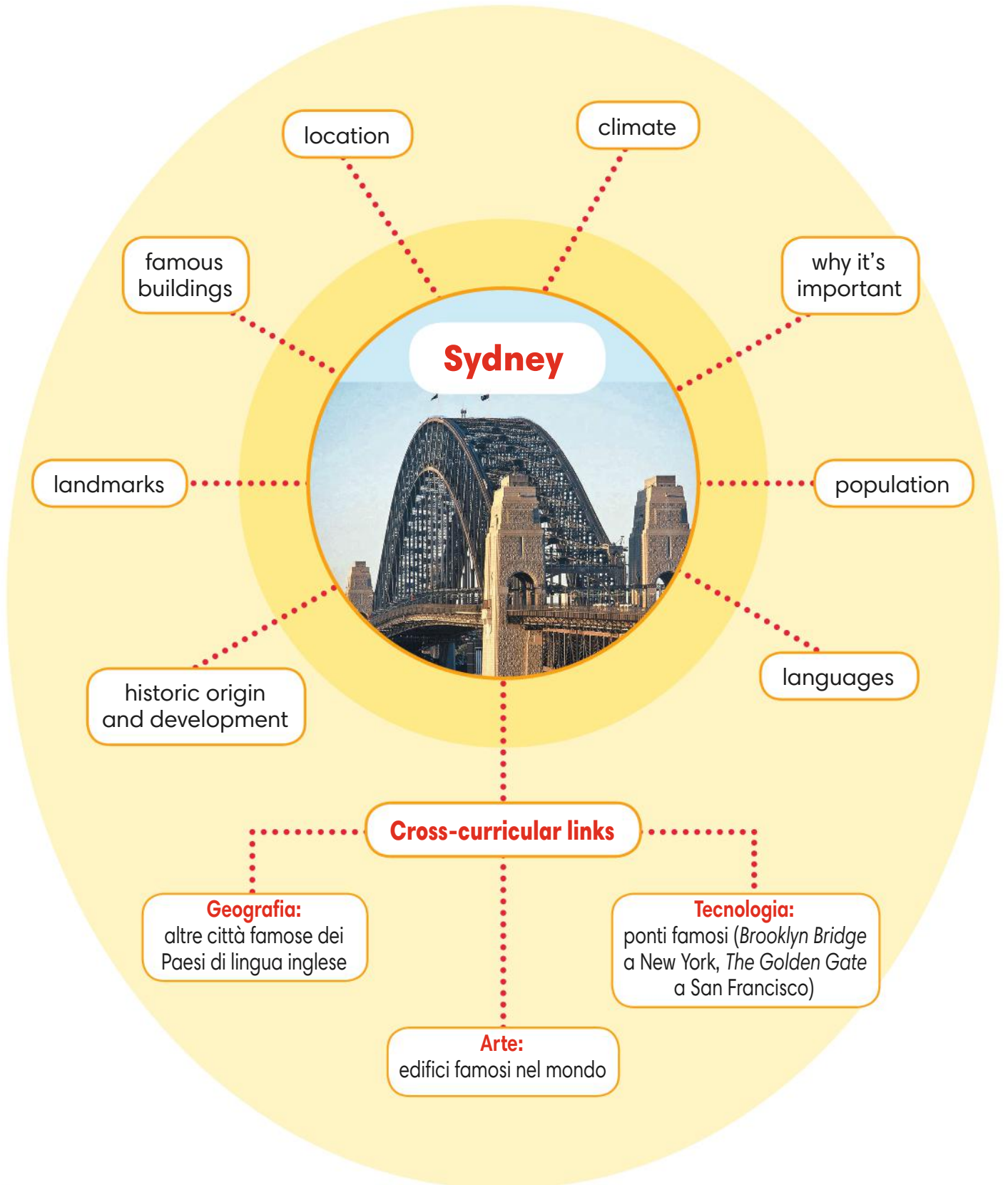
Le seguenti *key words* e *useful expressions* ti saranno utili per descrivere in inglese gli aspetti geografici di uno dei Paesi studiati.

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

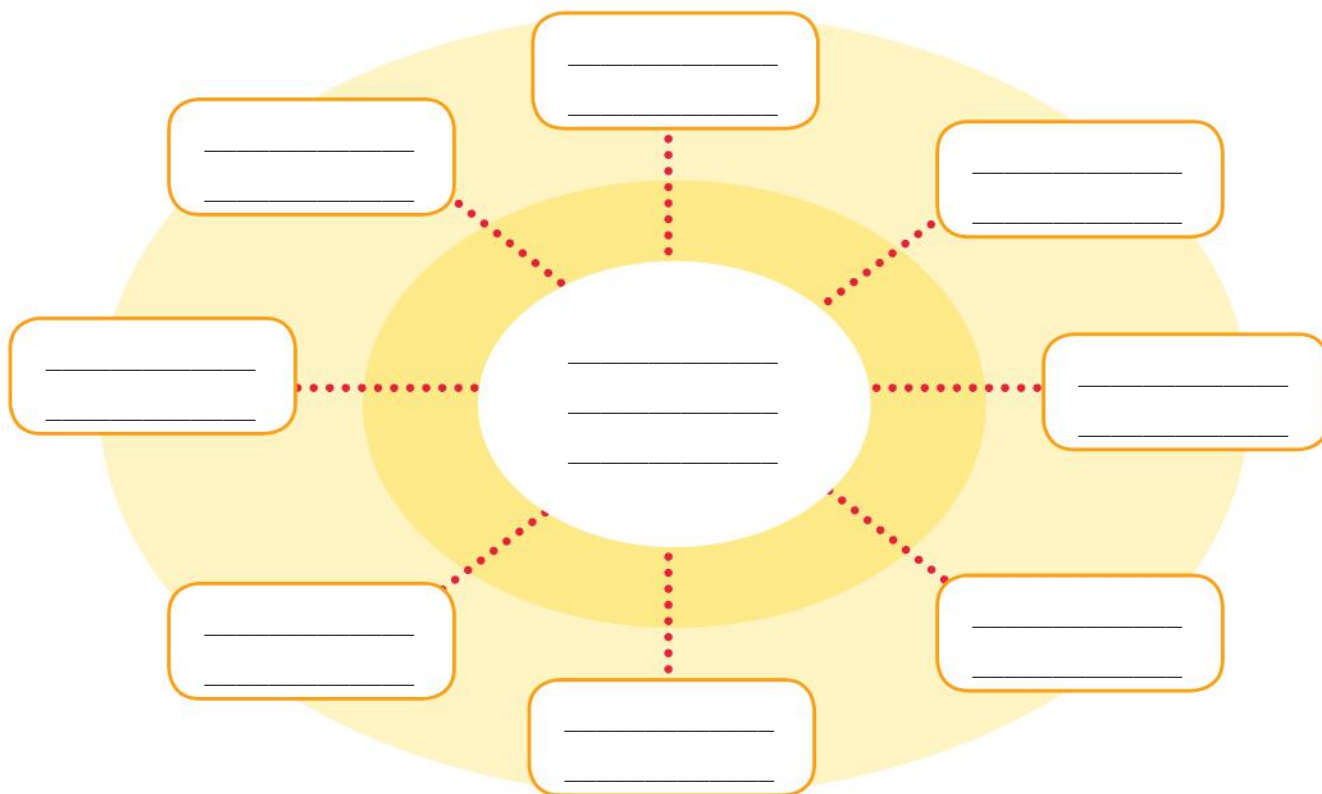
USEFUL EXPRESSIONS	
There is ... / There are ...	C'è ... / Ci sono ...
In this area you can find ...	In quest'area si può trovare ...
This place is home to ...	Questo posto è l'habitat di ...
It is located in ...	È situato in ...
It is surrounded by ...	È circondato da ...
On the border with ...	Al confine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

## Talking about a famous city

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



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



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

## KEY WORDS

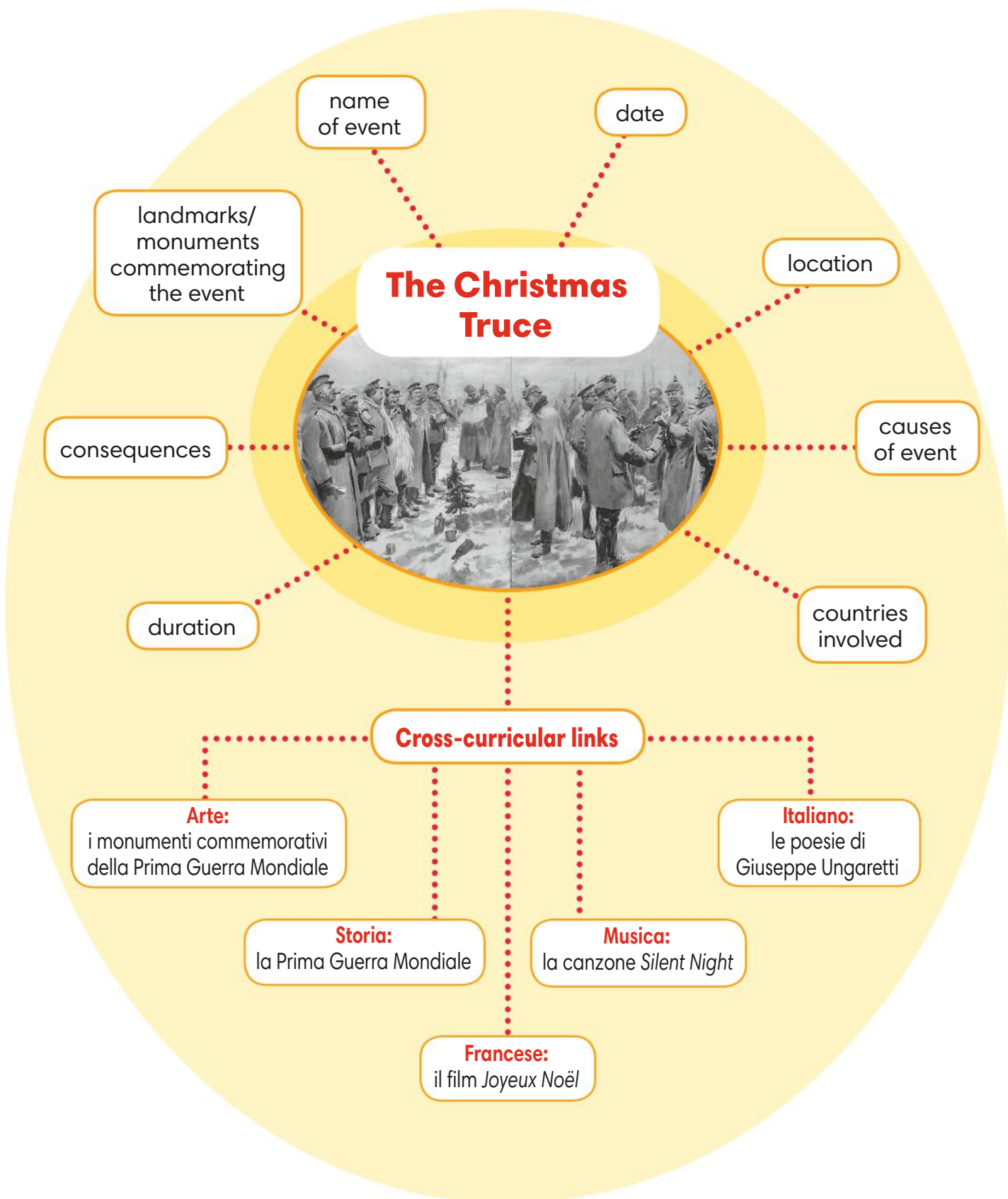
political/economic/ financial/cultural centre	centro politico/economico/ finanziario/culturale	museum/art gallery	museo/galleria d'arte
district	distretto	monument/statue	monumento/statua
multicultural communities	comunità multiculturali	church/abbey/cathedral	chiesa/abbazia/cattedrale
street/avenue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

## USEFUL EXPRESSIONS

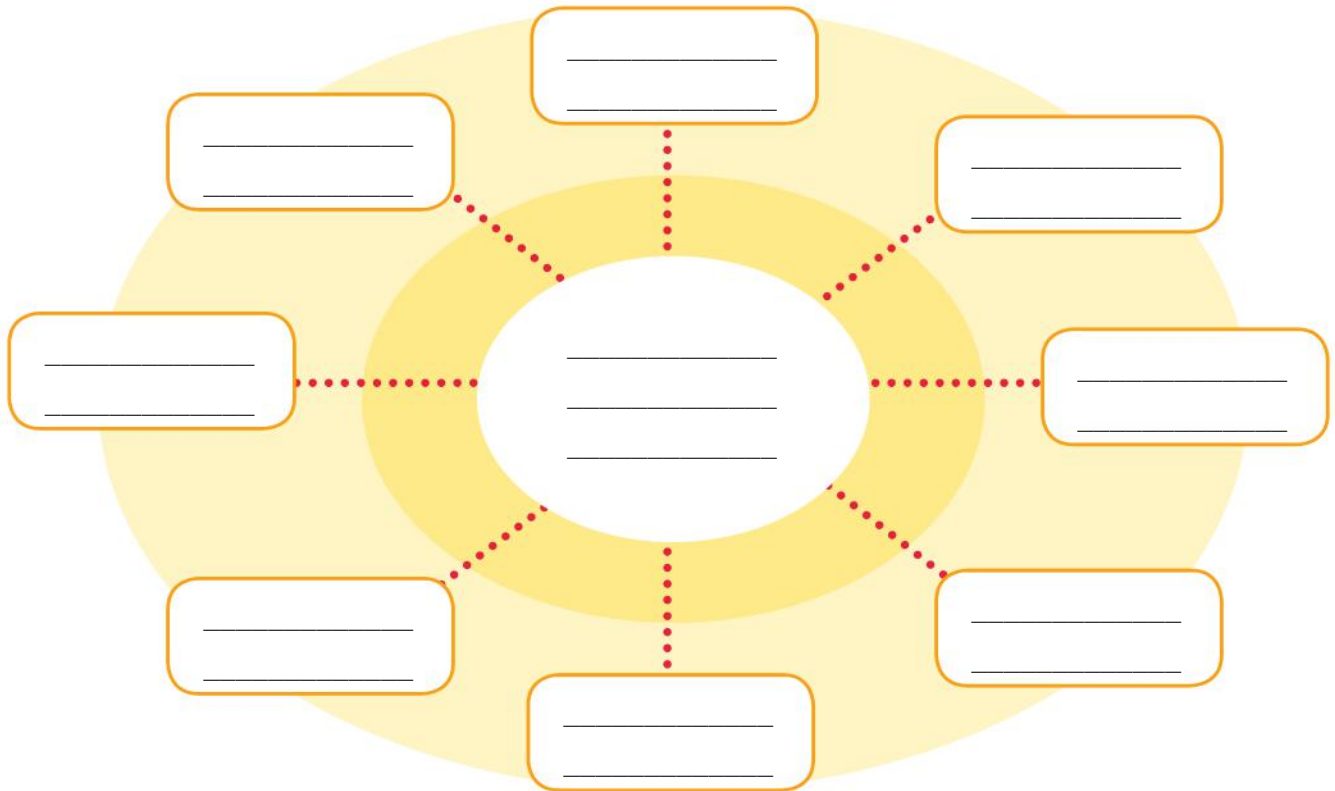
The city is located in ...	La città si trova in ...
It is made up of different areas ...	È formata da aree diverse ...
... people live there	Ci vivono ... persone/abitanti
The city was founded by ... in ...	La città fu fondata da ... nel ...
The city developed as ...	La città si sviluppò come ...
The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

## Talking about a historical event

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



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



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

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

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

Prova 2

Read the text and complete the tasks.

# Sports in Britain

A

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

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

B

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

C

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

## TASK A

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

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

## TASK B

Choose the best answer.

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

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

Score: \_\_\_\_ /3



## 2 Tlachtli is a mix of ...

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

## 3 Which of these statements is false?

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

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

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

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

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

Score: \_\_\_\_ /5

## TASK C

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

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

5 The Aztecs played tlachtli with a very small ball.

**T F NG**

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

**T F NG**

7 The rules of rugby were written in the first half of the 18<sup>th</sup> century.

**T F NG**

8 Many people eat popcorn while they are watching the matches on TV.

**T F NG**

Score: \_\_\_\_ /8

## TASK D

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

### 1 courts (line 4)

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

### 2 warriors (line 10)

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

### 3 goals (line 13)

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

### 4 kick (line 25)

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

Score: \_\_\_\_ /4

Total score: \_\_\_\_ /20

## Prova 3

Read the text and complete the tasks.

# GREAT LAKE ECO-ADVENTURE CAMP



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

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

**Location:** Summertree, 142, Oak Road, Bashfield

**Price:** \$145 per week per child

Register online at [www.great-lake.com](http://www.great-lake.com)

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

## TASK A

Complete the email.

Hi Fred,

How are you?

This summer I'm going to the Great

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

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

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

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

For more information, you can visit the website

(7) ..... or send an email  
to Mrs Jasmine Palmer. Her email address is

(8) .....

Score: \_\_\_\_ /8

## TASK B

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

- The camp ends on August twentythird.  T  F  NG
- If you are sixteen, you can't go to the park.  T  F  NG
- At the camp, you will learn a foreign language.  T  F  NG
- Bashfield is near the Niagara Falls.  T  F  NG
- The price is one hundred and forty-two dollars a week.  T  F  NG
- The camp hasn't got a website.  T  F  NG
- Mrs Jasmine Palmer is the person who can give you information about the camp.  T  F  NG
- Mrs Palmer hasn't got a telephone.  T  F  NG

Score: \_\_\_\_ /8

## TASK C

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

### 1 join

- A To become a member.  
 B To write an email.  
 C To make a phone call.

### 2 wildlife

- A Animals living in a zoo.  
 B Animals living in natural places.  
 C Animals living on farms.

### 3 fun learning

- A Learning things in a way that you like and enjoy.  
 B Learning things in contact with nature.  
 C Learning things with other children.

### 4 ecology

The discipline which studies the relations between ...

- A man and nature.  
 B nature and town.  
 C animals and the place where they live.

Score: \_\_\_\_ /4

Total score: \_\_\_\_ /20

## Listening comprehension

### Prova 1

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

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

Score: \_\_\_\_ /10

### Prova 2

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

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

Score: \_\_\_\_ /10

## Prova 3

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

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

Score: \_\_\_\_ /10

## Prova 4

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

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

Score: \_\_\_\_ /10

# INVALSI

## Language in use

### Prova 1

#### TASK A

Choose the best answer.

1 A: Is your mother a teacher?

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

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

2 I must ... the dishwasher every day.

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

3 A: I've got a bad cold.

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

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

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

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

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

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

Score: \_\_\_\_ /5

#### TASK B

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

Hi, I'm Mark.

I'm from Manchester and this year I

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

Score: \_\_\_\_ /10

#### TASK C

Complete the sentences with ONE of the expressions below.

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

What do you say to ...

1 ask for help?

.....

2 prohibit something?

.....

3 give advice?

.....

4 order something to eat?

.....

5 make a request?

.....

Score: \_\_\_\_ /5

Total score: \_\_\_\_ /20

## Prova 2

### TASK A

Choose the best answer.

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

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

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

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

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

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

4 Look at these big black clouds, ...

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

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

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

Score: \_\_\_\_ /5

### TASK B

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

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

What do you say ...

1 when you don't like something?

2 when you really like something?

3 to introduce yourself?

4 when you disagree with a friend?

5 when you greet your teacher?

Score: \_\_\_\_ /5

### TASK C

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

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

Score: \_\_\_\_ /5

### TASK D

Put the dialogue in the correct order.

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

Score: \_\_\_\_ /5

Total score: \_\_\_\_ /20

# Rosa Parks



## KEY WORDS

**Civil rights:** the rights of citizens to political and social freedom and equality.

**NAACP (National Association for the Advancement of Colored People):** established in 1909, it is America's oldest and largest civil rights organisation.

**Segregation:** the separation by law of different racial groups.



## Early life

Rosa Louise McCauley was born on February 4, 1913, in Tuskegee, Alabama. Both her maternal grandparents were ex-slaves and strong **advocates**<sup>1</sup> for racial equality. She attended a segregated, one-room school in Pine Level, Alabama, where one teacher was responsible for about 50 students. Black students had to walk to school, while the city of Pine Level provided bus transportation and a new school building for white students. In 1929, Rosa left school to care for her sick mother. She also began cleaning houses to earn some money.

## Fighting for equal rights

Later she worked as a **seamstress**<sup>2</sup> and became active in the Civil Rights Movement. In 1932, she married Raymond Parks, a barber and an important member of the NAACP, in Montgomery, Alabama. At that time, Rosa also went back to school and finally earned a high school diploma: she was very proud of it!

On December 1, 1955, Rosa sat on the bus after a hard day at work. All the seats were occupied when a white man boarded. The bus driver told Rosa and some other African Americans to stand up. Rosa refused. Soon the police arrived and she was arrested. They accused her of breaking the law and gave her a 10\$ **fine**<sup>3</sup>. She refused to pay. That night a group of African American leaders met and decided to boycott the city buses. It wasn't easy for Black people to stop using buses. Many of them didn't have cars, so they had to walk to work or couldn't go into town to buy things. However, they were united and determined, and the boycott continued for over a year until the US Supreme Court declared that segregation laws in Alabama were unconstitutional.



Rosa Parks arrested





## After the Boycott

In spite of<sup>4</sup> this important change, Rosa received many death threats and some of the civil rights leaders' houses were bombed, including the home of Martin Luther King Jr. In 1957 Rosa and her husband moved to Detroit, Michigan. She continued to attend civil rights meetings and to many African Americans became a symbol of their search for dignity and equality. Today she is still a symbol of freedom, resistance and courage.

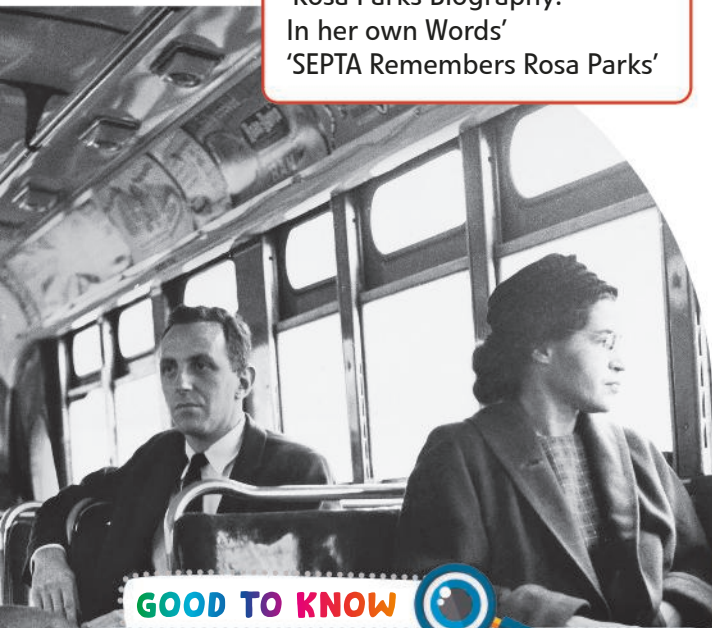


### GLOSSARY

- 1 **advocates** sostenitori
- 2 **seamstress** sarta
- 3 **fine** multa
- 4 **in spite of** nonostante

### YouTube Watch the videos.

'Rosa Parks Biography:  
In her own Words'  
'SEPTA Remembers Rosa Parks'



### GOOD TO KNOW



**Montgomery Bus Boycott:** a civil rights protest during which African Americans refused to ride city buses in Montgomery, Alabama, to protest segregated seating. The boycott took place from December 5, 1955, to December 20, 1956, and is regarded as the first extensive US demonstration against segregation.



Martin Luther King Jr. at the 1963 March on Washington

## ACTIVITIES

### 1 TOWARDS EXAM Read the text and answer the questions.

- 1 Where was Rosa Parks born?
- 2 What was her experience at school like?
- 3 What did she do after leaving school?
- 4 Why did the police arrest Rosa on December 1, 1955?

### 2 Tick T (true) or F (false). Correct the false sentences.

- 1 In the 1950s, most African American people went to work on foot. T F
- 2 After being arrested, Rosa was punished with a 10\$ fine, which she didn't pay. T F
- 3 The main consequence of the boycott was the death of many civil rights leaders. T F
- 4 Because she felt in danger, Rosa left Alabama, but kept fighting for equality. T F

### 3 DEBATE Life skills Discuss and answer the questions. Then, in turns, express your opinions and listen to your classmates' answers.

- ◆ How important is a person's strength of character?
- ◆ How important are money and physical strength?
- ◆ Is education important? Why? Why not?
- ◆ Do you know other examples of people who made change possible? Here are some names: Martin Luther King, Gandhi, Mother Teresa, Nelson Mandela. Go online and search for information about them.

THAT'S  
AMAZING!



# Stand up for your rights!



## WARM UP

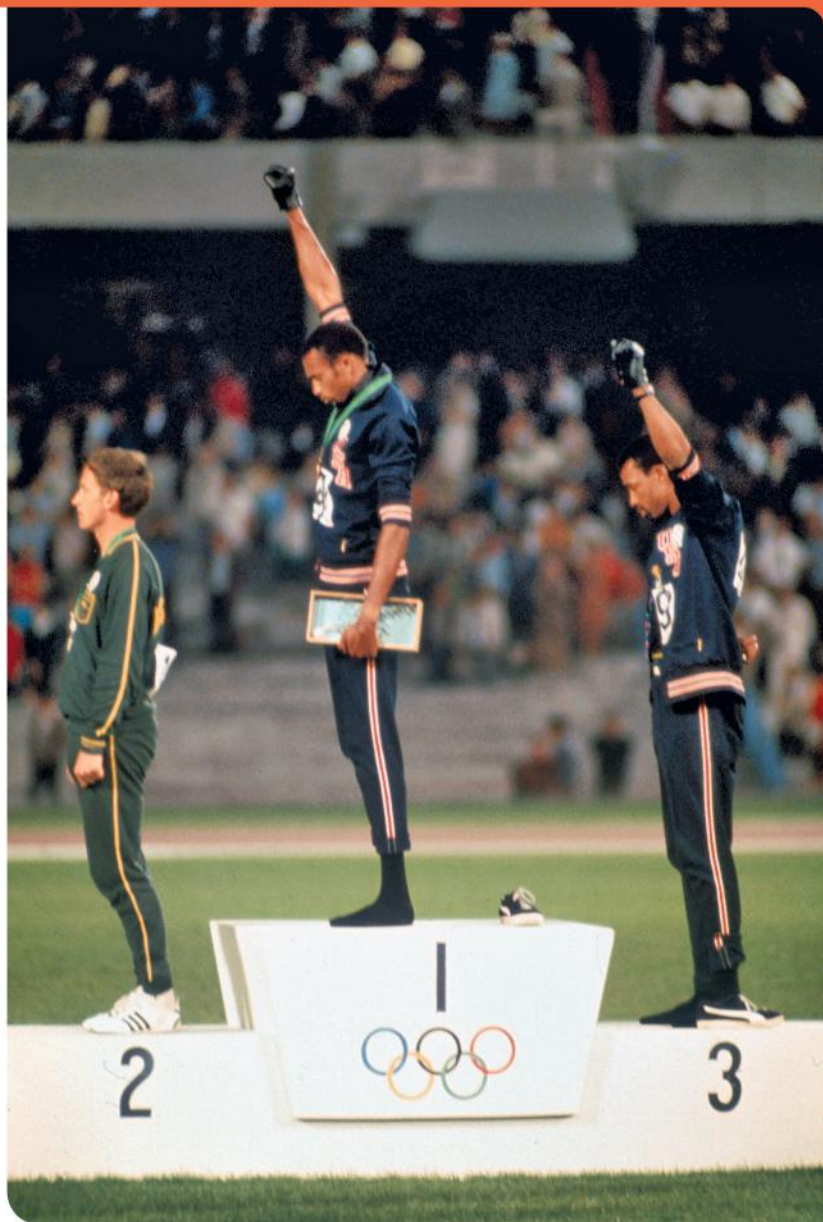
Look at the picture and answer the questions.

- 1 Do you notice anything unusual?  
What is it?
- 2 What do you think is happening?

## Tommie Smith and John Carlos

1968 was an important year for the Civil Rights Movement in America, especially after the murder of Martin Luther King Jr. in April. At the Mexico City Olympics, US athletes Tommie Smith and John Carlos won gold and bronze medals in the 200. On October 16, they mounted the podium wearing a black scarf and a single black glove. As the national **anthem**<sup>1</sup> began, they lowered their heads and raised their fists to protest against racial inequality. They also didn't wear shoes: their black socks represented poverty in the African American community.

The protest became one of the most famous sporting moments of the 20<sup>th</sup> century. 'We are black and we are proud to be black in white America,' said Carlos, but the International Olympic Committee expelled both athletes from the Games.



## Showing solidarity

That night on the podium was also Australian sprinter Peter Norman, who won a silver medal. Norman didn't raise his fist, but in solidarity with Smith and Carlos he wore an 'Olympic Project for Human Rights' badge on his **chest**<sup>2</sup>. When he went back to Australia, Norman suffered hard repercussions from his country. It was a period of strong tensions because of discrimination against Aboriginal people, so he was isolated and excluded forever from professional competitions and never obtained a permanent job.

## Raven Saunders

At the 2021 Tokyo Olympics, US **shot-putter**<sup>3</sup> Raven Saunders won a silver medal. During the competition she wore a Hulk mask and had purple and green hair. Later, on the podium, she raised her arms above her head in an X, as a sign of protest. Saunders said later that the X represents 'the intersection of where all people who are oppressed meet'. After her victory, she said that she really cares for freedom and equality and that her gesture was her personal way of showing it. When a journalist asked what her final mission was, she replied: 'To be me. To not apologise. To show younger people that [...], you can be you and you can accept it.'



### GLOSSARY

- 1 **anthem** inno nazionale
- 2 **chest** petto
- 3 **shot-putter** lancia-trice del peso

## ACTIVITIES

**1 TOWARDS EXAM** Read the text on page 66 and answer the questions.

- 1 Why was 1968 important in America?
- 2 Who were Tommie Smith and John Carlos?
- 3 What did they do after winning a medal?
- 4 Who was Peter Norman?
- 5 Did he show disagreement with Smith and Carlos? How did he behave on the podium?
- 6 Were there any consequences for the three winners?

**2 TOWARDS EXAM** Read the text about Raven Saunders and answer the questions.

- 1 Who is Raven Saunders?
- 2 Where is she from?
- 3 What does her protest gesture mean?
- 4 What is her final mission?



**3 REAL-LIFE TASK**  **Life skills** Work in pairs.

**Look for information about one of the athletes listed below and prepare an oral presentation.**

Report to your class who they are/were and what iconic protest gesture or fact they are famous for. The dates in brackets are there to help you.

- ◆ Muhammad Ali (1967)
- ◆ Henry Longa and Andy Flower (2003)
- ◆ Feyisa Lilesa (2016)
- ◆ Colin Kaepernick (2016)
- ◆ Gwendolyn Berry (2019)

# San Francisco

11 SUSTAINABLE CITIES AND COMMUNITIES



## KEY WORDS

**Beat Generation:** a movement of young people in the 1950s and early 1960s who rejected conventional society, in favour of self-expression and modern jazz.

**Hippy:** a person who doesn't conform to conventional standards, often having long hair and wearing informal clothes.

**Silicon Valley:** a centre of technological innovation located in the South San Francisco Bay Area. Some of the companies in the region include Apple, Google and Meta.

The Golden Gate Bridge

San Francisco is located in Northern California and is one of the most beautiful cities in the US. It is famous for the Golden Gate Bridge, Victorian homes, cable cars, Alcatraz and many fascinating neighbourhoods: the Mission, Chinatown, North Beach, Haight-Ashbury, Nob Hill, and many more.

San Francisco Victorian houses



## History

Native Americans known as Ohlone or Costanoan were the first inhabitants of the San Francisco peninsula. Their life dramatically changed in 1776, when Spanish colonists established a Franciscan mission and a military settlement there. In that year the city was founded and for a short time during the mid-19<sup>th</sup> century it was part of Mexico. The United States conquered Mexico during the Mexican-American War (1846-1848), so the province of Alta California, including San Francisco, became part of the country. When gold was found in California during the late 1840s, thousands of people moved there searching for it. The **Gold Rush**<sup>1</sup> quickly transformed San Francisco from a city with a population of about 1,000 residents into a **bustling**<sup>2</sup> town: by 1850, San Francisco's population was 25,000.

On April 18, 1906 a great earthquake destroyed most of the city, killing about 3,000 people, but rebuilding was completed in less than ten years. In the 1950s and throughout the 1960s and the 1970s, San Francisco was home to the Beat Generation and the hippie movement. The city became famous all over the world as the heart of environmental, gay and women's rights activism. With a population of about 880,000, today San Francisco is an important centre of finance and technology.

# Must-sees



San Francisco is famous for many different landmarks. Let's explore some of them.



43

■ Along the city's waterfront is <sup>(1)</sup> ....., known for its seafood restaurants and street performers. From **Pier**<sup>3</sup> 39, where beloved sea lions live, you can take a cruise around the Bay.

**YouTube** Watch the video. 'San Francisco in 4K'

■ The <sup>(2)</sup> ..... is one of the largest bridges in the world. As you cross the 2,700m bridge below the famous orange towers, you'll enjoy amazing views of the Bay.

■ The <sup>(3)</sup> ..... was designed to go up and down the city's **steep**<sup>4</sup> hills. By 1890 there was a network of over 150km. Today there are only three lines left with a total of 20km. They are in service mainly as a tourist attraction.

■ <sup>(4)</sup> ..... lies in San Francisco Bay about 2km from the coast. From 1934 to 1963, it was a federal prison, which housed some of America's most wanted criminals, including Al Capone.

## GLOSSARY

- |                                    |                       |
|------------------------------------|-----------------------|
| 1 <b>Gold Rush</b> corsa all'oro   | 3 <b>pier</b> molo    |
| 2 <b>bustling</b> dinamica, vivace | 4 <b>steep</b> ripide |

## GOOD TO KNOW



Levi Strauss invented denim jeans in San Francisco for the Gold Rush miners who needed durable and comfortable clothing.

San Francisco cable car with Alcatraz Island



## ACTIVITIES

1 Read the text 'History' and put the following sentences in chronological order.

- California became part of the United States.
- A big earthquake hit San Francisco.
- The Gold Rush brought a lot of people to California.
- The Spanish settled in the San Francisco peninsula.
- The city was home to movements and ideas that changed the world.

2 045 Complete the text 'Must-sees' with the names of the places. Then listen and check.

- cable car • Fisherman's Wharf • Golden Gate Bridge • Alcatraz Island

THAT'S  
AMAZING!



# SAN FRANCISCO'S ECO-REVOLUTION

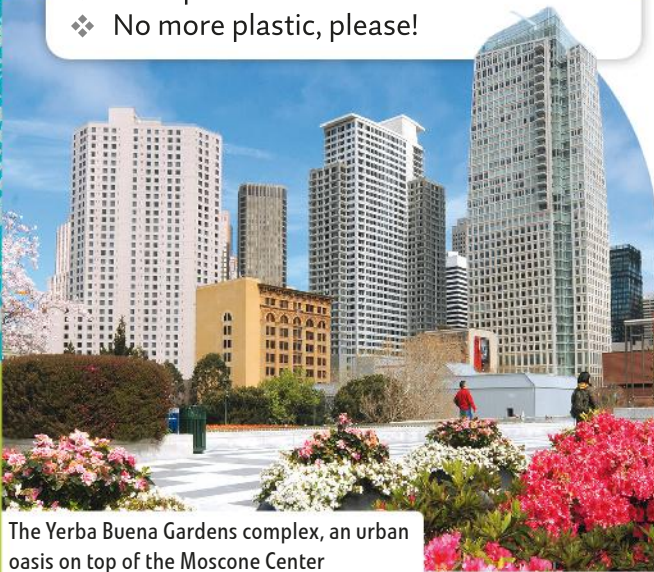


San Francisco is one of  
the greenest cities in North America.  
Let's see why.

## WARM UP

Look at the pictures and write the  
missing titles.

- ❖ Eat locally, go organic!
- ❖ Transportation
- ❖ No more plastic, please!



The Yerba Buena Gardens complex, an urban  
oasis on top of the Moscone Center

## 2 Solar power

The Moscone Convention Center's roof has the largest **municipally owned**<sup>3</sup> solar power installation in the USA. This solar power system reduces smog, acid rain and global warming. Each year, the solar power generated by the system reduces carbon dioxide emissions by 35,000 tons (the equivalent of not driving 7,000 cars). Similarly, Oracle Park, home to the San Francisco Giants, is one of the most sustainable stadiums in the US and, in 2007, was the first **major league**<sup>4</sup> baseball stadium to install solar panels.

## 1

In 2007 it was the first US city to prohibit the use of plastic bags and to promote the use of reusable **tote bags**<sup>1</sup> and of those made from recycled materials. The city also does not allow the sale of plastic water bottles. As a result, San Francisco has reduced the amount of waste going to **landfills**<sup>2</sup> each year by over 1.6 million tons. Just think, that's equivalent to half the weight of the Golden Gate Bridge!



## 3

In San Francisco more than 5,000 businesses buy great quantities of fresh food to meet the demand of green customers. Important decisions about what food to buy are made at schools, stores, the city hospitals and so on. The use of locally grown, organic products has many benefits. For example, it reduces the energy used to transport food and is much better for your health.



4 .....

San Francisco is also one of the five American cities with the lowest amount of residents who go to work by car and one of the five most bicycle-friendly. Moreover, San Francisco's network of fuel-efficient buses, metro trains, historic **streetcars**<sup>5</sup> and iconic cable cars covers all corners of the city. They are all cheap, safe, convenient and environmentally friendly.


- GLOSSARY**
- 1 **tote bags** borse a tracolla
  - 2 **landfills** discariche
  - 3 **municipally owned** di proprietà del comune
  - 4 **major league** serie A
  - 5 **streetcars** tram

5 **Recycling and composting** .....

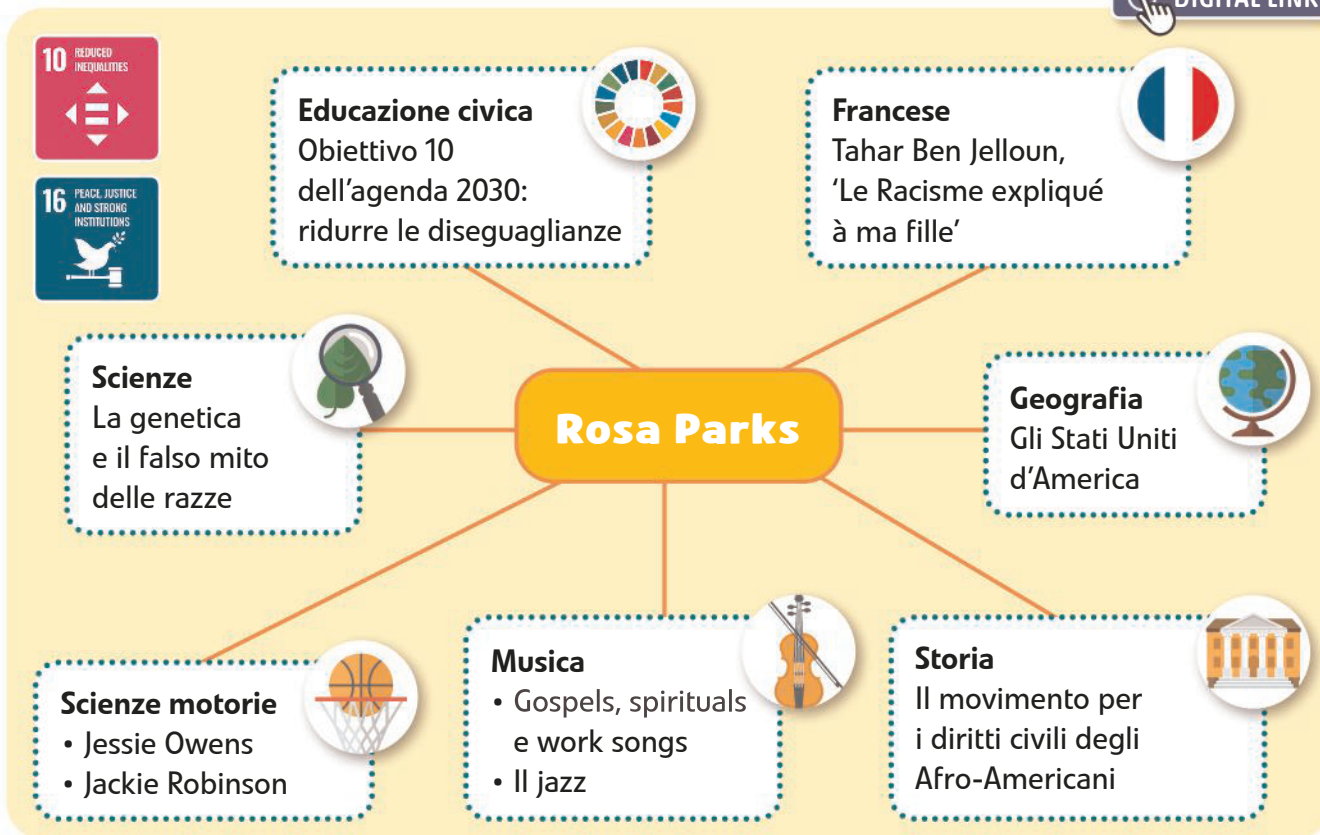
In 2009, San Francisco made recycling and composting a requirement for all. All of the city's recyclables are brought to Moscone Convention Center's roof, which processes 40 to 45 tons of materials per hour. Similar materials, such as paper, metals and plastic are placed together and sent to recycling plants. As for the compost, all of the city's waste are brought to Jepson Prairie Organics in Vacaville, about 90km north-east of San Francisco. Here, compostables become fertiliser which is sold to vineyards in wine country and nut growers in the Central Valley.



ACTIVITIES

- 1 **VOCABULARY** Look up the Italian translation of the following words or expressions and write it down.
  - 1 waste .....
  - 2 global warming .....
  - 3 carbon dioxide .....
  - 4 organic (adj.) .....
  - 5 fuel-efficient (adj.) .....
- 2 **TOWARDS EXAM** Read the text and answer the questions.
  - 1 When did San Francisco start a 'war' against plastic?
  - 2 What do the Moscone Convention Center and Oracle Park have in common?
  - 3 Why is buying locally-grown and organic food a good thing?
  - 4 What are some popular means of transport in San Francisco?
  - 5 Who buys compost made from food waste?
- 3 **REAL-LIFE TASK**  **Life skills** You have just been elected mayor of your town. Write down your plan to make it a greener place to live in.

 DIGITAL LINK



 DIGITAL LINK

