



PASSERELLE/IDONEITÀ IN 4^ IPS

INGLESE

PROGRAMMA DI 3^ IPS

MATERIA COMUNE

Prof.ssa: COMPIANI MARTA - compiani.marta.PROF@salesianibologna.it

- **Testo di riferimento:** John & Liz Soars, NEW HEADWAY PRE-INTERMEDIATE, Oxford Editore

Argomenti su cui verterà la prova (relativamente al programma di 3^ IPS):
inserire gli eventuali riferimenti alle pagine del libro

Moduli 1-5 (pagg. 6-45)

GRAMMAR:

- Present simple
- Present continuous
- Have/have got
- Quantity: much/many-some/any-a little/a few
- Past simple
- Past continuous
- Verb patterns
- Future forms



VOCABOLI: studiare i vocaboli relativi alle unità e degli esercizi allegati nelle fotocopie

LINGUA TECNICA:

- Reading comprehension : saper affrontare e rispondere a delle domande su un articolo o lettura di linguaggio specifico del settore.

Esercizi o domandi simili a quelle che potrebbero capitare durante la prova:

- Per la parte grammaticale: esercizi sulla falsa riga di quelli allegati
- Per la parte della lingua tecnica: Reading comprehension simile a quelle allegate

Materiale allegato (fotocopie del testo o altro – da lasciare alla Presidenza):

- Si vedano fotocopie con esercizi

Grammar Reference

UNIT 1

1.1 Tenses

This unit has examples of the Present Simple and Present Continuous, the Past Simple, and two future forms: *going to* and the Present Continuous for the future.

All these tenses are covered again in later units.

Present tenses Unit 2
Past tenses Units 3 and 9
Future forms Unit 5

The aim in this unit is to revise what you already know.

Present tenses

She lives in London.

I earn \$100 a day.

I'm saving money for my education.

They're studying in a language school.

Past tense

They moved to Canada thirty years ago.

I had a bad accident last month.

Future forms

I'm going to study for a Master's degree.

What are you doing tonight?

1.2 Auxiliary verbs

The Present Continuous uses the auxiliary verb *to be* in all forms.

Positive

She is reading.

They are watching a film.

Question

Is she reading?

What are they watching?

Negative

He isn't learning French.

I'm not sleeping.

Verb forms with no auxiliary verb

In the Present Simple and the Past Simple there is no auxiliary verb in the positive. We use the auxiliary verb *do* in the questions and negatives.

Positive

They live in Australia.

He arrived yesterday.

Question

Do they live in London?

Where did Bill go?

Negative

I don't work in New York.

We didn't watch TV.

1.3 Questions

1 Yes/No questions have no question word.

Are you hot? Yes, I am./No, I'm not.

Does he speak English? Yes, he does./No, he doesn't.

2 Questions can begin with a question word.

what where which how who when why whose

Where's the station?

Why are you laughing?

Whose is this coat?

How does she go to work?

3 *What, which, and whose* can be followed by a noun.

What size do you take?

Which coat is yours?

Whose book is this?

4 *Which* is generally used when there is a limited choice.

Which is your pen? The black one or the blue one?

This rule is not always true.

What newspaper do you read?

5 *How* can be followed by an adjective or an adverb.

How big is his new car?

How fast does it go?

How can also be followed by *much* or *many*.

How much is this sandwich?

How many brothers and sisters have you got?

UNIT 2

2.1 Present Simple

Form

Positive and negative

I	live	near here.
You	don't live	
We		
They		
He	lives	
She	doesn't live	
It		

Question

Where	do	I you we they	live?
	does	he she it	

Do you like Peter? **Short answer**
Does he speak French? **Yes, I do.**
No, he doesn't.

Use

The Present Simple is used to express:

1 a habit.

I get up at 7.30.

Jo smokes too much.

2 a fact which is always true.

Vegetarians don't eat meat.

We come from Spain.

3 a fact which is true for a long time.

I live in Oxford.

She works in a bank.

2.2 Present Continuous

Form
am/is/are + -ing (present participle)

Positive and negative

I	'm (am) 'm not	working.
He She It	's (is) isn't	
You We They	're (are) aren't	

Question

What	am	I	wearing?
	is	he she it	
	are	you we they	

Short answer
Are you going? Yes, I am./No, I'm not. NOT Yes, I'm.
Is Anna working? Yes, she is./No, she isn't. NOT Yes, she's.

se

The Present Continuous is used to express:

- an activity happening now.
They're playing football in the garden.
She can't talk now because she's washing her hair.
- an activity happening around now, but perhaps not at the moment of speaking.
He's studying maths at university.
I'm reading a good book at the moment.
- a planned future arrangement.
I'm seeing the doctor at 10.00 tomorrow.
What are you doing this evening?

2.3 Present Simple and Present Continuous

Read the right and wrong sentences.

Fraser comes from Scotland.
NOT *Fraser is coming from Scotland.*
I'm reading a good book at the moment.
NOT *I read a good book at the moment.*

Some verbs express a state, not an activity, and are usually used in the Present Simple only.

She likes the Rolling Stones.
NOT *She's liking the Rolling Stones.*
I know what you mean.
NOT *I'm knowing what you mean.*

Similar verbs are think, agree, understand, love.

2.4 have got/have

Form

Positive

I/You/We/They	have 've got	two sisters.
He/She	has 's got	

Negative

I/You/We/They	don't have haven't got	any money.
He/She	doesn't have hasn't got	

Question

Do	I/you/ we/they	have	a new car?
Does	he/she		
Have	I/you/ we/they	got	a new car?
Has	he/she		

Short answer

Do you have an iPhone? Yes, I do./No, I don't.
Have you got an iPhone? Yes, I have./No, I haven't.

Note

We can use contractions ('ve and 's) with *have got*, but not with *have*.
I've got a sister.
I have a sister. NOT *I've a sister.*

Use

- Have* and *have got* mean the same. *Have got* is more informal. We use it a lot when we speak, but not so much when we write.
Have you got the time?
The UK has a population of 60 million.
In American English, *have* + *do/does* is much more common.
- Have* and *have got* express possession.

I have I've got	a new car.
She has She's got	three children.
He has He's got	blond hair.

- When *have* + noun expresses an activity or a habit, *have* (not *have got*) is used. Look at these sentences.
I have a shower every day.
NOT *I've got a shower every day.*
What time do you have lunch?
NOT *What time have you got lunch?*
- In the past tense, we use *had* with *did* and *didn't*.
I had a bicycle when I was young.
Did you have a nice weekend?
I didn't have any money when I was a student.

3.1 Past Simple

Form

The form of the Past Simple is the same for all persons.

Positive

I		
He/She/It	finished	
You	arrived	yesterday.
We	went	
They		

Negative

The negative of the Past Simple is formed with *didn't*.

I		
He/She/It		
You	didn't (did not) arrive	yesterday.
We		
They		

Question

The question in the Past Simple is formed with *did*.

When did she/you/they/etc. arrive?

<i>Did you go to work yesterday?</i>	Short answer <i>Yes, I did.</i>
<i>Did it rain last night?</i>	<i>No, it didn't.</i>

Spelling of regular verbs

- The normal rule is to add *-ed* or *-d*.
work/worked start/started live/lived love/loved
 - Some short verbs with only one syllable double the consonant.
stop/stopped plan/planned
 - Verbs ending in a consonant + *-y*, change the *-y* to *-ied*.
study/studied carry/carried
- But ...
- play/played enjoy/enjoyed

There are many common irregular verbs. See the list on p276.

Use

The Past Simple expresses a completed past action. Notice some of the time expressions.

We played tennis last Sunday.
I worked in London in 2007.
John left two minutes ago.

3.2 Past Continuous

Form

was/were + verb *-ing* (present participle)

Positive and negative

I/He/She/It	was wasn't (was not)	working.
You/We/They	were weren't (were not)	

Question

	I	
	he	
	she	
What	it	doing?
	you	
	we	
	they	

Short answer

Were you working yesterday? **Yes, I was./No, I wasn't.**

Use

- The Past Continuous expresses a past activity that has duration.
I had a good time while I was living in Paris.
You were making a lot of noise last night. Were you having a party?
- The activity was in progress *before*, and probably *after*, a time in the past.
'What were you doing at 8.00 last night?' 'I was watching TV.'
When I woke up this morning, the sun was shining.

3.3 Past Simple and Past Continuous

- The Past Simple expresses completed past actions. The Past Continuous expresses activities in progress. Compare these sentences.
I washed my hair last night.
I was washing my hair when you phoned.
'What did you do at the weekend?' 'I played tennis.'
We were playing tennis when it started to rain.
- A Past Simple action can interrupt a Past Continuous activity in progress.
When I phoned Simon he was having a shower.
I was doing my homework when Jane arrived.
- In stories, the Past Continuous can describe the scene. The Past Simple tells the action.
It was a beautiful day. The sun was shining and the birds were singing, so we decided to go for a picnic. We put everything in the car ...

3.4 Prepositions in time expressions

at	in	on
at six o'clock	in 2007	on Saturday
at midnight	in the morning/ afternoon/evening	on Monday morning
at Christmas	in summer	on Christmas Day
at the weekend	in two weeks' time	on January 18 th

no preposition

two weeks ago	next month
yesterday evening	tomorrow morning
this afternoon	tonight

UNIT 4

4.1 Expressions of quantity

Count and uncount nouns

- 1 It is important to understand the difference between count and uncount nouns.

Count nouns	Uncount nouns
a cup	water
a girl	sugar
an apple	milk
an egg	music
a pound	money

We can say *three cups, two girls, ten pounds*. We can count them. We cannot say *two waters, three musics, one money*. We cannot count them.

- 2 Count nouns can be singular or plural.

This cup is full.

These cups are empty.

Uncount nouns can only be singular.

The water is cold.

The weather was terrible.

much and many

We use *much* with uncount nouns in questions and negatives.

How much money have you got?

There isn't much milk left.

We use *many* with count nouns in questions and negatives.

How many people were at the party?

I didn't take many photos on holiday.

some and any

Some is used in positive sentences.

I'd like some sugar.

Any is used in questions and negatives.

Is there any sugar in this tea?

Have you got any brothers and sisters?

We don't have any washing-up liquid.

I didn't buy any apples.

We use *some* in questions that are requests or offers.

Can I have some cake?

Would you like some tea?

The rules are the same for *someone, anything, anybody, somewhere*, etc.

I've got something for you.

Hello? Is anybody here?

There isn't anywhere to go in my town.

few and a little

We use *a few* with count nouns.

There are a few biscuits left, but not many.

We use *a little* with uncount nouns.

I only have a little time.

lot/lots of

We use *a lot/lots of* with both count and uncount nouns.

There's a lot of butter.

I've got lots of friends.

A lot/lots of can be used in questions and negatives.

Are there lots of tourists in your country?

There isn't a lot of butter, but there's enough.

4.2 Articles – *a, an, and the*

- 1 The indefinite article *a* or *an* is used with singular, count nouns to refer to a thing or an idea for the first time.

We have a cat and a dog.

There's a supermarket in Adam Street.

- 2 The definite article *the* is used with singular and plural, count and uncount nouns when both the speaker and the listener know the thing or idea already.

We have a cat and a dog. The cat is old, but the dog is just a puppy.

I'm going to the supermarket. Do you want anything? (We both know which supermarket.)

Indefinite article

The indefinite article is used:

- 1 with professions.

I'm a teacher.

She's an architect.

- 2 with some expressions of quantity.

a pair of a little a couple of a few

- 3 with some expressions of frequency.

once a week three times a day

- 4 in exclamations with *what* + a count noun.

What a lovely day!

What a pity!

Definite article

The definite article is used:

- 1 before seas, rivers, hotels, pubs, theatres, museums, and newspapers.

the Atlantic the British Museum

The Times the Ritz

- 2 if there is only one of something.

the sun the Queen the Government

- 3 with superlative adjectives.

He's the richest man in the world.

Jane's the oldest in the class.

No article

There is no article:

- 1 before plural and uncount nouns when talking about things in general.

I like potatoes.

Milk is good for you.

- 2 before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains.

I had lunch with John.

I bought Cosmopolitan at Victoria Station.

- 3 before some places and with some forms of transport.

at home	in/to bed	at/to work
at/to school/university	by bus	by plane
by car	by train	on foot

She goes to work by bus.

I was at home yesterday evening.

- 4 in exclamations with *What* + an uncount noun.

What beautiful weather! What loud music!

Note

In the phrase *go home*, there is no article and no preposition.

I went home early. NOT *I went to home.*

5.1 Verb patterns

Here are four verb patterns. There is a list of verb patterns on p277.

- Verb + to + infinitive
They want to buy a new car. I'd like to go abroad.
- Verb + -ing
We love going to parties. I enjoy travelling abroad.
- Verb + -ing or + to + infinitive with no change in meaning
*It started to rain/raining.
I continued to work/working in the library.*
- Verb + preposition + -ing
*We're thinking of moving house.
I'm looking forward to having more free time.*

like doing and would like to do

- Like doing* and *love doing* express a general enjoyment.
I like working as a teacher. = I am a teacher and I enjoy it.
I love dancing. = This is one of my hobbies.
- Would like to do* and *would love to do* express a preference now or at a specific time.
I'd like to be a teacher. = When I grow up, I want to be a teacher.
Thanks. I'd love to dance. = At a party. I'm pleased you asked me.

Question

Would you like to dance?
Would you like to come for a walk?

Short answer

Yes, I would./Yes, I'd love to.
Yes, I would./No, thank you.

Note

No, I wouldn't is not common because it is impolite.

5.2 Future forms

will

Form

will + infinitive without *to*

Will is a modal auxiliary verb. There is an introduction to modal auxiliary verbs on p143. The forms of *will* are the same for all persons.

Positive and negative

I/He/She/It/You/We/They	'll (will) won't	come. help you. invite Tom.
-------------------------	---------------------	-----------------------------------

Question

What time will he/you/they be back?

Short answer

Will you help me? Yes, I will.

Note

No, I won't is impolite. It means 'I don't want to help you.'

A polite way of saying 'no' here is 'I'm afraid I can't.'

'Will you give me a lift?' 'Sorry, I'm afraid I can't.'

Use

Will is used:

- to express a future intention made at the moment of speaking.
'It's Jane's birthday.' 'Is it? I'll buy her some flowers.'
I'll give you my phone number.
'Do you want the blue or the red pen?' 'I'll take the red one.'
- to express an offer.
I'll carry your suitcase. We'll do the washing-up.

- to express a future fact. The speaker thinks it is sure to happen in the future.

I'll be 30 next week. It will be a nice day tomorrow.

This use is called the pure future. The speaker is talking about the future without expressing an intention, plan, or personal opinion.

going to

Form

am/is/are + *going* + *to* + infinitive

Positive and negative

I	'm (am) 'm not	going to leave.
He/She It	's (is) isn't	
You We They	're (are) aren't	

Question

When	am	I	going to arrive?
	is	he/she/it	
	are	you/we/they	

Short answer

Are they going to get married? Yes, they are./No, they aren't.

Use

Going to is used:

- to express a future decision, intention, or plan made *before* the moment of speaking.
How long are they going to stay in Rome?
She isn't going to have a birthday party.
- when we can see or feel now that something is certain to happen in the future.
Look at these clouds! It's going to rain.
Watch out! You're going to drop that vase.

will or going to?

Look at the use of *will* and *going to* in these sentences.

I'm going to make a chicken casserole for dinner.

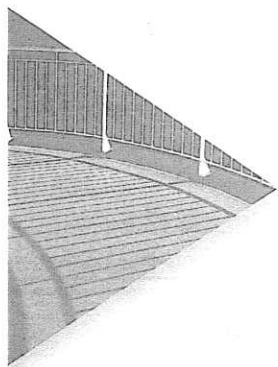
(I decided this morning and bought everything for it.)

What can I cook for dinner? Er ... I know! I'll make a chicken casserole! (I decided at the moment of speaking.)

Present Continuous

The Present Continuous for the future is used:

- to express a planned future arrangement.
I'm meeting my cousin for lunch.
'What are you doing this weekend?'
'We're having a party. Can you come?'
 - with the verbs *go* and *come*.
She's coming on Friday.
I'm going home early tonight.
- Sometimes there is little or no difference between *going to* and the Present Continuous to express a future arrangement.
- We're seeing a film this evening.*
We're going to see a film this evening.



1

Tense revision • Questions • Right word, wrong word
• Pronunciation – vowel sounds

Getting to know you

Tense revision

1 Present, past, and future

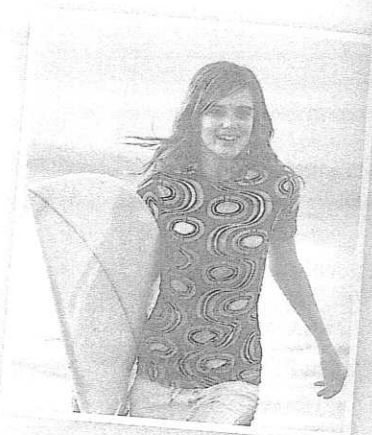
Complete the texts with the verb forms in the box.

1

live
didn't like
were born
love
moved
'm going to study
go
'm taking

Lisbet, from the US

'Hi! My name's Lisbet, and I'm from Santa Barbara, California. I ¹ live with my parents and my sisters in a house near the sea. We ² _____ to the beach every day. We all ³ _____ surfing!
I'm American, but my parents ⁴ _____ in Norway. They ⁵ _____ to the US 20 years ago. They ⁶ _____ the cold winters in Norway!
I'm in my final year at school. I ⁷ _____ exams at the moment. Next year I ⁸ _____ Marine Biology at university.'

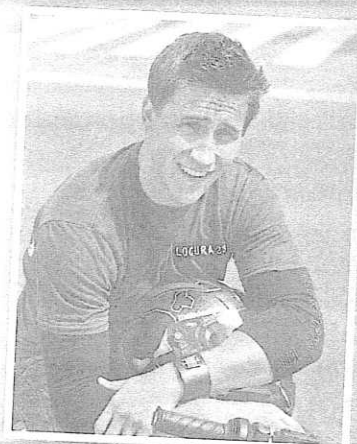


2

's going to work
comes
didn't start
likes
's studying
has
gave
'm enjoying

Miguel, from Spain

This is Miguel. He ¹ _____ from Spain. He's a student at the EAE Business School in Madrid, where he ² _____ International Law. 'I ³ _____ the course a lot,' he says. 'It's really interesting.' After the course he ⁴ _____ for his father's IT company.
He ⁵ _____ a motorbike, and he ⁶ _____ racing it at the weekend. He ⁷ _____ riding until he was 16. His father ⁸ _____ him a bike for his birthday. 'Going fast is my passion!' he says.



3

acts
live
don't work
went
made
's doing
didn't win
prefer

Tom and Fay, from England

Tom and Fay Dickens ¹ _____ in Bristol with their two children. They're both actors, but they ² _____ together. Fay ³ _____ in films, and Tom works in the theatre. 'I ⁴ _____ the excitement of the theatre,' says Tom.
Last year Fay ⁵ _____ to Hollywood. 'I ⁶ _____ a film with Steven Spielberg,' she says. 'It was good, but it ⁷ _____ any awards!' Next year Tom ⁸ _____ a tour of Britain in a production of *Hamlet*. Tom is playing the title role. 'I'm very excited about it,' he says.



2 Forming the tense

Put the verbs into the correct tense.

- Lisbet's parents weren't born (not born) in the US.
- Lisbet and her family _____ (go) to the beach every day.
- In the picture, Lisbet _____ (surf) at the beach.
- Miguel's father _____ (work) in IT.
- 'I _____ (work) for my father after the course,' says Miguel.
- In the picture, Miguel _____ (sit) on his motorbike.
- Fay _____ (not work) with Tom.
- 'I _____ (act) in a production of *Hamlet* next year,' says Tom.
- In the picture, Tom and Fay _____ (walk) by the river.

3 Verb forms

Choose the correct form of the verb. Circle the correct answer.

- She's very clever. She ____ three languages.
a 's speaking b speak c speaks
- 'Would you like a cigarette?' 'No, thanks. I ____.'
a don't smoke b no smoke c not smoking
- I ____ to the cinema yesterday evening.
a go b gone c went
- Where ____ in Argentina?
a you stayed b you stay c did you stay
- My weekend was very boring. I ____ anything.
a didn't do b didn't c not do
- This is a great party! Everyone ____ a good time.
a has b having c 's having
- 'What ____ tonight?' 'I'm going out with friends.'
a are you doing b you do c do you do
- I don't know this word. What ____?
a does it mean b means it c does mean
- Next year I ____ study at university.
a 'm going to b goes c go

Questions

4 Auxiliaries

Put the words on the right in the correct place in the questions.

- | | |
|--------------------------------------|------|
| 1 Where ^{is} Maria from? | is |
| 2 Where you going? | are |
| 3 What language she speaking? | is |
| 4 What you doing tonight? | are |
| 5 Where you buy your jeans? | did |
| 6 What you going to cook for dinner? | are |
| 7 How much money he have? | does |
| 8 You go to work yesterday? | did |

5 Make the question

Complete the questions.

- 'What's Anna doing?'
'She's reading in her bedroom.'
- 'What kind of _____ he _____?'
'He's going to make a chocolate cake.'



- 'Where ____ Jane and Peter ____?'
'They live in a flat.'
- '____ they ____ a car?'
'No, they don't.'
- 'Where ____ you ____ on holiday?'
'I'm going to Italy.'
- 'What ____ you ____ last night?'
'I watched the football.'
- 'Where ____ your grandmother ____?'
'She was born in London.'
- 'When ____ she ____?'
'She got married in 1975.'

Vocabulary

9 Right word, wrong word

1 Choose the correct verb for each line.

play go

1 Do you want to play a game?

I try to go swimming at least once a week.

do make

2 Good luck in the exam! _____ your best!

I _____ my own bread every morning.



say tell

3 You must always _____ the truth.

I always _____ 'hello' when I see her.

watch look

4 Can I have a _____ at the photos of your wedding?

Did you _____ the match last night?

lend borrow

5 Can I _____ some money? I'll give it back to you tomorrow.

Jack is going to _____ us his car for the weekend.

2 Underline two nouns that go with the adjective.

1 beautiful woman / meal / picture

2 interesting phone / book / film

3 exciting teacher / story / film

4 strong man / coffee / exam

5 handsome man / boy / view

3 Complete the sentences with the correct preposition.

in for (x3) at (x2) to with of (x2)

1 I'm waiting for the postman to arrive.

2 Look _____ that picture! Isn't it beautiful!

3 I'm looking _____ Mary. Is she here?

4 Are you good _____ maths?

5 This book is full _____ useful information.

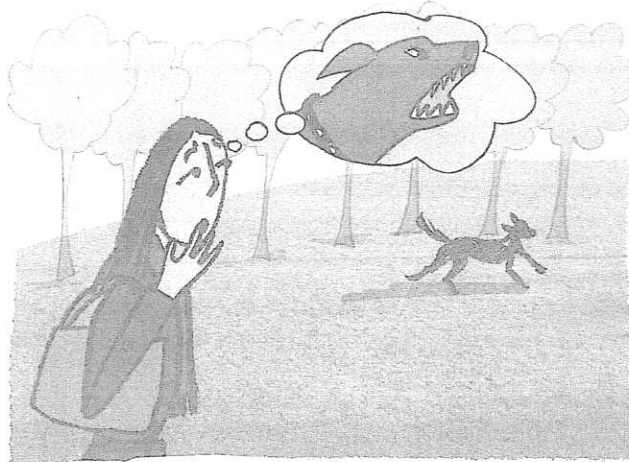
6 Are you interested _____ history?

7 You're so right. I agree _____ you.

8 My brother works _____ Barclays Bank.

9 Can I speak _____ you for a minute?

10 I'm afraid _____ dogs.



4 Complete each pair of sentences with the correct word.

kind ~~train~~ left rest flat

1 When's the next train to London?

Athletes train every day to keep fit.

2 You look tired. You need to _____ more.

We had lunch and spent the _____ of the day on the beach.

3 Holland is a very _____ country. There are no mountains.

I live in a _____ in the centre of town.

4 A present? For me? How _____ of you!

What _____ of music do you like?

5 Turn _____ at the end of the street.

We _____ for the airport at 6.30.

2

Present tenses • Spelling • Gerunds and -ing forms
• have/have got • Pronunciation – 's at the end of a word

Whatever makes you happy

Present Simple

Positive, negative, question

Complete the text with the verb forms in the box.

works	don't feel	live	has	doesn't earn	prefer
don't have	need	work	have	doesn't matter	goes

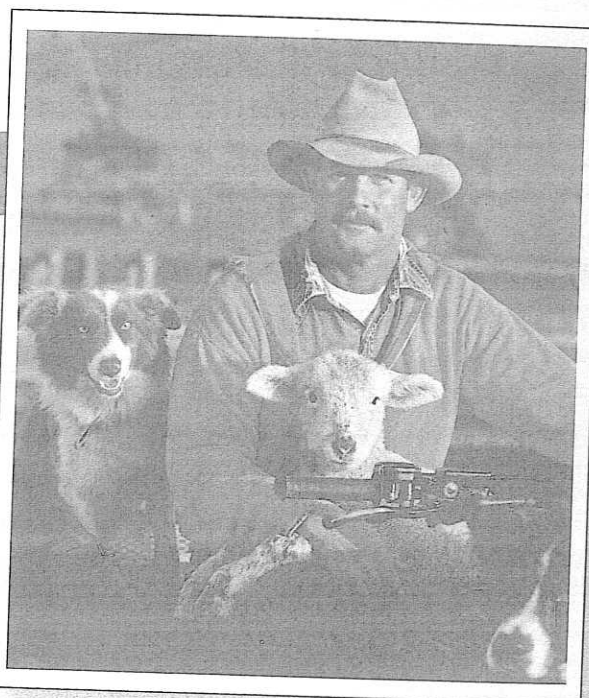
Living in the country

Dave Clarke is a sheep farmer in New Zealand. He and his wife ¹ live in a farmhouse in the hills with their two children. Dave ² _____ 600 sheep. He ³ _____ seven days a week and at least ten hours a day.

'We ⁴ _____ any days off,' says Dave. 'The animals ⁵ _____ feeding every day. In lambing season we ⁶ _____ all night, too!'

Once a month he ⁷ _____ to the market in the nearby town to buy or sell sheep. 'I ⁸ _____ comfortable in towns. I ⁹ _____ being in the countryside. I feel free here.'

Dave ¹⁰ _____ a lot – about \$40,000 a year, but, as he says, 'Money is important, but it ¹¹ _____ that much to me. I'm very lucky. I ¹² _____ the best job in the world!'



2 Complete the questions about Dave.

- 1 'What does Dave do?'
'He's a sheep farmer.'
- 2 'Where _____ Dave and his wife _____?'
'In a farmhouse in the hills.'
- 3 'How many sheep _____ he _____?'
'600.'
- 4 'How many hours a week _____ he _____?'
'At least 70.'
- 5 'Why _____ he _____ to the market?'
'To buy or sell sheep.'
- 6 'How much _____ he _____?'
'About \$40,000 a year.'

3 Complete the negative sentences.

- 1 Dave doesn't have (not have) any days off.
- 2 They _____ (not go) to bed in lambing season.
- 3 He _____ (not like) being in towns.
- 4 'I _____ (not earn) a lot, but it _____ (not matter).'

4 Write the short answers.

- 1 'Do Dave and his wife have any children?' 'Yes, they do.'
- 2 'Does he have any days off?' '_____.'
- 3 'Does he like being in the countryside?' '_____.'
- 4 'Do you earn a lot, Dave?' '_____.'
- 5 'Do you like your job, Dave?' '_____.'

2 State verbs

Complete the sentences with the verbs in the box in the correct form.

need	belong	cost	not understand	have	not know
think	like	agree	not matter	mean	prefer

- I don't know the answer to this question. Can you help me?
- What _____ you _____ of my new car? Do you like it?



- He has a very strong accent. I _____ him.
- I'm going to the shops. _____ you _____ anything?
- Who does this coat _____ to? Is it yours?
- This café is very expensive! A sandwich _____ £5!
- 'I'm sorry I'm late.' 'It _____. Don't worry.'
- I don't know this word. Can you tell me what it _____?
- England _____ a population of over 50 million people.
- 'This government is rubbish!' 'I _____. They're terrible.'
- '_____ you _____ ice-cream?' 'I love it.'
- Which do you _____ - the red or the blue shirt?

3 Adverbs of frequency

Put the words in the correct order.

- cinema/I/to/often/go/friends/my/with/the

I often go to the cinema with my friends.

- have/toast/usually/I/breakfast/for

- always/TV/morning/watch/I/the/in

- holiday/often/how/do/have/you/a?

- sometimes/we/Japanese/go/a/restaurant/to

- school/I/late/never/for/am

Spelling

4 Third person -s

Write the third person singular of these verbs.

- live lives
- work _____
- enjoy _____
- play _____
- go _____
- do _____
- have _____
- watch _____
- finish _____
- relax _____
- study _____
- try _____

5 -ing

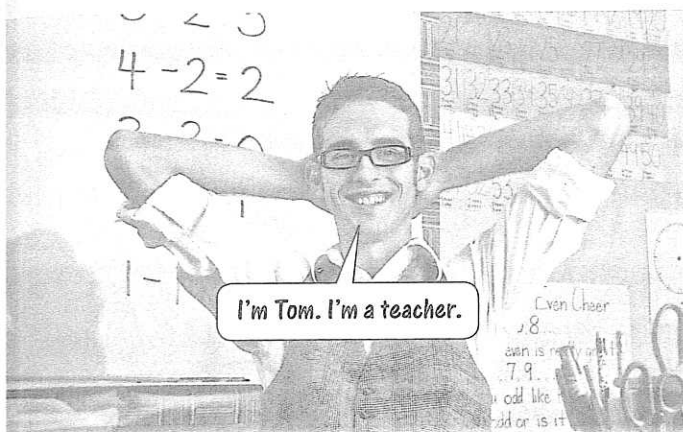
Write the -ing form of these verbs.

- rain raining
- go _____
- come _____
- have _____
- take _____
- leave _____
- swim _____
- run _____
- stop _____
- begin _____
- travel _____
- hit _____

Present Simple and Continuous

What does he do?/What's he doing?

Look at the pictures and answer the questions.



1 What does Tom do?

He's a teacher.

2 Where does he work?

_____ in a school.

3 Is he teaching now?



4 What does Laura do?

5 Where does she work?

_____ in a theatre.

6 Is she acting now?

7 What's she doing?

7 Choosing the correct form

Choose the correct form of the verb. Circle the correct answer.

1 I to work now. See you later.

a 'm going b go

2 We the news on TV every evening.

a 're watching b watch

3 Don't turn the TV off! I it!

a watch b 'm watching

4 Maria's Italian. She from Milan.

a 's coming b comes

5 Spanish food? I love tapas.

a Do you like b Are you liking

6 I any pets.

a 'm not having b don't have

7 Don't wait for Peter. He .

a doesn't come b isn't coming

8 What's the matter? Why crying?

a are you b do you

8 Correct the mistakes

Correct the mistakes in these sentences.

I like

1 ~~I'm liking~~ black coffee.

2 The sun is rising in the east.

3 I look for a white shirt in medium. Have you got any?

4 'Where's Paul?' 'He's over there. He talks to Angela.'

5 She's 21 years old! I'm not believing her!


6 I'm learn English for my job.

7 Why you going out without a coat? It's freezing!

8 My father work in a bank.

Reading

9 All you need is love

- 1  Read the article. Complete the sentences with a word from the text.

- 1 Money doesn't buy _____.
- 2 Lottery winners were often happier _____ they won.
- 3 Ordinary people don't have as many _____ as rich people.
- 4 \$45,000 a year is _____ to buy the important things in life.
- 5 People who earn more than \$45,000 a year _____ always happier than people who earn less.

2 Answer the questions.

- 1 According to James Montier, what is the secret to personal happiness?

- 2 Why is exercise important?

- 3 What sort of job is best?

- 4 What are the best things to do if you can afford it?

- 5 Why are experiences better than buying something?

- 6 Why is it silly for the wife of a millionaire to buy her husband another car?

- 7 What are the two things that really make us happy?

All you need is love

'Earning more than \$45,000 a year doesn't make you any happier.' Who says this? An investment banker!

Most of us think that rich people are happy people, but research shows that money doesn't buy you happiness. Most lottery winners don't enjoy their win after the first moment of excitement. In fact, they often say they were happier before they won. When you see a photograph of a millionaire, how often are they smiling? Billionaires with ten houses and three yachts have more worries than ordinary people, and bigger bills.

A report by James Montier, who works for an investment bank, says that all you need is a salary of \$45,000 a year. This is enough money to buy food, a home, clothes, and healthcare. People who earn more than this aren't necessarily any happier.

The report also says:

- ♥ Give time and energy to close relationships. This, more than anything else, is the secret to personal happiness.
- ♥ Look at the world around you and see what is good about it. Smell the roses. Listen to the birds.
- ♥ Exercise regularly. A healthy body means a healthy mind.
- ♥ Try to do a job you enjoy. We spend a third of our lives working.
- ♥ Live in the moment. Enjoy what you're doing. Don't live in the past or the future.

The best thing to do with money

If you are lucky enough to have money, says the report, the best thing to do with it is to go on holiday with people you love or have life-changing experiences, such as walking the Himalayas or diving in the Red Sea. The memory of these experiences stays with you forever.

If you buy a new car or a designer handbag, you are excited for a very short time, and then it is no longer exciting. Think of the millionaire wife who buys her husband a new £250,000 Rolls-Royce Phantom for his birthday. He already has 15 cars. What is he going to do with the sixteenth? How many cars can he drive at the same time?

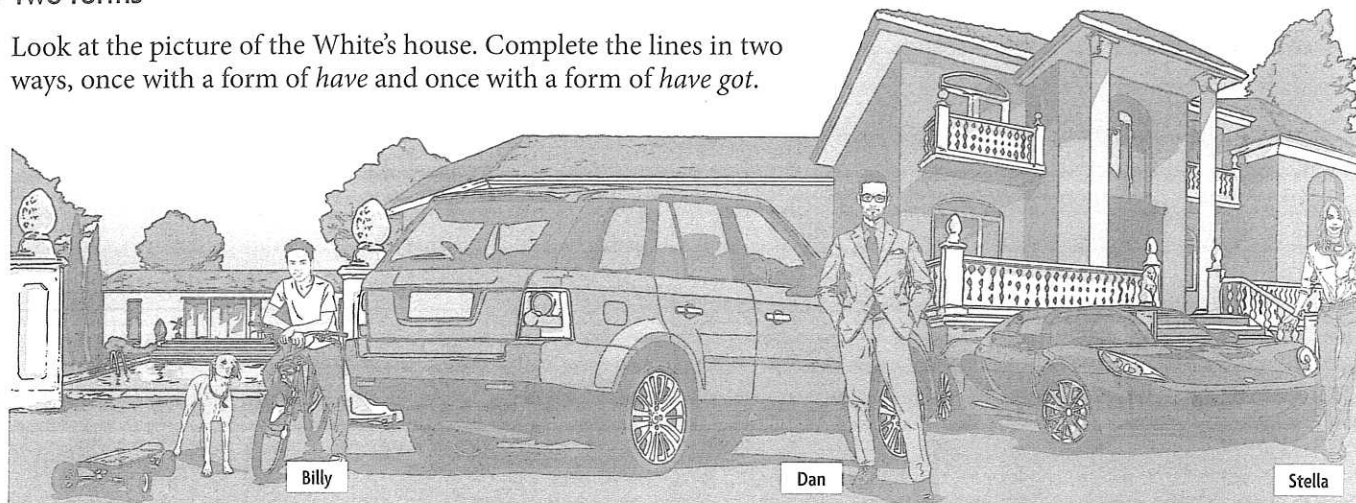
The problem is that we think that money brings happiness. But we need to remember that what makes us really happy is friends and family. As John Lennon said, 'All you need is love.'



have/have got

12 Two forms

- 1 Look at the picture of the White's house. Complete the lines in two ways, once with a form of *have* and once with a form of *have got*.



- 1 The Whites have a big house.
The Whites have got a big house.

- 2 Dan _____ a 4x4.
Dan _____ a 4x4.

- 3 Stella _____ a sportscar.
Stella _____ a sportscar.

- 4 They _____ a son called Billy.
They _____ a son called Billy.

- 5 'We _____ a dog called Molly.'
'We _____ a dog called Molly.'

- 6 Billy _____ a mountain bike.
Billy _____ a mountain bike.

- 2 Complete the questions and short answers.

- 1 '_____ Billy have a skateboard?'
'Yes, _____.'
- 2 '_____ he got a mountain bike?'
'Yes, _____.'
- 3 '_____ they have a cat?'
'No, _____.'
- 4 '_____ Dan and Stella have their own cars?'
'Yes, _____.'
- 5 '_____ they got a swimming pool?'
'Yes, _____.'
- 6 '_____ you got a 4x4, Stella?'
'No, _____. I've got a sportscar.'

- 3 Complete the conversation with Billy. Use the correct form of *have got*.

A Hi, Billy. Tell me about your bedroom. ¹ _____ you _____ a lot of things in your room?

B I guess so. I ² _____ a big TV and a computer.

A What sort of computer ³ _____ you _____?

B It's a Sony.

A And I suppose you ⁴ _____ a PlayStation!

B No, I ⁵ _____. I did have one, but it broke! I prefer to play real games. I love golf.

A ⁶ _____ you _____ your own golf clubs?

B No, I use dad's. He ⁷ _____ some really nice ones.

- 4 Rewrite the sentences using the other form of *have/have got*.

1 Do you have the time, please?

Have you got the time, please?

2 I've got a terrible headache!

3 Have you got any aspirin?

4 You have a beautiful flat!

5 Sally's got a really good job.

6 I haven't got any money.

3

- Past Simple – regular and irregular past • Time expressions
 • Past Continuous • Pronunciation – consonants
 • *have* + noun = activity

What's in the news?

Past Simple

1 Positive

Complete the text with the Past Simple form of the verbs in the boxes.

Across the Channel in a chair

There are many ways to cross from England to France – by boat, plane or Eurostar, for example. But one man chose another form of transport.

travel set off become tie reach

Jonathan Trappe ¹ tied 54 balloons to a chair and floated across the Channel. He ² _____ the first person to cross the Channel with balloons filled with helium.

Mr Trappe ³ _____ from an airfield near Ashford at 5 a.m. He ⁴ _____ a height of 1,200 metres and ⁵ _____ at a top speed of 40 km/h.

plan land control take have fly

The journey was 22 miles, and it ⁶ _____ over four hours. He ⁷ _____ in a field in northern France. He ⁸ _____ his landing by cutting away some of the balloons.

He ⁹ _____ the trip carefully. He needed permission from aviation authorities, and he was equipped with sat-nav, a radio, and oxygen.

Mr Trappe, 36, thinks it's a wonderful way to fly. 'A gas balloon flies in complete silence,' he says. 'I could hear the waves from a height of 300 metres.'

'As a child, I always ¹⁰ _____ a dream of holding a bunch of balloons and floating away into space. Didn't everybody?'

The first balloon crossing of the Channel was in 1785.

A Frenchman, Jean-Pierre Blanchard, and an American doctor, John Jefferies, ¹¹ _____ from Dover to Calais. It took two and a half hours.



Jonathan Trappe floats across the Channel

Questions and negatives

Write the questions about Jonathan Trappe.

- 1 'How did he cross the channel?'
'He crossed the Channel in a chair tied to balloons.'
- 2 'How many _____?'
'He had 54 balloons.'
- 3 'What time _____?'
'He set off at 5 a.m.'
- 4 'How fast _____?'
'He travelled at a top speed of 40 km/h.'
- 5 'How long _____?'
'The journey took over four hours.'
- 6 'Where _____?'
'He landed in a field in northern France.'
- 7 'What equipment _____?'
'He had sat-nav, a radio, and oxygen.'
- 8 'When _____?'
'The first balloon crossing was in 1785.'

Correct the information in these sentences.

- 1 Jonathan sat in a basket.
He didn't sit in a basket. He sat in a chair.
- 2 He set off from his garden.

- 3 He started his journey at 5.00 in the afternoon.

- 4 He flew at 500 metres.

- 5 The journey was 50 miles.

Answer the questions with short answers.

- 1 'Did he cross the Channel by boat?' 'No, he didn't.'
- 2 'Did he sit in a chair?' '_____'
- 3 'Did he land in the sea?' '_____'
- 4 'Did he need permission to make the trip?' '_____'
- 5 'Did John Jefferies cross the Channel in 1785?' '_____'


3 Regular and irregular verbs

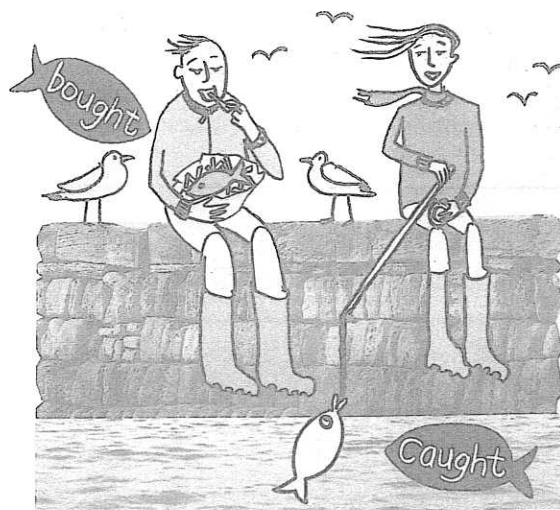
1 Write the Past Simple of these verbs.

- | | |
|---------|----------------|
| 1 study | <u>studied</u> |
| try | _____ |
| hurry | _____ |
| 2 die | _____ |
| live | _____ |
| arrive | _____ |
| 3 plan | _____ |
| stop | _____ |
| travel | _____ |
| 4 make | _____ |
| feel | _____ |
| send | _____ |
| know | _____ |

2 Which of these past tense verbs rhyme? Tick (✓) the pairs that rhyme. Cross (X) the pairs that don't.

- | | | |
|-----------|--------|-------------------------------------|
| 1 paid | said | <input checked="" type="checkbox"/> |
| 2 saw | wore | <input checked="" type="checkbox"/> |
| 3 cut | put | <input type="checkbox"/> |
| 4 read | said | <input type="checkbox"/> |
| 5 heard | made | <input type="checkbox"/> |
| 6 could | stood | <input type="checkbox"/> |
| 7 broke | took | <input type="checkbox"/> |
| 8 ate | met | <input type="checkbox"/> |
| 9 won | ran | <input type="checkbox"/> |
| 10 bought | caught | <input type="checkbox"/> |

 Listen and check.



Time expressions

4 Saying when

1 Complete the time expressions with *in*, *at*, or *on*.

- | | |
|-----------------------|--------------------|
| 1 <u>on</u> Sunday | 7 ____ Christmas |
| 2 ____ 2010 | 8 ____ April |
| 3 ____ 8.00 | 9 ____ the morning |
| 4 ____ winter | 10 ____ night |
| 5 ____ Monday morning | 11 ____ the 1990s |
| 6 ____ the weekend | 12 ____ midnight |

2 Write *last* before the noun or *ago* after the noun.

- | | | |
|---------------|------------|---|
| 1 <u>last</u> | week | — |
| 2 ____ | night | — |
| 3 ____ | a week | — |
| 4 ____ | ten years | — |
| 5 ____ | year | — |
| 6 ____ | two months | — |

3 Complete the conversation with words from the box.

in (x2)	at (x2)	on (x3)	last	ago	when
---------	---------	---------	------	-----	------

A When's your birthday?

B ¹ In September.

A What day?

B It's ² ____ the 13th.

A What year were you born?

B I was born ³ ____ 1991. When's your birthday?

A It was a couple of weeks ⁴ ____, actually. It was my birthday ⁵ ____ the 7th.

B Really? What did you do ⁶ ____ your birthday?

A Not much. ⁷ ____ I was 21, I had a huge party with fireworks ⁸ ____ midnight, and ⁹ ____ year we went to a club, but this year was very quiet.

B Well, we're having a party for Sally's birthday. It's next Saturday ¹⁰ ____ 8.00. Do you want to come?

A Great! I'd love to!



Past Continuous

5 Making the Past Continuous

1 This is what you saw when you arrived at work yesterday. Write sentences in the Past Continuous.



When I arrived at work ...

1 Dave and Ellie/chat/next to photocopier

Dave and Ellie were chatting next to the photocopier.

2 Penny/eat/a cake

3 Martin/drink/coffee

4 Sally/shop/online

5 Rob and Matt/talk/about last night's match

2 Complete the questions.

1 'Who ____ Dave ____ to?' 'Ellie.'

2 'What ____ Penny ____?' 'A cake.'

3 'What ____ you ____, Sally?' 'A new dress.'

4 'What ____ you ____ to Matt about, Rob?' 'The match.'

3 Complete the negative sentences.

1 Martin wasn't drinking (not drink) tea.

2 Dave and Ellie ____ (not use) the photocopier.

3 Sally ____ (not do) any work.

4 Rob and Matt ____ (not talk) about work.

6 News stories

Read the three news stories. Put the phrases in the box in the correct place in the stories.

- 1 ... while he was swimming ...
- 2 ..., who was digging in his garden, ...
- 3 ..., who was driving dangerously, ...
- 4 ... as I was planting potatoes
- 5 ..., where his parents were waiting for him
- 6 ... because he was going to visit his mother

a Channel Champion

Twelve-year-old James White became one of the youngest people to swim the English Channel when he completed the 21-mile crossing yesterday. The journey took him just under 12 hours to complete. He drank hot soup 1 because he felt so cold in the water. 'The most difficult part was avoiding all the boats,' said James. He was exhausted but proud when he finally reached the coast of France 2.



James White, 12

b Blind driver arrested

Police in Kentucky stopped a 31-year-old man, Daniel McCarthy, 3 and then discovered that he was blind. 'He had his dog with him,' said police spokesman Melvyn Kittburg. McCarthy said he only recently lost his sight.

He knew the road very well 4. His dog was trained to bark once at a red light and twice at a green light. McCarthy lost his driving licence.



c MAN FINDS ROMAN COINS

A pensioner 5 found a pot that contained over a thousand silver coins. Experts said that the coins dated from the third century AD, when the Emperor Carausius ruled ancient Britain. The pensioner, Mr Alfred Perkins, explained 'My spade hit something hard 6. It's so exciting to hold a coin in your hand that someone used to buy bread nearly 2,000 years ago.'



7 Past Simple or Continuous?

Write the verb once in the Past Simple and once in the Past Continuous.

have

- 1 'I went to Harry's party last night.'
'Did you have a good time?'
- 2 They were having dinner when the phone rang.

rain

- 3 When I left the house, it was raining, so I took my umbrella.
- 4 'Did you have good weather for your wedding?'
'No, it was raining all day, but it didn't matter.'

talk

- 5 You were on the phone for ages!
Who was talking to you when I called to?
- 6 I had a problem with my neighbour, but I was talking to him, and it's OK now.

wear

- 7 When I saw Bella, she was wearing a beautiful red dress – she looked stunning.
- 8 'What were you wearing for your interview yesterday?'
'A suit and tie.'

live

- 9 I was living in Rome when I was a child.
- 10 I was living in Rome when I met my first wife.



Vocabulary

11 have + noun = activity

have is often used with a noun to express an action.

I was **having a bath** when the phone rang.

We **had lunch** in an Italian restaurant.

Have a good weekend!

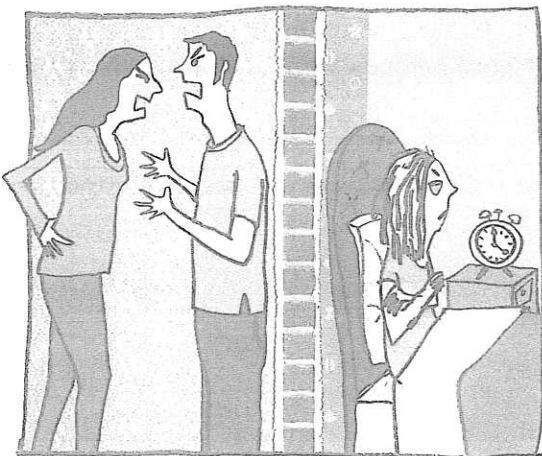
Notice that we don't use *a* with meals.

I **had breakfast** and went to work.

Complete the sentences with a form of *have* and a noun from the box.

an argument	a look	a dream	a swim	a word
a shower	a break	a good time	a drink	

- Can I **have a look** at your holiday photos?
- 'I went to a party last night.'
'Oh! Was it good? _____ you _____?'
- Can I _____ with you? There's something I need to talk to you about.
- I couldn't sleep last night. My neighbours _____, and I could hear every word.



- Are you thirsty? Would you like to _____?
- I was tired when I got home, so I _____, washed my hair, and went to bed.
- It's so hot! I think I'll _____ in the pool before lunch.
- I'm tired. Can we _____ soon?
- I _____ about you last night. I dreamt you were my teacher.

Just for fun!

12 Verb + adverb

Find the verb and adverb pairs.

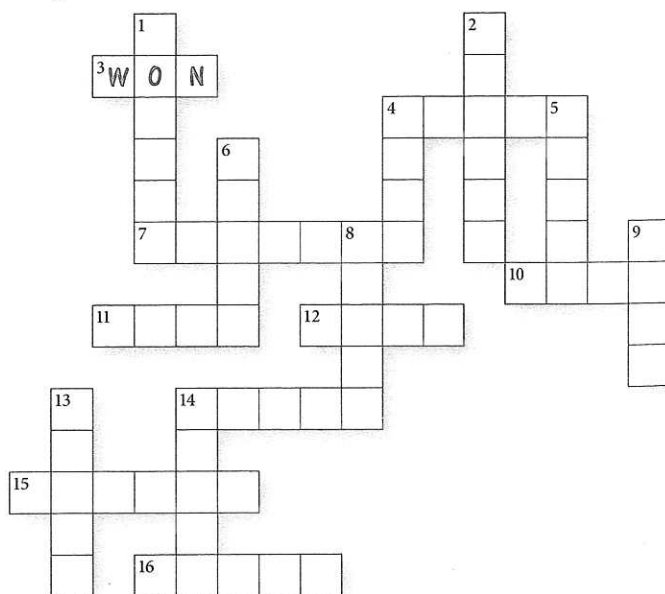
work wait
exercise ~~drive~~
explain forget
shine

hard slowly
regularly complet
clearly patiently
brightly

drive slowly

13 Crossword – irregular verbs

Complete the crossword with the Past Simple of the irregular verbs in the clues.



Across

- win (3)
- find (5)
- think (7)
- fall (4)
- wear (4)
- give (4)
- stand (5)
- forget (6)
- begin (5)

Down

- buy (6)
- catch (6)
- feel (4)
- drive (5)
- break (5)
- hear (5)
- fly (4)
- write (5)
- speak (5)

4

- Nouns • Expressions of quantity • *something/no one ...*
 • Articles • A loaf of bread • Food and clothes
 • Pronunciation – diphthongs

Eat, drink and be merry!

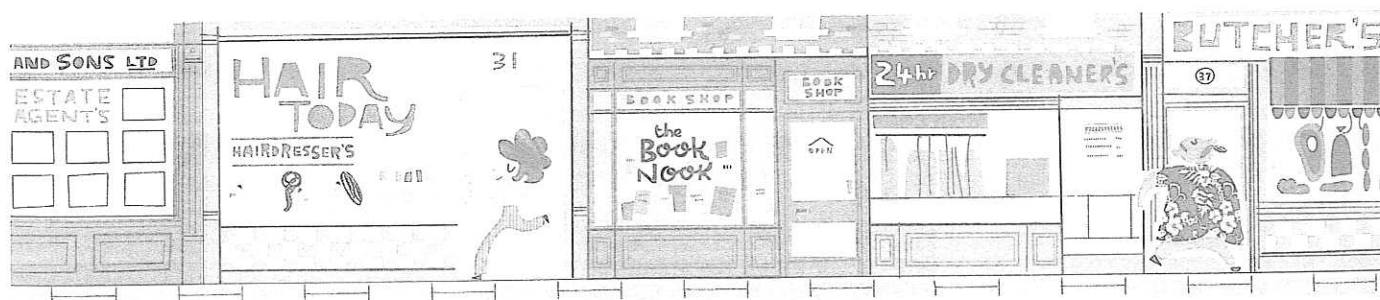
Nouns

1 High Street shops

Write the shops where you can get these things.



- | | | |
|--------------------------------|----------------------------|------------------------|
| 1 a sliced loaf <u>baker's</u> | 4 a holiday brochure _____ | 7 a flat to rent _____ |
| 2 lamb chops _____ | 5 a book to borrow _____ | 8 a book to buy _____ |
| 3 a magazine _____ | 6 a coat cleaned _____ | 9 a haircut _____ |



2 Countable and uncountable nouns

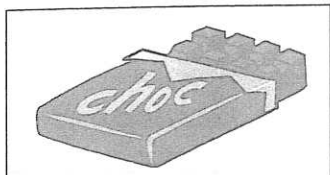
Write the nouns in the correct column.

apple	sugar	stamp	car	petrol	meat	water	money	dollar	rice
job	work	potato	fruit	soup	bread	loaf	news	information	

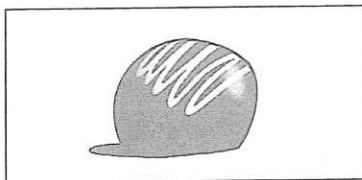
Countable nouns	Uncountable nouns
apple	sugar

3 Chocolate or a chocolate?

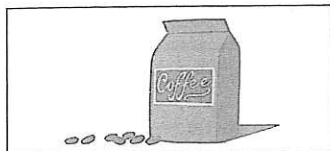
- 1 Sometimes a noun can be countable and uncountable. Look at the pictures and complete the sentences with *a + noun* or just the noun.



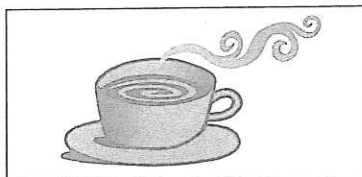
1 I like chocolate.



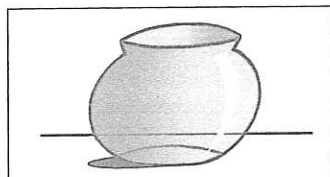
2 Would you like a chocolate?



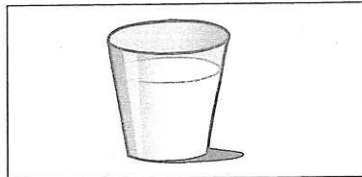
3 I drink _____ every morning.



4 Can I have _____?

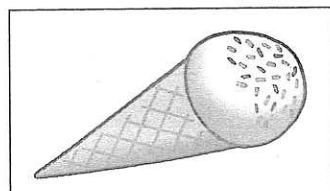


5 It's made of _____.

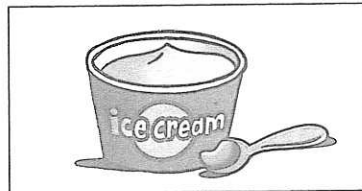


6 It's _____ of juice.

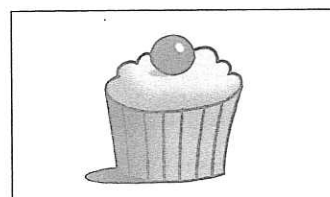
- 2 Complete the sentences with *some + noun* or *a/an + noun*.



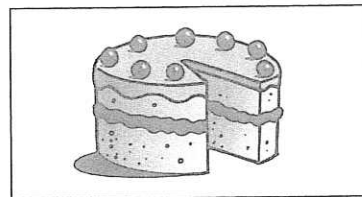
1 I'd like an ice-cream, please.



2 Would you like some ice-cream?



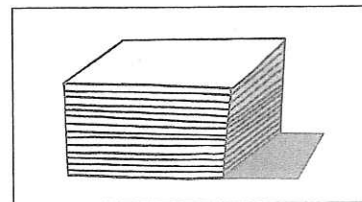
3 Can I have _____?



4 Have _____!



5 Can you buy _____?



6 I need _____.

Expressions of quantity

4 *some* or *any*?

- 1 Complete the sentences with *some* or *any*.

- 1 There isn't _____ milk in the fridge.
- 2 Is there _____ petrol in the car?
- 3 Can you buy _____ milk when you go out?
- 4 I didn't buy _____ grapes.
- 5 I need to get _____ petrol on my way to work.
- 6 I need _____ change for the parking meter.
- 7 I haven't got _____ money.
- 8 Did you have _____ problems with this exercise?
- 9 Can you lend me _____ money?
- 10 Can you give me _____ advice?

- 2 Correct the mistake in each sentence.

- 1 Can I have ~~a~~ ^{some} bread, please?
- 2 I don't want some rice.
- 3 I'd like an information about hotels in the town, please.
- 4 He has done a very good work recently.
- 5 I haven't got some paper.
- 6 Can I have any milk in my coffee, please?

5 *How much?* or *How many?*

Complete the questions with *How much* or *How many*.

- 1 '_____ children do you have?'
'Three. Two boys and a girl.'
- 2 '_____ butter do we need?'
'Just one pack.'
- 3 '_____ eggs did you buy?'
'Half a dozen.'
- 4 '_____ people are coming for supper?'
'Eight.'
- 5 '_____ do you earn?'
'That's none of your business!'
- 6 '_____ bedrooms are there in her house?'
'Three.'

much, many, or a lot of?

Look at the picture. Complete the sentences with *much*, *many*, or *a lot of*.

- 1 The shop has a lot of apples.
- 2 I can't see much bread.
- 3 There aren't _____ sweets.
- 4 They haven't got _____ cheese.
- 5 There are _____ magazines, but there aren't _____ newspapers.
- 6 There isn't _____ milk.
- 7 But there are _____ yoghurts.
- 8 'Is there _____ salt?' 'Yes. Lots!'
- 9 They don't have _____ butter.
- 10 There are _____ cans of Cola.
- 1 There isn't _____ olive oil.
- 2 There's _____ rice.



a few or a little?

Match a question in A with a reply in B and C.

A	B	C
1 'Does your tooth hurt?'		I'm trying to lose weight.
2 'Were there many people at the party?'	'Just a few.'	I'm going to the dentist tomorrow.
3 'Have some cream with your dessert!'	'Just a little.'	You can borrow them if you like.
4 'Have you got any books on Russian history?'		I didn't know anyone.

Conversation in a shop

Complete the conversation with your own ideas.

- 1 Good morning! Can I _____ you?
- 2 Yes. I _____ grapes, please. _____ they?
- 3 £4 a kilo.
- 4 _____ a nice bunch, please. And _____ any bananas?
- 5 I'm sorry. I've only got a few left – just three.
- 6 OK. Never mind. I need some vegetables. _____ any broccoli?
- 7 Yes, it's right next to you. Help yourself. _____ else?
- 8 That's _____, thanks. _____ is that?
- 9 _____ £3.50, please.



Listen and compare.

Articles

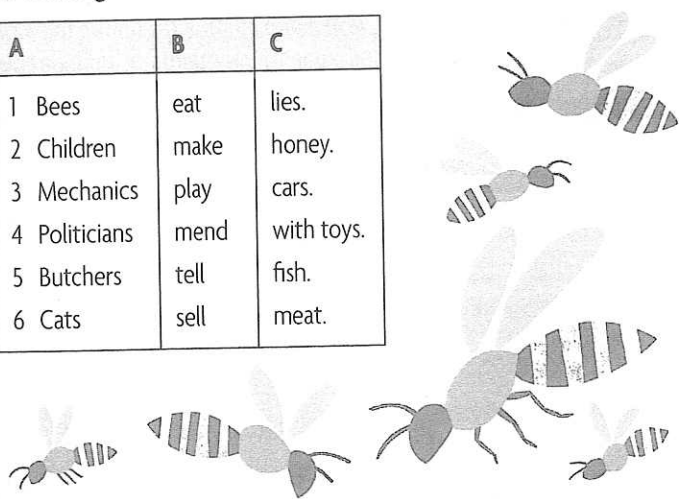
12 a, the, or nothing?

1 Complete the sentences with *a/an* or *the*.

- Pat and Peter are a lovely couple. She has a shop and he's an engineer.
- We went to cinema to see film about Tolstoy, Russian writer.
- It was my friend's birthday yesterday. I bought her bunch of flowers and box of chocolates. She put flowers in lovely glass vase.
- 'Where are children?' 'They're playing in garden.'
- 'Where are my shoes?' 'They're on floor in kitchen.'
- I'd love to live in house with a balcony near sea.
- Before you go to bed, can you feed cat and turn off lights?
- We drove into countryside last weekend and found lovely restaurant next to River Thames. food was excellent.

2 Match a noun in A with a verb in B and an ending in C to make general statements.

A	B	C
1 Bees	eat	lies.
2 Children	make	honey.
3 Mechanics	play	cars.
4 Politicians	mend	with toys.
5 Butchers	tell	fish.
6 Cats	sell	meat.



3 Correct the mistakes in the sentences.

- I had ~~a~~ lunch with Michael yesterday.
- Give Maria a ring. She's at the home.
- I go to the school by bus.
- My sister's doctor.
- We have best teacher in world.
- I usually go to the bed at midnight.

Vocabulary

13 A loaf of bread

Write a word from the box before the nouns. There may be more than one possible answer.

slice	packet	can	bunch	bottle	piece
-------	--------	-----	-------	--------	-------

- a loaf of bread
- a of ham
- a of beer
- a of bananas
- a of crisps
- a of olive oil
- a of paper
- a of Coke
- a of grapes
- a of frozen peas
- a of chewing gum
- a of flowers
- a of cake
- a of biscuits



14 Food

Write the words in the correct box. There are five words for each box.

chicken	lemon	melon	turkey	ham
courgette	beef	pea	carrot	onion
peach	raspberry	lamb	plum	cauliflower

Vegetables	Fruit	Meat
		chicken

5

Verb patterns • *I like* and *I'd like* • Future forms
• Pronunciation – confusing vowel sounds • Phrasal verbs

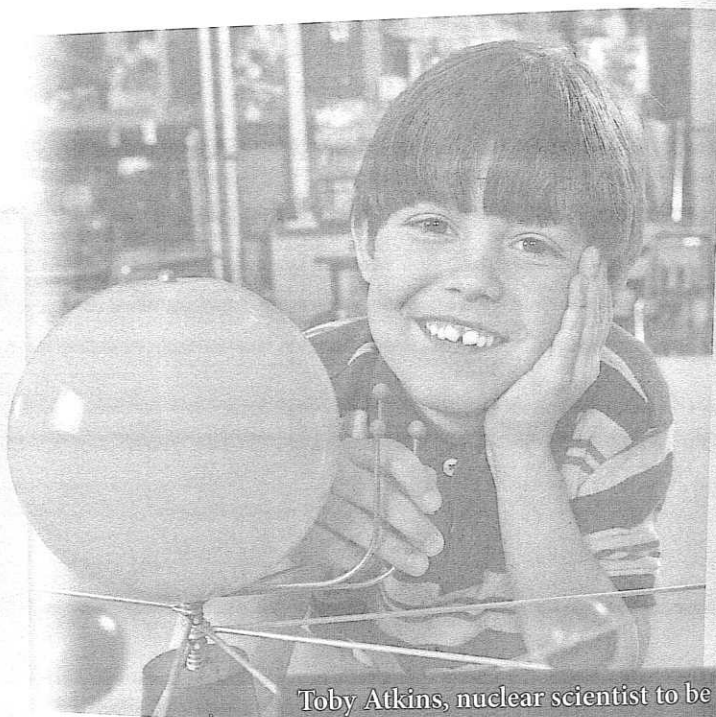
Looking forward

Verb patterns

1 Young and old

Read the interviews with Toby and Matilda.
Write the verbs in the correct form.

- I Toby, what would you like ¹ to be (be) when you grow up?
T I'd like ² _____ (work) in space research.
I Wow! Why do you want ³ _____ (do) that?
T Well, I enjoy ⁴ _____ (learn) about the planets, and I love ⁵ _____ (think) about what's out there in space.
I Where do you hope ⁶ _____ (work)?
T I'd love ⁷ _____ (go) to Switzerland and work for CERN, the nuclear research organization. That would be my dream job!
I Well, good luck!



Toby Atkins, nuclear scientist to be

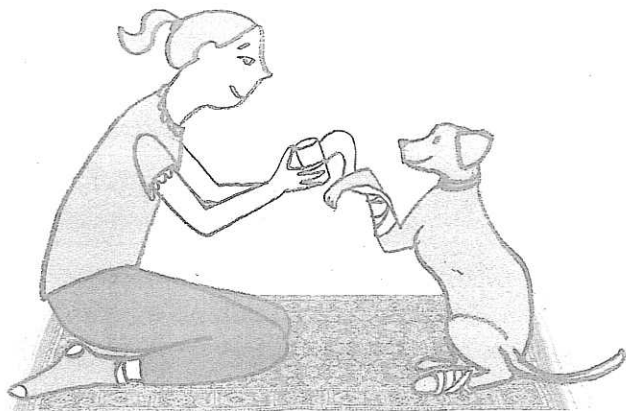


Matilda Jackson, soon to retire

- I Matilda, what are you going to do when you retire?
M Well, I'm very interested in ⁸ _____ (find) out about my family history. I've started ⁹ _____ (do) some research on the net. I'm hoping ¹⁰ _____ (find) some cousins who emigrated to Australia.
I Would you like ¹¹ _____ (go) to Australia?
M Yes, I would! Australia's a fascinating country. I love ¹² _____ (travel)! I've just come back from ¹³ _____ (drive) across America.
I Where are you going next?
M My friend and I are planning ¹⁴ _____ (cross) Russia by train. It takes about a week.
I Wow! That sounds wonderful!

2 Hope and ambitions

Write a sentence about each of these people's ambitions.



- 1 Jane / hope / be / vet / because / love / work / with animals
Jane hopes to be a vet because she loves working with animals.
- 2 Sheila / want / be / teacher / because / enjoy / work / with children

- 3 Mike / would like / be / farmer / because / like / work / outside

- 4 James / going to / work / in IT / because / want / earn / a lot of money

- 5 Jerry / want / be / accountant / because / like / work / with numbers

- 6 We / think of / buy / a cottage by the sea / because / love / sail

3 Infinitive or -ing?

Complete the sentences with the infinitive or the -ing form. Sometimes both are possible.

- 1 I need to get (get) a job.
- 2 I hope _____ (earn) a lot of money.
- 3 I started _____ (learn) English two years ago.
- 4 We decided _____ (buy) a VW Golf.
- 5 I stopped _____ (learn) the piano when I was six.
- 6 She enjoys _____ (visit) new countries.
- 7 I'm thinking of _____ (go) travelling for a year.
- 8 I'm fed up with _____ (do) the same thing every day.
- 9 I'm looking forward to _____ (stop) work.
- 10 We're trying _____ (save) money for a new house.

I like and I'd like

4 Questions

Underline the correct question.

- 1 A Would you like a drink?
Do you like a drink?
B Yes, please! I'm so thirsty!
- 2 A Do you like your teacher?
Would you like your teacher?
B Yes, she's really nice!
- 3 A Do you like going to the cinema?
Would you like to go to the cinema?
B Yes, I go every week.
- 4 A Would you like to go for a swim?
Do you like going swimming?
B Yes, that's a good idea. It's so hot today!
- 5 A Would you like to go out tonight?
Do you like going out in the evening?
B Yes, let's go out for a nice meal.

5 would like or like?

Complete the sentences using *would like* or *like* and the verb in brackets.

- 1 'What sort of books do you like reading (read)?'
'Biographies and thrillers.'
- 2 'Pete told me you've got a new car.'
'Yes, it's in the garage. _____ you _____ (see) it?'
- 3 'Why do you have so many cook books?'
'Because I _____ (cook), of course!'
- 4 'I'm so cold!'
'_____ you _____ (borrow) a jumper?'
- 5 '_____ you _____ (watch) horror films?'
'Yes, I love the really scary ones!'



Future forms

6 will for future facts

Complete the sentences with the phrases in the box.

'll see 'll be won't take won't be won't recognize 'll soon feel

- I'm going to have my hair cut short. You _____ me next time you see me.
- On my next birthday I _____ 30. That's so old!
- Could you help me carry this box upstairs? It _____ long.
- Take two of these pills a day and you _____ better.
- 'The film starts at 7.30. I'll see you outside at 7.00.'
'Don't worry! I _____ late!'
- Bye! Have a nice evening! I _____ you tomorrow!

7 will for offers and decisions

Look at the pictures. What are the people saying?
Complete the sentences using *will*.



- Go and sit down.
_____ the washing up.



- It's my turn.
_____ for this.



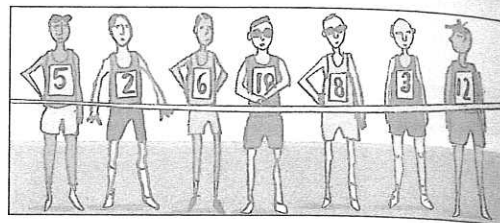
- Don't worry.
_____ for you.



- It's ok. _____ it.
I think it's for me.

8 What's going to happen?

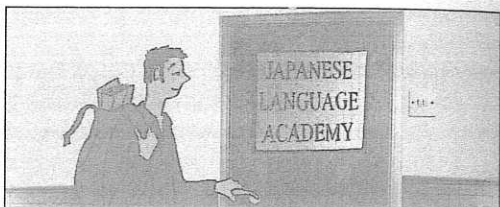
Look at the pictures. What's going to happen? Make sentences with *going to*.



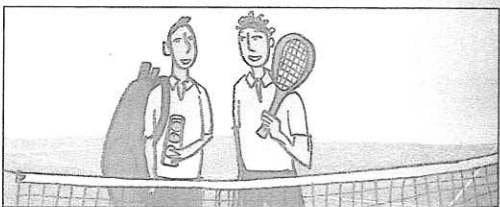
- They're going to run a marathon.



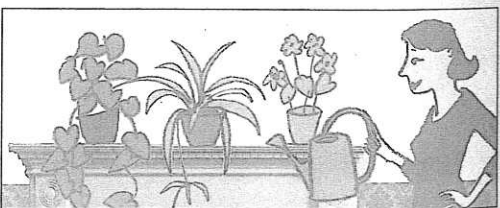
- _____



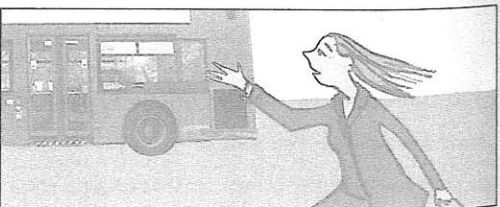
- _____



- _____



- _____



- _____

Present Continuous for future arrangements

Put the verbs into the Present Continuous.

- 'Are you going (go) out tonight?'
'Yes. I 'm meeting (meet) Alan in the pub.'
- I _____ (have) a party next Saturday.
Would you like to come?
- 'When _____ we _____ (have) lunch?
I'm starving!'
'We _____ (eat) in 15 minutes. Be patient!'
- 'We're all excited because we _____ (go) to the zoo tomorrow.'
- 'When _____ you _____ (see) Peter again?'
'I _____ (have) coffee with him tomorrow.'

will, going to or the Present Continuous?

Complete the conversations. **Circle** the correct answer.

- 'Dad! Can you mend my phone for me?'
'Don't ask me! Ask your brother! _____ it for you.'
(a) He'll do b He's going to do
- 'Why are you buying so much food?'
'Because some friends _____ for dinner.'
a will come b are coming
- 'Where _____ on holiday next summer?'
'Turkey. I can't wait!'
a will you go b are you going
- 'What _____ Jill for her birthday?'
'A big box of chocolates.'
a are you going to buy b will you buy
- 'Oh no, I haven't got enough money to get home.'
'Don't worry. _____ you some - here's £2.50.'
a I'm lending b I'll lend
- 'Why do you have an appointment with your bank manager?'
'Because _____ my own business, and I need a loan.'
a I'm going to start b I'll start

Pronunciation

11 Confusing vowel sounds

Some words are easy to confuse because the vowel sounds are similar. Look at these words.

/wəʊnt/ won't /wɒnt/ want

/wɜ:k/ work /wɔ:k/ walk



work



walk

1 Listen and repeat.


- | | | | |
|---------|-------|--------|-------|
| 1 won't | want | 5 fill | feel |
| 2 work | walk | 6 can | can't |
| 3 chip | cheap | 7 full | fell |
| 4 live | leave | 8 hurt | hit |

2 Listen and complete the sentences with one of the words in exercise 1.

- How do you feel today?
- I _____ a drink.
- Can I have a _____?
- Would you like to go for a _____?
- Don't ask him. He _____ help you.
- It's a very _____ restaurant.
- The music's very loud. I _____ hear you.
- I need to _____ the car with petrol.
- Where do you _____?
- Please don't _____ me!
- I _____ in a cottage near the sea.
- I _____ down the stairs.
- I _____ my head.
- I _____ my leg.
- My suitcase is _____.
- I _____ speak Portuguese very well.

Reading

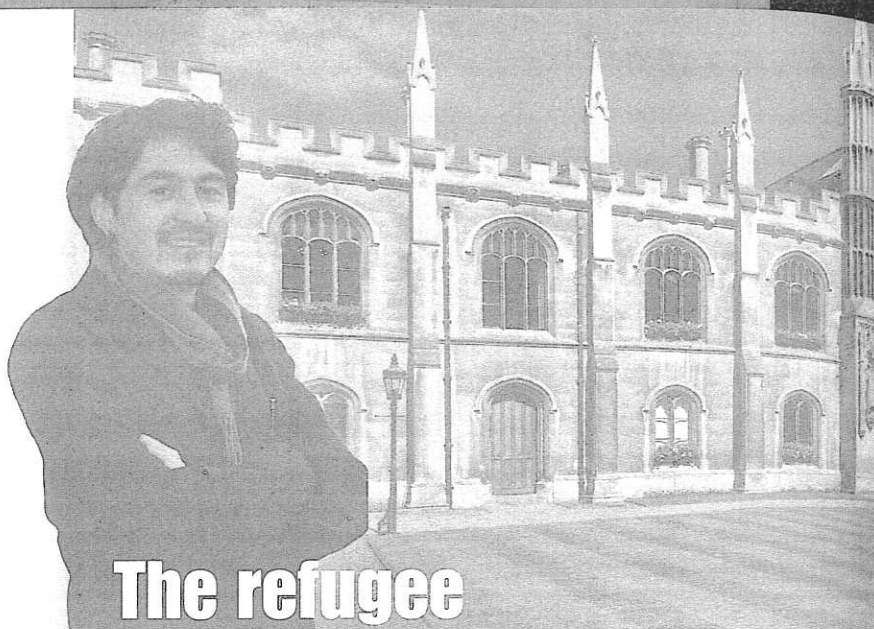
12 The refugee from Afghanistan

- 1  Read the article about Mohammad Razai quickly. Complete the sentences with words from the text.

- 1 When Mohammad arrived in England, he had nothing.
- 2 He's studying _____ now.
- 3 He left Afghanistan because life was _____ for his family.
- 4 He worked _____ and _____ a lot of exams.
- 5 He studied biology at _____.
- 6 Mohammad is now a British _____.
- 7 He wants to be a _____.
- 8 He's going to work for the _____.

- 2 Read the article again. Circle the correct answer.

- 1 Mohammad travelled to England with his ____.
a mother b cousin
- 2 He left Afghanistan when he was a ____.
a small boy b teenager
- 3 He ____ where he was going when he left.
a knew b didn't know
- 4 People in England were very ____ to him.
a cruel b kind
- 5 ____ encouraged him to take an exam.
a His foster family b A maths teacher
- 6 He hopes ____ his mother soon.
a to see b to visit
- 7 Mohammad is going to ____ the UK after he graduates.
a leave b stay in
- 8 He wants people to understand ____ to leave your own country.
a how hard it is b how easy it is



The refugee from Afghanistan

Ten years ago, a boy called Mohammad Razai arrived in England with nothing but a few clothes. Today he is studying medicine at Cambridge University.

Aged just 15, Mohammad set out from his home country of Afghanistan with his cousin. His mother told him to leave his own country when life became very dangerous for the family. 'I was very sad,' he said. 'I didn't know if I would see my mother again.' They got on a plane but had no idea where they were going. Finally, they got to England.

When they arrived Mohammad was very surprised. 'People were so kind to us. We lived with a foster family. The mother made us feel very welcome. I didn't understand how another human being could help a complete stranger.'

He went to an English school, where he met a maths teacher. The teacher lent him a computer and persuaded him to take an IT exam. 'All the other teachers thought it was too soon, but I passed.'

How did he learn so fast? 'I knew I had to succeed, and to succeed I had to work hard.' He passed more exams and went to University College London, where he studied biology. But his dream was to study medicine at Cambridge.

He finally got a place. 'I still can't believe that I am actually studying at Cambridge,' says Mohammad. He hopes that his mother will get a visa and see him graduate later this year.

He became a British citizen two years ago. He says, 'I love this country. I feel part of British society. I will get married and stay here now. I really want to do something useful. I want to show people that asylum seekers are human beings with feelings, ambitions, and dreams, just like everyone else. People don't leave their own country without a good reason. Leaving home, family, and friends and going to the other side of the world is not easy.'

Mohammad's dream now is to become a paediatrician. He is going to work for the International Red Cross and would like to help children. 'If people have the chance to improve their lives, they will do it with all their heart and soul,' he says. 'They just need the opportunity.'

UNIT 1

WELCOME TO THE ADVERTISING WORLD!

This Unit deals with what advertising is and how it works. Moreover, you will learn that there are many different kinds of advertising.

A. WHAT IS ADVERTISING?

- "Advertising is the greatest art form of the 20th century." Marshall McLuhan, philosopher of communication theory
- "Advertising is legalized lying." H.G. Wells, writer
- "Advertising is the art of convincing people to spend money they don't have for something they don't need." Will Rogers, humorist
- "The philosophy behind much advertising is based on the old observation that every man is really two men – the man he is and the man he wants to be." William Feather, publisher
- "The function of advertising is to make the worse appear the better." George Santayana, philosopher
- "In our factory, we make lipstick. In our advertising, we sell hope." Peter Nivio Zarlenga, writer
- "History will see advertising as one of the real evil things of our time. It is stimulating people constantly to want things, want this, want that." Malcolm Muggeridge, journalist
- "I do not regard advertising as entertainment or an art form, but as a medium of information." David Ogilvy, businessman

From the quotes above we can infer that advertising is a form of public communication that deals with selling goods or services. It is aimed at developing messages directed to general or selected **target audiences** to inform them, raise their curiosity and make them want to buy. In order to be successful, these messages need not only to give information but also to be very persuasive and establish a strong and deep contact with the target audiences to influence its choices and shape its tastes.

According to the American Marketing Manager's Handbook, the functions of advertising can be summarized in the acronym AIDA.

- A Attention (Awareness): attract the attention of the customer.
- I Interest: raise customer interest by focusing on and demonstrating advantages and benefits.
- D Desire: convince customers that they want the product or service and that it will satisfy their needs.
- A Action: lead customers towards taking action and purchasing the product.

GLOSSARY



aimed: mirato
awareness: consapevolezza
evil: malvagio
to infer: dedurre

lipstick: rossetto
lying: (il) mentire
to purchase: acquistare
to raise: suscitare

shape: forma
target audience: pubblico di destinazione, pubblico cui la pubblicità è destinata; target
taste: gusto, preferenza

- Can you say what advertising is?
- How many means of communication do you know?
- What are the purposes of an ad?
- What do you think the advertising profession requires?
- In your opinion, what is needed to persuade people?

A black and white photograph of Times Square in New York City. The scene is a dense urban intersection filled with tall buildings. The buildings are covered in large, brightly lit billboards and advertisements. Visible signs include "JERSEY BOYS THE MUSICAL", "WICKED", "CONAN", and "THE SIMPSONS". The street is filled with cars, taxis, and a large crosswalk is visible in the foreground. The overall atmosphere is one of a busy, commercial hub.

POSITIVE ASPECTS NEGATIVE ASPECTS

Write your definition of advertising and read it to the class. Then vote for the best one.

.....

.....

.....

PET Decide if the following sentences are true or false.

- Advertising is private communication aimed at a single individual.
- Advertisements must be persuasive.
- The purpose of advertising is only to inform people about a product.
- Advertising cannot change a person's tastes.
- The acronym AIDA describes the aims of advertising.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

21

B. DIFFERENT KINDS OF ADVERTISEMENT

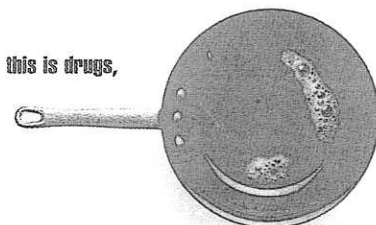
Advertisements are also called **ads** or, in Britain, **adverts**. Advertisements on radio and television are called **commercials**. Newspapers and magazines offer two types of written ads: **classified ads** and **displayed ads**. The first are classified according to specific categories, whereas display ads are generally illustrated and appear in newspapers and magazines in no particular order. Display advertising also appears on the Internet, as a form of online advertising. Display advertising appears on web pages in many forms, including **web banners**, especially in social media, which have overtaken email as the most popular consumer activity, according to a recent Nielsen study. More importantly, **consumer growth** comes from an older age group than social media's historical base; for example, Facebook's strongest growth is coming from 35-49 year-olds, adding twice as many 50-64-year-olds as opposed to those under 18. Social media's strength is in the personal **connections** they create, the peer-to-peer contact, providing reasons for consumers to visit regularly and for extended periods of time. **Consumers** are extremely engaged with the content and connections that their friends create because of its personal relevance. **Marketers** are looking to maximize the effectiveness of this new medium and are developing social advertising that heightens relevance and engagement through the use of profile data within the ad units themselves, as well as the use of social graph data to target ads.

2 There are also ads for **social purposes** (**Public Service Advertising** in the United States) which have a non-profit aim and serve different general purposes, such as to make the public aware of social and general problems, to inform people about public, scientific projects and social activities, warn them against dangers to their health, to encourage them not to yield to prejudices, fatalism or pessimism and to raise funds in support of scientific research. It corresponds to the concept of **non-profit** advertising and public advertising. Public advertising sends a message that promotes any positive development. Professionals provide it for free. The purpose of this type of advertising is to change the attitude of the public to any problem, and in the long term to create new social values. The first non-governmental ads that can be considered PSAs appeared after the turn of the century. In the early 1900s ads were run free by newspapers to dramatize the outrages of child labour in the United States. In our times, one of the most famous campaigns is called the "Frying Egg" PSA; the visual shows an egg dropped into a pan with the voice over saying: "This is your brain." Once the egg starts frying, the voice over continues: "This is your brain on drugs. Any questions?"

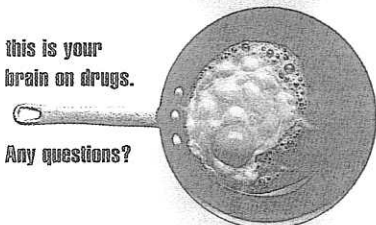
This is your brain,



this is drugs,



this is your brain on drugs.



Any questions?

Partnership For
A Drug-Free America



GLOSSARY



attitude: atteggiamento

classified ads: inserzioni per vendere o acquistare qualcosa, cercare e offrire lavoro

commercial: spot televisivo

development: sviluppo

for free: gratis

engagement: impegno

to heighten: incrementare

outrage: vergogna, oltraggio

to overtake: superare, avere la meglio

peer-to-peer contact: contatto tra coetanei

relevance: pertinenza

strength: forza

turn of the century: al volgere, a cavallo del secolo

visual: parte illustrata dell'annuncio pubblicitario

voice over: voce fuori campo

to yield: (qui) farsi influenzare da

6

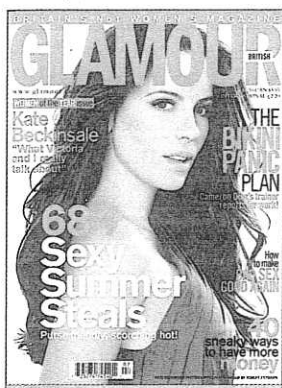
Write a caption for each picture. The first one has already been done for you.



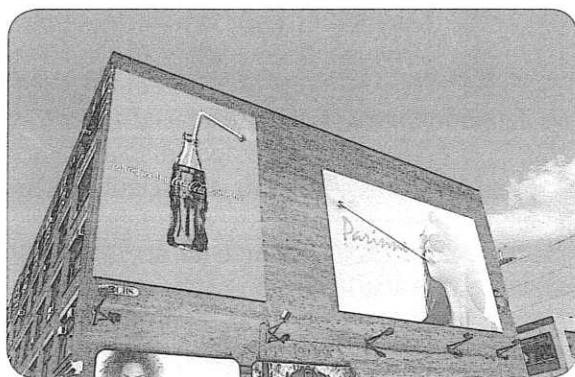
1. An example of an ad for social purposes.



2.



3.



4.

7

Read the text and fill in the blanks with the words from Activity 6.

We are surrounded by advertising messages. Several pages in newspapers and (1) are filled with advertisements. Many organisations use newspapers to advertise jobs and these are grouped together in the job section. Small companies, such as travel agents, advertise in the (2) columns, where each advertisement consists of a few lines of text only. Shops and businesses, and people wanting to buy or sell second-hand household goods¹, advertise in local papers.

The wealthiest companies buy advertising time on the radio or on television. There is no advertising on the BBC, but programmes broadcast by US and British commercial stations are interrupted by a commercial break about every fifteen minutes. Other ways of advertising include displaying large posters on (3) or and neon signs by the side of roads. (4) advertising local events or special offers are given to people in the streets. Nowadays more and more companies advertise on the Internet.

8

Can you think of any other form of advertising? Discuss with your classmates.

¹ household goods: articoli casalinghi.

This Unit is about the characteristics of the advertising language and how a advertising text deals with a wide range of subject matters but also conforms to a number of stylistic and lexico-grammatical patterns.

An advertisement is designed mainly to **attract your attention**, not to make you learn something. Indeed some products are advertised with zero wording. Some of the most successful advertising slogans are the result of many hours of creative endeavour. The **professionals** in charge of writing ads are called **copywriters**. They are very aware of how communication works and **manipulate language** to create devices which produce catchy slogans. The quality paper *The Independent on Sunday* considers advertising text sufficiently interesting to run a weekly column reviewing the best 'ads'.

While the message may be simple, it is likely to contain, for example, some forms of mnemonic pattern provided by **phonological equivalences**, such as **alliteration**, **onomatopoeia** or striking

repetition. Alliteration is the use of the same sound at the beginning of several words that are close together. Onomatopoeia is a term used to evoke with words sounds that are similar to the noises that the words try to reproduce, such as *arf, arf*. The importance of **rhetorical figures** in advertising such as **hyperbole** (used especially in compounds with prefixes such as *ultra, super*), **metaphor**, **simile**, **idiom**, **metonymy**, **pun**, as well as the already mentioned alliteration is obvious by analysing any ads you look at. Read the following examples:

1. Guinness is good for you.
2. The United Colours of Benetton.
3. Bavaria. Out of the blue.
4. *La più amata dagli italiani.*



aware, awareness: consapevole, consapevolezza

catchy: orecchiabile

clause: frase, proposizione

copywriter: copywriter (chi scrive tutti i testi e gli slogan)

device: accorgimento, stratagemma

endeavour: impegno

to exploit: sfruttare

hyperbole: iperbole, esagerazione

idiom: espressione idiomatica

in charge: responsabile

likely: probabile

metaphor: metafora

metonymy: metonymia

phrase: espressione

professional: professionista

pun: gioco di parole (ossia

un'espressione con più significati)

quality paper: giornale di qualità,
quotidiano autorevole

simile: similitudine

shared: condiviso

striking: suggestive

stretch: serie

suddenly: im

widespread: diffuso

← Answer the following questions.

- What do you know about rhetoric?
- What do you do when you want to persuade a friend to do something?
- How would you define effective communication?
- Do you think advertising entails bringing optimism and hope to people? Justify your answer.
- Can you quote a play on words of an Italian ad?

PET Describe the picture on the right.



In Example 1 the *g* alliteration emphasizes the **double meaning** of the adjective *good* which means both *good* and *healthy*. Example 2 exploits the iconic side of the medium, whereas Example 3 contains a double pun as the phrase *out of the blue* is used here to mean *far from a bad mood*: *blue* has several meanings and *feeling sad* is one of them. The second meaning of the phrase is the **idiom** *out of the blue* which means *suddenly*. So the implied message is that people who drink that beer feel instantly happy. Example 4 picks up on a slogan first used to describe a beautiful woman to transfer the image to kitchen furniture.

There is also an extensive use of **imperatives** and **adjectives** to describe products and much use of comparatives and superlatives to show how such products compare favourably to others. Advertisements often contain pieces of typically spoken language such as stories or anecdotes, because this type of language is more dynamic and more likely to attract attention. In line with the **spoken language**, **incomplete language structures**, such as verbless clauses, are common. Other grammatical features include a widespread use of personal pronouns and possessives such as *you*, *your*, in order to generate a sense of shared knowledge. However, some texts speak to the potential buyer by the use of indirect address, such as **cultural elements** or **background knowledge**, that is to say, shared knowledge between the reader and the producer of the text.



Match each slogan on the left with its features on the right.

- | | |
|--|---|
| 1. Pick one. Enjoy them all | <input type="checkbox"/> a. Alliteration |
| 2. The new, longer, wider Peugeot 106 | <input type="checkbox"/> b. Verbless clause |
| 3. Tart, tingling and even ticklish (Sprite) | <input type="checkbox"/> c. Use of comparatives |
| 4. The ultimate Driving Machine | <input type="checkbox"/> d. Imperative |



2

Listen and decide whether the following statements are true or false. Correct the false one:

- | | | |
|---|--------------------------|--------------------------|
| | T | F |
| 1. The wild 60s and 70s brought about the copywriting revolution. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Visuals have gained too much importance and copywriters do not play a key role in coming up with the Big Ideas in advertising. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The digital revolution has brought a whole new world and with it, new marketing opportunities like websites, emails and social networking. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Copywriting has nothing to do with concepts. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A single line of text can embody an entire concept. | <input type="checkbox"/> | <input type="checkbox"/> |



3

Use the following list to complete the advertising slogans on p. 33. There may be more than one possible answer.

TOP 20 ADJECTIVES AND VERBS IN ADVERTISING

ADJECTIVES		VERBS
a. new	<input type="checkbox"/>	1. make
b. good/better/the best	<input type="checkbox"/>	2. get
c. free	<input type="checkbox"/>	3. give
d. fresh	<input type="checkbox"/>	4. have
e. delicious	<input type="checkbox"/>	5. see
f. full	<input type="checkbox"/>	6. buy
g. sure	<input type="checkbox"/>	7. come
h. clear	<input type="checkbox"/>	8. go
i. wonderful	<input type="checkbox"/>	9. know
j. special	<input type="checkbox"/>	10. keep
l. crisp	<input type="checkbox"/>	11. look
m. fine	<input type="checkbox"/>	12. need
n. big	<input type="checkbox"/>	13. love
o. great	<input type="checkbox"/>	14. use
p. real	<input type="checkbox"/>	15. feel
q. easy	<input type="checkbox"/>	16. like
r. bright	<input type="checkbox"/>	17. choose
s. extra	<input type="checkbox"/>	18. take
t. safe	<input type="checkbox"/>	19. start
u. rich	<input type="checkbox"/>	20. taste

false ones.

T F
☐ ☐

☐ ☐

☐ ☐
☐ ☐
☐ ☐

more

Now identify what language device is used in each slogan.

SLOGAN	LANGUAGE DEVICE
1. Mercedes Benz. The or nothing. (<i>Mercedes Benz cars</i>)	
2. Dreams are Realities are (<i>Citibank</i>)	
3. Nokia N series. See Hear Feel (<i>Nokia telephones</i>)	
4. The bed on earth is not on earth (<i>Iberia airline</i>)	
5. Gillette – The best a Man can (<i>Gillette razors</i>)	
6. Buy a Bulova and the time of your life (<i>Bulova watches</i>)	
7. Ultra-beautiful lips ultra-simple (<i>Maybelline lipsticks</i>)	
8. You fell in You are in You'll always be in (<i>Trilogy Rings</i>)	

NEW
COLORSensational
 HIGH SHINE GLOSS

LIPS WITH **A MOLTEN HOT GLAZE**
Super-saturated color meets ultra-clean shine...sensational.

MORE VIBRANT COLOR only from our pure pigments.
 CLEANER SHINE only from our 100% water-based gloss.
 CREAMIER FEEL only from our nourishing honey-molasses.

Now gloss goes gutsy in 12 arresting shades.

MAYBELLINE
 MAYBE SHE'S BORN WITH IT. MAYBE IT'S MAYBELLINE.
 NEW YORK

B. DECODING ADVERTISEMENTS

In order to make sense of advertisements, we have to decode a range of elements. Most advertisements concerning food and cosmetics contain the following message: natural is good. This is usually signalled by the inclusion of reference to nature, rural life, farms, etc. Images are usually juxtaposed: women and children, nature and the supposedly 'natural' food or make-up, often left to themselves for interpretation in ways which suggest the following kinds of connections between elements.

Makeup is coloured the same way as nature and "organic" is the word used to refer both to cosmetics and food. Sometimes **cosmetics** are referred to as **food** (in the case of bath soap, shampoos and conditioners).

Natural ingredients are good;

Women have a special **relationship** with **nature**;

Women who care about their children's **health** will buy that food;

Women are feminine;

Women who would like to be feminine will buy that makeup.

These are not statements which the text makes explicitly, but in order to make coherent sense of the advertisement the reader has to draw on these larger discourses about femininity and its relation to what is natural.

As in films, women sometimes pose as objects to be looked at. The camera focuses on women characters from the perspective of male characters, and it is often a much sexualized vision of the women which is produced.



5

Analyse the advertisement for the shampoo called "Herbal essences". Which of the features described above can you find in it?

GLOSSARY



concerning: riguardante
conditioner: balsamo
discourse: problematica
to draw on: far riferimento
health: salute
to juxtapose: giustapporre
to make sense: avere senso
organic: naturale, biologico
range: gamma
relationship: rapporto

What's
your
rapture?



Ads involve visual images and texts that must be integrated to be effective. In a printed ad, text and visuals have a particular formal structure, called **format**, which depends on the graphic composition of different elements as well as on the visual treatment or tone of voice.

Headline is a very brief text which summarizes the message for those who read no further. Its aim is to attract attention and create a strong emotional impact. Headline type size is larger than body copy size (from 24 to 27 type size).

Body copy is the part containing most of the wording and includes information about the product. Paragraphs are kept short and the language used echoes the mood created by the picture and headline.

Pay off is the phrase containing the message which synthesises its fundamental idea. It is associated with a particular brand name and easily remembered.

Caption is a descriptive title as below in the illustration.

Logo is the corporate name. Its distinctive lettering identifies the product or the company.

Brand is a word or symbol identifying a product or the company.

Visual is the main illustration.

Pack shot is the product packaging visualization. It is usually present in perfume advertisements.

6A PET Decide if the following sentences are true or false.

- | | T | F |
|--|--------------------------|--------------------------|
| a. The name by which a singular product is sold is called brand. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A logo is a brief text under a picture which describes the picture or describes what the people in it are doing or saying. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Pay off is a picture, pattern or way of writing its name that a company or an organization uses as its symbol and puts on its products. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. A line of words printed in large letters as a title is called a headline. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. A format is a pattern organized in a distinctive form. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The visual impact of an ad to help you to remember information is called body copy. | <input type="checkbox"/> | <input type="checkbox"/> |

6B Now correct the false sentences.



GLOSSARY

as well as: oltre a
headline type size: dimensione standard della prima frase della pubblicità

mood: emozione, atteggiamento emotivo
phrase: espressione