Now and then

VOCABULARY

Household chores



1

2

Scarica GUARDA! e inquadrami per guardare i video e ascoltare gli audio di questa unità





1 🗘)) 1.1



MATCH the verbs to the words below. Listen and check your answers. Then listen and repeat.

do (x4) • vacuum/hoover • sweep/mop • lay/clear • take out • make • hang out

1	the beds
2	the table
3	the clothes
4	the ironing
5	the washing-up
6	the floor
7	the washing / the laundry
8	the floor / the carpet
9	the rubbish
10	the dusting

WRITE the correct household chore from exercise 1 under each picture.





DISCUSS in pairs. Which of the chores from exercise 1 do you do at home? How often do you do them?

EXPAND VOCABULARY

MATCH the appliances to the pictures. Listen 4 🗘)) 1.2 and check your answers. Then listen and repeat.

microwave (oven)	5 🗌 blender
electric kettle	6 🗌 toaster

4 □ coffee machine

3 iron **7** vacuum cleaner







WRITE down two appliances that you can load or empty.

Load = fill with a large amount of something. **Empty** = remove all the contents.

WRITE a few sentences. Which appliances are part of your daily routine? When do you use them?

I'm thinking about chores

PRESENTATION

Warm-up

- **DISCUSS.** What is your most favourite and least favourite household chore? Why?
- Reading and understanding a text
- **READ** the post and say what chore Beth is doing and why she dislikes it.

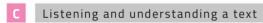




Beth

today, 4 p.m.

I'm sitting on the sofa and I'm thinking about chores – there's no getting away from them. We all do them, and we all have some we just hate doing. Why are there chores that one person can't stand but another person finds relaxing? I'm not sure. Now I'm folding pairs of socks, which is one of my least favourite chores. I don't know why I dislike it so much, maybe it's because I always have a few that come back as singles. It just annoys me. What about you? What chores do you hate doing or try to put off whenever possible?



LISTEN to four people talking about their most favourite and least favourite chores and complete the table.

	Caitlin	Kim	Ann	Ted
Favourite chore				
Least favourite chore				

GLOSSARY

folding piegando **put off** rimandare scrubbing the bath(tub) pulire la vasca da bagno

rinsing risciacquando dryer asciugatrice whirl around ruotare

4 口)) 1.4

LISTEN again and answer the questions.

- **1** Does Caitlin keep the laundry under control?
- **2** What happened to her when she was doing the washing-up as a girl? Why?
- **3** What did her first house have? How did she feel?
- **4** What happened to Kim while she was cleaning the bath yesterday?
- **5** What does Ann love doing?
- **6** Why doesn't she like putting the clothes away?
- **7** What did Ted try last year?
- **8** What did he like watching the other day? Why?
- Talking about chores
- **DISCUSS.** Who does the daily chores in your house? Who does the weekly ones?

Tense revision: present and past

- **READ** the sentences and answer the questions below to revise your knowledge of the simple and the continuous tenses.
- 1 I'm sitting on the sofa.
- **2** When I **moved** into my first place, it **had** a dishwasher.
- **3** I **do** the dusting every week.
- Yesterday, when I was rinsing the bathtub, I almost
- While I was rinsing the bathtub, Mum was doing the laundry.

Which sentence describes

- **A** an action that happened at a specific time in the past?
- an activity in progress in the past that was interrupted by a sudden past action?
- **c** parallel actions happening simultaneously in the past?
- **D** a habitual activity?
- **E** an action that is happening now?

Can you point out which sentences are in the present and which are in the past? Can you explain how these tenses are formed?

We use the **present simple** for:

- things that are always true.
- permanent situations.
- routine/habitual actions.

The time expressions are: never, sometimes, usually, always, every day/month/year...

We use the **present continuous** for:

- things happening now.
- temporary situations.
- changing situations or developments.

The time expressions are: at the moment, now, currently, these days, this week/month/year...



Grammar reference page 150

CHOOSE the correct alternative to complete the sentences.

- **1** They *do / are doing* the washing twice a week.
- **2** Look at the children! They *tidy up / are tidying up* their
- **3** Janet never *sweeps / is sweeping* the floor. She usually vacuums / is vacuuming it.
- **4** 'Do you hang out / Are you hanging out the clothes to dry?' 'No, we don't / aren't. We have / are having a dryer.'
- 5 I make / am making a milkshake in the blender. Do you want / Are you wanting some?
- **6** 'What *does / is* your sister Caroline *doing / do* while you are making / make the beds?' 'She takes out / is taking out the rubbish.
- **7** Do you know / Are you knowing who invented the microwave oven?

We use the **past simple** for completed actions in the past. The time expressions are: *vesterday*, *in 2010*, *two days ago*, last night/ week/ month/ year...

We use the **past continuous** for:

- actions in progress at a specific moment in the past (often when they are interrupted by another action in the past simple).
- parallel past actions.
- temporary situations in the past.



🕝 Grammar reference page 150

LOOK at the picture and write sentences to describe what the Smiths were doing on Saturday afternoon.



- **COMPLETE** the sentences with the correct past tense of the verbs in brackets.
- 1 'What(they / do) at this time yesterday?' 'They(eat) some toast and(drink) tea.' 'What about you?' 'I(have) breakfast, too.' 2 My wife(not hoover) the carpet this morning. I(have) to do it when I(come) back from work. **3** I(iron) the clothes while my husband(make) a delicious meal. **4** We(wait) for the water to boil in the kettle when the doorbell (ring). Who(be) it? I don't know, we(not answer). **5** When he (wake up), his mother(switch on) the coffee machine.
- Talking about chores
- **DISCUSS** your to-do list of household chores in pairs. Say what you usually do and what you did last week. What happened / How did you feel / What were you thinking about while you were doing the chores?

Last Saturday, while I was doing the dusting, I broke a vase. I felt awful!

PRELIMINARY



EXAM DESCRIPTION

What is there in Reading Part 4?	A long text from which five sentences have been removed. These are given in scrambled order after the text, together with three extra sentences. You must complete the gaps in the text with the correct sentences.		
What do I have to focus on?	Finding out the general topic and meaning of the text. Understanding the structure of the text.		
How many questions are there?	Five.		
How many marks do I get?	One mark for each correct answer. (Total: five marks)		

Warm-up

MATCH the traditional activities from the box to the pictures.

wash the clothes with a washboard and soap • sew by hand • milk the cows • pump water



1



2



3



4

Reading - Part 4

GAPPED TEXT. Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

THE WAY THEY WERE The days of the pioneers in 19th-century America were very different

The days of the ploneers in 15 century fillenea were very unreferre
from today, full of manual work to do. Some tasks were a daily
necessity, while others just came on certain days. 1 They
sometimes scrubbed the floor using soap or sand and a mop.
Housewives prepared meals in the fireplace, on wood-burning stoves, o
over an open outdoor fire. Women often spent Saturday baking pies and
cakes for the whole week, but baked bread and biscuits every day.
On Monday, there was the weekly task of washing clothes. They
washed everything by hand. 2 Next, they used a washboard and
soap to scrub the clothing. Then they rinsed it and hung it out to dry.
They heated flat irons on the stove or fireplace and used them to
press out the clothes.
Sewing was a daily chore performed by the women of the families.
Mothers began teaching their daughters to sew as early as 4 years old.
The task of getting water required much more work than it does today.
While someone from the family was pumping the water, another
member was preparing the buckets which they had to fill. At the back
of the house, the families kept a bucket of drinking water with a long
spoon to drink out of.
Food was always fresh for the pioneers. 4 Then the women took
steps to preserve the fresh foods – canning vegetables, drying beans,
and making jams and jellies.

A One of their main jobs was making cloth.

(Adapted from www.crackercountry.org)

B On Tuesday, women ironed the freshly cleaned clothes.

responsible for feeding and caring for the animals.

- **C** They always made sure the fire didn't go out.
- **D** Men grew different kinds of vegetables in the gardens.
- **E** People swept floors every day using brooms.
- **F** The ground was very hard so they didn't grow vegetables.
- **G** Each family raised its own cattle and chickens for meat and eggs.

A daily task for the older children was milking the cows early in the morning and late in the evening. 5 Younger children were

- **H** First, they placed the clothes in an iron pot full of boiling water.
- Talking about past and present habits
- **DESCRIBE** what the people were doing in the pictures in exercise 1 and how we do the same activities today.

PRESENTATION AND PRACTICE 2

How did people use to listen to music?

VOCABULARY

Household objects







Household objects

1 (小) 1.5

MATCH the household objects to the pictures. Listen and check your answers. Then listen and repeat.

torch • rotary dial telephone • flat-screen smart TV • hairdryer • scissors • CD player











- **GUESS** the household objects and write them down.
- They cut paper and cloth.
- 2 You use it to dry your hair.
- **3** You use it if you are walking at night.
- In the 1960s people used it to make calls.
- It provides viewers with great image definition and sound.
- It plays audio files.

PRESENTATION

Warm-up

- **DISCUSS** in pairs. Which of the household objects in exercise 1 do you use the most? Are there any you don't have or you think you don't need?
- Reading and understanding a text
- **READ** the text below and match each heading to the corresponding paragraph.
- A Old phones and new cells
- Changes in household objects
- Vinyl records vs wireless connection
- **D** The evolution of TV

Household objects: then and now

Times have changed a lot, especially as regards technology. Fifty years ago, some household objects used to be part of everyday life, but now lots of them have changed dramatically or disappeared.

The Scottish scientist John Logie Baird invented television in 1925. The first TV sets used to be bulky and made of wood. They used to stand on four legs on the floor and they were

usually in the corner of the living room opposite the sofa. There didn't use to be a great choice of programmes and reception was of low quality. Now the flat-screen smart TV offers a huge choice of TV channels and programmes to watch, including an unlimited supply of Internet-based

shows.

Families used to place their rotary dial telephone either on a wall or on some piece of furniture that used to have a drawer containing two other disappearing household objects – the Yellow Pages and the phone book. Dialling was a different experience since people used to form the number they were calling by using this rotary wheel. Nowadays, you can do almost all the things connected to communication from the palm of your hand. Few people even have a phone in the house any more.

4 ... How did people use to listen to music in the past? Before television became popular, radio and music were the most popular forms of entertainment, and families used to sit together to listen to music. They used to listen to vinyl records played on a gramophone. Then music cassettes appeared, and in the 1980s, CDs and CD players. Now the invention of the wireless connection allows people to access the Internet and to stream music on their smartphones or on their digital music players with services such as Spotify. Interestingly, several people in the music industry still refer to artists releasing a 'record' even now.

GLOSSARY

supply offerta **bulky** ingombranti any more non più reception ricezione

records dischi **stream** *trasmettere*

- **READ** the text again and answer the following questions.
- 1 What has technology changed?
- 2 What were the first TV sets like?
- **3** Why is the flat-screen smart TV so different?
- **4** Where did families use to place their rotary dial telephone?
- **5** What were the most popular forms of entertainment in the past?
- **6** What replaces vinyl records now?
- Talking about inventions
- **DISCUSS.** Who invented the telephone and the gramophone? Which is the most incredible invention, according to you?

GRAMMAR

Used to

- **READ** the sentences from the text and answer the questions below.
- 1 Fifty years ago, some household objects **used to** be part of everyday life. **Is this a present habit or a past habit?**
- 2 The first TV sets didn't use to offer a great choice of programmes. Now the flat-screen smart TV offers a huge choice. What do we want to contrast in these sentences?

Used to				
Affirmative	Negative			
I/You/He/She/It/We/They used to listen to records.	I/You/He/She/It/We/They didn't (did not) use to listen to records.			
Interrogative	Short answers			
Did I/you/he/she/it/we/they use to listen to records?	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .			

Use

We use *used to*:

- for actions that happened regularly in the past but no longer happen.
- to **contrast** a habitual action in the past with a present action.



FREQUENT MISTAKES

We use the base form of the verb *use* in questions. Which cartoons **did** you **use** to watch? NOT Which cartoons did you used to watch?

- **8** TRANSFORM the sentences as indicated.
- 1 Did your father use to listen to vinyl records?
- 2 When they were young, they used to dry their hair in the sun without a hairdryer.
- **3** Grannie used to look up phone numbers in the Yellow Pages. ?
- 4 We didn't use to spend our holidays in France. +
- **5** Did she use to heat her food up in the microwave? +
- **6** Jo didn't use to have a torch at home. ?

9	COMPLETE the sentences with the correct form of <i>used to</i> and the verbs in brackets.
	form of <i>usea to</i> and the verbs in brackets.
	In the 1990s
1	My brother and I
	(play) computer games.
2	(the Joads / live) in
	a flat in the town centre?
3	We(not buy) mobile
	phones because they were too expensive.
4	She(not like)
	vegetables, but she does now.
5	My friends(listen)
_	to music on cassette tapes.
_	'
6	(you and your
	classmates / study) together?

PRONUNCIATION

The pronunciation of used to

The pronunciation of *used to* is generally /'juːstə/. However, before vowels and at the end of sentences, it is pronounced /'juːstuː/.

- 10 (1)) 1.7 **LISTEN** and repeat the sentences.
- **1** They used to make calls with a rotary dial telephone.
- **2** We didn't use to watch TV.
- **3** Did you use to cook with a microwave?
- 4 I don't listen to the radio, but I used to.
- **5** We used to wash the floors with a mop.
- **6** My grandfather used to eat little meat.
- LISTEN to how a teenage girl has changed her lifestyle over the last ten years. Write down what she used to do and what she does now regarding clothes, shoes, hair, food, drinks and free-time activities.
- Talking about past and present habits
- IN PAIRS discuss how free time and study activities used to be when your parents and grandparents were young. Then compare them with how they are now.
- Digital competence
- about two old household objects. For each item fill in a table using the prompts below. Then present your findings to the class.

time period • what? • who? • where? • when? • why? • how?

COMMUNICATION

My smartwatch is something else!

VOCABULARY

Gadgets

MATCH the gadgets from the box on the left (NOW) to the corresponding objects in the box on the right (THEN).





2 切) 1.9

LOOK at the gadgets in the NOW box in exercise 1 and match them to the words below. Listen and check your answers. Then listen and repeat.

- **A** smartphone
- **B** MP3 player
- **C** ☐ remote control
- **D** soap dispenser
- E smartwatch
- **DISCUSS** in pairs. How many gadgets do you have? Which gadgets would you like to have?

Warm-up

DISCUSS. Which is the latest device or gadget you have bought? Is it something your parents use too or are they not into modern technology? Do they ask your advice about how to use new things?

Watching and understanding a short film





5 🕨 🕬) 1.10

WATCH AND LISTEN. Say how Jake's dad's generation changed the way they listened to music.

6 U) 1.10 LISTEN AND READ the dialogue. Then answer the questions that follow.

the questions that follows				
DAD	Hey Jake, you've got something in your ear.			
JAKE	Yes, it's my bluetooth <mark>activity tracker</mark> connected to my smartwatch. It tells me everything I want to know about my body.			
DAD	When I was your age, I used to go to the doctor for anything to do with my body.			
JAKE	Well Dad, that was in the dark ages! This little gadget tells me my heart rate, my body temperature and measures the speed and distance everywhere I go. I don't go anywhere without it.			
DAD	Anything else?			
JAKE	I can also listen to music and make or receive phone calls everywhere.			
DAD	Wow, times are certainly changing. We had nothing like that when I was young. We couldn't speak to anyone without a separate phone and nobody had portable music.			
JAKE	Come on Dad, don't exaggerate. You didn't use to only have vinyl records, what about cassettes and CDs?			
DAD	Yes, it's true. My generation went from record players to cassette players to CDs to MP3s – but I still don't fancy sticking anything in my ear.			

- **1** Why is Jake's dad surprised?
- **2** What information does the gadget give about Jake's body?
- **3** Does it do anything else?
- 4 Did Jake's dad have something similar when he was young?
- **5** What did nobody have when Jake's dad was a boy?
- **6** Why does Jake think his dad is exaggerating?
- **7** Does Jake's dad want to try the gadget?
- **IN PAIRS** guess the meaning of the highlighted words and phrases in the dialogue.

- Developing social interaction
- **ROLE-PLAY** the dialogue in pairs.

KEY LANGUAGE FOR SOCIAL COMPETENCE

Asking about past habits

When you were young, did you use to go/do/have ...? When you were my age, what did you use to ...? What did your generation ...?

Talking about past habits

When I was your age, I used to go/do/have ... When I was young, I used to ... My generation went from ... to ...

Comparing past and present

Did you have anything like that? We had nothing like that. Times have changed.

REWRITE the dialogue in pairs, adapting it to different gadgets. Use the Key language.

GRAMMAR

Indefinite pronouns

- **READ** the sentences from the dialogue and choose the 10 correct answer to complete the rule below.
- 1 I can make or receive phone calls everywhere.
- **2** We couldn't speak to **anyone** without a separate phone.
- **3** We had **nothing** like that.

We use indefinite pronouns to speak about:

A an unspecified person, place or thing.

B a precise person, place or thing.

Indefinite pronouns

some / any / no / every + body/one (for people) some / any / no / every + thing (for things) some / any / no / every + where (for places)

Indefinite pronouns refer to unspecified people, places or things.

In general, we use the compounds of:

- some in affirmative phrases.
- any in negative and interrogative phrases.
- *no* only with an **affirmative verb**: they are always negative.
- every in all types of phrases.



FREQUENT MISTAKES

We use a singular verb after compounds of every. Everyone **knows** the answer. NOT Everyone know the answer.

- FIND other examples of indefinite pronouns in the dialogue on page 8.
- **COMPLETE** the sentences with suitable indefinite pronouns.
- 1 'Do you knowabout the latest gadgets?' 'No, I know' 2 They lookedfor the remote control
- but they couldn't find it 3 'Is thereyou can't eat?' 'No, I can eat
- 4 I think there iswrong with my new smartphone because I can't receive calls from
- **5** Yesterday I bought a nice soap dispenser. Now I must findto put it.
- **6** We rang the doorbell many times but answered the door.
- 7 Is therewho can tell me how to turn the microwave on?
- **8**in my street uses the local park.
- **REWRITE** the sentences using an indefinite pronoun.
- 1 All the people in my family have got smartphones.
- 2 I take my smartwatch with me in all the places I go to.
- **3** Not one person I know uses a camera any more.
- **4** Have you seen my MP3 in any place?
- **5** A person has taken my sandwich. I left it on the table.
- **6** There isn't one thing I like about that horror film!

Dictation

- 14 (1)) 1.11 **LISTEN** and write down the paragraph.
- Talking about gadgets
- **USE** the cards to talk about gadgets in pairs. Ask and answer questions in turns.

STUDENT A

- How much time during the day he/ she spends using gadgets
- What difference gadgets make to his/ her life
- Who uses gadgets more – girls or boys, teenagers or adults
- Which gadgets he/ she used to have as a child

STUDENT B

- What his/her favourite gadget is
- What gadgets he/ she has in the home
- Which gadgets are a waste of time
- Whether his/her parents used to have different gadgets when they were younger
- Which gadgets would be useful in school

Zoom in on culture







VIDEO Old and new game crazes



- **DISCUSS** in pairs. Do you know which games your parents and grandparents used to play when they were children? Which games did you use to play when you were a child? What do you know about the games that schoolchildren play around the world?
- Reading and understanding a text
- LOOK at the pictures on the right. Can you recognise any of these games? Read the text and check your answers.







A recent study has found that outdoor play is in danger because children spend less time playing in the street or in the garden in favour of sitting in front of computers and

Several playground trends last forever, while others come and go.

Marbles, for example, originated in ancient Egypt. They were very popular in the first part of the 20th century. In the 1970s children used to value them for their particular colours.

Generations of British schoolchildren used to play conkers but nowadays fewer children still play it. Children used to collect fallen conkers, that is, hard brown seeds from horse chestnuts. Then they used to make a hole through the chosen conker, put a piece of string through the hole and make a knot at the end. Players used to hit their opponents' conker until one of the seeds broke.

Diabolo is a Chinese tov that came to Europe in the 18th century. It is an hourglass-shaped top that balances on a piece of string between two sticks. In China at the beginning of each school term, diabolo teams used to compete in nationwide competitions.

Clackers, popular in the USA and Europe in the 1960s and early 1970s, consist of two small swinging spheres on a string. They originated somewhere in Argentina: they were similar to boleadoras, the weapon of gauchos, the

Argentinian cowboys. Children used to bang the balls together producing a strong sound. This toy was banned because the plastic variety had a tendency to explode.

The craze for **football stickers** started in Italy in 1970 when Panini, a publishing company, produced the first Fifa World Cup sticker album. While generations of young people used to collect and swap these stickers in school playgrounds, now European football fans prefer a new game, fantasy football, in which the participants play the role of general managers of virtual professional football teams.

In Afghanistan 100 years ago, kite flying became a pastime. It was banned under the Taliban, but now it is a way of life. Two people are involved: one holding the spool, the other the string. Competitors fight against other kites from the neighbourhood. The goal is to cut the other kite string with your own.



MATCH the highlighted words in the text to their Italian translation.

- **3** scambiare
- 4 semi
- **5** nodo.....
- 6 moda del momento
- 7 corda
- 8 che oscillano9 ippocastani

KC Learning to learn

NOTE-TAKING

When you are taking notes from a reading text or while studying on the Internet, do the following:

- Read the whole text first.
- Read it again and underline key words/facts.
- Write only key points. Do not write complete sentences.
- Use contractions and abbreviations.
- Put things under headings.
- Make your notes into outlines.
- Review and compare your notes with the text.

READ the text again and take notes.

READ the text again and answer the questions.

- 1 Why is outdoor play in danger nowadays?
- 2 Where did marbles originate?
- **3** Why did children use to value them?
- **4** What did British children use to collect under horse chestnuts?
- **5** What did the game of conkers consist of?
- **6** Can you describe a diabolo?
- **7** When did clackers become famous?
- **8** How did generations of young football fans contrast with their present counterparts?
- **9** When did kite flying become a pastime in Afghanistan?
- **10** What does this competition consist of?

Digital competence

- **IN PAIRS** choose one of the following topics and carry out a research project about it.
- My parents' favourite board game: Monopoly.
- A playground game no one born after 2000 will play.
 Compare and contrast past and present habits linked to the games. You can add some pictures to illustrate your work. Then present your findings to the class.

- Listening and understanding a text
- BEFORE YOU LISTEN, match the words from the box to their Italian translation.

chaser • blind man's buff • blindfold • spins • freeze • release • hide-and-seek

- 1 nascondino
- 2 mosca cieca
- rimangono immobili

 benda sugli occhi
- 5 liberare
- **6** gira, ruota
- 7 inseguitore
- LISTEN to a radio programme about chasing games and choose the correct alternative to complete the sentences.



- 1 All children *used to chase I chase* each other for fun.
- 2 'It' is the simplest of all chasing games. One child *looks for I chases* the others and must touch them.
- **3** Blind man's buff / Hide-and-seek is similar to 'touch'.
- 4 One player wears a *blindfold / cap* and *walks / spins* five times, while the other players *think about / look for* a hiding place.
- **5** 'It' must discover all the players using his/her sense of *hearing / smell*.
- **6** Games with two *opposing teams / prisoners* used to be very popular.
- **7** When the speaker was a child and played hide-and-seek, one player counted to 100 while the others were running / were hiding.
- **8** When the seeker opened his/her eyes, he/she said: 'Ready or not, here I come...' I 'Let's find the hiders'.

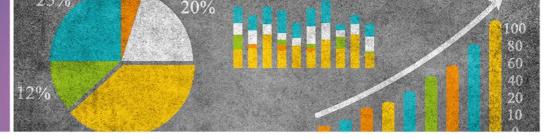
Cultural awareness and expression competence

MORK in groups.

- Choose the latest toy/game causing great interest among Italian children or a game you used to play when you were a child.
- Look for information about it, especially about its rules.
- Write two paragraphs about this toy/game specifying the reasons for your choice.

LIFE SKILLS

Using graphs and charts



Warm-up

- **LOOK** up the word 'survey' in the dictionary. Then discuss the following questions.
- **1** Has anyone ever contacted you or someone in your family to do a survey?
- 2 How do people conduct surveys?
- **3** How do they collect the results?
- Listening and understanding a text
- 2 (1)) 1.14 **LISTEN** to a radio interview and complete the sentences.
- 1 Kevin does the washing-up only on
- **2** He says he's notat chores.
- **3** This sounds liketo avoid doing anything in the house.
- **4** Kevin thinks men'sand untidiness is higher than women's.
- **5** Today's question regards thewho get involved in household chores.
- **6** Kevin's answer is%
- **7** According to Kevin,and repairing objects are



- Reading and understanding a text
- **READ** the text and say if the following sentences are true (T) or false (F). Correct the false ones.
- 1 Men do the same amount of work in the house as women.

TF

TF

TF

TF

- **2** Women spend 10 hours on household chores every week.
- **3** 24 per cent of the families interviewed share the tasks equally.
- 4 Men prefer to be in charge of arrangements regarding their children's routine.
- **5** A minority of young people quarrel about cleaning standards and the division of tasks.



Why are women still doing most of the housework?

Women do twice as much housework as men even when they have done a full day in the office, according to new research. Taking out the rubbish, DIY and changing light bulbs are the only three household tasks for which men take primary responsibility. By contrast, women do 36 other chores – including vacuuming, cleaning the bathroom, washing and ironing – most of the time.

The findings come from a survey which questioned nearly 1,000 working mothers on the division of labour in their home. It found that women spend an average of 10 hours per week on household tasks, while men spend only 5.

Only 5 per cent of men take responsibility for cleaning the house weekly, compared to 71 per cent of women. In the remaining households, men and women share the task equally. Women are also mainly responsible for managing their children's lives, such as organising birthday parties, buying clothes and packing schoolbags.

When it comes to Christmas, 81 per cent said they were responsible for making arrangements all or most of the time. Only 1 per cent said their partner was in charge, while 18 per cent said they shared the work equally.

A separate survey by BBC Radio 4 – which questioned 1,001 men and women – produced similar findings, with women spending 11.5 hours a week on housework compared to only 6 hours a week for men.

Two thirds of respondents aged 18-34 said they argued with their partner over chores, but only one in three people aged 65 and over found housework to be a source of disagreement.

Sources of argument include differing standards of cleanliness, division of labour and the cost of a cleaner.

(Adapted from www.telegraph.co.uk)

GLOSSARY

DIY (Do It Yourself) fai da te labour lavoro average media in charge responsabile sources of argument motivi di discussione

Mathematical competence

READ the text and complete it with the words from the box.

choice • point • charts • quantities • data • angles • title • summarising



How to visualise survey results

Survey (1)is easily translated
into graphs and (2), making
it ideal for visual content like infographics. An infographic
is an excellent medium for (3)
your findings in a visual and effective way. Survey
infographics present survey data using a combination of
graphs, charts and descriptive text.
Make your question the (4)
of your infographic, and use it to turn your data into
charts that answer the question from different
(5)
data is to ask a question for each (6)
and then answer it with a graph or chart. How you
choose to visualise survey data depends on the type
of questions that you asked. It is best to use multiple-
(7) questions when you have
a fixed number of answers. If you offer two binary
options (for example, 'Yes' or 'No'), a standard pie
chart is an effective visual to use. A bar graph is also
an effective chart type, as you can place large
(8) of data next to each other.

C	Talking	2 h 2 1 1 +	norconal	avnorionce
	laikilig	about	personar	experience

DISCUSS the following list of family duties in pairs and gather your partner's data in a pie chart like this.

	DAD
Who	MUM
does	BOTH PARENTS
It:	CHILDREN

		D	M	B	C
1	Laying the table.				
2	Organising payment of utility bills.				
3	Managing the family budget.				
4	Walking the dog.				
5	Arranging childcare.				
6	Managing doctor/dentist/optician appointments.				
7	Organising birthday parties.				
8	Booking holidays.				
9	Packing schoolbags.				

Writing a short text

ANALYSE the data in your chart from exercise 5 and write a paragraph to describe the results.

Collecting data in graphs and charts

IN GROUPS carry out a survey about changing habits through generations in your families. Interview your oldest relatives.

STEP 1

Prepare six central yes/no questions for the survey.

STED 2

Carry out the interview in your family and write down the data in a table.

STEP 3

Share the results with the rest of the group and collect the data in a spreadsheet (Excel, LibreOffice Calc, etc.).

STFP 4

Create a bar graph and present it to the rest of the class.

2 Your money

VOCABULARY

Money



Inquadrami per guardare i video e ascoltare gli audio di questa unità



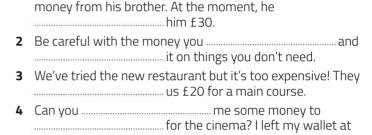




1 (1)) 1.16 MATCH the verbs to their Italian translation. Listen and check your answers. Then listen and repeat.

- □ borrow (from somebody)
- **2** earn
- **3** charge (somebody for something)
- 4 lend (to somebody)
- **5** owe (somebody)
- **6** pay (for something)
- **7** save (for something)
- **8** spend (on something)
- **9** waste (on something)
- **10** withdraw (from)

- **A** prestare
- **B** spendere
- pagare
- **D** prelevare
- guadagnare
- sprecare
- **G** dovere soldi
- prendere in prestito
- risparmiare
- far pagare



3 (1)) 1.17 **LISTEN** and complete the sentences with the

1 John works as a mechanic but he

correct form of the verbs in exercise 1.

much money, so he sometimes

- home!some money to buy a new bike. 5 She
- How much _____on food yesterday?

MATCH some of the verbs from exercise 1 to the pictures. Then write a sentence for each picture.









DISCUSS the questions in pairs.

- 1 Do you get pocket money from your parents? How do you
- **2** Do you try to save some money? If so, how?
- **3** Do you sometimes lend money to anyone?
- **4** What are the top five things people waste money on?

EXPAND VOCABULARY

5 (1)) 1.18 WRITE the adjectives to describe a poor or rich person in the correct box. Listen and check your answers. Then listen and repeat.

broke • wealthy • well off • needy • prosperous • penniless



- WRITE three things that only wealthy people can buy and three disadvantages of being rich.
- DISCUSS. Have you ever been broke? What did you do?

PRESENTATION AND PRACTICE 1

They've been spending money

PRESENTATION

Warm-up

- **DISCUSS.** Have you ever bought anything online? What kind of things can you spend your money on online?
- Reading and understanding a text
- **READ** Sylvia's blog and match the paragraphs to the pictures.



Have you been searching for an amazing site?



You've probably come across some strange products and services while you've been searching online shopping sites like Amazon or eBay. Wealthy people spend money on a lot of weird stuff out there, but what's really shocking is to find out that there's a market for some of these things, and people waste their money on them. Yes, they spend the money they've earned on some of the most unimaginable things. Are you wondering what some of these things might be? Have a look through this list.

- 1 Ship Your Enemies Glitter is a joke site that has been viral since early 2015. The original creator didn't expect to attract thousands of orders from people all wanting to ship anonymous boxes of glitter bombs to people they hated. Yes, when your enemy opens the box, glitter flies everywhere. A friend of mine has been cleaning her house for weeks after opening the box, so she's stressed and tired now! The owner sold the site a few weeks after inventing it, because he thought his product was 'horrible'.
- Have you become addicted to your smartphone? Get ready to pay for a *NoPhone*, which can free you from your bad mobile habits. It's 'the world's first simulated smartphone'. It has absolutely no screen, no camera, no music and no phone component. It's quite literally just a smartphone-shaped object that you can carry around with you.

- Have you been taking selfies ever since you got your new smartphone? Then the Selfie Brush is for you! A friend of mine has lent one to me and it's great fun! You just put your phone in the back of the brush, so that it's easier to hold when it's selfie time. And you can turn it around and run the brush through your hair any time you want!
- People are too busy these days, so the market for queueing up has been growing steadily. Over the past couple of years, more people have been paying others to queue up to get the latest smartphone or gadget, or the tickets for a concert.
- Finally, the Ostrich Pillow is a pillow you wear on your head whenever you want to have a nap. I've got one and I've been using it to rest my head on a table or desk. It has convenient pockets for your hands too. It's probably one of the most ridiculous things I've ever seen, but it's proved pretty comfortable!



GLOSSARY

you've come across ti sei imbattuto in

weird strane

glitter brillantini

addicted to dipendente da

steadily costantemente

pillow cuscino

it's proved si è dimostrato

- READ the blog again and correct the sentences.
- 1 Rich people spend their money on quality services online.
- **2** The creator of *Ship Your Enemies Glitter* is making a lot of money from the sale of glitter bombs.
- **3** *NoPhone* reproduces all the functions of a smartphone.
- **4** The *Selfie Brush* is for brushing your hair while you're taking a selfie.
- **5** The market for queueing up has become smaller.
- **6** The *Ostrich Pillow* has proved very elegant.

Expressing opinions

piscuss. Which of the things in the blog is the strangest? Can you imagine what sort of people spend their money on these objects/services?

Present perfect continuous

- **READ** the sentences from the blog on page 15 and answer the questions below.
- 1 The market for queueing up has been growing steadily.
- 2 She has been cleaning her house for weeks, so she is tired.
- **A** Which sentence emphasises the continuous nature of an action which has a result in the present?
- **B** Which sentence describes the duration of an action that started in the past and has been in progress up to now?

Present perfect continuous		
Affirmative	Negative	
I/You/We/They've (have) been saving. He/She/It's (has) been saving.	I/You/We/They haven't (have not) been saving. He/She/It hasn't (has not) been saving.	
Interrogative	Short answers	
Have I/you/we/they been saving? Has he/she/it been saving?	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.	

Use

We use the **present perfect continuous** for:

- unfinished or recently finished actions that have a result in the present.
 - I'm tired! I've been running in the park.
- actions that started in the past and continue in the present, with emphasis on the duration of the action, often with for or since. We use How long? to ask questions about the duration of the action. How long have you been studying English?



For and since

With the present perfect simple and continuous, we use *for* and *since* to say how long a situation has been happening.

- For + a period of time (three hours, two months...).

 They've been waiting for 30 minutes.
- Since + the start of a period of time.



Grammar reference page 160

FREQUENT MISTAKES

We use the **present perfect simple** and NOT the present perfect continuous **with stative verbs**.

Mark has known Megan for two months.

6	COMPLETE the sentences with the correct present
	perfect continuous form of the verbs in brackets.

	•
1	John is bored. He(do) Maths exercises all morning.
2	'Why are you crying?' 'I(watch) a very sad film.'
3	How long(you / cook)? The kitchen is in such a mess!
4	Your clothes are wet(it / rain)?

COMPLETE the sentences with the correct present perfect continuous form of the verbs in brackets. Write *for* or *since* before time expressions.

1		(earn) more money their jobs.
2		(save) money to buy
	a new car	last March.
3	I	(not spend) money on
	useless things	months.
4	'How long	(Mr Smith / read)
	the newspaper?' 'He	(read) it
		ten minutes.'

REWRITE the sentences using the present perfect continuous and *for* or *since*.

- 1 They are playing tennis. (2 o'clock)
 They have been playing tennis since 2 o'clock.
- 2 He is wasting his money on video games. (his birthday)
- 3 She is studying German. (six months)
- 4 We are trying to call him. (ages)
- **5** I am waiting for the bus. (5 o'clock)
- **6** What are you doing? (the last hour)

PRONUNCIATION

The pronunciation of for

For can have two pronunciations:

- a strong form /for/ → What is this money for?
- a weak form /fə/ → This money is for you.

LISTEN and write S (strong) or W (weak) next to each sentence.

1	What can you use a smartphone for?
2	A pen is for writing
3	I've been living here for six years
4	What can I do for you?

Talking about personal experience

5 What are you looking for?

IN PAIRS ask and answer questions using the present perfect continuous of the verbs from the box.

study • play • clean • listen • spend

How long have you been playing volleyball?

PRELIMINARY



EXAM DESCRIPTION

What is there in Listening Part 2?	Six short dialogues, focusing on gist (substance). For each dialogue, there is a context sentence and a question or a sentence to complete. Candidates choose the best option (A, B or C) to answer the question or complete the sentence.	
What do I have to focus on?	Listening for gist, identifying attitudes and opinions.	
How many questions are there?	There are six three-option multiple-choice questions.	
How many marks do I get?	One mark for each correct answer. (Total: six marks)	

Warm-up

- THINK about your shopping habits. Discuss what you find amazing, exciting and boring.
- DISCUSS. Who is a personal shopper? What does he/she do?
- **LOOK** at the phrases below and decide which ones people use to agree (A) and which ones they use to disagree (D).

	,				
1	That's right.	A D	4	Exactly.	AD
2	That's where they're wrong.	AD	5	I could never like that.	AD
3	I don't agree.	A D	6	Absolutely.	AD

Listening - Part 2

- 4 (1)) 1.21 MULTIPLE CHOICE (GIST). Listen to the dialogues and for each question, choose the correct answer.
- 1 You will hear two people talking about online shopping. What does the young woman think about online shopping sites?
 - They are full of Web clickers.
 - They sell a great variety of things.
 - They sell out quickly.
- 2 You will hear two friends talking about ways of buying.

The boy

- A needs to compare different prices.
- **B** just pops into a shop and buys what he likes.
- spends a lot on stuff he doesn't need.
- You will hear a man telling his friend about the job he is looking for.

His friend advises him to

- A seek a job in sales.
- look for companies selling the products he likes.
- **C** have a mock interview.
- You will hear two friends talking about buying a new computer monitor.

The boy admits

- enjoying looking in the shoe department.
- enjoying the computer section.
- **C** having his mind set on just buying one product.
- You will hear two friends talking about where they shop.

They agree that

- you become a star in a shop you are loyal to.
- human contact is not necessary when you shop.
- **C** not all shops offering discounts are good.
- You will hear a girl telling her friend about something she has bought. What does the girl think about the lamp?
 - **A** It was pretty and cheap.
 - It was too expensive.
 - It was perfect for her table.

5 4) 1.21 **LISTEN** again and write down what kind of buyer each dialogue describes. Be careful: there is a dialogue which doesn't talk about

	buying something.
Dialogue 1	
Dialogue 2	
Dialogue 3	
Dialogue 4	
Dialogue 5	
Dialogue 6	i

Talking about personal experience

- **IN PAIRS** discuss your buying habits. What kind of shopper are you?
 - a Web clicker
 - a deal shopper
 - a sale seeker
 - a future planner
- a window shopper



PRESENTATION AND PRACTICE 2

Things that you can do with money

VOCABULARY

Payment







Payment

- বে৷) 1.22 **MATCH** the words to the pictures. Listen and check your answers. Then listen and repeat.
- ☐ cheque
- **5** credit card
- 8 online

- ☐ coins
- prepaid card
- banking

- ☐ banknotes
- ☐ bank
- 7 cash

- - debit card
- transfer

















FREQUENT MISTAKES

Remember: **by** credit card, **by** cheque, **by** bank transfer, **by** prepaid card BUT **in** cash

DISCUSS in pairs. How do you usually pay at a coffee bar, in shops or at the cinema? How do your parents usually pay in the same places?

PRESENTATION

Warm-up

- **DISCUSS.** How can you earn extra money? Is saving money important? Why or why not?
- Reading and understanding a text
- **READ** the title of the text. What do you think the text is about? Then read the text and check your answer.



MONEY

It is always exciting to receive money, whether it is the cash that you have earned, pocket money from your parents, or a present. The amount that you get, either in banknotes or money on your prepaid card, is not important. The things that you can do with it are what count.

However you spend your money – in cash, by credit card or debit card –, it is important to think before you buy. Do you generally waste your money on things you don't need? Or do you save it for a while only to squander it later on clothes, food and gadgets? Here is a much better idea: put your money into places where it will be safe. A bank account is a possibility. Another possibility is to keep two money boxes: one for spending that will give you the chance of having something new, and one for saving for the future.

The Global Money Week (GMW) is an annual awareness campaign which inspires children and young people to learn about money. The initiative has been running for several years. The financial experts who spoke in 2018 explained the theme of the year, 'Money Matters Matter'. They said young people need to know how to manage and save their money, and need to develop skills to make smart financial decisions throughout life.

Robert Gardner, a financial expert, founded a charity whose goal is to ensure that all children in the UK can live the financial life they aspire to. He says that many teens are often surprised when he tells them that it isn't difficult to be wealthy when they grow up. But it takes time and understanding of how to earn money. Teens have to keep it and increase it. Instead of spending all their pocket money, they have to start by saving coins, £1 out of every £5 they have. Then their parents can put their savings into their bank account by bank transfer. While they are growing up, their money will earn interest. When they are 18, they will be able to access this money if they need it. But if they leave their savings longer, this money will continue to grow.

GLOSSARY

however comunque, in qualunque modo

squander sperperare

bank account conto in banca

money boxes salvadanai charity organizzazione benefica

out of su

- **READ** the text again and answer the questions.
- What is important when you receive an amount of money?
- **2** What are the things teens usually save for?
- **3** Why can keeping two money boxes be a good idea?
- What did financial experts underline during the Global Money Week 2018?
- **5** Who is Robert Gardner and what is his goal?
- What does he advise young people to do?
- Expressing opinions
- **DISCUSS** in small groups. Do you think the Global Money Week is important? Why or why not? What money matters would you like to explore more?

GRAMMAR

Defining relative clauses

- **READ** the sentences and answer the questions below.
- **1** The things **that** you can do with money count.
- 2 Put your money into places where it will be safe.
- **3** Ask your parents to put your savings into a bank account which they can open for you.
- **4** The financial experts **who** spoke explained the theme.
- **5** Robert Gardner founded a charity **whose** goal is to ensure that all children can live the financial life they aspire to.

Which word(s) in bold refer(s) to

- A things? and
- **B** people?.....
- **C** possession?.....
- **D** places?.....
- **READ** sentences 1 and 4 in exercise 7 again. Are the 8 words in bold a subject or an object?

Defining relative clauses						
	People Things					
Subject	The woman who/ that was waiting at the bus stop was nervous.	I have a coin which/that is worth a fortune.				
Direct object	That's the boy (who/that) I met last week.	The cash (which/that) I withdrew yesterday is on the table.				
Indirect object	That's the girl (who/that) I danced with.	This is the book (which/that) I was interested in.				
Possession	That's the financial expert whose report I read yesterday.	He founded a charity whose goal was to help the poor.				

Places

These are the places where you feel at home.

We use **defining relative clauses** to add **essential information** to a phrase.

When two successive sentences have an element in common, we can use the relative pronouns or adverb instead of repeating that element.

Grammar reference page 160

FREQUENT MISTAKES

We can **omit the relative pronoun** when it refers to the **object** (direct or indirect) of the relative clause.

This is the cash (which/that) you have earned.

- **COMPLETE** the sentences with *who, which, whose* or *where.* Then decide which can be omitted.
- 1 I used my smartphone to make the bank transferpaid for my university fees.
- 2 Two out of three 15-year-oldsreceive regular pocket money have a prepaid card.
- **3** The credit cards we use every day have been popular since 1949.
- 4 I don't remember the value of the cheque I got from Pete vesterday.
- **5** The cash I have isn't enough to pay for those trainers.
- **6** The bankyou have your bank account is moving to the centre of town.
- 7 The man mobile was ringing didn't answer.
- **JOIN** the two sentences by using a defining relative clause.
- **1** This is a debit card. I lost it two days ago. This is the debit card (which/that) I lost two days
- **2** The signature on the cheque is missing. The cheque is worth £50.
- **3** Do you know the girl? She started saving when she was 6.
- 4 That is a financial analyst. His charity teaches teens to budget their money.
- **5** Provide teens with a bank account. It allows them to save for their goals.
- **6** I took that picture in the park. I used to study in that park.

Mathematical competence

- **USE** a table to help you track your weekly spending. For each item (food, clothes, hobbies, music, gifts, mobile top-ups...) write the date and the amount paid. At the end of the week, total up your spending. Then write a paragraph answering these questions. Use the Grammar from this Unit.
 - What have you been spending most of your money on?
 - Are you surprised to find where most of your money goes?
 - Do you think that writing down your expenses can help you save? Why or why not?

Bargain hunting

VOCABULARY

Bargains

- **READ** the two definitions for 'bargain' and say which is correct.
- 1 an item bought more cheaply than usual
- **2** a cheap item bought as a present
- DECIDE which of the words below are positive and which negative when you are looking for a bargain. Listen and check your answers. Then listen and repeat.

inexpensive • dear • damaged • reasonable • discounted • useless • reduced • good value • overpriced • expensive

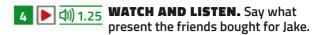


Warm-up

- **DISCUSS.** When did you last buy a present for a friend? What was it? Did you buy it or did someone buy it for you? How did you pay for it?
- Watching and understanding a short film









JAZ	Hey you two! Haven't seen you for a while! What have you been doing?
RACHEL	We've been looking for a birthday present for Jake.
JAZ	You've managed to choose it, haven't you? Time's running out.
MARY	It hasn't been easy, there was such a lot of choice, but I think we've sussed it.
RACHEL	We wanted a bargain and found a really good sports bag, but we had to take it back because it was damaged.
JAZ	You got the money back, didn't you?
MARY	Yes, luckily, we paid in cash and had the receipt.
JAZ	Good for you. So what then? You didn't give up, did you?
RACHEL	We looked at several options including second-hand bags and in the end, we had a lucky break. We used Mary's dad's loyalty card for a sports shop which had super bags on special offer.
MARY	There was a choice between smart and dear, or casual and inexpensive.
JAZ	Which did you go for? Did you get it free with the points?
MARY	You wish! We went for the smart one with a discount. I think it's the perfect choice.
JAZ	That's great news! Let's give it to him at his party on Saturday, shall we?
RACHEL	You bet! And mum's the word – we don't want him to find out beforehand, do we?

- 1 What have Rachel and Mary been doing?
- 2 Why did they find the task difficult?
- **3** What did they do with the first sports bag?
- **4** Which options did they look at?
- **5** How did Mary's dad help them?
- **6** Which bag did they choose?
- **7** When will the friends give Jake the present?
- **IN PAIRS** guess the meaning of the highlighted words and phrases in the dialogue.

- C Developing social interaction
- **ROLE-PLAY** the dialogue in threes.

KEY LANGUAGE FOR SOCIAL COMPETENCE

Making choices

I've been looking for ...

I've managed to find/buy/choose ...

It hasn't been easy ...

This is the perfect choice because ...

I want/need ...

I don't want ...

It's too expensive/dear / no good because ...

There are two/three/several options ...

In the end, I chose ...

Let's go for ...

There is/was a choice between ... or ...

REWRITE the dialogue in threes, adapting it to a different present. Use the Key language.

GRAMMAR

Question tags

- **READ** the sentences from the dialogue and choose the correct alternative to complete the rules below.
- 1 You got the money back, didn't you?
- 2 You didn't give up, did you?
- **A** We use *affirmative I negative* question tags with affirmative sentences.
- **B** We use *affirmative / negative* question tags with negative sentences.

Question tags		
Affirmative sentence, negative tag?	Negative sentence, affirmative tag?	
You've bought it, haven't you?	This isn't a bargain, is it?	

Use

We use question tags:

- to encourage a reply from the person you are speaking to. (a real question; we use a rising intonation on the tag)
- to invite your listener to agree with you. (not a real question; we use a falling intonation on the tag)



FREQUENT MISTAKES

There are some irregular question tags: I'm late, aren't I?
Open that window, will you?
Let's give it to him on Saturday, shall we?

10	COMPLETE the sentences with the correct question tag	ξ.
1	You bought that new jacket with a discount,	?
2	Adam can't come to the party,?	
3	Mary and Rachel have been very efficient,	?
4	He didn't like that shop,?	
5	Show me the present you bought,?	
6	I'm right,?	
7	Let's go to Jake's birthday party together,	?
8	You aren't sorry about missing the party,	?
9	They'll arrive soon,?	
10	You've been learning English,?	
C	Listening for specific information	
11	ঝে) 1.26 LISTEN to Jill and Steve talking about spending	their
	money and say if the following sentences are trofalse (F) or not given (NG).	ue (T),
1	Jill and Steve meet by chance.	T F NG
2	Steve has just bought some new trainers.	T F NG
3	Jill is happy to help Steve look for trainers.	T F NG
4	Jill wants to choose a present for her aunt's birthday.	T F NG
5	Jill has been looking for a summer jacket for an hour.	T F NG
6	Jill doesn't like using a credit card.	T F NG
7	Steve thinks all websites aren't safe.	T F NG
8	There is a new store in Victoria Street.	T F NG
9	Steve's perfect choice is a sophisticated, expensive	

Dictation

pair of trainers.

12 (1)) 1.27 **LISTEN** and write down the paragraph.

10 Steve and Jill later find their perfect choice.

- C Talking about presents
- **USE** the cards to talk about buying presents in pairs. Ask and answer questions in turns.

STUDENT A

- Who he/she buys presents for
- Whether he/she ever buys a joint present with other people
- Whether he/she makes the choice individually or by discussing with others
- Whether he/she usually looks for discounts or special offers when buying presents, especially dear ones

STUDENT B

T F NG

T F NG

- Which occasions he/she normally buys presents for
- Whether he/she buys things as presents that he/she would like to have
- Whether he/she has ever felt he/she made the wrong decision
- Whether he/she finds it difficult to choose between different options

From the press

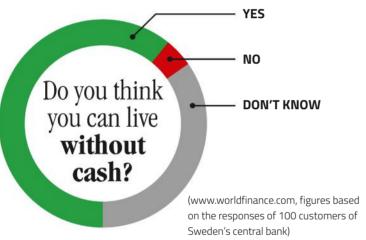






Warm-up

DISCUSS in pairs. Where is your position in the chart below?





- Reading and understanding a text
- **READ** the article and find one advantage and one disadvantage of living in a cashless society.

The end of coins and banknotes



Several countries are moving towards a cash-free future. From Scandinavia to sub-Saharan Africa, consumers around the world are abandoning cash, opting instead for digital payments and online banking.

More than 350 years ago, Sweden made history when it became the first European country to print banknotes. Now, the Scandinavian country is leading the race to become the world's first completely cashfree society. Sweden's journey towards a cashless economy has been a gradual process. The transition began in the mid-20th century, when banks convinced employers and workers to pay and receive salaries through digital bank transfers. Since then, Sweden has fallen out of love with paper currency, while non-cash payments have been increasing.

In this country, you can't use cash on public transport and there are several shops, cafés and museums which don't accept cash. Cash is even becoming rare in banks. Out of Sweden's 1,600 banks, 900 don't do cash – you can neither deposit it into your bank account nor withdraw it using your debit card. The number of bank robberies and illegal activities, including drug trafficking and illegal employment, has declined in consequence.

Many people never carry cash any more and say that they haven't had any cash for at least two or three years. For small payments, Swedes often use a Swedish app that transfers money using people's phone numbers. To facilitate street vendors, a Swedish card device that fits onto smartphones allows customers to avoid using cash.

But there are some consumers who are worried about a cashless society. In fact, 10 per cent of the Swedish population – about 10 million people – are still highly dependent on cash, especially elderly people. However, Sweden's central bank forecasts that cash will totally disappear in Sweden by 2030.

Elsewhere in Europe, paper money remains popular and two thirds of European citizens believe that access to paper money is a fundamental human right.

(Adapted from www.marketplace.org, July 2017)

MATCH the highlighted words in the article to their Italian translation.

1 anziane2 si adatta a3 datori di lavoro

4 venditori ambulanti

5 valùta

6 consumatori

7 rapine8 sta guidando

READ the article again and answer the questions.

- **1** What does the phrase 'cash-free future' mean?
- Which was the first European country to print banknotes?
- **3** What race is Sweden leading now?
- **4** When did the transition to a cashless economy start in Sweden?
- **5** How can you pay for public transport in this country?
- **6** What are the most important consequences of a cashless economy in Sweden?
- **7** What can Swedes use to pay for small expenses?
- **8** How many Swedes are still dependent on cash?
- **9** Why is access to paper money important to a lot of Europeans?
- IN GROUPS of three compare your answers to exercise 4 with your classmates. Then ask and answer further questions about the article.

C Digital competence

IN GROUPS carry out a research project about the history of money, from early currency to coins, paper money, plastic money and mobile payment. Look for information on the Net. Then present your findings to the class.

KC Learning to learn

STRATEGIES FOR LISTENING

- Before listening, think about what you already know about the topic of the recording.
- While listening for the first time, remember it isn't necessary to understand every single word. Try to understand the main idea(s).
- While listening for the second time, focus on more specific information, that is, key words, details and facts.

C Listening and understanding a text



Cashless shopping

BEFORE YOU LISTEN, match the words from the box to their Italian translation.

brand • rely on • roaming • merchants • purchasing • retailer • spending limits

1	commercianti
2	rivenditore
3	acquistando
4	marca
5	girando, passeggiando
6	limiti di spesa
7	si affidano a

- LISTEN to an expert talking about teens' shopping habits and note down:
- 1 what 'digital natives' means.
- **2** where teenagers usually shop.
- 9 (T) 1.29 LISTEN again and say if the following sentences are true (T) or false (F). Correct the false ones.

1 Generation Z are digital natives.
2 Teens rely on their friends for their shopping.
3 Teens' shopping habits will influence their shopping as adults.

Teens walk through malls to shop.

The habit of showrooming has become popular.EBay is the king of e-commerce sites.

7 Teens under 18 can buy on Amazon without their parents'

9 Amazon has recently introduced a new account for teenagers.

Cultural awareness and expression competence

- **WRITE** two paragraphs about how teenagers use money in your country. Consider the following:
- how Italian teenagers earn and save money.
- whether they understand the value of money.
- how prepaid cards can teach them financial responsibility.

TF

REVIEW UNITS 1-2



VOCABULARY & GRAMMAR

CHOOSE the correct alternative.

- **1** We use the *present simple* for
 - A temporary situations and things happening now.
 - **B** facts and routines.
- 2 We use the present continuous for
 - A habitual actions and facts.
 - **B** things happening now, temporary situations and annoying habits.
- **3** We use the *past continuous* to talk about actions
 - A in progress at a specific moment in the past.
 - **B** that happened at a specific time in the past.
- 4 Used to is for
 - A something you did for a period of time in the past, but you don't do any more.
 - **B** interrupted actions in the past.
- **5** We always use indefinite pronouns with
 - A singular verbs.
 - B plural verbs.
- **6** We use the *present perfect continuous* to emphasise
 - A how many times an action happened.
 - **B** the repetitive nature of an action which is unfinished.
- **7** We use *since* to indicate
 - A the beginning of a period of time in which an action has taken place.
 - **B** the total amount of time a situation has been true.
- **8** The relative pronoun *that* is
 - A only for people.
 - **B** for people and things.
- **9** Defining relative clauses give
 - A essential information.
 - **B** additional, non-essential information.
- 10 We use question tags
 - A to ask questions when we are sure of the answer.
 - **B** when we want confirmation about whether we are right or wrong.

COMPLETE the sentences with the correct words.

1	I generally use the to heat food from the freezer.
2	Did you put fruit and milk into theto make a smoothie?
3	She is the carpet to remove the cat's fur.
4	Give me the, please. I want to cur out this interesting article.
5	Thein the bathroom is empty. Ca you add some liquid soap into it?

FIND the odd one out.

- charge, pay, save, spend
- 2 lend, borrow, earn, owe
- **3** needy, wealthy, broke, penniless
- 4 cash, credit card, bank transfer, cheque
- 5 dear, expensive, discounted, overpriced

COMPLETE the sentences with the correct form of the verbs in brackets (present simple, present continuous, past simple, used to, past continuous).

1	The young woman(burn) her han
	while she(iron) a shirt.
2	While they(use) torches after the
	blackout, the batteries suddenly(run out).
3	My mother(not eat) cereal
	for breakfast when she was a teenager. Now she
	(have) a bowl every day!
4	There(be) a tall tree in the garder
	but the gardeners(cut) it down
	yesterday.
5	He(work) for a bank but at the
	moment he(look for) a job in
	finance.
6	The policeman(give) him a fine
	because he(text) on his mobile
	(drive)

WRITE sentences using the prompts and the present perfect continuous.

- **1** How long / you / study / modern art?
- 2 I / read / a lot / lately.
- **3** They / work / in that company / for two years.
- We / not do / anything interesting / in the last couple of months.
- I / wear / this necklace / since last week.
- 6 She / run / in the park / all morning.

WRITE questions for the words in bold.

- 1 John lent me some money to buy an MP3 player.
- This morning, while she was drying her hair, she remembered she had to withdraw some money from the bank.
- **3** They wash clothes with a washing machine every Monday.
- **4 Smartwatches** are replacing traditional watches.
- 5 He borrowed £10 from Rachel.
- **6** I've been doing the dusting **for ten minutes**.
- 7 They used to wash floors **kneeling on the ground** in the past.
- She's been spending a lot of money **on make-up** since last summer.

























CHOOSE the correct alternative.

- 1 Has *someone / anyone* been doing the shopping using my debit card?
- **2** Susan, do you need *something / anything* from the supermarket?
- **3** Your room is in a mess, there is stuff *everywhere / nowhere.*
- **4** They used to play hide-and-seek when they were children, *did they / didn't they?*
- **5** Switch on the kettle, *shall you / will you*?
- **6** They have been looking at several options, *haven't they / have they?*

CORRECT the mistakes in the sentences.

- **1** She ironed when the meat cooked in the oven.
- **2** Got you it for free?
- **3** How did they used to wash their plates in the past?
- **4** This is the student who mother is Finnish.
- **5** The office which he works is on the tenth floor.
- **6** That is the new flat-screen TV whose I told you about.
- 7 People which are needy sometimes don't have the basic necessities to live on.

SUMMATIVE EXERCISES

complete the dialogue between Sophie and her mum with the words and phrases from the box.

it hasn't been easy • when I was your age • it's too expensive • times have changed • there was a choice between • let's go for • what did your generation • in the end

Mum: Sophie, I'm really fed up with asking you to help me with the cleaning. (1) , I used to help my mum a lot.
Sophie: But (2) and now we
have machines to do the household chores, don't we?
Mum: Yes, but the washing machine and dishwasher
can't lay the table or do the dusting or even make your
bed. And anyway, the vacuum cleaner is broken.
Sophie: (3) a robot cleaner!
Mum: No, (4)
to the new store last week to buy a new vacuum cleane
Sophie: Have you found one you like?
Mum: (5) but we limited the
choice to three models and (6)
we chose the least expensive one.
Sophie: Just out of curiosity, (7)
do about cleaning the floors before there were vacuum
cleaners?
Mum: Sophie, I'm not that old! I've always had vacuum
cleaners! Before that, (8)
sweeping the floors with a broom or washing the floors
with a mon - which is what you're going to do until the

new vacuum cleaner arrives!

READ the text and choose the correct answer.

(1) likes doing the househo	
but someone has to do them, (3)	0
Maybe the answer is robots. In the past, people us	ed
(4)clothes by hand and did	
washing machines or dishwashers. They didn't have life, (5) ? We are luckier, we	e have ,
machines, and recently more and more people hav (6)about robots. What a g	
solution! We don't have to (7)	them
any money. They don't have bank (8)	
or take credit cards. We just buy the robot, hopeful	,
(9), then it does everythin	
Just imagine robots dusting, hoovering and maybe	
meals, using the toaster or coffee machine. My frie	
(10)father is an inventor h	as already
had an amazing robot for vacuuming the floor	
(11)the beginning of the y	ear. We
should all get one, shouldn't we?	
2	

1	Α	Someone	В	Everyone	C	No one	D	Anyone
2	Α	Anyone	В	Everyone	C	Someone	D	No one
3	Α	don't they	В	do they	С	isn't it	D	doesn't he
4	Α	washing	В	wash	C	washed	D	to wash
5	Α	didn't they	В	did they	C	don't they	D	do they
6	Α	talked	В	talk	C	talking	D	to talk
7	Α	pay	В	save	C	earn	D	charge
8	Α	cards	В	credits	С	accounts	D	cheques
9	Α	receipt	В	refund	C	reduced	D	discount
10	Α	whose	В	which	C	who	D	that
11	Α	for	В	since	C	until	D	on

TRANSLATE the sentences into English.

1 leri sera mentre io sparecchiavo la tavola, mio fratello ha portato fuori la spazzatura.

2 "Che cosa è successo mentre stavi stendendo la biancheria ad asciugare?" "Ha iniziato a piovere."

3 Quando ti ha restituito i soldi che gli hai prestato la scorsa settimana?

4 Il ragazzo che mi ha aiutato ad aprire il conto corrente era molto gentile.

"Questa borsa è troppo costosa, non è vero?"
"Una ragazza che conosco l'ha comprata il mese scorso. È molto ricca."

