



**PASSERELLE/IDONEITÀ**

# **INGLESE**

## **PROGRAMMI DEL BIENNIO**

**MATERIA COMUNE**

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**Testo di riferimento: SPEAK YOUR MIND- JANE COMYNS CARR, JENNIFER PARSONS, ELIZABETH FOODY • PEARSON LONGMAN**

**A) Argomenti su cui verterà la prova (relativamente al programma di PRIMA PROFESSIONALE):  
DA PAG. 8 A PAG.73**

### **STARTER UNIT**

- Verb to BE
- Articles
- Plural nouns
- Subject pronouns
- Possessive adjectives
- Family members e Possessive case



#### **- UNIT1-2**

- Verbo HAVE GOT
- There is/there are
- can
- Preposition of place
- Adjectives of appereance and personalità

#### **- UNIT 3-4**

- Simple present (tutte le forme: interrogativa, negativa, affermativa, short answers)
- Wh questions
- Preposition of time
- Vocaboli: days of week, months, numbers
- Adverbs of frequency/How often?
- Vocaboli:Weather/Seasons

#### **- UNIT 5-6**

- Present continous
- Present Simple vs Present conotinous
- Countable e uncountable nouns (some, any no)
- Vocaboli: food and drink e clothes

**Esercizi o domandi simili a quelle che potrebbero capitare durante la prova:**

- Si vedano le fotocopie allegate

**Materiale allegato (fotocopie del testo o altro – da lasciare alla Presidenza):**

- Si vedano le fotocopie allegate

**B) Argomenti su cui verterà la prova (relativamente al programma di SECONDA PROFESS.):**

**DA PAG.74 A PAG.145**

- **UNIT 7-8 SIMPLE PAST**

- o Simple past (verb to be e can)
- o Simple past (verbi regolari: forma affermativa, negativa, interrogativa, short answers)
- o Simple Past (principali verbi irregolari)
- o Espressioni di tempo

- **UNIT 8**

- o Comparatives
- o Superlatives
- o Possessive pronouns
- o Vocaboli relativi alla descrizione di un oggetto

- **UNIT 9-11 FUTURE FORMS**

- o Going to
- o Present Continuous
- o Will future

- **UNIT 12**

- o Present Perfect

- **UNIT 13-14**

- Modal verbs: should, must, have to

**Esercizi o domandi simili a quelle che potrebbero capitare durante la prova:**

Si vedano le fotocopie allegate

**Materiale allegato (fotocopie del testo o altro – da lasciare alla Presidenza):**

Si vedano le fotocopie allegate relative alla teoria e agli esercizi relativi

## 10

## Person 2 person



## INTERACTIVE GRAMMAR PRACTICE

PROGRAMMA 1<sup>a</sup>  
+ Esercizi

## GRAMMAR REFERENCE

## to be - affirmative, negative and questions

	Affirmative		
I	am	('m)	
You	are	('re)	
He/She/It	is	('s)	
We	are	('re)	
You	are	('re)	
They	are	('re)	Italian.

	Negative		
I	am not	('m not)	
You	are not	(aren't)	
He/She/It	is not	(isn't)	
We	are not	(aren't)	
You	are not	(aren't)	
They	are not	(aren't)	Italian.

Yes/No questions		Short answers
Am	I	Yes, I am. No, I'm not.
Is	he she it	Italian?
Are	we you they	Yes, he/she/it is. No, he/she/it isn't.  Yes, we/you/they are. No, we/you/they aren't.

Wh- questions
What's your name?
How old are your parents?
Where are you from?
Who's your teacher?

Indefinite articles *a/an*

A	An
a book	an apple
a child	an egg
a house	an hour

- Le forme contratte si usano nella lingua parlata e nella lingua scritta informale.
- Alla 3<sup>a</sup> persona singolare *he* e *she* si riferiscono rispettivamente a persone di sesso maschile e femminile. *It* si usa per le cose e gli animali.
- Il pronomine *you* significa 'tu', 'voi' ed è anche l'equivalente della forma di cortesia 'lei':  
*How are you?* Come stai?/state?/sta:
- They*, 3<sup>a</sup> persona plurale, vale per tutti i generi:  
*Kate and Kim are sisters.* They are English.  
Kate e Kim sono sorelle. (Esse) sono inglesi.  
*Tom and Peter aren't brothers.* They are cousins.  
Tom e Peter non sono fratelli. (Essi) sono cugini.

## MIND THE TRAP!

Per indicare l'età, in inglese si dice *She is 21.*  
Lei ha 21 anni. (NON *She has 21.*)

- La forma interrogativa si costruisce mettendo il verbo *be* prima del soggetto.
- Le risposte brevi affermative non sono mai contratte.

## MIND THE TRAP!

Rispondere solo Yes o No può sembrare maleducato.  
Si dice Yes, I am oppure No, I'm not.  
Attenzione! Si dice Yes, I am. (NON Yes, I'm.)

- L'articolo indeterminativo *a/an* è uguale per il maschile e per il femminile.
- Si usa *a* davanti ai sostantivi singolari che cominciano per consonante, *h* aspirata (*a house*) o suoni consonantici come /ju/ (*a university*) e /w/ (*a woman*).
- Si usa *an* davanti a sostantivi singolari che cominciano per vocale (*an airport*) o *h* muta (*an hour*).

## Plural nouns

Singular	Plural
doctor	doctors
wife	wives
bus	buses
match	matches
tax	taxes
potato	potatoes
party	parties
child	children

- Il plurale dei sostantivi si forma aggiungendo la s al singolare: *book – books*.
- I nomi che terminano in *f* o *fe* hanno il plurale in *ves*: *shelf – shelves*.
- I nomi che terminano in *s, ch, sh, x, z* e in *o* aggiungono es: *watch – watches, box – boxes, tomato – tomatoes*.
- I nomi che terminano in *y* preceduta da consonante, cambiano la *y* in *i* e aggiungono es: *city – cities* MA *boy – boys* perché la *y* è preceduta da vocale.
- Alcuni nomi formano il plurale in modo irregolare: *man – men, woman – women, person – people*.
- I nomi che terminano in *o* di origine straniera aggiungono normalmente *s*: *piano – pianos, photo – photos*.

## this/that/these/those

Singular	Plural
This key	These keys
	
That key	Those keys
	

- *This/These* ('questo/a, questi/e') indicano una persona o una cosa vicina a chi parla.
- *That/Those* ('quel/quello/a, quei/quegli/quelle') indicano una persona o una cosa lontana da chi parla.
- Sono invariabili nel genere e possono essere sia aggettivi sia pronomi:  
*That man is a teacher.* Quell'uomo è un insegnante.  
*That woman is French.* Quella donna è francese.  
*This is a bag.* Questa è una borsa.  
*This bag is blue.* Questa borsa è blu.  
*These men are teachers.* Questi uomini sono insegnanti.  
*These women are French.* Queste donne sono francesi.

## Subject pronouns and possessive adjectives

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Alla 3<sup>a</sup> persona singolare gli aggettivi possessivi concordano con il genere del possessore e non con quello della cosa posseduta. Si usa *his* se il possessore è maschile, *her* se è femminile e *its* se è neutro:  
*Alex and his sister.* Alex e sua sorella.  
*Louise and her brother.* Louise e suo fratello.  
*London and its parks.* Londra e i suoi parchi.
- *Your* corrisponde anche a 'suo, sua, suoi, sue' nelle forme di cortesia:  
*Excuse me, where is your ID card?* Scusi, dov'è la sua carta d'identità?
- Gli aggettivi possessivi non sono mai preceduti dall'articolo:  
*This is my pen.* Questa è la mia penna.

## Possessive 's

Singular nouns: + 's
<i>John's book is red.</i>
Regular plural nouns: + '
<i>This is my parents' house.</i>
Irregular plural nouns: + 's
<i>The children's school.</i>

- La 's del genitivo sassone si usa per esprimere una relazione di possesso.
- La cosa posseduta non è mai preceduta da articolo e segue il nome del possessore: *Tom's watch.* L'orologio di Tom.
- Quando una cosa è posseduta da due o più persone, si aggiunge 's solo al nome dell'ultimo possessore:  
*Jane and Mary's room.* La stanza di Jane e Mary.

### MIND THE TRAP!

Il genitivo sassone si usa solo quando il possessore è un essere animato (persona o animale) e non quando è una cosa:  
*The top of the page.* L'inizio della pagina. (NON *The page's top.*)

## GRAMMAR PRACTICE

## to be

- 6 Completa i mini-dialoghi con la forma corretta del verbo *to be*.



- 1 A <sup>1</sup>Are you John Barter?  
 B No, I <sup>2</sup>\_\_\_\_\_. I'm John Grace.  
 A Oh, <sup>3</sup>\_\_\_\_\_ you English?  
 B Yes, I <sup>4</sup>\_\_\_\_\_. I'm from Manchester.  
 A My wife <sup>5</sup>\_\_\_\_\_ from Manchester.  
 B It <sup>6</sup>\_\_\_\_\_ a great city.



- 2 A Where <sup>1</sup>\_\_\_\_\_ you from? Spain?  
 B No, I <sup>2</sup>\_\_\_\_\_ from Paris.  
 A Oh, sorry. You <sup>3</sup>\_\_\_\_\_ Spanish – you  
<sup>4</sup>\_\_\_\_\_ French!  
 B Yes, I <sup>5</sup>\_\_\_\_\_.



- 3 A <sup>1</sup>\_\_\_\_\_ you Spanish?  
 B Yes, I <sup>2</sup>\_\_\_\_\_. I'm from Madrid.  
 A Oh, <sup>3</sup>\_\_\_\_\_ you at university?  
 B Sorry? Oh, <sup>4</sup>\_\_\_\_\_ I a student? Yes, I  
<sup>5</sup>\_\_\_\_\_. The university <sup>6</sup>\_\_\_\_\_ great here.  
 A Yes, it <sup>7</sup>\_\_\_\_\_. I <sup>8</sup>\_\_\_\_\_ a student here too.

- 7 Cerchia la forma corretta.

- May Look, Beth. He <sup>1</sup>is/ are Johnny Depp?  
 Beth No, he <sup>2</sup>is / isn't. He's Jake Sanders.  
 May Jake Sanders? <sup>3</sup>Is he / He is famous?  
 Beth No, he <sup>4</sup>is / isn't! He <sup>5</sup>be / is in my French class.  
 May Oh! <sup>6</sup>Is he / He is single?  
 Beth No, he <sup>7</sup>is / isn't, his girlfriend <sup>8</sup>is / it is Sally.  
 May <sup>9</sup>Is / are her surname Deen?  
 Beth Yes, it <sup>10</sup>are / is.  
 May Oh, yes, and <sup>11</sup>is she / she is Canadian?  
 Beth No, she <sup>12</sup>isn't / not Canadian, she's from the USA.

- 8 Abbina le domande 1-8 alle risposte a-h.

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1 Are you Italian?          | <input checked="" type="checkbox"/> |
| 2 Is John at school?        | <input type="checkbox"/>            |
| 3 Are we in this class?     | <input type="checkbox"/>            |
| 4 Is Sarah your girlfriend? | <input type="checkbox"/>            |
| 5 Are Tom and Neil English? | <input type="checkbox"/>            |
| 6 What's your name?         | <input type="checkbox"/>            |
| 7 Are those women Spanish?  | <input type="checkbox"/>            |
| 8 Is it a pen?              | <input type="checkbox"/>            |

- |  |                          |
|--|--------------------------|
| a Yes, you are.                        |                          |
| b <u>No, I'm not. I'm French.</u>      | <input type="checkbox"/> |
| c Yes, he is.                          |                          |
| d No, they aren't. They are Italian.   |                          |
| e It's Liz.                            |                          |
| f Yes, they are. They are from London. |                          |
| g No, she isn't.                       |                          |
| h No, it isn't. It's a pencil.         |                          |

- 9 Scrivi domande e risposte brevi usando *to be*.

- |                                       |                             |                   |
|---------------------------------------|-----------------------------|-------------------|
| 1 You / in my class? (✓)              | <u>Are you in my class?</u> | <u>Yes, I am.</u> |
| 2 Jake / from Mexico? (✗)             | <u>_____</u>                | <u>_____</u>      |
| 3 Girona and Granada / in Spain? (✓)  | <u>_____</u>                | <u>_____</u>      |
| 4 You and your friend / students? (✗) | <u>_____</u>                | <u>_____</u>      |
| 5 Your teacher / English? (✗)         | <u>_____</u>                | <u>_____</u>      |
| 6 Tom and Andy / American? (✓)        | <u>_____</u>                | <u>_____</u>      |
| 7 I / in your class? (✗)              | <u>_____</u>                | <u>_____</u>      |
| 8 Your aunt / a doctor? (✓)           | <u>_____</u>                | <u>_____</u>      |
| 9 Those boys / your cousins? (✗)      | <u>_____</u>                | <u>_____</u>      |
| 10 Yoshifumi / a Japanese name? (✓)   | <u>_____</u>                | <u>_____</u>      |

## Indefinite articles *a/an*

### 10 Scrivi *a* o *an*.

- 1 a good teacher
- 2    hostel
- 3    Italian student
- 4    girl
- 5    international school
- 6    photo
- 7    student
- 8    American boy
- 9    university
- 10    city

### 11 Completa con *a* o *an*.

I am <sup>1</sup> *an* Italian student and my girlfriend is <sup>2</sup>    Spanish student. I am from <sup>3</sup>    town called Pavia. My mum is <sup>4</sup>    artist and my dad is <sup>5</sup>    teacher, but he isn't <sup>6</sup>    English teacher, he's <sup>7</sup>    History teacher at <sup>8</sup>    university in Milan. It's <sup>9</sup>    old university in the centre of town. Right now my dad is at <sup>10</sup>    art gallery in Milan with my mum.

## Plural nouns

### 12 Scrivi le parole al plurale.

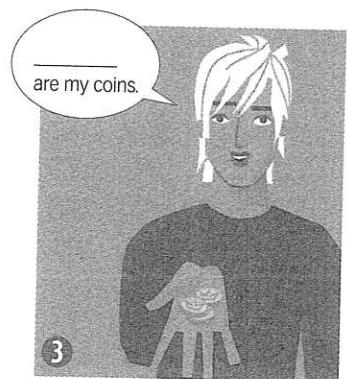
- 1 bag bags
- 2 bus
- 3 box
- 4 child
- 5 city
- 6 class
- 7 country
- 8 day
- 9 dog
- 10 family
- 11 glove
- 12 house
- 13 holiday
- 14 man
- 15 nationality
- 16 person
- 17 student
- 18 teacher
- 19 watch
- 20 woman

### 13 Scrivi i quattro plurali irregolari dell'Esercizio 12.

- 1
- 2
- 3
- 4

## *this/that/these/those*

### 14 Completa con *this/that/these/those*.



### 15 Trasforma le frasi dal singolare al plurale e viceversa.

- 1 Is this your pen? Are these your pens?
- 2 Look at those cars!
- 3 That boy is famous.
- 4 Where is that person from?
- 5 Is this her watch?
- 6 Those aren't our bags.
- 7 Who are these women?
- 8 This boy is in my class.
- 9 That family is Spanish.
- 10 Are these children students?

## Subject pronouns and possessive adjectives

### 16 Completa le risposte brevi.

- 1 A Are you and Lucy students? B Yes, we are.
- 2 A Is this my phone? B No,
- 3 A Is Julia with you? B No,
- 4 A Are you and Sue at school? B Yes,
- 5 A Is Grace Irish? B No,
- 6 A Are your friends students? B Yes,
- 7 A Are you American? B No,
- 8 A Is Mr Jackson your teacher? B Yes,
- 9 A Is New York in America? B Yes,
- 10 A Are your teachers English? B No,

**17** Completa le frasi con l'aggettivo possessivo corretto.

- 1 He's Mexican. His name's Raul.
- 2 She's from Barcelona but \_\_\_\_\_ dad's English.
- 3 My girlfriend is from London, \_\_\_\_\_ name's Rita.
- 4 Bill is ten and \_\_\_\_\_ brother is twelve.
- 5 You and John aren't in the same class because \_\_\_\_\_ school is very big.
- 6 They're from Madrid, \_\_\_\_\_ names are Carlos and Pilar.
- 7 My sisters and I are Brazilian, but \_\_\_\_\_ parents are Irish.
- 8 I'm an English student, \_\_\_\_\_ teacher is from London.

**18** Completa le frasi con le parole date.

he = she = our = yours = his  
we = their = her = it = my = they

- 1 Sara and I are cousins and our boyfriends are cousins too.
- 2 The children aren't here, where are \_\_\_\_\_?
- 3 Green Day is \_\_\_\_\_ favourite band.
- 4 \_\_\_\_\_ is Irish and \_\_\_\_\_ name's Rory.
- 5 Lucy is an only child, Jonathan isn't \_\_\_\_\_ brother.
- 6 Jill is not at school today, \_\_\_\_\_ is at home.
- 7 Are the children with \_\_\_\_\_ friends?
- 8 Nigel and I aren't cousins, \_\_\_\_\_ are friends.
- 9 This isn't my book, is \_\_\_\_\_ yours?
- 10 This isn't your class, \_\_\_\_\_ is 3D.

**19** Completa con i pronomi o gli aggettivi possessivi corretti.

Dear Deidre,

Thanks for <sup>1</sup> your letter and the photos of <sup>2</sup> \_\_\_\_\_ family. Here are two of <sup>3</sup> \_\_\_\_\_ photos. <sup>4</sup> \_\_\_\_\_ am in the first photo - it's of all <sup>5</sup> \_\_\_\_\_ family and we are in <sup>6</sup> \_\_\_\_\_ garden. My dad is next to <sup>7</sup> \_\_\_\_\_ car, <sup>8</sup> \_\_\_\_\_ is very happy with <sup>9</sup> \_\_\_\_\_ car! My sister is with <sup>10</sup> \_\_\_\_\_ two children - Harry and Beatrice - <sup>11</sup> \_\_\_\_\_ are my little cousins. Jim is <sup>12</sup> \_\_\_\_\_ dad, my sister's husband, <sup>13</sup> \_\_\_\_\_ isn't in the photo. In the other photo of my family <sup>14</sup> \_\_\_\_\_ are on holiday in Madrid. My mum and dad and I are with <sup>15</sup> \_\_\_\_\_ friends, the Kepstorn family. <sup>16</sup> \_\_\_\_\_ are on holiday too. My sister isn't in this photo. <sup>17</sup> \_\_\_\_\_ is the photographer, it's <sup>18</sup> \_\_\_\_\_ photograph.

**Possessive 's****20** Cerchia la 's del possessivo.

- 1 John's wife's French.
- 2 Anne's dad's a doctor.
- 3 Jill's husband's Luke.
- 4 It's Lucy's bike.
- 5 Where's the children's school?
- 6 Sally and Hannah's mum's in Hong Kong.
- 7 Katie's favourite actor's James Dean.
- 8 Oliver's dad's in the car.
- 9 Tom's cat's black and white.
- 10 What's Frank's brother's name?

**21** Guarda l'albero genealogico e completa le frasi.

Philip + Elizabeth



- 1 Philip is \_\_\_\_\_ Elizabeth's husband.
- 2 Elizabeth is \_\_\_\_\_ wife.
- 3 Charles is \_\_\_\_\_ brother.
- 4 Charles and Anne are \_\_\_\_\_ children.
- 5 Anne is \_\_\_\_\_ sister.

**22** Leggi i fact files e scrivi frasi usando la 's del possessivo.**A** *Luke Peel*

- Brothers: Mark and Brian
- Sister: Kathryn
- Cat: Miki
- Mum: Marylyn – doctor
- Dad: Liam – artist

- 1 Mark and Brian are Luke's brothers.

**B** *Jill and Janet Landers*

- Brother: William
- Dog: Bilbo
- School: Hunslet
- Grammar teacher: Mrs Elmet

**23** Riscrivi le frasi usando la 's del possessivo.

- 1 The dog of my parents is brown.  
My parents' dog is brown.
- 2 The best friend of my sister is Olive.
- 3 The food of the children is ready.
- 4 The sister of Jack is Jill.
- 5 The mum of Helen and Clare is a teacher.
- 6 The school of the students is in the town centre.

# 1 A big day



## INTERACTIVE GRAMMAR PRACTICE

### GRAMMAR REFERENCE

#### *have got*

Affirmative			
I	have got ('ve got)		
You	have got ('ve got)		
He/She/It	has got ('s got)		
We	have got ('ve got)	a car.	
You	have got ('ve got)		
They	have got ('ve got)		

Negative			
I	have not got (haven't got)		
You	have not got (haven't got)		
He/She/It	has not got (hasn't got)		
We	have not got (haven't got)	a car.	
You	have not got (haven't got)		
They	have not got (haven't got)		

Yes/No questions			
Have	I/we/you/they		got a car?
Has	he/she/it		

Short answers			
Yes, I/we/you/they have.			
No, I/we/you/they haven't.			
Yes, he/she/it has.			
No, he/she/it hasn't.			

Wh- questions			
What have	I/we/you/they		got?
What has	he/she/it		

#### ■ Have got esprime:

- possesso: *I've got a new car.*
- caratteristiche fisiche: *I've got blue eyes.*
- relazioni: *I've got two brothers; I've got a friend.*
- malattia: *I've got a headache.*

#### ■ Nelle risposte brevi non si usa mai got:

*Yes, they have.* (NON Yes, ~~they have got.~~)

#### ■ Ricorda che nelle risposte brevi affermative non si usa mai la forma contratta:

*Yes, I have.* (NON Yes, ~~I've.~~)

#### ■ Non confondere 's = has con 's = is. Confronta:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- <i>He's got a bag.</i></li> <li>- <i>He's a student.</i></li> </ul> | <ul style="list-style-type: none"> <li>Ha una borsa.</li> <li>È uno studente.</li> </ul> |
|--|--|



### MIND THE TRAP!

In inglese si dice:

*I'm hungry.* (NON ~~I've got hungry.~~)  
*I'm thirsty.* (NON ~~I've got thirsty.~~)

## Adjective word order



*He's an attractive, tall, middle-aged man.*

- Gli aggettivi qualificativi, quando sono due o più, generalmente seguono questo ordine:

Opinione	Dimensione	Età	Colore	Tipo
<i>attractive</i>	<i>thin</i>	<i>young</i>	<i>green</i>	<i>wavy</i>

- Normalmente non si usano più di tre aggettivi di seguito.



*He's an ugly, young man.*

## Imperatives

Affirmative
Relax.
Please, hold the line.
Negative
Don't worry. Don't forget me!



- L'imperativo si usa per dare ordini, istruzioni e per esprimere proibizioni (alla forma negativa).
- L'imperativo ha una sola forma che corrisponde a *you*, cioè 'tu', 'voi' e 'lei', come forma di cortesia.
- La forma affermativa è uguale alla forma base del verbo.
- La forma negativa si ottiene con *don't* seguito dalla forma base del verbo.
- Per rendere più cortesi ordini e istruzioni si usa *please*, che corrisponde all'italiano 'per favore', 'per piacere', 'prego':

*Wait a minute please.* Aspetta un attimo, per favore.  
*Please don't leave me alone!* Ti prego, non lasciami solo!

## Object pronouns

Subject	Verb	Object
I	like	her.
She	likes	me.

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- I pronomi personali complemento si trovano:
  - dopo un verbo con funzione di complemento oggetto o di complemento indiretto:  
*Give me a pen.* Dammi una penna.
  - dopo una preposizione:  
*She's crazy about him.* Va pazza per lui.

### MIND THE TRAP!

I pronomi personali complemento non precedono mai il verbo:

*I know her.* La conosco. (NON *Her know.*)

## GRAMMAR PRACTICE

*have got*

- 5** Completa le frasi con la forma corretta di *have got*: affermativa (+) o negativa (-).

- 1 He has got a red bag. (+)
- 2 We \_\_\_\_\_ our pens and pencils. (+)
- 3 I \_\_\_\_\_ a comb. (-)
- 4 A Has she got an ID card?  
B No, she \_\_\_\_\_. (-)
- 5 A Have you got a mobile phone?  
B Yes, I \_\_\_\_\_. (+)
- 6 This flat \_\_\_\_\_ a bedroom. (-)
- 7 They \_\_\_\_\_ bottles of water. (-)
- 8 She \_\_\_\_\_ a new watch. (+)
- 9 I \_\_\_\_\_ a dog. (+)
- 10 You \_\_\_\_\_ a new calculator. (-)

- 6** Cerchia la forma corretta.

- 1 *Have you / Have you got* a dictionary?
- 2 My sisters *has got / have got* a computer in their bedroom.
- 3 He *hasn't got / haven't got* his mobile phone with him – it's at home.
- 4 My mobile phone *have got / has got* a video camera and an MP3 player.
- 5 You *have got / Have you got* a drink?
- 6 She *is / has got* fifteen years old.
- 7 We *hasn't got / haven't got* our trainers in our bags.
- 8 How many pens *has he got / he has got*?
- 9 *Has she got / Have she got* a black cat?
- 10 What *has you got / have you got* in your purse?

**7** Che cosa hanno queste persone nella loro borsa? Guarda la tabella e scrivi delle frasi come nell'esempio.

	Wallet	Comb	MP3 player
Joe	x	✓	✓
Lizzie	✓	x	✓
Andy	✓	✓	x
Angie and Sam	x	✓	✓

- 1 Joe 's got a comb and an MP3 player.  
He hasn't got a wallet.

- 2 Lizzie \_\_\_\_\_  
She \_\_\_\_\_
- 3 Andy \_\_\_\_\_  
He \_\_\_\_\_
- 4 Angie and Sam \_\_\_\_\_  
They \_\_\_\_\_

- 8** Guarda la tabella dell'Esercizio 7. Completa le domande e scrivi risposte brevi.

- 1 Joe / a wallet in his bag  
Has Joe got a wallet in his bag? No, he hasn't.
- 2 Lizzie / a comb in her bag
- 3 Andy / an MP3 player in his bag
- 4 Angie and Sam / wallet in their bag

- 9** Completa il dialogo con la forma corretta di *have got*.



- Woman Hello, can I help you?  
Tom Yes, <sup>1</sup> Have you got my bag?  
Woman We <sup>2</sup> \_\_\_\_\_ a lot of bags. What's it like?  
Tom Well, it's red, and it <sup>3</sup> \_\_\_\_\_ a blue strap.  
Woman <sup>4</sup> \_\_\_\_\_ it <sup>5</sup> \_\_\_\_\_ your name and address on?  
Tom No, it <sup>6</sup> \_\_\_\_\_.  
Woman Oh, dear. Look, I <sup>7</sup> \_\_\_\_\_ two red bags here. Is this your bag?  
Tom I'm not sure, <sup>8</sup> \_\_\_\_\_ it <sup>9</sup> \_\_\_\_\_ a mobile phone in it?  
Woman No, this bag <sup>10</sup> \_\_\_\_\_ a mobile phone in. But this other red bag has. What kind of mobile phone <sup>11</sup> \_\_\_\_\_ you <sup>12</sup> \_\_\_\_\_?  
Tom I <sup>13</sup> \_\_\_\_\_ a Nikki, and it <sup>14</sup> \_\_\_\_\_ a photo of my girlfriend on it.  
Woman Right, <sup>15</sup> \_\_\_\_\_ she <sup>16</sup> \_\_\_\_\_ long, brown hair?  
Tom Yes, she <sup>17</sup> \_\_\_\_\_.  
Woman Sorry, this phone <sup>18</sup> \_\_\_\_\_ a photo of a girl with short, blonde hair. It's not your bag.

- 10** Usa i suggerimenti per scrivere frasi vere per te.

- 1 I / laptop
- 2 My mum / a car
- 3 My best friend / long hair
- 4 My house / three bedrooms
- 5 My mobile phone / camera on it
- 6 I / blue eyes
- 7 We / a big, modern classroom
- 8 My teacher / short, blonde hair

## object pronouns

### 16 Sostituisci le parole sottolineate con i pronomi corretti.

- 1 I've got three cousins. This is a photo of my cousins.  
them
- 2 Is this a photo of your friends?
- 3 Write me and your mum a postcard.
- 4 Is that your dad?
- 5 Please call Marta.
- 6 Is this book for Diana?
- 7 Don't drop that cake!
- 8 A Is that boy your boyfriend?  
B No, that's not my boyfriend.
- 9 Have you got the cake?
- 10 Have you got my pens?
- 11 My mum is with my brother and I.
- 12 Tell me and the other students the answer.
- 13 Text Lucy and Dan your number.
- 14 Our teacher has got the books.

### 17 Completa le frasi con il pronomo corretto.

- 1 I'm your new teacher. Tell me your names.
- 2 Send \_\_\_\_\_ your new address so I can write to \_\_\_\_\_.
- 3 This phone is really old, look at \_\_\_\_\_ !
- 4 A Look! Are \_\_\_\_\_ your parents?  
B Yes, that's \_\_\_\_\_.
- 5 I'm sure John isn't here. Can \_\_\_\_\_ see \_\_\_\_\_ ?
- 6 Madonna's over there! It's really \_\_\_\_\_ !
- 7 Great, free cola! \_\_\_\_\_ is my favourite drink.
- 8 Me and my sister are tall, and our mum is like \_\_\_\_\_ .
- 9 A Is that Laura in the car?  
B Yes, that's \_\_\_\_\_.
- 10 A Have \_\_\_\_\_ got my number?  
B No, please text it to \_\_\_\_\_.
- 11 Don't touch that dog! \_\_\_\_\_ 's dirty.
- 12 A Is it a present for your girlfriend?  
B No, it's not for \_\_\_\_\_.

### 18 Completa il dialogo con i pronomi corretti.



- David Is this a photo of your brothers and sisters?  
 Angie Yes, and my mum and dad are with <sup>1</sup> them, look.
- David It's a nice photo, are you in <sup>2</sup> \_\_\_\_\_ ?  
 Angie No, I'm not.  
 David Your mum's hair is very dark.  
 Angie Yes, I'm not like <sup>3</sup> \_\_\_\_\_, I'm like my dad and my brother Stan.  
 David Is that Stan with the blonde hair?  
 Angie Yes, that's <sup>4</sup> \_\_\_\_\_ and look that's my sister Rachel with short, blonde hair.  
 David Rachel ... erm, where is she?  
 Angie Let <sup>5</sup> \_\_\_\_\_ see the photo ... look, that's <sup>6</sup> \_\_\_\_\_ there.  
 David Oh, yes. You're right, she is like <sup>7</sup> \_\_\_\_\_.  
 Angie Me and Rachel and Stan look alike, but my other brother Gerard isn't like <sup>8</sup> \_\_\_\_\_. He's like my mum.  
 David Gerard, where is Gerard? Don't tell <sup>9</sup> \_\_\_\_\_, that's <sup>10</sup> \_\_\_\_\_ next to the tree, right?  
 Angie Yes, that's <sup>11</sup> \_\_\_\_\_, he is like me too.  
 David Your family is really nice.  
 Angie Thanks, what about you? Show <sup>12</sup> \_\_\_\_\_ a photo of your family.

### 19 Riscrivi le frasi in modo corretto.

- 1 That boy is like David, but it isn't his.  
\_\_\_\_\_
- 2 Where's Anna? Is that him?  
\_\_\_\_\_
- 3 The children are hungry, give us a biscuit.  
\_\_\_\_\_
- 4 My mum is not like I at all.  
\_\_\_\_\_
- 5 Show she the book.  
\_\_\_\_\_
- 6 Send my your email address.  
\_\_\_\_\_

## Adjective word order

- 11 Completa le frasi inserendo gli aggettivi tra parentesi nell'ordine corretto.

- 1 Anna's got long, dark hair. (long, dark)
- 2 John's a \_\_\_\_\_ man.  
(fat, tall, middle-aged)
- 3 Pete's a \_\_\_\_\_ man. (bald, short)
- 4 Andrea's got \_\_\_\_\_ hair.  
(wavy, dark, short)
- 5 Minnie's got \_\_\_\_\_ eyes.  
(big, beautiful, green)
- 6 I've got a \_\_\_\_\_ mobile phone.  
(new, great, small)

- 12 Attribuisci i gruppi di aggettivi a-h alle persone 1-4. Poi scrivi frasi per descrivere ciascuna persona.



1 Phillip



2 Emma



3 Katie



4 Bruce

- a woman / confident / happy
- b face / thin / long
- c girl / young / attractive
- d eyes / small / blue
- e hair / straight / short / dark
- f hair / blonde / short
- g hair / dark / long / straight
- h hair / blonde / long / curly

## Imperatives

- 13 Riordina le parole per formare delle frasi.

- 1 every day / letter / me / write / a  
Write me a letter every day.
- 2 coffee / drink / don't
- 3 bag / photo / in / put / this / your
- 4 strangers / talk / don't / to
- 5 before / think / you / answer
- 6 wear / please / hat / a
- 7 don't / umbrella / your / forget
- 8 check / your / listen / answers / and
- 9 call / me / give / a

- 14 Abbina gli inizi delle frasi 1-8 ai finali a-h per formare frasi complete.

- 1 Don't eat
  - 2 Put your coat on,
  - 3 Don't forget
  - 4 Text me
  - 5 Don't speak Italian
  - 6 Put your trainers
  - 7 Don't copy
  - 8 Write your answers
- a it's cold.
  - b to call me later.
  - c in the cupboard.
  - d your new number.
  - e in your exercise book.
  - f your partner's answers.
  - g in the English lesson.
  - h and speak at the same time!

- 15 Completa le frasi con la forma corretta dell'imperativo dei verbi dati.

call = speak = write = tidy  
listen = use = do = put

- 1 Don't speak in the library. (-)
- 2 \_\_\_\_\_ your bedroom please. (+)
- 3 \_\_\_\_\_ to the teacher. (+)
- 4 \_\_\_\_\_ your homework now. (-)
- 5 \_\_\_\_\_ your books on the table. (-)
- 6 \_\_\_\_\_ me today! (+)
- 7 \_\_\_\_\_ your answer in your book. (+)
- 8 \_\_\_\_\_ your mobile phone in the classroom. (-)

# 2 My place



## INTERACTIVE GRAMMAR PRACTICE

### GRAMMAR REFERENCE

#### *there is/there are*

	Affirmative	Negative
Singular	There is (There's) a/one bed.	There is not (isn't) a bed.
Plural	There are some/two beds.	There are not (aren't) any beds.

	Yes/No questions	Short answers
Singular	Is there a bed?	Yes, there is. No, there isn't.
Plural	Are there any beds?	Yes, there are. No, there aren't.

#### MIND THE TRAP!

Quando in inglese si vuole indicare un gruppo di persone si usa *there are*:

*There are three of us.*

Siamo in tre.

*There are 30 students in my class.*

Ci sono 30 studenti nella mia classe.

(NON *We are in three. We are in thirty.*)

- *There is* significa 'c'è': si usa davanti a un sostantivo singolare e nella forma affermativa. Si può contrarre in *there's*.
- *There are* significa 'ci sono': si usa davanti a un sostantivo plurale e non ha forma affermativa contratta.
- *There* occupa la posizione del soggetto nella frase e nella forma interrogativa segue il verbo *be*:  

<i>Is there a table?</i>	<i>Yes, there is.</i>	<i>No, there isn't.</i>
<i>C'è un tavolo?</i>	<i>Sì.</i>	<i>No.</i>

<i>Are there two vases?</i>	<i>Yes, there are.</i>	<i>No, there aren't.</i>
<i>Ci sono due vasi?</i>	<i>Sì.</i>	<i>No.</i>
- Ricorda che nelle risposte brevi affermative non si può usare la forma contratta: *Yes, there is.* (NON *Yes, there's*).
- Nell'elencare più oggetti la concordanza è con il primo elemento:
  - si usa *there is* se il primo oggetto è singolare: *The is a table and four chairs.* (NON *There are a table and four chairs.*)
  - si usa *there are* se il primo oggetto è plurale: *There are four chairs and a table.*

#### *some/any*

*There are some books in the bookcase.*  
Ci sono dei libri nella libreria.

*Are there any books in the bookcase?*  
Ci sono dei libri nella libreria?

*There aren't any books in the bookcase.*  
Non ci sono libri nella libreria.

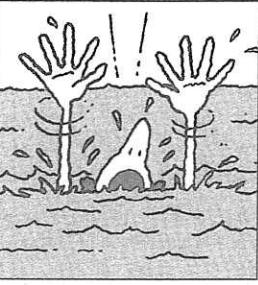
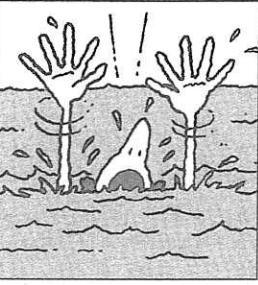
- *Some* e *any* indicano quantità non definite e corrispondono alle forme italiane 'qualche, alcuni/e, dei, degli, delle, ne' ecc.
- Si usa *some* in frasi affermative e in quelle interrogative che esprimono offerta o richiesta:  
*Would you like some biscuits?*  
Vuoi dei biscotti?  
  
*Can I have some biscuits?*  
Posso avere dei biscotti?
- Si usa *any* in frasi interrogative e negative.

#### MIND THE TRAP!

L'uso di *any* è obbligatorio in inglese anche in frasi in cui l'italiano non impiega il partitivo:

Non ci sono uova. *There aren't any eggs.*  
(NON *There aren't eggs.*)

**can**

Affirmative		
I You He/She/It We You They	can swim.	
Negative		
I You He/She/It We You They	can't swim.	
Questions and short answers		
Can I/you/he/she/it/we/you/they swim? Yes, I/you/he/she/it/we/you/they can. No, I/you/he/she/it/we/you/they can't.		

- *Can* è un verbo modale e presenta queste caratteristiche:
  - è seguito dall'infinito senza *to*;
  - è uguale per tutte le persone;
  - la forma negativa, la forma interrogativa e le risposte brevi si costruiscono come per il verbo *to be*.
- La forma negativa di *can* è *cannot*, che si abbrevia in *can't*.
- Nella forma interrogativa *can* precede il soggetto: *can + soggetto + infinito senza to:*  
*Can you drive?* Sai guidare?
- Ricorda che non esiste l'infinito di *can*.
- *Can* può esprimere l'abilità, la capacità di fare qualche cosa e corrisponde all'italiano 'posso, so, sono capace di, riesco a':  
*I can sing.* So cantare.
- Nella forma interrogativa *can* può essere usato per fare delle richieste, con il significato di 'potere':  
*Can you repeat, please?* Puoi ripetere, per favore?

**Prepositions of place**

above behind between in in front of next to on on the left/right of opposite under	sopra dietro (a) tra (due cose/persone) in, dentro davanti a accanto a, di fianco a sopra a sinistra/a destra di di fronte a, dirimpetto a sotto
---	---

**MIND THE TRAP!**

Ricorda che le preposizioni semplici inglesi seguite da *the* corrispondono alle preposizioni articolate italiane:  
*in the* 'nel, nello, nella' ecc.; *on the* 'sul, sullo, sulla' ecc.

- *Above* significa 'sopra', 'al di sopra di', senza contatto.  
*The lamp is above the bed and the slippers are under it.*  
Il lampadario è sopra il letto e le ciabatte sono sotto.
- *In* indica posizione in luogo chiuso:  
*I'm in my room.*  
Sono nella mia stanza.
- *In front of* significa 'davanti a', NON 'di fronte a', mentre *opposite* significa 'di fronte a', 'dirimpetto a':  
*The man is in front of the cinema.*  
L'uomo è davanti al cinema.  
*There's a church opposite the bookshop.*  
C'è una chiesa di fronte alla libreria.
- *Next to* significa 'accanto a, di fianco a':  
*The box office is next to the entrance.*  
Il botteghino è accanto/di fianco all'ingresso.
- *On* significa 'su, sopra a', con contatto.  
*The book is on the shelf.*  
Il libro è sopra lo scaffale.

## GRAMMAR PRACTICE

### *there is/are + a/some/any*

#### 3 Cerchia l'alternativa corretta.

- 1 There's @/ some park in the city centre.
- 2 There is / are some shops but there aren't some / any supermarkets.
- 3 There is / are some churches in my town.
- 4 There is / are a good restaurant in the park.
- 5 There isn't / aren't any hotels.
- 6 There are a / some people here.
- 7 There isn't a / some café.
- 8 There isn't / aren't any students in my town.

#### 4 Riordina le parole per formare domande. Poi scrivi risposte brevi che siano vere per te.

- 1 any / are / mirrors / there / house / your / in / ?  
Are there any mirrors in your house?  
Yes, there are.
- 2 supermarket / a / near / town / your / there / is / ?
- 3 pet / in / best friend's / your / there / is / a / house / ?
- 4 there / today / any / parents / class / in / are / the / ?
- 5 your / there / town / Tourist Information / in / is / office / a / ?
- 6 there / dog / is / in / a / this / now / classroom / ?
- 7 shelves / are / any / there / on / books / the / ?
- 8 kitchen / is / a / there / television / your / in / ?
- 9 any / your / are / supermarkets / near / there / house / ?
- 10 wallet / there / picture / your / is / you / dad's / of / in / a / ?

#### 5 Scrivi frasi negative usando le parole tra parentesi.

- 1 There's a restaurant. (club)  
There isn't a club.
- 2 There are some shops. (supermarkets)

3 There's a library. (museum)

---

4 There's a theatre. (cinema)

---

5 There are some hotels. (cafés)

---

6 There are some clothes shops. (record shops)

---

7 There's a café. (restaurant)

---

8 There are some post offices. (supermarkets)

---

9 There's a chemist's. (hospital)

---

10 There are some newsagent's. (concert halls)

---

#### 6

Completa i mini-dialoghi con *there is/there are*.



Cath Good morning!

Tourist <sup>1</sup> Is there a bookshop here?

Cath Yes, <sup>2</sup> \_\_\_\_\_ Dylan's. Here's a map of the town.

Cath Good afternoon!

Tourist Afternoon. <sup>3</sup> \_\_\_\_\_ any toilets, please?

Cath Yes, <sup>4</sup> \_\_\_\_\_. They're just here.

Cath Good afternoon!

Tourist Hello. <sup>5</sup> \_\_\_\_\_ a cinema here?

Cath A cinema? No, <sup>6</sup> \_\_\_\_\_, sorry.

#### 7 Forma frasi con *there is/are e some/any*.

1 Mirrors / in your kitchen (?)

Are there any mirrors in your kitchen?

2 A Diana / have got / sisters (?)

B No / Diana / have not got sisters (-)

3 We / have got English books in the library / but we have not got dictionaries (+/-)

4 A Clubs / near here (?)

B No / no clubs (-)

5 A Foreign students / in your class (?)

B Yes / Chinese and Egyptian students in my class (+)

#### 8 Completa con *there is/there are e some/any*.

I'm on holiday here in Cranchester and I'm not happy. Cranchester is a big city and <sup>1</sup> there are some interesting places, <sup>2</sup> \_\_\_\_\_ the football Stadium and the museum, but the problem is there aren't <sup>3</sup> \_\_\_\_\_ good places to eat here. There aren't <sup>4</sup> \_\_\_\_\_ Italian restaurants! There are <sup>5</sup> \_\_\_\_\_ cafés but they haven't got <sup>6</sup> \_\_\_\_\_ real Italian dishes on the menu. Some fast food places too and they have got <sup>8</sup> \_\_\_\_\_ pizzas on the menu but it isn't the same. <sup>9</sup> \_\_\_\_\_ any authentic Italian people here, just tourists like me and so we have only got <sup>10</sup> \_\_\_\_\_ boring English dishes to eat.

## 3

## Routines

## INTERACTIVE GRAMMAR PRACTICE



## GRAMMAR REFERENCE

## Present simple - affirmative and negative

	Affirmative	
I	finish	
You	finish	
He/She/It	finishes	
We	finish	at 9 a.m.
You	finish	
They	finish	

	Negative	
I	do not (don't) finish	
You	do not (don't) finish	
He/She/It	does not (doesn't) finish	
We	do not (don't) finish	at 9 a.m.
You	do not (don't) finish	
They	do not (don't) finish	

■ Il *Present simple* si usa:

- per azioni abituali nel presente e affermazioni di carattere generale:  
*I get up at 9 a.m.*      *They don't sing.*  
*Mi alzo alle 9.*      Non cantano.
- per condizioni permanenti o comunque relativamente stabili (per es. residenza, provenienza, occupazione, abilità personali ecc.)  
*He lives in Manchester.* Abita a Manchester.
- per esprimere preferenze e avversioni:  
*I hate group photos!*      Odio le foto di gruppo!

■ Per la 3<sup>a</sup> persona singolare, nell'aggiungere -s tien conto delle seguenti regole ortografiche:

- *have* è irregolare: *have – has*
- i verbi terminanti in -o, -sh, -ch, -x aggiungono -go – goes / *teach – teaches*
- i verbi terminanti in -y preceduta da consonante modificano la -y in -i e aggiungono -es :  
*study – studies* MA *play – plays*.

## Present simple - questions

Yes/No questions			Short answers
Do	I we you they	drink milk?	Yes, I/we/you/they do. No, I/we/you/they don't.
Does	he she it		Yes, he/she/it does. No, he/she/it doesn't.

## MIND THE TRAP!

Non si aggiunge la -s al verbo nelle domande in 3<sup>a</sup> persona. Si dice *Does she live ...?* (NON *Does she lives ...?*)

■ Le forme negativa e interrogativa e le risposte brevi si costruiscono con:

- l'ausiliare *does* per la 3<sup>a</sup> persona singolare;
- l'ausiliare *do* per tutte le altre persone.

■ Ricorda che i pronomi personali soggetto si usano anche quando in italiano vengono omessi:

*I come from Milan.*  
Vengo da Milano.

■ A differenza dell'italiano, per rispondere 'sì/no' a una domanda in inglese si ripete anche il soggetto, seguito dall'ausiliare *do/does* o *don't/doesn't*.

## Prepositions of time: *in*, *on*, *at*

### In si usa con:

- mesi *in July*
- stagioni *in summer*
- anni *in 1958*
- secoli *in the 20<sup>th</sup> century*
- parti del giorno *in the morning/afternoon/evening*  
(MA *at night*)

### On si usa con:

- giorni della settimana  
*The party is on Monday, at 4 p.m.*  
La festa è lunedì alle 4.
- date  
*On November 20<sup>th</sup>.*  
Il 20 di novembre.

### At si usa per indicare le ore, le espressioni di tempo e le festività. In questo caso non è mai seguito dall'articolo *the*:

*At 5.30. Alle 5 e 30. (NON At the 5.30.)*  
*At Christmas. A Natale. (NON At the Christmas.)*

## Ordinal numbers and dates

first (1 <sup>st</sup> )
second (2 <sup>nd</sup> )
third (3 <sup>rd</sup> )
fourth (4 <sup>th</sup> )
fifth (5 <sup>th</sup> )
sixth (6 <sup>th</sup> )
seventh (7 <sup>th</sup> )
eighth (8 <sup>th</sup> )
ninth (9 <sup>th</sup> )
tenth (10 <sup>th</sup> )
eleventh (11 <sup>th</sup> )
twelfth (12 <sup>th</sup> )
thirteenth (13 <sup>th</sup> )
fourteenth (14 <sup>th</sup> )
fifteenth (15 <sup>th</sup> )
sixteenth (16 <sup>th</sup> )

seventeenth (17 <sup>th</sup> )
eighteenth (18 <sup>th</sup> )
nineteenth (19 <sup>th</sup> )
twentieth (20 <sup>th</sup> )
twenty-first (21 <sup>st</sup> )
twenty-second (22 <sup>nd</sup> )
twenty-third (23 <sup>rd</sup> )
twenty-fourth (24 <sup>th</sup> )
twenty-fifth (25 <sup>th</sup> )
twenty-sixth (26 <sup>th</sup> )
twenty-seventh (27 <sup>th</sup> )
twenty-eighth (28 <sup>th</sup> )
twenty-ninth (29 <sup>th</sup> )
thirtieth (30 <sup>th</sup> )
thirty-first (31 <sup>st</sup> )

### MIND THE TRAP!

I numeri ordinali superiori a 20° si formano con il numero cardinale + il numero ordinale e non con entrambi i numeri ordinali:  
*twenty-first.* (NON *twentieth-first.*)

### I numeri ordinali si formano aggiungendo -th al numero cardinale, tranne *first*, *second* e *third*.

Nell'aggiungere -th tieni conto delle seguenti regole ortografiche:

<i>five – fifth</i>	<i>eight – eighth</i>
<i>nine – ninth</i>	<i>twelve – twelfth</i>

Le decine mutano la -y in -ie :

<i>twenty – twentieth</i>	<i>thirty – thirtieth</i>
---------------------------	---------------------------

### Il modo in cui si scrive la data in inglese non corrisponde al modo in cui la si legge:

- quando si scrive la data, si mette il numero ordinale + il mese (anche abbreviato)

*1<sup>st</sup> Jan, 1<sup>st</sup> January*

- quando si legge la data, si dice il mese + the + il numero ordinale:

*January the first* oppure *the first of January*

### Osserva come si leggono gli anni nelle date:

1999: *nineteen ninety-nine*

1508: *fifteen hundred and eight / fifteen oh eight*

2007: *two thousand and seven*

## like/love/enjoy/hate + -ing

Verbs of preference	
like/love/enjoy/hate	
+ -ing	<i>I like swimming.</i> Mi piace nuotare. <i>She hates driving.</i> Odia guidare.
+ noun	<i>I like holidays.</i> Mi piacciono le vacanze.

Se i verbi *love* ('amare'), *like* ('piacere'), *hate* ('odiare') sono seguiti da un verbo, di solito questo è al gerundio (forma in -ing).

Se sono seguiti da un sostantivo, mantengono la forma base.

Nota che i corrispondenti verbi italiani sono di norma seguiti da un infinito:

*I like reading.* Mi piace leggere.

## Present simple questions

### 10 Completa le domande.

- 1 Does your school start at 8.30?
- 2 \_\_\_\_\_ Julia play tennis at the weekend?
- 3 \_\_\_\_\_ you and your sister speak English?
- 4 \_\_\_\_\_ your dad play sport at the weekend?
- 5 \_\_\_\_\_ the students study in the evening?
- 6 \_\_\_\_\_ those women live here?
- 7 \_\_\_\_\_ we have a Maths lesson now?
- 8 \_\_\_\_\_ your dog like chocolate?

### 11 Abbina alle domande 1-8 dell'Esercizio 10 le risposte a-h.

- |   |                                     |
|---|-------------------------------------|
| a Yes, we do.                                 | <input type="checkbox"/>            |
| b No, he doesn't.                             | <input type="checkbox"/>            |
| c Yes, it does.                               | <input checked="" type="checkbox"/> |
| d No, it doesn't like sweet things.           | <input type="checkbox"/>            |
| e Yes, she does.                              | <input type="checkbox"/>            |
| f No, they don't.                             | <input type="checkbox"/>            |
| g Yes, they do their homework in the evening. | <input type="checkbox"/>            |
| h No, we don't, but we speak French.          | <input type="checkbox"/>            |

### 12 Completa le domande e scrivi risposte brevi affermative (+) o negative (-).

- 1 A Do you go (you / go) swimming at the weekend?  
B No, I don't. (-)
- 2 A \_\_\_\_\_ (he / get up) early on Sundays?  
B                    (-)
- 3 A \_\_\_\_\_ (she / go) to parties?  
B                    (+)
- 4 A \_\_\_\_\_ (you and Kara / chat) on the Internet?  
B                    (+)
- 5 A \_\_\_\_\_ (this bus / go) to the city centre?  
B                    (-)
- 6 A \_\_\_\_\_ (he / like) his job?  
B                    (+)
- 7 A \_\_\_\_\_ (Susan / wear) a uniform at school?  
B                    (+)
- 8 A \_\_\_\_\_ (they / have breakfast) at home every morning?  
B                    (+)
- 9 A \_\_\_\_\_ (John / like) pizza?  
B                    (-)
- 10 A \_\_\_\_\_ (Beth / love) her dog?  
B                    (+)

### 13 Completa il dialogo con il Present simple.



- Frida Hi, Anna, how are you?  
 Anna I'm OK, thanks, but I'm a bit worried about my daughter, Susan.  
 Frida Susan? Why?  
 Anna Well, she <sup>1</sup> gets up (get up) quite late every day.  
 Frida <sup>2</sup> \_\_\_\_\_ (she / work)?  
 Anna No, she <sup>3</sup> \_\_\_\_\_. She is a student.  
 Frida Well, that's normal. <sup>4</sup> \_\_\_\_\_ (she / eat) OK?  
 Anna Oh, yes, but <sup>5</sup> \_\_\_\_\_ (she / not cook).  
 Frida That sounds normal too. <sup>6</sup> \_\_\_\_\_ (she / go out)?  
 Anna Yes, she <sup>7</sup> \_\_\_\_\_. She <sup>8</sup> \_\_\_\_\_ (go to the park and she <sup>9</sup> \_\_\_\_\_ (read) in the sun.  
 Frida <sup>10</sup> \_\_\_\_\_ (she / meet) friends?  
 Anna Yes, she <sup>11</sup> \_\_\_\_\_. She <sup>12</sup> \_\_\_\_\_ (go out) with her friends in the evenings and at the weekend. She <sup>13</sup> \_\_\_\_\_ (like) watching films and playing computer games.  
 Frida My son is the same, that's normal.  
<sup>14</sup> \_\_\_\_\_ (you / talk) to her?  
 Anna Yes, but she <sup>15</sup> \_\_\_\_\_ (not tell) me her problems.  
 Frida <sup>16</sup> \_\_\_\_\_ (you / think) she has a lot of problems?  
 Anna I'm not sure, she <sup>17</sup> \_\_\_\_\_ (not like) talking about serious things. She says I worry too much.  
 Frida Maybe she is right and maybe she hasn't got problems. I <sup>18</sup> \_\_\_\_\_ (not / understand) why you are worried.  
 Anna Well, she <sup>19</sup> \_\_\_\_\_ (say) she is exhausted all the time, but she <sup>20</sup> \_\_\_\_\_ (not / do) anything!  
 Frida Oh, I see!

## Prepositions of time

### 14 Cerchia l'alternativa corretta.

*To RM  
Ala Incontro 2h*

1 At / In winter I hate getting up 2 on / in the morning because it is cold! School starts 3 at / on 8.30 and the bus leaves 4 in / at 8 o'clock. January is the month that I really hate because 5 in / at January there are no holidays; the holidays are 6 on / in spring, 7 in / at Easter. 8 In / On winter 9 at / on the weekend I stay in bed late and I go to bed early 10 in / at night but 11 in / on summer I stay up late and I get up early 12 in / at the morning.

### 15 Completa le frasi con la preposizione corretta.

- 1 I usually meet my friends on Saturday night.
- 2 Jack isn't here – he's at school now.
- 3 Thanksgiving is in November.
- 4 I get home at quarter to five.
- 5 We don't drink coffee in the evening.
- 6 I stay up late on Friday evening.
- 7 School finishes on 20<sup>th</sup> July.
- 8 The dog sleeps outside at night.
- 9 The city is deserted in August.
- 10 The bus leaves at 8.15 in the morning.

### 16 Rispondi alle domande usando i suggerimenti tra parentesi.

- 1 When is Christmas day? (25 / December)  
On the 25<sup>th</sup> of December.
- 2 When is your English lesson?  
(Wednesday / morning)  
\_\_\_\_\_
- 3 When are your holidays? (summer)  
\_\_\_\_\_
- 4 Is there school on Saturday?  
(no school / weekend)  
\_\_\_\_\_
- 5 When is the tennis match? (20 June / 3.30)  
\_\_\_\_\_
- 6 When is your best friend's birthday? (17 / July)  
\_\_\_\_\_
- 7 When is your dance class?  
(6 o'clock / Thursday evening)  
\_\_\_\_\_
- 8 When is the English test? (Monday / afternoon)  
\_\_\_\_\_
- 9 When is Boxing day? (26 / December)  
\_\_\_\_\_
- 10 When is Roger's party? (13 March / at 9 p.m.)  
\_\_\_\_\_

## like/love/enjoy/hate + -ing

### 17 Abbina l'inizio delle frasi 1-6 con il loro finale a-f.

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1 Dogs like           | <input checked="" type="checkbox"/> |
| 2 Babies love         | <input type="checkbox"/>            |
| 3 Teachers don't like | <input type="checkbox"/>            |
| 4 Footballers love    | <input type="checkbox"/>            |
| 5 Teenagers hate      | <input type="checkbox"/>            |
| 6 Students don't like | <input type="checkbox"/>            |

- a scoring goals.
- b taking exams.
- c marking homework.
- d getting up early.
- e eating sausages.
- f drinking milk.

### 18 Completa il testo usando i suggerimenti tra parentesi.

Let me tell you about what I like and don't like.

I <sup>1</sup> don't like catching the bus (not like / catch / the bus) to school. I go to school by bus every day.

It leaves very early in the morning and my friends all go to school by car. I <sup>2</sup>                                    (not like / go to / school) at all, really. It's hard work! And I <sup>3</sup>                                    (hate / do / exams).

They're horrible!

In the evenings I use my computer. I <sup>4</sup>                                    (like / play / computer games) and I send emails to friends.

But my real hobby is films. I <sup>5</sup>                                    (love / watch / films)! I go to the cinema every Friday with my friends.

I <sup>6</sup>                                    (not like / talk) during the films and I <sup>7</sup>                                    (hate / listen to) people eating popcorn!

### 19 Usa i suggerimenti per scrivere le tue opinioni sulle attività 1-10.

like • love • hate • enjoy

- 1 cook \_\_\_\_\_
- 2 do homework \_\_\_\_\_
- 3 play computer games \_\_\_\_\_
- 4 go shopping \_\_\_\_\_
- 5 tidy my bedroom \_\_\_\_\_
- 6 read books \_\_\_\_\_
- 7 do sport \_\_\_\_\_
- 8 watch the Grand Prix \_\_\_\_\_
- 9 eat chocolate \_\_\_\_\_
- 10 go to bed early \_\_\_\_\_

## 4

# Home or away?

## INTERACTIVE GRAMMAR PRACTICE

### GRAMMAR REFERENCE

#### Present simple with *wh*- questions

**Where** do you live?  
*Dove vivi?*

**What** does he do?  
*Che cosa fa?*

**Why** does she drive to work?  
*Perché va a lavorare in automobile?*

**When** do you dance?  
*Quando balli?*

**Which** do we prefer?  
*Quali preferiamo?*

**How** do they travel to work?  
*Con quale mezzo di trasporto vanno a lavorare?*



■ Gli interrogativi si pongono all'inizio di una domanda. Non si può rispondere Yes/No a una *Wh-question*: la risposta fornisce sempre delle informazioni.

*Where is your house? In the city.  
Dov'è la tua casa? In città.*

■ *Where?* significa 'dove?'. Per chiedere l'origine o la provenienza si usa insieme alla preposizione *from*, che si mette alla fine della domanda:  
*Where are you from? Di dove sei?*

■ *What?* ('che cosa? quale/i?') può essere sia aggettivo sia pronome e si usa per persone, cose e animali:  
*What's your favourite colour?  
Qual è il tuo colore preferito?*

Si usa *what* anche per chiedere l'ora:  
*What time is it?/What's the time?  
Che ora è?/Che ore sono?*

■ *Why?* ('perché?') si usa per chiedere la ragione o lo scopo di una cosa. Nelle risposte si usa *because*:  
*Why isn't he here? Because he is at school.  
Perché non è qui? Perché è a scuola.*

■ *When?* significa 'quando?'.  
*When is your birthday?  
Quand'è il tuo compleanno?*

■ *Which?* ('quale/i?') può essere sia aggettivo sia pronome. Si usa per indicare una scelta tra un gruppo ristretto di persone, cose o animali:  
*Which actor do you prefer, Robert Pattinson or Zac Efron?  
Quale attore preferisci, Robert Pattinson o Zac Efron?*

■ *How* può anche essere usato da solo col significato di 'come?', oppure essere seguito da un aggettivo (*old*) o da un avverbio (*often*):

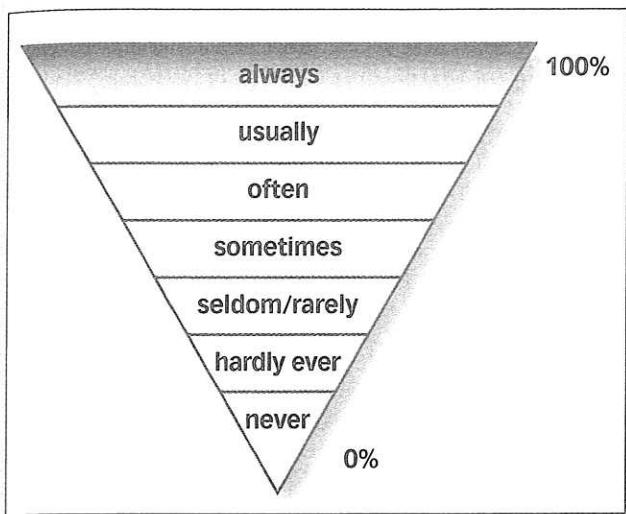
*How are you? Come stai?  
How old is Jim? Quanti anni ha Jim?*

### MIND THE TRAP!

Quando nelle *Wh-questions* c'è una preposizione, questa si pone normalmente al fondo della frase.

*Where do you come from? Da dove vieni?  
What time does the train leave at?  
A che ora parte il treno?*

## Adverbs of frequency

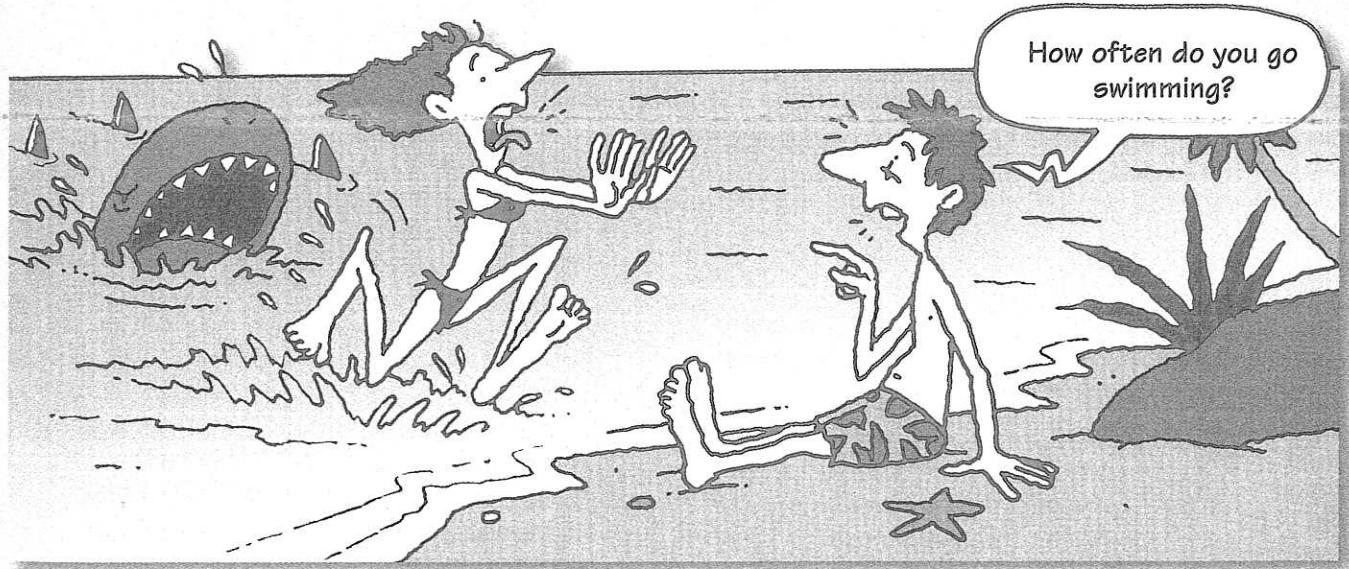


### MIND THE TRAP!

Never esprime un concetto negativo ('non ... mai') e si usa in frasi con significato negativo ma con il verbo alla forma affermativa (in inglese non si ammettono due negazioni nella stessa frase):

*I never go to the cinema. (NON I don't never go.)*  
Non vado mai al cinema.

- Gli avverbi di frequenza si usano per esprimere con quale frequenza si fa qualcosa.
- Occupano una posizione fissa nella frase inglese. Sono posti:
  - prima del verbo che esprime l'azione;
  - MA sempre dopo il verbo *be* e i verbi modali.
- *Sometimes* può andare sia a inizio che a fine frase.  
*Sometimes I'm late for work.*  
*I'm late for work sometimes.*  
A volte arrivo in ritardo al lavoro.
- *How often?* si usa per domandare con quale frequenza si compie o avviene un'azione. Corrisponde all'italiano 'Ogni quanto?/Con che frequenza?'.
- *How often do you go swimming?*  
Ogni quanto vai a nuotare?
- *I usually go swimming once a week.*  
Di solito vado a nuotare una volta a settimana.
- Nella forma interrogativa non si usa *never* ma *ever*.  
*Do you ever go to the cinema?*  
Vai mai al cinema?



## Expressions of frequency

He writes to me **once a week**.  
*Mi scrive una volta alla settimana.*  
We go swimming **twice a week**.  
*Andiamo a nuotare due volte alla settimana.*  
I'm late for school about **three times a year**.  
*Sono in ritardo a scuola circa tre volte all'anno.*

- Once ('una volta'), twice ('due volte'), three times ('tre volte'), four times ('quattro volte') ecc. sono espressioni avverbiali di frequenza.
- Sono sempre seguite da un'espressione di tempo preceduta dall'articolo indeterminativo *a/an*: *once a month* 'una volta al mese'; *four times a year* 'quattro volte all'anno' ecc.
- Sono sempre poste in fondo alla frase.

## GRAMMAR PRACTICE

Present simple with *wh*- questions

- 3 Abbina 1-8 ad a-h per formare delle domande.  
Poi riportale per esteso sui filetti.

- |             |                          |
|-------------|--------------------------|
| 1 Where     | <input type="checkbox"/> |
| 2 What      | <input type="checkbox"/> |
| 3 Why       | <input type="checkbox"/> |
| 4 When      | <input type="checkbox"/> |
| 5 Which     | <input type="checkbox"/> |
| 6 How       | <input type="checkbox"/> |
| 7 How often | <input type="checkbox"/> |
| 8 What time | <input type="checkbox"/> |
- 
- |                              |                                     |
|------------------------------|-------------------------------------|
| a do you like English?       | <input type="checkbox"/>            |
| b do the holidays start?     | <input type="checkbox"/>            |
| c do you get to school?      | <input type="checkbox"/>            |
| d do you come from?          | <input checked="" type="checkbox"/> |
| e do you play tennis?        | <input type="checkbox"/>            |
| f does school finish?        | <input type="checkbox"/>            |
| g do you do at weekends?     | <input type="checkbox"/>            |
| h football team do you like? | <input type="checkbox"/>            |

- 1 Where do you come from?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

- 4 Ora abbina le risposte alle domande dell'Esercizio 3.

- |  |       |
|--|-------|
| a I usually walk.  | _____ |
| b In July.   | _____ |
| c From Naples.   | 1-d   |
| d Once a month.  | _____ |
| e Because I want to work abroad one day.                       | _____ |
| f Real Madrid.   | _____ |
| g I sometimes go to the cinema or go shopping with my friends. | _____ |
| h At 3.30 in the afternoon.                                    | _____ |

- 5 Scrivi risposte personali alle domande poste nell'Esercizio 3.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

- 6 Riordina le parole per formare le domande.

- 1 do / here / why / live / you  
Why do you live here?
- 2 miss / what / about / you / do / Italy
- 3 like / house / your / what's
- 4 family / you / when / your / see / do
- 5 do / do / what / you
- 6 with / free time / you / your / who / do / spend
- 7 from / do / where / you / come
- 8 you / where / live / do

- 7 Scrivi le domande dell'Esercizio 6 al posto giusto nel dialogo.



- Victor 1 Where do you come from?
- Chiara I'm from Puglia in the South of Italy, I'm Italian.
- Victor 2 \_\_\_\_\_
- Chiara I love this city, there are always things to do. I work here, there are a lot of jobs and I can save money. I have got friends here too.
- Victor 3 \_\_\_\_\_
- Chiara That's easy, Hilda, a Danish girl. She's from Copenhagen. She lives with me and we always go out in the evenings and chat after work.
- Victor 4 \_\_\_\_\_
- Chiara In Rathmines, it's a nice area of Dublin, quite close to the city centre.
- Victor 5 \_\_\_\_\_
- Chiara My house is big, there is a big kitchen, a living room, two bathrooms and five bedrooms. I live with four other girls.
- Victor 6 \_\_\_\_\_
- Chiara I work in a language school in the city centre. I help foreign students to find accommodation and I organise their travel.
- Victor 7 \_\_\_\_\_
- Chiara I usually go home to Puglia three times a year, so I see my family then. I miss them a lot, but I like my life here too.
- Victor 8 \_\_\_\_\_
- Chiara Oh, lots of things ... the weather of course, the beach, the food, my family.

**8 Completa le domande.**

- 1 A What time does she get up?  
B She gets up at seven o'clock.
- 2 A What \_\_\_\_\_  
B I have coffee for breakfast.
- 3 A Where \_\_\_\_\_  
B We live near the university.
- 4 A How \_\_\_\_\_  
B My brother goes to school by bus.
- 5 A When \_\_\_\_\_  
B My parents get home from work at seven in the evening.
- 6 A Who \_\_\_\_\_  
B At the weekend, I meet my friends.
- 7 A Which \_\_\_\_\_  
B I want to buy the new U2 CD.
- 8 A How often \_\_\_\_\_  
B We go on holiday two times a year.
- 9 A What time \_\_\_\_\_  
B My dad leaves the house at 7 o'clock in the morning.
- 10 A What \_\_\_\_\_  
B My girlfriend's name is Lucy.

**9 Scrivi le domande usando i suggerimenti.**

- 1 How / you spell / your name  
How do you spell your name?
- 2 How / you / travel / to school  
\_\_\_\_\_
- 3 Where / your best friend / come from  
\_\_\_\_\_
- 4 Who / you / travel / to school with  
\_\_\_\_\_
- 5 When / holidays / start  
\_\_\_\_\_
- 6 Which / languages / you / speak  
\_\_\_\_\_
- 7 What time / your parents / get up  
\_\_\_\_\_
- 8 Why / your sister / like football  
\_\_\_\_\_

**10 Riscrivi le frasi correggendo gli errori.**

- 1 Where does you play tennis?  
\_\_\_\_\_
- 2 Why you do live in Dublin?  
\_\_\_\_\_
- 3 Which are your favourite city?  
\_\_\_\_\_
- 4 Where you like to go on holiday?  
\_\_\_\_\_
- 5 What time do this lesson finish?  
\_\_\_\_\_
- 6 What music you do listen to?  
\_\_\_\_\_

**11 Scrivi le domande per queste risposte. Fai attenzione alle parti sottolineate.**

- 1 Why do you like Spanish?  
I like Spanish because it's easy.
- 2 \_\_\_\_\_  
My mum goes to work by bike.
- 3 \_\_\_\_\_  
My favourite band is Green Day.
- 4 \_\_\_\_\_  
I play football every Saturday.
- 5 \_\_\_\_\_  
Frances finishes piano lessons at 5.
- 6 \_\_\_\_\_  
The park is in front of the museum.
- 7 \_\_\_\_\_  
I study at home because the library is too busy.
- 8 \_\_\_\_\_  
I live in Milan.
- 9 \_\_\_\_\_  
I prefer the blue skirt.
- 10 \_\_\_\_\_  
It's four o'clock.

**12 Completa l'intervista con le domande.**

- |                    |   |
|--------------------|---|
| <b>Interviewer</b> | Can I ask you a few questions?  |
| <b>Kevin</b>       | Yes, of course.   |
| <b>Interviewer</b> | <u>1 Do you live</u> near here?   |
| <b>Kevin</b>       | Yes, I do. I live in that house there.  |
| <b>Interviewer</b> | <u>2 Who do you live with?</u>  |
| <b>Kevin</b>       | I live with my mum, my dad and my brother.  |
| <b>Interviewer</b> | <u>3</u> _____  |
| <b>Kevin</b>       | We live in the city centre.   |
| <b>Interviewer</b> | <u>4</u> _____  |
| <b>Kevin</b>       | Yes, we do. We go to Park School.   |
| <b>Interviewer</b> | <u>5</u> _____  |
| <b>Kevin</b>       | We go to school by bus.   |
| <b>Interviewer</b> | <u>6</u> _____  |
| <b>Kevin</b>       | My dad works in an office and my mum is a teacher.  |
| <b>Interviewer</b> | A teacher? <u>7</u> _____   |
| <b>Kevin</b>       | She teaches French.   |
| <b>Interviewer</b> | <u>8</u> _____  |
| <b>Kevin</b>       | In my free time I like meeting my friends, going to the cinema, watching TV ... lots of things. |
| <b>Interviewer</b> | <u>9</u> _____  |
| <b>Kevin</b>       | Yes, I do. I play football, I go swimming and I play tennis.                                    |
| <b>Interviewer</b> | Great! That's all, thank you!   |
| <b>Kevin</b>       | No problem.   |

# 5 Eat up!



INTERACTIVE GRAMMAR PRACTICE

## GRAMMAR REFERENCE

### Countable and uncountable nouns

	Singular	Plural
Countable	sausage tomato egg orange sandwich bar of chocolate	sausages tomatoes eggs oranges sandwiches bars of chocolate
Uncountable	water bread orange juice ham butter cheese chocolate sugar milk	X X X X X X X X X

- In inglese i sostantivi possono essere numerabili (*countable*) o non numerabili (*uncountable*).
- Sono numerabili i sostantivi che si riferiscono a cose che si possono contare:  
*a peach* una pesca  
*peaches* pesche (due, tre ecc.)
- Sono non numerabili i sostantivi che si riferiscono a cose che non si possono contare (per esempio nozioni astratte, materiali, liquidi), ma che spesso si possono pesare o misurare:  
*butter* burro  
*sugar* zucchero  
 Questi sostantivi non formano il plurale e hanno il verbo al singolare:  
*Where's the milk?*  
 Dov'è il latte?
- Alcuni sostantivi molto comuni che sono numerabili in italiano non sono numerabili in inglese. Eccene alcuni:  

<i>information</i>	informazione/i
<i>luggage</i>	bagaglio/i
<i>advice</i>	consiglio/i
<i>homework</i>	compito/i
<i>news</i>	notizie
<i>money</i>	denaro/soldi

### some/any/no

	Countable	Uncountable
Affirmative	There are <b>some</b> tomatoes.	There is <b>some</b> cola.
Negative	There aren't <b>any</b> tomatoes.	There isn't <b>any</b> cola.
Question	Are there <b>any</b> tomatoes?	Is there <b>any</b> cola?

#### MIND THE TRAP!

La parola *money* non è numerabile.  
*Dollars, euros, pounds* ecc. sono numerabili:  
*one dollar, two euros, three pounds ...*

- Some* si usa:
  - in frasi affermative;
  - in frasi interrogative che esprimono una richiesta o un'offerta, in modo particolare con *would*.
- Any* si usa in frasi negative e interrogative.
- Ricorda che in inglese si usa il partitivo *any* anche quando in italiano se ne può fare a meno.  
*There aren't any lemons.*  
 Non ci sono limoni.
- Some* e *any* si usano con sostantivi numerabili plurali e con sostantivi non numerabili solo al singolare:  
*There are some oranges but there aren't any apples.*  
 Ci sono alcune arance ma non ci sono mele.  
*There is some butter but there isn't any oil.*  
 C'è del burro ma non c'è l'olio.

- Si può usare l'articolo indeterminativo (*a/an*) con i sostantivi numerabili:  
*a sausage, a tomato, an egg*
- Non si può usare l'articolo indeterminativo con i sostantivi non numerabili:  
*a water, a bread*
- Si può usare l'articolo determinativo (*the*) con i sostantivi numerabili e non:  
*the tomato, the egg, the water, the bread*

- No può essere usato con un verbo in forma affermativa con lo stesso significato di *not ... any*.  
*There aren't any tomatoes. = There are no tomatoes.*
- No è un aggettivo per cui, contrariamente a *some* e *any*, non può essere usato senza un nome.  
*Where are the tomatoes?*  
*There aren't any. o There are no tomatoes.*  
(NON *There are no.*)

## how much/many; a lot (of)/a little/a few; not many/much

	Countable
Question	<b>How many</b> books have you got?
Affirmative	I've got <b>a lot</b> of books. I've got <b>a few</b> books.
Negative	I haven't got <b>many</b> books.

	Uncountable
Question	<b>How much</b> cheese have you got?
Affirmative	I've got <b>a lot</b> of cheese. I've got <b>a little</b> cheese.
Negative	I haven't got <b>much</b> cheese.

- *How many?* significa 'Quanti/e?' e si usa con i sostantivi numerabili plurali.
- *How much?* significa 'Quanto/a?' e si usa con i sostantivi non numerabili, quindi solo al singolare.
- Si usa *a lot* ('molto/a, molti/e') in frasi di senso affermativo quando ci si riferisce a un sostantivo numerabile plurale o anche non numerabile.
- Si usa *a little* ('poco/a') con i sostantivi non numerabili.
- Si usa *a few* ('alcuni/e') con i sostantivi numerabili.
- Si usa (*not*) *much* ('non molto/a, molto/a') in frasi interrogative o negative quando ci si riferisce a un nome non numerabile.
- Si usa (*not*) *many* ('non molti/e, molti/e') in frasi interrogative e negative quando ci si riferisce a un sostantivo numerabile plurale, anche quando il nome è sottinteso.

## would like (offerte, richieste)

- *Would* è un verbo modale:
  - è uguale per tutte le persone;
  - è sempre seguito dall'infinito senza *to*.
- *Would + like* corrisponde al condizionale italiano di 'volere':
  - *Would you like?* è un'espressione cortese per offrire qualcosa;
  - *I'd (would) like* è un'espressione cortese per chiedere qualcosa.

*Would you like a sandwich?*  
Vorresti/Vuoi un sandwich?  
*I'd (would) like a cheese sandwich, please.*  
Vorrei/Voglio un sandwich al formaggio, per favore.
- Fai attenzione a non confondere *Do you like?* (richiesta generica di informazioni) e *Would you like?* (offerta):
 

<i>Do you like coffee?</i>	<i>Ti piace il caffè?</i>
<i>Would you like some coffee?</i>	Vorresti del caffè?

- Ricorda che quando si esprime un'offerta con *Would you like ...?* si usa il partitivo *some*, mentre quando si pone una domanda generica si usa *any*:

*Would you like some tea?* Vuoi del tè?  
*Is there any tea?* C'è del tè?

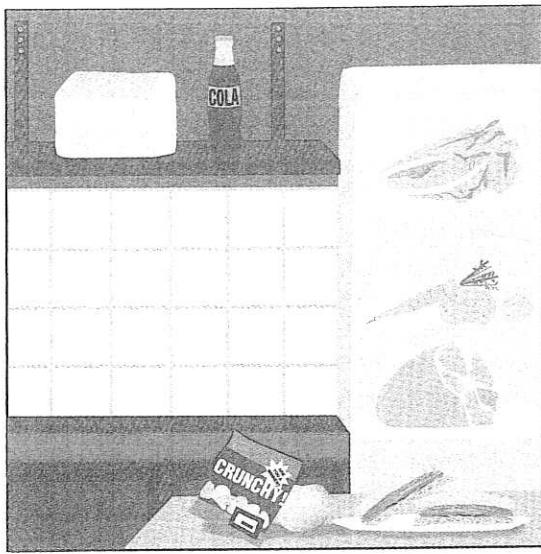
- Per fare richieste si può usare anche *can* oppure *could*. *Could* è più formale di *can*.

<i>Can I go now?</i>	Posso andare adesso?
<i>Could I order a coffee?</i>	Potrei ordinare un caffè?

### MIND THE TRAP!

Per accettare si dice *Yes, please.*  
NON (*Yes, thank you*)  
e per rifiutare si dice *No, thank you.*

- 7** Guarda l'illustrazione e correggi le frasi. Usa some/any/no.



- 1 There's some cola in the fridge.  
There isn't any cola./There is no cola in the fridge.  
There's some cola on the shelf.
- 2 There are some sandwiches on the shelf.
- 3 There are two apples on the table.
- 4 There are some crisps in the fridge.
- 5 There is some meat on the table.
- 6 There are some vegetables on the shelf.

**8** Completa le domande nel dialogo.

- Tom** We really need to go shopping, the fridge is empty! I think we have to buy something to drink.  
1 Is there any cola? (there / cola)
- Luke** Yes, there are two bottles.  
2 \_\_\_\_\_ (there / crisps)
- Tom** No, there aren't any.  
\_\_\_\_\_ (there / chocolate)
- Luke** Yes, there are a few bars.  
4 \_\_\_\_\_ (there / bread)
- Tom** Yes, there is some.  
5 \_\_\_\_\_ (there / butter)
- Luke** No, there isn't. We need to buy some butter.  
6 \_\_\_\_\_ (there / sausages)
- Tom** Yes, there are some.  
7 \_\_\_\_\_ (there / fruit juice)
- Luke** No, there isn't any. We need to buy some juice.  
8 \_\_\_\_\_ (there / vegetables)
- Tom** Only some potatoes and carrots. I think we need to buy some tomatoes.

**9** Riordina le frasi.

- 1 is / cola / in / there / any / bottle / that / ?  
Is there any cola in that bottle?
- 2 tomatoes / aren't / sandwich / any / in / this / there
- 3 crisps / has / Dave / some / got
- 4 in / any / nuts / there / recipe / this / are / not
- 5 got / coffee / we / any / haven't / milk / our / for
- 6 some / children / water / the / have / got
- 7 please / I / have / can / sugar / some / ?
- 8 fruit / is / the / in / any / fridge / there / ?
- 9 cake / any / got / for / I / haven't / butter / the
- 10 orange juice / fridge / in / is / the / any / there / ?

**10** Riscrivi le frasi correggendo gli errori.

- 1 Is there some tomatoes?  
Are there any tomatoes?
- 2 I'm sorry, there are no.
- 3 Jenny thinks there is no any milk.
- 4 This sandwich hasn't got some tuna in it.
- 5 There is any butter in the fridge?
- 6 I'm really thirsty and we haven't got some water!
- 7 I'd like a milk in my coffee, please.
- 8 Can you give me any banana?
- 9 There are any potatoes on the table.
- 10 Is there a water?
- 11 There is some oranges to eat.
- 12 Are there a bread in the kitchen?
- 13 There aren't no sausages for the dog.
- 14 Can you buy a vegetables?

## how much/many; a lot of, a little/ a few; not many/much

### 11 Scrivi domande usando *How much/How many* e i suggerimenti dati.

1 apples / you got?  
How many apples have you got?

2 cola / you drink?  
\_\_\_\_\_

3 money / spend on junk food?  
\_\_\_\_\_

4 sandwiches / you got?  
\_\_\_\_\_

5 bars of chocolate / you got?  
\_\_\_\_\_

6 cups of coffee / you drink?  
\_\_\_\_\_

7 water / in the bottle?  
\_\_\_\_\_

8 burgers / can you eat?  
\_\_\_\_\_

### 12 Rendi negative queste frasi usando *not ... many*/ *not ... much*.

1 I've got a lot of water.  
I haven't got much water.

2 I've got a lot of biscuits.

3 I spend a lot of money on pizza.

4 He eats a lot of junk food.

5 My parents drink a lot of coffee.

6 We use a lot of sugar in our food.

7 You buy a lot of sweets and cakes.

8 I can eat a lot of pizzas in a week.

9 We need to buy a lot of apples for the cake.

10 She's got a lot of chocolate to eat.

### 13 Cerchia l'alternativa corretta.

Liz Are there <sup>1</sup>any / some dairy products in your diet?

Beth Yes. But I don't eat <sup>2</sup> any / some cheese. And I don't have <sup>3</sup> much / many eggs and I drink just <sup>4</sup> a little / a few milk and I eat <sup>5</sup> a little / a few yoghurts each week.

Liz What about fruit? How <sup>6</sup> much / many fruit do you eat?

Beth I don't eat <sup>7</sup> much / many fresh fruit: I don't buy <sup>8</sup> any / some oranges, but I do sometimes have <sup>9</sup> a little / a few strawberries.

Liz How <sup>10</sup> much / many meat and fish do you eat?

Beth Well, I eat <sup>11</sup> a few / a lot of seafood, because fish is good for you. I don't eat <sup>12</sup> much / any meat, just <sup>13</sup> some / a few ham and bacon, and I don't eat <sup>14</sup> a few / many sweet things, so in general, I have a healthy diet.

### 14 Scegli l'alternativa corretta.

- 1 I've got a very sweet tooth. Can I have *a lot of* sugar in my coffee, please?  
a much b a lot of c a few
- 2 Can you buy \_\_\_\_\_ milk?  
a some b a few c any
- 3 How \_\_\_\_\_ coffee do you drink every day?  
a many b much c some
- 4 There's some ham in the fridge – but only \_\_\_\_\_.  
a a few b a little c much
- 5 There are \_\_\_\_\_ grapes in the fruit bowl – but only four or five.  
a a little b a few c many
- 6 There aren't \_\_\_\_\_ apples in the fridge.  
a some b any c much
- 7 There are \_\_\_\_\_ vegetables in the fridge.  
a a little b a lot of c much
- 8 There is \_\_\_\_\_ fruit juice for two people.  
a not much b not many c a few
- 9 How \_\_\_\_\_ glasses of water do you drink every day?  
a many b much c any
- 10 There's \_\_\_\_\_ pizza in the box.  
a many b a few c a lot of

### 15 Scrivi le domande per queste risposte usando *how much/how many o any*.

- 1 A How many bananas are there in the fridge?  
B There are three bananas in the fridge.
- 2 A \_\_\_\_\_  
B Yes, there are some tomatoes.
- 3 A \_\_\_\_\_  
B I eat three or four apples a week.
- 4 A \_\_\_\_\_  
B No, there aren't any students on the bus.
- 5 A \_\_\_\_\_  
B No, I haven't got any fruit juice.
- 6 A \_\_\_\_\_  
B I drink two cans of cola every day.
- 7 A \_\_\_\_\_  
B I take 2 spoons of sugar, thank you.
- 8 A \_\_\_\_\_  
B I drink a lot of coffee!

### 16 Riscrivi le frasi correggendo gli errori.

- 1 I need a little apples for this cake.  
I need a few apples for this cake.
- 2 There isn't many cereal in the box.
- 3 I'd like any ice cream please.
- 4 There are a lot of milk in the fridge.
- 5 How much cups of tea do you drink?
- 6 I haven't got some eggs, sorry.
- 7 I'd like a few sugar in this coffee, please.
- 8 I haven't got any ham, just two pieces.

## 6

## What are they doing?



## INTERACTIVE GRAMMAR PRACTICE

## GRAMMAR REFERENCE

## Present continuous

	Affirmative
I	am ('m)
You	are ('re)
He/She/It	is ('s)
We	are ('re)
You	are ('re)
They	are ('re)
	working.

	Negative
I	am not ('m not)
You	are not (aren't)
He/She/It	is not (isn't)
We	are not (aren't)
You	are not (aren't)
They	are not (aren't)
	working.

Yes/No questions		Short answers
Am	I	Yes, I am. No, I'm not.
Is	he she it	working? Yes, he/she/it is. No, he/she/it isn't.
Are	we you they	Yes, we/you/they are. No, we/you/they aren't.

Wh- questions
What are you doing?
Why are you doing that?
Where are you going?
Who are you talking to?

■ Il Present continuous si usa per descrivere:

- un'azione che è in corso di svolgimento adesso:  
*He's writing a letter to his parents.*  
Sta scrivendo/Scrive una lettera ai suoi genitori.
- un'azione che è in corso di svolgimento, anche se non necessariamente in questo momento:  
*I'm learning to drive.*  
Sto imparando/Imparo a guidare.
- una condizione temporanea:  
*I'm living in a hostel at the moment.*  
In questo momento abito in un ostello.

In italiano si esprime con la struttura 'stare' + gerundio o con il presente indicativo.

■ Il Present continuous si forma con il presente del verbo *to be* + forma in *-ing*.

■ Nell'aggiungere *-ing*, tieni conto delle seguenti regole ortografiche:

- i verbi terminanti in *-e* muta la eliminano:  
*write* – *writing* (MA *see* – *seeing*)
- i verbi monosillabi che terminano con una sola consonante preceduta da una sola vocale raddoppiano la consonante:  
*sit* – *sitting* (MA *beat* – *beating*)
- i verbi bisillabi che terminano con una sola consonante preceduta da una sola vocale accentata raddoppiano la consonante:  
*refer* – *referring* (MA *enter* – *entering*)
- i verbi bisillabi che terminano in *-l* raddoppiano sempre la *-l*:  
*travel* – *travelling*
- i verbi terminanti in *-ie* mutano *-ie* in *-y*:  
*die* – *dying*
- i verbi terminanti in *-y* la conservano in ogni caso:  
*play* – *playing*  
*study* – *studying*

## Present simple and Present continuous

- Si usa il *Present simple* per parlare di azioni abituali o situazioni permanenti o stabili:  
*I do my Maths homework every Tuesday.*  
 Faccio i compiti di matematica tutti i martedì.
- Si usa il *Present continuous* per parlare di azioni in corso di svolgimento o condizioni temporanee:  
*I can't come out – I'm doing my Maths homework.*  
 Non posso uscire – sto facendo i compiti di matematica.  
*I'm studying in Rome at the moment.*  
 Studio a Roma al momento.
- La differenza tra *Present simple* e *Present continuous* in inglese non è evidente in italiano:
  - *What do you do?*  
 Che cosa fai? – Azione abituale
  - *What are you doing?*  
 Che cosa fai? / Che cosa stai facendo? – Azione in corso di svolgimento
- Alcuni verbi non ammettono la forma progressiva, ma solo il *Present simple* anche per azioni in corso di svolgimento. Sono verbi di percezione (see 'vedere', *hear* 'udire'), verbi di sentimento (*love* 'amare', *hate* 'odiare'), verbi di volontà (*want* 'volere', *wish* 'desiderare'), verbi di attività mentale (*know* 'sapere', *understand* 'capire').  
*He loves playing tennis.*  
 Adora giocare a tennis.  
*I don't understand.*  
 Non capisco.



## too/(not) enough

### too + adjective

It's too expensive!  
 It's too long.  
 I'm too hot.  
 You're too young.

### (not) + adjective + enough

It isn't trendy enough.  
 It's cheap enough.  
 Are you rich enough?

- Ricorda inoltre che:
  - si usa il *Present simple* per condizioni stabili a lungo termine:  
*I normally live with my parents.*  
 Normalmente abito con i miei genitori.
  - si usa il *Present continuous* per condizioni temporanee, che si prevedono a breve termine:  
*I'm living with some friends at the moment.*  
 In questo momento abito con alcuni amici.
- Gli avverbi di tempo possono aiutare a capire quando usare il *Present simple* e quando il *Present continuous*:
  - il *Present simple* è spesso accompagnato da avverbi di frequenza come: *every day* ('tutti i giorni'), *always* ('sempre'), *often* ('spesso'), *usually* ('di solito') ecc. (cfr. Unit 4 pag. 247):  
*I eat in a restaurant every day.*  
 Mangio al ristorante tutti i giorni.
  - il *Present continuous* è spesso accompagnato da espressioni di tempo come: *now* ('ora'), *at the moment* ('in questo momento'), *at present* ('attualmente'), *today* ('oggi'), *this week/month/year* ('questa settimana/questo mese/quest'anno'): *I'm eating at home today.*  
 Oggi mangio a casa.

- *Too* + aggettivo corrisponde all'italiano 'troppo':  
*It's too big.* È troppo grande.
- *(Not) enough* corrisponde all'italiano 'sufficiente/insufficiente' o '(non) abbastanza':  
*It's not big enough.* Non è abbastanza grande.
- *Too* si posiziona davanti all'aggettivo:  
*He's too tall.* È troppo alto.
- *Enough* si posiziona dopo l'aggettivo:  
*He isn't tall enough.* Non è abbastanza alto.

# Now and then

PROGRAMMA 2<sup>a</sup>  
e ESENZA

## GRAMMAR NOTES

### Past simple – *to be*

Affirmative		
I	was	
You	were	
He/She/It	was	at school yesterday.
We	were	
You	were	
They	were	

Negative		
I	was not (wasn't)	
You	were not (weren't)	
He/She/It	was not (wasn't)	at school yesterday.
We	were not (weren't)	
You	were not (weren't)	
They	were not (weren't)	

Yes/No questions		
Was	I	
Were	you	
Was	he/she/it	at school
Were	we	yesterday?
Were	you	
Were	they	

Short answers		
Yes, I/he/she/it was.		
No, I/he/she/it wasn't.		
Yes, you/we/they were.		
No, you/we/they weren't.		

Wh- questions		
Where were you?		
Who were you with?		
Why were you in London?		

- Il *Past simple* del verbo *to be* possiede due forme:  
– *was* per la 1<sup>a</sup> e la 3<sup>a</sup> persona singolare;  
– *were* per tutte le altre persone.
- La forma negativa, la forma interrogativa e le risposte brevi seguono la costruzione del verbo *to be*.
- Forma affermativa: soggetto + *was/were*
- Forma negativa: soggetto + *wasn't/weren't*
- Forma interrogativa: *Was/Were* + soggetto
- Risposte brevi:  
*Yes*, + pronome personale + *was/were*.  
*No*, + pronome personale + *wasn't/weren't*.
- Il *Past simple* in inglese si usa per esprimere un'azione già conclusa nel passato.

### Past simple – *can*

Affirmative + negative		
I		
You		
He/She/It	could	
We	could not (couldn't)	
You		
They		swim.

Questions and short answers		
Could he swim?	Yes, he could.	
	No, he couldn't.	

### MIND THE TRAP!

Ricorda che il *Past simple* può corrispondere al passato prossimo, all'imperfetto e al passato remoto italiani:

*I watched TV last night.*  
Ieri sera ho guardato/guardavo la TV.  
*It was a nice party.*  
È stata/Fu una bella festa.

## Past simple affirmative (regular and irregular verbs)

	Affirmative	
I		
You		
He/She/It		
We	worked	yesterday.
You		
They		

- Il *Past simple* esprime azioni o situazioni iniziate e completate nel passato:
  - Azioni: *We arrived yesterday.*
  - Situazioni: *I lived in China when I was a child.*
  - Abitudini: *Last year I studied for two hours a day.*
- Il *Past simple* dei verbi regolari si forma aggiungendo *-ed* alla forma base ed è uguale per tutte le persone.
- Nell'aggiungere *ed*, tieni conto delle seguenti regole ortografiche:
  - i verbi che terminano in *-e* aggiungono solo *-d*: *like – liked*
  - nei verbi che terminano in consonante + *y*, la *y* diventa *i* e si aggiunge *-ed*: *study – studied* (MA *play – played*)
  - i verbi monosillabi che terminano con una sola consonante preceduta da una sola vocale raddoppiano la consonante: *stop – stopped*
  - i verbi bisillabi che terminano con una sola consonante preceduta da una sola vocale accentata raddoppiano la consonante: *réfer – réferred* (MA *'enter – entered*)
  - i verbi che terminano in */* raddoppiano la */*: *travel – travelled*
- Il *Past simple* è spesso accompagnato da espressioni di tempo passato come:
  - yesterday* ('ieri'), *last night/week/month/year* ('la notte/la settimana/il mese/l'anno scorso'),
  - two hours/days/months ago* ('due ore/giorni/mesi fa'),
  - yesterday morning/afternoon/evening* ('ieri mattina/pomeriggio/sera').
- Il *Past simple* si usa anche con espressioni di tempo riferite al passato introdotte da *in* seguito da un mese, un anno o parti del giorno, da *on* seguito da un giorno o una data precisa, oppure da *at* seguito da un'ora:  
*School started in September.*  
 La scuola è iniziata a settembre.  
*We met on 25 March 2010.*  
 Ci siamo incontrati il 25 marzo 2010.  
*Jane took the train at two o'clock.*  
 Jane ha preso il treno alle due.

## Irregular verbs

Molti verbi inglesi sono irregolari, hanno cioè una forma irregolare per il passato semplice, che è la 2<sup>a</sup> voce del paradigma.

Verbs	Past simple	
become	became	diventare
break	broke	rompere
buy	bought	comprare
catch	caught	prendere, afferrare
come	came	venire
cost	cost	costare
do	did	fare
drink	drank	bere
drive	drove	guidare
eat	ate	mangiare
fall	fell	cadere
feel	felt	sentire, sentirsi
find	found	trovare
fly	flew	volare
forget	forgot	dimenticare
get	got	ottenere, diventare, arrivare
give	gave	dare
go	went	andare
have	had	avere
hear	heard	udire
hit	hit	colpire
hold	held	tenere, trattenere
know	knew	sapere, conoscere
leave	left	lasciare, partire
lose	lost	perdere
make	made	fare
meet	met	incontrare
pay	paid	pagare
put	put	mettere
read	read	leggere
run	ran	correre
say	said	dire
see	saw	vedere
sit	sat	sedere
speak	spoke	parlare
spend	spent	spendere, trascorrere
split (up)	split (up)	spaccare, dividere
sweep	swept	spazzare
take	took	portare, prendere, accompagnare
tell	told	dire, raccontare
think	thought	pensare, credere
wake (up)	woke (up)	svegliare, svegliarsi
wear	wore	indossare
weep	wept	piangere
win	won	vincere
write	wrote	scrivere

# PRACTICE

## Past simple: was/were

- 6 Guarda la maglietta e rispondi alle domande.



1 When was the concert in Rome?

It was on 1 February.

2 Were they in Warsaw on 23 January?

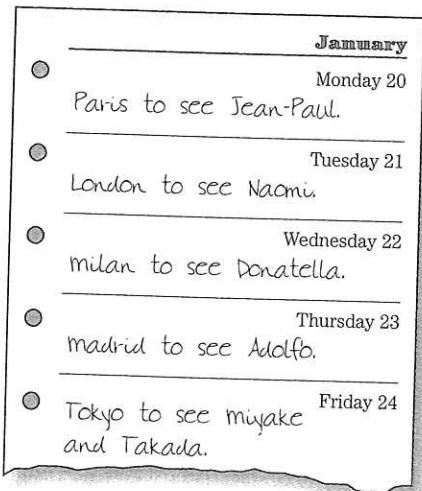
3 Was the Budapest concert on 29 January?

4 When was the concert in Madrid?

5 Were they in Moscow on 31 January?

6 Was the Lisbon concert on 4 February?

7 Marcia è una modella. Guarda la sua agenda per la settimana scorsa e scrivi domande con *where*, *when* e *why*.



1 Where was she on Monday? In Paris.

2 \_\_\_\_\_ To see Jean-Paul.

3 \_\_\_\_\_ On Tuesday.

4 \_\_\_\_\_ To see Donatella.

5 \_\_\_\_\_ On Thursday.

6 \_\_\_\_\_ In Tokyo.

8 Completa le frasi con la corretta forma affermativa (A) o negativa (N), di *was* o *were*.

1 My big brother was at home this morning. (A)

2 My parents \_\_\_\_\_ on holiday last week. (N)

3 Pete and I \_\_\_\_\_ at the cinema last night. (A)

4 You \_\_\_\_\_ at home yesterday. (N)

5 My friend \_\_\_\_\_ in Wales last week. (A)

6 It \_\_\_\_\_ very hot last summer. (N)

7 Our teacher \_\_\_\_\_ very hungry on Tuesday. (A)

8 My uncle \_\_\_\_\_ born in England. (N)

9 Correggi le affermazioni in modo da renderle vere.

1 John Lennon was American.

John Lennon wasn't American, he was English.

2 Leonardo and Michelangelo were French composers.

3 Alberto Sordi was a journalist.

4 William Shakespeare was a French politician.

5 John F. Kennedy was President of Canada.

6 Princess Diana was Prince Charles' aunt.

7 Jim Morrison and Kurt Cobain were painters.

8 Dante Alighieri was from New York.



**Past simple: could**

- 10** Completa la conversazione con *can*, *can't*, *could* o *couldn't*.

Marc I was a brilliant child, you know.  
 Monika Really?  
 Marc Oh, yes. I <sup>1</sup> **could** speak Chinese when I was six.  
 Monika Oh no, you <sup>2</sup> \_\_\_\_\_.  
 Marc Oh yes, I <sup>3</sup> \_\_\_\_\_.  
 Monika But you <sup>4</sup> \_\_\_\_\_ speak Chinese now.  
 Marc No, I <sup>5</sup> \_\_\_\_\_. It's very strange. And I <sup>6</sup> \_\_\_\_\_ play the piano when I was six, too.  
 Monika <sup>7</sup> \_\_\_\_\_ you play the piano now?  
 Marc No, I <sup>8</sup> \_\_\_\_\_. It's very strange.  
 Monika <sup>9</sup> \_\_\_\_\_ you play chess when you were six?  
 Marc Yes, yes, I <sup>10</sup> \_\_\_\_\_. I was very good.  
 Monika But you <sup>11</sup> \_\_\_\_\_ play chess now.  
 Marc No, I <sup>12</sup> \_\_\_\_\_. It's ...  
 Monika ... very strange. Yes, it is.

**Was/Were/Could in short answers**

- 11** Scrivi la risposta breve affermativa (A) o negativa (N).

- 1 Was John at the party last night?  
 (A) Yes, he was.
- 2 Were you on holiday last week?  
 (N) \_\_\_\_\_
- 3 Were you late for school on Monday?  
 (A) \_\_\_\_\_
- 4 Could you speak English two years ago?  
 (A) \_\_\_\_\_
- 5 Could she play the piano when she was a child?  
 (N) \_\_\_\_\_
- 6 Were your parents at home this morning?  
 (N) \_\_\_\_\_
- 7 Could the doctor see you yesterday?  
 (N) \_\_\_\_\_
- 8 Was the weather good last week?  
 (A) \_\_\_\_\_

**Past simple affirmative: regular and irregular verbs**

- 12** Completa i testi con il *Past simple* dei verbi nei riquadri. Attenzione! C'è un verbo extra per ogni testo.

**A actions**

come • look • open • see • tell

The door <sup>1</sup>**opened** and Boris <sup>2</sup> \_\_\_\_\_.  
 in. He <sup>3</sup> \_\_\_\_\_ around the room and <sup>4</sup> \_\_\_\_\_ James.

**B situations**

live • love • take • think • work

When I was 17 I <sup>5</sup> \_\_\_\_\_ punk music. We <sup>6</sup> \_\_\_\_\_ in Birmingham and my dad <sup>7</sup> \_\_\_\_\_ in a bank. I <sup>8</sup> \_\_\_\_\_ my parents were boring. Now I live in Coventry and I work in a bank.

**C routines**

get • meet • move • talk • walk • write

When I was in year eight, Hannah Barker was my best friend. We <sup>9</sup> \_\_\_\_\_ outside her house at 8.30 every day and <sup>10</sup> \_\_\_\_\_ to school together. We <sup>11</sup> \_\_\_\_\_ about pop music and television and people at school. In year nine, her family <sup>12</sup> \_\_\_\_\_ to Scotland. We <sup>13</sup> \_\_\_\_\_ to each other for a few months, but then we stopped.

- 13** Scrivi il *Past simple* dei tre verbi extra dell'Esercizio 12.

A \_\_\_\_\_

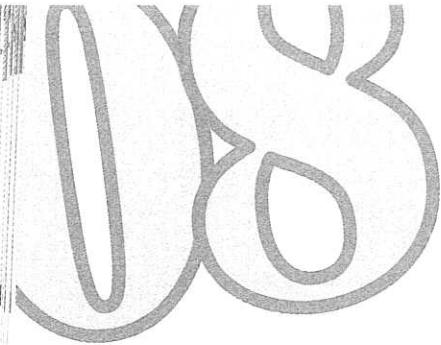
B \_\_\_\_\_

C \_\_\_\_\_

**Time phrases**

- 14** Cerchia l'alternativa corretta.

- 1 I go to the cinema **every** / last week.
- 2 I played in a band two years **last** / ago.
- 3 I run in the park **every** / last Saturday.
- 4 We went swimming **on** / – yesterday.
- 5 We always have pizza **on** / – Fridays.
- 6 We met yesterday **morning** / last.
- 7 I worked in a factory **in** / on the 1990s.
- 8 I saw John with Sara **on** / – this morning.



# Make a difference

## GRAMMAR NOTES

### Past simple – negative

	Negative	
I		
You		
He/She/It		
We	did not (didn't)	work yesterday.
You		
They		

Yes/No questions		
Did	I you he/she/it we you they	work yesterday?

Short answers	
Yes, I did.	No, I didn't.
Yes, you did.	No, you didn't.
Yes, he/she/it did.	No, he/she/it didn't.
Yes, we did.	No, we didn't.
Yes, you did.	No, you didn't.
Yes, they did.	No, they didn't.

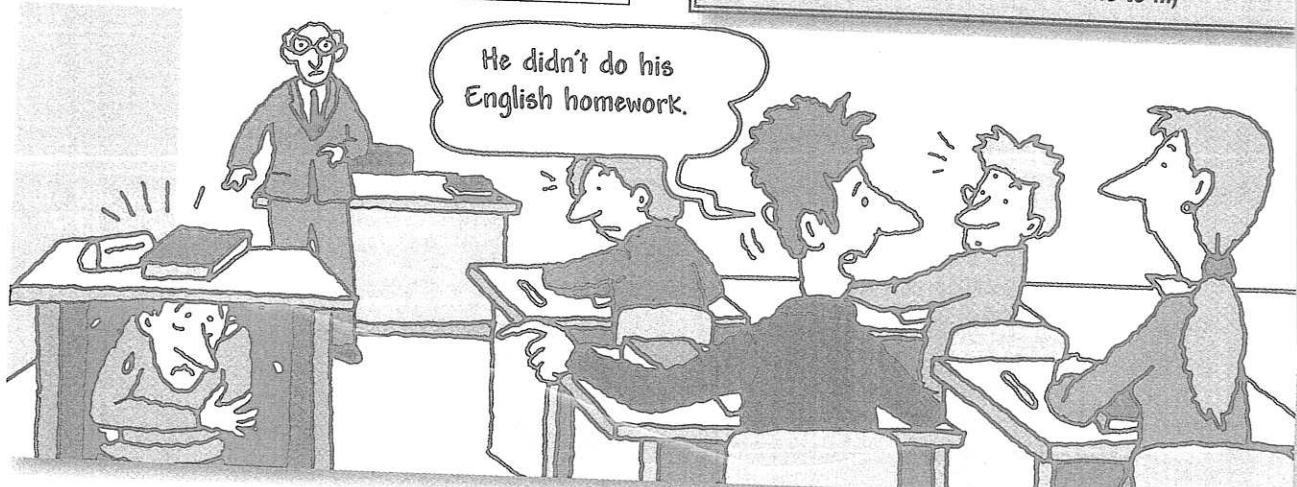
- 1 Per la forma negativa del *Past simple*, la forma interrogativa e le risposte brevi si impiega l'ausiliare *did* (= passato semplice di *do/does*).
- 2 Forma negativa: soggetto + *didn't* + forma base
- 3 Forma interrogativa: *Did* + soggetto + forma base
- 4 Risposte brevi: *Yes*, + pronomi personale + *did*.  
*No*, + pronomi personale + *didn't*.
- 5 Anche il verbo *have* richiede l'uso dell'ausiliare *did* passato nella forma interrogativa o negativa e nelle risposte brevi:

*Did you have a bicycle when you were younger?*  
Avevi una bicicletta quando eri più giovane?

*Yes, I did.* Sì, l'avevo.  
*No, I didn't.* No, non l'avevo.

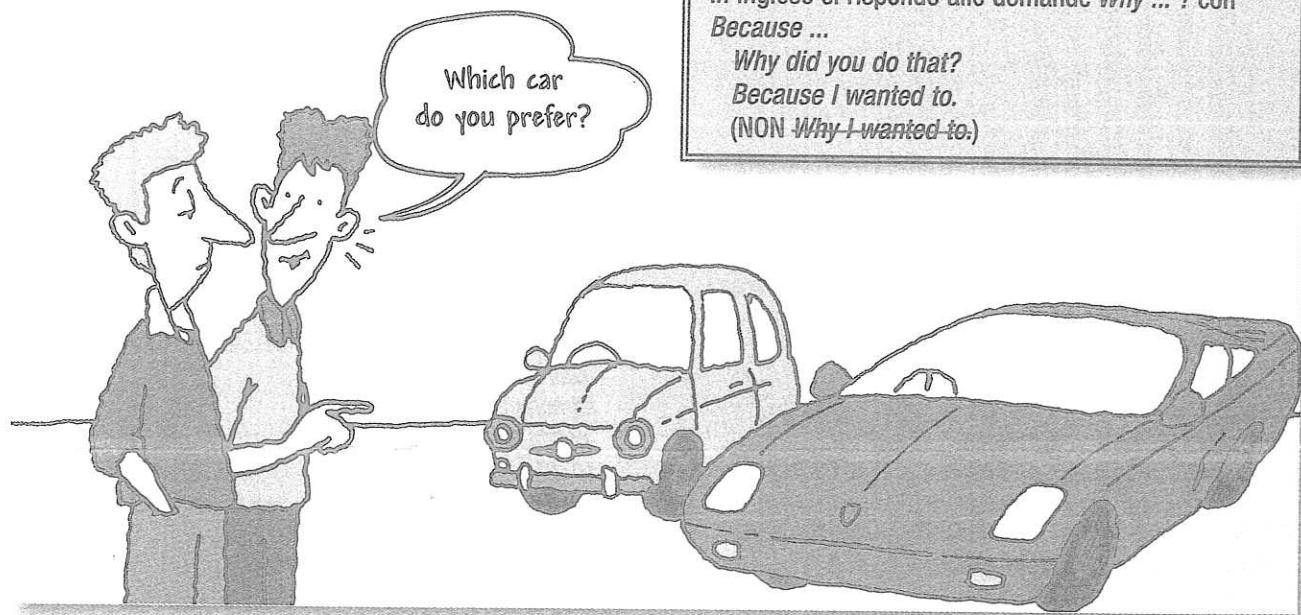
### MIND THE TRAP!

Poiché il tempo passato è già segnalato dall'ausiliare *did*, il verbo che esprime l'azione viene usato alla forma base: *He didn't like/come to/the party*.  
(NON *He didn't liked/come to ...*); *Did he like/come to/the party?* (NON *Did he liked/come to ...*)



## Past simple – questions

What ... ?	Che cosa ... ?	What did you do last night?
Where ... ?	Dove ... ?	Where did you go?
Which ... ?	Quale ... ?	Which shoes did you wear?
Who ... ?	Chi ... ?	Who did you see?
Why ... ?	Perché ... ?	Why did you do that?
How ... ?	Come ... ?	How did you get home?
When ... ?	Quando ... ?	When did you get home?



### MIND THE TRAP!

In inglese si risponde alle domande *Why ... ?* con *Because ...*

*Why did you do that?  
Because I wanted to.  
(NON Why I wanted to.)*

## Wh- words as object or subject

Wh- words as object			
Object	Auxiliary	Subject	Main verb
When	did	she	leave?
Who	did	they	see?
Where	did	you	go?
What	did	we	say?

Who or what as subject		
Subject	Main verb	Object
Who	saw	them?
What	made	you sad?

- Le espressioni interrogative si usano per introdurre una domanda.
- Quando l'espressione interrogativa è accompagnata da una preposizione, di solito viene collocata in fondo alla frase.  
*Who did you go with?* Con chi sei andato?
- Gli interrogativi *who* e *what* possono avere la funzione sia di complemento oggetto sia di soggetto. Quando sono usati come soggetto, sono seguiti dal verbo principale ma senza l'ausiliare *do/did*, mantenendo così l'ordine della frase affermativa:  

<i>Who saw them?</i>	<i>Chi li ha visti?</i>
<i>I saw them.</i>	<i>Li ho visti io.</i>
<i>What made you so sad?</i>	<i>Che cosa ti ha reso così triste?</i>
<i>The football results.</i>	<i>I risultati di calcio.</i>

# PRACTICE

## Past simple – negative, questions and short answers

### 6 Scrivi frasi negative.

1 Last week I got up at seven o'clock every day except on Monday.

I didn't get up at seven o'clock on Monday.

2 I left the house at eight o'clock every day except on Tuesday.

3 I worked every day except on Wednesday.

4 I came home by train every day except on Thursday.

5 I had dinner with my parents every day except on Friday.

6 I went to bed early every day except on Saturday.

7 I watched TV every day except on Sunday.

### 7 Scrivi le frasi e le domande usando i verbi nel riquadro.

visit • invent • win • write • play • discover

1 Alexander Graham Bell / + telephone / – light bulb / ? television

+ He invented the telephone.

– He didn't invent the light bulb.

? Did he invent the television?

2 Jane Austen / + Pride and Prejudice / – Hamlet / ? War and Peace

+ \_\_\_\_\_

– \_\_\_\_\_

? \_\_\_\_\_

3 Brazil / + World Cup in 2002 / – World Cup in 1998 / ? World Cup in 1994

+ \_\_\_\_\_

– \_\_\_\_\_

? \_\_\_\_\_

4 Pope John Paul II / + France / – Russia / ? the U.S.A.

+ \_\_\_\_\_

– \_\_\_\_\_

? \_\_\_\_\_

5 Ringo Starr / + the drums / – the guitar / ? the piano

+ \_\_\_\_\_

– \_\_\_\_\_

? \_\_\_\_\_

6 Christopher Columbus / + America / – India / ? Australia

+ \_\_\_\_\_

– \_\_\_\_\_

? \_\_\_\_\_

### 8 Scrivi le domande al *Past simple*.

1 Why / you / miss school / yesterday / ?

Why did you miss school yesterday?

2 How old / you / be / when / you / get your first bike / ?

3 Where / you / spend / your last holiday / ?

4 you / can / use a computer / when / you / be / ten / ?

5 What / your best friend / do / last night / ?

6 Why / you / not come / to the party / last weekend / ?

### 9 Completa le domande con le parole nel riquadro e *did*.

how • what • when • where • who • why

1 When did Apollo 11 land on the Moon?

In 1969.

2 \_\_\_\_\_ the Olympic Games start?

In Athens.

3 \_\_\_\_\_ Marie Curie discover?

Radium.

4 \_\_\_\_\_ Juliet love?

Romeo.

5 \_\_\_\_\_ John Fitzgerald Kennedy die?

Lee Harvey Oswald shot him.

6 \_\_\_\_\_ Bob Geldof organise the Live Aid and Live 8 concerts?

Because he wanted to raise money for Africa.

**10** Guarda l'Esercizio 9 e scrivi le risposte brevi.

1 Did Juliet love Romeo?

Yes, she did.

2 Did Lee Harvey Oswald shoot John Fitzgerald Kennedy?

3 Did Marie Curie discover gravity?4 Did the Olympic Games start in Rome?5 Did Bob Geldof organise a charity football match?6 Did Apollo 11 land on the Moon in 1969?**11** Completa la conversazione alla stazione di polizia con le domande nel riquadro.

How did you get home? • Where did you go? •  
 What did you do last night? • Which Peter? •  
 What time did you leave the Blue Angel? •  
 When did you last see Peter Taylor? •  
 Who did you go with? •  
 Why do you want to know?

A Take a seat.

B Thank you.

A I have a few questions about last night.

B No problem.

A OK. <sup>1</sup>What did you do last night?

B I went out.

A <sup>2</sup>\_\_\_\_\_?

B I went to the Blue Angel.

A Really? <sup>3</sup>\_\_\_\_\_?

B I went with Peter.

A <sup>4</sup>\_\_\_\_\_?

Peter Collins or Peter Taylor?

B Peter Taylor.

A <sup>5</sup>\_\_\_\_\_?

B About 2 a.m.

A <sup>6</sup>\_\_\_\_\_?B I took a taxi. <sup>7</sup>\_\_\_\_\_?

A I'm sorry. I ask the questions.

B Peter? He went home at about midnight.

Is he OK?

**12** Completa le domande con le *Wh- questions*.1 What did you do at the weekend?

On Saturday I went to the cinema and on Sunday I played football.

2 \_\_\_\_\_ breakfast?

Oh, I just had coffee. I wasn't very hungry.

3 \_\_\_\_\_ your English exam?

I took it last year. I passed with a grade A+.

4 \_\_\_\_\_ last night?

I didn't go anywhere. I stayed at home and watched TV.

5 \_\_\_\_\_ lunch?

In a really nice restaurant near the river. It was only 10 euros.

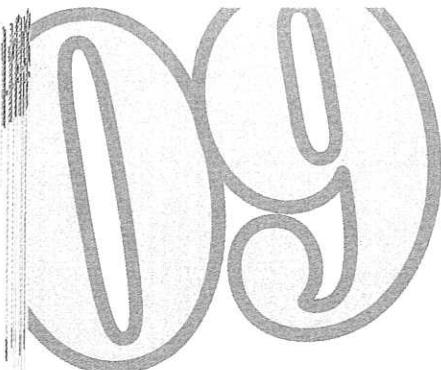
6 \_\_\_\_\_ yesterday?

Yesterday I saw my friend Peter.

**13** Completa la conversazione con la forma corretta dei verbi nel riquadro.

eat (x 2) • go (x 3) • have (x 2)  
 take (x 2) • visit (x 2)

A Where did you <sup>1</sup>go for your holidays?B We <sup>2</sup>\_\_\_\_\_ to Paris.A Did you <sup>3</sup>\_\_\_\_\_ a good time?B A good time? We <sup>4</sup>\_\_\_\_\_ a fantastic time.A Did you <sup>5</sup>\_\_\_\_\_ the Louvre?B Yes, we did. In fact, we <sup>6</sup>\_\_\_\_\_ the Louvre twice.A Did you <sup>7</sup>\_\_\_\_\_ up the Eiffel Tower?B Yes, of course. We <sup>8</sup>\_\_\_\_\_ up the Eiffel Tower on the first day.A Did you <sup>9</sup>\_\_\_\_\_ in any good restaurants?B Oh, yes. We <sup>10</sup>\_\_\_\_\_ in some fantastic restaurants.A Did you <sup>11</sup>\_\_\_\_\_ any photos?B We <sup>12</sup>\_\_\_\_\_ hundreds of photos.



## GRAMMAR NOTES

### Comparative adjectives

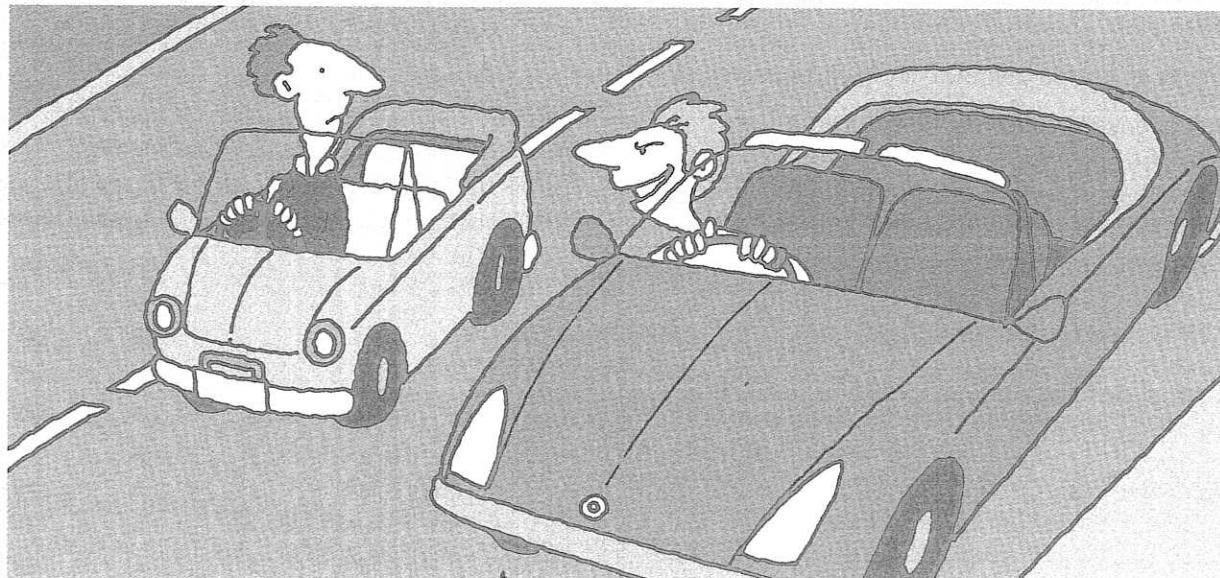
	Adjective	Comparative
Short	cheap nice	cheaper nicer
Short ending vowel + consonant	slim	slimmer
Short ending in -y	easy	easier
Long	expensive	more expensive
Irregular	good bad	better worse

#### MIND THE TRAP!

A differenza dell'italiano, quando il confronto avviene all'interno di un gruppo composto da due soli elementi, in inglese si usa il comparativo di maggioranza, invece del superlativo:

*Jane is the cleverer of the two students.*  
 Jane è la più intelligente dei due studenti.  
 (NON *Jane is the cleverest of the two students.*)

- 1 Per formare il comparativo di maggioranza in inglese, occorre considerare la lunghezza dell'aggettivo (così come lo si pronuncia e non come lo si scrive: es. *nice* è un monosillabo):
  - se l'aggettivo è breve, per il comparativo si aggiunge *-er* all'aggettivo;
  - se l'aggettivo è lungo (cioè ha più di due sillabe) si forma il comparativo premettendo *more*.
- 2 Per gli aggettivi brevi, nell'aggiungere *-er* tieni conto delle seguenti regole ortografiche:
  - se l'aggettivo breve termina in *-e* muta, si aggiunge solo *-r*: *nice* – *nicer*
  - se l'aggettivo breve termina con una sola consonante preceduta da una sola vocale, la consonante raddoppia: *big* – *bigger* (MA *clean* – *cleaner*)
  - se l'aggettivo breve termina in *-y* preceduta da consonante, la *y* si trasforma in *i*: *noisy* – *noisier*
- 3 Il comparativo di maggioranza si usa per porre a confronto due elementi.
- 4 Il secondo termine di paragone è introdotto da *than*: *His car is faster than mine.*  
 La sua auto è più veloce della mia.





## Possessive pronouns

Possessive adjectives	Possessive pronouns
That's my house.	It's mine.
That's your house.	It's yours.
That's his house.	It's his.
That's her house.	It's hers.
That's its house.	It's its.
That's our house.	It's ours.
That's their house.	It's theirs.

- 1 I pronomi possessivi sostituiscono i sostantivi, pertanto non sono mai seguiti da un sostantivo:

*This is my bike.*  
Questa è la mia bicicletta.  
*This bike is mine.*  
Questa bicicletta è mia.

- 2 Come gli aggettivi possessivi, anche i pronomi possessivi:

– sono invariabili nel genere e nel numero:  
*This book is yours.*  
Questo libro è tuo.  
*These pens are yours.*  
Queste penne sono tue.

– concordano con il possessore e non con la cosa posseduta:

<i>Is this Paul's car?</i>	Questa è la macchina di Paul?
<i>Yes, it's his.</i>	Sì, è la sua.
<i>Is this Mary's car?</i>	Questa è la macchina di Mary?
<i>Yes, it's hers.</i>	Sì, è la sua.

– non sono mai preceduti dall'articolo.

- 3 Nota le espressioni di questo tipo:

Un mio amico.	<i>A friend of mine.</i>
Una sua lettera.	<i>A letter of his.</i>
Articolo indeterminativo + aggettivo possessivo + sostantivo	Articolo indeterminativo + sostantivo + <i>of</i> + pronomi possessivo

- 4 Nota che il pronomine possessivo neutro *its* è usato molto raramente.

## Superlative adjectives

	Adjective	Comparative	Superlative
Short	old tall	older taller	the oldest the tallest
Short ending vowel + consonant	hot	hotter	the hottest
Short ending in -y	trendy	trendier	the trendiest
Long	intelligent	more intelligent	the most intelligent
Irregular	good bad	better worse	the best the worst

1 Il superlativo relativo si usa per confrontare un elemento con gli altri elementi della sua categoria o gruppo di appartenenza.

2 Per formare il superlativo relativo in inglese, occorre considerare la lunghezza dell'aggettivo (vedi comparativi):  
– se l'aggettivo è breve, per il superlativo si aggiunge *-est*;  
– se l'aggettivo è lungo (cioè ha più di due sillabe) si forma il superlativo premettendo *most*.

3 Davanti al superlativo relativo si usa l'articolo *the*, tranne quando è accompagnato da un aggettivo possessivo:

*It's one of the fastest cars.*

È una delle auto più veloci.

*She's my best friend.*

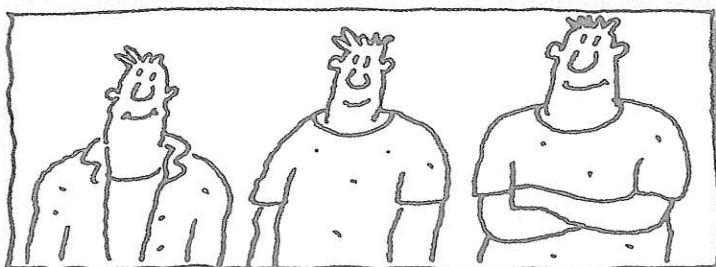
È la mia migliore amica.

4 Il superlativo è seguito:

– dalla preposizione *in* se il termine di confronto è un complemento di luogo o un nome collettivo:  
*Which is the most popular car in Italy?*  
Qual è l'auto più popolare in Italia?

– dalla preposizione *of* negli altri casi:

*Which is the most dangerous animal of all?*  
Qual è l'animale più pericoloso di tutti?



Harry - 1m 85  
Harry is tall

Lucien - 1m 92  
Lucien is taller than Harry

Roger - 1m 98  
Roger is the tallest

# VOCABULARY

## Nouns

addict	<i>dipendente (da qualcosa)</i>	part	<i>pezzo di ricambio</i>	size	<i>taglia/ grandezza</i>
button	<i>bottone/tasto</i>	pocket computer	<i>palmare</i>	special offer	<i>offerta</i>
cassette player	<i>manganastri</i>	price	<i>prezzo</i>		<i>speciale</i>
CD player	<i>lettore CD</i>	printer	<i>stampante</i>	text message	<i>SMS</i>
channel	<i>canale</i>	remote control	<i>telecomando</i>	video cassette	<i>videocassetta</i>
couple	<i>coppia/paio</i>	reward	<i>premio, ricompensa</i>	video game	<i>videogioco</i>
desert island	<i>isola deserta</i>	ring tone	<i>suoneria (da cellulare)</i>	watch	<i>orologio da polso</i>
headphones	<i>cuffie</i>	search engine	<i>motore di ricerca</i>	weight	<i>peso</i>
information	<i>informazione</i>	shape	<i>forma</i>	world record	<i>record</i>
keypad	<i>tastiera</i>	shopping centre	<i>centro commerciale</i>	writer	<i>mondiale</i>
make	<i>marca</i>				<i>scrittore</i>
message board	<i>bachecca</i>				
MP3 player	<i>lettore MP3</i>				

## Verbs

click on	<i>cliccare</i>
come out	<i>uscire</i>
connect	<i>connettere</i>
download	<i>scaricare</i>
lend	<i>prestare</i>
order	<i>ordinare</i>
pick up	<i>raccogliere</i>
print/print out	<i>stampare</i>
put in	<i>inserire</i>
put on	<i>indossare</i>
record	<i>registrare</i>
repair	<i>aggiustare</i>
replace	<i>sostituire</i>
take out	<i>noleggiare (video/DVD ecc.)/ritirare</i>
text	<i>mandare un SMS</i>
turn off	<i>spegnere</i>
turn on	<i>accendere</i>
weigh	<i>pesare</i>

## Adjectives

attractive	<i>attraente</i>	long	<i>lungo</i>
big	<i>grosso</i>	modern	<i>moderno</i>
boring	<i>noioso</i>	old-fashioned	<i>vecchio</i>
cheap	<i>economico</i>		<i>stile</i>
difficult	<i>difficile</i>	popular	<i>popolare</i>
disposable	<i>usa e getta</i>	portable	<i>portatile</i>
easy to use	<i>facile</i>	quick	<i>veloce</i>
	<i>da usare</i>	safe	<i>sicuro</i>
efficient	<i>efficiente</i>	silver	<i>argento</i>
elegant	<i>elegante</i>	slim	<i>snello</i>
expensive	<i>costoso</i>	small	<i>piccolo</i>
fashionable	<i>alla moda</i>	successful	<i>di successo</i>
fat	<i>grasso</i>	thick	<i>spesso</i>
grey	<i>grigio</i>	thin	<i>magro</i>
heavy	<i>pesante</i>	ugly	<i>brutto</i>
high	<i>alto</i>	useful	<i>utile</i>
hi-tech	<i>di alta tecnologia</i>	useless	<i>inutile</i>
	<i>orribile</i>	wide	<i>largo</i>
horrible	<i>identico</i>		
identical	<i>inefficiente</i>		
inefficient	<i>grande</i>		
large	<i>leggero</i>		
light			

## Adverbs

away	<i>via</i>
------	------------

## Useful phrases – Conversation

By mistake.	<i>Erremente/Per sbaglio.</i>
By the way.	<i>A proposito.</i>
Hang on!	<i>Aspetta!</i>
Not bad.	<i>Non male.</i>
That's a shame.	<i>Che peccato.</i>
How heavy is it?	<i>Quanto pesa?</i>
How long/wide/high/thick is it?	<i>Quant'è lungo/largo/alto/spesso?</i>
How much is it?	<i>Quanto costa?</i>
It's in good condition.	<i>È in buone condizioni.</i>
What does it look like?	<i>Com'è? (aspetto)</i>
What make is it?	<i>Che marca è?</i>
What size is it?	<i>Che taglia è?/Quanto è grande?</i>

## Compound nouns

- 1 Completa i nomi composti con le parole nel riquadro. Le parole ottenute sono elencate anche nel *Vocabulary* a pagina 78.

message • MP3 • remote • ring shopping  
• special • text • video • world

- |           |         |
|-----------|---------|
| 1 message | board   |
| 2 _____   | centre  |
| 3 _____   | control |
| 4 _____   | game    |
| 5 _____   | message |
| 6 _____   | offer   |
| 7 _____   | player  |
| 8 _____   | record  |
| 9 _____   | tone    |

- 2 Scrivi quali parole dell'Esercizio 1 sono collegate a:

- |                 |              |
|-----------------|--------------|
| 1 mobile phones | text message |
| 2 computer      | _____        |
| 3 TV            | _____        |
| 4 buying things | _____        |
| 5 music         | _____        |

## Verb-noun collocations

- 3 Completa le frasi con la forma corretta delle parole elencate nel *Vocabulary* a pagina 78.

- 1 I downloaded a document from the Internet that had all the i\_\_\_\_\_ I needed.
- 2 I bought a new p\_\_\_\_\_ to r\_\_\_\_\_ the old one but I couldn't c\_\_\_\_\_ it to my computer.
- 3 I saw an amazing programme on Channel 5 last night – I wanted to r\_\_\_\_\_ it but I didn't have any blank v\_\_\_\_\_ cassettes.
- 4 I'm going to the s\_\_\_\_\_ c\_\_\_\_\_ to buy a new mobile phone. The k\_\_\_\_\_ on my old one is broken.
- 5 Is that a new r\_\_\_\_\_ t\_\_\_\_\_ on your mobile? Yes, I d\_\_\_\_\_ it from the Internet.
- 6 My mum hates the music I listen to, so I usually put on h\_\_\_\_\_.

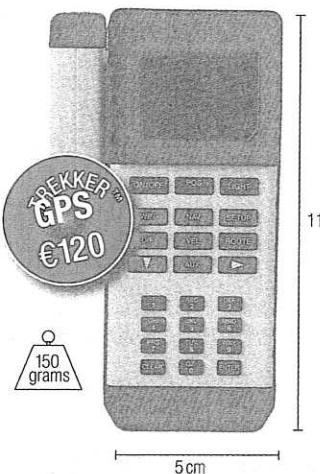
## Adjectives

- 4 Trova nel *Vocabulary* a pagina 78 gli aggettivi opposti.

- |                    |       |
|--------------------|-------|
| 1 cheap            | _____ |
| 2 difficult to use | _____ |
| 3 inefficient      | _____ |
| 4 light            | _____ |
| 5 modern           | _____ |
| 6 useless          | _____ |

## How long is it?

- 5 Completa le domande con parole elencate nel *Vocabulary* a pagina 78.



1 How long is it?

11 cm.

2 How \_\_\_\_\_ is it?

5 cm.

3 How \_\_\_\_\_ is it?

150 grams.

4 What's the \_\_\_\_\_ ?

€120.

5 What \_\_\_\_\_ is it?

It's a Trekker.

## Phrasal verbs

- 6 Completa le istruzioni con i *phrasal verbs* elencati nel *Vocabulary* a pagina 78. Uno va utilizzato due volte.

A <sup>1</sup>Turn the computer on and <sup>2</sup>put the disc into the CD drive.

B <sup>3</sup>Click on the 'print' icon to <sup>4</sup>print the document.

C <sup>5</sup>Take the disc out of the computer and <sup>6</sup>put it into the box.

D <sup>7</sup>Turn the computer on.

# PRACTICE

## Comparatives

7 Scrivi la forma comparativa.

1 fast	<u>faster</u>	6 big	_____
2 heavy	_____	7 dangerous	_____
3 light	_____	8 small	_____
4 good	_____	9 noisy	_____
5 short	_____	10 bad	_____

8 Completa le frasi con la forma comparativa di uno degli aggettivi nel riquadro. Usa ogni aggettivo una sola volta.

fast • small • exciting • good  
light • cheap • slow • young

- 1 A Fiat 500 is smaller than a Landrover.
- 2 Buses are \_\_\_\_\_ than trains.
- 3 Francesco Totti is \_\_\_\_\_ at football than me!
- 4 School holidays are \_\_\_\_\_ than exams!
- 5 A Ferrari is \_\_\_\_\_ than a Fiat 500.
- 6 A pocket computer is \_\_\_\_\_ than a laptop.
- 7 A disposable camera is \_\_\_\_\_ than a digital camera.
- 8 Johnny Depp is \_\_\_\_\_ than Jack Nicholson.

9 Scrivi frasi comparative. Ricordati di utilizzare un pronomeno possessivo.

1 my computer / fast / your computer.

My computer is faster than yours.

2 your computer / slow / my computer

3 my digital camera / slim / his digital camera

4 their TV / attractive / our TV

5 her MP3 player / ugly / your MP3 player

6 our mobile phones / small / their mobile phones

7 your computer printer / bad / her computer printer

8 her watch / good / my watch

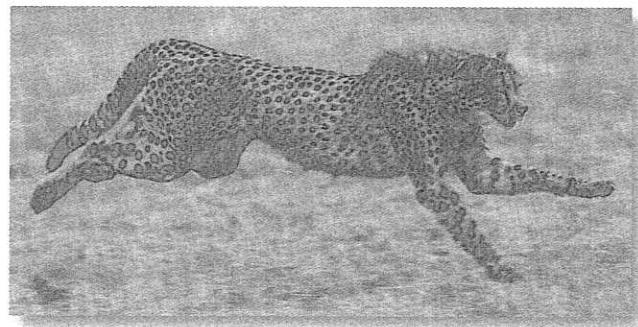
## Superlative adjectives

10 Scrivi la forma superlativa.

1 fast	<u>the fastest</u>
2 heavy	_____
3 light	_____
4 far	_____
5 short	_____
6 big	_____
7 dangerous	_____
8 small	_____
9 noisy	_____
10 slow	_____

11 Completa le frasi con la forma superlativa degli aggettivi nel riquadro.

big • dangerous • fast • heavy • long  
noisy • short • slow



- 1 The cheetah is <sup>1</sup>the fastest land animal; it can run at 104 kilometres per hour.
- 2 The reticulated python is <sup>2</sup>\_\_\_\_\_ snake in the world; it can grow up to ten metres long.
- 3 The blue whale is <sup>3</sup>\_\_\_\_\_ animal in the world; it can grow up to 35 metres long and weigh up to 110 tonnes.
- 4 Howler monkeys are <sup>4</sup>\_\_\_\_\_ land animals in the world; you can hear them from five kilometres away.
- 5 The anopheles mosquito is <sup>5</sup>\_\_\_\_\_ animal in the world; it carries the malaria parasite.
- 6 The ostrich is <sup>6</sup>\_\_\_\_\_ bird in the world; it can weigh up to 156.5 kilograms.
- 7 The three-toed sloth is <sup>7</sup>\_\_\_\_\_ animal in the world; it has an average speed of 0.16 kilometres per hour.
- 8 Mayflies have <sup>8</sup>\_\_\_\_\_ lives of any insect; they live for about one hour.

- 12** Scrivi domande con la forma superlativa riguardanti i videotelefoni. Poi leggi la tabella e rispondi alle domande.

### Popular camera phones

	Motex A3	Sasco Q5	Nosan Z6
weight	40 grams	80 grams	95 grams
price (no contract)	\$295	\$85	\$30
battery life	400 hours	350 hours	100 hours
camera quality	★★★	★★★★★	★

- 1 heavy      Which is the heaviest? \_\_\_\_\_?  
The Z6. \_\_\_\_\_?
- 2 light      \_\_\_\_\_? \_\_\_\_\_?
- 3 expensive      \_\_\_\_\_? \_\_\_\_\_?
- 4 cheap      \_\_\_\_\_? \_\_\_\_\_?
- 5 long battery life      \_\_\_\_\_? \_\_\_\_\_?
- 6 short battery life      \_\_\_\_\_? \_\_\_\_\_?
- 7 good camera      \_\_\_\_\_? \_\_\_\_\_?
- 8 bad camera      \_\_\_\_\_? \_\_\_\_\_?

### Easier than abc!

- 13** Completa l'annuncio con la forma corretta degli aggettivi tra parentesi.

### MASON'S CLOTHES

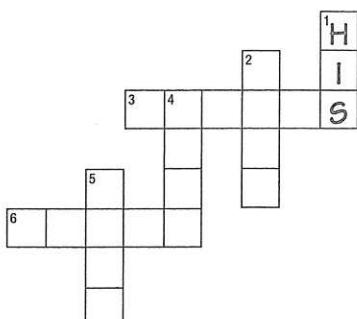
WHERE SHOPPING IS <sup>1</sup> \_\_\_\_\_ (easy)  
 THAN ABC!

Buy your clothes here! We have <sup>2</sup> \_\_\_\_\_ (good) clothes in town. Our prices are <sup>3</sup> \_\_\_\_\_ (cheap) than any other shops and our shop assistants are <sup>4</sup> \_\_\_\_\_ (friendly) than anywhere else. Come and see <sup>5</sup> \_\_\_\_\_ (new) and <sup>6</sup> \_\_\_\_\_ (hot) fashions in Britain. Mason's Clothes – can you find a <sup>7</sup> \_\_\_\_\_ (good) shop than this?

### Possessive pronouns

- 14** Completa il cruciverba con i pronomi possessivi.

- 1 he  
 2 I  
 3 they  
 4 she  
 5 we  
 6 you

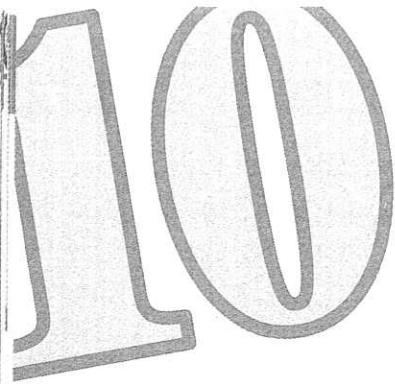


- 15** Cerchia la risposta corretta.

- 1 'Where's my/mine history book? Oh no! I left it at home!'  
 'Don't worry, you can borrow my/mine.'
- 2 I gave your/yours pen to Lisa because she couldn't find his/hers.
- 3 'Is that dog your/yours?'  
 'No, my/mine is bigger than that!'
- 4 Their/theirs English teacher is very strict, but she isn't stricter than our/ours.
- 5 'Did you do your/yours homework?'  
 'No ... but Laura did, so I copied her/hers!'
- 6 'Who won the match?'  
 'We did! Our/Ours team was better than their/theirs!! We're the best!'

- 16** Riscrivi le frasi sostituendo le parole in grassetto con il pronomo possessivo corretto.

- 1 I love your new dress, it's so much prettier than my dress. I love your new dress, it's so much prettier than mine.
- 2 Whose is this laptop computer? Is it his laptop computer? \_\_\_\_\_
- 3 That book isn't your book! Give it back!  
 \_\_\_\_\_
- 4 I prefer your chocolate cake ... it's much nicer than her chocolate cake. \_\_\_\_\_
- 5 Could I borrow your mobile phone? I lost my mobile phone yesterday. \_\_\_\_\_
- 6 Their family is much bigger than our family: they've got 5 children! \_\_\_\_\_



# Time for a break!

## GRAMMAR NOTES

### *going to*

	Affirmative	
I	am ('m)	
You	are ('re)	going
He/She/It	is ('s)	to stay
We	are ('re)	in the USA.
You	are ('re)	
They	are ('re)	

	Negative	
I	am not ('m not)	
You	are not (aren't)	going
He/She/It	is not (isn't)	to stay
We	are not (aren't)	in the USA.
You	are not (aren't)	
They	are not (aren't)	

Yes/No questions		
Am	I	
Are	you	going to
Is	he/she/it	stay
Are	we	in the USA?
Are	you	
Are	they	

Short answers	
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, you are.	No, you aren't.
Yes, we are.	No, we aren't.
Yes, they are.	No, they aren't.

Wh- questions
Where are you going to stay?
When is she going to study?
Why are we going to leave?

- 1 *Going to* è uno dei modi per esprimere il futuro.
- 2 Si usa per parlare di intenzioni o programmi futuri:  
*I'm going to buy some sandwiches.*  
Comprerò/Ho intenzione di comprare/Compro dei sandwich.
- 3 Ricorda che spesso in italiano si usa il presente indicativo anche per parlare di un'azione che deve ancora accadere.
- 4 La forma affermativa si ottiene con il presente del verbo *to be* + *going to* + forma base del verbo che esprime l'azione.
- 5 La forma negativa, la forma interrogativa e le risposte brevi seguono le regole generali del verbo *to be*.
- 6 Forma affermativa: soggetto + *am ('m)/is ('s)/are ('re)* + *going to* + forma base del verbo.
- 7 Forma negativa: soggetto + *'m not/isn't/aren't* + *going to* + forma base del verbo.
- 8 Forma interrogativa: *Am/Is/Are* + soggetto + *going to* + forma base del verbo.
- 9 Risposte brevi:  
*Yes*, + pronome personale + *am/is/are*.  
*No*, + pronome personale + *'m not/isn't/aren't*.

### MIND THE TRAP!

Ricorda che le risposte brevi affirmative non sono mai contratte:  
*Yes, I am.* (NON *Yes, I'm.*)

## Present continuous with future meaning

	Affirmative	
I	am ('m) leaving	
You	are ('re) leaving	
He/She/It	is ('s) leaving	
We	are ('re) leaving	at 9.00.
You	are ('re) leaving	
They	are ('re) leaving	

	Negative	
I	am not ('m not) leaving	
You	are not (aren't) leaving	
He/She/It	is not (isn't) leaving	at 9.00.
We	are not (aren't) leaving	
You	are (aren't) leaving	
They	are not (aren't) leaving	

Yes/No questions			
Am	I	leaving	
Are	you	leaving	
Is	he/she/it	leaving	
Are	we	leaving	at 9.00?
Are	you	leaving	
Are	they	leaving	

Short answers	
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we are.	No, we aren't.
Yes, you are.	No, you aren't.
Yes, they are.	No, they aren't.

Wh- questions	
When is he leaving?	
Where is the train stopping?	

1 Il *Present continuous* si usa anche per esprimere azioni future già programmate, cioè già decise e stabilito, specialmente se sappiamo quando accadranno:

*I'm meeting Sarah at three o'clock.*  
Incontrerò/Incontro Sara alle tre.

2 In questo uso il *Present continuous* è generalmente accompagnato da espressioni di tempo come *tomorrow* ('domani'), *tonight/this evening* ('questa sera'), *next week* ('la prossima settimana'), *in two/three days* ('tra due/tre giorni'), *on Sunday/Monday ...* ('domenica/lunedì ...').

*What are you doing next weekend?*  
Che cosa farai il prossimo fine settimana?

3 Quando è usato per esprimere azioni programmate, il *Present continuous* corrisponde al futuro italiano.

4 Il *Present continuous* si forma con il presente del verbo *to be* + gerundio (forma in *-ing*).

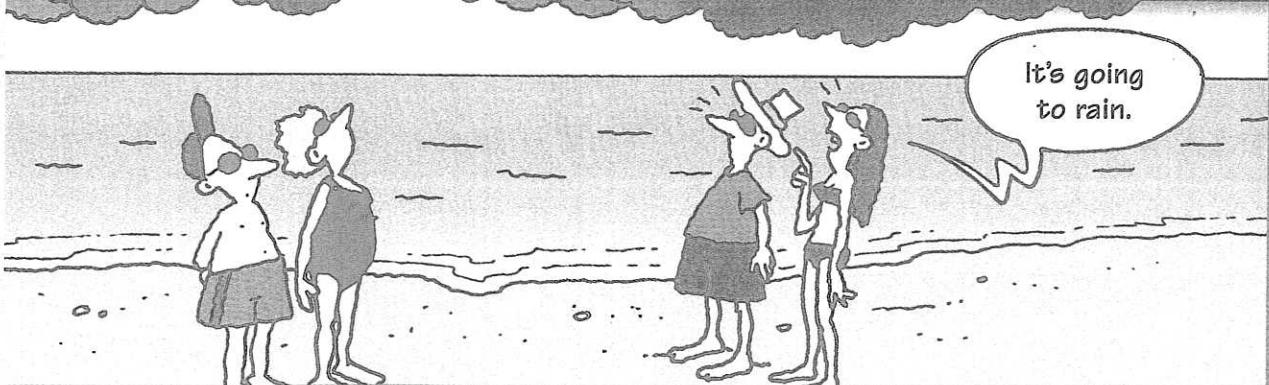
5 Nell'aggiungere *-ing*, ricorda le seguenti regole:

- i verbi terminanti in *-e* muta la eliminano: *write – writ + ing = writing* (MA *see + ing = seeing*)
- i verbi monosillabi che terminano con una sola consonante preceduta da una sola vocale raddoppiano la consonante: *sit – sit + t + ing = sitting* (MA *beat + ing = beating*)
- i verbi bisillabi che terminano con una sola consonante preceduta da una sola vocale accentata raddoppiano la consonante: *réfer – réfer + r + ing = referring* (MA *énter + ing = entering*)
- i verbi bisillabi che terminano in *-l* raddoppiano sempre la *l*: *travel – travel + l + ing = travelling*
- i verbi terminanti in *-ie* mutano *-ie* in *y*: *die – d + y + ing = dying*
- i verbi terminanti in *-y* la conservano in ogni caso: *play + ing = playing*

### MIND THE TRAP!

A differenza dell'italiano, in inglese non si può usare il presente per parlare di azioni future.

*They're playing the match tomorrow.*  
Giocheranno/Giocano la partita domani.



# VOCABULARY

## Nouns

activity holiday	<i>vacanza sportiva</i>	guidebook	<i>guida</i>	sleeping bag	<i>sacco a pelo</i>
airport	<i>aeroporto</i>	gym	<i>palestra</i>	stadium	<i>stadio</i>
announcement	<i>annuncio</i>	hotel	<i>albergo</i>	strike	<i>sciopero</i>
beach holiday	<i>vacanza al mare</i>	instructor	<i>istruttore</i>	swimsuit	<i>costume</i>
building	<i>edificio/palazzo</i>	lost luggage	<i>bagagli smarriti</i>	tent	<i>da bagno</i>
camping holiday	<i>vacanza in campeggio</i>	monument	<i>monumento</i>	tour	<i>tenda (da campeggio)</i>
campsite	<i>campeggio</i>	news	<i>notizie</i>	touring holiday	<i>viaggio</i>
car	<i>macchina</i>	news headlines	<i>titoli di (tele)giornale</i>		<i>vacanza</i>
coach	<i>pullman</i>	passport	<i>passaporto</i>	train	<i>itinerante</i>
crowd	<i>folla</i>	plane	<i>aereo</i>	travel agent	<i>treno</i>
degree	<i>laurea</i>	plans	<i>programmi</i>		<i>agente</i>
delay	<i>ritardo</i>	professional	<i>professionista</i>	traveller	<i>di viaggi</i>
excursion	<i>gita</i>	relative	<i>parente</i>	waterskiing	<i>viaggiatore</i>
expert	<i>esperto</i>	reporter	<i>giornalista/ inviato</i>	watersports	<i>sci d'acqua</i>
flight	<i>volo</i>	scuba-diving	<i>immersione</i>	worker	<i>sport</i>
flight attendant	<i>assistente di volo</i>	show	<i>subacquea</i>	youth hostel	<i>acquatici</i>
guesthouse	<i>pensione</i>	sightseeing	<i>spettacolo</i>		<i>lavoratore</i>
		situation	<i>gita turistica</i>		<i>ostello della gioventù</i>
			<i>situazione</i>		

## Verbs

act	<i>recitare</i>
book	<i>prenotare</i>
change	<i>cambiare</i>
delete	<i>cancellare</i>
earn	<i>guadagnare</i>
forget	<i>dimenticare</i>
go sightseeing	<i>andare in gita</i>
have fun	<i>divertirsi</i>
pack	<i>fare la valigia</i>
stay	<i>soggiornare</i>
travel	<i>viaggiare</i>

## Adjectives

amazing	<i>sorprendente</i>
ancient	<i>antico</i>
busy	<i>occupato</i>
crazy	<i>pazzo</i>
crowded	<i>affollato</i>
delayed	<i>in ritardo</i>
dirty	<i>sporco</i>
dramatic	<i>impressionante</i>
early	<i>presto</i>
exciting	<i>eccitante</i>
legendary	<i>leggendario</i>
lost	<i>perso</i>
luxury	<i>di lusso</i>
natural	<i>naturale</i>

## Adverbs

abroad	<i>all'estero</i>
particularly	<i>particolarmente</i>
	<i>purtroppo</i>
	<i>fuori/ all'esterno</i>

## Useful phrases – Describing places

I really like the ...  
 It's really ...  
 It's the kind of place where you can ...  
 It's the most ... place I know.

*Mi piace molto il ...*  
*È davvero ...*  
*È il tipo di posto dove puoi ...*  
*È il posto più ... che conosco.*

## On holiday

1 Trova queste parole nel *Vocabulary* a pagina 86.

1 Four types of holiday:

activity holiday

2 Four places you can stay at on holiday:

campsite

3 Four means of transport:

car

4 Four things you take on holiday:

passport

5 Four jobs:

flight attendant

6 Three activities:

scuba-diving

2 Completa il testo con le parole corrette elencate nel *Vocabulary* a pagina 86.

My <sup>1</sup>flight to Madrid was at six o'clock in the morning so I <sup>2</sup>p\_\_\_\_\_ the night before. I arrived at the <sup>3</sup>a\_\_\_\_\_ at four-thirty. When I got there, the airport workers were on <sup>4</sup>s\_\_\_\_\_ and my plane was <sup>5</sup>d\_\_\_\_\_. There were <sup>6</sup>c\_\_\_\_\_ of people everywhere. I didn't arrive in Madrid until three in the afternoon.

## Compound nouns

3 Crea nomi composti con le parole nel riquadro e completa le frasi.

bag • coast • lost • youth • luggage • agent • south • tour • sleeping • travel • hostel • guide • book

1 Brighton is a city on the South coast of England.

2 My brother works as a \_\_\_\_\_ for a big travel company.

3 I once went on a camping holiday and forgot to take my \_\_\_\_\_.

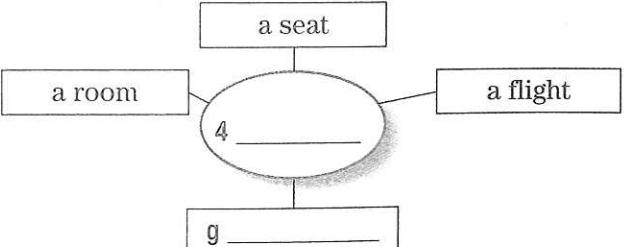
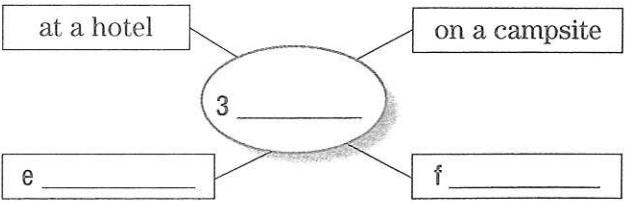
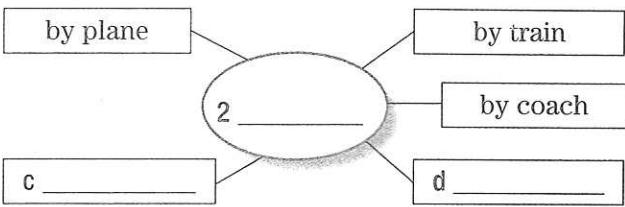
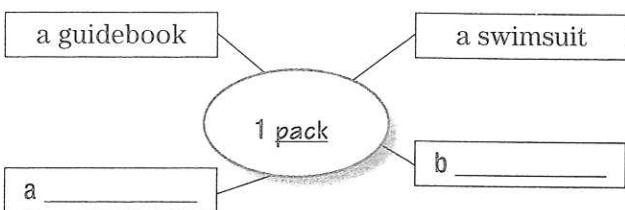
4 I waited for my backpack for an hour and then went to the \_\_\_\_\_ office.

5 I booked the tickets for our holiday with the local \_\_\_\_\_.

6 We haven't got much money for this holiday, so we're going to stay in a \_\_\_\_\_.

## Collocations

4 Trova i verbi appropriati nel *Vocabulary* a pagina 86 e scrivili al centro di ogni schema (1-4). Aggiungi altre parole in ogni schema (a-g).



## Prepositions

5 Completa le frasi con le preposizioni nel riquadro.

at • by • for • on • to • with

1 I'm going to go on holiday.

2 I'm going to go \_\_\_\_\_ my sister.

3 We're going to go \_\_\_\_\_ Scotland.

4 We're not going to stay \_\_\_\_\_ a hotel.

5 We're going to travel \_\_\_\_\_ car.

6 We're going to stay \_\_\_\_\_ two weeks.

# PRACTICE

## *going to*

- 6 John sta per fare un viaggio in Europa. Completa le frasi con la forma corretta di *going to*.

Date	Country	City	See
Aug 1	Spain	Barcelona	the Sagrada Familia Cathedral
Aug 3	France	Paris	the Louvre Museum
Aug 5	Italy	Venice	St Mark's Square
Aug 8	Greece	Athens	the Acropolis
Aug 10	Turkey	Istanbul	the Blue Mosque

I <sup>1</sup>am going to start (start) my tour in Barcelona. I <sup>2</sup> \_\_\_\_\_ (not / visit) Madrid. After Barcelona I <sup>3</sup> \_\_\_\_\_ (travel) by train to Paris. I <sup>4</sup> \_\_\_\_\_ (stay) in Paris for two days, then I <sup>5</sup> \_\_\_\_\_ (fly) to Venice. I <sup>6</sup> \_\_\_\_\_ (not / stay) there for very long – only a day. Then I <sup>7</sup> \_\_\_\_\_ (sail) to Athens in my uncle's yacht. After Athens, I <sup>8</sup> \_\_\_\_\_ (finish) my tour in Istanbul.

- 7 Riordina le parole per formulare domande sul viaggio di John. Guarda il programma nell'Esercizio 6 e scrivi le risposte.

1 is / Barcelona? / do / going / in / to / What / he

What is he going to do in Barcelona?

He's going to see the Sagrada Familia Cathedral.

2 is / arrive / going / in / Paris? / to / When / he

---



---



---

3 is / go / going / in / Venice? / to / Where / he

---



---



---

4 is / Athens? / going / in / see / to / What / he

---



---



---

5 is / finish / going / tour? / to / Where / he / his

---



---



---

- 8 Completa le brevi conversazioni. Usa *going to* e le parole tra parentesi.

1 A I'm going to have a big party when I'm eighteen.

B Who are you going to invite? (Who / invite)

2 A I've got a lot of money.

B \_\_\_\_\_ with it? (What / do)

3 A We're planning to go to Spain.

B \_\_\_\_\_ there? (How / get)

4 A I don't have time to get my ticket today.

B \_\_\_\_\_ it? (When / get)

5 A We're going to visit Mexico for a holiday.

B \_\_\_\_\_ there? (How long / stay)

6 A I'm going to university next year.

B \_\_\_\_\_? (What / study)

7 A I'm going shopping this afternoon.

B \_\_\_\_\_? (What / buy)

8 A She's leaving for London tomorrow.

B \_\_\_\_\_? (How / travel)

- 9 Leggi e completa gli appunti, poi usali per scrivere frasi su te stesso.

study: languages

buy: a car

live: abroad / in \_\_\_\_\_

have: lots of children / money

work: for a big company / as a \_\_\_\_\_

have a big house

make lots of new friends

1 I'm going to study languages.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

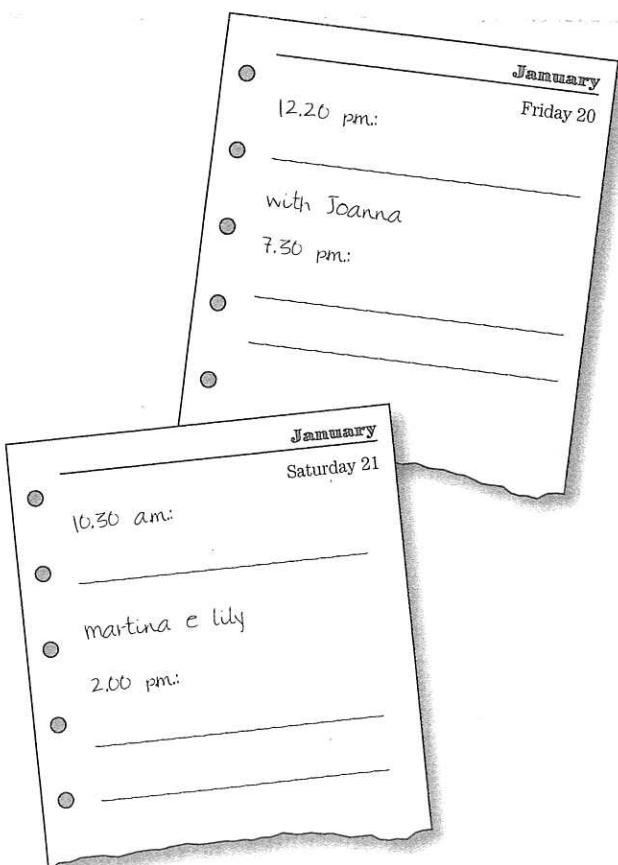
7 \_\_\_\_\_

## Present continuous for future plans

- 10** Completa la conversazione tra Ken e Andy. Usa il *Present continuous*.

Andy Can we have lunch on Friday?  
 Ken I'm afraid I can't. I <sup>1</sup>'m having (have) lunch with my girlfriend. We <sup>2</sup> \_\_\_\_\_ (meet) at the new café in town.  
 Andy Can we meet in the evening? What about dinner?  
 Ken No, sorry. I'm busy in the evening. I <sup>3</sup> \_\_\_\_\_ (play) football.  
 Andy <sup>4</sup> \_\_\_\_\_ you <sup>5</sup> \_\_\_\_\_ (do) anything on Saturday?  
 Ken In the morning I <sup>5</sup> \_\_\_\_\_ (see) my cousins but I <sup>6</sup> \_\_\_\_\_ (not do) anything in the afternoon.  
 Andy OK. John and I <sup>7</sup> \_\_\_\_\_ (go) to the cinema. Do you want to come with us?  
 Ken What time <sup>8</sup> \_\_\_\_\_ you <sup>9</sup> \_\_\_\_\_ (meet)?  
 Andy We <sup>9</sup> \_\_\_\_\_ (meet) outside the cinema at two o'clock.  
 Ken Great – see you there.

- 11** Usa le informazioni dell'Esercizio 10 per completare l'agenda di Ken. Ricordati di scrivere appunti, non frasi.



## What's up?!

- 12** Completa le conversazioni. Usa *going to* o il *Present continuous* e i verbi tra parentesi.

1

Nigel Hi, Joanna! What's up?

Joanna Nothing new. What about you?

Nigel I'm getting ready for my trip. We are going to (leave) for France tomorrow afternoon.

Joanna Lucky you! Who \_\_\_\_\_ (go) with?

Nigel A group of friends from school.

2

Bill What's wrong, David?

David My exam results are really bad this year. I \_\_\_\_\_ (study) more next year.

Bill Good idea. I \_\_\_\_\_ (go) to my study group this evening. Do you want to come with me?

3

Colin Hi, John! Do you want to come to the match with us this evening? We \_\_\_\_\_ (meet) outside the stadium at five o'clock.

John Oh no, I can't! I \_\_\_\_\_ (see) Nina at five thirty.

4

Joanna Do you know what you \_\_\_\_\_ (do) when you finish school?

Kate I think \_\_\_\_\_ (live) in France for a year.

Joanna Do you speak French?

Kate No, I don't! But I \_\_\_\_\_ (start) French evening classes next week.

5

Jo Sue! How are you?

Sue Fine thanks, Jo. I'm really excited because my cousin \_\_\_\_\_ (arrive) tomorrow!

Jo Great! What are you \_\_\_\_\_ (do) with her?

Sue Well, we \_\_\_\_\_ (go) to the theatre tomorrow, and on Sunday we \_\_\_\_\_ (see) what the weather's like.

If it's sunny we \_\_\_\_\_ (lie) on the beach.

# Planet Earth

## GRAMMAR NOTES

### *will*

	Affirmative	
I		
You		
He/She/It	will ('ll)	
We		stop.
You		
They		

	Negative	
I		
You		
He/She/It	will not (won't)	
We		stop.
You		
They		

Yes/No questions		
Will	I you he/she/it we you they	stop?

Short answers	
Yes, I will.	No, I won't.
Yes, you will.	No, you won't.
Yes, he/she/it will.	No, he/she/it won't.
Yes, we will.	No, we won't.
Yes, you will.	No, you won't.
Yes, they will.	No, they won't.

Wh- questions	
Where	will you be?
When	will you be there?
What	will you do there?
How	will you do that?

1 *Will* è uno dei modi per esprimere il futuro in inglese.  
Si usa:

- per fare una previsione su un fatto che accadrà e che non dipende da una programmazione o da un'intenzione (è spesso accompagnato da espressioni di tempo come *in*, *by* ecc.):  
*You'll be better in a week.*  
Starai meglio tra una settimana.

- per esprimere una promessa o una minaccia:

- |                         |                         |
|-------------------------|-------------------------|
| <i>I won't be late.</i> | <i>You'll be sorry.</i> |
| Non farò tardi.         | Te ne pentirai.         |

- per parlare di eventi che si verificheranno nel futuro a prescindere dalla volontà del soggetto:  
*Tomorrow I'll be 19.*  
Domani compio/compirò 19 anni.

- nel prendere una decisione immediata:

- |                              |                                    |
|------------------------------|------------------------------------|
| <i>I'll go and get help.</i> | <i>Vado/Andrò a cercare aiuto.</i> |
|------------------------------|------------------------------------|

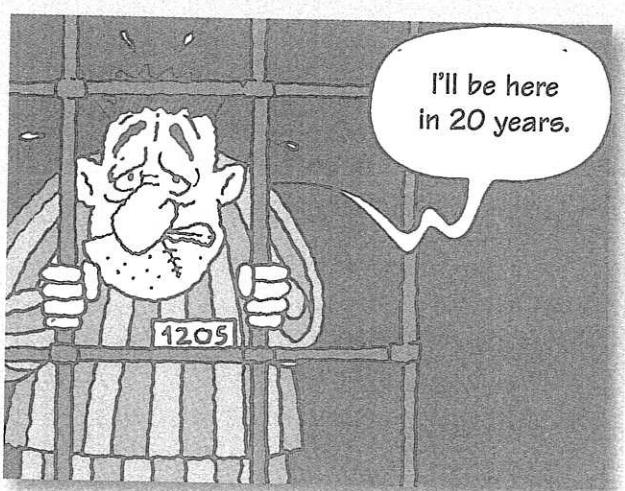
- per offrirsi di fare qualcosa:

- |   |   |
|---|---|
| <i>Don't worry; I'll give you a lift.</i> | <i>Non preoccuparti; ti do io un passaggio.</i> |
|---|---|

- per esprimere opinioni dopo i verbi *be sure*, *think*, *know*, *hope* e per esprimere previsioni con gli avverbi *probably*, *perhaps*, *definitely*:  
*She probably won't remember.*  
Probabilmente non se ne ricorderà.

2 *Will* è un verbo modale e pertanto:

- è uguale per tutte le persone;
- è sempre seguito dall'infinito senza *to*.



## *will, going to or Present continuous?*

Will		
<i>I'll be there at 9.00.</i>	Sarò là alle 9.00.	
Going to		
<i>We're going to meet at 9.00.</i>	Abbiamo intenzione di incontrarci alle 9.00.	
Present continuous		
<i>I'm meeting Sarah at 9.00.</i>	Incontrerò Sarah alle 9.00.	

Ci sono tre modi per esprimere il futuro in inglese:

1 *Will* si usa per esprimere previsioni, promesse, decisioni, offerte e opinioni.

2 *Going to* si usa:

– per sottolineare l'intenzione:

*He's going to look for a job.*

Ha intenzione di cercare un lavoro.

– per azioni probabili, cioè che stanno per accadere in un futuro imminente:

*Look at her face! She's going to cry.*

Guarda il suo viso! Sta per piangere.

3 Il presente progressivo si usa per azioni future già programmate, cioè già stabilite, specialmente se sappiamo quando accadranno:

*We're seeing him tomorrow.*

Lo vedremo domani.

*Are you working next week?*

Lavori/Lavorerai la settimana prossima?

### MIND THE TRAP!

A differenza dell'inglese, per decisioni immediate e per offerte l'italiano impiega in genere il presente.

*I'll do it!* Lo faccio io!

## Adverbs of manner

Regular		
Adjectives	Adverbs	
angry	angrily	<i>in modo arrabbiato</i>
bad	badly	<i>male</i>
careful	carefully	<i>attentamente</i>
easy	easily	<i>facilmente</i>
loud	loudly	<i>forte, rumorosamente</i>
quick	quickly	<i>velocemente</i>
slow	slowly	<i>lentamente</i>
terrible	terribly	<i>terribilmente</i>

Irregular		
Adjectives	Adverbs	
early	early	<i>presto</i>
fast	fast	<i>veloce/velocemente</i>
good	well	<i>bene</i>
hard	hard	<i>duramente</i>
late	late	<i>tardi</i>

1 Gli avverbi di modo si usano per descrivere il modo in cui avviene l'azione espressa dal verbo e si posizionano dopo il verbo:

*He usually drives too fast.*  
Di solito guida troppo veloce(mente).

*Read the instructions carefully.*  
Leggi attentamente le istruzioni.

2 Gli avverbi di modo si formano aggiungendo *-ly* all'aggettivo, ma tieni conto delle seguenti regole ortografiche:

- se l'aggettivo termina in *-le*, cade la *e* e si aggiunge *-y*: *gentle – gently*
- se l'aggettivo termina in *-y*, cade la *y* e si aggiunge *-ily*: *easy – easily*

3 Alcuni avverbi sono irregolari in quanto non cambiano rispetto all'aggettivo oppure hanno una forma completamente diversa.

### MIND THE TRAP!

Ricorda: gli avverbi di modo descrivono un verbo, mentre gli aggettivi descrivono un sostantivo.

*Italians cook well.* Gli italiani cucinano bene.  
*Italians are good cooks.* Gli italiani sono bravi cuochi.

# PRACTICE

## *will* for predictions

- 6 Completa le frasi con *will* e i verbi nel riquadro. Poi segna le affermazioni con cui sei d'accordo (✓) o non sei d'accordo (✗).

have • live • study • be (x 2) •  
drive • speak • go • make

- 1 In the future, people will live for 200 years. \_\_\_\_\_
- 2 In ten years, many people \_\_\_\_\_ small computers inside their bodies. \_\_\_\_\_
- 3 In 2020, most children won't go to school; they \_\_\_\_\_ at home. \_\_\_\_\_
- 4 Ten years from now, people \_\_\_\_\_ solar-powered cars. \_\_\_\_\_
- 5 One day, everybody in the world \_\_\_\_\_ English. \_\_\_\_\_
- 6 Soon, computers \_\_\_\_\_ more intelligent than the average person. \_\_\_\_\_
- 7 By 2025, most people in my country \_\_\_\_\_ to work by private plane. \_\_\_\_\_
- 8 By 2030, China \_\_\_\_\_ the richest country in the world. \_\_\_\_\_
- 9 By 2035, computers \_\_\_\_\_ important political decisions for us. \_\_\_\_\_

- 7 Sottolinea le espressioni di tempo nell'Esercizio 6. Per esempio: *In the future*.

- 8 Corre l'anno 2011. Rispondi alle domande. Scrivi frasi complete.

1 John is 15 years old now. How old will he be in ten years?

He'll be 25.

2 Anne is 16 now. How old will she be in 2018?

3 Matt and Lucy are 17 now. How old will they be in 14 years?

4 Dean is 21 now. How old will he be in 2030?

5 Katie was born today. How old will she be in 2047?

6 Jean and Darren were born 30 years ago. How old will they be next year?

- 9 Completa le frasi con *will*/*'ll* o *won't*.

- 1 Don't worry: the exam won't be difficult.
- 2 Friday is a holiday: there \_\_\_\_\_ be any lessons.
- 3 Who do you think \_\_\_\_\_ win? Real Madrid or Arsenal?
- 4 Jack's gone home, but he \_\_\_\_\_ be back tomorrow.
- 5 I have to go to Paris for a meeting tomorrow so I \_\_\_\_\_ be in the office.
- 6 I \_\_\_\_\_ be ready in a minute – I just have to find my keys.
- 7 \_\_\_\_\_ you be at home on Tuesday evening?
- 8 Don't have another coffee – you \_\_\_\_\_ sleep.

## *will* – short answers

- 10 Scrivi due risposte brevi per ogni domanda, poi segna le affermazioni con le quali sei d'accordo (✓) o non sei d'accordo (✗).

1 Will it rain tomorrow?

Yes, it will. \_\_\_\_\_

No, it won't. \_\_\_\_\_

2 Will your English teacher give you homework next weekend?

\_\_\_\_\_

3 Will your parents buy you a motorbike?

\_\_\_\_\_

4 Will you ever get married?

\_\_\_\_\_

5 Will you spend next Christmas with your family?

\_\_\_\_\_

6 Will you ever work abroad?

\_\_\_\_\_

7 Will you have the same friends in 10 years?

\_\_\_\_\_

**will – questions forms**

**11** Costruisci delle frasi. Scrivi un'affermativa (+), una negativa (-) e una domanda (?).

1 It / rain tomorrow.

- + It will rain tomorrow.
- It won't rain tomorrow.
- ? Will it rain tomorrow?

2 Tomorrow / be Wednesday

- + \_\_\_\_\_
- \_\_\_\_\_
- ? \_\_\_\_\_

3 I / be here tomorrow

- + \_\_\_\_\_
- \_\_\_\_\_
- ? \_\_\_\_\_

4 Our teacher / give us homework tonight

- + \_\_\_\_\_
- \_\_\_\_\_
- ? \_\_\_\_\_

5 John / call later

- + \_\_\_\_\_
- \_\_\_\_\_
- ? \_\_\_\_\_

6 We / pass our exam

- + \_\_\_\_\_
- \_\_\_\_\_
- ? \_\_\_\_\_

**12** Riordina le parole per formulare delle domande.

1 be / she / on / Tuesday? / Where / will

Where will she be on Tuesday?

2 catch? / she / train / Which / will

3 arrive? / she / When / will

4 at / her / meet / station? / the / will / Who

5 her? / How / they / recognise / will

6 she / them? / tell / What / will

7 contact / her? / How / will / you

8 documents? / leave / she / the / Where / will

**Adverbs of manner**

**13** Scrivi gli avverbi di maniera corrispondenti agli oggetti.

1 quiet	<u>quietly</u>
2 bad	_____
3 noisy	_____
4 comfortable	_____
5 quick	_____
6 loud	_____
7 careful	_____
8 good	_____
9 easy	_____
10 perfect	_____

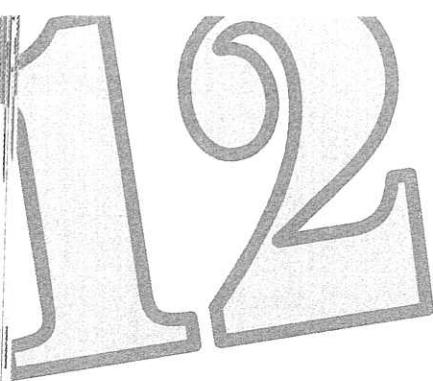
**14** Completa le frasi con le forme avverbiali degli aggettivi nel riquadro.

bad • careful • fast • good •  
hard • slow • quick • quiet

- 1 My English isn't very good: please, speak slowly.
- 2 I'm only going to say this once so please listen carefully.
- 3 It's an emergency: come fast!
- 4 Harry! This isn't a zoo: try to eat your dinner quietly, please.
- 5 It's an interesting job, but you'll have to work hard.
- 6 Dinner was wonderful: you cook so well.
- 7 She's very athletic – she can run very fast.
- 8 I'm taking piano lessons because I play very well.



# Healthy body ...



## GRAMMAR NOTES

### Present perfect

	Affirmative	
I	have ('ve)	
You	have ('ve)	
He/She/It	has ('s)	
We	have ('ve)	eaten.
You	have ('ve)	
They	have ('ve)	

	Negative	
I	have not (haven't)	
You	have not (haven't)	
He/She/It	has not (hasn't)	
We	have not (haven't)	eaten.
You	have not (haven't)	
They	have not (haven't)	

Yes/No questions		
Have	I	
Have	you	
Has	he/she/it	
Have	we	eaten?
Have	you	
Have	they	

Short answers	
Yes, I have.	No, I haven't.
Yes, you have.	No, you haven't.
Yes, he/she/it has.	No, he/she/it hasn't.
Yes, we have.	No, we haven't.
Yes, you have.	No, you haven't.
Yes, they have.	No, they haven't.

Wh- questions
What has he done?
Where have you been?
Why haven't they eaten?

1 In generale il *Present perfect* si usa per esprimere un'azione passata che ha relazione con il presente (mentre il *Past simple* esprime un'azione definitivamente conclusa nel passato).

In particolare si usa:

– per un'azione accaduta in un passato recente indefinito, con riferimento al suo risultato nel presente:

*I've lost my bag.*

Ho perso la borsa. (= E ora non ce l'ho.)

– per un'azione accaduta in un periodo di tempo non ancora concluso:

*This week I've played tennis three times.*

Questa settimana ho giocato a tennis tre volte.

– per dare informazioni generiche su fatti accaduti recentemente:

*Dave has bought a new car.*

Dave ha acquistato un'auto nuova.

2 Sebbene ne ricalchi la forma ('avere' + participio passato), il *Present perfect* spesso non corrisponde nell'uso a quello italiano.

In particolare, ricorda che in inglese si usa sempre il *Past simple* (MAI il *Present perfect*) quando si parla di azioni considerate definitivamente concluse nel passato, anche se recenti:

*Yesterday I spoke with Paul.*

(NON *Yesterday I've spoken with Paul.*)

anche se in italiano si direbbe:

Ieri ho parlato con Paul.

3 Il *Present perfect* si forma con il presente di *have* + il participio passato.

Il participio passato dei verbi regolari si forma come il *Past simple*, cioè aggiungendo *-ed* alla forma base:

*I have watched TV.* Ho guardato la TV.

Il participio passato dei verbi irregolari è la 3<sup>a</sup> voce del paradigma. Poiché non può essere prevista, occorrerà impararla a memoria man mano che incontri nuovi verbi irregolari (v. tabella a pagina 142).

## Present perfect with ever/never

- Per chiedere e dare informazioni generiche su esperienze passate, si usa di solito il *Present perfect* con gli avverbi *never* ed *ever* posti prima del participio passato.  
*Have you ever been on a roller coaster?*  
 Sei mai stato sulle montagne russe?
- Never* si usa in frasi con significato negativo e verbo affermativo. *Ever* si usa in frasi interrogative.  
*I've never eaten raw fish.*  
 Non ho mai mangiato il pesce crudo.

### MIND THE TRAP!

In inglese c'è differenza tra *have been* e *have gone*:

*Peter has been to London.*

Peter è stato a Londra.  
 (Ed è tornato.)

*Peter has gone to London.*

Peter è andato a Londra.  
 (Ed è ancora là.)

## Present perfect or Past simple?

- Mentre il *Present perfect* si usa per esprimere un'azione passata che ha relazione con il presente, il *Past simple* esprime un'azione definitivamente conclusa nel passato, anche se recente.

*He's seen Titanic.*

Ha visto *Titanic*.

*He saw it last month.*

Lo ha visto il mese scorso.

*He's bought a motorbike.*

Ha comprato una motocicletta.

*He bought it in Brighton.*

Lo ha comprato a Brighton.

- Si usa il *Present perfect* quando si pone l'accento sulla situazione attuale o non si fa un riferimento preciso a un momento passato perché quello che conta è il suo effetto nel presente.

*I got my new camera last week but I haven't used it.*  
 Ho comprato la mia nuova macchina fotografica la settimana scorsa, ma non l'ho usata.

- Si usa il *Past simple* quando ci si riferisce al momento in cui è avvenuta un'azione, per esempio quando si chiedono informazioni su azioni o eventi passati:

*She's bought a new car.*

Ha comprato un'auto nuova.

*Where/When did she buy it?*

Dove/Quando l'ha comprata?

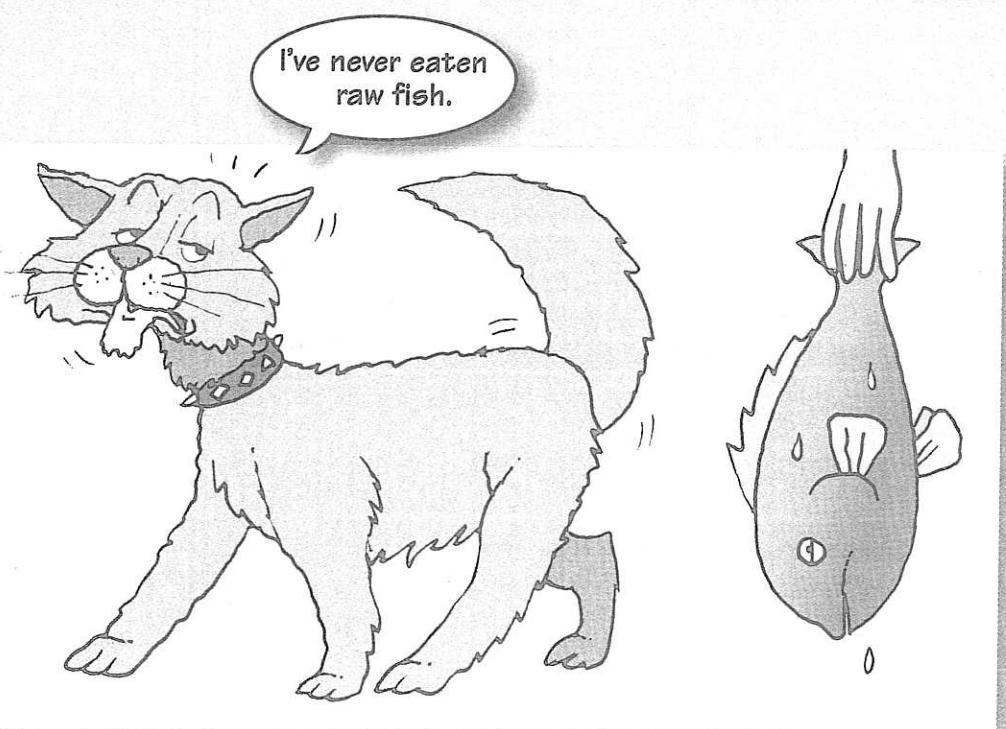
### MIND THE TRAP!

Non si può usare il passato prossimo quando è presente un'espressione di tempo passato come *ago*, *yesterday*, *last*:

*They left a few minutes ago.*

Sono partiti pochi minuti fa.

(NON *They've left a few minutes ago.*)



# VOCABULARY

## Nouns

advice	<i>consiglio</i>	ground	<i>terra</i>	point	<i>punto</i>
athlete	<i>atleta</i>	gym	<i>palestra</i>	race	<i>gara</i>
athletics	<i>atletica</i>	gymnastics	<i>ginnastica</i>	rock climbing	<i>arrampicata</i>
baseball	<i>baseball</i>	high jump	<i>salto in alto</i>	runner	<i>corridore</i>
baseball bat	<i>mazza da baseball</i>	hockey	<i>hockey</i>	sailing	<i>vela</i>
basketball	<i>pallacanestro</i>	horror film	<i>su erba</i>	sauna	<i>sauna</i>
blanket	<i>coperta</i>	judo	<i>film dell'orrore</i>	skateboarding	<i>skateboard</i>
bungee jumping	<i>bungee jumping</i>	kick-off	<i>judo</i>	skiing	<i>sci</i>
canoeing	<i>canoismo</i>	leaflet	<i>calcio d'inizio</i>	sleeping problem	<i>insonnia</i>
centimetre	<i>centimetro</i>	lie	<i>dépliant</i>	spectator	<i>spettatore</i>
character	<i>carattere</i>	list	<i>bugia</i>	stadium	<i>stadio</i>
charm	<i>fascino</i>	litre	<i>elenco</i>	table tennis	<i>ping-pong</i>
competition	<i>concorso/gara</i>	match	<i>litro</i>	team	<i>squadra</i>
cycling	<i>ciclismo</i>	medal	<i>partita</i>	track	<i>pista</i>
diving	<i>immersione subacquea</i>	metre	<i>medaglia</i>		<i>(da corsa) vitamine</i>
fizzy drink	<i>bevanda frizzante</i>	Olympic Games	<i>metro</i>		<i>(integratori)</i>
game	<i>gioco</i>	park	<i>Olimpiadi</i>	volleyball	<i>pallavolo</i>
goal	<i>gol</i>	perfume	<i>giardino</i>	world record	<i>record mondiale</i>
gold	<i>oro</i>	personal trainer	<i>pubblico</i>		<i>Guerra Mondiale</i>
		player	<i>profumo</i>		
			<i>allenatore personale</i>		
			<i>giocatore</i>		

## Verbs

beat	<i>battere (un avversario)</i>
book	<i>prenotare</i>
break (a record)	<i>battere (un record)</i>
check	<i>controllare</i>
compete	<i>competere</i>
dedicate	<i>dedicare</i>
get in shape	<i>mettersi in forma</i>
help	<i>aiutare</i>
join (eg. a gym)	<i>iscriversi (es. in palestra)</i>
participate	<i>partecipare</i>
produce	<i>produrre</i>
promote	<i>promuovere</i>

retire	<i>andare in pensione/ritirarsi</i>
ride	<i>cavalcare</i>
score	<i>segnare (un gol)</i>
smile	<i>sorridere</i>
smoke	<i>fumare</i>
spend (time)	<i>passare (del tempo)</i>
stop	<i>smettere/fermare</i>
tell lies	<i>dire bugie/mentire</i>
tidy	<i>mettere in ordine</i>
win	<i>vincere</i>

## Adjectives

gold	<i>d'oro</i>
healthy	<i>sano</i>
in shape	<i>in forma di</i>
regular	<i>regolare</i>
tired	<i>stanco</i>
world-famous	<i>famoso in tutto il mondo</i>

## Adverbs

ago	<i>fa</i>
already	<i>già</i>
just	<i>appena</i>
maybe	<i>forse</i>
towards	<i>verso</i>
yet	<i>ancora</i>

## Useful phrases – Talking about experiences / Describing a photo

Have you ever ... ?	<i>Hai mai ... ?</i>	I can see ...	<i>Vedo ...</i>
How ... are you?	<i>Quanto sei ... ?</i>	In the background ...	<i>Sullo sfondo ...</i>
How often do you ... ?	<i>Quanto spesso ... ?</i>	In the foreground ...	<i>In primo piano ...</i>
When did you last ... ?	<i>Quando è stata l'ultima volta che ... ?</i>	Maybe ...	<i>Forse ...</i>
		On the left ...	<i>Sulla sinistra ...</i>
		On the right ...	<i>Sulla destra ...</i>
		This is a picture of ...	<i>Questa foto rappresenta ...</i>

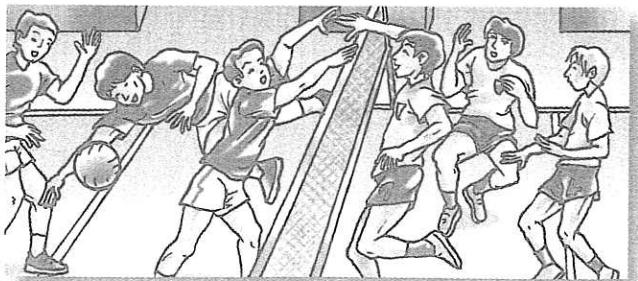
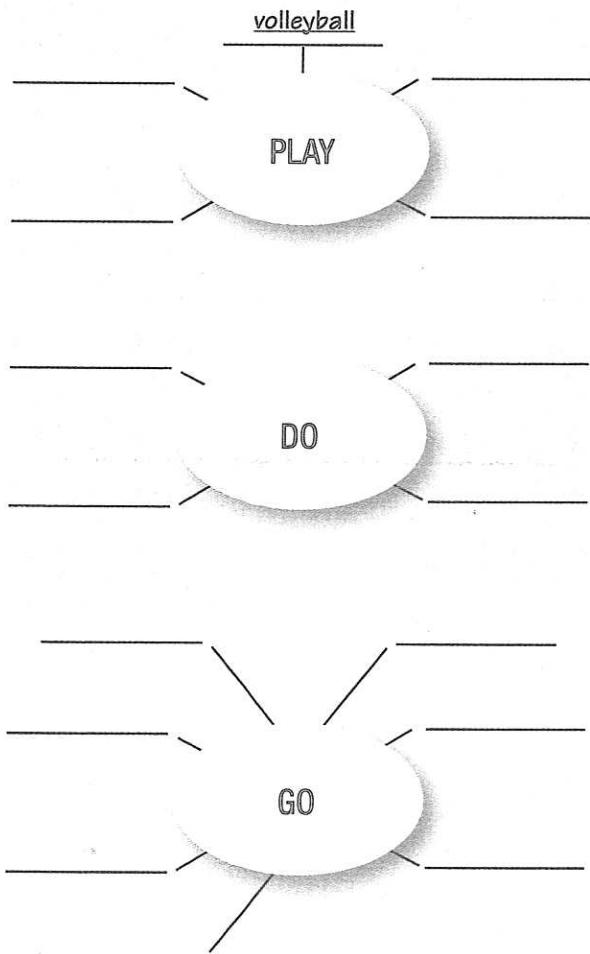
## Sporting activities

- 1 Trova 17 attività sportive nel *Vocabulary* a pagina 102.

1 athletics	10 h _____
2 b _____	11 j _____
3 b _____	12 r _____
4 b _____	13 s _____
5 c _____	14 s _____
6 c _____	15 s _____
7 d _____	16 t _____
8 g _____	17 v _____
9 h _____	

## Collocations – sporting activities

- 2 Inserisci le attività sportive dell'Esercizio 1 negli schemi corretti.

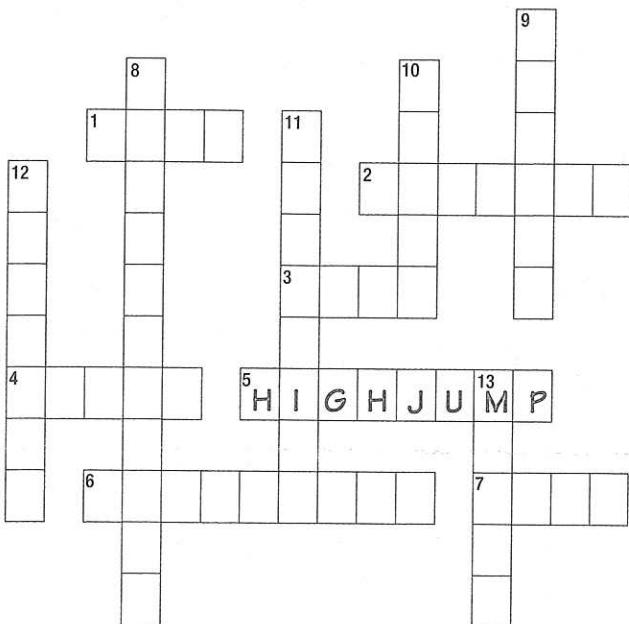


- 3 Completa le frasi con i verbi nel riquadro.

win (x 3) • beat • break • join • scored • get

- 1 Arsenal <sup>1</sup>scored two goals, and <sup>2</sup>\_\_\_\_\_ the match. They <sup>3</sup>\_\_\_\_\_ Juventus.  
 2 I really need to <sup>4</sup>\_\_\_\_\_ into shape, so I've decided to <sup>5</sup>\_\_\_\_\_ a gym.  
 3 We didn't do very well in the athletics competition this year: our team only <sup>6</sup>\_\_\_\_\_ two medals.  
 4 World-famous swimmer Jim Slim <sup>7</sup>\_\_\_\_\_ the race against Joe Slow, and <sup>8</sup>\_\_\_\_\_ the world record!

- 4 Usa le definizioni per completare il cruciverba.



### ACROSS ▶

- 1 A football team tries to score a g\_\_\_\_\_. (4)  
 2 The place you go to see a football match. (7)  
 3 A running or swimming competition. (4)  
 4 After a lot of exercise you feel t\_\_\_\_\_. (5)  
 5 A competition at the Olympic Games (4, 4)  
 6 You can win one at the Olympic Games. (4, 5)  
 7 Group of players that compete together. (4)

### DOWN ▼

- 8 Can you break it? (5, 6)  
 9 If you have a medical problem you can go to the doctor for some a\_\_\_\_\_. (6)  
 10 100 centimetres. (5)  
 11 If you want to get in shape you need to do e\_\_\_\_\_. (8)  
 12 Vegetables and fruit are h\_\_\_\_\_. food. (7)  
 13 A football game. (5)

## Present perfect

- 5 Leggi le situazioni e scrivi delle frasi. Usa il *Present perfect* e i pronomi soggetto.

1 Jack's not working: he's at home watching TV.  
(finish) He's finished work.

2 I can't find my glasses.  
(lose) \_\_\_\_\_

3 It's not raining now.  
(stop) \_\_\_\_\_

4 Jim and Diane are here.  
(arrive) \_\_\_\_\_

5 You're late: the train left five minutes ago.  
(miss) \_\_\_\_\_

6 Our shoes are dirty.  
(not / clean) \_\_\_\_\_

7 She's not listening to her i-Pod.  
(break) \_\_\_\_\_

8 My books are at home.  
(not / bring) \_\_\_\_\_

- 6 Completa le frasi con i verbi al *Present perfect*.

1 Have you ever written (write) to a film star?

2 I \_\_\_\_\_ (meet) my boyfriend's parents.

3 My girlfriend and I \_\_\_\_\_ (not speak) today because we had an argument yesterday.

4 \_\_\_\_\_ your sister \_\_\_\_\_ (get) engaged yet?

5 Jim and Melanie aren't here today. They \_\_\_\_\_ (go) to their cousin's wedding.

6 My mum is furious because my dad \_\_\_\_\_ (forget) it's her birthday today.

Present perfect with *ever/never*

- 7 Scrivi una conversazione con *Have you ever ... ?*

1 visit / Japan? – yes / last year

A Have you ever visited Japan?

B Yes, I have. I visited Japan last year.

2 eat / Vietnamese food? – yes / last week / delicious

A \_\_\_\_\_

B \_\_\_\_\_

3 meet a famous person? – no

A \_\_\_\_\_

B \_\_\_\_\_

4 read / *The Lord of the Rings*? – yes / when I was 16 / boring

A \_\_\_\_\_

B \_\_\_\_\_

- 8 Scrivi le frasi. Usa il *Present perfect* ed *ever*.



1 be / engaged?

Have you ever been engaged?



2 see / an opera?



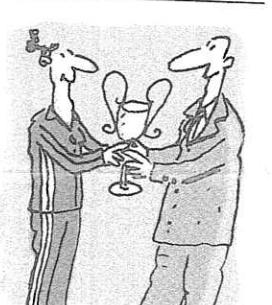
3 read a novel / in a foreign language?



4 fall in love / at first sight?



5 eat / snails?



6 win / a prize for running?

- 9 Completa le risposte brevi e collegale alle domande dell'Esercizio 8.

1 No, I haven't. I haven't met the right person.

1

2 \_\_\_\_\_ . I've never been in a race.

2

3 \_\_\_\_\_ . I love classical music.

3

4 \_\_\_\_\_ ! I fall in love with every good-looking person I meet.

4

5 \_\_\_\_\_ ! I'm a vegetarian.

5

6 \_\_\_\_\_ , but I used a dictionary a lot.

6

## Present perfect with *been* and *gone*

### 10 Completa la conversazione con *been* o *gone*.

- 1 A Hello Mrs Sanchez. Can I speak to Julio?  
B I'm afraid he's not here. He's gone out.
- 2 A You look tired.  
B Yes. I've \_\_\_\_\_ to the gym.
- 3 A Where's Mary?  
B She's \_\_\_\_\_ to the shop for some milk.
- 4 A How's Kenny?  
B He's OK. He's \_\_\_\_\_ to Tokyo. He got home last night.
- 5 A You look great.  
B Thank you. I've \_\_\_\_\_ on holiday.
- 6 A Where have you \_\_\_\_\_?  
B I've \_\_\_\_\_ at my yoga class. Why?  
A Pete came to see you. He waited for ages.  
He's \_\_\_\_\_ now.

## Present perfect and Past simple

### 11 Cerchia l'alternativa corretta.

- 1 I ate / I've eaten in an Italian restaurant yesterday.
- 2 I can't go out: I didn't finish / I haven't finished my homework.
- 3 I'm exhausted. I swam / I've swum five kilometres.
- 4 Did you see / Have you seen Jackie at the weekend?
- 5 Happy birthday! I made / I've made you a cake!
- 6 I saw / I've seen the Rolling Stones six times.
- 7 I saw / I've seen Bruce Springsteen last year.
- 8 What have you done / did you do at the weekend?
- 9 Have you ever / never been to New York?
- 10 I have gone / went to Chicago last year, but I've never been / gone to New York.

### 12 Completa le frasi. Usa i verbi al *Past simple* o al *Present perfect*.

- 1 I've been (go) to the USA three times.
- 2 \_\_\_\_\_ (you / see) the new film at the cinema? You should, it's great.
- 3 That's a nice jacket. Where \_\_\_\_\_ (you / buy) it?
- 4 Another win for Jerry. He \_\_\_\_\_ (beat) everybody.
- 5 The match last night was great. We \_\_\_\_\_ (win) 66-38.
- 6 Oh no! We've got Maths today and I \_\_\_\_\_ (not do) my homework.
- 7 I \_\_\_\_\_ (not go) anywhere last summer – it was great ...

### 13 Scegli l'alternativa corretta.

- 1 We a our first date on Valentine's Day last year.  
**a** had   **b** have had
- 2 He a her to marry him already.  
**a** asked   **b** has asked
- 3 a she a 'yes' yet?  
**a** Did / say   **b** Has / said
- 4 My mum a my dad to marry her when they were both five!  
**a** asked   **b** has asked
- 5 He a 'yes' until he was twenty-seven.  
**a** didn't say   **b** hasn't said
- 6 My grandparents a for fifty years and they are still very happy.  
**a** were married   **b** have been married
- 7 Phone the vet! The dog a my ring!  
**a** ate   **b** has eaten

