CAPITOLO

# 12

# Summer in Turin

*"Oh, to be in England / Now that April's there," — Robert Browning, "Home-Thoughts, from Abroad"*

**OBIETTIVI**

1. I can use phrasal verbs for visits and travel, and put the object in the right place.
2. I can talk about two people or things with *both, either* and *neither*.
3. I can agree and disagree with short replies: *So do I, Neither have I, Oh, I don't*.
4. I can make plans with friends, thank people and say goodbye in an informal and a more formal register.
5. I can write a thank-you email and a reflection on what I have learnt.
6. I can talk about the Grand Tour and the British poets in Italy, and say what draws visitors to Italy today.

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A year ago Giulia's parents invited the Taylors to Turin "next summer". Now next summer has arrived, and you read about the visit in Giulia's diary. You also listen to the friends making plans and saying goodbye, write a thank-you email and look back at two years of English at liceo.

The grammar is everyday English: **phrasal verbs** (*pick somebody up, run out of something*), **both, either, neither** and short replies like *So do I*. Then you travel back three hundred years with the young British travellers of the Grand Tour.

## 12.1 Vocabulary: Phrasal Verbs, Visits and Goodbyes

### 12.1.1 Phrasal verbs for a visit

You met your first *phrasal verbs* in English 1 (for example in Units 3, 6 and 12): *log in, get up, set off, check in, get on*. A phrasal verb is a verb + one or two small words, called **particles** (*up, off, after, around, out, of*…). Together they often have a new meaning: *look* means *guardare*, but *look after* means *prendersi cura di*. Tabella 12.1 collects ten phrasal verbs that you need when friends come to stay.

**Tabella 12.1** Phrasal verbs for a visit

| Phrasal verb | Meaning | Example |
|---|---|---|
| **pick** somebody / something **up** | go and collect somebody, often by car | *Dad picked them up at the airport.* |
| **drop** somebody / something **off** | take somebody to a place and leave them there | *Can you drop me off at the station?* |
| **show** somebody **around** (a place) | go with a visitor and show them the interesting parts | *Marta showed Sam around our school.* |
| **look after** somebody / something | take care of | *Grandad is looking after Biscuit.* |
| look forward to something / *-ing* | wait for something with pleasure | *We're looking forward to seeing you.* |
| **put** something **off** | decide to do something later; postpone | *Let's put the picnic off until Tuesday.* |
| set off | start a journey | *We set off at seven to avoid the heat.* |
| **turn up** | arrive, often late or without warning | *Marta turned up with a cake.* |

| | | |
|---|---|---|
| get on with somebody | have a good relationship with | *Sam gets on really well with Marta.* |
| **run out of** something | use all of something, so there is none left | *We ran out of water on the walk.* |

Notice where *somebody* and *something* appear in the first column: that is where the object goes. The Grammar section explains why *pick somebody up* but *look after somebody*. Three of these verbs are already familiar: *set off* (English 1, Unit 12), and *look forward to* and *get on with* (Unit 1).

**DA RICORDARE**

**Stress.** In a phrasal verb the particle is usually stressed: *pick UP, turn UP, set OFF*. **Record the object.** Write every new phrasal verb in your notebook with *sb* (somebody) or *sth* (something) in the right position, as dictionaries do: *pick sb/sth up*, *look after sb*, *run out of sth*. The position tells you the grammar.

### 12.1.2 Word formation: nouns from phrasal verbs

Some phrasal verbs have a noun with the same parts, written as one word or with a hyphen. The noun is stressed on the **first** part: *to check IN → the CHECK-in*.

**Tabella 12.2** Nouns from phrasal verbs

| Verb | Noun | Example |
|---|---|---|
| check in | a check-in | *The check-in closes forty minutes before the flight.* |
| take off | a take-off | *Lily held Mum's hand during the take-off.* |
| break down | a breakdown | *We had a breakdown on the motorway.* |
| turn out (= come to an event) | a turnout | *There was a great turnout for the swap shop.* |
| get together | a get-together | *a family get-together in the hills* |
| show off (= try to impress) | a show-off | *Josh is such a show-off on the bike!* |
| drop off / pick up | a drop-off / a pick-up | *the drop-off area at the airport* |

**APPROFONDIMENTO**

**Two words for the same thing.** English often has a phrasal verb and a single verb with a similar meaning: *put off* / *postpone*, *turn up* / *arrive*, *carry on* / *continue*, *look into* / *investigate*, *put up with* / *tolerate*. The single verbs mostly came from Latin, often through French (*postpone* is from Latin *postponere*, "to put after"), so Italian speakers understand them easily. But they sound more formal: you say *Let's put it off* to a friend, but you write *The meeting has been postponed* in an official email.

### 12.1.3 Hosting, thanking and saying goodbye

When guests arrive, the **host** (the person who receives them) says *Welcome! Make yourself at home. Help yourselves* (Unit 1). Guests say *Thanks for having us* and bring a small present: *This is for you — just a little something from Bristol.*

At the end of the visit you thank people, and the answer to *thank you* depends on the register: *No problem / Any time* (informal), *You're welcome / It was a pleasure* (neutral and polite). Goodbyes: *Have a safe journey. · Keep in touch. · See you soon / next year. · Take care. · I'll miss you.* In British English *Cheers* can mean *thanks* and, informally, *goodbye*.

## 12.2 Reading: A Week with the Taylors

**Before you read.** Have you ever had guests from another country, or stayed with a family abroad? What did you show them, and what surprised them? What would you show a British family in your town?

Giulia keeps a diary in English to practise for her B1 exam. Here are some pages from the week the Taylors spent in Turin. (*testo della redazione*)

### A Week with the Taylors

**Saturday 22 July.** They're here! Dad and I picked them up at the airport at half past ten: Helen, Mark, Josh, Sam and Lily. Lily's first question was about Biscuit, not about Italy. (Grandad Arthur is looking after him in Bristol, and she phones every evening to check that he's eating.) Sam and I hadn't seen each other for a whole year, and for about ten seconds neither of us knew what to say. Then he said, "Your hair is shorter," and I said, "You're taller," and everything was normal again. In the evening Dad served the dinner he had been planning since the spring.

**Sunday 23 July.** The Great Breakfast Debate. Dad set off early to the bakery and came back with warm cornetti. Mark looked at the table and asked, very politely, if there was any toast. There wasn't. Both Sam and Josh ate three cornetti each, and neither of them mentioned toast again. Mark had two in the end. In the afternoon we finally went to the Egyptian Museum — Sam has been asking about it since last year. Lily was a bit scared of the mummies but wanted to see every one of them twice. Josh said it was the best museum he'd ever visited, and so did Helen.

**Tuesday 25 July.** Turin was 33 °C, so we put off the city tour and drove up the Susa Valley to Novalesa, a village at the foot of the old road over Mont Cenis. In the past, travellers came down this road on their way to Italy, and now we were going up it. Marta came too, and it was the first time she and Sam had met in person. They've been talking on video calls for a year, but they were both shy for the first five minutes. After that they didn't stop arguing about football. We walked for three hours and ran out of water before lunch, so Josh, who always has a plan, filled all the bottles at a mountain fountain.

**Thursday 27 July.** Lunch with Nonna and Nonno in the hills: a real family get-together, with four languages at the table (English, Italian, Piedmontese and Lily's own language of smiles and gestures). In the middle of the pasta, my phone buzzed. It was the email with my B1 result: **I passed!** Everybody clapped, even Nonno, who didn't know what B1 was. Sam's GCSE results and Josh's A-level results come out later in August. "Don't remind me," said Josh. "I've been putting off thinking about it all summer."

**Friday 28 July.** Last evening. We had a video call with Aoife and Callum. Aoife was in her great-aunt's kitchen in Galway, and her great-aunt waved at Lily the whole time. Callum had big news: the council has agreed to build the crossing outside Hillside's main gate! It should be ready before Christmas. "Nine months of campaigning," he said, "and my voice still hasn't come back." Sam told him that neither Hillside nor Bristol would ever be quiet again.

**Saturday 29 July.** Goodbyes at the airport. Helen made us promise to visit Bristol next summer, and Lily gave me a drawing of Biscuit eating a cornetto. When we dropped them off, I didn't cry. Well — not until the car park.

### Language in context

- Phrasal verbs: *picked them up, is looking after him, set off, put off the city tour, ran out of water, putting off thinking about it, dropped them off*. Notice the pronoun in the middle: *picked **them** up*, *dropped **them** off*.
- *both, either, neither*: *neither of us knew, both Sam and Josh, neither of them mentioned, they were both shy, neither Hillside nor Bristol.*
- Short replies: *Josh said it was the best museum he'd ever visited, and so did Helen.*

## 12.2.1 A poem: "Home-Thoughts, from Abroad"

Many English writers lived in Italy (see the Culture section). The poet **Robert Browning** (1812–1889) moved to Italy in 1846 with his wife, the poet Elizabeth Barrett Browning; they lived in Florence for about fourteen years, and he died in Venice. In 1845 he published a poem in which a speaker far from home imagines spring in England. It begins:

*Oh, to be in England*
*Now that April's there,*
— Robert Browning, "Home-Thoughts, from Abroad", lines 1–2

*Oh, to be…* is an old, poetic way of saying *I wish I were…* (Unit 4: *wish*). *Now that April's there* means "now that it is April there": the speaker cannot see the English spring, so he imagines it — the first leaves, the birds singing. At the end he compares the simple English flowers with the "gaudy" (too bright) flowers of the hot country where he is. Every traveller knows the feeling: you can love a place abroad and still be homesick.

1. Which word in line 1 expresses a strong wish?
2. Where is the speaker? Where would he like to be?

3. Why do you think April is important for him?
4. Giulia was homesick for Bristol when she came back to Turin (Unit 1). Have you ever been homesick? What did you miss?

## 12.3 Grammar: Phrasal Verbs, both / either / neither, So do I

### 12.3.1 Phrasal verbs: where does the object go?

Some phrasal verbs have no object: they are **intransitive**. *We set off at seven. Marta turned up late. The plane took off.* The others have an object, and there are three types (Figura 12.1).

- **Separable** phrasal verbs: a noun object can go after the particle or between the verb and the particle: *pick up the children / pick the children up*. A **pronoun** object (*me, you, him, her, it, us, them*) must go **between** the verb and the particle: *pick them up* (✗ *pick up them*). Examples: *pick up, drop off, put off, show around, turn on / off, try on, give back, wake up*.
- **Inseparable** phrasal verbs: the object always goes after the whole verb, even when it is a pronoun: *look after Lily → look after her* (✗ *look her after*). Examples: *look after, get on* (a bus), *get off* (a train), *come across* (= find by chance).
- **Three-part phrasal verbs** (verb + two particles) are never separated: *run out of it, look forward to it, get on with them, catch up with her, put up with it*.

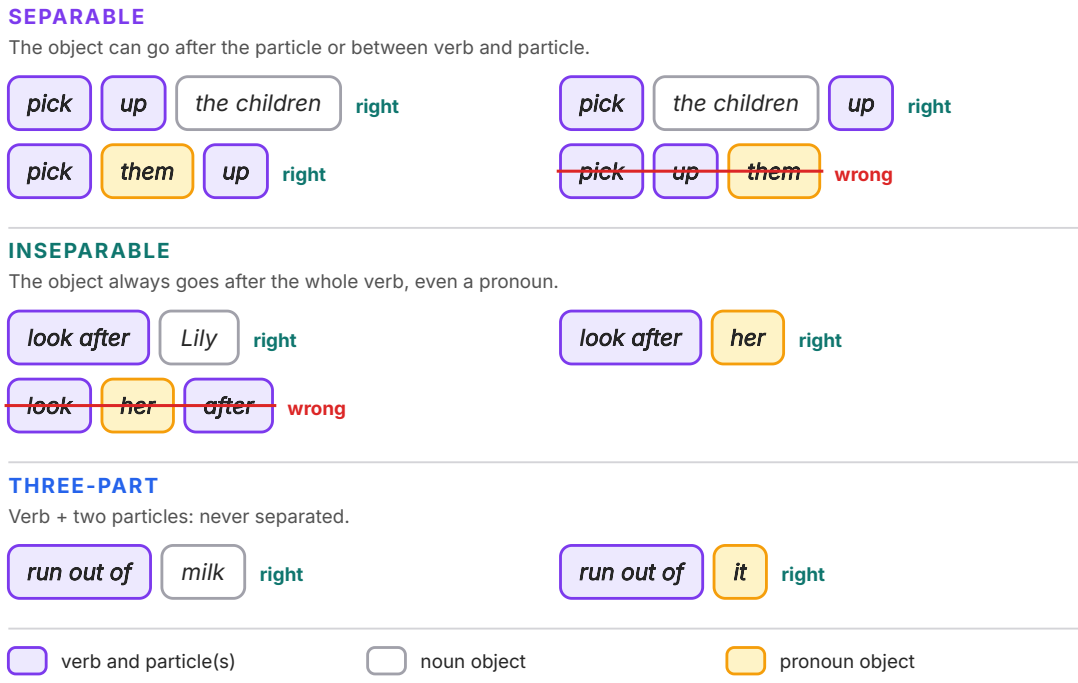



**Figura 12.1** Where the object goes. With a separable phrasal verb a noun object can go after the particle or in the middle, but a pronoun always goes in the middle. Inseparable and three-part phrasal verbs are never split.

How do you know which type a verb is? You can't guess it from the meaning: you learn it with the verb. A good dictionary shows it: *pick sb/sth up* (separable), *look after sb* (inseparable). When a noun object is long, it normally goes after the particle: *Dad picked up all the Taylors and their luggage.*

### GRAMMAR IN ITALIANO

**Phrasal verbs (verbi frasali).** Un *phrasal verb* è formato da verbo + una o due particelle (avverbi o preposizioni: *up, off, after, out of*...) e ha spesso un significato nuovo, che si impara come una parola sola: *look* = guardare, ma *look after* = prendersi cura di; *put off* = rimandare.

**Posizione del complemento.** Nei verbi **separabili** il complemento nome può stare dopo o in mezzo (*pick up Lily / pick Lily up*), il pronome **sempre in mezzo** (*pick her up*). Nei verbi **inseparabili** e in quelli di tre parti il complemento va sempre alla fine (*look after her, run out of it*).

**Confronto con l'italiano.** Anche l'italiano ha verbi con particella (*andare via, tirare su, buttare via*), ma sono molti meno, e il pronome si attacca al verbo (*tiralo su*); in inglese va tra verbo e particella: *pick it up*.

**ERRORE FREQUENTE**

Il pronome non va mai dopo la particella di un verbo separabile: ✗ *Can you pick up me at six?* → ✓ *Can you pick me up at six?* · ✗ *I'll drop off you at the station.* → ✓ *I'll drop you off at the station.*

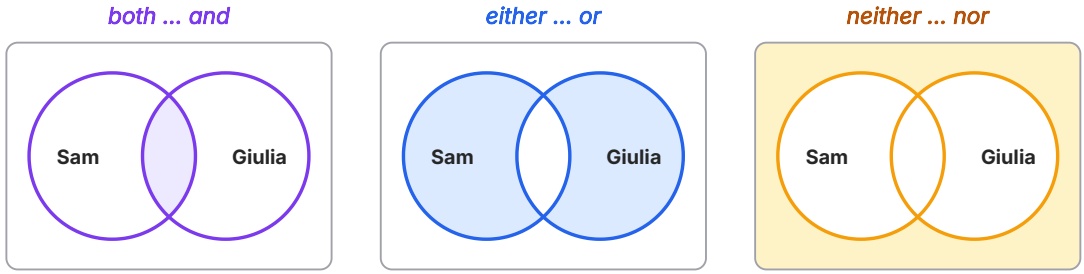
Ma non si separa un verbo inseparabile: ✗ *Who looks Biscuit after?* → ✓ *Who looks after Biscuit?* · ✗ *We ran out it of.* → ✓ *We ran out of it.*

### 12.3.2 both, either, neither

We use *both, either* and *neither* to talk about **two** people or things (Figura 12.2).

**Tabella 12.3** both, either, neither

| | Meaning | Patterns and examples |
|---|---|---|
| **both** | the two together (+ plural verb) | *Both girls / Both of the girls / Both of them speak English.* · *They both* live in Bristol. · *They are both* shy. |
| **either** | one or the other; it doesn't matter which | *You can sit in either seat.* (+ singular noun) · *Either of the trains is fine.* · *I don't know either of them.* |
| **neither** | not one and not the other | *Neither answer is right.* (+ singular noun) · *Neither of us knew what to say.* |
| **both … and** | A + B | *Both Sam and Josh ate three cornetti.* |
| **either … or** | A or B (one of the two) | *We can either take the bus or walk.* · *Either Dad or Mum will pick you up.* |
| **neither … nor** | not A and not B | *Neither Sam nor Giulia likes getting up at five.* · *It was neither hot nor cold.* |




*Both Sam and Giulia love the mountains.*

the two together

*Either Sam or Giulia will cook tonight.*

one or the other (not both)

*Neither Sam nor Giulia likes getting up at 5.*

not one and not the other

**Figura 12.2** *both … and* (the part shared by the two sets), *either … or* (one of the two sets, not both) and *neither … nor* (the part outside both sets).

Two details. *Neither* already has a negative meaning, so the verb is positive: *Neither of them* ***mentioned*** *toast.* In a negative sentence use *either* instead: *They didn't mention* ***either*** *of them.* And after *neither of* + *them / us* the verb is singular in careful English (*Neither of us* ***was*** *ready*); a plural verb is common in conversation (*Neither of us* ***were*** *ready*).

Pronunciation: *either* /ˈaɪðə(r)/ or /ˈiːðə(r)/, *neither* /ˈnaɪðə(r)/ or /ˈniːðə(r)/ — both pronunciations are correct in British English.

**GRAMMAR IN ITALIANO**

**both, either, neither.** Si usano per **due** persone o cose. *both* = entrambi, tutti e due (+ verbo plurale); *either* = l'uno o l'altro, uno qualsiasi dei due; *neither* = né l'uno né l'altro, nessuno dei due. Le coppie: *both … and* = sia … sia; *either … or* = o … o; *neither … nor* = né … né.

**Confronto con l'italiano.** In italiano la doppia negazione è normale: *Non è venuto nessuno dei due, non mi piace né questo né quello*. In inglese c'è **una sola negazione**: *Neither of them came* (verbo positivo) oppure *They didn't come … either*; *I like neither this nor that* oppure *I don't like either of them*. Per più di due si usano *all, any, none*.

**ERRORE FREQUENTE**

✗ *Neither of them didn't come.* → ✓ *Neither of them came.* · ✗ *I don't like neither of them.* → ✓ *I don't like either of them.* (oppure *I like neither of them.*)

✗ *Both of they are tired.* → ✓ *Both of them are tired.* / *They are both tired.* · Per più di due: ✗ *Neither of my three cousins* → ✓ *None of my three cousins.*

### 12.3.3 So do I, Neither have I, I did too

In English 1 you met *Me too*, *Me neither*, *So do I* and *Neither do I*. Here is the full system. To say that the same is true for you, use **So / Neither + auxiliary + subject**. The auxiliary is the one in the first sentence (*be, have, can, will, would…*); if there is none, use *do / does / did* (Figura 12.3).

**Tabella 12.4** Agreeing and disagreeing with short replies

| Statement | Same for me | Different for me |
|---|---|---|
| *I'm tired.* | *So am I. · Me too.* | *Oh, I'm not.* |
| *I love cornetti.* | *So do I. · I do too.* | *Oh, I don't.* |
| *I passed my exam.* | *So did I.* | *Oh, I didn't.* |
| *I've been to Rome.* | *So have I.* | *Oh, I haven't.* |
| *I can't swim.* | *Neither can I. · Me neither. · I can't either.* | *Oh, I can.* |
| *I didn't sleep well.* | *Neither did I. · I didn't either.* | *Oh, I did.* |
| *I won't be late.* | *Neither will I.* | *Oh, I will!* |

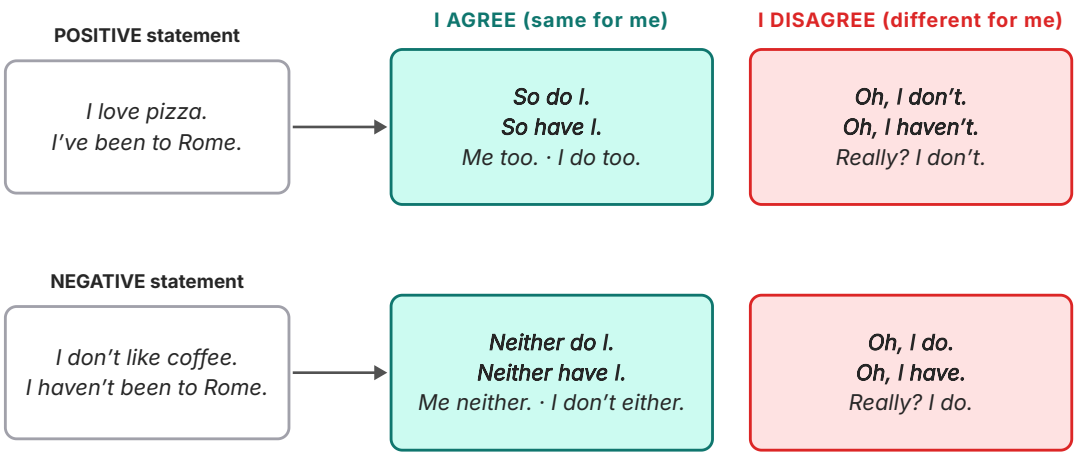



**Figura 12.3** Short replies. To agree, use *So* after a positive statement and *Neither* after a negative one, with the auxiliary of the statement; to disagree, use the subject + the opposite auxiliary.

The same structure works with other people: *Josh said it was the best museum ever, and **so did Helen**. Lily can't read yet, and **neither can Biscuit**. Nor* is possible instead of *neither*: *Nor have I.* When you disagree, stress the auxiliary: *Oh, I **DO**.*

**GRAMMAR IN ITALIANO**

**So do I / Neither do I.** Corrispondono ad *anch'io* e *neanch'io*. Struttura: *So* (dopo una frase affermativa) o *Neither / Nor* (dopo una negativa) + **ausiliare** + soggetto, con l'inversione come nelle domande. L'ausiliare è quello della prima frase (*So have I, Neither can I*), oppure *do / does / did* se la frase non ne ha: *I love pizza. — So do I.*

**Confronto con l'italiano.** L'italiano usa sempre le stesse parole (*anch'io, neanch'io, io sì, io no*), qualunque sia il verbo. L'inglese ripete l'ausiliare con il tempo giusto: *So did I* (passato), *So will I* (futuro). Per dissentire: *Io no = I don't / I haven't / I can't*; *io sì = I do / I have / I can.*

**ERRORE FREQUENTE**

✗ *I like it. — So I do.* → ✓ *So do I.* (inversione: prima l'ausiliare) · ✗ *I've finished. — So do I.* → ✓ *So have I.* (stesso ausiliare)

✗ *I don't like coffee. — Me too.* → ✓ *Me neither. / Neither do I.* · ✗ *I can't dance. — I can't too.* → ✓ *I can't either.*

### 12.3.4 Towards B1: the grammar of your second year

You have now studied the grammar that most B1 exams expect. Tabella 12.5 puts it all on one page. Cover the second column and try to make an example for each structure; then check the unit if you are not sure.

**Tabella 12.5** Towards B1: the grammar of English 2

| Structure | Example | Unit |
|---|---|---|
| question tags; reflexive pronouns | *You're coming, aren't you? · Enjoy yourselves!* | 1 |
| past perfect, narrative tenses; *used to / would* | *When we arrived, the film had started. · I used to live in Milan.* | 2 |
| the passive; *have something done* | *The bridge was opened in 1864. · I had my hair cut.* | 3 |
| zero, first and second conditionals; *unless*; *wish* + past | *If I were you, I'd go. · Unless you hurry, you'll miss it.* | 4 |
| future continuous; *make / let / be allowed to*; *had better* | *This time tomorrow I'll be flying. · You'd better go.* | 5 |
| modals of deduction (present and past) | *She must be at home. · He can't have seen us.* | 6 |

| | | |
|---|---|---|
| reported speech; indirect questions | *She said she was tired. · Could you tell me where it is?* | 7 |
| present perfect continuous | *I've been studying English for eight years.* | 8 |
| non-defining relative clauses; linkers of contrast and purpose | *Turin, which is in Piedmont, … · Although it rained, we went.* | 9 |
| verb patterns (*-ing* / *to*) | *I enjoy acting. · Remember to lock the door.* | 10 |
| third conditional; *should have* | *If we hadn't left early, we'd have missed it.* | 11 |
| phrasal verbs; *both / either / neither*; *So do I* | *Pick me up at six. · Neither of us knew. · So did I.* | 12 |

## 12.4 Listening and Speaking: Making Plans and Saying Goodbye

When you make plans with friends, you suggest, react to suggestions and decide together. At the end of a visit you thank your hosts and say goodbye. In both situations the words you choose depend on the register: friends and family (informal) or people you know less well (more formal).

### 12.4.1 Listening 1: What shall we do tomorrow?

On Monday evening Giulia, Sam and Josh plan the next day, with Marta on a video call. Listen to your classmates reading the script (books closed): what do they decide to do, and why?

**Tabella 12.6** Listening script — What shall we do tomorrow?

| | |
|---|---|
| **Giulia** | So, what shall we do tomorrow? We could either do the city tour or go to the mountains. |
| **Marta** | The forecast says thirty-three degrees in Turin. I'm not walking round the city in that heat. |
| **Sam** | Neither am I. I'm already melting. |
| **Josh** | What about the mountains, then? It must be cooler up there. |
| **Giulia** | It is. Why don't we put off the city tour until Thursday morning and go up to Novalesa? |
| **Sam** | Sounds good to me. How do we get there? |
| **Giulia** | Dad can drive us. He's offered to drop us off in the morning and pick us up at six. |
| **Josh** | Perfect. Shall we take a picnic? |
| **Marta** | Definitely. And lots of water. Last time I went, we ran out of water before lunch. |
| **Sam** | So did I, on my sponsored walk in the spring. Never again. |
| **Giulia** | OK. What time shall we set off? The earlier, the better. |
| **Josh** | Eight o'clock? |

| | |
|---|---|
| **Sam** | Eight? It's the holidays! |
| **Giulia** | Half past eight, then. And Lily? Is she coming? |
| **Josh** | No, she and Helen are staying here with your mum. Both of them want to go to the pool. |
| **Sam** | Lucky Lily. Right, I'd better set my alarm. Marta, you won't turn up late, will you? |
| **Marta** | Me? Never. Well, hardly ever. |

### 12.4.2 Listening 2: Thanks for everything

On Saturday morning, at the airport, Helen and Mark say goodbye to Giulia's parents, and Sam says goodbye to Giulia. Listen (books closed): what do the Taylors thank the Ferraros for, and which conversation is more formal?

**Tabella 12.7** Listening script — Thanks for everything

| | |
|---|---|
| **Helen** | Well, this is it. Thank you so much for having us. It's been an absolutely wonderful week. |
| **Mrs Ferraro** | It was a pleasure, really. We loved having you here. |
| **Mark** | And thank you for looking after us so well. I don't think I'll ever eat toast again. |
| **Mr Ferraro** | You're very welcome. And you must come back — perhaps in the winter, for the snow. |
| **Helen** | We'd love to. But first it's your turn: we're expecting all of you in Bristol next summer. |
| **Mrs Ferraro** | That's very kind of you. We'll certainly try. |
| **Mark** | Right, we'd better go through. Have a safe drive home. |
| **Sam** | So… thanks for everything, Giulia. Seriously, it was brilliant. |
| **Giulia** | No problem. Thanks for coming! It was so good to see you. |
| **Sam** | Thanks for showing us around, too. And for the cornetti. |
| **Giulia** | Any time. Text me when you land, OK? |
| **Sam** | I will. And good luck with year three. I'll miss you. |
| **Giulia** | I'll miss you too! Keep in touch. |
| **Sam** | Course I will. See you on the video call on Sunday. |
| **Giulia** | Take care. And say hi to Biscuit! |

**Useful language.** Tabella 12.8 collects phrases from the two scripts and some more.

**Tabella 12.8** Useful language: making plans, thanking and saying goodbye

| Function | More informal | More formal |
|---|---|---|
| suggesting | Shall we…? · Why don't we…? · What about…? · We could either… or… | Would you like to…? · Perhaps we could… |
| reacting to a suggestion | Sounds good (to me). · Good idea! · I'm not sure about that. | That would be lovely. · I'm afraid that might be difficult. |
| deciding | OK, so… · Let's… · Fine, then. | Shall we say…? · Let's agree on… |
| thanking | Thanks for everything! · Thanks a lot / a million. | Thank you so much for having us. · I'm very grateful for… |
| answering thanks | No problem. · Any time. · No worries. | You're (very) welcome. · It was a pleasure. |
| saying goodbye | See you! · Take care. · Keep in touch. · Text me when you get there. | Have a safe journey. · It was lovely to meet you. · We hope to see you again soon. |

## Speaking

1. **Plan a day.** In groups of three, a British family is visiting your town for one day in July. Plan the day together: suggest, react, decide. Use at least two phrasal verbs (*pick up, set off, show around*…) and one structure with *both / either / neither*.
2. **Same or different?** Say six sentences about yourself (*I've never been to Naples. I can't ski. I love the mountains.*). Your partner answers with a short reply: *So have I / Oh, I have*. Count how many things you have in common.
3. **Goodbye role play.** Student A is a guest leaving after a week with Student B's family. Act out two goodbyes: first to B's parents (more formal), then to B (informal). Thank them for two things each time.

**COLLEGAMENTI**

**Geography and science: why the mountains are cooler.** As you go up, the air gets cooler. Scientists use an average value, the standard rate of the International Standard Atmosphere: about **6.5 °C less for every 1,000 metres**. Turin is about 240 m above sea level and the Mont Cenis pass is about 2,080 m, so the difference in height is about 1,840 m. 1.84 × 6.5 ≈ 12, so on a day when it is 33 °C in Turin, the standard rate gives about 21 °C at the pass. Real days can be different (wind, sun, clouds), but the rule explains why people from the plains escape to the mountains in August.

## 12.5 Writing: A Thank-You Email and a Reflection

### 12.5.1 A thank-you email

After a visit, it is polite to write and say thank you. The email is usually informal or neutral, short and personal: it thanks the hosts for specific things, remembers the best moments and looks forward to the next meeting. Here is the email Sam wrote two days after he got home.

**Tabella 12.9** Model text — a thank-you email

**Subject:** Thank you!

Hi Giulia,

We got back on Saturday evening, and Biscuit was fine: Grandad says he's eaten more than ever. Lily ran to the hutch before she took off her coat!

I just wanted to say a huge thank you to you and your family for a fantastic week. Thanks for picking us up, for showing us around Turin and for putting up with my terrible Italian. Please thank your mum and dad again for everything, and Nonna for the best lunch I've ever had.

My favourite day was definitely Novalesa — even when we ran out of water. Both Josh and I want to go back in winter for the snow. Mum hasn't stopped talking about the Egyptian Museum, and neither has Mark (well, he talks about the cornetti).

Congratulations again on your B1! You worked so hard for it.

We're really looking forward to seeing you all in Bristol next summer. Your room is ready (I'll tidy it first, I promise).

Speak soon,
Sam

PS Lily says Biscuit says *grazie*.

**ESEMPIO SVOLTO**

**Analysing the model.**

- **Opening:** *Hi Giulia,* — informal, because she is a friend. To her parents Sam would write *Dear Mr and Mrs Ferraro*.
- **Paragraph 1:** news about the journey home: the hosts want to know that the guests arrived safely.
- **Paragraph 2:** the thanks, with **specific** reasons (*Thanks for picking us up, for showing us around…*): *thanks for* + *-ing* (Unit 10).
- **Paragraph 3:** the best memories, with details.
- **Paragraph 4:** a personal message (congratulations).
- **Paragraph 5:** looking forward: an invitation or a future meeting.
- **Closing:** *Speak soon / Love / Take care* + name; a *PS* for a final joke.
- **Language:** contractions, phrasal verbs (*got back, picking us up, putting up with, ran out of*), short replies (*neither has Mark*), exclamations.

**Checklist.** ✓ informal opening and closing · ✓ news since you left · ✓ thanks with at least two specific reasons · ✓ one or two memories · ✓ a look to the future · ✓ 100–150 words.

**Your task.** You have just spent a week with a family in England. Write a thank-you email (100–150 words) to your English friend and his or her family. Follow the model and the checklist.

## 12.5.2 An end-of-biennio reflection

At the end of the *primo biennio* Prof.ssa Rossi asked her class to look back in English: what can you do now that you couldn't do before? What helped you? What next? This is Giulia's reflection.

**Tabella 12.10** Model text — an end-of-biennio reflection

**Two Years of English: Looking Back, Looking Forward**

Two years ago I could introduce myself and order a sandwich. Now I can follow a film with English subtitles, discuss the environment, write a formal email and talk about my future. In May I took my B1 exam, and I passed.

What helped me most? First, using English for real: the Link blog, the video calls, the play and Green Week in March, when more than two hundred people came to our swap shop. Second, my error log: I read it before every test, and now I forget the third-person *-s* much less often.

Speaking is my strongest skill; writing long texts is still my weakest. Next year I want to read a novel in English, not a graded reader, and write one article a month for the Link blog. This summer I'm going to watch a series in English and keep my diary going. Both are fun, so I won't give up.

**Structure.** A title · what I can do now (compared with the past) · what helped me, with examples · my strengths and weaknesses · goals for next year, with concrete actions. The tenses tell the story: past simple and *could* for the past, present simple and *can* for now, *going to / will / want to* for the future.

LEARNING TO LEARN

**Preparing for a B1 exam — and a summer of English.** If you are planning to take a B1 exam next year, start now, a little at a time.

1. **Know the exam:** its parts, their timing, the tasks. Do one complete practice test early, to see where you are.
2. **Work on your weakest skill**, but practise all four, and read your error log (Unit 11) before every test.
3. **Time yourself.** In the exam you have a fixed time: practise writing a 100-word text in 20 minutes.
4. **Plan the summer.** Fifteen minutes a day is better than three hours once a month. Choose three activities you enjoy: a series with subtitles (Unit 10), a graded reader (Unit 2), a podcast, a diary in English, video calls with a friend.
5. **Write your plan down** with dates, and at the end of the summer check it, just like the can-do goals you set in Unit 1.

**Your task.** Write your own end-of-biennio reflection (120–150 words). Use the structure above and give at least two concrete goals for year 3.

## 12.6 Culture: Italy through English Eyes — the Grand Tour

Every year many visitors from Britain, Ireland, the USA and other English-speaking countries come to Italy. They are not the first. Three hundred years ago young British travellers were already crossing the Alps to discover Italy's cities, art and ruins. Their journey was called the **Grand Tour**.

### 12.6.1 What was the Grand Tour?

The name became popular through *The Voyage of Italy* (1670) by Richard Lassels, an English Catholic priest. The Grand Tour was most fashionable from about 1660 until the 1840s, when railways made travel faster and cheaper. The travellers were usually rich young men of about twenty-one, with a tutor, and the journey could last from a few months to several years. The aim was to complete their education: to see Renaissance art and the ruins of ancient Rome, learn languages and good manners, and bring home paintings, books and statues. In Italy they

often hired a local guide, called a **cicerone**, after the Roman writer Cicero, who was famous for talking well.

### 12.6.2 The route

Figura 12.4 shows a typical route. From London the travellers went to Dover and crossed the Channel by boat to Calais. They stayed in Paris, then went south through France to Lyon. Then came the hardest part: the Alps. A popular crossing was the Mont Cenis pass, about 2,080 metres high. Before the road was built, carriages had to be taken to pieces and carried over, and the travellers themselves were often carried over the pass by local porters, sitting on simple wooden chairs. On the Italian side the road came down to the village of Novalesa and the Susa Valley. In the early 1800s Napoleon built a new road over the pass.

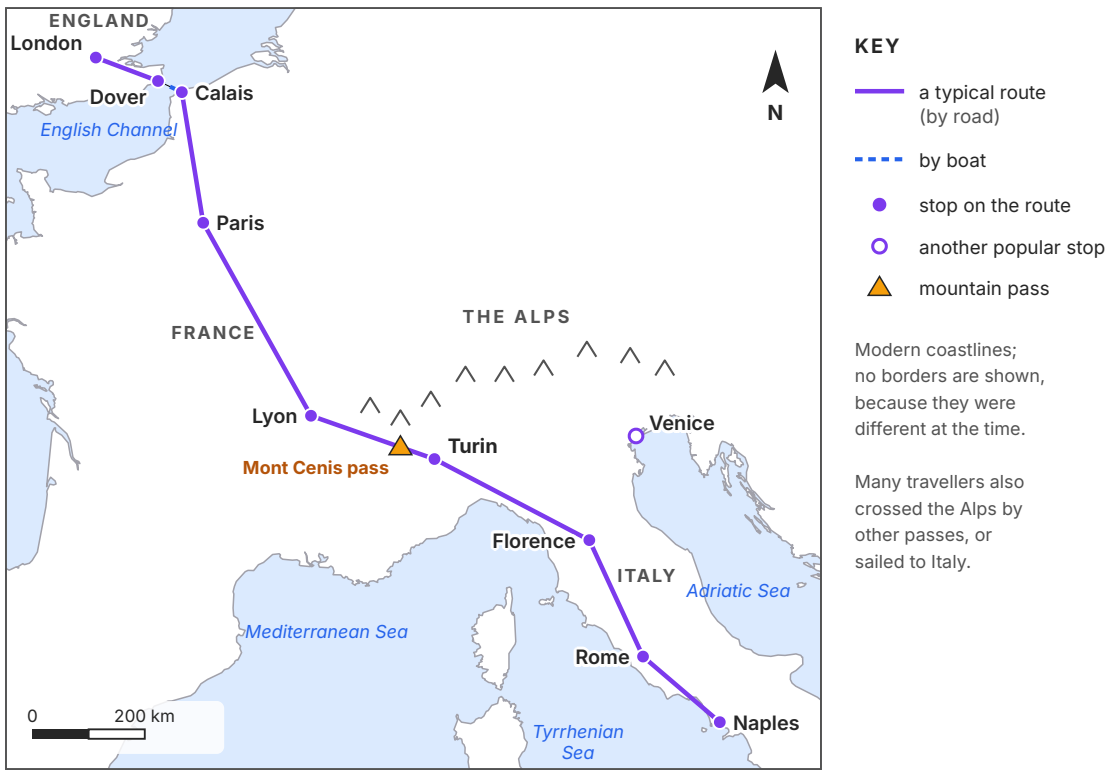



**Figura 12.4** A typical Grand Tour route, from London to Naples, crossing the Alps at the Mont Cenis pass (modern coastlines; the route is simplified). Venice was another popular stop, often for its carnival. Travellers also used other passes, or went by sea.

After the Alps, the first big Italian city was **Turin**, the capital of the Dukes of Savoy, with its royal palaces and long, straight streets. Then the travellers continued to **Florence** for the art of the Renaissance, and to **Rome**, the most important goal of the whole tour, for its ancient ruins

and its churches. Many went on to **Naples**, to climb Vesuvius and to see the Roman towns that were being excavated near the city: the excavations started at Herculaneum in 1738 and at Pompeii in 1748. Venice was often visited for its carnival.

### 12.6.3 The Romantic poets in Italy

At the beginning of the nineteenth century, a new generation of British writers came to Italy, not for education but for freedom, beauty and a warmer climate. **Lord Byron** (1788–1824) left England in 1816 and never went back; he lived in Venice, Ravenna, Pisa and Genoa for about seven years, then went to Greece, where he died. **Percy Bysshe Shelley** (1792–1822) moved to Italy in 1818; in July 1822 his boat sank in a storm while he was sailing from Livorno to Lerici, and he drowned. **John Keats** (1795–1821) was seriously ill with tuberculosis and went to Rome in 1820, hoping that the warm climate would help him. He died there in February 1821, aged twenty-five, in a house next to the Spanish Steps that is now a museum about the Romantic poets. Keats and Shelley are both buried in Rome's Protestant Cemetery.

### 12.6.4 Compare with Italy

The Grand Tourists admired Italy's art and its past, but often complained about its roads and inns. Today's visitors come for many of the same reasons — art, history, landscapes, food — but they arrive in a few hours, not after weeks on the road.

**Discuss.** What do you think draws English-speaking visitors to Italy today? Which places in your region would you put on a modern Grand Tour, and why? And if you could do a Grand Tour of Britain and Ireland, which places would you visit?

## SINTESI

- Phrasal verbs for a visit: *pick up, drop off, show around, look after, look forward to, put off, set off, turn up, get on with, run out of*.
- Nouns from phrasal verbs are stressed on the first part: *a check-in, a take-off, a breakdown, a turnout, a get-together*.
- Separable phrasal verbs: *pick up Lily / pick Lily up*; a pronoun always goes in the middle: *pick her up* (✗ *pick up her*).
- Inseparable and three-part phrasal verbs are never split: *look after her, run out of it, look forward to it*.
- *both* (the two), *either* (one or the other), *neither* (not one and not the other); *both … and, either … or, neither … nor*.
- *Neither* takes a positive verb: *Neither of them came*; in a negative sentence use *either*: *I don't like either of them*.
- Short replies: *So / Neither + auxiliary + subject* (*So have I, Neither can I, So did Helen*); disagreeing: *Oh, I don't / Oh, I do*.
- Plans: *Shall we…? Why don't we…?*; thanks: *Thanks for having us — It was a pleasure*; goodbyes: *Have a safe journey. Keep in touch.*
- A thank-you email thanks for specific things, remembers the best moments and looks forward; a reflection looks back, assesses and sets goals.
- The Grand Tour (c. 1660–1840s): young British travellers crossed the Alps, often at Mont Cenis, to Turin, Florence, Rome and Naples; Byron, Shelley and Keats lived in Italy.

## ESERCIZI

### Vocabulary

1. ● Match the phrasal verbs (1–8) with the meanings (a–h). 1 pick up · 2 drop off · 3 look after · 4 put off · 5 set off · 6 turn up · 7 run out of · 8 show around — a take care of · b start a journey · c go and collect · d use all of something · e arrive, often late or unexpectedly · f take somebody somewhere and leave them · g go with a visitor and show them a place · h decide to do something later

2. ● We've _____ bread. Can you buy some on the way home?
   - **A.** looked after
   - **B.** run out of
   - **C.** put off
   - **D.** turned up

3. ● Don't worry about the bus: I'll _____ at the station at six.

   **A.** look after you
   **B.** set you off
   **C.** pick you up
   **D.** turn you up

4. ●● Complete with the particles: *after · around · off · off · out of · up · up*. a Who's going to look _____ Biscuit while we're away? b The match was put _____ because of the rain. c Can you drop me _____ at the corner, please? d We've run _____ milk again! e Our guide showed us _____ the old town. f Sam turned _____ an hour late. g What time are you picking Lily _____ ?

5. ●● Replace the formal verbs with a phrasal verb from Tabella 12.1, in the correct form. a The concert has been *postponed* until May. b We *left* at dawn to reach the summit before noon. c Who will *take care of* the children? d Only six people *arrived* for the meeting. e I'll *collect* you from school at four. f The car has no petrol left: we've *used all* the petrol.

6. ●● Word formation. Complete with a noun made from a phrasal verb: *breakdown · check-in · get-together · show-off · take-off · turnout*. a The _____ desk is at the end of the hall. b Fasten your seat belts for _____ . c There was a great _____ for the swap shop: more than two hundred people came. d Our car had a _____ on the way to the airport. e Stop doing tricks on your bike — you're such a _____ ! f We're having a family _____ for Nonno's birthday.

7. ● What do you say? Match the situations (1–6) with the phrases (a–f). 1 Guests arrive at your house. · 2 You leave after a weekend with a family. · 3 A friend says "Thanks for the lift!" · 4 An older person thanks you politely. · 5 A friend is leaving for a long journey. · 6 You hope a friend will write to you. — a Thank you for having me. · b Keep in touch! · c It was a pleasure. · d Have a safe journey. · e Any time! · f Come in and make yourselves at home.

### Grammar

8. ● Replace the words in italics with a pronoun and put it in the correct place. a Can you pick up *Lily*? b Put on *your coat*. c Grandad is looking after *Biscuit*. d Let's put off *the picnic*. e I can't wait — I'm looking forward to *the trip*. f Turn off *the lights*, please. g We've run out of *water*.

9. ●● Find the mistakes and correct them. a ✗ I'll drop off you at the airport. b ✗ Who looks the dog after when you're away? c ✗ Can you pick up me at six? d ✗ These shoes are too small. I'll give back them. e ✗ We ran out it of on the walk.

10. ●● Your train arrives at 6.15? Don't worry, I'll _____ .

    **A.** pick up you
    **B.** up pick you
    **C.** pick you at up
    **D.** pick you up

11. ● Complete with *both, either* or *neither*. a _____ Sam and Josh love cornetti. b "Bus or tram?" "I don't mind. _____ is fine." c _____ of my parents speaks English, so I translate for them. d I've read _____ books, and I prefer the first one. e We can _____ go to the pool or to the park. f It was _____ too hot nor too cold: perfect. g I don't know _____ of those boys.

12. ● _____ of my brothers can drive, so we always take the bus.
    - **A.** Neither
    - **B.** Both
    - **C.** Either
    - **D.** Nor

13. ●● Join the sentences with *both … and, either … or* or *neither … nor*. a Sam likes the mountains. Josh likes the mountains. b We can take the train. Or we can drive. c Lily can't swim. Biscuit can't swim. d Giulia speaks English. She speaks Italian too. e Maybe Mum will pick you up. Maybe Dad will pick you up. f Marta didn't call. She didn't write.

14. ●● Agree with the speaker. Use *So* or *Neither* + auxiliary + *I*. a I'm hungry. b I don't like horror films. c I've never been to Naples. d I passed the test. e I can't ski. f I'll be there at eight. g I wasn't at school yesterday. h I love summer.

15. ●● Now disagree with the same sentences. a I'm hungry. b I don't like horror films. c I've never been to Naples. d I passed the test. e I can't ski. f I'll be there at eight.

16. ●● Complete with *so* or *neither* + auxiliary + the person in brackets. a Sam loved the Egyptian Museum, and _____ (Helen). b Lily can't read yet, and _____ (Biscuit). c Josh has never been to Italy before, and _____ (Mark). d Marta is going to the mountains, and _____ (Giulia). e Giulia didn't cry at the airport, and _____ (Sam). f I'd like to visit Rome, and _____ (my sister).

17. ●●● Translate into English. a Sono passati a prenderci alla stazione e ci hanno fatto fare un giro della città. b Nessuno dei due ha voglia di rimandare la gita. c «Non sono mai stato a Venezia.» «Neanch'io!»

18. ●●● Towards B1: grammar review. Choose the correct form. a By the time we arrived, the film *started / had started*. b The bridge *designed / was designed* by Brunel. c If I *were / would be* you, I'd apply. d This time next week I'*ll be lying / lie* on a beach. e She told me *that / to* wait outside. f I've *been studying / studied* English for eight years. g Turin, *that / which* is in Piedmont, has a famous museum. h If we hadn't left early, we *would miss / would have missed* the train.

### Reading and Listening

19. ● Read “A Week with the Taylors” again. True (T), false (F) or doesn’t say (DS)? a Biscuit stayed with Grandad Arthur. b Mark had toast for breakfast on Sunday. c Lily didn’t want to see the mummies. d Tuesday was the first time Marta and Sam met in person. e Josh had a map of the mountain paths. f Giulia passed her B1 exam. g The crossing outside Hillside is already finished.

20. ●● Answer the questions about the diary. a Why did Sam and Giulia not know what to say at first? b Why did they go to the mountains on Tuesday? c What happened before lunch on the walk, and how did they solve the problem? d Why is Josh worried about August? e What was Callum’s news, and how long did he campaign?

21. ●● Listening 1 (Tabella 12.6). Why do the friends decide to go to the mountains?

    **A.** Lily wants to go to the pool.

    **B.** The city tour is closed on Tuesdays.

    **C.** It’s too hot in the city.

    **D.** Giulia’s dad can’t drive them into town.

22. ●● Listening 2 (Tabella 12.7). a What do Helen and Mark thank the Ferraros for? b What do the Taylors invite the Ferraros to do? c Find two phrases that show the first conversation is more formal and two that show the second is informal. d What does Giulia ask Sam to do when he lands?

23. ●● The poem (Reading section). a What does *Oh, to be in England* mean in modern English? Rewrite it with *I wish*. b Why can’t the speaker see the English spring? c In which Italian city did Browning live for about fourteen years?

### Writing and Speaking

24. ●● Write six true sentences about yourself and your family or friends. Use: a *both … and* · b *neither … nor* · c *either … or* · d *look forward to* · e *get on with* · f a separable phrasal verb with a pronoun.

25. ●● Write a thank-you email (100–150 words) to an English-speaking friend and his or her family after a week at their home. Thank them for at least two specific things, remember your favourite moment and invite them to visit you.

26. ●●● Write your end-of-biennio reflection (120–150 words): what you can do now in English, what helped you, your strengths and weaknesses, and two concrete goals for year 3.

27. ●●● Speaking. Work in pairs. A British student is coming to stay with you for three days. Plan the visit together: who will pick him/her up, what you will show him/her, what you will do if it rains. Use *Shall we…? Why don’t we…? We could either… or…* and reply with *So do I / Neither do I* at least twice.

### Towards B1

28. ●● Multiple-choice cloze. Choose the correct word (A, B, C or D) for each gap. Last summer my two cousins came to stay with us for a week. My dad (1) ___ them up at the station, and on the first day I showed them (2) ___ the town. (3) ___ of them had been to Italy before, so everything was new. We had planned a trip to the lake, but we had to put it (4) ___ because of a storm. On the last day we (5) ___ out of time, and we didn't visit the castle. "Never mind," said my cousin. "We'll come back next year." "So (6) ___ we!" said my parents. — (1) A took B picked C brought D got · (2) A around B over C through D along · (3) A Both B Either C Neither D None · (4) A down B out C off D away · (5) A ran B went C came D got · (6) A will B do C would D are

29. ●● Open cloze. Write ONE word in each gap. Hi Sam! Thanks (1) ___ the photos of Biscuit! I'm glad (2) ___ Lily and Biscuit are happy to see each other again. I'm looking forward (3) ___ seeing you all in Bristol. (4) ___ my mum nor my dad has ever been to England, so they're a bit nervous. Could you pick us (5) ___ at the airport? And don't forget: you promised to show us (6) ___ Bristol! Love, Giulia

30. ●●● Sentence transformation. Complete the second sentence so that it means the same as the first. Use the word in capitals and between two and five words. a Our flight was postponed until Monday. PUT → Our flight _____ until Monday. b I don't like coffee, and Marta doesn't like it either. NEITHER → _____ like coffee. c We have no more milk. RUN → We _____ milk. d Who will take care of the rabbit? LOOK → Who _____ the rabbit? e "I've finished." "I've finished too." HAVE → "I've finished." "So _____." f You can take the bus, or you can walk. EITHER → You can _____ or walk.

31. ●● Short message. You have just come home after staying with an English-speaking friend's family. Write a message to your friend (35–45 words): say that you arrived safely, thank them for one thing and say what you are looking forward to.

32. ●●● Article. Your school magazine is asking for articles with the title *A Visitor in My Town*. Write an article (about 100 words): what would you show a visitor from abroad, and why? Use at least two phrasal verbs.

## PER APPROFONDIRE

- PVU
- SWA
- EGU
- OAL
- CEF

# Glossario del capitolo

**Both … and**
*sia … sia — Both Sam and Josh came.*

**Cicerone**
*guida turistica* — a local guide (from Cicero)

**Drop sb off**
*accompagnare e lasciare qualcuno — Drop me off at the corner.*

**Either … or**
*o … o — We can either walk or take the bus.*

**Grand Tour**
*Grand Tour* — the long journey through Europe, especially Italy, of young British travellers (c. 1660–1840s)

**Host**
*padrone di casa, chi ospita* — the person who receives guests

**Inseparable phrasal verb**
*verbo frasale inseparabile* — the object goes at the end: *look after her*

**Look after sb/sth**
*prendersi cura di — Grandad looked after Biscuit.*

**Make yourself at home.**
*Fai come se fossi a casa tua.* — said by a host to a guest

**Neither … nor**
*né … né — Neither Lily nor Biscuit can swim.*

**Particle**
*particella* — the small word in a phrasal verb: *up, off, after, out of*

**Pick sb up**
*andare a prendere qualcuno — I'll pick you up at six.*

**Put sth off**
*rimandare — Let's put the trip off until Friday.*

**Run out of sth**
*esaurire, rimanere senza — We ran out of water.*

**Separable phrasal verb**
*verbo frasale separabile* — the object can go in the middle: *pick it up*

**Show sb around**
*far fare un giro (di un luogo) a qualcuno — She showed us around the school.*

**So do I / Neither do I**
*anch'io / neanch'io* — short replies with the auxiliary of the statement

**Three-part phrasal verb**
*verbo frasale con due particelle — look forward to, run out of*

**Turn up**
*arrivare, presentarsi (spesso in ritardo o senza avvisare) — He turned up at ten.*

# Soluzioni

**1.** 1 c · 2 f · 3 a · 4 h · 5 b · 6 e · 7 d · 8 g

**2.** B run out of

**3.** C pick you up

**4.** a after · b off · c off · d out of · e around · f up · g up

**5.** a put off · b set off · c look after · d turned up · e pick … up (I'll pick you up from school at four.) · f run out of (we've run out of petrol)

**6.** a check-in · b take-off · c turnout · d breakdown · e show-off · f get-together

**7.** 1 f · 2 a · 3 e · 4 c · 5 d · 6 b

**8.** a Can you pick her up? · b Put it on. · c Grandad is looking after him (it). · d Let's put it off. · e I'm looking forward to it. · f Turn them off, please. · g We've run out of it. (b, d, f, a: separable — pronoun in the middle; c, e, g: inseparable or three-part — pronoun at the end)

**9.** a I'll drop you off at the airport. · b Who looks after the dog when you're away? · c Can you pick me up at six? · d I'll give them back. · e We ran out of it on the walk.

**10.** D pick you up

**11.** a Both · b Either · c Neither · d both · e either · f neither · g either

**12.** A Neither — it means "not one and not the other" (the verb is positive)

**13.** a Both Sam and Josh like the mountains. · b We can either take the train or drive. · c Neither Lily nor Biscuit can swim. · d Giulia speaks both English and Italian. · e Either Mum or Dad will pick you up. · f Marta neither called nor wrote. (also: Marta didn't call or write.)

**14.** a So am I. · b Neither do I. · c Neither have I. · d So did I. · e Neither can I. · f So will I. · g Neither was I. · h So do I. (*Nor* is also correct instead of *Neither*.)

**15.** a Oh, I'm not. · b Oh, I do. · c Oh, I have. · d Oh, I didn't. · e Oh, I can. · f Oh, I won't.

**16.** a so did Helen · b neither can Biscuit · c neither has Mark · d so is Giulia · e neither did Sam · f so would my sister

**17.** a They picked us up at the station and showed us around the city (the town). · b Neither of them wants to put off the trip. (also: Neither of them feels like putting off the trip.) · c "I've never been to Venice." "Neither have I!" (also: Nor have I! / Me neither!)

**18.** a had started (Unit 2) · b was designed (3) · c were (also: was, informal) (4) · d 'll be lying (5) · e to (7) · f been studying (8) · g which (9) · h would have missed (11)

**19.** a T · b F (there wasn't any; he had two cornetti) · c F (she was scared, but wanted to see every one twice) · d T · e DS · f T · g F (it should be ready before Christmas)

**20.** a Because they hadn't seen each other for a whole year. · b Because it was 33 °C in Turin, so they put off the city tour (the mountains are cooler). · c They ran out of water; Josh filled all the bottles at a mountain fountain. · d Because his A-level results come out in August (he has been putting off thinking about them). · e The council has agreed to build the crossing outside Hillside's main gate; he campaigned for nine months (since November).

**21.** C It's too hot in the city (33 °C); they put off the city tour until Thursday.

**22.** a For having them (a wonderful week) and for looking after them so well. · b To come to Bristol next summer. · c Formal: *Thank you so much for having us.* · *It was a pleasure.* · *You're very welcome.* · *That's very kind of you.* Informal: *Thanks for everything.* · *No problem.* · *Any time.* · *Text me when you land.* · *Keep in touch.* · d To text her (send her a message).

**23.** a I wish I were (was) in England. · b Because he is abroad (in a hot, southern country), far from England. · c Florence.

**24.** Model answers: a Both my mum and my dad love the sea. · b Neither my brother nor I can cook. · c This summer we'll either go camping or stay with my grandparents. · d I'm looking forward to the holidays. · e I get on really well with my cousin Luca. · f My bike was broken, so my uncle picked me up from school. (Check that the pronoun goes in the middle.)

**25.** Model answer: *Hi Emma, I got home safely on Sunday — the flight was on time and Mum picked me up at the airport. I just wanted to say a big thank you to you and your parents for a wonderful week. Thanks for showing me around Oxford, for taking me to the theatre and for putting up with my questions about English food! My favourite day was the picnic by the river, even when it started raining. Please thank your dad for the lifts and your mum for the best apple pie I've ever eaten. Both my sister and I are already planning your visit: you must come to Italy next summer. We'll take you to the lake and to my grandparents' farm. I'm really looking forward to seeing you again. Keep in touch! Love, Chiara* (≈ 140 words) Check: informal opening and closing, specific thanks with *thanks for* + *-ing*, a memory, an invitation.

**26.** Traccia: title; a comparison between two years ago and now (*Two years ago I couldn't…; now I can…*); two strategies that helped, with examples (an error log, films with subtitles, a pen friend); one strength and one weakness; two goals with concrete actions and dates (*By Christmas I'm going to…; this summer I will…*). Assess: content (all four parts), organisation (paragraphs, linkers), range of tenses, accuracy.

**27.** Model dialogue: A: Shall we pick her up at the airport? — B: Good idea. My mum could drive us. — A: Great. On the first day, why don't we show her around the old town? — B: Sounds good. I love the old town. — A: So do I. And on the second day we could either go to the lake or visit the castle. — B: I don't really like castles. — A: Neither do I, to be honest. Let's go to the lake, then. — B: And if it rains? — A: We can put it off and go to the cinema instead. (Assess: suggesting, reacting, deciding; phrasal verbs; correct short replies.)

**28.** 1 B · 2 A · 3 C · 4 C · 5 A · 6 A (*We'll come back → So will we*)

**29.** 1 for · 2 that (also: both) · 3 to · 4 Neither · 5 up · 6 around (round)

**30.** a was put off · b Neither Marta nor I · c have run out of ('ve run out of) · d will look after · e have I · f either take the bus

**31.** Model answer: *Hi Tom! I got home safely last night — the train was on time. Thanks again for showing me around London. The boat trip was amazing! I'm already looking forward to your visit in September. Say hi to your parents! Chiara* (42 words)

**32.** Model answer: ***A Visitor in My Town*** *Imagine you have a guest from England for one day. Where would you take them? First, I'd pick them up at the station and show them around the old town, which is small but full of history. Then we'd set off for the hills by bike: the view from the top is unforgettable. For lunch, neither pizza nor pasta — I'd take them to try our local cheese. In the evening, if they hadn't run out of energy, we'd walk by the river. Would my guest love my town? I'm sure they would!* (≈ 100 words) Check: title, question to the reader, phrasal verbs, conditionals, a clear ending.