CAPITOLO

1

Hello, World!

"To be, or not to be, that is the question." — William Shakespeare, Hamlet

OBIETTIVI

1. I can say and spell names, numbers, phone numbers and email addresses.
2. I can talk about countries and nationalities with the correct word stress.
3. I can use the verb *to be*, subject pronouns and possessive adjectives correctly.
4. I can use possessive *'s*, *this / that / these / those*, *a / an* and plural nouns.
5. I can greet people, introduce myself and others, and ask for personal information.
6. I can write a short personal profile and explain the difference between the UK, Great Britain and the British Isles.

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English 1 · Parte I · Me and My World · versione 1.0
Capitolo 1: Hello, World! · pagine 21–44 del volume completo · estratto per lo studio

Every conversation in a new language starts in the same way: *Hello! What's your name? Where are you from?* In this first unit you meet the people of this book. **Giulia Ferraro** is fifteen and she is a student at a *liceo classico* in Turin. This year she is an exchange student in Bristol, in the south-west of England. Her exchange partner is **Sam Taylor**, and Sam's friends **Aoife** and **Callum** are in the same class. With them you practise the most important verb in English, *to be*, and the words you need on the first day in a new place: countries and nationalities, the alphabet, numbers, and personal information. At the end of the unit you visit the United Kingdom — and you discover that "England", "Britain" and "the UK" are three different names for three different things.

1.1 Vocabulary: countries, nationalities and numbers

1.1.1 Countries and nationalities

In English, a country has a name (*Italy*) and a **nationality** word (*Italian*). The nationality word is an adjective (*an Italian city*), it describes people (*She's Italian*) and it is often the name of the language too (*Italian is a beautiful language*). There is no single rule for the endings, but there are some common groups. Look at Table 1.1.

Tabella 1.1 Countries and nationalities, grouped by ending

Ending	Country → nationality
-(i)an	Italy → Italian · Germany → German · Brazil → Brazilian · Canada → Canadian · Egypt → Egyptian · the USA → American · Australia → Australian · India → Indian
-ish	England → English · Ireland → Irish · Scotland → Scottish · Spain → Spanish · Poland → Polish · Turkey → Turkish
-ese	Japan → Japanese · China → Chinese · Portugal → Portuguese · Vietnam → Vietnamese
other	France → French · Wales → Welsh · Greece → Greek · the Netherlands → Dutch · Switzerland → Swiss · the UK → British

When a word gets longer, the stress often moves. **Word stress** is the strong syllable in a word: in *Italy* it is the first syllable, **I**-ta-ly, but in *Italian* it is the second, i-**TA**-li-an. Nationalities in *-ese* are always stressed on *-ese*: ja-pa-**NESE**, chi-**NESE**. Figure 1.1 shows the stress of some pairs with big and small circles. Dictionaries show stress with the mark ˈ before the strong syllable: /ɪˈtæliən/.

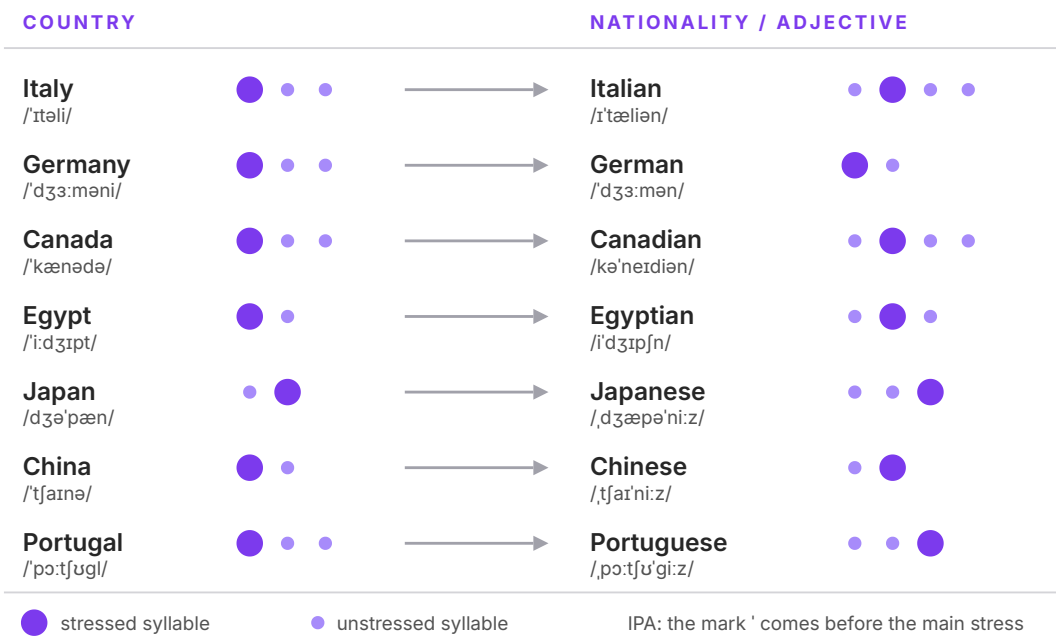


Figura 1.1 Word stress in countries and nationalities. Each circle is a syllable; the big circle is the stressed syllable. Notice how the stress moves in *Italy* → *Italian*, *Canada* → *Canadian* and *Japan* → *Japanese*.

ERRORE FREQUENTE

In inglese le nazionalità, le lingue, i nomi dei paesi, i giorni e i mesi si scrivono sempre con la **lettera maiuscola**, anche in mezzo alla frase. Anche il pronome *I* (io) è sempre maiuscolo.

✗ *She is italian and i am english.* → ✓ *She is Italian and I am English.*
✗ *My teacher of english is from london.* → ✓ *My English teacher is from London.*

1.1.2 The alphabet and spelling

English has the same 26 letters as the international alphabet, but the names of the letters are different from Italian. The easiest way to learn them is in groups with the same vowel sound (Table 1.2). We use the alphabet to **spell** a word, that is, to say its letters one by one: *How do you spell your name?* — *G-I-U-L-I-A.* For two identical letters together we say **double**: *Ferraro* is F-E-**double R**-A-R-O, *Anna* is A-**double N**-A.

Tabella 1.2 The letters of the alphabet grouped by vowel sound (British English)

Sound	Letters	Example
/eɪ/	A H J K	H = /eɪtʃ/, J = /dʒeɪ/
/iː/	B C D E G P T V	E = /iː/, G = /dʒiː/
/e/	F L M N S X Z	X = /eks/, Z = /zed/ (AmE /ziː/)
/aɪ/	I Y	I = /aɪ/, Y = /waɪ/
/əʊ/	O	O = /əʊ/
/uː/	Q U W	Q = /kjuː/, W = /ˈdʌbl juː/
/ɑː/	R	R = /ɑː/

For Italian speakers the dangerous letters are **E** and **I** (English E sounds like Italian "i", and English I sounds like "ai"), **A** ("ei", not "a"), and **G** and **J**, which are easy to confuse. Practise with the names of your classmates and with words that you see every day: *BBC, USA, UK, DVD, PE* (physical education).

1.1.3 Numbers

You know many numbers already, but some details are important. In the *teens* (13–19) the stress is on *-teen*: thir**TEEN**, fif**TEEN**. In the tens (30, 40, 50…) the stress is on the first syllable: **THIR**ty, **FIF**ty. This is why the two groups sound different: *fourteen* /ˌfɔːˈtiːn/ vs *forty* /ˈfɔːti/ (note the spelling: *four*, *fourteen*, but *forty*).

Tabella 1.3 Numbers from 0 to one million

Number	Words	Number	Words
0	zero / nought / oh	21	twenty-one
11, 12	eleven, twelve	40	forty
13, 15	thirteen, fifteen	99	ninety-nine
14	fourteen	100	a / one hundred
18, 20	eighteen, twenty	105	one hundred **and** five
30, 50	thirty, fifty	2,026	two thousand **and** twenty-six
80	eighty	1,000,000	a / one million

Three rules for big numbers. First, between 21 and 99 we write a hyphen: *twenty-one, forty-five*. Second, in British English we say *and* after *hundred* or *thousand* when other numbers follow:

three hundred ***and*** *sixty* (in American English *and* is often left out). Third, **hundred**, **thousand** and *million* have no *-s* after a number: *two hundred students*, ✗*two hundreds students*.

COLLEGAMENTI

Maths and science. English uses a *point* for decimals and a *comma* for thousands — the opposite of Italian. In a science article in English, *3.14* is "three point one four" and *1,500* is "one thousand five hundred". In Italian these numbers are written *3,14* and *1.500*. Careful also with *billion*: in modern English a billion is 1,000,000,000, an Italian *miliardo*.

1.1.4 Personal information

On forms, cards and websites you find the same words again and again. Your **first name** is your personal name (*Giulia*, *Sam*); your **surname** or family name is the name of your family (*Ferraro*, *Taylor*). A *nickname* is an informal name: *Sam* is the nickname of *Samuel*. Your *date of birth* is the day you were born; your *address* is the number and street of your home, and in the UK it ends with a **postcode**, a code of letters and numbers like *BS7 2LP*. Look at Sam's card in Figure 1.2.

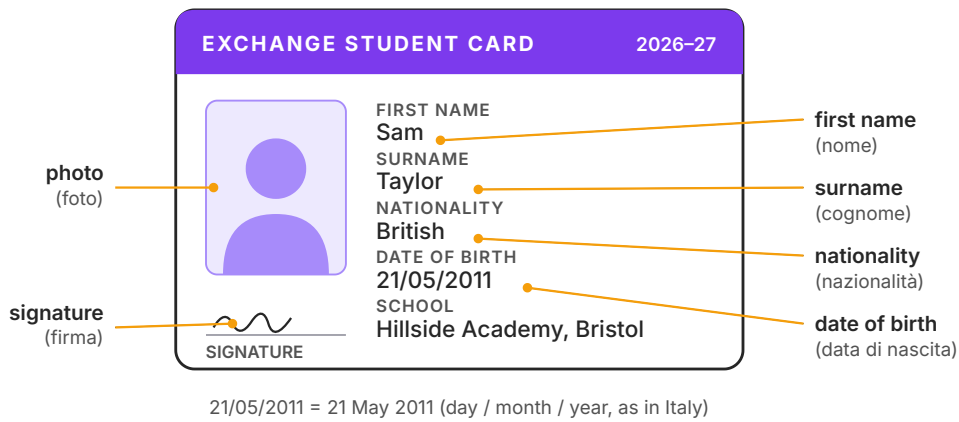


Figura 1.2 An exchange student card. On British forms the date of birth is written day / month / year, as in Italy; in the US it is month / day / year.

Phone numbers and email addresses have their own rules. In a phone number we say the digits one by one, and in British English 0 is usually *oh*: 0117 is "oh one one seven". Two equal digits together are *double*: 33 is "double three". In an email address, **@** is *at*, **.** is *dot*, **_** is *underscore* and **-** is *hyphen* or *dash*: *sam.taylor@example.com* is "sam dot taylor at example dot com".

DA RICORDARE

Classroom language. *How do you spell…?* · *What does … mean?* · *How do you say … in English?* · *Can you repeat that, please?* · *Sorry, I don't understand.* · *Can you speak more slowly, please?* These six questions are your survival kit: use them from the first lesson, in English, not in Italian.

LEARNING TO LEARN

Your dictionary. A learner's dictionary in English (a **monolingual dictionary**, on paper or online) tells you much more than a translation. Look up *nationality*: you find the part of speech (*noun*), the plural (*nationalities*), the meaning in simple English, example sentences and the pronunciation, /ˌnæʃəˈnæləti/. The symbols are the IPA (International Phonetic Alphabet), the same in every good dictionary, and the mark ˈ comes just before the stressed syllable. Learn the symbols little by little with the table of sounds in the Reference pages at the end of this book.

Try it. Look up *Japan* and *Japanese*. Where is the stress mark in each word? (Answer: /dʒəˈpæn/, ja**PAN**; /ˌdʒæpəˈniːz/, japa**NESE**: the stress moves, as in Figura 1.1.)

1.2 Reading: Welcome to the exchange class

Before you read. Imagine a school exchange with a school in another country. What information about your partner is important for you? Make a list of five questions, then read the web page. Are your questions answered?

Hillside–Turin Exchange 2026: meet our students!

Welcome to our exchange page! This year there are twenty students from Turin with us in Bristol. Here are four profiles. Read them and say hello!

Sam Taylor. Hi! I'm Sam and I'm fifteen. I'm English and I'm from Bristol, a big city in the south-west of England. My school is Hillside Academy. My mum is a nurse and my dad is a bus driver. My favourite subject is history and my favourite food is pizza — so Italy is perfect for me! My exchange partner is Giulia. Her city is Turin, in the north-west of Italy. In February my class is in Turin, so this is the first part of the exchange.

Giulia Ferraro. Ciao! My name's Giulia Ferraro — that's F-E-double R-A-R-O. I'm fifteen and I'm Italian, from Turin. I'm a student at a *liceo classico*: it's a secondary school with lots of Latin and Greek. My parents are teachers. My brother's name is Marco; he's nineteen and he's a university student in Milan. My favourite things are basketball, maps and old black-and-white films. Are you a film fan too? Then we're friends already!

Aoife Byrne. Hello, everyone! I'm Aoife. For some people my name is a problem, so here's the pronunciation: /ˈiːfə/, like "EE-fa". I'm fifteen and I'm Irish, from Galway, a city on the west

coast of Ireland. Ireland isn't part of the UK: it's a different country, with its own government. My family is in Bristol this year because of my mother's new job. My favourite subjects are art and English, and my best friends are my two cats, Mossy and Bean!

Callum Reid. Hiya! I'm Callum and I'm fifteen. I'm from Edinburgh, the capital of Scotland, but this year I'm in Bristol with my dad. People often ask me, "Are you English?" No, I'm not! I'm Scottish — and I'm British too. My favourite sport is football and my favourite instrument is the guitar. My Italian is very bad, but I'm a fast learner. Ciao, Turin!

Language in context

Look at the verbs in the profiles: almost every sentence uses *to be* (*I'm fifteen, My parents are teachers, Ireland isn't part of the UK*). Notice *'s* in two different jobs: in *he's nineteen* it is *is*, but in *My brother's name* and *my mother's new job* it is the **possessive**. Find also the possessive adjectives *my, her, our* and *its*. You study all these forms in section 1.3.

1.3 Grammar: *to be*, pronouns, possessives, *this / that*, *a / an* and plurals

1.3.1 The verb *to be*

To be (*essere*) is the most frequent verb in English. It is irregular: it has three forms in the present, *am, is, are*. In speaking and in informal writing we use the **short form** (or contraction), with an apostrophe in place of the missing letter: *I am → I'm*. The **full form** is for formal writing and for emphasis.

Tabella 1.4 Present of *to be*: full and short forms

Affirmative	Negative	Questions	Short answers
I am / I'm	I am not / I'm not	Am I...?	Yes, I am. / No, I'm not.
you are / you're	you are not / you aren't	Are you...?	Yes, you are. / No, you aren't.
he is / he's	he is not / he isn't	Is he...?	Yes, he is. / No, he isn't.
she is / she's	she is not / she isn't	Is she...?	Yes, she is. / No, she isn't.
it is / it's	it is not / it isn't	Is it...?	Yes, it is. / No, it isn't.
we are / we're	we are not / we aren't	Are we...?	Yes, we are. / No, we aren't.
you are / you're	you are not / you aren't	Are you...?	Yes, we are. / No, we aren't.
they are / they're	they are not / they aren't	Are they...?	Yes, they are. / No, they aren't.

There are two negative short forms: *he isn't* and *he's not*, *you aren't* and *you're not* are both correct. For *I* there is only one: *I'm not*. In questions the verb goes **before** the subject: *You are Italian → Are you Italian?* A **short answer** repeats the subject pronoun and the verb, not the whole sentence: *Are you Italian? — Yes, I am.* In affirmative short answers we never use the short form: ✓ *Yes, I am.* ✗ *Yes, I'm.*

GRAMMAR IN ITALIANO

Il verbo *to be* (essere). Al presente ha tre forme: *am* (solo con *I*), *is* (con *he, she, it* e con un nome singolare), *are* (con *you, we, they* e con un nome plurale). Nella **forma negativa** si aggiunge *not* dopo il verbo (*I am not → I'm not; she is not → she isn't*). Nella **forma interrogativa** il verbo passa prima del soggetto: *Is Sam English?* In italiano la domanda si fa spesso solo con l'intonazione (*Sam è inglese?*), in inglese invece l'ordine delle parole cambia.

Attenzione: il soggetto è obbligatorio. In italiano possiamo dire *Sono italiana* o *È di Torino*; in inglese il pronome soggetto c'è sempre: *I'm Italian*, *She's from Turin*. Le **risposte brevi** (*short answers*) sono tipiche dell'inglese: rispondere solo *Yes* o *No* può sembrare brusco.

ERRORE FREQUENTE

Con l'età, e in molte espressioni dove l'italiano usa *avere*, l'inglese usa *to be*:

✗ *I have fifteen years.* → ✓ *I'm fifteen* / *I'm fifteen years old.* (✗ *I'm fifteen years.*)
✗ *I have hungry / cold.* → ✓ *I'm hungry / cold.* (ho fame, ho freddo) · ✓ *You're right.* (hai ragione)

Al contrario, *agree* (essere d'accordo) è un verbo, non un aggettivo: non vuole *to be*.
✗ *I am agree with you.* → ✓ *I agree with you.*

1.3.2 Subject pronouns and possessive adjectives

Subject pronouns tell us who does the action or who the sentence is about: *I, you, he, she, it, we, you, they*. *You* is the same in the singular and in the plural, and it is the same for a friend or a teacher: English has no special polite form like the Italian *Lei*. *It* is for things, animals and places (*Bristol? It's a big city*) and also for time and weather (*It's cold*). *They* is the plural of *he*, *she* and *it*.

Each pronoun has a **possessive adjective** to say who something belongs to: *my, your, his, her, its, our, your, their* (Figure 1.3). Possessive adjectives go before a noun and never change: *my friend, my friends*.

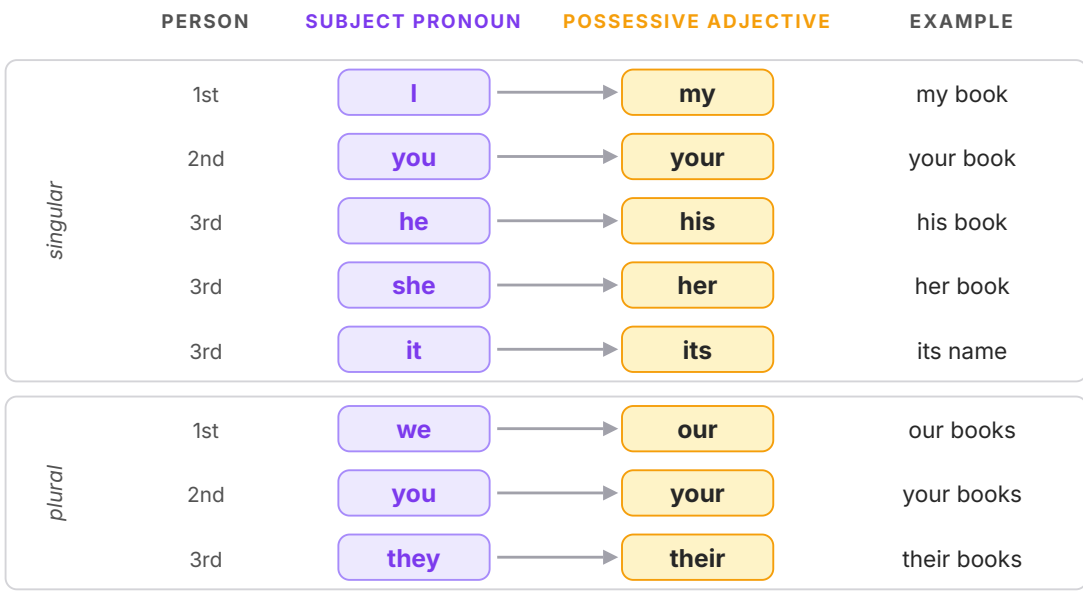


Figura 1.3 Subject pronouns and possessive adjectives. The possessive adjective goes before the noun and it is the same with singular and plural nouns (*our book, our books*).

GRAMMAR IN ITALIANO

Pronomi soggetto e aggettivi possessivi. L'aggettivo possessivo (*possessive adjective*) inglese concorda con il **possessore**, non con la cosa posseduta. In italiano diciamo *Marco e sua sorella* e *Giulia e suo fratello*; in inglese si guarda chi possiede: *Marco and **his** sister* (di lui), *Giulia and **her** brother* (di lei).

Inoltre l'aggettivo possessivo inglese **non vuole l'articolo**: *il mio libro = my book* (✗ *the my book*); *i miei amici = my friends*. Non confondere *its* (suo, di una cosa o di un animale) con *it's* (= *it is*): *Its name is Mossy. It's a cat.*

1.3.3 Possessive *'s* and *s'*

To say that something belongs to a person, English adds **possessive 's** to the name of the owner and puts the owner **before** the thing: *Sam's card* (la tessera di Sam), *my mother's job*. The rules are simple:

- singular noun + *'s*: *Giulia's brother, the teacher's desk*;
- regular plural noun (ending in *-s*) + *'* only: *my parents' car, the students' classroom*;
- irregular plural (not ending in *-s*) + *'s*: *the children's names, people's opinions*;
- names ending in *-s*: *James's* or *James'*, both correct.

Be careful: *'s* can also be the short form of *is*. *Sam's English* = Sam is English; *Sam's English book* = il libro di inglese di Sam. The words after *'s* tell you which one it is.

GRAMMAR IN ITALIANO

Il genitivo sassone. Per indicare il possesso con le persone (e spesso con gli animali), l'inglese non usa *of* ma il **genitivo sassone**: possessore + *'s* + cosa posseduta, senza articolo. *La bici di Callum* → *Callum's bike* (✗ *the bike of Callum*). L'ordine è il contrario dell'italiano: prima chi possiede, poi che cosa.

Con i plurali regolari si mette solo l'apostrofo: *the girls' teacher* = l'insegnante delle ragazze, mentre *the girl's teacher* = l'insegnante della ragazza. Nella lingua parlata le due forme si pronunciano allo stesso modo: il contesto chiarisce. Con le cose si usa di solito *of*: *the capital of Scotland*.

1.3.4 *This, that, these, those*

Demonstratives point at people and things. We choose them by **distance** (near me / far from me) and by **number** (singular / plural).

Tabella 1.5 Demonstratives

	Singular	Plural
near (here)	*this* /ðɪs/ — *This is my bag.*	*these* /ðiːz/ — *These are my friends.*
far (there)	*that* /ðæt/ — *Is that your phone?*	*those* /ðəʊz/ — *Those students are Italian.*

We also use *this* to introduce people (*Mum, this is Giulia*) and on the phone (*Hello, this is Sam*). Listen to the difference between the short vowel of *this* and the long vowel of *these*: it changes the meaning.

GRAMMAR IN ITALIANO

I dimostrativi. *This* (questo/questa) e *these* (questi/queste) indicano ciò che è vicino; *that* (quello/quella) e *those* (quelli/quelle) ciò che è lontano. A differenza dell'italiano non cambiano per il genere (maschile o femminile), ma **cambiano per il numero**: *this book* → *these books*, *that girl* → *those girls*. Quando presentiamo più persone usiamo il plurale anche per il verbo: *These **are** my parents* (✗ *This are…*, ✗ *These is…*).

1.3.5 *A / an* and plural nouns

A and *an* are the **indefinite article** (*un, uno, una, un'*). We use them only with singular countable nouns. The choice depends on the first **sound**, not the first letter: *a* before a consonant sound, *an* before a vowel sound.

- *a* book, *a* city, *a* **u**niversity /ˌjuːnɪˈvɜːsəti/, *a* **E**uropean country, *a* **u**niform (the sound is /j/, a consonant);
- *an* apple, *an* email, *an* Italian student, *an* **h**our /ˈaʊə/, *an* **h**onest boy (the *h* is silent), *an* **M**P3 file (M = /em/).

To make a **plural**, we normally add *-s*: *student → students*. But spelling has some rules, and some very common nouns are **irregular plurals** (Table 1.6).

Tabella 1.6 Plural spelling and irregular plurals

Rule	Examples
most nouns: + *-s*	book → books · girl → girls · day → days
after *-s, -ss, -sh, -ch, -x*: + *-es*	bus → buses · class → classes · dish → dishes · watch → watches · box → boxes
consonant + *-o*: often + *-es*	potato → potatoes · tomato → tomatoes · hero → heroes · *but* photo → photos, piano → pianos
consonant + *-y* → *-ies*	city → cities · country → countries · family → families
vowel + *-y*: + *-s*	boy → boys · key → keys · day → days
-f / *-fe* → *-ves*	knife → knives · wife → wives · life → lives · shelf → shelves · leaf → leaves · *but* roof → roofs
irregular	man → men · woman → women /ˈwɪmɪn/ · child → children · person → people · foot → feet · tooth → teeth · mouse → mice
same form	sheep → sheep · fish → fish

GRAMMAR IN ITALIANO

Articolo indeterminativo e plurale. In inglese c'è un solo articolo indeterminativo, invariabile per genere: *a* davanti a un **suono** consonantico, *an* davanti a un suono vocalico (*an hour*, ma *a university*). L'articolo *a / an* non si usa con i nomi plurali: *a book → books* (✗ *a books*).

Differenza importante: con le **professioni** l'inglese vuole sempre l'articolo. *Mia madre è infermiera → My mother is **a** nurse* (✗ *My mother is nurse*). Gli aggettivi, invece, non hanno plurale: *a tall boy → two tall boys* (✗ *talls boys*). E *people* è già plurale: *These people **are** nice*.

1.3.6 Question words

A **question word** (or *wh-* word) asks for information, not just *yes* or *no*. It goes at the beginning of the question, before the verb: **question word + *be* + subject**.

Tabella 1.7 Basic question words with *to be*

Question word	Asks about	Example
What	things, information	*What's your name? What's your phone number?*
Where	places	*Where are you from? Where's Galway?*
Who	people	*Who's that girl? — She's Aoife.*
How old	age	*How old is your brother? — He's nineteen.*
How	condition, manner	*How are you? — I'm fine, thanks.*

GRAMMAR IN ITALIANO

Le parole interrogative. *What* = che cosa / quale, *Where* = dove, *Who* = chi, *How old* = quanti anni, *How* = come. L'ordine è fisso: parola interrogativa + verbo + soggetto (*Where **are you** from?*). Nota la preposizione alla fine della domanda: *Di dove sei? = Where are you **from**?* (✗ *From where you are?*). L'età si chiede con *How old…?*, non con ✗ *How many years have you?*

ESEMPIO SVOLTO

Task: ask Callum about his city. The answer is *I'm from Edinburgh.*

1. What information do you want? A place → the question word is *Where*.
2. Find the subject and the verb: *you* + *are*.
3. Put the verb before the subject: *are you*.
4. Add the question word at the beginning and the preposition at the end: *Where are you from?*
5. Check with a short answer question: *Are you from Edinburgh? — Yes, I am.*

1.4 Listening and Speaking: greetings and introductions

Giulia arrives in Bristol. There are no recordings with this book: your teacher, or two or three classmates, read each script aloud while you listen with your book closed; then you read it. Listen to the two scripts. In the first one, notice how the speakers greet and introduce people: are they formal or informal? In the second one, Giulia gives her personal information at the school office.

Tabella 1.8 Listening script 1 — Welcome to Bristol!

Sam	Giulia! Hi! Over here!
Giulia	Sam! Hello! Nice to meet you at last!
Sam	Nice to meet you too. How are you? Are you tired?

Giulia	I'm fine, thanks, but I'm a bit tired. And you?
Sam	I'm great, thanks. Giulia, this is my mum. Mum, this is Giulia.
Mrs Taylor	Hello, Giulia. Welcome to Bristol. I'm Helen Taylor.
Giulia	Good afternoon, Mrs Taylor. Pleased to meet you.
Mrs Taylor	Pleased to meet you too. Oh, and please call me Helen.
Giulia	Thank you... Helen.
Sam	And these are my friends, Callum and Aoife. They're in my class.
Callum	Hiya, Giulia. Nice to meet you.
Aoife	Hi! Welcome to England! Is this your first time in the UK?
Giulia	Yes, it is! I'm really excited. Aoife... how do you spell your name?
Aoife	A-O-I-F-E. It's an Irish name. Don't worry, it's a problem for everyone!
Callum	Is that your suitcase, Giulia? It's huge!
Giulia	Yes, it is. And these two bags are my bags too. Sorry!
Mrs Taylor	No problem. Come on, everyone. The car's just outside.

In the first script there are two styles. With Sam and his friends, Giulia is **informal** (*Hi! Nice to meet you*); with Sam's mother, an adult she doesn't know, she starts with a **formal** **greeting** (*Good afternoon, Mrs Taylor. Pleased to meet you*) until Mrs Taylor says *call me Helen*. This is typical in Britain: adults often ask young people to use their first name, but it is polite to wait for the invitation.

Tabella 1.9 Listening script 2 — At the school office

Mr Evans	Good morning. Are you a new student?
Giulia	Good morning. Yes, I'm an exchange student from Italy. My name's Giulia Ferraro.
Mr Evans	Welcome to Hillside Academy, Giulia. I'm Mr Evans, the school secretary. Right, your form... What's your surname, please? How do you spell it?
Giulia	It's F-E-double R-A-R-O.
Mr Evans	F-E-R-R-A-R-O. Thank you. And you're Italian, so your nationality is... Italian. How old are you?
Giulia	I'm fifteen.
Mr Evans	And what's your address here in Bristol?
Giulia	It's 24 Elm Road. I'm with the Taylor family.
Mr Evans	Ah, you're Sam Taylor's exchange partner! What's the postcode?

Giulia	Just a moment, it's on this card… B-S-seven, two-L-P.
Mr Evans	BS7 2LP. And what's your mobile number?
Giulia	It's oh seven seven double oh, nine double oh, three six one.
Mr Evans	Oh seven seven double oh… nine double oh, three six one. And your email address?
Giulia	It's giulia underscore f one five at example dot com.
Mr Evans	Is that "f" for "Ferraro"?
Giulia	Yes, that's right.
Mr Evans	Perfect. Here's your student card. Your class is in Room 12, upstairs.
Giulia	Thank you very much. Goodbye!
Mr Evans	Bye, Giulia. Have a nice day!

Table 1.10 collects the useful language of the two scripts.

Tabella 1.10 Useful language: greetings, introductions and personal information

Function	Formal	Informal
Greeting	Good morning. / Good afternoon. / Good evening.	Hi! / Hello! / Hiya! (BrE)
Asking how someone is	How are you?	How are you? / How's it going?
Answering	Very well, thank you. And you?	Fine, thanks. / Great! / Not bad.
Introducing yourself	My name is Giulia Ferraro.	I'm Giulia.
Introducing other people	May I introduce Mrs Taylor?	This is Sam. / These are my friends.
Answering an introduction	Pleased to meet you.	Nice to meet you. / Nice to meet you too.
Asking for information	What's your surname, please? / Could you spell that, please?	What's your name? / Where are you from? / How old are you?
Saying goodbye	Goodbye. / Have a nice day.	Bye! / See you! / See you later!

Two small traps. *Good night* is not a greeting: we say it when we leave in the evening or go to bed. And *How are you?* needs a short, positive answer and often the same question back: *Fine, thanks. And you?*

Speaking. Work in pairs or groups of three.

1. **Meet and greet.** Student A is a new exchange student; Student B is a student in the class. Greet each other, ask names, nationality, city and age, and spell your names.
2. **At the school office.** Student A is the school secretary and completes a form; Student B gives a (real or invented) surname, address, postcode, phone number and email address. Then swap roles.
3. **Introduce a friend.** In groups of three, introduce your partner to a teacher (formal) and to a friend (informal). Use *This is…* and the right answer to an introduction.

1.5 Writing: a personal profile

Exchange websites, school clubs and pen-friend projects often ask for a short **personal profile**: a text about you, for people who don't know you yet. Read Elena's profile for the Hillside–Turin website.

Model text: Elena's profile

Hello! My name is Elena Conti and I'm fifteen years old. I'm Italian and I'm from Bari, a city on the south-east coast of Italy.

My family is small. My mum is a doctor, my dad is a cook and my sister Sara is twelve. Our flat is in the centre of the city, near the sea. My school is a liceo classico, and my favourite subjects are maths and English, but Greek is a problem for me!

My favourite sport is volleyball and my favourite place is the beach in the evening. I'm also a member of the school choir. My friends say I'm friendly and a good listener.

Are you from the UK or Ireland? Are you interested in Italian food? Then write to me! Bye for now, Elena.

Tabella 1.11 The structure of a personal profile

Paragraph	Content	Useful language
1 · Opening	greeting, name, age, nationality, city	*Hello! My name is… · I'm … years old · I'm from…, a city in…*
2 · Family and school	family members and their jobs, home, school, favourite subjects	*My mum is a… · Our flat is… · My favourite subjects are…*
3 · Interests and personality	sport, favourite things and places, character	*My favourite sport is… · I'm also… · I'm friendly*
4 · Closing	a question for the reader, an invitation, goodbye	*Are you…? · Write to me! · Bye for now*

The register is **informal but correct**: short forms (*I'm*), friendly exclamations, no slang. The sentences are short, and three **linkers** join them: *and* adds information, *but* introduces a con-

trast (*maths and English, but Greek is a problem*), and *also* adds another fact. Notice the position of *also*: after the verb *be* (*I'm also a member*).

Checklist. Before you finish, check your profile:

- four short paragraphs, each with one topic;
- capital letters for names, nationalities, cities, countries and *I*;
- the correct form of *be*, with a subject in every sentence;
- *a / an* before jobs (*a doctor*) and the right possessive adjectives (*my, our, his, her*);
- at least one *and*, one *but* and one *also*;
- a question or an invitation for the reader at the end.

Your turn. Write your own profile for an exchange website (60–80 words). Follow the four-paragraph plan in Table 1.11 and use the checklist.

1.6 Culture: the United Kingdom

In football there is an English team, a Scottish team and a Welsh team, but at the Olympic Games there is one team, "Great Britain", and on the athletes' passports the name is "United Kingdom". Confusing? Not really: these are names for different things.

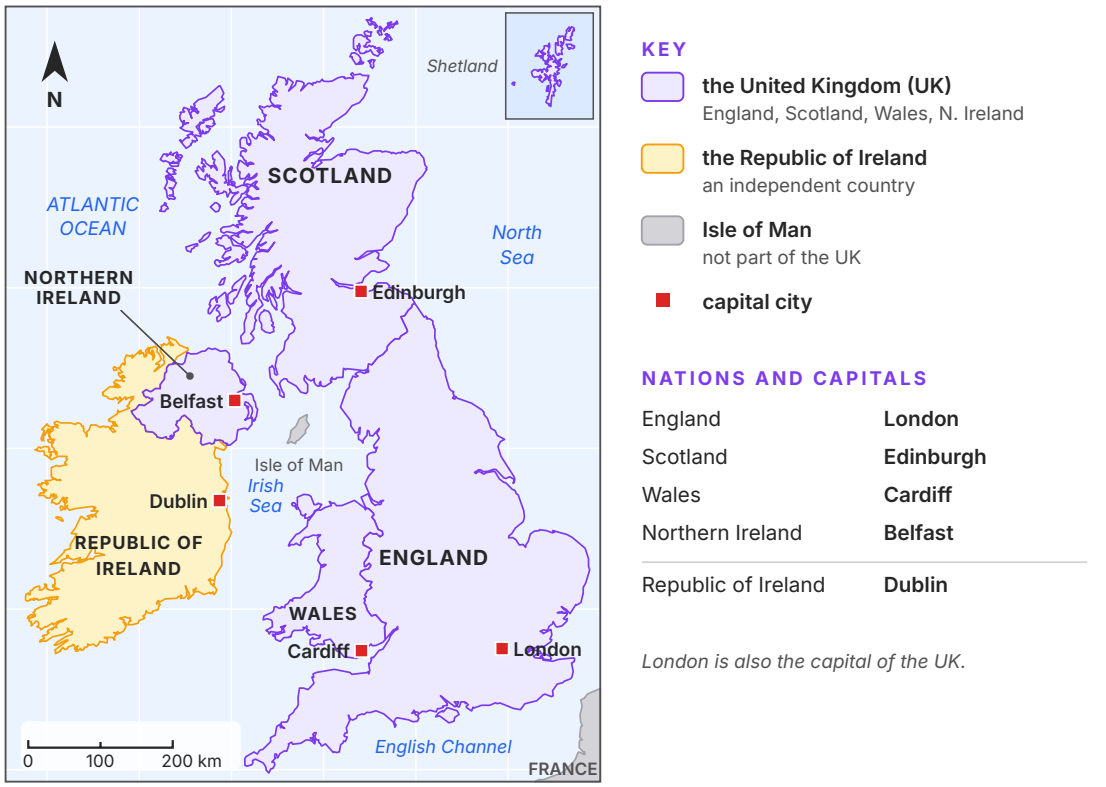


Figura 1.4 The British Isles: the four nations of the United Kingdom with their capitals, the Republic of Ireland and the Isle of Man. Shetland, in the far north, is shown in the box; the scale bar is correct at about 55° N.

Great Britain is the name of an island, the largest island in Europe. On it there are three nations: England, Scotland and Wales. **The United Kingdom** (the UK) is the name of the country, the state. Its full name is *the United Kingdom of Great Britain and Northern Ireland*: it is Great Britain plus Northern Ireland, in the north-east of the island of Ireland. So the UK is a country of four nations, each with a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). London is also the capital of the whole UK. Scotland, Wales and Northern Ireland also have their own parliaments for local questions, like schools and health.

The rest of the island of Ireland is a different, independent country: its name in English is simply *Ireland*, and people often say *the Republic of Ireland* to be clear. Its capital is Dublin, and it is a member of the European Union. It left the UK in 1922 and became a republic in 1949. **The British Isles** is a geographical name for Great Britain, Ireland and more than 6,000 smaller islands around them, like the Isle of Man, the Hebrides, Orkney and Shetland. Many people in Ireland don't like this name, because Ireland is not British: they prefer to say *Britain and Ireland*. Figure 1.5 shows how these names fit together.

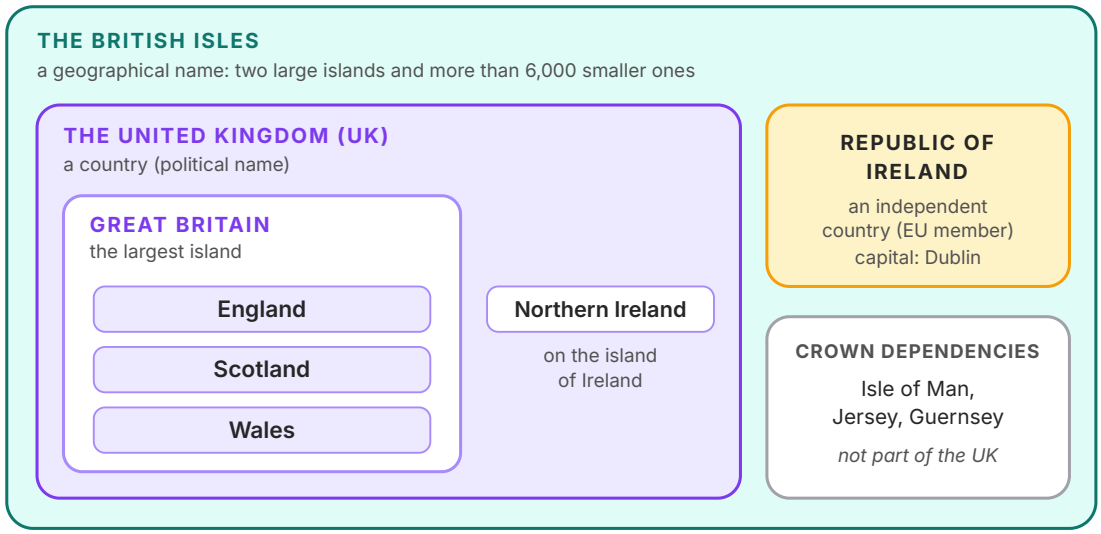


Figura 1.5 One region, many names. Great Britain is an island; the United Kingdom is a country; the British Isles are a group of islands. The Crown Dependencies belong to the British Crown but are not part of the UK.

English is the main language everywhere, but Welsh (*Cymraeg*) is an official language in Wales, where road signs are in two languages; Scottish Gaelic is alive in the Highlands and islands of Scotland; and in the Republic of Ireland, Irish (*Gaeilge*) is the first official language, with English.

The flag of the UK is the **Union Flag**, often called the *Union Jack*. It is a combination of three crosses, the symbols of three patron saints (Figure 1.6): the red cross of St George for England, the white diagonal cross of St Andrew for Scotland, and the red diagonal cross of St Patrick for Ireland. The first Union Flag, with the crosses of England and Scotland, is from 1606; St Patrick's Cross was added in 1801. Wales is not in the flag: it was already part of the Kingdom of England. The Welsh flag, with its red dragon on green and white, is a symbol of Wales today.



St George's Cross
England

St Andrew's Cross
Scotland

St Patrick's Cross
Ireland

the Union Flag
(the Union Jack)

1606: England + Scotland (St George + St Andrew)
1801: St Patrick's Cross is added, after the union with Ireland. This is the flag of today.
Wales is not represented: it was already part of the Kingdom of England in 1606.

Figura 1.6 How the Union Flag is made: the crosses of St George, St Andrew and St Patrick. In the Union Flag the red diagonal cross is not in the centre of the white one: it is moved to one side, so the flag is not the same upside down.

APPROFONDIMENTO

Where do the names come from? *Britain* comes from *Britannia*, the Latin name of the island and of the Roman province there. *England* comes from Old English *Engla land*, "the land of the Angles": the Angles were one of the Germanic peoples who arrived on the island in the 5th and 6th centuries. Their language is the ancestor of the English in this book — and that's why the language is called *English*, not *British*.

Compare with Italy. Italy is one country with twenty regions, and five of them have a special statute with more autonomy. Is a nation of the UK, like Scotland, similar to an Italian region? What is different? Think about names, flags, languages and sports teams.

SINTESI

- Nationality words often end in *-(i)an, -ish, -ese*; they always start with a capital letter. Stress often moves: *Italy* → *Italian*, *Japan* → *Japanese*.
- Spell with the English names of the letters; say *double* for two equal letters (F-E-double R-A-R-O).
- Numbers: *thirteen* (stress on *-teen*) vs *thirty*; *one hundred and five* (BrE); no *-s* in *two hundred*. In phone numbers 0 = *oh*, 33 = *double three*.
- *To be*: *am / is / are*; negative with *not* (*isn't, aren't, I'm not*); questions with the verb before the subject; short answers *Yes, I am / No, I'm not*.
- Age, *hungry, cold, right* take *be*: *I'm fifteen* (non *I have fifteen years*); *agree* is a verb: *I agree*.
- English sentences always have a subject: *She's Italian*. *You* is singular and plural; *it* is for things and animals.
- Possessive adjectives (*my, your, his, her, its, our, their*) agree with the owner and take no article: *Marco and his sister*.
- Possessive *'s*: owner + *'s* + thing (*Sam's card*); *s'* with regular plurals (*my parents' car*); *'s* with irregular plurals (*the children's names*).
- *This / these* = near, *that / those* = far; they agree in number with the noun.
- *a / an* depend on the first sound (*an hour, a university*); jobs need the article (*She's a nurse*). Plurals: *-es, -ies, -ves* and irregulars (*men, women, children, people, feet, teeth, mice*).
- Greetings and introductions are formal (*Good afternoon. Pleased to meet you*) or informal (*Hi! Nice to meet you*).
- Great Britain is an island (England, Scotland, Wales); the UK is a country (Great Britain + Northern Ireland); the Republic of Ireland is independent; the British Isles are a group of islands.

ESERCIZI

Vocabulary

1. ● Choose the correct nationality for *Portugal*.

   A. Portuguish
   B. Portugese
   C. Portuguese
   D. Portugalian

2. ● Which word has the stress on the **last** syllable?

   A. Japanese
   B. Italy
   C. German
   D. Canada

3. ● Write the nationality. a) Spain b) France c) Ireland d) Scotland e) Wales f) Brazil g) China h) the USA

4. ●● Odd one out: find the word that doesn't belong and say why. a) Italian · Spanish · Rome · German b) thirteen · fifteen · seventy · nineteen c) Cardiff · Dublin · Edinburgh · Belfast d) first name · surname · nickname · postcode

5. ●● Write the numbers in words (British English). a) 13 b) 30 c) 48 d) 115 e) 340 f) 2,026

6. ●● Write how you say these aloud. a) 0117 496 0322 (a phone number) b) s.taylor_88@example.co.uk

7. ● Complete the classroom questions with the words in the box: **spell · mean · repeat · say · understand**. a) How do you _____ "Aoife"? b) What does "nickname" _____ ? c) Can you _____ that, please? d) How do you _____ "cognome" in English? e) Sorry, I don't _____ .

Grammar

8. ● Complete with *am, is* or *are*. a) I _____ from Turin. b) Callum _____ Scottish. c) My parents _____ teachers. d) _____ you fifteen? e) Bristol _____ in England. f) We _____ in the same class.

9. ● Make the sentences negative. Use short forms. a) I'm tired. b) Aoife is English. c) We're from London. d) It's my phone. e) They're at school.

10. ● Answer with short answers. a) Are you Italian? (yes) b) Is Sam Scottish? (no) c) Are Giulia and Sam fifteen? (yes) d) Is London the capital of Scotland? (no) e) Is Aoife from Galway? (yes) f) Are we late? (no)

11. ●● Complete with a possessive adjective. a) Marco is Giulia's brother. _____ sister is in Bristol. b) Aoife is Irish. _____ city is Galway. c) We're in Room 12. _____ teacher is Mrs Hill. d) The dog is small. _____ name is Rex. e) Sam and Callum are friends. _____ school is Hillside Academy. f) "Is this _____ bag, Giulia?" "Yes, thank you!"

12. ●● Rewrite with *'s* or *'*. a) the bag of Sam b) the car of my parents c) the names of the children d) the teacher of the girls (more than one girl) e) the phone of James f) the room of the women

13. • Choose the correct word. a) (*This / These*) is my friend Callum. b) (*That / Those*) students over there are Italian. c) (*These / This*) are my parents. d) Is (*that / those*) your bag on the table over there? e) (*This / These*) books here are new.

14. •• Write *a* or *an*. a) _____ hour b) _____ university c) _____ email d) _____ uniform e) _____ Italian city f) _____ European country g) _____ honest girl h) _____ bus

15. •• Write the plural. a) box b) city c) day d) knife e) potato f) photo g) child h) person i) foot j) mouse k) woman l) sheep

16. • Complete with *What, Where, Who, How old* or *How*. a) _____ are you? — Fine, thanks. b) _____ is your brother? — He's nineteen. c) _____ is Galway? — It's in Ireland. d) _____ is your email address? — It's giulia_f15@example.com. e) _____ is that boy? — He's Callum.

17. ••• Find and correct the mistake in each sentence (✗). a) ✗ I have fifteen years. b) ✗ She is italian. c) ✗ I am agree with you. d) ✗ They is from Wales. e) ✗ This are my friends. f) ✗ My mother is teacher.

18. •• Put the words in order to make questions. a) from / you / are / where? b) email address / is / what / your? c) sister / how / your / is / old? d) Aoife / Irish / is? e) that / is / who / girl?

19. ••• Translate into English. a) Ho quindici anni e sono di Torino. b) Questi sono i libri di Giulia. c) Mia madre è infermiera e mio padre è insegnante.

Reading and Listening

20. • Read the profiles in 1.2. True (T), false (F) or doesn't say (DS)? a) Sam's dad is a bus driver. b) Giulia's brother is a student in Turin. c) Aoife is from the UK. d) Aoife's cats are black. e) Callum is Scottish and British. f) Callum's Italian is very good.

21. •• Answer the questions about the profiles. a) Where is Bristol? b) What is a *liceo classico*, according to Giulia? c) Why is Aoife's family in Bristol this year? d) What is Callum's favourite instrument?

22. •• Find words in the profiles that mean: a) your mother and father; b) the main city of a country, with its government; c) the land next to the sea; d) a person who learns quickly.

23. • Read listening script 1. a) Who is Helen Taylor? b) Is Giulia tired? c) Is it Giulia's first time in the UK? d) How does Giulia greet Mrs Taylor? e) Which word in Callum's greeting is informal?

24. •• Read listening script 2 and complete Giulia's form: a) surname; b) nationality; c) age; d) address; e) postcode; f) mobile number; g) email address.

Writing and Speaking

25. ●● Complete the sentences about you. a) My name is… and my surname is spelt… b) I'm … years old. c) I'm from…, a city / town in… d) My favourite subject is… e) My best friend is…; his / her favourite… is…

26. ●● Write a personal profile for an exchange website (60–80 words). Include: name, age, nationality and city; family and school; your favourite things; a question for the reader. Use *and, but, also*.

27. ●● Role-play. You meet Sam's friend Aoife at a party. Greet her, introduce yourself, ask three questions (where from, how old, favourite subject) and introduce a friend of yours to her. Then say goodbye.

Towards B1

28. ●●● Multiple-choice cloze. Read the message and choose the correct word (A, B, C or D) for each gap.
Hi Giulia! My name (1) _____ *Ben and I'm in (2)* _____ *class at Hillside. I'm (3)* _____ *English student from Manchester, but my parents are from Wales, so I'm half (4)* _____ *! Callum and Aoife are (5)* _____ *friends too. See you on Monday!*
(1) A am B is C are D be · (2) A Sam B Sam's C Sams' D the Sam's · (3) A a B an C any D some · (4) A Wales B Walesh C Welsh D Wellish · (5) A my B me C mine D I

29. ●●● Open cloze. Write ONE word in each gap.
Hello! (1) _____ *name's Callum. I'm (2)* _____ *Edinburgh, in Scotland. (3)* _____ *you from Italy? My dad and I (4)* _____ *in Bristol this year. (5)* _____ *old are you? I'm fifteen.*

30. ●●● Complete the second sentence so that it means the same as the first. Use one to three words. a) Giulia is Italian. → Giulia is from _____ . b) My name is Callum. → _____ Callum. c) This is the phone of my sister. → This is _____ phone. d) How old are you? → What _____ age? e) Giulia's parents are teachers. → _____ teachers.

31. ●●● Short message. You are a new student in an English school. Write a message to your exchange partner (35–45 words). Say: who you are and where you are from; how old you are; one favourite thing. Ask him or her one question.

PER APPROFONDIRE

- MUR — R. Murphy, *Essential Grammar in Use*: the first units on *am / is / are*, *my / your / his…*, *'s*, *a / an* and plurals: short explanations and many exercises at this level.
- SWA — M. Swan, *Practical English Usage*: the entries on *be*, contractions, possessives and plurals: precise answers to "Is this correct?" questions.
- OAL — *Oxford Advanced Learner's Dictionary*: to check the stress and the pronunciation of countries and nationalities.
- ROA — P. Roach, *English Phonetics and Phonology*: the chapters on word stress, for students who are curious about English sounds.
- CED — D. Crystal, *The Cambridge Encyclopedia of the English Language*: the pages on the names of Britain and Ireland and the languages of the British Isles.

Glossario del capitolo

Demonstrative
dimostrativo — *this, that, these, those*: near or far, singular or plural

Double
doppio — used for two equal letters or digits: *double r, double three (33)*

First name
nome (di battesimo) — your personal name: *Giulia, Sam*

Great Britain
Gran Bretagna — the island of England, Scotland and Wales

Greeting
saluto — words to say hello: *Good morning! Hi! Nice to meet you.*

Indefinite article
articolo indeterminativo — *a* before a consonant sound, *an* before a vowel sound: *an hour, a university*

Irregular plural
plurale irregolare — a plural without *-s*: *men, women, children, people, feet, teeth, mice*

Nationality
nazionalità — the country you belong to, and the adjective for it: *Italian, British*

Possessive 's
genitivo sassone — owner + *'s* + thing: *Sam's card, my parents' car*

Possessive adjective
aggettivo possessivo — *my, your, his, her, its, our, their*; no article before it

Postcode
codice postale (CAP) — letters and numbers at the end of a UK address: *BS7 2LP* (AmE *zip code*)

Question word
parola interrogativa — *what, where, who, how old, how* at the start of a question

Short answer
risposta breve — an answer with subject + auxiliary: *Yes, I am. No, she isn't.*

Short form
forma contratta — a verb form with an apostrophe: *I'm, isn't, they're*

Subject pronoun
pronome soggetto — *I, you, he, she, it, we, they*; never omitted in English

Surname
cognome — your family name: *Ferraro, Taylor*

The United Kingdom
il Regno Unito — the country of England, Scotland, Wales and Northern Ireland

To be
essere — *I am, you are, he / she / it is, we / they are*; also for age: *I'm fifteen*

To spell
fare lo spelling, compitare — to say the letters of a word one by one: *How do you spell it?*

Word stress
accento di parola — the strong syllable in a word: *I*-ta-ly, i-*TA*-li-an

Soluzioni

1. C — *Portuguese* (stress on the last syllable: /ˌpɔːtʃʊˈgiːz/).

2. A — *Japanese*, /ˌdʒæpəˈniːz/. *Italy, German* and *Canada* are stressed on the first syllable.

3. a) Spanish b) French c) Irish d) Scottish e) Welsh f) Brazilian g) Chinese h) American.

4. a) *Rome* — it is a city, the others are nationalities. b) *seventy* — it is not a *-teen* number. c) *Dublin* — it is not in the UK (it is the capital of the Republic of Ireland). d) *postcode* — it is not a name.

5. a) thirteen b) thirty c) forty-eight d) one hundred and fifteen e) three hundred and forty f) two thousand and twenty-six.

6. a) oh one one seven, four nine six, oh three double two. b) s dot taylor underscore eight eight at example dot co dot uk (also: "double eight").

7. a) spell b) mean c) repeat d) say e) understand.

8. a) am b) is c) are d) Are e) is f) are.

9. a) I'm not tired. b) Aoife isn't English. / Aoife's not English. c) We aren't from London. / We're not from London. d) It isn't my phone. / It's not my phone. e) They aren't at school. / They're not at school.

10. a) Yes, I am. b) No, he isn't. (No, he's not.) c) Yes, they are. d) No, it isn't. (No, it's not.) e) Yes, she is. f) No, you aren't. / No, we aren't. (No, you're not. / No, we're not.)

11. a) His (la sorella di Marco: possessore maschile) b) Her c) Our d) Its e) Their f) your.

12. a) Sam's bag b) my parents' car c) the children's names d) the girls' teacher e) James's phone / James' phone f) the women's room.

13. a) This b) Those c) These d) that e) These.

14. a) an (silent *h*) b) a (/juː/) c) an d) a (/juː/) e) an f) a (/jʊə/) g) an (silent *h*) h) a.

15. a) boxes b) cities c) days d) knives e) potatoes f) photos g) children h) people i) feet j) mice k) women l) sheep.

16. a) How b) How old c) Where d) What e) Who.

17. a) I'm fifteen. / I'm fifteen years old. b) She is Italian. (capital letter) c) I agree with you. d) They are from Wales. e) These are my friends. f) My mother is a teacher.

18. a) Where are you from? b) What is your email address? c) How old is your sister? d) Is Aoife Irish? e) Who is that girl?

19. a) I'm fifteen (years old) and I'm from Turin. b) These are Giulia's books. c) My mother is a nurse and my father is a teacher.

20. a) T b) F (he is a university student in Milan) c) F (she is from Ireland, which isn't part of the UK) d) DS e) T f) F (it is very bad).

21. a) It is in the south-west of England. b) A secondary school with lots of Latin and Greek. c) Because of her mother's new job. d) The guitar.

22. a) parents b) capital c) coast d) a fast learner.

23. a) She is Sam's mother (mum). b) Yes, she is — a bit tired. c) Yes, it is. d) "Good afternoon, Mrs Taylor. Pleased to meet you." e) *Hiya* (an informal British greeting for *Hello*).

24. a) Ferraro b) Italian c) 15 d) 24 Elm Road, Bristol e) BS7 2LP f) 07700 900361 g) giulia_f15@example.com.

25. Open answers. Check: capital letters for names, cities and countries; *I'm fifteen* (not *I have*); *his* for a boy and *her* for a girl in e). Example: *My name is Luca and my surname is spelt R-O-S-S-I. I'm fourteen years old. I'm from Lecco, a town in the north of Italy. My favourite subject is science. My best friend is Anna; her favourite sport is tennis.*

26. Model answer (73 words): *Hi! I'm Marco Bianchi and I'm fifteen. I'm Italian and I'm from Verona, a city in the north of Italy. My dad is an engineer and my mum is a shop assistant. My school is a liceo classico and my favourite subject is Latin, but English is also my passion! My favourite sport is basketball and my favourite place is Lake Garda. Are you a basketball fan too? Write to me! Bye, Marco.*

27. Model dialogue: *A: Hi! Are you Aoife? B: Yes, I am. A: Nice to meet you. I'm Chiara, Giulia's friend. B: Nice to meet you too, Chiara. A: Where are you from? B: I'm from Galway, in Ireland. A: How old are you? B: I'm fifteen. A: What's your favourite subject? B: Art. A: Aoife, this is my friend Luca. B: Hi, Luca! … A: Well, it's late. Bye, Aoife! B: Bye! See you!* Check formal/informal language and correct short answers.

28. (1) B is (2) B Sam's (3) B an (*an* before the vowel sound of *English*) (4) C Welsh (5) A my.

29. (1) My (2) from (3) Are (4) are / live (5) How.

30. a) Italy b) I am / I'm c) my sister's d) is your e) They are / They're.

31. Model answer (40 words): *Hi Sam! I'm Giulia, your exchange partner. I'm Italian and I'm from Turin. I'm fifteen, like you! My favourite sport is basketball and my favourite food is pasta, of course. What's your favourite subject at school? See you soon! Giulia*