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# FILE 1



## PRESENTE DI TO BE PRONOMI PERSONALI SOGGETTO

### Forma affermativa

Forma estesa		Forma contratta
I	am	I'm
you	are	you're
he she it	is	he's she's it's
we you they	are	we're you're they're

### Forma negativa

Forma estesa		Forma contratta
I	am not	I'm not
you	are not	you aren't
he she it	is not	he isn't she isn't it isn't
we you they	are not	we aren't you aren't they aren't

### Forma interrogativa

am	I .....?
are	you .....?
is	he .....? she .....? it .....?
are	we .....? you .....? they .....?

### Risposte brevi

Yes, I **am** / you **are** / he, she, it **is** / we, you, they **are**.

No, I'm **not** / you **aren't** / he, she, it **isn't** / we, you, they **aren't**.

They are ('re) students. / They are not (aren't) students.  
Are they students? - Yes, they are. / No, they aren't.

### ► **Attenzione alla terza persona singolare!**

Si usa:

**He** per il genere maschile (lui / egli).

**She** per il genere femminile (lei).

**It** per cosa o animale (esso / essa).

**He** is my brother.

**She** is my sister.

**It** is my dog.

Mr Pitt = Il signor Pitt  
Mrs Farren = La signora Farren  
Miss Roberts = La signorina Roberts  
Ms Brown = La signora / signorina Brown

**1** | Sostituisci le parole fornite con i pronomi personali soggetto: **he, she, it, we, you, they.**

- |                    |           |                          |       |
|--------------------|-----------|--------------------------|-------|
| ⇒ guitar           | <b>it</b> | 5. Mr Nelson             | ..... |
| 1. John and Robert | .....     | 6. cat                   | ..... |
| 2. bottle          | .....     | 7. Bill and I            | ..... |
| 3. Jenny           | .....     | 8. Mr and Mrs Windsor    | ..... |
| 4. Miss O'Connor   | .....     | 9. glasses               | ..... |
|                    |           | 10. you and your brother | ..... |

**2** | Trasforma le frasi prima nella **forma interrogativa** e poi nella **forma negativa**.

⇒ Jennifer is a shop assistant.  
**Is** Jennifer a shop assistant?  
 Jennifer **isn't** a shop assistant.

1. The lamp is on the wardrobe.  
 .....?  
 .....?
2. Anna is from Liverpool.  
 .....?  
 .....?
3. James and Rob are at the swimming pool.  
 .....?  
 .....?
4. They are Brazilian.  
 .....?  
 .....?
5. You are tired.  
 .....?  
 .....?

**3** | Rispondi con le **risposte brevi**.

⇒ Are Richard and Sue at the beach? - **Yes, they are.**  
 Is your sister at home? - **No, she isn't.**

*to be late*  
*to be early*

1. Is Buckingham Palace in London? - Yes, .....
2. Are you Scottish? - No, I .....
3. Is Mr Roberts a teacher? - Yes, .....
4. Is your grandmother ninety years old? - No, .....
5. Are you and my mother in this photo? - Yes, .....
6. Are Maurizio and Giacomo from New York? - No, .....
7. Are we early? - No, .....
8. Are the birds in the cage? - Yes, .....
9. Are they in the kitchen? - No, .....
10. Is Mark at the bus stop? - Yes, .....

F  
I  
L  
E  
  
1

**4** Inserisci 'm, is, 's, are, 're, 'm not, isn't, aren't.

⇒ She is a singer. She **isn't** an actress.

1. They aren't tall. They ..... short.
2. Paris ..... in Spain. It ..... in France.
3. I' ..... Susie. I'm not Samantha!
4. We ..... in the kitchen. We're in the living room.
5. .... he Irish? - No, he .....
6. Isabella isn't my sister. She ..... my aunt.
7. I ..... a nurse. I'm a doctor.
8. .... the Eiffel Tower in Moscow? - No, it ..... in Paris.
9. .... they French students? - No, they ..... from South Africa.
10. She ..... English. She's Scottish.

**5** Completa le frasi con il **presente** del verbo **to be**.

⇒ Andrew **is** a policeman and his sons **are** students.

1. What ..... your name? - My name ..... Benjamin.
2. .... you American? - No, I ..... not. I ..... Canadian.
3. Where ..... Magdalena from? - She ..... from Poland.
4. .... he a footballer? - Yes, he .....
5. .... David and Christian friends? - Yes, they .....
6. My favourite actress ..... Julia Roberts and my favourite actors ..... Johnny Depp and Zac Efron.
7. Paul and I ..... from Liverpool. Where ..... you from?
8. I ..... a journalist and my friend Jane ..... a photographer.

**6** **Riordina** le parole per costruire frasi di senso compiuto.

⇒ German / not / they / are.

**They are not German.**

1. you / Spanish / are / ?
2. are / Mike / students / and / Dave / ?
3. Mrs Daley / from / not / is / London
4. we / 14 / old / years / are
5. aren't / and / Susie / English / Andy

.....

.....

.....

.....

.....

**7** Trova gli **errori** e riscrivi le frasi corrette.

⇒ Jennifer aren't at school now.

Jennifer **isn't** at school now.

1. Ben and Jane isn't Swiss.
2. Hank is American?
3. Is Amber from Chicago? - Yes, it is.
4. My grandparents not are very old.
5. I amn't Portuguese.

.....

.....

.....

.....

.....

# B

## L'ARTICOLO A/AN

L'articolo **a / an** si usa **con i sostantivi singolari numerabili**.  
Corrisponde all'italiano **un, uno, una**.

<b>A</b> davanti a	<b>consonante h aspirata</b> suono 'ju'	a nurse, a flower a hotel, a housewife a university
<b>AN</b> davanti a	<b>vocale h muta</b>	an apple, an egg an hour, an honest man

► **Attenzione!** L'articolo **a / an** viene sempre espresso **davanti alle professioni**.  
My father is **a** doctor.

### 1 Completa con **a** oppure **an**.

⇒ **an** umbrella

1. .... box
2. .... student
3. .... computer
4. .... airplane
5. .... DVD

6. .... elephant
7. .... television
8. .... orange
9. .... African
10. .... kitchen
11. .... house
12. .... wardrobe

### 2 Completa le seguenti frasi con **a** oppure **an**.

1. Mr Russell is ..... policeman.
2. Brad is ..... cook.
3. Andy Jones is ..... teacher.
4. Miss Hamblin is ..... architect.
5. Britney is ..... doctor.

1



2



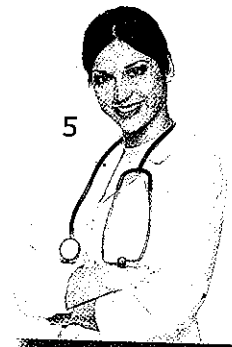
3



4



5



FILE 1



## L'AGGETTIVO

Gli aggettivi:

1. sono **invariabili** in genere e in numero, cioè non hanno la forma femminile e plurale:  
David and Michael are short.  
Linda is slim.
2. seguono il verbo **to be** in funzione di predicato:  
Julia is beautiful.
3. precedono il sostantivo in funzione di attributo:  
He's a good swimmer.

Studia i seguenti gruppi di aggettivi e il loro significato.

- Aggettivi che descrivono **l'aspetto fisico e il carattere** delle persone.

### Height (altezza)

tall (alto)  
short (basso)

### Build (corporatura)

well-built (robusto)  
fat (grasso)  
slim (snello)  
thin (magro)

### Complexion / Skin (carnagione/pelle)

pale (chiara / pallida)  
dark (scura)

### Eyes (occhi)

blue (blue / azzurri)  
brown (marroni)  
green (verdi)  
big (grandi)  
small (piccoli)  
oriental (a mandorla)

### Hair (capelli)

wavy (ondulati)  
curly (ricci)  
straight (dritti)  
long (lunghi)  
short (corti)  
dark (scuri)  
black (neri)  
fair / blond (chiari / biondi)

### Age (età)

young (giovane)  
old (vecchio)  
middle-aged (di mezza età)

### Personality (carattere)

patient (paziente)  
bossy (prepotente)  
lazy (pigro)  
kind (gentile)  
rude (maleducato)  
selfish (egoista)  
generous (generoso)



**1** | Scrivi l'opposto dei seguenti aggettivi.

⇒ young → **OLD**

- |         |   |       |          |   |       |
|---------|---|-------|----------|---|-------|
| 1. tall | → | ..... | 3. curly | → | ..... |
| 2. thin | → | ..... | 4. rude  | → | ..... |
|         |   |       | 5. dark  | → | ..... |

**2** | Cerchia l'alternativa corretta.

⇒ Mark isn't a very good worker. He's very **patient** / **pale** / **lazy**.

1. Is Virginia's hair black? No, it's **fair** / **long** / **straight**.
2. My brother is five years old. He's very **old** / **middle-aged** / **young**.
3. Hannah is from Sweden. Her complexion is **pale** / **dark** / **straight**.
4. John's eyes are **green** / **tall** / **fair**.
5. My uncle isn't very generous. He's quite **pale** / **slim** / **selfish**.

**3** | Completa le frasi con gli aggettivi che hai studiato.

WHAT ARE THESE PEOPLE LIKE?



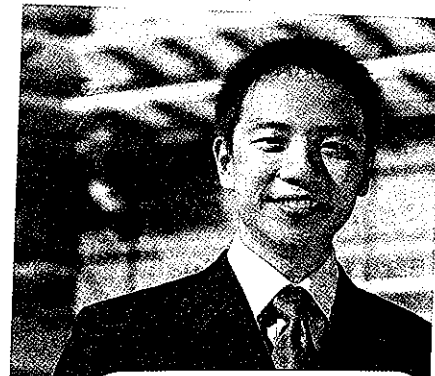
1. She is .....  
and .....



2. Her hair  
is .....



3. His skin  
is .....



4. His eyes  
are .....

• Aggettivi di nazionalità

4 | Inserisci negli spazi vuoti le parole mancanti, poi costruisci frasi come nell'esempio.

**English • France • Mexico City • Canadian • Spain • Berlin • Irish • Japan • Italy • Canada • Scottish • French • German**

Name	Nationality	Country	Capital
1. Juan	Spanish		Madrid
2. Carmen	Mexican	Mexico	
3. Robert			Ottawa
4. Paolo	Italian		Rome
5. William		England	London
6. Kiaran		Scotland	Edinburgh
7. Brigitte			Paris
8. Yoshio	Japanese		Tokyo
9. Jochen		Germany	
10. Brian		Ireland	Dublin

⇒ 1. Juan is Spanish.  
He's from Madrid, Spain.

2. ....  
3. ....  
4. ....

5. ....  
6. ....  
7. ....  
8. ....  
9. ....  
10. ....

5 | Utilizza le parole fornite per costruire domande e risposte come nell'esempio.

⇒ Marie / German? – French / Lyon  
**Is** Marie German? – **No, she isn't** German. She's French. She's from Lyon.

1. Mark / Scottish? – English / London  
.....  
2. Richard / Australian? – American / San Francisco  
.....  
3. William / Japanese? – Chinese / Beijing  
.....  
4. Nisa and Amir / Indonesian? – Malaysian / Kuala Lumpur  
.....  
5. Pablo and Juan / Spanish? – Brazilian / Recife  
.....

6 | Completa le frasi con i paesi o gli aggettivi di nazionalità corretti.

**England • Ireland • Spanish • Denmark • Irish • Danish • Spain • English**

- ⇒ Barcelona is in **Spain**.  
1. Diego is from Barcelona.  
He is .....  
2. Exeter is in the south of .....  
3. Ronald is from Exeter. He is .....  
4. Copenhagen is the capital city  
of .....  
5. Birgitte is from Copenhagen.  
She is .....  
6. Cork is in .....  
7. Sinead is from Cork. She is .....

# D

## NUMERI CARDINALI

1 Osserva le tabelle e completale

A			B	
1	one	11 eleven	21	twenty-one
2	two	12 twelve	22	twenty-two
3	three	13 thirteen	23	.....
4	four	14 fourteen	24	.....
5	five	15 fifteen	25	.....
6	six	16 sixteen	26	.....
7	seven	17 seventeen	27	.....
8	eight	18 eighteen	28	.....
9	nine	19 nineteen	29	.....
10	ten	20 twenty	30	thirty
			40	forty
			50	fifty
			60	.....
			70	.....
			80	.....
			90	.....
			100	one hundred
			1,000	one thousand

C	
7	seven
17	seventeen
70	seventy
77	seventy-seven
700	seven hundred
770	seven hundred and seventy
7,000	seven thousand
8	.....
18	.....
80	.....
88	.....
800	.....
880	.....
8,000	.....

► **Attenzione!** In inglese, tra le migliaia e le centinaia si mette la virgola (non il punto). Es: 8,000

FILE 1

2 Scrivi i seguenti numeri in lettere.

- ⇒ 97      **ninety-seven**      5. 85      .....
1. 3      .....      6. 78      .....
2. 9      .....      7. 400      .....
3. 7      .....      8. 11,000      .....
4. 13      .....      9. 632      .....
10. 42      .....

3 Scrivi i seguenti numeri in cifre.

- ⇒ seventy-three      **73**
1. eleven      .....
2. twelve      .....
3. twenty-seven      .....
4. thirty-two      .....
5. nine hundred      .....
6. twenty thousand      .....
7. seventeen      .....
8. sixteen      .....
9. forty-six      .....
10. four hundred and sixty-nine      .....

# E

## L'ORA

### What time is it? - It's...

• L'ora può essere espressa in **due modi**. Osserva gli esempi.

5:00

⇒ five **o'clock**  
⇒ five

5:10

⇒ ten **past** five  
⇒ five ten

5:15

⇒ (a) quarter **past** five  
⇒ five fifteen

5:30

⇒ half **past** five  
⇒ five thirty

5:40

⇒ twenty **to** six  
⇒ five forty

5:45

⇒ (a) quarter **to** six  
⇒ five forty-five

5:50

⇒ ten **to** six  
⇒ five fifty

6:00

⇒ six **o'clock**  
⇒ six

• In inglese i numeri che esprimono le ore dalle 13 alle 24 non sono generalmente usati nella lingua parlata.

20:15      a quarter past **eight** oppure **eight** fifteen p.m.

• Per distinguere le ore del mattino da quelle pomeridiane si utilizza:

- **a.m.** (ante meridiem - prima di mezzogiorno)
- **p.m.** (post meridiem - dopo mezzogiorno)

oppure le espressioni

- **in the morning** (fino alle 12:00)
- **in the afternoon** (fino alle 6:00 del pomeriggio)
- **in the evening** (dopo le 6:00 del pomeriggio)
- **at night**

### 1 | Scrivi l'ora per esteso nei due modi possibili.

- |   |                 |
|---|-----------------|
| ⇒ 8:10 <b>ten past eight</b> <b>eight ten</b> | 5. 14:50 .....  |
|   | 6. 18:30 .....  |
| 1. 7:15 .....                                 | 7. 03:35 .....  |
| 2. 10:25 .....                                | 8. 21:20 .....  |
| 3. 09:30 .....                                | 9. 04:10 .....  |
| 4. 12:40 .....                                | 10. 21:30 ..... |

### 2 | Scrivi l'ora in cifre.

- |                                 |                               |
|---------------------------------|-------------------------------|
| ⇒ a quarter to nine <b>8:45</b> | 5. half past eleven .....     |
|                                 | 6. twenty-five past two ..... |
| 1. ten past nine .....          | 7. twenty-five to six .....   |
| 2. half past ten .....          | 8. five past three .....      |
| 3. twenty-five to seven .....   | 9. ten to ten .....           |
| 4. a quarter past four .....    | 10. a quarter to eleven ..... |



# NUMERI ORDINALI - LA DATA

## • Numeri ordinali

I numeri ordinali si formano aggiungendo **-th** ai numeri cardinali corrispondenti ad eccezione di

- **the first** (il primo)
- **the second** (il secondo)
- **the third** (il terzo)
- **the fifth** (il quinto)
- **the twelfth** (il dodicesimo)
- **the twenty-first** (il ventunesimo),
- **the twenty-second** (il ventiduesimo),
- **the twenty-third** (il ventitreesimo)
- **the twenty-fifth** (il venticinquesimo) ecc.

## • La data

### What's the date today? - It's...

La data si può scrivere in **4 modi**. Osserva gli esempi.

4th April, 2005	4 April, 2005	April 4th, 2005	April 4, 2005
-----------------	---------------	-----------------	---------------

- Il giorno viene **sempre pronunciato con il numero ordinale**.

(the) fourth (of) April / April (the) fourth

- L'anno di quattro cifre si pronuncia generalmente dividendolo in due parti.

1997 = nineteen ninety-seven

Ma si dice: 2005 = two thousand and five

Months of the year	
January	July
February	August
March	September
April	October
May	November
June	December

► **Attenzione!** I mesi si scrivono con la lettera maiuscola.

### 1 | Completa la tabella.

1st <b>first</b>	9th <b>ninth</b>	.....	.....
2nd <b>second</b>	10th .....	.....	.....
3rd <b>third</b>	11th <b>eleventh</b>	.....	.....
4th <b>fourth</b>	12th <b>twelfth</b>	20th <b>twentieth</b>	.....
5th <b>fifth</b>	13th <b>thirteenth</b>	21st <b>twenty-first</b>	.....
6th .....	.....	22nd .....	.....
7th .....	.....	.....	.....
8th .....	.....	.....	.....

### 2 | Scrivi le seguenti date come nell'esempio.

- ⇒ 2 aprile                      **2nd April**
3. 3 marzo                      .....
4. 12 luglio                      .....
1. 15 agosto                      .....
5. 17 maggio                      .....
2. 25 dicembre                      .....
6. 30 ottobre                      .....

### 3 | Scrivi i compleanni delle persone come nell'esempio.

- ⇒ David / 12 febbraio                      **David's birthday is on 12th February.**
1. Rob / 13 novembre                      .....
2. Kylie / 2 settembre                      .....
3. Jack / 23 ottobre                      .....
4. Charlie / 1 marzo                      .....
5. My mother / 31 luglio                      .....

FILE 1



# PREPOSIZIONI DI TEMPO: AT, IN, ON

## Uso

<b>AT</b> davanti	alle <b>ore</b>	at five o'clock
	alle <b>festività</b>	at Christmas (a Natale), at Easter (a Pasqua)
	ai <b>pasti</b>	at lunch time
	in <b>espressioni come:</b>	at the weekend, at night, at midnight, at midday
<b>IN</b> davanti a	<b>mesi</b>	in March / April / May/...
	<b>stagioni</b>	in summer / autumn / ...
	<b>anni</b>	in 1999, in the year 2001
	<b>parti del giorno</b>	in the morning, in the afternoon, in the evening
<b>ON</b> davanti	ai <b>giorni della settimana</b>	on Tuesday
	alle <b>date</b>	on the 2nd April
	a <b>festività come:</b>	on Christmas Day (il giorno di Natale)

Studia i giorni della settimana e le stagioni.

Days of the week		Seasons	
<b>Sunday</b>	domenica	<b>Spring</b>	primavera
<b>Monday</b>	lunedì	<b>Summer</b>	estate
<b>Tuesday</b>	martedì	<b>Autumn / fall</b>	autunno
<b>Wednesday</b>	mercoledì	<b>Winter</b>	inverno
<b>Thursday</b>	giovedì		
<b>Friday</b>	venerdì		
<b>Saturday</b>	sabato		

► **Attenzione!** I giorni della settimana in inglese si scrivono con la lettera maiuscola a differenza dell'italiano.

### 1 | Completa con **at, in, on.**

⇒ **on** Monday.

- |                        |                               |                                 |
|------------------------|-------------------------------|---------------------------------|
| 1. .... 1972.          | 5. .... Wednesday.            | 9. .... autumn.                 |
| 2. .... the afternoon. | 6. .... June.                 | 10. .... the 24th of May, 1982. |
| 3. .... summer.        | 7. .... the 14th of December. | 11. .... the weekend.           |
| 4. .... Christmas Day. | 8. .... Easter.               | 12. .... night.                 |

### 2 | Completa con **at, in, on.**

⇒ I go to school **in** the morning.

- |  |   |
|--|---|
| 1. It rains a lot ..... spring.                  | 3. It snows here ..... winter.          |
| 2. Jennifer's birthday is ..... the 19th of May. | 4. The sky is dark ..... night.         |
|  | 5. We receive presents ..... Christmas. |

### 3 | Cerchia la preposizione errata e scrivi quella corretta.

⇒ We go on holiday (at) September. **in**

- |  |   |
|--|---|
| 1. David's birthday is on August. ....             | 4. The leaves fall from the trees at autumn. ....   |
| 2. My grandmother was born at 1950. ....           | 5. Melanie was born in the 31st December 1989. .... |
| 3. The train leaves at 5 a.m. on the morning. .... |   |



# QUESTION WORDS: what, who, where, when, how

<b>What?</b>	Quale, che cosa?	What's your name / address / telephone number?
<b>Who?</b>	Chi?	Who's that woman over there?
<b>Where?</b>	Dove?	Where's your brother? / Where are you from?
<b>When?</b>	Quando?	When's your birthday? / When were you born?
<b>How?</b>	Come?	How are you? / How old are you?

### 1 Cerchia l'alternativa corretta.

⇒ **When / Where** is Jane? - She's at the supermarket.

- How / Who** is your mother? - She's fine, thanks.
- When / Where** is your birthday? - It's in January.
- Where / What** nationality is Alex? - He's American.
- Where / When** is Ayumi from? - She's from Japan.
- What / How** colour are your eyes? - They're brown.

### 2 Inserisci la question word adeguata: who, when, how old, how, where, what.

⇒ **What's** her name? - It's Susan.

- |  |   |
|--|---|
| 1. .... is he? - He's 36.                              | 7. ....'s your sister? - She's at home.                         |
| 2. .... are they from? - They're from Ireland.         | 8. ....'s your mother? - She's fine, thanks.                    |
| 3. ....'s her job? - She's a doctor.                   | 9. ....'s your favourite film? - It's <i>The Hunger Games</i> . |
| 4. .... nationality are they? - They're Spanish.       | 10. ....'s his birthday? - It's on the 8th of July.             |
| 5. ....time is the football match? - It's at 5.15 p.m. | 11. .... time is it? - It's half past five.                     |
| 6. .... are they? - They are my school friends.        | 12. ....'s your address? - It's 27 Bright Street.               |
|  | 13. ....'s that lady? - She's my French teacher.                |
|  | 14. ....'s Hugo like? - He's medium height and thin.            |

### 3 Abbina le domande alle risposte.

- When's your grandmother's birthday?
- What's her name?
- How old is Pamela?
- Who's that man over there?
- Where's Tom?

- Mark. He's my boss.
- She's twenty.
- Annamaria. She's my cousin.
- He's on holiday.
- On the 15<sup>th</sup> of March.

- E
- ...
- ...
- ...
- ...

### 4 Scrivi domande adeguate alle risposte.

⇒ **What's your name?** My name's Scarlet.

- .....? - My address is 20 Birmingham Road, Stafford.
- .....? - It's a quarter to nine.
- .....? - She's fine, thanks.
- .....? - That's my cousin.
- .....? - My hair is blond.
- .....? - My favourite sport is tennis.

FILE 1

# COMMUNICATION / READING / WRITING

## 1. Communication

Completa il seguente dialogo con le domande adeguate.

A: (1) .....

B: Andrew Davis.

A: (2) .....

B: Yes, I'm a policeman.

A: (3) .....

B: I'm from Sheffield.

A: (4) .....

B: I'm 30.

A: (5) ..... the girl in the photo?

B: She's my cousin.

A: (6) .....

B: She's from Sheffield too.

A: (7) .....

B: She's 30 too.



## 2. Reading

A. Leggi il seguente brano e completa la tabella.

This is Tony and this is Benjamin. They're friends and they're from Los Angeles in the USA. Tony is tall and thin. He is forty years old and his birthday is on the 9th of September.

Benjamin is well-built and not very tall. He is thirty-five years old and his birthday is on the 19th of January.

They're musicians. Tony's favourite instrument is the guitar and Benjamin's favourite instrument is the violin. Their favourite sport is volleyball.



Name	Origin	Age	Birthday	Build	Job	Favourite instrument	Favourite sport
Tony	X	40	9 <sup>th</sup> September	thin tall	musicians	guitar	volley ball
Benjamin	X	35	19/1	well-built not tall	"	violin	"



B. Completa le risposte alle seguenti domande.

⇒ Where are Tony and Benjamin from? - They **are from Los Angeles**.

1. What's Tony like? - Tony .....
2. How old is he? - He .....
3. When's his birthday? - It .....
4. What's Benjamin like? - Benjamin .....
5. How old is he? - He .....
6. When's his birthday? - It .....
7. What are their jobs? - They .....
8. What's Tony's favourite instrument? - It .....
9. What's Benjamin's favourite instrument? - It .....
10. What's their favourite sport? - It .....

### 3. Writing

Scrivi un testo simile a quello dell'attività precedente per parlare di te stesso. Il testo deve contenere nome, provenienza, età, compleanno, breve descrizione fisica, occupazione, materia scolastica preferita, sport preferito, hobbies.

Studia il lessico relativo a **materie scolastiche, sport, hobby** e utilizza ciò che ti riguarda. Completa eventualmente l'elenco con altri termini.

SCHOOL SUBJECTS	SPORTS	HOBBIES
English	tennis	dancing
French	football	singing
German	volleyball	skateboarding
Italian	baseball	collecting (football cards / ...)
History	rugby	playing computer games
Philosophy	boxing	cooking
Maths	golf	playing chess
Science	swimming	photography
Computer science	horse-riding	painting
R.E. (Religious education)	snowboarding	surfing the Net
P.E. (Physical education)	karate	.....
Art	running	.....
Music	aerobics	.....
.....	.....	.....

Segui il piano suggerito.

PIANO	
<b>name - origin</b>	Hi, my name ..... and I .....
<b>age - birthday</b>	from .....
<b>build - eyes - hair</b>	I am ..... years old and my .....
<b>job</b>	is on .....
<b>favourite school subject</b>	I ....., my eyes ..... and
<b>favourite sport/hobby</b>	my ..... is .....
	I ..... and my favourite school subject
	.....
	My ..... is .....
	and my hobbies are .....

FILE 1

# FILE 2



## IL PLURALE

### Formazione del plurale dei sostantivi

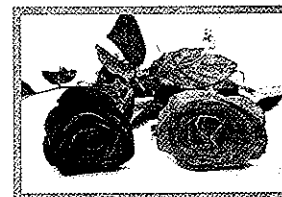
Singolare	Plurale	Esempi
La maggior parte dei sostantivi	-s	table → tables; chair → chairs; boy → boys
Sostantivi che terminano in -s, -ss, -sh, -ch, -x, -o	-es	bus → buses; address → addresses dish → dishes; church → churches box → boxes; potato → potatoes <b>eccezioni:</b> radio → radios; piano → pianos; video → videos; photo → photos
Sostantivi che terminano in -y preceduta da consonante	-ies	lady → ladies; diary → diaries
Sostantivi che terminano in -f, -fe	-ves	wolf → wolves; wife → wives; shelf → shelves <b>eccezioni:</b> roof → roofs; cliff → cliffs; chief → chiefs

#### Alcuni plurali irregolari

- man → **men** (uomo/uomini)
- woman → **women** (donna/e)
- person → **people** (persona/e)
- policeman → **policemen** (poliziotto/i)
- mouse → **mice** (topo/i)
- child → **children** (bambino/i)
- foot → **feet** (piede/i)
- tooth → **teeth** (dente/i)



a rose



two roses



a man



two men

**FIT**

sheep - fish

↳ non hanno plurale

**1** | Scrivi il **plurale** dei seguenti sostantivi.

- ⇒ mouse      **mice**
- |                     |                    |                   |
|---------------------|--------------------|-------------------|
| 1. watch .....      | 6. housewife ..... | 11. tomato .....  |
| 2. motorcycle ..... | 7. alligator ..... | 12. radio .....   |
| 3. person .....     | 8. box .....       | 13. kitchen ..... |
| 4. church .....     | 9. child .....     | 14. woman .....   |
| 5. sister .....     | 10. fireman .....  | 15. knife .....   |

**2** | Scrivi il **singolare** dei seguenti sostantivi.

- ⇒ feet      **foot**
- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 1. shelves ..... | 3. children ..... | 5. policemen ..... |
| 2. roofs .....   | 4. mice .....     | 6. cities .....    |

**B**

**THIS / THESE - THAT / THOSE**

**Forma**

Singolare	Plurale
<b>This</b> questo / questa <b>This</b> is my brother.	<b>These</b> questi / queste <b>These</b> are my parents.
<b>That</b> quello / quella <b>That</b> is my mother.	<b>Those</b> quei / quelli / quelle <b>Those</b> are my cousins.

**Uso**

- **This** e **these** vengono usati per **identificare oggetti e persone vicine.**

This is an ice-cream.



These are ice-creams.

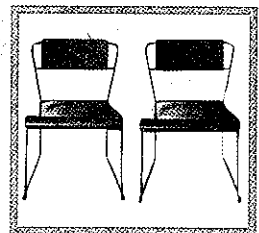


- **That** e **those** per **identificare oggetti e persone lontane.**

That is a chair.



Those are chairs.



- **This** e **these** vengono usati anche per **presentare persone.**

This is Bob.

These are my brothers.

FILE 2

**1** Trasforma le frasi al **plurale** (fai attenzione ai plurali irregolari).

⇒ This is an apple.

**These are apples.**

1. This is a beach.

.....

2. That is a woman.

.....

3. This is a table.

.....

4. This is a child.

.....

5. That is a policeman.

.....

6. This is a foot.

.....

7. That is a box.

.....

8. This is a supermarket.

.....

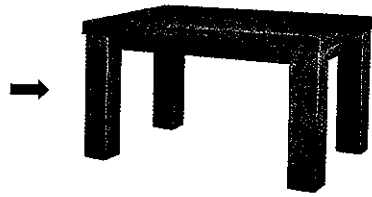
9. That is an email address.

.....

10. This is a potato.

.....

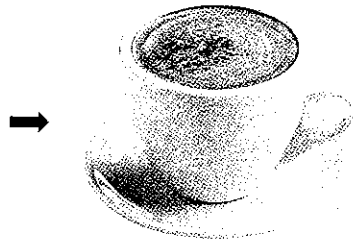
2 Completa le frasi con **this**, **these**, **that**, **those**, come nell'esempio.



and →



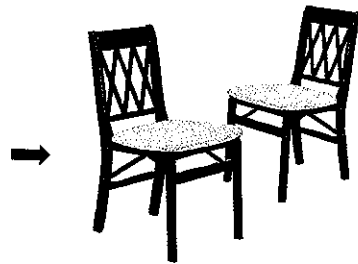
**This** is a table and **that** is a lamp.



and →



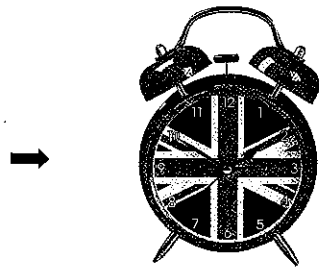
1. .... is a cup and ..... is a glass.



and →



2. .... are chairs and ..... is an armchair.



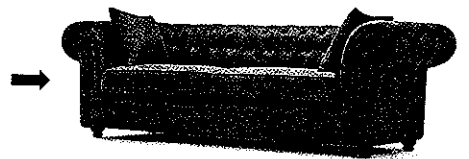
and →



3. .... is a clock and ..... are watches.



and →



4. .... is a bed and ..... is a sofa.



# PRESENTE DI HAVE GOT

## Forma affermativa

Forma estesa		Forma contratta
I	<b>have</b> got	I've got
you	<b>have</b> got	you've got
he she it	<b>has</b> got	he's got she's got it's got
we you they	<b>have</b> got	we've got you've got they've got

## Forma negativa (contratta)

I	<b>haven't</b> got
you	<b>haven't</b> got
he she it	<b>hasn't</b> got
we you they	<b>haven't</b> got

## Forma interrogativa

<b>have</b>	I got .....
<b>have</b>	you got .....
<b>has</b>	he got .....? she got .....? it got .....
<b>have</b>	we got .....? you got .....? they got .....

## Risposte brevi

Yes, I / you / we / you / they **have**.  
Yes, he / she / it **has**.

No, I / you / we / you / they **haven't**.  
No, he/she/it **hasn't**.

- Il **tempo presente** del verbo **to have** è **has** per la 3ª persona singolare, **have** per tutte le altre.

I **have** ('ve got) a smartphone. / I **haven't** got a smartphone.

**Have** you got a smartphone? - Yes, I **have**. / No, I **haven't**.

He/She **has** ('s got) a daughter. / He/she **hasn't** got a daughter.

**Has** he/she got a daughter? - Yes, he/she **has**. / No, he/she **hasn't**.

## Uso

- Il verbo **have got** si usa per esprimere **possesso** (I've got a car), **relazione** (I've got two brothers) o per **descrivere persone, animali o cose** (I've got blue eyes).

- Il verbo **to have** (senza 'got') viene usato anche in particolari **espressioni idiomatiche** come:

to **have** breakfast / lunch / dinner

to **have** a shower / bath

to **have** a cup of tea / coffee

to **have** a rest

to **have** a good time

to **have** a swim

- In questi casi la **forma negativa**, la **forma interrogativa** e le **risposte brevi** al present simple si costruiscono con l'ausiliare **do / does**, come tutti i verbi ordinari (vedi file 4 - paragrafo A).

FILE 2

**1** Completa le frasi con **have, haven't, has, hasn't**.

⇒ She **has** got a pair of red shoes.

1. My grandfather ..... got grey hair and glasses.
2. I ..... got a black labrador dog.
3. .... Margaret got long hair? - Yes, she .....
4. .... your girlfriend got a job? - No, she .....
5. The people in my family ..... got blue eyes. They ..... got brown eyes.
6. They ..... got an expensive car.
7. .... you got a dog? - No, I .....
8. Helen ..... got a daughter called Miranda, but she ..... got a son.
9. My friend Jason ..... got very long legs.
10. .... they got a flat screen TV? - No, they .....

**2** Osserva la tabella e completa le frasi adeguatamente.

	bus ticket	diary	smartphone	driving licence
1. Isabella	+	-	+	+
2. Oliver	-	+	+	+
3. Seth	+	+	-	+
4. Max and Chloe	+	-	+	+

- ⇒ 1. Isabella **has** got a bus ticket, a smartphone and a driving licence, but she **hasn't** got a diary.
2. Oliver ..... got a ..... but he ..... got a .....
  3. Seth ..... got a ..... but he ..... got a .....
  4. Max and Chloe ..... got a ..... but they ..... got a .....

**3** Completa le frasi con **have got, haven't got, has got, hasn't got**.

1. Yoshio ..... short, dark hair.



4. Jasmine ..... a beautiful smile.



2. Jane and Claudia ..... dark hair.



5. They ..... a pale complexion.



3. Margaret ..... short hair.



**D**

**AGGETTIVI E PRONOMI POSSESSIVI - WHOSE?**

Aggettivi possessivi	Pronomi possessivi
my	<b>mine</b>
your	yours
his	his
her	hers
its	(non usato)
our	ours
your	yours
their	theirs

- Gli aggettivi possessivi sono seguiti da un sostantivo.  
It's **my** bike. (È la mia bicicletta.)
- I pronomi possessivi non sono seguiti da un sostantivo.  
It's **mine**. (È la mia.)
- I possessivi non sono **mai preceduti da the**.
- I possessivi sono **invariabili**.

► **Attenzione!** Non confondere la **-s** dei pronomi possessivi con la **-s** del plurale.  
This book is hers. (Questo libro è **il suo**.)

- Gli **aggettivi** e i **pronomi possessivi** della 3ª persona **concordano con il possessore e non con la cosa posseduta**.

**Jane** has got a nice scooter. It is **her** scooter. It is **hers**.

**Bob** has got a new t-shirt. It is **his** t-shirt. It is **his**.

**Whose** è la **question word** che si usa per chiedere a chi appartiene qualcosa o la relazione.

► **Attenzione!** Non confondere **whose** con **who's** (anche se la pronuncia è identica).

**Whose** car is that? (Di chi è quella macchina?)

**Who's** that boy? (Chi è quel ragazzo?)

FILE 2

**1** | Cerchia l'alternativa corretta. **Aggettivo** o **pronome possessivo**?

- ⇒ This is **(my)** / mine scarf.
- 1. Is that bag **your** / yours?
- 2. This is **our** / ours flat.
- 3. This is Julia and these are **hers** / her sisters.
- 4. Are those **your** / yours keys?
- 5. Is this boat **theirs** / their?

**2** | Inserisci l'**aggettivo** o il **pronome possessivo** corretto.

- ⇒ I love jazz. It's **my** favourite type of music.
- 1. It is a lizard and ..... tail is long.
- 2. What's ..... nationality? - He's Moroccan.
- 3. Is this your suitcase? - No, ..... is green not black.
- 4. Hello, Angelina. Is ..... brother here with you?
- 5. Is that Stephen's parking space? - No, it isn't ..... It's mine.
- 6. What's ..... second language? - She also speaks Italian.

**3** | Completa con **whose** o **who's**.

- ⇒ **Whose** car is this? - It's mine.
- 1. .... Daniel? - He's my boyfriend.
- 2. .... wallet is this? - It's mine.
- 3. .... that woman in the red coat? - My aunt.
- 4. .... husband is Dylan? - He's Amber's husband.
- 5. .... Mollie? - She's William's wife.



# GENITIVO SASSONE

## Forma

Il possesso si esprime come segue:

### possessore + 's + oggetto

This is Mary's room. (Questa è la stanza di Mary.)

- Quando il possessore è un sostantivo **plurale terminante per -s** si aggiunge **solo l'apostrofo**.

This is **the boys'** room. (Questa è la stanza dei ragazzi.)

*Ma si dice:* This is **the children's** room. (Questa è la stanza dei bambini.)

- Quando i possessori sono più di uno bisogna distinguere:

A. se il possesso è comune si aggiunge **'s** all'ultimo;

This is Allan and Sarah's car. (La macchina appartiene ad entrambi.)

B. se il possesso non è comune si aggiunge **'s** a tutti i possessori.

These are Tom's and Carol's shoes. (Le scarpe non sono comuni.)

## Uso

- Questa costruzione viene generalmente usata per esprimere **possesso** (This is Tom's car) e la **relazione tra persone** (He is Tom's brother).

**1** | Costruisci frasi con il **genitivo sassone** e poi sostituisci il possessore con l'**aggettivo possessivo** corrispondente.

⇒ This / dog / Noah.

This is **Noah's** dog.

This is **his** dog.

1. Those / games / the children. ....

2. That / mother / Archie. ....

3. Those / sisters / my mother. ....

4. This / girlfriend / her brother. ....

5. These / glasses / Lilly. ....

**2** | Costruisci **domande e risposte** come nell'esempio.

⇒ book / this? - Sarah

**Whose book is this?**

It's **Sarah's**.

1. bedroom / that? - Toby

*Whose bedroom is that?*

*It's Toby's*

2. socks / those? - Harley / David

*Whose*

3. friend / she? - Jasmine / Nathan

4. boss / he? - Megan / Blake

5. tennis rackets / these? - Ryan

6. paintings / those? - children

7. sandwich / this? - Elliot

8. luggage / that? - those women

9. coats / those? - those girls

10. sunglasses / these? - Abigail



## COMMUNICATION / READING / WRITING

### 1. Communication

Completa l'intervista con le frasi fornite.

A: I'm writing an article for my blog in English.

Can I ask you a few questions?

B: Yes, sure. What about?

A: About you and your family. First of all, what is your first name and surname?

B: (1) .....

A: How old are you?

B: (2) .....

A: Have you got any brothers or sisters?

B: (3) .....

A: (4) .....

B: Hamish is fourteen, Nicole is eleven and Louisa is nine.

A: What about your parents? How old are they?

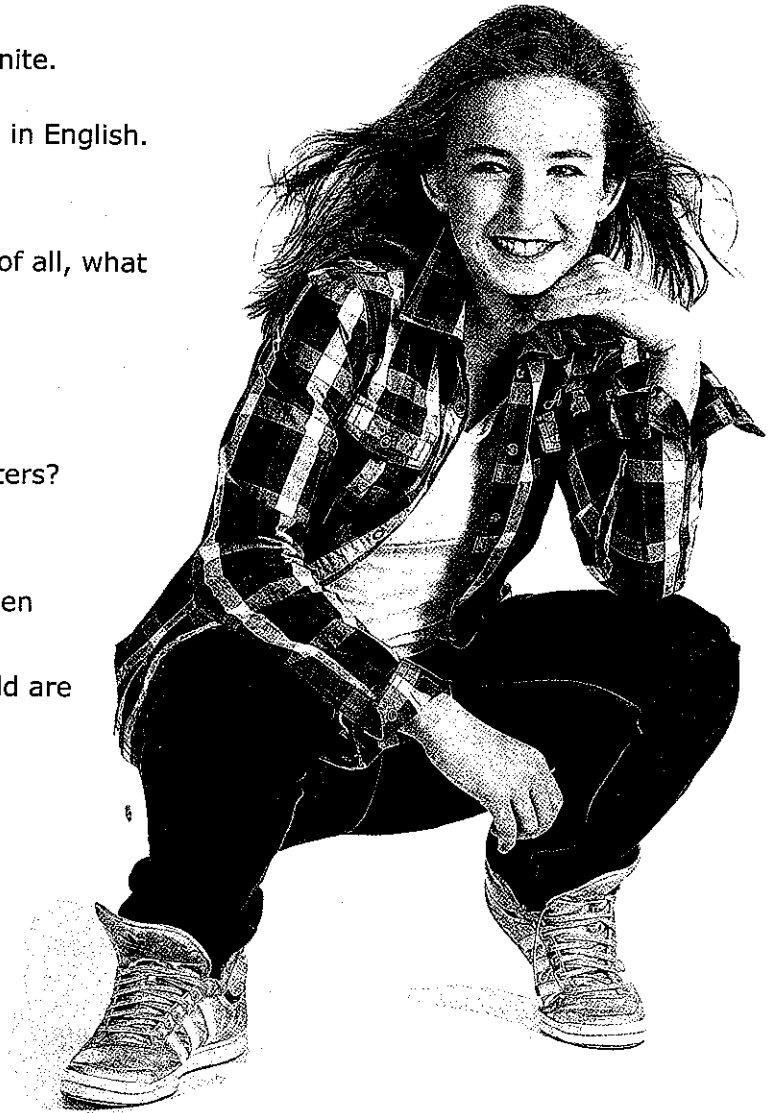
B: (5) .....

A: (6) .....

B: Yes, I've got three aunts and five uncles.

A: (7) .....

B: Yes, I've got nine cousins.

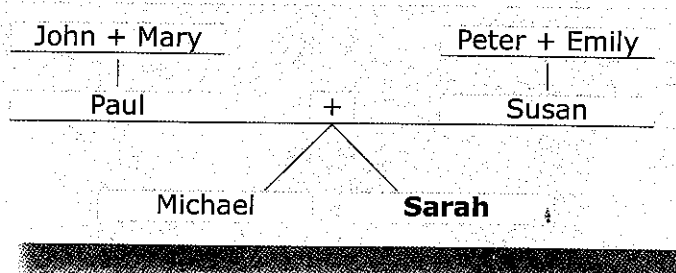


- a. My mother is forty-seven and my father is fifty-two.
- b. I'm fifteen.
- c. Have you got any cousins?
- d. Lydia. And my surname is Sanders.
- e. Yes, I've got a brother and two sisters.
- f. Have you got any aunts and uncles?
- g. How old are they?

## 2. Reading

Studia il lessico relativo alle relazioni di parentela. Osserva l'**albero genealogico** della famiglia di Sarah, leggi il testo e rispondi alle domande.

<b>grandparents</b>	nonni	<b>son</b>	figlio (maschio)
<b>grandfather</b>	nonno	<b>wife</b>	moglie
<b>grandmother</b>	nonna	<b>husband</b>	marito
<b>grandchildren</b>	nipoti (dei nonni)	<b>sister</b>	sorella
<b>granddaughter</b>	la nipote (dei nonni)	<b>brother</b>	fratello
<b>grandson</b>	il nipote (dei nonni)	<b>uncle</b>	zio
<b>parents</b>	genitori	<b>aunt</b>	zia
<b>father</b>	padre	<b>niece</b>	la nipote (degli zii)
<b>mother</b>	madre	<b>nephew</b>	il nipote (degli zii)
<b>child / children</b>	figlio / figli (in generale)	<b>cousin</b>	cugino/a
<b>daughter</b>	figlia		



John is Mary's husband.

Emily is Peter's wife.

Paul is John and Mary's son and Susan's husband.

Susan is Peter and Emily's daughter and Paul's wife.

Sarah is Paul and Susan's daughter.

Michael is Sarah's brother.

John, Mary, Peter and Emily are Michael and Sarah's grandparents.

1. Whose daughter is Susan?
2. Whose son is Paul?
3. Whose sister is Sarah?
4. Who's Mary?
5. Who are Peter and Emily?

.....

.....

.....

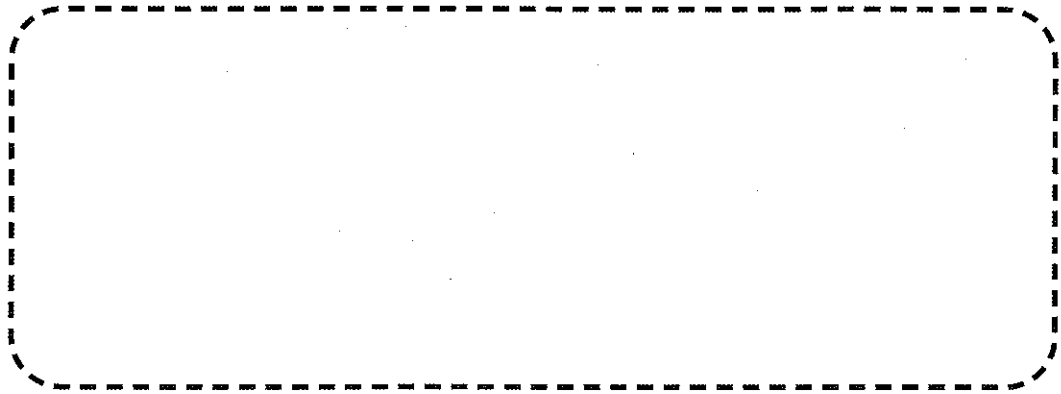
.....

.....



### 3. Writing

disegna l'albero genealogico della tua famiglia e scrivi i rapporti di parentela tra le persone.



.....

.....

.....

### 4. Reading

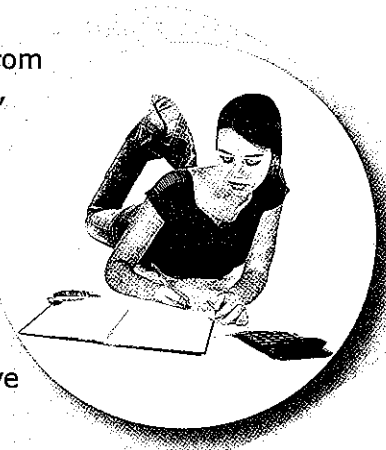
Leggi il seguente testo su Zoe e la sua famiglia e rispondi alle domande.

Hi! My name's Zoe Norton. I'm nineteen years old and I'm from Glasgow. I'm short and slim and I've got blue eyes and long, brown hair.

There are four people in my family. My father, Robert, is a computer programmer. He is tall and has got brown hair and brown eyes.

He is a very generous and kind person. My mother, Emilia, is an architect. She isn't very tall but she has got bright green eyes. She is very sweet and patient. I have also got a brother, Tyler. He is fourteen years old. He has got dark hair and dark eyes. He is a bit rude and bossy sometimes but we usually have a good time together.

I have also got four grandparents. Shirley and Bruce are my father's parents, Peter and Lily are my mother's parents.



1. How old is Zoe? She .....
2. Where is she from? She .....
3. Describe her appearance. She .....
4. How many people are there in her family? There are .....
5. Describe Zoe's father's appearance. He .....
6. Describe his personality. He .....
7. Describe Zoe's mother's appearance. She .....
8. Describe her personality. She .....
9. How old is Zoe's brother? He .....
10. Describe his appearance. He .....
11. Describe his personality. He .....
12. What are Zoe's grandparents' names? Their names .....

## 5. Writing

Scrivi un testo su di te e la tua famiglia simile a quello dell'attività precedente, utilizzando correttamente i verbi **to be** e **to have**. Ripassa gli aggettivi per descrivere l'**aspetto fisico** e il **carattere delle persone** nel File 1. Studia il lessico relativo alle professioni/occupazioni più comuni e utilizza i termini che ti possono servire. Eventualmente aggiungine altri all'elenco. Aiutati con il dizionario per le parole che non conosci.

<b>student</b>	studente	<b>doctor</b>	dottore
<b>secretary</b>	segretaria/o	<b>engineer</b>	ingegnere
<b>nurse</b>	infermiera	<b>architect</b>	architetto
<b>shop assistant</b>	commesso/a	<b>butcher</b>	macellaio
<b>repairman</b>	riparatore	<b>baker</b>	fornaio
<b>technician</b>	tecnico	<b>greengrocer</b>	fruttivendolo
<b>bus driver</b>	autista d'autobus	<b>electrician</b>	elettricista
<b>taxi driver</b>	taxista	<b>postman</b>	portalettere
<b>lorry driver</b>	camionista	<b>policeman</b>	poliziotto
<b>mechanic</b>	meccanico	<b>barber</b>	barbiere
<b>teacher</b>	insegnante	<b>scientist</b>	scienziato
<b>artist</b>	artista	<b>disk jockey</b>	disk jockey
<b>painter</b>	pittore	<b>actor/actress</b>	attore/attrice
<b>bricklayer</b>	muratore	<b>waiter/waitress</b>	cameriere/a
<b>computer programmer</b>	programmatore di computer	<b>school caretaker</b>	bidello/a
<b>cleaner</b>	donna delle pulizie	<b>plumber</b>	idraulico
		<b>vet</b>	veterinario

Segui il piano suggerito.

PIANO	
<p><b>Paragrafo 1</b> Parla di te: nome, età, provenienza, aspetto fisico e carattere.</p>	<p>Hi! My name is .....</p> <p>.....</p> <p>.....</p>
<p><b>Paragrafo 2</b> Parla della tua famiglia: quante persone vi sono, nomi, occupazioni, aspetto fisico e carattere.</p>	<p>There are ..... people in my family.</p> <p>My ..... and I.</p> <p>My .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

# FILE 3

**A**

## THERE IS / THERE ARE (c'è / ci sono)

### Forma

<b>Affermativa</b>	<b>Interrogativa</b>
<b>There is</b> a lamp on the table. <b>There are</b> two posters on the wall.	<b>Is there</b> a lamp on the table? <b>Are there</b> any posters on the wall?
<b>Negativa</b>	<b>Risposte brevi</b>
<b>There isn't</b> a lamp on the table. <b>There aren't</b> any posters on the wall.	Yes, <b>there is.</b> / No, <b>there isn't.</b> Yes, <b>there are.</b> / No, <b>there aren't.</b>

### 1 Completa le frasi con **there is** o **there are**.

- ⇒ **There are** some birds on the tree.      6. .... three men standing near the door.
1. .... a cat in front of the fireplace.      7. .... some milk in the fridge.
2. .... two bookshelves near the door.      8. .... two sofas in the living room.
3. .... three paintings on the wall.      9. .... an umbrella under the table.
4. .... a carpet in the middle of the room.      10. .... some boots on the floor at the front door.
5. .... a stereo next to the television.

### 2 Completa le domande con **Is there** o **Are there** e rispondi con **risposte brevi**.

- ⇒ **Is there** a television in your kitchen? - Yes, **there is**.
1. .... any pictures on the wall? - Yes, .....
2. .... any curtains on the window? - No, .....
3. .... a plant on the balcony? - Yes, .....
4. .... two bathrooms in your apartment? - No, .....
5. .... a supermarket near here? - Yes, .....

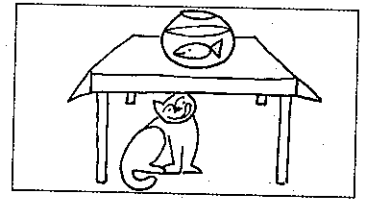
### 3 Completa le frasi con **there is**, **there are**, **is there**, **are there**, **there isn't**, **there aren't**.

- ⇒ Excuse me. **Is there** a supermarket in this street? - Yes, **there is** one at the crossroads.
1. A: Excuse me. .... a bank with a cash machine near here?  
B: Yes, ..... one on the corner.
2. A: Excuse me. .... a cinema near here?  
B: Yes, ..... two. The Palace in Bolton Street and The Odeon in Gordon Road.
3. A: Excuse me. .... any good restaurants near here?  
B: Yes, ..... three. One in Porter Street, another in Castlebay Street and one in Dapplebury Lane.
4. A: Excuse me. .... a gym near here?  
B: No, ..... but ..... a swimming pool in Bailey Road. They do exercise classes.
5. A: Excuse me. .... big parks in this area?  
B: No, ..... any.

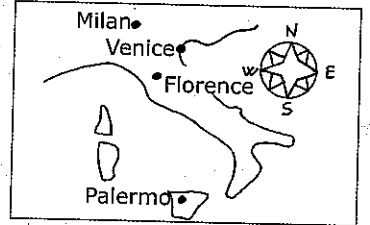
**B**

**PREPOSIZIONI ED ESPRESSIONI DI STATO IN LUOGO**

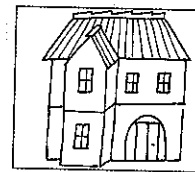
**in** The fish is **in** the bowl.  
**on** The fish-bowl is **on** the table.  
**under** The cat is **under** the table.



**in the north** Milan is **in the north**.  
**in the south** Palermo is **in the south**.  
**in the east** Venice is **in the east**.  
**in the west** Florence is **in the west**.



**on the ground floor** David's flat is **on the ground floor**.  
**on the first floor** Bob's flat is **on the first floor**.

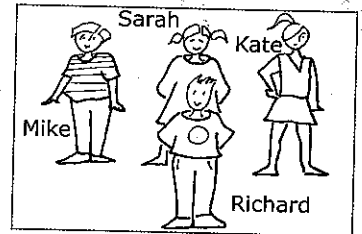


Bob's flat  
David's flat

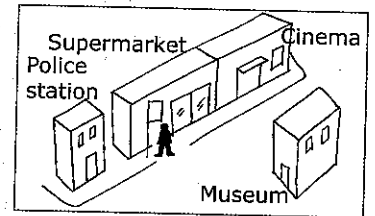
**behind** Sarah is **behind** Richard.  
**in front of** Richard is **in front of** Sarah.  
**between** Sarah is **between** Mike and Kate.  
**on the left** Mike is **on the left**.  
**on the right** Kate is **on the right**.

tra 2

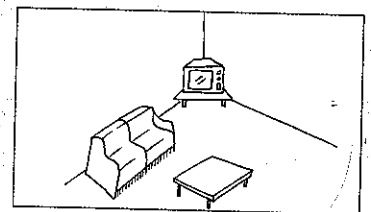
AMONG = tra tanti



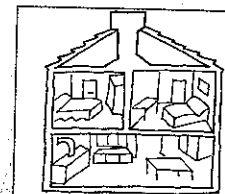
**near** The police station is **near** the supermarket.  
**next to** The cinema is **next to** the supermarket.  
**opposite** The museum is **opposite** the cinema.  
**at** The man is **at** the bus stop.



**in the middle of** The table is **in the middle of** the living room.  
**in the corner** The television is **in the corner**.  
**against** The sofa is **against** the wall.

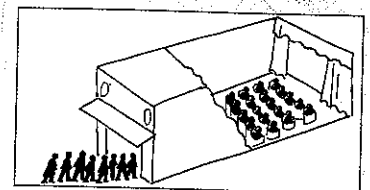


**upstairs** The bedrooms are **upstairs**.  
**downstairs** The kitchen is **downstairs**.



upstairs  
downstairs

**outside** There is a long queue **outside** the cinema.  
**inside** There are a lot of people **inside** the cinema.

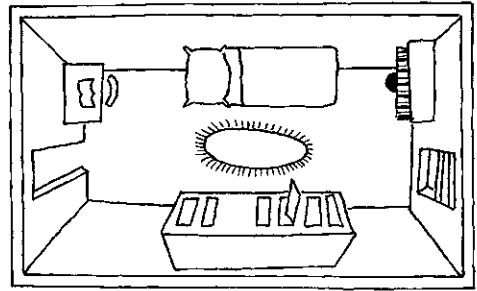


**1** Osserva l'immagine e completa le frasi con le seguenti espressioni di luogo.

next to	opposite (3)	in the middle of	in the corner	against
---------	--------------	------------------	---------------	---------

⇒ The window is **opposite** the door.

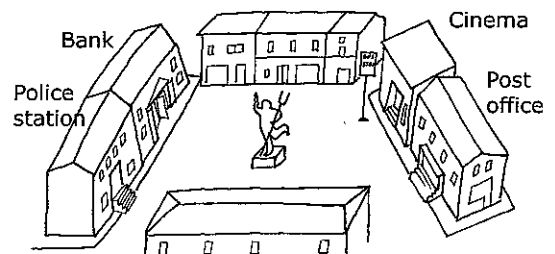
- The bed is ..... the long wall ..... the wardrobe.
- There is a desk ..... between the bed and the door.
- There is an oval carpet ..... the room.
- The piano is ..... the desk.
- The desk is ..... the door.



**2** Osserva l'immagine e completa le frasi con le seguenti espressioni di luogo.

next to(2)	in the middle of	opposite	in front of
------------	------------------	----------	-------------

- There is a monument ..... the square.
- The bus stop is ..... the cinema.
- The post office is ..... the cinema.
- The cinema is ..... the bank.
- The police station is ..... the bank.

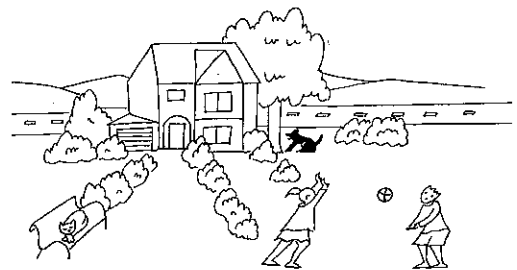


**3** Osserva l'immagine e completa le frasi con le seguenti espressioni di luogo.

on	under	in	near	outside	behind
----	-------	----	------	---------	--------

⇒ There is a nice garden **outside** the house.

- There is a cat sleeping ..... a bench.
- There are two children playing ..... the garden.
- There is a tree ..... the house.
- There is a dog ..... the tree.
- There is a street ..... the house.



**4** Completa le frasi con **in, at, on**.

⇒ Sarah is **at** school.

- The dog is sleeping ..... the floor.
- There are six glasses ..... the kitchen table.
- Hannah is ..... the cinema.
- My office is ..... the right, next to the meeting room.
- New York is ..... the east of the USA.
- We live ..... a block of flats ..... the fourth floor.
- Michael is ..... the bus stop.
- The lamp is ..... the corner, on the sidetable.
- The car park is ..... the ground floor.
- The fridge is ..... the left, next to the window.



# MUCH / MANY / A LOT (OF) / VERY

Per rendere l'italiano **molto** / **molti** si usa:

<b>a lot (of)</b>	in <b>frase affermativa</b> - con <b>sostantivi singolari non numerabili</b> We've got <b>a lot of</b> time to finish the project. - con <b>sostantivi plurali</b> They've got <b>a lot of</b> animals.
<b>much</b>	in <b>frase interrogativa e negativa</b> - con <b>sostantivi singolari non numerabili</b> Have they got <b>much</b> free time? / They haven't got <b>much</b> free time.
<b>many</b>	in <b>frase interrogativa e negativa</b> - con <b>sostantivi plurali</b> Have they got <b>many</b> animals? / They haven't got <b>many</b> animals.
<b>very</b>	- con <b>aggettivi</b> Polly is a <b>very</b> good cook. - con <b>avverbi</b> Polly cooks <b>very</b> well.

► **RICORDA** Con i verbi, **molto** si rende generalmente con **very much** dopo il complemento oggetto. Si trova anche **a lot** in frase affermativa.  
I like him **very much** / **a lot**.  
I don't like him **very much**.

## 1 Cerchia l'alternativa corretta.

- ⇒ You haven't got **much** / **many** video games.
- There isn't **much** / **many** milk left in the fridge.
  - She is **much** / **very** busy.
  - There are **much** / **a lot of** apples in the fruit bowl.
  - I haven't got **very** / **much** energy today. I'm very tired.
  - We've got **much** / **a lot of** light in this apartment.

## 2 Inserisci correttamente **much, many, a lot (of), very, very much**.

- ⇒ There isn't **much** cheese on the table.
- Anna is ..... kind. I like her .....
  - There are ..... people on the bus today.
  - There is ..... traffic. It is a ..... busy street.
  - There isn't ..... bread left. Can you ask the waiter for some more?
  - Are there ..... shoe shops in the city centre? - Yes, there are .....
  - Has Mark got ..... CDs? - No, he hasn't got .....
  - I don't like driving .....
  - Akiko is ..... difficult to understand. She has a strong accent.
  - Have they got ..... money? They are always on holiday.
  - There are ..... books on that bookshelf.

## 3 Correggi gli errori.

- ⇒ There aren't ~~much~~ films on TV this week. **many**
- There is many wine. ....
  - There isn't many rice. ....
  - There are much eggs. ....
  - Is there many butter? .....
  - She's much happy in her new house. ....



**E**

**TOO / TOO MUCH / TOO MANY / (A) FEW / (A) LITTLE**

Per rendere l'italiano **troppo / troppi** si usa:

<b>too</b> troppo	con <b>aggettivi e avverbi</b>	This room is <b>too</b> hot. She eats <b>too</b> quickly.
<b>too much</b> troppo/a	con <b>sostantivi singolari non numerabili</b>	There is <b>too much</b> water in this glass.
	dopo i <b>verbi</b>	He works <b>too much</b> .
<b>too many</b> troppi/e	con <b>sostantivi plurali</b>	There are <b>too many</b> chairs around the table.

Per parlare di **quantità limitata** si usa:

- con **sostantivi singolari non numerabili**

<b>a little</b>	un po'	We've got <b>a little</b> cheese and <b>a little</b> meat.
<b>little</b>	poco/a	We've got very <b>little</b> time.

- con **sostantivi plurali**

<b>a few</b>	alcuni/e	We've got <b>a few</b> oranges and <b>a few</b> bananas.
<b>few</b>	pochi/e	There are <b>few</b> good actors in this film.

**1** | Completa le frasi con **too, too much, too many**.

- ⇒ Mark eats **too many** chips.
- This coffee is ..... hot.
  - Suzy is ..... young to walk to school.
  - There is ..... butter in this sandwich.
  - There are ..... boxes in the garage.
  - There is ..... rain in this city.
  - Sandy sleeps .....

**2** | Completa le frasi con **a few** o **a little**.

- ⇒ There are **a few** beautiful paintings in this room.
- There is ..... bread and ..... apples.
  - There are ..... t-shirts and ..... pairs of socks.
  - I've got ..... cake and ..... biscuits.
  - We haven't got any lettuce but we've got ..... onions and tomatoes.
  - There is ..... flour and ..... sugar.

**3** | Completa le frasi con **too much, too many, a few, few, a little, little**.

- ⇒ This curry is very spicy. There is **too much** chilli.
- The bookshelf is almost empty. There are very ..... books.
  - My bag is very heavy. There are ..... books in it.
  - The freezer is almost empty. There is just ..... ice.
  - I've got very ..... time to clean the house.
  - There aren't many people in this class. There are only .....



# HOW MUCH? / HOW MANY?

Per fare **domande sulla quantità** si usa:

<b>How much?</b> Quanto/a?	- con <b>sostantivi singolari non numerabili</b> <b>How much</b> money has she got?
<b>How many?</b> Quanti/e?	- con <b>sostantivi plurali</b> <b>How many</b> hamburgers are there?

► **RICORDA** **How much** si usa anche per chiedere **il prezzo** sia in riferimento a sostantivi singolari che plurali.  
**How much** is that pullover? It's forty pounds.  
**How much** are those gloves? They're twenty pounds.

## 1 | Cerchia l'alternativa corretta.

⇒ **How many** / **How much** friends have you got?

1. **How many** / **How much** water is in the bottle?
2. **How many** / **How much** flour is in the cake?
3. **How many** / **How much** tea is there in the teapot?
4. **How many** / **How much** children are there?
5. **How many** / **How much** money is in his bank account?

## 2 | Completa le frasi con **how much**, **how many**, **a few**, **a little**.

⇒ **How many** CDs are there on the desk? - Just **a few**.

1. .... plants are on your balcony? - Just .....
2. .... milk do you want in your tea? - Just ....., please.
3. .... sandwiches have we got? - Just .....
4. .... work is there to do? - Just .....
5. .... money do we need for the bus? - Just .....

## 3 | Scrivi domande adeguate alle risposte usando **how much** o **how many**.

⇒ **How much time have you got?** - We've got very little time.

1. ....? - There are only a few plates.
2. ....? - I've got £20.
3. ....? - She's got a lot of clothes.
4. ....? - The shoes are \$60.
5. ....? - We've got a dozen eggs.
6. ....? - Those leather gloves are £40.
7. ....? - There are two armchairs.

## 4 | Indica le frasi corrette (R = right) e quelle errate (W = wrong). Correggi gli errori.

⇒ ~~How many~~ orange juice is there in the bottle? (W) **How much**

1. How much money have we got? (...)
2. There is a few wine in the bottle. (...)
3. There is little time left. Please hurry up! (...)
4. How many butter is in the sauce? (...)
5. How much traffic are there? (...)

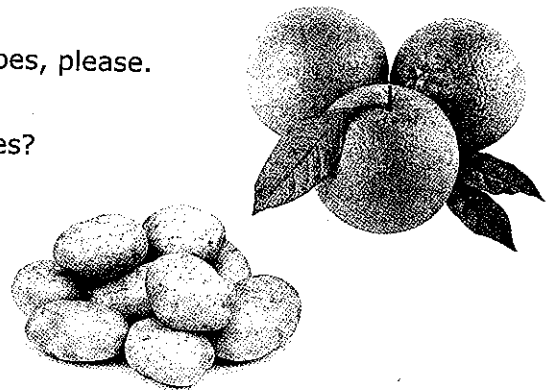
# COMMUNICATION / READING / WRITING

## 1. Communication

Completa il dialogo con le parole fornite.

how many (2)	have you got	some	how much is that	four, please
--------------	--------------	------	------------------	--------------


- A: Good morning. Can I help you?  
 B: Good morning. I'd like (1) ..... potatoes, please.  
 A: (2) ..... potatoes would you like?  
 B: Two kilos, please. (3) ..... any oranges?  
 A: Yes, madam. (4) ..... would you like?  
 B: (5) .....  
 A: Anything else?  
 B: No thanks, that's all. (6) .....?  
 A: £ 3.00, please.



## 2. Reading

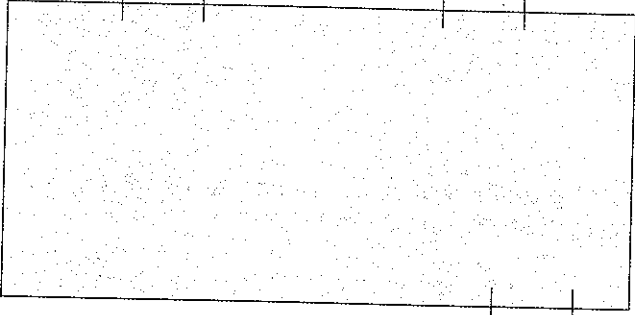
Leggi la descrizione del seguente ambiente e posiziona i mobili e gli oggetti.

This is Peter's bedroom. It is rectangular. There are two windows. The door is opposite one of the windows. Between the windows there is a **bookcase**. Against the wall on the left there is a **desk** with a **chair** in front of it. On the desk there is a **computer**. There is an **armchair**. It is opposite the desk, against the wall on the right. Next to the armchair on the left there is a **small table**. On the table there is a **lamp**. The **bed** is next to the door, against the wall. There are some **cushions** on it.



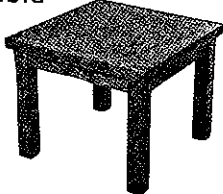
bed


window




door

small table






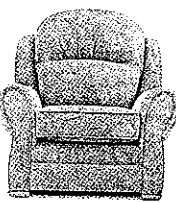
lamp



chair


desk + computer






armchair

cushions



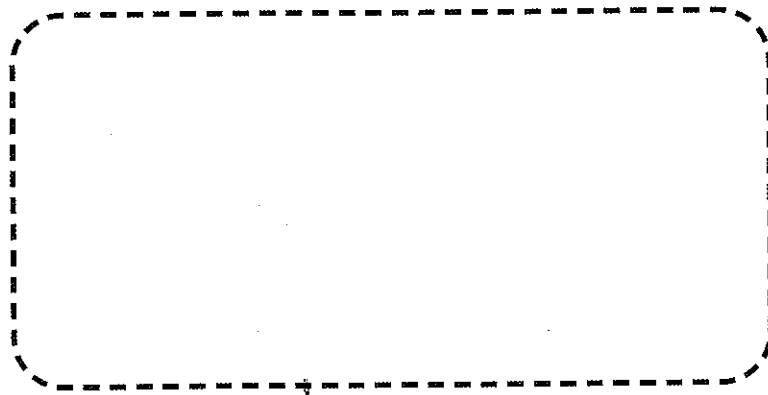


bookcase

### 3. Writing

Disegna la tua camera e descrivila. Prima prendi appunti rispondendo alle seguenti domande.

1. What shape is your bedroom? Is it square or rectangular? .....
2. Is it big or small? .....
3. How many windows are there? One, two or three? .....
4. Where is the bed? .....
5. Is there a desk? If yes, where is it? .....
6. Is there a chair? If yes, where is it? .....
7. Is there a computer? If yes, where is it? .....
8. Is there an armchair? If yes, where is it? .....
9. Is there a wardrobe (*armadio*)? If yes, where is it? .....
10. Are there any pictures / posters on the walls? .....
11. What else (*altro*) is there? There is / are also ... .....



Ora scrivi il testo per esteso.

My bedroom is ..... in shape. It .....

.....

.....

.....

.....

### 4. Reading

Leggi ciò che Michael scrive della sua città e indica se le affermazioni sono vere (T = true) o false (F = False). Correggi le affermazioni false.

I live in a small town, Tornton, not far from Manchester. There is not much to do here for young people, but I like it, because I have a lot of friends and we always find something to do together.

There is a shopping centre, a bank, a post office, a church and some schools. There is also a good bus service, a swimming pool, a beautiful park and a library. If you wish to spend an evening out, there are some good pubs and a cinema. There are also a few good restaurants but unfortunately there are no discos and no theatres.

If you want to go to a disco you can drive to Manchester, which is only 30 kilometres away.

Manchester is a big city and you can find everything you want there: cinemas, restaurants, pubs, theatres, museums and sports centres'.

	T	F	Correction
1. There is a lot to do in Tornton for young people	<input type="checkbox"/>	<input type="checkbox"/>	.....
2. Michael has got a lot of friends in Tornton.	<input type="checkbox"/>	<input type="checkbox"/>	.....
3. There aren't any schools there.	<input type="checkbox"/>	<input type="checkbox"/>	.....
4. There are no discos there.	<input type="checkbox"/>	<input type="checkbox"/>	.....
5. There are a lot of good restaurants.	<input type="checkbox"/>	<input type="checkbox"/>	.....
6. There isn't much to do in Manchester.	<input type="checkbox"/>	<input type="checkbox"/>	.....

### 5. Writing

Scrivi un testo simile a quello dell'attività precedente sul luogo in cui abiti. Usa correttamente **a / an, some, any, no, a lot of, not many, a few**. Segui il piano suggerito.

PIANO	
<b>Paragrafo 1</b>	
<b>Name of city / town / village</b>	I live in .....
<b>Description</b> (What is it like?): new, modern, old, big, small...	.....
<b>Location</b> (Where is it?): in the north / south / east / west of ...; near ...	.....
<b>Population</b> (How many inhabitants are there?)	There are about .....
<b>Paragrafo 2</b>	There is / are .....
<b>What is there?</b>	.....
- <b>essential services:</b> bus service, underground, train service, school(s), church(es), bank(s), post office(s), shop(s), supermarket(s) ...	.....
- <b>cultural facilities :</b> museum(s), library(ies) ...	.....
- <b>entertainment facilities:</b> cinema(s), restaurant(s), pizza restaurant(s), pub(s), disco(s), cafe(s), nightclub(s) ...	.....
- <b>sports facilities:</b> stadium(s), tennis court(s), football ground(s), gym(s), sports centre(s), swimming pool(s) ...	.....

# FILE 4



## PRESENT SIMPLE AVVERBI ED ESPRESSIONI DI FREQUENZA

### Forma affermativa

I	live
you	live
he she it	lives
we you they	live

### Forma negativa (estesa e contratta)

I	do not (don't)	live
you	do not (don't)	
he she it	does not (doesn't)	
we you they	do not (don't)	

### Forma interrogativa

do	I	live?
do	you	
does	he she it	
do	we you they	

### Risposte brevi

Yes, I **do**. / No, I **don't**.  
Yes, he **does**. / No, he **doesn't**.

### ► Attenzione alla terza persona singolare!

	3ª persona sing.	Esempi
La maggior parte dei verbi	+ <b>-s</b>	He <b>loves</b> reading.
Verbi che terminano in <b>-ss, -sh, -ch, -x, -o -y</b> <b>-y</b> preceduta da consonante	+ <b>-es</b> X + <b>-ies</b>	He often <b>goes</b> to the pub. He <b>studies</b> at university.

- **RICORDA** L'ausiliare della terza persona singolare è **does** nella forma interrogativa e **doesn't** nella forma negativa. Il verbo viene espresso nella forma base (senza -s).  
**Does** he **work** every day? / He **doesn't work** every day.

• **Usò**

Il **present simple** si usa per parlare di **azioni abituali** (spesso con **avverbi ed espressioni di frequenza**) o **fatti che sono sempre veri**.  
I often go to bed late. / I like tea.

• **Avverbi di frequenza**

- **never** (mai)
- **rarely** (raramente)
- **sometimes\*** (qualche volta)
- **often** (spesso)
- **usually** (di solito)
- **always** (sempre)

• **Posizione**

- in frase affermativa:	<b>tra il soggetto e il verbo.</b>	Peter <b>often</b> goes to the cinema.
- in frase negativa:	<b>dopo l'ausiliare.</b>	He doesn't <b>often</b> go to the cinema.
- in frase interrogativa:	<b>prima del verbo principale.</b>	Does he <b>often</b> go to the cinema?

\* **Sometimes** può trovarsi anche all'inizio o alla fine della frase.  
**Sometimes** I visit my friends. / I **sometimes** visit my friends. / I visit my friends **sometimes**.

• **Espressioni di frequenza**

- **once, twice, three times** (una volta, due volte, tre volte) **a day / a week / a month...** (al giorno / alla settimana / al mese, ...)
- **every hour / day / month / year** (ogni ora / giorno / mese / anno)

• **Posizione**

Alla fine della frase.  
I go swimming **once a week**.

FILE 4

**1** Completa le frasi con la forma corretta del **present simple**.

⇒ He (go) **goes** to school by bus.

1. They (live) ..... in Liverpool.
2. Jeremy often (get up) ..... early.
3. I never (work) ..... in the afternoon.
4. My mother always (wash) ..... the floors at the weekend.
5. She sometimes (miss) ..... the train.

**2** Completa le frasi con **do, does, don't, doesn't**.

⇒ **Do** you often play video games? - No, **I don't**.

1. .... he usually wash his hair in the morning? - No, he .....
2. .... you like listening to music? - Yes, I .....
3. We ..... watch television in the kitchen.
4. .... they drive a big car? - No, they .....
5. Julia and Catherine ..... go to school. They go to university.

**3** | Completa le frasi con il **present simple** del verbo tra parentesi nella forma corretta.

⇒ (I / eat) **I eat** pizza every Saturday.

1. (they / work) ..... in a fish and chip shop?
2. (she / live) ..... in the same street as you?
3. We (not / study) ..... in the living room.
4. He (not / speak) ..... Chinese.
5. My mother (read) ..... the newspaper online every day.

**4** | Riscrivi le frasi inserendo nella posizione corretta l'**avverbio** o l'**espressione di frequenza** indicati tra parentesi.

⇒ Do they drive to work? (always)  
**Do they always drive to work?**

1. I play tennis on Sunday afternoon. (often)

.....

2. We don't like the same films. (always)

.....

3. She waters the plants. (twice a week)

.....

4. Does he clean the house? (ever)

.....

5. I eat cereal for breakfast. (never)

.....

**5** | Completa le frasi con i seguenti verbi nella forma corretta del **present simple**.

live	have lunch	go	do	start	study	leave
------	------------	----	----	-------	-------	-------

⇒ Martha **studies** to be a doctor.

1. I ..... to work by bus.
2. The train ..... from Platform 9.
3. The lessons ..... at 9.00 a.m.
4. I never ..... in the school canteen.
5. After dinner we always ..... the washing up.
6. Maria ..... in Barcelona.

**6** | Completa le domande.

⇒ What **do you do in the afternoon?** - In the afternoon I go out with my friends.

1. Where .....? - Tom lives in California.
2. Where .....? - Martin and Paul work in Los Angeles.
3. What time .....? - I get up at 6.30.
4. How .....? - We go to school by bicycle.
5. What .....? - In my free time I like watching TV.



**Forma affermativa  
(estesa e contratta)**

I	am ('m)	working
you	are ('re)	
he she it	is ('s)	
we you they	are ('re)	

**Forma negativa  
(estesa e contratta)**

I	am not ('m not)	working
you	are not (aren't)	
he she it	is not (isn't)	
we you they	are not (aren't)	

**Forma interrogativa**

am	I	working?
are	you	
is	he she it	
are	we you they	

**Risposte brevi**

Yes, I **am** / you **are** / he, she, it **is**  
/ we, you, they **are**.

No, I'm **not** / you **aren't** /  
he, she, it **isn't** /  
we, you, they **aren't**.

Peter **is working** at the moment. / Peter **isn't working** at the moment.  
**Is** Peter **working** at the moment? Yes, he **is**. / No, he **isn't**.

**Uso**

- Il **present continuous** si usa per esprimere **azioni che si stanno svolgendo nel momento in cui si parla**. È spesso accompagnato da espressioni di tempo come **now, at the moment, at present**.

Peter **is reading** the newspaper **at the moment**.

**• Forma in -ing**

La **forma in -ing (-ing form)** si ottiene aggiungendo **-ing** alla forma base del verbo ma ricorda che:

- nei verbi che terminano con <b>-e muta</b> , la <b>e cade</b>	arrive → arriving
- i verbi monosillabi che terminano con una sola consonante preceduta da una sola vocale raddoppiano la consonante finale	stop → stop <b>ping</b> ; run → running; cut → cut <b>ting</b>
- i verbi bisillabi che terminano con una consonante preceduta da una sola vocale accentata raddoppiano la consonante finale	begin → begin <b>ning</b> ; prefer → prefer <b>ring</b>
- i verbi che terminano in <b>-l</b> preceduta da una sola vocale raddoppiano la <b>l</b>	travel → travell <b>ing</b>
- i verbi che terminano in <b>-y</b> mantengono la <b>y</b> e aggiungono <b>-ing</b>	study → stud <b>ying</b> ; play → play <b>ing</b>
- i verbi che terminano in <b>-ie</b> costruiscono la <b>-ing form</b> come segue	die → d <b>ying</b> ; lie → l <b>ying</b>

**1** Costruisci la **forma in -ing** dei seguenti verbi.

⇒ read      *reading*

- |                 |                  |                 |
|-----------------|------------------|-----------------|
| 1. study .....  | 5. control ..... | 9. cut .....    |
| 2. cry .....    | 6. wash .....    | 10. come .....  |
| 3. go .....     | 7. swim .....    | 11. lie .....   |
| 4. arrive ..... | 8. leave .....   | 12. carry ..... |

**2** Le persone di cui si parla si trovano al mare. Scrivi ciò che stanno facendo coniugando i verbi nella forma corretta del **present continuous**.  
(Ricorda di coniugare correttamente il verbo **to be**).

- ⇒ Susan / play beach volleyball      3. Sean and Henrietta / swim.  
**Susan is playing beach volleyball.**      .....
1. Angela / read a magazine.      4. Anne-Marie / sleep.  
 .....  
 2. Anthony / make sandcastles.      5. George / fish.  
 .....

**3** Scrivi che cosa stanno facendo le persone raffigurate nelle immagini. Utilizza le parole fornite coniugando il verbo al **present continuous** e aggiungi gli elementi mancanti.



1. Bob / ride / his moped

.....  
 .....



2. Allan / dry / his hair

.....  
 .....



3. Lucy / make / phone call

.....  
 .....



4. Mr and Mrs Reeve / jog

.....  
 .....



5. The school caretaker /  
clean / floor

.....  
 .....



6. David Pitt / play /  
American football

.....  
 .....



7. Mr Stern / play / violin

.....  
 .....



8. These students / have /  
lesson

.....  
 .....

**4** Rispondi con **risposte brevi**. Fai riferimento all'esercizio precedente.

⇒ Is Bob riding his bike? - No, **he isn't**.

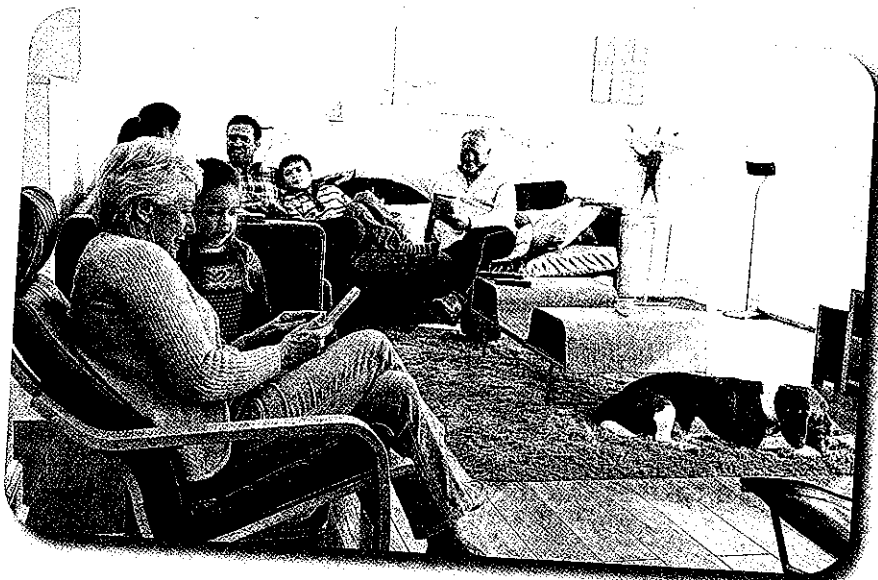
1. Is Mr Stern playing the violin? - Yes, .....
2. Are the students playing cards? - No, .....
3. Are Mr and Mrs Reeve jogging? - Yes, .....
4. Is Allan washing his hair? - No, .....
5. Is David Pitt playing American football? - Yes, .....
6. Is Lucy making a phone call? - Yes, .....

**5** Completa le frasi con la forma corretta del **present continuous**.

⇒ Sarah (read) **is reading** an interesting book.

1. What (Tom / do) .....? - He (listen) ..... to the radio in his room.
2. (she / wash) ..... the clothes? - No, she (not / wash) ..... the clothes. She (wash) ..... the curtains.
3. (Max and Mitchell / study) ..... together at the moment? - I don't think so. They (study) ..... alone. Max is at the library and Mitchell is still at school.
4. What (the cat / eat) .....? - Oh no, I think it (eat) ..... a bird!
5. What (you / do) .....? - We (opening) ..... our Christmas presents.

**6** Descrivi questa immagine. Che cosa stanno facendo le persone?



.....

.....

.....

.....

.....

.....

.....

F  
I  
L  
E  
4



## PRESENT SIMPLE E PRESENT CONTINUOUS: USO

<b>Present simple</b>	<b>azione abituale</b> He usually gets up at seven o'clock.
<b>Present continuous</b>	<b>azione in corso nel momento in cui si parla</b> He is getting up.

**1** | Completa le seguenti frasi con **do, does, don't, doesn't, is, isn't, are, aren't, am, 'm not**.

⇒ Mary **doesn't** like Maths.

- When ..... you want dinner?
- ..... Charlie washing the dishes? - No, he ..... . He ..... still watching TV.
- They ..... eat meat on Fridays.
- What time ..... the shop close? - At 5.30.
- She ..... wear jeans to work. She wears a suit.
- ..... you practising the piano? - No, I ..... .
- I ..... cooking dinner.
- Uncle Rob is outside. He ..... hanging out the washing on the clothesline.
- ..... Jessica and John studying History? - No, they ..... .
- ..... William use the computer a lot? - No, he ..... .

**2** | Rispondi con **risposte brevi**. Fai attenzione al tempo verbale.

⇒ Is David doing his homework now? - Yes, **he is**.

- Does she play chess? - Yes, ..... .
- Are they waiting for the bus? - Yes, ..... .
- Is James walking the dog at the moment? - No, ..... .
- Are you doing your tax return? - Yes, ..... .
- Do they play cricket in the USA? - No, ..... .

**3** | Cerchia l'alternativa corretta.

⇒ We (**often**) / **now** go on holiday in Spain.

- They are writing an email to their grandmother **now** / **once a week**.
- Do you **at the moment** / **often** eat fruit for breakfast?
- My grandfather **always** / **now** rides a motorcycle.
- Margaret is baking a cake **at the moment** / **rarely**.
- They argue **every day** / **now**.

**4** | Completa le frasi con il **present simple** o il **present continuous** del verbo tra parentesi nella forma corretta.

⇒ Bob (play) **plays** tennis with Mike every Monday.

- Ophelia is in the attic. What (she / do) .....?
- Genevieve (play) ..... the trumpet in the school orchestra.
- Andy (not / play) ..... computer games at the moment.
- The film (start) ..... at 9.00 pm.
- It's 8 o'clock and the whole family (sleep) ..... .



## PRONOMI PERSONALI SOGGETTO E COMPLEMENTO

Confronta i pronomi personali **complemento** con i pronomi personali **soggetto**.

Pronomi personali soggetto	Pronomi personali complemento
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- I **pronomi personali soggetto** di norma **precedono il verbo** (eccetto nella forma interrogativa dei verbi to be, to have e dei verbi modali come can, must ecc.).

**We** live in Dublin.

- I **pronomi personali complemento** si usano **dopo i verbi o dopo le preposizioni** (per esempio at, to, with, about, near, next to ecc.).

I like **her**. / Come with **us**. / I live near **them**.

**1** | Indica se i pronomi sottolineati sono **soggetto (S)** o **complemento (C)**.

⇒ Charlotte is married to him.

**C**

3. She is shopping in London. ....

1. We don't have a dog. ....

.....

4. They don't like her very much. ....

2. Please have dinner with us. ....

.....

5. I usually spend Christmas with them. ....

**2** | Sostituisci le parole sottolineate con i **pronomi personali complemento** corrispondenti.

⇒ I like Mike's new computer.

**it**

1. Jimmy has a present for Maryanne. ....

2. I work with Robert. ....

3. We often go on holidays with Stephen and Josie. ....

4. I'm playing cards with my mother. ....

5. He is opening the door. ....

6. Harry loves skiing very much. ....

**3** | Completa le frasi con il **pronome personale complemento** adeguato.

⇒ They've got a very big house and their parents live with **them**.

1. We're going to a party. Why don't you come with .....

2. Do you like grapes? - Yes, I like ..... very much.

3. Albert and I are making cocktails. Why don't you do it with .....

4. Liam is so interesting. I like ..... very much.

5. Look at ..... . She's wearing very high-heeled shoes.

6. Do you think Amanda often eats chocolate? - No, she doesn't like .....

7. Robert and I often go walking together. I live near .....

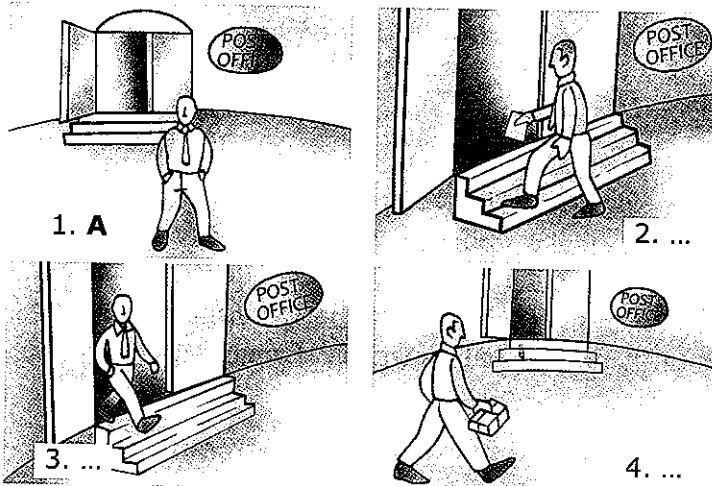
# E

## PREPOSIZIONI DI MOTO A/DA LUOGO: to, into, from, out of

Moto a luogo	Moto da luogo
<b>to</b> esprime movimento verso un luogo. Mr Green is going <b>to</b> the bank.	<b>from</b> esprime la provenienza da un luogo o l'origine. Paul is coming <b>from</b> school. Juan comes <b>from</b> Spain.
<b>into</b> esprime l'entrata in un luogo chiuso. Mr Green is going <b>into</b> the bank.	<b>out of</b> esprime l'uscita da un luogo chiuso. Paul is coming <b>out of</b> the school.

Queste preposizioni seguono verbi che esprimono movimento come:  
go, come, move, drive, travel, walk, run, fly...

### 1 | Abbina le frasi alle immagini.



- A. Mr Todd is coming from the post office.
- B. Mr Todd is going to the post office.
- C. Mr Todd is coming out of the post office.
- D. Mr Todd is going into the post office.

### 2 | Completa le frasi con **to** o **into**.

- ⇒ They go **to** the cinema every Friday night.
- 1. I drive ..... London every weekend.
- 2. Look! There's James. He is going ..... that bar over there.
- 3. We never go ..... bed before 10 o'clock.
- 4. In summer they usually go ..... the Caribbean.
- 5. I think I can see Lulu and Maisie. They are just going ..... the hairdresser's.
- 6. We often eat Asian food. We usually go ..... the Thai restaurant on the corner.

### 3 | Completa le frasi con **from** oppure **out of**.

- ⇒ Where are Amber and Patrick **from**?
- 1. Where do you come .....? - New Zealand.
- 2. Hello, Angus, you look smart! Where are you coming .....?
- 3. Look! There's Diana. She's just coming ..... the dress shop carrying shopping bags.
- 4. Dylan loves hip hop. He comes ..... Chicago and is a deejay.
- 5. Marcus lives in Cambridge. He catches the train ..... Cambridge to London every day.
- 6. Mrs Whiteblood is ..... Boston but she lives in New York.
- 7. There are my children over there. They are just coming ..... the tennis court.

# F

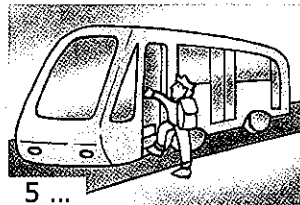
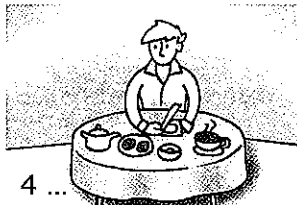
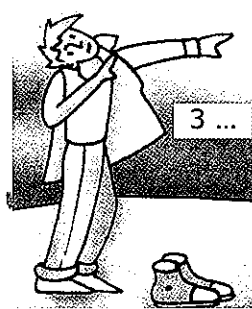
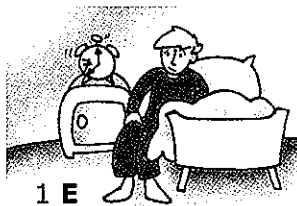
## CONNETTIVI: first (of all), and, then, after, before, finally

<b>first (of all)</b>	prima (di tutto)	<b>First</b> my mother wakes me up.
<b>and</b>	e	I get up <b>and</b> get ready for school.
<b>before</b>	prima	<b>Before</b> breakfast I check my school-bag.
<b>then</b>	poi	<b>Then</b> I have breakfast.
<b>after</b>	dopo	<b>After</b> that I say goodbye to my parents.
<b>finally</b>	infine	<b>Finally</b> I leave home.

- I connettivi nella tabella si usano per **collegare le frasi nella narrazione di eventi in ordine cronologico.**

► **RICORDA** **After** e **before** devono essere seguiti da un sostantivo (after / before breakfast) oppure da un verbo nella forma in -ing (after / before leaving school) o da that (after / before that...).

**1** Abbinare le frasi alle immagini poi scrivi il testo per esteso collegando le azioni in ordine cronologico con **then, and, after that.** In alcuni casi più di una soluzione è corretta.



- A. He has breakfast.
- B. He washes his hands and face.
- C. He takes the bus to school.
- D. He gets dressed.
- E. Tom gets up at 7 o'clock.

Tom .....

.....

.....

.....

**2** Collega le azioni con i connettivi adeguati. In alcuni casi più di una soluzione è corretta.

She usually has lunch at her desk at work. (1) **After** lunch she continues working until half past five. (2) ..... she catches the Underground. She goes to the gym near her house at about half past six (3) ..... going home. (4) ..... finishing her aerobics class she usually phones her boyfriend. (5) ..... they meet and go out for a drink or to a restaurant. She gets home at about ten o'clock and watches television but (6) ..... a few minutes she usually falls asleep on the sofa because she is tired. (7) Usually, ..... waking up on the sofa and turning off the television she brushes her teeth (8) ..... going to bed. (9) ..... sleeping she usually checks her emails and surfs the Internet for a while.

FILE 4

## COMMUNICATION / READING / WRITING

### 1. Communication

Inserisci adeguatamente le frasi fornite.

- A: (1) .....
- B: Well, I usually get up at seven o'clock.
- A: (2) .....
- B: No, I don't. I try to have breakfast but I'm usually in too much of a hurry.
- A: (3) .....
- B: I leave home at half past seven.
- A: (4) .....
- B: My mother usually drives me, but sometimes I catch the bus.
- A: (5) .....
- B: I have lunch in the playground with my friends. My mum usually packs me sandwiches.
- A: (6) .....
- B: School doesn't finish until four o'clock and I do my homework when I get home.
- A: (7) .....
- B: In the summer I do, because it's light until late, so I often play football in the park.  
But I don't go out much in winter. I watch TV with my family or go online.

- A. Where do you have lunch?
- B. How do you get to school?
- C. What do you usually do in the afternoon?
- D. Do you ever go out after dinner?
- E. What time do you leave home in the morning?
- F. What time do you get up?
- G. Do you have breakfast at home?

1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ...

### 2. Reading

Mark Norton, 17 anni, racconta come trascorre una giornata tipica.  
Leggi il testo e rispondi alle domande formulando risposte complete di soggetto e verbo.

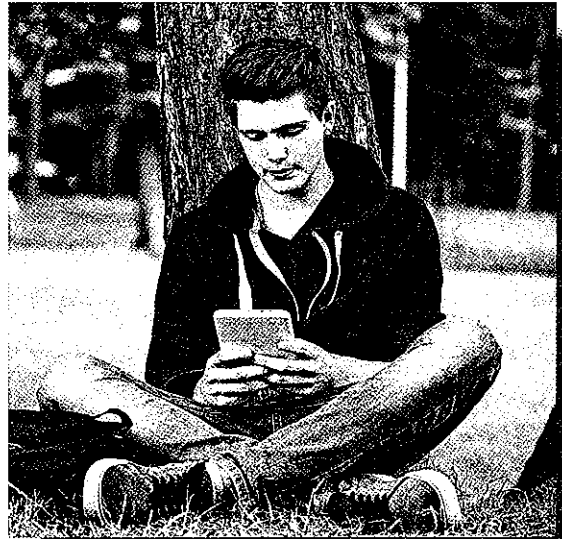
I usually get up quite early, at half past six, because I live in the country and my house is a long way from the school I go to. First of all I have a shower and get dressed, then I have a light breakfast - I don't like cooked breakfasts.

I always have cornflakes and a cup of tea. After breakfast I catch the bus to school. School starts at nine o'clock and finishes at half past three, so I always have lunch at school - at half past twelve. After school I go back home and I do my homework. Then I take my dog for a walk.

I often listen to some music before dinner - I like jazz. I have dinner with my family at about six. I have a big family and we like having dinner together. I never watch TV in the evening. I often chat on line. I like getting in contact with people from different countries'.



1. Where does Mark live?  
.....
2. What time does Mark usually get up?  
.....
3. What does he have for breakfast?  
.....
4. How does he get to school?  
.....
5. Where does he have lunch?  
.....
6. What time does school finish?  
.....
7. What does he do when he gets home?  
.....
8. Who does he have dinner with?  
.....
9. What does he do after dinner?  
.....



10. What does he like doing?  
.....

### 3. Writing

Descrivi una tua giornata tipica. Scegli tra le alternative suggerite o completa il profilo a piacere.

**1. I live**  
 A. in the country  
 B. in a small town  
 C. in a big city  
 D. ....

**4. I go to school**  
 A. by bus  
 B. by car  
 C. by bicycle  
 D. by scooter  
 E. on foot  
 F. ....

**7. In the afternoon**  
 A. I do my homework  
 B. I meet my friends  
 C. I go to the gym  
 D. I listen to music  
 E. I .....

**10. I usually go to bed**  
 A. early  
 B. late  
 C. at .....

**2. In the morning I get up at**  
 A. seven o'clock  
 B. half past seven  
 C. ....

**5. School starts**  
 A. at eight o'clock  
 B. at nine o'clock  
 C. ....

**8. I have dinner**  
 A. at six o'clock  
 B. at seven o'clock  
 C. ....

**3. My school is**  
 A. near my house  
 B. a long way from my house  
 C. .... kilometres away from my house  
 D. ....

**6. I have lunch**  
 A. at home  
 B. at school  
 C. ....

**9. After dinner**  
 A. I watch TV  
 B. I play computer games  
 C. I read  
 D. ....

Scrivi il testo completo.

I live ..... In the morning I .....

.....

.....

.....

.....

#### 4. Reading

Leggi la cartolina e rispondi alle domande.

<p style="text-align: right;">28th Dec. 20...</p> <p>Dear James, Greetings from Sydney, Australia. We are at Bondi Beach at the moment. The weather is fantastic. The sun is shining and it's quite hot. I'm sunbathing and writing postcards. Mark is swimming and Bob is windsurfing. We are having a great time. I hope London is not too cold and miserable! See you soon.</p> <p style="text-align: right;">Love, Jennifer</p>	<div style="border: 1px solid black; width: 100px; height: 60px; margin-bottom: 10px;"></div> <p>James Parker 26 Carlton Road London Great Britain</p>
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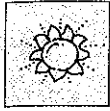
1. Where are Jennifer, Mark and Bob spending their holiday?  
.....
2. What's the weather like?  
.....
3. What's Jennifer doing?  
.....
4. What's Mark doing?  
.....
5. What's Bob doing?  
.....
6. Are they having a great time?  
.....

## 5. Writing

Stai trascorrendo le vacanze di Natale in montagna con alcuni amici. Scrivi una cartolina a un/una amico/a. Utilizza il lessico adeguato e segui il piano suggerito.

### Lessico

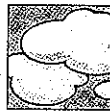
#### Weather:



*sunny:*  
soleggiato



*windy:*  
ventoso

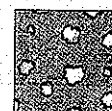


*cloudy:*  
nuvoloso



*wet and rainy:*  
bagnato e piovoso

*to rain:* piovere



*snowy:*  
nevoso

*to snow:* nevicare

*beautiful:* bello

*fantastic:*  
fantastico

*warm:* caldo

*hot:* molto caldo

*bad:* brutto

*awful:* orribile

*cold:* freddo

#### Activities:

*to make a snowman:*

*to ski:*

*to play cards:*

*to sing:*

*to play the guitar:*

*to walk:*

*to throw snow balls:*

fare un pupazzo di neve

sciare

giocare a carte

cantare

suonare la chitarra

camminare

tirare palle di neve

#### Feelings

*to have a good/great/fantastic time:*

*to get bored:*

divertirsi molto

annoiarsi

#### PIANO

data .....

Caro/a .....

Saluti da .....

Di' dove sei al momento.

Descrivi com'è il tempo.

Racconta che cosa stai facendo, che cosa stanno facendo i tuoi amici e se ti stai divertendo o se ti stai annoiando.

Concludi dicendo che vi vedrete presto.

Dear .....

See you soon.

# FILE 5



## IMPERATIVO - LET'S

### • Imperativo

#### Forma

<b>Affermativa</b>	<b>forma base</b> del verbo Turn right. (Gira a destra.)
<b>Negativa</b>	<b>do not (don't) + forma base</b> del verbo Don't turn left. (Non girare a sinistra.)

#### Uso

- L'**imperativo** si usa alla **2ª persona, singolare e plurale**, per impartire **ordini, istruzioni, divieti, fare raccomandazioni e dare consigli.**

### • Let's

#### Forma

<b>Affermativa</b>	<b>let's + forma base</b> del verbo Let's go to the library. (Andiamo in biblioteca.)
<b>Negativa</b>	<b>let's not + forma base</b> del verbo Let's not watch TV. (Non guardiamo la televisione.)

#### Uso

- **Let's** si usa alla **1ª persona plurale** per fare **proposte.**

### 1 | Costruisci frasi all'**imperativo** e poi trasformale in **forma negativa.**

⇒ (close) the door.	<b>Close the door.</b>	<b>Don't close the door.</b>
1. (eat) your dinner.	.....	.....
2. (take off) your coat.	.....	.....
3. (give) Lisa some wine.	.....	.....
4. (switch off) your phone.	.....	.....
5. (turn on) the light.	.....	.....

### 2 | Abbina ogni frase al luogo in cui potrebbe essere udita o letta.

- Do not lean out of the window.
- Look left and right before you cross the road.
- Fasten your seat belts.
- Don't walk on the grass.
- Do not board without a ticket.
- Do not feed the elephants.
- Take a number and wait till you are called.

- In a park.
- On a train.
- At a bus stop.
- On a plane.
- At the post office.
- At the zoo.
- In the street.

- ...
- ...
- ...
- ...
- ...
- ...
- ...

# FILE 5



## IMPERATIVO - LET'S

### • Imperativo

#### Forma

<b>Affermativa</b>	<b>forma base</b> del verbo Turn right. (Gira a destra.)
<b>Negativa</b>	<b>do not (don't) + forma base</b> del verbo Don't turn left. (Non girare a sinistra.)

#### Uso

- L'**imperativo** si usa alla **2ª persona, singolare e plurale**, per impartire **ordini, istruzioni, divieti, fare raccomandazioni e dare consigli**.

### • Let's

#### Forma

<b>Affermativa</b>	<b>let's + forma base</b> del verbo Let's go to the library. (Andiamo in biblioteca.)
<b>Negativa</b>	<b>let's not + forma base</b> del verbo Let's not watch TV. (Non guardiamo la televisione.)

#### Uso

- **Let's** si usa alla **1ª persona plurale** per fare **proposte**.

### 1 | Costruisci frasi all'**imperativo** e poi trasformale in **forma negativa**.

⇒ (close) the door.	<b>Close the door.</b>	<b>Don't close the door.</b>
1. (eat) your dinner.	.....	.....
2. (take off) your coat.	.....	.....
3. (give) Lisa some wine.	.....	.....
4. (switch off) your phone.	.....	.....
5. (turn on) the light.	.....	.....

### 2 | Abbina ogni frase al luogo in cui potrebbe essere udita o letta.

1. Do not lean out of the window.	A. In a park.	1. ...
2. Look left and right before you cross the road.	B. On a train.	2. ...
3. Fasten your seat belts.	C. At a bus stop.	3. ...
4. Don't walk on the grass.	D. On a plane.	4. ...
5. Do not board without a ticket.	E. At the post office.	5. ...
6. Do not feed the elephants.	F. At the zoo.	6. ...
7. Take a number and wait till you are called.	G. In the street.	7. ...

**3** Abbina alle immagini le **istruzioni** e gli **ordini** che vengono normalmente impartiti a scuola.



1. ...



2. ...

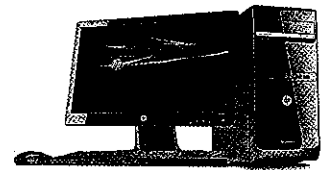


3. ...

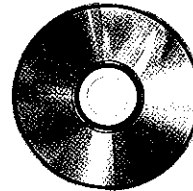
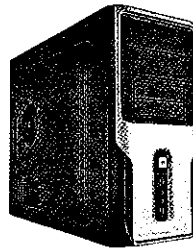


4. ...

- A. Repeat what you hear.
- B. Work in pairs.
- C. Insert the CD-ROM.
- D. Turn on the computer.
- E. Turn off the printer.
- F. Listen to the dialogue.



6. ...



5. ...

**4** Sottolinea i verbi all'**imperativo** usati per dare **indicazioni stradali**.

A: Excuse me! Can you tell me how to get to the train station?

B: Yes, of course! Have you got a map?

A: Yes, here it is.

B: Well, here we are, in Compton Street. Walk straight on and then turn left at the second corner. That's Gordon Street. Don't take the first street, make sure it's the second. Then take your first right into Temple Street. There is a big cinema on your left. Go past the cinema and cross over Oxford Street at the traffic lights. Go straight on for about fifty metres and you will see a lot of cars and buses parked. That's the car park at the back entrance of the train station. Walk across the car park and there is a sign indicating a tunnel to the station platforms. Take the tunnel and you are there.

A: Thank you very much.

B: You're welcome!

**5** Abbina adeguatamente le proposte alle risposte.

- 1. Let's have a party!
- 2. Let's go in for a swim!
- 3. Let's go out!
- 4. Let's go running!
- 5. Let's cook dinner.

- A. No, I'm too tired for exercise.
- B. Why? Is it your birthday?
- C. No, I'm not hungry.
- D. No, the waves are too big today.
- E. Good idea. Do you want to go to the movies?

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...

**6** Usa **let's** e le parole fornite per costruire dialoghi come nell'esempio.

⇒ hungry / sandwich / sandwich bar

A: I'm **hungry**. What about a **sandwich**?

B: Yes, good idea. **Let's** go to a **sandwich bar**.

1. thirsty / coke / to that kiosk

A: .....

B: .....

2. hot / ice cream / ice cream bar

A: .....

B: .....

3. hungry / fish and chips / fish and chip shop

A: .....

B: .....

4. cold / nice cup of tea / that café

A: .....

B: .....

**7** Completa le seguenti frasi con **let's**, **let's not**, **don't**.

⇒ This house is beautiful. **Let's** buy it!

1. There's no food in the fridge. .... go out to eat.

2. Children! ..... make any noise! Dad is sleeping.

3. .... watch the news - No, ....., it's boring!

Please ..... watch it, I want to see the football scores.

4. You can go out but ..... come back home too late.

5. I'm tired. - I'm tired too. .... go to bed early tonight.

**8** Riordina le parole e costruisci frasi di senso compiuto.

⇒ David / present / give / let's / a

**Let's give David a present.**

1. kitchen table / the / put / plates / the / on

.....

2. to / go / not / cinema / let's / the

.....

3. Richard / let's / and / Melissa / our / invite / holiday / on

.....

4. the / don't / door / dishwasher / open / before / finishes / it

.....

5. to / write / forget / on / envelope / his / don't / address / the

.....

6. the / windows / to / lock / remember / all

.....

# B

## CAN (capacità, richieste)

### Forma

<b>Affermativa</b>	soggetto + <b>can</b> + infinito <b>senza to</b> They can play tennis very well.
<b>Negativa</b>	soggetto + <b>cannot (can't)</b> + infinito <b>senza to</b> They can't play tennis.
<b>Interrogativa</b>	<b>can</b> + soggetto + infinito <b>senza to</b> Can they play tennis?

- **Can**, come tutti i verbi modali, **non aggiunge -s alla 3ª persona singolare**.
- Nella **forma interrogativa can precede il soggetto**.
- La **forma negativa è cannot** (forma contratta: **can't**).

### Uso

**Can** significa **potere**. Esprime varie funzioni comunicative e in questo paragrafo lo useremo per:

- esprimere capacità/abilità.
- fare richieste.

I can swim. / He can windsurf.  
Can you open the window, please?

### ► Attenzione alle risposte!

- Nelle **risposte brevi** si ripete il verbo *can* nella forma affermativa o negativa per esprimere capacità/abilità.
- Per rispondere alle richieste in modo cortese si usano altri modi.

Osserva gli esempi.

	<b>Risposta affermativa</b>	<b>Risposta negativa</b>
<b>Chiedere riguardo a capacità/abilità</b> Can you dance?	Yes, I can.	No, I can't.
<b>Fare richieste</b> Can you lend me your pen, please? Can you help me do this exercise?	Yes, sure. Here you are. Yes, sure. / Yes, of course.	Sorry, I can't. I need it myself. Sorry, I can't. I don't understand it.

### 1 | Trasforma le frasi in **forma interrogativa** e in **forma negativa**.

- ⇒ Alex can ride a bike.      **A. Can Alex ride a bike?**      **B. Alex can't ride a bike.**
1. Roger can speak French.      A. ....      B. ....
2. They can read music.      A. ....      B. ....
3. Sam can dance the tango.      A. ....      B. ....
4. We can all ride a motorcycle.      A. ....      B. ....

### 2 | Costruisci frasi usando le parole fornite e il verbo **can** nella forma corretta.

- ⇒ your father / drive a truck?      **Can your father drive a truck?**
1. Andrew / play the guitar?      .....
2. I / not / cook.      .....
3. Mary / play the violin very well.      .....
4. Scott and Patrick / not / walk yet. They're too young.      .....
5. you / use a computer?      .....



**3** | A. Osserva la tabella e rispondi alle domande con **risposte brevi**.

	use a computer	drive a car	skate	play chess	ski
<b>Richard</b>	yes	yes	no	no	yes
<b>Sarah</b>	no	no	yes	no	yes

- ⇒ Can Richard use a computer? **Yes, he can.**
- Can Sarah use a computer? .....
  - Can Richard drive a car? .....
  - Can Sarah drive a car? .....
  - Can Richard skate? .....
  - Can Sarah skate? .....
  - Can they play chess? .....
  - Can they ski? .....

B. Ora completa le frasi con **can** o **can't**.

- Richard ..... use a computer, drive a car and ski, but he ..... skate or play chess.
- Sarah ..... use a computer, drive a car or play chess, but she ..... skate and ski.

**4** | Abbina adeguatamente le frasi nelle due colonne.

- A**
- Can I borrow your car?
  - Can you read music?
  - Richard can read and write Japanese.
  - Jane can sing very well.
  - I can't hear you very well.
  - Can you lend me £20?

- B**
- So he can translate this email.
  - Sorry, I can call you back when I get off the bus.
  - Not very well. Can you?
  - Sorry, the brakes don't work.
  - Why? What is it for?
  - Does she ever perform in public?

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...

**5** | Formula richieste adeguate alle situazioni usando le parole fornite e il verbo **can**.  
 Aggiungi tutti gli elementi mancanti e **please** al termine della frase. Osserva l'esempio.

- ⇒ Chiedi al tuo amico di prestarti l'ombrello.  
 (lend / umbrella?) **Can you lend me your umbrella, please?**
- Chiedi a tuo fratello di passarti lo zucchero.  
 (pass / sugar?) .....
  - Chiedi a un amico di darti un passaggio alla stazione.  
 (give / lift / station?) .....
  - Chiedi la strada per il centro della città.  
 (tell / way / city centre?) .....
  - Chiedi al tuo compagno di prestarti il suo dizionario.  
 (lend / dictionary?) .....
  - Chiedi a qualcuno di ripetere ciò che ha detto.  
 (repeat / that?) .....



## CAN / MAY (permesso)

Sia **can** che **may** esprimono **potere** e possono essere usati per **chiedere, concedere e rifiutare il permesso** di fare qualcosa.

Osserva l'uso, la costruzione e le possibili risposte.

Chiedere il permesso	Risposta affermativa	Risposta negativa
- in modo <b>informale</b> <b>can</b> + I/we + infinito <b>senza to</b> Mum, can I go out?	Yes, sure. Yes, you can. Yes, okay. Yes, all right.	No, you can't. Sorry but... (+ motivo)
- in modo <b>formale</b> <b>may</b> + I/we + infinito <b>senza to</b> Excuse me. May I sit here?	Yes, of course. Yes, certainly.	(I'm) sorry but... (+ motivo)

### ► Linguaggio formale e informale

- **Informale** quando ci si rivolge a un familiare, a un amico o a un nostro pari.
- **Formale** quando ci si rivolge a una persona di grado gerarchico superiore cui si deve rispetto, o che non si conosce o si conosce appena.

### 1 | Inserisci correttamente **can** o **may** a seconda del diverso livello di formalità.

- ⇒ **Can** I have a slice of your cake, Jane? - Yes, sure.
- ..... I use your bathroom, Mrs Johnson? - Yes, of course.
  - ..... I watch TV, Mum? - Yes, sure.
  - ..... I borrow your car, Emma? - Yes, sure.
  - Excuse me sir. .... I sit here? - Yes, certainly.
  - ..... I take tomorrow off work, Mr Winters? - I'm sorry, we are too busy at the moment.

### 2 | Abbina alle richieste di permesso le risposte adeguate.

1. May I smoke?	A. Sorry, but it's out of credit.	1. ...
2. Can I use your mobile to make a call?	B. I'm getting off too.	2. ...
3. Excuse me. May I get past you? I need to get off the bus.	C. No, you can't. Dinner is almost ready.	3. ...
4. Mum, can I have some ice cream?	D. Sorry, but it's not allowed on public transport.	4. ...
5. Ben, can I use your laptop?	E. Sorry, but it has a virus.	5. ...

### 3 | Completa i seguenti dialoghi adeguatamente.

- ⇒ Student: May I ask you a question?  
Teacher: Yes, **of course**.
- Friend: Can I borrow your guitar, Jessie?  
Friend: Sorry, ..... . It's got two broken strings.
  - Brother: ..... you lend me your umbrella, Jane?  
Sister: Sorry, ..... . I'm walking to work in a minute so I need it.
  - Robert: ..... open a savings account here?  
Bank Teller: ..... . You just need your Identity Card and National Insurance number.
  - Son: Dad, ..... have some friends over to watch a DVD?  
Father: No, ..... . You need to study for your exams.



# MUST / HAVE (GOT) TO (dovere) MUSTN'T / DON'T HAVE TO (proibizione / mancanza di necessità)

## • Must

### Forma

<b>Affermativa</b>	sogg. + <b>must</b> + infinito <b>senza to</b> You must come home early.
<b>Negativa</b>	sogg. + <b>must</b> + <b>not (mustn't)</b> + infinito <b>senza to</b> You mustn't come home late.
<b>Interrogativa</b>	<b>must</b> + sogg. + infinito <b>senza to</b> Must I come home early?

### Uso

Nella **forma affermativa** viene usato per:

- esprimere **dovere / obbligo morale** di colui che parla.  
I must study this afternoon.
- imporre **regole** da parte di un'autorità esterna.  
Policemen must wear a uniform.

## • must / have (got) to: uso e differenze

Nella **forma affermativa must e have (got) to** hanno un significato molto simile e spesso possono essere usati in modo intercambiabile.

- I must feed the dog.  
I have ('ve got) to feed the dog.

### Nella **forma negativa**

- **mustn't** esprime **proibizione / divieto**.
  - **don't / doesn't have to** esprime la **mancanza di necessità** (non è necessario che).
- You mustn't go to bed late.      Non devi andare a letto tardi (è proibito).  
You don't have to go to bed early.      Non è necessario che tu vada a letto presto (puoi andare a letto più tardi, se vuoi).

## 1 Completa le frasi con **must** o **mustn't**.

⇒ You **mustn't** park here. It's not allowed.

1. You ..... ride a motorcycle without a helmet.
2. You ..... have a shower before you go into the swimming pool.
3. I ..... go on a diet. I am so fat.
4. You ..... play in the street. It's dangerous.
5. You ..... train hard every day if you want to become a competitive runner.

**2** | Trasforma le frasi usando **must** o **mustn't**.

⇒ Don't go out.

**You mustn't go out.**

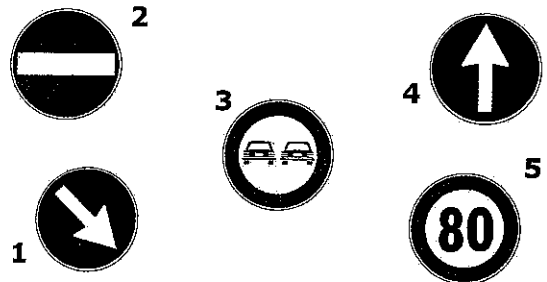
- |   |       |
|---|-------|
| 1. Don't forget to leave the keys on the table. | ..... |
| 2. Clean your room.                             | ..... |
| 3. Stop at the pedestrian crossing.             | ..... |
| 4. Don't smoke in the house.                    | ..... |
| 5. Listen to me.                                | ..... |

**3** | Abbina le frasi alle persone che le stanno dicendo.

1. The bus driver is saying:	A. 'You must take these pills twice a day'.	1. ...
2. The doctor is saying:	B. 'You must kick a goal in this half of the match'.	2. ...
3. The policeman is saying:	C. 'You must eat more fruit and vegetables'.	3. ...
4. The football coach is saying:	D. 'You mustn't ride without a ticket'.	4. ...
5. The dietician is saying:	E. 'You mustn't drive in the bicycle lane'.	5. ...

**4** | Osserva la segnaletica stradale e completa le frasi con **must** o **mustn't**.

- You ..... keep right.
- You ..... enter this road.
- You ..... overtake.
- You ..... go straight on.
- You ..... exceed the speed limit.



**5** | Completa le frasi con **must** / **mustn't** / **don't have to** / **doesn't have to**.

⇒ I **don't have to** get up early tomorrow. It's Sunday.

- You ..... drive if you don't have a licence.
- She ..... work. Her family has a lot of money.
- We ..... clean the whole house. Just our bedrooms.
- You ..... be over 18 to vote in this country.
- I ..... eat bread. I am intolerant to gluten.

**6** | Abbina le frasi adeguatamente.

1. You mustn't eat so many sweets.	A. I'm having a test tomorrow.	1. ...
2. You don't have to do this exercise.	B. It's dangerous.	2. ...
3. You mustn't ride a bike at night without lights.	C. They are bad for your teeth.	3. ...
4. I must practise my French verbs today.	D. It's optional.	4. ...
5. She must drive to work today.	E. There is a bus strike.	5. ...

FILE 5

# E

## WOULD YOU LIKE? / DO YOU LIKE?

**• Would you like?**

Osserva l'uso, le costruzioni e le possibili risposte.

	Accettare	Rifiutare
<b>Offerte</b> <b>Would you like</b> + oggetto? Would you like a cup of tea?	Yes, please.	No, thanks. / No, thank you.
<b>Inviti</b> <b>Would you like</b> + infinito <b>con to</b> Would you like to go to a concert?	Yes, I'd love to.	Sorry but I must / have got to... Sorry but I am... Sorry but I've got a... Sorry but I don't like going to concerts.

**• Do you like?**

Osserva l'uso, le costruzioni e le possibili risposte.

	Risposta affermativa	Risposta negativa
<b>Chiedere se piace qualcosa</b> <b>Do you like</b> + oggetto? Do you like tea?	Yes, I do.	No, I don't.
<b>Chiedere se piace fare qualcosa</b> <b>Do you like</b> + forma in <b>-ing</b> ? Do you like dancing?		

**1** Completa le frasi **would** o **do**.

- ⇒ **Do you like** cooking? - Yes, I do. I really love baking cakes.
1. .... you like an ice cream? - Yes, please.
  2. .... you like ice cream? - Yes, I do.
  3. .... you like green tea? - No, I don't.
  4. .... you like a sandwich? - No, thanks.
  5. .... you like to come to the cinema with me? - Yes, I'd love to.
  6. .... you like to play basketball with us? - Sorry, but I don't know how to play.

**2** Completa le frasi con la forma corretta dei verbi tra parentesi (**infinito** o forma in **-ing**).

- ⇒ Do you like (skate) **skating**?
1. Would you like (go) ..... to the beach this weekend?
  2. Do you like (play) ..... football?
  3. Do you like (listen) ..... to classical music?
  4. Would you like (come) ..... on a picnic with us?

**3** Utilizza le parole fornite per fare **offerte** e **inviti**. Scrivi anche risposte adeguate e aggiungi tutti gli elementi mancanti.

- ⇒ Cinema? / Yes. **Would you like to go to the cinema? - Yes, I'd love to.**
1. the park / this afternoon? / Sorry / clean / the house. ....
  2. a glass of wine? / No. ....
  3. Andrew's party? / Sorry / have / flu. ....
  4. a sandwich / for lunch? / Yes. ....
  5. a ride in my new car? / Yes. ....



**SHALL (proposte, offerta d'aiuto)**  
**HOW ABOUT / LET'S / WHY DON'T WE (fare proposte)**

**Shall** è un verbo modale che si usa solo con la **1ª persona singolare (I)** e la **1ª persona plurale (we)** per **offrire aiuto, fare proposte, chiedere proposte / suggerimenti** sempre nella **forma interrogativa**.

Osserva l'uso, la costruzione e le possibili risposte.

<b>shall I / we + infinito senza to...?</b>	<b>Possibili risposte</b>	
<b>Offerte d'aiuto</b> Shall I clean the kitchen?	<b>Accettare</b> Yes, please. Yes, that's very kind of you.	<b>Rifiutare (+ motivo)</b> No, thanks. I can do it myself later.
<b>Proposte</b> Shall we go to the cinema?	<b>Accettare</b> Yes, let's. Yes, good idea.	<b>Rifiutare (+ proposta alternativa)</b> No, let's not. Let's ... instead.
<b>Richiesta di suggerimenti / proposte</b> What shall we do next weekend? What shall I wear tonight?	<b>Dare suggerimenti/fare proposte</b> Let's go to... / What about going to...? / Why don't we go to...? Why don't you wear the blue dress?	

Osserva le seguenti **costruzioni alternative** per **fare proposte**.

**What / How about + forma in -ing...?**  
**Why don't we + infinito senza to...?**  
**Let's + infinito senza to**

What about listening to music?  
 Why don't we listen to music?  
 Let's listen to music.

FILE 5

**1** Usa **shall** e le parole fornite per costruire frasi seguendo le istruzioni. Aggiungi tutti gli elementi necessari per costruire frasi di senso compiuto.

- ⇒ Proponi a un amico di andare a fare una passeggiata nel parco.  
 go / for a walk / park? **Shall we go for a walk in the park?**
- 1. Offriti di mettere in ordine la stanza.  
 tidy / the room / up? .....
- 2. Chiedi a un amico che cosa farete questa sera.  
 What / do / tonight? .....
- 3. Proponi a un amico di ascoltare della musica.  
 listen to / some music? .....
- 4. Proponi a un amico di andare al mare il prossimo weekend.  
 go / seaside / next weekend? .....

**2** Completa le frasi con la forma corretta dei verbi tra parentesi.

- ⇒ How about (have) **having** pizza tonight?
- 1. What about (listen) ..... to the radio while we study?
- 2. Why don't we (go) ..... to the zoo with the children on Saturday?
- 3. Let's (spend) ..... some time at home in the garden.
- 4. Shall we (leave) ..... very early tomorrow to avoid the traffic?
- 5. How about (travel) ..... by train instead of travelling by plane? It's cheaper.

**3** | Trasforma le frasi usando le parole fornite. Effettua tutti i cambiamenti necessari.

⇒ Shall we play tennis?

Let's **Let's play tennis.**

1. Shall we have fish for dinner?

What about .....

2. Shall we invite the grandparents to come here for Christmas?

Why don't .....

3. Let's open a bottle of champagne.

Shall .....

4. How about taking the dog for a walk?

Why don't .....

5. What about playing a game of backgammon?

Shall .....

**4** | Scrivi dei brevi dialoghi adeguati alle situazioni. Utilizza le parole fornite e aggiungi tutti gli elementi necessari, come nell'esempio.

⇒ It's David's birthday next week.

What / buy / him?

T-shirt

A: 'What **shall we** buy him?'

B: '**Let's** buy him a T-shirt'.

1. I'm free all weekend.

What / do?

Go / the seaside

A: .....

B: .....

2. I want to go on holiday before the summer ends.

Where / go?

Miami.

A: .....

B: .....

3. I want to buy a new scooter for James.

What colour?

A red one

A: Good idea. ....

B: .....

4. I want to go to the Art Gallery.

Which exhibition / we see?

Matisse

A: OK. ....

B: .....

**5** | Abbina le frasi adeguatamente.

- 1. It's so hot in the house!
- 2. What about playing tennis today?
- 3. Shall we take a taxi?
- 4. These instructions are impossible to understand.
- 5. Shall we have a skiing holiday this year?

- A. Oh, wonderful! What about Switzerland?
- B. I don't have a racket. Do you have a spare one?
- C. Why don't we turn the air conditioning on?
- D. No, it's probably quicker to walk.
- E. Shall I help you?

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...

**COMMUNICATION / READING / WRITING**

**1. Communication**

Due amici vogliono organizzare una festa per il compleanno di un'amica. Completa il dialogo con le frasi fornite.

A: I'm so tired of the way our living room looks. We really need to buy a new sofa.

B: (1) .....

A: That's a wonderful idea. A new living room!

B: (2) .....

A: Let's paint the walls and buy a new sofa, armchairs and a new coffee table.

B: (3) .....

A: Let's buy everything online. It's cheaper and they deliver everything to your house.

B: (4) .....

A: Why don't we give it to a charity shop?

B: (5) .....

A: Wait a minute. Let's put a budget together first. We mustn't spend too much money.

- A. What changes shall we make?
- B. OK then, let's do some online shopping now!
- C. What shall we do with the old furniture?
- D. Let's redecorate the whole room!
- E. What about getting a new lamp and floor rug too? Where shall we buy them?

1. ... 2. ... 3. ... 4. ... 5. ...

**2. Communication**

Inserisci correttamente le frasi fornite nella seguente conversazione telefonica tra Margie e Justin.

Margie: Hello.

Justin: (1) .....

Margie: Oh, hello, Justin. How are you?

Justin: Fine, thanks. And you?

Margie: I'm fine, thanks.

Justin: (2) .....

Margie: (3) .....

Justin: It starts at 8.30 p.m.

Margie: (4) .....

Justin: Let's catch the ferry across. We can meet at your house at 7 p.m. and walk down to the ferry wharf. It's not far.

Margie: Yes, fine. See you at seven then. Thanks, bye!

Justin: Bye! See you.

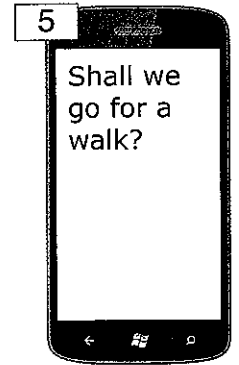
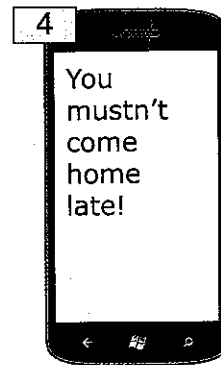
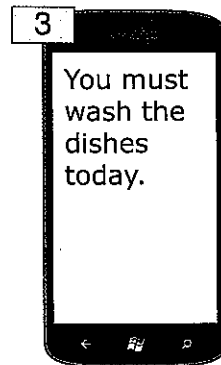
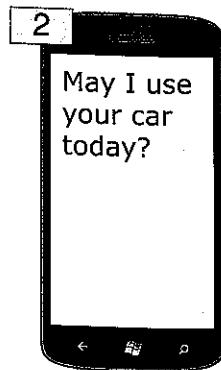
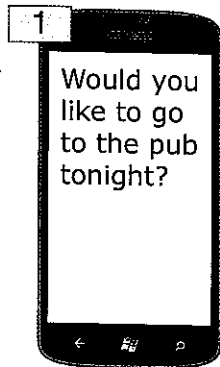
- A. I'm ringing you because I've got the tickets for the New Year's ball at the opera house on Saturday. Would you like to come?
- B. Hello Margie. This is Justin.
- C. Where shall we meet and when?
- D. Yes, I'd love to. I have the perfect dress. What time does the ball start?

1. ... 2. ... 3. ... 4. ...



### 3. Reading

Leggi gli SMS che hai ricevuto e abbinali alla funzione comunicativa che esprimono.

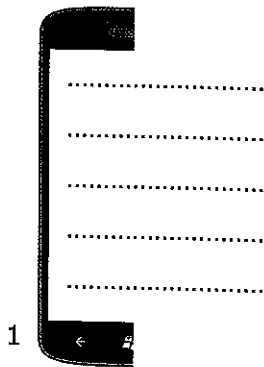


- A. Expressing prohibition
- B. Making a proposal
- C. Asking for permission
- D. Inviting
- E. Expressing obligation

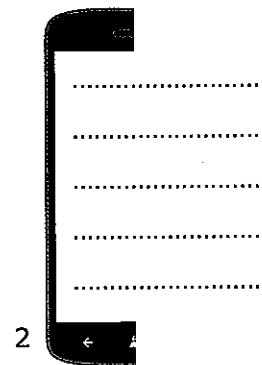
1. ... 2. ... 3. ... 4. ... 5. ...

### 4. Writing

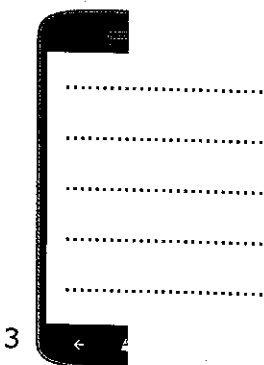
Utilizza i verbi modali **can**, **would**, **must**, **shall** e le parole tra parentesi per scrivere i seguenti SMS.



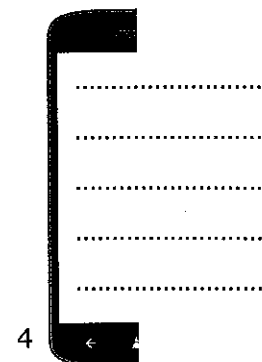
Invita un amico alla tua festa di compleanno. (come / birthday party)



Proponi a un amico di andare in piscina. (go / swimming pool)



Proibisci a tuo fratello di usare il tuo computer. (use / computer)



Chiedi a tua madre se puoi andare a mangiare una pizza con i tuoi amici. (go / eat / pizza / friends)

# FILE 6

**A**

## ARTICOLI: THE, A / AN

### Uso di 'the'

#### Regola generale

- L'articolo **'the'** viene espresso davanti a **sostantivi singolari e plurali usati in senso definito**, cioè specificati dal contesto.

- **Non viene espresso** davanti a tutti i **sostantivi usati in senso generico**.

Confronta gli esempi:

Can you pass me the sugar? (si tratta dello zucchero che abbiamo in casa o che è sul tavolo)

Sugar is bad for your teeth. (lo zucchero in senso generico fa male ai denti)

#### Inoltre:

- **'the'** si usa davanti a:

- nomi di fiumi	- the Po, the Thames...
- nomi di mari, oceani e catene montuose	- the Mediterranean Sea, the Pacific, the Alps...
- nomi di popoli	- the Italians, the Americans...
- nomi di stati plurali e arcipelaghi	- the USA, the Virgin Islands...
- nomi di stati singolari che contengono le parole republic, kingdom...	- the United Kingdom, The Czech Republic...
- punti cardinali	- the north, the south, the east, the west
- cognomi al plurale per indicare la famiglia	- the Smiths, the Browns...
- nomi di strumenti musicali (dopo play)	- the piano, the trumpet...
- alcune categorie di persone come:	- the rich, the poor, the young, the old...
- alcune espressioni come:	- the cinema, the theatre, the mountains, the seaside
- alcune entità uniche come:	- the sun, the moon, the universe, the internet...

- **'the'** non si usa davanti a:

- nomi propri di persone	- Tom, Mrs Smith, Queen Elizabeth...
- agg. e pron. possessivi, genitivo sassone	- It's my pen. / It's mine. / It's Bob's pen.
- nomi di città, stati, isole, laghi e montagne singolari	- Rome, Italy, Sicily, Mount Everest...
- i pasti	- breakfast, lunch, dinner, supper, tea
- la parola TV / television (dopo watch)	- I'm watching television.
- sport / giochi (dopo play)	- football, cards, video-games...
- le lingue	- English, Spanish, French...
- nomi astratti	- power, beauty, anger, hunger, love...

#### • Uso di 'a / an' - 'the': differenze

- **a / an** si usa davanti ai **sostantivi singolari numerabili** per riferirsi a **qualcosa che non è stato menzionato prima**.

Ricorda: **a** davanti a consonante, **an** davanti a vocale.

- **the** si usa per riferirsi a **qualcosa che è stato menzionato in precedenza**.

There is **a** dog and **a** cat. **The** dog is barking and **the** cat is miaowing.

**1** Inserisci l'articolo **the**, quando è richiesto. Metti una **x** se non è richiesto.

⇒ **The** Loire is the longest river and **x** Mont Blanc is the highest mountain in **x** France.

1. .... Mr Smith works in .... London.
2. .... Queen Elizabeth is .... queen of .... United Kingdom.
3. We live in .... Rome, .... capital of .... Italy.
4. .... Alps are in .... north of .... Italy.
5. Can you get me .... wine from the kitchen table? I like .... wine.
6. 'Do you like .... bananas?' 'Yes, but I prefer .... apples'.
7. Angela is from .... United States.
8. I usually have .... lunch at the café on the corner. .... pasta they make is fantastic.
9. .... children often don't like .... spinach and .... Brussels sprouts.
10. I'm from .... Australia. I live in .... north. I've got .... fair hair and .... green eyes.
11. 'Would you like to play .... chess?' 'Sorry, I've got to play .... tennis in ten minutes'.
12. 'Can she play .... guitar?' 'No, but she can play .... violin'.
13. I studied .... Chinese for five years at school but when I was in .... China I didn't understand anything.
14. 'Is this .... your bag, Alex?' 'No, it isn't .... mine. I think it's .... Anna's bag'.

**2** Inserisci gli articoli **a/an** o **the**. Metti una **x** se nessun articolo è richiesto.

⇒ Serena is studying **x** chemistry at the moment. She has **an** exam tomorrow.

1. I have .... dog and two cats. .... my dog's name is Rocky and .... my cats' names are Rum and Custard.
2. Jessica made .... cake for .... Jane's birthday party.
3. Why don't you knit .... scarf for David? He likes .... scarves.
4. .... Johnsons are staying in .... small hotel near .... Brighton.
5. I usually like .... watermelon but .... watermelon I bought is not good.
6. There is .... sofa, .... coffee table and .... two armchairs in .... my living room. .... coffee table is made of .... wood but .... sofa and .... armchairs are made of .... metal and cotton fabric.
7. 'Anthony, there is .... phone call for you'. 'I'm having .... shower. Can you take ... message for me, please?'
8. Can you give me .... knife, please? I need .... sharp knife. .... knife I've got is blunt.
9. I can't speak .... French but I want to do .... course in .... France next summer.
10. There is .... park near .... our school.
11. Elizabeth has got .... Siamese cat with .... blue eyes.
12. I would like .... glass of orange juice and .... ham and cheese roll, please.
13. There is .... parcel for you. .... postman left it at .... front door.
14. I don't like .... poetry very much, but I like .... poetry of Lord Byron.

**3** Indica quali frasi sono corrette (**R**) e quali errate (**W**). Correggi gli errori.

⇒ The Pacific is the largest ocean on planet. (**W**)  
**The Pacific is the largest ocean on the planet.**

1. Mississippi is the longest river in the USA. (...) .....
2. The highest mountain in the world is the Mt Everest. (...) .....
3. There is a lot of unemployment in north-west of England. (...) .....
4. Chinese food is my favourite. (...) .....
5. The Apennines run down Italy, from the north to the south. (...) .....

**B**

**PAST SIMPLE: TO BE**

**Forma affermativa (estesa e contratta)**

I	<b>was</b>
you	<b>were</b>
he she it	<b>was</b>
we you they	<b>were</b>

**Forma negativa**

I	<b>was not (wasn't)</b>
you	<b>were not (weren't)</b>
he she it	<b>was not (wasn't)</b>
we you they	<b>were not (weren't)</b>

**Forma interrogativa**

<b>was</b>	I ...?
<b>were</b>	you ...?
<b>was</b>	he ...? she ...? it ...?
<b>were</b>	we ...? you ...? they ...?

**Risposte brevi**

**Risposte brevi**  
 Yes, I / he / she / it **was**.  
 No, I / he / she / it **wasn't**.  
 Yes, we / you / they **were**.  
 No, we / you / they **weren't**.

**Esempi**

He was at school yesterday morning. } Yes, he was.  
 He wasn't at school yesterday morning. } No, he wasn't.  
 Was he at school yesterday morning?  
 They were at the bus stop at 8 o'clock. } Yes, they were.  
 They weren't at the bus stop at 8 o'clock. } No, they weren't.  
 Were they at the bus stop at 8 o'clock?

**Uso**

Il **past simple** di **to be** può corrispondere all'**imperfetto**, al **passato remoto** e al **passato prossimo** dell'italiano. È generalmente accompagnato da **espressioni di tempo determinato** come:

- |                                      |                      |
|--------------------------------------|----------------------|
| yesterday                            | in November          |
| last night/week/month/year           | in 1987              |
| two days/three weeks/a few years ago | on Monday/Tuesday... |

Si usa per:

- parlare di **situazioni riferite a un tempo determinato del passato ed interamente trascorso**.  
They were at home last night.
- esprimere la nascita (**was / were + born**).  
Where and when were you born? - I was born in London on 12<sup>th</sup> April 1989.

**1** Completa le frasi con **was** o **were**.

- ⇒ Richard **was** at the exhibition yesterday.
- 1. I ..... in London last week.
- 2. David's friends ..... at the cinema with him last night.
- 3. Some colourful parrots ..... in the garden this morning.
- 4. Russell ..... still at work two hours ago.
- 5. My grandparents ..... born in Egypt.

**2** Trasforma le seguenti frasi nella forma indicata tra parentesi: interrogativa (?), affermativa (+), negativa (-).

- ⇒ She was still in bed at 12 a.m. (?) **Was she still in bed at 12 a.m.?**
- 1. They were at the party last night. (?) .....
- 2. The concert was great fun. (-) .....
- 3. Was he at the supermarket? (+) .....
- 4. There were a lot of penguins at the zoo. (?) .....
- 5. We were at the museum on Friday. (-) .....

FILE 6

**3** | Scrivi **domande** adeguate alle risposte.

- ⇒ Where **was Melissa two days ago?** - She was at her grandma's two days ago.
1. Where .....? - Me? I was at the cinema last night.
  2. Where .....? - Bob was at football training this morning.
  3. Where .....? - Susan and Mary? They were at a party last night.
  4. Where .....? - They were here last month.
  5. Where .....? - Yesterday afternoon? We were at school, of course.

**4** | Rispondi alle domande con **risposte brevi**.

- ⇒ Were you with your family last week-end? - Yes, I **was**.
1. Were they at work yesterday? - Yes, .....
  2. Was Julia in the park this afternoon? - No, .....
  3. Was Mr Gooden in the USA last year? - No, .....
  4. Were you at the bus stop this morning at 9 a.m.? - Yes, we .....
  5. Were you born in August? - No, I .....

**5** | Costruisci brevi dialoghi seguendo l'esempio. Usa il passato di **to be**, le parole fornite e aggiungi tutti gli elementi necessari.

- ⇒ A: They / post office / 9.00?      A: **Were they at the post office at 9.00?**  
B: No / bank.      B: **No, they weren't. They were at the bank.**
- |   |  |
|---|--|
| 1. A: Susan / home / Saturday night?<br>A: .....?<br>B: No / theatre.<br>B: .....   | 3. A: You / traffic lights?<br>A: .....?<br>B: No / we / bus stop.<br>B: ..... |
| 2. A: Paul and Simon / pub / last night?<br>A: .....?<br>B: No / disco.<br>B: ..... | 4. A: It / cold?<br>A: .....?<br>B: No / warm and sunny.<br>B: .....           |

**6** | Completa con **am, is, are, was, were**.

- ⇒ It **is** time to get up!
- |  |  |
|--|--|
| 1. Where ..... the children this morning?                            | 4. It ..... my parents' anniversary yesterday. |
| 2. Where ..... they now?   | 5. I ..... on the bus at the moment.           |
| 3. There ..... a lot of people in town for the trade fair this week. | 6. It ..... cold and wet today in London.      |

**7** | Rispondi alle domande con **risposte brevi**. Fai attenzione al tempo verbale.

- ⇒ Are you a teacher in that high school? - No, I'm **not**.
- |   |   |
|---|---|
| 1. Is it Monday today? - Yes, .....                         | 6. Was it fun? - Yes, .....                               |
| 2. Were all your cousins at the family reunion? - No, ..... | 7. Are you all right? - Yes, .....                        |
| 3. Were you at home yesterday evening? - Yes, I .....       | 8. Was Jane too busy to go to the party? - No, .....      |
| 4. Was she born in Italy? - Yes, .....                      | 9. Were there lots of people at the wedding? - Yes, ..... |
| 5. Are the cats outside at the moment? - No, .....          | 10. Are the band U2 from the UK? - No, .....              |



## PAST SIMPLE: VERBI REGOLARI E IRREGOLARI

### Forma

I	listened
you	
he she it	
we you they	

### Forma negativa (estesa e contratta)

I	<b>did not</b> ( <b>didn't</b> ) listen
you	
he she it	
we you they	

### Forma interrogativa

<b>did</b>	I	listen?
<b>did</b>	you	
<b>did</b>	he she it	
<b>did</b>	we you they	

### Risposte brevi

Yes, I / you / he... **did**.  
No, I / you / he... **didn't**.

Il **past simple** dei verbi regolari e irregolari è **uguale per tutte le persone**.  
I moved to the USA last year. /  
She moved to the USA last year.

### • FORMA AFFERMATIVA - VERBI REGOLARI

- La **forma affermativa** del past simple dei **verbi regolari** si costruisce aggiungendo **-ed** alla forma base del verbo (listen → listened)

#### ► **Attenzione alle variazioni ortografiche**

- I verbi che terminano in **-e** aggiungono solo **-d** (arrive → arrived)
- I verbi che terminano in **-y preceduta da consonante**, perdono la **-y** e aggiungono **-ied** (study → studied)
- I verbi che terminano in consonante preceduta da una sola vocale accentata, raddoppiano la consonante (stop → stopped)

### • FORMA AFFERMATIVA - VERBI IRREGOLARI

La **forma affermativa** del past simple dei **verbi irregolari** ha una **forma propria** che deve essere memorizzata.

(Vedi elenco dei verbi irregolari più comuni al termine del volume: il past simple corrisponde alla seconda colonna del paradigma).

### • FORMA NEGATIVA E FORMA INTERROGATIVA

La **forma negativa** e la **forma interrogativa** del past simple dei **verbi regolari e irregolari** richiedono l'uso dell'ausiliare **did**.

Did he wash the car yesterday? / He didn't wash the car yesterday.

Did he drink any beer last night? / He didn't drink any beer last night.

#### ► **Attenzione!** Nella forma interrogativa e negativa bisogna utilizzare la **forma base del verbo**.

Did he **drink** any beer last night? (NO: Did he ~~drank~~ any beer last night?)

He **didn't go** to his party. (NO: He didn't ~~went~~ to his party.)

### Uso

- Il **past simple** si usa per parlare di **azioni o eventi avvenuti e conclusi** in un **tempo passato determinato**. È generalmente accompagnato da **espressioni di tempo determinato** come:

yesterday  
last night / week / month / year /  
Monday / summer  
in 1988

in September  
a week / two months / three years ago  
when I was born  
when I was a child

**1** | Scrivi il **past simple** dei seguenti **verbi regolari**.

- ⇒ appear                      **appeared**
- |           |       |           |       |
|-----------|-------|-----------|-------|
| 1. decide | ..... | 3. play   | ..... |
| 2. like   | ..... | 4. study  | ..... |
|           |       | 5. travel | ..... |

**2** | Scrivi il **past simple** dei seguenti **verbi irregolari**.

- ⇒ find                      **found**
- |           |       |          |       |            |       |
|-----------|-------|----------|-------|------------|-------|
| 1. become | ..... | 5. lose  | ..... | 9. write   | ..... |
| 2. bring  | ..... | 6. think | ..... | 10. forget | ..... |
| 3. buy    | ..... | 7. teach | ..... | 11. see    | ..... |
| 4. eat    | ..... | 8. read  | ..... | 12. meet   | ..... |

**3** | Completa le frasi con la **forma affermativa** del **past simple** dei verbi tra parentesi.

- ⇒ Sheila (write) **wrote** a letter to me from Brazil last week.
- Joanna (leave) ..... school when she was 15.
  - It (snow) ..... three times last winter.
  - Rosemary (go) ..... to Paris last month.
  - I (buy) ..... my first car when I was 21.
  - We (play) ..... volleyball at the beach on Saturday.
  - Dad (do) ..... the shopping yesterday, but Mum usually does it.
  - They (watch) ..... the video of their wedding five times yesterday.
  - I (stay) ..... in a horrible hotel when I was in New York.
  - I (find) ..... a shoebox of old love letters when I moved to my new house.
  - We really (enjoy) ..... dressing up for Halloween.

**4** | Trasforma le seguenti frasi prima in forma **interrogativa** e in forma **negativa**.

- ⇒ They joined a youth club.                      **Did they join a youth club?**  
    **They didn't join a youth club.**
- Oscar enjoyed Mexico.                      ..... ?
  - The tourist lost his passport.                      ..... ?
  - Manchester United won the premiership.                      ..... ?
  - She bought a ticket to see 'La Traviata' at the opera.                      ..... ?
  - Ritchie and Fiona arrived on time at the party.                      ..... ?

**5** | Completa le domande con la **forma interrogativa** del **past simple**.

- ⇒ What (she / tell) **did** she **tell** you?
- |   |   |
|---|---|
| 1. Who (you / see) ..... at the pool on Friday? | 3. When (he / lose) ..... his keys?         |
| 2. Where (you / go) ..... this afternoon?       | 4. Why (Tom / sell) ..... his flat?         |
|   | 5. What (Tim / get) ..... for his birthday? |

**6** | Trasforma le seguenti frasi nella forma indicata tra parentesi: interrogativa (?) o negativa (-). Fai attenzione al verbo **to be**.

- ⇒ This time last year we were here. (-)                      **his time last year we weren't here.**
1. They booked a holiday for the family. (?) .....
  2. She remembered to pay the rent. (-) .....
  3. She was away for a week. (?) .....
  4. Her parents got married in 1980. (?) .....
  5. We caught the bus to Liverpool (-) .....

**7** | Formula domande al **past simple** adeguate alle risposte sottolineate. Usa le **question words** corrette (**who, what, where, when, how**).

- ⇒ **When did they arrive?**                      They arrived on Thursday morning.
1. ....? - She did her homework.
  2. ....? - They read a newspaper article.
  3. ....? - They only invited the family.
  4. ....? - He went to Warsaw by plane.
  5. ....? - We went to the city markets.
  6. ....? - He did everything we asked.
  7. ....? - They thought it was very, very funny.
  8. ....? - He won every singing competition he entered.
  9. ....? - She found a £50 note in her jeans pocket.
  10. ....? - They got there on foot.

**8** | Rispondi con **risposte brevi**.

- ⇒ Did you buy the newspaper? - Yes, **I did**.
1. Did you finish the project? - Yes, I .....
  2. Did they make a lot of money? - No, .....
  3. Did Andrew come to the party? - No, .....
  4. Did she pay for dinner? - Yes, .....
  5. Did the dog have dinner? - No, .....

**9** | Abbina le frasi adeguatamente.

1. We went to the theatre last night.	A. What was the water like?	1. ...
2. They gave me a nice pullover.	B. Was it your birthday?	2. ...
3. I bought a compass and a rope.	C. Did you like the play?	3. ...
4. We played cards yesterday afternoon.	D. Do you want to go to the mountains?	4. ...
5. Bob and I went swimming.	E. Who won?	5. ...

**10** | Cerchia l'alternativa corretta.

- ⇒ We went to a really good jazz club **tonight** / **last night**.
1. They **see** / **saw** a beautiful sunset.
  2. Margaret sailed around the Greek Islands **two months ago** / **at the moment**.
  3. When she was younger she **left** / **lived** in Ireland.
  4. Mr Collins **thought** / **taught** at my old high school.
  5. Yesterday I **fell** / **felt** off my bicycle and cut my leg.

F  
I  
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6



**D**

**PAST SIMPLE: TO HAVE**

**Forma**

<b>Affermativa</b>	sogg. + <b>had</b>
<b>Negativa</b>	sogg. + <b>did not (didn't) have</b>
<b>Interrogativa</b>	<b>did</b> + sogg. + <b>have?</b>
<b>Risposte brevi</b>	<b>Yes</b> , sogg. + <b>did</b> / <b>No</b> , sogg. + <b>didn't</b>

- Il **past simple** di *to have* è **had** per tutte le persone (al passato non si usa *got*).  
I had a lot of toys when I was a child.

- **Nelle forme negativa, interrogativa e nelle risposte brevi** si utilizza di norma l'ausiliare **did**, sia quando il verbo *to have* esprime possesso e relazione che quando viene utilizzato come verbo principale nelle espressioni idiomatiche:  
have breakfast / lunch / dinner / a cup of tea / a swim / a good time...

I didn't have a computer when I was seven.

Did you have a computer when you were seven? - Yes, I did. / No, I didn't.

They didn't have a good time.

Did they have a good time? - Yes, they did. / No, they didn't.

**1** | Trasforma le seguenti frasi nella forma indicata tra parentesi.

⇒ You had a nice stay in Barcelona. (?) **Did you have a nice stay in Barcelona?**

1. They had a lot of friends in Sydney. (?) .....?
2. We had dinner in a restaurant. (-) .....
3. She had coffee and a bagel. (?) .....
4. Did they have a sports car? (+) .....
5. He had a shower before going to work. (-) .....

**2** | Cerchia l'alternativa corretta.

⇒ You (**had**) / **have** dinner at the restaurant last night.

1. I didn't **have** / **had** a good time at the party.
2. We **had** / **have** a treehouse when we were children.
3. Did you **had** / **have** chocolate after dinner?
4. Did they **have got** / **have** a holiday in August?
5. Did she have a lot of money when she was a musician? - Yes, she **had** / **did**.

**3** | Completa le seguenti frasi con **did you have, did, didn't have, had**.

⇒ He **didn't have** breakfast this morning because he was late.

1. When I was a child I ..... a cat but I ..... a dog.
2. What ..... to eat and drink at the wedding? - We ..... cake and champagne!
3. Sorry, I didn't bake you a cake because I ..... time.
4. This street has a lot of cafés now but it only ..... one café ten years ago.
5. .... a smartphone last year? - Yes, I .....

## COMMUNICATION / READING / WRITING

### 1. Communication

David è un ragazzo molto curioso e fa diverse domande a Bella su come ha trascorso la giornata di ieri. Completa il dialogo con le domande adeguate.



D: (1) .....

B: Of course I went to school yesterday. It was Wednesday.

D: (2) .....

B: I went back home at five o'clock, after my violin lesson.

D: (3) .....

B: Well, when I arrived home I took the dog for a walk and did my homework.

D: (4) .....

B: No, I didn't go out because I had a French test this morning.

D: (5) .....

B: Yes, I went to bed quite early.

### 2. Reading

Leggi il diario di Mary riguardante lo scorso weekend e rispondi alle domande (osserva che nello scrivere il diario si può omettere il pronome personale di prima persona).

1. What did Mary do on Saturday morning? *On Saturday morning she* .....
2. Who did she have lunch with on Saturday? .....
3. What did she do on Saturday afternoon? .....
4. What did she do on Saturday evening? .....
5. Did she go to bed early on Saturday evening? .....
6. Did she get up early on Sunday morning? .....
7. Where did she have lunch on Sunday? .....
8. What did she do on Sunday afternoon? .....
9. Did she go out on Sunday evening? .....
10. Did she go to bed late on Sunday evening? .....

#### Saturday 16th

Went jogging in the morning.  
Had lunch in a cafeteria with Paul.  
Went shopping in the afternoon.  
Bought a nice pullover and a pair of jeans.  
Wanted to buy a shirt too, but it was too expensive.  
Went to a disco with Sarah, Mark and Sheila in the evening.  
Went to bed late.

#### Sunday 17th

Got up late.  
Went to the park with Black.  
Had lunch at home with my family.  
Washed my hair in the afternoon.  
Stayed at home in the evening and watched TV.  
Saw an interesting film.  
Went to bed early.

### 3. Writing

Scrivi che cosa hai fatto ieri seguendo il piano suggerito.

**Lessico utile:** get up, have a shower, get dressed, have breakfast, leave home, go to school, start, finish, have lunch, go back home, do my homework, see my friends, listen to music, play video games, phone my friends, watch TV, go out, stay at home, go to bed.

PIANO	
<p><b>Paragrafo 1</b> Racconta che cosa hai fatto al mattino e poi dove e con chi hai pranzato.</p>	<p>Yesterday I got up at ..... then .....</p> <p>.....</p> <p>.....</p>
<p><b>Paragrafo 2</b> Racconta che cosa hai fatto nel pomeriggio.</p>	<p>In the afternoon I .....</p> <p>.....</p> <p>.....</p>
<p><b>Paragrafo 3</b> Racconta a che ora hai cenato, che cosa hai fatto dopo cena e a che ora sei andato a letto.</p>	<p>I had dinner ..... and after dinner I ...</p> <p>.....</p> <p>.....</p>

### 4. Reading

A. Completa adeguatamente la seguente biografia con il past simple dei verbi forniti. Alcuni verbi devono essere utilizzati più di una volta.

be (7) • begin • decide • die • find • go • leave • (not) like • marry • meet • return • spend • travel • want • write (3)

**Robert Louis Stevenson** (1) ..... a novelist. He (2) ..... born in Edinburgh, Scotland, in 1850, the son of an engineer. He (3) ..... not a strong child and he (4) ..... often ill. In 1867 Stevenson (5) ..... to study engineering but he (6) ..... it so he (7) ..... to study law. But his biggest interest (8) ..... literature. He is famous for his well-known novels 'Treasure Island', 'The Strange Case of Dr Jekyll and Mr Hyde', 'Kidnapped', and 'The Black Arrow', which he (9) ..... partly in Europe and partly in America.

In 1876, after leaving university, he (10) ..... through France and Belgium. He (11) ..... Fanny Osbourne, an American mother of two children and in 1879 he (12) ... to California. A year later he (13) ..... Osbourne in San Francisco.

There he (14) ..... 'Treasure Island' for Osbourne's son Lloyd. It (15) ..... a great success. Later, he (16) ..... to England where he (17) ..... 'The Strange Case of Dr Jekyll and Mr Hyde' (1886), 'Kidnapped' (1886), and 'The Black Arrow' (1888).

He (18) ..... England in 1888 because he (19) ..... ill with tuberculosis and (20) ..... to find a warmer climate. After travelling for two years, he (21) ..... the island of Samoa in The South Seas where he (22) ..... the rest of his life.

Stevenson (23) ..... suddenly in 1894 from a cerebral haemorrhage.

**B.** Rispondi alle seguenti domande. Le risposte devono essere complete di soggetto e verbo.

1. Where and when was R.L. Stevenson born? .....
2. What was his biggest interest? .....
3. What did he write? .....
4. When did he marry Osbourne? .....
5. Why did he leave England in 1888? .....
6. Where and when did he die? .....
7. How did he die? .....

**5. Writing**

Utilizza le informazioni fornite per scrivere una breve biografia di John Lennon. Coniuga i verbi correttamente al past simple e aggiungi tutti gli elementi necessari.

**JOHN LENNON**

**FAMOUS**

- singer, musician and composer
- for being a member of rock band The Beatles and for his later hit song 'Imagine'.

**1940:** born / Liverpool, England

**EDUCATION:** study / Liverpool College of Art

**From 1960 to 1963**

- start / The Beatles
- play / in clubs / in Liverpool and Hamburg
- have/first hit 'Love, Love Me Do'

**1964**

- go / to the USA with the Beatles
- become / international stars

**1964-1970**

- The Beatles / make / 10 more albums
- the Beatles / break up

**1971:** move / to New York

**1971-1980:** write / music with wife Yoko Ono, including the song 'Imagine'

**1980:** die / at his house in New York shot by a fan



FILE 6

Segui il piano suggerito.

<b>PIANO</b>	
<p><b>Paragrafo 1</b> nome completo, occupazione, famoso per, luogo e data di nascita</p>	<p>John Lennon .....</p> <p>.....</p> <p>.....</p>
<p><b>Paragrafo 2</b> date ed eventi importanti nella sua vita in ordine cronologico</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Paragrafo 3</b> luogo e data di morte</p>	<p>.....</p>

# FILE 7



## PRESENT CONTINUOUS con valore di futuro: progetti

### Forma

<b>Affermativa</b>	sogg. + <b>am / is / are</b>	+ forma in <b>-ing</b>
<b>Negativa</b>	sogg. + <b>am / is / are + not</b>	+ forma in <b>-ing</b>
<b>Interrogativa</b>	<b>am / is / are + sogg</b>	+ forma in <b>-ing</b>
<b>Risposte brevi</b>	Yes, sogg + <b>am / is / are</b> No, sogg + <b>'m not / isn't / aren't</b>	

I'm leaving tomorrow. / I'm not leaving tomorrow.  
Are you leaving tomorrow? - Yes, I am. / No, I'm not.

### Uso

Il **present continuous** assume valore di futuro quando è seguito da **espressioni di tempo futuro** come:

- tonight
- tomorrow
- tomorrow morning / afternoon / evening
- next week / month / year
- on Monday / Monday morning ...

- Si usa per parlare di **progetti / piani già stabiliti**.

We are going to the theatre next Saturday. (We bought the tickets yesterday.)

**1** Indica quali frasi esprimono un'azione in corso (C) e quali un progetto (P).

⇒ I'm getting back home at 6 p.m. (P)

- |   |  |
|---|--|
| 1. What are you eating Jane? It looks delicious. (...)        | 3. Sarah is at the park. She is jogging. (...)         |
| 2. What are we having for dinner tonight? Max is coming.(...) | 4. Are you playing tennis next weekend? (...)          |
|   | 5. Carina and Ava are watching TV at the moment. (...) |

**2** Leggi l'agenda di Michael e scrivi frasi utilizzando il **present continuous** per esprimere i suoi **progetti** per la prossima settimana.

<b>Monday</b>	afternoon: go to the travel agent to book holiday
<b>Tuesday</b>	evening: study for exam next morning
<b>Wednesday</b>	morning: do an exam at university
<b>Thursday</b>	afternoon: take car to the mechanic
<b>Friday</b>	evening: go out for a drink with friends
<b>Saturday</b>	morning: coach junior football team
<b>Sunday</b>	have a picnic in the park (if it is sunny)

- |  |         |
|--|---------|
| 1. He is going to the travel agent on Monday afternoon to book his next holiday. | 4. .... |
| 2. ....  | 5. .... |
| 3. ....  | 6. .... |
|  | 7. .... |

# B

## BE GOING TO: intenzioni, stare per...

### Forma

<b>Affermativa</b>	sogg. + <b>am / is / are + going to</b>	+ forma base del verbo
<b>Negativa</b>	sogg. + <b>am / is / are + not + going to</b>	+ forma base del verbo
<b>Interrogativa</b>	<b>am / is / are + sogg. + going to</b>	+ forma base del verbo
<b>Risposte brevi</b>	Yes, sogg. + <b>am / is / are</b> No, sogg. + <b>'m not / isn't / aren't</b>	

He is ('s) going to take his car to the mechanic.  
 He is not (isn't) going to take his car to the mechanic.  
 Is he going to take his car to the mechanic? - Yes, he is. / No, he isn't.

### Uso

Il futuro con **be going to** si usa per:  
 - esprimere **intenzioni** (azioni che si ha intenzione di realizzare)  
 Lana is going to buy a new car because her old one has mechanical problems.  
 - parlare di eventi che molto probabilmente si realizzeranno perché ne esistono già i presupposti. Può tradurre l'italiano 'stare per'.  
 Look at that girl! She's going to fall off her bike.

**1** Utilizza le parole fornite per esprimere le **intenzioni** delle persone indicate. Collega le frasi con **because** come nell'esempio.

- ⇒ I / see / Mary / want to talk to her.  
**I'm going to see Mary because I want to talk to her.**
- Ben / save / money / wants to buy a new scooter. ....
  - Poppy / bake / a cake / wants to surprise Erik on his birthday. ....
  - Chris and Jackie / join a gym / want to get fit. ....
  - Brad / buy / a new house / wants more room. ....
  - I / go / on a diet / (not) want to buy new clothes. ....

**2** Scrivi ciò che **sta per accadere** utilizzando le parole fornite.

- ⇒ The sky is cloudy. → It / rain **It's going to rain.**
- Look at that car! → It / crash .....
  - Take the washing off the clothesline outside! → It / rain .....
  - Look at that man! → He / steal that bike .....
  - Joe is not happy with his meal! → He / talk to the waiter .....
  - Stop that child! → He / run onto the road .....

**3** Rispondi con **risposte brevi**.

- ⇒ Is Rachel going to spend her holidays in Ireland? - Yes, **she is.**
- Are they going to get married? - Yes, .....
  - Are you going to buy that jacket? - No, .....
  - Are you going to use your computer this evening? - Yes, .....
  - Is Lorenzo going to take the job in London? - Yes, .....
  - Is Isabella going to go out with Stephen? - Yes, .....

FILE 7



## FUTURE SIMPLE (WILL): previsioni e decisioni del momento

### Forma

<b>Affermativa</b>	sogg. + <b>will</b> ('ll)	+ forma base del verbo.
<b>Negativa</b>	sogg. + <b>will not</b> (won't)	+ forma base del verbo.
<b>Interrogativa</b>	<b>will</b> + sogg.	+ forma base del verbo
<b>Risposte brevi</b>	Yes, sogg. + <b>will</b> No, sogg. + <b>won't</b>	

It will ('ll) rain. / It will not (won't) rain.  
Will it rain? - Yes, it will. / No, it won't.

### Uso

Il **future simple** ha vari usi. In questo paragrafo lo useremo per:

- fare **previsioni** di vario tipo: sul tempo, sulla vita, sul destino della terra e degli uomini, sull'economia, ecc.

They say it will be windy tomorrow.

- esprimere **decisioni** prese nel momento in cui si parla.

A: This exercise is too difficult. B: I'll help you.

**1** | Trasforma le seguenti frasi nella forma indicata tra parentesi: interrogativa (?), affermativa (+), negativa (-).

⇒ Will you tell me the truth? (+)

**You will tell me the truth.**

1. It will be hot all next week. (?) .....
2. I'll clean the house. (-) .....
3. She will be ninety-five next year. (?) .....
4. It won't snow tomorrow. (+) .....
5. Italy will win the next World Cup. (-) .....

**2** | Rispondi con **risposte brevi**.

⇒ Will Richard get his driving license? - No, **he won't**.

1. Will it be more difficult to find a job in the future? - Yes, .....
2. Will it rain on Sunday? - No, .....
3. Will people ever stop polluting the environment? - Yes, .....
4. Do you think you (voi) will go to Disneyland when you are in Florida? - Yes, .....
5. Will Miranda and Marcus get married? - No, .....

**3** | Indica quali frasi esprimono **previsione (P)** e quali una **decisione del momento (D)**.

⇒ I suppose you won't go to his birthday party. (**P**)

1. 'Someone is ringing the doorbell'. 'I'll get it'. (...)
2. I think I will be famous one day. (...)
3. 'Can I borrow your green shoes?' 'They won't fit you'. (...)
4. 'I'm too tired to cook anything'. 'I'll make dinner'. (...)
5. 'Oh dear, I left my purse in the car'. 'Don't worry. I'll pay'. (...)



## PRESENT CONTINUOUS / BE GOING TO / WILL: differenze

<b>Present continuous +</b> espressione di tempo futuro	- <b>progetti/piani già stabiliti</b> We are leaving tomorrow morning at 7.00.
<b>Be going to</b>	- <b>intenzioni</b> I'm going to start a guitar course. - <b>stare per...</b> Look at that boy! He's going to fall off his bike.
<b>Future simple (will)</b>	- <b>previsioni</b> It will be a difficult test. - <b>decisioni del momento</b> A: 'This suitcase is too heavy!' B: 'I'll carry it for you'.

**1** | Indica quali frasi esprimono **piano prestabilito (PP)**, **intenzione (I)**, **stare per (S)**, **previsione (P)**, **decisione del momento (D)**.

⇒ She is leaving at 7.30 p.m. (**PP**)

1. They say the financial crisis will end soon. (...)
2. 'I really need to cut the grass'. 'Don't worry. I'll do it for you'. (...)
3. Be careful of that vase. You are going to push it off the table! (...)
4. We are flying to Paris on Monday. I booked the tickets online last night. (...)
5. Ben and Kate are going to adopt a rescue dog from the pound. (...)

**2** | Completa le frasi con il **present continuous**, **be going to** o il **future simple (will)** dei verbi tra parentesi. A volte sono possibili più soluzioni corrette.

⇒ I (go) **am going to have** only a sandwich for dinner because I'm not very hungry.

1. Michael (give) ..... Mary a surprise birthday party tonight.
2. He is very good at Drama. He (become) ..... an actor.
3. They (have) ..... lunch at 'The Ambassador' this evening. Andrew booked the table weeks ago.
4. Relax. I (take) ..... the cat to the vet for you.
5. Look at that man with the mask and gun over there. He (rob) ..... the bank.
6. I (go) ..... to the hairdresser's this afternoon. My appointment is at 2 p.m.
7. It's a competitive industry. I'm sure they (offer) ..... her a very good salary.
8. There (be) ..... snow in the Alps tomorrow. I looked at the weather report.
9. I don't think it (be) ..... a long day tomorrow. If we finish early we can go home.
10. I'd love to come out with you this evening, but I can't. I (see) ..... an old friend tonight.

**3** | Scrivi domande adeguate alle risposte.

⇒ **Is Mary staying in Milan tonight?** - In Milan tonight? Yes, she is.

1. ....? -Sunny tomorrow? No, the weather forecast says 'rain all day'.
2. ....? -No, not tomorrow. I'm leaving on Monday.
3. ....? -A birthday party? No, I'm not. I never give birthday parties.
4. ....? -Staying at home this evening? Yes, we definitely are.
5. ....? -Carl? Yes, he's going to study engineering at university.

FILE  
7



**E**

**CONNETTIVI: and, but, because, so**

<b>and</b>	e	(aggiunta)	He is going to buy a suit and some new shirts.
<b>but</b>	ma	(contrasto)	Matthew is going to buy a new house but he's not going to sell his old one.
<b>because</b>	perché	(causa)	I'm going to learn French because I want to move to Paris.
<b>so</b>	così	(conseguenza)	I want to move to Paris so I'm going to learn French.

**1** | Scegli l'alternativa corretta (**and** oppure **but**).

⇒ I'll have a steak **and** / **but** no chips for me, please.

1. She speaks Russian **and** / **but** German.
2. Alesha's hair is long **and** / **but** straight.
3. Rocky likes playing tennis **and** / **but** he doesn't like table tennis.
4. Patsy went into the bedroom **and** / **but** lay down on the bed.
5. I'm going to visit my grandmother **and** / **but** take her some roses.

**2** | Scegli l'alternativa corretta (**because** oppure **so**).

⇒ He can't vote **because** / **so** he's not 18 yet.

1. I need to save money **because** / **so** I want to buy a car.
2. I am an expert on Japanese ceramics **because** / **so** I often need to work over there.
3. Our dog has a broken leg **because** / **so** we can't take him for a walk.
4. I'm not speaking to my father **because** / **so** we had an argument last week.
5. I need a break from work **because** / **so** I'll be in a café for the next hour.

**3** | Abbina le frasi nelle due colonne collegandole con **because** oppure **so**.  
Scrivile nello spazio sottostante.

A
1. Angie wants to become a pilot
2. It's going to rain all next week in London
3. They are moving house
4. Sophie is going to put on weight
5. We aren't going to heat the house this winter

B
A. we are trying to save money.
B. they don't like their neighbours.
C. she has stopped doing any exercise.
D. she is going to take flying lessons.
E. I'm going to pack an umbrella and raincoat.

1. ...
2. ...
3. ...
4. ...
5. ...

1. Angie wants to become a pilot .....
2. ....
3. ....
4. ....
5. ....



# COMPARATIVI E SUPERLATIVI DI MAGGIORANZA: aggettivi

## Forma

aggettivo		comparativo (+ than)	superlativo (+ of / in)
con una sillaba con due sillabe terminanti in <b>-le, -ow, -er</b>	young clever narrow	younger cleverer narrower	the youngest the cleverest the narrowest
terminanti in <b>-y</b>	happy	happier	the happiest
con più sillabe	expensive	more expensive	the most expensive
irregolari	good bad	better worse	the best the worst

### • Variazioni ortografiche

- gli aggettivi monosillabici terminanti in **-e** aggiungono solo, rispettivamente, **-r** e **-st** (large - larger - the largest).
- gli aggettivi monosillabici terminanti in consonante preceduta da una sola vocale accentata raddoppiano la consonante (big - bigger - the biggest).

### • 2° termine di paragone

- dopo il comparativo di maggioranza: **than**. Paul is taller than Bob.
- dopo il superlativo:

**of:** Peter is the tallest of the three boys.

**in:** se il 2° termine di paragone è rappresentato da un luogo.  
Is New York the biggest city in the USA?

### Uso

- Si usa il **comparativo** per confrontare due entità.  
This pullover is cheaper than that one.
- Si usa il **superlativo** per confrontare una persona o una cosa con un gruppo.  
This pullover is the cheapest of all the pullovers in the shop.

FILE 7

1 | Completa la tabella con il **comparativo** o il **superlativo di maggioranza** mancante.

Aggettivo	Comparativo	Superlativo
1. cheap	cheaper	.....
2. expensive	.....	the most expensive
3. old	older	.....
4. fast	.....	the fastest
5. tall	taller	.....
6. short	shorter	.....
7. good	.....	the best
8. bad	worse	.....
9. exciting	more exciting	.....
10. boring	.....	the most boring

**2** Descrivi le immagini usando i **comparativi** e **superlativi di maggioranza** degli aggettivi forniti, come nell'esempio.



Robert / 55



Peter / 35



John / 23

- ⇒ **old**  
 A. Peter is **older** than John.  
 B. Robert is **older** than Peter.  
 C. Robert is **the oldest** of the three.



Susan / 52



Betty / 25

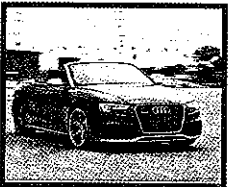


Jennifer / 17

- 1. young**  
 A. Jennifer .....

B. Betty .....

C. Jennifer .....



Car A / 130 mph



Car B / 120 mph



Car C / 80 mph

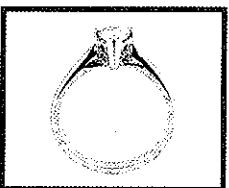
- 2. fast**  
 A. Car A .....

B. Car B .....

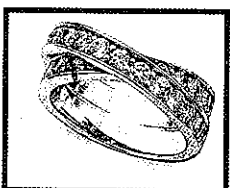
C. Car A .....



Ring A / £1,000



Ring B / £700



Ring C / £300

- 3. expensive**  
 A. Ring A .....

B. Ring B .....

C. Ring A .....

**3** Completa le frasi con il **comparativo** o il **superlativo di maggioranza** degli aggettivi tra parentesi.

- ⇒ What is **the highest** mountain in Europe? (high)
- Which is ..... way to travel to London from here? By train or by car? (good)
  - This box is ..... than those ones over there. (heavy)
  - This part of town is ..... because there is a paint factory here. (polluted)
  - This weekend is ..... than last weekend. (hot)
  - Milan is ..... than London. London rarely has fog at all! (foggy)

**4** Completa le frasi con **than, of, in**.

- ⇒ He looks older **than** you.
- Bill Gates is the richest man ..... the world.
  - The Nile is longer ..... the Amazon.
  - Jupiter is the biggest planet ..... the solar system.
  - Katherine is the most talented ..... her sisters.
  - Stockholm is colder ..... Copenhagen.



# QUESTION TAGS (vero? / non è vero?)

## Forma

FRASE	QUESTION TAG
<b>Affermativa</b> You are English,	<b>Interrogativo-negativa</b> aren't you?
<b>Negativa</b> You aren't English,	<b>Interrogativa</b> (non più negativa) are you?

Osserva altri esempi con vari tipi di verbi e tempi verbali:

You **can** swim, **can't you?**

You **can't** swim, **can you?**

She **is** studying, **isn't she?**

She **isn't** studying, **is she?**

Tom **lives** in London, **doesn't he?**

He **doesn't live** in London, **does he?**

You **went** to Paris at Easter, **didn't you?**

You **didn't go** to Paris at Easter, **did you?**

They **are going** to visit Rome, **aren't they?**

They **aren't going** to visit Rome, **are they?**

It **will** rain, **won't it?**

It **won't** rain, **will it?**

## Uso

Le **question tags** (o *tag questions*), che traducono l'italiano *vero / non è vero?*, si usano per:

- **chiedere conferma** di quanto si è dichiarato.

You don't live in London, do you? Non vivi a Londra, vero?

### 1 | Abbina a ciascuna frase la **question tag** corretta.

1. That dog isn't a labrador,
2. You speak French,
3. Mandy passed her exam,
4. Fiona didn't pay the gas bill,
5. You weren't a very good student at school,
6. It's a great day to go sailing,
7. You don't know Charlie,
8. They aren't related to the royal family,
9. They are the best football team in Ireland,
10. You didn't tell him our secret,

- |                 |         |
|-----------------|---------|
| A. don't you?   | 1. ...  |
| B. isn't it?    | 2. ...  |
| C. are they?    | 3. ...  |
| D. did you?     | 4. ...  |
| E. do you?      | 5. ...  |
| F. aren't they? | 6. ...  |
| G. did she?     | 7. ...  |
| H. didn't she?  | 8. ...  |
| I. is it?       | 9. ...  |
| J. were you?    | 10. ... |

### 2 | Aggiungi alla fine di ogni frase la **question tag** corretta.

⇒ You can't ride a bicycle, **can you?**

1. You don't want to wash the car, .....?
2. We'll win the match, .....?
3. You're catching the bus, .....?
4. You like Chinese food, .....?
5. I wasn't rude, .....?

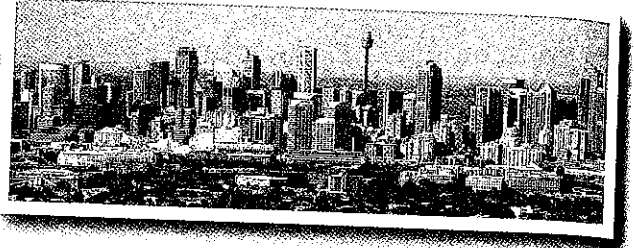
FILE 7

## COMMUNICATION / READING / WRITING

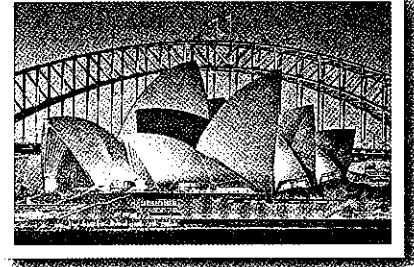
### 1. Communication

Ann ha saputo che Jack partirà presto per un viaggio di lavoro. Utilizza le note fornite per completare il dialogo usando le forme future.

<b>destination</b>	Sydney
<b>date of departure</b>	July 3 <sup>rd</sup>
<b>length of holiday</b>	6 weeks
<b>with</b>	his wife
<b>activities</b>	hiring and training new staff for his company, being a tourist in his free time



- A: Hi, Jack! I hear (1) ..... a trip to Sydney in July.  
J: Yes you're right, Ann. But it's a work trip.  
A: When are you flying out?  
J: (2) .....  
A: How long are you going to stay?  
J: (3) .....  
A: What are you planning to do there?  
J: (4) .....  
A: Who are you going with?  
J: (5) .....  
A: Wow, that sounds fantastic! I'm sure you'll have a great time.  
J: I hope so, but remember I'm really only going for work.



### 2. Reading

Leggi l'email che Jack ha inviato alla vicina di casa Nicole e scrivi domande adeguate alle risposte fornite facendo riferimento al testo.

May 3<sup>rd</sup>, 20...

Dear Nicole,

I am going to Australia in July and August for about six weeks. As my wife, Katie, is coming with me I'd like to ask you a favour. Can you feed our cat and water our plants when we are away?

We're leaving on July 3<sup>rd</sup>, and we're coming back on August 15<sup>th</sup>.

We are going to stay in a serviced apartment near Bondi Beach, so you will be able to contact us if there are any problems. I am going to work at the Sydney branch of our company (except at weekends) so it's really not a holiday, but Katie wants to come too because it will be her first time in Australia.

Let me know if you can look after the cat for us. I'll bring you a fantastic present back from Sydney if you do. Hope to hear from you soon.

Bye for now  
Jack

1. ....?
 

He's going to Sydney.
2. ....?
 

With his wife, Katie.
3. ....?
 

They are leaving on July 3<sup>rd</sup>.
4. ....?
 

Six weeks.
5. ....?
 

In an apartment at Bondi Beach.
6. ....?
 

He is going to work.
7. ....?
 

On August 15<sup>th</sup>.

**3. Writing**

Scrivi una lettera a un/a amico/a per raccontargli/le i tuoi **progetti** e le tue **intenzioni** per le tue prossime vacanze. Segui il piano suggerito.

<b>PIANO</b>	
<p style="text-align: right;">tuo indirizzo data</p>	<p style="text-align: right;">..... .....</p>
<p>Caro/a .....,</p> <p><b>Introduzione - Paragrafo 1</b></p> <p>Spiega la ragione per cui stai scrivendo.</p>	<p>Dear .....,</p> <p>Great news! .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Corpo centrale - Paragrafo 2</b></p> <p>Scrivi i tuoi progetti / intenzioni: destinazione, con chi, data di partenza, durata della vacanza, alloggio, cose da fare e da vedere, data di ritorno.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Conclusione - Paragrafo 3</b></p> <p>Invitalo / a a venire con te / voi.</p> <p>Saluti finali</p>	<p>Why don't you .....?</p> <p style="text-align: right;">Love, .....</p>

READING ACTIVITIES  
**FILE**  
 7

# FILE 8



## PRONOMI PERSONALI (soggetto e complemento) AGGETTIVI E PRONOMI POSSESSIVI

PRONOMI PERSONALI		POSSESSIVI	
Soggetto	Complemento	Aggettivi	Pronomi
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	(non usato)
we	us	our	ours
you	you	your	yours
they	them	their	theirs

Ripassa File 1 (parag. A), File 2 (parag. D) e File 4 (parag. D)

### 1 Scegli l'alternativa corretta.

⇒ I like **you** / **your** new shoes.

- We / Us** have a lot of work to do.
- Is that Jason's car? - Yes, it's **hers / his**.
- Andrew is my best friend. Do you know **his / him**?
- Would you like to travel with **them / theirs**?
- Is that your rubbish over there? - No, it isn't **my / mine**.

### 2 Completa le seguenti frasi con un **pronome personale soggetto** o **complemento**, oppure con un **aggettivo** o un **pronome possessivo**.

⇒ Are these keys **yours**? - Yes, **they** are mine.

- Is this your car? - No, it isn't ..... It's a company car.
- Is your girlfriend Spanish? - Yes, ..... is. I met ..... when I was on holiday in Madrid.
- Do you know Michael's telephone number? - Sorry, I can't remember .....
- What time does ..... usually start work? - Nine o'clock, I think.
- What is Maisie's star sign? - ..... sign is Scorpio.
- Is Riccardo ..... brother? - Yes, he is.
- Are you wearing my jumper? - Yes, .....s yours.
- Are these Grandpa's glasses? He can't find them. - No, they aren't .....
- Are these books all yours? I'd really like to read some of .....
- Has Ron got a girlfriend? He's really gorgeous. I'd like to go out with .....

### 3 Cerchia l'errore contenuto in ciascuna frase e correggi.

⇒ Julia goes swimming with **they** every day.

**them**

- Michael lives with her mother. ....
- Whose car is that? - It's her. ....
- Waiting is so boring, I hate its. ....
- The Queen lives in England. He is very rich. ....
- I love your ring. Can I try him on? ....
- Them aren't our bags! ....

		Forma affermativa	Forma negativa	Forma interrogativa
P R E S E N T	<b>Present simple</b>	sogg. + forma base  he / she / it + forma base + <b>s</b>	sogg. + <b>do not</b> + forma base  he / she / it + <b>does not</b> + forma base	<b>do</b> + sogg. + forma base?  <b>does</b> + he / she / it + forma base?
	<b>Present continuous</b>	sogg. + am / is / are + <b>-ing</b>	sogg. + am / is / are + <b>not</b> + <b>-ing</b>	am / is / are + sogg. + <b>-ing</b> ?
P A S T	<b>Past simple</b> -verbi regolari	sogg. + forma base + <b>ed</b>		
	-verbi irregolari	sogg. + <b>forma propria</b> (went, bought...)	sogg. + <b>did not</b> + forma base	<b>did</b> + sogg. + forma base?
F U T U R E	<b>Present continuous</b>	sogg. + am / is / are + <b>-ing</b>	sogg. + am / is / are + <b>not</b> + <b>-ing</b>	am / is / are + sogg. + <b>-ing</b> ?
	<b>Be going to</b>	sogg. + am / is / are + <b>going to</b> + forma base	sogg. + am / is / are + <b>not</b> + <b>going to</b>	am / is / are + sogg. + <b>going to</b> + forma base?
	<b>Future simple</b>	sogg. + <b>will</b> + forma base	sogg. + <b>will</b> + <b>not</b> + forma base	<b>will</b> + sogg. + forma base?

Ripassa File 4 (parag. A, B, C), File 6 (parag. C), File 7 (parag. A, B, C, D)

**1** A. Completa le **regole** sull'uso del presente e del passato del verbo tra parentesi.

- Si usa il ..... per parlare di azioni in corso nel momento in cui si parla.
- Si usa il ..... per parlare di abitudini del presente.
- Si usa il ..... con espressioni di tempo come: yesterday, two days ago, last week ecc.

B. Completa le frasi con il **present simple**, il **present continuous** o il **past simple**.

⇒ Richard and Peter (go) **go** skiing together every winter.

- Catriona (have) ..... a shower at the moment.
- Julian usually (work) ..... seven days a week.
- They never (get up) ..... before 10 o'clock.
- Maria (forget) ..... to pick up her daughter from school.
- My brothers are at the pub. They (watch) ..... a football match.
- Fiona (lose) ..... the final in a tennis competition yesterday.



**2** | A. Completa le **regole** sull'uso del futuro.

- A. Si usa il ..... per parlare di progetti già stabiliti.
- B. Si usa la costruzione con ..... per parlare di intenzioni.
- C. Si usa la costruzione con ..... per parlare di azioni che stanno per accadere.
- D. Si usa il ..... per fare previsioni.
- E. Si usa il ..... per esprimere decisioni prese nel momento in cui si parla.

B. Completa le frasi con il **present continuous**, **be going to** o il **future simple** dei verbi tra parentesi.

- ⇒ My plane (take off) **is taking off** at 3.25 p.m. I can't miss it!
- 1. It's suddenly very cold. I think it (snow) .....
  - 2. Scientists believe we (have) ..... no incurable illnesses in the future.
  - 3. 'I can't find my phone and I need to call Jennifer'. 'I've got mine. I (call) ..... her for you'.
  - 4. Our rugby coach says we (win) ..... Saturday's match.
  - 5. Brad called me and asked me out! I (see) ..... him tomorrow evening.

**3** | Scegli l'alternativa corretta.

- ⇒ We **are going to have** / **have** a rest as soon as possible.
- 1. I'm **taking** / **take** Alexandra out for dinner this weekend.
  - 2. My dad **clean** / **cleaned** the car yesterday. It looks great.
  - 3. When you move to Helsinki it **will snow** / **snowed** for much of the year.
  - 4. Sebastian is at the library. He **reads** / **is reading** books on the history of our area.
  - 5. The children **didn't go** / **didn't went** to school last week. They were on holiday.

**4** | Completa le frasi con i verbi tra parentesi nel tempo e nella forma corretti. In alcuni casi sono possibili più soluzioni corrette.

- ⇒ Mum isn't at home at the moment. She (do) **is doing** the shopping at the supermarket.
- 1. She (live) ..... on a farm in the country.
  - 2. Seth (start) ..... writing poems when he (be) ..... twelve.
  - 3. The whole team (train) ..... to go to the Olympics.
  - 4. There (be) ..... a lot of people at the party tomorrow night.
  - 5. It is difficult to predict who (win) ..... the game tomorrow.
  - 6. See those black clouds in the sky. It (rain) ..... for sure today.
  - 7. Look at that man slipping on the ice. He (fall) ..... over.
  - 8. We (play) ..... computer games until 3 o'clock in the morning.
  - 9. Christine (not / go) ..... to work today. She's got flu.
  - 10. My father (buy) ..... us new bicycles for Christmas.
  - 11. Henry was late for school three days in a row because he slept in and (miss) ..... the bus.
  - 12. I (see) ..... a really scary horror movie on Friday night.
  - 13. (you / remember) ..... to lock the back door? - Yes, I did.
  - 14. Sorry, I (not / remember) ..... your name. What is it again?
  - 15. (Carol / go) ..... straight home after work?
  - 16. Charlotte is at her desk. She (read) ..... her new work contract.



## VERBI MODALI: can, may, must, would, shall (alcuni usi)

<b>can</b>	esprimere capacità fare richieste chiedere il permesso (informale)	I can use a computer. Can you help me? Mum, can I go out?
<b>may</b>	chiedere il permesso (formale)	Excuse me. May I sit here?
<b>must</b> <b>mustn't</b>	esprimere obbligo/dovere esprimere divieto	You must study harder. You mustn't park here.
<b>would (you like?)</b>	offrire invitare	Would you like a glass of wine? Would you like to go for a walk?
<b>shall</b>	fare proposte offrire aiuto	Shall we have lunch together? Shall I carry your suitcase?

Ripassa File 5 (parag. B, C, D, E, F)

### 1 | Abbina le frasi alla funzione comunicativa che esprimono.

<ol style="list-style-type: none"> <li>1. David can play football very well.</li> <li>2. Would you like to go to a concert?</li> <li>3. Shall we go to the park?</li> <li>4. Passengers must fasten their seatbelts.</li> <li>5. Excuse me, Mr Thorpe, may I go out?</li> <li>6. Shall I wash the dishes?</li> <li>7. Would you like a cup of tea?</li> <li>8. Dad, can I use your car?</li> <li>9. You mustn't speak in the library.</li> <li>10. Bob, can you lend me your pen, please?</li> </ol>	<ol style="list-style-type: none"> <li>A. Divieto</li> <li>B. Richiesta di permesso formale</li> <li>C. Offerta di aiuto</li> <li>D. Offerta</li> <li>E. Invito</li> <li>F. Richiesta</li> <li>G. Richiesta di permesso informale</li> <li>H. Proposta</li> <li>I. Capacità</li> <li>J. Obbligo</li> </ol>	<ol style="list-style-type: none"> <li>1. ...</li> <li>2. ...</li> <li>3. ...</li> <li>4. ...</li> <li>5. ...</li> <li>6. ...</li> <li>7. ...</li> <li>8. ...</li> <li>9. ...</li> <li>10. ...</li> </ol>
--	--	---

### 2 | Completa le seguenti frasi con i verbi modali adeguati nella forma corretta (affermativa, negativa o interrogativa).

- ⇒ You **mustn't** exceed the speed limit. It **can** be dangerous.
1. Sophie, ..... you unpack the dishwasher for me please?
  2. I ..... play the guitar but I ..... read music.
  3. .... you tell me the time, please?
  4. You ..... have a licence to drive a car.
  5. How many times do I have to tell you? You ..... hit your sister.
  6. .... your father play the piano? - No, he .....
  7. .... you like to have boiled eggs for breakfast?
  8. .... I take out the rubbish? - Yes, please.
  9. .... you take your books off the dining room table and set it for dinner, please?
  10. .... you like a glass of wine?

READING ACTIVITIES  
**FILE 8**



## LE DOMANDE E LE RISPOSTE

Esistono vari tipi di domande.

- **Yes / No questions** che prevedono risposte del tipo 'si' o 'no' (risposte brevi).

Osserva gli esempi.

Yes / No questions	Risposte brevi	
Are you Italian?	Yes, I am.	No, I'm not.
Have you got a mobile phone?	Yes, I have.	No, I haven't.
Can you swim?	Yes, I can.	No, I can't.
Do you live in Rome?	Yes, I do.	No, I don't.
Did you have a good time?	Yes, I did.	No, I didn't.

- **Question tags** (vero? / non è vero?). Osserva gli esempi.

	Question tags	Risposte brevi	
<b>Con frasi affermative</b> She's at work, They were in Paris, He invited Jane, You can swim,	isn't she? weren't they? didn't he? can't you?	<b>Confermare</b> Yes, she is. Yes, they were. Yes, he did. Yes, I can.	<b>Non confermare</b> No, she isn't. No, they weren't. No, he didn't. No, I can't.
<b>Con frasi negative</b> She isn't at work, They weren't in Paris, He didn't invite Jane, You can't swim,	is she? were they? did he? can you?	<b>Confermare</b> No, she isn't. No, they weren't. No, he didn't. No, I can't.	<b>Non confermare</b> Yes, she is. Yes, they were. Yes, he did. Yes, I can.

- **Wh- questions** introdotte dalle **question words** (who, what, where, when, whose, why, how ed espressioni con how, come how much, how many, how old, how long ecc.). Osserva gli esempi e le possibili risposte.

Wh- questions	Risposte
Where do you live?	I live in New York / Manchester / London...
What are you doing?	I am having a shower / watching TV / reading...
Where were you this morning?	I was at home / school / work...
What time did you get up?	I got up at 6.00 / 7.00...
How long are you going to stay there?	I am going to stay there for two days / a week...

- **Domande che esprimono funzioni comunicative** come *offrire, invitare, fare richieste, fare proposte* ecc. Osserva gli esempi e le possibili risposte.

<b>Offrire</b> Would you like something to eat?	<b>Accettare</b> Yes, please.	<b>Rifiutare</b> No, thanks. / No, thank you.
<b>Invitare</b> Would you like to go out this evening?	<b>Accettare</b> Yes, I'd love to.	<b>Rifiutare (+ motivazione)</b> Sorry, I must / I've got to... Sorry, I've got the flu / a temperature... Sorry, I don't feel very well. Sorry, I'm seeing Paul tonight.
<b>Fare richieste</b> Can you help me? (informale)	<b>Risposta affermativa</b> Yes, sure.	<b>Risposta negativa (+ motivazione)</b> Sorry, but I can't just now.
<b>Chiedere il permesso</b> Can I go out, mum? (informale) May I open the window? (formale)	<b>Risposta affermativa</b> Yes, sure. / Yes, you can. Yes, all right. / Yes, okay.  Yes, of course. Yes, certainly.	<b>Risposta negativa (+ motivazione)</b> No, you can't. You must...  I'm sorry but...
<b>Fare proposte</b> Shall we go to the cinema? Why don't we go to the cinema? What about going to the cinema?	<b>Accettare</b> Yes, let's. Yes, good idea.	<b>Rifiutare (+ motivazione)</b> Sorry, I've got to / I must / I'm going to... <b>Risposta negativa (+ proposta alternativa)</b> No, let's not go to the cinema. Let's stay at home. / Let's go to the theatre. Why don't we (+ forma base)...? What about (+ -ing)...?

**1** | Rispondi con **risposte brevi** alle seguenti **Yes/No questions**.

- ⇒ Will the shop be open when we arrive? - Yes, **it will**.
1. Are you crying? - Yes, .....
  2. Is she a dentist? - No, .....
  3. Are they having lunch right now? - Yes, .....
  4. Can she play the flute? - No, .....
  5. Have you got a television in your room? - No, I .....
  6. Do you work full time? - Yes, I .....
  7. Does she always go to Greece in the summer? - No, .....
  8. Did they enjoy the concert? - Yes, .....
  9. Are they going to take a taxi into town? - No, .....
  10. Will it be cold tomorrow? - Yes, .....

**2** | Scrivi alla fine delle frasi la **question tag** e poi rispondi con **risposte brevi**.

- ⇒ A: David went to his grandma's, **didn't he?**  
 B: Yes, **he did**.
1. A: You don't come from here, .....?  
 B: No, .....
  2. A: You are bored, .....?  
 B: Yes, .....
  3. A: They are driving to Munich, .....?  
 B: No, .....
  4. A: She sang well, .....?  
 B: Yes, .....
  5. A: Ben doesn't want to eat fish, .....?  
 B: No, .....
  6. A: I played really badly, .....?  
 B: No, you .....
  7. A: She's older than us, .....?  
 B: Yes, .....
  8. A: They can't see very well, .....?  
 B: No, .....
  9. A: The exam won't be difficult, .....?  
 B: No, .....
  10. A: She's picking the kids up from school, .....?  
 B: Yes, .....

**3** | Scrivi domande adeguate alle risposte sottolineate utilizzando le seguenti **question words** (alcune sono utilizzate più di una volta).

what	where	whose	who	how	how old	when
------	-------	-------	-----	-----	---------	------

- ⇒ **When will you go on holiday?** On holiday? We will probably go in August.
1. ....? Next summer? I'm going to Scotland.
  2. ....? My surname? It's Robinson.
  3. ....? I live in a coastal town in Queensland.
  4. ....? It's my suitcase.
  5. ....? I usually get to work by train.
  6. ....? That's my daughter.
  7. ....? I was born in 1987.
  8. ....? Last night? We went to the theatre.
  9. ....? Mary? I'm not sure. She's older than me. Perhaps 40?
  10. ....? Her telephone number? It's 2653 4920.

**4** | Rispondi adeguatamente agli **inviti** e alle **offerte** seguendo le indicazioni tra parentesi.

- ⇒ Would you like some biscuits? (accetta) **Yes, please.**
1. Would you like to come out to dinner with me? (accetta) .....
  2. Would you like a cup of coffee or tea? (accetta/love tea) .....
  3. Would you like a sandwich? (rifiuta) .....
  4. Would you like to go dancing tonight? (rifiuta: headache) .....
  5. Would you like to come to my card party? (rifiuta: can't play cards) .....

**5** | Rispondi adeguatamente alle **richieste generiche** e alle **richieste di permesso** seguendo le indicazioni tra parentesi.

- ⇒ May I have a look at this book, Miss Robinson?  
(rispondi affermativamente) **Yes, certainly.**
1. May I leave my suitcase here at the reception?  
(rispondi affermativamente) .....
  2. Can I use your computer?  
(rispondi negativamente: not working) .....
  3. Can I borrow your bicycle?  
(rispondi negativamente: need it myself) .....
  4. Can you give me a lift to the airport?  
(rispondi affermativamente) .....
  5. Can you help me with my homework?  
(rispondi negativamente: cooking dinner) .....

**6** | Rispondi adeguatamente alle seguenti **proposte** seguendo le indicazioni tra parentesi.

- ⇒ Shall we go to the swimming pool with Janet in the afternoon?  
(rispondi affermativamente) **Yes, let's. / Yes, good idea.**
1. Shall we open a bottle of wine?  
(accetta) .....
  2. Let's listen to Madonna's new album.  
(rifiuta: not like her) .....
  3. Why don't we clean the whole house today?  
(rifiuta: not feel very well) .....
  4. Shall we have the whole family over for Christmas this year?  
(rifiuta; proposta alternativa: go away for Christmas) .....
  5. I don't want to cook tonight. Let's order pizza.  
(accetta) .....

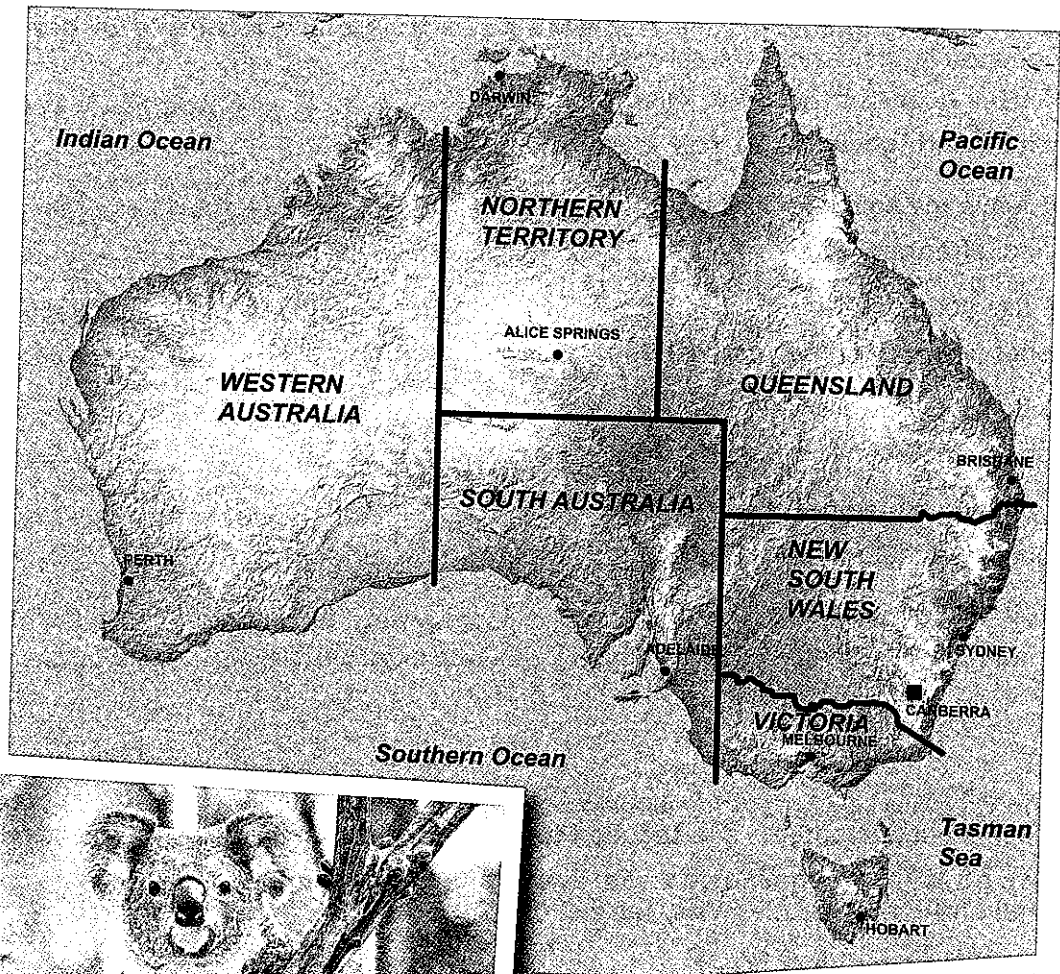
# READING ACTIVITIES

## 1. A JOURNEY TO AUSTRALIA

### Before reading

1 Guarda la carta geografica dell'Australia e...

1. write the names of the most important cities: .....
2. write the name of the capital city: .....
3. write the names of the oceans around Australia: .....





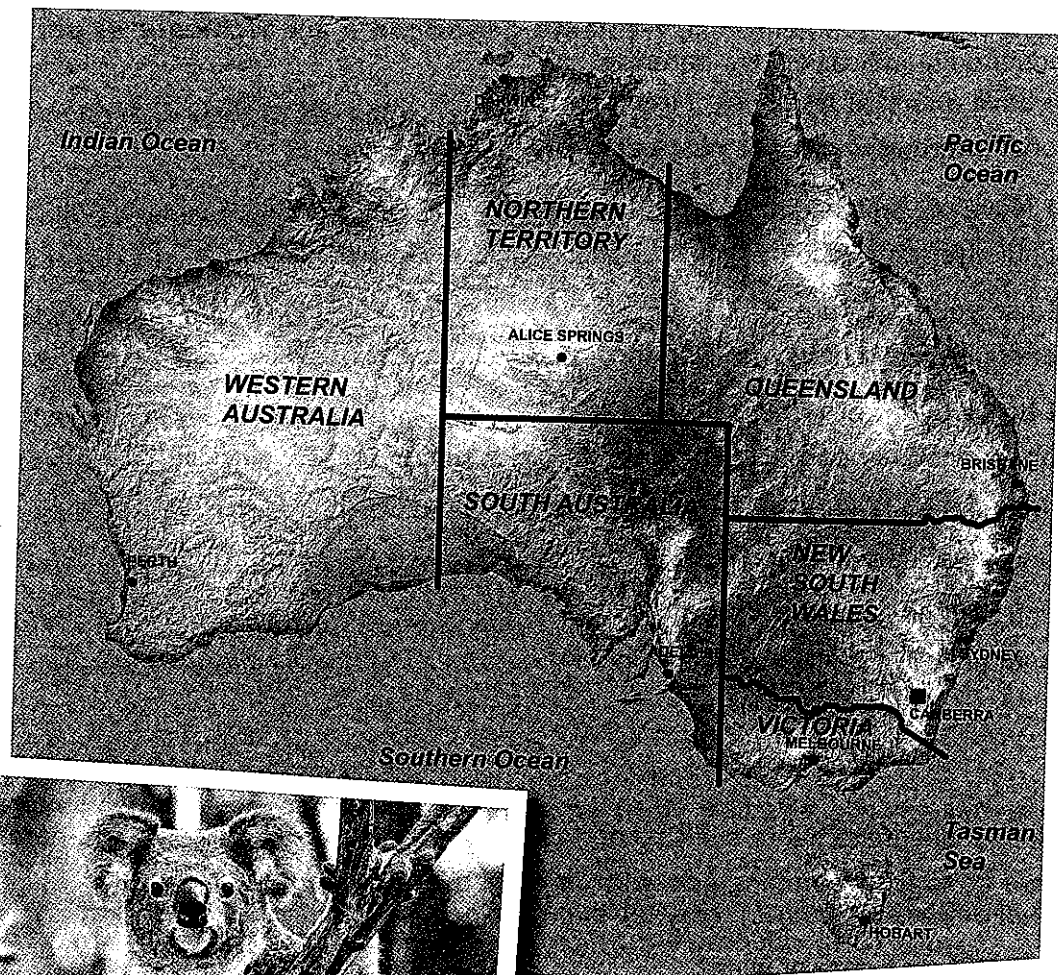
# READING activities

## 1. A JOURNEY TO AUSTRALIA

### Before reading

**1** Guarda la carta geografica dell'Australia e...

1. write the names of the most important cities: .....
2. write the name of the capital city: .....
3. write the names of the oceans around Australia: .....

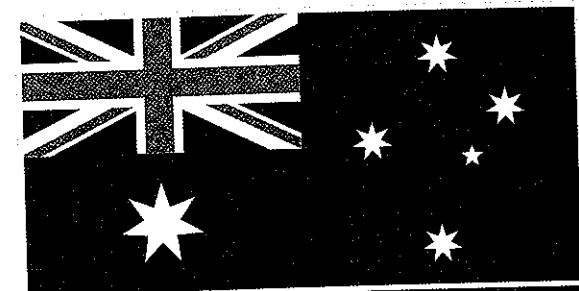


### Read

**2** Leggi il testo mentre osservi la carta geografica e sottolinea le alternative corrette.

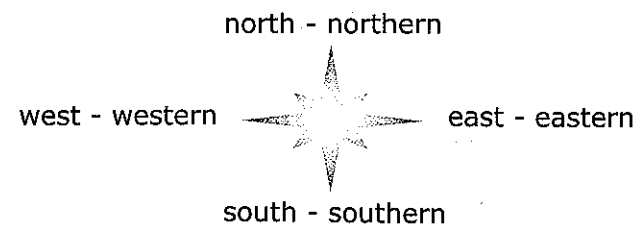
## AUSTRALIA

Australia is a continent with many faces. It is twice as big as Europe, but there are only two inhabitants per square mile. Its capital is **1. Albany / Canberra**. Brisbane is a good starting point to explore the **2. Atlantic / Pacific Coast** and relax on the Gold Coast. Travelling **3. north / south** there is the Great Barrier Reef, the reign of multicoloured tropical fish and wonderful coral. Sydney is a magnificent aristocratic city to the **4. west / east** of the country. It is situated on the **5. Indian Ocean / South Pacific Ocean** and it has a splendid natural bay. On the **6. east / west** of the island you have to be careful, because there are three deserts: the Great Sandy, the Gibson and the Great Victoria. Driving from Melbourne a long way **7. east / west** you can see Perth, the capital of **8. Western / Eastern Australia**. It's really lively and it has large number of restaurants! Australians often lead an open-air life. They are really fond of sport, good cooking and music; they are friendly and warm, too. So... come and visit Australia!



**3** Rispondi alle seguenti domande sul testo.

1. Is Australia a crowded continent? .....
2. What can you find on the Great Barrier Reef? .....
3. Why is Sydney attractive? .....
4. Where is the Great Victoria Desert? .....
5. Why is Perth famous? .....
6. What is the Australians' lifestyle like? .....
7. What are the Australians like? .....





## 2. THE LOCH NESS MONSTER

### Before reading

**1** | Prova a rispondere alle seguenti domande.

1. Do you know the meaning of the word 'loch'? .....
2. Do you know where Loch Ness is?  England  Scotland  Wales  Northern Ireland
3. What do you know about the monster of Loch Ness?.....
4. Do you believe in the existence of the Loch Ness monster?.....

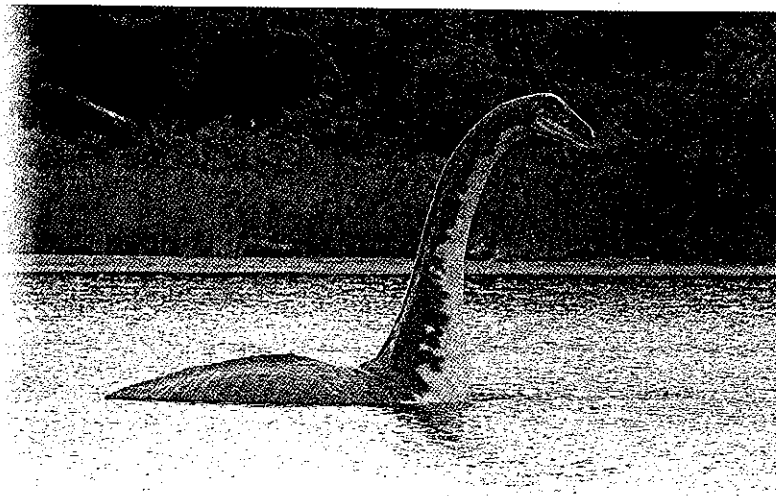


**Read**

**2** | Leggi la storia del mostro di Loch Ness e mentre leggi sottolinea i verbi al past simple.

### BIRTH OF A LEGEND

When the Romans first came to northern Scotland in the first century A.D., they found the Highlands occupied by fierce, tattoo-covered tribes they called the Picts, or painted people. It is clear that the Picts were deeply fascinated by animals and painted them with great fidelity. All the animals are easily recognisable – all but one. The exception is a strange beast with a long beak and flippers instead of feet. It was described as a swimming elephant and the Pictish beast is the evidence of an idea as old as 1,500 years – that Loch Ness, in the Scottish Highlands, is home to a mysterious aquatic animal.



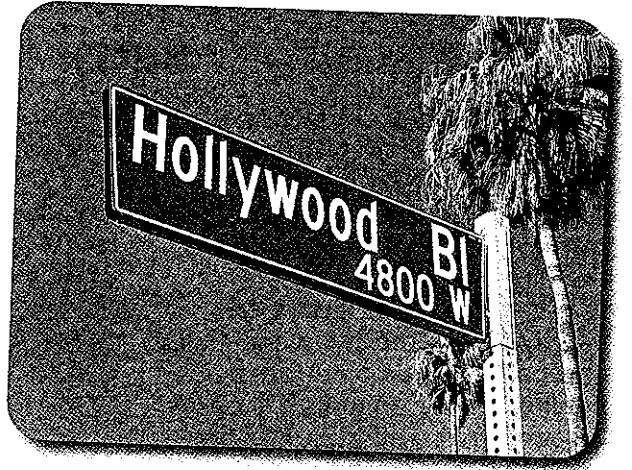
But the modern legend of Loch Ness dates from 1933. One April afternoon, a local couple was driving home when they spotted 'an enormous animal rolling and plunging on the surface'. Their account was written up by a correspondent for the Inverness Courier. The Loch Ness Monster soon became a media phenomenon. A British circus offered a reward of £ 20,000 for the capture of the beast. Hundreds of people arrived in Scotland waiting for the monster to appear. Everybody wanted to see how long and how big it was. How old could that ancient animal be? The excitement over the monster reached a peak in December when a big-game hunter, Marmaduke Wetherell, reported finding the fresh footprints of a large, four-toed animal. He estimated it was 20 feet long. For the occasion the roads of Inverness were invaded by people from everywhere. The bubble burst in January when museum zoologists announced that the footprints were those of a hippopotamus, probably a stuffed one. For the next three decades most scientists said that the sightings of the monster were the result of optical illusions. However, about 4,000 eye witnesses continued to describe a large creature above the surface of the lake. Many of them were sober and level-headed people: lawyers and priests, scientists and teachers, policemen and fishermen – even a Nobel Prize winner.

**3** | Ora rispondi alle seguenti domande sul testo.

1. Who lived in the Highlands in the year 100 AD?.....
2. What did they like to paint? .....
3. What strange animal did they paint? .....
4. What happened in 1933? .....
5. Who was Marmaduke Wetherell? .....
6. What did he see? .....
7. What did most scientists think of the monster? .....
8. What is the conclusion of the passage? .....

READING  
ACTIVITIES

### 3. L.A.



#### Before reading

**1** Prova a rispondere alle seguenti domande.

1. Do you know the meaning of L.A.? .....
2. Do you know exactly where it is? .....
3. Look at the map of the US and find it. ....



## Read

2 | Leggi ciò che la guida turistica dice di Los Angeles.

### HERE WE ARE IN L.A.

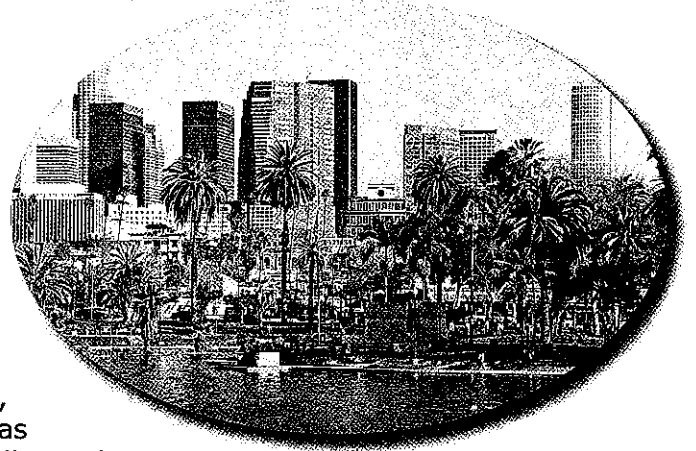
Good morning everybody. My name is Tina Fuentes. I'm your guide on this bus tour around Los Angeles or the City of Angels. Now, I'm going to tell you a few things about this peculiar metropolis which is a concentrate of architecture, history, murals and culture.

Los Angeles is young but threatening with its thousand square-mile network of congested freeways between the ocean and the snowy mountains. In a little while I'm going to take you to admire its shopping malls, palm trees, a few old-fashioned urban plazas, as well as the fantasy world of Disneyland and Hollywood.

We're soon approaching the homes of the stars, with the houses of Marilyn Monroe, Barbra Streisand and Charlie Chaplin. After that we're visiting some of the many visitor centers, in Beverly Hills Drive and near Disneyland.

You can buy virtually anything, anywhere, anytime in L.A. in the big department stores, like the central Beverly Center or the Century City Mall, in Santa Monica Boulevard.

L.A. eating covers every extreme. Today I'm taking you to a celebrity-owned restaurant: Steven Spielberg's submarine-shaped *Dive*. But you can also enjoy terrific burgers and mountains of fries at one of the many inexpensive stands that you can find almost everywhere.



3 | Decidi se le seguenti affermazioni sono vere (True) o false (False).

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. L.A. is the same as C.A.                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Los Angeles has no traffic problems.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Los Angeles is situated between the mountains and the sea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Disneyland is far from Hollywood.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Famous actors lived in Los Angeles.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Department stores close at lunchtime.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In L.A. you will only find expensive restaurants.          | <input type="checkbox"/> | <input type="checkbox"/> |

#### American English word site

##### American English

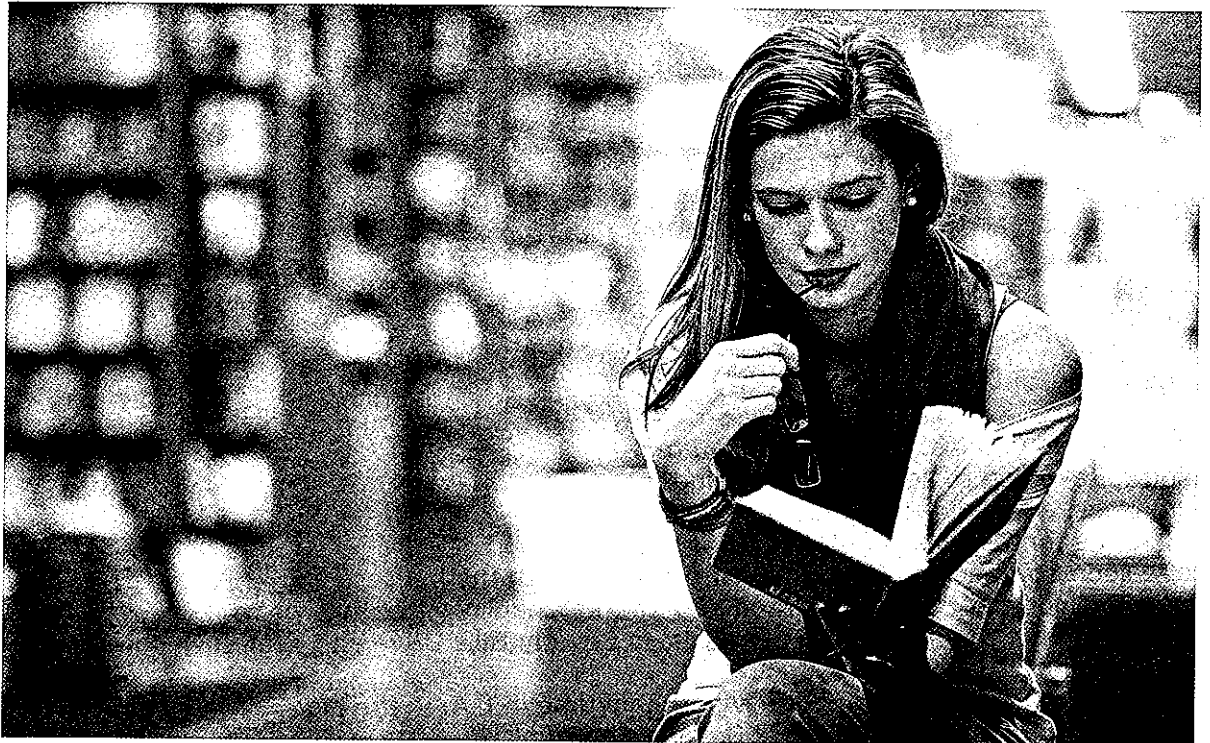
center  
apartment  
elevator  
color  
fall  
freeway  
vacation  
fries

#### British English word site

##### British English

centre  
flat  
lift  
colour  
autumn  
motorway  
holiday  
chips

#### 4. BEING AN 'AU PAIR' IN LONDON



##### Before reading

**1** | Prova a rispondere alle seguenti domande.

1. Do you know the meaning of 'au pair'? .....

.....  
.....  
.....  
.....

2. What language is it from?

.....  
.....  
.....  
.....  
.....



**Read**

**2** | Leggi questa intervista.

If you really want to perfect your English go and live with a family and become an au pair. Here are a few suggestions for you if you want to try. They come from a Spanish girl who spent two months in London as an au pair.

**Q.** So Teresa, first of all, what are you going to do now that you are back to Spain?

**A.** I'm going to repeat that experience as soon as I can. I like London. It is a great mix of cultures and you can't get bored there. Working as an au pair is a simple cheap way to live there.

**Q.** Tell us how you became an au pair.

**A.** A friend recommended an agency. Otherwise it is hard to know which is a good one. I sent details of myself and a reference letter. I also paid a small fee. They ask you what type of family you're looking for. They're also organize contact numbers of other au pairs so that you aren't alone when you arrive there.

**Q.** What about your host family?

**A.** I was lucky. I found a family I really liked. They were great.

**Q.** What sort of work is normal for an au pair?

**A.** You're going to work about 20-30 hours a week. You can help prepare dinner and breakfast. You're going to get the kids ready for school and also do a bit of housework.

**Q.** Does your English have to be good if you want to be an au pair?

**A.** Not really. Especially if you work with children. They can teach you very quickly! And... don't be shy or the kids may dominate you!

**3** | Decidi se le seguenti affermazioni sono vere (True) o false (False).

- |   | <b>T</b>                 | <b>F</b>                 |
|---|--------------------------|--------------------------|
| 1. Teresa likes working as an 'au pair'.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Teresa thinks London is a boring mix of cultures.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It was easy to find an au pair agency.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Her host family was lucky.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. An au pair works an average of 25 hours a week.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. An au pair will help prepare meals.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. An au pair can't do any housework.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. It is important to know English well if you want to become an au pair. | <input type="checkbox"/> | <input type="checkbox"/> |

**4** | E ora pensi che potresti un giorno lavorare come 'au pair'?

- Yes      Why? .....
- .....
- No      Why? .....
- .....