



Esame di Stato al termine del primo ciclo di istruzione

Prova scritta di lingua inglese

La prova scritta di lingua inglese accerta le competenze di comprensione e produzione scritta riconducibili al livello A2 del Quadro comune europeo di riferimento per le lingue del Consiglio d'Europa.

Le tipologie delle prove sono:

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

N.B. La traccia può contenere una di queste tipologie o essere una combinazione di esse.

Contents

- Reading comprehension
- Completing a text and re-ordering a text
- Transforming a text and re-writing a text
- Dialogues
- Informal letter and email writing
- Summary
- Oral presentation (Personal topic / Cultural topic)

Reading comprehension

Tips



Questionario

Leggi il titolo ed eventuali sottotitoli, osserva le immagini, fai attenzione alle parole in corsivo o in grassetto e cerca di fare ipotesi sul contenuto del brano.

Leggi rapidamente il brano per avere un'idea generale del contenuto.

Leggi le domande e accertati di averle capite.

Rileggi il brano attentamente, cerca le informazioni richieste e concentrati sulle parti del brano a cui si riferiscono le domande. Sottolinea le parole chiave e le parti che possono aiutarti nella formulazione delle risposte.

Cerca di recuperare il significato di parole sconosciute, o con diversi significati, basandoti sul contesto. Usa il dizionario bilingue solo se necessario.

Ricordati che le risposte sono nel testo e devi solo fornire l'informazione richiesta.

N.B. Il testo non sempre fornisce in forma esplicita tutte le informazioni necessarie per essere compreso. In questi casi è necessario fare inferenze.

Presta attenzione alle domande: le domande che iniziano con una wh word (Who, What, When Where, etc.) richiedono una risposta precisa. Invece quelle che iniziano con una forma verbale richiedono Yes o No seguiti da una risposta breve o completa.

Presta attenzione all'uso dei tempi verbali: il tempo verbale delle risposte deve essere uguale a quello delle domande.

Ricordati che il questionario può contenere anche un paio di domande personali relative alla tua opinione sull'argomento del testo.

Ricordati che la costruzione della frase è: soggetto, che va sempre espresso, verbo e complemento. Prima di consegnare l'elaborato, **controlla** che ogni risposta sia appropriata e completa, e che la grammatica, la sintassi e l'ortografia siano corrette.

Vero / Falso

Leggi le affermazioni per cercare di capire quali informazioni ti vengono richieste.

Leggi attentamente il brano.

Rileggi le affermazioni.

Individua nel brano la parte che corrisponde ad ogni affermazione.

Correggi le frasi false riportando la frase per intero.

Scelta multipla

Leggi le domande per capire su quali punti ti devi focalizzare. **Non leggere** le opzioni di risposta.

Leggi attentamente il brano.

Leggi la domanda con attenzione, sottolinea le parole chiave e formula la tua ipotesi di risposta.

Leggi le opzioni e vedi qual è la più simile alla tua.

Esamina sempre le risposte che sono distanti da tutte le altre ed eliminale perché sono sbagliate.

Evidenzia nelle opzioni parole come never, not, only, but, except, etc. e assicurati di tenerne conto nella scelta della risposta.

Procedi per esclusione.

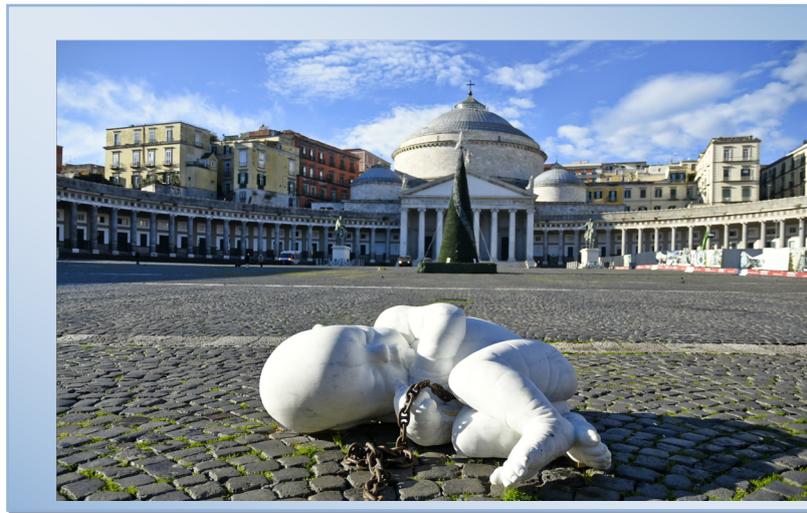
Elimina l'opzione banale e non connessa col testo.

Presta attenzione quando due opzioni sono molto simili o differiscono per una sola parola perché una delle due opzioni potrebbe essere quella corretta.

Riformula la domanda a parole tue rispettando il significato originale della domanda.

Se sei indeciso sulla scelta della risposta, **non bloccarti** – **esamina** la domanda successiva e ritornaci in un secondo momento. **Non modificare** continuamente la scelta della risposta.

Child labour in Naples



Child labour is a fact of life¹ in Naples. Children from poor districts leave school at an early age because they need to find jobs to support their families financially. They work up to 10 hours a day for a very low wage². They find jobs on market stalls or in grocery shops, cafés, garages, little leather workshops, or they beg for money on the street. In the worst cases they are recruited by local organised criminal groups who use them in illicit activities.

Giovanni is 12 and works in a grocery shop in Montecalvario, one of the most densely populated areas in the city centre. He works six days a week. He starts work at 8. o'clock in the morning. At 2.00 p.m. he has a two-hour lunch break and finishes at 8 p.m. He is a shop assistant and stocks shelves, cleans the shop and delivers³ shopping to customers in the neighbourhood. He earns 1.50 euros an hour in cash.

Giovanni lives with his mother and younger brother in a very small flat in Montecalvario. His father died last year after a serious illness. He always had low-paid temporary jobs like his wife. They received no help from the local authorities.

Giovanni's mother says that her son wanted to become a teacher but, when her husband became ill and died, she decided not to send Giovanni to school because she needed him to work in order to support the family. She only brought home 180 euros a week by doing cleaning jobs in her neighbourhood.

In Naples, thousands of children like Giovanni are forced to work long hours in the black economy in order to provide food and financial support for their families. The city's school dropout rate⁴ is 20 per cent higher than the national average⁵ and twice the European average. In addition to this, Naples is one of the Italian cities (if not the first) with the highest number of families in economic difficulty.

The year 2020, which was the worst year of the COVID-19 pandemic, saw Italian students leaving school⁶ in high numbers because of long school closures, particularly in the Campania region. In the following years the government invested a considerable amount of money to combat educational poverty in disadvantaged areas and to improve learning outcomes⁷. But these measures may produce mediocre results unless the government significantly increases its financial investments in social programmes⁸, ensures⁹ strong social protection for families in difficulty, and

Glossary

1. dato di fatto
2. paga bassissima
3. consegna
4. il tasso di abbandono scolastico
5. media nazionale
6. abbandonare la scuola
7. migliorare i risultati dell'apprendimento
8. programmi di protezione sociale
9. garantisce, assicura
10. politiche sociali poco lungimiranti
11. trascurati
12. vengono loro negati

promotes job creation opportunities. At present, tens of thousands of children like Giovanni continue to suffer the negative consequences of short-sighted welfare policies¹⁰. They remain unprotected and neglected,¹¹ in short, they are denied¹² their basic rights.

1) Answer the following questions.

1. Why do children from poor districts of Naples leave school at an early age?
2. How many hours a day do they work?
3. Where do they find jobs?
4. Can they be recruited by local organised criminal groups?
5. How old is Giovanni?
6. Where does he work?
7. How many days a week does he work?
8. What does Giovanni do exactly?
9. Who does Giovanni live with?
10. Who had low-paid temporary jobs?

2) Say if these sentences are True (**T**) or False (**F**). Correct the false ones.

- | | | |
|---|--------------------------------------|--------------------------------------|
| 1. Giovanni's mother says that her son wanted to become a football player. | T
<input type="checkbox"/> | F
<input type="checkbox"/> |
| 2. When Giovanni's dad died, his mother decided not to send Giovanni to school because she needed him to work in order to support the family. | T
<input type="checkbox"/> | F
<input type="checkbox"/> |
| 3. In Naples, not many children like Giovanni work long hours in the black economy. | T
<input type="checkbox"/> | F
<input type="checkbox"/> |
| 4. In Naples, the school dropout rate is 2 per cent lower than the national and the European average. | T
<input type="checkbox"/> | F
<input type="checkbox"/> |
| 5. Naples is one of the Italian cities with the highest number of wealthy families. | T
<input type="checkbox"/> | F
<input type="checkbox"/> |
| 6. In 2020, many students left school because of long school closures due to the pandemic. | T
<input type="checkbox"/> | F
<input type="checkbox"/> |
| 7. After 2020, the government didn't invest money to combat educational poverty in disadvantaged areas. | T
<input type="checkbox"/> | F
<input type="checkbox"/> |
| 8. At present, tens of thousands of children like Giovanni remain unprotected and neglected. | T
<input type="checkbox"/> | F
<input type="checkbox"/> |

The Story of London



The Romans invaded England in 43 A.D. They landed in Kent and marched west towards a strategic location near the river Thames. Here, they constructed houses, and other buildings, and roads. They called the settlement Londinium.

By 200 A.D., Londinium became a dense settlement and a strategic port. The Romans built a wall around the town to protect it from invasions. Parts of the wall survive today at the Barbican and Tower Hill.

When the Romans left London (410 A.D.), Anglo-Saxons settled in the area around Londinium. They called it Lundenwic (London trading town). Then, in the 9th century the Vikings attacked the city. Their inconsistent attacks continued over the following 200 years and severely damaged London.

In 1066, William the Conqueror of Normandy became king of England. He built fortresses to protect and control London. The most important of these was the Tower of London. For the next 300 years, London became the centre of a bitter fight for power. The protagonists were the Church, the Crown, the merchant classes, and the nobility.

By the 17th century, London became the centre of trade and one of the greatest cities in Europe. It attracted European businessmen and refugees. In the 16th, 17th and 18th centuries, people from West Africa and the Caribbean arrived in London as slaves and servants. London was also the place where theatres were very popular. Playwrights such as William Shakespeare performed their plays in theatres like the Globe.

London was also dirty and full of diseases. From the 14th to the 18th centuries, it experienced outbreaks of bubonic plague. The Great Plague of 1665 killed some 70,000 people. A year later the Great Fire destroyed most of London as buildings were made of wood. The city was rebuilt in brick and stone.

The Industrial Revolution and the growth of the British Empire in the 19th century brought many more people to London because it was the centre of world trade and the capital of a large and powerful Empire. By 1890, 4 million people lived in the city.

In 1915, during World War I, the first German air raid hit the city. Almost 700 people were killed. During World War II, London was intensively bombed by Nazi-Germany. The air raids killed almost 35,000 people and injured 50,000 civilians. Much of the city's buildings, docks, industrial, residential, and commercial districts were destroyed. About 700,000 children were evacuated to less dangerous places.

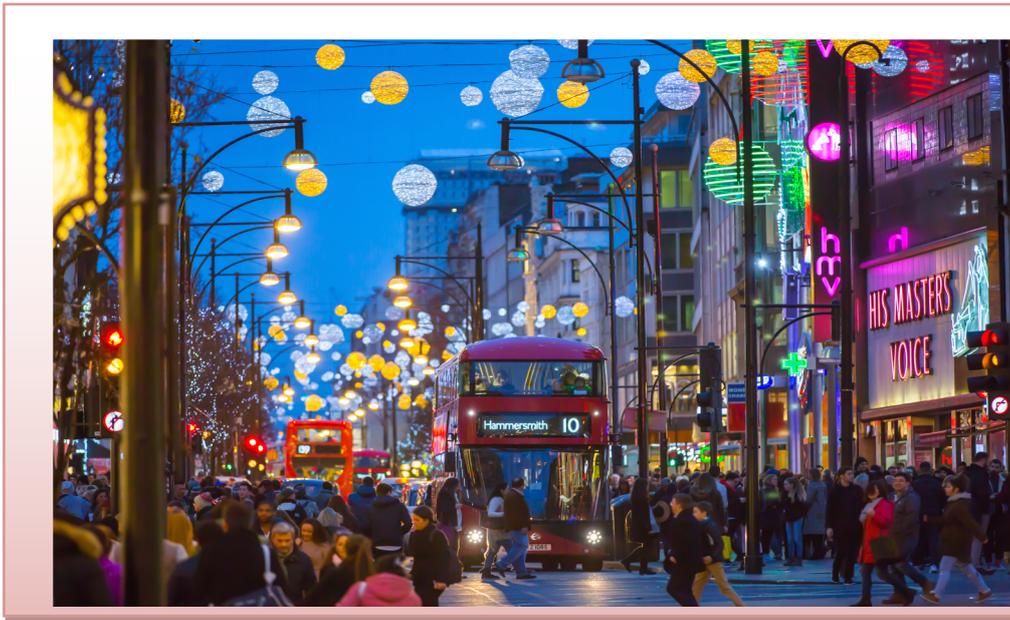
When the war ended, reconstruction went ahead rapidly and many immigrants from Europe and the UK's ex colonies came to live and work in London. London hosted important events such as the Olympic Games (1948), the Festival of Britain (1951), and the World Cup Final (1966) – just to name a few. Over the past 50 years, London has undergone major transformations to become the city we know today: a global capital of ideas, creativity and pop culture, a very important financial and business centre, and a visitor-friendly cosmopolitan and beautiful metropolis with lots to do and see.

1) Choose the correct answer.

1. The story of London as a town begins with the Romans because ...
 - A in 43 A.D. they invaded England and built a settlement called Londinium in a strategic location near the river Thames.
 - B in 43 A.D. they invaded England and built a settlement called Londinium in Kent.
 - C in 43 A.D. they invaded England and built a settlement called Londinium in the West Kent area.
2. When the Romans abandoned London, Anglo-Saxons ...
 - A settled in Londinium which they called Lundenwic.
 - B settled in an area very far from Londinium which they called Lundenwic.
 - C settled in the area around Londinium which they called Lundenwic.
3. In the 9th century, Vikings ...
 - A conquered London and made it their home for 200 years.
 - B conquered London, but never settled permanently.
 - C attacked London and their raids continued over the following 200 years.
4. William the Conqueror built the Tower of London because he ...
 - A liked defensive structures.
 - B wanted to protect and control London.
 - C wanted to get a good view of London.
5. The next 300 years saw London at the centre of a bitter fight for power. The protagonists were ...
 - A the merchant classes and the Church.
 - B the Church, the Crown, the merchant classes, and the nobility.
 - C the Crown and the Church.
6. In the 17th century, European businessmen and refugees came to London because ...
 - A it was the centre of trade and one of the greatest cities in Europe.
 - B it was the centre of trade and the greatest cultural city in Europe.
 - C it had many theatres but they weren't popular.

7. From the 14th to the 18th centuries, London experienced outbreaks of bubonic plague because ...
- A it was overpopulated.
 - B it was dirty and full of diseases.
 - C it was dirty.
8. In the 19th century, London was a very important city because ...
- A it was the centre of world trade and the capital of a powerful Empire.
 - B it had many inhabitants.
 - C it was a world of extreme wealth and poverty.
9. During World War I, the first German air raid hit the city ...
- A in 1917.
 - B in 1916.
 - C in 1915.
10. During World War II, ...
- A London was heavily bombed by Nazi-Germany but did not suffer much destruction.
 - B the German bombing raids had a devastating impact on London and Londoners.
 - C London was not bombed by Nazi-Germany.
11. After the hostilities ceased, ...
- A rapid reconstruction started immediately.
 - B it took a long time to recover from the war.
 - C reconstruction was not a priority.

Christmas



Christmas is the biggest and most important festival in the UK. Streets are decorated with lights and Christmas trees; bands play carols and churches organise special services. Shops are busy with people buying gifts and cards¹ for members of their family, relatives, and friends.

Houses are decorated with coloured paper, lights, holly², ivy³, mistletoe⁴, Christmas trees and other decorations. People usually put presents under the Christmas tree.

On Christmas Eve children hang Christmas stockings at the end of their bed so that Father Christmas or Santa Claus can fill them with sweets and presents. At night, many people go to church to celebrate the birth of Christ.

On Christmas Day, children open their stockings and presents, and play games. Many families prepare the Christmas dinner and then go to church.

Early in the afternoon, families gather⁵ for the traditional Christmas dinner. They pull Christmas crackers⁶ which contain paper hats and a small present. After dinner people exchange presents. At three o'clock families watch the King's Christmas message on television and then play games or just chat and relax.

The Christmas dinner menu can vary from region to region, but the basic menu includes stuffed roast turkey, sausages, roast potatoes, Brussel sprouts and other vegetables, cranberry sauce, and gravy. The typical dessert is the Christmas pudding, a sweet dish made of dried fruit, spices, and flour, served with a brandy sauce. Inside the pudding, there is a coin which brings good luck to the person who finds it. People also enjoy mince pies⁷ and fruit cakes.

The 26th December is called Boxing Day because it was the day when churches opened boxes containing money, food and other donations and distributed them to the poor.

On Boxing Day, most people relax, visit friends and relatives, watch a live sporting event on TV or spend long hours queuing outside shops where sales⁸ are on.

Glossary

1. biglietti di auguri natalizi
2. agrifoglio
3. edera
4. vischio
5. si riuniscono
6. sono piccoli tubi di cartoncino avvolti in carta colorata. Essi vengono aperti da due persone che tirano contemporaneamente i due lembi. Dal suono onomatopeico dello strappo nasce il loro nome. Il tubo si rompe con un crac e il suo contenuto (piccoli gadget o regalini) viene vinto dalla persona che ha tra le mani la maggior parte del tubo di cartoncino. In ogni confezione ci sono anche una corona di carta e un biglietto con una barzelletta o un indovinello.
7. tortine di pastafrolla ripiene di uvetta, frutta candita e spezie
8. saldi

1) Read these sentences and say if they are True (**T**) or False (**F**). Correct the false ones.

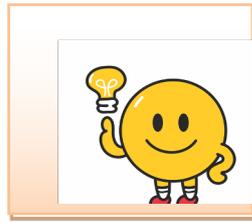
- | | | |
|---|----------|----------|
| 1. Christmas is the biggest and most important festival in the UK. | T | F |
| 2. Streets aren't decorated with lights and Christmas trees. | T | F |
| 3. Shops are busy. | T | F |
| 4. Houses are decorated with Easter decorations. | T | F |
| 5. On Christmas Day, children hang stockings at the end of their bed. | T | F |
| 6. On the night of Christmas Eve, many families stay at home and pray. | T | F |
| 7. On Christmas Day, children open their stockings and presents. | T | F |
| 8. Families have their traditional Christmas dinner early in the morning. | T | F |
| 9. Before dinner, people exchange presents. | T | F |
| 10. At three o'clock families watch films on TV. | T | F |

2) Answer these questions.

1. What does the basic Christmas menu include?
2. Name the typical Christmas dessert.
3. What is inside a Christmas pudding?
4. Are mince pies and fruit cakes eaten at Christmas?
5. Why is the 26th of December called Boxing Day?
6. What do people do on Boxing Day?
7. Is Christmas an important holiday in Italy?
8. How do you celebrate Christmas Day?

Completing a text

Tips



Completamento del testo. Scegliere tra un elenco di parole quelle giuste

Leggi le parole estrapolate dal testo.

Leggi attentamente il brano.

Ogni volta che trovi uno spazio da riempire, **cerca** di capire se la parola da inserire è un aggettivo, una preposizione, un verbo, un pronome, ecc.

Presta attenzione alla punteggiatura e alle parole che precedono e seguono lo spazio da riempire.

Inserisci la parola estrapolata e controlla che la frase dove hai inserito la parola abbia senso e sia corretta dal punto di vista grammaticale.

Se sei indeciso sulla scelta della parola corretta, **non bloccarti** – passa allo spazio successivo. Puoi ritornarci in un secondo momento.

Quando hai completato l'esercizio, **rileggi** il testo e **controlla** che abbia senso e sia corretto dal punto di vista grammaticale.

Completamento del testo. Scegliere l'opzione di risposta corretta

Leggi velocemente il brano e cerca di capire il senso globale. Non leggere le opzioni di risposta!

Rileggi le frasi con gli spazi da riempire e cerca di capire quali potrebbero essere le parole mancanti.

Leggi le opzioni di risposta, cerca di capire la differenza tra loro ed elimina quelle sbagliate.

Leggi la frase con l'opzione di risposta che hai selezionato ed assicurati che abbia senso e sia corretta dal punto di vista grammaticale.

Rileggi attentamente il testo con le opzioni di risposta che hai selezionato ed accertati che sia corretto.

1) Complete the text “*Internet: two outstanding people*” with the missing words. There are two words you do not need.

and new computer in wife year information the use awards scientists



Vint Cerf and Bob Kahn are American computer who are considered the fathers of the Internet.

The Internet started the years of the Cold War when President Eisenhower formed ARPA (the Advanced Research Projects Agency) in 1958. The aim was to gain complete military technological superiority over Soviet Union. Among the Agency's projects, was one concerning the development of a large-scale computer network.

In 1969, several computers located in different places were connected messages were exchanged among them. The first network computer was born – ARPANET. By the early 1970s, other networks emerged which were incompatible with ARPANET and with each other. What was needed was a universal language that allowed to be passed between computers and different networks.

In 1974, Vint Cerf and Bob Kahn invented a method called the Transmission Control Protocol (TCP) and the Internet Protocol (IP), that is the basic communication protocol that allows different computers to speak the same language and exchange information on networks. This helped the ARPANET evolve into the Internet we today, which became available to the general public only in the early 1990s.

For their significant contributions, Vint Cerf and Bob Kahn have received many, including the U.S. National Medal of Technology, the Internet Hall of Fame, the Presidential Medal of Freedom, and the Turing Award.

Slightly adapted from <https://www.sciencemuseum.org.uk/objects-and-stories/arpamet-internet>

2) Complete the text “*Tim Berners-Lee*” with the correct answer.



Tim Berners-Lee is an English computer scientist who three important inventions in the early 1990s that changed the world of the Internet, making it more widely available. He invented the World Wide Web (WWW or Web), HTML and the first web browser.

The World Wide Web is Internet-based hypermedia system for sharing global information. This made it easier for to communicate and work together over computer networks. HTML, which is short for HyperText Markup Language, is a computer language web authors. It is used to encode documents for a web browser to read and display in a way that is easy for people to read and A web browser is a software program which reads documents written in HTML and displays the page on the screen in a certain way.

Tim Berners-Lee has changed the dramatically by giving it one of the greatest inventions since the telephone. He has many awards and honours, including the Internet Hall of Fame, the Turing Award, the Golden Plate Award of the American Academy of Achievement, and the Knight Commander of the Order of the British

- | | | | |
|-------------------|--------------|-------------|---------------|
| 1 A has developed | B develops | C developed | D develop |
| 2 A an | B a | C one | D like |
| 3 A men | B girls | C people | D boys |
| 4 A in | B at | C by | D for |
| 5 A understood | B understand | C speak | D understands |
| 6 A world | B town | C village | D city |
| 7 A receive | B received | C receives | D receiver |
| 8 A music | B art | C food | D Empire |

3) Complete the text “*Pancake Day*” with the missing words. There are two words you do not need.

journalists Ages pan villages race today means hand was in



Pancake Day or Shrove Tuesday¹ is the day before Ash Wednesday – the beginning of Lent.² In past centuries, Lent a time of fasting³ and people used to eat up meat on the Monday before Lent, and make pancakes with eggs, flour, and sugar on the Tuesday. By the way, shrove refers to the confessing of sins⁴ made by people in the Middle before Lent began. Shrove comes from the Old English word “shrive” which “to confess”. On Pancake Day there is an annual event in many British cities, towns and known as a Pancake Race. The participants run for about 400 metres with a frying while tossing⁵ their pancake in the air three times and trying to catch it in their frying pan. The most famous pancake is in the town of Olney where, according to tradition, in 1445 a woman was making pancakes when the bell of the local church rang for confession. She didn’t have time to get changed and ran to the church in her apron with a frying pan in her Another famous pancake race is *Rehab Parliamentary Pancake Race* which is on the morning of Shrove Tuesday in London, near the Houses of Parliament. It is a competition between a team of Members of Parliament and a team of The aim of the race is to collect money for the charity Rehab.

Glossary

1. Martedì Grasso
2. Mercoledì delle Ceneri, l’inizio della Quaresima
3. digiuno
4. peccati
5. lanciano

4) Complete the text "*Australia: a short history*" with the correct answer.



A multicultural country

Australia is one of the world's most multicultural countries with its 280 ethnic groups, many religions, and languages. Indigenous Australians, who represent 2.8 per cent of the total population, speak over 150 languages but is the national language of the country.

The traditional inhabitants of Australia

The traditional inhabitants of the land are Aboriginal peoples, who arrived from Asia over 50,000 years ago, and Torres Strait Islander peoples, who first settled on islands north of Australia about 10,000 years ago. They from Melanesia. Indigenous Australians lived in different tribes with their own languages, laws, beliefs, and traditions. Some were hunters and gatherers¹ and constantly moved around the territory; others were farmers and lived in permanent villages. peoples adapted to changeable ecological and climatic conditions.

The British colonisation of Australia

Between the 16th and 17th centuries, Portuguese, Spanish and Dutch navigators mapped parts of Australia. In 1770, the explorer and navigator Captain James Cook discovered the southeastern coast of Australia and named it New South Wales. In 1788, British colonisation of Australia began with the arrival of the first colonists. Most settlers² were sent to live in Australia as a punishment. The colonists brought with them farm livestock³ but also diseases, including typhoid, smallpox⁴, influenza and measles⁵, which severely hit the indigenous population. The colonists took large areas of land and water resources by force, killing numerous indigenous tribes and destroying their way of life. In the 1850s, gold was found in the south of the country. Hundreds of thousands of people from many parts of the came to Australia. By 1859, six British colonies existed and the indigenous Australians were forced to live on reserves in very poor conditions. They were discriminated against and were not considered citizens. By the early 1880s, the British colonised all the fertile lands and Australians continued to experience violence and discrimination. In order to assimilate indigenous children into Australian society, the Government forcibly removed from their families and sent them to white families, or government and church institutions.

Australia-UK relations

In 1901, the six British colonies came together to form the federal Commonwealth of Australia and states. Australia was now a nation and continued to maintain ties with the UK and to be loyal to the British Empire. It was a parliamentary democracy and a constitutional monarchy with the British monarch as Head of State, represented locally by a Governor-General. In 1931, the Statute of Westminster established Australia as an independent state, free from British control but still with the British monarch as Head of State. Australia remained within the British Commonwealth of Nations as an equal partner of the United and only adopted the Statute of Westminster in 1942. In 1986, the Australia Act made Australia fully independent of the UK but maintained its constitutional monarchy status with the British monarch as Head of State. In the 1999 Australian republic referendum, 55 per cent of people voted against the proposal to abolish the

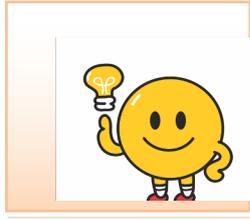
Glossary

1. cacciatori e raccoglitori
2. coloni
3. animali da fattoria
4. vaiolo
5. morbillo

- | | | | |
|----------------|---------------|-------------|-----------------|
| 1 A French | B Spanish | C English | D Italian |
| 2 A came | B come | C lived | D live |
| 3 A They | B These | C This | D Them |
| 4 A doctors | B politicians | C criminals | D journalists |
| 5 A country | B village | C area | D world |
| 6 A indigenous | B many | C some | D the |
| 7 A people | B women | C children | D men |
| 8 A became | B becomes | C become | D didn't become |
| 9 A Nations | B Kingdom | C States | D Countries |
| 10 A Republic | B State | C Democracy | D Monarchy |

Re-ordering a text

Tips



Testo da riordinare

- **Leggi** il testo con attenzione.
- **Presta attenzione** alle frasi o ai paragrafi.
- **Osserva** bene le parole iniziali.
- **Osserva** bene i tempi verbali e i connettori temporali che ti aiuteranno a capire la sequenza delle frasi o dei paragrafi.

- 1) Luigi writes his first letter to an English pen friend. He got his name and address from the Unity Club Association. Put the parts of the letter in the correct order.



Dear Tim,

- Well, that's all for now. I really hope to hear from you soon.
- My main interests are pop music and sport. I play the guitar and I want to form a band with some friends from my school. My favourite singer is Adele. She's amazing!
- How are you? I got your name and address from the Unity Club Association and I'd like to become your pen friend.

What about you? What sort of things are you interested in? Do you like football? Do you play any sports?

Luigi is my first name and Alicolfi is my surname. I'm 12 years old and I come from Naples, a lovely city in the south of Italy. I live with my parents and my sister Rosa, who is 15.

All the best,
Luigi

I also play tennis and football and *Napoli* is my favourite team. When *Napoli* plays at home, my dad and I often go to the stadium to watch the match.

Transforming a text

Tips



Trasformazione di un testo

- **Leggi** attentamente la consegna.
- **Riscrivi** il testo e cambia i tempi verbali.
- **Modifica** anche gli altri elementi, p.es. i pronomi personali, gli aggettivi possessivi, ecc.
- **Usa** le espressioni di tempo per illustrare l'ordine degli eventi.

- 1) Read the text about Peter's typical school day. Then rewrite the text using the third person and past tenses.



I usually get up at 7 in the morning. First, I have a shower then I get dressed and have breakfast with my parents. At 8.20 my dad drives me to school. School starts at 8.40 a.m. with registration. After registration, there is Assembly during which we listen to the school principal's message for the day and then sing. Lessons start at 9 o'clock and are in different rooms. At 11 o'clock we have a 15-minute break. During the break we have a snack and play outdoor games or listen to music.

From 12.15 to 1.30 p.m., we have a long break for lunch and some activities. Many students have lunch in the school canteen. Others bring their own packed lunch from home. Some students go home for their lunch and return to school after their meal. I have lunch in the school canteen because I like being with my classmates.

Afternoon lessons begin at 1.30 p.m. and finish at 3.30 p.m. when we go home. At 4.30 I go to the gym. After the gym, I go home and do my homework. At about 7 in the evening I have dinner with my family. After that I watch TV and finally I go to bed at 10 o'clock.

Re-writing a text

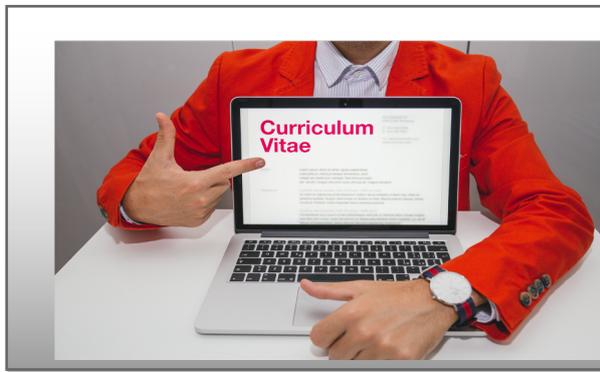
Tips



Riscrittura di un testo

- **Leggi** con attenzione il testo.
- **Usa** la terza persona singolare e parole come *and*, *but*, *so*, ecc. per collegare le varie parti del testo.
- **Riscrivi** il testo e fai attenzione all'uso dei tempi verbali.

1) Read the following curriculum vitae. Then write a text with the information given.



Curriculum vitae

First name and surname:	Peter Smith
Address:	26 Windmoor Road, Bristol BS1 7DC
Nationality:	British
Phone number:	0046789567890
E-mail:	psmith@hotmail.com
Date and place of birth:	25 th August 1995, London.
Education:	BA (Bachelor of Arts) Degree in English awarded in 2017 from Brunel University, London.
Languages:	Proficient in French.
Work experience:	For four years (2018 -2021) I worked at Clifton Secondary School in London, teaching English to 11-14 year olds. I enjoyed my job. Now I work part-time at Waterstones Bookshop in Bristol. But I love teaching and interacting with young people.
Interests and hobbies:	I enjoy jogging, reading, and travelling. I love meeting people and experiencing different cultures.

Dialogues

Tips



Completamento di un dialogo

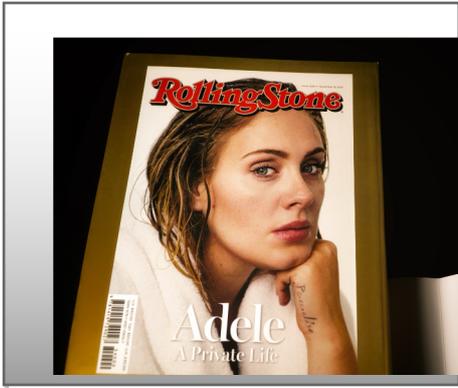
- **Leggi** attentamente le battute del dialogo e cerca di capire il contesto.
- **Rifletti** sul tipo di linguaggio, sulle funzioni comunicative e sulle strutture grammaticali.
- Se devi formulare la risposta, **leggi** attentamente la domanda e **utilizza** lo stesso tempo verbale della domanda. Se, invece, devi formulare la domanda, **osserva** attentamente la risposta e **utilizza** lo stesso tempo verbale che trovi nella risposta.
- **Assicurati** che le risposte corrispondano alle parole interrogative iniziali (Who, Where, What, When, ecc.).
- **Accertati** che la domanda e la risposta concordino grammaticalmente.
- **Assicurati** di aver usato le funzioni comunicative appropriate.
- Quando hai completato l'esercizio, **rileggi** il dialogo, **assicurati** che le risposte corrispondano alle domande, e **controlla** le espressioni usate, la grammatica, lo spelling e la punteggiatura.

Dialogo su traccia

- **Leggi** attentamente la traccia e i punti da sviluppare.
- **Devi formulare** entrambe le battute – domanda e risposta.
- **Assicurati** di conoscere le espressioni di uso comune per interagire in situazioni specifiche.
- **Non tradurre** letteralmente dall'italiano. **Cerca di esprimere** in inglese il contenuto di ogni battuta con le espressioni e il lessico più appropriati e in modo semplice ma corretto.
- **Accertati** che la domanda e la risposta concordino grammaticalmente.
- **Assicurati** di aver usato le funzioni comunicative appropriate e che le risposte corrispondano alle parole interrogative iniziali (Who, Where, What, When, ecc.).
- Quando hai completato l'esercizio, **rileggi** il dialogo, **assicurati** che le risposte corrispondano alle domande, **controlla** le espressioni usate, la grammatica, lo spelling e la punteggiatura, e **accertati** che il dialogo sia chiaro e coerente.

1) Complete the following open dialogue.

Linda and John are friends. Linda asks John about his favourite singer, the singer's profile (name, nationality, age, place of birth, physical appearance, education, famous songs) and why he likes him / her.



Linda:

John: My favourite singer is Adele.

Linda:

John: She's English?

Linda:

John: She's 35 years old.

Linda:

John: She was born in Tottenham, in North London.

Linda:

John: She's very nice. She's of medium height and weight. She's got long, straight, blond hair, and blue eyes. She's very friendly.

Linda:

John: She graduated from the BRIT School for Performing Arts & Technology in Croydon.

Linda:

John: Well ... her famous songs are "Hometown Glory", "Rolling in the Deep", "Someone like You", "Set Fire to the Rain", "Skyfall" and "Hello".

Linda: Wow! You're very well informed! And tell me

John: I like Adele because her voice is amazing, and her lyrics are powerful!

2) Complete the following open dialogue.

Antonio is on holiday in London. He meets Paul, an English student. They make friends. Paul asks Antonio what famous landmarks he has visited and which ones he liked the best. Antonio tells him the places he saw and what he liked the best. Then he adds that his next trip is to Greenwich. Paul says that he is from Greenwich and offers to accompany him there and be his tourist guide. Antonio is enthusiastic about the idea.



Paul: Hi, I'm Paul Smith.

Antonio: Nice, Paul. I'm Antonio Bianchi.

Paul: Where are you from, Antonio?

Antonio: Milan, Italy.

Paul: Are you here

Antonio: Yes, for two more weeks.

Paul: What famous landmarks

Antonio: Well, I've visited many famous places such as Trafalgar Square, Westminster Abbey, the Tower of London, Piccadilly Circus, the British Museum and I've Seen the Changing of the Guard at Buckingham Palace.

Paul: Which

Antonio: Oh. That's a difficult question. Well... I really liked Westminster Abbey, the British Museum and Piccadilly Circus.

Paul: Where is your next trip to?

Antonio: because I want to visit the National Maritime Museum and the Royal Observatory.

Paul: Really? I'm very familiar with – it's my I can come to Greenwich with you if you like. I can show you around and

Antonio: Fantastic!

3) Mr Samson is at Liverpool railway station. He goes to the ticket office and asks the clerk information about the next train to Manchester Airport. Complete the dialogue. Use the following sentences: it isn't a direct train to Manchester Airport / which platform does the train leave from? / What time is the connection / one ticket to Manchester Airport, please. / Have a good journey / That's £45 / What time is the next train to



Ticket clerk: Can I help you, Sir?

Mr Samson: Good afternoon!Manchester Airport, please?

Ticket clerk: At 2 o'clock, from platform 8. But You have to change at Manchester Piccadilly Station.

Mr Samson: I see. at Manchester Piccadilly Station?

Ticket clerk: Well, the connection at Manchester Piccadilly Station is at 15:30, that's half-past three (3.30).

Mr Samson: And

Ticket clerk: Let's see. The train leaves from platform 10.

Mr Samson: Very well then,

Ticket clerk: Certainly. Single or return, Sir?

Mr Samson: Single, please.

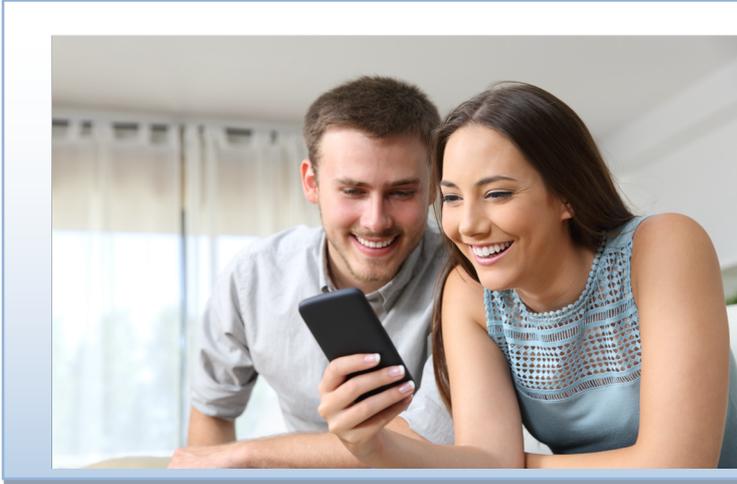
Ticket clerk: OK. One single ticket to Manchester Airport., please.

Mr Samson: Here you are.

Ticket clerk: Here's your ticket, Sir.

Mr Samson: Thank you.

- 4) Ann has got a new mobile phone. Peter, Ann's friend, asks her questions about what her new device can do and how she uses it.
Complete the dialogue with the following words: text / don't / about / calls / gave / Internet / genius / emoticons / easy / new mobile phone /



Peter: Is this your, Ann?

Ann : Yes, it's my new mobile phone. My parents it to me for my birthday. It has got a camera and the

Peter: Do you use it a lot?

Ann: Yes, I use it a lot. I get many and text messages from my friends, and my parents often me to see if I'm OK.

Peter: Do you like sending text messages?

Ann: Yes, I love sending text messages! And what you?

Peter: Well, to be honest I really like sending text messages. I find it boring after a while. By the way, do you use any abbreviations and

Ann: Yes, It's great fun! I always use lots of abbreviations and emoticons.

Peter: Can you show me?

Ann: Yes, I can show you. It's very For example, instead of writing "bye for now", I write "B4N", then I touch the phone's menu key, select 'insert smiley' and tap on an icon in the list to insert it in my message.

Peter: Oh, Ann you're a little

5) Complete the dialogue "At a restaurant – Ordering a meal". Use the following sentences: a choice of French fries, baked potatoes, or rice / would you like something to drink? / Good evening Madam, are you ready to order? / Sweet, dry, or medium dry? / Anything else? / Here you are, Madam.



Waiter:

Janet: Yes, I'd like a grilled trout and a side salad, please.

Waiter: That comes with

Janet: French fries, please.

Waiter: Certainly, Madam. And,

Janet: A glass of white wine, please

Waiter:

Janet: Dry white, please.

Waiter: OK. I'll be back with your drink in a minute.

Janet: Thank you.

Waiter:

Janet: That's lovely!

Waiter:

Janet: Yes, could you bring me some water, please?

Waiter: Sure.

6) Read the situation and then write a dialogue between Maria and her English teacher following the instructions in Italian.

Maria, an Italian student, has spent a study holiday in London. When she comes back to school, her English teacher, Mrs Rossi, asks her some questions about the school she went to, the course she attended, the timetable and whether the school provided any social and cultural activities.



Mrs Rossi: L'insegnante chiede a Maria il nome della scuola che ha frequentato

.....

Maria: Dice che il nome della scuola è St. Peter's school.

.....

Mrs Rossi: Le chiede quanto tempo è durato il corso

.....

Maria: Risponde tre settimane

.....

Mrs Rossi: Chiede a che ora iniziavano e finivano le lezioni di inglese

.....

Maria: Dice che le lezioni iniziavano alle 9.30 del mattino e finivano alle 15.30

.....

Mrs Rossi: Le chiede se ha frequentato il corso dal lunedì al venerdì

.....

Maria: Risponde di sì.

.....

Mrs Rossi: Chiede se la scuola organizzava anche attività sociali e culturali.

.....

Maria: Dice di sì. Spiega che il sabato la scuola organizzava escursioni a Oxford oppure a Cambridge. La domenica, invece, il giro turistico di Londra e visita al castello di Windsor, oppure escursioni a Stonehenge o a Bath.

Yes, it did.
Whereas on Sunday, it organised one-day London sightseeing tours and visits to Windsor Castle,

Mrs Rossi: Esprime entusiasmo

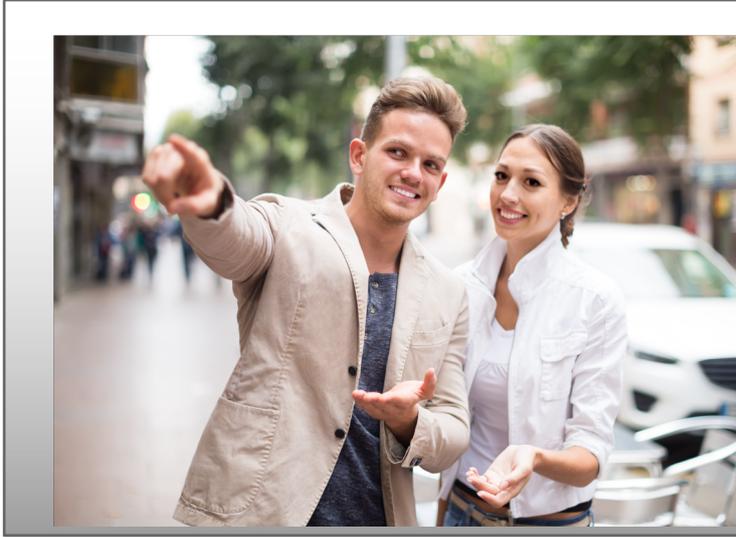
That's fantastic!

Maria: Dice che è stata una bella vacanza studio. Ha studiato molto ma si è davvero divertita!

It was a lovely study I studied a lot, but!

7) Read the situation and then write a dialogue between Paul and Mary following the instructions in Italian.

Two friends, Paul and Mary, meet in the street. Mary is going to “Top Shop”, the new clothes shop but she can’t find it and asks Paul for directions.



Paul: Saluta Mary e le chiede dove sta andando

Hello Mary!

Mary: Risponde al saluto e dice che sta andando al negozio di abbigliamento “Top Shop” ma non riesce a trovarlo.

Hello Paul!

Paul: Le chiede se è il nuovo negozio che ha aperto la settimana scorsa.

.....

Mary: Risponde di sì e gli chiede se sa dove si trova.

.....

Paul: Risponde affermativamente. Deve proseguire dritto e alla fine della strada deve girare a destra in Park Road. Il negozio di abbigliamento è tra il cinema e il parcheggio.

Yes, I do. Go straight on

Mary: Ringrazia e domanda se è libero domani sera.

Thank you, Paul. By the way,

Paul: Dice di sì e le chiede perché.

.....

Mary: Risponde che va al cinema a vedere il nuovo film di Spike Lee e gli chiede se vuole andare con lei.

..... Do you want to come?

Paul: Accetta l'invito e dice che ama Spike Lee perché è il suo regista preferito.

Oh, that would be nice.

Mary: Esprime entusiasmo e dice che lo chiamerà domani pomeriggio.

Great!

Informal letter writing

Schema

25, Chelsea Road
Oxford
SP2 1AB

L'indirizzo del mittente si scrive in alto a destra.

15th July 2022

La data si scrive in alto a destra sotto l'indirizzo.

Dear Mario,

Saluto iniziale (opening greeting) seguito dalla virgola.

- Segue il corpo della lettera che contiene il messaggio.
- Il messaggio è diviso in paragrafi.
- **1.** Il primo paragrafo (opening line) inizia con una breve introduzione in cui ti presenti, ringrazi o saluti il destinatario e poi spieghi il motivo per cui scrivi.
- **2.** Seguono i paragrafi che contengono il corpo centrale della lettera (main body of the letter) – il messaggio ed altre informazioni che vuoi comunicare. Puoi fare anche delle domande per stimolare una risposta.
- **3.** Nell'ultimo paragrafo (closing line), invece, inviti il destinatario a risponderti.
- **4.** Sotto l'ultimo paragrafo scrivi i saluti finali (closing greetings), seguiti dalla virgola.
- **5.** Sotto i saluti finali scrivi il tuo nome (sender's name).

1. Thanks for your letter which I received yesterday. You asked about my school and my main interests, so I'm going to tell you about them.
2. I go to St Peter's Secondary School. It is a friendly, dynamic, mixed gender school. There are 900 students at my school. It's got good facilities: two computer rooms, an art room, a music room, a language laboratory, a gym as well as a big library. We study English, foreign languages (French and Spanish) History, Geography, Science, Maths, ICT, Music, Art, P.E., and Drama. My favourite subjects are English and Geography. By the way, I'm in Year 9 and I really like my classmates! My main interests are music and photography. I love rock music. My favourite singer is Adele. I think her best songs are "Set to the Rain" and "Hometown Glory". I always listen to them! I also enjoy taking photos of people. I've taken over 1000 photos so far! What about you? Do you like photography? Do you enjoy listening to music? Who is your favourite singer?
3. Please write back soon and tell me about your school in Italy and your main interests.
4. Love from,
5. Jane

LANGUAGE BANK

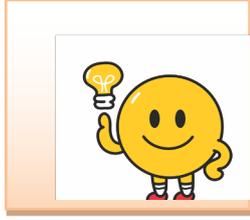
Saluti iniziali: Dear Mary / Dear Grandad / Dearest Mike / Hello Paul / Hi Vic / ...

Paragrafo introduttivo: How are you? / I hope you're well / Lovely to hear from you / I was so pleased to receive (get) your letter! / I received (got) your letter yesterday and ... / Thanks ever so much for your letter / I'm so glad to hear that ... / I'm glad to know that ... / I'm sorry I'm so late in replying / I'm going to tell you about school holidays in Italy / I received your name and address from ... / I'm writing to you because I would like to have a pen friend in England / ...

Paragrafo conclusivo: Well, I must end now / I really hope to hear from you soon / Write soon and tell me about ... / Well, that's all for now / See you soon / Take care / ...

Saluti finali: Love from / Lots of love / Bye / Yours / Your / Yours forever / Best wishes / Regards / Hugs and Kisses / All the best

Tips



- **Leggi** attentamente la traccia e i punti da sviluppare.
- **Organizza** il messaggio e le altre informazioni che vuoi comunicare in paragrafi.
- **Ricordati** che il primo paragrafo inizia con una breve introduzione in cui ti presenti, ringrazi o saluti il destinatario e poi spieghi il motivo per cui scrivi.
- **Ricordati** che nel paragrafo conclusivo devi invitare il destinatario a risponderti.
- **Non dimenticare** di inserire tutte le parti della lettera: indirizzo, data, saluti iniziali, ecc...
- **Fai attenzione** all'uso dei tempi verbali, allo spelling e alla punteggiatura, e **accertati** che il testo sia chiaro e coerente.

1) Complete. Use the information in Jane's letter.

1. Opening greeting
2. Opening line
3. St Peter's Secondary School description
4. School subjects
5. Jane is in and she really likes
6. Jane's main interests are
7. Jane loves and her favourite singer is.....
8. Jane enjoys
9. Closing line
10. Closing greeting
11. Signature

2) Write a letter to your pen friend about a day you spent at the seaside. Say:

- when and where you went;
- who was with you;
- how you got there;
- what the weather was like.

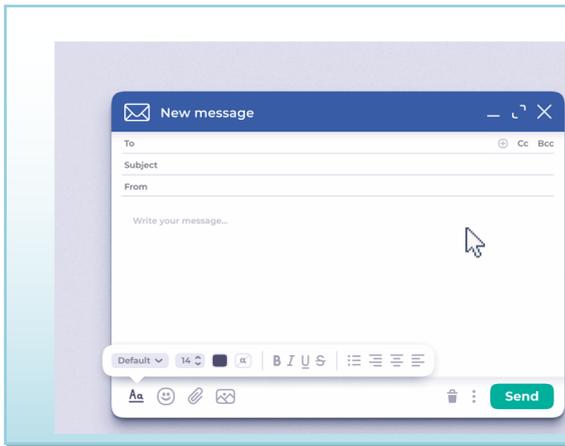
Then describe the place, explain why you chose it and say how you spent the morning and the afternoon.

- 3) Imagine you are on holiday in London. Write a letter to your pen friend. Tell him / her what you did yesterday, the things you saw, the people you met and what you are going to do tomorrow.

- 4) Write an email to your American pen pal. Describe your house and the area you live in.

Informal email writing

Schema



Data

Indirizzo del destinatario – ann.jones@btintel.com

Oggetto

Indirizzo del mittente – lisa.corsoni@alice.it

L'indirizzo del mittente e la data vengono generati automaticamente

- Saluto iniziale seguito dalla virgola.
- Nel paragrafo introduttivo ti presenti, ringrazi o saluti il destinatario e poi spieghi il motivo per cui scrivi.
- Seguono i paragrafi che contengono il corpo centrale della lettera (il messaggio ed altre informazioni che vuoi comunicare. Puoi fare anche delle domande per stimolare una risposta).
- Nell'ultimo paragrafo, invece, inviti il destinatario a risponderti.
- Sotto l'ultimo paragrafo scrivi i saluti finali, seguiti dalla virgola.
- Alla fine scrivi il tuo nome.

To: ann.jones@btintel.com

Subject: pen friend

Hello Ann,

How are you? I got your name and address from my English teacher and I'm writing to you because I've always wanted to have a pen friend.

My name's Lisa and my surname is Corsoni. I'm from Rome but I live in Milan, an interesting city in the north of Italy.

I'm 13 years old. I live with my parents and two brothers, Carlo and Franco. They're older than me. My dad, Giovanni, is a French teacher and my mum, Adele, is an architect. Dad works in Monza, a town 20 km from Milan. Whereas Mum works for a company in Milan.

I go to junior secondary school in Milan. My favourite subjects are English and French and I love volleyball. There are many after-school clubs and activities in my school. I attend volleyball and science clubs on Tuesdays and Fridays.

In my free time I listen to music – I love rock music! – and I play volleyball. On Saturdays I go out for a walk with my best friends. Sometimes we go to the cinema – I like romantic films – or to local concerts. Last week we went to see my favourite band "Cosmetica". They're great!

What about you? Are you into music? Do you like school? Do you play any sports? And what do you usually do in your free time?

Please write back soon and tell me about you!

Love,
Lisa



Tips

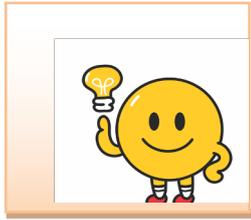


- **Leggi** attentamente la traccia e i punti da sviluppare.
- **Organizza** il messaggio e le altre informazioni che vuoi comunicare in paragrafi.
- **Ricordati** che il primo paragrafo inizia con una breve introduzione in cui ti presenti, ringrazi o saluti il destinatario e poi spieghi il motivo per cui scrivi.
- **Ricordati** che nel paragrafo conclusivo devi invitare il destinatario a risponderti.
- **Non dimenticare** di inserire l'indirizzo del destinatario, l'oggetto, i saluti iniziali, ecc...
- **Fai attenzione** all'uso dei tempi verbali, allo spelling e alla punteggiatura, e **accertati** che il testo sia chiaro e coerente.

- 1) Read Lisa's email and number the paragraphs which contain the main points of her message and other details. Then circle the opening greeting, the closing greeting and underline the opening line and the closing line.
- 2) Write an email to your pen friend. Thank him / her for the letter he / she sent you. Describe the school you go to and tell him / her the subjects you study and the year you are in. Then write about your main interests and your likes and dislikes.
- 3) Write an email to a friend telling him / her about a concert you went to last month. Tell him / her:
 - the concert you saw;
 - something about the members of the band;
 - why you liked it;
 - where you saw it;
 - how you got there;
 - who was with you;
 - invite your friend to see a concert next month.

Summary

Tips



First step

- **Leggi** il titolo ed eventuali sottotitoli, **soffermati** su parole in corsivo o in grassetto e **conta** il numero dei paragrafi.

Second step

- **Leggi** attentamente il testo e assicurati di avere compreso l'argomento.
- **Cerca** di capire il significato di parole che non conosci dal contesto. Usa il dizionario solo se è necessario.
- Per individuare i punti fondamentali, **formula** domande con Who, What, Where, When, Why, How e **sottolinea** nel testo le risposte corrispondenti, e altre parti importanti.
- **Dividi** il testo in sequenze e **dai** alle sequenze un titolo.
- **Realizza** uno schema con le parti precedentemente sottolineate.

Third step

- **Procedi** alla stesura del riassunto **utilizzando** lo schema con le parti precedentemente sottolineate.
- **Utilizza** i connettivi (preposizioni, congiunzioni, avverbi, ecc.)
- **Evita** ripetizioni, **utilizza** sinonimi, pronomi relativi, pronomi personali e **cambia** la sintassi della frase.
- **Usa** il discorso indiretto e la terza persona singolare.
- **Non copiare** intere parti del testo.
- **Non esprimere** opinioni personali.

Fourth step

- **Rileggi** attentamente il riassunto.
- **Accertati** che il riassunto rispetti il contenuto, lo stile e lo scopo del testo originale.
- **Controlla** che il riassunto sia chiaro, coerente, scorrevole, e che la grammatica, la sintassi, l'ortografia e la punteggiatura siano corrette.
- **Accertati** che il riassunto non superi la metà del testo originale.

Read the text.



York

York is situated in the northeast of England, on the River Ouse, near its confluence with the River Foss. It is an ancient cathedral city and one of the best-preserved medieval cities in Europe.

York was founded by the Romans in 71 A.D. as their northern military headquarters. They called it *Eboracum*. When the Romans left Britain in about 410 A.D., the country was conquered by Saxons, Angles and Jutes. They were from north Germany, Denmark, and northern Holland. In 627 A.D., Anglian Edwin, King of Northumbria, accepted the Christian faith, ordered the construction of a church where the present York Minster cathedral stands, and changed the town's name from *Eboracum* to *Eorforwic*. It became an important port for international merchants and an archbishopric.

In 876 A.D., the city was conquered by Vikings who decided to call it Jorvik. They cultivated the surrounding land, made the city into a major river port, and transformed it into the trading capital of their kingdom: Yorkshire. The River Ouse and Foss provided vital trade links.

After the Norman conquest of 1066 and after a series of dramatic ups and downs¹, the city was known as York the queen of the north!

York is full of exciting things to do. There are museums, Jorvik DIG and Jorvik Viking Centre, a celebration of all things Viking, York Castle Museum and Clifford's Tower, lots of churches, not to mention York Minster Cathedral, the biggest Gothic cathedral outside of Rome, the interesting Festival of Science and Technology, and ... much more!

If you want to enjoy the unique beauty of the city centre, walk through narrow cobblestone streets with timbered buildings like the Shambles – one of the best preserved medieval streets in Europe – or take a river boat trip through York city centre. It's great fun and a good way to admire the mix of modern and historic architecture. By the way, if you have a sweet tooth² try a delicious cake or some biscuits at *Bettys Cafè Tea Room* or try some savoury food there. It's a bit pricey and busy, but worth it!³

Glossary

1. alti e bassi
2. avere un debole per i dolci; essere ghiotto, goloso di dolci.
3. ne vale la pena!

1) Complete the text with the missing words.

who northeast became (x2) built delicacies renamed Vikings
cathedral city area architecture attractions heritage

York

York is an ancient in the of England. It was founded by the Romans in 71 A.D. called it *Eboracum*. In 627 A.D., Anglian Edwin, King of Northumbria, Christian and a church where the present York Minster cathedral stands. He the town *Eorforwic*, and it became an important port and archbishopric.

In 876 A.D., the conquered the, renamed it Jorvik and transformed it into the capital of their kingdom: Yorkshire.

Under the Normans the city York the queen of the north!

The most important in York are churches, Jorvik DIG and Jorvik Viking Centre, York Castle Museum and Clifford's Tower, the York Minster Cathedral and the Festival of Science and Technology.

In York city centre historic and modern co-exist quite well. You can admire the medieval in the famous street known as the Shambles.

If you want to indulge in sweet, *Bettys Café Tea Room* is the right place to go to.

2) Read the text “The Story of London” and summarise it.

The Romans invaded England in 43 A.D. They landed in Kent and marched west towards a strategic location near the river Thames. Here, they constructed houses, buildings, and roads. They called the settlement Londinium.

By 200 A.D. Londinium became a dense settlement and a strategic port. The Romans built a wall around the town to protect it from invasions. Parts of the wall survive today at the Barbican and Tower Hill.

When the Romans left London (410 A.D.), Anglo-Saxons settled in the area around Londinium. They called it Lundenwic (London trading town). Then, in the 9th century the Vikings attacked the city. Their inconsistent attacks continued over the following 200 years and severely damaged London.

In 1066 William the Conqueror of Normandy became king of England. He built fortresses to protect and control London. The most important of these was the Tower of London. For the next 300 years, London became the centre of a bitter fight for power. The protagonists were the Church, the Crown, the merchant classes, and the nobility.

By the 17th century, London became the centre of trade and one of the greatest cities in Europe. Theatres were very popular but the city was also dirty and full of diseases. From the 14th to the 18th centuries, London experienced outbreaks of bubonic plague. The Great Plague of 1665 killed some 70,000 people.

The Industrial Revolution and the growth of the British Empire in the 19th century brought many more people to London because it was the centre of world trade and the capital of a large and powerful Empire. By 1890, 4 million people lived in the city.

In 1915, during World War I, the first German air raid hit the city. Almost 700 people were killed. During World War II, London was intensively bombed by Nazi-Germany. The air raids killed almost 35,000 people and injured 50,000 civilians. Much of the city's buildings, docks, industrial, residential, and commercial districts were destroyed. About 700,000 children were evacuated to less dangerous places.

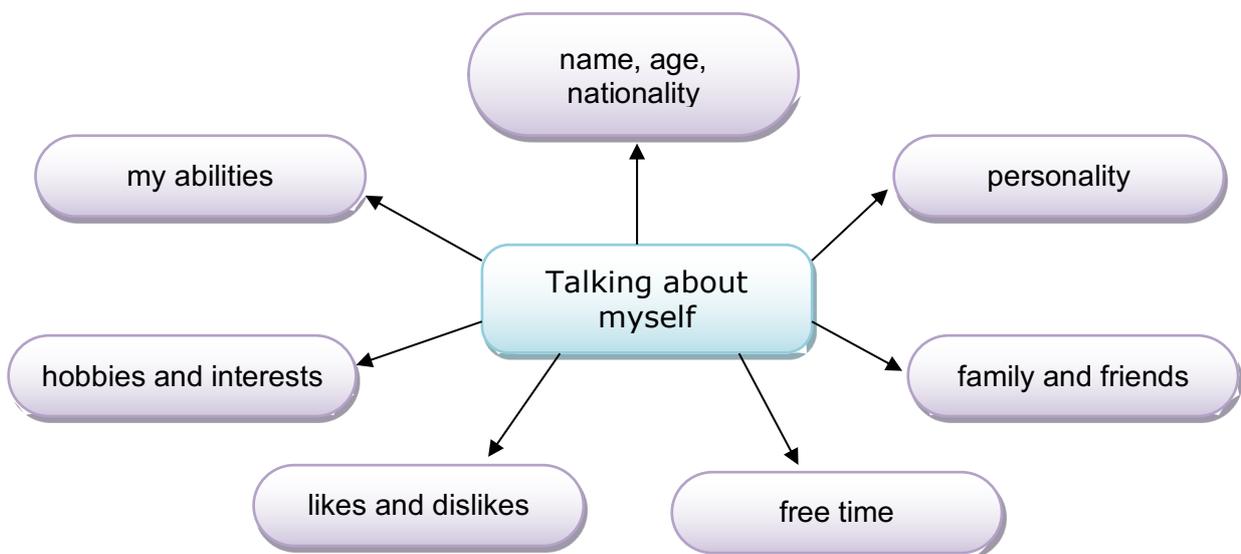
When the war ended, reconstruction went ahead rapidly and many immigrants from Europe and the UK's ex colonies came to live and work in London. London hosted important events such as the Olympic Games (1948), the Festival of Britain (1951), the World Cup Final (1966) – just to name a few. Over the past 50 years, London has undergone other major transformations to become the city we know today: a global capital of ideas, creativity and pop culture, a very important financial and business centre, and a visitor-friendly cosmopolitan and beautiful metropolis with lots to do and see.

Prova orale

Il colloquio dell'Esame di Stato tiene conto anche del livello di padronanza delle competenze orali in lingua inglese. All'esame dovrai parlare per circa cinque minuti di un argomento personale (*personal topic*) o di un argomento di studio (*cultural topic*), collegato alle altre materie, e dimostrare le tue capacità di riflessione e di pensiero critico.

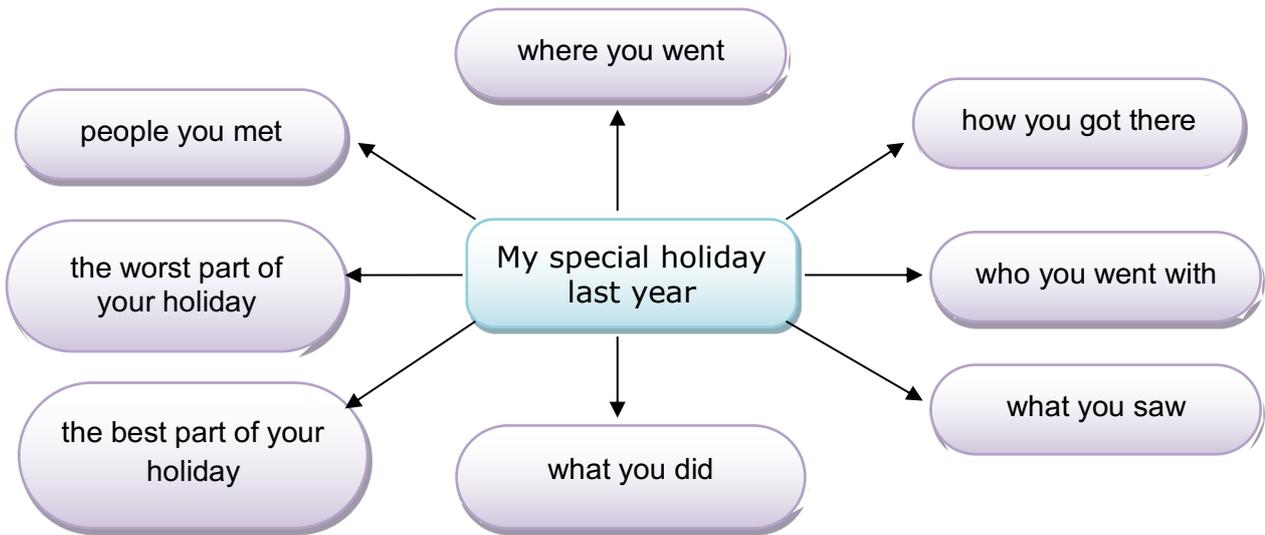
Le *mind map* e i suggerimenti ti aiuteranno a preparare la presentazione orale e a presentarla alla Commissione di esame.

Personal topic

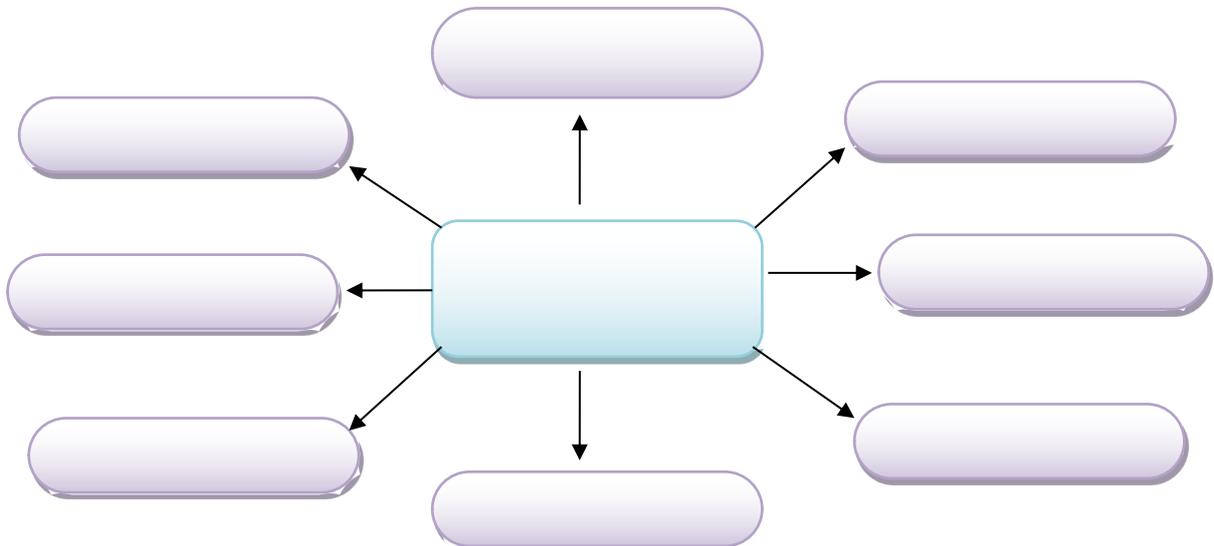


Tips

- Scrivi due o tre frasi per ogni punto elencato nei riquadri.
- Accertati che le frasi rispondano alle domande che iniziano con una wh word (Who, What, When Where, etc.).
- Usa lessico, espressioni e strutture semplici.
- Organizza un discorso logico e coerente.
- Esercitati a fare la presentazione ad alta voce.
- Parla in modo chiaro e non velocemente.
- Prepara risposte a possibili domande che la Commissione potrebbe chiederti durante o dopo la presentazione.

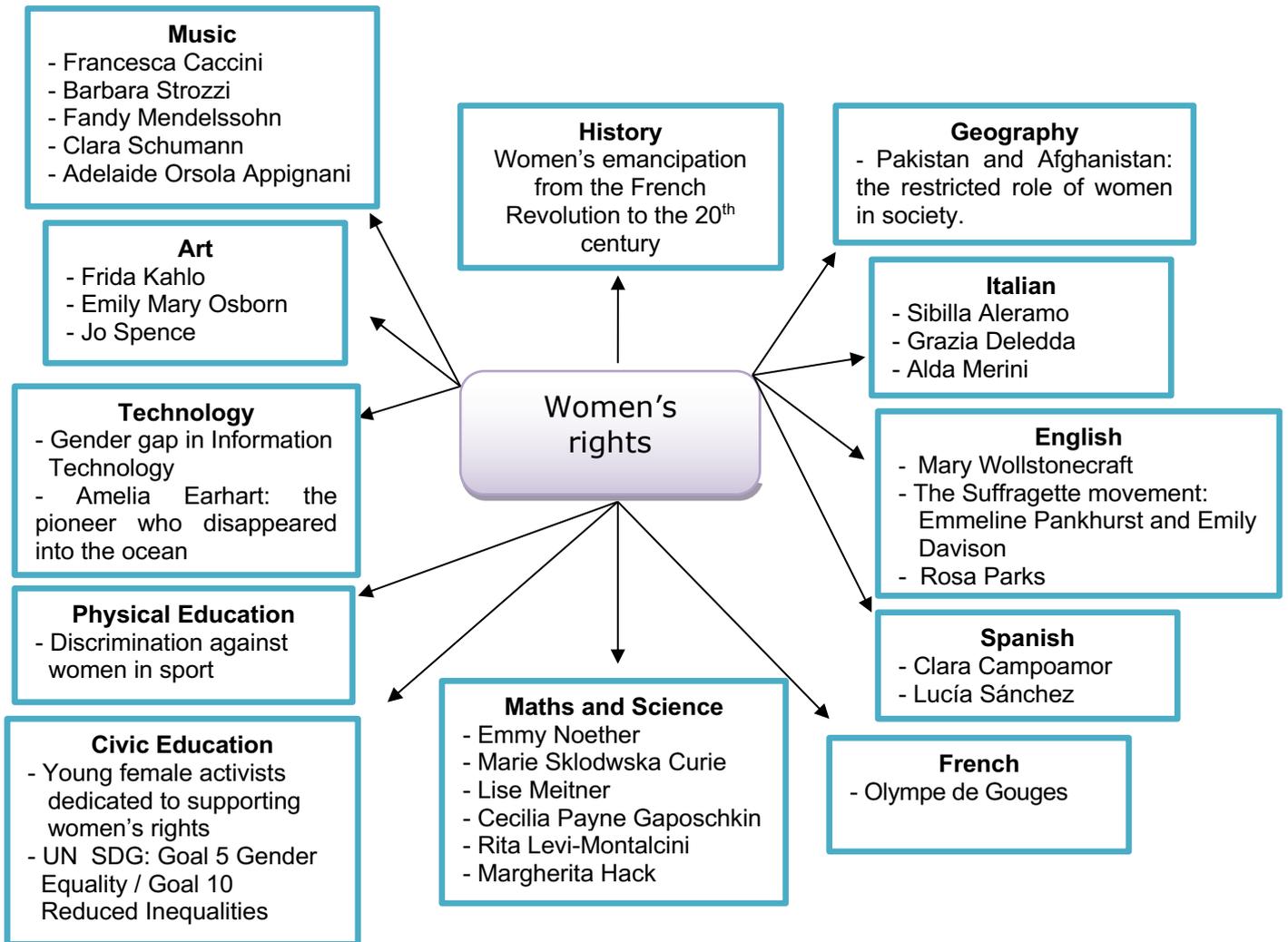


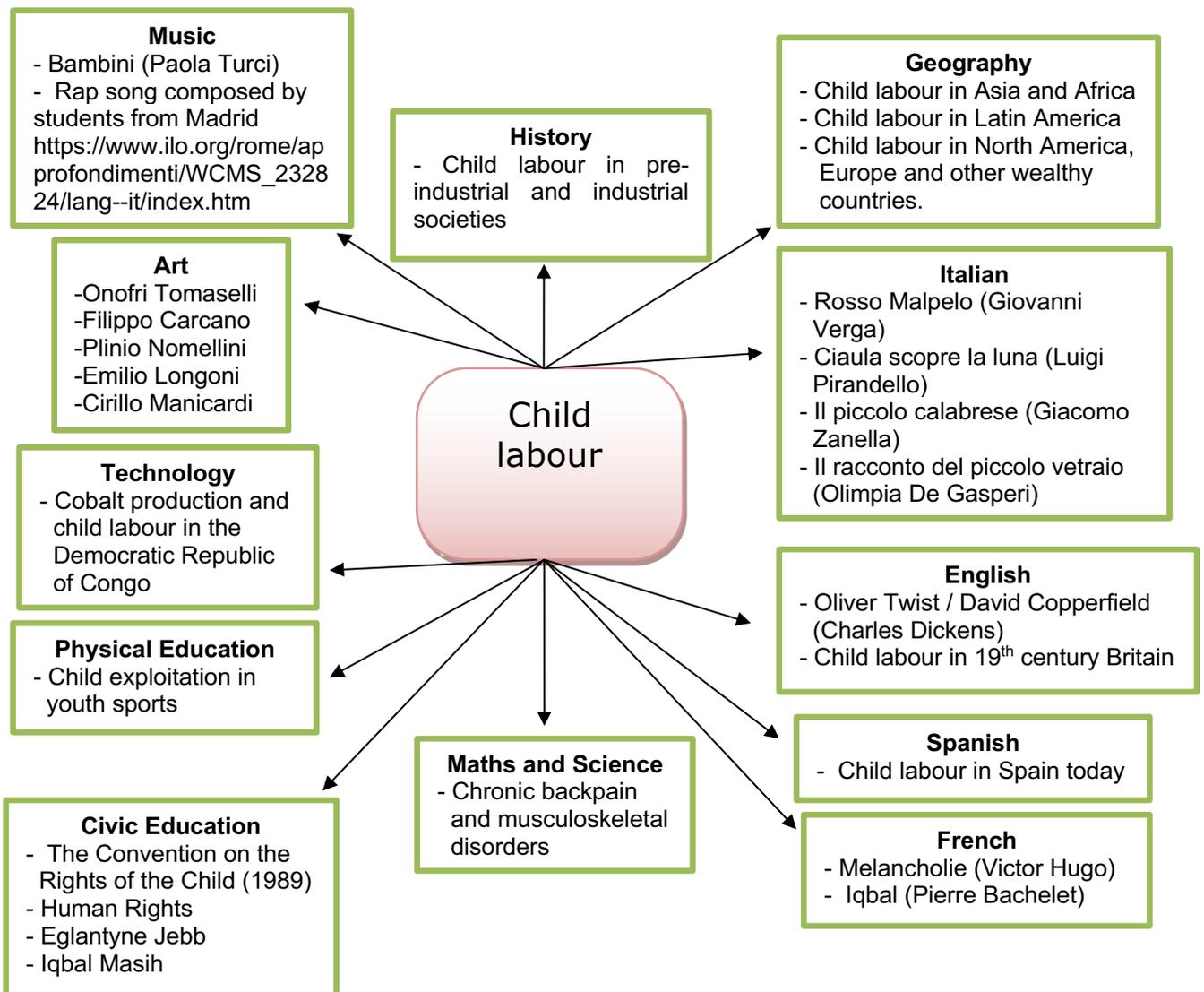
1. Choose a personal topic and write the title in the middle box. Then think about eight main discussion points for your Topic and write them in their corresponding boxes. Next, write two sentences for each point and build up your script. Finally, practice the Topic by trying to speak aloud for five minutes.



Cultural topic

N.B. I riquadri contengono diversi suggerimenti.





1. Choose a cultural topic and write the title in the middle box. Then complete the mind map after studying the two previous models. Prepare your oral presentation using information for each school subject.

