CAPITOLO

1

Back in Touch

A friend who lives far away is only one message away — but someone still has to send the message.

OBIETTIVI

1. I can talk about keeping in touch with friends and about my feelings when things change.
2. I can use the tenses of *English 1* correctly and choose between *I think* and *I'm thinking*, *I have* and *I'm having*.
3. I can form question tags and use them, with the right intonation, to check information and keep a conversation going.
4. I can use reflexive pronouns and *each other*, and I know which Italian reflexive verbs are not reflexive in English.
5. I can write an informal email to catch up with a friend.
6. I can describe the two states on the island of Ireland and their languages, and compare them with Italy's minority languages.

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A year ago, four teenagers became friends at Hillside Academy in Bristol: Giulia from Turin, Sam from Bristol, Aoife from Galway and Callum from Edinburgh. Now they live in three cities in three different countries. Can a friendship survive the distance? It can — if you know how to **keep in touch**.

In this unit you read the friends' first post on the blog of the **Bristol–Turin Link**, a new online project between Giulia's class and Sam's class, and you listen to their first video call. You review the tenses of *English 1* and learn three new points: verbs like *think* and *have* with two meanings, **question tags** and **reflexive pronouns**. Finally, you write an email to catch up with a friend, and you discover Aoife's country, Ireland.

1.1 Vocabulary: Keeping in Touch

1.1.1 Communication: staying in contact

When you **get in touch** with someone, you contact them — by phone, by email, with a message — often after some time or for the first time: *Get in touch with Mrs Hill if you want to join the Link.* When you **keep in touch** (or *stay in touch*), you continue to contact each other regularly. The opposite is to **lose touch**: *We were best friends at primary school, but we lost touch when my family moved.* And when you meet or call a friend after a long time and tell each other all your news, you **catch up** *(ita: aggiornarsi, raccontarsi le novità)*: *Let's catch up at the weekend!* Look at Tabella 1.1.

Tabella 1.1 Keeping in touch: verbs and phrases

Phrase	Meaning	Example
get in touch (with)	contact someone	*I got in touch with Aoife on her birthday.*
keep / stay in touch (with)	continue to contact someone	*We keep in touch with a group chat.*
lose touch (with)	stop contacting someone	*Josh has lost touch with his old football team.*
catch up (with)	exchange news after some time	*I caught up with Marta on the first day of school.*
video call (noun and verb)	a call where you see each other	*We video call every Sunday.*
reply (to)	answer a message, an email, a letter	*Sorry I didn't reply to your email!*
post (noun and verb)	put a message or a photo online	*Callum posted a photo of the sea.*
share	let other people see or use something	*Can you share the link with the class?*
follow	choose to see someone's posts	*Lots of students follow the Link blog.*

To **reply** *(ita: rispondere)* always takes *to*: *reply to a message*; *answer* takes no preposition: *answer a message, answer the phone*. You *send* or *get* a message, a text or an email, and you *leave* a comment under a post. To **follow** someone on social media means to choose to see what they post; those people are your *followers*.

> **DA RICORDARE**
>
> Learn these phrases with their prepositions: *get in touch* ***with*** · *keep in touch* ***with*** · *catch up* ***with*** · *reply* ***to*** · *get on* ***with*** · *look forward* ***to***. In *look forward to*, *to* is a preposition, so a verb after it takes **-ing**: *I'm looking forward to* ***seeing*** *you.*

1.1.2 Friendship and feelings about change

Moving to a new place, or coming back home after a long time, brings strong feelings. If you are **homesick** *(ita: che ha nostalgia di casa)*, you are sad because you are far from home: *Aoife was homesick for Galway in her first weeks in Bristol.* The verb **miss** *(ita: sentire la mancanza di)* describes the same feeling for a person or a thing: *I miss my friends. I miss the sea.* Be careful: in English the person who feels sad is the **subject**.

If you **get on with** someone *(ita: andare d'accordo con)*, you have a good relationship with them: *Giulia gets on really well with Marta*. If you *fall out with* a friend, you stop being friends after an argument. If you **look forward to** something *(ita: non vedere l'ora di)*, you are happy because it is going to happen: *Sam is looking forward to the trip to Ireland.* And remember: you *make friends* (✗ *do friends*).

> **ERRORE FREQUENTE**
>
> Il verbo *miss* funziona "al contrario" rispetto all'italiano *mancare*. In italiano il soggetto è la persona che manca (*Tu mi manchi*); in inglese il soggetto è chi sente la mancanza: ✗ *You miss me* (= *Io ti manco*) → ✓ *I miss you* (= *Mi manchi*). Allo stesso modo: *Mi manca Torino* = ✓ *I miss Turin*; *Ti manchiamo?* = ✓ *Do you miss us?*
>
> Attenzione anche a *miss* con altri significati: *miss the bus* = perdere l'autobus; *miss a lesson* = saltare una lezione.

1.1.3 Word formation: nouns with *-ship*, *-ness* and *-ment*

Many abstract nouns are made with a **suffix**, an ending added to another word. Three common noun suffixes are **-ship**, **-ness** and **-ment**: *friend* → ***friendship***, *happy* → ***happiness***, *excite* → ***excitement***. Each one is usually added to a different kind of word, as Tabella 1.2 shows.

Tabella 1.2 Noun suffixes: *-ship*, *-ness*, *-ment*

Suffix	Added to	Examples
-ship	a noun (often a person)	friend → friendship · relation → relationship · member → membership · leader → leadership · partner → partnership
-ness	an adjective	happy → happiness · kind → kindness · sad → sadness · lonely → loneliness · aware → awareness · ill → illness
-ment	a verb	excite → excitement · enjoy → enjoyment · move → movement · agree → agreement · improve → improvement · disappoint → disappointment

Check the spelling: a final *-y* after a consonant becomes *-i-* before *-ness* (*happy* → *happiness, lonely* → *loneliness*), but *-ment* does not change the verb (*enjoy* → *enjoyment, excite* → *excitement*). **Pronunciation:** the suffixes are never stressed, and their vowel is weak: *happiness* /ˈhæpɪnəs/, *excitement* /ɪkˈsaɪtmənt/, *friendship* /ˈfrendʃɪp/. The stress stays where it is in the base word.

1.2 Reading: One Year Later

Before you read. Think about the end of a school year when something important changed for you: a new school, a new class, a friend who moved. What changed? How did you feel? Tell a partner in two or three sentences.

The Bristol–Turin Link has a shared blog. To open the new school year, the teachers asked four friends who met at Hillside last year to write a paragraph each. Read their answers to the question: *What has changed in a year?* (*testo della redazione*)

One Year Later

The Link Blog · Welcome back! Last year Giulia Ferraro spent the whole school year with us at Hillside Academy. This year our two classes, Year 11 in Bristol and Giulia's class in Turin, are working together online: video calls, shared projects and this blog. To start, we asked four old friends a simple question. Here are their answers. — *Mrs Hill and Prof.ssa Rossi*

Giulia, Turin. It feels strange to write in English from my own bedroom in Turin! I came home in July, and for the first few weeks I was homesick for Bristol — homesick for a city that isn't even my home. Funny, isn't it? I missed the buses, the seagulls and even the rain. Now I'm in my second year of *liceo classico*, back with my old class. My best friend Marta sits next to me again. She's brilliant at maths, but she loses everything, so I've already found her phone twice this month. We have a new English teacher, Prof.ssa Rossi, and the Link was her idea. I've also set myself a goal for this year: I'm going to take a B1 exam in the spring. I'm really looking forward to it… most of the time. My brother Marco is at university in Milan now, so the house is very quiet, and I'm thinking of painting my room. It's still the pink I chose when I was ten!

Sam, Bristol. Year 11 is serious. Our GCSE exams start in May, and the teachers remind us about them every single day. Home is busier than ever. My little sister Lily started school this month — she's in Reception, and every afternoon she tells us everything about her day, including what everybody had for lunch. My stepbrother Josh is in Year 13 and he's applying to university, so the kitchen table is covered in his notes. Mum says she has three students in the house now — four, if you count Biscuit, who is learning to open the door of his hutch by himself. I miss Giulia's Italian lessons at lunchtime, but we video call every Sunday, so we haven't lost touch. You can't lose touch with Giulia anyway: she always replies in about ten seconds, doesn't she?

Aoife, Galway. Hello from the west of Ireland! Our year in Bristol is over and my family has moved back to Galway. I loved Bristol, but it's grand to be home. This year I'm in Transition Year, a special year in Irish schools between the Junior Cycle and the Leaving Certificate. There are no big exams. Instead, we do projects, trips and work experience, and we learn things that aren't on any timetable: last week we had a first-aid course and a cooking class. I'm enjoying myself a lot. The best news is that Sam and Callum are coming to visit at half-term, and I'm going to be their guide in Dublin and Galway. I've already made a list of places. My great-aunt has promised to make her famous brown bread for them. Bring your raincoats, lads!

Callum, Bristol. I'm still in Bristol with my dad, and still at Hillside, in Year 11 like Sam. My mum lives in Edinburgh, so I spend part of the holidays up there. This year Sam and I have started a band. Well, we've written one song, and we've played it to each other about a hundred times. The other big news is that I've joined the Link team: I'm in charge of the video calls, so if

the screen freezes, it's my fault. I think the Link is a great idea. Last year we had one Italian student with us; this year we're going to meet the whole class. And in October, Ireland! I've never been there. Aoife is teaching me some Irish words, but I can't pronounce any of them yet. She says I'll learn. I'm not so sure.

Language in context

- **Question tags**: *Funny, isn't it? · she always replies in about ten seconds, doesn't she?* (see the Grammar section).
- **Reflexive pronouns and *each other***: *I've set myself a goal · I'm enjoying myself · by himself · to each other*.
- **Two meanings of *think***: *I'm thinking of painting my room* = I'm considering it (an activity, not an opinion).
- **Irish English**: *it's grand to be home — grand* = fine, good; *lads* = an informal word for a group of boys or friends.
- **School words**: in England *Reception* is the first class of primary school (age 4–5), *Year 11* the year of GCSEs, *Year 13* the last year of sixth form (A levels).

LEARNING TO LEARN

Giulia has a goal for the year: you can have one too. The **Common European Framework of Reference** (CEFR) describes language ability in six levels, from A1 (beginner) to C2 (mastery), with **can-do statements**: what a learner at each level can do with the language. Instead of "I want to be better at English", write concrete goals:

- *By Christmas, I can follow the main points of a short video about a familiar topic.*
- *By March, I can write a clear email of about 150 words about my news and my plans.*
- *By June, I can keep a conversation going for three minutes with a partner, without long pauses.*

Choose **three** goals (reading or listening, writing, speaking), with a date, on the first page of your notebook. Every two months, read them again and tick the ones you have reached. The *Objectives* at the start of each unit are can-do statements too.

1.3 Grammar: Recap, State Verbs, Question Tags, Reflexive Pronouns

1.3.1 Recap: the tenses of *English 1*

Before the new grammar, check the tenses you studied last year. The tables below are a reminder, not a new lesson: if a point is not clear, go back to the unit of *English 1* in brackets. Figura 1.1 puts them all on one timeline.

Tabella 1.3 Recap: present simple and present continuous (*English 1*, Units 3 and 5)

Tense	Form	Main uses	Example
present simple	*I live · she lives · do / does*	habits, facts, timetables	*Sam video calls Giulia every Sunday.*
present continuous	*am / is / are + -ing*	now, temporary situations, future arrangements	*Josh is applying to university this year.*

Tabella 1.4 Recap: past simple and past continuous (*English 1*, Units 8 and 9)

Tense	Form	Main uses	Example
past simple	*moved · flew · did*	finished actions at a finished time	*Giulia flew home in July.*
past continuous	*was / were + -ing*	an action in progress in the past; a background interrupted by a shorter action	*I was packing when Sam called.*

Tabella 1.5 Recap: present perfect (*English 1*, Unit 13)

Tense	Form	Main uses	Example
present perfect	*have / has + past participle*	experiences (*ever, never*); news (*just, already, yet*); unfinished time; *for / since* with state verbs	*I've known Aoife since September last year.*

Tabella 1.6 Recap: future forms (*English 1*, Unit 12)

Form	Main uses	Example
be going to + base form	plans and intentions; predictions from evidence	*I'm going to take a B1 exam.*
will / won't + base form	predictions, decisions made now, offers, promises	*I'll send you the photos tonight.*
present continuous	arrangements with a time and place	*We're flying to Dublin at half-term.*
present simple	timetables	*The train leaves at 7.15.*



Figura 1.1 The tenses of *English 1* on one timeline. A cross marks a complete action, a wavy line an action in progress, a straight arrow a period that continues up to now. NOW is the red dashed line.

1.3.2 State verbs with two meanings

In *English 1* (Unit 5) you learnt that **state verbs** such as *know, like, want, believe* describe states, not actions, so they are not normally used in the continuous: ✓ *I know her*, ✗ *I'm knowing her*. Some verbs, however, have **two meanings**: a state meaning, with the simple form, and an action meaning, which can be continuous. Tabella 1.7 shows the most common ones.

Tabella 1.7 Verbs with a state meaning and an action meaning

Verb	State meaning (simple only)	Action meaning (simple or continuous)
think	have an opinion: *I think the Link is a great idea.*	consider, use your mind: *I'm thinking of painting my room. What are you thinking about?*
have	possess, have a relationship: *I have a sister. Sam has a rabbit at home.*	eat, drink, experience: *We're having lunch. Are you having a good time?*
see	notice with your eyes; understand: *I see a bird. I see what you mean.*	meet, visit: *I'm seeing Marta tonight. She's seeing the doctor.*
taste	have a flavour: *This bread tastes great.*	try the flavour: *Callum is tasting the soup.*
smell	have a smell: *The kitchen smells of coffee.*	breathe in to notice a smell: *Why are you smelling the milk?*
look	seem, appear: *You look tired.*	direct your eyes: *I'm looking at the photos.*

Ask yourself: **is it an opinion, a possession, a quality — or something that somebody is doing?** *I think so* is an opinion; *I'm thinking about it* means that I'm still considering the question. Fixed phrases where *have* is an action can all be continuous: *have breakfast / a shower / a party / a good time → Shh! Dad's having a shower.*

GRAMMAR IN ITALIANO

Verbi di stato con due significati. Alcuni verbi di stato (*think, have, see, taste, smell, look*) hanno anche un significato "d'azione". Con il significato di stato si usano solo nelle forme *simple*; con il significato d'azione possono andare anche nelle forme *continuous*.

Confronto con l'italiano. L'italiano spesso usa lo stesso verbo in entrambi i casi: *penso che abbia ragione* (opinione) = *I think he's right*; *ci sto pensando* (riflessione in corso) = *I'm thinking about it*. Con *have* aiuta la traduzione: *ho una sorella = I have a sister* (stato), ma *sto pranzando, faccio colazione, mi sto divertendo = I'm having lunch, I have breakfast, I'm having a good time* (azione). Con *see*: *vedo = I see*, ma *esco con Marta stasera = I'm seeing Marta tonight*.

1.3.3 Question tags

A **question tag** *(ita: domanda di conferma, "vero?", "no?")* is a short question at the end of a statement: *You're Aoife's cousin, **aren't you**? It didn't rain, **did it**?* We use tags in conversation to check information that we think is true, or to invite the other person to agree and to keep the conversation going. Italian uses one word for all of them (*vero?, no?*); English builds each tag from the statement, as Figura 1.2 shows.

How to form a tag

1. **Use the auxiliary verb of the statement** (*be, have, do, can, will, should…*): *She **can** swim, **can't** she? They **were** late, **weren't** they? You **'ve** finished, **haven't** you?*
2. **If there is no auxiliary** (present simple or past simple), use *do, does* or *did*: *Sam **lives** in Bristol, **doesn't** he? You **called** Aoife, **didn't** you?*
3. **Positive statement → negative tag; negative statement → positive tag**: *It's cold, isn't it?* but *It isn't cold, is it?*
4. **The subject of the tag is always a pronoun**: *Giulia speaks English, doesn't **she**? This is your bag, isn't **it**? Those are your shoes, aren't **they**?*
5. **Negative tags are contracted**: *isn't it, don't you, can't she* (✗ *is not it*).

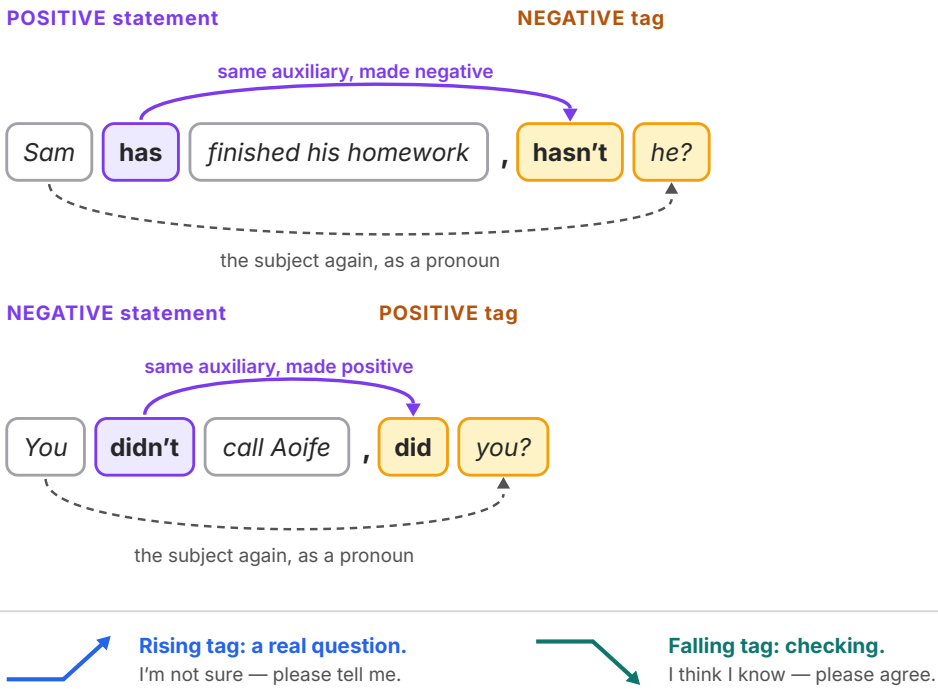


Figura 1.2 How a question tag is formed. The tag repeats the auxiliary of the statement (violet arrow), with the opposite polarity: positive → negative, negative → positive. The subject comes back as a pronoun (grey arrow). The intonation of the tag shows whether it is a real question.

Special tags

Tabella 1.8 Question tags: special cases

Statement	Tag	Example
I am…	**aren't I?**	*I'm in your group, aren't I?* (✗ *amn't I*)
Let's…	**shall we?**	*Let's call Aoife, shall we?*
imperative	**will you?** (also *can you? could you?*)	*Close the window, will you?*
nobody / no one / somebody / everybody	**…they?**	*Nobody called, did they? Everybody's here, aren't they?*
nothing / something / everything	**…it?**	*Nothing happened, did it?*
never, nobody, nothing, hardly (negative meaning)	**positive tag**	*You never eat meat, do you? Nobody came, did they?*

Look at the last row: *never*, *nobody* and *nothing* make the statement negative even without *not*, so the tag is positive: *Nobody came, **did** they?*

Intonation

The meaning of a tag depends on the **intonation** *(ita: intonazione)*, the way your voice goes up or down. With a **rising** intonation the tag is a real question: you are not sure and you want an answer (*The train leaves at seven, doesn't it?*). With a **falling** intonation you are almost sure and you only want the other person to agree (*It's a beautiful day, isn't it?*). Falling tags are a common way to start a chat: *Nice weather, isn't it?*

ESEMPIO SVOLTO

Add a tag to: *Callum's mum lives in Edinburgh.*

1. **Find the verb.** *lives*: present simple, no auxiliary → we need *does*.
2. **Is the statement positive or negative?** Positive → the tag is negative: *doesn't*.
3. **Replace the subject with a pronoun.** *Callum's mum* → *she*.
4. **Put it together:** *Callum's mum lives in Edinburgh, doesn't she?*

Now: *Sam and Callum haven't booked the flights yet.* → auxiliary *have*; negative statement → positive tag; *Sam and Callum* → *they*: *…haven't booked the flights yet, **have they**?*

And: *I'm Giulia's partner for the project.* → *…**aren't I**?* (special case).

GRAMMAR IN ITALIANO

Le *question tags* (domande di conferma). Sono brevi domande alla fine di una frase, come l'italiano *vero?*, *no?*, *giusto?*. Si formano con l'**ausiliare** della frase (o *do / does / did* se l'ausiliare non c'è) + un **pronome personale soggetto**. Se la frase è affermativa, la *tag* è negativa (contratta); se la frase è negativa, la *tag* è affermativa: *She's Irish, isn't she?* · *She isn't Irish, is she?*

Casi speciali: *I'm..., aren't I?* · *Let's..., shall we?* · imperativo + *will you?* · *nobody / somebody..., ... they?*

Intonazione. Voce che sale = domanda vera; voce che scende = richiesta di conferma.

ERRORE FREQUENTE

Non usare *isn't it?* come traduzione fissa di *vero?*: la *tag* deve riprendere il verbo e il soggetto della frase. ✗ *You're Callum's cousin, isn't it?* → ✓ *...aren't you?* · ✗ *He plays the guitar, isn't it?* → ✓ *... doesn't he?*

E non ripetere il soggetto nome: ✗ *Marta is late, isn't Marta?* → ✓ *...isn't she?*

COLLEGAMENTI

Science and Greek: what is "rising" intonation? Your voice is a sound wave produced when your *vocal folds* vibrate. The number of vibrations per second is the **frequency** of the sound, measured in hertz (Hz), and we hear it as **pitch**: the higher the frequency, the higher the pitch. On a "rising" tag the frequency of your voice increases. A voice-analysis app can draw this as a *pitch track*, a graph of frequency against time: say *It's Tuesday, isn't it?* as a question and then as a comment, and compare the two lines. Pitch mattered to the Greeks too: in ancient Greek the accent was a change of pitch, and the acute accent (ά) marked a syllable spoken on a higher note. The Greek word for it, *prosōidía* (προσῳδία), "a song added to the words", gave English *prosody*; Latin translated it as *accentus* (*ad* + *cantus*, "song"), and that gave English *accent*.

1.3.4 Reflexive pronouns and *each other*

Reflexive pronouns end in *-self* (singular) or *-selves* (plural). We use them when the subject and the object of a verb are the **same person**: *Lily looked at **herself** in the mirror. Be careful with that knife — don't cut **yourself**!* See Tabella 1.9.

Tabella 1.9 Reflexive pronouns

Subject pronoun	Reflexive pronoun	Example
I	**myself**	*I've set myself a goal.*
you (singular)	**yourself**	*Did you hurt yourself?*
he · she · it	**himself · herself · itself**	*The door closes by itself.*
we	**ourselves**	*We enjoyed ourselves in Galway.*
you (plural)	**yourselves**	*Help yourselves to some cake!*
they	**themselves**	*They introduced themselves to the class.*

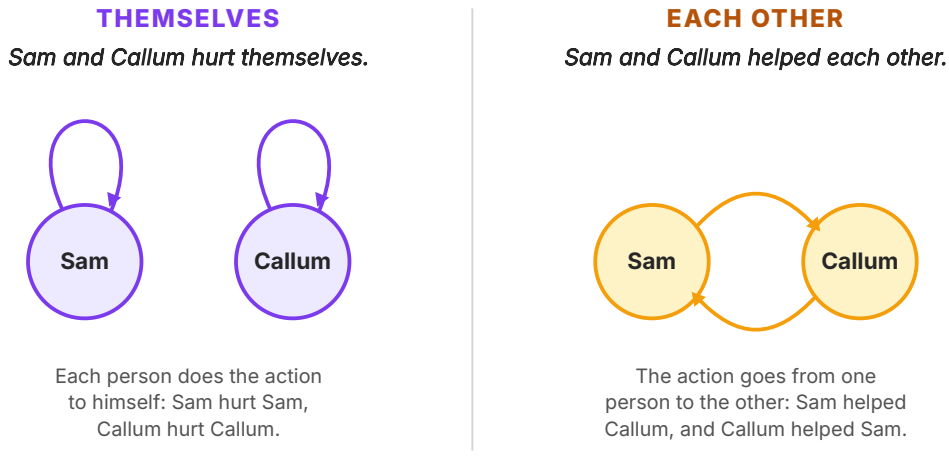


Figura 1.3 Reflexive pronouns and *each other*. Left: each person does the action to himself (*themselves*). Right: the action goes from one person to the other and back (*each other*).

Some common uses and fixed phrases:

- **enjoy yourself** = have a good time (*enjoy* needs an object: ✓ *I enjoyed myself* / ✓ *I enjoyed the party*, ✗ *I enjoyed*). **Help yourself / yourselves (to…)** = take what you want, said to guests: *Help yourselves to drinks!* **Behave yourself** = be good.
- **by myself / by yourself…** = alone, or without help: *Lily can read some words by herself now. I went to the cinema by myself.*
- **Emphasis**: the reflexive pronoun can stress that a particular person did something, not someone else: *Did you buy this cake? — No, I made it* ***myself****!*

Do not confuse reflexive pronouns with **each other** *(ita: l'un l'altro, a vicenda)*. With a plural subject, *-selves* means that each person does the action to himself or herself; *each other* means that

the action goes from one person to the other, in both directions. Compare *Sam and Callum hurt themselves* and *Sam and Callum helped each other* in Figura 1.3. *One another* has the same meaning as *each other* and is a little more formal.

GRAMMAR IN ITALIANO

I pronomi riflessivi. *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves* si usano quando soggetto e complemento oggetto sono la stessa persona (*Lily looked at herself* = Lily si è guardata). *by myself* = da solo; *I made it myself* = l'ho fatto io (proprio io). *each other* = reciprocità: *They love each other* = si amano (l'un l'altro).

Confronto con l'italiano. Molti verbi riflessivi italiani **non** sono riflessivi in inglese, perché l'azione non ricade davvero sul soggetto: *alzarsi = get up*, *svegliarsi = wake up*, *vestirsi = get dressed*, *sentirsi = feel*, *rilassarsi = relax*, *preoccuparsi = worry*, *ricordarsi = remember*, *sposarsi = get married*, *incontrarsi = meet*. Invece *divertirsi = enjoy yourself* e *presentarsi = introduce yourself* sono riflessivi anche in inglese.

ERRORE FREQUENTE

✗ *I get myself up at seven.* → ✓ *I get up at seven.* · ✗ *Relax yourself!* → ✓ *Relax!* · ✗ *I feel myself tired.* → ✓ *I feel tired.*

Reciproco, non riflessivo: *ci siamo incontrati al parco* = ✓ *We met in the park*, ✗ *We met ourselves*. *Si scrivono ogni settimana* = ✓ *They write to each other every week* (✗ *They write to themselves*: si scriverebbero ciascuno a sé stesso!).

1.4 Listening and Speaking: Keeping a Conversation Going

A good conversation is like a game of tennis: you answer, then you send the ball back. Listen to your teacher and your classmates reading the two scripts (books closed), then read them.

Listening 1. The first video call of the Bristol–Turin Link. In Bristol, Callum and Sam are in the computer room; in Turin, Giulia and Marta are in their classroom with Prof.ssa Rossi. Listen (books closed): who is new to the group? Who is Biscuit?

Tabella 1.10 Listening script — Hello, Turin!

Callum	Can everybody hear me? Turin, can you see us?
Giulia	Yes, we can see you perfectly. Hi, Callum! Hi, Sam!
Sam	Hi, Giulia! It's great to see you. You've cut your hair, haven't you?
Giulia	Yes, I have — only a bit. You noticed! Everyone, this is Marta, my best friend.
Marta	Hi! Giulia talks about you all the time.

Sam	Only good things, I hope. So, Marta, how's the new school year going?
Marta	Not bad, thanks. We've got a lot of maths this year, but I like maths.
Callum	Really? That's unusual! What else do you enjoy?
Marta	Climbing. I go to a climbing wall twice a week.
Sam	No way — Aoife does that too! You should talk to her. What about you, Giulia? How are things?
Giulia	Busy! I'm studying for my B1 exam, and we have lots of homework.
Callum	Your new English teacher gives you lots of homework, doesn't she?
Giulia	Well… she's sitting next to me, actually.
Callum	Oh! Hello! Sorry!
Prof.ssa Rossi	Hello, everyone. Don't worry, Callum. Go on, Giulia.
Giulia	So, Sam, tell me about Lily. She started school last week, didn't she?
Sam	Yes, she did. She loves it. Yesterday she came home and taught us a song about the days of the week.
Giulia	Oh, how sweet! And how's Biscuit?
Sam	Fat and happy. Lily gives him half her carrots.
Marta	Sorry — who's Biscuit?
Sam	Lily's rabbit! Sorry, I forgot you don't know everybody yet.
Callum	Right, we've only got two minutes left. Let's talk again next week, shall we?
Giulia	Yes, let's. Same time next Thursday?
Callum	Perfect. Bye, Turin!
All	Bye!

Listening 2. A few days later, Sam phones Aoife to check the plans for the half-term trip. Listen (books closed): where will Aoife meet the boys? What does she want from Bristol? Which of Sam's tags are real questions?

Tabella 1.11 Listening script — Checking the plans

Aoife	Hello?
Sam	Hi, Aoife, it's Sam. Have you got a minute?
Aoife	Sam! Of course. How are you?

Sam	Fine, thanks. Listen, Callum and I are booking the flights tonight, so I want to check a few things. Your half-term is the same week as ours, isn't it?
Aoife	Yes, it is. Lucky, isn't it?
Sam	Very. So we fly to Dublin on the Saturday morning, and you meet us at the airport.
Aoife	No, no — I'll meet you in the city centre. The airport is a bit outside Dublin. You can take the bus, can't you?
Sam	Sure. And then we stay two nights in Dublin?
Aoife	That's right, at my cousin's flat. Then on the Monday we take the train to Galway. It's about two and a half hours.
Sam	And we're staying with your family in Galway, aren't we?
Aoife	You are. Mam is already planning the food.
Sam	Great. Oh, one more thing. You don't need anything from Bristol, do you?
Aoife	Hmm… Bring me some of that chocolate from the shop near school. You remember it, don't you?
Sam	How could I forget? OK, I'll do that. And Callum wants to know: it won't rain all the time, will it?
Aoife	Sam, this is Galway. Of course it will! Bring a good raincoat.
Sam	Right. Thanks, Aoife. Talk soon!
Aoife	Bye, Sam. Say hi to Callum for me.

Notice how the speakers keep the conversation going: they **ask a question back** (*Not bad, thanks… — What else do you enjoy?*), they **show interest** (*No way! Oh, how sweet!*) and they **check information** with tags. Sam's tags about the dates and the stay in Galway are real questions (rising): he needs the answers to book the flights. Aoife's *Lucky, isn't it?* is a comment (falling). Tabella 1.12 collects the most useful phrases.

Tabella 1.12 Useful language — starting and keeping a conversation going

Function	Phrases
Starting a conversation	*Hi! How are things? · How's it going? · Long time no see! · Have you got a minute? · How was your summer?*
Keeping it going: asking back	*What about you? · And you? · How about you? · What else do you…? · So, tell me about…*
Showing interest	*Really? · No way! · That sounds great / awful! · How sweet / funny! · Did you? · Have you? · Lucky you!*
Checking information	*…isn't it? / …don't you? · So, you mean… · Sorry, who's…? · Sorry, did you say…?*
Ending a conversation	*Right, I'd better go. · Talk soon! · Say hi to… for me. · Let's talk again next week, shall we?*

Speaking tasks

1. **Pair work: back to school.** Imagine you meet a friend on the first day of school after the summer. Talk for two minutes about your summer and your new school year. Use at least two phrases from each row of Tabella 1.12. Your partner must ask a question back after every answer.
2. **Role play: checking plans.** Student A is organising a class trip; Student B is the teacher. A checks five pieces of information with question tags (the day, the time, the meeting place, the cost, what to bring). B answers and corrects any wrong information. Then swap roles.
3. **Discussion.** In groups: How do you keep in touch with friends who live far away? Is a video call the same as meeting a friend? Is it easy to lose touch? Report your group's ideas to the class.

1.5 Writing: An Informal Email

An informal email to a friend is not only news: it is half of a conversation. A good one **reacts** to the friend's last message, **tells** your own news, and **asks** questions so that your friend wants to reply. Read Giulia's answer to an email from Aoife.

Tabella 1.13 Model text — an informal email

Subject: Catching up!
Hi Aoife,
Thanks so much for your email, and sorry I didn't reply sooner! It was lovely to hear from you. Transition Year sounds amazing — a whole year of projects and trips, and no big exams? I'm so jealous! Good luck with your mini-company. I hope the idea works.
Things here are busy. School started three weeks ago, and Marta and I are in the same class again, so I'm happy. We've got a new English teacher, Prof.ssa Rossi. She's really nice, although she gives us tons of homework. The big news is that I've signed up for a B1 exam in the spring, so wish me luck!
I miss you all a lot. Sometimes I look at the photos from Bristol and feel a bit homesick, but the Link calls help.
So, what are your plans for half-term? Sam told me that he and Callum are visiting you. You'll take them to Connemara, won't you? Send me lots of photos!
Write soon and tell me everything.
Love, Giulia
PS Say hello to your great-aunt from me!

Structure. Opening (*Hi Aoife,*) → **thanks and reaction** to Aoife's news → **own news** → **feelings** → **questions** about her plans → **closing** (*Write soon… Love, Giulia*). A PS (*postscript*) adds a last, light thought.

Register. Informal: contractions (*I'm, didn't*), exclamations, informal words (*tons of homework*), direct questions and a tag that invites an answer (*You'll take them to Connemara, won't you?*). Simple linkers join the ideas: *and, but, so, although*. Informal closings: *Love, Lots of love, Best wishes, Take care*. A formal email (Unit 5) follows very different rules.

Checklist. Before you send an informal email, check:

- Did I thank my friend and react to their news (at least two sentences)?
- Did I write one paragraph for each main idea?
- Did I ask at least two questions, to keep the conversation going?
- Did I use informal phrases, contractions and linkers (*and, but, so, although*)?
- Did I check the tenses: present for now, past simple for finished events, present perfect for news, future forms for plans?
- Did I open and close in an informal way?

Task. A friend who moved to another city last summer has written to you. Write a reply (140–180 words). React to their news (they have joined a new sports team and made two new friends), tell them about your new school year, say what you miss about them and ask about their plans for the holidays.

1.6 Culture: Ireland

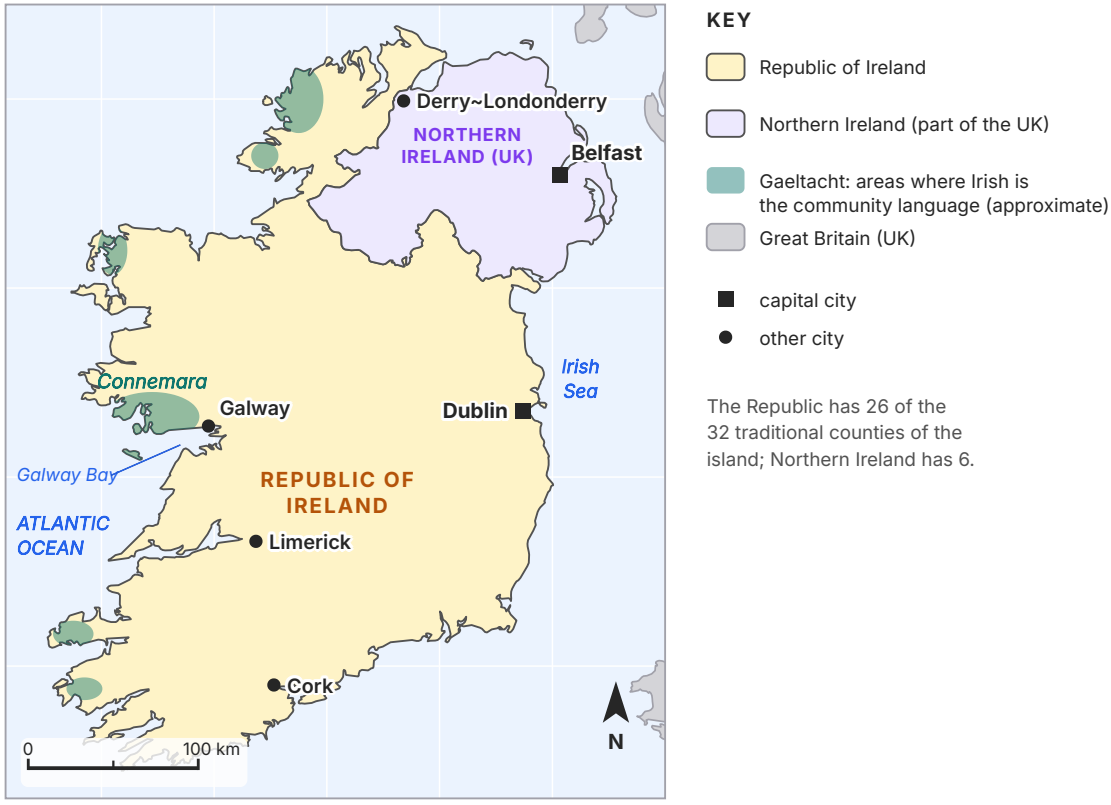


Figura 1.4 The island of Ireland: the Republic of Ireland and Northern Ireland (part of the UK), with the main cities. The teal areas show the main Gaeltacht areas, approximately: in Donegal, Mayo, Galway (Connemara and the Aran Islands) and Kerry. There are smaller Gaeltacht areas in Cork, Waterford and Meath (not shown).

In *English 1* (Unit 1) you learnt that the Republic of Ireland is not part of the United Kingdom. Now that Aoife is back in Galway, let's look at her country more closely. Figura 1.4 shows the island of Ireland.

One island, two states

The island is divided between two states. Most of it — 26 of its 32 traditional counties — is the independent **Republic of Ireland**, whose official name in English is simply *Ireland* (*Éire* in Irish). Its capital is Dublin, and about 5.1 million people lived there at the 2022 census. Six counties in the north-east form **Northern Ireland**, which is part of the UK; its capital is Belfast, and its population is about 1.9 million. The division dates from the early 1920s: Northern Ireland was

created in 1921, and in 1922 the rest of the island became a self-governing state, the Irish Free State, which later became today's republic. The Republic uses the **euro** and is a member of the European Union; Northern Ireland, like the rest of the UK, uses the pound sterling, and the UK left the EU in 2020. There are no checkpoints on the border: people cross it every day.

Two official languages

The Irish Constitution says that Irish, "as the national language", is "the first official language", and that English "is recognised as a second official language". Irish, or **Gaeilge**, is a Celtic language, very different from English: *Dia duit* means "hello" and *go raibh maith agat* means "thank you". Most children study it at school, and road signs, official documents and many websites are bilingual. However, English is the everyday language of most people. At the 2022 census almost 1.9 million people said that they could speak Irish, but only about 72,000 used it every day outside the education system.

Those daily speakers live mainly in the **Gaeltacht** (plural *Gaeltachtaí*): the areas, mostly along the west coast, where Irish is still the language of the community. One of them is Connemara, west of Aoife's city, Galway. Every summer thousands of teenagers spend a few weeks at an "Irish college" in the Gaeltacht to practise the language.

St Patrick's Day and Transition Year

St Patrick's Day, on 17 March, celebrates the patron saint of Ireland. It is a public holiday in both the Republic and Northern Ireland, with parades in Ireland and in many countries with Irish communities. People wear green and the shamrock, a small three-leaved plant that is a symbol of Ireland.

Aoife's **Transition Year** (TY) is a feature of Irish schools. After the three years of the Junior Cycle, students can choose a one-year programme before the two-year course that ends with the Leaving Certificate, the exam at the end of secondary school. TY has no state exam: students do projects, work experience and trips that help them to discover their interests.

> **APPROFONDIMENTO**
>
> **Irish English.** The English spoken in Ireland has its own words and expressions. *Grand* means "fine, OK": *How are you? — Grand, thanks. Craic* (pronounced like *crack*) means fun and good company: *The party was great craic.* Many Irish people say *Mam* for "mum", and *lads* for a group of boys or friends. Listen for these words if you watch an Irish film or series.

Compare with Italy

Italy also has languages that are not the national one. The law on historical linguistic minorities, Law 482 of 15 December 1999, protects twelve of them: Albanian, Catalan, German, Greek, Slovene, Croatian, French, Franco-Provençal, Friulian, Ladin, Occitan and Sardinian. In Pied-

mont, Giulia's region, Occitan and Franco-Provençal are spoken in some Alpine valleys, and in the nearby Aosta Valley French is an official language together with Italian.

1. Is any of these languages spoken near where you live? Do you know anyone who speaks one?
2. In Ireland, the minority language is also the "first official language". Why do you think the Constitution gives Irish this position?
3. Are road signs in two languages a good idea? Give one reason for and one against.

SINTESI

- Keeping in touch: *get in touch with, keep / stay in touch with, lose touch with, catch up with, reply to, video call, post, share, follow*.
- Feelings about change: *homesick (for), miss* (*I miss you* = mi manchi), *get on with, fall out with, look forward to* + *-ing*.
- Noun suffixes: **-ship** after nouns (*friendship*), **-ness** after adjectives (*happiness*), **-ment** after verbs (*excitement*); the suffix is never stressed.
- Recap of *English 1*: present simple / continuous, past simple / continuous, present perfect, *going to / will* / present tenses for the future.
- Verbs with two meanings: *think, have, see, taste, smell, look* are simple as states (*I think so*) and can be continuous as actions (*I'm thinking about it*).
- Question tags: auxiliary of the statement (or *do / does / did*) + pronoun; positive → negative tag, negative → positive tag.
- Special tags: *I'm..., aren't I?* · *Let's..., shall we?* · imperative + *will you?* · *Nobody..., ...they?*
- Rising intonation on a tag = a real question; falling intonation = asking for agreement.
- Reflexive pronouns (*myself... themselves*): subject = object; *enjoy yourself, help yourselves, by myself*; many Italian reflexive verbs are not reflexive in English (*get up, feel, relax, meet*).
- *each other* = the action goes both ways (*They helped each other*) ≠ *themselves*.
- Conversation: answer and ask back, show interest (*Really? Did you?*), check with tags; informal email: react, give news, ask questions.
- Ireland: the Republic (Dublin, euro, EU) and Northern Ireland (UK, Belfast, pound); Irish is the first official language; the Gaeltacht; St Patrick's Day (17 March); Transition Year.

ESERCIZI

Vocabulary

1. ● Match the phrases (1–6) with the meanings (a–f). 1 get in touch · 2 keep in touch · 3 lose touch · 4 catch up · 5 reply · 6 follow — a answer a message · b exchange news after some time · c contact someone · d choose to see someone's posts · e stop contacting someone · f continue to contact someone

2. ● Now that I'm back in Turin, I really _____ my friends in Bristol.
   - **A.** lack
   - **B.** miss
   - **C.** lose
   - **D.** am missing of

3. ● Giulia gets _____ very well with her new English teacher.
   - **A.** in
   - **B.** up
   - **C.** over
   - **D.** on

4. ● We're really looking forward to _____ you in October!
   - **A.** seeing
   - **B.** see
   - **C.** saw
   - **D.** have seen

5. ●● Complete the sentences with the words in the box: *catch up · homesick · lost touch · reply · share · video call*. a I've got so much to tell you — let's _____ on Saturday! b Callum felt _____ during his first week in Bristol, because he missed Edinburgh. c Sorry, I can't _____ to your message now: I'm in class. d Can you _____ the photos of the trip with the whole class? e We _____ with our old neighbours when they moved to Australia. f We can't meet, but we can have a _____ tonight.

6. ●● Complete with the noun formed from the word in brackets. a Our _____ started on the first day of primary school. (friend) b Lily's face was full of _____ when she saw the rabbit. (happy) c There was a lot of _____ at the airport when the plane landed. (excite) d After her friends moved away, she felt a terrible _____ . (lonely) e Giulia and Sam came to an _____ : they will call every Sunday. (agree) f The school offers free _____ of the climbing club to Year 11. (member)

7. ●● Which suffix — *-ship*, *-ness* or *-ment*? Write the nouns and underline the stressed syllable. a kind · b partner · c improve · d aware · e leader · f enjoy · g dark · h move

Grammar

8. ● Recap. Present simple or present continuous? Complete with the verbs in brackets. a Marta _____ (go) to a climbing wall twice a week. b Shh! Josh _____ (study) for a test. c Lily _____ (not / like) carrots, but Biscuit loves them. d This term Giulia _____ (prepare) for a B1 exam. e What time _____ the Link call usually _____ (start)? f Look! Callum _____ (wear) a Hillside T-shirt.

9. ● Recap. Past simple or past continuous? a Sam _____ (call) while Giulia _____ (pack) her suitcase. b Aoife's family _____ (move) back to Galway in July. c What _____ you _____ (do) at nine o'clock last night? d I _____ (see) Marta when I _____ (walk) to school. e We _____ (not / hear) the phone because we _____ (watch) a film.

10. ●● Recap. Present perfect or past simple? a I _____ (never / be) to Ireland. b Giulia _____ (come) home last July. c _____ you _____ (finish) your project yet? d Josh _____ (send) his university application yesterday. e Giulia and Aoife _____ (know) each other since September last year.

11. ●● Recap. Choose the best future form: *will*, *be going to* or the present continuous. a Look at those clouds! It _____ (rain). b "I can't open this window." "Wait, I _____ (help) you." c We _____ (fly) to Dublin on Saturday morning: the flights are booked. d Giulia has decided: she _____ (take) a B1 exam in the spring. e I think the Link _____ (be) a great success.

12. ● Choose the correct form. a I *think / am thinking* Ireland is a beautiful country. b "Where's Dad?" "He *has / is having* a shower." c This brown bread *tastes / is tasting* wonderful. d Sam *has / is having* a stepbrother called Josh. e I *see / am seeing* Marta after school today. f What *do you think / are you thinking* about? You look worried.

13. ● Complete with question tags. a You're Aoife's cousin, _____ ? b Sam lives in Bristol, _____ ? c Callum can't speak Irish, _____ ? d They went to Galway last year, _____ ? e Lily has started school, _____ ? f It wasn't very cold, _____ ? g You won't forget, _____ ? h Marta should take a break, _____ ?

14. ●● Special tags. Complete. a I'm late again, _____ ? b Let's ask Prof.ssa Rossi, _____ ? c Pass me the salt, _____ ? d Nobody phoned, _____ ? e Nothing happened, _____ ? f You never eat meat, _____ ?

15. ● Everybody at the party enjoyed _____ .

A. ourselves
B. themselves
C. each other
D. itself

16. ● Giulia and Sam write to _____ every week.

    A. themselves
    B. ourselves
    C. each other
    D. yourselves

17. ●● Complete with a reflexive pronoun or *each other*. a "Can I have a biscuit?" "Of course — help _____!" (to one person) b Lily can now put on her shoes by _____. c We introduced _____ to the Italian class at the start of the call. d Callum and his mum miss _____ a lot. e I didn't buy this scarf: I made it _____! f Be careful with the oven, children — don't burn _____!

18. ●● Find and correct the mistake in each sentence (✗). a ✗ *You're Callum's friend, isn't it?* b ✗ *I get myself up at seven every day.* c ✗ *Let's take a break, will we?* d ✗ *We met ourselves in the park after school.* e ✗ *I'm having a brother and a sister.* f ✗ *Relax yourself, the exam is easy!*

19. ●●● Translate into English. a Mi manchi molto. Ci sentiamo domenica, vero? b Si sono conosciuti a Bristol e si scrivono ancora. c Divertitevi alla festa!

Reading and Listening

20. ● Read "One Year Later" again. True (T), false (F) or doesn't say (DS)? a When Giulia came home, she was homesick for Turin. b Marta is good at maths. c Sam's GCSE exams start in May. d Lily eats lunch at school every day. e In Transition Year there are no big exams. f Callum has been to Ireland before.

21. ●● Answer the questions in full sentences. a Why is Giulia's house quiet now? b Why is the kitchen table in Sam's house covered in notes? c What will Aoife do during the boys' visit? d What is Callum's job in the Link team?

22. ● Listening 1. Why does Callum say "Oh! Hello! Sorry!"?

    A. Because he can't hear Turin well.
    B. Because he didn't know that Marta was there.
    C. Because Prof.ssa Rossi is sitting next to Giulia and heard his comment.
    D. Because the screen froze.

23. ●● Listening 2. a Where will Aoife meet the boys, and why? b How long is the train journey from Dublin to Galway? c What does Aoife want from Bristol? d Write two tags from the script that are real questions (rising intonation) and one that is a comment (falling intonation).

24. ●● Find words or phrases in the blog post and in the culture page that mean: a sad because you are far from home (Giulia) · b fine, good (Irish English, Aoife) · c stopped contacting each other (Sam) · d the areas where Irish is the community language · e the exam at the end of secondary school in Ireland

Writing and Speaking

25. ●● Write five sentences about your new school year. Use: a *I'm looking forward to…* · b *I miss…* · c *I get on well with…* · d *I think… / I'm thinking of…* · e a reflexive pronoun.

26. ●● Write an informal email (100–150 words) to an English-speaking friend you met on holiday last summer. Thank them for their message, react to one piece of their news, tell them two things about your new school year, and ask two questions. Use at least one question tag.

27. ●●● Speaking. Work in pairs. Student A starts a conversation about the summer holidays; Student B must keep it going for two minutes, asking a question back after every answer and using at least three reactions (*Really? Did you? That sounds…*) and two question tags. Then swap roles.

Towards B1

28. ●● Multiple-choice cloze. Choose the correct word (A, B, C or D) for each gap. *Years ago I (1) ___ touch with my best friend from primary school, so I was surprised when she (2) ___ in touch last week. We met at a café to (3) ___ up. We talked for three hours! She (4) ___ to Milan two years ago, but she comes back to Turin every month. We get (5) ___ really well, like when we were children, and we're looking forward to (6) ___ again soon.* 1 A missed B lost C left D broke · 2 A got B kept C made D put · 3 A catch B keep C take D come · 4 A moves B has moved C moved D was moving · 5 A in B up C on D off · 6 A meet B meeting C met D to meet

29. ●● Open cloze. Write ONE word in each gap. *Dear Sam, thanks (1) ___ the photos of Lily's first day at school! She looks so proud of (2) ___ in her new uniform. You miss Giulia, (3) ___ you? I know how you feel: I miss you all a lot. Anyway, you and Callum are coming in October, (4) ___ you? I can't wait! We're going to have great craic. Please write (5) ___ me soon and tell me the time of your flight. Love, Aoife*

30. ●●● Sentence transformation. Complete the second sentence so that it means the same as the first. Use between two and four words. a Giulia likes Marta a lot, and Marta likes Giulia a lot. → Giulia and Marta _____ a lot. b I have a good relationship with my stepbrother. → I _____ my stepbrother. c We stopped contacting each other years ago. → We _____ years ago. d Nobody helped Lily: she did the puzzle alone. → Lily did the puzzle _____. e I'm very excited about the trip. → I'm really _____ the trip.

31. ●● Short message. Your English-speaking friend is visiting your town next weekend. Write a message (35–45 words): say that you are happy about the visit, check two details with question tags (the day, the time) and suggest one thing to do together.

32. ●●● Article. A teen magazine asks readers: *How do you keep in touch with friends who live far away?* Write an article (about 100 words) with a title, a question to the reader, your own experience and one piece of advice.

PER APPROFONDIRE

- SWA
- EGU
- RED
- CEF

Glossario del capitolo

By myself
da solo — alone, or without help

Catch up (with)
aggiornarsi, raccontarsi le novità — exchange news after some time

Each other
l'un l'altro, a vicenda — They help each other.

Friendship
amicizia — the relationship between friends

Gaeltacht
zone in cui si parla irlandese — the areas of Ireland where Irish is the community language

Get in touch (with)
mettersi in contatto (con) — contact someone: *Get in touch with me when you arrive.*

Get on with
andare d'accordo con — have a good relationship with someone

Homesick
che ha nostalgia di casa — sad because you are far from home

Intonation
intonazione — the rise and fall of the voice when you speak

Keep in touch (with)
restare in contatto (con) — continue to contact someone regularly

Look forward to
non vedere l'ora di — be happy about something in the future; + noun or *-ing*

Lose touch (with)
perdersi di vista — stop contacting someone

Miss
sentire la mancanza di — I miss you = mi manchi

Question tag
domanda di conferma ("vero?") — a short question at the end of a statement: *...isn't it?*

Reflexive pronoun
pronome riflessivo — myself, yourself... themselves

Reply (to)
rispondere (a) — answer a message, an email or a letter

Suffix
suffisso — an ending added to a word to make a new word: *-ship, -ness, -ment*

Transition Year
anno di transizione — an optional year of projects and work experience in Irish secondary schools

Soluzioni

1. 1 c · 2 f · 3 e · 4 b · 5 a · 6 d

2. B — *miss* (the person who feels the absence is the subject)

3. D — *get on with* = have a good relationship

4. A — *look forward to* + *-ing* (*to* is a preposition)

5. a catch up · b homesick · c reply · d share · e lost touch · f video call

6. a friendship · b happiness · c excitement · d loneliness · e agreement · f membership

7. a **kind**ness · b **part**nership · c im**prove**ment · d a**ware**ness · e **lead**ership · f en**joy**ment · g **dark**ness · h **move**ment (stressed syllable in bold; the suffix is never stressed)

8. a goes · b is studying · c doesn't like · d is preparing · e does … start · f is wearing

9. a called · was packing · b moved · c were … doing · d saw · was walking · e didn't hear · were watching

10. a have never been · b came · c Have … finished · d sent · e have known

11. a is going to rain · b 'll help · c are flying · d is going to take · e will be

12. a think (opinion) · b is having (action: *have a shower*) · c tastes (state) · d has (possession) · e am seeing (meet, arrangement) · f are you thinking (use your mind, now)

13. a aren't you · b doesn't he · c can he · d didn't they · e hasn't she · f was it · g will you · h shouldn't she

14. a aren't I · b shall we · c will you (also *can you? could you?*) · d did they · e did it · f do you

15. B — *themselves* (with *everybody* we use *they / themselves*)

16. C — *each other* (the action goes both ways)

17. a yourself · b herself · c ourselves · d each other · e myself · f yourselves

18. a *…aren't you?* · b *I get up at seven* · c *…shall we?* · d *We met in the park* · e *I have a brother and a sister* (possession: no continuous) · f *Relax!*

19. a *I miss you a lot. We'll talk on Sunday, won't we?* (also *We're talking / speaking on Sunday, aren't we?*) · b *They met in Bristol and they still write to each other.* · c *Enjoy yourselves at the party!* (also *Have fun at the party!*)

20. a F (when she came home, she was homesick for Bristol) · b T · c T · d DS (she tells the family what everybody had for lunch, but the text doesn't say she eats at school every day) · e T · f F (*I've never been there*)

21. a Because her brother Marco is at university in Milan. · b Because Josh is applying to university. · c She will be their guide in Dublin and Galway. · d He is in charge of the video calls.

22. C — he said that the teacher gives a lot of homework; then Giulia tells him that the teacher is sitting next to her.

23. a In the city centre, because the airport is a bit outside Dublin. · b About two and a half hours. · c Some chocolate from the shop near school. · d Real questions: *Your half-term is the same week as ours, isn't it? · we're staying with your family in Galway, aren't we?* (also *You don't need anything from Bristol, do you? · it won't rain all the time, will it?*). Comment: *Lucky, isn't it?*

24. a homesick · b grand · c lost touch · d the Gaeltacht · e the Leaving Certificate

25. Model answers: a *I'm looking forward to the school trip in spring.* · b *I miss the long summer days at the sea.* · c *I get on well with my new desk mate.* · d *I think maths will be harder this year. I'm thinking of joining the school choir.* · e *I taught myself to play three songs on the guitar this summer.*

26. Traccia: *Hi Ben, Thanks for your message — it was great to hear from you! Your new job at the café sounds fun. Are the customers nice? Things here are fine. School started two weeks ago and I've got a new maths teacher, who is very strict. I've also joined the volleyball team, so I train twice a week. We've got a lot more homework this year, but our teachers are nice and my class is friendly. I miss the beach and our long chats in the evening. Do you still go swimming every morning? What are your plans for Christmas? You're coming to Italy again next summer, aren't you? Write soon! Love, Chiara* (about 110 words). Check: reaction to news, two pieces of own news, two questions, a correct tag, informal opening and closing.

27. Model: *A: Hi! How was your summer? B: Great, thanks! I went to Sardinia with my cousins. What about you? A: I stayed at home, but I did a summer course. B: Did you? What kind of course? A: A coding course. B: That sounds interesting! It was hard, wasn't it? A: A bit, but I loved it…* Assess: does B always ask back? Are the tags correct (auxiliary + pronoun, opposite polarity)?

28. 1 B (*lost touch*) · 2 A (*got in touch*) · 3 A (*catch up*) · 4 C (*moved*: finished action, *two years ago*) · 5 C (*get on*) · 6 B (*look forward to* + *-ing*)

29. 1 for · 2 herself · 3 don't · 4 aren't · 5 to

30. a like each other · b get on (well) with · c lost touch · d by herself (also on her own) · e looking forward to

31. Model: *Hi Ellie! I'm so happy you're coming! You arrive on Saturday, don't you? And your train gets in at 10.30, doesn't it? I'll meet you at the station. Let's go to the Egyptian Museum in the afternoon, shall we? See you soon!* (41 words)

32. Model: *Far Away, Still Close. Do you have a friend in another city? I do: my best friend moved to London two years ago. At first it was hard and I was afraid we would lose touch. But we found our way. We video call every Sunday, we share funny photos during the week and we write long emails on our birthdays. In summer we meet and catch up for hours. My advice? Don't only send likes: ask real questions and tell real news. A friendship needs a conversation, not just a click.* (about 95 words)