

Alpha Generation: Teacher's Guide

Introduzione:

Benvenuti alla Guida per il Docente di "Alpha Generation". Questo manuale non è solo un percorso di apprendimento linguistico, ma un viaggio esplorativo nel mondo della Generazione Alpha: i primi veri nativi digitali del ventunesimo secolo.

Come educatori, la nostra sfida è preparare studenti non nativi inglesi non solo a raggiungere un livello di comprensione della lingua straniera, ma anche che sviluppino anche una profonda consapevolezza critica verso le sfide globali del nostro tempo. Questa guida è stata progettata per supportarvi in questo compito, offrendo soluzioni precise, approfondimenti culturali e strategie didattiche mirate.

Gli Obiettivi della Guida

Il materiale contenuto in queste pagine si propone di:

1. Semplificare la preparazione della lezione: Fornendo chiavi di correzione (Answer Keys) complete e immediate per ogni unità.
2. Promuovere il Pensiero Critico: Attraverso spunti di riflessione e modelli di risposta per le attività di produzione scritta e orale.
3. Integrare Lingua e Civiltà: Collegando la grammatica e il lessico a temi reali come la sostenibilità, i diritti umani, l'arte e la storia del mondo anglofono.

Struttura del Percorso Didattico

Il manuale si articola attraverso 13 unità tematiche che spaziano dalla storia del Regno Unito alle sfide del cambiamento climatico, passando per le figure degli "Alpha Changemakers" (giovani innovatori che stanno cambiando il mondo). Ogni capitolo della guida segue una struttura fissa:

- Learning Objectives: Literary & Cultural Knowledge, Reading Comprehension & Plot Analysis, Social Reflection.
- Language & Lexical Focus: Grammar, Vocabulary, Social Issues.
- Answer Key & Solutions: Soluzioni passo-passo per tutti gli esercizi del testo, incluse le canzoni.

Nota Metodologica

Per gli studenti, è fondamentale passare dalla semplice comprensione alla produzione autonoma. Incoraggiate i vostri studenti a non limitarsi alla risposta corretta, ma a giustificare le proprie opinioni utilizzando il lessico specifico fornito in ogni unità. Il nostro obiettivo è formare cittadini globali capaci di comunicare con efficacia e sensibilità in un mondo in continua evoluzione.

UNIT 1: All about the United Kingdom of Britain and Northern Ireland

1. Learning Objectives

- **Literary & Cultural Knowledge:** Understand the history of Britain from the Stone Age to the Industrial Revolution. Identify the four nations of the UK.
- **Reading Comprehension & Plot Analysis:** Analyze historical timelines and geographical descriptions.
- **Social Reflection:** Reflect on how historical migrations (Romans, Anglo-Saxons, Vikings) shaped modern British culture.

2. Language & Lexical Focus

- **Grammar:** Past Simple for historical events; Present Simple for geographical facts.
- **Vocabulary:** Historical periods, geography, weather idioms.
- **Social Issues:** Integration of different cultures through historical invasions.

3. Answer Key & Solutions

- Page 13: 1. Ancient stone circle. 2. 4,000 years ago. 3. Study sun/moon. 4. Thousands of years ago. 5. Roads, towns, forts. 6. Anglo-Saxons and Vikings.
- Page 14: 1. Northern Europe. 2. Small kingdoms/homes. 3. Old English.
- Page 15: 1. King of England (1066). 2. Castles (Tower of London). 3. Domesday Book.
- Page 17: 1. North Sea, English Channel, Atlantic. 2. England. 3. France. 4. English, Welsh, Scots Gaelic, Irish. T/F: 1.T, 2.F, 3.F, 4.F.
- Page 19: 1. Scotland (N), Wales (W). 2. Thames, Severn. 3. Shakespeare, Beatles, Harry Styles. 4. Birmingham, Manchester, etc. 5. England (84%).
- Page 21: 1. Warm summers/cool winters. 2. Variable. 3. Changing quickly. 4. Wellies. 5. Jumper/Raincoat. 6. Weather talk.
- Page 23: 1. West of GB. 2. Cardiff. 3. English/Welsh. 4. Heir to throne. 5. Music/festivals. 6. Red dragon. T/F: F, F, T, F, T.
- Page 25: 1. North of GB. 2. Edinburgh. 3. Mountains/lakes. 4. Glasgow. 5. Highland Games/Kilts. 6. Castles/legends. 7. Telephone/penicillin.
- Page 27: 1. Island in Europe. 2. Rep. of Ireland / Northern Ireland. 3. Dublin/Belfast. 4. Northern Ireland. 5. 1921. 6. Celebration (March 17). 7. Hurling/rugby. 8. Irish stew/fish and chips.
- Song (This is Britain): city, Tea, bright, football, map/wrap, Britain, city, kings, music, Sunday, nation, shine, pride.

UNIT 2: Around and about London

1. Learning Objectives

- **Literary & Cultural Knowledge:** Explore London's landmarks, multicultural markets, and historical monuments like Westminster Abbey.
- **Reading Comprehension & Plot Analysis:** Reading comprehension of city descriptions and historical trivia.
- **Social Reflection:** Discussing the role of public spaces (parks and markets) in urban social life.

2. Language & Lexical Focus

- **Grammar:** Superlatives (the oldest, the most famous) and comparatives.
- **Vocabulary:** Transport (the Tube, black cab), architecture, market goods.
- **Social Issues:** Urban overcrowding and the history of safety (The Tube during WWII).

3. Answer Key & Solutions

- Page 35: England/UK; Romans/Londinium; Thames/bridges; boat rides; multicultural/world/languages/traditions. Q: 1.London, 2.Thames, 3.Tower Bridge, 4.Big Ben, 5.47 AD, 6.Romans, 7.London Eye, Palace, etc.
- Page 37: important; most famous; food; iconic; cool; clothes, jewelry, etc.; antiques, old books, etc.
- Page 39: 1. Buckingham Palace. 2. Victoria. 3. Royal flag. 4. Red uniforms/bearskin hats. 5. Shift change. 6. 775 rooms. 7. Yes.
- Page 41: 1. The Tube. 2. 1863. 3. 12 lines. 4. 2.5 million. 5. Two floors. 6. Black cab.
- Page 42: 1. Westminster. 2. 1,000 years. 3. Dickens, Darwin. 4. Vaulted ceiling/arches. 5. William & Kate. 6. Memorial for writers.
- Page 43: 1. Giant bell. 2. Elizabeth Tower. 3. Palace of Westminster. 4. Five miles. 5. Radio/TV. 6. Every hour.
- Page 45: 1. Hyde Park. 2. Henry VIII. 3. Hunting. 4. Boating/Picnics. 5. Public speaking. 6. Zoo/Playground. 7. Regent's Park. 8. Green Park.
- Song (Maybe It's Because I'm a Londoner): because, Londoner, funny, walking, down, think, up, down, away, favourite, Palace, settles, walking, London, love.

UNIT 3: British lifestyle

1. Learning Objectives

- **Literary & Cultural Knowledge:** Identify habits of British teenagers and traditional food culture (Tea, Pubs).
- **Reading Comprehension & Plot Analysis:** Extracting information about cultural norms and lifestyle trends.
- **Social Reflection:** Evaluating the impact of multiculturalism on British cuisine and society.

2. Language & Lexical Focus

- **Grammar:** Adverbs of frequency (usually, often, sometimes).
- **Vocabulary:** Food types (scones, roast, jacket potato), fashion (vintage, baggy).
- **Social Issues:** Social isolation vs. pub culture; integration through international food.

3. Answer Key & Solutions

- Page 53: 1. Yes. 2. Social media/gaming. 3. Stranger Things/Crime dramas. 4. Pop/K-pop. 5. Heartstopper. 6. Mystery/Manga. 7. Taylor Swift/BTS. 8. Baggy jeans/hoodies.
- Page 55: 1. Quick/simple. 2. Sandwiches/soup. 3. Meat, cheese, pickles. 4. Meat, potatoes, veg. 5. Sunday roast. 6. Light dinner.
- Page 57: 1. 11am/4pm. 2. Tea-room. 3. Tea+scones. 4. High Tea. 5. Asia. 6. Social gatherings.
- Page 59: 1. Chat/Sports/Quiz. 2. Cozy/Fireplaces. 3. Open to everyone. 4. Gardens. 5/7. The Crown/Red Lion. 6. Fish and chips/Pie.
- Page 61: 1. Global traditions/food. 2. London. 3. Indian/Chinese/Italian. 4. India/Jamaica/Pakistan. 5. Notting Hill Carnival.
- Song (English Tea): sit, cup, sunny, Chatting, cakes, garden, game, garden, chime, supper, bakes.

UNIT 4: Institutions and society

1. Learning Objectives

- **Literary & Cultural Knowledge:** Understand the roles of King Charles III, the Royal Family, and the UK Parliament.
- **Reading Comprehension & Plot Analysis:** Comprehending political structures and European relations (Brexit).
- **Social Reflection:** Considering the relevance of monarchy in a modern democratic society.

2. Language & Lexical Focus

- **Grammar:** Passive voice for institutional processes.
- **Vocabulary:** Constitutional monarchy, parliament, Brexit, democracy, charities.
- **Social Issues:** Political sovereignty and European unity.

3. Answer Key & Solutions

- Page 69: 1. Elizabeth II. 2. Rules for the country. 3. King is head, leaders make laws. 4. Represents country. 5. Environment. 6. Painting/Cello. 7. Youth jobs. 8. Respects democracy.
- Page 71: 1. Monarch/Relatives. 2. Represent UK/Charity. 3. Eldest son. 4. Princess Catherine. 5. Graceful hand move. 6. Trooping the Colour. 7. Palaces.
- Page 73: 1. Makes laws. 2. Westminster. 3. Commons/Lords. 4. People. 5. Check laws. 6. Leader of winning party. 7. 10 Downing St. 8. No.
- Page 75: 1. 27. 2. Trade/Laws. 3. Euro. 4. No (Brexit). 5. Unity. 6. Erasmus+. 7. Brussels/Strasbourg. 8. Peace.
- Song (Kings & Queens): kings, toast, queens, funny, show, need, might, champagne, Baby, world, start, before, pop, own, space, close, throne, alone.

UNIT 5: Life's challenges: making Healthy Choices

1. Learning Objectives

- **Literary & Cultural Knowledge:** Awareness of health issues (eating disorders, addiction) and social issues (bullying).
- **Reading Comprehension & Plot Analysis:** Analyzing warning signs and advice texts.
- **Social Reflection:** Empathy for victims of bullying and the importance of mental health support.

2. Language & Lexical Focus

- **Grammar:** Modals of advice (should, must, can).
- **Vocabulary:** Anorexia, bulimia, peer pressure, addiction, cyberbullying.
- **Social Issues:** Mental health stigma, drug abuse, systemic bullying in schools.

3. Answer Key & Solutions

- Page 84: 1. Food/mind problem. 2. Anyone. 3. Anorexia, Bulimia, Binge. 4. Stress/Pressure. 5. Skipping meals/weight change. 6. Professional help.
- Page 89: 1. Mind-changing substances. 3. Physical/mental need. 4. Organ damage. 5. Broken trust. 6. Jail/Fines. 7. Group influence. 8. Say no/Talk.
- Page 91: 1. Curiosity/Fit in. 2. Lungs/Heart. 3. Growing body. 4. Nicotine. 5. Taxes. 6. Over 18.
- Page 93: 1. Beer/Wine/Liquor. 2. Addiction. 3. Alcoholism (illness). 4. Brain development. 5. Liver/Heart. 6. Thinking harm.
- Page 94-97: Verbal, Physical, Social, Cyberbullying. Solutions include talking to adults and not cheering on the bully.
- Song (Beat the bullies): jealous, hurts, pain, family, tired/sick, stand, shout, change, lose, beat.

UNIT 6: School education

1. Learning Objectives

- **Literary & Cultural Knowledge:** Compare British state vs. public schools. Explore Oxford University traditions.
- **Reading Comprehension & Plot Analysis:** Understanding educational paths (GCSEs) and university systems.
- **Social Reflection:** Analyzing educational inequality and the pros/cons of school uniforms.

2. Language & Lexical Focus

- **Grammar:** Verbs of obligation and possibility.
- **Vocabulary:** Curriculum, blazer, badge, degree, undergraduate, punting.
- **Social Issues:** Privilege in education; uniforms as equalizers vs. constraints.

3. Answer Key & Solutions

- Page 105: 1. State/Public. 2. Free/Gov funded. 3. Private/Paid. 4. Age 4/5. 5. Secondary. 6. Standard subjects. 7. GCSEs. 8. Specialize or leave. 9. 3 or 4. 10. Uni prep.
- Page 107: 1. 4/5. 2. 16. 3. Primary/Secondary. 4. Primary: 6y, Secondary: 5y. 5. Math/English/etc. 6. GCSEs. 7. Paid vs. Free.
- Page 109: 1. Oxford, England. 2. 900+ years. 3. Small study places. 4. Degree. 5. Professors. 6. Top results. 7. 1167 (Paris ban). 8. Women.
- Song (Rock'n'Roll High School): high, history, wanna, girls, teachers, yeah, where, wanna, fun.

UNIT 7: Sport

1. Learning Objectives

- **Literary & Cultural Knowledge:** Origin of modern sports (football, rugby, cricket) and major UK events.
- **Reading Comprehension & Plot Analysis:** Decoding sports rules and historical facts.
- **Social Reflection:** Sport as a national identity and the ethics of 'Sport of Kings'.

2. Language & Lexical Focus

- **Grammar:** Passive voice (is played, was developed).
- **Vocabulary:** Premier League, tournament, grass court, wicket, horse racing.
- **Social Issues:** Gender barriers in sports; class associations of different games.

3. Answer Key & Solutions

- Page 119: 1. Football. 2. Rugby/Cricket. 3. England/Wales. 4. MCC. 5. Wimbledon. 6. London Marathon. 7. Chris Froome. 8. Swimming.
- Page 125 Quiz: 1.a, 2.b, 3.a, 4.a, 5.b, 6.b, 7.b, 8.c, 9.a, 10.a, 11.a, 12.a.
- Song (Hall of Fame): King Kong, God, rocks, way, name, brightest, world, distance, hero, never, country, brightest, walls, Hall, politicians, champions, students, astronauts.

UNIT 8: Global warming and Climate Change

1. Learning Objectives

- **Literary & Cultural Knowledge:** Scientific basis of global warming and its global ecological impact.
- **Reading Comprehension & Plot Analysis:** Interpreting environmental data and scientific warnings.
- **Social Reflection:** Ethical responsibility toward future generations and biodiversity.

2. Language & Lexical Focus

- **Grammar:** First Conditional for future predictions.
- **Vocabulary:** Greenhouse effect, fossil fuels, CO₂, carbon footprint, deforestation.
- **Social Issues:** Governmental vs. Individual action; climate justice for indigenous lands.

3. Answer Key & Solutions

- Page 133: 1. Earth heating. 2. Trapped heat. 3. Pollution. 4. Release CO₂. 5. Ice melting. 6. Storms/wildfires. 7. Human activity. 8. Get worse without action.
- Page 135: 1. Fuels/Deforestation. 2. CO₂. 3. Underground. 4. Energy/Pollution. 5. No. 6. Blanket. 7. Thick blanket. 8. Rising seas.
- Page 137: 1. Crop failure. 2. Water shortage. 3. Shelter/Food. 4. No hunt ice. 5. Bleaching. 6. Female turtles. 7. Koala food loss. 8. Extinction.
- Page 139: 1. Garbage/Chemicals. 2. Smoke+Rain. 3. Health/Death/Suffering.
- Page 141: 1. S. America. 2. Produce oxygen. 3. CO₂ absorb. 4. Indigenous. 5. Tree cutting. 6. Disaster.
- Page 143: 1. Earth's freezer. 2. Floods. 3. Climate history. 4. Ice tubes. 5. Past air data. 6. Peaceful science only.
- Page 148 Quiz: 1.b, 2.c, 3.b, 4.b, 5.b, 6.a, 7.c, 8.b, 9.b, 10.b, 11.a, 12.a, 13.a, 14.a, 15.a, 16.b, 17.b, 18.a, 19.b, 20.b.
- Song (Earth song): sunrise, nature, stop, blood, weeping, shores, world, gave, flowering, flowers, blood, Earth, clouds.

UNIT 9: Music

1. Learning Objectives

- **Literary & Cultural Knowledge:** Evolution of music from prehistory to Britpop. Role of Jazz and The Beatles.
- **Reading Comprehension & Plot Analysis:** Comprehending musical biographies and historical eras.
- **Social Reflection:** Music as a medium for social change and racial equality (Jazz history).

2. Language & Lexical Focus

- **Grammar:** Past Simple for historical narratives.
- **Vocabulary:** Composer, choir, Britpop, Jazz, Blues, orchestra, mud (Glastonbury).
- **Social Issues:** Slavery and the roots of Blues/Jazz; the impact of 'Beatlemania'.

3. Answer Key & Solutions

- Page 157: 1. Drums/flutes. 2. Stories/Communicate. 3. Egypt/Mesopotamia. 4. Religion. 5. Organs/Choir. 6. Bach/Mozart/Beethoven. 7. Jazz/Rock/Pop. 8. Electric guitars.
- Page 159: 1. Countryside. 2. Handel/Elgar. 3. Beatles/Stones. 4. Britpop. 5. Catchy/British pride. 6. Ed Sheeran/Adele.
- Page 161: 1. Glastonbury. 2. 1970. 3. £1 + milk. 4. Pyramid Stage. 5. Comedy/Skills. 6. New friends. 7. Mud.
- Page 163: 1. 1900, New Orleans. 2. Blues. 3. Via slavery. 4. Sadness/Pain. 5. Trumpet/Sax/Piano. 6. Pop. 7. Louis Armstrong.
- Page 166: 1. Liverpool. 2. Four. 3. Drums. 4. Clubs. 5. 1962. 6. USA. 7. Creative/New. 8. 1970. 9. Solo. 10. John Lennon.
- Song (What a wonderful world): trees, bloom, wonderful, clouds, night, colors, hands, love, grow, wonderful.
- Song (Don't Stop the Music): way, body, impossible, started, music, escape, rockin', refuse, heavy, bass, private.

UNIT 10: Art

1. Learning Objectives

- **Literary & Cultural Knowledge:** Survey of art history (Lascaux to Banksy). Understanding artistic categories.
- **Reading Comprehension & Plot Analysis:** Analyzing styles and the philosophy of modern artists.
- **Social Reflection:** Debating Street Art vs. Vandalism; Art as social commentary (Banksy).

2. Language & Lexical Focus

- **Grammar:** Passive voice to describe art creation.
- **Vocabulary:** Canvas, sculpture, perspective, abstract, consumerism, stencil.
- **Social Issues:** Commercialization of art; political activism through Street Art.

3. Answer Key & Solutions

- Page 177: 1. Cave people. 2. Animals. 3. Women statues. 4. Tombs/Temples. 5. Life/Gods. 6. Human body/pottery. 7. Christianity. 8. Leonardo/Michelangelo. 9. Perspective/Anatomy. 10. Experimental.
- Page 179: 1. Expression. 2. Plastic/Performing/Practical. 3. Music/Dance; Paint/Sculpt; Craft/Design.
- Page 181: 1. Late 19th C. 2. New ideas/experiment. 3. Emotions/Shapes. 4. Non-realistic ideas. 5. Picasso/Van Gogh. 6. Shared ideas. 7. Cubism/Pop Art. 8. Different perspectives.
- Page 183: 1. 1950s/60s. 2. Popular. 3. Reaction to tradition. 4. Mass media. 5. Soup cans/bottles. 6. Bright colors/bold lines. 7. Andy Warhol. 8. Everyday items as art.
- Page 185: 1. Public spaces. 2. Property rights. 3. Defacing property. 4. Beauty/Messages.
- Page 187: 1. Social messages/identity. 2. Private. 3. Irony/Humor on war/poverty. 4. Stenciling. 5. Makes us think/act. 6. Question authority.
- Page 189: 1. Netherlands, 1853. 2. France/Belgium. 3. Mental health. 4. Starry Night/Sunflowers. 5. Thick brushstrokes. 6. Felt emotions.
- Song (Vincent): blue, eyes, trees, colors, sanity, flowers, china, fields, hand, suffered, know, love, left, beautiful.

UNIT 11: Human Rights

1. Learning Objectives

- **Literary & Cultural Knowledge:** History of the Holocaust, Human Rights declaration, and anti-slavery movements.
- **Reading Comprehension & Plot Analysis:** Analyzing biographical texts of HR leaders (MLK, Gandhi, Malala).
- **Social Reflection:** The struggle for equality; the moral imperative of protecting refugees.

2. Language & Lexical Focus

- **Grammar:** Past Simple/Passive for historical oppression.
- **Vocabulary:** Discrimination, segregation, boycott, refugee, asylum.
- **Social Issues:** Racism, systemic oppression, and the right to education (Malala).

3. Answer Key & Solutions

- Page 197: 1. 1939-45. 2. Global powers. 3. Control/Superiority. 4. Blamed/Camps. 5. Auschwitz. 6. 6 million Jews + others. 7. Allied victory. 8. Peace.
- Page 199: 1. Basic rights for all. 2. Everyone. 3. Fair treatment. 4. Race/Religion. 5. King follows law. 6. Equality/Liberty. 7. Global protection. 8. UN Declaration. 9. Peace. 10. Gandhi/MLK/Malala.
- Page 201: 1. Forced unpaid work. 2. Egypt/Greece/Rome/US. 3. Transatlantic. 4. Cotton/Tobacco. 5. Badly/Separated. 6. Safe houses. 7. Abolitionists. 8. Lincoln. 9. Freedom.
- Page 203: 1. Separated people. 2. Unequal rights. 3. Non-violence. 4. Civil Rights. 5. Illegal segregation. 6. Peaceful change.
- Page 207: 1. India. 2. Unfair skin treatment. 3. Non-violence. 4. British. 5. Peace protests. 6. 240 mile walk for salt. 7. 1947. 8. Peace/Love. 9. One person matters. 10. Father of India.
- Page 209: 1. Moving countries. 2. Safety/Job. 3. Culture/Economy. 4. Language/Homesickness. 5. Centuries. 6. Diversity.
- Page 211: 1. Following vs. Breaking laws. 2. Forced out for safety. 3. War/Disaster. 4. Sudden escape. 5. Humanity.
- Page 213: 1.d, 2.b, 3.b, 4.c, 5.d, 6.c, 7.b.
- Page 214 Quiz: 1.b, 2.b, 3.T, 4.a, 5.b, 6.a, 7.b, 8.F, 9.b, 10.b, 11.b, 12.T, 13.a, 14.b, 15.a, 16.a, 17.T, 18.b, 19.b, 20.b.
- Song (Glory): glory, heavens, weapon, skin, movement, Wisdom, bus, stand, Weapons, fight, child, walked.

UNIT 12: The English-Speaking World

1. Learning Objectives

- **Literary & Cultural Knowledge:** Overview of USA, Australia, Canada, and New Zealand geography and history.
- **Reading Comprehension & Plot Analysis:** Comprehending historical origins and political systems (USA Constitution).
- **Social Reflection:** Treatment of indigenous populations across the Commonwealth and USA.

2. Language & Lexical Focus

- **Grammar:** Passive for laws and foundations.
- **Vocabulary:** Constitution, outback, Māori, Bill of Rights, federal.
- **Social Issues:** Post-colonial struggles; democratic representation.

3. Answer Key & Solutions

- Page 223: 1. N. America. 2. 50. 3. Washington D.C. 4. Varied. 5. Parks. 6. 330m. 7. English. 8. Cold North/Hot South.
- Page 225: 1. Native Americans. 2. Diverse/Village. 3. Columbus. 4. Jamestown. 5. Native help. 6. Mayflower. 7. Religion freedom. 8. Grow food. 9. Thanksgiving. 10. Taxes. 11. Independence. 12. G. Washington. 13. 1783. 14. G. Washington.
- Page 227: 1. Unfair taxes. 2. Britain. 3. Tea tax. 4. Threw tea. 5. Laws. 6. Standing for rights.
- Page 229: 1. Hudson River. 2. 5 Boroughs. 3. Dutch (N. Amsterdam). 4. Skyscrapers. 5. Melting pot. 6. 24h subway. 7. Jewish. 8. Freedom.
- Page 230: 1. Planes. 2. Towers/Pentagon. 3. Collapsed. 4. Firefighters. 5. 9/11. 6. Memorial.
- Page 231: 1. Constitution. 2. Fairness. 3. No monopoly. 5. Bill of Rights. 6. Freedoms.
- Page 233: 1. Leader. 2. 35yo/Born US/14y. 3. White House. 4. Every 4y. 5. 8y. 6. Laws/Military.
- Page 235: 1. Demos (People). 2. Run by people. 3. Direct/Representative. 4. Voting types. 5. Rep. Dem.
- Page 237: 1. Yes. 2. S. Hemisphere. 3. Indian/Pacific. 4. Canberra. 5. Nature. 6. Uluru. 7. Kangaroo/Koala. 8. Aborigines. 9. 60,000y. 10. Art. 11. Inland. 12. Protect land.
- Page 239: 1. Ottawa. 2. Eng/Fr. 3. Border. 4. Arctic. 5. Bear/Wolf. 6. Fr/Brit. 7. Yes. 8. Ceremonial monarch. 9. Land bridge. 10. Fr/Ind War.
- Page 241: 1. 2 Islands. 2. Volcanic. 3. Wellington. 4. Mountains/Beach. 5. Bird. 6. Deforestation. 7. Māori (Polynesia). 8. Democracy. 9. Abel Tasman. 10. 1931.
- Page 242 Quiz: 1.a, 2.b, 3.c, 4.b, 5.b, 6.a, 7.b, 8.c, 9.b, 10.a, 11.a, 12.b, 13.c, 14.b, 15.b, 16.b, 17.b, 18.a, 19.b, 20.b.
- Song (Englishman In New York): tea, accent, Fifth, man, matter, lead, sobriety, gun, gentleman, smile.

UNIT 13: English literature

1. Learning Objectives

- **Literary & Cultural Knowledge:** Masterpieces of English literature: Shakespeare, Dickens, J.K. Rowling.
- **Reading Comprehension & Plot Analysis:** Plot summaries and analysis of character motivations.
- **Social Reflection:** Victorian poverty vs. modern child labor (cobalt mines analogy).

2. Language & Lexical Focus

- **Grammar:** Narrative present for plots.
- **Vocabulary:** Wizard, orphan, workhouse, playwright, tragedy, balcony.
- **Social Issues:** Child exploitation; the universal nature of love vs. family feud.

3. Answer Key & Solutions

- Page 251: 1. Wizard boy. 2. Hogwarts. 3. Ron/Hermione. 4. Surviving Voldemort. 5. Sport. 6. Stopping evil. 7. Magic/Friendship. 8. Character growth. 9. Passageways. 10. Love/Bravery.
- Page 253: 1. Age 6. 2. Train. 3. Difficult. 4. Rejected her. 5. Seven. 6. Never give up.
- Page 255: 1. Writer. 2. No. 3. Poverty. 4. Story loving. 5. Poor people. 6. Real. 7. Victorian problems. 8. Victorian. 9. Harsh. 10. Kindness.
- Page 257: 1. Oliver. 2. No parents. 3. Victorian Eng. 4. Workhouse. 5. Asking for food. 6. Group of thieves. 7. Mr. Brownlow. 8. Rich family. 9. Yes. 10. Honesty.
- Page 259: 1. Stratford, 1564. 2. Latin/Hist. 3. London/Plays. 4. Hamlet/Romeo. 5. Chamberlain's. 6. Globe. 7. Everyone. 8. Greatest writer.
- Page 261: 1. Wood. 2. Sunlight. 3. Covered seats. 4. Groundlings. 5. Threw food. 6. Men/Boys. 7. Fire.
- Song (Love story): young, eyes, summer, Little, Romeo, Please, prince, baby, garden, eyes, daddy, alone, love, afraid.

UNIT 1

battle – battaglia
brave – coraggioso
castle – castello
channel – canale
chilly – freddo / fresco
damp – umido
flag – bandiera
hunter – cacciatore
island – isola
landscape – paesaggio
language – lingua
lively – vivace
log – tronco (di legno)
moon – luna
peaceful – pacifico / tranquillo
rain – pioggia
rich – ricco
river – fiume
road – strada
stone circles – cerchi di pietre
storytelling – narrazione / raccontare storie
throne – trono
to border – confinare
to build – costruire
to join – unirsi / aderire
town – città
warm – caldo
warrior – guerriero
weather – tempo (meteorologico)

UNIT 2

antiques – antiquariato / oggetti antichi
arch – arco
boat – barca
bridge – ponte
carving – incisione / intaglio
ceiling – soffitto
clock – orologio
clothes – vestiti / abiti
dish – piatto
driver – conducente / autista
floor – pavimento / piano (di un edificio)
food – cibo
fur – pelliccia
guard – guardia
huge – enorme
nickname – soprannome
quickly – rapidamente / velocemente
rail network – rete ferroviaria
shift – turno
stall – bancarella / stand
tasty – saporito / gustoso

to admire – ammirare
to flow – scorrere
to have fun – divertirsi
to wear – indossare / portare (vestiti)
view – vista / panorama
wheel – ruota

UNIT 3

bun – panino dolce / brioche
cake – torta
cheese and pickle – formaggio e sottaceti
cozy – accogliente / confortevole
crime drama – dramma poliziesco / serie crime
cube of sugar – zolletta di zucchero
cute – carino
fashion – moda
jacket potato – patata al forno (con la buccia)
jam – marmellata / confettura
meal – pasto
meatballs – polpette
mug – tazza grande
neighbour – vicino di casa
roast – arrosto
scone – (dolce tipico britannico)
snack – spuntino / merenda
tea bag – bustina di tè
teenager – adolescente
to brew – preparare (tè, birra)
to enjoy – divertirsi
to hang out – uscire / passare il tempo
to welcome – accogliere / dare il benvenuto

UNIT 4

charity – beneficenza / carità
close – vicino (oppure stretto)
current – attuale (oppure “corrente” se riferito a un flusso)
deeply – profondamente
duty – dovere / obbligo
environment – ambiente
friendship – amicizia
head of state – capo dello Stato
instead – invece
issue – questione / problema
law – legge
leadership – guida
literacy – alfabetizzazione
safety – sicurezza
seed – seme
set of rules – insieme di regole
skill – abilità
to improve – migliorare
to be compromised – essere compromesso
to be married – essere sposato

to be on their own – stare da soli / essere per conto proprio
to chose – scegliere
to follow – seguire
to pass away – morire
to share – condividere
to skip – saltare
undoubtedly – indubbiamente / senza dubbio
wedding – matrimonio / nozze
well-known – ben noto

UNIT 5

addictive – che crea dipendenza
average – medio
behavior – comportamento
brain – cervello
butts – mozziconi (di sigaretta)
danger – pericolo
dangerous – pericoloso
death – morte
disease – malattia
enough – abbastanza
health – salute
heart – cuore
illness – malattia
increase – aumento / aumentare
jail – prigione / carcere
liver – fegato
long-lasting – duraturo / a lungo termine
lung – polmone
mind – mente
mood – umore
name-calling – insulti / offese
nasty – cattivo / sgradevole
neighbourhood – quartiere / vicinato
painkiller – antidolorifico
stimulant – stimolante
struggle – lotta / difficoltà
thin – magro
throw up – vomitare
to affect – influenzare / avere un impatto su
to be addicted – essere dipendente
to be harmful – essere dannoso
to be harmless – essere innocuo
to be teased – essere preso in giro
to breathe – respirare
to care – preoccuparsi / prendersi cura
to carry out – svolgere / eseguire
to damage – danneggiare
to develop – sviluppare
to exercise – fare esercizio / allenarsi
to feel afraid – sentirsi impaurito
to feel fit – sentirsi in forma
to feel worried – sentirsi preoccupato
to fit – adattarsi / stare bene
to get involved – essere coinvolto / farsi coinvolgere
to get rid of – sbarazzarsi di
to hit – colpire
to lie – mentire
to pinch – pizzicare
to spread rumors – diffondere voci / spargere pettegolezzi

to threaten – minacciare
to trip – far inciampare
to trust – fidarsi
trouble – problema / guaio
unhealthy – non salutare / dannoso per la salute
way to cope – modo per affrontare (una situazione)
weight – peso
weight loss – perdita di peso
withdrawal – astinenza

UNIT 6

award – premio / riconoscimento
badge – distintivo / stemma
ball – ballo
blazer – giacca (formale)
degree – laurea
fancy – elegante
gown – toga / abito formale
jumper – maglione
leather – pelle / cuoio
permanent hall – residenza permanente
pole – palo
postgraduate – studente post-laurea (magistrale o dottorato)
rival – rivale
robe – mantello
subject – materia / disciplina
tie – cravatta
to fund – finanziare
trainers – scarpe da ginnastica
undergraduate – studente universitario (triennale)

UNIT 7

bowl and field – lanciare e difendere (nel cricket)
crowd – folla, pubblico
dressage riding – equitazione dressage
fence – recinto
field – campo
grass court – campo in erba
grassy ground – terreno erboso
match – partita, incontro
obstacle courses – percorsi a ostacoli
owner – proprietario
race – gara, corsa
retractable roof – tetto retrattile
root – radice
show jumping – salto ostacoli
speed – velocità
sprinter – velocista
to beat – battere, sconfiggere
to cheer – tifare, applaudire
tournament – torneo
track – pista, tracciato
win – vittoria, vincere

UNIT 8

air bubble – bolla d'aria
air conditioning – aria condizionata
amount – quantità
blanket – coperta (o strato, in senso figurato)
carbon footprint – impronta di carbonio

cement – cemento
cloud – nuvola
coal – carbone
commitment – impegno
coral reef – barriera corallina
crop – raccolto
deforestation – deforestazione
dirty – sporco
disappear – scomparire
droughts – siccità
dry – secco
farmer – agricoltore, contadino
flooding – inondazione, alluvione
fossil fuels – combustibili fossili
garbage – spazzatura, rifiuti
goal – obiettivo
greenhouse effect – effetto serra
ground – suolo, terreno
heat – calore
heat waves – ondate di calore
layer – strato
pollution – inquinamento
power plants – centrali elettriche
rain – pioggia
renewable energy – energia rinnovabile
seal – foca
shelter – rifugio
snow – neve
solar power – energia solare
source – fonte
space – spazio
species – specie
storm – tempesta
tab – rubinetto
thick – spesso, denso
tiny – minuscolo
to affect – influenzare, colpire
to be concerned – essere preoccupato
to bleach – sbiancare
to breathe – respirare
to burn – bruciare
to bury – seppellire
to cut – tagliare, ridurre
to decrease – diminuire, ridurre
to drill – perforare, trivellare
to dump – scaricare, gettare
to endanger – mettere in pericolo
to extinct – estinguersi
to face – affrontare
to get sick – ammalarsi
to hunt – cacciare
to increase – aumentare
to lay – deporre (es. uova)
to measure – misurare
to melt – sciogliere
to release – rilasciare
to rise – aumentare, salire
to run out – esaurire, finire
to shrink – restringersi, ridursi
to steal – rubare

to take care – prendersi cura
to trap – intrappolare
to waste – sprecare
to withdraw – ritirarsi
tools – strumenti, attrezzi
treaty – trattato
unsafe – non sicuro, pericoloso
warm – caldo, riscaldare
weather – meteo, clima
weather pattern – modello climatico
wildfires – incendi boschivi
wildlife – fauna selvatica

UNIT 9

accordion – fisarmonica
charity – beneficenza
choir – coro
church – chiesa
clarinet – clarinetto
composer – compositore
double bass – contrabbasso
dreamy – sognante
drums – tamburi / batteria
environmental issue – problema ambientale
farm – fattoria
flute – flauto
forever – per sempre
haircuts – tagli di capelli
harmonica – armonica a bocca
harp – arpa
heartfelt – sentito / profondo
mud – fango
muddy field – campo fangoso
music chart – classifica musicale
musician – musicista
nickname – soprannome
orchestral piece – brano orchestrale
powerful – potente
sound – suono
stage – palco
tent – tenda
to clap (hands) – battere le mani
to practice – esercitarsi
to praise – lodare
to record – registrare
to shake things up – scuotere le cose / dare una svolta
to sing – cantare
to split up – sciogliersi / separarsi
tool – strumento
trumpet – tromba
voice – voce
wave – onda
wellies – stivali di gomma

UNIT 10

artwork – opera d'arte
audience – pubblico
bench – panchina
boring – noioso
bridge – ponte

brushstroke – pennellata
building – edificio
canvas – tela
carry a message – portare un messaggio
cave – caverna
consumerism – consumismo
craft – artigianato
deface – deturpare
drawing – disegno
dull – noioso
frame – cornice
hope – speranza
marble – marmo
mass production – produzione di massa
painting – pittura
portrait – ritratto
pottery – ceramica
property owner – proprietario
sculpture – scultura
shape – forma
sidewalk – marciapiede
social issue – problema sociale
splash and drip – schizzi e gocce
spray paint – vernice spray
stained glass – vetrata
sticker – adesivo
stone – pietra
think outside the box – pensare fuori dagli schemi
to agree – essere d'accordo
to be allowed – essere permesso
to belong – appartenere
to damage – danneggiare
to hide – nascondere
to remind – ricordare
to wrap – avvolgere
wall – muro
weapon – arma

UNIT 11

achievement – risultato, conquista
background – background, contesto
belief – credenza
border – confine
challenge – sfida
courage – coraggio
crop(s) – coltivazione/i
crowded – affollato
custom – tradizione
dignity – dignità
dream – sogno
earthquake – terremoto
enslaved – schiavizzato
equality – uguaglianza
fairly – giustamente
fairness – giustizia, equità
fear – paura
fighting – combattimento
freedom – libertà
gunman – sparatore
happiness – felicità

healthcare – assistenza sanitaria
high price – prezzo elevato
injustice – ingiustizia
jew – ebreo
jewish – ebraico
kindness – gentilezza
lack – mancanza
law – legge
lawyer – avvocato
march – marcia
owner – proprietario
peacefully – pacificamente
political asylum – asilo politico
preacher – predicatore
refugee – rifugiato
seamstress – sarta
seat – posto, sedile
segregation – segregazione
settler(s) – colono(i)
skin – pelle
slavery – schiavitù
speech – discorso
to apply – applicare
to beat – combattere, picchiare
to blame – incolpare
to defeat – sconfiggere
to escape – scappare
to fight – combattere
to free – liberare
to hurt – ferire
to involve – coinvolgere
to lead – guidare
to seek – cercare
to shut down – chiudere, spegnere
to smuggle – contrabbandare
to spread – diffondere
to stand up – alzarsi, ribellarsi
to treat – trattare
trade – commercio
treatment – trattamento
unfairly – ingiustamente
visa – visto

UNIT 12

advertising – pubblicità
borough – quartiere, distretto
bravery – coraggio
chest – cassa
crash – collisione
deep – profondo
densely – densamente
desert – deserto
dry – secco
fashion – moda
field – campo
finance – finanza
fire – fuoco
foreign – straniero
foreigners – stranieri
island – isola

lake – lago
lively – vivace
main – principale
plain – pianura
season – stagione
skyscrapers – grattacieli
strict – severo
subway – metropolitana
the mouth of a river – foce di un fiume
to crash – schiantarsi
to dress up – vestirsi
to farm – coltivare
to hijack – dirottare
to hunt – cacciare
to punish – punire
to sign – firmare
to sneak – sgattaiolare
trading harbour – porto commerciale
tribe – tribù

UNIT 13

acting company – compagnia teatrale
actor – attore
anger – rabbia
author – autore
bee – ape
beekeeper – apicoltore
broomstick – scopa
cannon – cannone
catch fire – prendere fuoco
character – personaggio
cousin – cugino / cugina
curtain – tenda
death – morte
enemy – nemico
evil – male, cattivo
factory – fabbrica
fear – paura
female – femmina / donna
fool – sciocco / buffone
foolish – sciocco / stolto
friendship – amicizia
ghost – fantasma
grumpy – burbero
heartbroken – con il cuore spezzato

honesty – onestà
huge success – enorme successo
orphan – orfano
passageway – passaggio
pickpocket – borseggiatore
play – opera teatrale / spettacolo / commedia
playwright – drammaturgo
poem – poesia
poison – pozione
priest – prete / sacerdote
publisher – editore
roof – tetto
sadness – tristezza
scary – spaventoso
spell – incantesimo
struggle – lotta, difficoltà
sunlight – luce del sole
thief (thieves) – ladro (ladri)
to backfire – avere effetti contrari, ritorcersi contro
to banish – bandire / esiliare
to battle – combattere
to be mean – essere cattivo, meschino
to be scared – avere paura
to burn down – bruciare completamente / andare a fuoco
to cheer – acclamare / tifare
to climb – arrampicarsi
to disappear – scomparire
to find out – scoprire
to gather – radunarsi / raccogliere
to give up – arrendersi
to harm – danneggiare, fare del male
to laugh – ridere
to marry – sposare
to perform – esibirsi / recitare
to steal – rubare
to take care – prendersi cura
tomb – tomba
tough – duro / tosto
trapdoors – botole
trick – trucco / inganno
wise – saggio
witch – strega
wizard – mago
wood – legno / bosco
workhouse – casa di lavoro