

READING BUG BOX

Nelle pagine che seguono sono proposti venti testi di varia tipologia: articoli, testi narrativi, canzoni, poesie.

INDICE

Reading for information

- The amount of plastic in the ocean is a lot worse than we thought
- Vaping is suspected in a fifth death and hundreds of injuries
- Top Secret: from ciphers to cyber security
- Electric cars market statistics
- 5 effective study habits that triple your learning speed

Reading for pleasure

- *Silly Asses*, Isaac Asimov
- *The Bicycle*, Roald Dahl
- *Between Fishermen*, Ernest Hemingway
- *A Strange Story*, O. Henry
- *The Last Night of the World*, Ray Bradbury

Saying it with a song

- *Photograph*, Ed Sheeran
- *Count on me*, Bruno Mars
- *Englishman in New York*, Sting
- *Space Oddity*, David Bowie
- *Another Day in Paradise*, Phil Collins

Poets' corner

- *Autumn Leaves*, Leland B. Jacob
- *Sea Shell*, Amy Lowell
- *Fog*, Carl Sandburg
- *Bus Stop*, Donald Justice
- *Knoxville, Tennessee*, Nikki Giovanni





[READING FOR INFORMATION]

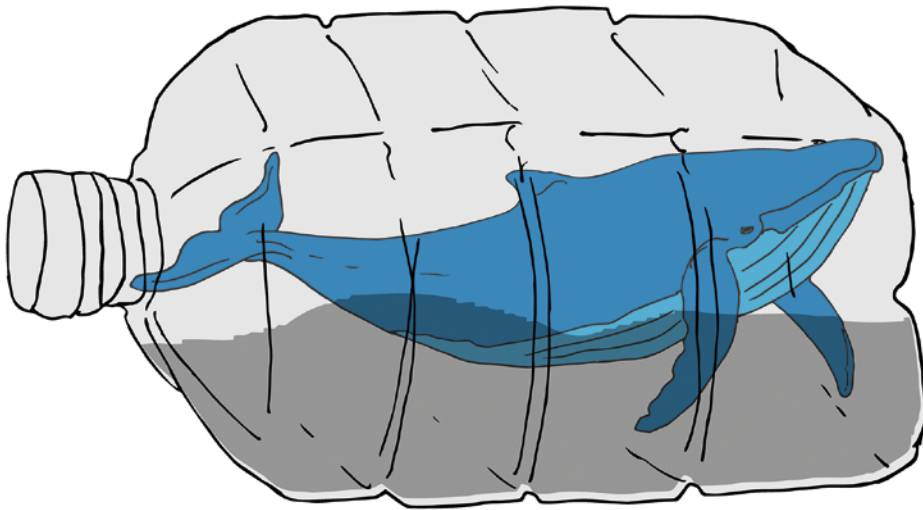


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Edition ▾



STOP OCEAN PLASTIC POLLUTION !



The amount of plastic in the ocean is a lot worse than we thought

The amount of plastic that's been dumped¹ into the ocean has been increasing, according to a new study, and the problem will probably get worse.

Scientists call plastic litter² “one of this generation’s key environmental challenges” because it is a persistent pollution that hurts wildlife, the ocean itself and might hurt humans.

Many stories and studies have focused on microplastic, the smaller stuff that plastic items like bottles, toothbrushes and shopping bags get broken into by ocean currents and exposure to ultraviolet light. In the last decades there’s been a significant increase in macroplastic pollution, too: entire plastic bags, plastic fishing gear³ and other items.

Global plastic production has quadrupled over the past four decades. If the trend continues, the making of plastics will comprise 15% of greenhouse gas emissions by 2050; by comparison, all of the world’s forms of transportation now account for 15% of emissions.

“This is long-lasting⁴ damage. It is such an important problem to solve, but the only way to do that is to stop putting it in the ocean,” said Jacqueline Savitz, who serves as chief policy officer for North America for Oceana, a nonpartisan⁵ nonprofit dedicated to protecting and restoring the oceans.

“Plastic is a cheap product to make, but it comes at a high price to our environment,” Savitz said. “I can’t even stand the thought of it, when I go to the beach and see all the plastic on the waves and in the sand. It’s found in most ever bird stomach and in sea turtles and whales that starve to death, and the problem is getting much worse.”

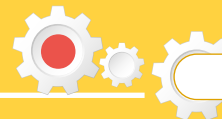
Public awareness about plastic pollution has increased in the last few years and many companies are starting to offer more and more plastic-free products and products that can be reused or refillable.

We need to change the structure of our commerce to protect our marine health and our own.

Glossary

- 1 thrown
- 2 rubbish
- 3 equipment
- 4 enduring for a long time
- 5 independent

Adapted from edition.cnn.com



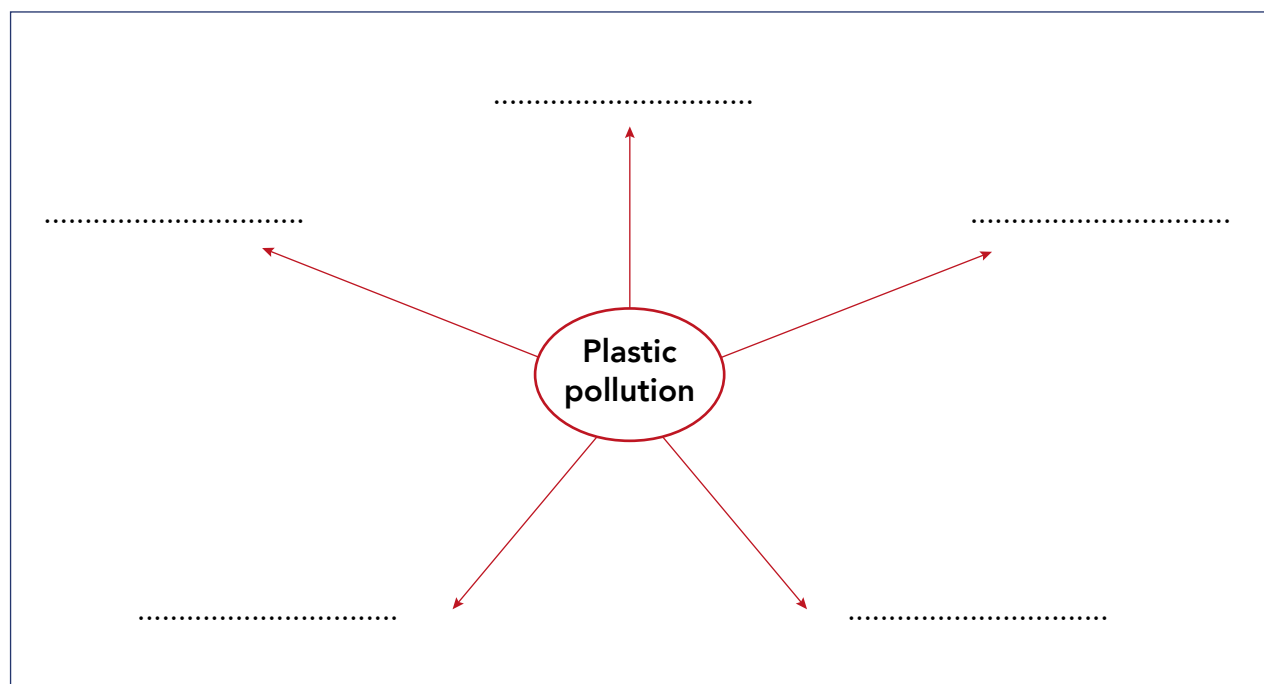
comprehension

1 **Decide if the following statements are true or false. Correct the false ones.**

- | | | |
|--|-------------------------|-------------------------|
| 1 The problem of plastic pollution in the ocean is going to get worse. | T <input type="radio"/> | F <input type="radio"/> |
| 2 Bottles get broken into a substance called macroplastics. | T <input type="radio"/> | F <input type="radio"/> |
| 3 Plastic production has doubled in the past forty years. | T <input type="radio"/> | F <input type="radio"/> |
| 4 The production of plastics generates greenhouse gases. | T <input type="radio"/> | F <input type="radio"/> |
| 5 Jacqueline Savitz works for an environmental organization. | T <input type="radio"/> | F <input type="radio"/> |
| 6 Plastic production is quite expensive. | T <input type="radio"/> | F <input type="radio"/> |
| 7 Plastic-free products are getting more and more popular. | T <input type="radio"/> | F <input type="radio"/> |
| 8 Our health also depends on the health of our seas. | T <input type="radio"/> | F <input type="radio"/> |

vocabulary

2 **Complete the mind map below with words from the article.**



3 **Scan the article and find words corresponding to the following definitions.**

- | | |
|---|-------|
| 1 Wild animals. | ..... |
| 2 Gaseous compound that traps heat in the atmosphere. | ..... |
| 3 Marine reptiles covered with horny shields. | ..... |
| 4 Large, aquatic, marine mammals. | ..... |
| 5 An organization which serves public interests without financial benefits for its members. | ..... |
| 6 A form of electromagnetic radiation not visible to the human eye. | ..... |

writing

4 **Do you use any plastic-free products? Which plastic products should be banned, in your opinion? What could they be replaced with?**

.....

.....

.....

.....

.....



[READING FOR INFORMATION]

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ALL TOPICS LIFE HUMANS EARTH SPACE PHYSICS CORONAVIRUS

Vaping is suspected in a fifth death and hundreds of injuries

U.S. health officials have now reported five deaths from severe lung illnesses tied to vaping, with 450 possible cases of these lung injuries reported in 33 states and one U.S. territory. It's unclear whether a particular substance vaped or a type of vaping device is behind the illnesses. "So far, no definitive causes have been established," said Dana Meaney-Delman of the lung injury response group at the Centers for Disease Control and Prevention in Atlanta. For now, federal health officials are urging people not to use e-cigarettes, and say that vaping is especially harmful¹ to youth, young adults and pregnant women.

The New York State Department of Health is eyeing one possible suspect substance, saying that high levels of vitamin E acetate had been found in some vape products containing cannabis. Vitamin E acetate is a dietary supplement and ingredient in some skin care products, but could be toxic when inhaled. The Food and Drug Administration is testing more than 120 samples² from vaping products for a broad range of chemicals, including nicotine and tetrahydrocannabinol – the psychoactive ingredient in marijuana known as THC – as well as various diluents and additives and even pesticides and opioids. "Lungs aren't designed to handle the onslaught³ of chemicals and toxicants that can be inhaled while vaping," says Illona Jaspers, who studies inhalation toxicology at the University of North Carolina School of Medicine in Chapel Hill. And substances that are considered safe to eat, such as vitamin E acetate or the flavors added to vaping liquids, can pose risks to the lungs.

Adapted from sciencenews.org

Glossary

1 dangerous
2 representative parts from larger wholes
3 attack



comprehension

1 Answer the following questions.

- | | |
|--|--|
| <p>1 Why is vaping under scrutiny in the USA?
.....</p> <p>2 Who is vaping particularly dangerous for according to health officials?
.....</p> | <p>3 What is a possible suspect substance?
.....</p> <p>4 What is THC?
.....</p> |
|--|--|

vocabulary

2 Match the words to make correct collocations.

- | | |
|-------------------|---------------------|
| 1 Health | A adults |
| 2 Lung | B women |
| 3 Young | C illness |
| 4 Dietary | D care |
| 5 Skin | E officials |
| 6 Pregnant | F supplement |

3 Now write the Italian equivalents of the collocations in the previous exercise.

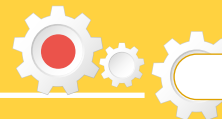
- | | |
|----------------|----------------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

writing

4 Create a slogan for an advertising campaign to make young people aware of the harmful effects of vaping.

.....

.....



[READING FOR INFORMATION]



SCIENCE
MUSEUM



Top Secret: from ciphers to cyber security

Discover the remarkable¹ world of code breaking, ciphers and secret communications in our must-see, free exhibition. From the trenches of the First World War to the latest in cyber security, Top Secret explores over a century's worth of communications intelligence through hand-written documents, declassified files and previously unseen artefacts from the Science Museum Group's and GCHQ²'s historic collections.

Trace the evolution of the gadgets and devices used to conceal³ crucial messages and to decode the secrets of others. Hear from GCHQ staff doing top secret work to defend against terror attacks and serious crime and discover the challenges of maintaining digital security in the 21st century.

Explore the story of Alan Turing and the team of Bletchley Park code breakers who broke the Enigma code in 1941, uncover spy-craft from 1960's Cold War espionage and challenge your friends and family to become code breakers in our interactive puzzle zone.

Top Secret coincides with the 100th anniversary of GCHQ, the UK's Intelligence, Security and Cyber agency.

DATES:

10 July 2019 – 23 February 2020.

PRICE:

Free; booking required.

LOCATION:

Basement Gallery, Level -1.

BOOK NOW

Glossary

- 1 extraordinary
- 2 Government Communications Headquarters
- 3 to hide

comprehension

1 Answer the following questions.

1 What does this webpage advertise?

.....
.....

2 Where was this exhibition held?

.....
.....

3 What did Alan Turing do?

.....
.....

4 What are the main tasks of GCHQ?

.....
.....

5 When did the exhibition take place?

.....
.....

6 How much was the entrance ticket?

.....
.....



vocabulary

2 Scan the text and find the equivalents of the following Italian words.

- 1 Decrittazione
- 2 Imperdibile
- 3 Trincee
- 4 Codice
- 5 Sicurezza informatica
- 6 Spionaggio
- 7 Servizi segreti
- 8 Prenotazione

writing

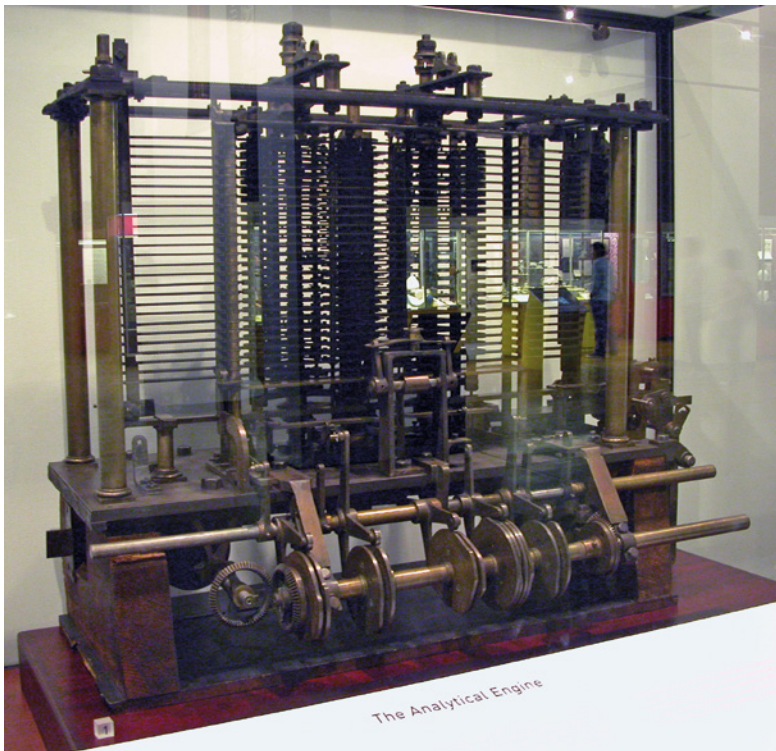
3 Complete with the words given. There are two extra words.

calculation - digit - mainframe - father - algorithms - model - invention - memory - byte - foundations

Turing Machine

Turing designed a theoretical 1 for a program computer, the so-called Turing Machine, that paved the way for the earliest 2 computers developed in America and England after the Second World War. His 3 was as revolutionary as the one by Charles Babbage, who had conceived the Difference Engine a hundred years earlier. A Turing Machine consists of an infinitely-long tape which acts like the 4 in a typical computer, serving as an idealized model for mathematical 5.

For these reasons, Turing is called the 6 of Computer Science. He introduced some of the concepts in the discipline such as 7 and computation that are still the 8 of computer programming.



A model of a section of Babbage's Analytical Engine on exhibit at the Science Museum in London.



[READING FOR INFORMATION]

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ELECTRIC CARS MARKET STATISTICS

The European Commission has launched an observatory for the electrical mobility, the EAFO (European Alternative Fuels Observatory), where we find some interesting data about the market growth and development on the charging systems, electric and hybrid cars.

A first data that comes up is the growth trend in the percentage of Battery Electric Vehicles (BEV) and the Plug-in Hybrid Electric Vehicle (PHEV) in the market.

In Italy, the number of electric cars registered in 2017 is around 4800 units. If compared to the previous year, this number of units had a 0.25% increase in the market percentage. However, it is important to consider that this number is still low against the North Europe countries, and this is also because in Italy there is no incentive scheme at the time of purchase.

Norway, for example, is the country

where the number of electric powered cars has almost exceeded the number of internal combustion engine cars.

Global trends are clear, starting from the Chinese market which is experiencing a very fast increase in sales on the number of battery electric vehicles (BEV) and plug-in hybrid electric vehicle (PHEV). It is counting 600.000 units sold in 2017 (double if compared to the previous year), which is more than Europe with 215.000 vehicles and United States with about 150.000 units. The charging infrastructure, both domestic and the one available in working and public places, is essential to contribute to the spread and use of electric vehicles.

To ensure charging stations availability it is also essential to allow the diversification of the transport fuel mix, starting the transition toward green energy.

Adapted from vpsolar.com





comprehension

1 Answer the following questions.

- 1 What is the EAFO?
.....
- 2 Describe the trend for electric cars in Italy in the years 2016-2017.
.....
- 3 Why is the number of electric cars in Italy low when compared to northern European countries?
.....
- 4 What are BEV?
.....
- 5 Describe China's electric vehicle market.
.....
- 6 Which aspect is essential for the spread of electric cars?
.....
- 7 How can the fuel mix be diversified?
.....

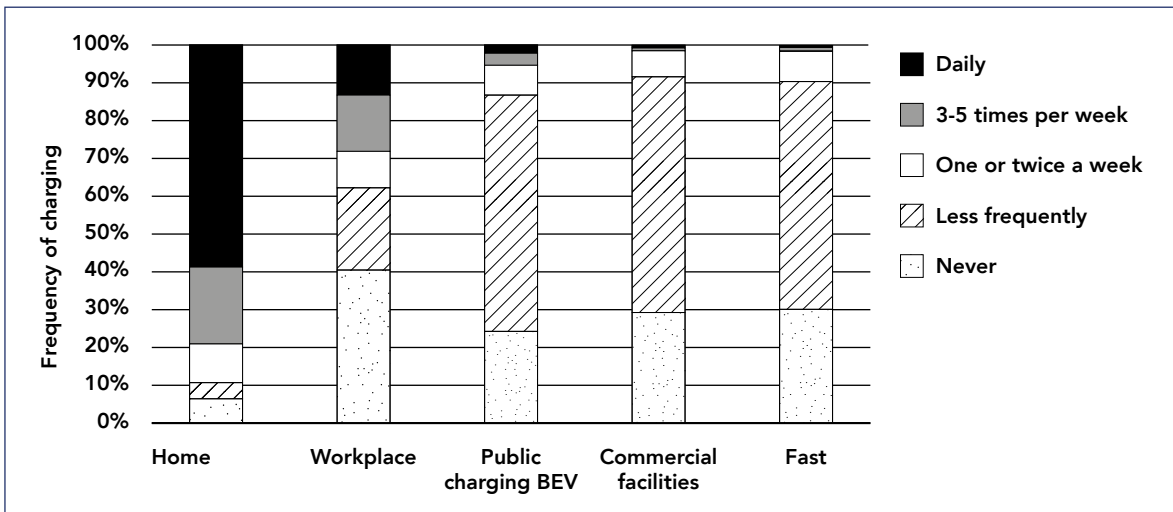
vocabulary

2 Scan the text and find the words which derive from the following verbs.

- 1 To grow
- 2 To sell
- 3 To diversify
- 4 To observe
- 5 To develop

writing

3 Describe the chart below.



.....

.....

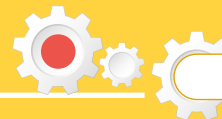
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.....



[READING FOR INFORMATION]



5 Effective Study Habits that Triple Your Learning Speed

Glossary

- 1 is very helpful
- 2 reserve
- 3 favourable
- 4 general

Whether you are in school, or simply trying to learn something new it is important to make the most of your time. There is no need to study a topic for 3 hours, when you can learn just as much with 50 minutes of effective study.

Here are some suggestions.

STUDY HABIT #1: GET YOUR MIND RIGHT.

It is hard to study and learn effectively if you are not in the “right place” mentally. This is a matter of focus and being ready, willing and able to learn.

Understand “why” you are learning something. Is it for a degree? To get a job? To improve your current job? Or just to learn more?

Knowing “why” you are studying a topic, goes a long way to¹ learning new information and putting it into context.

STUDY HABIT #2: UNDERSTAND WHAT WORKS FOR YOU.

How many hours do you currently set aside² for studying every week? Do you need more time? Where do you do it? What is the environment like? Is your study area conducive³ to learning? Do you learn better with background music or absolute silence?

These important questions will maximize your study potential. Effective study habits include either being alone, or in an area where you can be free from distractions.

STUDY HABIT #3: CREATE AN IDEAL STUDY ENVIRONMENT

It is important to have everything you need in one area.

A good study environment should be:

- located in a quiet place;
- filled with the right tools – computer, pens, paper, notebook, etc.;
- free from personal intrusions from family and friends;
- free from distractions like cellphones and social networking;
- filled with sufficient lighting;
- comfortably warm or cool.

STUDY HABIT #4: MAP OUT YOUR STUDY SESSIONS

Those who fail to plan; plan to fail!

If you don’t focus on developing an effective study habit, then you simply won’t maximize your learning time. The trick is to create a study session schedule. Set scheduled breaks with a timer. It is important to give your mind and body a regular rest. Going for more than an hour without a break is counter-productive.

STUDY HABIT #5: REVIEW, RECORD AND REFINE

Focus on improving your overall⁴ study technique and habits.

Keep a record of your study sessions. Make sure to rate how you feel after each one. If studying is part of a class, then use your grades as a measurement for the effectiveness of your study habits.

Also, monitor the types of interruptions and distractions that often occur during a study session. Then find a way to reduce or minimize these distractions.

Adapted from developgoodhabits.com



comprehension

1 Answer the following questions.

1 Who is this article targeted at?

.....

2 What does it mean 'be in the right place' while studying?

.....

3 How can you motivate yourself to study in a more effective way?

.....

4 How different can study habits be? Provide some examples.

.....

5 What does the ideal study environment look like?

.....

6 How can you maximize your learning time?

.....

vocabulary

2 Match each verb to its object. Then provide the Italian equivalents.

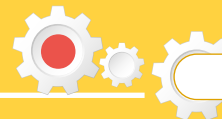
- | | | |
|------------|--------------|---------|
| 1 Study | A a schedule | 1 |
| 2 Get | B a topic | 2 |
| 3 Maximize | C a way | 3 |
| 4 Create | D a job | 4 |
| 5 Keep | E time | 5 |
| 6 Find | F a record | 6 |

- 1
- 2
- 3
- 4
- 5
- 6

writing

3 Write a paragraph on your study habits. Where do you generally study? Describe your study area. Which tools do you need? Do you generally follow a study session schedule? How do you minimize possible distractions? What do you think should be improved in your study habits?

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[READING FOR PLEASURE]

PRE-READING You are going to read a short story by Isaac Asimov, a very famous author of science fiction stories. List some of the elements typical of the genre 'science fiction'.

.....
.....
.....

Silly Asses

Isaac Asimov, 1958

Naron of the long-lived **Rigellian** race was the fourth of his line to keep the galactic records.

He had a large book which contained the list of the numerous races throughout the galaxies that had developed intelligence, and the much smaller book that listed those races that had reached maturity and had qualified for the Galactic Federation. In the first book, a number of those listed were crossed out;

those that, for one reason or another, had failed. Misfortune, biochemical or biophysical shortcomings,¹ social maladjustment took their toll.² In the smaller book, however, no member listed had yet blanked out.

And now Naron, large and incredibly ancient, looked up as a messenger approached.

"Naron," said the messenger. "Great One!"

"Well, well, what is it? Less ceremony."

"Another group of organisms has attained³ maturity."

"Excellent. Excellent. They are coming up quickly now. Scarcely a year passes without a new one. And who are these?"

The messenger gave the code number of the galaxy and the coordinates of the world within it.

"Ah, yes," said Naron. "I know the world." And in flowing script he noted it in the first book and transferred its name into the second, using, as was customary,⁴ the name by which the planet was known to the largest fraction of its populace. He wrote: Earth.

He said, "These new creatures have set a record. No other group has passed from intelligence to maturity so quickly. No mistake, I hope."

"None, sir," said the messenger.

"They have attained to thermonuclear power, have they?"

"Yes, sir."

"Well, that's the criterion." Naron chuckled. "And soon their ships will probe out⁵ and contact the Federation."

"Actually, Great One," said the messenger, reluctantly, "the Observers tell us they have not yet penetrated space."

Naron was astonished. "Not at all? Not even a space station?"

"Not yet, sir."

"But if they have thermonuclear power, where do they conduct the tests and detonations?"

"On their own planet, sir."

Naron rose to his full twenty feet of height and thundered, "On their own planet?"

"Yes, sir."

Slowly Naron drew out his stylus⁶ and passed a line through the latest addition in the small book. It was an unprecedented act, but, then, Naron was very wise and could see the inevitable as well as anyone in the galaxy.

"Silly asses," he muttered.⁷



The **Rigellians** are a race of space colonizers.

TRANSLATION

- 1 difetti
- 2 avevano il loro peso
- 3 raggiunto
- 4 di prassi
- 5 sonderanno
- 6 stilo
- 7 borbottò



comprehension

1 Answer the following questions.

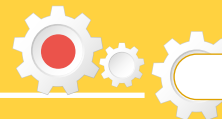
- 1 Who are the Rigellians?
.....
.....
- 2 What does Naron do?
.....
.....
- 3 What kind of information does the first book contain?
.....
.....
- 4 What kind of information does the second book contain?
.....
.....
- 5 What does the messenger tell him?
.....
.....
- 6 What record have the Earth people set?
.....
.....
- 7 What have the Earth people devised?
.....
.....
- 8 Why is Naron surprised?
.....
.....
- 9 What does Naron do with his stylus?
.....
.....
- 10 Explain the meaning of the title of this short story.
.....
.....

vocabulary

2 Match each verb to its object to make correct collocations. Then create sentences of your own with the collocations you found.

- | | |
|-----------|------------|
| 1 Reach | A records |
| 2 Set | B maturity |
| 3 Conduct | C a line |
| 4 Pass | D a record |
| 5 Keep | E a test |

- 1
- 2
- 3
- 4
- 5



summary completion

3 Complete the summary of the story with the missing information.

Silly Asses

The people of Earth have developed 1 power. For this reason, they are recorded by Naron the Rigellian, the 2 keeper of the galactic records as having achieved 3. But when the keeper learns that they have not yet penetrated 4 and that they 5 their atomic weapons on their own 6, he crosses them out, commenting that Earth people are 'silly asses'.

text analysis

4 Complete the character profile with information from the story. Imagine what Naron looks like and draw his portrait.

Naron the Rigellian

Age

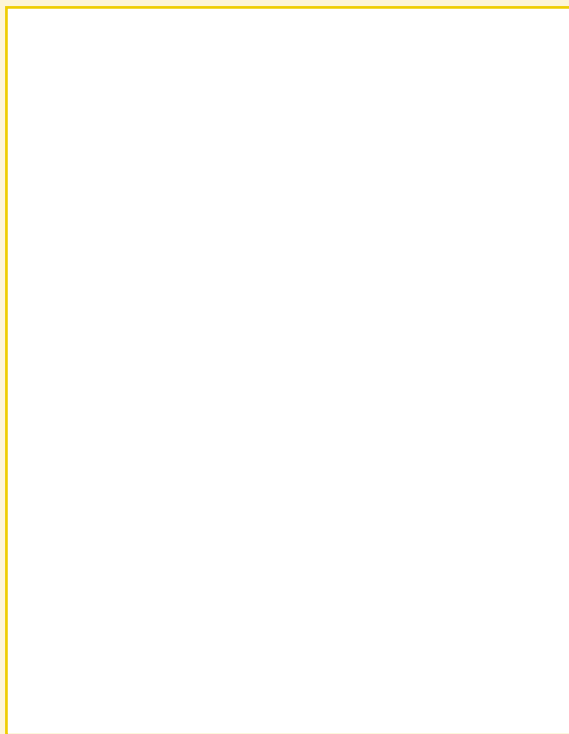
.....
.....

Tasks

.....
.....
.....
.....

Personality

.....
.....
.....
.....





[READING FOR PLEASURE]

PRE-READING You are going to read an extract from Roald Dahl's autobiography. Dahl is a very popular British writer, whose books have sold millions of copies worldwide. Explain in your own words what an 'autobiography' is.

.....
.....
.....

The Bicycle [From Boy]

Roald Dahl, 1984

When I was seven, my mother decided I should leave kindergarten¹ and go to a proper boy's school. By good fortune, there existed a well-known Preparatory School for boys about a mile from our house. It was called Llandaff Cathedral School, and it stood right under the shadow² of Llandaff cathedral. Like the cathedral, the school is still there and still flourishing.³ But here again I can remember very little of the two years I spent at Llandaff Cathedral School, between the age of seven and nine. Only two moments remain clearly in my mind. The first lasted not more than five seconds but I will never forget it.

It was my first term⁴ and I was walking home alone across the village green after school when suddenly one of the senior twelve-year-old boys came riding full speed down the road on his bicycle about twenty yards away from me.

The road was on a hill and the boy was going down the slope,⁵ and as he flashed by he started backpedalling⁶ very quickly so that the free-wheeling mechanism of his bike made a loud whirring sound. At the same time, he took his hands off the handlebars and folded them casually across his chest.⁷ I stopped dead⁸ and stared after him.

How wonderful he was! How swift and brave and graceful in his long trousers with bicycle clips

Llandaff was a town near Cardiff, in Wales, when Dahl was a child. Today, it is a district of Cardiff.

The Lord Chancellor is the highest officer of state in Great Britain, responsible for the running of the courts.

around them and his scarlet school cap at a jaunty⁹ angle on his head!

One day, I told myself, one glorious day I will have a bike like that and I will wear long trousers with bicycle clips and my school cap will sit jaunty on my head and I will go whizzing down the hill pedalling backwards with no hands on the handlebars!

I promise you that if somebody had caught me by the shoulder at that moment and said to me, "What is your greatest wish in life, little boy? What is your absolute ambition? To be a doctor? A fine musician? A painter? A writer? Or the Lord Chancellor?" I would have answered without hesitation that my only ambition, my hope, my longing¹⁰ was to have a bike like that and to go whizzing down the hill with no hands on the handlebars. It would be fabulous.

It made me tremble just to think about it.

TRANSLATION

- | | |
|-------------------------|-----------------------|
| 1 scuola materna | 7 le incrociò con |
| 2 all'ombra | naturalezza sul petto |
| 3 fiorente, prospera | 8 folgorato |
| 4 semestre | 9 stiloso, spavaldo |
| 5 discesa | 10 desiderio |
| 6 pedalare all'indietro | |

comprehension

1 Answer the following questions.

1 What did Roald's mother decide when he was seven?

.....
.....

2 Where was the school?

.....
.....

3 How long did Roald go there?

.....
.....

4 What does he remember about that period of his life?

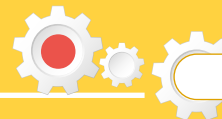
.....
.....

5 Describe the scene in the third paragraph with your own words.

.....
.....

6 What was young Roald's greatest wish at that point of his life?

.....
.....



vocabulary

2 Label the pictures below with words from the excerpt.



1



2



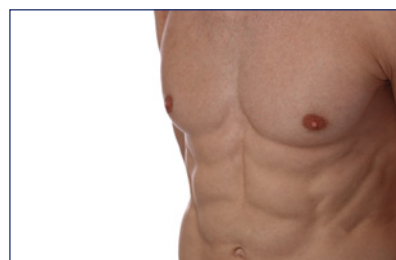
3



4



5



6

3 Match each word with its definition.

- | | |
|----------------------|--|
| 1 Flourishing | A Shake involuntarily |
| 2 Whizzing | B A unit of length |
| 3 Tremble | C Revolving with a humming or buzzing sound |
| 4 Whirring | D Very quick |
| 5 Swift | E Making a humming, buzzing, or hissing sound |
| 6 Yard | F Growing vigourously |

summary completion

4 Complete the summary of the story with the missing information.

The Bicycle

When Roald was **1**, his mother decided he should leave **2** and go to a proper boy's **3**. He went to the Llandaff Cathedral School, next to the Llandaff cathedral near his home. He says he only has two **4** about that period. The first one was that he was walking home from school and saw an older boy going full **5** down the road. He said he wanted a bike like that and wanted to wear the same **6** as that boy. That was his only **7** at that moment of his life.

text analysis

5 Analyse the text focusing on the following tasks.

- Define the type of narrator used to tell the story.
.....
.....
.....
- Focus on the third paragraph and underline all the words which refer to the senses of 'sight' and 'hearing'.



[READING FOR PLEASURE]

PRE-READING Do you like fishing? What do you think are the qualities a good fisherman should have?

Between Fishermen (From *The Old Man and the Sea*)

Ernest Hemingway, 1952

He was an old man who fished alone in a skiff¹ in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally **salao**, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff² and harpoon and the sail that was furled around³ the mast. The sail was patched⁴ with flour sacks and, furled,⁵ it looked like the flag of permanent defeat.

The old man was thin and gaunt⁶ with deep wrinkles in the back of his neck. The brown blotches⁷ of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. They were as old as erosions in a fishless desert.

Salao comes from the Spanish word **salado**, meaning 'salty'. *Salao* is used in the context of a fisherman being unlucky.

TRANSLATION

- 1 barca
- 2 arpione
- 3 ammainata
- 4 rattoppata
- 5 arrotolata
- 6 scarno
- 7 macchie
- 8 imbattuti
- 9 posizionata, sistemata

Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated.⁸

"Santiago," the boy said to him as they climbed the bank from where the skiff was hauled up.⁹ "I could go with you again. We've made some money."

The old man had taught the boy to fish and the boy loved him.

"No," the old man said. "You're with a lucky boat. Stay with them."

"But remember how you went eighty-seven days without fish and then we caught big ones every day

for three weeks."

"I remember," the old man said. "I know you did not leave me because you doubted."

"It was papa made me leave. I am a boy and I must obey him."

"I know," the old man said. "It is quite normal."

"He hasn't much faith."

"No," the old man said. "But we have. Haven't we?"

"Yes," the boy said. "Can I offer you a beer on the Terrace and then we'll take the stuff home."

"Why not?" the old man said. "Between fishermen."

comprehension

1 Answer the following questions.

1 Where does the dialogue take place?

.....

2 What's the problem with the old fisherman?

.....

3 Why did the boy's parents order him to change boat?

.....

4 What are the boy's feelings for the old fisherman?

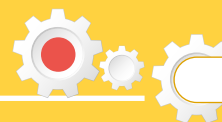
.....

5 What does the old fisherman look like?

.....

6 How does the old man react to the boy's having left him?

.....



2 Fill in the grid with the adjectives given. You may add some adjectives of your own.
 reasonable - apologetic - disappointed - brave - obstinate - loyal - sad - considerate

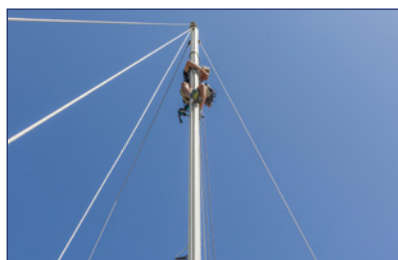
THE OLD MAN	THE BOY

vocabulary

3 Label the pictures below with words from the excerpt.



1



2



3



4



5



6

4 Scan the excerpt and underline all the words relating to the semantic field 'sea'.

text analysis

5 Highlight with different colours the three different narrative modes employed in the text: description, narration and dialogue.



[READING FOR PLEASURE]

PRE-READING The story you are going to read is basically a long joke. The last line is the punchline, that is the part of the joke that makes everyone laugh. Do you like telling jokes? Do you know any jokes in English?

A Strange Story

O. Henry, 1912

In the northern part of Austin there once dwelt¹ an honest family by the name of Smothers. The family consisted of John Smothers, his wife, himself, their little daughter, five years of age, and her parents, making six people toward the population of the city when counted for a special write-up, but only three by actual count.

One night after supper the little girl was seized² with a severe colic, and John Smothers hurried down town to get some medicine.

He never came back.

The little girl recovered and in time grew up to womanhood.

The mother grieved³ very much over her husband's disappearance, and it was nearly three months before she married again, and moved to San Antonio.

The little girl also married in time, and after a few years had rolled around, she also had a little girl five years of age.

She still lived in the same house where they dwelt when her father had left and never returned.

One night by a remarkable coincidence her little girl was taken with cramp colic on the anniversary

of the disappearance of John Smothers, who would now have been her grandfather if he had been alive and had a steady⁴ job.

"I will go downtown and get some medicine for her," said John Smith (for it was none other than he whom she had married).

"No, no, dear John," cried his wife. "You, too, might disappear forever, and then forget to come back." So John Smith did not go, and together they sat by the bedside of little Pansy (for that was Pansy's name).

After a little Pansy seemed to grow worse, and John Smith again attempted to go for medicine, but his wife would not let him.

Suddenly the door opened, and an old man, stooped⁵ and bent, with long white hair, entered the room.

"Hello, here is grandpa," said Pansy. She had recognized him before any of the others.

The old man drew a bottle of medicine from his pocket and gave Pansy a spoonful.

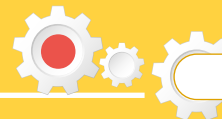
She got well immediately.

"I was a little late," said John Smothers, "as I waited for a street car."⁶

TRANSLATION

- 1 dimorava
- 2 colta
- 3 pianse
- 4 stabile
- 5 curvo
- 6 tram





comprehension

1 Answer the following questions.

1 Where is the story set?

.....

2 Who are the characters?

.....

3 What condition afflicts both John's daughter and his granddaughter?

.....

4 Where does John Smith want to go?

.....

5 What did John Smothers bring at the end of the story?

.....

6 Explain the meaning of the final line. What does it tell us about the streetcar business in Austin at that time?

.....

vocabulary

2 Find in the story synonyms for the following words.

1 Dinner

2 Returned

3 Almost

4 Tried

5 Grandfather

6 Get lost

summary completion

3 Complete the summary of the story with the missing information.

A Strange Story

"A Strange Story" is about a girl who gets 1 when she is just five years old. Her father goes to get her medicine and never 2. As years pass, the girl gets married to a man and has a little 3 of her own. Her little girl gets sick just as her 4 did. The husband wants to go get medicine for the child but the woman (fearing the same thing would happen to him as her father) insists he doesn't.

Suddenly, the woman's father miraculously shows up after 5 years and saves the child with the medicine! He admits he was a little 6.

writing

4 Imagine you are John Smothers and write your story.

.....
.....
.....
.....
.....
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.....
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.....
.....



[READING FOR PLEASURE]

PRE-READING What would you do if you knew that today was the last day of the world?

.....

.....

.....

The Last Night of the World

Ray Bradbury, 1951

"What would you do if you knew this was the last night of the world?"

"What would I do; you mean, seriously?"

"Yes, seriously."

"I don't know - I hadn't thought." She turned the handle of the silver coffeepot toward him and placed the two cups in their saucers.¹

He poured some coffee. In the background, the two small girls were playing blocks on the parlor rug² in the light of the green hurricane lamps. There was an easy, clean aroma of brewed coffee in the evening air. "Well, better start thinking about it," he said.

"You don't mean it?" said his wife.

He nodded.

"A war?"

He shook his head.

"Not the hydrogen or atom bomb?"

"No."

"Or germ warfare?"

"None of those at all," he said, stirring³ his coffee slowly and staring into its black depths. "But just the closing of a book, let's say."

"I don't think I understand."

"No, nor do I really. It's just a feeling; sometimes it frightens me, sometimes I'm not frightened at all - but peaceful." He glanced in at the girls and their yellow hair shining in the bright lamplight, and lowered his voice. "I didn't say anything to you. It first happened about four nights ago."

"What?"

"A dream I had. I dreamt that it was all going to be over and a voice said it was; not any kind of voice I can remember, but a voice anyway, and it said things would stop here on Earth. I didn't think too much about it when I awoke the next morning, but then I went to work and the feeling as with me all day. I caught Stan Willis looking out the window in the middle of the afternoon and I said, 'Penny for your thoughts, Stan,' and he said, 'I had a dream last night,' and before he even told me the dream, I knew what it was. I could have told him, but he told me and I listened to him."

"It was the same dream?"

"Yes. I told Stan I had dreamed it, too. He didn't seem surprised. He relaxed, in fact. Then we started walking through offices, for the hell of it.⁴

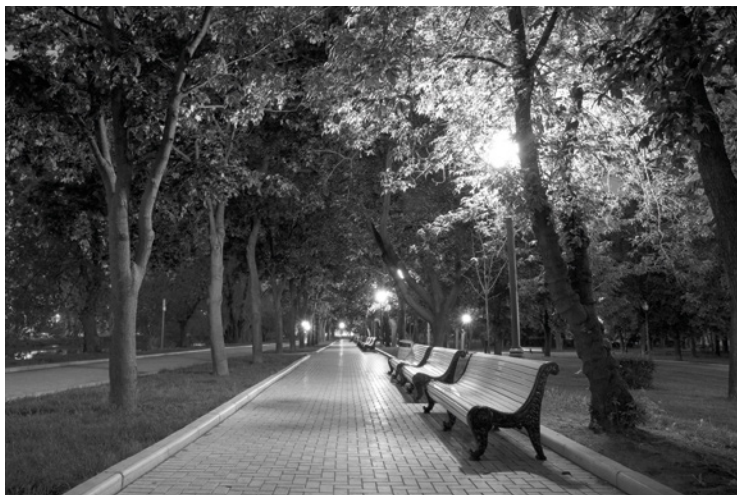
It wasn't planned. We didn't say, let's walk around. We just walked on our own, and everywhere we saw people looking at their desks or their hands or out the windows and not seeing what was in front of their eyes. I talked to a few of them; so did Stan."

"And all of them had dreamed?"

"All of them. The same dream, with no difference."

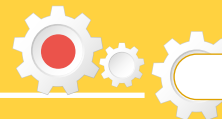
"Do you believe in the dream?"

"Yes. I've never been more certain."

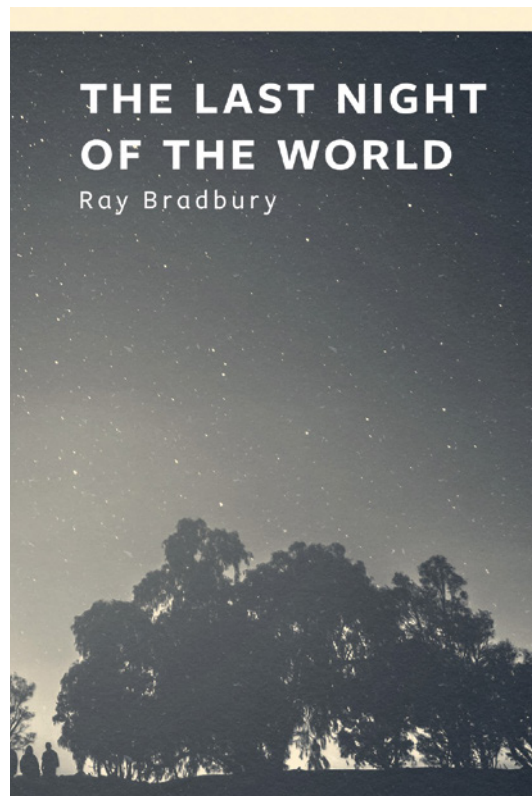


TRANSLATION

- 1 piattini
- 2 tappeto
- 3 mescolando
- 4 per il gusto di farlo



"And when will it stop? The world, I mean."
 "Sometime during the night for us, and then, as the night goes on around the world, those advancing portions will go, too. It'll take twenty-four hours for it all to go."
 They sat awhile not touching their coffee. Then they lifted it slowly and drank, looking at each other.
 "Do we deserve this?" she said.
 "It's not a matter of deserving, it's just that things didn't work out. I notice you didn't even argue about this. Why not?"
 "I guess I have a reason," she said.
 "The same reason everyone at the office had?"
 She nodded. "I didn't want to say anything. It happened last night. And the women on the block are talking about it, just among themselves." She picked up the evening paper and held it toward him. "There's nothing in the news about it."
 "No, everyone knows, so what's the need?" He took the paper and sat back in his chair, looking at the girls and then at her. "Are you afraid?"
 "No. Not even for the children. I always thought I would be frightened to death, but I'm not."
 "Where's that spirit of self-preservation the scientists talk about so much?"
 "I don't know. You don't get too excited when you feel things are logical. This is logical. Nothing else but this could have happened from the way we've lived."
 "We haven't been too bad, have we?"
 "No, nor⁵ enormously good. I suppose that's the trouble. We haven't been very much of anything except us, while a big part of the world was busy being lots of quite awful things." The girls were laughing in the parlor as they waved their hands and tumbled down⁶ their house of blocks.
 "I always imagined people would be screaming in the streets at a time like this."
 "I guess not. You don't scream about the real thing."
 "Do you know, I won't miss anything but you and the girls. I never liked cities or autos or factories or my work or anything except you three. I won't miss a thing except my family and perhaps the change in the weather and a glass of cool water when the weather's hot, or the luxury⁷ of sleeping. Just little things, really. How can we sit here and talk this way?"
 "Because there's nothing else to do."
 "That's it, of course, for if there were, we'd be doing it. I suppose this is the first time in the history of the world that everyone has really known just what they were going to be doing during the last night."
 "I wonder what everyone else will do now, this evening, for the next few hours."
 "Go to a show, listen to the radio, watch the TV, play cards, put the children to bed, get to bed themselves, like always."
 "In a way that's something to be proud of – like always."
 "We're not all bad."
 They sat a moment and then he poured⁸ more coffee. "Why do you suppose it's tonight?"
 "Because."
 "Why not some night in the past ten years or in the last century, or five centuries ago or ten?"
 "Maybe it's because it was never February 30, 1951, ever before in history, and now it is and that's it, because this date means more than any other date ever meant and because it's the year when things are as they are all over the world and that's why it's the end."
 "There are bombers⁹ on their course both ways across the ocean tonight that'll never see land again."
 "That's part of the reason why."



TRANSLATION

- 5 né
- 6 fecero cadere
- 7 lusso
- 8 versò
- 9 cacciabombardieri



“Well,” he said. “What shall it be? Wash the dishes?”

They washed the dishes carefully and stacked them away with especial¹⁰ neatness.

At eight-thirty the girls were put to bed and kissed good night and the little lights by their beds turned on and the door left a trifle¹¹ open.

“I wonder,” said the husband, coming out and looking back, standing there with his pipe for a moment.”

“What?”

“If the door should be shut all the way or if it should be left just a little ajar¹² so we can hear them if they call.”

“I wonder if the children know – if anyone mentioned anything to them?”

“No, of course not. They’d have asked us about it.”

They sat and read the papers and talked and listened to some radio music and then sat together by the fireplace looking at the charcoal embers¹³ as the clock struck ten-thirty and eleven and eleven-thirty. They thought of all the other people in the world who had spent their evening, each in their own special way.

“Well,” he said at last. He kissed his wife for a long time.

“We’ve been good for each other, anyway.”

“Do you want to cry?” he asked.

“I don’t think so.”

They went through the house and turned out the lights and locked the doors, and went into the bedroom and stood in the night cool darkness undressing. She took the spread¹⁴ from the bed and folded it carefully over a chair, as always, and pushed back the covers. “The sheets are so cool and clean and nice,” she said. “I’m tired.”

“We’re both tired.”

They got into bed and lay back.

“Wait a moment,” she said.

He heard her get up and go out into the back of the house, and then he heard the soft shuffling¹⁵ of a swinging door. A moment later she was back. “I left the water running in the kitchen,” she said. “I turned the faucet¹⁶ off. “Something about this was so funny that he had to laugh.

She laughed with him, knowing what it was that she had done that was so funny. They stopped laughing at last and lay in their cool night bed, their hands clasped, their heads together.

“Good night,” he said, after a moment.

“Good night,” she said, adding softly, “dear...”

TRANSLATION

- 10 particolare
- 11 un tantino
- 12 socchiusa
- 13 braci di carbone
- 14 coprietto
- 15 strascichio
- 16 rubinetto

comprehension

1 Answer the following questions.

1 Who are the main characters in the story?

.....

2 What did they both dream about?

.....

3 What are their daughters doing?

.....

4 How do they react at the fact the world is coming to an end?

.....

5 What would the husband miss most?

.....

6 When is the story set?

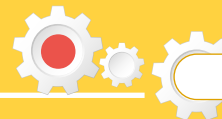
.....

7 Why isn't the wife frightened about what is going to happen?

.....

8 How do they decide to spend their last night?

.....



vocabulary

2 Label the pictures below with words from the short story.



1



2



3



4



5



6

3 Now write sentences of your own using the words in the previous exercise.

- 1
- 2
- 3
- 4
- 5
- 6

writing

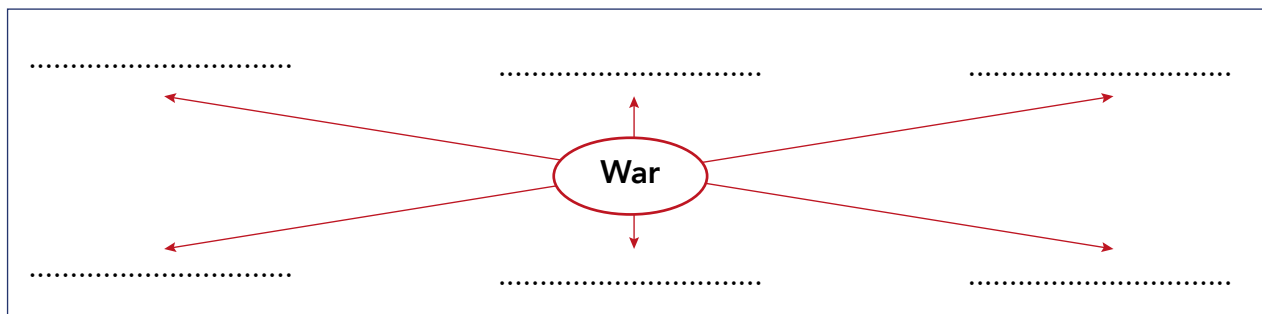
4 What would you miss most if the world came to an end?

.....

.....

text analysis

5 The story was written during the early years of the Cold War. In those times, people were living in fear over threats like the hydrogen or atomic bomb. Find in the text all the references to the semantic field of 'war'.





[SAYING IT WITH A SONG]

Photograph

Ed Sheeran

listening



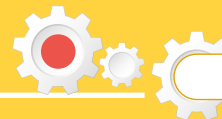
1 Listen to the song and circle the words you hear.



Loving can hurt, loving can hurt *sometimes/somewhere* **A**
But it's the only thing that I know
When it gets hard, you know it can get hard sometimes
It is the only thing that makes us feel *high/alive* **B**
We keep this love in a photograph
We made these memories for ourselves
Where our *eyes/doors* **C** are never closing
Hearts are never broken
And time's *never/forever* **D** frozen still

So you can keep me
Inside the pocket of your ripped jeans
Holding me closer 'til our eyes meet
You won't ever be alone, wait for me to come *here/home* **E**

Loving can heal, loving can mend your soul
And it's the only thing that I know, know
I swear it will get easier,
Remember that with every piece of you
Hm, and it's the only thing we take with us when we *lie/die* **F**
Hm, we keep this love in this photograph
We made these memories for ourselves
Where our eyes are never closing
Hearts were never broken
And time's forever frozen still
So you can keep me
Inside the pocket of your ripped jeans
Holding me closer 'til our eyes meet
You won't ever be alone



And if you *hurt/call* **G** me
 That's okay baby, only words *read/bleed* **H**
 Inside these pages you just hold me
 And I won't ever let you go
 Wait for me to come home

You can fit me
 Inside the necklace you *got/bought* **I** when you were sixteen
 Next to your heartbeat where I should be
 Keep it deep within your *heart/soul* **J**
 And if you hurt me
 Well, that's okay baby, only words bleed
 Inside these pages you just hold me
 And I won't ever let you go
 When I'm away, I will remember how you kissed me
 Under the lamppost back on Sixth street
 Hearing you whisper through the phone,
 "Wait for me to come home."

writing

2 Complete the sentences with prepositions from the song.

- 1 She was sitting a tree, reading a book.
- 2 Keep the ticket your pocket or you'll lose it.
- 3 We were at the pub closing time.
- 4 I have been waiting the bus for twenty minutes.
- 5 It takes about twenty minutes to drive the Mount Blanc tunnel.

vocabulary

3 Scan the text of the song and find the English equivalents of the following verbs, then use them to write sentences of your own.

- 1 Ferire
- 2 Rompere
- 3 Tenere
- 4 Sanguinare
- 5 Bisbigliare
- 6 Riparare

- 1
- 2
- 3
- 4
- 5
- 6

writing

4 Do you have a memorable photograph of your friends? Why is it memorable? Where do you keep it?

.....

.....

.....

.....

.....

.....



[SAYING IT WITH A SONG]

Count on me

Bruno Mars



listening



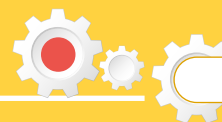
1 Listen to the song and fill in the blanks with the words you hear.

If you ever find yourself stuck in the middle of the **A**,
I'll sail the world to find you
If you ever find yourself lost in the **B** and you can't see,
I'll be the light to guide you
Find out what we're made of
When we are called to help our friends in **C**

You can count on me like 1 2 3
I'll be there
And I know when I need it I can count on you like 4 3 2
And you'll be there
Cause that's what friends are supposed to do, oh yeah

Woooh, Woooh
Yeah Yeah

If you toss and you turn and you just can't fall **D**
I'll sing a song
Beside you
And if you ever forget how much you really mean to me
Every day I will **E** you



Ohh
 Find out what we're made of
 When we are called to help our friends in need

You can count on me like 1 2 3
 I'll be there
 And I know when I need it I can count on you like 4 3 2
 You'll be there
 Cause that's what friends are supposed to do, oh yeah

Woooooh, Woooooh
 Yeah Yeah

You'll always have my **F** when you cry
 I'll never let go
 Never say **G**

You can count on me like 1 2 3
 I'll be there
 And I know when I need it I can count on you like 4 3 2
 You'll be there
 Cause that's what **H** are supposed to do, oh yeah

Woooooh, Woooooh
 You can count on me cos' I can count on you

writing

2 Complete the conditional sentences below with the missing verbs.

- 1 If it rains, we to the seaside. We'll watch a film at home.
- 2 I'll call her today, if I time.
- 3 I will ask you, if I any help.
- 4 Walter very happy, if he passes his maths test.
- 5 If I win the lottery, I a new car.
- 6 If you don't sleep enough, you very tired in the morning.
- 7 If you need a bike, I you mine.
- 8 If the train is on strike, I a bus.

vocabulary

3 Scan the text of the song and find the antonyms for the following words.

- | | | | |
|------------|-------|---------|-------|
| 1 Lose | ..... | 5 Never | ..... |
| 2 Dark | ..... | 6 Laugh | ..... |
| 3 Enemies | ..... | 7 Hello | ..... |
| 4 Remember | ..... | 8 Here | ..... |

speaking

4 The song is about true friends and how you can count on them. What are the qualities a true friend should have in your opinion? How does this song connect to your personal experience?

.....

.....

.....

.....

.....

.....

.....



[SAYING IT WITH A SONG]

Englishman in New York

Sting



listening



1 Listen to the song and fill in the blanks with the words you hear.

I don't drink coffee I take **A** my dear
I like my toast done on one side
And you can hear it in my accent when I

B
I'm an Englishman in New York

See me walking down **C** Avenue
A walking cane here at my side
I take it everywhere I walk
I'm an Englishman in New York

I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

If "Manners maketh¹ man" as **D** said
Then he's the hero of the day
It takes a man² to suffer ignorance and

E
Be yourself no matter what they say

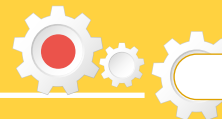
I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

Modesty, propriety³ can lead to notoriety
You could end up as the only one
Gentleness, sobriety are rare in this **F**
At night a candle's brighter than the sun

Takes more than combat gear to make a man
Takes more than a license for a **G**
Confront your enemies, avoid them when you can
A gentleman will walk but never **H**

Glossary

- 1 (old) makes
- 2 you need to be a man
- 3 conformity to conventional behaviour



If "Manners maketh man" as someone said
 Then he's the hero of the day
 It takes a man to suffer ignorance and smile
 Be yourself no matter what they say
 Be yourself no matter what they say
 Be yourself no matter what they say
 Be yourself no matter what they say
 Be yourself no matter what they say...

I'm an alien, I'm a legal alien
 I'm an Englishman in New York
 I'm an alien, I'm a legal alien
 I'm an Englishman in New York

 I'm an alien, I'm a legal alien
 I'm an Englishman in New York
 I'm an alien, I'm a legal alien
 I'm an Englishman in New York

writing

2 The song talks about an Englishman who feels different from American people in the streets of New York. Underline some examples of how different he feels, then complete the chart below about how different he is.

HABITS	LANGUAGE	ATTITUDE/PERSONALITY
He drinks tea instead of coffee		

3 Now imagine you are the alien in New York. How different would you be from the natives? Complete the chart below.

HABITS	LANGUAGE	ATTITUDE/PERSONALITY

vocabulary

4 Scan the text of the song and find the words corresponding to the following definitions.

- 1 A wooden stick to help people walk
- 2 Clothes a soldier wears
- 3 The way you pronounce words
- 4 A person who is admired for his/her courage
- 5 A person coming from a different country
- 6 Lack of knowledge

writing

5 Explain in your own words the meaning of the saying 'manners maketh man'. Do you agree with it?

.....

.....

.....

.....

.....



[SAYING IT WITH A SONG]

Space Oddity¹

David Bowie



listening



1 Listen to the song and circle the words you hear.

Ground Control to Major Tom
Ground Control to Major Tom
Take your protein pills and put your *helmet/velvet* **A** on
Ground Control to Major Tom (Ten, nine, eight, seven, six)

Commencing² countdown, engines on (Five, four, three)
Deck/Check **B** ignition and may God's love be with you (Two, one, liftoff)

This is Ground Control to Major Tom
You've really made the grade³
And the papers want to know whose shirts you *bear/wear* **C**
Now it's time to leave the capsule if you dare⁴

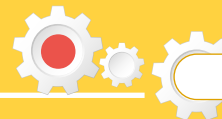
This is Major Tom to Ground Control
I'm stepping through the *door/floor* **D**
And I'm floating in the most peculiar way
And the stars look very different today

For here am I sitting in a tin *can/den* **E**
Far above the world
Planet Earth is blue
And there's nothing I can do

Though I'm past one hundred thousand miles
I'm feeling very *ill/still* **F**
And I think my spaceship knows which way to go
Tell my wife I love her very much, she knows

Glossary

- 1** a strange thing or person
- 2** starting
- 3** have succeeded
- 4** if you are brave enough to do it



Ground Control to Major Tom
 Your circuit's dead, there's something wrong
 Can you hear me, Major Tom?
 Can you hear me, Major Tom?
 Can you hear me, Major Tom?
 Can you hear?

And I'm floating around my tin can
 Far above the Moon
 Planet Earth is blue
 And there's nothing I can do

comprehension

2 Answer the following questions.

- 1 What does Ground Control say to Major Tom?
.....
- 2 Why are all the papers interested in Major Tom?
.....
- 3 What does Planet Earth look like from far above?
.....
- 4 What are Major Tom's feelings?
.....
- 5 What does Major Tom think about his spaceship?
.....
- 6 Why do you think Major Tom's spaceship is described as a tin can?
.....
- 7 Is Major Tom missing anyone in particular?
.....
- 8 How do we learn that Ground Control have lost contact with Major Tom?
.....

writing

3 Imagine you are Major Tom and write a tweet about your space experience.

@ _____

TITLE: _____
AUTHOR: _____

TWEET: _____

RATING:



vocabulary

4 Label the pictures below with words from the song.



1



2



3



4



5

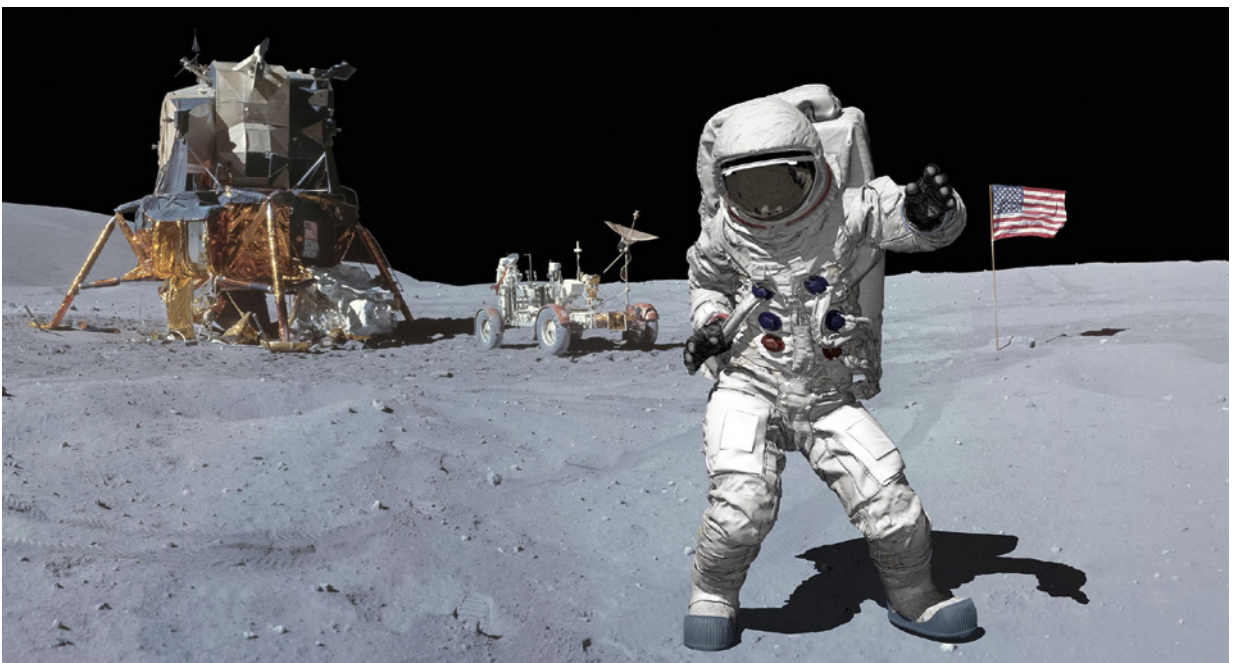


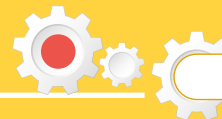
6

writing

5 This song was released in 1969, to coincide with the launch of the Apollo 11 Mission. What do you know about this important event in space exploration? If possible, do a research to gather information about it, then report to the class.

.....
.....
.....
.....





[SAYING IT WITH A SONG]

Another Day in Paradise

Phil Collins



listening



1 Listen to the song and fill in the blanks with the verbs you hear.

She calls out to the man on the street
"Sir, can you **A** me?
It's cold and I've nowhere to sleep
Is there somewhere you can tell me?"

He walks on, doesn't look back
He pretends he can't **B** her
Starts to whistle as he crosses the street
..... **C** embarrassed to be there

Oh think twice, cause it's another day for
You and me in paradise
Oh think twice, cause it's another day for you
You and me in paradise

Just think about it

She calls out to the man on the street
He can see she's been crying
She's got blisters on the soles of her feet
She can't **D** but she's trying

Oh think twice, cause it's another day for
You and me in paradise
Oh think twice, it's just another day for you

You and me in paradise

Just think about it

Oh lord, is there nothing more anybody can do
Oh lord, there must be something you can
..... **E**

You can **F** from the lines on her face
You can see that she's been there
Probably been moved on from every place
'Cos she didn't fit in there

Oh think twice, cause it's another day for
You and me in paradise
Oh think twice, it's just another day for you
You and me in paradise

Just think about it
Just think about it

It's just another day for you and me in paradise
It's just another day for you and me in paradise
It's just another day for you and me in paradise
Just think about it



comprehension

2 Answer the following questions.

- 1 Who is the woman in the song?
.....
- 2 Who is she asking for help?
.....
- 3 What does the woman look like?
.....
- 4 Why do you think she's been crying? What's her problem?
.....
- 5 What is the man's attitude towards the woman?
.....
- 6 What does 'paradise' mean in this song, in your opinion?
.....

vocabulary

3 Match each phrasal verb to its meaning. Then write sentences of your own using them.

- | | | |
|-------------|---|---|
| 1 Call out | A | Feel you belong to a particular group |
| 2 Fit in | B | Know something because of certain signs |
| 3 Look back | C | Say something loudly to someone |
| 4 Tell from | D | Leave a place you have been staying and go to another place |
| 5 Move on | E | Turn your head around in order to see something |

- 1
- 2
- 3
- 4
- 5

4 Scan the text of the song and find homophones for the following words.

- 1 Here
- 2 Four
- 3 Sea
- 4 Bean
- 5 Feat

writing

5 Explain in your own words what the song is about.

.....

.....

.....

.....

.....

.....

.....

.....



[POETS' CORNER]

Autumn Leaves

Leland B. Jacobs



Green leaves,
 Yellow leaves,
 Red leaves, and brown,
 Falling,
 Falling,
 Blanketing¹ the town.
 Oak leaves,
 Maple leaves,
 Apple leaves, and pear,
 Falling,
 Whispering,²
 "Autumn's in the air!"
 Big leaves,
 Little leaves,
 Pointed leaves, and round,
 Falling,
 Nestling,³
 Carpeting⁴ the ground.

Glossary

1 covering as with a blanket
2 saying something very quietly
3 finding a comfortable position
4 covering as with a carpet

comprehension

1 Read the poem and find the words corresponding to the trees below.



1

2



3

4



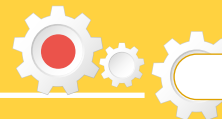
writing

2 Draw a pointed and a round leaf.

3 Which senses are highlighted in the poem? Write words from the text under the correct category.

SIGHT	HEARING

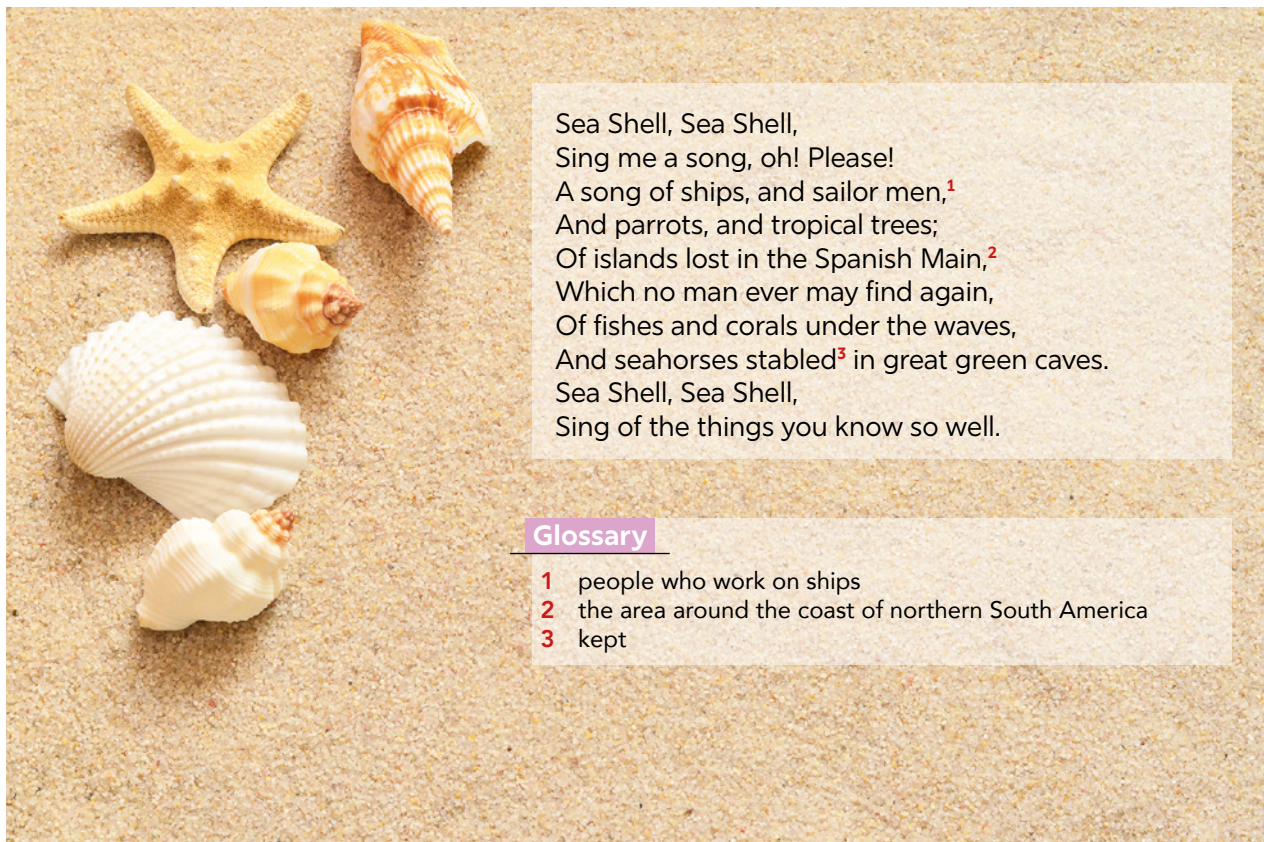
4 Which feelings does the poem convey? Choose among the following words.
peace - boredom - happiness - calmness - fear - nostalgia - hope - tranquillity - cheerfulness - restlessness



[POETS' CORNER]

Sea Shell

Amy Lowell



Sea Shell, Sea Shell,
 Sing me a song, oh! Please!
 A song of ships, and sailor men,¹
 And parrots, and tropical trees;
 Of islands lost in the Spanish Main,²
 Which no man ever may find again,
 Of fishes and corals under the waves,
 And seahorses stabled³ in great green caves.
 Sea Shell, Sea Shell,
 Sing of the things you know so well.

Glossary

- 1 people who work on ships
- 2 the area around the coast of northern South America
- 3 kept

vocabulary

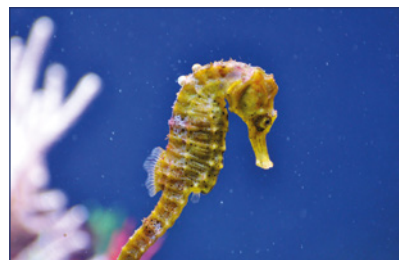
1 Label the pictures below with words from the poem.



1



2



3



4



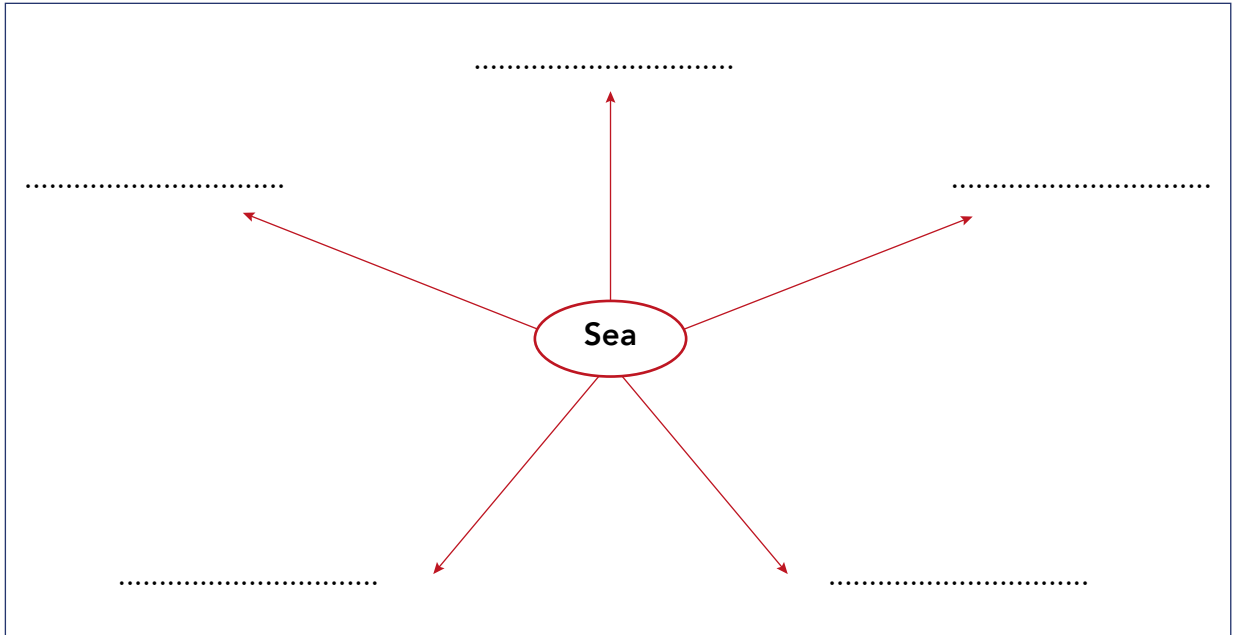
5



6



2 Complete the mind map with all the elements in the poem belonging to the semantic field of the 'sea'.



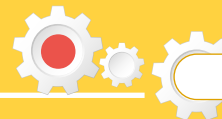
writing

3 Personification is a literary device used when an author gives human traits to something that is not human. How is personification used in this poem?

.....
.....
.....
.....

4 Using the same first letter in a series of words is called alliteration. Can you list all the words that start with -s or -sh in the poem? Find more examples of alliteration in the poem and add to the list.

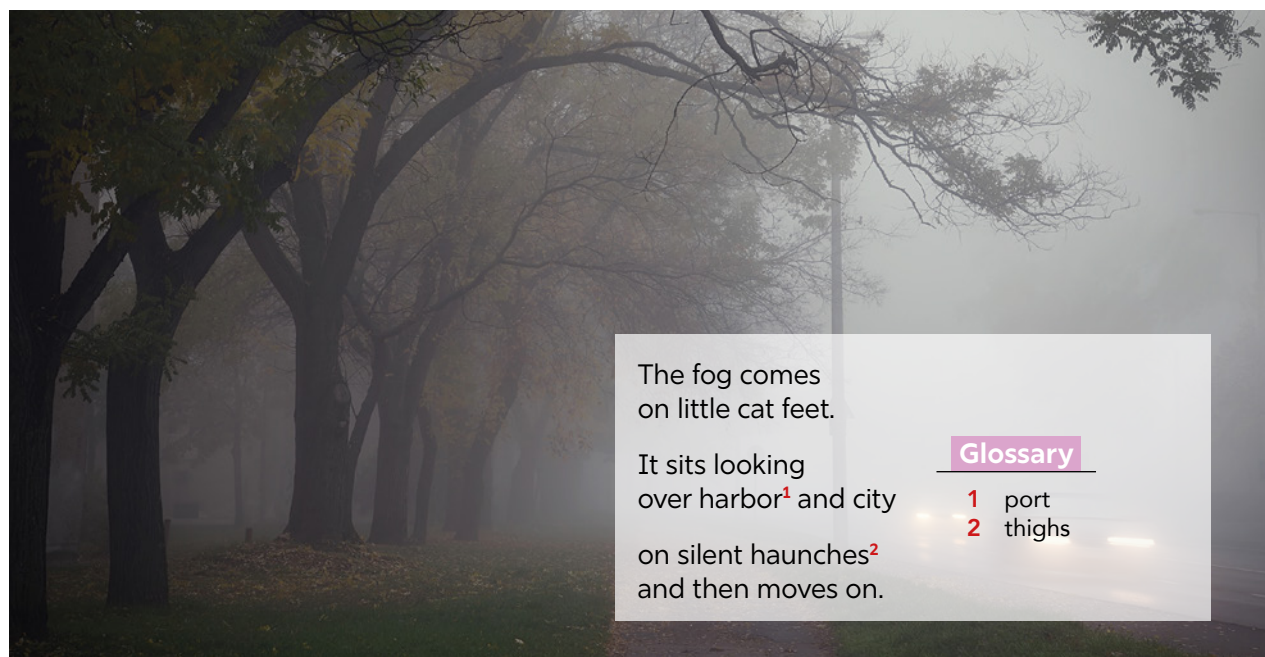
.....
.....
.....
.....



[POETS' CORNER]

Fog

Carl Sandburg



The fog comes
on little cat feet.

It sits looking
over harbor¹ and city
on silent haunches²
and then moves on.

Glossary

- 1 port
- 2 thighs

comprehension

1 Answer the following questions.

1 Where do you think the poet is?

.....

2 How is fog represented in the poem?

.....

3 What is the general atmosphere like?

.....

4 What do you think the fog may be a symbol of in the poet's mind?

.....

5 Why do you think he chose a cat and not a dog to evoke the idea of fog?

.....

writing

2 Complete the summary with the words below.

comparison - long - footsteps - wandering - blanket - city

Fog

In the first stanza of the poem, the speaking voice is comparing the movement of the fog to the silent 1 of a cat. Fog often arrives quickly, yet completely, as it covers a city or a harbor and it often shrouds the surroundings like a 2 that does not allow any light.

In the second stanza, the speaking voice further develops the 3 between cat and fog. The fog has arrived above the 4 and the cat will sit and look out over the land or cityscape.

Next, the narrator states that the fog is sitting on silent haunches as it looks out over the harbor and city just like a cat. Finally, the speaking voice explains that after looking over harbor and city the fog moves on. Cats are known to be 5 creatures. Again, the fog is compared to the cat in that it hovers silently, but it never stays in one place too 6.



[POETS' CORNER]

Bus Stop

Donald Justice

Lights are burning
In quiet rooms
Where lives go on
Resembling ours.

The quiet lives
That follow us
These lives we lead
But do not own

Stand in the rain
So quietly
When we are gone,
So quietly...

And the last bus
Comes letting dark
Umbrellas out
Black flowers, black flowers.

And lives go on.
And lives go on
Like sudden lights
At street corners

Or like the lights
In quiet rooms
Left on for hours,
Burning, burning.



comprehension

1 Answer the following questions.

- 1** Where is the poet?
.....
- 2** What is he looking at?
.....
- 3** What time of the day is it?
.....

- 4** What are umbrellas compared to?
.....
- 5** What is the prevailing mood in the poem?
.....
- 6** The word 'light' is repeated many times.
What does it represent in your opinion?
.....

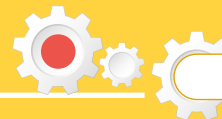
vocabulary

2 Match each adjective with the corresponding noun.

- 1** Sudden **A** umbrellas
- 2** Quiet **B** flowers
- 3** Black **C** lights
- 4** Last **D** rooms
- 5** Dark **E** bus

writing

3 Choose another title for the poem above.
.....
.....
.....



[POETS' CORNER]

Knoxville, Tennessee

Nikki Giovanni

I always like summer
 Best
 You can eat fresh corn
 From daddy's garden
 And okra
 And greens¹
 And cabbage
 And lots of
 Barbeque
 And buttermilk²
 And homemade ice-cream
 At the church picnic
 And listen to
 Gospel music
 Outside
 At the church
 Homecoming
 And go to the mountains with
 Your grandmother
 And go barefooted
 And be warm
 All the time
 Not only when you go to bed
 And sleep



Glossary

- 1 vegetables with large green leaves
- 2 the liquid that remains after butter has been made

comprehension

1 Answer the following questions.

- 1 Why does the poet prefer summer to any other season?

.....

- 2 How does she usually spend her summer time?

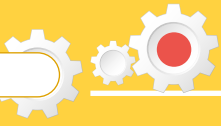
.....

- 3 What senses are foregrounded in the poem?

.....

- 4 What is unusual about this poem?

.....



vocabulary

2 Label the pictures below with words from the poem.



1

2

3



4

5

writing

3 Think of a place where you usually spend your summer holidays or where you used to spend them and describe it. Alternatively, write a poem about it.

.....
.....
.....
.....
.....
.....
.....