CAPITOLO

9

City Life

A city is not only its buildings: it is the people who walk its streets every day.

OBIETTIVI

1. I can describe cities and neighbourhoods and make compound adjectives (*well-known, a ten-minute walk*).
2. I can add extra information with non-defining relative clauses and tell them apart from defining ones.
3. I can link ideas with *although, despite, however, to, in order to* and *so that*, and modify comparatives (*much bigger, a bit quieter*).
4. I can recommend places and activities and describe what a city is like.
5. I can write a travel article about a town or city.
6. I can talk about New York as a city of immigrants and compare Italian emigration with immigration to Italy today.

INDICE DEL CAPITOLO

9.1 Vocabulary: Cities and Neighbourhoods 2

9.2 Reading: Two Cities, Two Guides 4

9.3 Grammar: Non-defining Relative Clauses, Linkers, Modifying Comparatives 5

9.4 Listening and Speaking: Recommending Places, Describing a City 11

9.5 Writing: A Travel Article 13

9.6 Culture: New York, a City of Immigrants 15

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Capitolo 9: City Life · pagine 229–252 del volume completo · estratto per lo studio

More than half of the people in the world now live in towns and cities, and every city looks different to the people who live there and to the visitors who see it for the first time. In this unit Giulia and Sam write guides to their cities for the Bristol–Turin Link blog, Callum describes Edinburgh, where his mum lives, and Aoife shows readers around Galway.

You will learn to add extra information about people and places with **non-defining relative clauses** (*Turin, **which is on the River Po**, was the first capital of Italy*), to link ideas with *although, despite* and *so that*, and to compare more precisely (*much bigger, a bit quieter*). Then you will visit New York, the city where millions of immigrants, many of them Italian, started a new life.

9.1 Vocabulary: Cities and Neighbourhoods

9.1.1 Talking about cities

Tabella 9.1 collects the words you need to describe a city and the way people live in it. Remember the places in town from *English 1* (Unit 4): *square, library, chemist's, roundabout, pavement*. Watch the pronunciation of *borough* /ˈbʌrə/: the *gh* is silent, as in *Edinburgh* /ˈedɪnbərə/. In *suburb* /ˈsʌbɜːb/ the stress is on the first syllable.

Tabella 9.1 Cities and neighbourhoods

Word	Meaning	Example
skyscraper	a very tall modern building with many floors	*Manhattan is famous for its skyscrapers.*
landmark	a famous building or place that is easy to recognise	*The Mole is Turin's best-known landmark.*
district	an area of a city, often with its own character	*the business district, a shopping district*
neighbourhood (AmE *neighborhood*)	the area around your home and the people who live there	*We live in a friendly neighbourhood.*
suburb (*the suburbs*)	a residential area on the edge of a city	*Many families live in the suburbs.*
the outskirts	the parts of a city far from the centre	*The new stadium is on the outskirts.*
borough	one of the areas that a big city is divided into, each with its own local council	*New York has five boroughs.*

the city centre (AmE *downtown*)	the main business and shopping area	*The city centre is ten minutes away by tram.*
rush hour	the time when most people travel to or from work	*Avoid the buses at rush hour.*
commute (*commuter*)	travel regularly between home and work or school	*Thousands of people commute to London by train.*
traffic jam	a long line of cars that move very slowly	*We were stuck in a traffic jam for an hour.*

9.1.2 Adjectives for places

To describe a place, choose the adjective carefully. Many of them come in pairs of opposites:

- **lively** (full of people and things to do) ↔ *quiet, dull*: *a lively square with cafés and street musicians*
- **crowded** (with too many people) ↔ *empty*: *The beach is always crowded in August.*
- *noisy* ↔ *peaceful*; *polluted* ↔ *clean*; *modern* ↔ *historic* (old and important: *the historic centre*)
- *run-down* (in bad condition, not looked after) ↔ *smart, well-kept*
- **multicultural** /ˌmʌltiˈkʌltʃərəl/: with people from many different countries and cultures: *San Salvario is a multicultural district.*

> **ERRORE FREQUENTE**
>
> *Suburb* non è la "periferia" nel senso di zona degradata: *the suburbs* sono di solito quartieri residenziali tranquilli, con case e giardini. Per dire "in periferia" si usa *on the outskirts* o *in the suburbs*; *periphery* esiste, ma è una parola tecnica e rara.
>
> ✗ *I live in the periphery of Turin.* → ✓ *I live **on the outskirts** of Turin.* · ✗ *The centre city is beautiful.* → ✓ *The **city centre** is beautiful.* · ✗ *There are many traffic in the rush hour.* → ✓ *There is a lot of traffic **at rush hour**.*

9.1.3 Word formation: compound adjectives

A **compound adjective** is made of two (or more) words joined by a hyphen, and it works like one adjective in front of a noun. Here are the most common patterns:

- adverb + past participle: *a **well-known** landmark, a **well-kept** park, a **well-paid** job*
- adjective + noun + *-ed*: *an **old-fashioned** café, an **open-minded** city*
- noun + adjective: *a **world-famous** museum*; adjective + noun: *an **open-air** market, a **last-minute** trip*
- number + singular noun: *a **ten-minute** walk, a **three-storey** house, a **two-hour** journey, a **500-year-old** church*

Two rules. First, with a number the noun stays **singular**, because the whole compound is an adjective, and adjectives in English have no plural: ✓ *a ten-minute walk*, ✗ *a ten-minutes walk*. Compare: *The walk takes ten **minutes*** (here *minutes* is a noun). Second, the hyphen is used when the compound comes **before** the noun; after the verb it is often left out: *a well-known café* but *The café is well known.*

9.2 Reading: Two Cities, Two Guides

Before you read. If a visitor came to your town for one day, what would you show them? Write down three places. Then read the two guides that Giulia and Sam wrote for the Bristol–Turin Link blog. Which places would you like to visit? (*testo della redazione*)

Turin: the city under the arcades

by Giulia Ferraro, class 2B, Turin

Most visitors think of Turin as an industrial city, which is true, but it is also one of the most elegant cities in Italy. It lies on the River Po, and on a clear day you can see the Alps at the end of the main streets. Turin was the first capital of Italy, from 1861 to 1865, and you can still feel it: the city centre is full of royal palaces, wide squares and about eighteen kilometres of arcades, so you can walk for hours even when it rains.

Start at the Mole Antonelliana, which is the symbol of the city. It is 167.5 metres tall, and inside there is the National Cinema Museum, where you can spend a whole afternoon. Although the queue is often long, don't miss the glass lift, which takes you up to a terrace 85 metres above the ground in less than a minute. The view is far better than any postcard.

The Egyptian Museum, which was founded in 1824, is the oldest museum in the world dedicated entirely to ancient Egypt. My brother Marco, who usually hates museums, spent an hour with the mummies. Then walk to Porta Palazzo, one of the biggest open-air markets in Europe, where you can buy anything from cheese to spices. The streets around it are a bit chaotic, but that is part of the fun.

If you need a break, Valentino Park, which runs along the river, is the perfect place for a picnic. In the evening, go to San Salvario, a lively, multicultural district with restaurants from all over the world. And before you leave, try a *bicerin*, a hot drink of coffee, chocolate and cream in a small glass. It is a Turin tradition, and it tastes much better than it sounds!

Bristol: a city of hills, boats and balloons

by Sam Taylor, Year 11, Hillside Academy, Bristol

Bristol is a lot smaller than Turin — about 470,000 people live here — but it is much hillier, so bring comfortable shoes. The best place to start is the Harbourside, where old warehouses have become museums, cafés and flats. Here you can visit the SS Great Britain, which was designed

by Brunel, the engineer of the Clifton Suspension Bridge. Despite its age, the ship looks brand-new.

From the harbour it is a twenty-minute walk up to Clifton, a district of elegant old houses, and to the Clifton Suspension Bridge, which hangs high above the Avon Gorge. On the way, climb Cabot Tower on Brandon Hill. It was built in the 1890s to celebrate 400 years since John Cabot sailed from Bristol to North America in 1497. The stairs are narrow and steep, but the view of the city is worth it.

If you like shopping, go to St Nicholas Market, a covered market which opened in 1743, or to Gloucester Road, a long street full of small independent shops. Bristol is also famous for its street art: in some neighbourhoods every wall is a painting.

The best time to visit is August, when the Balloon Fiesta takes place at Ashton Court. It started in 1979, and on a good morning more than a hundred hot-air balloons fill the sky. My little sister Lily, whose favourite colour is red, counts the red ones every year. The only problem is the traffic: the roads are far more crowded than usual, so leave the car at home and take the bus in order to avoid the queues.

Language in context

The two guides are full of **extra information** added with commas: *the Mole Antonelliana,* ***which is the symbol of the city****; my brother Marco,* ***who usually hates museums****; my little sister Lily,* ***whose favourite colour is red****.* These are non-defining relative clauses (see the Grammar section). Notice also the linkers (*although, despite, in order to*), the modified comparatives (*a lot smaller, far better*) and the compound adjectives (*open-air, brand-new, twenty-minute*).

9.3 Grammar: Non-defining Relative Clauses, Linkers, Modifying Comparatives

In *English 1* (Unit 14) you learnt **defining relative clauses**, which tell us which person or thing we mean: *The girl* ***who won the prize*** *is in my class.* In this unit you meet their partners, which give extra information.

9.3.1 Non-defining relative clauses

A **non-defining relative clause** adds extra information about a person, a thing or a place that is already clear. The sentence is complete without it, so the clause goes between **commas** (or between a comma and a full stop): *Giulia,* ***who lives in Turin****, is sixteen. I love Bristol,* ***which is my home town****.* Tabella 9.2 shows the relative pronouns.

Tabella 9.2 Non-defining relative clauses: the pronouns

Pronoun	Refers to	Example

who	people	*Mrs Hill,* **who teaches at Hillside**, *organised the trip.*
which	things, animals, places	*Biscuit,* **which is Lily's rabbit**, *sleeps in the garden.*
whose	possession (people, things)	*Callum,* **whose mum lives in Edinburgh**, *goes there at Easter.*
where	places	*Galway,* **where Aoife lives**, *is on the west coast.*
when	times	*In August,* **when the Balloon Fiesta takes place**, *Bristol is very crowded.*
which (whole clause)	the whole idea before it	*The bus was late,* **which meant I missed the start**.

Four rules make non-defining clauses different from defining ones:

1. **Commas.** Always. In speech you hear a short pause and a lower voice, as if the clause were in brackets.
2. **Never *that*.** ✓ *Turin, which is on the Po…* ✗ *Turin, that is on the Po…*
3. **The pronoun is never left out**, not even when it is the object: ✓ *The Mole,* ***which*** *my dad visited last year, is 167.5 metres tall.* ✗ *The Mole, my dad visited last year, …*
4. ***which* can refer to a whole clause**, not just a noun: *Sam forgot his ticket,* ***which*** *was a disaster.* (= the fact that he forgot it was a disaster)

GRAMMAR IN ITALIANO

Non-defining relative clauses (*frasi relative non restrittive*, o esplicative). Aggiungono un'informazione in più su qualcosa di già identificato; la frase principale ha senso anche senza. Vanno sempre tra **virgole**; si usano *who* (persone), *which* (cose), *whose* (possesso), *where* (luoghi), *when* (tempo); **mai *that***, e il pronome **non si può omettere**.

Confronto con l'italiano. L'italiano usa le virgole nello stesso modo (*Mia sorella, che vive a Leeds, fa l'infermiera*), ma usa *che* sia per le persone sia per le cose; l'inglese invece distingue *who* e *which*. *Il che* riferito a un'intera frase corrisponde a *which*: *Ha perso il treno, il che significa che arriverà tardi = She missed the train, which means she'll be late*. *Il cui / la cui = whose*.

9.3.2 Defining or non-defining?

Commas can change the meaning of a sentence. Look at Figura 9.1: without commas the clause tells us **which** sister (so there are others); with commas it only adds a detail about the one sister I have.

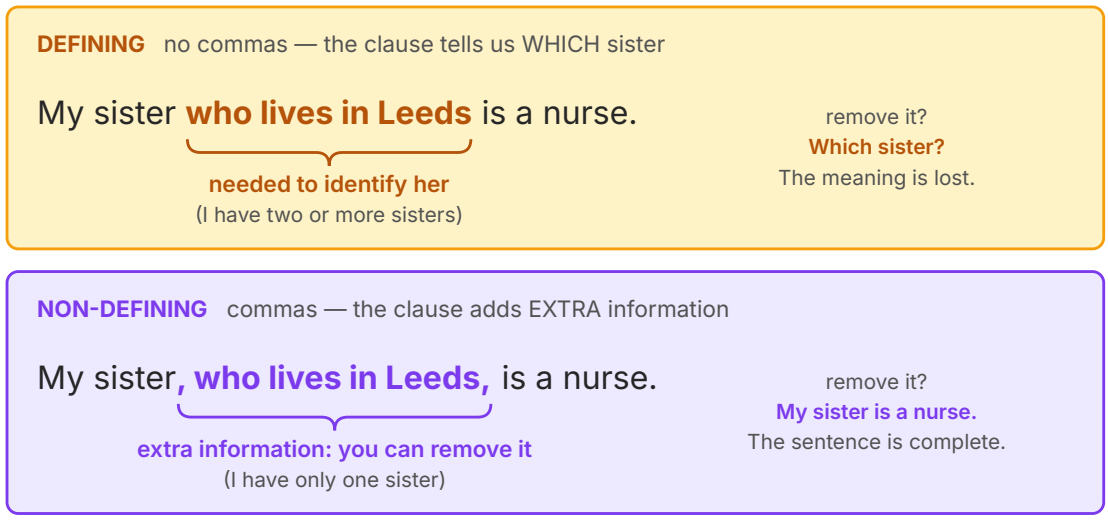


Figura 9.1 A defining clause (amber, no commas) identifies the person: without it we don't know which sister. A non-defining clause (violet, between commas) adds extra information about a person who is already clear: without it the sentence is still complete.

Tabella 9.3 Defining and non-defining: meaning pairs

Without commas (defining)	With commas (non-defining)
My uncle who works in London is coming. (I have more than one uncle)	*My uncle, who works in London, is coming.* (I have one uncle)
The bridge that / which Brunel designed is in Bristol.	*The Clifton Suspension Bridge, which Brunel designed, is in Bristol.*

A useful test: with a **proper name** (*Turin, Mrs Hill, the Mole Antonelliana*) or a noun that is already unique (*my mum, the Pope, the capital of Italy*), the clause is always non-defining, because the noun doesn't need to be identified.

ERRORE FREQUENTE

✗ *Turin, that is in Piedmont, is my city.* → ✓ *Turin,* ***which*** *is in Piedmont, is my city.* (mai *that* con le virgole)

✗ *Galway, Aoife lives, is on the coast.* → ✓ *Galway,* ***where*** *Aoife lives, is on the coast.* (il pronome non si omette)

✗ *My father who is a teacher loves museums.* → ✓ *My father, who is a teacher, loves museums.* (hai un solo padre: servono le virgole) · ✗ *Marco, which studies in Milan, …* → ✓ *Marco,* ***who*** *studies in Milan, …*

ESEMPIO SVOLTO

Join the two sentences with a relative clause. *The Egyptian Museum is in Turin. It was founded in 1824.*

1. Find the noun that both sentences talk about: *the Egyptian Museum* = *it*.
2. Is the museum already clear? Yes: it has a name → non-defining clause, commas, no *that*.
3. Choose the pronoun: a thing → *which*. It replaces *it*, so *it* disappears.
4. Put the clause straight after the noun: *The Egyptian Museum,* ***which was founded in 1824****, is in Turin.* (Or: *The Egyptian Museum is in Turin, where it was founded in 1824.*)

9.3.3 Linkers of contrast and purpose

Linkers show the logical connection between two ideas. Figura 9.2 groups the new linkers (violet) with those of reason and result (amber). What matters is what comes **after** each one: a clause (subject + verb), a noun, an *-ing* form or a base form.

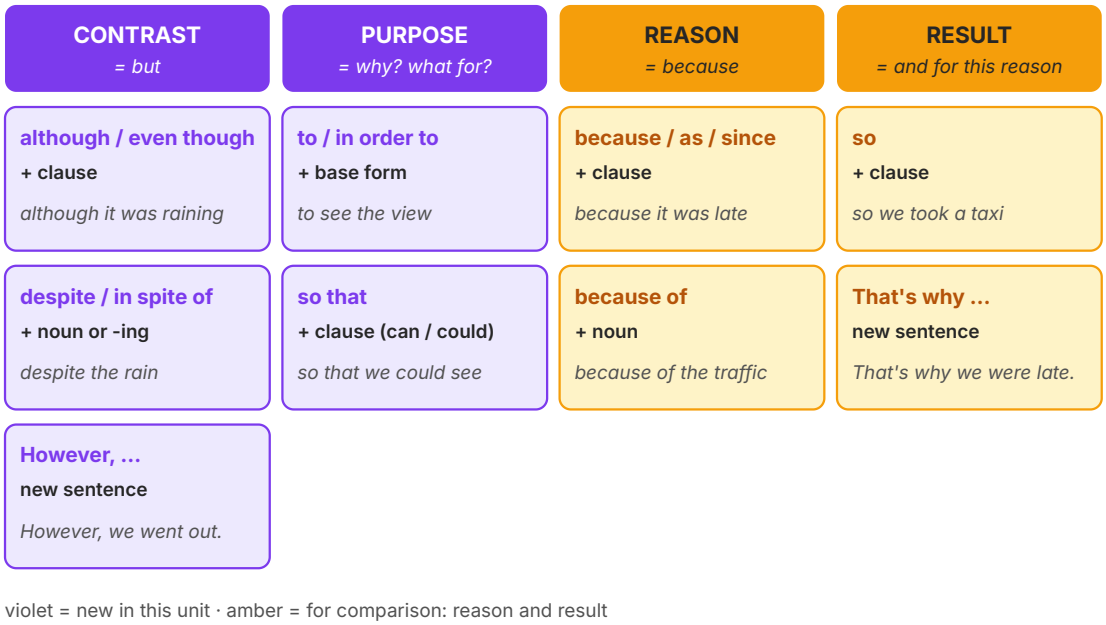


Figura 9.2 Linkers of contrast and purpose (violet) and of reason and result (amber). Under each linker: what follows it, and a short example.

Contrast. To say that something is surprising after something else:

- **although** / **even though** + clause: ***Although*** *it was raining, we walked to the bridge. Even though* is stronger: *She went to school* ***even though*** *she had a temperature.* The clause can come first (with a comma) or second.
- **despite** / **in spite of** + noun or *-ing*: ***Despite*** *the rain, we walked to the bridge.* ***In spite of*** *feeling tired, Sam finished the walk.* To use a full clause, add *the fact that*: *Despite the fact that it was raining...*
- **however** starts a new sentence (or follows a semicolon) and is followed by a comma: *Bristol is small.* ***However****, there is a lot to do.* In informal English we just say *but*.

Purpose. To say why somebody does something:

- **to** / **in order to** + base form: *We took the lift* ***to*** *see the view. Take the bus* ***in order to*** *avoid the traffic. In order to* is more formal; the negative is *in order not to* / *so as not to*: *We left early* ***so as not to*** *miss the train.*
- **so that** + clause, usually with *can* / *could* or *will* / *would*: *Giulia speaks slowly* ***so that*** *everybody can understand. We sat near the window* ***so that*** *we could see the Alps.*

In the reason group, *as* and *since* mean *because* and often start the sentence: ***As*** *it was late, we took a taxi.*

GRAMMAR IN ITALIANO

Connettivi di contrasto e di scopo. *although / even though* (*sebbene, anche se*) + frase; *despite / in spite of* (*nonostante, malgrado*) + nome o *-ing*; *however* (*tuttavia, però*) all'inizio di una nuova frase, seguito dalla virgola. *to / in order to* (*per, allo scopo di*) + forma base; *so that* (*affinché, in modo che*) + frase con *can / could / would*.

Confronto con l'italiano. L'italiano dice *nonostante piovesse* (con il congiuntivo) e *nonostante la pioggia*; l'inglese deve scegliere il connettivo giusto: *although it was raining*, ma *despite the rain*. Lo scopo si esprime con *per* + infinito: *Sono venuto per aiutarti = I came **to** help you* (mai ✗ *for help you*). Dopo *so that* non c'è congiuntivo: *so that we could see = affinché potessimo vedere*.

ERRORE FREQUENTE

✗ *Despite it was raining, we went out.* → ✓ ***Although** it was raining, we went out.* / ✓ ***Despite the rain**, we went out.* · ✗ *Despite of the rain…* → ✓ *Despite the rain…* / ✓ *In spite of the rain…*

✗ *I went to the market for buy some cheese.* → ✓ *I went to the market **to buy** some cheese.* · ✗ *Bristol is small, however it is lively.* → ✓ *Bristol is small. **However**, it is lively.*

9.3.4 Modifying comparatives

You know how to make comparatives (*English 1*, Unit 10): *bigger, more crowded, better*. To say **how big** the difference is, put a word in front of the comparative:

Tabella 9.4 Modifying comparatives

Difference	Words	Example
big	*much, far, a lot* + comparative	*Turin is **much** bigger than Bristol. The view is **far** better from the terrace. Bristol is **a lot** hillier.*
small	*a bit, a little, slightly* + comparative	*The bus is **a bit** slower than the tram. It's **slightly** more expensive.*
none	*(not) as … as*; *no* + comparative	*The museum is **as** busy **as** last year. It's **no** cheaper than the other one.*

A lot and *a bit* are informal. The same words go with *more / less* + noun: *There is **much more** traffic at rush hour. There are **far fewer** tourists in winter.* Don't use *very* with a comparative: ✗ *very bigger* → ✓ *much bigger*.

GRAMMAR IN ITALIANO

Comparativi modificati. Per una grande differenza: *much / far / a lot* + comparativo (*molto più grande = much bigger*); per una piccola differenza: *a bit / a little / slightly* + comparativo (*un po' più lento = a bit slower*).

Confronto con l'italiano. In italiano si dice *molto più grande*, ma in inglese *molto* qui non è *very*: ✗ *very bigger* → ✓ *much bigger*. Anche *molti più turisti* si traduce con *many more tourists* (nomi numerabili) o *much more traffic* (non numerabili).

APPROFONDIMENTO

The more..., the more... (B1+, optional). To say that two things change together, use *the* + comparative, *the* + comparative: ***The more*** *you walk in Turin,* ***the more*** *you discover.* ***The bigger*** *the city,* ***the longer*** *the commute.* ***The sooner***, ***the better***. Notice the word order: *the* + comparative comes first, then the subject and the verb. Italian has the same idea: *Più cammini, più scopri.*

9.4 Listening and Speaking: Recommending Places, Describing a City

When a friend visits your city, you become a guide: you **recommend** places, give practical tips and describe what a place is like.

9.4.1 Listening 1: What should we see?

Sam's family is going to visit Turin in the summer. On a Link video call, Sam asks Giulia for some advice. Listen to your classmates reading the script (books closed): which places does Giulia recommend, and what does she say about the royal palaces?

Tabella 9.5 Listening script — What should we see?

Sam	So, it's official: we're coming to Turin this summer! I need your help, though. What should we see?
Giulia	Brilliant! How long are you staying?
Sam	About a week. And remember that Lily's coming too. She's four, and she gets bored in about ten minutes.
Giulia	OK. You should definitely go up the Mole. There's a glass lift that goes right up through the middle of the building. Lily will love it.
Sam	Is the cinema museum worth visiting too?
Giulia	Absolutely. It's much more fun than a normal museum: you can lie on red sofas and watch films. And Mark likes cars, doesn't he?

Sam	He's crazy about them.
Giulia	Then take him to the Lingotto, which was a Fiat factory. There's a test track on the roof, where they used to test the new cars. It's a bit far from the centre, but it's really worth it.
Sam	What about the royal palaces? Mum loves that kind of thing.
Giulia	They're beautiful, but with Lily I wouldn't bother with all of them. Choose one. If I were you, I'd spend the afternoon in Valentino Park instead, so that Lily can run around.
Sam	Good idea. Anything to avoid?
Giulia	Don't drive in the centre at rush hour. Take the tram — it's far quicker. And don't come in August: lots of shops and restaurants close, because everybody goes on holiday.
Sam	We won't be there in August, so we're safe. What about food?
Giulia	Leave that to me. You're eating at our house on the first evening. My dad has already planned the menu!

9.4.2 Listening 2: What's Edinburgh like?

Callum has just come back from a week with his mum in Edinburgh. Giulia and Marta ask him about it for the Link blog. Listen (books closed): what does Callum like most about Edinburgh, and what doesn't he like?

Tabella 9.6 Listening script — What's Edinburgh like?

Marta	Callum, we're writing about capital cities for the blog. What's Edinburgh like?
Callum	It's amazing. It's the capital of Scotland, but it isn't huge: it's a bit bigger than Bristol, that's all. The best thing is that it's so old and so green at the same time.
Giulia	Old in what way?
Callum	Well, the castle sits on top of a huge rock, which was part of a volcano millions of years ago. Below it there's the Old Town, with narrow streets and tall stone buildings. And then there's the New Town, which isn't new at all: they started building it more than 250 years ago.
Marta	And what do you do there?
Callum	My mum and I climb Arthur's Seat, which is another old volcano, right in the city. It takes about forty-five minutes, and from the top you can see the whole city and the sea. Although it's always windy up there, it's my favourite place in the world.
Giulia	Is there anything you don't like?
Callum	The weather! It's far colder than Bristol, and it rains a lot. And in August, during the festival, it's incredibly crowded. There are shows in every street, which is fun, but you can hardly walk.
Marta	Would you recommend it for a school trip?
Callum	Definitely. But go in May or June, when it's quieter, and bring a warm jacket. Even in June.

Useful language. Tabella 9.7 collects the phrases you need to ask for and give recommendations and to describe a place.

Tabella 9.7 Useful language: recommending and describing places

Function	Phrases
Asking for recommendations	*What should we see? · Is it worth visiting? · What would you recommend? · Can you recommend a good place to eat? · Anything to avoid?*
Recommending	*You should definitely… · It's (really) worth visiting / a visit. · Don't miss… · You can't leave without… · If I were you, I'd… · I'd highly recommend…*
Advising against	*It's not really worth it. · I wouldn't bother with… · Avoid… at rush hour. · Don't go there on a Sunday.*
Describing a place	*What's it like? — It's lively / quiet / crowded. · It's famous for… · It's full of… · It's much bigger than… · The best thing about it is… · The only problem is…*
Responding	*Good idea! · That sounds great. · I'll put it on the list. · Thanks for the tip.*

Watch out. *It's worth* + *-ing* or + noun: ✓ *It's worth visiting*, ✓ *It's worth a visit*, ✗ *It worths to visit*. And *What's it like?* asks for a description, not for an opinion about liking: *What's Edinburgh like? — It's old and windy.*

Speaking

1. **Pair work.** Student A is visiting Student B's town for a weekend. A asks for recommendations (places, food, things to avoid); B recommends at least three places, using phrases from the table and one non-defining relative clause for each place. Then swap.
2. **Describe a city.** Think of a city you know well (not your own). Your partner asks *What's it like?* and four more questions. Use modified comparatives (*much bigger than…, a bit quieter than…*).
3. **Discussion.** Would you prefer to live in a big city, a small town or the countryside when you are older? Give two reasons and one contrast (*Although…, Despite…*).

9.5 Writing: A Travel Article

A **travel article** or a travel blog post tells readers what a place is like and what to do there. Its aims are to inform and to make readers want to go. It is usually personal and lively, but well organised. Aoife wrote this one for the Link blog after showing Sam and Callum around Galway at half-term.

Tabella 9.8 Model text — a travel article for the Link blog

48 Hours in Galway
Rain, music and fish and chips by the sea — by Aoife Byrne

Galway is a small city on the west coast of Ireland, where the River Corrib runs into Galway Bay. It isn't as famous as Dublin, but it is far more relaxed, and it has a lot of music, colour and life for a city of about 85,000 people.

Start your first day in Eyre Square, which is the heart of the city. From there, walk down Shop Street and Quay Street into the Latin Quarter, a maze of narrow streets full of cafés, bookshops and street musicians. At the end of Quay Street, by the river, you will find the Spanish Arch, which was built in 1584 as part of the old city walls.

On the second day, walk along the Prom, the seafront promenade in Salthill. It takes about forty minutes, and the view of the bay is wonderful, even though the wind is often strong. When you reach the end, kick the wall: it's a local tradition! If you have time, take a day trip to Connemara or the Aran Islands in order to see the wild Atlantic coast.

A final tip: bring a raincoat. In Galway the sun and the rain often arrive within the same ten minutes, so be ready for both. Despite the weather, I promise you'll love it.

ESEMPIO SVOLTO

Analysing the model.

- **Title and subtitle**: short and catchy; the subtitle tells readers what to expect.
- **Paragraph 1 — introduction**: where the place is and what is special about it (*far more relaxed*), with one or two facts.
- **Paragraphs 2–3 — what to do**: organised by time (*first day, second day*); each place gets a description, often in a non-defining clause (*Eyre Square, which is the heart of the city*).
- **Paragraph 4 — a practical tip** and a personal final sentence that speaks to the reader (*I promise you'll love it*).
- **Language**: adjectives for places (*relaxed, narrow, wild*), linkers (*even though, despite, in order to*), imperatives for advice (*start, walk, take*).
- **Register**: friendly and direct (*you*, a few contractions), but no slang.

LEARNING TO LEARN

Edit your writing with a personal error checklist. Everybody repeats the same few mistakes. Know yours, and you can find them before your teacher does.

1. **Collect.** When you get a piece of writing back, copy every corrected mistake into the back of your notebook, with the correction: ✗ *despite it was* → ✓ *although it was*.
2. **Group.** Every month, put your mistakes into groups: tenses, prepositions, articles, spelling, word order… The two or three biggest groups are your **personal checklist**.
3. **Check one thing at a time.** When you finish a text, read it once for each item on your list: first only the verbs, then only the prepositions, then only the spelling. One reading for everything doesn't work.

Try it: look at your last two pieces of writing in English and write your personal checklist of three items.

Checklist. ✓ a catchy title (and a subtitle) · ✓ an introduction that says where the place is and why it is special · ✓ one paragraph for each part of the visit · ✓ at least three non-defining relative clauses, with commas · ✓ two linkers of contrast or purpose · ✓ a practical tip and a final sentence for the reader · ✓ 140–180 words · ✓ your personal error checklist.

Your task. The Link blog is publishing a series called *A Day in My Town*. Write a travel article (140–180 words) about your town or city, or about a place you know well. Recommend at least three places, give a practical tip and use the language of this unit.

9.6 Culture: New York, a City of Immigrants

New York City is the largest city in the United States: the 2020 census counted about 8.8 million people. It is not one island but five **boroughs**, which joined together on 1 January 1898 to form "Greater New York": Manhattan, Brooklyn, Queens, the Bronx and Staten Island (Figura 9.3). Manhattan, with its famous skyscrapers, is a long, narrow island between the Hudson River and the East River. Brooklyn and Queens are on the western end of Long Island, the Bronx is the only borough on the mainland, and Staten Island lies across the bay, near New Jersey. In American English you take the *subway* (BrE *underground*) to go *downtown* (BrE *to the city centre*).

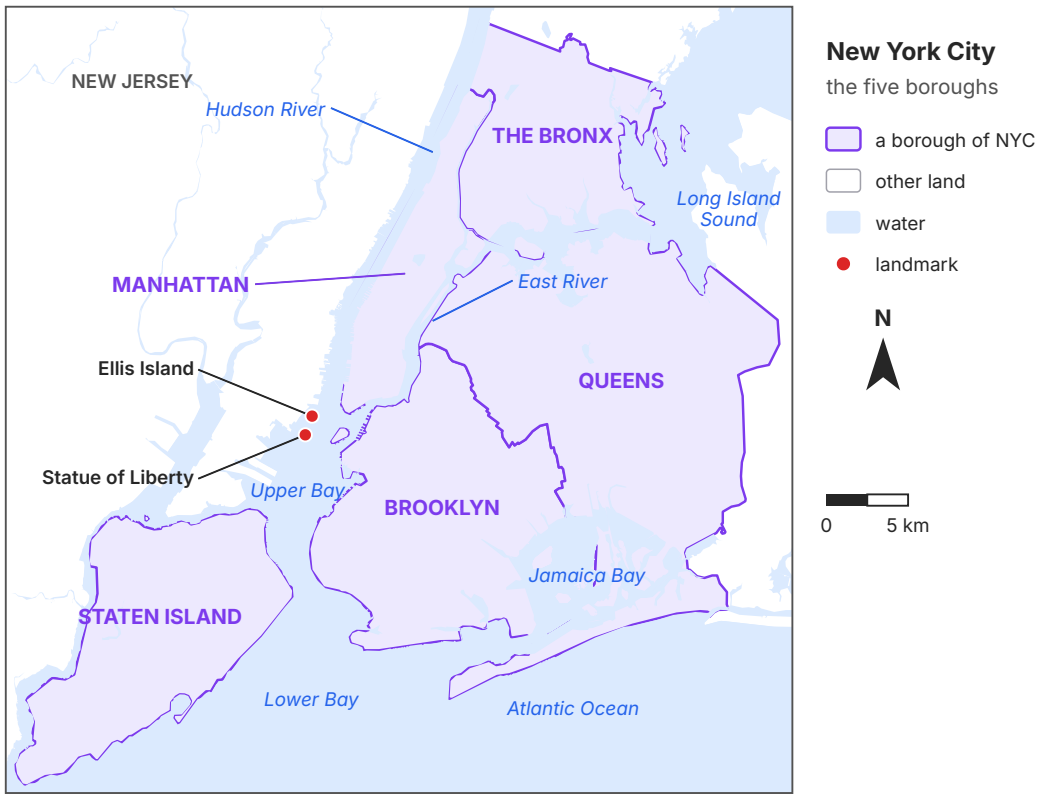


Figura 9.3 The five boroughs of New York City. Manhattan is an island between the Hudson River and the East River; the Statue of Liberty and Ellis Island are in Upper New York Bay, close to the New Jersey shore. North is at the top; the scale bar shows 5 km.

For more than a century, New York has also been the first American city that many immigrants saw. Today more than a third of New Yorkers were born in another country, and hundreds of languages are spoken in the five boroughs.

9.6.1 The Statue of Liberty and Ellis Island

The Statue of Liberty stands on Liberty Island, in Upper New York Bay. It was a gift from the people of France to the people of the United States. The French sculptor Frédéric Auguste Bartholdi designed it, and Gustave Eiffel, who later built the Eiffel Tower in Paris, designed the iron frame inside it. It is made of thin copper sheets, which slowly turned green in the air and the rain. It was shipped to New York in pieces and dedicated on 28 October 1886. From the ground to the top of the torch it is about 93 metres tall.

Six years later, on 1 January 1892, a new immigration station opened on **Ellis Island**, a small island next to Liberty Island. Until it closed in 1954, about 12 million immigrants passed throu-

gh it. After a long journey, often in the cheapest part of the ship, they had to pass medical and legal inspections in the Great Hall. Most of them were allowed in after a few hours; only about two in a hundred were sent back. Today the main building is a museum of immigration.

9.6.2 Literature: "The New Colossus"

In 1883 the American poet **Emma Lazarus** (1849–1887), who lived in New York, wrote a sonnet to help raise money for the statue's pedestal. In her poem the statue is not a symbol of power but a welcoming mother, the "Mother of Exiles", who speaks to the old countries of Europe. In 1903, after Lazarus's death, the poem was placed on a bronze plaque inside the pedestal. These are its most famous lines:

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,"
— Emma Lazarus, "The New Colossus" (1883)

Glossary. *huddled*: crowded close together (for warmth or fear) · *masses*: very large numbers of ordinary people · *yearning*: wanting something very much · *breathe free*: live in freedom. Notice *your tired, your poor*: an adjective can work as a noun for a group of people (*the poor* = poor people, *the young, the rich*).

1. Who is speaking in these lines, and to whom?
2. Which people does the speaker ask for? Are they rich and famous?
3. What do the immigrants want, according to the poem?
4. Why do you think these lines became so important for people who arrived in New York by ship?
5. Can you think of a monument or a place in Italy that welcomes travellers or migrants?

9.6.3 Italians in New York

Between 1880 and 1920 more than four million people came to the United States from Italy, most of them from the south. Figura 9.4 shows the numbers decade by decade, from official American statistics: the peak was in the 1900s, when almost two million arrived. Most were young men who wanted to work and send money home; many stayed in New York.

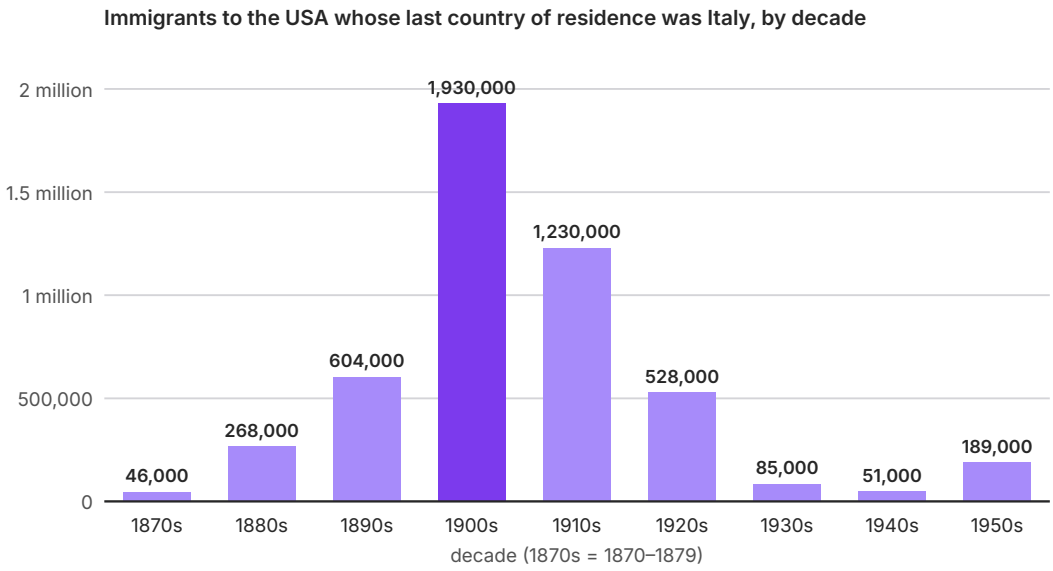


Figura 9.4 People who obtained permanent residence in the USA after living in Italy, by decade, 1870s–1950s (values rounded to the nearest thousand). Source: U.S. Department of Homeland Security, *Yearbook of Immigration Statistics*, Table 2.

In Lower Manhattan, around Mulberry Street, the new arrivals created a neighbourhood that is still called **Little Italy**, with Italian shops, churches and newspapers. In 1926 immigrants from Naples started the Feast of San Gennaro there, a street festival which still takes place every September. In the 1920s new American laws limited immigration from southern and eastern Europe, and the numbers fell. Today Little Italy is much smaller than it was, but millions of Americans have Italian grandparents or great-grandparents.

COLLEGAMENTI

Maths: reading a bar chart. In Figura 9.4 the four decades from 1880 to 1919 add up to 268,000 + 604,000 + 1,930,000 + 1,230,000 = about 4,032,000 people. The 1900s alone were 1,930,000 ÷ 4,032,000 ≈ 0.48, almost half. Read the axis before you read the bars: here every grid line is 500,000 people. Try it: how many times bigger was the 1900s bar than the 1880s bar? (1,930,000 ÷ 268,000 ≈ 7.2, about seven times.)

Compare with Italy

Italy has been both a country of **emigration** and a country of **immigration**. Between 1876 and 1915 about 14 million Italians left the country for the Americas and the rest of Europe, although many of them came back later. Today the movement goes the other way too: at the beginning of

2025 about 5.4 million foreign citizens lived in Italy, around 9% of the population, according to ISTAT. The largest groups come from Romania, Albania, Morocco and China. An *emigrant* leaves a country; an *immigrant* arrives in a new one; a *migrant* moves from one place to another.

Discuss. Do you know anybody in your family who emigrated, from Italy or to Italy? Why do people leave their country, and what do they find difficult in a new city? In what ways is Italy's experience today similar to the experience of Italians in New York a hundred years ago, and in what ways is it different?

SINTESI

- Cities: *skyscraper, landmark, district, neighbourhood, suburb, the outskirts, borough* /ˈbʌrə/, *city centre* (AmE *downtown*), *rush hour, commute, traffic jam*.
- Places: *lively, crowded, multicultural, historic, run-down*; "in periferia" = *on the outskirts*.
- Compound adjectives: *well-known, old-fashioned, world-famous, open-air, brand-new*; number + singular noun: *a ten-minute walk* (✗ *ten-minutes*).
- Non-defining relative clauses add extra information: commas, *who / which / whose / where / when*, never *that*, never left out: *Turin, which is on the Po, …*
- Defining (no commas) identifies; non-defining (commas) adds: *My sister who lives in Leeds* (I have more than one) / *My sister, who lives in Leeds,* (I have one).
- Contrast: *although / even though* + clause; *despite / in spite of* + noun or *-ing* (✗ *despite of*); *However,* + new sentence.
- Purpose: *to / in order to* + base form (✗ *for buy*); *so that* + clause with *can / could / would*.
- Modifying comparatives: *much / far / a lot* (big difference), *a bit / slightly* (small difference) + comparative; never ✗ *very bigger*.
- Recommending: *You should definitely… It's worth visiting / a visit. Don't miss… I wouldn't bother with…*; describing: *What's it like? It's famous for…*
- A travel article: catchy title, introduction, one paragraph per part of the visit, a practical tip.
- New York: five boroughs (1898), the Statue of Liberty (France, dedicated 1886), Ellis Island (1892–1954, about 12 million immigrants), Emma Lazarus's "The New Colossus" (1883); more than four million Italians arrived in 1880–1920.

ESERCIZI

Vocabulary

1. ● Match the words (1–6) with the definitions (a–f). 1 skyscraper · 2 landmark · 3 suburb · 4 rush hour · 5 commute · 6 borough — a a residential area on the edge of a city · b travel regularly between home and work or school · c a very tall modern building · d one of the areas a big city is divided into · e the time when most people travel to or from work · f a famous building or place that is easy to recognise

2. ● Complete with the words in the box: *crowded · lively · multicultural · historic · traffic jam · outskirts*. a The new shopping centre is on the _____ of the city, near the motorway. b Our _____ centre has a cathedral and a medieval square. c In August the beach is so _____ that you can't find a place for your towel. d London is a very _____ city: people from all over the world live there. e We were stuck in a _____ for forty minutes. f The square is really _____ in the evening, with music and street food.

3. ● I live on the _____ of Turin, about forty minutes from the centre by bus.
   A. periphery
   B. edge city
   C. outskirts
   D. border

4. ● Many people who work in London _____ from towns outside the city every day.
   A. commute
   B. travel to
   C. crowd
   D. drive in

5. ●● Word formation. Make compound adjectives with one word from A and one from B, then complete the sentences. A: *well · old · world · brand · open · ten* — B: *air · minute · known · new · fashioned · famous*. a The station is a _____ walk from the school. b The Egyptian Museum in Turin is _____ : people come from every continent to see it. c My grandad's café is a bit _____ , but the cakes are great. d Porta Palazzo is a big _____ market. e Is that a _____ bike? It looks like you've never ridden it! f Brunel is a _____ engineer in Britain.

6. ●● Find and correct the mistake in each sentence. a ✗ It's a ten-minutes walk to the river. b ✗ We stayed in a five-stars hotel. c ✗ The museum is in a 300-years-old palace. d ✗ The market is two-hours from here by car. e ✗ I live in the periphery of Bristol.

7. ●● Write the opposite. a lively → q… · b crowded → e… · c noisy → p… · d modern → h… · e polluted → c… · f run-down → s… / w…

Grammar

8. ● Add commas where they are necessary. Two sentences need no commas. a Turin which is on the River Po was the first capital of Italy. b The boy who won the race is in my class. c My mum who is a nurse works at night. d Aoife lives in Galway where the River Corrib meets the sea. e The bus that goes to the station is the number 8. f Sam's sister Lily whose rabbit is called Biscuit has just started school.

9. ● Complete with *who, which, whose, where* or *when*. a Marta, _____ is very good at maths, did all the calculations. b The Clifton Suspension Bridge, _____ opened in 1864, is in Bristol. c Callum, _____ mum lives in Edinburgh, goes there every Easter. d We had lunch at Porta Palazzo, _____ you can buy food from all over the world. e The best time to visit is June, _____ the city is quieter. f Grandad Arthur, _____ grew up in Bristol, knows every street.

10. ● Turin, _____ is on the River Po, was the first capital of Italy.

A. that
B. which
C. who
D. what

11. ●● My cousin Ella, _____ twin brother is called Max, loves dancing.

A. who's
B. which
C. that
D. whose

12. ●● Join the two sentences with a non-defining relative clause. a Mr Doyle is our PE teacher. He ran a marathon last year. b The Mole Antonelliana is Turin's best-known landmark. It houses the National Cinema Museum. c Lily's rabbit is called Biscuit. Lily feeds it every morning. d Edinburgh is the capital of Scotland. Callum's mum lives there. e Josh is applying to university. His exams start in May.

13. ●● Complete the sentences with *which* + your own idea about the whole situation. a The train was cancelled, _____ b Giulia passed her maths test, _____ c It rained all week, _____ d My friend lent me her notes, _____

14. ●● Read each sentence and answer the question. a My brother who lives in Milan is a student. — Has the speaker got one brother or more than one? b The students, who had studied hard, passed the test. — Did all the students pass? c The flats which have a balcony are more expensive. — Have all the flats got a balcony? d Giulia's dad, who is a teacher, cooked dinner for everyone. — Has Giulia got one dad or more than one?

15. ● Choose the correct linker. a *Although / Despite* the bad weather, we went to the harbour. b *Although / Despite* it was cold, we went for a swim. c We left early *to / for* avoid the traffic. d Bristol is smaller than Turin. *However / Although*, it has a lot of museums. e She spoke slowly *so that / in order to* everyone could understand. f *In spite of / Even though* feeling tired, Sam finished the walk.

16. ●● Rewrite the sentences with the word in brackets. Make all necessary changes. a Although it was raining, we visited the castle. (despite) b Despite being tired, Callum climbed Arthur's Seat. (although) c We took the tram because we wanted to save time. (to) d I'll write the address down. I don't want to forget it. (so that) e The museum was crowded. We enjoyed it. (however) f We got up at six because we wanted to see the balloons. (in order to)

17. ●● Look at the information and complete the sentences with *much / far / a lot* or *a bit / slightly* + a comparative. Turin: about 850,000 people · Bristol: about 470,000 · Galway: about 85,000 · Edinburgh: about 510,000. a Turin is _____ (big) than Bristol. b Edinburgh is _____ (big) than Bristol. c Galway is _____ (small) than Edinburgh. d Bristol is _____ (small) than Edinburgh. e According to Callum, Edinburgh is _____ (cold) than Bristol.

18. ●●● Translate into English. a Roma, che è la capitale d'Italia, ha quasi tre milioni di abitanti. b Nonostante la pioggia, abbiamo visitato il castello. c Sono andata in biblioteca per studiare con Marta. d Il treno è molto più veloce dell'autobus.

Reading and Listening

19. ● Read "Two Cities, Two Guides" again. True (T), false (F) or doesn't say (DS)? a Turin was the capital of Italy for four years. b The lift in the Mole takes visitors to the very top of the building. c Giulia's brother Marco usually enjoys museums. d Sam thinks Bristol is flatter than Turin. e St Nicholas Market is a covered market. f Sam has flown in a hot-air balloon.

20. ●● Answer the questions. a Why can you walk for hours in Turin even when it rains? b What can you do in San Salvario in the evening? c What was Cabot Tower built for? d Why does Sam suggest taking the bus in August?

21. ●● Listening 1 (Tabella 9.5). What does Giulia advise Sam's family NOT to do?

    A. go up the Mole Antonelliana
    B. spend an afternoon in Valentino Park
    C. visit the Lingotto
    D. visit all the royal palaces

22. ●● Listening 2 (Tabella 9.6). a How big is Edinburgh, compared with Bristol? b What was the castle rock millions of years ago? c What is Callum's favourite place, and why? d What two things doesn't he like? e When does he recommend going on a school trip?

23. ●● "The New Colossus". a Find two adjectives that the poet uses as nouns for groups of people. b What image does the word *huddled* create? c In one sentence, explain the message of the two lines in your own words.

Writing and Speaking

24. ●● Write five sentences about your town or city. Use a non-defining relative clause in each one (*who, which, whose, where, when*) and two linkers of contrast or purpose.

25. ●● Write your travel article for the Link blog series *A Day in My Town* (140–180 words). Use the model, the analysis and the checklist in the Writing section. Then check it with your personal error checklist.

26. ●●● Speaking. Work in pairs. Student A is a tourist in Student B's city for one day and asks for recommendations (what to see, where to eat, how to get around, what to avoid). Student B recommends at least three places and describes them. Use the phrases in Tabella 9.7. Then swap.

Towards B1

27. ●● Multiple-choice cloze. Choose the correct word (A, B, C or D) for each gap. My city, (1) ___ is in the north of Italy, isn't very big, (2) ___ there is always something to do. The old town is a (3) ___ walk from the station, and its narrow streets are full of shops and cafés. (4) ___ the crowds, I love Saturday mornings at the market, (5) ___ you can buy fresh food from the mountains. Last year a new library opened in the centre, (6) ___ was great news for students like me. — (1) A that B which C who D where · (2) A but B despite C however D so · (3) A ten-minutes B ten minute's C ten-minute D ten minutes · (4) A Although B However C Despite D Even though · (5) A when B which C where D whose · (6) A which B that C what D it

28. ●● Open cloze. Write ONE word in each gap. Galway, (1) ___ Aoife lives, is a small city on the west coast of Ireland. It's (2) ___ smaller than Dublin, but it's very lively. Aoife, (3) ___ family moved back there last summer, showed Sam and Callum around at half-term. (4) ___ the rain, they walked along the Prom to the end, (5) ___ they kicked the wall. Sam took lots of photos (6) ___ that he could show them to Lily.

29. ●●● Sentence transformation. Complete the second sentence so that it means the same as the first. Use between two and five words. a Although it was very windy, we climbed to the top. → Despite ___, we climbed to the top. b The walk to the river takes fifteen minutes. → It's a ___ to the river. c We booked early because we wanted to get cheap tickets. → We booked early ___ get cheap tickets. d Bristol is a lot smaller than Turin. → Turin is ___ Bristol. e My aunt lives in Leeds. She is a nurse. → My aunt, ___ in Leeds, is a nurse.

30. ●● Short message. A friend from England is visiting your town next weekend and has asked you what to see. Write a message to him or her (35–45 words). Recommend one place, explain why it is worth visiting, and suggest how to get there.

31. ●●● Article. Your school magazine is asking for articles with the title *The City I Would Love to Visit*. Write an article (about 100 words). Say which city it is, what you know about it and why you would like to go there.

PER APPROFONDIRE

- SWA
- EGU
- RED
- OAL

Glossario del capitolo

Although / even though
sebbene, anche se — + clause: *although it was raining*

Borough
distretto, municipio (di una grande città) — /ˈbʌrə/ *New York has five boroughs.*

Commute
fare il pendolare — travel regularly between home and work or school; a person who does it is a *commuter*

Compound adjective
aggettivo composto — *well-known, a ten-minute walk* (number + singular noun)

Crowded
affollato — with too many people in it

Despite / in spite of
nonostante, malgrado — + noun or *-ing*: *despite the rain*

District
quartiere, zona — an area of a city, often with its own character: *the business district*

Emigration / immigration
emigrazione / immigrazione — leaving your country / arriving in a new one (*emigrant, immigrant*)

Landmark
monumento simbolo, punto di riferimento — a famous building or place that is easy to recognise

Lively
vivace, animato — full of people, activity and things to do

Multicultural
multiculturale — with people from many different countries and cultures

Neighbourhood (AmE neighborhood)
quartiere, vicinato — the area around your home and the people who live there

Non-defining relative clause
frase relativa non restrittiva (esplicativa) — extra information between commas, never with *that*: *Turin, which is on the Po, …*

Rush hour
ora di punta — the time when most people travel to or from work: *at rush hour*

Skyscraper
grattacielo — a very tall modern building with many floors

So that
affinché, in modo che — + clause: *so that we could see the Alps*

Suburb
quartiere residenziale periferico — /ˈsʌbɜːb/ a residential area on the edge of a city; *the suburbs*

The outskirts
la periferia — the parts of a city far from the centre: *on the outskirts of Turin*

Soluzioni

1. 1 c · 2 f · 3 a · 4 e · 5 b · 6 d

2. a outskirts · b historic · c crowded · d multicultural · e traffic jam · f lively

3. C — *on the outskirts*; *periphery* is a rare, technical word

4. A — *commute from* a place *to* another; *crowd* and *drive in* don't fit, and ✗ *travel to from* is impossible

5. a ten-minute · b world-famous · c old-fashioned · d open-air · e brand-new · f well-known

6. a ten-**minute** walk · b five-**star** hotel · c 300-**year**-old palace · d two hours (no hyphen: *hours* is a noun after the verb) · e **on the outskirts** of Bristol (or *in the suburbs*)

7. a quiet · b empty · c peaceful · d historic · e clean · f smart / well-kept

8. a Turin, which is on the River Po, was… · b no commas (defining: which boy?) · c My mum, who is a nurse, works… · d …in Galway, where the River Corrib meets the sea. · e no commas (defining) · f Sam's sister Lily, whose rabbit is called Biscuit, has just started school.

9. a who · b which · c whose · d where · e when · f who

10. B — *which*: a thing, non-defining clause (never *that*)

11. D — *whose* = possession (her twin brother)

12. a Mr Doyle, who ran a marathon last year, is our PE teacher. (or: Mr Doyle, who is our PE teacher, ran a marathon last year.) · b The Mole Antonelliana, which houses the National Cinema Museum, is Turin's best-known landmark. · c Lily's rabbit, which Lily feeds every morning, is called Biscuit. (*which* is the object, but it cannot be left out) · d Edinburgh, where Callum's mum lives, is the capital of Scotland. · e Josh, whose exams start in May, is applying to university.

13. Model answers: a …which meant we got home very late. · b …which made her very happy. · c … which was terrible for the beach clean-up. · d … which was really kind of her. (*which* refers to the whole clause; comma before it)

14. a more than one (defining: it tells us which brother) · b yes: all of them had studied and all passed · c no: only some of them (defining) · d one: the clause is only extra information

15. a Despite · b Although · c to · d However · e so that · f In spite of

16. a Despite the rain, we visited the castle. (or: Despite the fact that it was raining…) · b Although Callum was tired, he climbed Arthur's Seat. · c We took the tram to save time. · d I'll write the address down so that I won't (don't) forget it. · e The museum was crowded. However, we enjoyed it. · f We got up at six in order to see the balloons.

17. a much / far / a lot bigger · b a bit / slightly bigger · c much / far / a lot smaller · d a bit / slightly smaller · e far / much / a lot colder (Callum says *far colder*)

18. a Rome, which is the capital of Italy, has almost three million inhabitants (people). · b Despite (In spite of) the rain, we visited the castle. / Although it was raining, we… · c I went to the library to (in order to) study with Marta. · d The train is much (far, a lot) faster than the bus.

19. a T (1861–1865) · b F (to a terrace 85 metres above the ground) · c F (he usually hates museums) · d F (Bristol is much hillier) · e T · f DS

20. a Because there are about eighteen kilometres of arcades. · b Eat in restaurants with food from all over the world (it is a lively, multicultural district). · c To celebrate 400 years since John Cabot sailed from Bristol to North America (in 1497). · d Because of the Balloon Fiesta the roads are far more crow-

ded than usual, and he wants visitors to avoid the queues of cars.

21. D — *I wouldn't bother with all of them. Choose one.*

22. a It's a bit bigger than Bristol. · b Part of a volcano. · c Arthur's Seat, another old volcano: from the top you can see the whole city and the sea. · d The weather (cold and rainy) and the crowds in August, during the festival. · e In May or June, when it's quieter (with a warm jacket).

23. a *(your) tired, (your) poor* · b People standing very close together, cold, afraid or poor, like people on a crowded ship. · c Model answer: America (the statue) welcomes poor, tired people from other countries who want to live in freedom.

24. Model answer: *Cuneo, which is in Piedmont, is a small city near the mountains. The main street, which is full of arcades, is great for a walk. My best friend, whose parents own a bakery, lives near the station. Although the city is quiet, there are lots of festivals in summer, when the streets are full of music. I take the bus to school to save time, despite the traffic at rush hour.* (Check: commas, no *that*, pronoun never left out.)

25. Model answer: ***A Day in Bologna*** — *Towers, arcades and the best pasta in Italy. Bologna, which is in the north of Italy, is famous for its university, its food and its arcades. It is much smaller than Rome or Milan, but it is far livelier than you think, because thousands of students live there. Start in Piazza Maggiore, the main square, where you can see the huge Basilica of San Petronio. Then climb the Asinelli Tower, which has nearly 500 steps. It's hard work, but the view is worth it. For lunch, go to the old market district near the square, where the narrow streets are full of small shops. Try tortellini or tagliatelle: Bologna is the right place to eat them. In the afternoon, walk to San Luca. Although the walk is long, you are under the arcades all the way, so you stay dry even when it rains. A final tip: don't visit in August, when many shops are closed. Come in spring, and you will love it!* (about 170 words) — Check facts about your own town before you write them.

26. Model dialogue: *A: I've only got one day here. What would you recommend? B: You should definitely see the castle, which is in the old town. It's really worth a visit. A: Is it far? B: It's a ten-minute walk from here. If I were you, I'd go early, so that you can avoid the queues. A: And where can I eat? B: Don't miss the market: it's a bit noisy, but the food is much cheaper than in the restaurants. A: Anything to avoid? B: I wouldn't take a taxi at rush hour. The tram is far quicker. A: Thanks for the tip!*

27. 1 B · 2 A · 3 C · 4 C · 5 C · 6 A

28. 1 where · 2 much / far · 3 whose · 4 Despite · 5 where · 6 so

29. a the strong wind / the very strong wind / it being very windy · b fifteen-minute walk · c in order to / so as to · d much / far / a lot bigger than · e who lives

30. Model answer: *Hi Emma! You should definitely visit the castle, which is on the hill above the old town. The view is amazing, and it's much quieter than the centre. Take the number 5 bus, so that you don't have to walk up the hill. See you soon!* (44 words)

31. Model answer: ***The City I Would Love to Visit*** *If I could visit any city in the world, I would choose New York, which I have only seen in films. I would start with the Statue of Liberty and Ellis Island, where millions of immigrants arrived, some of them from my region. Then I would walk across Brooklyn Bridge and climb a skyscraper in Manhattan, because the view must be amazing. Although New York is far bigger and noisier than my town, I think it's exciting, because people from all over the world live there. One day I will go, even if I have to save for years!* (about 105 words)