

# 1 Time of our lives

## VOCABULARY

### Daily routine

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



**FLIPPED**  
classroom



**VIDEO**  
Daily routine



## EXPAND VOCABULARY

**3** **2.2**

**MATCH** the phrases with the verb *have* to their Italian translation. Listen and check. Then listen and repeat.

- 1 ☐ have breakfast/lunch/dinner
- 2 ☐ have a shower / a bath
- 3 ☐ have a break
- 4 ☐ have a lie-in
- 5 ☐ have a (cup of) tea/coffee
- 6 ☐ have a snack
- 7 ☐ have a walk
- 8 ☐ have fun

- A fare uno spuntino
- B fare la doccia / il bagno
- C divertirsi
- D stare a letto fino a tardi
- E fare colazione / pranzare / cenare
- F fare una passeggiata
- G prendere un tè / un caffè
- H fare una pausa, un intervallo

**4** **DISCUSS** in pairs. When do you do the activities in exercise 3?

I have a shower in the morning.

**5** **2.3**

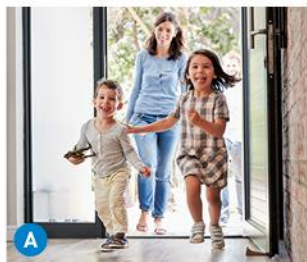
**MATCH** the verbs in the first column to the words in the second column. Listen and check. Then listen and repeat.

- |                                    |                   |
|------------------------------------|-------------------|
| 1 <input type="checkbox"/> lie     | A school          |
| 2 <input type="checkbox"/> catch   | B late            |
| 3 <input type="checkbox"/> fall    | C the dog         |
| 4 <input type="checkbox"/> set     | D the bus         |
| 5 <input type="checkbox"/> feed    | E your (home)work |
| 6 <input type="checkbox"/> finish  | F the shopping    |
| 7 <input type="checkbox"/> walk    | G asleep          |
| 8 <input type="checkbox"/> be      | H to school       |
| 9 <input type="checkbox"/> hand in | I the alarm clock |
| 10 <input type="checkbox"/> do     | J in bed          |

**6** **SAY** which of the activities in exercise 5 are part of your daily routine.

**1** **2.1** **MATCH** the verbs and phrases to the pictures. Listen and check. Then listen and repeat.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> go to bed         | 5 <input type="checkbox"/> get up                           |
| 2 <input type="checkbox"/> get dressed       | 6 <input type="checkbox"/> get home / come back home (from) |
| 3 <input type="checkbox"/> leave home        | 7 <input type="checkbox"/> wake up                          |
| 4 <input type="checkbox"/> go to work/school | 8 <input type="checkbox"/> do your homework                 |



**2** **PUT** the activities from exercise 1 in chronological order, from the beginning to the end of a typical day.

# I get to school just in time

## PRESENTATION

### Warm-up

- 1 **DISCUSS.** Are you a busy person? What makes your day busy?

**C** Reading and understanding a text

- 2 **READ** Kevin's blog and underline the verbs linked to daily routine.

## My busy day



### Kevin

today

The sound of the alarm clock wakes me up, it's 6.25 a.m. I reach for the alarm clock and with a click the terrible beeping stops. I don't have a lie-in because it's Monday, so I get up. My sister says hello. She doesn't want to wear her school uniform. I have a shower and I get dressed quickly. My mother calls from the kitchen. I don't have time to have breakfast! I worry about the homework I must hand in.

I just have a cup of tea and get a slice of toast to eat on the bus. I pick up my backpack and leave home. I run to catch the bus. I get to school just in time! The bell rings and the lessons start. Luckily, we have a short break and a snack in the middle of the morning. Where do we have lunch? We have it in the school canteen.

When I get home, I don't think of homework, music is on my mind! Music is very important in my life. I play the guitar every day and I play in a band on Saturday mornings. I also play rugby on Mondays and Thursdays. When do I do my homework? In the afternoon or in the evening.

Meals hold my day together. Music, sport, TV, Internet, sleep – and study, of course – come in any combination between meals. Do I sleep eight hours a night? No, I don't, but I set the alarm for the same time every morning.

On Monday evenings I listen to some music in my room, something calm. It's my secret to have more energy for the week!

That's the end of my busy Monday. On Tuesday I start again!

like | comment | share

### GLOSSARY

reach for *raggiungo*  
slice of toast *fetta di pane tostato*  
pick up *prendo*

canteen *mensa*  
on my mind *nei miei pensieri, in testa*  
hold together *tengono insieme*

- 3 **READ** the text again and say if the following sentences are true (T) or false (F).

- |  |            |
|--|------------|
| 1 On Mondays Kevin wakes up before 7 a.m.        | <b>T F</b> |
| 2 He has a lie-in.                               | <b>T F</b> |
| 3 His sister is the first person he sees.        | <b>T F</b> |
| 4 He doesn't have a shower.                      | <b>T F</b> |
| 5 He has a big breakfast in the kitchen.         | <b>T F</b> |
| 6 He gets to school on foot.                     | <b>T F</b> |
| 7 Music and meals are very important in his day. | <b>T F</b> |
| 8 He doesn't listen to music on Monday evenings. | <b>T F</b> |

**C** Talking about daily routine

- 4 **COMPARE** your daily routine to Kevin's. Which things are similar? Which things are different?

I wake up early. I don't have breakfast on the bus.

**C** Writing a simple text

- 5 **DESCRIBE** your perfect day. Write down five things you want to do or you need to do to feel good.

I want to have a lie-in.

I need to have a big breakfast.



## Present simple: affirmative and negative

- 6 FIND** examples of the present simple in the text on page 13 (first- and third-person singular, affirmative and negative). Then complete the rules below.

- In affirmative sentences with the pronouns *I/you/we/they*, we use the base form of the verb, but with *he/she/it* we add *-s* or *-es* to .....
- In negative sentences after *I/you/we/they*, we use *don't* + base form of the verb, but with *he/she/it* we use .....

Present simple	
Affirmative	Negative
I/You/We/They <b>get</b> to school.	I/You/We/They <b>don't (do not)</b> get to school.
He/She/It <b>gets</b> to school.	He/She/It <b>doesn't (does not)</b> get to school.
<b>Use</b> We use the <b>present simple</b> for things that happen <b>regularly</b> or that are <b>always true</b> .	

Spelling rules and Grammar reference page 172

- 7 COMPLETE** the sentences with the correct present simple form of the verbs in brackets.

- Emily's alarm ..... (not ring) very early because her work day ..... (start) at 10 a.m.
- We ..... (not walk) to school every morning.
- I ..... (have) a shower at 7 a.m. and then I ..... (get) dressed.
- He ..... (pick up) his backpack before he ..... (leave) home.
- My parents ..... (eat) in a restaurant near their office at 12.
- Sean ..... (not sleep) much, he ..... (sleep) only 6 hours a night.
- Jennifer ..... (watch) TV in the evening.

## Present simple: interrogative

- 8 READ** the questions and answers. Then choose the correct alternative to complete the rules below.

- 'Where **do** we **have** lunch?' 'We have it in the school canteen.'
- '**Does** Kevin **sleep** eight hours a night?' 'No, he **doesn't**.'

- A** In questions, the auxiliary verbs 'do' and 'does' come *before* / *after* the subject.  
**B** We use *does* / *do* with 'I/you/we/they', and *does* / *do* with 'he/she/it'.

## Present simple

Interrogative	Answers
Do I/you/we/they <b>sleep</b> ? Does he/she/it <b>sleep</b> ?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .
When <b>do</b> I/you/we/they <b>sleep</b> ? When <b>does</b> he/she/it <b>sleep</b> ?	I/You/We/They <b>sleep</b> in the afternoon. He/She/It <b>sleeps</b> in the afternoon.

Grammar reference page 172

- 9 WRITE** interrogative sentences using the prompts.

- when / you / call / him / on his mobile?
- when / Mark / have / dinner?
- your mother / do the shopping / on Saturdays?
- which bus / you / catch / in the morning?
- where / she / work?

- 10 COMPLETE** the sentences with the correct present simple form of the verbs on page 12.

- Susan ..... a break at 10 but she ..... a snack.
- ..... (they) a tea in the afternoon?
- My mother ..... to work every morning.
- I ..... in bed late on Sundays.
- 'What time ..... (she) school?' 'At 1 o'clock.'
- We ..... the dog when we ..... back home.

## PRONUNCIATION

### The pronunciation of *-s* and *-es*

The pronunciation of the **third-person singular** of the present simple follows three different rules:

- s** is pronounced /s/ after the sounds /k/, /f/, /p/, /t/, /θ/ → *works*
- es** is pronounced /ɪz/ after the sounds /z/, /s/, /ʃ/, /ʒ/, /tʃ/, /dʒ/ → *finishes*
- s** and **-es** are pronounced /z/ in the other cases → *does*

- 11** **2.5 LISTEN** and repeat the verbs.

gets ■ goes ■ does ■ washes ■ stops ■ reads ■ comes ■  
crosses ■ matches ■ listens ■ leaves ■ cooks ■ says ■ starts

- 12** **2.5 LISTEN** again and write the verbs in the correct space.

/s/ .....  
/ɪz/ .....  
/z/ .....

## C Organising and carrying out an interview

- 13 INTERVIEW** a member of your family about his/her daily routine. Write the questions and answers. Then report to your teacher.

- A** Mum, what time do you get up? **B** I get up at 7.15.  
**A** My mum gets up at 7.15.

# PRELIMINARY



## VIDEO

Preliminary Reading Part 1

## EXAM DESCRIPTION

What is there in Reading Part 1?	Five short texts (a sign, a notice, a label, a message, a note, an email or a postcard). Each has got three multiple-choice possibilities (A, B or C).
What do I have to focus on?	Focus on the grammar of the texts and ask yourself <i>wh</i> -questions: Who → <i>Who is the text for? Who is the writer?</i> What → <i>What is it about?</i> Where/When → <i>Where/When do you see similar texts?</i> Why → <i>What is the aim of the text?</i>
How many questions are there?	There are five multiple-choice questions.
How many marks do I get?	One mark for each correct answer. (Total: five marks)

## Warm-up

**1 LOOK** at the texts (1-5) in exercise 2 and answer the questions.

- What kinds of texts are these?
- Where do you usually see them?
- What is their aim?

## Reading – Part 1

**2 THREE-OPTION MULTIPLE CHOICE.** Look at the text in each question. What does it say? Mark the correct letter A, B or C.



2.6

**1**

Hi Sam,  
How are you? Our homework for tomorrow is to study pages 60-63 in the History book and do the exercises on page 75 in the Maths book. I hope you feel better soon.  
Mark

**Mark**

**A** writes a message to Sam because he doesn't know the homework for tomorrow.

**B** writes to Sam because he is punished.

**C** writes to Sam because Sam is probably ill.

**2**

**DON'T USE YOUR CAMERAS IN THIS AREA OF THE AIRPORT FOR SECURITY REASONS.**

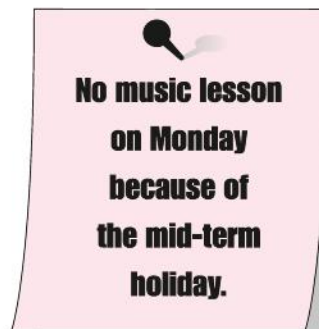


**A** People can't take photographs in the airport.

**B** The use of cameras is restricted to some areas of the airport.

**C** People can't take pictures of passengers in the airport.

**3**

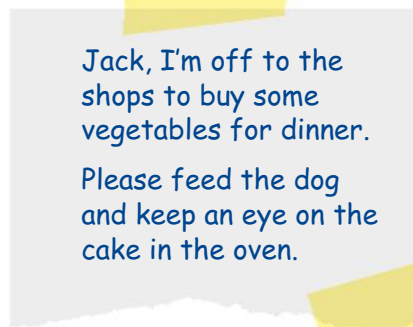


**A** There is usually a music lesson on Monday.

**B** There is never a music lesson on Monday.

**C** There is always a music lesson on Monday.

**4**

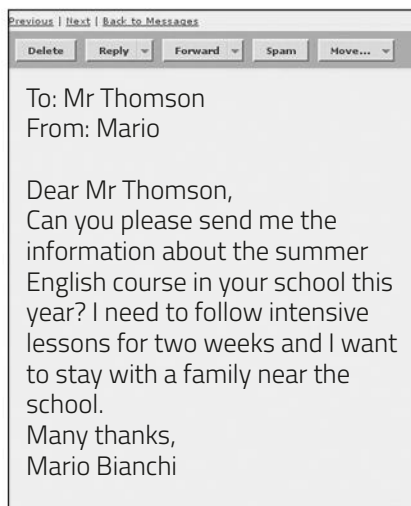


**A** The cake is ready.

**B** The vegetables are in the oven.

**C** The dog needs to eat.

**5**



**Mario**

**A** wants a standard English course.

**B** wants a full-time course with accommodation.

**C** prefers to stay in a college during the course.

# I always walk to school

## VOCABULARY

### Healthy habits



**FLIPPED**  
classroom



**VIDEO**  
Healthy habits

- 1** **2.7** **MATCH** the words from the box to the correct verb, to form common verb phrases. Listen and check your answers. Then listen and repeat.

time to relax ■ your teeth ■ vegetables ■  
water ■ screen time ■  
your body ■ the quantity of sugar ■ exercise

- 1 monitor .....
- 2 get .....
- 3 drink .....
- 4 take .....
- 5 limit .....
- 6 brush .....
- 7 eat .....
- 8 listen to .....

## PRESENTATION

### Warm-up

- 2** **LOOK** at the pictures on these pages and say which activities you do and which you don't do.

I eat vegetables but I don't drink much water during the day.

**C** Listening and understanding a text

- 3** **2.8** **LISTEN** to two teenagers, Emily and Peter, as they take the healthy habits quiz on the right. Mark their answers with E (Emily) or P (Peter).

- 4** **DECIDE** which profile Emily has got and which profile Peter has got.

- 1 Emily: .....
- 2 Peter: .....

**KC**

**Social and civic competences**

**5**

**READ** the quiz and give your answers. Then decide which is your profile.

# Is your lifestyle healthy?



You are a very important person in your life!  
Do this quiz to find out if you know how to take care of yourself.

- 1** Do you get regular exercise?

**A** Yes, I practise sport once or twice a week.  
**B** I always walk to school.  
**C** No, I don't. I never go to the gym.

- 2** Do you eat vegetables?

**A** I love all veggies and fruit.  
**B** I sometimes make my mum happy and eat veggies.  
**C** I seldom have veggies with my meals.

- 3** Do you try to limit the quantity of sugar?

**A** Yes, I know that an excess of sugar is toxic.  
**B** I usually have a dessert on Sundays.  
**C** I always have sugary snacks.

- 4** How often do you drink water?

**A** I drink eight glasses of water a day.  
**B** I often have a bottle with me but I never finish it.  
**C** I drink water when I'm thirsty.

- 5** How many times do you brush your teeth?

**A** Three times a day or more.  
**B** When I wake up and before going to sleep.  
**C** Once, in the evening.





## YOUR PROFILE

### Mainly A

You take good care of yourself and have a healthy life. You are on the right track!

### Mainly B

You have some good habits but you still need to improve your health routine.

### Mainly C

You don't take time to take care of yourself. Remember that a healthy life is important. Exercise, hygiene and a balanced diet are a good start.

**6** How many hours do you sleep every night?

**A** I always sleep eight hours or more.

**B** I am usually asleep at midnight.

**C** I usually chat on the phone at night. I rarely sleep all night.

## GLOSSARY

take care of

*prenderti cura di*

once

*una volta*

twice a week

*due volte alla settimana*

veggies

*verdura*

on the right track

*sulla strada giusta*

a good start

*un buon inizio*



## GRAMMAR

### Adverbs of frequency

**6 READ** the sentences from the quiz and choose the correct alternative to complete the rules below.

**1** I **always** walk to school.

**2** I am **usually** asleep at midnight.

**A** Adverbs of frequency come *before* / *after* the verb *be*.

**B** Adverbs of frequency come *before* / *after* all other main verbs.



**Always**



**Usually**



**Frequently**



**Often**



**Sometimes**



**Occasionally**



**Seldom / Rarely**



**Hardly ever**



**Never**

How often...? is used for questions about frequency.



Grammar reference page 173

## FREQUENT MISTAKES

**Never** is a negative word, so we always use it with a positive verb.

*I **never** go to the gym.*

NOT *I **don't never** go to the gym.*

**7 WRITE** sentences with the adverbs of frequency in the correct position and the verb in the correct form.

**1** we (monitor) our screen time. (sometimes)

**2** he (eat) vegetables and fruit? (always)

**3** I (be) late for school. (never)

**4** my sister (have) sugary snacks when she studies. (usually)

**5** your friends (drink) a bottle of water during the day? (seldom)

**6** you (be) sleepy in the morning? (often)

**8 WRITE** down two things you do:

- always;
- twice a week;
- hardly ever;
- never.

**C** Talking about daily routine

**9 IN PAIRS** write questions using *How often...?* and the prompts below. Then ask and answer the questions.

walk to school ▪ go to the gym ▪  
eat breakfast ▪ take time to relax ▪ listen to your body ▪  
go to bed after midnight

**A** How often do you walk to school?

**B** I usually walk to school in autumn and spring, but I never walk to school in winter.

# What do you do after school?

## Warm-up


- 1 **DISCUSS** in pairs. What do you usually do after class? Do you often meet up with friends or do you prefer to stay by yourself?

C Watching and understanding a short film



**VIDEO**  
Jake and Mary meet  
Steve after class

- 2   2.10 **WATCH AND LISTEN.** Say what the three friends decide to do.

- 3  2.10 **LISTEN AND READ** the dialogue. Then answer the questions that follow.

STEVE	Hi Jake, hi Mary. <b>How are things</b> with you two?
JAKE	Good. <b>What about you?</b>
STEVE	I'm a bit stressed with schoolwork but I guess that's normal.
MARY	Don't worry about it! How about coming to see a film on Saturday?
STEVE	That's a great idea but not this week.
JAKE	We're <b>on our way</b> to the bar. Why don't you join us for a drink?
STEVE	I'm afraid I can't. I have an appointment with my tutor. Maybe I can meet you later. How about a pizza this evening?
MARY	<b>You're on!</b> Let's meet up in the square at 7. Is that OK for you, Jake?
JAKE	Perfect. See you later then.
MARY	<b>Good luck</b> with the tutor. Tell him not to stress you about the schoolwork.
STEVE	Thanks <b>guys</b> . Bye!

- When do Jake, Steve and Mary meet?
- How is Steve?
- What does Mary invite Steve to do?
- Does Steve accept the invitation?
- Does Steve go with Mary and Jake for a drink?
- What does Steve say about the evening?
- Do Jake and Mary agree?
- Where and when do they arrange to meet?

- 4 **IN PAIRS** guess the meaning of the highlighted words and phrases in the dialogue.

C Developing social interaction

- 5 **ROLE-PLAY** the dialogue in threes. Take turns being Jake, Steve or Mary.

## KEY LANGUAGE FOR SOCIAL COMPETENCE

### Inviting a friend out

How/What about (seeing a film)?  
Do you want to come with me to (the theatre)?  
Why don't you come with me to (the gym)?  
Can we meet up and go (for a pizza, to the football match)?  
What do you think about (going out, meeting up later)?

### Accepting an invitation

Yes, thanks. I'd love to.  
That's a great idea.  
OK, let's go!  
You're on!

### Turning down an invitation

I'm afraid I can't come now.  
I'm sorry, but I can't.  
Unfortunately, I'm busy.

- 6 **IN PAIRS** use the prompts below to make, accept and turn down invitations.

go for a pizza ■ go dancing ■ go for a walk ■  
watch a film ■ go shopping ■ go bowling

- A What do you think about going for a pizza this evening?  
B Oh yes, that's a great idea. I love pizza!

- 7 **REWRITE** the dialogue in threes, adapting it to what you and your classmates usually do after class. Use the Key language.



## Free-time activities

- 8** **2.11** **MATCH** the verbs to a suitable ending to make phrases. Listen and check. Then listen and repeat.

- |   |                                    |
|---|------------------------------------|
| 1 <input type="checkbox"/> meet up with | <b>A</b> with friends on the phone |
| 2 <input type="checkbox"/> download     | <b>B</b> at the gym                |
| 3 <input type="checkbox"/> play         | <b>C</b> piano                     |
| 4 <input type="checkbox"/> play the     | <b>D</b> on the stage              |
| 5 <input type="checkbox"/> go           | <b>E</b> friends                   |
| 6 <input type="checkbox"/> chat         | <b>F</b> TV                        |
| 7 <input type="checkbox"/> work out     | <b>G</b> video games               |
| 8 <input type="checkbox"/> read         | <b>H</b> for a meal                |
| 9 <input type="checkbox"/> act or dance | <b>I</b> magazines                 |
| 10 <input type="checkbox"/> watch       | <b>J</b> music and films           |

- 9** **COMPLETE** the sentences with the correct form of the phrases in exercise 8.

- I always have my phone on my desk because I ..... when I finish my homework.
- He often ..... on his computer and he watches it in the evening.
- '..... (you) sports .....?' 'No, I prefer to surf the Net for sports news.'
- 'Where ..... (they) every afternoon?' 'At the café near the school.'
- I often ..... with my friends but I hardly ever win.
- '..... (he) before he goes to bed?' 'Yes, he likes reality shows.'
- '..... (your daughter)?' 'No, she doesn't, but she ..... the guitar.'
- '..... (you)?' 'Yes, I want to become an actor.'
- Let's ..... What about going for a pizza?
- My dad ..... three times a week. He is very fit.

- 10** **DISCUSS** in pairs. Which activity in exercise 8 is your favourite? Number the activities in order of preference. Then compare your lists.

- A** What have you got for number 1?  
**B** My number 1 is 'play video games'. What about you?

## Dictation

- 11** **2.12** **LISTEN** and write down the sentences.

## Object pronouns

- 12** **READ** the sentences from the dialogue and underline the object pronouns.

- I can meet you later.
- Why don't you join us for a drink?
- Don't worry about it!

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Grammar reference page 173

- 13** **COMPLETE** the sentences with the correct subject or object pronoun.

- These are my friends. .... usually do homework with ..... every afternoon.
- My sister and ..... live near Camden. Come and visit ..... !
- Sean, these bags are very heavy. Can ..... help ..... carry ..... , please?
- Maria never watches TV. .... hates .....
- 'There's a letter for Margaret.' 'Are you sure it is for ..... ?'
- 'Do you play video games in the afternoon?' 'Yes, I play ..... with my friends.'
- My teacher, Mr Clive, often asks his students to close their books and listen to .....
- 'Do you like Malcolm?' 'Yes, I like ..... , ..... is very nice.'

**C** Talking about free time

- 14** **USE** the cards to talk about free-time activities in pairs. Ask and answer questions in turns.

## STUDENT A

- What time he/she gets back home after school
- What time he/she has lunch
- Free-time activities in the afternoon
- How often he/she does sport
- Favourite activity of all

## STUDENT B

- Where he/she has lunch
- What he/she does in the afternoon
- How often he/she meets friends
- Whether he/she likes staying at home
- Whether he/she watches TV

- A** What time do you get back home after school?  
**B** I get back home after school at 4.30 in the afternoon.



# Zoom in on culture



**FLIPPED**  
classroom



**VIDEO**  
London

## Warm-up

- 1 **SURF** the Net to look for the top five things you can do in London. Then share your findings with your classmates.

## TEENS' TOP ATTRACTIONS IN LONDON



**A**



2.13

London is the capital of England and the United Kingdom. It is in the South-East of England on the River Thames. It is an exciting, cosmopolitan and historical city. Here are its top attractions for teenagers. These are the **must-dos**.

- 1 Start from the **Houses of Parliament**, the home of the UK's Parliament. They are in the district of Westminster. Big Ben, a symbol of London, is the clock tower of the Houses of Parliament. Its name comes from the name of a large **bell** inside the tower.
- 2 Then enjoy panoramic views of the city from the **London Eye**, a giant **wheel** on the South Bank of the River Thames.
- 3 Visit the **London Dungeon**, next to the London Eye. This popular attraction shows macabre events in London's history.

- 4 **Stroll** down the river to reach the **pedestrian-only Millennium Bridge**. It runs between St Paul's Cathedral and Tate Modern, the **free** national museum of modern and contemporary art.

- 5 Watch a play at the open-air Shakespeare's **Globe Theatre**, a reconstruction of William Shakespeare's theatre.

- 6 Continue **further** down the river to **Tower Bridge**. From here, take a photo of the Tower of London **as well as** the **Shard**, a **skyscraper** designed by the Italian architect Renzo Piano. At a **height** of up to 306 metres, it offers spectacular views over London.

- C** Reading and understanding a text

- 2 **READ** the text below and match the names in red to the pictures.

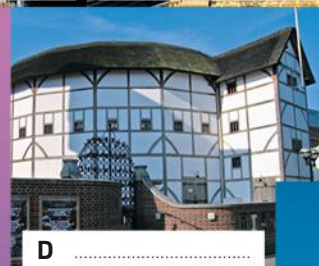
- 3 **MATCH** the highlighted words to their Italian translation.

- 1 campana .....
- 2 e anche .....
- 3 solo per pedoni .....
- 4 prigione sotterranea .....
- 5 ulteriormente .....
- 6 grattacielo .....
- 7 cose da fare, da non perdere .....
- 8 passeggia .....
- 9 altezza .....
- 10 ruota .....
- 11 gratuito .....



**B**

**C**



**D**



**E**



**F**



**G**

## KC Learning to learn

### TRUE/FALSE STATEMENTS ABOUT A TEXT

- Before reading the text, read the sentences of the exercise.
- Underline the key word(s) in the sentences of the exercise.
- While you are reading the text, underline the phrases or paragraphs connected to each sentence.
- Decide if the sentence is true or false.

#### 4 READ the text again and underline the phrases or paragraphs connected to each sentence below. Then say if the following sentences are true (T) or false (F). Correct the false ones.

- London is in the North-West of England on the River Thames. **T F**
- The Houses of Parliament are the home of the United Kingdom's Parliament. **T F**
- The name Big Ben comes from the name of a bell. **T F**
- The London Dungeon shows important events in London's history. **T F**
- The Millennium Bridge connects St Paul's Cathedral to Tate Modern. **T F**
- Tate Modern is a free national museum of Romantic art in London. **T F**
- The main characteristic of Shakespeare's Globe Theatre is that it is in front of the Millennium Bridge. **T F**
- The Shard is a very tall building designed by an Italian architect. **T F**
- You have aerial views of London from the Houses of Parliament and the Shard. **T F**

## C Listening and understanding a text

### FOR THE SPORTS FANS



#### 5 BEFORE YOU LISTEN, match the words from the box to their definitions.

dressing rooms ■ seat ■ entertainment ■  
high-speed ■ landmarks

- something giving amusement .....
- buildings or places of historical or cultural importance .....
- rooms where players change their clothes .....
- moving very quickly .....
- have places to sit for .....

#### 6 2.14 LISTEN to a tourist guide and match the places to the activities.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> Wembley Stadium  | <b>A</b> take a tour of a famous rugby stadium             |
| 2 <input type="checkbox"/> Twickenham       | <b>B</b> take a tour of a tennis museum                    |
| 3 <input type="checkbox"/> O2 Arena         | <b>C</b> walk to the top of the building                   |
| 4 <input type="checkbox"/> Thames rockets   | <b>D</b> cross the Thames at a height of 90 metres         |
| 5 <input type="checkbox"/> Wimbledon Museum | <b>E</b> speed through London by boat                      |
| 6 <input type="checkbox"/> London cable car | <b>F</b> go behind the scenes of a famous football stadium |

#### 7 2.14 LISTEN again and say if the following sentences are true (T) or false (F). Correct the false ones.

- London is boring for sports fans. **T F**
- Wembley Stadium is the home only of Chelsea. **T F**
- Twickenham is a small stadium. **T F**
- Visitors walk across the roof of O2 Arena at more than 50 metres above the ground. **T F**
- Thames rockets are the bridges of London. **T F**
- Visitors explore the history of tennis at Wimbledon Lawn Tennis Museum. **T F**
- A one-kilometre journey takes you across the River Thames to Greenwich. **T F**

## KC Digital competence

#### 8 IN PAIRS carry out a research project about a place in London particularly interesting to you.

- Choose from the following prompts:
  - a must-do
  - a thing to do for free
  - a place with activities
- Then fill in a table similar to the one below.

Name	
Location	
Statues, monuments, museums, stadiums	

- Present your findings to the class. Find other students who share your interests.

## KC Cultural awareness and expression

#### 9 DESCRIBE a day trip to your town/city for a friend in London. Specify the following:

- important sights;
- famous museums;
- all the places where you can spend an enjoyable afternoon and evening together.



# Time management



## Warm-up

- 1 DISCUSS.** How many hours are there in a week? How many do you spend at school? How many do you spend on homework and hobbies? Are you happy with how you spend your time? Why?

**C** Reading and understanding a text



- 2 READ** the text below and say if the following sentences are true (T) or false (F). Correct the false ones.

- 1 Eric Chen studies computer modelling. **T F**
- 2 He is interested in scientists who create new medicine. **T F**
- 3 Zarin Rahman studies the effect of screens and sleep on students' performances. **T F**
- 4 Eric and Zarin don't go to school because their research requires all their time. **T F**
- 5 Eric and Zarin don't have hobbies. **T F**

**C** Listening and understanding a text

- 3** **2.16 LISTEN** to Zac and Gwen talking about their time management strategies. Complete the sentences.

- 1 Gwen ..... her day before she goes to bed.
- 2 She decides what time she needs to .....
- 3 She breaks ..... down into small chunks when she has a lot to do.
- 4 Zac uses ..... of time before the next activity.
- 5 When he has ten minutes, he often ..... with his friends.
- 6 When he takes a break, he .....
- 7 Gwen ..... watches TV.
- 8 She studies for ..... and then writes an article for .....

## Teenage prodigies: how do they manage their time?

2.15

Every year, the Regeneron Science Talent Search brings 40 teenage scientists to Washington, D.C., to present their research. The projects are impressive. Eric Chen, for example, uses computer modelling to study inhibitors to stop viral replication. His work is interesting to scientists who develop new vaccines and work on a new class of medicine.

Zarin Rahman studies the amount of screen time and sleep students normally have, and demonstrates that the performance of students who use technological devices late at night is not very good.

That's not bad for age 17. But how do these young people manage their time? Their original research requires hours of work in addition to normal secondary school commitments, and they also do extra-curricular activities. Rahman writes in her school magazine, Chen fences and helps in his community. It all fits in the 168 hours they (and we) have each week.

### GLOSSARY

research

*ricerca*

impressive

*notevoli*

inhibitors

*inibitori*

amount

*quantità*

devices

*apparecchi,  
dispositivi*

commitments

*impegni*

fences

*fa scherma*

fits in

*si inserisce*



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

stress ■ depend ■ on time ■ opportunities ■ skills ■  
difficulties ■ updates ■ performances

## Good time management

As you become more independent, you need time management (1) ..... to complete your responsibilities (2) ..... Your teachers get angry if you don't hand in your work on time or if you are usually late for school. Teens who don't learn to manage their time often experience stress, have a bad reputation or demonstrate (3) ..... in relationships, always (4) ..... on their classmates for notes or (5) ....., and feel they have no time for hobbies.

Secondary school is very busy! That is why it is important to learn how to manage your time – to reduce (6) ..... when test dates are near, to have better (7) ....., to find more time for family and friends, and to have more (8) ..... to relax.



5 **READ** the text again. Write down the advantages of good time management and the disadvantages of bad time management.

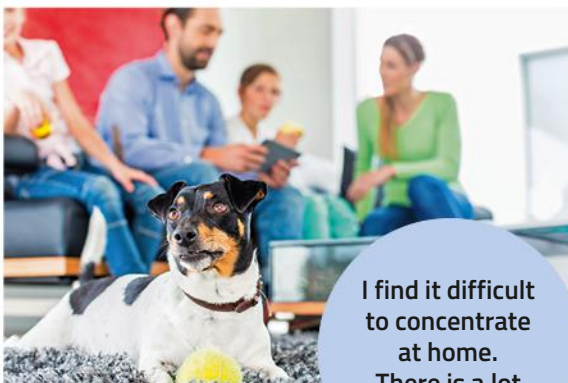
C Talking about personal experience

6 **DISCUSS** the list of exercise 5 with the rest of the class. Do you experience the advantages and disadvantages of your list?

C Writing a simple text

7 **LOOK** at the following situations. In pairs write down some tips to improve each situation. Use the imperative form.

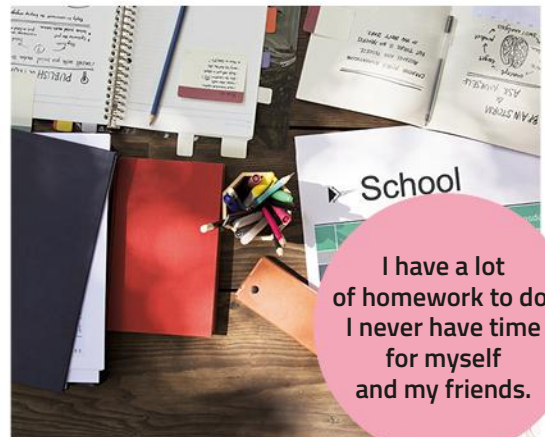
Don't leave the door of your room open!  
Plan your revision to avoid panic!



I find it difficult to concentrate at home. There is a lot of noise!



If I interrupt my study, it takes me half an hour to concentrate again.



I have panic attacks before a test.

## LEARN BY DOING

### Map out your week

8 **PREPARE** a plan of your week and present it to the rest of the class.

#### STEP 1

Use your computer to make a plan of your week. Make a table with things that fall into the following categories:

- Need to do (things that are urgent)
- Want to do (relaxing things like going out with friends or watching TV)
- Would like to do (things that can wait)

#### STEP 2

Decide a start and end time for every day. Then write down the activities from the categories above for each day.

#### STEP 3

Add some photos to your presentation and some comments to explain your plan.

#### STEP 4

Present your plan to the class. Consider what your classmates or teacher say to improve it.