

Somebody took my guitar!

The story continues...



Listening

- 1 Ascolta e numera le foto secondo l'ordine in cui accadono gli eventi raffigurati.



Listening and writing

- 2 Ora ascolta di nuovo e completa il dialogo con le parole mancanti.

Narrator After school, all the leave the school, but not Bob, Annie and Vic. They go to the locker room and hide behind some

Bob Let's go!

Narrator They wait for the person to come and get the The person comes in with Vic's covered up in a blanket. It's! He puts the guitar down the lockers, gets Vic's locker from under the rug, Vic's locker, takes the money out, closes and locks the locker, replaces the key the rug and leaves. picks up his guitar.

Bob That's too much, even for a

Annie Yeah. Ted deserves a

Bob don't we tell the headmaster?

Vic No. I to get him back in another way.

Annie Right. We could play a on him?

Vic Yes. That's a idea.

Narrator Bob, Annie and Vic go out of the locker Finally, the three kids leave the school ready to a trick on Ted Bellamy.

Activity

- 3 Completa le frasi con il past simple dei verbi fra parentesi.

1. Vic (lose) his guitar.
2. We (have) breakfast this morning at seven o'clock.
3. Our friends (play) tennis yesterday afternoon.
4. Annie (see) Ted at school.
5. You and your classmates (start) to study at 5 pm on Sunday.
6. I (go) to the cinema last night.
7. Jake and his girlfriend (eat) at a nice restaurant on Friday evening.
8. My family and I (leave) home on Saturday.
We (go) to the mountains for a week.

Activity

- 4 Scrivi una domanda per alcune delle frasi che hai scritto nell'Activity 3. Inizia con la parola data.

1. What did Vic lose?
2. When ?
3. Who ?
4. Where ?
5. What time ?
6. Where ?

Activity

- 5 Completa i seguenti dialoghi con un suggerimento o una proposta. Costruisci le frasi con Let's e le seguenti espressioni.

sit down and relax • buy her a CD • have a hot dog • stay at home and watch TV • drink some Lucozade • hurry up • take a walk in the park • ask Dad to loan him £50

1. A I'm hungry.
B Me too.
2. A
B Oh, that's a great idea! I need to get some fresh air.
3. A Whew! I'm exhausted.
B
4. A It's late. What can we do?
B
5. A
B Oh, no. I want to go to the cinema!
6. A It's Annie's birthday tomorrow!
B
7. A Max doesn't have enough money for a new bike.
B
8. A I'm terribly thirsty!
B I'm thirsty, too.



Activity 6 Rispondi a queste domande sul tuo quaderno.

1. Where did you spend your Christmas holidays last year?
2. Who did you send a text message to yesterday?
3. Did you have breakfast this morning?
4. What did you do last night? Did you watch TV?
5. Did you play tennis on Saturday afternoon?
6. Did you read a newspaper yesterday?
7. What time did you finish your homework last night?
8. Did you go to the cinema last weekend?

Activity 7 Usa le parole sotto le illustrazioni e scrivi sul tuo quaderno domande e risposte al past simple.

Esempio

What / Cecily and Sue / do / after school? / Eat a hamburger?

What did Cecily and Sue do after school? Did they eat a hamburger?

No, they didn't. They drank a glass of water.



Mum, this is my Italian friend, Paolo.



1. Where / the dog / sleep / yesterday? / Garden?

2. Who / Leo / bring home? / Girlfriend?

3. What game / the girls / play? / Baseball?



4. What / Sam and Gareth / do / last night? / Go to the theatre?

5. Where / Jason / get / television? / Buy it?

6. What city / they / visit? / New York?

Reading 8

Playing in the Dark di David A. Covington è la storia dell'autore, un ragazzo nato in campagna che deve cambiare casa e amici quando il padre trova un nuovo lavoro in una grande città. Qui David incontra molte difficoltà, ma il problema più grave è quello dei bulli a scuola. Leggi i seguenti paragrafi tratti dal libro e annota le seguenti informazioni:

- what the bullies do to David at school;
- his mother's suggestions;
- how David solved the problem.

glossary

1. momma (mum) = mamma
2. picking on = prendersela con
3. call me names = mi insultano
4. push me around = mi danno ordini
5. keep on = continuare a
6. principal = preside
7. mean = cattivo
8. make friends with = fare amicizia con
9. kickball = sport simile al baseball
10. I wonder = mi chiedo
11. breath = respiro
12. outfield = parte del campo più lontana dal battitore
13. was about to = stava per
14. trouble = guaio
15. sticking up for = prendere le parti di
16. what it is like to have no one to play with = come ci si sente a non avere nessuno con cui giocare

David's momma¹ went into his room and sat next to him on the bed. "What happened at school today that made you sad?" his momma said. "I have some kids in my class that are picking on² me," David replied. "What are they doing that is making you sad?" she asked. "They call me names³, they steal my milk money, they push me around⁴, and they don't let me play with them," he replied. "Have you tried telling them to stop?" his momma said. "Yes! But they keep on⁵ doing it", David said. "Have you told the teacher?" his momma said. "No! she doesn't listen to me and she doesn't like me", David said. "I will go to the school and talk to your teacher and principal⁶. I also want you to do something for me. Walk away from people when they are being mean⁷, and don't let them make you sad. Find other people who aren't mean and try to make friends with⁸ them. Try asking them to play with you and see what happens."

After lunch David noticed some kids playing kickball⁹. "I wonder¹⁰ if they will let me play with them?" he thought to himself. So he took a deep breath¹¹. "Can I play with you guys?" David said to the kids. He learned to run fast from chasing small animals. "You are on their team," the biggest boy said pointing to the outfield¹². He was about to¹³ run out when he saw trouble¹⁴ coming. Billy and his friend, the bullies, walked over to where they were playing. Before Billy could say anything David spoke up. "Can Billy and his friend play also?". There was a brief silence, then Billy and Johnny started walking away. "Yes they can play with us," the kids said. "We can? Thank you!", Billy and Johnny said together. After the game the bullies walked up to David. "Thank you for sticking up for¹⁵ us. Nobody has ever wanted to be around us or play with us before," Billy said. He continued, "I'm sorry for being mean to you". "That's ok, I know what it is like to have no one to play with¹⁶", David replied.



(Adapted from *Playing in the Dark* by David A. Covington, 1st Books Library, USA, 2001)

- Reading 9** In questo word puzzle si trova il present simple di 18 verbi al past simple contenuti nel brano dell'attività precedente. Annerisci i 18 verbi e scrivi le lettere rimaste negli spazi. Troverai il messaggio della storia di David.



----- !

- Vocabulary work 10** Osserva i cartellini e scrivi in lettere il prezzo di ciascun oggetto.



1 £15.50

Fifteen pounds and fifty pence

2 £13



3 £250

4 80 p



5 £2.70



- Listening 11** Ascolta e scrivi i prezzi degli oggetti raffigurati.



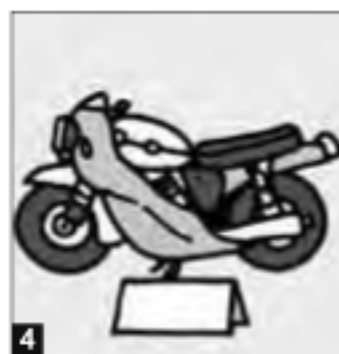
1



2



3



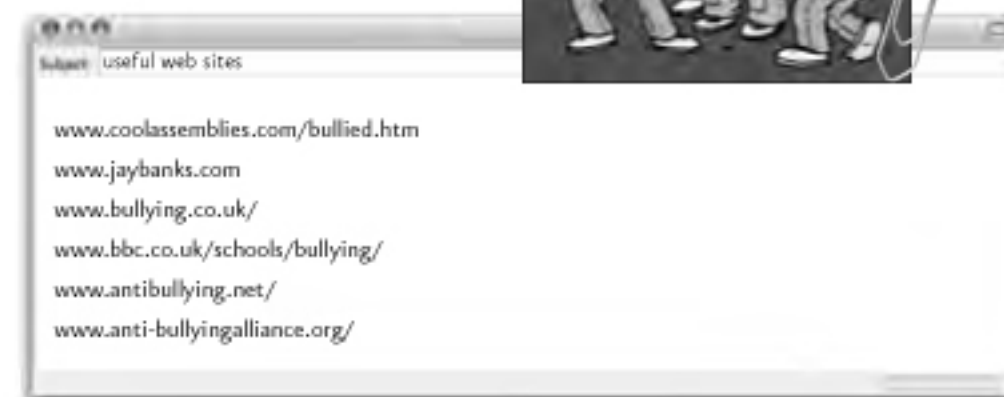
4

Anti-bullying posters

Lavorando in gruppo, svolgete ricerche sui diversi aspetti del problema del bullismo e sui modi in cui lo si può combattere.

- Formate gruppi di 4 - 5 persone e leggete le seguenti domande sul bullismo. Rispondete insieme e prendete nota delle risposte. Per cercare informazioni e idee, potete consultare i siti web suggeriti oppure inserire le parole "bullying" e "bully" in un motore di ricerca.

- What is bullying?
- How do we recognize a typical bully?
- Who are typical "victims"?
- How can we deal with bullies?
- Who can help us?
- Other questions?



- Preparate un cartellone in cui riassume le informazioni e le opinioni raccolte dal vostro gruppo. Potete illustrarlo con delle foto o realizzare voi alcuni disegni sul tema. Presentate il vostro cartellone al resto della classe ed esponete le vostre considerazioni sul tema. Prendete appunti quando gli altri gruppi espongono i risultati del loro lavoro.
- Successivamente, preparate tutti insieme un questionario da distribuire ai vostri compagni di scuola. Potete trovare esempi di domande nel sito "Bullying Online" all'indirizzo: www.bullying.co.uk/schools/school_projects.php



- Did someone bully you at school?
- Are you being bullied now?
- Was the bullying excluding you from friendships?
- Was the bullying violent (hitting, kicking, punching, pushing)?
- Was this bullying because of your colour, race or religion?
- Did you tell your parents? Etc.

- Infine, raccogliete le risposte e scrivete le vostre considerazioni in un articolo che potete intitolare "Bullying in our school", da pubblicare sul giornalino scolastico e inserire nel Dossier del vostro Portfolio.

Ora che hai terminato la Unit 10, puoi controllare quello che hai imparato a fare in inglese. Completa le attività e poi valuta quello che sai fare o non sai fare usando la tabella di autovalutazione a fianco degli esercizi.



Listening

1

Ascolta i dialoghi e scrivi dove si trovavano e cosa hanno fatto i tre personaggi la settimana scorsa.



1 Brian

Where he was

What he did



2 Emma

Where she was

What she did



3 Tim

Where he was

What he did

Reading

2

Completa il paragrafo con la forma affermativa, interrogativa o negativa dei verbi fra parentesi.

Sam (have) some problems at school. There (be) two bullies. They (call) Sam names and (steal) his money and homework. Sam (not know) what to do. So he (ask) his parents. They (tell) him to talk to his teacher. When Sam (arrive) at school, he (look) around, but nobody else (be) there, so he (enter) the front door. But just inside the door, he (see) the two bullies. What (Sam do)? He (shout) at the bullies, "Get out of my way!". But they (answer), "You can't come in here yet! First, give us your homework and lunch money!". They (hit) Sam and (push) him down. Luckily, his teacher (hear) the commotion and (come) to the front door. The two bullies (get) scared and (run) away.

Autovalutazione

Listening

Sono in grado di:
capire un semplice dialogo e
annotare le informazioni
principali.

Per esempio, persone che parlano di cosa hanno fatto in un momento del passato.

Lo so fare ☐
Lo so fare abbastanza ☐
Non lo so fare ☐

Reading

Sono in grado di:
comprendere un racconto
di eventi passati.

Per esempio, completare il racconto di qualcosa accaduto nel passato.

Lo so fare ☐
Lo so fare abbastanza ☐
Non lo so fare ☐

Writing

3

Scrivi un riassunto delle vicende di questa Unit seguendo questo schema:

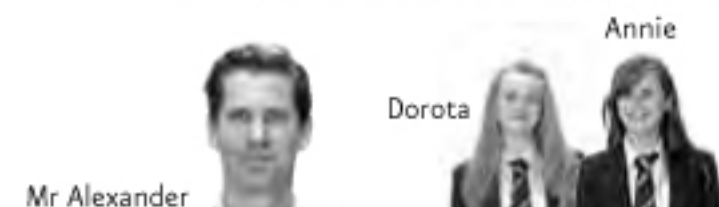
- describe the situation and the characters;
- describe the main events;
- describe the ending;
- say what the characters decided to do later on.



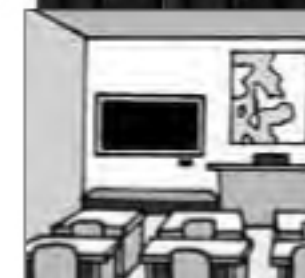
Spoken production

4

Racconta cosa hanno fatto i personaggi ieri e infine di' cosa hai fatto tu. Registra la tua voce.



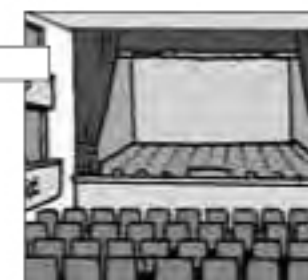
Morning



Afternoon



Evening



Autovalutazione

Writing

Sono in grado di:
scrivere un semplice
riassunto.

Per esempio, riassumere la storia delle vicende di questa Unit.

Lo so fare ☐
Lo so fare abbastanza ☐
Non lo so fare ☐

Speaking

Sono in grado di:
parlare di eventi che si
sono svolti nel passato.

Per esempio, dire cosa hanno fatto altre persone e cosa ho fatto io in un determinato momento del passato.

Lo so fare ☐
Lo so fare abbastanza ☐
Non lo so fare ☐

I love
your guitar:
I borrowed it.



Quando hai completato le attività aggiorna il tuo Portfolio.