CAPITOLO

14

People, Places and Things

Every object that you use today was once an idea in somebody's head.

OBIETTIVI

1. I can talk about inventions, technology and the media, and describe an object: its shape, what it's made of and what it's used for.
2. I can use defining relative clauses with *who, which, that, where* and *whose*, and I know when I can leave out the relative pronoun.
3. I can ask questions with the correct word order, including subject questions and questions that end with a preposition.
4. I can use common verbs followed by *-ing* or by *to* + base form.
5. I can give my opinion, agree and disagree politely, and describe something when I don't know the word.
6. I can write an opinion paragraph and a short reflection on my progress in English.

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English 1 · Parte IV · Next Steps · versione 1.0
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Look around you. The light above your head, the pen in your hand, the phone in your bag, the zip on your jacket: every one of these things was invented by somebody, at some time, in some place. Some inventors are famous; most are forgotten. In this last unit of the book you talk about people, places and things — and especially about the people who made the things that we use every day.

It's July, and the school year at Hillside Academy is nearly over. Almost eight months have passed since Giulia checked her bucket list in Unit 13: autumn, winter and spring have gone by, and now she is spending her last weeks in Bristol before she goes back to Turin at the end of term. Year 10 are preparing an Inventions Fair. You learn the vocabulary of inventions, the media and materials; **defining relative clauses**, which help you to say exactly *which* person, place or thing you mean; a complete review of **question forms**; and the most common **verb patterns** with *-ing* and *to*. You also practise giving your opinion politely, and you look back at the whole year: how far have you travelled on the road to B1?

14.1 Vocabulary: Inventions, the Media and Describing Objects

14.1.1 Inventions and the people who make them

An **invention** is a new object, machine or method that did not exist before. The person who invents it is an **inventor**. Before a new product reaches the shops, there is usually a long process: somebody has an idea, *designs* the object, builds a first model, or **prototype** *(ita: prototipo)*, tests it, and finally *develops* it into something that works well and that people can buy. To protect the idea, the inventor can ask for a **patent** /ˈpætnt/: an official document that says that, for a number of years, only the inventor can make and sell the invention.

Many English words in this area are built with suffixes. Learn them in families, as in Tabella 14.1: the verb, the person and the thing or activity.

Tabella 14.1 Word families: verb → person → noun

Verb	Person	Noun (thing / activity)	Example
invent	inventor	invention	Who invented the telephone?
discover	discoverer	discovery	Fleming discovered penicillin in 1928.
design	designer	design	She designs apps for mobile phones.
develop	developer	development	The development of a new car takes years.
engineer (rare as a verb)	engineer	engineering	My cousin wants to study engineering.
—	scientist	science	Volta was a scientist from Como.
—	electrician	electricity	The electrician repaired the lights.

ERRORE FREQUENTE

Inventare o scoprire? In inglese, come in italiano, si *inventa* (*invent*) qualcosa che prima non esisteva, come una macchina o un metodo; si *scopre* (*discover*) qualcosa che esisteva già in natura o nel mondo, come un elemento chimico, una medicina naturale o un continente.
✗ *Fleming invented penicillin.* → ✓ *Fleming discovered penicillin.*
✗ *Volta discovered the battery.* → ✓ *Volta invented the battery.*
✗ *Who did invent the telephone?* → ✓ *Who invented the telephone?* (domanda sul soggetto, vedi 14.3.3)

14.1.2 The media

The media are all the ways in which news and information reach a large number of people: newspapers and magazines, radio and television, websites and social media. Here are the most useful words:

- a **newspaper** (daily) and a **magazine** (weekly or monthly) contain **articles** written by **journalists**; a **reporter** is a journalist who goes to the place where something is happening;
- the **headline** is the title of a news article, printed in big letters: *SCHOOL ROBOT WINS PRIZE*;
- a TV or radio station **broadcasts** programmes on different **channels**; the **news** is on at six o'clock (remember: *news* is uncountable, *The news **is** good*);
- a **podcast** is a series of audio programmes that you can download or listen to online;
- an **advert** or **ad** (AmE *commercial* on TV) tries to make you buy something.

Notice that headlines use a special, very short grammar: no articles, no auxiliary verbs and the present simple for past events (*SCIENTIST FINDS NEW SPECIES = A scientist has found a new species*).

14.1.3 Describing objects: shape, material and use

When you describe an object, you usually say three things: what shape it is, what it's made of and what it's used for. For **shape**, English has pairs of nouns and adjectives (Figura 14.1): *a circle → round* or *circular*, *a rectangle → rectangular*, *a triangle → triangular*. You can also say *It's shaped like a pear* or *It's square in shape*.

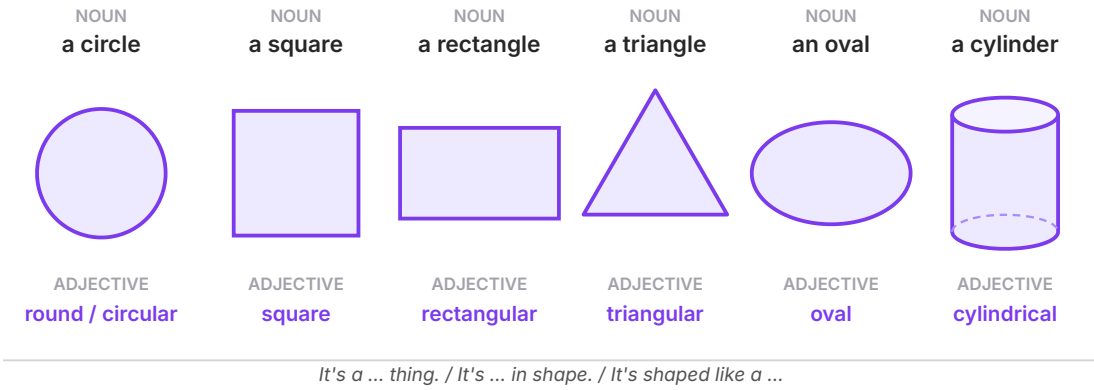


Figura 14.1 Shapes: the noun (*a triangle*) and the adjective that describes an object (*a triangular sign*). *Square* and *oval* are both nouns and adjectives.

For **material**, we use **made of** + material when you can still see the material in the object: *The table is made of wood. The bottle is made of glass. These trainers are made of leather and rubber.* We use **made from** when the material changes completely during production: *Paper is made from wood. Glass is made from sand.* Common materials are *plastic, metal, steel, glass, wood, rubber, paper, cardboard, cotton, wool* and *leather*. Most of them work as adjectives too: *a plastic bag, a metal box, a cotton T-shirt*; but *wood* and *wool* have special adjectives: *a **wooden** spoon, a **woollen** scarf* (AmE *woolen*).

For **use**, there are two equally correct structures: *It's used **for** + -ing* and *It's used **to** + base form*. *A key is used for opening doors = A key is used to open doors.* In conversation people also say *You use it to...* or *It's for... -ing*: *It's for cutting paper.*

ESEMPIO SVOLTO

Describe an object in four steps: a pair of scissors.

1 *What kind of thing is it?* → It's a tool that you find in every school bag.

2 *Shape and size?* → It's quite small, and it's got two long, flat blades and two round holes for your fingers.

3 *Material?* → The blades are made of metal and the handles are usually made of plastic.

4 *Use?* → It's used for cutting paper (= It's used to cut paper).

Notice that *scissors* is plural, like *glasses*, *jeans* and *headphones*: *My scissors **are** in my bag; a pair of scissors.*

14.1.4 Compound nouns

English often makes a new word by putting two nouns together: a **compound noun**. The second noun is the main one, and the first tells us what kind: a *tooth**brush*** is a kind of brush, a *washing **machine*** is a kind of machine. Italian usually does the opposite, with the main noun first and a preposition: *spazzolino da denti, lavatrice, fermata dell'autobus*. Compound nouns can be written as one word (*keyboard, headphones, password, website, laptop, bookshop*), as two words (*alarm clock, light bulb, bus stop, washing machine*) or, less often, with a hyphen (*T-shirt*). Check in a dictionary: there is no fixed rule.

Two small rules. (1) The first noun is normally singular, even when the meaning is plural: *a **tooth**brush* (not ✗ *teethbrush*), *a **book**shop*, *a ten-**pound** note*. (2) The main stress is usually on the FIRST part: /ˈtuːθbrʌʃ/, /ˈkiːbɔːd/, /ˈpɑːswɜːd/, /ˈlaɪt bʌlb/.

APPROFONDIMENTO

Where does the word *robot* come from? Not from English, and not from a scientist. It comes from a play, *R.U.R.*, by the Czech writer Karel Čapek, written in 1920 and first performed in 1921. In the play, factory-made workers are called *robots*, from the Czech word *robota*, which means "forced work". Čapek himself said that the word was his brother Josef's idea. A century later, the word is used in almost every language in the world — including Italian.

14.2 Reading: Small Ideas, Big Changes

Before you read. Think of an invention which changed people's lives. Is it big (a train, a plane) or small (a pen, a zip)? Who invented it, and when? Then read Sam's article for the school magazine. Which of the four inventions is the oldest?

Small Ideas, Big Changes

The Hillside Year 10 Inventions Fair · by Sam Taylor

Last Thursday the school hall was full of strange objects: a model railway, a robot which could draw circles and a cake that looked exactly like a laptop. It was the Year 10 Inventions Fair, the last big event of the school year. Ms Adeyemi, who teaches computing, organised it, and every student had to choose an invention that changed people's lives and present it in three minutes. Here are the four presentations which the readers of this magazine voted for.

Callum: cat's eyes. Callum chose an invention that most people never notice: the small reflectors in the middle of British roads. "They're called cat's eyes," he explained, "and they're the reason why you can see the road at night when it's raining." They were invented by Percy Shaw, a road-repair man from Halifax in Yorkshire, who patented them in 1934. The famous story says that one foggy night the eyes of a cat reflected the lights of his car and stopped him from driving off the road. Nobody knows if the story is true, but Callum loves telling it. The clever part is the rubber case: when a car drives over it, it pushes the glass down and cleans it.

Aoife: Braille. Aoife, whose great-aunt in Galway reads Braille, gave the presentation that surprised everybody. She passed round cards with raised dots, asked us to close our eyes and tried to teach us to read with our fingers. Nobody managed to read more than two letters! The system was invented by Louis Braille, a French boy who lost his sight after an accident when he was three. At his school in Paris he learnt a system of raised dots which was designed for soldiers, so that they could read messages in the dark, and he decided to make it simpler. He was only fifteen — the same age as us — when he developed the first version of his alphabet, which was published in 1829. Every letter uses a "cell" of six dots (Figura 14.2).

Sam: the jigsaw puzzle. I chose something which my little sister Lily and I enjoy doing together. Most people think jigsaws are just a game, but the first ones were made to teach geography. In the 1760s John Spilsbury, a London engraver and mapmaker, stuck maps on thin pieces of wood and cut them along the borders between countries. Children who wanted to learn where the countries were could take the maps apart and put them together again. My classmates' favourite part was the 1,000-piece puzzle that we were doing on the night of the power cut in May. We still haven't finished it!

Giulia: the battery. Giulia, who is going back to Turin next week, chose an Italian inventor, Alessandro Volta, a physicist from Como. In 1800 he described his "pile", a column of copper and zinc discs with pieces of cloth soaked in salt water between them. It was the first electric battery which could produce a continuous current. Volta announced it in a letter to the Royal Society in London, and today the unit of electrical potential, the *volt*, is named after him. "Every time you charge your phone," Giulia said at the end, "say thank you to Volta!"

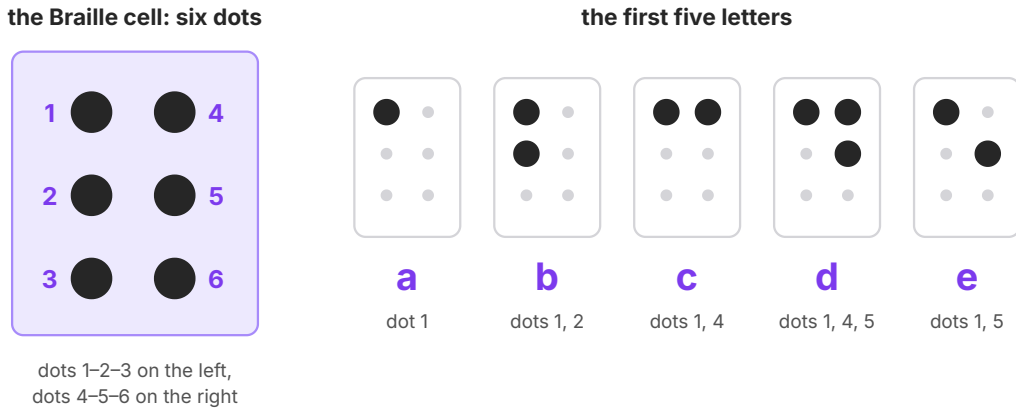


Figura 14.2 The Braille cell. Each cell has six positions in two columns of three; the raised dots (black) form a letter. The first ten letters (a–j) use only dots 1, 2, 4 and 5. In real Braille the dots are only about 2.5 mm apart.

Language in context. The article is full of **defining relative clauses**, which tell us exactly which thing or person the writer means: *a robot **which** could draw circles*, *an invention **that** most people never notice*, *children **who** wanted to learn*, *the puzzle **that** we were doing*. The clauses after a name, with commas (*Ms Adeyemi, **who** teaches computing*; *Aoife, **whose** great-aunt reads Braille*), are a different type: the name already tells us who the person is, and the clause only adds extra information. You will study them next year. Find also verbs followed by **-ing** (*loves telling, enjoy doing*) and by **to** + base form (*decided to make, managed to read, wanted to learn*): they are the topic of 14.3.4.

COLLEGAMENTI

Chemistry and Greek. Volta's pile works because of a chemical reaction between two different metals and the salt water: the zinc gives electrons, which travel through the wire to the copper side. This is the principle of every battery, from a small AA battery to the battery in an electric car. The words *electricity* and *electron* come from the Greek *ēlektron* (ἤλεκτρον), "amber": the Greeks noticed that a piece of amber rubbed with cloth attracts small, light objects. Later in your studies you will measure the *potential difference* between two points in volts (V), the unit named after Volta; the unit of current, the ampere (A), is named after the French scientist André-Marie Ampère.

14.3 Grammar: relative clauses, question forms and verb patterns

14.3.1 Defining relative clauses: *who, which, that, where, whose*

A **defining relative clause** comes immediately after a noun and tells us exactly **which** person, thing or place we are talking about. Without it, the sentence is not clear: *The girl is from Galway* (which girl?) → *The girl **who sits next to me** is from Galway.* The noun that the clause describes is called the **antecedent**, and the word that begins the clause is a **relative pronoun** (Figura 14.3).

Tabella 14.2 Relative pronouns in defining relative clauses

Pronoun	Used for	Example
who	people	A journalist is a person **who** writes for a newspaper.
which	things and animals	This is the robot **which** won the prize.
that	things, animals and people (very common in speech)	I've got a phone **that** takes great photos. · He's the boy **that** broke the window.
where	places (= *in / at which*)	That's the café **where** we first met.
whose	possession (= *his, her, its, their*)	Aoife is the girl **whose** cats are called Mossy and Bean.

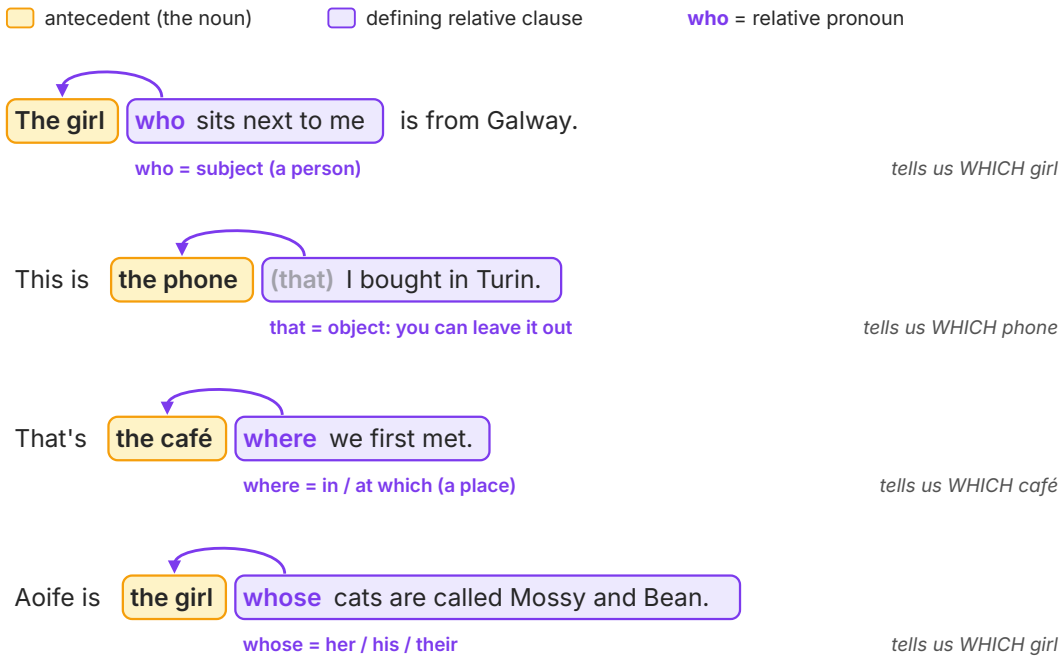


Figura 14.3 Defining relative clauses. The relative pronoun (violet) refers back to the antecedent (amber) and begins the clause that identifies it. The clause comes directly after the antecedent, with no commas, even when the main sentence continues after it (*...is from Galway*).

Some important points about form:

- The relative pronoun **replaces** a pronoun in the clause; do not repeat it: *the book which I bought*, not ✗ *the book which I bought **it***.
- There are **no commas** before a defining relative clause, because the information is necessary.
- *What* is never a relative pronoun after a noun: *the thing **that** I want*, not ✗ *the thing what I want*.
- *Whose* is followed by a noun: *the inventor **whose** idea changed the world*; do not confuse it with *who's* (= *who is*).
- *Where* already contains the preposition: *the town where I live* = *the town (that) I live **in***; not ✗ *the town where I live in*.

Relative clauses are very useful when you don't know a word, or when you define one: *A podcast is a programme **that** you can listen to online. A campsite is a place **where** you can put up a tent. An inventor is somebody **who** creates something new.*

GRAMMAR IN ITALIANO

Le relative determinative. La *proposizione relativa determinativa* (*defining relative clause*) segue subito un nome (l'antecedente) e serve a identificarlo: *la ragazza **che** siede vicino a me*. In italiano usiamo quasi sempre *che* o *cui*; in inglese il pronome relativo cambia secondo l'antecedente: **who** per le persone, **which** per le cose e gli animali, **that** per tutti (molto comune nel parlato), **where** per i luoghi (*dove, in cui*), **whose** per il possesso (*il cui, la cui, i cui*): *l'inventore **la cui** idea… = the inventor **whose** idea…*. Due differenze importanti: (1) la relativa determinativa inglese non ha mai le virgole; (2) il pronome relativo sostituisce il soggetto o il complemento, che quindi non si ripete: *the book which I bought*, mai *which I bought it*. Attenzione anche a *what*: significa *ciò che, quello che* e non può seguire un nome.

ERRORE FREQUENTE

Gli errori tipici con i pronomi relativi.
✗ *The man which lives next door is a doctor.* → ✓ *The man **who / that** lives next door…* (persona → *who*, non *which*)
✗ *This is the film that I told you about it.* → ✓ *This is the film that I told you about.*
✗ *Everything what he says is true.* → ✓ *Everything **that** he says is true.*
✗ *She's the singer who her songs are on the radio.* → ✓ *She's the singer **whose** songs are on the radio.*
✗ *The city where I was born in is Turin.* → ✓ *The city where I was born is Turin.*

14.3.2 Leaving out the relative pronoun

In a relative clause the pronoun can be the **subject** of the verb in the clause, or its **object**:

- *The girl **who** sits next to me*: *who* is the subject of *sits* (she sits next to me).
- *The phone **that** I bought in Turin*: *that* is the object of *bought* (I bought it); the subject of the clause is *I*.

When the relative pronoun is the **object**, we can leave it out, and in everyday English we usually do: *This is the phone (that) I bought in Turin. The film (which) we saw last night was brilliant. Mr Evans is the person (who) you need to ask.* When the relative pronoun is the **subject**, we must keep it: *The man **who** lives next door is a doctor* (not ✗ *The man lives next door is a doctor*).

A preposition that belongs to the verb stays at the end of the clause, and the pronoun is usually omitted: *the girl (who) I was talking **to**, the music (that) we listened **to**, the box (that) it came **in**. Whose* and *where* can never be left out.

ESEMPIO SVOLTO

Posso togliere il pronome relativo? Il test del soggetto. Guarda la parola che viene subito DOPO il pronome.

1 *The robot which **won** the prize was made by Year 10.* → dopo *which* c'è un verbo (*won*): *which* è il soggetto. **Non si può togliere.**

2 *The robot which **Callum** built can draw circles.* → dopo *which* c'è un nuovo soggetto (*Callum*) + verbo: *which* è il complemento oggetto. **Si può togliere:** *The robot Callum built can draw circles.*

3 *That's the café where we first met.* → *where* non si toglie mai; ma puoi dire *That's the café (that) we first met **in**.*

Regola pratica: **pronome + soggetto + verbo** → il pronome si può omettere; **pronome + verbo** → il pronome resta.

GRAMMAR IN ITALIANO

Il pronome relativo "sottinteso". In italiano il pronome relativo non si può mai omettere: *il film **che** abbiamo visto*. In inglese, invece, quando il pronome relativo è **complemento oggetto** della relativa (o regge una preposizione che resta in fondo alla frase), di solito si omette: *the film (that) we saw*, *the friend (who) I went with* (*l'amico con cui sono andato*). Non si omette quando è **soggetto** (*the man who lives next door*), né quando è *whose* o *where*. Nota anche la posizione della preposizione: l'italiano la mette davanti al pronome (*con cui, di cui, in cui*), l'inglese parlato la lascia alla fine della relativa: *the town I live in, the subject I'm interested in*.

14.3.3 Question forms: a complete review

During this year you have built questions with *be* (Unit 1), *do / does* (Unit 3), *did* (Unit 8), modal verbs (Units 6 and 11), *will* and *going to* (Unit 12) and *have / has* (Unit 13). They all follow the same basic word order, shown in Tabella 14.3: question word, auxiliary, subject, main verb.

Tabella 14.3 Word order in questions

Question word	Auxiliary / modal / *be*	Subject	Main verb (+ rest)
Where	are	you	from?
What time	does	the fair	start?
When	did	Volta	build his pile?
How long	have	you	known Giulia?
What	are	you	going to present?
—	Can	you	read Braille?
Which invention	will	you	choose?

Subject questions and object questions

With *who, what* and *which* + noun, there are two kinds of question (Figura 14.4). In an **object question** we ask about the object of the verb, and we use the normal order with an auxiliary: *Sam called Giulia* → ***Who did*** *Sam* ***call?*** — Giulia. In a **subject question** (Unit 8) we ask about the subject: the question word takes the place of the subject, so there is **no auxiliary** *do / does / did*, and the verb has its normal form: ***Who called*** *Giulia?* — Sam.

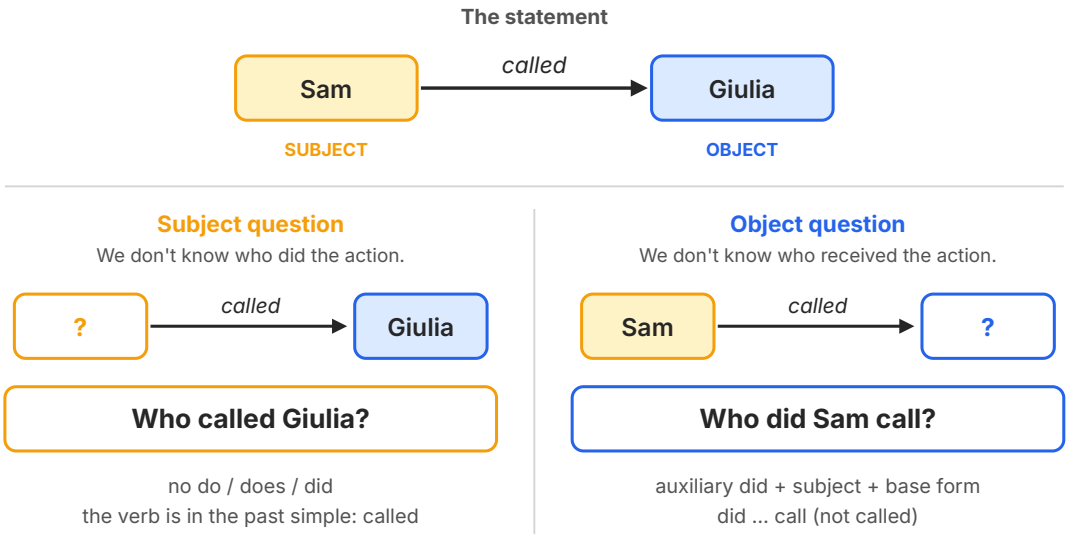


Figura 14.4 Subject and object questions. If the question word replaces the subject, the word order is the same as in the statement and there is no *do / does / did*; if it replaces the object, we need the auxiliary.

Compare more pairs: *What happened? / What did you do?* · *Who lives in that house? / Who do you live with?* · *Which team won? / Which team did you support?* · *Who invented the telephone? / What did Bell invent?* Notice that *What happened?* is always a subject question: ✗ *What did happen?*

Questions that end with a preposition

In Italian a preposition always goes before the question word: *Con chi parli? Di che cosa è fatto? Da dove vieni?* In everyday English the preposition goes at the **end** of the question, after the verb that it belongs to:

- *Who are you talking **to**?* · *Who did you go **with**?* · *Who is this present **for**?*
- *What are you looking **at**?* · *What are you thinking **about**?* · *What is it made **of**?* · *What is it used **for**?*
- *Where are you **from**?* · *Where did you get it **from**?* · *What's the new teacher **like**?*

The structure *To whom are you talking?* exists, but it is very formal and rare; in conversation it sounds strange.

GRAMMAR IN ITALIANO

Le domande in inglese: ordine, soggetto, preposizione. In italiano basta l'intonazione per fare una domanda (*Hai finito?*). In inglese serve l'**inversione** tra ausiliare (*ausiliare*: *be, do, have, can, will...*) e soggetto: *parola interrogativa + ausiliare + soggetto + verbo*. Due eccezioni da ricordare: (1) nelle **domande sul soggetto** con *who, what, which* il pronome interrogativo è il soggetto, quindi non si usa *do / does / did*: *Chi ha telefonato? = Who called?*, ma *Chi hai chiamato? = Who did you call?* (domanda sul complemento oggetto); (2) se il verbo regge una **preposizione**, questa va in fondo alla domanda: *Con chi sei uscito? = Who did you go out **with**?*; *Di che cosa è fatto? = What is it made **of**?*

ERRORE FREQUENTE

Domande: gli errori più comuni.
✗ *Who did call you?* → ✓ *Who called you?* (domanda sul soggetto: niente *did*)
✗ *What did happen?* → ✓ *What happened?*
✗ *With who are you talking?* → ✓ *Who are you talking **to**?* (in inglese "parlare con" = *talk to*)
✗ *Where you are from?* → ✓ *Where **are you** from?*
✗ *What means "zip"?* → ✓ *What **does** "zip" **mean**?*

14.3.4 Verb + *-ing* or verb + *to* + base form

When one verb follows another, the second verb can take two forms: the *-ing* form (*I enjoy **reading***) or the **to-infinitive**, that is *to* + base form (*I want **to read***). The choice depends on the FIRST verb: this is called the **verb pattern**, and you have to learn it with the verb, like a collocation. You already know some of them: *like / love / hate / enjoy / don't mind / can't stand* + *-ing* (Unit

5), *would like + to* (Unit 7), *look forward to + -ing* (Unit 12). Figura 14.5 shows the most common verbs for this level.

- **verb + -ing**: *enjoy, finish, mind, avoid, practise, suggest, keep, can't stand, don't mind*: *Have you finished **eating**? I avoid **drinking** coffee in the evening. Keep **trying**! Giulia suggested **visiting** the Science Museum.*
- **verb + to + base form**: *want, decide, hope, plan, learn, agree, promise, offer, refuse, manage, need, would like*: *I hope **to see** you in Turin. Callum learnt **to swim** when he was four. Nobody managed **to read** more than two letters.*
- **both**: *like, love, hate, prefer, start, begin*: *It started **raining** / **to rain**. I love **reading** / **to read** in bed.*

After a **preposition** the verb is always in the *-ing* form: *I'm good **at** drawing. Thanks **for** helping me. She's interested **in** becoming an engineer. Wash your hands **before** eating*. The negative of the second verb is *not + -ing* or *not to*: *I decided **not to go**. Imagine **not having** a phone!* A few verbs, such as *remember, forget, stop* and *try*, change their meaning with the two patterns: you will study them next year.

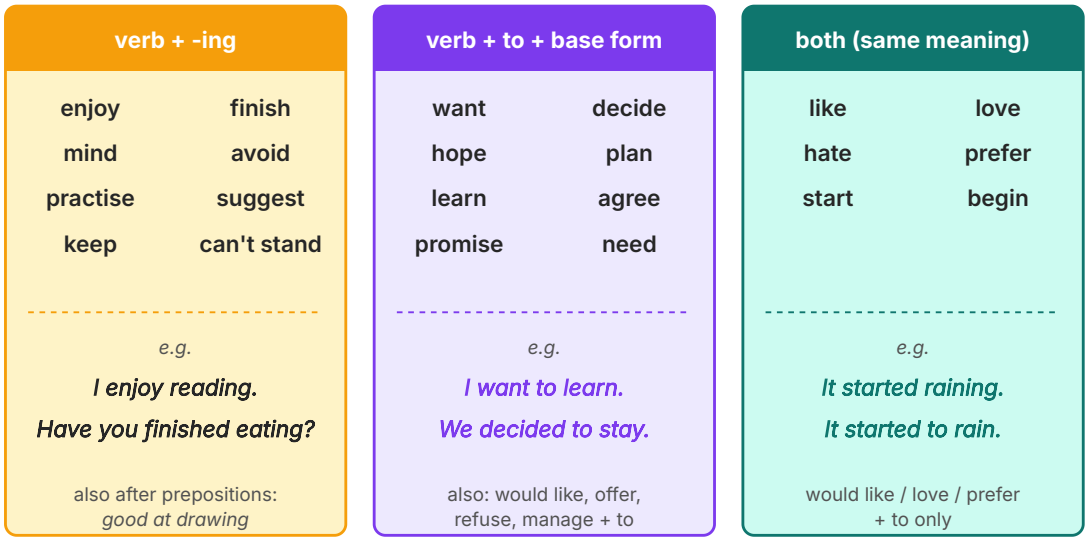


Figura 14.5 Verb patterns. Some verbs are followed by *-ing*, others by *to* + base form; with a few verbs both forms are possible with almost no change of meaning. After *would like* / *would love* / *would prefer* use only *to*.

GRAMMAR IN ITALIANO

Verbo + -ing o verbo + to? In italiano, dopo un verbo, il secondo verbo va all'*infinito*, a volte con una preposizione: *mi piace leggere, ho deciso di partire, ho finito di mangiare*. In inglese ci sono due possibilità: la **forma in -ing** (*I enjoy reading, I finished eating*) o l'**infinito con to** (*I decided to leave, I want to go*). Non esiste una regola che valga per tutti i verbi: bisogna imparare la "costruzione" (*verb pattern*) insieme al verbo. Un aiuto: molti verbi che guardano al futuro (*want, hope, plan, decide, promise*) vogliono *to*, mentre *enjoy, mind, finish, avoid, practise* vogliono *-ing*. Dopo una preposizione si usa sempre *-ing*: *sono bravo a disegnare = I'm good at drawing* (mai ✗ *good at draw*). Attenzione: "di" e "a" italiani non si traducono: *ho deciso **di** restare = I decided **to** stay* (non ✗ *decided of staying*).

14.4 Listening and Speaking: Opinions, Agreeing and Disagreeing

The day after the Inventions Fair, Ms Adeyemi asks her class a difficult question. Listen while a group of classmates act out the discussion, then read it. Who agrees with whom?

Tabella 14.4 Listening script — Which invention couldn't you live without?

Ms Adeyemi	Right, everyone. After yesterday's fair, here's a question for you: which invention couldn't you live without? Sam, what do you think?
Sam	In my opinion, it's the internet. I use it for everything — homework, music, talking to my dad when I'm at Mum's.
Callum	I see what you mean, but the internet needs electricity. So I think electricity is more important.
Sam	That's a good point, but electricity isn't really an invention. People discovered it.
Ms Adeyemi	Interesting! What about you, Aoife? Do you agree with Callum?
Aoife	Not really. I'm not sure that you need the internet or electricity to live. Personally, I think the most important thing is my glasses. Without them I can't see the board!
Giulia	That's true! My grandmother says exactly the same thing.
Callum	OK, but who invented glasses?
Aoife	Nobody knows exactly. The first ones appeared in Italy, more than seven hundred years ago.
Giulia	Really? I didn't know that! So Italians invented glasses, and Volta invented the battery...
Sam	Here we go again!
Giulia	Well, it's true! But seriously, I agree with Aoife. Simple things are often the most important. For me, it's the washing machine. My mum says it changed her grandmother's life.
Ms Adeyemi	That's an argument that some historians make, actually.
Callum	I don't really agree. You can wash clothes by hand, but you can't send a message to Edinburgh by hand!
Aoife	Yes, you can. It's called a letter!

After school, Giulia goes to an electronics shop on Gloucester Road. Her travel adaptor is broken, but she doesn't know the English word for it.

Tabella 14.5 Listening script — The thing with three pins

Giulia	Excuse me, I'm looking for a... sorry, I don't know the word in English. It's a thing that you use when your plug is from another country.
Assistant	OK... can you describe it?
Giulia	It's a small plastic thing, usually white, more or less square. You put your Italian plug into it, and then you put it into the socket in the wall. Italian plugs have got two or three round pins, but British plugs have got three big rectangular ones.
Assistant	Oh, you mean an adaptor! A travel adaptor.
Giulia	Yes, that's the word! Mine broke this morning, and I need to charge my laptop.
Assistant	Which kind do you need: one that you use here, or one that you take abroad?
Giulia	One that I can use here, for my Italian charger.
Assistant	Then you need this one. It's £6.99.
Giulia	Great, I'll take it. And what's that long thing which looks like a box with lots of holes?
Assistant	That's an extension lead. You can plug in four things at the same time.
Giulia	Perfect for Sam's room. He's got about ten chargers!

Notice how Giulia solves her problem: she uses a general word (*a thing*), a relative clause (*that you use when...*), shape, material and use. This is a key skill at B1 level: when you don't know a word, don't stop — describe it. In the same way, the words **adaptor** and **extension lead** (AmE *extension cord*) are explained by what they do.

Tabella 14.6 Useful language — opinions, agreeing and disagreeing, describing things

Function	Expressions
Giving your opinion	I think (that)... · In my opinion,... · Personally, I think... · I believe... · If you ask me,... · For me, it's...
Asking for opinions	What do you think? · What about you? · Do you agree (with...)? · What's your opinion?
Agreeing	I agree (with you). · That's true. · You're right. · Exactly! · Me too. / Me neither.
Agreeing in part	I see what you mean, but... · That's a good point, but... · Maybe, but...
Disagreeing politely	I'm not sure (about that). · I don't really agree, because... · Not really. · I'm afraid I don't agree.
Describing a thing	It's a thing which / that you use for -ing... · It's a kind of... · It's made of... · It looks like... · You use it to...
Describing a person or a place	It's somebody who... · It's a person whose job is to... · It's a place where you can...

DA RICORDARE

agree is a verb. Say *I agree, I don't agree, Do you agree?* — never ✗ *I am agree* (Unit 1). We agree **with** a person and **with** an idea: *I agree with Aoife. I agree with what you said.* To disagree politely, start with something positive (*That's a good point, but...*) and give a reason (*...because...*).

Speaking. Work in pairs or small groups.

1. **Class debate.** Which is the most important invention: the wheel, the printing press, the bicycle, the fridge or the smartphone? Give your opinion and one reason, then react to your partner's opinion (agree, agree in part or disagree politely).
2. **Guess the object.** Student A thinks of an object in the classroom or at home and describes it without saying its name (*It's a thing that..., It's made of..., You use it to...*). Student B asks questions (*What is it made of? What's it used for? Where do you find it?*) and guesses.
3. **Media survey.** Ask your partner: *How do you usually get the news? Who do you follow online? What podcasts do you listen to? What's the last article you read about?* Report one interesting answer to the class.

14.5 Writing: An Opinion Paragraph and an End-of-Year Reflection

For the last issue of the school magazine, Ms Adeyemi asked Year 10 to write an opinion paragraph with the title *The best invention in my life*. Read Aoife's text.

The best invention in my life

People often say that the most important invention of all time is the wheel, the printing press or the internet. In my opinion, though, the best inventions are the small ones which we use every day without thinking. The one that I couldn't live without is the bicycle. First of all, a bike is the cheapest way to travel that I know: it doesn't need petrol or a ticket, and it doesn't produce any pollution. Secondly, it's good for your health, because you exercise while you are going somewhere. Some people say that cycling in a city is dangerous, and I see their point, but cities that have got cycle lanes are much safer. Finally, a bike gives you freedom. When I was twelve, my bike was the first thing that let me visit my friends on my own. For all these reasons, I think the bicycle is the invention that has changed my life the most.

The structure of an opinion paragraph.

- **Topic sentence**: introduce the question and give your opinion clearly (*In my opinion, … The one that I couldn't live without is…*).
- **Reasons**: two or three, each with an example or an explanation, in order with linkers: *First of all / Firstly, Secondly, Also, Finally*.
- **The other side**: one opposite opinion and your answer (*Some people say that…, and I see their point, but…*).
- **Conclusion**: repeat your opinion in different words (*For all these reasons, I think…*).

Notice how the **relative clauses** join ideas and avoid repetition: *the small ones **which** we use every day*, *cities **that** have got cycle lanes*, *the first thing **that** let me visit my friends*. Without them, Aoife needs two sentences each time: *Cities have got cycle lanes. These cities are safer.* The register is neutral: no contractions in the topic sentence, but a personal and friendly tone.

Giulia wrote a different text for the magazine: a short reflection on her year in Bristol and on her English.

My English year

When I arrived in Bristol, I could understand my teachers only when they spoke slowly, and I was afraid of making mistakes. Now, at the end of the year, I can follow a lesson, chat with my friends and even tell a joke — sometimes! The thing which helped me most was talking to people every day: Sam's family, my classmates and Mr Hussain at the corner shop. My biggest problem is still the present perfect: I keep saying ✗ *I have seen him yesterday*. Next year I want to read a whole novel in English, and I hope to take a B1 exam. I've learnt one important thing: mistakes are not a disaster, they are the way you learn. Thank you, Bristol — and see you soon!

A reflection is personal and honest: it compares *then* and *now* (past simple vs *can* + present), it names what helped and what is still difficult, and it ends with goals for the future (*I want to…, I hope to…, I'm going to…*).

Checklist for your opinion paragraph.

☐ My topic sentence gives my opinion clearly.

☐ I give two or three reasons, each with an example, and I use linkers (*First of all, Secondly, Finally, For all these reasons*).

☐ I mention one opposite opinion and answer it politely.

☐ I use at least two relative clauses to join ideas.

☐ I check verb patterns (*enjoy -ing, want to*), spelling and the word count (100–120 words).

Writing tasks. (A) Write an opinion paragraph (100–120 words) with the title *The best invention in my life* or *Is social media good for teenagers?* Follow the structure and the checklist. (B) Write your own end-of-year reflection (80–100 words): what you can do now in English that you couldn't do in September, what helped you, what is still difficult, and two goals for next year. Use the self-assessment list below to help you.

Tabella 14.7 Self-assessment: on the road to B1 (descriptors adapted from the CEFR)

At the end of this year, I can...	Not yet	Quite well	Well
understand the main points of clear speech on familiar topics (school, free time, family)	☐	☐	☐
understand texts that use everyday language, like personal emails, blogs and short articles	☐	☐	☐
take part in a conversation on familiar topics without preparing it	☐	☐	☐
describe experiences, events, hopes and plans, and give short reasons for my opinions	☐	☐	☐
tell a story and describe my reactions	☐	☐	☐
write a simple, connected text on a familiar topic, and a personal email or message	☐	☐	☐

14.6 Culture: Famous Inventions and the People Who Made Them

Many inventions that shaped the modern world were born in the English-speaking world. Here are three of them, from three different centuries (Figura 14.6).

14.6.1 The *Rocket* (1829)

In the early nineteenth century, engineers in the north of England were trying to build steam engines which could pull heavy wagons on rails. In October 1829 the directors of the new Liverpool and Manchester Railway organised a competition near Liverpool, the **Rainhill Trials**, to find the best locomotive for their line. The winner was the *Rocket*, which was built by George Stephenson and his son Robert. It was the only engine that completed all the tests. When the

railway opened in 1830, it was one of the first railways in the world where steam trains carried passengers between two cities.

14.6.2 The telephone (1876)

Alexander Graham Bell was born in Edinburgh in 1847. His family moved to Canada, and later he worked in Boston, in the United States, as a teacher of deaf people — his mother and his wife were deaf. His interest in sound and speech led him to experiment with sending the human voice along a wire. In March 1876 he received a US patent for the telephone, and a few days later he spoke to his assistant, Thomas Watson, in another room: it was the first successful test. Bell was not the only person who was working on the idea, however. The Italian inventor Antonio Meucci, who lived in New York, built voice-communication devices years before Bell, but he did not have enough money to get a full patent. In 2002 the US House of Representatives passed a resolution that recognised his work.

14.6.3 The World Wide Web (1989)

The internet — a network that connects computers — existed before the web. What was missing was a simple way to share and find documents on it. In March 1989 Tim Berners-Lee, a British computer scientist who was working at CERN, the European physics laboratory near Geneva, wrote a proposal for an information system based on documents connected by links. At the end of 1990 his first web server and the first web browser were working. In 1993 CERN made the web software free for everybody to use, without a patent, and this decision helped the web to grow very quickly.

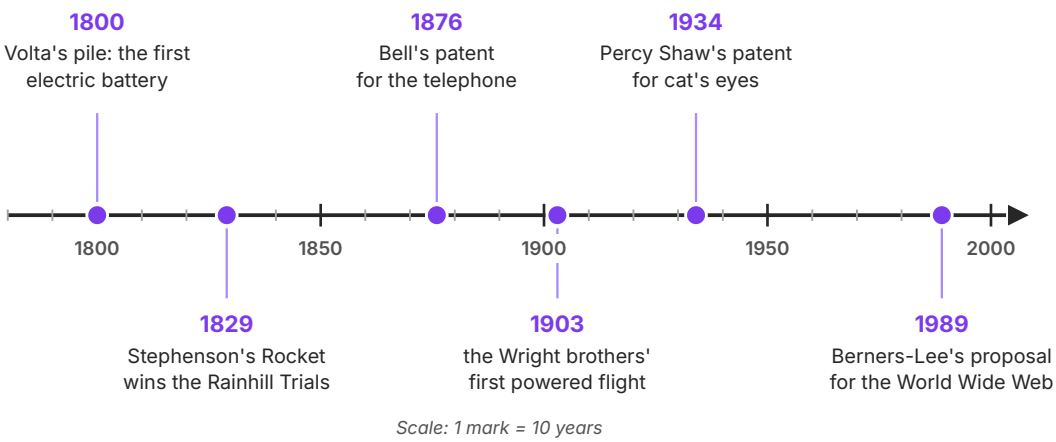


Figura 14.6 A timeline of some of the inventions in this unit, plus the Wright brothers' first powered flight (1903), on a proportional axis from 1780 to 2000 (one small mark = 10 years). Braille's system was also published in 1829, the year of the *Rocket*.

Compare with Italy. Italy has its own famous inventors: Alessandro Volta and the battery (1800), Antonio Meucci and his early telephone, and Guglielmo Marconi, who sent the first radio signal across the Atlantic in December 1901, from Poldhu in Cornwall to Newfoundland, and won the Nobel Prize in Physics in 1909. Choose an Italian inventor or scientist and prepare a three-minute presentation in English for your class: who was he or she, what did he or she invent or discover, and why is it important today?

SINTESI

- Inventions: *invent → inventor → invention*; *discover → discovery*; *design, develop, prototype, patent*. We invent something new, but we discover something that already exists.
- The media: *newspaper, magazine, article, headline, journalist, reporter, channel, podcast, advert*; *the news* is uncountable.
- Describing objects: shape (*round, square, rectangular, triangular, oval*), material (*made of* wood; paper is *made from* wood; *wooden, woollen*) and use (*It's used for -ing / to + base form*).
- Compound nouns: the main noun comes second (*toothbrush, washing machine*); the first noun is singular and usually stressed.
- **Defining relative clauses** identify the noun: *who* (people), *which* (things), *that* (both), *where* (places), *whose* (possession); no commas, no repeated pronoun (*relative determinative*).
- The object relative pronoun can be left out: *the film (that) I saw*; the subject pronoun cannot: *the man who lives next door*.
- Question word order: question word + auxiliary + subject + verb: *When did Volta build his pile?*
- Subject questions have no *do / does / did*: *Who called you? What happened?* Object questions do: *Who did you call?*
- Prepositions go at the end of questions and relative clauses: *Who are you talking to? What is it made of? the town I live in*.
- Verb patterns: *enjoy, finish, mind, avoid, practise, suggest, keep* + *-ing*; *want, decide, hope, plan, learn, agree, promise, need* + *to*; *like, love, hate, start, begin* + both; preposition + *-ing*.
- Opinions: *In my opinion..., I see what you mean, but..., I'm not sure about that, I don't really agree because...*; describing a thing: *It's a thing which...*
- Famous inventions: the *Rocket* (Rainhill Trials, 1829), Bell's telephone patent (1876), Berners-Lee's proposal for the World Wide Web (1989).

ESERCIZI

Vocabulary

1. ● Match the words (1–6) with the definitions (a–f). 1 inventor · 2 headline · 3 prototype · 4 patent · 5 journalist · 6 podcast — a the title of a news article · b a series of audio programmes that you can download · c a person who writes articles or reports the news · d the first model of a new machine, used for tests · e a person who creates something new · f an official document that protects an invention

2. ● Find the odd one out and say why. a wood · glass · rubber · square — b headline · article · journalist · keyboard — c round · oval · wooden · rectangular — d inventor · designer · engineer · invention

3. ● Alexander Fleming _____ penicillin in 1928.
   - **A.** invented
   - **B.** discovered
   - **C.** designed
   - **D.** built

4. ● Paper is made _____ wood.
   - **A.** of
   - **B.** by
   - **C.** from
   - **D.** in

5. ● Every morning on the bus I listen to a science _____ on my phone.
   - **A.** headline
   - **B.** newspaper
   - **C.** magazine
   - **D.** podcast

6. ●● Complete each sentence with the correct form of the word in CAPITALS. a The telephone was one of the most important _____ of the nineteenth century. (INVENT) b Volta was a famous Italian _____. (SCIENCE) c The _____ of penicillin saved millions of lives. (DISCOVER) d My aunt is a fashion _____. (DESIGN) e The _____ of a new medicine can take ten years. (DEVELOP) f Volta's pile produced _____. (ELECTRIC)

7. ●● Make six compound nouns by matching the two parts. Then use two of them in sentences of your own. 1 tooth · 2 key · 3 light · 4 alarm · 5 washing · 6 head — a bulb · b machine · c brush · d phones · e board · f clock

Grammar

8. ● Complete with *who, which, where* or *whose*. a A dentist is a person _____ looks after your teeth. b Halifax is the town _____ Percy Shaw lived. c Is that the boy _____ sister is in our class? d I've lost the charger _____ I bought last week. e A library is a place _____ you can borrow books. f Volta was the scientist _____ name became the unit *volt*.

9. ● The boy _____ lives next door is from Galway.
   - **A.** which
   - **B.** whose
   - **C.** where
   - **D.** who

10. ● That's the shop _____ I bought my headphones.
    - **A.** where
    - **B.** which
    - **C.** who
    - **D.** whose

11. ●● Which sentence is NOT correct?
    - **A.** The book I'm reading is great.
    - **B.** The girl I met yesterday is Irish.
    - **C.** The man lives next door is a doctor.
    - **D.** The film we saw was too long.

12. ●● Join the two sentences with a relative pronoun. Do not repeat the pronoun in brackets. a Percy Shaw was an inventor. (He) came from Halifax. b This is the robot. Callum built (it). c I know a café. You can get great pancakes there. d That's the girl. Her cats are called Mossy and Bean. e The podcast was about Volta. We listened to (it) yesterday.

13. ●● In which sentences can you leave out the relative pronoun? Rewrite those sentences without it. a The phone that I want is too expensive. b The woman who teaches us computing is Ms Adeyemi. c The presentation which Aoife gave was the best. d The train which leaves at 8.30 is the fastest. e Is this the jumper that you bought in Galway? f I've got a friend who speaks four languages.

14. ●● Write questions about the words in **bold**. Be careful: some are subject questions and some are object questions. a **Bell** patented the telephone in 1876. b Giulia called **her mum** last night. c **Something strange** happened at the fair. d Callum built **a robot**. e **Aoife's** presentation surprised everybody. (Whose...?) f Sam is going to visit **Giulia** in Turin.

15. ●● Put the words in order to make questions. a talking / who / you / are / to / ? b made / what / it / of / is / ? c did / with / go / who / you / ? d is / used / what / for / this / ? e you / what / looking / are / at / ?

16. ●● Complete with the *-ing* form or *to* + base form of the verb in brackets. a Do you mind _____ (wait) for a few minutes? b Giulia hopes _____ (come) back to Bristol next year. c Have you finished _____ (write) your presentation? d We've decided _____ (make) a podcast about inventions. e Callum suggested _____ (visit) the Science Museum. f I'm interested in _____ (become) an engineer. g Nobody managed _____ (read) the Braille cards. h You should avoid _____ (use) your phone before bed.

17. ● Aoife promised _____ us how to read Braille.

A. teaching
B. to teach
C. teach
D. to teaching

18. ●●● Find and correct the mistake in each sentence. a ✗ The man which invented the telephone was born in Edinburgh. b ✗ Who did win the prize? c ✗ This is the adaptor that I bought it yesterday. d ✗ I enjoy to watch documentaries about science. e ✗ With who did you go to the fair? f ✗ Turin is the city where I was born in.

19. ●●● Translate into English. a Il ragazzo che siede vicino a me si chiama Callum. b Chi ti ha chiamato ieri sera? c Ho deciso di studiare ingegneria, perché mi piace costruire le cose.

Reading and Listening

20. ● Read *Small Ideas, Big Changes* again. Are the sentences true (T), false (F) or doesn't say (DS)? a Ms Adeyemi teaches science. b Every student had three minutes for the presentation. c Percy Shaw patented cat's eyes in 1934. d Aoife's great-aunt lives in Bristol. e Louis Braille was fifteen when he developed the first version of his alphabet. f Sam and Lily finished the 1,000-piece puzzle on the night of the power cut.

21. ●● Answer the questions about the article. a How do cat's eyes stay clean? b What did Aoife ask her classmates to do? c Why did John Spilsbury cut maps into pieces? d What was Volta's pile made of?

22. ● Find words in the article that mean: a pieces of glass or plastic that send light back (Callum's section); b gave something to each person in a group, one after the other (Aoife's section); c the lines between two countries (Sam's section); d very wet, after being in a liquid (Giulia's section).

23. ●● Read the script *Which invention couldn't you live without?* (Tabella 14.4) again. Who...? Write Sam, Callum, Aoife, Giulia or Ms Adeyemi. a ...chooses the internet? b ...thinks electricity is more important than the internet? c ...says that glasses were first made in Italy? d ...chooses the washing machine? e ...makes a joke about letters?

24. ●● Read the script *The thing with three pins* (Tabella 14.5) again and answer. a What is Giulia looking for, and why? b How does she describe the object? Give two details. c How much does it cost? d What is an extension lead used for?

Writing and Speaking

25. ●● Describe these objects without saying their names. Use a relative clause and say what each object is made of and what it is used for. a an umbrella b a key c a candle

26. ●● Complete the sentences about yourself. a I really enjoy… b Next summer I hope… c I can't stand… d One day I'd like… e I'm not very good at…

27. ●●● Write an opinion paragraph (100–120 words): *Is social media good for teenagers?* Give your opinion, two reasons with examples, one opposite opinion with your answer, and a conclusion. Use at least two relative clauses.

28. ●● Speaking. Work in pairs. Student A thinks the smartphone is the most important invention of the last fifty years; Student B prefers another invention. Discuss for two minutes: give opinions and reasons, agree in part and disagree politely. Then write four lines of your conversation.

Towards B1

29. ●● Multiple-choice cloze. Read the text and choose the best word (A, B, C or D) for each gap.
Our Year 10 Inventions Fair was a great success. Every student chose an invention (1) ___ changed people's lives. Callum, (2) ___ presentation was about cat's eyes, told a funny story about a cat. Aoife asked us (3) ___ our eyes and read Braille with our fingers. In the end, everybody enjoyed (4) ___ the presentations, and Ms Adeyemi, (5) ___ organised the fair, wants to do it again next year.
(1) A who · B where · C that · D whose
(2) A who · B whose · C which · D that
(3) A close · B closing · C to close · D closed
(4) A to watch · B watching · C watch · D to watching
(5) A which · B whose · C where · D who

30. ●● Open cloze. Write ONE word in each gap.
Hi Sam! Thanks (1) ___ helping me with my presentation. Do you remember the café (2) ___ we had lunch on Saturday? I think I left my scarf there — the green one (3) ___ my grandmother made. Can you ask them? And who (4) ___ you going to the cinema with tonight? I'd love (5) ___ come too! What time (6) ___ the film start? Giulia

31. ●●● Complete the second sentence so that it means the same as the first. Use the word in CAPITALS and two to five words. a Sam bought a jigsaw puzzle. It has got 1,000 pieces. (WHICH) Sam bought a jigsaw puzzle _____ 1,000 pieces. b I'd like to learn to code. (WANT) I _____ to code. c Who is the owner of this bag? (WHOSE) _____ this? d You use this tool to cut paper. (FOR) This tool _____ paper. e "Let's visit the Science Museum," said Callum. (SUGGESTED) Callum _____ the Science Museum.

32. ●● Short message. Giulia is going back to Turin. Write her a message (35–45 words): thank her for something she did this year, say what you enjoyed doing together, and say what you hope to do when you visit Turin.

PER APPROFONDIRE

- MUR — R. Murphy, *Essential Grammar in Use*: the units on relative clauses (*who / which / that*, *the people we met*), question forms (*Who saw you? / Who did you see?*) and verb + *-ing* or *to*.
- EGU — R. Murphy, *English Grammar in Use*: a more complete treatment of relative clauses and verb patterns, for next year.
- SWA — M. Swan, *Practical English Usage*: entries on relative pronouns, prepositions at the end of clauses, and infinitives and *-ing* forms after verbs.
- CEF — Council of Europe, *Common European Framework of Reference for Languages*: the B1 descriptors used in the self-assessment of 14.5.
- CED — D. Crystal, *The Cambridge Encyclopedia of the English Language*: how English forms new words, including compound nouns and words like *robot*.
- OAL — *Oxford Advanced Learner's Dictionary*: the verb patterns of each verb, shown in every entry.

Glossario del capitolo

Adaptor
adattatore — a small object that lets you use a plug from another country: *a travel adaptor*

Antecedent
antecedente — the noun that a relative clause describes: *the **phone** that I bought*

Be used for + -ing
servire a, essere usato per — A key is used for opening doors (= *is used to open doors*)

Compound noun
nome composto — a noun made of two nouns, with the main one second: *toothbrush, washing machine*

Defining relative clause
proposizione relativa determinativa — a clause that identifies a noun, with no commas: *the girl who sits next to me*

Discover
scoprire — to find something that already existed: *Fleming discovered penicillin.* (≠ *invent*)

Headline
titolo (di giornale) — the title of a news article, printed in big letters

I see what you mean, but…
capisco cosa vuoi dire, ma… — a polite way to agree in part and then disagree

Invention / inventor
invenzione / inventore — something new that did not exist before / the person who creates it: *Bell's invention, the telephone*

Made of / made from
fatto di — made of when you can still see the material (*made of wood*); *made from* when it changes (*Paper is made from wood.*)

Object question
domanda sul complemento oggetto — a question with an auxiliary: *Who did Sam call?* (≠ *Who called Sam?*)

Patent
brevetto — an official document that gives an inventor the right to make and sell an invention for some years

Podcast
podcast — a series of audio programmes that you can download or listen to online

Prototype
prototipo — the first model of a new machine or product, used for tests

Relative pronoun
pronome relativo — who, which, that, where, whose at the start of a relative clause

The media
i mezzi di comunicazione, i media — newspapers, TV, radio, websites and social media

To-infinitive
infinito con to — to + base form: *I decided **to stay**.*

Verb pattern
costruzione del verbo — the form that follows a verb: *enjoy* + *-ing*, *want* + *to*

Wooden / woollen
di legno / di lana — adjectives from *wood* and *wool*: *a wooden spoon, a woollen scarf*

Soluzioni

1. 1 e · 2 a · 3 d · 4 f · 5 c · 6 b.

2. a square (it's a shape; the others are materials) · b keyboard (it's part of a computer; the others are words about newspapers and the media) · c wooden (it describes a material; the others are shapes) · d invention (it's a thing; the others are people).

3. B (discovered). *La penicillina esisteva già in natura: si scopre (discover), non si inventa.*

4. C (from). *Made from: il materiale si trasforma completamente (il legno diventa carta).*

5. D (podcast).

6. a inventions · b scientist · c discovery · d designer · e development · f electricity.

7. 1 c toothbrush · 2 e keyboard · 3 a light bulb · 4 f alarm clock · 5 b washing machine · 6 d headphones. Example sentences: *My alarm clock rings at seven. I always use headphones on the bus.*

8. a who (or that) · b where · c whose · d which (or that) · e where · f whose.

9. D (who). *Persona e soggetto della relativa: who (o that).*

10. A (where). *Luogo: where = in cui.*

11. C. Correct form: *The man who / that lives next door is a doctor. Il pronome soggetto non si può omettere.*

12. a Percy Shaw was an inventor who / that came from Halifax. · b This is the robot (that / which) Callum built. · c I know a café where you can get great pancakes. · d That's the girl whose cats are called Mossy and Bean. · e The podcast (that / which) we listened to yesterday was about Volta.

13. You can leave out the pronoun in a, c and e: a The phone I want is too expensive. · c The presentation Aoife gave was the best. · e Is this the jumper you bought in Galway? In b, d and f the pronoun is the subject of the clause, so it must stay. *Test: pronome + nuovo soggetto + verbo → si può omettere.*

14. a Who patented the telephone in 1876? · b Who did Giulia call last night? · c What happened at the fair? · d What did Callum build? · e Whose presentation surprised everybody? · f Who is Sam going to visit in Turin? *a, c, e: domande sul soggetto, senza do/did.*

15. a Who are you talking to? · b What is it made of? · c Who did you go with? · d What is this used for? · e What are you looking at?

16. a waiting · b to come · c writing · d to make · e visiting · f becoming · g to read · h using.

17. B (to teach). *promise + to + forma base.*

18. a The man who / that invented the telephone... · b Who won the prize? · c This is the adaptor that I bought yesterday (or: the adaptor I bought yesterday). · d I enjoy watching documentaries about science. · e Who did you go to the fair with? · f Turin is the city where I was born (or: the city I was born in).

19. a The boy who / that sits next to me is called Callum. · b Who called you (phoned you / rang you) last night? · c I've decided (I decided) to study engineering, because I like building things (I like to build things).

20. a F (she teaches computing) · b T · c T · d F (she lives in Galway) · e T · f F (they still haven't finished it).

21. a When a car drives over a cat's eye, it pushes the glass down into the rubber case, and this cleans it. · b She asked them to close their eyes and to read the cards with raised dots with their fingers. · c To teach geography: children could learn where the countries were by taking the maps apart and putting them together again. · d Copper and zinc discs, with pieces of cloth soaked in salt water between them.

22. a reflectors · b passed round · c borders · d soaked.

23. a Sam · b Callum · c Aoife · d Giulia · e Aoife.

24. a A travel adaptor, because hers broke that morning and she needs to charge her laptop. · b Any two: it's a small plastic thing; it's usually white; it's more or less square; you put your Italian plug into it and then put it into the socket in the wall. · c £6.99 (six pounds ninety-nine). · d For plugging in several things (four) at the same time.

25. Model answers: a It's a thing that you use when it's raining. It's usually made of metal and plastic or cotton, and you hold it over your head so that you don't get wet. · b It's a small thing which is made of metal. You use it to open and lock a door. · c It's a thing which is made of wax. It gives light when you burn it, and people put it on a birthday cake. *Accetta ogni descrizione corretta con una relativa, il materiale e l'uso.*

26. Open answers; check the verb pattern. Models: a I really enjoy playing the guitar. · b Next summer I hope to go to Ireland. · c I can't stand waiting for the bus in the rain. · d One day I'd like to work abroad. · e I'm not very good at drawing.

27. Model answer (about 115 words): *In my opinion, social media is good for teenagers, but only if they use it carefully. First of all, it helps us to keep in touch with friends who live far away. For example, I chat every week with a friend who moved to Spain. Secondly, there are many pages that teach you useful things, from science to cooking. Some people say that social media wastes our time and makes us anxious, and I see their point: it's easy to spend hours scrolling. However, you can decide to switch off notifications and to choose the people that you follow. For all these reasons, I think social media can be a useful tool, not a problem.*

28. Open answer. Model: A: *In my opinion, the smartphone is the most important invention of the last fifty years. You can use it for everything.* B: *I see what you mean, but I'm not sure. Without electricity and the internet, a smartphone is useless.* A: *That's a good point, but it's the thing that people use most every day.* B: *Maybe, but personally, I think the most important invention is the vaccine, because it saves lives.*

29. (1) C that · (2) B whose · (3) C to close · (4) B watching · (5) D who.

30. (1) for · (2) where · (3) that / which · (4) are · (5) to · (6) does.

31. a which has (got) · b want to learn · c Whose bag is · d is used for cutting · e suggested visiting (also: *suggested going to*).

32. Model answer (about 40 words): *Hi Giulia! Thanks for helping me with my Italian homework all year. I really enjoyed doing the jigsaw puzzle together and cycling to the harbour. When I visit Turin, I hope to see the Egyptian Museum and to try real Italian pizza! Sam*