

Presentazione:

Il testo, diviso in 12 unità, pensate e realizzate dagli insegnanti per i propri alunni, consente di poter usufruire di uno strumento ricco di attività, motivante e flessibile da adattare al proprio tipo di classe e ai vari livelli di apprendimento.

Se il docente intende impostare il lavoro dal punto di vista letterario, per accostare gli alunni alla lettura, può presentare le varie strutture linguistiche attraverso le opere di Oscar Wilde, rivisitate ed adattate a livello di *beginners* o di *false beginners*. Se invece si propone di dare un taglio più funzionale-comunicativo, potrà partire dalle *conversations* e dallo “*speaking corner*”. Ogni brano illustra, di volta in volta, una o più strutture grammaticali che sono oggetto di studio nella *Unit* stessa, ed è corredato da esercizi di comprensione del testo e/o prettamente grammaticali.

Ogni struttura è approfondita, subito dopo la lettura, dal *grammar focus*, a cui seguono gli esercizi; la *Unit* prosegue quindi con un dialogo improntato sull’uso parlato della lingua, in cui si evidenziano ancora una volta le strutture appena presentate, ed incentrato su una o più funzioni comunicative. Seguono esercizi relativi al dialogo, sia scritti (comprensione e produzione), che orali (*role-play*).

A questo punto viene introdotta una lettura di carattere diverso, di tipo trasversale: si vuole, cioè, porre lo studente davanti ad un brano narrativo che illustri via via argomenti quali la storia, la geografia, la civiltà o l’attualità del paese la cui lingua è il nostro oggetto di studio: in tal modo si vuole non solo far sì che il discente impari ad usare la lingua, ma che alla fine del corso conosca anche gli aspetti salienti del paese dove questa lingua viene parlata.

Dopo la lettura si trovano altri esercizi di comprensione e di produzione (es. *true/false tests*, *questionnaires*, ecc).

Il testo è corredato, inoltre, con le registrazioni delle letture, a cui farà seguito, coerentemente con la struttura “*in progress*”, la registrazione dei dialoghi. Sempre a proposito di *listening activities*, si è ritenuto opportuno dare un taglio innovativo, suggerendo dei siti internet dove è possibile reperire dialoghi situazionali ed attività di ascolto di difficoltà graduale, che possano arricchire ulteriormente il bagaglio linguistico degli alunni, rendendo le loro abilità di ricezione e produzione orali quanto più possibile simili a quelle dei *native speakers*.

Ancora in tema di multimedialità, è stata aggiunta ad ogni unità didattica la sitologia utile ad insegnanti ed alunni per approfondire gli argomenti e per avere un supporto sul web relativo a ciò che è stato presentato.

Alla fine di ogni *unit* c’è la sezione *Homework*, con esercizi di varie tipologie che ripercorrono la struttura dell’unità stessa, alla quale segue la *Reference Grammar*, in ordine alfabetico, con una spiegazione dettagliata e puntuale degli argomenti studiati.

La realizzazione dell’English Book in Progress è stata possibile grazie alla collaborazione di una rete di scuole i cui insegnanti hanno condiviso un lavoro in cui hanno creduto, nonostante le difficoltà che hanno dovuto continuamente affrontare.

La coordinatrice del gruppo



Hanno collaborato all'English Book in Progress:

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Il **layout** è stato curato dal prof. De Blasi, così come tutta la parte relativa al **listening**.

Unit	Grammar	Vocabulary	Focus on culture	Speaking corner
UNIT1 The happy prince	To be Simple present (aff) Personal pronouns (subject) Wh- questions	Countries&Nationalities Jobs Family Numbers Weather Expressions with TO BE	GEOGRAPHY: The UK	At the airport
UNIT2 The selfish giant	Have/Have got Simple present (all forms) Personal pronouns (object) Possessive case Possessive adj./pronouns Prepositions of time Adverbs of frequency	Days of the week Time Expressions with TO HAVE Routines & Habits	GEOGRAPHY: The US	At the train station
UNIT3 The picture of Dorian Gray (1)	Present continuous Present simple vs present continuous Imperatives Articles	Physical description Parts of the body Clothes Colours	Technology	Meet me on facebook
UNIT4 The nightingale and the rose	Can Prepositions of place	Illness Directions Places: shops	Health	At the chemist's
UNIT5 The young king	To be: past simple (all forms) There is/there are Countable/uncountable Some/any/no Like/would like	Food and drinks Places: the house	Food	At the restaurant
UNIT6 The model millionaire	Past simple: regular verbs (all forms)	Nature: animals & plants Pollution	Environment	A natural disaster

Unit	Grammar	Vocabulary	Focus on culture	Speaking corner
UNIT7 The Canterville ghost (1)	To have : past simple Adjectives Much/many/a lot/very	Currency	Money	At the bank
UNIT8 The fisherman and the soul	Simple past (Irregular verbs)	Inventor & inventions	History	At the museum
UNIT9 The picture of Dorian Gray(2)	Must/have to Like/hate + -ing	Sports & equipment Free time activities	Sports	At the football match
UNIT10 Lord Arthur Savile's Crime	Future: will/present continuous/going to Let's/ shall I ...	Film genres Film cards	Movies	At the cinema
UNIT11 The Canterville ghost (2)	Comparatives Superlatives	Celebrations	Festivities	At a party
UNIT12 The star-child	Passive Connectors	Places: school Matter	Chemistry	In the school lab

Unit 1



Focus on Literature: *The happy prince*

In an old, beautiful English town, in the middle of the main square, there is a very high column with the statue of the Happy Prince on the top of it. Everybody admires the statue because it is covered with gold and decorated with diamonds. The eyes are two sapphires and there is a large red ruby in the sword. The Prince seems to be happy but he cries every night when nobody sees him.

One autumn night a little swallow flies over the town. His friends go to Egypt to spend the winter there, but he is late. When he sees the statue, he stops to sleep between the feet of the happy Prince.

The sky is clear, the night is bright, but there is a drop falling on the swallow's head. It looks like rain, but it isn't rain. It is the happy Prince who is crying. He is worried about the misery of some people in his town.

Now only the swallow knows his secret and decides to be the Prince's friend and messenger. There are some people to help in the town.

The little bird flies over the roofs, he passes over the river and arrives to a poor, sick boy's bedroom where he leaves the big red ruby from the Prince's sword.

It is getting colder and colder. The swallow is very tired. He dreams about his friends in Egypt where the sun is warm, palm trees are green and full of colourful butterflies. He, all the same, remains with the Prince to help him solve other problems.

There is a young student with brown, crispy hair and big dreamy eyes. He tries to finish a play for the theatre, but he is hungry and cold. The swallow brings him the Prince's Indian sapphires and helps him to finish the play.

It is winter now. The snow falls and there is ice in the streets and on the statue. The swallow is very cold without a shelter and without food. Nevertheless, he wants to do the last favour to the Prince.



He helps a poor little girl and two boys who sleep under a bridge. He gives them the last diamond and all the gold from the statue.

The Happy Prince is grey and ugly, but the people he has helped feel much better. The swallow is too weak, his wings are frozen. He kisses the Prince and dies at his feet.

When the Mayor of the town sees the horrible statue, he destroys it. One of God's Angels finds the dead bird and near it the broken Prince's heart. He takes them to God's garden of Paradise.

(Adapted from Oscar Wilde's *The Happy Prince*)

Comprehension activities

Exercise n°1 - Match the words 1-10 with the appropriate meaning :



- | | |
|-------------|------------------------------------|
| 1. bridge | a weapon with sharp blade |
| 2. worried | extremely cold |
| 3. square | clear blue stone |
| 4. feel | a place where people are protected |
| 5. sword | a piece of writing for the theatre |
| 6. spend | to have a particular emotion |
| 7. sapphire | road or path over another road |
| 8. play | the open area of a town |
| 9. frozen | to stay somewhere |
| 10. shelter | unhappy or miserable |

Exercise n°2 - Choose the right answer a, b or c

- 1) The Prince cries because

a) he feels miserable	b) he is alone	c) nobody cares about him
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- 2) The swallow flies over the town because

a) he wants to help poor people	b) he wants to enjoy the landscape	c) he enjoys flying all over
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- 3) The swallow dies because of

a) the cold weather	b) the indifference of the world	c) solitude
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- 4) The swallow's friends are

a) in a cold place	b) in a busy place	c) in a hot place
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- 5) The swallow gives a poor girl and two boys

a) copper and silver	
b) silver and gold	
c) a diamond and gold	

Exercise n°3 - Say if the following statements about the extract are true or false**T F**

1. The swallow helps three boys and a girl
2. The young student dreams about going back home
3. The swallow is generous and sensitive
4. The drop falling on the swallow's head is snow
5. The Prince dies with the bird

Exercise n°4 - Replace the words in *italics* with the appropriate personal pronouns:

- 1) *The mayor of the town* sees the horrible statue
- 2) *The Happy Prince* is grey and ugly
- 3) *Palm trees* are green
- 4) *The little bird* flies over the roof
- 5) *His friends* go to Egypt

Grammar Focus

Verb BE	Affirmative	Interrogative	Negative
Personal pronouns	I am (I'm) You are (you're) He is (he's) She is (she's) It is (it's) We are (we're) You are (you're) They are (they're)	Am I? Are you? Is he? Is she? Is it? Are we? Are you? Are they?	I am not ('m not) You are not (aren't) He is not (isn't) She is not (isn't) It is not (isn't) We are not (aren't) You are not (aren't) They are not (aren't)

Present Simple of ordinary verbs

I, you, we, they → read, like, drink, sleep etc
He, she, it → reads, likes, drinks, sleeps etc

N.B. go, watch, wash, → goes, watches, washes
study, carry → studies, carries

BUT Play → plays

(For grammar practice see the HOMEWORK section)

WH- words

- **WHAT:** Che cosa, quale..?
- **WHICH:** Quale..?
- **WHERE:** Dove..?
- **WHEN:** Quando..?
- **WHY:** Perché..?
- **WHOSE:** Di chi..?
- **WHO:** Chi...?
- **HOW:** Come...?

(For grammar practice see the HOMEWORK section)

Did you know?

Six, or even seven ravens are kept in the Tower of London, at all times, in accordance with the legend that 'if the ravens fly away, the Tower and maybe London as well, will fall down'. The birds are actually housed at the Tower of London at the expense of the British government and a Beefeater takes care of their feeding and well being. To prevent the birds from flying away one of their wings is clipped by the Ravenmaster, but this doesn't harm them, it only unbalances their flight ensuring that they don't stray too far from the Tower.

Focus on Conversation

Introducing people



Conversation A (*Informal register*)

At the International Music School.

Hello! I'm Dan Taylor . I'm 14 . I'm from Liverpool. What's your name?

Hi! My name's John Mc Dermott. I'm from Edinburgh.

Hello! I'm Paolo Esposito. I'm from Naples. I'm here for a guitar course.



USEFUL expressions.

What's your name?

What's your surname?

Where are you from?

How old are you?

What nationality are you?

This is my friend Martyn.

Nice to meet you!

Conversation B (Formal register) -At a Department Store in London.

Sally: Good morning Mr. Sullivan.

Mr. Sullivan: Good morning.

Sally : How do you do? I'm Sally Mackenzie. I'm the new sales manager. I'm from San Francisco.

Mr. Sullivan: So you're American, aren't you? Pleased to meet you! Please, sit down.

Sally: Thank you Mr Sullivan.



1- Say if the following statements are true (T) or false (F)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Dan Taylor is 14. |
| <input type="checkbox"/> | John Mc Dermott is from Liverpool. |
| <input type="checkbox"/> | Paolo Esposito is at the Music School for a piano course |
| <input type="checkbox"/> | Sally Mackenzie is from San Francisco. |
| <input type="checkbox"/> | She is the new General Manager. |

2-Make conversations with the following information:

Bob Gavin/16/Swansea.

Lucia Talese/15/Rome.

Central Bank/Kate Bell/Accountant.

Jack Hunt/14/Cardiff.

Jan Geldoff/Bradley School/teacher.

3- Class Activity - Now take your turn and introduce yourself.



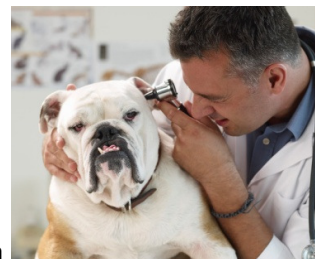
WORD FOCUS - JOBS



architect



optician



vet